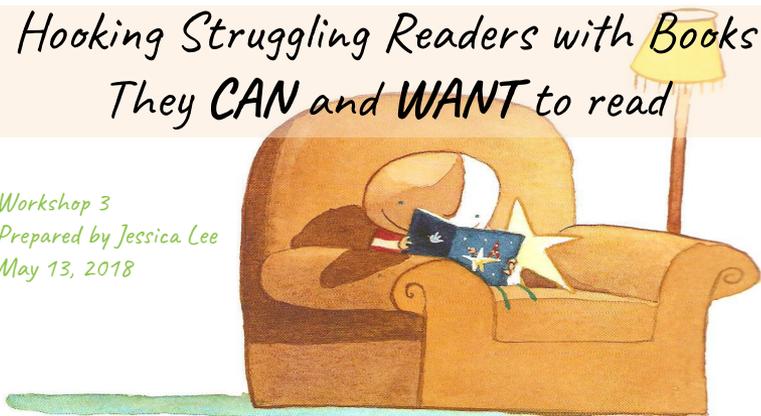


Hooking Struggling Readers with Books They **CAN** and **WANT** to read

Workshop 3
Prepared by Jessica Lee
May 13, 2018



Workshop 3 Teaching Struggling Readers with E-Books: Principles and Strategies

Agenda

- Rationale of this project
- Working with struggling/ beginning readers—what do teachers need to know?
- Before, while and post-reading
- Traditional storytelling vs. digital storytelling
- Lesson plan template (sample lesson plans will be made available at a later stage)

You will learn by *doing*.

- You will undertake a project which allows you to *see, think* and *act* like a teacher of struggling/ beginning readers and *reflect* on your performance.

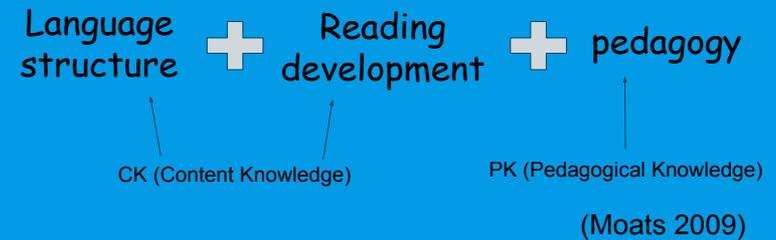
Feedback

Supervision



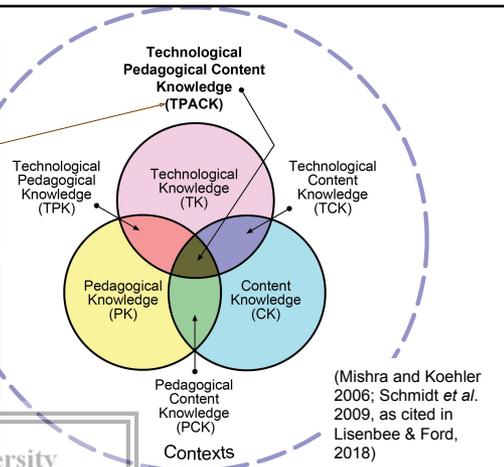
What do teachers of struggling/ beginning readers need to know?

Knowledge needed for *differentiating* reading instruction for diverse learners:



Your TPACK (Technological Pedagogical Content Knowledge) is your ability to consider the role of technology in fostering students' learning (in our case → how e-books can be used to support literacy development).

The TPACK Model encourages us to reflect on the interplay among their **content knowledge**, **pedagogy** and **the use of technology** while incorporating IT into our teaching.



Five essential component of effective reading instruction:

- Phonemic awareness
- Phonics and word recognition
- Reading fluency
- Vocabulary development
- Reading comprehension

(Moats & Dakin, 2008)

Phonemic Awareness vs. Phonics

Which is which?

_____ refers to a useful strategy in the learning and teaching of reading. It includes the teaching of basic letter-sound relationships and the application of such knowledge to facilitate reading and spelling.

_____ is the knowledge about syllables, onsets, rimes and phonemes in addition to letter-sound relationships. Generally, it is easier for children to develop an awareness of larger units of sound before progressing to smaller units.

