

The Chinese University of Hong Kong
Fostering Communities of Practice to Enhance Learning
and Teaching in a Small Class Environment

Christian Alliance H.C. Chan Primary School

Final Sharing

16th June, 2018

Our School



- Number of classes: 24
- P.2-P.6
 - Classes C and D are split into 3 groups in English lessons, with about 20 students in each group

Longman Elect Book 4A Chapter 6

When I was Little

6

When I was little

Reading

What is your funniest memory? What happened? How old were you? Read this school magazine article. What do the children in Class 4B remember?

4

Sunny School

Our memories by Class 4B



When I started school, I was six. I was nervous the night before! Then Mum said my brothers and I must pack our school bags by ourselves. This was not a problem for my older brothers. They could pack their bags by themselves, but I did not know what to take so I packed my teddy bear, a packet of cookies and my pillow. Fortunately, Mum found out and she helped me pack my bag. My first day at school was great!

Amy Wong

My sister Jenny is very independent. She does not want anyone to help her. When Jenny was three years old, she got dressed by herself for a party. When it was time for the party, Jenny did not want to go. That was strange because she usually loved parties. Then we noticed that her princess costume was open at the back. Jenny could not do up her buttons by herself! I had to help her.

Lily Chan



November Issue

5

When I was six years old, I could not tie my shoelaces. Everyone in my class could. I felt terrible. One day my cousin Paul visited me. He could tie his shoelaces by himself. I asked him to teach me. That night I practised hard. The next morning, I did it! Paul said, 'Well done, Mark! You can tie your shoelaces by yourself, but look ... your right shoe is on your left foot!'



Mark Chow

The topic of our next issue is *My favourite toy*. Send your writing to us on or before 15th December.



What do you think about these stories?
Do you have similar memories?



Mark's cousin said, 'Well done, Mark!' You can also say:

Great!

Excellent!

Brilliant!



Overall Plan and Learning Objectives

	Objectives			
	Knowledge and content	Skills	Attitudes	Activities
1 st	-Learn about different phrases of actions/abilities.	Able to read, remember, listen and identify, observe and retell about the different phrases of actions/abilities.	Learn to take care of oneself.	Card games: 1. Matching games 2. Hit the card L1: comb my hair L2: I can comb my hair.
2 nd – 3 rd	-Learn about how to use modal verbs “could” and “couldn’t” to talk about abilities and inabilities -Learn about the usage of reflexive pronouns.	Able to talk about their abilities and inabilities to do something in the past.	Reflect on their strengths and weaknesses, appreciate their achievement and improve their weaknesses.	Hit the card: L3:I could comb my hair when I was six. L4:He could comb his hair by himself when he was six.
4 th - 5 th	-Reinforce the learning of the target language items by analyzing a school magazine article.	Able to find out, understand, remember and describe people’s past experience.	Appreciate people’s good habits and encourage friends to make improvement.	Reading comprehension questions (HOT questions)
6 th -7 th	-Analyze a teacher’s life with a timeline.	Able to record a person’s life experience with a timeline.	Admire the teacher.	Listening, scratching an incident, speaking
8 th -9 th	-Able to set open-ended interview questions	Able to collect, sort out and organize information collected.	Speak politely when interviewing someone.	Think pair share (wh-questions)
10 th	-Record an elderly’s life with a timeline.	Able to collect, sort out and organize information collected.	Care about an elderly and respect his/her life experience.	Make and share
11 th -12 th	-Learn about the structure of a report.	Able to write a report for the interviewed person.	Love and treasure the ones around you.	Write a report
13 th	-Able to share about the writing with their friends	Able to comment on others’ work	Appreciate other’s good work and effort	Share the report with their classmates

Vocabulary



Actions

1



comb my hair

2



get dressed

3



do up my buttons

4



tie my shoelaces

5



pack / carry my school bag

6



7



climb the stairs

Language focus



I	could	comb my hair	when	I was six.
	couldn't	tie my shoelaces		

I	could can	climb the stairs	by	myself.
He				himself.
She				herself.
You				yourself / yourselves.
We				ourselves.
They				themselves.

Learning vocabulary

- **Card games**
 - Hit the cards
 - Match the cards



Card games - Hit the cards

- Word cards
- Picture cards


Different levels of difficulty	
Level 3	Longer sentence e.g. I could get dressed by myself (when I was six)
Level 2	Short sentence e.g. I could get dressed.
Level 1	Vocabulary e.g. get dressed

Reading Comprehension

6

When I was little

Reading

-  What is your funniest memory? What happened? How old were you? Read this school magazine article. What do the children in Class 4B remember?

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Sunny School Our memories by Class 4B



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Lily Chan



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Mark Chow



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Great!

Excellent!

Brilliant!



Pre-study tasks

Instructions: Read Textbook P.46-47 and answer the questions below.

1. Do you have any happy memories? Can you think of one happy thing that happened?

Use Past Tense!

2. Read Amy's memory and write down something funny about her.

3. Read Lily's memory and write down something funny about her sister, Jenny.

4. Read Mark's memory and write down something funny about him.

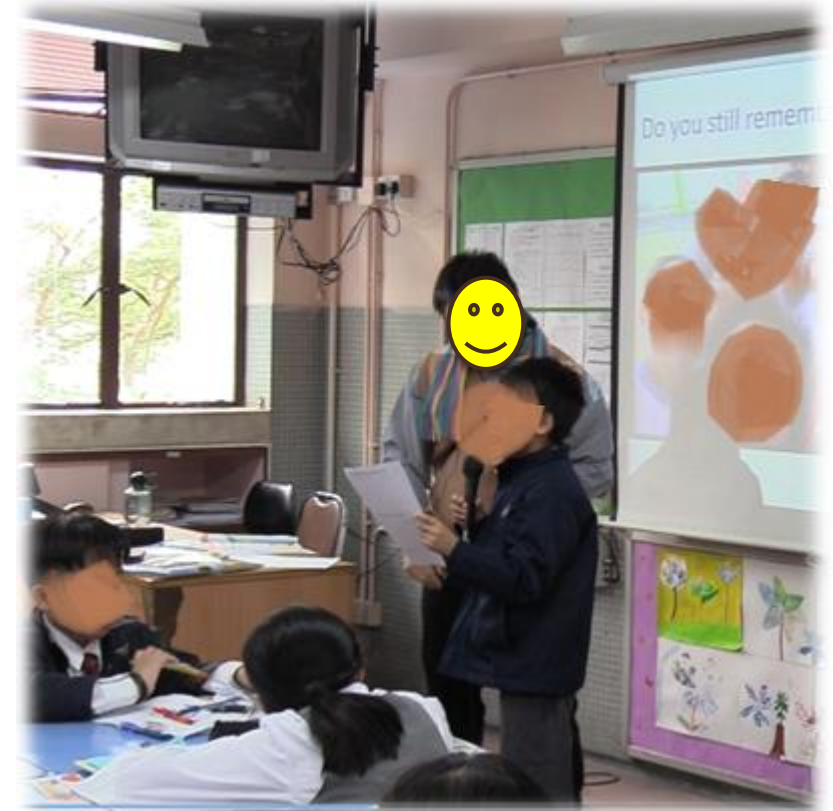
5. How can you describe Mark when he was six?

Arousing interest - recalling memories



In-class sharing

- Students shared about their happy memories with the help of their pre-study worksheets.



