

**Storybook : Goldilocks and the Three Bears**

**Level: Primary 3**

**No. of sessions : 6**

**Duration : 30 minutes/session**

**Overall Plan**

**(Developed by the project teachers of Wai Chow Public PM School, Sheung Shui)**

	<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>	<b>Session 4</b>	<b>Session 5</b>	<b>Session 6</b>
Reading a new story	<ul style="list-style-type: none"> <li>Read the whole story aloud.</li> <li>Children listen to teacher's reading.</li> </ul>	<ul style="list-style-type: none"> <li>Read the whole story aloud and with pauses.</li> <li>Discuss the story content using picture cues.</li> <li>Encourage children to chime in whenever they can.</li> </ul>	<ul style="list-style-type: none"> <li>Read the whole story aloud, pausing before the number words.</li> <li>Allow time for children to figure out each word, giving support as needed.</li> <li>Encourage children to chime in at other parts of the story.</li> </ul>	<ul style="list-style-type: none"> <li>Read the whole story aloud.</li> <li>Invite children to read Goldilocks' parts.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher reads the narrator's parts.</li> <li>Working in 4 groups, children read through the whole story. Group 1 reads Papa Bear's parts. Group 2 reads Mama Bear's parts. Group 3 reads Baby Bear's parts. Group 4 reads Goldilocks' parts.</li> </ul>	<ul style="list-style-type: none"> <li>Children read the whole story aloud by themselves.</li> <li>Invite individual children to read the parts of different characters in the story.</li> </ul>
Activities to develop book concepts	<ul style="list-style-type: none"> <li>Display the book cover.</li> <li>Discuss illustrations on the book cover.</li> <li>Identify the book title.</li> <li>Teacher model reads the title.</li> <li>Children echo read the title.</li> </ul>	<ul style="list-style-type: none"> <li>Children echo read the book title.</li> <li>Children read the title together.</li> </ul>	<ul style="list-style-type: none"> <li>Children read the title together.</li> <li>Introduce and use page numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Choose a child to read the title.</li> <li>Refer to page numbers when necessary.</li> </ul>		
Activities to develop phonological awareness		<ul style="list-style-type: none"> <li>Frame the letter 't' in 'right' as the target letter sound to make a class word sky.</li> <li>Encourage children to read aloud the words on the word sky.</li> </ul>	<ul style="list-style-type: none"> <li>Invite children to read the words on the word sky aloud.</li> <li>Encourage them to add more words to the word sky from the coursebook and other sources.</li> </ul>	<ul style="list-style-type: none"> <li>Frame the target letter sound 'th' in 'this' as to make a class word garden.</li> <li>Encourage children to read aloud the words in the word garden.</li> </ul>		<ul style="list-style-type: none"> <li>Read the words on the word sky / garden.</li> <li>Encourage children to add more words to the word sky / garden.</li> </ul>
Activities to develop print and word awareness			<p><u>Matching game (group work)</u></p> <ul style="list-style-type: none"> <li>Children match picture cards and word cards on the picture words in the story.</li> </ul>		<p><u>Group work</u></p> <ul style="list-style-type: none"> <li>Working in groups, children make a three-dimensional storybook about different scenes in the story.</li> </ul>	
Activities to develop positive attitudes	<ul style="list-style-type: none"> <li>Children listen to the song 'Someone's been sleeping in my bed' (melody : London Bridge is falling down).</li> </ul>		<ul style="list-style-type: none"> <li>Children match picture cards and word cards on 'too hot/cold/soft/hard'.</li> <li>Children put the cards together to produce a group picture dictionary.</li> </ul>		<ul style="list-style-type: none"> <li>They use Goldilocks' parts to write speech bubbles.</li> </ul>	
Activities to develop oral language behaviours	<ul style="list-style-type: none"> <li>Encourage children to sing along.</li> </ul>					<ul style="list-style-type: none"> <li>Children act out different scenes from the story – 'Goldilocks in the bears' house'.</li> </ul>

Storybook : The Farmer and the Beet

Level : Primary 2

No. of sessions : 6

Duration : 20 minutes/session

**Overall Plan**

(Developed by the project teachers of Tin Shui Wai Methodist Primary School)

