

School-based Curriculum Development (Primary) Section, EDB
2014 Learning in Action Seminar

**Towards a More Genre-specific and
Interactive Reading Lesson
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What does research tells us about Hong Kong students' reading problems?

- **Vocabulary size:** Many weaker students participated have too small a vocabulary to cope with the TSA reading tests given to them at their P3, P6 and S3 levels. In the long run, **direct, explicit teaching and learning of some high frequency words at the primary and junior secondary levels will benefit students** in their development of reading abilities.
- **Text type knowledge:** text type knowledge in many testees was not always stable. Many of **them were not aware of specific functions of the various structural elements in a text**. Many testees often failed to comprehend the key message in a text.
- **Teaching of reading can be organised around**
 - (i) reading skill types, such as scanning, skimming, locating specific information, gist-getting
 - (ii) the specific **structure of some common text types** such as stories and poems

(Anthony KK TONG 2009)

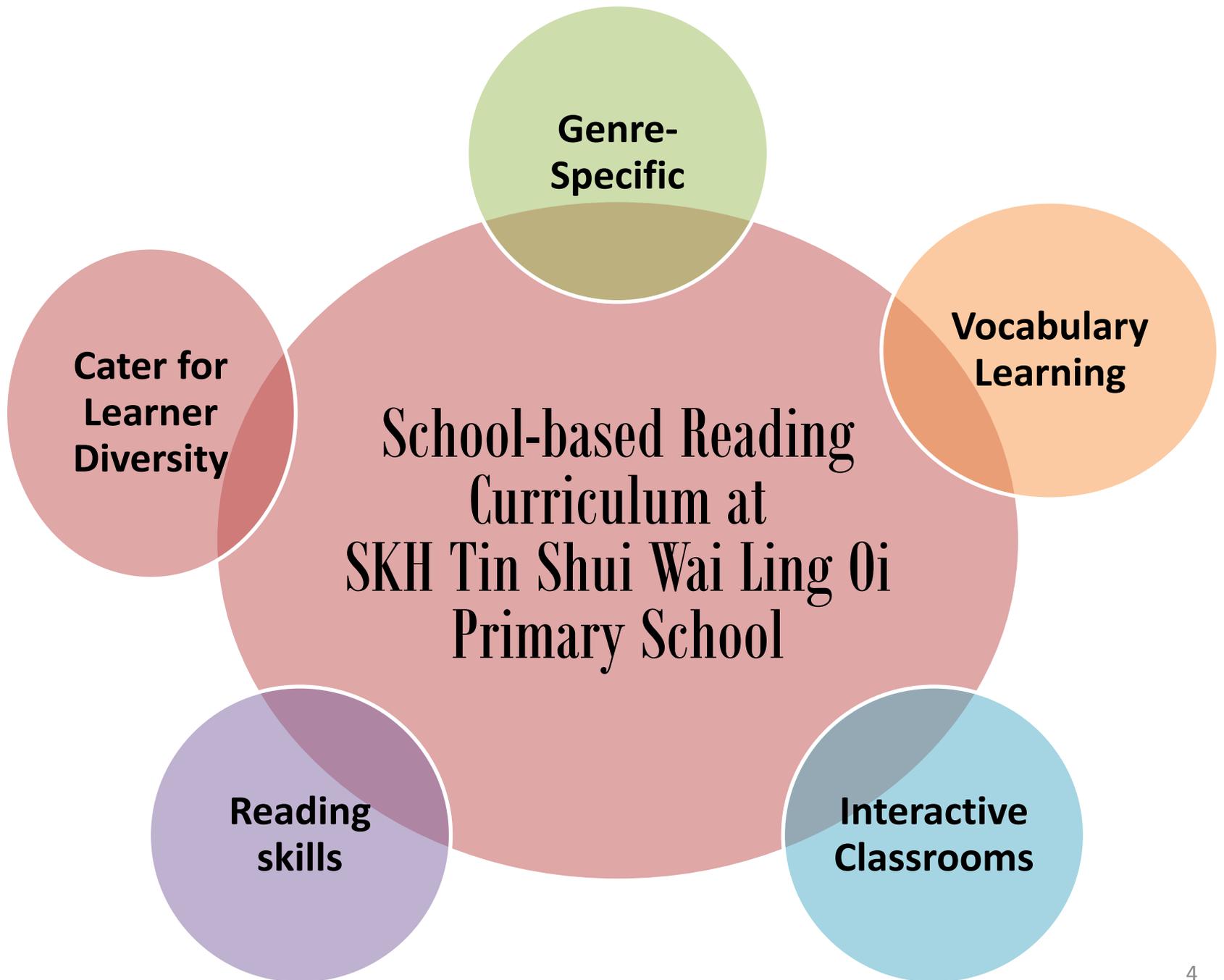
1. Genre-Specific Reading Practice

- Recent research of reading suggests **that readers generally engage in specific reading processes** when reading different kinds of texts.

When **reading academic essays**, people use sentence by sentence reading skills such that they can integrate the current sentence with the previous information they read.

When **reading narratives**, readers read with knowledge of the world, do prediction, and are eager to look ahead for the endings. *(Duke and Roberts 2010 P.74).*

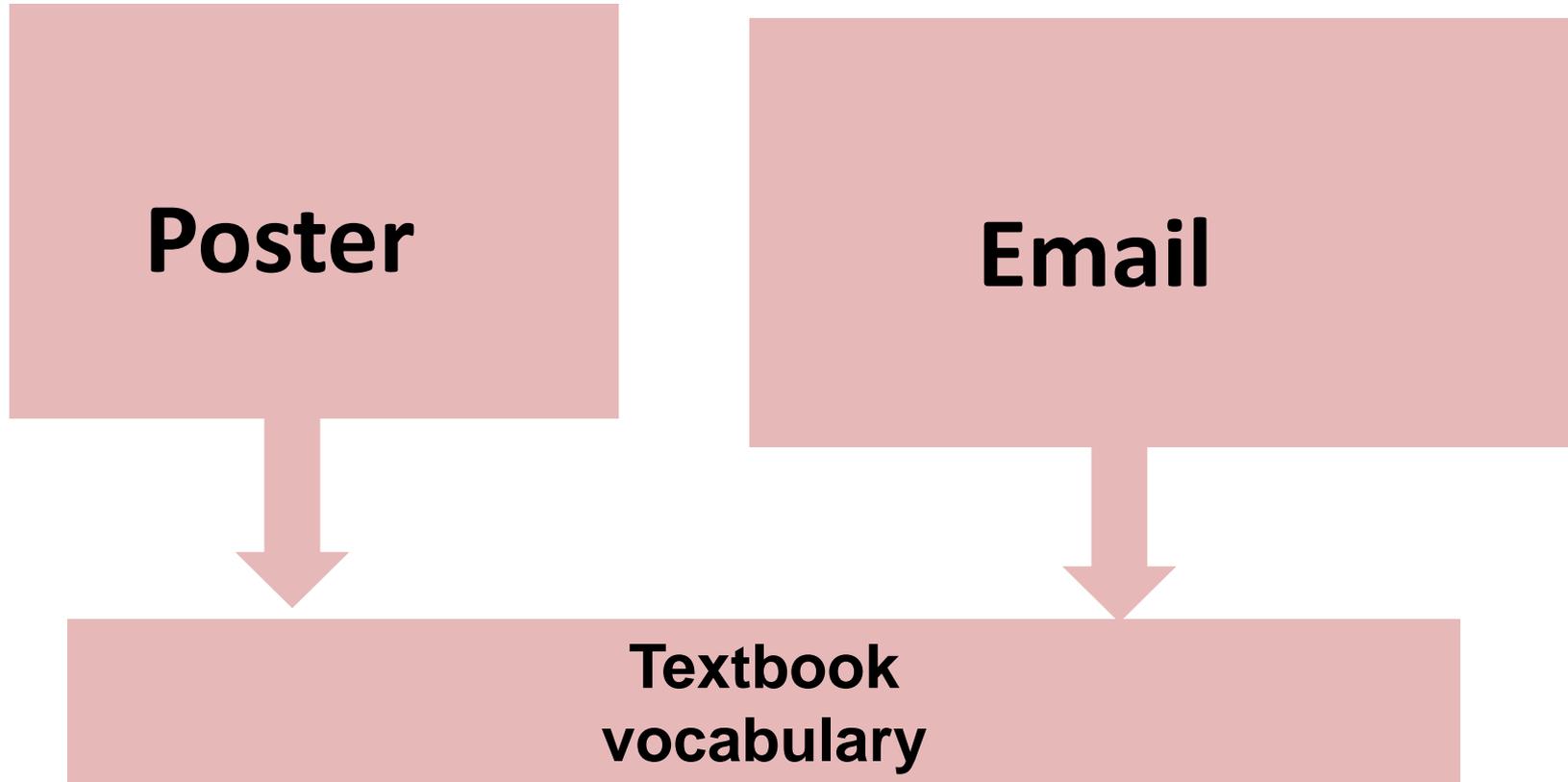
- **Criticism against Genre-Specific practice:**
Too much focus on text forms and functions may not bring impact on comprehension. **Growth in comprehension has to be in combination with interactive literacy events.**
(Purcell-Gates, Duke and Martineau 2007)



