PLANNING FOR AND IMPLEMENTING
SUPPORTED READING

PARTICIPANTS’ HANDBOOK  MODULE 6
PLANNING FOR AND IMPLEMENTING SUPPORTED READING

> 6.1 MODULE 6 OVERVIEW

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<th>MODULE 6 OVERVIEW: PLANNING FOR AND IMPLEMENTING SUPPORTED READING</th>
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<td>&gt; Characteristics of readers at each stage</td>
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<td>&gt; Planning for supported reading</td>
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<td>&gt; Summary on planning for and implementing supported reading</td>
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> NOTES
6.2 CHARACTERISTICS OF READERS AT EACH STAGE: EMERGENT

An Emergent reader:

> expects books to be enjoyable, informative, and exciting;
> anticipates the storyline using the title and illustrations;
> uses his/her prior knowledge to relate to texts;
> is establishing one-to-one matching, return sweep, and directionality;
> recognizes some letters and words;
> recognizes and names some letters of the alphabet, and shows an awareness of letter-sound relationships and rhyme;
> recognizes parts of a book such as the title, cover, author, and illustrations;
> understands that the text and illustrations carry a message;
> uses pictures as useful clues to meaning; and
> can retell a story.

NOTES
6.3 CHARACTERISTICS OF READERS AT EACH STAGE: EARLY

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<thead>
<tr>
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<tr>
<td>An Early reader:</td>
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<td>&gt; expects to construct meaning from an increasing variety of texts and illustrations;</td>
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<td>&gt; can cope with a greater variety of text types and themes;</td>
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<td>&gt; is using letter-sound relationships to decipher unfamiliar words;</td>
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<td>&gt; associates sounds with letter clusters as well as individual letters;</td>
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<td>&gt; has clear concepts about print, such as one-to-one matching and directionality;</td>
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<td>&gt; recognizes an increasing number of high-frequency words;</td>
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<td>&gt; can identify an increasing variety of punctuation; and</td>
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<td>&gt; self-corrects when meaning is lost while reading simple texts.</td>
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> NOTES
6.4 CHARACTERISTICS OF READERS AT EACH STAGE: EARLY FLUENCY

An Early Fluency reader:
> can cope with less predictable structures within a text;
> can integrate sources of information efficiently;
> is able to summarize and make inferences from the text and illustrations;
> can identify and discuss the author's viewpoint;
> knows that texts are written for a variety of purposes;
> recognizes features of fiction and non-fiction texts; and
> reads a variety of writing in different styles.

> NOTES
6.5 FEATURES OF BOOKS AT EACH STAGE: EMERGENT

FEATURES OF BOOKS AT EACH STAGE: EMERGENT

**Emergent texts have:**

> a close picture-text match;
> clear text with good spacing between words;
> one to two lines of text in the same place on each page;
> predictable sentence patterns using natural language;
> high-frequency vocabulary throughout;
> gradual introduction of content words; and
> rhythm and rhyme to foster phonological awareness and a familiarity with the alphabet.

> NOTES
6.6 FEATURES OF BOOKS AT EACH STAGE: EARLY

FEATURES OF BOOKS AT EACH STAGE: EARLY

Early texts have:

> longer, more varied sentence patterns;
> multiple lines of text per page;
> an increasing number of word changes per page;
> variation in the placement of text on the page;
> a greater use of book language and different text types;
> more characters, locations, and incidents; and
> direct speech, ellipses, and contractions.

> NOTES
6.7 FEATURES OF BOOKS AT EACH STAGE: EARLY FLUENCY

FEATURES OF BOOKS AT EACH STAGE: EARLY FLUENCY

Early Fluency texts have:

> rich and varied vocabulary;
> a wider variety of punctuation;
> more complex sentence structures within familiar themes;
> themes that challenge readers to think critically;
> longer storylines;
> greater use of book language and traditional story patterns;
> greater development of events within narratives;
> presentation formats that include simple charts and diagrams; and
> inclusion of technical information relating to non-fiction topics.

> NOTES
WORKSHOPS

Identify books for learners at each stage. Give reasons.

1. Read through the eight books.
2. Identify books for the
   (a) Emergent readers;
   (b) Early readers; and
   (c) Early Fluency readers.

