

Our Rewarding Journey of Promoting Reading and Reading across the Curriculum

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**School-based Curriculum
Development (Primary) Section, EDB**

Why is it important to promote reading?

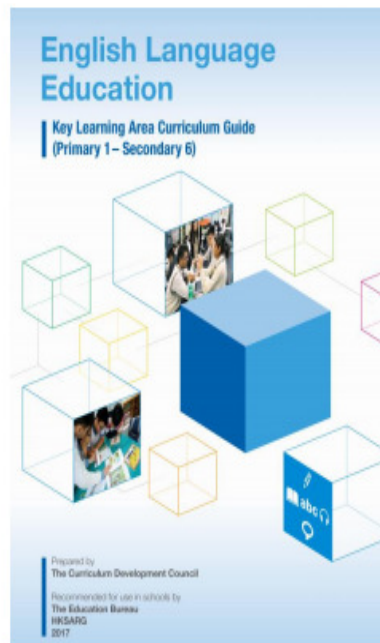
Reading is the foundation of lifelong learning and success.

Reading is an important factor that affects children's future educational and economic opportunities

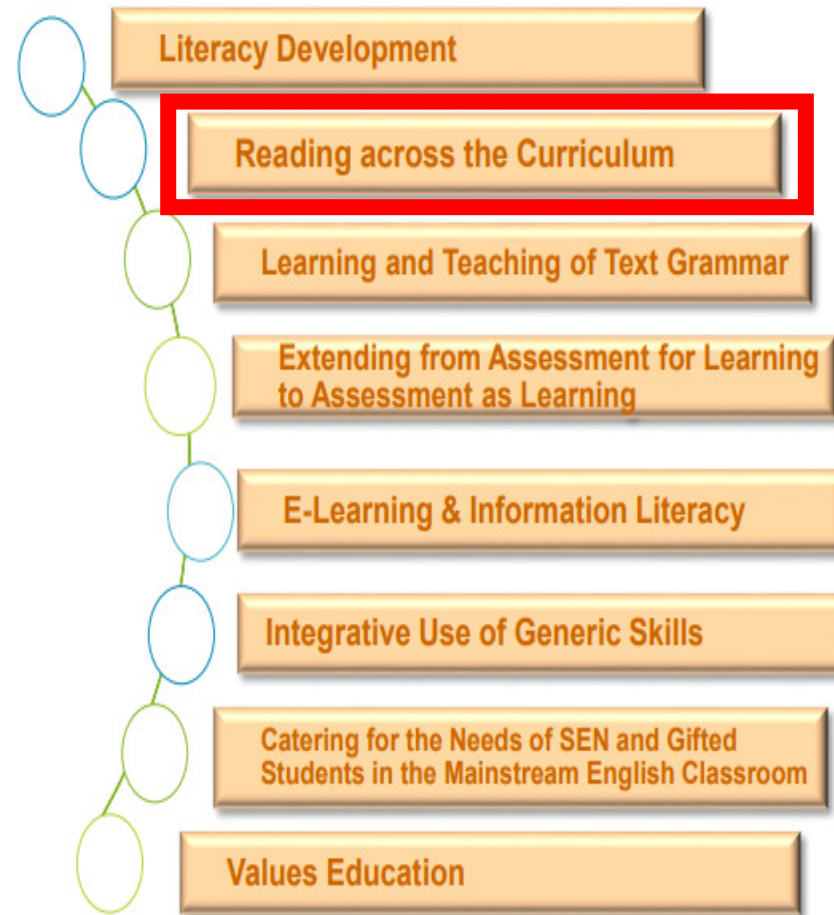
(UIL, 2007)

Promoting Reading across the Curriculum

Major Updates of the ELE KLACG (P1-S6)



ELE KLACG (P1-S6) (2017)

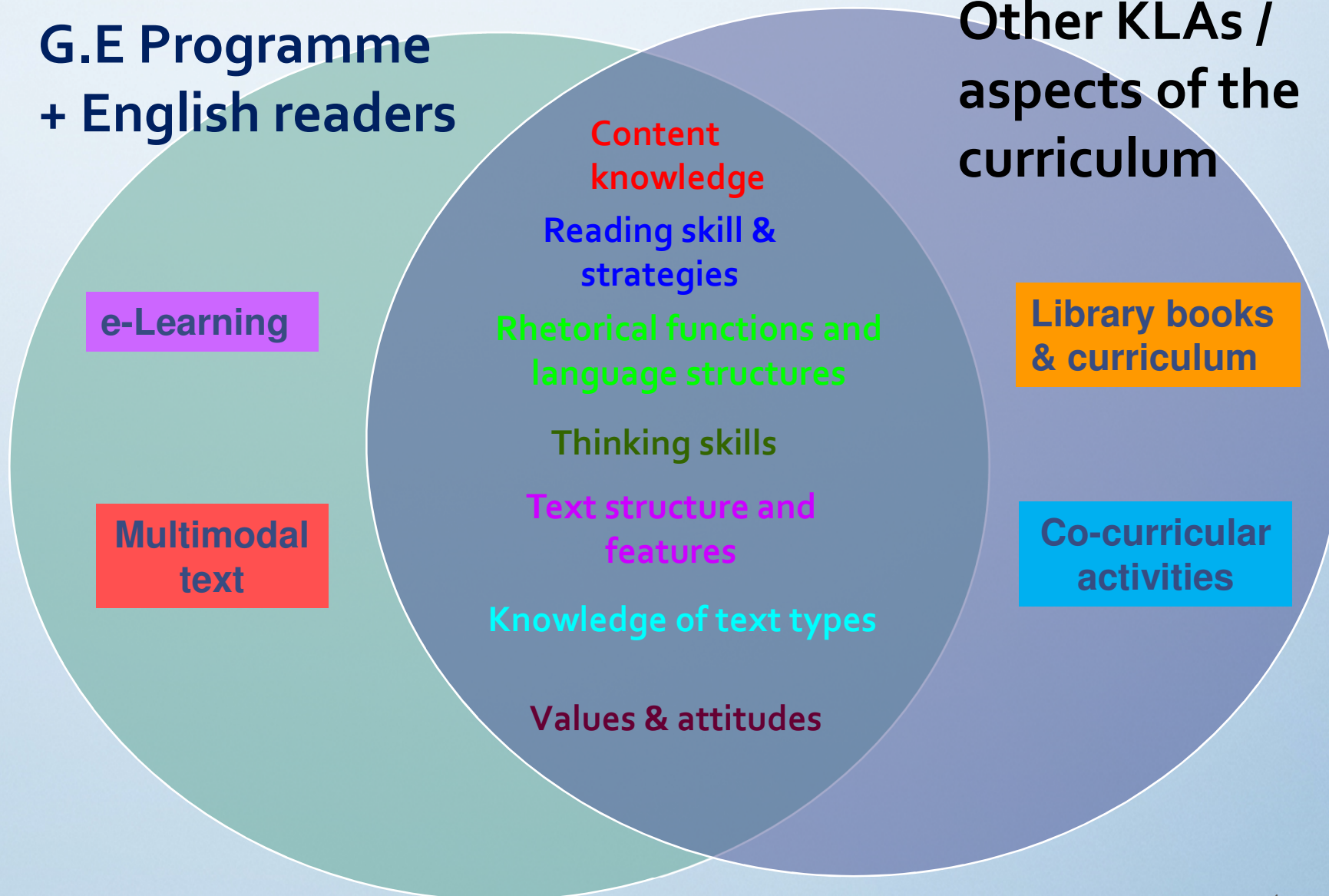


Reading across the Curriculum

Entry points

**G.E Programme
+ English readers**

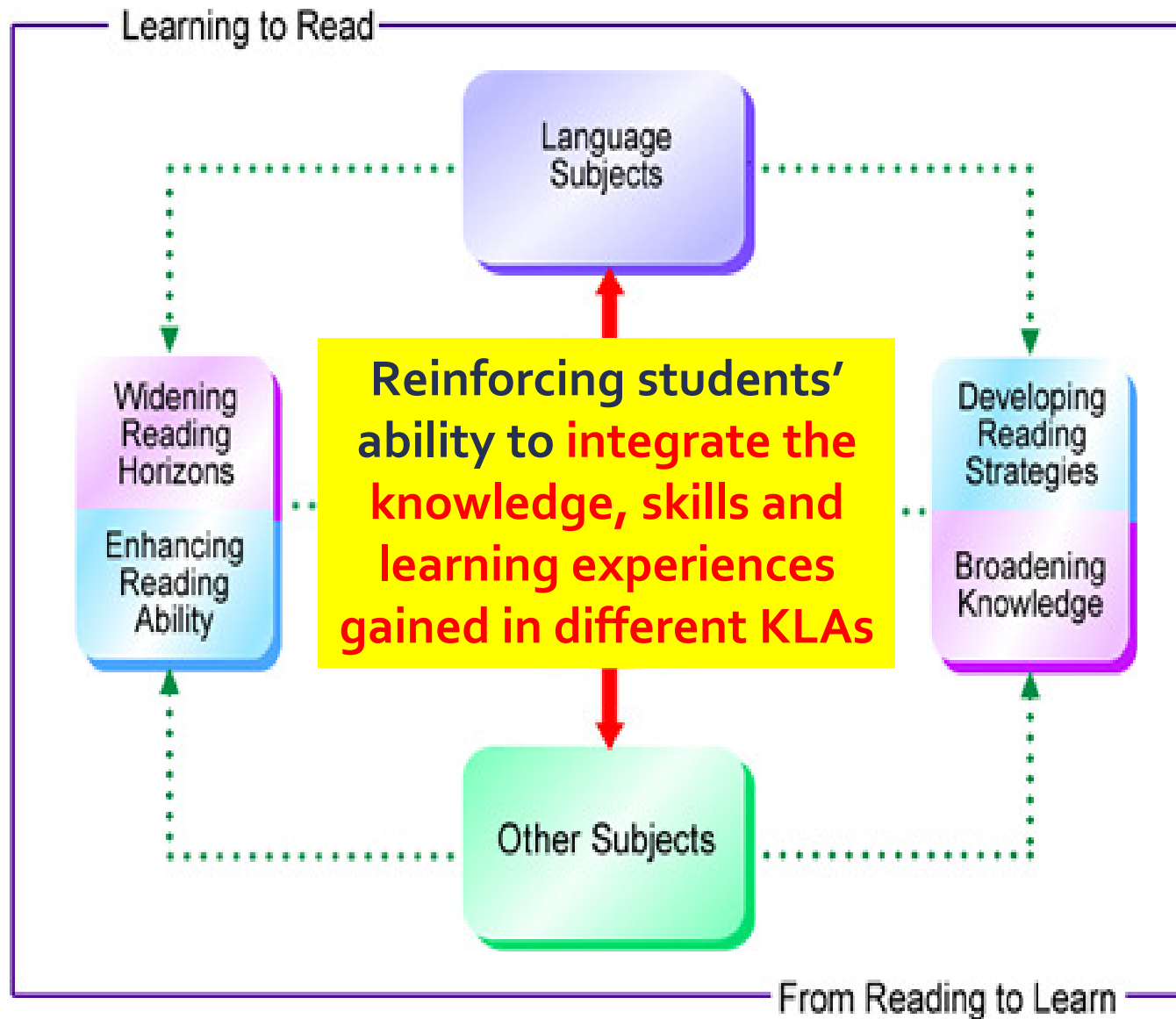
**Other KLAs /
aspects of the
curriculum**



Our school background

- Students mainly come from neighbouring estates
- There is room for improvement in students' reading skills and motivation in reading
- There is a need to help students to cultivate a reading habit
- We applied for PEEGS to develop reading and RaC from P.4 to P.6
- We were collaborating with SBCDP in developing the P.4 and P.5 curriculum while undertaking this endeavour

Setting realistic goals based on students' needs



Entry points:

- ✓ Themes/topics
- ✓ Reading skills & strategies
- ✓ Text types
- ✓ Text organization
- ✓ Rhetorical functions
- ✓ Thinking skills

Specifying the roles of different parties

The Core team

- **coordinates and discusses** with the different subject departments
- **formulates** a detailed implementation plan, which includes the implementation date, subjects to be involved, and reading activities, etc
- **co-plans** with English teachers and implement the lessons plans, with peer lesson observation

Subject teachers

- **make adjustments** to the L&T content and progress based on students' learning performance
- **communicate** with other teachers in order to better understand students' progression in learning

The Teacher-librarian

- **plays a supporting role**, including:
 - providing books and resources on related topics
 - designing and organizing reading activities for students' participation

The curriculum planning process

Scrutinize textbook units and schemes of work of different subjects



Decide on themes or modules or co-curricular activities for collaboration



Scrutinize readers and select suitable ones (level of difficulty and interest)



Reorganize and reshuffle textbook units using a thematic approach



Devise an overview for each level, including ideas for collaboration with other parties and possible tasks



Devise unit and lesson plans, detailing the activities, knowledge and skills to be developed and evaluation methods



Develop L/T materials and reading booklets



Curriculum mapping and coordination

How can English teachers collaborate with other subjects to promote RaC?

Identifying possible themes or modules for collaboration

Module	Which theme?
G.E. Program	Which unit or module?
Reader	What reader?
Reading skills	What reading skills?
Cross-curricular links : matching with	Who can we collaborate with?
Library Support	What activities can be held? What books can be purchased?
eLearning	What e-learning tools can be used?
Task	What tasks can be designed?

