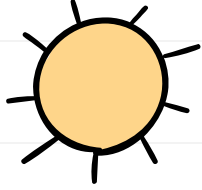




Learning in Action Seminar 2021

Embracing challenges:
creating new opportunities for learning

School-based Curriculum Development (Primary) Section
Quality Assurance and School-based Support Division
Education Bureau



EDB

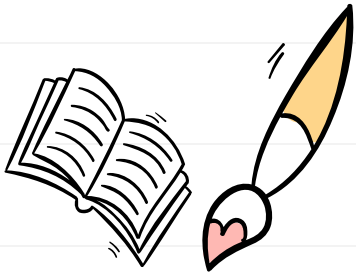
School-based Curriculum development (Primary) Section

Learning in Action Seminar 2021

**Taking KS2 students a step further onto the
pathway to become self-directed writers**

30 April, 2021

Hoi Ping Chamber of Commerce Primary School

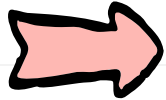


Ms Yu Lai Yin, Peggie
Ms Yiu Miu Ling, Yo Yo
Ms Wong Lai Ping, Suzanne
Ms Tam Siu Ling, Stephanie
Ms Chan Yeung Ming, Eve (EDB)



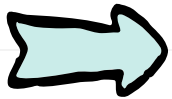
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The learning and teaching of writing

- **P.6 My Dream Job**
- **P.6 A New Fable**
- **P.5 A Recount of the Visit to the Reptile House**

04



Vertical curriculum and enabling skills

Policy, research and school plans

EDB Policy

the learning goals of primary schools should focus on further promoting **the whole-person development** of students, **which includes** enhancing students' proficiency in English and Chinese (including Putonghua), **strengthening their self-directed learning skills**, developing their potential, as well as helping them to adopt a healthy lifestyle.

Retrieved from
<https://www.edb.gov.hk/en/curriculum-development/7-learning-goals/primary/index.html>

Key characteristics and skills of SDL:

- Learners' control and **self-management**
- **Learners'** reflection
- **Personal** autonomy in context
- tendency of **self-learning**

Retrieved from <https://cd.edb.gov.hk/becg/english/glossary.html>

Research

Self-regulation refers to self-generated **thoughts**, **feelings**, and **behaviors** that are oriented to attaining goals. These learners are proactive in their efforts to learn because they are aware of their strengths and limitations and because they are guided by personally set goals and **task-related strategies...**

(Zimmerman & Barry 2002)

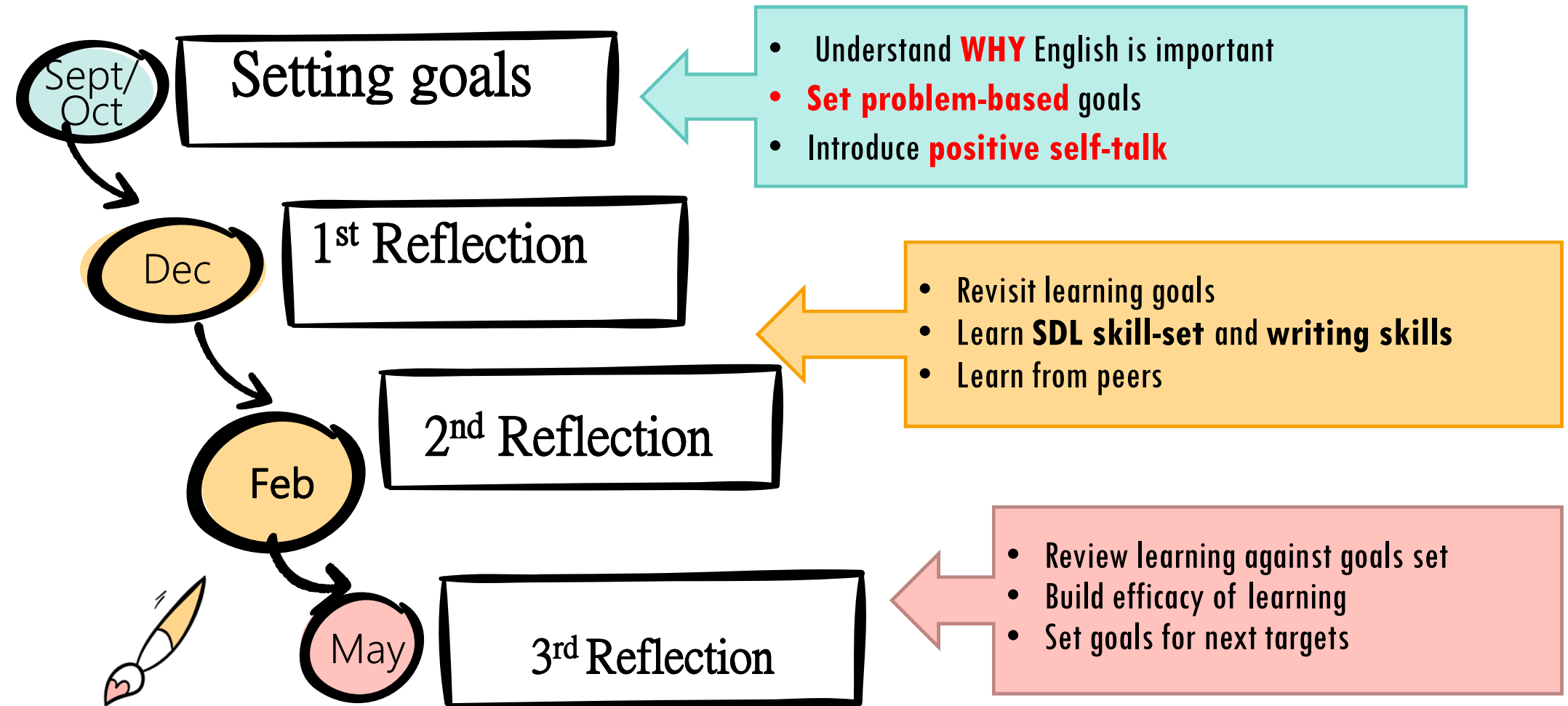
Research shows that self-regulatory processes are **teachable** and can lead to increases in students' motivation and achievement.

(Schunk & Zimmerman, 1998)

SELF

Policy, research and school plans

The Cycle of Self-directed Writing in P.4 to P.6



Policy, research and school plans

SDL Mind-set

- Understand **WHY** you have to take actions and **set your goals**
- Nurture a positive **attitude** towards mistakes
- Conduct **positive self-talks** to encourage yourself
- Do **self-reflection** to check progress

SDL Skill-set

- **Dictionary** skills
- **Note-taking** skills
- **Research** skills
- **Learning from others**

Writing-specific Skills

- **SCAMPER** skills
- Use of **CELS**
- Drafting, revising and editing skills
- Use of mind-maps, WH questions and graphic organisers
- Use of different writing skills e.g. **dialogues, similes, interjections etc**

Goal-setting, mind-set and skill-set

Why English is such an important language?

English is the language for study

English is useful for international travel

English is the language of the internet

English is the language for work

What is your reason for learning English? My reason is _____

Goal-setting, mind-set and skill-set

Hoi Ping Chamber of Commerce Primary School

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Self-directed Learning booklet

P4

P.6

1. Understand why English language writing is important to you?

P.5

1. Understand why English language writing is important to you?

- Writing enables us to
- Writing helps us
- Writing helps us

- Writing enables us to
- Writing helps us **make a record**
- Writing allows us to
- Writing prepares us
- Writing helps us **share our ideas**

Why English language writing is important to you?

- Writing is needed in **secondary schools**, in **university** and in the work place
- Writing fosters our ability to **explain and refine** our ideas to others and ourselves
- Writing helps us **make a record** of our ideas and memories
- Writing helps us share our ideas, knowledge and experiences
- Writing allows us to **make people laugh**

in **university** and in the
refine our ideas to
ideas and memories
knowledge and experiences



Student signature: _____

Teacher signature: _____ Date: _____

I would like to complete my goal by: _____ May 2021

Goal-setting, mind-set and skill-set

On the whole, the development of private speech and its evolution into **internal thought** appear to be **important components of a growing capacity for self-regulation** of learning and problem-solving activities. In the planning phase, **the use of language, whether external or internal, may be critical in helping children define their goals...**

Wigfield, Klauda and Cambria (2012) in
Handbook of Self-Regulation of Learning and Performance
edited by Dale H. Schunk, Barry Zimmerman



Goal-setting, mind-set and skill-set

Incorporating **Positive Self-talk** in the process of goal-setting

Idea 1: Anyone is unique. We need ^{to} correct our disadvantages and study other people's advantages.

