

“Integrating Reading across the Curriculum into the English Language Education curriculum: Ascending the Steps ”

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Participating Teachers :

Ms Law - EPC

Ms Chan - Vice EPC and P.4 Subject teacher

Ms Wong , Ms Chan, Ms Kwong - P.4 Subject teachers

# Background - Why RaC?

- ▶ To further promote RaC (from KS1 to KS2)
  - ▶ ∴ want all students to experience both *Learning to Read* and *Reading to Learn* to foster a strong reading culture
- ▶ To step up cross-curricular collaboration
  - ▶ → students' learning experiences could be better connected
  - ▶ → students could integrate & apply knowledge and skills learnt in different subjects
- ▶ To help students achieve the updated learning goals of Primary Education

PECG, 2024



# Overview of Tryouts

P.4, RaC

1 <sup>st</sup> tryout Within the English subject		2 <sup>nd</sup> & 3 <sup>rd</sup> tryouts Across subjects			
Eng complemented learnt knowledge in <b>Visual Arts</b>		Eng joined forces with <b>Music</b>		Eng joined forces with <b>General Studies</b>	
Same topic: The Spanish artist - Joan Miro		Same theme: HK's cultural heritage + Same text type: lyrics		Same topic: Eat Well and Smart Same reading skill + reading tool: summarising + using a mind map	
English (Post-unit stage of 4A Chp 5 <i>When I was little</i> )	Visual Arts	English (Post-reading stage of 4B Chp 1 <i>Having fun in Hong Kong</i> )	Music	English (Post-unit stage of 4B Chp 3 & 4 <i>When I was little + A Balanced Diet</i> )	General Studies
1. Read Joan Miro's biography 2. Finished post-reading tasks	1. Studied and read about Joan Miro's drawing style and technique 2. Mimicked Miro's drawing style and technique	1. Read and listened to Tai O fisherfolk songs about the life of the fisherfolk 2. Did a mini-lyrics analysis 3. Discussed ways to preserve one's cultural heritage	Read and listened to Cantonese folk songs to know more about life at certain periods of time	1. Read a book and leaflets (all NF) about eating well and smart 2. Finished post-reading tasks	Learnt about what constitutes a balanced diet, food nutrients and their functions, and how to eat healthily

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## Complemented learnt knowledge

- One-sided collaboration with V.A.= English teachers (1/5 was also a V.A. teacher)
- picked the best time to conduct an RaC tryout in T1 English lessons
- found out what ss were learning in V.A. during that period
- identified an entry point + locked in the teaching content + set lesson L&T objectives + developed L&T materials



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## Joined forces

- ✓ planned collaboration = communication between 2 department heads
- Identified a common theme + set a common focus question + agreed on a sequence
- Lessons were designed to answer the same focus question

# Overview of Tryouts

P.4, RaC

1<sup>st</sup> tryout  
Within the English subject

2<sup>nd</sup> & 3<sup>rd</sup> tryouts  
Across subjects

Eng complemented

Eng joined forces with Music

Eng joined forces with **General Studies**

## Joined forces

- ✓ planned collaboration = communication between 2 department heads
- Identified a common theme + set a common focus question + agreed on a sequence
- Lessons were designed to answer the same focus question
- Shared L&T material → the text summariser aka mind map
- Designed a mini-task to integrate learnt knowledge from both subjects

Same topic: Eat Well and Smart  
Same reading skill + reading tool: summarising + using a mind map

English  
(Post-unit stage of  
4B Chp 3 & 4  
*When I was little +  
A Balanced Diet*)

General Studies

1. Read a book and leaflets (all NF) about eating well and smart
2. Finished post-reading tasks

Learnt about what constitutes a balanced diet, food nutrients and their functions, and how to eat healthily

one's cultural  
heritage

# Tryout 1

P.4, RaC

1 <sup>st</sup> tryout Within the English subject		2 <sup>nd</sup> & 3 <sup>rd</sup> tryouts Across KLAs			
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5. Read Miro's biography

- Reorder a jumbled text to highlight the main features of a biography
- Finish a timeline graphic organizer

4. Pre-reading task

- SDL dictionary worksheet
- Video-viewing task

1. Introduce Joan Miro and his artwork
2. Study his artwork and read about his drawings and techniques
3. Mimic Miro's drawings by trying his techniques

English  
Miro's Biography

Focus Questions

- What is Miro's life story?
- How did certain life events and/or experience influence his artwork?
- What can we learn from him?

