

# Extensive Reading class

Phase I [April to May]

Phase II [June to July]

## How to start an ER program

---

SSR & reading  
100 books

Interactive  
Book Talk

My Favorite  
Books

Class  
Readers

# Objectives

---

1. Students read more than 100 books or 10,000 words.
2. Students start reading ORT series and enjoy reading Graded readers ( Cambridge Starter level).
3. Students find their favorite books and enjoy reading.

# Orientation video

---

# Teaching Plans

---

## Teaching Plan 1

Sustained Silent Reading + Interactive Book Talk

## Teaching Plan 2

Sustained Silent Reading + ER Activities

## Teaching Plan 3

Class Readers + Class-reader Activities



# Teaching Plan 1

---

Sustained Silent Reading (SSR)  
for 20 – 30 minutes  
Interactive Book Talk

April

March



SSR+ Interactive Book Talk

# Sustained Silent Reading

- ✓ In-class reading
- ✓ Start from Very easy Leveled Readers books (ORT)
- ✓ Read only ORT and FRL series

ORT: Oxford Reading Tree

FRL: Foundations Reading Library

# Sustained Silent Reading

What are roles of Teacher?



# Interactive Book Talk

- Q1 What book did you read?
- Q2 Who are the main characters?
- Q3 When did it happen?
- Q4 Where did it happen?
- Q5 Could you show me your favorite page?
- Q6 Do you like the story?  
Why or why not?

## Interactive Book Talk (ORT / FRL)

- Q1. What book did you read?
- Q2. Who are the main characters?
- Q3. When did it happen?
- Q4. Where did it happen?
- Q5. Would you show me your favorite page? Please explain what happened!
- Q6. Do you like the story? Why or why not?

The story is .....  
[ fun, interesting, exciting, thrilling, easy, difficult, cute ]

### < Useful Expressions >

Let me see..... Well..... Sounds interesting!  
Sorry, it's difficult to explain.

### < Other questions >

Is it easy to read?  
Who are your favorite characters?  
What did you learn from the book?  
Do you like the ending?

Please do not tell the ending  
of the story to your partner  
if he/she hasn't read it yet!

*Do NOT write on this!*

# Teaching Plan 2

---

Sustained Silent Reading (SSR)

**Extensive Reading Activities**

“My Favorite Books” Poster

Find Me! (Blurb and Title Match)

# “My Favorite Books” Poster

Things to remember!



MY  
BEST  
3

Happy  
Reading  
3-4 14

この本には、2つのお話が入っています。  
このような形の本は今まで見たことがないので、新鮮でした。  
私は特に『The Selfish Giant』が好きです。  
Giantが次第に優しい心を持つようになるのですが、  
その時のGiantの顔がとてもほわかほわお気に入りです。  
また、Green Apple シリーズの良い所は、CD付きであることです。  
絵本と音声があっという間でも読みやすいので、ぜひ読んで  
みてください。



Green Apple  
1500 words  
The Happy Prince | The Selfish Giant

私の大好きな絵本作家、Arnold Lobelさんの作品の1つです。  
絵がとてもユニークで、子供たちの心を奪われます。  
本としては少々厚めですが、字が大きく、一文も短いので  
読みやすい一冊だと思います。  
My大好きな子供たちに、大変なことが起きてしまいます!!  
最後まで目が離せない☆

An I CAN READ Book  
796 words  
SMALL PIG

これを初めて読んだ時、不気味と思わず顔が歪んだ作品です。  
この本にもCDが付いているので、ぜひCDを聞きながら読んでほしい  
一冊です。不気味な雰囲気はよく表れています。  
難しい単語がほとんどなく、KipperくんシリーズをLevel4まで  
読めば、スラスラと読めそうです。  
最初と最後の船長の顔にも注目して読んでみてくださいね...

MACMILLAN  
600 words  
The Lost Ship



# Find Me! (Blurb-Title Match)

# Teaching Plan 3

---

Class Readers +

Class-reader Activities

Sentence Treasure Hunt



# Class Readers + Sentence Treasure Hunt

ER class Phase I [Apr – May]  
Phase II [ June – Sep]

---

Things to remember!



