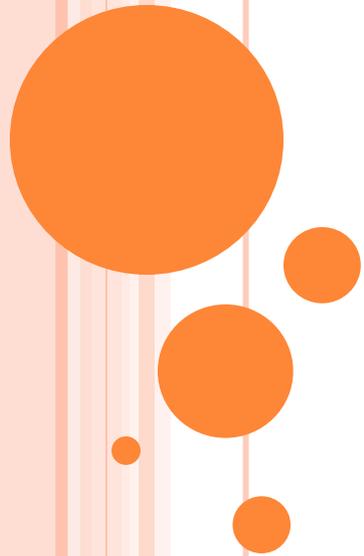


INCORPORATING E-LEARNING INTO THE KS2 READING WORKSHOPS



**English Language Education Section
Curriculum Development Institute
Education Bureau**

OBJECTIVES

- To highlight **the progressive development of reading skills** from Key Stages 1 to 2
- To demonstrate **how to incorporate e-Learning in planning and conducting KS2 Reading Workshops**, with a view to enhancing students' literacy skills development through **supported and independent reading**
- To provide **hands-on activities on the use of e-resources** to facilitate the development of KS2 students' reading skills in Reading Workshops

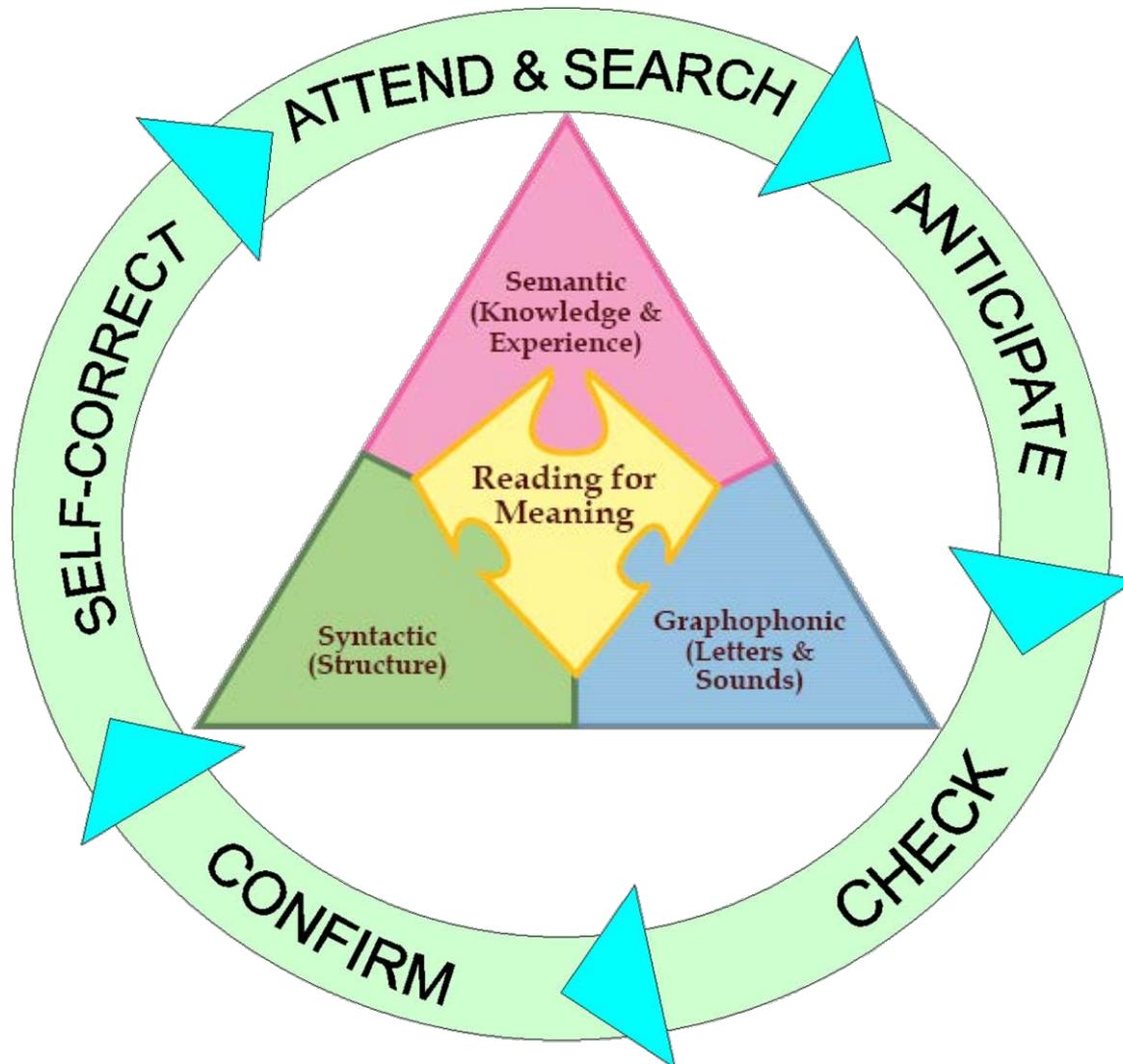
**Understanding
Students' Progressive
Development of Reading
Skills**

LITERACY AND SCHOOLING

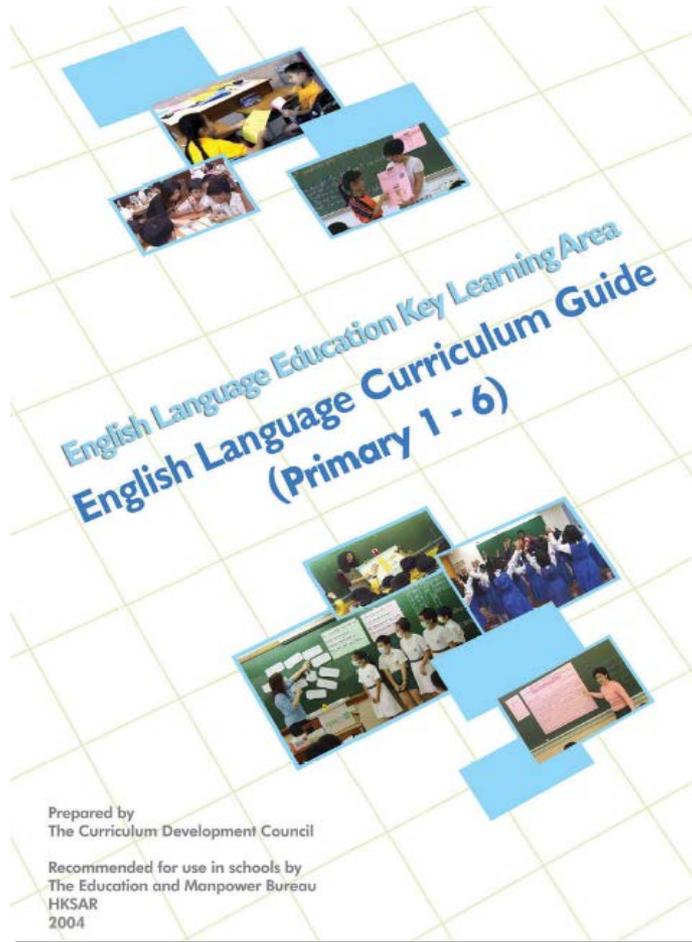
... literacy is dependent upon schooling.

