

**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:** SKH Tak Tin Lee Shiu Keung Primary School

**Duration:** 3 weeks (15 November 2004 – 10 December 2004)

**Level:** P1

**No. of Sessions:** 29 (40 minutes per session)

**Module:** Me, My Family and Friends

**Allocation of Sessions:**

**Theme:** Be My Friends!

- Focus Questions:**
1. Do you and your friends like the same things?
  2. What is common between you and your friends?
  3. Do you do what your friends do? Do you do what your friends do not do?
  4. Can we be friends even when we do not like the same things?
  5. Can we be friends even when we do not do the same things?

**Positive Values and Attitudes:** Self-reflection, respect for self and others, love, caring, inter-dependence

General English Programme		Reading Workshops	
	No. of Sessions		No. of Sessions
OT (1A) Unit 3 My Friends	5	Red Rockets and Rainbow Jelly (Shared Reading)	6
OT (1B) Unit 2 Animals	6	Me and You (Shared Reading)	1
OT (1B) Unit 3 Parks and Playgrounds	5	The Chick and the Duckling (Shared Reading)	6
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>13</b>

**SKH Tak Tin Lee Shiu Keung Primary School**  
**First Reading Cycle: Overall Plan for Shared Reading**

**Book Title:** Red Rockets and Rainbow Jelly      **Text Type:** Narrative Text (Story)      **Level:** P1      **No. of Sessions:** 5 (40 min/session)  
**(ISBN: 0-140-56785-2)**

	<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>	<b>Session 4</b>	<b>Sessions 5 &amp; 6</b>
<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 titles on the book cover and the title page</li> <li>• Using the title and illustrations on the book cover to make predictions</li> <li>• Identifying names of the main characters: <i>Nick, Sue</i></li> <li>• Using realia and pictures to get the meaning of unfamiliar phrases: <i>red rockets, rainbow jelly, red apples, green pears</i></li> <li>• Using contextual clues to get the meaning of an unfamiliar word: <i>likes</i></li> <li>• Sight word: <i>likes</i></li> <li>• Presenting information about the fruit pps like, drawing in their interest and personal experiences</li> <li>• Activity Sheet 1: Drawing and writing about one kind of fruit, using one colour word</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the names of authors on the book cover</li> <li>• Using pictorial clues to get the meaning of unfamiliar phrases: <i>yellow socks, black and white hats, orange hair, purple hair</i></li> <li>• Eliciting information about the colours Nick and Sue like</li> <li>• Presenting information about the body parts and clothing items pps like, drawing in their interest and personal experiences</li> <li>• Activity Sheet 2: Drawing and writing about one body part and one kind of clothing, using one colour word</li> </ul>	<ul style="list-style-type: none"> <li>• Eliciting information about the animals Nick and Sue like</li> <li>• Using pictorial clues to get the meaning of unfamiliar phrases: <i>yellow ducks, brown bears, black cats, red dogs, black and white cats, pink and orange dinosaurs</i></li> <li>• Presenting information about the animals pps like, drawing in their interest and personal experiences</li> <li>• Recognizing the use of the connective <i>and</i> to link similar ideas or add information</li> <li>• Sight word: <i>and</i></li> <li>• Activity Sheet 3: Drawing and writing about two kinds of animals, using one colour word, or using two colour words and the connective <i>and</i></li> </ul>	<ul style="list-style-type: none"> <li>• Making use of the blurb to retell the content of the book</li> <li>• Using pictorial clues to get the meaning of unfamiliar phrases: <i>pink and orange cars, green and yellow aliens, everything blue</i></li> <li>• Presenting ideas about the things pps like, drawing in their interest and personal experiences</li> <li>• Phonics: <i>Ending s</i> (Voiceless s: <i>rockets, likes, socks, ducks, cats, hats</i>; Voiced s: <i>is, apples, pears, flowers, bears, cars, dinosaurs, dogs, aliens</i>)</li> <li>• Activity Sheet 4 (Phonics): Entering words with the <i>Ending s</i> letter sound on the Word Bear</li> <li>• Activity Sheet 5: Drawing and writing about any object of one's choice, using more than two colour words linked by the connective <i>and</i></li> </ul>	<ul style="list-style-type: none"> <li>• Compiling a class big book, displaying information, ideas and feelings about fruit, animals, clothing items, body parts and other things pps like</li> <li>• Drafting, revising and editing the group's contribution to the big book with teacher support</li> <li>• Designing the cover for the class big book and applying the book knowledge</li> <li>• Developing imaginative ideas in revising and presenting the group's work, in the design of the book cover, and in the presentation of information</li> <li>• Developing collaboration and communication skills through participating in group work</li> </ul>
<b>Teaching Procedures</b>					
<b>1. Presenting the book</b>	<ul style="list-style-type: none"> <li>• Display the cover of a Chinese book. Point to the title and say: <i>This is the name of the Chinese book.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Display the book cover.</li> <li>• Pps read aloud the title.</li> <li>• Point to the names of the authors, mime the action</li> </ul>	<ul style="list-style-type: none"> <li>• Individual pps read aloud the book title and point to the names of the authors.</li> <li>• Recap the content of the</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud the title.</li> <li>• Ask pps to turn to the back cover. Read the blurb with pps.</li> </ul>	<ul style="list-style-type: none"> <li>• Say: <i>What is this book about?</i> Encourage pps to use the information in the blurb to retell the content</li> </ul>

