

# Research on the Teaching Strategies of Whole Book Reading in Primary School Chinese Based on Project-based Learning

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**Abstract:** This research thoroughly explores the teaching strategies of whole book reading in primary school Chinese based on project-based learning. Through theoretical analysis of project-based learning and whole book reading, combined with practical teaching cases, practical teaching methods are put forward. Verified by practice, these strategies can significantly enhance students' reading interests, abilities and comprehensive qualities, thus providing new ideas and methods for primary school Chinese teaching.

**Keywords:** Project-based learning; Primary school Chinese; Whole book reading; Teaching strategies

## 1. Introduction

Reading is a core aspect of Chinese teaching, and whole book reading plays an irreplaceable and significant role in improving students' Chinese literacy. In traditional Chinese teaching, whole book reading has often not received sufficient attention, resulting in insufficient reading amounts and difficulties in guaranteeing reading quality among students. Project-based learning, as a student-centered teaching method, can stimulate students' learning interests and improve their comprehensive qualities. Therefore, applying project-based learning to the whole book reading teaching in primary school Chinese has important practical significance.

## 2. Theoretical Basis of Project-based Learning and Whole Book Reading

### 2.1 Concept and Characteristics of Project-based Learning

Project-based learning is a student-centered teaching method that enables students to learn and master knowledge and skills by participating in real project activities. Its main characteristics are as follows:

(1) Student-centered: It emphasizes the dominant position of students. In project activities, students conduct independent learning and exploration. They are no longer passive recipients of knowledge but active explorers. Students can independently choose topics, formulate plans, implement projects and evaluate results according to their own interests and abilities. This greatly stimulates students' learning enthusiasm and initiative and improves learning effects.

(2) Authenticity: The tasks and problems in project-based learning stem from real-life situations. In the process of solving practical problems, students can deeply understand the application value of knowledge and improve their knowledge transfer abilities.

(3) Cooperativeness: Project-based learning usually requires students to form groups to complete

tasks together. Group members can give play to their respective advantages, learn from and help each other, and jointly overcome difficulties. In this process, students can cultivate their cooperation abilities, communication abilities and team spirit and improve their comprehensive qualities.

(4) Comprehensiveness: Project-based learning involves knowledge and skills in multiple disciplinary fields, requiring students to comprehensively apply these knowledge and skills to solve problems. This enables students to better understand the internal connections of knowledge and improve their comprehensive qualities.

## **2.2 Concept and Significance of Whole Book Reading**

Whole book reading refers to students reading complete books, including novels, biographies, popular science readings, etc. Whole book reading is of great significance for improving Chinese literacy:

(1) Improving Reading Abilities: It enables students to be exposed to more language materials, enhancing their reading comprehension abilities and reading speeds. Through reading, thinking and discussing, students can deeply understand the contents and themes of books. Meanwhile, they can be exposed to different literary genres and writing styles, enriching their reading experiences and increasing their reading interests.

(2) Cultivating Reading Interests: Students can experience the joy of reading in whole book reading, cultivating reading interests and habits. Immersed in the world of books, feeling the charm of literature and experiencing the pleasure of reading, they can gradually develop reading interests and habits and improve their reading literacy.

(3) Enriching Knowledge Reserves: Through whole book reading, students can learn about different cultures and knowledge, broadening their horizons and enriching their knowledge reserves. They can be exposed to knowledge in different aspects such as history, culture and society, and cultivate critical thinking and innovative abilities.

(4) Improving Comprehensive Qualities: Whole book reading can cultivate students' thinking abilities, creativity and aesthetic abilities. Through reading, thinking and discussing to deeply understand the content themes, students can improve their thinking and creativity, feel the charm of literature and improve their aesthetic and cultural qualities.

## **3. Teaching Strategies for Whole Book Reading in Primary School Chinese Based on Project-based Learning**

### **3.1 Determining the Project Theme**

When conducting the teaching of whole book reading in primary school Chinese based on project-based learning, it is of vital importance to carefully determine the project theme[1]. The theme should be closely related to the content of the whole book and meanwhile be able to fully stimulate students' interests, thus laying a solid foundation for the entire project-based learning.

### **3.2 Formulating the Project Plan**

After determining the theme, it is necessary to formulate a detailed and comprehensive project plan that covers multiple aspects such as project objectives, tasks, time arrangements, and evaluations.

(1) Project Objectives: The objectives must be clear, specific, and measurable. For example, through reading, students can accurately understand the main characters and the plot development in the book, improve their reading comprehension abilities, cultivate their awareness and appreciation

abilities of different literary genres, and stimulate their creativity so that they can continue or adapt the story.

