

Developing 21st Century Readers among Normal (Technical) Students

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English in a Future-ready Singapore

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OUTLINE OF PRESENTATION

- Background
- NT Pedagogic Framework
- Literature Circles
- Resource Package (Sec 1NT)
- Mini Hands-on
- Resource Package (Sec 2NT)
- Q & A

BACKGROUND

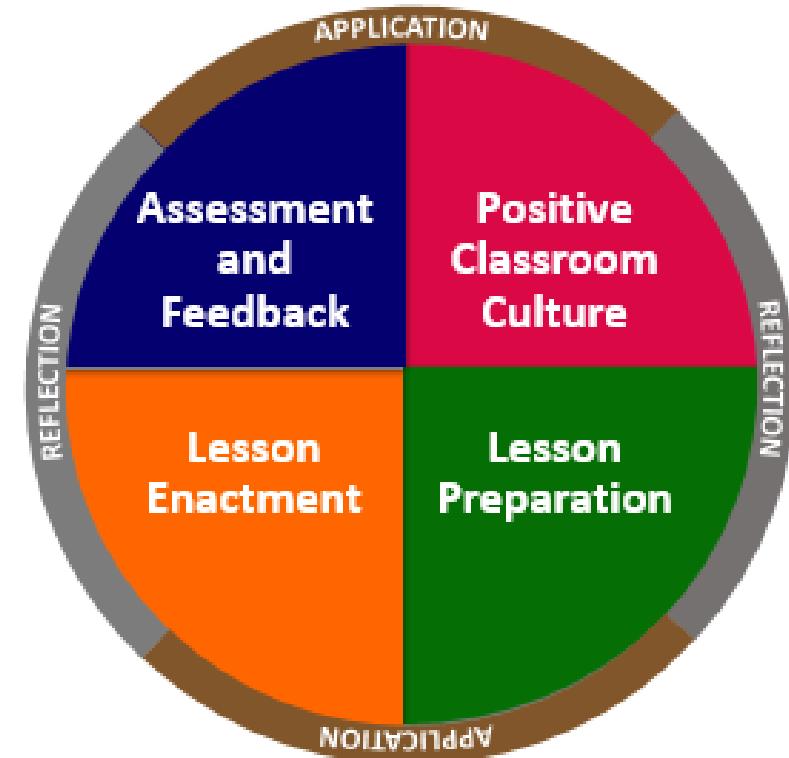
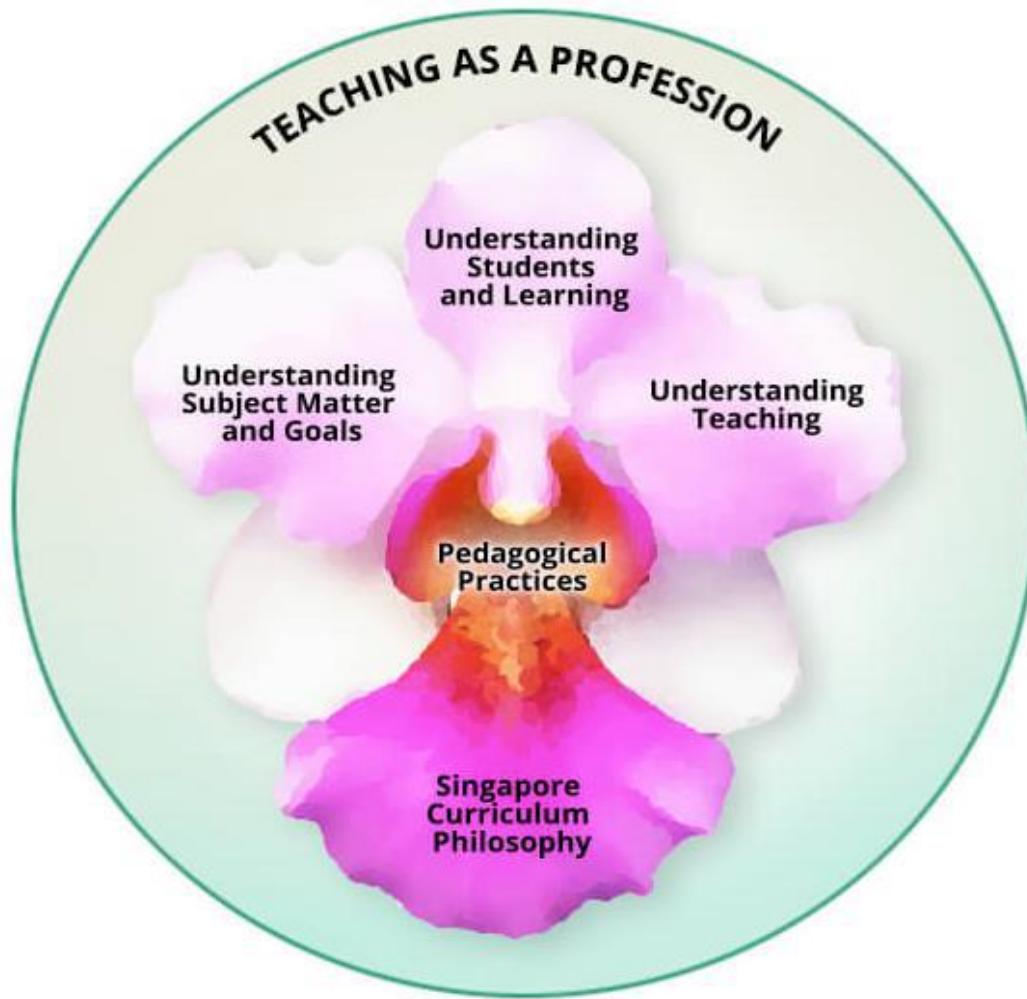
Profile of students:

- visual and kinaesthetic learners
- needed constant motivation and encouragement to read
- short attention span
- lacked proficiency in English Language

How the journey began....

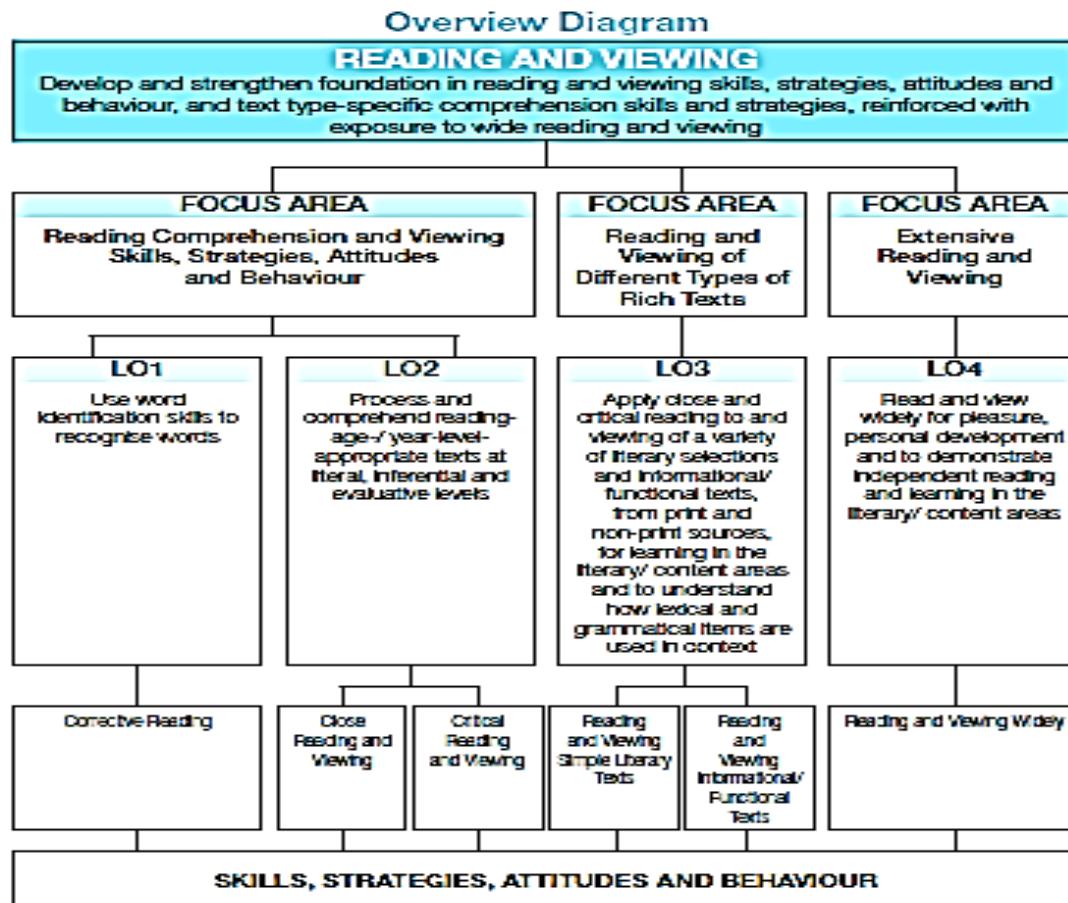
- visit to Brisbane Grammar School
- commitment to culture of reading
- provision of scaffolding strategies
- self-directed and collaborative learners

