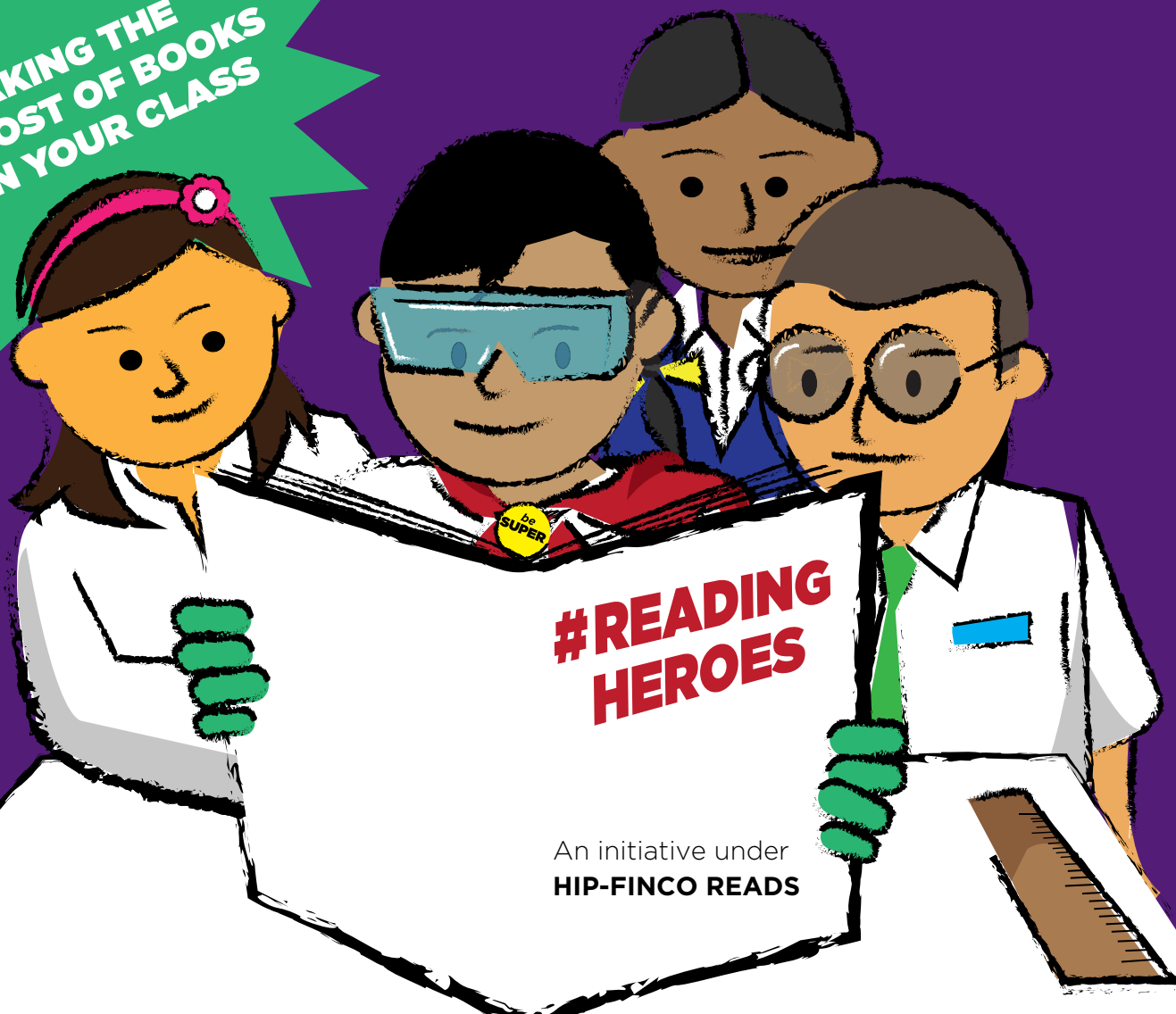


FINCO

# INTERACTIVE READING CORNER

Handbook

MAKING THE  
MOST OF BOOKS  
IN YOUR CLASS



An initiative under  
HIP-FINCO READS



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**ATTENTION:**  
Look for this icon to find  
Assessment for Learning tips  
and reminders throughout  
this handbook.



Look for this icon  
for handy online  
resources.



# Section 1:

## Background Information

### Reasons for Reading

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#### Reading improves school performance!

Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly. *Organisation for Economic Co-operation and Development (OECD) 2010*



Improves  
Concentration

The illustration shows a girl with brown hair and a pink flower in it, wearing a white shirt. She is holding a large white sheet of paper that features a pink brain diagram. She is standing in front of a grey bookshelf filled with books. A speech bubble points to her from the text 'Improves Concentration'.

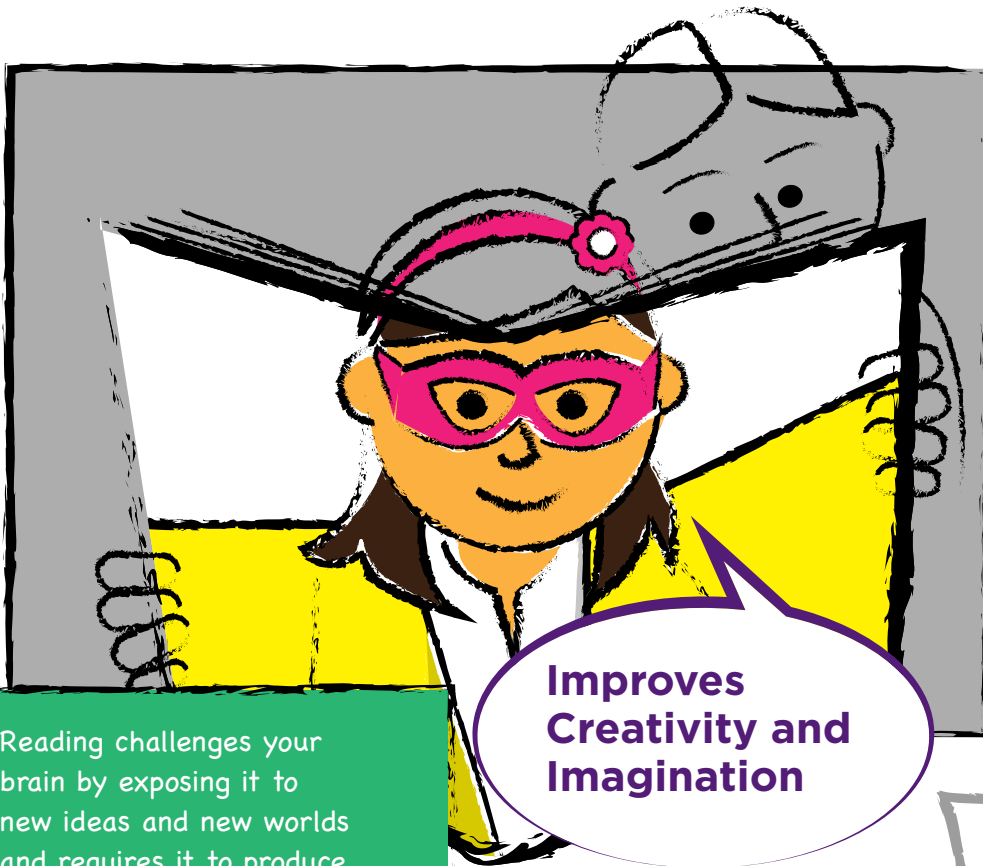
Reading is a complex task that uses your brain leading to improved concentration for longer periods of time.



Builds  
Self-esteem

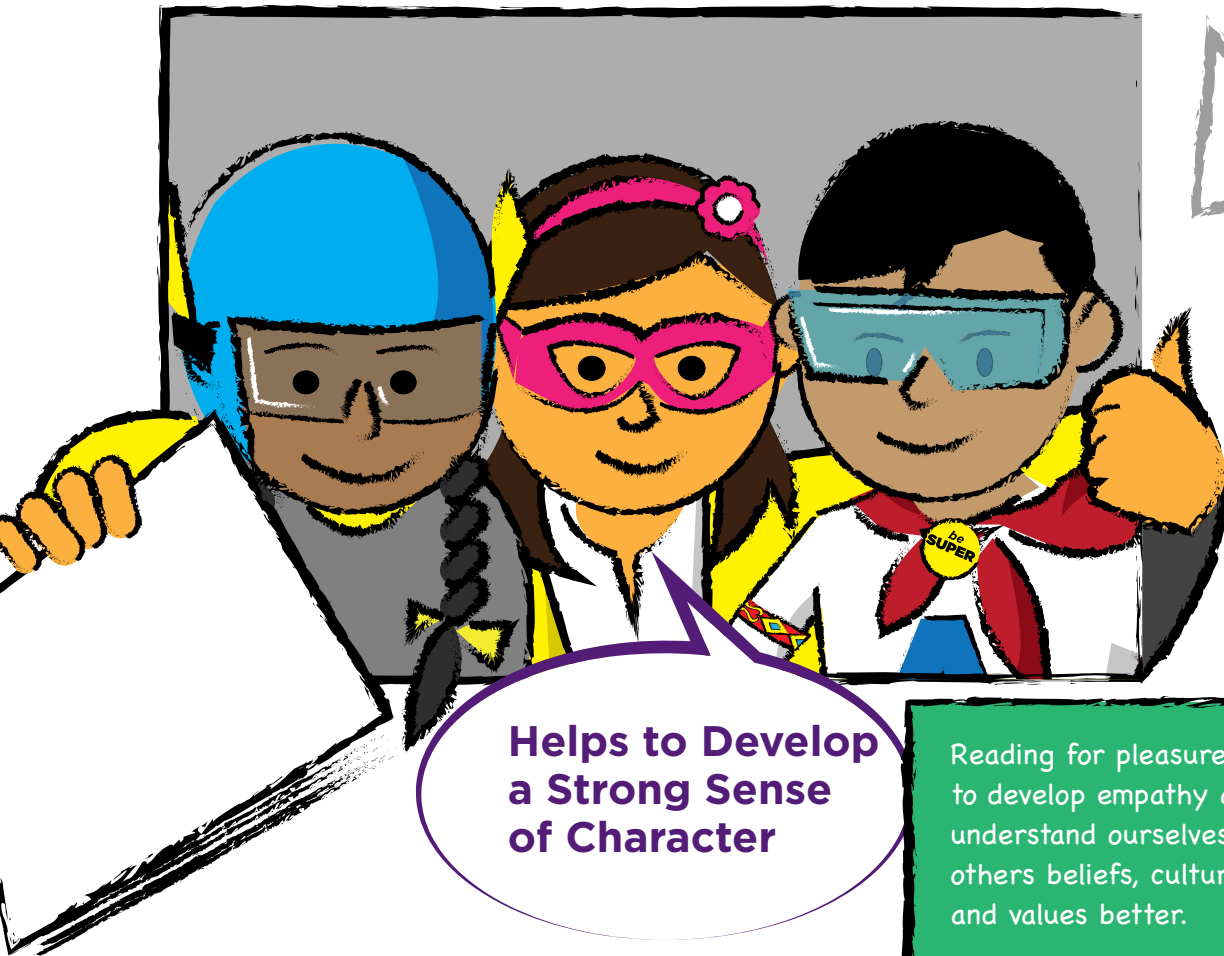
The illustration shows two students, a girl and a boy, sitting at a desk. The girl is on the left, pointing at an open book. The boy is on the right, wearing glasses and a green tie. A speech bubble points to the girl from the text 'Builds Self-esteem'.

