

Collaborative Research & Development (“Seed”) Project for 2003-2004
Effective Strategies to Enhance Primary Pupils’ Skills and Attitudes in Learning to Read and Reading to Learn
Unit Plan for the Second Reading Cycle

School: Buddhist Wisdom Primary School

Duration: 4 weeks (15 March - 5 May 2004)

Level: P3

No. of Sessions: 22 (45 minutes per session)

Module: The World Around Us

Allocation of Sessions:

Theme: Wonderful Seasons and Weather

- Focus Questions:**
1. What is the weather like in different seasons?
 2. What is fun to do in different seasons?
 3. What is safe/dangerous to do?
 4. Is it fun to be by ourselves? Why?
 5. How can we enjoy the change of the seasons?

Positive Values and Attitudes: Respect for nature/the environment, love and kindness, self-discipline

General English Programme		Reading Workshops	
	No. of Sessions		No. of Sessions
IPE (3B) Unit 3 The Seasons	5	Watching the Weather (Supported & Independent Reading)	2
Dictation	1	Hot Sunny Days (Supported Reading)	4
Writing Tasks, Comprehension & Grammar Exercises	4	Daisy Chain (Shared Reading)	1
		Bird Hotel (Supported Reading)	5
Total	10	Total	12

Buddhist Wisdom Primary School

Second Reading Cycle: Overall Plan for Supported and Independent Reading

Book Title: Watching the Weather
(ISBN: 0-7339-1853-0)

Text Type: Information Text (Exposition)

Level: P3

No. of Sessions: 2 (45 min/session)

	Session 1	Session 2
Learning/Teaching Objectives	<ul style="list-style-type: none"> • Book cover: title, author • Contents page: contents table • Making predictions • Using pictorial clues • Vocabulary: watching the weather, autumn, cool, thermometer, temperature • Activity Sheet 1 	<ul style="list-style-type: none"> • Using pictorial clues • Using contextual clues • Vocabulary: winter, spring, summer, snowman, melting, bloom, warmer, cool off, sprinkler • Activity Sheets 1 & 2
Teaching Procedures	Front cover, contents page & pp.2-5	pp.6-16
1. Presenting the book	<ul style="list-style-type: none"> • Display the book cover and say: <i>What can you see in this picture? Which season is it? How do you know that?</i> • Guide pps to say: <i>The sun is... (hot).</i> • Read aloud the book title and the name of the author. Say: <i>The title of book is Watching the Weather. When the sun is hot, it is... (summer).</i> 	<ul style="list-style-type: none"> • Invite individual pupils to apply their book knowledge. Say: <i>Tell me something about the book?</i> • Pupils read aloud the book title and name of the author. • Encourage pps to use Activity Sheet 1 and “Watching the autumn weather” to recap what they have read in the previous session.
2. Reading and responding to the book	<p><u>Contents page</u></p> <ul style="list-style-type: none"> • Turn to the contents page and say: <i>Can you read the contents table? So this book is about watching the... (autumn/winter/spring/summer) weather.</i> • Write: <i>Watching the ___ weather</i> on bb and invite predictions from pps. • Draw pupils’ attention to the pictures and say: <i>What can we see in the four seasons? Look at these pictures and tell me.</i> Elicit from pps and write “autumn – leaves; winter – snow; spring – flowers; summer – hot sun” on bb. • Discuss the background of the book. Say: <i>Is this book about Hong Kong? Can you see snow in the winter here? No, it is about watching the weather in Australia.</i> • Display the picture of a kangaroo and a world map. Say: <i>A kangaroo lives in Australia. It is here... far away from Hong Kong.</i> Share learning intention with pupils. Say: <i>We are going to read this book and learn to watch the weather in Australia.</i> • Help pps recognize the sequence of the four seasons in Australia. Say: <i>Why is the first season autumn? In Australia, it is autumn in January.</i> 	<p><u>pp. 6-16</u></p> <ul style="list-style-type: none"> • Make use of Activity Sheet 1 to help pps find out relevant information about “Watching the winter weather” from the book. Say: <i>What can we see in winter? We can see ___. Yes, ice and snow, melting snow. The temperature is 1 °C, 10 °C.</i> • Explain vocabulary when necessary. Make use of the pictorial clues available in the book as much as possible. • Complete other parts of Activity Sheet 1. • Ask pupils which season they like best in Australia and why. • Introduce the weather chart and how the temperature changes in the four seasons in Australia.

