



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

```
graph TD; A[2 strands of e-Reading to be covered in this course] --> B[Session 1 (July 3) Extensive e-Reading]; A --> C[Session 2 (Nov 2) Intensive e-Reading];
```

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:



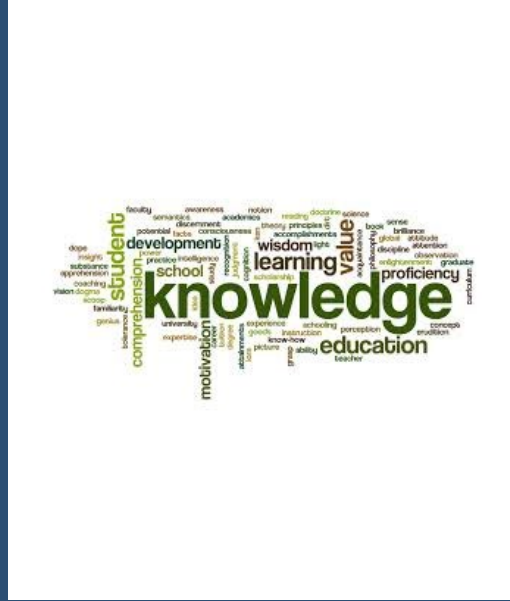
READ THEORY



FLUENCY TUTOR



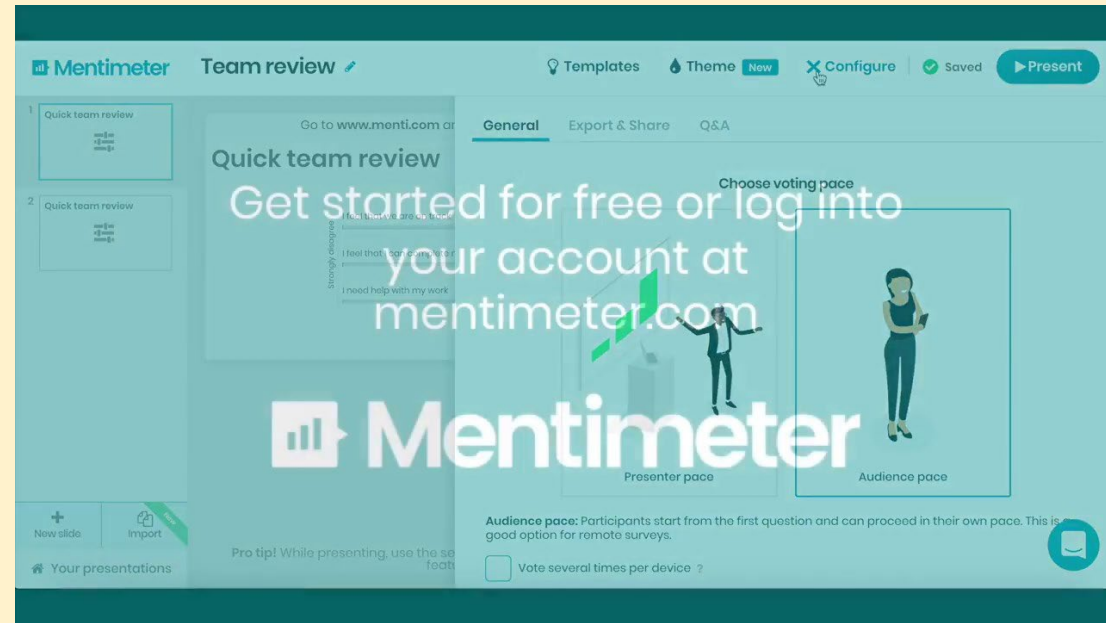
ACTIVELY LEARN



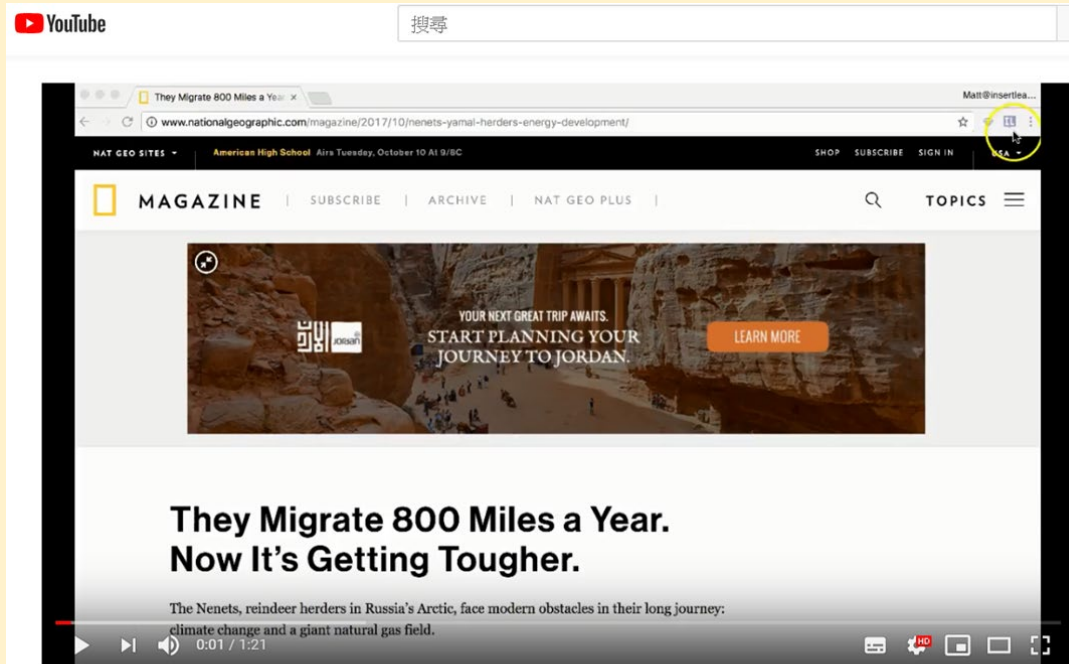
Goal II: To find out about some e-learning tasks that support Intensive e-Reading



Goal III: To
experience 2 e-
Reading lessons



Goal IV: Try creating an interactive Reading Comprehension worksheet




National Geographic and InsertLearning



Goal V: To explore multimodal reading

You've collected a tip!

Let the dishwasher do the dirty work



Dishwashers use $\frac{1}{2}$ the energy and $\frac{1}{3}$ rd of the water as handwashing. Cleaning has never felt so good.

Download or share this tip with your friends

[f](#) [t](#) [↓](#)

Let's keep going

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/>

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

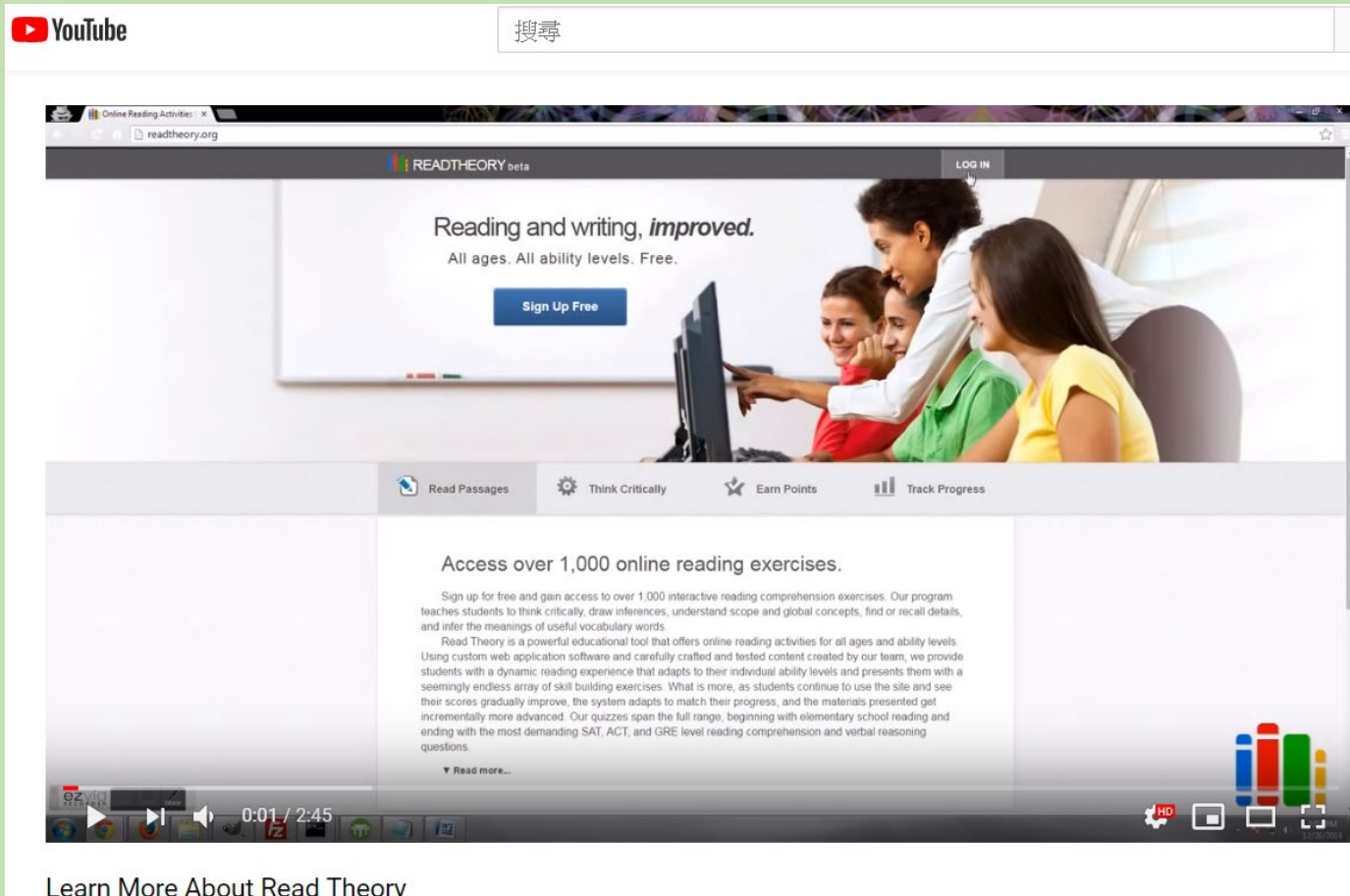
Imagine this passage continues. What is probably the next sentence?

