TWGHs Ko Ho Ning Memorial Primary School

Final Sharing

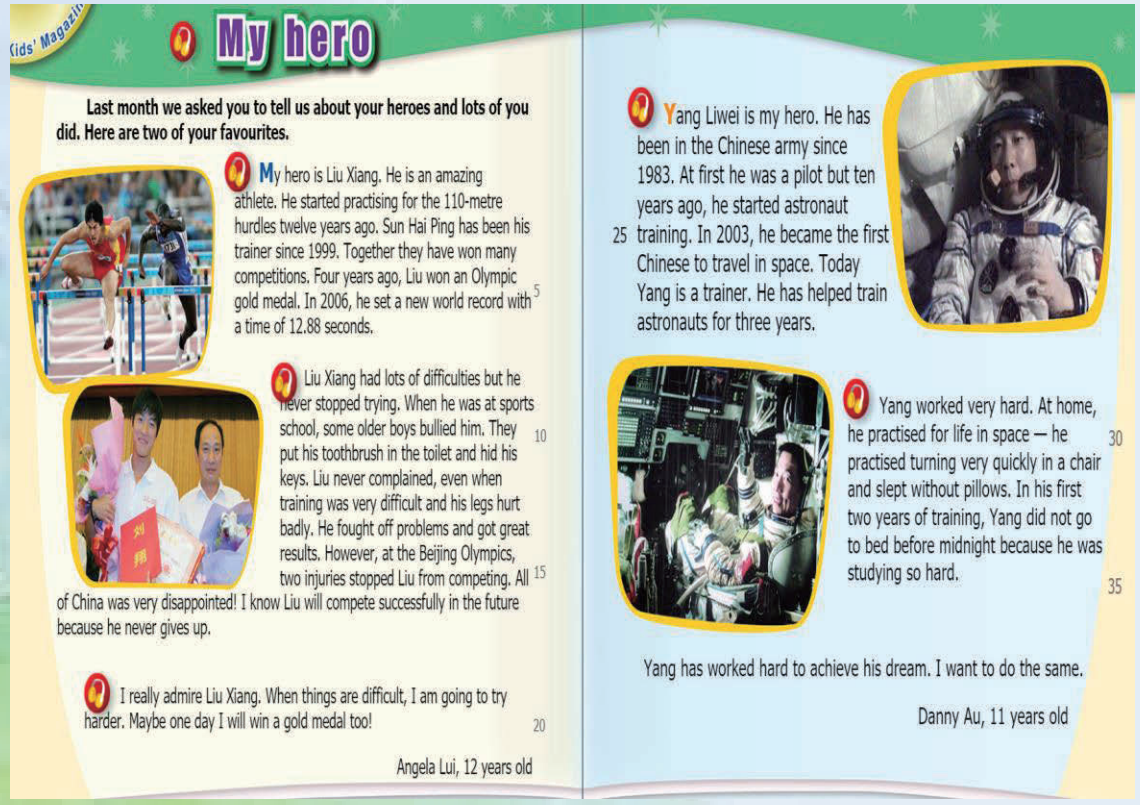
11th July, 2020

Miss Chan Tsz Yan, Gorretti
Miss Tang Cheuk Fan, Fanny
Miss Li Muk Ching, Mavis

Before the lesson

School-based adaptations

1) Substitute the existing text with more up-to-date ones.



Kids' Magazine

My hero

Last month we asked you to tell us about your heroes and lots of you did. Here are two of your favourites.

My hero is Liu Xiang. He is an amazing athlete. He started practising for the 110-metre hurdles twelve years ago. Sun Hai Ping has been his trainer since 1999. Together they have won many competitions. Four years ago, Liu won an Olympic gold medal. In 2006, he set a new world record with a time of 12.88 seconds.

Liu Xiang had lots of difficulties but he never stopped trying. When he was at sports school, some older boys bullied him. They put his toothbrush in the toilet and hid his keys. Liu never complained, even when training was very difficult and his legs hurt badly. He fought off problems and got great results. However, at the Beijing Olympics, two injuries stopped Liu from competing. All of China was very disappointed! I know Liu will compete successfully in the future because he never gives up.

I really admire Liu Xiang. When things are difficult, I am going to try harder. Maybe one day I will win a gold medal too!

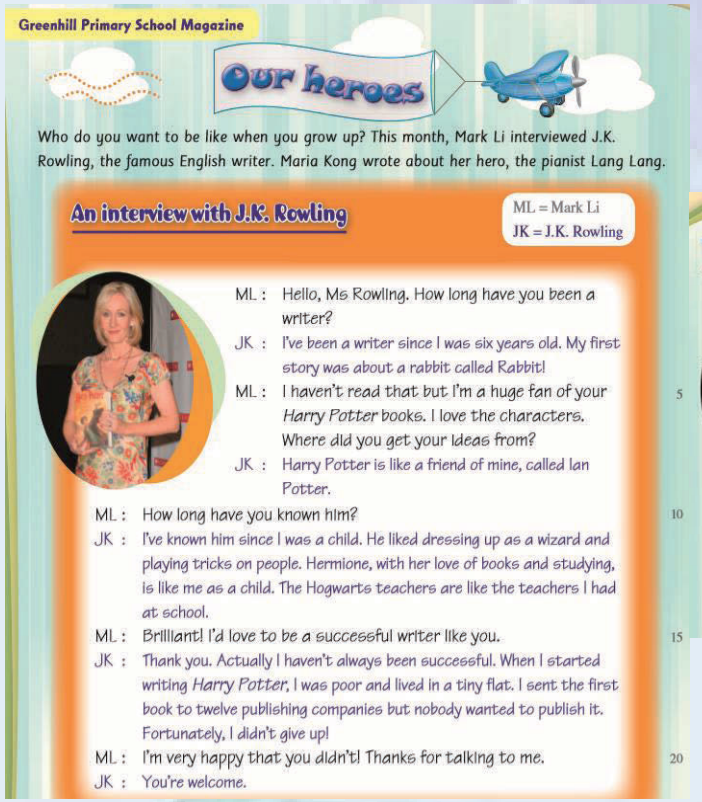
Angela Lui, 12 years old

Yang Liwei is my hero. He has been in the Chinese army since 1983. At first he was a pilot but ten years ago, he started astronaut training. In 2003, he became the first Chinese to travel in space. Today Yang is a trainer. He has helped train astronauts for three years.

Yang worked very hard. At home, he practised for life in space — he practised turning very quickly in a chair and slept without pillows. In his first two years of training, Yang did not go to bed before midnight because he was studying so hard.

Yang has worked hard to achieve his dream. I want to do the same.

Danny Au, 11 years old



Greenhill Primary School Magazine

Our heroes

Who do you want to be like when you grow up? This month, Mark Li interviewed J.K. Rowling, the famous English writer. Maria Kong wrote about her hero, the pianist Lang Lang.

An interview with J.K. Rowling

ML = Mark Li
JK = J.K. Rowling

ML : Hello, Ms Rowling. How long have you been a writer?

JK : I've been a writer since I was six years old. My first story was about a rabbit called Rabbit!

ML : I haven't read that but I'm a huge fan of your *Harry Potter* books. I love the characters. Where did you get your ideas from?

JK : Harry Potter is like a friend of mine, called Ian Potter.

ML : How long have you known him?

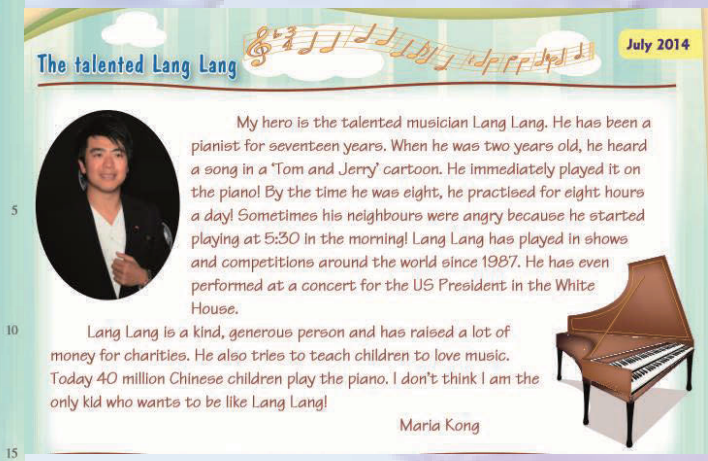
JK : I've known him since I was a child. He liked dressing up as a wizard and playing tricks on people. Hermione, with her love of books and studying, is like me as a child. The Hogwarts teachers are like the teachers I had at school.

ML : Brilliant! I'd love to be a successful writer like you.

JK : Thank you. Actually I haven't always been successful. When I started writing *Harry Potter*, I was poor and lived in a tiny flat. I sent the first book to twelve publishing companies but nobody wanted to publish it. Fortunately, I didn't give up!

ML : I'm very happy that you didn't! Thanks for talking to me.

JK : You're welcome.



