

Resources for sharing of PEEGS project deliverables

School Name: TWGHs Tsoi Wing Sing Primary School

I. Programme Overview

1) <i>Target development area(s)</i>	<i>Enriching the English language environment in school</i>
2) <i>Target Level(s)</i>	<i>P.3</i>
3) <i>Skill Focus</i>	<i>Reading</i>
4) <i>Programme Description</i>	<p>a) Key features of the programme</p> <ul style="list-style-type: none"> - A school-based reading programme that aims to instill a genuine love of reading into students and allow them to learn to read levelled authentic English texts independently and appropriately. Six themes are planned for each year group, with each theme lasting for around three cycles. <p>b) Lesson arrangement</p> <ul style="list-style-type: none"> - There are three double lessons (or “sessions”) planned for each theme. Session 1 focuses on Shared Reading; the class reads a ‘core reader’ together and practices reading and decoding strategies. A solo, pair or group work task may also be included in Session 1. - Session 2 and 3 are Guided Reading lessons. In Session 2, students are divided into 4 ability groups. Two groups spend the first half of the session doing Guided Reading with the NET and local English teacher. The other half of the class are using iPads to access reading apps. They will read books of their choices independently while the Guided Reading is taking place. - This format is repeated in Session 3. However, instead of iPads, students are given self-directed learning booklets that are based on the core reader from Session 1, with a lot of activities to complete. Students complete any activities they like at their own pace as there is no requirement to finish the whole booklet.
5) <i>Experience Sharing</i>	<p>a) Arranging ability groups</p> <ul style="list-style-type: none"> - Students’ reading abilities should be assessed twice -- once at the beginning of the year and once at the end. For Primary 1, students should be assessed at the end of Term 1 or beginning of Term 2. - Once reading levels have been assessed, the students should be divided into four groups of no more than 8 students (if possible). The students should be at similar levels in each group. <p>b) Choosing Guided Reading books</p> <p>The Guided Reading books chosen for each theme should be:</p> <ul style="list-style-type: none"> - related to the theme whenever possible - an appropriate level for each group (i.e. three or four levels higher than the average reading level of the group) - short enough to be read in 15-20 minutes - interesting for students - authentic English texts whenever possible <p>c) SDL booklets and independent reading apps</p> <ul style="list-style-type: none"> - <u>Independent reading</u>: Students should be able to choose whichever book they like to read. At TWSPS, students can use

	<p>'Epic' or 'RAZ Kids' reading apps. Students may also choose to read a physical book from the classroom library.</p> <ul style="list-style-type: none"> - SDL booklets: Students enjoy doing the booklets. The booklets would contain fun and engaging activities such as word puzzles, quizzes and creative writing tasks.
6) Search Keyword	<i>#P.3 #reading #guided reading #co-teaching #ability grouping #self-directed learning #English #independent reading #Tsoi Wing Sing Primary School</i>

II. Module / Activity Pack

Item (Description)	Resource
1) Theme/ Topic	<i>World Clothing / Traditional Clothing</i>
2) Module	Theme 1: A Special Kimono
3) Skill Focus	<ul style="list-style-type: none"> • Making predictions about stories, characters and plot elements using text features • Performing independent research using research tools, such as the internet and books • Reading unknown words/vocabulary using a variety of reading strategies (such as decoding, using context clues etc) • Identifying the key features of a book such as the title, author, publisher etc
4) Language Focus	<ul style="list-style-type: none"> • Vocabulary related to countries and world clothing • Language structures such as dialogue • Text types such as non-fiction books and fact files
5) Learning and Teaching Resources	<ul style="list-style-type: none"> • 'A Special Kimono' by Jay Dale • SDL booklet <ul style="list-style-type: none"> ○ <i>P3 Theme 1 SDL Booklet</i> • PowerPoint presentations <ul style="list-style-type: none"> ○ <i>PEEGS P3 Theme 1 Session 1 (lesson)</i> • P3 Guided Reading Plan <ul style="list-style-type: none"> ○ <i>P3 Guided Reading Plan NET - Special Days</i> ○ <i>P3 Guided Reading Plan NET - Different Cultures</i> ○ <i>P3 Guided Reading Plan LET - The Emperor's New Clothes</i> ○ <i>P3 Guided Reading Plan LET - Shopping with the Nicholas Family</i>
6) Lesson flow /activity plan	<ul style="list-style-type: none"> • Lesson plans for "Shared Reading" (Session 1) and "Guided Reading" (Session 2 and 3): <ul style="list-style-type: none"> ○ <i>Session 1 P3 Theme 1 Shared Reading Lesson Plan</i> ○ <i>Session 2 and 3 P3 Theme 1 Guided Reading Lesson Plan</i>
7) Reference (optional)	'A Special Kimono' by Jay Dale