

SKH ST. PETER'S PRIMARY SCHOOL

Empowering your students in the new normal:
Tools to inspire a meaningful classroom
experience

SPEAKERS:

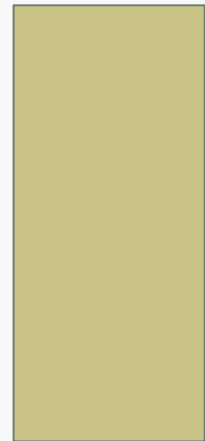
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**How can we connect our students with
the world of learning through both
online and face-to-face lessons?**

The Challenges we are facing

- We seem to be asking teachers to make big leaps; to dramatically adjust their practices; to incorporate new tools; and to reimagine what learning and teaching looks like during class suspension period.
- **We have no specific online curriculum, so we are cobbling together our own solutions using a myriad of platforms and apps, from PowerLessons to Google Classroom**
- How can we help students connect their life experiences, add values, widen their horizons and improve their reading abilities continuously via Reading across the Curriculum (RaC)?
- **How can we make good use of our communication channel with students to promote both RaC and the effective use of technology so that students can read wherever & whenever they can?**
- We need to make the most of digital media, which provides students with a vast amount of information and resources, for effective learning during class suspension time.

Our aims & objectives

- Make connection between learning and daily life experiences and global issues
- Expose them to multimodal representations - authentic, varied text types
- Develop reading skills and strategies that hook students' interest in reading & purpose of reading
- Empower students through VOICE – let them actively contribute their ideas even for online learning.

Some background

- Years of experience in promoting Reading To Learn and now *Reading Across the Curriculum*
- PSMCD + English Panel+ 5 experienced English teachers were put to the RaC core group
- Levels: P. 1-6

Themes to be shared today

House & homes around the world (P. 1)

Amazing Animals (P. 2)

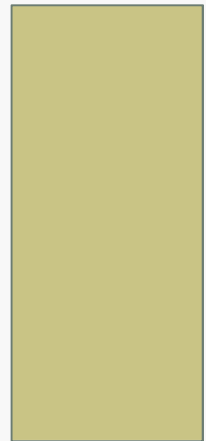
Green Christmas (P. 3)

Matilda & Narnia (P. 4, 6)

P. 1

Houses & Homes around the World

Having a loving home



Houses and homes around the world

Primary 1

Topic: LH Unit 1 - Home sweet home (extended part)

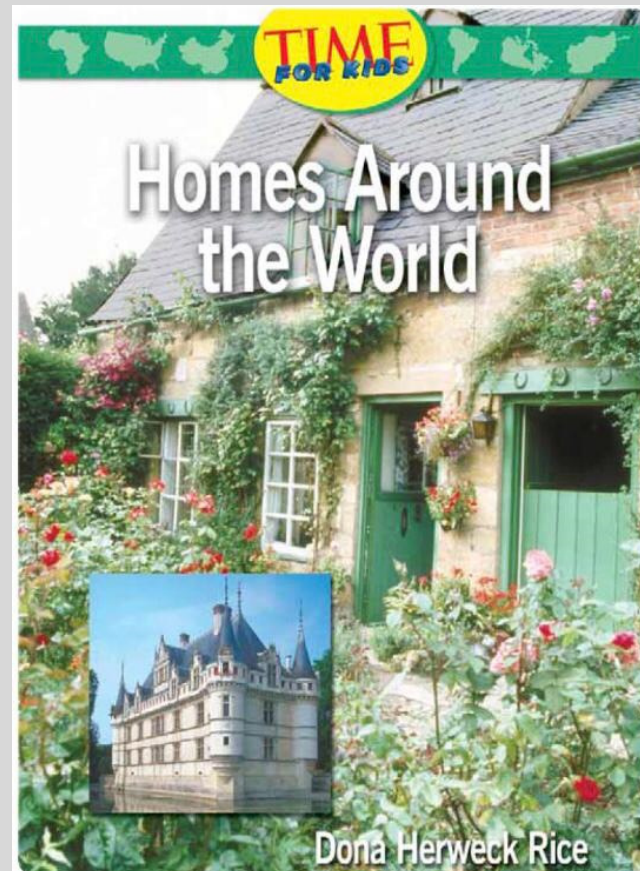
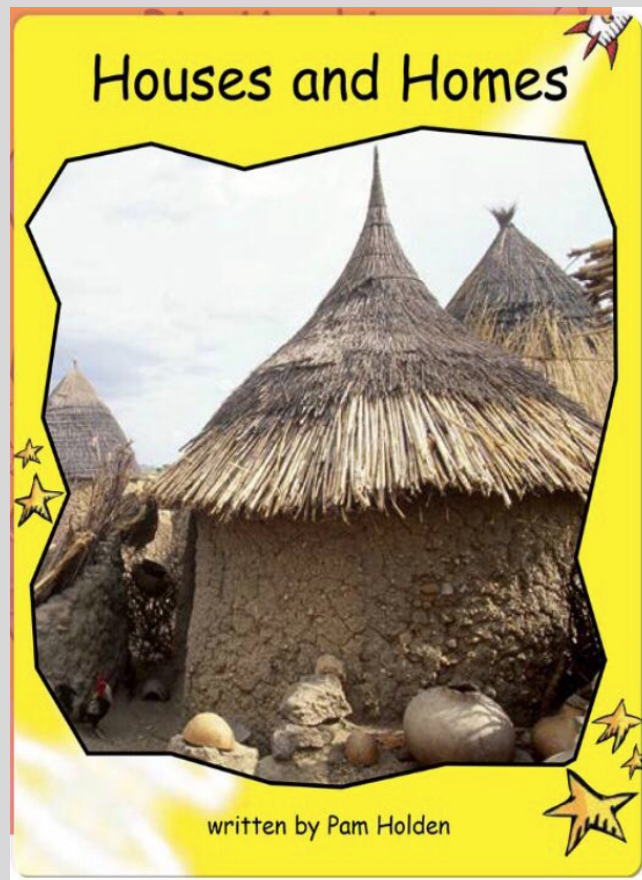
Aims & objectives:

- 1) To broaden students' horizons so that they have a knowledge about how houses and homes around the world are like
- 2) To expose students to different multimodal texts

Values Education: To love our home and family regardless of the size of our house/home, a house/home is a good one if it is full of LOVE

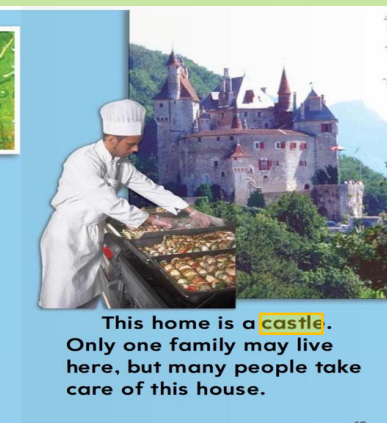
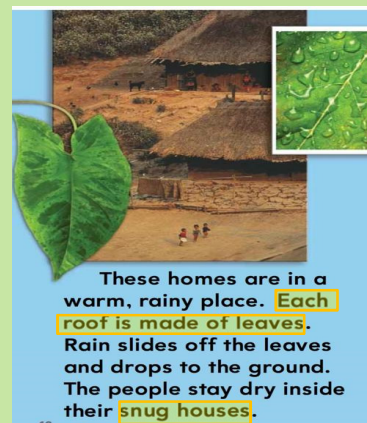
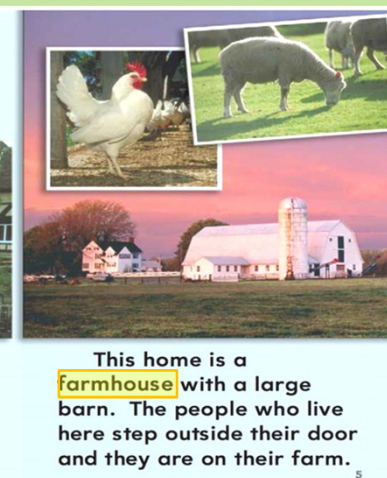
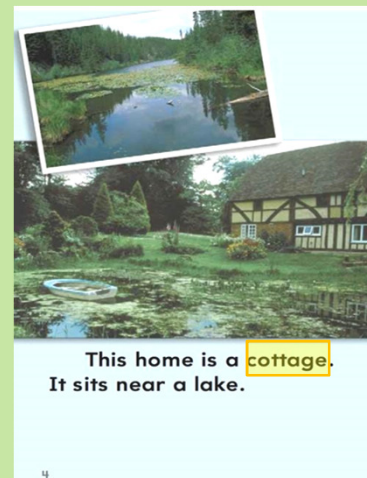
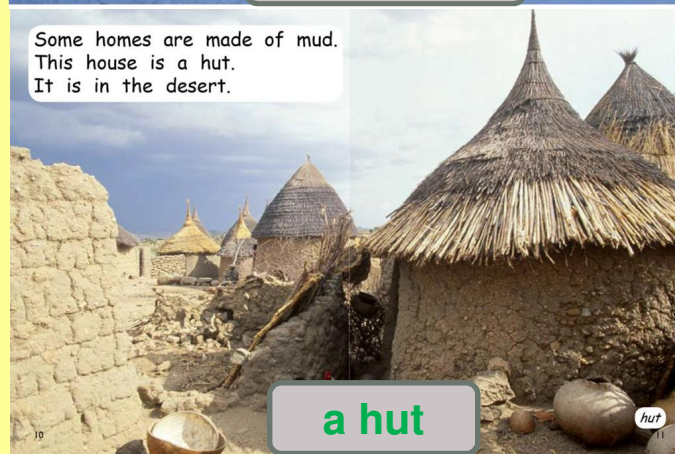
Houses and homes around the world

- Reading of non-fiction books from an online reading platform:
 - a) “Houses and Homes
 - b) “Homes Around the World”



Houses and homes around the world

- Reading of non-fiction books from:
 - a) "Houses and Homes
 - b) "Homes Around the World"



Houses and homes around the world

- Discussion of the books

The screenshot displays a Zoom meeting interface. On the left, a presentation titled 'Houses and Homes.pptx' is shown. The current slide features a photograph of an igloo and the text 'an igloo'. A sidebar lists various types of homes: cabin, castle, country, desert, forest, hut, igloo, jungle, mountain, and trailer house. Below the list, it states 'Some homes are made of snow. This house is an igloo. Brrr!'. The next slide is titled 'Homes around the world.pptx' and shows a book cover for 'Homes Around the World' by David Heycock Rice.

