

School-based Curriculum Development (Primary) Section Learning in Action Seminar 2024 19 April

Unleashing the Potential of Reading-to-Writing Cycles: A Journey of Curriculum Renewal at the Interface of KS1 and KS2

Wong Kin Sheung Memorial School

Ms YANG Oi Lan, Anna (Vice Principal)

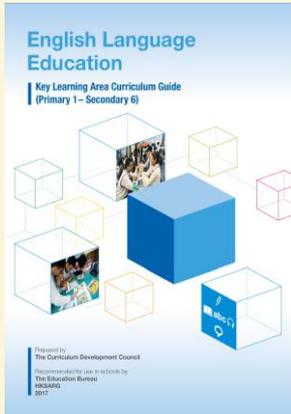
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School-based Curriculum Development (Primary) Section

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Ongoing Renewal of the ELE Curriculum



ELE KLA CG (P1-S6) (2017)

‘...adapt textbooks and other language learning resources, and supplement them with **interesting authentic materials and e-resources** to suit students’ needs and foster the development of a broader range of literacy skills...’

‘...formulate an assessment and homework policy that promotes “**assessment for learning**” (AfL) and “**assessment as learning**” (AaL)...’

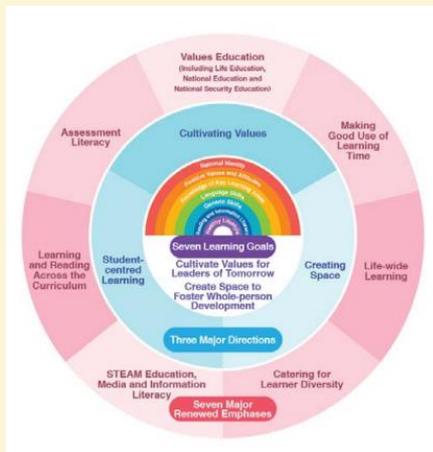
‘...**strengthening values education** through the use of a wide array of learning and teaching resources which provide contexts for students to explore a wealth of value-laden issues and stimuli for **critical and imaginative responses**...’

‘...assigning **quality homework** to provide language practice in meaningful contexts, instead of meaningless mechanical drills...’

Ongoing Renewal of the ELE Curriculum

‘...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...’

‘...providing students with **diversified, appropriate and meaningful learning experiences...**’



**organic
integration**

**natural
connection**

**mutual
coordination**

**diversified
strategies**

**learning within and
beyond the classroom**

**whole-school
participation**



PECG (Pilot Version) (2022)

School background

- **Sung Tak Wong Kin Sheung Memorial School**
- **Located in Tai Po**
- **School Mission:**
 - Emphasise a **holistic education**
 - Focus on the **integral formation of the whole person**

Start our children on the pathway of ELE and unleash their full potential within the school and in the wider community



Optimising Reading-to-Writing Cycles

Making more coherent connections between reading (as input) and writing (as output) through **selecting, **integrating**, and **adapting** various types of resources, such that students are provided with**

- (i) diversified, age-appropriate and meaningful learning experiences and**
- (ii) opportunities to be exposed to, and use, English purposefully.**



Selection, Integration, Adaptation

Illustration taken from PEGG (Pilot Version) (2022)

Key Optimising Principles

(to guide and sustain curriculum renewal)

Promoting **text grammar** and **blended learning**

Adopting **age-appropriate pedagogies**
(e.g. songs and games)

Fostering learning with **incremental scaffolding**

Connecting language learning and teaching to **real life**

Infusing **values education** in the ELE curriculum



Facilitating **peer appreciation and learning**

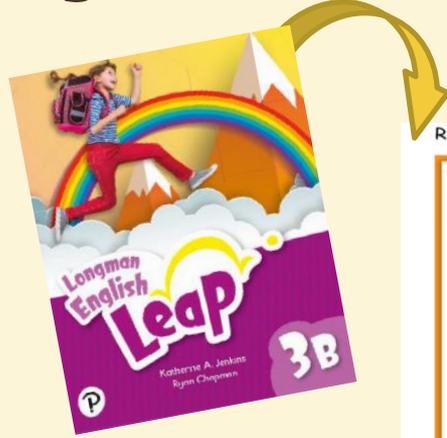
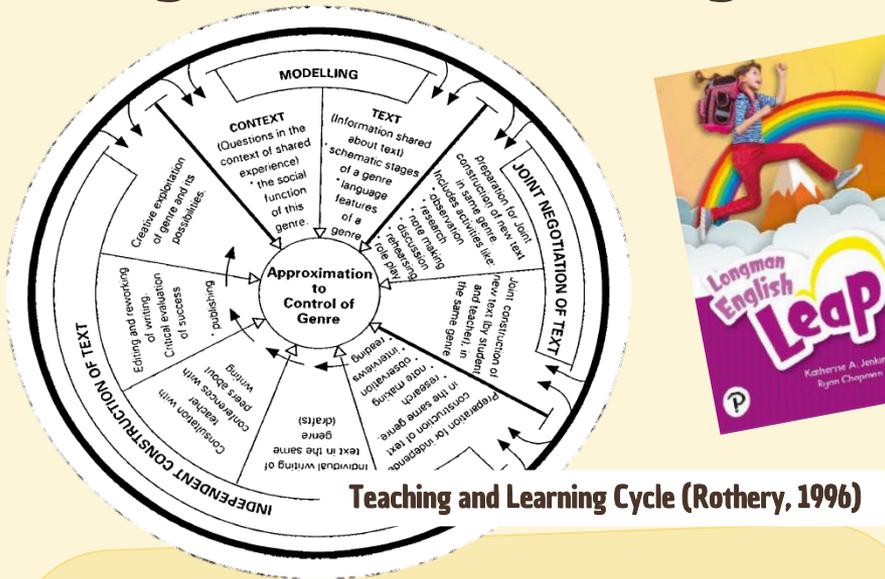
Creating opportunities for **“assessment as learning”**

Extending students’ learning experiences through **cross-curricular and experiential learning**

Catering for learner diversity through **differentiation**

Highlights from Primary 3

Text grammar (Modelling text & deconstruction)



Read Sam's diary.

Date	Weather	Sunny
------	---------	-------

20th November (Friday)

This morning I woke up early. I was excited because it was the Speech Festival today.



First, Mum and I had a big breakfast at McDonald's. Then, we went to the festival. I was nervous because there were a lot of people. I forgot one line and only got 70 marks! I felt very bad.