> NOTES

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> 6.8 MATCHING PUPILS WITH BOOKS

MATCHING PUPILS WITH BOOKS
Considerations when selecting texts include:
> the balance of supports and challenges to allow for new learning;
> the quality of language in the text;
> ensuring that it is a previously unseen text;
> whether it will be interesting/informative for the readers;
> suitability for deciding on a particular purpose;
> length of the text; and
> whether it is available in multiple sets so that each pupil can have their own copy.

> NOTES
> 6.9 MATCHING PUPILS WITH BOOKS

MATCHING PUPILS WITH BOOKS

“If the text is too difficult, children are prevented from problem-solving, and the reading process breaks down into meaningless word calling.”

Reading for Life, page 82

> NOTES
6.10 PLANNING FOR SUPPORTED READING

PLANNING FOR SUPPORTED READING

> Is your purpose clear?
> Does the text provide opportunities to develop and practise reading strategies necessary to read independently?
> Is there a balance of supports and challenges to engage pupils in reading a new text?
> Can you ask different types of questions to stimulate pupils’ critical thinking?
> Does the text give pupils opportunities to explore the features of language used in this text type?
> Have you provided opportunities for discussion or activities before, during, and after supported reading?

> NOTES

This is our House
(Primary 5)
# 6.11 PLANNING FOR SUPPORTED READING

**Title:** *This is our House*  
**Text type:** Narrative text (Story)  
**Level:** Primary 5  
**Duration:** 6 sessions (35 minutes/session)  
**No. of pages:** 24

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<tr>
<th>Session 1</th>
<th>Session 2</th>
<th>Sessions 3-4</th>
<th>Session 5</th>
<th>Session 6</th>
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<tbody>
<tr>
<td><strong>Learning/Teaching Objectives</strong></td>
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</table>
| • Front cover: book title, names of author and illustrator  
• Inner covers  
• Title page  
• Making prediction  
• Identifying the setting and characters  
• Vocabulary: belongs to, excuse  
• Using appropriate intonation to read aloud expressions in quotation marks. | • Identifying the problem and more characters  
• Locating specific information  
• Vocabulary: excuses, fix the front wheel, fix the fridge, headed straight for  
• Evaluating the main character’s behaviour  
• Activity Sheet 1 | • Using pictorial clues  
• Identifying the events  
• Introducing direct speech in a play script  
• Using the preposition “for” to state who something belongs to  
• Vocabulary: radioed for help, tunnel, mean  
• Evaluating the main character’s behaviour  
• Activity Sheet 2  
• Activity Sheet 3 | • Using pictorial clues  
• Vocabulary: “no room for”  
• Recognizing the use of all capital letters to express strong feelings | • Text structure and story map  
• Discussing the intention of the author  
• Activity Sheet 4 |

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<thead>
<tr>
<th><strong>Lesson Procedures</strong></th>
<th><strong>pp.1-4</strong></th>
<th><strong>pp. 5-10</strong></th>
<th><strong>pp.11-16</strong></th>
<th><strong>pp.17-20</strong></th>
<th><strong>pp.21-24</strong></th>
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</thead>
</table>
| **1. Presenting the book** | • Read aloud the title, names of the author and illustrator.  
• Discuss the illustrations on the cover and invite prediction: *Nine children are playing with a large paper house.* on bb.  
• Invite pps to describe the box and suggest what it is.  
• Turn to the inner cover and introduce the setting: *The story happened* | • Recap the content told in Session 1 by revising the characters and setting of the story.  
• Ask pps to describe the problem in the story. Explain the meaning of “excuses” to describe what George and the children say to each other. | • Check the answers for Activity Sheet 1 to recap the content told in the previous lessons. | • Invite pps to refer to the different characters’ pictures and recall how George was mean to them. | • Display a story map and ask pps to fill in as many parts as they can, based on what they have read in the previous sessions. |

