

Using e-learning to Enrich the Teaching of Reading in a KS1 English Classroom

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NET Section, CDI, EDB, HKSAR

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A. Introduction

- This session is part of the Primary Literacy Programme - Reading/Writing (KS1) [PLP-R/W (KS1)] unit on "Fun Time at the Zoo". The teachers use a Smart Board and iPads to enrich the learning and teaching of reading to a class of Primary 1 students and demonstrate how to use information technology to assist their students to read for meaning and develop phonics skills, knowledge of high frequency words as well as the strategy of using pictorial clues to guess the meaning of unknown words.
- The PLP-R/W (KS1) was produced by the Advisory Teaching Team (ATT) of the Native-speaking English Section (NET). It provides direction and guidance for the teaching of literacy with a focus on reading and writing, as well as the tools necessary for the assessment of student needs and the knowledge of how they read and write. It supports setting up language-rich whole-school and classroom environments and establishing classroom and resource management systems.
- Each PLP-R/W unit of work is based around a big book and consists of eight literacy sessions, four sessions for reading and four for writing. The literacy sessions in the units of work have been designed to be approximately 60 minutes (equal to two 30-minute sessions) each for reading and writing.
- There is a learning and teaching developmental sequence to each unit of work. It provides opportunities for students to develop skills and strategies for reading and writing systematically.
- The teachers use all five teaching strategies for reading, but focus on shared reading. Shared and process writing are the main teaching strategies for writing. In addition, guided reading and guided writing allows the teachers to cater for the individual needs of the students.
- The PLP-R/W teaching team consists of the local English teacher (LET), the native-speaking English teacher (NET) and the classroom assistant (CA). The roles of the LET and the NET (Teacher 1 or Teacher 2) vary, depending on their expertise on the reading or writing strategies, the groupings of the students, the literacy activities and the needs of the students. All members of the teaching team need to plan and teach collaboratively.

B. Unit Focus

The main focus of this unit is to teach a narrative with the theme of a fashion show in a zoo through Shared Reading. By the end of the unit, students will be able to demonstrate the following in their writing and presentation:

1. using appropriate adjectives to describe clothing items, facial features and actions
2. creating and using a simple mind map about a toy animal's clothing, facial features and actions
3. putting sentences in a logical sequence
4. planning and dressing their own toy animals

○ The focus of today's reading session is on shared reading of a story to facilitate the development of reading skills and strategies and the use of e-learning to motivate and consolidate their learning.

C. Unit Overview

Week 1 Shared Reading 1 Outcomes:

1. Recognise new high frequency words: green, run
2. Recognise initial sound 'd'.
3. Recognise and use previous high frequency words and content words to construct sentences.

Week 1 Shared Writing 1 Outcomes:

1. Construct a mind map.
2. Use the mind map to write sentences.

Week 2 Shared Reading 2 Outcomes:

1. Recognise learned high frequency words.
2. Recognise initial sound 'g'.
3. Understand word order.

Week 2 Shared Writing 2 Outcomes:

1. Replicate the mind map from SW 1 and include colour adjectives.
2. Use the mind map to write sentences with colour adjectives.
3. Recognise and use learned high frequency words, content words and connective 'and' to construct sentences.

Week 3 Shared Reading 3 Outcomes:

1. Recognise learned high frequency words.
2. Recognise initial sound 'k'.
3. Classify vocabulary according to criteria.

Week 3 Shared Writing 3 Outcomes:

