

Readers' RAPs

Purpose

To provide students with opportunities to practise reading digitally and composing digital responses to comprehension questions.



What is it?

Readers Raps provide students with a forum to explore digital texts and develop comprehension skills. Students explore rap questions and share their findings with other students in an online space. Rap questions are derived from curriculum teaching resources. Where available, use digital texts. Classes either jointly construct and share responses, or enable individual students to develop and share their responses.

ICT skill teachable moments

- Joint construction of responses provides an opportunity for teachers to model digital reading and writing skills. It also provides an opportunity to show how to improve writing through editing.
- Classes are encouraged to read response from other classes, to support discussion and analysis of the text they are studying.
- Talk out loud how you are using the keyboard when constructing digital responses. For example: To start a sentence, we need a capital letter. On the keyboard I press the Shift key and the letter at the same time to type a capital.
- Ask students to share how they use a keyboard to type or edit text. For example: How do you delete a word in the middle of a sentence?

Getting started

- Identify a suitable digital text and questions that support students comprehension development.
- Find other classes who may want to join your class with this activity.
- Create an online space and publish the rap questions.
- Engage your students in your planned teaching and learning activities.
- Complete the Raps within your preferred teaching and learning program allocation in the online space.
- Read, discuss and comment on the responses of other classes.

Useful tips

This learning model provides a number of teachable moments:

- Reading digitally: have students share their digital reading strategies with you and their peers while reading collaboratively via an interactive whiteboard or projector;
- Listening with audio: some digital texts have audio available, and provide an opportunity to model how to use headsets or earphones, including adjusting volume;
- Composing texts digitally: individual, group or whole class responses provide the opportunity to explicitly model and practise composing short responses digitally;
- Model and set clear expectations for appropriate behaviours in online learning environments (for example, be an active listener, be positive).



Resources

[Curriculum into the Classroom \(C2C\) English library > Digital texts](#)  (DET login required)

[Cy's Den](#)  (DET login required)

[ICT Skills guide](#)  (DET login required)

RAP examples, by year level

 (DET login required for digital texts)

<p>Prep</p> <p>First day at school...a Rosie and Wallace story</p>	<p>Why did Wallace suggest that Rosie take some cake to school?</p> <p>What is your favourite picture and why?</p>
<p>Year 1</p> <p>The Four dragons</p>	<p>What is the problem in the story?</p> <p>How did the dragons solve the problem?</p> <p>What is an important message in this story?</p>
<p>Year 2</p> <p>Cinderella: A fairytale</p>	<p>What words describe Cinderella's looks?</p> <p>Do you think Cinderella is kind? What makes you think this?</p> <p>What events take place in the story?</p>
<p>Year 3</p> <p>Charlie Pasta Cook Master</p>	<p>What emotions does Charlie feel during the competition?</p> <p>How did Charlie feel after he won the competition?</p> <p>What would you like to say to Charlie if you met him?</p>
<p>Year 4</p> <p>The tiger, the rabbit and Chung-Ho; The Proud Son and Certainly!</p>	<p>In the story <i>The tiger, the rabbit and Chung-Ho</i>, what insights did you get about the tiger from examining his direct speech in the story?</p> <p>Why was the story's title <i>The proud son</i>?</p> <p>Explain the moral or lesson learned from <i>The proud son</i>.</p>
<p>Year 5</p> <p>Hero Radike just goes with the 'fro</p>	<p>What is the main idea of the headline?</p> <p>What did Radike Samo do that was newsworthy?</p> <p>Why is he the 'lucky charm'?</p>
<p>Year 6</p> <p>Mission Impossible</p>	<p>What are the rising actions that lead to the climax in Mission Impossible?</p> <p>Identify the protagonist and describe their character.</p> <p>What effect does the use of plot tension and suspense have in this short story?</p>
<p>Year 7</p> <p><i>Black snake</i> C Wilkinson</p>	<p>Select a character from the story. Explain how the author portrays the character's relationship with Ned Kelly.</p> <p>Why would people want to tell their grandchildren they were there when Ned Kelly was hanged?</p> <p>Was Ned Kelly a hero, villain or victim? Explain why.</p>
<p>Year 8</p> <p>Rikki Tikki Tavi Rudyard Kipling</p>	<p>For what purpose was this story written?</p> <p>How do the ideas in this text challenge you?</p> <p>What themes can you identify in this story?</p>