Developed in collaboration with SKH Tak Tin Lee Shiu Keung Primary School
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<tr>
<td><em>in the playground on a housing estate.</em></td>
<td><em>Turn to the title page to invite further prediction: The children made the paper house and took it to the playground.</em></td>
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<td>• Turn to the title page to invite further prediction: The children made the paper house and took it to the playground.</td>
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<td><em>Ask pps to predict whether the ending is a happy or a sad one.</em></td>
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<td><em>Give out Activity Sheet 4. Ask pps to read pp.21-24 to complete the story map in groups.</em></td>
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<tr>
<td>2. Reading and responding to the book</td>
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<td><em>Invite individual groups to present their story maps.</em></td>
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<td><strong>pp. 1-4</strong></td>
<td><strong>pp. 5-10</strong></td>
<td><strong>pp. 11-14</strong></td>
<td><strong>pp. 17-18</strong></td>
<td><strong>pp. 21-24</strong></td>
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<td>• Display two sentence strips:</td>
<td>• Display the pre-reading cloze: George didn't let ______, ______, ______ and _____ go in the house.</td>
<td>• Display four direct speech:</td>
<td>• Display the picture on the top of p.18. Say: Why is George leaving the house?</td>
<td>• Ask pps to predict whether the ending is a happy or a sad one.</td>
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<tr>
<td>- <em>This house is all for me.</em></td>
<td>• Pps read pp.5-10 silently and fill in the names.</td>
<td>- George: Where are you going?</td>
<td>• Write pps’ suggestions on the bb.</td>
<td><em>Give out Activity Sheet 4. Ask pps to read pp.21-24 to complete the story map in groups.</em></td>
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<tr>
<td>- <em>It belongs to everybody.</em></td>
<td>• Pps match some pictures and name cards for the five characters.</td>
<td>- Luther: Flight 505 has landed in the paper house and crashed.</td>
<td>• Share read pp.17-18 with pps.</td>
<td><em>Invite individual groups to present their story maps.</em></td>
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<td>• Ask pps to listen to your reading and find out who say them.</td>
<td>• Ask pps to focus on George’s and the children’s excuses.</td>
<td>- George: Why do you want to come in the house?</td>
<td></td>
<td><em>Discuss the change of George’s behaviours on pp.21-22.</em></td>
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<td>• Read aloud pp.1-2.</td>
<td>• Read aloud pp.5-10.</td>
<td>- Luther: I am coming in to save the people.</td>
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<td><em>Draw pps’ attention to the use of capital block letters in the sentences “This house IS for people with red hair ...” and “THIS HOUSE IS FOR EVERYONE!”</em></td>
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<td>• Help pps check their predictions. Write George and Lindy next to the sentence strips</td>
<td>• Record the excuses on bb.</td>
<td>• Give out Activity Sheet 2. In groups, pps sequence them and then read pp.11-12 silently to confirm their predictions.</td>
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<td><em>Ask pps to read it aloud, using appropriate intonation.</em></td>
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<td>• Share read the two sentences and explain the use of appropriate intonation.</td>
<td>• Use a toy car to explain fix the front wheel.</td>
<td>• Pps read pp.13-14 and complete speeches for the events.</td>
<td>• Pps read pp.19-20 silently and find out the answer.</td>
<td><em>Follow-up writing task: Pps introduce one of their classmates as an additional</em></td>
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<td>• Explain “belongs to everybody” by asking, giving examples and asking pps to think of things which belong to everybody.</td>
<td>• Use a picture to explain fix the fridge.</td>
<td>- George: No you cannot _____.</td>
<td>• Use the pictorial clue on p.19 to explain “no room for”.</td>
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<td><strong>pp. 3-4</strong></td>
<td>• Use gestures to explain headed straight for.</td>
<td>- Luther: Over, over. Calling _____.</td>
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<td>• Say: Two children wanted to go in</td>
<td>• Ask pps to read aloud pp.5-10 in groups and remind the use of appropriate</td>
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<td><strong>the house.</strong> &lt;br&gt;Read p.3 and find out their names.</td>
<td>intonation to express the children's feelings.</td>
