

Resources for sharing of PEEGS project deliverables

School Name: **Holy Angels Canossian School**

I. Programme Overview and Experience Sharing

1) Target development areas	<i>Enhancing e-Learning, Catering for learning diversity & Strengthening assessment literacy</i>
2) Target Level	<i>P.5</i>
3) Skill focus	<i>Writing</i>
4) Programme Description	<p><i>Key Features of the programme</i> A two-year programme was carried out to enhance e-learning, cater for learner diversity with equal emphasis on more able and less able students and strengthen assessment literacy in respect of the Updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” for P.3-P.6.</p> <p><i>Lesson arrangement for the entire programme</i> Six sets of learning packages covering 36 lessons have been developed for each level (P.3-P.6). Each set consists of a lesson plan, flipped videos/pre-lesson tasks, e-learning materials, graded extended tasks and diversified modes of assessment.</p>
5) Experience Sharing	<ul style="list-style-type: none"> • Clear learning goals should be set and clear rubrics should be designed to yield accurate outcomes. • Students should be familiarised with performance standards which are expected from them. • Teachers have to scaffold the content, tasks and materials carefully. • To allow students to understand their strengths and weaknesses as well as involve them in the learning process, diversified assessments that align with the intended learning outcomes have to be designed. • Constructive feedback need to be provided to help students know more about how they can improve.
6) Search Keyword	<i># biography #Primary 5 #Writing</i>

II. Module / Activity Pack

<i>Item</i>	<i>Resource</i>
1) <i>Theme/ Topic</i>	Biographies of famous people
2) <i>Module</i>	Primary 5 – Writing a biography
3) <i>Skill Focus</i>	<ul style="list-style-type: none"> • To increase students’ self-awareness and critical reviewing skills. • To identify the main features of a biography. • To organise the major life events of a person and write them in a timeline. • To write a biography.
4) <i>Language Focus</i>	<ul style="list-style-type: none"> • To practise the use of prepositional phrases in writing a biography. • To link different events with appropriate connectives.
5) <i>Learning and Teaching Resources</i>	<p>Worksheet:</p> <ol style="list-style-type: none"> 1. <i>Pre-task 2A_Biography features</i> 2. <i>Pretask 2B_connectives_AVE</i> 3. <i>Pretask 2B_connectives_HAS</i> 4. <i>Pretask 2C_timeline (graded)</i> 5. <i>Comp2_A biography of_AVE</i> 6. <i>Comp2_A biography of_HAS</i> 7. <i>Comp2_Self review</i> <p>PPT:</p> <ol style="list-style-type: none"> 1. <i>Elements of a biography</i> 2. <i>P5 Comp 2 Classkick- sentence patterns</i> <p>iPad application:</p> <ol style="list-style-type: none"> 1. Edpuzzle 2. Classkick 3. Padlet
6) <i>Lesson flow /activity plan</i>	<p>1. Pre-lesson task(s) / Introducing activities:</p> <p>Objectives: To enable students to identify the main features of a biography.</p> <p>Procedures:</p> <ul style="list-style-type: none"> • Watch a biography video. Students have to answer some questions while they are watching them. (Edpuzzle) https://www.youtube.com/watch?v=8Wv_8HV8NxU&t=3s <p>2. Teaching and Learning:</p> <p><u>Lesson 1 &2</u></p> <p>Objectives: To enable students to understand the main features of a biography.</p> <p>Procedures:</p> <ul style="list-style-type: none"> • Discuss and list out the main features of a biography. • Watch another video about how to write a biography. • Show PPT to introduce the main features and characteristics of a biography

<i>Item</i>	<i>Resource</i>
	<p>(Title, background, achievements, difficulties & contributions)</p> <p>Homework :</p> <ul style="list-style-type: none"> • Comp 2 Pre-task (2A) – Labelling the features of a biography <p><u>Lesson 3</u></p> <p>Objectives:</p> <ul style="list-style-type: none"> - To enable students to practise the use of prepositional phrases in writing a biography. - To enable students to link different events with appropriate connectives. <p>Procedures:</p> <ul style="list-style-type: none"> • Show PPT (sentence structures) to introduce different sentence structures that can be used in writing a biography. <p>Four patterns:</p> <ol style="list-style-type: none"> 1. In _____, 2. When he was _____ years old, he... / He ... when he was _____ years old. 3. At the age of _____, he... / He ... at the age of _____ 4. In year, he ... in (a place) . <ul style="list-style-type: none"> • Students practise on constructing those four patterns via ‘Classkick’. <p>Homework :</p> <ul style="list-style-type: none"> • Comp 2 Pre-task (2B) (Graded*) - A Biography of Joy Cowley (ie. Moon version) for average-ability students - A Biography of Cheng Ho (ie. Sun version) for higher achievers <p><u>Lesson 4</u></p> <p>Objectives: To enable students to organise the major life events of a person and write them in a timeline.</p> <p>Procedures:</p> <ul style="list-style-type: none"> • Students study the timeline of Mae Jemison and learn about what key events should be included on a timeline. • Students are given a list of famous people and they have to choose one and do some research on website or from books. <p>List of famous people: For high achievers: Mother Teresa, Thomas Edison, J.K. Rowling, Lee Wai Sze, Lang Lang. For average-ability students: Thomas Edison, Roald Dahl, Lee Wai Sze or Barack Obama.</p> <p>Homework:</p> <ul style="list-style-type: none"> • Comp 2 Pre-task 2C (Graded*) – Using Padlet to share their findings of the same selected person (Padlet) and identify the major life events and complete the timeline. • Comp 2 WS – Graphic Organiser

<i>Item</i>	<i>Resource</i>
	<p data-bbox="580 174 727 208"><u>Lesson 5-6</u></p> <p data-bbox="580 212 1254 246">Objectives: To enable students to write a biography.</p> <p data-bbox="580 286 722 320">Procedure:</p> <ul data-bbox="580 324 1305 398" style="list-style-type: none"> <li data-bbox="580 324 1305 358">• Complete the biography by using 2 double lessons. <li data-bbox="580 362 1145 398">• Use Self Review to do the self-editing. <p data-bbox="580 439 1369 472">3. Post-lesson Consolidation / Extension: (After Lesson 4)</p> <p data-bbox="580 477 1489 551">Objectives: To enable students to identify useful information of the selected famous person.</p> <p data-bbox="580 591 735 624">Procedures:</p> <ul data-bbox="580 629 1489 734" style="list-style-type: none"> <li data-bbox="580 629 1449 663">• Students share their findings of the selected person via Padlet. <li data-bbox="580 667 1489 734">• Students read through all the findings and select some useful information and place them on the timeline. <p data-bbox="580 775 783 808">4. Assessment:</p> <p data-bbox="580 813 730 846">Objectives:</p> <ul data-bbox="580 851 1489 992" style="list-style-type: none"> <li data-bbox="580 851 1437 884">- Assess students if they have included the features of a biography <li data-bbox="580 889 1489 956">- Assess students if they have used different connectives to link the events <li data-bbox="580 960 1445 992">- Assess students if they have used of different sentence structures. <p data-bbox="580 1032 735 1066">Procedures:</p> <ul data-bbox="580 1070 1145 1104" style="list-style-type: none"> <li data-bbox="580 1070 1145 1104">• Finish Comp 2 and Comp Self Review