

**Support Programme on Fostering  
Communities of Practice of Enhance  
Learning and Teaching in a Small Class  
Environment (2017-2018)**  
**【促進實踐社群以優化小班教學】**

# 樂善堂梁鈺琚學校(分校)

- Lok Sin Tong Leung Kau Kui Primary School (Branch)





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**P. 5 2<sup>nd</sup> term**

**Ch. 4 Near and far**

**Lesson co-planning**



## Reading

The children needed to find some things on the list. Where did they get these things? Read the list.

## Lantau Collectors Race 2010

Sunday 7th March 9:30 a.m. - 2:00 p.m.

Collect the treasure below before 2 p.m. Return to Tung Chung MTR Station first to win the competition!

- a map of Ngong Ping hiking trail
- a photo of houses on water
- the flower of Hong Kong
- a photo of the Big Buddha
- a salted fish

The whistle blew. All the contestants

'Let's go to the Ngong Ping Visitor Centre,' said Mike. 'Let's take the cable car.'

'How long does it take to get to Ngong Ping?'

'It takes 25 minutes,' said Kelly. 'Come on!'

'These views are fantastic!' said Henry.

'About 6 kilometres,' Gary replied.



children  
up a

metre

We c

## Things and places in a country park



a visitor centre



an information board



a picnic site



a campsite



a public toilet



a public telephone



Can you think of some more things and places in a country park?

My word bank  
p.68

## Language focus



How long does it take to travel from here to Stanley?

uses

It takes 55 minutes.  
an / one hour.

How far is it from here to the picnic site?

It's not far. It's one and a half kilometres.

It's a long way. It's four kilometres.

It's far.

1 hr = 60 minutes

1 hr = an / one hour

1½ hr = one and a half hours

km = kilometre(s)

## Phonics

Listen and say the sentences.

sure

Are you sure the treasure will fit in here?  
Have you measured it?



treasure

the list. 'Houses on water? Boats?'

'We can take a bus there,' Kelly said.

They tried to find a bus leaving. They tried to chase it but they missed the bus. Now we have to wait for

They finally got to Tai O but they were lost. Luckily they saw a man. He showed them where the houses on stilts were. Gary took some photos and then bought a large salted fish.

'How long does it take to get to Tai O?' asked Mike. 'About 50 minutes.'

'Which MTR station?'

'You're the first team back ... but



In the story, Kelly said, 'Come on!' because she wanted everyone to go quickly. You can also say:

Let's go!

Hurry up!

Let's get a move on!



**Objectives:**

1. To introduce the vocabulary (places and facilities in country parks)
  2. To introduce ways to ask and answer 'How far' and 'How long' questions
  3. To introduce the units of measurement (time and distance)
  4. To categorize and compare different measuring units (numerical skills)
  5. To describe the distance and duration of travelling time between two places.
  6. To ask and answer "How far" and "How long" questions according to the map routes to find out a duration of time and distance
  7. To develop map-reading skills
  8. To introduce the text types of a list and a story
  9. To develop reading skills and strategies (HOT) questions
  10. To make prediction about the story ending
  11. To develop critical thinking and analytical skills
  12. To compare the information collected
  13. To make a choice of where to go and how to go there
  14. To be familiar with the places and facilities of the neighborhood
  15. To identify and group different transportation means
  16. To give advice on what to do in different places in Hong Kong
  17. To find out information from Google map
  18. To develop e-learning, note-taking and problem-solving skills
  19. To comment on the distance (It's not far...)
  20. To develop self and peer assessment skills (peer cross checking)
  21. To be more familiar with the transportation means, places to go and things to do in Hong Kong
  22. To be considerate and understand the needs and interests of their 'cousins'
  23. To appreciate the places around us
- For different presentation styles:**
24. To record the information collected (a table)
  25. To enhance writing skills (a play and article)
  26. To interpret pictorial information, and retell and present the information verbally (pictures)
  27. To appreciate different forms of language arts
  28. To use story structure that comprises setting, characters, problems, events and solutions

L1

L2-3

L4-5

L6

L7-8

L9

# Self-learning through Games

Strategies/ Steps	Possible Actions
Setting goals	<ul style="list-style-type: none"><li>*Decision making- want to win</li><li>*Planning how to win, when to act</li></ul>
Managing learning	<ul style="list-style-type: none"><li>*Active participation</li><li>*Focused, pay attention</li><li>*Seek opportunities to win (practise, produce language)</li><li>*Collaboration and seek support (peers, teacher)</li></ul>
Monitoring learning	<ul style="list-style-type: none"><li>*Following rules</li><li>*Checking progress ('points/cards' won)</li><li>*Thinking how to win more and taking actions (modifying plans)</li></ul>
Evaluation (Self-assessment)	<ul style="list-style-type: none"><li>*End of the game: Reflection</li><li>*How was the performance? (Using the language)</li><li>*What has been learned? How to win more next time?</li><li>*What else can be done?</li></ul>

