

# Developing 21<sup>st</sup> Century Readers among Normal (Technical) Students

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English in a Future-ready Singapore

EUS Conference  
12 September 2017

ELIS



# OUTLINE OF PRESENTATION

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

# BACKGROUND

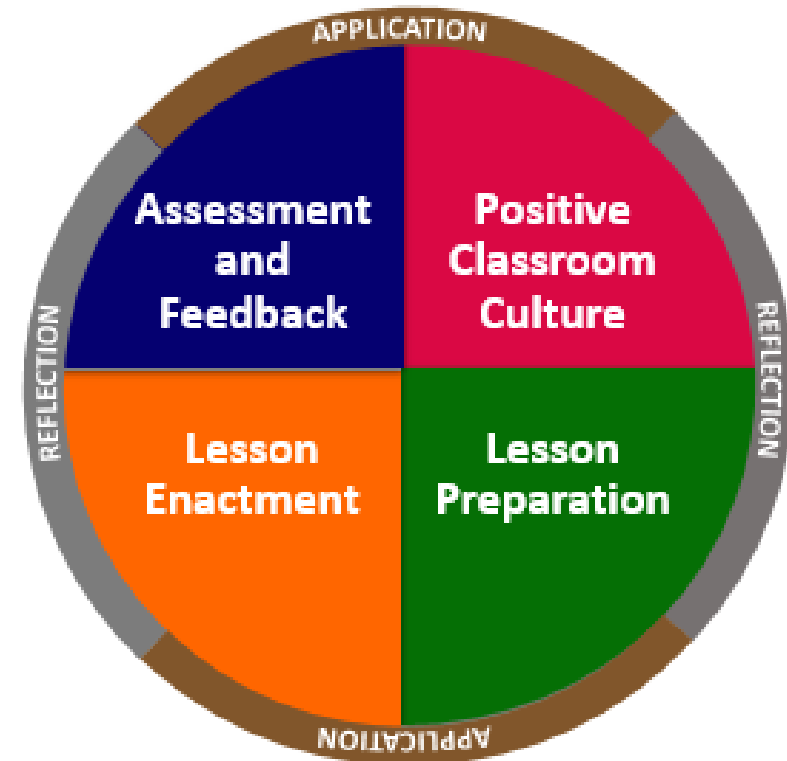
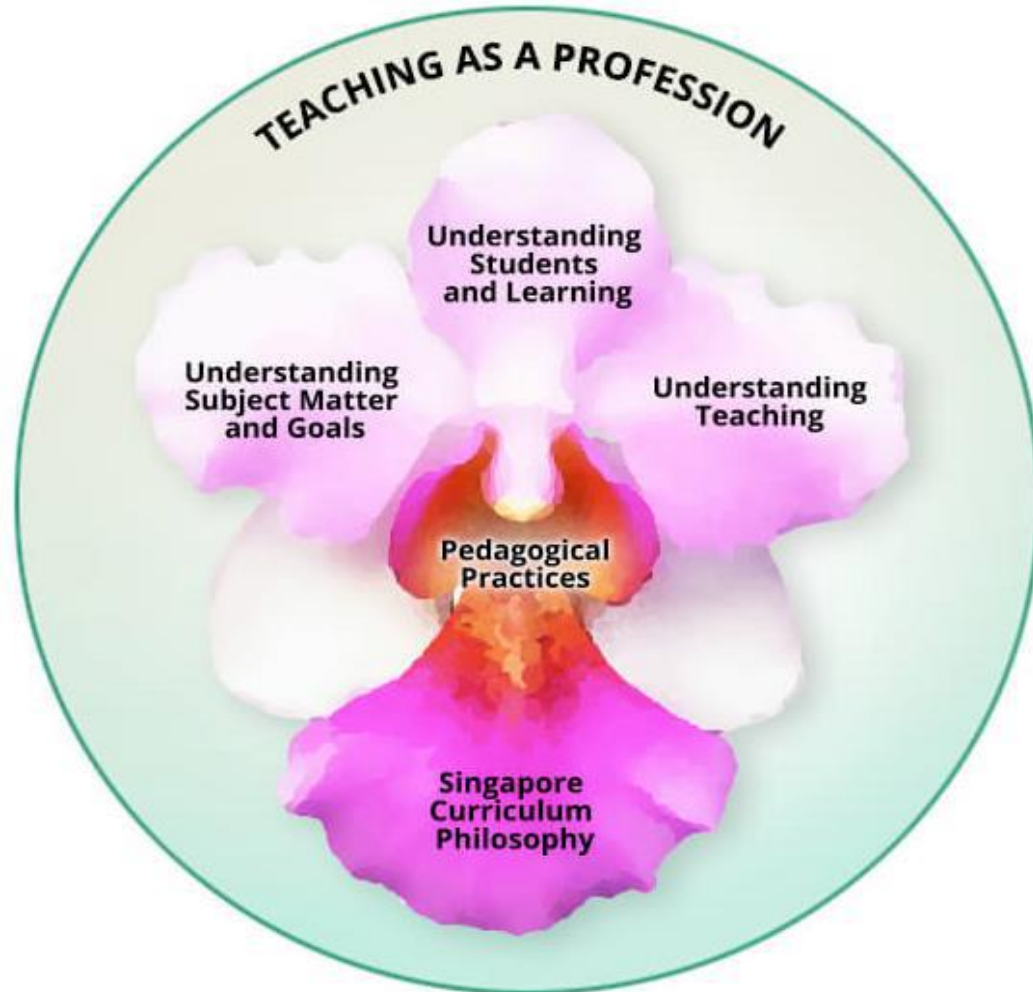
Profile of students:

- 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

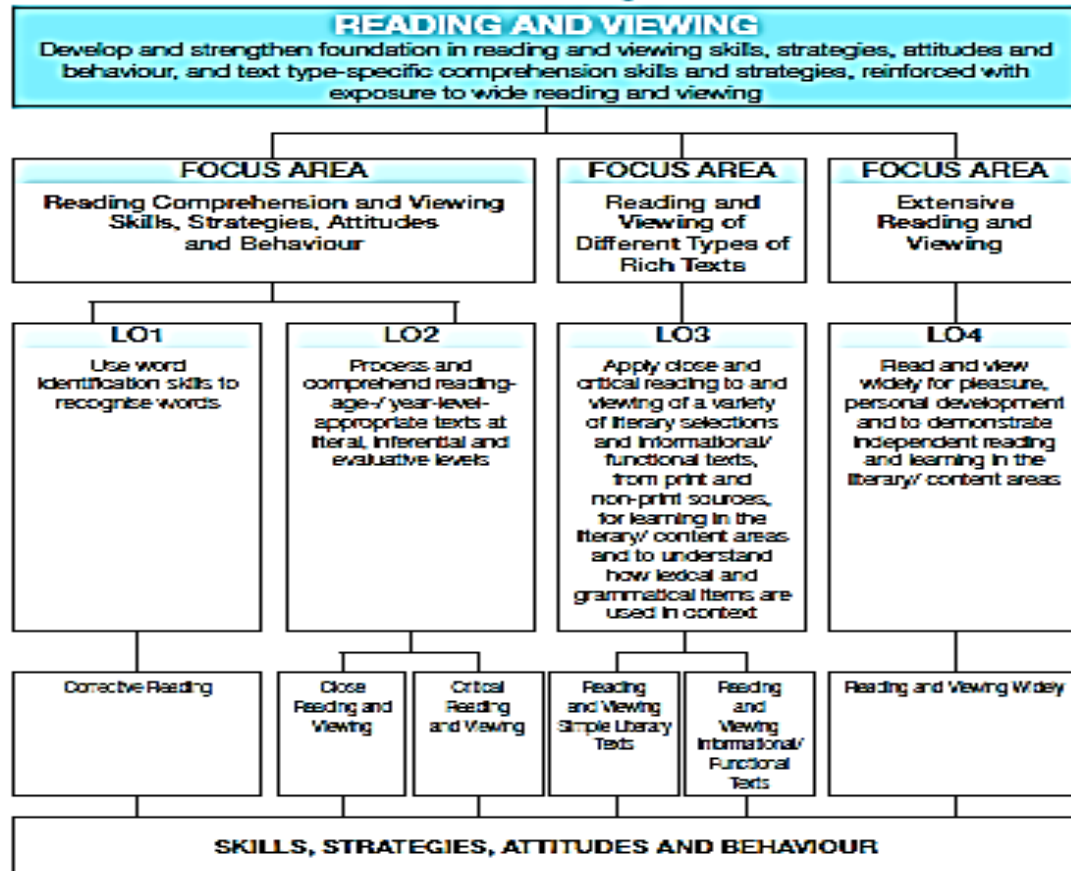
# The Singapore Teaching Practice



