

**Space Town Part 2 – Reading**

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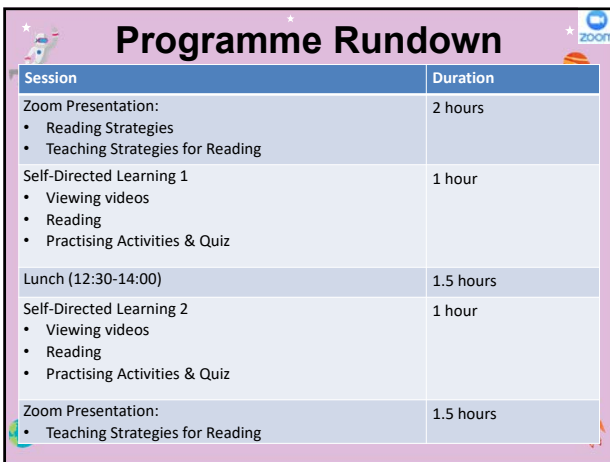
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Session	Duration
Zoom Presentation: <ul style="list-style-type: none"><li>• Reading Strategies</li><li>• Teaching Strategies for Reading</li></ul>	2 hours
Self-Directed Learning 1 <ul style="list-style-type: none"><li>• Viewing videos</li><li>• Reading</li><li>• Practising Activities &amp; Quiz</li></ul>	1 hour
Lunch (12:30-14:00)	1.5 hours
Self-Directed Learning 2 <ul style="list-style-type: none"><li>• Viewing videos</li><li>• Reading</li><li>• Practising Activities &amp; Quiz</li></ul>	1 hour
Zoom Presentation: <ul style="list-style-type: none"><li>• Teaching Strategies for Reading</li></ul>	1.5 hours

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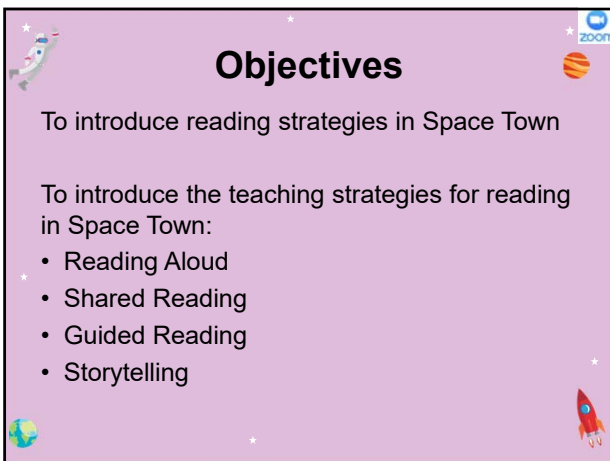
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**Objectives**

To introduce reading strategies in Space Town

To introduce the teaching strategies for reading in Space Town:

- Reading Aloud
- Shared Reading
- Guided Reading
- Storytelling

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### Reading Aloud

- models how to read English **fluently** and **expressively**
- models how an English book is read, e.g. cover first, then pages left to right and top to bottom
- enables students to **access texts** that they cannot **read independently**
- provides an opportunity to **enjoy** English books
- is an opportunity for students to **hear** spoken English

English Language Curriculum, 2004, A30-31

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### Activity

Watch the demonstration of Reading Aloud

An icon of a silver film reel is positioned at the bottom center of the slide. The slide also features a rocket icon in the top left, a globe in the bottom left, and a "zoom" logo in the top right.

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### Remember!

- Familiarise yourself with the book
- Read with **appropriate expression** and **pace**
- Stop and **show pictures** where appropriate
- Make **eye contact**
- Reading Aloud should be an **enjoyable experience** for both teachers and students

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### Selecting Books for Reading Aloud

**Choose books that:**

- will engage the students in the first few lines
- are appropriate for the students, e.g. culturally and age appropriate
- have illustrations that support the meaning
- are big enough in size so everyone can see the pictures
- shows the teacher enjoys reading
- may have repetition

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### THE READING PROCESS

**READING DECODING STRATEGIES**

- Phonics
- Morphology
- Spelling

**READING COMPREHENSION STRATEGIES**

- Predict
- Visualize
- Infer
- Question
- Self-monitor
- Summarize
- Synthesize
- Skim and Scan

