

The Power of Series Books

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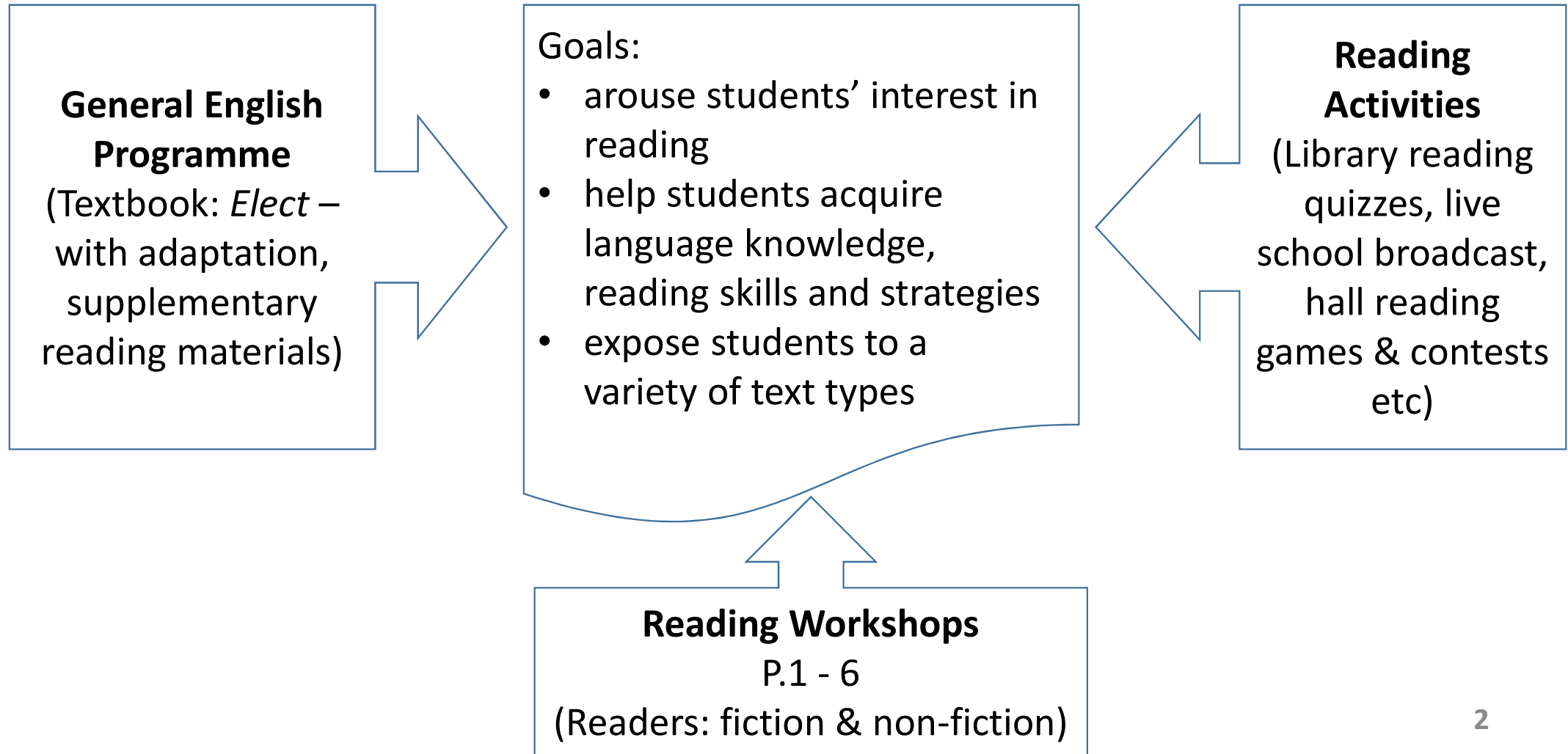
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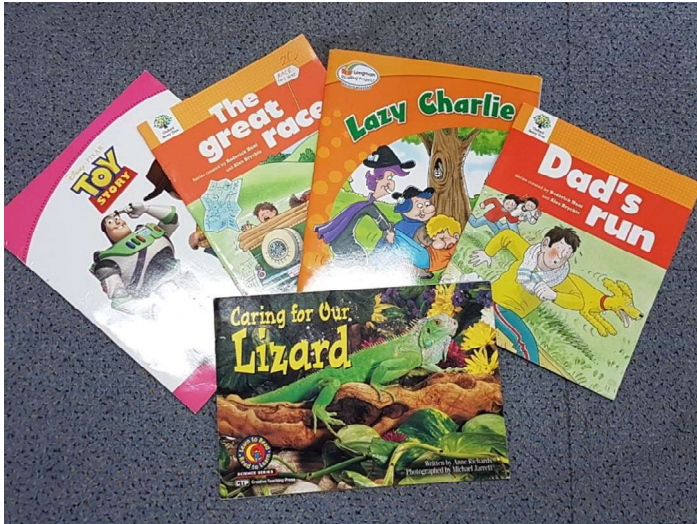
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Our school-based reading curriculum