	<p><u>pp.2-5</u></p> <ul style="list-style-type: none"> • Write: <i>We can see ___ in ___.</i> on bb and set the while-reading task. Say: <i>Now read pp.2-5 and find out what we can see in autumn in Australia. Leaves, right, but what are the leaves like in autumn?</i> • Pps read pp.2-5 silently. Elicit from pps “leaves changing colours, leaves falling” to record on bb. • Guide pps to make use of the pictorial clues on pp.2-5. Say: <i>Look at the leaves. How are the colours changing? Yes, from green to red or yellow. Where are the leaves? Yes, falling on the ground.</i> • Guide pupils to watch other features of autumn. Say: <i>What is the weather like in autumn? Cool, but can we watch it? No, but we can tell the temperature from a thermometer. On which page can we see a thermometer?</i> • Write the words “thermometer, temperature” on bb and help pps read them by cutting each word into syllables. • Teach pupils how to read 12°C, using the information from the thermometer. • Share read pp.2-5 with pps. 	
<p>3. Re-reading and interacting with the book</p>	<ul style="list-style-type: none"> • Distribute Activity Sheet 1. Pps read pp.2-5 again to record what they can see in autumn in Australia. • Pps are encouraged to think how to change it to what they can see in autumn in Hong Kong. 	<ul style="list-style-type: none"> • Distribute Activity Sheet 2. Pps work in groups to record what they can see in the four seasons in Hong Kong.

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Second Reading Cycle: Overall Plan for Supported Reading

Book Title: Hot Sunny Days (ISBN: 0-17-0096141-6) **Text Type:** Information Text (Exposition) **Level:** P3 **No. of Sessions:** 4 (45 min/session)

	Session 1	Session 2	Session 3	Session 4
Learning/Teaching Objectives	<ul style="list-style-type: none"> • Book cover: title • Making predictions • Using pictorial clues • Locating information and ideas • Identifying key words in a sentence • Vocabulary: hot sunny days, fun, play in water, look after • Activity Sheet 1 	<ul style="list-style-type: none"> • Inner cover/title page: Photography by ... • Using pictorial clues • Using contextual clues • Identifying key words in a sentence • Identifying main ideas with teacher support • Vocabulary: some beaches, big/little waves, dangerous, safe • Activity Sheet 2 	<ul style="list-style-type: none"> • Back cover: ISBN • Using pictorial clues • Identifying key words in a sentence • Vocabulary building skills (identifying opposites): safe/dangerous, big/little, dry/wet, hot/cold, sunny/rainy, put on/take off, can/cannot, good/bad • Vocabulary: sunburn • Activity Sheet 3 	<ul style="list-style-type: none"> • Using pictorial clues • Identifying key words in a sentence • Identifying main ideas with teacher support • Phonics: Long a with Magic e • Vocabulary: under the sun, in the shade • Activity Sheets 4 & 5
Teaching Procedures	pp.2-5	pp.6-9	pp.10-13	pp.14-16
1. Presenting the book	<ul style="list-style-type: none"> • Read aloud the book title and explain “Hot Sunny Days”. Say: <i>Is it hot/sunny today? When do we have hot sunny days? In which season?</i> • Discuss the illustrations on the book cover and invite predictions. Say: <i>Look at the pictures. When can we see these activities? What is this book about? Yes, about playing/swimming on hot sunny days.</i> 	<ul style="list-style-type: none"> • Introduce the title page and explain “Photography by”. Explain the difference between “illustrated by” and “photography by”, using another book read in other Reading Workshops. • Recap book content covered in Session 1. Refer to the sentence strips in the classroom and say: <i>What is fun to do on hot sunny days? Where do you go? With who? Why?</i> 	<ul style="list-style-type: none"> • Pupils identify ISBN on the back cover. • Refer to Activity Sheets 1 & 2. Recap what has been discussed in Sessions 1 & 2. 	<ul style="list-style-type: none"> • Invite pupils to read aloud pp.2-13. • Recap what has been discussed in previous sessions.
2. Reading and responding to the book	<p><u>pp.2-3</u></p> <ul style="list-style-type: none"> • Set the pre-reading question. Refer to the book cover and say: <i>We are going to read pp.2 & 3. Are they about Picture A, B or C?</i> • Turn to pp.2-3 to confirm predictions. Read aloud p.2. • Use pictorial clues to help pupils get the meaning of “play in water”. Say: <i>Look at the pictures on p.3. Where are the</i> 	<p><u>pp.6-7</u></p> <ul style="list-style-type: none"> • Display the picture of a boy in the swimming pool. Say: <i>Look at this boy. He is... It is dangerous.</i> Write “dangerous” on the board and ask pupils to read it aloud. • Set the pre-reading question. Say: <i>Here are three places to play in water: a river, a pool and a beach. Which is dangerous?</i> 	<p><u>pp.10-13</u></p> <ul style="list-style-type: none"> • Set the pre-reading task. Ask pupils to look at the picture on p.11. Say: <i>Where are the children? Is it safe or dangerous? What are the children wearing on their heads? Why? What are this girl and her mum putting on their arms? Why? Let’s read pp.10 & 12 to find out.</i> • Read aloud pp.10 & 12. 	<p><u>pp.14-16</u></p> <ul style="list-style-type: none"> • Draw pupils’ attention to the picture on the book cover. Say: <i>Where are the children playing?</i> Guide pupils to say “playing in the hot sun” and write on the blackboard. Say: <i>Where can we play in the hot sun?</i> (under... and in...) • Invite pupils to complete the expressions in their own words. They look at the book cover for