- 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



The screenshot shows the ReadTheory website interface. At the top, there is a YouTube logo and a search bar with the Chinese characters '搜尋'. Below this is a browser window displaying the ReadTheory website. The website header includes the ReadTheory logo, a 'LOG IN' button, and the tagline 'Reading and writing, *improved*. All ages. All ability levels. Free.' A 'Sign Up Free' button is prominently displayed. Below the header, there is a navigation menu with icons for 'Read Passages', 'Think Critically', 'Earn Points', and 'Track Progress'. The main content area features the text 'Access over 1,000 online reading exercises.' followed by a detailed description of the program's benefits and features. At the bottom of the video player, there is a 'Learn More About Read Theory' link.

- 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

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>

認識教城 教師 中學生 小學生 家長 企業 搜尋

 系列 ▾ 關於Go eLearning

Go eLearning > 系列 > 作為學習的評估 / 促進學習的評估 > 課堂前 / 課堂後

ReadTheory英文網上閱讀平台

學習領域：English Language Education;
作者：梁靜巒老師
最後更新：30/09/2016

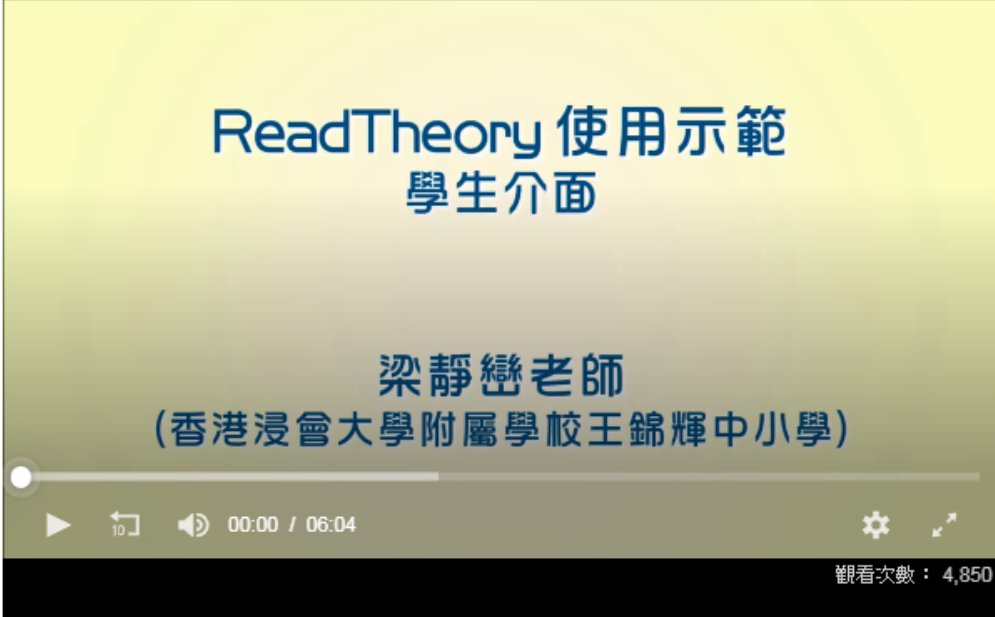
ReadTheory簡介 使用示範

ReadTheory簡介

ReadTheory網站提供大量免費的英文閱讀理解練習，當學生開設帳戶後，先要完成前測以確定學生的程度，系統會根據學生的程度而派發練習，讓學生逐級挑戰難度更高的文章。

學生完成練習後，除可看到自己的成績外，老師也可掌握全班的數據，系統會提供分析學生閱讀能力的曲線圖，讓老師了解學生的閱讀能力，但由於此網站是根據美國學生的語文能力來制定程度，所以本地的教師需要作出適當的調整。

使用示範



ReadTheory 使用示範
學生介面

梁靜巒老師
(香港浸會大學附屬學校王錦輝中小學)

00:00 / 06:04

觀看次數：4,850

本片示範以學生的身份，如何完成ReadTheory內的英文閱讀理解練習，學生完成特定的練習後，會逐步升級，挑戰更深的題目。

Example 2: *Fluency Tutor for Google*


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

The screenshot displays the TextHelp website's product page for Fluency Tutor for Google. The page features a green header with the TextHelp logo and navigation links for Store, Pricing, Need help?, We believe, and Search. Below the header, the Fluency Tutor logo is prominently displayed, along with the tagline "Helping busy teachers bring struggling readers and ELL students up to speed". Three call-to-action buttons are visible: "Try Now", "Buy Now", and "Get Quote". A laptop graphic on the right shows a sample text passage with a recording feature overlaid, indicating the product's functionality in a classroom setting.

texthelp™


Store Pricing Need help? ▼ We believe ▼ Search

Sectors ▼ Products ▼

 fluencytutor®
for Google™

Helping busy teachers bring struggling readers
and ELL students up to speed

Try Now > Buy Now > Get Quote >

 Recording

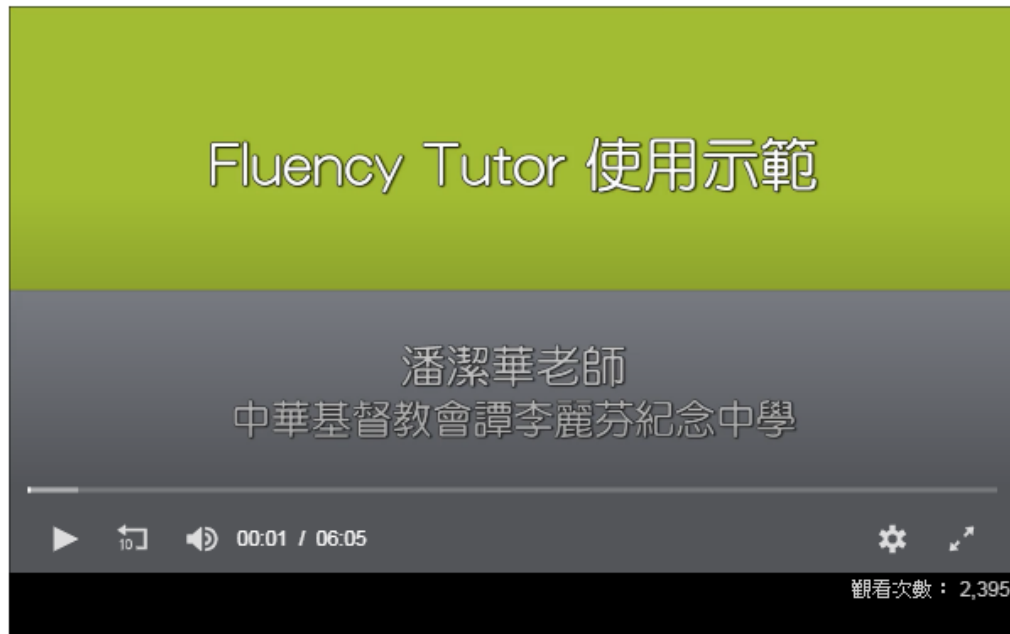
A Short History of the Bicycle

The bicycles are the result of
hundreds of variations on a basic
design-the two-wheeled vehicle. In the ear
the German Baron von Drais invented the f