The talented Lang Lang

July 2014

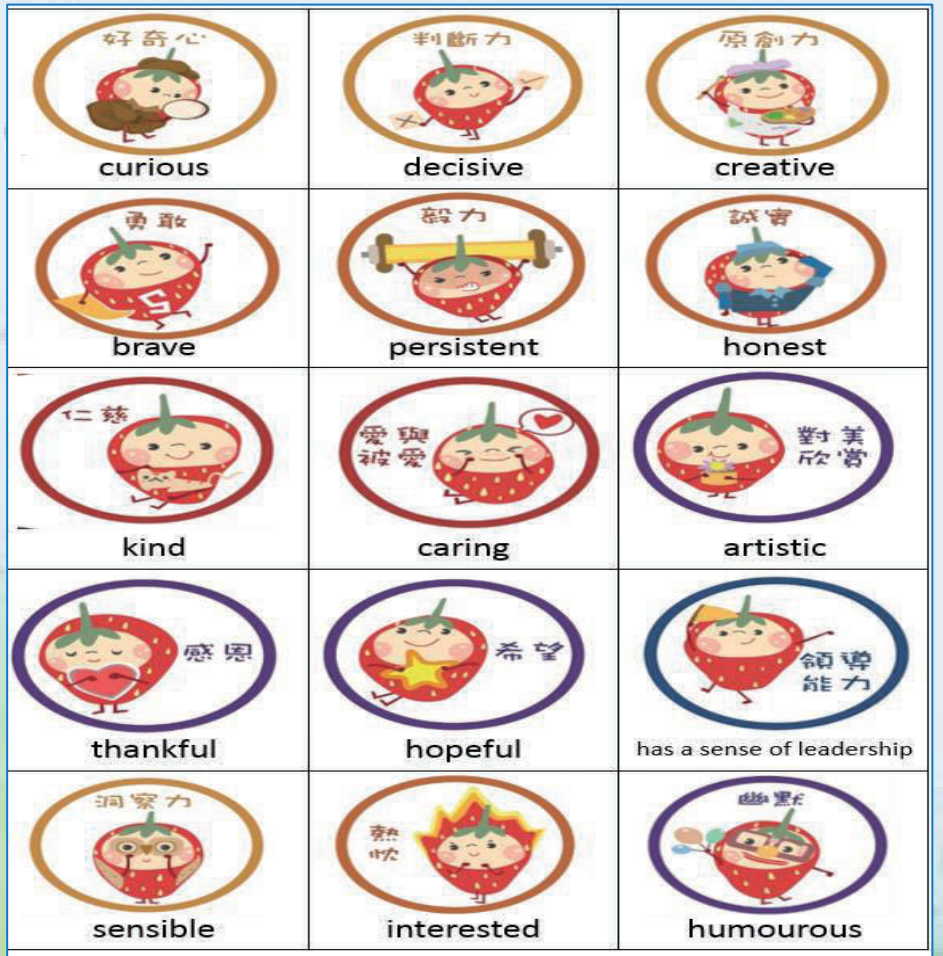
My hero is the talented musician Lang Lang. He has been a pianist for seventeen years. When he was two years old, he heard a song in a 'Tom and Jerry' cartoon. He immediately played it on the piano! By the time he was eight, he practised for eight hours a day! Sometimes his neighbours were angry because he started playing at 5:30 in the morning! Lang Lang has played in shows and competitions around the world since 1987. He has even performed at a concert for the US President in the White House.

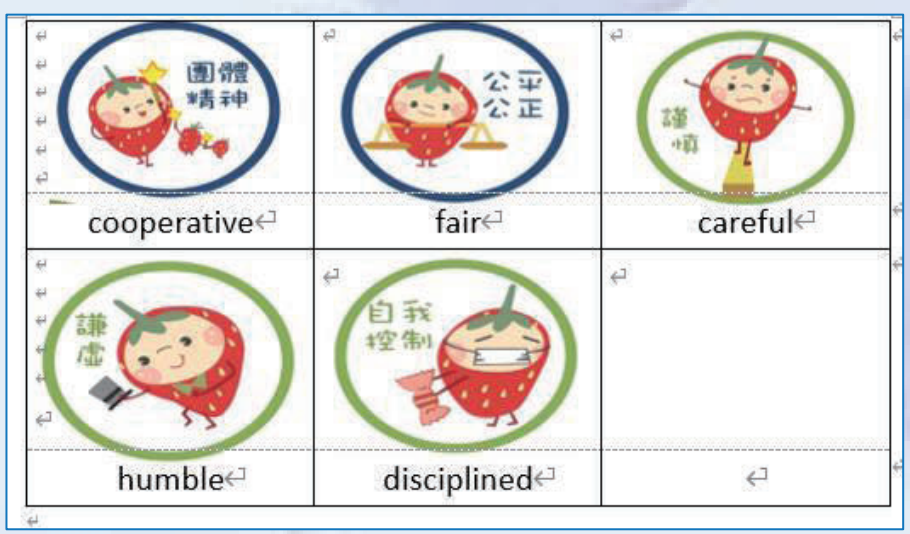
Lang Lang is a kind, generous person and has raised a lot of money for charities. He also tries to teach children to love music. Today 40 million Chinese children play the piano. I don't think I am the only kid who wants to be like Lang Lang!

Maria Kong

School-based adaptations

2) Enrich the vocabulary bank (24 character strengths) which fits our school main concern (positive education).





School-based adaptations

3) Replace the existing exercises which are redundant.

She wrote the first *Harry Potter* book | 13 years ago. / in 1997.

Read the headlines about some famous people and complete the table under the flap. Then talk about the famous people in pairs.

21 October 2000
Li Yundi: youngest winner of the Chopin Piano Competition

30 April 2001
Face to face with Raman Hui, animator of *Shrek*.

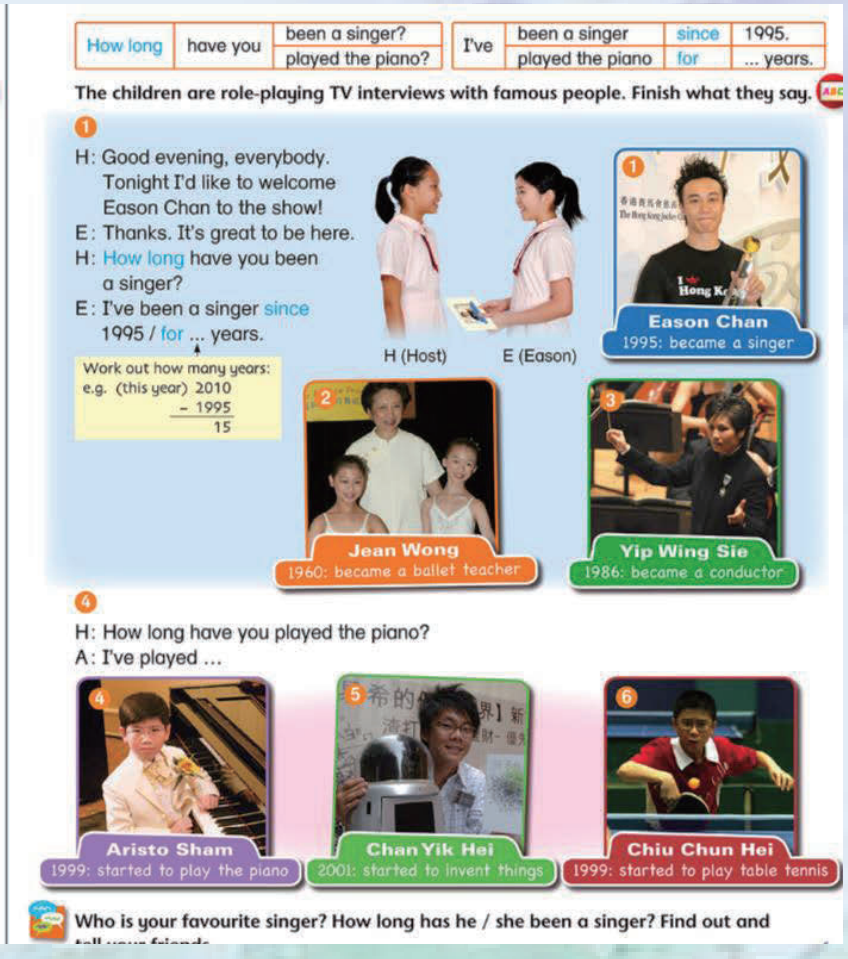
15 July 1997
How J.K. Rowling's book about Harry, the boy wizard, became a big hit

30 July 1996
Lee Lai Shan wins a gold medal for Hong Kong!

16 June 2006
Stephen Hawking in Hong Kong

Finish the report.

J.K. Rowling is a writer. She wrote the first *Harry Potter* book ____ years ago.
Stephen Hawking ...



How long | have you | been a singer? / played the piano?

I've | been a singer / played the piano | since / for | 1995. / ... years.

The children are role-playing TV interviews with famous people. Finish what they say.

1
H: Good evening, everybody. Tonight I'd like to welcome Eason Chan to the show!
E: Thanks. It's great to be here.
H: How long have you been a singer?
E: I've been a singer since 1995 / for ... years.

H (Host) E (Eason)

Work out how many years:
e.g. (this year) 2010
– 1995
15

Eason Chan
1995: became a singer

2 Jean Wong
1960: became a ballet teacher

3 Yip Wing Sie
1986: became a conductor

4
H: How long have you played the piano?
A: I've played ...

4 Aristo Sham
1999: started to play the piano

5 Chan Yik Hei
2001: started to invent things

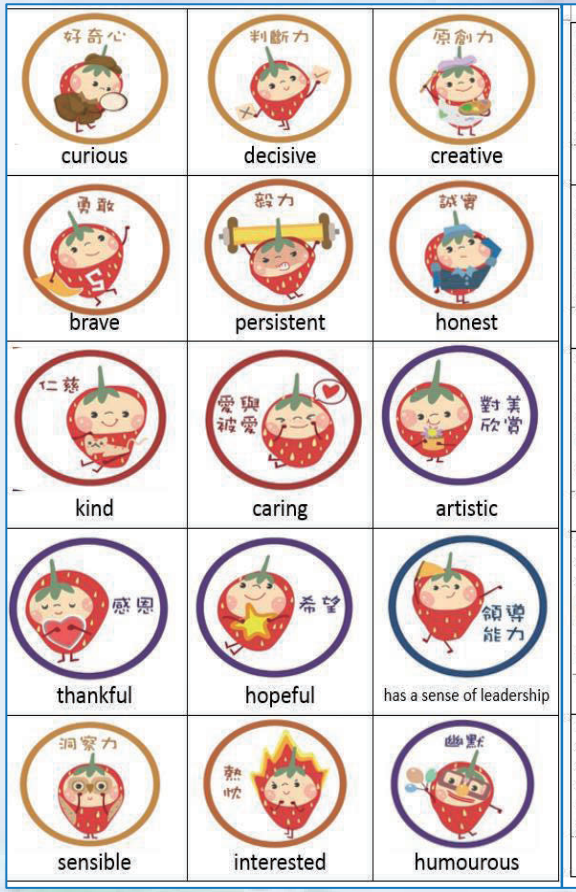
6 Chiu Chun Hei
1999: started to play table tennis