In the center, a worksheet titled 'Houses and homes' is visible. It includes a form for 'Name: _____ 1F ()' and a question: 'If you can live in one of these houses below, which house do you like to live in? Circle and colour your choice.' Below this are illustrations of a log cabin, a castle, a farmhouse, a treehouse, a houseboat, and an igloo. The worksheet also has a section for 'Draw and colour your house. Then write about it. (You can also draw the inside of the house.)' with a large empty box. At the bottom, there are several sentences to complete: 'I like to live in a/an _____.', 'It is made of (logs / stones / bricks / wood / snow).', 'I like to live in it because _____.', 'I like to live with my _____ there.', and 'If I live in this house, I will _____.' followed by '(What will you do there?)'.

On the right side of the Zoom window, a grid of participants is shown. Most of the participant windows are covered by large yellow smiley face emojis. The Zoom interface at the bottom shows the 'You are screen sharing' status and various controls like 'Mute', 'Stop Video', 'Security', 'Participants', 'New Share', 'Pause Share', and 'More'.

Houses and homes around the world

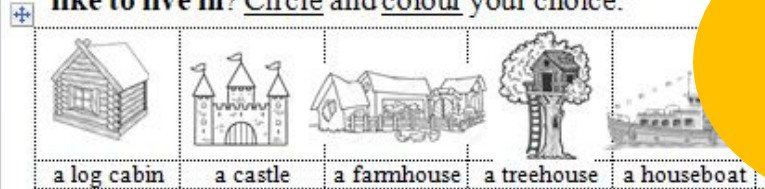
sharing
of ideas

- Mini book-report:

- a) Students' own choice of house
- b) design + reason + plan

Houses and homes

If you can live in one of these houses below, which house do you like to live in? Circle and colour your choice:



Draw and colour your house. Then write about it.
(You can also draw the inside of the house.)



☺ I like to live in a/an _____.

☺ It is made of (logs / stones / bricks / wood / snow).

☺ I like to live in it because _____.

☺ I like to live with my _____.

☺ If I live in this house, I will _____.

(What will you do there?)

choices:
boost Ss'
engagement

designing task:
Let Ss express
their creativity

Writing task:
Let Ss
express their
thoughts

Houses and homes around the world

A simple survey

P1 Houses around the world -lesson (1)

PowerLesson 2

Houses and Homes.pptx

an igloo

Some homes are made of snow. This house is an igloo. Brrrr!

Homes around the world.pptx

Homes Around the World

Don't Herweck Rice

	A	B	C	D	E	F	G	H
1	log cabin	2						
2	castle	14						
3	farmhouse							
4	treehouse	4						
5	houseboat	2						
6	igloo	5						

log cabin castle farmhouse treehouse houseboat igloo

1F25 黃品涵 Taylor 1F21 曾百孝 Aidan 1F10 熊穎瑤 Hailey

1F01 陳德晴 Anne 1F20 林子路 Michael 1F Class

1F13 梁雅儀 Audrey 1F15 Marek 李銘森 1F22 楊梓晴 Hebe

1F24 王在熙 Skylar 1F29 邱曉晴 Hailey 1F02 黃曉欣 Constance

1F06 周潤康 1F04 周日希 Isaac 1F05 陳日 Threasean

1F19 柯鈺滔 Stev... 1F17 白蘭珊 Rayden 1F08 吳曉忠 Anthony

1F26 黃允軒 Kaspar... 1F02 陳樂樂 Alpha 1F03 陳曉琳 Candy Liao

You are screen sharing 00:26:40 Stop Share

9:04 AM 3/29/2021

Houses and homes around the world

• Mini book-report:

sharing
of ideas



Name: _____

Houses and homes

If you can live in one of these houses below, which house do you like to live in? Circle and colour your choice:

a log cabin	a castle	a farmhouse	a treehouse	a houseboat	an igloo

Draw and colour your house. Then write about it.
(You can also draw the inside of the house.)

☺ I like to live in a/an igloo play.

☺ It is made of (logs / stones / bricks / wood / snow).

☺ I like to live in it because I can play with penguin
outside my house.

☺ I like to live with my penguin there.

☺ If I live in this house, I will be very very very
very happy.

Name: _____

Houses and homes

If you can live in one of these houses below, which house do you like to live in? Circle and colour your choice:

a log cabin	a castle	a farmhouse	a treehouse	a houseboat	an igloo

Draw and colour your house. Then write about it.
(You can also draw the inside of the house.)

☺ I like to live in a/an igloo.

☺ It is made of (logs / stones / bricks / wood / snow).

☺ I like to live in it because it is cold.

☺ I like to live with my father there.

☺ If I live in this house, I will play snow inside.
I will make a big castle
(What will you do there?)

Houses and homes around the world

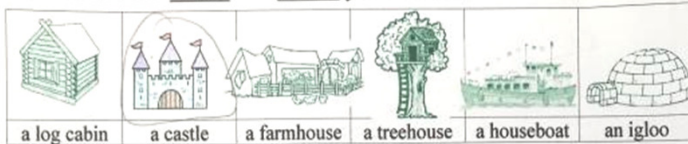
• Mini book-report:

sharing
of ideas

Name: _____

Houses and homes

If you can live in one of these houses below, **which house do you like to live in?** Circle and colour your choice:



Draw and colour your house. Then write about it.
(You can also draw the inside of the house.)

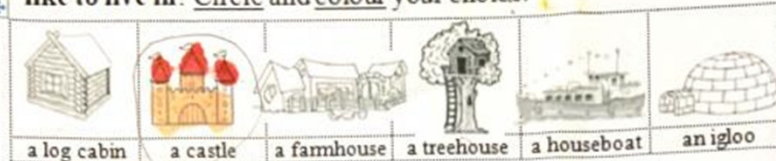


- ☺ I like to live in a/an castle.
 - ☺ It is made of (logs / stones / bricks / wood / snow).
 - ☺ I like to live in it because it is very spacious and I can have a playroom.
 - ☺ I like to live with my family there.
 - ☺ If I live in this house, I will run around and do a lot of running exercises.
- (What will you do there?)

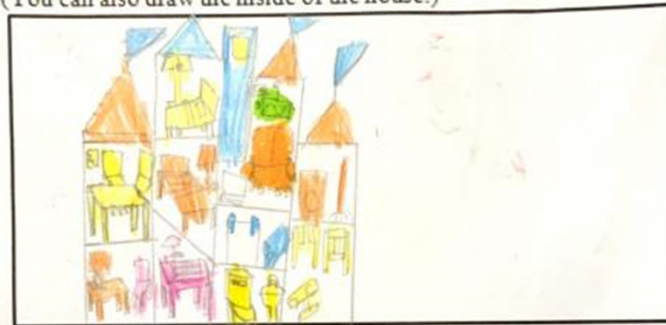
Name: _____

Houses and homes

If you can live in one of these houses below, **which house do you like to live in?** Circle and colour your choice:



Draw and colour your house. Then write about it.
(You can also draw the inside of the house.)



- ☺ I like to live in a/an castle.
 - ☺ It is made of (logs / stones / bricks / wood / snow).
 - ☺ I like to live in it because it is huge and great, I can have a lot of cats.
 - ☺ I like to live with my family there.
 - ☺ If I live in this house, I will invite my friends to my castle to eat and play together.
- (What will you do there?)



Houses and homes around the world

• Mini book-report:







sharing
of ideas

Speaking
task:
Ss learn from
one another


Name: _____

Houses and homes

If you can live in one of these houses below, which house do you like to live in? Circle and colour your choice:

					
a log cabin	a castle	a farmhouse	a treehouse	a houseboat	an igloo

Draw and colour your house. Then write about it.
(You can also draw the inside of the house.)



