

Collaborative Research & Development (“Seed”) Project 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: HHCKLA Buddhist Wisdom Primary School

Duration: 4 weeks (29 November 2004 – 7 January 2005)

Level: P1

No. of Sessions: 28 (45 minutes per session)

Module: Caring and Sharing

Allocation of Sessions:

Theme: We are Super

- Focus Questions:**
1. Do we need the classroom rules? Why?
 2. How can we enjoy our class time?
 3. What can we share with others?
 4. How can we care for others?

Positive Values and Attitudes: Self-discipline, caring, cooperation, responsibility, respect for self and others

General English Programme		Reading Workshops	
	No. of Sessions		No. of Sessions
IPE (1A) Unit 6 Things in the Classroom IPE (1A) Unit 7 Helping Friends in the Classroom	10	Class Teddy Bear (Supported Reading)	4
Writing Tasks, Comprehension and Grammar Exercises	5	Cat and Dog at School (Shared Reading)	5
Dictation	1	Where is Miss Pool? (Supported Reading)	3
Total	16	Total	12

HHCKLA Buddhist Wisdom Primary School
First Reading Cycle: Overall Plan for Supported Reading

Book Title: Class Teddy Bear **Text Type:** Narrative Text (Story) **Level:** P1 **No. of Sessions:** 4 (45 min/session)
(ISBN: 1-7406-5051-4)

	Session 1	Session 2	Session 3	Session 4
<p>Learning/Teaching Objectives</p> <ul style="list-style-type: none"> • Reading skills and strategies • Discussion of the content • Language features 	<ul style="list-style-type: none"> • Identifying the title on the book cover and the title page • Using the title and the illustrations to make predictions • Recognizing that names begin with capital letters • Identifying the name of the main character: <i>Ted</i> • Introducing a soft toy as the class teddy bear, relating the content to pps' personal experiences • Using pictorial clues, contextual clues and acting out to get the meaning of <i>class...</i>, <i>think</i>, <i>make a bed</i>, <i>make a house</i> • Sight word: <i>We</i> • Activity Sheet 1: Sequencing the steps for making a bed for the class teddy bear 	<ul style="list-style-type: none"> • Identifying the name of the author on the book cover • Identifying the different characters in the story • Making a paper hat for the class teddy bear, relating the content to pps' personal experiences • Using pictorial clues, contextual clues and acting out to get the meaning of <i>make a paper hat</i>, <i>fix Ted's arm</i>, <i>think</i>, <i>likes this idea</i> • Sight word: <i>for</i> • Activity Sheet 2: Completing thought bubbles about what Ted needs, ask the class if the ideas are good and drawing lines to the suitable things for Ted 	<ul style="list-style-type: none"> • Identifying how the children take care of Ted • Suggesting more ways to take care of Ted, relating them to pps' interest and personal experiences • Using pictorial and contextual clues to get the meaning of <i>take... home</i>, <i>take care of</i> • Phonics: <i>Initial h</i> as in <i>hat</i>, <i>has</i>, <i>his</i>, <i>house</i>, <i>home</i> • Activity Sheet 3: Completing a thought bubble about taking care of Ted and asking the class if the idea is good • Activity Sheet 4 (Phonics): Identifying words with the Initial h letter sound to help the class teddy bear find the way to the boy's home and complete a speech bubble 	<ul style="list-style-type: none"> • Suggesting ways of taking care of the class teddy bear, relating them to pps' interest and personal experiences • Developing collaborative and communication skills through participating in group work • Compiling a class big book about taking care of the class teddy bear • Making a cover for the class big book and applying the book knowledge • Activity Sheet 5: Writing about good ideas to take care of the class teddy bear
Teaching Procedures	(pp.2, 8-11)	(pp.2-11)	(pp.2-12)	(pp.2-12)
Presenting the book	<ul style="list-style-type: none"> • Display the book cover and say: <i>My name is Miss ... What is the name of this book? The name is ... Class Teddy Bear.</i> • Guide pps to identify the special feature of the title. Say: <i>Look here. The words are big. We call this the book title. Now point to the book title. What is the book title?</i> • Model read the book title and invite pps to read it aloud. • Point to the title on the book cover. Say: <i>What is a teddy bear?</i> Point 	<ul style="list-style-type: none"> • Invite pps to read aloud the title. • Use gestures and ask pps: <i>Who writes the book?</i> • Point to the name of the author and say: <i>These two words are big and begin with capital letters. It must be a ... name. This is the name of the author. Belle Perez is the author. Belle Perez writes this book.</i> • Recap the content covered in Session 1 and say: <i>What is the book about? What do the children</i> 	<ul style="list-style-type: none"> • Invite individual pps to read aloud the title and identify the name of the author on the book cover and title page. • Recap the content of the book and say: <i>The children think Ted needs four things. Ted needs a ... What does the class think? The class likes the ... idea.</i> • Encourage pps to refer to the text bubbles displayed in the classroom for hints. 	<ul style="list-style-type: none"> • Display the book cover. Say: <i>What is the title of this book? Who writes it? What is the name of the class teddy bear?</i>

