

L.I.F.T.

LITERACY INSTRUCTION FOR TEACHERS –
Facilitators' Workshops

January 2005

PLANNING FOR AND IMPLEMENTING SHARED READING

> 4.3 PLANNING FOR SHARED READING

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| Title: <i>The Farmer and the Beet</i> | Level: Primary 3 |
| Text type: Narrative text (Story) | Duration: 5 sessions (45 minutes/session) |
| No. of pages: 16 | |

| General Aims | Session 1 | Session 2 | Session 3 | Session 4 | Session 5 |
|--|--|--|---|--|---|
| Learning/Teaching Objectives <ul style="list-style-type: none"> • Reading skills and strategies • Language features • Discussion of the content • Target language items | <ul style="list-style-type: none"> • Book cover: title • Using the title and illustrations to make prediction • Identifying the main characters and problem • Relating the content to pps' personal experience • Using appropriate intonation and voice level to express request and response • Using pictorial clues to get the meaning of unfamiliar words • Vocabulary: beet • Activity Sheet 1 | <ul style="list-style-type: none"> • Book cover: publisher, (author) • Using quotation marks to identify direct speech • Using appropriate intonation and voice level to express and respond to requests • Using pictorial clues to get the meaning of unfamiliar phrases • Vocabulary: pulled on, pulled up • Phonics: long e letter sounds as in <i>beet</i> and <i>please</i> • Activity Sheet 2 | <ul style="list-style-type: none"> • Providing information in responding to short questions • Writing a reply to an invitation letter • Revising vocabulary items on food, family members, friends and games • Activity Sheet 3 | <ul style="list-style-type: none"> • Recognizing the components of a story map • Practising skills in storytelling • Using a peer assessment form to collect feedback on skills in storytelling • Activity Sheet 4 | <ul style="list-style-type: none"> • Writing a new story map, introducing new characters and problem • Using appropriate intonation and voice to express request and response • Acting out the new story • Activity Sheet 5 |
| Lesson Procedures | pp.2-11 | pp.2-16 | pp.2-16 | pp.2-16 | pp.2-16 |
| Presenting the book | <ul style="list-style-type: none"> • Ask pps to identify the title • Discuss the illustrations on the book cover. • Make use of realia to explain what "beet" is. • Ask pps to make prediction. | <ul style="list-style-type: none"> • Ask pps to identify the author's name. Explain that for this old story, no one knows who the author is. So they can find only the publishers' name. • Pps read aloud the title • Pps talk about | <ul style="list-style-type: none"> • Individual pps read aloud the book title. • Recap the contents of the story. • Ask pps about the problem and the solution. | <ul style="list-style-type: none"> • Ask pps to retell the story. | <ul style="list-style-type: none"> • Refer pps to the story maps. |

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| | | <p>the main characters, the setting and the problem in the story</p> | | | |
| First Reading | <ul style="list-style-type: none"> • Read aloud the book until p.11. • Pps listen to teacher's reading. • Use a pointer to draw pps' attention to the illustrations to help them grasp the overall understanding of the story. | <ul style="list-style-type: none"> • Divide pps into 5 groups. Share read pp.2-11 as in Third Reading of Session 1. | <ul style="list-style-type: none"> • Divide pps into three groups. Group A reads as the narrator, Group B as the farmer and Group C as the animals. | <ul style="list-style-type: none"> • Assign individual pps to read aloud different pages until the end of the book. Remind pps to read loudly and clearly and with good expressions. • Remind them to read the direct speech in quotation marks with a different intonation. | <ul style="list-style-type: none"> • Pps retell the story based on the story maps. |
| Second Reading | <ul style="list-style-type: none"> • Read aloud the book until p.11 again. • Invite pps to chime in. • Helps pps identify the main characters and setting. • Ask pps to name the books they have read about animals. • Draw pps' attention to the pictures on p.2. • Make use of pictorial clues and gestures to help pps understand the meaning of "pulled on the beet". • Help pps identify the farmer's problem. • Ask pps if they | <ul style="list-style-type: none"> • Ask pps what happened every time the animals pull on the beet. Say: <i>Could they pull up the beet?</i> • Divide pps into four groups. Each group read aloud the first four lines on pp.5, 7, 8 and 10. • Share read the whole book. • Act out "pulled on". • Invite pps to act out how to pull on someone and chime in. • Remind pps to read with good expressions. <p>(Phonics skills: long e letter sounds)</p> <ul style="list-style-type: none"> • Ask pps what the farmer said | <ul style="list-style-type: none"> • Introduce the writing task. Say: <i>The farmer could not pull up the beet, so he asked for help. What did the animals say?</i> • Guide pps to read aloud "Sure, I'll help." with appropriate expressions and intonation. • Discuss with pps how the farmer felt. • Ask pps what the farmer did to thank the animals. Say: <ul style="list-style-type: none"> - <i>What happened at the end of the book?</i> - <i>The farmer wants to thank the animals, so he writes a</i> | <ul style="list-style-type: none"> • Display an enlarged story map on the blackboard • Ask pps to identify the setting, characters, problem, events and solutions for the story structure. Say: <ul style="list-style-type: none"> - <i>Who are the characters?</i> - <i>When/Where did the story happen?</i> - <i>What was the problem in the story?</i> - <i>How was the problem solved?</i> - <i>How did the story end?</i> • Work with pps to complete the story map. • Distribute Activity Sheet 4. Pps | <ul style="list-style-type: none"> • Refer to the enlarged story map. Guide pps to think of a new story based on it. • Guide pps to modify the story map introducing new setting, characters, problem and solutions. • Pps work in groups to make use of two spinners for ideas on new characters and problem for their story. • Distribute Activity sheet 5 to each group. • Pps label the pictures and read the script in groups. |

