

**Collaborative Research and Development (“Seed”) Projects
for the 2020/21 School Year**

***Reading across the Curriculum:
Reading for Breadth and Depth***
(Project code: NT0920)

**Regional NET Coordinating Team
Native-speaking English Teacher (NET) Section**

Contents

- Why reading across the curriculum (RaC) in the English Language classroom
- What a target project unit looks like
- Our support model
- Application procedures



Why RaC in the English Language classroom

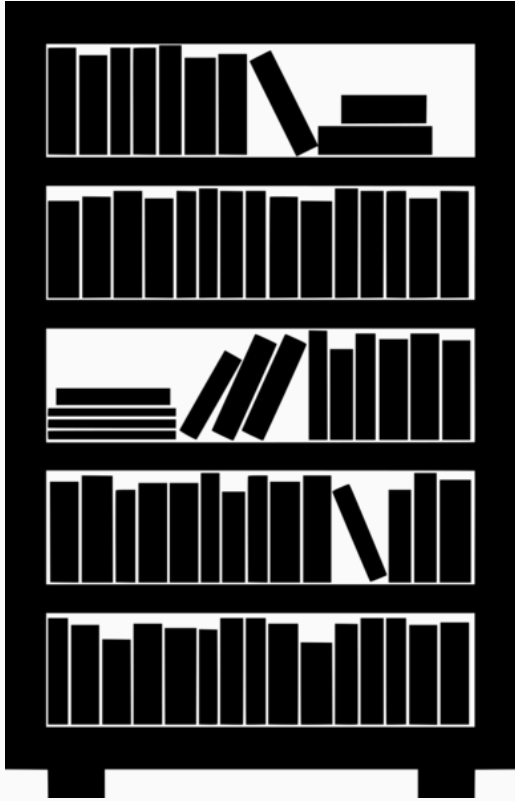
Common phenomena

- Inadequate practice to make connection between learning and life experiences/global issues
- Reading experience limited to the textbook
- Reading for surface meaning instead of deeper understanding of text
- Not aware of how readers might be influenced by a text
- Perception of English as an academic subject rather than a tool to access other subjects
- Motivation to read mostly extrinsic or instrumental, rather than intrinsic



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Our approach



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to **MOTIVATE** students to

read more and

read deeper

with *critical eyes*

to **EXPLORE** topics and

understand issues



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Project objectives

- enhance English teachers' understanding of RaC and ability to **integrate** it into the school-based curriculum
- develop teachers' ability to identify, select and use appropriate print and non-print texts of a variety of **text types and themes** to enhance **students' motivation and confidence** in English language learning
- sharpen teachers' skills in **scaffolding** their students' reading, viewing, analysing and responding skills development;
- expand teachers' ability to design suitable **learning, teaching and assessment activities** to support students' **reading skills** development and to engage them in **appreciating** the value of **cross-curricular** reading
- develop teachers' ability to identify **opportunities** for students to **connect their learning** in English lessons (e.g. reading strategies and knowledge of topics) to their experiences in real life or learning in other KLAs

What a target project unit looks like

(A unit being co-developed with
an RaC “Seed” project school in the 2019/20 school year)