Reading expands knowledge, vocabulary and improves communication leading to improved self-esteem.



Reading challenges your brain by exposing it to new ideas and new worlds and requires it to produce mental pictures.

**Improves Creativity and Imagination**



**Helps to Develop a Strong Sense of Character**

Reading for pleasure helps to develop empathy and understand ourselves and others beliefs, cultures and values better.

# 1. Introduction

Interactive Reading Corners provide teachers with opportunities to conduct different kinds of extensive reading activities with their pupils. There are numerous engaging ways you can incorporate extensive reading activities into your classroom, such as listening, role-play, reading, writing and vocabulary activities, all of which link very well to the Malaysian school curriculum and are suitable for pupils of all levels and ages.

Although many suggestions in this handbook relate to shared reading sessions, do allow time and encourage **reading for pleasure**. Remember that students will be motivated by reading something they have selected themselves and not every reading activity needs to have a task attached to it.

## 2. Scheduling Interactive Reading Activities

To enable your pupils to derive maximum benefit from the Interactive Reading Corner, there are different options you might consider:

### (a) Allocate time within your lesson for extensive reading once a week.

- Allocate about 15 - 20 minutes every week for extensive reading activities. With low proficiency pupils, you might want to allocate 30 minutes.
- Conduct the reading activities regularly and consistently, on the same day at the same time every week. For instance, you may allocate the first or last 15 - 20 minutes of a 60-minute lesson for this purpose before/after your main lesson plan.



ASSESSMENT TIP:  
**You can use this time to use the reading proficiency tool.**

### (b) Allocate a specific time for extensive reading before lessons begin for the day.

Some schools allocate 15 - 20 minutes on an assigned day every week, usually before assembly, for their DEAR programme (Drop Everything And Read). Teachers and their pupils sit at an assembly area and everyone reads silently.

Sessions like this promote reading but watch out for the following for second or third language learners:

- Schools do not specify which language the pupils are to read in. Hence, many may opt to read in a language they are comfortable with - Bahasa Malaysia, English, Chinese or Tamil. If we want our pupils to improve their proficiency in English, then we need to allocate a day specifically for reading in English.

- Some pupils read silently without understanding what they are reading as they might be provided with books that are not appropriate to their reading levels.
- Some pupils read reference books especially when exams are approaching, which may make them dislike reading.
- Low proficiency and struggling readers are not provided with the much-needed support.

Based on the above, we recommend allocating time for extensive reading activities within your lesson every week.



**ASSESSMENT TIP:**

**Use the data from the reading proficiency tool so your students can have purposeful reading time.**

**Don't forget to use your reading proficiency tool data to support your students' reading progress.**

**For reading sessions to be effective:**

- They must be conducted every week; and
- They must be conducted regularly and consistently every week.
  - The reading of any book and its related activities might span several weeks. Hence, each session must be linked to the next for the sake of continuity until the book is completed.
  - Regular, well-planned reading sessions excite and motivate pupils to read.
  - Too big a gap between reading sessions may result in the pupils not remembering the previous reading session, and you may have to start all over again.

**Whatever method you select, bear in mind that:**

- The allocated time should support the development of pupils' reading proficiency;
- Pupils should engage in interactive reading activities; and
- Pupils should utilise the books and other resources available in the Interactive Reading Corner.

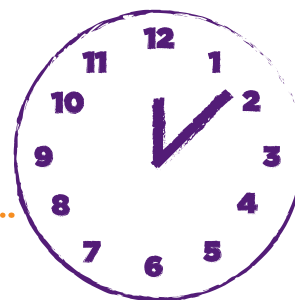
### 3. Categories of Extensive Reading Activities

In this handbook, we have divided the extensive reading activities into three broad categories:

**Section A: Regular Activities**

**Section B: Out-of-Classroom Activities**

**Section C: Thematic Activities**



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#### Section A: Regular Activities

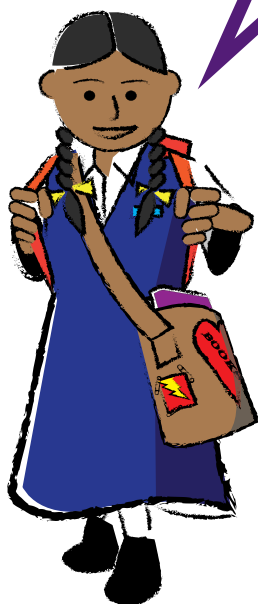
To make reading a regular habit in the classroom, teachers can allocate a specific time every week for this purpose as explained in the section above.

The regular activities described here refer to activities conducted during the pre-reading, while-reading and post-reading stages usually utilised in reading lessons. However, instead of devoting a whole lesson of 60 minutes where you would cover all three stages as you would in a reading lesson, we suggest you pick any one activity that you can conduct in the first 15 - 20 minutes on the allocated day in your lesson once a week. Select and plan your activities wisely so that you can achieve what you planned to within the 20 minutes.

These activities are suitable with beginning, struggling and even average readers as you will want to support their development with manageable steps and tasks, through Shared Reading. With proficient readers, you might want to allow them independent reading with a task that challenges their development as readers. With a mixed ability class, you can use Differentiated Instruction during these regular activities.

Reading is dreaming  
with open eyes

**Anissa Trisdianty**



#### ASSESSMENT TIP:

**The data from the reading proficiency tool will help you group your students according to their specific reading needs.**





## Section B: Out-of-Classroom Activities

Out-of-classroom activities are, as the name implies, any activity conducted beyond the classroom. These can be group of or independent activities, and they are conducted less frequently than the regular activities.

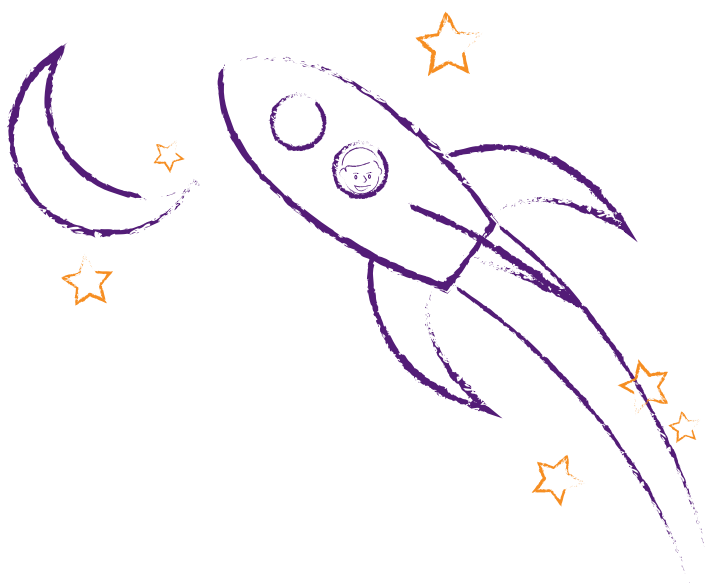
They can be a post-reading activity where your pupils work on a task beyond your classroom, either at school or at home, or any other fun activity or series of activities where you get pupils to practice reading skills learnt through your regular activities.



## Section C: Thematic Activities

Thematic activities are a series of activities organised around a specific theme. The themes can be related to the school calendar and events such as Sports Day or National Day. They can also be linked to a specific genre such as Folk Tales or Space Adventures, or you can select topics such as Celebrations or Helping Out found in the textbook *Get Smart Plus 4*.

Unlike regular activities, thematic activities are conducted less frequently. We suggest you conduct one thematically organised extensive reading activity, once a year, spanning over a few weeks.

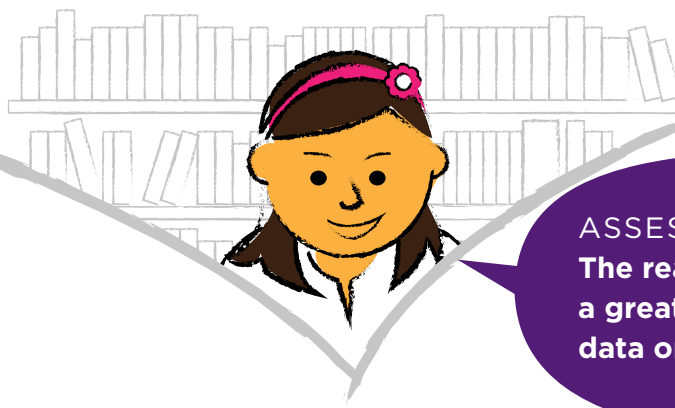


**ASSESSMENT TIP:**  
Use themes to support students who you identified as needing to improve their vocabulary.



## 4. Familiarising Pupils with Interactive Reading Corners

Before starting an extensive reading programme, it is a good idea to familiarise your pupils with the Interactive Reading Corner. Get them to understand the importance of the Interactive Reading Corner and have a feel of the books available, for example in terms of genres and levels of difficulty. You can also get them involved in the setting up and maintenance.



**ASSESSMENT TIP:**  
The reading proficiency tool is a great way of getting meaningful data on each of your students.

**Some ideas/tips on what you can do before embarking on extensive reading:**

- Find out about your pupils' reading history and preferences.
- Discuss best ways to learn English. Ask them what they need to do to read well in English.
- Discuss the difference between fiction and non-fiction books.
- Share with them the different genres of fiction books such as fairy tales, science fiction, historical fiction, fantasies and adventure.
- Discuss and agree on the rules for using and looking after the book corner.
- Ask for volunteers to be 'Interactive Reading Corner Champions' each term who look after the books, and displays and promote reading activities.
- Familiarise your pupils with the books in your IRC:
  - Get them to sort books into categories e.g. those that look interesting and those that don't, those that look easy and those that look difficult etc.
  - Get pupils to read a page from different books and sort them into levels of difficulty (e.g. easy, manageable, difficult, very difficult)
  - Conduct a treasure hunt where pupils look for books with certain titles or characters names in the books.
  - Get them to help build a book display stand, book posters or word walls.

## The Five Finger Test

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One way of helping your pupils select a book that is appropriate to their language proficiency is by using the Five Finger Test. It is a quick and easy way to gauge the difficulty level of a book. Use it to teach your pupils about how best to select a book that is appropriate for them to read by themselves. Initially, you will need to either model it to them or work with them individually so that they are able to use this method correctly and comfortably.

