A) AN OVERVIEW OF THE
   FIVE TEACHING STRATEGIES FOR READING

B) STORYTELLING AND READING ALOUD
## 2.1 MODULE 2 OVERVIEW

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<th>MODULE 2 OVERVIEW: A) AN OVERVIEW OF THE FIVE TEACHING STRATEGIES FOR READING</th>
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<td>&gt; An overview of the different strategies to teaching reading to second language learners</td>
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> NOTES
A variety of teaching strategies should be used to meet the needs of the pupils. 

Teachers should plan for:

- reading to their pupils (reading aloud and storytelling);
- reading with their pupils (shared reading, supported reading, guided reading, and language experience); and
- reading by their pupils (independent reading).

These strategies need not be developed one at a time or in a strict sequence at different stages of learning. Pupils’ cognitive development, world experience and psychological needs may influence the use of the different strategies for reading. With each teaching strategy, pupils should be involved in reading many different text types for a wide variety of purposes. Speaking, listening, and writing activities also need to be planned as part of these strategies.
2.3 FIVE TEACHING STRATEGIES FOR READING

FIVE TEACHING STRATEGIES FOR READING

> Teacher support and pupil input vary according to the strategies and the pupil’s stage of reading development and language acquisition.

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2.4 KEY FEATURES AND BENEFITS OF STORYTELLING

**KEY FEATURES AND BENEFITS OF STORYTELLING**

- a teaching strategy to stimulate emergent readers’ interest in reading
- a good opportunity to develop good listening skills and basic reading skills at the same time
- an effective strategy to hold the attention and concentration span of young, active and restless children
- use of books not always necessary

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STORYTELLING AND ENGLISH LANGUAGE LEARNERS
Storytelling supports English Language learners by:
> developing skills in listening for explicit and implicit meaning;
> listening to and taking part in the story;
> working with narrative texts with teacher support;
> reading the same texts later with teacher support or on their own;
> giving expression to their imaginative ideas;
> responding to imaginative experiences with increasing understanding; and
> engaging in follow-up activities and becoming more independent by writing about or describing their own experiences.

NOTES
> 2.6 STEPS IN CONDUCTING STORYTELLING

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>In storytelling, the teacher:</td>
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<tr>
<td>&gt; displays pictures or real objects and tells learners that he or she is going to tell a story about them</td>
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<tr>
<td>&gt; introduces the setting and characters of the story and invites learners to guess what the story is about</td>
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<tr>
<td>&gt; tells the story, and throughout the process takes on the roles of the characters and the narrator by adjusting the intonation, gestures and facial expressions accordingly</td>
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<tr>
<td>&gt; uses pictures or relevant props to enhance understanding of the main events or supporting details in the story</td>
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<td>&gt; invites learners to join in at appropriate parts of the story by predicting the next part</td>
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<td>&gt; asks stimulating questions to check learners’ understanding of the story</td>
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<tr>
<td>&gt; invites learners to mime each character</td>
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<tr>
<td>&gt; invites learners to sequence some pictures based on the content of the story just told</td>
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<tr>
<td>&gt; invites learners to act out part of the story, using relevant props to remind them of the content of the story</td>
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<tr>
<td>&gt; invites learners to discuss the events in the story after storytelling</td>
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Title: At the Market

Text type: Narrative text (Story)

No. of pages: 8

Level: Primary 1

Duration: 1 session (35 minutes/session)

Learning/Teaching Objectives

- Developing skills in listening to and taking part in the story told in English
- Identifying the setting of the story
- Identifying the main characters in the story
- Identifying the main events in the story
- Identifying the repeated structure in the story
- Analyzing how one should behave in the market

Teaching Procedures

Introducing the story

- Show the picture of a nearby market. Say: Look at the picture. What is it? Yes. A market. It is the Shek Kip Mei Market.
- Introduce the main characters. Display fan puppets of Ka Fei and his mother. Say: This is Ka Fei. Say hello to Ka Fei. This is his Mum. Say hello to Auntie.
- Say: Look at Ka Fei. What is he doing? He is trying to get something. What is it? Show some real tomatoes or a picture card of tomatoes. Say: Yes. Tomatoes. Look at Mum’s face. How does she feel? Yes. She is not happy.
- I will tell you the story about Ka Fei and his mother at the market. Listen carefully. The title is...At the market.
- Write the title and names of the main characters on bb.

