Incorporate Reading Strategies in High School English Class

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Agenda

1. Reading Class—Course Design
2. Reading Class— Course Features
3. Q & A
Golden Circle: Simon Sinek, 2009 TED Talk
Learning To Read: T or F

1. Learning to read is a natural process.

2. Children will eventually learn to read if given enough time.

3. Reading programs are "successful."

4. We used to do a better job of teaching children to read.

5. Short-term tutoring for struggling readers can get them caught up with their peers, and the gains will be sustained.

Dr. Wren. (2002), 10 Myths of Reading Instructions.
How did I design my course?
Conventionally....

1. Get the text book
2. Use the content
3. Assign HW accordingly
4. Tests
5. Assess the learning result
Backward Design 逆向設計


1. Identify desired **result**.
2. Determine acceptable **evidence**.
3. **Plan** learning experience and instructions.
21st Century Skills & Competencies

澳洲 1992 學以致用七能力
UNESCO 1996 2003修訂 終身學習五大支柱
歐盟 2005 終身學習關鍵能力
美國 2003 2009修訂 21世紀關鍵能力
21st Century Learning Skills

3R
• Memorizing
• Reading
• Writing

4C
Critical thinking
Communication
Collaboration
Creativity
我期望的學生 學習結果
(identify desired result)

1. **Critical thinking**  → 用策略
2. **Communication**  → 會溝通
3. **Collaboration**  → 願合作
4. **Creativity**  → 有創意
5. **Certificate**  → 有實力
TOEFL Made Easy

4C

- Creativity
- Communication
- Collaboration

Critical thinking
Communication

TOEFL Made Easy

strategies
Promotion

strategies
Application

strategies
building up

課程規劃：
Do you know reading strategies?

Let’s have a quiz--①
Reading strategies/they do not understand./indicate how/readers conceive a task,/what textual cues/how they make sense of/they attend to,/what they read, and/what they do when

Characteristics of Reading Strategies

Reading strategies are **deliberate, conscious** techniques that readers employ to enhance their **comprehension** or **retention** of the textual information.

1) Deliberate, conscious plans, techniques and skills

2) Aiming to enhance reading comprehension and overcome comprehension failures

3) Behavioral and mental

Course Features: Reading High Five
Reading High Five

1. Skimming
2. Scanning
3. Making Predictions
4. Making Inferences
5. Identifying Text Structures
設計學習經驗及教學活動
(Plan learning experiences & instructions)

Before
What is it?
先備知識
課前預習

While
How to use it?
閱讀練習
試題佐證

After
How to apply it?
省思記錄
活動設計
教學示範：Skimming & Scanning

**Before + While:**
Q: Why do we Skim or Scan?

**Before + While:**
Q: How do we Skim or Scan?

**While + After:**
Q: What do you learn from it?
1. Why Skimming and Scanning

① **Skimming**: Read quickly to get the **main idea** of what you read.

② **Scanning**: Looking for the **particular piece of information** in a text.

③ **Predicting**: **Guess** what you will see or what will happen **next**.
2. HOW We Do It?

Look at the picture below, which of them refer the reading strategy: Skimming and Scanning

Skimming

Scanning
Look at the picture below, which of them refer the reading strategy: Skimming and Scanning

Scanning

Skimming
People in the United States have many sources of news, some of which are available 24 hours a day. Some say that Americans have become addicted to the news. In a recent survey, more than 65 percent of American respondents said that they spend from one-half to two hours per day watching, listening to, or reading the news. Twenty percent said they pay attention to the news for more than two hours each day. News comes from every angle, not only from printed sources, but from TV, radio, and the Internet as well.

With the increased availability of news, serious questions have emerged about the role of the news media in society. Should the media report every detail about every story, even when the information does not seem timely or relevant? Critics are concerned that by focusing on everything at once, the media increasingly ignore the more important social, political, and economic issues that we face. We become distracted from what’s important by reading about what is not. One extreme example of this is the type of information covered by the tabloid media, which focus on negative stories of violence, crime, and scandal.