Here are the steps:

- 1. Let the pupil pick any page from the book. Tell her to begin reading.**

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- 2. As the pupil reads, tell her to use her fingers on one hand to count the number of words that she does not know or has difficulty reading.**

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- 3. Use the number of fingers held up to help the pupil decide whether the book is suitable for her to read by herself.**

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A book is a gift you can open again and again  
**Garrison Keillor**



REMINDER:  
This is a great example  
of an Assessment for  
Learning (AfL) strategy.





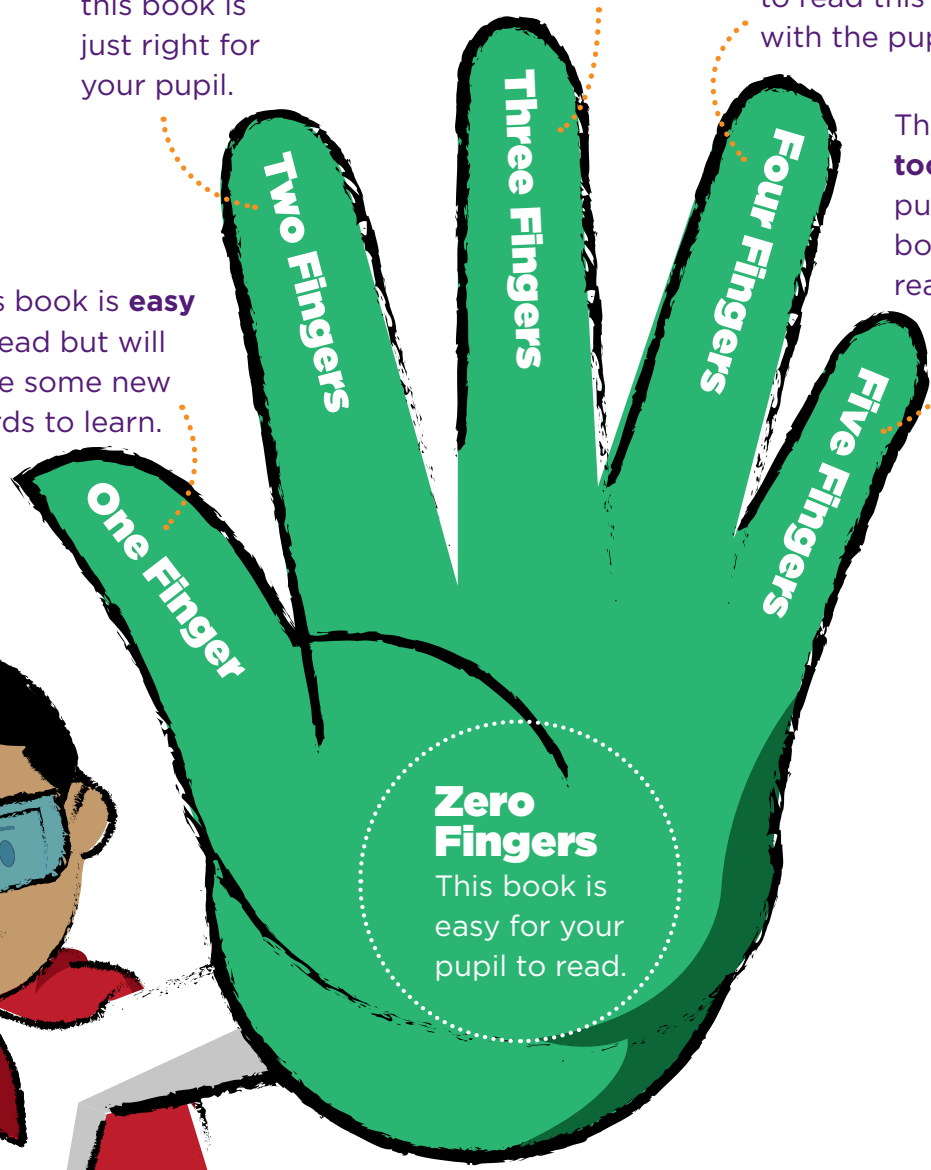
**Perfect** choice – this book is just right for your pupil.

This book is **easy** to read but will have some new words to learn.

A **little hard** but could be fun for your pupil to try. You will need to help your pupil when they read this book.

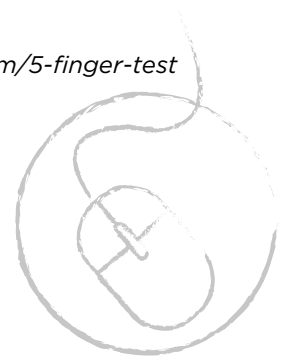
**Difficult** to read. An adult will need to read this book with the pupil.

This book is probably **too hard** for your pupil to read. This book will need to be read with an adult.



Using the above test also helps you, the teacher, determine which books you will want to read to your pupils during shared reading activities – four and five finger books.

Source: <http://www.guruparents.com/5-finger-test>



# Section 2 : Activity Types

## 5. Regular Activities

As with reading a text from a textbook, extensive reading can utilise the same stages and strategies. You may want to organise your extensive reading sessions according to pre-reading, while-reading and post reading stages.

### (a) Pre-Reading Activities

#### Vocabulary Activities

Before reading a book, help your pupils become familiar with the key vocabulary they may find difficult. You can do this as a class if you are reading the book with them or you can get your pupils to work on it alone. You can do this in numerous ways by:

- Guessing the meaning of a word using illustrations or contextual clues from the book.
- Covering a word with a post-it-note and getting pupils to guess what that word is.
- Using pictures or gestures to show the meaning of difficult words.
- Developing a Word Wall to display all new words/phrases/expressions.



The picture illustrates how new vocabulary can be displayed on a Word Wall, how the new words are linked to the book, and how meaning is explained using pictures.

**More ideas for word walls can be found at:**

*Learning English with Michelle: Vocabulary Lists vs Useful Words You Can Use Frequently*  
<https://www.weareteachers.com/what-is-a-word-wall/>

**Free pictures can be found here:**

<https://www.freepik.com/>

## Prediction Activities

Prediction activities help build background knowledge which is an important part of the comprehension of a text. You can get your pupils to predict what is going to happen in the story using simple activities such as:

- Using the book title or cover to guess what the story is about.
- Utilising the short summary at the back of the book to guess what the story is about.
- Putting key words on the whiteboard and getting your pupils to try and guess what the story is about.
- Getting your pupils to make a list of the vocabulary they expect in the story. If they find the words, they can tick them off in their list.
- Showing your pupils chapter headings and getting them to predict what the story is about.
- Getting pupils to make predictions about the story and then they read and check their predictions. This can be a team task.



REMINDER:

**Use the data from the proficiency tool to help build vocabulary activities or get the students to build their own.**

You're never alone  
when you are  
reading a book  
**Susan Wiggs**



## (b) While-Reading Activities

While-reading activities take place at any stage where your pupils are still reading the book. These activities may be continuous activities (stretched over several weeks as you read the book with them or as they read independently) such as predicting what comes next, keeping a log of the story, a book based project etc.

### *Sample activities:*

#### Story web/mind-map

Pupils keep a log of the main characters and their relationships in a visual web/mind-map starting with the story title in the middle.

As they read or listen to the story, they add descriptions of the characters, settings and events.

#### Plot log

Pupils keep a log of the plot of the story they are reading.

They can make notes of key events in the story by either writing them in sentences or summarising a chapter.

This is suitable where the story is linear with no flashbacks, especially with low proficiency pupils.

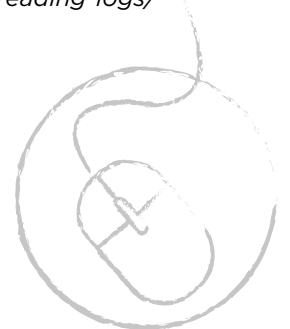
The more that you read,  
the more things you will  
know. The more that you  
learn, the more places  
you'll go.

**Dr. Seuss**



#### Sample Online Resources for plot logs and story maps:

[https://www.readingrockets.org/strategies/story\\_maps](https://www.readingrockets.org/strategies/story_maps)  
<https://www.missdecarbo.com/reading-logs/>



## Vocabulary log

- Pupils record new or interesting words, phrases, idioms etc. in a vocabulary book. They can add words either as they read or at the end of the reading session.
- Initially, you may want to set a goal by specifying how many words/phrases you want them to record (e.g. 10 words per book) or let them decide as they read.
- Keeping a vocabulary log does not mean the pupils have learnt the words. You will need to extend this activity where pupils look up the meanings and create their own sentences or illustrate to show meaning.
- You can get your pupils to copy these words/phrases and put them up on the noticeboard at the back of the class. Nothing excites children more than having their work displayed!
- Pupils can create bilingual or trilingual dictionaries if they are in vernacular schools. This will help support their vocabulary development in more than one language.

### ASSESSMENT TIP:

**These are great for students who need help in reading fluency. You can use the data from the reading proficiency tool to support your students.**





### (c) Post-Reading Activities

There are numerous post-reading activities teachers can engage their pupils in after they have read a book. Some examples are:

## Revisiting the book

Pupils re-read the book and look for information such as:

- Find good ideas or things certain characters did.
- Character analysis e.g. good and bad characters, favourite characters, similarities and differences.
- Find specific use of words (such as verbs, nouns, adjectives and adverbs) or phrases and language structures (repetitive structures, good sentences).

## Re-reading selected sections of the book

You can get your pupils to do these as a whole class, or in groups and pairs. Pupils can do any of the following depending on your purpose:

- Re-read a section of the book with expression (to increase access to meaning, proficiency etc). You can use suitable sections of a book for Choral Reading.
- Re-read a section several times (to build fluency by developing reading speed).
- Write a short dialogue on a selected section of the book to perform a short skit.
- Rewrite the ending of the story.

#### REMINDER:

**These are great for students who need help in reading fluency. You can use the data from the reading proficiency tool to support your students.**



**You can find useful videos on Choral Reading strategies for the classroom at the following links:**

[https://www.readingrockets.org/strategies/choral\\_reading](https://www.readingrockets.org/strategies/choral_reading)

<https://spedellreadingstrategies.weebly.com/choral-reading.html>

## Writing a book review

Book reviews should be short and can take different formats – written, drawn or spoken. You can provide your pupils with easily sourced templates from the Internet based on their proficiency levels as some templates provide more support than others. Appendices A1 and A2 are some modified samples for written reviews sourced online.

Suggestions for book reviews:

- Write book reviews (provide structural support to those who need it) and get them to read theirs aloud to the class.
- Write book reviews and share their reviews with a partner (and they may even give peer feedback).
- Write and illustrate their book reviews and teacher posts these on the notice board. Ensure that at some point, every pupil has had his/her book review posted on the bulletin board.
- Record a short audio or video review for homework and share with the class.

## Other activities

- Create posters on the book they have read such as characters, settings or even an alternative cover. Display the posters around the class or a corridor to encourage other pupils in the school to read these books.
- Hold an awards ceremony by getting students to vote for their favourite book. You can even send a letter to the author!
- Re-tell a story through rearranging sentences, role-play, by using puppets or Apps such as Chatterpix kids.
- Create a top 10 of the most read books each term.
- Get students to create a quiz based on a shared story for their classmates.