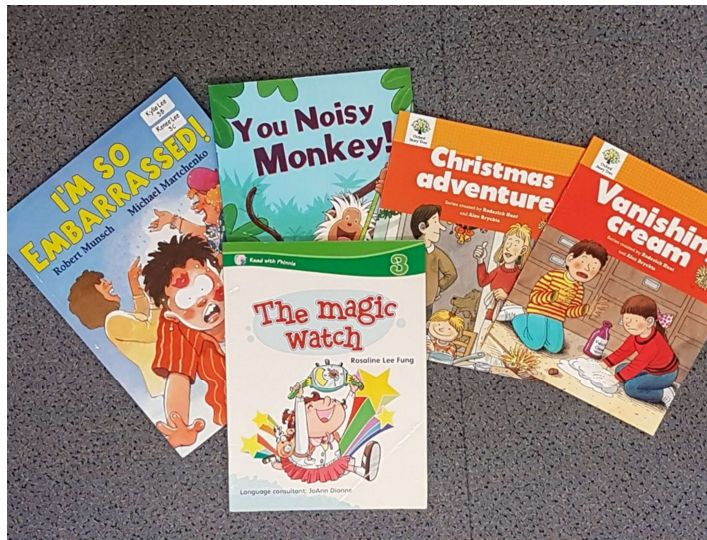


Using Series Books Approach in the Reading Workshops



P.2

Oxford Story Tree Series:
The great race & Dad's run



P.3

Robert Munsch Series:
I'm So Embarrassed



P.4

Mr. Men Little Miss Series:
Mr. Slow

Knowing the author and his characters

Meet the author:
Roger Hargreaves

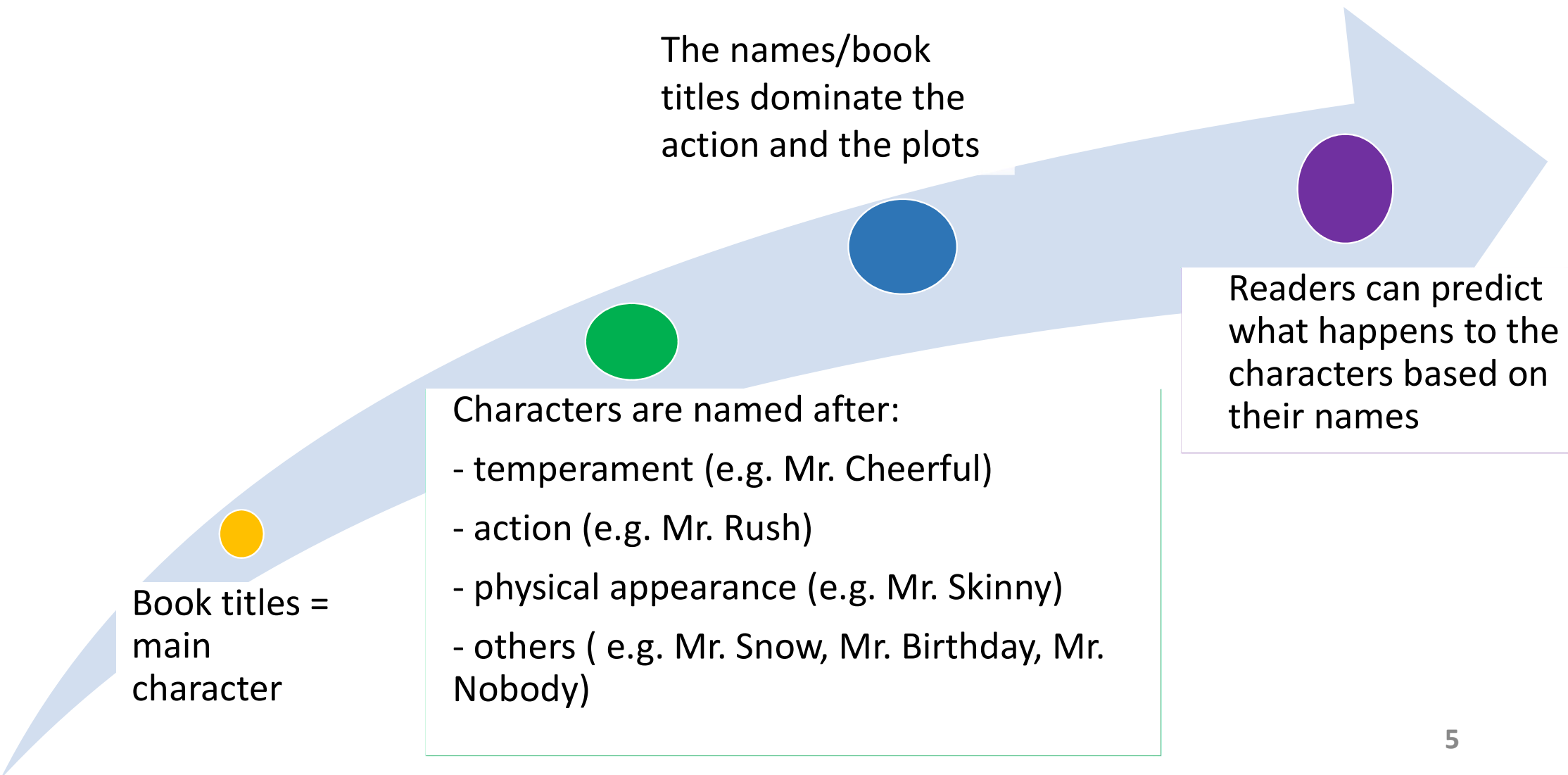


I am Adam Hargreaves. Roger Hargreaves is my father. When I was 8 years old, my father got the idea of writing 'Mr Tickle', the first book of The Men Series from me. Then Mr Men will always be part of me.



