

School-based Gifted Education: Fostering
Students' Creativity and Higher-Order
Thinking in the English Classroom
(Primary)

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Welcome to today's seminar!

Introduction and Housekeeping

Please do participate as actively as possible all through the seminar: the Chat is for everyone and everyone's responses are welcome.

'Do as you would be done by' – respond thoughtfully and respectfully to the contributions of others.

Seminar objectives

1. Use micro-size activities to encourage students to develop a positive disposition towards literary texts
2. Deploy a range of language activities to enable students to enjoy, appreciate and create literary texts using digital tools
3. Evaluate how language activities help students develop a more finely tuned use of their English language abilities, cultivate dimensions of giftedness and creativity, and enhance the development of higher-order thinking skills
4. Create quality prompts when using Generative AI to enable students to respond creatively to literary texts and authors

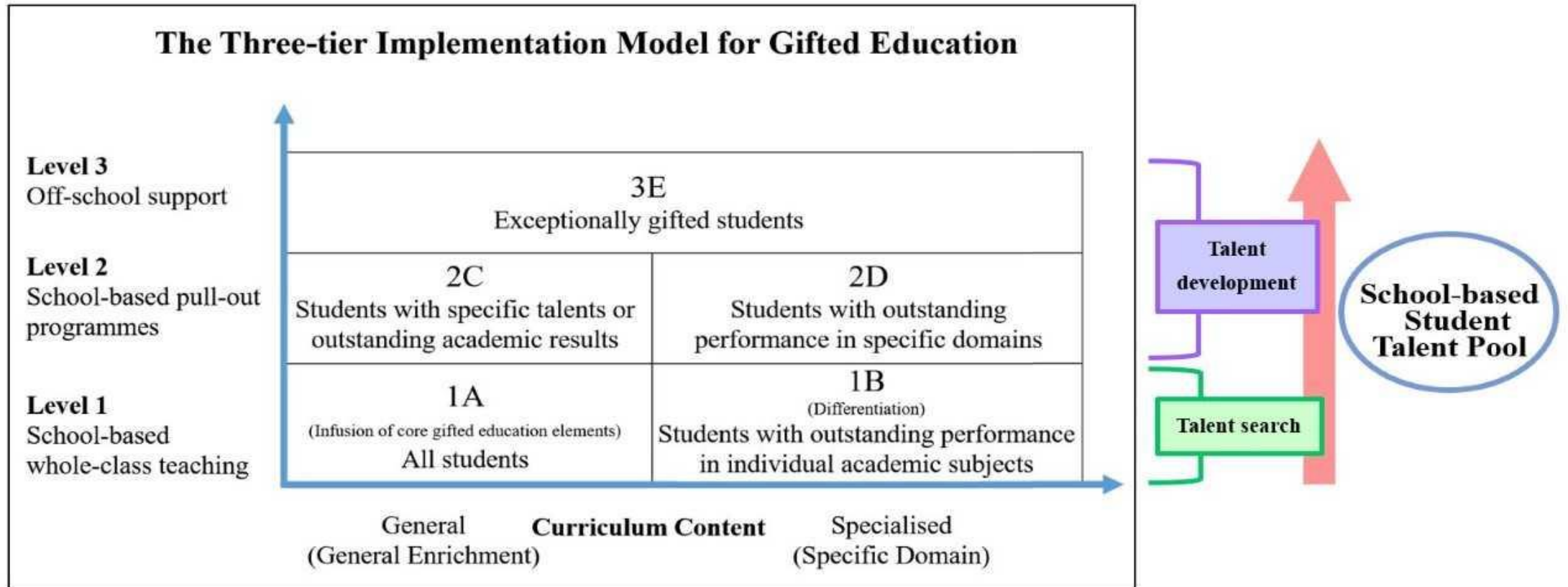
Rationale and Principles of Gifted Education Policy in Hong Kong

To cater to the educational needs of gifted students, we advocate the following principles:

- **Nurturing multiple intelligences** is a fundamental goal of quality basic education and should be the mission of ALL schools;
- **Gifted education** should be part of **quality education**. The needs of gifted students, like their less able counterparts, should basically be met in their own school;
- A broad definition using **multiple intelligences** should be adopted;
- **Exploring students' thinking and creativity abilities and social skills** should be the foci of gifted education;
- Schools should provide **sequential and multiple educational activities** to gifted students at different levels;
- To **compile resources** collected from educational parties/bodies as support to schools.

