

**Collaborative Research and Development (“Seed”) Projects for 2004-2005**  
**Effective Strategies to Enhance Primary Pupils’ Skills and Attitudes in Learning to Read and Reading to Learn**  
**Unit Plan for the First Reading Cycle**

**School:** St. Francis of Assisi’s Caritas School

**Duration:** 3 weeks (15 November – 17 December 2004)

**Level:** P1

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

**Module:** Places and Activities

**Allocation of Sessions:**

**Theme:** Ready for Shopping

- Focus Questions:**
1. What are the shops around us?
  2. What can we buy in the shops?
  3. Are we ready for shopping?
  4. How can we enjoy our shopping?

**Positive Values and Attitudes:** Self-discipline, responsible, caring

General English Programme		Reading Workshops	
	No. of Sessions		No. of Sessions
IPE (1A) Unit 10 Ten Apples	5	Clown (Shared Reading)	6
IPE (1A) Unit 11 That is a Cat	5	Shopping with Dad (Shared Reading)	5
Writing Tasks	3	To Market, to Market (Shared Reading)	1
Dictation	1	At the Market (Storytelling)	1
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>13</b>

**St. Francis of Assisi's Caritas School**  
**First Reading Cycle: Overall Plan for Shared Reading**

**Book Title:** Clown  
 (ISBN: 981-4069-53-1)      **Text Type:** Narrative Text (Story)      **Level:** P1      **No. of Sessions:** 6 (35 min/session)

	Session 1	Session 2	Session 3	Session 4	Sessions 5 & 6
<b>Learning/ Teaching Objectives</b> <ul style="list-style-type: none"> <li>• Reading skills and strategies</li> <li>• Discussion of the content</li> <li>• Language features</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the title and the name of the author on the book cover</li> <li>• Using the illustrations on the book cover and the title page to make predictions</li> <li>• Introducing page numbers</li> <li>• Using pictorial clues to get the meaning of <i>clown, nose, hat, shirt</i> and <i>shop</i></li> <li>• Introducing and establishing the concept of <i>shopping</i></li> <li>• Identifying the different shops Clown visited</li> <li>• Discussing what one can buy in different shops, relating to pupils' personal experience</li> <li>• Activity Sheet 1: Drawing and writing about Clown's path to the shops.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading aloud the title and identifying the author's name on the title page</li> <li>• Using pictorial clues to get the meaning of <i>yellow hat, purple shirt</i> and <i>red nose</i></li> <li>• Naming the three shops Clown visited and identifying the purchases Clown made</li> <li>• Sight word: <i>he</i></li> <li>• Activity Sheet 2: Labeling the shops, colouring Clown's purchases and joining Clown's purchases to the correct shops</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing the text type of <i>shopping lists</i></li> <li>• Discussing how the shopping list helped Clown in shopping</li> <li>• Using page numbers in context</li> <li>• Phonics: Initial <i>sh</i> as in <i>shop, shirt</i> and <i>shoe</i></li> <li>• Vocabulary: <i>shopping list, made</i></li> <li>• Activity Sheet 3 (Phonics): Circling pictures for words beginning with the <i>sh</i> letter sound, joining the pictures to the correct words, and colouring things beginning with the <i>sh</i> letter sound</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing that Clown's facial expressions and tones in speech conveyed his feelings</li> <li>• Recognizing the use of bold print for emphasis</li> <li>• Reading aloud with good expressions to indicate feelings</li> <li>• Vocabulary: <i>no, big hole, home, looked in</i></li> <li>• Activity Sheet 4: Drawing Clown's facial expressions and writing sentences to describe the feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing the text type of <i>labels</i></li> <li>• Vocabulary: <i>pink, green, blue, sock</i></li> <li>• Activity Sheet 5: Compiling a shopping list, drawing, colouring and labeling the clothing items</li> <li>• Activity Sheet 6: Compiling a shopping list, dressing up their own Clown and labeling the clothing items</li> </ul>
<b>Teaching Procedures</b>					
<b>Presenting the book</b>	<ul style="list-style-type: none"> <li>• Guide pps to identify the title on the book cover and read aloud the book title.</li> <li>• Introduce the main character. Say: <i>Where is Clown? Point to Clown. Say hello to Clown.</i></li> <li>• Draw pps' attention to the</li> </ul>	<ul style="list-style-type: none"> <li>• Pps read aloud the title and identify the author's name on the cover and title page.</li> <li>• Recap the shop names learnt in Session 1. Encourage pps to refer to the word cards displayed in the classroom for ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Pps point to the title in their small books and read it aloud.</li> <li>• Pps hold up their books and point to the author's name on the book cover.</li> <li>• Recap what has been covered in the previous</li> </ul>	<ul style="list-style-type: none"> <li>• Invite individual pps to read aloud the title and identify the name of the author.</li> <li>• Ask pps about the purchases Clown made in the shops. Say: <i>Clown went shopping. He got three</i></li> </ul>	<ul style="list-style-type: none"> <li>• Invite pps to read aloud the title and identify the name of the author.</li> <li>• Say: <i>Clown went shopping. He got many things. He put them in a...</i> Show the paper bag with a hole.</li> <li>• Look in the bag and say:</li> </ul>

