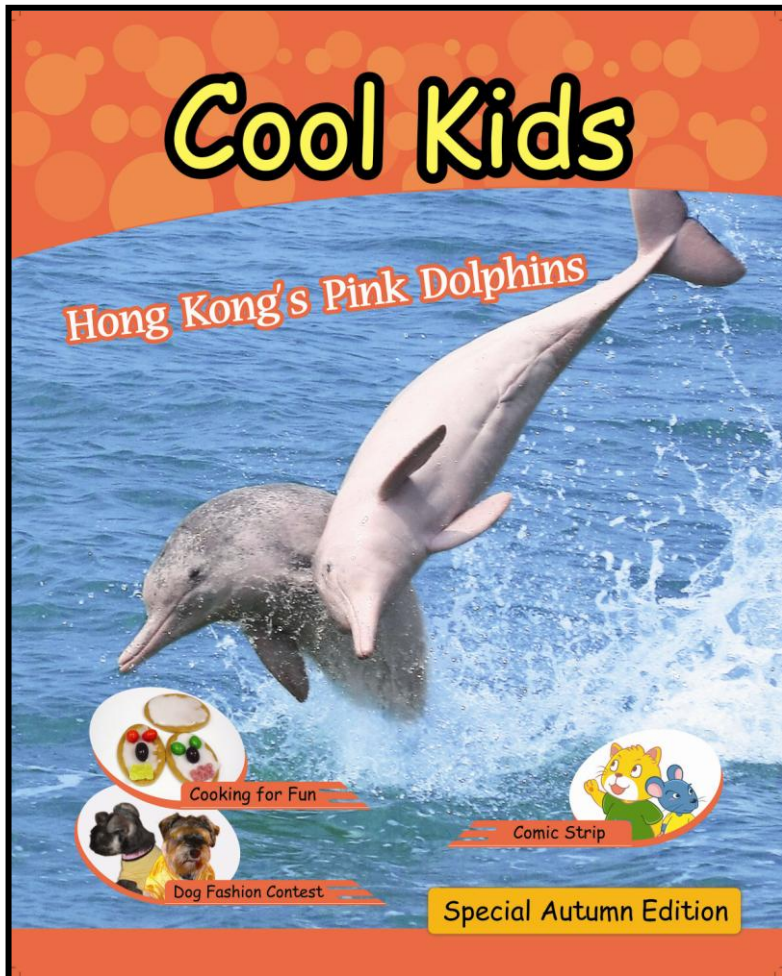


Using Shared Reading to Engage KS1 Students in Reading Non-fiction Texts in English

by Pentecostal Gin Mao Sheng Primary School (Teachers: Ms Carrie FUNG Kwok-lin & Mrs Jo-Ann SCHUTZ)



Reading Fair 2011 (16 April)

NET Section, CDI, EDB, HKSAR

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A. Introduction

- The Primary Literacy Programme - Reading/Writing (KS1) [PLP-R/W (KS1)] was produced by the Advisory Teaching Team (ATT) of the Native-speaking English Section (NET). It provides direction and guidance for the teaching of literacy with a focus on reading and writing, as well as the tools necessary for the assessment of student needs and the knowledge of how they read and write. It supports setting up supportive language-rich whole-school and classroom environments and establishing classroom and resource management systems.
- Each PLP-R/W unit of work is based around a big book and consists of eight literacy sessions, four sessions for reading and four for writing. The literacy sessions in the units of work have been designed to be approximately 60 minutes (equal to two 30-minute lessons) each for reading and writing.
- There is a learning and teaching developmental sequence to each unit of work. It provides opportunities for students to develop skills and strategies for reading and writing systematically.
- The teachers use all five teaching strategies for reading, but focus on shared reading. Shared and process writing are the main teaching strategies for writing. In addition, guided reading and guided writing allows the teachers to cater for the individual needs of the students.
- The teaching team consists of the local English teacher (LET), the native-speaking English teacher (NET) and the classroom assistant (CA). The roles of the LET and the NET (Teacher 1 or Teacher 2) vary, depending on their expertise on the reading or writing strategies, the groupings of the students, the literacy activities and the needs of the students. All members of the teaching team need to plan and teach collaboratively.