Paying attention to small details

6

When I was little

Reading



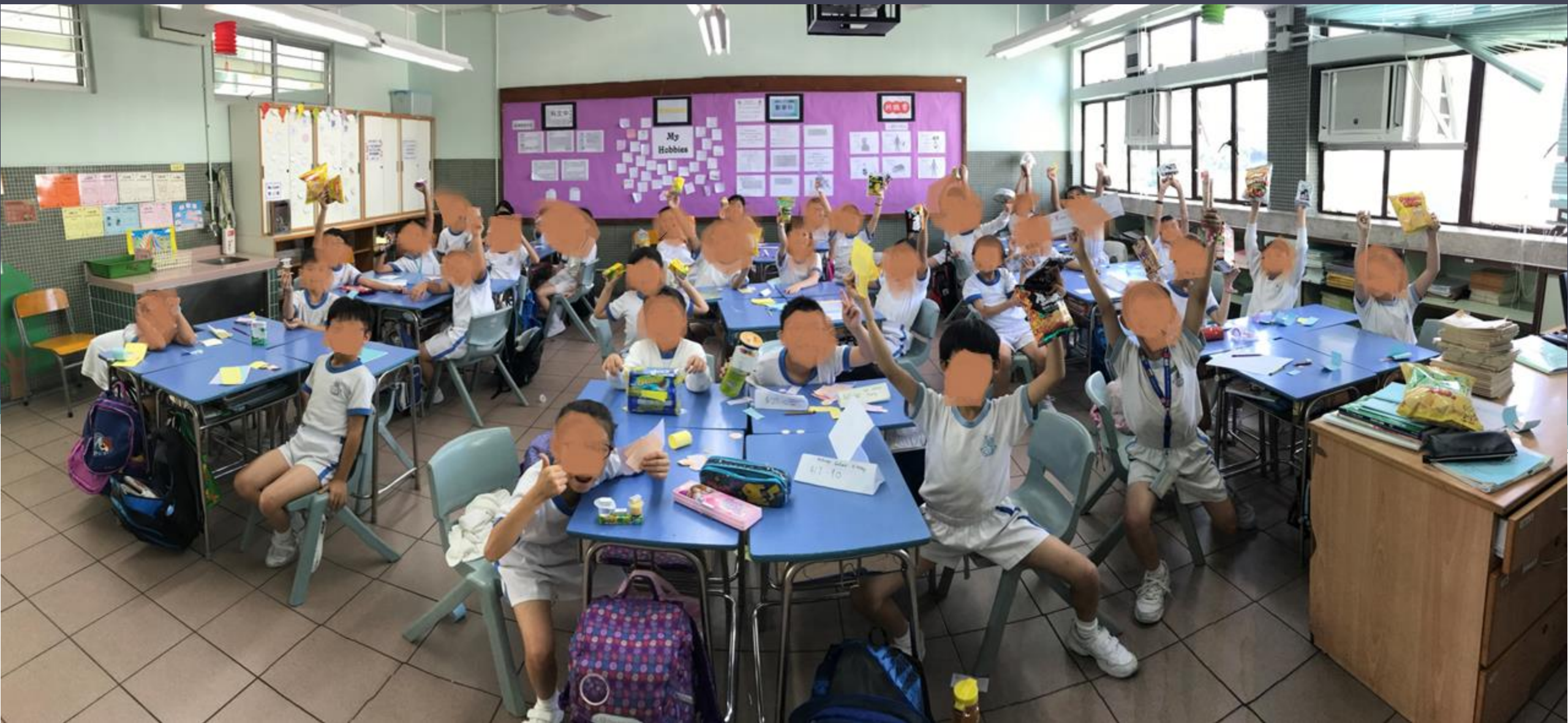
What is your funniest memory? What happened? How old were you? Read this school magazine. What do the children in Class 4B remember?

weekly
magazine

monthly
magazine

yearly
magazine





Reading Comprehension (for more able pupils)

Learning Objectives:

Students are able to:

- prepare for the lessons autonomously.
- ask high-order thinking (HOT) questions.
- appreciate others' work.
- distinguish questions with different levels of difficulty.
- sort out information accurately from the reading passage.

7th May 20XX

It will be Mother's Day on Sunday. When I was younger, I needed Mum for lots of things. I couldn't climb the stairs or do up my buttons by myself. Now I don't need Mum. Even Tommy (the world's laziest brother) can tie his shoelaces by himself.

Why now I don't need mum?

10th May 20XX

I didn't want to go to school this morning. Mum gave me a big hug. Then she told me a funny story:

When I was five, I loved school. One day I put my uniform on and packed my school bag by myself ... on a Sunday!

I felt much better afterwards and school was OK.

Answer: uniform



A Question For English Book P. 46-47

Q.: Why Amy finally need her mum to help her to pack her school bag?



A: Because Amy didn't know how to pack her school bag and she pack all the things wrong.

Why did Lily think Jenny was strange?

Regina

Why Paul felt terrible when I was six?

Kris Cheng

A n s w e r

Reading Jeopardy Game

Pre-tasks

1. Take turns and share the questions they have written.
2. Choose two of the best questions among the four questions.
3. Assign scores for the questions according to the difficulties:
100 marks for easier ones and 300 marks for harder ones.
 - There are 3 types of questions: 100 marks and 300 marks prepared by students, and 500 marks prepared by the teacher.

Reading Jeopardy Game

While-task

1. Draw one question from each of the box.



How was my first

How was Amy ^{Wong} first day at school?

Great!

What did Amy packed in her school bag when she was six? Why she put them on her school bag?

She packed her teddy bear, a packet of cookies and her pillow in her school bag. She put them on her school bag because

Did Amy enjoy her first day of school? How do you know?

500

Reading Jeopardy Game

While-task

1. Draw one of the questions from each of the box.
2. Take turns to write the answers on the whiteboard.



by

die

500: Jenny got herself

herself

When I was little
class 4B

Reading Jeopardy Game

While-task

1. Draw one of the questions from each of the box.
2. Take turns to write the answers on the whiteboard.
3. Pick whatever questions they are confident in.
 - While writing, discuss the answers with other groupmates and answer the questions within 2 minutes.

Number Issue

When I was six years old, I could not tie my shoelaces. Someone in my class said I felt terrible. One day my cousin told me I felt could tie the shoelaces by himself. He asked me, "That night I practised hard. The next morning I did it! How good, Well done. Next you can tie your shoelaces by yourself, but look... your right shoe is on your left foot!"

Mark Chan

The topic of our next issue is My favourite toy. Send your writing to us on or before 15th December.

Mark Chan said, "Well done, Alex! You can also say..."

Great! Brilliant!

What do you think about these stories? Do you have similar memories?

40

My sister, Jenny is very independent. She does not want anyone to help her. When Jenny was three years old, she got dressed by herself for a party. When it was time for the party, Jenny did not want to go. That was strange because she usually loved parties. Then we noticed that her princess costume was open at the back. Jenny could not do up her buttons by herself! I had to help her.

Lily Chan

My sister, Jenny is very independent. She does not want anyone to help her. When Jenny was three years old, she got dressed by herself for a party. When it was time for the party, Jenny did not want to go. That was strange because she usually loved parties. Then we noticed that her princess costume was open at the back. Jenny could not do up her buttons by herself! I had to help her.

Lily Chan

Because she usually loved parties. (line 5-6) 300

Number Issue

When I was six years old, I could not tie my shoelaces. Someone in my class said I felt terrible. One day my cousin told me I felt could tie the shoelaces by himself. He asked me, "That night I practised hard. The next morning I did it! How good, Well done. Next you can tie your shoelaces by yourself, but look... your right shoe is on your left foot!"

Mark Chan

The topic of our next issue is My favourite toy. Send your writing to us on or before 15th December.

Mark Chan said, "Well done, Alex! You can also say..."

Great! Brilliant!

What do you think about these stories? Do you have similar memories?

40

When I was little

Reading

6

Why my older brother

Reading Jeopardy Game

While-task

1. Draw one of the questions from each of the box.
2. Take turns to write the answers on the whiteboard.
3. Pick whatever questions they are confident in.
 - While writing, discuss the answers with the other groupmates and answer the questions within 2 minutes.
4. Share what they write.
5. Score each of the answer according to their accuracy.

