

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: St. Francis of Assisi’s Caritas School

Level: P4

Module: Places and Activities

Theme: Out for Fun!

Focus Questions:

1. Where can we be out for fun?
2. How do we plan for our holidays?
3. How can we enjoy our outings more?
4. What makes an exciting, enjoyable and interesting holiday?

Positive Values and Attitudes: Patience, tolerance, creativity, adaptable to changes, openness, solidarity

Duration: 3 weeks (8 March – 26 March 2004)

No. of Sessions: 27 (35 minutes per session)

Allocation of Sessions:

General English Programme		Reading Workshops	
	No. of Sessions		No. of Sessions
IPE (4) Unit 12 The House in the Hills	4	Come and Visit the Moon! (Supported Reading)	6
Writing Task Enjoying My Easter Holidays	2	This is Our House (Supported Reading)	6
IPE (4) Unit 26 The School Camp	4	We’re Going on a Picnic (Independent Reading)	2
Writing Task An Ending for “This is Our House”	2		
Dictation	1		
Total	13	Total	14

St. Francis of Assisi's Caritas School

Second Reading Cycle: Overall Plan for Supported Reading

Book Title: Come and Visit the Moon
(ISBN: 0-582-42285-X)

Text Type: Persuasive Text (Brochure)

Level: P4

No. of Sessions: 6 (35 min/session)

Learning/ Teaching Objectives	Session 1	Session2-3	Session 4	Session 5	Session 6
<ul style="list-style-type: none"> Reading skills and strategies Discussion of the content Language features 	<ul style="list-style-type: none"> Front cover: book title, names of author & publisher Making predictions Contents page Vocabulary: astronaut, moon, space, exciting things Going on a holiday: four questions Activity Sheet 1 	<ul style="list-style-type: none"> Glossary Reading with appropriate sentence stress Vocabulary: amazing, best, spacesuit, backpack, helmet, radio headset Text type: list What can an astronaut wear? Homework: Word bank on "Space" Activity Sheet 3 	<ul style="list-style-type: none"> Back cover: ISBN Contents page, blurb, glossary Locating key sentences Using "can" to indicate abilities Vocabulary: moon buggy, float around, footprint, lighter 	<ul style="list-style-type: none"> Text type: brochure Vocabulary: space shuttle, rocket, landed in the sea/on the ground, brochure 	<ul style="list-style-type: none"> Text type: booking form Vocabulary: Easter Holidays Activity Sheet 4
Teaching Procedures	pp.1-3	pp. 4-11	pp.12-18	pp.19-24	pp.23-24
1. Presenting the book	<ul style="list-style-type: none"> Read aloud the title, names of the author and publisher Discuss the illustrations on the front cover and invite predictions Record key words (e.g. astronaut/spaceman, moon, space, car on the moon) on bb. 	<ul style="list-style-type: none"> Write the title on bb. Underline the key words and demonstrate how to read it with appropriate stress. Ask pps to read aloud pp.2-3. 	<ul style="list-style-type: none"> Introduce the ISBN and blurb on the back cover. Read aloud the blurb. Write <i>What can you do on the Moon?</i> on bb. Pps make suggestions. Guide pps to use the contents page to decide which page to read. 	<ul style="list-style-type: none"> Recap the content discussed in the previous sessions. Ask pps to suggest names of any astronaut they know. Say: <i>Who has been to the Moon?</i> 	<ul style="list-style-type: none"> Recap the text type of the book and purpose of writing it. Say: <i>What kind of book is "Come and visit the Moon"?</i> <i>Why did the author write this book?</i>
2. Reading and responding to the book	<p><u>p.1</u></p> <ul style="list-style-type: none"> Pps make further predictions by reading the contents table and relating it to the words on the bb. Say: <i>The book is about space, the Moon and the spaceman. Can you tell me more from the contents table?</i> <p><u>pp.2-3</u></p> <ul style="list-style-type: none"> Ask pps to match the 	<p><u>pp. 4-6</u></p> <ul style="list-style-type: none"> Refer to Activity Sheet 1 and list the places pps plan to go on bb. Ask pps to read pp.4-6 silently to add one more place. Say: <i>Which is the most exciting place to go?</i> Guide pps to suggest why the Moon is best. Explain "best, amazing, 	<p><u>pp.12-18</u></p> <ul style="list-style-type: none"> Display a list of verbs to introduce an astronaut's activities. Pps read the book silently and complete the sentences on bb. Share read the sentences on bb. Guide pps to use the glossary to find out what "moon buggy" and 	<p><u>pp.19-22</u></p> <ul style="list-style-type: none"> Display the picture of the first astronaut from China, Mr. Yang Li-wei. Say: <i>Who is this man? What did he do in 2003?</i> Display the picture of the first astronaut, Mr. Neil Armstrong. Say: <i>Who is this man? What did he do in 1969?</i> Display an enlarged 	<p><u>pp.1 and 23</u></p> <ul style="list-style-type: none"> Say: <i>Now you have read the brochure. Do you want to visit the Moon? What can you do next? Turn to p.23.</i> Explain what a booking form is. Say: <i>You can fill in this form if you want to visit the Moon.</i> Demonstrate how to fill in the form.