Tutorial on Fluency Tutor on HKedCity

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

使用示範

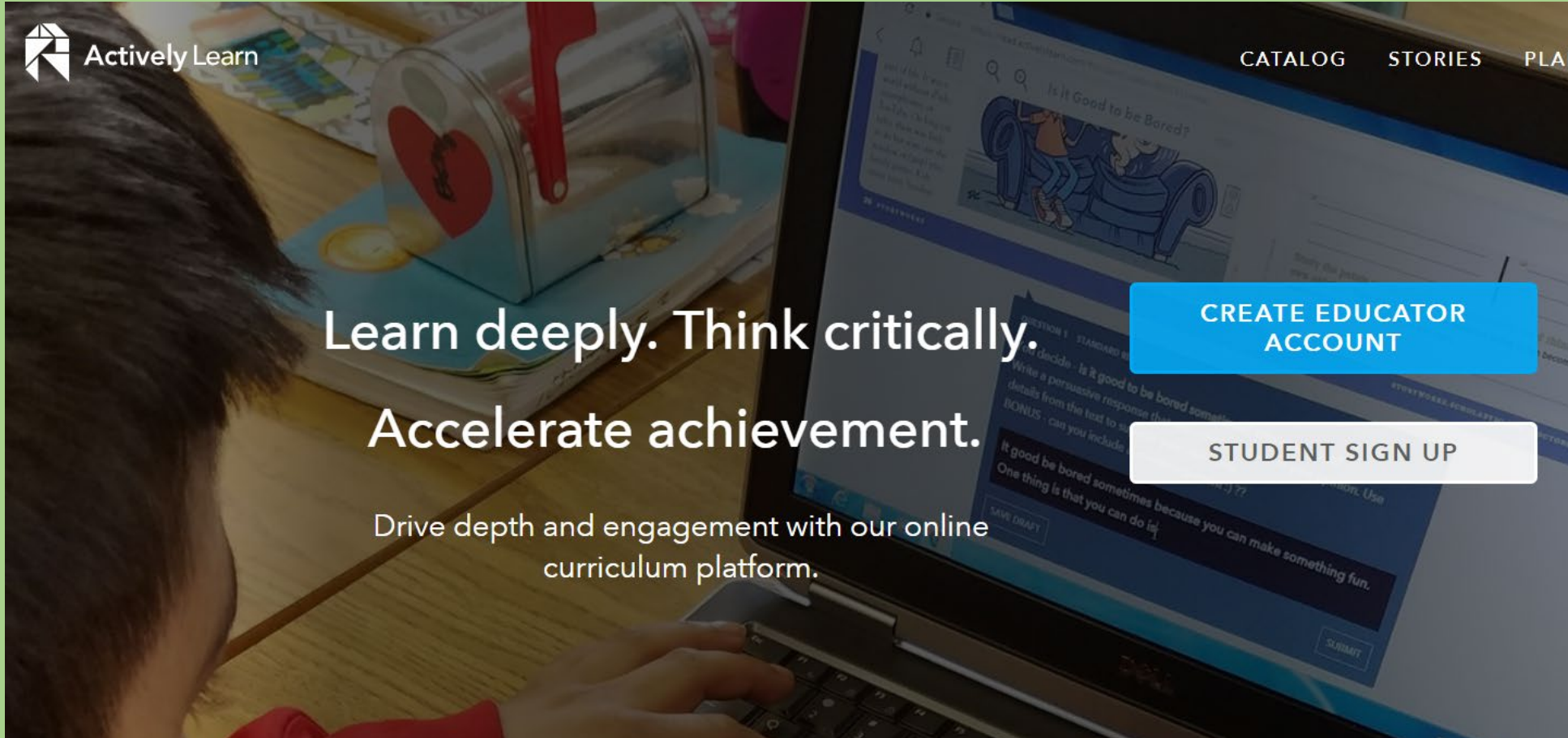


本片主要示範Fluency Tutor的老師介面，老師上載文章後，透過Google Classroom 或 Google Drive 發放給學生，然後在平台內查閱學生的錄音及交功課記錄。

A screenshot of the Go eLearning website. The page title is "Fluency Tutor 流暢朗讀英語" (Fluency Tutor Fluently Read English). The page includes a breadcrumb trail: "Go eLearning > Series > Assessment as / for Learning > Before Lesson / After Lesson". The author is listed as "潘潔華老師" (Ms. Pan Jiehua) and the last modified date is "29/12/2016". There are two circular icons with the number "3" inside. Below the title, there are two buttons: "Fluency Tutor簡介" (Fluency Tutor Introduction) and "使用示範" (Usage Demonstration). The page also features a "Series" dropdown menu and an "About Go eLearning" link in the top navigation bar.

Example 3: *Actively Learn*

<https://www.activelylearn.com/>



Actively Learn

CATALOG STORIES PLAN

Learn deeply. Think critically.
Accelerate achievement.

Drive depth and engagement with our online curriculum platform.

CREATE EDUCATOR ACCOUNT

STUDENT SIGN UP

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**

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>

Supplement to the English Language Education Key Learning Area Curriculum Guide

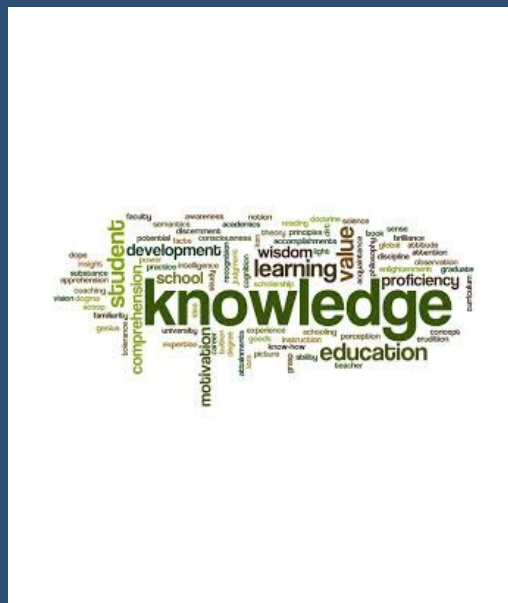
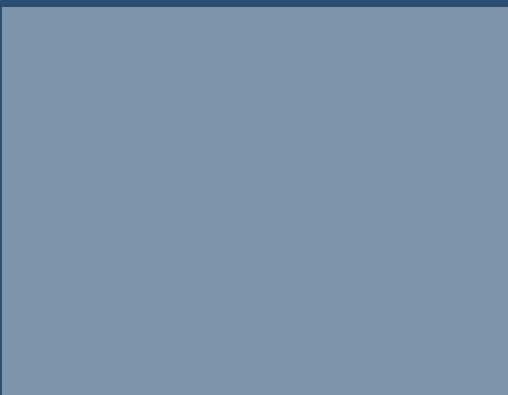
Secondary 1-3



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

AnswerGarden

A minimal tool for maximum feedback

Now also for iPad! Available on the iPad App Store



Task: Go to

<https://answer garden.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

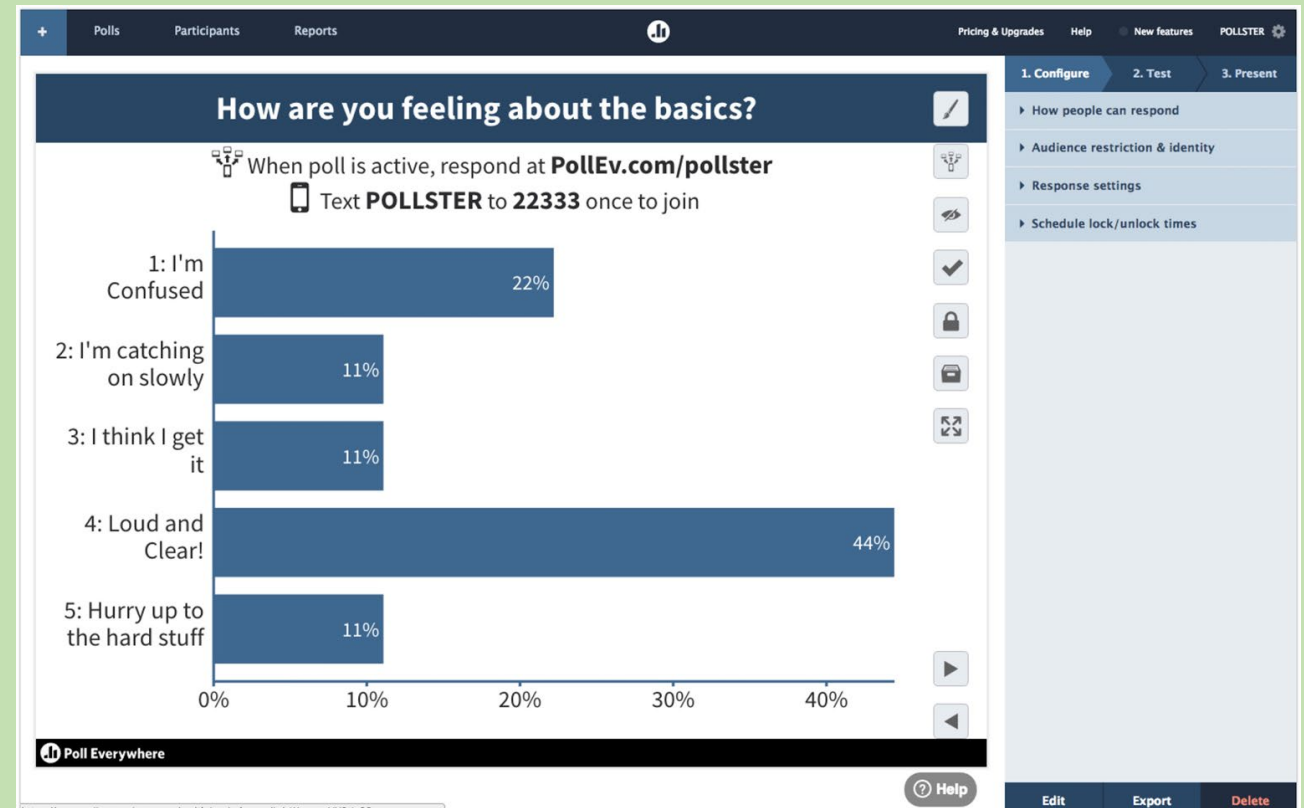
<https://tagcrowd.com/>

The screenshot displays the TagCrowd website interface. At the top, the logo "TagCrowd" is followed by the tagline "Create your own word cloud from any text to visualize word frequency." Below this is a navigation bar with links for "Start Over", "Help", "News", "Contact", and "Commercial Use". The main content area shows a word cloud with the following words: "account", "actively", "answer", "board", "cloud", "comprehension", "courseware", "create", "developing", "e-learning", "everywhere", "explore", "form", "garden", "google", "graphic", "hands-on", "learn", "learner", "mentimeter", "nearpod", "organisers", "peardeck", "platforms", "poll", "questionpro", "quizizz", "quizlet", "reading", "realtime", "session", "slide", "socrative", "support", "teaching", and "worksheet". The word "google" is the largest and most prominent. Below the word cloud, there is a "Save as..." button and a note to "resize browser window to arrange text". Underneath, the section "Choose your text source:" includes three tabs: "Paste Text", "Web Page URL", and "Upload File". The "Paste Text" tab is active, showing a text area with the content "Worksheet for Session 2" and a character count of "plain text, 500 kilobyte max". A "擷取畫面" (Screenshot) button is located at the bottom right of the interface.

