Strategic Use of e-Reading Resources, IT Tools and Innovative Pedagogies to Enhance Student e-Reading and Reading Motivation in English Language

Session 2 of 2

INTENSIVE E-READING

http://bit.ly/nov2rtc

session folder

2 strands of e-Reading to be covered in this course

Session 1 (July 3)

Extensive e-Reading

Session 2 (Nov 2)

Intensive e-Reading

Reminder
Assignment

Throughout the 2 sessions, you will be invited to browse certain e-Reading resources, applications, ideas, and try out some e-Reading activities.

On the Worksheet given, respond to the tasks assigned, take notes on the resources and ideas that are of particular interest to you and which you would want to follow up on after this course.

Submit your completed worksheet to the course instructors at the end of each session, while keeping one copy for yourself.

5 Learning Goals

Goal I: To learn about some Platforms for Intensive e-Reading:

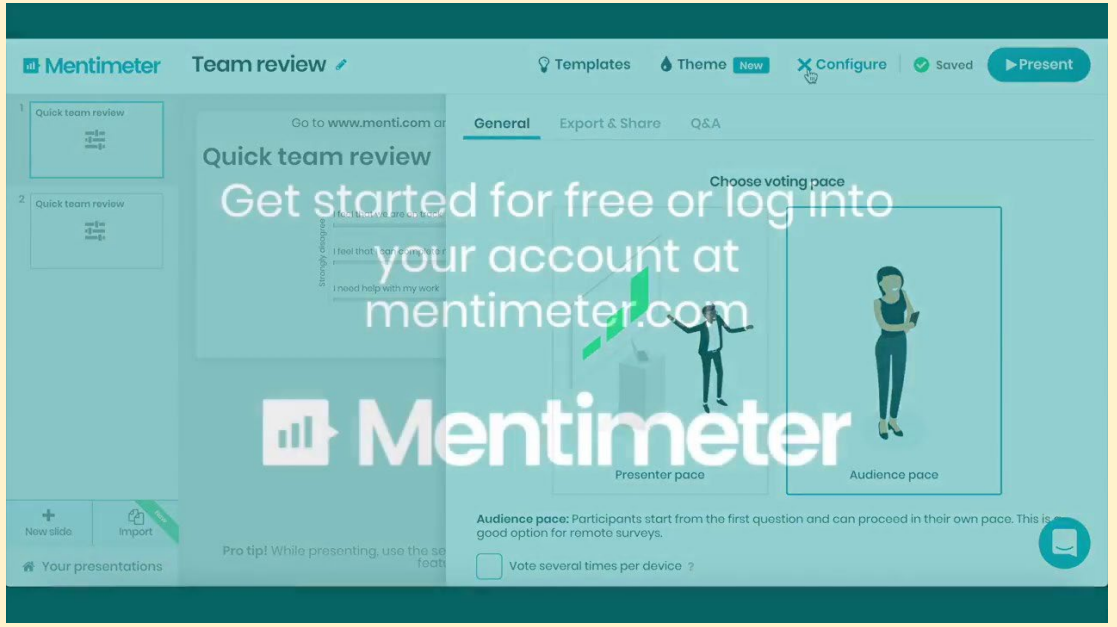
READ THEORY

FLUENCY TUTOR

ACTIVELY LEARN

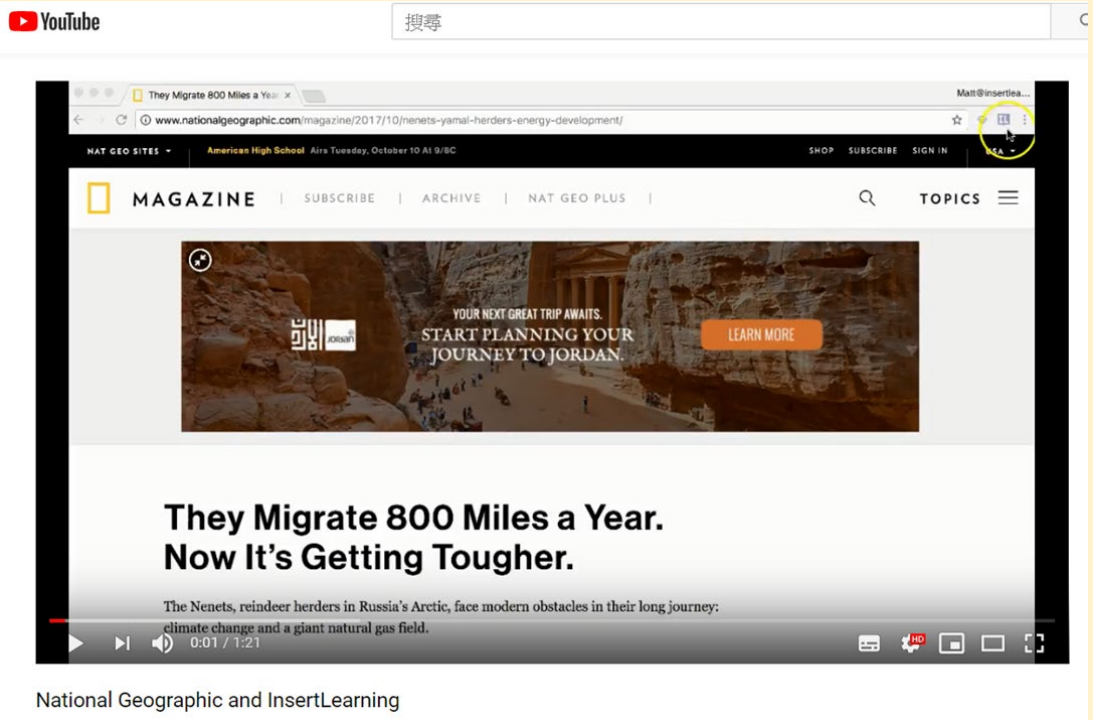
Goal II: To find out about some e-learning tasks that support Intensive e-Reading

Goal III: To experience 2 e-Reading lessons



Pear Deck™
FOR ACTIVE CLASSROOMS

Goal IV: Try creating an interactive Reading Comprehension worksheet

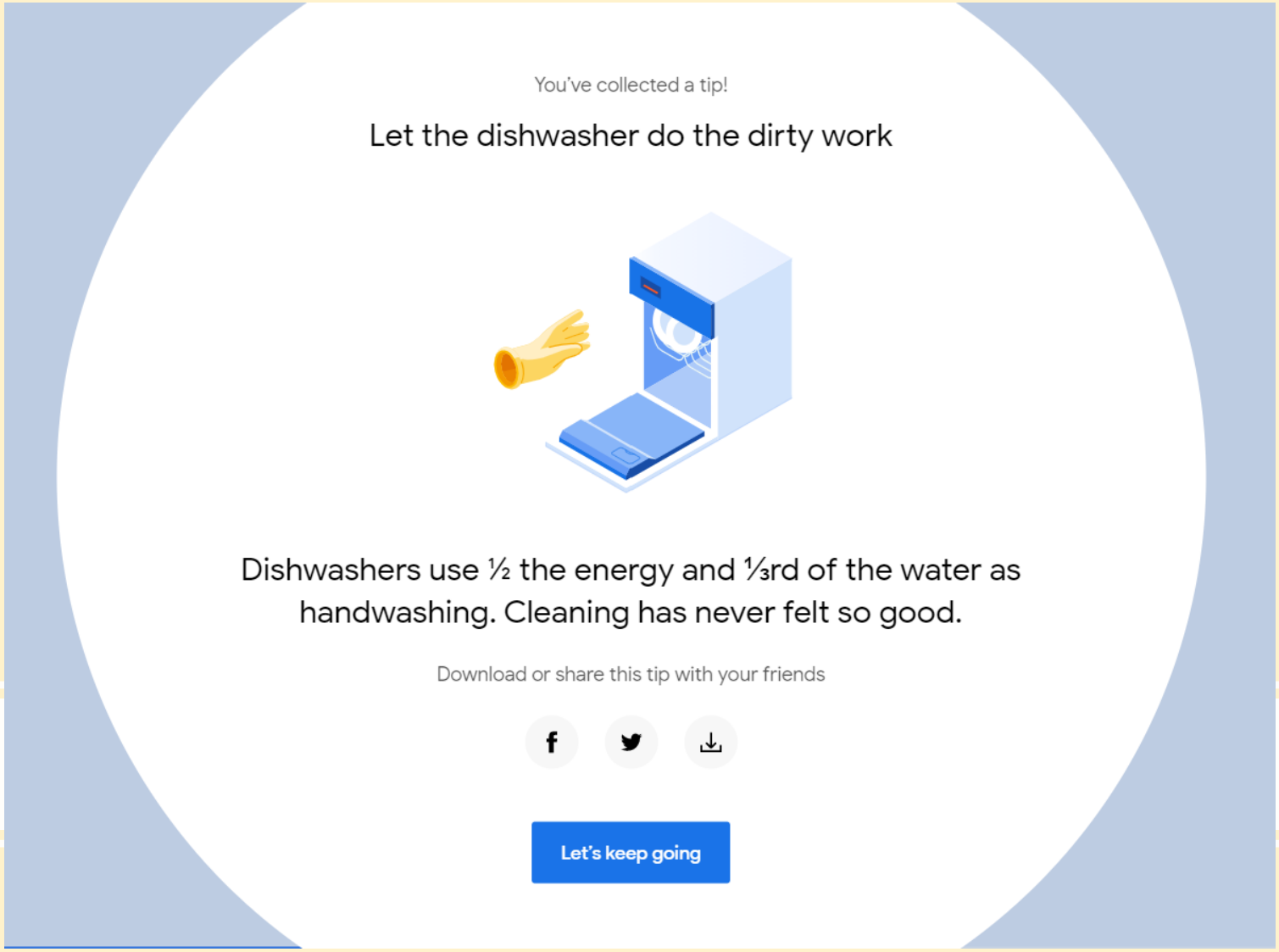


National Geographic and InsertLearning

formative

www.GoFormative.com

Goal V: To explore multimodal reading



Preparation for the various tasks

Please sign up for a free account with:

- Actively Learn
- LearningApps.org
- GoFormative

Goal 1: Resources Platforms for Intensive e-Reading:

READ THEORY

FLUENCY TUTOR

ACTIVELY LEARN

Example 1: *Read Theory*

https://readtheory.org/

READTHEORY *Reading and Writing, Improved.* Support Us Sign up

Told You

Grade 3 , 630L

"We should stop," I said.

Mary rolled her eyes as we passed another gas station. Just then I heard a beep and a light flashed on the dashboard. I didn't have to look. I knew what it was. The car was telling us we were almost out of gas.

"Told you," I said.

"Thatcher," said Mary, "just be calm." Her fingers closed tightly around the steering wheel. A heavy mist began to roll over the highway.

"I am calm," I said. "This is getting serious. Maybe we should turn around."

"There's a gas station just over this hill," Mary replied, nodding ahead.

We crested the hill and saw no gas station. I looked sideways at Mary. She scowled back at me. I shook my head. I couldn't help feeling anxious.

"Just around this curve," Mary said, "There's a gas station just

QUESTIONS

Imagine this passage continues. What is probably the next sentence?

A. We continued driving for an hour without seeing a gas station.

B. "I hope grandma has dinner ready when we arrive," I said.

C. Sure enough, we rounded the curve and again saw nothing.

D. "You know best," I told Mary, "I was wrong to question you."

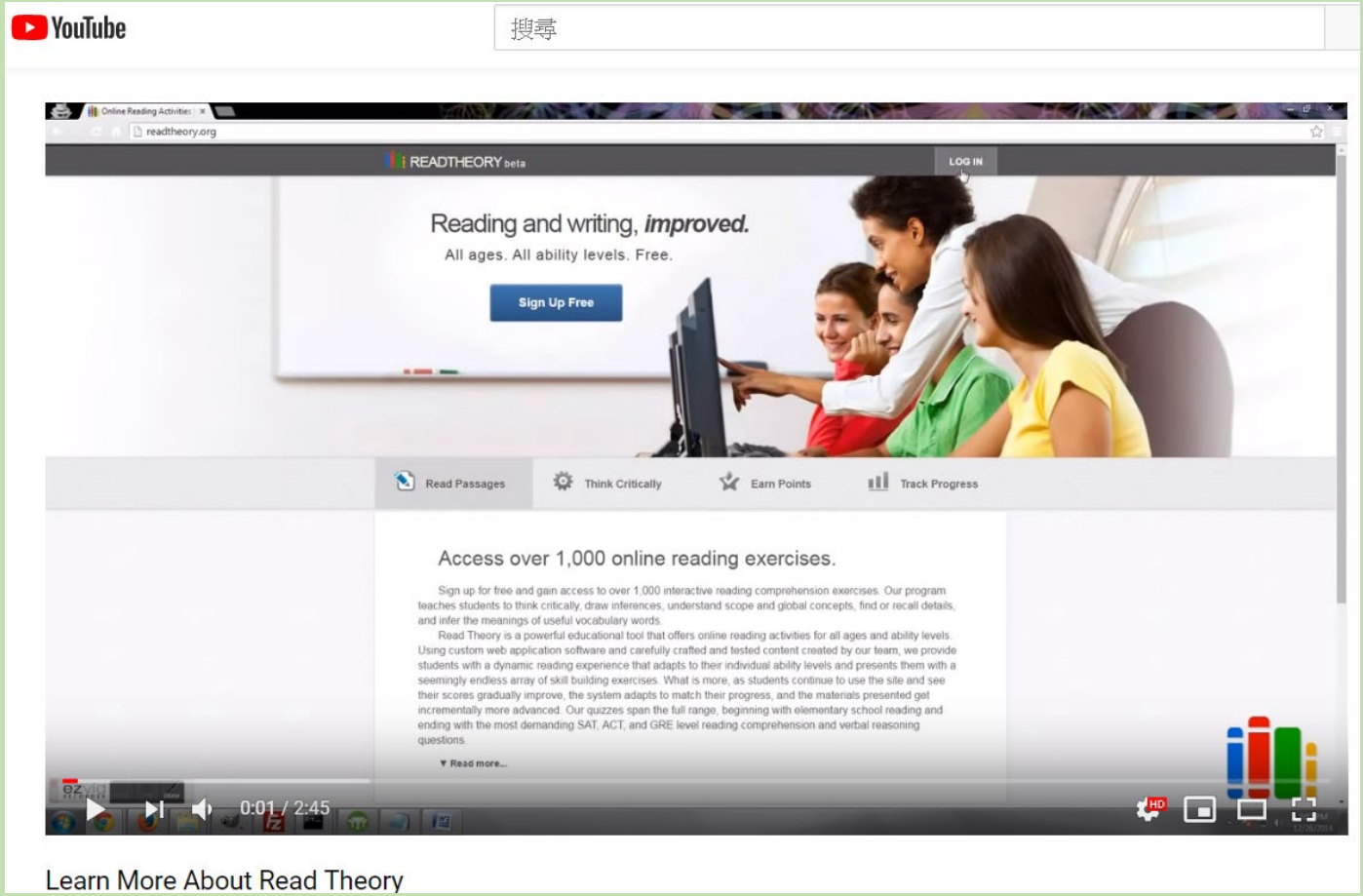
E. I yanked the steering wheel and the car zoomed off the road.