B. Unit Focus

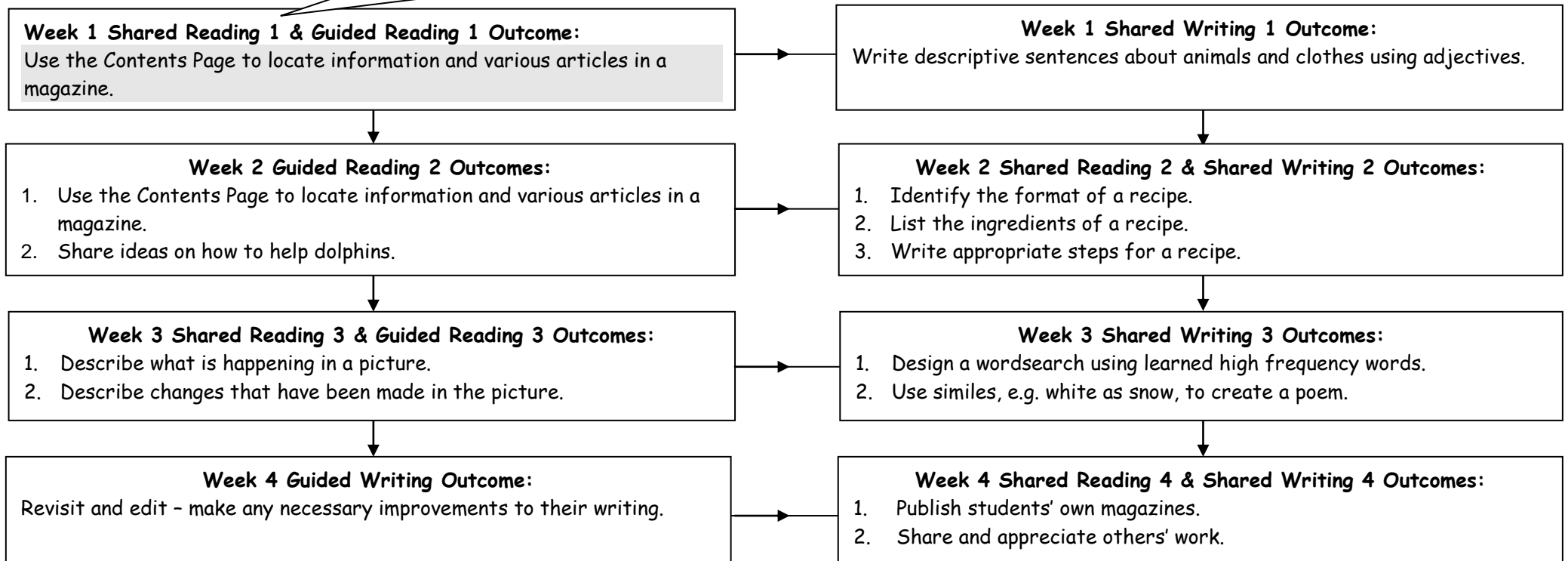
The main focus of this unit is for each student to produce a magazine which includes:

- front and back covers
- a contents page
- articles on different text types, e.g. caption, poster, recipe, poem

Text Type	Purpose	Structure and Language Features
Caption	To explain a drawing or photograph	Short description using nouns, adjectives, simple present tense and/or present continuous tense
Poster	To influence readers' actions or feelings	Short message using adjectives, simple present tense and imperatives
Recipe	To explain how to prepare a food item	Detailed factual description using nouns, simple present tense and imperatives
Poem	To entertain	Short description about pets using nouns, adjectives, similes (white as snow) and simple present tense

C. Unit Overview

○ The focus of today's reading session is on shared reading of a magazine.



