

Shared reading: the alignment of curriculum, subject and lesson plans

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Shared reading is a using teaching method to facilitate young children and learners to master print awareness, book concepts and initial reading skills. Teachers may have access to many recommended strategies of conducting shared reading in the lessons. However, there seems to be less discussion on how to plan shared reading in a holistic plan, viz. positioning shared reading in the curriculum level, then proceeding to detail the planning in the subject level and finally, getting prepared with the instructional steps for lesson use.

This document tries to show how to plan shared reading in pre-primary education using an thematic and integrated approach in the curriculum. A theme ‘ family’ is used to illustrate the planning process. The curriculum model is the one adopted and suggested by Hong Kong Education Bureau (Curriculum Development Council (2017).

Step 1: Thematic planning

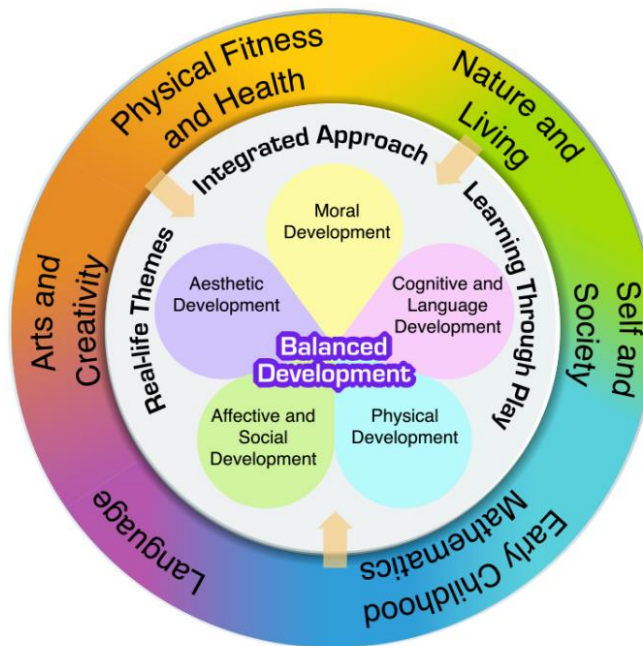


Figure 4: Kindergarten Education Curriculum Framework

Curriculum Development Council (2017)

Real-life themes, such as *family, festivals and community*, can be used as the main focus in curriculum organisation to connect the content of different learning areas.

Designing integrated learning activities using themes can connect the content of different *learning areas and help children connect the learning content with their life.

*Learning areas * (Self and Society, Early Childhood Mathematics, Language, Arts and Creativity, Physical Fitness and Health, Nature and Living)

Thematic learning is a pedagogical model based on the selection of a theme or topic for a teaching unit. All the activities and lessons in the class will be centered around this theme. The theme helps bring different and seemingly unrelated information together into a unified whole.

This encourages children to think around a theme/topic and to see and find relationships between information and facts.

The planning starts with setting a theme and then identifying relevant activities related to some of the six learning areas (integrated approach).

Theme: Friends: My family	
No. of Students: 18	
Target Group: K3 (Age group: 5- 6 years)	
Duration: 2 weeks (7 lessons)	
Learning areas involved: Language, Self and Society, Early Childhood Mathematics, Arts and Creativity, Physical Fitness and Health.	
Book for use: Anthony Browne (2005). My Mum. China: Random House Children’s Publisher, U.K.	
Activity A (4 lessons)	<p>Learning area: Language (English)</p> <p>Teacher guides the students to do shared reading “My Mum” and making a book of Mums</p> <p>Objectives:</p> <ol style="list-style-type: none"> a. Students should be able to understand the different images/characters of the mum in the story (knowledge) b. Students should be able to compare the mum in the story with their own mum (skills) <ul style="list-style-type: none"> • Structures: "My mum is", "She is a", "She can ...". • Target Vocab: adjectives, e.g. great, nice, fantastic, brilliant; jobs, e.g. cook, painter, gardener c. Students should be able to have increased understanding in print awareness and book concepts (knowledge) d. Students should be able to make a book about their mum (skills) e. Students should be to appreciate what has been done by their mum (Attitude)
Activity B (1 lesson)	<p><i>Learning domain: Arts and creativity</i></p> <p>Children will make a photo frame for their family, and they will draw a big</p>

	<p>picture showing their family members for the photo frame.</p> <p>Objectives: (related to the learning area itself)</p>
<p>Activity C (1 lesson)</p>	<p><i>Learning domain: Self and society, Physical fitness and health</i></p> <p><i>Children sing some songs on Family and they will learn how to do some housework in the activity room, e.g. Sweeping the floor, matching socks, setting the table. They will apply the skills to help their mother at home.</i></p> <p>Objectives: (related to the learning area itself)</p>
<p>Activity D (1 lesson)</p>	<p><i>Learning domain: Early Childhood Mathematics</i></p> <p>Children will practice counting (0-10) in a competition game. Teacher will provide some family photos /pictures and ask them to find the number of family members and enter the data in a survey table. The team which gets all correct answer will be the winner.</p> <p>Objectives: (related to the learning area itself)</p>
<p>Reflection</p>	<p>By the end of the thematic unit, teachers will review and reflect:</p> <ul style="list-style-type: none"> • Were the objectives achieved? • What was done well? • What needs to be improved?