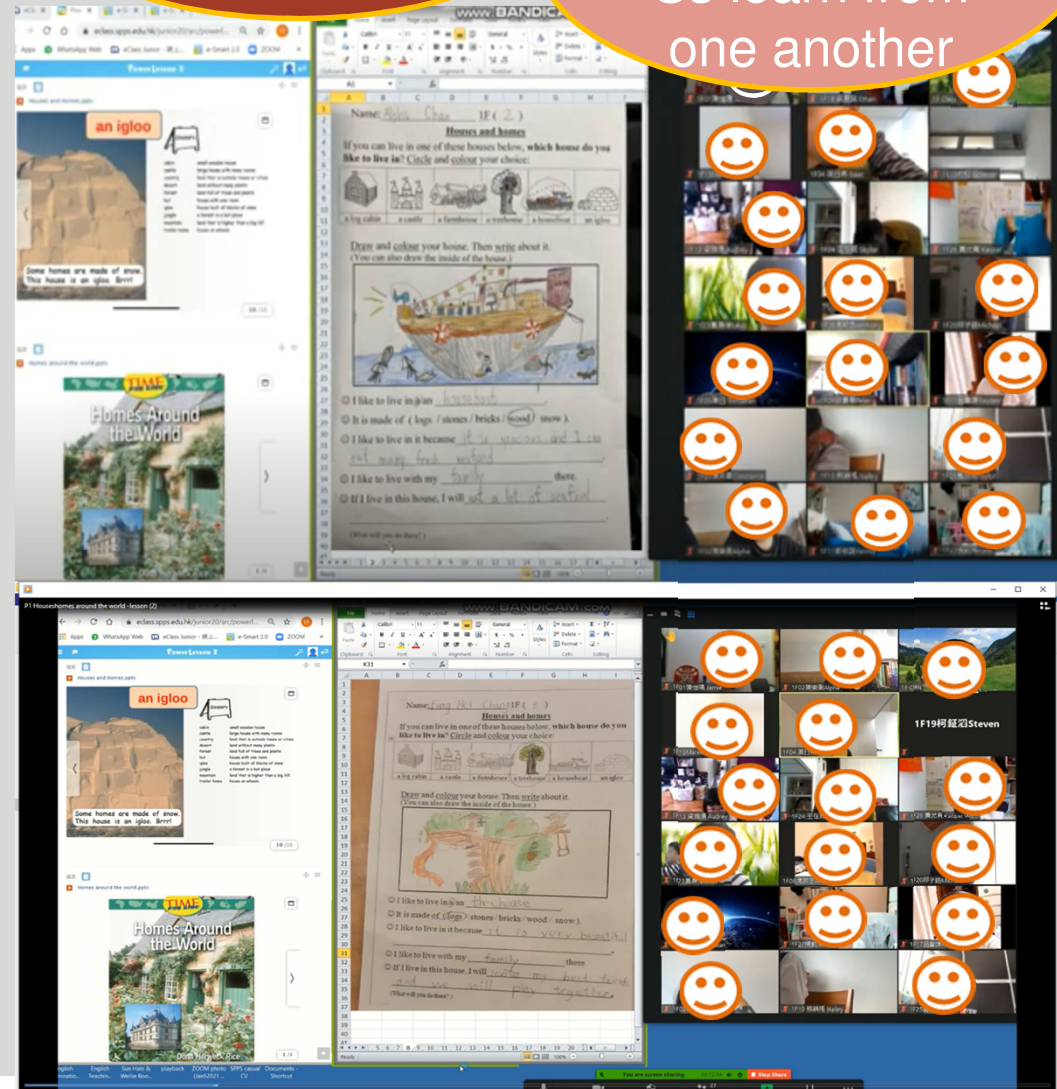
☺ I like to live in a/an houseboat.

☺ It is made of (logs / stones / bricks / wood / snow).

☺ I like to live in it because it is spacious and I can eat many fresh seafood.

☺ I like to live with my family there.

☺ If I live in this house, I will eat a lot of seafood.



The screenshot shows a Zoom meeting interface. On the left, there's a sidebar with a list of participants. The main window displays a presentation titled 'Houses and homes'. The presentation content includes the same worksheet seen in the previous block, with a drawing of a houseboat and handwritten answers. To the right of the presentation, there's a grid of 16 small video feeds, each showing a student's face, many of which are replaced by a smiling face emoji. The bottom of the screen shows the Zoom meeting controls.

Houses and homes around the world

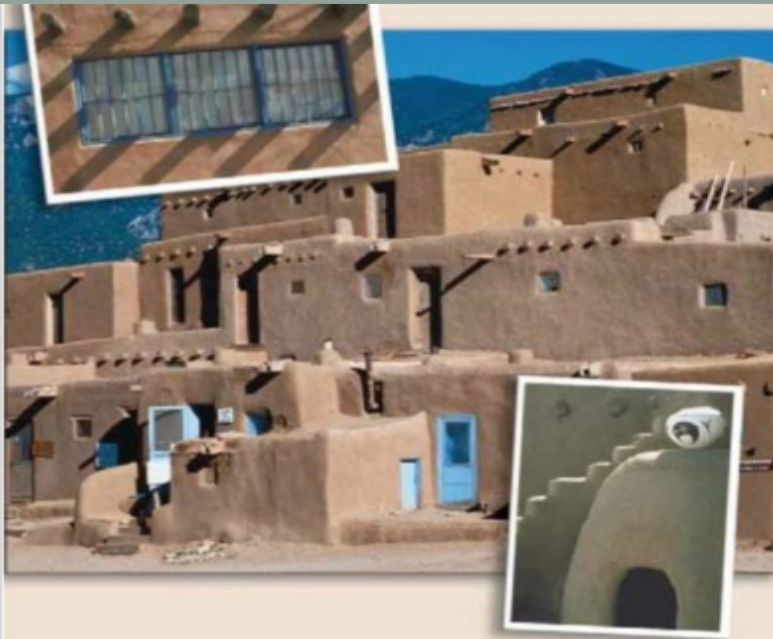
The screenshot shows a Zoom meeting interface with a presentation titled "Houses and homes around the world". The presentation is displayed in three windows:

- Window 1 (Left):** A slide titled "an igloo" showing a photograph of an igloo. Below the photo, it says "Some homes are made of snow. This house is an igloo. Brrrr!". To the right, there is a list of different types of homes: cabin, castle, country, desert, forest, hut, igloo, jungle, mountain, and trailer home. Each type is accompanied by a small illustration.
- Window 2 (Middle):** A slide titled "Homes Around the World" featuring a photograph of a small, colorful house. Below the photo, it says "Don't forget to draw".
- Window 3 (Right):** A slide titled "Draw and colour your house. Then write about it. (You can also draw the inside of the house.)". It shows a drawing of a treehouse and a list of sentences for students to complete: "I like to live in a/an treehouse", "It is made of (logs / stones / bricks / wood / snow).", "I like to live in it because it is high. I can climb tree everyday", "I like to live with my family there.", and "If I live in this house, I will build my own slide and swing. I will have a lot of fun. (What will you do there?)".

The Zoom meeting interface includes a top bar with the Zoom logo and a bottom bar with controls for Mute, Stop Video, Security, Participants, New Share, Pause Share, and More. The bottom bar also shows the time as 12:21 PM on 25-Feb-21.

Houses and homes around the world

- Discussion of the books + choices of house
- Value education (“to love our home and family” and “regardless of the size of our house/home, a house/home is a good one if it is full of love”)



This home may look like a castle, but it is not. It is like an apartment building. It is made of adobe, a kind of clay.

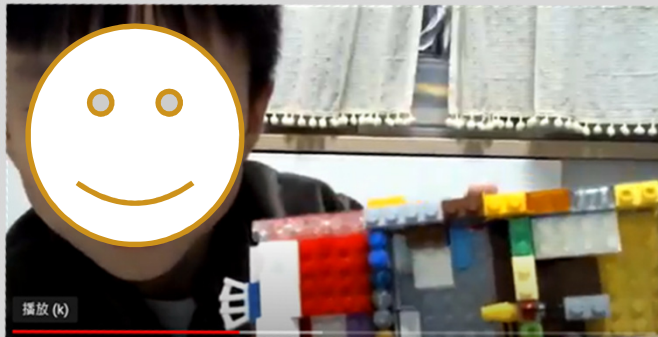


These homes may be small and simple, but the families who live here do not think so. They think their huts are like castles.

The place where a family lives and loves feels just like a castle to them.