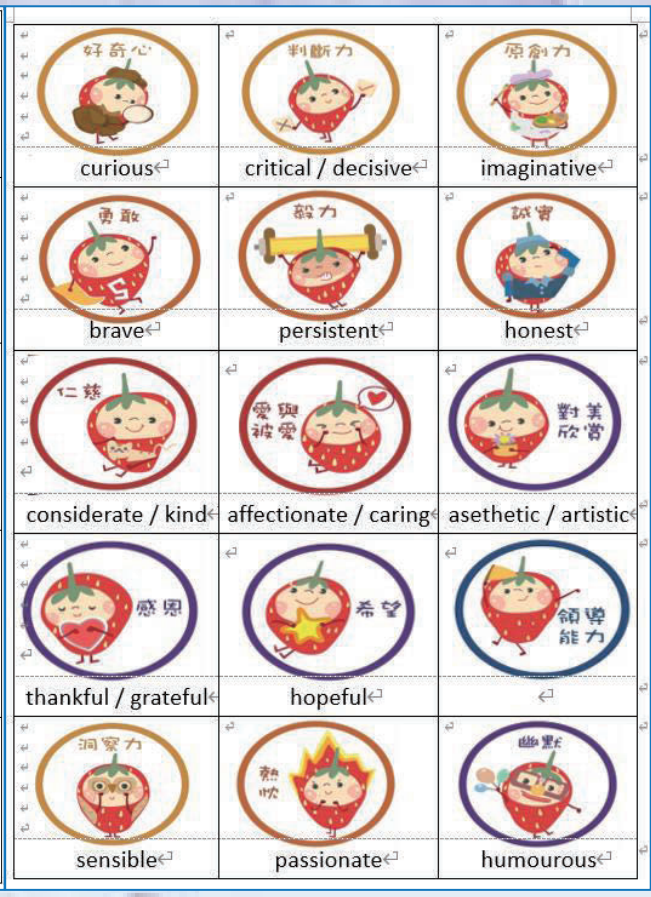
Who is your favourite singer? How long has he / she been a singer? Find out and

School-based adaptations

4) Add new learning tasks.

a painter	a musician	a singer
a scientist	an athlete	an animator
a director	a writer	a banker
an astronaut	an engineer	a pilot





School-based adaptations

4) Add new learning tasks.

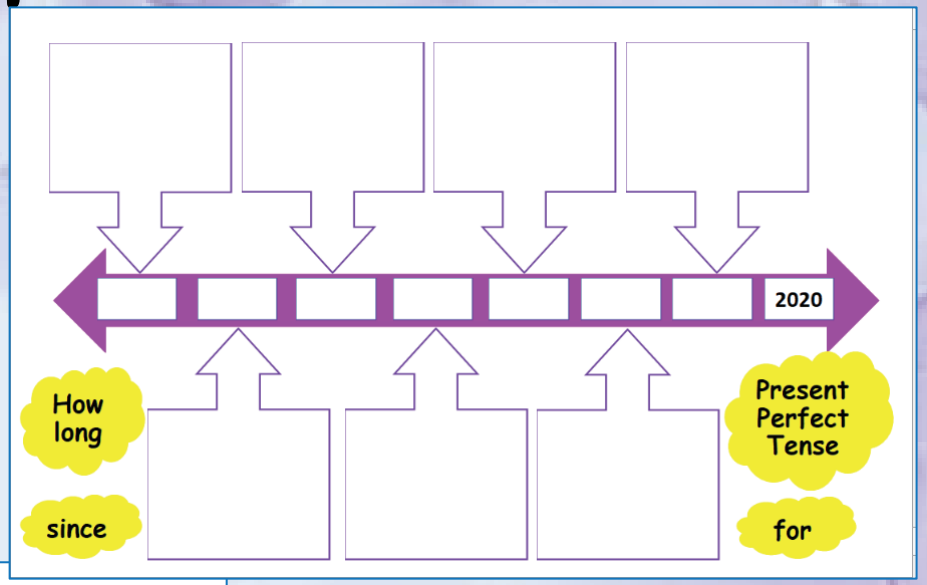
Profile

Name: Janny Wong

Age: 32

Sex: F

Job: _____



won the most popular singer in Hong Kong
started singing lessons
performed on stage
became a well-known popstar in Asia
began a world tour concert
published the first CD album

School-based adaptations

- Ask follow-up questions to aid the weaker students in learning from their peers.

P.5 Unit 7 Topic: My heros

Line 中	Possible questions	Purpose
Overall **A**	What is this piece of writing? A magazine article. How do you know? Where can you find the answer? Can you come out and show your friends? Good, repeat the answer after ___.	Contextual clue Cater for learner diversity Let a student sparkle
C	Is it a magazine for the public? No. What kind of magazine is it? A school magazine. How....?	Reasoning Locate information
D	When a reporter is asking for information from someone, and they talk together, what do we call it? An interview. Where....? interviewed Write An interview on the blackboard. Repeat...	Knowledge of the world Contextual clue Learn a new word from meaning
F	What is the name of the reporter? Mark Li How....? Who is the reporter talking to? J.K. Rowling Where....? Is J.K. Rowling a gentleman or a lady? A lady. How....? (The student can come out and point to the photo.) What is her job? An English writer Where....?	Don't forget to read the rubric Pictorial clue

School-based adaptations

- Use easier phrases or previous knowledge to tell and let students locate the difficult / new words or phrases.

big

small

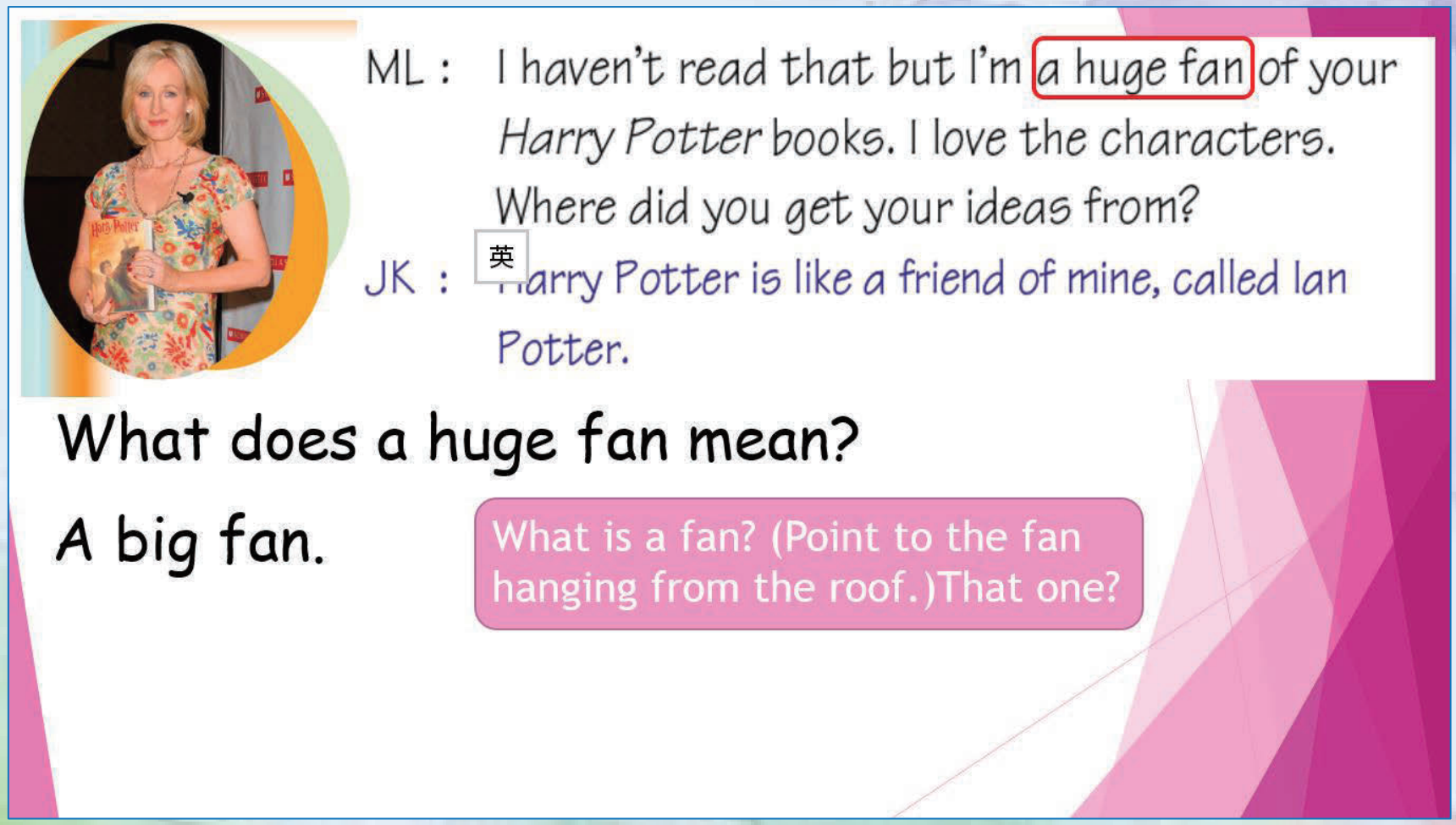
ML : I haven't read that but I'm a huge fan of your *Harry Potter* books. I love the characters. Where did you get your ideas from?

JK : Harry Potter is like a friend of mine, called Ian Potter.

Find a word means 'very big'.

School-based adaptations

- Promote understanding about the meaning of words in a new context.



School-based adaptations

- Introduce new words for smarter kids.

ML : I haven't read that but I'm a huge fan of your *Harry Potter* books. I love the characters. Where did you get your ideas from?

