

Pui Kin Primary School

Marian Tighe (NET)

Tenny Luk (Vice-panel Head)

Vince Wong (English Panel Head)



SEED

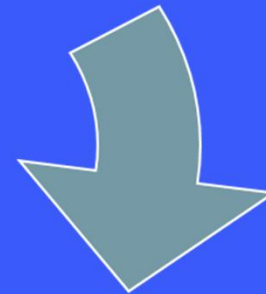
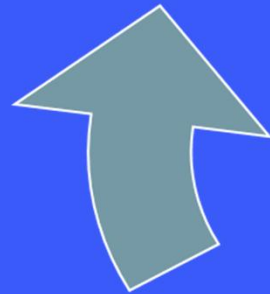
SEED

Reflect

Develop

Start

Change



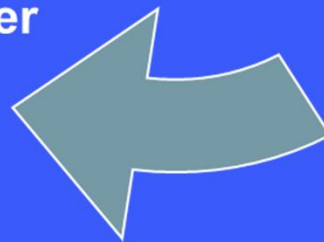
Empower

Explore

Relief

Patience
and

Perseverance



Culture Operational Schemes Resources Environment



Culture

Operational Schemes

Resources

Environment



成功父母學堂



School Motto

Pui Kiu is a place where everyone
learns and cares for others.

Culture
Operational Schemes
Resources
Environment



Primary Literacy Program (Reading) Process Writing

Growing teachers with co-teaching

Growing readers with shared and guided reading



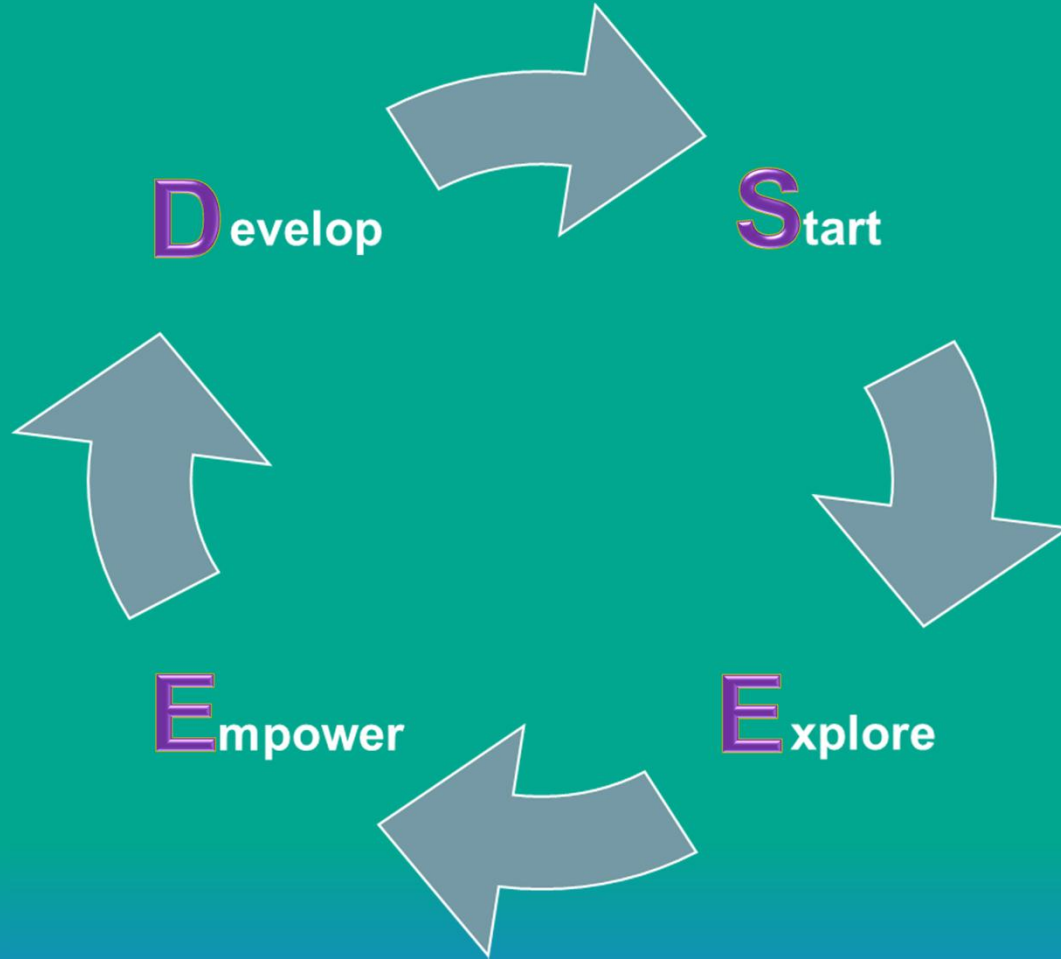
SEED

Develop

Start

Empower

Explore



Develop

Start

Evaluate

Plan

SEED
The Action Cycle

Explore

Empower

Implement



Start : Planning Phase

“Establishment of the core teaching team

Set up of the Teaching Team

In 2006,

NET, Ms. Marian Tighe (P.1 form co-ordinator)				
1A LET	1B LET	1C LET	1D LET	1E LET

Set up of the Teaching Team

In 2007,

A LET who taught PLP-R in 2006
(P.1 form co-ordinator)

1A LET	1B LET	1C LET	1D LET	1E LET
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NET, Ms. Marian Tighe
(P.2 form co-ordinator)