See Appendices B, C and D for some sample activity plans for regular activities including winning lesson plans from the Highly Immersive Programme-FINCO Outstanding Teacher Competition 2020 award-winning entries.

## 6. Out-of-Classroom Activities

Out-of-classroom activities refer to any reading related activity (ideally integrated with the other language skills of Listening, Speaking, and Writing) that are conducted less frequently, outside of lesson times.

They can be an extension of post-reading activities or independent activities that are linked to the reading skills acquired during the regular reading activities.

**Here are some ideas on what you can get your pupils to do:**

### Retell a story during assembly

Make sure your pupils do not 'read' the story when presenting it. They need to 'tell' it to their audience, with expression, actions and interest so that they engage their listeners. This is best done using their own words rather than memorising the story word for word. You may need to prepare them by working with them on the story.



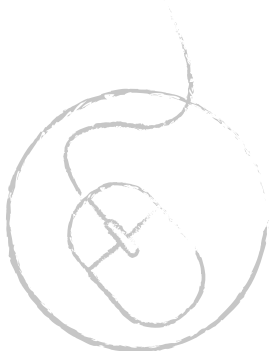
**REMINDER:**  
Don't forget the reading proficiency tool data when planning out-of-classroom activities.

**You can find several helpful videos on strategies and tips on How to Retell a Story at the link:**

<https://www.youtube.com/watch?v=w33-m8-geuM>

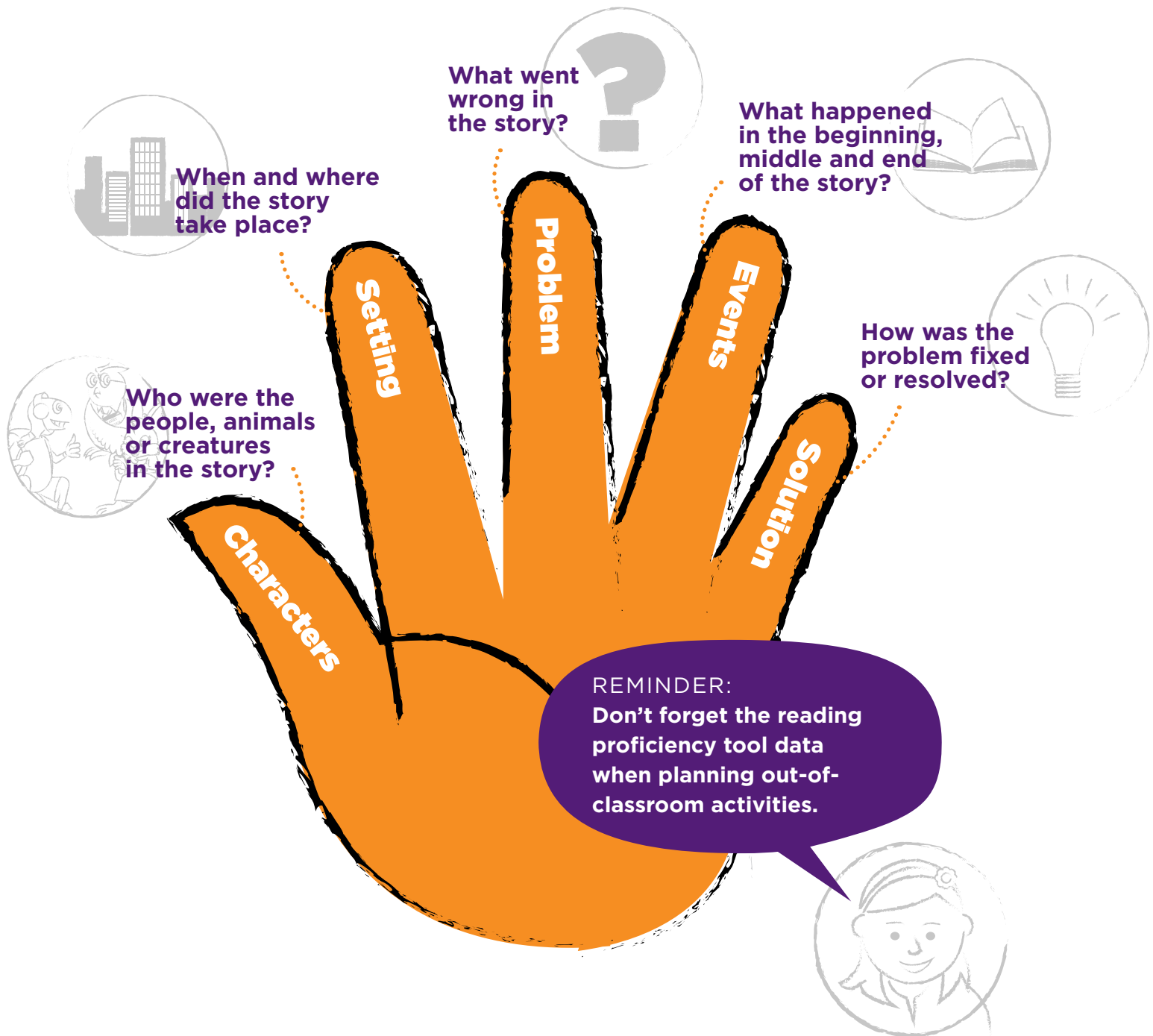
**One interesting strategy is the Five Finger Retell demonstrated at this link:**

<https://www.youtube.com/watch?v=F6LKZr494go>



# Five Finger Retell

I can remember the different parts of the story I read.



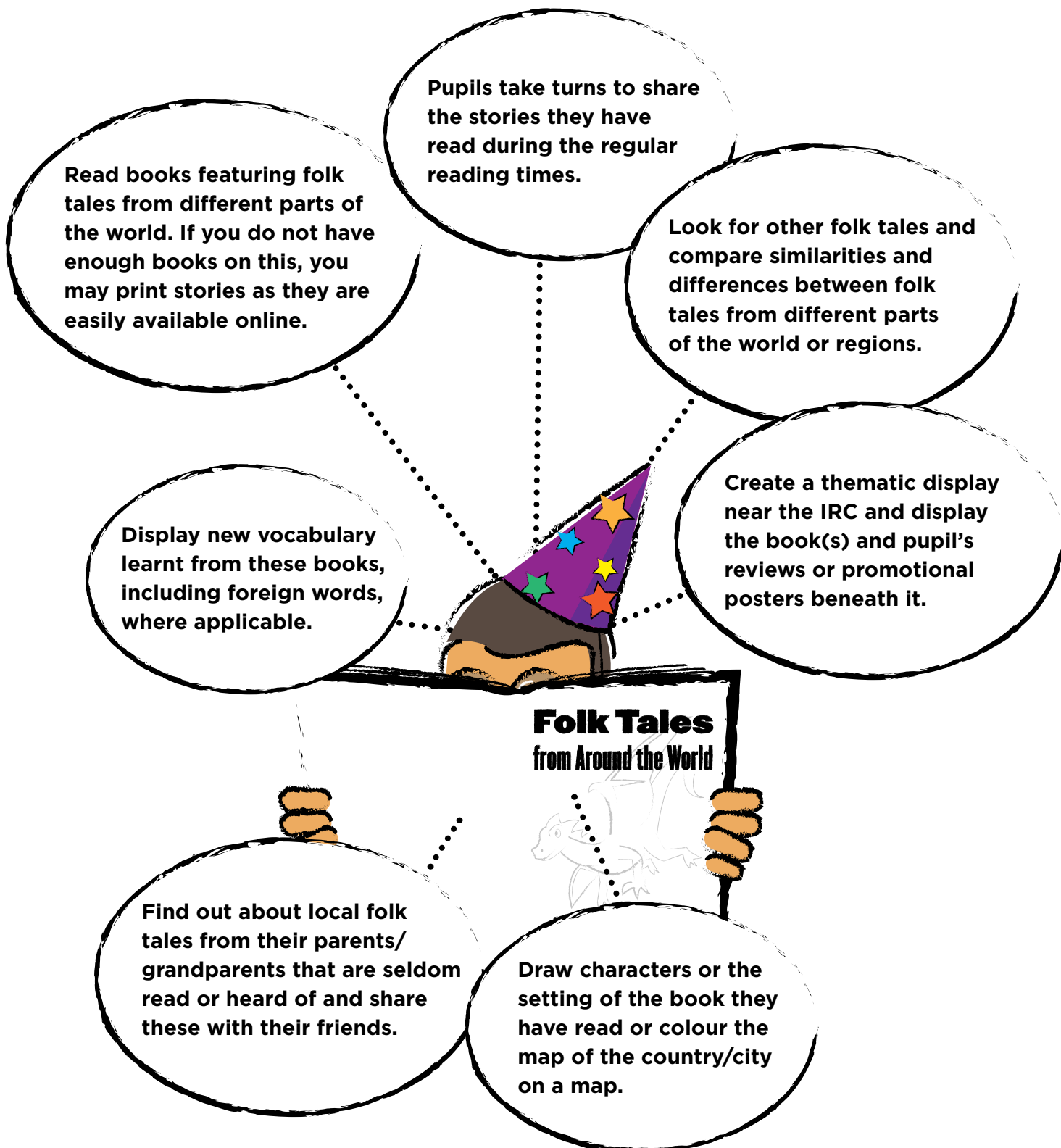
## Other fun activities to try:

- Present a role-play or retell a story using puppets in class or at a Speaker's Corner.
- Read a book with or to another pupil of lower proficiency possibly from another age group, another class or a family member.
- Listen to a book being read by a volunteer, family member or another pupil.
- Participate in Fun Day language activities, which can be linked to the English Language Week which schools conduct once a year.
- Create (illustrated) bilingual/trilingual dictionaries at home and display them in class.
- Create posters, scrapbooks or picture books and have them displayed in a common area in the school.

## 7. Thematic Activities

Thematic activities are not vastly different from regular or out-of-classroom activities as you can utilise similar activities. The only difference is that they are focused on a selected theme. To make it more fun and inclusive, you can get your pupils involved not only in the selection of the theme, but also in the selection and running of activities.

Here are some examples of activities you can engage your pupils in on the theme of Folk Tales from Around the World.



## 8. Storytelling Activities

FINCO encourages schools to engage volunteers from the financial industry for storytelling activities. This has proven to be beneficial to pupils as they get to engage with a speaker of the English Language in an authentic situation, besides engaging with someone from beyond the school community. Experience also shows that pupils find this motivating and it heightens their desire to read.

You may, of course invite others such as parents, other volunteers or older pupils to do a storytelling session but, for illustration purposes, we will use the example of a financial industry volunteer session.

More importantly, research shows that storytelling is an effective way of teaching a language. The reason for this is simple – stories are fun, engaging and unforgettable; and a good storyteller makes the experience highly interactive and memorable for his listeners.