Indeed, in many societies schooling and literacy have been almost synonymous... (David Olson, 2013)

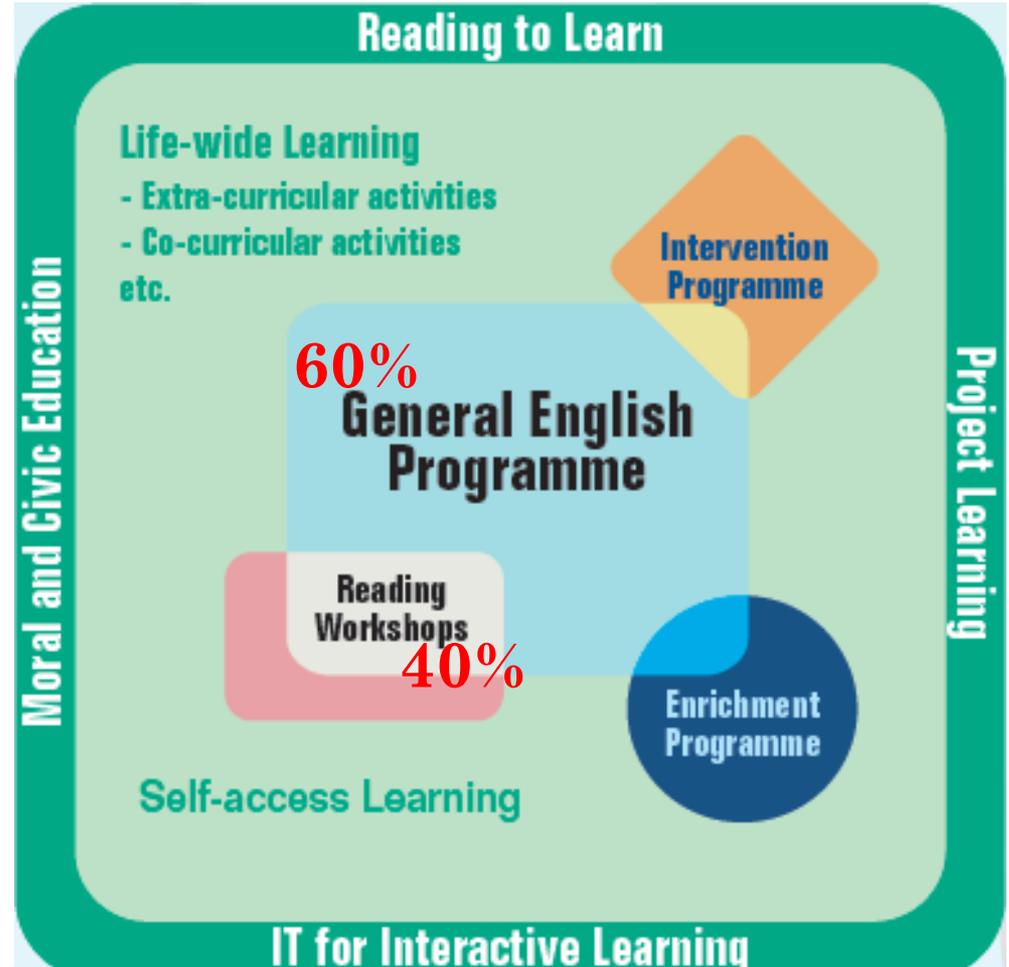
THE READING STRATEGIES & PROCESS



COMPONENTS OF A SCHOOL-BASED ENGLISH LANGUAGE CURRICULUM

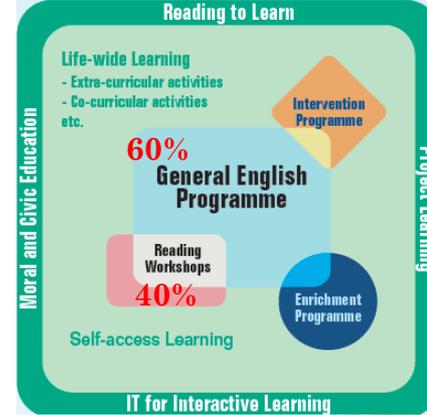


English Language Curriculum Guide
(Primary 1 - 6) (CDC, 2004)



READING WORKSHOPS

Closely linked to the learning and teaching that takes place in the **General English Programme**



Reading as a springboard for the development of **higher order thinking skills, creativity and other language skills**

Adopting **effective teaching strategies**

Using real books of **a variety of text types**

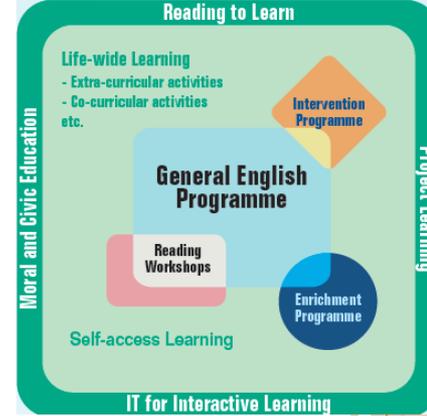
Providing **coherent and connected learning experiences** for the students



Helping students **develop and practise reading skills through reading real books**



READING WORKSHOPS



Healthy snacking habits

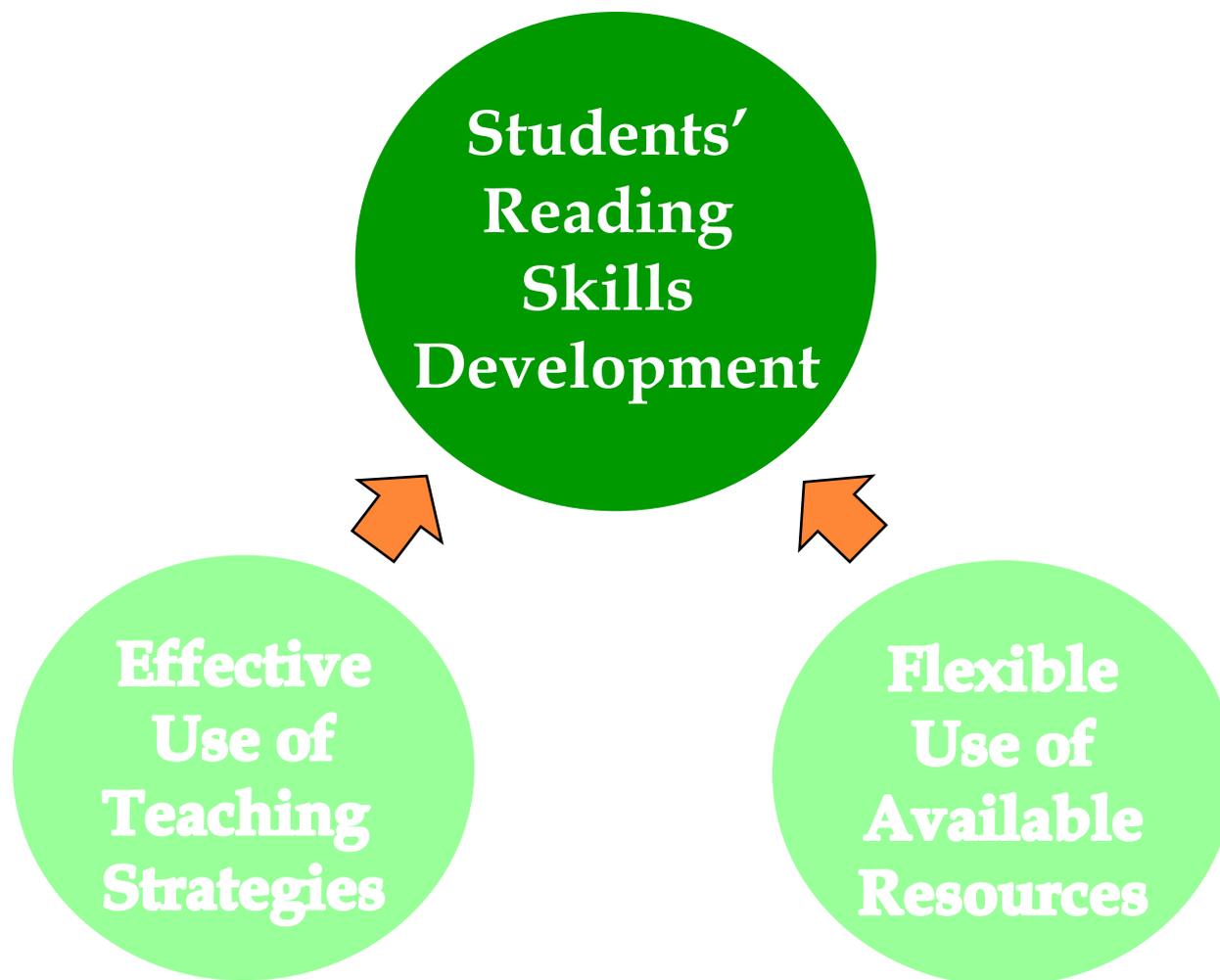
Thematically-linked real books
of different text types