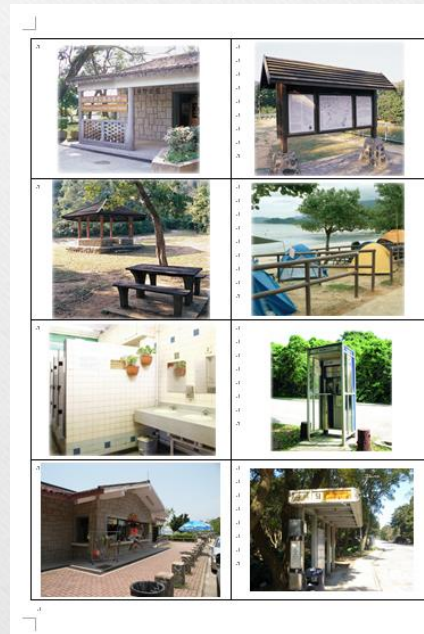
Attention span increased/ play games after class (sustaining of motivation, further practise, positive learning attitudes) → more self-learning

- Use games(card games) as a tool to
  - Motivate Ss' learning
  - Engage Ss more in the lessons / Encourage Ss' participation
  - Develop Ss' language skills
  - Strengthen Ss' generic skills (i.e. communication skills/creativity/ critical thinking/ self-management/ collaboration skills)
  - Cater for learner diversities



# Warm up card games

- Matching game
- Slapjack L1, L2, L3



a visitor centre.	an information board.
a picnic site.	a campsite.
a public toilet.	a public telephone.
a kiosk.	a bus stop.

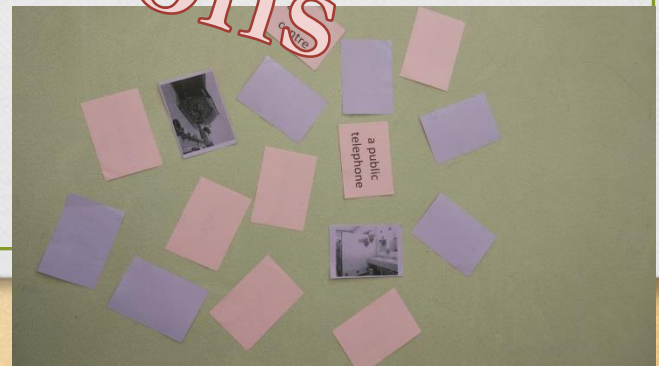


# Matching card game (play in pairs)

- Each pair of students gets one set of picture cards and one set of word cards.
- Mix the cards and **put them randomly on the desk**, no need to put them in rows in order to save time.
- Overturn the cards and **no need to turn back**, even if the cards don't match.
- The one who can match a pair must **read aloud** the word in English to win the cards.

Self-learning

Simple instructions



# Slapjack

## (play in groups)

- Each group gets picture cards and word cards.
- Put all the cards face down.
- Each student gets picture cards and word cards.
- Each student puts the cards face down in one stack.
- Students take turns to call the word and removes the top card of his/her stack and places it face-up on the playing surface within each of all players. The players take turns doing this in a clockwise manner until the picture matches what the player says.
- Students slap on the cards when the pictures match what they say.
- The slowest student takes away all the cards on desk.
- The first student runs out of cards is the winner.



# Slapjack

## L1

### Vocabulary



Assign the numbers for the vocabulary, if students finish one round, then they can proceed to the next vocabulary automatically.

# Slapjack

## L2

### Sentences



There is \_\_\_\_\_.

There isn't any \_\_\_\_\_.



# Slapjack

## L3

### Involve thinking



Call for help.  
Look at a map.  
Have a picnic.  
(We have a picnic in a picnic site.)

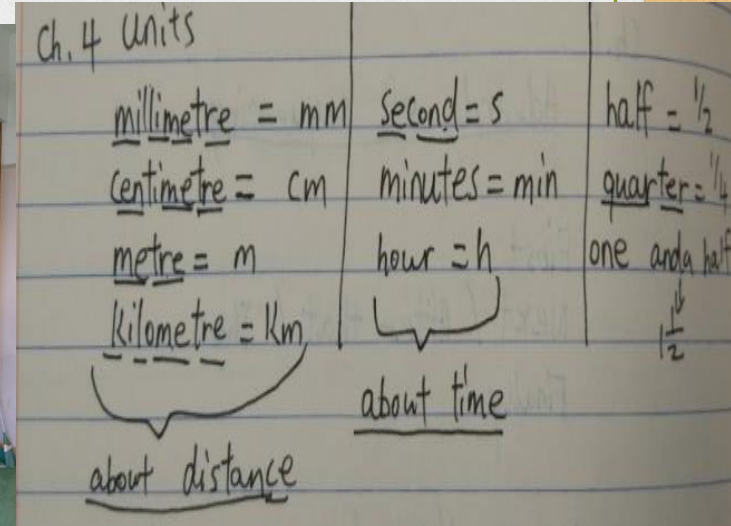
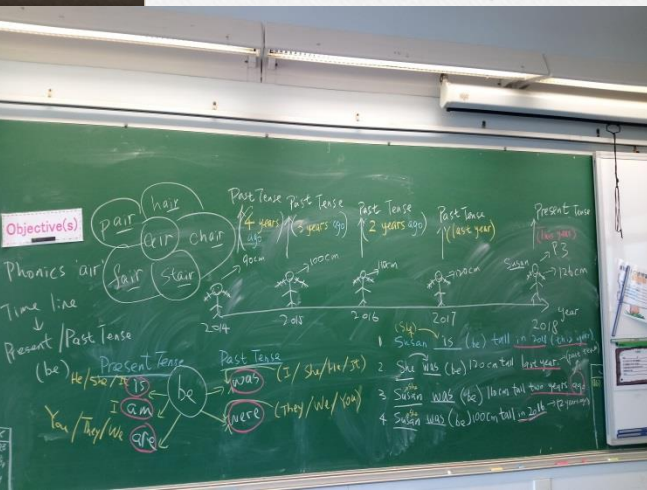
# Slapjack L3

