

# **Final Report on the “Seed” Project “Development of Text Sets (DTS) for Enriching the School-based English Language Curriculum at the Primary Level” (2014 - 2017)**

## **Abstract**

Using sets of diverse, multimodal and multi-genre texts of high quality on selected themes, the Seed Project, Development of Text Sets (DTS) for Enriching the School-based English Language Curriculum at the Primary Level, aims to develop students’ skills in reading comprehension, literary response and analysis, vocabulary building, writing, listening and speaking.

The project was designed, implemented and monitored by a team of Advisory Teachers (ATs) under the leadership of the DTS Project Coordinator. An evaluation component, which focused on the criteria for completing the unit plans and selecting texts, was built into the design of the project to measure how well the goals of the project were met. Students’ and teachers’ views on the project were collected through focus group surveys and interviews in September 2014, June 2015, September 2015, June 2016 and March 2017. Comments gathered from these surveys and interviews have been incorporated into the evaluation as appropriate.

The results indicate that teaching with text sets gives students a deeper understanding of the themes and that it supports students in developing vocabulary and concept awareness, which in turn increases comprehension. Also, the units that have a more comprehensive plan based on the principles suggested and sets of rich texts identified seem stronger in helping students build background knowledge and achieve a deeper understanding of the selected topics. Moreover, the stronger the collaboration between the NETs, local English teachers (LETs) and ATs, the better the development and implementation of the project, which resulted in a school-based English curriculum that was richer in terms of the literacy experiences provided and could effectively cater for students’ varied learning interests, needs and styles.

The project has produced 19 text set units, which were co-developed by the DTS Team of the NET Section and the English teachers of the DTS project schools, addressing themes that appeal to KS1 and KS2 students and are closely relevant to their experiences. Students’ enthusiasm for these text sets kept English teachers and ATs motivated to continue creating and building them. Starting in the 2017/18 school year, DTS has become one of the NET Section’s primary literacy programmes. Twenty-seven schools have joined the programme and are going to work as a community to develop and build more text sets for the benefits of students’ English Language learning. We expect that more and more teachers in our programme schools will entrust their students with the responsibility to choose topics and create text sets on their own!

# 1. INTRODUCTION

## Background

- 1.1 A text set is a collection of materials, composed of diverse resources on a specific subject matter, genre, or theme. Text sets can include information from online sources or can be print-based, and a good text set offers materials at various reading levels. (adapted from Lent, 2012)
- 1.2 The “Seed” project, Development of Text Sets (DTS) for Enriching the School-based English Language Curriculum at the Primary Level, a three-year “Seed” project (2014 - 2017), investigated the design and use of text sets to inform and support the development of effective strategies to enhance students’ literacy development at primary level. It was in line with the latest trend of curriculum development, in particular Learning to Learn 2+, that lays emphasis on promoting reading across the curriculum, e-learning, self-directed learning and effective assessment strategies.
- 1.3 Teaching is not a one-size-fits-all enterprise. Development of text sets allows teachers to use multiple sources, ranging in difficulty, to meet their students’ learning interests, needs and styles. By selecting different multi-genre and multimodal texts<sup>1</sup>, DTS provides multiple ways for students to get the information they need, in the format that best suits them. If a student is not interested in or has difficulty understanding the printed text in a traditional English textbook, offering them other opportunities to gain the same content will enrich their learning. For instance, a struggling P4 student may not be able to handle the food pyramid from the English textbook, but they might love watching a video clip on making a healthy dish. The development of a school-based curriculum using text sets, rather than relying on textbooks and worksheets, serves to support an inquiry model that will:
- stimulate students’ intellectual curiosity and interest in reading;
  - enhance students’ exposure and literacy development;
  - validate each student’s developmental level;
  - help students to develop the skills to make inter-textual connections;
  - reinforce and deepen concept understandings;
  - enhance the interrelatedness of reading, writing, speaking, listening, viewing and thinking; and
  - provide opportunities for authentic assessment and evaluation.

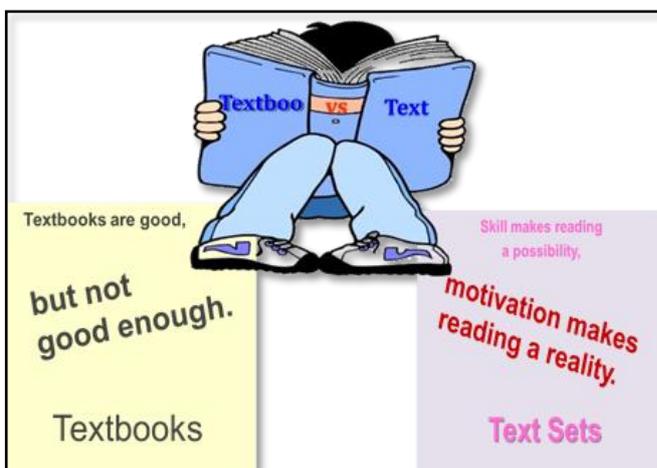


Fig 1: Textbooks vs Text Sets

<sup>1</sup> Multimodal texts are texts that combine two or more semiotic systems, which include those that are linguistic, visual, audio, gestural and spatial. Examples are a picture book, a webpage and a live musical.

## Features of Text Sets

- 1.4 Text sets can be organised in many different ways. In the DTS project, every text set builds around a theme and/or a concept that draws on the strengths and identities of students, providing an authentic context for students to respond genuinely.
- 1.5 In addition to focusing on thematic elements, each text set begins with a “big” question and a set of related cluster questions. Students explore the “big” question, which is moralistic, aspirational and critical, through reading relevant and challenging fiction and nonfiction, printed and digital texts. As they read, students analyse, interpret, compare, and synthesise information from the selections of texts. Students react to the cluster questions through writing prompts, group discussions, and independent projects as they read. In addition, they identify, practise, and apply specific critical thinking skills throughout their reading. At the end of the reading experience, students respond to the essential questions based on what they have learnt, so that their engagement with the central theme and the ethical issues associated with it is more genuine.
- 1.6 In the development of a text set, teachers use a core text to introduce the theme and the concept. The core text is central to the unit and has ideas and information that encourage students to think broadly about the topic. Each text set is also accomplished through a wide range of multimodal and multi-genre texts which support students to build knowledge, invite students to think about the topic from multiple perspectives and encourage substantial amounts of critical discussion. As the texts in the set share common vocabulary, it helps bolster students’ vocabulary knowledge through repeated readings.



Fig 2: Possible items in a text set

## **2. IMPLEMENTATION**

### **2.1 Objectives**

DTS aimed to explore ways to develop and use text sets as a means of enriching the school-based English Language curriculum and students' English learning experiences at the primary level. The objectives of the project were:

- To develop and/or identify cross-curricular themes and issues to inform the development of text sets and the design of learning activities;
- To identify, adapt and design sets of diverse, multimodal and multi-genre texts of high quality on selected themes and issues to enhance students' exposure and literacy development, to stimulate their intellectual curiosity and interest in reading, and to cater for learner diversity;
- To design authentic and challenging reading and writing tasks, as well as varied learning activities, which provide opportunities for students to develop and apply a range of skills, including reading, writing, speaking, listening, viewing and thinking;
- To develop effective assessment strategies; and
- To evaluate the effectiveness of learning, teaching and assessment using text sets as part of curriculum development.

### **2.2 Key Emphases**

The key emphasis of the project was on:

- curriculum planning, and developing strategies for learning and teaching English;
- development of critical thinking, creativity and communication skills;
- assessment for/as learning;
- building on existing pedagogical strengths/trends to promote independent learning capacities, e.g. self-directed learning, collaborative learning; and
- catering for learner diversity, reading across the curriculum and e-Learning.

### **2.3 Three main levels**

The project was implemented in three main levels:

- At the learning and teaching Level;
- At the school organisational level; and
- At the community partnership level

### **2.4 Methods of evaluation**

The evaluation conducted covered the following three strands:

- Knowledge generation through reflecting on the voice of project participants learnt through the conduct of focus group interviews, consultations and questionnaires;
- Reflection practices promoted through seed school visits, reflective writings and individual interviews; and
- Networking promoted through workshops, cluster meetings and web-based platforms.

## 2.5 Project beneficiaries/targets

2.5.1 Both KS1 and KS2 students benefited from the DTS Project. They engaged in English Language activities that enabled them to achieve understanding of multiple texts within a structured and supported environment.

2.5.2 Teachers participated in the DTS Project gained knowledge and skills in developing, implementing and evaluating the text sets to cater for their students' needs.

2.5.3 In 2014 to 2015, there was one seconded teacher from a project school. The role included developing the text sets, with 60% of her time spent in the NET Section Office. The remaining 40% of her time was spent teaching in her school. In 2015 to 2016, there was a different seconded teacher from another project school who followed the same work mode. There was no seconded teacher in 2016 to 2017. The Seconded Teacher was expected to:

- collaboratively develop text sets with ATs in the NET Section and participate in professional development programmes on relevant topics;
- take the leading role in the DTS Project within the school;
- develop, teach and evaluate DTS lessons with project teachers;
- visit network schools to share good practice; and
- support data collection.

## 2.6 Participating Schools

2.6.1 In the 2014/15 school year, there were four project schools and one network school. Each school implemented the project at one specific year level. The number of classes, English teachers and students involved in the project varied from school to school, as did the role of the NET. They had students from a wide variety of backgrounds, from low to high socio-economic ones. The project schools developed their own text sets to enhance their school-based English curriculum. See Table 1 below for details.

School	Project	Network	Target Year	No. of English Classes	No. of English Teachers	Role of the NET	No. of Text Sets Developed / Adapted	Mode of Delivery
Dr Catherine F Woo Memorial School	√		P2	4 classes per year level	5 (with NET)	Co-plan & co-teach	2	In a concentrated block
SKH St Peter's Primary School	√		P1	6 classes per year level	7 (with NET)	Co-plan & co-teach	2	1. Spacing lessons over a longer period 2. In a concentrated block
CUHK FAA Thomas Cheung School	√		P1	4 classes per year level	4	NA	1	Integrated with PLP-R/W
St Paul's Primary Catholic School	√		P3	4 classes per year level	5 (with NET)	Co-plan & co-teach	2	1. Spacing lessons over a longer period 2. In a concentrated block
St Anthony's School		√	Attended a workshop					

**Table 1: DTS Project and Network Schools in the 2014/15 School Year**

2.6.2 In the 2015/16 school year, there were four project schools and five network schools. Four of them continued with the project for a second year, while one joined as a new project school and four joined as new network schools. See Table 2 below for details.

School	Project	Network	Target Year	No. of English Classes	No. of English Teachers	Role of the NET	No. of Text Sets Developed / Adapted	Mode of Delivery
St Paul's Primary Catholic School	√		P3 & P4	4 classes per year level	9 (with NET)	Co-plan & co-teach	Developed 1 unit and adapted 3 established units	1. Spacing lessons over a longer period 2. In a concentrated block
CUHK FAA Thomas Cheung School	√		P1	4 classes per year level	4	NA	1	Integrated with PLP-R/W
Dr Catherine F Woo Memorial School	√		P1, P2 & P3	4 classes per year level	13 (with NET)	Co-plan & co-teach	Adapted 4 established units	1. Spacing lessons over a longer period 2. In a concentrated block
Jordan Valley St Joseph's Catholic Primary School	√		P4	4 classes per year level	4	NA	1	In a concentrated block
CCC Kei Wan Primary School		√	P2	4 classes per year level	5 (with NET)	Co-plan & co-teach	Used some authentic texts to enhance the PLP-R/W and textbook programmes	Integrated with PLP-R/W
Lam Tsuen Public Wong Fook Luen Memorial School		√	P4	2 classes per year level	2	NA	Adapted 1 established unit	Integrated with SuRE <sup>2</sup>
Sau Ming Primary School		√	P4	5 classes per year level	5	NA	Adapted 1 established unit	In a concentrated block
SKH Holy Carpenter Primary School		√	P4	3 classes per year level	4 (with NET)	Co-plan & co-teach	Adapted 2 established units	1. Spacing lessons over a longer period 2. In a concentrated block
SKH St Peter's Primary School		√	P1 & P2	6 classes per year level	13 (with NET)	Co-plan & co-teach	Adapted 4 established units	1. Spacing lessons over a longer period 2. In a concentrated block

**Table 2: DTS Project and Network Schools in the 2015/6 School Year**

2.6.3 In the 2016/17 school year, there were seven project schools and six network schools. Eight of them continued with the project as either project or network schools, while three joined as new project schools and two joined as new network schools. See Table 3 below for details.

<sup>2</sup> SuRE is the acronym for an earlier Seed project, "Supported Reading", implemented by the NET Section. The school concerned was adopting the strategies promoted in the project.

School	Project	Network	Target Year	No. of English Classes	No. of English Teachers	Role of the NET	No. of Text Sets Developed / Adapted	Mode of Delivery	
Canossa Primary School (San Po Kong)	√		P1	6 classes per year level	7 (with NET)	Co-plan & co-teach	Developed 1 unit and adapted 1 established unit	In a concentrated block	
CCC Wanchai Church Kei To Primary School	√		P4	3 classes per year level	3	Attended Workshops	Adapted 2 established units	1. Spacing lessons over a longer period 2. In a concentrated block	
Jordan Valley St Joseph's Catholic Primary School	√		P4	4 classes per year level	4	NA	Developed 1 unit and adapted 1 established unit	In a concentrated block	
Hong Kong Taoist Association Wun Tsuen School	√		P5	4 classes per year level	4	NA	Developed 2 units and adapted 1 established unit	In a concentrated block	
SKH St Peter's Primary School	√		P1, P2 & P3	6 classes per year level	19 (with NET)	Co-plan & co-teach	Developed 1 unit and adapted 4 established units	1. Spacing lessons over a longer period 2. In a concentrated block	
SKH Holy Carpenter Primary School	√		P4 & P5	3 & 5 classes per year level	6 (with NET)	Co-plan & co-teach	Developed 1 unit and adapted 3 established units	3. Spacing lessons over a longer period	
St Paul's Primary Catholic School	√		P1, P3 & P4	4 classes per year level	13 (with NET)	Co-plan & co-teach	Developed 4 units and adapted 4 established units	1. Spacing lessons over a longer period 2. In a concentrated block	
Dr Catherine F Woo Memorial School		√	P1, P2 & P3	4 classes per year level	13 (with NET)	Co-plan & co-teach	Adapted 4 established units	1. Spacing lessons over a longer period 2. In a concentrated block	
CCC Kei Wan Primary School		√	P2	4 classes per year level	5 (with NET)	Co-plan & co-teach	Adapted 1 established unit	Integrated with PLP-R/W	
Lam Tsuen Public Wong Fook Luen Memorial School		√	P4	5 classes per year level	5	NA	Adapted 1 established unit	Integrated with SuRE	
PLK Women's Welfare Club Western District Fung Lee Pui Yiu Primary School		√	P1	4 classes per year level	5 (with NET)	Co-plan & co-teach	Adapted 1 established unit	Integrated with PLP-R/W	
Sau Ming Primary School		√	P4	5 classes per year level	5	Attended Workshops	Adapted 2 established units	In a concentrated block	
Tai Po Old Market Public School		√	Attended Workshops						

**Table 3: DTS Project and Network Schools in the 2016/17 School Year (con't)**

## 2.7 The Process for Planning a DTS Unit

Teachers used the CLAP processes when they developed text sets. The processes included:

- Choose a theme
- Look for quality texts
- Analyse and organise the resources
- Plan and assess

### 2.7.1. Choose a theme or an issue

Refer to the English Language Education KLA Curriculum Guide and textbooks (if needed) to identify the content that will be taught. Choose a theme or an issue that appeals to primary students and are closely relevant to their experiences. The unifying concept and focus question of the text set can be based solely on English language learning or address one or more content areas, such as Mathematics or General Studies.