Houses and homes around the world

A little boy shared his Lego houseboat

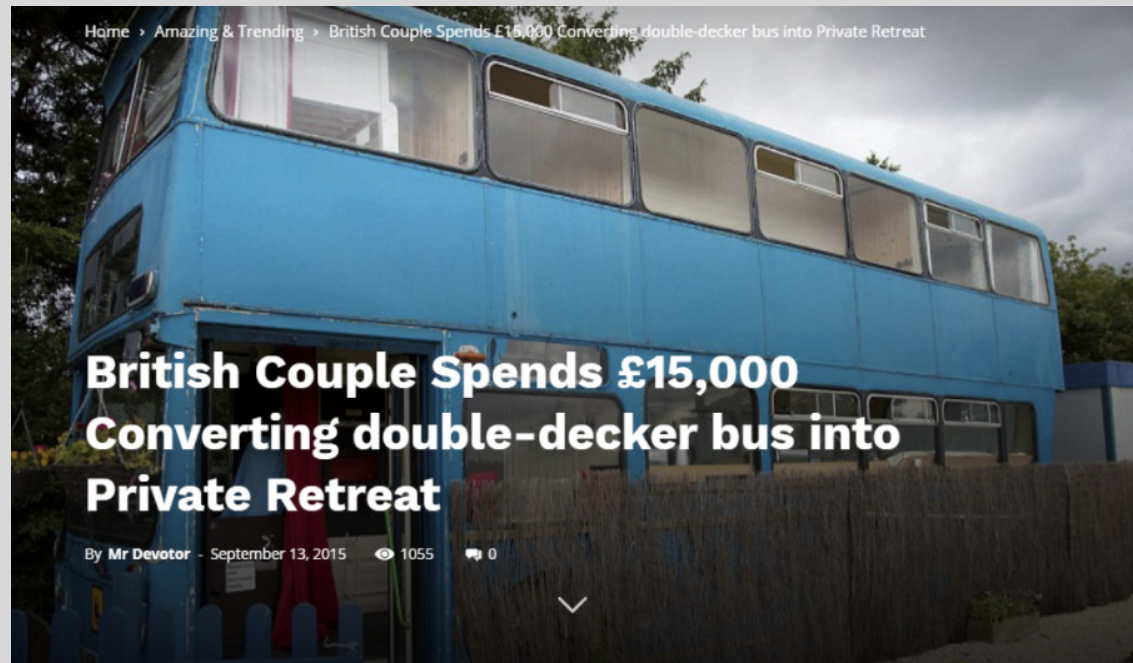


Houses and homes around the world

- Introduction of more choices of houses
- Attitude: “live out your dreams”

Bus house

<https://www.charismaticplanet.com/british-couple-spends-15000-converting-double-decker-bus-into-private-retreat/>



<https://www.youtube.com/watch?v=miawvAig7zE>

P. 2

Amazing Animals

Widening horizons

Amazing Animals

Primary 2

Amazing Animals

Vocabulary: Wild animals

Language Focus: Modal verbs: can/ cannot

Simple Present Tense

Reading skills: Re-tell stories

Text types: Stories & Fables

Task: Writing an information report

Rationale: To help students make connections between the reading texts across various KLAs and their life experiences, prior knowledge and the world around them.

Amazing Animals – Mini Task

- Students were guided to **research an animal** and **produce a riddle** to **expand their knowledge in the natural world** through reading across the curriculum.

Values & Aims:



- ❑ To enable students to gain knowledge of different areas and apply reading skills and strategies to retrieve different types of content knowledge
- ❑ To help students extend their horizons, construct knowledge, enhance their creativity and develop positive values

Amazing Animals – Non-fiction Multi-modal learning resources



... it is your turn to write a riddle! Refer to the useful vocabulary on
... write 4-8 sentences as the example given on p.1. Remember to use the
... simple present tense to write about things that are true.

*To learn more about animals, you can go to the following websites.

<p>Epic!</p>  https://www.getepic.com/students	<p>National Geographic Kids</p>  https://kids.nationalgeographic.com/videos/amazing-animals/
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1. They live in the <u>deep sea</u>
2. They eat <u>meat</u>
3. They do not eat <u>grass</u>
4. They can <u>swim at speed of eight to nineteen kilometres per hour.</u>
5. They cannot <u>climb</u>
6. They have <u>strong tooth and big fins</u>
7. They do not have <u>large wings</u>
8. They <u>I think they are horrible and scary</u>

what are they? They are sharks.

Students are passionate about reading non-fiction books which suit their levels and interests on the **online reading platform.**

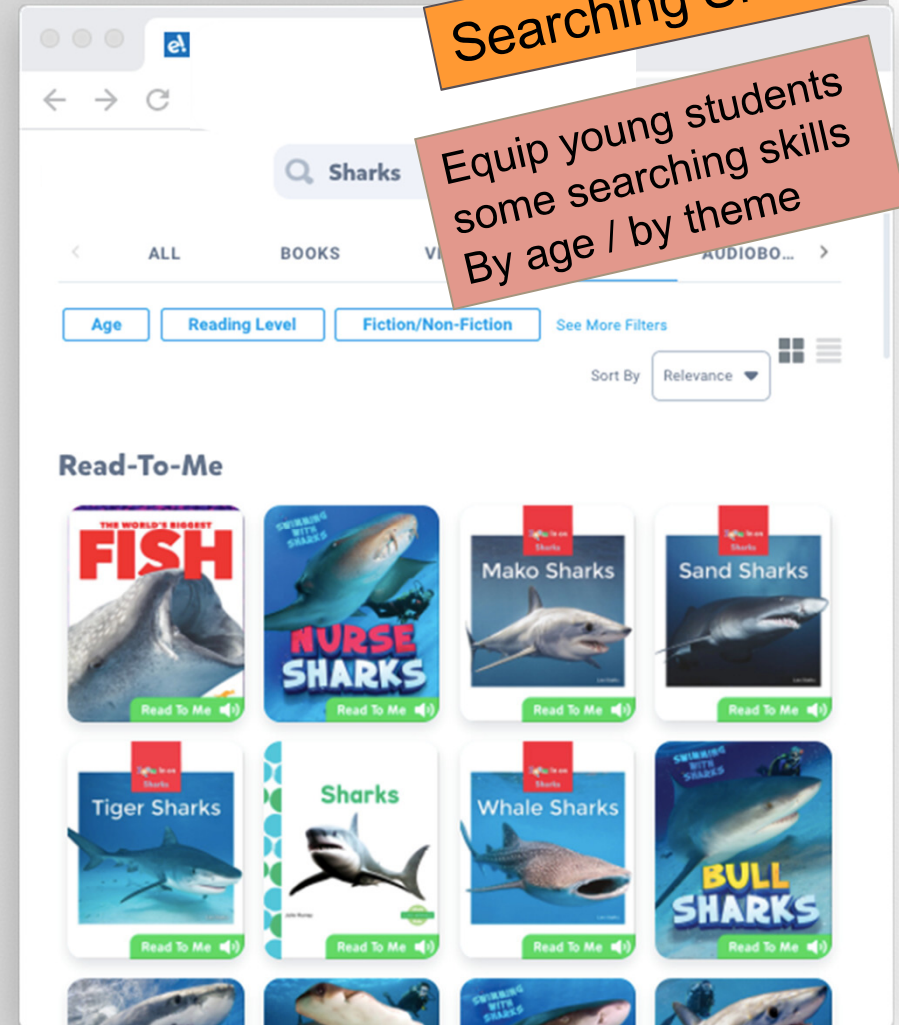
Information Literacy

How to search the right book on an online reading platform?

- 1.Type 'Animals'
- 2.Click 'Read-To-Me'.
- 3.Find 5-6/ 6-7 years old if you want to read something easy.
- 4.Find 7-9 years old if you want to read something more challenging.
- 5.Click 'Play'
- 6.Find the book called 'Sharks'

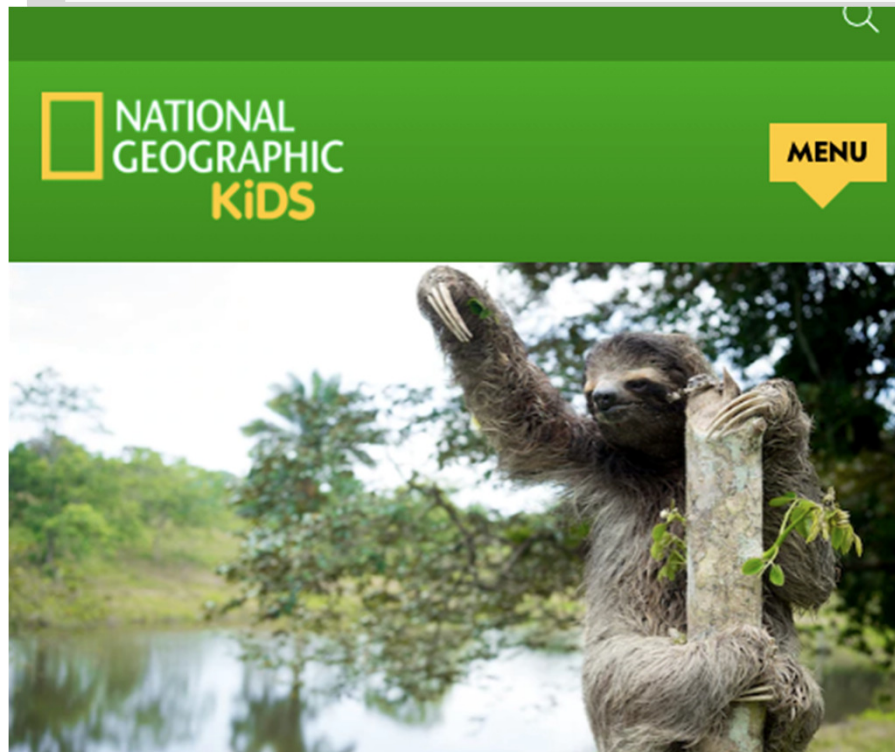
Searching Skills

Equip young students
some searching skills
By age / by theme



Amazing Animals – Non-fiction

Multi-modal learning resources



They live in the rainforest
They eat fruit, leaves and twigs
They do not eat other animals
They can hang upside down and swing in the tree
They cannot fly
They have three-toed
They do not have any wings
~~They~~ I think they are adorable but look lazy.
What are they? Sloths

Besides, they find the videos on the website of **National Geographic Kids** inspiring and informative.