<b>a visitor centre</b>	●	● Have a picnic
<b>an information board</b>	●	● Call for help / call home
<b>a picnic site</b>	●	● Find information about the things we will see in the country park
<b>a campsite</b>	●	● Go to the toilet and wash our hands
<b>a public toilet</b>	●	● Go camping
<b>a public telephone</b>	●	● Look at a map and safety information



# Objectives in lesson 2 and 3

- Revise vocabulary
- Revise units of distance and time duration
- Classify game (units of distance and time duration)
- Teach question words: How long / How far



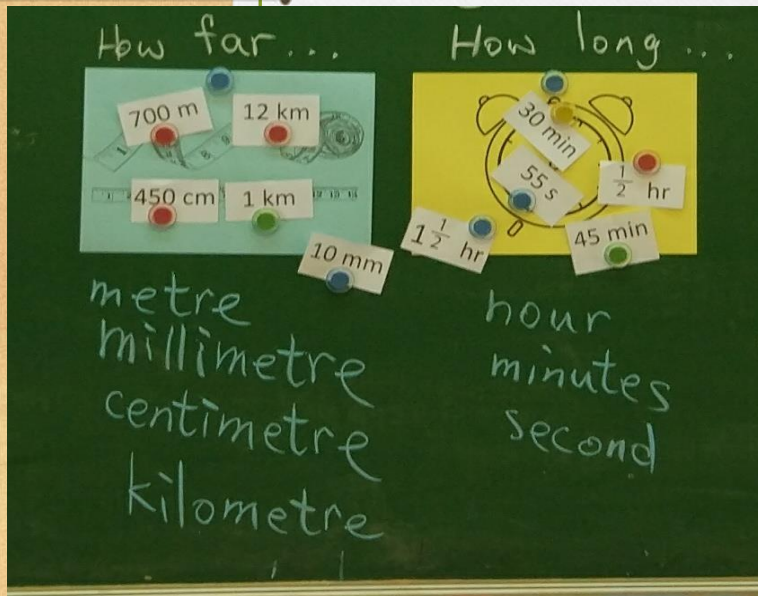


# How to achieve self learning in the lesson?



Through the classify game

-Students were interested in it even the less able ones.



- We use a yellow clock (how long)/ blue measuring tape (how far) to help students visualize the meaning .