	<p>to the teddy bear on the book cover.</p> <ul style="list-style-type: none"> • Display the picture of a real bear. Say: <i>This is a bear. It is big. It is black. It may eat you.</i> • Display a real teddy bear. Say: <i>This is a teddy bear. It is a toy bear. Is it lovely? Do you have a teddy bear at home?</i> • Refer to the teddy bear and point to the book title. Say: <i>This teddy bear is in Class 1... He is the class teddy bear.</i> • Invite pps to give a name to the teddy bear. • Write pps' suggestions on bb and let them vote for a name. • Display a sentence strip <i>His name is ...</i> and fill in the teddy bear's name. Say: <i>This is our class teddy bear. His name is ... Say hello to ...</i> • Guide pps to apply the use of <i>class...</i> Say: <i>This is the class teddy bear. I am the class English teacher.</i> • Point to different objects in the classroom and cue pps to say <i>class ...</i>, e.g. <i>class blackboard, class books, class name.</i> • Invite pps to make predictions. Guide pps to say what they can see on the book cover and then to express their own ideas. Say: <i>What is the book about? What can you see on the book cover?</i> • Turn to the title page. Pps read aloud the title and make further predictions. Say: <i>What is the book about? Tell me more.</i> • Write pps' predictions on bb. 	<p><i>make for Ted?</i></p> <ul style="list-style-type: none"> • Encourage pps to refer to the text bubbles displayed in the classroom for hints. 		
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Reading and responding to the book	<ul style="list-style-type: none"> • Refer to the class teddy bear and the sentence strip. Say: <i>This is the class teddy bear. His name is ...</i> • Circle the first capital letters in the name and say: <i>The name begins with capital letters.</i> • Point to the book cover and say: <i>The name of the book also begins with capital letters.</i> • Set the reading purpose and say: <i>What is the name of this class teddy bear? Now, I will read you p.2.</i> • Display the enlarged text bubble from p.2 and read it aloud. Invite pps to point to <i>Ted</i> and read it aloud. Say: <i>Yes. His name is Ted. It begins with...the capital letter T. Say hello to Ted.</i> • Introduce the setting. Say: <i>Look at the picture here. There are eight ... children and a... teacher. This is a class. So, she is the ...class teacher. This is the ... class teddy bear. This book is about what happens in a classroom.</i> • Relate the content to pps' personal experiences. Say: <i>This is Class 1... There are ... children here. I am the class ...English teacher. This is the class ... teddy bear.</i> • Invite pps to make predictions. Say: <i>What will the class do with the teddy bear? Think! Write pps' ideas on bb.</i> • Ask pps to turn to the title page and say: <i>What are the children doing? They put Ted in a ...bed. Why? Let's turn to p.8 and read about it.</i> 	<ul style="list-style-type: none"> • Introduce the setting. Draw a big sun on bb and say: <i>It is sunny and hot. Ted needs ... What is it? Think and tell me.</i> • Write pps' predictions on bb. • Display the enlarged text bubbles with blanks: <i>1. We think Ted needs _____. The class likes this idea. 2. We _____ for Ted.</i> • Read the sentences with pps and insert the word card <i>needs a hat</i> in the first blank. • Frame We and say: <i>Who are We?</i> Guide pps to point to the children on p.4. • Say: <i>We think Ted needs a hat. What do We do?</i> Turn to pp.2-3. Point to the children and say: <i>Yes, We tell the class. What does the class think? The class likes ... this idea. They say...very good! So what do We do?</i> • Insert the word card <i>make a hat</i>. Read aloud the text bubbles with pps. • Ask pps to turn to pp.6-7. Say: <i>Ted runs in the park. Ted falls down and breaks his arm. What are the children saying? Let's turn to p.6 and read about it.</i> • Read aloud p.6 with pps. Use gestures to help pps understand the meaning of <i>needs his arm fixed</i>. • Insert the word card <i>his arm fixed</i> in the text bubble. • Invite two pps to come out and say: <i>Now you are this boy and this girl. You are the class.</i> • Guide the two children turn to the class and say: <i>We think Ted needs his arm fixed.</i> 	<ul style="list-style-type: none"> • Display a large calendar on bb. Point to Saturday and say: <i>One boy takes care of Ted during the weekend. What does he do? Let's read p.12 and find out.</i> • Display and read aloud the enlarged text bubble for p.12. Say: <i>What does the boy do? ... Yes, he takes Ted home.</i> Point to the illustration to help pps get the meaning of <i>take Ted home</i>. • Guide pps to suggest how the boy takes care of Ted. Say: <i>What does the boy think?</i> • Refer to the sentence strips displayed in the classroom. Say: <i>Yes, may be ...a paper hat, fix his arm, a bed and a house.</i> • Refer pps to p.2 and say: <i>What is the boy doing? Turn to p.2 and find three words that mean make a hat, a bed, a house and fix Ted's arm. ... Yes, ... take care of. Give me more ideas to take care of Ted.</i> <p><u>Phonics</u></p> <ul style="list-style-type: none"> • Introduce the <i>Initial h</i> letter sound. Say: <i>Class, Ted goes to the park with this boy. He needs a ... Write hat on bb. Underline the letter h and read aloud the word.</i> • Cover <i>at</i> and say: <i>Listen and see how I read the h letter sound.</i> Pps read the <i>Initial h</i> letter sound. • Display a class Word Hat and write <u>hat</u> on it. Say: <i>Hat begins with h. Find words beginning with h in this book.</i> • Read aloud the words on the class Word Hat with pps. Remind pps to read the <i>Initial h</i> letter sound 	<ul style="list-style-type: none"> • Recap the content of the book. Say: <i>How do the children take care of Ted?</i> • Encourage pps to refer to the text bubbles displayed in the classroom for hints.
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	<ul style="list-style-type: none"> • Display the text bubble <i>We think Ted needs ____ . The class likes this idea.</i> • Insert the word card <i>needs a bed</i> and read aloud the two sentences. • Frame <i>We</i> and say: <i>Who are We?</i> Point to the boy and the girl on p.8. Say: <i>We are this boy and this girl. We think Ted needs a bed. Why? Because the teddy bear is ... sleepy. Mime sleepy.</i> • Turn to pp.2-3. Point to the children and say: <i>What does the class think?... Very good! The class likes this idea.</i> • Display the text bubble <i>We ____ for Ted.</i> Say: <i>So what do We do?</i> • Insert the word card <i>make a bed</i> and read aloud the text bubble with pps. Say: <i>What do We make? Let's read it together.</i> • Use the same procedures to take pps through pp.10-11. 	<ul style="list-style-type: none"> • Guide the class to say: <i>It is a good idea./ Very good idea! /We like this idea.</i> • Then the two children go to the teddy and fix his arm and say: <i>Let's fix Ted's arm.</i> • Use a handkerchief and the class teddy bear to demonstrate how to fix the arm. Say: <i>This is a sling. We use a sling to fix the broken arm.</i> • Insert the word card <i>fix Ted's arm</i> in the text bubble. • Read aloud the text bubbles with pps. 	<p>clearly.</p> <ul style="list-style-type: none"> • Encourage pps to find more words from other English books for the class Word Hat. 	
<p>Re-reading and interacting with the book</p>	<ul style="list-style-type: none"> • Use realia to demonstrate how to make a bed. Say: <i>Let's make a bed for our class teddy bear. We need a box. This is the bed for... What is there in this bed? Look at the picture in the book. Yes, a ... blanket and a ... pillow. Can you put a blanket and a pillow inside? We make a bed for Do you like the bed?</i> • Display pictures to help pps understand the things used to <i>make a bed</i>, e.g. bed sheet, pillow, blanket. • Demonstrate how to make a house with two chairs and a tablecloth. • Guide pps to find out that the two children on pp.8 & 9 are different 	<ul style="list-style-type: none"> • Demonstrate how to make a hat. Say: <i>Let's make a paper hat for our class teddy bear.</i> Display the enlarged instruction sheet: <i>Fold paper in half. Fold corners together to form an upside down. Lift flap up on both sides to form a hat.</i> • Guide pps to read the instructions and to make a hat. • Read aloud pp.4-11 with pps. • Invite eight pps to act out pp.4-11 to recap the content of the book. Teacher acts as the narrator and pps read aloud the text bubbles. Say: <i>One day, Ted goes to the park. Two children say...They go to the class and say...The class say...So the</i> 	<ul style="list-style-type: none"> • Write <i>take care of</i> on top of what the children do with Ted and other suggestions from pps. • Guide pps to change the action verb or the noun to generate more ideas, e.g. <i>make a ship, make a flower, fix Ted's legs, wash Ted's hands.</i> • Distribute Activity Sheet 3. Pps work in pairs and suggest how to take care of Ted. Then they ask the class if their idea is good. • Turn to the back cover and say: <i>Who is this? What is she saying? Now you are the boy on p.12. Use Activity Sheet 3 to help you.</i> • Read aloud the book with pps. Remind them to pay attention to 	<ul style="list-style-type: none"> • Show pps the class teddy bear. Say: <i>This is our class teddy bear.</i> • Point to the book <i>Class Teddy Bear</i> and say: <i>This book is about Ted. Let's make a book about our class teddy bear.</i> • Display an enlarged Activity Sheet 5. Relate the content of the book to pps' personal experiences. Say: <i>What is the name of our class teddy bear? ... is in Class 1 ... How would you take care of ...?</i> • Write pps' ideas on bb. • Distribute Activity Sheet 5. Pps work in groups of five and fill in the first bubble. • Distribute an enlarged Activity Sheet 5A. Say: <i>We have lots of</i>

