

Collaborative Research and Development (“Seed”) Projects for the 2021/22 School Year

Reading across the Curriculum:

Reading for Breadth and Depth

(Project code: NT0921)

Briefing Session @2 February 2021

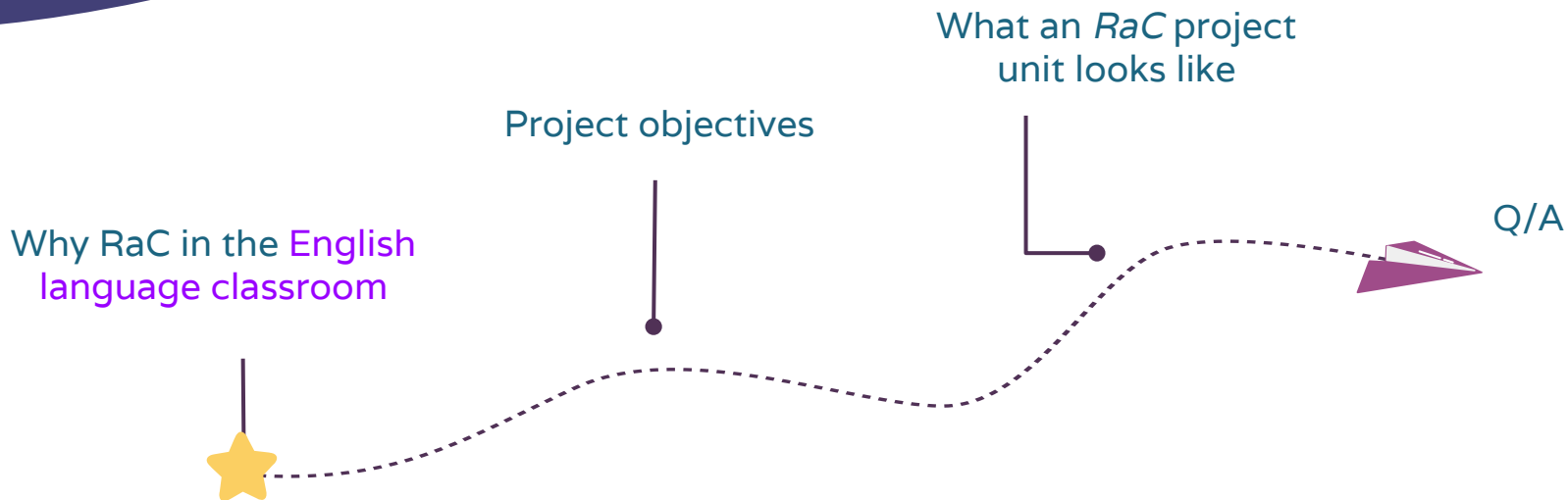
Regional NET Coordinating Team

Native-speaking English Teacher Section, EDB





Rundown



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Regional NET Coordinator



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Why *RaC* in the English Language Classroom

Common phenomena

Reading experience
limited to the textbook



Inadequate practice in
making connections between
learning and life experiences



English seen as an
academic subject



<https://search.creativecommons.org/photos/465e3bc5-6394-4847-8463-fb9e30a47509>



Reading for surface meaning



Motivation to read mostly
extrinsic, rather than intrinsic



Tendency to read
frustration level texts

Our approach



to **motivate** students to

read more and

read deeper with a *critical eye*

to **explore** topics and

relate texts to their daily lives

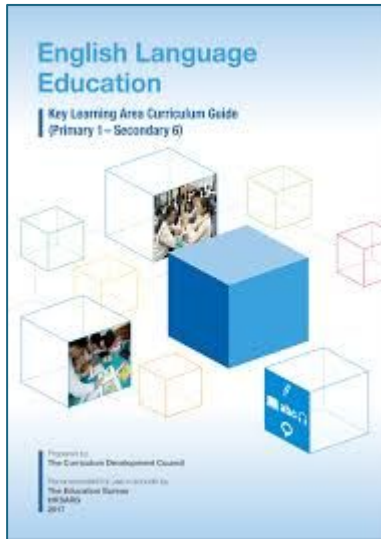
Broaden their
knowledge base

Learn to read

Read
critically

Appreciate the value of reading
and its relevance to daily lives

RaC in the curriculum documents



Reading across the Curriculum is...

- ❑ built on the strengths of “Reading to Learn” - one of the updated **Four Key Tasks** to enrich the school-based English Language curriculum;
- ❑ an approach that helps students
 - relate their learnings and **make connections** to their daily lives
 - establish cross-curricular links, develop their **reading proficiency** and enhance their **interest in reading**; and
- ❑ a platform for **cross-curricular** collaboration and in support for STEM education.