(2) Project Tasks: The tasks should be operable and practical. Besides making handwritten newspapers and writing reading reflections, the diversity of tasks can also be increased. For example, giving story speeches, creating short plays with animal characters, and holding book sharing sessions can be added. Each task should have clear and specific requirements and standards to facilitate students' better execution.

(3) Time Arrangements: The time arrangements should be reasonable, fully taking into account students' learning progress and actual situations. The project can be divided into different stages, and each stage has a clear time node. For example, in the reading stage, one week can be arranged, with a certain amount of reading specified every day to ensure that students can complete the reading of the whole book on time. In the exploration stage, two to three days can be arranged to allow students enough time to deeply analyze the book content. In the cooperation stage, about one week can be arranged to give students sufficient time to conduct group discussions and complete tasks. In the display stage, one to two days can be arranged for students to display their achievements and conduct exchanges and sharing.

(4) Evaluation Standards: The evaluation should be objective and fair, comprehensively covering all aspects of learning. The evaluation standards can include the degree of seriousness in reading, the depth of understanding of the book content, the quality of task completion, the performance of teamwork, etc. Meanwhile, the evaluation methods can be diversified. Besides teacher evaluation, student self-evaluation and group mutual evaluation can be introduced to enable students to recognize their own learning achievements and deficiencies from different perspectives.

### ***3.3 Organizing the Implementation of the Project***

After formulating the plan, organize and implement the project in an orderly manner, which is divided into four stages: reading, exploration, cooperation, and display.

(1) Reading Stage: Teachers should play an active guiding role and guide students to read the whole book. Before starting reading, teachers can stimulate students' reading interests in some interesting ways, such as playing animated clips related to the book or telling wonderful story segments in the book. During the reading process, teachers can ask some targeted questions to help students better understand the book content and theme. For example, for an adventure novel, teachers can ask questions like "What difficulties did the protagonist encounter during the adventure? How did he overcome them?" Students should take notes carefully during the reading process, record their insights and thoughts, and prepare for the subsequent learning stages.

(2) Exploration Stage: Students analyze and explore the book content deeply according to the theme and actively put forward questions and viewpoints. Teachers can organize group discussions to let students share their thoughts and findings. For example, for a book on environmental protection, teachers can guide students to discuss questions like "What environmental protection problems are there around us? What actions can we take to protect the environment?" In the discussion process, students can inspire each other, broaden their thinking, and deepen their understanding of the theme of the book.

(3) Cooperation Stage: Students form groups to jointly complete project tasks. The formation of groups can be carried out according to students' interests, abilities, and personality characteristics to ensure that each group can give full play to the advantages of its members. In the process of

completing tasks, students should learn to divide labor and cooperate and clarify their respective responsibilities. For example, when making handwritten newspapers, some students are responsible for collecting materials, some are responsible for designing the layout, and some are responsible for drawing illustrations. Meanwhile, students should pay attention to team communication and cooperation, jointly solve problems in a timely manner when encountering them, and cultivate cooperation abilities and team spirit.

(4) Display Stage: Students display their achievements and share their learning gains. The forms of display can be diversified, such as holding exhibitions, giving performance reports, and making videos. During the display process, students should clearly introduce their task completion situations and learning gains. Meanwhile, they should listen carefully to the displays of other groups for exchanges and learning. After the display, teachers can make comments and summaries, affirm students' efforts and achievements, and put forward suggestions and directions for improvement.

### **3.4 Conducting Project Evaluation**

After the implementation of the project, conduct a comprehensive and objective project evaluation. The evaluation includes three aspects: student self-evaluation, group mutual evaluation, and teacher evaluation, with emphasis on the evaluation of the learning process and learning outcomes.

(1) Student Self-evaluation: Students conduct self-evaluation on their own performance in the project. Students can review their performance in various stages such as reading, exploration, cooperation, and display, and analyze their own strengths and weaknesses. For example, students can evaluate whether they have completed the reading tasks seriously in the reading stage, whether they have actively put forward questions and viewpoints in the exploration stage, and whether they have communicated and cooperated well with group members in the cooperation stage. Student self-evaluation can help students better understand their own learning situations and improve their abilities of self-reflection and self-management.

(2) Group Mutual Evaluation: Group members conduct mutual evaluation among themselves. Group members can evaluate each member according to aspects such as contributions in the project, cooperation attitude, and communication ability. The evaluation should be specific and objective, pointing out the strengths and areas for improvement of each member. For example, group members can evaluate whether a certain member is responsible when making handwritten newspapers or whether he/she actively participates in group discussions. Group mutual evaluation can promote mutual learning and exchanges among students and enhance team cohesion.

