

## Resources for sharing of PEEGS project deliverables

School Name: Chun Tok School

### I. Programme Overview and Experience Sharing

<b>1) Target development area</b>	<i>Promoting literacy across the curriculum</i>										
<b>2) Target Level</b>	<i>P.3 – P.6</i>										
<b>3) Skill Focus</b>	<i>Reading and Writing</i>										
<b>4) Programme Description</b>	<p><b><i>Key Features of the programme</i></b></p> <p>The school-based Reading and Writing Programme aims to connect students’ learning experience in English Language and General Studies. It introduces P.3 – P.6 students to a wide variety of multimodal texts on cross-curricular topics covered in the two KLAs.</p> <p><b><i>Lesson arrangement for the entire programme</i></b></p> <p>A total of 5 units, each covers 7 – 10 lessons, are developed for each level. In addition to varying learning activities and teaching strategies, 3-tiered worksheets are prepared to cater for the diverse students’ needs.</p>										
<b>5) Experience Sharing</b>	<p>A school-based skill framework, which entails the target reading and writing skills for students of different English proficiencies, was formulated prior to the development of programme.</p> <p>For each unit, paired books (a fiction and a non-fiction) as well as other reading texts are used for developing reading strategies or high-order thinking skills and as inputs for the writing tasks. Themes related to other KLAs as well as current issues are covered. Text features and language items covered in the General English modules are carefully selected as the focus of each unit.</p> <p>To cater for the diverse needs of students, multimodal texts and a wide range of learning and teaching activities are designed. Similar to the school-based curriculum which cater for the needs of students with different English proficiencies (i.e. “Core” for all students including the less able ones; “Extended” for students with average ability; “Challenging” for high flyers), 3 sets of task sheets are prepared. Teachers’ support and expected learning outcomes are also differentiated. For example, additional language support is provided to less able students.</p> <p>Each module includes the following stages:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 30%;">Stages</th> <th>Objectives</th> </tr> </thead> <tbody> <tr> <td>Pre-reading</td> <td> <ul style="list-style-type: none"> <li>• To activate students’ prior knowledge through connecting students’ daily lives and learning experiences in other KLAs to the topic and the reading texts</li> <li>• To recap the relevant language items and skills covered in the General English modules</li> </ul> </td> </tr> <tr> <td>While-reading</td> <td> <ul style="list-style-type: none"> <li>• To introduce the text features and target reading strategies</li> <li>• To apply the target reading strategies</li> </ul> </td> </tr> <tr> <td>Pre-writing stage</td> <td> <ul style="list-style-type: none"> <li>• To brainstorm ideas with the reading inputs provided and students’ prior knowledge</li> <li>• To revisit the language items and text features</li> <li>• To introduce the target writing strategies</li> </ul> </td> </tr> <tr> <td>While-writing stage</td> <td> <ul style="list-style-type: none"> <li>• To introduce the target writing strategies</li> </ul> </td> </tr> </tbody> </table>	Stages	Objectives	Pre-reading	<ul style="list-style-type: none"> <li>• To activate students’ prior knowledge through connecting students’ daily lives and learning experiences in other KLAs to the topic and the reading texts</li> <li>• To recap the relevant language items and skills covered in the General English modules</li> </ul>	While-reading	<ul style="list-style-type: none"> <li>• To introduce the text features and target reading strategies</li> <li>• To apply the target reading strategies</li> </ul>	Pre-writing stage	<ul style="list-style-type: none"> <li>• To brainstorm ideas with the reading inputs provided and students’ prior knowledge</li> <li>• To revisit the language items and text features</li> <li>• To introduce the target writing strategies</li> </ul>	While-writing stage	<ul style="list-style-type: none"> <li>• To introduce the target writing strategies</li> </ul>
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## II. Module Pack

<i>Item</i>	<i>Resource</i>
<b>1) Theme</b>	Seasons
<b>2) Module</b>	Festivals and Changing leaves
<b>3) Skill Focus</b>	<ol style="list-style-type: none"> <li>1. Develop students' self-regulated learning skills through KWL process</li> <li>2. Reading: recognising the format, visual elements and language features of an information text</li> <li>3. Writing: describing leaves</li> <li>4. understanding the connection between ideas by identifying cohesive devices, including connectives (e.g. and, but, or) and pronouns (e.g. he, them, my)</li> </ol>
<b>4) Language Focus</b>	Vocabulary: ✓ adjectives describing the shapes of leaves Language structure: ✓ Use simple present tense to tell facts e.g. It is <u>small</u> . It is <u>thin</u> and <u>oval</u> . It is <u>green</u> . It comes from <u>Hammer Hill Garden</u> .
<b>5) Learning and Teaching Resources</b>	✓ Tiered worksheets (3 files) <ul style="list-style-type: none"> <li>○ <i>P3Unit Plan One _ Worksheet_Group 1</i></li> <li>○ <i>P3Unit Plan One _ Worksheet_Group 2</i></li> <li>○ <i>P3Unit Plan One _ Worksheet_Group Foundation</i></li> </ul> ✓ HOT Skills worksheet_Classfication Tree Diagram <ul style="list-style-type: none"> <li>○ “13 hot skills_CT”</li> </ul> ✓ PPT Slides <ul style="list-style-type: none"> <li>○ “Changing Leaves_videos”</li> </ul>
<b>6) Lesson flow /activity plan</b>	✓ <i>P3Unit Plan One_Changing leaves_LP</i> ✓ <i>P3Unit Plan One_RW1_Festivals_LP</i> ✓ <i>P3Unit Plan One_Overall Plan</i>
<b>7) Reference</b>	websites, reference books (both printed and ebook) for the module