Features of a project unit

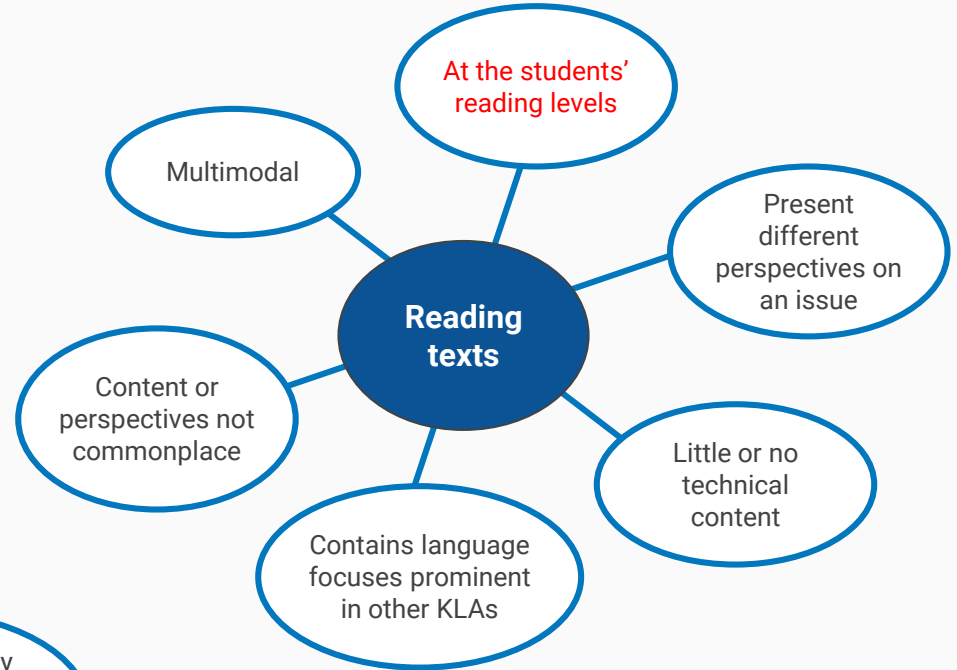
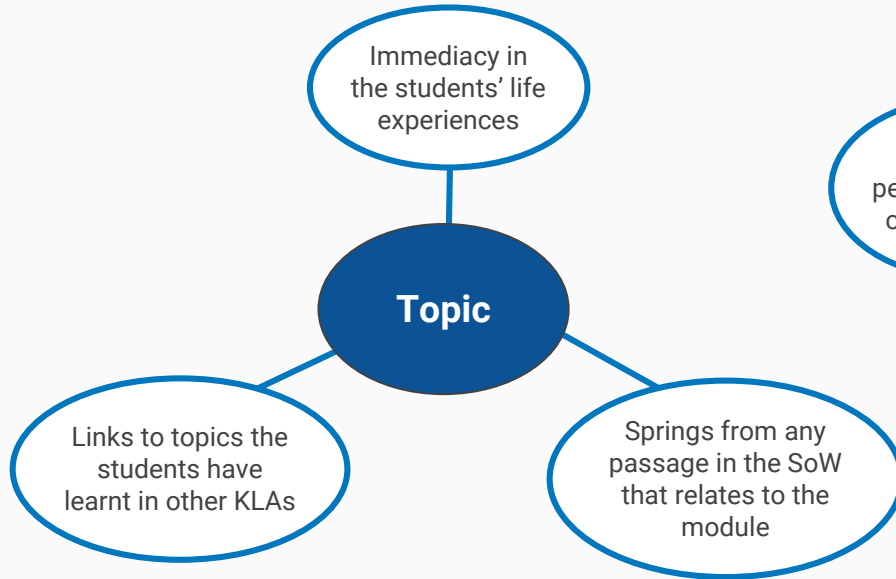
- Content and language links with other KLAs
- Immediacy of topic in students' daily life
- Multiple texts - (textbook passages and) authentic, varied text types, multimodality
- Development of reading skills and strategies
- Strategies that hook students' interest in reading, e.g. questioning the text, setting purpose of reading and exploring different perspectives on a topic
- Student products for assessment