(3) Teacher Evaluation: Teachers conduct comprehensive evaluations on students' performance in the project. Teachers can evaluate according to aspects such as students' completion of assignments, classroom performance, and participation in group activities. The evaluation should be objective and fair, affirming students' achievements while also pointing out the existing problems and deficiencies. Teacher evaluation can provide professional guidance and suggestions for students to help them better improve their learning abilities and comprehensive qualities. Meanwhile, teachers can summarize and reflect on the project based on the evaluation results to provide experience and references for future teaching.

## **4. Case Analysis of Whole Book Reading Teaching in Primary School Chinese Based on Project-based Learning**

#### **4.1 Case Background**

Take "Charlotte's Web" in the fourth-grade Chinese textbook as an example to conduct whole book reading teaching based on project-based learning[2]. This book tells the sincere friendship between Wilbur the piglet and Charlotte the spider with delicate strokes and warm emotions. It is very suitable for guiding students to understand the preciousness of friendship.

#### **4.2 Project Theme**

"The Power of Friendship - Whole Book Reading Project of Charlotte's Web"

#### **4.3 Project Plan**

##### **4.3.1 Project Objectives**

Enable students to deeply understand the importance of friendship through reading "Charlotte's Web" and cultivate the emotion of cherishing friendship.

- (1) Improve students' reading comprehension abilities, including understanding character images, plot development, and theme thoughts.
- (2) Exercise students' writing abilities, such as writing reading reflections and continuing stories.
- (3) Enhance students' cooperation abilities and cultivate teamwork spirit and communication skills through group activities.
- (4) Comprehensively improve students' comprehensive qualities, including thinking abilities, creativity, and aesthetic abilities.

##### **4.3.2 Project Tasks**

- (1) Read "Charlotte's Web" and write a reading reflection. Students are required to express their understanding and feelings about friendship by combining specific plots and characters in the book.
- (2) Make a handwritten newspaper to introduce the main characters and story plots of "Charlotte's Web". The content of the handwritten newspaper can include character portraits, excerpts of wonderful sentences, and story summaries.
- (3) Conduct group discussions to share their understanding and insights about friendship. Each group determines a discussion theme, such as "Why did Charlotte help Wilbur?" and "The importance of friendship in our lives." Group members conduct in-depth discussions around the theme and record important viewpoints.
- (4) Conduct role-playing to reproduce the classic scenes in "Charlotte's Web". Students can choose their favorite characters and experience the emotions and behaviors of the characters through performance to deepen their understanding of the story.

##### **4.3.3 Project Time Arrangement**

- (1) First week: Read "Charlotte's Web" and write a reading reflection. Teachers guide students to formulate reading plans in class and arrange a certain amount of reading time every day. During the reading process, students can record their questions and feelings at any time. At the end of the week, students complete the first draft of their reading reflections.
- (2) Second week: Make a handwritten newspaper to introduce the main characters and story plots of "Charlotte's Web". Teachers show some excellent handwritten newspaper templates in class and explain the production requirements and precautions of handwritten newspapers. Students work in groups, divide labor and cooperate to collect materials, design layouts, and draw illustrations. At the

end of the week, each group completes the production of the handwritten newspaper.

(3) Third week: Conduct group discussions to share their understanding and insights about friendship. Teachers determine the discussion themes in advance and divide students into several groups. In class, each group conducts discussions under the organization of the group leader, and the recorder records important viewpoints. After the discussion, each group selects a representative to speak and share the discussion results of the group[3].

(4) Fourth week: Conduct role-playing to reproduce the classic scenes in "Charlotte's Web". Teachers play some role-playing videos in class to let students understand the methods and skills of role-playing. Students work in groups and select a classic scene for rehearsal. At the end of the week, each group conducts a role-playing display.

#### **4.3.4 Project Evaluation**

(1) Student Self-evaluation: Students evaluate their own performance in the project, including aspects such as reading attitude, participation degree, and cooperation ability. Students can give themselves a score according to their actual situation and write down their own strengths and weaknesses.

(2) Group Mutual Evaluation: Group members evaluate the performance of other members in the project, including aspects such as teamwork and task completion. Each group member should evaluate other members, and the evaluation content should be specific and objective.

(3) Teacher Evaluation: Teachers evaluate students' performance in the project, including aspects such as reading comprehension ability, writing ability, and cooperation ability. Teachers can conduct a comprehensive evaluation of students based on students' assignments, classroom performance, and group activities. The evaluation results can be divided into four grades: excellent, good, qualified, and unqualified.

### **4.4 Project Implementation Process**

#### **4.4.1 Reading Stage**

(1) Teachers skillfully guide students to read "Charlotte's Web". Before starting reading, teachers can play a video about friendship or tell a story related to friendship to stimulate students' reading interests. Then, teachers introduce the author, background, and main content of the book to students so that they can have a preliminary understanding of the book.

