

Resources for sharing of PEEGS project deliverables

School Name: Ching Chung Hau Po Woon Primary School

I. Programme Overview and Experience Sharing

1) <i>Target development area</i>	<i>Promoting reading across the curriculum</i>	
2) <i>Target Level</i>	<i>P.3</i>	
3) <i>Skill Focus</i>	<i>Reading and Writing</i>	
4) <i>Programme Description</i>	<p>The PEEGS readers have been thematically paired with the PLP-R/W Programme readers in an effort to enrich and extend students' learning content and to promote reading across the curriculum. Students are encouraged to use English to learn about and discuss relatable topics by building on prior as well as cross-disciplinary knowledge – a case in point 'animal behaviour'. This module comprises four lessons, with one allocated to 'Cool Kids', the PLP-R reader, and the remaining three to 'Animals in Winter'.</p>	
5) <i>Experience Sharing</i>	<p>Planning and curriculum development process</p> <ul style="list-style-type: none"> • The process of pairing and matching the readers took place over several years before reading a near-ideal curriculum. • It is tempting to assume that non-fiction readers may be challenging for most students, but often they will surprise you with what they know and how they relate personal and prior knowledge to new ideas and concepts. It has been an eye-opening and humbling experience to develop a curriculum around the PEEGS readers that students have found engaging and enriching. • Co-planning meetings with subject teachers are normally held weekly for NETs to introduce the upcoming lesson's content and for subject teachers to suggest ways to address their respective students' needs (e.g. classes that may need more time, visuals or examples to understand the concepts). <p>Students' needs and responses</p> <ul style="list-style-type: none"> • Most reading and writing booklets for the modules (including this featured module) consist of one version for classes (which are streamed). Student diversity is addressed by adjusting the pace, instruction and by supplementing instructions with further visuals or examples. • Overall, students enjoy learning about different animals, especially because most of the animals featured inhabit regions outside Hong Kong. This way, they learn more about the world and nature the exists in different parts of the world. 	
6) <i>Search Keyword</i>	<p><i>#Primary 3</i> <i>#reading</i> <i>#animals in winter</i> <i>#cool kids</i> <i>#pink dolphins</i> <i>#migration / migrate</i></p>	<p><i>#hiberation / hibernate</i> <i>#animal behaviour</i> <i>#behaviour</i> <i>#seasons</i></p>

7) Student Work

Key end-products of the module (done by students) include:

- a promotional/educational poster (for Cool Kids), and

Cool Kids Date: 13th October, 2022

TIPS

1. Write a BIG TITLE.
2. Write 2 favourite sentences from Page 4 (Question 3).

Checklist Station:

1. Read
2. I use verbs and prepositions to write.
3. I use correct punctuation.
4. My poster has a closing sentence.

Cool Kids Date: 17th October, 2022

TIPS

1. Write a BIG TITLE.
2. Write 2 favourite sentences from Page 4 (Question 3).

Checklist Station:

1. Read
2. I use verbs and prepositions to write.
3. I use correct punctuation.
4. My poster has a closing sentence.

- a summary table (during which students read and summarise) of the features of animals' seasonal behaviour (e.g. hibernation)

Animals in Winter Date: 19th September

Birds and Butterflies

Read P.6-9 of *Animals in Winter*. How birds and butterflies keep warm in winter?

1. Bluebirds, orioles and monarch butterflies will fly from the north to the south in winter. Draw an arrow → in the above diagram to show the direction.
**They migrate in winter.
2. Why do they migrate? Because in the south ...
 - it is sunny.
 - it is warm.
 - there is food for them to eat.
3. When spring comes, what will they do?
They will fly back to the north.
4. **What other animals migrate?
Caribou, Hummingbird, Whale, Shark, Tern

Animals in Winter Date: 15th November 22

Bats and Woodchucks

Hibernate means animals fall into a very deep sleep. Read P.10-15 of *Animals in Winter*. Complete the information below about bats and woodchucks.

