Reading

Shared Book Approach
(SBA)

Presenter:
Mdm Rosnita

Punggol View Primary School
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| 2. | How Reading is part of “ STELLAR”  
(The Shared Book Approach – SBA) |
| 3. | How questions are used to scaffold Reading |
| 4. | How the Reading process is carried out in SBA |
| 5. | How to select an age appropriate book for your child |
What is Reading

The process of looking at a series of written symbols and getting meaning from them.
Word Recognition
• Identify words in print

Comprehension
• Construct an understanding

Fluency
• Read with automacity and accuracy

Motivation
• Read for various reasons (e.g. enjoyment)
How Reading is part of “STELLAR”
The Shared Book Approach (SBA)

SBA stimulates interest, creativity, and fun. It reinforces positive attitudes towards books and reading.

As the story is read to the children, their curiosity is aroused and they begin to ask questions about
• the illustrations and
• the print

This allows for ample opportunities for teaching and discussion.
How Questions Are used To Scaffold Reading Through SBA
Sharing A Story With Your Child – Arousing curiosity

What’s the name of this animal? – (point to the crocodile)

What is it doing?

Why do you think the crocodile has more than one tea cup?

Let us Read to Find out...
How Questions Are used To Scaffold Reading Through SBA

Sharing A Story With Your Child – Arousing curiosity by asking questions

Who
- Talk about characters

Where
- Talk about setting/places

Why
- Give reasons
  - Support opinion

What
- Give predictions
  - Re-tell events
How Questions Are used To Scaffold Reading Through SBA
Sharing A Story With Your Child – Arousing curiosity by asking questions

What is the crocodile doing?

Why do you think the crocodile is doing this?

What do you think the crocodile is saying to the zebra?

What can you see in this picture?

Can you generate some possible questions for this page?

What do you think the zebra will do?
How The Reading Process Is Carried Out In “STELLAR”
Sharing A Story With Your Child

Procedure – First Reading

• Ask for predictions or ask questions that focus on the illustrations

• Read the book aloud together with your child (modelling expression & fluency), pointing to the words fluidly as you read
How The Reading Process Is Carried Out In “STELLAR”
Sharing A Story With Your Child

Procedure – Second Reading

• Re-read the book together with your child without stopping

• Have your child respond to the story in some way
  (Examples of responding to big book: Next slide)

Who is your favourite character?
Which part in the story did you like and why?
Examples of Responses

Draw a scene from the book that you like /dislike. Give a reason for your response.

The scene is from the page where the giant was pulling the villager’s shirt.

Why?
He was afraid.
Draw your favourite scene from the book in the box below. Fill in the blanks.

Hairy Bear was happy to see his bear cubs in the kitchen.
How Parents Can Help…

Sharing A Story With Your Child

Strategies to Promote Understanding

• Explaining (give examples)

• Dramatising (act it out)

• 2-way questioning (ask and answer)

Stimulate thinking

Constructing knowledge
How to select an age appropriate book for your child

Sharing A Story With Your Child

Selecting Books for your children to read

- Age Appropriate
- Illustrations
- Interest

- 5 finger rule
  Example: Next slide

- Visual Cues to aid understanding

- Motivation
Merchants didn’t risk carriages. They used barges and sent their goods by canals. The problem with barges was their speed. It was s...l...o...w... Some took weeks to travel from one city to the next.

“We need a fast, cheap and safe way to travel!” people cried.
How to select an age appropriate book for your child

Rubrics for running records

<table>
<thead>
<tr>
<th>Calculation of Accuracy Level</th>
<th>Your child is a/an</th>
</tr>
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<tr>
<td>Running words – No. of errors X 100% Running words</td>
<td>95% - 100% independent reader</td>
</tr>
<tr>
<td></td>
<td>The words are easy for the reader.</td>
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Examples of graded books
Conclusion
Sharing A Story With Your Child

Final tips...

• Instil a love for reading in your child

• Create a special bond with your child by reading with him/her

• Spend about 10 – 15 minutes reading with your child daily

• Make reading enjoyable for both you and your child
Primary 1
Beginning
Writing Skills

12th April 2013

Presenter:
Miss Nurfaldillah

Punggol View Primary School
## Presentation Highlights

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**Handout 1:** Journal Prompts
A Brief introduction to Writing

Learning to write is like learning to read.

Children first encounter basic writing conventions within the context of books that are read to them.