After lunch I got back to school. My best friends Carly and Jayden saw my sad face. They chatted with me and shared their snacks with me.



In the evening, I was surprised because Mum made pizza for dinner. It was so yummy. Dad and I played card games together after dinner. It was fun.

★ Today was a bad day but I was happy to have such good friends and parents!

★ ★ ★ ★ ★



Write in past tense

Use first-person pronouns such as

Talk about your and give supporting details



Modelling text and text exploration

'...**understand** the features associated with a particular text type [i.e. Reading] and **apply** the knowledge acquired in writing and creating relevant texts [i.e. Writing]...'

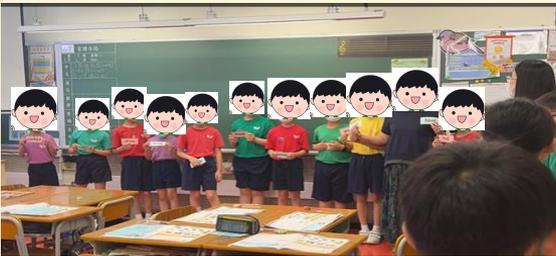
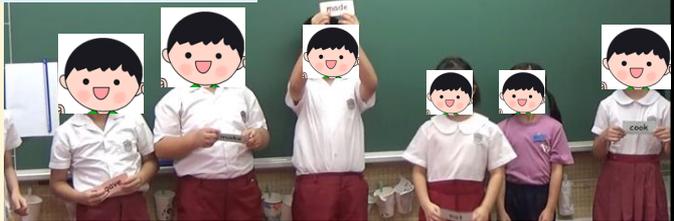
(ELE KLA CG, 2017)

Rothery, J. 1996. 'Making changes developing an educational linguistics' in R. Hasan and G. Williams (eds.). *Literacy in Society*. London: Longman.

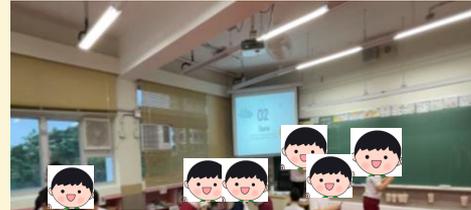
Adopting age-appropriate pedagogies

'...provide opportunities for children to learn the language through multisensory exploration and expose them to **pleasurable** and **age-appropriate English activities** (e.g. games, songs) rather than teach it formally...'
(ELE KLA CG, 2017)

Warm-up game



Treasure hunt game



Use of games and songs

SENTENCE LEVEL

- Word dices were made. Students made simple sentences by throwing the dices. They liked this game very much.

WORD LEVEL

- Word cards were made. They helped less able students to recognise words.
- Songs were used to familiarise students with key vocabulary items and language structures.



Past Tense Song

(a collaborative activity)

listen, listened; stay, stayed; jump, jumped; play, played; talk, talked; look, looked. Please add 'e-d'.

chat, chatted; clap, clapped; skip, skipped; hop, hopped; pat, patted; stop, stopped. Add 't' or 'p' and 'e-d'.

tidy, tidied; dry, dried; try, tried; fry, fried; study, studied; cry, cried.
Change 'y' to 'i-e-d'.

give, gave; sing, sang; drink, drank; swim, swam; draw, drew; ride, rode. You need to change the vowel.



Source: Longman Leap, 3B
Tune: Skip to my lou

'...appreciate the beauty of the language through enjoying **singing English songs** and reading simple rhymes...'

(ELE KLA CG, 2017)



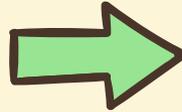
Students from the four classes sang the past tense song together with simple gestures. This enables them to deepen their learning of the simple past tense form **in a fun and pleasurable way!**

Fostering learning with incremental scaffolding

'...teachers need to conduct appropriate pre-task, while-task and post-task activities to engage students in **constructing knowledge actively and progressively**, as well as to provide **appropriate support and scaffolding** to facilitate students' successful completion of the tasks...'
(ELE KLA CG, 2017)

Incorporating enabling tasks

- Practise target vocabulary
- Activate the students' prior knowledge, generate ideas and organise their thoughts.



A process of enablement

Word level



Sentence level



Paragraph level



Text level

Fostering learning with incremental scaffolding

Language Focus: Feeling words and supporting details

Feelings / emotions

Date: _____

Part B (i). Fill in the brackets with the correct letters.

Adjectives describing one's emotions and feelings	Actions
(A) happy	() - have a big smile on your face
(B) sad	() - frown
(C) angry	() - amazed
(D) excited	() - surprised and upset - open your mouth wide
(E) scared	() - slightly frightened - worried about something that is happening
(F) surprised	() - your face might turn red - stomp your feet
(G) worried	() - laugh happily - jump up and down
(H) nervous	() - shake with fear
(I) shocked	() - cry for a long time

ii) Listen to the feelings song and sing the song.



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P.2

Date: _____

Part E

Read the story. Circle the feeling words in the writing below. Then add supporting details after the feelings.

Once upon a time, there was a man called Bill. He had no friends. He never smiled. He was sad. He just stayed home all the time and never wanted to see anyone. His neighbour Peter was poor but happy.

Bill thought, 'Why is Peter so happy? I'll find out the answer tomorrow.'

The next morning, Bill followed Peter to town. First, Peter met an old man. A thief stole his wallet. He lost all his money. He was shocked. He did not know what to do next. Peter gave him some money and took him to the police station. After that, Peter saw a hungry girl. He gave her some bread. The girl was happy.

Next, Peter helped a little boy. He was crying because he hurt his leg. He couldn't walk. He was worried.

Bill saw all of this. 'I still don't understand why Peter smiles all the time,' thought Bill.

That evening, Bill asked Peter, 'Why are you always happy? I followed you the whole day but I couldn't find the answer.' Peter asked, 'What did I do today?' Bill replied, 'You only helped others.' Peter smiled and said, 'You're right. Do as I do and you will be happy.' Bill was excited.

Finally, he knew the answer.

P.5

Date: _____

Part F Look at each picture and write a short story by using the given words. Use the simple past tense and include supporting details.

(e.g.)



worried

One day, Molly's dog, Teddy was sick. Molly was worried. She furrowed her eyebrows as she worried about her dog's health. She took it to the vet and looked after it. After a few days, Teddy got better. It could play with Molly again. Molly was happy. She had a big smile on her face.

