

**School-based Curriculum Development (Primary) Section
Education Bureau**

Learning in Action Seminar 2023

21 – 4 - 2023

**Our Learning Journey of Promoting Reading
and Reading across the Curriculum**

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**School-based Curriculum
Development (Primary) Section**

Today's sharing

- **School background**
- **Sharing of our learning journey**
 - a) **Our participation in the Learning Community**
 - b) **Trying out new ideas of promoting reading and RaC**
 - c) **Planning and implementation of the post-exam activity**
 - d) **Impact on learning and teaching and collaboration with other subject teachers**
- **Our reflection**

Primary Education Curriculum Guide (PECG) (Pilot Version) (2022)



Three Major Directions

- Cultivating Values
- Creating Space
- Student-centered Learning

Seven Major Renewed Emphases

1. Strengthening **values education** (including life education, national education and national security education)
2. Making good use of **learning time** and **creating space** to promote a balanced physical and mental development
3. Enriching **life-wide learning** experiences and promoting **whole-person development**
4. Better catering for **learner diversity**
5. Reinforcing **STEAM education**, and nurturing students' **media and information literacy**
6. Strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities
7. Enhancing **assessment literacy** for promoting learning and teaching effectiveness

An important message...

Details

Primary Education Curriculum Guide

3. The updated guide is named the Primary Education Curriculum Guide (PECG), which aligns with the KGECEG and the SECEG. The AHC has made reference to school views collected regularly through various channels, such as school visits and professional development activities. The updating task follows the direction of “Sustain, Deepen, Focus on Learning to Learn” and adopts the theme **“Cultivate Values for Leaders of Tomorrow Create Space to Foster Whole-person Development”** (translated version). It is expected that all primary schools will continue to build on their progress and strengths accomplished over the years, deepen the outcomes of good practices, focus on the major directions and major renewed emphases, and sustain the momentum of “Learning to Learn 2+” in light of students’ learning progress. In consideration of the school vision and mission, contexts, students’ growth and learning needs, schools can make reference to the recommendations provided in different chapters of the PECG (including strategies and examples provided by various schools, and references of the resources prepared by the EDB) to enhance their whole-school curriculum planning, **continue to adopt the approaches of “organic integration”, “natural connection”, “diversified strategies”, “mutual coordination”, “learning within and beyond the classroom”, and “whole-school participation”** in providing students with diversified, appropriate and meaningful learning experiences, and broaden their scope of learning and horizons to achieve whole-person development and establish a solid foundation for lifelong learning.

**Organic
integration**

**Whole-
school
participation**

**Natural
connection**

**Learning
within and
beyond the
classroom**

**Mutual
coordination**

**Diversified
strategies**

School Background

- S.K.H. St. Andrew's Primary School
- Located in Sham Shui Po
- 36 classes, about 1200 students



- Mr Tam, our principal, advocates learning in a playful, engaging and stimulating way
- He always encourages the English Team to develop creative and meaningful projects which allow our students to learn through play and exploration in a happy and positive environment

Our English Team

- The motto of our English Team:

- a) Learning English is FUN!
- b) Let's learn from errors!



- We have been trying our best to promote students' reading interests through a wide range of activities in the English lessons
- We have little experience in promoting reading across the curriculum
- With our principal's invitation...

Prior to our work on RaC

- We joined the Learning Community (LC) for Primary School English Language Teacher Leaders in 2021-2022
- The theme was on promoting reading and RaC

MONTHLY MEETINGS

Meeting dates	15/7/2021	30/9/2021	28/10/2021	11/11/2021	16/12/2021	20/1/2022	17/2/2022	24/3/2022	14/4/2022	26/5/2022	30/6/2022
Foci	Orientation - Sharing on expectations and views on RaC	1. Literature review 2. Exploring plans on RaC from other schools 3. Sharing of current work plans on RaC					Sharing of Progress 1	Sharing of Progress 2	Sharing of Progress 3	Sharing of deliverables Wrap-up & Conceptualization	Sharing of deliverables Preparation for the experience sharing session with SBCEP school cohort
	LITERATURE REVIEW	<u>Working on an in-depth study on promoting RaC across collective wisdom</u> - Co-constructing, discussing and refining curriculum implementation plans					RAC ACROSS KLAS/ SUBJECTS				
		<u>Working on individual school plans on promoting RaC in the English KLA/across KLAS</u> - Drafting individual curriculum and implementation p Sharing of individual school plans - Lesson observation - Reflections & Evaluation							PROMOTING RAC IN THE ENGLISH CLASSROOM		
2 APPROACHES											

Prior to our work on RaC

**Our learning through reading articles
and professional exchange**

Members studied articles on RaC and took
turns to share ideas from the articles

**Our learning through reading articles
and professional exchange**

We learned how to write up plans to promote
RaC, shared our progress, and obtained
feedback from members

We got inspired by our members' sharing...

Trying out new ideas in P.2



Spider in a Glider

Our innovations:

1. A wider range of text types and reading skills

Narrative → Narrative + Information texts

2. Promoting reading and learning across the curriculum

English language Education → Science Education & Arts Education

3. Using AR to maximize learning

Overall plan and lesson plans

Promoting higher-order thinking skills using Bloom's Taxonomy

S.K.H. St. Andrew's Primary School PEEGS Reading Workshop Overall Plan

Level:	Primary 2
Module:	G.E. Programme: Module 2 About me
Books:	Spider in a glider (fiction) Insects and spiders (non-fiction) Inside the spider's web (non-fiction)
Focus questions:	1. Are spiders insects? 2. How do spiders spin a spider web? 3. What are spiders good at? 4. What are you good at?
Positive values and attitudes:	Everyone is good at something.
Book concept:	Book cover, book title, author ,illustrator
Reading skills and strategies:	<ul style="list-style-type: none"> • Making predictions • Identify key words for the main idea in a sentence • Locate specific information • Confirm meaning by re-reading a sentence
Phonics:	long i
Vocabulary:	spiders, insects, wings, legs, segments, chew, beetles, dragonflies, lightning, parachute, glider, spider web
Consolidation/ WS:	WS (1): book concept
Activity sheets:	AS (1): What are you good at? AS (2) A. Are spiders insects? B. Let's spin a spider web for Spider!

Let's look at 'spider' and 'spied.' What sound do words have in common? (long i). Let's read the n...
What other words also have the long i sound? (fly, sigh, beside, I, tried, glider.)

- Slide 7: (LET)
What is a dragonfly?
What is the dragonfly doing? (pulling the glider)
Why is it pulling the glider? (it cannot fly on its own)
- Slide 8 (NET):
Which words here have the long i sound? (glide, wide, ride)
- Slide 9 (LET):
How is the weather here? (it is windy/It is dark)
Let's read this sentence together "with a crack and a spark a bright lightning strike looms." What is lightning? Who can show me in the book?
What words here also have the long i sound? (bright, lightning, strike)
- Slide 10 (NET):
What is happening right now in the story (students sum up in their own words)
Why does Beetle say "We'll crash to the ground?" (The wing is broken)
- Slide 11 (LET):
What is spider doing? (she is making something)
What words here have a long i sound? (right, tight)
- Comprehension (NET + LET):
Teacher asks students to sum up the story in a few sentences
- Teacher tells pupils the moral of the book (everyone is good at something). Children, in the story, the spider wants to fly and is she good at it? What did she do when the glider broke?(she made something to save herself and beetle) She found out she is good at making a parachute. So boys and girls everyone is good at something

Remember
Analyze/
Understand

Evaluate
Remember

Understand
Evaluate

Analyze

Setting an interesting and meaningful context



S.K.H St. Andrew's Primary School Reading Workshop Activity Sheet (2) Module 2

Name: _____ () Grade: _____

Class: P.2 () Date: _____

A. Butterfly invites Dragonfly and Beetle to go to her insect party. Is Spider an insect? Can Spider go to the party?

Butterfly:

Please come to my insect party!



Beetle:

Spider, are you going to the insect party?

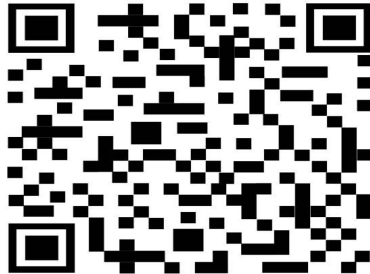
Can I join the party?
Am I an insect?

Spider:

Is Spider an insect? Scan the QR code and watch the video. Fill in the blanks.

Help! Am I an insect?

Spider



Insect

- _____ segments
- _____ legs
- ✓ antennas/ wings



- ✓ chew
- _____ eyes

Spider

- _____ segments
- _____ legs
- ✗ antennas/ wings

● ✗chew

● _____ eyes

Spider (is/ is not) an insect. She (can/ cannot) join the insect party. She is an arachnid .

Learn about 3 arachnids. Scan the pictures and learn their names.