Curriculum Development Council. (2017). CDC English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 6)

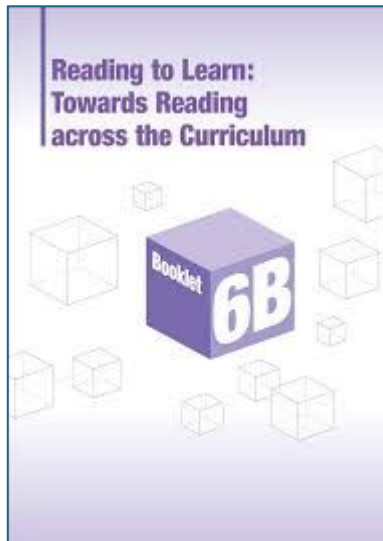
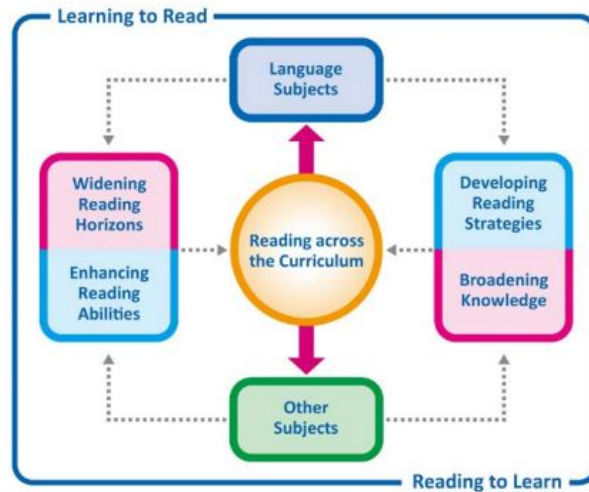


Figure 6B.2 The Objectives of RaC



CDC. (2017). Booklet 6B: Reading to Learn: Towards Reading across the Curriculum. Senior Secondary Curriculum Guide.



Project Objectives

Project objectives

They are to:

- 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; and
- 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.

Research question

- ❑ What pedagogy could be used in the English classroom to encourage students to read more and explore the deeper meaning of texts?



What a Target Project Unit Looks Like

(Co-developed with an *RaC* project school)

A school sample

Scenario

You and your classmates are entering the Healthy Eating Cooking Competition to be held in the school's Healthy Eating Week this year. You are required to design a recipe of a simple healthy lunch box for the following four groups of people living in the district.

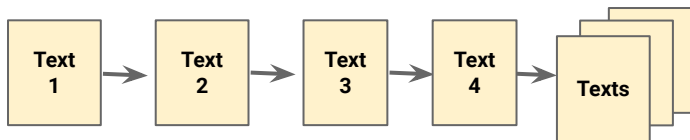
- (A) Teenage students
- (B) Office workers
- (C) Construction workers

Topic
e.g. Healthy Eating

Focus question
e.g. What should be considered when planning a healthy meal?

Planning demos will

Carefully selected and well sequenced
authentic **texts with cross-curricular links**



Lesson objectives
(Language/Skills/Values & attitudes)

Content links

e.g. healthy eating,
nutrients and cooking
methods in I.S and H.E.

Language links

e.g. procedural texts in I.S
and H.E. (recipe and science
experiment instructions)

Meaningful **tasks** and **assessment** of/for/as learning

Deeper reading of texts

Relate learnings and
connect to daily lives

Application of the knowledge,
skills and language learnt

Examples of texts (1 & 2): Healthy eating models

Text 1

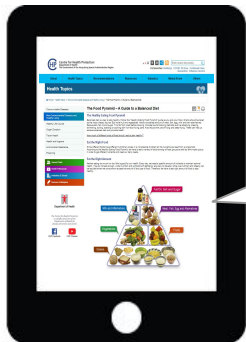


Image of the **Food Pyramid**

Source:

<https://www.chp.gov.hk/en/static/90017.html>

Text 2



Image of **MyPlate**

Source:

<https://www.center4research.org/myplate-new-alternative-food-pyramid/#:~:text=%E2%80%9CMyPlate%E2%80%9Dreplaces%20the%20familiar%E2%80%9C,dairy>

Instructional purposes

- ❖ Broaden students' knowledge base (From 'food pyramid' (familiar) to 'MyPlate' (new))
- ❖ Introduce infographics
- ❖ Provide language input (e.g. vocabulary of food groups; eat more/less/most/moderately/a small amount/the least; use sparingly)

Examples of tasks (for Texts 1 & 2): Healthy eating models and food groups

Research task

Look up another healthy eating model. How can it be explained?