Idea 2: Everybody will make a mistake, not only me, as long as we improve that, we will get better later.

Idea 2: The more I practise, the easier it gets, and my brain becomes stronger! This sentence is useful because we can learn from our practice.

Idea 1: My brain is amazing and can do amazing things!
Because if I can't do something, I can use this idea.

Goal-setting, mind-set and skill-set

Problem 1: I didn't know when to use the tenses
Positive talk: I will try to know when to use that
Positive actions: I can learn from my family or teacher.

Problem: I didn't know **when to use the tenses**.
Positive talk: **I will try to know** when to use that.
Positive actions: **I can learn from my family or teacher.**

Problem 1: I made a lot of careless mistakes in my writing.
Positive talk: After I wrote my writing, I need to read it carefully again and find the mistakes.
Positive actions: I can't give up.

Problem: I made a lot of **careless mistakes** in my writing
Positive talk: **I can't give up.**
Positive action: After I wrote my writing, I need to **read it carefully again and find the mistakes.**

Problem 2: I couldn't write more words in my writing.
Positive talk: I believe that I can do that.
Positive actions: I need to be imaginative in my writing so that I can write more words.

Problem: I **couldn't write more words** in my writing.
Positive talk: **I believe I can do that.**
Positive action: I **need to be imaginative** in my writing so that I can write more words.

Goal-setting, mind-set and skill-set

Goal setting: specific, relevant, attainable, and problem-based

2. Setting a goal

Choose a goal

- ☐ A. Learn an
- ☒ B. Learn an
- ☐ C. Learn mo
- ☒ D. Improve

☒ E. Stay

I, _____
my writing in

Student signature: _____

Teacher signature: _____

2. Setting a goal improve

Choose a goal you wo

- ☒ A. Learn and use r
- ☒ B. Learn and use r
- ☐ C. Learn more skill
- ☒ D. Improve the ac

☒ E. Build the prod

I, _____
my writing in the sch

Student signature: _____

Teacher signature: _____

2. Setting a goal improve your writing?

Choose a goal you would like to work on below

- ☐ A. Learn and use more new vocabulary and phrases
- ☒ B. Learn and use more new sentence patterns
- ☐ C. Learn more skills to enrich the content of my writing
- ☐ D. Improve the accuracy of my writing (tenses, prepositions, spelling)

☐ E. Add more new vocabulary into sentences, let it (Your own choice)
to be more interesting.



I, _____, of 6A (Class), will try my best to improve
my writing in the school year 2020-21.

Student signature: Kelly Date: 12th October, 2020

Teacher signature: _____ Date: 14/10

The Learning and Teaching of Writing

- **P.6 My Dream Job**
- **P.6 A New Fable**
- **P.5 A Recount to the Reptile House**

P.6 Writing: My Dream Job



Pre-writing: Search vocabulary and information and make record

旅港開平商會學校

Hoi Ping Chamber of Commerce Primary School



姓名 [REDACTED]
 Name [REDACTED]
 班別 6D
 Class 6D
 科目 Notebook
 Subject Notebook
 學年 2019 - 2020 (1st/2nd Term)
 Year 2019 - 2020 (1st/2nd Term)

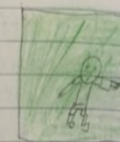
E23

英語	Jobs	中文
1. fire fighters	消防隊	
2. a fireman	消防員(男)	
3. a firewoman	消防員(女)	
4. police officers	警隊	
5. a policeman	警察(男)	
6. a policewoman	警察(女)	
7. a businessman	商人(男)	
8. a businesswoman	商人(女)	
9. a fashion designer	時裝設計師	
10. a reporter	記者	
11. a social worker	社工	
12. an actor	演員(男)	
13. an actress	演員(女)	
14. a model	模特兒	
15. a lawyer	律師	
16. an architect	建築師	
17. a pilot	飛機師	
18. a flight attendant	空中服務員	
19. an astronaut	太空人	
20. a vet	獸醫	

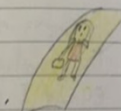
6. Social worker (社工)
 eg. If I become a social worker, I will listen to people problems.



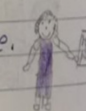
7. Performer (演員)
 Can actor/actress
 eg. If I become an actor, I will be famous.



8. Model (模特兒)
 eg. If I become a model, I will wear beautiful clothes.



9. Lawyer (律師)
 eg. If I become a lawyer, I will help people who is in trouble.



10. Architect (工程師)
 eg. If I become an architect, I will design interesting building.



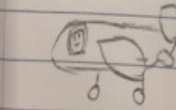
an actor/actress



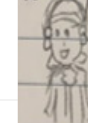
a model



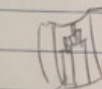
a pilot



a lawyer



an architect



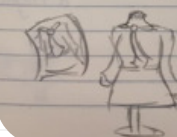
a flight attendant



a businessman/businesswoman



a fashion designer



a reporter



Pre-writing: Students watched videos and make notes

Self-directed learning

Watch the following videos about different

What do fashion designers do?

Fashion designers do draping, construction, fabric sourcing and stitching

Adjectives to describe them:

Inspiring, ever-changing, talented, creative

2. Get Ready, Get Set, Go! | 7 Steps To Become a Better Athlete



<https://www.youtube.com/watch?v=K DgL8gR1pLA>

What do athletes do?

Athletes adopt a good mental state, practice hard and take

What do athletes do?

Athletes adopt a good mental state, practice hard and take good care of their body and take part in competition.

Adjectives to describe them:

Aggressive, positive, hard-working and competitive

3. How to start and grow your Youtube channel from zero- 7 tips



https://www.youtube.com/watch?v=hwONmhK_pYQ

What do YouTubers do?

Get started, share your channel, focus on a Niche, engage

What do Youtubers do?

Get started to share channel, focus on a niche, focus on the fundamentals, content is king, create searchable content.

Adjectives to describe them:

Patient, interesting, valuable

Pre-writing: Research jobs of their own choice and make notes

4. Title of the YouTube video: (A/B/C)

What skills do you need to be an architect?

What do architects do?

They access a lot of knowledge.

Adjectives to describe them:

Imaginative, hard-working

Video chosen:
What skills do you need to be an architect?

Adjectives:
imaginative, hard-working

5. Title of the YouTube video: (A)

What do vets do?

They take care of animals.

Adjectives to describe them:

caring, attentive

Video chosen:
Caring animals
What do vets do?

Adjectives:
caring, attentive

4. Title of the YouTube video: (A/B/C)

A Day in the Life in the St John Hopkin's Emergency Room

What do doctors do?

They have a lot of patients.

Adjectives to describe them:

calm, patient, caring

Video chosen: A
Day in the Life in St John Hopkin's Emergency Room

Adjectives:
calm, patient, caring

5. Title of the YouTube video: (A)

How to become a doctor in the USA?

What do doctors do?

They promote health.

Adjectives to describe them:

Compassionate, open to continually learning, excellent at science

Video chosen:
How to become a doctor in the USA?

Adjectives:
Compassionate, open to continually learning, excellent at science

5. Title of the YouTube video: (A)

Financial career video

What do financial clerks do?

They insure transactions.

Adjectives to describe them:

Patient, attentive, hard-working

Video chosen:
Financial clerks career video

Adjectives:
Patient, attentive, hard-working

4. Title of the YouTube video: (A/B/C)

Football World

What do footballers do?

They will be fit.

Adjectives to describe them:

hard-working, fit

Video chosen:
Football World
What do footballers do?

Adjectives:
hard-working, fit

Student Work 1

Stephen Chow said, 'If you have no dreams or targets, your life is like a salted fish.' He let me know that I need to have my dream and target. My dream job is to be a youtuber. My target is to make everyone laugh.

Youtubers are very busy. They need to upload videos. If youtubers want to be famous, the need to create searchable videos. Also, sharing the channel to others is a way to be famous too. Youtubers are clever. They have to learn graphic design, camera work and branding. I think learning these things are very hard but important.

Youtubers need to be outgoing. Although they only need to talk to the camera, many people will see their videos when they have have been uploaded. Youtubers are funny too. If a video is rigid, nobody will like it.

Being a youtuber is interesting and fun. I hope I will be a Youtuber.

According to Bernard Kelvin Clive, 'Permit your dreams to see the daylight.' I love this sentence because it teaches me that I should not hide my dreams.