Understanding Technology and Inventions

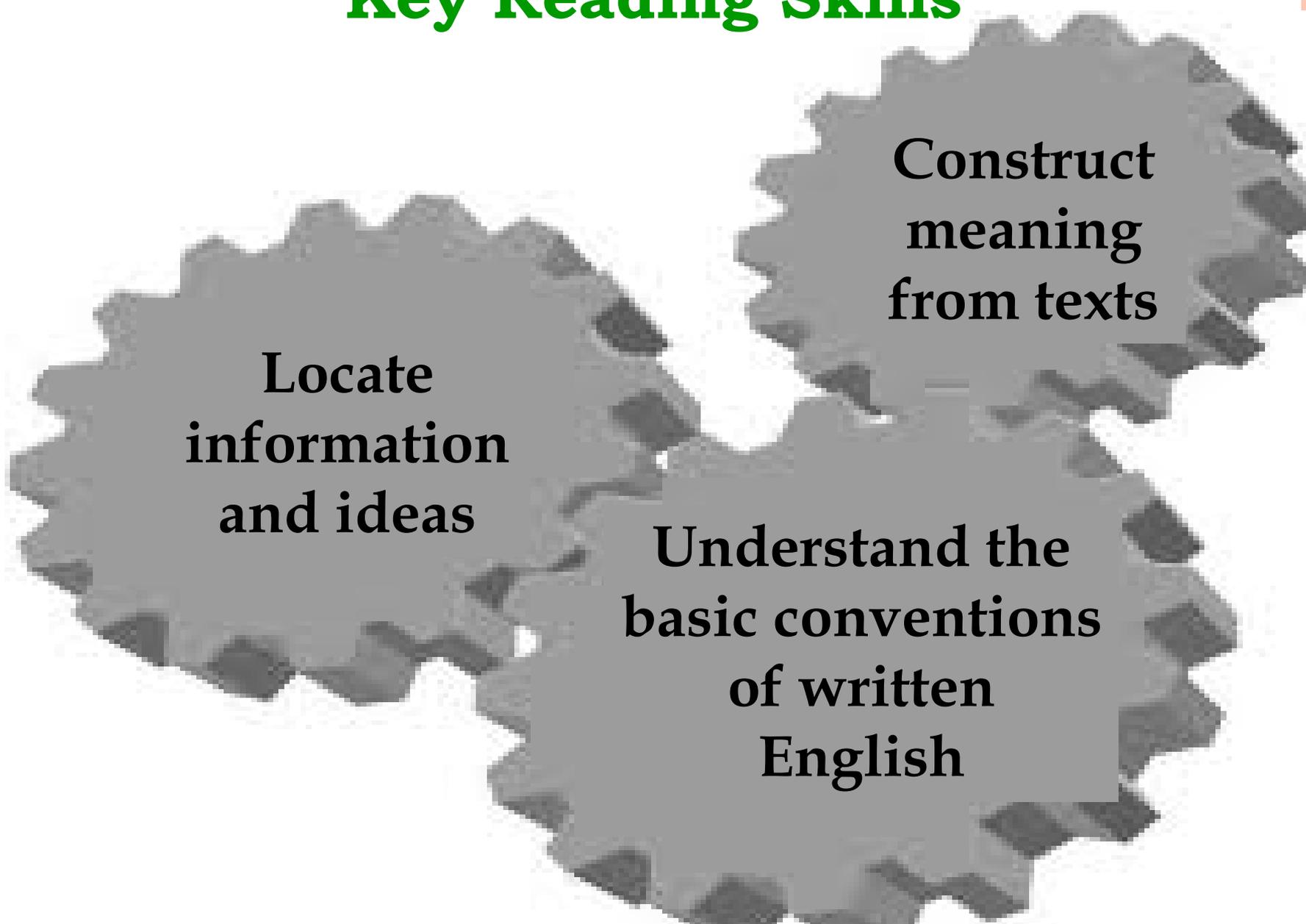
Having fun in games and activities



CONSIDERATIONS IN PLANNING & CONDUCTING SCHOOL-BASED READING WORKSHOPS



Key Reading Skills

The image features three interlocking gears of varying sizes, arranged in a triangular pattern. Each gear is a dark gray color with a textured, slightly pixelated appearance. The largest gear is at the top right, the medium-sized gear is at the bottom center, and the smallest gear is on the left side. Each gear contains a key reading skill in a bold, black, serif font.

**Locate
information
and ideas**

**Construct
meaning
from texts**

**Understand the
basic conventions
of written
English**

PROGRESSING IN THE DEVELOPMENT OF READING SKILLS FROM KS1 TO KS2

KS1



KS2

1. Understand the **basic conventions** of written English

Follow left to right directionality

Use knowledge of basic letter-sound relationships to read out simple words

Sight read common words



Use knowledge of letter-sound relationships to read aloud **a variety of simple texts**

Sight read **a wide range** of common words

PROGRESSING IN THE DEVELOPMENT OF READING SKILLS FROM KS1 TO KS2

KS1



KS2

2. Construct meaning from texts

Guess the meaning of unknown words by using pictorial and contextual clues

Identify key words for the main idea in a sentence

Make predictions

Understand the information on the book cover and contents page

Recognise the features of some common text types

Work out the meaning of unknown words by using **word association, visual clues, context & knowledge of the world**