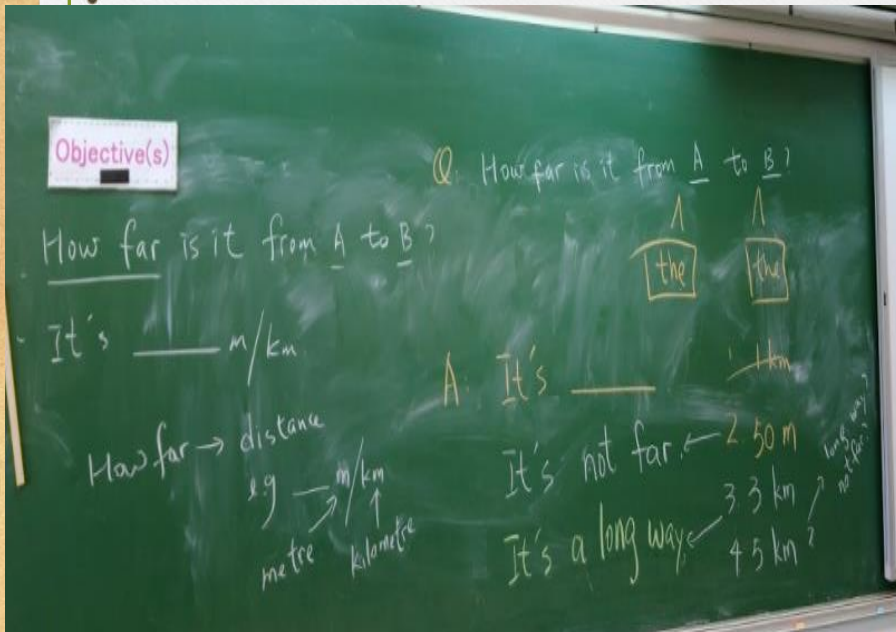
# Teach How far and How long





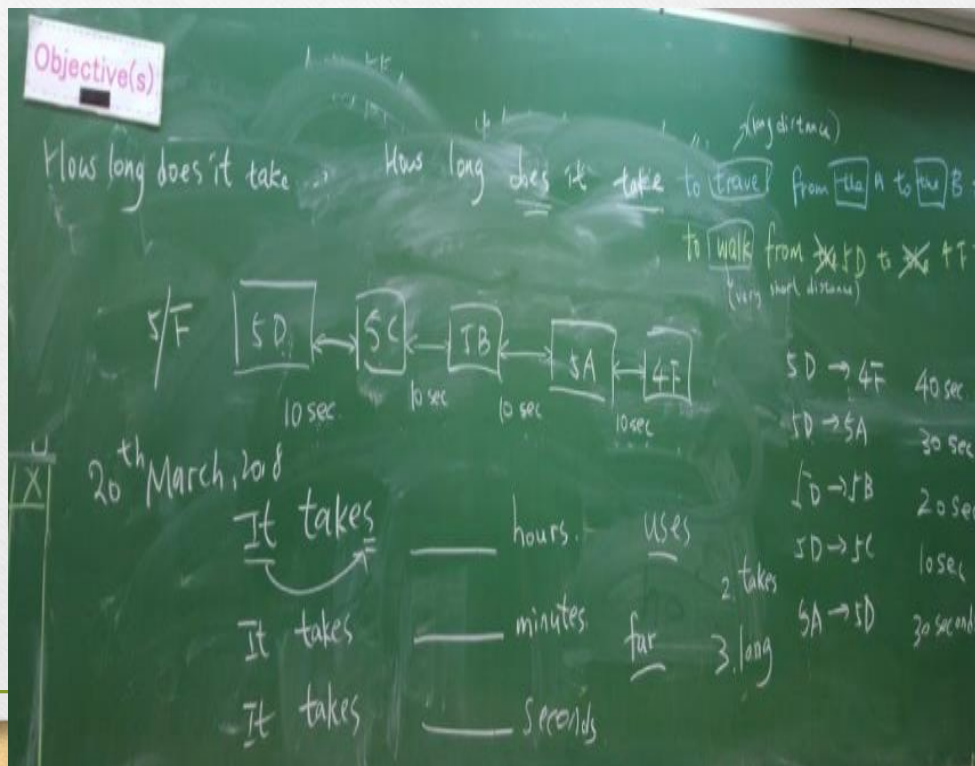
# Teaching how far/ how long with cards

- Break the lesson into two lessons.
- First , teacher taught the question How far is it from the A to the B by using card game.
- Also , teacher taught the answer It's \_\_\_\_\_ km/m.



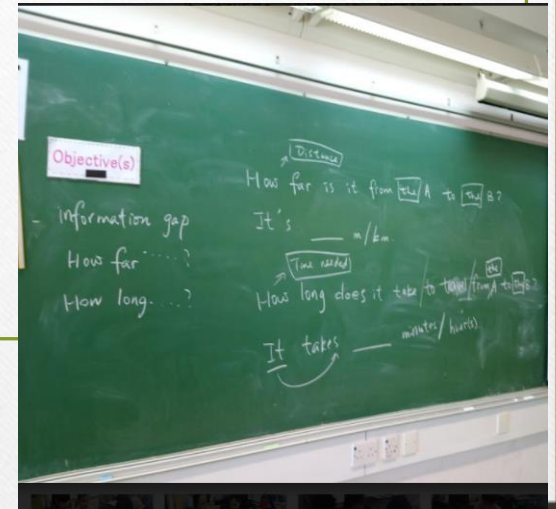


- -Then, teacher taught the question How long does it take to travel / walk from (the) A to (the) B?
- -Teacher taught the answer It takes \_\_\_\_\_ hours/ minutes / seconds.
- -**To be more enjoyable and purposeful, students played card game to consolidate the sentence pattern.**
- - This lesson could also enhance students' calculating skill.



# Information Gap Task

- A small sum up to check students' understanding.
- Students worked in pairs, take turns to ask questions and give answer.
- Students had opportunity to develop their language during the lesson.



Page A

Worksheet

How far is it from place A to place B?

How long does it take to go from place A to place B?

Route	From	To	Distance	Time needed
1	the visitor centre	the picnic site		13 minutes
2	the information board	the campsite	400 m	
3	the campsite	the visitor centre	1.5 km	
4	the picnic site	the public telephone	150 m	
5	the public toilet	the information board		7 minutes
6	the public toilet	the public toilet		10 minutes

Page B

Worksheet

How far is it from place A to place B?

How long does it take to go from place A to place B?

Route	From	To	Distance	Time needed
1	the visitor centre	the picnic site	1 km	
2	the information board	the campsite		5 minutes
3	the campsite	the visitor centre		0.5 hours
4	the picnic site	the public telephone		1 minute
5	the public toilet	the information board	0.5 km	
6	the public telephone	the public toilet	500 m	



# Reflection

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- Students had more chance to speak English through the card games.
- While playing the game or doing the task, students were using the language in a meaningful way.
- As students played the card games repeatedly in a group, **THEY HAVE ALREADY EXPERIENCED WHAT SELF -LEARNING IS.**

# Games used while reading

- Collectors Race 2018
- Word search puzzle
- Role-playing activity


**4** Near and far

**Reading**

The children needed to find some things to win a competition. Look at the list. Where did they get these things? Read the story and find out.

**Lantau Collectors Race 2010**  
Sunday 7th March 9:30 a.m.-2:00 p.m.  
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- the flower of Hong Kong
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- a salted fish



The whistle blew. All the contestants ran out of the MTR station.

'Let's go to the Ngong Ping Visitor Centre first. We can get a map there,' said



# Collectors Race

- Students of each group collaborate to collect the objects listed on the screen
- They explore different opportunities and take actions to win the contest

## LKKB Collectors Race 2018

Now collect the treasure below **in 3 minutes**.  
Stand up when you have finished.

1. A photo of a group member
2. An object that tells you the time
3. An object with the name of our school



**Wait! What about  
our student  
handbooks?**

# Collectors Race

- Students exhibit outstanding problem solving skills in the trial-and-error process
- To US

a watch, a clock or a phone

- To THEM

it can be a time-table or a paper watch!

