

SBCDP 2016 Annual Sharing

**Marrying Reading Skills &
Pleasurable Reading Experiences**

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Reading Skills Vs Reading Interest

“Although instruction in reading strategies and skills is important, teachers must remember to provide time for students to enjoy good books and have positive reading experiences. This may be especially crucial for those readers who experience difficulty in learning to read.” **(Moser and Morrison 1998)**

Increasing children’s reading skills as an intervention did not lead to increased motivation for reading. On the other hand, intrinsic reading motivation was most strongly predicted by level of motivational practices. **(Morgan, Fuchs, Compton, Cordray and Fuchs: 2008)**

3 Text Types in KS1: Poems Comics Stories

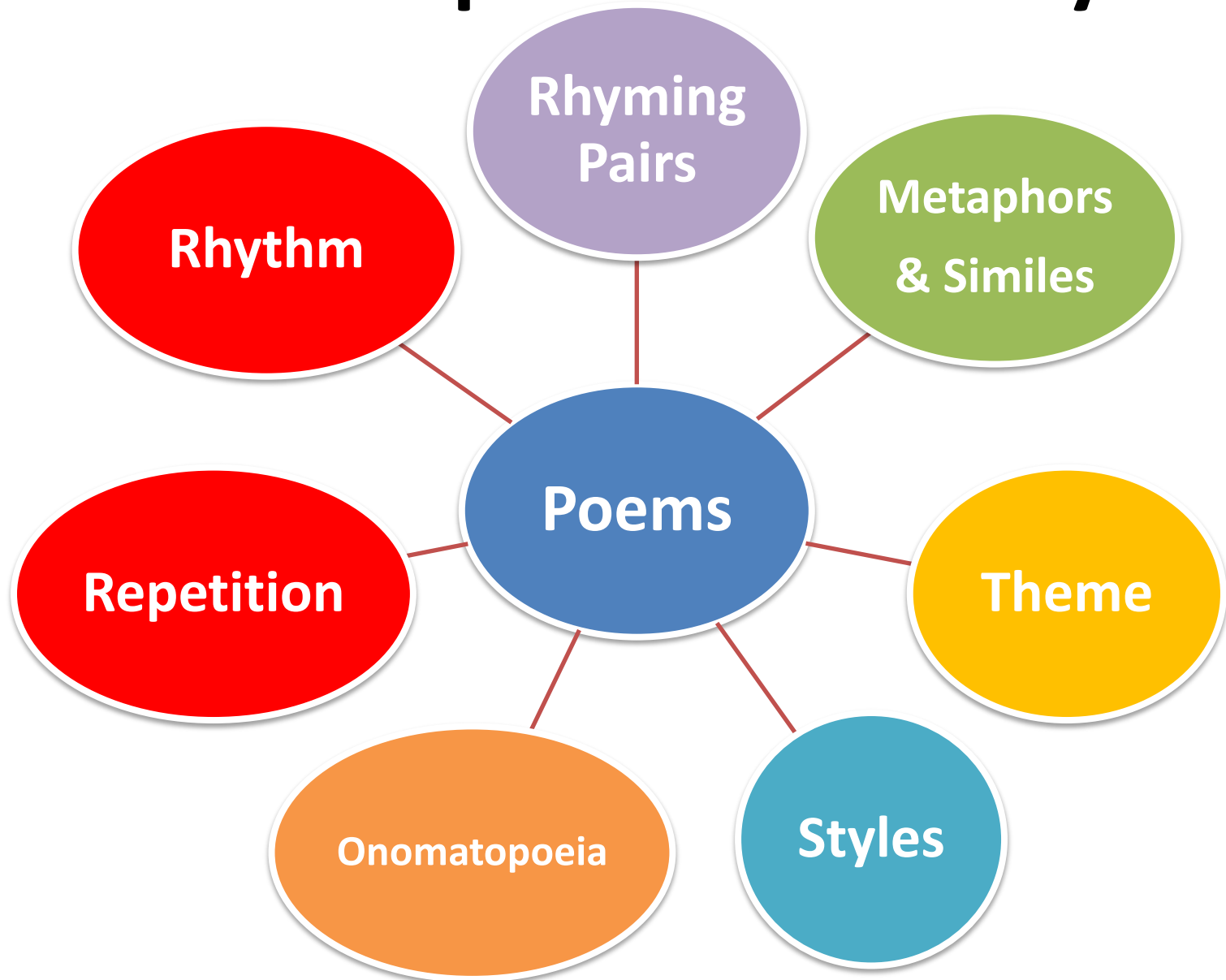
Teaching Poems

Poetry is a good choice for teaching fluency because of its rich and playful language. Poetry naturally encourages children to want to read and have fun while reading.

Faver (2008)

Teaching Poems

(More on Repetition and Rhythm)



Let's read some poems & do 2 tasks

1. **Colour** the balloons as you listen to the poem 'Balloons'

2. Find the rhythm of the poem and then read aloud the poem with gestures, props, self-made musical instruments or body movements

3. **Sequence** the given pictures as you listen to the poem 'Five for the Morning'.

2. Find the rhythm of the poem and then read aloud the poem with gestures, props, self-made musical instruments or body movements