# EL SYLLABUS 2010 Normal(Technical)

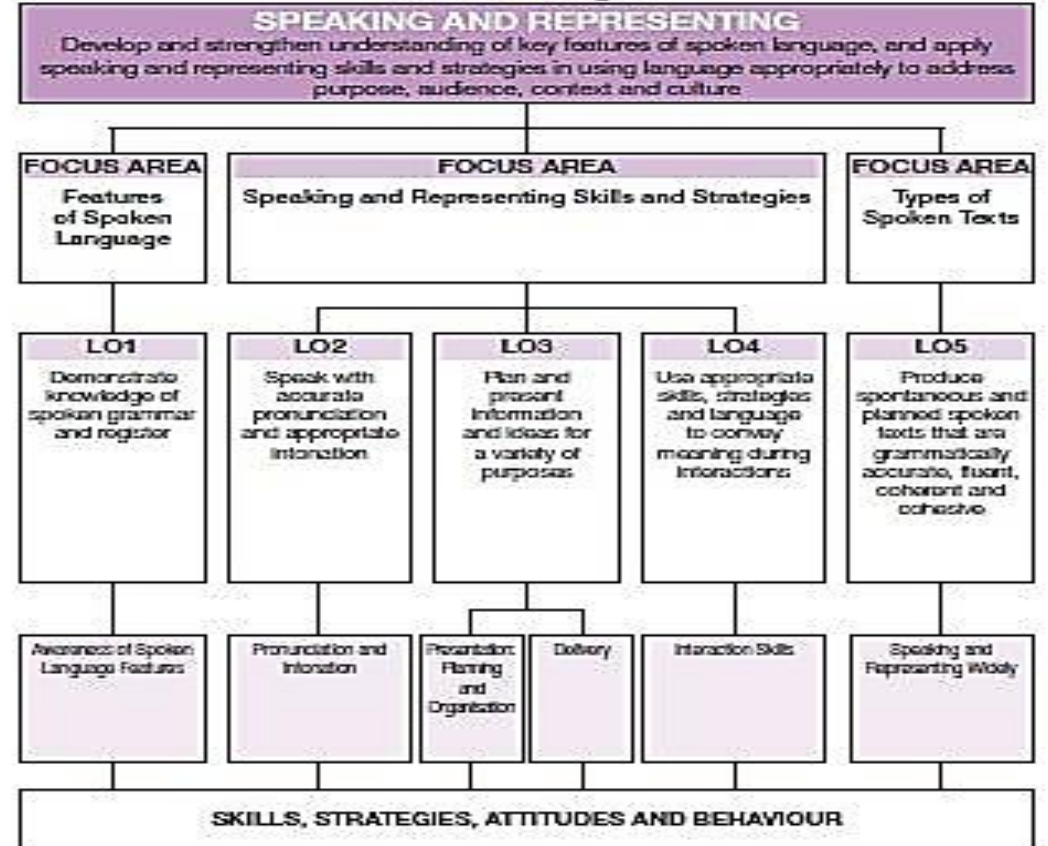
## Reading and Viewing What to Teach, When and Why