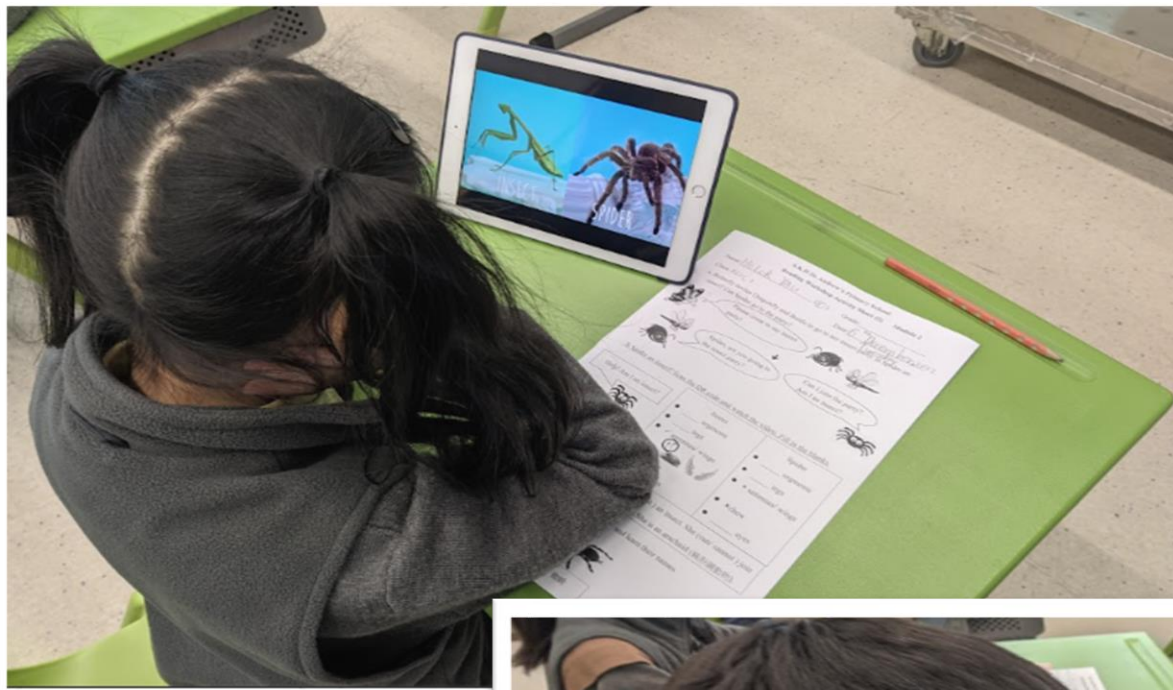
a scorpion

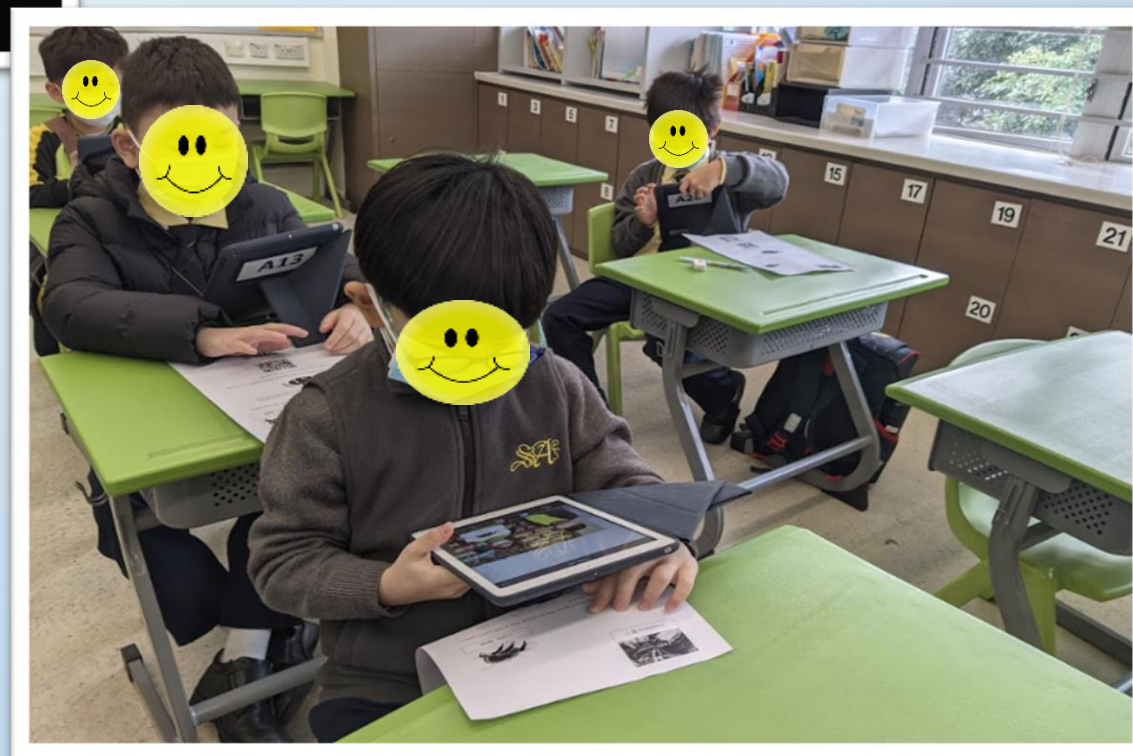
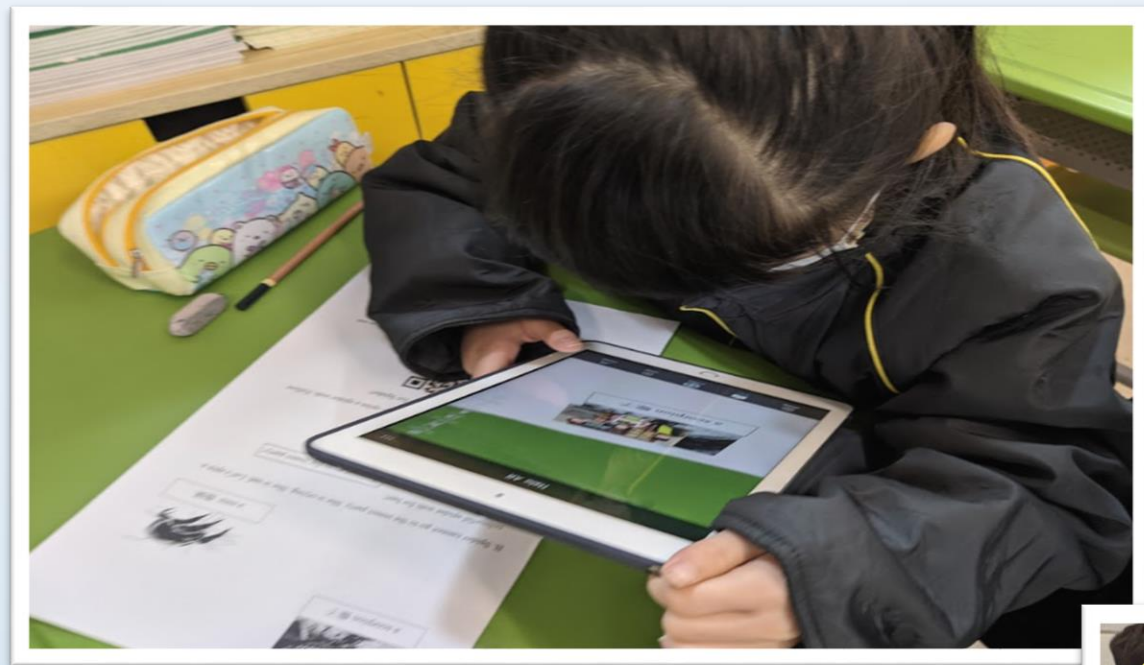


a spider



a mite



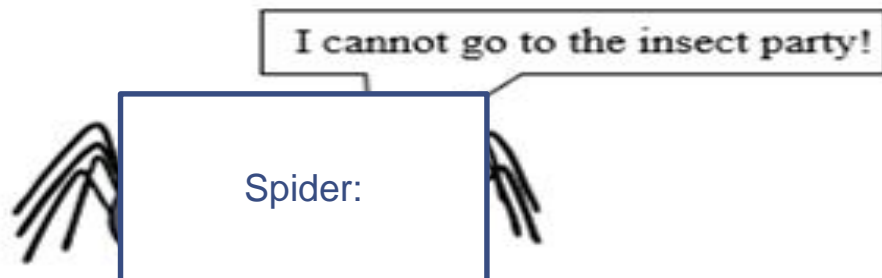


Insects and Spiders

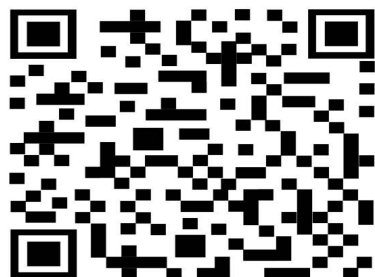
Post-reading activity - Home-reading 1:

- An information book about insects and spiders
- Students can learn more about the differences between insects and spiders and confirm again that spiders are not insects