2. **Circle** the animals you have heard as you listen to the poem 'Four Little Puppies'

2. Find the rhythm of the poem and then read aloud the poem with gestures, props, self-made musical instruments or body movements

4. **Predict** the words you are going to hear 'Here are my Hands' with your group members

2. Find the rhythm of the poem and then read aloud the poem with gestures, props, self-made musical instruments or body movements

- Students Making Their Own Instruments

Children Bringing Their Own Props

Here are my hands (Video 1)

- One One the Rising Sun (Video 2)

Feedback to KS1 Students

From Teachers to Students

- Instill to students the right ways of reading and appreciating poems
- List speaking criteria before the poem recital
- Feedback to students based on the criteria

From Students to Students

- **Audience** : Internalize the feedback criteria
- **Presenter** : Get classmates' opinions about their performance; motivate them to try harder

Read aloud clearly

Read loudly

Show appropriate facial expression

Teaching Comics

They are fun, colourful and simple.

Reading skills:

- 1. Use the knowledge of world to read**
- 2. Use of pictorial clues**

Giving Students Necessary Background Knowledge

Garfield

- A lazy cat
- Likes eating very much
- hates Mondays and diets


Jon

- Garfield's owner

Odie

- Jon's dog
- Not very clever
- Garfield's friend


Students were using their knowledge of the world to guess what is inside Garfield's bag



It's an ice-lolly
because Garfield
likes eating junk
food.



It's a broom.