### Benefits of Storytelling

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**Reinforces language development and helps build vocabulary**

**Improves listening skills**

**Develops cultural awareness**

**Sharpens memory**

**Cultivates imagination and creativity**

**Instills values**

Once Upon A Time...



## What is Storytelling?

Storytelling is defined as “the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener’s imagination.” (*National Storytelling Network*). The explanation below provides further clarification on this definition and also highlights the skills required of a good storyteller.

### Storytelling is interactive

as it involves a two-way interaction between the storyteller and listeners. A good storyteller engages and involves his listeners not only through the art of storytelling but also by involving them in the storytelling process using means such as asking questions, getting their feelings and thoughts etc. ensuring they are not passive listeners.



### Storytelling uses language.

A good storyteller converts the written word into spoken language. They bring these words to life through variations in tone and voice to keep listeners hooked right till the end. Some storytellers also add their own words to the story to make it more interesting.

## Storytelling uses gestures and physical movements.

The oral presentation of a written narrative becomes more exciting and alive when gestures, facial expressions and physical actions or movements are used to enhance or reinforce meaning, or to create excitement and suspense.

## Storytelling is the presentation of a narrative

involving all four components of plot, conflict, characters and message. Other categories of writing such as non-fiction and poetry do not always have all four components. A good storyteller is able to highlight all four components at various stages in his/her presentation.

Reading is a passport to countless adventures  
**Mary Pope Osborne**



## Storytelling encourages the listener

to actively imagine the story. As stated earlier, storytelling is not a passive activity for the listener who is actively co-creating the story in their mind by visualising the events, characters and actions. A good storyteller enables the listener to create mental images and sensations or feelings during the storytelling activity.



## Planning Live or Online Storytelling Activities

Given the current pandemic situation worldwide, the means of communication in many sectors is shifting from face-to-face interactions to online platforms and though face-to-face storytelling is much more impactful, it is not always possible. Virtual sessions do also have challenges, hence we suggest you allocate between 40 - 60 minutes for each storytelling session.

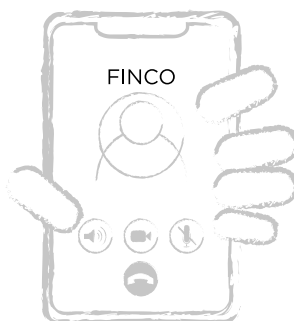
Here are some guidelines on what you need to consider when planning storytelling sessions or activities with volunteers (or even parents):

### Stage 1: Preparation for the storytelling session

#### (a) Selection of and connecting with a volunteer

Work with a FINCO representative to select a volunteer.

Correspond with the volunteer and Activator via email or WhatsApp regarding the live online storytelling session.



#### (b) Selection of a suitable book

Discuss book selection with the Activator so that it is the right book for your pupil taking the following into consideration:

- Is the book appropriate for the pupils' level of English proficiency?  
Are the words and language easy to understand?
- Does the story appeal to pupil's interests?
- Is the book culturally appropriate for your pupils?
- Are the experiences in the story familiar to your pupils?  
Will they be able to relate to these experiences?
- Are the values in the story relevant to today's children?
- Does the book have interesting illustrations?
- Is the book the right length for the storytelling session?
- Is the book available as an e-book, in PDF format for online storytelling?



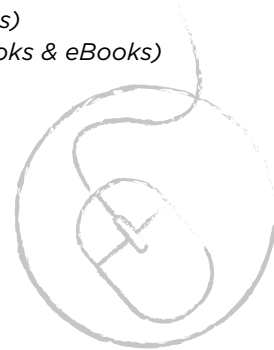
Ensure you, the Activator and volunteer all have a copy of the selected e-book in case internet connectivity issues disrupt the session and affect the link to the e-book. Make sure the PDF version of the book is uploaded by the publisher to avoid Intellectual Property issues.

Select books that can be read within 15 minutes (for a 40-minute session) as you will need time to introduce the volunteer, and the volunteer will need ample time to interact with the listeners and talk about the book. The teacher, volunteer or Activator can time themselves on how long it takes to tell the story to their audience. This will help you plan your session effectively.

**Free PDF books are available at several websites such as:**

<https://monkeypen.com/pages/free-childrens-books> (Free Children's Books)

<https://www.free-ebooks.net/childrens-classics> (Free Children's Classic Books & eBooks)



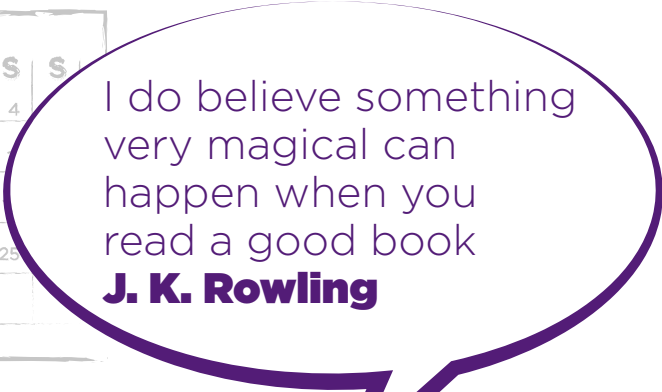
**(c) Selection of day and date for storytelling session**

Discuss with school leadership, panel head and/or other English language teachers a suitable day, date, time, venue, any permissions required etc.

You may want to run a number of sessions but we suggest you try out one first before deciding on further ones.

The Activator will finalise details with you, and either you or the Activator can take the responsibility of communicating this information to the volunteer. Ideally, all three parties should be copied into emails or WhatsApp messages simultaneously to ensure effective and timely communication.

M	T	W	T	F	S	S
		1	2	3	4	
6	7	8	9	10		
13	14	X	16	17		
20	21	22	23	24	25	
27	28	29	30	31		



#### **(d) Preparations with the volunteer**

For a session to be effective, the volunteer needs to understand the audience so you may want to share the following details:

- Pupils' socio-economic backgrounds.
- Pupils' proficiency levels Pupils' understanding levels as this will determine the speed at which the story needs to be told and the difficulty level of the questions that will be asked.
- How to engage and appeal to the pupils.
- The number of pupils involved in the session and their year group. Limit the pupils to a particular level, either Level 1 or Level 2. Having pupils from both levels might not be effective due to variance in factors such as proficiency and interests.

Ensure the volunteers understand the rules for coming into the school and engaging with pupils. The FINCO Activator will ensure financial industry volunteers are briefed on child safeguarding protocols and other matters.

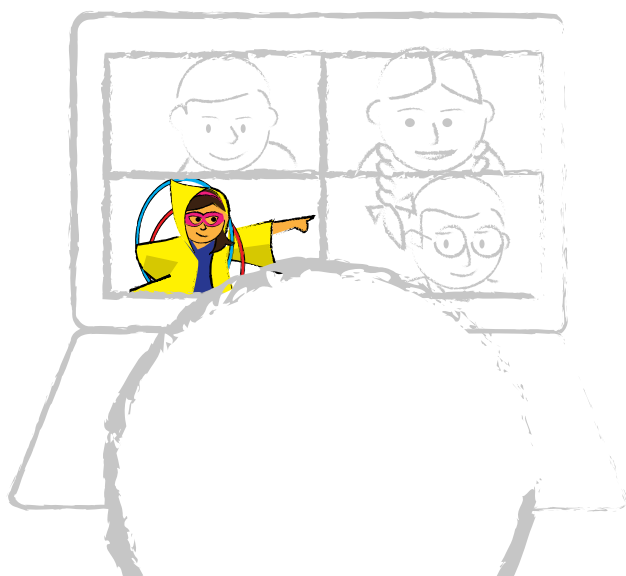
#### **(e) Preparation of pupils for the session**

It is important to prepare your pupils for the storytelling session to be effective, relevant and meaningful. Here are some suggestions:

- Where possible, collaborate with your pupils on the dos and don'ts they will need to adhere to during the session. This way they take responsibility for their actions and behaviour.
- Engage them in some pre-work to help scaffold their understanding and enjoyment of the session especially if your pupils are of below average or low proficiency.

You can:

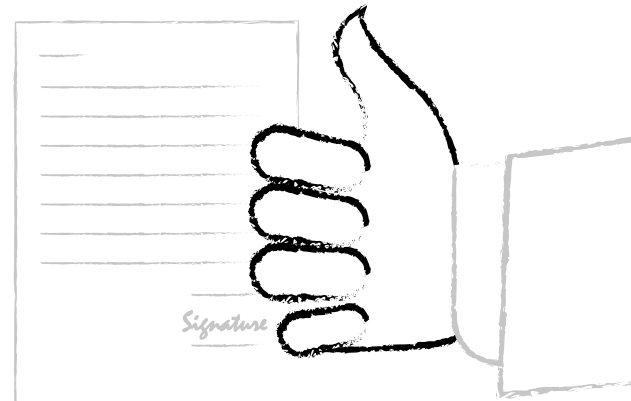
- Run through the story with the pupils, so that they have some understanding of the story prior to the session, to enable them to better respond to the volunteer's questions.
- Go through key words or phrases they may find difficult in the story.
- The pre-work does not make the storytelling session redundant. On the contrary, revisiting a story and listening to someone else telling it enhances enjoyment and understanding. Your pupils can focus on enjoying the session as they would have an improved understanding of the story.
- The pre-work also helps build pupils' confidence as they may be shy to respond to the volunteer if they are a stranger. However, with support through the pre-work they will have a better understanding of the story and will feel motivated to respond to questions, to show the volunteer what they know.



### **(f) Obtaining parent / guardian consent**

The Activator will share the Parental Consent Form (Appendix E1) with you so that consent can be obtained from the pupils' parents or guardians prior to the session.

The signed forms need to be submitted to the Activator (either physical or scanned copies) before the session.



### **(g) Preparation of room or platform for sessions**

You should ensure that the room to be used for either a face to face or live online storytelling sessions is suitable, well-equipped and ready prior to the session.