	<p>features of a clown. Say: <i>Look at Clown. This is Clown's hair. It is orange. This is Clown's mouth. It is white and big. These are Clown's eyes. They are...</i></p> <ul style="list-style-type: none"> <li>• Point to the name of the author. Use gestures to explain <i>wrote</i> and say: <i>Look here. Jill Eggleton is the author's name. Jill Eggleton wrote the book.</i></li> <li>• Guide pupils to predict the content of the book. Write their suggestions on bb. Say: <i>What is the book about?</i></li> <li>• Refer to the title and then the objects in the illustrations to prompt responses. Say: <i>Is the book about Clown's book..., Clown's sofa...or Clown's...?</i></li> <li>• Guide pps to use their own ideas. Say: <i>What is the book about? Think...</i></li> <li>• Provide hints by referring to things available in the classroom. Say: <i>Is it about Clown's schoolbag? Clown's water bottle, pen, ruler ...?</i></li> <li>• Turn to the inner cover. Ask pupils to make further predictions. Point to Clown's bag and say: <i>Clown got something here? What is it?</i></li> </ul>		<p>sessions. Say: <i>Clown went to three shops. He went to the ..., ... and ... Clown got three things. He got a ..., a ... and a ...</i> Encourage pps to refer to the displays in the classroom for hints.</p>	<p><i>things. He got a ...</i></p> <ul style="list-style-type: none"> <li>• Encourage pps to refer to the items in Clown's paper bag displayed in the classroom for hints.</li> </ul>	<p><i>But no nose, no ..., no ... Why? Let pps respond. Say: Yes, there was a big hole. Refer pps to the smiling face and sad face. Say: Clown was ...not happy.</i></p>
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	<ul style="list-style-type: none"> <li>• Display a paper bag. Draw pps' attention to the material and guide them to say <i>paper bag</i>.</li> <li>• Say: <i>Where is Clown going?</i> Encourage pps to come up with their own ideas. Give a few suggestions if they have no ideas or responses.</li> <li>• Record their predictions on bb.</li> </ul>				
<b>First Reading</b>	<ul style="list-style-type: none"> <li>• Read the whole book aloud. Pps listen to teacher's reading.</li> <li>• Run the pointer under the words to guide pps to follow the left to right directionality.</li> <li>• Use the pointer to draw pps' attention to the illustrations to help them grasp the overall understanding of the story.</li> <li>• Guide pps to confirm their predictions. Circle the right predictions, e.g. shirt.</li> <li>• Refer to the illustrations of shops. Say: <i>This book is about shops.</i> Write <i>shops</i> on bb.</li> </ul>	<ul style="list-style-type: none"> <li>• Share read the whole book with pps. Encourage pps to chime in whenever they can.</li> <li>• Pps read aloud pp.4, 6 &amp; 8 independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Share read the whole book with pps.</li> <li>• Pps read pp.4-9 and teacher reads other parts. Encourage pps to chime in.</li> </ul>	<ul style="list-style-type: none"> <li>• Share read the whole book with pps until p.9.</li> <li>• Teacher and pps take turns to read aloud two pages at a time.</li> </ul>	<ul style="list-style-type: none"> <li>• Set a reading purpose and say: <i>Was Clown happy or not happy? Read the book now. I want to hear from your reading and find out ...</i></li> <li>• Pps read aloud the whole book from p.2 to p.14. Remind them to express Clown's feelings through reading aloud with good intonation and facial expressions.</li> </ul>
<b>Second Reading</b>	<p>(pp.4, 6 &amp; 8)</p> <ul style="list-style-type: none"> <li>• Pretend to go shopping with a purse. Say: <i>I'm going shopping. Do you go shopping?</i></li> <li>• Introduce the setting and say: <i>Clown went shopping. He went to three shops.</i></li> </ul>	<p>(pp.5, 7 &amp; 9)</p> <ul style="list-style-type: none"> <li>• Display pictures of the three shops and sales items on bb.</li> <li>• Say: <i>Clown went shopping. He got three things in these shops. Let's read the book and find out.</i></li> </ul>	<p>(pp.2 &amp; 3)</p> <ul style="list-style-type: none"> <li>• Write <i>Clown made a ...</i> on bb. Say: <i>Clown made something and went to the shops. What is it? Let's read the book and find out.</i></li> <li>• Share read the book with pps until p.9. Guide pps to</li> </ul>	<p>(pp.10-14)</p> <ul style="list-style-type: none"> <li>• Display cutouts of a smiling face and a sad face (☺ ☹). Say: <i>This man is happy. This man is not happy.</i></li> <li>• Turn to p.10 and say: <i>Look at Clown's face. Is Clown</i></li> </ul>	<p>(p.15)</p> <ul style="list-style-type: none"> <li>• Ask pps what Clown got in different shops. Say: <i>Clown went to the nose shop. He got a nose. Yes. What colour?... Yes, it was red.</i></li> <li>• Repeat the same procedures for <i>hat</i> and <i>shirt</i>.</li> </ul>

