

**School-based Curriculum Development (Primary) Section
Learning in Action Seminar 2024**

**Enriching, Deepening and Widening
Student Learning through Reading across the Curriculum**

19 April 2024 (15:05 -15:45)

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Aims of Reading across the Curriculum (RaC)

RaC aims to **provide opportunities for students to broaden their knowledge base**, as well as applying and consolidating **reading skills and strategies** developed in language lessons. **Non-language KLAs provide authentic contexts for the promotion of RaC.**

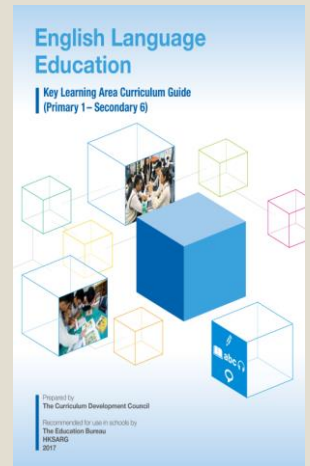
Curriculum Planning

Identify the direction for school curriculum development and set clear focuses (e.g. **strengthening reading across the curriculum (RaC), development of new literacy skills**) for a specific year level and across year levels to **ensure horizontal and vertical alignment in curriculum planning.**

Choice of reading resources

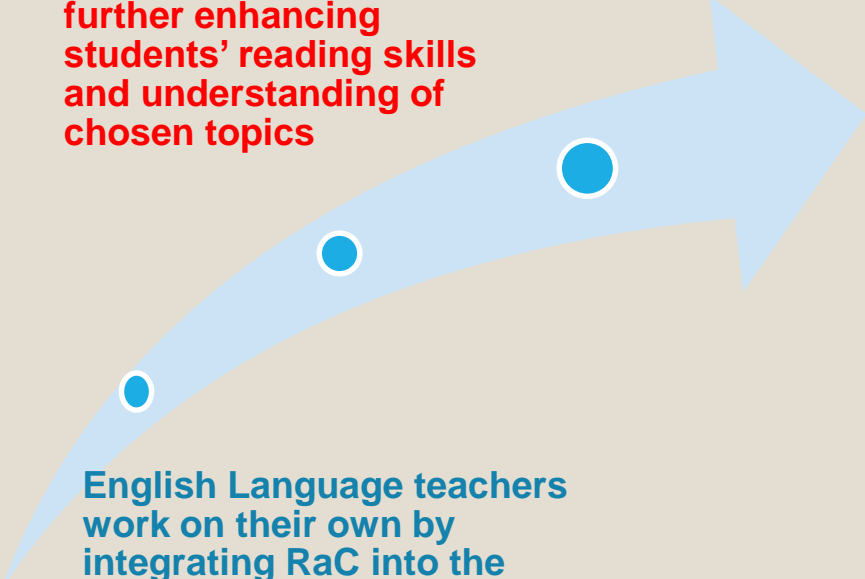
To promote reading to learn, **teachers should not confine their choices of reading resources to stories, plays and rhymes.** They should ensure that the selection **covers a wide range of text types, including information texts** appropriate to the level of the students. Teachers can **choose reading materials on different themes relevant to the interests and daily experiences of their students.**

English Language Education KLA Curriculum Guide (2017)



What is the role of English Language teachers in promoting RaC?

Language is never divorced from meaning in English learning. RaC provides different contexts and interesting content for the development of reading strategies and thinking skills. **English Language teachers can work on their own by integrating RaC into the Reading Workshops.** They can choose reading materials on various topics related to different KLAs and design meaningful tasks to develop such skills. **English Language teachers can also work with teachers of other KLAs and synergise their efforts in further enhancing students' reading skills and understanding of the chosen topic/theme.**



English Language teachers work with teachers of other KLAs in further enhancing students' reading skills and understanding of chosen topics

English Language teachers work on their own by integrating RaC into the Reading Workshops

Planning for the Promotion of Reading across the Curriculum

Reading has been one of the school's major concerns (2023-2025)

Why and Who?

Consider the needs of students, school's major concerns and decide on who to involve. English panel members? teachers from other departments? **(PE, Art and Music)**

What?

Find an entry point (e.g. theme/topic, text type) and books. The chosen books contain the content/target features that align with the learning objectives.

How to start?

Make a plan with objectives, roles of teachers/different departments, timeline and learning outcomes.

How to enrich, deepen and widen learning?

Design learning materials and activities that help develop students' understanding of the selected topic, rhetorical function or text type.

How to evaluate and sustain practice?

Evaluate the effectiveness of the promotion of RaC. Make suggestions for further work in the future.