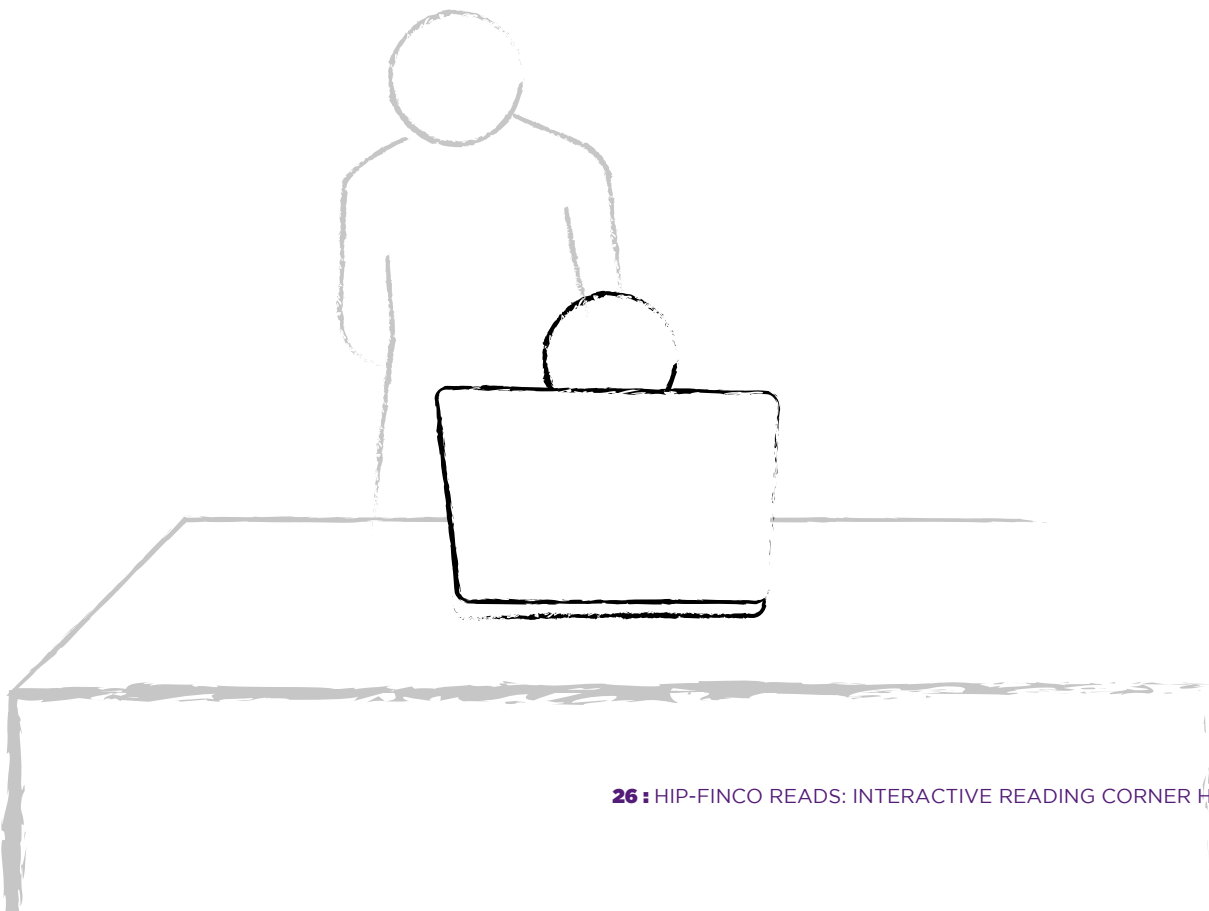
Ensure pupils can all see and hear the volunteer and the book or illustrations.

If the online session is after school, where pupils access it from their homes, you will need to share the link with them.

The Activator will create the storytelling link using a platform such as Zoom or Google Meet.

### **(h) Identification of host**

You and the Activator need to decide who will host the session or if you will co-host. This is just to make sure you are both clear on who will do what during the session.

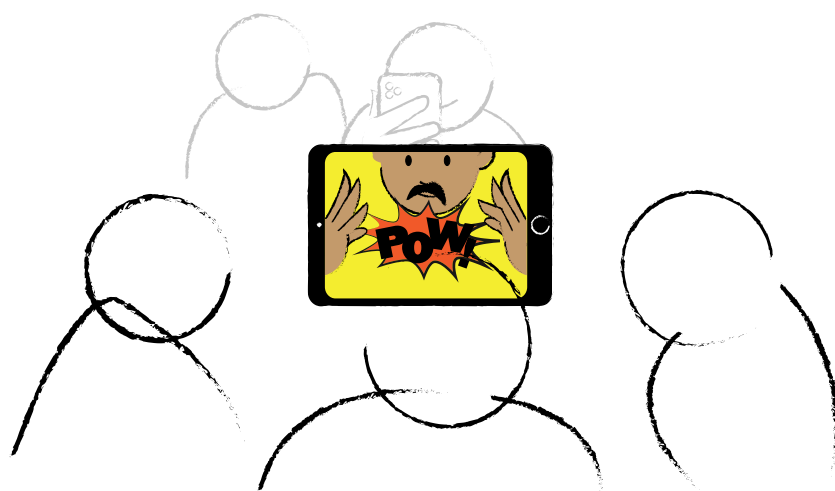


## Stage 2: Conducting the storytelling session

To ensure a smooth online session, it is advisable to have an IT savvy person on standby to deal with any connectivity disruptions or other issues - or practice using the technology beforehand.

- If the session is conducted during school hours, you should ensure technical support is available until the session ends - the Activator may also be able to assist with technical support.
- You and the Activator need to discuss contingency plans (prior to the session) should there be unforeseen circumstances, such as cancellation of a session due to technical issues, unavailability of the volunteer or other issues.

You and the Activator can take videos and/or photos of the pupils listening and responding to the storytelling and share them later with the volunteer and each other as well. FINCO may ask permission to use some of the videos or photos on social media.



## Stage 3: Post storytelling session

Pupil, teacher and volunteer feedback is useful to improve future sessions and to capture successes for reporting purposes.

### Pupil feedback

- The Activator may share some questions with you prior to the session to enable you to get feedback from the pupils on the storytelling session either towards the end of the session or immediately after it.
- It is important that feedback be captured immediately while the session is still fresh in the pupils' minds.

### Teacher and volunteer feedback

- When the storytelling session is over and pupils have been dismissed, the Activator may have a brief discussion with you (about 15 minutes) on what went well and what could be improved.

### Post-session pupil tasks/activities

- You may decide to give the pupils a post story-telling task. There is a range of tasks provided under the three categories of regular activities, out-of-classroom activities and thematic activities earlier in this handbook.
- Alternatively, you could get the pupils to write a postcard, e-mail or a letter of appreciation to the volunteer or record a retelling. The possibilities are endless!

## 9. Using Video Recordings of Storytelling

Poor internet connectivity can disrupt an online storytelling session. Repeated disruptions can be frustrating and demotivating to both the presenter and the listener.

One suggestion to replace live storytelling sessions is to source prerecorded storytelling of which there are numerous recordings available on the web – all you need to do is to look for one that is suitable for your pupils.

### When looking for an appropriate recording:

- Ensure the accent of the storyteller is easy for your pupils to understand – look for clarity of pronunciation and enunciation.
- Consider the pace at which the storyteller is presenting the story. Too fast a narrative may fail to achieve its intended purpose.
- Select a storyteller who brings the story to life – using expressions, voice modulations, gestures and movements.
- Select a storyteller who speaks to the audience instead of one who is merely reading the story.



**You can use these recordings in a multitude of ways to make them interactive. Having a physical copy of the story can be helpful too. Here are some ideas:**

- Introduce the storyteller (if possible) and the story to be shared.
- Get your pupils to talk about the cover page (if the storyteller does not).
- Prepare your pupils for the session as described in the section above – go through the book and vocabulary (if necessary).
- Pause the recording at parts which lend themselves well for questioning or discussion.
- Replay parts, if necessary, to support pupils' understanding.
- Look for animated stories of popular books and use them in similar ways as above.



**Here are some links to storytelling websites:**

• **Good online storytelling:**

- The Bad Seed  
<https://www.youtube.com/watch?v=icBT0Gb89zQ>
- The Couch Potato  
<https://www.youtube.com/watch?v=SvdRjPW6FUU>
- Disney Mickey Mouse "Detective Donald"  
<https://www.youtube.com/watch?v=M50VYMbc1kQ>

• **Books Read Aloud for Kids**

Youtube at <https://www.youtube.com/channel/UCgMV66LqpfH8CJJK7SL05Vw>

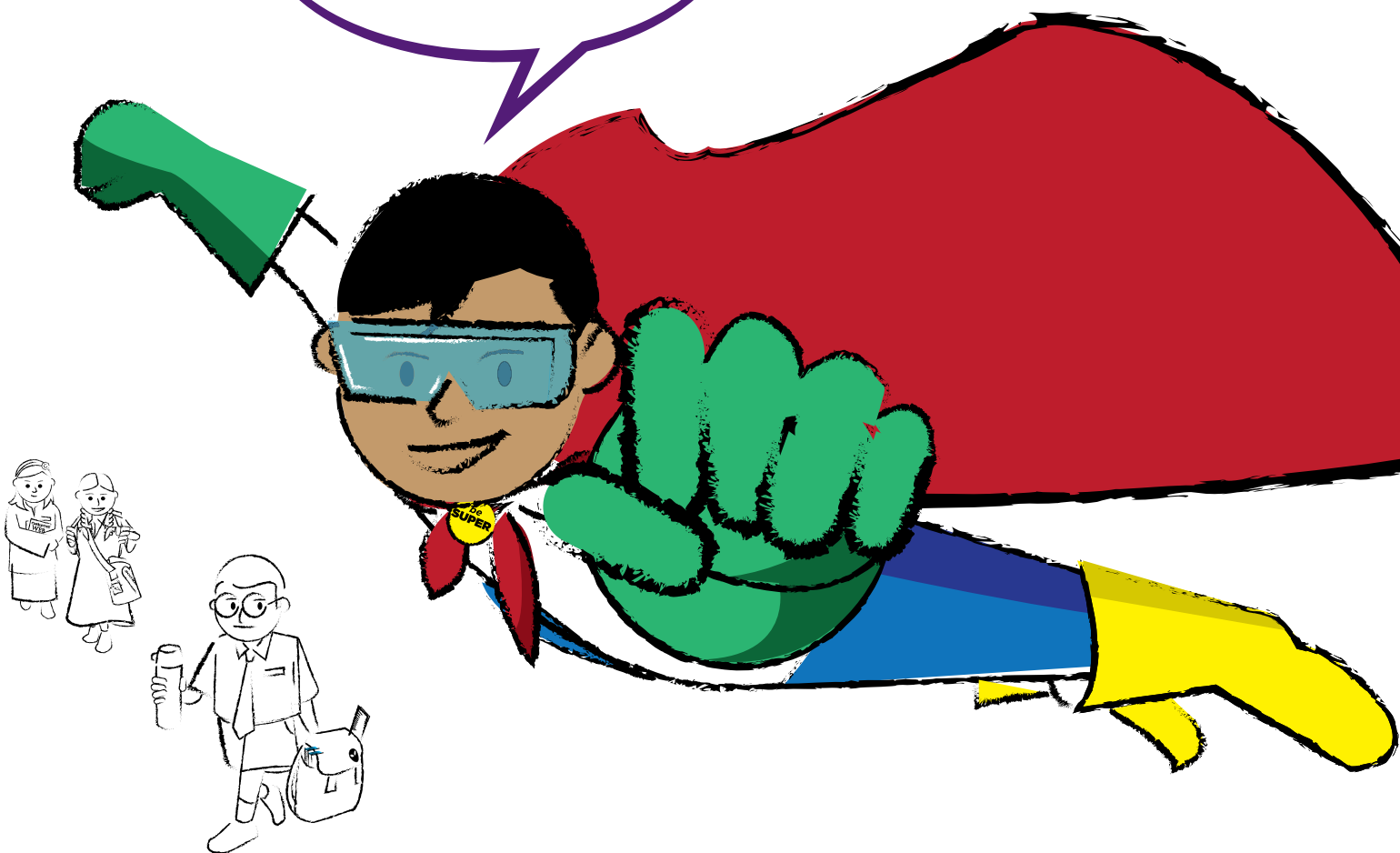
• **Kids Books Read Aloud**

Youtube at <https://www.youtube.com/playlist?list=PLXaFPZ-EIQz4Xn6I3ibdOYRx-xZxmYRWu>

# Section 3 :

## Sample Activities and Templates

Books may  
well be the  
only true magic  
**Alice Hoffman**





**Appendix A1 : Sample Book Review Templates (1)**

**Title:** .....

**Author:** .....

**Type of book:** (tick one)

Adventure       Mystery       Fable/FairyTale       Graphic Novel   
Non-fiction       Fantasy       Science fiction       Others

**Setting:** Where? .....

When? .....