Model Writing (Riddles)

Before writing a riddle about a kind of animals, let's revise some of the useful vocabulary.



1. They live...



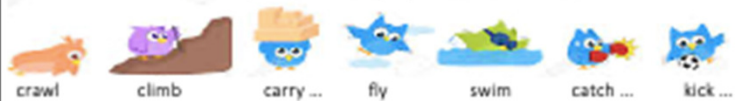
in the grassland in the jungle in the sea in the trees on the farm

2. They eat.../ 3. They do not eat...



plants insects seeds grass leaves other animals vegetables fruit

4. They can .../ 5. They cannot ...



crawl climb carry ... fly swim catch ... kick ...

6. They have.../ 7. They do not have ...



strong teeth shiny scales big and small fins hairy paws long tails

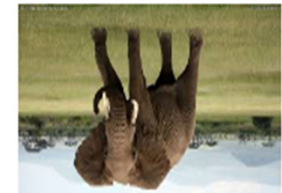


large wings black fur sharp claws beautiful feathers huge horns

Example of a Riddle:



1. They **live** in the jungle.
2. They **eat** grass and fruit.
3. They **do not eat** other animals.
4. They **can carry** heavy things with their trunks.
5. They **cannot** jump.
6. They **have** big floppy ears.
7. They **do not have** wings.
8. I think they are amazing!

What are they? (Turn the page upside down to check your answer.)



Model Writing (Information Report)

You are going to write an information report about a special animal. Look at the following sample for more ideas.

<p>An Information Report</p> 	<p>An information report tells facts. Facts are always true.</p> <p>✓ A fact: Ostriches are the largest birds in the world. They can grow to 2.7 m tall!</p> <p>✗ Not a fact: They look scary!</p> <p>Scan the QR code to learn the facts about them.</p> 
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How to Plan an Information Report about Ostriches:

<p>Paragraph 1: Where do they live? What do they eat?</p>	<p>They live in the grassland. They eat plants and insects.</p>
<p>Paragraph 2: What colour are they? What do they look like?</p>	<p>They are black, white and pink. They have big eyes. Their eyes are bigger than their brains. They only have two toes but their toes are strong.</p>
<p>Paragraph 3: What can they do? What can they not do?</p>	<p>They are fast runners. They can run 40 miles per hour. They are birds but they cannot fly.</p>

Sample Writing

About Ostriches

Ostriches live in the grassland. They eat plants and insects.

Ostriches are amazing animals. They are black, white and pink. They have big eyes. Their eyes are bigger than their brains. They only have two toes but their toes are strong.

They are fast runners. They can run 40 miles per hour. They are birds but they cannot fly.



P.4

Drafting

Animals are really amazing creatures. You can find out the most interesting facts about animals from the following video series.

Amazing Animals (National Geographic Kids)



<https://kids.nationalgeographic.com/videos/amazing-animals/>

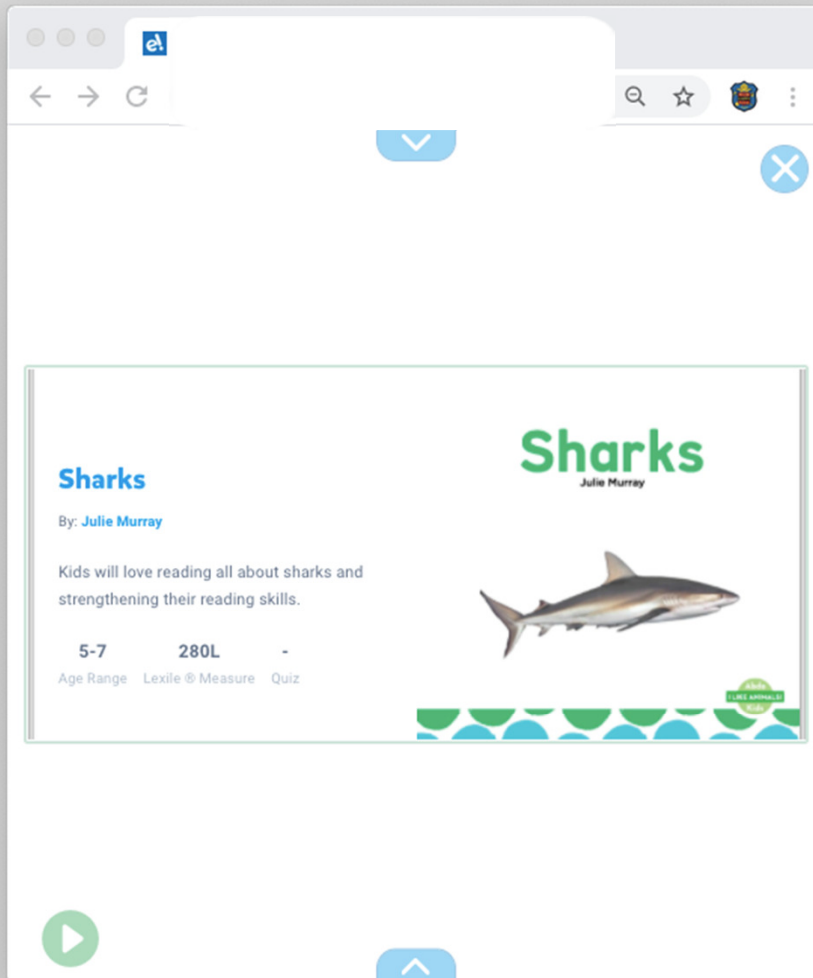
After you find the facts, draft your writing by answering the questions below. Please refer to the vocabulary on P.2 (Items 1-7) and the sample writing on P.4.

<p>Paragraph 1: Where do they live? What do they eat?</p>	<p>They live _____.</p> <p>They eat _____.</p>
<p>Paragraph 2: What colour are they? What do they look like?</p>	<p>They are _____.</p> <p>They have _____.</p>
<p>Paragraph 3: What can they do? What can they not do?</p>	<p>They can _____.</p> <p>They cannot _____.</p>

P.5

Information Literacy

Finding Facts about Sharks



- have fins. They help them swim
- in the ocean.
- use gills to breathe.
- have sharp teeth. They grab and rip prey with them.
- can swim fast.
- eat many things. Some eat smaller fish. Others eat crabs or seals.

Paragraph 1:
Where do they live?

They live _____.

What do they eat?

They eat _____.

Paragraph 2:
What colour are they?

They are _____.

What do they look like?

They have _____.

Paragraph 3:
What can they do?

They can _____.

What can they not do?

They cannot _____.

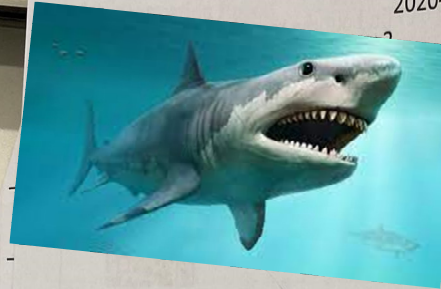


About Gorillas

Gorillas live in Western Lowland. They eat fruit, bark and wild celery.

Gorillas are black. They have sharp teeth and black fur. Some people think gorillas are violent and territorial primates, they do not stop other animals entering their living area. They are social animals that live in groups.

Gorillas can climb trees. They spend most of time on ground. They cannot fly in the sky. They search food in the morning and the afternoon. They take a nap at noon. They build nests in the trees or on the ground to sleep at night.



About Sharks

Sharks live in the deep sea. They eat meat and fish.

Sharks are horrible animal. They are grey colour. They have strong and sharp tooth. Their fins and bodies are big. They have seventeen centimetres to twelve metres in length.

They are fast swimmer. They can swim at speed of eight to nineteen kilometres per hour. They cannot crawl on the beach. They cannot fly in the sky.

I think the sharks are scary because they have many sharp tooth.



S.K.H. St. Peter's Primary School
2020-2021
Primary 2 Second Term
Writing Paper 2

Information Report)

Name: _____
Topic: _____
Class: 2C (4) Date: 2nd March, 2021

About Sun bear

Sun bear live in the rain forests. They eat roots, fruits, insects, bugs and honey.

Sun bear are rare animals. They are black and their chests have golden fur. They have small eyes, short fur, long tongue, long claws and strong legs.

They are good climbers. They use their long tongue to find honeycomb. Also they can swim but they cannot fly.

About Wolf Eel



What does 'empowerment'
mean to me in the ELT
context?

P. 3

Green Christmas

Protecting our environment

Lesson Overview - Green Christmas

Class: P. 3

Topic: Environment/Recycling and Festivals - revision **before Christmas**

Values & Aims:

- ✓ To revise units 4 and 5 (vocabulary and the sentence pattern 'plan to')
- ✓ To enrich students' knowledge of the topics by **reading multimodal authentic texts** (a video and some pictures)
- ✓ To allow students to **critically** engage in exploring the integrated issue (Christmas <> Environment) → **Empowerment**

1. Think Critically

Challenge textbook knowledge

To pique students' curiosity

- The textbook mentions that wrapping paper **should be put in the blue recycling bin** (for paper) after use.

