

# Reading Workshop Lesson Flow

## Reading Workshops: Shrek

The parts in Red are Revised after evaluation

<p>1</p>	<p><b>Focus:</b> Identify information from book cover and blurb</p> <p><b>Pair talking:</b> What is the title of the book? What can you see on the book cover?</p> <p><b><u>1. Talk about the book cover and predict</u></b></p> <p>- T can ask: What is the title? What can you see on the book cover? What are they doing? (They are running) Why? (A dragon is chasing them)</p> <p><b><u>Prediction questions:</u></b></p> <p>- Guess... who is Shrek? - Can you guess what happens in the story?</p> <p><b><u>2. Introduce the blurb</u></b></p> <p>- T can <b>guide students to</b> explore the different parts quickly but not go into details e.g. the logo of the series (Popcorn ELT readers) e.g. the logos for different levels e.g. the barcode e.g. the publisher</p> <p>- T can lead ss to find the summary e.g. Can this paragraph tell us about the book? The purple paragraph? Or the black paragraph?</p> <p><b><u>3. Read the blurb to use key words to locate information</u></b></p> <p>- T reads with ss the summary and asks: e.g. What is <b>Shrek</b>? Is he an animal? Let's go back and guess who is Shrek. (T asks ss to guess) e.g. Where does Shrek <b>live</b>? (Swamp) e.g. Why does Shrek go to rescue Princess Fiona? Who tells him to go? Let's read later to find out. e.g. What is a <b>swamp</b>? Let's check the book to see where we can find some information about swamp. (T demonstrates how to flip the book and check the headings) (P.26-27)</p> <p><b><u>Extended tasks:</u></b> Read about swamps and share 1-2 things you learnt in the next lesson. * Explain to ss that Q5 is optional. They can choose whether they want to do or not.</p>	<p>1. Read p.2-5 2. R.W. p.1</p>	<p>1. PPT 1 2. Readers</p> <p>Word cards</p> <p>1. Book Cover 2. Blurb 3. Logo 4. Barcode 5. Publisher</p> <p>Other materials</p> <p>6. Arrows (2 for each class)</p>
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<p>2</p>	<p><b>Focus:</b> Learn the different elements of a story: characters and setting</p> <p><b><u>1. Checking students' understanding</u></b></p> <ul style="list-style-type: none"> <li>- T checks whether ss has read the pages (p.2-5) e.g. Yesterday we read the blurb. It said Shrek lives in a swamp. Did anyone know what a swamp is?</li> </ul> <p><b><u>2. Understand the characters</u></b></p> <ul style="list-style-type: none"> <li>- T guides ss to use key words to find out more about the characters</li> </ul> <p>e.g. What characters can you find in the story? (Shrek, Princess Fiona, Dragon, Donkey, Lord Farquaad)</p> <p>e.g. Who is always <b>angry</b>? (Dragon)</p> <p>e.g. Who lives in a <b>dark castle</b>? (Princess Fiona)</p> <p>e.g. Who <b>likes talking</b>? (Donkey)</p> <p><b><u>Prediction questions:</u></b></p> <p><b>Pair talking:</b> Who is good? Who is bad? Why?</p> <p><b><u>3. Introduction of the reading tool (p.4-5)</u></b></p> <ul style="list-style-type: none"> <li>- T introduces the use of word bank when they don't understand a new word and tells ss that it is like a picture dictionary</li> </ul> <p><b><u>4. Shared Reading:</u></b></p> <ul style="list-style-type: none"> <li>- T guides ss to look at the chapter title. (Chapter one: This is my swamp!) and asks how many chapters there are in this book (T let ss find out the answers) (Ans: 3 chapters)</li> <li>- During shared reading, T demonstrates different reading skills (e.g. using key words to locate information and how ideas are connected) by asking::</li> </ul> <p>P.6</p> <p>e.g. Where does Shrek <b>live</b>?</p> <p>e.g. How does he <b>feel</b>? Why?</p> <p><b><u>Challenging question: (activate ss prior knowledge)</u></b></p> <p>* Why is it quiet in a swamp? (Because not many people live there. Only animals / insects live there)</p> <p>P.7</p> <p>e.g. Can you tell me more about Lord Farquaad?</p> <p>e.g. Where does he <b>live</b>?</p> <p>P.8</p> <p>e.g. Where does Princess Fiona <b>live</b>?</p> <p>e.g. How does she <b>feel</b>? Why?</p> <p>e.g. Why does Lord Farquaad want to marry Princess Fiona?</p>	<p>1. R.W. p.2-3</p> <p>2. Read Shrek p.9-11</p>	<p>PPT 2</p> <p>Word cards:</p> <ol style="list-style-type: none"> <li>1. Shrek</li> <li>2. Princess Fiona</li> <li>3. Dragon</li> <li>4. Donkey</li> <li>5. Lord Farquaad</li> </ol> <p>Word cards:</p> <ul style="list-style-type: none"> <li>- Characters</li> <li>- Setting</li> <li>- dark castle (word and picture)</li> <li>- swamp (word and picture)</li> <li>- castle (word and picture)</li> </ul>