	<p>from those on pp.10 & 11.</p> <ul style="list-style-type: none"> • Read aloud p.2 and pp.8-11 with pps. • Distribute Activity Sheet 1. Pps sequence the steps for making a bed for the class teddy bear. 	<p><i>two children make a hat for teddy and say...</i></p> <ul style="list-style-type: none"> • The role play goes on with Ted being naughty and breaking his arm in the park. Then he feels very sleepy and goes home. • Distribute Activity Sheet 2. Pps complete thought bubbles about what Ted needs. Then they ask the class if the ideas are good and draw lines to the suitable things for Ted. 	<p>the words with <i>Initial h</i> letter sound</p> <ul style="list-style-type: none"> • Distribute Activity Sheet 4 (Phonics). Pps identify words with <i>Initial h</i> letter sound to help the class teddy bear find the way to the boy's home and to complete a speech bubble. 	<p><i>good ideas to take care of Tom. Talk in your groups about them.</i></p> <ul style="list-style-type: none"> • Invite one group to help demonstrate the task procedures. Say: <i>You are Pupil A, B ... E. Write down your ideas first. Then ask your group members.</i> • Distribute Activity Sheets 5A-5E to each group. Each group talks about what their class teddy bear need. Guide them to find out the good ideas agreed by all member. Say: <i>Pupil A, how would you take care of Tom? Does your group like this idea?</i> • Invite one group to present their ideas to the whole class. Guide pps to get the good ideas agreed by the whole class and record them in the second bubble in Activity Sheet 5. • Ask pps to make or draw the things they have suggested. • Guide pps to complete the last two bubbles in Activity Sheet 5. • Invite pps to present their work to the class. • Distribute two blank bubbles to each group. Pps work in groups and fill in the bubbles for pages in the class big book. • Display two large sheets on bb. Guide pps to make a book cover for their class big book. • Point to the title <i>Class Teddy Bear</i> and say: <i>This book is about Class Teddy Bear. What is your book about? Write the new title on the book cover.</i> • Point to the name of the author and say: <i>Belle Perez writes this book. Who writes this book? Write Class</i>
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				<p><i>I... on the book cover.</i></p> <ul style="list-style-type: none"> • Point to the illustrations on the book cover of <i>Class Teddy Bear</i> and say: <i>The title is Class Teddy Bear so there is a picture of Teddy Bear. What is this book about?</i> • Invite pps to put the outline of the teddy bear on the book cover. • Guide pps to write the names of the group members on each page. Say: <i>Who writes the book? Yes, Class... How about your names? We cannot write all the names on the book cover. Who writes these two pages? You can write your name here.</i> • Collect pps' work. Insert the pages and the book cover to compile the big book. • Guide pps to insert the page number for each page in the right place. • Read aloud the big book with pps.
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HHCKLA Buddhist Wisdom Primary School
First Reading Cycle: Overall Plan for Shared Reading