	<p><i>What are they? Let's read the book and find out.</i></p> <ul style="list-style-type: none"> <li>• Share read the book with pps. Invite them to chime in whenever they can.</li> <li>• Introduce page numbers in context. Say: <i>Clown went to the nose shop. Can you turn to that page? Yes, it's p.4. Clown went to the hat shop. Where is the hat shop? Yes, it's on p.6. This is the page number. Class, This is ... page six.</i></li> <li>• Repeat the same procedures for the shirt shop.</li> <li>• Display word cards of the shops and write the page numbers next to them:  <i>p.4 nose shop</i>  <i>p.6 hat shop</i>  <i>p.8 shirt shop</i></li> <li>• Invite pps to point to the noses, hats and shirts in the shops.</li> <li>• Check pps' understanding of these items. Ask pps to point to their noses, their shirts and hats (pretending they have a hat).</li> <li>• Relate the content to pps' personal experience. Say: <i>Do you go to the nose shop..? No, I don't! I go to the <u>dress</u> shop. What shop do you go to?</i></li> <li>• Write _____ shop on bb to cue pps' suggestions of other shops, using words</li> </ul>	<ul style="list-style-type: none"> <li>• Draw pps' attention to the sight word <i>He</i>. Stop at p.4 and say: <i>He went to the nose shop. Who is he? Who went to the nose shop? Yes, Clown went to the nose shop. So he is ... Clown.</i></li> <li>• Stop at p.5 and say: <i>Clown went to the nose shop. He got something. What was it?</i></li> <li>• Display a poster on colours to remind pps the meaning of <i>red, yellow and purple.</i></li> <li>• Say: <i>What's the colour of Clown's nose? Can you find it here? Yes, red.</i></li> <li>• Repeat the same procedures for pp.7 &amp; 9.</li> <li>• Invite a pp to act as Clown and put his purchases in a paper bag while the whole class read aloud pp.4-9.</li> <li>• Display pictures of the three shops and Clown's shopping bag in the classroom.</li> </ul>	<p>focus on the shopping list on p.3 and flip to the nose shop on p.5. Say: <i>Yes, he made a shopping list. Then he went to the nose shop. Where is the shop? It's on page...</i> Repeat the same procedures for <i>hat shop and shirt shop.</i></p> <ul style="list-style-type: none"> <li>• Write <i>shirt</i> on bb. Circle the part <i>sh</i>. Read aloud the whole word and then <i>sh</i>, accompanying with the gesture Shh! Say: <i>How do you read this part? Yes, sh.</i></li> <li>• Display a class Word Shirt. Say: <i>Shirt begins with sh. Find two words beginning with sh in this book.</i></li> <li>• Share read the book with pps from p.2 to p.5. Invite them to chime in whenever they can.</li> <li>• Guide pps to enter <i>shop and shopping</i> on the Word Shirt.</li> <li>• Read aloud the words with pps.</li> <li>• Encourage pps to suggest more words from other books for the Word Shirt.</li> <li>• Activity Sheet 3 (Phonics): Pps circle pictures of objects beginning with the Initial <i>sh</i> letter sound.</li> </ul>	<p><i>happy? Or not happy?</i> Write p.10 under the happy face on bb.</p> <ul style="list-style-type: none"> <li>• Say: <i>I will now read from p.10 to p.14. Listen to my reading. Then fill in the page numbers here.</i>  pp.10-14  ☺                      ☹  p.10                  p.____  p.____                p.____  p.____                p.____</li> <li>• Read aloud pp.10-14 in an expressive tone.</li> <li>• Guide pps to fill in the page numbers under the two faces.</li> <li>• Draw pps' attention to pp.11 &amp; 12. Use the illustration and act out to help pps understand Clown's feelings. Say: <i>Clown went home. He looked in the bag. Oh! No nose. No hat. No shirt. Write No nose, No hat, No shirt on bb.</i> Read the phrases with more force on <i>No</i> and darken the word <i>No</i>.</li> <li>• Guide pps to read aloud pp.11 &amp; 12 with emphasis on the word <i>No</i> in bold print.</li> <li>• Pps read aloud pp.11 &amp; 12 in a sad tone.</li> <li>• Guide pps to discuss why Clown's purchases were gone. Use a paper bag with</li> </ul>	<ul style="list-style-type: none"> <li>• Focus pps' attention on p.13. Guide pps to compare p.3 and p.13. Say: <i>Clown got one more thing here. What was it? What was the colour of it?</i></li> <li>• Let pps give ideas and say: <i>May be. But I am not sure. Let's read p.15 and find out.</i></li> <li>• Share read the labels with pps. Guide them to say that the bag was pink.</li> <li>• Use the poster on colours to provide resources for more colour words, e.g. <i>pink, green, blue.</i></li> <li>• Point to a child's sock to explain <i>sock</i> on Clown's foot.</li> <li>• Display cutout of Clown with just a pair of pants. Ask pps to dress up Clown. Say: <i>Clown has a party. Can you dress Clown up? Let's make a shopping list first.</i></li> <li>• Display an enlarged blank shopping list. Say: <i>What is the first thing for Clown? Hat. I will draw a hat here. What colour? Alright, yellow. I will colour it. Then I will label it here ...I will write Yellow hat.</i></li> <li>• Invite pps to suggest, draw and label other items.</li> <li>• Distribute Activity Sheet 5, showing a shopping list and a clown with just a pair of</li> </ul>
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	they are familiar with, e.g. <i>pen shop, cake shop.</i>			<p>a hole to explain the situation. Say: <i>No nose. No hat. No shirt. Why? Turn to p.11. There is a big ... hole ... in the bag.</i></p> <ul style="list-style-type: none"> <li>• Relate the use of <i>No...</i> to pps' personal experience. Use the paper bag with a hole again. Ask pps: <i>Any pencils? Any books? Any toy cars?</i> Then ask them to look into their school bag and say: <i>Any hats? Any shirts?</i> Guide them to say: <i>No ...</i></li> <li>• Discuss how Clown felt when he was making a shopping list. Say: <i>Clown made a shopping list. Was he happy? Turn to p.2 and p.13. Look at his face. He was...</i> Refer pps to the two faces on bb for hints.</li> <li>• Guide pps to read pp.2, 13 &amp; 14 in a cheerful tone.</li> </ul>	<p>pants.</p> <ul style="list-style-type: none"> <li>• Pps work in groups of 4. They discuss, compile a shopping list, dress up Clown and label the items. Say: <i>Clown has a party. Make a shopping list and dress him up.</i></li> <li>• Pps read aloud the shopping list and labels to present their work in groups.</li> </ul>
<b>Third Reading</b>	<ul style="list-style-type: none"> <li>• Share read the book with pps.</li> <li>• Invite pps to read aloud pp.4, 6 and 8.</li> <li>• Distribute small books. Ask pps to read the book at home. Encourage them to read aloud pp.4, 6 &amp; 8 to their family members.</li> <li>• Activity Sheet 1: Pps draw Clown's path to the shops and write sentences about his path.</li> </ul>	<ul style="list-style-type: none"> <li>• Share read the book with pps.</li> <li>• Invite pps to read pp.4-9.</li> <li>• Teacher reads the other pages.</li> <li>• Activity Sheet 2: Pps label names of the shops, colour Clown's purchases in his shopping bag and join Clown's purchases to the correct shops.</li> </ul>	<ul style="list-style-type: none"> <li>• Share read the book with pps.</li> <li>• Invite pps to read pp.2-9 independently.</li> <li>• Remind pps to read the <i>Initial sh</i> letter sound clearly.</li> <li>• Activity Sheet 3: Pps circle pictures for words beginning with the <i>sh</i> sound, join pictures to the correct words and colour things beginning with the <i>sh</i> sound.</li> </ul>	<ul style="list-style-type: none"> <li>• Pps read aloud the whole book together.</li> <li>• Remind pps to use appropriate tones to indicate Clown's feelings.</li> <li>• Activity Sheet 4: Pps draw facial expressions for Clown and write sentences to describe his feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• The class read aloud the whole book together.</li> <li>• Activity Sheet 6: Pps compile a shopping list, dress up their own Clown and label the clothing items as homework.</li> </ul>