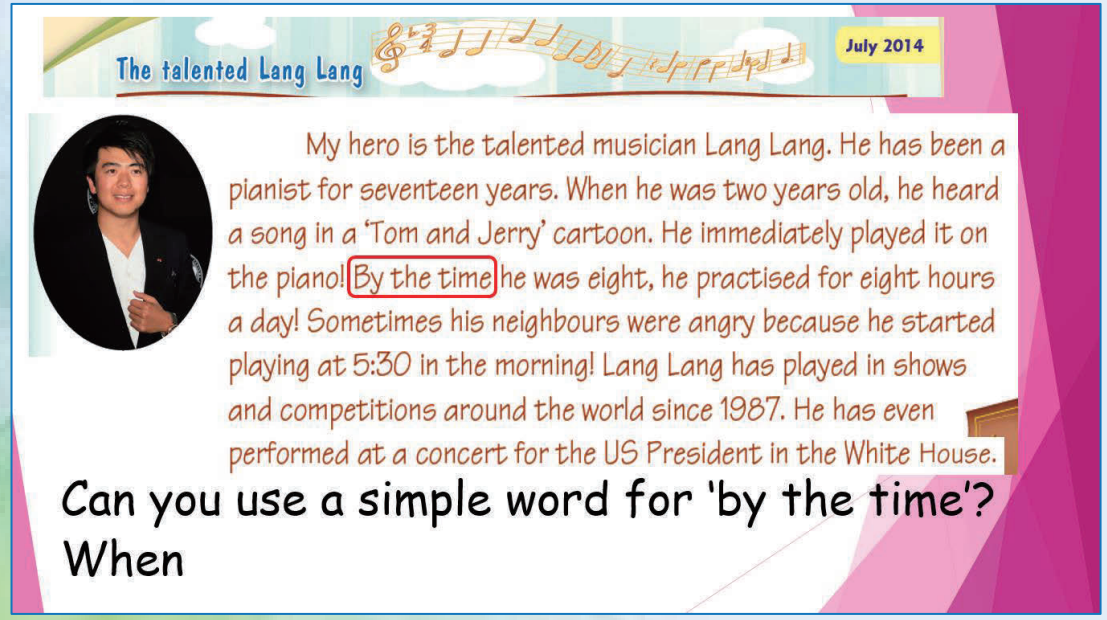
JK : Harry Potter is like a friend of mine, called Ian Potter.

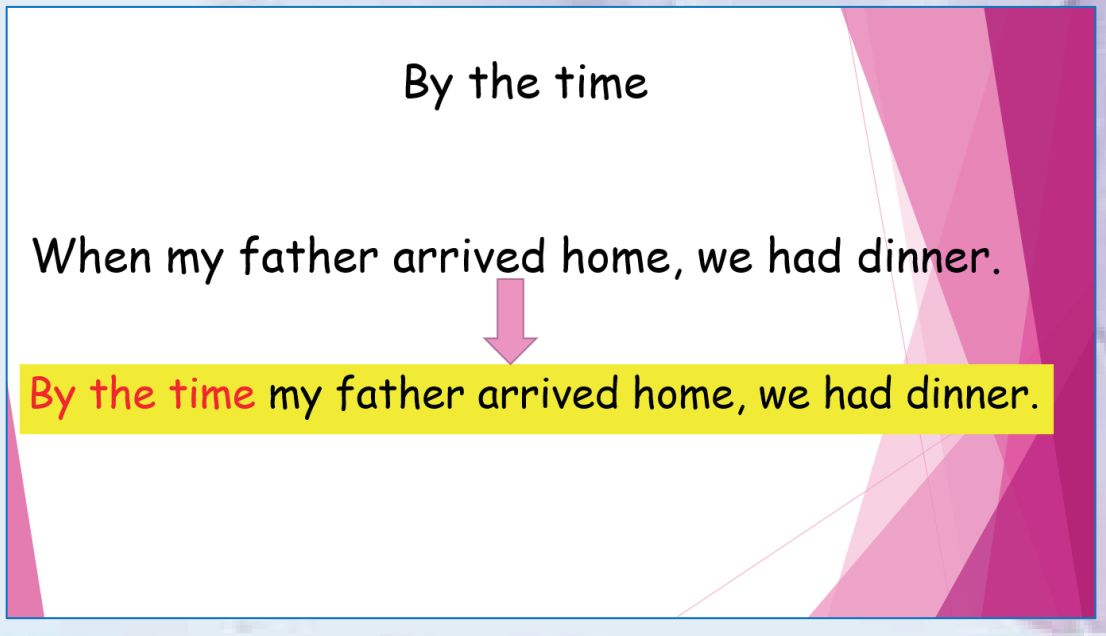
What does the word 'fan' mean?

a. writer b. reporter c. lover

School-based adaptations

- Expand students' vocabulary by using a new phrase to make or rephrase a sentence.





School-based adaptations

5) Design a new final task which covers more skills and nurtures positive attitudes.

Reading (TB)

Adjectives (Characters)

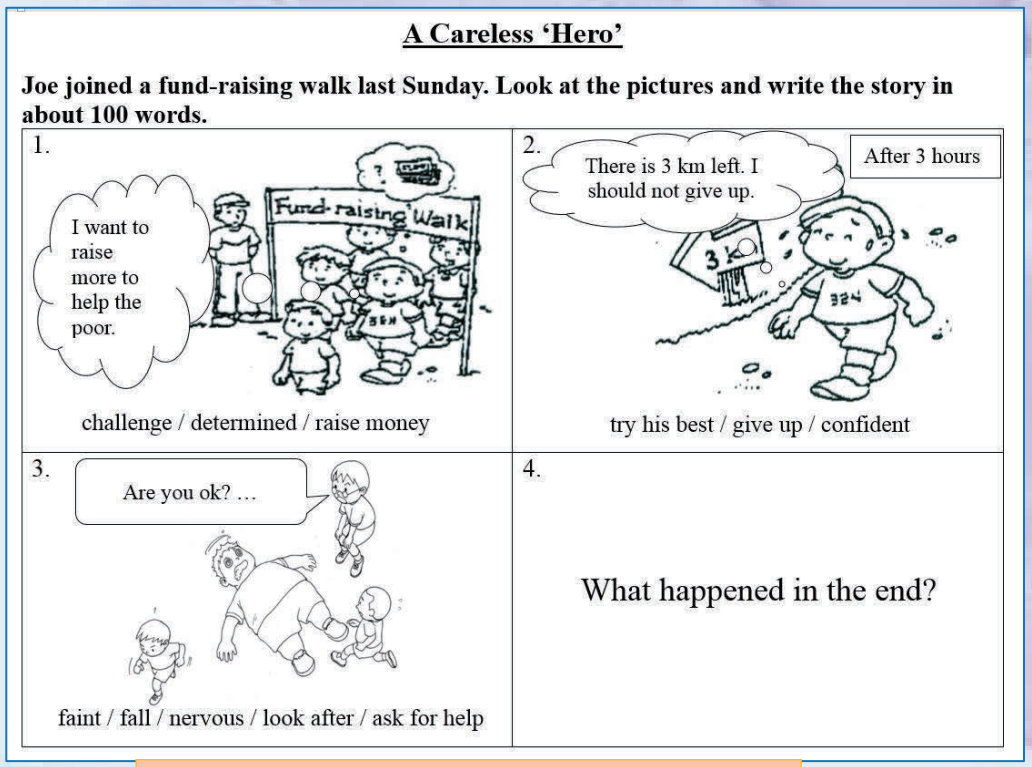
Text Type (Biography)

Writing styles (evidence / reasoning)

Vocabulary

Skills (selection)

New task (Article)



A Careless 'Hero'

Joe joined a fund-raising walk last Sunday. Look at the pictures and write the story in about 100 words.

1. I want to raise more to help the poor. Fund-raising Walk

challenge / determined / raise money

2. There is 3 km left. I should not give up. After 3 hours

try his best / give up / confident

3. Are you ok? …

faint / fall / nervous / look after / ask for help

4. What happened in the end?

Old task (Story writing)

During the lesson

Application of self-learning strategies

1) Self-regulated learning 自律學習
2) Self-directed learning 自我導向學習
3) Self-instruction 自我教導
4) Active learning 主動學習
5) Self-planned learning 自我計畫學習
6) Self-managed learning 自我管理學習
7) Self-monitored learning 自我監控學習

Application of self-learning strategies

1) Self-regulated learning 自律學習

Lesson Objectives

- You are able to form questions using 'How long'
- You are able to indicate a period of time using prepositions 'since' and 'for'
- You are able to point out the difference in terms of the duration of time between different prepositions

➢ Setting objectives → Keep tracking → Self-assessed

Application of self-learning strategies

2) Self-directed learning 自我導向學習

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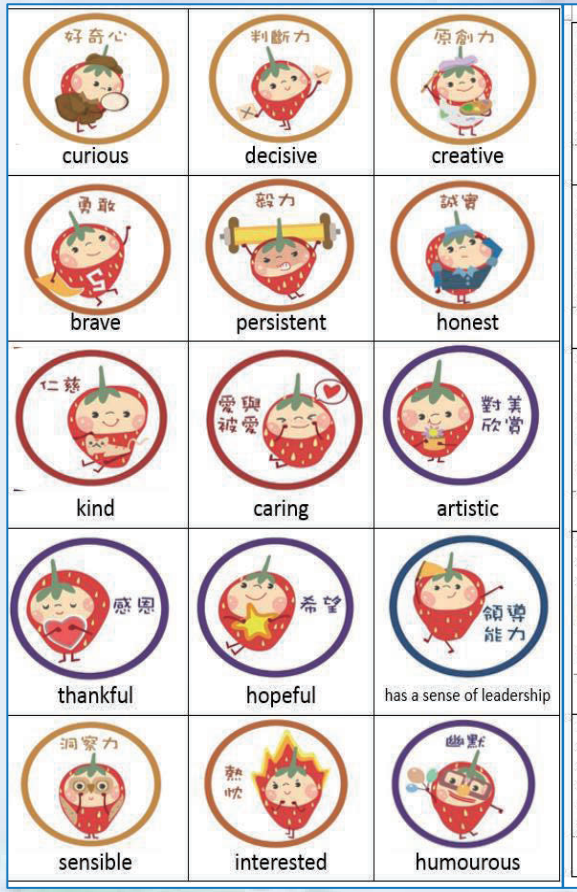