Choice of topic and selection of reading texts

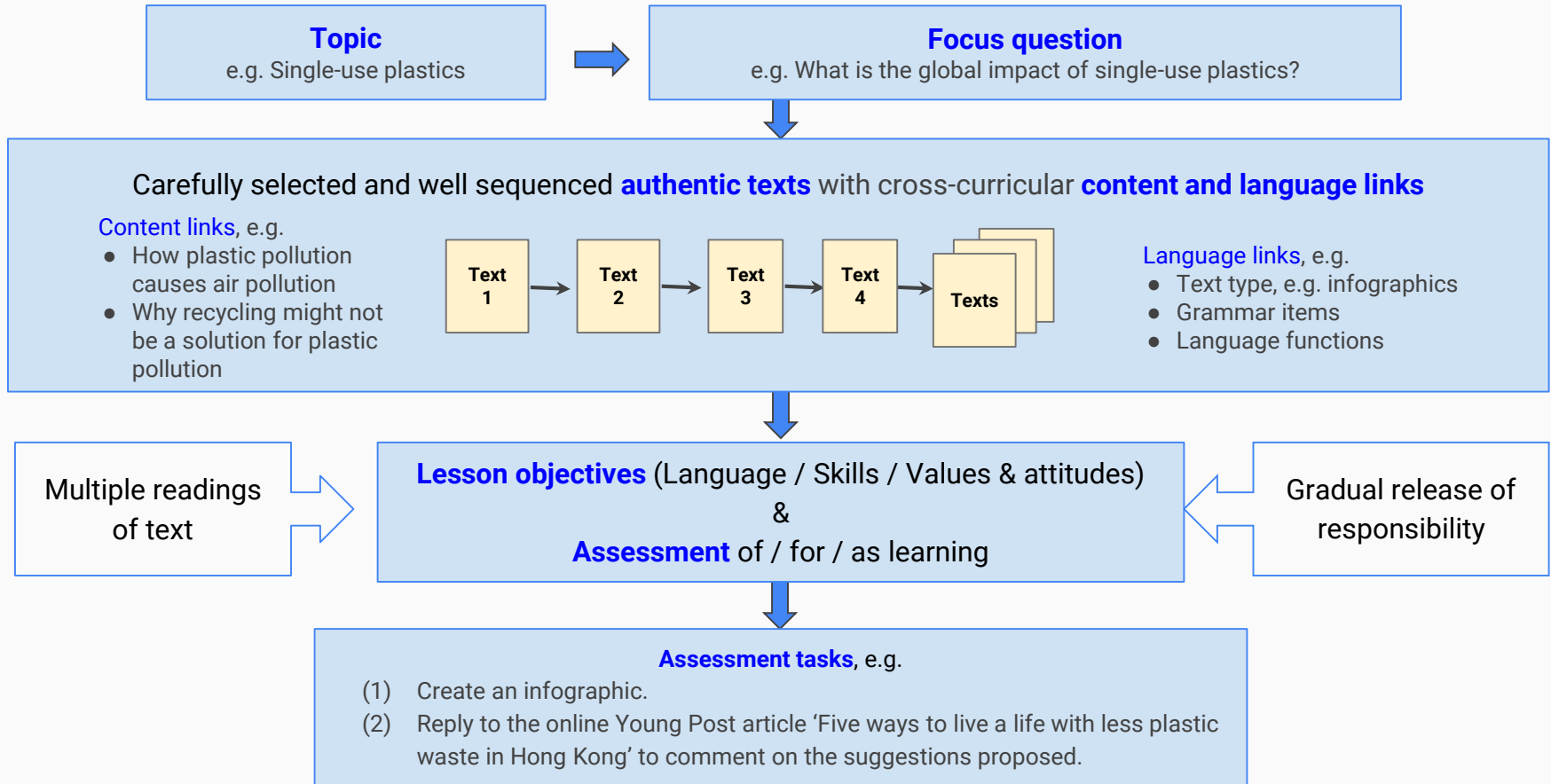
English textbook: New Treasure Plus 2A

Module: Humans and the environment

Unit 3: Save our planet!



Unit framework





Pre-project learning activity: Single-use plastic tally

a lot of plastic products that we use every day. While some can be used more than once, some are thrown away right after use. How much **single-use** plastic do you use? Let's find out!

During the period of 3rd to 10th February 2020 (both days inclusive), every time you have used a single-use plastic item, record it in the table below using the five lines counting method. One example has been done.

Amount of single-use plastic used in one week:

Items	Examples (Draw 1-2 examples)	Tally of <u>single-use</u> plastic items used	
		Example: 	8
Bottles (Water bottles)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Cups and bowls (Yoghurt pots)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Plastic straws	<input type="text"/>	<input type="text"/>	<input type="text"/>
Food wrap/ Plastic wrap	<input type="text"/>		<input type="text"/>
Plastic utensils (Plastic spoons, knives)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other – (Plastic bags)	<input type="text"/>	<input type="text"/>	<input type="text"/>

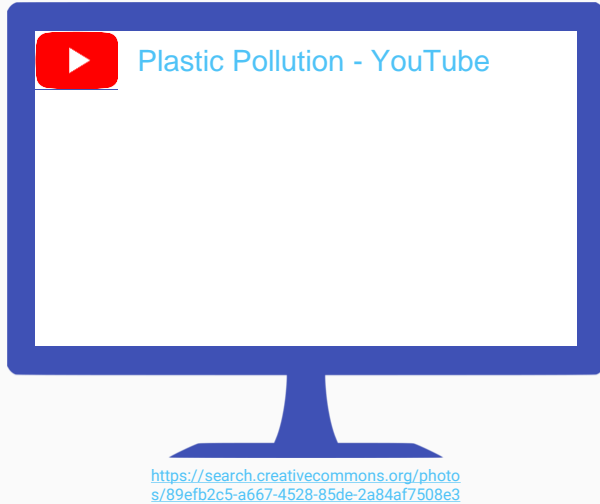
Purpose:

- To draw students' attention to the waste from their use of single-use plastics
- To provide data for students to create infographics in a later stage of the unit after they have learned the text type for assessment purpose

Language focus:

- Vocabulary of single-use plastics
- I used/threw away/threw out/ditched...

