

**Gifted Education School Network 2023/24**

# **Enhancing Students' Higher-order Thinking Skills through Effective Use of Tiered Questioning**

**S.K.H. Yan Laap Memorial Primary School**

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01

# School background



# Our school

## Location

- Located on Kwai Chung Estate
- Serving kids from **diversified family backgrounds** with different levels of learning support

## Major concern (1): **Christianised positive education**

- Promoting positive education through creating a **positive learning environment**
- Developing initiative in learning among students and their **positive learning attitudes**

## Major concern (2): **Curriculum optimisation**

- **Advancing FIP** (Formative Instructional Practices) to enhance learning and teaching

# Our school

## Gifted Education

- Class streaming: 3 express classes, 2 average classes (P.3 to 6)
- Express classes: more enrichment and challenges
- Average classes: more learning support
- ✓ School-based Student Talent Pool
- ✓ Pull-out programmes: e.g. YLM CEO Programme
- ✓ Off-school support: HKAGE, tertiary institutes



02

# **Our English Department**

# Curriculum design

- Levelled materials:
  - ✓ teaching PowerPoints set with tiered questions
  - ✓ graded writing tasks and notebooks
  - ✓ enrichment materials for more able classes and students

# Tiered Questions

## For express classes

### Text

Jason:	I've just signed up for a watercolour class on Saturday afternoons. Actually, I'd rather join an oil painting class, but I can't find a suitable one.
--------	---

Q: Did Jason give up when he couldn't find a suitable oil painting class?

A: No, he signed up for a watercolour class instead.

## For average classes

Q1a: Did Jason change to Cathy's art class after her sharing?

Q1b: What do you think about Jason?

- A. He is persistent in his own decision.
- B. He's brave to try new things.
- C. He had commitment in his decision.
- D. He easily changed his plan.



# Graded Notebooks

## For express classes

**Third Reading: Thinking about Max (Characters/ Strengths):**

Personality:  
Supporting Details:

Personality:  
Supporting Details:

Personality:  
Supporting Details:

Personality:  
Supporting Details:

Personality:  
Supporting Details:

Personality:  
Supporting Details:



Personality:  
Supporting Details:

Personality:  
Supporting Details:

## For average classes

**Third Reading: Thinking about Max (characters/ strengths):**

strong	clever	smart	fun	cute	creative
famous	nice	good	talented	hard-working	
cool	busy	liked	appealing	brave	

Quality (Adjective)	Supporting Details
1.	Max has been in eight big movies that made people laugh and cry.
2.	In one movie, Max played all the characters by himself.
3.	Max did all the risky parts in a movie without a double, says makeup artist Dora May.
4.	Max had a cool idea to play all the characters in a movie by himself.
5.	Max has been acting since he was a baby and is always on camera.

## **Pull-out programmes**

- English Ambassador Team
- English Drama Team
- Reading Buddy Scheme



03

**Details of the  
try-out lesson**

# Students' profile

**Level:** Primary 4

**Class size:** 33

**Language proficiency:** A horizontal progress bar with a blue fill and a light blue outline, indicating a high level of proficiency.

**Learning motivation:** A horizontal progress bar with a blue fill and a light blue outline, indicating a high level of motivation.

**Characteristics:** energetic & talkative

**Family support:** A horizontal progress bar with a blue fill and a light blue outline, indicating a moderate level of support.

# Lesson background



**Topic:** The Good Old Days

**No. of lessons:** 12

1 lesson	1 lesson	3 lessons	4 lessons	3 lessons
Vocabulary	1 <sup>st</sup> reading	2 <sup>nd</sup> reading + 3 <sup>rd</sup> reading	Grammar	Writing



## Lesson background

### Learning objectives:

1. **summarise** each section of the reading text;
2. answer the **summative questions** by applying the summarising skills;
3. **appreciate the hard work** of the past generations;
4. be aware of the value of **heritage conservation**;
5. **present on a carnival booth** combining the traditional and new elements.