Sources: <https://www.mrmen.com/characters>,
https://en.wikipedia.org/wiki/Adam_Hargreaves

Why knowing these book titles is important?





Getting students familiarized with all the characters in the Mr. Men series

- Learn to draw Mr. Grumpy by watching a YouTube video

https://www.youtube.com/watch?v=YV_b1bMvbL0

- Class activity: guessing games

Students work in groups to guess some characters' names

- Home assignment: Use Padlet (e-platform for sharing ideas) to respond to the question **“What do you think of the other characters?”**

Learning Focuses of *Mr. Slow* (5 lessons)

1st
Lesson

Predict the content of the story by using the book title and other background information

1st
Lesson

Practise reading skills in a supportive environment

2nd
Lesson

Identify the writing style (i.e. exaggeration) used by the author

3^{rd-5th}
Lesson

Learn to give a 1-min book talk to share the story and their views (i.e. to summarize the story and express their own thoughts and feelings)

Pre-reading Stage

(1st Lesson)

Watch a video from YouTube about *Mr. Slow takes the lead* (this story is different from the reader)

<https://www.youtube.com/watch?v=MlzLG6yJw48>

- help build up students' schema for prediction and reading
- arouse students' interest in the series

Watch the video: *Mr Slow takes the lead*

Pre-viewing Questions:

1. What activity does *Mr Slow* want to go?
2. Name the other persons who are on the road.
3. Who is the slowest?
4. Who helps to clear the road?
5. When other people are having fun, where is *Mr Slow*?
6. Little Miss Late waits for *Mr Slow* in the mountain. When does *Mr Slow* arrive?
7. *Mr Slow* is very happy. Why?

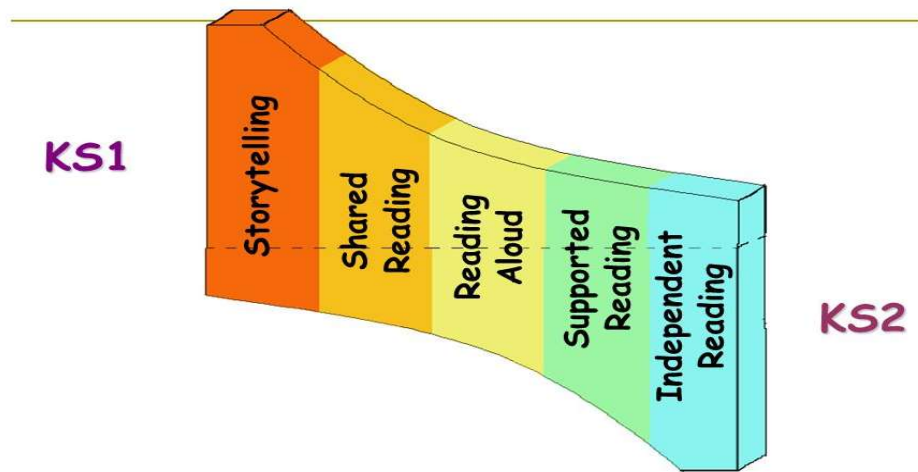


Reading Stage (1st Lesson)

Use reading aloud, supported reading and independent reading in the reading process

- use a range of reading strategies to cater for diversity
- a few students may need help
- readability level is relatively high for a good number of students

USE OF FIVE TEACHING STRATEGIES FOR READING



English Language Curriculum Guide (Primary 1-6), p. A29

8

Reading Stage (2nd Lesson)

Teaching Focus: Writing style (Exaggeration)

- explicit teaching: use one episode taken from the story as an example
- guide students to identify other examples in the story
- students respond by role playing and writing their own examples

How slow is Mr Slow?

For instance.

Last Christmas, it took Mr Slow until New Year's Day to open his Christmas presents.



1st January

An example
taken from
the story

And then it took him until Easter to write his thank-you letters!

Hi!

Good even...ing ...,
Here

Isthe...nine...o'clock...news.
Today... a...dead...
mice ...was...found...in ...

Role
play

Pair Talk

If Mr. Slow decided to be a teacher, what would happen?