(1)



happy 8th birthday

yesterday celebrated
excited laughed
food present

P.6

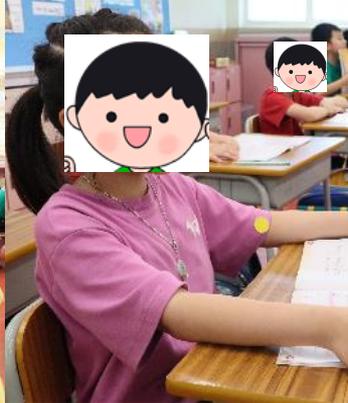
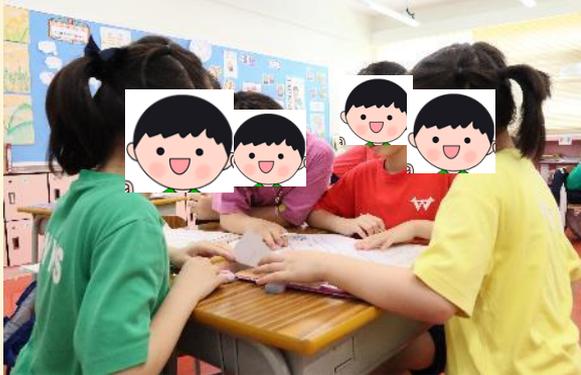
Word level

Sentence level

Paragraph level

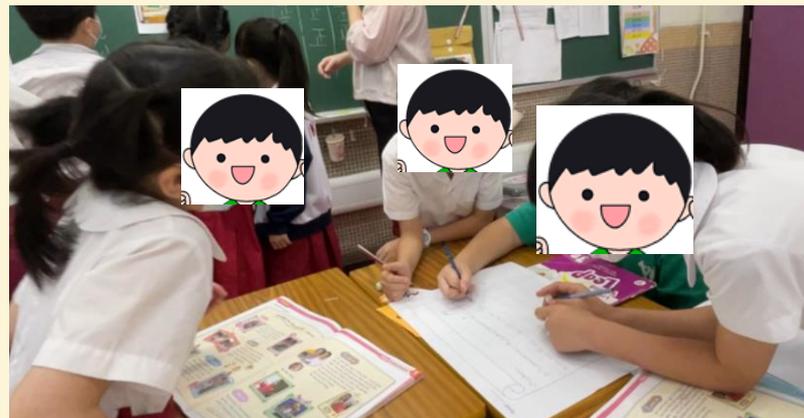
Connecting language learning and teaching to real life

Group Writing Task: What happened last Thursday?



What happened last Thursday?

Promotion of pupil participation and peer learning through group activities (i.e. writing circles and group presentations)



Use of the simple past form is now meaningfully relevant to their everyday lives 😊

What happened last Thursday?

18th May, 2023 (Thursday) Sunny ☀️

In the morning, we had a library lesson. We read a storybook with Miss Chow.

We liked the book very much. Next, we played games together in Chinese lesson. We felt happy and had a big smile on our faces. In PE lesson, we played basketball together. It was fun.

In the English lesson, we played English games. After that, we played recorder in the Music lesson. Finally, we had lunch. It was delicious.

Today was such a good day!

Time phrases

yesterday
last week/last month...
last Sunday/last Friday...
ago
one day
in the morning/afternoon/evening

Weather

sunny/rainy/cloudy

Feelings

- happy 😊
- excited 🤩
- sad/upset 😞
- nervous 😟
- tired 😫

18th May, 2023 (Thursday) ☀️ Sunny

In the morning, we had a library lesson. We played train game. Miss Chow read a story book. Then, we had PE lesson. We played basketball. We were excited. In English lesson, we played English games. In Music lesson, we played the recorder and sang songs. In the afternoon, we had yummy lunch. We were happy.

EVIDENCE OF STUDENT LEARNING

Content

quantity of output & willingness to communicate

1st term Writing 1

A Bad Day

It is a sunny day. Toby goes to ^{the} football pitch. Toby plays foot ball with his friends. They kick the ball. They are so excited. ✓

The weather changes suddenly. It is cloudy. They do not know. ✓

It is raining heavily. They do not have umbrellas. They all get wet. Toby says, 'Oh no! Let's run to the ^{supermarket,} tree.' ✓

In the end, Toby runs to ^{the} supermarket. Toby is ^{in the} shopping centre. ^{After a while,} Toby runs ^{back} to home. ^{He is} Toby is so hungry. ✓

1st term Writing 2

A New School Event

Book Week is on the thirteenth of October. It is for everyone - students and teacher. I love Book Week because I want everyone ✓

to read more books in ^{their} free time. ✓

On ^{during that week} that day, we can read books and tell ^{stories} to everyone. We share books with ^{schoolmates} our students in the school. We feel excited. ✓

Book Week is great because I like reading books. ✓

2nd term Writing 3

Writing Task—My Mother's Day

Time to think of some ideas.

Entry for your Mother's Day with the help of the timeline.

14th May, 2023 (Sunday) Sunny ☀

I got up before Mum because it was Mother's Day. I wanted to give Mum a surprise. Mum and I went to KFC. Mum and I ate breakfast. We had ^{First,} eggs, orange juice and sandwiches. Mum was happy because she had a big smile on her face. ✓

In the afternoon, we went shopping in Happy Shop. There was a big sale. I bought a purse and a towel for Mum. Mum was happy because she liked ^{the} red purse. ✓

I went home suddenly. Mum gave me a big hug and a kiss. We ate a yummy dinner. The noodles tasted really good! I gave her a card. Finally, we were happy. ✓

I was happy because I liked ^{the} my Mother's Day so much. ✓

Content

Richness of expression & supporting details

Writing Tips

1. past tense

2. feeling adjectives 😊 😌 😞

3. supporting details

--reason (because...)

--actions

E.g.:

happy --had-a-big-smile-on-one's-face

.....-jumped-up-and-down.

excited --jumped-with-joy.

--laughed-happily.

surprised --opened-one's-mouth-wide.

Feelings + actions

It was Mother's Day today. I woke up early before Mum because I wanted to make breakfast for Mum. I made an egg and milk in ^{the} kitchen. The kitchen door ~~is~~ opened. ^{It was} Mum ^{she} was surprised. She ^{the} opened her mouth wide. ^{she}

In the evening we ate cake together. I was full. I couldn't eat anymore. ^{Finally} I gave Mum the present. My brothers and I hugged Mum. Mum was ^{happy} She had a big smile on her face. It was a good day.

