



中華基督教會蒙黃花沃紀念小學

C.C.C. Mong Wong Far Yok Memorial Primary School

Gifted Education School Network 2023–2024

Adopting Parallel Curriculum Model in the English Classroom to Facilitate Learning





School Background

- an aided school
- located in Tuen Mun
- 29 classes in total



Try-out lesson – Background

- **Level: Primary 6**
- **Class size: 30**
- **Students' profile:**
 - > **Mostly *visual* & *auditory* learners**
 - > **Prefer to work in groups**
(*Heterogeneous*, 3–5 students per group)





Try-out lesson – Background

- **Topic: Animal Conservation – Save Our Animals!**
- **Number of lesson: 9**



Core objectives:



- Vocabulary:
 - endangered animals
 - actions that harm animals



- Grammar focus:
 - "Therefore" to show "cause and effect"
 - unless

Creativity

**Personal-social
competence**

**Higher-order
thinking skills**

Extended:



- describe endangered animals (appearance, habitat, food, characteristics...)



- Identify and analyze the threats they are facing



- Study the features of non-fiction books and information texts



- Learn to show care and respect to animals

Final product

Group work: Write a non-fiction book about an endangered animal using Book Creator



CORE CURRICULUM

• Pre-study WS

- ❖ Eliciting Ss' prior knowledge about different kinds of wild/ endangered animals (esp. those they can see in HK)

- ❖ Studying the given informational text

- ❖ Introducing the language features and text types:
 - using "unless" and "therefore" to talk about "cause and effect" and "problem and solution"



Worksheet 1 – Getting to know more about the endangered animals

Name: _____ Class: _____ ()

Choose an endangered animal to study about with your group mate.

☐ Seahorses

☐ Chinese pangolins

☐ Hawksbill turtles

☐ Asian elephants



Study online about the endangered animals you have chosen and find information of the animals. Complete the mind map on p.2.

Useful links

Ocean Park Conservation Fund Hong Kong https://www.opcf.org.hk/en/conservation-research/research-funding/supported-species	
Animalia https://animalia.bio/	
Time for kids https://www.timeforkids.com/g56/topics/animals/	
National Geographic Kids - Endangered Species Act https://kids.nationalgeographic.com/history/article/endangered-species-act	

Extensive reading
(Tables, articles, infographics)

Tiered learning tasks

Self-directed learning



CURRICULUM OF CONNECTIONS

- ❖ Studying and creating **Fact Sheets** for endangered animals
- ❖ **Comparing** and **contrasting** different endangered animals (draw conclusion on **common factors** that cause danger to animals and **ways different countries adopted to protect animals** (for gifted/ more able Ss only).

*(Connecting with
GS curriculum:
Concern for Endangered
Species in KS2 – P5
“Wonders of Life”)*

What do they look like? Describe their characteristics/ appearance.

Where can we see them?

Habitats: forests / grasslands / deserts /
mountains / polar regions / oceans

Countries/ Areas (name 2-3):

Name of the endangered animals:

Photos/ Drawings:

What do they eat?

Interesting facts: ★

1.

2.

Why are they endangered? ★

Individual task

Tiered learning
tasks



CURRICULUM OF PRACTICE

- ❖ Making use of knowledge about endangered animals and understanding of animal conservation to create **a non-fiction book using Book Creator:**