Submit

擷取畫面

How does ReadTheory work?

https://www.youtube.com/watch?v=oomZK__hHDA



- Self-access
- Total individualized: Each student follows their own reading path based on their current reading ability
- Adaptive materials provision mechanism
- Teacher can monitor students' progress from teacher dashboard
- Entry assessment to determine students' beginning reading level.

Entry Reading Level Assessment

READTHEORY *Reading and Writing, Improved.* Support Us Sign up

Study Center

Grade 3 , 690L

The school principal is considering whether or not to open the study center before school starts. Below is an argument why this should be done.

The school's study center should be available for student use before school as well as in the afternoon. Some students are dropped off before school starts and must wait outside until the doors are unlocked. Instead, students could be studying in the center during that time. It certainly is safer inside the school than it is outside. Also, opening the center early would allow students to get out of the cold. Then students could have a little fun before school starts.

QUESTIONS

Which reason to open the center before school starts will be LEAST likely to convince the principal?

A. Students could study instead of just waiting outside.

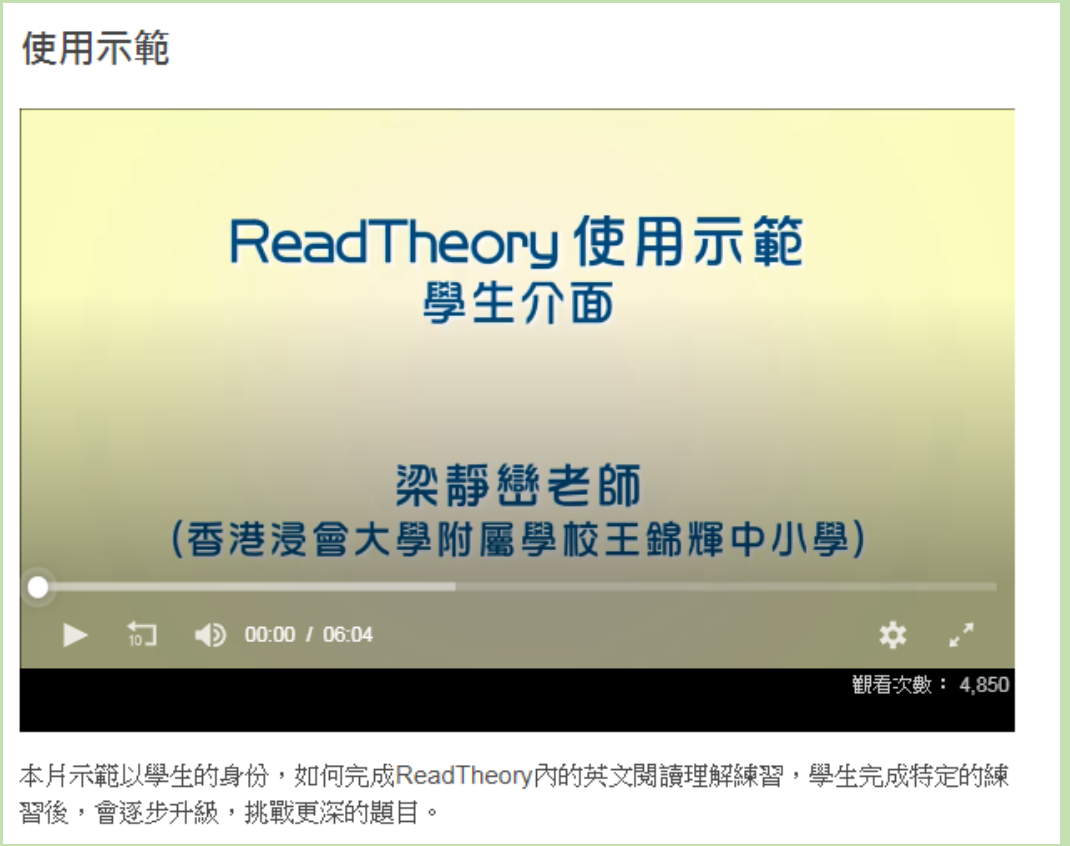
B. Students would be safer inside than they are outside.

C. Students could have a little fun before school starts.

D. Students would have a place to get out of the cold.

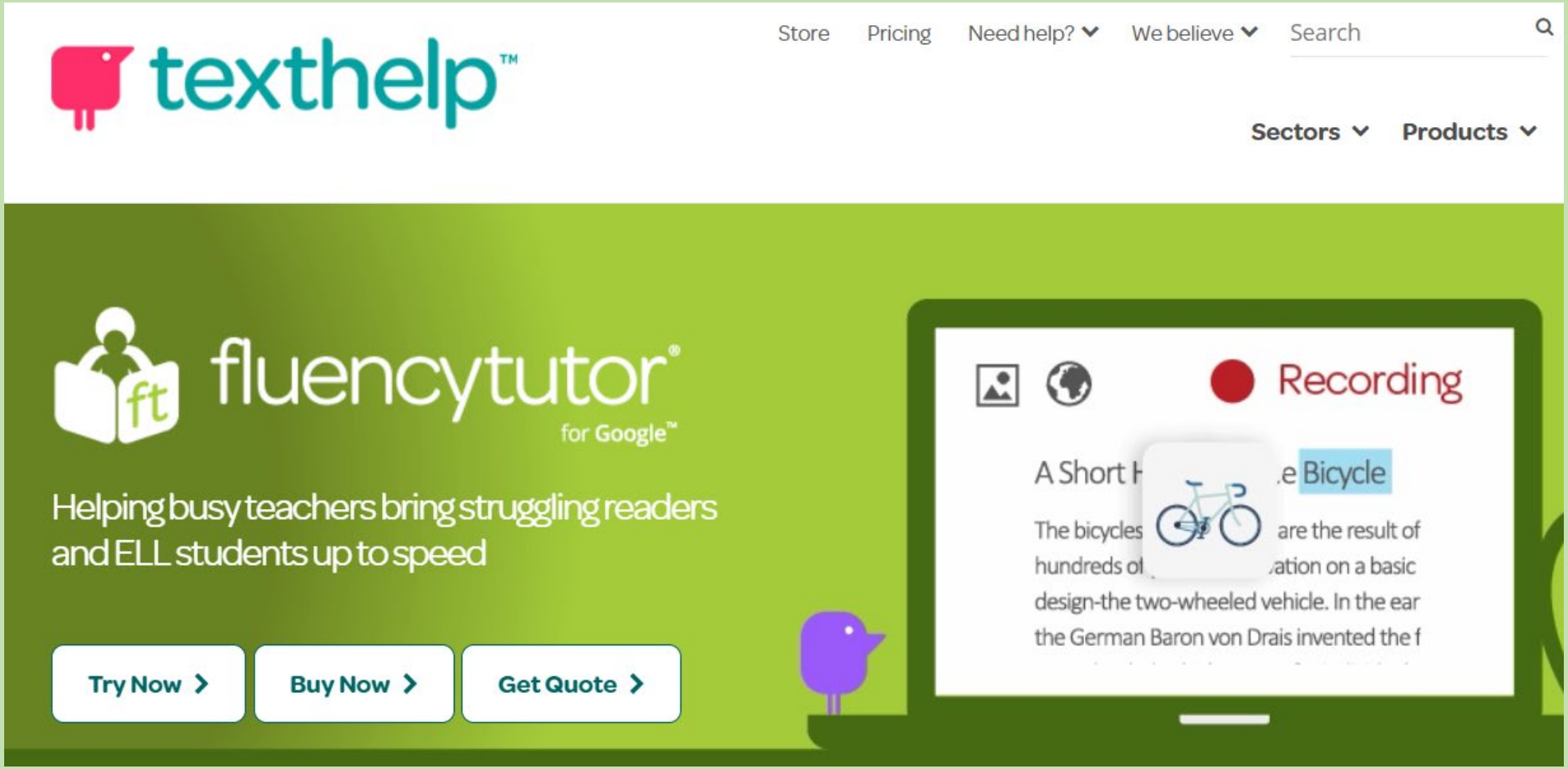
Read Theory: Explainer Videos on *Go eLearning*

https://www.hkedcity.net/goelearning/resource/57c695c4316e83a345000000



Example 2: *Fluency Tutor for Google*

https://www.texthelp.com/en-us/products/fluencytutor/

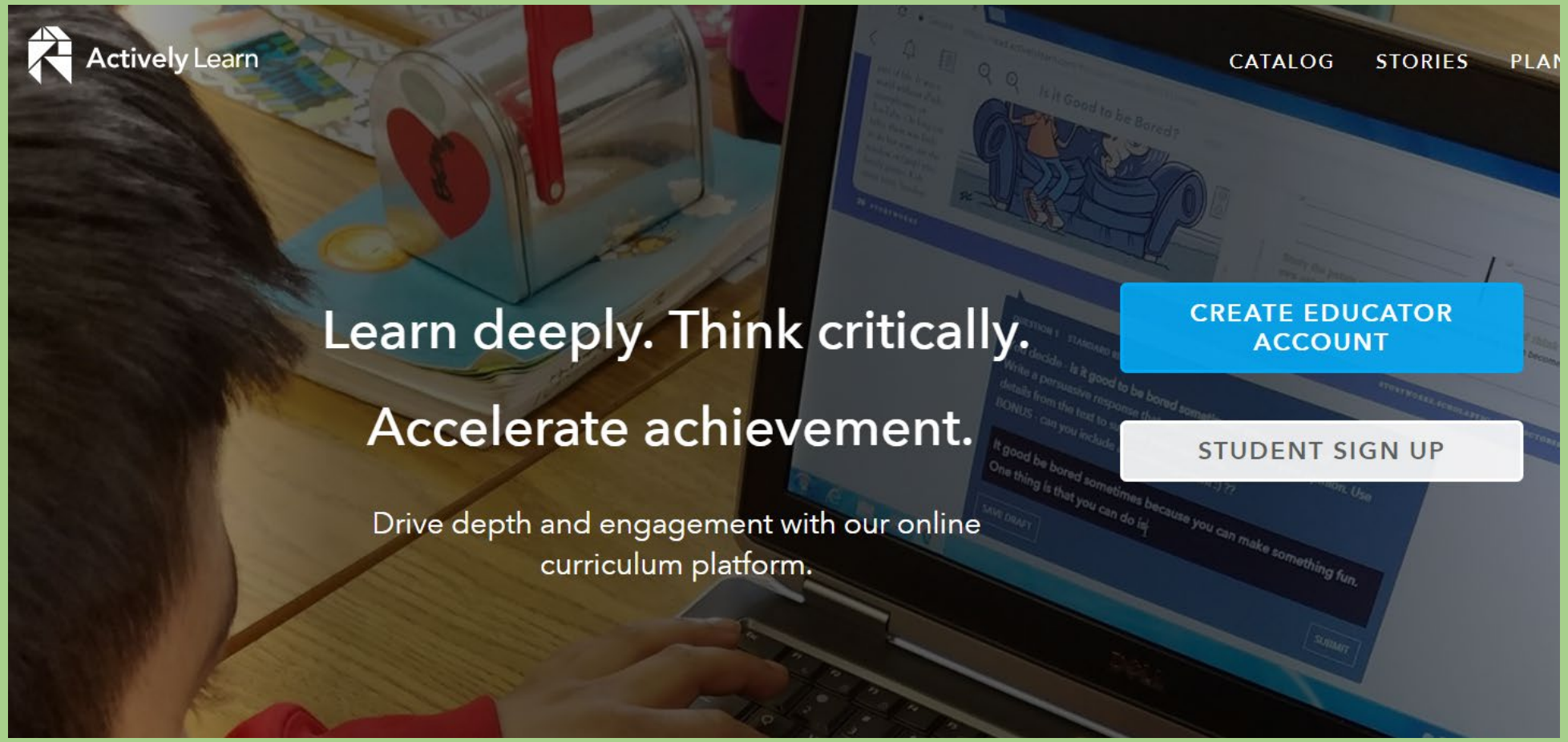


Tutorial on Fluency Tutor on HKedCity

https://www.hkedcity.net/goelearning/en/resource/57ee2cce316e83b63f010000

Example 3: *Actively Learn*

https://www.activelylearn.com/



Actively Learn

Content

Professional Learning

CLASSES

4A

4B

MANAGE

Independent Reading Catalog

Sign out

Search

All reading levels

All standards

Paul

My Workspace | News & Articles | ELA | Science | Social Studies | School Library | My Imports

High-Interest Articles

VIEW MORE

Why you shouldn't want to always be happy

4 pgs 5th-9th

Teachers play a key role in helping students feel they 'belong' at school

3 pgs 5th-9th

Research Bundle: What are the effects of e-cigarettes?

12 pgs 6th-10th

Young people value diversity, humor and honesty in their friendships

3 pgs 4th-7th

Close Reading Excerpts

VIEW MORE

擷取畫面

Main Features

- Create classes
- Choose from built-in Reading Comprehension units (Passage + Quiz + notes for guiding reading)
  - Assign to a class
  - Customize the chosen unit, then assign
- Upload your own passages (*PDF, Google Docs; Internet articles*) and create your own Reading Comprehension unit, then assign to a class.