Possible healthy eating models submitted by the students:

Image of the
**Australian Guide to
Healthy Eating**

Source:

<https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating>

Image of the **Dietary
guidelines for
Japanese**

Source:

<http://www.fao.org/nutrition/education/food-dietary-guidelines/regions/countries/Japan/en>

Image of a simple version of
Eat a Rainbow (There are a few
versions.)

Source:

https://www.sustainweb.org/resources/images/eating/lcaneat-arainbow_Guernsey.png

Note:

Students look up a generic healthy eating model (e.g. 'eat the rainbow'), or one of a country that they are interested in. They are expected to be reading at their own levels as they need to submit a simple explanation of the model.

Instructional purposes

- ❖ Further broaden students' knowledge base
- ❖ Provide opportunities for students to apply the knowledge, skills and language learnt
- ❖ Allow students to explore texts at their own reading levels and of their own interest

Examples of tasks (for Texts 1 & 2): Healthy eating models and food groups

Application task

Pre-lesson

A. Record of food intake in one day.

Insert photos of the meals you had on ____.

Breakfast			

Fill in the information about your meals in the table below.

A.Dish	B.Food / Ingredients	C.Main nutrient(s)	D.Cooking method(s)
e.g. satay beef instant noodle	meat, grain	Carbohydrates, fat, protein	boil

Post-lesson:

Did you have a healthy diet on that day? Use one of the healthy eating models to help you explain.

Instructional purposes

- ❖ Provide opportunities for students to connect their learning experiences to their daily lives and apply the knowledge, skills and language learnt

Examples of tasks (for Texts 1 & 2): Healthy eating models and food groups



Critical reading discussions

- What is the source of each text?
- Do you think that the information given is reliable?
Why/Why not?
- What is the purpose of the text?
- According to the websites, which healthy eating model seems better? Why do you think so? (Ss analyse the language used: persuasive writing techniques, e.g. comparing/contrasting, quoting recent research)
- If the ____ model is better, why are there the other models?

Instructional purposes

- ❖ Engage students in critical reading of texts and raise their awareness of how readers can be influenced by the language used in a text
- ❖ Encourage student voices
- ❖ Provide opportunities for students to connect their learning experiences

Examples of texts (3 & 4) and tasks: Nutrients and cooking methods

Text 3

Video of **How The Six Basic Nutrients Affect Your Body**

Source:
https://www.youtube.com/watch?v=inEPIZZ_SfA

Text 4

Online article **Easy Cooking Methods**

Source:
<https://www.kids-cooking-activities.com/easy-cooking-methods.html>

Instructional purposes

- ❖ Revisit previous learning from other subjects concerned
- ❖ Provide background reading for the final tasks

Opportunity for **cross-curricular collaboration**

Flip the classroom to allow students to revisit the background reading at their own pace

Examples of texts (5 & 6): Nutrients and cooking methods

Text 5

Online article **How Cooking Affects the Nutrient Content of Foods**

Source:

<https://www.healthline.com/nutrition/cooking-nutrient-content#cooking-amp-nutrients>

Text 6

Video **How Does Cooking Affect Nutrition in Food? (What The Science Says)**

Source:

https://www.youtube.com/watch?v=RoV_VNX74E6Y

VS.

Instructional purposes

- ❖ Broaden students' knowledge base
- ❖ Provide background reading for the final tasks
- ❖ Optional: Explore multiple perspectives, an element of critical reading

Examples of tasks (for Texts 3 - 5) and tasks: Nutrients and cooking methods

Application task

A. Record of food intake in one day.

Insert photos of the meals you had on ____.

Breakfast			

Fill in the information about your meals in the table below.

A.Dish	B.Food / Ingredients	C.Main nutrient(s)	D.Cooking method(s)
e.g. satay beef instant noodle	meat, grain	Carbohydrates, fat, protein	boil

Which nutrient(s) did you eat most/least on that day? Was there a dish whose nutrients might have been damaged to a large extent because of the cooking method? How could it be improved to better retain the nutrients?

