Collaborative Research & Development (“Seed”) Project for 2003-2004
Effective Strategies to Enhance Primary Pupils’ Skills and Attitudes in Learning to Read and Reading to Learn

Unit Plan for the Second Reading Cycle

School: St. Francis of Assisi’s Caritas School
Level: P4
Module: Places and Activities
Theme: Out for Fun!

Focus Questions:
1. Where can we be out for fun?
2. How do we plan for our holidays?
3. How can we enjoy our outings more?
4. What makes an exciting, enjoyable and interesting holiday?

Positive Values and Attitudes: Patience, tolerance, creativity, adaptable to changes, openness, solidarity

Duration: 3 weeks (8 March – 26 March 2004)
No. of Sessions: 27 (35 minutes per session)

Allocation of Sessions:

<table>
<thead>
<tr>
<th>General English Programme</th>
<th>Reading Workshops</th>
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</thead>
<tbody>
<tr>
<td>IPE (4) Unit 12</td>
<td>Come and Visit the Moon! (Supported Reading)</td>
</tr>
<tr>
<td>The House in the Hills</td>
<td>4</td>
</tr>
<tr>
<td>Writing Task</td>
<td>This is Our House (Supported Reading)</td>
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<tr>
<td>Enjoying My Easter Holidays</td>
<td>2</td>
</tr>
<tr>
<td>IPE (4) Unit 26</td>
<td>We’re Going on a Picnic (Independent Reading)</td>
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<tr>
<td>The School Camp</td>
<td>4</td>
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<tr>
<td>Writing Task</td>
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<tr>
<td>An Ending for “This is Our House”</td>
<td>2</td>
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<tr>
<td>Dictation</td>
<td>1</td>
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Total 13 Total 14
<table>
<thead>
<tr>
<th>Learning/Teaching Objectives</th>
<th>Session 1</th>
<th>Session 2-3</th>
<th>Session 4</th>
<th>Session 5</th>
<th>Session 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion of the content</td>
<td>Making predictions</td>
<td>Reading with appropriate sentence stress</td>
<td>Contents page, blurb, glossary</td>
<td>Vocabulary: space shuttle, rocket, landed in the sea/on the ground, brochure</td>
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<tr>
<td>Language features</td>
<td>Contents page</td>
<td>Vocabulary: amazing, best, spacesuit, backpack, helmet, radio headset</td>
<td>Locating key sentences</td>
<td>Vocabulary: Easter Holidays</td>
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<tr>
<td></td>
<td>Vocabulary: astronaut, moon, space, exciting things</td>
<td>Text type: list</td>
<td>Using “can” to indicate abilities</td>
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<tr>
<td></td>
<td>Going on a holiday: four questions</td>
<td>What can an astronaut wear?</td>
<td>Vocabulary: moon buggy, float around, footprint, lighter</td>
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<tr>
<td></td>
<td>Activity Sheet 1</td>
<td>Homework: Word bank on “Space”</td>
<td>Vocabulary: amazing, best, spacesuit, backpack, helmet, radio headset</td>
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### Teaching Procedures

1. **Presenting the book**
   - Read aloud the title, names of the author and publisher
   - Discuss the illustrations on the front cover and invite predictions
   - Record key words (e.g. astronaut/spaceman, moon, space, car on the moon) on bb.

2. **Reading and responding to the book**
   - Pps make further predictions by reading the contents table and relating it to the words on the bb. Say: The book is about space, the Moon and the spaceman. Can you tell me more from the contents table? pp.2-3
   - Ask pps to match the
   - Refer to Activity Sheet 1 and list the places pps plan to go on bb.
   - Ask pps to read pp.4-6 silently to add one more place. Say: Which is the most exciting place to go?
   - Guide pps to suggest why the Moon is best.
   - Explain “best, amazing,” pp.4-6

