



THE CHINESE UNIVERSITY OF HONG KONG
FACULTY OF EDUCATION
CENTRE FOR ENHANCING ENGLISH LEARNING AND TEACHING

Read to Write:
Quality Education Fund 2018/19 Project
Professional Development Workshop 4

Facilitators: Prof. Barry Bai and QEF Project team

Date: 23 October 2018 (Tuesday)

Time: 2:30 p.m. – 5:00 p.m.

Venue: Room B5, Ho Tim Building, CUHK

Professional Development Workshop 4

**Developing
school-based
Read-to-Write
learning and
teaching materials
enhanced with
self-regulation and
e-Learning resources**

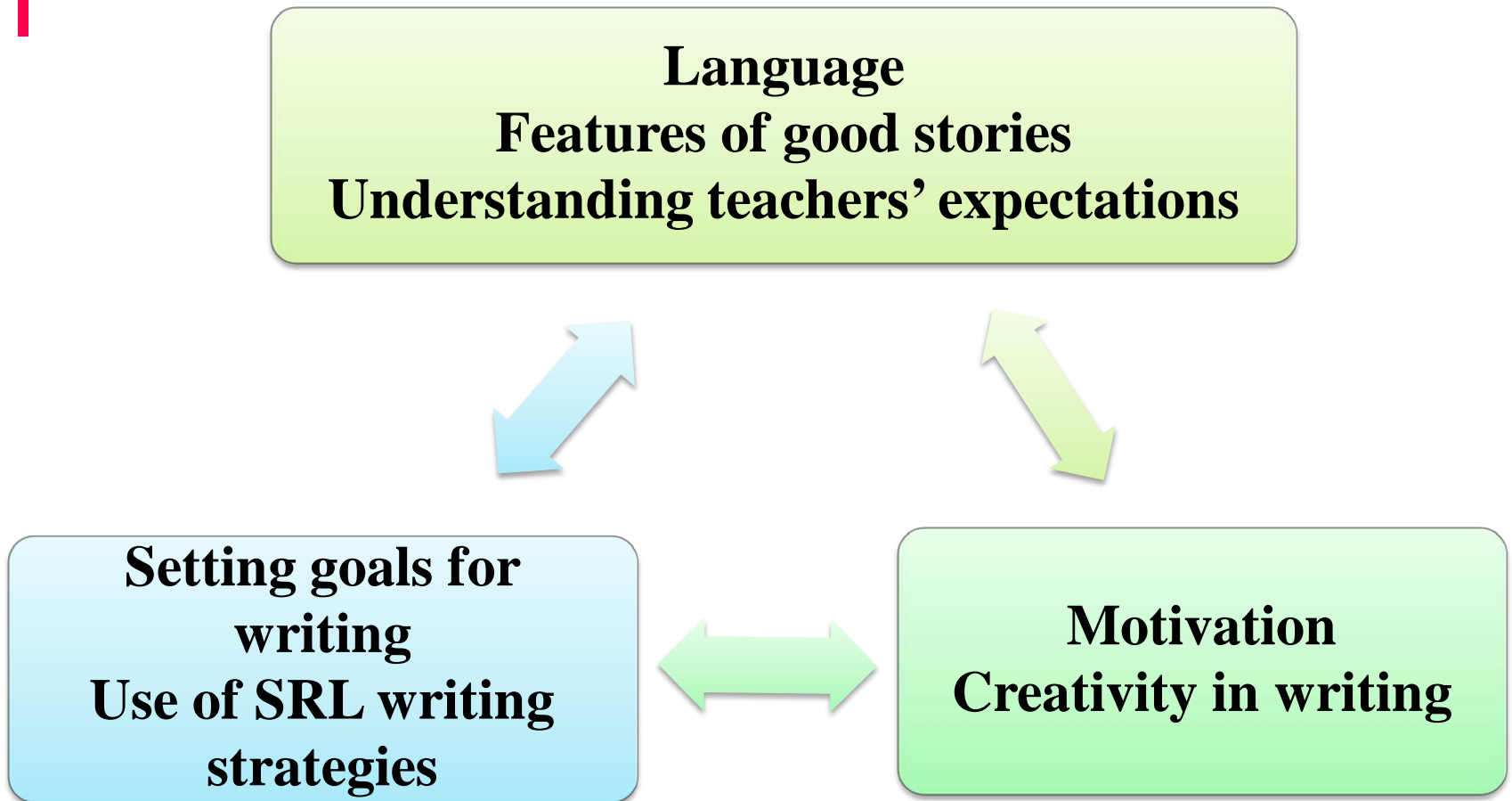
Workshop focuses

- ❑ Opening remarks
- ❑ Developing *My Reading and Writing Strategy Book*
- ❑ Sample tasks of Writerly reading and mining a text
- ❑ Sharing on Sample Project 1 – Healthy Eating
- ❑ Adopting e-Learning in the English classroom
- ❑ e-Learning samples – Google Sites and Book Creator
- ❑ Incorporating self-regulation reading/writing strategies, reading and writing connections and e-Learning tools in Sample Project 2 – Endangered animals
- ❑ Developing school-based Read-to-Write projects
- ❑ Concluding remarks

Opening remarks



Relationships between important elements for successful writing and use of SRL writing strategies





- ❑ **Teachers should teach self-regulated learning strategies whenever possible.**
- ❑ Self-regulated reading and writing strategies are recommended in the CDC Curriculum Guide (2017).
- ❑ Read-to-write strategies are a new group of self-regulated learning strategies. Teachers need to learn and understand what they are and how they work.
- ❑ **Show connections between reading and writing explicitly.**
- ❑ Many read-to-write strategies need to be invented.