	<ul style="list-style-type: none"> <li>• Display the book cover of <i>Red Rockets and Rainbow Jelly</i>. Say: <i>What is the name of this book? Now point to the name. Yes, this book is called ... This is the book title.</i></li> <li>• Invite pps to read aloud the title after you.</li> <li>• Use real jellies and a picture of a rainbow to explain what <i>rainbow jelly</i> is. Say: <i>This is a ...jelly. Do you like to eat jellies? What is the colour? Look at the book cover. This is a rainbow jelly. A rainbow jelly has many colours. It is red, green ... It is like the rainbow in this picture. This is a rainbow. A rainbow has... colours.</i></li> <li>• Ask pps to talk about the illustrations on the book cover and make predictions. Say: <i>Point to the red rocket. Point to the rainbow jelly. What is this book about? What can you see here? Where are the boy and the girl? Tell me more. Where are the children going?</i></li> <li>• Write their predictions on bb.</li> </ul>	<p>of writing and say: <i>These two people wrote the book.</i></p> <ul style="list-style-type: none"> <li>• Read aloud the names of the authors. Ask pps to point to the names of the authors.</li> <li>• Recap the content of the book. Say: <i>What is this book about?</i></li> <li>• Make use of the word cards displayed in the classroom to help pps answer the questions: <i>What does Nick like? What does Sue like?</i></li> </ul>	<p>book. Say: <i>What is this book about? What does Nick like? What does Sue like? What colours do Nick and Sue like?</i></p> <ul style="list-style-type: none"> <li>• Encourage pps to refer to the table displayed in the classroom. Point to pps' hair for hints.</li> </ul>	<ul style="list-style-type: none"> <li>• Guide pps to make use of the information in the blurb to retell the story. Say: <i>What is the book about? Use the back cover to help you.</i></li> </ul>	<p>of the book.</p>
<p><b>2. First Reading</b></p>	<ul style="list-style-type: none"> <li>• Set a purpose for reading. Say: <i>What are the names of the boy and the girl? Let's read the book and find out.</i></li> <li>• Read the book to pps.</li> <li>• Use a pointer to guide pps to follow the left to right directionality.</li> </ul>	<ul style="list-style-type: none"> <li>• Display an enlarged table with two columns. Write <i>Nick likes</i> and <i>Sue likes</i>. Write <i>Colours</i> on the top and say: <i>Nick and Sue like some colours. Let's read the book and find out.</i></li> <li>• Read the book with pps.</li> </ul>	<ul style="list-style-type: none"> <li>• Write <i>yellow</i> ___ on bb and say: <i>Nick and Sue like things in yellow. What are they? Yes, yellow socks and yellow ducks.</i></li> <li>• Set the pre-reading question. Write <i>red</i> ___ and say: <i>Nick and Sue like things in red.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Revise the items on fruit, clothing, body parts and animals by referring to the table.</li> <li>• Point to the blanks in the table and say: <i>Nick and Sue like many other things. What are they? Let's read the book and</i></li> </ul>	<ul style="list-style-type: none"> <li>• Point to the names of the authors and say: <i>Sue Heap and Nick Sharratt write the book. It is about Sue and Nick. Can you write a book? Write about you yourself and your friends?</i></li> <li>• Invite pps to take out their</li> </ul>