Overview Diagram

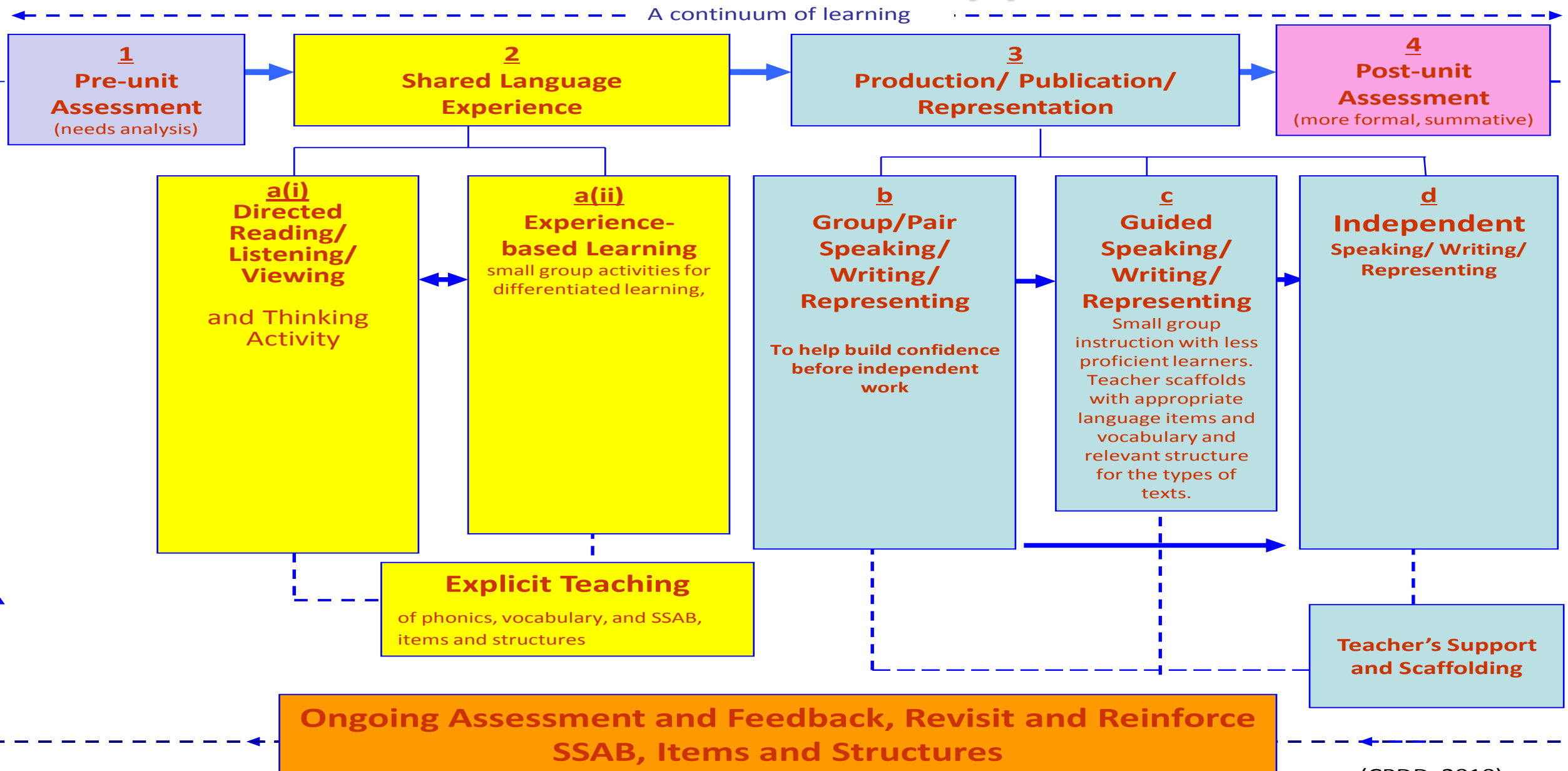


## Speaking and Representing What to Teach, When and Why

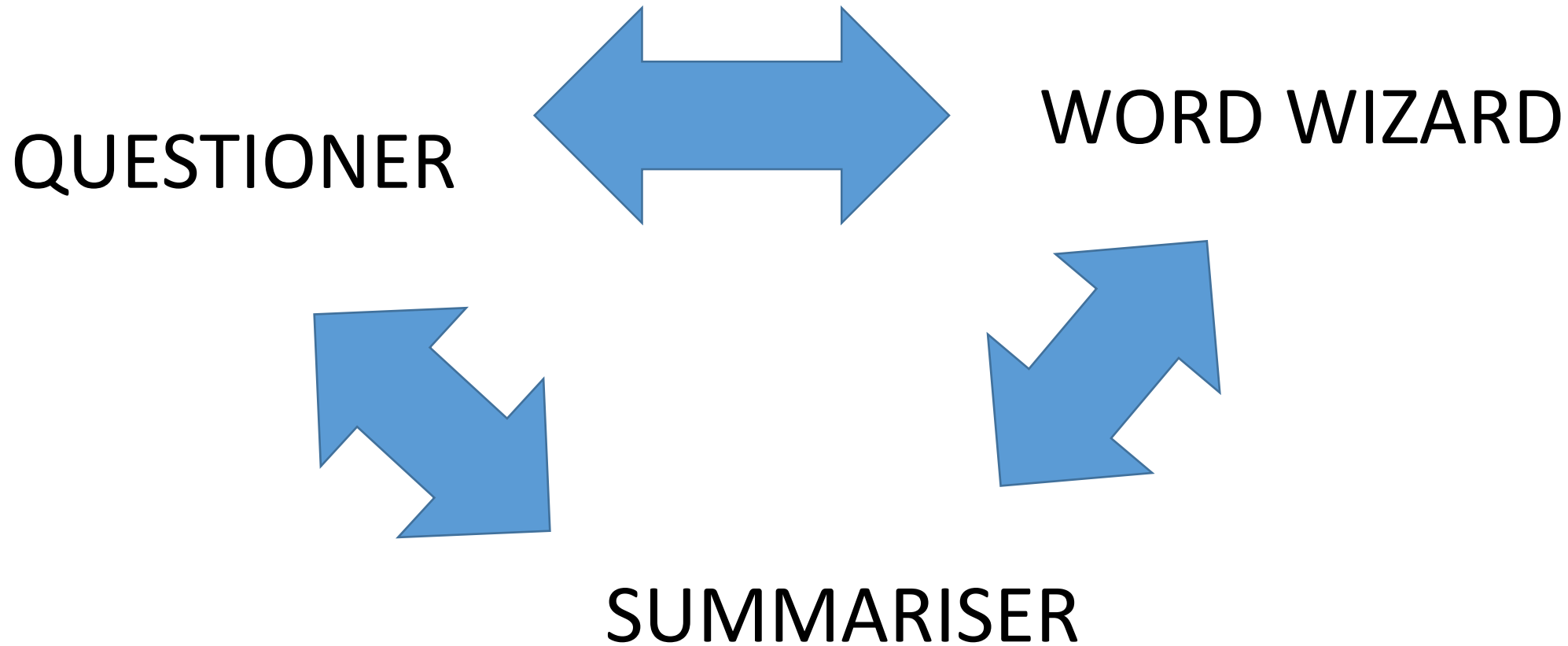
Overview Diagram



# A PEDAGOGIC FRAMEWORK FOR EL FOR N(T) STUDENTS



# Literature Circles Roles – an adaptation





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

# Overview of Term 3 Plan

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

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

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

# 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"> <li>• Watch YouTube video on <i>A Tale of Two Frogs</i></li> <li>• Predict what might happen next to the two frogs</li> <li>• Read transcript of story and play LC roles:            create HOT questions to challenge other groups            identify interesting and unfamiliar words            summarise story</li> <li>• Think about the message/moral of story</li> <li>• Post-reading Activities:               <ul style="list-style-type: none"> <li>✓ Complete Modified Cloze I on, <i>Dreams of Opening Dessert Café</i></li> <li>✓ Write a Thank You note to Ms Sherie Quek for her valuable advice</li> </ul> </li> </ul>	<p><b><u>Reading and Viewing - LO2 &amp; LO3</u></b></p> <p><b><u>Writing and Representing - LO3 &amp; LO4</u></b></p>	<ul style="list-style-type: none"> <li>❖ You tube video on <i>A Tale of Two Frogs</i>:  <a href="https://www.youtube.com/watch?v=NP7TDxPO_Zw">https://www.youtube.com/watch?v=NP7TDxPO_Zw</a></li> <li>❖ Transcribed text - <i>A Tale of Two