



**Hougang Primary School**

# **Parents Workshop on Reading Skills**

***24 March 2018***

# Outline of Sharing

## ▶ Overview of Reading

- ▶ Extensive Reading
- ▶ Intensive Reading

## ▶ Comprehension

- ▶ Question Type
- ▶ Annotation
- ▶ Common errors and practices

# Reading for Fluency

- ▶ **Fluency** is the ability to read a text accurately, quickly, and with expression.
- ▶ **Fluency** is important because it provides a bridge between word recognition and comprehension.
- ▶ When **fluent readers read silently**, they recognize words automatically.

# Extensive Reading

- ▶ Involves learners **reading** texts for enjoyment
- ▶ Develop general **reading** skills  
*e.g free reading, book flood, reading for pleasure*

# Extensive Reading

- ▶ Don't look up words in the dictionary.
- ▶ Skip over parts you don't understand.
- ▶ If you aren't enjoying one book, toss it aside and get another.

# Intensive Reading

- ▶ **Reading** in detail with specific learning aims and tasks
- ▶ Slow, careful reading of a text

# Intensive Reading

- ▶ For low level readers, intensive reading is possibly the fastest way to build vocabulary
- ▶ Reading difficult material forces a learner to develop strategies for dealing with texts that are too hard to read comfortably

# Identifying Compre OE Question Types



# Steps to Answer Compre OE Qns

No		Steps
1	Questions	Read the questions.
2	Questions - Tenses	Highlight keywords for tenses.
3	Question Types	Highlight keywords for question types.
4	Text - Ideas	Read the text for main idea of whole text and every paragraph.
5	Text- Answers	Highlight all answers before answering questions.
6	Questions - Text	Answer the questions.
7	Questions- Checking	Check answers: Each time you have answered a question, please use the acronym to edit your answers. C - complete sentence S - spelling P - punctuation T - tenses Sv - subject verb agreement

# Our Focus for Today's Workshop

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# Types of Compre OE Questions

- ▶ Opinion-based with reason
- ▶ Opinion-based with evidence
- ▶ Same idea
- ▶ Main idea
- ▶ Reason-oriented
- ▶ Action-based
- ▶ Reference
- ▶ Sequencing
- ▶ Vocabulary
- ▶ Comparison
  - ▶ Listing
  - ▶ Before and after
  - ▶ Advantages and disadvantages

# Question 1

What had caused the chaos in the classroom and how did the children react? [2m]

# Question 1

Reason-oriented → Asking for the reason

Past perfect tense

What **had caused** the chaos in the  
classroom

Past tense

and how **did** the children react? [2m]

Action-based → Reactions in the form of  
actions

## Question 2

Which sentence from lines 10 to 13 shows that Mr Ang was a strict and serious teacher? [2m]

# Question 2

Which sentence from lines 10 to 13

Present tense  
shows that Mr Ang was a strict and

serious teacher? [2m]

Same idea → Maybe certain actions or words that Mr Ang did or said show his strict and serious character.

Answer: The sentence is “ . ”

## Question 3

List the two effects of the children's screams on the pigeon. [2m]



# Question 3

List the two effects of the children's screams on the pigeon. [2m]

Listing → That means what happened after the children screamed are clearly stated in the passage. Students have to identify these effects and write them down as answers.

## Question 4

What was Mr Ang trying to do when he said “All right, it’s only a bird!” in line 20. [2m]

# Question 4

Past tense

What **was** Mr Ang trying to do when he

Reason-oriented → What was his purpose in saying this?

said “All right, it’s only a bird!” in

line 20. [2m]

## Question 5

Write 1, 2 and 3 in the blanks below to indicate the order in which the events occurred in the story. [1m]

# Question 5

Write 1, 2 and 3 in the blanks below to indicate the order in which the events occurred in the story. [1m]

Sequencing → Ordering the events according to timeline

## Question 6

What does the word “**They**” in line 25 refer to? [1m]

# Question 6

Present tense

What **does** the word “They” in line 25

Present tense

refer to? [1m]

Reference → Such questions usually contain pronouns like “it”, “them”, “they”, etc . The pronoun may refer to a person, a place, an object or an action

# Question 7

	<u>True/False</u>	<u>Reason</u>
The accident that happened in Mr Ang's class was the worst.		
The pupils did not care about the bird when it flew into the window.		



# Question 7

	<u>True/False</u>	<u>Reason</u>
<p>The accident that <b>happened</b> in Mr Ang's class <b>was</b> the worst.</p> <p>Past tense</p>		<p>T/F and reason → Give your opinion and support your opinion with either reason or evidence from the text</p>
<p>The pupils did not care about the bird when it <b>flew</b> into the window.</p> <p>Past tense</p>		

# Annotation

Read the text once to get an overall impression of the **main point** of the text.

- ▶ **A pigeon flew into a classroom and caused chaos.**
- ▶ **The teacher could not control the situation.**
- ▶ **The principal had to intervene.**

- ▶ Read the text again to understand the main point of each paragraph.

## Paragraph 1

It was chaotic in the classroom. All the children were trampling over each other's bags, feet and fingers in an effort to get away from it. Siti had taken the first-aid box from the wall and was attending to a girl who had cut her hand on some broken glass when suddenly there was silence. The principal had appeared at the doorway and everyone stopped, even the pigeon settled on a bookshelf by the door.