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

The image shows a Padlet board interface. At the top, the Padlet logo is on the left, and navigation icons (heart, REMAKE, SHARE, and a menu) are on the right. The board title is "Do different times in history, and different countries, have the same standard of beauty?" with a subtitle "Share your thought!". The board is populated with several student comments, each in a white box with a grey header containing the user's name and "1yr".

- Nicole**: No, different point of view in different times
- Cynthia**: Nope, it changes according to the perspective of people
- Ryan chan**: The same
- Sunny**: (partially visible)
- Agnes**: (partially visible)
- No! Shriek**: cause it is like screen

Each comment box includes a heart icon with a count (0 for Nicole and Cynthia, 1 for Ryan chan) and an "Add comment" button. A red circular button with a white plus sign is visible in the bottom right corner of the board.

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

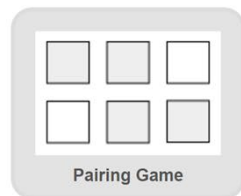
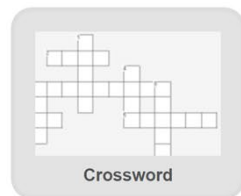
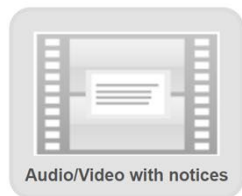
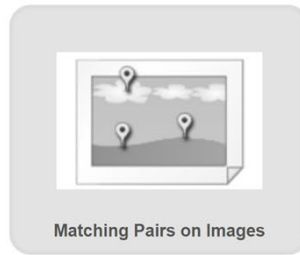
```
graph TD; A[Apps for creating standalone interactive tasks] --> B[LearningApps.org;]; A --> C[Bookwidgets;]; A --> D[Educaplay];
```

LearningApps.org;

Bookwidgets;

Educaplay

LearningApps.org

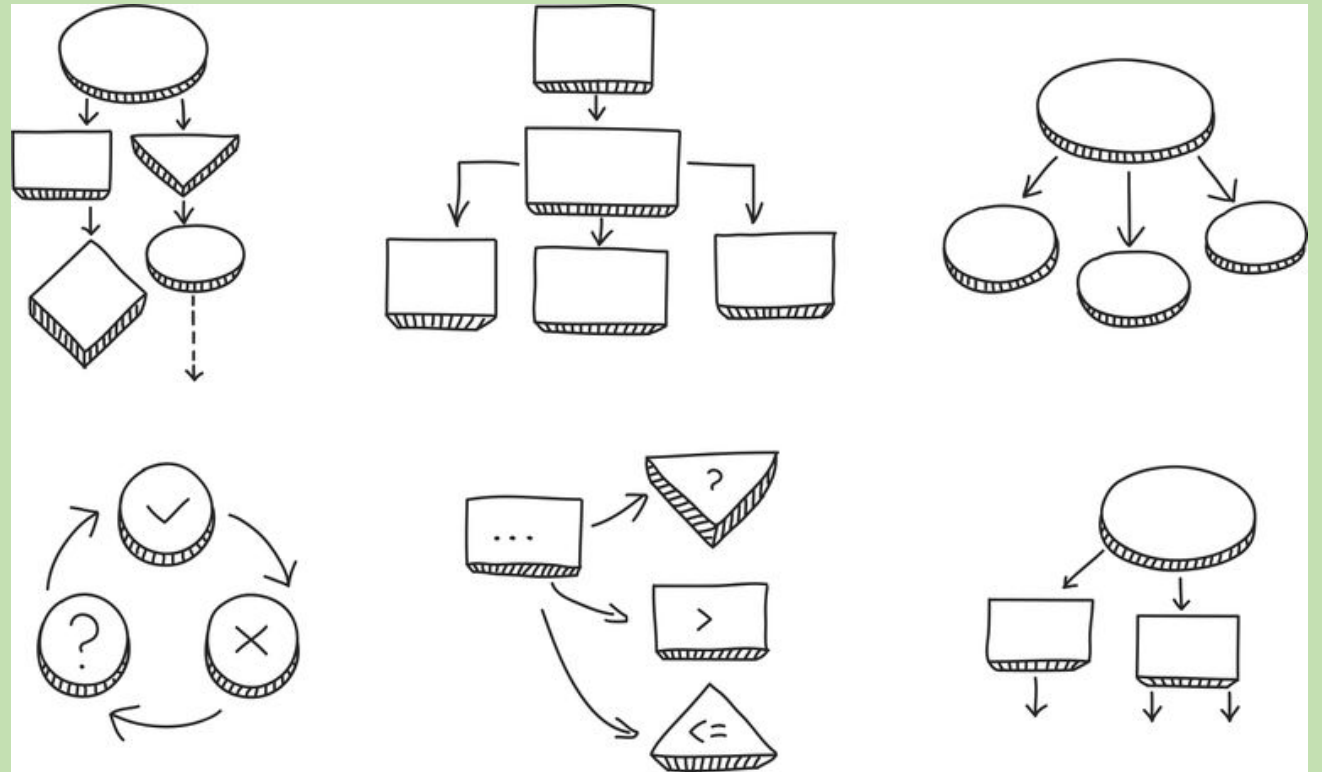


Example 6:

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

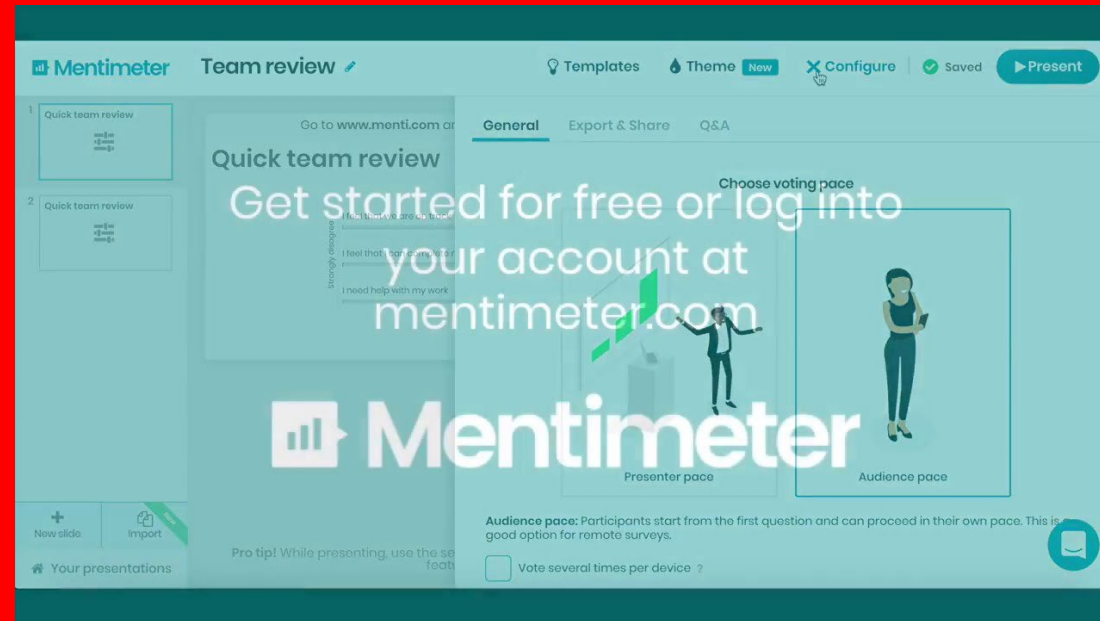
- E.g., Quizlet



Task 2

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

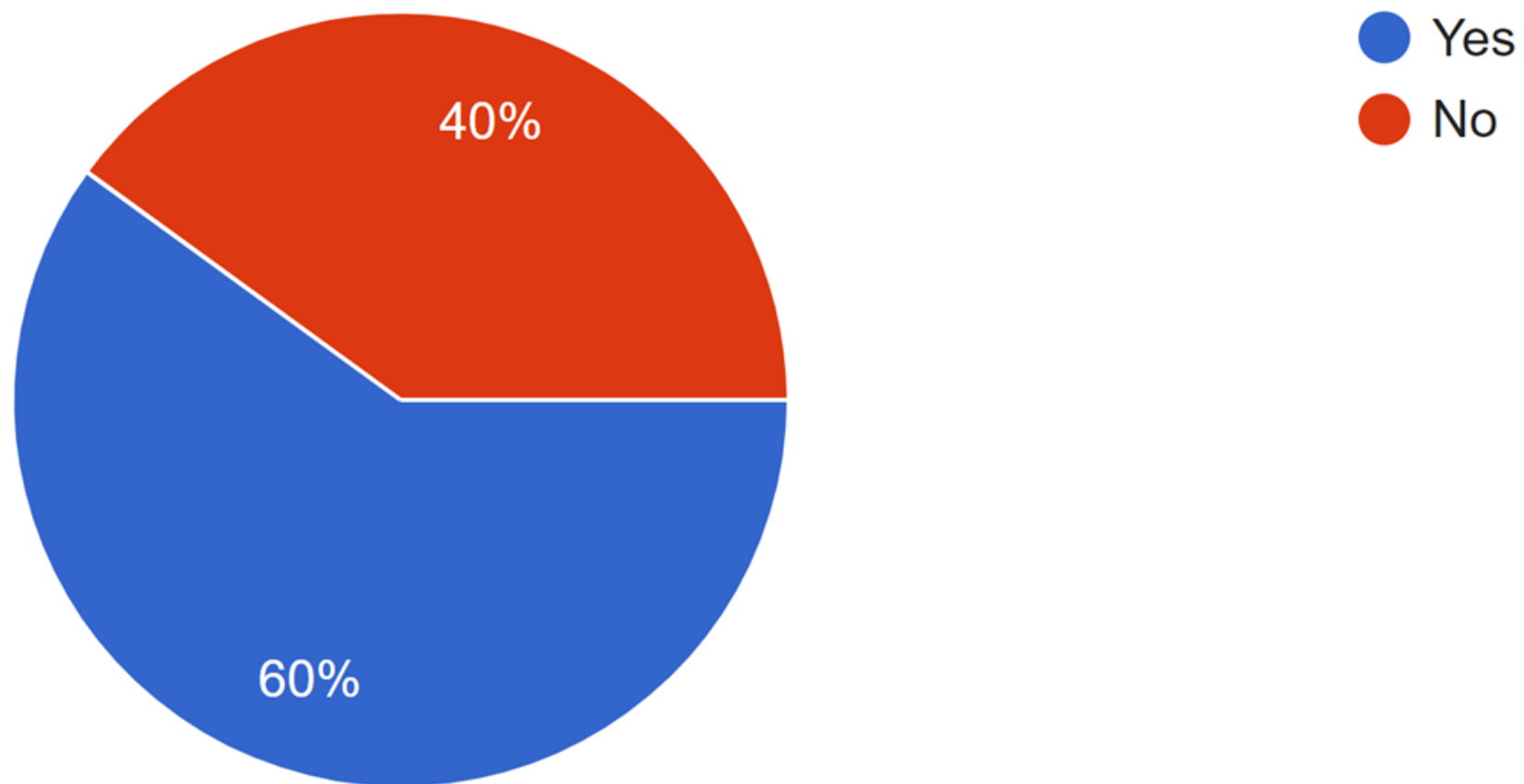
Goal 3: To
experience 2 e-
Reading lessons



Pear DeckTM
FOR ACTIVE CLASSROOMS

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

A livable and lovable city?*

The Philips Livable Cities think tank believes that livable cities are successful cities. They have identified three important and interlinked ingredients of a livable city:

Resilience

focuses on adaptability, flexibility and balance. It is about the ability of a city to 'invent' or 're-invent' itself through shocks and stresses, to harmoniously accommodate old and new values, and to adapt the functions and requirements of the city. It illustrates a city's capacity to balance continuity with change, heritage and innovation, natural spaces and the urban environment to the benefit of its inhabitants.

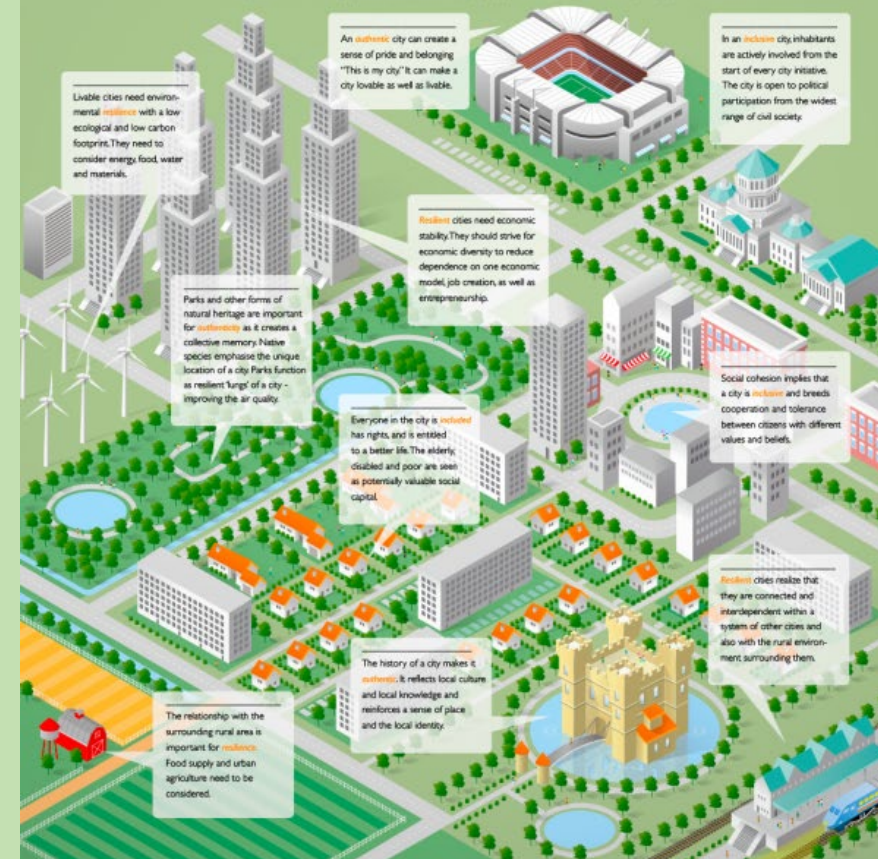
Inclusiveness

is about creating social integration and cohesion. Inclusive cities are open for participation from the widest range of civil society, irrespective of gender, age, ethnicity, cultural heritage, beliefs, religion and economic status. Inhabitants should have equal opportunities to participate in the activities of a city. Inclusiveness enhances community feelings, the sense of ownership towards the city, the sense of belonging to a place.

Authenticity

is the ability to maintain the local character of the city, the local heritage, culture and environment. At the same time, a city needs to accommodate social, economic and technological changes – and evolve itself. This evolution needs to be sustainable and match the expectations of the citizens.

*Livable cities reference based on a concept by Daisuke Fukuda, Keio University Tokyo, first presented at the think tank meeting in Singapore on 2007/2008



The Philips Center for Health & Well-being is focused on improving the lives of people around the world. The Insight Series shares the work-in-progress of the think tanks operating within The Philips Center for Health & Well-being. Through illustrating a snapshot or a concept, they are aimed at stimulating discussion and debate around critical challenges in improving health & well-being worldwide.

Go to <http://joinpd.com/>

Type in the Join Code



Primary Analysis: Caged Bird

This lesson students explore the shop of a group of bird cage makers in Jakarta to develop empathy for the caged birds and to analyze Maya Angelou's poem "Caged Bird".

Nearpod VR 

Info 

 Share

Add To My Library



Nearpod: *A recent development*



Wonders of the World

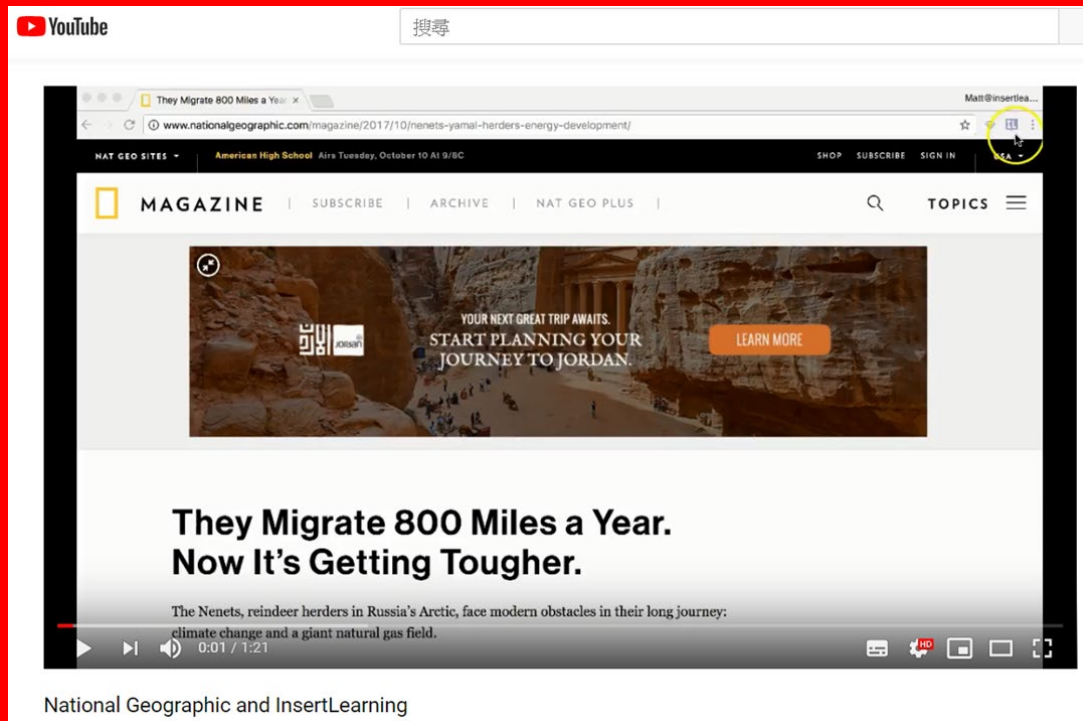


Preview ▶

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



Goal 4: To try creating an interactive Reading Comprehension worksheet



The screenshot shows a YouTube video player with a browser window in the background. The browser address bar shows the URL: www.nationalgeographic.com/magazine/2017/10/nenets-yamal-herders-energy-development/. The video player displays a thumbnail for the article "They Migrate 800 Miles a Year. Now It's Getting Tougher." with a "LEARN MORE" button. The video title is "They Migrate 800 Miles a Year. Now It's Getting Tougher." and the description is "The Nenets, reindeer herders in Russia's Arctic, face modern obstacles in their long journey: climate change and a giant natural gas field." The video player shows a progress bar at 0:01 / 1:21. The channel name "National Geographic and InsertLearning" is visible at the bottom.