	<p><i>children? What are the children doing? What are the children playing with? Yes, beach ball. They are playing in water. Do you like playing in water? Why? We say, "It is fun to play in water."</i></p> <ul style="list-style-type: none"> • Distribute sentence strips and ask pupils to work in pairs and write down other activities to complete the sentence "It is fun to..." Pupils present their ideas orally. Display the sentence strips in the classroom. • Pupils read aloud p.2 together. <p><u>pp.4-5</u></p> <ul style="list-style-type: none"> • Set the pre-reading question. Say: <i>Where can you play in water? Tell me some good places.</i> Write pupils' prediction on the blackboard. • Pupils read the first sentence on p.4 silently to confirm their predictions. • Say: <i>You should go to the pool with two people. Who are they? Why?</i> • Use the picture on p.5 to explain "teach you to swim". • Give examples to explain "look after", e.g. give them some water to drink. Say: <i>How do parents look after their children in the pool?</i> • Draw in pupils' personal experience. Say: <i>Do your parents teach you to swim? How do they look after you at the pool?</i> • Share read p.4 with pupils. 	<ul style="list-style-type: none"> • Pupils read p.6 silently to confirm their predictions. • Display the picture of a river. Say: <i>It is dangerous to play/swim in the river. Why?</i> • Help pupils understand the structure "too...to" by breaking it up into two short sentences: <i>The river is dangerous. Boys and girls cannot swim in it.</i> • Pupils read aloud p.6 together. <p><u>pp.8-9</u></p> <ul style="list-style-type: none"> • Display the picture of a boy swimming in the swimming pool safely. Say: <i>Look at this boy. He is... It is safe.</i> • Set the pre-reading question. Point to the 3 words on the board and say: <i>We have just read that the river is dangerous. Which place is safe to swim in? Let's read p.8 silently.</i> • Draw pupils' attention to the word "some" on p.8 and guide them to recognise that some waves are big but some are little. Conclude that not all places on the beach are safe to swim in. Only places with little waves are safe. • Guide pupils to answer the question on p.8. They look at the picture on p.9. Point to the safe and dangerous places at the beach and explain why. Conclude that it is safe to swim near the sand because the waves are little. • Ask pupils to read aloud p.8. 	<ul style="list-style-type: none"> • Write: <i>in the hot sun, hat, sunblock lotion</i> on bb. • Discuss the picture on p.13. • Introduce the word "sunburn" and show realia or pictures of products that protect us from sunburn (e.g. suntan lotion, sunblock lotion, sunscreen lotion). Find out the most popular products among the pupils. • Ask pupils to relate to their personal experience and share how they protect themselves while playing in the hot sun. • Pupils read aloud pp.10 and 12 together. 	<p>ideas. Then they check their predictions. Say: <i>Please read p.14 to see if you are right.</i></p> <ul style="list-style-type: none"> • Pupils read p.14. • Write "in the shade" on bb. • Teach pupils how to use phonics skills to read "shade". • Pupils read aloud p.14 together • Give out Activity Sheet 4 and ask pupils to work in groups. They discuss and choose expressions to indicate where to play on hot sunny days. <p><u>Phonics - Long a with Magic e</u></p> <ul style="list-style-type: none"> • Refer pupils to the word "shade" on blackboard. Underline "a" and "e". Teach pupils to read "ade". Write "_ a _ e" on the board and ask pupils to find 2 words with this spelling from the book. (waves, safe) • Put the three words vertically on the board with "a" and "e" in the same position. Draw lines to help pupils focus on the letters "a" and "e". Teach pupils that they should read these 2 letters as "a". • Optional: The letter "e" is called "Magic e" because it changes the letter sound from Short a to Long a. • Demonstrate how to read the words when the vowel sound is changed, e.g. nam /<u>name</u>, cak /<u>cake</u>, at / <u>ate</u>.
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<p>3. Re-reading and interacting with the book</p>	<ul style="list-style-type: none"> • Homework: Activity Sheet 1 • Pupils read pp.2-5 at home and complete Activity Sheet 1. • Pupils write down three activities on hot sunny days to complete the sentence “It is fun ...” • Pupils tick the pictures which show how the parents look after their children at the pool. 	<p><u>pp. 2-9</u></p> <ul style="list-style-type: none"> • Pupils discuss in groups and complete a worksheet to advise boys and girls where to play in water on hot sunny days. <ul style="list-style-type: none"> - <i>You can swim in the pool.</i> - <i>You cannot swim in rivers.</i> - <i>You can swim at some beaches.</i> - <i>Go with your mum and dad.</i> - <i>Swim at beaches with little waves.</i> • Homework: Activity Sheet 2. 	<ul style="list-style-type: none"> • Distribute Activity Sheet 3. • Pupils work in groups and design what a boy puts on and brings when he plays in the hot sun. They give reasons when they present their design in groups. • Group work: Pupils match some cards on opposites: <ul style="list-style-type: none"> - <i>safe/dangerous</i> - <i>hot/cold</i> - <i>sunny/rainy</i> - <i>put on/take off</i> - <i>big/little</i> - <i>can/cannot</i> - <i>good/bad</i> - <i>dry/wet</i> and compile a small book on opposites. • Homework: Pupils make their own small books on opposites. 	<ul style="list-style-type: none"> • Make a word wave for Long a with Magic e. Pupils complete Activity Sheet 4 in groups. • Homework: Pupils finish Activity Sheet 5 to compile their own word wave for Long a with Magic e.
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Second Reading Cycle: Overall Plan for Shared Reading