Personal-social
competence

Creativity



- **Cover page (title, authors)**



- **Contents**



- **Chapter 1: Animal descriptions**

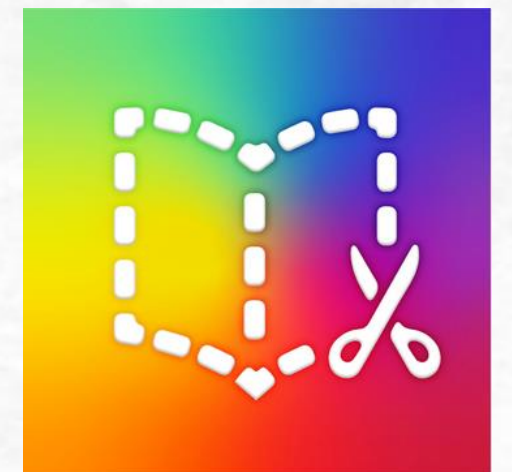


- **Chapter 2: Interesting facts**



- **Chapter 3: Threats**

Book creator



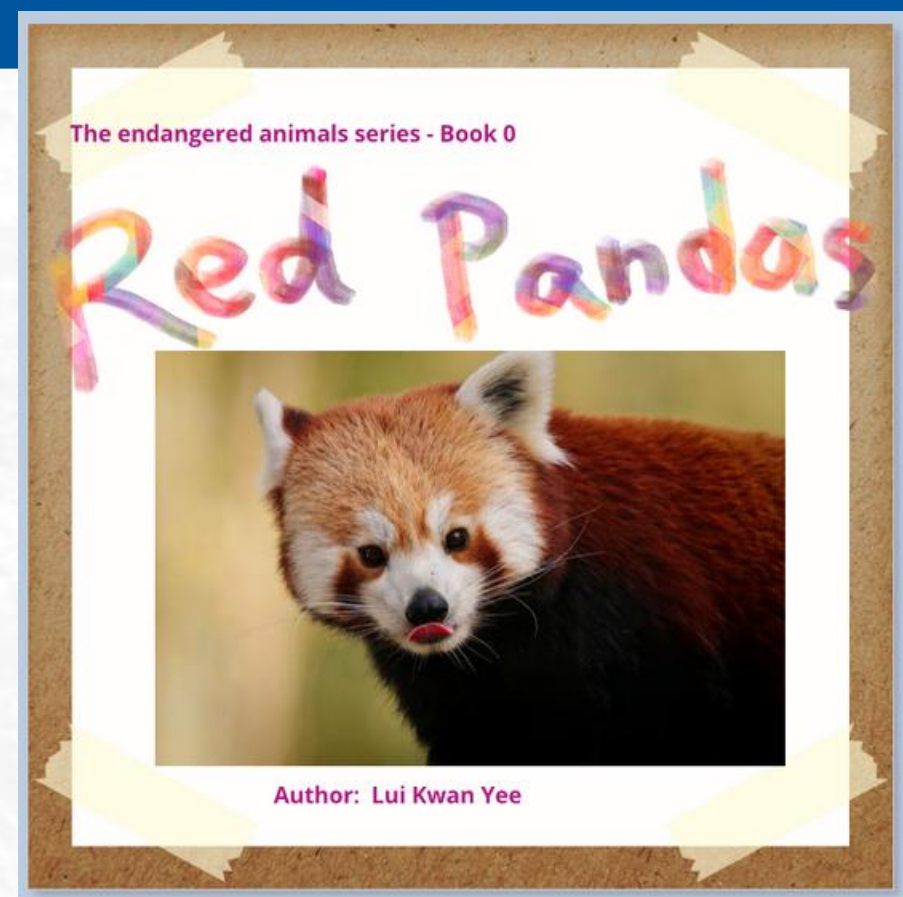


CURRICULUM OF PRACTICE

❖ Making use of knowledge about endangered animals and understanding of animal conservation to create **a non-fiction book using Book Creator:**

Personal-social competence

Creativity




Contents

1	• About Red Pandas	P. 1-2
2	• Interesting Facts	P. 3-5
3	• Threats & ways to protect them	P. 6-8
4	• What else can we do to protect the animals?	

Chapter 1 About Red Pandas

Red pandas are a kind of endangered animals. It has a bear-like body and thick fur.



Their belly and limbs are black. There are white markings on the side of the head and above its small eyes. They have a long tushy tail for balance.



They use their tail to wrap themselves to keep warmth in winter too!

Chapter 2 Interesting facts

interesting facts

Do you know that red pandas are plant-eating animals?



Their favourite food is bamboo.



Interesting facts

WOW! That's long!

2. Do you know that red pandas sleep up to 17 hours a day? They are most active at dawn and dusk!





CURRICULUM OF CONNECTIONS

Flipped classroom: Oral Presentation

- ❖ Studying and creating **Fact Sheets** for endangered animals
- ❖ **Comparing** and **contrasting** different endangered animals (draw conclusion on **common factors** that cause danger to animals and **ways different countries adopted to protect animals** (for gifted/ more able Ss only).