S.K.H.S. Clement's Primary School 聖公會聖紀文小學
School Three Years Development Plan (2022-2025) 學校三年發展計劃(2022-2025)

Major Concerns 關注事項	Objectives 目標	22/23	23/24	24/25	Strategy Outlines 策略大綱
1. 深化學校閱讀文化，提升學生閱讀興趣。 Deepen the school reading culture and arouse students' interest in reading. (推動閱讀文化) (Promote reading culture)	1. 增加學生閱讀的空間，提升學生的閱讀興趣和建立學生的閱讀習慣。 Increase time for students to read, arouse students' reading interest and build students' reading habits.	✓	✓	✓	1. 增加學生自由閱讀時間，給予同學互相分享的機會，享受閱讀的樂趣。 Increase students' free reading time, give students the opportunity to share with each other, and enjoy the fun of reading. 2. 鼓勵學生以多元化形式 (包括文字報告、口頭分享、影片分享等) 分享閱讀心得 Encourage students to share their reading experiences in various modes (including written reports, oral sharing, video sharing, etc.). 3. 透過家校合作，培養學生的閱讀習慣 Cultivate students' reading habit through home-school cooperation
		(P.1-2)	(P.1-4)	(P.1-6)	
		✓	✓	✓	
2. 加強學生的閱讀技巧及策略，提升學生的閱讀興趣 Strengthen students' reading skills and strategies, and arouse students' interest in reading.	Strengthen students' reading skills and strategies, and arouse students' interest in reading.	✓	✓	✓	1. 於課程內加強學生的閱讀技巧及策略 Strengthen students' reading skills and strategies in the curriculum. 2. 有計劃地協調各科推行跨課程閱讀，提升學生閱讀的興趣 Coordinate various subjects to implement cross-curricular reading in a systematic way to enhance students' interest in reading.
		(P.4)	(P.4-5)	(P.4-6)	

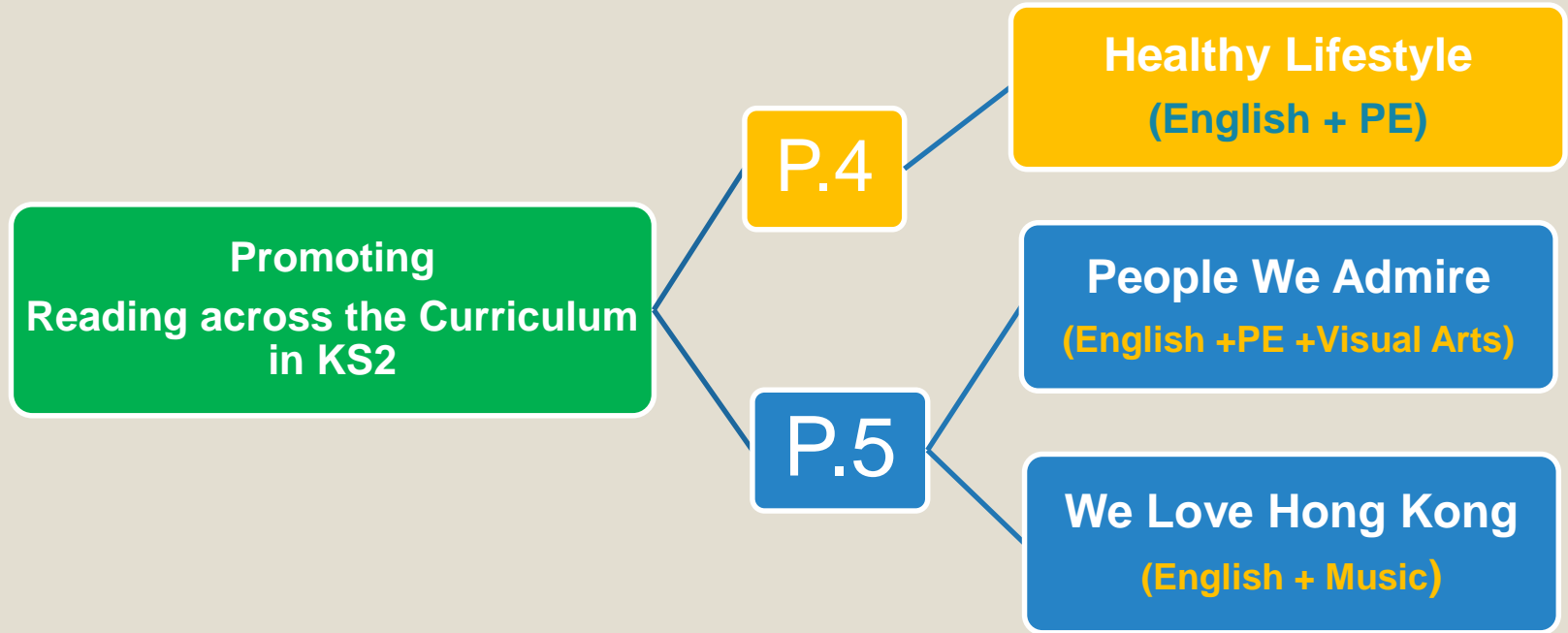
I am an English Language teacher and a PE teacher. I know the PE curriculum well.