- ❑ **Successful reading and writing involve language knowledge, motivation, and use of self-regulated learning strategies (e.g., self-regulated reading and writing strategies, and read-to-write strategies).**
- ❑ Teachers should try to understand how students solve their reading and writing problems. A problem in language, motivation or self-regulation?
- ❑ Teachers should encourage students to learn and apply self-regulated learning strategies.
- ❑ Invite successful readers and writers to share their learning methods (e.g., use of self-regulated learning strategies).

Developing *My Reading and Writing Strategy Book*

**My Reading and Writing
Strategy Book**



Name: _____

Class: _____

Class no.: _____

Developing My Reading and Writing Strategy Book

- ❑ Include some strategies initially, e.g., process of reading and writing, goals of reading and writing, and POW.
- ❑ Include many templates without the content, e.g., asking questions, text-connections, organize your thoughts, and stretch a sentence.
- ❑ **Introduce each strategy with the 4-step method for a clear reason/purpose in the classroom. Let students co-develop the strategy by completing a strategy template in the book.**
- ❑ Remind students to refer to strategies whenever needed.

- ❑ In the curriculum, have a plan to introduce the strategies in each term/year. What and how many strategies should be included in the strategy book in each grade?
- ❑ Teachers and students in each grade teach and learn new strategies. For example, primary 5 students will learn new strategies in primary 5 but will recycle and reuse those learned in primary 4.

Sharing: Developing the school-based writing strategy book

Miss Rita Hung
Sacred Heart Canossian School Private Section



Sample tasks of Writerly reading and mining a text



Writerly reading

The writerly reader is **making predictions** about what comes next in a text by trying to think as the writer of the text must have been thinking at various points in the development of the text.

Writerly reading (thinking like a writer while reading)

*If I were the writer,
what sentence would come next?
what transition word or phrase would I use here to
link the previous passage and the next one?*

**Writerly readers can gain awareness of the
linguistic and rhetorical tools they can use
while they are writing**

Writerly reading

What is the book about?

The book is about a little boy who loves eating chocolate bars. His name is Charlie. Charlie lives near a huge chocolate factory which belongs to a strange man called Willy Wonka. Charlie and four other lucky children win a tour of the factory with Willy Wonka. However some strange things happen to the children during their adventure.



Augustus is the first child who has an 'accident'. He is greedy. In the chocolate room, he drinks from the chocolate river. He falls into the river and disappears. 15

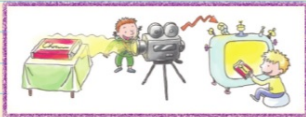
The next one to get into trouble is Violet. She is a proud girl who does not listen to people's advice. In the inventing room, Mr Wonka shows the children his latest chewing gum. He tells them that it is not ready to eat but Violet ignores him. She turns into a blueberry balloon!



Veruca is a spoilt girl who does not listen to Mr Wonka either. In the nut room, there are a lot of squirrels. Veruca tries to take one of them but they take her away instead.



Finally, the children go to the television-chocolate room which has a big camera and a special TV. Mr Wonka tells them not to go near the camera but Mike is naughty.



What happens to him? He shrinks until he is only 15 centimetres tall. 30

In the end, Mr Wonka gives a very special prize to Charlie — the keys to the chocolate factory.



- Teacher cuts the text into pieces and asks students to **assemble them into a coherent text.**
- **Students make writerly decisions** in the reassembly of the text at various levels (e.g., word, sentence and paragraph).
- **More able students can compose own pieces** at the sentence or paragraph level to provide linkages between given pieces of text.



The book is about a little boy who loves eating chocolate bars. His name is Charlie. Charlie lives near a huge chocolate factory which belongs to a strange man called Willy Wonka. Charlie and four other lucky children win a tour of the factory with Willy Wonka. **However some strange things happen to the children during their adventure.**

After the first accident, the next one to get into trouble is Violet. She is a proud girl who does not listen to people's advice. In the inventing room, Mr Wonka shows the children his latest chewing gum. He tells them that it is not ready to eat but Violet ignores him. She turns into a blueberry balloon.

Augustus is the first child who has an 'accident'. He is greedy. In the chocolate room, he drinks from the chocolate river. He falls into the river and disappears.

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In the inventing room, Mr Wonka shows the children his latest chewing gum.

She turns into a blueberry balloon.

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He tells them that it is not ready to eat but Violet ignores him.

She is a proud girl who does not listen to people's advice.



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_____.



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Augustus is the first child who has an 'accident'. **He is greedy. In the chocolate room,**
_____.

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_____.

Veruca is a spoilt girl who does not listen to Mr Wonka either. In the nut room, there are a lot of squirrels. **Veruca** _____.

In the end, Mr Wonka gives a very special prize to Charlie
_____.



Mining a text

(Mindful study of texts)



Mining a text (Mindful study of texts)

- Ask students to look out for **specific rhetorical and linguistic conventions** as miners or detectives.
- Move students from passive reading to **active search for information** from a writer's perspective.
- Ensure students to make contact with the **writing elements** they need exposure to in order to bring those elements into their own writing **in a conscious manner**.