**The Spanish  
Artist  
Joan Miro**

Visual Arts  
Miro's body of work

Focus Questions

- What are some of his famous artworks?
- What is his signature style?
- What drawing techniques did he use?

6. Post-reading

- Reflection activity
  - What could be learnt from Miro?
- Make text-to-self connections
  - Think of one's own challenges and how they can be overcome
- Revisit their own Miro-drawing & share how special the content they picked to draw is (Challenge Station)

# TRYOUT 1



# Tryout 1 - What happened (Eng.)

## Reading Miro's Biography

Knowledge	Skills	Attitude
<ul style="list-style-type: none"><li>• Joan Miro's life as an artist</li><li>• How his life experience when he was young affected his artwork</li><li>• Life lessons from Joan Miro</li></ul>	<ul style="list-style-type: none"><li>• Learn the main text type feature of a biography (life events are presented in chronological order)</li><li>• Locate specific information (identify important events in Joan Miro's life)</li></ul>	<ul style="list-style-type: none"><li>• Challenges are inevitable in one's life</li><li>• One should be proactive and tackle challenges head on</li></ul>

1

Adapted from authentic materials from  
art exhibition pamphlets,  
art museum websites +  
the encyclopedia of world biography website

- Adjusted word choices
- Synced with the unit's language focus
- Synced some masterpieces with V.A. content

2

- Rearranged a jumbled biography in groups
- Adopted Discovery Learning

Learnt the main feature of a biography  
(Chronological order:

- Language features (time markers) in this text type
- Time [numbers + vocab related to time])

3

Filled in a timeline by locating specific information

# Tryout 1 - What happened (Eng.) Reading Miro's Biography

4

Reflected on what could be learnt from Miro  
(Be proactive & tackle challenges head on)

Text to Self  
Related what was learnt  
from Miro to their own  
life =Thought of past  
challenges and how  
they overcame them

Text to Self  
Gave their own masterpieces more thought

# Tryout 2

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2. Finished post- reading tasks	2. Mimicked Miro's drawing style and technique	2. Did a mini-lyrics analysis		2. Finished post- reading tasks	
		3. Discussed ways to preserve one's cultural heritage			

2. Read the text and identify the itinerary for grandma's birthday trip

1. Do pre-reading SDL Task for Chapter 1  
*Having Fun in HK*  
Find information related to one of the following three sites (Tai O, Po Lin Monastery & Ngong Ping 360)

5. Listen to and read the lyrics of Cantonese folk songs (月光光, 氹氹轉, 賽龍奪錦)

Post-reading stage

3. Students answer 3 extra comprehension questions (2/3 are HOTS)

- A. What else can grandma see, hear, smell and do in those 3 sites? =  
Gallery Walk activity  
(Introduce and do a mini-lyrics analysis of Tai O fisherfolk songs in the debriefing stage)
- B. Will she enjoy the day? Why?
- C. Which stop will she enjoy the most? Why?

## English Language

Having Fun in HK

4. How to protect HK's uniqueness?  
Discussion and GC exercise

## Music

Cantonese folk songs

6. Learn about what the three Cantonese folk songs are about

## Chinese Folk Songs

Focus question

1. What are folk songs about?

TRYOUT 2



RaC text and reading activity were incorporated into the gallery walk activity

2. Read the text and identify the itinerary for grandma's birthday trip

Post-reading stage

3. Students answer 3 extra comprehension questions (2/3 are HOTS)

- A. What else can grandma see, hear, smell and do in those 3 sites? =  
→ Gallery Walk activity (Introduce and do a mini-lyrics analysis of Tai O fisherfolk songs in the debriefing stage)
- B. Will she enjoy the day? Why?
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1. Do pre-reading SDL Task for Chapter 1  
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Find information related to one of the following three sites (Tai O, Po Lin Monastery & Ngong Ping 360)