2A LET	2B LET	2C LET	2D LET	2E LET
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Set up of the Teaching Team

In 2008,

Two LETs who taught PLP-R in 2006 & 2007
(P.1 & 2 form co-ordinators)

1 & 2A LET	1 & 2B LET	1 & 2C LET	1& 2D LET	1&2E LET
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NET, Ms. Marian Tighe
(P.3 form co-ordinator)

3A LET	3B LET	3C LET	3D LET	3E LET
-----------	-----------	-----------	-----------	-----------

Deployment of the Teaching Team

Present,

P.1 form co- ordinator	P.1 form co- ordinator	NET	NET	NET
1A LET	1B LET	1C LET	1D P.1 form co- ordinator	1E LET

Deployment of the Teaching Team

Present,

NET	NET	P.2 form co- ordinator	P.2 form co- ordinator	P.2 form Co- ordinator
P.2 form Co- ordinator	2B LET	2C LET	2D LET	2E LET

Deployment of the Teaching Team

Present,

P.3 form co- ordinator	NET	NET	P.3 form co- ordinator	NET
3A LET	3B LET	3C LET	3D LET	P.3 form co- ordinator

WHY?

- “ Only one NET
- “ Mentor-mentee scheme
- “ Teacher's self professional development
- “ Every teacher take up a role as a change agent and curriculum leader

HOW?

- “Regular and consistent co-planning meetings
- “Sharing of good teaching practices
- “Coaching, modelling and observations
- “Collaborative interactions in co-teaching lessons

Positive influence on LETs:

- “LETs were more confident in the classroom
- “Lessons were more motivating and interactive
- “LETs had increased confidence in classroom management skills and the application of good teaching practices in both reading and G.E. lessons
- “Higher levels of collaboration skills

Interview with P.2 form co-ordinator



Interview with P.2 LET



Explore : Implementing Phrase

“Discovering and establishing practical as well as quality teaching methods, assessment system and resources

Establishment of teaching methods:

- " Storytelling
- " Shared Reading
- " Guided Reading
- " Reading Aloud
- " Phonics
- " High Frequency Words

Establishment of assessment system:

“ Matching students to book levels



Establishment of resources:

- " Guided reading books and lesson plans
- " Take home readers
- " Sight words Bank
- " Graded worksheets
- " Reading aloud books

P2 Guided Reading

Caterpillar's Adventure: Lesson 1

Time: 20 minutes

Objectives

For the children to:

- Locate the title, author, illustrator front and back covers.
- Identify the setting
- Use graphophonic skills to decode unknown words.
- Read independently
- Plot information from the text

Procedure:

- Familiarise children with the features of the book.
- Ask them to identify the character on the front cover.
- Tell children the story is about a caterpillar that goes to many places.
- Distribute copies of maps on title page.
- As the teacher reads the story, the children must number in order the places the caterpillar passes. (**Less able groups may use the book for assistance**)
- Re-read the story and check work. Identify places the caterpillar passed.
- Form a reading circle and read the book.
- Ask why the bird is called a monster? **P11** If it was a cat, not a caterpillar, who could be the monster?
- How can a caterpillar fly? **P16**
- Make as many words as possible from the word 'caterpillar.'
- Instruct children to quietly return to their table.

Materials:

- Caterpillar's Adventure books
- Photocopies of map
- Pencils
- A3 paper (for making small words from 'caterpillar')
- texta

Teacher: _____

Book: _____

Class: _____ (Yellow / Red / Blue / Green)

Date: _____

Guided Reading Lesson Checklist (These are suggested activities only.)	Students' Performance 😊😊😊 (✓)	Follow-Up & Remarks
1st Lesson		
(1) Book Concept (3 mins) 1.1 Terminologies (Title, Front & back Cover, Illustrator & Author) 1.2 Relate book to Ss personal experience 1.3 Make Predictions of the book content	😊😊😊 😊😊😊 😊😊😊	
(2) Picture Walk / Flick through the book (2-4 mins) 2.1 Clarify / Decode some keywords Page () _____ Page () _____ Page () _____ 2.2 Predict Ending		
(3) Reading Aloud <at least twice in a lesson> (8-10 mins) 1.1 In pairs / one by one (once) 1.2 To each other / Choral / Silent reading / Role Play (once) (*****Little Teacher Talk*****) Students were not able to read the following word(s) _____ _____	😊😊😊 😊😊😊	
(4) Comprehension Questions ____ Main Idea ____ Connection Between Ideas ____ Reference Skills ____ Inference Skills ____ Guess Word Meanings		
Was this book appropriate for students?	(Yes/ No)	
Activity for 2 nd Lesson		
2nd Lesson		
(1) Retell Story (3 mins)	😊😊😊	
(2) Re-read Story (8 mins) (?)	😊😊😊	
(3) Follow-up Activities (? mins) Suggested Areas: (?) 3.1 Phonics _____ 3.2 Blending 3.3 Ending Sounds 3.4 Intonation	😊😊😊 😊😊😊 😊😊😊 😊😊😊	
(4) Extension Activity (5 - 8 mins) (sequencing, matching, etc.) _____		

Pui Kiu Primary School

P.1-P.2

My



Reading

Booklet



Name: _____

Class: _____


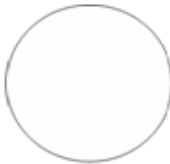
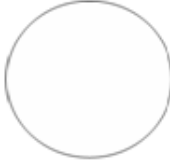
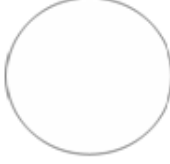
Subject: _____

