Experience Sharing on Designing, Organizing and Implementing Reading Workshops

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What is a Reading Cycle?

A series of Reading Workshops focusing on a specific theme to be explored through introducing books of different text types and conducted with different teaching strategies
**Theme:**
**Wonderful Seasons and Weather**

**Focus Questions**
- What is the weather like in different seasons?
- What is fun to do in different seasons?
- What is safe/dangerous to do?
- Is it fun to be by ourselves? Why?
- How can we enjoy the change of the seasons?
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?
**"Bird Hotel"**

**Supported Reading**
(5 sessions)

**Reading Skills and Strategies**
- Using information on the book cover to make predictions
- Recognising the features of a story structure
- Using pictorial clues to guess the meaning of unfamiliar words and stimulate discussions
- Understanding feeling conveyed in a text by recognising features such as punctuation and choice of language
- Using appropriate intonation and voice level to enhance understanding of the main character's feeling

**Discussion**
- Is it fun to be by ourselves? Why?
- Evaluating the behaviour of the main character, Mrs. Biddle
  - How did Mrs. Biddle feel?
  - What did she do?
- In Spring/Autumn:
  - How can we enjoy the change of the seasons more?

**Text Types**
- Story
- Sign
- Flow diagram

**Writing Task**
- Completing sentences (I want to...)
- Writing signs (I miss you / Please come back)
- Filling in speech bubbles to show the feelings (The birds are cute. I want to take a photo with them)

**Critical Thinking, Collaboration, Communication, Creativity, Numeracy**

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**"Hot Sunny Days"**

**Supported Reading**
(4 sessions)

**Reading Skills & Strategies**
- Using information on the book cover to make predictions
- Using pictorial and contextual clues to guess the meaning of unfamiliar words and stimulate discussions

**Discussion**
- What is fun to do on hot sunny days?
- What is safe / dangerous to do?

**Phonological Awareness**
- Long a sound with Magic e (wave, safe...)

**Vocabulary Building**
- Matching opposites to make vocabulary books

**Writing Task**
- Completing sentences (It is fun to...)
- Labeling signs (You can/cannot...)
- Drawing and writing how to protect oneself (He can put on...)

**Critical Thinking, Collaboration, Communication, Creativity**
**Pupils' Participation in Supported Reading Sessions**

*"Hot Sunny Days"*

- Developing the Book Concept
- Participating in pre-reading activities
  - e.g. answering comprehension questions, filling in the blanks (cloze), open-ended questions
- Reading and Responding to the Book
  - e.g. engaging in silent reading, reading aloud, shared reading

**What is fun to do on hot sunny days?**

**What is safe/dangerous to do?**

**Re-reading and Interacting with the Book**

- **Task 1**
  - Completing the sentence "It is fun to..." (Application)
- **Task 2**
  - Labeling signs and writing which places are safe to go swimming (Knowledge and application)
- **Task 3**
  - Labeling and writing how to protect oneself in outdoor activities (Synthesis)
- **Task 4**
  - Matching opposites to make vocabulary books (Vocabulary building skills)
- **Task 5**
  - Writing words with Long a sound with Magic e (Phonics skills)

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**"Come and Visit the Moon!"**

Supported Reading (6 sessions)

- **Reading Skills and Strategies**
  - Use information on the book cover, the contents page and the blurb to make predictions
  - Use the glossary to check the meaning of unfamiliar words
  - Use pictorial clues to guess the meaning of unfamiliar words and to participate in discussions
  - Locate specific information to enhance understanding of the text

- **Discussion**
- **4 key questions:**
  - Where can we go?
  - What can we bring?
  - How can we go there?
  - What can we do there?