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| | <p>have had similar experience: pulling on a heavy thing.</p> | <p>when he wanted the animals to help. Write "Please help me pull up this <u>beet</u>." on the bb.</p> <ul style="list-style-type: none"> • Circle "please" and "beet" and underline "ea" and "ee". Ask pps to read the letter sounds. • Remind pps that these are long e letter sounds but with different spellings. Demonstrate how to read the long e sound and then the whole word. • Invite pps to find other words with long e letter sound from the book. • Enter the words into a word beet and a word meat. Guide pps to suggest other words with long e letter sound: <ul style="list-style-type: none"> - ea: <u>please</u>, <u>read</u>, <u>eat</u>, <u>clean</u>, <u>season</u> - ee: <u>beet</u>, <u>need</u>, <u>seed</u>, <u>cheese</u>, <u>see</u> • Pps read aloud the words. | <p><i>letter to invite them for dinner.</i></p> <ul style="list-style-type: none"> • Display an enlarged invitation letter on the blackboard. • Discuss with pps how to write the reply letter through shared writing. • Draw pps to the following questions in the letter? <ul style="list-style-type: none"> - <i>What do you want to eat?</i> - <i>Who do you come with?</i> - <i>What do you want to play?</i> • Display an enlarged sheet to write the reply letter. Brainstorm ideas and share write the first draft. • Demonstrate how to edit and revise it. • Distribute Activity Sheet 3. Pps write their first draft. Then they review and edit their work. Pps write the second draft as homework. | <p>complete a story map in groups.</p> | |
| <p>Third Reading</p> | <ul style="list-style-type: none"> • Ask pps how the farmer asked the animals for | <ul style="list-style-type: none"> • Divide pps into three groups. Group A reads as the narrator, | <ul style="list-style-type: none"> • Divide pps into three groups: the farmer, the animals and | <ul style="list-style-type: none"> • Each group of pps retells the story, using the story map in | <ul style="list-style-type: none"> • Pps act out the new story. |

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| | <p>help. Pps read aloud the repeated structure: <i>Please help me pull up this beet. I want to eat the beet for dinner.</i></p> <ul style="list-style-type: none"> • Guide pps to read with good expressions. • Divide pps into 5 groups. Each group reads aloud the repeated structure for one animal. • Teacher reads the rest of the book until p.11. Encourage the whole class to chime in. • Distribute Activity Sheet 1 as homework. • Pps read the whole story (pp.2-16) to find out the solution. | <p>Group B as the farmer and Group C as the animals.</p> <ul style="list-style-type: none"> • Distribute Activity Sheet 2. Pps practise the long e letter sound as homework. | <p>the narrator. They read aloud the whole book with good expressions.</p> | <p>turns.</p> <ul style="list-style-type: none"> • Distribute a peer-assessment form to each group. They provide feedback on how their classmates perform in storytelling. • Display the story map in the classroom. | |
| <p>Evaluation</p> | | | | | |

> 4.4 SHARED READING PLANNING TEMPLATE

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| Title: | Level: |
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| | Session 1 | Session 2 | Session 3 | Session 4 | Session 5 |
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| Learning/ Teaching Objectives | | | | | |
| Presenting the book | | | | | |
| First Reading | | | | | |
| Second Reading | | | | | |
| Third Reading | | | | | |
| Evaluation | | | | | |