Mining a text

The teacher can ask students to mine the reading text for language features/specific vocabulary items.



Let us look at some excellent adjectives in the story... such as Charlie lives in a **huge** chocolate factory ... Here I could also use 'enormous'? They are **positive adjectives**. Pay attention to these adjectives when reading! Collect some of these adjectives! Write them down in the word bank and use them in your own writing!"

Mining for adjectives

5 What is the book about?

The book is about a little boy who loves eating chocolate bars. His name is Charlie. Charlie lives near a huge chocolate factory which belongs to a strange man called Willy Wonka. Charlie and four other lucky children win a tour of the factory with Willy Wonka. However some strange things happen to the children during their adventure.




10 children win a tour of the factory with Willy Wonka.

However some strange things happen to the children during their adventure.



Augustus is the first child who has an 'accident'. He is greedy. In the chocolate room, he drinks from the chocolate river. He falls into the river and disappears.

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 =Positive adjectives

 =Negative adjectives

Mining for adjectives

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 =Positive adjectives

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Mining for rhetorical features

Write a recipe for
making a cheese and
tomato sandwich

Grandma's cookies

Ingredients:

- 100 g butter
- 75 g sugar
- 2 tablespoons golden syrup
- 175 g flour
- 100 g chocolate (Use your favourite chocolate bar!)
- 2 tablespoons milk

Steps:

- 1 First wash your hands. (Always wash your hands before cooking!)
- 2 Then beat the butter until it is soft.
- 3 After that add the sugar and mix together. Stir in the golden syrup and flour.
- 4 Next pour in the milk and mix well.
- 5 After that chop the chocolate into small pieces and add to the mixture.
- 6 Finally use a teaspoon to put the mixture into the baking tray. Bake in the oven for 8-10 minutes.



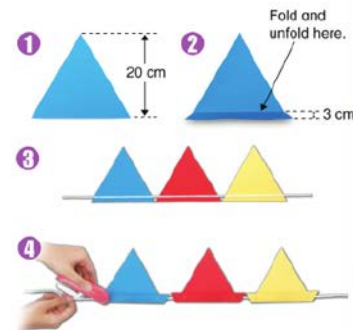
Stall decorations

You need:

- coloured paper or material
- string
- glue
- pens
- a stapler

Steps

- 1 First use sharp scissors to cut triangles from the paper or material.
- 2 Then fold the bottom of the triangles and unfold them again.
- 3 Next put the triangles in a line on a flat surface. Then lay a piece of string along the triangles.
- 4 After that fold the bottom of the triangles over the string. Leave 30 cm of string at each end. Staple the triangles with the string inside.
- 5 You can use glue to stick pictures onto the triangles or draw on them if you wish.
- 6 Finally hang the decorations on the stall.



Mining the Texts Worksheet

Read the two texts and answer the following questions.

1. What common features can you notice about the two texts?
Discuss with your classmates.

Common features	Examples

Common features	Examples
• Two parts in the text	• Ingredients and steps
• Use of action words	• Wash your hands • Beat the butter
• 'to' is used to show purpose	• Use sharp scissors to cut triangles
• Use of sequence words	• First, Then, After that

Sharing on Sample Project 1: Healthy eating

Healthy eating



Reading strategies

- Predicting
- Using picture clues
- Constructing mind maps
- Text connections
- Read, write, pair and share
- Self-reflection (3-2-1 reflection)

Reading-writing connections

- Previewing the writing task to be performed following the reading activities
- Linking the reading and writing tasks to the literacy tasks students perform in other settings
- Raising awareness of how reading supports writing
- Writerly reading
- Writing about reading
- Talking about reading and writing experiences

Writing strategies

- Setting goals
- Organising ideas (Hamburger Writing Organiser)
- Planning
- Drafting
- Stretching a sentence
- Revising (ARMS)
- Editing (CUPS)
- Peer review
- Self-reflection (3-2-1 reflections)

