

Through collaboration to professional empowerment:

A whole school approach to promoting reading across the curriculum

Promoting Effective English Language Learning in
Primary Schools

Promoting Reading Across the Curriculum (RAC) in English Language



Role of English Language



English Language
*reading strategies,
text structures, text features,
thematic vocabulary items, sentence patterns*

Mathematics
charts, formula

Value Education
*value education
elements*

Visual Arts
*colours, images,
colour tone*

P.E.
*leaflets,
records*

**Related reading
materials for
developing different
reading strategies
on common
topics/themes**

**Chinese
Language**
*reading
strategies,
text structures,
text features*

**General
Studies**
*surveys,
questionnaires,
online materials,
reports, forms*

Developing the RAC modules

Equipping students with the necessary “read to learn” skills to meet the academic demands at later Key Learning Stages

Continuous evaluation and review

Authentic contexts for application of reading strategies learnt

Enhanced value education

Effective use of varied text types

Highlighting the thematic vocabulary items

Explicit teaching of the target reading strategies

Cross-curricular co-planning meetings

Identifying the target reading strategies

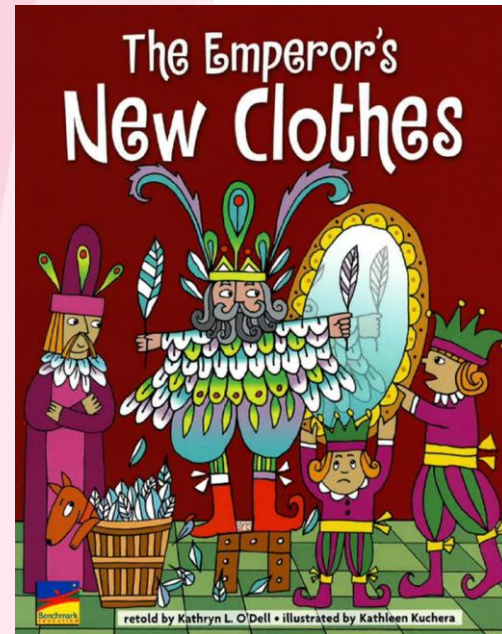
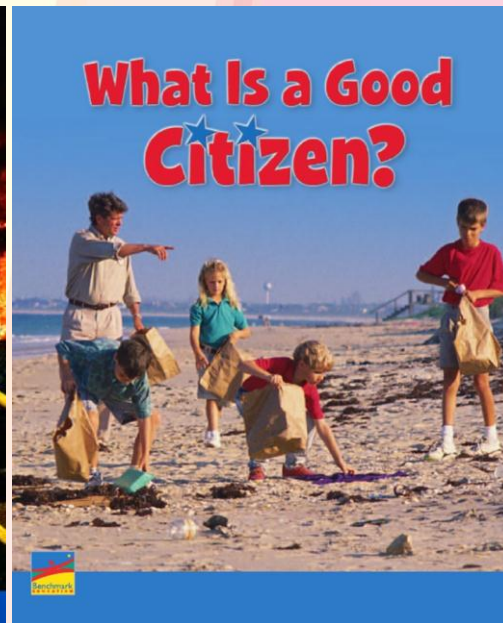
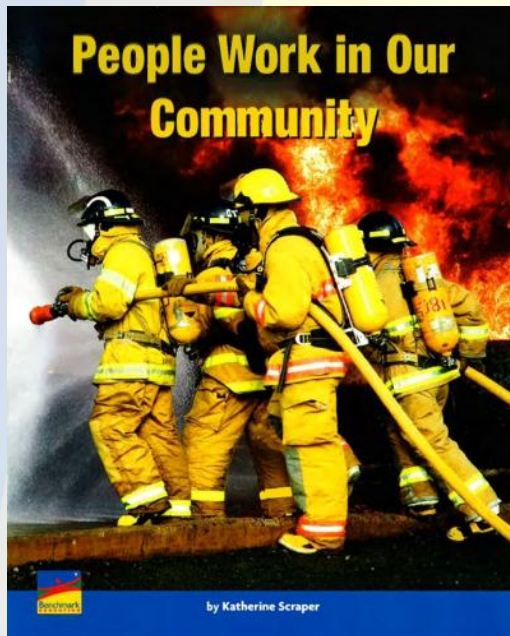
Relevant teaching and learning resources

Topics and content: closely aligned with the core curriculum

Primary 2 Module design

Theme	感恩為我們服務的人
Relevant module	<ul style="list-style-type: none">✓ English Language: Meet my family✓ General Studies: 為我們服務的人✓ Chinese Language: 勇闖難關
Text Types	Informational report, fiction
Reader	<ul style="list-style-type: none">✓ People work in our community✓ What is a good citizen ?✓ The Emperor's New Clothes
Text structures	compare and contrast
Text features	captions, footnotes, table of content
Language items	<ul style="list-style-type: none">✓ vocabulary: jobs✓ language: simple present tense
Reading skills	<ul style="list-style-type: none">✓ understanding the information provided on the book cover✓ prediction✓ summarization

Criteria of choosing reading materials



- General knowledge → closely related to students' daily lives
- Topics can be covered in other subjects-Chinese, General Studies, Music, Arts etc.