	<ul style="list-style-type: none"> <li>• Draw pps' attention to the illustrations to help them grasp the overall understanding of the story.</li> <li>• Guide pps to answer the pre-reading questions. Point to pictures of Nick and Sue and say: <i>This is Nick. This is Sue.</i> Invite pps to read aloud the names and then greet Nick and Sue.</li> </ul>	<p>Pps read <i>Nick likes...</i> or <i>Sue likes...</i> Encourage the whole class to chime in at other parts of the book.</p> <ul style="list-style-type: none"> <li>• Display some colour cards. Guide pps to put the right ones under the two columns to answer the pre-reading questions.</li> </ul>	<p><i>What are they? Yes, red apples and red... Let's read the book and find out more.</i></p> <ul style="list-style-type: none"> <li>• Read the book with pps. Divide pps into two groups to read sentences beginning with <i>Nick likes</i> or <i>Sue likes</i>.</li> <li>• Guide pps to refer to the book and elicit information to complete the table with <i>red cars, red rockets, red dogs.</i> Say: <i>Nick likes red ... cars. Sue likes red ... rockets ... red ... dogs.</i></li> </ul>	<p><i>find out.</i></p> <ul style="list-style-type: none"> <li>• Read the book with pps. Assign different groups of pps to read pages about the fruit, clothing, body parts and animals Nick and Sue like.</li> <li>• Display some picture-word cards. Refer to the table. Guide pps to fill in the missing information to answer the pre-reading question.</li> <li>• Point to the pictures and explain what <i>aliens</i> are and what <i>everything blue</i> means.</li> </ul>	<p>Activity Sheets 1, 2, 3 &amp; 5.</p> <ul style="list-style-type: none"> <li>• Invite pps to choose three to four sentences and copy them on a blank sheet.</li> <li>• Ask some pps to read aloud their work.</li> </ul>
<b>3. Second Reading</b>	<ul style="list-style-type: none"> <li>• Display two sentence strips on bb: (1) <i>Nick likes ____</i> (2) <i>Sue likes ____</i></li> <li>• Say: <i>What does Nick like? What does Sue like? Let's read the book and find out.</i></li> <li>• Read the book with pps. Pps read <i>Nick</i> and <i>Sue</i> and teacher reads the rest.</li> <li>• Turn to the page on <i>red apples</i>. Use gestures and contextual clues to help pps understand the meaning of <i>likes</i>. Say: <i>Look at Nick. He is eating an apple. He is happy. Why? He likes apples. He likes red apples. Do you like red apples? I like apples very much.</i></li> <li>• Read through the page on <i>pears</i> and relate it to pps' personal experiences. Say: <i>How about Sue? Sue likes ... green pears. Do you like green pears?</i></li> <li>• Write <i>fruit</i> on bb. Tell pps</li> </ul>	<ul style="list-style-type: none"> <li>• Focus pps' attention on the first three rows of the table. Say: <i>Nick and Sue like these things: red... yellow... orange... What are they? Let's read the book together.</i></li> <li>• Read the book with pps until the page on purple flowers.</li> <li>• Display some picture-word cards. Guide pps to complete the first three rows of the table. Encourage pps to refer to the right page for hints.</li> <li>• Turn to the page on <i>yellow socks</i>. Relate the content to pps' personal experiences. Point to their feet and say: <i>Do you have yellow socks?</i></li> <li>• Write <i>clothing</i> on bb. Say: <i>Socks are clothing items. Tell me other clothing</i></li> </ul>	<ul style="list-style-type: none"> <li>• Turn to the page on <i>Sue likes red dog</i>. Say: <i>Sue likes red dog. Point to the red dogs here. Dogs are animals. Write animals on bb and say: What other animals do they like? Let's read the book and find out.</i></li> <li>• Read the book with pps.</li> <li>• Display some picture-word cards on animals. Pps identify <i>yellow ducks, brown bears, black cats, black and white cats, pink and orange dinosaurs, red dogs</i> and put them on the table.</li> <li>• Draw pps' attention to the colours of the animals. Say: <i>Nick likes cats. How many colours? Nick likes ... cats. Sue also likes cats. How many colours? Sue likes ... cats.</i></li> <li>• Highlight the use of <i>and</i> to link the two colour words. Demonstrate how to read <i>and</i></li> </ul>	<p><u>Phonics: Ending s</u></p> <ul style="list-style-type: none"> <li>• Ask pps what animals both Nick and Sue like. Write <i>cats</i> on bb.</li> <li>• Circle <i>s</i>. Read aloud the whole word. Then cover <i>cat</i> and demonstrate how to read the <i>Ending s</i> letter sound. Ask pps to read after you.</li> <li>• Repeat the same procedures for <i>cars</i>.</li> <li>• Display a Word Cat and a Word Car.</li> <li>• Tell pps that you will read aloud the book and they will raise their hands when they hear words with <i>Ending s</i>.</li> <li>• Individual pps read aloud the words with <i>Ending s</i>. Guide pps to enter the words with <i>Voiceless s</i> onto the Word Cat or words with <i>Voiced s</i> onto the Word Car. Do not explain what <i>Voiceless s</i> and <i>Voiced s</i> mean.</li> <li>• Pps read aloud the words in</li> </ul>	<ul style="list-style-type: none"> <li>• Guide pps to compile a class big book.</li> <li>• Use the shared writing approach to demonstrate the process of reviewing and editing.</li> <li>• Use pps' work to illustrate how to enrich their sentences and incorporate creative ideas.</li> <li>• Put pps in groups of six. Guide pps to review and revise their work and then display it on their group's broad sheet, leaving the middle of the broad sheet empty.</li> <li>• Guide pps to add their names as the authors. Draw pps' attention to the empty space in the middle of the broad sheet and say: <i>Who writes all these? We write the names here.</i></li> <li>• Point to the names <i>Sue Heap</i> and <i>Nick Sharratt</i> on</li> </ul>