# Lesson flow



**Value Education**



**Presentation on a  
Carnival Booth Design**

# Pre-task

**Visiting the  
Museum of  
History/ Heritage  
Museum**

**Interviewing an  
elder**

**Online research**





# Interviewing an elder

(A photo of chicken biscuits)

**Who:** My grandmother (71 years old)

**Topic:** Traditional snacks

**Favourite snack:** Chicken biscuit

**Facts about it:** Its main ingredients are minced pork, flour and melon.

**Do we still see it:** Yes, it's still common in traditional snack shops.

**Is it great:** I tried it. It is nice.

# Visiting the HK Museum of History

(A photo of  
rickshaw)

**Exhibit:** A rickshaw

**Function:** Get around the city

**Who used it:** The rich

**Do we still use it:** No, we don't because it is slow and cannot go too far.

**Substitute(s) now:** Taxi, private car, bus

**Great/useful tool:** Yes, it was popular when there were no cars. It was environmentally friendly.

## 02 – Super summarisers

### Guiding questions to reach a summary

- ❖ Q1. What children's games did people in the past play?
- ❖ Q2. List some facts about the children's games in the past?
- ❖ Q3. How would you describe the children's games in the past?
- ❖ Q4. Why do you have such description?
- ❖ Q5. Come up with a one-sentence summary of the section.

# Teacher's demonstration

## **02 – Super summarisers**

**Q1. What children's games did people in the past play?**

(An extract from the textbook)

# Teacher's demonstration

## **02 – Super summarisers**

Q4. Why do you have such description?

“The games were simple but children were still happy.”

(An extract from the textbook)

# Students' group work

## 02 – Super summarisers

Q3. How would you describe children's toys in the past?

A: Children used to play with simple toys.  
They often shared their toys with the others.

(An extract from the textbook)

# Group Work

## Writer

Write/type on the iPad

## Proofreader

Check the spelling and grammar & make sure everyone speaks in English



## Speaker

Present your group's ideas

## Time keeper

Make sure your group can finish the task on time

# Lesson flow



**Super Summarisers**



**Value Education**



**Presentation on a  
Carnival Booth Design**



## Lesson background

### Learning objectives:

1. **summarise** each section of the reading text;
2. answer the **summative questions** by applying the summarising skills;
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4. be aware of the value of **heritage conservation**;
5. **present on a carnival booth** combining the traditional and new elements.

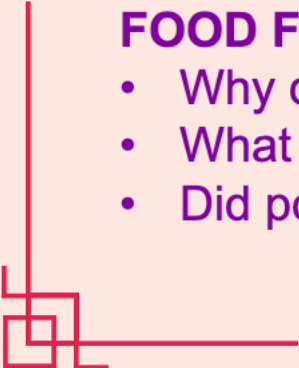



## 03 - Values Education

**“We did not have many toys but we enjoyed ourselves very much!”**

**- Joanne Wu**

### **FOOD FOR THOUGHT**

- Why did children play simple games and make their own toys in the past?
  - What would life become if children did not make their own toys?
  - Did poverty stop the people in the past from enjoying their lives?
- 
- 

## 03 - Values Education

**Can we keep the old games or toys and make them more suitable/ attractive to people nowadays?**

# Lesson flow



**Super Summarisers**



**Value Education**



**Presentation on a  
Carnival Booth Design**

How to play: First you need two players to race on a fun hopscotch and then you choose your own flavour of ding ding sweet and you try to break it and the person who finishes everything first is the winner

Give your booth an interesting name!

Fun Fun Hong Kong yummy race!

# Student's work

Paste / draw relevant pictures.



Why are they attractive?

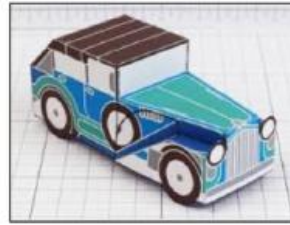
- You will get a little bit of ding ding sweet if you win 😊
- You can play one of the most popular games in the past 😊
- You can have a fun game and experience with your friends 😊

Give your booth an interesting name!

## Childfun Toy Popstore

# Student's work

Paste / draw relevant pictures.



Why are they attractive?

1. The stickers are the characters that children like very much, they also have 3D ones!
2. Paper cars are made of paper boards, it takes a lot of time and IQ to make, but the look when it was done was super cool!
3. Making paper crafts (origamis) is a really fun thing to do to children who loves art, even if you don't like art, you will love doing origamis right away! (it makes your IQ more higher too)

# Peer evaluation

## Step 3:

Board members (the other classmates): Rate the designs using the following table.