Poem: **Daisy Chain** Text Type: **Narrative Text (Poem)** Level: **P3** No. of Sessions: **1 (45 min/session)**

Learning/Teaching Objectives

- Identifying the title of a poem and the name of the poet
- Recognizing rhythm and rhymes in a poem
- Vocabulary: everywhere, daisy, plain, chain
- Identifying the stressed syllables
- Identifying the rhyming words: there, everywhere, Jane, again, plain, chain
- Phonics: Long a as in chain.

Teaching Procedures

Introducing the poem

- Display a poster on flowers and a bag with a daisy inside.
- Pupils guess which flower is in the bag by pointing to the flowers in the poster.
- Introduce the name of the flower - daisy.
- Share learning intention with pupils. Say: *We are going to learn the rhythm and rhymes in a poem.*
- Remind pupils of other poems they have learnt.

First reading

- Read aloud the poem.
- Pupils listen carefully and pay attention to the rhythm in reading a poem.
- Display the poem sheet.
- Pupils identify the title and the name of the poet. Explain that the poet wrote the poem "Daisy Chain".

Second reading

- Display a picture of a mountain slope and some daisies.
- Demonstrate how to put the daisies "here", "there" and "everywhere".
- Read aloud the first stanza of the poem.
- Individual pupils put the daisies on the picture while the whole class read aloud the first stanza together.
- Underline the stressed syllables on each line and demonstrate how to clap hands for them.
- Pupils read aloud the first stanza and clap hands when they read the stressed syllables.
- Read aloud the first and second lines of the second stanza. Act out how to pick a flower.
- Display four stick puppets and introduce the names of the children.
- Invite four pupils to act as the children.
- Pupils read aloud the second stanza while the four pupils pick the daisies.
- Use the daisies picked by the children to make a daisy chain.
- Explain the word "plain" by comparing daisies to other flowers in the poster.
- Read aloud the second stanza. Invite pupils to underline the stressed syllables.
- Pupils read aloud the poem and clap hands when they are reading the stressed syllables.

