

L.I.F.T.

LITERACY INSTRUCTION FOR TEACHERS –
Facilitators' Workshops

January 2005

PLANNING FOR AND IMPLEMENTING
SUPPORTED READING

> 6.11 PLANNING FOR SUPPORTED READING

| | |
|--|--|
| Title: <i>This is our House</i> | Level: Primary 5 |
| Text type: Narrative text (Story) | Duration: 6 sessions (35 minutes/session) |
| No. of pages: 24 | |

| | Session 1 | Session 2 | Sessions 3-4 | Session 5 | Session 6 |
|---|---|--|---|---|--|
| Learning/ Teaching Objectives <ul style="list-style-type: none"> • Reading skills and strategies • Discussion of the content • Target language items • Language features | <ul style="list-style-type: none"> • Front cover: book title, names of author and illustrator • Inner covers • Title page • Making prediction • Identifying the setting and characters • Vocabulary: belongs to, excuse • Using appropriate intonation to read aloud expressions in quotation marks. | <ul style="list-style-type: none"> • Identifying the problem and more characters • Locating specific information • Vocabulary: excuses, fix the front wheel, fix the fridge, headed straight for • Evaluating the main character's behaviour • Activity Sheet 1 | <ul style="list-style-type: none"> • Using pictorial clues • Identifying the events • Introducing direct speech in a play script • Using the preposition "for" to state who something belongs to • Vocabulary: radioed for help, tunnel, mean • Evaluating the main character's behaviour • Activity Sheet 2 • Activity Sheet 3 | <ul style="list-style-type: none"> • Using pictorial clues • Vocabulary: "no room for" • Recognizing the use of all capital letters to express strong feelings | <ul style="list-style-type: none"> • Text structure and story map • Discussing the intention of the author • Activity Sheet 4 |
| Lesson Procedures | pp.1-4 | pp. 5-10 | pp.11-16 | pp.17-20 | pp.21-24 |
| 1. Presenting the book | <ul style="list-style-type: none"> • Read aloud the title, names of the author and illustrator. • Discuss the illustrations on the cover and invite prediction: <i>Nine children are playing with a large paper house.</i> on bb. • Invite pps to describe the box and suggest what it is. • Turn to the inner cover and introduce the setting: <i>The story happened</i> | <ul style="list-style-type: none"> • Recap the content told in Session 1 by revising the characters and setting of the story. • Ask pps to describe the problem in the story. Explain the meaning of "excuses" to describe what George and the children say to each other. | <ul style="list-style-type: none"> • Check the answers for Activity Sheet 1 to recap the content told in the previous lessons. | <ul style="list-style-type: none"> • Invite pps to refer to the different characters' pictures and recall how George was mean to them. | <ul style="list-style-type: none"> • Display a story map and ask pps to fill in as many parts as they can, based on what they have read in the previous sessions. |

| | Session 1 | Session 2 | Sessions 3-4 | Session 5 | Session 6 |
|--|---|--|--|--|---|
| | <p><i>in the playground on a housing estate.</i></p> <ul style="list-style-type: none"> Turn to the title page to invite further prediction: <i>The children made the paper house and took it to the playground.</i> | | | | |
| 2. Reading and responding to the book | <p>pp.1-4</p> <ul style="list-style-type: none"> Display two sentence strips: <ul style="list-style-type: none"> <i>This house is all for me.</i> <i>It belongs to everybody.</i> Ask pps to listen to your reading and find out who say them. Read aloud pp.1-2. Help pps check their predictions. Write <i>George</i> and <i>Lindy</i> next to the sentence strips Share read the two sentences and explain the use of appropriate intonation. Explain “belongs to everybody” by asking, giving examples and asking pps to think of things which belong to everybody. <p>pp.3-4</p> <ul style="list-style-type: none"> Say: <i>Two children wanted to go in</i> | <p>pp. 5-10</p> <ul style="list-style-type: none"> Display the pre-reading cloze: <i>George didn't let _____, _____, _____ and _____ go in the house.</i> Pps read pp.5-10 silently and fill in the names. Pps match some pictures and name cards for the five characters. Ask pps to focus on George's and the children's excuses. Read aloud pp.5-10. Record the excuses on bb. Use a toy car to explain <i>fix the front wheel.</i> Use a picture to explain <i>fix the fridge.</i> Use gestures to explain <i>headed straight for.</i> Ask pps to read aloud pp.5-10 in groups and remind the use of appropriate | <p>pp. 11-14</p> <ul style="list-style-type: none"> Display four direct speech: <ul style="list-style-type: none"> <i>George: Where are you going?</i> <i>Luther: Flight 505 has landed in the paper house and crashed.</i> <i>George: Why do you want to come in the house?</i> <i>Luther: I am coming in to save the people.</i> Give out Activity Sheet 2. In groups, pps sequence them and then read pp.11-12 silently to confirm their predictions. Pps read pp.13-14 and complete speeches for the events. <ul style="list-style-type: none"> <i>George: No you cannot _____.</i> <i>Luther: Over, over. Calling _____. We cannot</i> | <p>pp.17-18</p> <ul style="list-style-type: none"> Display the picture on the top of p.18. Say: <i>Why is George leaving the house?</i> Write pps' suggestions on the bb. Share read pp.17-18 with pps. <p>pp.19-20</p> <ul style="list-style-type: none"> Put three sentences on bb and ask pps to guess what the children will do: <ul style="list-style-type: none"> <i>They will take away the house.</i> <i>They will go in the house.</i> <i>They will break the house.</i> Pps read pp.19-20 silently and find out the answer. Use the pictorial clue on p.19 to explain “no room for”. | <p>pp.21-24</p> <ul style="list-style-type: none"> Ask pps to predict whether the ending is a happy or a sad one. Give out Activity Sheet 4. Ask pps to read pp.21-24 to complete the story map in groups. Invite individual groups to present their story maps. Discuss the change of George's behaviours on pp.21-22. Draw pps' attention to the use of capital block letters in the sentences “This house IS for people with red hair ...” and “THIS HOUSE IS FOR EVERYONE!” Ask pps to read it aloud, using appropriate intonation. Follow-up writing task: Pps introduce one of their classmates as an additional |