## English Language

Having Fun in HK

4. How to protect HK's uniqueness?  
Discussion and GC exercise

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## Chinese Folk Songs

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## Tryout 2 - What happened (Eng.) before reading the RaC text and activity

Gallery Walk activity

Enriched the unit to increase learning motivation

Stretch the students

# Tryout 2 - What happened (Eng.)

## Mini-analysis of the Lyrics of Fisherfolk Songs (RaC text)

Knowledge	Skills	Attitude
<ul style="list-style-type: none"><li>Fisherfolk songs are about fisherfolk's life</li></ul>	<ul style="list-style-type: none"><li>Locate specific information by identifying keywords (identify life events in lyrics)</li><li>Inference skill</li><li>Confirm meanings by re-reading sentences and paragraphs</li></ul>	<ul style="list-style-type: none"><li>Folk songs are intangible cultural heritage</li><li>Everyone should try his or her best to protect HK's uniqueness for everyone &amp; future generations to enjoy</li></ul>

# Tryout 2 - What happened (Eng.)

## Mini-analysis of the Lyrics of Fisherfolk Songs

RaC text and reading activity were incorporated into the gallery walk activity

### Purpose

- to enrich the textbook's text
- enhance and deepen ss' understanding of the text

1

Listened to Tai O fisherfolk songs and read its lyrics

2

Did a mini-analysis of the lyrics

3

Values Education: Protecting HK's uniqueness (e.g. its history, culture & biodiversity) for everyone and future generations to enjoy