For example:

**Theme: Toys**

**Key Concept: Sharing and caring**

**Focus Question: *Do you (always) share your toys? Why or Why not?***

**Objectives:**

- Knowledge:
  - vocabulary: toys, colours, size, numbers, etc.
  - words to describe feelings and state preferences
- Attitudes and values:
  - sharing with friends
- Skills:
  - talk about toys using descriptive language
  - explain preferences using “like” and “don’t like”
  - use polite language
  - scan for details
  - write and talk about their favourite toys

### 2.7.2 Look for quality texts

Search for appropriate texts on the theme or issue in a wide variety of genres and modalities that will help scaffold the unit.

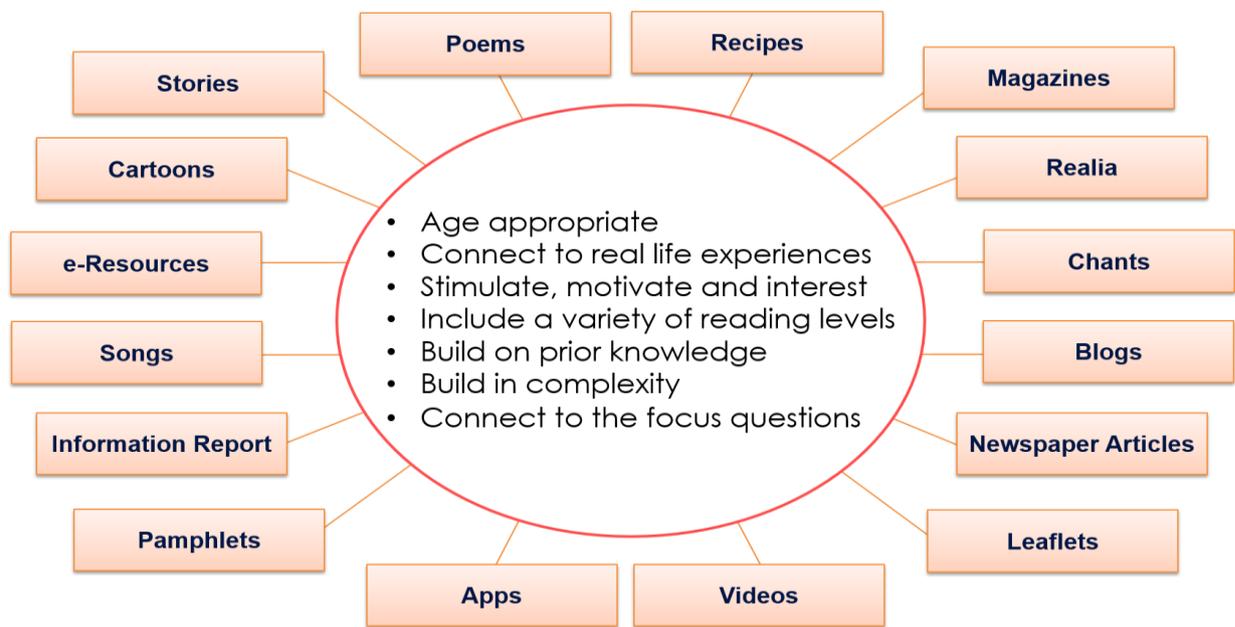


Fig 3: A multimodal and multi-genre text set

### 2.7.3 Analyse and organise the resources

Decide on a model to organise the texts.

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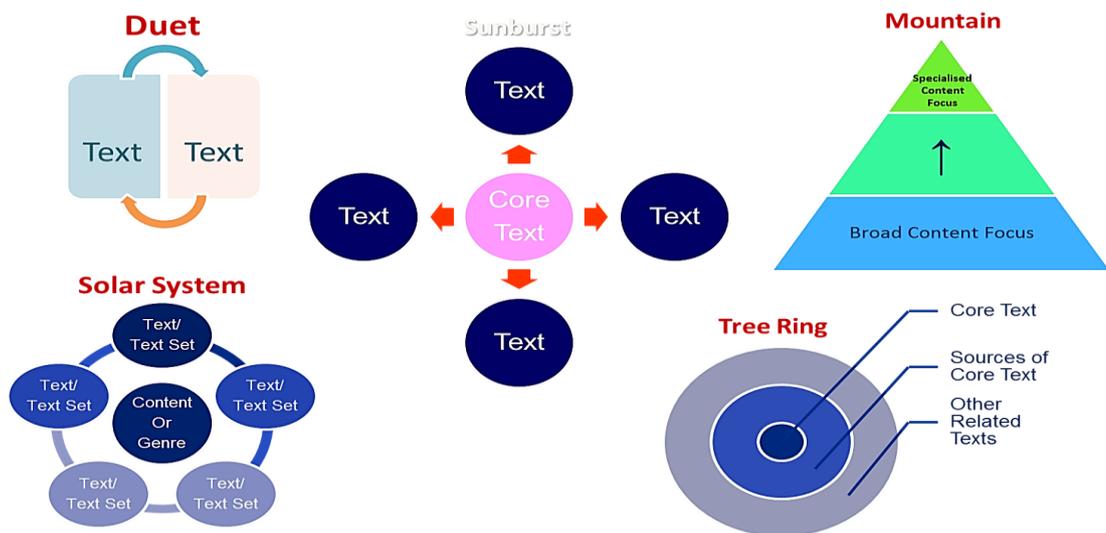


Fig 4: Models for organising texts

#### Example: Sunburst

The Sunburst Model is the model frequently used in planning and organising text sets. It provides the opportunity to model the thinking across the texts in the themes.

#### Steps to Creating a Text Set:

##### Step One: Identify core text/s and formulate an overall line of inquiry for the text set

The core text serves as an introduction or scaffolding learning and teaching material for the exploration of the theme.

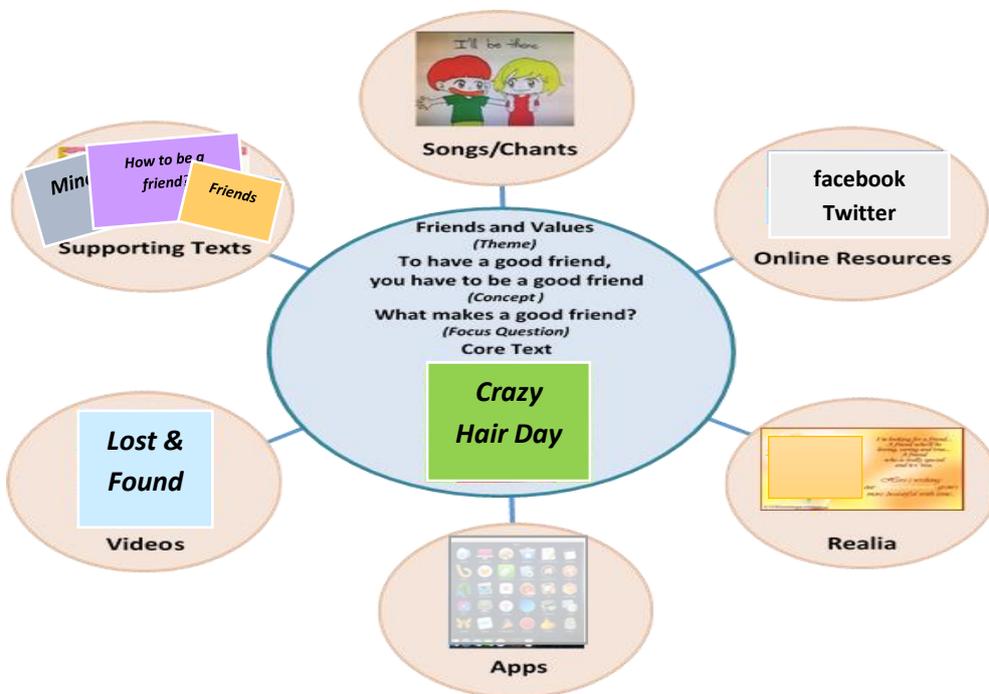
##### Step Two: Use a variety of databases to search multimodal and multi-genre texts around the topic

Teachers and ATs devised a set of criteria for selecting texts, i.e. they can be read independently by students, they can be used for pair or group work, they can be multi-genre, multi-level and can cater for learner diversity.

**Step Three: Evaluate texts for inclusion in the set**

During co-planning time, teachers and ATs worked together to:

- refine and ensure the selected texts support students’ knowledge-building over the course of the theme and contribute to a range and balance of text types and formats;
- brainstorm possible activities that link to the chosen texts;
- fine-tune the objectives, focus and guiding questions; and
- continue to refine the selections until there are a range and balance of texts that support student engagement with the line of inquiry.



**Fig 5: Example of a sunburst model**

Text Title	Text Type	Modality	Main Ideas	Possibilities	Possible Sequence
Crazy Hair Day (Core Text)	Story (narrative)	Print	The character learns an important lesson from his friends, e.g. <ul style="list-style-type: none"> <li>• Good friends are loyal, encouraging and supportive</li> <li>• Friends support one another in good times and in bad times by showing love and kindness</li> </ul>	<ul style="list-style-type: none"> <li>• Reading aloud / Supported Reading</li> <li>• Peer / Group discussion</li> <li>• Understand the main message of the story</li> <li>• Role play</li> </ul>	1
Good Friend, Bad Friend Bullying	Videos about friends and values; and bullying	Digital	Show the differences between how a good friend and a bad friend behaves.	<ul style="list-style-type: none"> <li>• Viewing</li> <li>• Identify different types of bullying</li> <li>• Role play a scenario about being bullied</li> </ul>	2, 6
Willy the Champ	Story (narrative)	Print	The story is a lesson on being different, bullying and overcoming these issues in your own way.	<ul style="list-style-type: none"> <li>• Reading aloud</li> <li>• Discuss the problem and solution</li> </ul>	5
You can count on me	Song	Digital	A song about friendship	<ul style="list-style-type: none"> <li>• Illustrate the lyric</li> <li>• Rewrite the lyric</li> </ul>	3
Friendship cards	Exchange	Print / Digital	Show appreciation to a friend	<ul style="list-style-type: none"> <li>• Vocabulary building</li> <li>• Analyse the language used in different friendship cards</li> </ul>	4

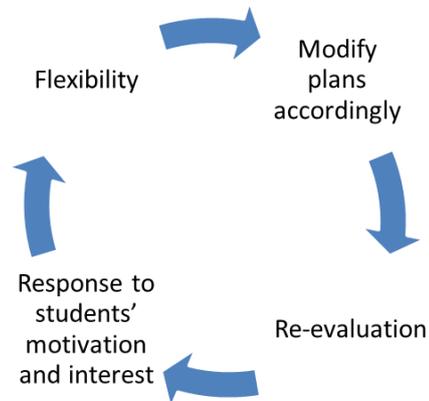
**Table 4: Sample Resource Analysis Chart**

## 2.7.4 Plan and Assess

- Select outcomes that are to be assessed.
- Identify and list the key ideas for each selected outcome.
- Identify and list the skills for each selected outcome.
- Based on the theme, determine what would constitute evidence that students have acquired a target skill or learning objective that you will assess
- Design the task/activity around the evidence of learning to look for.
- Include a challenge section at the end of the task for students to demonstrate high levels of achievement beyond the year level.

### **Things to consider:**

- Lesson arrangement
- Timetable constraint
- Sequence of teaching schedule
- Lesson connectivity
- Planning lesson format
- Resource management
- Differentiation
- Monitoring students' progress
- Scaffolding towards assessment task/s



## 2.8 Text Sets Developed in 2014 - 2017

- 2.8.1 19 text sets were developed in this three-year project, which covered a variety of text-types and reading comprehension skills and strategies. The first year of the project aimed at establishing a foundation for implementing DTS effectively, which involved introducing concepts, teaching approaches and methodologies that would scaffold both teachers' and students' learning. In the second and third year of the implementation, the focuses were more on understanding how different concepts and perspectives intertwine and incorporating teaching methods for deconstructing and analysing different texts. Tables 5 and 6 provide a summary of the DTS themes that were developed and implemented in the course of the project.

Key Elements Themes	Key Stage	Core Text/s	Focus Question/s	Concept	Assessment Tasks
Animals	KS1	 Dear Zoo	 What animals make good pets?	Respect and caring for animals	<b>Write a Booklet</b> <ul style="list-style-type: none"> <li>- Identify the animal</li> <li>- Describe the features and body parts</li> <li>- Write what it can do and where it lives</li> <li>- Explain how to choose a good pet and why the identified animal is/is not a good pet</li> </ul>
Celebrating the 100 <sup>th</sup> Day of School	KS1	 The 100 <sup>th</sup> Day of School	 What has happened in the first 100 days of school?	Learning is fun	<ul style="list-style-type: none"> <li>• <b>Celebrating the 100<sup>th</sup> Day of School Event</b></li> </ul>
Friends	KS1	 The Things I Love About Friends	 What makes a good friend?	To have a good friend, you have to be a good friend	<ul style="list-style-type: none"> <li>• <b>A Dream Seating Plan</b></li> <li>• <b>A Letter to Teacher for Changing Seats</b></li> </ul>
Getting Around	KS1	 Transportation in Many Cultures	 What is the best way to travel around/get to different places?	Making choices	<b>Writing: My Favourite Transport</b> <ul style="list-style-type: none"> <li>- Write about their favourite transport</li> <li>- Show and Tell</li> </ul>
Healthy Eating	KS1	 Incredible Book Eating Boy	 What do we know about the food we eat?	Choices	Students have a choice of two tasks: <ul style="list-style-type: none"> <li>• <b>Write a story:</b> An Incredible ... Eating ....</li> <li>• <b>Write a recipe</b></li> </ul>
I am a Primary One Student Now!	KS1	 The Things I Love about School	 How can I be the best me?	Be a better me	<ul style="list-style-type: none"> <li>• <b>I can do it! Think-Tac-To</b></li> <li>- Students have a choice of eight tasks</li> <li>• <b>Celebrating the 100th Day of School Event</b></li> </ul>
I'm Special	KS1	 I'm Special, I'm me!	 What makes me special?	All About Me	<b>I'm special because...</b> <ul style="list-style-type: none"> <li>- Students write about what makes them special, e.g. write about their name, favourite food, colours, toys, activities and body parts, i.e. big eyes, long legs, that make them special</li> </ul>
We Can All Be Authors!	KS1	 Author – A True Story	 What do authors do?	Everybody can be an author	<b>Publish a text</b>
My Family and I	KS1	 All by Myself  My Mom  My Dad	 How can I contribute to my family to make it better?	Everyone has different roles (in their family)	<b>My Family Booklet</b> <ul style="list-style-type: none"> <li>- My family members</li> <li>- Family tree</li> <li>- Things my family do together</li> <li>- Family rules and habits</li> <li>- Things my (Mum / Dad / Brothers / Sisters) does to make our home a better place</li> <li>- Things I do to make my home a better place</li> <li>- A thank you note/card to my ____</li> </ul>
My Five Senses	KS1	 My Five Senses  Seven Blind Mice	 How do our five senses help us learn about our world?	Learning is multi-sensory	<ul style="list-style-type: none"> <li>• <b>Five Lines Poem</b></li> <li>• <b>Write a page of the Class Five Senses Book</b></li> </ul>
Playing Together	KS1	 The Playground Problem	 How to be a good team player?	Cooperation and teamwork	<ul style="list-style-type: none"> <li>• <b>Design a game with rules and instruction</b></li> <li>• <b>Play the game with friends</b></li> </ul>
Toys	KS1	 I Love You, Blue Kangaroo	 Do you (always) share your toys? Why or Why not?	Taking care of and sharing my toys	<b>My Favourite Toy</b> <ul style="list-style-type: none"> <li>- Describe their favourite toy</li> <li>- Why they like it</li> <li>- How they can take care of it</li> <li>- Whether they share their favourite toy, why or why not</li> <li>- Show and Tell</li> </ul>