The image displays the Formative logo, which consists of a circular icon with a checkmark inside, surrounded by four colored segments (green, blue, yellow, red). Below the logo, the word "formative" is written in a lowercase, sans-serif font. At the bottom, the website URL "www.GoFormative.com" is displayed in a bold, black, sans-serif font.

2 examples

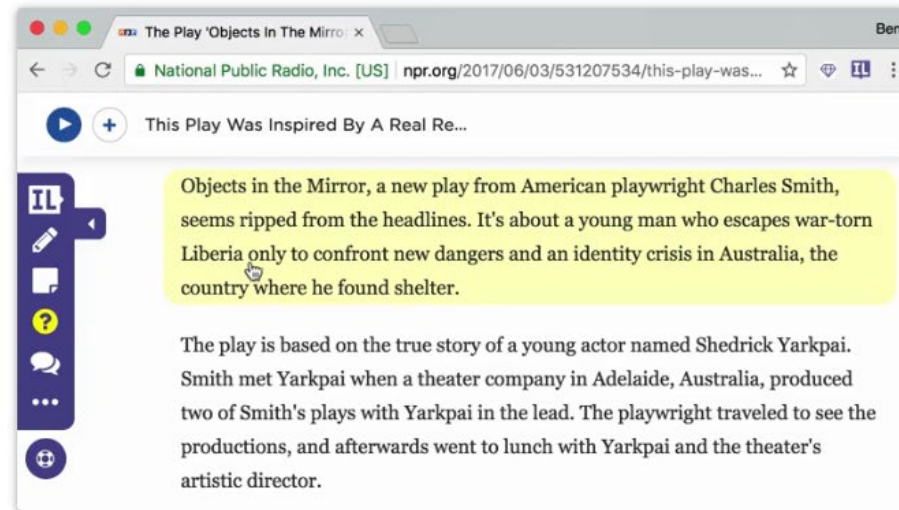
1. InsertLearning.com

2. GoFormative.com

Example app 1: *Insert Learning*

<https://insertlearning.com/>

Insert instructional content on any web page.



Add to Chrome It's free

How *InsertLearning* works

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

The screenshot shows a web browser window with several tabs. The active tab is titled "How One Of The World's Toughest Creatures Can Bring Itself Back To Life" from NPR. The URL is www.npr.org/2017/03/16/519986839/how-one-of-the-worlds-toughest-creatures-can-bring-itself-back-to-life. The article text is partially visible, discussing tardigrades and the process of vitrification. An "InsertLearning" overlay is present on the left side of the page, featuring a vertical toolbar with icons for annotation, search, and other functions. A text input field at the top of the overlay contains the text "Answer..." and a "Saved" button. Below the input field, there is a section titled "Opinion: what do you think?" with "Edit" and "Post" buttons. A dropdown menu shows "Show: All classes". The video player at the bottom of the page shows a progress bar at 3:01 / 6:26.

Answer... Saved

Now researchers think they have the answer, and it may someday help us ship pharmaceuticals more efficiently.

Scientists initially thought tardigrades were surviving desiccation by using a sugar called trehalose. In bacteria and fungi, trehalose can turn the inside of cells to a glass-like matrix that keeps proteins from being damaged in super dry conditions. The process, called **vitrification**, allows dried-up organisms to hold proteins and molecules together until the organism is rehydrated and can get back to business.

Opinion: what do you think? Edit Post

Show: All classes

But when they looked closely, researchers found that trehalose was barely detectable in water bears, and that some species don't have the ability to make the sugar at all. So researchers at the University of North Carolina at Chapel Hill set out to find what the tardigrades were doing to regenerate

GoFormative

<https://goformative.com/>

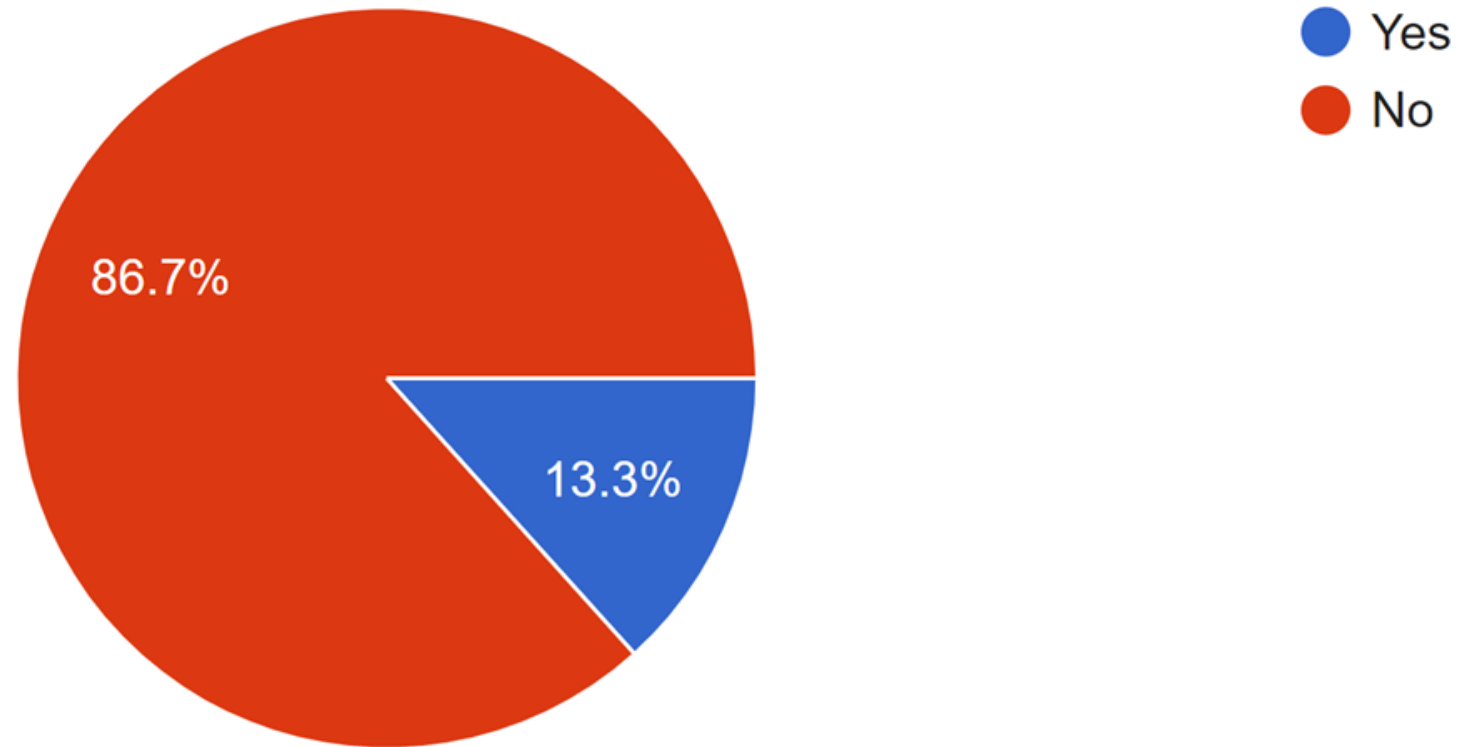


formative

www.GoFormative.com

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

15 responses




How does GoFormative work?

ing Estate - Past and Present

Edit Assign View Responses KCFAED

Choi Hung Estate - Past and Present

Choi Hung Estate - Past and Present



1 From the middle of the 20th century, more and more people came to Hong Kong, but there were not enough houses for them. People began to build wooden huts across the hills. In 1953, a big fire broke out in the wooden huts in Shek Kip Mei. A total of 50,000 people became homeless. 1

2 The government then started to build public housing estates so that people could have a safe home. 2 The early public housing estate was Choi

Multiple Choice 1pt

This means the people ...

- had no homes any more.
- did not want to go home.
- started to build new homes.

顯示畫面

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

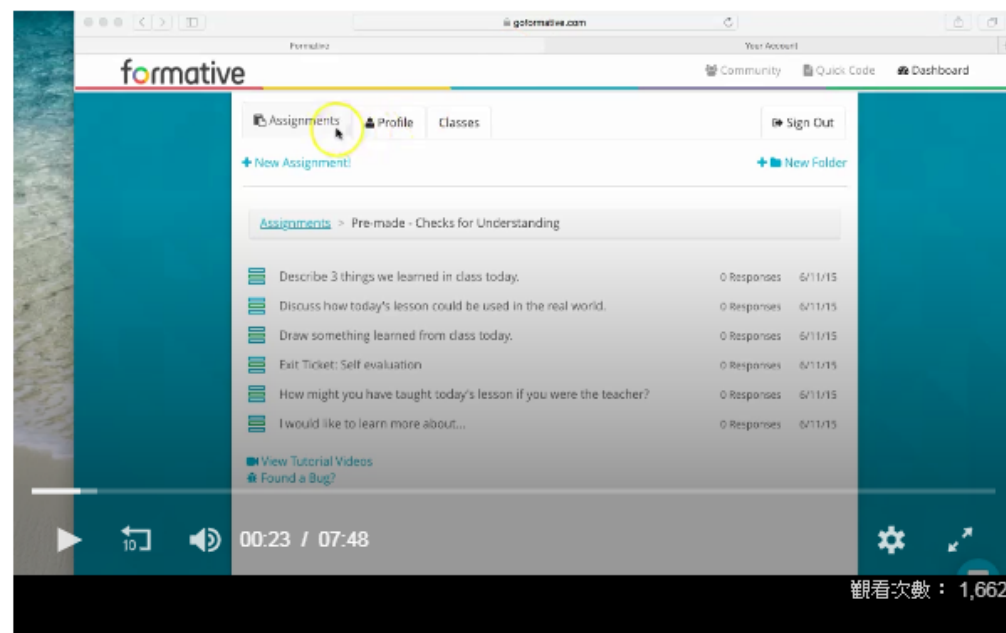
Join code:

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



The screenshot shows the Go eLearning website interface. At the top, there is a logo for 'Go eLearning' and a navigation menu with 'Series' and 'About Go eLearning'. Below the header, the breadcrumb trail reads 'Go eLearning > Series > Assessment as / for Learning > Before Lesson / After Lesson'. The main title is 'Formative 助製作電子工作紙'. Below the title, it lists 'KLA: Others;', 'Author: 潘潔華老師', and 'Last Modified: 21/02/2017'. There are two circular icons with the numbers '1' and '0'. At the bottom, there are two buttons: 'Formative簡介' and '使用示範'.