From: <https://www.edb.gov.hk/en/curriculum-development/curriculum-area/gifted/index.html>
Accessed 25 May, 2025

Today's activities are more aimed towards Levels 1A and 1B under the Three-tier Implementation Model for GE



From: <https://www.edb.gov.hk/en/curriculum-development/curriculum-area/gifted/index.html>

Accessed 25th May2025

Gifted children

- A lack of learning opportunities and inflexible curricula typically result in gifted students becoming demotivated, bored, and frustrated—the failure to accommodate their learning styles and develop their strengths and abilities resulting in underachievement and psychological distress (Ministry of Education of New Zealand, 2002; Rayneri et al., 2003).

Source: Cheung, et al. (2020)

The role of literature in language and whole-person development (1)

'The justification for using literary texts remains substantially the same. They offer **rich input** for language acquisition... They can contribute to cultural knowledge and understanding. They appeal to **feelings as much as to thought** and this makes a contribution to students' own **personal growth**.'

'Literature involves **affect and emotion**. It is therefore the perfect medium for involving students **personally in their learning**. Interaction with a literary text generally involves a **deeper level of mental processing** and a **greater personal involvement and response**. A student who has worked with literary texts has usually learnt a lot about **reading critically, empathetically and creatively**.'

Maley and Duff (2007: 5)

The role of literature in language and whole-person development (2)

'Literature for children leads to **personal fulfillment and academic gains**. Separating the values into **personal and academic** is an intellectual distinction, since both types benefit the child and are all proper parts of a child's schooling.'

Personal values – Enjoyment; Imagination and Inspiration; Vicarious Experience; Understanding and sympathy; Moral reasoning; Literary and Artistic preferences

Academic values – Reading; Writing; Content-area subjects; Art appreciation

Lynch-Brown, C. & Tomlinson, C. M. (2008: 5-12)

The role of literature in language and whole-person development (3)

'The value of literature... to develop students' ability to learn with text; to expand their ability to think broadly, deeply and critically about ideas in text; to promote personal responses to text; to nurture a desire to read; and **to develop lifelong learners who can use text information to satisfy personal needs and interests and fully and wisely participate in society.**'

Yopp, R. H. & Yopp, H. K. (2010: 2)

Examples of Higher-Order Thinking (HOT) skills

HOT skills are...

- Cognitive processes that involve *critical and reflective thinking*, enabling learners to *analyze, evaluate, and create* meaning in a second language, rather than merely remembering or understanding information (Ghanizadeh, Al-Hoorie, & Jahedizadeh, 2020) .
- Higher order thinking skills include *critical, logical, reflective, metacognitive, and creative thinking*. They are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas. (King, Goodson, & Rohani, 2018) .

Common examples of literature used in local primary classrooms

Comics

Fables

**Tongue
Twisters**

**Movies/
movie
trailers**

Songs

Poems

Stories

**and what
else...**

Let's get to know each other before moving on...

- Using **acrostic poems** in primary classrooms

First of all, what is an acrostic poem?

It's kind of poem in which the first letters of each line spells out a word.

A couple of **acrostic poems** to share...

HILDA

Hi, hi, give me a high-five,
I am nine.
Look, here I am, Hi!!!
Don't you want to know me? Fine..
Active and adventurous -
personality of mine😊

RONA

Really charming
Outstandingly smart
Never give up
Absolutely amazing

CHARLIE

Charlie is my best friend
He always follows the trend
And he loves his mother
Red is his favorite color
Lime he really likes to try
In his room, he gets himself sweet
treats
Earth is where he lives

Other possible
themes if not names...