Language & Organisation

uptake of the target vocabulary and structures

Supporting details for feelings

Consistent use of simple past form

Use of time phrases
(to promote textual cohesion)

14th May (Sunday) Rainy ☁️

Today was Mother's Day. I had a great time with Mum!

In the morning, I woke up **early**. **Then** I had a breakfast. It was very delicious. **After that**, I played games with Mum. It was fun. I was happy. I had a big smile on my face. **Then**, I went to a park and did exercise. **Next** I went back home and made Mum lunch.

In the afternoon, I made a card for Mum and gave her the card. I felt good. **Next**, I played with Mum again because it was really fun. **After that**, I did housework. I was tired. I wanted to sleep. **Then** I had a nap. ^{When I woke up} **Next**, I watched TV.

At night, I was surprised because Mum made a delicious pizza. We ate it. I was really happy. **Then** I hugged and kissed Mum. **After that** I chatted with her and did puzzles. **Finally**, I went to bed.

Today was such an unforgettable day!

Language & Organisation

Accuracy & Fluency

Supporting details for feelings
(from another piece of writing)

delicious pizza. They were happy again. They had a big smile on their faces. Finally, Amy's friends gave Amy a towel, a purse and a card. Amy said, 'These are the best presents ever!' Everyone ~~were~~ over the moon. ~~was~~

Amy's birthday
Amy had a birthday party at home. It was on 2nd May. She invited her friends to join the party. There ~~was~~ ^{were} a lot of decorations in the house. First, Amy and her friends played card games. Amy always won. Next, they watched a cartoon about a cute cat. Then, they chatted with each other. They laughed happily. After that, Mum was ~~took~~ taking out the birthday cake. They were excited. They jumped up and down. They all sang a birthday song to Amy and clapped their hands. While everyone was happy and excited, the dog in the living room suddenly barked. Mum was scared so she dropped the cake. Mum said, 'There is no cake.' Everyone was sad. They cried for a long time. Suddenly, Amy had an idea. She said, 'Let's order a pizza instead!' Right after that, Mum ordered a pizza. Everyone ate that

Language & Organisation

uptake of the target vocabulary and structures

Supporting details for feelings

Consistent use of the simple past form

Use of time phrases
(to promote textual cohesion)

Last Saturday was Jason's birthday. He asked his friends to come to his home. Jason was happy because his best friend Jack came. Zoe and Sammy came too. They played card games & Jason won the game. Then they did puzzles. It was fun. They had a good time.

In the afternoon they sang a birthday song to Jason and clapped thier hands. Mum took out the birthday cake. They were excited. Suddenly, Jason's dog jumped on the cake. Everyone ^{was} were shocked. Mum said, 'Oh dear!' Jason was sad. He cried and cried. His friends said, 'Don't be sad, Jason, we can order a pizza.' Jason stopped crying and said, 'OK.'

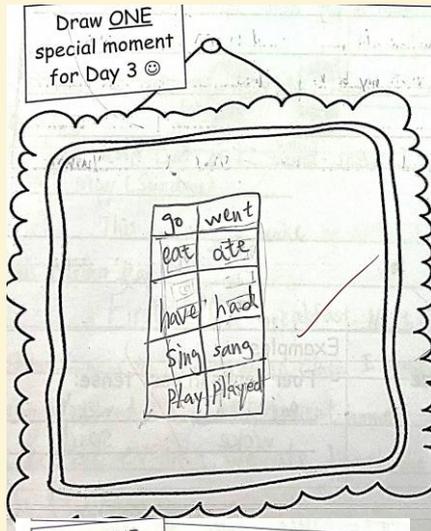
In the evening they ate the pizza. Then Zoe gave him a card and a towel. Sammy gave him a toy car. It looked cool. Jack gave him a watch. Jason was over the moon. He said, 'Thank you, my friends!' It was a great day.

Attitude towards learning English

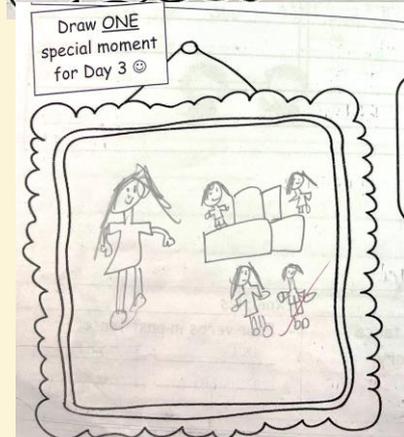
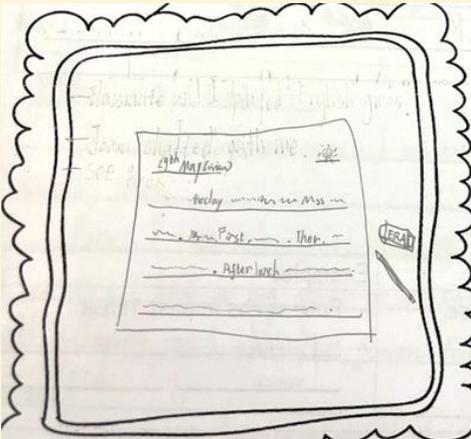
Draw ONE special moment for Day 3 ☺



Draw ONE special moment for Day 3 ☺



Draw ONE special moment for Day 3 ☺



Day 3

Date: 24th May, 2023

24th May (Wednesday)

☁ Cloudy

This morning I woke up early. I was sleepy. I yawned. but First, I went to ^{school} on foot. Then, we played English games to learn English with Miss Lee. I was excited. I jumped up and down.

After that, we studied for English dictation.

Today was busy but I was happy because we played the games together.