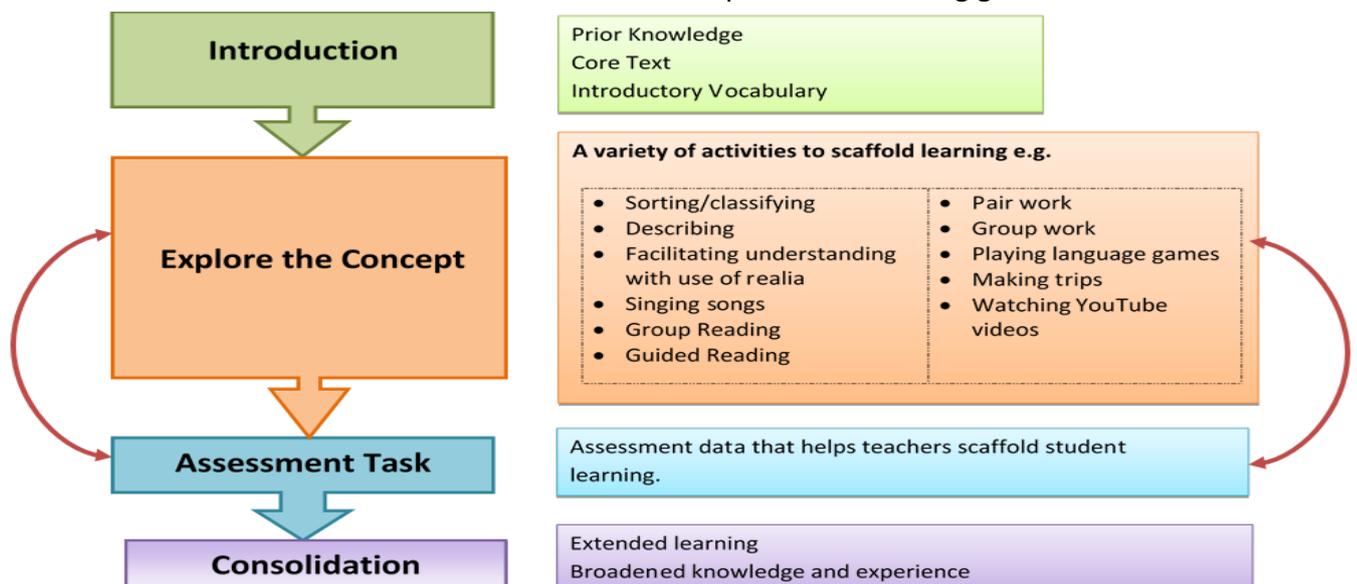
**Table 5: Themes and Key Elements - KS1**

Key Elements Themes	Key Stage	Core Text/s	Focus Question/s	Concept	Assessment Tasks
<b>Eat Smart</b>	KS2	Mr. Fact and Miss Opinion	How can I be a smart eater?	Facts and opinions	Students have a choice of two tasks: <ul style="list-style-type: none"> <li>• <b>A Letter to Principal (Persuasive Text)</b></li> <li>• <b>Food Report (Information Text)</b></li> </ul>
<b>Friends and Values</b>	KS2	Crazy Hair Day	What makes a good friend?	To have a good friend, you have to be a good friend	<ul style="list-style-type: none"> <li>• <b>Friendship Recipe</b></li> <li>• <b>Friendship Haiku</b></li> <li>• <b>A video about bullying</b></li> </ul>
<b>I Love Hong Kong</b>	KS2	Where are you going Today Bertie?	What makes HK special?	HK is our home	<b>A photo competition</b> A photo and caption of their favorite place(s) in HK
<b>Our Community</b>	KS2	An Animal Community Swimmy	What is a community?	Understand what a community is	<ul style="list-style-type: none"> <li>• <b>A poster to promote community elements</b></li> <li>• <b>A video to explain what a good community member should do</b></li> </ul>
<b>Then and Now</b>	KS2	Freeze Goldilocks!	How do new devices change our lives?	Changes	<b>A Play Script</b> Innovating on the fable, Cinderella
<b>Recycle, Reuse and Invent</b>	KS2	Great Paper Caper	What is recycling and reusing? How can you help the environment with new invention from recycled things?	Caring for Earth	<b>A new product description</b> <ul style="list-style-type: none"> <li>- Write a description of the new product (new invention) to inform readers how recycling, reusing and reproducing help the earth</li> <li>- Do a presentation to persuade participants to buy the new product</li> </ul>

**Table 6: Themes and Key Elements - KS2**

## 2.9 Assessment Tasks

2.9.1 DTS provided students with multiple opportunities to share both what they learnt in the process of learning (assessment as/for learning) and what they had learnt up to any given point in time (assessment of learning). Assessment tasks were designed under each DTS theme to assess students' attainment of the learning outcomes. The learning outcomes under each theme were what students were expected to know, understand or be able to do (examples can be found in Tables 5 and 6). In undertaking the final task of the theme, students were expected to demonstrate initiative and intellectual achievement, understanding of the chosen theme, and the development of skills in reading comprehension, vocabulary, writing, listening, speaking, and viewing. They were also expected to use their knowledge about the chosen theme, as well as creativity, to accomplish the language tasks assigned. Samples of students' work were collected to illustrate how students used the skills to accomplish their learning goals.



**Fig 6: Sample DTS Unit Framework**

### 3. PROJECT EVALUATION

- 3.1 The evaluation of the DTS Project was an ongoing, formative process. The AT of each project school, in collaboration with the teachers involved, devised an Advisory Support Plan (ASP) to track the progress of the project, or the areas of the project being supported and how the support was being managed. The visit logs and the project evaluation were recorded in each school's ASP over the three years when the project was running.
- 3.2 The DTS Project Team, made up of members of the ATT tasked with supporting the project schools, held regular team meetings to monitor the implementation of the project, and to discuss issues that arose at each project school and to brainstorm ideas on how to resolve those issues.
- 3.3 In addition to these records, teachers were asked to complete a pre-project survey (Appendix I) and a post-project survey (Appendix II) at the beginning and end of the first and the second years of the project (2014 - 2016). Students' and teachers' responses to the DTS Project were also collected through focus group interview sessions in the second and third years of the project. The data collected from these surveys and interviews were analysed for the project:
- a) to find out what the perceptions and attitudes of students and teachers were regarding the use of text sets for learning and teaching English; and
  - b) to collect feedback on the project so that adjustments could be made in the following years.

#### Findings

- 3.4 In the 2014/15 school year, 21 teachers from the four project schools completed both the pre- and post-project surveys. According to the results of the pre-project survey, most of the respondents found that looking for quality texts (95.24%) and designing critical questions (90.47%) were the most challenging aspects in developing a text set. Most respondents also said that they seldom used reading instructional strategies such as reading aloud (9.5%), buddy reading (0%), independent reading (14.3%) and reciprocal teaching (4.76%)<sup>3</sup> in the reading lessons. Workshops on criteria for selecting quality texts, effective questioning strategies and strategies for teaching reading were conducted in November 2014 and March 2015 respectively. According to the results of the post-project survey in June 2015, more than half of the respondents indicated that they were confident in choosing quality texts (52.38%) and designing critical questions (66.67%). The majority of respondents reported using a variety of strategies for teaching reading, e.g. reading aloud (80.95%), buddy reading (76.1%). However, only 9.52% of the respondents reported having used reciprocal teaching in the DTS lessons.
- 3.5 In the 2015/16 school year, 39 and 33 teachers from the 11 project schools, who were new to the project, completed the pre- and post-project survey respectively. According to the results of the pre-project survey, most of the respondents found that looking for quality texts (92.31%) and designing critical questions (94.87%) were the most challenging aspects in developing a text set. Most respondents also said that they seldom used reading instructional strategies such as reading aloud (9.5%), buddy reading (0%), independent reading (14.3%)<sup>4</sup> and no respondents used reciprocal teaching in the reading lessons. Workshops on criteria for selecting quality texts, effective questioning strategies and strategies for teaching reading were conducted in November 2015 and March 2016 respectively. According to the results of the post-project survey in June 2016, more than half of the respondents indicated that they were confident in choosing quality texts (81.82%) and designing critical questions (66.67%). The majority of respondents reported using a variety of strategies for teaching reading, e.g. reading aloud (84.85%), shared reading

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<sup>3</sup> The numbers in brackets indicated the percentages of teacher respondents saying they had used the strategies referred to.

<sup>4</sup> The numbers in brackets indicated the percentages of teacher respondents saying they had used the strategies referred to.

(93.94%), buddy reading (90.91%). However only 27.27% of the respondents reported having used reciprocal teaching in the DTS lessons.

3.6 The comments that respondents offered in the focus group interview for teachers and students in the 2015/16 and 2016/17 school years were generally constructive and helped inform the implementation of the project in the third year (2016/17) and the design of the DTS programme in 2017/18. Here are a few representative examples:

<b>Comments</b> <b>Focus Group Questions</b>	<b>Teachers</b>	<b>Students</b>
What did you learn from DTS project?	<ul style="list-style-type: none"> <li>• <i>I learned to use various reading resources to enhance the school-based curriculum.</i></li> <li>• <i>I agree that learning should relate to the real life experience.</i></li> <li>• <i>I learned how to identify quality texts and design assessment tasks.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I learned a lot of vocabulary which was not taught in the text book.</i></li> <li>• <i>I used the new vocabulary in my writing.</i></li> <li>• <i>I learned prediction, clarifying, questioning and summarising.</i></li> <li>• <i>I learned how to debate with my friends.</i></li> </ul>
What is the value of developing concept/focus questions?	<ul style="list-style-type: none"> <li>• <i>We enrich students' learning, from a boarder perspective (big idea).</i></li> <li>• <i>It provides students and teachers with a clear focus for learning and teaching.</i></li> <li>• <i>It helps students focus their thinking on the topic we want to talk about.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I have lots of questions about what I read.</i></li> <li>• <i>The more I read, the easier it is to find the answers.</i></li> <li>• <i>I remember the concept "You are what you eat". The character in the story was sick because he ate too much of something. I will not eat too much chips and chocolates.</i></li> </ul>
Did the unit design change your teaching practice?	<ul style="list-style-type: none"> <li>• <i>I saw the power of buddy reading and the related activities. Pupils really learned and most importantly, they learned by themselves.</i></li> <li>• <i>Sure. Changes: pair-work, discussion, pupils became more active. We used different strategies to teach reading, e.g. read aloud, storytelling, reciprocal teaching.</i></li> <li>• <i>Yes, the unit included more student-student interaction through group work/buddy reading, etc.</i></li> </ul>	
Which strategies do you think are useful and use a lot in your teaching?	<ul style="list-style-type: none"> <li>• <i>Shared reading.</i></li> <li>• <i>Buddy reading enhances students to support each other.</i></li> <li>• <i>Critical questioning.</i></li> <li>• <i>Viewing.</i></li> <li>• <i>Pair or group work.</i></li> </ul>	

<div style="text-align: center;">Comments</div> <div style="text-align: left;">Focus Group Questions</div>	Teachers	Students
Can you find any changes in students' learning?	<ul style="list-style-type: none"> <li>• <i>Students were motivated as the unit was authentic and related to their real life experience.</i></li> <li>• <i>Students were less stressed because they could learn the vocabulary and sentence patterns from different texts.</i></li> <li>• <i>Students were more aware of the learning focus.</i></li> <li>• <i>The collaboration between students was improved.</i></li> <li>• <i>Students were more willing to express their opinions.</i></li> </ul>	
Do you think DTS has enriched your school-based English curriculum?	<ul style="list-style-type: none"> <li>• <i>The unit design changed my usual planning practice.</i></li> <li>• <i>We used a lot of e-learning tools to facilitate the learning and teaching.</i></li> <li>• <i>Teaching resources are more organised around a theme and the teaching focus is clear.</i></li> <li>• <i>A variety of texts could be used to enrich the GE lessons.</i></li> </ul>	
What are your comments on DTS?	<ul style="list-style-type: none"> <li>• <i>It's fun. We can use a variety of teaching strategies and quality texts which we do not have time to implement in our GE programme.</i></li> <li>• <i>We have time to design learning activities that provide opportunities for students to develop and apply a range of language skills.</i></li> <li>• <i>We allocate time to collaboratively plan, reflect on and adapt the units according to students' interests and learning needs.</i></li> <li>• <i>We can be flexible.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I like watching the videos. They are more interesting than the stories in the textbook.</i></li> <li>• <i>I like DTS lessons because we can choose what we like to read and what we like to write.</i></li> <li>• <i>I have time to enjoy reading lots of information about the same topic.</i></li> <li>• <i>I can remember the new vocabulary better.</i></li> <li>• <i>It is easier to read when all the books are on the same topic. I can make connections.</i></li> </ul>

3.7 Each project school was assigned an AT, who supported the school in meeting the objectives of the project through lesson observations, co-planning meetings, demonstration lessons and co-teaching lessons. ATs' comments and reviews from school visits and classroom observation provided insight into how the project was developed. Evidence showed that teachers were more confident in using multimodal texts and various teaching strategies for reading after three years of implementation. The following comments are examples extracted from the End-of-year Advisory Support Plans for the DTS schools from the 2014/15 to 2016/17 school years, during the course of the Seed Project implementation:

- Overall the students were exposed to many different facets of learning. They were engaged in the activities using a wider range of reading materials that included such activities as reading aloud, buddy and guided reading. The core text was motivational and suited to student interest and ability.
- Teachers used a wide range of genres and levelled texts to cater for learner diversity. Students were effectively engaged throughout the units by effective teaching strategies such as questioning, reading aloud, buddy reading and reciprocal teaching. Pre- and post- assessment illustrated that students gained a deeper understanding of the units.
- The P1 students participated in buddy reading every week. One of the lessons was observed by the AT, and it was a huge success. Students read a familiar story to their buddy. Some students read a story from an iPad whilst their buddy read a real book. The students listened to the story being read to them and capably asked questions about the stories on completion. The teachers provided all the necessary pre-teaching and support so that when the reading took place, the students performed very well and with independence. The AT suggested that buddy reading be integrated into PLP-R/W in the coming year as it allows for more extensive reading by the students and exposure to quality texts around PLP-R/W topics.
- Quality texts have been identified and different teaching strategies have been included in the P3 text set.
- Multimodal and multi-genre texts and different teaching strategies have been used and students' four skills have been further enhanced.

3.8 In Appendix III, The Teaching Strategies Used for Reading Instructions in the DTS Project, illustrates a variety of strategies for teaching reading were used during the three years of the project.

## **4. GOOD PRACTICES**

### **Enhance a Collaborative Culture**

- 4.1. Evidence shows that the teachers who made the DTS Project a success in their schools had committed to co-planning and attended relevant professional development sessions. English teachers, including NETs, worked together, with the support of ATs, to explore new practices, discuss implementation issues, and to share beliefs on important educational issues. A collaborative culture was reinforced within the school or among the DTS schools.

### **Impact on School-based Curriculum Planning**

- 4.2. The project enabled the teachers to see the importance of incorporating text sets into the school-based English curriculum. The text sets are able to keep students interested while also focusing on the development of English language skills. Teachers also see that text sets are needed in their English classrooms in order to allow students to develop strong reading comprehension skills. As a result, the DTS schools adapted their scheme of work and modified their textbook teaching. The change in curriculum planning allowed time for teachers to consider and carry out innovative teaching practices.