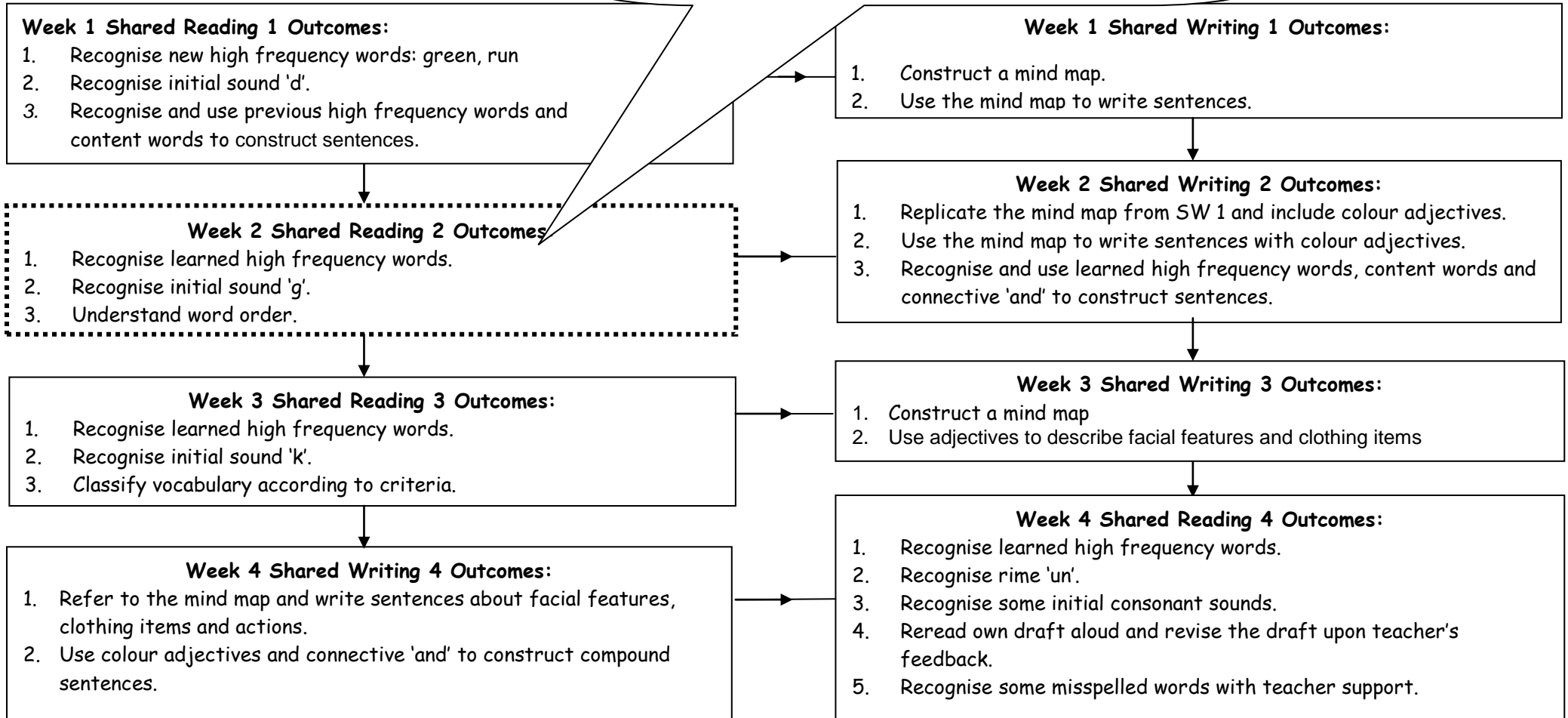
1. Construct a mind map
2. Use adjectives to describe facial features and clothing items

Week 4 Shared Writing 4 Outcomes:

1. Refer to the mind map and write sentences about facial features, clothing items and actions.
2. Use colour adjectives and connective 'and' to construct compound sentences.

Week 4 Shared Reading 4 Outcomes:

1. Recognise learned high frequency words.
2. Recognise rime 'un'.
3. Recognise some initial consonant sounds.
4. Reread own draft aloud and revise the draft upon teacher's feedback.
5. Recognise some misspelled words with teacher support.



D. Teaching Procedures (Length: 55 minutes)

Receptive Language
Understand ideas and feelings through listening and reading

	Teacher 1	Teacher 2	Classroom Assistant
<p>Before the Reading (15 minutes)</p>	<ul style="list-style-type: none"> Support Teacher 2 by settling students. Use zero noise signal. <p>Recognition of High Frequency Words</p> <ul style="list-style-type: none"> Use an e-learning tool to help students recognise more high frequency words (75% of text that students are reading consists of high frequency words) <ul style="list-style-type: none"> Observe and record a few students who read words correctly or incorrectly. Write the oral sentences on the board. 	<p>Activity 1: Warm Up</p> <p>1. Continue to develop receptive language.</p> <ul style="list-style-type: none"> Tell students to stand at their tables. Revisit a song, rhyme or chant from any previous unit (Student's choice). <p>Activity 2: High Frequency Words</p> <p>1. Recognise more high frequency words.</p> <ul style="list-style-type: none"> Use zero noise signal, waiting quietly until all students are silent before continuing. Revisit some previously learned high frequency words using the Smart Board. Encourage students to read the words as you show them. Ask students to form an oral sentence using any one of the words (maximum 3 sentences). 	<ul style="list-style-type: none"> Have name tags ready on the tables. Support Teacher 2 by settling students.
	<ul style="list-style-type: none"> Model how to write letter g. Encourage on-task behaviour and participation. <p>The Development of Graphophonic Reading Strategy</p> <ul style="list-style-type: none"> Use an e-learning tool to help students recognise the difference between the letter name and letter sound 	<p>Activity 3: Phonics Activity</p> <p>1. Recognise some initial sounds in words.</p> <ul style="list-style-type: none"> Sing the chant "A girl is going". Demonstrate how to write the big and small letter G and ask the students to 'sky write' the letter. Introduce the letter name and sound /g/ by showing students the letter and some objects/pictures that begin with /g/ using the Smart Board. Emphasise what the letter name is and the sound the letter makes. Say the words <i>game, garden, girl, goat, goose, gorilla</i>. Teach how to use the iPad to write the letter for the sound on 'Draw Board' Apps. Students listen to the following words: door, girl, in, duck, goat, insect. Say the words and write the letters for the initial sounds on the iPad. 	<ul style="list-style-type: none"> Encourage on-task behaviour.
			<ul style="list-style-type: none"> Prepare an iPad for each student. Model how to write letter G. Encourage on-task behaviour and participation.