Siu Mai

Small
Ideal snack
Unique

Mouth-watering
Appetizing
Irresistible

SPRING

So soft is the spring
breeze
Pink flowers, grass is
green
Relaxed, relieved I can
feel
Imagine if we were the
bees
Now, let's join the
honeybees
Go find the honey in
the trees!

YELLOW

Yellow is my favourite
colour
Earrings, necklaces,
socks
Love it
Love it so much
Or, get me some
Lantanas
Well, yellow they
always are

Images created by Leonardo AI on 25th
May2025

[https://app.leonardo.ai/image-
generation](https://app.leonardo.ai/image-generation)

Hello-Goodbye poems

Hello sunshine,
Goodbye rain.
Hello rainbow,
Goodbye thunder.
Hello moon,
Goodbye sun.

Hello classmates,
Goodbye mum.
Hello morning,
Goodbye sleep.
Hello dictation,
Goodbye recess.

Hello Tuesday,
Goodbye Monday.
Hello ...
Good bye ...

Bland & Lütge (Eds.) (2013, p.165)

Creating your own poem

A to Z of Teaching

A for Activities

B for Behaviour

C for Creativity

D for Differentiation

E for Evaluation

F for Facilitation

G for Grouping

H for Humour

I for Imagination

J for Judgements

K for Knowledge

L for Language

M for Motivation

N for Nurturing

O for Observation

P for Planning

Q for Questioning

R for Resources

S for Special Educational Needs

T for Theory

U for Unit of Work

V for Visual Literacy

W for Work/Life Balance

X for Extra amount of patience

Y for Youth

Z for Zoom lessons

Heterogeneous classes

A 'heterogenous' class is one that has different types of learners in it, as opposed to a 'homogenous' class, where the learners are similar.

This definition cannot, however, be directly applied to the real world: there is in fact no such thing as a 'homogenous' class, since no two learners are really similar; and therefore all classes of more than one learner are in fact heterogenous. Thus for our purposes, the term may be better defined as 'classes whose members are particularly, or unusually, heterogenous', and which therefore present special problems for both learners and teacher.

(Ur, 2006, p.302)

Heterogeneous classes

Another definition sometimes applied to such classes is 'mixed ability'. This term is, I think, misleading. What most teachers understand by it in practice is classes of learners among whom there are marked differences in level of performance in the foreign language. However, the implication of the term 'ability' include not just the immediate observable 'ability to perform' of the learners, but also their 'potential learning ability', and the former is not likely to be a simple one-to-one result of the latter.

(Ur, 2006, p.302-303)

LITERATURE across the curriculum (LAC)

Other examples

- **Fanning the Pillow and Warming the Quilt**

(Message - Filial piety; respect your parents)

- **Mending the Fold after a Sheep is Lost**

(Message - Learn from your mistakes; make corrections)

- **The Old Man Who Lost His Horse**

(Message - don't be too negative and pessimistic when you encounter frustrations and setbacks)

- and so many more...

Some food for thought

- Other teaching ideas of **LAC**:

- A. English + Maths - ***Reading a menu; sharing a pizza***
- B. English + Science - ***Doraemon comics/ cartoons***
- C. English + PE - ***Designing a poster about a sports activity***
- D. English + Music - ***Song appreciation; song-singing activity***
- E. English + Visual arts - ***Comic-drawing; designing a book cover***
- F. English + ???

L - language
L -
literature

Literature across the curriculum

Developing awareness of memory and learning strategies

Mnemonics across the curriculum

Mnemonics are skills we use to help us remember information more easily. They work by helping us **connect** different pieces of information.

Mnemonics across the curriculum

Example 1

Creating a word from the first letters of the corresponding words

Group name

SUPER – Sonia/Ula/Penny/Elaine/Rita

LOVE – Linda/Olivia/Vivien/Eva

FANBOYS – The coordinating conjunctions in English
for, and, nor, but, or, yet, and so

Mnemonics across the curriculum

Example 2

Remembering spelling of words

*Accommodation/ *Acomodation/ *Accomodation*

*There are **two bottles of milk** in the refrigerator.*

Dessert/ Desert

*It takes **two sisters** to prepare the tiramisu.*

Example 3

Remembering a series of items by creating a 'story'

The eight planets in order in the solar system—
Mercury, Venus, Earth, Mars, Jupiter, Saturn,
Uranus, Neptune—can be remembered with mnemonics:

My Very Educated Mother Just Served Us Noodles.