I'm the PSMCD and I am a music teacher too.

The Goals of Promoting RaC in SKH St. Clement's Primary School

Widening and deepening students' knowledge and experience	<ul style="list-style-type: none">• Support students to read a wide variety of fictional, non-fictional books as well as new literacy (web materials and videos).• Explicit teaching of reading skills• Incorporate interesting reading tasks and collaborate with different KLA/s/subjects to widen students' personal interest as well as enrich their knowledge and experience
Developing students to be self-directed learners	<ul style="list-style-type: none">• Further develop the Reading Enhancement Scheme through helping students to set goals• Let students reflect on their reading progress
Nurturing students' positive values and attitudes	<ul style="list-style-type: none">• Infuse positive values (e.g. being grateful, appreciate Chinese culture and have perseverance) into the reading and learning experience• Let students demonstrate positive values through reflection and actions

Some RaC topics tried out in SKH St. Clement's Primary School



Promoting Reading across the Curriculum in P.4 Module 'Healthy Lifestyle'

Textbook

Story: Gulliver and the tiny people in Lilliput

Language focus:

- Vocabulary about good habits e.g. brush teeth
- Expressions of frequency: twice a week, three times a month

Promotion of RaC

Widening and enriching knowledge of 'Healthy Lifestyle':

From 'Good habits' to 'Eye Yoga', 'Exercise (Yoga)' and 'Rest'

Widening and enriching knowledge of language:

Text type:

From narratives to information texts

Reading skills:

From 'Story map' to 'Noticing verbs used in procedural text'

Core Multi-modal Text

Eye yoga for kids video

Simple yoga for kids video

Less-able Students

A book about 'yoga' and another book about 'rest'

More-able Students

A more challenging book about 'yoga' and another book about 'sleep'

Practise 'Eye Yoga' as part of 'Healthy Lifestyle'

Activity 1: Take good care of your eyes and control your screen time

Part A: How much screen time do you have every day? Your eye-sight will be affected if you have too much screen time. You should limit it to less than 2 hours every day. Make a record of your screen time below.

Date					
Screen Time (minutes)					

Part B: Eye Yoga

You may have eye strain if you have too much screen time. Go to the website by scanning the QR code below to learn 5 ways to relax your eyes. Then match the pictures with the 5 ways.

<https://www.lenstore.co.uk/research/eye-yoga/>



A. Palming	B. Zooming	C. Blinking	D. Figure of 8	E. Shifting eyes
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Part D: Learn the language of giving instructions. Read the instruction for eye yoga carefully.

1. **Rub** your hands together for 10 seconds to create heat between the palms.
2. **Place** your palms **gently** over your eyes and close your eyes.
3. **Feel** the warmth that slowly soothes and melts away any tension in the back of your eyes.
4. **Allow** your hands to rest there until the warmth **slowly** disappears.

- Write down the first word for every sentence: _____
- All the first words are noun/ adjectives/ verbs. (choose one)
- Write down words ending with -ly. They are called adverbs. We use them to talk about how we do some actions. _____, _____, _____
- Write down two rules for writing yoga instructions:
Rule A: Yoga instructions begin with _____. Rule B: Yoga instructions have _____

Reflected on amount of screen time

Watched an authentic video on eye yoga and used note-taking skills to record the main actions mentioned e.g. palming, zooming

Practised eye yoga at home following the video and made a record of the eye yoga exercises

Learning grammar in context:
All instructions begin with a verb and there are adverbs to talk about actions e.g. rub hands slowly, place your palms gently over your eyes

Practise 'Yoga' as part of 'Healthy Lifestyle'

Part C: Practise Yoga

How often do you practise the yoga ? How do you feel? (*calm/relaxed/happy/peaceful*)

1st week

Once/twice/three times/four/five/six times a week

I practised yoga _____ . I feel _____ .

2nd week

Once/twice/three times/four/five/six times a week

I practised yoga _____ . I feel _____ .

PE teacher reminded students the importance of exercise

Read books and watched videos of doing yoga

Learned vocabulary about yoga
e.g. take deep breath, balance in tree pose, bend into camel pose

Practised yoga at home and made a record.
Applied sentence patterns
e.g. I practised yoga three times a week

PE teacher shared a video of doing yoga on Padlet.
Students uploaded their video and pictures.

'Taking good rest' as part of 'Healthy Lifestyle'

Part B: Write three benefits of sleeping below. You can get ideas from the 2 books and the video.

- When I sleep well, I am going to _____ in school.
- When I sleep well, my body is going to _____ a cold or the flu.
- _____

Part C: Write down three ways to help you sleep well. You can get ideas from the 2 books and the video.

e.g. Make my bedroom cool, dark and quiet.

1. _____
2. _____
3. _____

Part D: Record and reflect on your sleep

Primary school students need to have at least 10 hours of sleep every day. Make a record of your sleep and think about your sleeping habits. Plan your activities to help you sleep better.