My Reading Log

	Date	Title
Example	1 st September	The Little Red Riding Hood
1		
2		
3		

My Reading Log

Parent's Remarks: 家長備註
 ☐ in the appropriate square: 在適當的正方形內加上☐
 A. I read to my child: 父母給孩子聽
 B. My child read to me: 孩子給父母聽
 C. My child read with me: 與孩子一同閱讀
 D. My child read alone: 孩子自行閱讀

Do I like it? Draw my face!	Parent's Signature	Parent's Remarks
		<input type="checkbox"/> A. I read to my child: 父母給孩子聽 <input type="checkbox"/> B. My child read to me: 孩子給父母聽 <input type="checkbox"/> C. My child read with me: 與孩子一同閱讀 <input type="checkbox"/> D. My child read alone: 孩子自行閱讀
		<input type="checkbox"/> A. I read to my child: 父母給孩子聽 <input type="checkbox"/> B. My child read to me: 孩子給父母聽 <input type="checkbox"/> C. My child read with me: 與孩子一同閱讀 <input type="checkbox"/> D. My child read alone: 孩子自行閱讀
		<input type="checkbox"/> A. I read to my child: 父母給孩子聽 <input type="checkbox"/> B. My child read to me: 孩子給父母聽 <input type="checkbox"/> C. My child read with me: 與孩子一同閱讀 <input type="checkbox"/> D. My child read alone: 孩子自行閱讀
		<input type="checkbox"/> A. I read to my child: 父母給孩子聽 <input type="checkbox"/> B. My child read to me: 孩子給父母聽 <input type="checkbox"/> C. My child read with me: 與孩子一同閱讀 <input type="checkbox"/> D. My child read alone: 孩子自行閱讀

2011-2012

Pui Kiu Primary School

P.1 Sight Words Bank

Name: _____ (.....)

Class: _____



I Know **TEN** Sight Words



Sight words (Sleepy Zoo)	Date (Please insert the dates)				
	e.g. 28 th Jan, 2011				
	Tick the box if your kid can read that sight word				
1. a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. here	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. has	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. in	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. off	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. out	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. the	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. to	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. you	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. am	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen and Write Dictation	1. the	1.	1.	1.	1.
	2. you	2.	2.	2.	2.
	3. in	3.	3.	3.	3.
	4. has	4.	4.	4.	4.
Parent's signature	Chan				

Teacher's signature: _____



圖書附有網上錄音，家長可登入學校網頁
與子女一起聆聽。

Primary Literacy Programme – Reading (PLP-R)

Please click your coloured dot to listen to your book's audio clip.



'Reading is FUN!' is the slogan of the PLP-R. It is a programme to motivate the students to read, and to cultivate the students' reading habit.

Reading books is like saving money. The more you read, the more you get from it. Therefore, every student has a 'Home Reading Booklet'. After receiving their books, students have to read aloud to their parents, friends or relatives. They will then fill in this information in their 'Home Reading Booklet'.

We believe that parents can lay a strong foundation for their student's learning. Therefore we strongly suggest parents to spend time reading with their children everyday.

My Reading Log

	Date	Title	New Vocabulary and Meanings	
1	19/10	Tell Me About It	bill : beak of a bird	
			hastily : in a hurried manner	
			cuddly : nice to cuddle and hold	
2	20/10	A Mixed Post bag	bungles : mistakes	
			seal : a piece of wax with a stamped design on it	
			tuffet : a low sofa like a small grassy mound	
3	21/10	A Taste of the world	sap : the liquid in plants	
			authentic : true, real or genuine	
			recommend : to advise or suggest	
			clean	

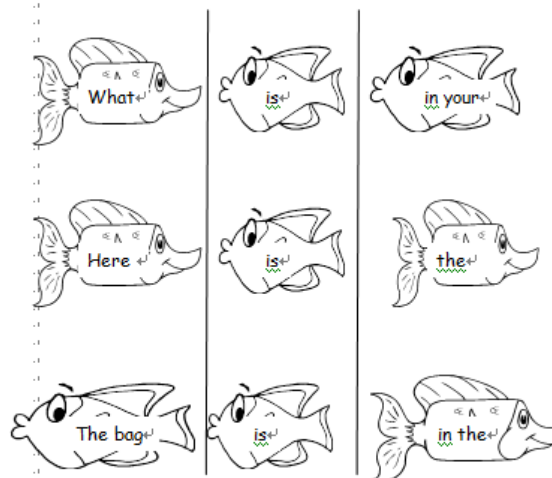
My Reading Log

How many times I have read the book (1, 2, 3, 4)		Did I like it?	Parent's Signature	Parent's Remarks
1	time			<input type="checkbox"/> A. I read to my child <input type="checkbox"/> B. My child read to me <input type="checkbox"/> C. My child read with me <input type="checkbox"/> D. My child read alone
	times			
1	time			<input type="checkbox"/> A. I read to my child <input type="checkbox"/> B. My child read to me <input type="checkbox"/> C. My child read with me <input type="checkbox"/> D. My child read alone
2	times			<input type="checkbox"/> A. I read to my child <input type="checkbox"/> B. My child read to me <input type="checkbox"/> C. My child read with me <input type="checkbox"/> D. My child read alone
1	time			<input type="checkbox"/> A. I read to my child <input type="checkbox"/> B. My child read to me <input type="checkbox"/> C. My child read with me <input type="checkbox"/> D. My child read alone

Sentence Fishing

Name: _____

1. Catch fish to make sentence.
2. Colour the fish you catch.
3. Catch fish to make another sentence.
4. Use a different colour each time.