(CDI 2017, p.8-9)

Overview of teaching focus – Phonics syllabus (KS1 & 2)

1A 1B

Individual letters and short vowels, onsets and rimes, consonant digraphs in CVC words and 'ing' as regular final syllable

| 1A | Letter(s) | Example(s) | 1B | Letter(s) | Example(s) |
|-----------------|-------------------------|-------------------------------|------|------------------------|-----------------------------|
| Getting started | j, k, m, l, p, r | Jill, Ken, Miss Lam, Pam, Rob | | | |
| Ch 1 | h, m, y | hello, meet, you | Ch 1 | f -un ut, ug, um | fun gun cut, bug, gum |
| Ch 2 | b, g, t | boy, girl, teacher | Ch 2 | sh qu | shorts queen |
| Ch 3 | s -it, -ix ig, ip | sit sit, six big, hip | Ch 3 | ch th | bench the |
| Ch 4 | p -en eg, et | pencil pen leg, net | Ch 4 | v, z | eleven, zebra |
| Ch 5 | c -at am, an | cow cat ham, can | Ch 5 | w, wh | watch, what |
| Ch 6 | d -og ox, ot | dog dog box, hot | Ch 6 | ing | dancing |

Sound boxes (Elkonin 1963)

One way to visually demonstrate that more than one letter makes up a vowel sound.

Hairy Phonics



Reading fluency

- The ability to read most words in context *quickly, accurately, automatically* and with *appropriate expression and phrasing (i.e. prosody)*. (Cunningham 2009).
- Fluency is critical to reading comprehension.
- “If text is read in a laborious and inefficient manner, it will be difficult for the child to remember what has been read and to relate the ideas expressed in the text to his/ her background knowledge.” (The National Reading Panel 2000, p.11)



Why does prosody matter?

Not only can prosody reflect a reader’s understanding of *linguistic features* (e.g. sentence structures) and text features (e.g. punctuation), it can also reflect aspects of meaning (e.g. emphasis of key words, intentions and emotions of the characters).

Ways to support reading fluency (Kuhn 2009)

Principles:

1. Model expressive reading.
2. Provide sufficient support and a great deal of practice.
3. Emphasize appropriate phrasing



Three approaches to fluency instruction:

1. Echo reading: A teacher chooses a section of a text to read aloud. Students’ role is to listen and follow along when it’s their turn to read.
2. Choral reading: T and Ss simultaneously read a text aloud. Students’ role is to mimic you.
3. Partner/ Paired reading: Ss work in pairs to read aloud and provide feedback/ encouragement to each other.

Vocabulary development

- A well-developed vocabulary is essential for facilitating the process of learning to read and book reading is an important vehicle for developing vocabulary (National Early Literacy Panel, 2009).
- When a child already knows the meaning of a word, both decoding and comprehension are easier.

Hindman & Wasik (2015):

- Don’ts: spend little time teaching vocab explicitly, brief and one-time vocab explanation with no follow-up
- Dos: (1) child-friendly definitions for new words, discuss and ask questions about new words, (3) reread books, (4) retell story using new words, (5) integrate new words into other activities during the day & (6) use visual aids.

How would you teach the following words to your students?

Snore



Axe vs. saw



Which words should I choose to highlight?

- (1) Central to the comprehension of the storybook
- (2) Used several times in the book
- (3) Linked to the overall theme
- (4) Teach words which your students NEED to know (e.g. sight words)!

Overview of teaching focus – Key vocabulary

| 1A | | | |
|---------------------|---------------------------------|---|-------|
| Ch 2 | People at school | <ul style="list-style-type: none"> a classmate an English teacher a class teacher | |
| Ch 3 | Things at school | <ul style="list-style-type: none"> a chair a desk a computer a door a window a blackboard a whiteboard | |
| Ch 4 | Things I bring to school | <ul style="list-style-type: none"> a school bag a book a pencil case a pen a pencil an eraser a ruler | |
| Numbers 1-10 | | | |
| | one | two | three |
| | four | five | six |
| | seven | eight | nine |
| | ten | | |
| Ch 5 | Animals | <ul style="list-style-type: none"> a cat a dog a hamster a rabbit a turtle a cow a horse a pig | |
| | Adjectives | <ul style="list-style-type: none"> big small fat thin | |
| Ch 6 | Body parts | <ul style="list-style-type: none"> a hand (hands) a mouth hair a nose an eye (eyes) a leg (legs) an ear (ears) a foot (feet) an arm (arms) | |

Overview of teaching focus – Key vocabulary

| 1B | | | |
|----------------------|---------------------------|---|----------|
| Ch 1 | Toys | <ul style="list-style-type: none"> a ball a doll a robot a teddy bear a gun a car a train a plane | |
| | Colours | <ul style="list-style-type: none"> red orange yellow green blue purple pink white black | |
| Ch 2 | Clothes | <ul style="list-style-type: none"> a T-shirt a shirt a blouse a jacket a hat a dress a skirt trousers shorts socks shoes | |
| Ch 3 | In the park | <ul style="list-style-type: none"> a tree a bird the sky a slide a see-saw a swing a bee a bench a pond the grass an ant a flower | |
| Ch 4 | Zoo animals | <ul style="list-style-type: none"> an elephant a giraffe a hippo a lion a zebra a tiger a panda a monkey | |
| Numbers 11-20 | | | |
| | eleven | twelve | thirteen |
| | fourteen | fifteen | sixteen |
| | seventeen | eighteen | nineteen |
| | twenty | | |
| Ch 5 | Actions | <ul style="list-style-type: none"> read sing draw play laugh eat drink sleep talk | |
| Ch 6 | Leisure activities | <ul style="list-style-type: none"> swim run skip ride a bicycle dance ice-skate hike make a model | |

