

Lisa Larwood is from Flaxmere College. Lisa's strategy focuses on creating an authentic context to engage students with reading. She outlines how she has implemented this approach with Year 8 students using comprehension skills to locate relevant information in a text. She also provides a journal article for background reading.

What: Using an authentic context to get students to engage with Reading
Who: Group of year 8 students (all B and WB National Standard)
Text used: The Polynesians by Damon Salesa (School Journal Story Library level 4)
Purpose: Students create a board game based on information gained from text.
Strategies: Make outcomes explicit
Use an authentic context (creating a board game/Polynesian history)

Learning Intention: Students will use comprehension skills to locate relevant information in a text.

Success Criteria: Students can identify positive and negative aspects of Polynesian exploration by waka. These aspects will then be transformed logically into squares on a board game.

How:

1. Use guided reading to read the report
2. Students discuss aspects of board games using prior knowledge
3. In groups students think of positive and negative aspects of exploration by waka
 - Need a navigator
 - Must take or catch all food required
 - Need stars to navigate at night
 - Bad weather can hinder progress
 - Etc
4. Students then take these aspects and turn them into board game squares
 - Your navigator falls overboard. Go back 3.
 - It is a clear night to navigate by. Move forward 2.
 - Etc
5. Students then in pairs or individually produce a board game than can go into the library for use on wet days.

Further reading

Duke, N., Purcell-Gates, V., Hall, L., Tower, C., (2006). Authentic literacy activities for developing comprehension and writing. *Reading Teacher*; Dec/Jan2007, Vol. 60 Issue 4, p344. This article is available online at

<http://onlinelibrary.wiley.com/doi/10.1598/RT.60.4.4/abstract>