| | Session 1 | Session 2 | Sessions 3-4 | Session 5 | Session 6 |
|--|--|--|--|--|--|
| | <p><i>the house. Read p.3 and find out their names.</i></p> <ul style="list-style-type: none"> • Display the pictures of George, Lindy and Marly. • Say: <i>George made an excuse because he did not want Lindy and Marly to go in the house. Read pp.3 and 4 silently and find out what George said.</i> • Write <i>This house is not for girls.</i> on bb. • Put pps in three groups to read aloud the parts for the children. Teacher reads the part for the narrator. • Discuss how to read aloud the parts in quotation marks with appropriate intonation. | <p>intonation to express the children's feelings.</p> | <p>____.</p> <ul style="list-style-type: none"> - <i>Sophie: Over, over.</i> ____. - <i>George: _____.</i> <ul style="list-style-type: none"> • Guide pps to use pictorial clues to get the meaning for "radioed" • Pps discuss the characters' tone and gestures and act out the events. <p>pp.15-16</p> <ul style="list-style-type: none"> • Display the picture of Rasheda and ask pps to suggest how she tried to get in the house. • Invite two pps to be Rasheda and George, and the class to be the narrator. Read aloud pp. 15-16. • Guide pps to use pictorial clues to get the meaning for "tunnel". | | <p>character in the story. They write one more set of events to describe what George and their classmate do.</p> <ul style="list-style-type: none"> • Draw pps' attention to the illustration on the back cover. • Guide pps to guess why the toy house was torn and write an ending for the whole book. |
| 3. Re-reading and interacting with the book | <ul style="list-style-type: none"> • Refer to the pictures of George, Lindy and Marly to revise the characters and setting of the story. • Discuss George's behaviour with pps. | <ul style="list-style-type: none"> • Draw pps' attention to the appearance of George's friends and discuss their nationalities. Say: <i>Look at the pictures of these children. Are they all Chinese, like us? Or Japanese? What are their nationalities?</i> • Play a game to help pps find out the | <ul style="list-style-type: none"> • Invite pps to spot all prepositional phrases with "for" from pp.1-16 and list them on the bb in two groups. Guide pps to discuss the use of "for" to state who something belongs to. • Ask pps to name new characters and discuss their nationalities. (Luther: | <ul style="list-style-type: none"> • Display the sentence "AND NO ONE CAN GO IN IT WHEN I'M GONE." Discuss the expression and tone that George uses. • Discuss how George feels and why. Relate it to pps' personal experience. • Ask pps to suggest what | <ul style="list-style-type: none"> • Discuss the intention, attitude and feelings of the different characters in the story. • Ask pps the purpose of the author in writing this book. Say: <i>Why did the author write this book? What did he want us to learn?</i> |

| | Session 1 | Session 2 | Sessions 3-4 | Session 5 | Session 6 |
|---------------|-----------|---|---|---|-----------|
| | | <p>children's nationalities. Say: <i>Let's solve a puzzle and find out the children's nationalities.</i> (George: American Lindy: British Marly: Canadian Charlene & Marlene: French)</p> <ul style="list-style-type: none"> • Discuss whether it is more fun to play games with friends from different countries and why. • Homework: Activity Sheet 1 | <p>Filipino; Sophie: Swedish; Rasheda: Indian)</p> <ul style="list-style-type: none"> • Ask pps to evaluate George's behaviour. Say: <i>How can we describe a boy like George? Yes, mean. Is George right to be so mean to his friends? Why?</i> • Homework: Activity Sheet 3 | <p>George would say when he comes back. They write one sentence on a sentence strip, using all capital block letters.</p> <ul style="list-style-type: none"> • Ask individual pps to read aloud the sentences, using appropriate intonation and gestures to express how angry George is. | |
| 4. Evaluation | | | | | |

> 6.12 SUPPORTED READING PLANNING TEMPLATE

| | |
|----------------------|------------------|
| Title: | Level: |
| Text type: | Duration: |
| No. of pages: | |

| | Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 6 |
|---|------------------|------------------|------------------|------------------|------------------|------------------|
| Learning/ Teaching Objectives | | | | | | |
| Presenting the book | | | | | | |
| Reading and responding to the book | | | | | | |
| Re-reading and interacting with the book | | | | | | |
| Evaluation | | | | | | |