- **Book Content**
  - Relating one's personal experience to the text, e.g. Yang Li-wei's visit to Hong Kong
  - Enriching pupils' world knowledge

- **Vocabulary Building Skills**
  - Use known parts of words to work out the meaning of unfamiliar words (e.g. backpack, footprint, headset)

- **Text Types**
  - Recognize the features of a brochure
  - Make a list
  - Fill in a booking form

- **Forms and Functions**
  - Use "can" to talk about abilities
  - Use the simple present tense to present possible activities and to talk about present states

- **Writing Task**
  - Write a plan for the Easter Holidays following the four key questions

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**On the List**

- Critical Thinking Skills, Communication Skills, Creativity, Study Skills, Collaborative Skills
"This is Our House"
Supported Reading
(6 sessions)

**Reading skills and strategies:**
- Using information on the book covers and the title page to make predictions
- Using pictorial clues and contextual clues to guess the meaning of unfamiliar items and stimulate discussions
- Locating specific information from the text

**Vocabulary building skills:**
- Acting out to enhance understanding of some phrases

**Language features:**
- Using all capital letters to express strong feelings
- Using the preposition "for" to state who something belongs to
- Using the simple past tense in narrative texts
- Identifying names of people from foreign countries

**Writing tasks:**
- Filling in a story map to organize the content of the text
- Writing a play script to enhance understanding of the story
- Writing a new ending for the story to develop creativity

**Discussion**
- Where can we be out for fun?
- How should we behave when we are playing with our friends?

**Book Content**
- Relating one's personal experience to the text, e.g. evaluating the main character's behaviour
- Discussing the intention of the author
- Enriching pupils' world knowledge

**Critical Thinking, Communication, Creativity**
Books and Teaching Strategies for Primary 3

Let's find the way out!

"City Mouse and Country Mouse"
Shared Reading
7 sessions
Narrative Text (Story)

"The Chinese New Year"
Supported Reading
6 sessions
Narrative Text (Story)

"Kittens"
Independent Reading
1 session
Information Text (Exposition)

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Books and Teaching Strategies for Primary 3

I Am a Good Citizen

"The Farmer and the Beet"
Shared Reading
5 sessions
Narrative Text (Story)

"Taking Care of Our World"
Supported Reading
3 sessions
Explanatory Text (Explanation of why & how)

"Bedtime Cat"
Shared Reading
1 session
Narrative Text (Poem)

"Mr Noisy's Helpers"
Supported & Independent Reading
2 sessions
Information Text (Exposition)

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Books and Teaching Strategies for Primary 4

Friends are there to Share and Care!

- "The Rabbit and the Turnip" Supported Reading
  - Shared Reading
  - 5 sessions
  - Narrative Text (Story)

- "Send a Message" Independent Reading
  - 6 sessions
  - Information Texts (Expositions)

- "Animal Communication" Independent Reading
  - 2 sessions
  - Narrative Text (Story)

Books and Teaching Strategies for Primary 4

Healthy Eating for Thought!

- "The Royal Dinner" Supported Reading
  - Shared Reading
  - 4 sessions
  - Narrative Text (Story)

- "The Fridge" Supported Reading
  - Shared Reading
  - 1 session
  - Narrative Text (Poem)

- "Vegetarians" Independent Reading
  - 5 sessions
  - Explanatory Text (Explanation of why)

- "On the Menu" Independent Reading
  - 2 sessions
  - Information Text (Menu)

- "The Chocolate Cake" Independent Reading
  - 2 sessions
  - Narrative Text (Story)

References:

Be My Friends!

- "Red Rockets and Rainbow Jelly"
  - Shared Reading
  - 6 sessions
- "Me and You"
  - Shared Reading
  - 1 session
- "The Chick and the Duckling"
  - Shared Reading
  - 6 sessions

Narrative Text (Story)

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Ready for Shopping

- "Clown"
  - Shared Reading
  - 6 sessions
- "Shopping with Dad"
  - Supported Reading
  - 5 sessions
- "To Market, To Market"
  - Shared Reading
  - 1 session
- "At the Market"
  - Storytelling
  - 1 session

Narrative Text (Story)
Narrative Text (Story)
Narrative Text (Poem)
Design of Reading Assessment Tasks

Part 1: Design questions to find out pupils’ development of
- book concept
- skills in making predictions
- critical thinking skills

Part 2: Design open cloze questions
- based on pupils’ understanding and interpretation of one or two books
- and identify blanks with more than one possible answer
- which do not require pupils to recite any part of the books
- which do not test pupils’ spelling skills

Parts 3 & 4: Design questions on
- application
- synthesis
- evaluation
- analysis
based on the content of the books