For instance, if Mr. Slow decided to be a teacher, all the students
would .../

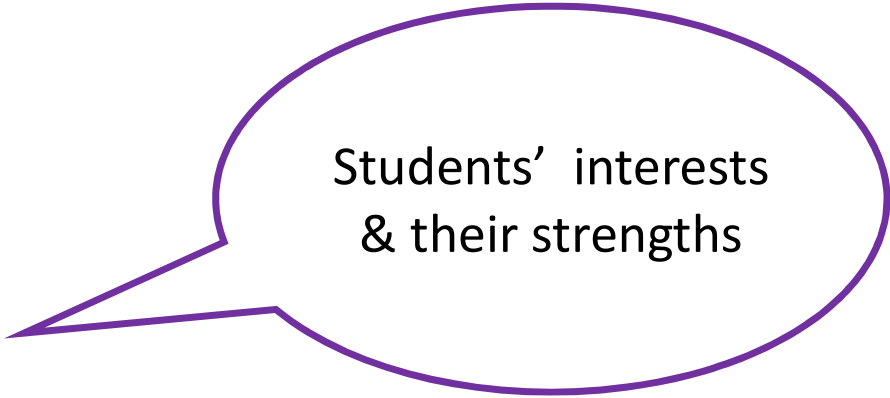
The parents would.../the principal would...

OR


It took Mr Slow _____ to

Students write
their own
examples

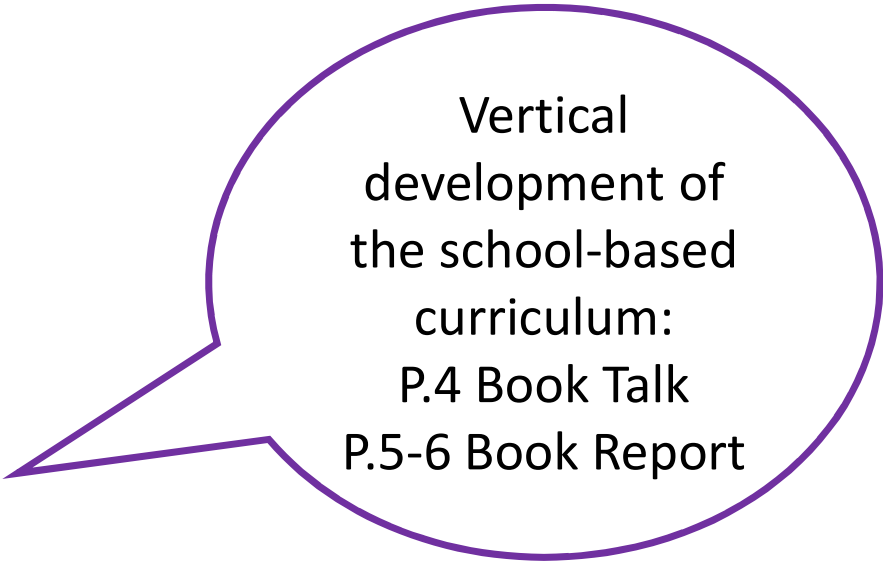
Post-reading Stage : 1-min Book Talks



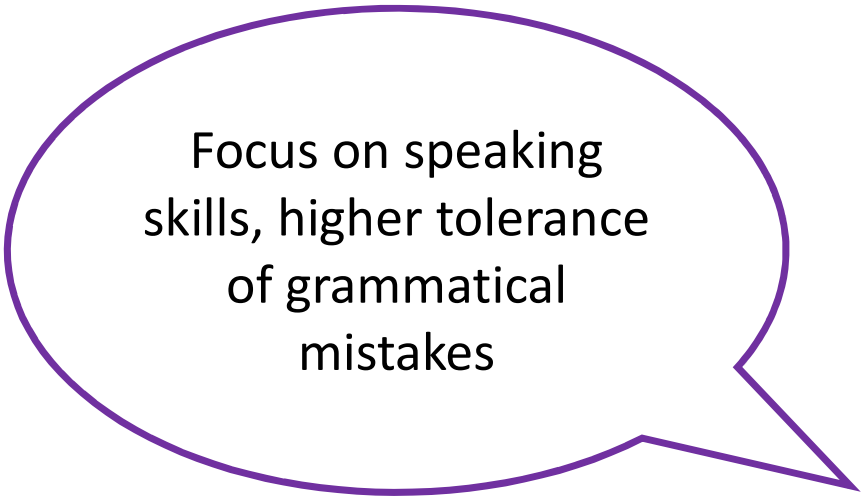
Students' interests
& their strengths



Book Talks vs Book
Reports? Sharing
good books - more
socially oriented



Vertical
development of
the school-based
curriculum:
P.4 Book Talk
P.5-6 Book Report



Focus on speaking
skills, higher tolerance
of grammatical
mistakes

Introducing 1-min Book Talks in class

Students watch a book talk video in class
(a script written by the teacher
based on a P.2 reader)

Hi, my name is _____. Today I'm going to review the book Dad's Run (*book title*) with you. It is written by Roderick Hunt and Alex Brychta (*author*).

It is one of the Oxford story Tree's book and it is 25 pages long with lots of colourful pictures.

There are many characters in the story. They are Dad, Mum, Biff, Chip, William, Kipper and Floppy. Dad wants to join the Fun Run to raise money to help children. But Dad steps into a hole and falls. He hurts his leg, so he cannot finish the Fun Run. Can anyone help Dad? What will happen next?

I choose this book to share with you because I really love to read Oxford story tree's books. They are so interesting. In this book, I like Dad because he reminds me of my dad. He is also very clumsy. He loves doing sports but he always hurts himself. However, Dad teaches me 'Never gives up'!

I hope you like this book. You can borrow this book in the school library. Thank you for listening.

