

CCC Heep Woh Primary School

English Reading Workshop (J1-3)

Year 1 have thus far been introduced to my English background. In the first unit I wanted the students to know more about me. I tried to teach them about some simple English culture. The students then constructed sentences about themselves and their own backgrounds. I asked students to describe their families and use simple adjectives to label them personally. I enjoyed reading their final writing.

The second unit investigated what their classmates and teachers put in their bags and bring with them to school. The students enjoyed drawing their classroom apparatus and discovering the different things their classmates bring to school.

We are approaching our next topic which is about animals. Students will participate in a 'Show and Tell' class. They will be asked to show their favourite toy animal and describe its features.



Year 2 have been busy learning all about some fictional characters called the Meanies. These naughty characters were very mischievous and when they went to school they weren't very well behaved. Students have been using their own imaginations to make up new sentences to add to the story. They have just completed making their own mini Meanies comics. In these they became authors and also illustrated their own books. They did a great job and you could see they had marvelous fun.



Year 3 have been busy too and they have even tried their hand at purchasing ingredients from a supermarket. We transformed our English classroom into a shop. And in groups the student's followed a shopping list and bought ingredients to make their dream burgers. This was after we completed their class reader 'A Bigger Burger' by Joy Cowley. The students had fun and it was nice to see them using their English in a real life situation.



Student's second unit continued with the food theme and cookery procedures. Their class reader was called 'Rupert's Rainbow Ice Cream.' Consequently, I decided as a special treat we would make our own ice cream during class and follow simple instructions. This was after we completed the book and they had learnt enough adjectives so we could describe exactly how the ice cream

looked, tasted and felt. I thought it would be special if the students could actually try the ice cream and use their new language in context. The story however, had a problem during the middle. This gave our students an opportunity to look at story components and identify the key elements which a story must have e.g. characters, a setting, a problem and a solution. Students will be working on their story telling skills this year. I am trying to get students to work on their elaboration skills and begin to give more details when they speak out loud during class time. We have been playing some fun games in class which encourages students to lengthen their answers.



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