Group \_\_\_\_\_

	G1	G2	G3	G4	G5	G6	G7	G8
<b>A. Content:</b>								
<input type="checkbox"/> The ideas can show Hong Kong's interesting past.								
<input type="checkbox"/> I like the design of the booth's name and pictures.								
<input type="checkbox"/> I think tourists will find the ideas attractive.								
<b>B. Presentation style:</b>								
<input type="checkbox"/> I think the presenters say their ideas loudly and clearly.								
<input type="checkbox"/> The presenters keep enough eye contact with me.								
<input type="checkbox"/> I like the presenters' body gestures.								

# Peer evaluation

## **C. Questions / Suggestions for the presenters**

I have questions for you:

---

You can make it better:

---



# Conclusion

**We can keep the traditional treasure and introduce them to the world with our creativity!**

# Homework

## 2. K-W-L Chart

What I <u>K</u> now	What I <u>W</u> ant to know	What I have <u>L</u> earned

## 5. What's the difference between the life in the past and nowadays?

	In the past	Nowadays
Street snacks		
Eating out	There were many open-air dai pai dongs with cheap and delicious food.	
Children's games	Children in the past played simple games but they were still happy.	
Children's toys	Children in the past made their own toys and shared them.	

# Ways to cater for students' various learning needs

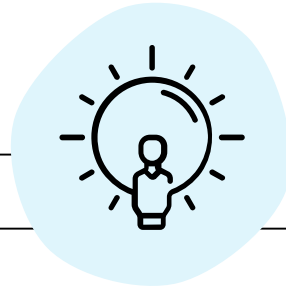
## Lower-ability

### Tiered questioning

Remember,  
Understand,  
Apply

**Having a role in  
group discussion**

Develop a sense  
of ownership  
through  
contribution



## Higher-ability

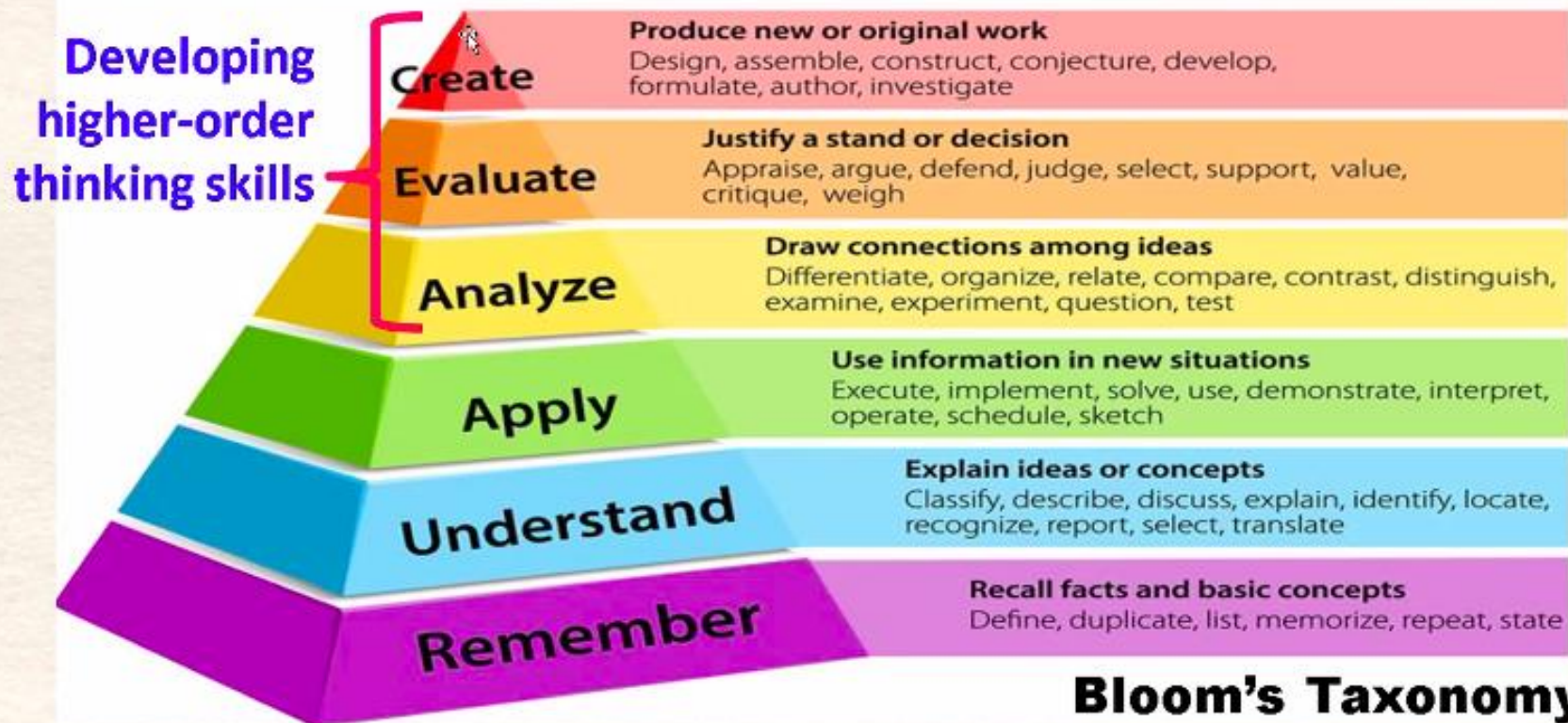
### Tiered questioning

Analyse,  
Evaluate, Create

**Heterogenous  
grouping**

Learn through  
teaching others

# Enhancing Students' Higher-order Thinking Skills through Effective Use of **Tiered Questioning**





04