Source: VeryWellHealth - <https://www.verywellhealth.com/memory-tip-1-keyword-mnemonics-98466>

Example 4

Using Mnemonics Across the Curriculum (MAC)

1. English/ Mathematics

PEMDAS: The order of operations in math (Parentheses, Exponents, Multiplication, Division, Addition, Subtraction)

2. English/ Music

Every Good Boy Deserves Fudge: The lines of the treble clef in music (E, G, B, D, F)

3. English/ Geography

Never Eat Soggy Waffles: The cardinal directions (North, East, South, West)

4. English/ National Education

Big Real Pandas Walk Softly: Five key virtues in Confucianism (Benevolence (Ren), Righteousness (Yi), Propriety (Li), Wisdom (Zhi), Sincerity (Xin))

Facilitating students' multimodal presentations

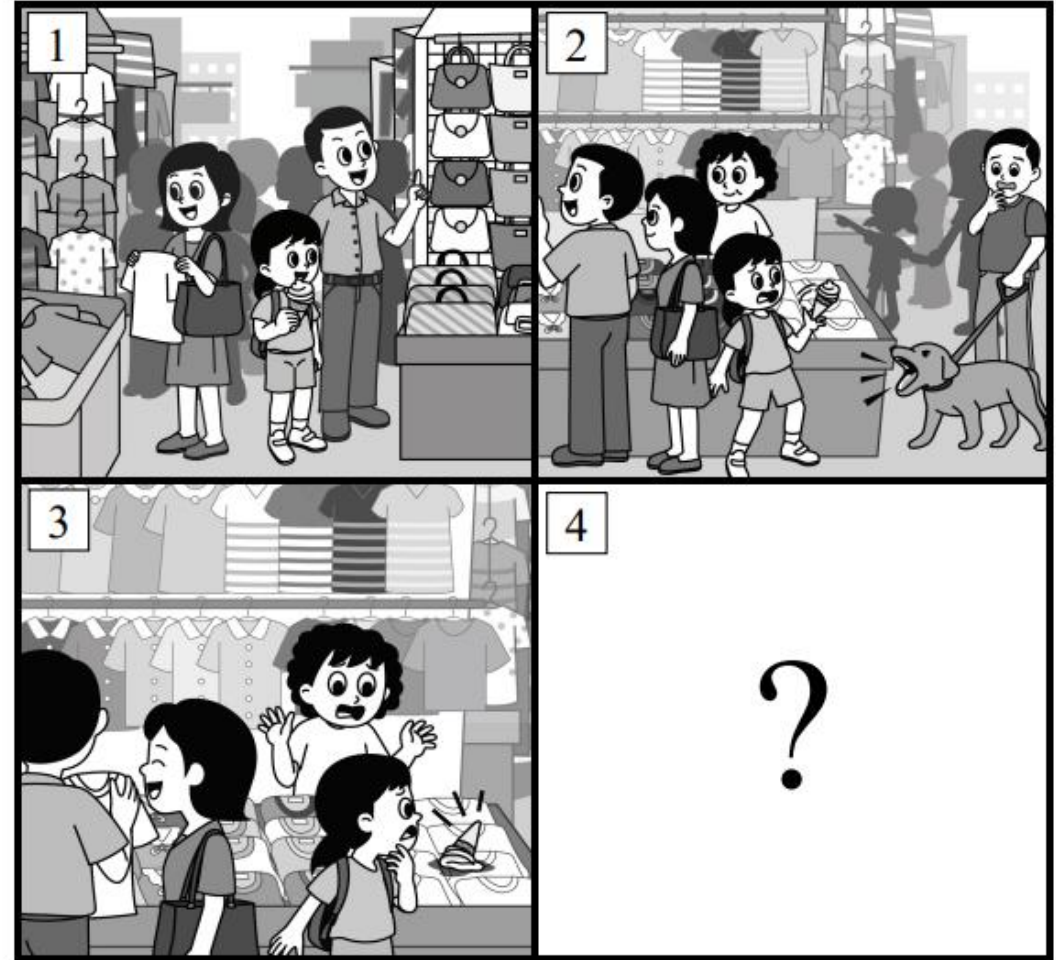
Using
multimodal
literature
materials to
enhance visual
literacy

Adapted from 2020
TSA Writing paper
(P6)

Jenny went shopping with her parents in Wan Chai.