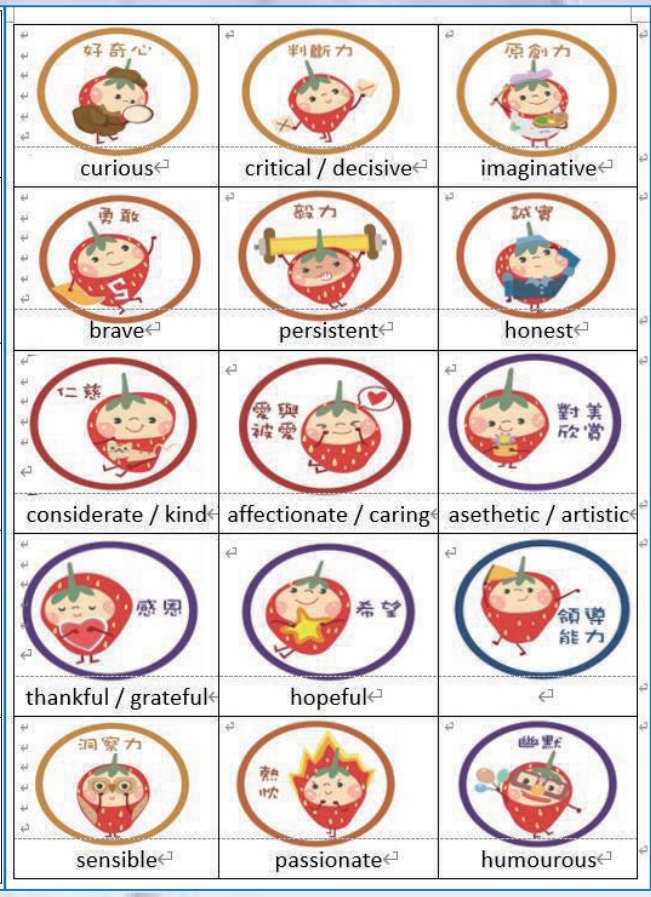

- Every student owns a set of cards. (Pre-study / Revision)

Application of self-learning strategies

2) Self-directed learning 自我導向學習

a painter	a musician	a singer
a scientist	an athlete	an animator
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an astronaut	an engineer	a pilot

GROUP GAME

Grouping:

B	A
C	D

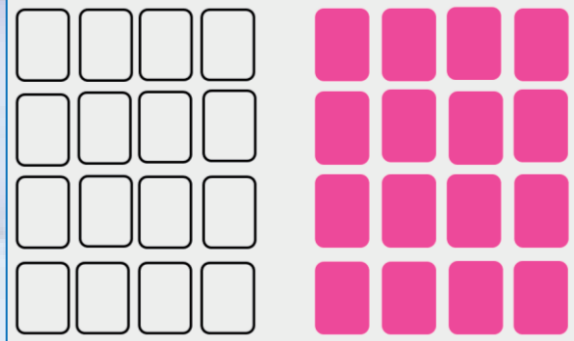
1) Take five cards
2) Say aloud the phrases
3) Slap on the correct cards

Level 1:
1) a scientist
2) an athlete

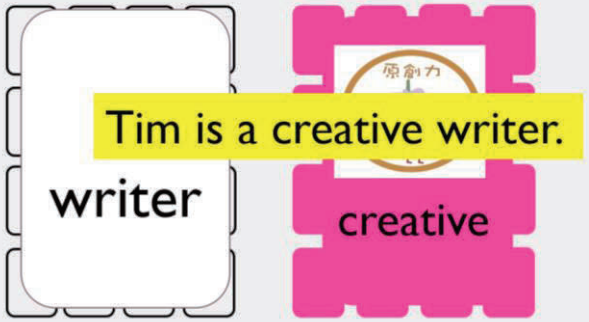
Level 2:
1) a musician + an actor
2) a film director + an animator

Level 3: (I am a/an .....)
1) Any 3 jobs

- Put the pink cards next to the white cards.
- Face down.



- Make a sentence if they match.
- Keep the cards if the sentence is correct.



- Different group games.
- Different levels of difficulty.

Application of self-learning strategies

3) Self-instruction 自我教導

J. K. ROWLING

Greenhill Primary School Magazine

Our heroes

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An interview with J.K. Rowling

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ML : I haven't read that but I'm a huge fan of your *Harry Potter* books. I love the characters. Where did you get your ideas from?

JK : Harry Potter is like a friend of mine, called Ian Potter.

How long ……

Q: How long have you been a writer?

A: I have been a writer since I was six years old.

Q: How long have you known him?

A: I have known him since I was a child.

*A period of time → from the past to the present

*Tense → Present Perfect Tense

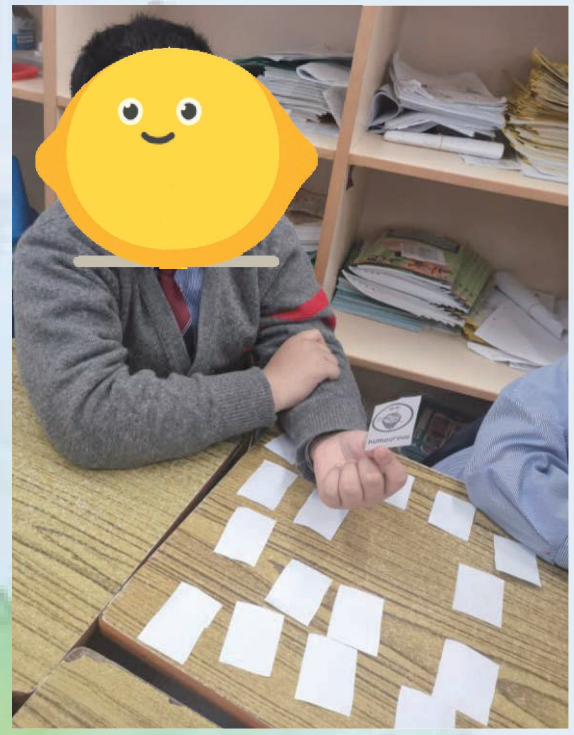
*Preposition → 'since' (the starting point)

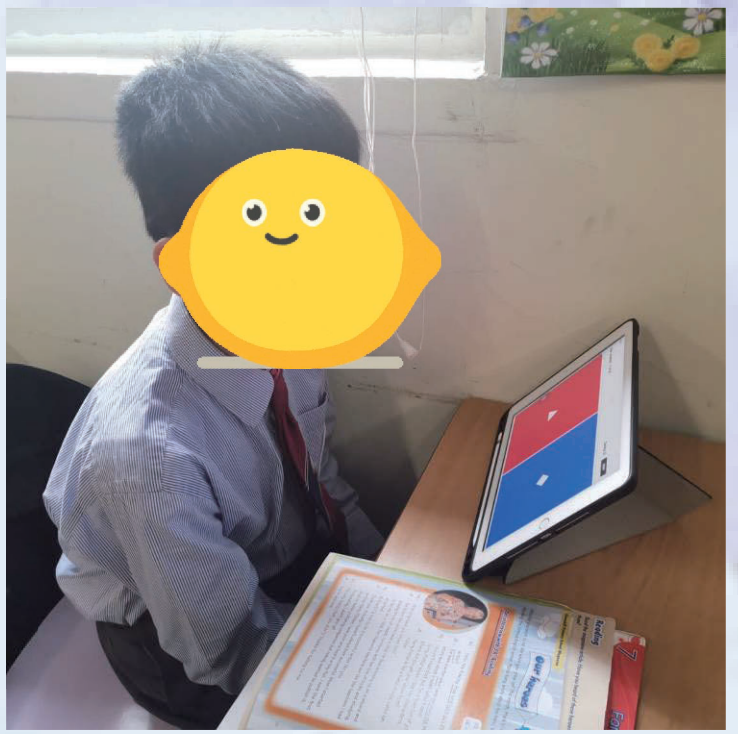
2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020

➢ Discovery Approach.