Introducing 1-min Book Talks in class

Use a P.2
reader as
an example

Hi, my name is _____. Today I'm going to review the book Dad's Run (*book title*) with you. It is written by Roderick Hunt and Alex Brychta (*author*).

It is one of the Oxford story Tree's book and it is 25 pages long with lots of colourful pictures.

There are many characters in the story. They are Dad, Mum, Cliff, Chip, William, Kipper and Floppy. Dad wants to join the Fun Run to raise money to help children. But Dad steps into a hole and falls. He hurts his leg, so he cannot finish the Fun Run. Can anyone help Dad? What will happen next?

I choose this book to share with you because I really love to read Oxford story tree's books. They are so interesting. In this book, I like Dad because he reminds me of my dad. He is also very clumsy. He loves doing sports but he always hurts himself. However, Dad teaches me 'Never gives up'!

I hope you like this book. You can borrow this book in the school library. Thank you for listening.

What is the book title?
Who is the author?
Is it a series book?
How many pages are there?

What is the story about?

Why do you choose this book?

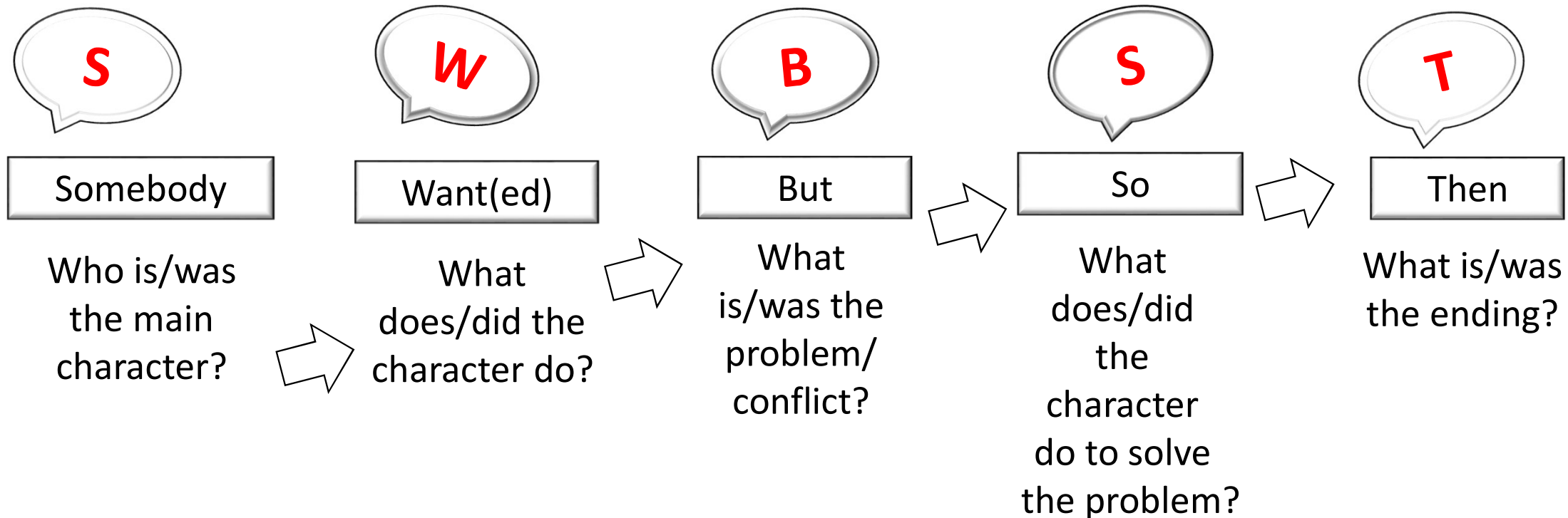
Where to find this book?

Book Concept

Summarizing skill

Elaboration skill

Using SWBST strategy to teach summarizing skill:



SWBST strategy works well with narrative texts
such as stories, journals and diaries

1-min Book Talks: What is the story about?

Teaching Focus: Using SWBST to summarize the story

- explicit teaching: introduce the name of this strategy
- demonstration: show how to use SWBST to write the summary of *Dad's run* (a P.2 reader)
- application: practise using this strategy to write about *Mr. Slow*
- use a table to guide students to complete "Somebody" "Wanted" "But" "So"
- students work in pairs to identify other problems in the story (the '**But**' part)

SWBST	Using Mr. Slow as an example
Somebody (Who was the main character?)	Mr. Slow was the main character. He was slow.
Wanted (What did the character want?)	He wanted to get a job.
But (What was the problem/conflict?)	But Mr. Slow was too slow.
So (What did the character do to solve the problem?)	So Mr. Slow worked as a steamroller driver.
Then (What was the ending of the story?)	Then Mr. Slow did a good job.

1-min Book Talks: What is the story about?