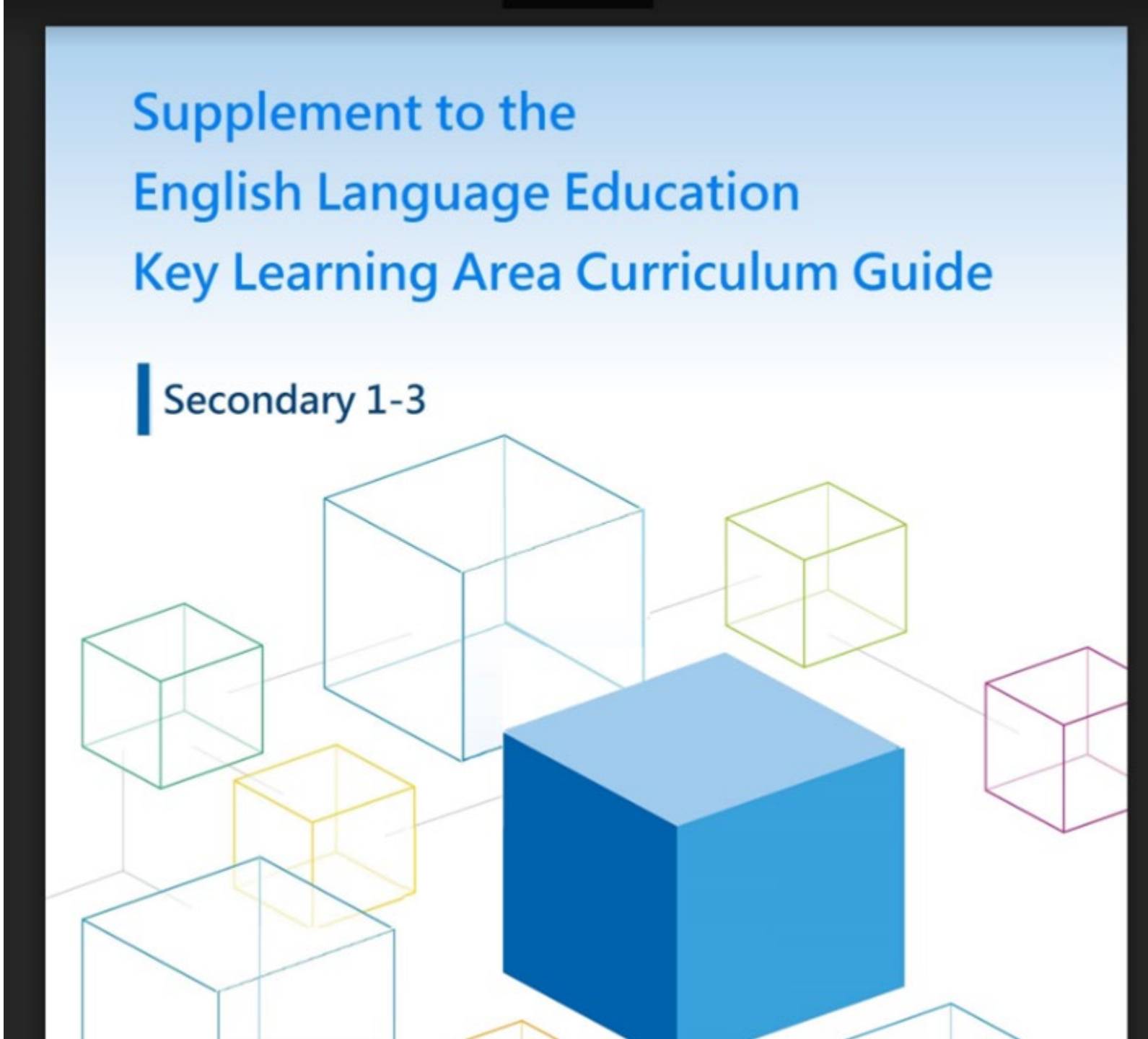
Task 1

A. Create a worksheet on Actively Learn.
B. Exploring the other two Resources Platforms for Reading Comprehension

Goal II: To find out about some e-learning tasks that support Intensive e-Reading

4. Supplement to the English Language Education KLA Curriculum Guide

•https://docs.google.com/viewer?url=https%3A%2F%2Fwww.edb.gov.hk%2Fattachment%2Fen%2Fcurriculum-development%2Fkla%2Feng-edu%2FCurriculum%2520Document%2FELE%2520JS%2520Supplement%25202018.pdf



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Exaample 1: Use a WORD CLOUD tool to (a) activate prior knowledge, to (b) predict the content of a text

Task: Go to https://answergarden.ch/1511924

You're about to read a passage about Japanese culture. Submit words, one word at a time, that are about Japanese culture (food, beliefs, costumes, history, leisure activities, etc.)

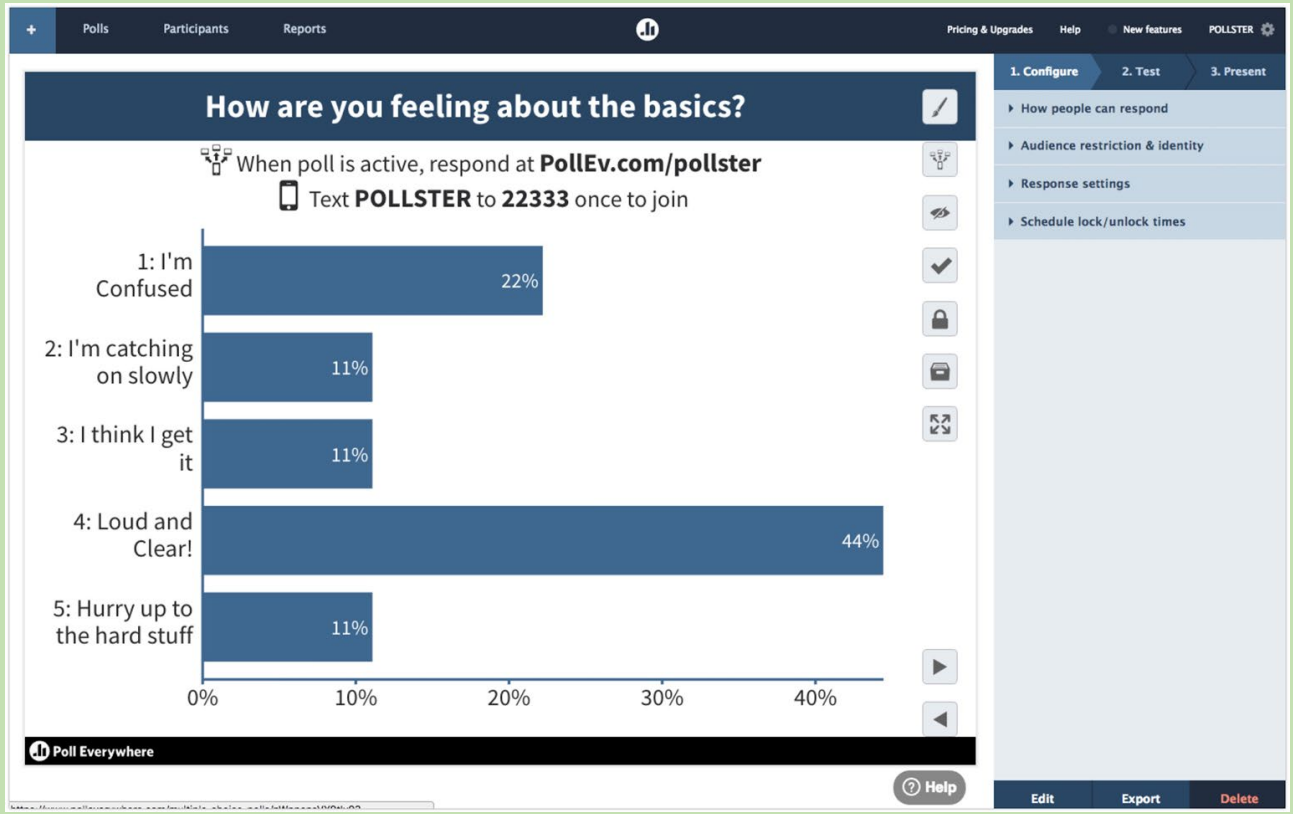
Example 2: Create a word cloud from any text: TagCrowd

https://tagcrowd.com/

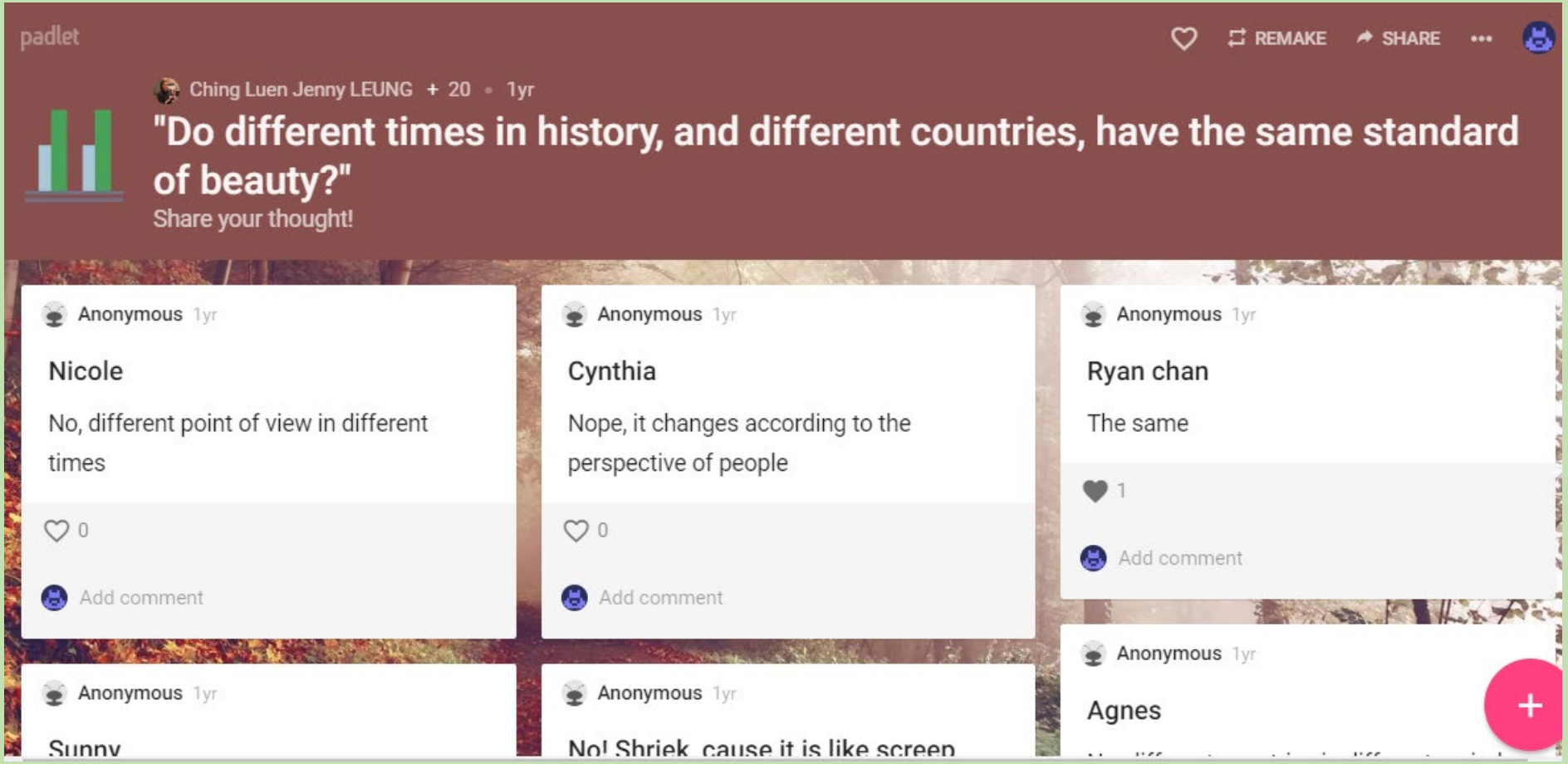
Example 3:

Use a polling app to (a) collect Ss' initial thoughts, or (b) stimulate thinking

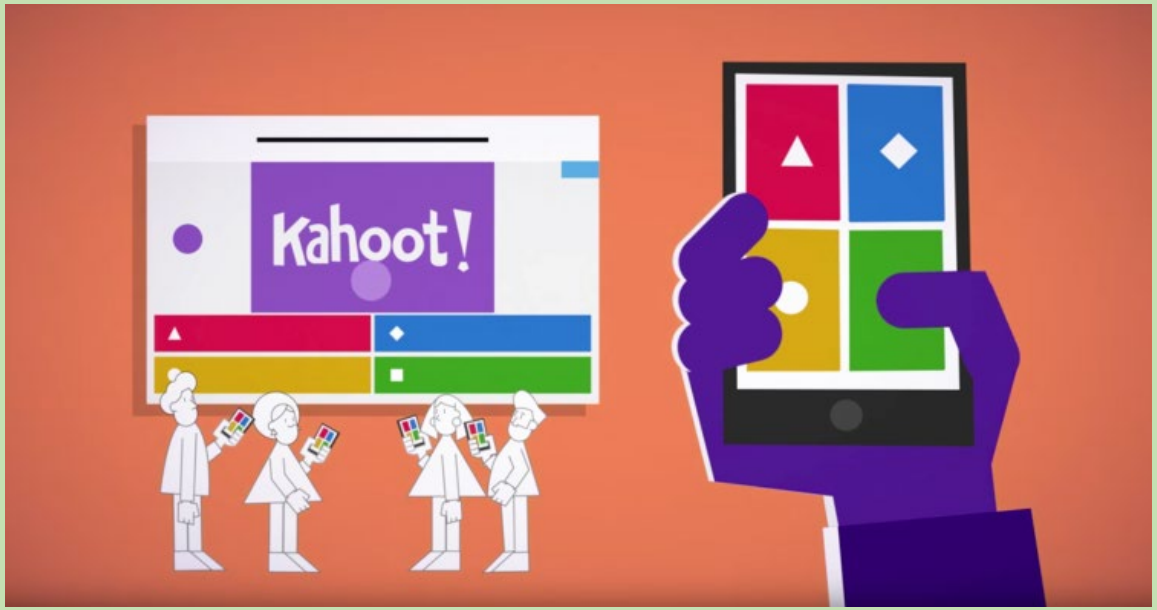
- **Examples:**
  - - Google Forms
  - - Poll Everywhere
  - - Socrative
  - - Survey Monkey



Example 4: Use *Padlet* for Ss to compare their initial thoughts on the topic



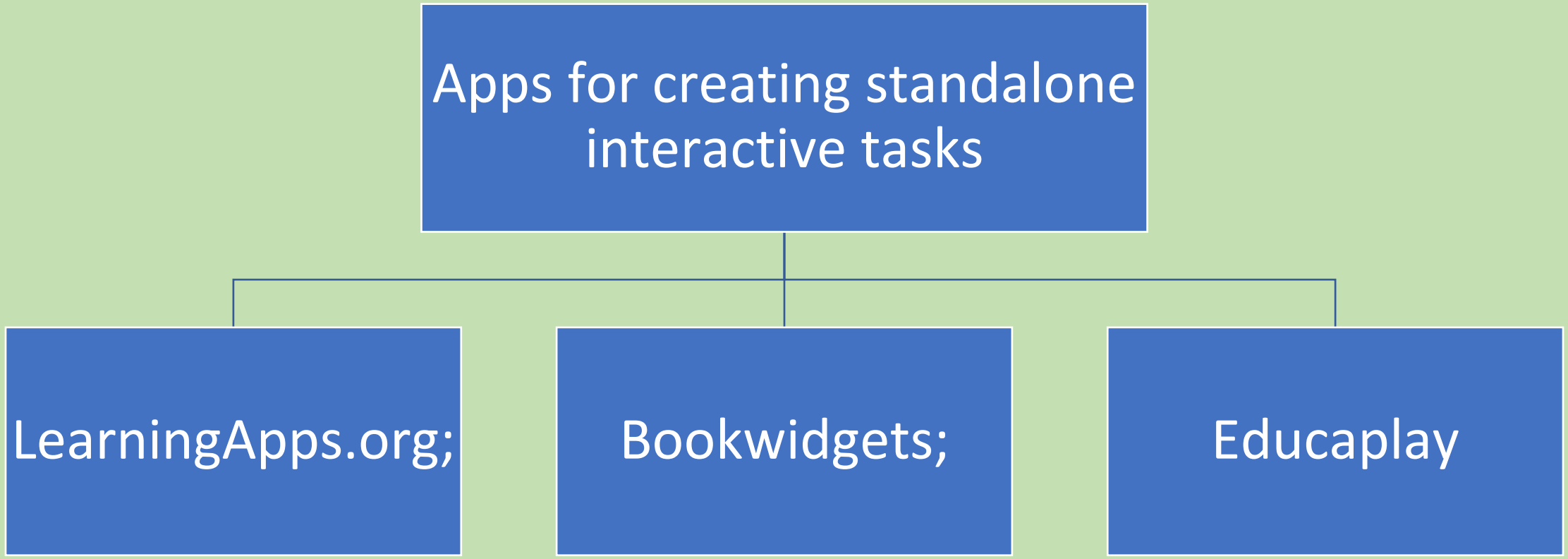
Example 5:
Use quiz-creation apps to create quizzes, competitions on the reading text



