

Curriculum Framework on Parent Education (Kindergarten)

Developing Reading Habits

Instructor Guide**1. Objectives of the Session**

By the end of the session, participants will be able to:

- a. Appreciate the importance of enjoying good reading habits between parents and children;
- b. Understand the rationale and content of the “5 routines”; and
- c. Learn to practise the “5 routines”.

2. Procedure (90 minutes in total)

Section	PPT Page No.	Time	Objective	Content	Resources
1		35 mins			PPT slides, Notes for parents & children’s books
1a	Introduction Slides 1-6		Introduce the objectives of the session and the “5 routines”.	<ul style="list-style-type: none"> ➤ Introduce the objectives of the session. ➤ Introduce the benefits of happy parent-child reading – emphasize that the happiness experienced by children during reading with parents can encourage them to explore, learn and improve according to their abilities. Developing reading-loving habit is more important than grasping concepts and vocabularies instantly. ➤ Introduce the “5 routines”: <ol style="list-style-type: none"> 1. Acquiring books 2. Reading culture at home 3. Reading with child 4. Attending to the environment 5. Being appreciative and having fun ➤ Introduce resources for parent-child reading and the importance of their flexible use. 	

Section	PPT Page No.	Time	Objective	Content	Resources
1b	Acquiring books Slides 7-11		Allow participants to understand the ways to practise “acquiring books”	<ul style="list-style-type: none"> ➤ Guide participants to discuss how to better understand children (e.g. interests, strengths, patience, etc.) through observing their behaviours in the book-choosing process, and provide appropriate guidance. ➤ The photo on the left of Slide 9 illustrates a large safe wood-built area for relaxed parent-child reading. ➤ The photo on the right of Slide 9 illustrates an area in the library decorated as a forest, helping children immerse themselves in the atmosphere of related topics when enjoying the reading experience. ➤ Allow participants to understand the different functions of the two library designs. Parents can take children to different libraries to experience themselves. ➤ Guide participants to discuss “what is to be done when children choose unsuitable books”: bring children to appropriate places to read and choose books to avoid problems. ➤ Reference: Frequently Asked Questions on Parent-child Reading (available in Chinese only). https://www.edb.gov.hk/attachment/tc/curriculum-development/major-level-of-edu/primary/materials/parent-child-reading/Frequently%20Asked%20Questions%20on%20Parent-child%20Reading.pdf 	

Section	PPT Page No.	Time	Objective	Content	Resources
1c	Reading culture at home Slides 12-14		Allow participants to understand the ways to cultivate “reading culture at home”	<ul style="list-style-type: none"> ➤ Explain the focus should be on encouraging parents to develop regular and focused reading habits for children at home. 	
1d	Reading with child Slides 15-20		Allow participants to understand the ways to practise “reading with child”	<ul style="list-style-type: none"> ➤ Explain the focus should be on “enjoying the happiness of reading with child together”. Parents should pay attention to children’s abilities and interests when asking questions, and not to take reading as a revision exercise. ➤ Introduce two effective co-reading methods, including dialogic reading and CROWD Prompts: <ul style="list-style-type: none"> a. Dialogic Reading <ul style="list-style-type: none"> ● It was developed by an American educational psychologist Grover Whitehurst who encouraged parents to conduct conversations with children on the books they read: <ul style="list-style-type: none"> - Prompt child to raise comments about the book. - Evaluate the child’s response. - Expand the child’s response. - Repeat the prompts to ensure child has learned from the expansion. ● When reading with child, the adults play the roles of listeners and questioners to induce the child’s active participation, thinking and speaking. 	(Instructor can let each participant to take a book and practise together to enhance the learning outcome.)

Section	PPT Page No.	Time	Objective	Content	Resources
1d	Reading with child Slides 15-20			<ul style="list-style-type: none"> ● Example of dialogic reading: <ul style="list-style-type: none"> - The child sees a picture of flower in the book. - Parent points at the flower and asks, “What is that?” (Prompt) - When the child says “A flower”, parent can assure him/her with “Right, it is a flower”. (Evaluation) - Parent can follow with “It is a red flower”. (Expansion) - Parent asks, “Can you say ‘red flower’?” (Repetition) b. CROWD Prompts Encourage the child to speak. Example: <i>A Thief in the Rabbit’s Vegetable Store</i> <ul style="list-style-type: none"> ● Completion prompts: Leave a blank at the end of a sentence and let the child to fill it. e.g.: Rabbit’s store sold ____. ● Recall prompts: Let the child review the content of the book read. e.g. How did the mouse take away the carrots from the rabbit’s store? ● Open-ended prompts: Encourage the child to actively narrate what was seen in the pictures of the book. e.g. Can you tell me what is happening in the picture? ● Wh-prompts: Use prompts with who, what, where, when, why and how. e.g. When did the rabbit enter the store? How did the rabbit enter the store? Why was the rabbit surprised when he entered the store? 	