**PRIOR KNOWLEDGE**

**SEMANTIC Think Critically**

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## Good Questions

**Check for comprehension**

- Make students read the text and look at the pictures to find the answer, e.g. *How many characters are there in the story? What happened in the story?*

**Develop thinking skills**

- Make students read the text and work things out from the information they are given, e.g. *How will the bears feel when they see Goldilocks in their home?*
- Make students use the hints and clues in the text and incorporate their own knowledge and experience, e.g. *What was Goldilocks thinking when she ate the porridge?*

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## Good Questions Activity

- Read the questions. Use 'Y' for **good questions** and 'N' for ones that are **not good**.
- Consider how good questions scaffold students' development of reading strategies (**Graphophonic, Syntactic, Semantic**)

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## Good Questions Activity

Good Questions			
Questions	Y/N, G/Sy/Se	Questions	Y/N, G/Sy/Se
1. Look at the beginning sound, what is it? How do we read this word?		2. How many syllables are there in this word?	
3. Does the girl have long or curly hair?		4. Is Mandy happy or sad?	
5. What is Tom doing?		6. How many letters are in the word <i>apple</i> ?	
7. How does Rex feel? Why?		8. What is the covered word? How do you know?	
9. What can you see?		10. Will Kimmy cry? Why?	
11. How do you show you love your sister?		12. Can you find one word in the title?	
13. How should you behave when you go to the Science Museum?		14. What colour is the dinosaur? How do you know?	
15. How many words are there in the title/sentence?		16. What do you think will happen next?	

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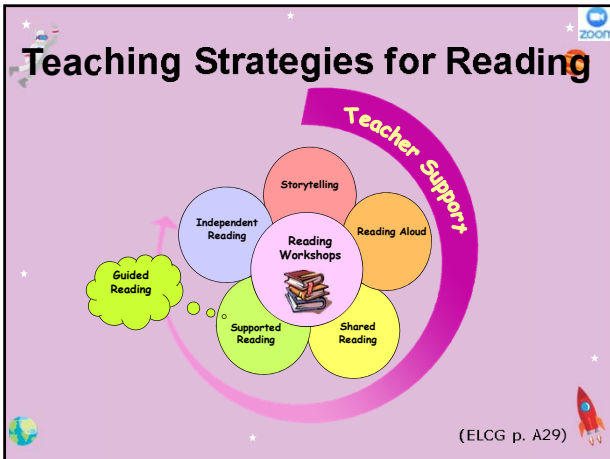
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### What is Shared Reading?

“Shared reading is an **effective teaching strategy** in which the teacher and the class **read aloud a common text together**. **Repeated reading** and re-reading of the whole text over a period of several days helps young learners develop, practise and apply reading skills and strategies.”

(ELCG 2004, p. A31)

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### Shared Reading

- Read *My Sister* SR1 Unit of Work (pages 15 and 16)

(ELCG 2004, p. A31)

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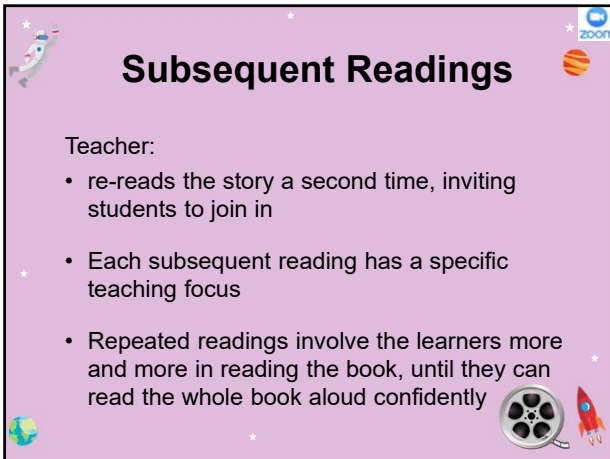
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### Subsequent Readings

Teacher:

- re-reads the story a second time, inviting students to join in
- Each subsequent reading has a specific teaching focus
- Repeated readings involve the learners more and more in reading the book, until they can read the whole book aloud confidently