Is that
really true?

Can you really recycle wrapping paper?

Think about these questions
when watching the video:

1. Can you recycle wrapping paper?
2. What cannot be recycled?
3. What should you do after using wrapping paper?

2. Connect with the Community

Use of authentic materials

- Show figures and examples from the US
- Set the scene of the lesson

2. Connect with the Community

Use of authentic materials

Can you recycle wrapping paper?

No, this is because there is **glitter, metallic foil** or **plastic pieces**. We cannot recycle wrapping paper.

Multimodal texts
were used



3. Be Creative

A creative task

What can we do to have a 'green' Christmas?



use recyclable paper to
wrap presents



Activating students'
schemata

reuse wrapping
paper



3. Be Creative

A creative task

How would you celebrate a 'green' Christmas?

Some interesting 'green' presents



Real world examples



Lego made from
sugar cane

Christmas seed
cards

3. Be Creative

A creative task

1. Make your own Christmas tree



empty toilet
rolls (cardboard)



used
paper



colour
pencils



3. Be Creative

A creative task

Go green during Christmas!

2. Make your **green** advent calendar

An advent calendar is a special calendar used to **count the days before Christmas (24 days)**. Each day in December, you open one door. Behind those doors, you can find little presents.

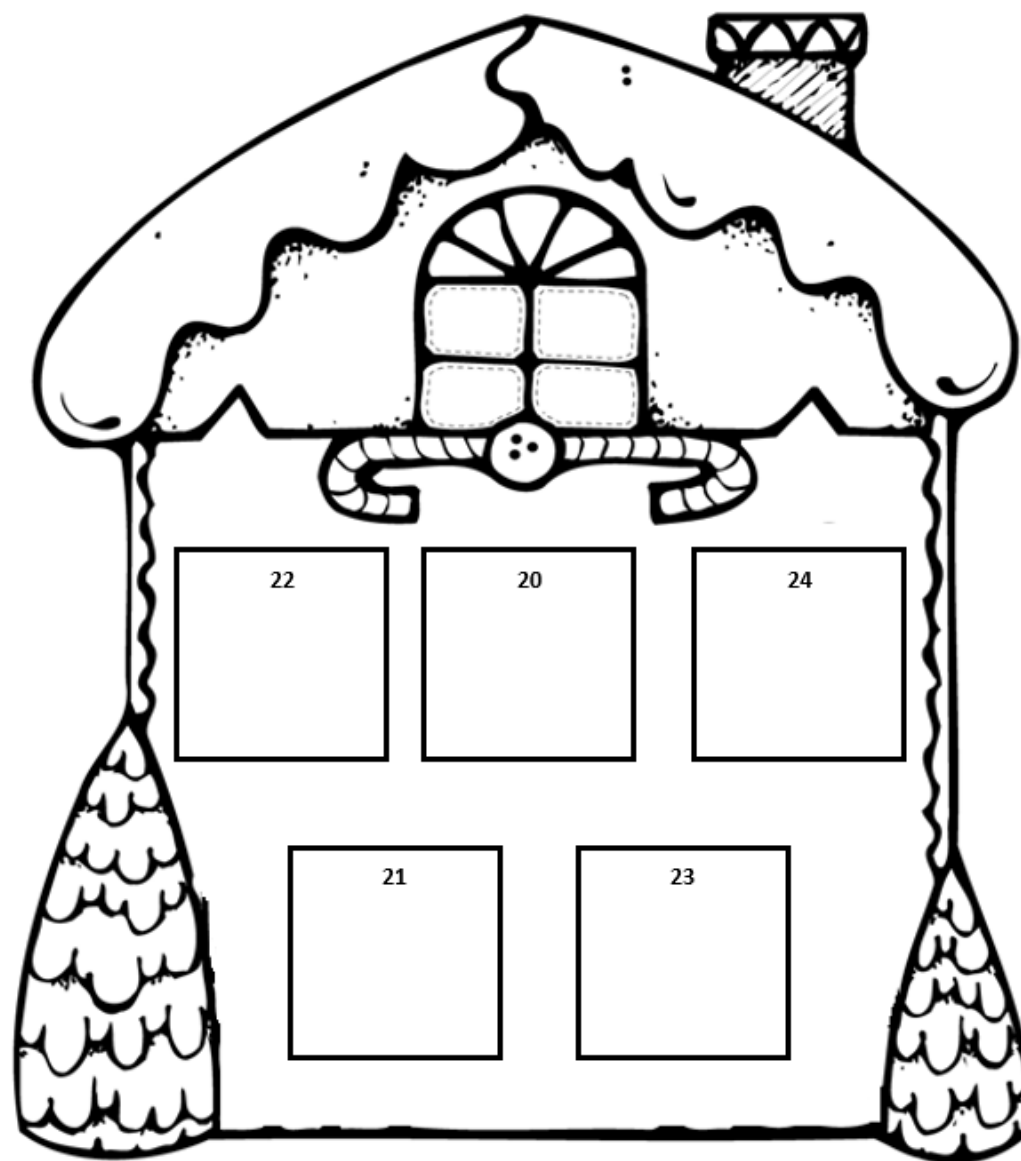


My Green Advent Calendar

Name: _____


3D-(. . .)

In each box, use one sentence ('I plan to...') to describe what you plan to do that day to celebrate a green Christmas. Feel free to add photos and colours!



4. Relate to personal experiences


Evaluating their own practices



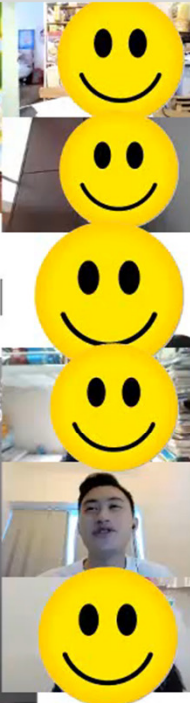
What should you do after using wrapping paper

We should throw used wrapping paper in the rubbish bin.

Would you still want to use wrapping paper to wrap presents? Why or why not?



it's best to throw them in the trash,

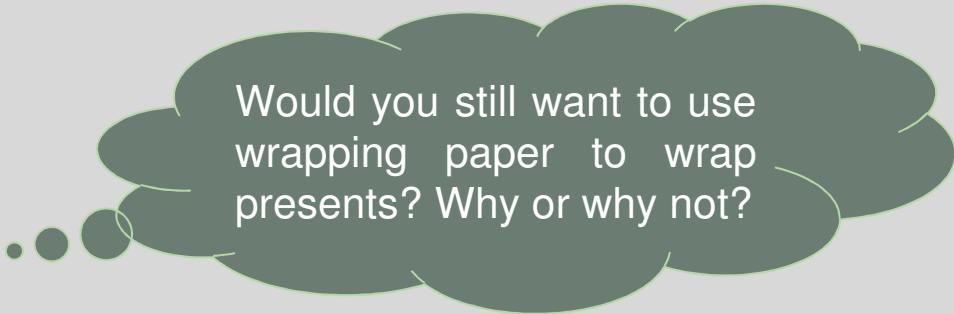


4. Relate to personal experiences

Evaluating their own practices

What should you do after using wrapping paper?

We should throw used wrapping paper **in the rubbish bin.**



Would you still want to use wrapping paper to wrap presents? Why or why not?

Yes:

- Good-looking
- Colourful
- Festive

No:

- Not good to the environment
- Expensive

Shaping Students' Practices

A student's work

This student used recyclable materials to make a green Christmas tree at home.

