

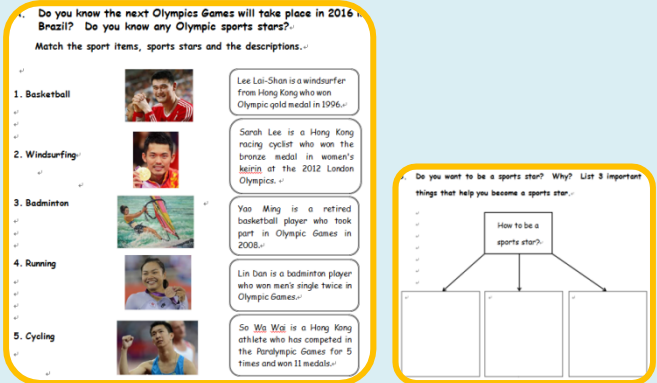
## Making Use of Information Texts to Connect Students’ Reading and Writing Experiences (Primary 4-6)

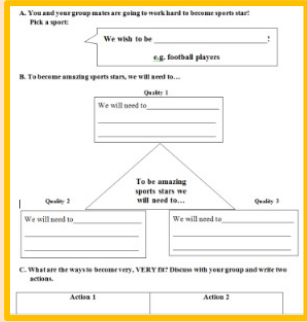
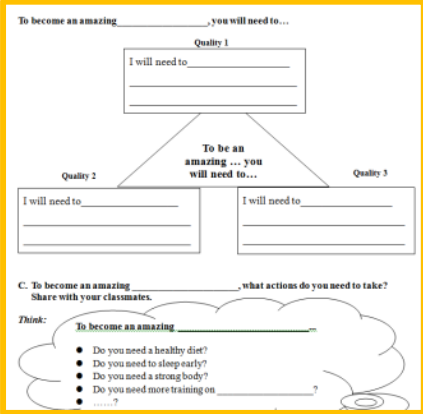
This example shows how teachers:

- help students process information texts and understand the features of information texts for specific purposes;
- motivate students to think and write creatively and critically through creating and processing digital multimodal information texts;
- agree with students on a list of task-specific criteria for an assessment form to assist them in reflecting on their own learning; and
- develop positive values and attitudes through reading and responding to information texts.

### Learning and Teaching Process

In the Pre-reading Stage	Impact on Learning
<p>Students</p> <ul style="list-style-type: none"> <li>• understand the context and the task — designing an e-book “How to be an amazing _____” (e.g. artist / scientist) for displaying on the school Open Day;</li> <li>• read the cover, blurb and contents page of an information book “How to be a Sports Star” to identify basic information about the book, e.g. title, author, and predict the content with teacher support;</li> <li>• practise the use of pictorial and contextual clues to work out the meaning of unfamiliar words / phrases on the front and back covers (e.g. athlete, pick a sport);</li> </ul>	<p><i>Students</i></p> <ul style="list-style-type: none"> <li>• <i>are engaged in the task, as it is meaningful and relevant to their school life;</i></li> <li>• <i>consolidate and apply their knowledge of book concept acquired in reading other books;</i></li> <li>• <i>make good use of prediction skills; and</i></li> <li>• <i>develop some understanding of the qualities of a sports star.</i></li> </ul>

<ul style="list-style-type: none"> <li>work in groups and match the sports items with the descriptions of some Asian sports stars; and</li> <li>identify the important qualities to become a sports star.</li> </ul> 	<ul style="list-style-type: none"> <li><i>connect the topic to their personal experiences;</i></li> <li><i>develop their collaboration skills through participating in class or group discussion; and</i></li> <li><i>become motivated in reading the text.</i></li> </ul>
<p style="text-align: center;"><b>In the While-reading Stage</b></p>	<p style="text-align: center;"><b>Impact on Learning</b></p>
<p>Students</p> <ul style="list-style-type: none"> <li>are engaged in shared, supported and independent reading to develop skills in reading information texts;</li> <li>learn the features of an information text (e.g. headings, fact boxes, thought bubbles, captions);</li> <li>practise the use of pictorial and contextual clues to work out the meaning of unfamiliar words;</li> <li>respond to teacher's questions and identify the important qualities of a good athlete which can be identified in a poster and personal profiles; and</li> <li>identify with teacher support the use of imperatives in introducing the different ways to become a sports star.</li> </ul>	<p>Students</p> <ul style="list-style-type: none"> <li><i>benefit from the teaching strategies of shared, supported and independent reading and gradually gain more confidence and interest in reading information texts;</i></li> <li><i>develop their reading skills, e.g. working out the meaning of unfamiliar words and constructing meaning from texts;</i></li> <li><i>learn to use imperatives to list the qualities of Olympic athletes; and</i></li> <li><i>are aware of the features of a poster, daily schedule and personal profiles.</i></li> </ul>