Teaching Focus: Using SWBST to summarize the story

- remind students **the purpose of book talks**: attract people to read the story
- modify the strategy – SWBS **without the 'T'**, replace 'the ending' with a **rhetorical question**
- **pair work**: practise writing a rhetorical question

SWBST	Using Mr. Slow as an example
Somebody (Who was the main character?)	Mr. Slow was the main character. He was slow.
Wanted (What did the character want?)	He wanted to get a job.
But (What was the problem/conflict?)	But Mr. Slow was too slow.
So (What did the character do to solve the problem?)	So Mr. Slow worked as a steamroller driver.
Then (What was the ending of the story?)	Then Mr. Slow did a good job.

Individual Work

I-min Book Talk

Hi, my name is _____.

Hi, my name is _____.

Today we're going to review the book *Mr Slow* (*book title*) with you. It is written by *Roger Hargreaves* (*author*).

It is one of the Mr Men's series and it is ? pages long with lots of colourful pictures.

(SWBST)

Somebody The main character is Mr Slow. Mr Slow was slow.
He talked, ate and did things in a slow way.

Want Mr Slow **wanted** to get a job.

But But Mr Slow was too slow.

So So Mr Slow worked as a steamroller driver.

Then ~~Then Mr Slow did a good job.~~

?

There are many problems in the story.

Choose the **most interesting problem** you want to share with your friend.

Don't tell the story ending.
Use questions to end the talk!

Teaching Elaboration Skill

(Why do you choose this book?)

**Mini-task:
Express own
views**

Do you like the story? Why/Why not? (Examples of students' work)

I like the story because Mr. Slow is slow
and he is very funny.

2. Do you like the story? Why/Why not?
I like this story because it is
funny.

Do you like the story? Why/Why not?

Yes because the story is funny
and Mr. Slow is my favorite
Mr. Men!

I do not like the story, because Mr. Slow
is working very slow.

Evaluate students' performance to feedback on teaching and learning

Most students' writing is too short and the ideas are too simple. I want my students to think more and write more.

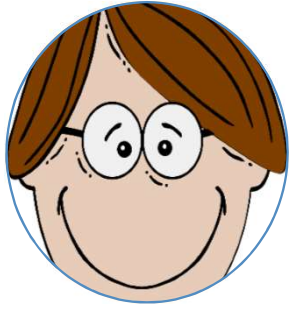


You can connect the story **to self**.

How can we write longer?



1-min Book Talks: What do you think of the story?



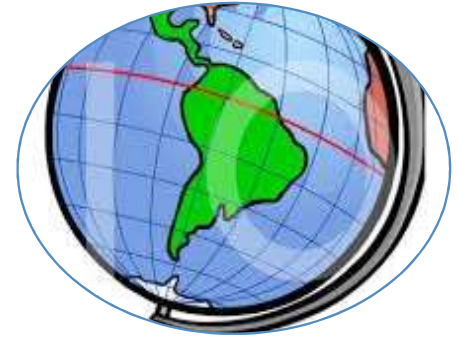
Text to Self:

Making personal connections between a reading text and own experiences or life



Text to Text:

Making connections between current reading and past reading texts



Text to World:

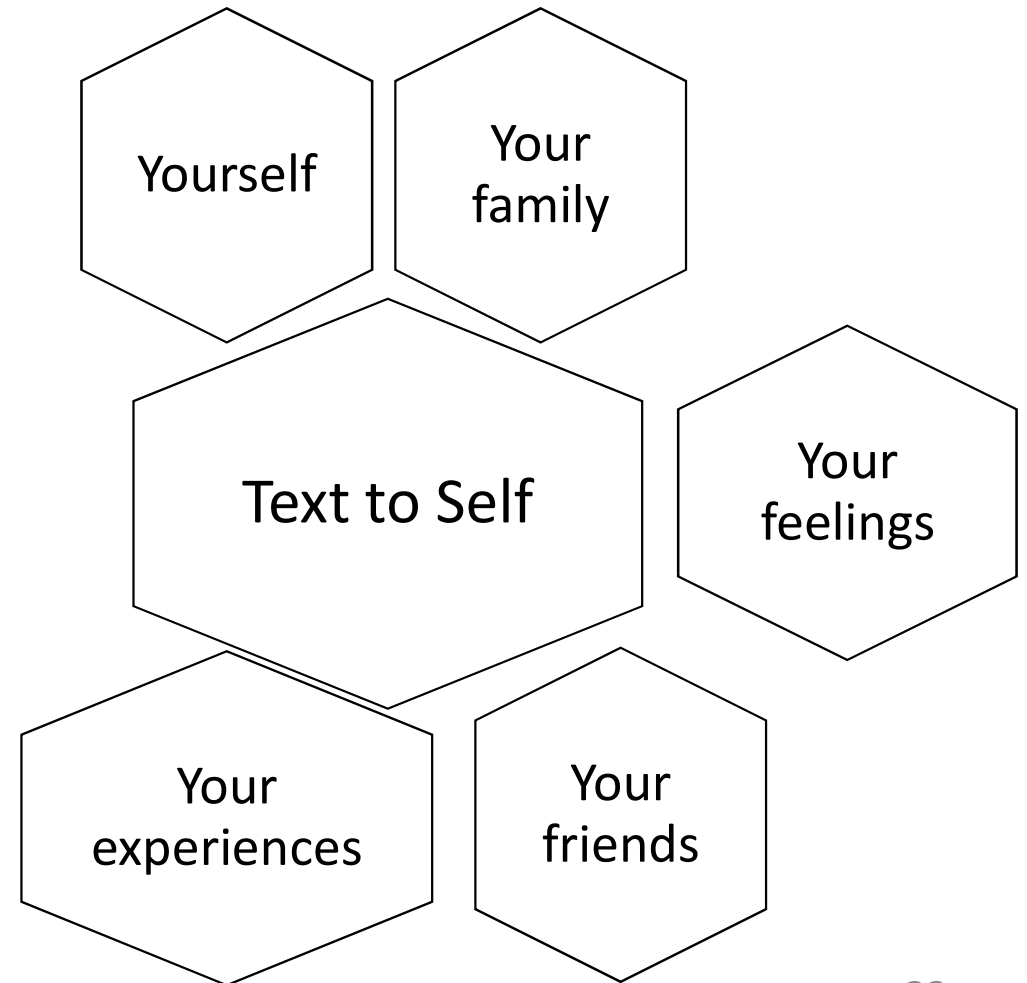
Making connections beyond personal experiences