Most children enter school with a natural interest in writing, an inherent need to express themselves in words.

(Graves, 1983)
Reasons why children should write stories:

1. to entertain
   2. to foster artistic expression
3. to stimulate imagination
   4. to clarify thinking
5. to learn to read and write
   6. to express themselves
The Picture Word Inductive Model (PWIM)

- This strategy helps students add words to their reading & their writing vocabulary.

The purpose of PWIM is to develop students’ vocabulary, concepts about words, and sentence and paragraph structures through reading.
The Picture Word Inductive Model (PWIM)

- Select an appropriate picture
- Identify what is seen in the picture
- Label the picture identified
- Group the words into various categories
- Read the words on the chart/spell
- Create a title for the picture chart
- Generate sentences/paragraphs about the picture chart
The Picture Word Inductive Model (PWIM)

- pie
- hungry
- ate
- jungle
- crocodile
- tea
The Picture Word Inductive Model (PWIM)

**Nouns**
- jungle
- tea
- crocodile
- pie

**Verbs**
- ate

**Adjectives**
- hungry
Sentence Expansion

1) The crocodile ate.

2) The crocodile ate the bug pie.

3) The hungry crocodile ate the bug pie.

4) The hungry crocodile gobbled the bug pie.

5) The hungry crocodile gobbled the bug pie greedily.
1) The crocodile moved.

2) The **big** and **fat** crocodile crawled.

3) The **big** and **fat** crocodile crawled **slowly**.

4) The **big** and **fat** crocodile crawled slowly because its stomach was full.
Sentence Expansion in a paragraph

Last Sunday, my family and I went on an enjoyable picnic in the park. We brought home-made ham sandwiches, sweet apple pie and juicy fruit punch. While we enjoyed our picnic under a shady tree, a small grey squirrel crept close to us. Suddenly, the squirrel grabbed my delicious piece of sandwich off my plate and scurried off.
Writing In “STELLAR”
Modified Language Experience Approach (MLEA)

There is a shared experience that is linked to the Big Book that has been read during Shared Reading.

The shared experience provides the context and content for the children to think and talk about using the target language structures and vocabulary they have been exposed to in SBA.
The MLEA Writing Process

CLASS WRITING

GROUP WRITING

INDIVIDUAL WRITING
The MLEA Writing Process – word bank book

lists of words generated by the class and related to a topic of study

all students have the opportunity to speak, listen to each other, and experience reading and writing with words related to their learning

a word bank encourages students to review past knowledge and use the words listed to integrate content in their writing,
The MLEA Writing Process – word bank book

The procedure

Pupils will select words from their class writing that they are very familiar with and put it in their word bank book

NB: The word bank book is NOT a dictionary, it stores words that pupils are familiar with
How Parents Can Help...

Word Bank Book

Unit 5: Theme – Wild Animals

Unit 5
Walking Through the Jungle
Journal Writing

A journal is a place for children to write about:
✧ themselves,
✧ their feelings and experiences,
✧ things they like and don’t like.

Keeping a journal is a wonderful way to help your child to expand and cultivate their ideas and for you to know him or her better!

Refer to Handout 1
Try the following activities to encourage writing:

✧ **Invite your child to keep a journal** about daily events or special family activities.

✧ **Play post office at home.**

✧ **Create a space for writing.** Place coloured papers, crayons, pencils and other items at home.
Story Organiser

• A **story organiser** is a simple tool used to assist children in pre-writing activities.

Helps children to think of ideas!
Story Organiser

Where
- setting

Who
- characters

When
- time

What
- events/activities

How
- feelings

Helps children to think of ideas!
**Check Writing**

**Check 1**
Capital letters for proper nouns and beginning of each sentence.

**Check 2**
Punctuation at the end of each sentence.

**Check 3**
Spelling of the words.

**Check 4**
Present or past tense. Subject verb agreement.
Let’s Review

- Use pictures to draw out words from your child

- Sentence expansion: Use descriptive words to expand the sentence

- Keep a journal to record an experience
In conclusion

1. Focus on the Building Blocks of Good Writing

2. Provide Tools and Opportunities for Writing

3. Encourage imagination and practice
   Encourage practice, build your child command of the language, talk and talk about everything, don't be critical of creative writing efforts, and make it fun to encourage a love of writing from an early age.
Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world.”

Albert Einstein