Chinese SOW

General Studies SOW



Reorganizing textbook units to match with readers using a thematic approach

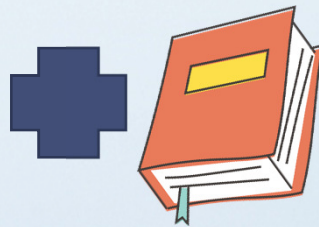
P.5

1st Term

Unit 5
Cooking the Korean Way

Unit 4
East meets West

Unit 1
Chinese Culture Day

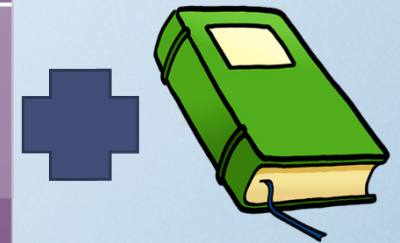


2nd Term

Unit 6
Healthy eating

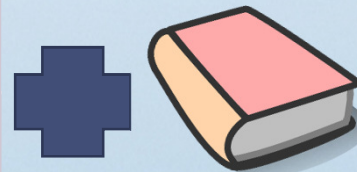
Unit 1
Good table manners

Unit 2
The careless chef



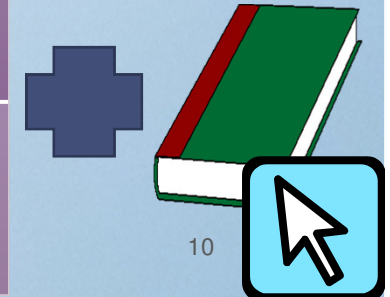
Unit 2
What an experience

Unit 4
People we admire





Unit 3
I have changed

Unit 4
A changing world



Example of an overview (P.5)

Module	Happy days
G.E. Program	5A Unit 1, Unit 4 - Chinese culture day
Reader	China (non-fiction)
Reading skills	- Locate info from contents page - Identify details that support main ideas
Cross-curricular links :	常識科 【第5冊】 1. 祖國的地理 2. 中國的氣候和農業 3. 中華兒女
	Chinese Culture Day
eLearning	 
Library Support	Books related to Chinese culture
Task	<u>English lessons:</u> A. Write a comparison essay B. Write riddles <u>Chinese Culture Day:</u> Engage in Kahoot games related to Chinese culture



Developing unit plans and lesson plans

Textbook unit

[The Methodist Church, Hong Kong Asbury Methodist Primary School 2018-2019 1 st Term P.5 Unit Plan				
Unit: Unit 1 Title: Chinese Culture Day Date: 8/9 – 20/9 (about 10 lessons)				
No. of Lesson	Learning Targets	Procedure/Activities	Homework (LS, Gr, RU)	Resources
1	1. Lead in 2. Vocabulary	1. Show the photos of Chinese and Western Cultural Carnival of our school to arouse students' interest 2. Introduce the topic (play the BBC video) 3. Introduce the target vocabulary (preparation activities for culture days)	1. WB p.2 (vocab) 2. RU p.28-29 (content page)	1. e-Textbook (BBC video) 2. e-flash cards/ word cards (preparation activities for culture days)
1	1. Vocabulary 2. Pronunciation	1. Revise target vocabulary 2. Read a chant about preparation activities ('Be Ready for the Christmas Party') * Extension: other collocations 3. Familiarise students with the use of rising and falling tones (watch the phonics video)	1. RU p.4-5 (poster)	1. WS 2. chant sheet 3. e-Textbook (chant) 4. e-Textbook (phonics video)
3	1. Reading and Text Type	1. Guide students to read and understand a conversation about the preparation for Chinese Culture Day 2. Familiarise students with the features of to-do lists 3. Go through the comprehension questions in Textbook (p.10) with students	1. RU p.12-13 (conversation)	1. e-Textbook (synopsis) 2. e-Textbook (reading animation) 3. e-Textbook (PowerPoint)
1	1. Grammar (1)	1. Revise the previously learnt tenses with students with a timeline 2. Familiarise students with the use of the present perfect tense to relate a past event to the present	1. WB p.3 (present perfect tense) 2. GR p.2 (present perfect tense)	1. e-Textbook (PowerPoint)
1	1. Grammar (2) 2. Self-assessment	1. Familiarise students with the use of the present perfect tense to ask and answer questions 2. Guide students to evaluate their own learning progress	1. WB p.4 (present perfect tense) 2. GR p.3 (present perfect tense)	1. e-Textbook (PowerPoint) 2. e-Textbook (grammar game)
2	1. Task a. Make to-do lists b. Complete the note	1. Pre-task: Revise the vocabulary items and the present perfect tense 2. Task: a. Choose the preparation activities b. Make a to-do list and decide whether the tasks have been done c. Complete the note (For details, please refer to the planner and the PPT)	1. WB p.5 (present perfect tense) 2. IW (1)	1. e-Textbook (PowerPoint)
1	Listening activity		1. EAE p.22-23 2. GR p.4-5 (present perfect tense)	1. EAE U1 (conversation)

The Methodist Church
Asbury Methodist Primary School
Reading

Reading workshop

Level:	P.5
Textbook:	Head Start 5A
Module:	Happy days
Unit:	Unit 1 Chinese Culture Day
Reader:	China
Text type:	Information report

Teaching objectives:	1. Students 2. Students 3. Students
Target structures:	N.A.

Reading skills:	<ul style="list-style-type: none"> ◇ Understand the information provided on the book cover (e.g. title, author, and illustrator). ◇ Make predictions about topics of interest using book cover. ◇ Locate specific information in a short text. ◇ Summarize information.
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Positive Values and Attitudes:	• National identity
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Duration:	26/10-8/11
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No. of sessions:	4 (40 minutes)
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Related subject:	1. G.S. 常識科 2. 祖國 3. 中國 4. 中華文化
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教學目標：

- 列舉不同
- 了解不同
- 能書寫及

1. Library
2. Library
3. Library
4. Library

Reading workshop:

Lesson	Teaching objectives	Activities/ Tasks	Resources/ Homework
1	Reading skills ◇ Understand the information provided on the book cover (e.g. title, author, and illustrator). ◇ Make predictions about topics of interest using book cover.	◇ Ask students if they know anything about Hong Kong. (e.g. from their GS lessons) ◇ Ask students to find the title, author and publisher. ◇ Conduct the first reading.	PPT version of the book WS (1)
2	Reading skills ◇ Understand the information provided on contents page and page numbers. Make predictions about topics of interest using book cover.	◇ Ask students to read the book cover and guess what the book is about. ◇ Re-read the book.	WS (2)
3	Reading skills ◇ locate specific information in a short text ◇ Summarize information	◇ Conduct the third reading ◇ Teacher shows how to conduct a tree diagram to summarize and classify the main ideas.	WS (3)
4	Reading skills ◇ comprehend unfamiliar words	◇ Conduct the fourth reading ◇ Teacher shows how to comprehend unfamiliar words using clues from the text and the pictures.	WS (4)


















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Revamping the Reading Curriculum in Key Stage 2

 **Textbook**

① ② ③ ④ **Reading Workshop**

***Teaching Focus**

Key stage 2	P.4	P.5	P.6
Constructing meaning from texts			
◆ Use known parts of words or word association to work out the meaning of unknown words, e.g. happy/unhappy, care/careless, bath/bathroom	*④ 		
◆ Work out the meaning of an unknown word or expression by using visual cues, context and knowledge of the world	① 	① 	③ 
◆ understand the information provided on the book cover, spine or blurb, index and glossary	①②③④	①②	①②
◆ Understand the connection between ideas by identifying cohesive devices (e.g. also, at last, because, first, however, if, therefore) and pronouns (e.g. he, them, my)	*③ 	②③*④	①*④ 
◆ Understand intention, attitudes and feelings conveyed in a text by recognizing features such as the choice and use of language and images		①*④ 	*② 
◆ Skim a text to obtain a general impression and the gist or main ideas	①② 	① 	①②③④ 
◆ Sequence events (BC)	③	*②	
◆ Understand the use of language features in simple/imaginative texts, e.g. simile, personification, rhyme, rhythm, alliteration and onomatopoeia (BC)	*①*③		②
◆ Recognize the format and language features of a variety of text types, e.g. menus, reports	 ①②③④	 ①②③④	 ①②③④
Locate information and ideas			
◆ Identify details that support the gist or main ideas		*①②	①③ 
◆ Locate words in dictionaries (BC)	*①		
◆ Locate information in simple price lists, charts and directories (BC)	④	*③	13



Leveraging the support from the school library


Shelving books on related topics to promote RaC



Making book recommendations and organizing reading activities



Promoting RaC through making connections (P.4)

Module	The magic of nature
G.E. Program	4A Unit 4 & 4B Unit 4 - The wonders of Hong Kong - Discover Hong Kong
Reader	Living in Hong Kong (Information report)
Reading skills	- Book concept - Locate specific info - Skim a text to obtain a general impression and the gist or main ideas
Cross-curricular links	常識科【第6冊】 3. 往昔的家園
	Life wide learning activity: School outing
eLearning	
Library Support	Books related to Hong Kong
Task	Write an essay to introduce a place in Hong Kong after the reading workshop and the school outing

Students learned about the history of Hong Kong:

- Development of Hong Kong in different periods
- Living conditions in the past / present
- Developing the skills of studying history

G.E.

Students learned:

- famous places in Hong Kong
- names of land features such as harbor
- adjectives to describe land features
- comparatives and superlatives

General Studies

English

Reader

Students:

- read facts about Hong Kong and famous places
- developed reading skills

Hong Kong

Library

English

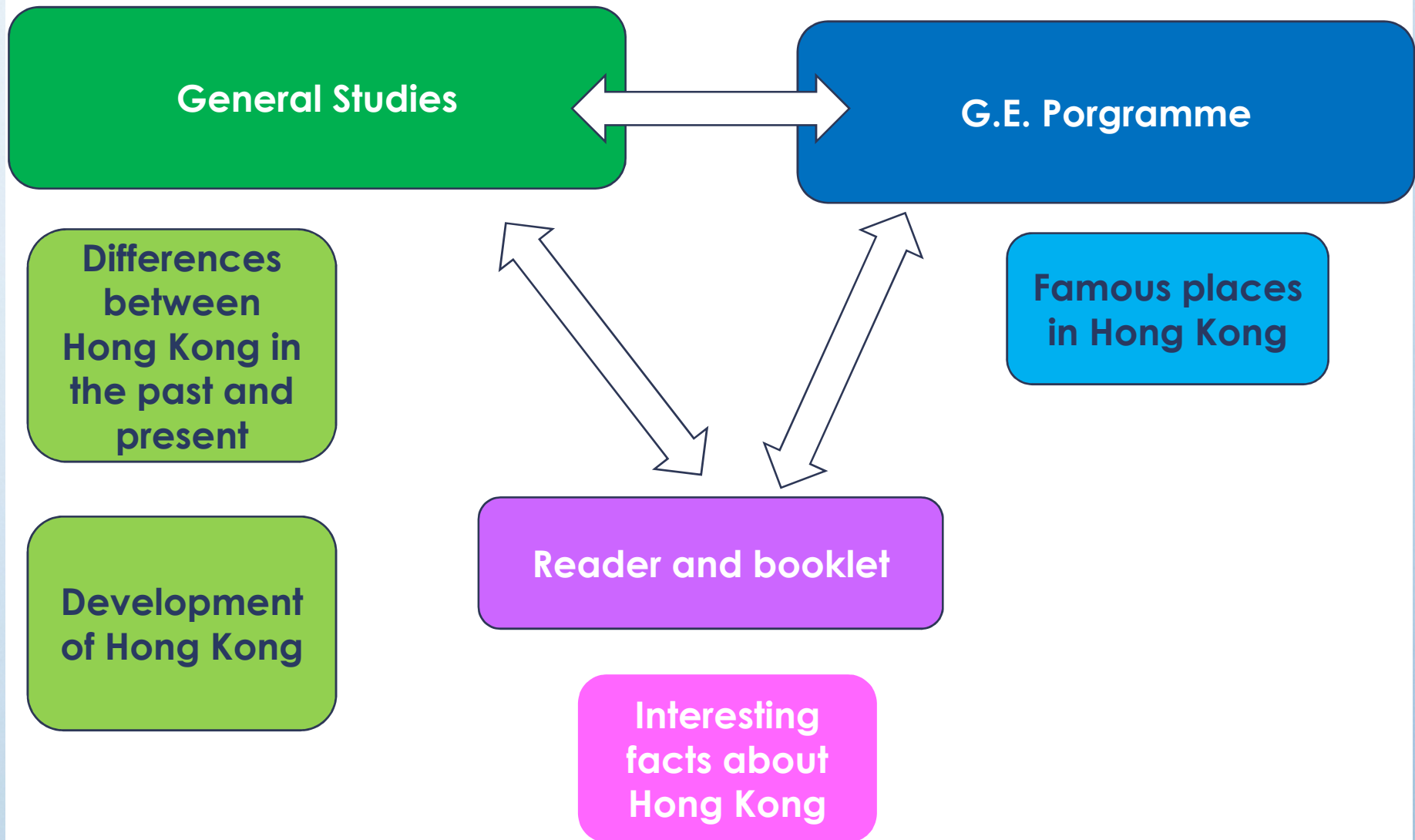
School Outing

Students did a post reading task and composition related to the topic

Students took a tour with teachers and visited famous places such as the Peak and Clock Tower.

Students read books related to the topic and recommended by the library teacher.

Connecting learning experiences



Broadening knowledge and developing reading skills through the reader

- Reading for gist

- Locating specific information

P.4 Reading Work

Read P.2-9 of the book. Complete the table below.