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<p>3</p>	<p><b>Focus:</b> Learn the different elements of a story: events</p> <p><b><u>1. Re-telling a scene (P.9):</u></b></p> <p>- T shows picture (p.9) and asks ss to summarize what happens (T shows different Wh question words to help students to talk about the picture)</p> <p>e.g. Who? What ...do? Where? Why?</p> <p><b>Prompts:</b></p> <ol style="list-style-type: none"> <li>1. What does Shrek see?</li> <li>2. What does Donkey want to do? Why?</li> <li>3. How does Shrek feel? Why?</li> </ol> <p><b><u>2. Checking students' understanding:</u></b></p> <p>- T shows pages 10-11 to guide ss to use different reading skills:</p> <p>e.g. What happen here? (locate main idea)</p> <p>e.g. Who do you see? (locate specific information)</p> <p>e.g. Why do the fairy tale characters are here? (locate specific information)</p> <p>e.g. Who is not happy? Why? (locate specific information)</p> <p>e.g. How do you know Shrek is not happy?</p> <p>- T shows page 11 and asks:</p> <p>e.g. What does Shrek want to do? Why? (locate specific information)</p> <p>e.g. Who goes with Shrek? (locate specific information)</p> <p><b><u>3. Shared Reading:</u></b></p> <p>- T shares read p.12-13 and let ss to use different reading skills in a new scene:</p> <p>e.g. Where is Shrek now? (locate specific information)</p> <p>e.g. Who do Shrek and Donkey see? (locate specific information)</p> <p>e.g. What does Lord Farquaad want? (locate specific information)</p> <p>e.g. Read 'Rescue Princess Fiona from the dragon'. What does 'rescue' mean? (refer back and connect ideas with the blurb)</p> <p>e.g. Do you remember the blurb said 'Then he goes to rescue Princess Fiona and the problem starts...'</p> <p>e.g. What problem will be? Go home and read p.14-20 to find out.</p>	<ol style="list-style-type: none"> <li>1. R.W. p.4</li> <li>2. Read p.14-20</li> </ol>	<p>PPT 3</p> <p>Word cards:</p> <ol style="list-style-type: none"> <li>1. Problem(s)</li> <li>2. Events</li> </ol>
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4	<p><b>Focus:</b> Learn the different elements of a story: events + drama (still image)</p> <p><b>1. Vocabulary revision</b></p> <ul style="list-style-type: none"> <li>- T shows some key vocabulary words and pictures and ask them to match and read.</li> <li>(castle, dragon, rescue, frightened, run away, marry)</li> </ul> <p><b>2. Re-telling a scene – <u>checking students' understanding about the content of the story</u></b></p> <ul style="list-style-type: none"> <li>- T shows 4-5 pictures (p.14-17,19)</li> <li>- T explains the task to ss that they need to work in a group and tell what happen using different Wh questions</li> <li>- Each member needs to say at least one sentence. The leader needs to decide who say first, next and the last sentence. The leader can add more ideas.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>e.g. Who is / are in the picture?</b></p> <p><b>e.g. Where is he / Where are they?</b></p> <p><b>e.g. What is he doing / What are they doing? Why?</b></p> <p><b>e.g. How does he feel / How do they feel?</b></p> <p><b>e.g. What does he say / What do they say?</b></p> <p>In this picture, _____.</p> <p>_____</p> <p>_____</p> </div> <p><b>3. Still image – <u>allows students to act out the scene to enhance understanding</u></b></p> <ul style="list-style-type: none"> <li>- T gives a card to a group and ask them to act one scene and the other groups guess what sentences are.</li> </ul> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center;"><b><u>Scene 1</u></b></p> <p>Shrek and Donkey walk and walk. Then they see a castle.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center;"><b><u>Scene 2</u></b></p> <p>Donkey is frightened. Shrek and Donkey see a dragon.</p> </div> </div> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="background-color: yellow; border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center;"><b><u>Scene 3 *</u></b></p> <p>Donkey looks at Dragon's eyes. Donkey likes her eyes. Dragon is happy.</p> </div> <div style="background-color: yellow; border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center;"><b><u>Scene 4 *</u></b></p> <p>Shrek and Princess run away from Dragon. Donkey comes too.</p> </div> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0; width: 45%;"> <p style="text-align: center;"><b><u>Scene 5</u></b></p> <p>Shrek and Princess talk and talk. They are happy.</p> </div> <p>(The yellow cards can be given to those more able groups)</p>	1. R.W. p.5	<p>PPT 4</p> <p>Word cards and picture cards:</p> <ol style="list-style-type: none"> <li>1. dragon</li> <li>2. rescue</li> <li>3. frightened</li> <li>4. run away</li> <li>5. marry</li> </ol> <p>5 pictures A4 size (p.14-17,19)</p> <p>-picture description guideline</p> <p>-5 text cards</p>