Animals that hibernate	Bat	Woodchuck
When?	In winter	In winter
Where?	In a cave	In a tunnel
For how long?	All winter	4 months
What do they do?	1. They sleep. 2. They breathe very slowly.	
What don't they do?	1. They don't eat. 2. They don't move.	

Who else hibernates? Colour the animals that hibernate.

Do you know? Where do they sleep in winter?

Animals in Winter Date: 21st November, 2022

Other animals

Some animals don't migrate or hibernate. They save food or hunt for food in winter.

A. Are these sentences true or false? Read P.16-23 of *Animals in Winter* and tick the correct boxes.

Animals		True	False
1. Pikas save food for winter.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2. Pikas live in mountains where it is hot.		<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Squirrels dig holes and bury nuts in the ground.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4. If squirrels forget where they keep their nuts, trees may grow from the nuts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5. Mice are lazy animals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6. Farmers need to be careful of mice in the winter.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

B. Read P.24-29. Which animals hunt for food in the snow? Write three.
Deer, rabbit, antelope

(You may refer to the attachments for clearer versions.)

8) Lesson photos



II. Module / Activity Pack

<i>Item</i>	<i>Resource</i>
1) <i>Theme/ Topic</i>	a. Seasonal behaviour of animals (i.e. how animals survive through hibernation and migration) b. Animals’ habitats
2) <i>Module</i>	Cool Kids and Animals in Winter
3) <i>Skill Focus</i>	a. locate the required information by identifying keywords from questions and texts b. decode and work out the meaning of words by using contexts and knowledge of the world c. recognise the format, visual elements and language features of a text type (i.e. poster) d. identify details that support the main idea of the text (e.g. what constitutes ‘hibernation’? How is migration different from normal travel?) e. understand the use of simple cohesive devices to connect ideas (e.g. and, but, or, he, them, my)
4) <i>Language Focus</i>	a. Vocabulary: <ul style="list-style-type: none"> ○ Names of winter/featured animals ○ Concepts: survive, migrate, hibernate, cardinal directions (north, south, etc.) ○ Animal’s survival in winter: save/hunt for food, b. Text type(s): <ul style="list-style-type: none"> ○ features of a magazine (specially designed cover page, content page, content variety, multiple authors, ‘editions’) ○ features that make an attractive poster (slogans, large titles, powerful illustrations or tell a story or send a message) c. Language Structures: <ul style="list-style-type: none"> ○ imperatives (for posters) ○ descriptive language (what animals do, eat, where they live and how they survive)
5) <i>Learning and Teaching Resources</i>	a. The magazine “Cool kids” from the PLP-R/W programme b. The reader “Animals in Winter” c. Reading and writing booklet (school-based) <ul style="list-style-type: none"> ○ <i>Winter Animals and Cool Kids_Booklet (Attachment)</i> d. Picture and word cards featuring realistic picture of animals featured in the reader e. Other hard-copy images and word cards that help students understand the concept featured in the module (e.g. for migration, hibernation) f. PowerPoint presentation <ul style="list-style-type: none"> ○ <i>Winter Animals and Cool Kids_PPT (Attachment)</i> g. Video clips on migration and hibernation: <ul style="list-style-type: none"> ● Migrations: Big Animal Trips / Science for Kids https://www.youtube.com/watch?v=hMAS4SdPj-w ● Why Do Some Animals Hibernate? Winter Science SciShow Kids https://www.youtube.com/watch?v=OhrhcsICrE8