My dream is to be a musician because I love playing the piano and I also like listening to music.

I think musicians are always very persistent because they need to spend much time to make the music. If I become a musician, I'll make many famous songs and co-operate with other famous artists or musicians.

Musicians need to be very hard-working because they always have to practice for competition. I think if I am hard-working, I'll be as famous as my idol –Beethoven.

Apart from being a musician, I also want to be a firewoman. Firewomen have many duties, such as doing exercises every day and take part in fire prevention duties.

Firewomen need to be persistent, brave and fit because they have to maintain their diet, do exercise regularly and put out fire. I believe I will save people's lives in danger. I think it is a meaningful job.

Post-Writing: Deep Reflection and Self-efficacy

Date of 1 st Reflection: <u>12th November, 2020</u>	Topic of Writing: <u>My</u>	Date of 1 st Reflection: <u>12th November, 2020</u>	Topic of Writing: <u>1. My dream job 2. Helping a schoolmate</u>
Has your writing improved compared with <u>Write down what you have improved</u>	Has your writing improved compared with <u>Write down what you have improved</u>	Has your writing improved compared with <u>Write down what you have improved</u>	Has your writing improved compared with <u>Write down what you have improved</u>
Write down what you have improved: [give examples]	Write down what you have improved: [give examples]	Write down what you have improved: [give examples]	Write down what you have improved: [give examples]
① I write about 100 words only had the end	① Write a creative ending e.g. In the past I just wrote a boring ending Improvement in e.g. In the past I can write more words My writing are e.g. In the past, it was boring. Now it is fun.	① Write a creative ending e.g. In the past I just wrote a boring ending Improvement in e.g. In the past I can write more words My writing are e.g. In the past, it was boring. Now it is fun.	① Write a creative ending e.g. In the past I just wrote a boring ending Improvement in e.g. In the past I can write more words My writing are e.g. In the past, it was boring. Now it is fun.
② I write	② I write more words e.g. In the past I wrote about 80 words	② I write more words e.g. In the past I wrote about 80 words	② I write more words e.g. In the past I wrote about 80 words
③ I write	③ I made lots of different sentence patterns e.g. I learn how to use 'If... will...'	③ I made lots of different sentence patterns e.g. I learn how to use 'If... will...'	③ I made lots of different sentence patterns e.g. I learn how to use 'If... will...'



Reflection on **achievement** comparing with past experience

Reflection on the writing **strategies** used

Enhancement of **self-efficacy**

P.6 Writing: Writing a new fable

☐ The New Tortoise and the Hare / ☐ The New Ugly Duckling / ☐ The New Boy Who Cried Wolf

Pre-writing: Students watched videos and read three stories written by Anderson

☐ The Tortoise and the Hare

Writer: _____

Moral: Slow and steady wins the race.

☐ The Ugly Duckling

Writer: _____

Moral: You cannot judge a person by appearance.

☐ The Boy Who Cried Wolf

Writer: _____

Moral: If you keep lying, no one will believe you, even if you are speaking the truth. Always speak the truth.

Pre-writing: Vocabulary-level input (Quizlet)

Quizlet

Quizlet

You may listen to the pronunciations of the words on the web using the link provided.

Opposite adjectives

<https://quizlet.com/hk/475390529/p6-2nd-term-ch1-2-opposite-adjectives-flash-cards/>



Objects which can be used in similes

<https://quizlet.com/hk/475398713/p6-2nd-term-ch-1-2-objects-which-can-be-used-in-similes-flash-cards/>



Action verbs in stories

<https://quizlet.com/hk/475402955/p6-2nd-term-ch-1-2-action-verbs-in-stories-flash-cards/>



Reporting verbs

<https://quizlet.com/hk/475409684/p6-2nd-term-ch-1-2-reporting-verbs-flash-cards/?new>



Action verbs

4 Matching questions

1. ____ escape

2. ____ save

3. ____ lose

4. ____ leave

Reporting Verbs

Shout/shouted

Whisper/Whispered

Scream/Screamed

Grumble/Grumbled

Objects for similes

A marshmallow

An ice cube

Mud

Lightning

Pre-writing: Sentence level input

How to use similes in sentences

Objects which can be used in similes



a brush



a mirror



a rock



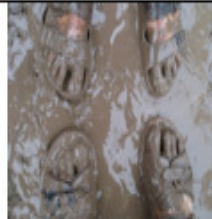
a pillow



a marshmallow



an ice cube



mud



lightning



a doormat



a snail



a goose



a feather

Part A: Vocabulary

Fill in each blank with the best word. Some important words are highlighted for you.

fierce	gentle	rumbled	timid	thunder	bee	mouse
--------	--------	---------	-------	---------	-----	-------

1. The big boy hid behind the wall when he saw the dog walking past him. He was as _____ as a _____.
2. Peter always looks after his baby brother. He was as _____ as a lamb.
3. It was lunch time soon. Alan's stomach _____ like _____ because he was very hungry.
4. My father's mobile phone was dropped on the floor by his little son. He was as _____ as a lion.
5. Mrs Chan is a nurse who is in charge of taking care of all the patients in the ward. She is busy like a _____.

Pre-writing: Text level input

Use of **similes**, **cohesive devices**, **monologues** and **different punctuation marks**

There once was a dog who was very ____**a**____. His stomach **rumbled like thunder** when he was looking everywhere for some food. **At last**, he found just what he was wishing for – a big and yummy bone! The dog was very happy and he quickly grabbed the big bone. **Soon**, he came to a ____**b**____ over a stream. The dog looked down into the water. He saw another dog looking up at him!

The other dog also had a ____**c**____ in its mouth. The dog did not know he was looking at himself! The dog thought, **“His bone is bigger than mine! If I grab his, then I’ll have two!”** The dog jumped into the water to take the other dog’s bone. At the same time, his bone ____**d**____ into the stream. The dog could not find any of the bones. **And now**, he had ____**e**____ to eat!

Pre-writing: Equip students with creative writing skills_SCAMPER

Nurture students to be self-directed learners with **transferable skills**

**Read the story 'A Greedy Dog'.
Think about how you can rewrite the story.**

SCAMPER

Substitute

Combine

Adapt

Magnify

Put to other uses

Eliminate

Rearrange

SCAMPER (Substitute)

The Greedy Dog saw an interesting **small ball**. The ball was very **colourful**. It was yellow, blue, orange and red. When he dropped the ball, the ball bounced. The ball was a very fun toy. He enjoyed playing with the ball very much. Then a boy came. He talked to the dog, 'Hi little dog, do you want to play fetch?' The dog wiggled his tail and answered, 'Whoof!' The dog was happy that he could play with a boy. The boy thought the dog was cute and smart. He took him home and kept the dog as a pet.

SCAMPER (Adapt_new purposes)

The Greedy Dog had a bone in his mouth. He thought to himself, '**I have been looking for food for my puppies for almost a day! I hope that I can have more bones to feed my babies.**' When he walked past a river and looked at his image in the river. He said to himself, '**Oh ! That dog has a bigger bone. I should tell him how much I need the bone!**'. When he started talking, he dropped the bone. He then realized that the dog in the river was his own image. But the river washed away his only bone. Then mother dog came with some good news, 'A kind woman will adopt our family! We will no longer be hungry again!'.

SCAMPER (Combine)

When the greedy dog was looking at his image in the river, the Ugly Duckling came along. The Ugly Duckling cried in a very sad way and told the greedy dog how lonely he was because no one shared food or played with him. **Seeing how lonely and bony the Ugly Duckling was**, the greedy dog became sympathetic towards the Ugly Duckling. He gave the duckling his bone and started playing with him.

SCAMPER (Modify/ Magnify/ Minify)

The Greedy Dog saw another dog in a little puddle. He wanted to get the bone from the other dog. He barked, barked and barked. Of course, he dropped his bone. The water spilt everywhere. He then realized that the dog in the puddle was actually himself. He then reminded himself, 'I have a bone already. I should not be too greedy!' Since then, he was no longer a greedy dog.

SCAMPER (Reverse/ Re-arrange)

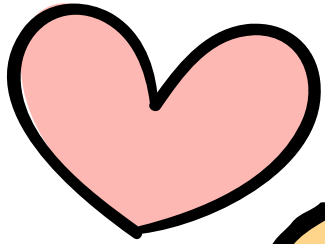
The Greedy dog was hungry and wanted to find some meat. When he walked past a river and looked at his image in the river, he said to himself, 'I can see myself in the river! Oh ! I am too fat. I should start doing some exercise and eat less meat.' Then he gave up the idea of looking for meat. He promised himself not to eat too much every day. He also told himself to run 30 minutes per day. Three months later, he turned from a 'Greedy dog' to a 'Fit dog'.