The Singapore Teaching Practice

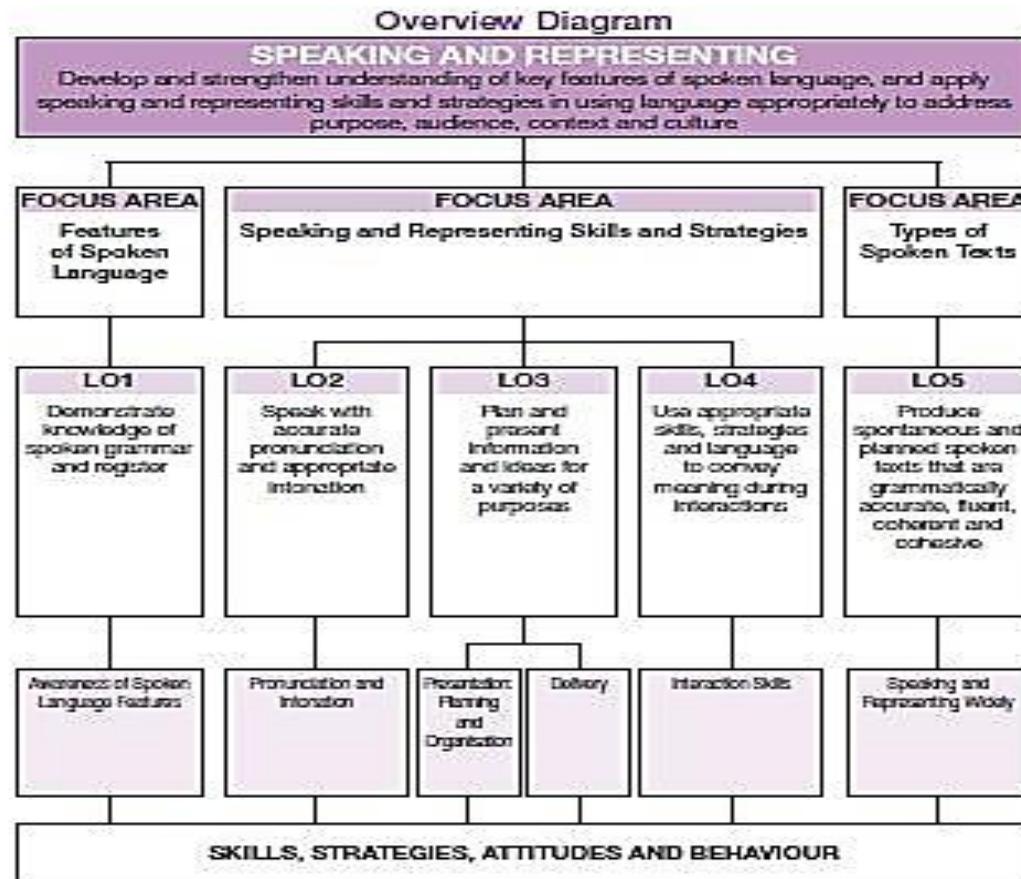


EL SYLLABUS 2010 Normal(Technical)

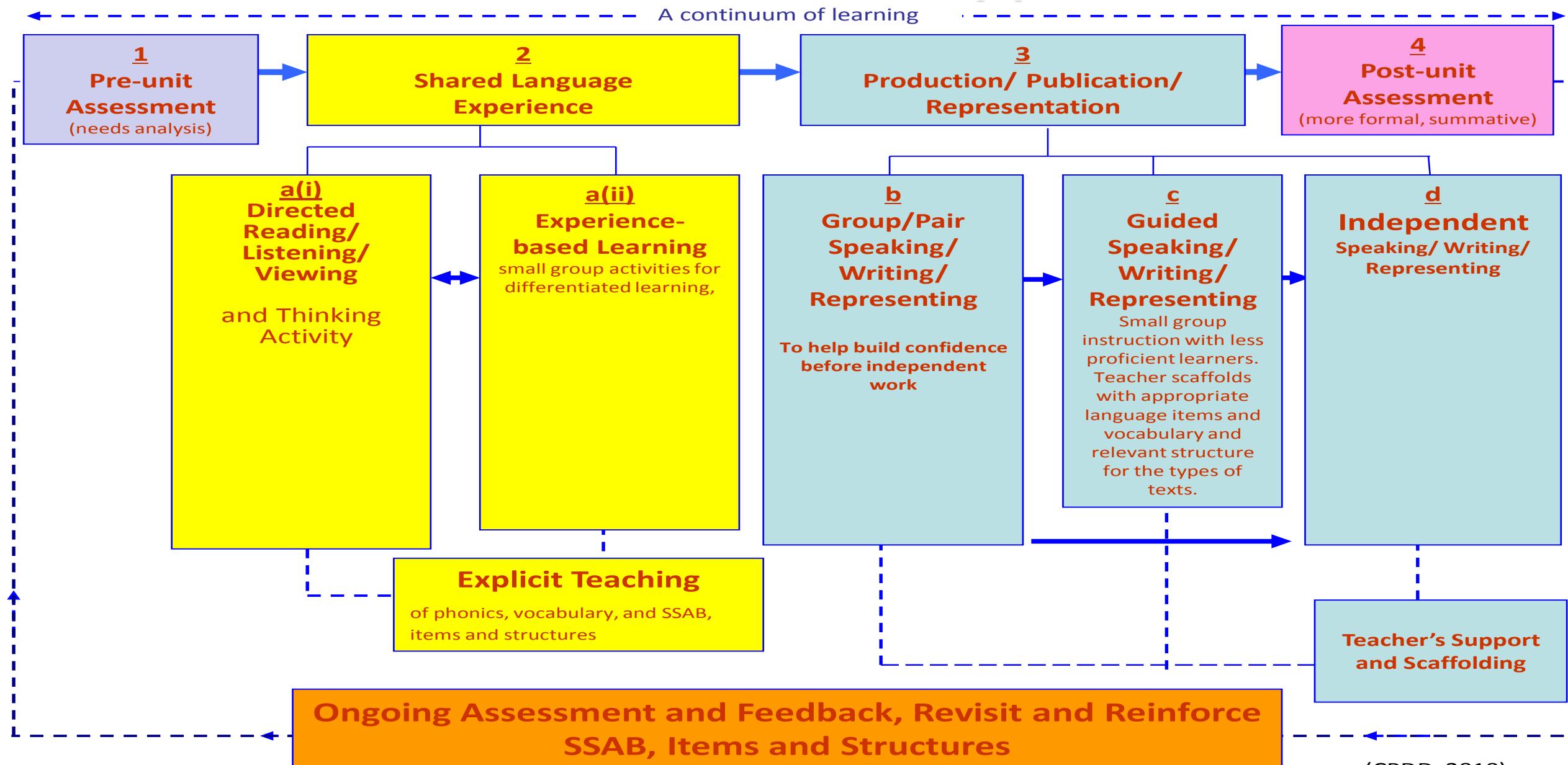
Reading and Viewing What to Teach, When and Why