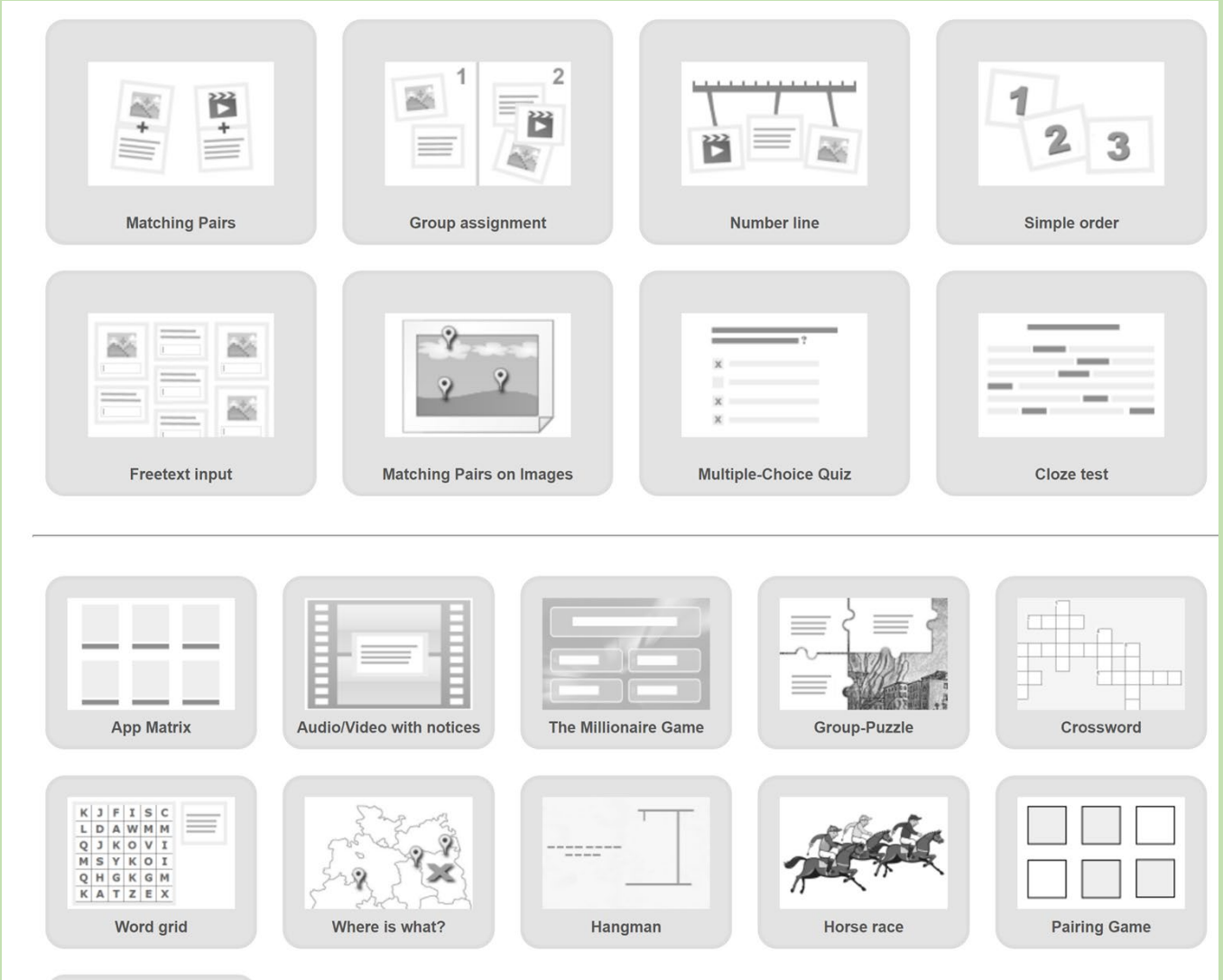
Apps for creating quizzes and polls:

- http://kahoot.com/
- http://quizizz.com/
- http://polleverywhere.com/
- http://questionpro.com/
- http://socrative.com/

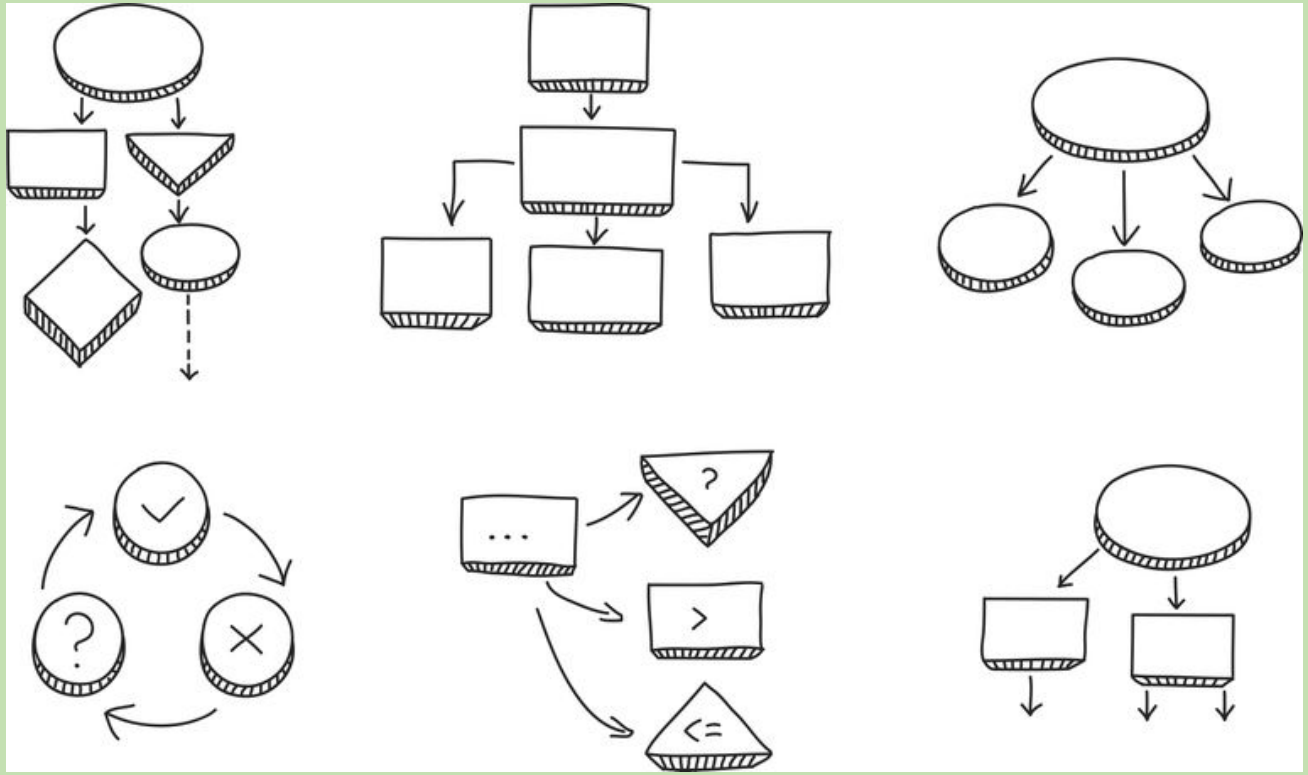
  https://www.jotform.com/


Apps for creating standalone interactive tasks
LearningApps.org;
Bookwidgets;
Educaplay

LearningApps.org



Example 6:
Students use a graphic organizer app to create diagrams for Ss to present their understanding of the text



Examples

- Google Slides
- Miro (=Realtime Board)
- Storyboard that
- Bubbl.us
- Coggle
- Google Drawings
- Google Jamboard
- Microsoft Whiteboard
- Canva
- Etc.

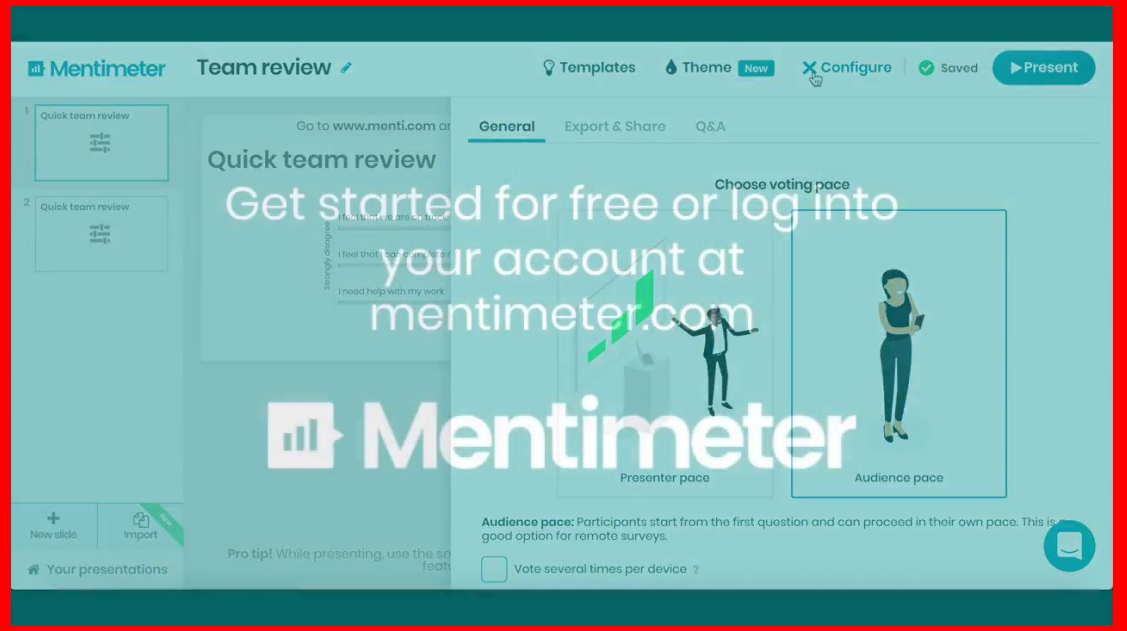
Example 7.
Use a flash card app for Ss to learn and/or revise new words from the text

- E.g., Quizlet

Task 2

Create (a) a Word Cloud, and (b) 2 interactive tasks to go with a passage.

Goal 3: To experience 2 e-Reading lessons



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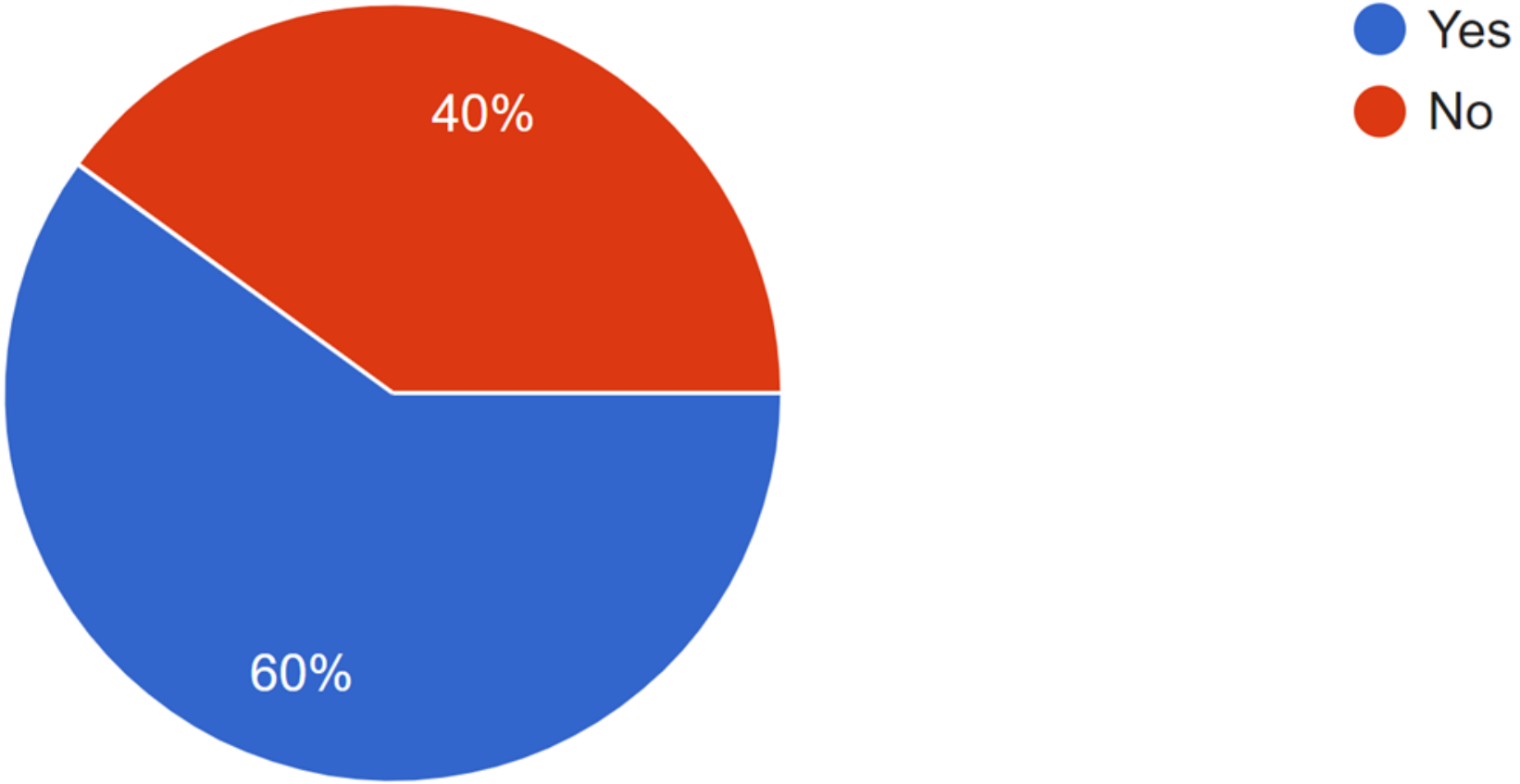
Do you know how to use Nearpod to create a lesson?