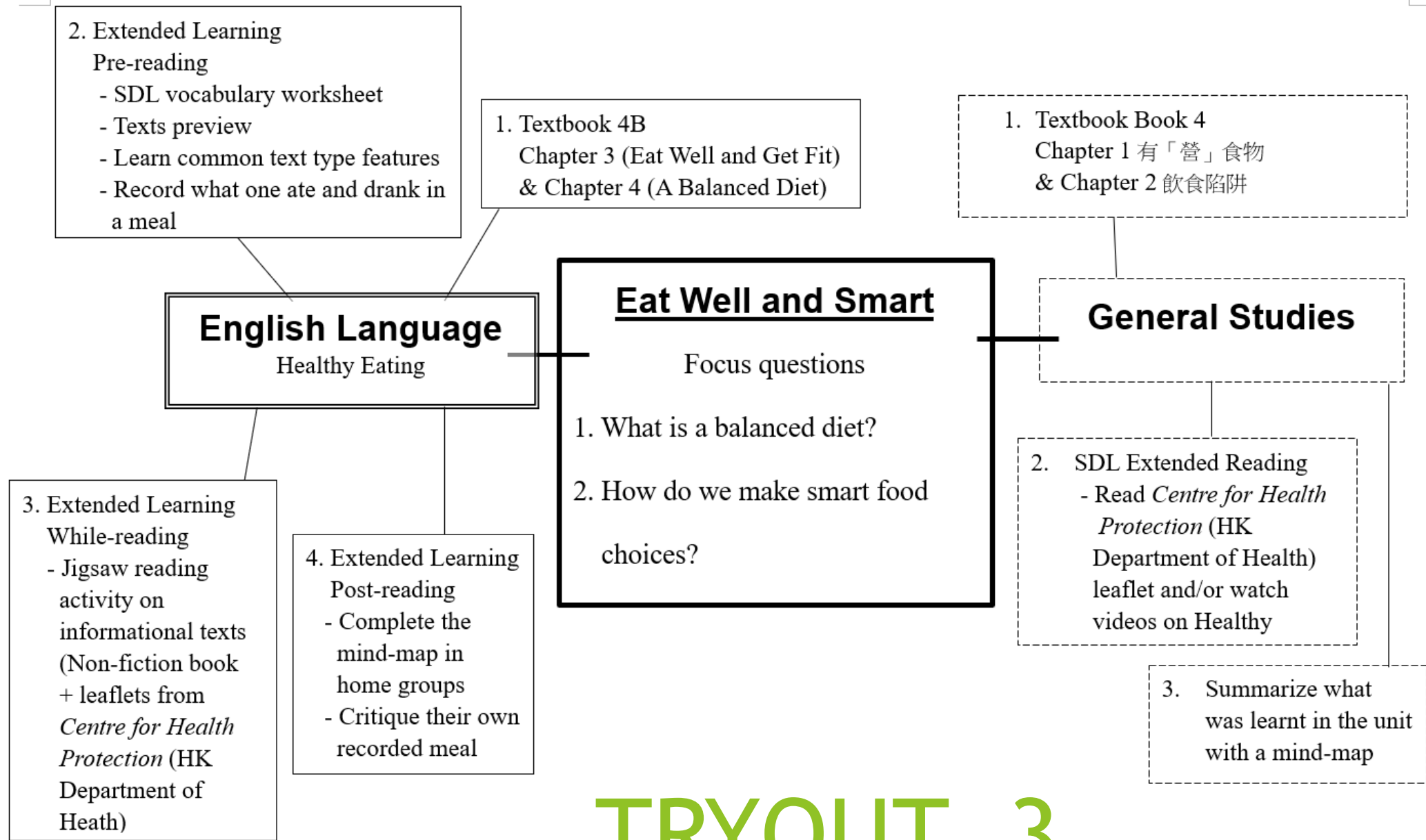
Google Classroom entries

# Tryout 3

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		3. Discussed ways to preserve one's cultural heritage			





# TRYOUT 3

# Tryout 3 - What happened (Eng.)

## Post-unit Extended Learning - Reading Informational Texts

Knowledge	Skills	Attitude
<ul style="list-style-type: none"><li>• How to maintain a healthy diet<ul style="list-style-type: none"><li>- pay attention to daily food &amp; liquid intake and meal portions</li><li>- realise the importance of drinking enough liquid</li><li>- realise why processed foods are bad to health and avoid eating them if possible</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Learn the common text type features of non-fiction texts</li><li>• Locate key information</li><li>• Summarising skills</li></ul>	<ul style="list-style-type: none"><li>• Developing a critical attitude<ul style="list-style-type: none"><li>- analyzing and evaluating situations objectively</li></ul></li></ul>

# Tryout 3 - What happened (Eng.)

## Post-unit Extended Learning - Reading Informational Texts

1

Learnt common text types features of non-fiction texts (book and leaflets)

2

Jigsaw reading

- Worked in *Expert Groups* to **locate** + **summarise** key points
- 'Experts' 'reported' in home groups

- 4 sets of texts = 4 Expert Groups
- Read aloud + **worked on key questions together** to gather info in their particular area
- **Summarised the info**

Jigsaw reading

- Worked in *Expert Groups* to **locate** + **summarise** key points
- 'Experts' 'reported' in home groups

# Tryout 3 - What happened (Eng.)

## Post-unit Extended Learning - Reading Informational Texts

3 Filled in a text summariser aka mind map

4 Mini-writing: Critique a recorded meal

- Integration and application of healthy diet knowledge learnt
- Provided an opportunity to consolidate the unit's target language

# Impact

## Students

- ▶ Increased reading and learning motivation
- ▶ Enhanced learning performance
  - ▶ A more comprehensive understanding + retention of knowledge
  - ▶ Sharpened target reading skills + thinking skills
  - ▶ Heightened ability to use learning tools
  - ▶ Essential attributes that go beyond individual subjects such as humanistic qualities (e.g. being open-minded) are better developed

## Teachers

- ▶ Enhanced understanding of RaC
- ▶ Enhanced ability to
  - ▶ design suitable learning, teaching and assessment activities to support students' reading skills development
  - ▶ engage students' in appreciating the value of cross-curricular reading

## Curriculum

- ▶ Enhanced curriculum coherence + there is progression and deepening of learning experiences
- ▶ Enriched RaC learning and teaching resources bank
- ▶ Reading is further promoted as students are exposed to more topics and text types



# Way Forward & Takeaways

- ▶ Closer collaboration with other subjects is crucial and needed
- ▶ Don't be afraid to take that first step
  - ▶ Create student-centered contexts for learning

Thank you!