# Extensive Reading class

Phase III [ June to July]

How to develop an ER program

---

Out-of-class  
Reading

Class readers

Literature  
Circles

# Objectives

---

1. Students read more than 100 books or 20,000 words.
2. Students enjoy reading Graded readers (more than 5,000 running words).
3. Students find their favorite books and enjoy reading.

# How to develop the program

## Teaching Plan 1

---

Sustained Silent Reading + Interactive Book Talk

SSS → SSS + **out-of-class reading**

Leveled Readers → **Graded readers**

Pair conversation → **Pair discussion**

## Teaching Plan 3

Class Readers + Class-reader Activities

**Creating the Ending, Literature Circles**

Pair discussion → **group discussion**

4月

3月



SSR+ Interactive Book Talk

# Class Readers + Literature Circles

## Literature Circles

→ Small, peer-led discussion groups

Discussion Leader

Summarizer

Word/Picture Master

Passage Person

Connector

Culture Connector

# Objectives

## Students

- 1) Read the book based on their role sheets by connecting their life with the book.
- 2) Explain their own reading to a group members and share the reading from different roles.
- 3) Have a discussion about the text by exploring the discussion topics and questions.

# Literature Circles

Roles of the teacher





# Class Readers + Creating the Ending

Step 1 First Writing

Step 2 Peer-reading

Step 3 Second Writing

Step 4 Final Product

\* Put the final products on the wall of the classroom.

After concert Sarah said to Rick, "You are a very good guitarist. I think if we play music concert to concert, we will become famous musicians. So, will you play music with me?" Rick said, "Of course, I want to play the concert with you."

One year later, Rick and Sarah become famous musicians. They released many CDs.

One day, before the concert, a woman came in Rick and Sarah's room. She is Mary. Mary said, "I am a fan of your band. I'll give you a present." Rick and Sarah said, "Thank you very much for your present."

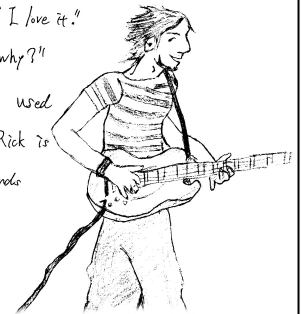
When Mary left the room, Rick and Sarah opened the present.

Rick became happy, "It's a guitar! I love it!"

But Sarah said, "It's an old guitar, why?"

Actually that is the guitar Rick used when he lived with Mary. Today, Rick is playing the old guitar, and the sounds are great!

Fin



# Class Readers + Creating the Ending

Why are their endings so different?

# Questions

---

1) What did students learn from interactive ER activities?

2) How did students build an ER community?

# Building an ER community

## [ I ] Peer Influence

April –  
May

My Favorite  
Book  
Posters

Sustained Silent Reading  
(ORT & FRL)

Interactive  
Book Talk  
for 3 min

## [ II ] Active Participation

June  
– Sep

5 Class Readers +  
follow-up activities  
(pairs, groups)

Sustained Silent  
Reading (Leveled &  
Graded readers)

Interactive  
Book Talk for  
4 mini

## [ III ] Full Participation

Oct –  
Jan

Creating the Ending  
Literature Circles

Sustained  
Silent Reading  
(Graded readers)

Interactive  
Book Talk for  
5 min

# [ I ] Peer Influence



April –  
May

My Favorite  
Book Posters

Sustained Silent Reading (ORT  
or FRL)

Interactive  
Book Talk

<Students Voices from the individual interview in Feb.>

## Interactive Book Talk and Book Posters

When I selected a book to read, I often referred to the book my friends recommended. I was interested in what books my friends read.

*When I saw my friends reading higher level of the books, I was encouraged to keep reading. This is because I wanted to be a good reader like them.*



*'Interactive Book Talk' is helpful because I can ask the partner, "How can I read this kind of book?" or "When do you read?"*

*I'd like to introduce my favorite books to my friends. I felt so happy when my partner understood what I said about the interesting points of the book.*

*In April, I couldn't talk a lot. So I often showed the pages to the partner and said only "interesting". But we could keep talking because my partner kept asking questions. Now I can enjoy talking about summaries and comments. I even ask new questions. Thanks to my friends, I've learned how to summarize and how to ask questions.*

# [ 1 ] Peer Influence

## Students

---

- were interested in what their peers were reading.
- were encouraged to read more. (Near-peer roles)
- learned reading strategies from peers – how to enjoy reading.
- learned conversation strategies from peers
- enjoyed sharing their reading experience just like their real-life reading experience

\* Collaborative dialogue

\* Ss were engaged in ER more in their ZPDs with the help of peers and a teacher.