	<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>	<b>Session 4</b>	<b>Session 5</b>	<b>Session 6</b>
Reading a new story	<ul style="list-style-type: none"> <li>- The teacher reads aloud the whole story.</li> <li>- Children listen to teacher's reading.</li> </ul>	<ul style="list-style-type: none"> <li>- Read the whole story aloud with pauses.</li> <li>- Encourage children to chime in whenever they can.</li> <li>- Discuss the content using the picture cues.</li> </ul>	<ul style="list-style-type: none"> <li>- Read the whole story aloud, pausing before the picture words.</li> <li>- Allow time for children to figure out each word, providing support as needed.</li> <li>- Encourage children to chime in at other parts of the story.</li> </ul>	<ul style="list-style-type: none"> <li>- Read the story aloud and invite children to read the animals' responses to the farmer's requests.</li> <li>- Encourage children to chime in at other parts of the story.</li> </ul>	<ul style="list-style-type: none"> <li>- Read the whole story aloud.</li> <li>- Teacher reads the narrator's parts.</li> <li>- Working in 2 groups, children read the rest of the story.</li> <li>- Group A reads the farmer's parts and group B reads the animals' responses.</li> </ul>	<ul style="list-style-type: none"> <li>- Children read the whole story aloud on their own.</li> <li>- Invite individual children to read the farmer's parts and the parts of different animals.</li> </ul>
Activities to develop book concepts	<ul style="list-style-type: none"> <li>- Discuss the book cover.</li> <li>- Discuss the illustrations on the book cover.</li> <li>- Identify the book title.</li> <li>- Teacher reads the title and children echo read the title.</li> </ul>	<ul style="list-style-type: none"> <li>- Children echo read the title together.</li> </ul>	<ul style="list-style-type: none"> <li>- Children read the title together.</li> <li>- Introduce and use page numbers.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual children read the title.</li> <li>- Refer to page numbers when necessary.</li> </ul>		
Activities to develop phonological awareness		<ul style="list-style-type: none"> <li>- Frame <i>ea</i> as in "please" and "eat" as the target letter sound to make a class word train on <i>ea</i>.</li> <li>- Encourage children to read aloud words from the word train.</li> </ul>	<ul style="list-style-type: none"> <li>- Frame <i>t</i> in "beet" and "eat" as the target letter sound. Use it to make a class word tree for the <i>t</i> sound at the end of words.</li> <li>- Encourage children to read aloud the words on the word tree.</li> </ul>	<ul style="list-style-type: none"> <li>- Children play a game of "Bingo" to focus on words with the long e sound as in "eat" and "please".</li> <li>- Each child chooses any three words from the word train.</li> <li>- The first child to cross out all 3 words on his card calls out "Bingo".</li> </ul>	<ul style="list-style-type: none"> <li>- Read the words on the class word tree / train.</li> <li>- Encourage children to add more words to it from the coursebook and other sources.</li> </ul>	

<p>Activities to develop positive attitudes</p>	<ul style="list-style-type: none"> <li>- Listen to a song “Please help me pull up this ...” (Melody: “London Bridge is falling down”).</li> <li>- Teacher uses gestures to show the meaning of “pull up”.</li> <li>- Encourage children to sing along.</li> </ul>	<ul style="list-style-type: none"> <li>- Play the tape of the song “Please help me pull up this ...”.</li> <li>- Encourage children to sing along.</li> </ul>	<ul style="list-style-type: none"> <li>- Children sing the song together.</li> </ul>			<ul style="list-style-type: none"> <li>- Children act out the story using picture cards of aspects of nature learnt in the coursebook. When the “farmer” takes a card (e.g. picture of the sun) from the whole pack, he says, “Mr. Sun, please help me pull up this ...”.</li> <li>- The corresponding caption is then shown under the picture.</li> <li>- Children take turns to act out the story, using different picture cards as prompts.</li> </ul>
<p>Activities to develop print and word awareness</p>						
<p>Activities to develop oral language behaviours</p>						