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5	<p><b>Focus:</b> Role-play and hot seating</p> <p><b><u>1. Re-reading p.19:</u></b></p> <ul style="list-style-type: none"> <li>- T shows p.19. and asks ss to read aloud the text</li> <li>-</li> </ul> <p><b><u>2. Pair-work:</u></b></p> <ul style="list-style-type: none"> <li>- T asks ss what Shrek and Princess Fiona are talking about</li> <li>- T asks ss to work in a pair using: <ul style="list-style-type: none"> <li>‘I think Shrek will say...</li> <li>‘I think Princess Fiona will say ....</li> </ul> </li> </ul> <p><b><u>3. Sharing:</u></b></p> <ul style="list-style-type: none"> <li>- T asks ss to share what they think</li> </ul> <p><b><u>4. Role-play</u></b></p> <ul style="list-style-type: none"> <li>-T invites ss to act out the scene</li> </ul> <p>(High-order thinking: Teacher can invite the more able ss to share first)</p> <p>(Teachers can summarize the different ideas and write them on the board for sharing)</p> <p><b><u>5. Re-reading p.20</u></b></p> <ul style="list-style-type: none"> <li>-T shows p.20 and asks ss to read aloud the text</li> </ul> <p><b><u>6. Interview the class</u></b></p> <ul style="list-style-type: none"> <li>-T asks the class how they feel if they are an ogre at night.</li> <li>- T asks some open-ended questions</li> </ul> <p>e.g. What will you do if you become an ogre?</p> <p>(High-order thinking: Teacher can invite the more able ss to share first)</p> <p><b><u>7. Hot seating (in a group / whole class)</u></b></p> <ul style="list-style-type: none"> <li>- T invites the more able ss to sit on a chair in the middle of the classroom</li> <li>- T tells him / her to take up the role of Princess Fiona</li> <li>- T shows the night scene (e.g. a moon and dark sky in ppt)</li> <li>- that student becomes an ogre (with a headband)</li> <li>- T asks the class to think of a question to ask the student sitting on the hot seat. (T can write the question on the bb so that to remind ss not to repeat the same questions)</li> </ul>	<ol style="list-style-type: none"> <li>1. Read p.21-25</li> <li>2. R.W. p.6</li> </ol>	<p>PPT 5</p> <p>Headband</p>
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	<p>T can provide help by giving some examples:  e.g. How do you feel now?  e.g. Do you eat insects?  e.g. What do you like to do at night?  e.g. Where do you sleep at night?  e.g. When can you become Princess Fiona?</p>												
6	<p><b>Focus:</b> Learn the different elements of a story: ending</p> <p><b><u>1. Recap the blurb:</u></b></p> <ul style="list-style-type: none"> <li>- T guides ss to read the blurb again and asks ss what problems Shrek has</li> <li>- T goes through the pictures again and summarizes the <b>what</b> happened in the story</li> </ul> <p>(Possible answers: he meets a dragon, he needs to rescue Princess Fiona)</p> <p><b><u>2. Sequence the ending – to let ss sequence the events by looking at the details of the story:</u></b></p> <ul style="list-style-type: none"> <li>- T gives a set of cards (words only) to ss and ask them to put them in order</li> <li>- After checking the answers, T gives another set of picture cards to each group</li> <li>- SS need to match the pictures with the words</li> </ul> <table border="1" data-bbox="252 1171 1206 1827"> <tr> <td data-bbox="252 1171 515 1290">p.21</td> <td data-bbox="515 1171 1206 1290">Lord Farquaad wants to marry Princess Fiona but she does not like him. Shrek feels sad.</td> </tr> <tr> <td data-bbox="252 1290 515 1431">p.22</td> <td data-bbox="515 1290 1206 1431">Shrek and Donkey see Dragon. They go to Lord Farquaad’s castle.</td> </tr> <tr> <td data-bbox="252 1431 515 1572">p.23</td> <td data-bbox="515 1431 1206 1572">Suddenly, Shrek comes to the castle and said, ‘I love you’ to Princess Fiona. She is very happy.</td> </tr> <tr> <td data-bbox="252 1572 515 1713">p.24</td> <td data-bbox="515 1572 1206 1713">It is night time. Princess becomes an ogre. Lord Farquaad is angry. Dragon comes and eats him.</td> </tr> <tr> <td data-bbox="252 1713 515 1827">p.25</td> <td data-bbox="515 1713 1206 1827">Finally, Shrek and Princess Fiona get married. They live happily ever after.</td> </tr> </table> <p><b><u>3. Discussion</u></b></p> <p><b>High-order thinking: Critical thinking: students need to judge with reasons (by using the details from the story)</b></p> <ul style="list-style-type: none"> <li>- T asks a question, ‘Who is brave in the story? Why’</li> <li>- Ss work in a pair and share about their ideas and reasons. Finally, T invites ss to share in the class.</li> </ul>	p.21	Lord Farquaad wants to marry Princess Fiona but she does not like him. Shrek feels sad.	p.22	Shrek and Donkey see Dragon. They go to Lord Farquaad’s castle.	p.23	Suddenly, Shrek comes to the castle and said, ‘I love you’ to Princess Fiona. She is very happy.	p.24	It is night time. Princess becomes an ogre. Lord Farquaad is angry. Dragon comes and eats him.	p.25	Finally, Shrek and Princess Fiona get married. They live happily ever after.	R.W. p.7	PPT 6  Word card Ending  5 text cards 5 picture cards
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(For reference)