"Making Connections" strategy

Using Text to Self to teach Elaboration skill

Teaching Focus: Using Text to Self to elaborate on personal views

- introduce the strategy **Text to self** explicitly in class
- explain what 'self' means
- use writing prompts to help students elaborate



Writing prompts to help students elaborate

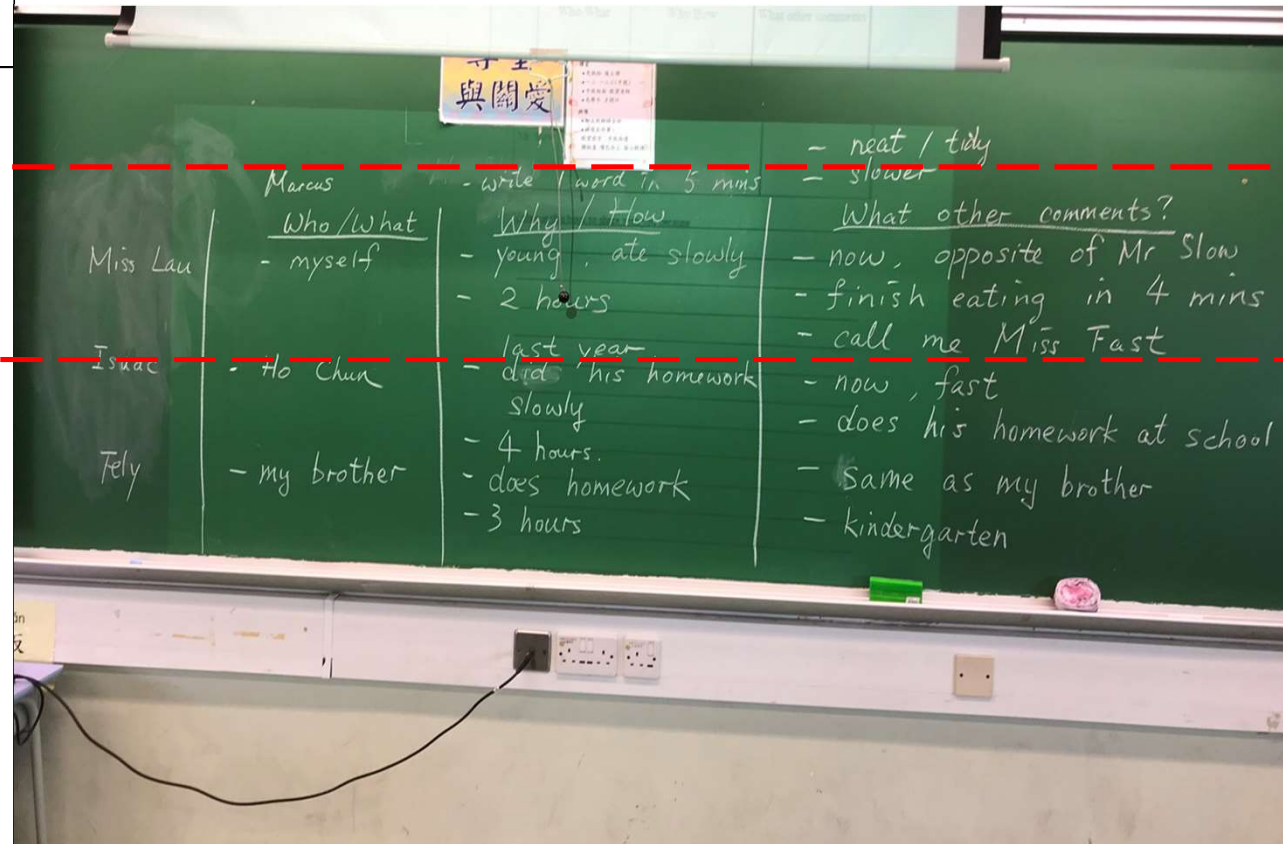
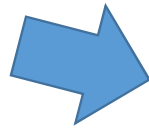
I choose this book to share with you because....

- the story/character (Mr Slow) reminds me of....
- I understand how the character feels because...
- the story/setting makes me think about ...