Part D: Record and reflect on your sleep

Primary school students need to have at least 10 hours of sleep every day. Make a record of your sleep and think about your sleeping habits. Plan your activities to help you sleep better.

1st week record of sleeping per week

- I had _____ hours of sleep in the first week.
- *I had enough/ I did not have enough sleep* so I am going to _____ in the second week.

2nd week record of sleeping per week

- I had _____ hours of sleep in the second week.
- *I had enough/ I did not have enough sleep* so I am going to _____ in the coming weeks.

Reminded students the importance of 'Rest' as part of a healthy lifestyle

Read books about 'Rest' and 'Sleep'.

Made notes of the benefits of 'Sleep' using 'I am going to' (target language)

Noted down 3 ways to help people sleep

Used past tense to record the time of sleeping in a week.

Cater for learner diversity in reading lessons



Students bring **ear phones**



Allow **silent reading time**



Get help from **group mates**
in **more-able groups**



Use **built-in dictionary**



Use **pronunciation support**



Get help from **teachers** in **less-able groups**

Promoting Reading across the Curriculum in P.5 Module 'People we admire'

Textbook

Biography :

Our Hero: So Wa-wai

Language focus:

Use of past tense

Reading skill for understand a biography:

- Time-line of a person's life
- Profession, achievement and challenges



Promotion of RaC

Widening and deepening knowledge through introducing biographies of athletes and artists and reading skills :

Athletes

- Usain Bolt
- Michael Phelps

Artists

- Van Gogh
- Edvard Munch

Reading skills

- Locate information of time
- Make text-to-world connection



Help students establish cross-curricular linkage in learning

Physical Education

Visual Arts

A text about Paralympics
winner in running:
So Wa-wai

A book about an Olympic winner in
running: Usain Bolt

Deepening Learning
From Paralympics runner to Olympics runner

**Reading
skills:**

Understanding
a biography:

Time-line &
the structure of
content
(achievements
and challenges)

Usain Bolt by Grace Hansen

https://www.getepic.com/book/65751204/usain-bolt?utm_source=t2t&utm_medium=link&utm_campaign=content&share=25218852309



Read the book and answer the following
questions using short answers.

1. When did Bolt join his first Olympics?

In 2008. ✓

2. In which event did Bolt break the world and
Olympics records?

100m, 200m ✓

3. What is Bolt's best record in 100m?

9.58 seconds. ✓

4. How many Olympics has Bolt joined until 2016?

Three. ✓

Thinking Time: Make connections about
Usain Bolt

1. What experience / memory did it remind
you of?

This story reminds me that working
hard is important.

2. Can you think of another Olympian?
What events did he/she join?

Sarah Lee Wai Sze, She joined Cycling.

Broadening reading skills:
Make text-to-world connection and locate information

Values Education

The story reminds me
that working hard is
important.

Making text-to-world
connections
with textbook
information about Lee
Wai Sze with Usain Bolt

A text about Paralympics winner in running: So Wa-wai

A book about Olympic winner in swimming: **Michael Phelps**

Widening Learning: From running to swimming

Reading skills:

Understanding a biography:

Time-line & the structure of content (achievements and challenges)

Below is a timeline showing Michael Phelps' life.

Year	Event
	Born in 1985 Maryland.
2000	Competed in his first Olympics.
2001	Broke the 200-meter butterfly record.
2004	Swam in 400-meter medley in record time. He won 8 medals in Athens Greece.
2008	In Beijing Olympics, He won eight golden medals.
2012	He got six medals. He now had 22 Olympic medals. That was a record.
	Rio was his last Olympics. He's ready to retire.

Do you think Phelps is the greatest Olympian? Why?
(refer to p.20 and p.22)
Phelps is the greatest Olympian because he competed in five Olympic games.

Thinking Time: Ask questions to learn more about Michael Phelps:

1. My question:
How many medals did he win?
2. What I already know:
He is a swimmer.
3. Information I found:
He has 28 Olympic medals.
4. My answer:
He won 28 Olympic medals.
5. Have I answered my question? Yes/No
6. Has the answer helped me to understand Michael Phelps more? Yes/No

Thinking time and reading Skills:

Ask yourself questions before reading books

Broadening reading skills:
Asking yourself questions before reading books

A text about Paralympics winner in running: So Wa-wai

Books and videos about the famous artists Van Gogh and Edvard Munch

Enriching and Widening Learning: From books to videos & From sport to arts

Reading skills:

Understanding a biography:

Time-line & the structure of content (achievements and challenges)

https://www.youtube.com/watch?v=bX_IQAI_d5g

Part 1: You are going to watch a short video of the world-famous artist Vincent Van Gogh. Ask yourself what you know about Vincent Van Gogh and what you want to know about him. The questions will help you understand the video.