Healthy eating



Reading strategies

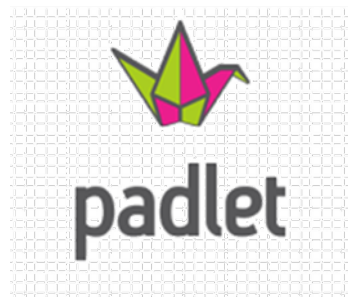
Reading-writing connections

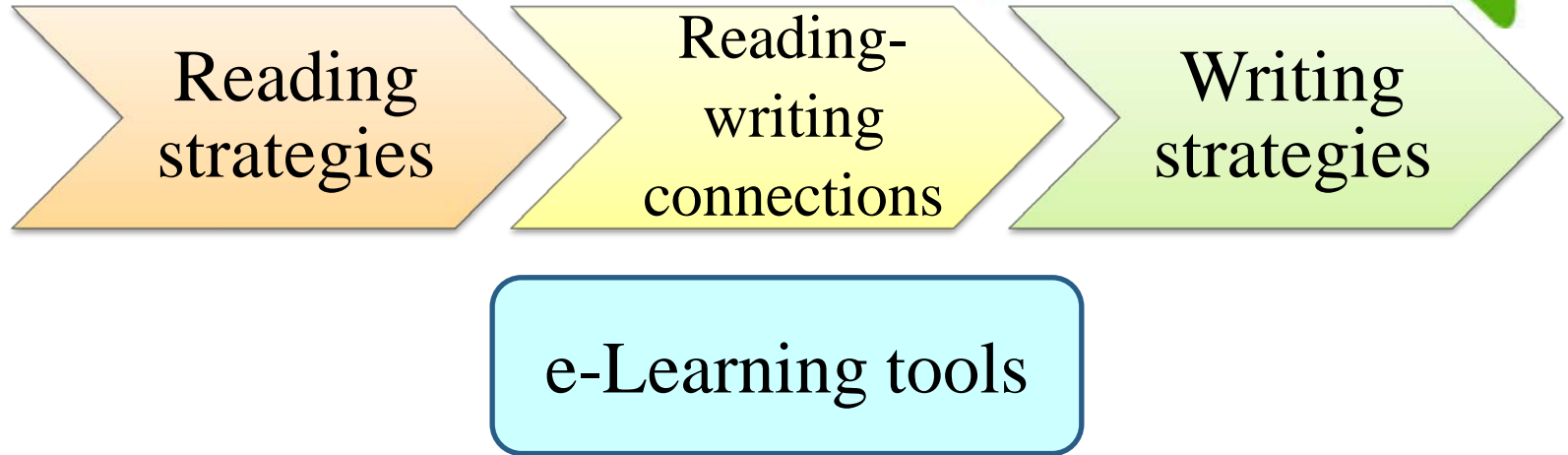
Writing strategies

e-Learning tools



Quizlet





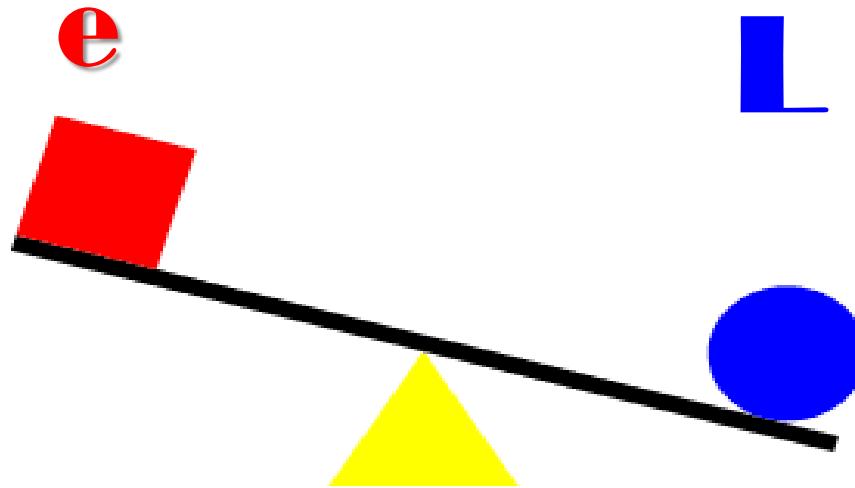
- Which strategy/task/tool do you think is effective and why?
- Which strategy/task/tool would you like to try out and why?
- How can you adapt the strategy/task/tool to cater for the needs of your students?
- ...

Sharing: Using eTools to enhance teaching & learning

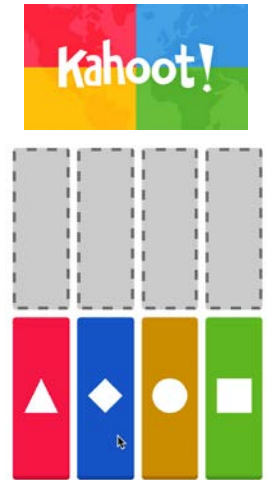
Miss Harriet Chow
Buddhist Wong Cheuk Um Primary School