**St. Francis of Assisi's Caritas School**  
**First Reading Cycle: Overall Plan for Shared Reading**

**Book Title:** Shopping with Dad (ISBN:174065030-1)      **Text Type:** Narrative Text (Story)      **Level:** P1      **No. of Sessions:** 5 (35 min/session)

	Session 1	Session 2	Session 3	Sessions 4 & 5
<b>Learning/ Teaching Objectives</b> <ul style="list-style-type: none"> <li>• Reading skills and strategies</li> <li>• Discussion of the content</li> <li>• Language features</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the title and the name of the author on the book cover and the title page</li> <li>• Using pictures on the book cover and the title page to make predictions</li> <li>• Identifying names of the main characters in the story</li> <li>• Identifying names of the stores and the items bought</li> <li>• Using pictorial clues to get the meaning of unfamiliar words: <i>card store, cake store, grocery store, flower store, bakery</i></li> <li>• Activity Sheet 1: Colouring the shopping items for Mum's birthday, writing the store names and matching the things with the correct stores</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the goods available in different stores</li> <li>• Using pictorial clues to get the meaning of unfamiliar words on pp.2-9: <i>card, food, bakery, cake, dinner</i></li> <li>• Sight word: <i>they</i></li> <li>• Relating the content to pps' personal experiences</li> <li>• Activity Sheet 2: Writing a shopping list, colouring the correct words about the purchases made and matching the listed items with the correct pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Relating the content to local situation</li> <li>• Phonics: Initial <i>b</i> as in <i>buy, book, bakery, birthday</i></li> <li>• Activity Sheet 3 (Phonics): Circling words in a word maze, completing a bubble with the words circled, colouring the correct picture of a birthday present, and completing a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing the stores not visited by Sam and his dad.</li> <li>• Vocabulary: <i>post office, bike, hardware, clothing</i></li> <li>• Activity Sheet 4: Labeling a store Sam and his Dad visit and write sentences about the store and the things they buy</li> </ul>
<b>Teaching Procedures</b>				
<b>Presenting the book</b>	<ul style="list-style-type: none"> <li>• Display a picture of the family featured on p.12 without the birthday presents. Set the scene and say: <i>Here is a family. There is a little boy, Mummy and Daddy. They are happy. It's Mum's birthday. The little boy goes shopping with his daddy. They are going to buy some presents for Mum. What will they buy? A shirt</i></li> </ul>	<ul style="list-style-type: none"> <li>• Pps read aloud the title and point to the author's name on the cover and title page.</li> <li>• Recap names of the stores introduced in Session 1. Say: <i>Sam and his dad go shopping because it is...Mum's birthday. They go to... stores. What are the names of the stores?</i> Refer pps to the word cards displayed for hints.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite individual pps to read aloud the title and identify the name of the author.</li> <li>• Recap what Sam and his dad buy for Mum. Say: <i>It's Mum's birthday. Sam and his dad go shopping. They buy five things for Mum. What are the things?</i></li> <li>• Encourage pps to refer to the word cards displayed in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Invite individual pps to read aloud the title and identify the name of the author.</li> <li>• Recap the stores Sam and his Dad visit and local shops the pps go to for the same items.</li> </ul>

