

L.I.F.T.

LITERACY INSTRUCTION FOR TEACHERS –
Facilitators' Workshops

January 2005

BUILDING AND SUPPORTING PROGRESS –
HELPING LEARNERS MOVE TOWARDS
INDEPENDENT READING

> 7.6 PLANNING FOR INDEPENDENT READING

Title: <i>We're Going on a Picnic</i>	Level: Primary 4
Text type: Narrative text (Story)	Duration: 2 sessions (35 minutes/session)
No. of pages: 24	

	Session 1	Session 2
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"> • Understanding the information provided on the front and back covers: book title, name of author, blurb • Making prediction • Using pictorial clues • Vocabulary: Gran, miss all the fun • Identifying main ideas from the story • Recognizing the use of all capital letters to express surprise 	<ul style="list-style-type: none"> • Recognizing the use of all capital letters and exclamation marks to express surprise • Relating the content of the book to personal experience • Discussing the focus questions of the unit “Sharing the fun in activities”
Lesson Procedures	Book covers	Whole book
Presenting the book	<ul style="list-style-type: none"> • Distribute books to pupils and guide them to apply their book knowledge. Say: <i>Class, tell me something about the book.</i> Pupils identify and read aloud the title and the names of the author, publishers, etc. • Guide pupils to refer to the front and back covers and draw their attention to the facial expression of the characters. Say: <i>Look at the covers. They make a complete picture. How do the people look? What has happened? What is the book about?</i> • Invite pupils to predict the content of the book. Write their predictions on a large sheet of paper to display in the classroom. • Read aloud the blurb and ask pupils to further predict the content of the book. Say: <i>Who doesn't go out for a picnic? Who is Gran? Will Gran miss all the fun?</i> • Explain “Gran” and “miss all the fun”. 	<ul style="list-style-type: none"> • Refer to pupils' suggestions in the last session and help them check their predictions about the content of the story. Say: <i>Is this book like what you put down here?</i> • Ask pupils to present their answers to the two questions displayed in the classroom. Say: <i>What are your answers to these two questions?</i>
Reading and responding to the book	<ul style="list-style-type: none"> • Display the following two questions in the classroom: <ul style="list-style-type: none"> > <i>Why doesn't Gran go with the</i> 	<ul style="list-style-type: none"> • Ask pupils a few comprehension questions. Say: <i>Which animals ruined the family's picnic in the</i>

	Session 1	Session 2
	<p><i>family?</i></p> <ul style="list-style-type: none"> ➤ <i>Does Gran miss all the fun? Why?</i> • Pupils are given two days before Session 2. They read the book and record their answers for the two pre-reading questions on their own at home. 	<p><i>story?</i></p> <ul style="list-style-type: none"> • Ask pupils if they enjoy reading the book and which part they like most. • Share read p.24 with pupils. Discuss the use of capital letters for “PICNIC” and the use of exclamation mark to end the sentence. Explain and demonstrate how to read aloud p.24 with appropriate intonation. • Ask pupils if they have recognized similar features in other parts of the book. Ask them to read aloud those parts with appropriate intonation.
Re-reading and interacting with the book	<ul style="list-style-type: none"> • Ask pupils to record words or groups of words in all capital letters. Then they think about the purpose of the author in using capital block letters for these words. 	<ul style="list-style-type: none"> • Write “<i>Home is the best place for a picnic.</i>” on the blackboard. Relate it to pupils’ personal experience. Say: <i>Where did the family enjoy the picnic more? In their garden or in the field? Why? Do you have similar experience? Do you enjoy staying at home or going out? Why?</i> • Discuss the theme and focus questions of this unit. Say: <i>Do you remember the activities we have read about in these three weeks? Which one do you like most? Why? How can we enjoy the activities? (Sharing the fun in activities with someone around us.)</i>
Evaluation		