Adopting e-Learning in the English Classroom



e-Learning



SAMR

Enhancement

Substitution

- Technology acts as a direct tool substitute **with no functional change.**

Augmentation

- Technology acts as a direct tool substitute **with functional improvements.**

Transformation

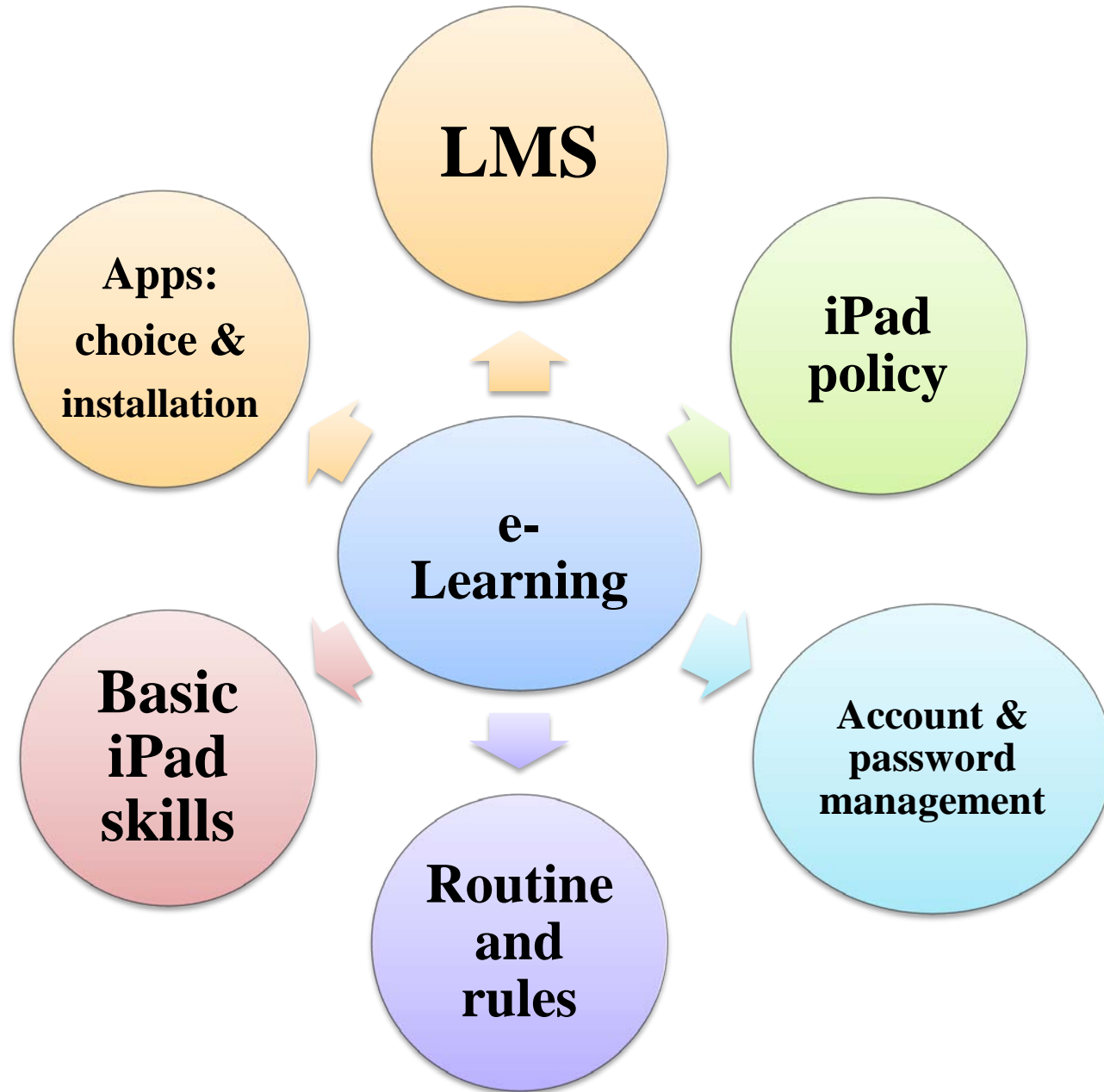
Modification

- Technology allows for **significant task redesign.**

Redefinition

- Technology allows **creation of new task previously inconceivable.**

Setting the scene for e-Learning



e-Learning samples: Google Sites and Book Creator



Google Sites



BOOK CREATOR

Welcome to the class website of 4A!

Class news

<https://sites.google.com/view/classwebsiteof4a>

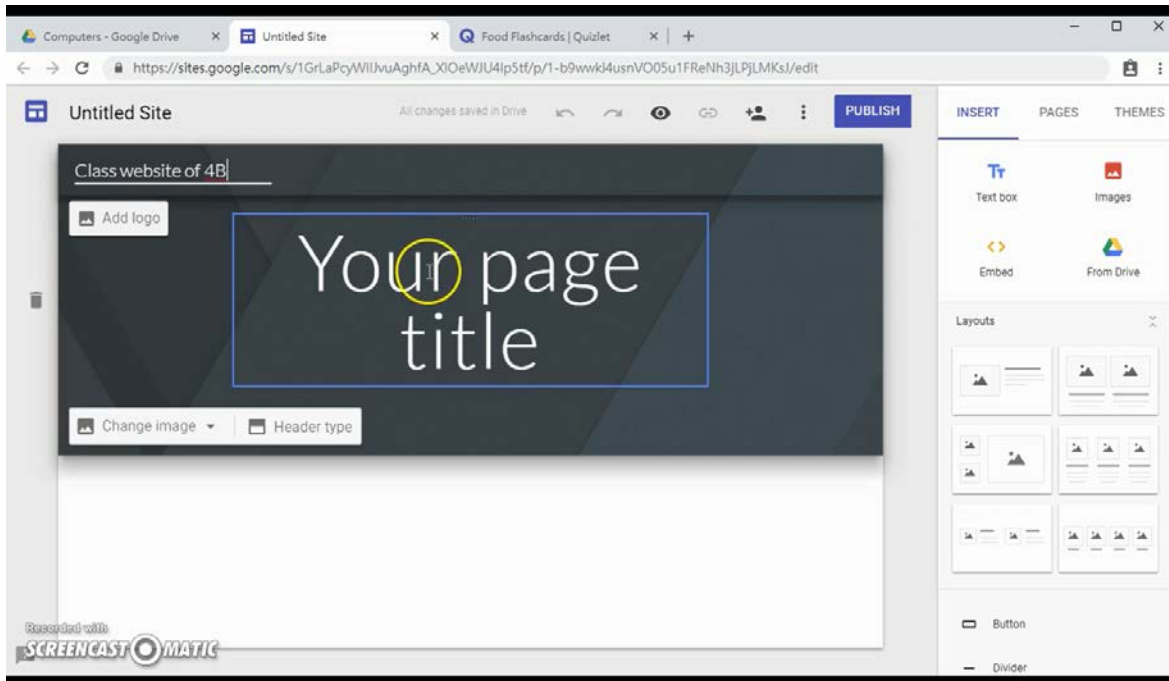


Google Sites

- Easily create and maintain a website
- Does not require any knowledge of URL and programming language
- Insert text, images, YouTube videos, Docs, Slides, Forms, etc.
- Free of charge
- A good tool for setting up a class/subject website
- Anyone with the link can view your site, including your colleagues, students and even their parents

How to create a Google site?