## LKKB Collectors Race 2018

Now collect the treasure below **in 3 minutes**.  
Stand up when you have finished.

1. A photo of a group member
2. An object that tells you the time
3. An object with the name of our school





# Word search puzzle

A game designed to familiarize students with Lantau Island (where the story was set)

Consolidate students' vocabulary on different activities

1 The whistle blew. All the contestants ran out of the MTR station.

'Let's go to the Ngong Ping Visitor Centre first. We can get a map there,' said Mike. 'Let's take the cable car.'

'How long does it take to get to Ngong Ping?' asked Henry.

'It takes 25 minutes,' said Kelly. 'Come on! It's quarter to ten already.'

'These views are fantastic!' said Henry. 'How far is it to Ngong Ping?'

'About 6 kilometres,' Gary replied.



2 The journey was over too quickly for the children. They got off the cable car and picked up a map at the visitor centre.

3 'The Buddha isn't far. It's about 500 metres. We can walk,' said Mike.

4 The others laughed. 'Look behind you! We can take the photo from here!'

5 They took a photo. Henry looked at the list. 'Houses on water? Boats?'

'There are houses on stilts in Tai O. We can take a bus there,' Kelly said.

6 They arrived at the bus stop, only to find a bus leaving. They tried to chase it but they were too late. 'Oh dear! We've missed the bus. Now we have to wait for thirty minutes for the next bus,' said Kelly.



7 They finally got to Tai O but they were lost. Luckily they saw a man. He showed them where the houses on stilts were. Gary took some photos and then bought a large salted fish.

8 'How long does it take to get to Tung Chung?' asked Mike. 'About 50 minutes. Let's get on the bus quickly,' said Gary.

At quarter past twelve they ran into the MTR station.

'Well done!' said the competition organiser. 'You're the first team back ... but where is your bauhinia flower?'

9 Gary took a \$2 coin from his pocket



# Word search puzzle

- Having an illustrated map of Lantau on display



5. go S \_\_\_\_\_ in Cheung Sha Beach ←

9.



Hey! There is a dolphin on the screen!

Let me complete the meaning in the sentences.

Ok!  
"Swimming"....  
Shall I look for 'W' in the puzzle?

No! Look for double 'M' instead!



A **purposeful** task which enables students to learn more target vocabulary



# Role-playing activity

- Students are given sentence strips and they can choose one scene to act out.
- Critically thinking is involved
- Reflect on their own performance and clarify the meaning of the scenes while they are rehearsing

## Role playing activity

Choose one scene to act out.

Read with emotions and actions. Mind your intonations.



1	The whistle blew. All the contestants ran out of the MTR station.
2	The others laughed. "Look behind you! We can take the photos from here!"

For example,  
"Come on! It's a quarter to ten already."



# Role-playing activity

2 The others laughed. "Look behind you! We can take the photos from here!"

Mike



The journey was over too quickly for the children. They got off the cable car and picked up a map at the visitor centre.

'The Buddha isn't far. It's about 500 metres. We can walk,' said Mike.

The others laughed. 'Look behind you! We can take the photo from here!'

The rest of the team

# While task

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## Context:

- You are Benny. Today is a holiday. Your mother asks you to do something in **Tin Shui Wai**.





# Tasks design: Contextualization

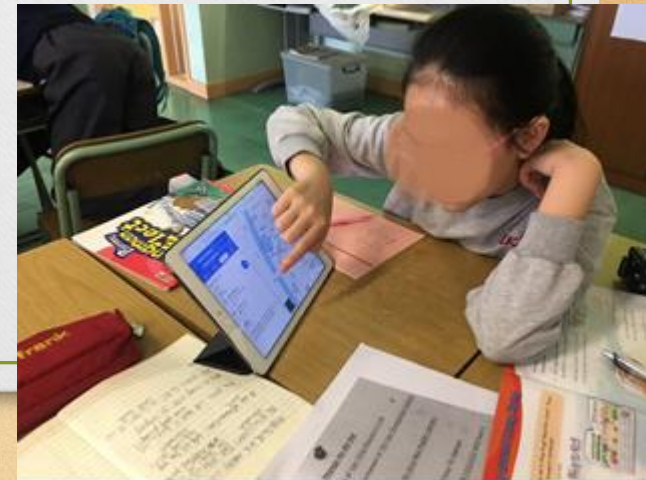
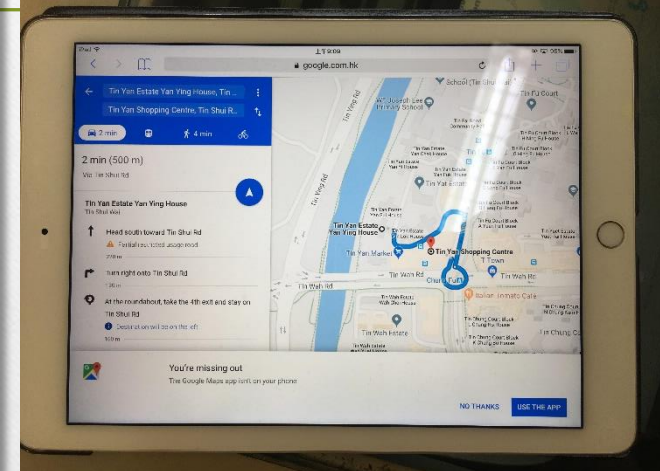
## Things-to-do list

### Things-to-do list

1. Visit your grandparents at Yan Ying House(恩盈樓)
2. Buy some fruit in the supermarket in Tin Yan Shopping Centre  
(天恩商場)
3. Return the books to Ping Shan Tin Shui Wai Public Library  
(屏山天水圍公共圖書館)
4. Go to Tin Yiu Post Office (天耀郵局) and buy 10 stamps
5. Go to McDonalds at T Town Shopping Mall (頌富商場) and buy 3 hamburgers.