P.2-3	Hong Kong has	_____ big regions, _____ islands and _____ people.
P.4-5	Hong Kong has	a lot of hills . Cities were built on the land that is flat .
P.6-7	Hong Kong has	many tall buildings because they don't take up a lot of land .
P.8-9	In Hong Kong,	some of the _____ changed or added to give more space.





Thinking Time




What else does Hong Kong have?




Connecting learning experience and deepening understanding



Revisiting the target language




P.4 Reading Workshop (1)_Grammar Notes





 The Clock Tower is **beautiful**. 

 Golden Bauhinia Square is **more beautiful than** the Clock Tower.  

 I think The Peak is **the most beautiful**.  

 Hong Kong International Airport is **amazing**. 

 Wong Tai Sin Temple is **more amazing than** Hong Kong International Airport.  

 I think the Big Buddha is **the most amazing**.   

Comparatives and superlatives

You have learnt some history about Hong Kong in G.S. lessons. Let's explore more about the following places.

1. The Clock Tower

This was the Clock Tower in 1914.

Facts:

- The Clock Tower is located at the s Sha Tsui right next to Victoria Har
- It was completed in 1915.
- It is 44 metres high.
- It is a famous sightseeing and mee
- It is one of the best places to enjo
- Lights Show.
- It is a good spot to sit down and er
- skyline of Hong Kong.
- It is a great place to take pictures
- views of Victoria Harbour.

More information about famous places

4. The Legco Complex

This was the Legco complex in 1912.

This is the Legco complex now.

Facts:

- The Legco Complex is located on the harbour front of Admiralty.
- It opens from 9:00 a.m. to 6:00 p.m.
- It provides facilities such as the Chamber and conference rooms for members to have meetings
- It provides a number of facilities for the public such as a library.
- It also provides different education facilities such as a children's corner, a memory lane, a viewing gallery, an education activities room and two education galleries.
- In the viewing gallery, visitors can enjoy the wonderful views of Victoria Harbour and Kowloon Peninsula.
- There are a souvenir shop and a cafeteria for visitors.
- The Legco Garden and Legco Square are great places for visitors to have some relaxing moments in the Legco Complex.



School outing

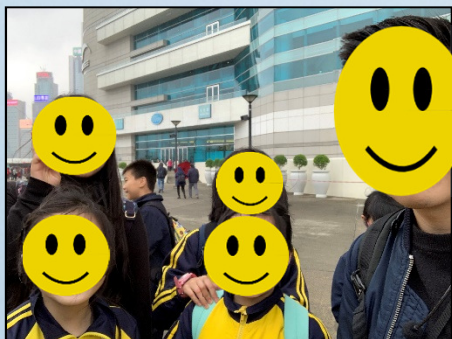
 The Methodist Church, Hong Kong
Asbury Methodist Primary School

Primary 4
Discover Hong Kong



TRAVEL
HONG KONG

Group: _____



Allowing students to connect learning experiences in real contexts

You take a Hong Kong Tour with your classmates today. Finish the booklet with your group members ☺

A. Lai King- The Methodist Church Hong Kong, Asbury Methodist Primary School



a. Meeting point: Asbury Methodist Primary School

b. Meeting time: 12:15 p.m.

Take a photo with your group mates and the teacher(s) before you start this amazing trip!

Places to be visited

B. Golden Bauhinia Square and The Hong Kong Convention and Exhibition Centre

	The Hong Kong Convention and Exhibition Centre

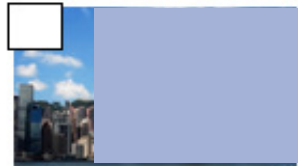
Record the time

a. When did you arrive there? _____

b. When did you leave there? _____

2. Go and find the following spots and take a picture of them!

E. What other famous spots did you see during the tour? Put a tick.



Victoria Harbour



Hong Kong Space Museum



Hong Kong Observation Wheel



Hong Kong Cultural Centre



G. Write the itinerary for today's tour. Look at the sample of the textbook.

Tour

Itinerary

Meet at _____

Leave _____

Arrive back at _____



Facilitating students to learn and apply what they learned in authentic settings

F. Where did you go today? Put the numbers 1-4 to indicate the correct order of the tour.



What did the numbers stand for? Write the numbers 1-4 in the correct brackets.

Lai King	(1)
The Peak	()
Golden Bauhinia Square	()
The Clock Tower	21 ()

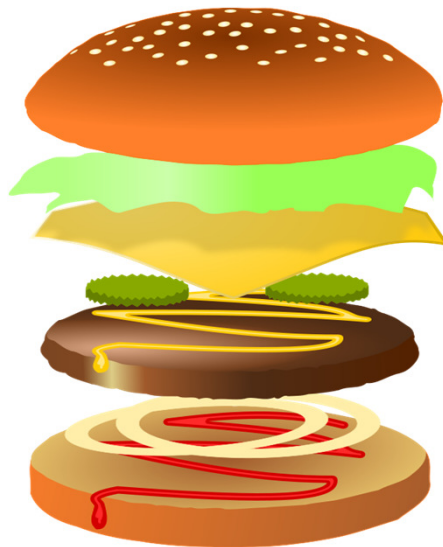
Post-reading task after the school outing

Introducing a tourist spot

Writing Task:

Choose one of the above tourist spots and write a short description about it in about 60 words. The following guiding questions can help you plan your writing.

The hamburger model



Introduction

- Which tourist spot do you introduce?



Body

- Where is it? (on Hong Kong Island...)
- Are there any special features about that place?
- What can you see there?
- What do people do there?
- Why do people go there?

Closing/ Conclusion

- Describe the place with an adjective. Use the comparative or superlative form.

Promoting RaC through making connections (P.5)

Module	Happy days
G.E. Program	5A Unit 1, Unit 4 - Chinese culture day
Reader	China (non-fiction)
Reading skills	- Locate info from contents page - Identify details that support main ideas
Cross-curricular links :	常識科 【第5冊】 1. 祖國的地理 2. 中國的氣候和農業 3. 中華兒女
	Chinese Culture Day
eLearning	 
Library Support	Books related to Chinese culture
Task	<u>English lessons:</u> A. Write a comparison essay B. Write riddles <u>Chinese Culture Day:</u> Engage in Kahoot games related to Chinese culture

Students learned about the basic geographic and cultural background of China:

- Location and relief of China
- Climate and agriculture of China
- Cultures of different ethnic groups in China

G.E.

Students learned:

- how to compare different cultures
- language for making comparisons
- activities for Chinese Culture Day
- the present perfect tense

Reader

Students:

- read fun facts about China and Chinese culture
- developed reading skills

General Studies

English

Chinese Culture

Library

Chinese Culture Day

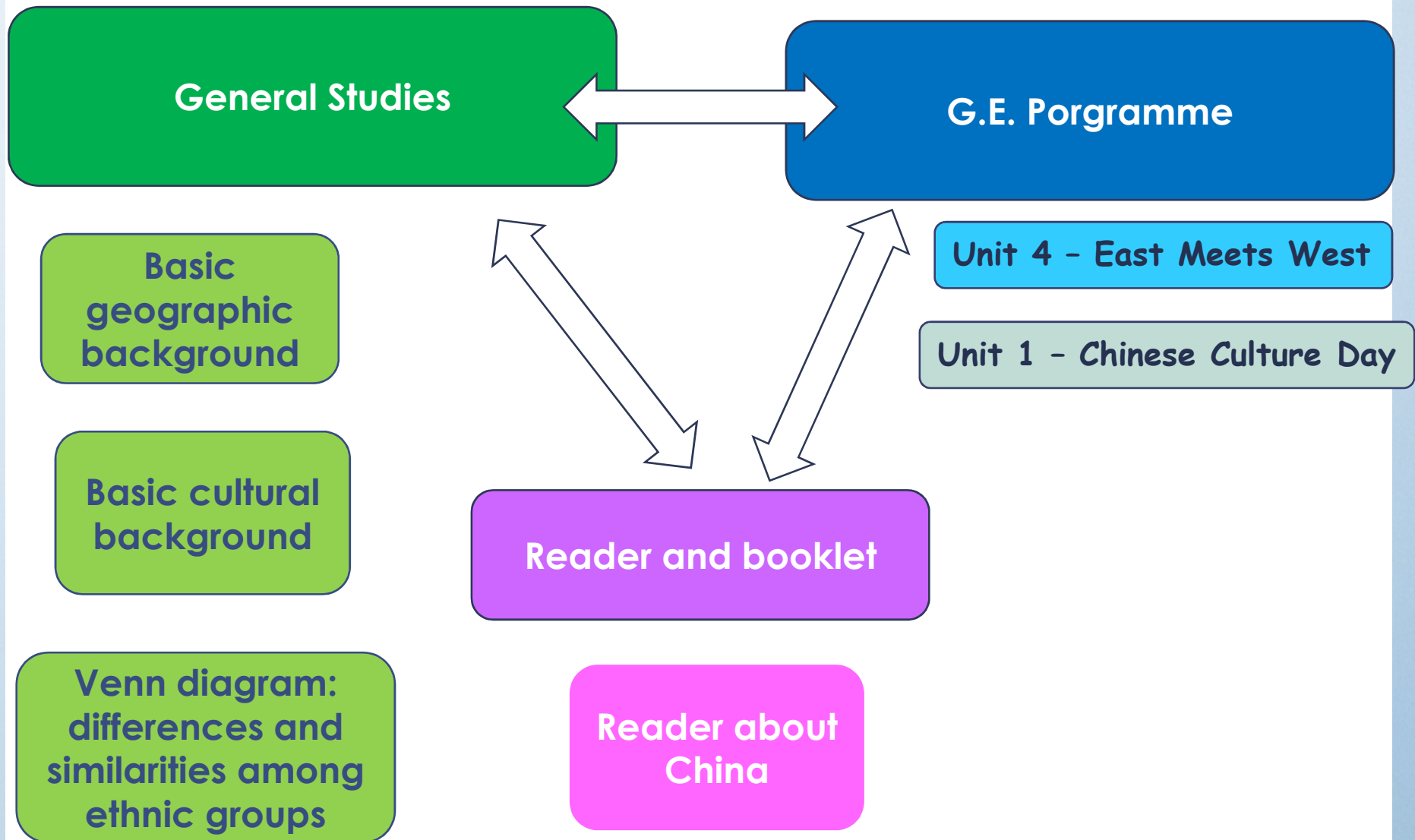
Students prepared game booths and played games about China and Chinese culture

English

Students wrote a comparison essay and riddles to prepare for Chinese Culture Day

Students read books related to the topic and recommended by the library teacher.

Connecting learning experiences



Broadening and deepening knowledge about China and the Chinese culture

Develop reading skills through the tasks in the booklet

Contents page

Identifying main ideas

Look at page 4 to page 27 of the book. Fill in the blanks.

China

_____ (P.20&21)

Languages (P.____)

Art (P.22&23)

Traditions (P.18)

Locating specific information

What do people in the southeast part of China eat?

What do Chinese people use to eat their meals?

What do most people in China speak?

What does 'Ni hao' mean?

How long has Chinese opera been performed?

What is 'Kung fu'?

Which festival is the most important in China?

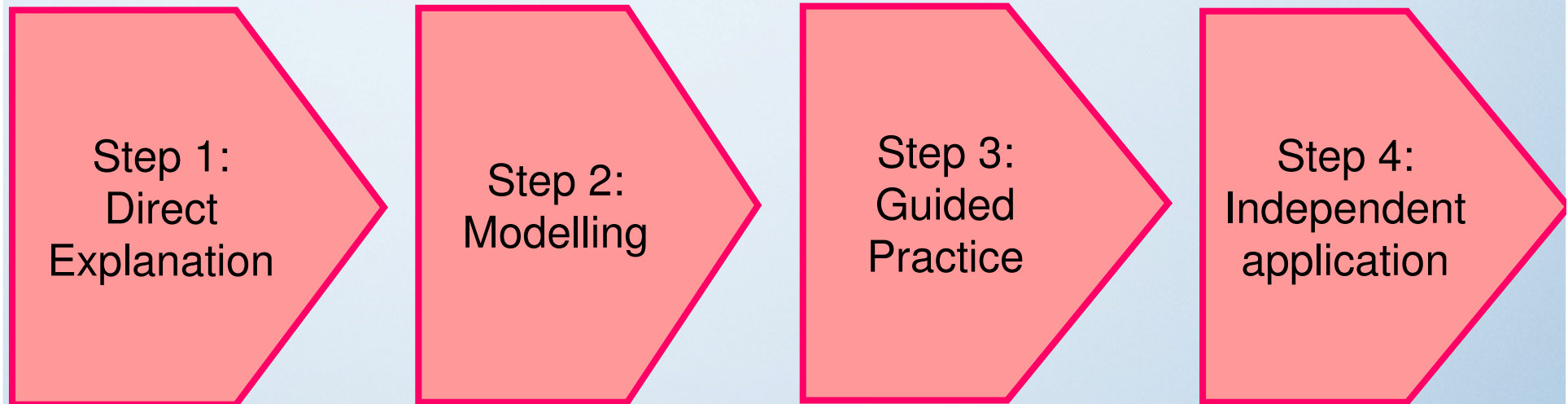
Why do people do dragon dance in this festival?

Fill in the blanks.

1. You want to read more about food. You can read the book from page _____ to page _____.
2. You want to know more about art. You can read the book from page _____ to page _____.
3. Page 8 to page 11 is about _____, _____ and _____.