What I know about Vincent Van Gogh (K)	What I want to know about Vincent Van Gogh
He is an impressionist painter	Did his parents have artistic talent, and was Van Gogh's artistic talent inherited from his parents?

Part 2: Use your note-taking skills to find out more about Vincent Van Gogh while watching the video from the Van Gogh Museum.

- When was Vincent Van Gogh born? March 30, 1853
- Who encouraged Vincent Van Gogh to draw and paint?
His brother
- What did he enjoy drawing? The lives of farmers
- People did not like Vincent's painting. What did he do?
Carried on regardless
- What do you think of his attitudes towards art?
I think his attitude towards art is very good and he was persistent.
- Name the colors that Vincent used when he was in the south of France.
green, purple, blue, pink
- 2 kinds of paintings were mentioned in the video. What did Vincent like? Tick the box.
 To paint exactly what he saw.
 To paint something in his head or mind.

Theme of drawing:
What did Van Gogh enjoy drawing?
The life of farmers

Values education:
People did not like Van Gogh's paintings, what did he do?

Colours he used and how he got his ideas for painting

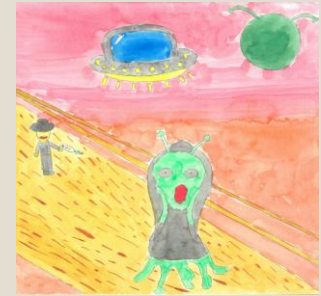
Physical Education (PE) and Visual Arts

In PE lessons, students had focused lessons on understanding the sports that So Wa Wai participates in. They practised skills of running including **arm swinging** and **starting position**. A coherence linkage between English KLA and PE was created.

Applied learning from Edvard Munch's biography and pictures to **express fear in pictures in art lessons**



Fear of failure in examination



Fear of UFO



Student learning evidence:

Students' presentation scripts **show their enhanced motivation to know more about people** they admire. They read biographies of people from different fields, including scientists and singers.

People I Admire

Good morning, I'm Kate Yiu.

Today, I'm going to talk about a person I admire - Charles Kao. I admire Charles Kao

Charles Kao became a scientist in 1957. He was a famous **scientist**. Charles Kao worked in the Telephone and Telegraph Company.

Charles Kao created various methods to combine glass fibers in 1966. Then, Charles Kao received the Nobel Prize in Sweden in 2009.

From Charles, Kao, I have learnt that we should work hard.

People I Admire

Good morning, I'm Mary Ma. Today, I'm going to talk about a person I admire - Sarah Lee Wai Sze. I admire her because she is hard-working, strong, and

Lee Wai Sze is an athlete. She has been an athlete for 10 years. She is a **good athlete**. She is hard-working because she practices every day. She won bronze medals in Tokyo Olympic Games. She is also one of the most popular athlete in Hong Kong.

Lee Wai Sze is optimistic and strong. She got hurt by accident but she kept training every day. She never gives up even when she is ill. She wrote a book last year. It's called 'Every Scar On My Body'.

From Lee Wai Sze, I have learned that we should work hard and be strong.

People I Admire

Good morning, I'm Vicky Fung.

Today, I'm going to talk about a person I admire - Anita Mui. She is a famous singer and actress.

She (**Anita Mui**) sang many popular songs in her life. She won many Hong Kong film awards too.

She was very brave and hard-working. She is a very famous singer and actress. She never let difficulties stop her. When she was a kid, she had to sing with her sister in a theme park. She had to get some money for her family.

From Anita, I have learnt that we should work hard and never give up.

Promoting Reading across the Curriculum in P.5 Module 'We love Hong Kong'

Textbook

Story:

A fun day out to a country park

Language focus:

How long.....

How far.....

Express units of measurement
(e.g. 18 kilometres)

Use of past tense to write a fun day out

Reading skill for understand a story:

Locate specific information about time

Broadening knowledge of Hong Kong and use of various reading skills

Promotion of RaC

Widening and deepening the knowledge of Hong Kong culture through the life-wide learning to the Hong Kong Heritage Museum.

Reading materials:

1. Museum's website
2. Museum's boards on Hong Kong music
3. Lyric of songs

Reading skills

1. Locate information
2. Make connection



Enriching learning experience

Help students establish cross-curricular linkage in learning music



RaC + Life-wide Learning

Objective: To understand that eastern and western cultures co-exist in Hong Kong

Pre-trip:

Reading: Browse website and lyrics of songs

Reading skill: Reading between lines

Language focus:

e.g.

- **How long** does it take to go to the Museum?
- **How far** is the Museum from our school?
- Express **units of measurement** (e.g. 18 kilometres, 3.6 kilograms)



During the trip:

Reading text: boards displayed in the Museum about music in Hong Kong

Reading skill: Locate information about time

Language focus: Use of past tense in history



Post-trip:

Write a newsletter about the trip using past tense, language learned and expressing feelings about Hong Kong culture

Pre-trip student learning evidence: Browse authentic website and applied language learned



Task 2: Go to the museum's website and check online maps to Heritage Museum. Answer the following questions.

