



Learning in Action Seminar 2020

‘A cross-disciplinary Dialogue to Extend Learning’

Our Roadmap to develop students' reading capacity:

From Learning to Read to Reading to Learn and Reading across the Curriculum



S.K.H St. Joseph's Primary School
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Speakers today

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Why do you join our sharing
session?



“To learn to read is to light a

fire; every syllable that is
spelled out is a spark.”

- Victor Hugo

Reading is important to everyone!

As a veteran observer of elementary school classrooms, I was especially struck by the second assumption because frequent visits to schools have revealed almost **no comprehension instruction**

Practically no comprehension instruction was seen. **Comprehension assessment, carried on for the most part through interrogation, was common.** Whether children's answers were right or wrong was the big concern. (Durkin, 1978)

1978



1998

We need to re-think our reading instruction!

... no revolution has occurred. For example, when my colleagues and I observed fourth- and fifth-grade classrooms in the late 1990s, we, too, saw **little comprehension instruction but many teachers posing postreading comprehension questions** (Pressley, Wharton-McDonald, Hampston, & Echevarria, 1998).

Learn to
Read



Reading to
Learn



Reading
across the
Curriculum
(RaC)

Make reference to the ELE Curriculum Guide

- Reading is important to students of diverse learning abilities at all key stages of schooling. It helps **develop thinking skills, enriches knowledge, enhances language proficiency and broadens life experience.**
- **Reading to Learn** can be promoted through meaningful learning, teaching and assessment activities. Building on their existing strengths and experience in promoting reading, schools should continue to set Reading to Learn as a sustainable Key Task while due emphasis should be placed on **reading across the curriculum (RaC)** to help students **establish links between concepts and ideas acquired in different KLAs and further enhance their interest in reading and ability to process reading texts in a more in-depth way.**



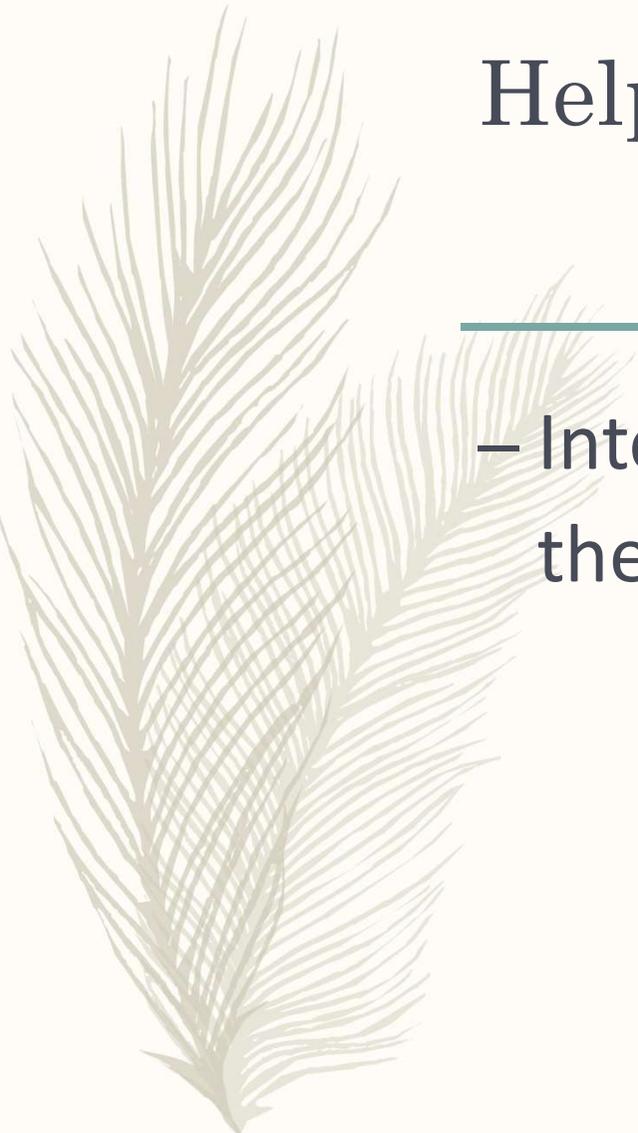
What have we done so far?



S.K.H. St. Joseph's Primary School

1. Our school is a **small school in Kam Tin** where the English language environment is not especially rich.
2. Students **lack the reading resources** at home or in the community. There is no bookshop or community centre selling English storybooks or promoting reading English books.
3. Most parents need to work so **family support is particularly low**.
4. Students are predominantly **weak in English** reading and writing.
5. Students get confused when they learn more.



A decorative graphic of a feather, rendered in a light beige color, is positioned on the left side of the slide. It has a central rachis with numerous fine barbs extending outwards, creating a fan-like shape.

Helping our students **learn to read**

- Integrating the teaching of reading skills in the GE programme and Reading Workshops

Reading skills	P4	P5	P6
Understand the information provided on the book cover, spine or blurb, index and glossary	✓		
Use known parts of words to work out the meaning of unknown words by using visual clues, context and knowledge of the world	✓		
Read written language in meaningful chunks	✓	✓	
Locate specific information	✓	✓	
Scan a text to locate specific information by using strategies such as looking at headings and repeated phrases	✓	✓	
Recognise the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation	✓	✓	
Skim a text to obtain a general impression and the gist or main ideas		✓	✓
Identify details that support the gist or main ideas		✓	✓
Understand intention, attitudes and feelings conveyed in a text by recognising features such as the choice and use of language and images		✓	✓
Find the main ideas of a paragraph	✓	✓	✓
Recognise the format, visual elements and language features of a variety of text types (e.g. journals, menus, reports and etc.)	✓	✓	✓
Predict the likely development of a topic by recognising key words, using personal experiences, and making use of the context and knowledge of the world	✓	✓	✓
Make inferences	✓	✓	✓



Primary Longman Elect 4A
Unit 3
Reading Text

In line 9, why did Tony look upset?

- A. Crunchy Chocolate was not yummy.
- B. He wanted the dinosaur in Yummy Chocolate.
- C. He did not have enough money.

Students learn the connection between ideas

Primary Longman Elect
5A
Unit 1
Reading Text

Pick the right heading for each paragraph.

Important body

Malaysian language

Impolite body

Body language

Asian language

Teacher's
guidance: identify
key words and
pick a heading
that relates to the
key words

Group
discussion

Students learn to grasp the main idea by identifying key words

Students learn to make inferences from news headlines

Primary Longman
Elect 6A
Unit 1
Reading Text
(the news
headlines)

News headlines tell a lot of information. Read them and decide if the following statements are true or not.

1. There are more than one firemen.
2. The family died in the fire.
3. The news report talks about policemen.
4. This is the first time Lang Lang comes to Hong Kong.



From Learning to Read to **Reading** across the Curriculum

1. Students have become **more willing to read**.
2. Students have built **interest in reading stories** and developed **reading skills** to make meaning from stories.
3. Students have **limited exposure** to genres other than fictions and have problems in making meaning from **informational texts**
4. Students need to be equipped with the skills and knowledge to cope with the demands on work and study in the 21st Century.