Book Title: Cat and Dog at School
 (ISBN: 0-478-21388-3)

Text Type: Narrative Text (Story)

Level: P1

No. of Sessions: 5 (45 min/session)

	Session 1	Session 2	Session 3	Session 4	Session 5
Learning/Teaching Objectives <ul style="list-style-type: none"> • Reading skills and strategies • Discussion of the content • Language features 	<ul style="list-style-type: none"> • Identifying the title on the book cover and the title page • Using the title and illustrations to make predictions • Identifying the characters and setting of the story • Using pictorial clues and acting out to get the meaning of unfamiliar phrases (pp.2-5): <i>waited in the line, pushed to the front of the line, listened to the story, played during the story</i> • Discussing what the animals do at school, relating the content to pps' personal experiences • Using page numbers to refer to different parts of the book • Sight word: <i>the</i> • Activity Sheet 1: Labeling silhouettes of animals and matching them with their behaviours 	<ul style="list-style-type: none"> • Identifying the names of the author and the illustrator on the book cover • Identifying the problem in the story • Using pictorial clues, contextual clues and acting out to get the meaning of unfamiliar phrases (pp.6-11): <i>raised his hand, talked out, shared the crayons, took all the crayons, talked things over and did not talk things over</i> • Discussing if the animals' behaviours are good, relating it to pps' personal experiences • Identifying the use of a full-stop to indicate the end of a sentence and a pause in reading aloud • Activity Sheet 2: Drawing happy/unhappy faces and writing sentences to indicate if the animals' behaviours in different situations are good 	<ul style="list-style-type: none"> • Establishing the concept of classroom rules • Identifying the solution to the problem in the story • Identifying the classroom rules in sentences beginning with <i>Let's</i> • Discussing who writes the classroom rules, relating it to pps' personal experiences • Vocabulary: <i>classroom rules, follow the rules</i> • Phonics: <i>Ending s</i> as in <i>hands</i> • Activity Sheet 3 (Phonics): Identifying words with Ending <i>s</i> letter sound to complete some classroom rules 	<ul style="list-style-type: none"> • Introducing the book <i>Class Rules</i> • Establishing the concept of class rules • Discussing how to present the signs, relating it to pps' personal experiences • Recognizing the text structure of signs • Activity Sheet 4: Making signs for Animal School 	<ul style="list-style-type: none"> • Discussing bad behaviors in the class, relating it to pps' personal experiences • Making suggestions for the class rules • Recognizing the features of a sign • Making signs for classroom rules • Activity Sheet 5: Making signs for the school
Teaching Procedures	pp.2-11	pp.2-11	pp.2-16	pp.2-16	pp.12-16
Presenting the book	<ul style="list-style-type: none"> • Point to Ted in the book <i>Class Teddy Bear</i>. Say: <i>Ted go to school. He plays with some animals in Animal</i> 	<ul style="list-style-type: none"> • Display the book cover and invite pps to read aloud the book title. Say: <i>What is the book title?</i> 	<ul style="list-style-type: none"> • Pps read aloud the book title. • Pps point to the names of the author and the illustrator. 	<ul style="list-style-type: none"> • Invite individual pupil to read aloud the book title. • Ask pps to point to the names of the author and the 	<ul style="list-style-type: none"> • Invite individual pupil to read aloud the book title. • Ask pps to point to the names of the author and the

	<p><i>School. Who also goes to Animal School?</i></p> <ul style="list-style-type: none"> • Write pps' ideas on bb. Add <i>Animal School</i> at the top of the list. • Display the book cover and invite pps to identify the title. Say: <i>What is the book title? Can you point to it?</i> • Model read the title and invite pps to read it aloud. • Refer to the title and the illustrations on the book cover and say: <i>What is the book about? What do Cat and Dog do at school?</i> • Write pps' predictions on bb. • Turn to the title page. Pps read aloud the title and make further predictions. 	<ul style="list-style-type: none"> • Introduce the names of the author and illustrator by drawing pps' attention to the words <i>written by</i> and <i>illustrated by</i> under the book title • Use gestures to explain that the author writes the book and the illustrator draws the pictures in the book. • Recap the content covered in Session 1 and say: <i>What is the book about? What are the names of the animals? What did Cat and Dog do?</i> • Encourage pps to refer to the sentence strips displayed in the classroom for hints. 	<ul style="list-style-type: none"> • Recap what has been discussed in the previous sessions and say: <i>What is the book about? Which animals are good/bad?</i> • Ask pps if they are like <i>Dog</i> or <i>Cat</i>. Say: <i>Who is good? Who is bad? Why?</i> 	<p>illustrator.</p> <ul style="list-style-type: none"> • Refer to the classroom rules displayed and say: <i>What are these? Are the classroom rules for our school or Animal School? Who writes them? Who follows them? Let's read the book together.</i> 	<p>illustrator.</p> <ul style="list-style-type: none"> • Recap the content of the story and say: <i>What are the animals' classroom rules?</i> • Encourage pps to refer to the signs displayed in the classroom for hints.
First Reading	<ul style="list-style-type: none"> • Read the book to pps until p.11. • Use a pointer to help pps follow the left to right directionality. • Draw pps' attention to the illustrations to help them grasp the overall understanding of the story. • Refer to pps' predictions on bb and say: <i>Who goes to Animal School? Circle the right guesses.</i> • Guide pps to name the characters: <i>Here are seven animals: Cat, Kitty Cat, Dog, Dolly Dog, Rabbit, Raccoon and Mouse. They all go to Animal School.</i> 	<ul style="list-style-type: none"> • Say: <i>Cat and Dog did other things in the school. Let's read the book and find out.</i> • Read pp.2-11 with pps. • Invite pps to chime in whenever they can. 	<ul style="list-style-type: none"> • Read pp.2-11 with pps. They read either as <i>Dog</i> or <i>Cat</i>. • Point to the sentences about Cat's bad behaviours. Say: <i>Cat is bad here. Point to the pages after p.11 and say: What will Cat do next?</i> • Invite predictions from pps. Say: <i>Raise your hands if you think Cat will be good. Who thinks Cat will be bad? Let's read the book and find out.</i> • Read pp.12-16 with pps. • Draw pps' attention to the illustrations to help them grasp the overall understanding of the last part of the story. 	<ul style="list-style-type: none"> • Read the whole book with pps. • Relate the content of the book to pps' personal experiences. Say: <i>Do we have classroom rules? What are they? Who writes them? Who follows them?</i> 	<ul style="list-style-type: none"> • Set the pre-reading question. Say: <i>Cat was not good at school. What did Cat need at school? Was Cat good at last?</i> • Read the whole book with pps. • Guide pps to point out that pp.12-16 tell us that Cat was good.