	<p>that apples and pears are fruit. Display word cards for <i>red apples, green pears</i> in the classroom afterwards.</p> <ul style="list-style-type: none"> <li>• Distribute Activity Sheet 1. Pps draw and write about a kind of fruit they like. They use a colour word to describe the fruit they like.</li> <li>• Encourage pps to refer to the picture of rainbow and word cards on fruit for more ideas.</li> </ul>	<p><i>items</i>. Point to pps' clothing to provide hints. Record their ideas on bb.</p> <ul style="list-style-type: none"> <li>• Turn to the page on <i>hair</i>. Point to pps' hair and say: <i>Do you have orange hair? Or purple hair?</i> Write body parts on bb and say: <i>Hair is a body part. Tell me other body parts</i>. Point to pps' body parts to provide hints. Record pps' ideas on bb.</li> <li>• Refer to the poster on colours and elicit items on clothing and body parts. Say: <i>What do you like? Shirts? What colour? Good, purple shirts.</i></li> <li>• Distribute Activity Sheet 2. Pps draw and write about one body part and one clothing item they like. They use a colour word to describe each of them.</li> <li>• Pps refer to the word books and posters for ideas.</li> </ul>	<p>in context. Guide pps to recognize that there is not a pause when reading the phrase aloud.</p> <ul style="list-style-type: none"> <li>• Guide pps to talk about other animals Nick and Sue like. Refer to the word cards and focus on the reading of <i>and</i> in context.</li> <li>• Relate the content to pps' personal experiences and say: <i>Do you like animals? What are they? What colours?</i></li> <li>• Distribute Activity Sheet 3. Pps draw and write about two kinds of animals they like, using two colour words. Remind them to put <i>and</i> between the two colour words.</li> </ul>	<p>groups and individually.</p> <ul style="list-style-type: none"> <li>• Distribute Activity Sheet 4. Pps enter words with <i>Ending s</i> onto a Word Bear.</li> </ul>	<p>the cover of <i>Red Rockets and Rainbow Jellies</i>. Say: <i>Sue Heap and Nick Sharratt write the book. It is about Sue and Nick. Your book is about ... you all ...so the authors are ...</i></p> <ul style="list-style-type: none"> <li>• Guide pps to add a book cover.</li> <li>• Remind pps that the title is about the content of the book.</li> <li>• Point to the title <i>Red Rockets and Rainbow Jelly</i> and say: <i>This book is about red rockets and jelly with many colours so this is the book title. What is your book about? Who are the authors?</i></li> <li>• Point to the illustrations on the book cover and say: <i>The title is Red Rockets and Rainbow Jelly so there are pictures of a red rocket and a rainbow jelly on this book cover. What is your book about? You can draw the things in your book on the cover.</i></li> </ul>
<b>4. Third Reading</b>	<ul style="list-style-type: none"> <li>• Read the book with pps. Pps read <i>Nick likes ...or Sue likes...</i> and teacher reads the rest.</li> </ul>	<ul style="list-style-type: none"> <li>• Put pps in two groups. Read the book with them. Each group reads sentences about Nick or Sue until the page on purple flower. Teacher reads the other pages. Encourage pps to chime in whenever they can.</li> </ul>	<ul style="list-style-type: none"> <li>• Turn to the page on bears and cats. Put a line before <i>and</i>.</li> <li>• Teach pps to pause before <i>and</i> in reading the sentence aloud.</li> <li>• Read the book with pps. Encourage pps to chime in as much as they can. Remind pps to pause before <i>and</i> in appropriate places.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the book with pps. Remind them to read the <i>Ending s</i> letter sound clearly.</li> <li>• Distribute Activity Sheet 5. Pps draw and write about one more thing they like, e.g. toys, food, vehicles. Encourage them to use more colour words but they must put <i>and</i> between the colour words.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils share their work with their classmates. Each group reads aloud their page.</li> <li>• Display the big book in the classroom.</li> </ul>

**SKH Tak Tin Lee Shiu Keung Primary School**  
**First Reading Cycle: Overall Plan for Shared Reading**

**Poem:** Me and You                      **Text Type:** Poem                      **Level:** P1                      **No. of Sessions:** 1 (40 min/session)  
(From Let's Experience and Appreciate Poetry - Key Stage 1, ISBN: 962-8103-54-7)

**Learning/Teaching Objectives**

- Developing awareness of poem as a text type and enjoyment in reading a poem
- Using the title and illustrations to make predictions
- Identifying names of body parts: *nose, mouth, chin, eyes, arms, thumbs, legs*
- Recognizing and identifying rhyming words *too* and *you* as the main feature of a poem
- Creating a poem about the body parts of a frog based on the poem *Me and You*

**Presenting the poem**

- Display the title of the poem and illustrations from the big book.
- Ask pupils to identify and read aloud the title of the poem. Say: *Can you point to the title?* Invite pps to read the title after you.
- Use gestures to help pps understand the meaning of *me* and *you*.
- Guide pps to use the title and illustrations to make predictions. Say: *What is this poem about? What are the children pointing to?*
- Guide pps to look at the first picture. Say: *Is this poem about nose?* (Point to the boy.) *This is me. "Me" has a nose.* (Point to the girl.) *This is you. You have a nose. Look at the other pictures.*
- Write pps' suggestions (other body parts) on the board.