Reading across the Curriculum

2018-20

2017 ELECG

In implementing RaC, teachers of the English Language Education KLA are encouraged to:

- identify **reading materials in both print and non-print forms** with suitable entry points (e.g. themes, text types, language features and vocabulary) for **connecting students' learning experiences in different KLAs**;
- help students **develop the reading skills and strategies** necessary for understanding and analyzing language use in English texts written **for general or academic purposes** (e.g. text structures, rhetorical functions and vocabulary);

Reading across the Curriculum

2018-20

2017 ELECG



At the
planning
stage

- design reading activities that reinforce students' ability to **integrate the knowledge, skills and learning experiences gained in different KLAs**; and
- **collaborate with teachers of other KLAs** to develop learning activities that provide students with opportunities to consolidate the knowledge and skills acquired across KLAs, and develop the essential attributes that go beyond individual subjects or KLAs such as humanistic qualities and entrepreneurial spirit.



Our work in initiating RaC in KS2

- *We used the fund from PEEGS to buy readers for students*
-

Intensive Readers: Teachers teach the reading skills intensively

Primary 4 : 8 modules (8 titles x 66 copies) = 528 copies

Primary 5 : 8 modules (10 titles x 66 copies) = 660 copies

Primary 6 : 8 modules (10 titles x 66 copies) = 660 copies

*4 lessons
allocated for
each reader

Home Readers: students read the readers based on their reading levels

Primary 4 : 18 titles x 22 copies = 396 copies

Primary 5 : 24 titles x 22 copies = 528 copies

Primary 6 : 24 titles x 22 copies = 528 copies

*Readers are
leveled for 3
different ability
groups

Integrating the **intensive readers** and **home readers** with the learning modules

P4 Modules	IR	HR			Skills/Values/Knowledge
Connecting With Other People: Making Friends	Play Sport	A Letter To Roberto	Kids Around The World	New Friend	Locate specific information
Food And Drinks: Choosing Food And Drinks	How Is It Made? Chocolate	It's Good Enough To Eat	Too Many Treats	Sushi	Locate specific information Skim for general ideas
Changes: Now And Then	Snorkeling With Nana	Children's Games	Getting Ready For School	Leisure In The Past	Locate specific information Find the meaning of unfamiliar words
Happy Days: Entertainment And Leisure	Going To The Movies				Get more information
We Love HK: Travelling Around	A School Map	Famous Landmarks	Places Around The World	This Is Tower That Frank Built	Locate specific information Find the meaning from the known words
Food And Drinks: Healthy Eating	What's For Lunch?	Dragons Don't Eat Meat	Staying Healthy	Healthy Foods	Understand the information provided on the book cover, spine or blurb, index and glossary
Changes: Making Improvements	How Much Screen Time?	Rhino's Bad Manners	Spend Now Or Spend Later?	Rapunzel	Read written language in meaningful chunks
People And Places Around The World: Wonderful People And Things	Big Cities				Find the main ideas



Non-fiction books



Fiction

Integrating the **intensive readers** and **home readers** with the learning modules

P5 Modules	IR	HR			Skills/Values/Knowledge
Caring for Others: Be Considerate	Helping Others	Mai's Bus Ride	Duck Feet	Samantha's Brother	Find the main ideas Be considerate
Language Arts: Fun with Plays	Costumes On Shows	The Gingerbread Man	The Frog Prince	The Elves And The Shoemaker	Understand the information provided on the book cover, spine or blurb, index and glossary Enjoy different language arts
Happy Days: Entertainment and Leisure	Markets Around The World	Introducing Australia	Our Day In The Big City	Let's Go Camping	Locate for specific information Respect the differences in the world
People and Places Around the World: Wonderful People	Martin Luther Great Inventors	People Who Made A Difference	Who Was Steve Jobs?	Who Was Mother Teresa?	Find the main ideas and the supporting details Successful paths of a person
Happy Days: Fun with Making Things	Making A Clown Pinata	A Home For Tiny Turtle	Making A Mobile	Race Through Space	Locate specific information Be creative
We Love HK: Travelling Around	Our Trip To The City Looking At Maps	Travelling Around The City	The World Of Transportation	Journeys: Land, Air, Sea	Find the main ideas Get more information about the world
Caring For Others: News and Events	Reading The Newspaper	An Exciting Outing	Carla Crocodile's Adventure	Legends(crimebuster)	Recognize the key concepts of different textual features
Connecting with Other People: Visiting the Doctor	Out And About At The Hospital	Mr Bean(toothache)	Smile! A Trip To The Dentist	Health Online	Know more about the hospitals Be respectful



Non-fiction books



Fiction

Integrating the **intensive readers** and **home readers** with the learning modules

P6 Modules	IR	HR			Skills/Values/Knowledge
Changes: Growing Up	Wildlife Scientist	Legend-chaz Superchef	Players Around The World	Young Artists	Skim the text, locate for specific information, read graph and tables to get more information Extend knowledge on jobs
Problems around the world	Storms	Escape From Pacaya	Earthquakes	School Around The World	Find the meaning of unfamiliar words; know more about natural phenomenon
Language Arts: Fun with stories	Characters With Courage Famous Writers	Legends-kim's Film Flops	Creating A Cartoon	Special Effects	Predict the likely development Identify details that support main gists Enjoy different language arts
People and places around the world: Festivals	Let's Celebrate!	Looking For Blu	Holidays Around The World	The New Year	Find the main ideas Respect different cultures
Language Arts: Fun with writing stories	Cao Chong And The Elephant Androcles And The Lion	The Wind And The Sun	The Ant And The Grasshopper	The Peacock & The Crane	Find the main ideas Predict the likely development of the story Learn a moral story and develop the sense of self-reflection Understand the intention and attitude
Caring for others: Taking care of the Earth	Global Warming	The Rubbish Monster	Recycling Plastic	At Risk	Find the main ideas Develop citizenship and love the world
Changes: Growing up	Sprints :Diary Of A Stinky Kid	Diary Of A Dog	A Birthday Present For Mum	Minh's New Life	Understand the intention, feelings and attitude by the choice of words. Treasure what we have got
Connecting with other people: sending a message	Soo Yun's Book The Giving Tree	Camp Buddies	Cooper's Big Speech	Ms McMahan	Predict the likely development Treasure what we have got



Non-fiction books



Fiction

What should be taught using the **intensive readers**? How would the **IR lessons** differ from the reading lessons using the textbooks?

The intensive readers include many nonfiction / informational texts

Broaden students' views to **see the world** and to **learn new knowledge**

Enable students to notice the **features of informational texts**

Enable students to notice the **textual grammar** used in informational texts

Enable students to employ **reading skills** to decode meaning of difficult words, grasp the main ideas ...



**Let's share some of our
curriculum plans
and L&T materials!**
- Reading Tools

Reading tools

Read

- Read the **title**. It tells you what the article is about.

Read

- Read the **introduction** and the **headings** and **main ideas**.

Remember

- When you are reading, remember the **words** you don't know. They are the **key vocabulary** of the topic.

Study

- Study the **photographs** or the **diagrams** and **ideas** in the book.