2.School-based Vocabulary T&L Strategies

1. Teach vocabulary explicitly and create **linkage between vocabulary and text**
2. Incorporate **collocations** (Lewis 1998 P.32)
3. Nurture self-learning of vocabulary practice to encourage **student ownership**
4. Make vocabulary **part of formal assessment** in school
5. Increase **vocabulary application** and **retention** through worksheets, daily application and print-rich environment

Key Stage 1: Textbook Vocabulary

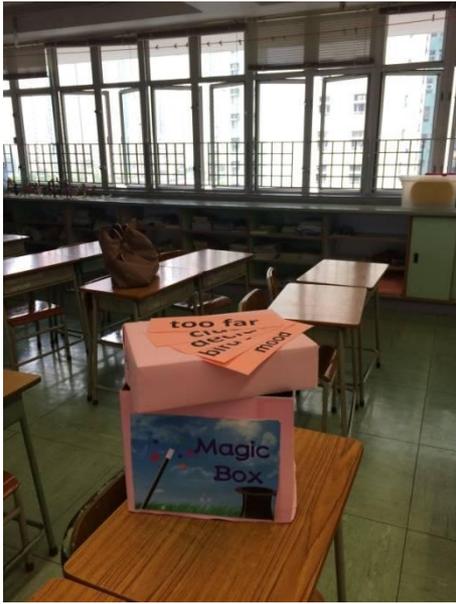


School-based Vocabulary for Posters and emails

words or phrases	
1.	poster (n.)
2.	information (n.)
3.	find out (v.)
4.	prize (n.)
5.	join (v.)
6.	competition (n.)
7.	contest (n.)

words or phrases	
8.	before (p.)
9.	winner (n.)
10.	champion (n.)
11.	1st runner-up (n.)
12.	ticket (n.)
13.	contact (n.)

Vocabulary Magic Box



Print-rich Environment

3. Reading Skills and Interaction with Texts

Text Types	Reading skills	Interaction with Texts
Poem (KS2)	Use of Visualization Skill	<ul style="list-style-type: none"> •Poem Alive
Play (KS2)	Visualization	<ul style="list-style-type: none"> •Supported Role Playing
Biography (KS2)	Understand topic sentences and supporting details	<ul style="list-style-type: none"> •Group discussion to identify relevant and irrelevant supporting details •Group discussion to find topic sentences for paragraphs
Poster (KS1)	Use of scanning skill	<ul style="list-style-type: none"> •Contest to look for info in various posters •Presentation of poster info
Email (KS1)	Understand connection between ideas	<ul style="list-style-type: none"> •Discussion on paragraph ideas •Body Action

Teaching & Learning Poems

Teaching of poem and the reading skill of **visualization**

Teaching the general meaning of the poem



Teaching of Visualization skills



Ways to help students visualize a poem

Creating images in mind through

- Use of **gestures and body language**
- Use of **props**
- Use of **pictures**
- Use of **facial expressions**
- Use of **sound effects**

Teaching & Learning Plays

Supporting Strong & Weak Groups

Strong Groups

- **Students take ownership of their learning**
- **Increases reading aloud opportunities**
- **Facilitates deeper understanding of text**
- **Students support one another**
- **Allows space for teachers' specific help to individual students**