Making predictions

Explicit instruction of reading skills and strategies



(Armbruster, B., Lehr, F. & Osborn, J., 2001)

What is the main idea?

- The main idea is the **most important idea** in **one paragraph** or **in a text**.
- There are always some **small ideas (details)** that **support** the main idea.

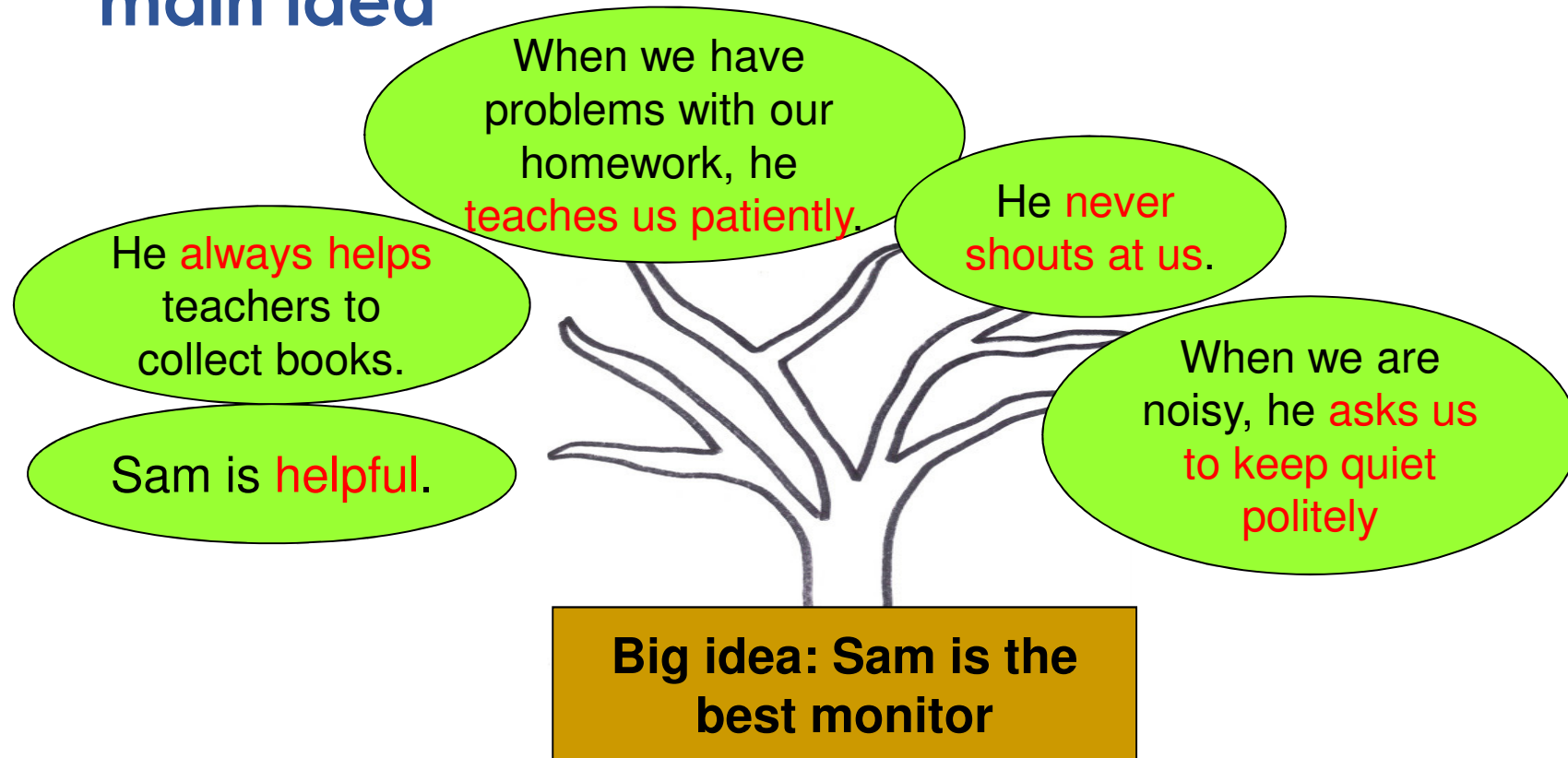
How can we find the main idea?

Sam is the best monitor. He is very helpful. He always helps teachers to collect books. When we have problems with our homework, he teaches us patiently. He never shouts at us. When we are noisy, he asks us to keep quiet politely.

1. Sometimes we can find it from the heading

2. Sometimes we can find it from the first sentence

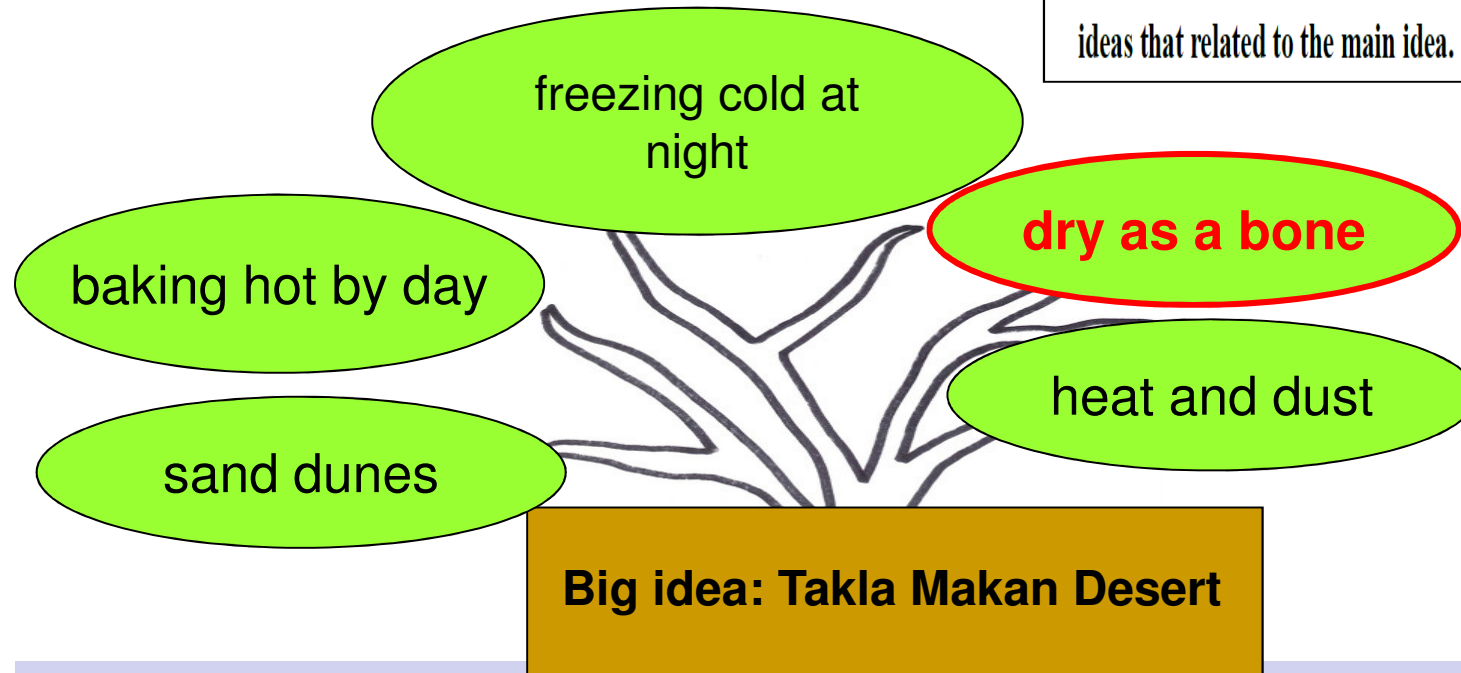
Modelling: Identifying details that support the main idea



Sam is the best monitor. He is very helpful. He always helps teachers to collect books. When we have problems with our homework, he teaches us patiently. He never shouts at us. When we are noisy, he asks us to keep quiet politely.

Guided Practice: Guiding students to identify details to support the main ideas in the reader

Read **page 6 to page 10** of the book. Write down the keywords or small ideas that related to the main idea.



Deserts	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

(P.8) From Xi'an, we headed northwest to the Takla Makan Desert. This huge desert is covered in sand dunes that are always moving, burying homes and villages. It is baking hot by day, freezing cold at night, and dry as a bone. Not a place to get myself lost in!

(P.10) After the heat and dust of the desert,

Tasks were designed to facilitate students to apply what they read and learned

Pre-writing task: sentence-making

Compare Hong Kong with Japan. Try to make sentences to express in what ways they are similar, the same or different.

A. Languages

Similar

Different

Although

B. Cuisines

Similar

Different

Although

C. Traditions

Similar

Different

Although

D. Costumes

Similar

Different

Although

Rhetorical function:

- Compare and contrast (different, the same, similar, although, but)

Venn diagram: organizing ideas

Compare and contrast

Pages

Hong Kong

Japanese

Hong Kong people speak Cantonese

Some Chinese characters are the same

Japanese speaks Japanese

2. Cuisines

Hong Kong

Japanese

Writing task: a comparison essay

Preparing for the Chinese Culture Day

Pre-reading task: Watch the clip by using the QR code or by visiting the websites. Then fill in the blanks.

<https://qrgo.page.link/4PfxU> or <https://www.youtube.com/watch?v=u4H-x-i-shQ>



You are invited to prepare for the English Fun Day. Please write a riddle about China.

Example:

Festivals

It is the most important holiday in China.

People like wearing red clothes.

Dancers are dressed as a dragon.

What festival is it?

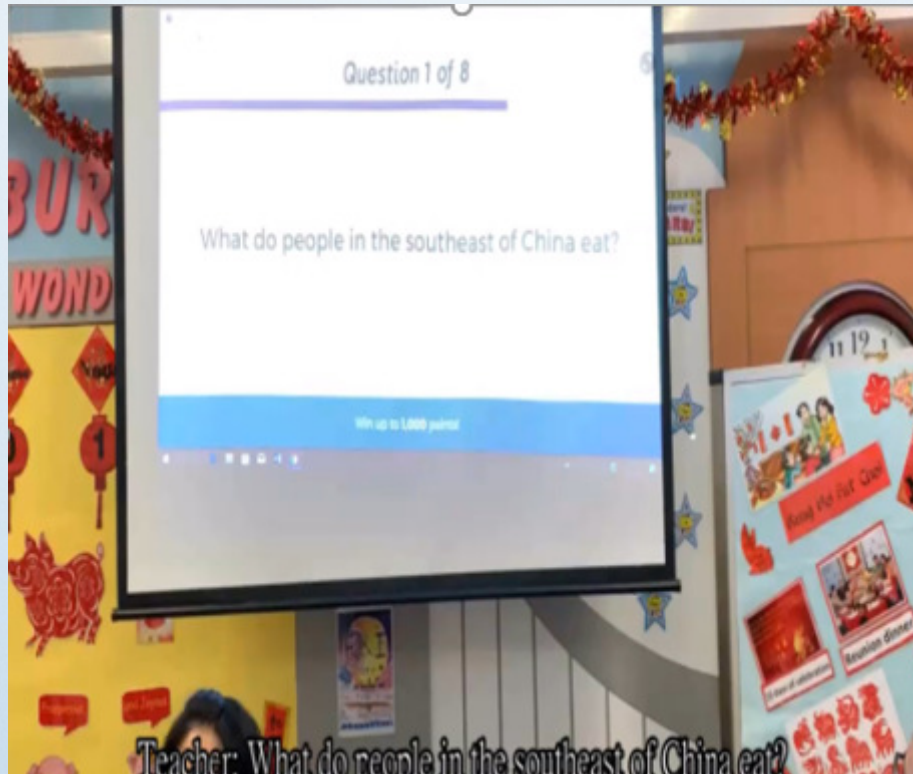
Answer: Chinese New Year

Answer: _____

**Preparing for
game booths**

Chinese Culture Day

Providing opportunities for students to apply what they have learned in a meaningful context and outside of the classroom setting





Kahoot games



Game booths and displays

Promoting RaC through making connections (P.5)

Module	Relationship
G.E. Program	5A Unit 3 - People we admire
Reader	Helen Keller (non-fiction)
Reading skills	<ul style="list-style-type: none"> - Locate info from book cover - Sequence events - Locate specific info - Follow pronoun references
Cross-curricular links :	中文科 五上【第2冊】 單元五 15. 籃球明星姚明
	Rhetorical functions (sequencing)
	Text structure
eLearning	 
Library Support	Books related to famous people
Task	<u>Library lesson:</u> Vote for the most influential famous person <u>English lessons:</u> Write a speech about a person I admire

Students read an article and learned:

- the text structure and organization of a biography
- the rhetorical function (to sequence events)
- how to introduce a famous person
- writing skills, e.g. elaboration

G.E. and reader

Students read different texts and learned:

- the text structure and organization of a biography
- the rhetorical function (to sequence events)
- reading skills and strategies
- how to introduce a famous person
- Writing skills, e.g. elaboration