😊 Like a **tool kit** to help students 'open up' the informational texts

😊 Reminds students of using the reading tools when a book is introduced

Reading tools

Global Warming

by Shelly Buchanan

Graphs & figures

Provide quantitative data to facilitate interpretation and encourage further learning

Book cover

- Title
- Author
- Predict what students will read

Content page

Get more information about the book

Back cover

Message from the writer

Headings and topic sentence

Clues about the main idea

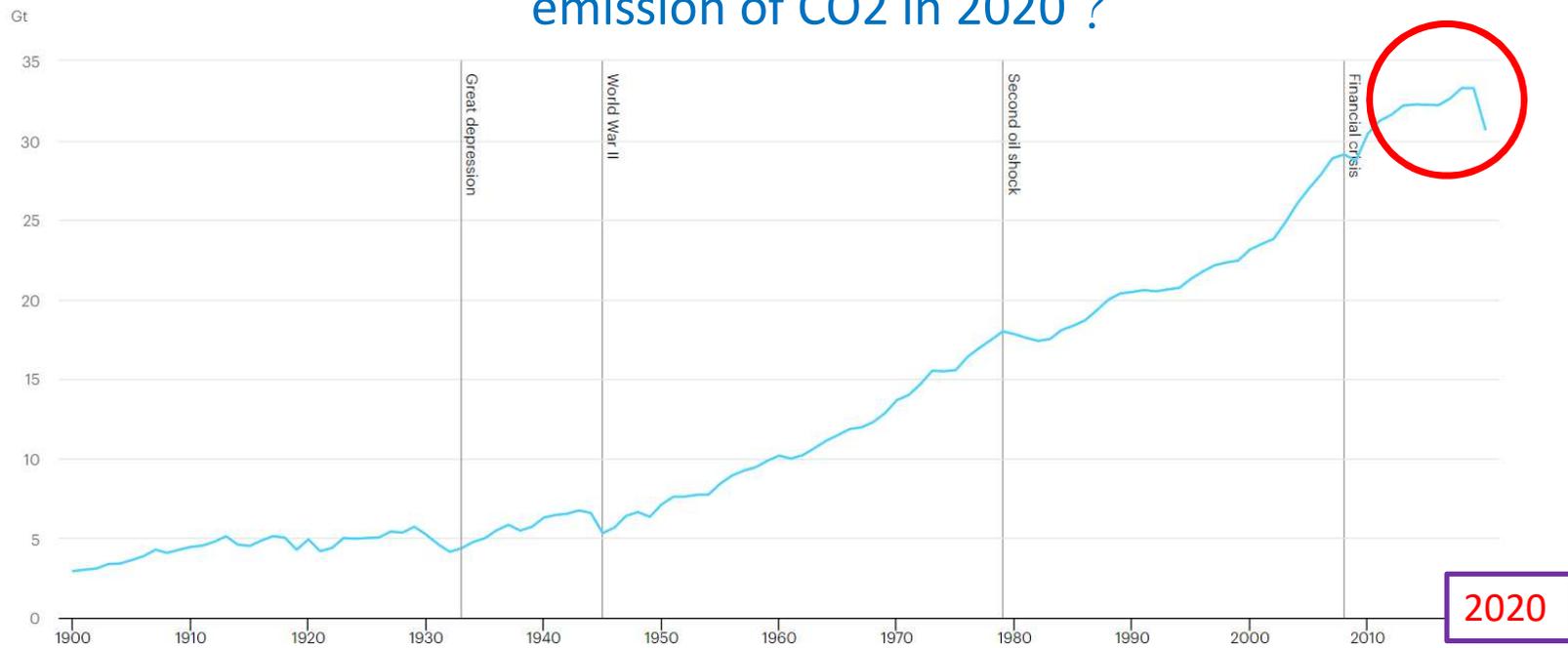
Enable learning beyond the text

- encourage students to find out more on the Internet!

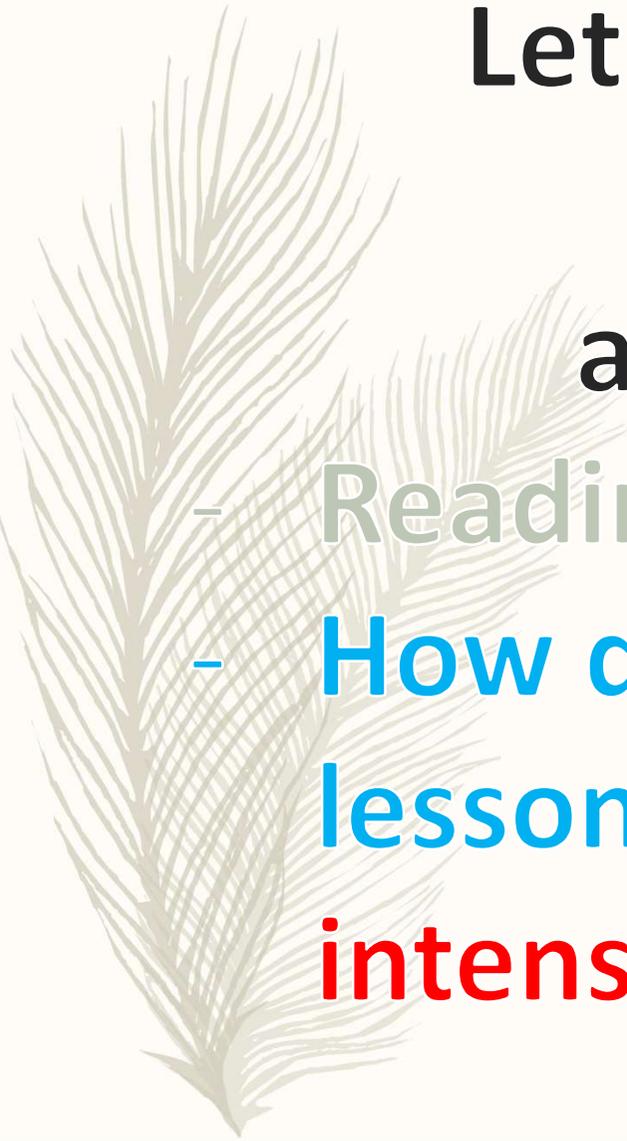
Global energy-related CO2 emissions, 1900-2020

Why was there a drop in the emission of CO2 in 2020 ?