*(Connecting with
GS curriculum:*

*Concern for Endangered
Species in KS2 – P5
“Wonders of Life”)*

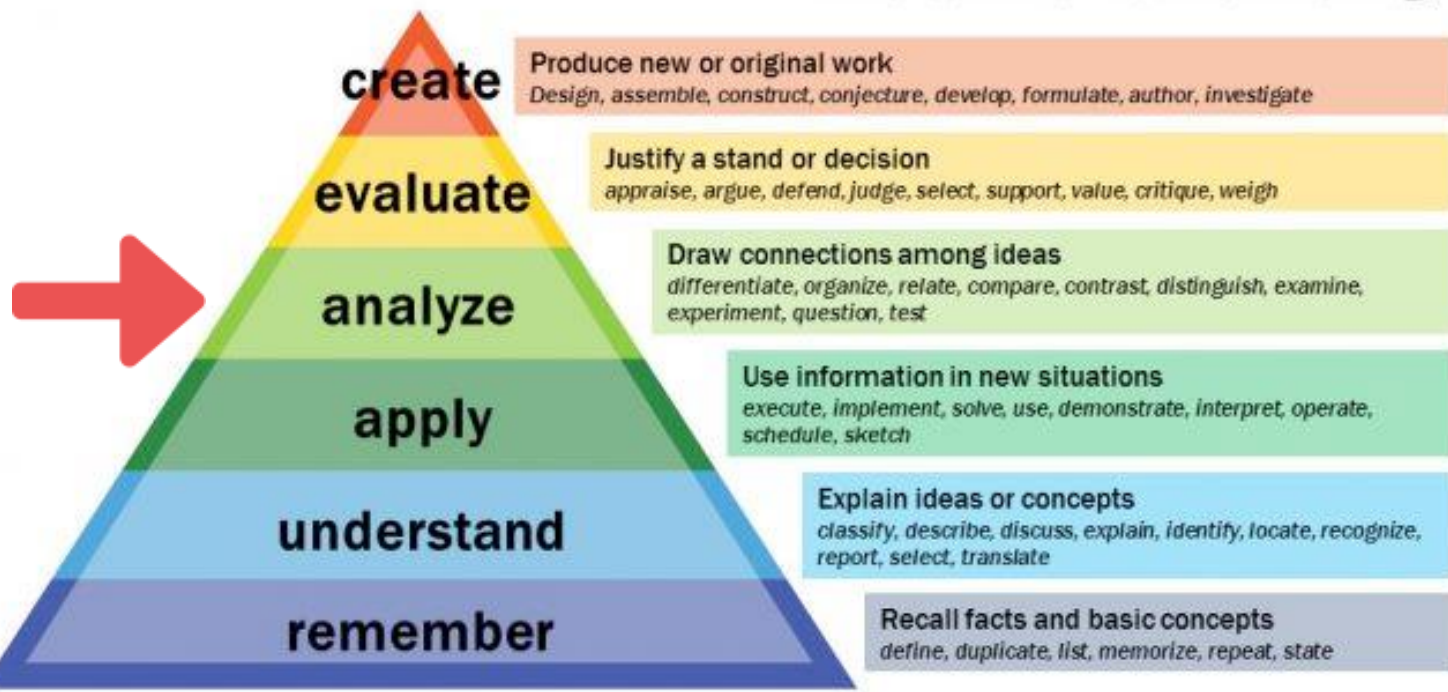
Students' presentation (video)

While-listening, students have to jot down notes. They then have to find out the common factors why the animals are endangered.

Self-directed learning


Higher-order thinking skills

Bloom's Taxonomy



Worksheet 2 - Why are the animals in danger?