Speaking and Representing What to Teach, When and Why

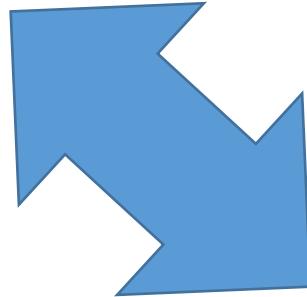


A PEDAGOGIC FRAMEWORK FOR EL FOR N(T) STUDENTS

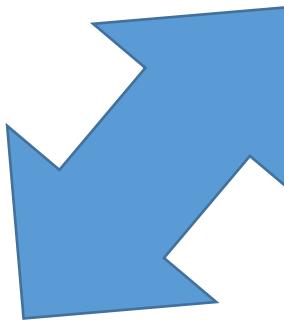


Literature Circles Roles – an adaptation

QUESTIONER



WORD WIZARD



SUMMARISER

Literature Circles

- engage students in **critical literacy and reflection** as they read, discuss and respond to texts read or viewed
- create opportunities to **actively construct meaning** of texts
- facilitate **rich conversations** about shared readings
- **collaboration** is at the heart of this instructional strategy

Overview of Term 3 Plan

WEEK	LEARNING EXPERIENCE	LEARNING OUTCOMES	RESOURCES
1 and 2	<p><i>The Sandwich Swap</i></p> <ul style="list-style-type: none">• Introduce Literature Circle (LC) roles• Show YouTube video on <i>The Sandwich Swap</i>• Read Part 1 of story• Predict the ending of story• View Part 2 of video and complete reading the story• Model LC roles for students before they practise them• Play LC roles: create questions to challenge other groups identify interesting words summarise story• Record responses for different roles using graphic organiser• Elicit from students message/moral of story	<p><u>Reading and Viewing - LO2 & LO3</u></p> <p><u>Speaking and Representing - LO3 & LO4</u></p>	<ul style="list-style-type: none">❖ Visuals of humus and pita bread and jelly bean sandwich❖ YouTube video on <i>The Sandwich Swap</i> https://www.youtube.com/watch?v=MvEr6FsVoBI❖ Transcribed text on <i>The Sandwich Swap</i>❖ Graphic Organiser❖ Online Longman Dictionary of Contemporary English(LDOCE)

Overview of Term 3 Plan

WEEK	LEARNING EXPERIENCE	LEARNING OUTCOMES	RESOURCES
3	<p><i>The Chair</i></p> <ul style="list-style-type: none">• Revisit LC roles• Swap roles within groups• Listen to story, <i>The Chair</i>• Read text, <i>The Chair</i>• Play LC roles: create questions within groups identify interesting words summarise story• Post-Reading Activity: Students create a storyboard	<p><u>Listening and Viewing – LO2 & LO3</u></p> <p><u>Reading and Viewing - LO2 & LO3</u></p> <p><u>Writing & Representing – LO2 & LO3</u></p>	<ul style="list-style-type: none">❖ Transcribed text - <i>The Chair</i><u>Audio story:</u> http://freestoriesforkids.com/audiostories/american-english/chair-short-audio-story-narrated-american-english❖ Graphic Organiser❖ Storyboard❖ Online LDOCE

Overview of Term 3 Plan

WEEK	LEARNING EXPERIENCE	LEARNING OUTCOMES	RESOURCES
4 and 5	<p><i>The Life-wasting Potion</i></p> <ul style="list-style-type: none"> • Revisit LC roles • Show pictures of unhealthy lifestyles and elicit responses from students • Watch video on <i>Fitness and Health</i> • Read text, <i>The Life-wasting Potion</i> • Swap and play LC roles: create HOT questions to challenge other groups identify interesting words summarise story • Think of a message/moral of the story • Post-reading Activity: Students write an informal letter to a friend about keeping fit 	<p><u>Reading and Viewing - LO2 & LO3</u></p> <p><u>Speaking and Representing - LO3 & LO4</u></p> <p><u>Writing and Representing - LO3 & LO4</u></p>	<ul style="list-style-type: none"> ❖ Visuals of unhealthy lifestyles ❖ Video by HPB on <i>Fitness and Health</i> https://www.youtube.com/watch?v=LiqEB5EwWD4&list=PLDD51C0901FD7964C&index=1 ❖ Text, <i>The Life-wasting Potion</i> http://freestoriesforkids.com/children/stories-and-tales/life-wasting-potion ❖ Graphic Organiser ❖ Online LDOCE

Overview of Term 3 Plan

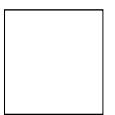
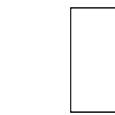
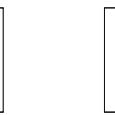
WEEK	LEARNING EXPERIENCE	LEARNING OUTCOMES	RESOURCES
5 and 6	<p><i>Health is Wealth</i></p> <ul style="list-style-type: none"> Swap LC roles among group members Read the short story, <i>Health is Wealth</i> Predict what might happen to the king at the end and complete the learning sheet Play LC roles: create HOT questions to challenge other groups identify interesting words summarise story Extension Activity: Respond to questions based on newspaper article '<i>DEATH OF TWO CHILDREN FROM RAT POISON</i>' 	<p><u>Reading and Viewing - LO2 & LO3</u></p> <p><u>Speaking and Representing - LO3 & LO4</u></p> <p><u>Writing and Representing - LO3 & LO4</u></p>	<ul style="list-style-type: none"> ❖ Text - <i>Health is Wealth</i> http://www.kidsworldfun.com/health-is-wealth-a-short-moral-story-for-kids.php ❖ Student copy of <i>Health is Wealth</i> learning sheet (with ending omitted) ❖ Graphic Organiser ❖ Newspaper Article, <i>DEATH OF TWO CHILDREN FROM RAT POISON</i> ❖ Learning Sheet based on newspaper article ❖ Online LDOCE

Overview of Term 3 Plan

WEEK	LEARNING EXPERIENCE	LEARNING OUTCOMES	RESOURCES
7 and 8	<p><i>A Tale of Two Frogs</i> <i>Dreams of Opening Dessert Cafe</i> by Ms Sherie Quek</p> <ul style="list-style-type: none"> Watch YouTube video on <i>A Tale of Two Frogs</i> Predict what might happen next to the two frogs Read transcript of story and play LC roles: create HOT questions to challenge other groups identify interesting and unfamiliar words summarise story Think about the message/moral of story Post-reading Activities: <ul style="list-style-type: none"> ✓ Complete Modified Cloze I on, <i>Dreams of Opening Dessert Café</i> ✓ Write a Thank You note to Ms Sherie Quek for her valuable advice 	<p><u>Reading and Viewing - LO2 & LO3</u></p> <p><u>Writing and Representing - LO3 & LO4</u></p>	<ul style="list-style-type: none"> ❖ You tube video on <i>A Tale of Two Frogs</i>: https://www.youtube.com/watch?v=NP7TDxP0_Zw ❖ Transcribed text - <i>A Tale of Two Frogs</i> ❖ Article, <i>Dreams of Opening Dessert Café</i> –Sherie Quek ❖ Graphic Organiser ❖ Learning Sheet ❖ Online LDOCE

Resources used:

- YouTube videos
- Short stories
- Articles (online & print)
- Role Cards
- Graphic organisers
- Online Dictionary

POST- READING ACTIVITY		
Draw in not more than 4 to 5 frames or cut and paste pictures to show your understanding of the story 'The Chair'. Include speech bubbles.		
		