Frogs</i></li> <li>❖ Article, <i>Dreams of Opening Dessert Café</i> –Sherie Quek</li> <li>❖ Graphic Organiser</li> <li>❖ Learning Sheet</li> <li>❖ Online LDOCE</li> </ul>

# 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 <b>after</b> you changed your bad habits?	<ul style="list-style-type: none"> <li>▪ Examples of <b>bad habits</b> before</li> <li>▪ What are the <b>good changes</b> you noticed about yourself?</li> </ul>
<b>Two</b> 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"><li>• creates questions to increase comprehension</li><li>• asks 'who', 'what', 'when', 'where', 'why', 'how', and 'what if' questions</li></ul>	<ul style="list-style-type: none"><li>• identifies interesting and unfamiliar words and writes contextual meaning using online dictionary</li></ul>	<ul style="list-style-type: none"><li>• summarises gist of story</li></ul>

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.**

<b>Word/Phrase</b>	<b>What does it mean?</b>

# *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> <a href="https://www.youtube.com/watch?v=MvEr6FsVoBI">https://www.youtube.com/watch?v=MvEr6FsVoBI</a> accompanied with transcribed half text, Part 1		6 mins	YouTube video – The Sandwich Swap	
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 <sup>nd</sup> part of story, Part 2. SS continue watching story with remaining transcribed text.		5 mins		Individual
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*

Listen to the story 'The <sup>Sandwich Swap</sup> 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

Who was involved in the story?

When did the fight started?

What do you think that solved the <sup>problem</sup>?

Why did they feel ashamed?

Where did the Principal told them to <sup>meet</sup>?

Who was involved in the story?  
When did the fight start?  
What do you think solved the problem?

Listen to the story 'The <sup>Sandwich Swap</sup> 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

Who was involved in the <sup>fight</sup> food?

When did two friends insulted their dish?

What do you think made them not <sup>be friends</sup>?

Why did their friends chose sides?

Where did they ate their lunch?

What do you think made them not be friends?  
Why did their friends choose sides?  
Where did they eat their lunch?

- Strengthen their friendship
- respect each other.

- whole school involved

gross & yucky

- insulted each other

# 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.

when did the boy have a funny feeling?

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

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

2) Why did the spell explode <sup>when</sup> one of the witches got the word wrong

What did you think they caused the huge explosion

the boy's I was because that one of the witches say the spell wrongly.

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

the doctor ~~discovered~~ discovered that the witches was causing all of this and he also discovered that to ~~be~~ cured it

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~~ 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.