Telling the story

- Personalize the story by naming the market Shek Kip Mei Market. Say: One day Ka Fei went shopping with Mum. They went to Shek Kip Mei Market.
- Use two fan puppets and different tones to indicate Ka Fei and Mum. Add details using language appropriate to P.1 level. Say: Ka Fei, you must be good. Don’t be naughty. Don’t touch anything! Wave a finger to help pps get the meaning of Don’t. Touch things around to explain the word touch.

Developed in collaboration with St. Francis of Assisi’s Caritas School
A) AN OVERVIEW OF THE FIVE TEACHING STRATEGIES FOR READING

B) STORYTELLING AND READING ALOUD

- Use simple drawings to present a fruit stall (the first scene) and the main events. Say: *This is a fruit stall. What can you buy at a fruit stall?* Let pps respond and stick the cutouts of the fruit items in the stall.
- Tell the story using your own language. Take on the roles of the characters and the narrator by adjusting the intonation, gestures and facial expressions. Say: *Ka Fei and his mum came to the fruit stall. Ka Fei saw the mangoes. He said: I want to play with the mangoes.*
- Remind pps what Mum always says to Ka Fei. *Mum said: Ka Fei...Don’t touch anything!* Wave a finger as a signal for the target phrase.
- Invite predictions to involve pps in the story. Say: *Ka Fei was naughty. He was not a good boy. What did he do?* Confirm predictions. *Yes. He took a mango and tossed it.*
- Show a real mango. Act out tossing the mango and say: *I am a clever boy. I can toss the mango well. Ha! Ha!*
- Add details for the scolding. *Mum was angry. She said: Ka Fei, you naughty boy. Mummy is angry. Put the mango back.* *Don’t touch anything!* Wave a finger and say the phrase in a loud voice.
- Add details. Say in the tone of Ka Fei: *Mum, it’s fun tossing the mango. I am so clever.*
- Add details. Say in the tone of Mum: *Did you hear me? Put down the mango!* Involve pps in the scolding. Say: *Class, you are Mum. What will you say to Ka Fei? Don’t...*Wave a finger to give signal.
- Present the second scene in a similar way. Say: *Ka Fei and Mum went to another stall.* Draw the fish stall with a tub on bb. Ask: *What can you buy at a fish stall?* Let pps respond and stick cutouts of fish on bb and in the tub.
- Show picture in the book and invite predictions from pps. Say: *Ka Fei was looking at the fish tub. He saw some fish in the tub. And Ka Fei was naughty. What did he do? Did he touch anything?* Let pps respond.
- Add details. Say in Ka Fei’s tone: *There are some fish in the tub. I want to play with the fish.*
- Show a tub of water and put in some cutouts of fish. Say in the tone of a narrator: *Ka Fei went up to the tub. He put his hand in the tub. Hello, fish, but splash, splash.* Splash Ka Fei’s fan puppet with water. Say: *Ka Fei was wet all over.* Start crying in Ka Fei’s tone: *Mum, help!*
- Add details. Say in Mum’s tone: *Ka Fei, you are naughty. Remember what I said.* Ask: *What did Mum say to Ka Fei?* Wave a finger to give signal. Refer pps to the sentence strip displayed. Yes. *Don’t touch anything!* *Ka Fei said: Sorry, Mum. I will be a good boy now. I won’t touch anything.*

**Interacting with the story**

- Guide pps to have a short discussion about Ka Fei’s behaviour. Say: *Do you like Ka Fei? Is Ka Fei good? No. Why? Yes. He played with the mango. He played with the fish. What did his Mum always say? Wave a finger to give signal. Yes. Don’t touch anything! Does your Mum say this to you? Where? Is your Mum right? Do you listen to your mum? What do you do when you are at the market? At the supermarket? Yes. Don’t touch anything!*
2.8 KEY FEATURES AND BENEFITS OF READING ALOUD

KEY FEATURES AND BENEFITS OF READING ALOUD

Reading aloud:
> a very good opportunity for emergent readers to observe the teachers’ positive attitudes towards reading and for literate behaviour to be shaped (e.g. how to hold a book, how to read aloud using good intonation, pace and pronunciation, and how to interact with the content of a book)
> an appropriate occasion to introduce a variety of text types to emergent, developing and fluent readers
> a teaching strategy to demonstrate not only how to read words and sentences, but also how to pause to reflect punctuation
> an effective strategy to involve children of all levels and abilities in interacting with what they listen to in different ways, e.g. listening carefully, raising questions and participating in discussions

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2.9 READING ALOUD AND ENGLISH LANGUAGE LEARNERS

READING ALOUD AND ENGLISH LANGUAGE LEARNERS
Reading aloud supports English Language learners by:
> allowing them to enjoy stories or other texts they cannot yet read;
> modelling how to read aloud with fluency;
> confirming that all texts have a purpose and make sense;
> being exposed to a wide variety of books; and
> experiencing the many rewards that reading can bring.