Supporting Strong & Weak Groups

- In homogeneous grouping setting:
 - teacher gives more time and encouragement for weak groups
 - teacher plays a role in their group
 - two students play same role
 - teacher reads aloud with them as their role come
 - teacher gives instructions on use of gestures/expression

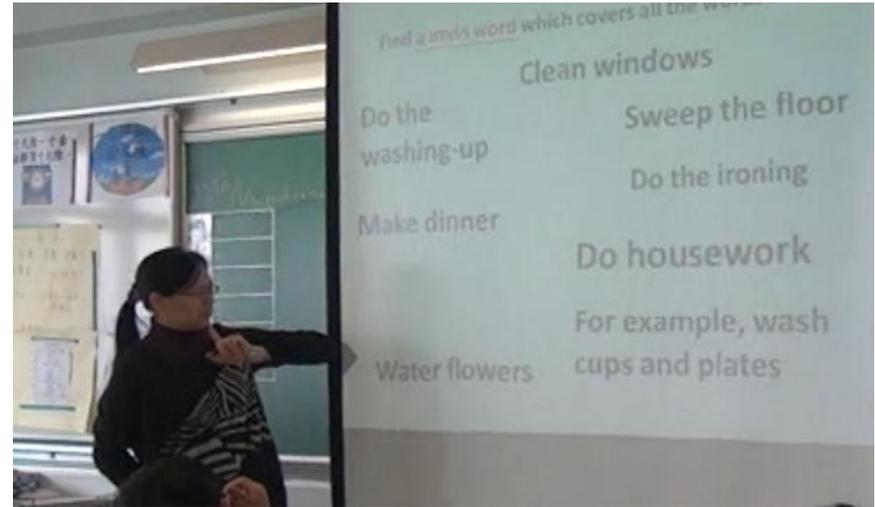
Teaching & Learning Biographies

Building the reading concepts of topic sentence and supporting details

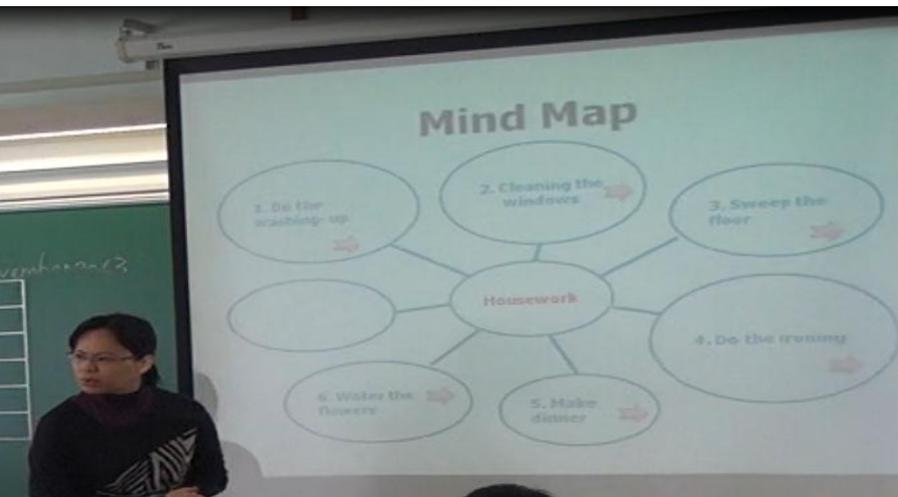
Words



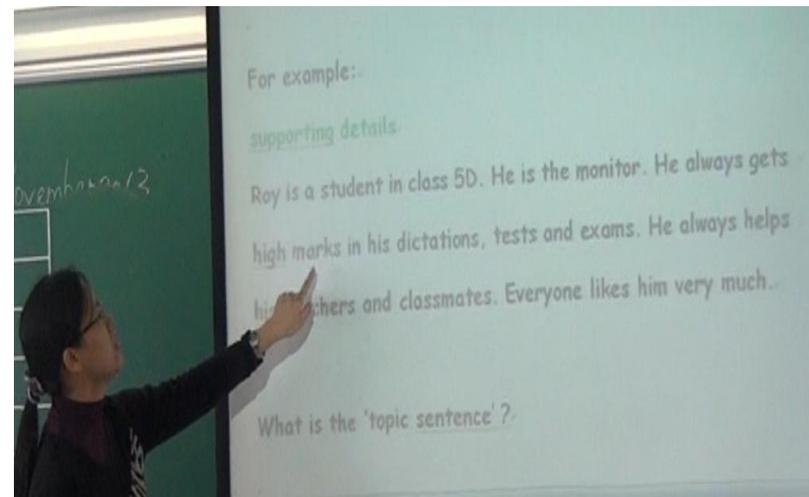
Phrases



Using mind-map to link ideas



Paragraphs



Which sentences are