		

Name _____ () Class: 1/7 Date: _____

Planning for Situational Writing

Using the planner below, brainstorm some ideas for your writing. You are allowed to write in point form.

What you usually do to keep fit?	
What you noticed about yourself <u>after</u> you changed your bad habits?	<ul style="list-style-type: none">▪ Examples of bad habits before▪ What are the good changes you noticed about yourself?
Two health tips on how James can keep fit (you can give more than two tips here)	

Listen to the story 'The Sandwich Swap' and complete the organiser based on the role that you have been assigned.

GRAPHIC ORGANISER

Questioner

- asks 'who', 'what', 'when', 'where', 'why', 'how', and 'what if' questions
- Who was involved _____ ?
- When did _____ ?
- What do you think _____ ?
- Why did _____ ?
- Where did _____ ?
- What if _____ ?

MINI HANDS-ON

Sample Lesson Plan

Lesson 1:Introduction to LC roles

Duration: 60 mins

Summary: In this lesson, students become familiar with the Literature Circle (LC) roles and play the different roles to gain a deep understanding of the story, *The Sandwich Swap*.

Language Areas / Skills: Reading and Viewing
Speaking and Representing

LITERATURE CIRCLE ROLES

QUESTIONER	WORD WIZARD	SUMMARISER
<ul style="list-style-type: none">• creates questions to increase comprehension• asks 'who', 'what', 'when', 'where', 'why', 'how', and 'what if' questions	<ul style="list-style-type: none">• identifies interesting and unfamiliar words and writes contextual meaning using online dictionary	<ul style="list-style-type: none">• summarises gist of story

Name: _____ () Sec: 1/7 (A/B) Date: _____

Listen to the story, *The Sandwich Swap* and complete the organiser based on the role that you have been assigned.

GRAPHIC ORGANISER

Questioner

- asks ‘who’, ‘what’, ‘when’, ‘where’, ‘why’, ‘how’, and ‘what if’ questions

Who was involved _____?

When did _____?

What do you think _____?

Why did _____?

Where did _____?

How did _____?

What if _____?

Word Wizard

What are some interesting and unfamiliar words that you do not understand? Give the meanings of these words in context.

Word/Phrase	What does it mean?

Summariser

Summarise in not more than 25 words what the story is about and also what you have learnt from it. Write in complete sentences.

The story is about.....

I learnt from this story.....

- VIDEO

The Sandwich Swap

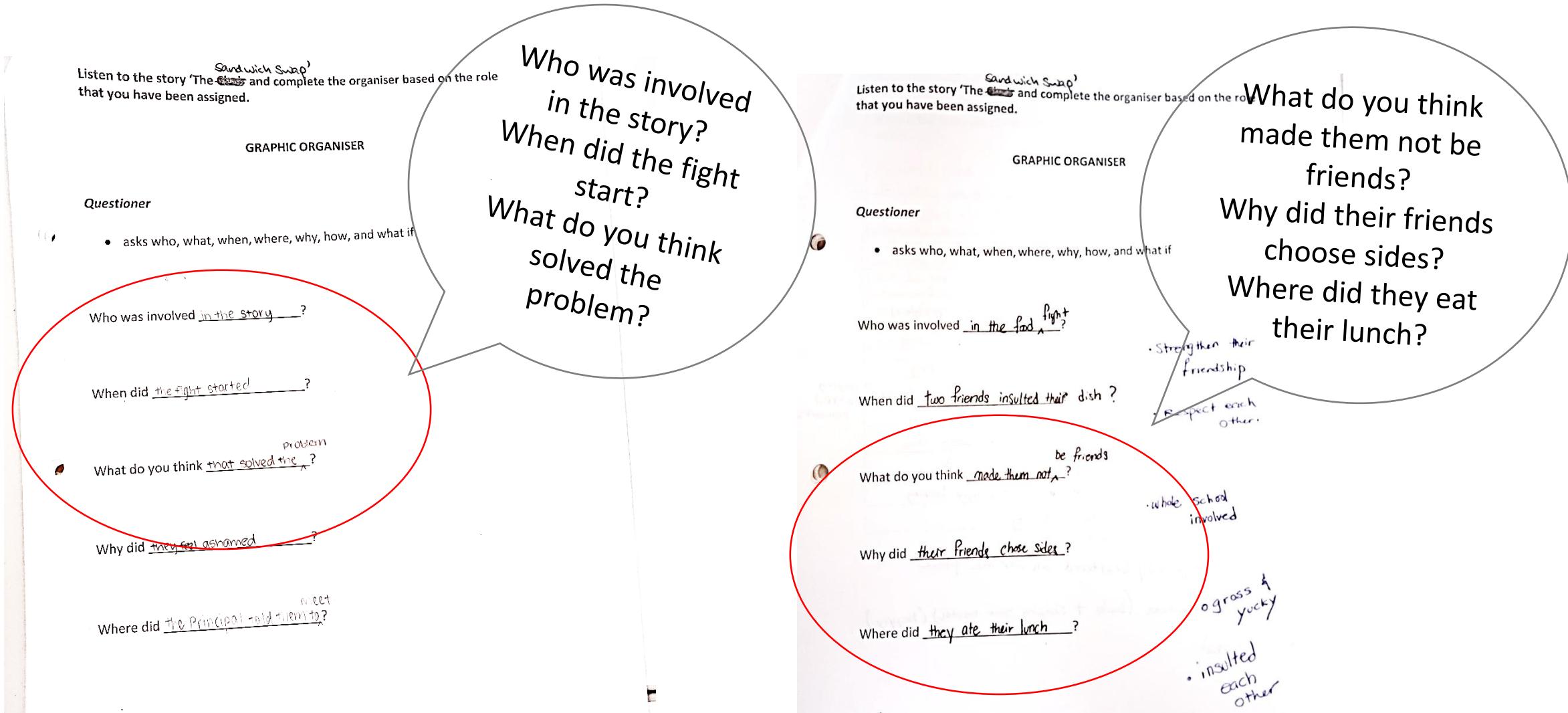
SAMPLE LESSON PLAN	Activities/Procedures	Duration	Resources	Interaction
1. T introduces lesson and explains WALT (we are learning to.....) statement to SS.		5 mins		Whole class
2. T shows pictures of a pita and humus sandwich and peanut butter jelly sandwich			Visuals	
3. T explains different LC roles that SS in each group will take turns to play.		10 mins		
4. Teacher gets SS into groups of 4 and SS randomly pick Roles Cards. 2 members will play role of Questioner while other 2 will play roles of Word Wizard.		5 mins	Role Cards	Group work
5. SS watch YT video, <i>The Sandwich Swap</i> https://www.youtube.com/watch?v=MvEr6FsVoBI accompanied with transcribed half text, Part 1		6 mins	YouTube video – The Sandwich Swap	Individual
6. After 1.49 mins into YT video, T gets SS to predict what might happen in the end. SS make guesses and T writes their predictions on the board. T gives SS the 2 nd part of story, Part 2. SS continue watching story with remaining transcribed text.		5 mins		
7. T models roles of Questioner, and Word Wizard using transcribed text. SS in their respective roles complete task with help of Graphic Organiser.		15 mins		Group work
8. a)Questioner asks group members questions created, b) Word Wizard asks/ gives meanings of interesting/unfamiliar words identified.		15 mins		
9. SS read the transcribed text and play the LC roles.		5 mins		
10. T elicits questions raised and clarifies any vocabulary questions raised by SS.				Individual
11. Extension Activity: SS to write what they think is the message/moral of the story.				