Application of self-learning strategies

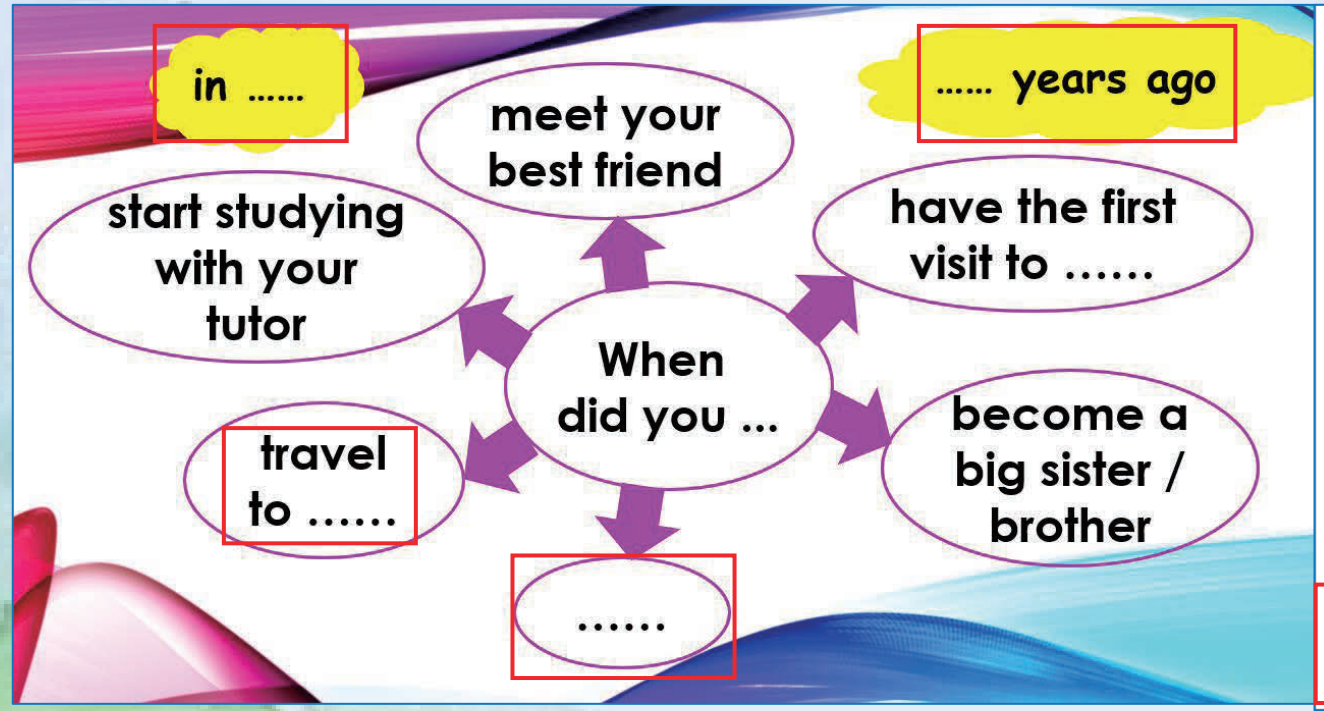
4) Active learning 主動學習

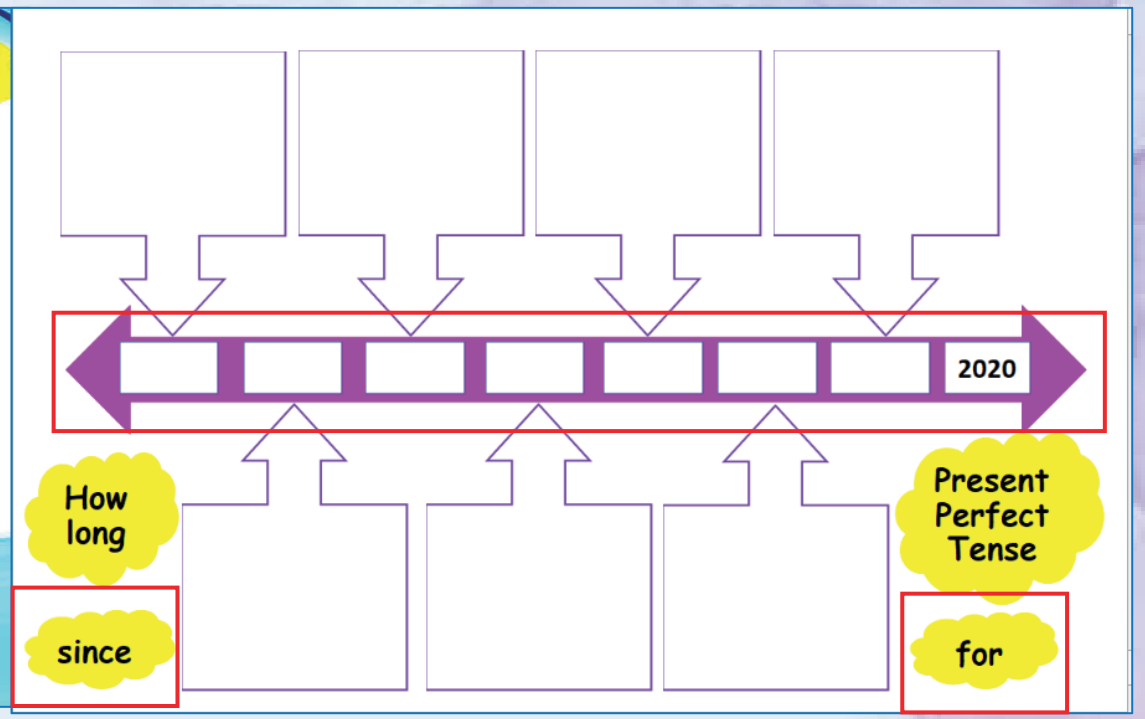




Application of self-learning strategies

5) Self-planned learning 自我計畫學習

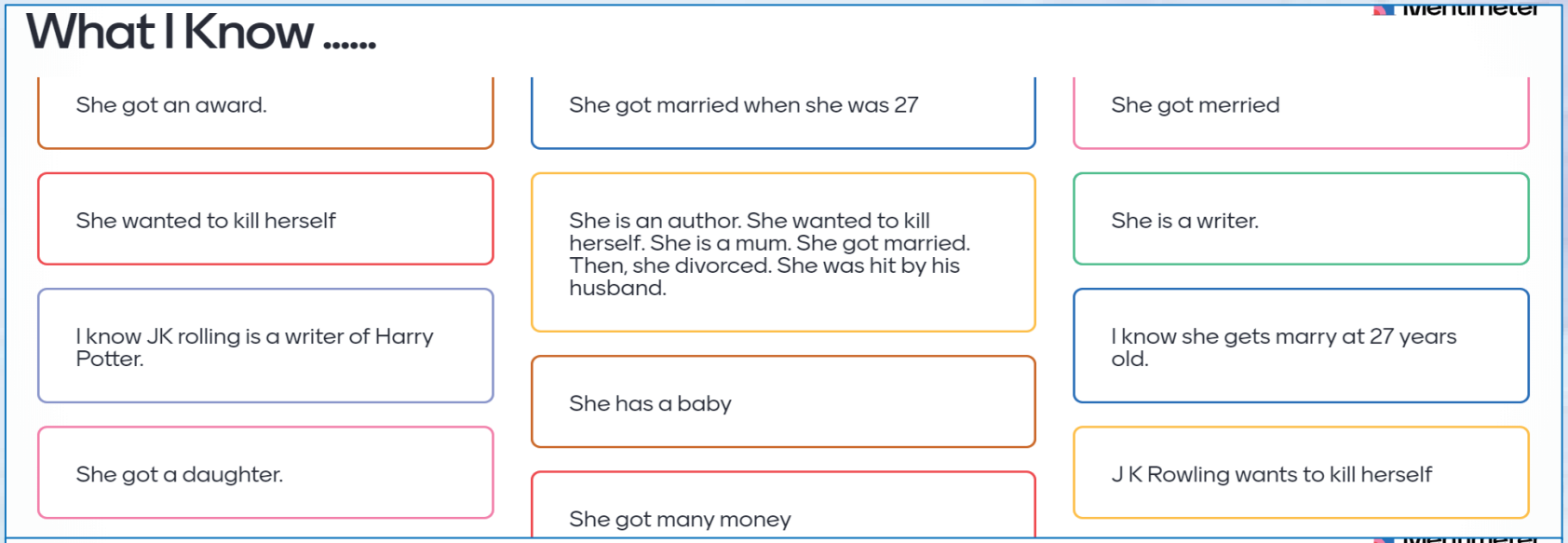


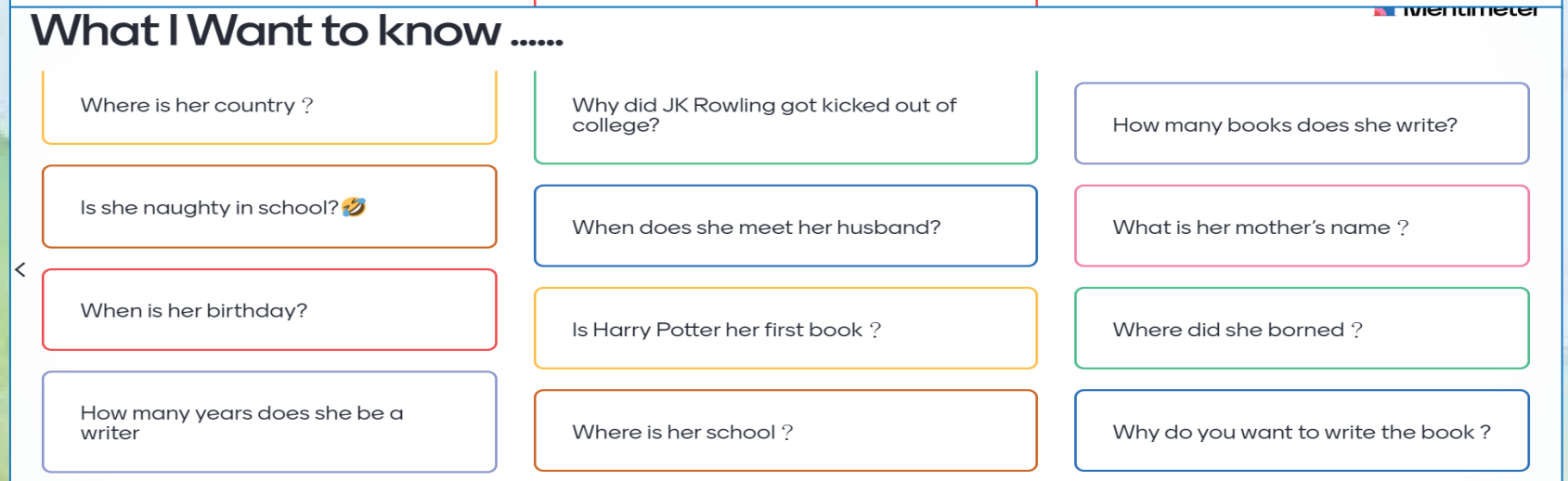


- Provide choices.
- Welcome their creativity.