Why did the doctor not give any medicine to the boy?  
**Answer:** It was because it was not a disease and it can be cured by joy and good humour.

Where did ~~the explosion destroyed~~ happened?

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

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

What did you think caused the huge explosion?

Ans: It was because one

# 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 frog give up climbing out of the bucket?

What do you think the liquid that turned into butter?

Where did the young frog escape from?

Why did the young frog give up climbing out of the bucket?

Why did the older frog give up climbing out of the bucket?

Why did one of the frogs give up climbing out (of the bucket)?  
**Answer:** There was no hope.

### Word Wizard

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

What is the meaning of the following word/phrases:

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

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

Why did the one of the frogs give up on climbing out?  
 - ~~They~~ There was no hope for her.

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 <sup>were</sup> involved in this story?

When did the young frog give up climbing out of the bucket?

Where did the young frog escape from?

Why did the young frog give up climbing out of the bucket?

Why did the older frog give up climbing out of the bucket?

Why did one of the frogs give up climbing out (of the bucket)?  
**Answer:** It was because it was lazy.

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:

Why did the young frog give up climbing out of the bucket?  
 - ~~He~~ He was determined to get out of the bucket.

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

# 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	<del>Turned</del> Turning something into something / made into something else.
Trashed	Paddle / flapped the white liquid (Action word)
Slick	Slippery / Slimey

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 100 words.

The story is about:

This story is about a boy name Mario who has many friends. One day, Mario's grandfather ~~but~~ ~~Mario~~ for a big bag of popcorn, as he doesn't have any true friends. Mario agreed the but but he wasn't sure how to test his schoolmates whether his schoolmates were his real friends. His grandpa took out an invisible chair (yet 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 ~~then~~ 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 ~~that~~ who is true friends were.

So long? Strike only the facts!

Summary of story by student

The moral of this story:

- Choosing a good friends
- Who are ~~the~~ your true friends and who would care for you.
- a friend in need is a friend indeed.

See

## Moral of story

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

## Moral of story

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

## Summarise & Reflect

- summarises gist of story
- ↳ Must be sequence.

What is the story about? Write in the space below in not more than 100 words.

The story is about:

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

Is this necessary for a summary?

Summary of story by student

- friendship and don't judge others.
- don't judge the book by its cover!
- accept each other's differences.

Teacher's

It was about a boy named Mario finding his true friends. 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.