15 responses



Some apps for conducting interactive e-Reading lessons

- Mentimeter
- PearDeck (Google Slides Add-on)
- Slido (Google Slides Add-on)
- Nearpod
- GoFormative

ACTIVITY

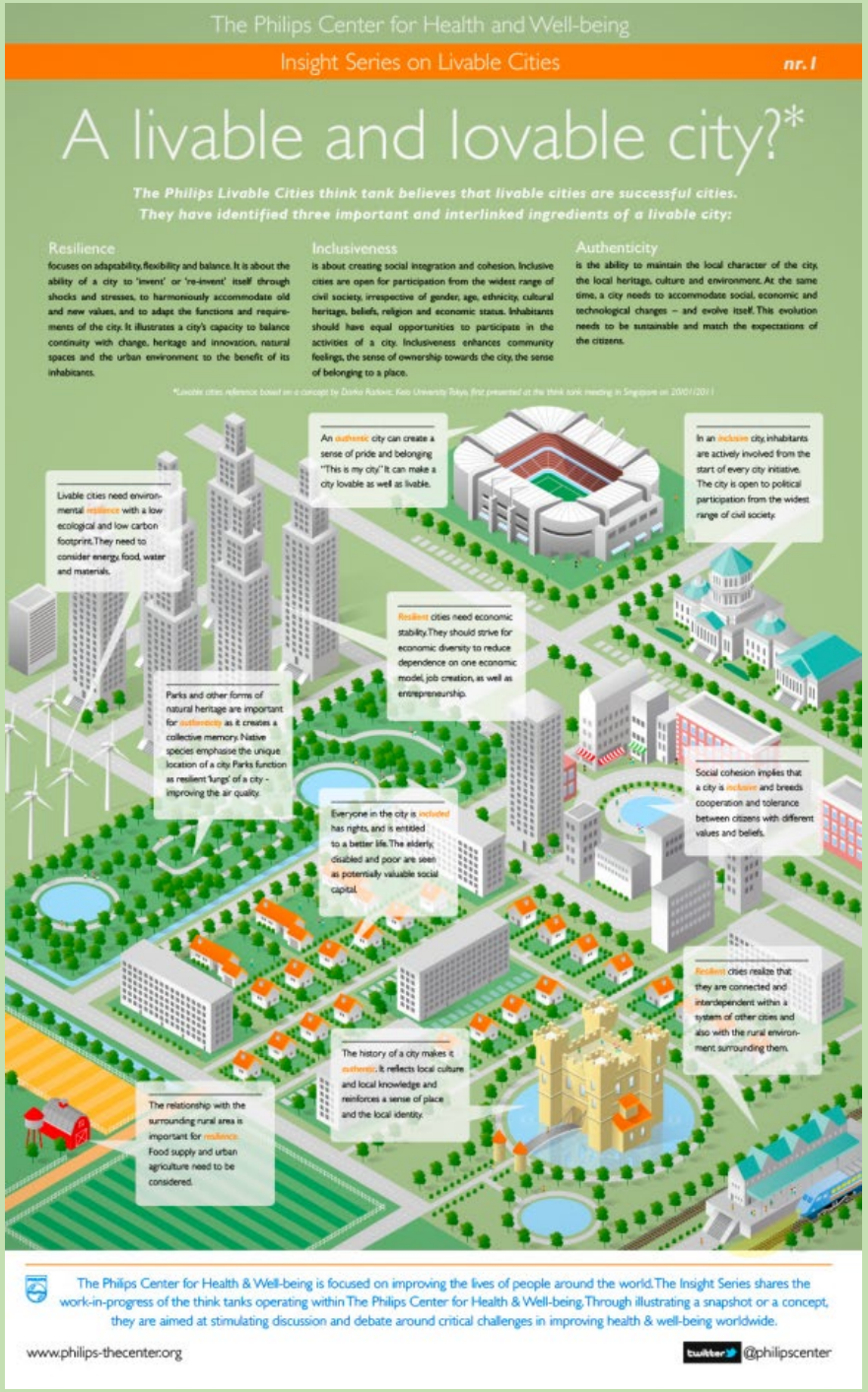
Take part in 2 example lessons

A Nearpod reading comprehension lesson (*The 7 Wonders of the World)*

A Peardeck multimodal reading lesson (*Livable Cities*)

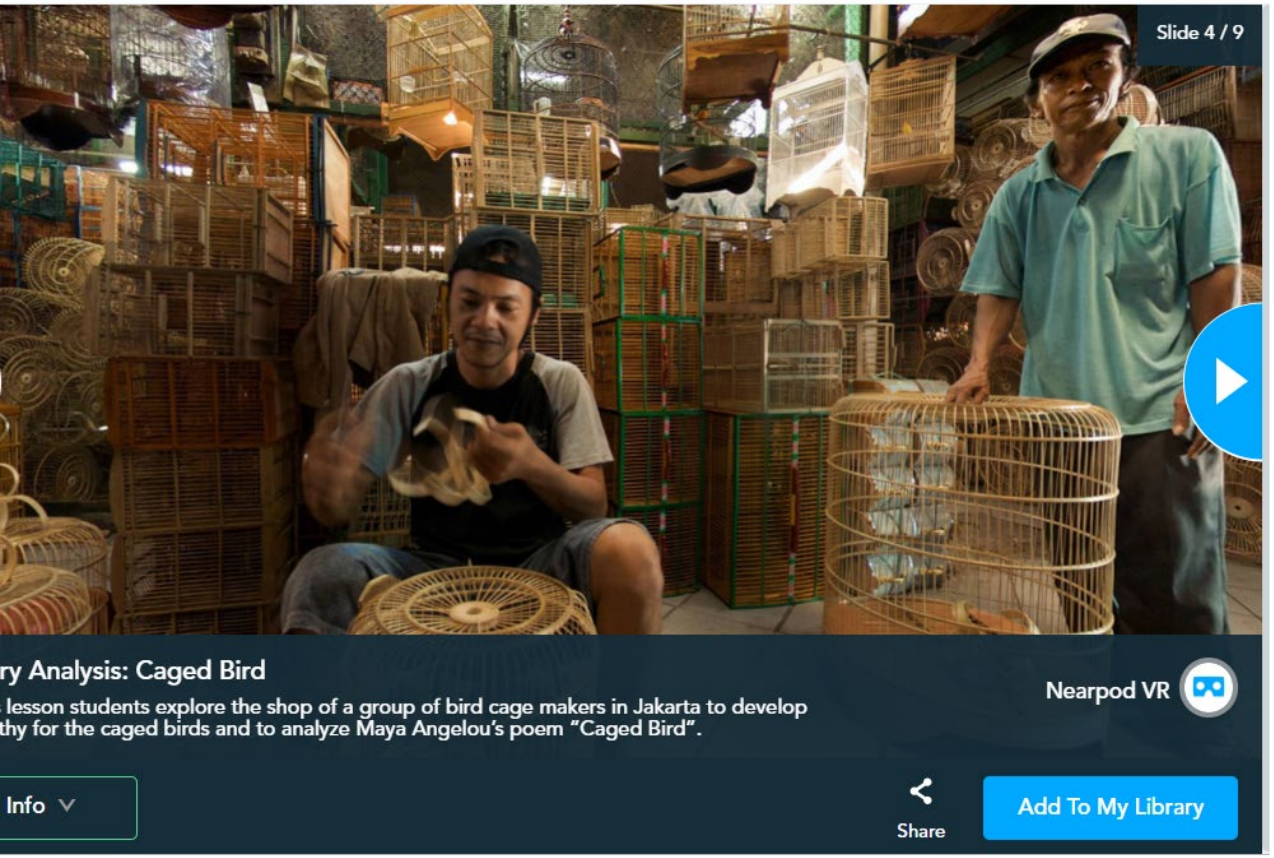
Example 1: A *multimodal reading lesson*

by Jenny Leung and Paul Sze

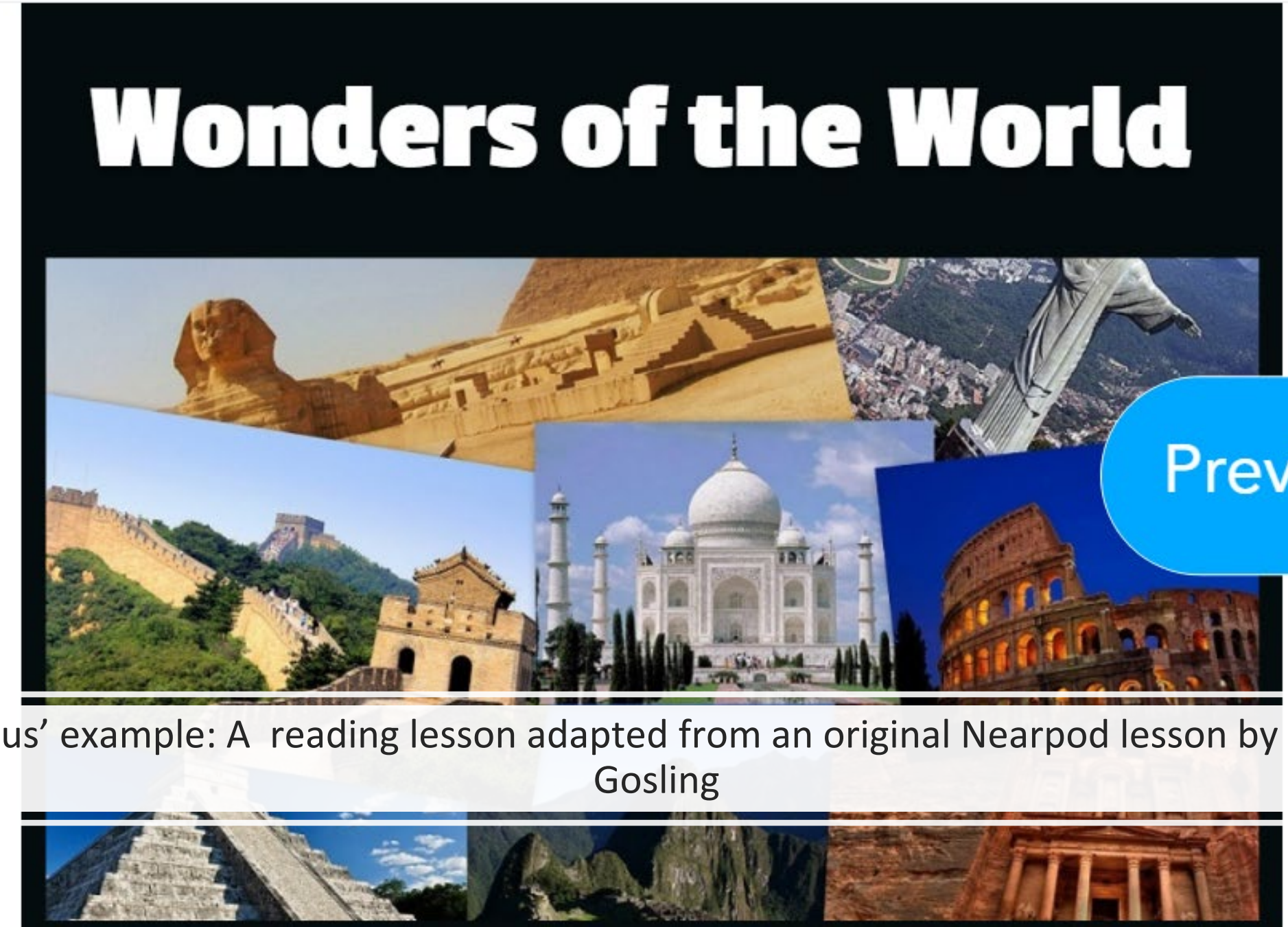


Go to http://joinpd.com/

Type in the Join Code

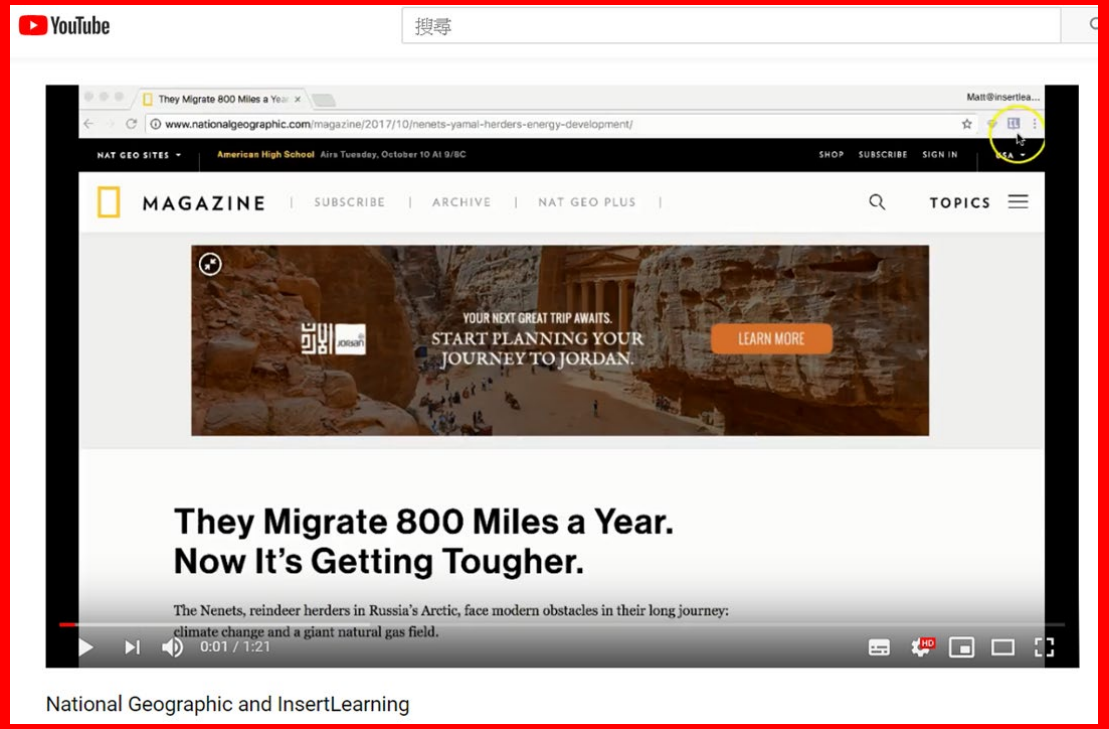


Nearpod: *A recent development*



‘Bonus’ example: A reading lesson adapted from an original Nearpod lesson by Oliver Gosling

