

Exemplar Overall Plan

Storybook : Ice Cream
 Level : Key Stage 1

No. of sessions : 6

Duration : 20-30 minutes per session

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Repeated reading of the story to <ul style="list-style-type: none"> • relate letter to sound, sound to letter • develop interest and skills in reading aloud • develop an awareness and an enjoyment of the basic sound patterns of English 	<ul style="list-style-type: none"> • Read the whole story aloud. • Children listen to teacher's reading. • Discuss the illustrations on the book cover and encourage children to predict the story content. 	<ul style="list-style-type: none"> • Read the whole story aloud. • Encourage children to chime in whenever they can. • Discuss the story content using the picture cues. 	<ul style="list-style-type: none"> • Read the whole story aloud. • Encourage children to chime in whenever they can. • Read the story again. Invite children to read the first part of the sentence on each page i.e. "We like ice cream". • Encourage children to chime in at other parts of the sentence. 	<ul style="list-style-type: none"> • Read the whole story aloud. • Encourage children to chime in whenever they can. • Read the story again. Pause before the prepositional phrase on each page. • Allow time for children to figure out each word, providing support as needed. 	<ul style="list-style-type: none"> • Read the whole story aloud. • Encourage children to chime in whenever they can. • Children work in two groups and read through the whole story. One group reads the first part of the sentence "We like ice cream" and the other group reads the second part, e.g. "in the car". 	<ul style="list-style-type: none"> • In groups or individually, children read aloud the whole story independently.
Activities to <ul style="list-style-type: none"> • develop book concepts • develop basic reading strategies 	<ul style="list-style-type: none"> • Display the book cover. • Invite children to identify the title and the author's name. • Read aloud the title and the author's name. • Children echo read the title only. 	<ul style="list-style-type: none"> • Children echo read the title together. • Children identify the author's name. • Children read aloud the title together. • Introduce and demonstrate the use of picture cues to predict the story content. 	<ul style="list-style-type: none"> • Children read aloud the title together. • Introduce and use page numbers. 	<ul style="list-style-type: none"> • Individual children read aloud the title. 		
Activities to <ul style="list-style-type: none"> • relate letter to sound, sound to letter • enhance knowledge of letter-sound relationships to facilitate attempts at reading new words (Phonics) 		<ul style="list-style-type: none"> • Frame "i" in "in" as the target letter sound. • Model read the short i sound. Teach children how to pronounce "in" with the short i sound accurately. • Make a class word train for the short i sound. • Invite children to find words with the same letter sound from the story to add to the word train. • Children read aloud 	<ul style="list-style-type: none"> • Children read aloud the words on the word train in groups or individually. • Encourage children to look up their coursebook to find more words with the same letter sound to add to the word train. 	<ul style="list-style-type: none"> • Children read aloud the words on the word train in groups or individually. • Encourage children to look up other books to find more words with the same letter sound to add to the word train. 	<ul style="list-style-type: none"> • Children read aloud the words on the word train in groups or individually. • Display some cards showing words with short i sound, e.g. "sit", and invite children to work out the pronunciation. 	

		the words on the word train.				
Activities to <ul style="list-style-type: none"> • develop enjoyment and interest in learning English • internalize rhythm and language items 	<ul style="list-style-type: none"> • Play the tape of the song “We like ice cream” (Melody: London Bridge) and use picture cues to help them understand the meaning of the song. 	<ul style="list-style-type: none"> • Play the tape of the song “We like ice cream” and encourage children to sing along. • Introduce actions to help children understand the lyrics. 	<ul style="list-style-type: none"> • Children sing the song “We like ice cream” together. • Use picture cues and actions to help children remember the lyrics. 	<ul style="list-style-type: none"> • Children sing the song together with actions. 		
Activities to <ul style="list-style-type: none"> • develop interest in learning English • develop print and word awareness • use English learnt for personal expression • internalize language items 				<ul style="list-style-type: none"> • In groups, children play a matching game. They match pictures and word cards of food items. • Children make their group’s mini book on food items. • Encourage children to include more food items in their group’s mini book. 	<ul style="list-style-type: none"> • In groups, children match picture cards of places with word cards of prepositional phrases, e.g. “in the car” and compile their group’s mini book on places. • Encourage children to include more items in their group’s mini book, e.g. “in the classroom”. 	
Activities to <ul style="list-style-type: none"> • develop a positive attitude in learning English • develop oral language behaviours • develop interest and self-confidence in using English orally • internalize language items 						<ul style="list-style-type: none"> • In groups, children play a board game. They take turns to throw two dice: one on “food” and one on “places”. Each time they refer to what is shown on the dice and make a sentence, e.g. “I like hamburgers on the chair.” • Invite children to make their own dice and use more language items about food and places. • Children compile their own mini books on “I like ...”