	<ul style="list-style-type: none"> Put name cards in the big book to label the animals. Invite pps to greet them. Relate the content to pps' personal experiences and say: <i>The animals go to Animal School. You go to ... Primary School. The animals play, read, write and draw at school. You ...play ... at school. Their English teacher is Miss Dog. Your English teacher is ...</i> 				
Second Reading	<ul style="list-style-type: none"> Refer to the animal names and say: <i>What did the animals do at school?</i> Put the sentence strips <i>Dog waited in ...</i> and <i>Cat pushed to the front of ...</i> on bb. Say: <i>Let's read pp.2-5 and find two words to complete the sentences here.</i> Read pp.2-5 with pps. Encourage pps to chime in whenever they can. Elicit from pp <i>the line</i> to complete the sentences. Point to the sight word <i>the</i> in <i>the line</i>. Demonstrate how to read it with appropriate stress. Display the sentence strips in the classroom. Introduce page numbers. Say: <i>Where are the words from? Yes, p.2 and p.3?</i> Point to the number in the corner of each page and say: <i>This is the page number.</i> 	<p>(pp.6-7)</p> <ul style="list-style-type: none"> Mime <i>hungry</i> and say: <i>Dog and Cat are hungry. What do they do? Let's turn to pp.6-7.</i> Display two speech bubbles: (1) <i>Miss Dog, can I eat lunch now?</i> (2) <i>I am hungry. When do we eat?</i> Read aloud the speech bubbles with appropriate intonation. Say: <i>Who says this and this?</i> Put the speech bubbles next to Cat and Dog in the big book. Read pp.6-7 to pps and the speech bubbles. Use the context to act out and explain <i>raised the hand</i> and <i>talked out</i>. Read pp.6-7 with pps. Invite them to act as <i>Cat</i> and <i>Dog</i>. <p>(pp.8-9)</p> <ul style="list-style-type: none"> Turn to pp.8-9. Display some real crayons. Point to 	<ul style="list-style-type: none"> Turn to p.12. Draw pps' attention to <i>classroom rules</i>. Write <i>Cat writes ...</i> on bb. Say: <i>Cat writes something. What is it? Classroom ... Read p.12 and find out.</i> Refer to any classroom rule displayed and say: <i>Speak good English ... This is a classroom rule. Who writes the classroom rules?</i> Refer to p.12 and p.16. Say: <i>How about Animal School? Who writes the classroom rules?</i> Read pp.12-16 with pps. Say: <i>Cat writes 5 classroom rules. What are they? They all start with Let's.</i> Guide pps to point to the sentences in the big book and read them aloud. Display seven sentence strips beginning with <i>Let's</i>. Invite pps to put the classroom rules on the right 	<ul style="list-style-type: none"> Display the book <i>Class Rules</i> and ask pps to identify the book title. Say: <i>What is the book title? Can you read it aloud?</i> Refer to the classroom rules displayed. Introduce the setting of the book and say: <i>We have some classroom rules here. Some are for Animal School. Some are for this school. In this book, the children have some class rules. Are the rules like the rules here? I will read the book to you.</i> Read aloud the book to pps. Point to the sign on each page and read it aloud. Turn to p.3. Use the context of p.2 from <i>Cat and Dog at School</i> to explain <i>Be polite</i>. Say: <i>What is 'Be polite'?</i> <i>Look! Dog is polite here. We can say to Cat: Be polite.</i> Guide pps to refer to other 	<ul style="list-style-type: none"> Put pps in two groups. They read pages about Cat or Dog. Say: <i>Cat was not good. What did Cat do? Group 1, read pp.3,5,7,9 & 11.</i> Repeat the same procedure for Dog. <i>Group 2, read pp.2,4,6,8 & 10.</i> Relate the content of the book to pps' personal experiences. Say: <i>Are you naughty, like Cat? or Are you good like Dog?</i> Display a photo showing the misbehaviour of a pupil in the school. Say: <i>This is Miss Leung and this is Sam. What are they saying? What classroom rule do the children need?</i> Guide pps to find the classroom rule from the books <i>Cat and Dog at School</i> and <i>Class Rules</i>. Display an enlarged Activity Sheet 5A on bb. Guide pps