**Main characters & their character traits:**

Character's Name	Trait	Evidence from the book (What he/she did or said)
.....	.....	.....
.....	.....	.....
.....	.....	.....

**Most Important Events:** (list five)

1. ....
2. ....
3. ....
4. ....
5. ....

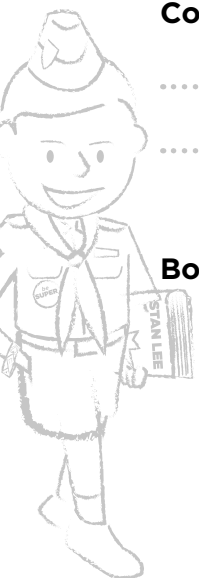
**Summary:**

.....  
.....  
.....

**Comments:**

.....  
.....

**Book Review by:** .....



**Appendix A2 : Sample Book Review Templates (2)**

**A Book Review by** .....

**Title:** .....

**Author:** .....

**Setting** - Where does the story take place?  
.....  
.....

**Main Characters** - Give a brief description of each character

1. ....
2. ....
3. ....
4. ....

**Summary** - what happened in the book?  
.....  
.....  
.....

**Moral of the Story** - what did you learn from reading the book?  
.....

**Conclusion** - how did the story end?  
.....

**What did you think of the story?** (tick one)

**Excellent**  
It was great

**Good**  
I liked it

**Fair**  
It was ok

**Poor**  
I didn't enjoy it

**Would you recommend this book to a friend?** Why? Why not

.....  
.....

**This book was** (tick one)

**Easy to read**

**Just right to read**

**A little difficult to read**

**Too hard to read**



## Appendix B : Sample planning for several weeks' shared reading

### Week 1

### Suggested Activities

---

#### Introduce words related to books

Introduce words such as  
cover page  
author  
illustrations  
characters  
main character  
setting/location

---

#### Talk about the cover page

Ask questions on the cover page to get the pupils to make predictions:  
e.g.  
What do you think this book is about?  
Why do you say that? or How do you know?  
Who do you think is the main character?  
Where do you think this story takes place?

---

#### Read several pages from the book

*Read the first page.*  
Stop and ask questions –  
can be related to content or vocabulary e.g.  
What do you think this word means?  
How do you know?

*(Teach your pupils to use contextual or visual clues).*

---

#### Developing a Word Wall

(Teacher can start the Word Wall)

*Repeat the above with the next few pages.*  
Revisit the new words at the end of the reading session.

- Teacher puts up new words on the word wall.
  - Reading for pleasure – avoid homework in the initial stages
- 



## Appendix B : Sample planning for several weeks' shared reading *continued*

### Week 2

#### Revisit previous week's reading

Ask questions on words related to books  
e.g.

What does a cover page tell you?  
Why are there drawings or pictures on a cover page?

Ask questions on important events in the story or about words learnt.

Ask one or two pupils to retell what they remember about the story.

#### Read the next few pages from the book

*Stop and ask questions - can be related to content or vocabulary.*

Cover some words with a sticky note and get pupils to guess what the word could be (vocabulary).

Have the pupils read with you.

### Weeks 3 - 4

#### Revisit previous week's reading

Ask pupils to retell the story read thus far; revisit words learnt previously.

Introduce new vocabulary (if there is any).

#### Read the next few chapters of the book

Utilise any suitable strategy/ try out new strategies.

### Week 5

(assuming the book has been completed)

#### Possible activities

Ask questions on characters:  
e.g.

How would you describe Mel?  
Why do you say he is brave? Or  
What did he do that shows he is brave?

Ask questions on cause and effect or consequences.

Discuss punctuation within the text (with weaker pupils).

Get pupils to do any of the following:

- Retell the story in their own words (orally or in writing).
- Say/write why they liked or did not like the story.
- Illustrate the story (pupils who enjoy drawing).
- Write short reviews (Teacher can provide exemplars or templates to scaffold this activity).
- Write quiz questions for a class quiz.



## Appendix C1 : Sample planning of a Compare and Contrast Characters Activity (1)

### Name of Activity

### 1. Compare and Contrast Characters

### Target

Beginner to Advanced Readers

### Objective

Pupils will be able to compare and contrast fictional characters from a story read they have read or heard.

### Language Focus & Support

Pupils will be able to compare and contrast fictional characters with suitable words, verb phrases, and adjectives using visuals and sentence structures to prompt.

### Materials

A book you have read to the pupils that is suitable for compare and contrast – you can use a Big Book, a printout of a page from the book or flash cards.

### Time

20 minutes

### Steps

1. Gather pupils around you. Get them to show you a thumbs up if they remember the story.
2. Remind pupils that the characters in a story are the people or animals. Characters are who the story is about.
3. Ask pupils to give you a thumbs up if they remember the characters in the story you have chosen.
4. Ask pupil volunteers to identify the main characters in the selected story.
5. Tell pupils that today they will be looking at how the characters in the book they read are the same, and how they are different.
6. Revise key vocabulary using flash cards if necessary. Get pupils to say the words, spell them, and identify their meanings.
7. Turn to a page or a section of the story in the Big Book (or printouts/scanned copies) which shows how two characters are the same and get the class to read it aloud.
8. Get pupils to share how the characters are the same or what they have in common.
9. Explain that when we compare we look at how characters are the same.
10. Get pupils to share how the characters are different or not the same.
11. Explain that when we contrast we look at how characters are different and Introduce structures used to compare and contrast  
e.g.  
*Both Lily and her sister are .....*  
*Lily is kind but her sister is cruel.*

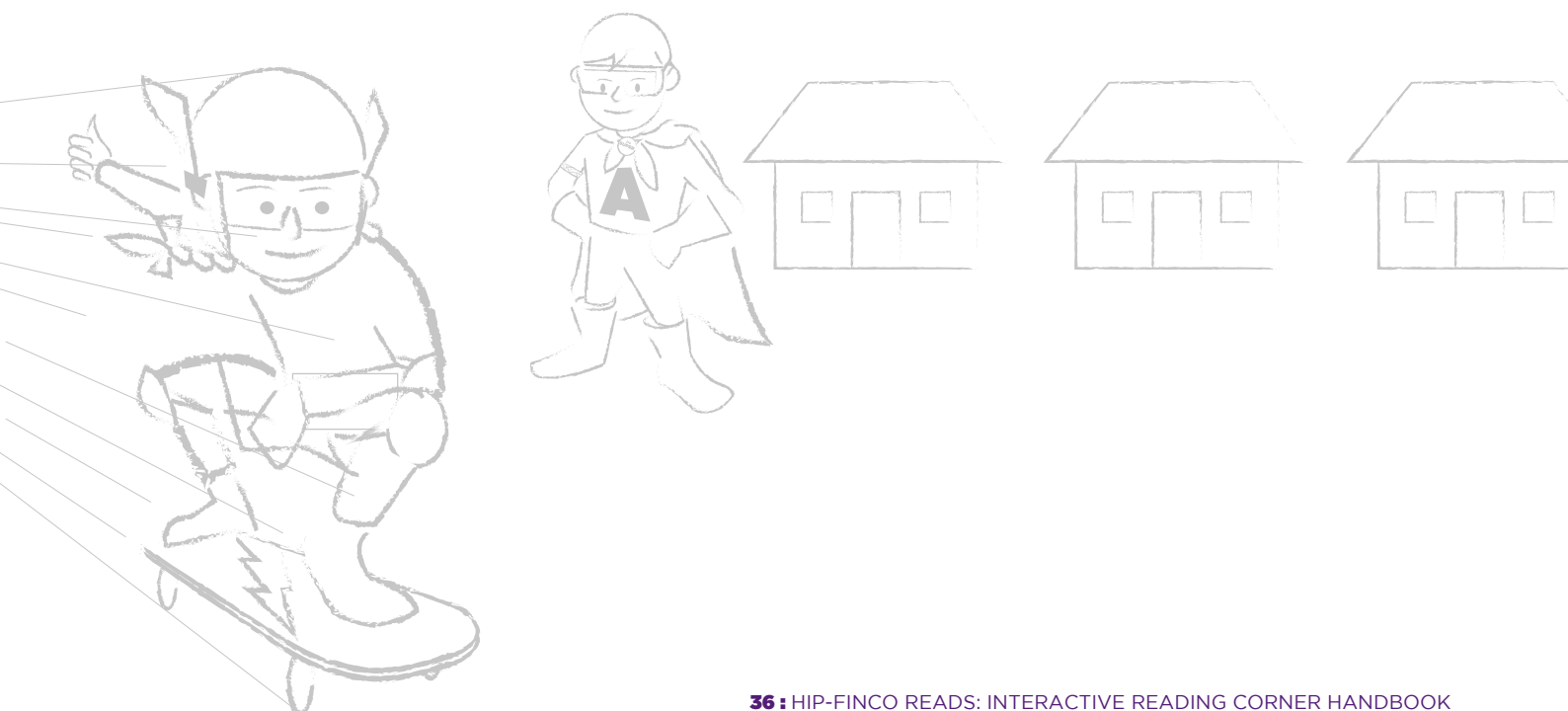


### Suggested Post Reading Activities

Teacher puts up sentence structure showing compare and contrast on the wall in the classroom.

## Appendix C2 : Sample planning of a Compare and Contrast Characters Activity (2)

<b>Name of Activity</b>	<b>2. Compare and Contrast Characters</b>
<b>Target</b>	Beginner to Advanced Readers
<b>Objective</b>	Pupils will be able to compare and contrast fictional characters from a story read.
<b>Language Focus &amp; Support</b>	Pupils will be able to compare and contrast fictional characters with suitable words, verb phrases, and adjectives using visuals and sentence structures for support.
<b>Materials</b>	A book you have read to the pupils that is suitable for compare and contrast – you can use a Big Book; or a printout of a page from the book, vocabulary or flash cards.
<b>Time</b>	20 minutes
<b>Steps</b>	<ol style="list-style-type: none"><li>1. Review previous Reading session – meaning of compare and contrast, sentence structures used to compare and contrast.</li><li>2. Discuss with pupils other similarities and differences between the characters and copy these adjectives on the whiteboard.</li><li>3. Pair work – have pupils practice using the compare and contrast structures with their partners.</li><li>4. Challenge pupils to write a paragraph comparing two characters from the story.</li></ol>
<b>Suggested Post Reading Activities</b>	Teacher puts up pupils' written paragraphs on the display board in class.