**First Reading**

- Check pps' predictions and say: *Are your guesses right?*
- Read aloud the poem with appropriate pauses, rhythm and intonation. Pps listen carefully.
- Guide pps to answer the pre-reading question. Say: *So what is this poem about? It's about head, nose, mouth...These are our body parts. This poem is about body parts.*
- Draw a child on bb. Write *body*. Point to the body parts and invite pps to read the names of the body parts after you. Guide pps to count the number of body parts.

**Second Reading**

- Demonstrate how to read aloud the poem with actions. Then read the poem with pps with actions. Say: *Read the poem with actions like me.*
- Point to the two rhyming words: *too, you*. Read aloud with pps and ask them to read clearly. Cover *t* in *too* and *y* in *you*. Then read *oo* and *ou*. Ask pps if they produce the same sound. Say: *Too and you are rhyming words.* Invite pps to suggest other words that rhyme with *too* and *you*, e.g. two, who, blue.

**Third Reading**

- Read the poem with pps.
- Distribute Activity Sheet 1 as homework. Based on *Me and You*, pps complete a poem about the body parts of a frog.

**SKH Tak Tin Lee Shiu Keung Primary School**  
**First Reading Cycle: Overall Plan for Shared Reading**

**Book Title: The Chick and the Duckling**  
**(ISBN: 0-02-181103-2)**

**Text Type: Narrative Text (Story)**

**Level: P1**

**No. of Sessions: 5 (40 min/session)**

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 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 titles on the book cover and the title page</li> <li>• Using the title page to introduce the setting of the story</li> <li>• Identifying the main characters of the story: <i>the Chick, the Duckling</i></li> <li>• Using the information on the book cover and the title page to make predictions</li> <li>• Following left to right directionality</li> <li>• Using pictorial clues and gestures to get the meaning of unfamiliar phrases: <i>taking a walk, digging a hole</i></li> <li>• Activity Sheet 1: Labeling pictures of the Chick, the Duckling, Mother Duck and Mother Hen, and drawing paths for the babies to find their mothers</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the names of the author and illustrators on the book cover</li> <li>• Using pictorial clues and gestures to get the meaning of unfamiliar phrases: <i>me too, found a worm, caught a butterfly</i></li> <li>• Recognizing the use of personal pronouns <i>I, me</i> to refer to the main characters</li> <li>• Reading words in quotation marks with good expressions</li> <li>• Sight vocabulary: <i>Me too</i></li> <li>• Activity Sheet 2: Filling in speech bubble and drawing an ant to indicate the use of <i>Me too</i></li> </ul>	<ul style="list-style-type: none"> <li>• Using pictorial clues and gestures to get the meaning of unfamiliar phrases: <i>going for a swim, swimming, pulled out</i></li> <li>• Identifying clues to read aloud a text with good expressions, e.g. <i>! (exclamation mark), cried</i></li> <li>• Activity Sheet 3: Sequencing pictures to indicate the events in the story</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the ending of the story</li> <li>• Using pictorial and contextual clues to get the meaning of unfamiliar expressions: <i>another swim, not me</i></li> <li>• Phonics: <i>Ending k</i> as in <i>walk, Chick</i></li> <li>• Activity Sheet 4 (Phonics): Entering words with <i>Ending k</i> letter sound to solve a crossword puzzle</li> </ul>	<ul style="list-style-type: none"> <li>• Retelling the events in the story</li> <li>• Listing what the Chick and the Duckling did in the park</li> <li>• Evaluating if the Chick and the Duckling were good friends</li> <li>• Developing collaboration and communication skills through participating in group work</li> <li>• Activity Sheet 5: Presenting information about what the Chick and the Duckling did in the park and evaluating their relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking with good expressions to indicate the characters' feelings in a puppet show</li> <li>• Listing what pps and their friends do at school</li> <li>• Evaluating if pps and their friends are good friends</li> <li>• Developing collaboration and communication skills through participating in pair work</li> <li>• Activity Sheet 6: Presenting information about what pps and their friends do and evaluating their relationships</li> </ul>
<b>Teaching Procedures</b>						
<b>Presenting the book</b>	<ul style="list-style-type: none"> <li>• Display soft toys/hand puppets of the Chick and the Duckling.</li> <li>• Point to their beaks and</li> </ul>	<ul style="list-style-type: none"> <li>• Display the soft toys/hand puppets.</li> <li>• Invite pps to greet them.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual pps read aloud the book title and point to the names of the author and the</li> </ul>	<ul style="list-style-type: none"> <li>• Invite individual pps to read aloud the book title and point to the names of the author</li> </ul>	<ul style="list-style-type: none"> <li>• Invite individual pps to read aloud the book title.</li> <li>• Recap the content of</li> </ul>	<ul style="list-style-type: none"> <li>• Invite individual pps to read aloud the book title.</li> <li>• Recap the content of</li> </ul>