**Storybook: The Most Wonderful One in the World**

**Level: Primary 3**

**No. of sessions : 6**

**Duration : 30 minutes/session**

**Overall Plan**

**(Developed by the project teachers of Wai Chow Public PM School, Sheung Shui)**

	<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>	<b>Session 4</b>	<b>Session 5</b>	<b>Session 6</b>
Reading a new story	<ul style="list-style-type: none"> <li>Read the whole story aloud.</li> <li>Children listen to teacher's reading.</li> </ul>	<ul style="list-style-type: none"> <li>Read the whole story aloud, pausing before the picture words. Allow time for children to figure out each word, giving support as needed.</li> <li>Encourage children to chime in whenever they can.</li> </ul>	<ul style="list-style-type: none"> <li>Read the whole story aloud.</li> <li>Invite children to read the part of Daughter Mouse.</li> <li>Encourage them to chime in at other parts of the story.</li> </ul>	<ul style="list-style-type: none"> <li>Divide the class into 3 groups. Group 1 reads the part of Daddy Mouse. Group 2 reads the part of Mummy Mouse. Group 3 reads the part of Daughter Mouse.</li> <li>Teacher and the whole class read the other parts of the story.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher reads the narrator's parts.</li> <li>Working in 7 groups, children read through the whole story. Each group is invited to read the parts of the different characters in the story, i.e. Daddy Mouse, Mummy Mouse, Daughter Mouse, the Sun, the Cloud, the Wind and the Wall.</li> </ul>	<ul style="list-style-type: none"> <li>Invite individual children to read the parts of the various characters in the story.</li> </ul>
Activities to develop book concepts	<ul style="list-style-type: none"> <li>Display the book cover.</li> <li>Discuss illustrations on the book cover.</li> <li>Identify book title.</li> <li>Teacher model reads the title.</li> <li>Children echo read the title.</li> </ul>	<ul style="list-style-type: none"> <li>Children echo read the title.</li> <li>Children read the title together.</li> </ul>	<ul style="list-style-type: none"> <li>Children read the title together.</li> </ul>	<ul style="list-style-type: none"> <li>Individual children read the title.</li> </ul>		
Activities to develop phonological awareness			<ul style="list-style-type: none"> <li>Frame 'k' in 'look' as the target letter sound for making a class word train.</li> <li>Encourage children to read the words on the word train aloud.</li> <li>Encourage children to add more words to the word train.</li> </ul>	<ul style="list-style-type: none"> <li>Frame 'u' in 'sun' as the target letter sound to make a class word tree.</li> <li>Encourage children to read the words on the word tree aloud.</li> <li>Encourage children to add more words to the word tree.</li> </ul>	<ul style="list-style-type: none"> <li>Frame 'all' in 'wall' as the target letter-sound for making a class word wall.</li> <li>Encourage children to read the words on the word wall aloud.</li> <li>Encourage children to add more words to the word wall.</li> </ul>	<ul style="list-style-type: none"> <li>Read the words on the word train/tree/wall.</li> <li>Encourage children to add more words to the word train/tree/wall.</li> </ul>
Activities to develop print and word awareness		<u>Matching game (group work)</u> <ul style="list-style-type: none"> <li>Children match picture cards with word cards for the different characters in the story.</li> </ul>				
Activities to develop positive attitudes	<ul style="list-style-type: none"> <li>Children discuss and choose names for the main characters in the story.</li> </ul>				<ul style="list-style-type: none"> <li>Children act out the story.</li> </ul>	<ul style="list-style-type: none"> <li>Other than the Sun, the Cloud, the Wind and the Wall, children add one more character to the story. The mouse family ask the new character to marry their daughter.</li> <li>Then they act out that extra scene.</li> </ul>
Activities to develop oral language behaviours						

**Overall Plan**

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

	<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>	<b>Session 4</b>	<b>Session 5</b>	<b>Session 6</b>
Reading a new story	<ul style="list-style-type: none"> <li>Read the whole story aloud.</li> <li>Children listen to teacher's reading.</li> </ul>	<ul style="list-style-type: none"> <li>Read the whole story with pauses.</li> <li>Discuss the story content using picture cues.</li> <li>Encourage children to chime in whenever they can.</li> </ul>	<ul style="list-style-type: none"> <li>Read the whole story aloud, pausing before the number words.</li> <li>Allow time for children to figure out each word, giving support as needed.</li> <li>Encourage children to chime in at other parts of the story.</li> </ul>	<ul style="list-style-type: none"> <li>Read the story aloud, pausing before the people/animal words.</li> <li>Allow time for children to figure out each word, giving support as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Working in 2 groups, children read through the whole story. One group reads the number words and the other group reads the people/animal words.</li> </ul>	<ul style="list-style-type: none"> <li>Children read the whole story aloud by themselves.</li> <li>Invite individual children to read one or two pages on their own.</li> </ul>
Activities to develop book concepts	<ul style="list-style-type: none"> <li>Display the book cover.</li> <li>Discuss illustrations on the cover.</li> <li>Identify book title.</li> <li>Teacher model reads the title.</li> <li>Children echo read the title.</li> </ul>	<ul style="list-style-type: none"> <li>Children echo read the title.</li> <li>Children read the title together.</li> <li>Children identify the author's name.</li> </ul>	<ul style="list-style-type: none"> <li>Children read the title together.</li> <li>Introduce and use page numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Individual children read the title.</li> <li>Refer to page numbers when necessary.</li> </ul>		
Activities to develop phonological awareness		<ul style="list-style-type: none"> <li>Frame 's' in 'tigers' as the target letter-sound to make a class word ark.</li> <li>Encourage children to read aloud the words on the word ark.</li> </ul>	<ul style="list-style-type: none"> <li>Invite children to read the words on the word ark aloud.</li> <li>Encourage them to add more words to the word ark from the coursebook and other sources.</li> </ul>	<ul style="list-style-type: none"> <li>Frame 'f' in 'four' as the target letter sound to make a class word snake.</li> <li>Encourage children to read the words on the word snake aloud.</li> </ul>	<ul style="list-style-type: none"> <li>Children add more words to the word ark/snake.</li> <li>Read the words on the word ark/snake.</li> </ul>	
Activities to develop print and word awareness					<ul style="list-style-type: none"> <li>Children play a matching game about animals. They match picture cards with word labels and make a group mini-book on names of animals mentioned in the story.</li> </ul>	<ul style="list-style-type: none"> <li>Children put the animal cards they have prepared at home into their group's mini-books.</li> </ul>
Activities to develop positive attitudes	<ul style="list-style-type: none"> <li>Children listen to the song 'Ten Little Monkeys' (melody : Ten Little Indians).</li> </ul>		<ul style="list-style-type: none"> <li>Play the tape of the song 'Ten Little Monkeys' and encourage children to sing along with it, providing picture cues when necessary.</li> </ul>		<ul style="list-style-type: none"> <li>As home assignment, children draw/collect pictures of more animals. They stick the pictures on cards and write word captions under the pictures.</li> </ul>	<p><u>Kim's Game</u></p> <ul style="list-style-type: none"> <li>Teacher shows a picture of some animals for 20 seconds and puts the picture away. Pupils then use the worksheet provided to write down the names and number of animals they remember.</li> </ul>
Activities to develop oral language behaviours	<ul style="list-style-type: none"> <li>Encourage children to sing along.</li> </ul>					