Open ↗



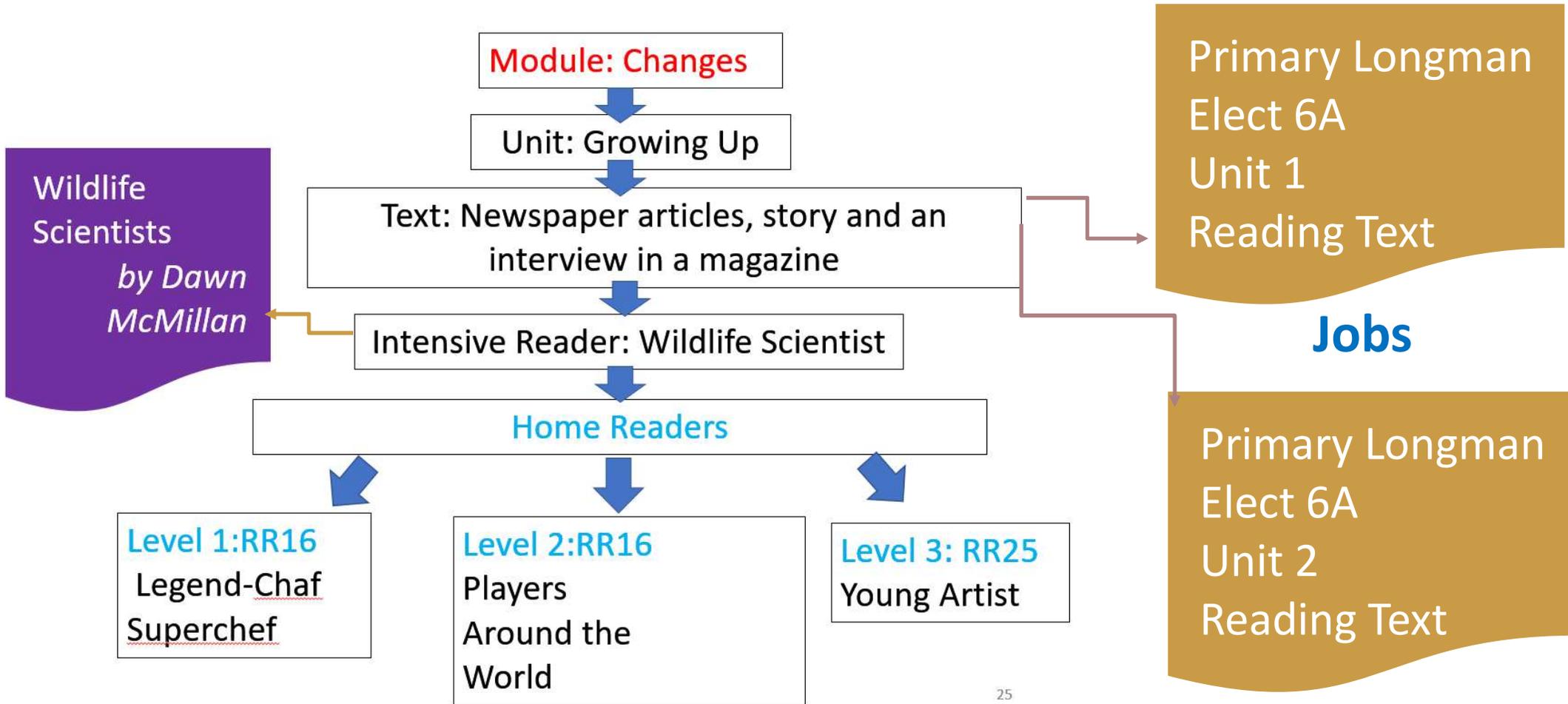
<https://www.iea.org/reports/global-energy-review-2020/global-energy-and-co2-emissions-in-2020>

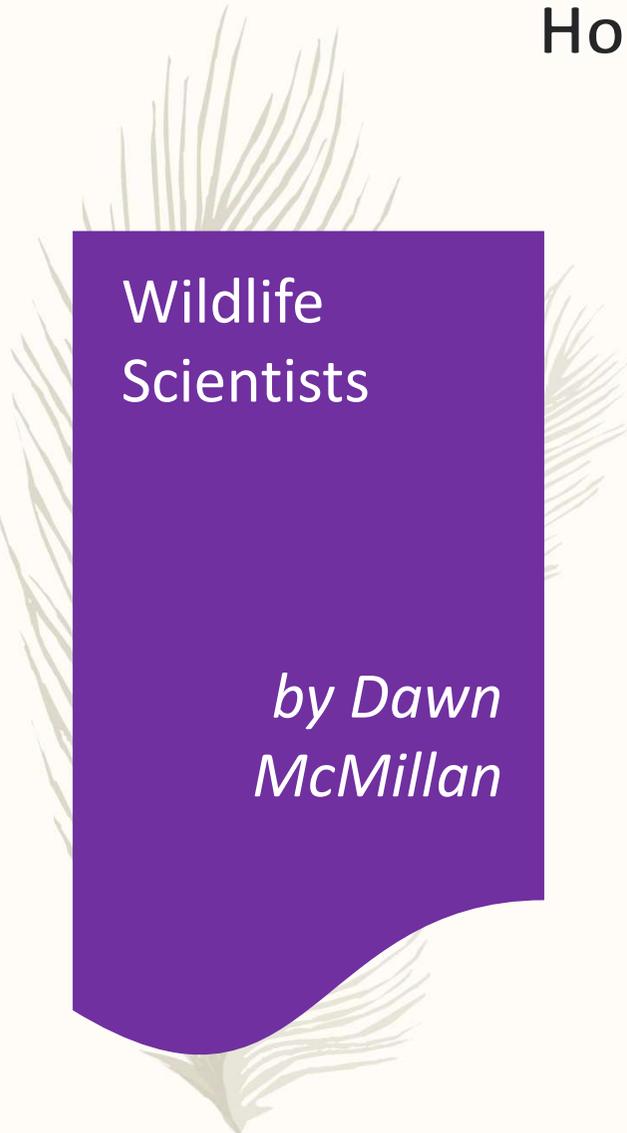


Let's share some of our
curriculum plans
and L&T materials!

- Reading Tools
- How do we organize our lessons in dealing with intensive readers

P6 Modules	Text	IR	HR			Skills/Values/Knowledge
Changes: Growing Up	Stories, newspaper, Interview	Wildlife Scientist	Legend-chaz Superchef	Players Around The World	Young Artists	Skim the text, locate specific information, read graph and tables to get more information Extend knowledge on jobs





Wildlife Scientists

*by Dawn
McMillan*

How much do you know about wildlife scientists?

- ❶ How do wildlife scientists work out the number of polar bears born each year?
Dr. Stirling puts a collar on the bears. He counts the number of bears without the collars to check the number of bears born each year.
- ❷ Do you know how fast a polar bear can run in chasing after his/her prey?
40kph
- ❸ Chimpanzees are said to be like human beings. Do you know in what ways they act like human beings?
From Dr. Goodall's observation, chimpanzees think, have feelings, hug and play with each other and are able to make tools.

Learning objectives:

Wildlife
Scientists

*by Dawn
McMillan*

1. Skim through the chapters to get the gist
2. Scan the relevant chapters to locate specific information
3. Interpret graphs and tables to obtain more information
4. Build a repertoire on endangered species



The lessons:

1. Warm up and lead in (KWL)
2. Grasp a general understanding of the work of wildlife scientists
3. Learn about the two wildlife scientists and the two endangered species
4. Build vocab about endangered species

Lesson 1 – Warm up & Lead in

K

- I know scientists invent new things
- I know wildlife mean free

L

- I know wildlife scientists' job is to save the endangered animals
- Dr. Jane Goodall use binoculars to do experiments.

Wildlife Scientists	
What I know)	W (What I want to know)
I know scientists is invent new things.	I want to know what wildlife scientists do .
I know wildlife mean free	I want to ^{know how} wildlife scientists how to do experiment
	SEEN
What I have learnt)	
I know Wildlife Scientists' job is ^{to} save the endangered animals.	
Dr. Jane Goodall use binoculars to do experiment.	

W

- I want to know what wildlife scientists do.
- I want to know how wildlife scientists do experiments.

Lesson 2 - Grasp a general understanding of the work of wildlife scientists

Read the following passage and choose the best answers by blackening the circles.