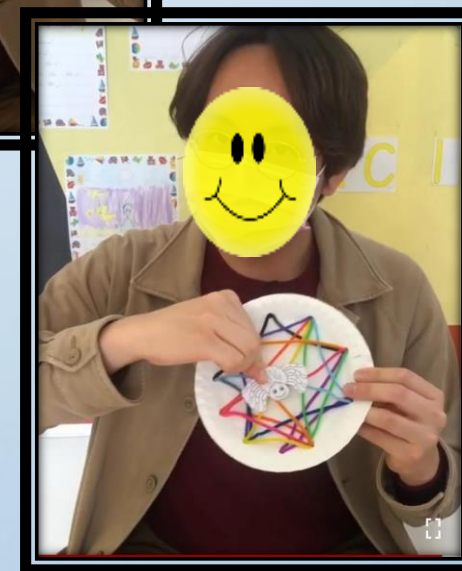
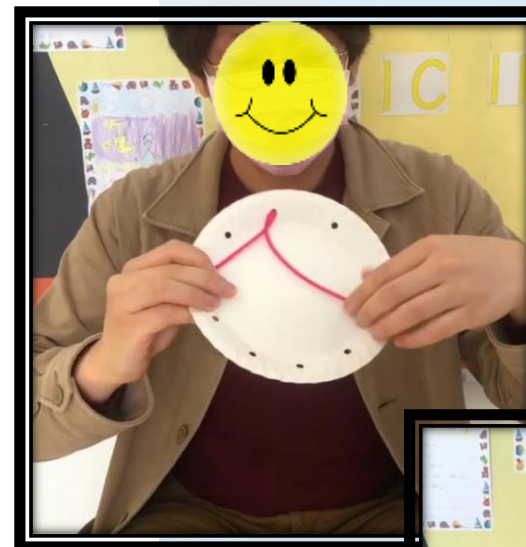
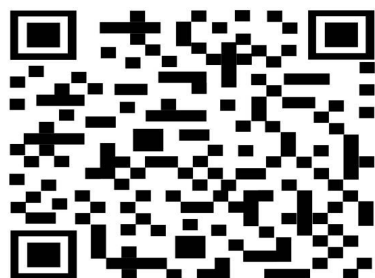
B. Spider cannot go to the insect party. She is crying. She is sad. Let's spin a colourful spider web for her!

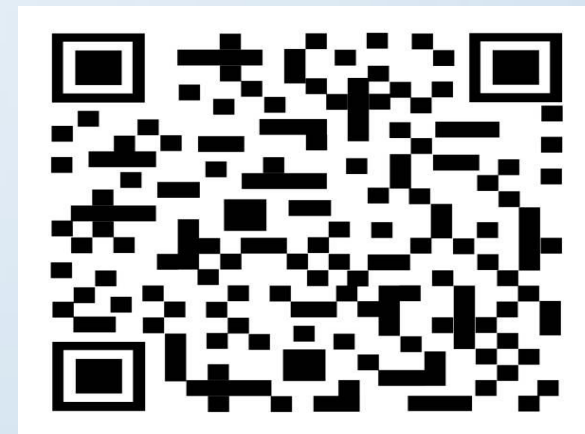
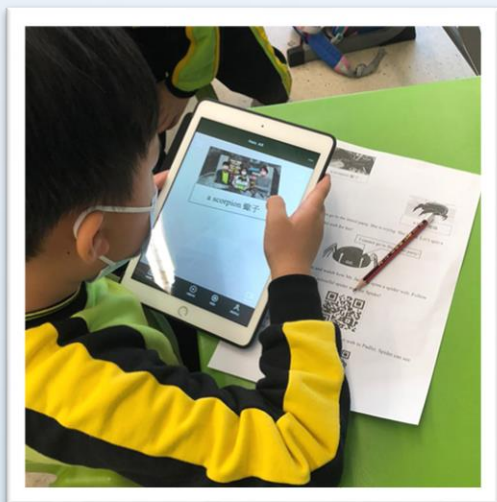


Scan the QR code and watch how Mr. Jackson spins a spider web. Follow his steps and make a colourful spider web for Spider!



C. Scan the QR code and upload your spider web to Padlet. Spider can see your spider webs!







Inside the Spider's Web


Post-reading activity - Home-reading 2:

- An information book about spider webs
- Students can know more about real spider webs

Our observations

- Students were very engaged and concentrated in the task
- While the **video** itself was slightly challenging, students were able to understand the gist of it and fill in the blanks **on the worksheet**

Scan the QR code and watch the video. Fill in the blanks.

Insect	Spider
● ____ segments	● ____ segments
● ____ legs	● ____ legs
● ✓ antennas/ wings 	● ✗ antennas/ wings
● ✓ chew	● ✗ chew
● ____ eyes	● ____ eyes

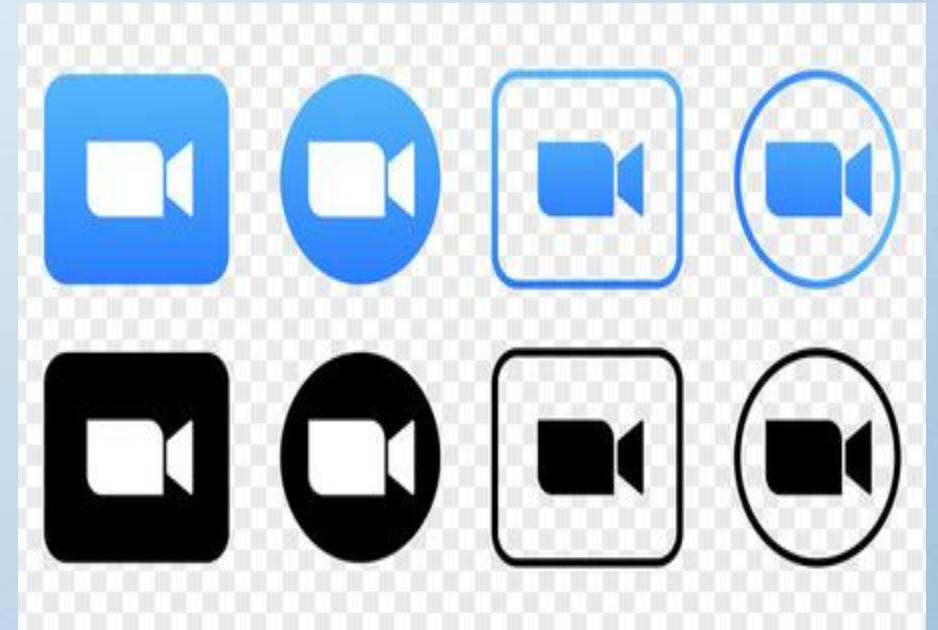
Spider (is/ is not) an insect. She (can/ cannot) join the insect party. She is an arachnid .

- Students were very eager to upload their work on Padlet and very excited to see their work online

Our plan on promoting RAC through concerted efforts of different subject teachers



- We developed our plan with the help of a template
- We got support from the LC and benefited from several rounds of discussions despite the pandemic



Entry points

☐ Reading skills and strategies:

School	A. Curriculum planning We plan to develop / modify...
Our goals: What we plan to achieve this year	

B. Implementation and evaluation

We plan to...

☐ Implement the curriculum plan(s) / I

observation and prepare a new round

Implementation schedule

Nov 2021:

Dec 2021 :

Jan 2022:

Feb 2022:

March 2022:

April 2022:

May 2022:

June 2022:

July 2022:

Aug 2022:

Academic year:
(2022-2023)

Details of the plan(s)

Level(s)

Theme

Expected outcomes

☐ P.1

☐ P.2

☐ P.3

☐ P.4

☐ P.5

☐ P.6

Our plan on a post-exam activity

- Due to the pandemic and the tight schedule after the special vacation, it was not easy to plan and implement an initiative across subjects/KLAs → a post exam activity linked with the G.E. Programme
- We hoped to help our students learn fun things about the world through reading and learn through doing and trial and error
- With the successful experience in mind, we decided to design our project based on the same book “Spider in a glider” but use it for different purposes
- The book was just used as an entry point to pave the way for students to read across different subjects/KLAs, and finally take part in a competition called ‘Let’s Break Our School Record on Hoop Glider!’



Let's Break Our School Record on Hoop Glider!

Level:	Primary 4
Textbook Module & Chapter:	People and Places Around the World Ch 7 Amazing World Record
Date:	18/7/2022 – 29/7/2022
Reading Materials & text type:	<ul style="list-style-type: none">● Spider in a glider (Narrative)● World Record News (Information text)● How do gliders work? (Information text)● How does a hoop glider fly? (Information text)● Making Hoop Gliders (Information text, instructions)

Let's Break Our School Record on Hoop Glider!

Total no. of lessons:	English: 10 Maths: 3 Visual Art:1 General Studies: 1
Book concept:	<ul style="list-style-type: none">● Differences between narratives and information texts (e.g. title, sub-title, and illustrations)
Reading skills & strategies:	<ul style="list-style-type: none">● Locate specific information using pictorial/ contextual clues● Identify the main ideas (e.g. the use of topic sentences)● Identify details that support the main ideas● Re-read to establish and confirm meaning
Other language skills	<ul style="list-style-type: none">● Develop interviewing skills and presentation skills (PVCE: posture, voice, content and eye-contact)● Develop report writing skills
Values education:	<ul style="list-style-type: none">● Respect for others● Care for others● Everyone has his/ her strengths in a particular aspect. We should respect for others' strengths and use our strengths to help others

With the help of our Chinese teacher

Students develop the same skills when reading Chinese texts in other subjects/KLAs

- Apply knowledge and skills across different subjects/KLAs in a meaningful context
- Appreciate the value of reading texts on various disciplines to extend knowledge and broaden perspectives
- Have a taste of what Design Thinking is

Let's Break Our School Record on Hoop Glider!