Draw ONE special moment for Day 3 ☺



My classmate used past tense in the diary.

or

By Joan



Highlights from Primary 4

General sequence:

“from reading to writing” to complement textbook learning

Textbook: Longman Leap

Module: Changes

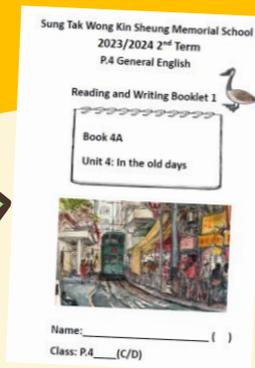
Chapter 3: Growing Up

Chapter 4: In the Old Days

Differentiated Reading and Writing Booklets & learning activities

Writing Task

Textbook



Writing Task : My Time Travel Journal

Vocabulary Input: Places, electrical appliances

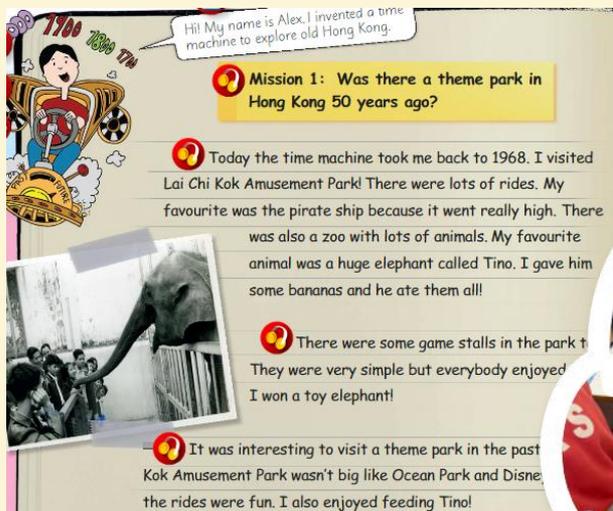
Language focus: Past tense, infinite pronouns, Use of 'When'

Text type: A Time Travel Journal

Writing Task : My Time Travel Journal

Enriching students' reading experiences – time travel journal

Passage in the textbook



1900 2000 2100

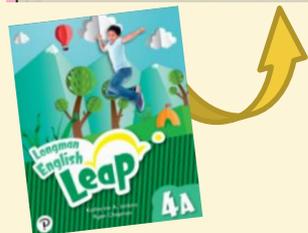
Hi! My name is Alex. I invented a time machine to explore old Hong Kong.

1 Mission 1: Was there a theme park in Hong Kong 50 years ago?

2 Today the time machine took me back to 1968. I visited Lai Chi Kok Amusement Park! There were lots of rides. My favourite was the pirate ship because it went really high. There was also a zoo with lots of animals. My favourite animal was a huge elephant called Tino. I gave him some bananas and he ate them all!

3 There were some game stalls in the park too. They were very simple but everybody enjoyed. I won a toy elephant!

4 It was interesting to visit a theme park in the past. Lai Chi Kok Amusement Park wasn't big like Ocean Park and Disneyland. The rides were fun. I also enjoyed feeding Tino!



Supplemented with CoSpaces
(a virtual reality, multimodal experience)



Promoting text
grammar and
facilitating text
exploration

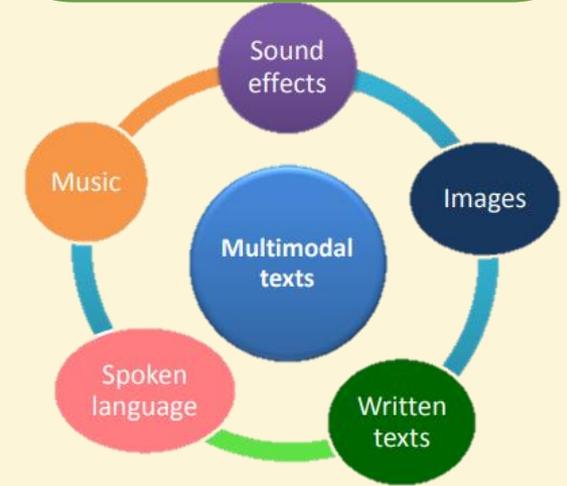


Supplemented with CoSpaces

'...teachers can integrate e-learning in the design of learning, teaching and assessment activities to **complement the traditional mode of learning**, enhance learning and teaching effectiveness, and accommodate the diverse needs of students...'
(ELE KLA CG, 2017)

'...students read/view **printed and multimodal texts** to locate relevant information and main ideas and present them through different media...'
(ELE KLA CG, 2017)

(ELE KLA CG, 2017)





Supplemented with CoSpaces



Life-wide and cross-curricular learning (with the subject of GS)

Through this, students could learn more about the study hall and education system in old Hong Kong.



Teaching of the modelling text – time travel journal

Deconstruction of the modelling text

Setting of mission

Mission: Were there any supermarkets in Central 60 years ago?

Opening



Today the time machine took me to Central in 1958. I was surprised because there weren't any supermarkets.

Main body

I went to a wet market on the street. It was dirty and there were many stalls. I could smell meat and fish everywhere. Nobody used shopping bags. Everybody used bamboo baskets. I saw a lot of children in the market. Many of them weren't with their parents. In those days, children could take care of themselves!

Captions



Everybody used bamboo baskets to carry their food.



An old woman used a piece of straw to carry a fish.



This girl was only seven but she could take care of her baby brother!

You can add drawings or photos in your journal.

Ending

It was interesting to see what Central was like 60 years ago. I felt happy because I enjoyed talking with the children in the market. They were amazing!



Date: _____

Do you like this time travel journal entry? Can you find the following information from it? Try using bullet points to write down your ideas.

Para _____

Where did Peter go? _____ What year did Peter travel to? _____

What did Peter see? _____

How did Peter feel? _____

Para _____

Who did Peter see/talk to/play with? _____

What did Peter see? _____

What did people do? 1. People _____

2. Children _____

Pictures and captions

How many pictures did the writer share? _____

Any captions? Yes / No

Para _____

Ending

What did the writer feel about the mission? _____

Why? _____

Teaching of the modelling text – time travel journal

Deconstruction of the modelling text

Setting of mission

Opening

Main body

Captions

Ending

Mission: Were there any supermarkets 60 years ago?

Today the time machine took me to Central in 1958. I was surprised because there weren't any supermarkets. Could you believe that?

I went to a wet market on the street. When I entered it, I saw many stalls. It was quite dirty. I could smell meat and fish everywhere. Nobody used shopping bags. Everybody used bamboo baskets. Also, I saw a lot of children in the market. They walked around and many of them weren't with their parents. In those days, children could take care of themselves!



Everybody used bamboo baskets to carry their food. That's better than plastics!



An old woman used a piece of straw to carry a fish. How interesting!



This girl was only 7 years old but she could take care of her brother.

It was interesting to see what Central was like 60 years ago. Life was not easy in the past but people kept working hard. They never gave up! I felt happy because I enjoyed talking with the children in the market. They were amazing and friendly!