NOT about the **Topic Sentence** below:

Yang Liwei is my hero.

A. He has been in the Chinese army since 1983.

D. Yang Liwei likes eating hamburgers very much.

C. In 2003, he became the first Chinese to travel in space.

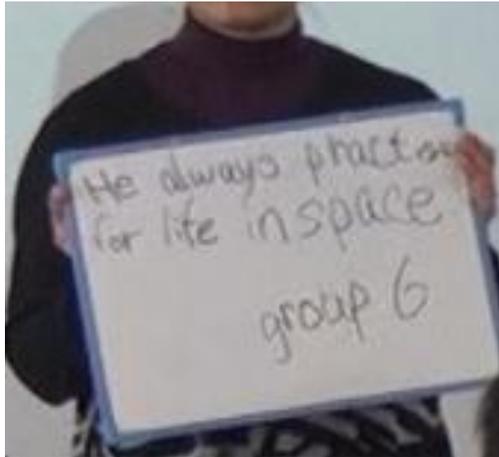
B. At first he was a pilot but 10 years ago, he started astronaut training.

E. He is a man.

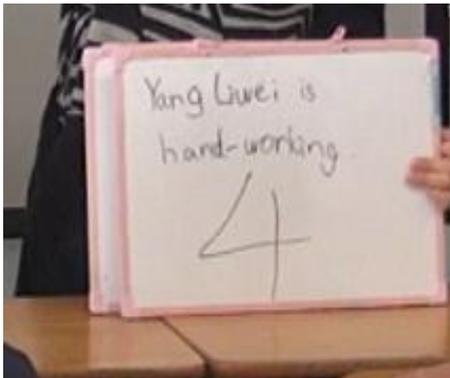
F. Today, Yang is a trainer.

G. He has helped train astronauts for three years.

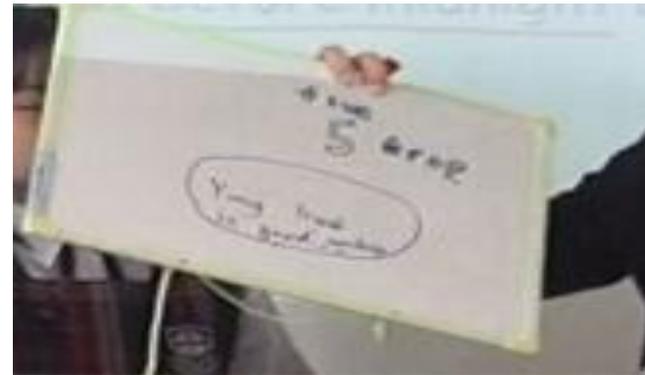
Writing & Thinking about Topic Sentence



He always practise for life in space.