	<p>say: <i>Look here. These are their beaks. This beak is sharp. This beak is flat.</i></p> <ul style="list-style-type: none"> <li>• Introduce their names and say: <i>This is the Chick. This is the Duckling.</i> Invite pps to greet them. Write their names on bb.</li> <li>• Display the book cover. Say: <i>What is the title of this book? Please read it together.</i></li> <li>• Guide pps to make predictions. Write their ideas on bb. Say: <i>What is this book about? Where are the Chick and the Duckling going? To the school? To the park?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Display the book cover and invite pps to read aloud the title.</li> <li>• Draw pps' attention to the words under the title and say: <i>Mirra Ginsburg wrote the book. Jose Aruego and Ariane Dewey drew the pictures in the book.</i></li> <li>• Use gestures to explain the actions of writing and drawing.</li> <li>• Guide pps to recognize <i>by</i> and <i>Pictures by</i> and point to the names of the author and the illustrators.</li> <li>• Recap the theme of the story. Say: <i>What is the book about? What did the Chick and the Duckling do?</i></li> <li>• Encourage pps to refer to the sentence strips displayed in the classroom for hints.</li> </ul>	<p>illustrators.</p> <ul style="list-style-type: none"> <li>• Recap the content covered in previous sessions. Say: <i>What is the book about? What did the Chick and the Duckling do? What did the Chick always say?</i></li> <li>• Encourage pps to make use of the speech bubbles and sentence strips displayed in the classroom for hints.</li> </ul>	<p>and illustrators.</p> <ul style="list-style-type: none"> <li>• Recap the content of the story. Say: <i>Who went for a swim? How did the Duckling help the Chick?</i></li> <li>• Make use of the speech bubbles and sentence strips displayed in the classroom for hints.</li> </ul>	<p>the story. Say: <i>The Chick was not very happy. Why?</i></p>	<p>the story from p.2. Say: <i>What did the Chick and the Duckling do together? Were they good friends? Encourage pps to refer to the sentence strips displayed in the classroom for hints.</i></p>
<b>First Reading</b>	<ul style="list-style-type: none"> <li>• Refer to pp.1-3 and use storytelling to introduce the setting.</li> <li>• Point to the hen and the duck on the title page and say: <i>This is Mother Hen. This is Mother Duck. One day, Mother Hen and Mother Duck were sitting in the park. Suddenly they saw a butterfly. They liked it. They jumped up to catch it. Oh! There was</i></li> </ul>	<ul style="list-style-type: none"> <li>• Set the pre-reading question and say: <i>Chick always said two words. What are they? Let's read the book and find out.</i></li> <li>• Read pp.3-13 with pps.</li> <li>• Pps read the parts for the Chick and say <i>Me too.</i></li> <li>• Use pictorial clues to explain <i>I am out</i> and <i>Me too</i> on pp.5 and 7. Guide pps to recognize</li> </ul>	<ul style="list-style-type: none"> <li>• Set the pre-reading question: <i>What did the Chick and the Duckling do next? Let's read the book now.</i></li> <li>• Read the book with pps. Invite groups of pps to be the Chick or the Duckling. Teacher is the narrator.</li> <li>• Turn to p.20. Guide pps to answer the pre-reading question. Put the soft toys/hand</li> </ul>	<ul style="list-style-type: none"> <li>• Set the pre-reading question: <i>Did the Duckling and the Chick go for a swim? Let's read the book and find out.</i></li> <li>• Divide children into three groups and read as the narrator, the Chick or the Duckling.</li> <li>• Guide pps to answer the pre-reading question by turning to p.32.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask pps to read aloud words on the class Word Chick, focusing on words with the <i>Ending k</i> letter sound from the book.</li> <li>• Point to specific parts of the book and remind pps to read aloud the expressions in quotation marks with good expressions.</li> <li>• Read the whole book with pps. Remind pps</li> </ul>	<ul style="list-style-type: none"> <li>• Display stick puppets for the Chick and the Duckling and the puppet theatre.</li> <li>• Explain to the class that they will perform a puppet show for the story of <i>The Chick and the Duckling.</i></li> <li>• The whole class read the book together.</li> <li>• Invite some pps to be the Chick and the Duckling in turns.</li> </ul>