Consolidation/ WS:	WS (1): Tokyo Olympic fencing champion Edgar Cheung Ka-long (comprehension ws)
Activity sheet:	AS (1): Design draft AS (2): Questionnaire AS (3): Chart sheet AS (4): Record sheet AS (5): Report

**A wide variety of
learning and
teaching materials**

9. Report on the best design of the hoop glider
- [write a brief report](#)
 - present the reports (PVCE)

10. Prize giving

1. The Best Design Award
2. Creativity Award
3. STEM Inspiration Award
4. The Best Co-operation Award

1. Introduce the context :

- [Ch 7 Amazing World Record and World Record News](#)
- Watch [the video of our school's record](#) on the furthest hoop glider
- Read the [message from the principal](#)

2. Teach reading strategies and values and attitudes :

Read two information texts and one narrative book

1. [Spider in a Glider](#)
2. [How do gliders work?](#)
3. [Tokyo Olympic fencing champion \(Edgar Cheung Ka-long\)](#)

3. Learn the measuring unit:

- [Read an article about measuring unit \(cm vs inch\) in the Math lesson](#) (application of reading strategies)

4. Learn how to make hoop gliders:

- [Read an instruction about steps of making hoop gliders](#) (application of reading strategies)
- Follow the instruction to make a hoop glider

5. Learn flying principle of gliders:

- [Read an article about how gliders work](#)
- Guide students to think about: What happens if you:
 1. increase or decrease the length of straw?
 2. add more hoops to the glider?
 3. throw with big hoop in front?

6. Our P.4 students:

- [design 3 models of hoop gliders](#)
- [design questionnaires](#)
- [interview others using PVCE](#)

Through the English activities, our students learned :

- Respect for others' opinions
- Care for others and help one another

Let's break the school hoop glider record!

English

Maths

V.A.

General studies

English

Maths

Hoop glider competition

English

8. Do experiments and test their designs of hoop gliders

7. Learn how to present data using charts :

- [Process data of the survey](#)
- [Make charts](#)



Learn the common units for measuring distance (i.e. mm, cm, m, km) and choose the most suitable unit to measure the flying distance

Learn how to use the measuring wheel

Longman Elect 4B, Ch 7



After we had taught this reading text, we made use of the context in the textbook and introduced the context of our RaC project (the school record on hoop gliders)



A playful and STREAM project_Hoop Glider Contest

<https://youtu.be/5qXxXIZrVLw>

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S.K.H St. Andrew's Primary School
Reading Across the Curriculum Post-exam Activity
Principal's Message

Name: _____ () Grade: _____ / _____
Class: P.4 () Date: _____

Dear all Primary Four children,

I am so excited that I was the School Record Holder of the furthest Flying Hoop Glider last year. The flying distance of my hoop glider was 200 cm!

This year, we will have the Furthest Hoop Glider School Record Contest in Mid-June. Are you ready to meet this challenge and be the new school record holder?

Principal,
Mr. Tam



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Spider in a Glider



- We guided our students to read a narrative book 'Spider in a glider' to raise their interest to know how the Spider's glider flies (Dragonfly tows the glider up)
- We then introduced to our students how gliders work using an information text 'How do gliders work?'

S.K.H St. Andrew's Primary School
Reading Across the Curriculum Post-exam Activity

Name: _____ ()

Class: P.4 ()

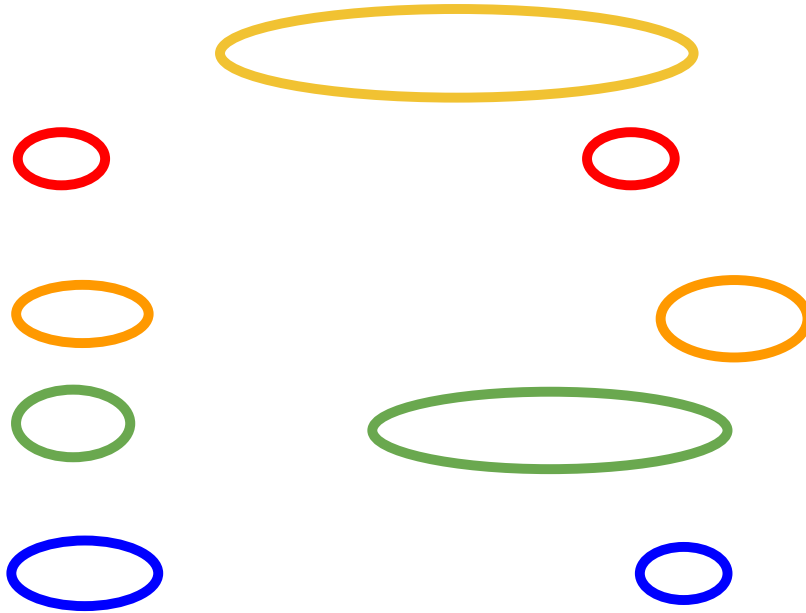
Grade: _____

Date: _____

How do gliders work?

Title

Develop different reading strategies, such as working out the meaning of unfamiliar words, predicting, questioning, and locating key words and topic sentences.



Flying principle of gliders

Locate specific information

click and go to the next slide

S.K.H. St. Andrew's Primary School
Reading Across the Curriculum Post-exam Activity
General English Comprehension Worksheet (1)

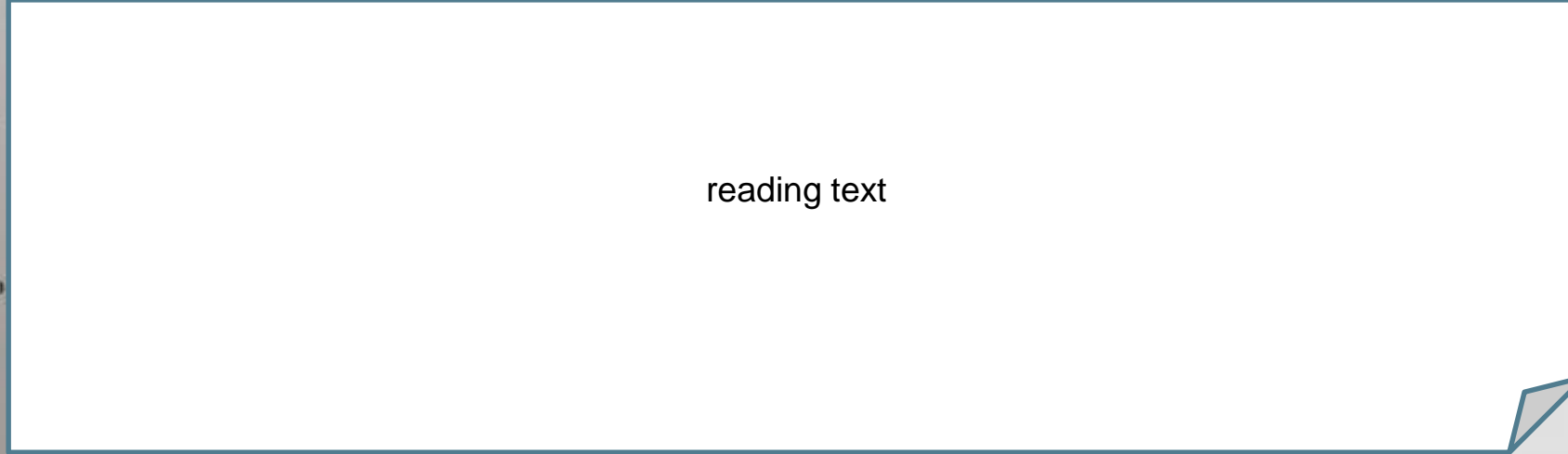
Name: _____ ()
Class: P.4 ()

Grade: _____
Date: _____



Read the passage and answer the question in complete sentences.

1 Tokyo Olympic fencing champion Edgar Cheung Ka-long



reading text

e.g. Who represented Hong Kong for individual foil competition in the 2020 Tokyo Olympics?
Edgar Cheung Ka-long represented Hong Kong for individual foil competition in the 2020 Tokyo Olympic.

1. How did Edgar Cheung Ka-long get into fencing?

Why did he continue fencing after the summer course?

Is fencing training easy for Edgar?

What does Edgar plan to do after the 2020 Tokyo Olympics?

2. "Rome was not built in one day." What does it mean?

What did you learn from Edgar Cheung Ka-long?