<td>- <em>Sophie:</em>&lt;br&gt;Over, over.&lt;br&gt;<em><strong>.&lt;br&gt;- <em>George:</em>&lt;br&gt;</strong></em>.&lt;br&gt;<strong>Guide pps to use pictorial clues to get the meaning for “radioed”</strong>&lt;br&gt;<strong>Pps discuss the characters’ tone and gestures and act out the events.</strong> &lt;br&gt;<strong>pp.15-16</strong>&lt;br&gt;- Display the picture of Rasheda and ask pps to suggest how she tried to get in the house.&lt;br&gt;- Invite two pps to be Rasheda and George, and the class to be the narrator. Read aloud pp. 15-16.&lt;br&gt;- <strong>Guide pps to use pictorial clues to get the meaning for “tunnel”.</strong>&lt;br&gt;<strong>3. Re-reading and interacting with the book</strong>&lt;br&gt;<strong>Refer to the pictures of George, Lindy and Marly to revise the characters and setting of the story.</strong>&lt;br&gt;<strong>Discuss George’s behaviour with pps.</strong></td>
<td><strong>character in the story.</strong> They write one more set of events to describe what George and their classmate do.&lt;br&gt;- <strong>Draw pps’ attention to the illustration on the back cover.</strong>&lt;br&gt;- <strong>Guide pps to guess why the toy house was torn and write an ending for the whole book.</strong></td>
<td><strong>- Draw pps’ attention to the appearance of George’s friends and discuss their nationalities.</strong>&lt;br&gt;<strong>Say: Look at the pictures of these children. Are they all Chinese, like us? Or Japanese? What are their nationalities?</strong>&lt;br&gt;<strong>- Play a game to help pps find out the</strong>&lt;br&gt;<strong>- Invite pps to spot all prepositional phrases with “for” from pp.1-16 and list them on the bb in two groups. Guide pps to discuss the use of “for” to state who something belongs to.</strong>&lt;br&gt;<strong>- Ask pps to name new characters and discuss their nationalities.</strong>&lt;br&gt;<strong>(Luther:)</strong>&lt;br&gt;<strong>- Display the sentence “AND NO ONE CAN GO IN IT WHEN I’M GONE.” Discuss the expression and tone that George uses.</strong>&lt;br&gt;<strong>Discuss how George feels and why. Relate it to pps’ personal experience.</strong>&lt;br&gt;<strong>Ask pps to suggest what</strong>&lt;br&gt;<strong>Discuss the intention, attitude and feelings of the different characters in the story.</strong>&lt;br&gt;**Ask pps the purpose of the author in writing this book. Say: Why did the author write this book? What did he want us to learn?”</td>
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<td>children’s nationalities. Say: <em>Let’s solve a puzzle and find out the children’s nationalities.</em> (George: American Lindy: British Marly: Canadian Charlene &amp; Marlene: French) • Discuss whether it is more fun to play games with friends from different countries and why. • Homework: Activity Sheet 1</td>
<td>Filipino; Sophie; Swedish; Rasheda: Indian) • Ask pps to evaluate George’s behaviour. Say: <em>How can we describe a boy like George? Yes, mean. Is George right to be so mean to his friends? Why?</em> • Homework: Activity Sheet 3</td>
<td>George would say when he comes back. They write one sentence on a sentence strip, using all capital block letters. • Ask individual pps to read aloud the sentences, using appropriate intonation and gestures to express how angry George is.</td>
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4. Evaluation
### 6.12 SUPPORTED READING PLANNING TEMPLATE

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<th>Title:</th>
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<tr>
<td>Text type:</td>
<td>Duration:</td>
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<td>No. of pages:</td>
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<td><strong>Presenting the book</strong></td>
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<td><strong>Reading and responding to the book</strong></td>
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<td><strong>Re-reading and interacting with the book</strong></td>
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6.13 SUMMARY OF PLANNING FOR AND IMPLEMENTING SUPPORTED READING

SUMMARY OF PLANNING FOR AND IMPLEMENTING SUPPORTED READING
- Keep the introduction brief.
- Activate background knowledge and experience.
- Discuss text features.
- Discuss unfamiliar vocabulary.
- Share the purpose with the pupils.
- Set the reading task.
- Ask a variety of questions.
- Evaluate by revisiting the purpose and assessing if it was achieved.
- Encourage the pupils to articulate and reflect on their learning.
- Provide for a purposeful follow-up activity.

> NOTES
ASSIGNMENT

1. Choose one book and plan for supported reading.
2. Decide how many sessions you need and the objectives for each session.
3. Use the planning template. Fill in the information and design the teaching procedures for one session.
4. Try out the session in school and share the experience in the following session.

> NOTES