# Main points

- ▶ Pigeon caused chaos in classroom
- ▶ Principal appeared, order was restored

## Paragraph 2

That was the first of the accidents that happened in Mr Ang's class. It was not one of the bad ones, at least not as bad as some of the things that had happened in the last eighteen months but it was bad enough.

# Main points

- ▶ The first of many accidents in Mr Ang's class
- ▶ Not the worst accident – worse ones would follow



## Paragraph 3

Mr Ang's lesson that morning was on chemical reactions and the children were supposed to be measuring the different rates of reaction using various apparatus. He expected them to take their work seriously and became very irritated if his teaching was interrupted.

# Main points

- ▶ Science lesson in the laboratory
- ▶ Strict and serious teacher, hated interruptions

## Paragraph 4

Ten minutes into the lesson, he was getting particularly annoyed. Amanda had dropped a pen into the tube of liquid she was heating and it surely did not help that a pigeon flew in through the open window at the exact same time. It did a quick circle around the classroom, causing a certain amount of noise and excitement as it did, and tried to fly out again only to run smack into a pane of glass. A twitter of concern ran around the class.

# Main points

- ▶ Lesson not going smoothly
- ▶ Children distracted by pigeon
- ▶ Pigeon couldn't fly out

# Paragraph 5

“All right,” said Mr Ang, “it’s only a bird!”

# Main points

- ▶ Tried to calm down the children

## Paragraph 6

However, as the pigeon continued to fly round the room, the class was anything but calm. The children screamed whenever the bird flew near them, and the more noise they made, the more frightened the pigeon became. Being frightened, it started to poop, and, as it flew, it released its droppings everywhere. They landed in people's hair, on their clothes and on their work, which of course led to more screaming.

# Main points

- ▶ Children were terrified of the pigeon
- ▶ Their screaming frightened the pigeon
- ▶ Pigeon pooped everywhere



# Paragraph 7

“Stop this!” Mr Ang bellowed. “Stop this noise at once or I will...”

# Main points

- ▶ Teacher got furious
- ▶ Shouted and threatened

## Paragraph 8

The class never heard what Mr Ang planned to do nor had instant silence because at that moment, the pigeon swooped low over his head and one of its feet caught in his hair. Mr Ang gave a cry of surprise. He shook his head and his whole body in all directions in his efforts to shake it off, scattering papers and knocking over bottles as he did so.

# Main points

- ▶ Pigeon's foot caught in Mr Ang's hair
- ▶ Mr Ang panicked
- ▶ Scattered papers, knocked over bottles

## Paragraph 9

When the bird eventually broke free, he found that one of the bottles contained acid and that it had splashed over his hands and down the front of his chest. He stopped calling for everyone to stop shouting and rushed over to a basin to turn on a tap. His hands were already beginning to sting rather painfully.

# Main points

- ▶ acid in bottle splashed on Mr Ang
- ▶ Mr Ang in pain
- ▶ Tried to wash off acid, soothe pain

## Paragraph 10

It was at that moment that Mr Fong appeared. He stared at the chaos around him. He looked at the children, at the spattering of bird mess, at the broken glass on the floor and at Mr Ang, moaning quietly at the sink, with little tendrils of smoke drifting up from spots on his shirt.

# Main points

- ▶ Principal appeared
- ▶ Observed the chaos



# Paragraph 11

“I want everyone to sit down,” he said firmly, “and keep very quiet.”

# Main points

- ▶ Principal was firm and authoritative

# Paragraph 12

There was shuffling of feet as everyone went back to their seats. When they were all in place, Mr Fong reached gently for the pigeon on the shelf, carried it to the window and let it fly away.

*Adapted from The Unluckiest Boy by  
Andrew Norriss*

# Main points

- ▶ Principal in control of class
- ▶ Pigeon flew away

- ▶ Ensure that you have understood words, phrases and sentences which are not explicitly explained.

# Common Errors/Practices

- 1) No markings/highlighting for both questions and text
  - tenses, question types, answers
  - writing question numbers in text
  
- 2) No evidence of annotating the text
  - making sense of challenging words/phrases

# Common Errors/Practices

- 3) Evidence of speed reading by students
- (qn 2) which sentence from lines 10 to 13...  
*answers...missing words, rephrasing of answers*
  - (qn 3) list two effects of the children's screams...  
*answers...one / three effects,*
  - (qn 6)... answers from line 24 but  
*answers taken from beyond these lines*
  - (qn7) True/False  
*answers...correct response but wrong reasons cited*

# Common Errors/Practices

4) Not addressing needs of question types

- qn 10 (parallel/similar ideas qn)

What can we tell about Mr Fong's character from his response to the situation?

Support your answer with information from the passage.

## 2 conditions

a) *adjective to describe Mr Fong's character*

b) *link adjective with example from the passage*



# Parents' Evaluation and Feedback

## For Parents' Workshops 2018

- ▶ Please scan the QR Code or use the link to give us your valuable feedback. Thank you.

**<https://tinyurl.com/y9m65zxr>**



# Parents' Workshops 2018

- ▶ Presentation slides will be available on our school website within one week after the workshops.

A blue, bubbly, stylized sign with the words "Thank You" in white, hanging from a thin brown string. The sign has a slight shadow and is positioned in the center-left of the frame. The background is white with a purple geometric pattern on the right side.

Thank  
You