Step 2: English unit plan

Theme: My family

<p>Book Title: 'My Mum' for shared reading</p>
<p>No. of Students: 18</p>
<p>Target Group: K3 (Age group: 5- 6 years)</p>
<p>Overall Objectives of the unit plan (4 lessons)</p> <ul style="list-style-type: none"> ➤ Students should be able to understand the different images/characters of the mum in the story (knowledge) ➤ Students should be able to compare the mum in the story with their own mum (skills)

	<ul style="list-style-type: none"> ▪ Structures: "My mum is", "She is a", "She can ...". ▪ Target Vocab: adjectives, e.g. great, nice, fantastic, brilliant; jobs, e.g. cook, painter, gardener <ul style="list-style-type: none"> ➤ Students should be able to have increased understanding in print awareness and book concepts (knowledge) ➤ Students should be able to make a book about their mum (skills) ➤ Students should be to appreciate what has been done by their mum (Attitude)
First reading (Lesson 1)	<ul style="list-style-type: none"> ➤ Sing a song related to “My family” with children ➤ Children show their family photos in the lesson (Arouse children’s interest) ➤ Ask the children to guess who the story is about by referring to the title on the cover. (Prediction /print referencing strategy) ➤ Ask them what their mum is like and guess how the author (the infant in the story) thinks of the mum. (Making connection) ➤ Teach the positive meaning of some adjectives (great, nice, fantastic, brilliant) Count the syllables and read aloud with the teacher (echo reading) (Vocabulary building)
Second reading (Lesson 2)	<ul style="list-style-type: none"> ➤ Identify the focus text /vocabulary/ meaning of some texts on the four pages and plan the strategies to be used (pp1-4) ➤ Review the learning in Lesson 1. Then share the book with the following focuses: <u>(My mum is a fantastic cook</u> (Is fantastic a word to praise someone?) <u>And a brilliant juggler</u> (What can the mum do? Comment the pictures to help the children guess what a juggler can do.) <u>She’s a great painter</u> (What can the mum do? Lead to the work “use make up to make oneself pretty)
Third reading (Lesson 3)	<ul style="list-style-type: none"> ➤ Review the learning in Lesson 2. Then share the books with the following focuses. ➤ Similar to lesson 2 (during reading). But teacher will share new pages of the story with the children
Third reading (Lesson 3)	<ul style="list-style-type: none"> ➤ Experience connection /distancing prompts ➤ Discuss with the children about their own mum and guide them to identify any adjectives, character/jobs to describe their mums (provide vocabulary scaffolding) ➤ The story book will be finished in lesson 3.
Fourth reading (Lesson 4)	<ul style="list-style-type: none"> ➤ Review the learning in Lesson 3. ➤ A portrait of my mum: Each child will draw and colour their own mum on a A4 sheet. Teacher will compile the pages to make a booklet. (Teacher may guide the children to write a sentence to describe their mum on the page). The product will be a class book of mums. ➤ Extension activity: Dramatic play: each child will dress up like one of the images of mum in the story and will act out the story

	(to be completed in the coming Parents/ Day
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Step 3: Lesson planning

For each lesson, teachers should write a concise lesson plan to help their work on preparation and smooth implementation.

A lesson plan sample:

Lesson 1

Time: 25 min

Resources: XXX

Objectives

- Students should be able to understand the different images/characters of the mum in the story (knowledge)
- Students should be able to have increased understanding in print awareness and book concepts (knowledge)

<p>Before reading (10 min)</p>	<ul style="list-style-type: none"> ➤ Set the mood of reading (seating plan: teacher as the centre with Easel and Big Book, small chairs or rugs for children), + family dramatic corner (optional)) ➤ Sing a song related to “My family” ➤ Children show their family photos in the lesson (Arouse children’s interest) ➤ Ask the children to guess who the story is about by referring to the title on the cover. (Prediction /print referencing strategy) ➤ Ask them what their mum is like and guess how the author (the infant in the story) thinks of the mum. (Making connection) ➤ Teach the positive meaning of some adjectives (, great, nice, fantastic, brilliant) Count the syllables and read aloud with the teacher (echo reading) (Vocabulary building)
<p>During reading (10 min)</p>	<ul style="list-style-type: none"> ➤ Read the pages (e.g. pp1- 4) one by one using these strategies: <ul style="list-style-type: none"> • Predicting • modelling • questioning (Literal or inferential questions, open ended or close ended, Questions that encourage making connections), vocabulary knowledge questions, • commenting the text (explain the lines) • requesting children to point to, track on the text or circle any words. • prompts (CROWD: Completion prompts, Recall prompts, Open-ended prompts . Wh-prompts. Distancing prompts) etc.

	<ul style="list-style-type: none"> • For a round of questioning, teacher may evaluate or expand children's responses. • anticipate problems and prepare scaffolds in advance. <p>Assess children's learning:</p> <ul style="list-style-type: none"> ▪ Echo reading: ask children to read aloud some key words. ▪ Cover some words with sticky notes and ask children to guess the words with cues of illustration on the pages.
Post reading (5 min)	<ul style="list-style-type: none"> ➤ Play a game (with paper cut out of the clothes of the mum and let children dress for the mum figure) in free activity time. ➤ Praise the children for their participation.

References:

Curriculum Development Council. (2017). *Kindergarten education curriculum guide*. Hong Kong: Curriculum Development Council.