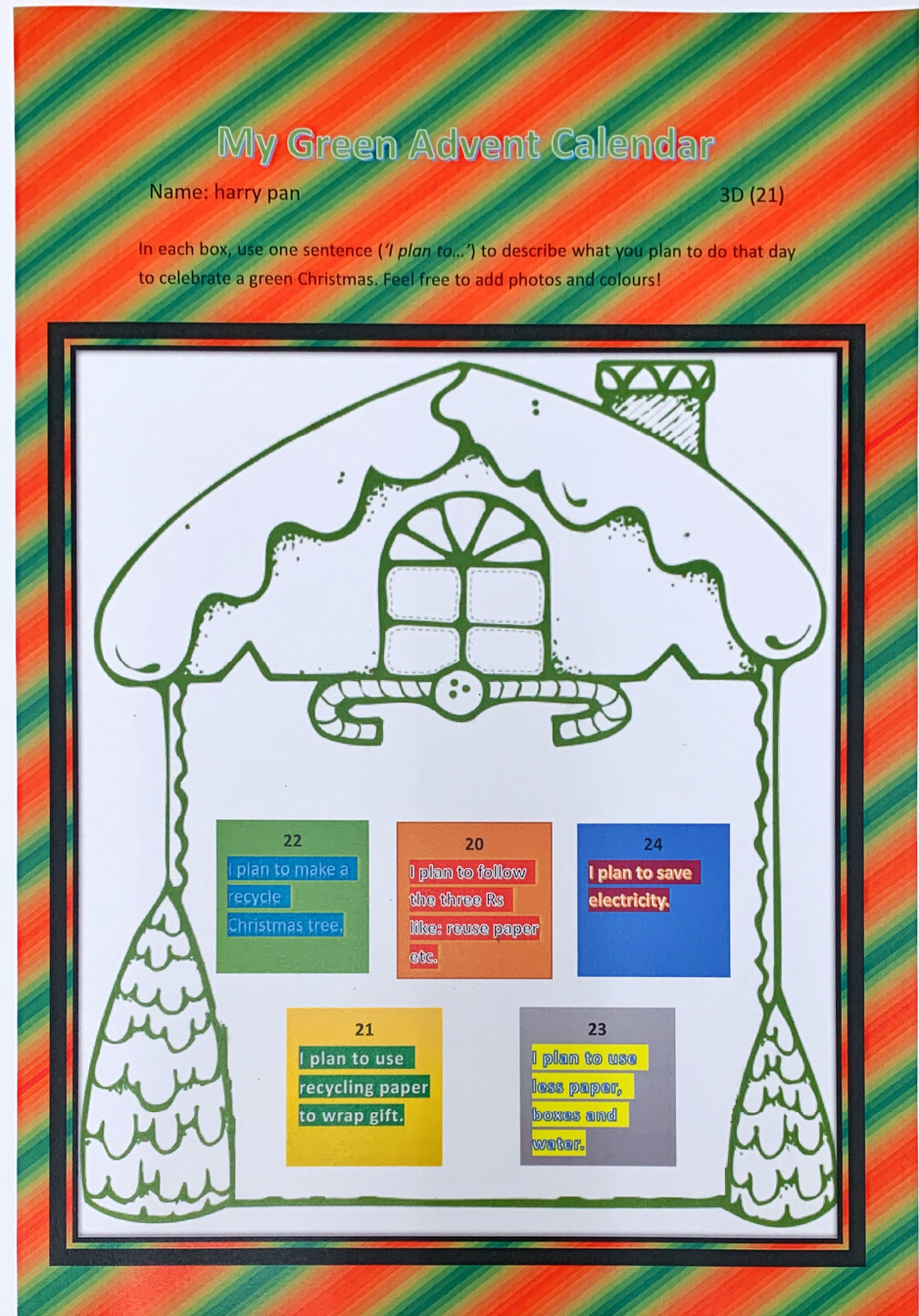


Shaping Students' Practices

A student's work

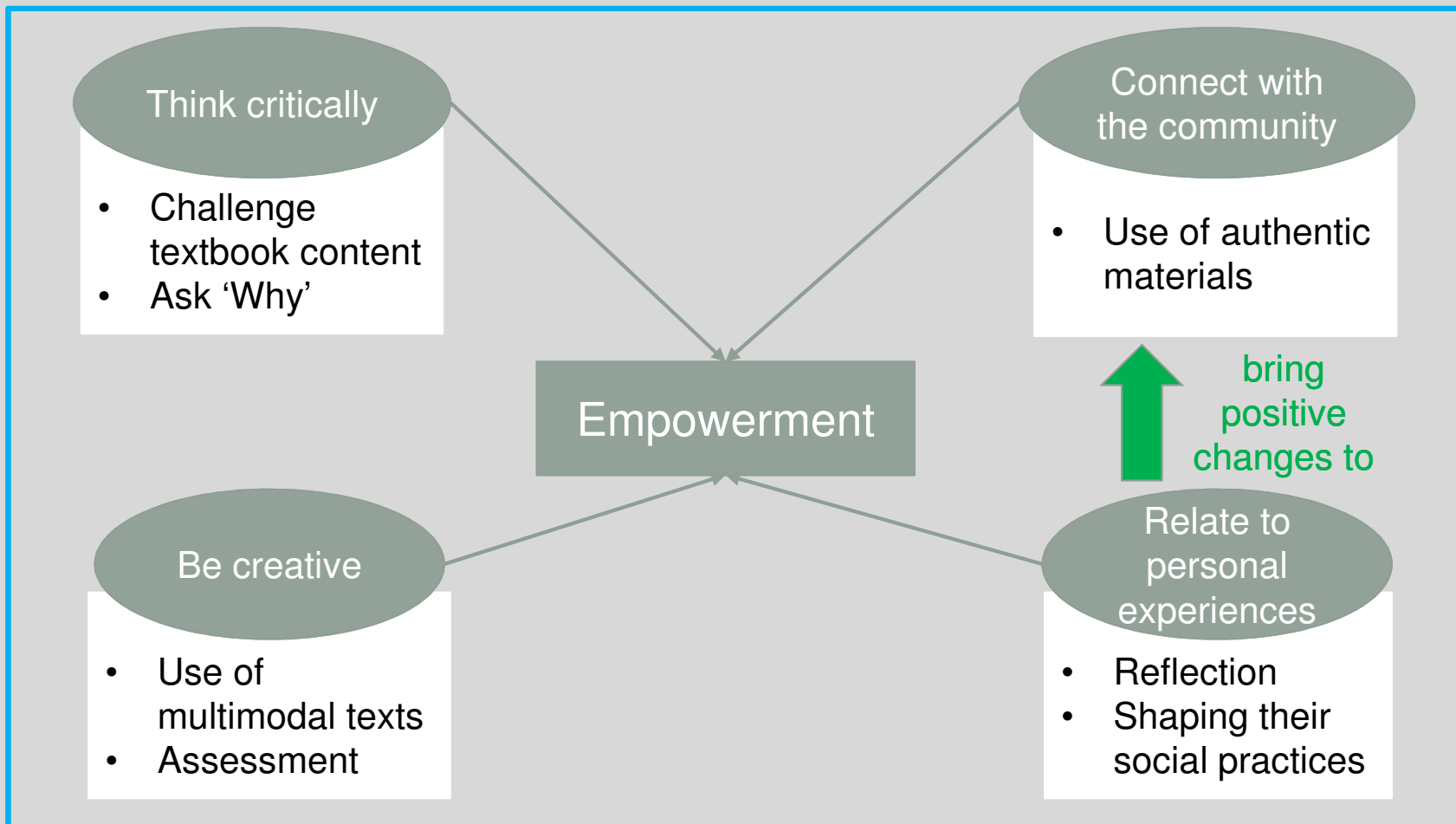
This student used the MS Word skills from **IT lessons** to create this green advent calendar at home.

Paperless!



What does 'empowerment' mean to me?

ELT Context



Empowerment in the ELT Context

- Pedagogical implications - **Give students autonomy**
 - Choose what they want to work on → **creativity**
 - Reflect on their own practices → **make positive changes to them and the community**
- ELT implications
 - Equip students with the English language → a tool to access multimodal texts online
 - Interdisciplinary learning opportunities (e.g. with General Studies) → **facilitate RaC and values education** (e.g. environmental justice)

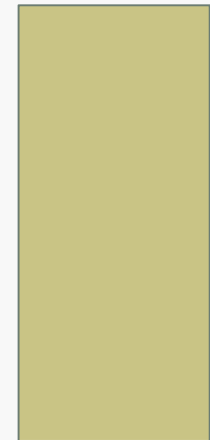
Ultimately, we want to nurture our students to become **informed and responsible** citizens.

**Values &
attitude**

P. 5

Matilda

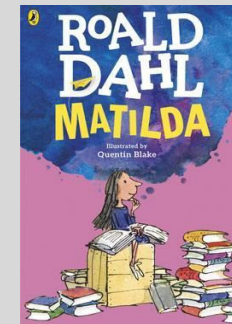
Connecting RaC to Life & Moral Issues



Connecting RaC to Life & Moral Issues

- Teachers were encouraged to extend ideas beyond texts to **discuss about life and moral issues** when they taught the students.
- To teachers, improving both **reading abilities** and **personal qualities & moral characters** are important for young primary students.

Roald Dahl's Matilda



THE CHRONICLES OF NARNIA:
THE LION, WITCH & THE WARDROBE



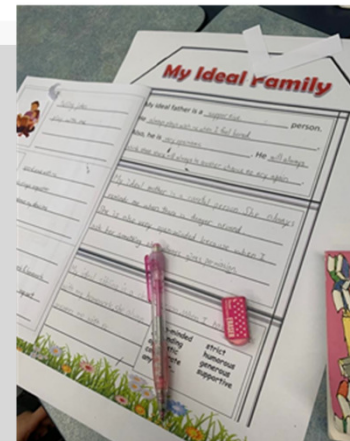
More value education for youngsters

The story plot, setting, dialogue and conflicts inside the stories are interesting. Not only do they speak to students' interests, concerns and social issues, but also contain some universal themes like **Parenting, Friendship, Integrity, Good vs Evil** etc., which can be integrated into everyday school-based curriculum

We wish to **impart more values and moral education** to our youngsters.

This is a good opportunity for primary students to think and to analyze the family characters in the story and the theme on **parenting & being a genius**.

Matilda – My Ideal parents



- Teacher asked students' views on 'Ideal family' during the course on teaching.
- Questions were explored: Is family important? Why or why not? What's your ideal parent? Is revenge necessary? Why or why not? Is it possible for a child to make a big difference?



A student expressed that he would like to have a careful mother. This was because she could remind him when there was danger around. And, she would be open-minded so that when he asked her for something, she always gave permission.