Watch this video:





BOOK CREATOR

- A simple tool to create and share e-books
- Combine text, images, audio and video
- Unleash students' creativity
- Turn reading and writing into an interesting and collaborative project



Book Creator



Emperor penguins

They have a black head, chin, and throat, with broad yellow patches on each side of the head.



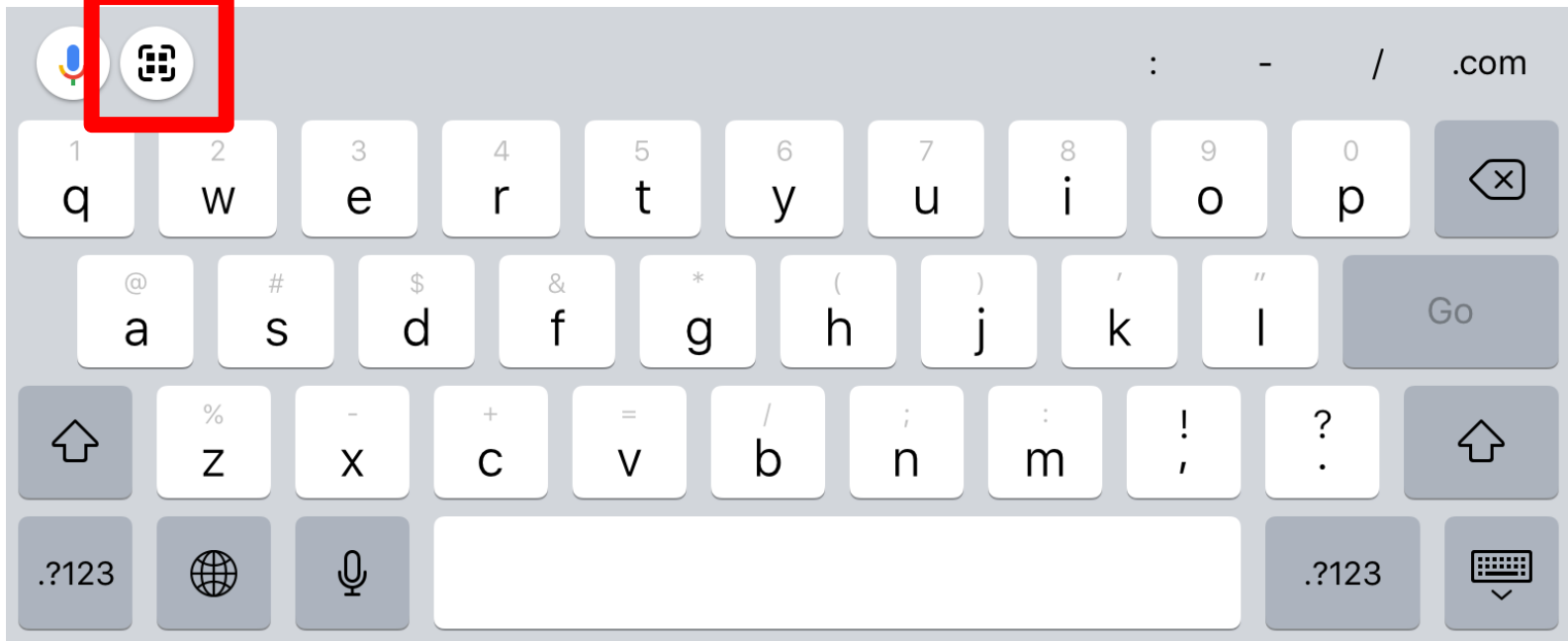
Little penguins

They have slate-blue to black feathers and a white chin and chest.



To log in using the QR code:

Use the QR code reader of Google Chrome



+ New Book

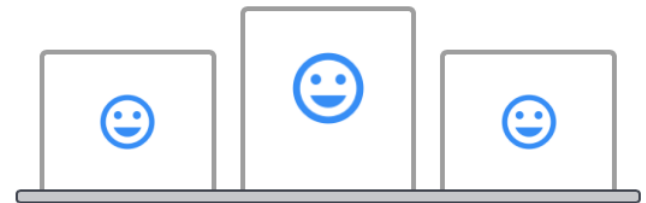
QC

Read to Write: QEF 2018/19 Pr...



2

Show everyone's books



< My Books

Penguins

by QEF CEELT



SETTINGS

DISPLAY

Side by side pages



READ TO ME

Voice English (United States) -
Samantha



Highlight words



Turn pages automatically



Sample Project 2: Endangered animals



Activity

Background information

Level: P5

Theme: Endangered animals

Learning objectives: Students are going to

- 1) read and learn how to write a brochure,
- 2) gather information about endangered animals, and
- 3) create a brochure.

Reading material: Penguins (An information text)

Writing task: A brochure introducing an endangered species



Activity



- Discuss in your group what strategies (reading/ writing/ reading-writing connection) you would like to introduce to students.
- Then, discuss what e-learning tools can be used to facilitate the teaching and learning of the chosen strategies.
- Present your ideas in the form of an e-poster.