- ① Do you love animals and being outdoors? You might like to be a wildlife scientist. Wildlife scientists learn about animals and plants. They often study them in their natural habitats.
- ② Wildlife scientists help us learn about endangered animals and how to make sure they do not disappear from the world.
- ③ Dr. Ian Stirling has studied polar bears in Hudson Bay, Canada. He has also learned about climate change in the Arctic.
- ④ The Arctic climate is getting warmer. Sea ice is melting, making it difficult to hunt seals. Dr. Stirling predicts that polar bears may disappear from Hudson Bay if there is not enough sea ice.
- ⑤ Between 20,000 and 27,000 polar bears live in the wild. Some scientists predict that all polar bears could disappear from Earth within 100 years. The polar bears are dying out because of climate change.

1. Read line 2. What does 'them' refer to?

- A. Wildlife scientists.
- B. Animals.
- C. Plants.
- D. Animals and plants.

Pronoun reference skills

- 1. As introduction to the work of wildlife scientists
- 2. Develop reading skills

2. Read line 2. What does 'study' mean?

Dictionary skills

study *n*

- 1. A room used or designed for reading, writing, or academic work.
'The room was used as a study.'
- 2. A piece of work, especially a drawing, done for practice or as an experiment.
'Her drawings are charcoal studies based on the posed model.'

study *v*

- 3. Analyse or examine something very carefully.
'He has studied butterflies for many years.'
- 4. Look at closely in order to observe or read.
'She bent her head to study the plans.'

- A. 1 B. 2 C. 3 D. 4

Differentiate false information

3. Which of the following is NOT true?

- A. Dr. Ian Stirling is a wildlife scientist.
- B. Dr. Ian Stirling has studied polar bears for a long time.
- C. We do not need to worry about the number of polar bears.
- D. We may not see any more polar bear after 100 years.

4. What is the main idea of this passage?

- A. Wildlife scientist is an important job.
- B. Polar bears are in danger.
- C. Hudson Bay is getting warmer.
- D. Dr. Ian Stirling has been a wildlife scientist for a long time.

Getting the main idea

Lesson 3 - Learn about the two wildlife scientists and the two endangered species

Fill in the information in the tables.

A.

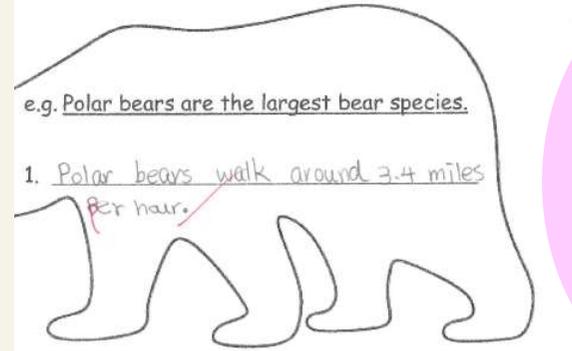
Name of the scientist:	Dr. Ian Stirling
Animal studied:	polar bears
Years of study:	over 35 years
Achievements:	1. won an award for his work 2. He has written 3

B.

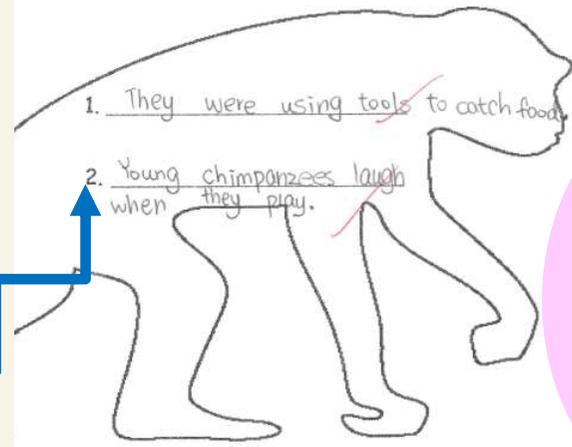
Name of the scientist:	Dr. Jane Goodall
Animal studied:	chimpanzees
Years of study:	since 1960
Achievements:	1. started a research center 2. Dr. Jane Goodall has her work.

1. Learn new knowledge about the 2 famous wildlife scientists and the 2 endangered species they studied
2. Develop reading skills – locate specific information
3. Learn the skill of organizing information into a table
4. Allow students to have choice to pick 2 interesting facts about the endangered species

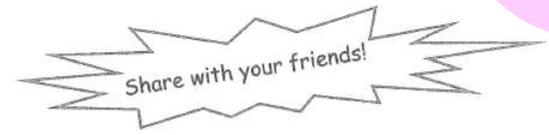
two interesting facts about polar bears and chimpanzees.



Polar bears walk around 3.4 miles per hour.



Young chimpanzees laugh when they play.



Lesson 4 - Build an initial repertoire on endangered species

There are many interesting words in the book. Let's learn some of them.

endangered (adjective)

- (of a species) seriously at risk of extinction. 濒危

research (noun/verb) 研究

Noun

- The systematic investigation into and study of materials and sources to establish facts and reach new conclusions.

Verb

- Investigate systematically.

environment (noun) 自然环境

- The surroundings or conditions in which a person, animal, or plant lives or grows.
- The natural world.

survive (verb)

- Continue to live or exist, especially in spite of danger or difficulties.

conservation (noun)

- Prevention of wasteful use of a resource.
- Preservation, protection, or restoration of the natural environment.
- Preservation and repair of archaeological, historical, or artistic objects.

Enable students to learn vocab they often find in texts about endangered species

Allow students freedom to pick own words to learn and encourage sharing of these vocab with friends

Let's try to fill in the blanks by using the words given.

environment endangered survive conservation

Now there are very few giant pandas left in the world. It makes them

~~survive~~ ^(endangered). It is because humans polluted and destroyed the ~~environment~~.

We should try our best and help the ~~conservation~~ of giant pandas so

that they can ~~endangered~~ years after.

Are there any words that you think interesting or useful? Please write them in the following stars.



Word I like: ^{数据} data

Meaning: information collected

Word I like: ^{望远镜} binoculars

Meaning: We use them to see ~~we can see~~ many stars in the sky.

Share them with your friends and tick the boxes.

- I shared the word / phrase with my friend.
- I like my friend's word / phrase / sentence.



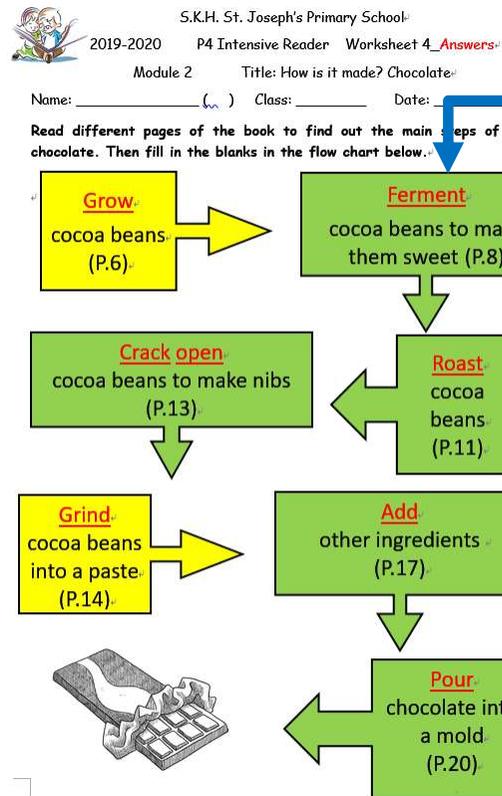
**What do students learn?
What do we do to facilitate
learning?**

- Learn new knowledge

P4 Modules	Text	IR	HR	Skills/Values/Knowledge		
Connecting With Other People: Making Friends		Play Sport	A Letter To Roberto	Kids Around The World	New Friend	Locate specific information
Food And Drinks: Choosing Food And Drinks		How Is It Made? Chocolate	It's Good Enough To Eat	Too Many Treats	Sushi	Locate specific information Skim for general ideas

How is it made? Chocolate

by Pogo



- Learn how chocolate is made from the plant to the finished product
- Build a repertoire of adjectives and verbs to describe chocolate and the process of the making of chocolate

in P.4 and P.18-19 of the book and find out some adjectives that describe chocolate.