By Peter Lee 4C



Date: _____

Do you like this time travel journal entry? Can you find the following information from it? Try using bullet points to write down your ideas.

Para _____

Where did Peter go? _____ What year did Peter travel to? _____

What did Peter see? _____

How did Peter feel? _____

Para _____

Who did Peter see/talk to/play with? _____

What did Peter see? _____

What did people do? 1. People _____

2. Children _____

Pictures and captions

It should be noted that the modelling texts were **strategically adapted** to cater for learner diversity, as well as to build upon previous student learning.

Can you see a sentence with 'when' in the journal entry? Write it here:

When _____

Can you write the sentence in another way? Give it a try:

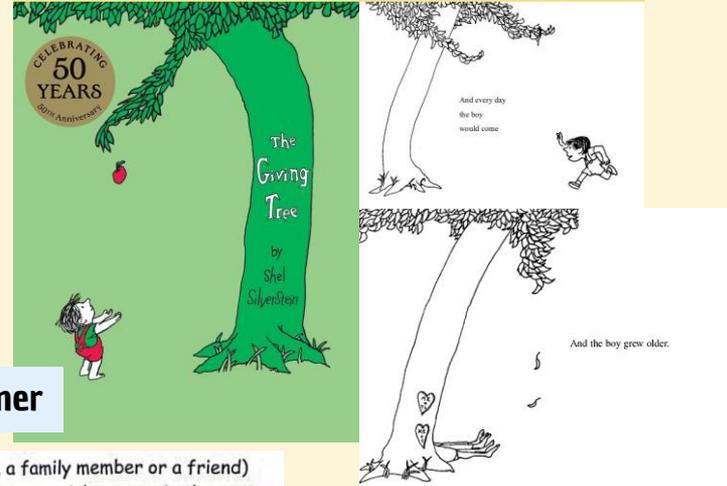
_____ when _____



Infusing values education into ELE

Chapter 3: Growing Up (Gratitude)

Written & illustrated by Shel Silverstein;
Published by HarperCollins



Expressions of gratitude:

◆ use set phrases

e.g. Thank you (very much) / (so much).

e.g. Thanks / Many thanks.

e.g. Thank you (very much / so much) for being so kind to me.



Thank-you note

◆ use 'grateful' and 'thankful'

e.g. I am grateful to you for taking care of me.

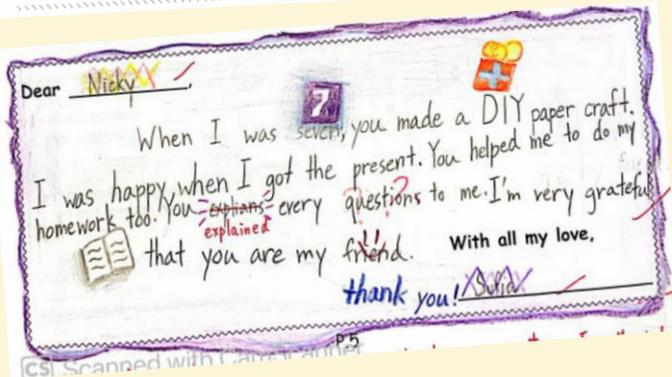
e.g. I am thankful to you for looking after me.

◆ use 'so', 'beyond' and 'very' to describe adjectives

e.g. I am _____ grateful. e.g. I am _____ thankful.

Reading Corner

Now, writing a thank-you note to a person (e.g. a family member or a friend) who helped you before. You can (i) tell him/her one special memory in the past and (ii) express your gratitude for his/her help. You may draw if you want to.



Strengthening
values education

Infusing values education into ELE

Chapter 4: In the Old Days (Perseverance)

People in the past worked very hard for their lives. We should always keep working hard even when we face difficulties. This is called **perseverance**. We should never give up!

In our daily lives, many people are kind to us and they help us all the time. We should thank them and feel grateful. This is called **gratitude**.

Perseverance (n) - You keep working hard even when you face difficulties.

Gratitude(n) - show your thankfulness to the people who help you.

Infuse the values of not giving up in hard times

Explanation

Introduce quotes and books

Study the following quotes. Fill in the boxes with 'P'(Perseverance) or 'G'(Gratitude).

Never give up!

Gratitude is the best attitude!

Dream big, work hard, stay humble!

In all things, give thanks.

No pain, no gain!

Quotes



Read the following book. Jot down three new and useful words that you have learnt from the book, and rate it!



The Thankful Book
New/Useful Words

1. _____ 2. _____ 3. _____

My rating: ☆☆☆☆

Recommendation to friends: Yes / No

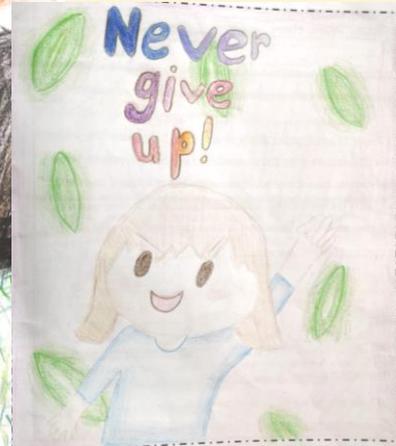
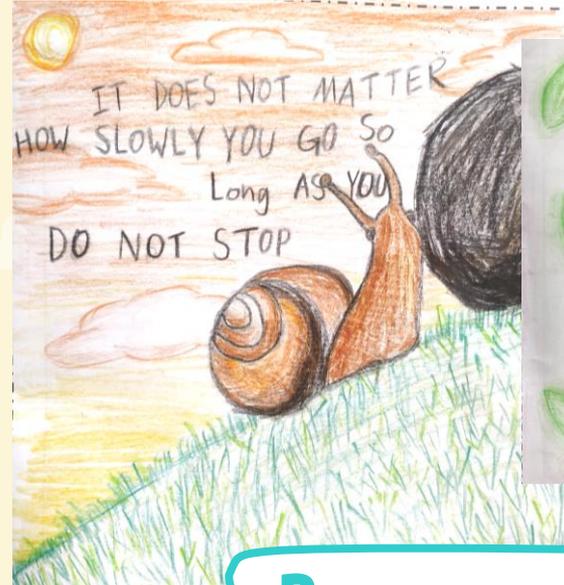
Infusing values education into ELE

Chapter 4: In the Old Days (Perseverance)

Students also shared their works on Padlet



Gratitude



Perseverance

New quotes from students

Set a mission based on students' personal interests (while promoting learner autonomy)

**Final product:
A Travel Journal**

**Connecting students' reading and
writing experiences**

Part I Date: _____

Fill in the hamburger organiser.