Plan the route according to:

- \* Time needed (how long)
- \* Distance (how far)
- \* Means of transportation



Plan

Group: \_\_\_\_\_

1. Yan Ying House

How:

How far:

Distance  
(How far)

2.

Means of  
transportation

How:

How long:

on / by:

Time needed  
(How long does it take)

Google  
Map

4.

Why????

How:

How long:

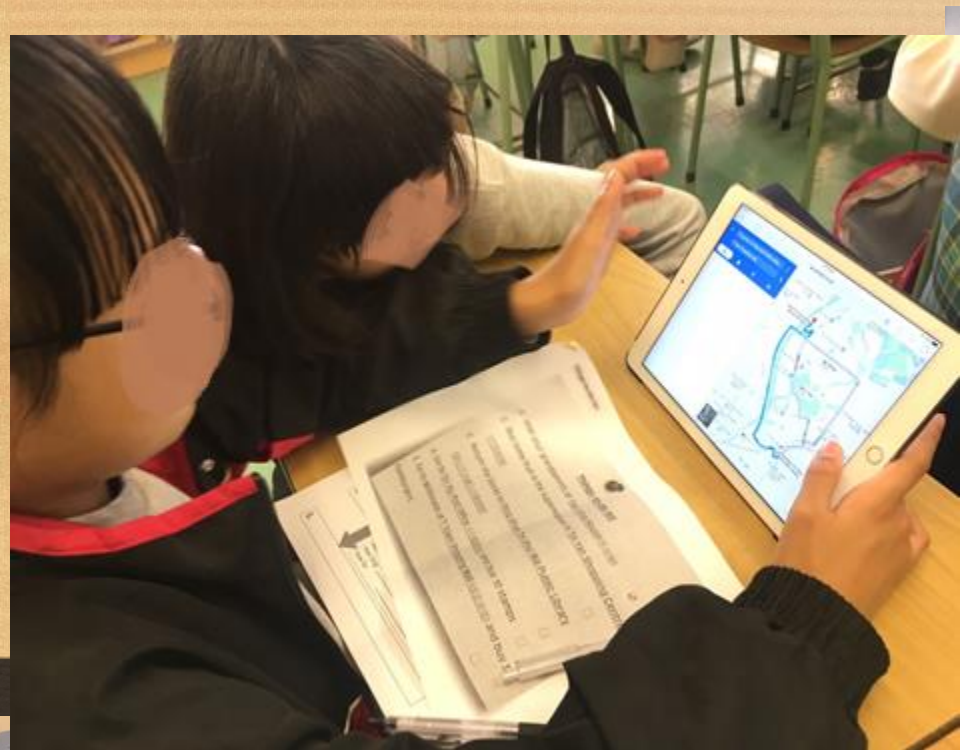
How far:

on / by:

Where to go first?

5.





Plan

Group: \_\_\_\_\_

1. Yan Ying House

How: on / by: foot  
 How long: 4 mins  
 How far: 300m

2. Tin Yan Shopping Centre

How: on / by: foot  
 How long: 7 min  
 How far: 400m

3. T Town Shopping Mall

How: on / by: car  
 How long: 8 min  
 How far: 2 km

4. Tin Yiu Post Office

How: on / by: car  
 How long: 3 min  
 How far: 500m

5. Ping Shan Tin Shui Wai Public Library

Task sheet

Group: 2

1. First I will visit my grandparents at Yan Ying House.

2. Then I will buy some fruit in the supermarket in Tin Yan Shopping Centre on foot. It takes 4 minutes. It's not far. It is 300 metres.

3. Next I will go to McDonalds at T Town Shopping Mall and buy 3 hamburgers on foot. It takes 7 minutes. It is not far. It is 400 metres.

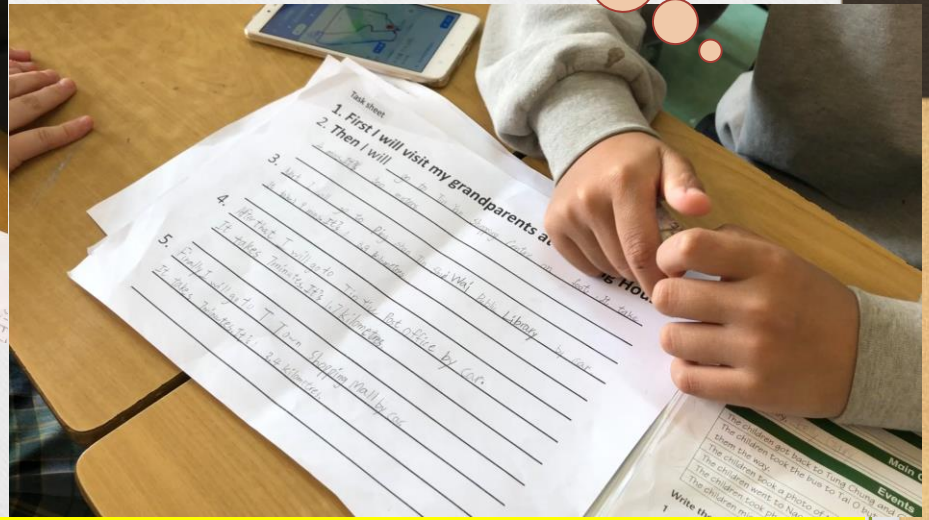
4. After that I will go to Tin Yiu Post Office and buy 10 stamps by car. It take 8 minutes. It's far. It is 2 kilometre.