Skim a text to obtain the main ideas

Understand intention, attitudes and feelings conveyed in a text

Understand the information provided on the book cover, **index and glossary**

Recognise the features of **a variety of text types**

Re-read the text to establish and **confirm meaning**

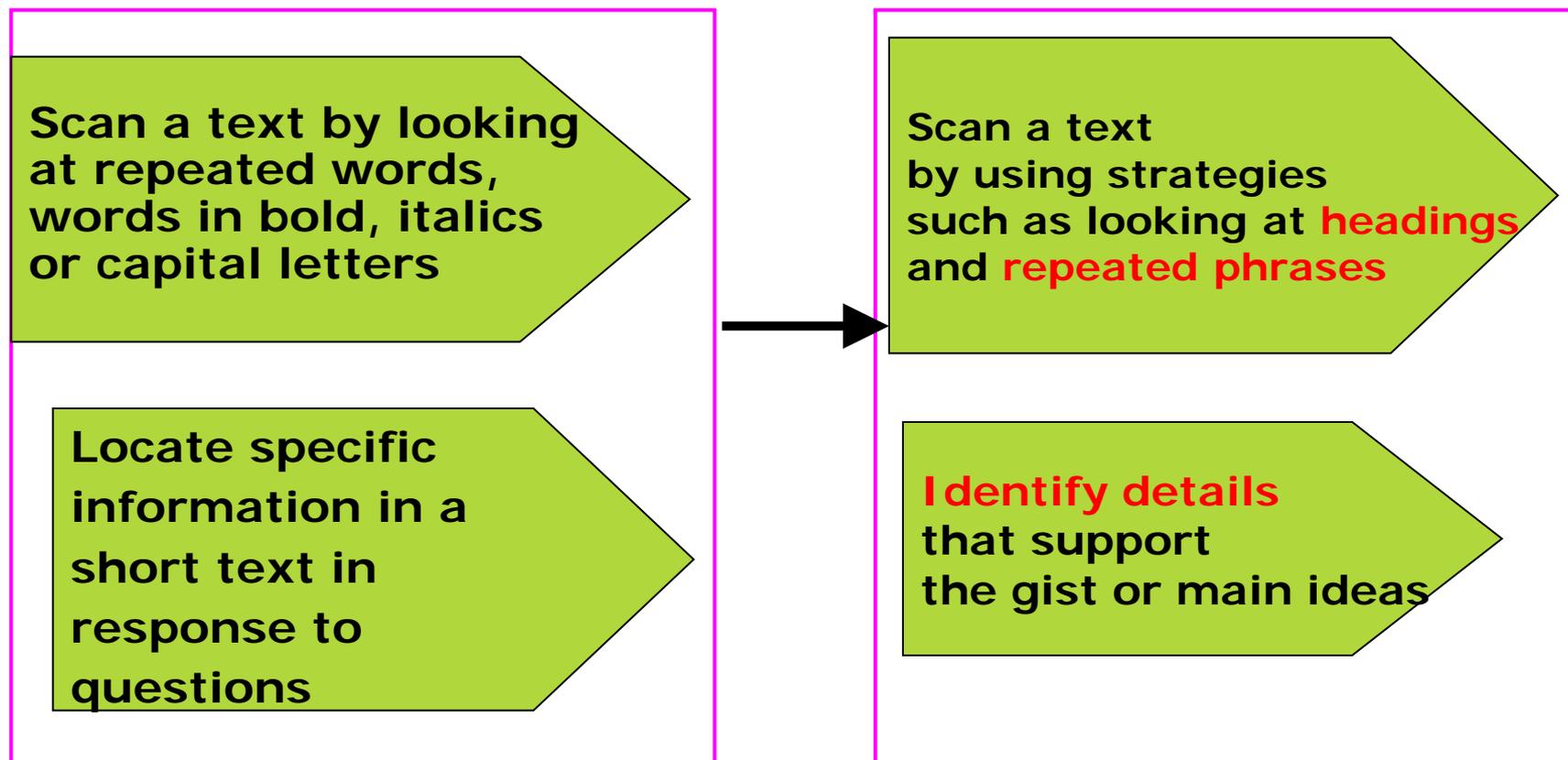
PROGRESSING IN THE DEVELOPMENT OF READING SKILLS FROM KS1 TO KS2

KS1



KS2

3. **Locate** information and ideas



Progressive Development of Reading Skills

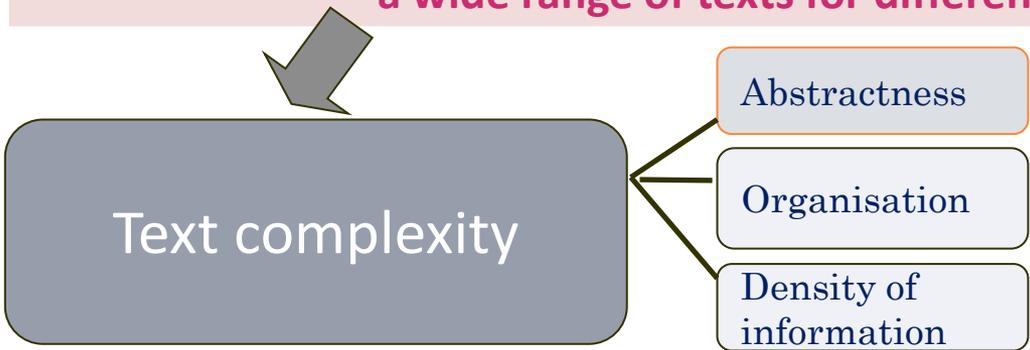
Depth of Processing

Cognitive processes involved in reading

<p>Understanding</p> <ul style="list-style-type: none">- Locating information- Working out meaning of words and phrases- Connecting ideas- Identifying main ideas and supporting details- Distinguishing facts from opinions- Organising information and ideas	<p>Inferring</p> <ul style="list-style-type: none">- Inferring feelings- Deducing information and ideas- Comparing information and ideas- Working out main ideas and themes	<p>Interpreting</p> <ul style="list-style-type: none">- Analysing information and ideas- Synthesising- Evaluating- Justifying
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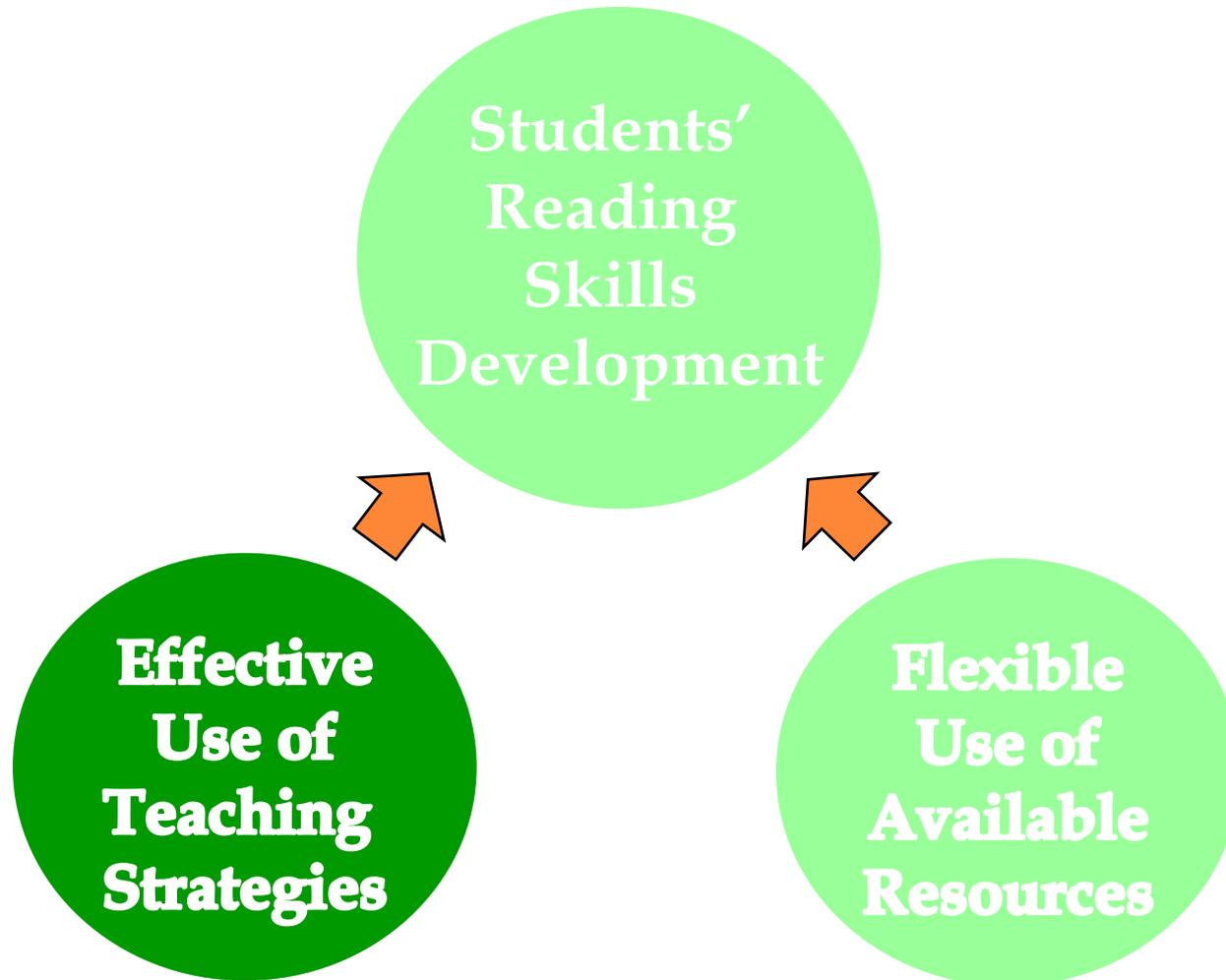
Underlying principles