### Second Reading Cycle: Overall Plan for Supported Reading

- **Book Title:** Come and Visit the Moon
- **Text Type:** Persuasive Text (Brochure)
- **Level:** P4
- **No. of Sessions:** 6 (35 min/session)
- **ISBN:** 0-582-42285-X
<p>| 3. Re-reading and interacting with the book | • Relate the four questions displayed in the classroom to pps’ personal experience. Ask pps to answer the four questions in the context of an ideal holiday. Activity Sheet 1: In groups, pps read some authentic brochures and work out a plan for a holiday based on the four questions. | • Activity Sheet 2: Pps discuss in groups and list what an astronaut needs for different activities on the Moon. Pps read the book “On the List” (ISBN: 981-4075-41-8) to confirm their suggestions and get more ideas. Homework: Pps read pp.1-11 and enter words for the theme “Space” on Activity Sheet 3 for their own word bank. | • Guide pps to refer to the activities on bb and discuss which activity they like to do and why. Highlight “can” in each sentence and explain the use of “can” to indicate abilities. Encourage pps to write about other activities for an astronaut and share their work on the display board. | • Discuss the purpose of writing this book. Say: Why did the author write this book? Discuss with pps the language features of brochures. | • Activity Sheet 4: Pps fill in the booking form in pairs. |</p>
<table>
<thead>
<tr>
<th>Learning/Teaching Objectives</th>
<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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</thead>
<tbody>
<tr>
<td>• Reading skills and strategies</td>
<td>Front cover: book title, names of author and illustrator</td>
<td>Identifying the problem and more characters</td>
<td>Using pictorial clues</td>
<td>Using pictorial clues</td>
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<tr>
<td>• Discussion of the content</td>
<td>Inner cover and title page</td>
<td>Locating specific information</td>
<td>Identifying the events</td>
<td>Vocabulary: no room for</td>
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<tr>
<td>• Language features</td>
<td>Making predictions</td>
<td>Vocabulary: excuses, fix the front wheel, fix the fridge, headed straight for</td>
<td>Introducing the direct speech from a play script</td>
<td>Recognizing the use of all capital letters to express strong feelings</td>
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<td></td>
<td>Identifying the setting and characters</td>
<td>Evaluating the main character’s behaviour</td>
<td>Using the preposition “for” to state possession</td>
<td>• Recognizing the text structure with the help of a story map</td>
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<td></td>
<td>Vocabulary: belongs to, excuse</td>
<td>Activity Sheet 1</td>
<td>Vocabulary: excuses, fix the front wheel, fix the fridge, headed straight for</td>
<td>• Discussing the intention of the author</td>
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<tr>
<td></td>
<td>Using appropriate intonation to read aloud expressions in quotation marks.</td>
<td>• Evaluating the main character’s behaviour</td>
<td>Vocabulary: excuses, fix the front wheel, fix the fridge, headed straight for</td>
<td>• Activity Sheet 4</td>
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### Teaching Procedures

1. **Presenting the book**

   - Read aloud the title, names of the author and illustrator.
   - Discuss the illustrations on the cover and invite predictions. Write the key words (e.g. nine children, 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. Guide pps to say: *The story happened in the playground on a housing estate.*
   - Turn to the title page to invite further predictions. Guide pps to say: *The children made the paper house and took it to the playground.*

   - 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” in the context of 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 mean George was to them.

   - Display a story map and ask pps to fill in as many parts as they can, based on what they have read from the book in the previous sessions.
2. **Reading and responding to the book**