> NOTES
2.10 STEPS IN CONDUCTING READING ALOUD

**STEPS IN CONDUCTING READING ALOUD**

In reading aloud, the teacher:

- starts with an introduction or a discussion of the book cover to help learners predict what they are going to hear.
- reads the whole book or text aloud to the learners, using natural pace, pause, intonation and stress. Teachers do not have to show the reading text to the learners in reading aloud, but sometimes the book can be shown for the purpose of demonstrating specific skills, e.g. decoding the words on the page or helping young learners see pictures of what is being read aloud. Learners may also be reading from their own copy of the text while they are listening to the teacher’s reading. This is one way of preparing them to become skilful readers.
- demonstrates how to read not only the words but how to pause for features of written texts such as punctuation.
- should not ask a lot of comprehension questions to check or challenge learners’ understanding of what they have just heard. But there may be one or two questions to stimulate learners to think more about the content.
- ends with an invitation to re-read the book which will be displayed in the classroom or the library.

> **NOTES**
> 2.11 PLANNING FOR READING ALOUD

<table>
<thead>
<tr>
<th>Title: I’m the King of the Mountain</th>
<th>Level: Primary 2</th>
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<tr>
<td>Text type: Narrative text (Story)</td>
<td>Duration: 1 session (40 minutes/session)</td>
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<td>No. of pages: 16</td>
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**Introducing the text**
- Display the book cover.
- Invite pupils to identify and read aloud the title.
- Make use of the title and the illustrations on the book cover to help pupils predict the content of the book. Say: *Who is this? Where is it? Who is the King of the Mountain? What is the book about?*
- Introduce the main character as Flea and write the name on the board. Explain what a flea is by showing a dirty soft toy. Pretend to catch an insect among the dirty fur and say: *Yuck! A flea.*
- Write pupils’ predictions on the board.

**Reading aloud the text**
- Read the whole book aloud using natural pace, appropriate pause, intonation, stress and good facial expressions.
- Make use of the illustrations in the book to help pupils understand the storyline and identify the main characters in the story.
- Focus on the reading of the three repeated structures. Use different tones, voice levels, pace of speech and facial expressions to convey the feelings of the animals in different contexts.
  1. *I’m the King of the Mountain.*
     Sing in a lively tone. Use gentle voice, normal pace and a happy face to show happiness.
  2. *Stop! Who’s the King of the Mountain?*
     Read in an authoritative and powerful tone. Use strong and loud voice, quick pace and an angry face to show anger.
  3. *You are, O ________.*
     Read in a soft tone. Use soft and shaky voice, slow pace and a scared-looking face to show fear.

**Responding and interacting with the text**
- Draw pupils’ attention to the names and sizes of the animals in the story. Guide pupils to arrange the pictures of the animals according to their sizes.
- Invite pupils of different heights to act as the animals. Shorter pupils act as the smaller animals. Taller pupils act as bigger animals. Teacher reads as the narrator.

Developed in collaboration with SKH Tak Tin Lee Shiu Keung Primary School
- Remind pupils to read aloud with good expressions and facial expression to convey the feelings of the animals. Help pupils get the rhythm by visualizing the sentence stress by displaying the following sentence strips.

I’m the King of the Mountain.
Who’s the King of the Mountain?

- Discuss and evaluate the behaviours of the animals. The animals are mean to other animals of smaller sizes. Are they right?

Say: Why is Flea scared? Look at the size of Beetle. Is Beetle right?

Discuss if Flea is clever and why.

Say: Flea is small but he is the King of the Mountain. Why?
> 2.12 SUMMARY OF MODULE 2

**SUMMARY OF MODULE 2**

> A variety of teaching strategies should be used to meet the needs of the pupils.
> With each teaching strategy, pupils should be involved in reading many different text types for a wide variety of purposes.
> Teacher support and pupil input vary according to the strategies and the pupil’s stage of reading development and language acquisition.
> Teachers should plan and provide a variety of learning opportunities and use different teaching strategies to support and meet the needs of pupils.
> Storytelling and reading aloud are effective strategies which require more teacher support and provide good opportunities to model literate behaviour and expose pupils to a variety of text types.

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ASSIGNMENT

1. Choose a book for reading aloud or storytelling.
2. Try out in your class.
3. Bring your book along and share your experience in the following meeting.

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