Promote
positive values
and attitudes

Reading skills:

- recognize the presentation of ideas through headings, paragraphing, spacing, etc
- locate specific information using contextual and pictorial clues
- skim and scan a text and get the main gist of the text

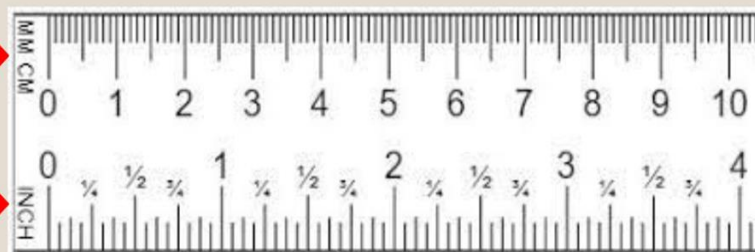


[Back](#)

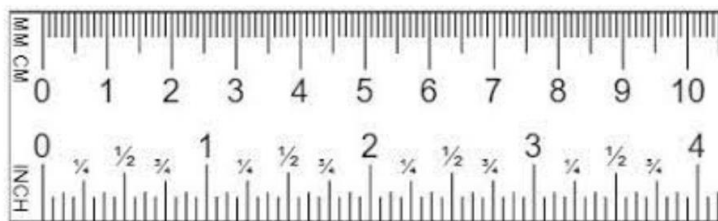
認識量度單位 「厘米」和「寸」

厘米

寸



厘米



寸

1寸有多少厘米？

reading text



Reading skills:

- identify the main ideas and the key supporting details
- re-read to establish and confirm meaning – to understand the measure unit (cm vs inch)

[Back](#)

聖公會聖安德烈小學

視藝

紙圈滑翔機

所需材料:

紙條1張

飲管一支

膠紙

剪刀

1. 剪出兩條闊 1寸 的紙條。
2. 把兩條紙條圈成一大一小的紙圈，用膠紙貼上。
小圈：闊1寸，長5寸。
大圈：闊1寸，長10寸。
3. 把其中一個紙圈用膠紙固定在飲管的一端。
4. 再把另一個紙圈用膠紙固定在飲管的另一端，滑翔機便完。



Reading skills:

- recognize the presentation of ideas through headings, spacing, bold print, etc
- locate specific information using contextual and pictorial clues
- skim and scan a text and get the main gist of the text
- identify the features of a specific text type (i.e. instructions)

reading text

牛頓第三
定律
(Newton's
third law)

reading text

reading text

想一想.....
改變飲管的長度，
飛行距離會不同
嗎？



飛行原理

改變紙圈的數
量，飛行距離
會不同嗎？



Reading skills:

- identify the main ideas and the key supporting details
- re-read to establish and confirm meaning - to understand the variables that affect the flying distance of their hoop gliders (G.S., Engineering)



A. Interview people and complete the questionnaire.

Interviewee No. 10

(Greeting) Good morning. I am doing a survey on making the furthest flying hoop glider. May I ask you some questions?

(If the interviewee rejects, say: never mind)

(If the interviewee accepts, say: thank you)

1. Which design do you think can make a hoop glider fly the furthest?

(26, 27, 29)

1 st design	Size of Hoops : (5), (10) inch	
2 nd design	Size of Hoops : (6), (12) inch	
3 rd design	Size of Hoops : (8), (16) inch	

(7, 20, 25, 11)

(22, 24, 15)

Length of straw

被訪者
Interviewee No. 6

(Greeting) Good morning. I am doing a survey on making the furthest flying hoop glider. May I ask you some questions?

(If the interviewee rejects, say: Never mind. It's ok.)

(If the interviewee accepts, say: Thank you.)

1. Which design do you think can make a hoop glider fly the furthest?

1st design

Size of Hoops : 10 inch I

2nd design

Size of Hoops : 15 inch -

3rd design

Size of Hoops : 20 inch -

Size of hoops

A. Interview people and complete the questionnaire.

Interviewee No. 5

(Greeting) Good morning. I am doing a survey on making the furthest flying hoop glider. May I ask you some questions?

(If the interviewee rejects, say: It is fine, See you)

(If the interviewee accepts, say: Okey, shall we start now?)

1. Which design do you think can make a hoop glider fly the furthest?

1st design

Number of hoops : 2

2nd design

Number of hoops : 1

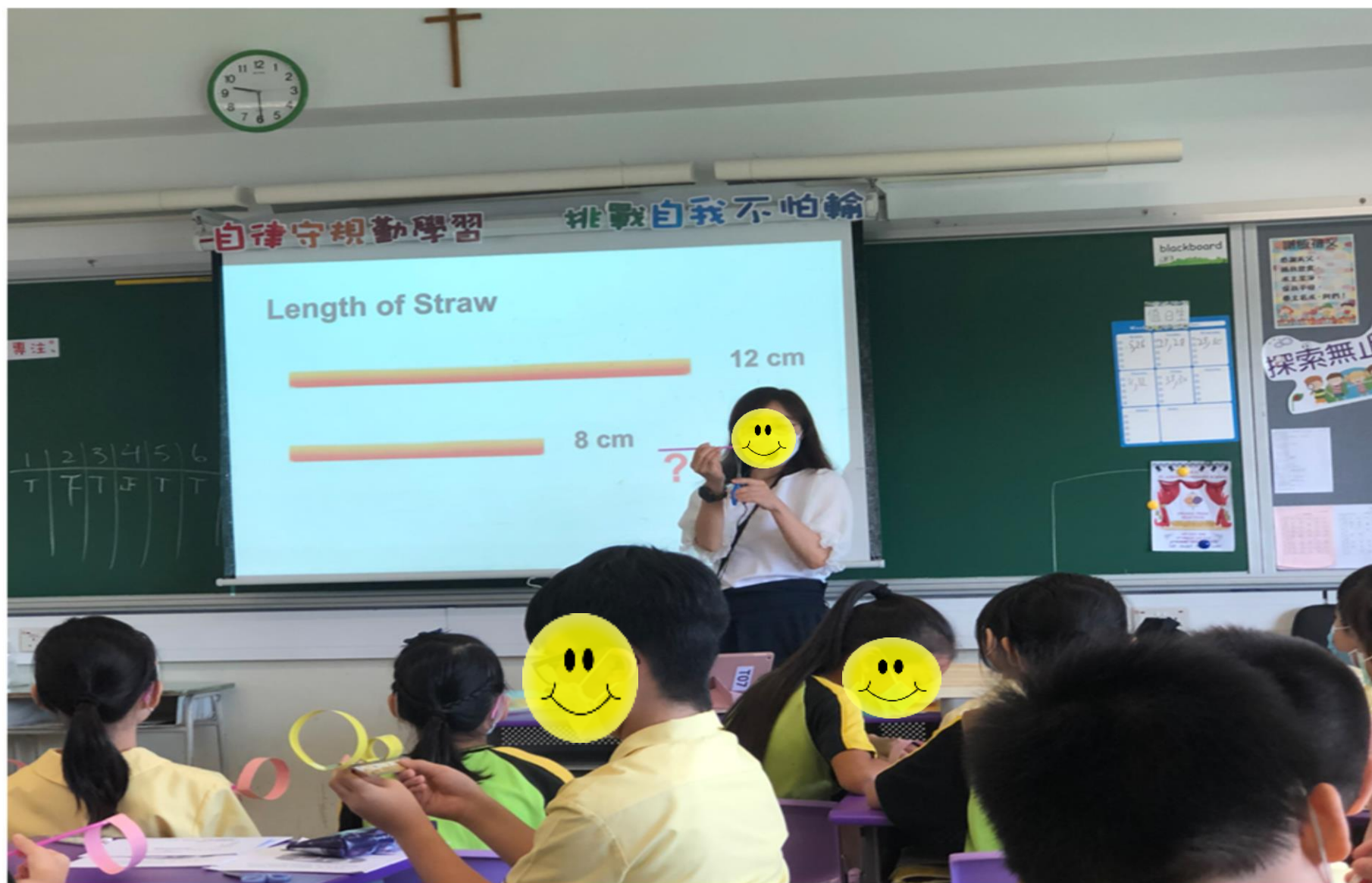
3rd design

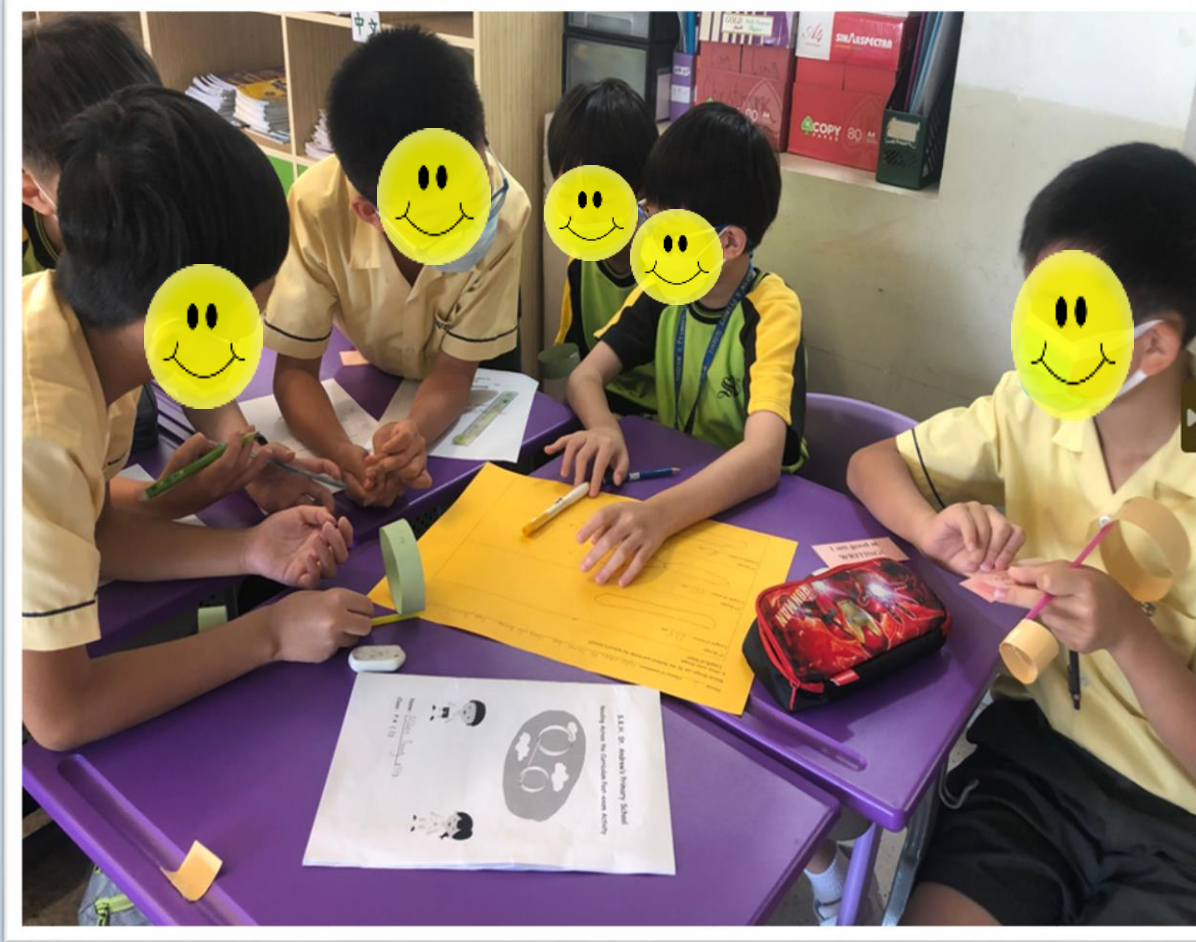
Number of hoops : 3

1/24

number of hoops

click and go to the next slide





[click and go to the next slide](#)

(Greeting) Good morning. I am doing a survey on making the furthest flying hoop glider. May I ask you some questions?