Reading Comprehension

- Comprehension--*understanding what one reads*--is the essence of reading. Comprehension should be a central part of the teaching of reading.
- It is NOT something to be left to chance.
- Before a child is able to read independently → we should allow students to show comprehension or respond to a text through *art, music and dramatic activities*.
- Comprehension goals: **predicting, summarising, asking questions, inferencing, make connections**
 - Literary texts → follow characters and plot connections and discuss themes
 - Informational texts → to be familiar with various text structures, such as listing, cause-effect, comparison-contrast and discuss how, why and what if-questions.

Core principles of working with dyslexic learners in the EFL classroom

- Engage learners in multi-sensory learning.
- Make learning systematic, sequential and cumulative.
- Provide opportunities for overlearning.
- Provide good models.
- Help to develop mnemonic strategies.

(Crombie, 2014)

Nation's Four Strands (2007)--a useful pedagogical framework for promoting language learning

Meaning-focused input

Fluency development

Meaning-focused output

Language-focused learning

Nation's Four Strands (2007)

Meaning-focused input

Ss listen and read for meaning.

Fluency development

Ss speak and write for the purpose of conveying meaning.

Meaning-focused output

Ss understand and produce language they already know but may not yet access automatically.

Language-focused learning

Ss learn new language features or more accurate/sophisticated use of those features + "learning strategies."

Nation's Four Strands (2007)

Meaning-focused input

e.g. to listen to the teacher's reading aloud

Fluency development

e.g. to retell the story using pictures from the story; perform a skit based on a story read in class

Meaning-focused output

e.g. to tell who the characters are; fill in a story chart

Language-focused learning

e.g. learn adjectives to describe characters; break unknown words into parts

All four strands are essential for promoting language acquisition.

Pre-, while- and Post-reading

- | | |
|------------------|---|
| 1. Pre-reading | A. To reinforce/ synthesize what has been learned and extend ability to think critically and creatively about ideas in the reading material |
| 2. While-reading | B. To activate prior knowledge or build background knowledge needed to comprehend the reading material |
| 3. Post-reading | C. To teach strategies to support comprehension so that students can interact effectively with the reading material |

(Schirmer 2010)

Over to you

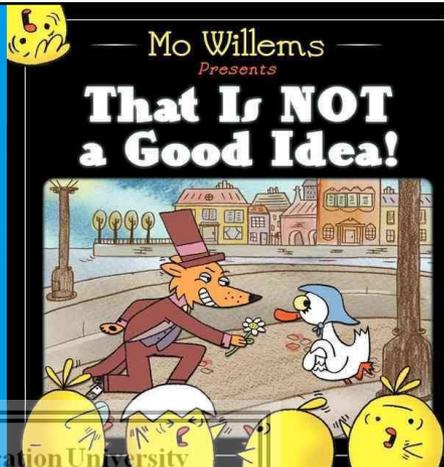
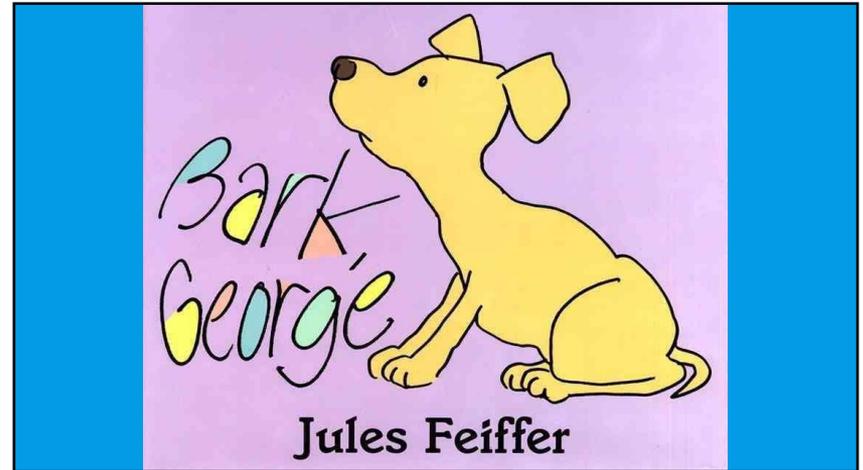
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Shared reading

- Shared reading is called 'shared' because we want children to **join in** the reading.
- Goal: children will be able to at least **pretend-read** the book and foster a kind of **"I can read" confidence**.
- Two important criteria in choosing a book for 'shared reading': (1) the book must be very **predictable**; (2) a book that is very **appealing** to children as the book will be read and reread.