Checking for Understanding

- Questioning
- Students' work - graphic organisers
 - learning sheets
 - Kahoot quiz
- Reflections

STUDENTS' WORK

STUDENTS' WORK – *The Sandwich Swap*



STUDENTS' WORK - *The Life-wasting Potion*

Listen to the story 'The Life Wasting Potion and complete the organiser based on the role that you have been assigned.

GRAPHIC ORGANISER

Questioner

- asks who, what, when, where, why, how, and what if

Who was involved _____?

When did the witches take advantage?

What do you think caused the huge explosion?

Answer: It was because one of the witches said the spell wrongly.

Why did the boy have a funny feeling?

or did you leave from this story that you don't like?

the doctor ~~did~~ discovered that the witches was causing all of this and he also discovered that to ~~for~~ cure it you can have fun.

1) What do you think happen to the witches they shrunk

2) Why did the spell exploded? One of the witches got the word wrong

What did you think that caused the huge explosion

the boy's It was because that one of the witches say the spell wrong.

My did the doctor not give any medicine to the boy.

Listen to the story 'The Life Wasting Potion and complete the organiser based on the role that you have been assigned.

GRAPHIC ORGANISER

re, why, how, and what if

* Why the witches want ~~to~~ to change the boy's likes and dislikes

Ans: The ~~wit~~ In order to get him to do what they wanted.

* When did the witches take advantage of

* Why did the boy ~~be~~ have a funny feeling in his house?

Ans: After drinking the potion, it turned out all ~~those~~ those evil witches to tiny little creatures.

Where did the explosion destroyed happened?

* Why did the doctor not give any medicine to the boy?

Ans: It was because it was not a disease and it can be cured by joy and good humour.

What do you think is the cure for the little boy's illness

What did you think caused the huge explosion?

Ans: It was because one

What did you learn from this story that you can apply to your daily life?

STUDENTS' WORK - A Tale of Two Frogs

GRAPHIC ORGANISER

Questioner

- asks who, what, when, where, how, and what if
- in this story to ask more why questions?

Who was involved in the story ?
When did the young have the liquid that turned into butter ?

What do you think happened ?
Where did the young frog climb out (of the bucket) ?
Why did the young frog give up climbing out (of the bucket) ?
Answer: There was no hope.

Word Wizard

Why did the two frogs hop into the bucket?
Answer: They were fascinated and curious.

clarifies word meanings in context found in the text and clarifies pronunciations

ut the meaning of the following

why did the two frogs hop into the bucket
Ans : They were fascinated and curious.

Listen to the story 'A Tale of Two Frogs' and complete the organiser based on the role that you have been assigned.

GRAPHIC ORGANISER

Questioner

- asks who, what, when, where, how, and what if
- in this story to ask more why questions?

Who was involved in this story ?
When were they climbing out (of the bucket) ?
Why did the young frog give up climbing out (of the bucket) ?
Answer: He was determined to get out of the bucket.

Why did the young frog not stop trying to escape from the bucket?
Answer: He was determined to get out of the bucket.

Word Wizard

clarifies word meanings in context found in the text and clarifies pronunciations

I am not sure about the meaning of the following word/phrases:

STUDENTS' WORK - meaning making using contextual clues

WORD WIZARD

Word/ Phrase	What does it mean?
napping	a short moment of sleep.
trashed	paddled/flapped the white liquid.
fearless	not afraid//not scared ; brave.
slick	slippery / slimy .
churned	turned /make something into something else .

contextual meaning of words

Summarise & Reflect

Is the story about a place, person, thing or event? What is being said about it?

Thing.

This story is about 2 frogs saving each other's lives. The young frog was curious to know what the liquid was in the big pail. When they jumped into the liquid, they were stuck in it. After some time, the young frog churned the liquid into butter by kicking and thrashing. The other frog realised that being lazy does not help.

WORD WIZARD (Contextual meaning)

Word/ Phrase	What does it mean?
Daydream	Losing attention on an object / person
Fearless	Not afraid of anything/no scared/brave
napping	Sleeping A short moment of sleep
churned	Turned Turning something into something/made something into something else.
Trashed	Paddle / flapped the white liquid (Action word)
Slick	Slippery / slimy

contextual meaning of words

Summarise & Reflect

Is the story about a place, person, thing or event? What is being said about it?

This story is about 2 frogs saving each other's lives. The young frog was curious to know what the white liquid was. When they jumped into the liquid, they were stuck in it. After some time, the young frog churned the liquid into butter by kicking and thrashing. The older frog realised that being lazy does not help.

STUDENTS' WORK – summary & moral of story

- summarises gist of story

What is the story about? Write in the space below in not more than words.

The story is about:

This story is about a boy name Mario who has many friends. One day, Mario's grandfather bought Mario for a big bag of popcorn as he doesn't have any true friends. Mario agreed the test but he wasn't sure how to test his schoolmates whether his schoolmates were his real friends. His grandpa took out an invisible chair (at his grandpa said that it is magical when he sits on it). He set off for school to test whether his schoolmates were his real friends. During break time, Mario asked everyone to form a circle and he put the chair in the middle and attempted to sit on it. He kept trying to sit on it but when he tried for the third time, his true friends, George, Lucas and Diana were carrying him up so that he won't fall down. Most of his schoolmates were laughing at him. Eventually, he found out who is true friends were.

The moral of this story:

- choosing a good friends
- who are your true friends and who would care for you.
- a friend in need is a friend indeed.

Summary of story by student

Moral of story

- friendship
- not to judge others
- don't judge a book by its cover

Moral of story

- choosing good friends
- who are your true friends
- a friend in need is a friend indeed

Summarise & Reflect

- summarises gist of story
↳ Must be sequence.

What is the story about? Write in the space below in not more than words.

Minu:

The story is about:

It was about a boy called Mario, wanting to know if his schoolmates were real friends. So he planned to use grandpa's invisible chair as a magic chair will use its magic 'powers' to tell who is Mario's friends or not. He manage to sit on it. During break time, he asked everyone to form a circle and he sat in the middle with invisible chair. After a few attempts to sit on the chair, he sat but it was hovering in mid-air. Finally he saw his three best friends Lucas and Diana holding him up so that he won't fall.