### **Impact on Students' Literacy Development and Proficiency**

- 4.3. As observed during class visits, students were engaged in lessons. This could be seen in their responsiveness to different texts, ability to discuss the topics of the chosen texts, opportunities to think critically about issues or themes discussed in the texts. The lessons were student-centred, which allowed greater participation and self-monitoring in their learning. Such examples of student engagement can be found in group work, answering and generating critical questions, and reflecting on the type of reading strategies taught. Evidence also showed that students' vocabulary knowledge was bolstered through repeated readings.
- 4.4. Students demonstrated their knowledge and understanding of the topics using multimodal texts, e.g. video and audio content, photographs, illustrations and print. Examples of students' work included in Appendix VI are visual representations of student learning and their grasp of the project learning outcomes.

### **Expansion to Other Schools**

- 4.5. During the three-year project, the DTS developers took the opportunity to share information about the Seed Project through sharing sessions, centralised professional development sessions and networking with other schools.
  - 4.5.1. Centralised Professional Development:  
Over the three years of the project, six professional development workshops were held at the NET Section office for primary English teachers. Two of these workshops were conducted by Dr Cheri CHAN and Dr Margaret LO, assistant professors and professional development coordinators for the School-University Partnership in the Division of English Language Education at The Hong Kong University. They were hired as project consultants. Each workshop provided participants with guiding principles on text selection, practical strategies for planning and implementing DTS lessons, as well as providing information on how to develop critical literacy skills and the assessment of reading in the context of using text sets.

#### 4.5.2. Sharing Sessions:

The “Seed” project teachers, including NETs, shared their experiences of learning and teaching in the project, as well as integrating text sets with the textbook, in the sharing sessions conducted by the NET Section and in the PNET Scheme’s 15th Anniversary Conference. In the third year, project teachers shared their overall experiences of learning and teaching in the project.

### 5. PROJECT DELIVERABLES

- 5.1. 19 DTS Learning and Teaching Packages were co-developed by DTS schools’ teachers and ATs. Each package includes a theme overview, a resource analysis chart, lesson plans and learning materials, all of which serve to provide a guide for other schools in developing a text set unit. Moreover, the process of developing the learning and teaching packages provides an invaluable opportunity for frontline teachers, including the NETs, to engage in the development of text sets, a curriculum innovation in the local context, as a means of enriching the school-based curriculum, under the guidance of a team of Advisory Teachers of the NET Section. A tripartite partnership between the local English teachers, NETs and ATs was forged. A sample package can be found in Appendix V.
- 5.2. The DTS Teachers’ Handbook offers guidance and support for the implementation of the DTS project as a literacy programme launched by the NET Section in 2017/18, as well as enhancing teachers’ understanding of the strategies for teaching reading and the use of effective questioning strategies. Sample pages of the Teachers’ Handbook can be found in Appendix VI.

### 6. CONCLUSION AND RECOMMENDATIONS

- 6.1. “Teaching with text sets allows teachers to select the kinds of text that are appropriate for scaffolding learning at all levels in the classroom, providing for the range of needs in today’s culturally, socially, and linguistically diverse populations” (Cappiello & Dawes, 2012, p.26). After three years of trialling, the DTS project has been proven valuable in enhancing school-based English Language curriculum. Through the project, teachers created a multitude of ways to assist students’ English Language learning within and beyond the English classrooms. Students learn not only from the books they are reading, but about their own life, their own perspectives of the information from these books, as well as the perspectives of other students. With the project experiences accumulated, starting from the 2017/18 school year, DTS has been implemented as one of the NET Section’s primary literacy programmes to provide schools with another support strategy that aims to strengthen school-based curriculum development and expand teachers’ repertoire.
- 6.2. However, creating text sets requires not just time and money; ongoing professional development regarding how to support teachers to enrich teaching materials and teach critical literacy is needed.

#### **Text Set Unit Design**

- 6.3. The units that have a more comprehensive plan based on the DTS Unit Framework and sets of rich texts seem stronger in helping students build background knowledge and achieve a deeper understanding of the selected topics. Thus, it is important to devise a set of criteria for completing unit plans, which is introduced and explained in the DTS Teachers’ Handbook (Appendix VI).

## **Text Selection and Evaluation**

- 6.4. A set of criteria for selecting texts was devised in the third year of the project. ATs had to work with the teachers together as a team to build shared understanding.
- 6.5. The core text and supporting texts framework works well. It supports unit planning and exposes students to a wide range of texts and multimodal texts with multiple viewpoints on a topic. ATs should help teachers to evaluate the texts in each unit to identify which texts are more interesting and pitched at the right level, which support literacy development and which can be used to develop critical thinking. ATs should also encourage teachers to read widely so that they can source new and more authentic texts each year to enrich the units and cater for students' needs. Teachers might consider including students' own texts which they know best in order to sustain their interest.

## **Getting More Out of the Materials**

- 6.6. Helping teachers get more out of the materials should be one of the foci in the ongoing professional development workshops. Teachers should know how to:
- analyse each text in more depth, e.g. not only the text type features, but why the author wrote it, where it can be found and what messages are communicated;
  - identify links between the texts in terms of content and their potential to generate thinking, discussion and response;
  - map out the (multimodal) language features that the texts could be exploited for; and
  - check for recycling of language among texts so that the texts can be used to scaffold students' completion of the main task or students' text creation.
- 6.7. In collaboration with teachers, design more meaningful tasks in the unit instead of just one final task, e.g. designing extended projects that move students from the personal to the socio-political where appropriate. Teachers should not shy away from discussing real social problems, such as stereotypes and racism in the Hong Kong community when implementing a unit about traditions and cultural practices in a school where 90% of the students are non-Chinese!

## **Critical Literacy (CL)**

- 6.8. Teachers should learn how to develop critical questions for students to explore ethical issues connected with a chosen theme so that the engagement with such issues can become more genuine. It is important to support teachers to promote CL in a balanced approach, with use of the Four Resources Model<sup>5</sup>, to enhance the reading experience of students. In KS1, CL can be approached mainly within the modelled and shared reading components to raise students' awareness, and promoted further through guided and supported reading as students develop readiness in terms of their knowledge about, and skills in discussing, a given issue.
- 6.9. Drawing on students' strengths and prior knowledge is essential when introducing CL:
- Start with students' concrete experience.
  - Engage with their feelings and emotions.
  - Move to more abstract thinking and reasoning.
  - Reflect on students' assumptions and beliefs, and challenge the status quo.
  - Share and respond to students' texts.

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<sup>5</sup> According to the Four Resources Model (Freebody & Luke, 1990), the four roles of the reader are text decoder, text participant, text user and text analyst. Details about these roles are provided in Appendix VI on p. 42.



## Development of Text Sets (DTS) for Enriching the School-based English Language Curriculum at the Primary Level

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Thank you for your support for the DTS Project. We would like to learn more about your views on developing text sets to enrich the school-based English curriculum. This will help us to:

- ✓ design relevant and purposeful professional development;
- ✓ provide effective school support; and
- ✓ reflect on the project's development.

What year level will you implement DTS? *(please circle)*

Primary 1

Primary 2

Primary 3

Primary 4

Primary 5

Primary 6

1. How do you feel about developing a text set? *(please circle)*

Confident-----Not confident

6      5      4      3      2      1

2. What challenges would you anticipate in the development of a text set?

Challenges	Please circle the number from most to least					
	Most challenging ←			Least →		
a) Integrating using the textbook	6	5	4	3	2	1
b) Choosing a theme	6	5	4	3	2	1
c) Looking for quality texts	6	5	4	3	2	1
d) Accessing resources	6	5	4	3	2	1
e) Planning the lessons	6	5	4	3	2	1
f) Adopting cooperative learning strategies	6	5	4	3	2	1
g) From teacher-centred to student-centred approach	6	5	4	3	2	1
h) Developing authentic learning tasks	6	5	4	3	2	1
i) Designing different assessment tasks	6	5	4	3	2	1
j) Teaching of printed texts	6	5	4	3	2	1
k) Teaching of e-resources	6	5	4	3	2	1
l) Teaching of fiction texts	6	5	4	3	2	1
m) Teaching of non-fiction texts	6	5	4	3	2	1

**3. What learning and teaching strategies do you currently use in the class?**

Strategies	Please circle the number from always to never					
	Always	← Never →				
a) Different strategies for teaching reading, please circle: Reading Aloud, Storytelling, Shared Reading, Guided Reading, Supported Reading, Buddy Reading, Independent Reading, other _____	5	4	3	2	1	0
b) Different strategies for teaching writing, please circle: Model Writing, Shared Writing, Guided Writing, Process Writing, Group Writing, other _____	5	4	3	2	1	0
c) Cooperative Learning	5	4	3	2	1	0
d) Theme-based approach	5	4	3	2	1	0
e) Self-directed learning	5	4	3	2	1	0
f) Whole class teaching	5	4	3	2	1	0
g) Reciprocal teaching	5	4	3	2	1	0
h) Differentiated Instructions	5	4	3	2	1	0
i) Other? _____	5	4	3	2	1	0

**4. What resources do you think would be the most effective when implementing a school-based English curriculum?**

Resources	Please circle the number from most to least					
	Most	← Least →				
a) Textbook	6	5	4	3	2	1
b) Worksheets/Workbooks	6	5	4	3	2	1
c) A range of good quality books	6	5	4	3	2	1
d) e-Resources e.g. YouTube, online resources, blogs	6	5	4	3	2	1
e) Songs/chants/poems	6	5	4	3	2	1
f) Authentic realia, e.g. catalogues/menus/magazines	6	5	4	3	2	1
g) Self-made resources	6	5	4	3	2	1
h) Graphs, charts, tables, maps, and diagrams	6	5	4	3	2	1
i) Games	6	5	4	3	2	1
j) Other? _____	6	5	4	3	2	1

**5. Please list any suggestions for professional development in DTS.**

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**Thank you very much for your cooperation!**



## Development of Text Sets (DTS) for Enriching the School-based English Language Curriculum at the Primary Level

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Thank you for your support for the DTS Project. We would like to learn more about your views on developing text sets to enrich the school-based English curriculum. This will help us to:

- ✓ design relevant and purposeful professional development;
- ✓ provide effective school support; and
- ✓ reflect on the project’s development.

1. What year level did you implement DTS? *(please circle)*

Primary 1      Primary 2      Primary 3      Primary 4      Primary 5      Primary 6

2. How did you feel about developing a text set? *(please circle)*

Confident-----Not confident

6      5      4      3      2      1

3. What challenges were there in developing and implementing a text set?

Challenges	Please circle the number from most to least					
	Most challenging ←-----Least----->					
a) Integrating using the textbook	6	5	4	3	2	1
b) Choosing a theme	6	5	4	3	2	1
c) Looking for quality texts	6	5	4	3	2	1
d) Accessing resources	6	5	4	3	2	1
e) Planning the lessons	6	5	4	3	2	1
f) Adopting cooperative learning strategies	6	5	4	3	2	1
g) From teacher-centred to student-centred approach	6	5	4	3	2	1
h) Developing authentic learning tasks	6	5	4	3	2	1
i) Designing different assessment tasks	6	5	4	3	2	1
j) Teaching of printed texts	6	5	4	3	2	1
k) Teaching of e-resources	6	5	4	3	2	1
l) Teaching of fiction texts	6	5	4	3	2	1
m) Teaching of non-fiction texts	6	5	4	3	2	1

**4. What learning and teaching strategies did you use in the DTS lessons?**

Strategies	Please circle the number from always to never					
	Always	← Never →				
a) Different strategies for teaching reading, please circle: Reading Aloud, Storytelling, Shared Reading, Guided Reading, Supported Reading, Buddy Reading, Independent Reading, other _____	5	4	3	2	1	0
b) Different strategies for teaching writing, please circle: Model Writing, Shared Writing, Guided Writing, Process Writing, Group Writing, other _____	5	4	3	2	1	0
c) Cooperative Learning	5	4	3	2	1	0
d) Theme-based approach	5	4	3	2	1	0
e) Critical questions	5	4	3	2	1	0
f) Self-directed learning	5	4	3	2	1	0
g) Whole class teaching	5	4	3	2	1	0
h) Reciprocal teaching	5	4	3	2	1	0
i) Differentiated Instructions	5	4	3	2	1	0
j) Other?	5	4	3	2	1	0

**5. What resources were the most effective when implementing DTS?**

Resources	Please circle the number from most to least					
	Most	← Least →				
a) Textbook	6	5	4	3	2	1
b) Worksheets/Workbooks	6	5	4	3	2	1
c) A range of good quality books	6	5	4	3	2	1
d) e-Resources e.g. YouTube, online resources, blogs	6	5	4	3	2	1
e) Songs/chants/poems	6	5	4	3	2	1
f) Authentic realia, e.g. catalogues/menus/magazines	6	5	4	3	2	1
g) Self-made resources	6	5	4	3	2	1
h) Graphs, charts, tables, maps, and diagrams	6	5	4	3	2	1
i) Games	6	5	4	3	2	1
j) Other? _____	6	5	4	3	2	1

**6. Please list any suggestions for professional development in DTS.**

\_\_\_\_\_

\_\_\_\_\_

**Thank you very much for your cooperation!**

## Teaching Strategies Used for Reading Instruction in DTS Project

	Teaching Strategies Themes	Key Stage	Core Text/s	Teaching Strategies for Reading	Supporting Texts	Teaching Strategies for Reading
1 <sup>st</sup> Year of the Project	Celebrating the 100 <sup>th</sup> Day of School	KS1	The 100th Day of School	Reading Aloud	The Things I Love About School I'll Teach My Dog 100 Words 100th Day Worries	Shared Reading Reading Aloud Reading Aloud
	Animals	KS1	Dear Zoo	Reading Aloud	Where Am I? Davy D's Dog Walking Through the Jungle I Spy The Things I Love About Pets	Shared Reading Shared Reading Reading Aloud Reading Aloud
	Getting Around	KS1	Transportation in Many Cultures	Reading Aloud or Shared Reading	Journey Our Teacher, Miss Pool Late for School I Like Bike Stop Getting Around	Storytelling Group Reading & Buddy Reading Guided Reading / Group Reading & Buddy Reading
	Friends	KS1	The Things I Love About Friends	Reading Aloud	Thomas Had a Temper Friends (Go Facts) How to Lose All Your Friends	Guided Reading / Group Reading & Buddy Reading
	Healthy Eating	KS1	Incredible Book Eating Boy	Reading Aloud	You are What You Eat Fun Food to Make and Eat Billy Banana The Hungry Baby Eat Your Vegies	Supported Reading  Guided Reading / Group Reading & Buddy Reading
2 <sup>nd</sup> Year of the Project	Eat Smart	KS2	Mr. Fact and Miss Opinion	Supported Reading & Reciprocal Teaching	What's for Lunch Epics books	Reciprocal Teaching
	Playing Together	KS1	The Playground Problem	Reading Aloud	The Things I Love About Play Time Scaredy Squirrel Makes a Friend	Reading Aloud Buddy Reading
	Then and Now	KS2	Freeze Goldilocks!	Supported Reading & Reciprocal Teaching	Goldilocks and the Three Bears Cinderella Then & Now books (Epics)	Reading Aloud Independent Reading Reciprocal Reading
	Our Community	KS2	An Animal Community Swimmy	Supported Reading	Little Beauty Frederick Brother Messy, Brother Neat Community Helpers books (Epics)	Reading Aloud Reading Aloud Reciprocal Teaching Buddy Reading
3 <sup>rd</sup> Year of the Project	I am a Primary One Student Now!	KS1	The Things I Love about School	Reading Aloud	Otter Goes to School Noodles—I Love School Map the School Alphabet School Where is Miss Pool Jobs at School We Need Teacher We Need Librarians	Reading Aloud Reading Aloud Shared Reading Storytelling Shared Reading Reading Aloud Group Reading & Buddy Reading
	I'm Special	KS1	The Mixed-up Chameleon	Reading Aloud	I Can Do Anything From Head To Toe Leo the Late Bloomer Don't Cut My Hair! Bright Eyes, Brown Skin	Shared Reading Shared Reading Reading Aloud Group Reading & Buddy Reading
	My Family and I	KS1	All by Myself 	Shared Reading & Independent Reading	My Mom My Dad	Group Reading & Buddy Reading
	My Five Senses	KS1	My Five Senses	Shared Reading & Independent Reading	Seven Blind Mice Gruffalo The Five Senses	Reading Aloud Storytelling Buddy Reading
	Toys	KS1	I Love You, Blue Kangaroo	Reading Aloud or Shared Reading	I Love My New Toy! Buddy the Bear (RAZ) Dear Santa	Reading Aloud Group Reading & Buddy Reading
	I Love Hong Kong	KS2	Where are you going Today Bertie? (under review)	Reading Aloud	At the Market Mooncake New Year Lantern Parade	Group Reading & Buddy Reading
	We Can All Be Authors!	KS1	Author – A True Story	Reading Aloud	Suddenly Maisy Goes to Hospital Maisy Goes to City Maisy Goes to Library	Reading Aloud Guided Reading, Group Reading & Buddy Reading
	Customs and Traditions	KS2	My Culture	Supported Reading or Reciprocal Teaching	Going to School Celebrations Around the World Dancing Around the World Epics books	Reading Aloud Group Reading & Buddy Reading Reciprocal Teaching
	Friends and Values	KS2	Lost and Found	Reading Aloud	Willy the Champ Thomas Had a Temper Epics books	Supported Reading & Reciprocal Teaching
	Recycle, Reuse and Invent	KS2	Great Paper Caper	Supported Reading & Reciprocal Teaching	Need it, Want it Food Waste Recycle, Reuse & Refuse (Epics)	Reading Aloud Reciprocal Reading Buddy Reading

four

My pet is a meat-eating lion.  
 It has four long legs, sharp teeth,  
 sharp claws and yellow fur. It lives  
 in the jungle. It likes to eat  
 meat and people. It can run  
 very fast, and hunt for food.  
 It might not be a good  
 pet because it likes <sup>to eat</sup> meat,  
 but my <sup>favourite</sup> animal is lion.