How can people deal with all the news that is available to them? Some become “news resistors” and choose to turn their backs on news, resisting the urge to turn on the TV and read the paper every day. They argue that although daily news reports may provide us with many facts, they do not include the background or context that we need to understand news events. They suggest that instead of daily reports, we look for information from news sources that have more in-depth analysis of the news, such as monthly magazines.
Practice (P13)

1. What is the main topic of the reading?
   Skim

2. What percent of Americans spend more than two hours per day paying attention to the news?
   Scan

3. What does the author say about the tabloid media?
   Scan

4. What are “news resistors”?
   Scan

5. What does paragraph 3 discuss?
   Skim
**The Yellow Ribbons**

<table>
<thead>
<tr>
<th></th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td>a grateful woman and her uncle</td>
<td>Vingo and a girl (a passenger)</td>
</tr>
<tr>
<td>What</td>
<td>They were taking train for going home.</td>
<td>Vingo was on a job for the first time again.</td>
</tr>
<tr>
<td>When</td>
<td>The day before Thanksgiving.</td>
<td></td>
</tr>
<tr>
<td>Where</td>
<td>In a train</td>
<td>On a bus from New York to Florida</td>
</tr>
<tr>
<td>Why</td>
<td>They wanted to visit their relatives.</td>
<td>Young people: on a vacation Vingo going home</td>
</tr>
<tr>
<td>When</td>
<td>Where</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------------</td>
<td></td>
</tr>
<tr>
<td>1770/12/17</td>
<td>Germany (hometown)</td>
<td></td>
</tr>
<tr>
<td>1827/3/26</td>
<td>lived in Austria and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>died in Austria</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What</th>
<th>Family</th>
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<tbody>
<tr>
<td>a talent composer</td>
<td></td>
</tr>
<tr>
<td>held a concert when he was eight</td>
<td></td>
</tr>
<tr>
<td>he wanted to be a pianist at first, but then he started to be a composer.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dad: a singer</td>
</tr>
<tr>
<td></td>
<td>Grandfather: the leader of the royal band</td>
</tr>
<tr>
<td></td>
<td>the second son of his family</td>
</tr>
<tr>
<td></td>
<td>very bad family. Dad liked to</td>
</tr>
<tr>
<td></td>
<td>drink, Mom died when Beethoven was young.</td>
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Part II: My feelings about “Moonlight Sonata”

Let’s hear it, and use adjectives to describe your feelings.
Part I: Check-Compare-Share: Read word lists and categorize them into the following box.

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Part II: Making hypotheses: Use the word lists as hints, and guess what issues will be covered in the lesson. Use WH-questions to make questions. (2) Read the first paragraph. Decide if you want to change your questions.

- **When**
  - When do they inhabit?
- **Where**
  - Where do they inhabit?
- **Who**
  - Who are pandas in danger?
- **How**
  - How do panda cubs need a great deal of care?
- **What**
  - What have WWF done to protect pandas?
- **Why**
  - Why is living in small groups a problem for pandas?

Part III: Skimming and Scanning—Challenge (1)

<table>
<thead>
<tr>
<th>Question</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Q1: Who is Hua Mei?</td>
<td>1 point</td>
</tr>
<tr>
<td>Q2: What is causing the loss of the pandas’ habitat?</td>
<td>1 point</td>
</tr>
<tr>
<td>Q3: How much bamboo does a panda eat per day?</td>
<td>1 point</td>
</tr>
<tr>
<td>Q4: What do we need to do for pandas?</td>
<td>2 points</td>
</tr>
<tr>
<td>Q5: What have WWF done to protect pandas?</td>
<td>3 points</td>
</tr>
<tr>
<td>Q6: Why do panda cubs need a great deal of care?</td>
<td>3 points</td>
</tr>
<tr>
<td>Q7: Why is living in small groups a problem for pandas?</td>
<td>3 points</td>
</tr>
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結語

1. Strategy-based 主動
2. Student-centered 互動
3. Task-oriented 行動