

Read Reap Write
Fish in a Tree
(Facilitator's Guide)

Duration : 1 hour
Target audience : Primary 5

To note: Facilitator to be sensitive about the topic and be conscious/mindful of students who may have dyslexia or other special learning needs in class.

Time	Lesson/ Activity	Resource
10 mins	<p>Tuning in: Guessing what book title means</p> <p>Let the students guess what the book content might be about from the title: Fish in a Tree.</p> <p>Reading Students are to read the excerpt. For mixed ability/ low potential classes, encourage them to pair up. Encourage students to think about the questions located below the extract.</p>	RRW Worksheet
15 mins	<p>Discussion</p> <p>Discuss the questions below the extract before moving on to the higher-order thinking questions. Get students to write down the opinions and thoughts discussed.</p> <p><u>Think about these questions:</u></p> <ol style="list-style-type: none"> 1. Why do you think Ally wishes that she is a fictional character? 2. Why do you think Ally is having so much difficulty in her work? 3. Why do you think Mr. Daniels marked Ally's work in green instead of red ink? <p>(Students may give answers such as laziness, stupidity for question 2. Facilitator to clarify stereotypes and explain that Ally is not doing it on purpose and has dyslexia: difficult in language learning and cognition. People with dyslexia usually face problems in reading and spelling.)</p> <p><u>Higher-order thinking questions:</u></p> <ol style="list-style-type: none"> 1. How do you think Ally feels about having dyslexia? 2. How do you think students like Ally can get better help in the classroom? (Guide students to answer student-buddies etc.) 3. How would you react if you are Ally, i.e. unable to do something the teacher has requested you to do? 4. How do you think we can raise more awareness about special learning needs? 5. Why is it important to raise awareness about special 	RRW Worksheet

	learning needs?	
35 mins	<p>Do <u>either</u> Activity One or Two.</p> <p>Activity One: Students are to guess the name of the people on their worksheet. Go through and share with students that all the people featured are dyslexic. Discuss the strengths and qualities of those featured and how these strengths and qualities have helped them attain success. Students are to reflect after discussion. Select some students to share their reflections.</p> <p>Activity Two: Follow the instructions in the worksheet. Students to decode the passage. Facilitator will go through the correct decoded passage and explain the common challenges people with dyslexia face. .Select a few students to share their reflections. Correct passage as follows:</p> <p><i>Once upon a time, in the middle of a thick forest stood a small cottage. It was the home of a pretty little girl known to everyone as Little Red Riding Hood, because of the brightly colored coat she wore. One day, her mother gave her a woven basket full of delicious food, and said:</i></p> <p><i>“Grandma’s ill. Take her this basket of cakes, but be very careful. Don’t stray off the path through the woods.”</i></p>	Facilitation Powerpoint slides