Application of self-learning strategies

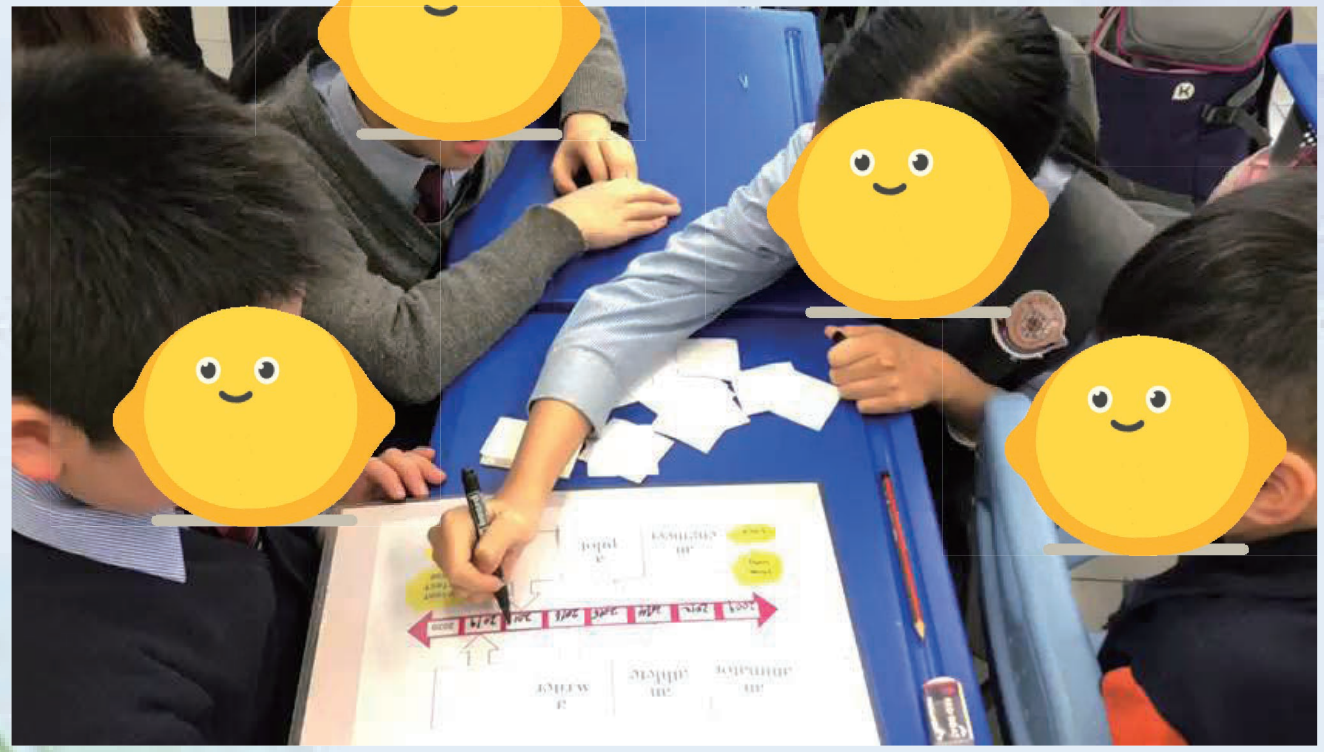
6) Self-managed learning 自我管理學習





Application of self-learning strategies

7) Self-monitored learning 自我監控學習



Positive Relationships

- Boy on the left: correct 4 years to 2 years (2018 - 2020).
- Girl on the right: rewrite the numbers nicely.

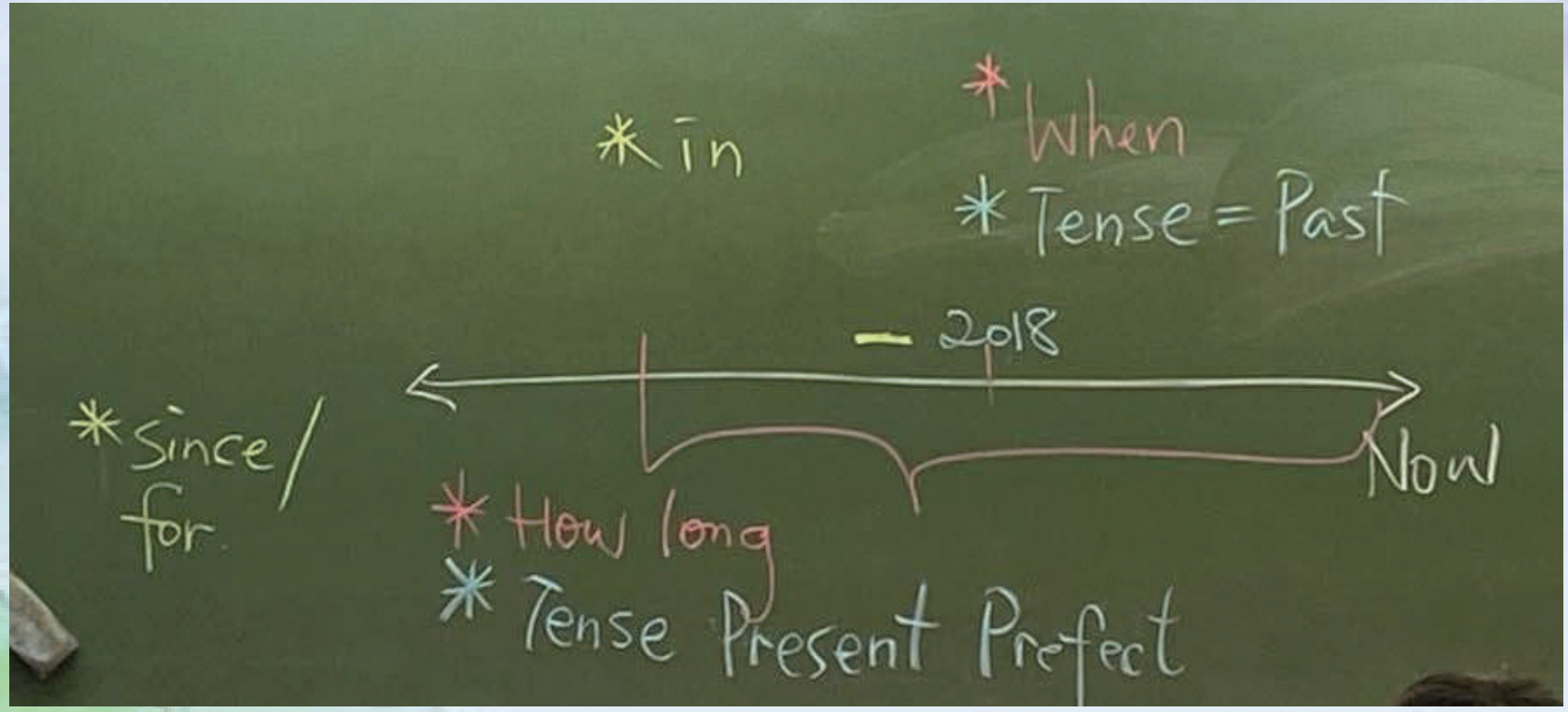
Application of self-learning strategies

7) Self-monitored learning 自我監控學習

- Girl in PE uniform: correct 5 years to 4 years (show with fingers).
- Girl on the left: offer help (point with fingers), error spotting (x ago).

Application of self-learning strategies

7) Self-monitored learning 自我監控學習



- Consolidation done by students.

After the lesson

New insights from the tryout

- Game is a game only – no winners or losers.
- Game is for enjoyment through participation.

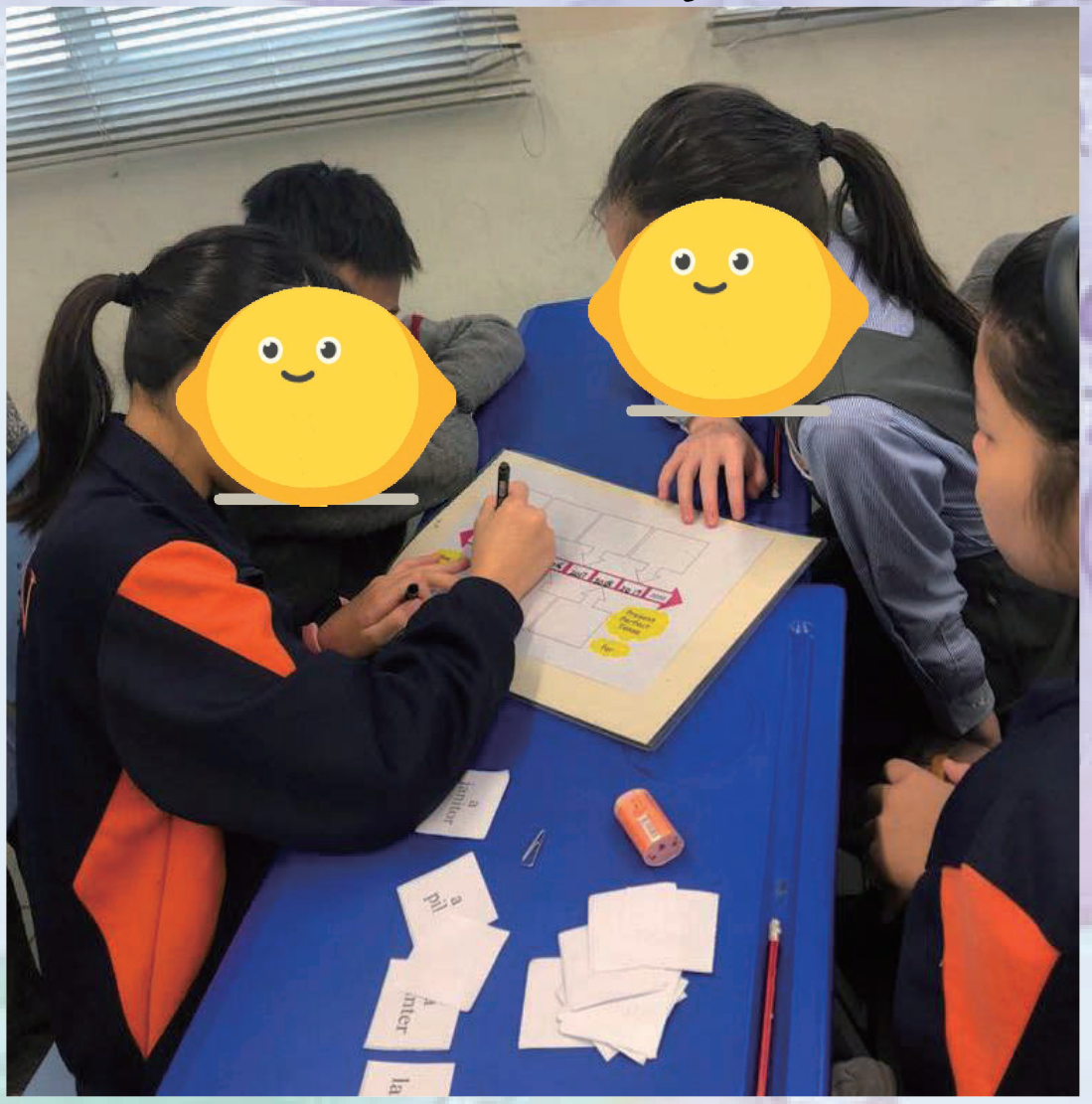
Positive Emotions

New insights from the tryout

- Gamers can have their own rules.

Positive Accomplishment

Positive Purpose



Reflection

Insights and future development

1. Needs analysis: needs, lacks and wants
2. Co-planning and teaching
3. SCT: room for enhancement
4. PERMA in practice
5. Self-directed learning tasks

1. Needs analysis (Students)

- Needs: special education needs and learning styles

Fleming's VARK Learning Styles

1. Needs analysis (Students)

- Lacks: motivation, self-confidence and skills

  - Macro skills: self-learning strategies
  - Micro skills: looking up new words in dictionaries, decoding etc.