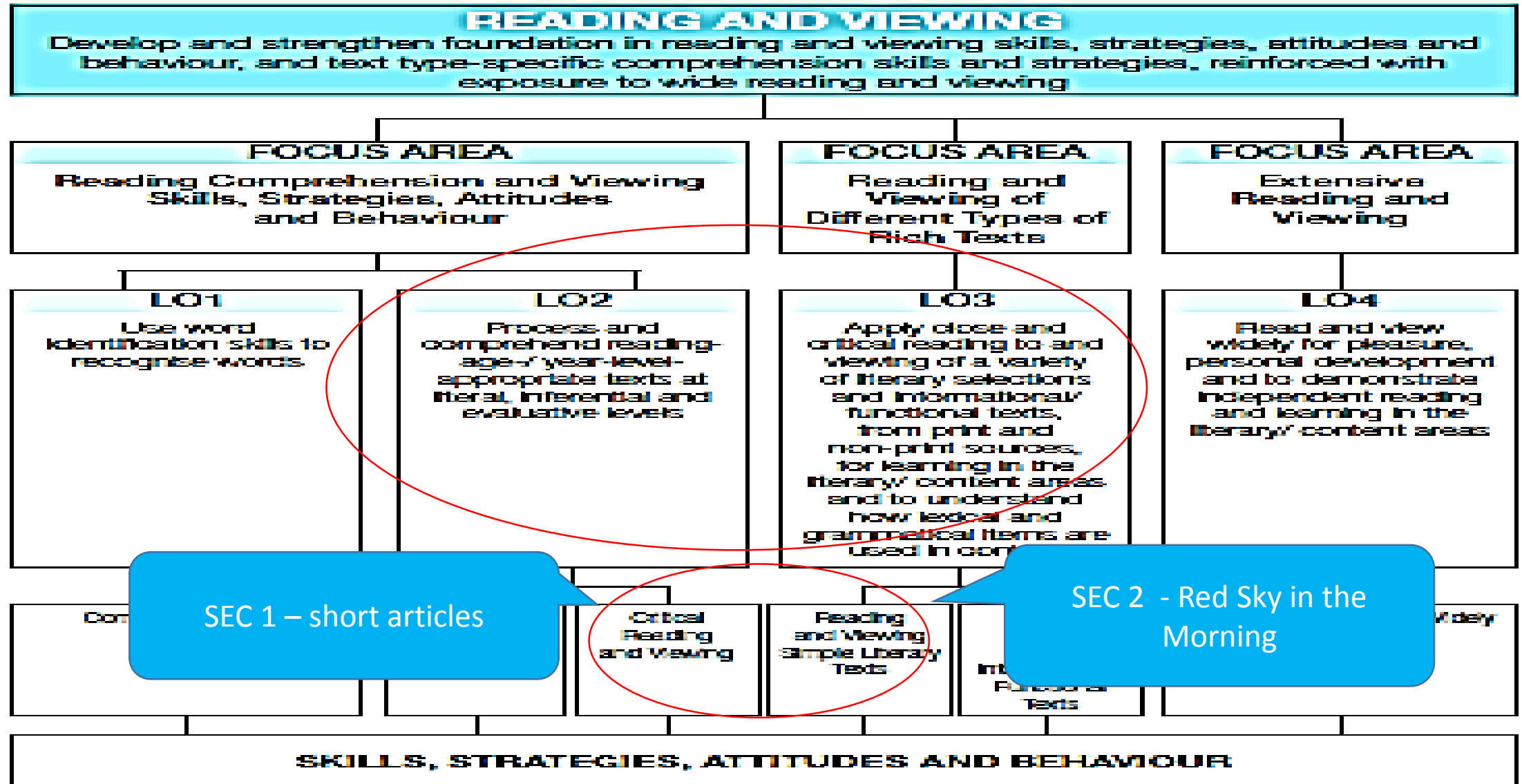
Summary written as a class with students' contributions



# Reading and Viewing

## What to Teach, When and Why

### Overview Diagram









# 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:

*It taught me new words and some parts were interesting and  
me some core values.*

*- the stories can be applied to our daily lives*  
*- the stories are motivational (motivational) and 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 rows (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:

- I like English and would love to learn more about it.
- It is very well thought and it is very different from primary
- 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:

we can work in groups and all have important roles in the activity. I enjoy being a questioner. 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:

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 a question which is related to the story

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

Word Wizard  
We can learn new words. We can use certain words in our composition. Some words are easy to understand such as **determined..**

3. Which role (questioner/ word wizard/ s

Word Wizard

- ~~The~~ We can learn new words.
- We can use certain words in our composition
- Some words are ~~is~~ easy to understand such as determined.

Word Wizard  
Allows me to use the online dictionary.

Questioner  
You get to challenge your friends to answer questions and if you set a harder question, your friend has to think more.

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

Questioner You get to challenge your friend to answer the question and if you set a harder question, your friend has to think more.

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

~~Word~~ Allows me to use the online dictionary

# 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

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

4. How can you apply these skills in your reading?  
I can learn while I'm reading like finding meanings word meanings.  
- Expressing the story in a summary.  
- Predicting what's going to happen next.  
- If the story is not understandable

- 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, questions to understand better.

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 and answering techniques.

Ms Winnie Chang  
English Teacher  
Anderson Secondary School

# CHALLENGES

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

# References

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Q & A

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*THANK YOU*