Activating prior knowledge and experiences in processing a wide range of texts for different reading purposes



Range and application of reading strategies

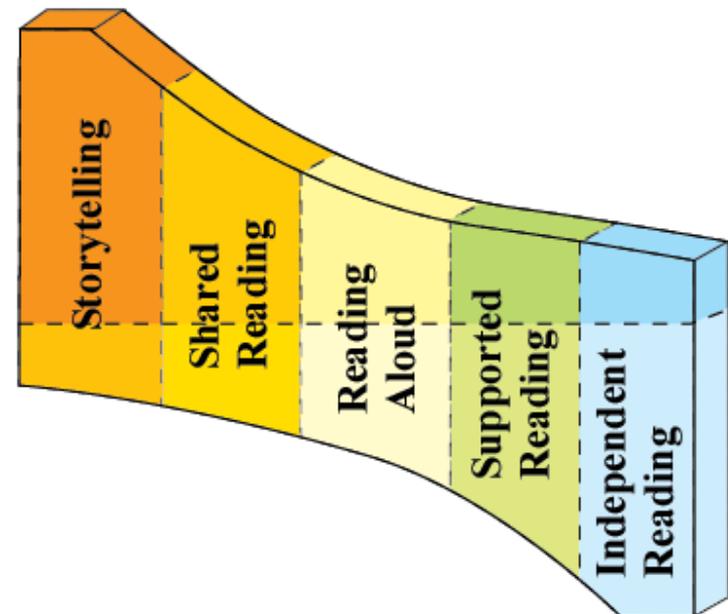
CONSIDERATIONS IN PLANNING & CONDUCTING SCHOOL-BASED READING WORKSHOPS



FIVE TEACHING STRATEGIES FOR READING



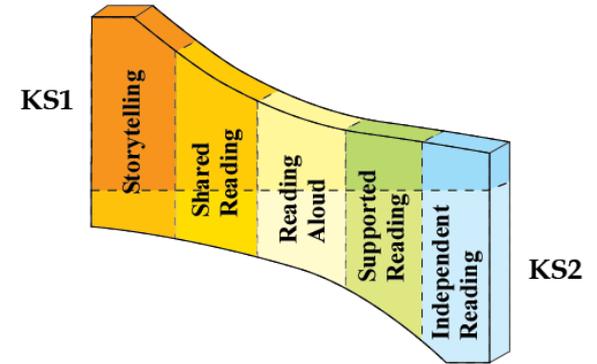
KS1



KS2

FIVE TEACHING STRATEGIES FOR READING

With each teaching strategies, students should be involved in reading different text types for a variety of purposes.



Teacher should plan for:

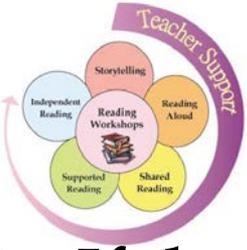
- reading to their pupils (**Reading Aloud** and **Storytelling**)
- reading with their pupils (**Shared Reading** and **Supported Reading**)
- reading by their pupils (**Independent Reading**)

Literacy Instruction for Teachers (LIFT)

<http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources.html>

FIVE TEACHING STRATEGIES FOR READING

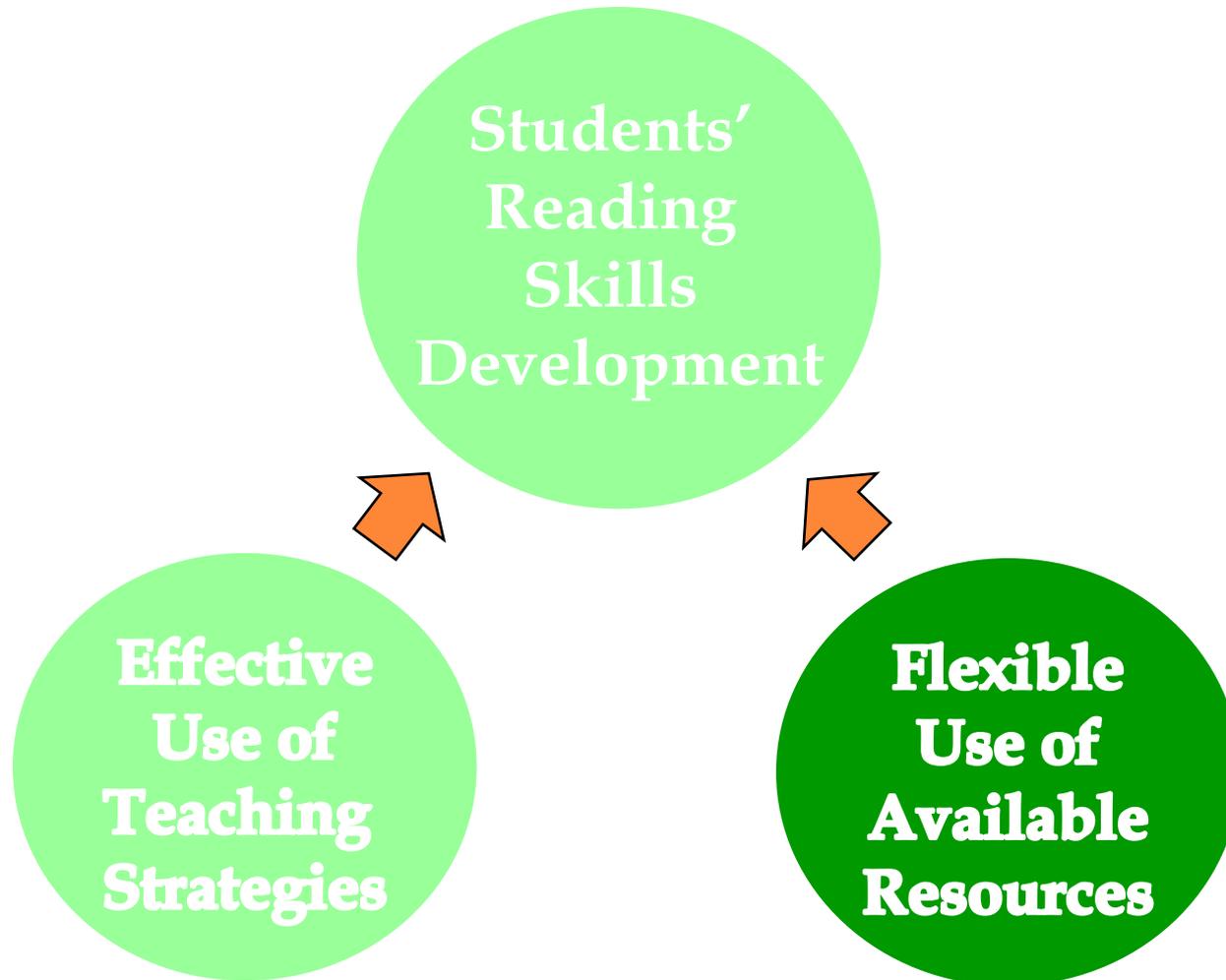
Deciding on the Teaching Strategies for Reading



Supports? Challenges?

- If there are many challenges and few supports, the text is probably best for **storytelling** or **reading aloud**.
- If there are more challenges than supports, the text is probably more suitable for use as a **shared reading** text.
- If there is a good balance of supports and challenges, the text is probably a good choice for a **supported reading** text.
- If there are many supports and a few challenges, the text is probably suitable as a text for **independent reading**.