Storybook : It's Pink, I Think

Level : Primary 1

No. of sessions : 6

Duration : 20 minutes/session

Overall Plan

(Developed by the project teachers of LST Lau Tak Primary AM School)

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Reading a new story	<ul style="list-style-type: none"> Read the whole story aloud. Children listen to teacher's reading. 	<ul style="list-style-type: none"> Read the whole story aloud. Discuss the story content using the picture cues. Encourage children to chime in whenever they can. 	<ul style="list-style-type: none"> Read the whole story aloud. Invite children to read the question at the top of the page. Encourage children to chime in at other parts of the story. 	<ul style="list-style-type: none"> Read the whole story aloud, pausing before all the colour words and before the final word in each question. Allow time for children to figure out each word, providing support as needed. 	<ul style="list-style-type: none"> Read the whole story aloud. Working in 2 groups, children read through the whole story. One group read the questions and the other group read the answers. 	<ul style="list-style-type: none"> Children read the whole story aloud by themselves. Invite individual children to read the questions and the rest of the class read the answers.
Activities to develop book concepts	<ul style="list-style-type: none"> Display book cover. Discuss illustrations on the book cover. Identify book title. Read the title. Children echo read the title. 	<ul style="list-style-type: none"> Children echo read the title. Children identify the author's name. Children read the title together. 	<ul style="list-style-type: none"> Children read the title together. Introduce and use page numbers. 	<ul style="list-style-type: none"> Individual children read the title. 	<ul style="list-style-type: none"> Refer to page numbers when necessary. 	
Activities to develop phonological awareness		<ul style="list-style-type: none"> Frame 'k' in 'pink' and 'think' as the target letter-sound to make a class word tree. Encourage children to read the words on the word tree aloud. 	<ul style="list-style-type: none"> Frame short 'e' in 'red' and 'yes' as the target letter-sound to make a class word train. Encourage children to read aloud the words on the word train. 	<ul style="list-style-type: none"> Children add more words to the class word tree/train using the coursebook and other sources. Encourage children to read the words on the word tree/train aloud. 	<ul style="list-style-type: none"> Frame the rime 'ink' to make a class word wall on 'ink'. 	<ul style="list-style-type: none"> Add more words to the class word tree/train/wall. Invite children to read all the words on the word tree/train/wall.
Activities to develop positive attitudes	<ul style="list-style-type: none"> Play the tape of the song 'Do you like my dress?' 	<ul style="list-style-type: none"> Play the tape of the song 'Do you like my dress?' and encourage children to sing along. Use picture cues to help them understand the story. 	<ul style="list-style-type: none"> Invite children to sing the song 'Do you like my dress?' using picture cues as prompts. 	<ul style="list-style-type: none"> The class play a matching game based on clothing items. They guess and match picture cards and word cards for clothing items. 	<ul style="list-style-type: none"> Children choose and colour their favourite clothing items and write word captions under the pictures. 	<ul style="list-style-type: none"> Children hold up the pictures they coloured in the previous lesson and ask their group members 'Do you like my ...?'
Activities to develop print and word awareness				<ul style="list-style-type: none"> The child who has made a correct guess is invited to come out and ask the next questions 'Do you like ...?' The whole class answer. 		<ul style="list-style-type: none"> They put the cards together to make their group's mini-book.
Activities to develop oral language behaviour						

Storybook: The Gingerbread Man

Level: P3 No of sessions: 6 Duration : 20 minutes/session

Exemplar Overall Plan

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Reading a new story	<ul style="list-style-type: none"> Display the book cover and discuss the illustrations. Introduce and read the title. Read the story aloud up to p13. 	<ul style="list-style-type: none"> Children echo read the title. Introduce and use the picture cues. Read the story aloud with pauses up to p13 and discuss the content. 	<ul style="list-style-type: none"> Children read the title together. Introduce and use the picture cues and page numbers. Read the whole story aloud with pauses and involve the children in the reading process. 	<ul style="list-style-type: none"> Individual children read the title. Children identify the page numbers. Read through the story with the children and encourage them to chime in. 	<ul style="list-style-type: none"> Individual children read the title. Children read the story together with some support. 	<ul style="list-style-type: none"> Individual children read the title. Children read the whole story aloud.
Activities	<ul style="list-style-type: none"> Listen to the song “Run, Run, Gingerbread Man”. Identify the book cover and title. 	<ul style="list-style-type: none"> Frame “a” in “man” as the target letter sound and use it to develop a word tree. 	<ul style="list-style-type: none"> Sing the song “Run, Run, Gingerbread Man”. 	<ul style="list-style-type: none"> Read aloud words on the word tree. 	<ul style="list-style-type: none"> Role-play the characters in the story. 	<ul style="list-style-type: none"> Read the words on the word tree. Act out the story.
What to develop	<ul style="list-style-type: none"> Positive attitudes towards learning English Book concepts 	<ul style="list-style-type: none"> Phonological awareness Reading strategies Oral language behaviours 	<ul style="list-style-type: none"> Positive attitudes towards learning English Book concepts Oral language behaviours 	<ul style="list-style-type: none"> Phonological awareness Book concepts Oral language behaviours 	<ul style="list-style-type: none"> Positive attitudes towards learning English Oral language behaviours 	<ul style="list-style-type: none"> Positive attitudes towards learning English Phonological awareness Oral language behaviours Ability to handle abstraction