D. Teaching Procedures (Length: 35 minutes)

Graphophonic Reading Strategy
 ○ Recognise more high frequency words (75% of text that students are reading consists of high frequency words.)

Convey ideas and feelings through speaking and writing.

	Teacher 1	Teacher 2	Classroom Assistant
Before the Reading (10 minutes)	<ul style="list-style-type: none"> Support Teacher 2 to settle students on the mat. 	Activity 1: Warm Up. Continue to develop expressive language. <ul style="list-style-type: none"> Settle students on the mat. Sing 'a' family chant. 	<ul style="list-style-type: none"> Have name tags ready. Support teachers by giving out name tags. Have A3 'a' family chant sheet ready.
	Activity 2: High Frequency Words Recognise more high frequency words. <ul style="list-style-type: none"> Explain to students you are going to show them some word cards. If they can read them, they need to put up their hands. Students must not call out. Revisit some learned high frequency words with, and, the, like, live, into using flashcards. Students read the words once. Introduce four new high frequency words but, very, your, because. Read each word aloud and then display them on the word wall, encouraging students to read after you. Ask students to form an oral sentence using any one of the words from the chart (maximum 3 sentences). 	<ul style="list-style-type: none"> Support Teacher 1 by putting up cards randomly. Encourage on-task behaviour and participation. Observe and record some students who read words correctly or incorrectly. 	<ul style="list-style-type: none"> Have learned high frequency word cards ready (with, and, the, like, live, into). Have new high frequency word cards ready (but, very, your, because). Encourage on-task behaviour.

	Teacher 1	Teacher 2	Classroom Assistant
	<ul style="list-style-type: none"> Support Teacher 2 with scaffolding students to achieve the target reading skills. 	<p>Activity 3: Front Cover and Contents Page</p> <ol style="list-style-type: none"> Recognise and use more reading terminology – magazine, contents page. Continue to use pictures to interpret and predict content of text. Skim contents page for information <ul style="list-style-type: none"> Display the big magazine <i>Cool Kids</i>, the big book <i>A Tale of Two Turtles</i> and the two postcards from the big book. <p>Front cover of <i>Cool Kids</i> and <i>A Tale of Two Turtles</i></p> <p>Ask:</p> <ul style="list-style-type: none"> <i>What is this?</i> (A story) (Point to <i>A Tale of Two Turtles</i>.) <i>What kind of book is it? Is it a story?</i> <i>What can you find on the cover of a story?</i> (Title, names of the author and illustrator.) <i>What can you find on the cover of this book?</i> (Title) (Point to the cover of <i>Cool Kids</i>.) <i>Can you find the names of the author or the illustrator?</i> (No) <i>So is this book a story?</i> (No) <p>Say:</p> <ul style="list-style-type: none"> <i>This is not a story. This is a magazine.</i> <i>So what is the difference between the cover of a story and the cover of a magazine?</i> (If students have problem answering the question, guide them as follows.) <i>On the cover of a story there are the names of the <u>author</u> and <u>illustrator</u>.</i> (Help students come up with the word author and illustrator by pointing to the names.) <i>On the cover of a magazine we can't find the names of the <u>author</u> or the <u>illustrator</u>.</i> (Let students come up with the words author and illustrator.) A magazine has pictures and words on the cover to attract readers. <ul style="list-style-type: none"> Show students a real magazine, e.g. <i>Typhoon</i> (English magazine for children). 	<ul style="list-style-type: none"> Have the big magazine <i>Cool Kids</i>, and the big book <i>A Tale of Two Turtles</i> ready. Have a real magazine ready.