	<p><i>something under their bodies! Two eggs! They were sitting on their eggs! But they ran after the butterfly. They forgot their eggs!</i></p> <ul style="list-style-type: none"> <li>• Invite pps to make predictions. Say: <i>Look at the eggs. What is in the eggs? I will read you the book now.</i></li> <li>• Read the whole book to pps. Use a pointer to guide pps to follow the left to right directionality.</li> <li>• Point to the illustrations and help pps grasp an overall understanding of the story.</li> <li>• Refer to pp.4-7. Guide pps to say: <i>The Chick and the Duckling are in the eggs.</i></li> </ul>	<p>that <i>I</i> refers to the Duckling and <i>me</i> refers to the Chick in context.</p> <ul style="list-style-type: none"> <li>• Draw pps' attention to pp.9 and 13. Say: <i>What is the Chick saying? What is the Chick doing?</i></li> <li>• Act out to explain <i>Me too</i>. Say: <i>Now you are the Duckling. I am the Chick.</i></li> <li>• Pps read as the Duckling. Teacher says <i>Me too</i> and then act out <i>taking a walk</i> and <i>digging a hole</i>.</li> <li>• Mime other activities, e.g. <i>I am driving a car</i>. and let pps practise the use of <i>Me too</i>.</li> </ul>	<p>puppets on the big book to explain <i>going for a swim</i>. Say: <i>The Duckling was standing here...near the water. She said... I am...How about the Chick? It is going...</i></p>	<ul style="list-style-type: none"> <li>• Point to the Duckling on p.31. Say: <i>Where is the Duckling going? Yes, going for a swim... another swim.</i></li> <li>• Point to the Chick on pp.30 and 32 and say: <i>Look at the Chick. She is not happy. Does she say Me too? No she says Not me. She is not going for a swim.</i></li> </ul>	<p>to read the words with the <i>Ending k</i> letter sound clearly.</p>	<p>They hold the stick puppets, stand behind the puppet theatre and perform the puppet show.</p> <ul style="list-style-type: none"> <li>• Guide them to move the stick puppets to show the actions of the Chick and the Duckling when it comes to different parts of the book.</li> <li>• Discuss the feelings of the Chick and the Duckling. Remind pps to read with good expressions.</li> </ul>
<b>Second Reading</b>	<ul style="list-style-type: none"> <li>• Recap names of the characters in the story. Say: <i>The story is about four animals. They are ... Write their names on the board.</i></li> <li>• Guide pps to talk about their relationships. Say: <i>Mother Hen had a baby. It is ... . Mother Duck had a baby. It is...</i></li> <li>• Set the reading purpose and say: <i>What did the Chick and the Duckling do in the park? Let's</i></li> </ul>	<ul style="list-style-type: none"> <li>• Display two speech bubbles: <i>I found..., I caught...</i> Say: <i>We will read the book and find words to complete the sentences.</i></li> <li>• Read the book with pps. Guide pps to fill in the speech bubbles with <i>a worm</i> and <i>a butterfly</i>.</li> <li>• Demonstrate the use of appropriate intonation in saying <i>I found...</i> and <i>I caught...</i></li> <li>• Explain <i>found</i>. Put a lot</li> </ul>	<ul style="list-style-type: none"> <li>• Display two sentence strips: 1. <i>The Chick pulled the Duckling out.</i> 2. <i>The Duckling pulled the Chick out.</i></li> <li>• Use the puppets and gestures to explain <i>pulled out</i> and say: <i>The Chick and the Duckling were going for a swim. What happened? Which sentence is right? Let's read the book.</i></li> <li>• Read pp.20-29 with pps.</li> </ul>	<p><u>Phonics: Ending k</u></p> <ul style="list-style-type: none"> <li>• Display the soft toy/hand puppet of the Chick. Ask pps to greet it. Write <i>Chick</i> on bb.</li> <li>• Circle the letter <i>k</i>. Demonstrate how to read the whole word and then the <i>k</i> letter sound.</li> <li>• Display a Word Chick. Say: <i>The Chick likes to eat worms with the Ending k letter sound. Can you find these words in the book?</i></li> </ul>	<p><u>Group work</u></p> <ul style="list-style-type: none"> <li>• Display an enlarged Activity Sheet 5.</li> <li>• Explain the task. In Part 1, pps discuss what the Chick and the Duckling did in the park. Say: <i>Did the Chick like the Duckling? Did the Duckling like the Chick? Were they good friends?</i> Guide pps to turn to the corresponding pages to confirm the answers.</li> </ul>	<p><u>Pair work</u></p> <ul style="list-style-type: none"> <li>• Display an enlarged Activity Sheet 6 to explain the task.</li> <li>• In Part 1, pps read about some activities and indicate if they do them at school.</li> <li>• In Part 2, each pair of pps refers to the information in Part 1 and indicates if they are good friends.</li> <li>• Pps present their work to the whole class orally.</li> </ul>