Third reading

- Shared read the poem with pupils.
- Circle the two rhyming words in the first stanza, i.e. there, everywhere. Pupils circle other rhyming words in the poem, i.e. Jane, again, plain, chain.
- Teach pupils that these are rhyming words.
- Introduce the Long a letter sound as in "plain", "chain".
- Develop a class word daisy. Ask pupils to enter more words to the word daisy, using words from the poem, their coursebooks or other English books.
- Pupils read aloud the words in the class word daisy.
- Display the class word daisy in the classroom.

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Second Reading Cycle: Overall Plan for Supported Reading

Book Title: Bird Hotel **Text Type:** Narrative Text (Story) **Level:** P3 **No. of Sessions:** 5 (45 min/session)
(ISBN: 981-4069-94-9)

	Session 1	Session 2	Session 3	Session 4	Session 5
<p><u>Learning/Teaching Objectives</u></p> <ul style="list-style-type: none"> • Reading skills and strategies • Discussion of the content • Language features 	<ul style="list-style-type: none"> • Book cover: title, author and illustrator • Inner cover • Making predictions • Identifying the name of the main character • Identifying the problem in the story • Talking about the main event • Using pictorial clues • Vocabulary: chirping, chirped all day, live by myself • Activity Sheet 1 	<ul style="list-style-type: none"> • Inner cover/title page: publisher • Using pictorial clues • Using contextual clues • Vocabulary: worms, grubs, bugs, took photographs, flew in and out, all day long, terrible, noise • Using quotation marks to identify direct speech • Understanding feelings conveyed in a text by recognizing features such as punctuation and choice of language • Using appropriate intonation and voice level to express feelings • Activity Sheets 2 & 3 	<ul style="list-style-type: none"> • Back cover: ISBN • Using pictorial clues • Using contextual clues • Text type: Sign • Vocabulary: missed the people/kids/birds, vacancy, made a sign • Using punctuation as an indicator to read aloud texts with appropriate pauses • Understanding feelings conveyed in a text by recognizing features such as punctuation and choice of language • Activity Sheets 4 & 5 	<ul style="list-style-type: none"> • Using pictorial clues • Text type: Story • Recognizing the features of a story structure • Vocabulary: woke up, everywhere • Evaluating the behaviour of the main character • Activity Sheet 6 	<ul style="list-style-type: none"> • Using pictorial clues • Text type: Flow diagram • Vocabulary: eggs hatching, baby birds, growing, diagram • Activity Sheet 7
<p><u>Teaching Procedures</u></p> <p>1. Presenting the book</p>	<p>pp.2-4</p>	<p>pp.5-9</p>	<p>pp.9-13</p>	<p>pp.2-14</p>	<p>p.15</p>
	<ul style="list-style-type: none"> • Point to the title. Pps read aloud the book title, identify the names of the author and the illustrator. • Use a word book/picture dictionary to explain “Hotel”. Say: <i>Do you live in a hotel?</i> • Make use of the book cover to invite predictions. Say: <i>Who lives in this hotel? Look at the picture. Where are the birds from? Why do they stay in the “Bird Hotel”? What is this book about?</i> 	<ul style="list-style-type: none"> • Recap the content covered in Session 1. Say: <i>Class, tell me something about the book.</i> 	<ul style="list-style-type: none"> • Introduce the ISBN • Recap the content covered in Session 2. Say: <i>Tell me something about the birds in Mrs Biddle’s garden.</i> 	<ul style="list-style-type: none"> • Recap the content covered in Session 3. Refer to the signs displayed in the classroom. Say: <i>What are these signs for?</i> 	<ul style="list-style-type: none"> • Invite pps to retell the story. Encourage them to refer to the story maps displayed in the classroom. Say: <i>What is this book about? Use the story maps to help you.</i>