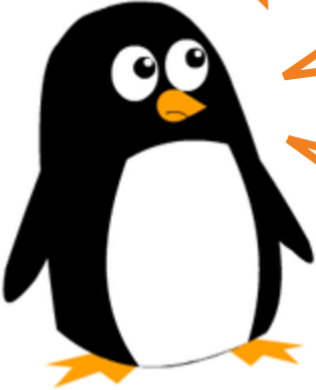
Example

Think before you read

Teaching steps:

1. Teacher tells students that they are going to read a brochure about penguins.
2. Teacher shows some questions for thinking and discussion.
3. Students share their ideas on

Padlet.



Have you seen penguins before?

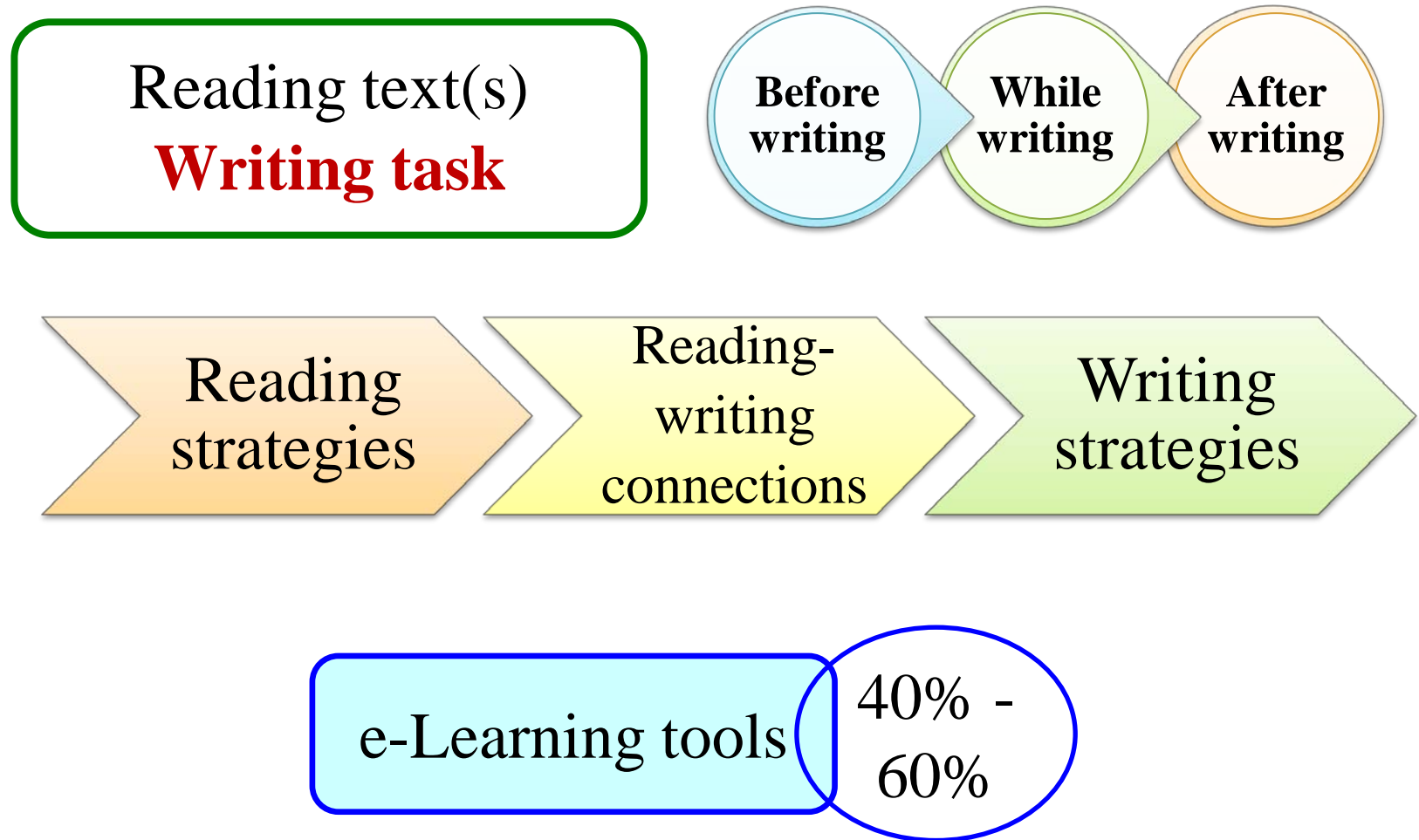
Have you read any books about penguins before?

What do you know about penguins?