Chinese

English

People we admire

English

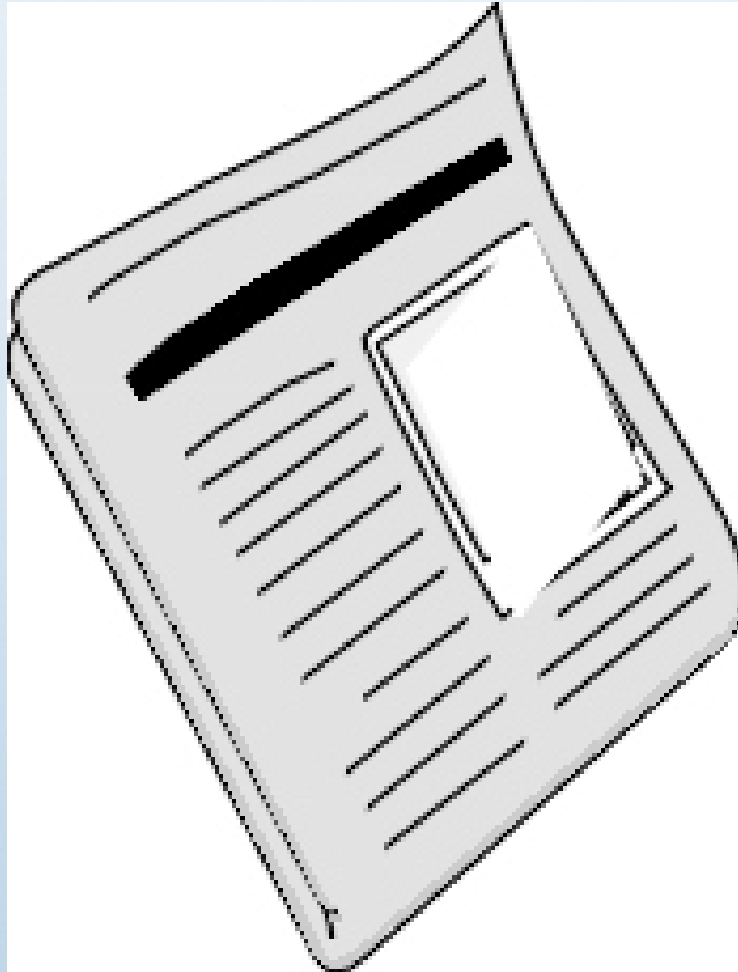
Library

Students learned how to write a speech about a person they admire through text analysis and read more on their own

Students read books related to the topic and recommended by the library teacher.

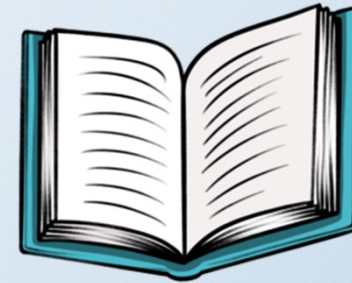
Chinese

Famous person



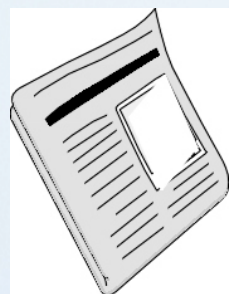
Facilitating students to transfer what they learn in Chinese to English lessons

Reader



G.E. Programme





Adapting L/T materials

Text structure and organisation



Graphic organizer – rhetorical function: sequencing

日期：____月____日 工作紙 (三) 成績：____

15. 《籃球明星姚明》

閱讀理解：跨科閱讀教學活動

A. 成就 B. 性格和例子 C. 成長背景及經歷 D. 開頭 E. 結局

2. 姚明的父母都是中國著名的籃球健將，在他們的安排下，姚明九歲就進入上海少年體育學校受訓。他並不特別喜歡籃球，加上訓練既艱苦又枯燥，使他時常垂頭喪氣；但他是聽話安分的孩子，縱使不喜歡，也不會違背父母的意思。姚明剛進隊時是球技最差的一個，但他很快就成為最好的一個，而且被評為「潛力無限」。十二歲時，姚明獲選進入上海青年隊，他又成了新人中球技最差的一個。當時的教練批評他「不會打球，甚至連怎麼跑都不會」。然而，幾年後，同期受訓而沒有被淘汰的隊員只剩下四個，姚明就是其中之一。他更在十八歲入選中國國家籃球隊。

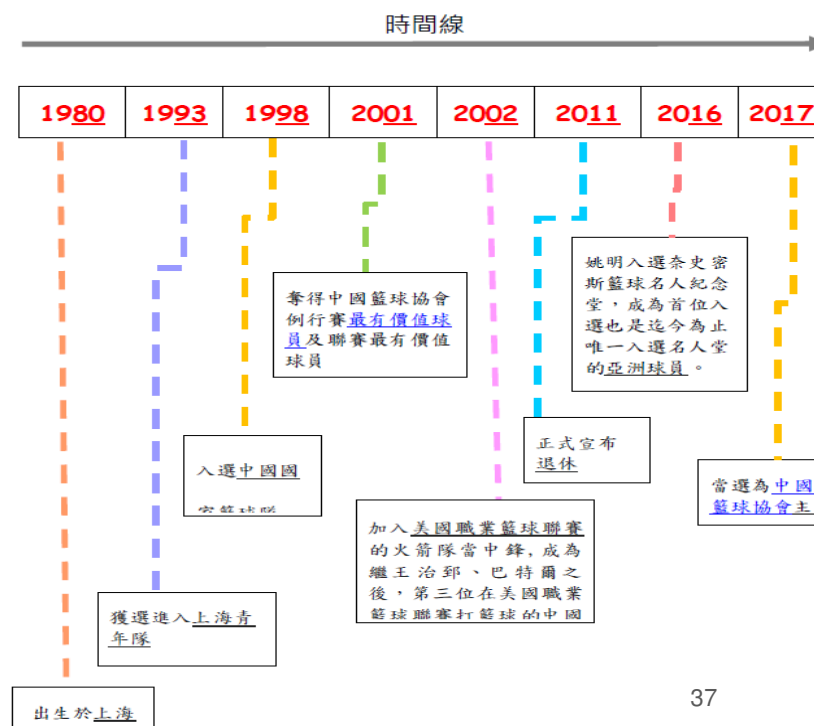
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「每個人的高度不同，但每個人的夢想可以一樣高，我希望你們在今後的日子裏，跟隨你們的夢想，達到你們所能達到的高度。」這是姚明鼓勵青少年籃球選手說的話，也是他成功的座右銘。

(二) 閱讀《籃球明星姚明》及有關姚明的維基百科後，在以下的圖表填上正確的年份。



Creating multi-modal texts to arouse students' interest and develop reading skills



A screenshot of a Facebook profile page for Helen Keller. The profile picture is a solid blue square. The cover photo features a quote: "Life is either a daring adventure or nothing." attributed to Helen Keller, set against a background of a sunset over water. The page is divided into sections: Intro, Work Experience, Education, Photos, and Interests on the left; and Status Update, Shared a Link, and Shared a Photo on the right.

Intro

I'm blind and deaf, but I am not alone.
Born in Tuscaloosa, Alabama, U.S.A.
July 27, 1880

Work Experience

Author, since 1891 (at the age of 11).

Education

Perkins Institute for the Blind (1888 to 1894)
Radcliffe College, Harvard University (1900-1904)

Photos

Interests

- travelled around the countries giving lectures on how to speak to each others with hands.
- writing books about my life.

Status Update like comment share

Nice to meet you P.5 students!! Hope that you enjoy reading the book about me!

Shared a Link like comment share

This was how I learnt to speak! I used my fingers to touch people's nostrils, lips and throats to understand words.

Helen Keller & Anne Sullivan (1928 Newsreel Footage with Open Captions and Audio Description)

Shared a Photo like comment share

This is Anne Sullivan, my teacher and my friend. I loved her very much.

Introducing Helen Keller using simple multi-modal texts on Youtube

P.5 Reading Workshop (2)_WS-(2.1)

A. Pre-reading task: Know more about Helen Keller. Watch the clip by using the QR code or by visiting the websites.

1. How Helen Keller learned to speak:



<https://www.youtube.com/watch?v=XSDpEY2VbU>

2. Helen Keller for kids



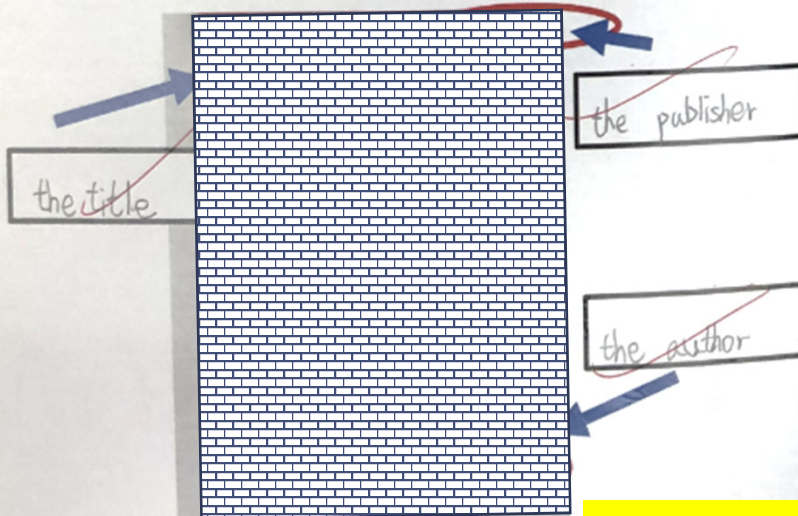
<https://www.youtube.com/watch?v=KTQabF4CXsw>

B. Look at the book cover. Fill in the blanks with the given words.

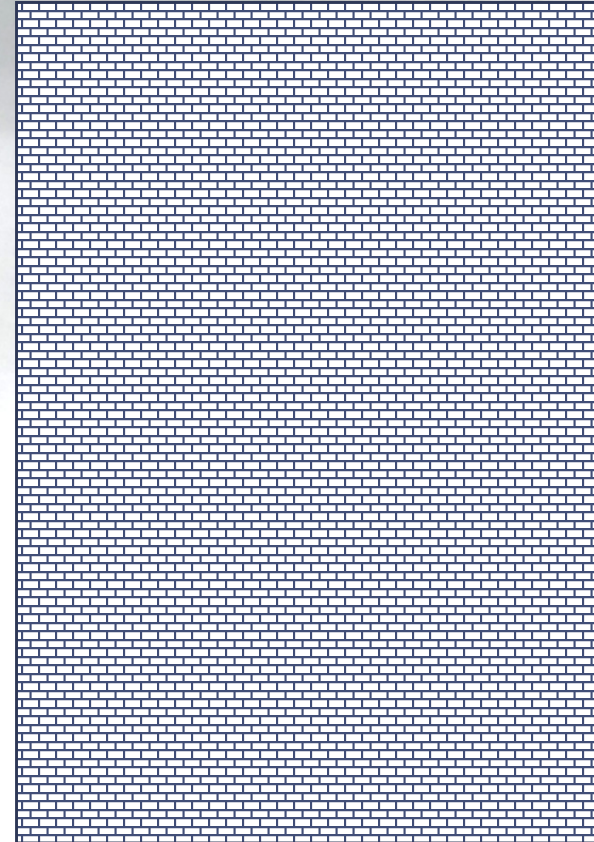
the author

the publisher

the title



C. Look at the back cover. Answer the question.



Read the description from the back cover. Why do we describe Helen Keller as 'a girl trapped in *silence and darkness*'?

It is because she was deaf and blind.

Developing reading skills and strategies

Look at P.27 of the book again. Give short answers.

1. Who does 'She' in line 3 refer to?

2. Why did Keller need more time to do the work than other students?

3. Who does 'them' in line 18 refer to?

4. Read P.27 again. How would you describe Keller in **one adjective**?

Following pronoun
references

Making inferences

Look at P.30 of the book again. Give short answers.

1. Who does 'she' in line 3 refer to?

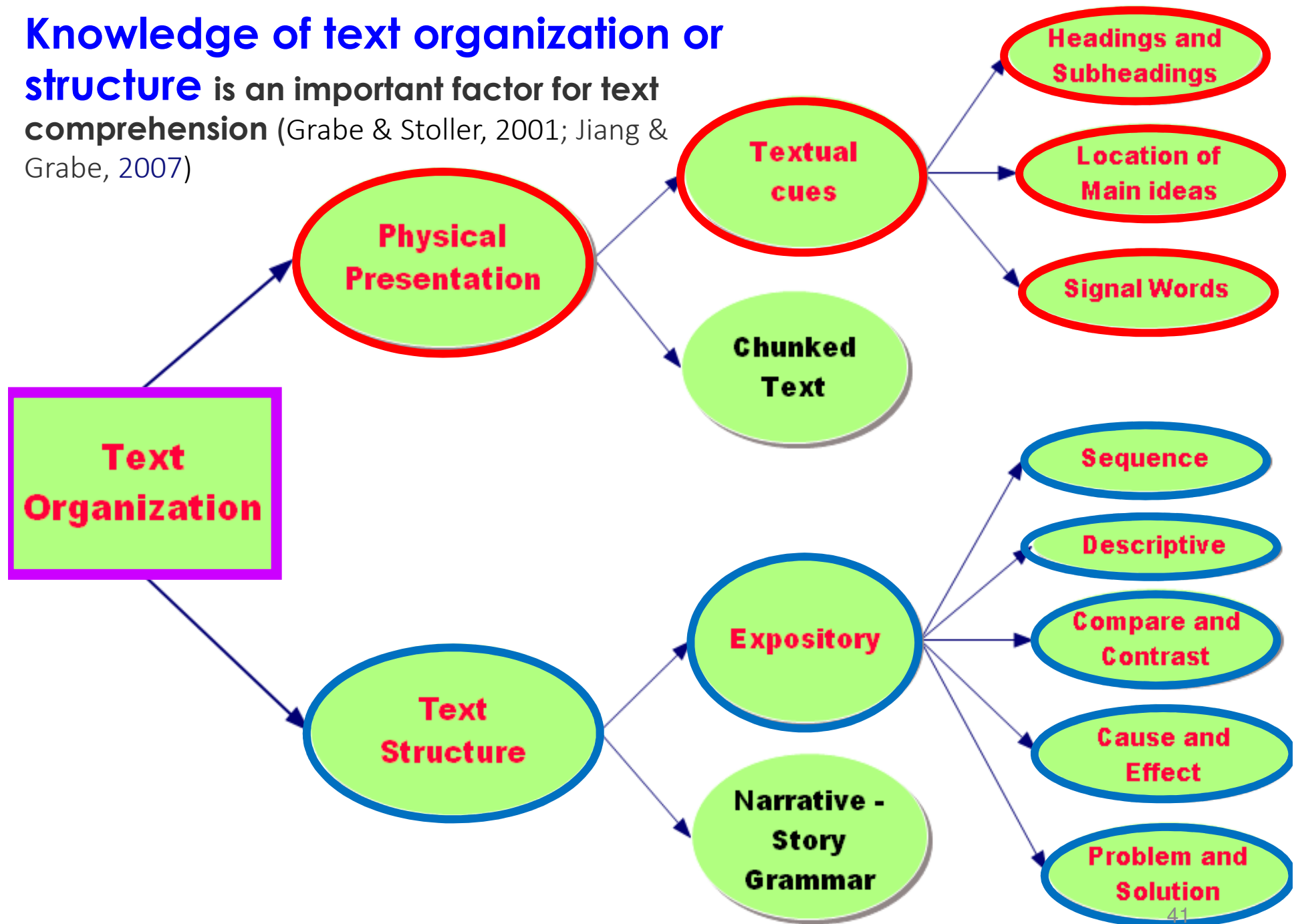
2. Who does 'They' in line 7 refer to?