Goal 4: To try creating an interactive Reading Comprehension worksheet



National Geographic and InsertLearning

formative

www.GoFormative.com

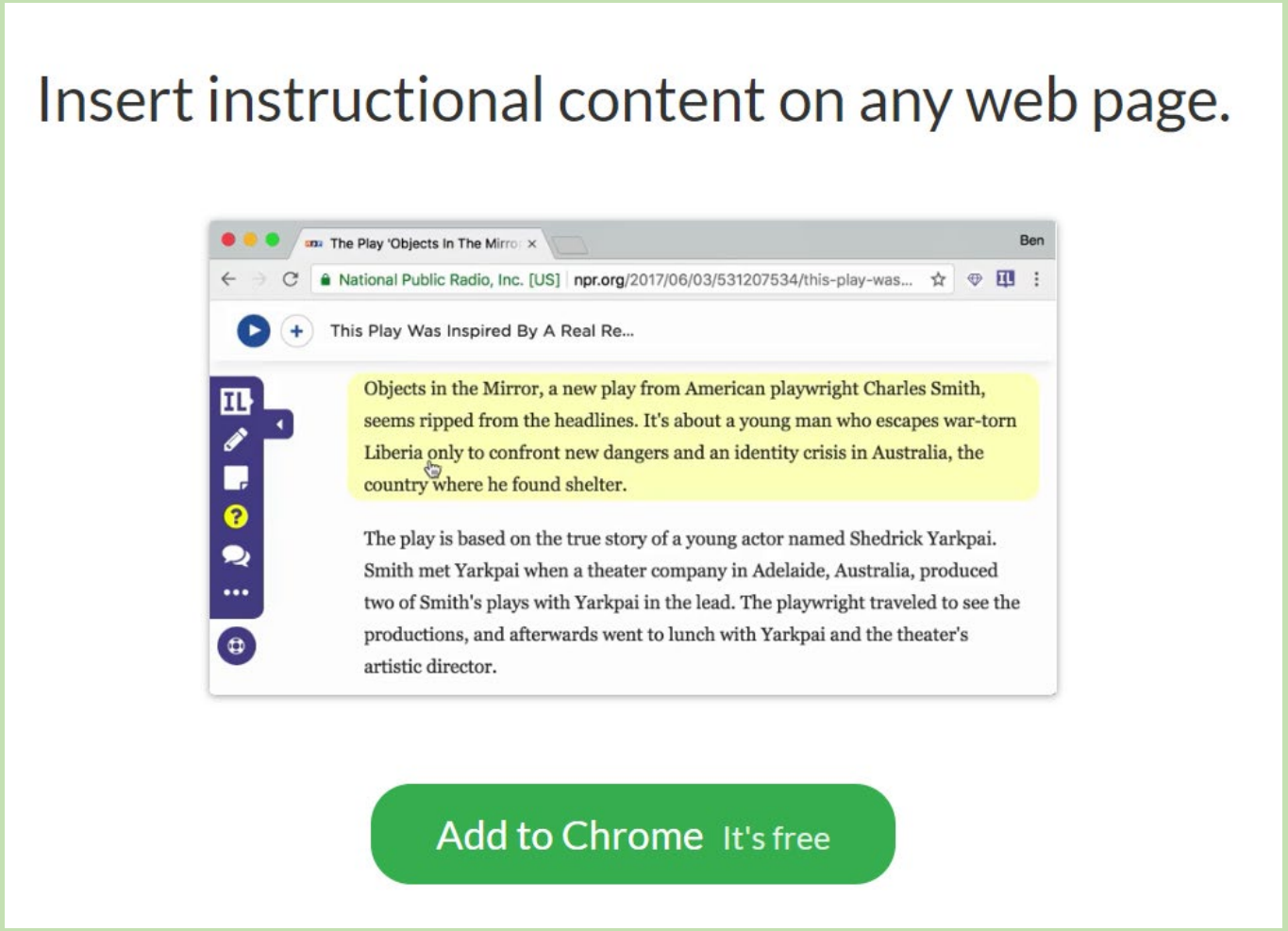
2 examples

1. InsertLearning.com

2. GoFormative.com

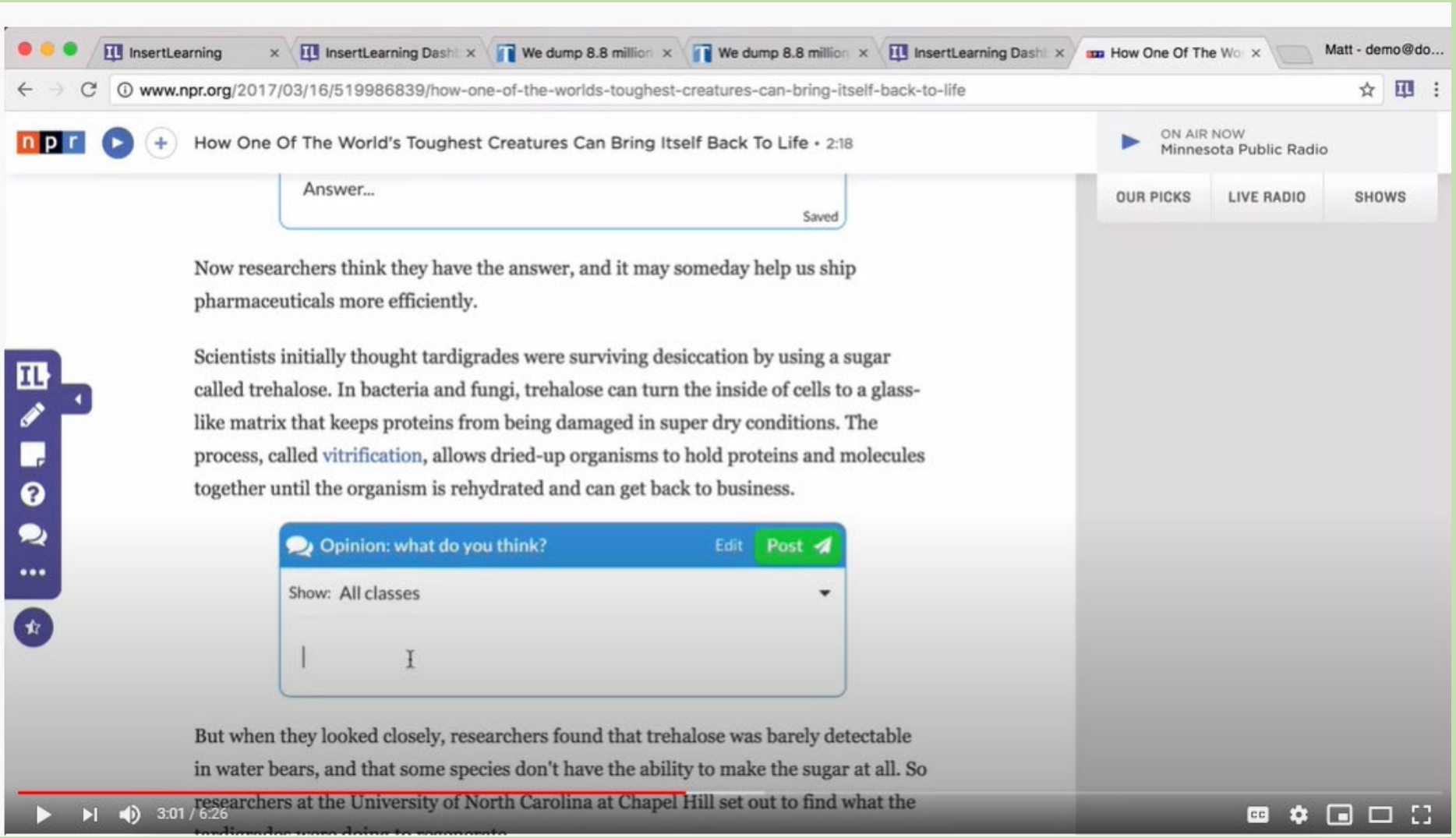
Example app 1: ***Insert Learning***

https://insertlearning.com/



How *InsertLearning* works

https://www.youtube.com/watch?v=7asSOASceaE

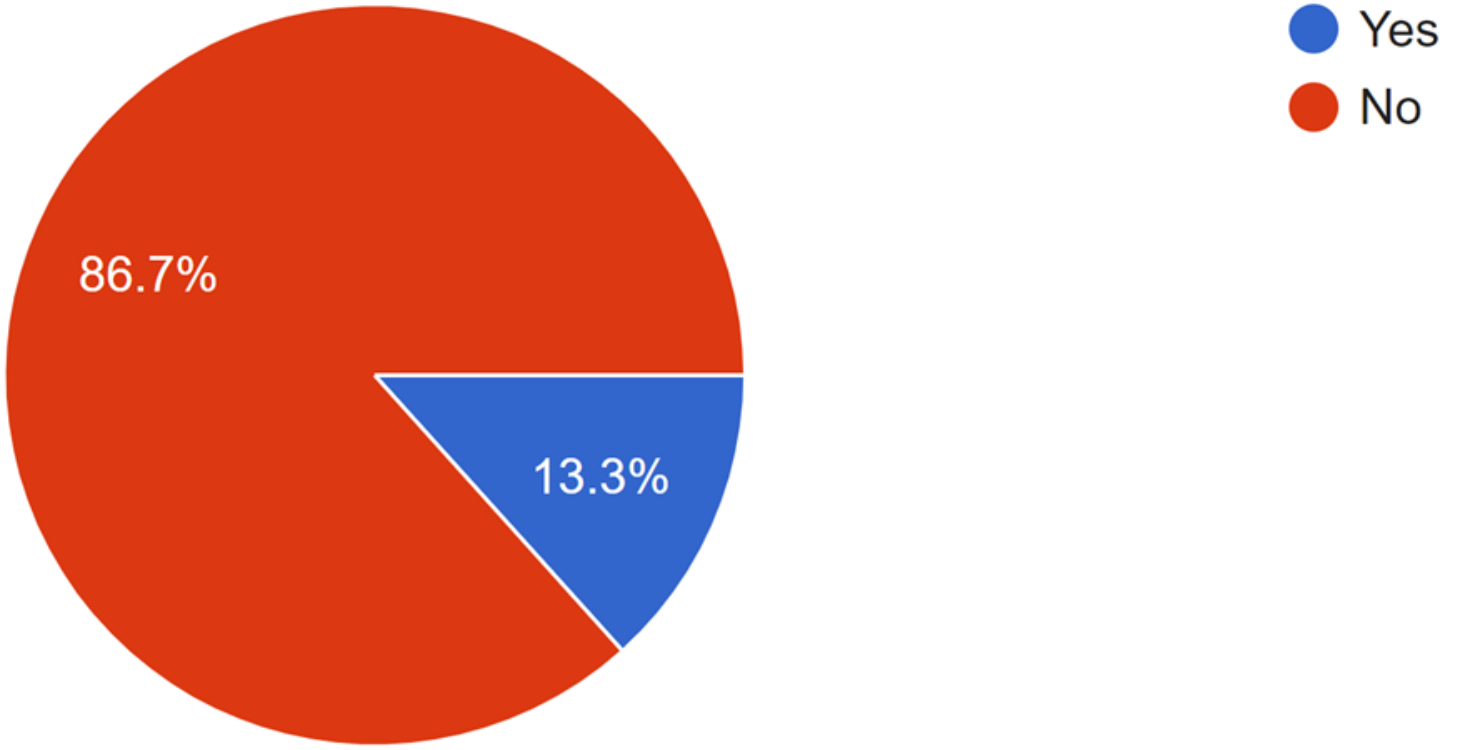


GoFormative

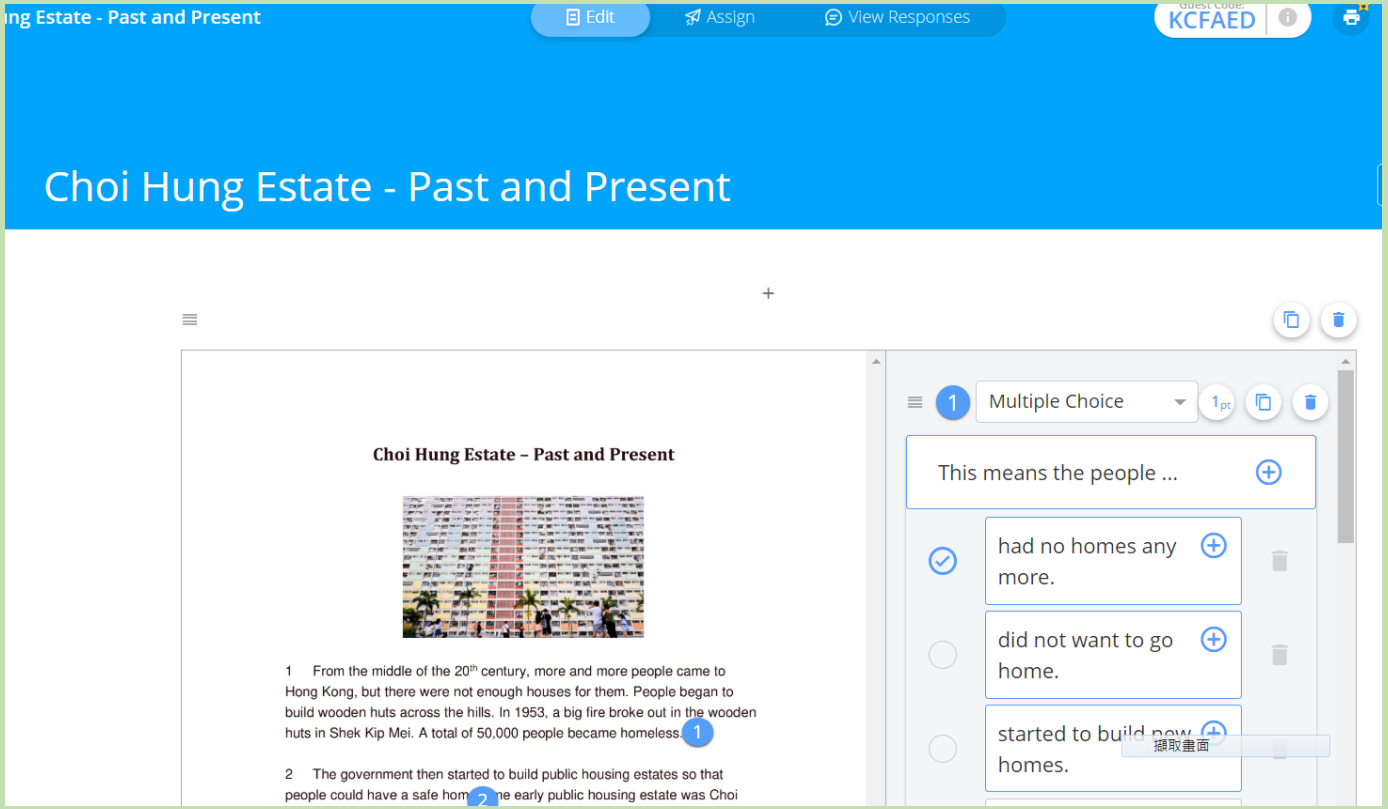
https://goformative.com/

Do you know how to use GoFormative to create a reading comprehension lesson?