(A) Listen to your classmates' presentations and jot down some notes. You may write down the keywords or write in sentences.

e.g. red pandas lose their habitat from deforestation, hunt them for their fur	Seahorses habitat loss, pollution, and climate change	Chinese pangolins habitat loss, illegal hunting and climate change.
Asian elephants hunting, illegal ivory, trading, loss habitat loss	Threats 	Hawksbill turtles pollution, poaching, habitats are destroyed

16:30-20:00
jotting notes & higher order thinking

Discussion – Tiered questioning

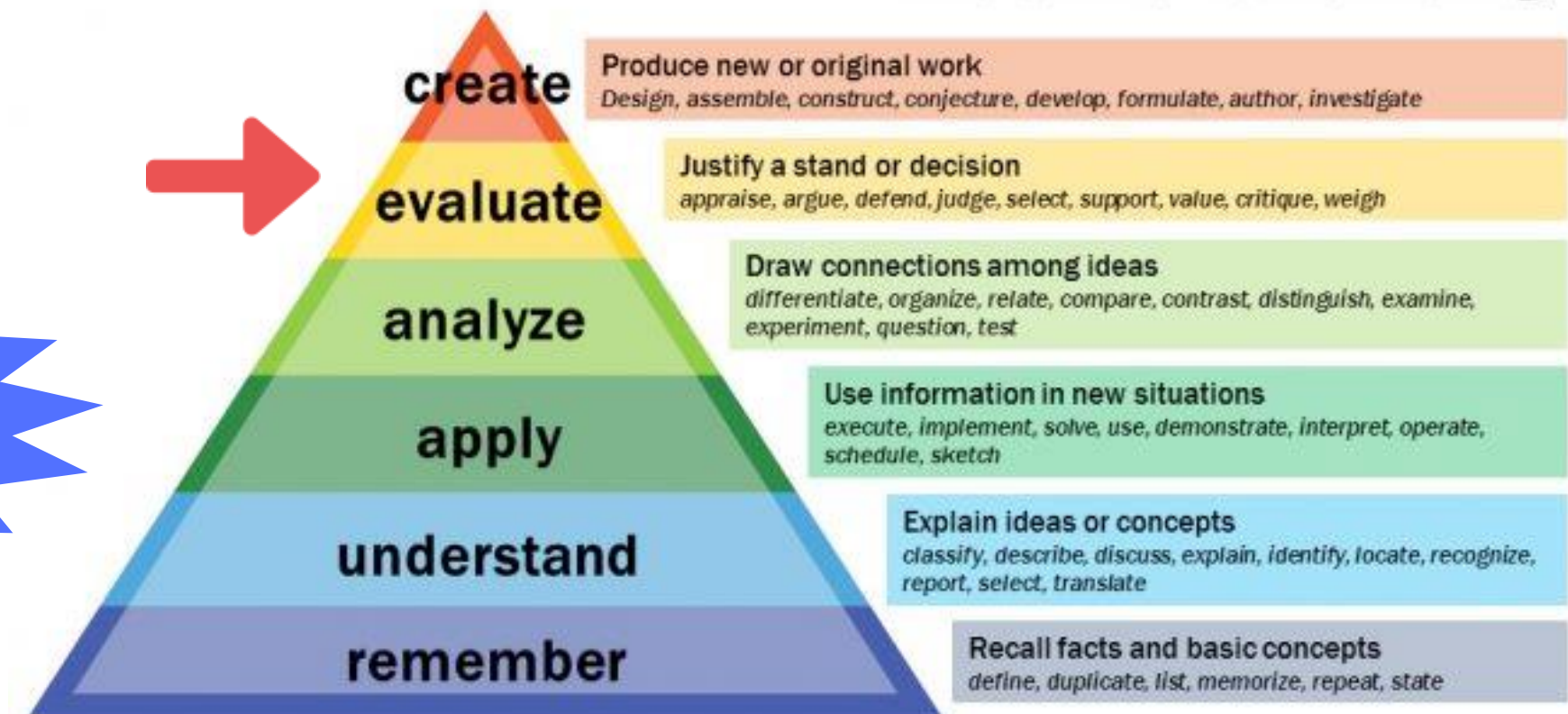
- **What do you think about the hunters/businessmen etc?**
Why?
- **How would you feel if you were the animals? Why?**
- **What can we do to protect the animals?**

Think-Pair-Share

Personal-social
competence

Higher-order
thinking skills

Bloom's Taxonomy





CORE CURRICULUM

- ❖ Eliciting Ss' prior knowledge about different kinds of wild/ endangered animals (esp. those they can see in HK)
- ❖ Studying the given informational text
- ❖ Introducing the language features and text types:
 - using "unless" and "therefore" to talk about "cause and effect" and "problem and solution"

consequences

future tense

~ if not

suggested actions

present tense

You will get fat

unless

unless

he finishes his homework.