	<p><i>read the book now.</i></p> <ul style="list-style-type: none"> <li>• Read the book with pps. Invite pps to chime in whenever they can.</li> <li>• Draw pps' attention to the illustrations on pp.8 and 10. Say: <i>What is the Duckling doing?</i></li> <li>• Put sentence strips on bb and act out <i>taking a walk</i> and <i>digging a hole</i>. Display the sentence strips in the classroom.</li> <li>• Say: <i>How about the Chick? Yes, also taking a walk and digging a hole.</i></li> </ul>	<p>of things in a bag. Act out how to find something by taking out a pencil and say: <i>I found a pencil.</i></p> <ul style="list-style-type: none"> <li>• Provide chances to practise the use of <i>I found...</i> by inviting pps to search their schoolbags and say that they found something.</li> <li>• Explain <i>caught</i>. Hang cutouts of several butterflies, bees, birds, worms and ants on the bb. Act out catching a butterfly and say: <i>I caught a butterfly.</i></li> <li>• Invite pps to practise catching other insects and say <i>I caught...</i></li> <li>• Turn to pp.14 and 16. Circle the pronoun <i>I</i> and say: <i>Who is "I"? Yes,... the Duckling. The Duckling found...a worm...and caught...a butterfly. Point to the worm and the butterfly.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use gestures to help pps understand <i>going for a swim</i> and <i>swimming</i>.</li> <li>• Guide pps to identify the right sentence. Use the context to help pps understand that the Chick could not swim so it was nearly drowned.</li> <li>• Turn to p.25. Say: <i>How is the Chick here? Listen to me. Read Me too!</i> loudly and happily to convey the Chick's feelings.</li> <li>• Point to the word <i>cried</i> and the exclamation mark and say: <i>The Chick was happy. So the Chick cried Me too!</i></li> </ul>	<ul style="list-style-type: none"> <li>• Read the book with pps. Invite pps to find words with the <i>Ending k</i> letter sound.</li> <li>• Enter the words onto the Word Chick.</li> <li>• Underline the letter <i>k</i> in each word. Pps read aloud the words in groups or individually. Make sure that they read the <i>Ending k</i> letter sound clearly.</li> <li>• Display the word Chick in the classroom.</li> <li>• Encourage pps to find more words for the class Word Chick by looking up other English books.</li> </ul>	<ul style="list-style-type: none"> <li>• Each group presents their work when they finish. Record pps' answers on the enlarged activity sheet.</li> <li>• Guide pps to use the information to write down if they are good friends in Part 2. Say: <i>Read Part 1. Did the Chick like the Duckling? Did the Duckling like the Chick? Were they good friends? Talk to your friends.</i></li> </ul>	
<b>Third Reading</b>	<ul style="list-style-type: none"> <li>• Recap the main points covered and say: <i>What came out of the eggs? What did the Chick and the Duckling do?</i></li> <li>• Read the book with pps.</li> <li>• Encourage the whole class to chime in and act out <i>taking a walk</i> and <i>digging a hole</i>.</li> <li>• Distribute Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Read the book with pps. Assign some pps to be the Chick or the Duckling. They hold the soft toys/hand puppets and read the parts in quotation marks with good expressions.</li> <li>• Distribute Activity Sheet 2 as homework. Pps fill in the speech</li> </ul>	<ul style="list-style-type: none"> <li>• Say: <i>What did the Chick and the Duckling do after the swim? Let's read the book again.</i> Read the book with pps.</li> <li>• Remind pps to read the speeches with good expressions and <i>Me too!</i> loudly and happily.</li> <li>• Distribute Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Read the book with pps.</li> <li>• Remind them to read words with the <i>Ending k</i> letter sound clearly.</li> <li>• Distribute Activity Sheet 4 as homework. Pps use words with <i>Ending k</i> letter sound to solve a crossword puzzle.</li> </ul>	<ul style="list-style-type: none"> <li>• Pps read the whole book together.</li> <li>• Remind them to read the parts in quotation marks with good expressions and read words with the <i>Ending k</i> letter sound clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Pps read the whole book together and perform a puppet show of the story in groups, using their own stick puppets.</li> </ul>

	<p>Sheet 1 as homework.  Pps label pictures of the Chick, the Duckling, Mother Hen and Mother Duck.  Then they draw paths for the babies to find their mothers.</p>	<p>bubble and draw an ant to indicate the use of <i>Me too</i>.</p>	<p>Sheet 3 as homework.  Pps sequence the pictures to indicate the events in the story.</p>			
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