(2) Raise some thought-provoking questions to help students better understand the content and theme of the book. For example, "What kind of spider do you think Charlotte is?" "Why is Wilbur afraid of being slaughtered?" "What role does friendship play in this book?" etc. During the reading process, students can think with these questions to deepen their understanding of the story.

(3) During the reading process, students carefully record their feelings and thoughts to fully prepare for writing reading reflections. Students can underline their favorite sentences in the book and write down their insights and questions. Teachers can regularly check students' reading records to understand students' reading progress and degree of understanding.

#### **4.4.2 Exploration Stage**

(1) According to the project theme, students conduct in-depth exploration and analysis of the content in the book. Students can start from aspects such as character images, plot development, and theme thoughts to raise their own questions and viewpoints. For example, "How is the friendship



between Charlotte and Wilbur established?" "What do the other animals in the book think of the friendship between Charlotte and Wilbur?" "What is the theme of this book? How does the author express this theme?" etc.

(2) Teachers organize students to conduct group discussions to let students share their questions and viewpoints and jointly discuss the importance of friendship. In the group discussion, each student has the opportunity to speak and express their own viewpoints. Teachers can patrol among the groups, listen to students' discussions, and give appropriate guidance and suggestions. After the discussion, each group selects a representative to speak and summarize the discussion results of the group[4].

#### **4.4.3 Cooperation Stage**

(1) Students form groups to jointly complete the project tasks. Each group selects a task according to their own interests and strengths, such as making handwritten newspapers, writing reading reflections, conducting group discussions or performing role-playing. Teachers can make appropriate adjustments to the groups based on students' choices to ensure that each group can complete the tasks smoothly.

(2) Group members divide the labor and cooperate to complete the tasks together. During the process of completing the tasks, students can communicate and learn from each other to improve their cooperation abilities and team spirit. For example, the group making handwritten newspapers can divide the work, with some members responsible for collecting materials, some for designing the layout, and some for drawing illustrations; the group writing reading reflections can jointly discuss the theme and structure of the reading reflections first, and then write different paragraphs respectively, and finally integrate and modify them.

(3) Teachers can regularly organize group reports, allowing each group to show their task completion status and share their experiences and gains. Students from other groups can ask questions and give evaluations to the reporting group, and put forward their own suggestions and opinions. Through group reports, students can learn from and draw on each other to improve the quality of their task completion.

#### **4.4.4 Display Stage**

(1) Students display their project achievements, such as handwritten newspapers, reading reflections, etc. Each group sends representatives to display, introducing their task completion status and learning gains. The forms of display can be diversified, such as giving speeches, reciting, performing, etc.

(2) Students from other groups can ask questions and give evaluations to the displayed achievements to promote exchanges and learning among students. Teachers can comment on and summarize students' displays, affirm students' strengths, point out the deficiencies, and put forward suggestions for improvement.

#### **4.5 Project Evaluation Results**

Through student self-evaluation, group mutual evaluation and teacher evaluation, a comprehensive evaluation has been conducted on students' performance in the project. The evaluation results show that students performed extremely well in the project. They not only improved their reading comprehension abilities, writing abilities and cooperation abilities, but also deeply understood the importance of friendship. The specific performances are as follows:

(1) In terms of reading comprehension ability: Students can accurately understand the character images, plot development and theme ideas in the book, can answer the questions raised by teachers, and can also put forward their own viewpoints and questions. In writing reading reflections and discussions, students can combine the specific content in the book to deeply analyze the meaning and value of friendship and express their understanding and insights about friendship.

(2) In terms of writing ability: The content of students' reading reflections is rich and sincere, and they can use the writing skills they have learned, such as description, expression of emotions and argumentation, to express their own viewpoints and feelings. The production of handwritten newspapers is also very exquisite, with accurate content, reasonable layout and vivid illustrations, reflecting students' creativity and aesthetic abilities.

(3) In terms of cooperation ability: Students can actively participate in group activities, divide the labor and cooperate to complete the tasks together. In discussions and reports, students can listen to others' opinions and suggestions, respect others' viewpoints, and actively express their own views, reflecting good team cooperation spirit and communication skills.

(4) In terms of comprehensive quality: Through this project, students have not only improved their Chinese literacy, but also cultivated their thinking abilities, creativity and aesthetic abilities. In exploration and discussion, students can put forward their own questions and viewpoints, conduct in-depth thinking and analysis, and cultivate critical thinking and innovative abilities. In making handwritten newspapers and performing role-playing, students can give play to their creativity and imagination, design creative works and improve their aesthetic abilities.

## 5. Conclusion

The teaching strategies of whole book reading in primary school Chinese based on project-based learning can effectively improve students' reading interests, abilities and comprehensive qualities. When implementing them, it is necessary to determine the theme, formulate the plan, organize the implementation and conduct the evaluation, so that students can learn and explore in real situations and improve their comprehensive qualities.

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