Common language elements and values in both English Language and General Studies curriculum



單元一

● 專題研習：房屋發展
● 品德與生活：「悅居」人

第1課

- 互動活動：辨別方位
- 思維能力訓練工作紙：正方位 (房屋)
- 探究工作紙：我家的位置
- 小班工作紙：問路 (問路目的地、學校周圍的環境)

第2課

- AR擴增實境：社區設施
- 互動活動：認識社區的劃分 (參考學習單的規劃)
- 教學簡報：社區設施
- 思維能力訓練工作紙：(學生填寫)
- 探究工作紙：特色社區
- 小班工作紙：九宮格 (活動名稱) (活動士) 不同的社區

第3課

- 模擬遊戲：片區管理員
- 故事動畫：好鄰居
- 思維能力訓練工作紙：(特別考法)
- 探究工作紙：好鄰居
- 小班工作紙：(親朋戚友) (互相處之) (訪尋語言)
- 照顧學習差異工作紙：(特別的設計)

我們的社區

- 怎樣利用地圖認識社區？
- 社區內有甚麼設施？怎樣影響我們的生活？
- 怎樣善用社區設施？
- 為甚麼說「遠親不如近鄰」？怎樣和鄰居和睦相處？
- 怎樣關懷社區？



單元二

● 參觀活動：消防局、警察局

第4課

- AR擴增實境：牛打石地鐵站 (AR地圖)
- 影片：牛打石警察
- 模擬遊戲：緊急求助
- 故事動畫：保安警察
- 思維能力訓練工作紙：火警求助

第5課

- 探究工作紙：少年警訊
- 小班工作紙：(調查表) (一)
- AR擴增實境：港安中心 (工業)
- 思維能力訓練工作紙：(製作) (向長者)
- 照顧學習差異工作紙：(全線)

第6課

- 圖解動畫：為我們服務的人
- 思維能力訓練工作紙：服務
- 探究工作紙：各行各業
- 小班工作紙：(服務人員) (4)
- 照顧學習差異工作紙：(表) (服務人員)

為我們服務的人

- 社會上有哪些為我們服務的人？
- 服務人員的工作與我們的生活有甚麼關係？
- 我們應該怎樣與服務人員合作？

6 其他服務人員

學習目的：


1. 列舉其他服務人員的工作。
2. 欣賞服務人員的工作。
3. 感謝服務人員對社會所作出的貢獻。

2. 還有哪些人為我們服務？

1. 原來還有他們


活動目標：
學生能列舉其他為我們服務的人，欣賞他們的貢獻，為社會作出的貢獻。

安兒一家外出吃飯和買衣服。除了侍應和售貨員外，還有誰在背後為他們服務？把服務人員的貼紙貼在 () 內。

A. 


B. 

 (廚師)

 (那班工人在司機)

 (裁縫工人)

 (電腦維修師)

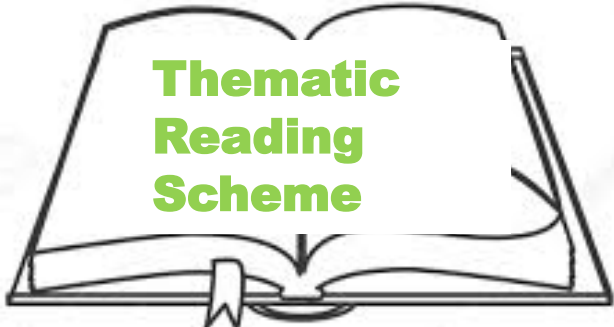
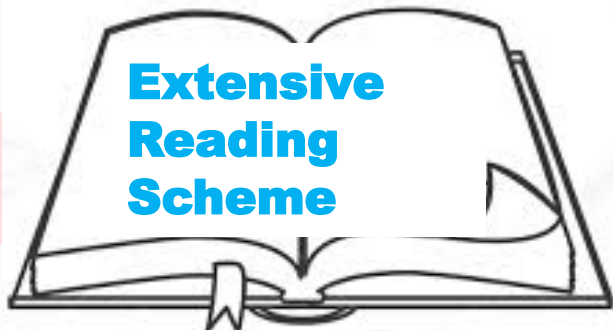
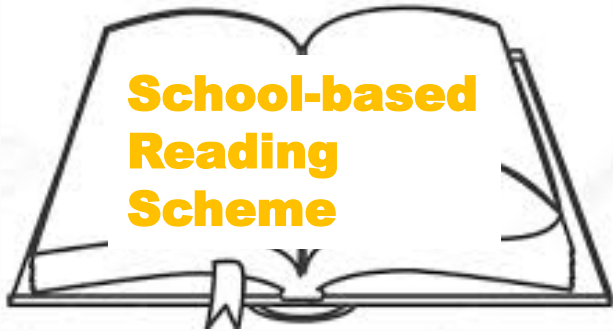
 (農夫)

你服務人員嗎？ (服務人員即可。如司機、修車工人、包裝工人等) 請貼二 為我們服務的人

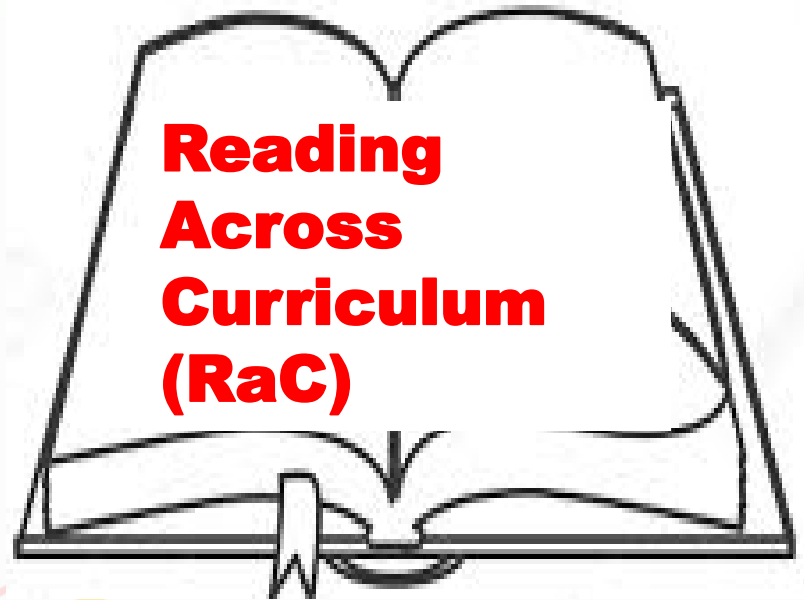
Primary 4 Module design

Theme	健康人生
Relevant module	✓ English Language: Healthy Eating, A Balanced Diet ✓ General Studies: 人體侵略者 ✓ Chinese Language: 更強更簡美
Text Types	Informational report, fiction
Reader	✓ Eating Right ✓ Healthy Eating ✓ Dragon's Big Breakfast
Text structures	✓ compare and contrast
Text features	✓ topic sentence and supporting details
Language items	✓ vocabulary: food items, nutrients ✓ language: modal verbs, comparative
Reading skills	✓ understanding writer' s attitude ✓ summarizing ideas
Writing	✓ expository writing

What's the DIFFERENCE



VS



In what way is RaC different from our teaching of reading in the English curriculum?