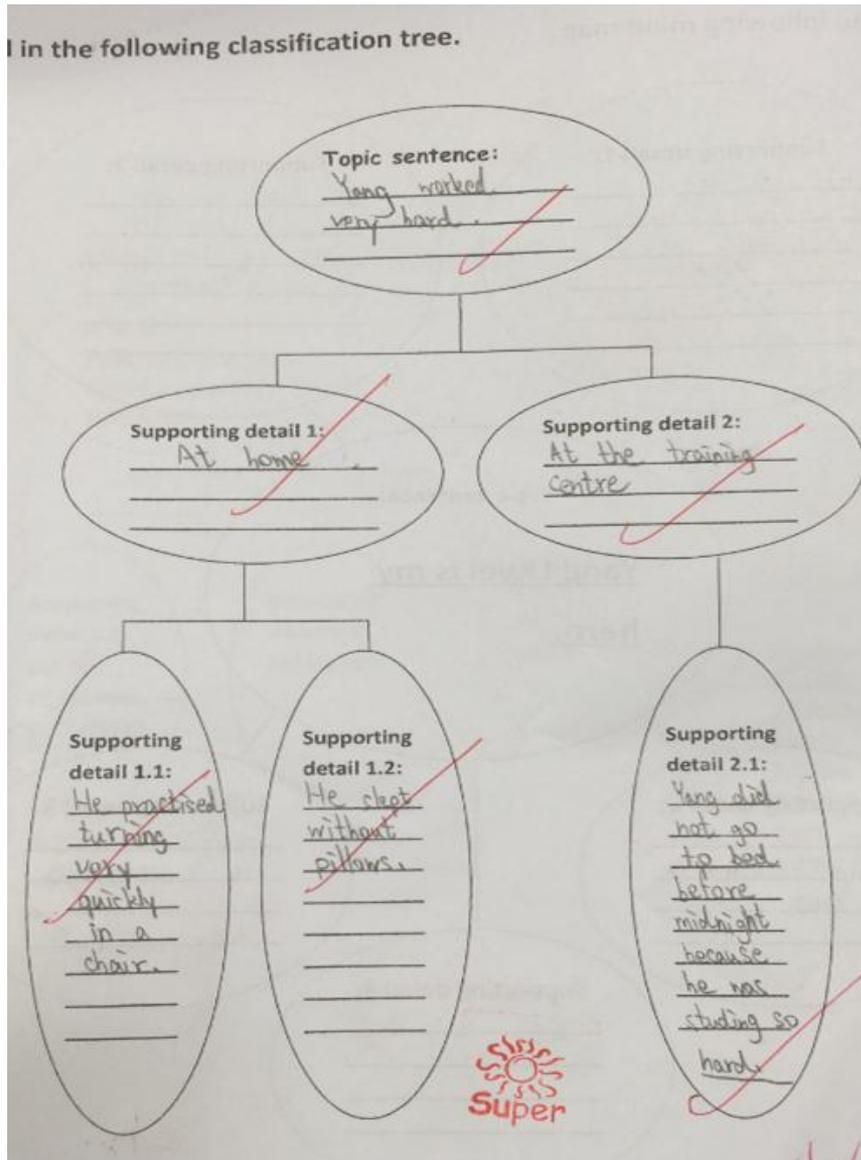
Yang is hard-working.



Yang is good worker.

Text Deconstruction: Yang Liwei

in the following classification tree.



Topic Sentence:
Yang worked very hard.

Support Detail 1:
At home

Support Detail 2:
At the training centre

Detail 1.1:
He practiced turning very quickly in a chair.

Detail 1.2:
He slept without pillows.

Detail 2:
Yang did not go to bed before midnight because he was studying so hard

Teaching and Learning Posters

Text Type Specific Knowledge



Time

People

Purpose

Place

**Contact
Person**

Date

Reading skill: Scanning

- Read **very quickly** to find ideas
- Read more posters **using the scanning skill** to find
- ***What Purpose***
- ***When.....Time, Date***
- ***Where..... Place***
- ***Who..... People, Contact Person***



Reading Tasks to Cater for Learner Diversity

SKH Tin Shui Wai
Ling Oi Primary School

Purpose Christmas Party
with your classmates and Principal

Date 7th December (Sat)

Time 9:30am to 12:00 noon
School Playground
All P.3 students

Note:

- Dress Code: Students do not have to wear school uniform.
- Give your name to Ms Tang in the school office on or before 1 Dec, 2014.
- Free admission

Contact person

Tin Shui Wai Ling Oi Primary School

Purpose Old book Recycling Week
Gather your old books to help poor children in China

Date June 2014 to 13 June 2014 (Mon to Fri)

Time 7:30 am to 5:00pm

Place School Hall
(Please put all your old books in a book collection box)

Books you can bring:	Books you cannot bring:
Textbooks	Workbooks
Comics	Magazines
Story books	
Dictionaries	

Who will get the books?
● Poor children in villages in China

When to send the books?
● 23rd June, 2014

Note: P.3 to P.6 students can help pack the books. If you are interested in this job, please give your name to Ms Chan in the school office on or before 16 June, 2014.

