Objectives - Integration

• To develop an understanding of textbook adaptation as it relates to Integration

• To observe how a scheme of work for the year is developed using the (ISP) Integration Support Package framework

• To collaboratively develop weekly lesson plans that integrate a PLP-R/W Unit of Work with the GE textbook chapter(s)
Rationale

"The English Language Education curriculum framework encourages the use of a wide range of learning and teaching materials, including textbooks and community resources, for effective language education."

ELCG, 2004, p. 211

English Language Curriculum

Integration

What are the ‘benefits’ and ‘challenges’ of integrating the PLP-R/W with the GE programme?
Day 3 - Integration & Monitoring and Assessment

Integration
A school’s point of view regarding integration

Co-Planning - Integration
• All teachers should be involved in the planning process so NETs and LETs can share ideas.
• Familiarise yourself with relevant materials, including resources, before the meeting.

Take to the meeting:

<table>
<thead>
<tr>
<th>PLP-R/W units of work</th>
<th>Textbook and workbooks</th>
<th>Resources from the textbook</th>
<th>School Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integration Support Package</td>
<td>Resources from the PLP-R/W units of work</td>
<td>PLP-R/W Teacher Manual</td>
<td>Resources 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cops of big and small books</td>
</tr>
</tbody>
</table>

Co-planning - Integration continued
• A scheme of work/schedule should be made at the beginning of the year.
• Weekly GE lesson plans should be written.
• Lessons should be planned two weeks in advance.
• Be prepared for the inevitable school disruptions (holidays, teacher absences, school excursions, dental visits etc)
**Schedule of Work**

- A scheme of work and a schedule of work on the calendar should be made at the beginning of the year.

**PLP-R/W Unit of Work**

Page 9: The unit outcomes page states how the students will apply specific grammar items and language structures to produce a final product (writing task). It also lists the text type, theme, final task, grammar items and language structures.

Questions to discuss in your groups.

1. What is the text type?
2. What is the final task?
3. What is the theme of the unit?

**Textbook Adaptation and Integration**

- Teachers should exercise their professional judgment and adapt textbook materials according to the needs, interests and abilities of their learners.
- Teachers may omit certain parts, adapt learning tasks and activities, and design tasks to promote further learning.
Integration Support Package

- Scheme of Work
- Weekly Planning Sheets for PLP-R/W and GE integrating the Textbook Units
- Activity Sheets (Optional Resources)

Integration Stages

**Stage 1: Scheme of Work:** Establish a teaching sequence for the language structures in the textbook, e.g. re-ordering the units

- The grammar items in the **Scheme of Work** are colour coded
- If a grammar item is in a certain **colour**; that means it can be found in the PLP-R/W unit with the corresponding **colour**
- The grammar items that are **multi-coloured** occur in more than one PLP-R/W unit of work

**Stage 2: Lesson Planning:** Look at the units from the textbook and adapt the content to link with the teaching and learning of PLP-R/W

Teacher Manual Section 7
Coffee Break

Stage 2
In (Stage 1) we looked at how a Scheme of Work is formed to establish a teaching sequence for the language structures in the textbook.

In (Stage 2), we will now progress to Weekly Lesson Planning. We will look at chapters from the textbook and how the language links with the teaching and learning of PLP-R/W.

GE Lesson Plans
- There are lesson plans for the four weeks of each unit
- Some of the grammar items taught in the PLP-R/W unit of work are consolidated or revisited
- They have suggested activities and worksheets that can be done in the GE lessons
- There are suggestions for homework
Points to Consider
To enhance the integration process, teachers need to:
- provide opportunities for students to write the same text type again in GE lessons
- ensure that the previously taught vocabulary, grammar items and skills are used for the current task
- mentor new teachers each year and transfer existing knowledge

Integration Activity
We will now integrate one week (four lessons) of the PLP-R/W with the GE programme.

We will use:
- PLP-R/W unit of work
- GE textbook
- Weekly Lesson Planning Template

Integration Activity Steps
**STEP 1:** Refer to the PLP-R/W Unit of Work and turn to page 9 Unit Outcomes.

**STEP 2:** Refer to the PLP-R/W Unit of Work and turn to page 10 Unit Overview. There is a vertical column that summarises the language content in GE lessons.

**STEP 3:** Open your GE textbook to the Contents page

**STEP 4:** Compare & Contrast the PLP-R/W Unit Outcomes & Unit Overview with the textbook Contents Page.
Day 3 - Integration & Monitoring and Assessment

Integration Steps

**Textbook & Lesson Planning Template**

**STEP 5:** Use the Lesson Planning Template to integrate (4) weekly lesson plans.

Continuing Support

- Should you require further support please approach your:
  - PLP-R/W co-ordinator or
  - Advisory Teacher

Lunch

Presenter's Notes NET Section, CDI, EDB, HKSAR
Day 3 - PLP-R/W CPD
Part 2: Monitoring & Assessment

Objectives

• To develop an understanding of the role of formative assessment in reading and writing within the PLP-R/W
• To identify different modes of formative assessment and how to apply them in the units of work
• Address continuing school-based support using discussion packages with your NET Section Advisory Teacher

Assessment

In your groups discuss the following:

• What kind of assessment do you use in your school and how often?
• What kind of information do you collect and what do you do with it?
• What difficulties do you face with assessment?
Formative and Summative Assessment Activity

Compare and Contrast Formative and Summative assessment by sorting the cards under the correct headings.