5. Finally I will return the books to Ping Shan Tin Shui Wai Public Library by car. It's not far. It is 500 metres.



I want a  
**HOT**  
hamburger!

Let's go to  
McDonald at the  
last stop!

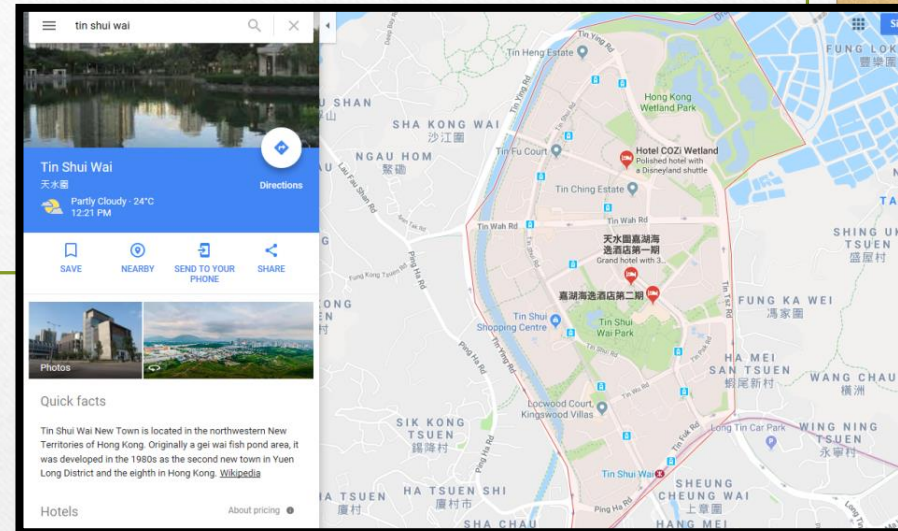


**Students learn to think independently**



# Values and attitudes:

- Tin Shui Wai
- To be familiar with and appreciate the places and facilities of the neighborhood



## While task

Context:

- You are Benny. Today is a holiday. Your mother asks you to do something in [Tin Shui Wai](#).



# Final task

## Final task

Context:

Your (age)-year-old cousin, (name), is going to visit Hong Kong for a day trip in (a month).

1. With the help of Google Map, plan a **one-day tour** for you and your cousin starting from Tin Shui Wai.
2. Suggest the most convenient transportation means.
3. Think of at least three tourist destinations and what you can do there.

## Tasks design:

- \* **Students' autonomy**
  - \* **Context-setting**
  - \* **Own routes (places, things to do, transport)**
  - \* **Form of presentation**





- **E-learning** (Google Maps on iPad)
- **Map reading** skills
- **Language focus:** time needed, distance and means of transportation
- **Critical thinking, analytical** and **problem-solving** skills
- **Make reasonable choice** (one-day trip, to be considerate and understand the needs and interests of their cousins)
- **choose to present in different styles:** a table/ pictures/ a play/ an article and finally a verbal presentation

[Act 2 Scene 2]

Moses: (~~quietly~~ whispering) Maybe next time don't take taxi. It's too expensive!

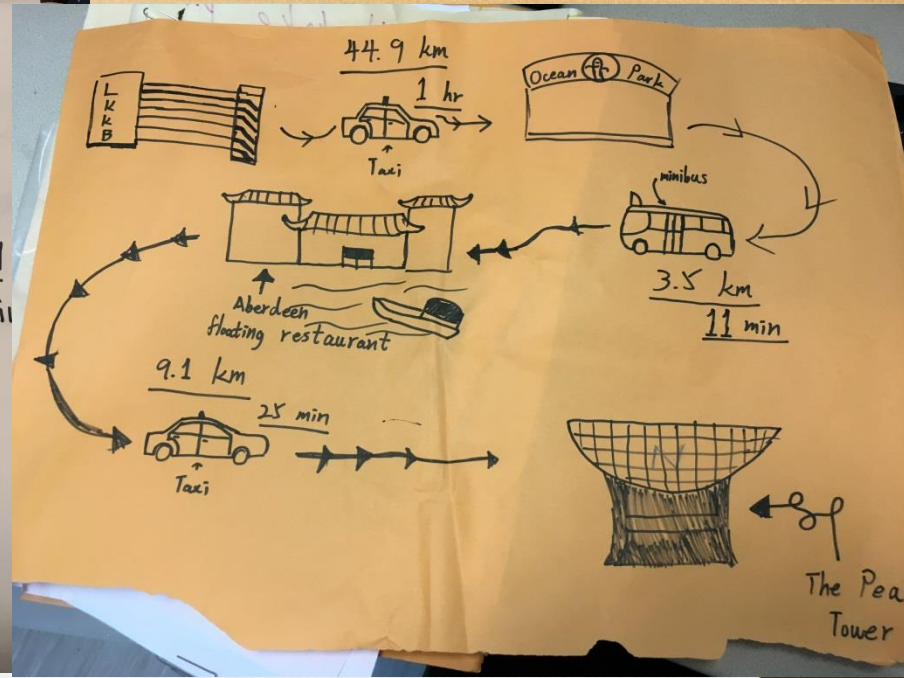
Anita: Although travelling by taxi is expensive, it's fast and comfortable. I have a lot of money. & Don't mind! Do you like sea creatures? (point at the aquarium)

Moses: Yes! Can I watch the dolphin show too?