Syntactic Reading Strategies

- Recognise the feature of a magazine (information text)
- Recognise the difference in the features between a story (narrative text) and a magazine (information text)

Semantic Reading Strategy

- Use pictures to interpret and predict content of text

	Teacher 1	Teacher 2	Classroom Assistant
		<p>Front cover of <i>Cool Kids</i></p> <ul style="list-style-type: none"> Briefly talk about the pictures on the front cover of <i>Cool Kids</i> and ask students to predict the contents. <p>Introduce Contents Page and its purpose</p> <ul style="list-style-type: none"> Show students the title column and the page column. Tell students that if they want to read a comic, they need to turn to page 14. (Turn to page 14 and point to the title.) Skim through the magazine using the Contents Page. Ask students what the magazine is about, using the Contents page. 	
<p>Reading the Text (20 minutes)</p>	<p>Activity 4: Shared Reading</p> <ol style="list-style-type: none"> Read a range of simple texts, e.g. magazine, caption, recipe, news. Continue to develop expressive language. Scan contents page for information. <ul style="list-style-type: none"> Display the Contents Page of the magazine. Tell students that you would like to read <i>Winners of the Dog Fashion Contest</i> with them and ask which page to turn to. (Turn to page 6.) Direct students to the title <ul style="list-style-type: none"> Help students to sound out the word 'winner' by identifying the small word 'in' in the first syllable. Help students work out the meaning of 'contest' by using contextual clues. <p>Think loud:</p> <ul style="list-style-type: none"> <i>I don't know the meaning of 'contest'. I can see the word 'winner'. So 'contest' must be a game. (Write the word game next to the word 'contest'.)</i> <i>The dog who wins the contest, the game, is the winner.</i> <i>Dog Fashion Contest. I know the contest is for dogs. What is the meaning of 'Fashion'?</i> <p>Say:</p> <ul style="list-style-type: none"> <i>Let's look at the pictures and the text. See if we can find out the meaning of 'Fashion'.</i> <p>Ask:</p> <ul style="list-style-type: none"> <i>Look at the dogs here. Are the dogs the same as the dogs you usually see? (No, they are not.)</i> 	<p>Semantic Reading Strategy</p> <ul style="list-style-type: none"> Scan text for information <p>As Teacher 1 is reading the story, place the Picture and Content Word Cards on the board.</p> <p>Graphophonic Reading Strategy</p> <ul style="list-style-type: none"> Decode new word by using analogy (small words in big word) <p>Semantic Reading Strategy</p> <ul style="list-style-type: none"> Work out the meaning of new words by using contextual and pictorial clues. 	<ul style="list-style-type: none"> Have the big magazine <i>Cool Kids</i> ready. Have picture and content word cards ready (winner, dirty, dolphins, sea).

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	<ul style="list-style-type: none"> ▪ <i>How are they different?</i> (They are wearing clothes.) ▪ <i>Who is the winner?</i> (Barbet.) ▪ <i>How do you know he is the winner?</i> ▪ <i>Why is he the winner?</i> (He is wearing the most beautiful clothes.) ▪ <i>What do you think the contest, game, is about?</i> (It is about beautiful clothes.) ▪ <i>So what does 'Fashion' mean?</i> (It means beautiful clothes.) <ul style="list-style-type: none"> • Share read pages 6 and 7 with students. <p>Ask after reading:</p> <ul style="list-style-type: none"> ▪ <i>Is Barbet wearing the most beautiful clothes?</i> (Ask the following question if some students think Barbet is not wearing the most beautiful clothes.) ♦ <i>Who is wearing the most beautiful clothes?</i> ♦ <i>Who should be the winner?</i> ▪ <i>Who has a dog as a pet?</i> ▪ <i>Who wants to have a dog as a pet?</i> ▪ <i>Do you like to dress up your dog?</i> ▪ <i>How will you dress up your dog?</i> <p>Say: I have a dog. He can play tricks. He can stand on his hind legs. He can also play with a ball.</p> <p>Ask: <i>What other animals can play tricks too?</i> (Free answers: e.g. dolphins) <i>Where can you find them in Hong Kong?</i> (e.g. Ocean Park)</p> <p>Contents page again</p> <p>Say: <i>We can also find dolphins in the sea. Let's turn back to the contents page. What page should we turn to if you want to know about dolphins?</i> (Page 15.)</p> <p>Turn to page 15</p> <p>Ask: <i>What is the title for this page?</i></p> <ul style="list-style-type: none"> • Picture Walk <p>Ask:</p> <ul style="list-style-type: none"> ▪ <i>What colour are these two dolphins?</i> (Pink) ▪ <i>What colour is this little dolphin?</i> (Grey) ▪ <i>What can you see in the water?</i> (Rubbish) 	<div data-bbox="1265 1013 1765 1157" style="border: 1px solid black; border-radius: 15px; padding: 10px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>Syntactic Reading Strategy</p> <ul style="list-style-type: none"> ○ Understand the feature of an information text </div>	