Read → Check spelling bamboo  bambo  → Check punctuation They  they  → Check punctuation They like bamboo.  They like bamboo  → Read again → Share with my friends

P1 students have opinions on  
**WHAT ANIMALS MAKE  
 GOOD PETS**

1. This is my little bat. ✓

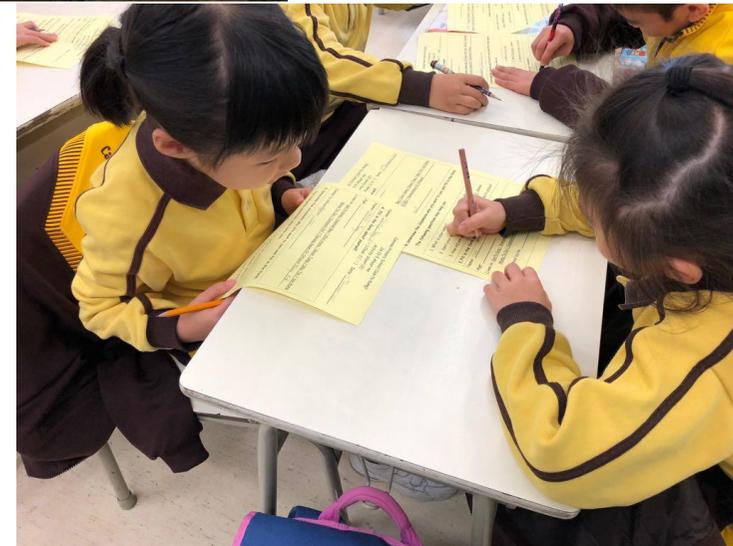
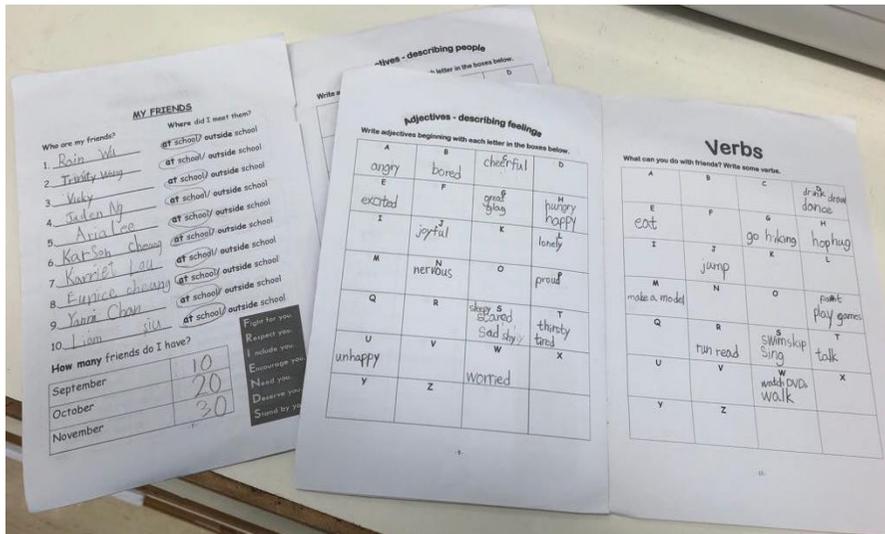
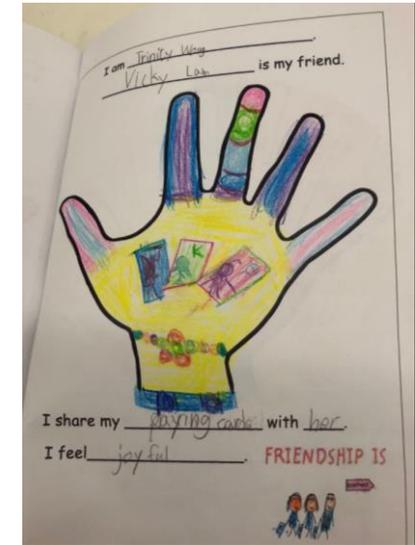
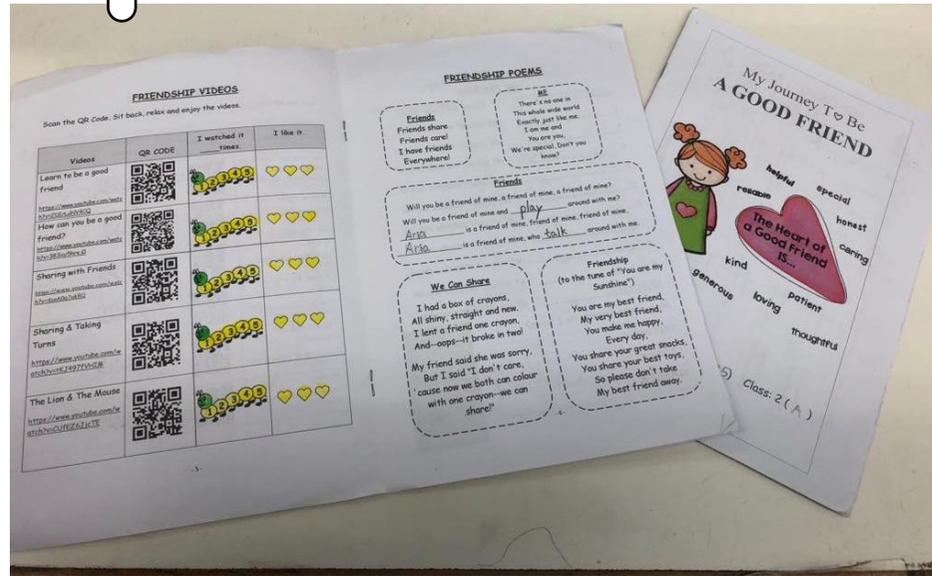
2. It has two big eyes and two small ears. ✓

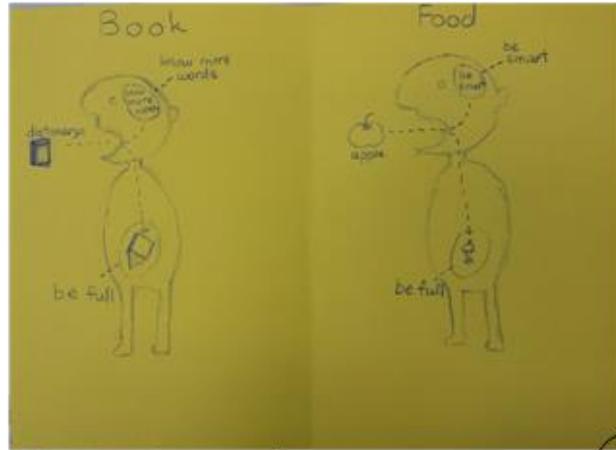
3. It likes to eat crab. ✓

4. It can drink, fly and sleep. ✓

5. It is a good pet because it is small. ✓

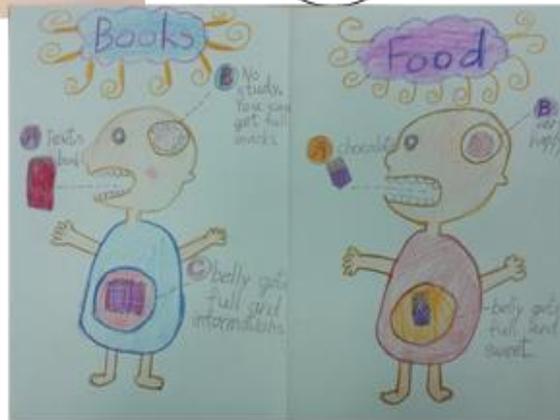
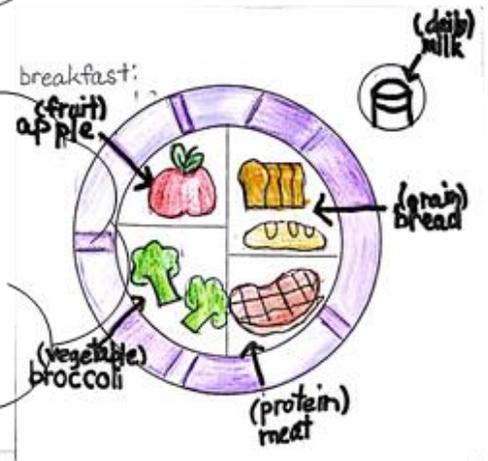
P2 students' learning journey: understanding the concept –  
 “To Have A Good Friend, You Have To Be A Good Friend”

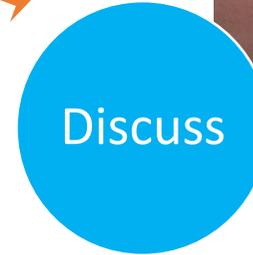




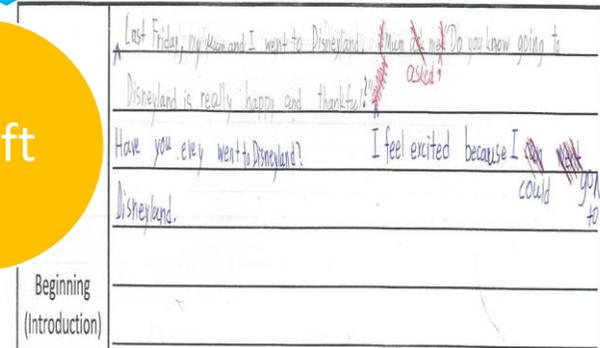
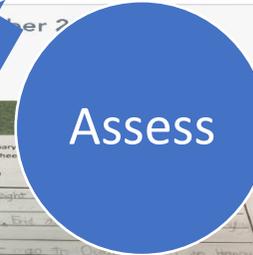
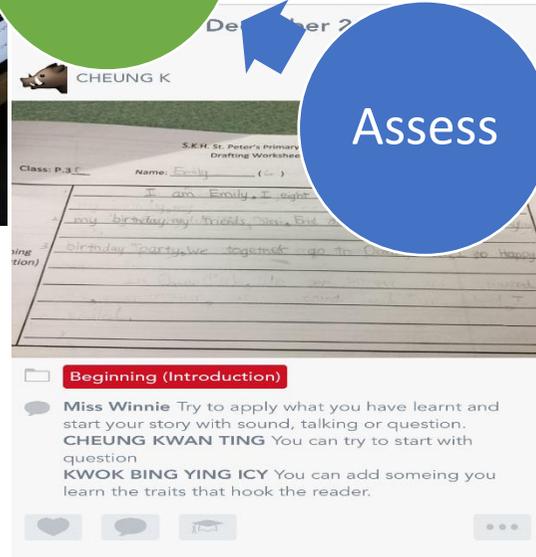
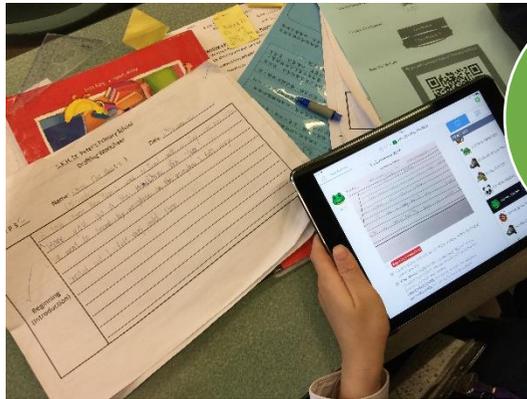
P3 students visualised the concept of "You are what you eat" by drawing.

P3 students illustrated the knowledge they acquired from the unit "Healthy Eating".

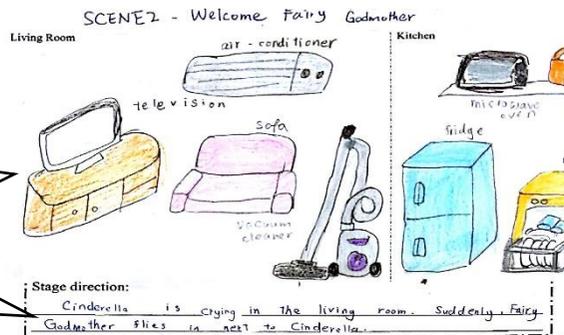




Cooperative Learning Circle



P4 students gave the traditional story, Cinderella, a modern twist.



Fairy Godmother: (Tap on Cinderella's shoulder) Hi Cinderella! Why are you crying?

Cinderella: (surprised) Who are you?

Fairy Godmother: I am your Fairy Godmother, I am here to help you.

Cinderella: I want to go to the ball but my stepmother gives me a lot of housework to do. Can you help me?

Fairy Godmother: Of course, I will help you!

Cinderella: Thank you! Fairy Godmother.

Fairy Godmother: You are welcome!

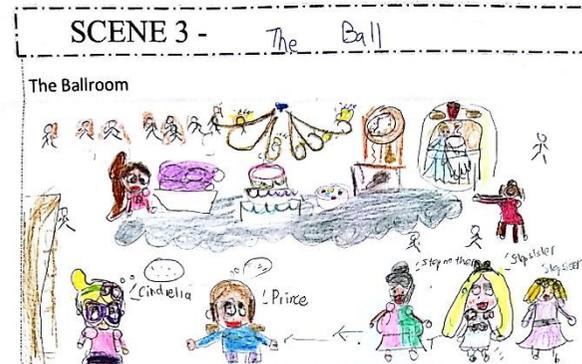
Cinderella: I need to finish all the housework and go to the ball. Hurry!

Fairy Godmother: First, I will give you a microwave oven and a rice cooker.

The rice cooker can help you to cook the rice fast. The microwave oven can make the food hot. Then, I will give you a dishwasher to help you wash the dishes. A vacuum cleaner can help you clean the floor. You need to press the red buttons before you use it. You can go to the store with this smartphone. You may call me with this, just in case!

Cinderella: Thank you! Fairy Godmother. You are as kind as my first mum. I will change my clothes now. Bye!