**Storybook : What's in My Pocket?**

Level : Primary 2

No. of sessions : 6

Duration : 30 minutes/session

**Overall Plan**

(Developed by the project teachers of Tin Shui Wai Methodist Primary School)

	<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>	<b>Session 4</b>	<b>Session 5</b>	<b>Session 6</b>
Reading a new story	-Read the whole story aloud. -Children listen to teacher's reading.	-Read the whole story aloud with pauses. -Discuss story content using picture cues. -Encourage children to chime in whenever they can.	-Invite children to read the first line of each page (i.e. questions). -Teacher reads the rest of the page (i.e. cues and objects).	-Teacher reads the cues -Invite children to read the rest of the page (i.e. questions and objects).	-Divide class into 2 groups. -One group reads the questions and the other group reads the cues and the objects.	-Invite individual children to read the questions, the cues and the objects.
Activities to develop book concepts	-Display the book cover -Discuss the illustrations on the cover. -Identify the book title. -Teacher model reads the title and children echo read it.	-Children read the title together. -Identify the author's name.	-Individual child reads the book title and identify the author's name.	-Individual children read the title. -Introduce and use page numbers.	-Refer to page numbers when necessary.	
Activities to develop phono-logical awareness			-Frame ock as in 'rock' and 'clock' as the target rime to develop a class word ladder. -Encourage children to read the words aloud.	-Frame w as in 'worm' as the target letter sound to develop a class word worm. -Encourage children to read aloud the words.	-Frame r as in 'round' as the target letter sound to develop a class word pocket. -Encourage children to read aloud the words.	-Encourage children to read aloud the words in the word ladder/ worm/ pocket. -Invite children to add more words to the word ladder/worm/pocket.
Activities to develop positive attitudes	-Sing a song (Melody: Are you sleepy?). Pocket, pocket, Pocket, pocket,	Play a guessing game. -Show pupils samples of different pockets and objects which are soft, hard or square.		- Matching game: children match picture cards with word cards - Picture cards include:	-Children work in groups -Each child draws/ sticks a picture of something that's soft/hard/round/ square/fuzzy in the sheet provided by the teacher -They then write the word cue 'soft/hard/round...'	Mini-book <u>What's in my picture?</u> -Children staple their pictures together to make a mini-book, 'What's in my picture?' -Each group needs to design their own book cover and write down their names as the authors.
Activities to develop print and word awareness	What's in my pocket? What's in my pocket? Something that is square. Something that is square. It's a block.	-Put one object into one of the pockets and ask: 'Pocket, pocket, what's in my pocket?' -Let pupils put their hands into the pocket and say: 'I can feel something ... I think it's a ...'. -Objects which are soft: tie, towel, tissue; objects which are hard: key, rock, pencil box; objects which are square: clock, box, cards.		• worm • feather • marble • block • rock • pocket • bear		
Activities to develop oral language behaviours	It's a block. Pocket, pocket, Pocket, pocket, What's in my pocket? What's in my pocket? Something that is hard. Something that is hard. It's a rock. It's a rock.					
					<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">e.g. picture of a tie</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">e.g. soft</div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">                     What's in my picture?                       --- --- ---                      --- --- ---                 </div>