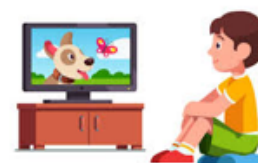
unless

you pay for the food.

The claw machine will not work

unless

_____.



everyday life examples

scaffolding

Students' work

Creativity

Threat 1

Hunters kill Chinese pangolins for their scales. Therefore there are very few Chinese pangolins left.



P.12

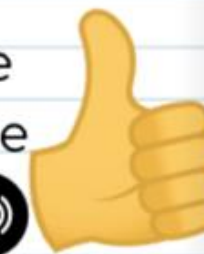


The businessman want to earn more money. Therefore they claim that Chinese pangolin's scales are good for our health. Many people buy them because their composition is almost the same as that of human fingernails.



Solutions

- Chinese pangolins will not survive unless hunters stop hunting them.
- We should stop buying these products so that there will be more Chinese pangolins.
- Chinese pangolins will be extinct unless we stop catching them for medicine.



P.14

Threat 2

- People cut down lots of trees. As a result, Chinese pangolins lose their habitat (forest homes).



People



Solution

- Chinese pangolins will be extinct unless businessmen stop cutting down trees for land development.

P.15

Personal-social competence



CURRICULUM OF IDENTITY

- ❖ Promoting Ss' self reflection on their understanding of animal conservation and possible actions they could take to achieve the goal
- ❖ Connecting with **Values Education**: the importance of love, care and respect towards animals

Self-evaluation form

1. We can use "Therefore", "so", "as a result", and "because" to describe the problems and results correctly.	1	2	3	4	5 (Highest)
2. We can use "unless" to suggest ways to protect the animals and the consequences correctly.	1	2	3	4	5
3. We can use illustrations, headings, subheadings or labeled diagrams to support readers' understanding.	1	2	3	4	5
4. We can send important messages in creative ways.	1	2	3	4	5
5. We work well together.	1	2	3	4	5
6. We have practised for the oral presentation and we can speak loudly and clearly.	1	2	3	4	5

Peer-evaluation form By Group 8

		Group <u>1</u>	Group <u>2</u>	Group <u>3</u>	Group <u>4</u>
Grammar	1. They can use "Therefore", "so", "as a result", and "because" correctly.	1 2 3 4 <u>5</u>	1 2 3 <u>4</u> 5	1 2 3 <u>4</u> 5	1 2 3 4 <u>5</u>
	2. They can use "unless" correctly.	1 2 3 <u>4</u> 5	1 2 3 <u>4</u> 5	1 2 3 4 <u>5</u>	1 2 3 4 <u>5</u>
Content	3. Their ideas are clear and creative.	1 2 3 4 <u>5</u>	1 2 3 <u>4</u> 5	1 2 <u>3</u> 4 5	1 2 3 <u>4</u> 5
Presentation	4. They speak loudly.	1 2 3 <u>4</u> 5	1 2 <u>3</u> 4 5	1 2 <u>3</u> 4 5	1 2 <u>3</u> 4 5
	5. They speak clearly.	1 2 <u>3</u> 4 5	1 2 3 <u>4</u> 5	1 2 3 <u>4</u> 5	1 2 3 <u>4</u> 5
		Group <u>5</u>	Group <u>6</u>	Group <u>7</u>	
Grammar	1. They can use "Therefore", "so", "as a result", and "because" correctly.	1 2 3 4 <u>5</u>	1 2 3 4 <u>5</u>	1 2 3 4 <u>5</u>	
	2. They can use "unless" correctly.	1 2 3 <u>4</u> 5	1 2 3 <u>4</u> 5	1 2 3 4 <u>5</u>	
Content	3. Their ideas are clear and creative.	1 2 3 <u>4</u> 5	1 2 3 4 <u>5</u>	1 2 <u>3</u> 4 5	
Presentation	4. They speak loudly.	1 2 3 <u>4</u> 5	1 2 <u>3</u> 4 5	1 2 3 <u>4</u> 5	
	5. They speak clearly.	1 2 3 <u>4</u> 5	1 2 3 <u>4</u> 5	1 2 3 <u>4</u> 5	
Others (Questions to ask/ comments):					