	<p><i>for Mum, a hat for Mum, or...</i> Record pps' suggestions on bb.</p> <ul style="list-style-type: none"> <li>• Display the book cover. Say: <i>The little boy and his dad are shopping.</i></li> <li>• Invite pps to identify the title. Say: <i>What is the title of this book? Can you point to it?...Yes. Shopping with Dad</i></li> <li>• Read aloud the title and invite pps to read after you.</li> <li>• Mime writing and say: <i>What is the author's name? He wrote the book. Can you point to his name?</i></li> <li>• Read aloud the author's name.</li> <li>• Discuss the book cover. Say: <i>The little boy goes shopping with his dad. They are in a shop. What is this shop? What are they buying? ... They go to other shops. Now I will read you the book. Listen and find out the little boy's name and what they buy. Write boy's name and They buy ... on bb.</i></li> </ul>		for hints.	
<b>First Reading</b>	<ul style="list-style-type: none"> <li>• Read aloud the whole book. Pps listen to teacher's reading.</li> <li>• Refer to the pre-reading question and say: <i>Class, what is the boy's name? Yes, he is Sam. Say hello to Sam. What are they buying? Yes, some food.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Share read the whole book with pps. Encourage them to chime in whenever they like.</li> </ul>	<ul style="list-style-type: none"> <li>• Pps read through the whole book in two groups. Group 1 reads pp.2, 4, 6, 8 &amp; 10. Group 2 reads pp. 3, 5, 7, 9 &amp; 11.</li> </ul>	<ul style="list-style-type: none"> <li>• The class read through the whole book independently.</li> </ul>
<b>Second Reading</b>	<p>(pp.2, 4, 6, 8 &amp; 10)</p> <ul style="list-style-type: none"> <li>• Display the book <i>Clown</i>. Say: <i>Clown went shopping. He went to the nose shop. He got a ... He went to the hat shop. He got a ... Now Sam and his dad go to some shops. What are the shop names?</i></li> </ul>	<p>(pp.3, 5, 7, 9 &amp; 11)</p> <ul style="list-style-type: none"> <li>• Refer to the store names. Say: <i>Sam and his dad go to these stores. They buy things for Mum. What are the things? Let's read the book and find out.</i></li> <li>• Display an enlarged sheet with 5</li> </ul>	<p>(whole book)</p> <ul style="list-style-type: none"> <li>• Recap the stores Sam and his Dad visit. Relate them to pps' personal experiences. Say: <i>Sam and his dad go shopping. They go to five stores. They go to the ... Do we have these stores in Hong Kong?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the four stores not visited by Sam and his Dad. Say: <i>Look at the pictures at the bottom of the page. How many stores are there? Yes. Nine. But Sam and his dad go to ...five stores. There are four they do not go to. What are</i></li> </ul>