Chocolate is:

Adjectives	Is it about taste / texture / appearance?
sweet	<input checked="" type="checkbox"/> Taste <input type="checkbox"/> Texture <input type="checkbox"/> Appearance
smooth	<input type="checkbox"/> Taste <input checked="" type="checkbox"/> Texture <input type="checkbox"/> Appearance
crunchy	<input type="checkbox"/> Taste <input checked="" type="checkbox"/> Texture <input type="checkbox"/> Appearance
recognizable	<input checked="" type="checkbox"/> Taste <input type="checkbox"/> Texture <input type="checkbox"/> Appearance
flavorful	<input checked="" type="checkbox"/> Taste <input type="checkbox"/> Texture <input type="checkbox"/> Appearance
shiny	<input type="checkbox"/> Taste <input type="checkbox"/> Texture <input checked="" type="checkbox"/> Appearance
snap (This is not an adjective)	<input type="checkbox"/> Taste <input checked="" type="checkbox"/> Texture <input type="checkbox"/> Appearance



Name: _____ () Class: _____ Date: _____

Choose one of the topics below. Then watch one of the two videos by scanning the QR code with your electronic devices.

Sports

Language

Arts

Video 1 - Rope jumping shorturl.at/deqWM	Video 1 - Japanese shorturl.at/mzFGZ	Video 1 - Quick drawing shorturl.at/BCJRV
Video 2 - Dodgeball shorturl.at/cFJRX	Video 2 - Korean shorturl.at/fvxE1	Video 2 - Polymer clay shorturl.at/npYI9

1. What is this video about?
 This video is about _____
 Do you like this video? Why or why not?
 I like / don't like this video because _____

2. What did you learn from this video?

How Much Screen Time?

by Cara Torrance

Message from the book - a world of possibilities

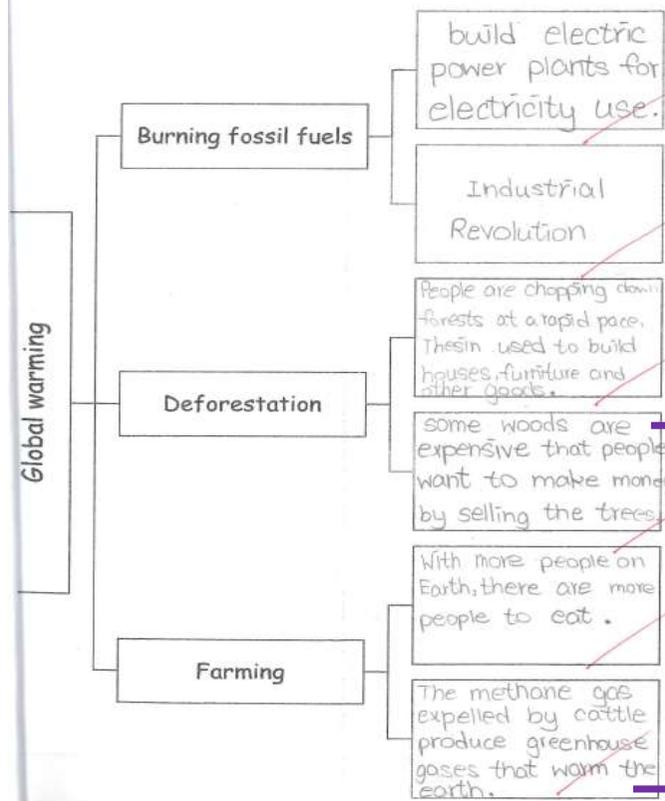
- Enable students to **enrich their learning** through screen time
- Allow students **freedom to choose** what they want to learn and give feedback to the video clips

Changes: Making Improvements	How Much Screen Time?	Rhino's Bad Manners	Spend Now Or Spend Later?	Rapunzel	glossary
People And Places Around The World. Wonderful People And Things	Big Cities				Read written language in meaningful chunks Find the main ideas

Global Warming

by Shelly Buchanan

are different causes of global warming. Read *Global Warming* and find out the causes.

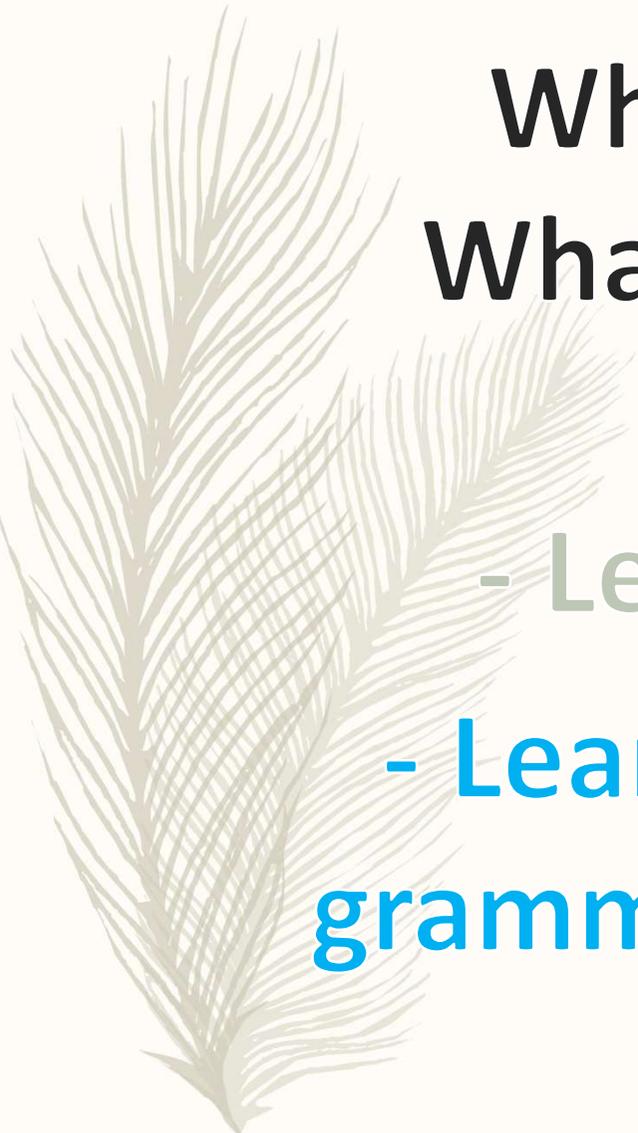


Some woods are expensive that people want to make money by selling the trees.