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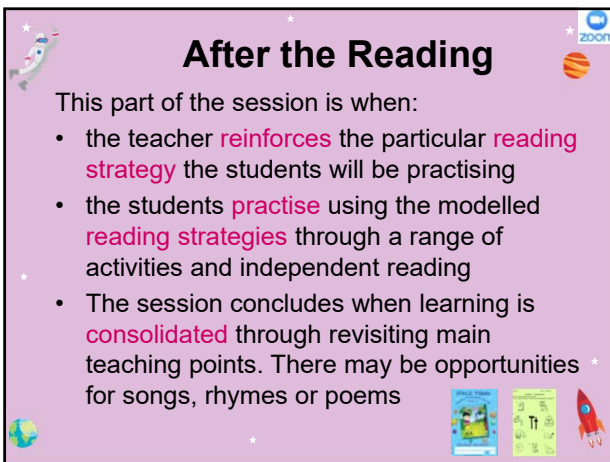
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### After the Reading

This part of the session is when:

- the teacher **reinforces** the particular **reading strategy** the students will be practising
- the students **practise** using the modelled **reading strategies** through a range of activities and independent reading
- The session concludes when learning is **consolidated** through revisiting main teaching points. There may be opportunities for songs, rhymes or poems



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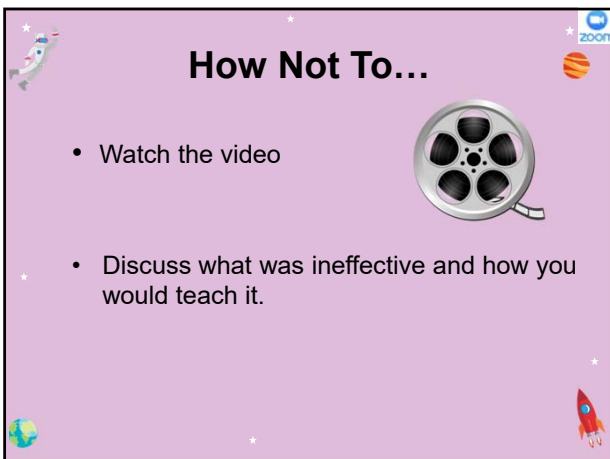
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### How Not To...

- Watch the video 
- Discuss what was ineffective and how you would teach it.



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- ### Materials for Guided Reading
- One book per child
  - Short texts
  - Usually unfamiliar texts
  - Instructional level texts (90 – 95% word accuracy; ≥75% comprehension)
  - Wide range of text types

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- ### Guided Reading Set-up
- Students need to be matched to book levels
  - Using texts at instructional level (90-95% word accuracy and 75% comprehension)
  - Students reading below instructional level 4 can read Space Town small books
  - Students reading above instructional level 4 read commercial books (select a wide range of text types)
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**Grouping for Guided Reading**

- Groups formed according to instructional reading levels using a benchmark kit
- Groups are flexible and based on continuous assessment
- Four groups can be managed in Hong Kong classrooms

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**Key Features of Guided Reading**

In Guided Reading:

- the focus is on providing students with the opportunity to practise and apply reading skills and strategies learned in Shared Reading
- teachers work with individuals in small groups
- students respond to the text critically
- students think and talk through the text together

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**Small Books – Guided Reading**

**The Guided Readers:**

- The small books are used for Guided Reading and match the abilities of the student cohort
- Text in the small readers will follow a progression of difficulty based on the Big Book
- These books are also used for Home Reading

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## Levelled Small Books

Rex and Mandy are writing notes to their cousin, Ben and Cherry, who live in Canada. They are going to visit them in the holidays. They nearly miss the plane because they can't find Rex who is enjoying himself exploring the airport.

Week 1	Small Book 9.1.1 - The plane	Small Book 9.1.2 - Why the Zoo is boring	Small Book 9.1.3 - Things we like doing
Week 2	Small Book 9.2.1 - Going to Canada	Small Book 9.2.2 - Offices we are going	Small Book 9.2.3 - We like visiting
Week 3	Small Book 9.3.1 - Our family	Small Book 9.3.2 - We like our presents	Small Book 9.3.3 - Presents
Week 4	Small Book 9.4.1 - Why your best friend?	Small Book 9.4.2 - Why going to Canada?	Small Book 9.4.3 - Why waiting for a birthday present?