SCAMPER (Put to another use)

On his way to enjoy his bone, the greedy dog met an old woman who was making soup. The woman said her 'stone soup' was the most delicious soup in the world. The woman said, 'I have put snakes, bats, stones and lizards into the soup! All I needed is a bone to finish the soup !' Thinking that he could drink the most delicious soup, the dog gave the bone to the old woman. At the end, the woman and the greedy dog enjoyed the soup together and became good friends.

SCAMPER (Eliminate)

The Greedy dog was hungry and after some time, he finally found a bone. Then he walked past a river and wanted to drink some water. But the river was dry. He said to himself, 'Food and water are very precious this summer because of the drought. I should keep my bone well.' Later on, he enjoyed his bone in a forest. He licked every bit of the bone carefully and did not waste any part of the bone.



The social perspective of self-directed learning

Each self-regulatory process or belief, such as goal setting, strategy use, and self-evaluation, **can be learned from instruction and modeling by parents, teachers, coaches, and peers.** In fact, self-regulated students seek out help from others to improve their learning.



Zimmerman, Barry. (2002). Becoming a Self-Regulated Learner: An Overview. Theory Into Practice. 41. 64-70. [10.1207/s15430421tip4102_2](https://doi.org/10.1207/s15430421tip4102_2).

Post-writing task:

Nurture a positive attitude towards mistakes & learn from classmates

✗ **No corrections**

✓ **3 sentences I can write better**

✓ **Write down good sentences/
vocabulary items which I learned
from my classmates.**

✓ **Good work appreciation**

Sentences I can write better

Sentences and vocabulary I learned from my classmates

Post-writing task:

Nurture a positive attitude towards mistakes & learn from classmates

Sentences I can write better:

1. A wolf weighs 200kg was eating my sheep! Please help me!
2. He shouted, 'Oh! here is a wolf again. It was as fierce as a tiger.'
3. They are very mad and thought, we won't save you even you are in danger. You are wasting my time!

3 sentences I can write better

1. A wolf weighs 200kg was eating my sheep! Please help me!
2. He shouted, 'Oh! Here is wolf again. It was as fierce as a tiger.'
- They are very mad and thought, we won't save you even you are in danger. You are wasting my time!

Sentences and vocabulary I learned from my classmates

1. She thought of an idea, 'I can go to the elephant and ask him to help me!' (by Lucius)
2. The hare started running as fast as a leopard. (by Agnes Lee)
3. The moral of this story is 'Our friendship is more important than the competition.' (by Agnes Lam)

Sentences and vocabulary I learned from my classmates

1. She **thought** of an idea, 'I can go to the elephant and ask him to help me! (by **Lucius**)
2. The hare started running **as fast as a leopard** (by **Agnes Lee**)
3. The moral of this story is '**Our friendship is more important than competition**'. (By **Agnes Lam**)

Post-writing task:

Nurture a positive attitude towards mistakes & learn from classmates

Sentences I can write better:

- ① Long ago, there was a village called Animal's Village.
- ② After two weeks, they went to the forest.
- ③ Although you are not always good at everything, if you work hard, you will do it.

Sentences and vocabulary I learned from my classmates

- ① The boy was scared, he was as timid as a mouse and his face turned white with fear. (Ocean)
- ② 'You are as silly as a goose!' (Ocean)
- ③ After the incident, the shepherd boy promised that he would not tell lies again and thanked them. (Ocean)

3 sentences I can write better

1. Long ago, there was a village called Animal's Village.
2. After two weeks, they went to the forest.
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2019-2020 P.5 English

Life-wide Learning and Self-directed Learning

Visiting the Reptile House



Recount of the Trip to the Reptile House

Today, my classmates, my teacher and I went to Reptile House in Tuen Mun at 8:10 to 11:00. I felt scared before the trip because I am afraid of crocodiles. Usually, when I see crocodile, I will go away or close an eye.

When I headed to the hall, I saw tortoises, turtles, pythons and more reptiles. My favourite reptiles are **Green Tree Python and Northern Snake-necked turtles**. The Green Tree Python **is distributed** in New Guinea and Northern Australia. Its **habitat** is **tropical rainforest**. **It usually feeds on lizards, birds, small mammals and bats**. Northern snake-necked turtles' **distribution is in Australia and New Guinea**. Its habitat is in river and lagoon. **It is omnivorous. It eats a variety of plants and animals.** I like it because it is very special.

I felt happy after the trip because Reptile house's animals let me know more about reptiles. Now I am not scared anymore. I hope I will go there again.

Write

Recount of the Trip to the Reptile House

On 22nd January, 2020, about eight thirty to eleven o'clock, our class teacher Miss Tam and our class went to the Reptile House in Tuen Mun Park.



Before the trip, I was a little bit afraid because I do not like reptiles.

When I arrived, I saw many reptiles but I was not afraid because the reptiles were cute and lovely. I like **the Northern snake-necked turtle best because its neck was very long, like a snake**. I also liked **Leopard Tortoise**. Because it was big and it has colourful patterns on its shell, it was cute too.

After the trip, I felt very wonderful and happy because I could learn many things about the reptiles. I hope I will go there next time when I go to Tuen Mun Park.

Pre-writing: Self-directed Learning of Reptiles

Search the Internet to **collect photos** of reptiles. **Study their skin!**

	
Python	Gecko
	
Crocodile	Tortoise
Lizard	Iguana

Study their skin. What have you noticed? Draw their skin below?

The skin of the reptile is smooth/scaly/feathery.

Watch videos about reptiles (multi-modal)

All About Reptiles

Hi, everyone! today we're going to learn about reptiles!

<https://youtu.be/l9CsBSPR14c>



like this crocodile which has just eaten this poor rodent;

<https://www.youtube.com/watch?v=DefLKnKyQfA>

Answer questions about reptiles and check answer

Circle the **TRUE** sentences about **REPTILES**?

- A. Reptiles have strong hard scales.
- B. Reptiles have feathers.
- C. Reptiles have backbones. →
- D. Reptiles have four legs or have no legs.
- E. All reptiles have no legs.
- F. Reptiles are warm-blooded.
(body temperature stays the same in different environment)
- G. Reptiles are cold-blooded
(body temperature changes with environment)
- H. Reptiles lay eggs.
- I. They breathe with their lungs.



[The correct answers are A, C, D, G, H, I]

Pre-writing: Self-directed Learning of Reptiles (Reading about Reptiles RaC)

What is a reptile?

Reptiles are animals that are cold-blooded. Most reptiles lay eggs and their skin is

Biggest, fastest, Smallest

- The biggest reptile is the salt water crocodile. These reptiles can grow to 2,000 pounds and 12 1/2 feet long.
- The Green Anaconda is the heaviest snake, while the Reticulated Python is the longest snake.
- The biggest lizard is the Komodo Dragon.
- The largest turtle is the leatherback turtle which can weigh 1,800 pounds with an

Types of Reptiles

- Alligators and crocodiles look slow, but can move very quickly when attacking.
- Snakes are legless reptiles. They move along the ground by flexing their body and can move very quickly despite not having legs. Only a small percentage of snakes are poisonous. Many snakes are constrictors, meaning that they squeeze their prey with their bodies until the animal is dead or immobile. Then they swallow it whole. If the meal is large enough, a snake can go weeks or even months without needing to eat again.
- Lizards are similar to snakes, but with legs.
- Turtles are reptiles with a big shell to protect them. Some Turtles can live for more than 100 years.

What's the difference between reptiles and amphibians?

There are a few major differences that separate reptiles and amphibians. Amphibians go through a larval stage, like the tadpole which turns into a frog. Reptiles don't do this. Also, their skin is different where reptiles have scales for skin, but amphibians have

What does cold-blooded mean?

Animals that are cold-blooded don't automatically maintain a constant body temperature. They have to lay out in the sun to keep their body heat up. This also means that reptiles don't burn as much energy keeping their body warm and, as a result, they don't have to eat nearly as much food as a similar sized mammal or other

Fun Facts about Reptiles

- Crocodiles have been known to swallow rocks so they can dive deeper into the water.
- A frog (which is an amphibian) can not only breathe through its lungs, but also through its skin.
- Some snakes have over 300 pairs of ribs.
- The shell of a turtle is made up of a bunch of bones (around 60) all connected together.
- Turtles have no ears to hear with, but they are thought to have excellent eye sight and sense of smell. They can also feel vibrations from loud sounds.
- Lizards and snakes smell with their tongues.

