

Resources for sharing of PEEGS project deliverables

School Name: Buddhist Chi King Primary School

I. Programme Overview and Experience Sharing

1) Target development area(s)	Promoting reading across the curriculum
2) Target Level(s)	P.4
3) Skill Focus	<i>Reading and Writing</i>
4) Programme Description	<p>The school-based programme aims to motivate students to read and enhance their learning capabilities through reading. It promotes Reading across the curriculum (RaC) and develop students' reading skills necessary for processing different types of reading texts on themes related to non-language subjects and provide them with opportunities for application and consolidation in collaboration with other KLAs / subject panels.</p> <p>Both fiction and non-fiction are introduced in the RaC module. Reading strategies are introduced explicitly. End-of-module activities are designed to reinforce students' ability to integrate the knowledge, skills and learning experiences gained in other KLAs.</p>
5) Experience Sharing	<p>Comprehensive planning prior to the programme implementation The school-based Reading across the curriculum (RaC) programme involves not only teachers of English but also the teachers of other KLAs. To maximize the programme effectiveness, teachers of different KLAs have to collaborate so that students are able to make connection of their learning experiences with the reading texts. They have to conduct curriculum mapping to identify common themes/skills covered in different subjects prior to the implementation of the programme as well as review the learning and teaching resources developed. Upon completion of the programme, teachers also work together to evaluate and refine the programme.</p> <p>The teacher responsible for Curriculum Development (CD) plays an important role for coordinating the cross-curricular collaboration. Teachers formulated strategies to develop students' academic literacy with the support of teachers from other KLAs. As a result, the learning and teaching activities conducted by non-English teachers facilitate the application of learnt skills and overall coherence of the programme.</p> <p>Use of e-Learning tools to enhance students' participation With the incorporation of e-Learning tools, students would be more engaged in learning. For example, with the use of Nearpod, students can participate in the interactive activities such as polls, collaboration boards. They can submit their responses to the questions or views immediately. Quiz games are also made easy with the applications such as Kahoot or Wordwall.</p>

II. Module Pack

<i>Item</i>	<i>Resource</i>
1) <i>Theme/ Topic</i>	Healthy Eating, Healthy Life
2) <i>Module</i>	P.4 Food and Drinks
3) <i>Skill Focus</i>	Reading: <ul style="list-style-type: none">• understand the information provided on the book cover(title, author, glossary)• scan a text to locate specific information by using strategies such as looking at headings some keywords.• identify key words for the main ideas in a sentence Writing: expository writing
4) <i>Language Focus</i>	Vocabulary: vocabulary items related to food groups Language: Using phrases to give suggestions a) You need to .. b) It is better to c) You should/ shoudn't
5) <i>Learning and Teaching Resources</i>	1. Lesson plans 2. Powerpoint Presentation 3. Reading worksheets
6) <i>Students' Work</i>	1. Students' work