In the Pre-writing Stage	Impact on Learning
<p>Students</p> <ul style="list-style-type: none"> <li>work in groups to choose a sport;</li> <li>find out three important qualities of a sports star of a particular sport with reference to what they have learnt from reading the information book;</li> <li>discuss and decide on the two most important ways to become physically fit; and</li> <li>explain the choices to the class.</li> </ul>	<p>Students</p> <ul style="list-style-type: none"> <li>develop their critical thinking skills through discussion; and</li> <li>develop communication skills and enhance their motivation through brainstorming and sharing of ideas.</li> </ul> 
In the Drafting Stage	Impact on Learning
<p>Students</p> <ul style="list-style-type: none"> <li>discuss and agree with the teacher on the task-specific criteria of the e-book on the topic of “How to be an amazing _____” (e.g. artist / scientist) on the self-assessment form;</li> <li>revisit the text structures and language used in the information book, including book cover, checklist, index and the use of imperatives;</li> <li>brainstorm ideas with the help of a list of guiding questions and draft an outline for the e-book;</li> <li>are given timely and constructive feedback on the outline to improve their writing;</li> <li>based on the feedback, find out more information about the topic by borrowing books from the school / public libraries or surfing the Internet;</li> </ul>	<p>Students</p> <ul style="list-style-type: none"> <li>are more confident of writing the first draft with the input from the reading texts on the content and language;</li> <li>develop creativity and critical thinking skills;</li> <li>are clear about the features of an information book, e.g. glossary, checklist;</li> </ul> 




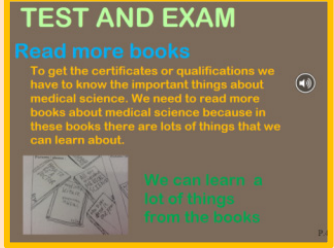
## Example 4

- are introduced to the functions and operation of an app for composing an e-book;
- add / draw appropriate images / pictures with captions to help illustrate the intended messages to readers / viewers;
- use the recording function to complete the recording of the reading text; and
- use multimedia skills to enhance the quality of the e-book.



- develop confidence and skills in expressing ideas and exhibit their creativity through the creation of a digital multimodal text; and
- improve their oral fluency and accuracy through the recording activity.



In the Reviewing and Editing Stage	Impact on Learning
<p>Students</p> <ul style="list-style-type: none"> <li>review the content, presentation and recording of the e-book;</li> <li>re-read and edit the e-book with a focus on improving the language used, e.g. imperatives, tenses and spelling;</li> <li>submit the first and final drafts of the e-book and the self-assessment form;</li> <li>are provided with quality and constructive feedback on the digital multimodal text with reference to the agreed task-specific criteria on the self-assessment form; and</li> <li>are given the opportunity to show their digital multimodal texts to guests on the school Open Day.</li> </ul>	<p>Students</p> <ul style="list-style-type: none"> <li>develop their critical thinking skills through reflecting on the content, organisation, accuracy and presentation of their writing;</li> <li>practise the skills of reviewing and editing to further develop their writing skills; and</li> <li>are motivated by the opportunity to share their work with real audience.</li> </ul> <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div> <div style="margin-top: 10px;">  </div> <div style="margin-top: 10px;">  </div>

*Some of the activities were tried out in Christian Alliance H C Chan Primary School and King's College Old Boys' Association Primary School No.2. We thank the schools for sharing their experience.*