	<ul style="list-style-type: none"> • Invite six pps to come out and form a line. Point to them and say: <i>This is a line. They are good boys and girls. They wait in the line.</i> • Give a Dog's headband to one pp and say: <i>He is Dog.</i> Teacher wears a Cat's headband and say: <i>I am Cat.</i> Ask pps to read aloud pp.2-3. Act out <i>pushed to the front of the line.</i> • Invite other pps to be Cat and Dog and act out pp.2-3. • Use the same procedures to take pps through pp.4-5. 	<p>the pictures and act out <i>shared the crayons</i> and <i>took all the crayons.</i></p> <ul style="list-style-type: none"> • Read pp.8-9 with pps. Invite two pps to act as <i>Cat</i> and <i>Dog.</i> • Give pps other stationery items such as pencils, and invite them to act out <i>shared the ...</i> and <i>took all...</i> <p>(pp.10-11)</p> <ul style="list-style-type: none"> • Display a ball and two speech bubbles: (1) <i>We can play together.</i> (2) <i>I want to play now.</i> Read aloud the speech bubbles with appropriate intonation. • Turn to pp.10-11. Say: <i>What are Dog and Cat saying?</i> Act out the situation. Then ask pps to put the speech bubbles next to the right animals in the big book. • Read each page with pps and invite them to act as <i>Cat</i> and <i>Dog.</i> Use the context to explain <i>talked things over</i> and <i>did not talk things over.</i> • Ask pps what they think about <i>Dog</i> and <i>Cat.</i> Say: <i>Is Dog good? Is Cat good? Do you like Dog or Cat? The problem of this story is 'Cat is naughty at school.'</i> • Read pp.6-11 with pps. Invite them to add the speech bubbles and act out at appropriate places. Remind them to pause at the 	<p>page from p.2 to p.11. Use the context to help pps understand the rules.</p> <ul style="list-style-type: none"> • Refer to the rule <i>Let's listen carefully.</i> and say: <i>What is the rule? Yes... Let's listen carefully. Who listens carefully.? Yes, Cat... Dog... The animals follow the rule.</i> • Relate the content to pps' personal experiences. Refer to the classroom rule displayed. Say: <i>What is this rule? Let's raise our hands. You all raise the hands. All pupils follow the rule.</i> <p><u>Phonics</u></p> <ul style="list-style-type: none"> • Refer to the sentence strip <i>Let's raise our hands.</i> Frame the word <i>hands.</i> • Underline the letter <i>s</i> and read aloud the word. • Cover <i>hand</i> and model read the letter sound <i>s.</i> • Turn to p.12 and guide pps to find words ending with the letter <i>s.</i> • Display a class Word Hand. Invite pps to find other words with <i>Ending s</i> on pp.6-11 and pp.14-16. Write _____s on bb to help pps understand the task. • Read the words on the class Word Hand with pps. Remind them to read the <i>Ending s</i> letter sound clearly. • Encourage pps to find more 	<p>pages and say <i>Be polite</i> to <i>Cat.</i></p> <ul style="list-style-type: none"> • Repeat the same procedures to explain <i>Listen when someone else is talking</i> (p.4, <i>Dog</i> listened to the story), <i>Take care of other people's things</i> (p.8, <i>Dog</i> shared the crayons), <i>Wait your turn</i> (p.2, <i>Dog</i> waited in the line), and <i>Clean up after yourself</i> (p.8, <i>Dog</i> shared the crayons). • Guide pps to recognize the structure and layout of signs. Point to different signs in the book and say: <i>These are all signs. In every sign, there is only one sentence. There is a full-stop at the end of the sentence. The sentence is put in the middle of the page. The words are very big and clear. There are colourful drawings and cutouts next to the sentence. It is very beautiful. Do you like these signs?</i> • Put pps in groups of five. Say: <i>Let's help the animals to make some signs.</i> • Display an enlarged Activity Sheet 4A on bb. Say: <i>Let's write classroom rule for Animal School together.</i> • Guide pps to refer to the classroom rules in their books for reference. • Display a blank card and demonstrate how to write the 	<p>to complete it.</p> <ul style="list-style-type: none"> • Distribute Activity Sheets 5A-5H. Pps work in groups and write the classroom rules for their own school. • Display a blank card and guide pps to make a sign for their classroom rule. Say: <i>We need to write the classroom rule on it. We will make the sign with the blank card.</i> • Refer to the signs for Animal School. Guide pps to observe the structure and layout of the signs. Say: <i>How can we make signs? Look at the signs here.</i> • Pps work in groups and make a sign for their own school.
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		<p>end of each sentence.</p> <ul style="list-style-type: none"> • Display six sentence strips (pp.6-11). Ask pps to put them in pairs. • Draw pps' attention to the full-stop at the end of each sentence. Model where to pause in reading aloud the six sentences. • Display the six sentence strips in the classroom. 	<p>words from other English books for the class word hand.</p>	<p>sign on it. Show pps how to present the sign with an attractive layout.</p> <ul style="list-style-type: none"> • Distribute Activity Sheets 4B-4H and blank cards to the class. Pps work in groups and make signs for Animal School. 	
Third Reading	<ul style="list-style-type: none"> • Read pp.2-11 with pps. Assign different groups to read sentences beginning with <i>Cat</i> or <i>Dog</i>. Encourage pps to mime the actions while they are reading pp.2-5. • Distribute Activity Sheet 1. Pps label pictures of the animal silhouettes and match them with their behaviours at Animal School. 	<ul style="list-style-type: none"> • Read pp. 2-11 with pps. Invite them to act as <i>Dog</i> and <i>Cat</i>. Encourage them to act out when they are reading. • Remind pps to pause when they come to a full-stop at the end of a sentence. • Distribute Activity Sheet 2. Pps draw happy/unhappy faces to indicate what they think about the animals' behaviours in different situations. Then they evaluate the behaviour of <i>Cat</i> and <i>dog</i> and write sentences about them. 	<ul style="list-style-type: none"> • Read the whole book with pps. • Distribute Activity Sheet 3 (Phonics). Pps identify words with <i>Ending s</i> letter sound to complete some classroom rules. 	<ul style="list-style-type: none"> • Invite each group to present their work. • Display the signs in the classroom. 	<ul style="list-style-type: none"> • Pps present their work. Display the signs in suitable places in the school. • Read the whole book with pps.