Write a story about what happened.

Use the following pictures and ideas to write the story in about 80 words.



What is visual literacy?

Visual literacy is the set of skills used to ascertain meaning in **visual stimuli** (e.g., visual art, pictures, or abstract representations)

- ✓ To enhance the ability to communicate in speech and writing through appropriate visual modes (e.g., diagrams, graphs, charts) and/or visual media (e.g., posters, 3-D printed objects, stage performances)
- ✓ To increase media awareness
- ✓ To explore how visual and written elements interact with each other

Multimodality

Multimodality is conceived as ‘the normal state of human communication’ (Kress, 2010, p. 1) and attends to ‘the full range of communicational forms people use - image, gesture, gaze, posture, and so on – and the relationships between them’ (Jewitt, 2014, p. 15).

Karatza (2020). Multimodal literacy and language testing: Visual and intersemiotic literacy indicators of reading comprehension texts. *Journal of Visual Literacy*, 39(3–4), 220–255.

Facilitating students' multimodal presentations



BOOK CREATOR



Designing interactive story- writing tasks

- Students will create an interactive diary for their chosen character, combining traditional writing with multimedia elements
- Teachers and students to produce a joint construction in a shared writing task

Energising activity after the break – Words within words

- Let's use the ***Avengers*** as an example...

Characters in the ***Avengers*** series...

- | | |
|------------------|---------------|
| -SpiderMan | - Black Widow |
| -Captain America | - Hawkeye |
| -Iron Man | - Vision |
| -Black Panther | - Nick Fury |
| -Doctor Strange | - Thanos |

A demonstration – DOCTOR STRANGE

- | | | | |
|---------|---------|---------|-----------|
| • Ran | • Toad | • Grand | • Car |
| • Tore | • Range | • Neat | • Tar |
| • Set | • Rot | • Trend | • Rear |
| • Dance | • Start | • Not | • Doctor |
| • Treat | • Sat | • Dear | • Strange |

Your turn!!!

- Choose ONE Avenger character from the previous slide and find as many words within words as you can.

How did we do it???

- There are patterns in English spellings.
- Each word (usually) carries at least a vowel.
- Some letters seldom come together (e.g. kb; rf; qp; bv; dm)
- If we're doing this task with kids, we may consider...
 - Letting them use the dictionary
 - Asking them to pronounce the (non-existing) words
 - Doing it as a competition to encourage collaboration among group members
 - Setting criteria to vary levels of difficulty - e.g. at least four letters in a word

Using digital tools (e.g. AI-powered tools) to enhance English language proficiency and foster higher-order thinking skills

AI-powered tools	Enhancement of English language proficiency and fostering higher-order thinking (HOT) skills
1. Song Generator	Raising syllabic and syntactic awareness using songs
2. Character Chatbot	Interact with fictional characters/ understand different perspectives
3. Role Play	Interact with inanimate objects/ promote creativity & critical thinking
4. Multiple Explanations	Generate multiple and clear explanations for complex ideas/ promote reflective thinking

Gentle reminders – Prompt engineering

- ✓ State the role clearly

e.g. They are 10-year-old children learning English as a second language.

e.g. I am an English teacher teaching a class of ...

- ✓ Give specific instructions

e.g. Give response within 30 words in each turn.

- ✓ Use metalanguage where necessary

e.g. Replace 'happy' with other bi-syllabic words

e.g. Use synonyms and avoid repetitions

- ✓ Save your prompts and reuse them; establish your own prompt library

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