During the Trip: Explore inside and outside the Reptile House

Inside the tanks



Behind the curtains



In the outdoor area



Inside the glass container



During the Trip: Observe animals and read descriptions about them

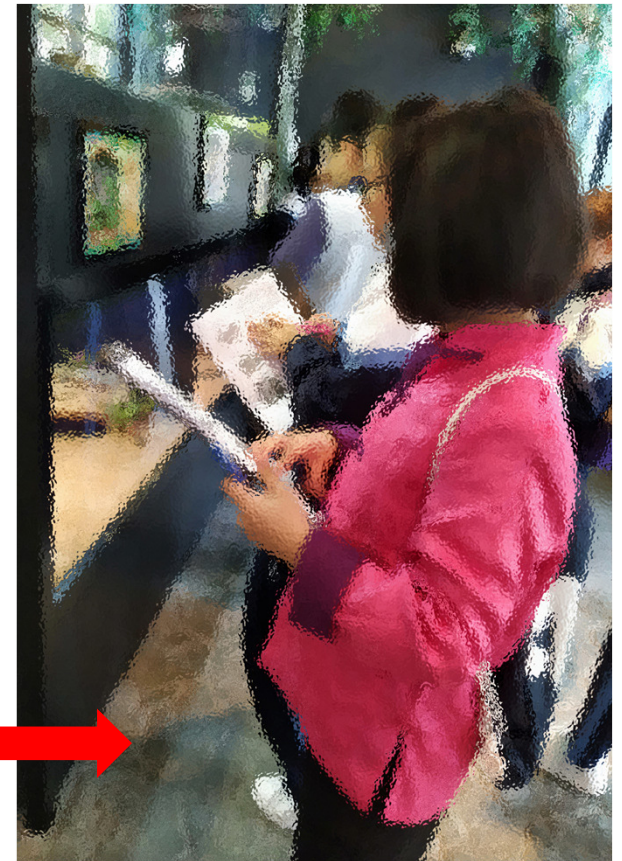


1. Observe
(e.g. patterns of shells)



2. Read

3. Take notes



During the Trip: Study the information about reptiles



Success of Reptiles

- There are over 5000 6000/ 7000 reptiles in the world.
- Tokay Gecko: The Gecko can shed its tail [B]
 - to grow bigger.
 - to escape predators/ enemies.
 - to attract another gecko.



Task 2:

Read the Life of a Snake board and try to understand more about snakes. Fill in the blanks and tick ✓ the correct answers.



Life of a Snake

Smell of Snakes:

All snakes have a forked tongue.

Feeding:

All snakes are

- ☐ Carnivorous (they eat meat) ✓
☐ Herbivorous (they eat plants)

Sighting:

- ☐ Snakes don't have eyelids. ✓
☐ Snakes have eyelids.

Task 4: Find the Geckos, lizards and Turtles in the reptile house.

Below are some descriptions of reptiles. Complete the missing words.

Northern leaf-tail Gecko

Draw the tail of the gecko below.



Distribution:

Australia (Queensland)

Habitat: Forest

Food (Diet): Small insects

Pig-nosed turtle



Distribution: Australia, New Guinea

Habitat: River and lagoon

Food (Diet): plants, shell fish and fish

Northern snake-necked turtle



Distribution: Australia, New Guinea

Habitat: river and lagoon

Food (Diet): omnivorous, a variety of plants and animals

Which is the Frilled Lizard?

Circle it.



Distribution: Northern Australia, Southern Guinea

Habitat: Savanna woodland, tropical rainforest

Food (Diet): insects

During the Trip: Categorize animals according to the food they eat




Task 6: Identifying **herbivorous**, **omnivorous** and **carnivorous** animals

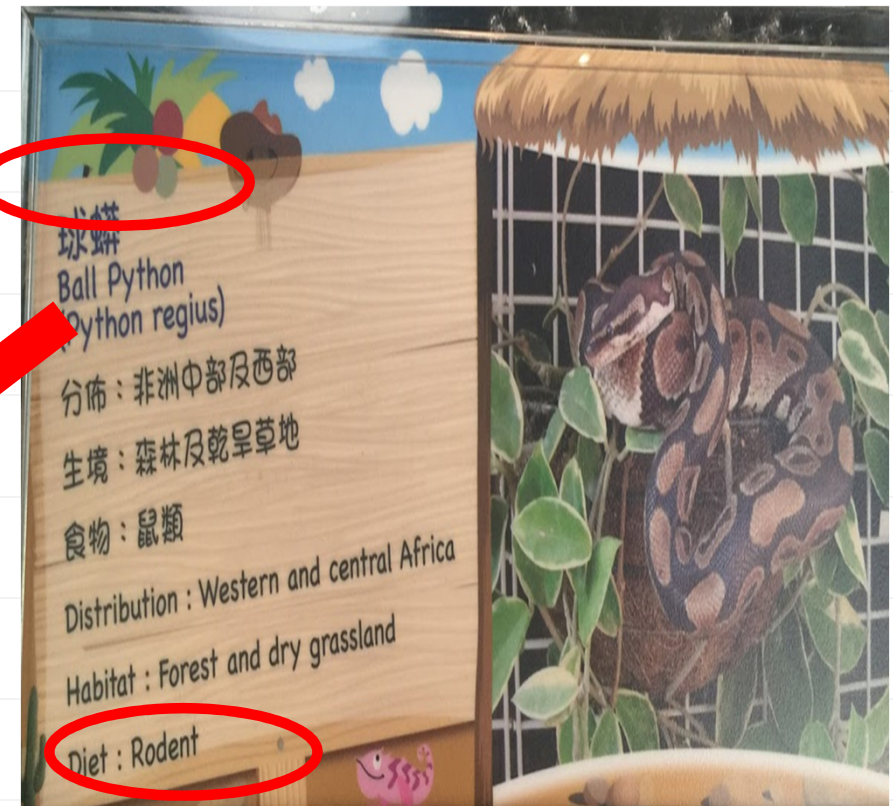
Some animals are **herbivorous**, meaning that they only eat plants.
Some animals are **carnivorous**, meaning they only eat meat or other animals.

Some animals are **omnivorous**, meaning they eat both meat and plants.

Group the following animals according to the food they eat.

radiated tortoises	pig-nosed turtle	Northern leaf-tail Gecko
Crocodile	Frilled Lizard	Northern snake-necked turtle
Spurred tortoise	Green Iguana	Green Tree Python
Leopard Tortoise	Ball Python	

Reptiles eat mainly plants (Herbivorous)	Reptiles eat both plants and meat/insects (omnivorous)	Reptiles eat mainly meat/insects (carnivorous)
e.g. radiated tortoises -Leopard Tortoise -Spurred tortoise -Green Iguana 	e.g. pig-nosed turtle -Northern snake-necked turtle 	e.g. Northern leaf-tail Gecko -Crocodile -the Frilled Lizard -Ball Python -Green Tree Python 



Post-trip: Research about 1 reptile of your choice

Task 7: Self-directed learning:

Search information about 1-2 animal[s] you like in the Reptile House.

Tick✓ 1-2 animal[s] and study the information .