District of the museum: Shatin ✓

Closest MTR station: Che Kung Temple station (Exit A) ✓

How far is it from our school to the museum?

It is 9.3 km from our school to the museum.

How long does it take to travel from our school to the museum?

Starting Time: 1:15 p.m. ✓ Arrival Time: _____
18 minutes ✓

Authentic Use of Language

It is **9.3 km** from our school to the museum.

How long does it take to travel from our school to the Museum by coach?

18 minutes

Pre-visit

ong Kong Heritage Museum. Before you go to the museum, check the opening hours and answer the following questions.

Opening Hours

Monday, Wednesday to Friday : 10am-6pm
 Saturday, Sunday & public holidays : 10am-7pm
 Christmas Eve and Chinese New Year's Eve : 10am-5pm
 Closed on Tuesdays (except public holidays) and the first two days
 Box Office will be closed 30 minutes before the Museum closes.

- The museum is closed on Tuesdays ✓.
- Can you stay in the museum after 6pm on Fridays? Yes / No ✓
- Can you stay in the museum on 24 December 2022 until 6pm?
- People can buy tickets ✓ in the box office.

Reading skill:
Reading between lines

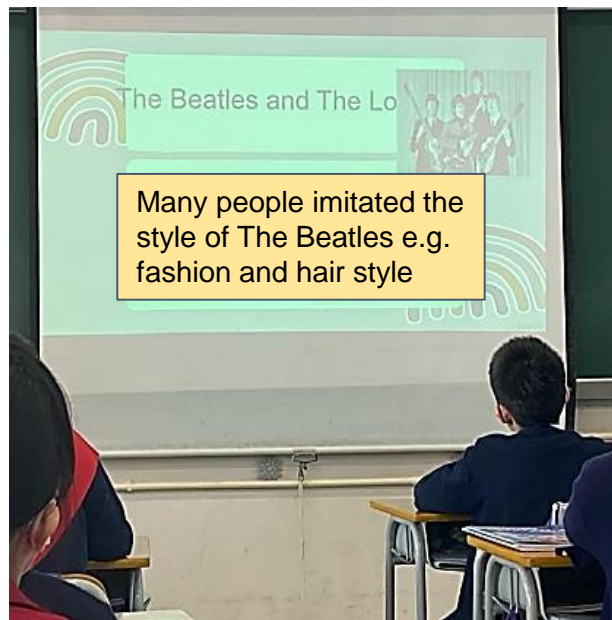
The museum is closed on _____.

Can you stay in the museum after 6pm on Fridays?

Pre-trip learning: Understand the development of Hong Kong music in English lessons



Read newspaper article
'WILD WELCOME AT KAI TAK FOR THE BEATLES'.



Understand how local bands, (e.g. The Lotus) emerged because of the impact of western bands in 1960s and 1970s.



Understand the development of Hong Kong music in 1980s.

Pre-trip learning:

Understand and appreciate creative use of language in songs (Language Arts)

A song from the UK Band 'The Beatles':

Let me hold your hand

... Oh, yeah, I'll tell you
somethin'
I think you'll understand
When I say that somethin'
I want to hold your hand
I want to hold your hand
I want to hold your hand

I can't hide
I can't hide
I can't hide

... Yeah, you got that somethin'
I think you'll understand
When I say that somethin'
... And when I touch you
I feel happy inside
It's such a feelin' that my love

Repetition

Contraction

Rhyming words

Language arts materials
(e.g. short stories,
poems, lyrics, films)
which deal with universal
issues such as human
relationships, nature,
love and growing up can
be used.

**ELE Curriculum Guide
2017**

The Trip: Hong Kong Music and the World

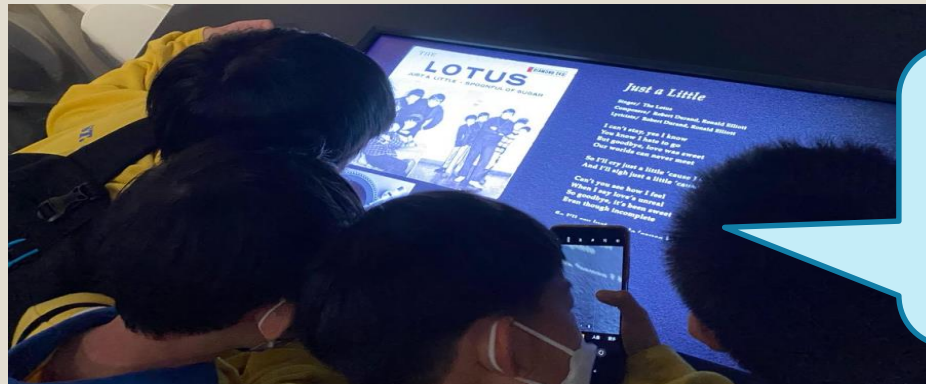
Westernisation and the Rise of Local Bands



Cantonese Pop Songs



In the Museum, students read about the influence of the British band 'The Beatles' in Hong Kong in 1960s.



