Reading Fair 2009

Pedagogical Decisions within the Constraints and Opportunities of the Language Environment and Student Ability

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Project Participants

• S2 Students
  – 200 S2 students streamed into 5 classes on the English ability basis

• S2 English Teachers
  – Five local teachers and one NET
Constraints and Opportunities

Student characteristics
- Active, curious and creative
- Limited exposure to English
- Limited English proficiency
- Low motivation in learning English
- Low readiness to communicate in English

Teacher readiness
- The school’s ‘Reading to Learn’ policy and emphasis on more extensive use of English across the curriculum
- The desire to introduce innovative ideas to stimulate students’ interest in reading and boost their reading skills development
Design a robotcop to help the Hong Kong Police Force to make Hong Kong a safe place for her citizens in the year 2100 and describe his / her appearance, personality and the functions s/he can perform.
Choice of KLA – Science Education KLA

- The Science Education KLA being considered an easy entry point due to the links of the two textbook units to this KLA.

The textbook units that were specified to be covered during the tryout period:

- Unit 3: Believe It or Not!
  - Module: The World Around Us
- Unit 4: Role Models
Choice of Reading Texts

- To appeal to students’ interest in forensic science, stories of successful scientists and teenagers, and Greek myths

- To stimulate students’ interest in science-related content and raise their awareness of the connection between their learning experiences – Cells and Human Reproduction

- To extend and connect with student learning in the two textbook units – surprises from the natural and human world and role models

Information texts
- Crime Solvers
- Gold Dust
- A Brilliant Mind
- They Changed the World
Use of Focus Questions to Provide Linkage between the Books
Theme: Think Big, Start Small

1. What did King Midas’ greed lead to? (Abuse of power)

2. How does technology help to solve crimes? (The power of technology to solve crimes more effectively)

3. What made Marie Curie a good scientist? (Determination, dedication and use of the power of science and the power of selflessness to save life)

4. What drives Craig Kielburger to want to change the world? (Determination and the desire to help the poor)
Pedagogical Decisions

Choice of Learning Objectives

Reading Skills and Strategies
- predicting the book content by using the illustration on the book cover
- locating specific information by using semantic clues
- working out the meaning of unfamiliar words by using pictorial clues

Discussion of the Content
- discussing if the clues from a crime scene are reliable
- comparing one’s life with the lives of some Indian and Canadian children

Book Features
- understanding the use of the modal ‘can’ to talk about the functions of simple equipment
- understanding the use of the imperatives in procedures
Pedagogical Decisions

Use of Teaching Strategies

Shared Reading

Supported Reading

Reading Aloud

Development of basic reading skills and strategies through silent reading

Opportunities for Ss to enjoy texts they are not yet able to read on their own and exposure to a variety of reading texts

Teachers’ modelling on how to read aloud with fluency
Pedagogical Decisions

Choice of Learning Activities

Reading-related Activities
- e.g.
  - answering close-ended pre- and while-reading questions (e.g. MC questions)
  - filling in the blanks with words from the texts
  - crossword puzzles

Visits
- Tuen Mun Police Station
- Tuen Mun Crime Prevention Bureau

Cross-KLA Activity
- the design and construction of a robotcop
- the description of his/her appearance, personality and functions
While-Reading Activity – Completing a Report on Taking Evidence at a Crime Scene

Developing skills in locating specific information about the action taken by crime solvers

Developing skills in using the imperative form in procedures about gathering evidence

Ching Chung Hau Po Woon Secondary School
2008-2009
S2 English
Crime Solvers – Worksheet 6
Gathering Evidence (II)

You are a crime solver. You have just finished gathering evidence in Mr Anderson’s house. You need to write a short report about it. In the report below, write down the steps that you have followed to gather evidence.

Evidence Gathering Report

Date: 26 October 2008
Time: 10:00 am – 11:15 am
Address of the Crime Scene: 157 Holland Avenue

Crime: Burglary

Steps that I followed to gather evidence:
1. Put on protective. before I walked into the house.
2. Take photographs of the clues I could find in the house, e.g. the marks on the door.
3. Remove broken pieces of glass using Porcup and put them into a clean plastic bag.
4. Remove the dirt on the footprint and the woolen fibres using Cleaning. 
5. Label the evidence.
While-reading Activity –
Deciding How Reliable Some Clues Are

The burglary case is now solved. The crime solvers found a few clues that helped them to get to the man who committed the crime. Looking back, you want to find out which clues were most useful. Do the following:
1. Circle the clues that were most useful to the crime solvers.
2. Indicate the object from which the useful clues came.
3. Indicate who the owner of each object is.
4. Complete the sentence below the table.

<table>
<thead>
<tr>
<th>Clues found</th>
<th>Where were they from?</th>
<th>Who is the owner of the object?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tool mark on the front door</td>
<td>Mr Franklin's car</td>
<td>Mr Franklin</td>
</tr>
<tr>
<td>Fingerprints</td>
<td>on the door</td>
<td>Mr Anderson</td>
</tr>
<tr>
<td>Woolen fibres</td>
<td>Mr Franklin's home</td>
<td>Mr Franklin</td>
</tr>
<tr>
<td>Footprints</td>
<td>on the carpet</td>
<td>Mr Anderson</td>
</tr>
<tr>
<td>Bloodstains on broken glass</td>
<td>Mr Franklin's DNA</td>
<td>Mr Franklin</td>
</tr>
<tr>
<td>A strand of hair</td>
<td>on the floor</td>
<td>Mr Anderson</td>
</tr>
</tbody>
</table>

The crime solvers decided that Mr Franklin was a suspect because his DNA.

Developing skills in locating specific information about the sources of clues

Developing skills in drawing conclusion about who the burglar is based on the information about the clues
Cross-KLA Activity –
A Robotcop

The robotcop design and construction:
• helps students transfer what they have learnt about the use of technology in crime prevention
• stimulates Ss’ interest in how science helps the Hong Kong Police Force

The description of the robotcop:
• provides opportunities for Ss to recycle vocabulary (e.g. DNA, fingerprints) and grammar items (e.g. the modal ‘can’) learnt
Cross-KLA Activity –
A Robotcop

Group NAME: Lucky & Hide

Physical Features (What does your robotcop look like?)
1. He is baby
2. He is baby ghost
3. He is fashionable

Personality (What kind of robotcop is your robotcop?)
1. He is kind
2. He is patient
3. He is aggressive

Functions (What can your robotcop do?)
1. He can run very fast
2. He can catch the thief
3. He can cook some things to police
4. He can help policemen, how
5. He can help policemen

Additional
6. He is very clever
7. He can help the police

No robotcop produced.

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\frac{10}{10} = \text{groupwork}
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Critical Reflection on Students’ Learning Experiences

• Students’ motivation to read boosted by the visits to Tuen Mun Police Station and Tuen Mun Crime Prevention Bureau
• Students’ growing awareness of reading as instrumental to their future mastery of a similar topic in the Science Education KLA
• Students’ perception of the authenticity of reading texts strengthened
• Students’ reflection on their ability and interest to become forensic scientists strengthened