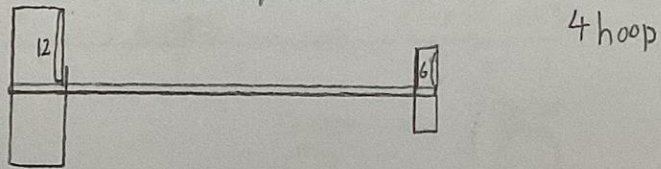
(If the interviewee rejects, say: Okay.)

(If the interviewee accepts, say: Okay, shall we start?)

1. Which design do you think can make a hoop glider fly the furthest?

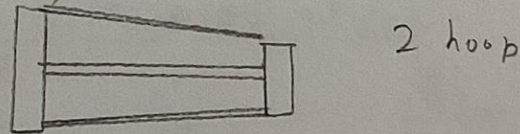
1st design

number of hoop: 4



2nd design

number of hoop: 2



3rd design

number of hoop: 3



Preparing themselves before the interview

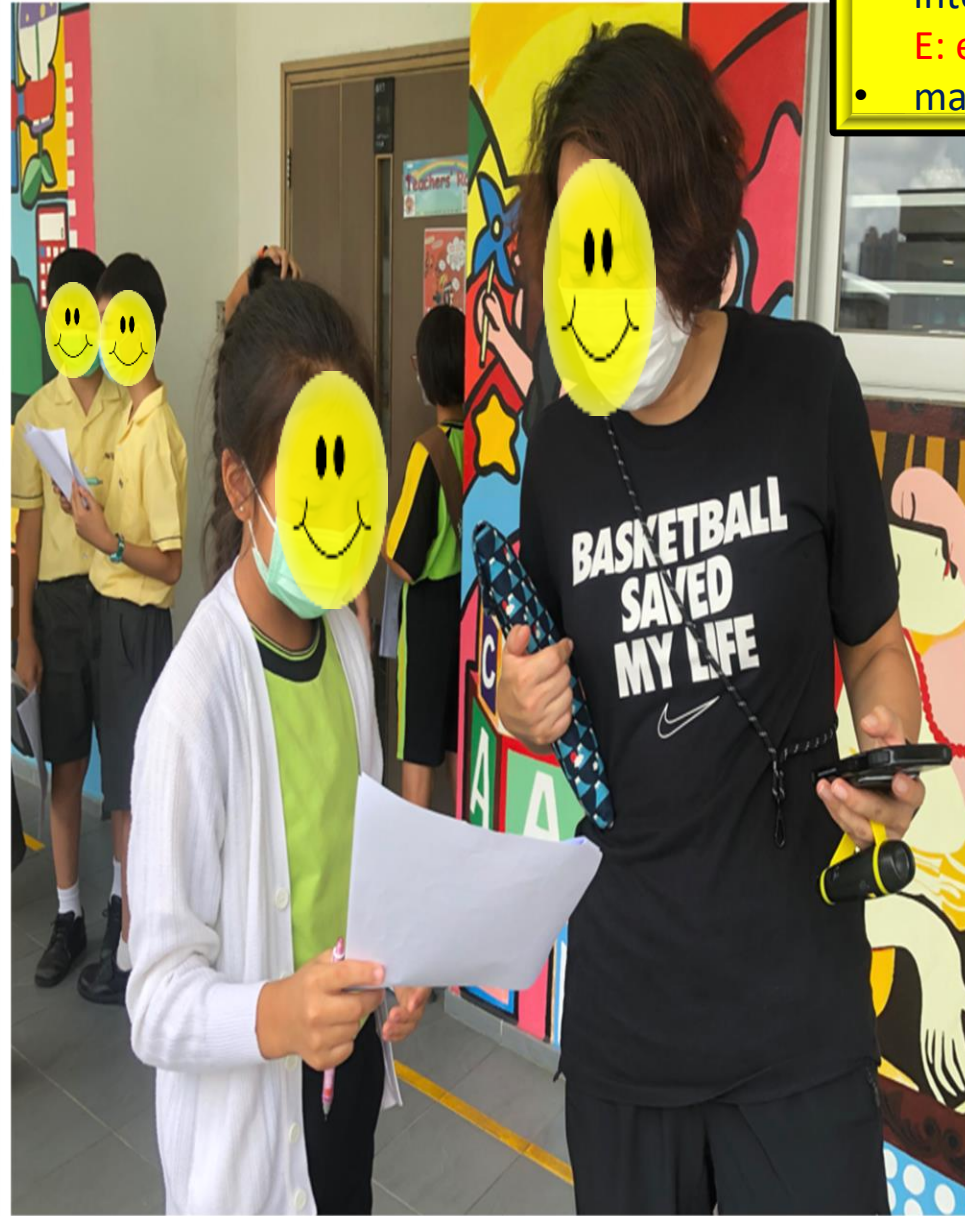
- To get more ideas about others' opinions about whether their designs would work or not



click and go to the next slide

Speaking skills:

- interview others using PVCE (P: posture; V: volume; C: content, E: eye-contact)
- maintain an interaction using various communicative strategies



- Learn to respect for others' opinions
- Learn care for others and help one another when doing interviews

Students needed to write down the record of the flying distance of their hoop gliders





S.K.H.
St. Andrew's
Primary School



S.K.H.
St. Andrew's
English Team



Hoop Glider Competition Class Record

4A GROUP NUMBER 1 950 CM

4B GROUP NUMBER 975 CM

4C GROUP NUMBER 2 1062 CM

4GRP GROUP NUMBER 3 695 CM



MR TAM'S RECORD
300 CM

HAVE YOU
CREATED
A NEW

SCHOOL RECORD?

4D GROUP NUMBER 2 1130 CM

4E GROUP NUMBER 1 710 CM

4F GROUP NUMBER 2 810 CM

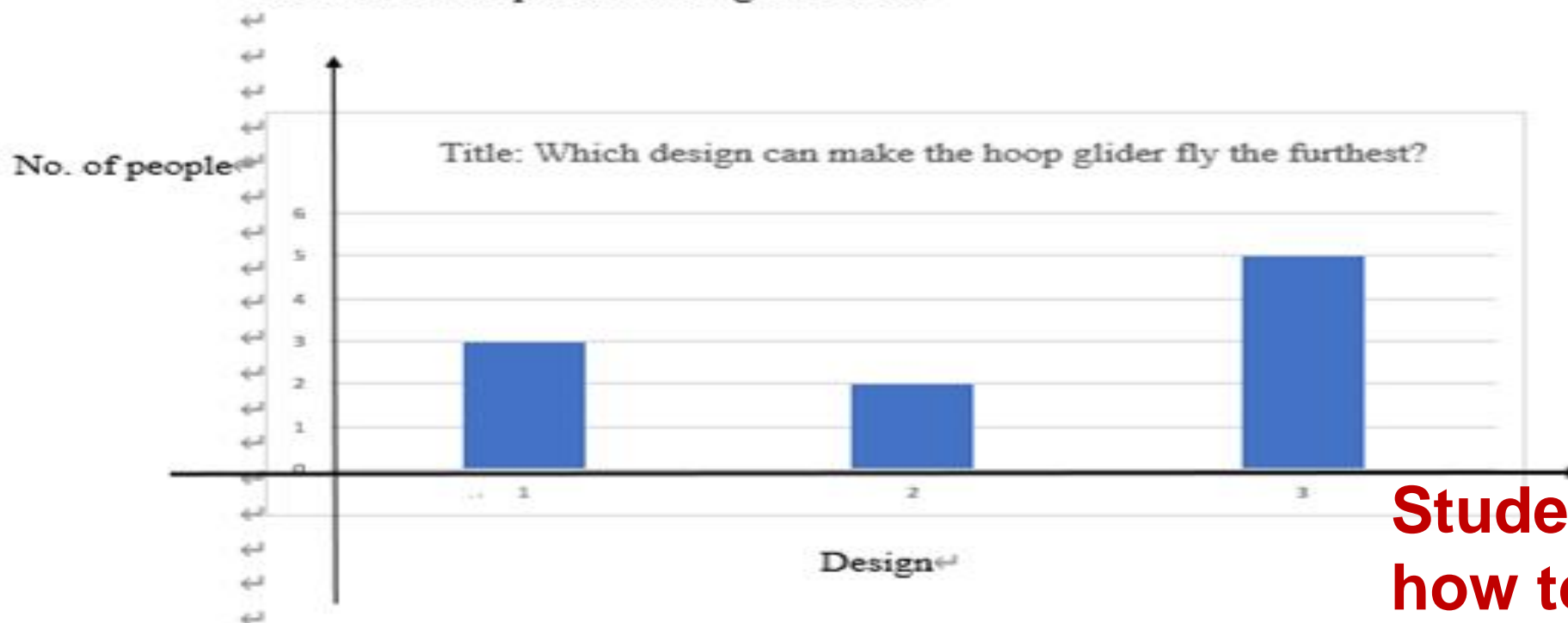
4G GROUP NUMBER 953 CM



The students
could break Mr.
Tam's record
and create a new
school record!