	<ul style="list-style-type: none"> • Explain the meaning of “written by”. • Turn to the inner cover. Say: <i>What is this bird? Tell me something about a parrot.</i> • Ask pps to further predict the content of the book. Say: <i>What is the book about? Is it a storybook? What can we find in a story?</i> 				
2. Reading and responding to the book	<p><u>p.2 (para 1 & 2)</u></p> <ul style="list-style-type: none"> • Set the pre-reading task. Write: (1) <i>This is a story about Mr/Mrs Biddle.</i> (2) <i>Many people/No one lived with him/her.</i> on bb. Say: <i>Who is the main character in this story? Did anyone live with this person? Guess the answers. Now turn to p.2 to check your answers.</i> • Guide pps to use the pictorial clues on p.2 to get the meaning of “No one lived with Mrs. Biddle.” • Read aloud para 1 & 2. and explain “lived by myself”. <p><u>pp.2-3</u></p> <ul style="list-style-type: none"> • Ask pps to look at the picture on p.3. Say: <i>What can you see in this picture? Which season is it?</i> Elicit from pps “garden, tree, birds, house, spring”. Write “Spring” on bb. • Write the pre-reading 	<p><u>pp.5-6</u></p> <ul style="list-style-type: none"> • Set the pre-reading question: <i>What do baby birds eat?</i> Pps use their previous learning and personal experiences to suggest food for baby birds, e.g. rice, seeds, corn, bread, insects, earthworms and grasshoppers. Use pictures from word books and picture dictionaries to help if necessary. • Help pps confirm their predictions. Say: <i>Turn to p.5. Look at the pictures and tell me. What's the mother bird doing?</i> • Ask pps to look at the pictures on p.6 and look for other food for baby birds. Say: <i>Look at the pictures on p.6. Baby birds eat ... worms, bugs and grubs.</i> • Pps read aloud p.6 until “...all day long” with appropriate pauses, using punctuation marks as an 	<p><u>pp.9-11</u></p> <ul style="list-style-type: none"> • Draw a grid with the headings “Seasons” “Mrs Biddle was ...” on the bb. Say: <i>Look at the pictures on p.9 and p.11 and fill in this grid.</i> (Spring- angry; autumn-unhappy) • Refer to Mrs. Biddle on p.11 and say: <i>Why was Mrs. Biddle so unhappy? Look at the picture.</i> Invite suggestions from pps and guide them to compare the pictures on pp.9 & 11. • Pps read the paragraph on p.10 silently. Guide them to use words from the text to describe the picture on p.11. • Discuss Mrs Biddle’s feelings. Say: <i>Is Mrs Biddle happy or unhappy?</i> • Ask pps to find out what Mrs. Biddle say. They read aloud with appropriate intonation and voice level to 	<p><u>p.14</u></p> <ul style="list-style-type: none"> • Put the pre-reading question: <i>Did the birds come back?</i> on bb. • Pps read p.14 to confirm their predictions. • Read aloud p.14. Read the parts for the narrator and pps read the parts of Mrs Biddle. Remind pupils to express Mrs Biddle’s happy feelings. • Ask pps to analyse the story structure. Guide them to talk about the characters, setting, problem, events and solution in the story. 	<p><u>p.15</u></p> <ul style="list-style-type: none"> • Display the book “Kittens” which pps read in the last Reading Cycle. Ask pps what the book is about. • Ask pps to say what they could do when they were one month old, two months old ... etc. • Stick some pictures in the flow diagram showing how birds hatch and grow on bb and ask pps to sequence them. • Invite pps to read p.15 to confirm the answers. • Then they choose the right word cards to label the flow diagram. • Guide pps to use the pictures to get the meaning of the difficult words. • Ask pps to write the four seasons in the flow diagram. Remind them to make use of what they have read in “Bird Hotel” for hints. • Share read the flow