CURRICULUM OF IDENTITY

- ❖ Promoting Ss' self reflection on their understanding of animal conservation and possible actions they could take to achieve the goal
- ❖ Connecting with **Values Education**: the importance of love, care and respect towards animals

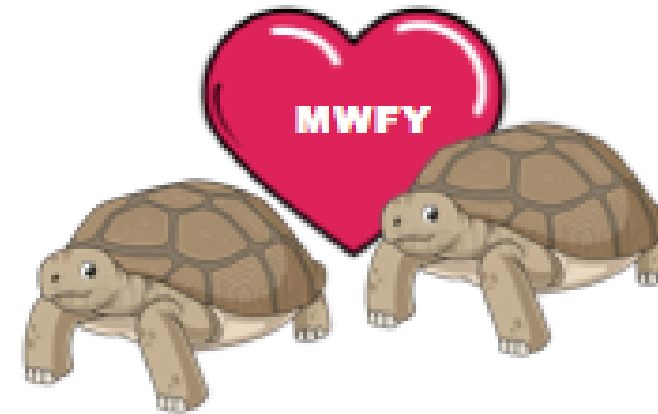
Worksheet 4 – How can we show love and care to our school pets?

Name: _____ Class: _____ ()

Think of ways to show love and care to our school turtles Big Mac and Tank.
Set goals and try to achieve them!

Love our school turtles

Big Mac



Tank

My action plan (April – May)

What am I going to do to show love and care to our school pets?	How often will I do so?	My confidence level (colour)	Can I achieve the goals? (May)
1.		😊😊	
2.		😊😊	
3.		😊😊	

My action plan (April – May)

What am I going to do to show love and care to our school pets?	How often will I do so?	My confidence level (colour)	Can I achieve the goals? (May)
1. feed them	when I am free at recess	😊😊😊😊😊😊😊😊	😊😊😊😊😊😊😊😊
2. Treat them nicely	always	😊😊😊😊😊😊😊😊	😊😊😊😊😊😊😊😊
3. lightly pet his neck and head while they are eating	while they're eating	😊😊😊😊😊😊😊😊	😊😊😊😊😊😊😊😊

Teacher's feedback:

REFLECTIONS

- Identifying **students' strengths** (analyse students' multiple intelligence)
--> visual & auditory learners
- Use **e-learning tools** to support learning to boost **creativity** and **collaboration**
- Use **project-based learning** to arouse **students' curiosity** and boost **engagement** ---> takes longer planning time, very demanding
- Provide **scaffolding** to support ESL learning – book contents page, language structures, examples
- Allow **sufficient think time** and opportunities of practices before public sharing – think-pair-share <-> **confidence**

REFLECTIONS

The Core Curriculum

- Develop **students' knowledge, skills, and values**
--> organic integration of values education with other elements in the English Language curriculum

The Curriculum of
Connections

- Use **appropriate entry points** for incorporating values education into the English Language curriculum

The Curriculum of
Practice

For improvements...

- Further develop students' **vocabulary**: adjectives to describe human's actions (irresponsible, disrespectful...)
- Simplify **task rubrics**: focus on **the ideas** first, then aim at grammar accuracy (next lesson)