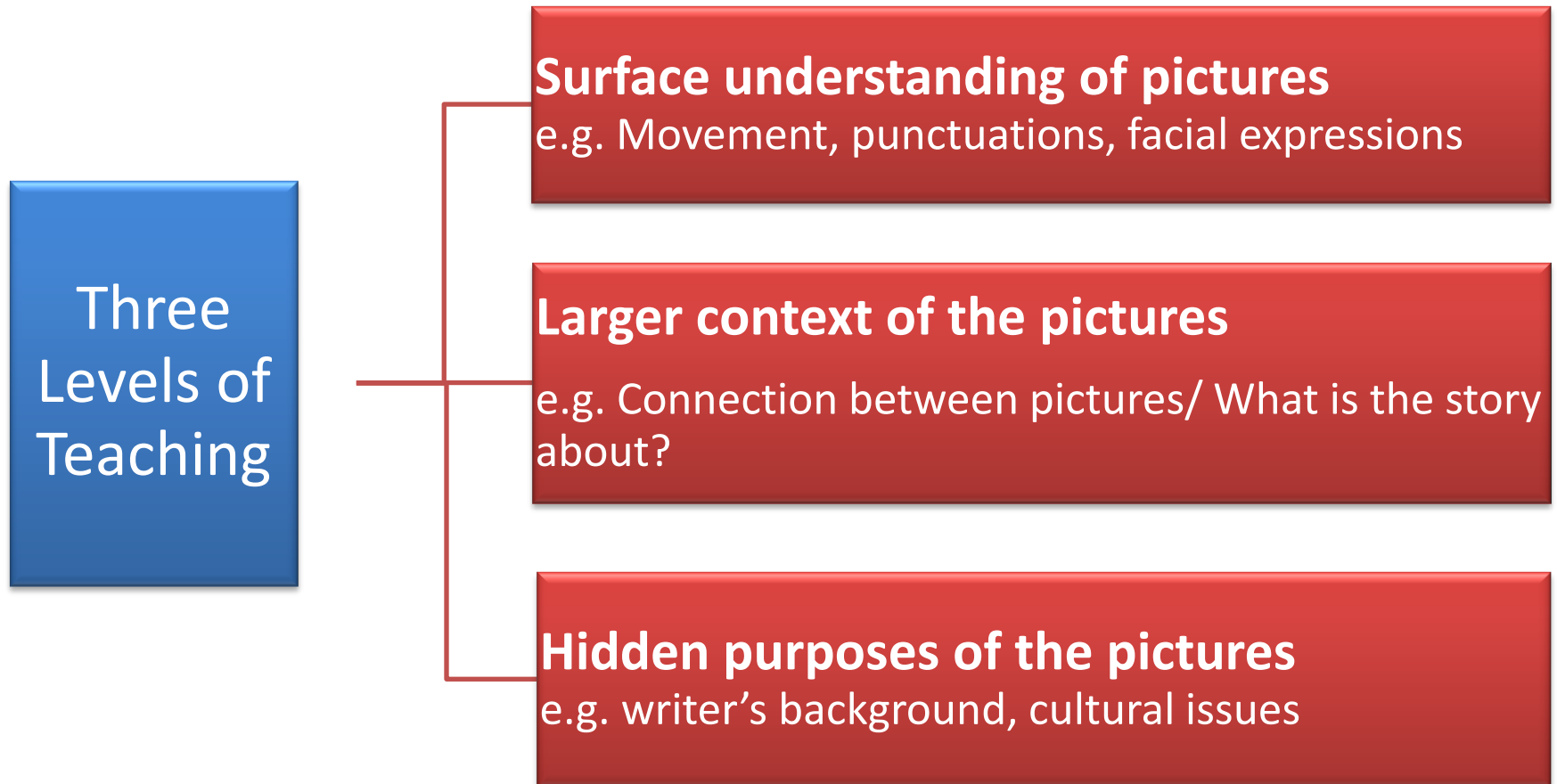
It's a lolly-pop
because Garfield
likes eating.

Difficulties of Teaching Comics

Sounds easy, simple and childish but they are actually not as easy as they appear to be because....

- Some content is culture specific and very adult
- Students should have rich knowledge of the world
- Language is very concise and precise

Helping Students to read comics



Writing for Comics

- Less-able students were able to see their simple language is making meaning to the pictures.
- Correct use of punctuation marks.

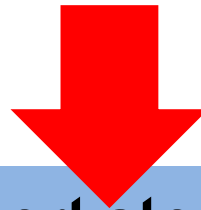
Writing for Comics

- More-able students can use precise and rich language to elaborate the content.
- **Creative use of punctuation marks.**

Teaching Stories in KS1

Present HK Context of Teaching

- Very few classical English stories are covered
- Stories only appear in textbooks until P.3 2nd term
- Most students find reading stories difficult
- TSA often tests students' abilities to read stories



- Select a **few classical short stories**
- Assign the stories as **holiday homework** with the help of **u-tube videos & story maps** in P.2
- **Get Net to produce videos**
- **Link reading with speaking**

Find the reading skills embedded in the stories

The Ant and the

One summer's day an Ant
They keep carrying (1) _____
hear a Grasshopper singing. The
Ant family, 'Stop and listen to
family says, 'We have no time
winter.'

Then, (3) _____ came. The
and hungry but he has no food
grasshopper meets the ants and
_____. The grasshopper says

The Ant and the Grasshopper

One summer's day an Ant family walks in the
forest. They keep carrying **(1) food** to their
home. **Soon**, they hear a Grasshopper singing.
The Grasshopper says to the Ant family, 'Stop
and listen to my **(2) music**!' The ant family **says**,
'We have no time **because** we need food for
winter.'