15 responses



How does **GoFormative** work?

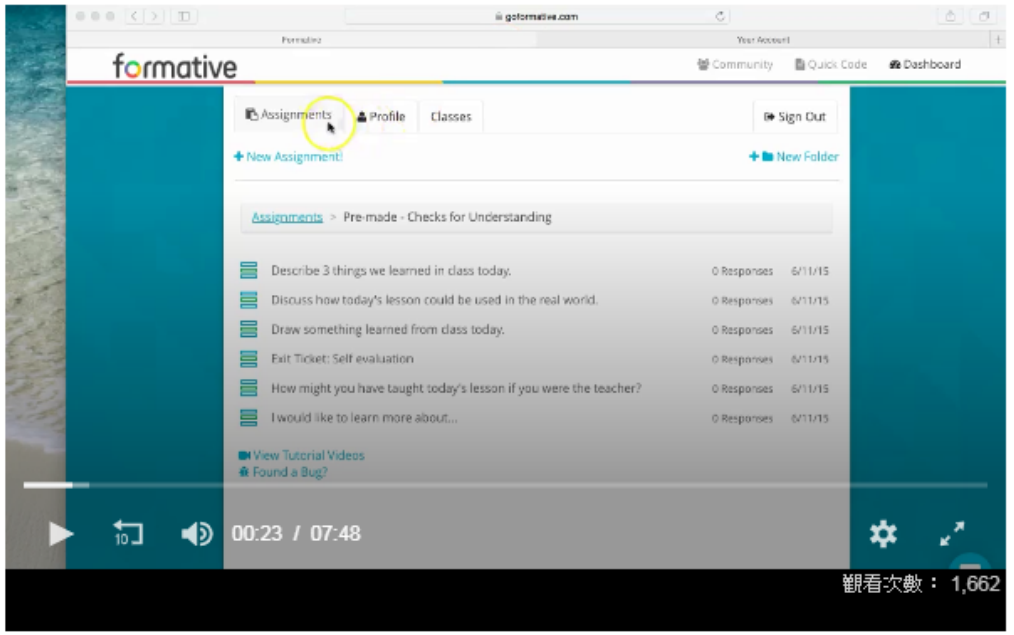


Go to http://goformative.com/
log in as a student for the following Reading Comprehension worksheet

Join code:

https://www.hkedcity.net/goelearning/resource/58a3fc00316e838857000000

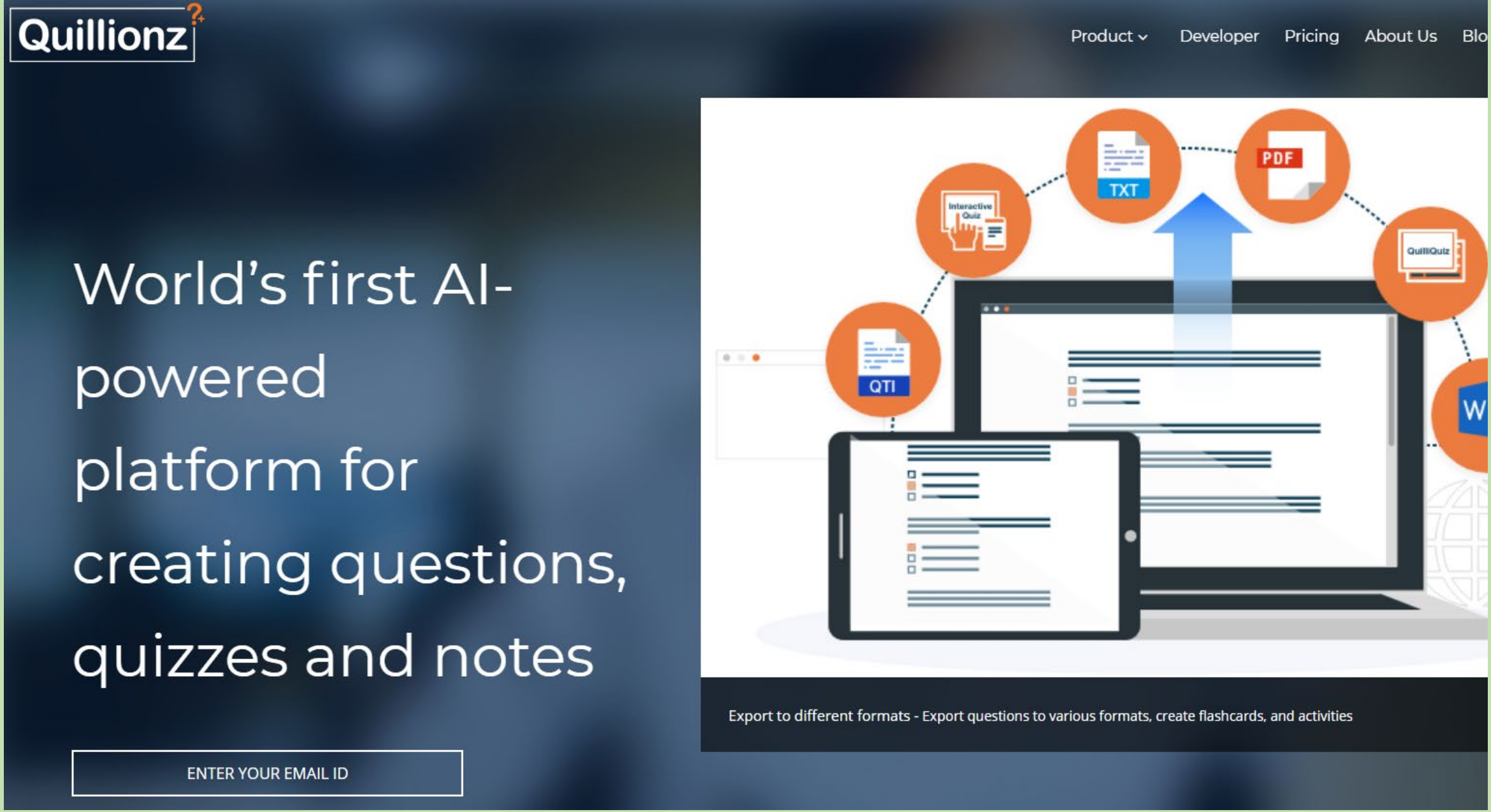
使用示範



本片示範如何把傳統的文字工作紙，快捷地轉為電子工作紙，並在工作紙內加入不同題型的問題，最後在Google Classroom 內派發給學生。

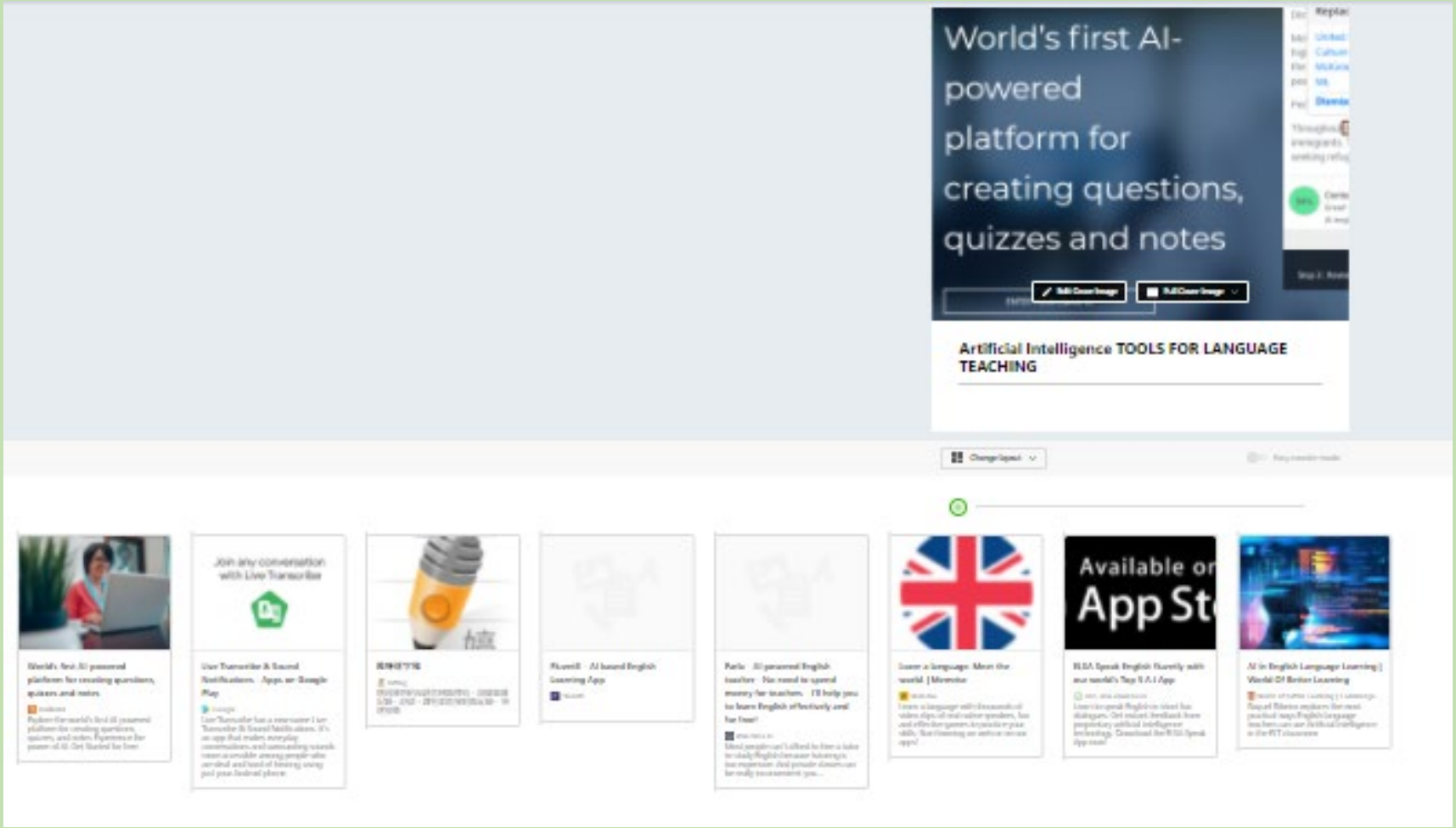
Task 3

Create a GoFormative Tasksheet



https://www.quillionz.com/

A.I. tools for language teachers



https://wke.lt/w/s/t8Q9tm

Goal V: To experience multimodal literacy

Multimodal Literacy

WHAT IS IT?

Readers who can understand and make meaning from texts that combine more than one language system are literate in multiple modes. The meaning of text is communicated through more than one mode, including visual, spatial, gestural, linguistic, and audio (New London Group, 1996).

Develop information skills
- extract information and ideas from texts with the help of visual clues
- apply simple IT skills to search and process information and ideas in multimodal texts
- organise words into alphabetical order and

Key Stages 3 – 4 (S1 – 6)

KS3 (S1 – 3)
• ***Understand, interpret and analyse different written and multimodal texts***
- make use of knowledge of the world to make sense of the text

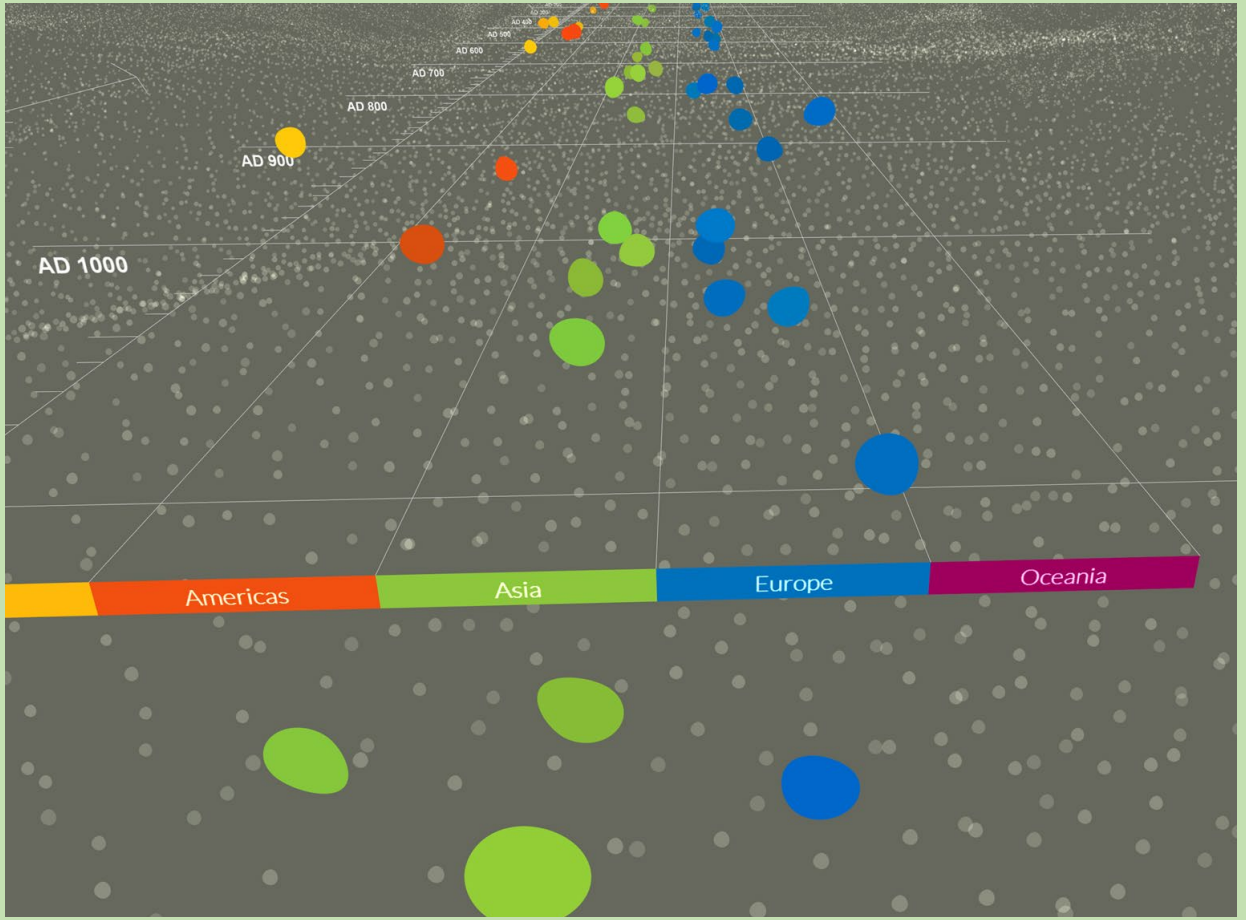
- Enhancing language learning through the flexible use of a wide variety of quality resources and **multimodal texts** to develop students' **new literacy skills**

describe, express or explain ideas, feelings and experiences
create written and multimodal texts appropriate to context, purpose and audience
use strategies to arouse and sustain readers'