### Appendix C3 : Sample planning of Prediction Activity

Name of Activity	Prediction Activity
<b>Target</b>	Average to Advance Readers
<b>Objective</b>	Pupils will be able to predict events in a story based on logic.
<b>Materials</b>	A book that is suitable to teach predicting skills. <i>* Some picture books lend themselves well to this activity.</i>
<b>Time</b>	15 - 20 mins
<b>Steps</b>	<ol style="list-style-type: none"><li>1. Read through the book first. Identify where in the book you can ask your pupils to make predictions. Use sticky notes to highlight these places. About 5-7 predictions should do.</li><li>2. On the board, draw a table with two columns. Label one 'My Predictions' and the other 'My Confirmed Predictions'.</li><li>3. Show the cover page. Ask pupils to predict what the story is about.</li><li>4. Read the story out loud with expression. Stop when you come to your sticky note. Ask pupils: <i>What do you think happens next?</i> <i>Why do you say that?</i> Write their predictions on the board. With more able learners, you can get them to write their predictions on sticky notes and put them up in column 1 of the table on the board.</li><li>5. Read the text. If the prediction is correct, move the sticky note on the board from "My Predictions" to "My Confirmed Predictions".</li><li>6. Keep reading and repeating the questions with each prediction point. If a prediction is not correct, leave it in column 1 of the table.</li><li>7. At the end of the story, revisit the predictions and the logic pupils used for the correct ones.</li></ol>
<b>Suggested Post Reading Activities</b>	<ol style="list-style-type: none"><li>1. Pupil Response Pupils can write a short piece on their feelings in making predictions</li></ol>
<b>Variations</b>	<ol style="list-style-type: none"><li>1. Use the book title or book cover to guess what the story is about.</li><li>2. Put key words from the book on the board and get pupils to guess what the story is about.</li><li>3. Get pupils to predict what the story is about using chapter headings (<i>if the book has this</i>).</li></ol>



**Appendix C4 : Sample Retell Activity**

# Five Finger Retell

Date \_\_\_\_\_

Fill in the details

Name \_\_\_\_\_

Title \_\_\_\_\_

The diagram is a hand-shaped template for retelling a story. The hand is oriented vertically with fingers pointing upwards. The fingers are labeled: thumb (left) 'Characters', index 'Setting', middle 'Problem', ring 'Events', and pinky (right) 'Solution'. The palm area is labeled 'Beginning', 'Middle', and 'End'. The hand is surrounded by icons: a question mark, a city skyline, an open book, a lightbulb, and cartoon characters. Lines connect the hand's fingers to the corresponding sections of the retell form.



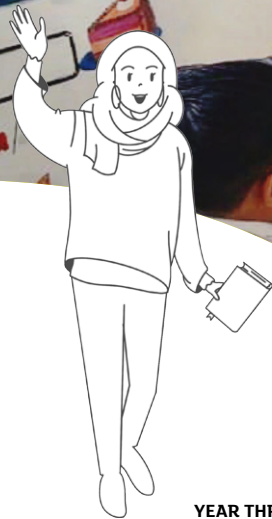
**Appendix D1 : Highly Immersive Programme - FINCO Outstanding Teachers Competition Medium-High Tech Category Lesson Plan**



KEMENTERIAN PENDIDIKAN MALAYSIA



# Highly Immersive Programme - FINCO Outstanding Teachers Competition 2020 Award Winners



by  
**Ms. Thirumangai Rajendran**

Sekolah Kebangsaan Dato' Onn Jaafar, Kompleks Sekolah Wawasan, USJ 15, 47630 Subang Jaya, Selangor

WEEK	DAY	DATE	CLASS	TIME	SUBJECT
2	Tuesday	31st March 2020	3 Dinamik	9.30am-10.30am	English Language

**YEAR THREE**

FOCUS	MAIN SKILL FOCUS
Speaking	Speaking
TOPIC	THEME
Module 1: Welcome!	World of Self, Family and Friends

**MAIN CONTENT STANDARD**

2.1 Communicate simple information intelligibly

**COMPLEMENTARY CONTENT STANDARD**

1.2 Understand meaning in a variety of contexts

**LEARNING STANDARD**

2.1.5 Describe people and objects using suitable words and phrases.

**COMPLEMENTARY LEARNING STANDARD**

1.2.3 Understand with support short simple narratives.

**LANGUAGE/ GRAMMAR FOCUS**

Adjectives: big teeth, pretty, blonde hair, green eyes, brown eyes

**CIVICS AND CITIZENSHIP EDUCATION (CCE)/ COMPULSORY EDUCATION (CE)**

**ADDED VALUE**  
Being thankful

**HOT/THINK**  
Bubble map

**CROSS-CURRICULAR ELEMENTS (EMK)**  
Language, Thinking Skills, Creativity, and Innovation

**THINKING PROCESS**  
Analysing  
Evaluating

**LEARNING OBJECTIVES**

By the end of this lesson, pupils will be able to:

- i) describe physical appearance using at least 5 adjectives correctly.
- ii) listen and identify at least 5 adjectives used in the voice recording correctly.

**Full lesson plan is available at** <https://www.finco.my/for-teachers/>

**Appendix D2 : Highly Immersive Programme - FINCO Outstanding Teachers Competition Low-No tech Category Lesson Plan**



KEMENTERIAN PENDIDIKAN MALAYSIA



# Highly Immersive Programme - FINCO Outstanding Teachers Competition 2020 Award Winners



Today's  
Lesson

by

**Mr. Muhamad Khairi Fakhri bin Fazil**

SK Amar Penghulu, 71600 Jelebu, Negeri Sembilan

WEEK	DAY	DATE	CLASS	TIME	SUBJECT
2	Wednesday	1st April 2020	3	9.15am-10.15am	English Language

YEAR THREE

FOCUS	MAIN SKILL FOCUS
Lesson: 4 (Writing 1)	Writing
TOPIC	THEME
Welcome!	World of Self, Family and Friends

By the end of the lesson, pupils should be able to:-

<b>MAIN CONTENT STANDARD</b>	4.2 Communicate basic information intelligibly for a range of purposes in print and digital media								
<b>COMPLEMENTARY CONTENT STANDARD</b>	5.3 Express an imaginative response to texts								
<b>LEARNING STANDARD</b>	4.2.4 Describe people and objects using suitable words and phrases								
<b>COMPLEMENTARY LEARNING STANDARD</b>	5.3.1 Respond imaginatively and intelligibly through creating a drawing of one's family members								
<b>LANGUAGE/ GRAMMAR FOCUS</b>	Have got statements								
<b>CIVICS AND CITIZENSHIP EDUCATION (CCE)/ COMPULSORY EDUCATION (CE)</b>	<table border="1"> <thead> <tr> <th>ADDED VALUE</th> <th>HOT/IThINK</th> </tr> </thead> <tbody> <tr> <td>Loving, appreciating</td> <td>Create sentences based on learned phrases</td> </tr> <tr> <th>EMK</th> <th>THINKING PROCESS</th> </tr> <tr> <td>Language</td> <td>Analyse and create</td> </tr> </tbody> </table>	ADDED VALUE	HOT/IThINK	Loving, appreciating	Create sentences based on learned phrases	EMK	THINKING PROCESS	Language	Analyse and create
ADDED VALUE	HOT/IThINK								
Loving, appreciating	Create sentences based on learned phrases								
EMK	THINKING PROCESS								
Language	Analyse and create								

Full lesson plan is available at <https://www.finco.my/for-teachers/>

**Appendix E : Sample Parental Consent Form**

**Penyertaan dalam** .....  
(Nama Program)

Dengan segala hormatnya perkara di atas dirujuk.

2. Untuk makluman tuan/puan, .....  
(Nama Penganjur)

adalah .....  
(Tentang Penganjur)

Objektif kami adalah untuk mengupayakan murid dengan sokongan pendidikan yang mencukupi untuk mencapai aspirasi kehidupan mereka.

3. Sehubungan dengan itu, sukacita dimaklumkan bahawa anak/jagaan tuan/puan

.....

dari Tingkatan/Tahun .....

telah terpilih untuk menyertai program kami yang akan diadakan sepanjang.....

4. Pihak kami akan berusaha sedaya upaya untuk menjaga keselamatan pelajar-pelajar dan memastikan segala peraturan dipatuhi oleh anak/jagaan tuan/puan sepanjang kegiatan ini diadakan demi mengelakkan perkara-perkara yang tidak diingini daripada berlaku. Fotografi dan perakaman video akan dijalankan sepanjang program ini dan gambar dan video rakaman ini akan digunakan oleh pihak kami untuk tujuan bukan komersial.

5. Sila kembalikan keratan jawapan kebenaran penyertaan, fotografi dan rakaman video di bahagian bawah surat ini kepada pihak sekolah.

Sekian, terima kasih.

Yang Benar,

\_\_\_\_\_  
(Tandatangan)

Nama .....

Jawatan .....

## Surat Akuan Kebenaran Ibumama / Penjaga

Saya .....

ibumama / penjaga kepada

.....

No. KP: .....

dari Tingkatan / Tahun .....

### 1. **(membenarkan / tidak membenarkan)\***

anak/jagaan saya menyertai .....  
(Nama Program)

yang akan diadakan sepanjang tahun .....

Saya faham bahawa pihak .....  
(Nama Penganjur)

akan mengambil langkah-langkah keselamatan dan pengawasan sepanjang kegiatan tersebut diadakan. Saya memberi kebenaran kepada pihak sekolah atau wakilnya memberi apa-apa pertolongan cemas keatas anak / jagaan saya jika didapati perlu.

### 2. **(bersetuju / tidak bersetuju)\***

dengan pelaksanaan fotografi dan rakaman video yang melibatkan anak / jagaan saya sepanjang program tersebut dan penggunaan gambar dan rakaman video tersebut bagi tujuan promosi, publisiti dan bahan program.

Sekian, terima kasih.

\_\_\_\_\_  
(Tandatangan ibumama / penjaga)

Nama .....

Tarikh .....

No. Telefon .....

Alamat Emel .....

**\*Sila potong mana-mana yang tidak berkenaan**





**Financial Industry  
Collective Outreach**

Level 2, AICB Building  
10 Jalan Dato' Onn  
50480 Kuala Lumpur  
Wilayah Persekutuan  
**MALAYSIA**

.....  
Contact us at  
**info@finco.my**

.....  
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