Using Text to Self to teach Elaboration skill

Teaching Focus: Using Text to Self to elaborate on personal views

- introduce the strategy **Text to self** explicitly in class
- explain what 'self' means
- use writing prompts to help students elaborate
- demonstration: teacher model using Text to Self to write
- application: brainstorm ideas in class



Teaching Focus: Using Text to Self to elaborate on personal views

- demonstrate how to write from 'notes' to 'text' using writing prompts to structure the text

Writing
prompts

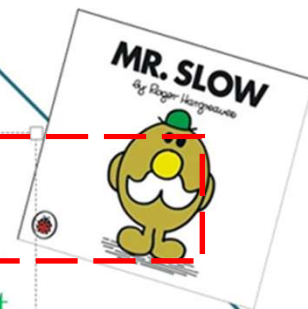
do you choose this book 'Mr Slow'?

Who/What	Why/How	What other comments?
Marcus	- write 1 word in 5 mins	- neat / tidy
Miss Lau	- myself	- slower
	- young, ate slowly	- now, opposite of Mr Slow
	- 2 hours	- finish eating in 4 mins
Isaac	- last year	- call me Miss Fast
	- did his homework slowly	- now, fast
	- 4 hours	- does his homework at school
Fely	- my brother	- same as my brother
	- does homework	- kindergarten
	- 3 hours	

Notes on blackboard

I choose this book to share with you
because the story reminds me of myself.
When I was young, I ate in a slow way. It
took me two hours to finish my meal.
Now I am opposite of Mr Slow. I can
finish my meal in 4 mins. You can call
me Miss Fast.

Text on
PowerPoint



Teachers' Reflection

Before

P.4 () Name: _____

You can start with the following sentences:

- The story/The character (Mr Slow) reminds me of....

	ME	My family/ friend
Mr. Slow		

I choose this book to share with you because

Further
illustrated
by guided
questions

Compare the two worksheets

P.4 () Name: _____

sentences:

(Mr Slow) reminds me of....

the character feels.

the think about ...

-the story make

	Who/What	Why/How	Comments/ Others
Mr. Slow			

I choose this book to share with you because

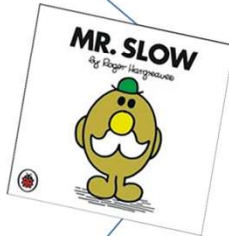
	Who / What	Why / How	What other comments?
Mr. Slow	<p>Example:</p> <ul style="list-style-type: none"> - Who does the character remind you of? - What does the story remind you or? 	<p>Example:</p> <ul style="list-style-type: none"> - Why does the character remind you of ____? - How does the character/story remind you of ____? 	<p>Example:</p> <ul style="list-style-type: none"> - same or different - your / his feelings

After

Examples shared in class

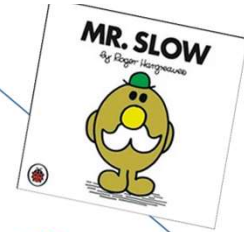
Connect to **self (yourself)**:

I choose this book to share with you because **the story reminds me of myself**. I always eat in a slow way. When my parents finish their meals and watch TV, I am still eating at the dinner table. I will not share this story with my friends because I don't want them to call me Mr Slow.



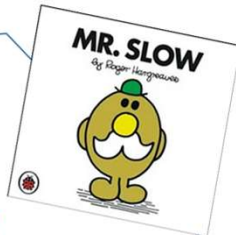
Connect to **self (your family members)**:

I choose this book to share with you because **the story reminds me of my son when he was six**. He does the homework in a slow way. **It takes him 2 hours to finish one homework**. But he is not Mr Slow. He eats very fast, even faster than me. He becomes Mr Slow when he studies and does his homework.



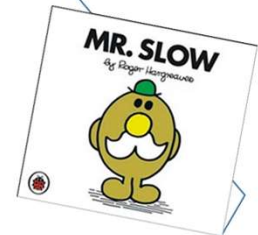
Connect to **self (your friends)**:

I choose this book to share with you because **the story reminds me of my friend Susan**. Susan is the opposite of Mr Slow. She is Miss Fast. **She runs very fast. She is always the champion in a race. When we walk together, I have to slow her down. I think I am Miss Slow when I am with Susan. Miss Slow and Miss Fast are good friends.**



Connect to **self (your experiences and feelings)**:

I choose this book to share with you because **I understand how Mr Slow feels**. Last year I ran in the 100 meter race, I fell and hurt my leg. I became the slowest. I wanted to be fast but I could not run fast. I think we should not laugh at Mr Slow.



Series Book Approach in P.2 and P.3 Reading Workshops

P.2
**Oxford Story
Tree Series**

P.3
**Robert Munch
Series Books**

P.4
**Mr. Men Little
Miss Series Books**

Book titles	Dad's run	I'm So Embarrassed	Mr. Slow
Skills	Writing	Speaking	Writing & Speaking
Skills and strategies	<ul style="list-style-type: none"> • Identify the main idea • Think beyond the picture 	<ul style="list-style-type: none"> • Exaggeration • Role Play 	<ul style="list-style-type: none"> • Summarize the story (SWBST) • Express personal views (Connect Text to Self)

Our observation