	<p>questions on bb: (1) ___ came to Mrs Biddle's garden. (2) They were ___. Say: <i>Who came to Mrs Biddle's garden? What were they doing? Now read pp.2-3 silently to find the answers.</i></p> <ul style="list-style-type: none"> • Display a toy nest and some branches. Help pps get the meaning of "making nests". Say: <i>What is this? Can you use these branches to make a nest.</i> • Use authentic recording and demonstration to explain "chirping". • Share read "They were making nests in her tree and they were chirping." with pps. • Say: <i>Did Mrs Biddle like the birds? How do you know? Guide pps to point to the sentences "Go away! I want to live by myself."</i> Demonstrate how to read aloud the sentences. • Pps read aloud p.2 together. <p><u>p.4</u></p> <ul style="list-style-type: none"> • Set the pre-reading question: <i>Did the birds go away? How did Mrs Biddle feel?</i> • Ask pps to look at the illustrations on p.4 to find the answer. • Pps read p.4 silently and confirm the answers. 	<p>indicator.</p> <ul style="list-style-type: none"> • Use a toy parrot and a toy nest to explain "They flew in and out of the tree." • Say: <i>Why did the mother bird do this? (To bring food to the baby) Why was Mrs Biddle so angry? (The birds were noisy "all day long, from morning till night.")</i> <p><u>pp.5-7</u></p> <ul style="list-style-type: none"> • Ask pps to use quotation marks to identify direct speech. Say: <i>Look at the illustration on p.7. How did Mrs Biddle feel? (angry) What does she say? Read pp.5 & 6 and find out. Look for the open and close quotation marks.</i> • Guide pps to use contextual clues to get the meaning of "What a noise!" and "This is terrible. I just want to live by myself." Then share read with pps, using appropriate intonation to express Mrs Biddle's feelings. • Ask pps to suggest other sentences to replace the ones just practiced, e.g. "What a noise!", "You are so noisy." <p><u>pp.8-9</u></p> <ul style="list-style-type: none"> • Ask pps to look at Mrs. Biddle on p.9 and say: <i>Could Mrs Biddle live by herself? Who are the</i> 	<p>express Mrs Biddle's unhappy feelings.</p> <p><u>pp.9-13</u></p> <ul style="list-style-type: none"> • Ask pps to guess what happened to the Bird Hotel in winter by filling in this sentence: <i>There were ___ (no) birds in the Bird Hotel in winter.</i> • Invite pps to suggest what they would do if they were Mrs Biddle. • Guide pps to describe what Mrs Biddle was doing and explain "Vacancy", relating it to "no birds in the Bird Hotel". • Pps read p.12 silently. • Ask pps to compare the pictures on pp.9 & 11 and use "There were no people/kids/ birds" to get the meaning of "missed the people/kids/birds". • Encourage pps to relate it to their personal experience and make sentences beginning with "I miss". • Share read p.12 with pps. Guide them to make the right pauses, using the punctuation or layout of the text as an indicator. 		<p>diagram with pps.</p> <ul style="list-style-type: none"> • Display the flow diagram in the classroom.
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	<ul style="list-style-type: none"> • Explain the meaning of “all day”. • Ask pps to use “unhappy” instead of “not happy”. 	<p><i>people in the picture? What are they doing here?</i></p> <ul style="list-style-type: none"> • Pps make suggestions and then read pp.8-9 silently. • Guide pps to use pictorial clues to get the meaning of difficult vocabulary items or expressions. • Point to Mrs Biddle in the picture and say: <i>What is she saying? Can you find it on p.8?</i> Pps read aloud p.8, using appropriate intonation and voice level. 			
3. Re-reading and interacting with the book	<ul style="list-style-type: none"> • Relate the content to pps' personal experience. Say: <i>What do you want to do by yourself?</i> • Pps write down three things that they want to do by themselves, e.g. I want to play TV games by myself. • Homework: Activity Sheet 1 	<ul style="list-style-type: none"> • Pps work in groups and discuss what the people in the picture on pp.8 & 9 are saying. • Each group chooses a character and fill in the speech bubbles in Activity Sheet 2. • They practise how to read aloud the speech bubbles, using appropriate intonation and voice level. • Display pps' work in the classroom. • The whole class read aloud p.8. Read the part for the narrator and invite different groups to read aloud from their speech bubbles. The whole class read Mrs. Biddle's part together. • Pps complete Activity Sheet 3 as homework. 	<ul style="list-style-type: none"> • Distribute Activity Sheet 4 and ask pps to make more signs for Mrs Biddle to put on the tree. • Discuss the purpose of the sign. Use other signs pps have written to remind them of the structures to use for writing signs. • Invite pps to read aloud their new signs. Display all signs in the classroom. • Distribute Activity Sheet 5 as homework. Pps write down who/what they miss and design some signs to display in appropriate places. 	<ul style="list-style-type: none"> • Distribute Activity Sheet 6. Pps work in groups and fill in the story map. • Encourage pps to read pp.2-14 to get the right information. • Ask pps to retell the story, using the story map as an aid. • Display pps' work in the classroom. • Ask pps what they think of Mrs Biddle and guide them to evaluate what Mrs Biddle did to the birds. 	<ul style="list-style-type: none"> • Distribute Activity Sheet 7. Pps fill in the flow diagram showing how chickens hatch and grow.