Then, **(3) winter** came. The grasshopper feels
cold and hungry **but** he has no food. **At the end**,
the poor grasshopper meets the ants **and** asks
them for **(4) food**. The grasshopper **says**, 'I will
work hard now.'

Find the reading skills embedded in the stories

Jack and the Beanstalk

A boy, Jack, sells his cow because he is poor. The (1) _____. Soon, the bean tree grows into a very tall tree. Jack says, 'Wow! Look at the tree!' He climbs the tree and sees a castle in the sky. He sees a (2) _____ sleeping in the tree. Jack sees a (3) _____ hen that can lay golden eggs. He takes them away. In the end, (4) _____.

Jack and the Beanstalk (Answer)

A boy, Jack, sells his cow to a man **because** he is poor. The man gives him a (1) bean. **Soon**, the bean grows into a very tall tree. Jack **says**, 'Wow! Look at the tall beanstalk!' He climbs the tree and sees a castle in the sky. **Then** he sees a (2) giant sleeping on a sofa. **Next**, he sees a (3) harp that can sing and a hen that can lay golden eggs. He takes them away. **In the end**, he climbs back to his (4) home.

Reading skills are not enough to engage the students. BUT.....

Preparing and telling the stories to others are motivating and meaningful to students

Using **Repeated Story Reading** to Enhance Reading Fluency

How do you create fluent readers?

A useful strategy for teaching fluency is **repeated reading**. Repeated reading is a process in which a student reads a particular passage daily over several days to enhance his or her reading fluency. This helps students **develop greater automaticity and expression in their reading**.

Rasinski, T.V. (2004). *Creating fluent readers*.
Educational Leadership 61(6), 46-51

Using **Text Performance** to Enhance Reading Fluency

- No tedious and time-consuming preparation
- No elaborate production
- **Help students decode meaning** of letters, words, phrases, sentences and paragraphs.
- **Help students pronounce** *phrases and sentences in chucks*
- Help students **identify with the characters**
- Develop students' **affective understanding** of the reading text

Can you read aloud the sentences below with actions, voices and feelings like the characters?

- ‘Wow! Look at the tall bean stalk!’
Jack shouted. (ACTION)

- ‘Can I come with you?’ says the
wolf. (VOICES)

- ‘Sure! My family are waiting,’ says
Little Red Riding Hood. (FEELINGS)

Reading aloud + Action + Voices + Feelings =
TEXT PERFORMANCE

Text Performance (Video 6 & 7)

- **Sentence Level**
Text Performance

- **Paragraph Level**
Text Performance

Learning through Drama

- **New vocabulary** presented in the drama context has the benefit of being acted out, thus , providing students with a **strong mental image of the word**, one that has been experienced visually, aurally and kinesthetically.
- Drama can help students become more aware of **syntactic structure**, or the knowledge the word order, phrasing, and punctuation all contribute to the meaning of a written selection.children involved in drama activities **are constantly experimenting with different ways of talking**, which leads to a higher awareness of variation in language they encounter during reading experiences.
 - J. McMaster 1998 The Reading Teacher Vol 51

Text Performance For Non-fiction Text

- Water on the Earth keeps going around and around. We call this the "Water Cycle".
- This cycle has three parts: Evaporation, condensation, precipitation
- **Evaporation** is when the sun heats up water in rivers or lakes and turns it into water vapor.
- **Condensation** is when water vapor in the air gets cold and changes back into liquid and form clouds
- **Precipitation** occurs when clouds get heavy and water falls back to the earth in the form of rain



Teachers' Observation & Reflection

- Choose between a more book-bound curriculum Vs a less book-bound curriculum
- Strike a balance between **skill-based curriculum** and **long-term interest** in language learning
- Have to work with **NET** to come up with more time and space
- Motivate **less-able** students and **more-able students** to enjoy reading

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- **THANK YOU**