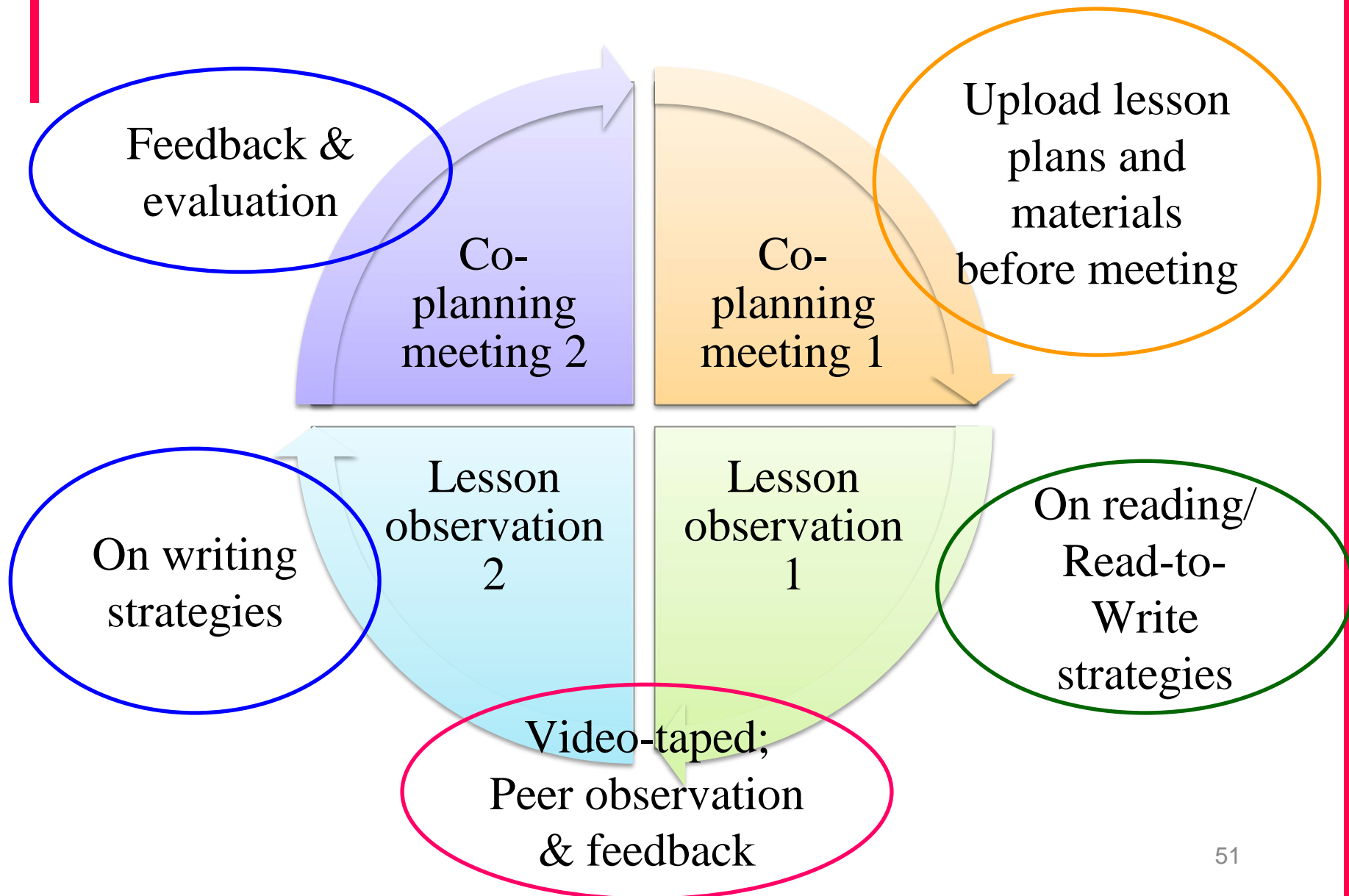
Developing school-based Read-to-Write projects



Developing school-based Read-to-Write Project(s)



Developing school-based Read-to-Write Project(s)



Concluding remarks



For the Read-to-Write Project to make a positive impact on students' learning,

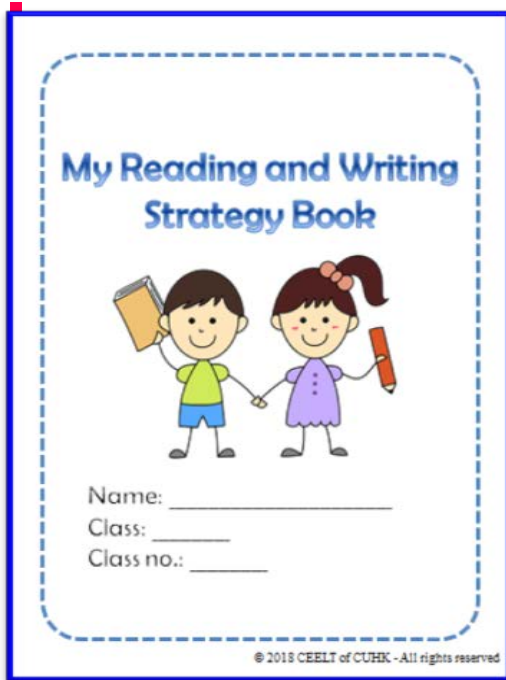
- Keep exploring and trying out different reading/writing strategies and reading-writing connections in reading and writing lessons.
- Develop the strategy book together with the students.
- Raise students' awareness on SRL strategy use on a regular basis.**
- Explore effective e-Learning tools for different writing stages.
- Have a plan for SRL strategies to be included in the curriculum.**



Questions and answers



Sample Project 1



<https://drive.google.com/drive/folders/1zSCbpKEZIZ2GW1whxloJgW1I1ptvhw?usp=sharing>



<https://drive.google.com/drive/folders/1knBXXGH7DytO49WzkdMkyfMlqdL-od0F?usp=sharing>



Professional Development Workshop 4



<https://drive.google.com/open?id=1vm2S1cVknBEETkfFGPQbOo1BvTzIKdAD>