Section	PPT Page No.	Time	Objective	Content	Resources
1d	Reading with child Slides 15-20			<ul style="list-style-type: none"> ➤ Distancing prompts: Connect the book’s content with the child’s real-life experiences through prompts. e.g. We went to the market yesterday. Can you find any vegetables you saw in the rabbit’s vegetable store? 	
1e	Attending to the environment Slides 21-24		Allow participants to understand the ways to practise “attending to the environment”	<ul style="list-style-type: none"> ➤ Introduce the ways to pay attention to the surroundings with children and see if there is anything of interest , e.g. colour, object, picture, place, person, word, etc., that is related to the books recently read. 	
1f	Being appreciative and having fun Slides 25-26		Allow participants to understand the ways to practise “being appreciative and having fun”	<ul style="list-style-type: none"> ➤ Introduce how to enjoy reading with children with appreciation and fun: <ul style="list-style-type: none"> ● Facial expressions to show appreciation: smile ● Actions to show appreciation: raise your thumb, clap your hands, nod your head ● Words to show appreciation: “This butterfly in the book is beautiful!” 	
2	Role-play Slides 27-33	30 mins	Allow participants to better understand the methods to enhance parent-child reading through role play	<ul style="list-style-type: none"> ➤ Based on the content of this session and the parent-child homework exercise, allow participants to demonstrate various scenarios of parent-child reading, and help them grasp the methods to enhance parent-child reading. 	PPT slides, role play instruction, Notes for parents, Homework exercise
3	Parent-child homework Slides 34-35	15 mins	Parent-child homework briefing	<ul style="list-style-type: none"> ➤ Introduce the 5-day parent-child homework and related precautions when practicing to help participants complete the exercise smoothly and practise what they learned in the session. 	PPT slides, Notes for parents, Homework exercise
4	Conclusion Slides 36-41	10 mins	Conclusion	<ul style="list-style-type: none"> ➤ Summary ➤ Introduce resources for parent-child reading ➤ Q & A ➤ Participants complete evaluation forms 	PPT slides, Notes for parents

References and resources:

- Ip, V. (2021). *Love codes: Special words series*. Hong Kong: VIP Love Codes. Retrieved from <https://viplovecodes.org/zh/special-words-series/#>
- Leung, C. & Tsang, S.K.M. (2011). *Hands on Parent Education (HOPE 30) Manual, Lesson 23*. Funded by the Research Grants Council.
- Leung, C., Tsang, S. & Dean, S. (2011). Outcome Evaluation of the Hands-On Parent Empowerment (HOPE) Program. *Research on Social Work Practice, 21*, 549-561.
- 亞麗莎、游思行及阿豆 (2020)。《童狗有話兒》繪本系列。香港：藍藍的天有限公司。
- 香港大學社會工作及社會行政學系支援濕疹兒童患者及其父母心靈健康親子課程「童心同行」計畫 (2020)。《搞搞震的白蝴蝶》。香港：小樹苗。
- 劉清虔著、簡廷諺繪 (2020)。天國的童話系列。香港：浸信會。
- 楊崗、何暉靈 (2017)。陽光下的寓言。香港：博學。

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Role Play and Parent-child Homework

1. Objectives

- a. Based on the parent-child homework exercise, allow participants to demonstrate various scenarios of parent-child reading by alternatively playing the roles of parent and child.
- b. During the role play, allow participants to understand the flow of the parent-child homework and realise possible problems they may encounter in parent-child reading in advance. With the instructor's guidance, participants can find out corresponding solutions.

2. Content

PPT Page No.	Content
Slides 27-33	<ol style="list-style-type: none">a. Instructor invites participants to read the parent-child homework, and introduce the content and points to note of the 5-day activities.b. Instructor shows the ballot bag, with 5 different numbers representing each of the parent-child homework activities respectively: "Day 1 Acquiring books – borrowing books at the library", "Day 2 Cultivating reading habit at home – prepare the story", "Day 3 Reading with child – adopt dialogic reading for storytelling", "Day 4 Reading with child – use CROWD prompts to read the story again", and "Day 5 Attending to the environment – recognising in the community". Participants are invited to form groups of two to three people, and each group sends a representative to draw the ballot.c. Each group should elaborate the corresponding parent-child homework scenario according to the number they have drawn. Group members discuss the allocation of roles (parent, child and observer) and each of them has to play a role.d. Instructor invites one of the participants to do the Day 1 activity with him/her together and make a demonstration to other participants. Instructor asks if participants understand the activity, and answer their questions.e. After confirming all questions are answered, instructor allows each group to make a 5-minute rehearsal, starting from the Day 1 activity.f. Instructor encourages participants to observe attentively his/her own group's rehearsal, records the rehearsal details, and observes if the participants encounter any difficulties or miss anything according to the guidelines given in the parent-child homework.

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Parent-child Homework Briefing

1. Objectives

- a. Evaluate participants' performance in the role-play, deepen their understanding in the parent-child homework, and prepare them for various possible situations in parent-child reading.
- b. Allow participants to revisit the "5 routines" and practise them in parent-child homework.
- c. Emphasize the need to consider children's ability, development stages and needs when doing the parent-child homework exercise so as to develop happy parent-child reading habits.

2. Content

PPT Page No.	Content
Slides 33-35	<ol style="list-style-type: none">a. After the role-play session, instructor spends 5-10 minutes to let participants share their reflections on the activity, such as the area they did well, the area that needs improvement and the ways to improve them.b. Instructor recaptures the flow of parent-child homework and "5 routines" with participants, and remind them to try practising the parent-child homework in an appreciative and fun way.

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Conclusion

1. Objectives

- a. Recap the content of the session.
- b. Answer participants' questions and help them understand what they have learned.

2. Content

PPT Page No.	Content
Slide 35	<p>Instructor asks participants about their understanding on the workshop's content of the session, including "5 routines":</p> <ol style="list-style-type: none">i. Acquiring books: Borrow books from libraries with the child.ii. Reading culture at home: Practise reading at home.iii. Routine in reading with child: Use the two suggested methods to conduct parent-child reading.iv. Attending to the environment: Pay attention to the surroundings with the children and see if there is anything of interest that is related to the books recently read.v. Being appreciative and having fun: Enjoy reading with the child with appreciation and fun. <p>Instructor encourages participants to raise questions about the session's content, and answer their questions.</p>
Slides 36-41	Instructor introduces some resources for parent-child reading.