HHCKLA Buddhist Wisdom Primary School
First Reading Cycle: Overall Plan for Supported Reading

Book Title: Where is Miss Pool? (ISBN: 0-478-21388-3) **Text Type:** Narrative Text (Story) **Level:** P1 **No. of Sessions:** 3 (45 min/session)

	Session 1	Session 2	Session 3
Learning/Teaching Objectives <ul style="list-style-type: none"> • Reading skills and strategies • Discussion on the content • Language features 	<ul style="list-style-type: none"> • Identifying the titles on the book cover and the title page • Using the cover and the title page to make predictions • Using pictorial clues to get the meaning of unfamiliar phrases: <i>in the playground, in the classroom, in the library, in the staffroom</i> • Identifying the use of a question mark to end a question and using appropriate intonation in reading aloud questions • Sight word: <i>in</i> • Using page numbers to refer to different pages • Discussing where the children can find Miss Pool, relating it to pps' personal experiences • Activity Sheet 1: <i>Suggesting where the children can go in the school to find Miss Pool</i> 	<ul style="list-style-type: none"> • Identifying the names of the author and the illustrator on the book cover • Recognizing the use of quotation marks to indicate direct speech • Reading sentences in quotation marks with good expressions • Identifying clues that indicate pauses in reading aloud: <i>full stop, question mark, with</i> • Recognizing the text type of simple personal letters • Vocabulary: <i>a cold</i> • Activity Sheet 2: <i>Using the ideas from some children's notes to write a letter to Miss Pool</i> 	<ul style="list-style-type: none"> • Using pictorial and contextual clues to get the meaning of unfamiliar expressions: <i>get well, miss you.</i> • Recognizing the text type of get-well cards • Drafting a get-well card, relating it to pps' personal experiences • Activity Sheet 3: <i>Making and writing a get-well card</i>
Teaching Procedure 1. Presenting the book	pp. 2-5	pp.2-7	pp.2-8
<ul style="list-style-type: none"> • Display the book cover. Say: <i>What is the book title? Can you point to it? How do you know it?... Yes, the words are big.</i> • Model read the title and invite pps to read aloud the title. • Refer to the title on the book cover and say: <i>Who is Miss Pool? Miss Pool is... the class teacher.</i> • Say: <i>I am Miss.... I am your...English teacher. Who is your class teacher?</i> • Point to the illustration and say: <i>Is Miss Pool here? Point to the children and say: What are the children saying? Where is Miss Pool? Use gestures to explain the meaning of Where.</i> • Point to the picture on the book cover and say: <i>Where are the children?... Yes, they are ... in the playground. Display the word card in the playground. Say: Where is Miss Pool? The</i> 	<ul style="list-style-type: none"> • Display the book cover and invite pps to read aloud the book title. Say: <i>What is the book title? Read it aloud.</i> • Introduce the names of the author and the illustrator by drawing pps' attention to the words <i>by</i> and <i>illustrated by</i> on the book cover. • Use gestures to explain that the author writes the book. Say: <i>Who is the author? Please point to the author's name.</i> • Use the same procedures to guide pps to identify the name of the illustrator. • Recap the content covered in Session 1 and say: <i>What is the book about? The children want to find Miss Pool. They go to four places. The four places are ...Is Miss Pool there?</i> • Encourage pps to refer to the sentence strips displayed in the classroom for hints. 	<ul style="list-style-type: none"> • Invite individual pps to read aloud the book title and point to the names of the author and the illustrator. • Recap the content of the book. Say: <i>Is Miss Pool at school? Where is Miss Pool? Why?</i> • Make use of the sentence strips and the speech bubbles displayed in the classroom for hints. 	

	<p><i>school is very big. Can you guess?</i></p> <ul style="list-style-type: none"> • Write pps' predictions on bb. Provide hints like <i>classroom, playground</i> if necessary. • Turn to the title page. Pps read aloud the title and make further predictions. Say: <i>Where are the children?... Yes, they are in the library.</i> Display the word card <i>in the library.</i> • Guide pps to refer to the title and say: <i>Who says Where is Miss Pool? Why? What is this book about?</i> 		
<p>2. Reading and responding to the book</p>	<ul style="list-style-type: none"> • Set the pre-reading task. Say: <i>The children go to four places in the school.</i> • Display the sentence strip <i>The children go to _____</i> and six word cards about places in the school. Guide pps to read aloud the word cards. • Pps read pp.2-5 silently to find the four right places. • Pps use page numbers to tell where they get the answers. • Pps put the correct word cards in the sentence strip. Then they read aloud the four sentences. 	<ul style="list-style-type: none"> • Set the pre-reading question. Say: <i>Miss Pool is not in these four places. Where is Miss Pool?</i> • Write pps' predictions on bb. • Display the sentence strip <i>Miss Pool is at _____</i> on bb. Say: <i>Where is Miss Pool? Please read pp.6-7 and find out.</i> • Pps read pp.6-7 silently. • Refer to the pre-reading question. Say: <i>Where is Miss Pool? She is...at home.</i> • Guide pps to find the page number. Say: <i>Where is the word? ...Yes, on p.7. Can you point to the word home? Where is Miss Pool?</i> • Write the word <i>home</i> in the sentence strip. Say: <i>Why?... Because Miss Pool has...a cold.</i> • Use gestures to explain the meaning of <i>a cold and a headache.</i> <i>She has a cold in the head..</i> Say: <i>She is not well. She has a cold. She has a headache.</i> • Guide pps to read aloud pp.6-7. Demonstrate how to pause before the word <i>with, the full-stop and the question mark.</i> • Display the sentence strips about p.6. Draw the quotation marks and say: <i>Who says these sentences?... Yes, the children. The sentences are in quotation marks.</i> • Put the sentence in a speech bubble. Say: <i>The sentences are in a speech bubbles. There are no quotation marks.</i> • Point to the man on p.7 and say: <i>Who is he?... Maybe he is the teacher. He is talking to the class. What is he saying?</i> • Use the same procedures for the quotation marks to introduce the speech bubble on p.7. 	<ul style="list-style-type: none"> • Turn to p.7 and say: <i>Where is Miss Pool?... Yes, she's at home. Miss Pool is not very well. She has... a cold. How do the children know it? They get ... a letter from Miss Pool. Can you read the letter together?</i> • Refer to the enlarged letter displayed in the classroom and read it with pps. • Set the pre-reading question: <i>The children give some presents to Miss Pool. What are they?</i> • Write pps' predictions on bb. • Guide pps to look at the picture on p.8 to confirm their predictions. Say: <i>What do the children give Miss Pool? What can you see on Miss Pool's bed? ... Yes, flowers and cards. What do the children say?</i> • Read aloud p.8. • Use pictures to help pps get the meaning of <i>get well and miss you.</i> Say: <i>Miss Pool is not well. She is not in the school. She is at home. The children want to see Miss Pool. Look at this picture. The children ... miss Miss Pool. When can Miss Pool come to school? Yes, look at this picture... when she is well... not sick... no cold in the head.</i>