	<p>pictures with the four questions on “Going on a holiday”:</p> <ul style="list-style-type: none"> - <i>Where can we go?</i> - <i>What can we bring?</i> - <i>How can we go there?</i> - <i>What can we do there?</i> <ul style="list-style-type: none"> • Guide pps to use the pictures to answer the questions. • Invite more creative ideas from pps. • Display the four questions in the classroom. • Share read pp.2-3 with pps • Make use of pps’ ideas to explain “exciting things”. 	<p>a long way from”.</p> <ul style="list-style-type: none"> • Say: <i>How can we go to the Moon?</i> Guide pps to get the answer from p.4. <p><u>pp.7-8</u></p> <ul style="list-style-type: none"> • Ask: <i>Who can go to the Moon?</i> • Pps read pp.7-8 silently. Write “astronaut” on bb. • Pps point to the astronauts on pp.8. • Discuss how they look and why. Guide pps to get the answers from p.8. <p><u>pp.9-11</u></p> <ul style="list-style-type: none"> • Ask <i>What can an astronaut wear?</i> • Pps guess from the list displayed on bb. • Pps read pp.9-11 silently. • Introduce the glossary and use it to explain “astronaut, rocket and backpack”. 	<p>“moon rocks” mean.</p> <ul style="list-style-type: none"> • Discuss the illustrations and the captions with pps. • Pps read pp.12-18 silently, including the words in the boxes. • Discuss other activities for an astronaut. 	<p>chart which compares the space travels of the two astronauts.</p> <ul style="list-style-type: none"> • Pps read pp.19-22 silently to complete the chart. • Read aloud pp.19-22. • Explain the additional information to compare the two space travels. • Discuss the improvement from the rocket to the space shuttle. Say: <i>Which is better? The rocket or the space shuttle? Why?</i> • Draw pps’ attention to the caption on p.22. Say: <i>Why is it better to land on the ground?</i> 	<ul style="list-style-type: none"> • Activity Sheet 4: Pps fill in the booking form in pairs.
<p>3. Re-reading and interacting with the book</p>	<ul style="list-style-type: none"> • Relate the four questions displayed in the classroom to pps’ personal experience. Ask pps to answer the four questions in the context of an ideal holiday. • Activity Sheet 1: In groups, pps read some authentic brochures and work out a plan for a holiday based on the four questions. 	<ul style="list-style-type: none"> • Activity Sheet 2: Pps discuss in groups and list what an astronaut needs for different activities on the Moon. • Pps read the book “On the List” (ISBN: 981-4075-41-8) to confirm their suggestions and get more ideas. • Homework: Pps read pp.1-11 and enter words for the theme “Space” on Activity Sheet 3 for their own word bank. 	<ul style="list-style-type: none"> • Guide pps to refer to the activities on bb and discuss which activity they like to do and why. • Highlight “can” in each sentence and explain the use of “can” to indicate abilities. • Encourage pps to write about other activities for an astronaut and share their work on the display board. 	<ul style="list-style-type: none"> • Discuss the purpose of writing this book. Say: <i>Why did the author write this book?</i> • Discuss with pps the language features of brochures. 	<ul style="list-style-type: none"> • Pps complete a space travel plan and present it to the whole class. • Follow-up writing task: Pps work in groups and plan for their Easter Holidays. Guide pps to fill in the mind map on the writing task sheet.. Use a shared writing approach to help pps complete the first draft.

St Francis of Assisi's Caritas School

Second Reading Cycle: Overall Plan for Supported Reading

Book Title: This is Our House
(ISBN: 0-7636-0290-6)

Text Type: Narrative Text (Story)

Level: P4

No. of Sessions: 6 (35 min/session)

Learning/ Teaching Objectives	Session 1	Session 2	Sessions 3-4	Session 5	Session 6
<ul style="list-style-type: none"> • Reading skills and strategies • Discussion of the content • Language features 	<ul style="list-style-type: none"> • Front cover: book title, names of author and illustrator • Inner cover and title page • Making predictions • 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 the direct speech from a play script • Using the preposition "for" to state possession • Vocabulary: radioed for help, tunnel, mean • Evaluating the main character's behaviour • Activity Sheets 2 & 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"> • Recognizing the text structure with the help of a story map • Discussing the intention of the author • Activity Sheet 4
Teaching Procedures	pp.1-4	pp. 5-10	pp.11-16	pp.17-20	pp.21-24
<p>1. Presenting the book</p>	<ul style="list-style-type: none"> • Read aloud the title, names of the author and illustrator. • Discuss the illustrations on the cover and invite predictions. Write the key words (e.g. nine children, playing with a large paper house) on bb. • Invite pps to describe the box and suggest what it is. • Turn to the inner cover and introduce the setting. Guide pps to say: <i>The story happened in the playground on a housing estate.</i> • Turn to the title page to invite further predictions. Guide pps to say: <i>The children made the paper house and took it to the playground.</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" in the context of 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 mean George was 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 from the book in the previous sessions.