3. Read P.30 again. How would you describe Keller in **one adjective**?

4. What is the **main idea** of this paragraph?

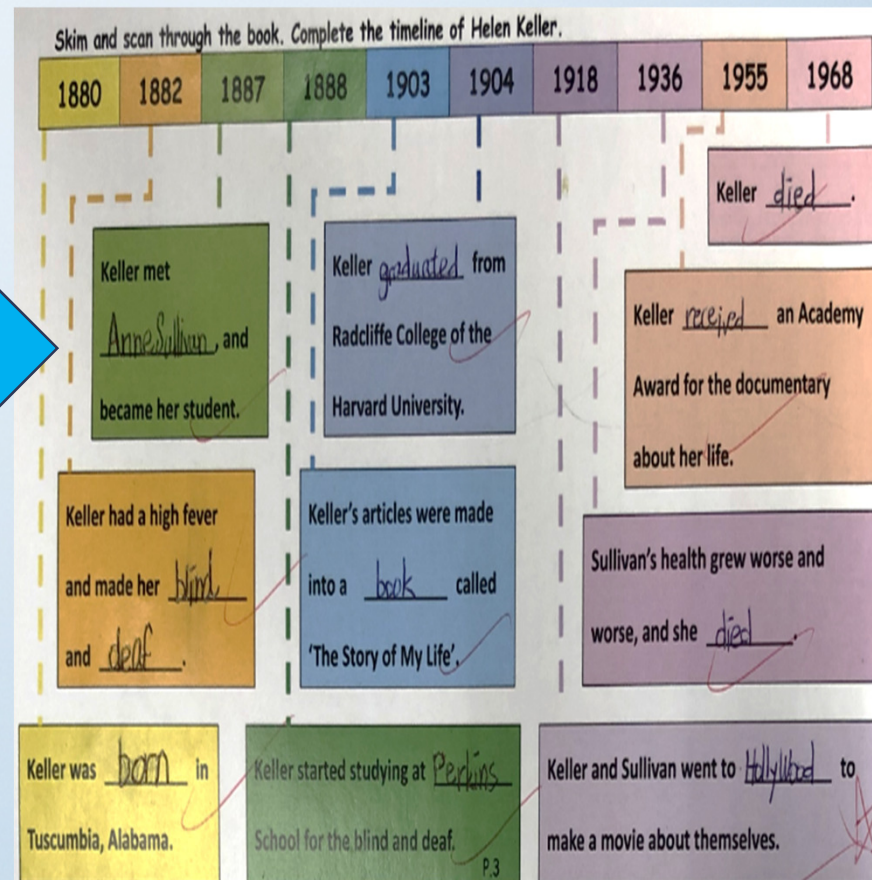
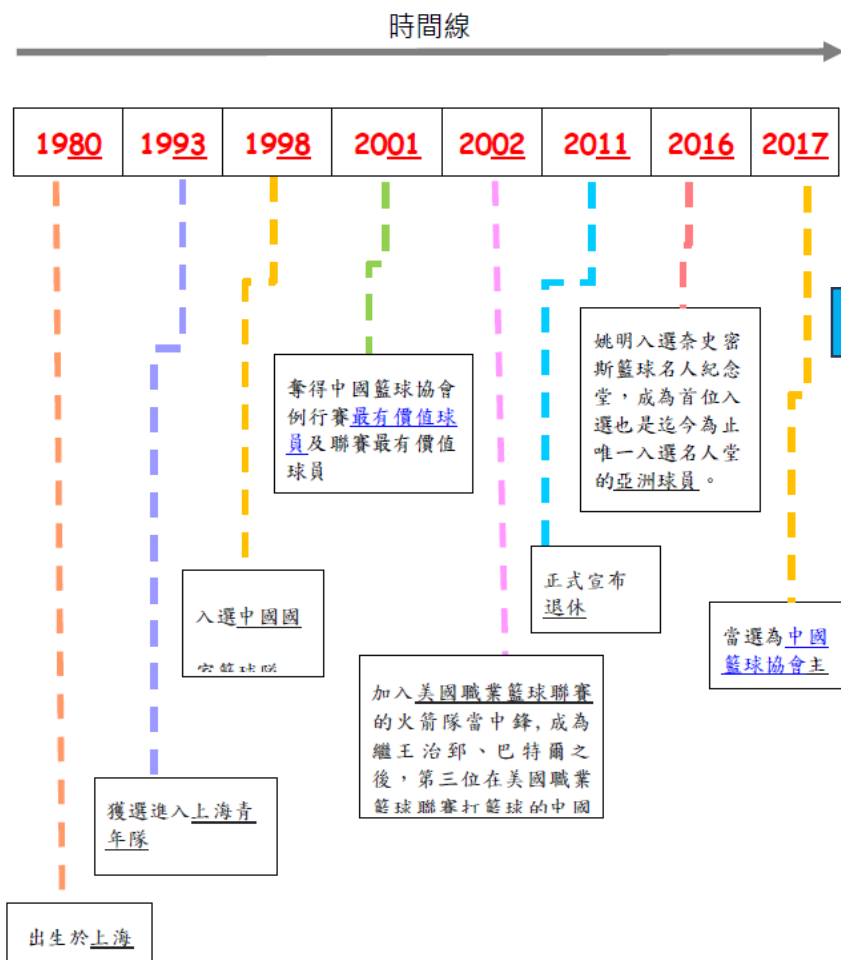
Identifying the
main idea

Knowledge of text organization or structure is an important factor for text comprehension (Grabe & Stoller, 2001; Jiang & Grabe, 2007)

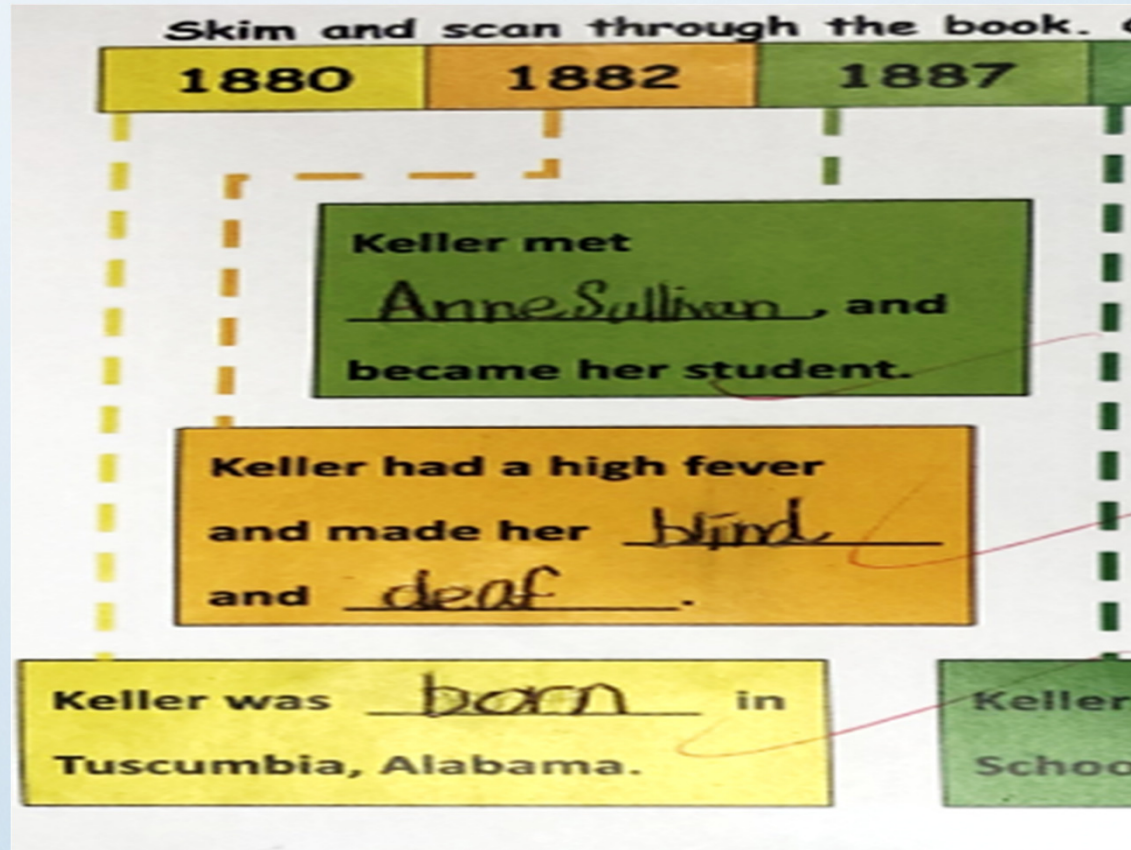


Facilitating the transfer of knowledge and skills

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Teaching the rhetorical function: sequencing



Teaching reading skills: locating specific information and sequencing

Text organisation: learning how ideas are organised to introduce a famous person

Helen Keller

日期：____月____日

工作紙 (三)

Yao Ming

15. 《籃球明星姚明》

閱讀理解：跨科閱讀教學活動

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A: Her appearance	B: Who I am going to write about and who she is
C: Her background and achievements	D: What I can learn from her
E: How to end the speech	F: Her personality

Introduction

B

Today I'm going to talk about a person that I admire. Her name is Helen Keller. She shows how belief, trust, and determination can set a person free.

Main Body 1

A

Helen Keller was tall and thin. She was blind and deaf.

Main Body 2

C

Helen Keller was born in Tuscumbia, Alabama in 1880. She had a high fever and lost her sight and hearing when she was 19 months old. However, she did not give up. She worked hard, and became the first blind person to graduate from the Harvard University. She even received the Presidential Medal of Freedom because of her work to help the blind and the handicapped in 1964.

Main Body 3

F

Helen Keller is encouraging. Although she was blind and deaf, she worked hard to learn to talk like other people. Keller was unable to speak as clearly as people who learned by listening to others. It was a great disappointment to me. However, she never stopped trying to make her speech better.