In the Museum, students listened to songs, e.g. 'Just a little', played by Hong Kong bands in the 1970s.

The Trip: Hong Kong Music and the World



Lingnan culture in the southern part of our country (Chinese opera) in 1950s



Hong Kong Music

Songs in films in 1960s



Western bands in 1960s and 1970s



Widening students' knowledge of Hong Kong music

Westernisation and the Rise of Local Bands

Western popular culture began as early as the start of the 20th century, initially spreading from around Central, and was popular among young people. In the mid-1950s, young people who grew up in Hong Kong were more receptive to Western music. At the time, party culture was very popular. Western pop music was always played during parties, and English songs were popular among English-medium school students. Radio stations were also keen on broadcasting Western pop music. Elvis Presley, Pat Boone and Patti Page became idols of young people, who passionately emulated their fashion styles. High-quality Hollywood and European films also attracted many young students and trend-seeking people. Western culture was absorbed into Hong Kong society, and enriched the diverse development of Hong Kong popular culture.

Post-trip: Writing a School Newsletter for the Trip the Hong Kong Heritage Museum

A Wonderful Visit to the Hong Kong Heritage Museum

It was a sunny day on 10th March 2023. All P.5 students and I visited the Hong Kong Heritage Museum in Shatin. We went there by coach. It's not far. It took **eighteen minutes** to travel from school to the museum.

Hong Kong Music Development

First, we went to the music section to see exhibitions about Hong Kong music history and heard some music there. **In the 1950s**, people listened to Cantonese opera songs from the Mainland. The 'tea dancing' music popular and the opera songs changed into 'Cantonese opera songs'. **From the 1970s to 1980s**, many singers used Cantonese slang to write songs. People liked their lyrics because they are about their life. They really touched their heart. **In the 1990s, the market of the Mainland and Taiwan opened up.** Some Hong Kong's popular music were broadcasted to the Mainland and overseas. **Nowadays**, Korean pop music is popular in Hong Kong and the world.

(Student Work)

Target language:

It took eighteen minutes to travel...

Widened students' knowledge Hong of Kong music:

The development of Hong Kong music from 1950s to the present.

Post-trip: Writing a School Newsletter for the Trip the Hong Kong Heritage Museum

Hong Kong Music

In the 1950s, people *listened* to Cantonese opera songs. Hong Kong music was also *affected* by western culture such as the famous British band 'The Beatles'. In the 1990s, more Hong Kong singers *hosted* concerts at home and abroad, *taking Hong Kong popular music to mainland China and overseas*.

Summary

I am proud of music and films from Hong Kong. I hope more people from all over the world can know more about our culture through our films and music.

(Student Work)

Target Language:

Use of past tense to talk about history of Hong Kong music and how Hong Kong music has affected people in Mainland China and overseas

Module Theme:

We love Hong Kong

Linkage with Music: In music lessons, students learned that western and Chinese music co-exist in Hong Kong



Bass Guitar

Electric Guitar

Acoustic Guitar

Timpani

Drum

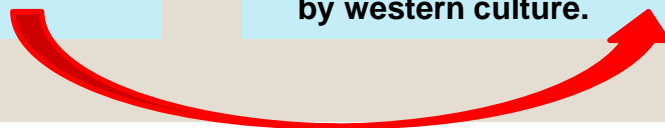


English lessons:

- Read about development of Hong Kong music, including how it has been affected by western culture, in English lessons and during the visit to the Hong Kong Heritage Museum.

Music lessons:

- Learned about different musical instruments in a band, such as 'The Beatles'.
- Listened to old Hong Kong songs which were affected by western culture.



Using kalimba 《拇指琴》 to play The Beatles' songs and sang local Hong Kong songs by Sam Hui



English lessons:

Appreciated the language arts of English lyrics

Music lessons:

Sang and played the songs



Develop students' reading interests and habits through Reading Enhancement Scheme

Reading Enhancement Scheme (2nd term)

Reading Group: Yellow/ Orange/ Red/ Blue

My goal:

I desire to set my goals for the reading scheme as follows.

- I will read 20 or more books during my spare time.
- I will write 5 reflection and 5 book reports.

Pupil's Signature: Kaylie Leung

Students set reading goals

如何協助子女在家中閱讀英文圖書?

- 提供讓他們安靜閱讀的空間
- 安排於晚上及週末特定的閱讀時間
- 鼓勵子女讓父母或家庭成員聆聽他們閱讀
- 讚賞子女付出的努力 / 表現
- 運用英語 / 母語給子女閱讀圖書 / 講說故事
- 利用公共圖書館的資源協助子女借閱各類適合他們程度的圖書

請提醒貴子弟愛惜圖書並記著每星期把圖書交回學校。

讀 萬里路 行

讀一書，增一智 ——中國諺語

How can I help my child read at home?