Texts to be used - Example 1



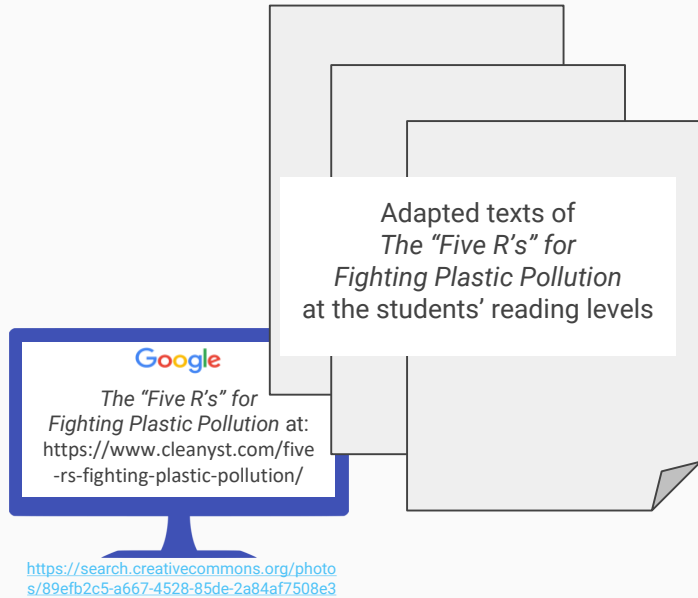
Purpose:

- To provide background knowledge of the topic
- To 'hook' students' interest
- To set the purpose of reading other texts in a later stage of the unit
- To expose students to a video infographic

Major learning activity:

- EDpuzzle (flipping the classroom)

Texts to be used - Example 2



Purpose:

- To provide background knowledge of the topic
- To teach how to read information texts by understanding text structure and paragraph construction
- To provide opportunities for students to practise the language focus learned in previous lessons

Major learning activity:

- Jigsaw reading

(a) What the R in my paragraph stands for	(b) How it works to fight plastic pollution	(c) Examples <u>given</u> for how the R could be incorporated into daily life	(d) My group's example(s)
Reduce			
Refuse			
Reuse			
Recycle			
Remove			

Texts to be used - Example 3



Purpose:

- To connect classroom learning to students' life experiences
- To provide opportunities for students to (i) practise the language focus learned in previous lessons, and (ii) connect learning activities to their life experiences

Major learning activities:

- Jigsaw reading (Note-taking and oral presentation)
- Think-pair-share (Commenting on info and ideas in the text with reference to own situation)

	(a) What's the problem?	(b) What are the solutions suggested?	(c) Where can you find the item(s)?	(d) Think of your own situation. Are the suggestions feasible for you? Why/not?	(e) What are your suggested solutions?
Straws					
Polystyrene					
Plastic bags					
Toothbrush					
Water bottles					

Texts to be used - Example 4



Purpose:

- To teach how to read and create **infographics**
- To provide opportunities for students to (i) make text-to-text connections, and (ii) consolidate the topic-related content learned in previous lessons

Major learning activities:

- Puzzle (cut-ups of the sample infographic) and guided practice of reading infographics
- Creating infographics using the data collected from the pre-project activity

Understanding Infographics		
<i>Look at your infographic carefully and fill in the graph below. What is the infographic telling you?</i>		
Structure <i>How is the infographic organized?</i>	Content <i>What is the story the infographic is telling us?</i>	Design <i>What are the design principles used in the infographic?</i>
<i>What's the title of the infographic?</i>	<i>What is the main message in the infographic?</i>	<i>How are colours used in the infographic? Do the colours relate to the content or the topic?</i>
<i>How is the information organised? Is it in order? Cause and effect? Compare and contrast etc?</i>	<i>What evidence is the author using to support the claim?</i>	<i>What information is emphasized through the use of specific colours?</i>
<i>Is the information organized by person, event or product?</i>	<i>Where does the information come from?</i>	<i>How is spacing, alignment, and whitespace used to focus your attention?</i>
<i>Does the author use data or % to organize the information?</i>	<i>Is it reliable and current information?</i>	<i>How are numbers, icons and images used to the overall understanding of the message?</i>

In one or two sentences write what this infographic is telling us. What does the author want us to do with the information? _____