Item	Resource								
<p>6) <i>Lesson flow /activity plan</i></p>	<p>a. Reading lessons</p> <ul style="list-style-type: none"> ○ <i>Winter Animals and Cool Kids_lesson plan (Attachment)</i> <table border="1" data-bbox="687 244 1481 2101"> <thead> <tr> <th data-bbox="687 244 836 282">Session</th> <th data-bbox="836 244 1481 282">Learning and Teaching Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="687 282 836 680">1</td> <td data-bbox="836 282 1481 680"> <ul style="list-style-type: none"> • Students explore the magazine ‘Cool Kids’ • Teacher discusses the textual features of a magazine. • The lesson focuses on the article about ‘Hong Kong’s Pink Dolphins’ in ‘Cool Kids’. Students complete comprehension questions based on the reading. • Teacher then discuss features and purpose of posters, after which students design one to encourage protecting dolphins. </td> </tr> <tr> <td data-bbox="687 680 836 1339">2</td> <td data-bbox="836 680 1481 1339"> <ul style="list-style-type: none"> • Teacher introduces the non-fiction reader ‘Animals in Winter’ and helps students contrast the genre with fiction. • First section of reader: <ol style="list-style-type: none"> 1. Silent reading: Students engage independently with reader and are given time to read, reflect and enjoy the visuals. Teacher checks how much students understand. 2. Concept of migration is taught: word cards, picture cards and other illustrations are used to aid students’ understanding. <p>Video: Which other animals migrate (by air, sea, and over land)? Students watch and write the names of three animals (different from the readers).</p> </td> </tr> <tr> <td data-bbox="687 1339 836 2101">3</td> <td data-bbox="836 1339 1481 2101"> <ul style="list-style-type: none"> • Second section of reader: <ol style="list-style-type: none"> 1. Silent reading: Teacher shows Ss guiding questions. Students engage independently with reader and are given time to read, reflect and enjoy the visuals. Ss read independently before sharing answers. 2. Concept of hibernation is taught: this section is rather visual and well-organised. Student first work independently on filling in the summary table about hibernation before shring and discussing answers with a peers. Answers are then checked with the whole class. Student are encouraged to use their own words to note down the main ideas. • Video: Which other animals hibernate? Students watch and put a tick next to the pictures of animals featured in the video. </td> </tr> </tbody> </table>	Session	Learning and Teaching Activities	1	<ul style="list-style-type: none"> • Students explore the magazine ‘Cool Kids’ • Teacher discusses the textual features of a magazine. • The lesson focuses on the article about ‘Hong Kong’s Pink Dolphins’ in ‘Cool Kids’. Students complete comprehension questions based on the reading. • Teacher then discuss features and purpose of posters, after which students design one to encourage protecting dolphins. 	2	<ul style="list-style-type: none"> • Teacher introduces the non-fiction reader ‘Animals in Winter’ and helps students contrast the genre with fiction. • First section of reader: <ol style="list-style-type: none"> 1. Silent reading: Students engage independently with reader and are given time to read, reflect and enjoy the visuals. Teacher checks how much students understand. 2. Concept of migration is taught: word cards, picture cards and other illustrations are used to aid students’ understanding. <p>Video: Which other animals migrate (by air, sea, and over land)? Students watch and write the names of three animals (different from the readers).</p> 	3	<ul style="list-style-type: none"> • Second section of reader: <ol style="list-style-type: none"> 1. Silent reading: Teacher shows Ss guiding questions. Students engage independently with reader and are given time to read, reflect and enjoy the visuals. Ss read independently before sharing answers. 2. Concept of hibernation is taught: this section is rather visual and well-organised. Student first work independently on filling in the summary table about hibernation before shring and discussing answers with a peers. Answers are then checked with the whole class. Student are encouraged to use their own words to note down the main ideas. • Video: Which other animals hibernate? Students watch and put a tick next to the pictures of animals featured in the video.
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<i>Item</i>	<i>Resource</i>	
	4	<ul style="list-style-type: none"> • Third section of reader: • **Divided into subsections – animals that save food vs animals that hunt for food. <ol style="list-style-type: none"> 1. Silent reading (animals that save food): Teacher shows Ss guiding questions. Students engage independently with reader and are given time to read, reflect and enjoy the visuals. 2. Teacher draws attention to some key facts that may help students with the consolidation sheet (i.e. ‘true or false’ table in module booklet) before they complete it. 3. Silent reading (animals that hunt for food): student briefly skim through these pages to identify three animals that hunt for food in the snow. If time allows a video of a fox hunting mice in show is shown. 4. Video: Fox Snow Dive - Yellowstone - BBC Two: https://www.youtube.com/watch?v=dP15zlyra3c.