Native speaking English Teacher Section  
Curriculum Development Institute  
Education Bureau  
Hong Kong Special Administrative Region

**Space Town Go!**  
<https://nets.edb.hkedcity.net/page.php?p=543>

**Small books at**  
<https://nets.edb.hkedcity.net/page.php?p=545>

**Sound books at**  
<https://nets.edb.hkedcity.net/page.php?p=478>

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## Matching Students to Book Levels

- Teacher matches one student at a time using a benchmark kit
- Teacher starts with a book suitable to the student's reading level (if unsure of student's reading level, start with a Level 1 book)
- The kit includes miscue sheets with three levels of questions to check the student's comprehension

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## PD NETwork

<https://nets-pd.edb.edcity.hk/>

The screenshot shows a web interface with a sidebar on the left containing various icons. The main content area is titled 'Matching Students to Book Levels' and includes a form with fields for 'Name', 'Phone/Fax', 'Department', 'Address', 'Geography', and 'Milestones Year Group'. Below the form are tabs for 'Link Overview', 'Email', 'Manage Document', 'Content', 'Resources', 'Outcomes', and 'Example Work'. An 'Introduction' section follows, detailing the five steps of the matching process:

1. Teacher refers to individual students reading.
2. Teacher records the miscues on the sheet containing the text.
3. Present comprehension questions are asked.
4. Reader's word accuracy and reading comprehension are measured.
5. According to these results, the reader is matched to a book level.

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## Self-Directed Learning 1

- Time: 1 hour
- Work through the Self-Study Package to familiarise yourself with Reading Comprehension Strategies and Guided Reading



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## Quiz 1: Reading Comprehension Strategies

- Click on the link below to do Quiz 1.
- Complete the quiz and **submit** the answers.
- Click on the **'View Score'** button to check your answers.

[https://docs.google.com/forms/d/1k2EOZ-9zDyaj1cG6n61\\_KkY3omhB6KJBYvvESBHRRow/edit?usp=sharing](https://docs.google.com/forms/d/1k2EOZ-9zDyaj1cG6n61_KkY3omhB6KJBYvvESBHRRow/edit?usp=sharing)



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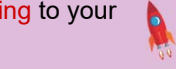
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## Reading Aloud Practice

**Princess Smartyants (one of the Reading Aloud books in Space Town)**

- Read Handout 1 – *Reading Aloud*
- Click on the hyperlink to view the book <https://www.youtube.com/watch?v=HI6jIUz0e4o>
- Mute the volume first
- Familiarise yourself with the book
- Practise reading aloud with **appropriate expression** and **pace**
- Make **eye contact**
- Show that you are **enjoying reading** to your students



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**Video**

- Click on the link and watch the video.
- Familiarise yourself with the overview of the Guided Reading lesson:
  - Sequence of activities
  - Roles of the teachers and CA
  - Classroom management
  - Resources

<https://drive.google.com/file/d/12-K7CV2TzDghGQOnt8QnV68tM23S4vZP/view?usp=sharing>

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**Teacher’s Role when Teaching Guided Reading**

Support students with practising the modelled reading strategies from Shared Reading by:

- listening to students read
- providing individual students with an opportunity to read aloud
- questioning to assess knowledge, to prompt to apply the strategies and to make connections

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**Guided Reading**

- Watch the slide show by clicking on the link below.
- Think about the differences between the Shared and Guided Reading

<https://drive.google.com/file/d/12MY8D8dA-grh-RILadYiyuNtnylbCQhv/view?usp=sharing>

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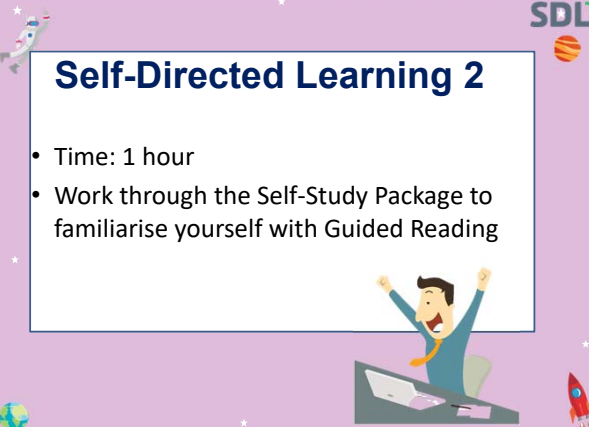
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## Self-Directed Learning 2