	Teacher 1	Teacher 2	Classroom Assistant
<p>Reading the Text (20 minutes)</p>	<p>Activity 4: Shared Reading</p> <ol style="list-style-type: none"> Imitate intonation when joining in reading familiar texts. Imitate words and repetitive language patterns. Relate pictures to words. <ul style="list-style-type: none"> Settle students on the stools at the front of the class. Share read the big book, <i>Fun Time at the Zoo</i>. Model the following strategies to read for meaning: <i>Does the picture help you?</i> <i>What sound does the word begin with? (e.g. donkey – ‘d’, gorilla – ‘g’)</i> <i>What word might make sense in the sentence? (e.g. It is fun time at the zoo. – happy)</i> <p>NB: These strategies can be supported by covering the words with Post-its. Reveal the initial letter of the words if students need further support.</p> <ul style="list-style-type: none"> Read the story, stop at pages 10, 11, 12, 13 and 14 and ask, <i>Who are they? Are they happy? Why?</i> After reading the story, ask, <i>Which character do you like best? Why?</i> 	<ul style="list-style-type: none"> Support Teacher 1 by settling students on the stools in front of the smart board. Support Teacher 1 with demonstration. <div data-bbox="1041 319 1680 470" style="border: 1px solid black; border-radius: 15px; padding: 5px;"> <p>The Development of Semantic Reading Strategy</p> <ul style="list-style-type: none"> Use pictorial clues to understand unfamiliar words </div> <div data-bbox="1041 518 1680 670" style="border: 1px solid black; border-radius: 15px; padding: 5px;"> <p>The Development of Graphophonic Reading Strategy</p> <ul style="list-style-type: none"> Decode new words by recognising the initial letter sound </div> <div data-bbox="1041 718 1680 869" style="border: 1px solid black; border-radius: 15px; padding: 5px;"> <p>The Development of Semantic Reading Strategy</p> <ul style="list-style-type: none"> Infer the meaning of unknown words by using contextual or pictorial clues </div>	<ul style="list-style-type: none"> Support Teacher 1 by settling students on the stools in front of the smart board. Encourage on-task behaviour and participation.
	<p>Activity 5: Whole Class Activity</p> <ol style="list-style-type: none"> Continue to develop receptive language. Relate pictures to words. Understand word order. <ul style="list-style-type: none"> Reread pages 3-8 with the use of smart board. Stop at each page and invite a student to circle the colour word, clothes word and picture of the clothing item. Remind students that colour words always come before clothes words. 	<ul style="list-style-type: none"> Support Teacher 1 with demonstration. <div data-bbox="1041 1021 1680 1324" style="border: 1px solid black; border-radius: 15px; padding: 5px;"> <p>The Development of Syntactic Reading Strategy</p> <ul style="list-style-type: none"> Use an e-learning tool to help student understand the use of adjectives to describe objects Use an e-learning tool to help student understand the word order in sentences </div>	<ul style="list-style-type: none"> Encourage on-task behaviour and participation.