Matilda – Pros & Cons of being a GENIUS

Is, "Surely there cannot be many
Young girls in the place
With so lovely a face?"
The answer to that is, "Not any!"

B. Discuss the question below with your groupmates:

Matilda is a child-genius who is very good at calculation and reading. Do you wish you could be a genius? Discuss the pros and cons of being a genius.

[Relating personal experiences or knowledge of the world to reading]

p.15

Matilda – Pros & Cons of being a GENIUS

Matilda - reading booklet - all blocks (blank vers) (1) [Compatibility Mode]

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Calibri 18

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=====

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[Relating personal experiences or knowledge of the world to reading]

p.15

Page 16 of 27 4249 words English (United States) 185%

Figurative Language features

D. Reading skills

1. In line 17-18 on p.34, "Mrs Wormwood felt _____"

2. Similes and metaphors:

Simile

A comparison of two things using the words "like" or "as"

Example:



He is as tall as

as busy as a bee



colourful like

On her first day of school, Jane was as cool as an cucumber.

On p.38, find an example of a simile: Mr Wormwood

a metaphor: the _____

Matilda

D. Reading skills

1. Onomatopoeia:

ONomatopoeia

A word that imitates the sound it represents.

Example: **BOOM!**

Good writers can use sound words to make their writing more interesting!

e.g. 1: Woosh! I flew down the hill on my sled.
e.g. 2: A cat meowed. I petted her and she purred.

Circle the onomatopoeia word in each of the sentences below:

- "Enter!" boomed the deep and dangerous voice of Miss Trunchbull.
- Squashing a bad girl is like squashing a bluebottle.
- "So she's learnt a few tables by hear, has she?" Miss Trunchbull barked.
- "Hal" snorted Miss Trunchbull.
- You're darn right it's up to me!" Miss Trunchbull bellowed.

[Use of onomatopoeia]

Figurative language could be quite an engaging aspect of an English lesson. By nature, it is fun and playful. It can be woven into the units and modules throughout the year to ensure students get the repetitions and practices they need. **Stories are the perfect opportunity to focus on more complex figurative language.**

The Chronicles of Narnia

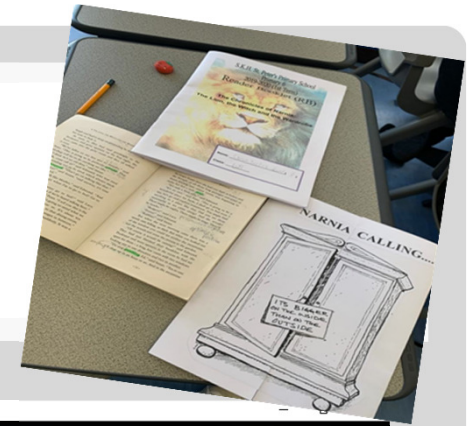
P. 6



- The author C.S. Lewis discusses the themes of *good vs. evil, betrayal and forgiveness, courage, transformation, the natural world, and the magic* in The Lion, the Witch, and the Wardrobe.
- These are social and moral issues happen every day in students' lives. Moral principles such as honesty and integrity, forgiveness, courage, and self-sacrifice are represented by various characters, human and animal, in the story.



The Chronicles of Narnia – Making Life decisions



Open-ended question about the reader_Narnia_

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D. Reading strategies

★ Answer the following questions in complete sentences.

1. Why did Mr. Tumnus help the White Witch to kidnap Lucy at first? Why did he change his mind afterwards?

(Making inferences + Locating specific information)

2. If you were Mr Tumnus, would you have let Lucy go? Why or why not?

(Relating personal experiences or knowledge of the world to reading)

Page 12 of 23 3861 words English (United States) 00:20 185%

Windows taskbar: 3:01 PM 3/11/2021

Video call participants (5 visible):

- Participant 1: Male, blue shirt
- Participant 2: Female, black hair, orange smiley face
- Participant 3: Female, black hair, orange smiley face
- Participant 4: Female, black hair, orange smiley face
- Participant 5: Female, black hair, orange smiley face

Nurturing thinking skills

- good and well-tiered questions that could stimulate students' thinking, widen their perspectives, reduce their learning hurdles and misconceptions
- Instead of providing generic feedback, the feedback provided was detailed e.g. on the interactions amongst the students, what was the appropriate response from teachers, how to further elaborate on students' answers etc.

Online Writing – Use technology to support students' learning

Task: You are Tom. You played football with your brother and had an accident last week. Based on the pictures below, write what happened in no less than 80 words. You have to **use the strategy 'Show, not Tell'**. Use a bracket to highlight that part.

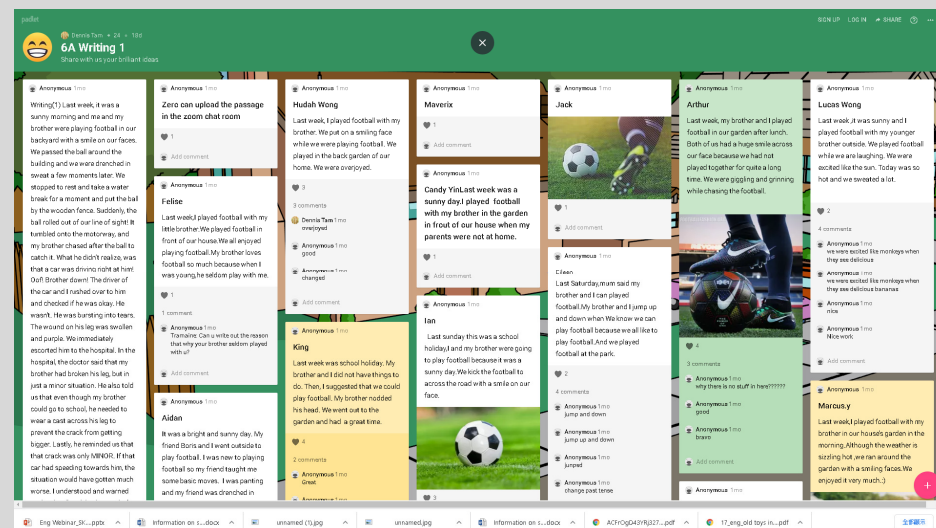
Tips:

Step 1. Think of the feelings of the character at that moment

Step 2. Choose from the above table for the correct description/phrases



- Students were eager to share and they learnt some great phrases or sentence structures from the more able students. Teachers could give constructive feedback and discussed how each paragraph could be improved with the whole class.



Online Writing – Use technology to support students' learning

🔒 padlet.com

Felise

Last week,I played football with my little brother.We played football in front of our house.We all enjoyed playing football.My brother loves football so much because when I was young,he seldom play with me.



1 comment



Anonymous 1mo

Tramaine: Can u write out the reason that why your brother seldom played

with u:

Students provided feedback to each other on the writing platform

It's a process where **students review** other **students'** work and provide feedback on them. This is **important** because **peer feedback** helps **students** develop critical thinking skills and make evaluative judgement based on the assignment criteria.



Supporting the Less Able

Learning of the correct form of verbs:

Teachers supported students by guiding them to highlight the contextual cues during Zoom classes – Teach them to pay attention to those cues in order to accurately get the answers.

remedial class video (1)

WPS Office | attendent list.xlsx | 20E3b-15.doc

Menu | Paste | Copy | Format Painter | Comic Sans MS | 靜音 | 停止視訊 | 安全性 | 與會者 | 新的分享 | 暫停分享 | 遠端控制 | 更多




2個與會者已舉手

S.K.H. St. Peter's Primary School
2020-2021
Primary Three Remedial Class

Book: 6 Unit: 1 Grammar: Present Tense and Past Tense (Ref. no: 20E3b-15)

Name: _____ Class _____ Date: _____

Circle the correct words.

-  When Wendy was seven, she loves / loved reading joke books. Now, she loves / loved reading comic books.
-  Jack often visits / visited the library now, but he seldom visits / visited the library last year.
-  Gary and Jane always borrow / borrowed comic books from the library six months ago.

RECORDED WITH SCREENCAST MATIC

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Teacher annotated the worksheet and gave explanations

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3/25/2021

Developing Online School lives

- **Different themes** were also organised to help students develop their “**online school lives**”, such as a **live RaC - Reading Across the Curriculum session** talking about teacher feedback & teacher-student interaction were apparent in the Zoom classes, and this gave students valuable insight into their knowledge and understanding, provided guidance on how to improve, and motivation to learn and grow.
- **Teachers tried to ask a variety of higher-order thinking questions to cater for students’ needs and interests. These questions could stimulate students’ thinking and allowed them to have a deeper understanding on the topic.**

Empowering our students

- We hope students can get more exposure to the multimodal texts around them, take sometime off their textbooks, and gradually learn deeper with the four language skills.
- To cater for learners' diversity, students' needs and interests, teachers should continue to ask a variety of questions and elicit responses from students so that they will be engaged in lessons.
- More activities can be done:
 - Collaborative small group work / Virtual Fieldtrips/Role-playing/Presentation
- It is important to have a consistent school policy towards the quality and quantity of online learning and teaching.

Empowering our students

- Teachers' continuous reflections on our own teaching practice is important
- Always be positive about what technology has brought us

➤ **From surviving to thriving!**

For professional sharing, please contact:

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Tel: 21584924

THANK YOU