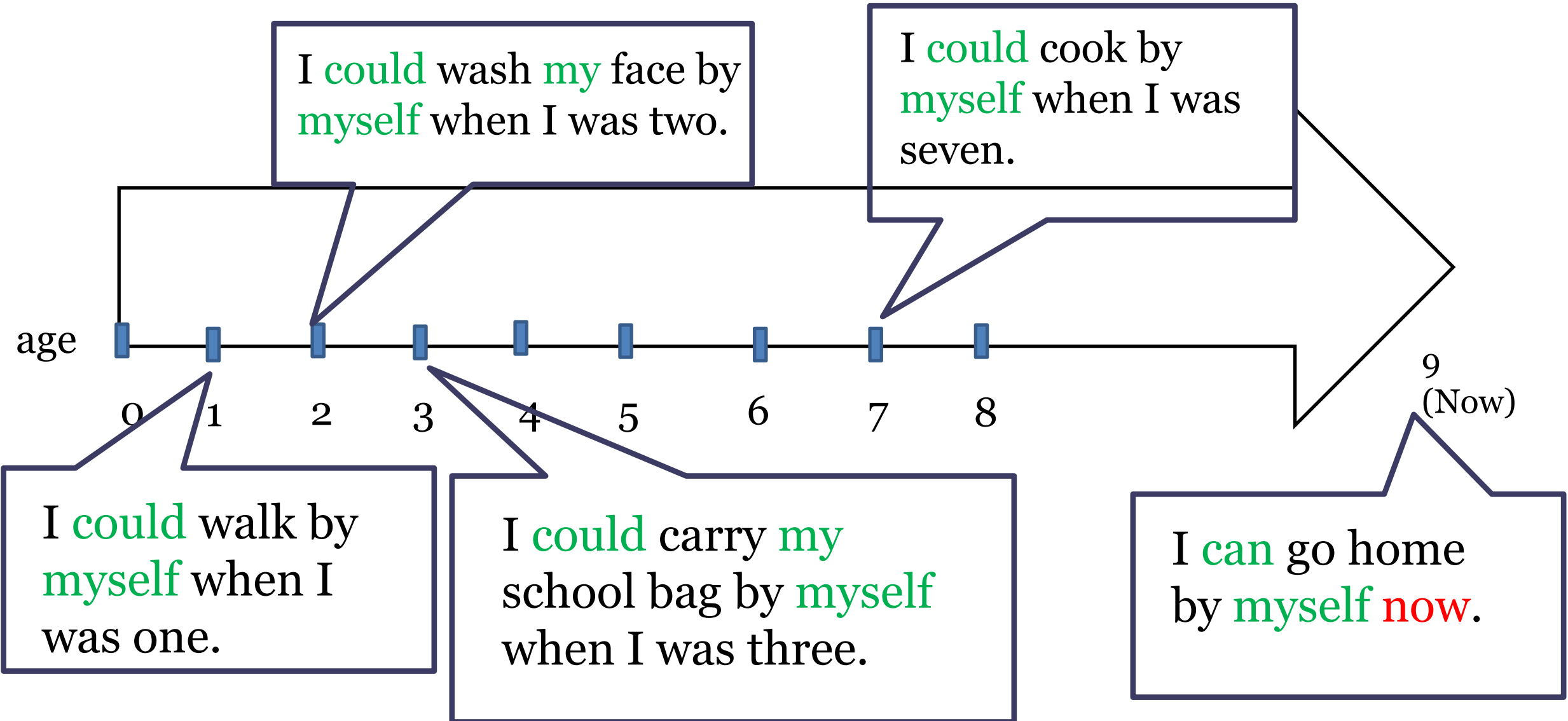
Drawing a timeline (Part 1)

Learning Objectives:

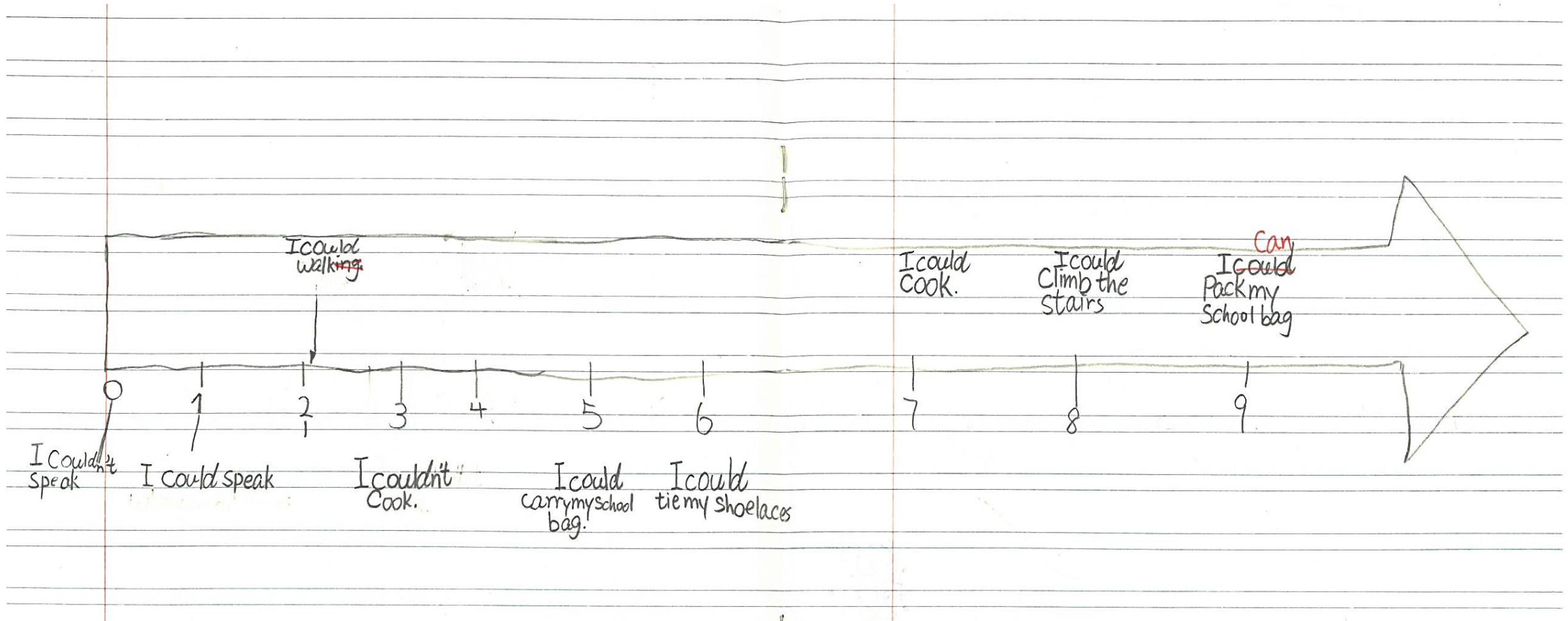
Students are able to:

- record their life experience with a timeline
- use the target vocabulary and language structure in recording their memories
e.g. vocabulary of **daily actions**, modal verb “**could/can**”,
reflexive pronouns

My Timeline



Students' work



Students' work

7th December 2017

Timeline

years old
(ago)

I couldn't
speak.

I could
speak when
I was one

I could
eat by
myself when
I was two

I could
climb the stairs
when I was three

I could
write
when I was
four

I could
comb my hair
when I was
five

I could
tie my
shoe laces
when I was
six

I could
wash my hair
when I was seven

I could
cook when
I was eight

I ~~could~~ ^{can}
ride a
bike when
~~I was nine~~

Group work - changing pronouns & reflexive pronouns

I could wash my face by myself when I was two.

Isaac



Isaac (He) could wash his face by himself when he was two.