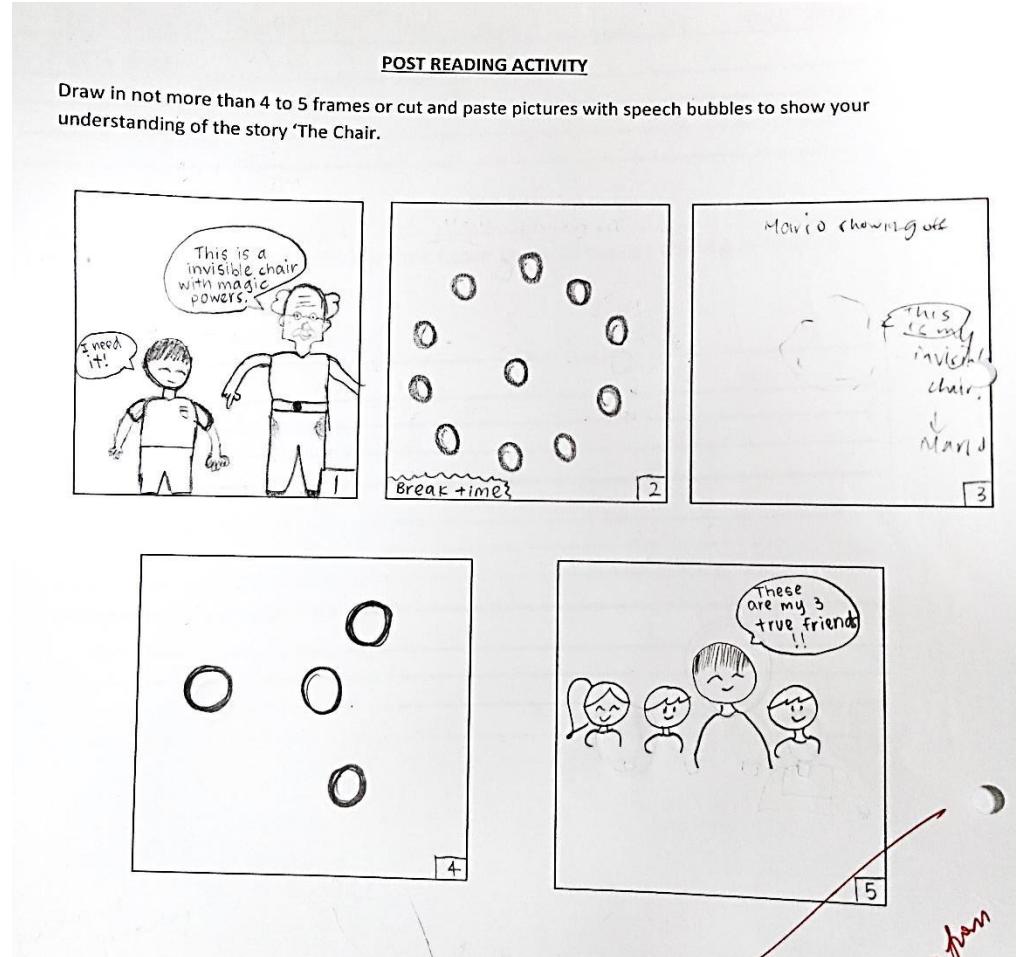
Is this necessary for a summary?

Summary written as a class with students' contributions

- * Teacher's:
• friendship and don't judge others.
• 'don't judge the book by its cover'.
• accept each other's differences.

It was about a boy named Mario finding his true friend Grandpa's Magical invisible chair to discover his true friends. He bought it to school and tried to sit on the chair but kept falling while most of his friends watched him fall and laughed at him, three of his best friends held him so that he would not fall off the chair. Eventually, he found out who his true friends were.

STUDENTS' WORK - storyboard



Draw in not more than 4 to 5 frames or cut and paste pictures with speech bubbles to show your understanding of the story 'The Chair'.

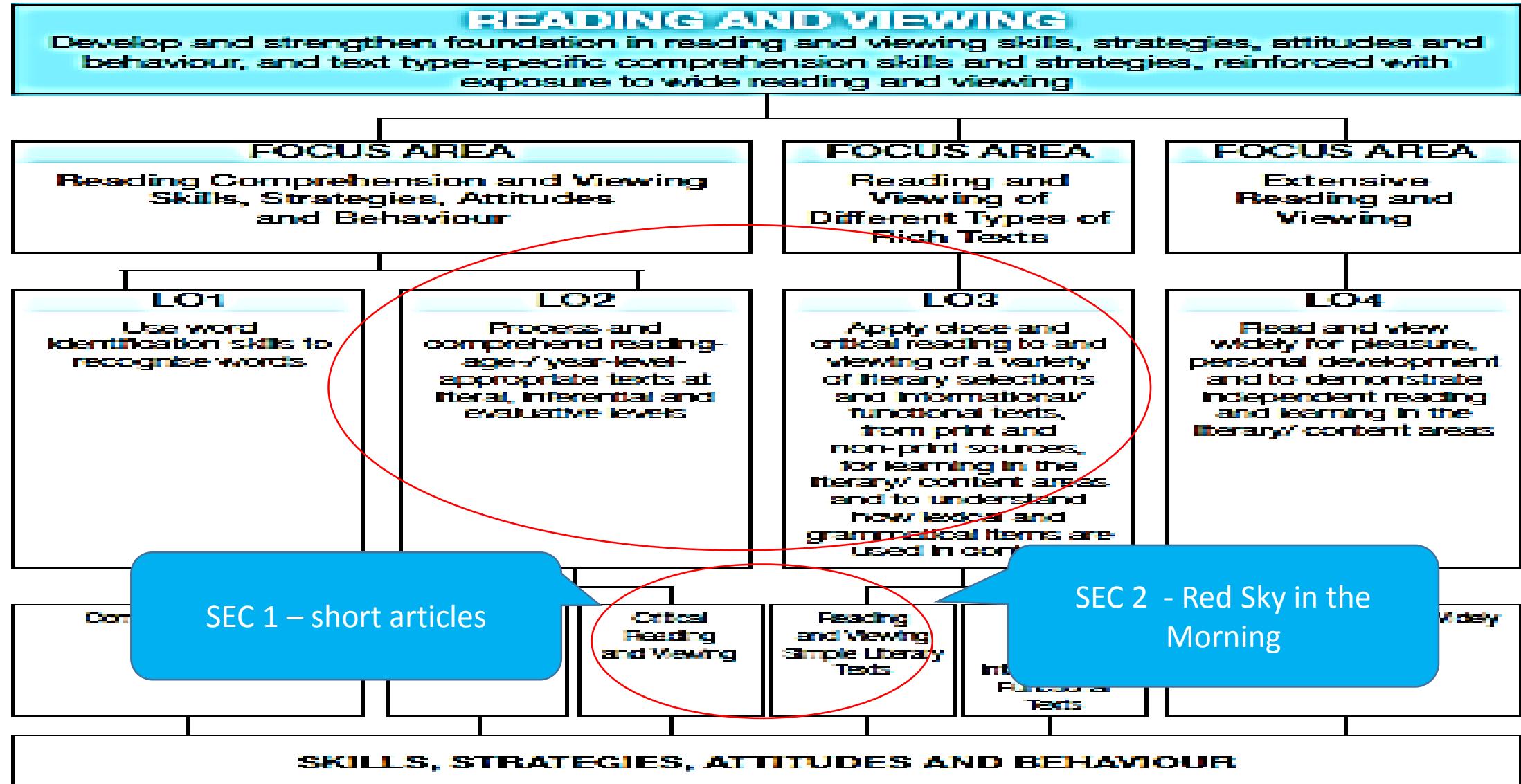


Well written!
of job!!!

Reading and Viewing

What to Teach, When and Why

Overview Diagram



The journey continues.....

Name: _____ () Class: 2/7 Date: _____

STRONG ADJECTIVES

Write the appropriate number attached to each adjective to the different expressions on the right hand side.

1. AMAZED
2. POSITIVE
3. HILARIOUS
4. DELIGHTED
5. FILTHY
6. FREEZING
7. ENORMOUS
8. STARVING
9. DELICIOUS
10. TERRIFIED
11. TINY
12. FURIOUS

Activities/Procedures	Duration	Resources/Comments	Interaction
1. T explains WALT (we are learning to ...) statement to SS.	5 mins		Whole class
2. T shows SS how they can present chapter from RSiTM as part of their project.	10 mins		
3. T revisits Literature Circle roles	5 mins		Group work
4. Teacher gets SS into groups of 4 and SS randomly pick Role Cards. 2 members play role of Questioner while other 2 play the Word Wizard.	20 mins		
5. Each group with the help of Questioners create a minimum of 2 inference questions and possible answers. Word Wizards ask meanings of words identified. (Any difference of opinion to be raised later as a class.)	15 mins	Chapter 2	
6. T elicits questions raised by Questioners in one group and poses them to another group. Scores are kept for individual groups. Teacher also clarifies any vocabulary questions that SS are unable to explain .	5 mins		
7. T ends lesson with a vocabulary game using Kahoot. https://play.kahoot.it/#/k/8bca53a9-1eeb43fe-ba03-b5d4a80df0c6		If unable to complete the game it can be carried forward to following day.	Group work

Name: _____ () Class: 2/7 Date: _____

Chapter 4 - Inference Questions

Answer the following questions. You can refer to your story books.