**Outcome:  
Students' work  
& performance**

# Becoming active thinkers

Q5. Come up with a one-sentence summary of the section.

Lv3: Apply

There were only <sup>many</sup> few <sup>open-air</sup> dai pai dongs with  
cheap and delicious food.

## Student's work

How to play: First you need two players to race on a fun hopscotch and then you choose your own flavour of ding ding sweet and you try to break it and the person who finishes everything first is the winner

Give your booth an interesting name!

Fun Fun Hong Kong yummy race!

Paste / draw relevant pictures.



Group 6



Why are they attractive?

- You will get a little bit of ding ding sweet if you win 😊
- You can play one of the most popular games in the past 😊
- You can have a fun game and experience with your friends 😊

# Becoming active thinkers

**Lv5: Evaluate**

Q: How did you come up with the idea of putting two topics together?

A: Two groupmates wanted to do “children’s games” and two groupmates wanted to do “snacks” so we decided to do both.

Q: How big would the ding ding sweet be for them to break?

Q: How many pieces do they need to break it into?



**Does it mean lower-ability  
students cannot answer high-  
order thinking questions?**





# Sophie's sharing

Q1: What did you see there?

**Lv1: Remember**

A1: I see a rickshaw.

Q2: Can you tell us more about a rickshaw?

**Lv2: Understand**

A2: The rich always...er...go out...em...by rickshaw.

Q3: What do we use now instead of rickshaws?

**Lv4: Analyse**

A3: Bus, taxi and car... private...

Q4: Have you found out why we don't use rickshaws anymore now?

A4: It is too small and too slow. And it cannot go too far.

**Lv4: Analyse**

Q5: Do you find it useful?

**Lv5: Evaluate**

A5: I doesn't think it's useful but ...

# Visiting the HK Museum of History

(A photo of  
rickshaw)