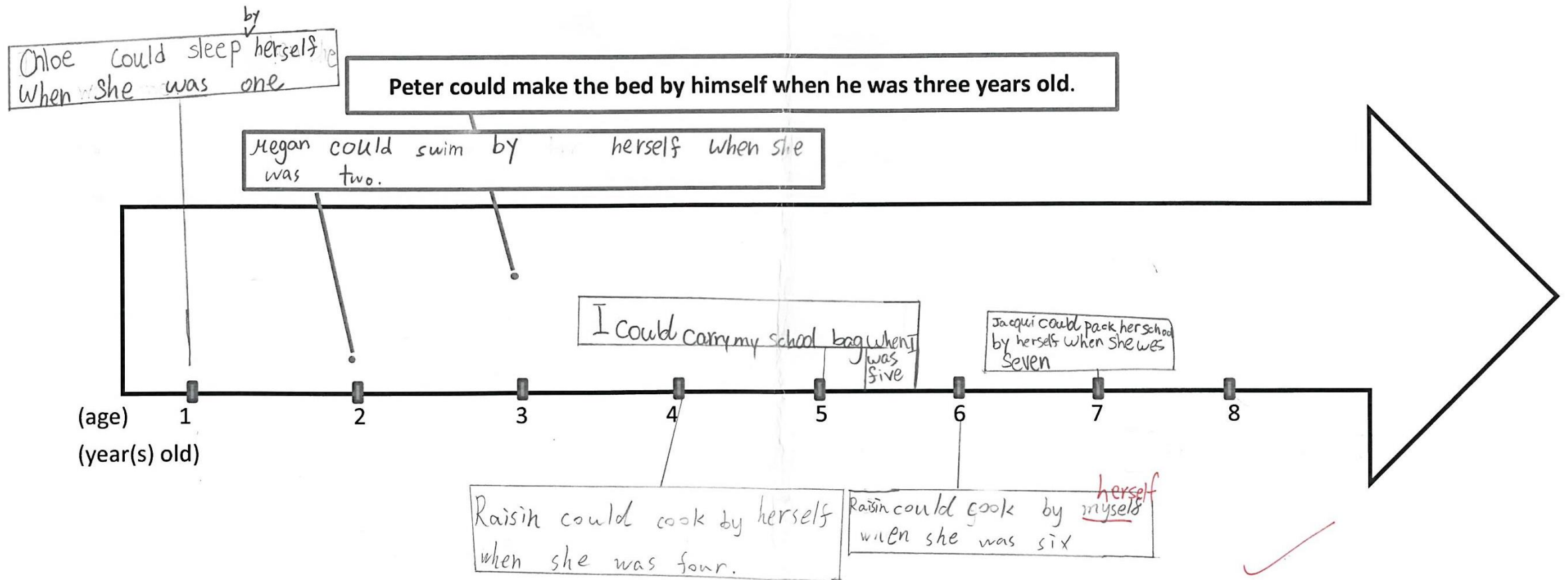
I could cook by
myself when **I** was
seven.

Jessie

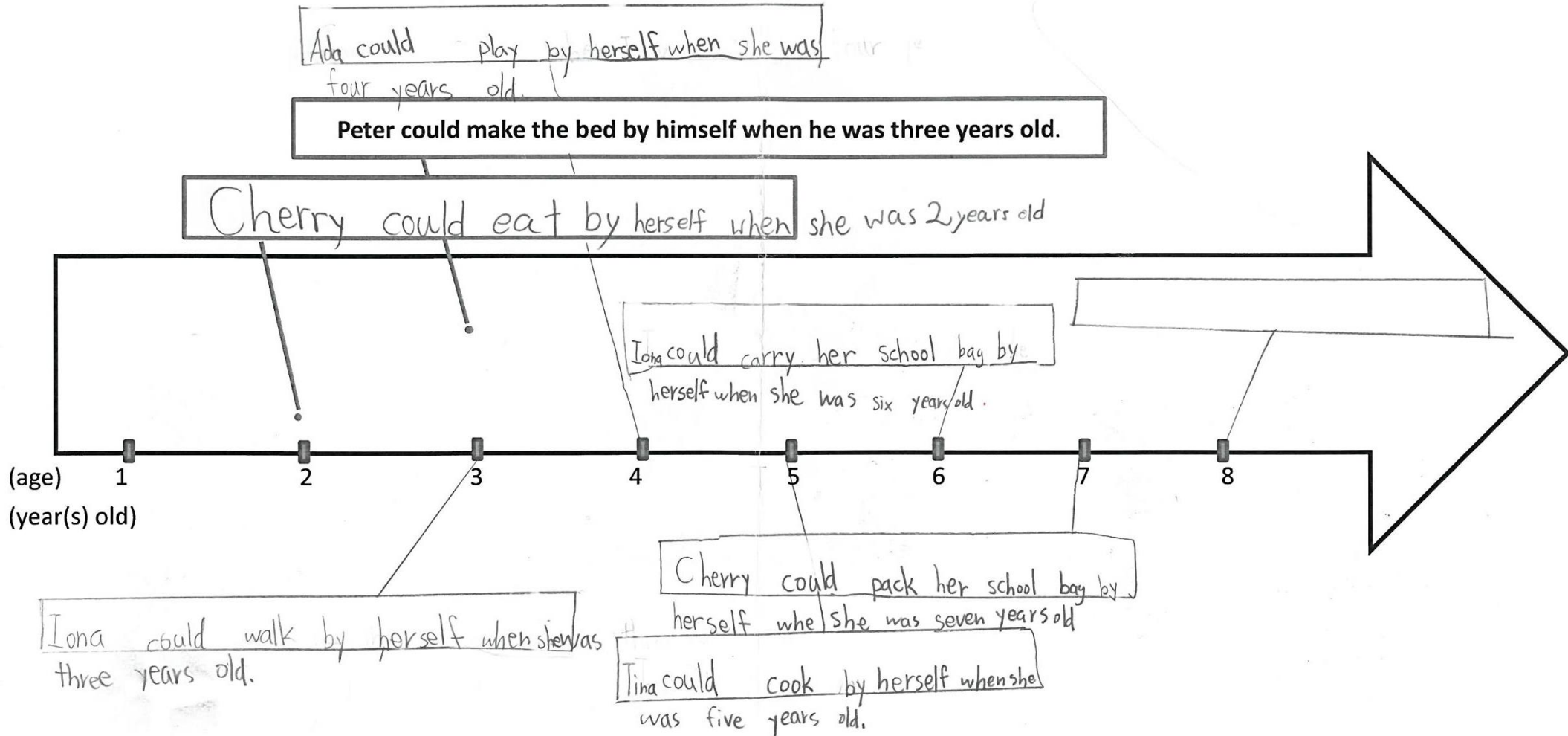
Jessie (**She**) could
cook by **herself**
when **she** was
seven.



Students' work



Students' work



Drawing a timeline (Part 2)

Learning Objectives:

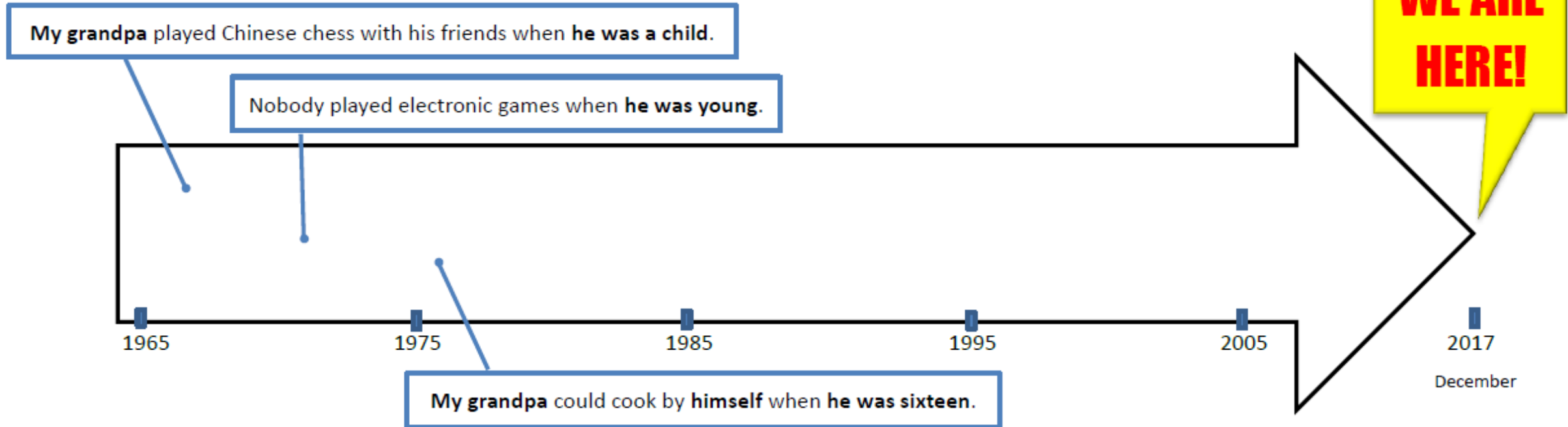
Students are able to:

- interview one of the elders in their family
- record the elder's experience using a timeline with the information gathered from the interview
- Learn to respect the older generation

Record an elderly's experience with a timeline after collecting the information.

You may use the following questions to help you.

- What did _____ play with his / her friends when _____ was a child?
- Did people play electronic games when _____ was young?



- Did _____ do some housework?
- What could _____ do by himself / herself when _____ was young?