1. How did Anna feel when Miranda passed this remark about Ben, "I've never seen anything like it," she said I mean, this great big head, like a monster in a weird cartoon".
2. Why do you think Anna reacted in that manner after Miranda passed that remark?
3. How do you think Anna felt after her burst out at her classmates?

Across

5. Miranda shared with Anna that her mother even tried to abort her when she was expecting Miranda as she never wanted kids.
6. I would never put Ben in a home! I love him too much.
7. When Miranda agreed to help babysit Ben with Anna on a Saturday night, it seemed so unlike her.
9. Mrs Hamilton bore with Bella and Karen's sniggering and giggling in class for a week or two but struck at them angrily after a while.
10. Before Ben was born mother used to read my poems and tell me that they were brilliant but now she never seemed to notice them.

Down

1. It's so unfair that Katy can pig out and never seem to suffer for it. Her complexion is also spotless. Anna feels that it's so unfair that her sister is so lucky.
2. Vicky, Gloria and Sandra had gone into the science class. I'd never got on much with them as they were too high-powered. But they were better than Karen and Bella who liked to constantly argue at the most silliest things.
3. When Miranda told Anna that she liked Tony, Anna tried not to look Miranda in her face. Instead, she tried to hide her face as her heart sank.
4. Karen and Bella seemed to have got stuck at the mental age of nine and refused to grow up though they were already fifteen.
8. Mrs hamilton though had

Match the beginnings and endings of these adjectives and write them below in the table provided.

embarras-	delig-	disapp-	anno-	-ointed
up -	jeal-	ner-	exc-	fur-
-yed	-used	-vous	-assed	-ous
-ious	-joyed	-set	-ited	-ness
-ted	conf-	wor-	over-	

embarrassed	worried		

How would you feel in these situations? Choose an adjective from your answers in the above table. You need not have to use all the feelings.

- a. You go to town with odd shoes on. EMBARRASSED
- b. You lose your credit cards. WORRIED
- c. A friend breaks a promise.
- d. You win a lot of money. _____
- e. A friend can't come to your party. _____
- f. Your friend moves to another country. _____
- g. You don't understand some grammar. _____
- h. You are going on holiday soon. _____

STUDENTS' WORK - Red Sky in the Morning

What do you think will happen if Anna told everybody that her brother is autistic?
Ans: They may make fun of Anna and her brother.

When did Anna tell everybody? Ans: Every time Anna told everybody.

What do you think will happen if Anna told everybody that her brother is autistic? Ans: They may make fun of Anna and her brother.

Why did Anna want to tell? Ans: She just wanted to share about her brother with her classmate.

Where did the ~~disappointed~~ boy live? Ans: At school.

How did Anna feel when she was disappointed? Ans: Anna felt happy.

What if Anna didn't want to tell? Ans: No one would know.

Scornfully - angry
hard words by express

How did Anna feel when making the announcement?
Ans: She felt happy.

Questioner
• asks who, what, when, where, why, how, and what if
Who was involved when Ben was? about Anna?
When did _____?
What do you think will happen if Ben was not disappointed?
Why did _____?
Where did _____?
How did _____?
What if _____?

Why did mom keep herself in the house?
Ans: She was afraid that people will comment about Ben.

Why did people make fun of Benedict?
Ans: He was autistic.

GRAPHIC OR
Questioner
• asks who, what, when, where, why, how, and what if
Who was involved in chapter two? about Anna, Ben.

When did Ben think about Ben? When they were taking out writing their name.

What do you think: _____? Ans:

Why did people make fun of Benedict? Ans: Because he was autistic.

Where did the ~~normal~~ boy go? Ans: To the hospital.

How did Anna get from the group?
group.

Why did Anna's father name the new born baby, Ben?
Ans: Because Benedict means 'Blessed'!

What are some words that you do not understand or you think your friends need clarification:

1. disappointed - sad (negative emotion)
2. scornfully - angry (express)
3. chiselled nose - sharp nose (anatomical)
4. premonition - predict (prediction) + something bad.
5. dreadful - terrible (feeling)
6. ঙোঁকানো - surprise
7. যোগী - someone who can read YOGA (YOGA)
8. neurotic - crazy

scornfully – angrily
chiselled nose – sharp nose
premonition- predict something bad about to happen

REFLECTIONS

Students' Reflections - What I enjoyed about the Literature Circles....

REFLECTION LOG

1. Did you enjoy the stories that you went through in Terms 3 and 4?

Yes No

2. What did you enjoy/not enjoy about the stories you watched and heard

I enjoyed them because:

I thought me new words and some parts were interesting, or me some core values.

the stories can be applied to our daily lives

the stories are motivational

the stories are influential

the stories are interesting

I enjoyed them because:

we get to do group work and have different rows

It thought (taught) me new words and some parts were interesting and very entertaining. It also taught me core values.

** the stories can be applied to our daily lives*

** the stories are motivational and influential*

** the stories were interesting.*

We get to do group work and have different (roles).

Students' Reflections - What I enjoyed about the Literature Circles.....

We can work in groups and all have important roles in the activity. I enjoy being a Questioner as it helps me think of questions I can ask people and we should do more of this kind of group work.

I enjoyed them because we can work in groups and all have important roles in the activity. I enjoy being a Questioner as it helps me think of questions I can ask people and we should do more of this kind of group work.

I enjoyed them because:

- I like English and would love to learn more about it.
- It is very well thought and it is very different from primary school.
- We have a lot of group work.
- We get prizes from winning the game that was setup.

It is very well thought and it is different from primary school. We have a lot of group work. We get prizes from winning the game that was setup.

The stories were interesting and understandable.

I enjoyed them because:
the stories were interesting and understandable.

Students' Reflections - role I enjoyed the most.....

3. Which role (questioner/word wizard/ summariser/ predictor) do you enjoy best? Why

I enjoyed the best as being the questioner. I enjoy being the questioner because I can ask my friends question that I don't know.