Traditional mode of teaching 'Reading'

- Rely on the particular subjects such as Chinese or English



RaC

- All subjects work together to enhance reading ability



Reading Across Curriculum

Reading strategies, vocabulary, Grammar, sentence patterns, value education elements, etc

Language

Related reading materials for developing different reading strategies

Maths

charts, formula, etc

Related reading materials for developing different reading strategies

Visual Arts

colours, images, colour tone, etc

Related reading materials for developing different reading strategies

Surveys, questionnaires, on-line materials, reports, forms, value educational elements, etc

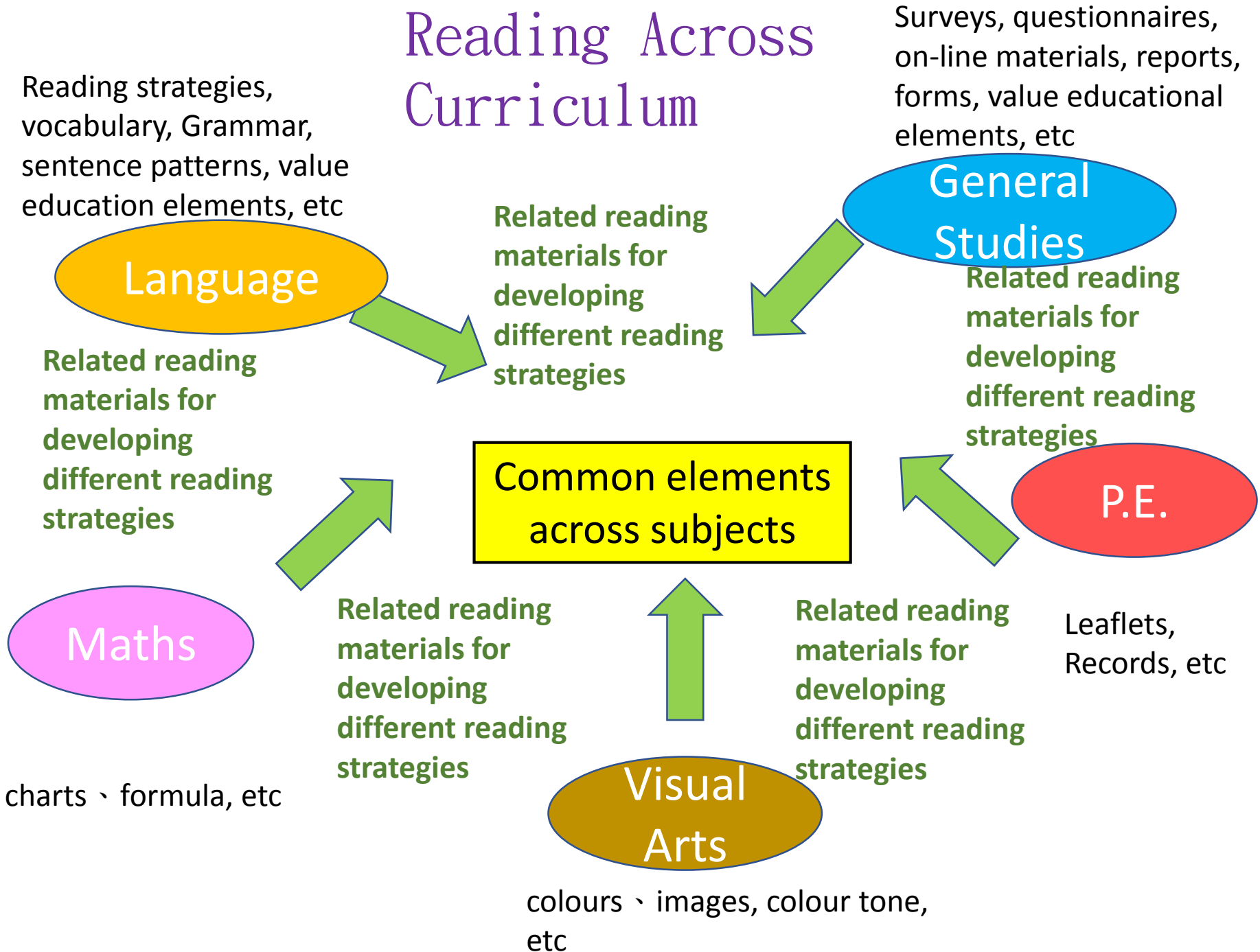
General Studies

Related reading materials for developing different reading strategies

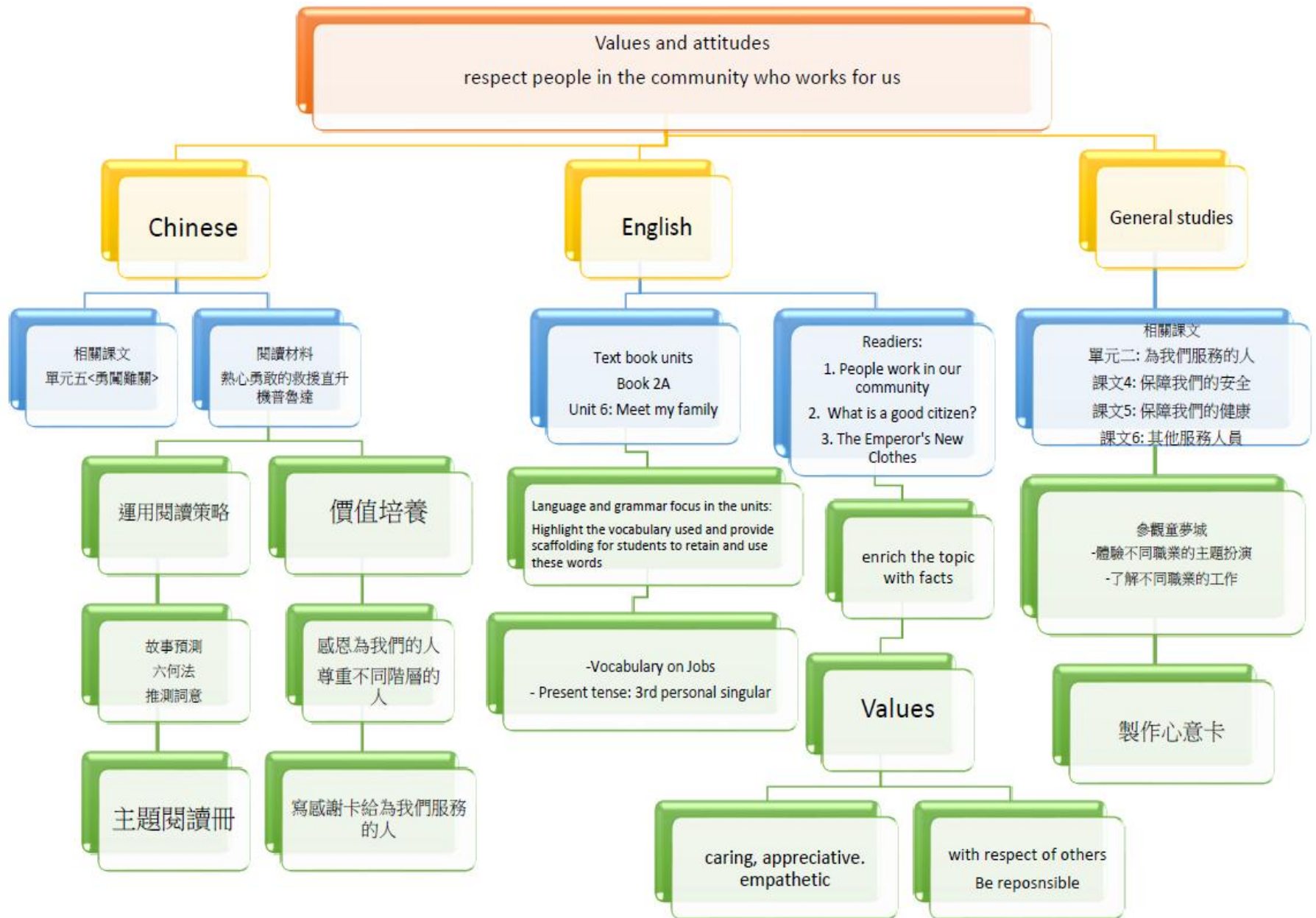
P.E.

Leaflets, Records, etc

Common elements across subjects

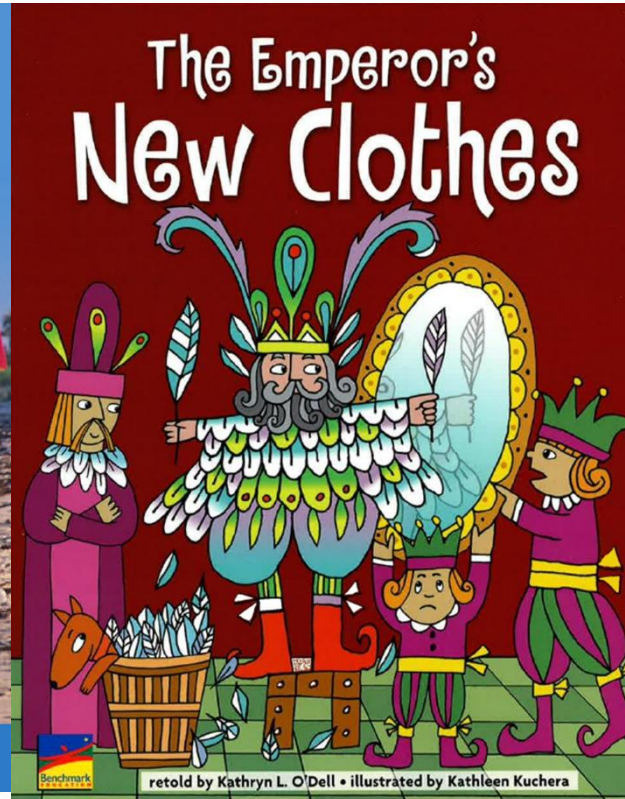
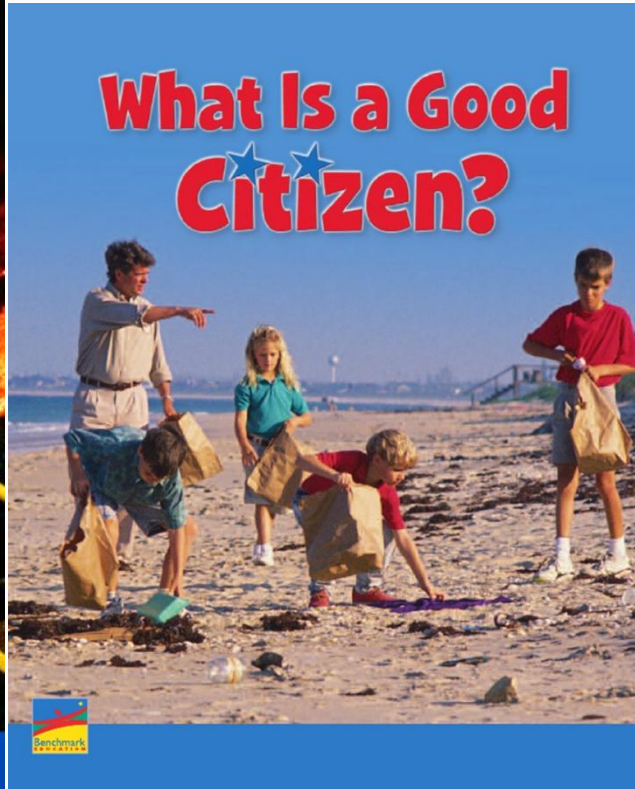
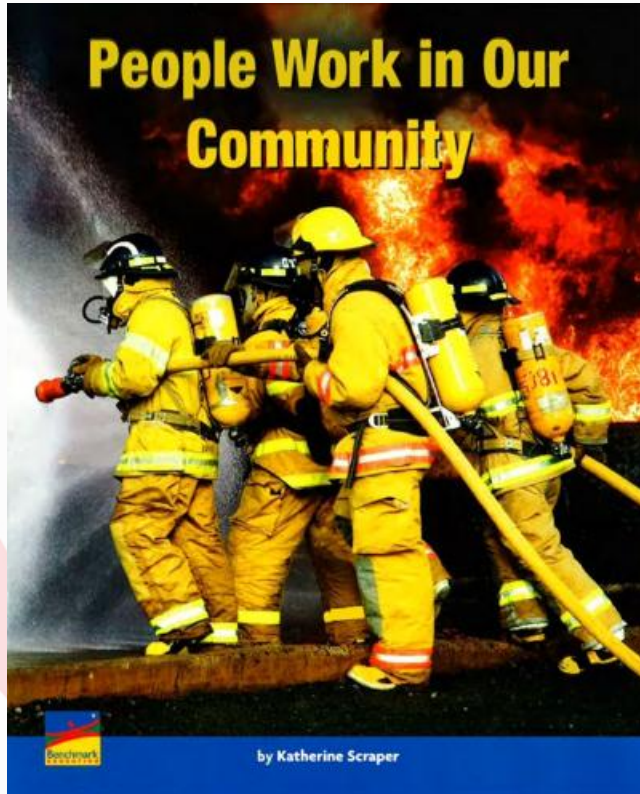