Anita: Of course can!

Narrator: So they enter the aquarium excitedly.

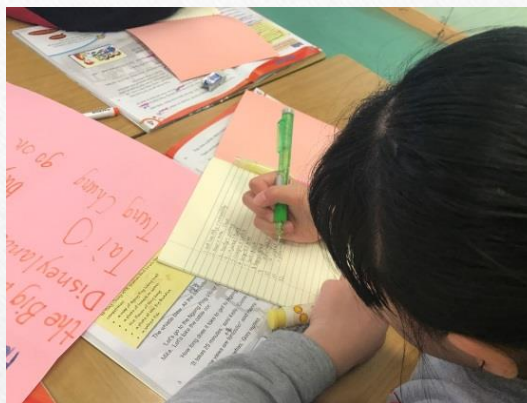
[Act 3 Scene 3]



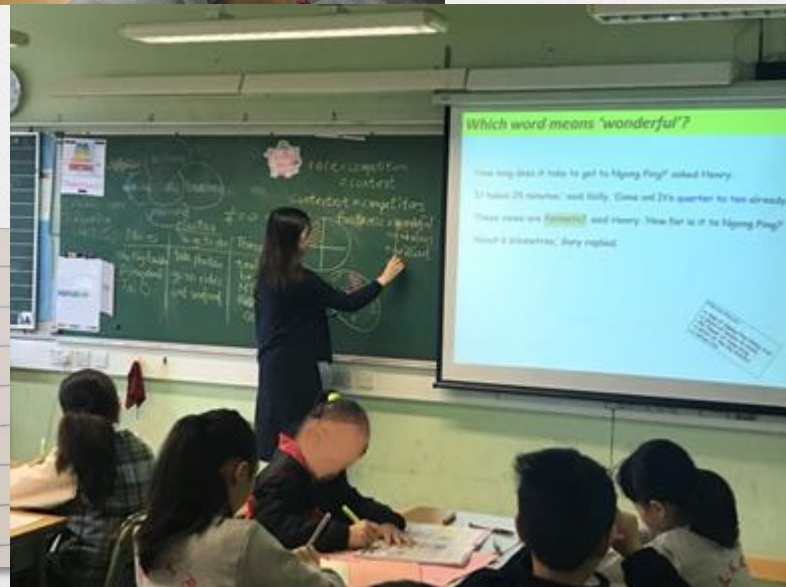


# Other routines

- **Vocab Bank in Notebook for teaching synonyms**



⑧	race = competition = contest
⑨	contestants = competitors
⑩	fantastic = wonderful = fabulous = brilliant
⑪	journey = trip



- **Reuse and apply the new phrases immediately in class**

e.g. come on, over too quickly...



dolphins leisure  
 measure sure treasure  
 pressure

Objective(s)

- ① Phonics 'sure'
- ② Reading (HOT Qs)

1	20	30	40	50	60	70	80	90	100
2	10	20	30	40	50	60	70	80	90
3	10	20	30	40	50	60	70	80	90
4	10	20	30	40	50	60	70	80	90
5	10	20	30	40	50	60	70	80	90
6	10	20	30	40	50	60	70	80	90
7	10	20	30	40	50	60	70	80	90
8	10	20	30	40	50	60	70	80	90
9	10	20	30	40	50	60	70	80	90
10	10	20	30	40	50	60	70	80	90

Places  
 the Big Buddha  
 Disneyland  
 Tai O

Things to do  
 take photos  
 go on rides  
 eat seafood

Transport  
 taxi  
 bus  
 MTR  
 cable car  
 car



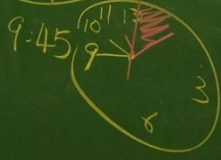
race = competition  
 = contest

Contestest = competitors

$\frac{1}{4}$  = a quarter



fantastic = wonderful  
 = fabulous  
 = brilliant  
 = amazing  
 = awesome



Role playing activity

Choose one scene to act out.  
 Proceed with emotions and actions. Mind your intonation.

- 1 The whistle blew. All the contestants ran for the MTR station.
- 2 The others laughed. "Look behind you! You've lost the photos from here!"



For example,  
 "Come on! It's a quarter to ten already!"



# Conclusion

- To make good use of **card games** for students' engagement
- To develop students' reading and critical thinking skills using **HOT questions** while teaching **reading**
- To guide students to use **self-learning** strategies
- To enable students to learn the **vocabulary, language focus** and **text types** with purpose and fun in **an authentic context**
- **Values and attitudes:** to enable students to appreciate the neighborhood
- Enhance **“sparkling moments”**

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**Thank You !!! 😊**