The methane gas expelled by cattle produce greenhouse gases that warm the earth

- Enable students to learn what global warming means and the causes for global warming

Caring for others: Taking care of the Earth		Global Warming	The Rubbish Monster	Recycling Plastic	At Risk	Find the main ideas Develop citizenship and love the world
Changes: Growing up		Sprints :Diary Of A Stinky Kid	Diary Of A Dog	A Birthday Present For Mum	Mini's New Life	Understand the intention, feelings and attitude by the choice of words. Treasure what we have got
Connecting with other people: sending a message		Soo Yun's Book The Giving Tree	Camp Buddies	Cooper's Big Speech	Ms McMahan	Predict the likely development Treasure what we have got



**What do students learn?
What do we do to facilitate
learning?**

- Learn new knowledge
- **Learn the textual features /
grammar of informational texts**

P4 Modules	Text	IR	HR	Skills/Values/Knowledge		
Connecting With Other People: Making Friends		Play Sport	A Letter To Roberto	Kids Around The World	New Friend	Locate specific information
Food And Drinks: Choosing Food And Drinks		How Is It Made?	It's Good Enough	Lesson 3: Explore the language feature		

Play Sport!

by Julie Haydon

Teaching Objectives	Duration	Teaching steps	Resources
<p><i>Who can learn winning and losing? (children)</i></p> <p><i>What does sport teach children? (winning and losing)</i></p> <p><u><i>Can I change it into past tense? Why?</i></u></p>			
Consolidation	10'	T asks the students to read p.13-15 again and find other examples. T asks: <i>Is it only good for children? Teachers? Other people?</i> T asks Ss to use the target language to make sentences.	Readers
Reading aloud	5'	Reading aloud	Readers
Conclusion	5'	T asks Ss what they learn today: • (be) a good way for ...	

Informational texts are usually written in Simple Present Tense

How Much Screen Time?

by Cara Torrance

Name: _____ Class: _____ Date: _____

Notes:

Main idea of each chapter / paragraph

We can find out the main idea of the chapter / paragraph from the 1. headings,
2. the topic sentence and the 3. examples.

Read the following paragraphs in the box. Underline the topic sentences and circle the examples (if any). Then decide whether it is about the good effects or bad effects of screen time.

1.  Students can use the internet for research. There is information about almost everything online.

2.  Scientists say that too much screen time can also have a negative impact on young brains. If we use screens from a young age, our brains do not need to think about what we are looking at.

4.  Another bad effect is lack of sleep. Using devices before bed can affect sleep. Devices give off a glow known as blue light. Blue light can upset sleep patterns.

Changes: Making Improvements	How Much Screen Time?	Rhino's Bad Manners	Spend Now Or Spend Later?	Rapunzel	Read written language in meaningful chunks
People And Places Around The World. Wonderful People And Things	Dig Cities				Find the main ideas

P4 Modules	Text	IR	HR	Skills/Values/Knowledge		
Connecting With Other People: Making Friends		Play Sport	A Letter To Roberto	Kids Around The World	New Friend	Locate specific information
Food And Drinks: Choosing Food And Drinks		How Is It Made? Chocolate	It's Good Enough To Eat	Too Many Treats	Sushi	Locate specific information Skim for general ideas
Changes: Now And Then		Smoking with	Children's Games	Getting Ready For	Leisure in the Past	

How is it made? Chocolate

by Pogo

C) Scan the book and match the paragraphs with the correct main idea.

'At the Grower', 'At the Maker', 'Final Steps'

Final Steps	At the Grower	At the Maker
The final step is pouring the melted chocolate into a mold. Once it has cooled, it is removed. Then it is wrapped up. It is shipped to stores and sold. When you buy the chocolate, the most important step can take place. You can eat it! Yum!	Cocoa trees are small trees. They grow in tropical areas around the world. Cocoa beans are the seeds of the tree's fruit. When the fruit is ripe, the pods are cut open. The pulp is scooped out. Inside are 20 to 60 cocoa beans.	The roasted cocoa beans are cracked open. The shell is removed. Small pieces of bean remain. They are called nibs.
		At this point, other ingredients are added to the chocolate. They include sugar, milk, cocoa butter, and flavorings.

Learn to get the main idea by searching key words



**What do students learn?
What do we do to facilitate
learning?**

- Learn new knowledge
- Learn the textual features /
grammar of informational texts
- **Nurture virtues and values**

P5 Modules	Text	IR	HR			Skills/Values/Knowledge
Caring for Others: Be Considerate		Helping Others	Mai's Bus Ride	Duck Feet	Samantha's Brother	Find the main ideas Be considerate
Language Arts: Fun with Plays		Costumes On Show	The Gingerbread	The Frog Prince	The Elves And The	Understand the information

Helping Others

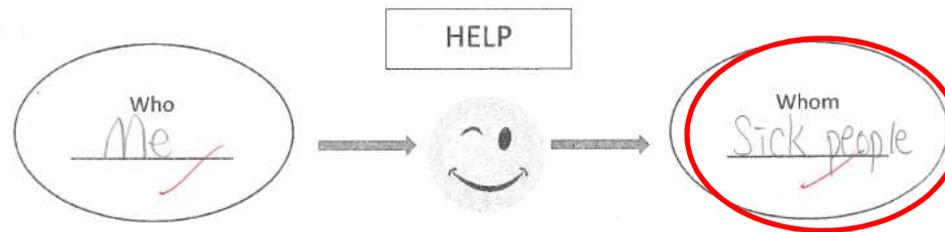
by Elizabeth
Anderson Lopez

Main Message of the book:

Kids can help.

Kids can ~~make~~ the world better.
 Helping others can ~~make~~ us feel good.
 (can make)

Take Actions: What's your action? Let's plan and write your ideas below.



What can I do?

- Give them blood. ✓
- Give them toys to play. ✓
- Give them books to read. ✓
- Draw cards for them. ✓

Students initiate
plans to help the
needy

P5 Modules	Text	IR	HR	Skills/Values/Knowledge
Caring for Others: Be Considerate		Helping Others	Mai's Bus Ride Duck Feet	Samantha's Brother Find the main ideas Be considerate
Language Arts: Fun with Plays		Costumes On Show	The Gingerbread The Frog Prince	The Elves And The Understand the information

Helping Others

by Elizabeth
Anderson Lopez

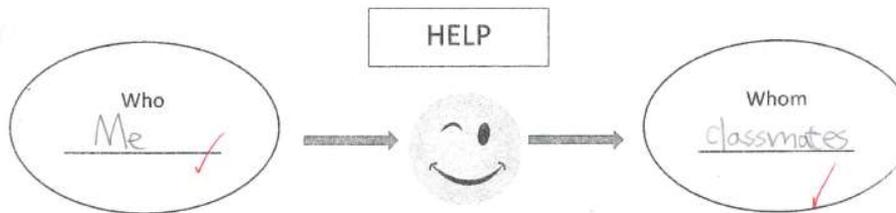
Main Message of the book:

Kids can help.

Kids can do a little work but change a part of the world.

EXCELLENT

Take Actions: What's your action? Let's plan and write your ideas below.