**Exhibit:** A rickshaw

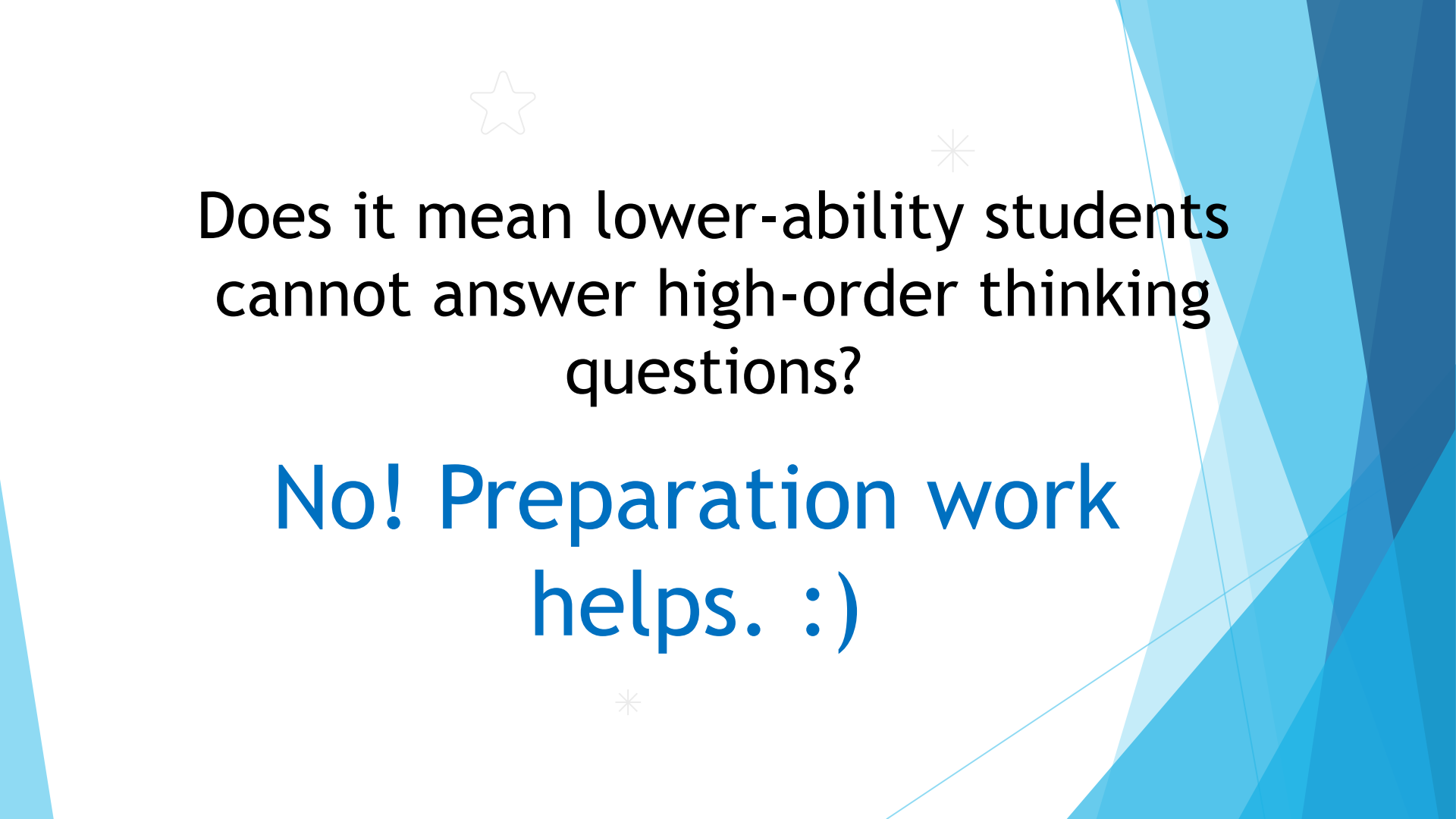
**Function:** Get around the city

**Who used it:** The rich

**Do we still use it:** No, we don't because it is slow and cannot go too far.

**Substitute(s) now:** Taxi, private car, bus

**Great/useful tool:** Yes, it was popular when there were no cars. It was environmentally friendly.



Does it mean lower-ability students  
cannot answer high-order thinking  
questions?

No! Preparation work  
helps. :)

# Heterogenous grouping x Assigning roles

(A video of student discussion)



05

**Reflections and  
way forward**

# GE: General English with Gifted Education

- Adoption of more modes of **Differentiated Instructions**  
(learning environment, content, process, product)
- Adaptation of current learning and teaching materials:
  - **tiered questioning** for different classes: LOT to HOT or HOT?!
  - More room for more able students to excel  
e.g. anchor activities, choice board, little teacher etc
  - More L & T materials to foster **3Cs**
- Teacher training: sharing of knowledge and experience

# Thanks!