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A. Learn how to present findings in words.



Findings from the survey

Before the contest, we did a survey. We interviewed ten people.

Three out of ten chose Design 1. Two out of ten chose Design 2.

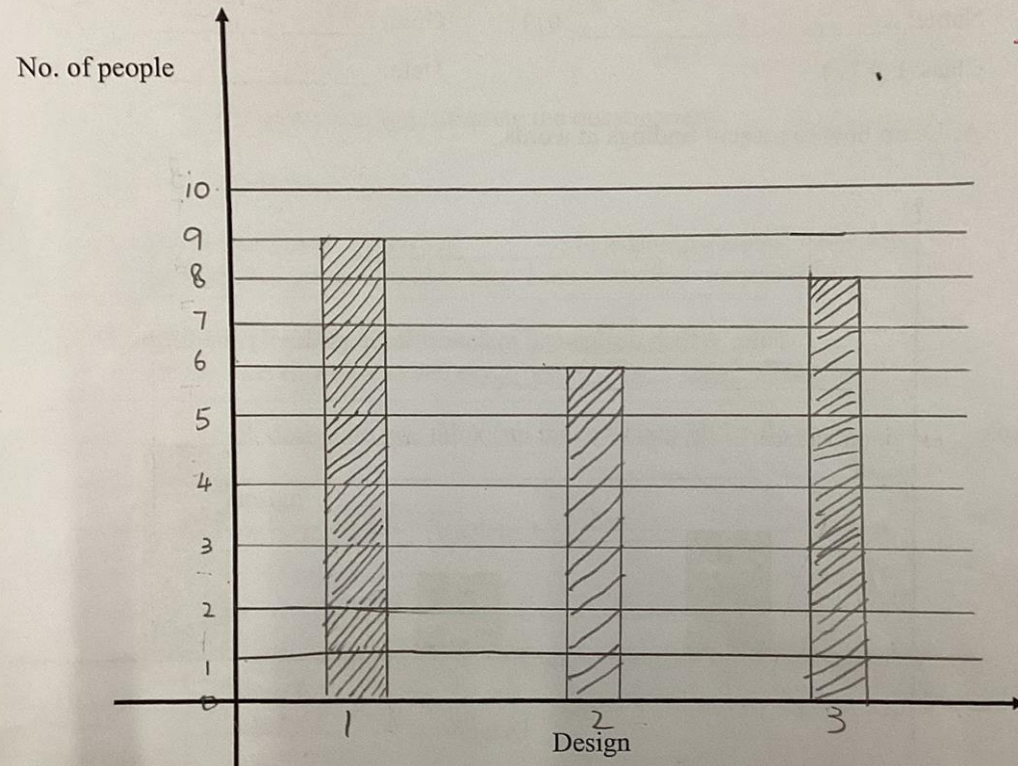
Five out of ten chose Design 3. The most popular choice was

Design 3.

**Students learnt
how to present
their findings**

B. Present your findings using a chart. Draw your chart. Write about the findings.

Title: Which design can make the hoop glider fly the furthest



Findings from the survey

We interviewed twenty-four people. Nine out of twenty-four chose Design 1. Six out of twenty-four chose Design 2. Eight out of twenty-four chose Design 3. The most popular choice was Design 1.



Summarizing the findings of the interview

The use of
comparatives
and superlatives

click and go to the next slide

**A. Record the flying distance of your hoop gliders.**

1 st design
Number of hoops: <u>2</u>
Flying distance: <u>8</u> cm/m
2 nd design
Number of hoops: <u>4</u>
Flying distance: <u>1</u> cm/m
3 rd design
Number of hoops: <u>3</u>
Flying distance: <u>5</u> cm/m

Record of the flying distance in the competition

1. Which design could make a hoop glider fly the furthest?

Design 1 could make a hoop glider fly the furthest.

2. How far was the flying distance of your furthest flying hoop glider?

The flying distance of our furthest flying hoop glider was 8 m.

3. Could you break Mr. Tam's school record?

We could break Mr. Tam's school record.

Reading Across the Curriculum Post-exam Activity

Activity Sheet (5)

Name: _____ () Grade: _____

Class: P.4 () Date: _____

A. Write a report. The following guided questions may help you:

1. What are your three designs?
2. How many people did you interview?
3. What were their opinions? How many people chose design one/ two/ three? Which design can make the hoop glider fly the furthest according to most of the people's opinions?
4. When was the contest?
5. After the contest, which design could make the hoop glider fly the furthest?
6. How far was the flying distance of your furthest flying hoop glider?
7. Could you break Mr. Tam's school record?
8. How to make the furthest flying hoop glider and break Mr. Tam's school record?



Students wrote the reports using the competition records with the help of the guided questions

Report

A. Introduction

Con **variables** the Furthest Flying Hoop Glider School Record
l three hoop gliders:

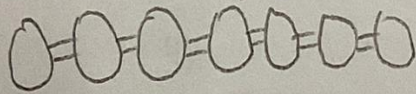
1st design

Number of hoops : 2



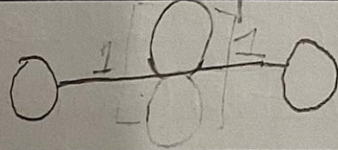
2nd design

Number of hoops : 7



3rd design

Number of hoops : 3



B. Findings from the survey

Before the contest, we did a survey. We interview



people. Nine out of twenty-four chose Design 1. Six out of
ten chose Design 2. Eight out of twenty-four chose
Design 3. The most popular choice was
Design 1.

superlative

Hints:
AS (3)

Measuring unit

AS (4)

1st July, 2022. After the contest, we
found that Design 1 could make a hoop glider fly the furthest.
The flying distance was 665 cm.

Students could present their findings using what they had had learnt in different subjects



The flying distance of our furthest flying hoop glider
was 575cm.

Hints:
AS (4)

We could could not break Mr Tam's school record.

Hints:
AS (4)

C. Recommendations/ Making improvements:

Hints:
How do
gliders
work?

We found that we do not need to change the
size and the number of hoops. We can try to
increase the length of straw to make a better
design.

design thinking

D. Lesson I learnt:

Hints:
WS 1

We have to try several times before we
succeed. We should not give up when we fail.

positive values

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TVB interviewed our students about their learning experience on making their hoop gliders



Impact on learning and teaching (students' voices)



- Wu Sze Tung & Lo Lok Hin: We learned reading skills in the English lessons and other lessons and used them to help us **understand Visual Art, Science and Mathematical articles**. We learned **how to design questionnaires, present data in bar charts and write a report in English!** We enjoyed the lessons!
- Chan Yin Hei & Pun Wing Yau: The activities were really **fun** and we learnt how to use straws, paper strips and tape to make hoop gliders and measure the flying distance using the measuring wheel during the hoop glider competition! **We love it!**

Impact on learning and teaching (students' voices)



- We interviewed teachers and our fellow schoolmates in English. We felt **excited and amazed** when we asked the interviewees which of our designs was the best!
- Although not all of us won prizes, at the end it **felt good** that teachers and our classmates recognized that **everyone of us is good at something**. The goal of breaking the principal's hoop glider record was the cherry on top!

Impact on learning and teaching (teacher's voice)

- Ms Lau, Chief Panel Head: The idea behind the Hoop Glider Challenge was to create **a playful and engaging authentic task** for students to take part in **integrative learning** as well as to **learn from trial and error**. My students **learned to read and read (across the curriculum)** to learn in the project. To quote Margaret Fuller, “Today a reader, tomorrow a leader.”