	<p><i>What do they buy? Let's read the book and find out.</i></p> <ul style="list-style-type: none"> <li>• Display an enlarged sheet with 5 sentences: <i>Sam and his dad go to the store icon</i>.</li> <li>• Display pictures of shopping items.</li> <li>• Share read the book with pps. Invite them to chime in whenever they can.</li> <li>• Display word cards of store names.</li> <li>• Refer to the word cards and say: <i>Sam and his dad go to five ... stores. What are the names?</i></li> <li>• Arouse cultural awareness. Introduce the use of <i>store</i> for <i>shop</i> in the characters' country. Say: <i>We live in Hong Kong. Sam and his dad live in New Zealand. They say a store. We say a shop.</i></li> <li>• Guide pps to apply the use of <i>store</i> in context. Say: <i>Sam and his dad buy a card for Mum. They go to a card ... Turn to p.2. Can you find the shop name? Yes, a card store.</i></li> <li>• Invite pps to match the store names with the icons.</li> <li>• Pps read the names of the stores from bb.</li> <li>• Show a picture of a local store. Say: <i>Look at this picture. There is a store near our school. The Chinese name 士多 comes from the English word "store". Here we can buy ...</i></li> </ul>	<p>sentences: <i>They buy picture of shopping item</i>.</p> <ul style="list-style-type: none"> <li>• Share read the book with pps.</li> <li>• Draw pps' attention to the sight word <i>they</i> and say: <i>They buy a card. Who buys a card? Who are they? Cover the word they. Replace it with Sam and his dad.</i></li> <li>• Discuss the shopping items. Say: <i>Sam and his dad go to five stores. They buy five things. What are they? They go to the card store. They buy...a card.</i> Put the word card on bb.</li> <li>• Guide pps to focus on the items Sam and his dad buy and relate them to pps' personal experiences.</li> <li>• Elicit <i>birthday card</i> from pps. Display a Christmas card and a birthday card. Say: <i>Which one will you buy for your mum?</i></li> <li>• Say: <i>Sam and Dad go to the bookstore. They buy...a book</i>. Put the word card on bb. Say: <i>Turn to p.5. Where is the book? Can you point to it?</i></li> <li>• Say: <i>Sam and his dad go to the grocery store. They buy...food.</i> Refer to the pictures of food. Say: <i>This is fish, chicken and carrots. Mime eating. We eat fish, chicken and carrots. This is food.</i></li> <li>• Say: <i>Sam and Dad buy food for dinner.</i> Show pictures with a clock face to indicate time and with food for breakfast, lunch and dinner. Say: <i>It is morning. We eat... milk and bread for breakfast. It is noon. We are at</i></li> </ul>	<p>Display photos of local stores, e.g. Maxim's, Park N' Shop. Ask pps for authentic store names.</p> <ul style="list-style-type: none"> <li>• Refer to the photos. <i>Tell me, I want to buy some cakes and bread. I can go to ...Maxim's Cake Shop. Can I get cakes and bread in other stores? Yes, Welcome Supermarket.</i></li> <li>• Say: <i>Now I have done my shopping. I have got all the things. And I am going home.</i></li> <li>• Turn to p.11. Say: <i>Sam and his dad have got all the things they want. So they go...home.</i></li> <li>• Share read the whole book with pps.</li> <li>• Say: <i>Turn to p.12. Look at Mum. Look at her face. She is laughing. She is... happy. Why? Sam and his Dad buy many things for Mum's birthday.</i></li> <li>• Guide pps to identify the objects on the table. Say: <i>Look at the table. Can you see the card? Can you point to it? What about the flowers? Can you point to the flowers ...yes, and the cake. But where is the book? No book! Can you see the book? Yes, it is in the wrapping paper.</i> Display a wrapped gift. Say: <i>What is in the paper? ... Yes, a book.</i></li> <li>• Write <i>book</i> on bb. Circle the letter <i>b</i>. Say: <i>What is the name of this letter? Yes, b. It makes the b sound. Look at my lips and say b.</i> Let pps practise saying the <i>b</i> letter sound.</li> </ul>	<p><i>they?</i></p> <ul style="list-style-type: none"> <li>• Shared read the whole book with pps. Turn to the back cover and read aloud the part under the picture.</li> <li>• Show cards of nine store icons. Say: <i>Here are the pictures of all the stores. Pick the stores Sam and his dad do not go to. Put them on the blackboard.</i></li> <li>• Show shopping items available in the four stores. Say: <i>I can buy these things from the four stores on the blackboard. Can you match the pictures with the correct stores?</i></li> <li>• Display the store names and introduce the shopping items available in the stores. Say: <i>These are...stamps. You can buy stamps from this store. ... a post office.</i></li> <li>• Refer to the hardware store. Say: <i>This is the hardware store. You can buy a screwdriver, a spade, a hammer and nails from the ... hardware store.</i></li> <li>• Refer to the picture of bike store. Say: <i>What is this? Yes. A bike. You can buy a bike ... a bicycle ... from the ...bike store.</i></li> <li>• Refer to the clothing items. Say: <i>What are these? Yes, shoes, a hat, a bag and a dress. Remember Clown went to the shirt shop. He got a...shirt. He went to the hat shop. He got a ...hat. He went to the bag shop. He got a...bag. We can go to one store for all these things. It is the clothing store.</i></li> </ul>
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		<p><i>school. We have lunch box. It is evening. We eat dinner. Look at the table top. What can you see?</i></p> <ul style="list-style-type: none"> <li>• Turn to p.7. Say: <i>Sam and his dad buy lots of food. It's for dinner. What do they buy?</i> Let pps respond.</li> <li>• Turn to p.9. Say: <i>Sam and his dad go to the flower store. They buy...flowers. What colour are the flowers? Yes. Red and white. Do you buy flowers for your mum's birthday?</i></li> <li>• Turn to p.11. Say: <i>Sam and his dad go to the bakery. They buy...a cake. Say: Is it a fruit cake or... a chocolate cake?</i> Show fake fruits and a bar of chocolate.</li> </ul>	<ul style="list-style-type: none"> <li>• Say: <i>Turn to p.12. Find me a word beginning with b.</i></li> <li>• Display a class Word Book.</li> <li>• Ask pps to find other examples from the book. Say: <i>Are there other words beginning with b?</i></li> <li>• Flip through the book. Enter the words suggested by pps on the Word Book.</li> <li>• Encourage pps to suggest words not found in the book.</li> <li>• List the words suggested in the Word Book and read them aloud with pps.</li> </ul>	<ul style="list-style-type: none"> <li>• Display a photo of a clothing store. Say: <i>Look at the picture. It is a clothing store. We can buy shirts, hats and bags from this store. What else can we buy?</i> Let pps respond.</li> </ul>
<b>Third Reading</b>	<ul style="list-style-type: none"> <li>• Share read the whole book with pps.</li> <li>• Invite pps to read aloud pp.2, 4, 6, 8 &amp; 10.</li> <li>• Encourage pps to chime in whenever they can.</li> <li>• Activity Sheet 1: Colour the shopping items, join the items to the correct stores and write the store names.</li> </ul>	<ul style="list-style-type: none"> <li>• Share read the whole book with pps.</li> <li>• Divide the pps in two groups. Each group takes turns to read two pages at a time.</li> <li>• Activity Sheet 2: Pps write a shopping list, colour the right words about the purchases made, and match the listed items with the correct pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Pps read aloud the whole book in two groups.</li> <li>• Activity Sheet 3 (Phonics): Pps circle words beginning with the <i>b</i> letter sound in a word maze, complete a bubble with the words circled, colour the correct picture of a birthday present and complete a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask pps to put stickers of book, hanger, card, flower, cake &amp; grocery on the pictures of stores and say: <i>This is a ... store.</i></li> <li>• Distribute Activity Sheet 4. Pps work in groups of 4. They write sentences about the store Sam and his dad visit and the items they buy. Say: <i>Mum is having a birthday party. Like Clown, Mum has to dress up for the party. So Sam and his dad go shopping. What store do they go to? .</i></li> <li>• Ask pps to draw, colour and label the items Sam and his dad buy in the store.</li> <li>• For groups working fast, they can get another activity sheet and write about other stores and items they can get there for Mum's birthday party.</li> </ul>

				<ul style="list-style-type: none"><li>• Invite pps to present their work and display their activity sheets in the classroom.</li></ul>
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**St. Francis of Assisi's Caritas School**  
**First Reading Cycle: Overall Plan for Shared Reading**