Name: _____ () Class: _____

Date: _____

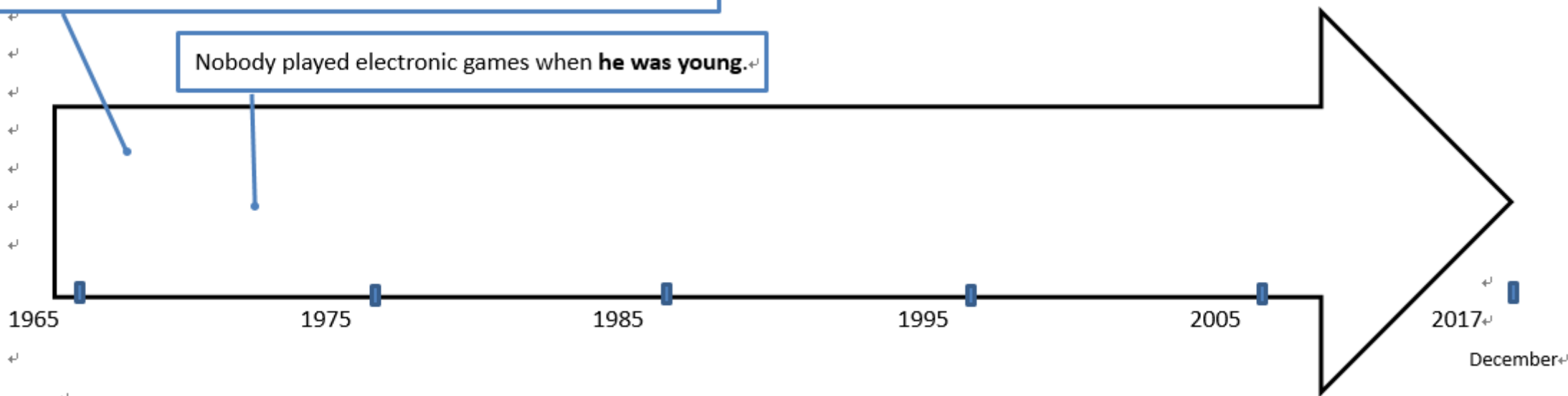
You are going to write a mini report for an elderly in your family. Try to record the elderly's experience in his or her old days with a timeline. You may use the following interview questions to help you.

E.g. What did you play with your friends when you were a child?	Did people play electronic games when you were young?
1. _____?	2. _____?
3. _____?	4. _____?

E.g.

My grandpa played Chinese chess with his friends when he was a child.

Nobody played electronic games when he was young.



You are going to write a mini report for an elderly in your family. Try to record the elderly's experience in his or her old days with a timeline. You may use the following interview questions to help you.

E.g. What did you play with your friends when you were a child?

1. What did you eat for snack when you were a child?
3. ~~What~~ ^{Where} did you live when you were a child?

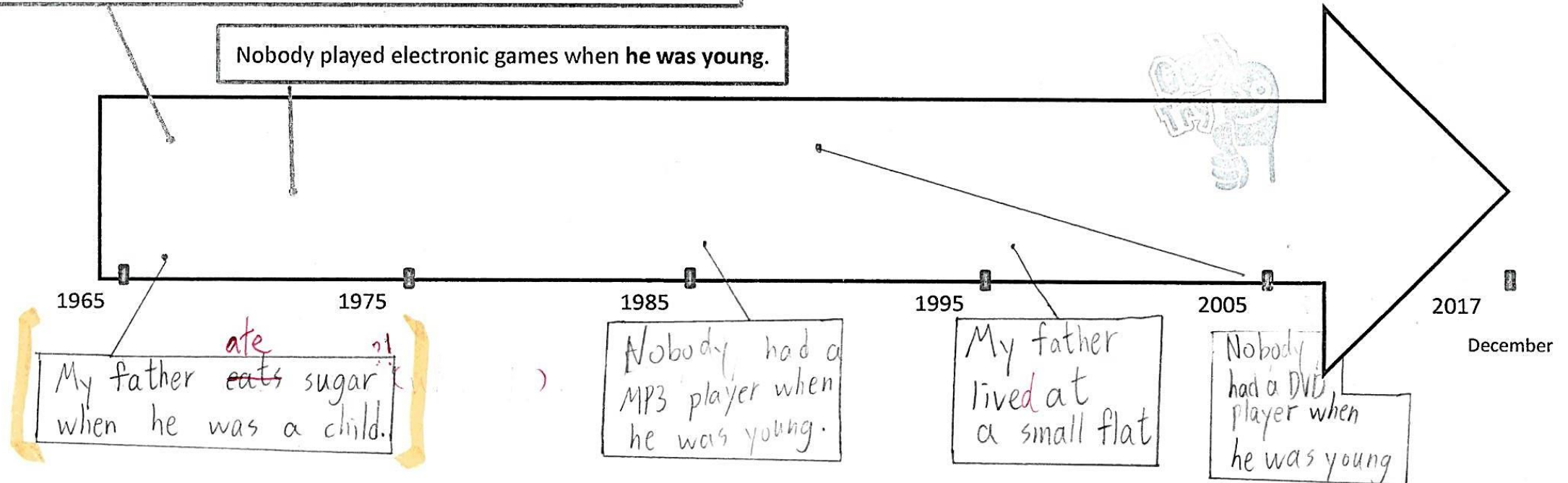
Did people play electronic games when you were young?

2. Did people ~~had~~ ^{have} a MP3 player when you were young?
4. Did people ~~had~~ ^{have} a DVD player when you were young?

E.g.

My grandpa played Chinese chess with his friends when he was a child.

Nobody played electronic games when he was young.



Task to enhance high-order thinking skills

- Students make use of the information gathered and compare the elders' lives in the past and their lives nowadays.

Christian Alliance H.C. Chan Primary School
Unit 6 When I was little

Name: _____ () Class: _____ Date: _____

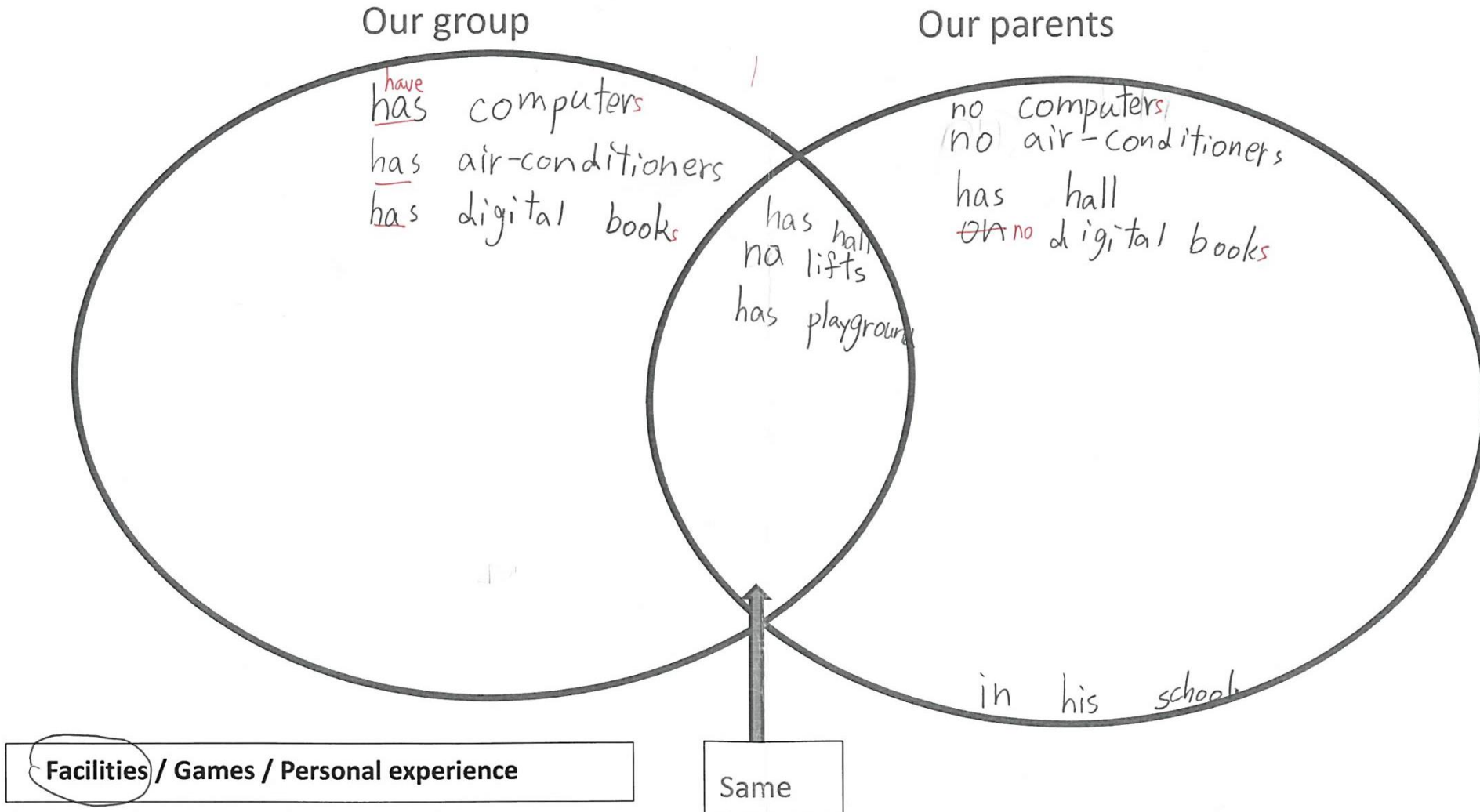
Ask one of your parents / grandparents to complete the questionnaire. You can also add your own questions.