Write the sentences.

What

Here

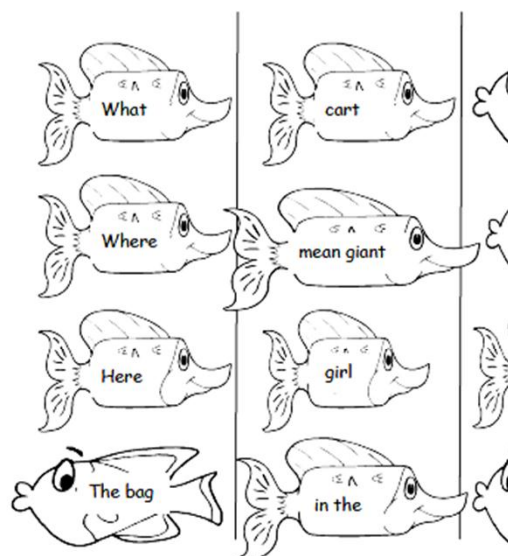
The

Reading skill: recognises that sentences are made up of words

Sentence Fishing

Name: _____ ()
P 2 ()

1. Catch fish to make sentence.
2. Colour the fish you catch.
3. Catch fish to make another sentence.
4. Use a different colour each time.



Write the sentences.

What

Where

Here

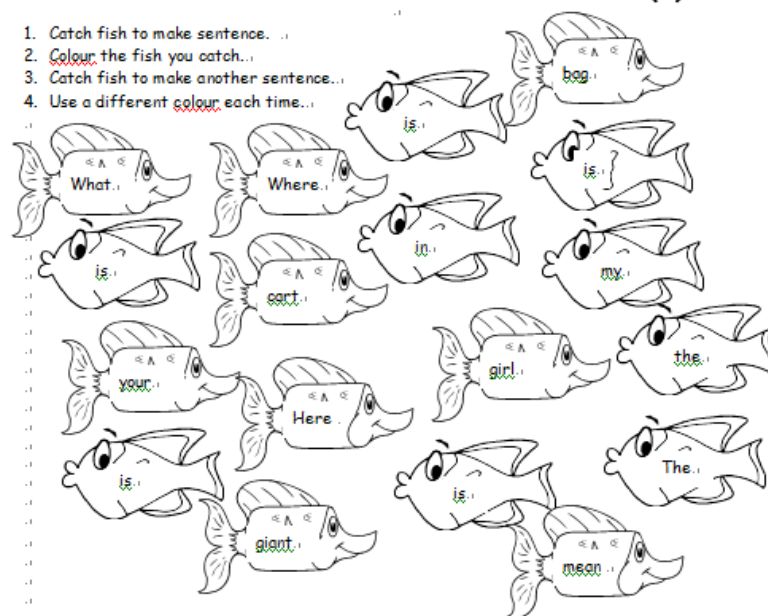
The

Reading skill: recognises that sentences are made up of words

Name: _____ ()
P 2 ()

Sentence Fishing

1. Catch fish to make sentence.
2. Colour the fish you catch.
3. Catch fish to make another sentence.
4. Use a different colour each time.



Write the sentences.

What

Where

Here

The

Reading skill: recognises that sentences are made up of words



Empower : Implementing Phrase

“Enhancing LETs' teaching capacities through organizing various school-based teacher's professional development workshops and lesson studies
e.g. Phonics, HFW, Guided Reading