Contact person

SKH Tin Shui Wai
Ling Oi Primary School

Purpose Christmas Song Singing Contest 2013

All P.3 to P.6 students are welcome to join the competition.

Date Wednesday, 18th DECEMBER 2013

Time 1:30PM – 4:00PM

Place Tin Shui Wai Ling Oi Primary School Hall

All application forms are available at the School Office. Applicants should hand in their applications to Ms Hau on or before 1 Dec, 2013.

Contact person

Supporting the Weak Group

Exposure to a number of posters

Touching the word cards

Reading with support from groupmates and teacher

Writing about the information

Speaking about the text

Presenting Information about the Poster

L

Presentation

Hello classmates. I'm going to tell you more about this poster.

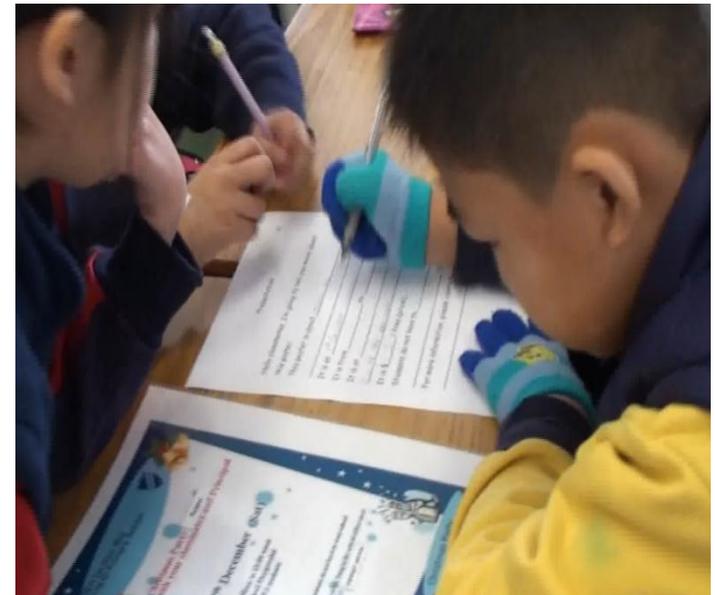
This poster is about Christmas Song Contest 2013 (purpose).

It is on Wednesday, 18TH DECEMBER 2013 (date).

It is from 1:30 pm to 4:00 pm (time).

It is at Tin Shui Wai Ling Oi Primary (place).

For more information, please contact MS HAU (contact person).



Teaching and Learning Emails

Help students to learn different parts of an email using gestures



- **Heading**
- **Recipient**
- **Sender**
- **Opening**
- **Body**
- **Closing**

Reading Skill: Connection between Ideas

Group : _____

L

... I want to go to Sports Camp because I'm good at sports. I can play basketball and table tennis. You are good at sports too. Do you want to go to Sports Camp? We can play ball games together. ...

Does he want to go to Sports Camp? Please

He wants to go to Sports Camp.

He doesn't want to go to Sports Camp.

Can he play the ball games? Is he good at sports?

Please circle .

basketball	table tennis
(<u>✓ can</u> / × can't)	(<u>✓ can</u> / × can't)
He is (<u>good at</u> / not good at) sports.	

Less able group

- Independent group Reading
- Students can get help from group members
- Straight-forward sentences
- Positive statements with **'and'**

Reading Skill: Connection between Ideas

Group : 4

M

... I don't want to go to Music Camp because I'm not good at music. I can't play the piano or the guitar. Can you play a musical instrument? ...

Does he want to go to Music Camp? Please

He wants to go to Music Camp.

He doesn't want to go to Music Camp.

Can he play the musical instruments? Is he good at music? Please circle .

the piano	the guitar
(<input checked="" type="checkbox"/> can / <input checked="" type="checkbox"/> can't)	(<input checked="" type="checkbox"/> can / <input checked="" type="checkbox"/> can't)
He is (good at / <input checked="" type="checkbox"/> not good at) music.	