<p>3. Re-reading and interacting with the book</p>	<ul style="list-style-type: none"> • Refer to p.2 and say: <i>The children want to find Miss Pool. What are they saying?</i> • Display four sentence strips (1) <i>Where is Miss Pool?</i> (2) <i>Is Miss Pool in the playground?</i> (3) <i>No.</i> (4) <i>She is not in the playground.</i> • Guide pps to put the sentences in the right order and read them aloud with good intonation. • Draw pps' attention to the question mark at the end of <i>Where is Miss Pool?</i> • Demonstrate how to read the sight word <i>in</i> with appropriate stress. • Divide pps into groups of five. Distribute sets of sentence strips about pp.3-5 to each group. • Each group puts the sentences in the right order and then reads aloud the sentence strips, using appropriate intonation. • Draw in pps' personal experiences. Say: <i>The children go to other places in the school to find Miss Pool. Where do they go?</i> Pps thinks of places in their own school and suggest where else the children can go to find Miss Pool. Put pps' ideas on bb. • Distribute Activity Sheet 1. Pps suggest where the children can go in the school to find Miss Pool. 	<ul style="list-style-type: none"> • Read the sentences with pps using good intonation and expressions. • Point to the letter on p.7 and say: <i>What is this? ... It is a letter.</i> • Take out a letter from a large envelope and display it on bb. Say: <i>Here is a letter.</i> Point to <i>Dear Class</i> in the letter and say: <i>This letter is to ...the class, all children in the class.</i> • Point to the envelope and reinforce who the letter is for. Say: <i>Which class are the children in?... Yes, the children are in Class 1...</i> • Guide pps to point to the name of the sender. Say: <i>Who writes the letter? Can you point to the name? ...Yes, Miss Pool writes the letter to the class. What is the letter about?</i> • Point to the man on p.7 and say: <i>I am this teacher. I will read you the letter.</i> • Read aloud the letter. • Frame <i>I</i> and say: <i>Who is 'I'? Who has a cold? Who can't come to school? ... Yes, Miss Pool has a cold and she can't come to school.</i> Use gestures to explain <i>has a cold</i> and <i>can't</i>. • Guide pps to find that the date in Miss Pool's letter is missing. Let pps suggest a date for the letter. • Display the enlarged letter in the classroom • Draw in pps' personal experiences and say: <i>Do you write letters? Who do you write to?</i> Let pps respond. • Distribute Activity Sheet 2. Pps read notes from the children and use the ideas to write a letter to Miss Pool. 	<ul style="list-style-type: none"> • Display a few enlarged get-well cards. Say: <i>Here are some get-well cards for Miss Pool. What do the children write on the card? Let's read them together.</i> • Relate the use of <i>miss...</i> to pps' personal experiences. Say: <i>Now you are at school. Do you miss your Mummy and Daddy? Who else?</i> • Relate the use of <i>get well</i> to pps' personal experience. Mime <i>catching a cold</i> and display some medicine bags and bottles. Say: <i>I have a cold. I will take the medicine and I will... get well. What do I do to get well? Think.</i> Mime the actions to provide hints for pps. Say: <i>Yes. I sleep a lot to get well. I drink a lot of water to get well.</i> • Display a blank card on bb. Use the shared writing approach to write the get-well card with the class. Point to the top of the card and say: <i>What do we write here?</i> • Guide pps to refer to the enlarged get-well cards displayed in the classroom for hints. Say: <i>The children write these words in the middle of the card. How about you? Do you have any good ideas?</i> • Point to the bottom of the card and say: <i>Who writes the card? What do we write here?</i> • Relate the content to pps' personal experiences. Display the class teddy bear and say: <i>... is not well. ...is sick at home. Can you write a get-well card to ...?</i> • Demonstrate how to make a card. Say: <i>Here is a piece of paper. We fold the paper into half to make a card. What can we draw on the cover?</i> • Distribute some blank paper to pps. Draw in pps' personal ideas to express their love to the class teddy bear who is sick. • Guide pps to refer to the cards displayed in the classroom for hints. • Invite pps to present their work. Display the cards in the classroom for everyone to share.
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