Fairy Godmother: At last, I give you a smartphone. It is easy to use!



Cinderella: Hello! My name is Cinderella. Nice to meet you.

Prince: Nice to meet you. You are so beautiful.

Cinderella: Thank you!

Prince: May I dance with you, Cinderella?

Cinderella: Why not?

Narrator: They keep dancing happily. Suddenly the clock strikes twelve.

Cinderella: (Looking at the clock.) Oh! I need to go now. Sorry! Bye!

Prince: Wait!

Stage direction: Cinderella hurries down the stairs. The Prince runs after Cinderella. Cinderella leaves her smartphone on the stairs. The Prince picks it up. Cinderella stays offstage.

New Cinderella



Playwright: Eunice Ng  
Illustrator: Eunice Ng

SCENE 4 - INSIDE THE HOUSE

Stage direction: Stepmother, stepsisters and Cinderella present. The Prince and the man walk onstage with the smartphone.



Prince: (bending one knee to the ground) Will you be my bride?

Cinderella: I certainly will.

Prince: Let's go back to the Palace together.

THE END

Eunice, you are a nice playwright!

Name of food: mangoes

**Characteristics:**

- It is bright yellow
- Its shape like an oval

Hint: Use "Science Kids" to find out more useful information about the topic!

Click: <http://www.sciencekids.co.nz/>

**What to Know (Facts):**

- The mango is one of most cultivated fruits in tropical areas of world.
- Mango fruit can come in various shapes, size and colour, the
- Mangoes contains many nutrients. When a mango is green and still growing there is a high vitamin C content,
- More fresh mangoes are eaten around the world every day than other fruits.
- Common mango varieties in countries such as the US and UK include; Tommy Atkins, Haden, Kent, Keitt, Ataulfo and Francis.

**Fun Facts:**

- A basket of mangoes is considered a gesture of friendship in India.
- Mangoes were first grown in India 5000 years ago.
- A mango tree can grow as tall as 100 feet.

**My personal opinions:**

- It is smooth and tasty.
- I think it is more yummy than other fruits.
- I think it is the most delicious fruit in the world.



Name of food: watermelon

**Characteristics:**

- It is heavy.
- It is round.

Hint: Use "Science Kids" to find out more useful information about the topic!

Click: <http://www.sciencekids.co.nz/>

**What to Know (Facts):**

- By weight, a watermelon contains about 6% sugar and 92% water.
- The watermelon can be classed as both a fruit and a vegetable.
- It is a fruit because it grows from a seed, has a sweet refreshing flavor.
- The Guinness World Record for heaviest watermelon is for one grown by USA.
- (They taste sweet and juicy.)

**Fun Facts:**

- Wild watermelons originated in southern Africa.
- It is actually a type of berry called pepo.
- They can clean our face such as masks.

**My personal opinions:**

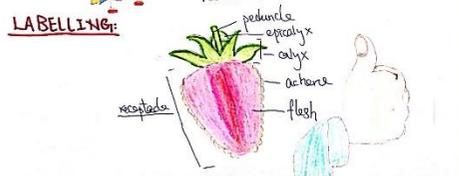
- They contain high levels of vitamin B6.
- They contain vitamin A which is good for eye sight.
- They also contain potassium which is keeping the heart healthy.



IT'S APRIL and organic green food are more popular than ever in Hong Kong. Here are a few facts about strawberries that might help you to be a healthy eater - eat smart!

**FOOD:** Strawberry  
**REGION WITH FRESH SELECTION:** Australia, Japan

**CHARACTERISTICS:** Strawberries are 2-3 cm long, red coloured and heart-shaped. Normally, each single strawberry is covered by a lot of seeds, a green stem and a star-like calyx are left on when they are harvested.



**WHAT TO KNOW:** Strawberries, contains a lot of vitamin C. Vitamin C is important because it helps your blood vessels to relax and good for your heart. Strawberries are also a good source of folate, one of the vitamin B. And I'm stunned that just 100g (of strawberries) provide a whole day's supply for human!

**JOKES:**  
"Which straw would you like?" the water said.  
"Um... I would like a 'straw'-berry!!!"

**FUN FACT:** Strawberries are not really a berry, but a member of the rose family. The real fruits are actually the tiny yellow seeds on the outside!!!  
**Miss Strawberry Expert's notebook:**  
Like strawberries? Like dessert? Have you thought of combining strawberries and dessert into a super healthy dessert? Then these two recipes are perfect for you!! For a slimy looking dessert, simply mix fresh strawberries and blueberries in a large bowl. You'll do for a scrumptious dessert, melt some dark chocolate, then pour a bowl of ice. Next, stir strawberries into chocolate. Then put it in the freezer to cool it down. Gigg!  
source: [www.fresh-kid.com.au](http://www.fresh-kid.com.au)

Green food is good for you!  
by Shyana

It's April now, and the weather becomes hot. Here is a fruit that I suggest you because it can help you to cool down.

**Food:** Watermelon

**Distinguishing Characteristics:**  
Watermelon grow on the soil.

**What to know:**  
The rind of watermelon is dark green but there is a lot of green. Watermelon is originally from South Africa. They usually grow in Summer. There is 91% WATER in watermelon. There are seeds in watermelon, sometimes they are black but sometimes they are white.

**Fun Facts:**  
Watermelon is a vegetable or a fruit? Watermelon can be classed as both a fruit or a vegetable. All parts of a watermelon can be eaten even the rind. In China, many people cook part of beef with rind. Maybe they are yummy but you will eat the rind.

**My Opinions:**  
Watermelon is juicy and good to eat in Summer. I'd like watermelon juice with watermelon paddings. (But not too much!) Why? I eat so not too much because I don't really like sweet food.

**DO YOU LIKE THE WATERMELON?**

**Labels:** seeds, pulp/heart, rind.

**Website:**  
<http://www.sciencekids.co.nz/>  
<http://www.google.com>  
<http://en.wikipedia.org>

XXX  
15th March, 2016

Dear XXX Primary School students,

How are you? We are from XXX School, Primary 4 students. We would like to ask you some questions about the lunch arrangement in your school because our school is going to be a whole school and we will have our lunch at school.

How long is your lunch break? What time is your lunch? What do you prefer, buying at school canteen or bringing your lunch from home? Do you think your lunch match with the food pyramid? Is your lunch tasty and healthy? How do you prove it? Does the hot food stay hot and the cold food stay cold? What is your lunch budget?

Thank you for providing your opinions. Your help is so much appreciated. Please write back and tell us about your school lunch arrangement.

Sincerely,  
Class 4A

Authentic  
Task

XXX  
24<sup>th</sup> March, 2016

Dear XXX School Primary 4 students,

How are you? We are glad to receive your letters. Here are some of our opinions of lunch arrangement for you.

Our lunch break lasts for 50 minutes, which starts from 12:40pm and ends at 1:30pm. We usually eat for 25 minutes and then play in the playground for another 25 minutes. We all think the lunch time is enough for us as we eat fast. All of our classmates order lunch boxes rather than bringing lunch from home because we think it is more convenient.

We order lunch boxes once a month. We get a lunch menu for the next month. Although one dish for each day is fixed, we still have our choice! We can choose another dish from options A or B. After we choose the meals for the coming month, we have to take the lunch menu to the convenience stores to pay. After we pay, the canteen workers collect all our lunch menus as some administration work has to be done. It is \$18.5 per meal, so if there are 20 school days in that month, we have to pay \$370. We all think the budget is reasonable.

Each day morning, the canteen workers prepare the food. They wash, cook and put them in the lunch boxes. Then the lunch boxes are put in the food warmer cabinet to keep the food warm. At around 12:30pm, the workers put the cabinets outside the classrooms so that when lunch time starts, we can take the lunch boxes right away.

Most of us think the food is delicious and healthy as it matches with the food pyramid well. We have a lot of rice or pasta, some meat and vegetables every day. The portions of our lunch boxes are enough for most of us. However, some of the students may find the portions not enough. Then they can refill the dish they want.

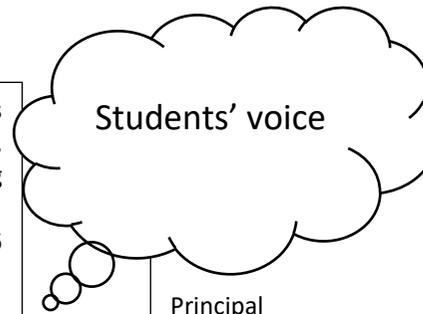
Currently we don't have a system to take care of the food that we don't finish and we are not allowed to bring the food home. Maybe your school can work that out.

Moreover, you mentioned about non-meat option and the problem of food allergies. Unfortunately we don't have a non-meat option for each day, sometimes it has, but not many. So for those students who are vegetarians, they prefer to bring lunch from home. Besides, for those who have food allergies, they can pay attention to the description of each meal as it states if the dish contains beans, eggs etc. Thus they could avoid choosing them.

Lastly, we have a special offer per week. Sometimes, we can get a kind of fruit (e.g. banana, apple, tangerine). Sometimes, we can get a dessert (e.g. jelly, pudding). Sometimes, we can get a drink (e.g. lemon tea, apple juice). We all feel excited on those special days!

Last but not the least, hope our opinions are useful for you. And we wish you a happy Easter!

Sincerely,  
Class 4D



Delicious Lunch Supplies  
132 Happy Street,  
North Point, Hong Kong

16th May, 2016

Principal  
XXX  
XXX

Dear XXX,

Hello, I'm Miss Wong, a staff member from Delicious Lunch Supplier. I know your school will become a whole-day school this year. Today I want to tell you about my supplier has a lot of healthy food. That is yummy and tasty!

As an awesome supplier we use less oil, sugar and salt to cook and we almost change the menu every day. Our lunch price is reasonable. You only need to spend twenty dollars for a lunch box only. We'll deliver you the lunch box at one o'clock, fifteen minutes before lunch time. We want to keep the food hot and we will use warmer bag to put the lunch box inside. Our supplier has follow 'Nutrition Guidelines on Lunch for Students' to cook. In our supplier's kitchen, we take good care of the food. We use safe plastic boxes as our lunch boxes.

Generally speaking, children in Hong Kong eat a lot of unhealthy food at lunch. They usually choose fried chicken or oily noodles for lunch, but our supplier menu do not have any oily or sugary food now! Our main course, like roasted chicken just use 1g of sugar. We do not use ice-cream or sweets as our dessert. We use fruit to make the tarts, salad and cakes. It's healthy for your students to eat.

Finally, Delicious Lunch Supplier has the most healthy food lunch menu for your students. This is the best supplier for you! Thank you for reading my letter. I hope you can call or send me an e-mail. My telephone number is 2186 2720. Thank you!

Best regards,

Katrina Wong

Yummy Lunch Supplier  
576 Sunny Street  
South Horizons, Hong Kong

22nd March 2016

Principal  
XXX  
XXX

Dear XXX,

Hello, my name is Valerie Siu. I am a manager from Yummy Lunch Supplier. I want to introduce the Yummy Lunch set for your school.

Yummy Lunch Supplier uses healthy ingredients to make our soup, main course, starch, vegetables, dairy products and even desserts. We believe that everyone would like them.

Everyone knows children in Hong Kong should eat more healthy food. However, they usually choose fried rice and burgers for lunch rather than pork sirloin and roasted chicken. Yummy Lunch Supplier's food is healthy and the food is in low sugar, low oil and low salt. Yummy Lunch Supplier has different colourful vegetables every day. It can make sure we are getting enough essential nutrients, vitamins, minerals and fiber. Surely the desserts are healthy too. There are tarts, fruits, salad and even more healthy choices.

Yummy Lunch set is \$100 dollars for five days. It is clear that it is cheap for a healthy lunch. You may choose Yummy Lunch Supplier to have a fixed lunch budget. Yummy Lunch Supplier will give lunch boxes to your school half an hour before your school lunch time starts. So, the students in your school can eat lunch at the right time and will not wait for too long.

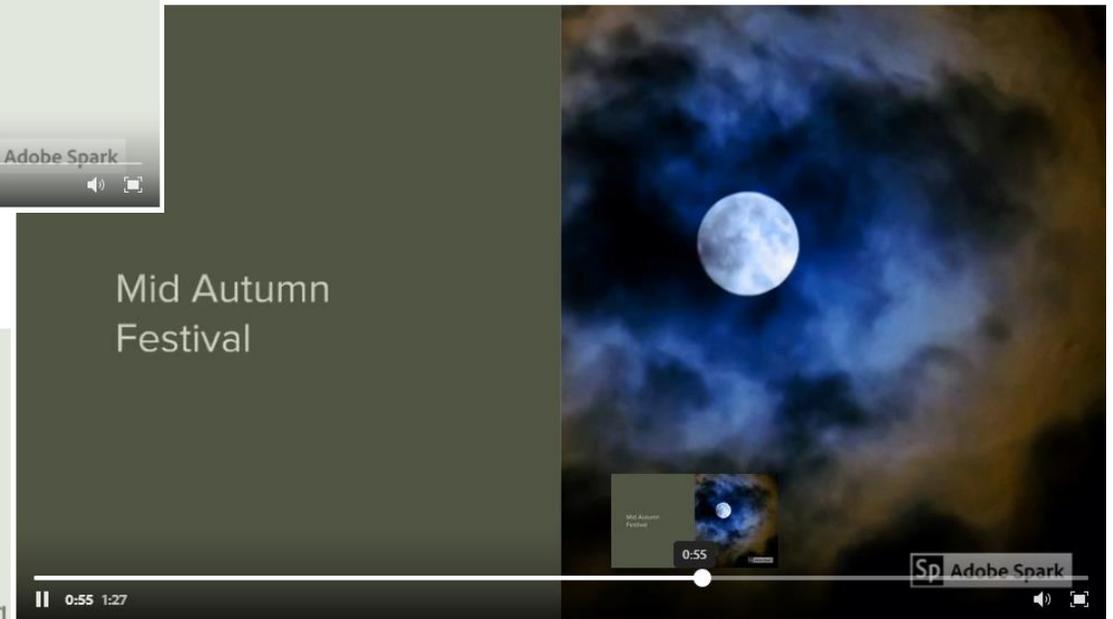
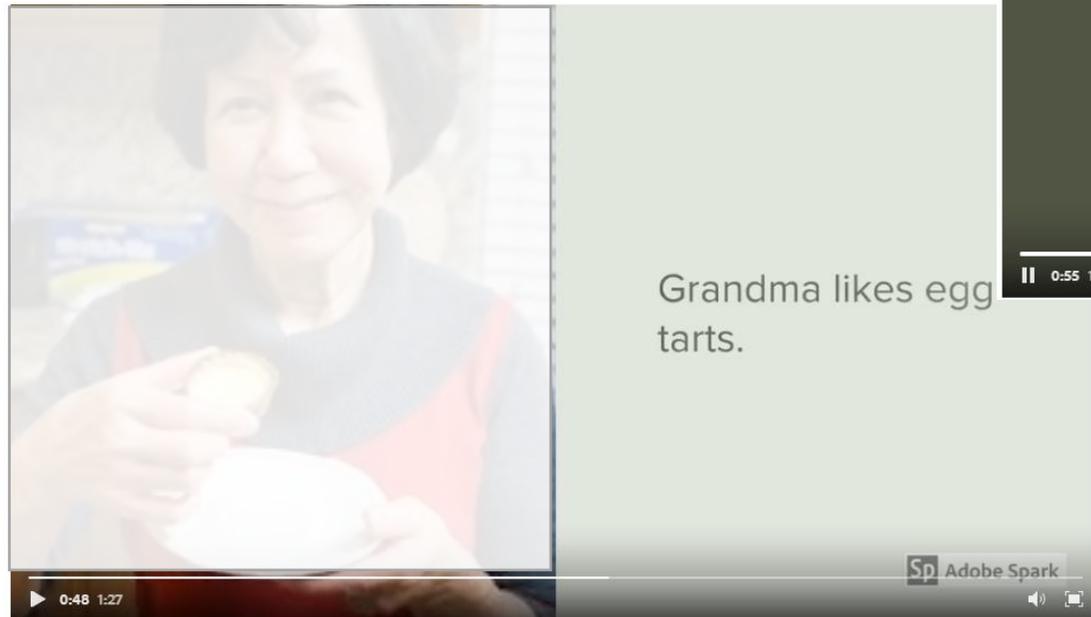
Finally, thank you for reading my letter. Hope you will choose Yummy Lunch Supplier for your school as we provide different healthy lunch menus and proper lunch arrangement at a reasonable budget for your school.