Instructional purposes

- ❖ Provide opportunities for students to connect their learning experiences to their daily lives and apply the knowledge, skills and language learnt

Examples of texts (7 - 10) and tasks: Diets for specific groups of people

- (A) Teenage students
- (B) Office workers
- (C) Construction workers
- (D) Retired people in their 70s and 80s

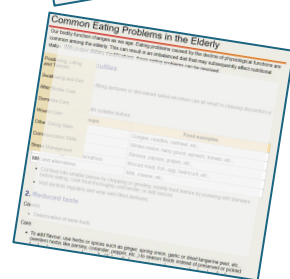
You received a message from Ms Wong, the teacher in-charge of the Healthy Eating Cooking Competition. There are the following points for the competition participants to consider.

- (a) As some of the secondary students experience extra stress from their studies during the COVID-19 period, see if you could factor this in when you plan the recipe.
- (b) The number of vegetarians in HK is not small. When you plan the recipe for office workers, consider alternatives for the food items not suitable for them. You don't have to change your recipe, but be prepared to mention how the recipe can be adapted when you do the cooking demo.
- (c) Note the eating problem in the elderly.

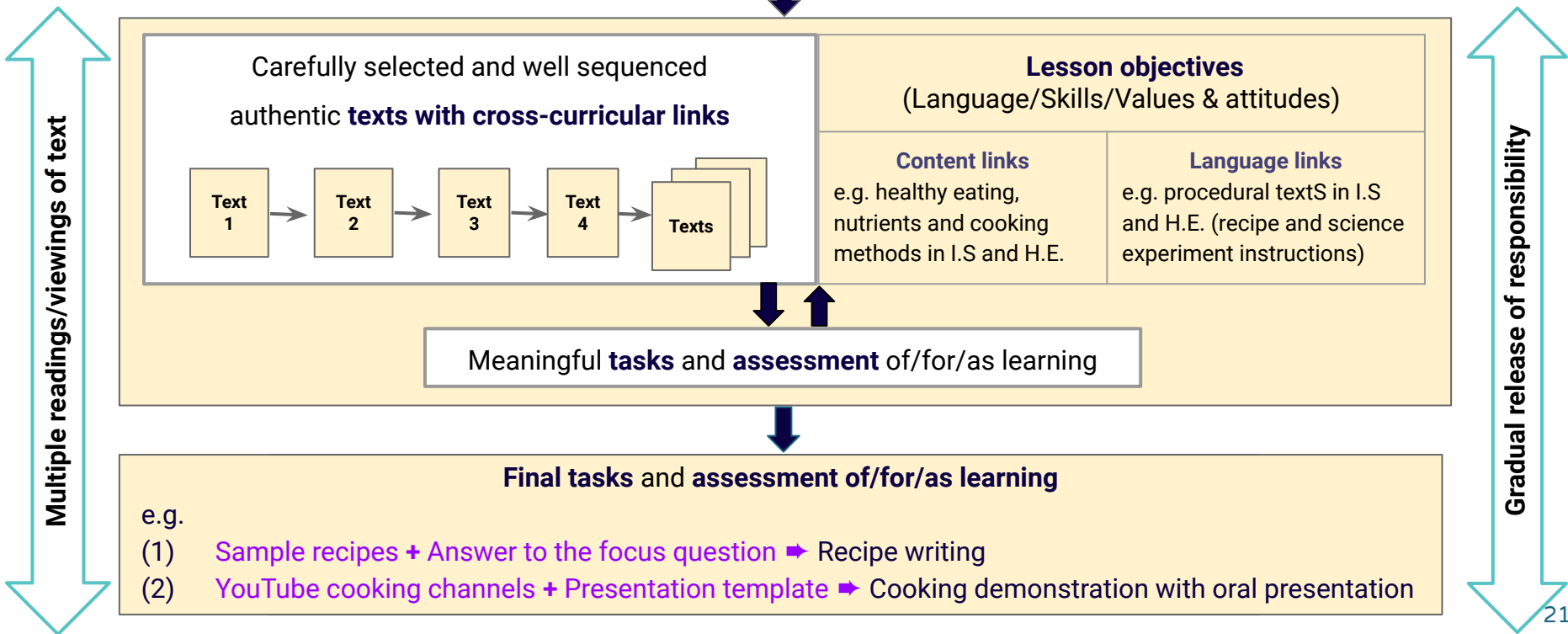
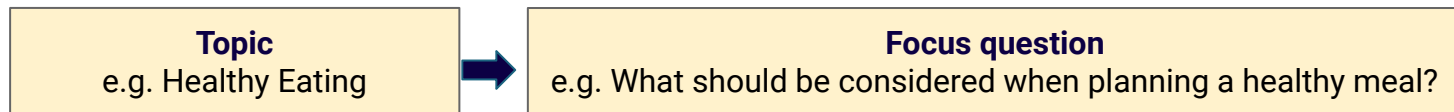
Instructional purposes