Library



Introducing the genre of biographical texts

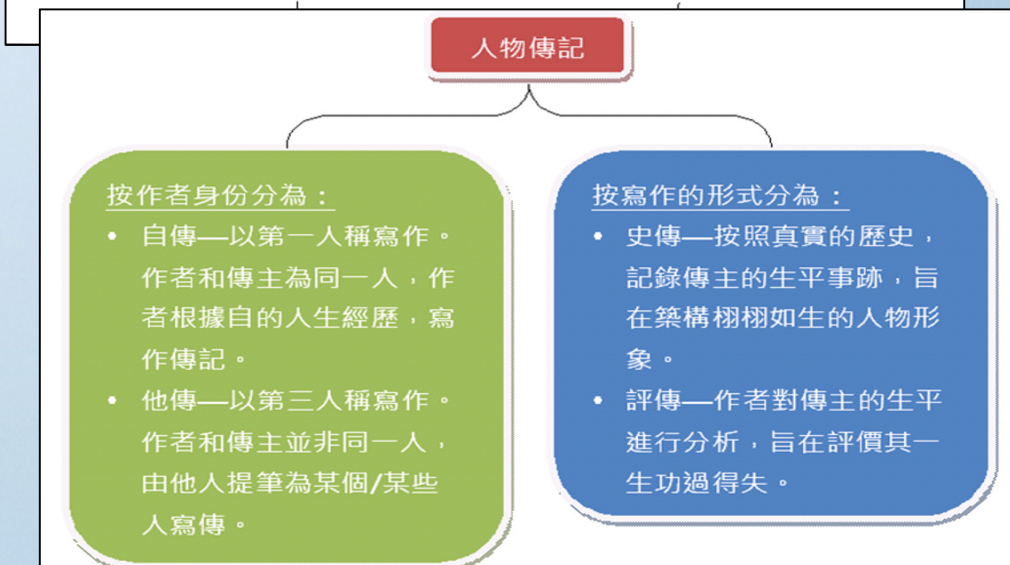
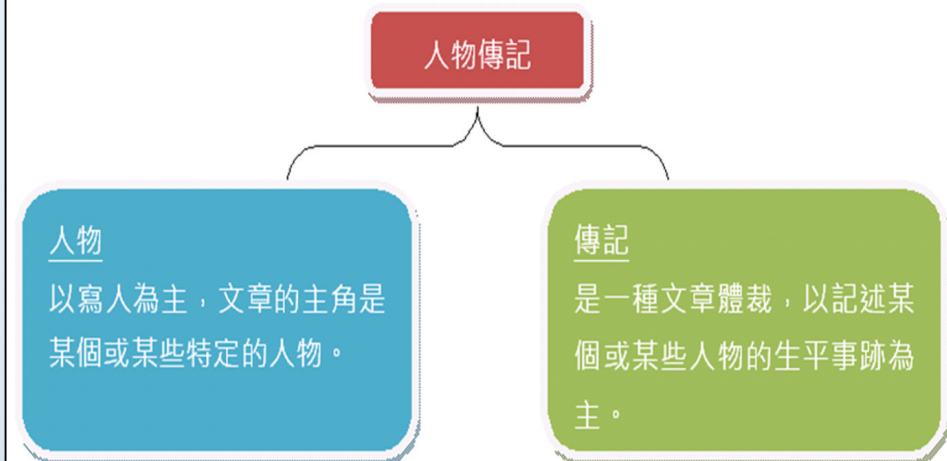
Providing books about famous people

Activity: Voting for the most influential famous person

positive values and attitudes

「人物傳記」的特點

「人物傳記」顧名思義，是寫人物的文章，它具備以下的特點：



Linking reading to writing

Sample Speech

Task 1: After reading the book about Helen Keller, your teacher wants you to write about a person you admire. Mary wants to write about Johnathan Wong. Read the information about Johnathan below.

invented famous person

Jonathan Wong



- Appearance: - Tall and thin
- 2007: born in Hong Kong
- 2013: started playing basketball
- 2015- present: on the school's basketball team
- 2016- present: the captain of the school's basketball team
- 2015 – present: has won many basketball games for the team
- Personality: - Encouraging
 - Hard-working
 - Intelligent

Task 2: Mary has written a speech about Johnathan. Read it and find out what each paragraph is about. Write the correct letters in the boxes

A: His appearance	B: Who I am going to write about and who he is
C: His background and achievements	D: What I can learn from him
E: How to end the speech	F: His personality

Introduction	{	Today I'm going to talk about a person that I admire. His name is Jonathan Wong. He is my classmate and the captain of the school's basketball team.
<input type="checkbox"/>		
Main Body 1	{	Jonathan is tall and thin. He is the tallest student in our class. He always has a smile on his face.
<input type="checkbox"/>		
Main Body 2	{	He was born in Hong Kong in 2007. He started playing basketball in 2013 when he was six. He has been on the team for three years. He has been the captain of the team since 2018. He has won many basketball games for his team.
<input type="checkbox"/>		
Main Body 3	{	Jonathan is encouraging. When his teammates do not play basketball well, he encourages them not to give up and practise with them after school. He is a hard-working person. He spends three hours every day practising his basketball skills. He is also intelligent. Although he is thin, he moves the ball well because he has a high basketball IQ.
<input type="checkbox"/>		
Conclusion	{	Jonathan is a good example to me because he is a hardworking, encouraging and intelligent person. I have learned to work hard and try my best in everything I do.
<input type="checkbox"/>		
Closing	{	That's what I would like to share today. Thank you.
<input type="checkbox"/>		

Supporting students' writing through text analysis

Text organization

Task 2: Mary has written a speech about Johnathan. Read it and find out what each paragraph is about. Write the correct letters in the boxes

A: His appearance	B: Who I am going to write about and who he is
C: His background and achievements	D: What I can learn from him
E: How to end the speech	F: His personality

Introduction	Today I'm going to talk about a person that I admire. His name is Jonathan Wong. He is my classmate and the captain of the school's basketball team.
Main Body 1	Jonathan is tall and thin. He is the tallest student in our class. He always has a smile on his face.
Main Body 2	He was born in Hong Kong in 2007. He started playing basketball in 2013 when he was six. He has been on the team for three years. He has been the captain of the team since 2018. He has won many basketball games for his team.
Main Body 3	Jonathan is encouraging. When his teammates do not play basketball well, he encourages them not to give up and practise with them after school. He is a hard-working person. He spends three hours every day practising his basketball skills. He is also intelligent. Although he is thin, he moves the ball well because he has a high basketball IQ.
Conclusion	Jonathan is a good example to me because he is a hardworking, encouraging and intelligent person. I have learned to work hard and try my best in everything I do.
Closing	That's what I would like to share today. Thank you.

Language and expressions in speeches

Task 3. Read the presentation again and find out more about the good things in it. Find out the examples from the presentation and fill in the blanks.

Good things about the speech	Examples	
1. Introduce what you want to talk about at the beginning	● Today I _____ _____ a person that I admire.	Today I'm going to talk about a person that I admire. His name is Jonathan Wong. He is my classmate and the captain of the school's basketball team.
2. Use the present tense to describe his appearance	● Jonathan _____ tall and thin.	Jonathan is tall and thin. He is the tallest student in our class. He always has a smile on his face.
4. Use the simple past tense to talk about things in the past	● He _____ playing basketball _____ 2013.	
4. Use "the present perfect tense" to talk about things he has done over the years	● He has been _____ for _____. ● He has been _____ since _____.	
5. Use adjectives to describe people's personality	● He is _____. ● He is a _____ person. ● He is also _____.	do not play basketball well, he encourages them not to give up and practise with them after school. He is a hard-working person. He spends three hours every day practising his basketball skills. He is also intelligent. Although he is thin, he moves the ball well because he has a high basketball IQ.
6. Use "because" to give reasons / details	● Jonathan is a good example to me because _____	Jonathan is a good example to me because he is a hardworking, encouraging and intelligent person. I have learned to work hard and try my best in everything I do.
7. End the speech	● That's what I _____ _____ _____.	That's what I would like to share today. Thank you.

**Grammar usage:
the use of past
tense and
present perfect
tense**

Data File

Writing Task - Information Sheet

Your teacher wants you to write a speech about a person you admire. You can choose to write about the principal or anyone you admire. Use one of the profiles below to help you.

1. Mr. Lam Tak Yuk

- Appearance: _____
- ____: born in Fujian
- ____: moved to Hong Kong
- ____: became a teacher
- ____; awards?
- ____-present: the principal of Asbury Methodist Primary School
- ____ - present: _____
- Personality: _____

Autonomy in choosing who to write

2. _____

- Appearance: _____
- ____: born in _____
- ____: _____
- ____: _____
- ____: _____
- ____-present: _____
- ____ - present: _____
- Personality: _____

Writing frame

Writing Task: Plan your speech with the help of the table below.

Introduction	
Who you are going to write and who he/she is	
Main Body 1	
His appearance: What does he/she look like?	
Main Body 2	
His background and achievements	
Main Body 3	
His personality: What do you think of him/her? Why?	
Conclusion	
What you can learn from him/her	
Closing	

Widening students' horizons through encouraging them to choose reading materials on their own

The person that I admire – **Nick Vujicic**



Introduction

Characteristics

Background &
achievements

Personality &
examples

What I can
learn from him


The person that I admire – **Stephen Curry**



**Students
read to write
on their own**

**Promoting
self-directed
learning**

Promoting RaC through making connections (P.6)

Module	The magic of nature
G.E. Program	6A Unit 4 Save the Earth
Reader	A healthy Earth (Description)
Reading skills	-Obtain info from contents page and make predictions - Identify details that support main ideas
Cross-curricular links :	常識科【第3冊】 6. 生物的相互關係
	Rhetorical functions (cause/effect) (problem/ solution)
eLearning	
Library Support	Books related to environmental issues
Task	Design a poster about environmental protection

Students read and learned about:

- the causes and effects of ecological imbalance
- environmental issues
- ways to protect the environment
- the rhetorical functions (cause /effect and problem/solution)

G.E.

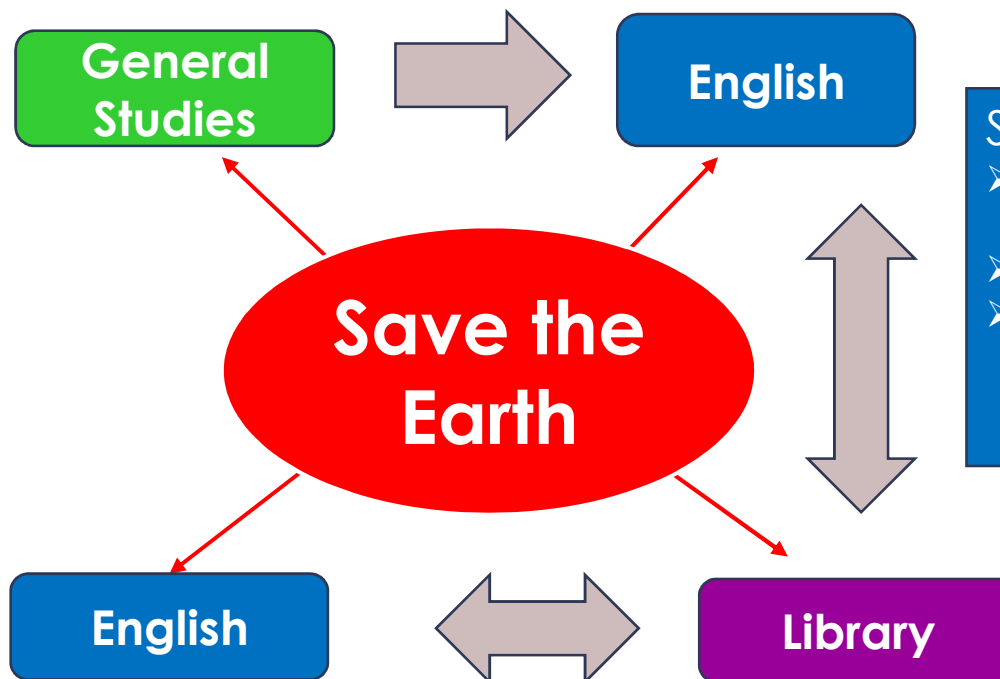
Students learned about:

- pollution problems
- eco-friendly centre
- the use of "unless" to express a condition and "so that" to express the purpose of an action

Reader

Students learned about:

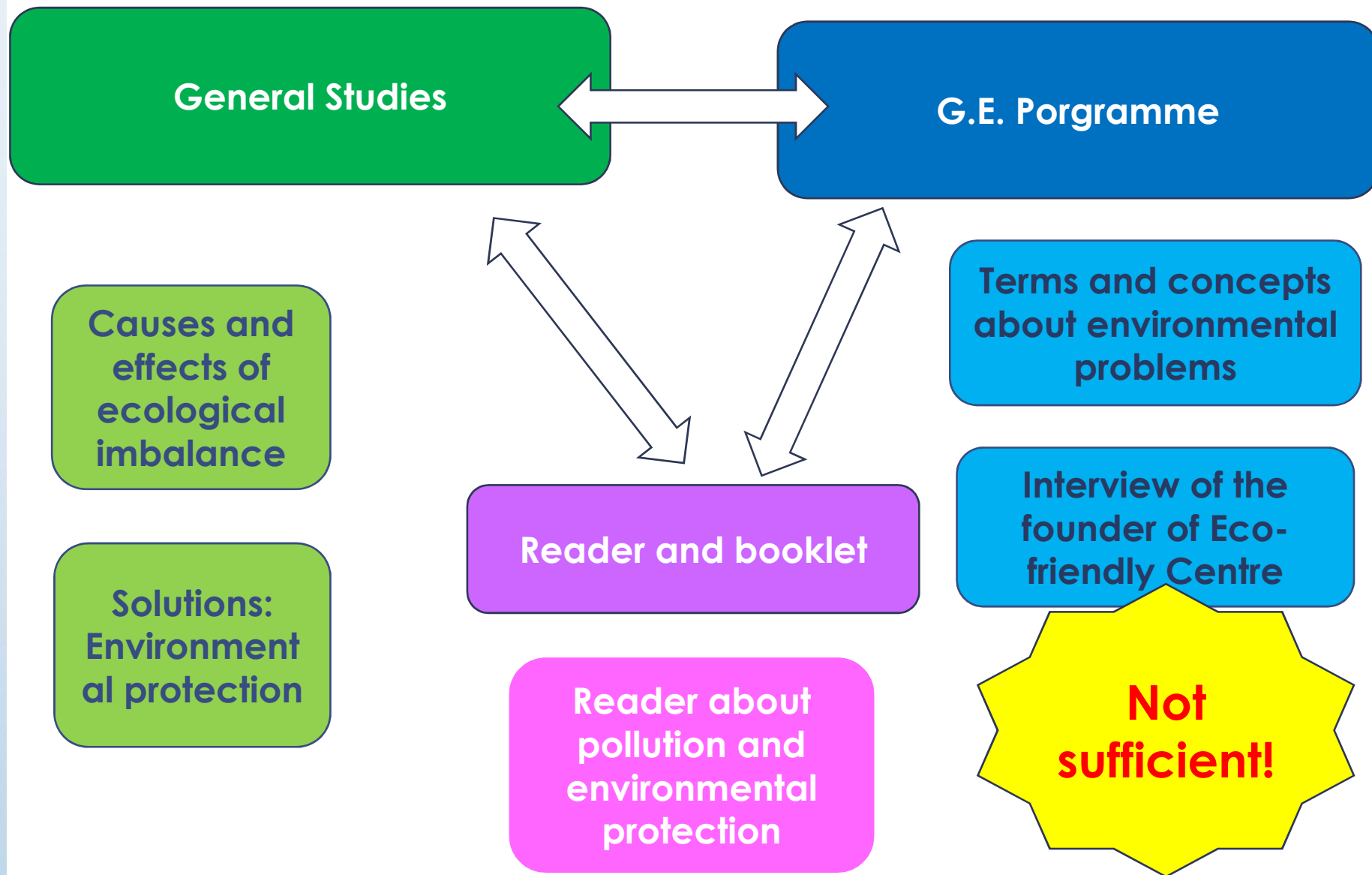
- the causes and effects of different pollution
- ways to protect the Earth
- the rhetorical functions (cause/effect and problem/solution)



Students learned how to design a poster about environmental protection and write an article on "Save the Earth"

Students read books related to the topic and recommended by the library teacher

Connecting learning experiences



Guiding students to explore pollution in more depth through the reader

Reader

Causes

Effects

Solutions

Learning the rhetorical functions of “cause and effect” and “problem and solution” in English lessons

Causes





Effects

Solutions

Scan the QR code and visit the websites. Fill in the blanks.