Remember to set your writing goals for this piece of writing!

Refer to your KWL chart (on p.2) to help you with your planning.

Try using bullet points to come up with ideas for the writing.

Para ____ **Background**

Where did you go? _____ What year did you travel to? _____

What did you see? _____

How did you feel? _____

Para ____ **Body**

Who did you see/talk to/play with? _____

What did you see? _____

What did people do? _____

Pictures and captions

1) _____

2) _____

Para ____ **Ending**

What did you feel about the mission? _____

Why? _____

Were you grateful? Were you surprised by their perseverance? Reflect on this mission and share!

P.11

Students became more adept at organising and outlining ideas in the writing process.

Gradual release of responsibility 😊

Creating opportunities to practise assessment as learning

Set missions for the travel journal based on **students' personal interests**

Let's take a trip to Hong Kong in the old days. Complete the following K-W-L chart to help you with your mission!

Refer to pages 41 & 42 of Book 4A for examples.

Mission: What did children play 60 years ago?

Know
What do you already know about this mission?

- Many people were poor. Children played homemade toys.
- Children played hopscotch and chapteh in the street.
- Only rich people had TV at home.
- TV was about \$5000.
- The average salary of a worker was \$200 only.

You may draw, if you want to.

Date: 16/1

Want to know
What do you want to know about this mission?

- Did children have many toys in the past?
- How much was a TV in the past?
- Did children have lots of homework in the past?

My research methods

- do Internet research
- interview relatives
- ask teachers
- find and study old pictures
- have a site visit
- do library research

(choose at least TWO research methods by circling)

from 16/1 to 30/1 (14 days)

You may draw, if you want to.

Date: 22/2

Learnt
What did you learn about this mission?

The children had some toys. Some toys were \$2000. They had a little bit of homework and the homework was so easy.

You may draw, if you want to.

Date: 22/2

P.2

Electronic devices

KWL

'...help students set goals, monitor, reflect on and evaluate their own learning...'
(ELE KLA CG, 2017)

Refer to pages 41 & 42 of Book 4A for examples.

Mission: Was there a mobile phone 100 years ago?

Know
What do you already know about this mission?

- Rich people could afford telephones.
- most of the people wrote letters or face-to-face to communicate.
- poor people couldn't afford telephones because they were expensive.

You may draw, if you want to.

Date: 22/2

Want to know
What do you want to know about this mission?

- How many people had telephones?

My research methods

- do Internet research
- interview relatives
- ask teachers
- find and study old pictures
- have a site visit
- do library research

(choose at least TWO research methods by circling)

Learnt
What did you learn about this mission?

- We should be grateful of what we have.
- think we are lucky to have many technology.

Toys

Do research and collect information

Facilitating peer appreciation and learning

Good work sharing
Compile a booklet sharing
students' good work

Sung Tak Wong Kin She

P.4

Good Work



Jason and I

My best friend is Jason. We are both in the same class, 4C. We are nine years old.

Jason and I look different. He is a bit taller than me. Jason's hair is a bit long. I think he needs to cut his hair. My hair is short.

Jason is the most courageous person in our class. He is not afraid of scary things. He is brave! I am talkative. When Miss Lee talks about new things, I will talk a lot.

Jason and I have the same personality. We are helpful. Jason often helps others. He helps everyone in need. I will help my classmates with their homework. We are the funniest people in the class. When Jason says funny things, I will make funny faces. Everyone will laugh a lot.

Jason and I have the same hobbies. Jason and I like playing phone games, Roblox. We like playing video games too. We always play Mario 3D World. We like the games very much. We always do taekwondo. We always do it on Fridays.

We enjoy playing together. We like to chat and say fun things. We both like each other and we are best friends.



'I love you, Grandpa!'

John's grandpa lived in an old people's home. John's family visited him every Saturday. John's grandpa was in a wheelchair so Mum and Dad took care of him carefully. They fed congee to Grandpa. But John didn't like his grandpa very much. He frowned every time.

One Saturday, I don't want to visit my grandpa every Saturday! I'm so bored. I want to go cycling,' shouted John. His parents were surprised because they didn't know that John disliked visiting grandpa.

After that, Mum opened a photo album. She pointed to a picture and said, 'John, do you remember the time when you were small? You couldn't get dressed when you were little. You couldn't comb your hair by yourself either. But your grandpa helped you! You should respect him.'

In the end, John felt sorry. He wrote a thank-you note to Grandpa. He learnt that he should respect old people.

"If you have knowledge,
let others light their
candles in it."

Margaret Fuller

Rewrite the ending with reflection
(post-writing activity)

Were you grateful? Were you surprised by their perseverance? Base on your writing and re-write the ending with a reflection ↵

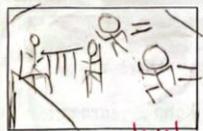
EVIDENCE OF STUDENT LEARNING

Evidence of learning

Mission: How was the life of the student 60 years ago?



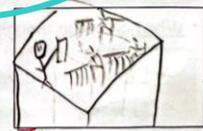
Today ^{the} time machine took me back to Tai Po in 1964. I was trying to find a school but I couldn't. So I asked a boy where the school ^{was} is. He said, 'The school is on the roof of buildings.' I was surprised because the schools ~~wasn't~~ wasn't on land. It was on a roof.
^{I went to a rooftop school.}
 The first thing I saw was all the students lining up, and taking their hands out. I couldn't imagine what ^{happened} ~~was~~ next. The teacher smacked their hands. I was so scared because the sound was so loud.



Students ^{played} ~~had recess~~ in their classroom.
 at recess



Teachers smacked their students for being naughty



The schools were on the roofs of the building

Then it was recess. They ~~had recess~~ ^{played} in their classroom. Some students raced. Some ate snacks.

I was happy because I found out some interesting things about schools in old Hong Kong.

Findings from having interviewed a teacher

- ➔ What did you learn? Go to P.2 to finish the chart.
- ➔ Go to P.1 to reflect on your writing goals.

Two Stars and A Wish

- ★ You are so smart to use what I told you in your writing. (2nd paragraph) You made it interesting.
- ★ Nice introduction of rooftop schools.
- ★ You may add a few more fun facts about schools in the old day. Find more information before you write!

Evidence of learning

Write your time travel journal.