- ❖ Further broaden students' knowledge base
- ❖ Provide opportunities for students to collaborate, and share the information learnt

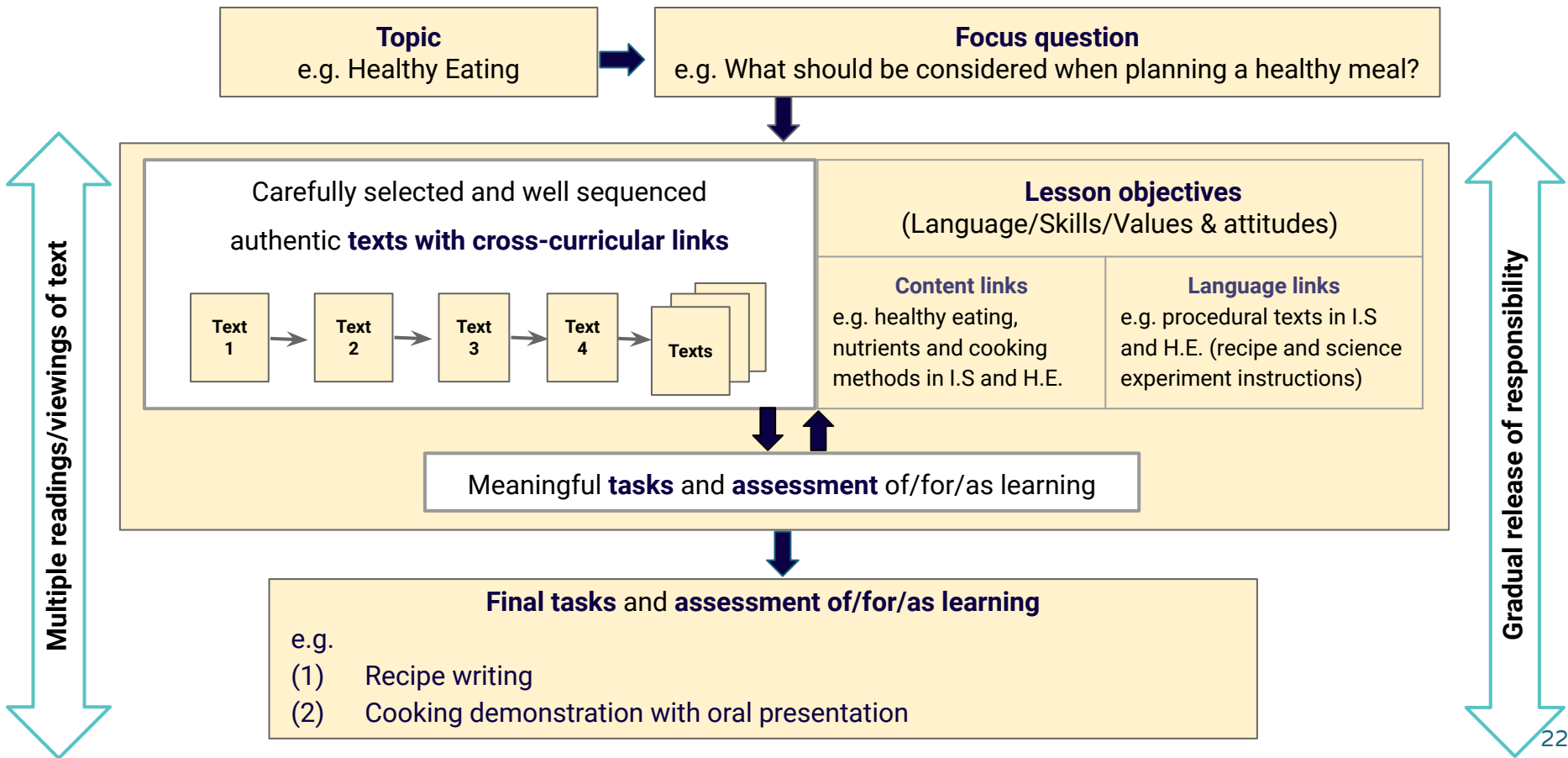
Jigsaw reading



A school sample



Unit framework



Features

- ❖ Expansion of students' knowledge base
- ❖ Opportunities for students to connect their learning experiences and apply the knowledge, skills and language learnt
- ❖ Foundational literacy with (entry level) critical reading
- ❖ Multimodal texts and tasks
- ❖ Differentiation and student choice
- ❖ Flexible scope of topic/unit
- ❖ Opportunity for cross-curricular collaboration

Thank you!