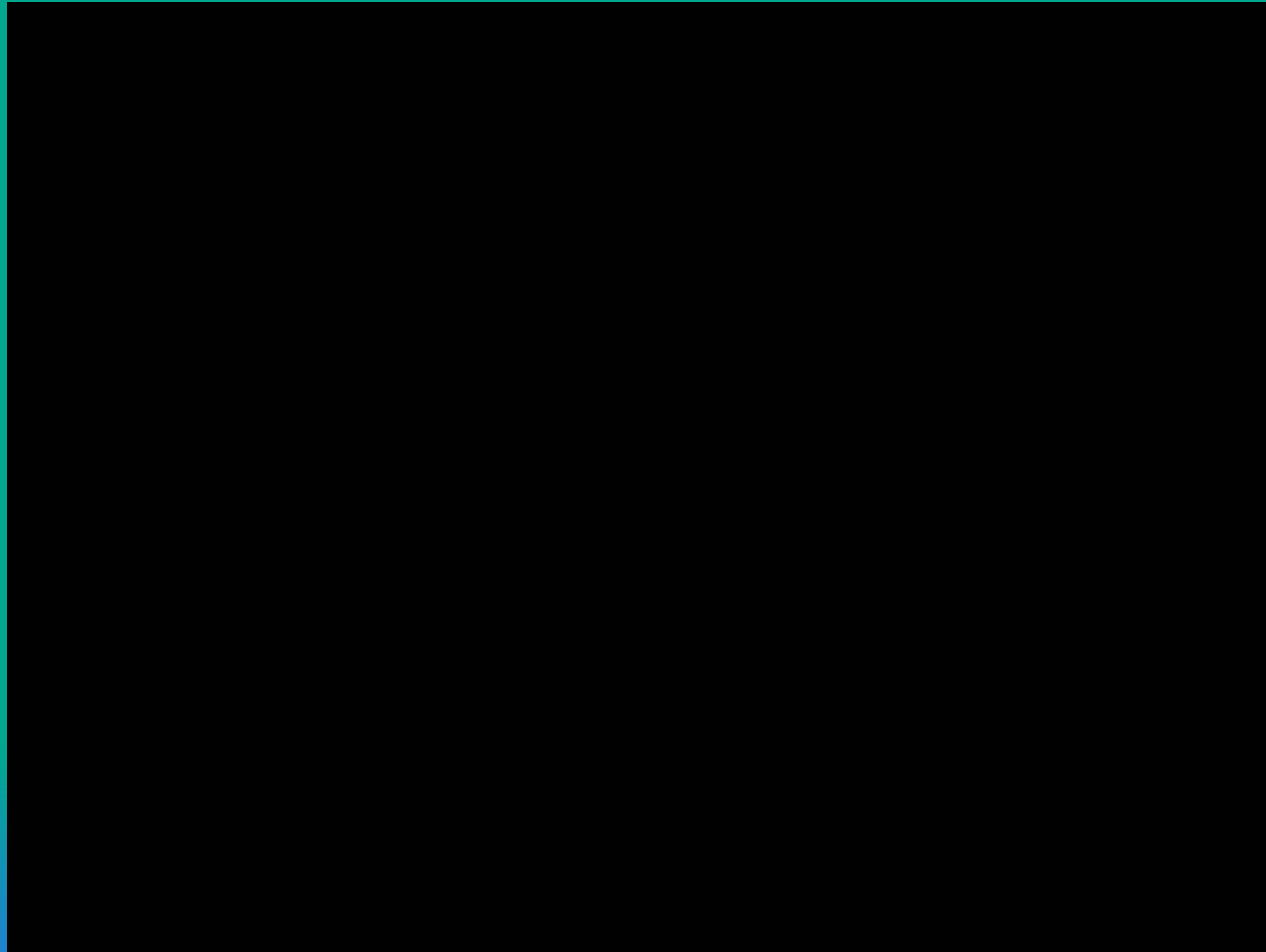
Empower : Implementing Phrase

“Enhancing LETs’ teaching capacities through mentoring and lesson observations

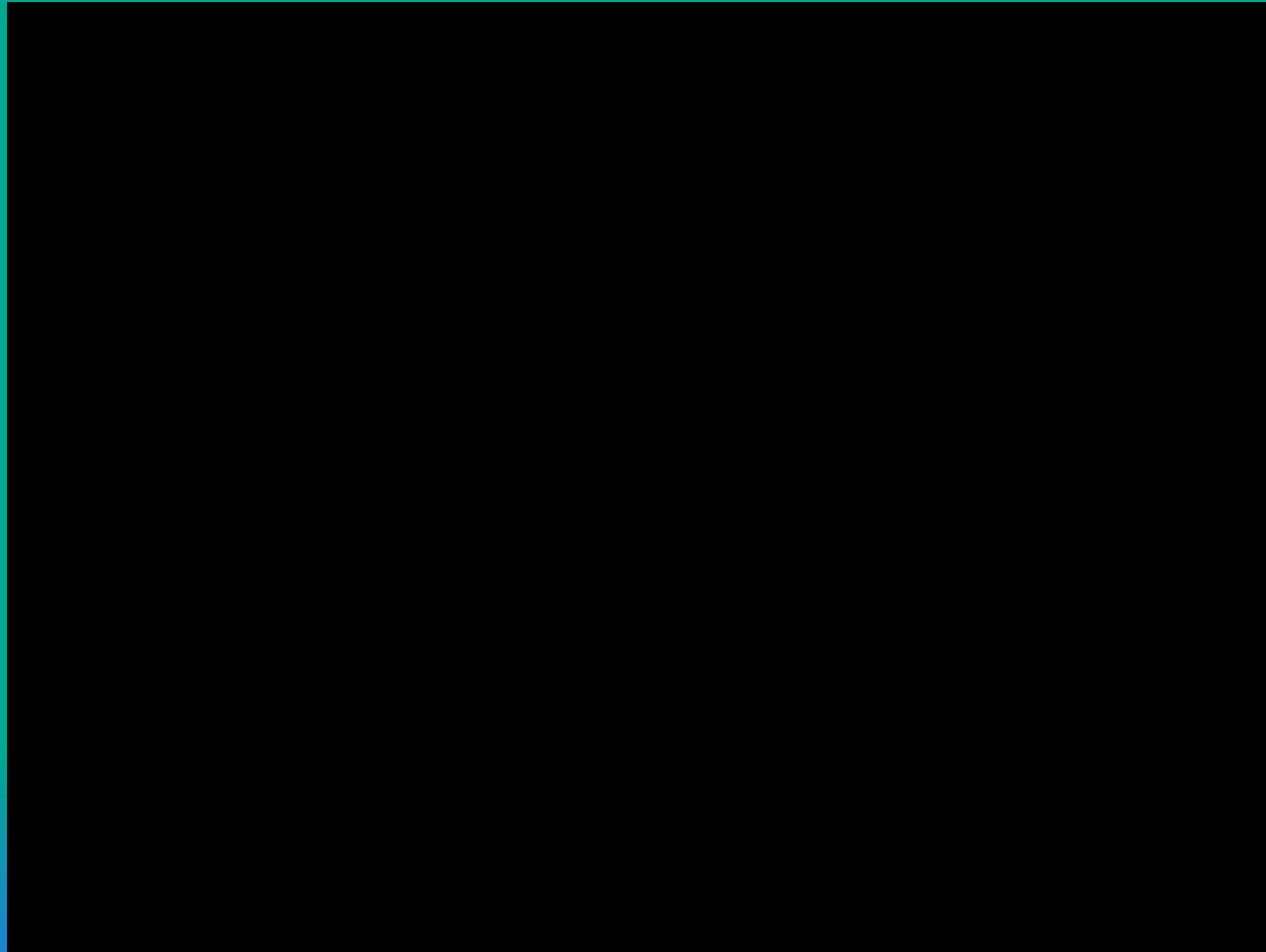
Impact on LETs:

Before	Now
Not good at questioning skills	Able to ask students different types of questions
Not sure about how to teach reading	Develop a range of reading skills in teaching reading
Depend on the NET to choose suitable reading resources for students	Able to choose suitable reading resources to cater for learner diversity and to more quality reading resources

Choosing books for Reading Aloud



Reading Aloud Demonstration



Evaluate : Developing Phrase

“Application of learning and teaching strategies in other G.E. lessons





Start : Planning Phrase

"The way forward:

Develop school-based literacy programme (align with content and skills including in the textbook)

Growing With Writing



SEED

Reflect

Develop

Start

Change



Empower

Relief



Explore

Patience
and

Perseverance



Start – Change



Explore - Patience and Perseverance



Our wishes adjective

I want to be a fisherman because my dad

is a fisherman too. I will work on a boat I will learn

for my dad. Where does your dad go fishing.
Will you eat the fish or sell them?

Dear Diary,

Wednesday 7th November, 2012 30, teacher
and I went to Tai Po Waterfront
The weather was windy, sunny and cloudy.
We by school bus.

I took a food, my kite and a bottle
bubbles. I saw colourful flower, tall
a kites. We ate food, played spider
played. First, we went a insect house,

Did you like the Insect House?
saw many insect. Then we ate foods, because
very yummy. Next, we play colourful bubbles
Who blew bubbles with you?

We are went to school at two o'clock
t happy because we will a long t.



Date: 21st November, 2012

Weather: ~~Sunny~~ windy

~~Dear Diary,~~

~~On the 7th~~

~~De On the 7th~~

went 3c and go to the Tai Po water front park

On 11 November 3c and I went to Tai Po water front park, the weather is sunny, by school bus.

I took ~~food~~ a bottle of ~~food~~ and a cap. I saw the trees, ~~flowers~~ flowers, ~~and a towel~~ on the towel? Why?

~~who blew bubbles~~ (1) First play kite, then play football with ~~who did you play football with~~

Next, ~~play~~ blew bubbles.

The best thing of the picnic was -----

How did you feel?

Would you like to go to the picnic next year?

(14) Date: 17th October, 2nd draft
At the Beach

One hot day, It was sunny and windy,
My family and I went to Stanby by bus.
~~It took 45 minutes. I~~
It took 45 minutes, I brought
a pair of goggles and a bottle of sunblock
to the beach. I saw a starfish, a mussel
and a crab in ^a rock pool. We built
sandcastle, read a book and swam at the
beach.

We went to the home at afternoon,
I felt tired but happy.
I like the beach a long time,
I will at the beach a long time.

Marking Code

P punctuation (capital letters / , . ? ` ')

T Tense

sp spelling

W wrong word

^ add (word missing)

pl plurals (movies , songs)

s singular (water, apple)

Our Wishes

I want to be a careful fisherman because my dad is a fisherman too. I will work on a ~~big~~ boat. I will learn ^{fresh} ~~for my dad~~ ^{we} my dad ^{goes} ~~go~~ to Indonesia fishing, ~~some~~ ^{we} fish take to sell, some will eat.