<p>2. Reading and responding to the book</p>	<p><u>pp.1-2</u></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> • Read aloud pp.1-2. • Ask pps to listen to your reading and find out who say them. • 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 giving examples and asking pps to suggest things which belong to everybody. <p><u>pp.3-4</u></p> <ul style="list-style-type: none"> • Say: <i>Two children wanted to go in the house. Read p.3 and find out their names.</i> • 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 “George’s excuse” on bb and “This house is not for girls” next to it. • 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 	<p><u>pp. 5-10</u></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. • Read aloud pp.5-10. Ask pps to focus on George’s and the children’s excuses. • Record the excuses on bb. • Use a toy car to explain <i>fix the front wheel.</i> • Use 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. Remind them about the use of appropriate intonation to express the children’s feelings. 	<p><u>pp. 11-14</u></p> <ul style="list-style-type: none"> • Display four sentence strips on direct speech from a play script: <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: Calling ____.</i> - <i>We cannot ____.</i> - <i>Over, over.</i> - <i>Sophie: ____.</i> - <i>George: ____.</i> • 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><u>pp.15-16</u></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. 	<p><u>pp.17-18</u></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 bb. • Share read pp.17-18 with pps. <p><u>pp.19-20</u></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 clues on p.19 to explain “no room for”. 	<p><u>pp.21-24</u></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 aloud the sentences, using appropriate intonation. • Discuss the attitude and feelings of the different characters in the story.
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	the parts in quotation marks using appropriate intonation.		<ul style="list-style-type: none"> • Invite two pps to be Rasheda and George, and the class to be the narrator. They read aloud pp 15-16. • Guide pps to use pictorial clues to get the meaning for “tunnel”. 		
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 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) • Discuss whether it is more fun to play games with friends from different countries and why. • Homework: Activity Sheet 1 	<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 possession. • Ask pps to name new characters and discuss their nationalities. (Luther: Filipino; Sophie: Swedish; Rasheda: Indian) • 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 	<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. Say: <i>Are you like George sometimes?</i> • Ask pps to suggest what George would say when he comes back. Say: <i>Now you are George. What will you do?</i> They write each sentence on a sentence strip, using all capital block letters. • Ask individual pps to read aloud the sentences, using appropriate intonation and gestures to express how angry George is. 	<ul style="list-style-type: none"> • 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> • Follow-up writing task: Pps introduce one of their classmate as an additional character in the story. They write one more set of events to describe what George and their classmates do. 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. Introduce the use of a self-assessment form to revise and edit their own work.

St Francis of Assisi's Caritas School

Second Reading Cycle: Overall Plan for Independent Reading

Book Title: We're Going on a Picnic
(ISBN: 0-521-57562-1)

Text Type: Narrative Text (Story)

Level: P4

No. of Sessions: 2 (35 min/session)

Learning/ Teaching Objectives	Session 1	Session 2
<ul style="list-style-type: none"> • Reading skills and strategies • Discussion of the content • Language features 	<ul style="list-style-type: none"> • Understanding the information provided on the book cover (front and back): book title, name of author and publisher, blurb • Making predictions • Using pictorial clues • Identifying main ideas • Recognizing the use of all capital letters to express surprise • Vocabulary: Gran, miss all the fun 	<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 experiences • Discussing the focus questions and bringing out the theme of the unit
Teaching Procedures	Book covers	Whole book
<p>1. Presenting the book</p>	<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 this book.</i> Pupils identify and read aloud the title and the names of the author and publisher, etc. • Guide pupils to refer to the cover of the book and draw their attention to the facial expressions 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 and display it 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" by referring to the pictorial clues and pupils' personal experiences. 	<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> • Ask pupils a few comprehension questions. Say: <i>Which animals ruined the family's picnic in the story?</i> • Ask pupils if they enjoy reading the books and which part they like most.
<p>2. Reading and responding to the book</p>	<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 family?</i> - <i>Does Gran miss all the fun? Why?</i> • Pupils are given two days before Session 2. They read the book and record their own answers for the two questions at home. 	<ul style="list-style-type: none"> • Share read p.24 with pupils. Ask pupils to share the words with all capital letters. Discuss the use of capital letters for "PICNIC" and the use of an 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. • Ask pupils if they have recognized similar features in another book they have read recently (They is Our House).

<p>3. Re-reading and interacting with the book</p>	<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 more? What makes an exciting, enjoyable and interesting holiday? (Sharing the fun in activities with someone around us)</i>
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