What can I do?

- teach them homework
- talk to them when they are sad
- play with them
- listen to them

EXCELLENT

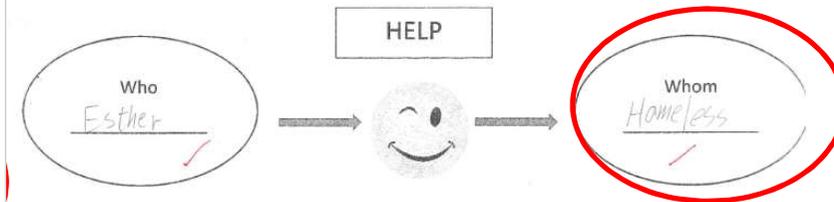
12/4

Main Message of the book:

Kids can help.

Kids can help to make the world a better place.
~~right is their own backyards.~~

Take Actions: What's your action? Let's plan and write your ideas below.



What can I do?

- donate some old clothes
- donate money
- give them some sleeping bag
- provide lunchbox

EXCELLENT

EXCELLENT

Students initiate
plans to help the
needy

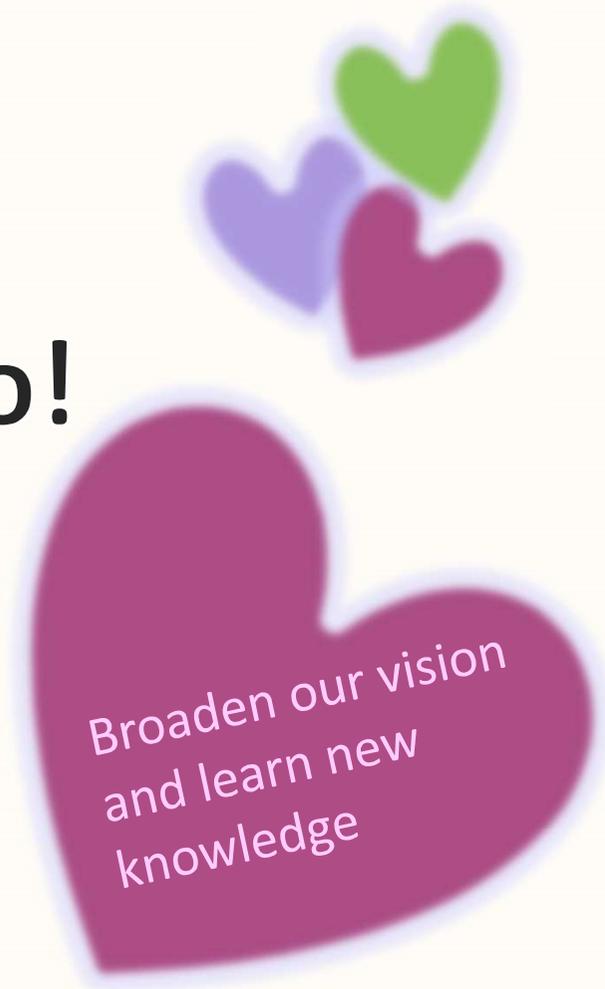


We enjoy the reading lessons and so do our students!

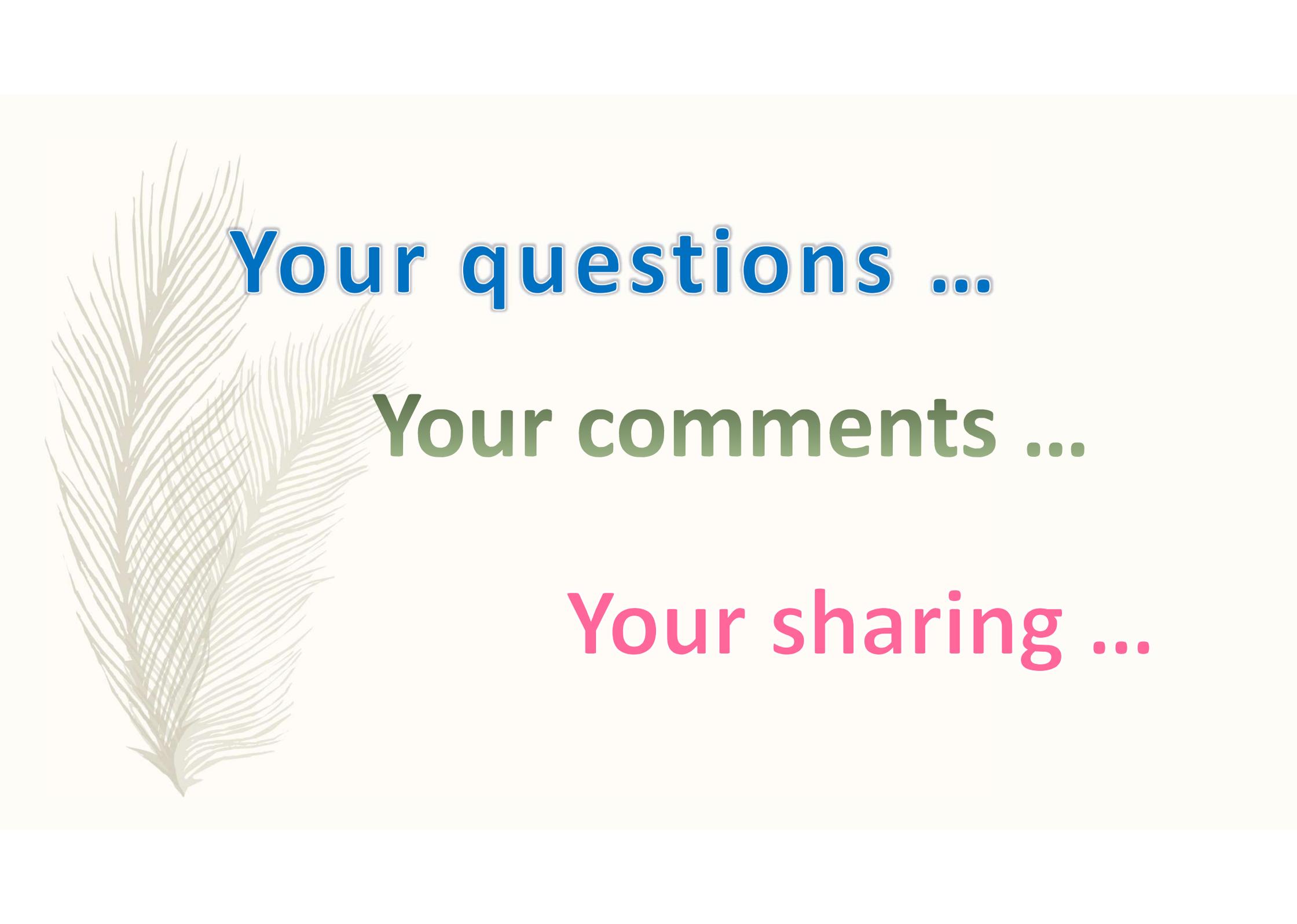
Students learn! Teachers learn too!



Learn the skills in curriculum design and employing strategies used in teaching of reading and RaC



Broaden our vision and learn new knowledge



Your questions ...

Your comments ...

Your sharing ...



Thank you!

For professional sharing and exchange, please contact

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