Learning - Teaching - Assessment Cycle

ELCG, 2004 p. 191

Effective Modes of Assessment for Learning

Adapted from ELCG p.194
Reading Skills Framework

- The PLP-R/W Reading Skills Framework was developed from the reading skills suggested for KS1 in the ELCG 2004
- The skills in the ELCG were broken down into sub-skills for the students to achieve and teachers to assess
- The reading skills are what the students develop using the reading strategies

[Reading Skills Level 1 p.91
Reading Skills Level 2 p.92
Reading Skills Level 3 p.93]

Writing Skills Framework

- The Writing Skills Framework was developed based on the writing skills suggested for KS1 in the ELCG 2004
- The skills in the ELCG were broken down into sub-skills for the students to achieve and teachers to assess
- The writing skills are what the students develop using the writing strategies

[Writing Skills Level 1 p.94-95
Writing Skills Level 2 p.96
Writing Skills Level 3 p.97]

Links to the Units of Work

- Where can we find the reading and writing skills that are being taught/modelled by the teachers in the PLP-R/W units of work?
Quiz

- Read pages 6 and 7 about assessment in the PLP-R/W Units of Work.
- Use these pages to answer the questions on the quiz sheet.
- Each group can share their answers.

Assessment for Reading and Writing

Formative assessment involves a cycle of teaching skills that teachers will apply throughout the PLP-R/W (KS1)

Formative Assessment Cycle

- Observe (watch and listen)
- Teach
- Question (seek, probe, prompt)
- Formative feedback
- Analyse and use Assessment Information
- Record Assessment Information

Assessment for Reading

To support formative assessment, the following assessment checklists/templates are provided at the end of each unit:

- While working with a group, teachers can:
  - Assess students reading high frequency words
  - Assess students' knowledge of letter sound relationship

Resources:
- P1 My Sister p.69
- P2 The Magic Science Museum p.57&58
- P3 Mouse to Mouse p.57
Assessment for Writing

To support formative assessment, the following assessment checklists/templates are provided at the end of each unit.

While working with a group, teachers can:
• Assess the use of capital letters at the beginning of sentences
• Monitor the student use of the writer’s checklist (train)

Coffee Break

Individual Reflection

• Mark the student's work following your usual practice
• Now complete the checklist
## The Checklist

<table>
<thead>
<tr>
<th>Have you...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. given a grade/mark?</td>
</tr>
<tr>
<td>2. informed the student what the grade/mark means?</td>
</tr>
<tr>
<td>3. marked every mistake?</td>
</tr>
<tr>
<td>4. written a comment?</td>
</tr>
<tr>
<td>5. informed the student about how they can build on their strengths?</td>
</tr>
<tr>
<td>6. informed the student about how they can address their weaknesses?</td>
</tr>
<tr>
<td>7. given informative feedback to acknowledge the student's good work?</td>
</tr>
<tr>
<td>8. given practical suggestions for improvement?</td>
</tr>
</tbody>
</table>

## What To Do Next?

- Based on the student’s writing sample, how will you address the mistakes that she has made?
- After you have checked the class's work, how will you address the generic mistakes that the majority of the class has made?

## Learning Tasks and Activities

- Every worksheet should have a focus, reading/writing skill(s)
- Students should be told explicitly what the success criteria are (skills to be learned)
- Worksheets can provide opportunities for students to monitor their progress
Matching Students to Book Levels

• A significant assessment technique used in the PLP-R/W is the process of matching.

• Advice and support for matching students to book levels can take place during school-based workshops at school.

Conferencing

• “Conferencing involves a discussion between a teacher and an individual learner or small group of learners.”

• “It also provides opportunities for teachers to identify pupils’ learning needs, monitor and discuss learning progress, and give feedback.”

ELCG, 2004, pp.195-196

Reading Conferencing

Which sound does the word start with?
Where can you go to see the animals in the story?
Is there a 'small' word in the 'big' word?
Can you find a word that starts with the sound of?
Writing Conferencing

Look at this letter. This is the first word of the sentence. What does it need?

Look at this picture. It's a ball. Look at the word you have written (ball). What sound does it start with? What does /b/ look like? Is this a /b/?

Student Portfolios

- Portfolios can be used to track each student's progress and to celebrate their achievements.

PLP-R/W Assessment

“Assessment as for learning - benefits learners, when information is collected and interpreted for the purpose of providing quality feedback on how to improve performance.”

“Feedback should be specific, constructive and clearly linked to the success criteria that have been established between the teacher and the learners at an earlier stage.”

Adapted from the ELCG, 2004, p. 200
Effective Modes of Assessment for Learning

- Learning Tasks & Activities
- Assessment Tasks
- Writing
- Conferencing
- Oral Presentation
- Homework
- Projects
- Portfolios
- Reading

Monitoring & Assessment in Schools

Adapted from ELCG p.194

Continuing Support

- Should you require further support please approach your:
  - PLP-R/W co-ordinator or
  - Advisory Teacher

Acknowledgements

FDBWA Chow Chin Yau School, Tuen Mun
Sir Ellis Kadoorie (S) Primary School, Causeway Bay
Buddhist Wing Yan Primary School, Yuen Long
SKH Kei Fook Primary School, Sham Shui Po
Workshop Evaluation

Please take a few minutes to complete the evaluation form for this workshop.

*We value your comments!*