Modules design for strengthening strategies on promoting “Reading Across the Curriculum” (RaC) at P.2



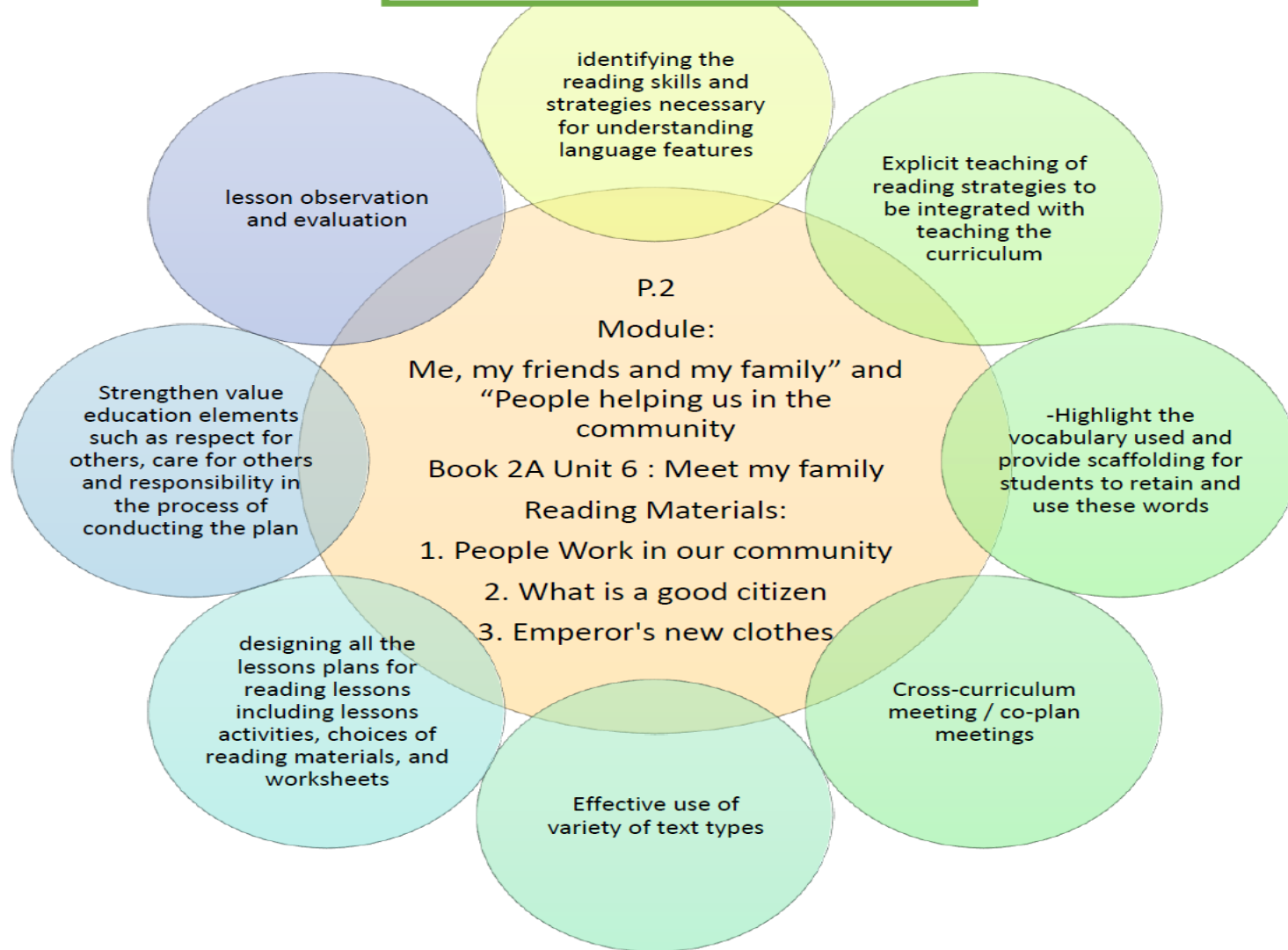
P.2

Criteria of choosing reading materials



- General knowledge → closely related to students' daily lives.
- Topics can be covered in other subjects-Chinese, General Studies, Music, Arts etc.