Best regards,

Valerie Siu



Students present their work using media.



Willy the Wimp

Read the tips again. Please answer the following questions in COMPLETE Sentences. Each entry should be more than 10 words. Write your name (by\_\_\_\_) under each entry.

**Read the tips (Stop yourself from being bullied and Stop Yourself From Bullying.pdf on VLE) to answer the questions.**

1. Who were in the book?  
Anonymous 1mo  
The story  
(By\_\_\_\_\_???)

2. Where were they?  
Anonymous 1mo  
the gorillas and Willy were in the street and Willy's home.  
by Henry

3. What problems did they have?  
Anonymous 1mo  
gorillas always bullying Willy.Willy do not want to be wimp.  
by Henry

4. How did they feel?  
Anonymous 1mo  
gorillas feel enjoyable but Willy feel sad,disappointed and unhappy.  
by Henry

5. If you were their friends, how could you help?  
Anonymous 1mo  
I will call their parents, protect Willy and attack the gorillas.  
by Henry

bad gorillas,some gorillas and Willy were in the book  
by Henry

Willy,suburban guerrillas and someone in the book .  
by Angel

They were in the street when they were walking and they sometimes in the home.  
By Peter

suburban guerrillas were enjoyment(enjoying themselves).willy was be discouraged.  
by Angel

i will ask him to eat buffet to help him relieve depression.  
by Angel

I could told him how to fight so when he was being bully,he can fight back.  
By Peter

Sometime at home,sometime on the street or road ,sometime in the gym.  
by Vivian

Willy always said sorry to who was bullying him people then all the people called him 'Willy the Wimp' but Willy didn't like  
By Peter

The people who was bullying Willy felt happy but Willy felt sad.  
By Peter

I am strong ,i will shout at the bad gorilla then they will

P5 students were engaged in a whole class discussion after they read a book or watched a video.

Friendship L.7 Video C

Video C

Please write in complete sentences with more than 10 words for each entry. Write "By (your name)" at the end of EVERY entry.

1. Who were in the video?  
Anonymous 2mo  
They were students.  
by Candy

2. Where were they?  
Anonymous 2mo  
They were in school.  
by Candy

3. What problems did they have?  
Anonymous 2mo  
Some girl bully some girl.  
by Candy

4. How did they feel?  
Anonymous 2mo  
They feel helpless.  
by Candy

5. If you were their friend, how could you help?  
Anonymous 2mo  
If I were their friend, I could told the teacher to help them.  
by Candy

Oscar  
Some bad girl and a girl.

Molly:someone that's in the school.Maybe they are classmate.

they are in the school  
by jovilaw

the people is say she is bad thing.  
by jovilaw

They have to be nice to one another.

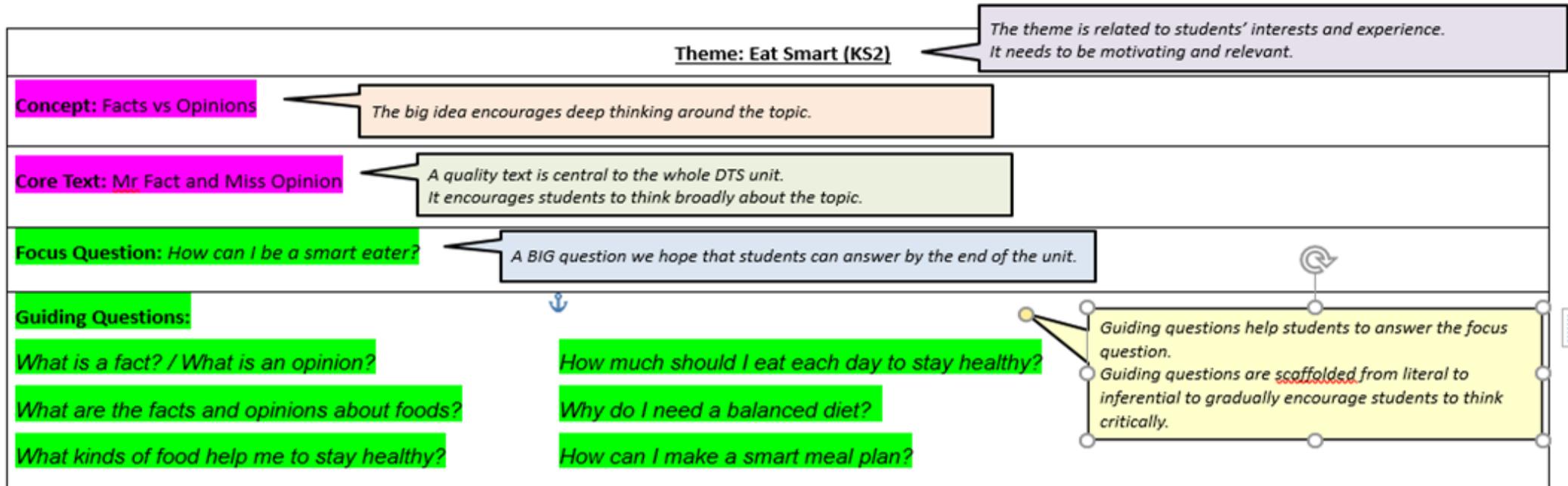
Someones laugh at ,they be rude to,be mean to and play trkas on her classmates.  
By Molly

they are feel happy.  
by jovilaw

The bullies thought it was fun, but the girl was sad. by Tracy

OSCAR a short film  
A short film by RSVP Digital Production ... youtube

LOSER a short film  
A short film by RSVP Digital Production ... youtube



**Objectives:**

Knowledge (What students know)	Attitude and Behaviour (What students understand)	Skills and Strategies (What students are able to do)
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Food groups and nutrition</li> <li>• Vocabulary that describe food smells, tastes and textures</li> <li>• What is a fact, and what is an opinion</li> <li>• Text features, grammatical concepts and language used in poems, recipes, information and persuasive texts</li> </ul>	<p><b>Students will understand the concepts of:</b></p> <ul style="list-style-type: none"> <li>• The differences between food facts and opinions</li> <li>• The facts about health and nutrition</li> <li>• The importance of making smart food choices</li> <li>• The importance of making a smart meal plan</li> <li>• The influence of advertisement on food choices</li> </ul>	<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>• Do self-assessment of readiness to learn (what I know about the theme)</li> <li>• Set learning goals (what I want to learn)</li> <li>• Complete an independent reading contract</li> <li>• Re-assess and alter learning goals as required during learning process</li> <li>• Use a range of reading comprehension strategies, i.e. make and revise predictions using new information in the text, make inferences, retelling the story, ask and answer questions to clarify meaning</li> <li>• Incorporate tables, posters, lists to support information</li> <li>• Use pictorial and contextual clues to work out the meaning of new vocabulary</li> <li>• Sort, classify, and distinguish among a variety of food items</li> <li>• Research on the theme, i.e. write an email to other schools about their lunch arrangement</li> <li>• Present personal view and knowledge about the topic, i.e. healthy recipe, letter to the Principal, a talk to P1 students</li> <li>• Do self-evaluation of learning</li> </ul>

**Final/Assessment Task:** 1. A Letter to Principal (Persuasive Text) 2. Food Report (Information Text)

*The final task showcases the students' understandings attained from this text set unit. In this unit, students chose the final task (1 or 2).*

**Theme:** Eat Smart

**Resource Analysis Chart (RAC)  
(Final Selection)**

A variety of multi-modal and multi-genre texts were identified and analysed. The following chart shows the final selection of the most appropriate texts to help students answer the focus question/s and meet the objectives of the unit.

The final selection of multi-modal and multi-genre texts will differ according to school's resources and students' needs. Resources should be high quality, motivating and vary in levels of complexity.

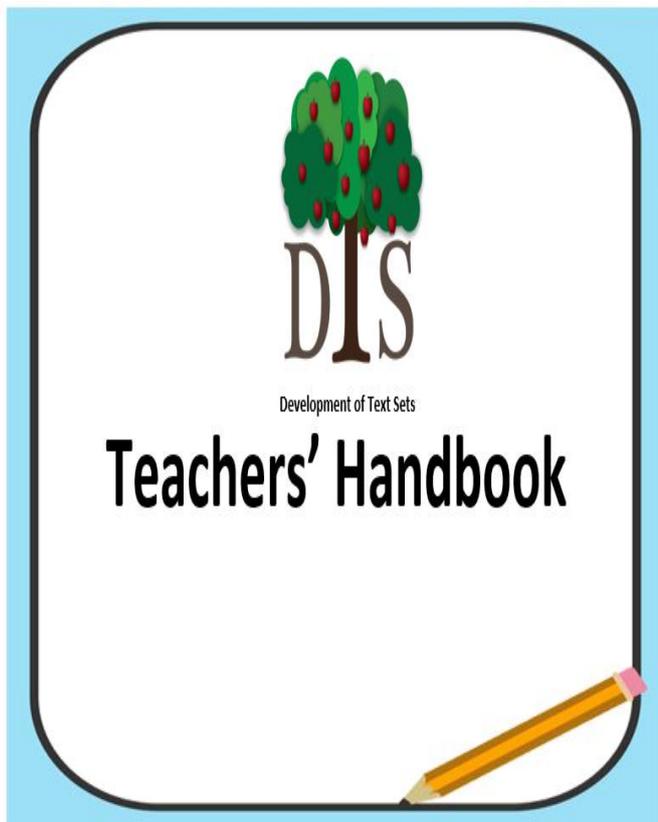
Text Title	Text Type	Modality	Main Ideas	Possibilities	Sequence
<b>Core Text (CT):</b> Mr Fact and Miss Opinion <i>Melissa Polyakov</i> (ISBN 9780399247491)	Story	Print	<ul style="list-style-type: none"> <li>This book is a lively and lyrical story about unlikely neighbors, a goat named Mr. Fact and a pig named Miss Opinion. This book uses endearing characters to introduce terms such as objective and subjective by personifying fact and opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud</li> <li>Understand the concept of fact and opinion</li> <li>Identify facts and opinions</li> <li>Literary features, e.g. personification, rhymes</li> </ul>	Text selection and sequence of use relate to guiding questions and corresponding lessons.
<b>Supporting Text:</b> What's for Lunch? <i>Lisa Greathouse</i> (ISBN 9781433336393)	Information	Print	<ul style="list-style-type: none"> <li>The importance of eating lunch</li> <li>Information about lunch, i.e. lunch time, suggested lunch menu, healthy food choices</li> </ul>	<ul style="list-style-type: none"> <li>Reciprocal Teaching</li> <li>Separate facts from opinions</li> <li>Find out lunch arrangement in other schools, i.e. lunch box or lunch line</li> <li>Research on pamphlets of different lunch providers</li> <li>Form personal opinions for school lunch arrangement</li> <li>Form personal opinions for designing a balanced school lunch</li> <li>Write a persuasive letter to teachers/principal/school board</li> <li>Debate – strongly agree, agree, strongly disagree, disagree</li> </ul>	
<b>Supporting Texts:</b> Your Healthy Plate: Grains Your Healthy Plate: Protein Your Healthy Plate: Dairy Your Healthy Plate: Vegetables Your Healthy Plate: Oils and Fats <i>By Katie Marsico</i>	Information	Epic e-books	<ul style="list-style-type: none"> <li>The importance of eating grains, protein, dairy and vegetables</li> <li>The importance of having less oil and fat in meals</li> </ul>	<ul style="list-style-type: none"> <li>Independent/Home Reading</li> <li>Practise reading skills</li> <li>Make a smart meal plan</li> <li>Self-directed learning</li> </ul>	
<b>Amazing Food Detective</b> <a href="http://www.primarygames.com/science/nutrition/games/amazingfooddetective/index.htm">http://www.primarygames.com/science/nutrition/games/amazingfooddetective/index.htm</a>	Information	On-line games	<ul style="list-style-type: none"> <li>Learn about healthy foods and exercise habits</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Solve eight mysteries of why some kids are unhealthy</li> </ul>	
<b>Food advertisement</b>	Persuasive	Video/Poster		<ul style="list-style-type: none"> <li>Discussion</li> <li>Make a poster</li> <li>On-line research</li> </ul>	
<b>DK Findout</b> <a href="http://www.dkfindout.com/uk/">http://www.dkfindout.com/uk/</a>	Information	On-line	<ul style="list-style-type: none"> <li>Information about the theme</li> </ul>	<ul style="list-style-type: none"> <li>On-line research</li> </ul>	
<b>Facts</b> <a href="http://www.sciencekids.co.nz/">http://www.sciencekids.co.nz/</a>	Information	On-line	<ul style="list-style-type: none"> <li>Information about the theme</li> </ul>	<ul style="list-style-type: none"> <li>On-line research</li> </ul>	

## Eat Smart Unit Overview

This is the lesson sequence. The timing for each lesson is determined according to students' needs and their level of understanding. E.g. Lesson 3 may extend to a double for Class A but remain a single for Class B.