(Cunningham 2009)



Dialogic reading (Zevenbergen and Whitehurst 2003)

In dialogic reading, the adult helps the child become the **teller** of the story.

The **PEER** sequence:

1. Prompts the child to say something about the book
2. Evaluates the child's response
3. Expands the child's response by rephrasing and adding information to it, and
4. Repeats the prompt to make sure the child has learned from the expansion

How to prompt children

Five types of prompts:

- Completion prompts: I won't open the door! Not by the hair of my _____
- Recall prompts: Can you tell me what happened to the first little pig?
- Open-ended prompts: Tell me what's happening in the picture?
- Wh-prompts: "What's the name of this?" while pointing to the chimney in the book
- Distancing prompts: Remember when we went to the country park last week, we picked something, which is what we see here. What is it?

Traditional vs. Digital storytelling activities

- Orally retell a story/ Digitally record the re-telling of a story
- Draw a story chart on blackboard/ Use Popplet to make a story chart to share the key details about a story.
- Orally/ Using Flipgrid/ ChatterPix to express ideas and feelings about a story
- Show pictures of a book and prepare a stack of cards/ Insert images of an e-book into powerpoint slides to identify words/ phrases which could be used to tell the story.
- Write a storyboard script for the students to act out from a story/ make up a new story. Then record the script as an Adobe Spark video or use Puppet Pals to create a puppet show movie.

When integrating digital texts/ tools, you will need to consider:

- Can the text/ tool help to model and guide the use of a literacy skill/ strategy?
- How will you model and guide how to use the digital affordances of the text/ tool?
- To what extent will you capitalise on the digital affordances of the text/ tool? (as suggested by the Puentedura (2010)'s SAMR model: **S**ubstitution, **A**ugmentation, **M**odification, **R**edefinition)

(Baxa and Christ, 2017)

Classroom management during read-aloud

Which style is more likely to result in child attentiveness?

- **Explicit** management style
 - Directly calls for children's attention and demands children raise hands before speaking and keeps emphasizing the rules of participation and only asks low-demand questions (e.g. naming)
- **Implicit** management style
 - Uses children's names, looks at the children and asked questions about the story to control the group; focuses on the story rather than organisation of the activity and asks high-demand questions (e.g. connect stories to children's experiences, analyse meanings of words, character motivation, cause-effect relationships between events)

(Dickinson et al. 2003)

Lesson plan template

<https://drive.google.com/drive/folders/1KVxv2-EW4qTJWxP2q4kaTq7neDc280Z?usp=sharing>

Book making tips

Important: please type the text of your books into '**plain text**' files (.txt) for us to check the difficulty of your text.



1. **Length:** about 24-30 pages; **word count:** around 200-300 words.
2. Use **high frequency words** (e.g. the first 300 words in the [New General Service Word List](#) and words from the KS1 [Wordlist](#) compiled by EDB).
3. Using themes and words from the project school's P1 textbooks (e.g. [Longman Elect 1A and 1B](#)) is a good idea too. This helps to **consolidate the pupils' learning**.
4. It's a good idea to include **language-focused activities** in your book: e.g. vocabulary list, phonics chart, mini lessons on expressive reading, etc.
5. **Suggested e-resources to be incorporated into your e-books:** [Quizlet for Teachers](#) (login for the paid account will be given later) and mini games from '[Teach your monster to read](#)'.

Reminders

- We use "**Book Creator**" because it allows us to create a library to store the books we made. The books are also easily accessible to the pupils because the library can be shared with a joining code.
- The **overall goal** of the read-alouds is create a **rich and enjoyable reading experience** for the school pupils to foster their motivation to read.
- E-books are NOT superior/ inferior in any to print books. Instead, the two types of books should be seen as **complementary**. The role of a teacher is to try our best to harness the benefits of technology.
- Writing can help to reinforce spelling and thus also helps to reinforce word recognition and improves comprehension. So a balanced reading program should **integrate reading and writing**.

Coming up

- Our long awaited ipads + Apple pencils--they have finally arrived!! Each group can borrow **1-2** ipads and Apple pencils from me. Note that the ipads and Apple pencils will not be available on **May 28-29**.
- A list of **suggested learning activities** will be compiled and sent to you.
- Students interested in **reviewing e-books**--we will contact you soon for the details.
- We need students who can help with **decorating** the classrooms.

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