Develop students' reading skills necessary for processing academic texts on themes related to non-language subjects and provide opportunities for application and consolidation in collaboration with other KLA's or subject panels

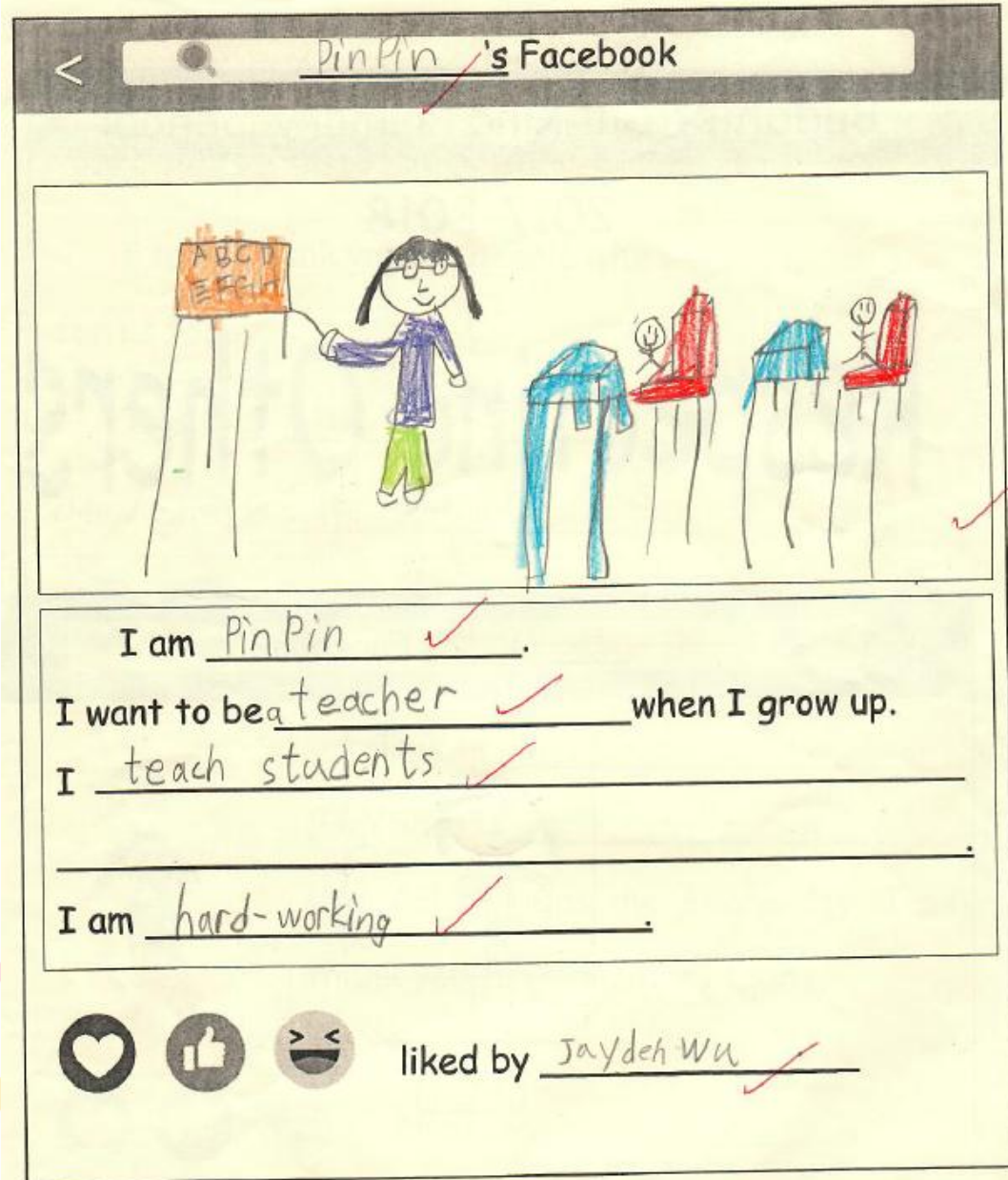
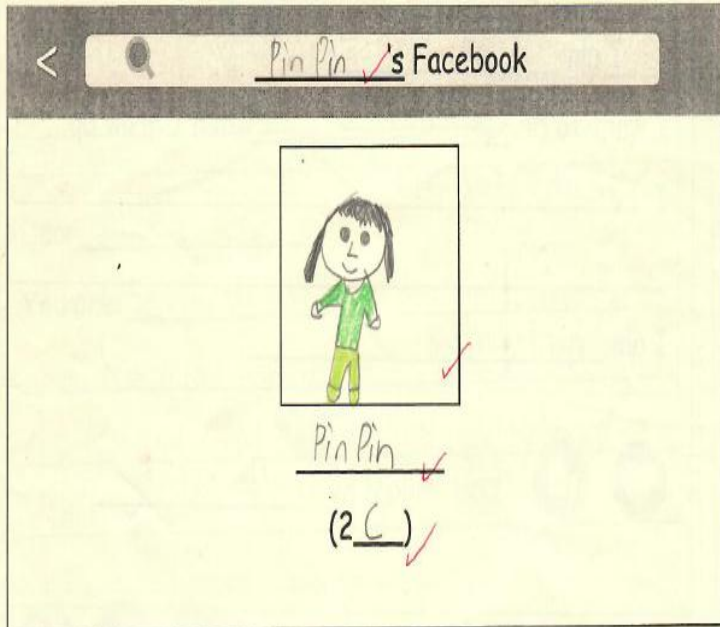


Students' Work

Buddhist Chi King Primary School

2017-2018

Respecting Others





Dear Mum,
You are helpful. You look after the fam
cooki the meals, wash the dishes, and me
set the table. You help at home e
Thank you!

liked by Mummy

I say, 'Thank you' to people who work
for us today.

This is Miss Chong.

(He / She) is a teacher.



liked by Miss Amy



This is Mr. Ho.

(He/She) is a security guard.