- Time: 1 hour
- Work through the Self-Study Package to familiarise yourself with Guided Reading



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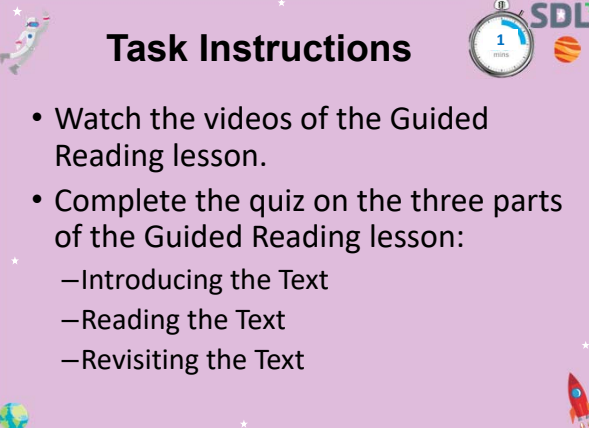
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## Task Instructions

- Watch the videos of the Guided Reading lesson.
- Complete the quiz on the three parts of the Guided Reading lesson:
  - Introducing the Text
  - Reading the Text
  - Revisiting the Text



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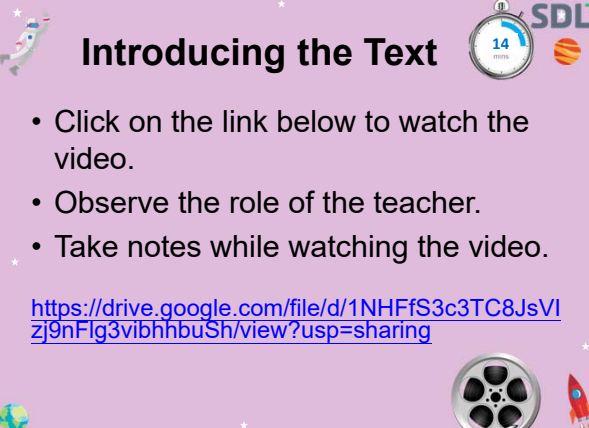
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## Introducing the Text

- Click on the link below to watch the video.
- Observe the role of the teacher.
- Take notes while watching the video.

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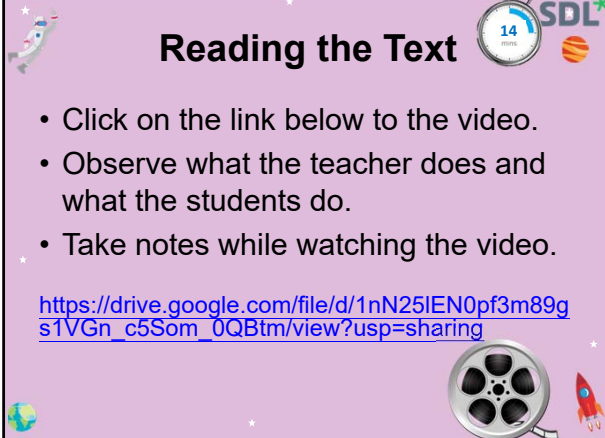
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 **Reading the Text**

- Click on the link below to the video.
- Observe what the teacher does and what the students do.
- Take notes while watching the video.