The Curriculum of
Identity

WAY FORWARD

- Gifted education (Level 1) – **Promotion of PCM: Point, line, plane**

From a class --> whole level

From a few teachers --> more teachers

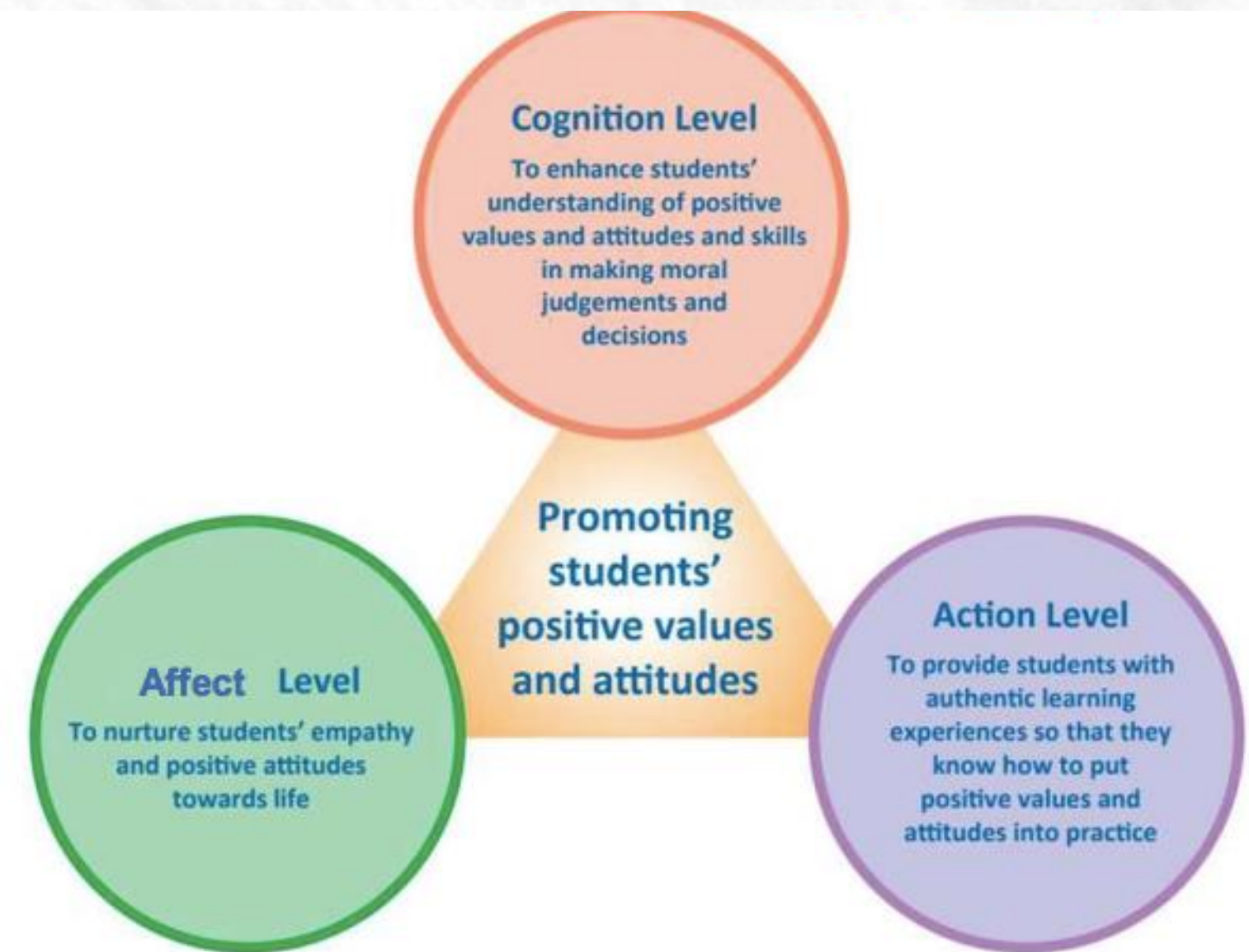
- **Strength cross-curricular links**

Civic and moral education

- Learn how to take care of the turtles
+ feeding/ cleaning experience

General Studies

- Learn the importance of safeguarding ecological security



WAY FORWARD

- **Gifted education (Level 2)** – Use of Book Creator to enhance writing and speaking skills of the more able/ gifted students

Pull-out programme: E-book Makers + MWTv

- **Gifted education (Level 3)** – Storyboard competitions, Picture book creating competitions
- Promote **teachers' professional development** through lesson observations and co-planning meetings

THANK YOU!



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