**Poem:** To Market, To Market      **Text Type:** Narrative Text (Poem)      **Level:** P1      **No. of Sessions:** 1 (35 min/session)  
**(From the Resource Package Let's Experience and Appreciate Poetry - Key Stage 1, ISBN: 962-8103-54-7)**

<b>Learning/Teaching Objectives</b>	<ul style="list-style-type: none"> <li>• Reading skills and strategies</li> <li>• Discussion of the content</li> <li>• Language features</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing a poem</li> <li>• Recognizing the rhythm and rhymes in a poem</li> <li>• Vocabulary: fat, pig, hog, jog, jiggety, joggety</li> <li>• Identifying the rhyming words: pig/jig, hog/jog, jiggety/joggety</li> <li>• Letter sound: <i>Initial j</i></li> </ul>
<b>Teaching Procedures</b>		
<b>First Reading</b>	<ul style="list-style-type: none"> <li>• Show picture of a market.</li> <li>• Ask: <i>What can you buy in a market?</i></li> <li>• List pps' suggestions on the board.</li> <li>• Share learning intention with pps. (Refer to the market in the big book.) Say: <i>We are going to learn a poem about going to market. Listen and find out what you can buy there.</i></li> <li>• Play the poem recorded on CD.</li> <li>• Pps listen carefully.</li> <li>• Confirm predictions.</li> <li>• Display the poem sheet on the board.</li> <li>• Ask pupil to identify and read out the title of the poem.</li> <li>• Pps read aloud the title together.</li> </ul>	
<b>Second Reading</b>	<ul style="list-style-type: none"> <li>• Play the poem recorded on CD. Say: <i>Listen to the poem again. This time listen carefully to how the child reads it. Is it like reading Clowns, Shopping with Dad?</i></li> <li>• Pps pay attention to the rhythm.</li> <li>• Refer to the picture in the big book. Ask pps to point to "a fat pig" and "a fat hog". Show picture of a pig in a man's clothes. Say: <i>A hog is a boy pig.</i></li> <li>• Read aloud the first line of the poem with actions:  <i>To market, to market</i> (marching)  <i>to buy a fat pig</i> (drawing a big circle in the air with both hands)</li> <li>• Pps practise reading the line.</li> <li>• Read aloud the first line of the second stanza with actions:  <i>To market, to market</i> (marching)  <i>to buy a fat hog</i> (drawing a big circle in the air with both hands)</li> <li>• Pps practise reading the lines. Tell pps we are going home with the pig and the hog. Say <i>Home again, home again.</i></li> <li>• Demonstrate how to <i>jig</i> to bring out the meaning of the word.</li> <li>• Share read the phrase <i>jiggety jig</i> with the pps.</li> <li>• Read aloud the second line with actions</li> </ul>	

	<p><i>Home again, home again (marching)</i></p> <p><i>jiggety jig</i> (dancing in jerky movements)</p> <ul style="list-style-type: none"> <li>• Pps echo read and then stand up to practise reading aloud the first stanza with actions.</li> <li>• Refer to the picture in the big book. Remind pps that a hog is a male pig.</li> <li>• Demonstrate how to <i>jog</i> to bring out the meaning of the word.</li> <li>• Read the phrase <i>joggety jog</i> with pps.</li> <li>• Pps echo read and then stand up to practise the second stanza with actions.</li> <li>• Introduce the letter sound <i>j</i> as in <i>jiggety jig</i></li> <li>• Circle the letter <i>j</i>. Model read and practise the initial <i>j</i> letter sound with pps.</li> </ul>
<b>Third Reading</b>	<ul style="list-style-type: none"> <li>• Underline 'ig' in the two rhyming words in the first stanza, i.e. <i>pig, jig</i>.</li> <li>• Introduce that they are a pair of rhyming words.</li> <li>• Invite pps to suggest more words with the same ending sound, e.g. <i>big</i></li> <li>• Read aloud the words with pps.</li> <li>• Ask pps to find other pairs of rhyming words from the poem, e.g. <i>hog, jog</i></li> <li>• Ask pps to suggest more words with the same ending sound e.g. <i>dog</i></li> <li>• Read aloud the words with pps.</li> <li>• Pps read aloud the poem together with actions.</li> </ul>
<b>Follow-up activity</b>	<ul style="list-style-type: none"> <li>• Refer to pps' predictions about what they can buy in a market.</li> <li>• Help them make up new lines of poem, e.g. <i>To market, to market, to buy a big fish / red apple.</i></li> </ul>
<b>Writing task</b>	<ul style="list-style-type: none"> <li>• Pps write a new version of the poem.</li> </ul>

**St. Francis of Assisi's Caritas School**  
**First Reading Cycle: Overall Plan for Storytelling**

**Book Title:** At the Market (ISBN: 981-4088-65-X)      **Text Type:** Narrative Text (Story)      **Level:** P1      **No. of Sessions:** 1 (35 min/session)