1. Needs analysis (Students)

- Wants: fun and interaction

  - Interaction with peers
  - Interaction with the language inputs (purpose for learning)

2. Co-planning: done vs done better

- CARS of current teaching materials

- Change: teaching flow / emphasis for streamed classes
- Adapt: language complexity
- Replace: using more suitable materials
- Select: picking appropriate teaching points

2. Co-planning: done vs done better

- PIE

- Planning: what to teach vs what & how to teach
- Implementation: expect problems and prepare solutions in advance
- Evaluation: reviewing students sparkling and difficult moments →adjustment

2. Co-planning and Teaching

- Knowledge, Skills and Attitudes

- *Knowledge: thorough (high-order) coverage and effective delivery
- Skills: allowing space for practising and applying certain skills
- Attitudes: general and school-based
  → embed, identify, apply and reflect
- More to be done: Skills and Attitudes with learning tasks

3. SCT: room for enhancement

- SMART(ER) learning objectives: focused and extended
- Questioning: HOT (quantity, quality, follow-up)
- Feedback: positive and constructive spoken and written comments (PERMA)
- Participation: quality individual, pair and group tasks (with tools)
- Interaction: group activities with learning inputs and outputs
- Assessment as/ for learning: reviewing every learning task

4. PERMA in practice

- Feedback to students' performance and assignments
- Debriefing for learning tasks
- Demonstration of certain thoughts / behaviours in learning
- As teaching materials and process

5. Self-directed learning tasks

- Reading

2019-2020 Primary Three
Pre-lesson Worksheet (PLE Book 3A Unit 3)

Name: _____( ) Grade:_____

Class:P.3( ) Date:_____

Look at the menu of McDonald's / PHD pizza. Answer the following questions.

McDonald's

PHD pizza

A. You are going to have lunch now. What food do you want to order for yourself and your family / teachers/ classmates / _____?

Draw, label and write about the food.

I want to order _____

_____

_____

B. How much are these food? Ask and answer.

1. How much is _____? It's _____
2. _____? _____
3. _____? _____

5. Self-directed learning tasks

- Reading

Super Summariser

Read the article again and fill in the following parts.

Setting	**Summary**
Time: _____ Place: _____	1. _____ _____ 2. _____ _____ 3. _____ _____ 4. _____ _____ 5. _____ _____
Main characters 1. _____ 2. _____ 3. _____ 4. _____	

Free Area

1. Take turns reading the article aloud with your partner. ☐	2. Take turns reading the article one part or paragraph at a time with your partner. ☐	3. Read your favourite part of the article to your partner. ☐
4. Take turns retelling the article in your own words/ English. ☐	5. Write a riddle guessing the words of this article. ☐	6. Read the article silently to yourself. ☐
7. Quiz your partner on the words and/ or story events/ or facts. ☐	8. Set five True or False questions about the article to test your partner. ☐	9. Write a letter to the author or your favourite character of the article. ☐
10. Write a different ending/ part to the article. ☐	11. Draw your favourite character of the story. ☐	12. Draw the funniest part of the story. ☐

Super Summariser

Read the article again and fill in the following parts.

facts I found interesting from this article

1. _____
2. _____
3. _____

things I learned from this article

1. _____
2. _____
3. _____

questions I have

1. _____
2. _____

Free Area

1. Take turns reading the article aloud with your partner. ☐	2. Take turns reading the article one part or paragraph at a time with your partner. ☐	3. Read your favourite part of the article to your partner. ☐
4. Take turns retelling the article in your own words/ English. ☐	5. Write a riddle guessing the target words of this article. ☐	6. Read the article silently to yourself. ☐
7. Quiz your partner on the words and/ or story events/ or facts. ☐	8. Set five True or False questions about the article to test your partner. ☐	9. Write a letter to the author or your favourite character of the article. ☐
10. Write a different ending/ part to the article. ☐	11. Draw your favourite character of the article. ☐	12. Draw the funniest part of the article. ☐

5. Self-directed learning tasks

- Writing

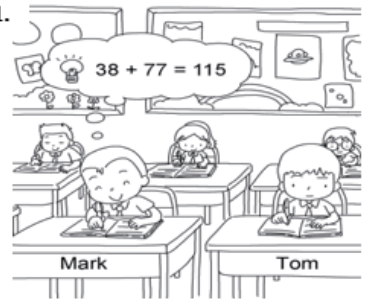
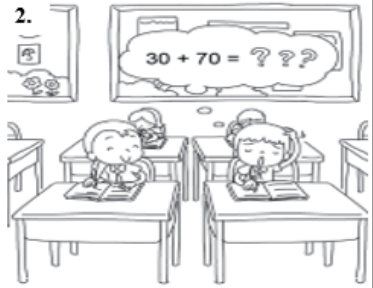
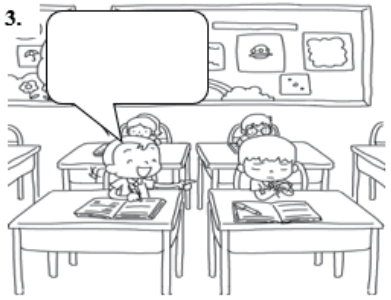
TWGHs Ko Ho Ning Memorial Primary School
2019-2020 Primary Three
Free Writing (5)***

Name: _____ ( ) Date: _____
Class: P. 3( )

Mark distribution:

Content	Language	Organization	Total
/ 5	/ 4	/ 1	/10

Mark is having a lesson at school. Look at the pictures and write the story in about 80 words. Give your story a title.

<table>
<tr><td>1.
 
</td><td>2.
 
</td></tr>
<tr><td>good at / sums / smart / next to</td><td>weak in / difficult / no idea / bored</td></tr>
<tr><td>3.
  </td><td>4.
?
What happens in the end?</td></tr>
<tr><td>impolite / stupid / give up / helpless</td><td></td></tr>
</table>

Self-assessment

Before you write, **read** the reminders. **After** you have finished your writing, **tick** the boxes.

Tick the boxes under the right icons.	☺☺	☺	☹
Part A Content			
1. Do you write about all the pictures?			
2. Do you provide supporting details?			
3. Do you write about the people's character and feelings?			
4. Do you write a title?			
5. Do you write an ending?			
6. Do you use at least 2 dialogues? e.g. *He asks, '...?' / He replies, '...' / They say, '...'*			
Part B Language			
7. Do you use correct punctuation? e.g. *Can you solve this sum?*			
8. Do you use the simple present tense correctly?			
9. Do you use at least 4 adjectives? e.g. *you are smart and helpful.*			
10. Do you link ideas with connectives? e.g. *I like you because you are helpful.* *Then, they went to the playground.*			
11. Do you spell all the words correctly?			
Part C Organization			
12. Do you write in paragraphs?			
13. Do you write at least 80 words?			

5. Self-directed learning tasks

- Speaking & Listening

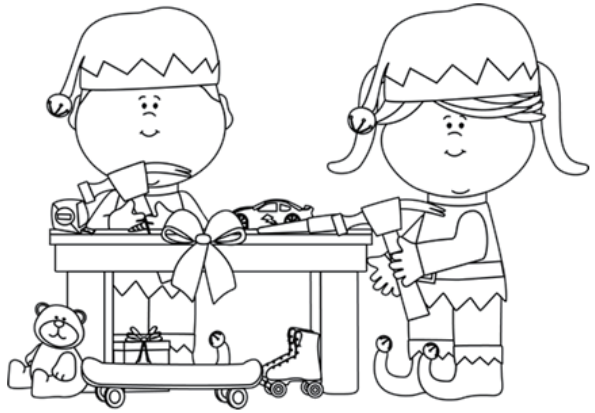
TWGHs Ko Ho Ning Memorial Primary School

KS1 Speaking Practice: Reading Aloud

Date:_____

Playing at Home

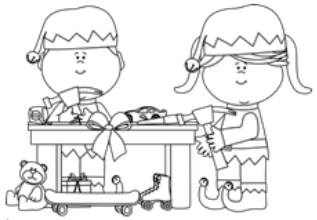
I love **pl**aying wi**th** my little sister a**t** home. Our parents buy many toy**s** for us. My sister love**s** to ma**k**e models. I like to **pl**ay wi**th** toy cars. We enjoy **pl**aying wi**th** our dog too!



Date:_____

Playing at Home

I love **pl**aying wi**th** my little sister a**t** home. Our parents buy many toy**s** for us. My sister love**s** to ma**k**e models. I like to **pl**ay wi**th** toy cars. We enjoy **pl**aying wi**th** our dog too!



Self-assessment

Tick the boxes under the right icons.	☺☺	☺	☹
1. I can read loudly.			
2. I can read fluently.			
3. I can read with intonation.			
4. I can read with expressions.			
5. I can read with pauses.			
6. I understand what the text is about.			

5. Self-directed learning tasks

- Speaking
& Listening

TWGHs Ko Ho Ning Memorial Primary School
2018-2019 Primary One
Study Notes (PLE Book 1B Unit 4)

A. Vocabulary

1. Zoo Animals

1.	2.	3.
an elephant	a giraffe	a hippo
4.	5.	6.
a lion	a zebra	a tiger
7.	8.	9.
a panda	a monkey	a crocodile

2. Places

1.	2.	3.
under a tree	on the grass	in a cage
4.	5.	6.
in a pond	on a bench	in the sky

P. 1

3. Numbers

11	12	13	14	15
eleven	twelve	thirteen	fourteen	fifteen
16	17	18	19	20
sixteen	seventeen	eighteen	nineteen	twenty

B. Language focus

1. **How many** (elephants / pandas / ……) are there?
2. **There is one** elephant.
3. **There are** (sixteen / twenty / ……) elephants.

C. Grammar

1. Questions Words

We use question words to ask different questions.

E.g. **What** can you see?
What class are you in?
Where is the bird?
How many pens do you have?
How do you feel?

P. 2

Ideas for take-away

- Review: needs, resources
- Re-ponder: current practices of co-planning, lesson delivery
- Revitalise: current materials with new and up-to-date elements
- Respond to chances: to sustain curriculum development

Thank You!