Storybook : The Little Red Hen

Level : Primary 3

No. of sessions : 6

Duration : 30 minutes/session

Exemplar Overall Plan

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Reading a new story	<ul style="list-style-type: none"> Read the whole story aloud up to p.11 while children listen. 	<ul style="list-style-type: none"> Read the whole story up to p.11 using picture cues to help children understand the story and pausing appropriately. Encourage the children to read the parts on 'Not I!'. Ask children to say if they think the Little Red Hen will let the duck, the cat and the dog eat the bread. Read the story aloud up to the end. Encourage children to chime in whenever they can. 	<ul style="list-style-type: none"> Read the whole story aloud. Encourage children to chime in whenever they can. Invite the whole class to read out the Little Red Hen's questions 'Who will help me ... ?' and assign different groups to be the animals and read 'Not I!'. 	<ul style="list-style-type: none"> Read the whole story aloud. Encourage children to chime in whenever they can. Divide children into 4 groups. Try out jigsaw reading: 1st group reads the Little Red Hen's parts, 2nd group reads the duck's parts, 3rd group reads the cat's parts, 4th group reads the dog's parts. Teacher reads the rest of the story. 	<ul style="list-style-type: none"> Read the whole story aloud. Encourage children to chime in whenever they can. Invite children to try out jigsaw reading in their own groups. Teacher gives support as needed. 	<ul style="list-style-type: none"> Read the whole story aloud. Encourage children to chime in whenever they can. Invite individual children to read the parts for the different animals.
Activities to develop book concepts	<ul style="list-style-type: none"> Display the book cover. Identify the book title. Discuss the illustrations on the cover and encourage children to predict what will happen in the story. 	<ul style="list-style-type: none"> Children echo read the book title. Introduce and use page numbers. 	<ul style="list-style-type: none"> Children read the title together. Introduce 'The End' on p.16 which indicates the last page of the story. 	<ul style="list-style-type: none"> Individual children read the title. 		
Activities to develop phonological awareness		<ul style="list-style-type: none"> Frame 'i' in 'it' as the target letter sound and help children develop a class word tree for the short i sound. Invite children to find other appropriate words from the storybook to add to the class word tree. 	<ul style="list-style-type: none"> Invite children to read the words in the word tree. Encourage children to find words from other sources e.g. coursebooks, to add to the word tree. 	<ul style="list-style-type: none"> Frame 'h' in 'hen' as the target letter sound and to make a class word farm for the initial 'h' sound. Invite children to find other words from the storybook to add to the class word farm. 	<ul style="list-style-type: none"> Invite children to read the words on the word tree. Encourage children to find words from other sources e.g. coursebooks, to add to the word tree. 	

Activities to develop positive attitudes	<ul style="list-style-type: none"> • Play the tape of the song 'Who will help me make the bread?'. • Invite children to sing along. 	<ul style="list-style-type: none"> • Invite children to sing the song together. 		<ul style="list-style-type: none"> • Ask one child from each group to put on his/her own head-band as he/she participates in the jigsaw reading. 		<ul style="list-style-type: none"> • Ask the children to put on the head-bands as they act out the whole story.
Activities to develop print and word awareness		<ul style="list-style-type: none"> • Ask each group of children to make the head-band of one character and write its name on the back of the head-band. 	<ul style="list-style-type: none"> • Matching game: In groups, children match pictures and sentence strips on 'plant the wheat', 'cut the wheat', 'make the flour' and 'make the bread'. • Sequence the pictures according to the Little Red Hen's steps for making bread. 		<ul style="list-style-type: none"> • Children develop their own mini-books based on the steps for making bread. 	<ul style="list-style-type: none"> • Encourage children to introduce a new character to the story. Give examples to demonstrate how this new character may respond differently from the cat, the dog and the duck. Explain that in this way, the ending of the story may be different too.
Activities to develop oral language behaviours		<ul style="list-style-type: none"> • Children read the parts on 'Not I!'. 	<ul style="list-style-type: none"> • Children read the parts on 'Who will help me ... ?'. 	<ul style="list-style-type: none"> • Children read the parts on 'Who will help me ... ?' and 'Not I'. 	<ul style="list-style-type: none"> • Children role play the hen, the duck, the cat and the dog. 	<ul style="list-style-type: none"> • Children act out the whole story.
Activities to develop ability to handle abstraction & to provide pleasurable learning experiences		<ul style="list-style-type: none"> • Children mime the 'Not I' parts together while reading the story aloud. 	<ul style="list-style-type: none"> • Children mime the actions of 'plant the wheat', 'cut the wheat', 'make the flour', 'make the bread', and 'eat the bread'. 	<ul style="list-style-type: none"> • Children mime the actions of 'plant the wheat', 'cut the wheat', 'make the flour', 'make the bread', and 'eat the bread' together while reading the story aloud. 	<ul style="list-style-type: none"> • Children role play the hen, the duck, the cat and the dog, and mime in groups the actions of 'Not I' and 'plant the wheat', 'cut the wheat', 'make the flour', 'make the bread', and 'eat the bread'. 	<ul style="list-style-type: none"> • Children act out the whole story. • Include the new character and invite children to act out the whole story again but with a different ending.