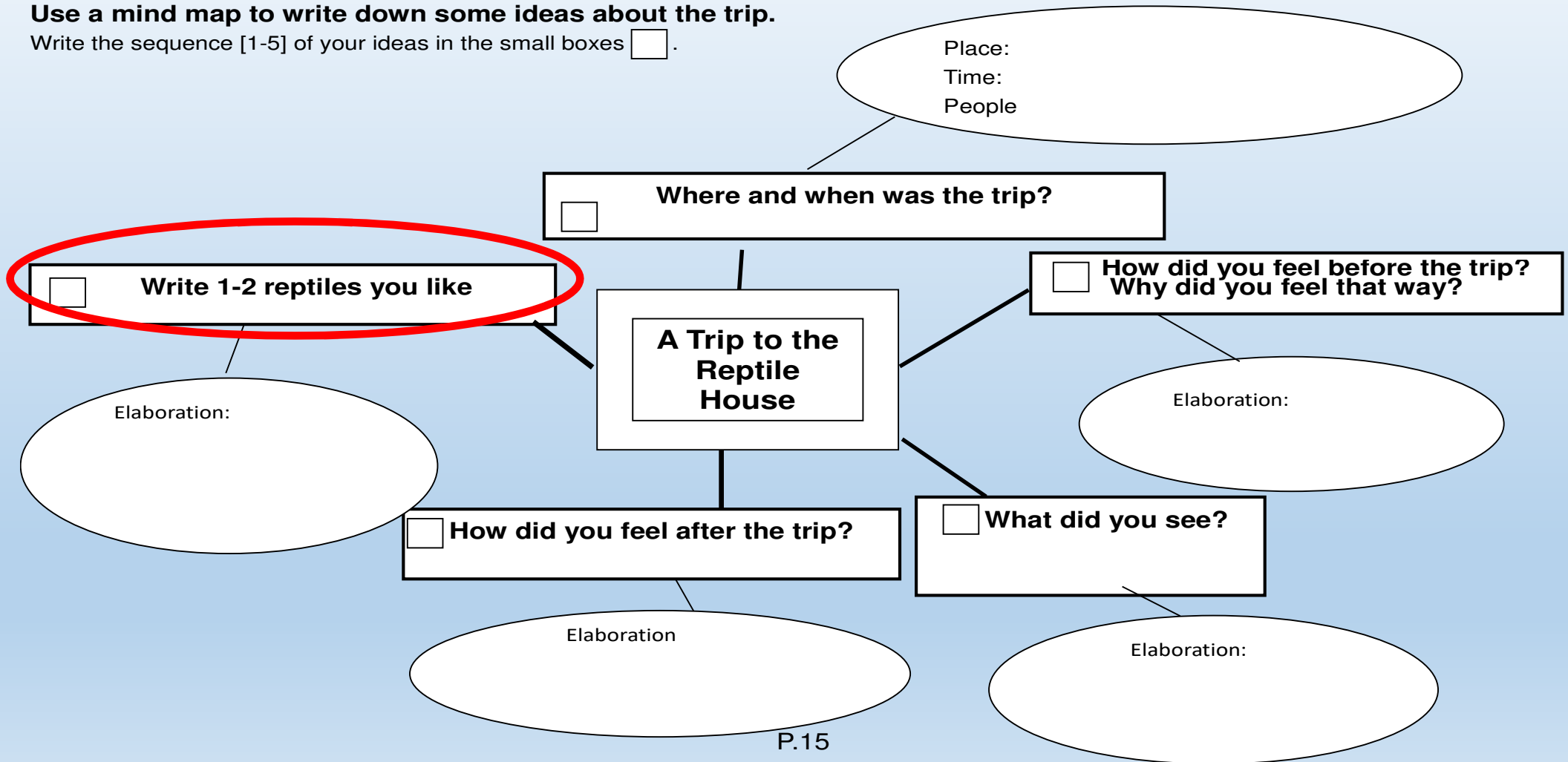
	<u>Alligators and Crocodiles</u> 			<u>Komodo Dragon</u> 	
	<u>Eastern Diamondback Rattler</u> 			<u>Sea Turtle</u> 	
	<u>Green Anaconda</u> 			Other: _____	

Post-trip: Research about 1 reptile of your choice

A Trip to the Reptile House

Use a mind map to write down some ideas about the trip.

Write the sequence [1-5] of your ideas in the small boxes ☐.



May

The visit to the Reptile House

On 22nd January, 2020, all P.5 students went to the Reptile House. Before the trip, I thought it was boring because the teacher said it was small and I didn't like reptiles. However, I was impressed during the visit.

At the entrance of the Reptile House, I saw some statues of reptiles which looked real. Inside the Reptile House, there is some information about the reptile.

The Green Iguana and the Komodo Dragon are my favourite reptiles. The Green Iguanas are my favourite **because they moved with their bellies**. I like the Komodo Dragon because I think its name is strange and **they look like a giant snake**.

After the trip, I learnt a lot about reptiles. But I regretted that didn't look at the nocturnal animals because of insufficient time. I hope I will go there again very soon.



Joanna

The visit to the Reptile House

All P.5 students went on an educational trip to the Reptile House On 22nd January, 2020 with the English teachers. It is in Tuen Mun so we got there by coach.

Before the trip, I was anxious because I didn't like reptiles. I thought reptiles were frightening. I screamed whenever I saw them in books and on television and my heart beat extremely fast.

At the entrance of the Reptile House, I saw some statues of reptiles which looked real. Inside the Reptile House, there is some information about the reptile.

I saw different kinds of tortoises, geckoes, snakes and iguanas. The biggest tortoises and iguanas in Hong Kong are found in the Reptile House.

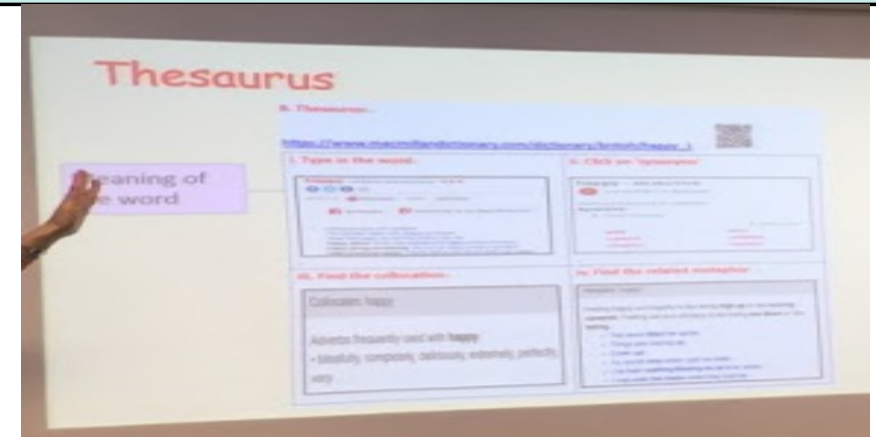
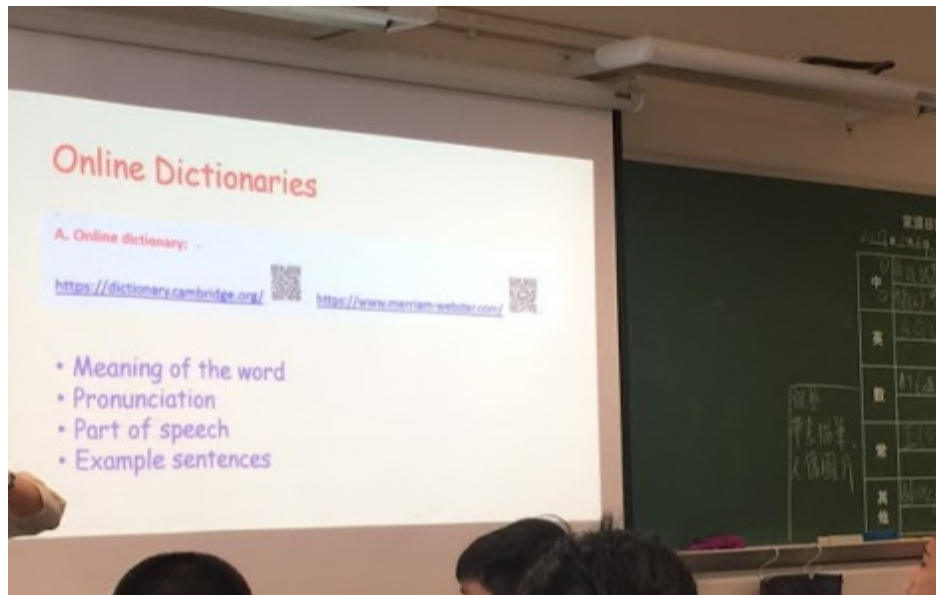
What impressed me the most was the Radiated Tortoise because it looks adorable. **It walks as slowly as a baby**.

At first, I thought reptiles were frightening. After the trip, I discovered that reptiles were not really scary after all and the trip was informative. It allowed me to learn more about reptiles.