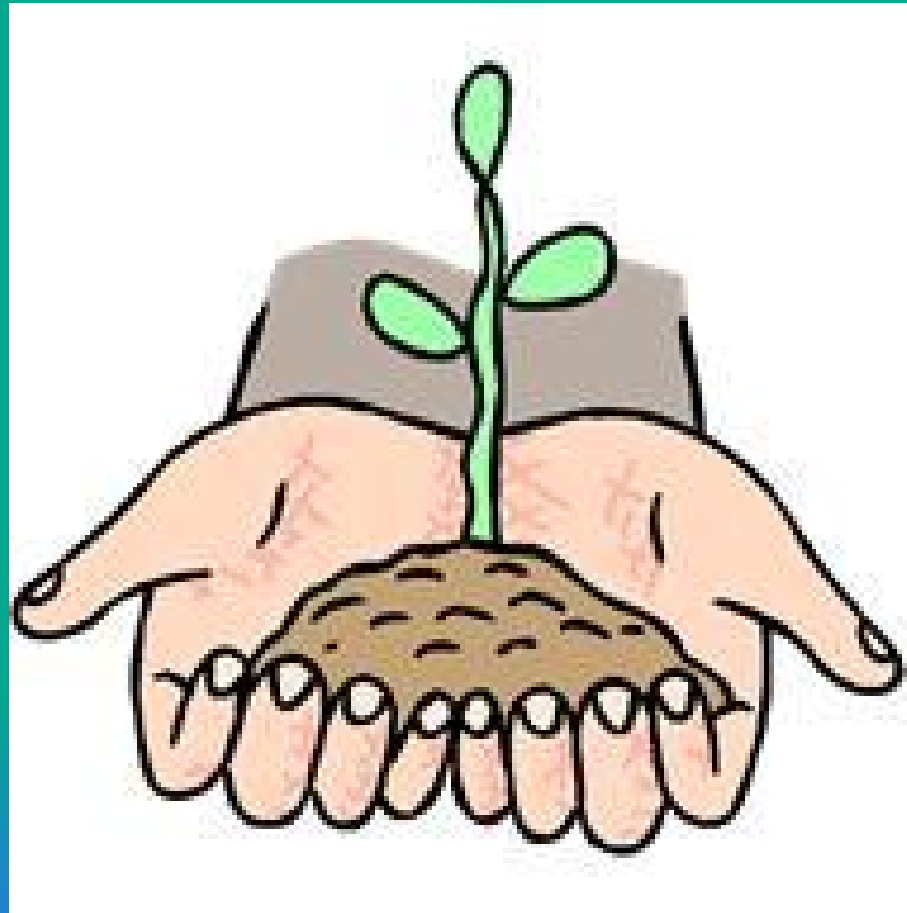
Gorden wants to be a helpful diver because he likes fish. He ^{will} ~~work~~ in the sea. He ~~can't~~ ^{cannot} ~~swim~~ ^(can't), so he will learn swimming.

~~Benny~~ Benny wants to be a famous singer because he likes ^{sing} ~~sing~~. He ^{will} ~~work~~ on the TV. He will learn singing and he likes ^{Red Day} ~~Red Day~~ the song. Tony wants to be ^a ~~an~~ English teacher and class teacher because he likes ^{children} ~~children~~. He ^{will} ~~work~~ in the school. He will read books. He likes Mr Lin.



Empower

Relief





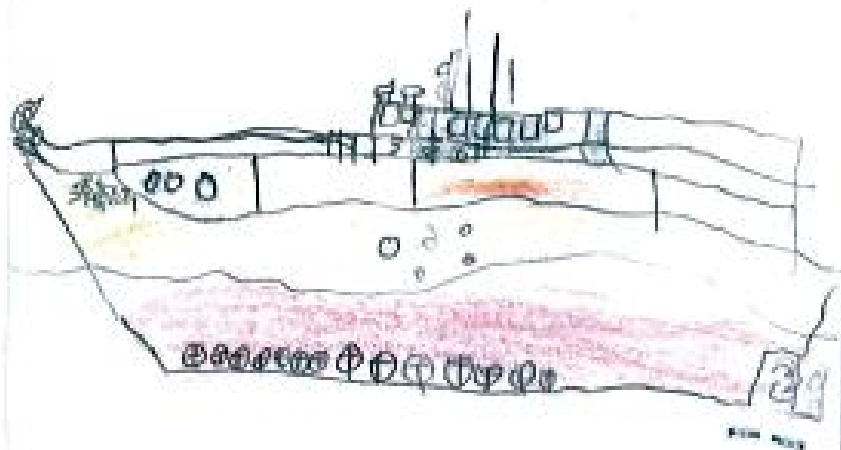




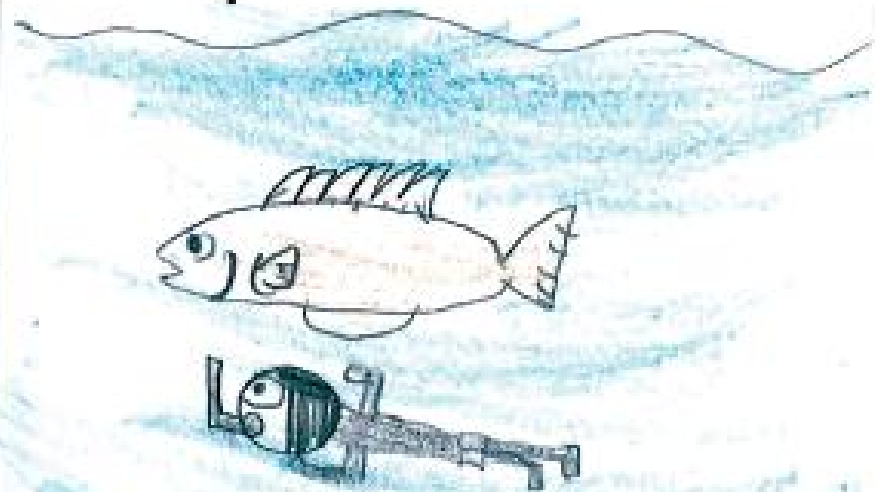




I want to be a careful fisherman because my dad is a fisherman too. I will work on a boat I will learn from my dad. My dad goes to Indonesia fishing. Some fish we take to sell, some we will eat.



Gordon wants to be a helpful ^{fisherman} because he likes fish. He will work in the sea. He cannot swim, so he will learn swimming.



Name: Chan Hoi Cheung Class: 7C Date: 10th October 2012



I like green.
Beans are green.
And my homework file, too.
I like
A taxi is red.
And Mark's bag, too.
I like green.
My sash is green.
And kiwi is green, too.
I don't like red.
An English book is red.
And an English file is red, too.