Level of difficulty	Causes (Why does this happen?)	Effects (What may happen then?)	Solutions (How can we help?)
  Land Pollution -the process of making soil dirty	♦ Garbage People produce a lot of _____ every day. Some get recycled, but much of it ends up in a _____ or on the _____. ♦ Mining Mining can destroy the land, producing large _____ in the ground. It can also release _____ chemicals into the air and _____. ♦ Factories Many factories produce a large amount of garbage and _____. Some of this waste is chemicals.	♦ On the Environment You see trash outside of buildings or roads. Land pollution not only can hurt _____ and their _____, but also is ugly and destroys the beauty of _____. ♦ Mining Mining and factories can allow harmful chemicals to get into the _____ and _____. These chemicals can cause animals and plants to die. Landfills release the harmful gas, which may lead to _____. ♦ On Health Harmful chemicals can get into the soil and water can cause cancers, deformities and _____ problems.	(Refer to <i>A Healthy Earth</i>) ♦ Recycle We can put _____, _____ and _____ into recycle bins. We can tell _____ to recycle, too. ♦ Reuse We can use a _____ instead of a bag. We can reuse plastic _____ instead of throwing them away. ♦ Reduce We can reduce _____ when we make less _____.

Effective use of multi-modal texts

Level of difficulty	Causes (Why does this happen?)	Effects (What may happen then?)	Solutions (How can we help?)
  Water Pollution -the process of making water dirty	♦ Garbage _____ garbage (e.g. bathing, washing clothes and utensils) is discharged into water. _____ wastes are discharged into water, leading to water pollution.	♦ Disease Drinking of polluted water leads to _____, for example, cholera, typhoid and diarrhea. ♦ Sea life Polluted water also affects _____.	Don't bath, wash clothes and utensils in rivers, lakes or ponds. Household _____ should not be disposed into water. _____ and industrial wastewater should be treated before discharging into the water.
  Air Pollution -the process of making air dirty	♦ Cutting of trees Trees are good for us. They take in carbon dioxide and give out _____. ♦ Burning Burning of _____. Burning of fossil _____. ♦ Smoke Smoke released from factories and industries. Smoke released from _____.	♦ Human We suffer from a number of disease like _____, bronchitis, cancer and skin disease. ♦ Plants It affects the growth of _____. ♦ Buildings It causes damage to our historical _____.	Plant more _____. Stop burning _____. Make more use of _____ transport. Check your _____ regularly.

Sample posters

Teaching features of posters

Teaching persuasive strategies

Post-reading task – student work

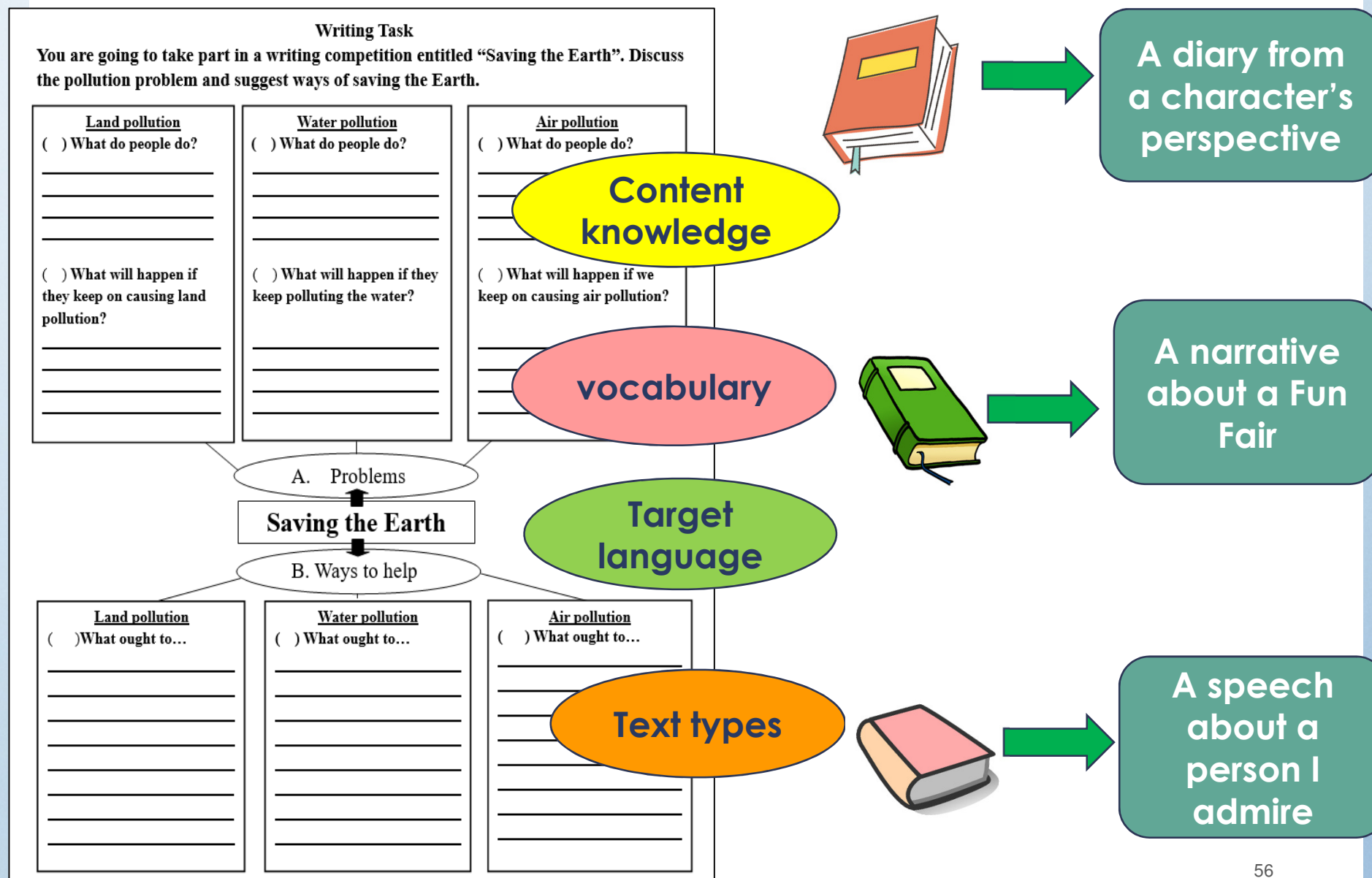


Using imperatives

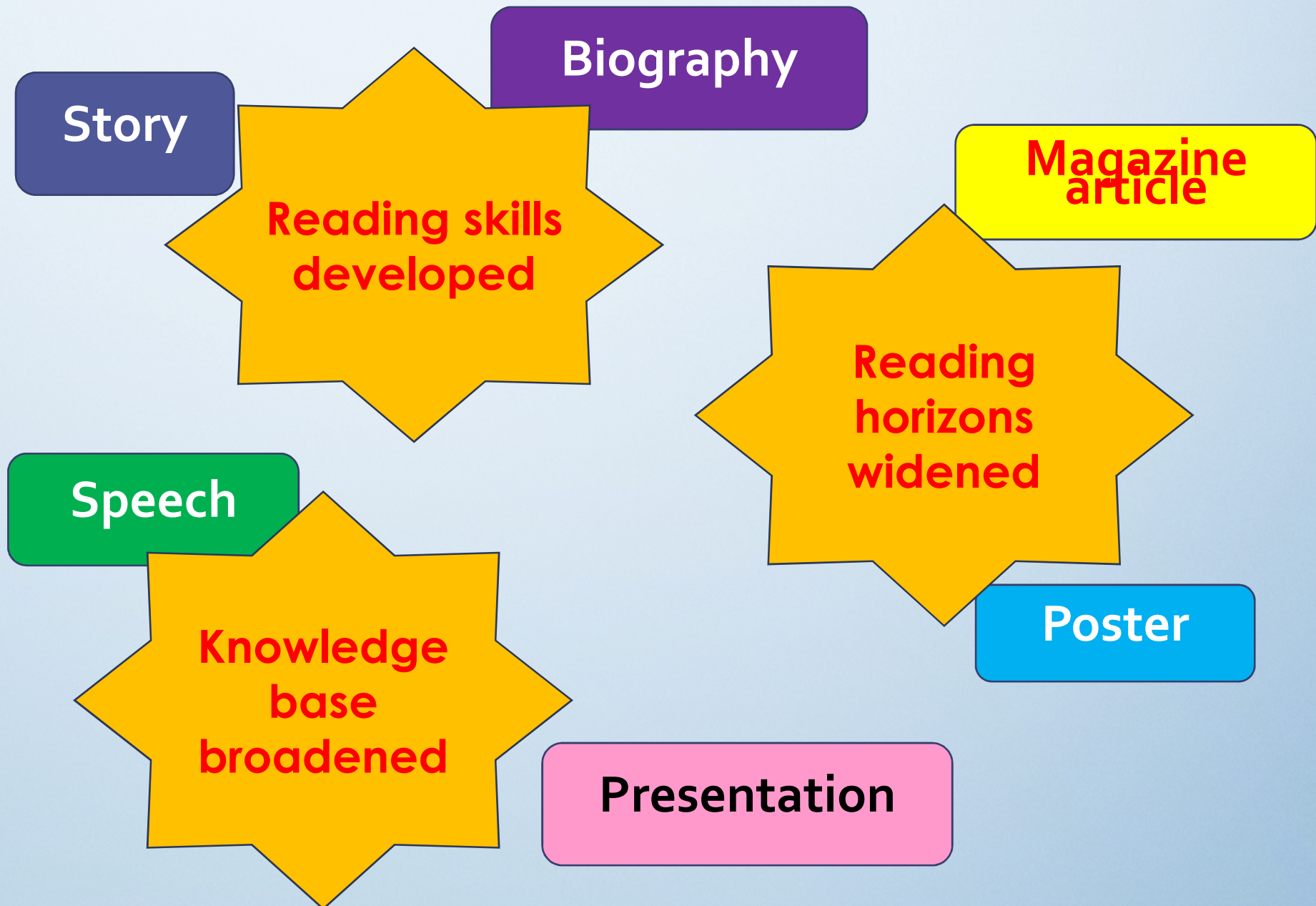
Acrostic poem



Writing tasks were designed based on what student had learned



Reading and writing a wider range of text types



Our observation

- Students were actively engaged in the reading lessons, especially when teachers included e-learning tools
- Students were motivated to re-read the readers on their own
- Students tried to apply the reading skills they had learnt in doing the reading comprehension exercise.
e.g. highlight the keywords, look for the main ideas and supporting details
- Students tried to transfer and apply the reading skills they had learnt when doing Chinese reading comprehension exercise

Our reflections

- The success is attributed to our Principal's support, other non-English teachers' involvement and early and systematic planning
- A meaningful and fruitful experience to brainstorm ideas together and put our ideas into practice
- Opportunities for us to reflect on:
 - ✓ how to teach reading effectively
 - ✓ how to make reading lessons or post-reading tasks fun
 - ✓ how to make improvements in teaching & learning

Challenges	Way Forward
<ul style="list-style-type: none"> • Due to Co-vid 19, teachers would give the priority to the G.E. curriculum and some group activities were cancelled 	<ul style="list-style-type: none"> ✓ Review the P.4 –P.6 curriculum and rearrange the modules ✓ Review the content of the textbooks and tailor and trim the G.E. curriculum to free up more space for the Reading Workshops ✓ Revise the unit plans, activities and materials accordingly
<ul style="list-style-type: none"> • Some selected storybooks are out of print 	
<ul style="list-style-type: none"> • Topics/modules in G.S. have been reshuffled due to the revised curricula 	
<ul style="list-style-type: none"> • The skills taught in the Reading Workshops were not tested in the assessment 	<ul style="list-style-type: none"> ✓ Review the reading curriculum to ensure reading skills are taught progressively in a spiral curriculum ✓ Reading skills taught in the G.E. programme and Reading Workshops will be assessed

Thank you!

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