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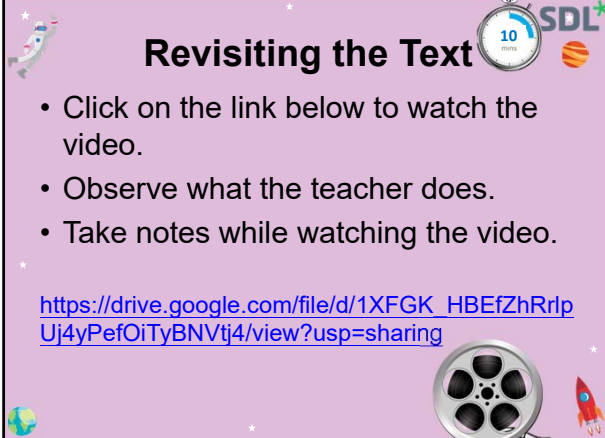
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 **Revisiting the Text**

- Click on the link below to watch the video.
- Observe what the teacher does.
- Take notes while watching the video.

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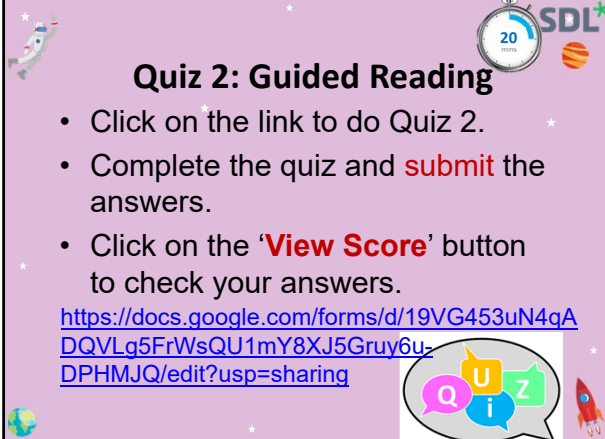
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 **Quiz 2: Guided Reading**

- Click on the link to do Quiz 2.
- Complete the quiz and **submit** the answers.
- Click on the '**View Score**' button to check your answers.

<https://docs.google.com/forms/d/19VG453uN4qADQVLg5FrWsQU1mY8XJ5Gruy6u-DPHMJQ/edit?usp=sharing>



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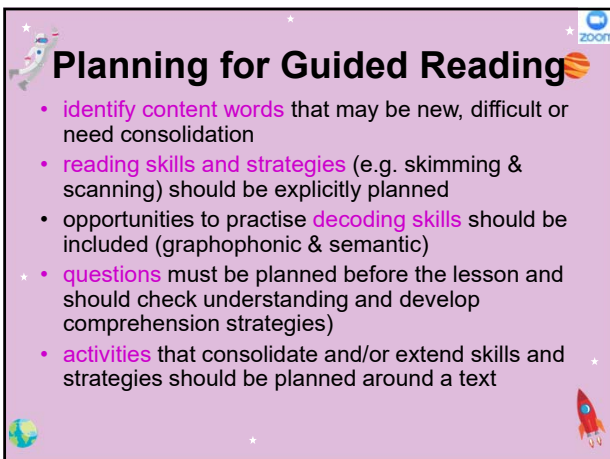
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## Planning - Introducing the Text

**Points to be considered:**

- set the **context** and activate prior knowledge
- prompt students about the features of the **book cover**
- support students with making **predictions**
- ask **questions** to practise the comprehension strategies

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**Book: What can I see? (5.1.1)**

1. **Introducing the Text** – Introduce the cover of the book (DO NOT give out the books yet)

- Ask questions related to book terminology (title, author, illustrator)
- Ask questions to develop comprehension strategies from the information provided on the book cover

make connections	use what I already know	predict	title	scan	skim
summarise	visualise	question	synthesise	self-monitor	clarify

1. What is the title of the book?
2. How many words are there in the title?
3. What can you see?
4. Where is the panda?
5. What is the panda eating?
6. Have you seen a panda? Where?

Picture walk through the book, talking about the illustrations and identifying key vocabulary that the students might not know. Give each student a book.

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## Planning - Reading the Text

**Points to be considered:**

- decide **how the students will read** the book with the teacher
- **anticipate** which **words** the students may not know
- prompt students to **decode unknown words** using the appropriate word attack strategies (*refer to Good Readers...Poster*)
- ask appropriate **predicting questions** if appropriate

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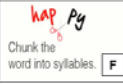
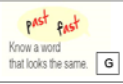
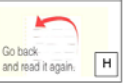
**2. Reading the Text**

- Ask students to identify the author and illustrator by putting their fingers around the names

**Reading Strategies:**  
 Work out the pronunciation of unknown words by using decoding strategies  
 Work out the meaning of unknown words by using reading strategies

- turtle (B/C)
- shark (B)
- dear (C/E/G)

While students are reading, teacher prompts students to read unknown words.