Interviewer: _____ Interviewee: _____

When you were in Primary 4

	✓ or X
Facilities	
Were there any computers in your school?	
Were there any air-conditioners in your school?	
Was there a hall in your school?	
Games	
Did anybody in your class play electronic games?	
Did anybody in your class play Chinese chess?	
Did anybody in your class play hide-and-seek?	
Personal experience / School	
Could you go to school by yourself?	
Could you pack your school bag by yourself?	
Did you have a tutor?	

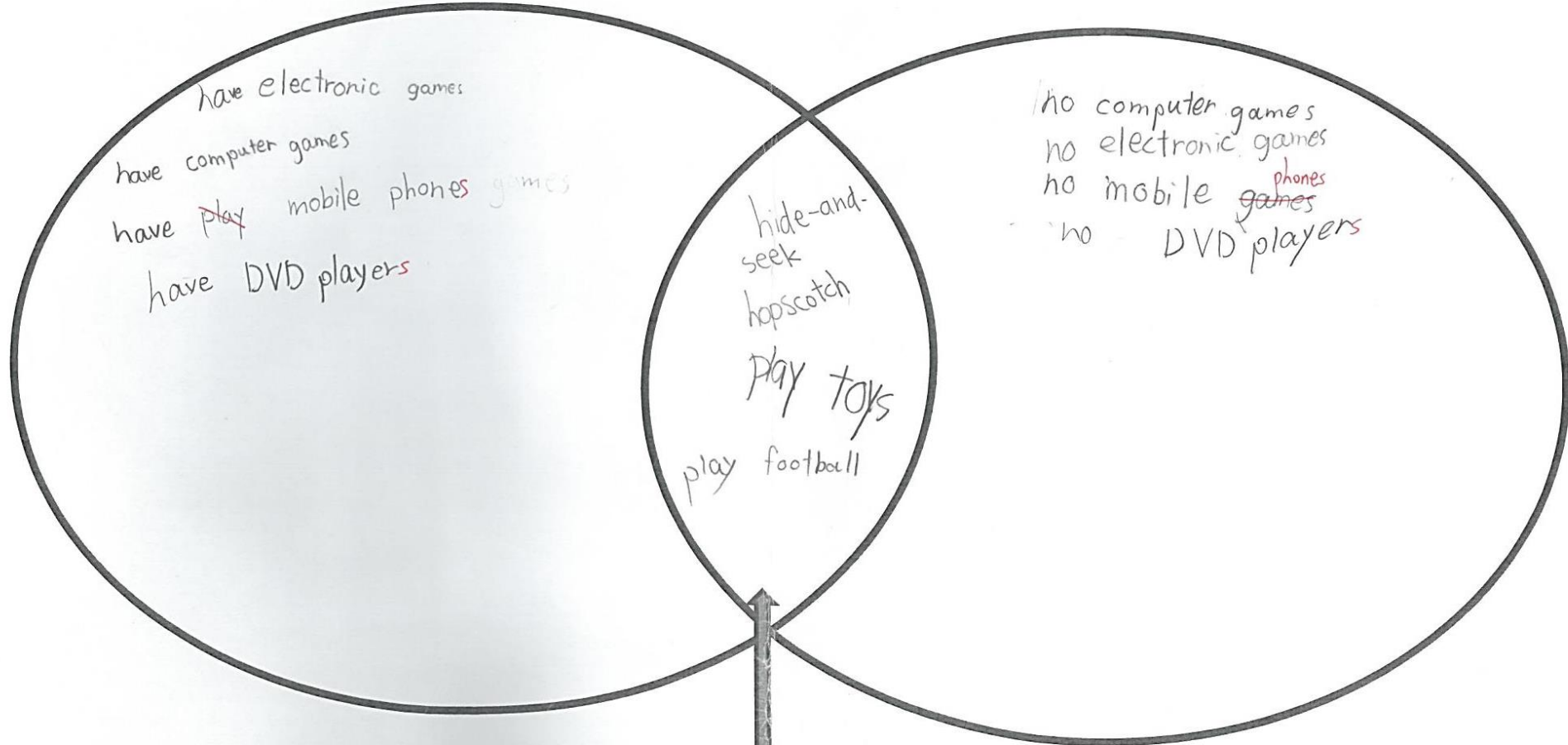
Students' work



Students' work

Our group

Our parents



Facilities / Games / Personal experience

Same

Final Task

Task – Writing about the school life of my parent / grandparent

Ask one of your parents / grandparents to complete the questionnaire. You can also add your own questions.

Example

This is Maggie's questionnaire.

Interviewer: Maggie Chan Interviewee: my grandma

When you were in Primary 4

	✓ or X
Facilities	
Were there any computers in your school?	X
Were there any air-conditioners in your school?	X
Was there a hall in your school?	X
Games	
Did anybody in your class play electronic games?	X
Did anybody in your class play Chinese chess?	✓
Did anybody in your class play hide-and-seek?	✓
Personal experience	
Could you go to school by yourself?	✓
Could you pack your school bag by yourself?	✓
Did you have a tutor?	X



Practice

Help Maggie finish her report using her questionnaire on p.52.

When my grandma was in Primary 4 By Maggie Chan

I talked to my grandma about her school life when she was in Primary 4.

facilities

There were not any computers in my grandma's school so they did not have computer lessons. There _____ in her school. It was very hot in summer! Her school was very small so _____ a hall.

games

Everybody in my grandma's class _____ Chinese chess and _____ during recess. _____ played electronic games in those days.

personal experience

My grandma's school was next to her building so she could go to school by _____. She _____ too. My grandma _____ so she studied for exams by _____. She was smart!

Writing tip

- 1 Write in paragraphs. Each paragraph should have a topic, e.g. facilities, games.
- 2 Remember to use the past tense in reports.
- 3 Use linking words like 'so' and 'and' to link your ideas:
There were not any computers in my grandma's school **so** they did not have computer lessons.
- 4 Add details to make the writing more interesting:
It was very hot in summer!



Your turn

Write about the school life of your parent / grandparent using your own questionnaire.

Interviewer: Alvin Lau Interviewee: my mum

When you were in Primary 3

Facilities	✓ or ✗
Were there any TVs in your school?	✗
Were there any fans in your school?	✓
Was there a playground in your school?	✓
Games	
Did anybody in your class play hopscotch?	✓
Did anybody in your class play computer games?	✓
Did anybody in your class play badminton?	✗
Personal experience	
Could you go to supermarket by yourself?	✓
Could you comb your hair by yourself?	✗
Did you have a private teacher?	✓

Very nice! ^{Ne} _{rk} ^{rk} _{rk}

When my mum was in Primary 3

By Alvin Lau

I talked to my mum about her school life when she was in Primary 3. There were not any TVs in my mum's school so she did not watch TV. There were fans in her school. It was very hot in summer. Her school was very small but there was a playground in her school. There was a hall.