# The Power of Interactive Book Talk

## *Reading alone together*

*When I was in the first and second year, I was often at a loss what to read. Because we didn't have "Book Talk" activities, I always wondered what other people were doing and thinking. . . . . Just reading after reading without any pair- talk was painful and not fun at all to me, who was poor at English. . . . . But, to my surprise, I really enjoyed this class. I read a lot, more than 300 books and I talked a lot about books ( interview, February 2010)*



# [ II ] Active Participation

June  
– Sep

5 Class Readers + follow-up activities

Sustained Silent Reading

Interactive Book Talk

<Students Voices from the individual interview in Feb. >

## Class readers

When we read the same book, we could talk about the ending, events and characters in the story. This is what we cannot do in 'Book Talk' when we read different books. Reading the same book made me rethink of the story because I could listen to different predictions, opinions or interpretations from my friends, which was very interesting.

## [II] Active Participation

*It was a lot of fun to do follow-up activities after reading the same book. I liked 'Find the sentence! Who said this?' We helped each other to find the answers because it was a group competition. It helped me understand the story as well.*

*Class readers were good for me, because I could finish reading the book easily which I would never finish reading by myself. Talking about the book during the reading and after the reading was very helpful to deepen my understanding of the story.*

# [II] Active Participation

## Students

---

experienced the joy of reading the same book – sharing the storyline

expanded the repertoire of their reading and started to read a higher level of books.

learned some reading skills from peers – interpretations, evaluation and predictions.

- \* Interactive follow-up activities
- \* Ss actively participated in the collaborative activities and their ZPDs could be activated with peer scaffolding.

# [III] Full Participation

Sep –Jan

Creating the Ending  
Literature Circles

Sustained Silent  
Reading

Interactive  
Book Talk

<Students Voices from the individual interview in Feb.>

## Creating the ending

*The endings of my friends were so original and interesting. It came from the different interpretation of the characters and events. Reading their ending was helpful for me to rethink my interpretations about the characters.*

*It was a lot of fun to read the endings my friends made. “You connected that event to the ending, didn’t you?” We enjoyed talking about the different endings we created.*

# [III] Full Participation

## Literature Circles

*I like the discussion questions each member asked. When I read alone, I usually don't ask many questions to myself.*

*During the discussion, I was asked many questions and I started to think those questions. Listening to the different ideas made me think deeply about the discussion topics.*

*In order to prepare the role sheet, I read the book many times. I thought I read the story deeply enough, but during the discussion, I discovered new questions or different ideas among the group members. I was excited and surprised.*

*When we had a discussion, we shared our life experiences by connecting the story or the characters in the story. We came to understand each other well because we shared personal experiences and feelings. I felt very close to my group members after the discussion.*

*I learned how to read the story deeply with my group members. We cannot do this kind of reading when we read alone. This is heavy but it was a precious reading experience for me.*

# [III] Full Participation

## Students

---

learned some reading skills from peers

- connection, interpretation, evaluation, discussion questions

shared their feelings, ideas and life experiences

deepened mutual understanding through the stories

**More collaborative dynamic interaction**

**More peer-scaffolding**

**\* Ss actively participated in the more collaborative activities and their ZPDs could be more activated with peer scaffolding.**

# Conclusion

---

- Collaborative interaction in ER led to genuinely communicative interaction, which helped create a learning community in a classroom.
- Interactive and collaborative ER activities play key roles to promote learning and to build a learning community in a classroom



- 
- Collaborative interaction in ER led to genuinely communicative interaction, which helped create a learning community in a classroom.
  - Interactive and collaborative ER activities play key roles to promote learning and to build a learning community in a classroom.