<p><b>Learning/Teaching Objectives</b></p> <ul style="list-style-type: none"> <li>• Reading skills and strategies</li> <li>• Discussion of the content</li> <li>• Language features</li> </ul>	<ul style="list-style-type: none"> <li>• Developing skills in listening to and taking part in a story told in English</li> <li>• Identifying the setting of the story</li> <li>• Identifying the main characters in the story</li> <li>• Identifying the main events in the story</li> <li>• Identifying the repeated structure in the story</li> <li>• Analyzing how one should behave in the market</li> </ul>
<b>Teaching Procedures</b>	
<p><b>Introducing the story</b></p>	<ul style="list-style-type: none"> <li>• Show the picture of a nearby market. Say: <i>Look at the picture. What is it? Yes. A market. It is the Shek Kip Mei Market.</i></li> <li>• Introduce the setting of the story. Say: <i>Sam goes shopping with his dad. What about you? Do you go to a market? Who do you go with? How do you behave in a market? Are you naughty? Are you a good boy? Are you a good girl? Why?</i></li> <li>• Display the book cover. Invite pps to identify the title. Say: <i>Read me the title. Yes. At the Market. What is this book about? Look at the book cover. What can you see? Who goes to the market? Yes. A boy and his mother.</i></li> <li>• Introduce the main characters. Display fan puppets of Ka Fei and his mother. Say: <i>This is Ka Fei. Say hello to Ka Fei? This is his Mum. Say hello to Auntie.</i></li> <li>• Say: <i>Look at Ka Fei. What is he doing? He is trying to get something. What is it? Show some real tomatoes or a picture card of tomatoes. Say: Yes. Tomatoes. Look at Mum's face. How does she feel? Yes. She is not happy.</i></li> <li>• <i>I will tell you the story about Ka Fei and his mother at the market. Listen carefully. The title is...At the market.</i></li> <li>• Write the title and names of the main characters on bb.</li> </ul>
<p><b>Telling the story</b></p>	<ul style="list-style-type: none"> <li>• Personalize the story by naming the market Shek Kip Mei Market. Say: <i>One day Ka Fei went shopping with Mum. They went to Shek Kip Mei Market.</i></li> <li>• Use two fan puppets and different tones to indicate Ka Fei and Mum. Add details using language appropriate to P.1 level. Say: <i>Ka Fei, you must be good. Don't be naughty. Don't touch anything!</i> Wave a finger to help pps get the meaning of <i>Don't</i>. Touch things around to explain the word <i>touch</i>.</li> <li>• Use simple drawings to present a fruit stall (the first scene) and the main events. Say: <i>This is a fruit stall. What can you buy at a fruit stall?</i> Let pps respond and stick the cutouts of the fruit items in the stall.</li> <li>• Tell the story using your own language. Take on the roles of the characters and the narrator by adjusting the intonation, gestures and facial expressions. Say: <i>Ka Fei and his mum came to the fruit stall. Ka Fei saw the mangoes. He said: I want to play with the mangoes.</i></li> <li>• Remind pps what Mum always says to Ka Fei. <i>Mum said: Ka Fei...Don't touch anything!</i> Wave a finger as a signal for the target phrase.</li> <li>• Invite predictions to involve pps in the story. Say: <i>Ka Fei was naughty. He was not a good boy. What did he do?</i> Confirm predictions. <i>Yes. He took a mango and tossed it.</i></li> <li>• Show a real mango. Act out tossing the mango and say: <i>I am a clever boy. I can toss the mango well. Ha! Ha!</i></li> <li>• Add details for the scolding. <i>Mum was angry. She said: Ka Fei, you naughty boy. Mummy is angry. Put the mango back. Don't touch anything!</i> Wave a finger and say the phrase in a loud voice.</li> </ul>

	<ul style="list-style-type: none"> <li>• Add details. Say in the tone of Ka Fei: <i>Mum, it's fun tossing the mango. I am so clever.</i></li> <li>• Add details. Say in the tone of Mum: <i>Did you hear me? Put down the mango!</i> Involve pps in the scolding. Say: <i>Class, you are Mum. What will you say to Ka Fei? Don't...Wave a finger to give signal.</i></li> <li>• Present the second scene in a similar way. Say: <i>Ka Fei and Mum went to another stall.</i> Draw the fish stall with a tub on bb. Ask: <i>What can you buy at a fish stall?</i> Let pps respond and stick cutouts of fish on bb and in the tub.</li> <li>• Show picture in the book and invite predictions from pps. Say: <i>Ka Fei was looking at the fish tub. He saw some fish in the tub. And Ka Fei was naughty. What did he do? Did he touch anything?</i> Let pps respond.</li> <li>• Add details. Say in Ka Fei's tone: <i>There are some fish in the tub. I want to play with the fish.</i></li> <li>• Show a tub of water and put in some cutouts of fish. Say in the tone of a narrator: <i>Ka Fei went up to the tub. He put his hand in the tub. Hello, fish, but splash, splash.</i> Splash Ka Fei's fan puppet with water. Say: <i>Ka Fei was wet all over.</i> Start crying in Ka Fei's tone: <i>Mum, help!</i></li> <li>• Add details. Say in Mum's tone: <i>Ka Fei, you are naughty. Remember what I said.</i> Ask: <i>What did Mum say to Ka Fei?</i> Wave a finger to give signal. Refer pps to the sentence strip displayed. <i>Yes. Don't touch anything! Ka Fei said: Sorry, Mum. I will be a good boy now. I won't touch anything.</i></li> </ul>
<b>Interacting with the story</b>	<ul style="list-style-type: none"> <li>• Guide pps to have a short discussion about Ka Fei's behaviour. Say: <i>Do you like Ka Fei? Is Ka Fei good? No. Why? Yes. He played with the mango. He played with the fish. What did his Mum always say? Wave a finger to give signal. Yes. Don't touch anything! Does your Mum say this to you? Where? Is your Mum right? Do you listen to your mum? What do you do when you are at the market? At the supermarket? Yes. Don't touch anything!</i></li> </ul>