Everybody in my mum's class played hopscotch and computer games during recess. Nobody played badminton in those days.

My mum's school was next to her building so she could go to supermarket by herself. She could comb her hair by herself too. My grandma had a private teacher so she studied is very good by them. She was smart!
 result in her studies
 Excellent!
 Thank you for your work!

Note design
TBP. 52-53

15th December, 2017



Interviewer: Tina Tse Interviewee: my mother

When you were in Primary 3

Facilities

✓ or X

Was there ^a ~~any~~ garden in your school? X

Were there any TVs in ^{your} school? X

Were there any fans in ^{your} school? ✓

Games

Did anybody in your class ~~play hide-and-seek~~?

Did anybody in your class ~~play football~~? ✓

Did anybody in your class ~~play hopscotch~~? ✓

Personal experience

Could you get dressed ^{by yourself}? ✓

Could you pack ^{your} my school bag ^{by yourself}? X

Could you tie ^{your} my shoelaces ^{by yourself}? X

Primary 3

When my mother was in 3

By Tina Tse

I talked to my mother about her school life when she was in Primary 3.

[There was not ^a ~~any~~ garden in my mother's school. ^{were} There was not any TVs in her school. There were ~~any~~ fans in her school.

[games Everybody in my mother's class played hide-and-seek and hopscotch ~~during recess~~. Nobody played football in those days.

[personal experience My mother's could get dressed ^{by herself}. She did not pack her school bag and tie her shoelaces ^{by herself}.

Not bad! Appreciate your hard work!
Great job!

15th December, 2017.

Interviewer: I bby Fu	Interviewee: my ^{mother} <u>monder</u>
When you were in Primary 3	
Facilities	✓ or X
Were there any <u>TVs</u> in your school?	X
Were there any fans in your school?	☆ ✓
Were there ^{was} any <u>playground</u> in your school?	✓
Games	
Did anybody in your class ^{play} <u>computer games</u> ?	X
Did anybody in your class play <u>badminton</u> ?	✓
Did ^{anybody} <u>anybody</u> in your class play <u>football</u> ?	✓
Personal experience	
Could you go to school by <u>yourself</u> ?	X
Could you get dressed by <u>yourself</u> ?	✓
Could you tie <u>your</u> <u>my</u> shoelaces by <u>yourself</u> ?	X

Next work

15th December, 2017

I talk to my monder ^{mother} about ^{her school life when} she was in Primary 3. There were not any TVs in my monder's school so they did not have TV lessons. There were ~~not any fans~~ in her school ^{there were not any air-conditioners} it was very hot in summer. ^{Therefore,} Her school was very big so there was ~~yes~~ a playground. ^{but there weren't any computer games!} Everybody in my monder's class played computer games and badminton during recess. ^{Nobody} no body played football in those days. My monder's school was next to her building so she could go to school by herself. ^{get dressed} She could pack her school bag by herself too. My monder ^{mother} did not have a tutor so she studied for exams by herself. She was smart!

tie her shoelaces?

GOOD TRY ☀

Good try, I bby! Appreciate your good work! ☺

Sharing of Final Task

- **Pre-tasks**

- Individual work: students write about their funny memories
- Group work: students make a group poster about their funny memories

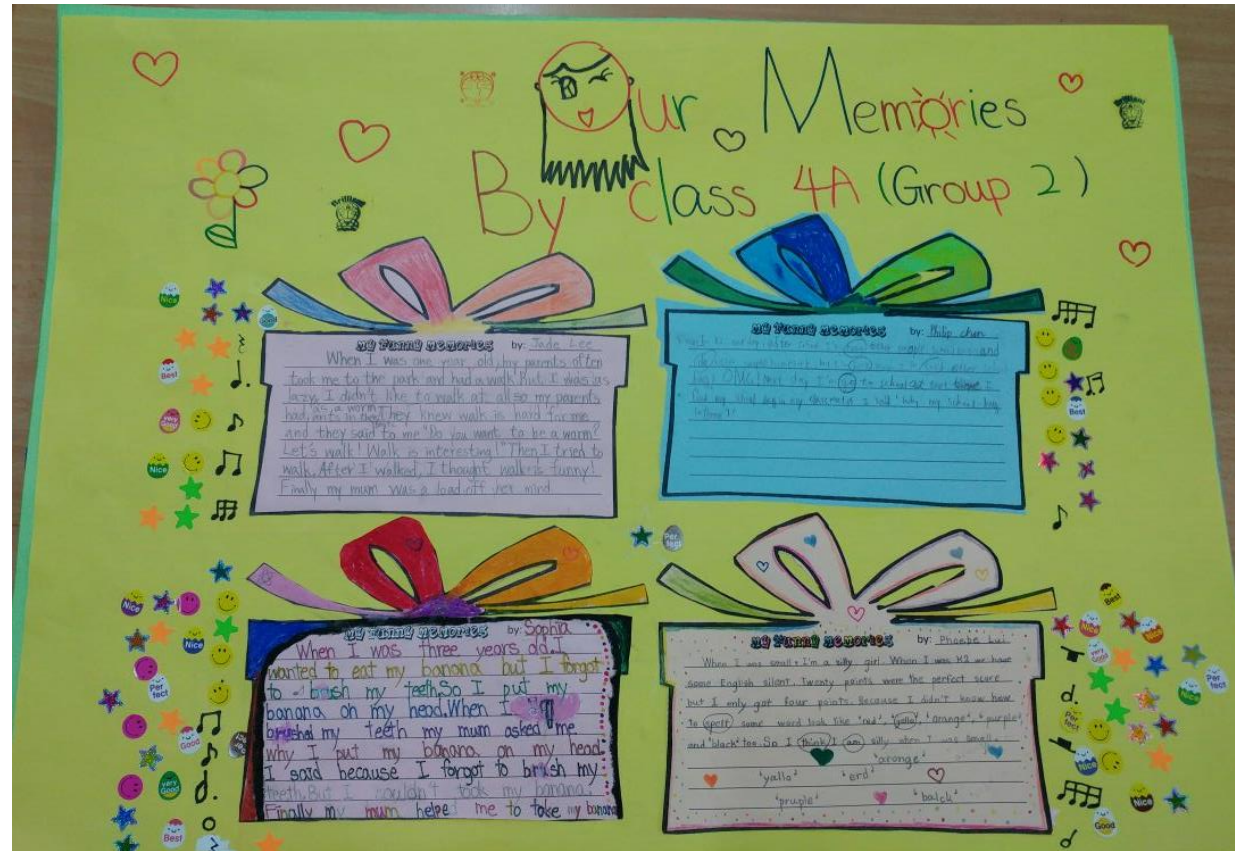
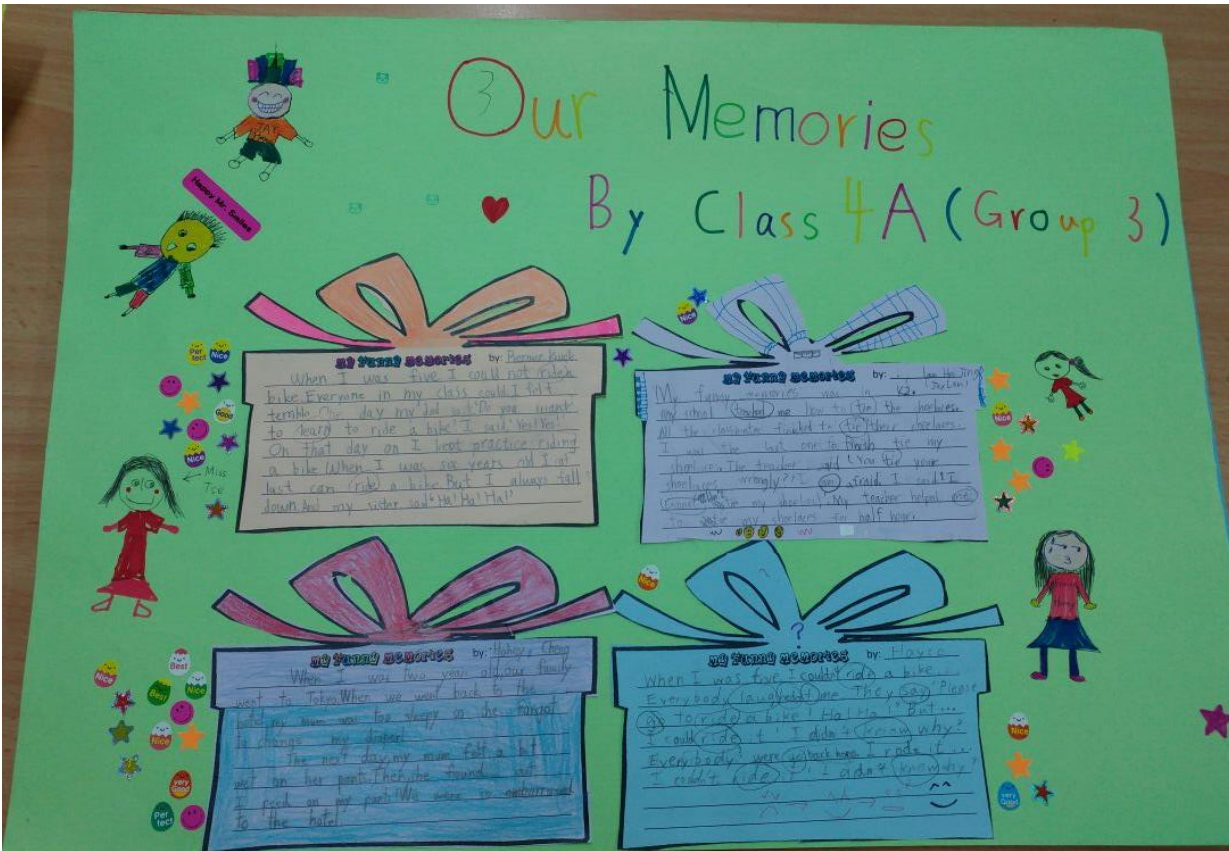
- **While-tasks**