| pp. 1-2 | Display two sentence strips:
- *This house is all for me.*
- *It belongs to everybody.*
- Read aloud pp.1-2.
- Ask pps to listen to your reading and find out who say them.
- Help pps check their predictions. Write *George* and *Lindy* next to the sentence strips.
- Share read the two sentences and explain the use of appropriate intonation.
- Explain “belongs to everybody” by giving examples and asking pps to suggest things which belong to everybody. |
| pp. 3-4 | Say: Two children wanted to go in the house. Read p.3 and find out their names.
- Display the pictures of *George*, *Lindy* and *Marly*.
- Say: *George* made an excuse because he did not want *Lindy* and *Marly* to go in the house. Read pp.3 and 4 silently and find out what *George* said.
- Write “George’s excuse” on bb and “This house is not for girls” next to it.
- Put pps in three groups to read aloud the parts for the children. Teacher reads the part for the narrator.
- Discuss how to read aloud. |
| pp. 5-10 | Display the pre-reading cloze: George didn’t let ______, ______, ______ and ______ go in the house.
- Pps read pp.5-10 silently and fill in the names.
- Pps match some pictures and name cards for the five characters.
- Read aloud pp.5-10. Ask pps to focus on *George’s* and the children’s excuses.
- Record the excuses on bb.
- Use a toy car to explain fix the front wheel.
- Use picture to explain fix the fridge.
- Use gestures to explain headed straight for.
- Ask pps to read aloud pp.5-10 in groups. Remind them about the use of appropriate intonation to express the children’s feelings. |
| pp. 11-14 | Display four sentence strips on direct speech from a play script:
- *George*: Where are you going?
- *Luther*: Flight 505 has landed in the paper house and crashed.
- *George*: Why do you want to come in the house?
- *Luther*: I am coming in to save the people.
- Give out Activity Sheet 2. In groups, pps sequence them and then read pp.11-12 silently to confirm their predictions.
- Pps read pp.13-14 and complete speeches for the events.
- *George*: No you cannot ______.
- *Luther*: Calling _____. We cannot _____. Over, over.
- *Sophie*: _____.
- *George*: _____.
- Guide pps to use pictorial clues to get the meaning for “radioed”.
- Pps discuss the characters’ tone and gestures and act out the events. |
| pp. 15-16 | Display the picture of Rasheda and ask pps to suggest how she tried to get in the house. |
| pp. 17-18 | Display the picture on the top of p.18. Say: Why is George leaving the house?
- Write pps’ suggestions on bb.
- Share read pp.17-18 with pps. |
| pp. 19-20 | Put three sentences on bb and ask pps to guess what the children will do:
- They will take away the house.
- They will go in the house.
- They will break the house.
- Pps read pp.19-20 silently and find out the answer.
- Use the pictorial clues on p.19 to explain “no room for”. |
| pp. 21-24 | Ask pps to predict whether the ending is a happy or a sad one.
- Give out Activity Sheet 4. Ask pps to read pp.21-24 to complete the story map in groups.
- Invite individual groups to present their story maps.
- Discuss the change of *George’s* behaviours on pp.21-22.
- 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!”
- Ask pps to read aloud the sentences, using appropriate intonation.
- Discuss the attitude and feelings of the different characters in the story. |
| 3. Re-reading and interacting with the book | • Refer to the pictures of George, Lindy and Marly to revise the characters and setting of the story.  
  • Discuss George’s behaviour with pps. | • Draw pps’ attention to the appearance of George’s friends and discuss their nationalities. Say: Look at the pictures of these children. Are they all Chinese, like us? Or Japanese? What are their nationalities?  
  • Play a game to help pps find out the children’s nationalities. Say: Let’s solve a puzzle and find out the children’s nationalities. (George: American, Lindy: British, Marly: Canadian, Charlene & Marlene: French)  
  • Discuss whether it is more fun to play games with friends from different countries and why.  
  • Homework: Activity Sheet 1 | • 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 possession.  
  • Ask pps to name new characters and discuss their nationalities. (Luther: Filipino, Sophie: Swedish, Rasheda: Indian)  
  • Ask pps to evaluate George’s behaviour. Say: How can we describe a boy like George? Yes, mean. Is George right to be so mean to his friends? Why?  
  • Homework: Activity Sheet 3 | • Display the sentence “AND NO ONE CAN GO IN IT WHEN I’M GONE.” Discuss the expression and tone that George uses.  
  • Discuss how George feels and why. Relate it to pps’ personal experience. Say: Are you like George sometimes?  
  • Ask pps to suggest what George would say when he comes back. Say: Now you are George. What will you do? They write each 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. | • 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?  
  • Follow-up writing task: Pps introduce one of their classmate as an additional character in the story. They write one more set of events to describe what George and their classmates do. Draw pps’ attention to the illustration on the back cover. Guide pps to guess why the toy house was torn and write an ending for the whole book. Introduce the use of a self-assessment form to revise and edit their own work. |
**St Francis of Assisi’s Caritas School**  
**Second Reading Cycle:** Overall Plan for Independent Reading  
**Book Title:** We're Going on a Picnic  
**Text Type:** Narrative Text (Story)  
**Level:** P4  
**No. of Sessions:** 2  
**ISBN:** 0-521-57562-1