Impact on learning and teaching (teacher's voice)

- Ms Lee, Panel Head & P4 English teacher: **Design Thinking** (empathize, define, ideate, prototype, test) was introduced to the students to **facilitate them in solving the problems** they encountered on the way to attain their goal of making their hoop gliders fly the furthest. During the activity, teachers observed students were able to **utilize design thinking during the process!**



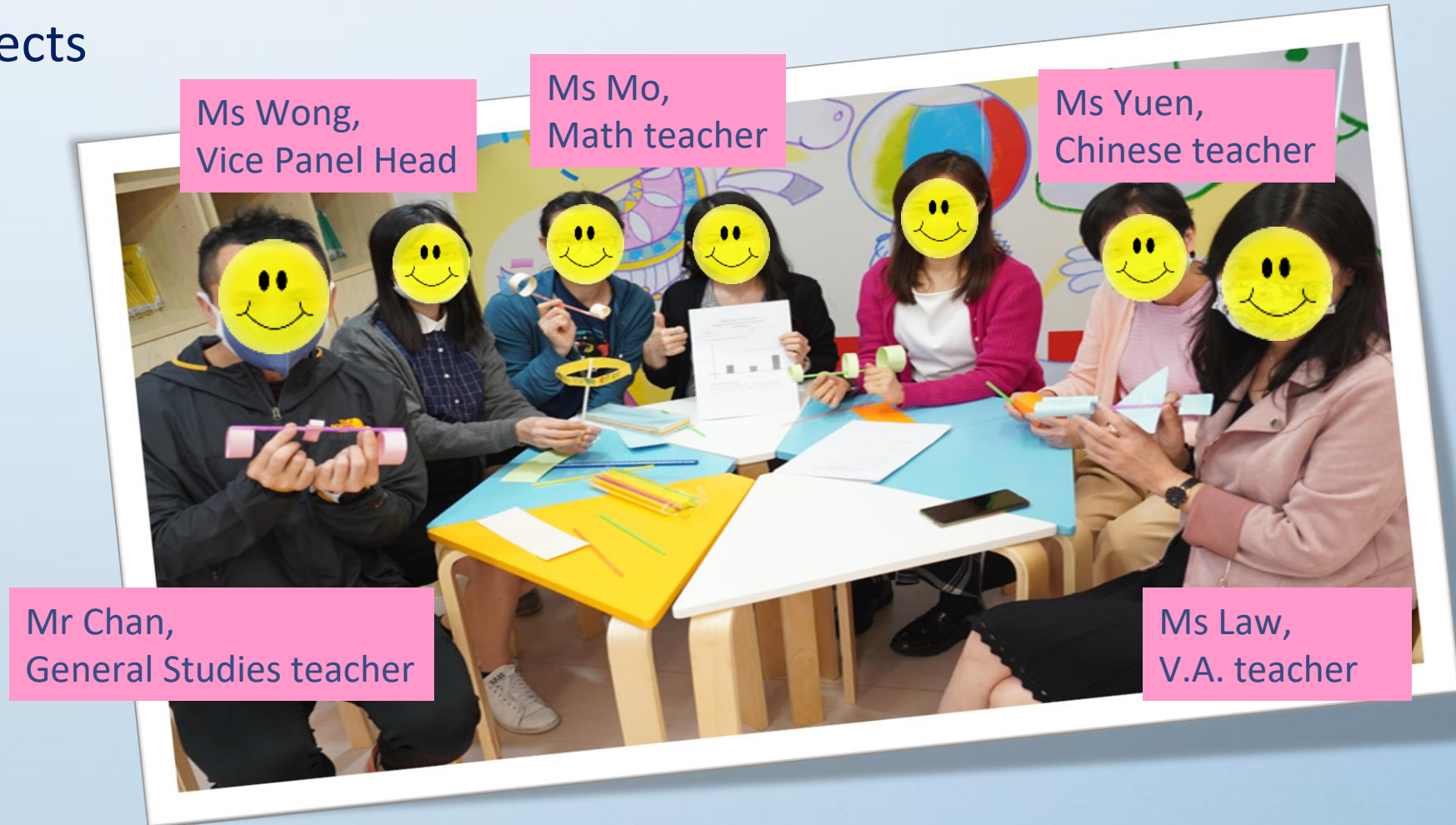
Impact on learning and teaching (teachers' voices)

- Mr Jackson, NET teacher: I provided support with the design of the reading materials and posters. I observed **students were able to use and speak English with confidence!**
- Ms Tsang, P4 English teacher: Students **interviewed others and collected opinions about their hoop glider designs and used assessments from their PVCE presentation (P: posture; V: volume; C: content, E: eye-contact) as methods of learning when they made and tested out their hoop gliders. My students enjoyed the lessons!**
- Ms Lo, P4 English teacher: Throughout the task, teachers **facilitated students in finding their strengths and in return it boosted their confidence and motivated them to keep trying.** My students were more **motivated to learn English!**



Impact on collaboration with other subject teachers

- Teachers developed a **heightened awareness** of the importance of promoting RaC with concerted efforts
- There was a **closer collaboration** between teachers from different teams/subjects



Reflection: What have we gained from the LC ?

- Cross-school professional sharing enhanced teachers' professionalism, e.g. Cross-school experience sharing
- Ways/ ideas to promote reading and reading across the curriculum in school
- Through reading from literature review and discussion in the LC, we learnt what RaC is
- Teacher networking

Reflection: What have we learned from the experience of planning and implementing these activities?

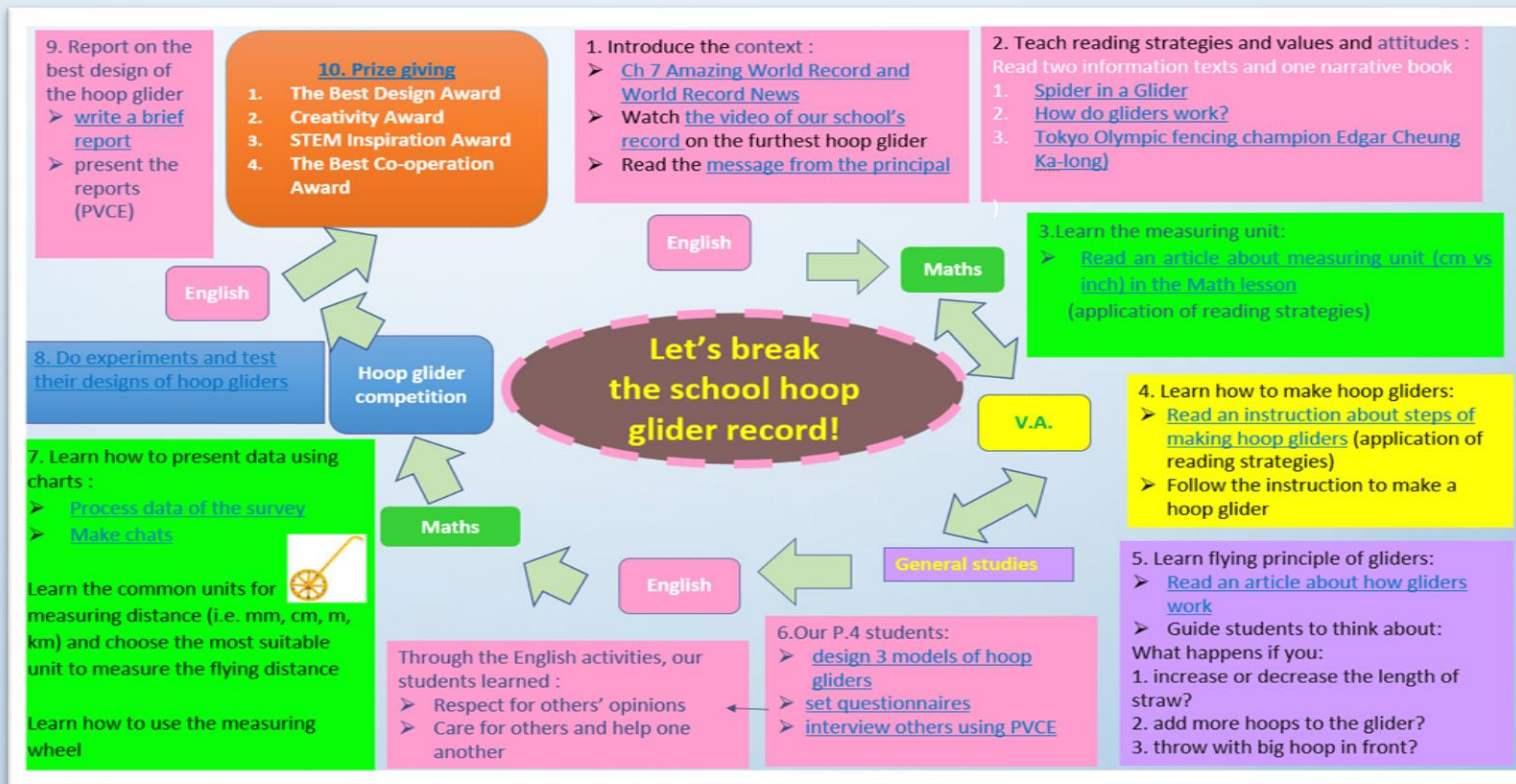
- RaC requires **careful planning, effort** and **hard work**.
- Always have a Plan B (e.g. changes to activities due to Covid-19)
- **Rome was not built in a day. It takes time to develop everything from scratch.** Make a start, keep trying and revising! Reminders to ourselves.
- **Bottom-up and top-down cross-departmental cooperation** is **possible**.
Building on students' knowledge on a certain topic such as GS through the cross-subject learning, students' learning will be deepened.

Facilitating factors in promoting RaC

- **Eagerness** of the English Panel heads and the core team to explore and learn more about RaC
- English Panel heads **taking the initiative** to initiate a collaboration with subject teachers and other subject teachers
- A better understanding of the roles of teachers - **reading should be taught by all subject teachers**
- **Teamwork** and the involvement of “**open-minded**” teachers
- **Professional support** from the EDB and the Principal
- Support from the **Learning Community** – we highly recommend teachers to join professional learning communities

Way forward

- Promote RaC at other levels
- Refine the plan and materials and make this event as a tradition of the school for the years to come



Thank you!

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