- Students share their funny memories in their groups
- Students rotate their posters and read other groups' posters
- Students appreciate their peers' work and do peer checking
- Teacher selects some students' work and gives feedback

- **Post-task**

- Students got their writings back and modified their work

Final product



Doing Peer Check

Read your friends' writing and give stickers!



- **English** (most of the sentences are written in the past tense)



- It's **funny** + you **like** reading it



- Use a pencil to **circle the words that may not be correct**

Overall Insights

1. Setting learning objectives in three aspects

- **Knowledge**
 - using the **past tense** to describe memories
- **Skills**
 - able to **remember, describe, retell and report** what happened to them in the past
- **Attitude/ Value**
 - **treasure** their memories
 - **appreciate** their peers' effort



How to introduce lesson objectives to students?

- **Miss Tse wants you to...**

- use the past tense to describe memories
- work well with your group mates



Shall we...

- use the past tense to describe memories?
- work well with our group mates?

Overall Insights

2. Self-learning should take place in the whole learning process

- Pre-task
- While-task
- Post-task



Students' participation in the learning process!

Self-learning

Recognition

Automatic
production



Presenter

Facilitator

***Self-learning**

Making use of classroom boards to promote self-learning





I couldn't walk or and talk when I was one year old.

I couldn't walk and eat by myself when I was three months old.



I w



I couldn't walk or talk when I was one month old but I could sleep and crawl when I was one month old.



I couldn't tie my shoelaces by myself when I was four. I could hike when I was four.

英文科

Guess what we could do when we were little...

Roy: I could ride a bike by myself when I was five.

Cora: I could fly a kite by myself when I was four.

Phoebe: I could make food by myself when I was six.

Mandy: I could eat by myself when I was three.

Alison, Jeannie and Cora: We could walk by ourselves when we were three.

Sam, Eric and Heidi: We could sit by ourselves when we were two.

Yoyo: I could listen to music by myself when I was five.

Ivy and Winey: We could go to park by ourselves when we were four.

Amelia: I could carry my bag by myself when I was four.

Cora: I can go fishing by myself now.

Abbie: I could make a lantern by myself when I was seven.

Mr. Chan: I can play the drums now.

Kezia: I could get dressed by myself when I was seven.

Alvin: I can ride a bike by myself now.

Mr. Chan: I can ride a bike now.

We are smart!

Class 4D 😊

Let's take a look!



ENGLISH

GAMES IN THE PAST



Grab the Bean Bags (抓子)

1. Scatter all small bean bags on the playing surface.
2. Get one bean bag and toss it into the air.
3. Pick up another bean bag quickly and catch the first bean bag before it falls.
4. Repeat Steps 2 and 3 until all the beans bags are grabbed.



Game Boy

It's a handheld small game machine. It is more or less the size of a mobile phone nowadays. People can insert game cards into the Game Boy and play different games.



Paper Fortune Teller (東南西北)

Parts of the fortune teller are with colors or numbers that give players some options to choose from. Inside there are eight flaps, each with a message. The person controls the fortune teller based on the choices made from the player. Finally it shows one of the hidden messages.



Portrait Paper Card Game (公仔紙)

1. Place one paper card on your hand.
2. Slap your hand against your partner's.
3. The person with the paper card face-up wins.



Paper Dolls (換衣紙娃娃)

Paper dolls are pictures of persons or animals cut out from thin cards, with different clothing items also made of paper. Children can help the paper dolls wear beautiful clothes or get changed.



Chinese chess Hopscotch Soda Water Lid Gyro

1. Do you know any other games that were played in the past? Try to ask your parents or grandparents!
2. Which of the games above are **never** played nowadays?
3. Which of the games above are **seldom/sometimes** played nowadays?
4. Which of the games above do you want to play? Why?



Tamagotchi

The Tamagotchi is a digital pet. It's a kind of simple electronic game invented by Japan. Players need to feed and take care of the digital pet, helping the egg grow and become an adult pet.



Mini 4WD (四驅車)

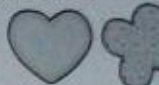
It's a mini plastic model race car with four wheels. It was first produced by Japan in 1980. Children liked having the Mini 4WD races with their friends in their spare time.



Cat's Cradle (翻花繩)

It's a simple game played with a looped string. One player uses the string to make a shape; the other player takes the string from you and form a new shape until one player makes mistakes.

(一) 周界的定義



閉合平面圖形周圍，叫做周界。

(二) 選擇適當的單位二填

我們可以用適當的工具，進行以下的量度活動。

請讀故事

學生分組討論



姓名: _____

日期: _____

抓子

Overall Insights

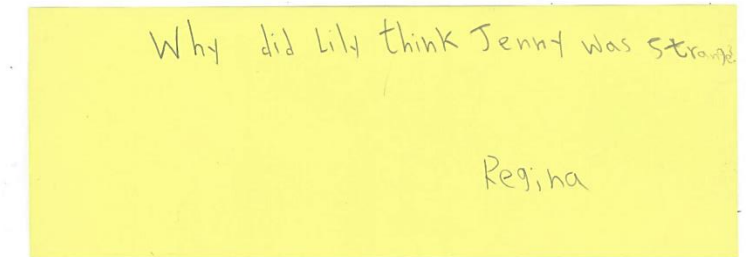
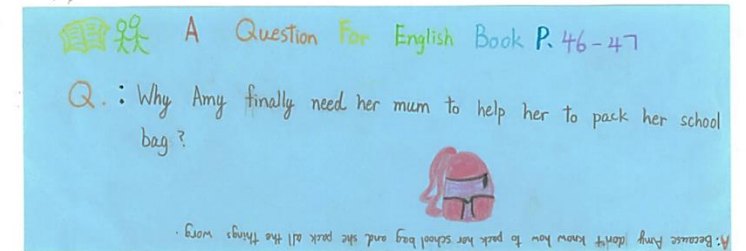
3. Use interactive games to arouse students' interest
(hit the cards, matching game)



Overall Insights

4. HOT questions are important in teaching reading comprehension.

→ Allow more able students to take part in initiating HOT questions



Overall Insights

5. Appreciate students' work and effort

- Increase the number of audience/readers of students' writing
- Peer check & teacher's feedback
- Find the teaching points
- Have a collection of class good work



Overall Insights

6. Spend at least 5 minutes to cater for more able students

→ Ask a few difficult questions to challenge bright learners



Thank you!