使用示範



The screenshot shows a video player displaying the Formative website. The website header includes the 'formative' logo, navigation links for 'Assignments', 'Profile', and 'Classes', and a 'Sign Out' button. A 'New Assignment!' button is highlighted with a yellow circle. Below the header, there is a list of assignments under the heading 'Pre-made - Checks for Understanding'. The list includes items like 'Describe 3 things we learned in class today.', 'Discuss how today's lesson could be used in the real world.', 'Draw something learned from class today.', 'Exit Ticket: Self evaluation', 'How might you have taught today's lesson if you were the teacher?', and 'I would like to learn more about...'. Each item shows '0 Responses' and a date '6/11/15'. At the bottom of the video player, there are playback controls and a view count of '觀看次數: 1,662'.

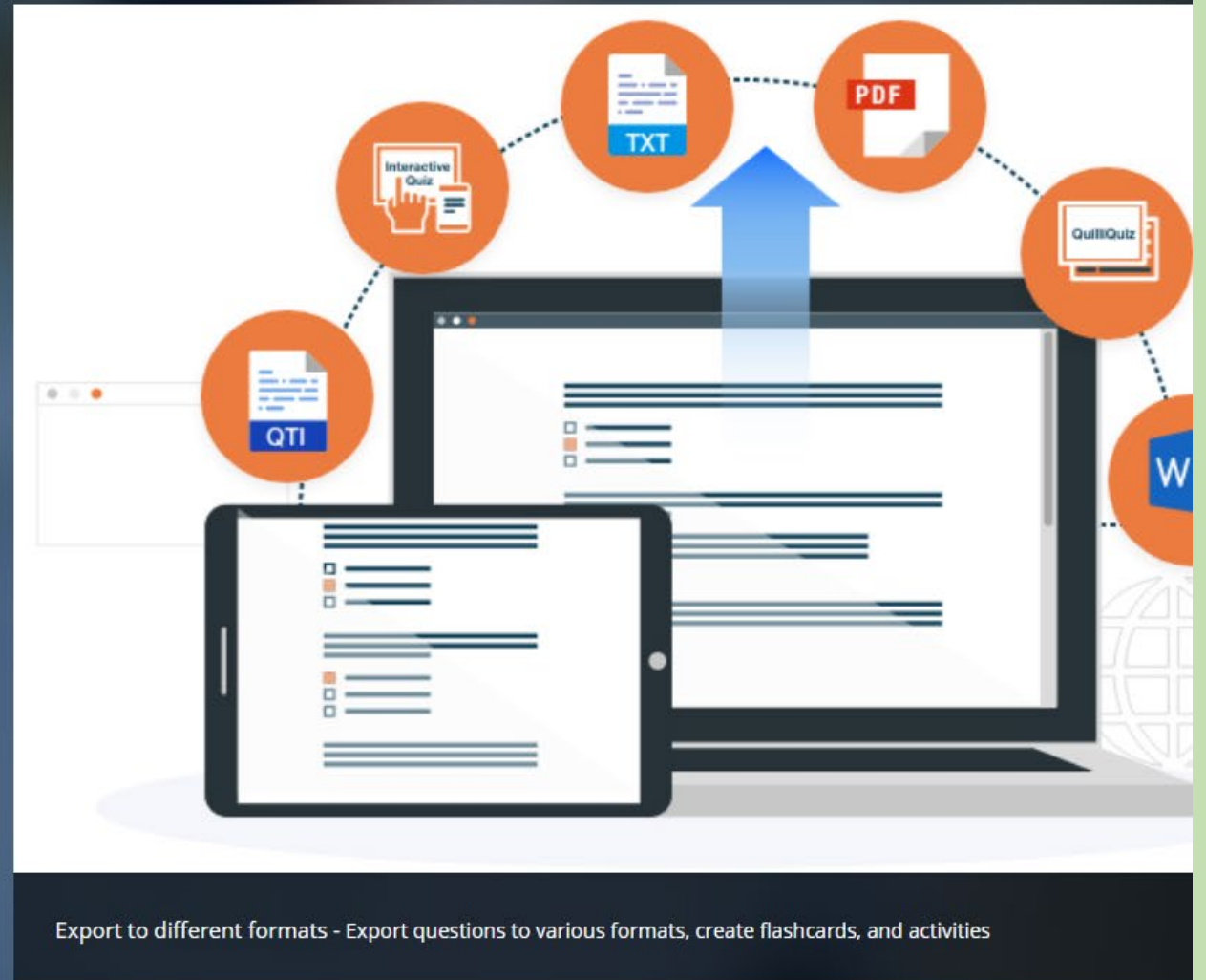
本片示範如何把傳統的文字工作紙，快捷地轉為電子工作紙，並在工作紙內加入不同題型的問題，最後在 [Google Classroom](#) 內派發給學生。

Task 3

Create a GoFormative
Tasksheet

World's first AI-powered platform for creating questions, quizzes and notes

ENTER YOUR EMAIL ID



Export to different formats - Export questions to various formats, create flashcards, and activities

A.I. tools for language teachers

The screenshot shows a website for AI-powered language teaching tools. The main headline reads "World's first AI-powered platform for creating questions, quizzes and notes". Below this, there is a section titled "Artificial Intelligence TOOLS FOR LANGUAGE TEACHING". The website features several promotional cards for different tools:

- World's first AI-powered platform for creating questions, quizzes and notes:** This card highlights the platform's ability to generate content for various subjects and levels.
- Join any conversation with Live Transcribe:** This card promotes a tool for real-time transcription of audio and video content.
- Fluent AI-based English Learning App:** This card advertises an app for learning English through AI-based exercises.
- Parle AI-powered English teacher:** This card describes a virtual teacher that provides personalized feedback and practice.
- Learn a language. Meet the world | Microsoft:** This card promotes a language learning app with a focus on cultural immersion.
- USA Speak English fluently with our world's Top V.A.I App:** This card highlights an app for learning American English.
- AI in English Language Learning | World Of Better Learning:** This card discusses the integration of AI into language education.

<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

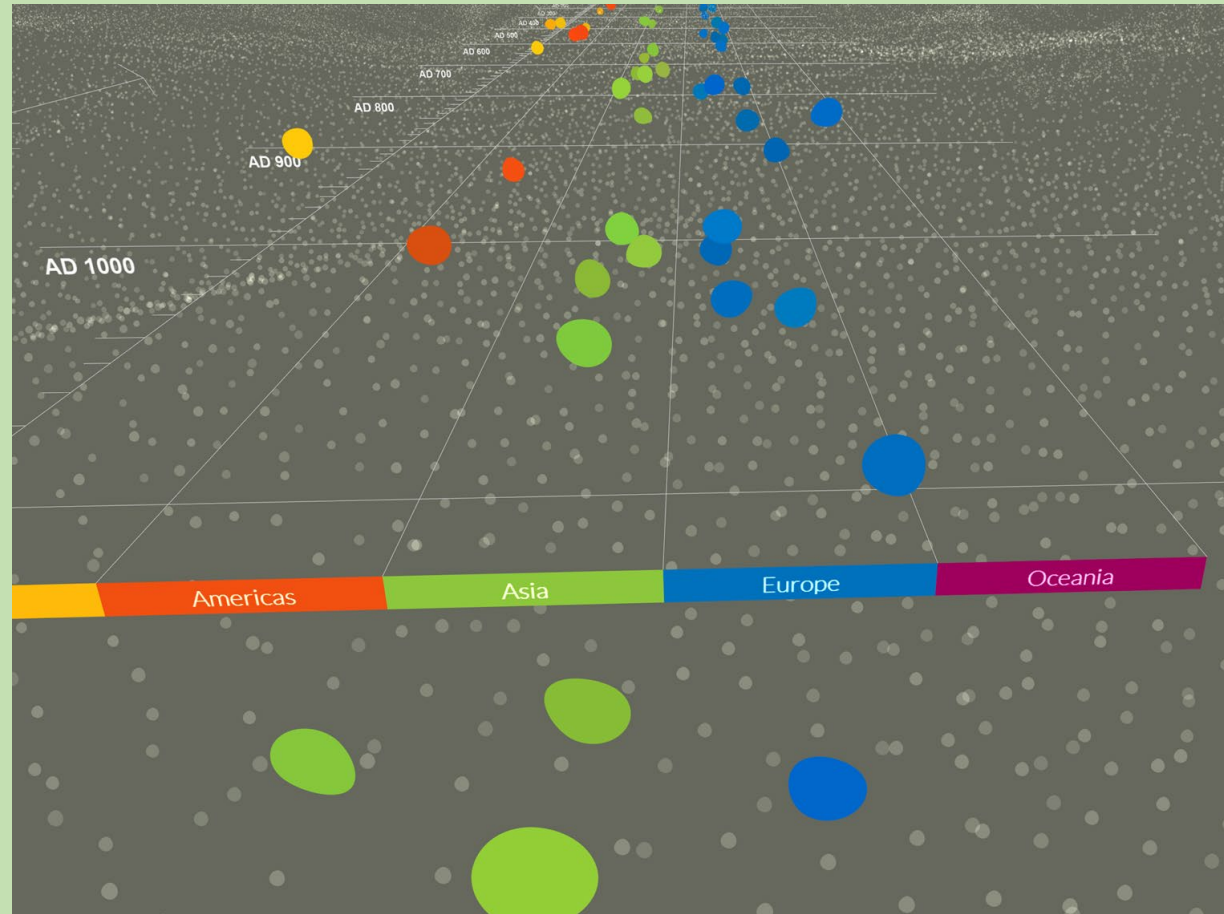
- Enhancing language learning through the flexible use of a wide variety of quality resources and **multimodal texts** to develop students' **new literacy skills**