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<tr>
<th>Learning/Teaching Objectives</th>
<th>Session 1</th>
<th>Session 2</th>
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<tr>
<td>Reading skills and strategies</td>
<td>Understanding the information provided on the book cover (front and back): book title, name of author and publisher, blurb</td>
<td>Recognizing the use of all capital letters and exclamation marks to express surprise</td>
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<tr>
<td>Discussion of the content</td>
<td>Making predictions</td>
<td>Relating the content of the book to personal experiences</td>
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<tr>
<td>Language features</td>
<td>Using pictorial clues</td>
<td>Discussing the focus questions and bringing out the theme of the unit</td>
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<td></td>
<td>Identifying main ideas</td>
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<tr>
<td></td>
<td>Recognizing the use of all capital letters to express surprise</td>
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<td>Vocabulary: Gran, miss all the fun</td>
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**Teaching Procedures**

1. **Presenting the book**
   - Distribute books to pupils and guide them to apply their book knowledge. Say: *Class, tell me something about this book.* Pupils identify and read aloud the title and the names of the author and publisher, etc.
   - Guide pupils to refer to the cover of the book and draw their attention to the facial expressions of the characters. Say: *Look at the covers. They make a complete picture. How do the people look? What has happened? What is the book about?*
   - Invite pupils to predict the content of the book. Write their predictions on a large sheet of paper and display it in the classroom.
   - Read aloud the blurb and ask pupils to further predict the content of the book. Say: *Who doesn’t go out for a picnic? Who is Gran? Will Gran miss all the fun?*
   - Explain “Gran” and “miss all the fun” by referring to the pictorial clues and pupils’ personal experiences.

2. **Reading and responding to the book**
   - Display the following two questions in the classroom:
     - *Why doesn’t Gran go with the family?*
     - *Does Gran miss all the fun? Why?*
   - Pupils are given two days before Session 2. They read the book and record their own answers for the two questions at home.

   - Refer to pupils’ suggestions in the last session and help them check their predictions about the content of the story. Say: *Is this book like what you put down here?*
   - Ask pupils to present their answers to the two questions displayed in the classroom. Say: *What are your answers to these two questions?*
   - Ask pupils a few comprehension questions. Say: *Which animals ruined the family’s picnic in the story?*
   - Ask pupils if they enjoy reading the books and which part they like most.

   - Share read p.24 with pupils. Ask pupils to share the words with all capital letters. Discuss the use of capital letters for “PICNIC” and the use of an exclamation mark to end the sentence. Explain and demonstrate how to read aloud p.24 with appropriate intonation.
   - Ask pupils if they have recognized similar features in other parts of the book. Ask them to read aloud those parts with appropriate intonation.
   - Ask pupils if they have recognized similar features in another book they have read recently (They is Our House).
<table>
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<tr>
<th>3. Re-reading and interacting with the book</th>
<th>• Ask pupils to record words or groups of words in all capital letters. Then they think about the purpose of the author in using capital block letters for these words.</th>
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<tbody>
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<td></td>
<td>• Write “Home is the best place for a picnic.” on the blackboard. Relate it to pupils’ personal experience. Say: Where did the family enjoy the picnic more? In their garden or in the field? Why? Do you have similar experience? Do you enjoy staying at home or going out? Why?</td>
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<td></td>
<td>• Discuss the theme and focus questions of this unit. Say: Do you remember the activities we have read about in these three weeks? Which one do you like most? Why? How can we enjoy the activities more? What makes an exciting, enjoyable and interesting holiday? (Sharing the fun in activities with someone around us)</td>
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</tbody>
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