1	2	3	4	5	6	7	8	9
<b>Question:</b> <ul style="list-style-type: none"> <li>What is a fact?</li> <li>What is an opinion?</li> </ul>	<b>Question:</b> <ul style="list-style-type: none"> <li>What are the facts and opinions about foods?</li> </ul>	<b>Question:</b> <ul style="list-style-type: none"> <li>What are the facts and opinions about foods?</li> </ul>	<b>Question:</b> <ul style="list-style-type: none"> <li>What are the facts and opinions about foods?</li> <li>What kinds of food help me to stay healthy?</li> </ul>	<b>Question:</b> <ul style="list-style-type: none"> <li>How much should I eat each day to stay healthy?</li> </ul>	<b>Question:</b> <ul style="list-style-type: none"> <li>How much should I eat each day to stay healthy?</li> </ul>	<b>Question:</b> <ul style="list-style-type: none"> <li>Why do I need a balanced diet?</li> </ul>	<b>Question:</b> <ul style="list-style-type: none"> <li>How can I make a smart meal plan?</li> </ul>	<b>Question:</b> <ul style="list-style-type: none"> <li>How can I make a smart meal plan?</li> </ul>
<b>Lesson intentions</b> <ul style="list-style-type: none"> <li>Identify key ideas</li> <li>Set learning goals</li> </ul>	<b>Lesson intention</b> Understand "Facts vs Opinions"	<b>Lesson intention</b> Understand "Facts vs Opinions"	<b>Lesson intention</b> Understand "Facts vs Opinions"	<b>Lesson intention</b> Make good questions	<b>Lesson intention</b> Give personal opinions with good reasons	<b>Lesson intention</b> Give personal opinions with good reasons	<b>Lesson intention</b> Give personal opinions with good reasons	<b>Lesson intention</b> Give personal opinions with good reasons
<b>Resources:</b> <b>Supporting Texts</b> <ul style="list-style-type: none"> <li>Kahoot link</li> <li>i-pads</li> <li>DK Findout <a href="http://www.dkfindout.com/uk/">http://www.dkfindout.com/uk/</a></li> <li>Eat Smart Journal</li> </ul>	<b>Resources:</b> <b>Core Text</b> <ul style="list-style-type: none"> <li>Mr Fact and Miss Opinion</li> <li>Eat Smart Journal</li> </ul>	<b>Resources:</b> <b>Core Text &amp; Supporting Texts</b> <ul style="list-style-type: none"> <li>Mr Fact and Miss Opinion</li> <li>Facts <a href="http://www.sciencekids.co.nz/">http://www.sciencekids.co.nz/</a></li> <li>Food Ads</li> <li>Eat Smart Journal</li> </ul>	<b>Resources:</b> <b>Supporting Texts</b> <ul style="list-style-type: none"> <li>Count Me In! What's for Lunch?</li> <li>Textbook</li> <li>Eat Smart Journal</li> </ul>	<b>Resources:</b> <b>Supporting Texts</b> <ul style="list-style-type: none"> <li>Count Me In! What's for Lunch?</li> <li>A sample letter</li> <li>Eat Smart Journal</li> </ul>	<b>Resources:</b> <b>Supporting Texts</b> <ul style="list-style-type: none"> <li>Count Me In! What's for Lunch?</li> <li>Video clip – news titled "Healthier school lunches urged"</li> </ul>	<b>Resources:</b> <b>Core text &amp; Supporting Texts</b> <ul style="list-style-type: none"> <li>i-Pads</li> <li>Eat Smart Journal</li> </ul>	<b>Resources:</b> <b>Supporting Texts</b> <ul style="list-style-type: none"> <li>i-Pads</li> <li>Eat Smart Journal</li> </ul>	<b>Resources:</b> <b>Supporting Texts</b> <ul style="list-style-type: none"> <li>i-Pads</li> <li>Eat Smart Journal</li> </ul>
<b>Activities:</b> <ul style="list-style-type: none"> <li>Kahoot quiz : pre-test</li> <li>KW(L):               <ul style="list-style-type: none"> <li>self-assessment</li> <li>set learning goals</li> </ul> </li> <li>Research on the theme (e.g. food groups, nutrients)</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>Reading aloud</li> <li>Discussion: Facts vs Opinions</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>Reading aloud</li> <li>Discussion: Facts vs Opinions about foods</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>Supported Reading</li> <li>Identify facts vs opinions</li> <li>Summarise the author's opinions</li> <li>Discussion: personal opinions</li> <li>Devise questions for the author</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>Reciprocal Teaching</li> <li>Sharing</li> <li>Shared writing: letter to a school</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>Four Corners Debate</li> <li>Research</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>RAFT</li> <li>Shared writing in groups:               <ol style="list-style-type: none"> <li>Letter to the principal</li> </ol>               OR               <ol style="list-style-type: none"> <li>Food Report</li> </ol> </li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>Independent writing in groups:               <ol style="list-style-type: none"> <li>Letter to the principal</li> </ol>               OR               <ol style="list-style-type: none"> <li>Food Report</li> </ol> </li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>Edit &amp; revise</li> <li>Sharing</li> <li>(KW)L:               <ul style="list-style-type: none"> <li>self-assessment</li> </ul> </li> </ul>

Activities and teaching of reading strategies vary from school to school. Details of the activities can be found in the corresponding folder.



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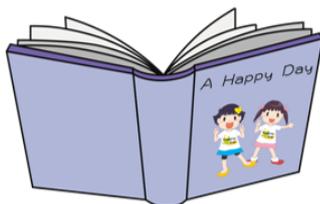
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## Features of Text Sets...

### What is a Core Text?

**A core text is central to the unit.**

- It is often used to introduce a unit.
- It is usually read more than once.
- It is usually a read aloud book which teachers read to students.
- It has ideas and themes that encourage students to think broadly about the topic.



### What are Supporting Texts?

**Supporting texts are the other texts used in the unit**

- They can be read independently by students.
- They can be used for pair or group work.
- They can be multi-genre, multi-level and can cater for learner diversity.



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**Considerations for Selecting a Core Text**

Engages and extends students' thinking and learning:

**Fiction**

- Clear beginning/middle/end
- Illustrations that support the storyline well
- Topic related to students' experiences and interests
- Natural language rhythm, possible repetition
- Interesting original and culturally-appropriate content
- Inclusive text that avoid stereotypes (race, gender, ability, etc.)
- Texts allowing rich opportunities for discussion and follow-up tasks
- Text that may be above class average instructional level.

**Non-fiction**

- Clear title indicating the topic of the book
- Information that is current, age-appropriate, accurate and reliable
- Large clear illustrations
- Illustrations that explain and enhance the text
- Simple but informative labels
- Table of contents, index and glossary (as appropriate)
- The language is simple but specific language
- Organised with sections, headings and sub-headings
- References to find more information.

**What is a focus Question?**

A focus question is the **BIG** question we hope that students can answer by the end of the unit.

What makes a good toy? Units usually only have one focus question

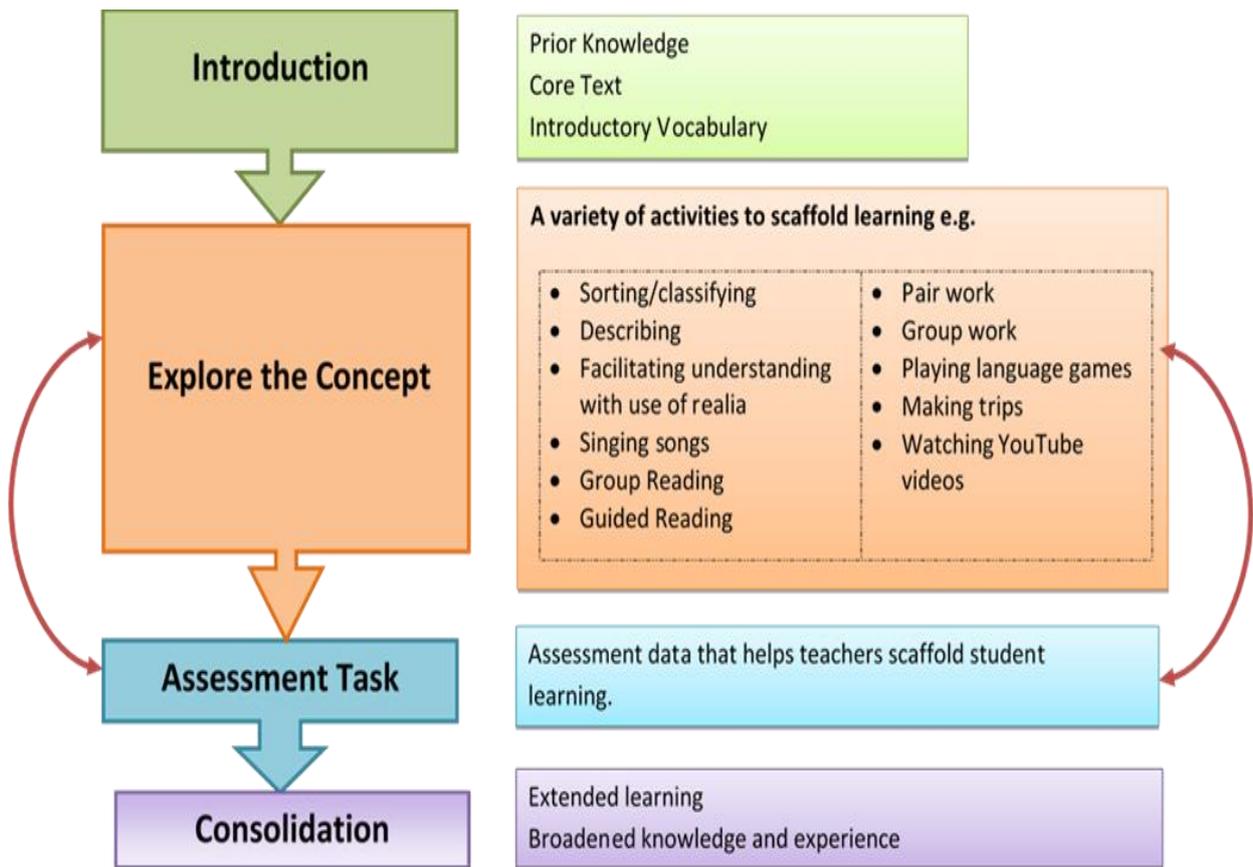


What toys do you play with?  
What do they look like?  
Where did they come from?  
Do you share them?  
Which is your favourite?  
Why?

**What are Guiding Questions?**

Guiding questions are the questions that guide students to answer the focus question.

- A guiding question can be answered over 1 or more lessons.
- A unit may have 6 to 10 guiding questions, depending on the length of the unit.
- Guiding questions are usually scaffolded from literal to inferential, gradually encouraging students to think critically.



## Defining Texts and Modes

A **text** is any “means for communication” from which meaning is created. Texts are delivered through written, spoken and/or visual **modes** in print or digital/online **forms**.

**Multimodal texts** (or ensembles) combine a range of communication systems. Print-based multimodal texts have three elements — text, visual images and design. Digital-based multimodal texts have these elements and many more, such as video and sound, and multiple pathways for navigation.

Texts can be classified into groups (**text types** or **genres**) according to their purpose and audience, which influence their form, structure, and language features.

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## Viewing

### What is Viewing?

Serafini (2012) explains that, as our idea of what a text is expands beyond the printed book, so too must our **definitions** of what it means to be a reader or a **literate person**. We live in a **visual culture**, where multimodal texts demand the reader also be a **viewer** – attending to the **visual images, structures and designs** of multimodal texts with printed text. Readers therefore need to **navigate, interpret, design and question** the written, visual and design elements of multimodal texts, as well as read them.

Visual texts may include everyday texts, mass-media texts and literary texts, e.g. TV, films, videos, animations, computer games and websites.

### Why Teach Viewing?

The goal of teaching viewing is for students to become competent, independent and critical users of multimodal texts.

Students need to understand how the structure and features of visual texts construct meaning to achieve a given purpose.

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## Critical Literacy

*“Critical Literacy is more than just understanding what we are reading. We have to look deeper to find the author’s message and to find out why they wrote about the topic. **Critical Literacy** is about asking questions, looking at different points of view, and asking, “Is everyone included in what we are reading?” (Allan Luke, 2012)*



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# Four Roles of the Reader

(Freebody and Luke, 1990, 1993)



<p><b>Text decoder</b></p> <ul style="list-style-type: none"> <li>• Cracks the alphabet codes.</li> <li>• Understands the grammar of texts and the structural conventions of texts.</li> </ul> 	<p><b>Text user</b></p> <ul style="list-style-type: none"> <li>• Knows why, what and how to read texts within given contexts.</li> <li>• Understands that different types of texts are used for different purposes.</li> </ul> 
<p><b>Text participant</b></p> <ul style="list-style-type: none"> <li>• Handles the meaning and structure of the text, e.g. knowledge of the topic, genre of text.</li> <li>• Asks questions and works out what the text is saying.</li> <li>• Takes meaning from and brings meaning to the text.</li> </ul> 	<p><b>Text analyst</b></p> <ul style="list-style-type: none"> <li>• Is aware that texts operate in a social context.</li> <li>• Questions the invisible aspects of texts, e.g. who or what is included/excluded.</li> <li>• Interrogates the text, e.g. whose interests are served by the text?</li> </ul> 

# Four Roles of the Viewer (multimodal texts)

(Serafini, 2012)



<p><b>Text navigator</b></p> <ul style="list-style-type: none"> <li>• Cracks the structures and codes relating to design, images and other visual elements, including using left to right, top to bottom orientation.</li> <li>• Finds pathways; interprets icons, diagrams, graphs and maps.</li> <li>• Identifies “visual grammar” (how elements are structured).</li> </ul> 	<p><b>Text interpreter</b></p> <ul style="list-style-type: none"> <li>• Constructs meaning from the text, drawing on prior knowledge, the reading context, and the language and images at hand.</li> </ul> 
<p><b>Text designer</b></p> <ul style="list-style-type: none"> <li>• Makes choices about the text presented to them including the path they take and what they focus on.</li> <li>• Creates their own reading experience (the text to be interpreted is <b>designed</b> during the act of reading).</li> </ul> 	<p><b>Text interrogator</b></p> <ul style="list-style-type: none"> <li>• Knows that visual images and elements of texts (e.g. font, graphic design, <u>colour</u>, format) are as important as the written text.</li> <li>• Questions what is included and excluded by the creator.</li> </ul> 

# Teaching Strategies for Reading

## What are some effective strategies for teaching reading?

**A Quick Overview** – these are covered in more detail on the following pages

<b>Storytelling</b>	In an oral activity, the teacher uses words, actions, images and props to tell a story.
<b>Reading Aloud</b>	Students listen and enjoy a book or text of literary worth being read aloud to them.
<b>Shared Reading</b>	The teacher leads and models reading strategies while reading aloud, encouraging students to read along.
<b>Guided Reading</b>	The teacher guides small groups of students of similar reading level to practise reading strategies using suitable levelled books.
<b>Group Reading</b>	A group of students sit with the teacher to read together a focus text.
<b>Buddy Reading</b>	Two students sit together and take turns to read a familiar story.
<b>Supported Reading</b>	The teacher guides students to read for meaning and practise their learning on carefully selected texts.
<b>Reciprocal Teaching</b>	Good readers follow a sequenced discussion technique that is built on four strategies to comprehend a text.
<b>Independent Reading</b>	Students independently read a text of which they can read 95% or more.

# Effective Questioning Strategies

Level of Comprehension	Ask Student to	Sample Questions
<p><b>Literal Questions</b> (The student's ability to <u>recognise</u> and recall ideas directly from the text)</p>	<ul style="list-style-type: none"> <li>identify character, events, facts and details</li> <li><u>organise</u> the sequence in which the main events occurred</li> <li>identify the main characters in a narrative</li> <li>know what an icon, or design feature means</li> <li>use the illustrations to add detail to the text.</li> </ul>	<p>What happened ...? How many ...? How did ...? Who ...? What is ...? Which ...? Why/How? (only applicable if the answer is found directly in the text)</p>



**Literal Questions - 'It's in the text'**

The answer is right there for you to read, e.g.

- What is the name of this animal?
- Where will you find information about...?

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# Effective Questioning Strategies

Level of Comprehension	Ask Student to	Sample Questions
<p><b>Inferential Questions</b> (The student's ability to read between the lines and gain a deeper understanding of the subtleties of the text)</p>	<ul style="list-style-type: none"> <li>anticipate endings and consequences</li> <li>interpret the illustrations to enhance the text</li> <li>find clues/evidence to make meaning</li> <li>give reasons for events</li> <li>make comparisons</li> <li>make connections</li> <li><u>summarise</u>, find main idea.</li> </ul>	<p>Why did ...? What was ...? Do you think ...? What do you think about ...? Can you explain ...? How was this similar to ...?</p>



**Inferential Questions - 'Think and Search'**

Search for the clues in the story and think about your answer, e.g.

- Why did the boy shout wolf?
- How do you know the meaning of that word?

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# Effective Questioning Strategies

Level of Comprehension	Ask Student to	Sample Questions
<p><b>Critical Questions</b> (The student's ability to make associations with their personal experience, world knowledge and the ideas in the text; and to question text bias)</p>	<ul style="list-style-type: none"> <li>explain new knowledge</li> <li>make <u>generalisations</u></li> <li>make decisions</li> <li>make judgements</li> <li>make recommendations and suggestions</li> <li>create new endings</li> <li><u>identify</u> author's intention/intended audience.</li> </ul>	<p>Do you think that ... should have ...? What else could he/she have ...? How would you ...? Do you agree ...? What would have happened if ...? How might ...? What is missing...? What effect does ...? If you were ... what would you ...? Whose voice is not heard and why?</p>

**Critical Questions - 'Going deep'**



You must find the answers in your head. The story won't help you much, e.g.

- Do you think wolves are bad animals?
- What is the message for us in this story?

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