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/>

You've collected a tip!

Using something once is never enough!



Curbside recycling isn't your only option so get inventive. Donate extra toys to a daycare, drop off old hangers to your local dry cleaner, or advertise items on your neighborhood social media channels.

Download or share this tip with your friends

[f](#) [t](#) [↓](#)

Let's keep going

Google Lit Trips

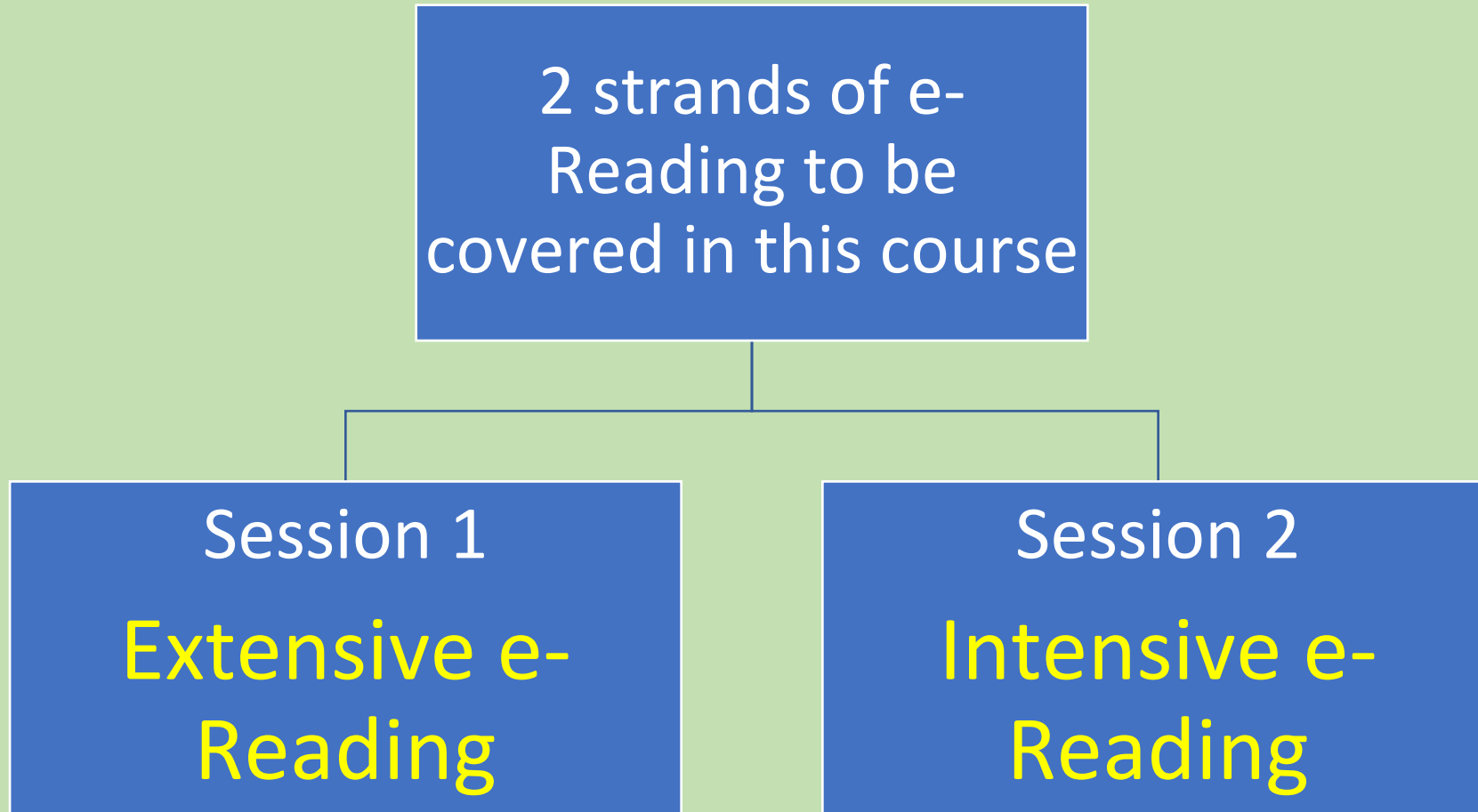
<http://www.googlelittrips.org/gltStore/gltStore.php>

The screenshot displays the Google Lit Trips website interface. At the top left is the GLT Global ED logo, featuring a globe and the text '501(c)(3) educational nonprofit'. The main header reads 'Google Lit Trips READING THE WORLD' with a background image of Earth from space. A search bar is present, labeled 'ENHANCED BY Google'. Below the search bar is a message: 'Amazon donates a portion of your purchases to GLT Global ED to support Google LitTrips!' followed by an 'amazon smile' logo. The main content area is titled 'The GLT Store' and contains a 'Request a Lit Trip' form. The form includes fields for 'Registered Member Email *', 'Confirm Registered Member Email *', a 'Select title *' dropdown menu (currently showing 'A Family Apart'), and a 'Suggest new title' text input. A blue 'Request Lit Trip' button is located below the form. A left sidebar contains navigation links under categories: 'WELCOME • HOME', 'LIT TRIP LIBRARY', 'GLT STORE', and 'CONTACT US'. The 'GLT STORE' section includes links for 'Request a Lit Trip', 'Conference Materials', 'Promote Your Event', 'Step Guides & Tutorials', and 'Submission Guidelines'.

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.



As soon as Scrooge fell asleep there 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 help you. I'm going to send three friends who can show you the way to care and share and enjoy Christmas Day!"



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.

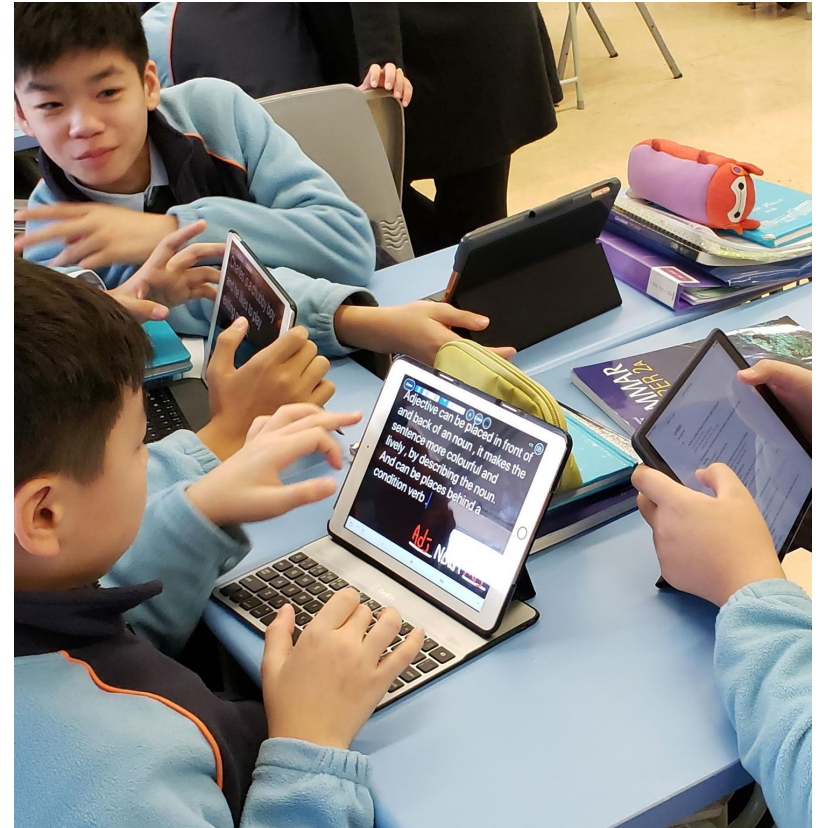
TODAY

READING



WRITING





Learning to do e-Reading through Experimenting

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.



Home > Education System and Policy > Primary and Secondary Education > Applicable to Primary and Secondary Education > IT in Education

IT in Education Centre of Excellence (CoE) Scheme

Introduction	Strength of Schools Secondary Primary Special	Professional Development Programme	CoE School List	Online Remote/On-site Support Application Form
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<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