CONSIDERATIONS IN PLANNING & CONDUCTING SCHOOL-BASED READING WORKSHOPS



GENERAL PRINCIPLES IN SELECTING READING MATERIALS

Linkage between texts

Appealing layouts and
illustrations

Varying text complexity,
from simple to complex

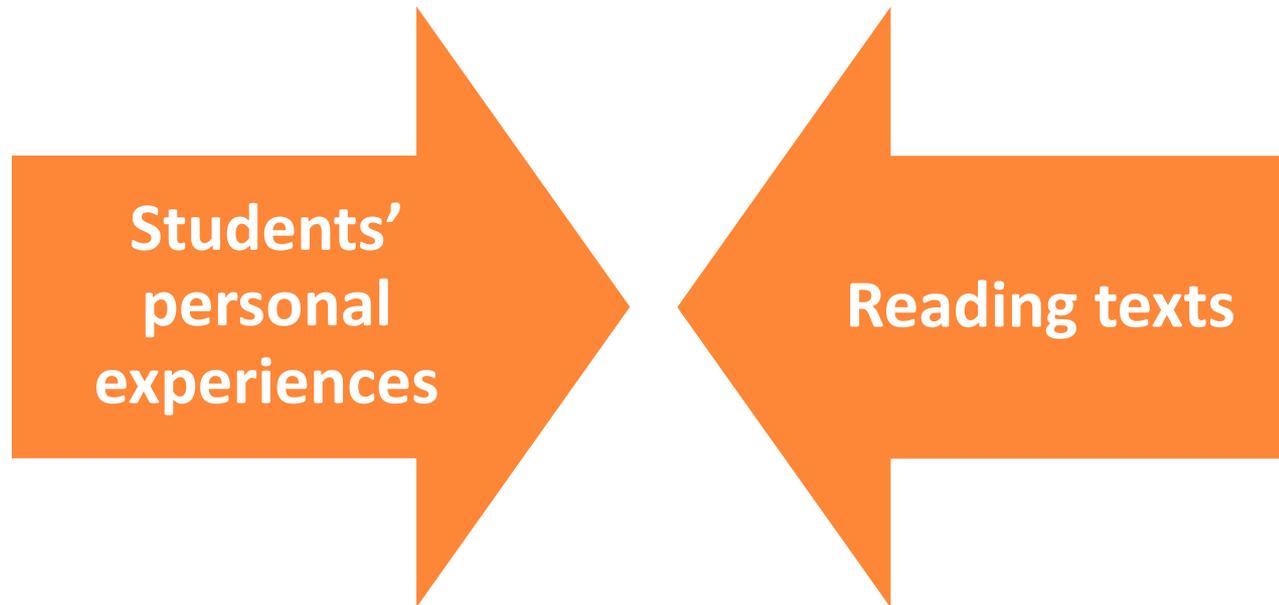
Variety of text
types

Content relevant to students'
needs and interests

Nurturing positive values and
attitudes (life-long learning
and whole-person
development)

SELECTING READING MATERIALS

CONTENTS RELEVANT TO STUDENTS' NEEDS AND INTERESTS



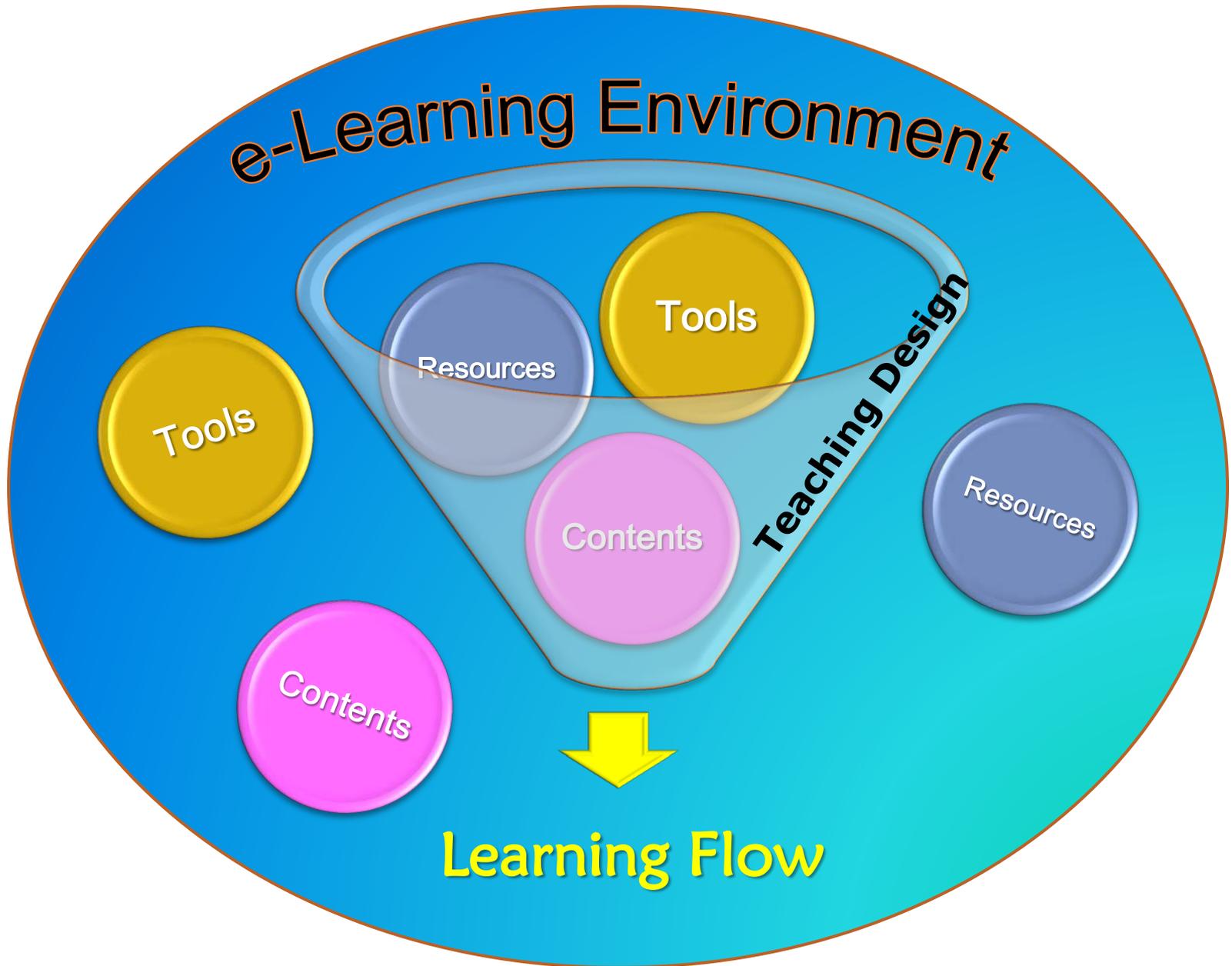
The Role of e-Learning in Learning and Teaching

DEFINITION OF E-LEARNING

- o *e-Learning refers to an open and flexible learning mode involving the use of the electronic media, including use of digital resources and communication tools to achieve learning objectives. **The essence of e-Learning is the use of technology to deliver learning content more effectively** and the learning process in e-Learning environments is expected to consider three key elements for maximising learning opportunities conducive to 21st century skills development. They include blending formal and informal learning approaches, balancing individualised and collaborative learning to help learners to increase awareness of learning achievement and collecting evidence of improvement.*

Extracted from Consultation Document on The Fourth Strategy on Information Technology in Education: Learning to Learn and Learning to Excel A Holistic Approach