Mission: ^{because} ~~because~~ I never saw a ^{homemade electronic} ~~homemade~~ ^{machine} ~~game~~ ^{playground} ~~game~~ by myself.

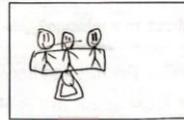
Today the time ^{machine} took me to a ^{playground} in 1964. There were a lot of children playing on a homemade seesaw. I was surprised. They invited me to play which looked dangerous, but ~~everyone~~ ^{everyone} liked it. ^{When I got on, it was super unstable. When everybody got on, I enjoyed it very much. It was very interesting. When I tried it, it was not bad, everyone liked it. I really liked it, I like it.}

I made a friend when I was playing on the seesaw. He showed me other home made ^{toys} things. When he showed me ^{his toys} everything, we laughed and laughed.

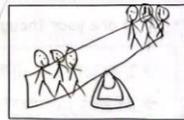
There was one game that I especially liked ^{It was} ~~called~~ ^{chess} ~~chess~~. I played it with my new friend, I had so ~~so~~ much fun. I really liked it.



I saw some children playing on a dry seesaw.



We had so much fun.



When there ^{were} a lot of people ^{on it}, it was very fun.



It was very interesting to play with old toys in the past. It was fun, I felt very happy. ~~So I found out that there were not any electronic games 60 years ago. Although they had very simple toys, they still found a way to have fun.~~

Include personal reflection in the ending



What did you learn? Go to P.2 to finish the chart.



Go to P.1 to reflect on your writing goals.

Two Stars and A Wish



You found an interesting idea on the web! ^(Homemade seesaw)



I like the ending. You answered the mission and wrote a good conclusion.



Do not overuse the same word / phrase. (fun)

Find another word / way to express interesting.

Your ideas.

Evidence of learning

Write your time travel journal.

Mission: What did children play 60 years ago?



Today the time machine took me back to Tai Po in 1964. I was surprised because Tai Po was so different 60 years ago. I ~~could~~ ^{It was} ~~saw~~ a house in a village. I could not believe my eyes! I went to a village. When I entered it, I saw Tai Po children playing together on the floor but there were no computers or TVs. There were only a few toys. Also, I could see three kinds of toy. They were flying chess, beanbags, cartoon papers. The cartoon papers looked cheap but the children treasured them very much and kept them safe in tin boxes. The children taught me how to play beanbags and we had a game. I lost but I enjoyed it a lot!



The children treasured them very much!



This game called for sharp eyes and quick hands.



This game is still popular now!

Photos from the Internet for writing captions

It was interesting to see Tai Po in 60 years ago. There were no TVs or computers but the children were still happy. They made toys with their creativity. I realized that happiness is enjoying what you have with your friends.

Include personal reflection in the ending



What did you learn? Go to P.2 to finish the chart.



Go to P.1 to reflect on your writing goals.

Two Stars and A Wish



You found information and used it in your writing. You really thought carefully before you wrote!



I enjoyed reading your work and I especially like the ending! Well done!



You may add a character in your writing. You made a new friend and you learnt a lot from him/her.

Chinese Journal

(困難的英作)

一月三十一日

最近，李老師要我們作一篇查
很難的文章，題目是「昔日的

最初，我花了很多時間都想
不到以甚麼作主題，更被李老師
不要重做大綱。我的心快要爆炸

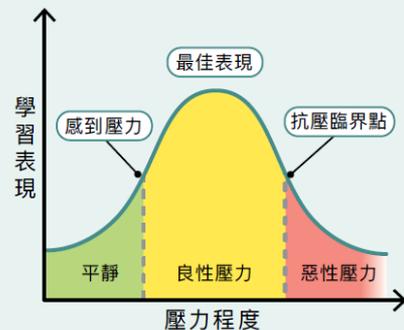
經過艱辛，我終於找到合適
的主題——玩具。媽媽提議我到
互聯網搜集資料，可是光靠互聯
網又怎麼會足夠呢？於是我們來到
圖書館借閱相關的圖書。最終，
我找到一本名叫《玩具傳奇》的

在《玩具傳奇》中，有很多
有趣而實用的資料，我參考它們來
完成寫作，李老師還稱讚我很努
力呢！

對！我也覺得你十分認真和努力
呢，欣賞你這種積極學習的態度
。加油！

1/2

繼續努力



圖一：壓力程度和學習表現的關係

Expectation from teachers
+ Scaffolding + Self-directed learning + parental support
→ A sense of attainment

Concluding thoughts

Textbook resources

Electronic resources

School-based resources

Community resources

Other resources

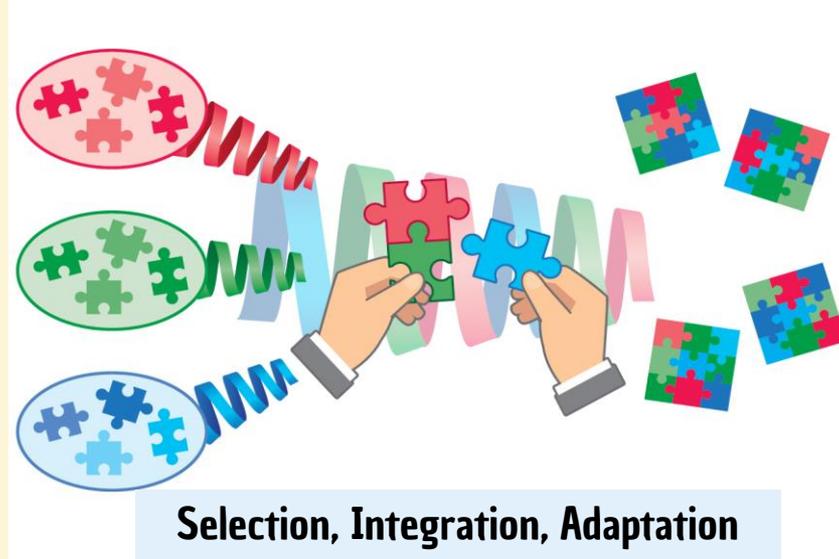


Illustration taken from PECG (Pilot Version) (2022)

Authentic and integrative language use

Improved language learning outcomes
(across CLO domains)

Improved language learning motivation and attitudes

As a guiding principle, making more coherent connections between reading (as input) and writing (as output) enables students to actively engage with and apply knowledge, skills, and values in ELE.

For questions and professional exchange, please contact:

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