 Read on and come back. <b>A</b>	 Look at the picture. <b>B</b>	 Look at the first letter. <b>C</b>	 Sound out and blend the letters. <b>D</b>
 Find the small word in a big word. <b>E</b>	 Chunk the word into syllables. <b>F</b>	 Know a word that looks the same. <b>G</b>	 Go back and read it again. <b>H</b>

1. Students track text (✓)	2. Teacher reads aloud (✓)
3. Teacher and students read aloud together (✓)	4. Students read to each other (✓)
5. Students individually read aloud (✓)	6. Students read silently ( )

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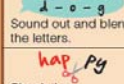

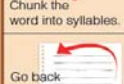
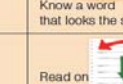

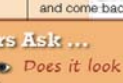
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**Good Readers ...**

 Look at the picture.	 Look at the first letter.
 Sound out and blend the letters.	 Find the small word in a big word.
 Chunk the word into syllables.	 Know a word that looks the same.
 Go back and read it again.	 Read on and come back.

**Good Readers Ask ...**

- Does it look right?
- Does it sound right?
- Does it make sense?

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










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**Reading Comprehension**

use what I already know	predict	visualise	scan
			
make connections	question	self-monitor	skim
			
infer	summarise	synthesise	clarify
			

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**Planning -  
Revisiting the Text**

**Points to be considered:**

- include questions that **check** for **understanding** and **develop** students' **thinking skills**
- provide students with the opportunity to **practise the decoding and comprehension strategies**

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**3 Revisiting the Text**

Ask questions to check understanding and develop comprehension strategies:

1. *What animals are in the story?*
2. Turn to **pages in** the book and ask, *Where is the... (panda, turtle, shark)?*
3. *Which animal do you like? Why?*
4. *How do you feel looking at the shark?*
5. *Have you seen a turtle/shark before? Where?*

To **practise** reading strategies:

- HFW – Get students to put their finger on HFWs in the text (*what, i, can, see*) (scan text)
- Phonics – practise a phonics strategy - syllabification (*panda, turtle*), sound blending (*can*)
- Locate content words in text and pictures (*panda, turtle, shark, oh, dear*) (relate pictures to words)
- Practise working out the meaning of unknown words

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**Remember!**

**Guided Reading provides opportunities for:**

- students to **practise** and demonstrate their listening, reading aloud, decoding and comprehension strategies
- students to **interact with texts** at their instructional level which promotes a sense of achievement
- teachers to gain an **understanding of students' progress** to inform further teaching

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## Storytelling

Storytelling involves teachers **telling** stories based on real books, authentic texts or their own made up stories. The purpose is to:

- show how a narrative is organised
- model the fluency and expression of spoken English
- develop listening skills
- provide students with an enjoyable English experience
- stimulate students' interest in reading
- begin to develop students' comprehension skills

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## Activity

Watch the demonstration of Storytelling



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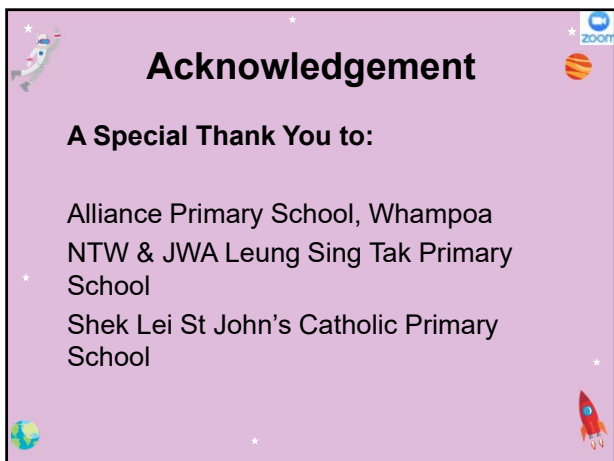
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Shek Lei St John's Catholic Primary School



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**Thank you!**  
**Evaluation**



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