<p>After the Reading (20 minutes)</p>	<p>Activity 6: Explanation Time - Dress the Animal (Using a dice).</p> <ol style="list-style-type: none"> 1. <i>Continue to develop receptive/descriptive language.</i> 2. <i>Relate pictures to words.</i> 3. <i>Recognise that sentences are made up of words.</i> 4. <i>Understand word order.</i> <ul style="list-style-type: none"> • Use zero noise signal, waiting quietly until all students are silent before continuing. • Explain that one group will play Dress the Animal with the teacher, using Dice Game. • Tell the students that in the game, Dress the Animal, they will have three dice: On each side of the first dice, there is an animal picture. On each side of the second dice, there is a colour word. On each side of the third dice, there is an item of clothing. • Remind students to: <ol style="list-style-type: none"> 1. Take turns to roll the three dice. 2. Say what the picture is on each dice. 3. Find the matching word cards. 4. Place the cards in the appropriate sentence strip: The ____ has a ____. The ____ has _____. 5. Read the sentence aloud. 6. Put the cards back in the middle of the table. • Students play the game in pairs. • Two groups will review the phonics and word order by playing 'Phonics Fun 3' and 'I Can Write' Apps and read the <i>i-book</i> 'Where is the Elephant?' using <i>iPads</i>. • Remind students the rules when they work in pairs using the <i>iPad</i>. ('It's my turn. / It's your turn.') • Swap groups after ten minutes. • Send them to tables to play the game. <p>NB: Revise the names of the animals and clothing items, and colour words on the dice, identifying the matching word cards prior to starting the game.</p>	<ul style="list-style-type: none"> • Support Teacher 1 with demonstration. <div data-bbox="1093 363 1680 609" style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-bottom: 10px;"> <p>The Application of Syntactic Strategy</p> <ul style="list-style-type: none"> ○ Consolidate the use of adjectives to describe objects ○ Consolidate the word order in sentences </div> <div data-bbox="1093 651 1680 1120" style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-bottom: 10px;"> <p>The Application of Syntactic Strategy</p> <ul style="list-style-type: none"> ○ <i>Use an e-learning tool</i> to consolidate the use of adjectives to describe objects ○ <i>Use an e-learning tool</i> to consolidate the word order in sentences <p>The Application of Graphophonic Strategy</p> <ul style="list-style-type: none"> ○ <i>Use an e-learning tool</i> to consolidate the use of letter-sound </div> <div data-bbox="1093 1152 1680 1311" style="border: 1px solid black; border-radius: 15px; padding: 10px;"> <p>Descriptive Language Convey ideas and feelings through speaking and writing.</p> </div>	<ul style="list-style-type: none"> • Have the dice and word cards ready on each table, one set per pairs. • Have sentence strips ready on each table, one set per student.
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	Teacher 1	Teacher 2	Classroom Assistant
	<ul style="list-style-type: none"> • Support Teacher 2 in settling students. • Work with four groups of four to five students, refer to the Teacher Placement Grid. • Ensure students understand the task. • Support students to complete the task. • Observe and record students who can complete the activity. 	<p>Activity 7: Group Work</p> <ol style="list-style-type: none"> 1. <i>Continue to develop receptive language.</i> 2. <i>Relate pictures to words.</i> 3. <i>Recognise that sentences are made up of words.</i> 4. <i>Recognise some key words in familiar text and in classroom environment.</i> <ul style="list-style-type: none"> • Settle students at their tables. • Work with the target groups, refer to the Teacher Placement Grid. • Ensure students understand the task. • Support students to complete the task. • Observe and record students who can complete the activity. <p>NB: At an agreed time, teachers stop their groups and ask one group at a time to read aloud their sentence.</p>	<ul style="list-style-type: none"> • Refer to the Teacher Placement Grid and support teachers. • Ensure students understand the task. • Support students to complete the task. • Observe and record students who can complete the activity.
	<p>Activity 8: Sharing and Conclusion</p> <ol style="list-style-type: none"> 1. <i>Read aloud accurately simple familiar texts.</i> 2. <i>Imitate pronunciation and intonation when reading familiar texts.</i> <ul style="list-style-type: none"> • Use zero noise signal, waiting quietly until all students are silent before continuing. • Ask students to read the home reader to their shoulder partners. • When completed, select one of the small books from this Unit and read aloud. • If time permits, revisit a song, rhyme or chant from any previous unit. <p><u>Pack Up Time</u> Students say the 'd' and/or 'g' chants while lining up and returning to their classroom.</p>	<ul style="list-style-type: none"> • Ensure students are reading with their partner. <div data-bbox="1093 970 1704 1145" style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;"> <p>Receptive Language Understand ideas and feelings through listening and reading.</p> </div>	<ul style="list-style-type: none"> • Ensure students are reading with their partner.