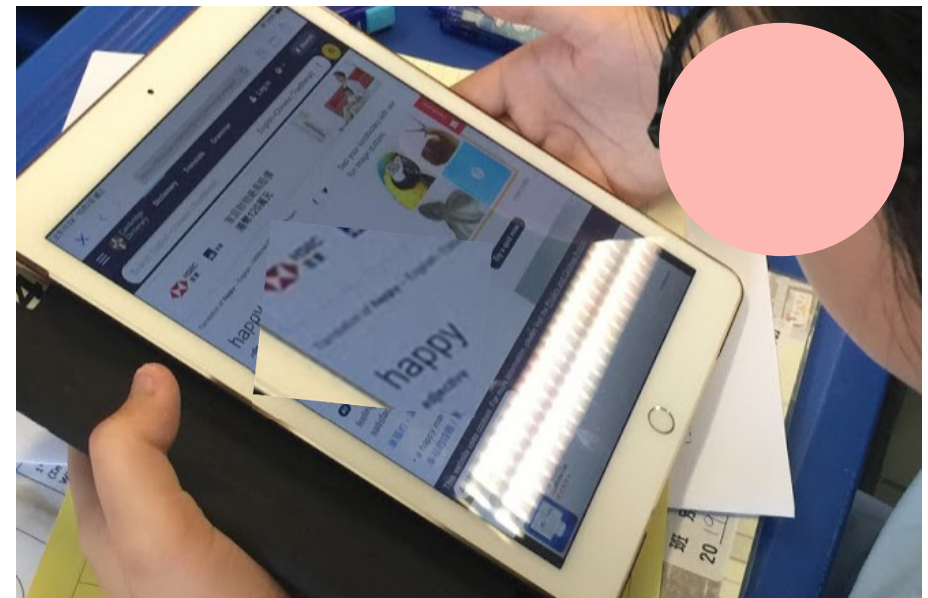
Vertical Curriculum Development of SDL skills

	P.4	P.5	P.6
Dictionary skills (including Thesaurus)	✓ (alphabet order/ parts of speech/pronunciation)	✓ (look for synonyms, examples of using sentences)	✓ (look for synonyms, examples of using sentences)
Note-taking skills	✓ Video about healthy food	✓	✓
Vocab building skills	✓	✓	✓
Research skills		✓ Ask the right questions, use the right key words	✓ reliable websites
SCAMPER	SCAMPER		SCAMPER
Use of different writing skills	✓ Interjections ✓ dialogues ✓ monologues ✓ saying words, etc	✓ Idioms about feelings ✓ phrases about feelings ✓ time phrases ✓ synonyms, etc	✓ Similes ✓ synonyms ✓ interjections ✓ time phrases, etc
CELS (<i>Characters, Emotions, Lesson learned, Setting</i>)		✓	✓

Enabling skills: Introduction to dictionary, online dictionary and thesaurus



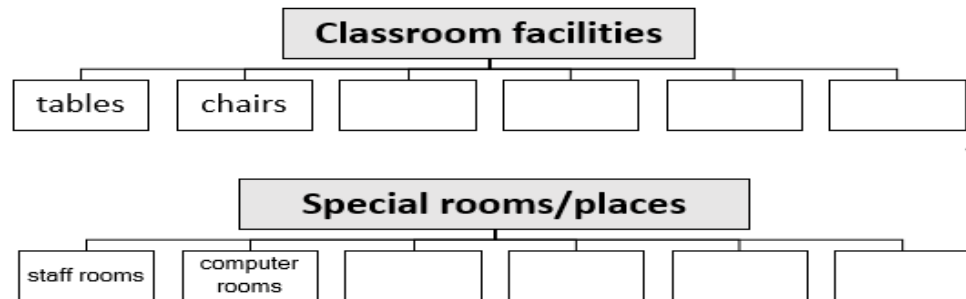
- What are some synonyms of 'Happy'?



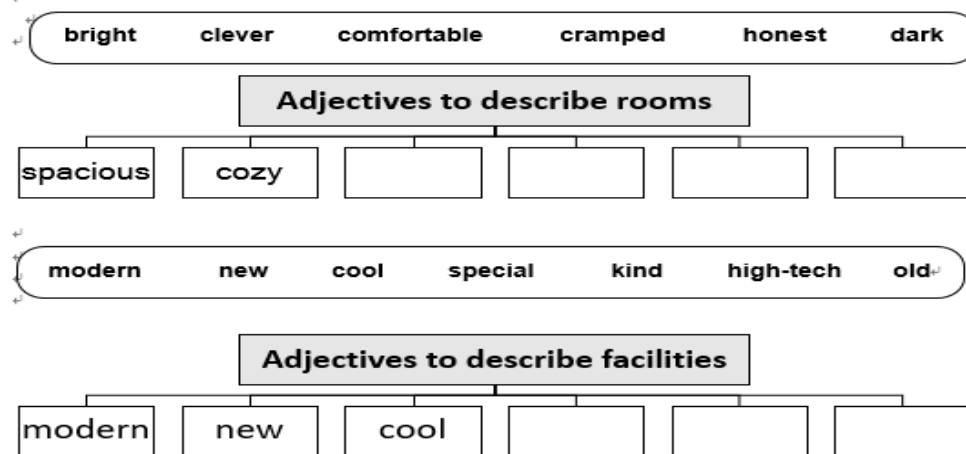
Enabling skills: Vocabulary Building Skills (Writing-old and modern HK)

Word building skills

A. What rooms or facilities can you see in our school? Fill in the boxes.



B. What adjectives can we use to describe rooms and facilities? Choose the suitable ones and fill in the boxes.



Old days

play hopscotch/ hide-and-seek

play Chinese chess/
Chinese checkers/ chess/
aeroplane chess

jump rope

others

Games

Modern days

play hopscotch/ hide-and-seek

play electronic games:
computer games/ mobile
phone games

play with LEGO bricks

others

Enabling skills: Information Literacy (Writing-Story about Lantau Island)

Research about 2-4 scenic spots on Lantau Island using credible sources of information

5 good tips for selecting information online:

1. Input questions or key words into search engines



2. Click on and read through search results and avoid inappropriate sites!



3. Process, synthesize and evaluate the information

4. Back up research by combining multiple sources of information



5. Choose websites that provide credible information



Choose websites that provide credible information

✓ Websites that specialize in the information

<https://www.worldwildlife.org//>



✓ Encyclopedia



<https://www.britannica.com/list/10-of-the-most-famous-endangered-species>

✓ Nonprofit organizations

<http://www.bbc.com/earth/story/20150715-why-save-an-endangered-species>



✓ Reputable organizations

<https://kids.nationalgeographic.com/>



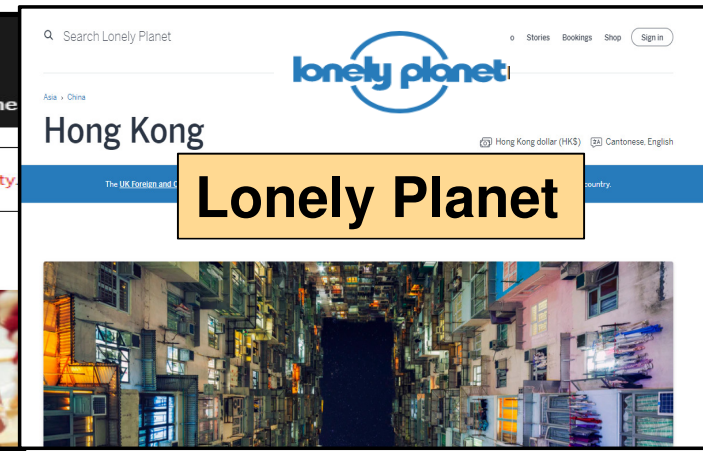
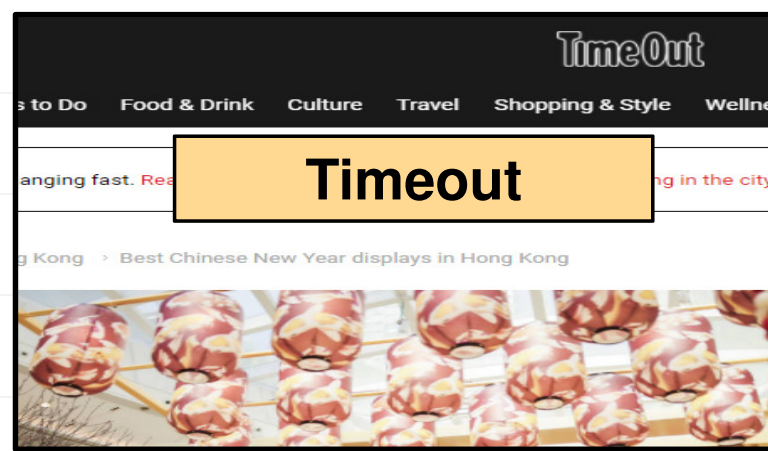
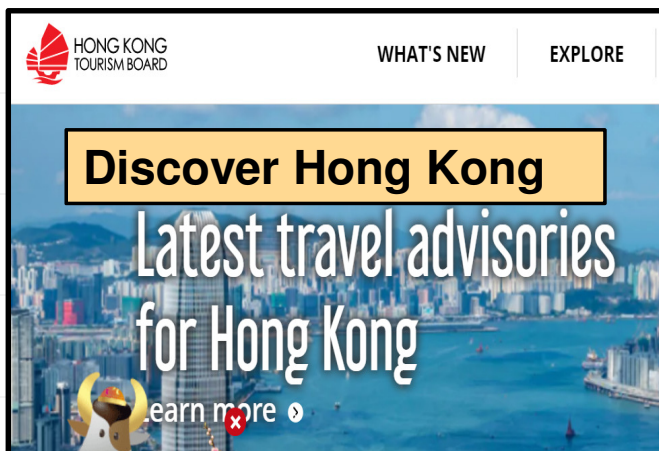
✓ Government websites

https://www.afcd.gov.hk/english/country/cou_lea/the_facts.html/



✓ Universities

<https://hku.hk/>



Enabling Skills: Writing stories with CELS skills

Add a new character (C)