Average Group

- Negative statements with **'don't'**
- Read a **negative** sentence with **'can't** and **'or'**
- Show understanding of **'can't** and **'or'** applying to two activities

Reading Skill: Connection between Ideas

Group : 2

H

... Chinese Chess Camp also seems interesting. (I can play Chinese chess) but I'm not good at it. I can take classes at the camp. How about you? Which camp do you want to go to? ...

Does he want to go to Chinese Chess Camp? Please

He wants to go to Chinese Chess Camp.

He doesn't want to go to Chinese Chess Camp.

Can he play Chinese chess? Is he good at Chinese chess? Please circle.

Chinese chess

(✓ can / × can't)

He is (good at / not good at) Chinese chess.

Reasons for joining Chinese Chess Camp.

1) I can play Chinese chess.

2) I can take classes at the camp.

More able group

- More abstract thinking “seems interesting”
- Sentence with **negative** and **positive** meaning: ‘I can play Chinese chess but not good at it.’
- State **reasons**

Overall understanding of an Email

S.K.H. Tin Shui Wai Ling Oi Primary School 3A Unit 6 Group WS (checklist)

Group No.: 4

Read the e-mail on P.47 again and answer the following questions.
Tick the correct answers or complete the sentences.

1. Eric wants to go to _____. (You may tick more than one option.)

- Sports Camp
 Music Camp
 Chinese Chess Camp

2. Eric can play _____. (You may tick more than one option.)

- the piano the guitar
 basketball table tennis
 Chinese chess

3. Eric is good at _____. (You may tick more than one option.)

- sports
 music
 Chinese chess

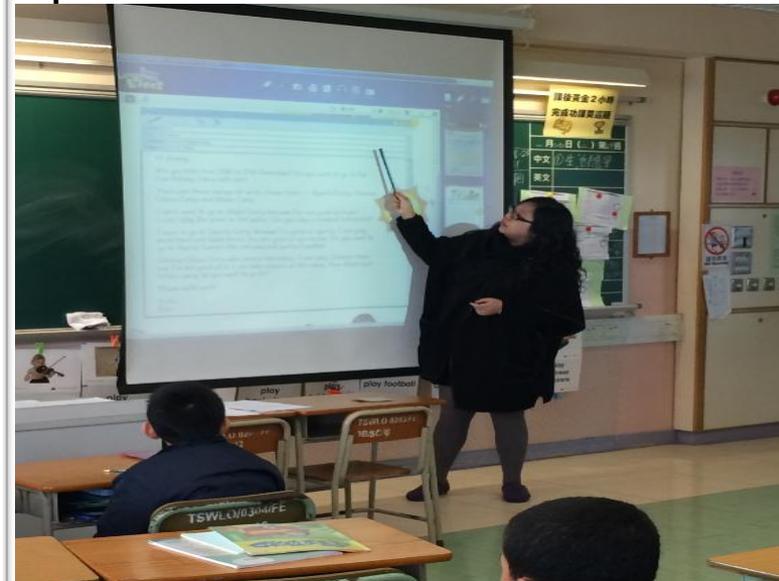
4. Which camp do you think Eric wants to join?

I think Eric wants to join sports camp and Chinese chess camp
because he can play basketball, table tennis and
Chinese chess.

• **Paragraph by paragraph** support to help less-able students

• **Group reading to support** further understanding

• **Teacher support** of reading process



4. Cater for Learner Diversity

Homogeneous grouping

- allows more space for teachers to **cater for the needs of less-able students**
- **enables less-able students feel at ease** about their ability and their problems
- **enables more-able students to excel further as a result of peer influence**
- **requires more preparation from teachers** as tasks are designed according to students' abilities and should lead to better learning impact

Heterogeneous grouping

- **allows less-able students to see how the more able students work towards goals**
- allows students of different abilities to help each other **which mirrors real world communication**
- **enables more-able students to sharpen their leadership, offer help to other students and consolidate their learning**

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Conclusion

- Students **need consistent reading input** on one kind of genre **over a period of time**
- Reading skills need to be explicitly taught to students and **they are best learned if they match the appropriate kinds of text types**
- Reading lessons can be more **motivating and fun** to students if students can be engaged in different kinds of **reading activities**
- Less-able students need **help from multiple perspectives (e.g. reading, writing, speaking, touching, repetition, peer help, teachers' attention and patience)**
- Students need extensive reading

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