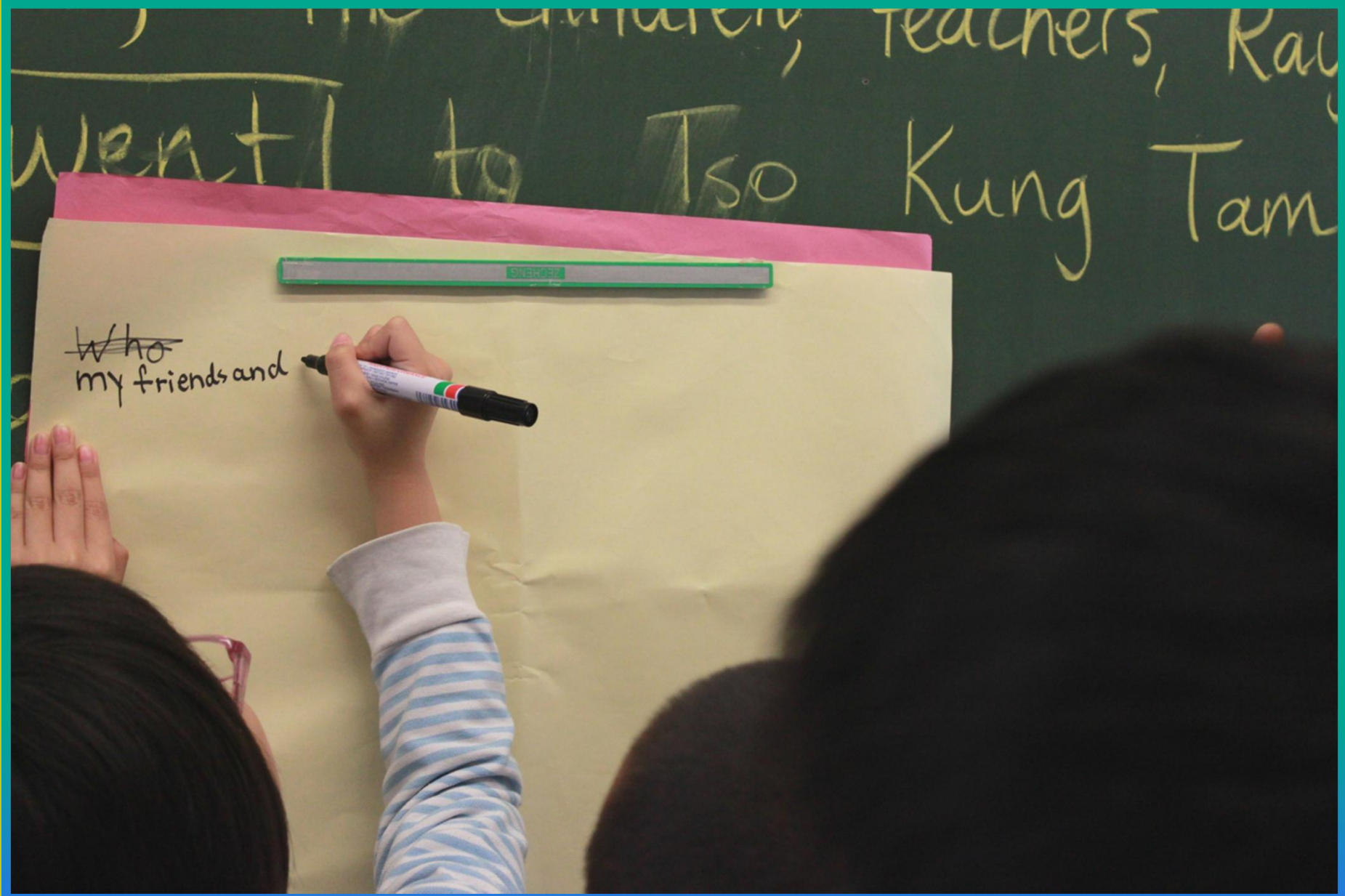
Gary,
Wow! I love your picture.
I love eating kiwi fruit too.
Miss Tighe.

Develop

Reflect







A Writing Hybrid

lemato



plumcot



potato



grapple



loganberry



tangelo

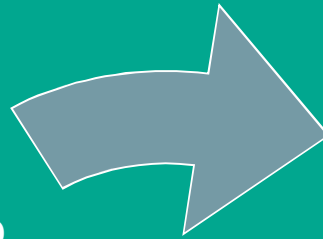




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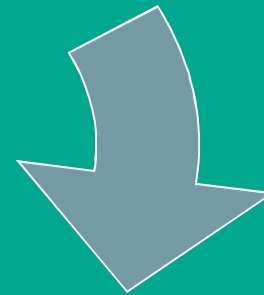
Reflect

Develop



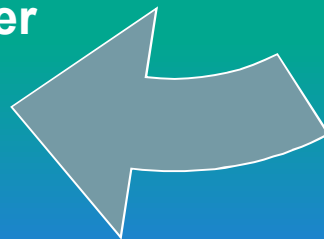
Start

Change



Explore

Patience
and
Perseverance



Empower

Relief



Culture

Operational Schemes

Resources

Environment

Process Writing & PLPR

Co-teaching in all the classes

Coordinator at each level

EGGS, NET Section, CDI





The tiny seed knew that in order to grow, it needed to be dropped in dirt, covered in darkness, and struggle to reach the light.