(He / She) helps me every day. I say
thank you to (him / her) today.

liked by Ho Chan

Writing Skill:
Writing an expository writing

Value:
Critical, responsible, with respect
for life and environment

Chinese

English

General studies

相關課文
單元六<更強更簡美>

閱讀材料

Text book units
Book 4B
Unit 3: Healthy Eating
Unit 4: A Balanced Diet

Readers:
1. Eating Right
2. Healthy Eating
3. Dragon's Big Breakfast

相關課文
單元二:人體侵略者
4.傳染病
5.非傳染病
6.口腔健康
7.醫療服務與社區健康

閱讀材料
網上資料:醫務衛生防護中心

認識說明文

Language and grammar focus in the units:
Highlight the vocabulary used and provide scaffolding for students to retain and use these words

enrich the topic with facts

認識說明文的結構特色

- 1.總述>現象法
- 2.分述>中心句>例子
- 3.分述>中心句>例子
- 4.分述>中心句>例子
- 5.總結

- 說明方法:
- 1.舉例說明
 - 2.數字說明
 - 3.比較說明
 - 4.描述說明

quantifiers: a lot of, a few, a little
comparatives: more, fewer, less
word phrases: need to, have to

Structure of an exposition

參觀環保基金--
良食公和國(生活書院)

說明文寫作: 如何實踐低碳生活

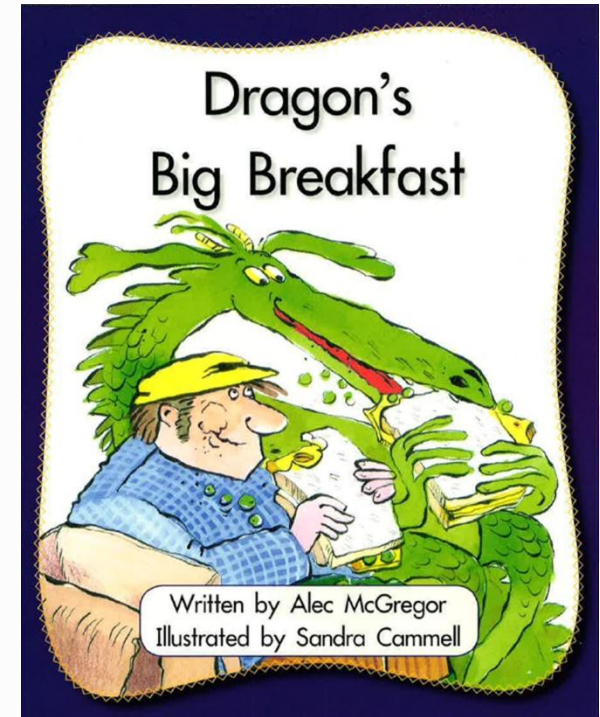
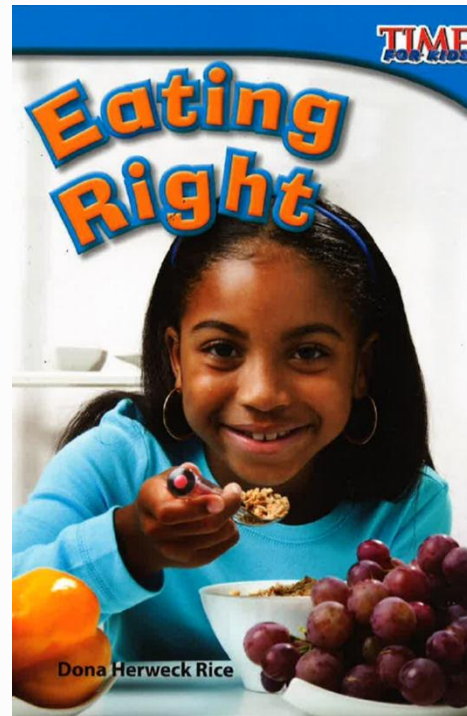
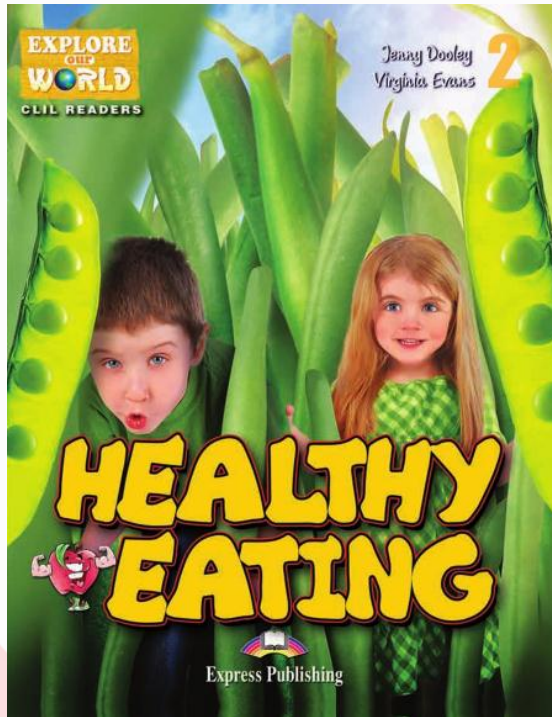
Point of view is stated

Justification of arguments in a logical order

Summing up of argument

An expository writing: Staying healthy

3 readers were purchased for P.4



A Case Study

Eating disorders and death: Horrible twins

By Nancy Chan

Because of her body weight, Pamela Wong almost stopped eating for a year. She became another eating disorder victim.

Pamela, a 17-year-old girl, fell sick suddenly at her school in Aberdeen at 8.30 a.m. yesterday. She died an hour later at Queen Mary Hospital.

The nickname 'Big Pam' at school made Pamela sad. A year ago, Pamela told her classmate, Judy, that friends laughed at her. She wanted to be thin so she ate very little. Her weight dropped from 55 kg to 35 kg and finally to 25 kg. The weight loss of 30 kg was killing her.

Dr. David Chan of Queen Mary Hospital said, "Eating disorders

are a big problem among teenage girls. Many females aged between 13 and 19 have an eating disorder. They think they are fat even though they are not. They do not eat enough food. Starvation is harmful to our body."

Victor Au, the headmaster of Pamela's school, said, "Pamela was a student librarian. She lived with her parents and her sisters, Betty, 14, and Dora, 8. She got As and Bs in her school exams. Teachers and friends will all miss her very much."