Other possible extended task:

Possible open-end task: (Reading Workshops Worksheet 7)

(A) Choose a character to make friends with: (less able)

e.g. In the story, who do you want to make friends with? Choose 1-2 character(s) and give reasons.

I want to make friends with \_\_\_\_\_ because \_\_\_\_\_.

Expected answers:

I want to make friends with Shrek because he is brave. He saves Princess Fiona.

OR

(B) Write a letter to a character (more able)

Choose 1 character that you want to make friends with. Then write a letter to tell a character about what you think of him / her.

Dear _____,
I read Shrek. I think _____.
You are _____.
You _____.
From you, I learn that _____.
I want to _____.
From,
_____

- (Who? the character)
- (What do you think of the character?)
- (things the character does)
- (things the character does)
- (things you learn from the character)
- (things you want to do with the

OR

(C) Creating a new ending (more able)

- It was tried out in the Children’s Literature with teacher’s support.

Difficult teaching points	Suggestions
<p>Reading Workshops</p> <ul style="list-style-type: none"> <li>- some drama activities (e.g. Still image, Hot seating) were included in the lessons and it was found that students were actively engaged and they enjoyed the lessons a lot. However, some issues were discussed:</li> <li>- teachers found it difficult to teach with a ppt slide because the answers are fixed and it was difficult for teachers to adjust during the lesson.</li> <li>- the lesson flow did not clearly show what reading skills were covered or taught in the lessons. It would be quite difficult for teachers to manage.</li> </ul>	<p>It is suggested that teachers can enlarge the text from the reader. Teachers can make use of the text to discuss with the class. It will be easier for teachers to quickly refer to the text whenever necessary.</p> <p>It is suggested that the reading skills should be shown in the lesson flow so that it will be easier to understand what reading skills students need to learn or focus.</p>