

## Resources for sharing of PEEGS project deliverables

School Name: HHCKLA Buddhist Wisdom Primary School

### I. Programme Overview and Experience Sharing

1) <i>Target development area(s)</i>	<i>Catering for learning diversity</i>
2) <i>Target Level(s)</i>	<i>P.3 – P.4</i>
3) <i>Skill Focus</i>	<i>Reading</i>
4) <i>Programme Description</i>	<p><b><i>Key features of the programme</i></b>            The school aims to develop a school-based reading programme in P.3-P.4 that caters for learner diversity. Students are divided into three groups according to their reading levels, namely Group A (Higher Ability), Group B (Intermediate Ability) and Group C (Struggling Readers).</p> <p><b><i>Lesson arrangement for the entire programme</i></b>            There are four lessons in one cycle. For each group, there are two guided reading lessons and a library lesson. For the guided reading lessons, teachers help students develop basic and advanced reading skills in three different levels to cater for learner diversity. Students read a book at their level. For the library lesson, students can choose English books to read in the library. The last lesson for all the groups is a classroom lesson. All students have a lesson together in the classroom.</p>
a) <i>Experience Sharing</i>	<p><b><i>Tips for conducting guided reading lessons</i></b>            Teachers introduce the story to the group, invite students to read aloud, support individuals through brief interactions by asking inferential questions while they read, and guide them to talk together afterwards about the vocabulary and ideas in the text.</p> <p><b><i>To cater for learner diversity</i></b>            For Group A, students will do more independent reading activities in the guided reading lessons. More inferential questions will be asked to stretch their abilities.</p> <p>For Group B, phonics and high frequency word activities are conducted at the beginning of the first lesson. Students follow the teacher’s guidance to answer some inferential questions.</p> <p>For Group C, the teacher needs to conduct phonics and high frequency word activities in both lessons (Introduce during the first lesson and recycle during the second). More literal questions will be asked to develop student’s basic reading skills.</p> <p><b><i>The use of the readers</i></b>            An information book ‘Whirly Bird’ (PM level 22) will be used in Group A. Students need to read the book first. Then, they will follow the instructions to make the whirly bird. In the second lesson, they will understand the principle more with comparisons made to real life.</p>

	<p>A story book ‘Ben’s Tooth’ (PM level 13) will be used in Group B. Students read the book with teacher’s guidance and make predictions based on their personal experience.</p> <p>An information book ‘How to Make Rain’ (PM level 8) will be used in Group C. Students read the book with teacher’s support first. Then, they will follow the instructions to do the experiment and observe the changes in the second lesson.</p>
<b>b) Search Keyword</b>	#Whirly Bird #Ben’s Tooth #How to Make Rain #Guided reading
<b>c) Lesson photos / video clips</b>	<i>Lesson photos</i>

## II. Module / Activity Pack

<i>Item</i>	<i>Resource</i>
<b>1) Theme/ Topic</b>	Guided reading lesson
<b>2) Module</b>	<ul style="list-style-type: none"> <li>• Group A: Whirly Bird</li> <li>• Group B: Ben’s Tooth</li> <li>• Group C: How to Make Rain</li> </ul>
<b>3) Skill Focus</b>	<p>Reading skills:</p> <ul style="list-style-type: none"> <li>• Understand the information provided in various parts of books</li> <li>• Use phonological strategies to decode words and work out their meaning</li> <li>• Recognise the format, visual elements and language features of some common text types (e.g. procedural)</li> <li>• Work out the meaning of words by recognising the base words within other words and by using textual and pictorial clues</li> <li>• Follow simple instructions with visual support</li> <li>• Process some compound sentences by identifying meaningful chunks</li> <li>• Recognise and understand the meaning of contracted forms</li> <li>• Understand the use of simple cohesive devices to connect ideas</li> <li>• Identify details that support the gist or main ideas</li> <li>• Make sense of the text by using personal experience and knowledge of the world</li> <li>• Make predictions about simple texts by using information from titles and pictures</li> <li>• Predict the likely development of topics by using personal experience and knowledge of the world</li> <li>• Understand the social and cultural context of some simple texts</li> </ul>
<b>4) Language Focus</b>	Targeted high frequency words
<b>5) Learning and Teaching Resources</b>	<ul style="list-style-type: none"> <li>• Whirly Bird <ul style="list-style-type: none"> <li>○ <i>Whirly Bird_HFW</i></li> <li>○ <i>Whirly Bird Learning material - folding paper 4 in 1</i></li> </ul> </li> <li>• Ben’s Tooth <ul style="list-style-type: none"> <li>○ <i>Ben's Tooth_HFW</i></li> </ul> </li> <li>• How to Make Rain <ul style="list-style-type: none"> <li>○ <i>How to Make Rain_HFW</i></li> <li>○ <i>How to Make Rain_Take notes_writing steps and making predictions</i></li> </ul> </li> </ul>

<i>Item</i>	<i>Resource</i>
	<ul style="list-style-type: none"> <li>• Bang and Bomb Game Resources <ul style="list-style-type: none"> <li>○ <i>Bang Game</i></li> <li>○ <i>Bang Game Instructions</i></li> <li>○ <i>Bomb Game (read and fold)_cover</i></li> <li>○ <i>Bomb Game (read and fold)_points</i></li> </ul> </li> </ul>
<p>6) <i>Lesson flow /activity plan</i></p>	<p><b>Reading Activities Summary:</b>  <u>(Lesson 1)</u>  <b>Pre-reading activity:</b>  Conduct high frequency words and phonics activities</p> <p><b>Introducing the topic:</b>  Introduce the book titles and the functions of each part of the book</p> <p><b>Reading the text:</b>  Help students develop basic and advanced reading skills in three different levels with differentiated questionings to cater for learner diversity.</p> <p><u>(Lesson 2)</u>  <b>Interacting with text</b>  Conduct some activities related to the book</p> <p><b>Revisiting the text</b>  Re-read the book or invite students to share their personal experience</p> <p><b>Lesson Plans:</b></p> <ul style="list-style-type: none"> <li>• <i>Whirly Bird_Lesson Plan</i></li> <li>• <i>Ben’s Tooth_Lesson Plan</i></li> <li>• <i>How to Make Rain_Lesson Plan</i></li> </ul>