	Teacher 1	Teacher 2	Classroom Assistant
	<ul style="list-style-type: none"> ▪ <i>Do you think dolphins like swimming in the water? Why?(No. Because it is dirty.)</i> ▪ <i>What makes the water dirty? (Rubbish)</i> • Share read page 15 with students <ul style="list-style-type: none"> ○ Stop reading at the word 'rubbish'. ○ Help students decode the word 'rubbish'. Ask: <ul style="list-style-type: none"> ▪ <i>There are two vowel letters in this word.(Circle letter 'u' and letter 'i'. So how many syllables are there in the word? (Two)</i> ○ Cover the second syllable. ○ Invite students to sound out the first syllable with letter-sound relationship (r-u-b). ○ Cover the first syllable. ○ Invite students to sound out the second syllable with letter-sound relationship (b-i-sh). Remind students about the word 'it' if necessary. ○ Read the whole word. Clap the syllable while reading the word. ○ Finish reading page 15. Ask: <ul style="list-style-type: none"> ▪ <i>What colour are baby dolphins? How do you know?</i> ▪ <i>What colour are dolphins when they are big? How do you know?</i> ▪ <i>Why are the dolphins not happy?</i> ▪ <i>What can we do to make dolphins happy?</i> 	<div data-bbox="1198 399 1758 606" style="border: 1px solid black; border-radius: 15px; padding: 10px; width: fit-content; margin: 10px auto;"> <p style="color: red; margin: 0;">Graphophonic Reading Strategies</p> <ul style="list-style-type: none"> ○ Syllable segmentation ○ Letter-sound relationship ○ Sound blending ○ Analogy </div>	
<div data-bbox="100 1029 392 1189" style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>After the Reading (5 minutes)</p> </div>	<ul style="list-style-type: none"> • Support Teacher 2 with scaffolding students to achieve the target reading skills. 	<p>Activity 5: Application Time Scan cover, page number, contents page and text for information.</p> <ul style="list-style-type: none"> • Tell students that each of them will produce a school magazine at the end of this unit. So they need to know more about contents page. • Display small version of the magazine and A3 Worksheet 1. • Explain to students that they are going to complete Worksheet 1 using the magazine. Remind students to find the correct pages by reading the Contents Page. 	<ul style="list-style-type: none"> • Have A3 Worksheet 1 – Contents Page Information ready. • Have small version of the big book, <i>Cool Kids</i>, ready, one book per student. • Have Worksheet 1 ready, one for each student.

Understand ideas and feelings through listening and reading.

	Teacher 1	Teacher 2	Classroom Assistant
	<p>Activity 6: Sharing and Conclusion <i>Continue to develop receptive language.</i></p> <ul style="list-style-type: none"> • Use zero noise signal, waiting quietly until all students are silent before continuing. • Recap the format of the contents page by referring to the Contents Page of <i>Cool Kids</i> again. • Draw students' attention to the title column and the page column. • Summarise what students have learnt in the lesson and give feedback on their performance. • Sing <i>Yummy in My Tummy</i>. 	<ul style="list-style-type: none"> • Support Teacher 1 with scaffolding students to achieve the target reading skills. 	<ul style="list-style-type: none"> • Have Guided and Home Reading books ready. <ul style="list-style-type: none"> 14.1.1 The Dog Fashion Contest 14.1.2 Who is the winner? 14.1.3 Do you like to dress up your dog?