Questioner

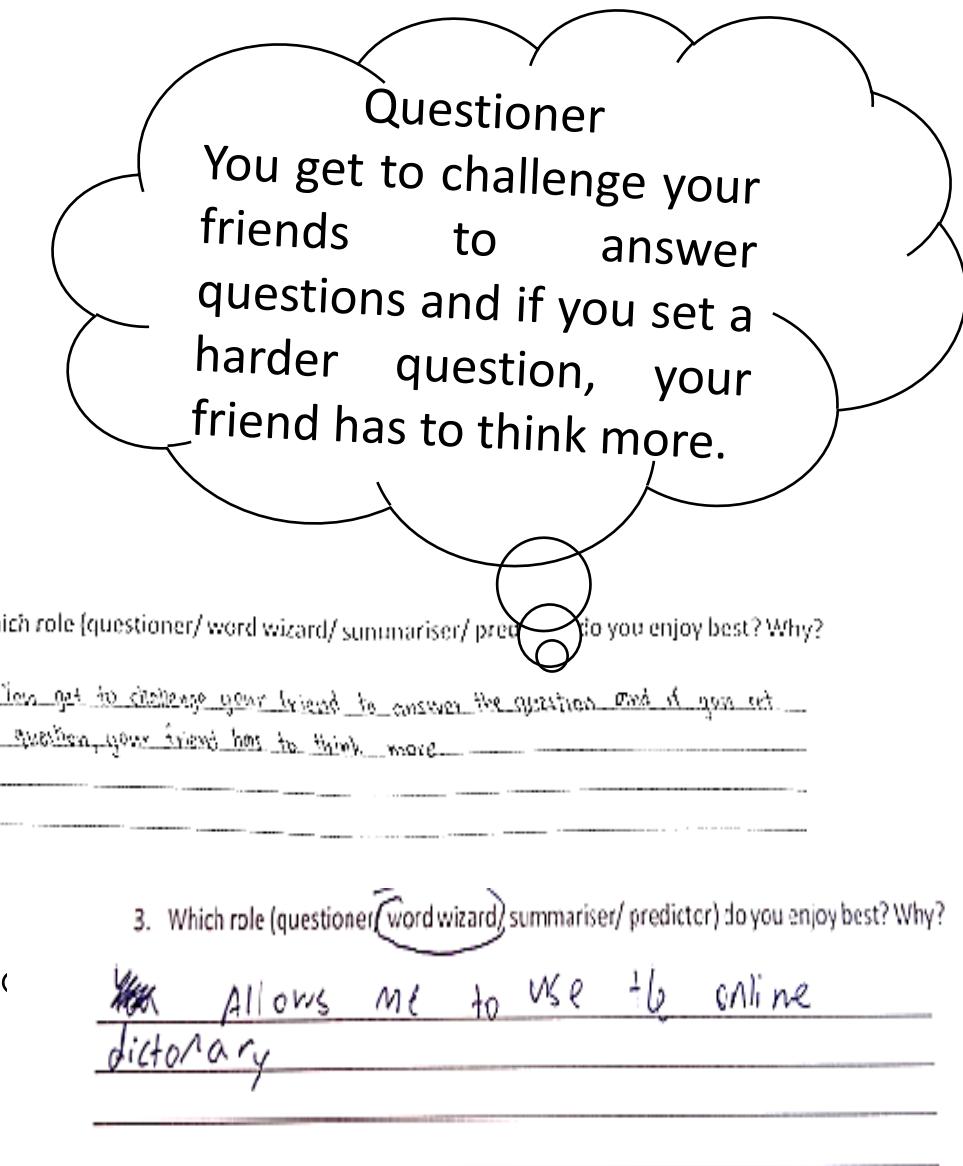
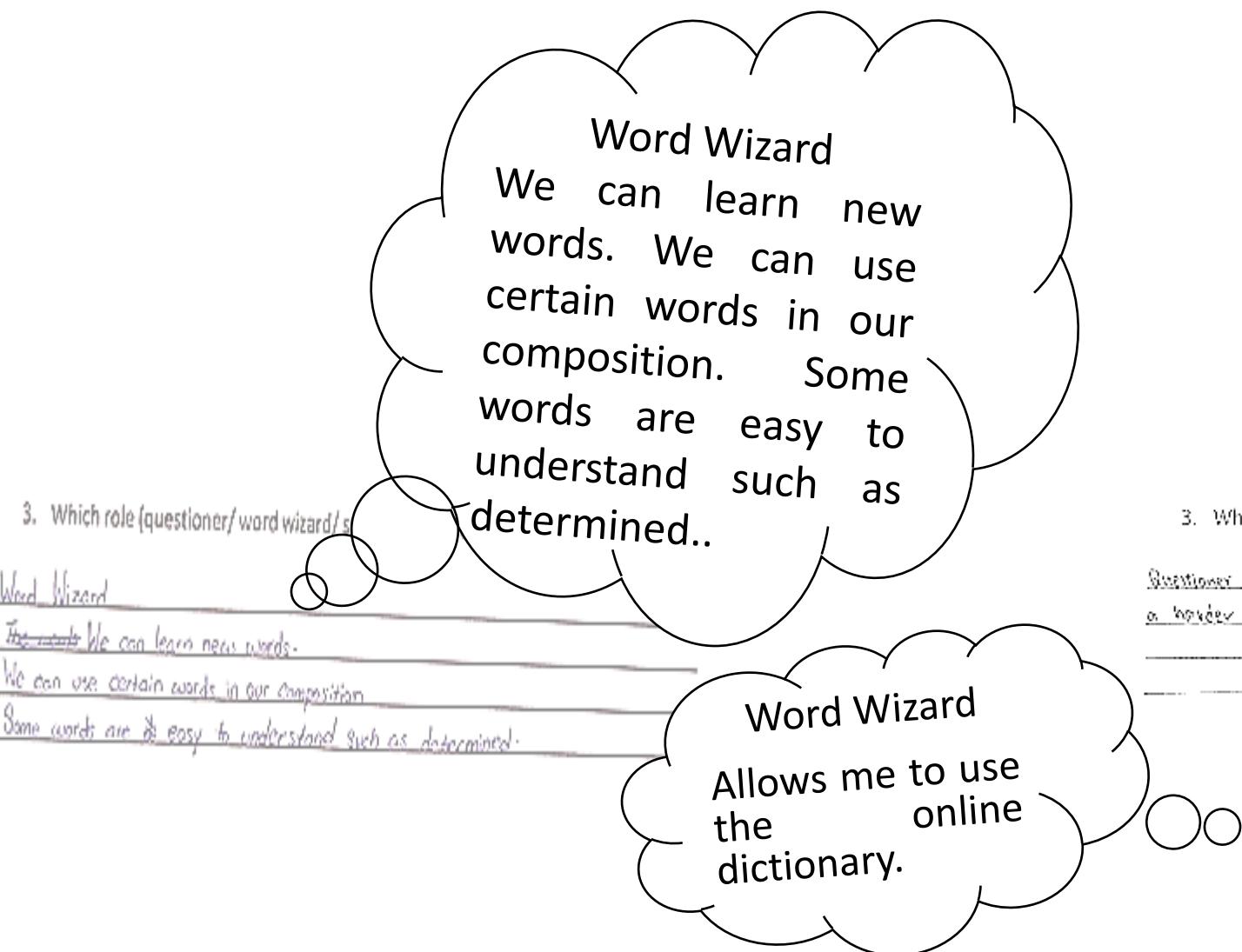
I enjoyed the best as being a questioner because I can ask my friends questions that I don't know.

Questioner

I enjoyed being the questioner because I can create questions which are related to the story.

I enjoyed being the questioner because I can create questions which is related to the story

Students' Reflections – role I enjoyed the most.....



Students' Reflections – I can apply these skills

4. How can you apply these skills in your reading?

So that we would know the words we don't really know,
Instead of looking into the dictionary.

- I can learn while I'm reading like finding word meanings
- Expressing the story in a summary
- Predicting what's going to happen next
- If the story is understandable, questions to better.

is not understand

4. How ...
So that we would know the words we don't really know instead of looking into the dictionary.

- I can learn while I'm reading like finding word meanings.
- Expressing the story in a summary.
- Predicting what's going to happen next.
- If the story is not understandable

I may be able to guess the words that are harder by reading and finding clues. I ask myself questions which might lead to the answers that was asked.

- I may be able to guess the words that are harder by reading and finding clues.
- I ask myself questions which might lead to the answers that was asked.

Students' Voices – audio clips

Teachers' Reflections

Though the process of finding appropriate and engaging resources and aligning them with the Learning Outcomes (LOs) and SSAB was sometimes a challenge, the success was when students make the connections between what they learn and how it can be applied to other contexts!

Ms Caroline Thomas
Senior Teacher
Anderson Secondary School

In the last 1.5 years, I have seen how our Normal Technical students who were initially resistant to working with one another have over time become more receptive to group work. There has also been noticeable improvements in their comprehension skills and this is evident in their questioning techniques.

Ms Winnie Chang
English Teacher
Anderson Secondary School

CHALLENGES

- Time constraints
- Initial resistance to group work
- Constant attention and management

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Q & A

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THANK YOU