DESIGNING, ORGANIZING, AND MANAGING
READING WORKSHOPS
DESIGNING, ORGANIZING, AND MANAGING READING WORKSHOPS

8.1 MODULE 8 OVERVIEW

MODULE 8 OVERVIEW: DESIGNING, ORGANIZING, AND MANAGING READING WORKSHOPS
> Incorporating Reading Workshops into the school-based English Language curriculum
> Some considerations for designing Reading Workshops
> Organizing a series of Reading Workshops as a Reading Cycle
> The importance of managing Reading Workshops
> Assessment tasks and activities to monitor learners’ progress

> NOTES
8.2 DESIGNING READING WORKSHOPS

DESIGNING READING WORKSHOPS
> When will you run your Reading Workshops?
> How often will you run them?
> How much time will you have for them each day and each week?
> At which levels will you run them?
> What kinds of resources do you have?
> What kinds of resources do you need?
> How many books will you use?
> What kinds of activities will you have available?

> NOTES

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ORGANIZING READING WORKSHOPS AS A READING CYCLE

The development of a Reading Cycle.

> Identify a theme
  · GE Programme
  · textbook units
  · current affairs
  · school events
  · cross-curricular links

> Choose books for the Reading Workshops
  · different teaching strategies
  · a variety of text types
  · interesting topics
  · appropriate language level

> Design focus questions
  · linkage between the books
  · linkage between the GE Programme and Reading Workshops
  · linkage between the theme with other subjects

> Design an overall plan for each book
  · development of reading skills and strategies
  · language features of the book
  · teaching procedures for each session
  · key guiding questions for reading and discussions
  · follow-up activities for further development of language skills
  · development of generic skills

> Design assessment tasks
  · development of reading skills, creativity and critical thinking skills
  · understanding and interpretation of book content
  · questions on application, analysis, synthesis and evaluation

> NOTES
WORKSHOPS

1. Read through the eight books.
2. Identify three to four books to use under the theme “Wonderful Seasons and Weather” from the GE Programme.
3. Discuss which teaching strategy to use for each book.
4. Present your group’s justification for the choices of books and teaching strategies.
5. Comment on other groups’ choices and justifications.
6. Discuss the plans from Buddhist Wisdom Primary School.
7. Identify a book from the Reading Cycle. Refer to the overall plan and discuss how the teacher helps pupils develop their
   · reading skills and strategies,
   · critical thinking skills, and
   · creativity.

> NOTES

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8.4 MANAGING READING WORKSHOPS

MANAGING READING WORKSHOPS

- Ensuring a balance coverage of Learning Targets and Objectives
  - reading skills
  - text types
- Time allocation
- Collaborative lesson preparation
- Managing the resources
  - books
  - manpower
- Experience sharing and reflections
- Sharing issues, knowledge and experiences
- Co-ordination among English panel members, teachers and librarians
- Facilitating professional development

> NOTES

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WORKSHOPS

How can you ensure a good coverage of the reading skills and text types in the Reading Workshops?

> NOTES
> 8.5 IMPLEMENTING READING WORKSHOPS

IMPLEMENTING READING WORKSHOPS
Remember:
Panel/Year Level
> Time taken to co-plan, reflect and share experience is time well spent.
> Do not be afraid to go back a step or two if the pupils are not ready for the next challenge.
Classroom Level
> Model reading behaviours before the pupils are expected to do them.
> Create a safe atmosphere to enhance pupils’ confidence.
> Be positive about positive behaviours.

> NOTES
> 8.6 MONITORING LEARNERS' PROGRESS

**MONITORING LEARNERS' PROGRESS**

> Teacher observation

> Pupil retelling, acting out, role plays, etc.

> Learning tasks and activities, e.g. story maps, making simple models or objects, creating captions, describing one's feelings towards characters, participating in dramatic activities.

> Assessment tasks and activities, e.g. open cloze, sequencing, labelling, re-writing an ending for a story.

> Reading conferences

> Running records

> NOTES

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WORKSHOPS

Refer to the assessment tasks developed for the Reading Cycle on “Wonderful Seasons and Weather”.

1. Discuss which types of questions are set in each section.
2. Develop a template for a reading assessment paper based on them.

> NOTES

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8.7 SUMMARY OF THE COURSE

SUMMARY OF THE COURSE
Aims of the Course
This course was developed to achieve the following objectives:

a. To develop participants' understanding of:
   - the philosophy and theory of learning to read and reading to learn;
   - the teaching steps and the techniques in conducting storytelling, reading aloud, shared, supported and independent reading;
   - the rationale behind the choice of texts for use with different teaching strategies for reading; and
   - the design of activities/tasks based on the texts to help young learners develop their listening, speaking, reading and writing skills.

b. To enhance participants' knowledge, skills, confidence, and enthusiasm in using storytelling, reading aloud, shared reading, supported reading, and independent reading as key strategies of Reading Workshops, and to enable participants to reflect on how to make adaptations to suit local context.

c. To help equip participants with the knowledge and skills to:
   - choose appropriate texts for various types of reading workshops and/or cycles;
   - make use of storytelling, reading aloud, shared reading, supported reading, independent reading, and related strategies to contribute towards the improvement of literacy standards and learners' enjoyment of reading, and equip learners with appropriate reading strategies;
   - recognize the value of shared and supported reading in meeting diverse needs; and
   - design and incorporate Reading Workshops into their school-based English Language curriculum.

> NOTES