LEARNING AND TEACHING



LEARNING AND TEACHING

enhancing students' motivation and language skills through activities that make use of different sensory modes and features to gain quick and easy access to information, interact with the multimedia resources and receive immediate feedback

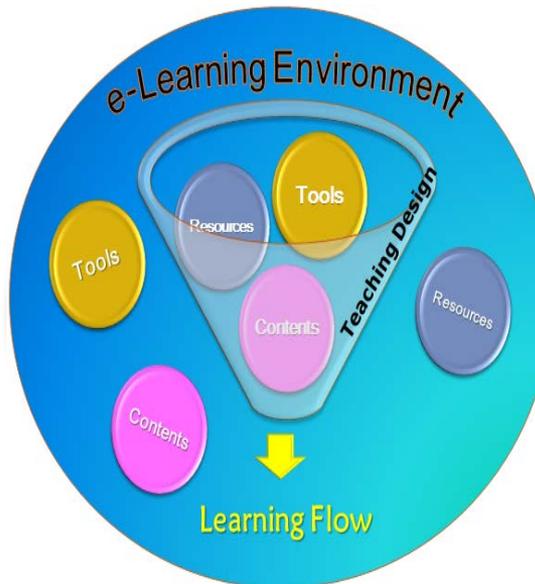
encourage students to become active users of English when they apply their reading, listening, critical thinking skills while processing information on the Internet

engaging students in interactive and collaborative work through online discussions and sharing of ideas

providing opportunities for students to take charge of their own learning through online conferencing to negotiate the learning goals

Catering for learner diversity and different learning styles

developing students' knowledge management skills and preparing them for future study or work and lifelong learning



**Incorporating e-Learning
in Planning and
Conducting KS2 Reading
Workshops**

CONSIDERATIONS IN PLANNING & CONDUCTING SCHOOL-BASED READING WORKSHOPS

Students'
Reading
Skills
Development

Effective
Use of
Teaching
Strategies



Flexible Use
of Available
Materials



CHARACTERISTICS OF QUALITY E-RESOURCES

Involving good models of English use



Promoting the integrated use of language skills



Consisting of user-friendly design, and appropriate graphics, sound and animation to increase students' motivation and support learning



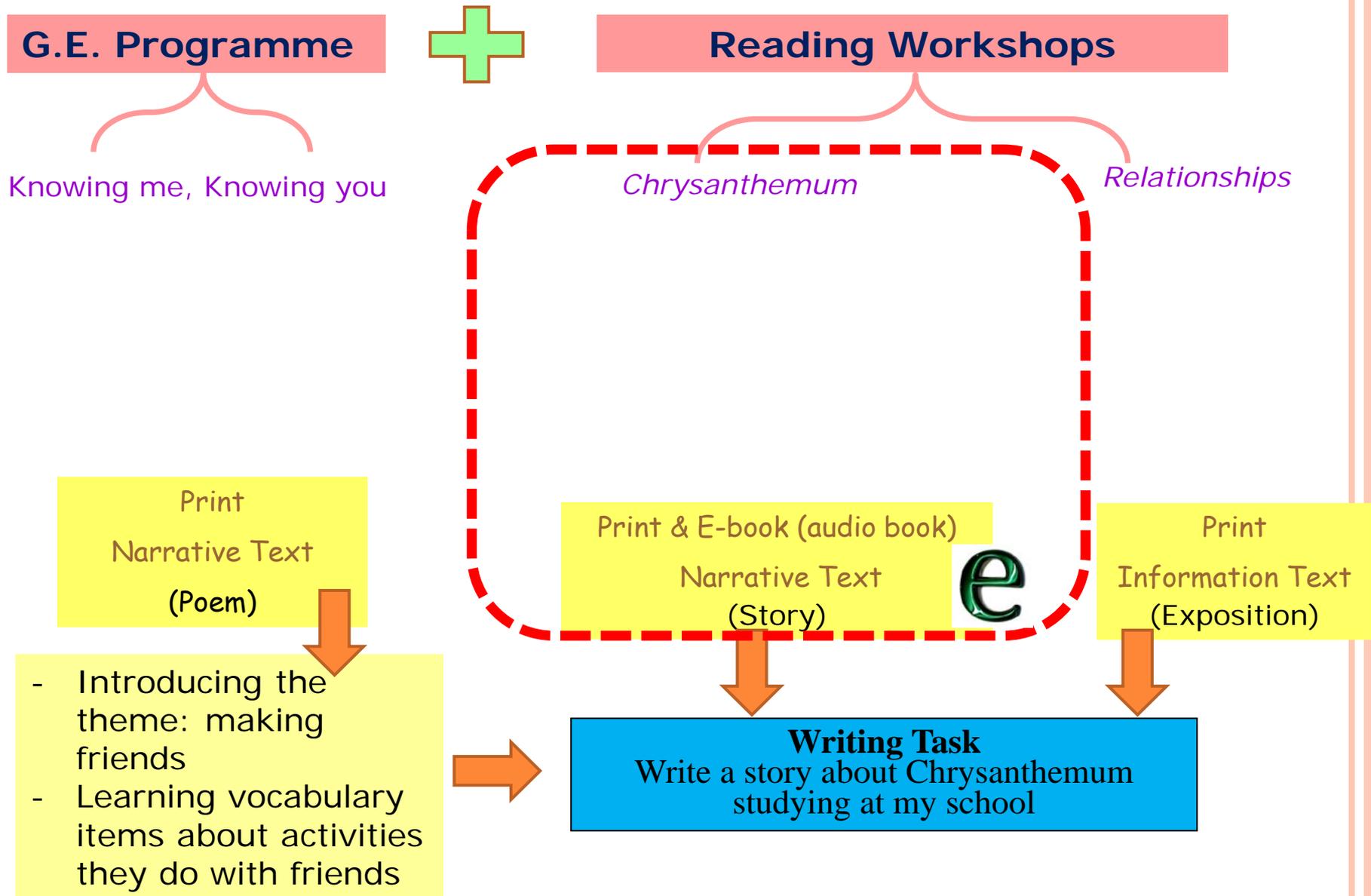
Promoting interactive learning by encouraging student input, allowing students to work at their own pace and providing feedback to them



To be supported by teaching approaches based on sound pedagogical principles

INCORPORATING THE USE OF E-RESOURCES IN KS2

READING WORKSHOPS – EXAMPLE 1



"Chrysanthemum" *Supported Reading*

"Relationships" *Supported Reading*

Reading Skills and Strategies

- Introduce book concept by using the information in the cover and blurb

Use an e-book with animations, voice over and background music to facilitate students' understanding of the main idea of the story:

➤ **Divide the e-book into several parts: *setting, the problems faced by Chrysanthemum and the resolution***

➤ **Set questions for students to find out more about the text while viewing the e-book**

➤ **Play the relevant parts of the e-book**

➤ **Ask students to read the printed text of the relevant part to find out / confirm answers to the questions**

- Understand intention, attitudes, feelings conveyed in a text by recognising features such as the choice of vocabulary and use of language

3 focus questions:

- What makes a good name?
- What is a friend?
- Do you think Victoria is a friend of Chrysanthemum? Why?

Connecting one's personal experience to the text, e.g. If you were Chrysanthemum's teacher, what would you do to solve the problem?

Enriching students' world knowledge

Book Content

Vocabulary Building Skills

- Use synonyms to help students understand the meaning of unknown words in authentic readers (e.g. "jealous" is similar to "envious" & "begrudging")

Forms and Functions

- Use adjectives & adverbs to describe feelings, e.g. absolutely perfect

Text Types

- Recognise the features of a story

Writing Task

- Write a story about Chrysanthemum studying at my school

Applying Generic Skills in a complementary manner, e.g. critical thinking skills, creativity, communication skills

INCORPORATING THE USE OF E-RESOURCES IN KS2

READING WORKSHOPS – EXAMPLE 2

G.E. Programme



Reading Workshops

What do you want to be?