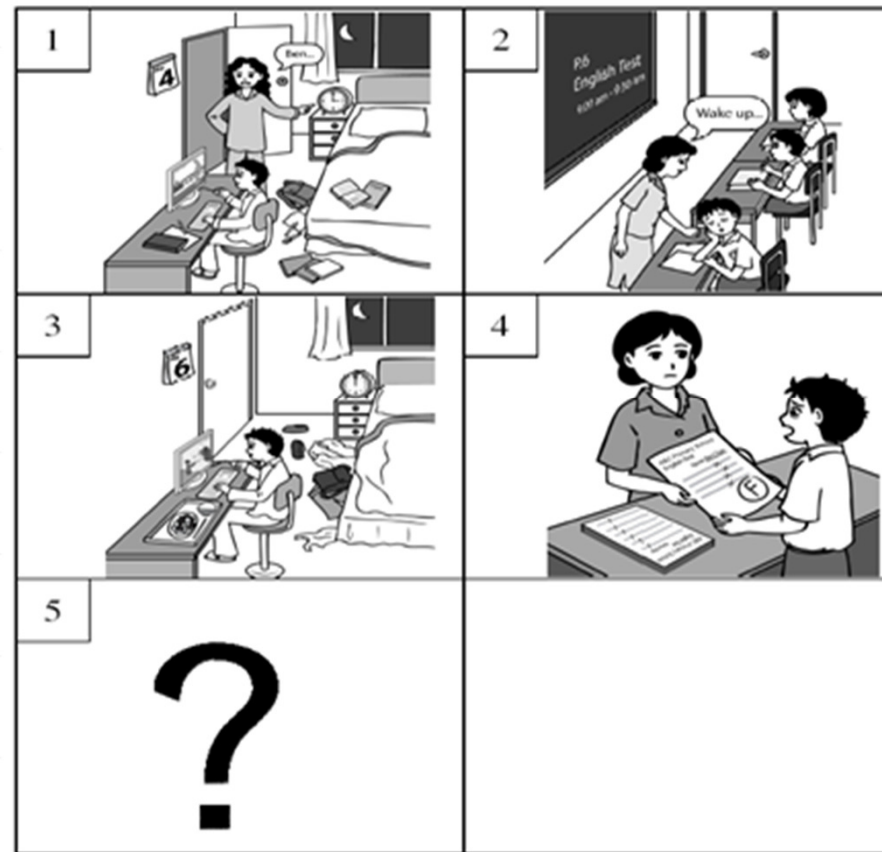
Finally Ben's father noticed the problem. He advised Ben to give up his habit of playing computer games every night. He helped Ben with his study every night. After three months, Ben got a pass in his English test.

Emotions (E)

Ben felt regretful of what he did. He gave up the habit of playing computer games every night. Now he only plays computer games for 30 minutes every day. He feels great about his new habits.

How would you end the story?

Too Many Computer Games



Learned a lesson (L)

Ben has learned a meaningful lesson. He should never spend too much time on computer games. If he spends too much time on computer games, he has no time for school work or sleep.

Change the setting (S)

Ben decided that he should not put a computer in his room. He moved the computer to the living room and he could focus on his homework and projects in his own room now.

Enabling skills: Note-taking Skills (Writing-Healthy Diet)

1. Use of graphic organizers to help

e.g. Use web, T-chart, list, time-line, vene-diagram to help you organize information



- List:**
Top 10 healthiest food
- Top 10 Healthiest Foods for kids:
1. Yogurt (It has protein and vitamin D)
 2. Beans (They are loaded with protein and fiber)
 3. Eggs (have protein, vitamin D, B12 and iron)
 4. Avocado (They are high in monounsaturated fat)

T-chart:
Differences between whole milk and skim milk

	Whole Milk	Skim Milk
Total Fat	8 g	0 g
Cholesterol	35 mg	less than 5 mg
Sodium	125 mg	130 mg

3. Use short sentences, bullet points or numbers (complete sentences are not needed)

- Top 10 Healthiest Foods for kids:
1. Yogurt (It has protein and vitamin D)
 2. Beans (They are loaded with protein and fiber)
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 4. Avocado (They are high in monounsaturated fat)

- Top 10 Healthiest Foods for kids:
1. Yogurt (Protein and vita D)
 2. Beans (Protein and fiber)
 3. Eggs (Protein, Vita D, B12 and iron)
 4. Avocado (monounsaturated fat)

Task 1: Go to this website and make notes of the other 6 types of good food for kids. Take a picture of your notes and upload it to e-class.

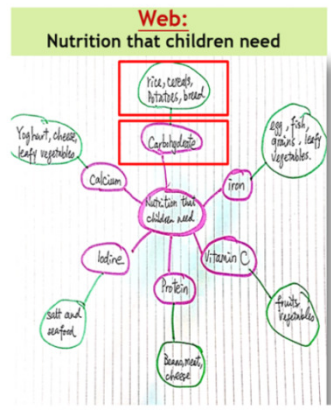


1. Graphic organizers
Web
List
T-chart

2. Use of highlighters or coloured pens

2. Use of highlighters or different colored pen/pencils

Coloured words can help to mark important information or seeing the relationship between ideas



- List:**
Top 10 healthiest food
- Top 10 Healthiest Foods for kids:
1. Yogurt (It has protein and vitamin D)
 2. Beans (They are loaded with protein and fiber)
 3. Eggs (have protein, vitamin D, B12 and iron)
 4. Avocado (They are high in monounsaturated fat)
 5. Sweet Potato (Vitamin A, fiber, potassium)
 6. Milk (Calcium, vitamin D)
 7. Nuts & seeds (fiber, protein, fats)
 8. Whole Grains (fiber)
 9. Berries (fiber, vitamin C, antioxidants)
 10. Vegetables (Vitamin K, V.C., Cancer-fighting compounds)

T-chart:
Differences between whole milk and skim milk

	Whole Milk	Skim Milk
Total Fat	8 g	0 g
Cholesterol	35 mg	less than 5 mg
Sodium	125 mg	130 mg

4. Write down key facts

Cross out unnecessary information

<http://www.eatingwell.com/article/291139/the-top-10-healthiest-foods-for-kids/>

Find the key information for the question 'Why is yogurt good food for children?'

"Yogurt is a wonderful option for breakfast, a snack, or even a dessert but you have to watch the added sugar content," says Katie Andrews, M.S., R.D., a childhood nutrition coach and owner of Wellness by Katie. "It's a healthy, filling snack that checks the boxes on protein and vitamin D, a nutrient many kids lack in their diet." Yogurt also delivers probiotics, good bacteria that are important for maintaining a healthy gut. An easy way to pick out a healthy yogurt? Buy plain Greek yogurt, which has zero added sugars plus twice the protein of regular yogurt.

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3. Use of short sentences, bullet points

4. Write key words

Self-directed learning (Writing)

Hoi Ping Chamber of Commerce Primary School

- **Understand WHY English is important and set problem-based goals**
- **Provide task-specific writing skills**
- **Focus on the feelings of self-directed learners and provide positive self-talks**
- **Provide students with opportunities to learn from peers**
- **Facilitate deep self-reflection from time to time to build self-efficacy**
- **Vertical curriculum planning with development of enabling skills**

Thanks

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