- Find a space where they can read quietly.
- Put aside a special reading time at night and on the weekends.
- Encourage them to read to you or to a family member as often as possible.
- Praise their efforts.
- Read to them in English and / or your first language.
- Borrow a variety of books from the public library that match their reading ability.

Please remind your child to take care of the books and remember to return the book each week.

"The more that you read, the more things you will know.
The more that you learn, the more places you'll go."
Dr. Seuss

Parent's Signature: _____

Parents understand their roles to support their children to read


Reading Record

	Title	Author	*Text Type
1	<i>Bake Sale</i>	Nora Veutas	Fiction ✓
2	<i>The Mitten</i>	Loretta Lustig	Fiction ✓
3	<i>Firefighters</i>	Katie Knight	Non-Fiction ✗
4	<i>Fishing with Grandpa</i>	Robert Charles	Fiction ✓
5	<i>The Forest</i>	Nora Veutas	Fiction ✓
6	<i>Hot and Cold</i>	Annette Conraders	Non-Fiction ✓
7	<i>I Can</i>	Bill Dinardo	Fiction ✓
8	<i>In and out</i>	Med Jensen	Fiction ✓
9	<i>Mem and I</i>	Ava G. Kalisch	Non-Fiction ✓
10	<i>Are You From India?</i>	Katherine Fallett	Non-Fiction ✓
11	<i>Mickey Maloney</i>	Jill Eggleton	Fiction ✓
12	<i>Nature and You</i>	Investigation	Biography ✓
13	<i>Calming Down</i>	Kath and Sarah Wortman	Non-Fiction ✓
14	<i>The Black pet</i>	Ratio DeBridgde and Marie Moore	Non-Fiction ✓
15	<i>Steve Jobs</i>		Non-Fiction ✓

*Fiction: Imaginary story / Not real
e.g. narrative story, poem, tale, folk tale, myth, etc.

Non-Fiction: Facts
e.g. explanation, biography, factual recount, historical, informational, diary and book report, etc.

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Reading records of different text types

Reading Enhancement Scheme (Book Reflection)

Meaningful reflection on reading to replace reading comprehension questions

Text to the world

After reading a book called 'Eat a Balanced Diet', the student wrote:

Text to world

Many people eat a lot of junk food! We can't just eat junk food. We need to have a balanced diet, we should eat other things such as grain products, dairy products and vegetable.

Book Reflection (1)
Date: 5th June, 2022
1. Book Terminology
After reading this book, I have learnt at least 2 items from the book cover:
Title: Eat a Balanced Diet! Author: Kate Exall
Illustrator / Photographer: Kate Exall Publisher / Series: ...
2. Reflection
 Text to Self: A connection between the text and your life or experiences.
I always eat healthy food because they make us healthy. We ought to do sports once a day too! Such as jumping, running and swimming.
 Text to World: A connection between the text and events or situations in the real world.
This book reminds me of a book called Junk Food, Yes or No.
Many people eat a lot of junk food! We can't just eat junk food. We need to have a balanced diet. We should eat other things such as grain products, dairy products and vegetable.
3. Peer / Self comments:
4. Teacher's comments: Excellent! You are right we should have a balanced diet eat the food you like! OK!

Book Reflection (2)
Date: 14th June, 2022
1. Book Terminology
After reading this book, I have learnt at least 2 items from the book cover:
Title: Amazing Ants Author: Rosa Miller
Illustrator / Photographer: Rosa Miller Publisher / Series: Librabooks
2. Reflection
 Text to Self: A connection between the text and your life or experiences.
I'm always afraid of bugs. My mum and dad always told me they are friendly but I think they are not. After reading this book I'm not afraid of the ant so much but I still afraid of others. Ha Ha Ha! Very good!
 Text to World: A connection between the text and events or situations in the real world.
I have read a book named You Were an Ant! These books tell us about two ants.
3. Peer / Self comments:

Student-teacher interaction:

We should have a balanced diet.
Don't just eat the food you like!

Text to Self

After reading a book called 'Amazing Ants', the student wrote:

Text to Self

I am always afraid of bugs. My mom and dad always told me they are friendly but I think they are not. After reading this book, I am not afraid of the ant so much but I am still afraid of others. Ha...ha...ha...

Conclusion

- **Reading across the Curriculum** deepens and widens students' knowledge and skills and nurtures in them positive attitudes and values.
- Incorporate different kinds of pre/while/post reading activities to replace and extend reading comprehension questions.
- Select appropriate materials and adopt different pedagogies and activities to cater for students' needs, abilities and interests.
- **All teachers** should take part in supporting students to enjoy reading and to be independent readers.

Thanks!

For questions and professional exchange, please contact:

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