Main assessment tasks - An example that caters for learner diversity

Creating an infographic

Option	Mode of communication	Language skills involved
A - Create an infographic using the data from the pre-project activity: Single-use plastic tally	Print	<ul style="list-style-type: none">● Interpret raw data to design an infographic
B - Same as the above, except that the Infographic is in the video format	Non-print (Video)	<ul style="list-style-type: none">● Interpret raw data to design an infographic● Plan a storyboard, write a script and voice over
C - Create an infographic poster using the information in the video 'Plastic Pollution'	Print	<ul style="list-style-type: none">● Synthesise information in the video to design an infographic

Our support model

Personnel Involved in the RaC “Seed” Project

1 - 2 **Support Officer(s)**
from the Regional NET
Coordinating Team



Project Teachers

English teachers

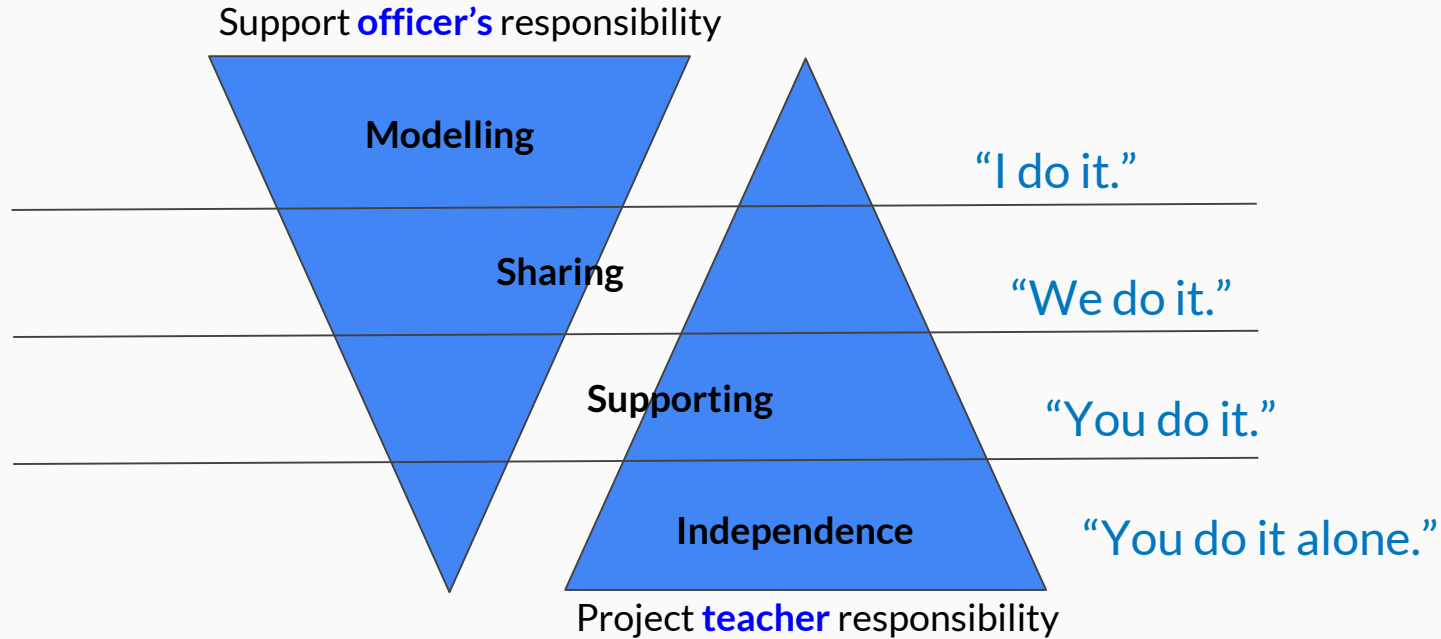
- Project Coordinator
- English teacher(s) of the project class(es)

Non-English teachers

- *Optional*

Support from the **senior management** of the school

Gradual release of responsibility



Schools that we are looking for

- Partners, not service recipients
- Curriculum flexibility
- Committed project teachers amenable to new ideas and pedagogical suggestions
- Students with basic reading competency
- Sustainability

Application procedures

Important dates

9 Mar 2020	<ul style="list-style-type: none">● Deadline of application EDB Circular Memorandum No. 6/2020 (Appendix A(25)) https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM20006E.pdf (Application Form with a school proposal)
Mar - May 2020	<ul style="list-style-type: none">● Project briefing if needed● Vetting visit (Meeting and class visit(s))
June 2020	Announcement of application results

Enquiries

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