Multimodal literacy in the 2017 English CG

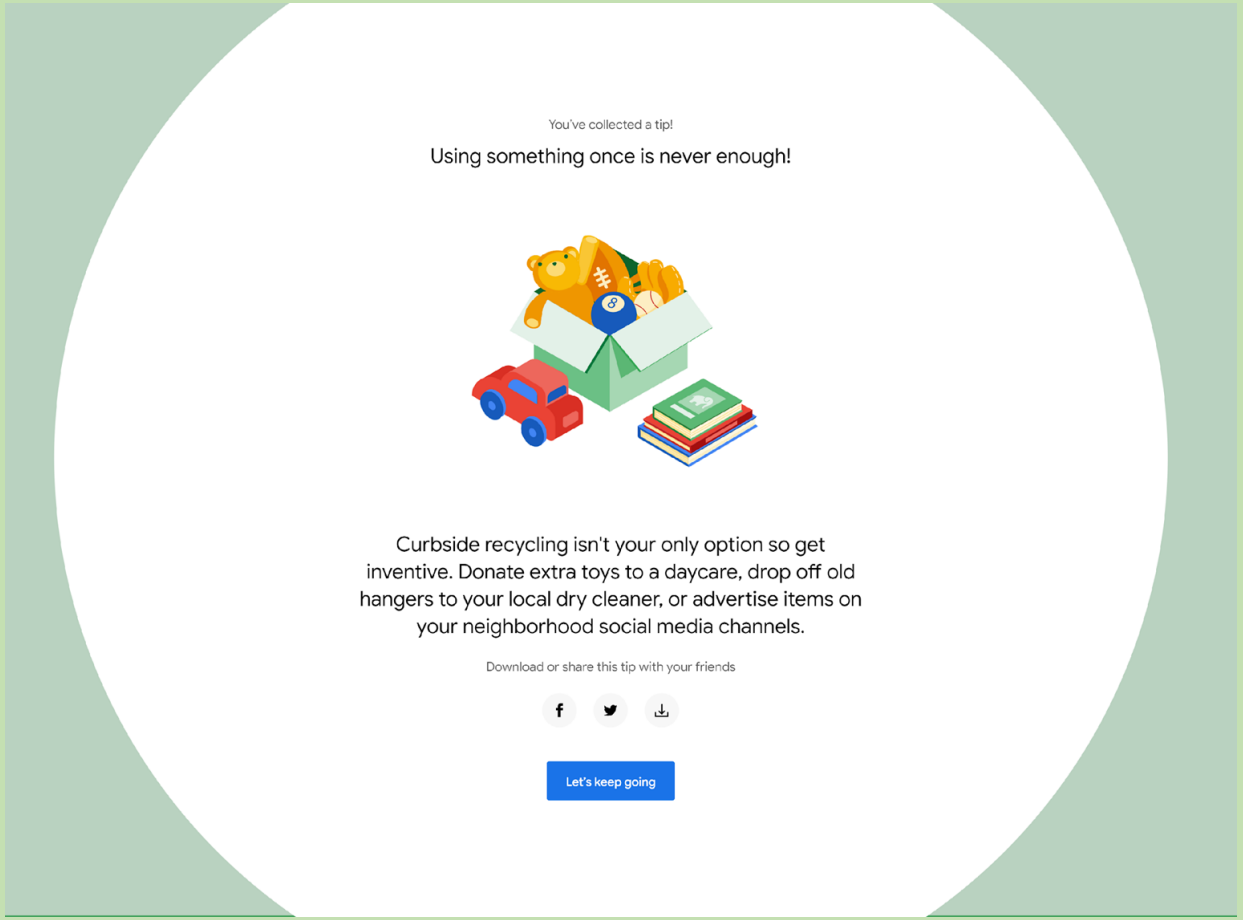
The Museum of the World

https://britishmuseum.withgoogle.com/



Your Plan, Your Planet

https://yourplanyourplanet.sustainability.google/



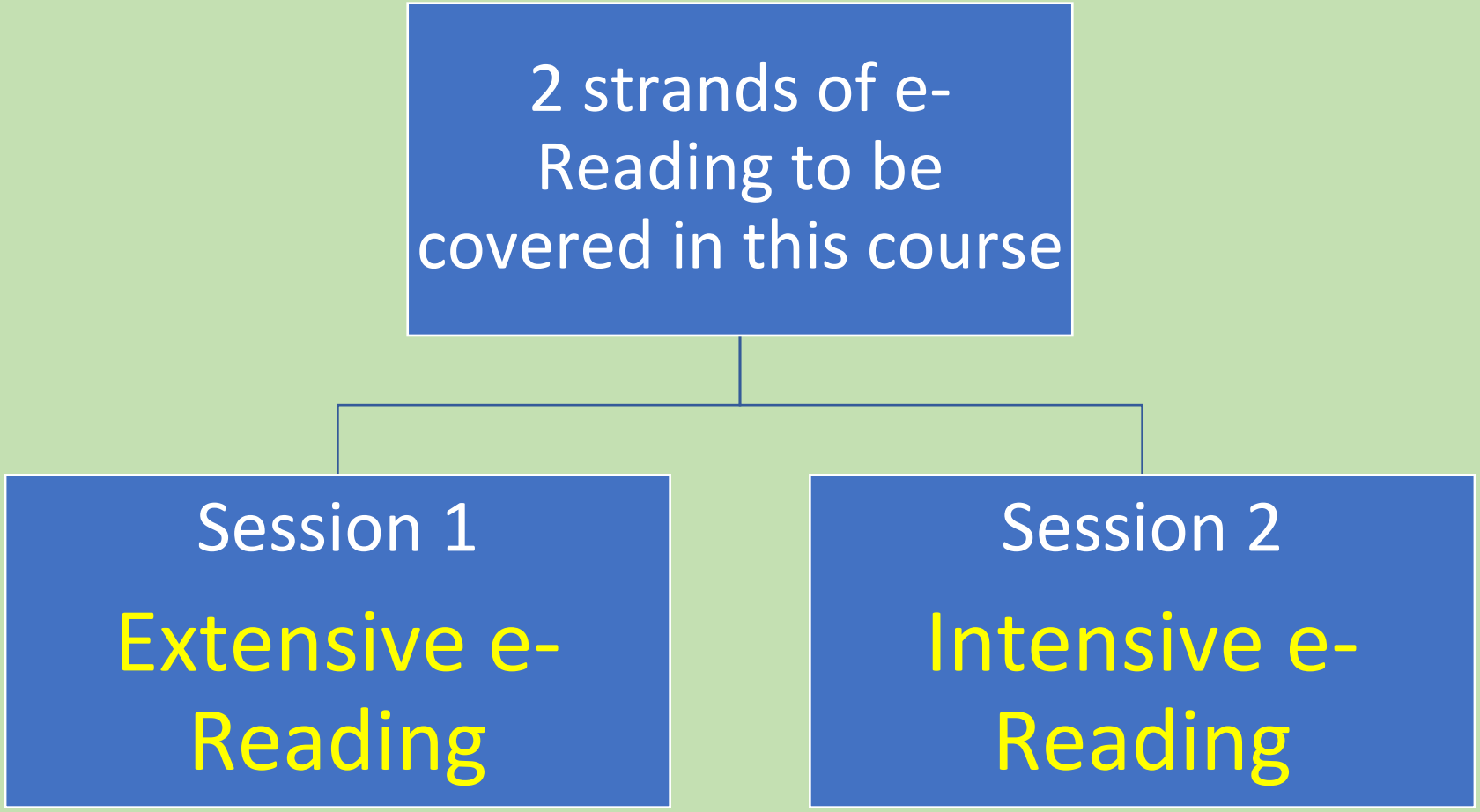
Google Lit Trips

http://www.googlelittrips.org/gltStore/gltStore.php

Task 4

Create a Worksheet for ‘Your Plan, Your Planet’ using Google Forms

Looking Back, and Looking Forward



Session 1

Extensive e-Reading

- **The act of reading**
  - Reading on the go
  - Tools for facilitating the reading process
- **Infinite Resources for Reading available**
  - HKedCity; HKPL
  - The Internet
- **Easy Management of students' progress**
  - Courseware platform

Session 2

Intensive e-Reading

- Resources for Reading comprehension exercises
- Interactive activities for different stages of a Reading lesson
- Easy creation of e-Reading worksheets
- Easy creation of e-Reading lessons
- Multimodal Literacy teaching made easy.

"Go on then, go home." Scrooge said and they quickly left before he changed his mind.

Scrooge went back to his lonely home. It was going to take something amazing, something really magical to help Scrooge love anything apart from his gold.

As soon as Scrooge fell asleep it came a voice from out of the blue. "Magic? Magic? I can help with that!" "Hello!", it said. "I'm Tom and I'm here to hel you. I'm going to send three friends who can show you the way to care and share and enjoy Christmas Day!"

TODAY

READING

WRITING

Learning to do e-Reading through Experimenting

Reminder
Assignment

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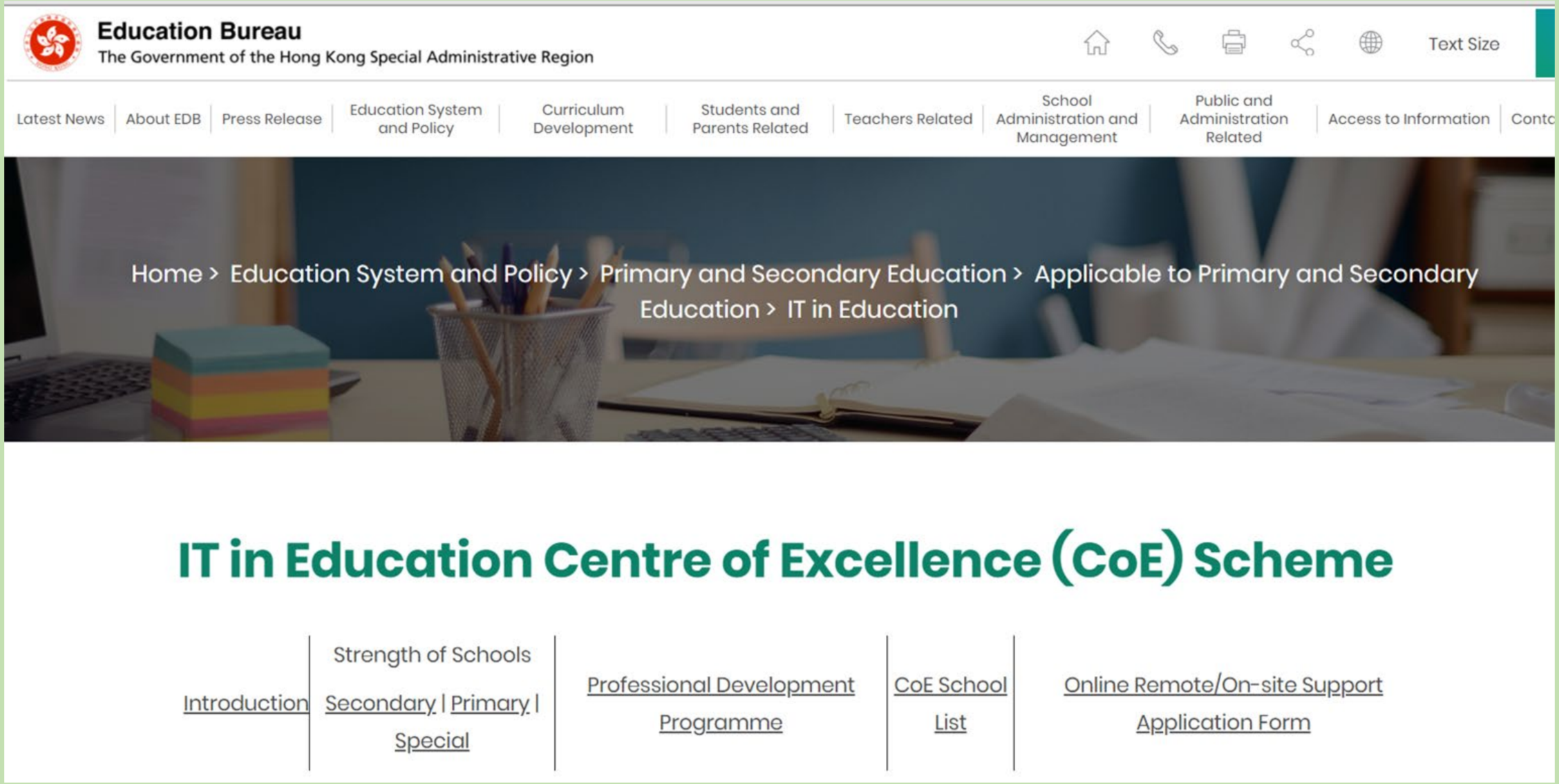
On the Worksheet given, respond to the tasks assigned, take notes on the resources and ideas that are of particular interest to you and which you would want to follow up on after this course.

Submit your completed worksheet to the course instructors at the end of each session, while keeping one copy for yourself.



https://www.edb.gov.hk/tc/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/coes.html

樂善堂余近卿中學	- 本校使用無線網絡環境及流動電腦裝置，以提升不同學科的學與教效能，包括中國語文科、英國語文科、數學科、人文學科、通識教育科、地理科及創客教育科。 - 學校設立資訊科技領導 (e-Leadership)及資訊科技學教組 (e-Learning Team)，以提供行政支援及加強資訊科技於各學科中有效實踐。 - 學校全面推展自攜流動電腦裝置計劃(BYOD)，本學年配合教育局的電子教科書試用專業社群計劃，於中文、數學、中史、地理、普通話、電腦科科目用電子書及電子資源。 - 本校於英國語文科、通識教育科及其他學科運用「翻轉教室」，以提升學生的自主學習。 - 本校的創客教育科已融入初中課程，透過培養學生的「動手做」及創造能力，帶動發展其運用資訊科技及計算性思維的能力。 - 本校與各大專院校及伙伴機構合作提供電子學習活動。	文可為副校長 電話: 2336 2657

Happy e-Reading, and happy e-Reading teaching

Course Evaluation