The best job for me

Guide Dogs

e

Print

Narrative Text
(story, with news
articles incorporated)

Print

Exchanges
(Interview)

E-book

(Interactive text)
Information Text
(Exposition)

- Introducing the theme: the most suitable jobs
- Learning vocabulary items about jobs and adjectives describing people

Writing Task –
Design an information leaflet
about guide dogs

"Guide Dogs" Supported Reading

Reading Skills and Strategies

Use different e-features (e.g. *masking, highlighting*) of an interactive text to



- encourage prediction of the content using pictorial clues and the title of the text, as well as personal experience
- work out the meaning of unfamiliar words (e.g. *volunteer, bumpy terrain, obstacles, harness, navigate*) by using syntactic/contextual/pictorial clues and knowledge of the world
- identify details that support main ideas (e.g. *characteristics of guide dogs*)
- follow ideas by understanding the use of cohesive devices and making connection between ideas (e.g. *how guide dogs are trained*)

2 focus questions:

- Do you think you and your family can raise a guide dog puppy?
- What should we do when we see guide dogs on the street?

Vocabulary Building Skills

- Use word formation, word association and affixes to help students decode the meaning of unknown words in an authentic text (e.g. "blinded", "blindfolded", "partially sighted", "overhead")

Connecting one's personal experience to the text, e.g. *Have you ever met any guide dogs on the street? Do you want to look after guide dog puppies?*

Forms and Functions

- Use of action verbs to describe duties of guide dogs

Enriching students' world knowledge

Text Content

Writing Task –
Design an information leaflet about guide dogs

Applying Generic Skills in a complementary manner, e.g. critical thinking skills, creativity, communication skills

SOME AVAILABLE E-RESOURCES FOR LEARNING AND TEACHING OF READING

- Educational websites
 - e.g.
 - ❑ The Primary English E-learning Resources (PEER) Website (<http://peer.edb.hkedcity.net/>)
- E-books (including Interactive Books and Audio Books with/without animation)
 - e.g.
 - ❑ Hong Kong Public Libraries resources: Naxo's Spoken Word Library (<http://www.hkpl.gov.hk/en/e-resources/e-books/disclaimer/7578/naxos-spoken-word-library>)
- Apps with reading materials, interactive games/activities
- On-line reading platforms

Primary English E-learning Resources (PEER)



PEER
Primary English E-learning Resources

Modules Language Forms / Functions Language Skills Aa Vocabulary

The Primary English E-learning Resources (PEER) Website

The Primary English E-learning Resources (PEER) website is designed and developed in support of the English Language Curriculum Guide (Primary 1 – 6) (CDC, 2004). It aims to provide quality e-learning resources to enrich the English learning experience at upper primary level. PEER consists of a total of 60 learning units, which have been carefully organised and arranged. Units are based on different modules suggested in the Curriculum Guide. Each learning unit takes about 15 minutes of class time and comes with detailed teachers' notes and a worksheet. All multi-media resources included are from the website <http://learnenglishkids.britishcouncil.org/en/>. Lesson plans have been developed by British Council Hong Kong. Teachers are encouraged to integrate the learning units into their English lessons to enhance teaching and support student learning.

<http://peer.edb.hkedcity.net/>

Interactive Books in PEER

Modules	No.	Texts
Changes	1.	Superhero High
	2.	My Favourite Clothes
	3.	My Secret Team
	4.	The Animal Shelter
Food and Drink	1.	The Greedy Hippo
Happy Days	1.	The Lantern
	2.	The Haunted House
	3.	The Lucky Envelope
	4.	Computer Game: Dinosaur Dig
	5.	The Animal Orchestra
	6.	Santa's Little Helper
	7.	Christmas is my Favourite Day
	8.	Adventure Sports
	9.	My Favourite Day
	10.	No Dogs, Please!
	11.	The First Marathon
	12.	The Twins' Week
	13.	The Mummy

Modules	No.	Texts
Relationships	1.	World Records
	2.	Why Anansi has Thin Legs
	3.	My Dad
	4.	Monster Shopping Trip
	5.	The Treasure Map
The Magic of Nature	1.	Look out, Angel!
	2.	Planet Earth Museum
	3.	The Snowman
	4.	The Cold Planet
	5.	Ali and the Magic Carpet
We Love Hong Kong	1.	What will I be When I Grow up
	2.	Jobs
	3.	Eric the Engine
	4.	Pyramids in Paris
	5.	Spycat
	6.	The Great Race

Suggested modules for KS2 (from 2004 ELCG, p.A5)

A Snap Shot from PEER

Learning Units	Image	Modules	Language Forms / Functions	Vocabulary
<p>The Lantern</p> <p>Read about an Islamic festival called Ramadan where people use special festive lanterns to light up the nights.</p>		<p>Happy Days</p>	<p>Simple past tense to describe activities or events in a story, Simple present tense to describe habitual actions</p>	<p>Festivals</p>
<p>Have You Got a Pet?</p> <p>What pets do John, Lily and Owen have? Watch the video and find out.</p>		<p>Relationships</p>	<p>Simple present to express opinions, Adjectives for describing pets</p>	<p>Pets</p>
<p>People at Work</p> <p>How many words for jobs do you know? Listen to this song to learn some more.</p>		<p>We Love Hong Kong</p>	<p>Simple present tense to describe habitual actions</p>	<p>Jobs</p>
<p>Favourite Toys</p> <p>Do you have a teddy bear? Do you love it as much as this boy loves his?</p>		<p>Changes</p>	<p>Adjectives to describe objects, Simple present to express opinions</p>	<p>Toys</p>

E-books

Interactive Books

- Narrations, pictures and/or animations provided
- Basic interactions which allow students to touch screen and have more control in the reading process
- Examples:
 - PEER/
 - Free apps for tablets
 - Non-print paired books of related themes

Interactive books

Paired books

Free Apps for tablets

Audio Books

- Reading text/script provided
- Audio file with narrations and simple sound effects
- Examples:
 - Naxo Spoken Word Library (HK Public Libraries)
(<http://www.hkpl.gov.hk/en/e-resources/e-books/disclaimer/7578/naxos-spoken-word-library>)
 - Free audio books online
<http://lightupyourbrain.com/stories/>

Effective use of E-books (1)

An audio book:

Grimm: The Elves and the Shoe Maker

- Introducing the setting and characters to students
- Pre-teaching some difficult words to students
- Setting questions for students to work on
- Involving students in discussion and confirming answers
- Helping students to use different reading skills to work out the answers

Supported Reading

- **Pupils read silently** to themselves and work on the reading task set for them
- Teacher identifies difficulties/ intervenes when necessary
- Revisit the text **for focused discussions** to reinforce different skills
- Extend questioning beyond the kinds of questions that only require pupils to react to factual content
 - **discuss the main ideas** by asking a variety of **knowledge and comprehension questions**
 - promote critical thinking by asking **synthesis, analysis and evaluation questions** of the reading content

Effective use of E-books (2)

An interactive book from PEER – The Greedy Hippo

- **Introducing the character, Hippo, to students**

- **Asking students to discuss the following:**
 1. Why were the animals angry with Hippo?
 2. How would you describe Hippo? Why?

- **Follow-up discussion/activities:**
 1. What was the biggest problem with Hippo?
 2. What advice would you give to Hippo?
 3. Add one more character to the story.
 4. Change the ending of the story.

Independent Reading

- **Pupils read silently** to themselves

- Conduct **discussions** on the content to explore characters, plot, or content in greater depth

- **Extend the content** of the book through follow-up activities
e.g. **evaluate, reflect and make comparison with other books**

Hands-on Practice