After reading the passage, Paul writes to the school newsletter. He wants to suggest ways to keep a person healthy. You are Paul. Write about 70 words. Give examples.

An expository writing

Staying Healthy

It is more important to ^{we} keep ourselves healthy than to just look good. ^{If} ~~It~~ we are not healthy, ^{we} we will ^{be} sick and we will not do anything well. Now I want to suggest ways to keep a person healthy.

First, fried food is bad for us, so it is better to eat less fried food like French fries and fried chicken. We also need to have some fat, sugary and oil, but don't eat too much, just eat a little. Then, your body will ~~working~~ well. Sausages, potato chips All of them are bad for us because it has too much oil.

~~Moreover,~~ ^{however} vegetables, fruit and grain products both of them are ^{all} good for us. It is better to eat more vegetables and fruit such ^{as} strawberries and broccoli because they can give us vitamins. Also, we should eat more grain products because they can give us energy and fibre. It is a good idea to eat more grain products like cereal and rice. Furthermore

meat and fish are good for us^{because we need them to grow strong}, but not eat too much, just a little, they can make us fat! ^{They can give us protein.} Apart from that, dairy products ^{is} ~~is~~ ^{are} important too. Don't forget them, they are good for us. It is a good idea to eat more cheese, milk and yogurt.

Other than eating right, we also need to have healthy daily

habits. Don't eat too much at the same time because our body can't digest at ~~once~~ ^{one} time. After that, ^{sleeping is} sleep early also good for us because our body needs to have more rest ^{for} to ~~working~~ ^{work} well. It is a good idea to sleep ^{for} eight hours everyday. ~~namely~~, we can't play electronic games because they are bad for our eyes. ^{Besides}

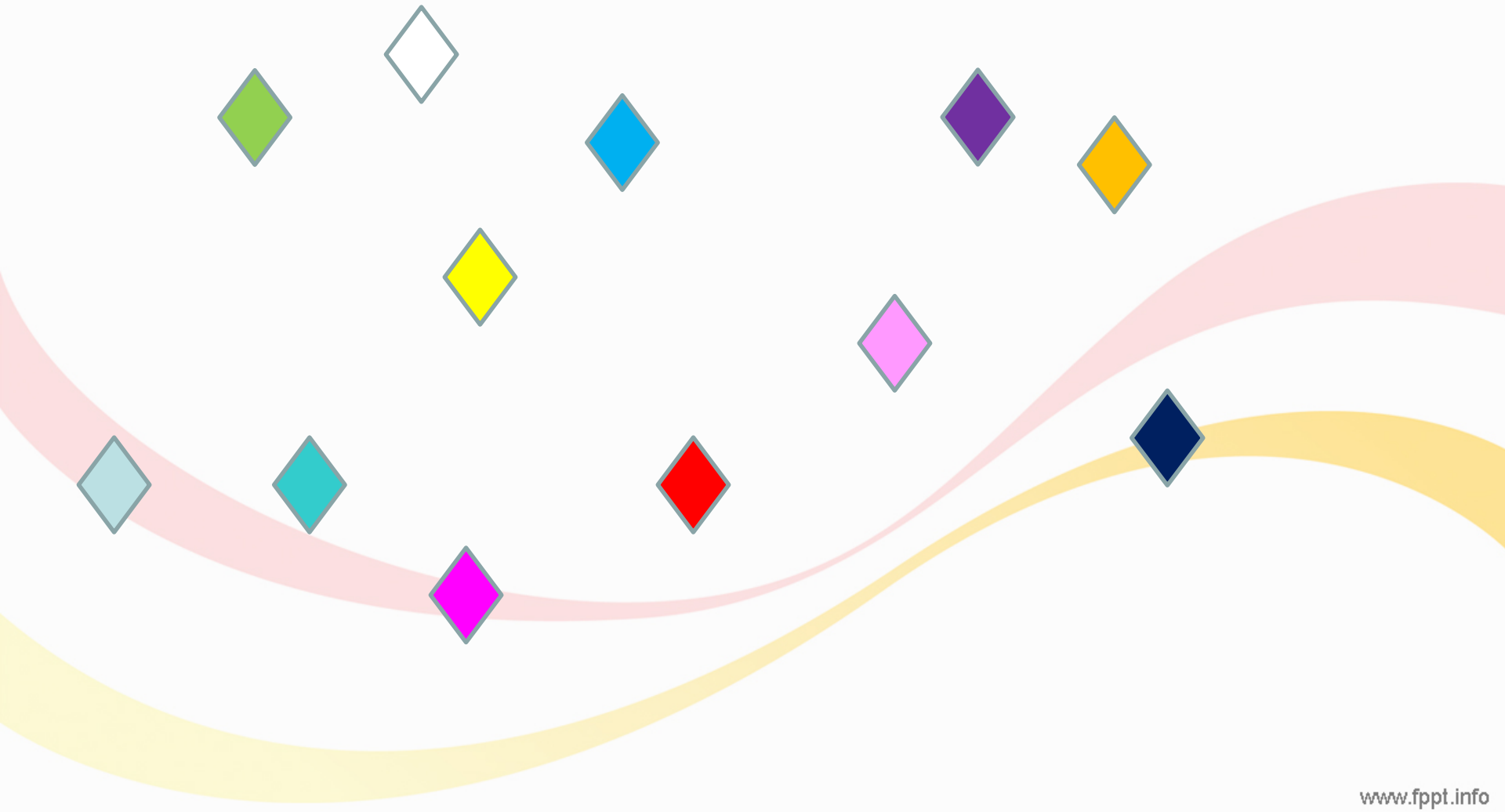
Health is important to us. ~~If~~ we can follow the suggestions well, we can have a good health.

base form

- Set the common skills / objectives can be set across different subjects.
- The plan is better designed on good time alignment
- Extend what they have learnt in other subjects for **motivation** and **interest**.



Pupils learn many concepts or ideas from different subjects which might be connected



Helping pupils to connect these
concepts , ideas or learning
experience.

