The background of the slide is a light blue gradient. On the left side, there are several large, colorful, 3D letters and shapes. These include a pink 'C', a red 'G', a purple 'R', a blue 'F', a green 'O', and a yellow 'X'. There are also some smaller, less distinct shapes and letters in various colors. The overall style is playful and child-friendly.

Using Show-and-tell to develop children's listening and speaking skills

**Pui Ching Primary School
(Kindergarten)**

Children's English Language Exposure

At school

- English language activities are mainly conducted by native English teachers.
- Class teachers revise the learning materials with the children.

Children's English Language Exposure

At home

- Children are provided with extra English learning resources from home such as a good collection of English books.
- Most parents hire English-speaking domestic helpers.
- Most parents, especially K3 provide children with private tutorial or activities in English after school.

Children's English Language Skills

- Most children have good listening and speaking skills.
- They are able to understand and follow the activities conducted in English.
- Most children respond to the teacher in single words or short phrases.
- Some children can express themselves and give reasons in English.

Case background

- The school joined the SCOLAR 'Quality English Language Education at Pre-primary Level' Project during the 2009/10 and 2010/11 school years.
- The project teachers learned different strategies to conduct English language activities.
- One K3 project teacher decided to implement show-and-tell in her class in the second year.

What is Show-and-tell?

- Show-and-tell is a **whole-class sharing activity** in which **one learner** after another gets up, takes the centre stage, and **talks** about something of his or her own choice – often some objects brought from home.

(CDC 2004, p. 145)

What is Show-and-tell?

- Other learners are expected to **listen** quietly and not to interrupt.
- They are also encouraged to **ask questions** about the objects which the speaker is discussing.

(CDC 2004, p.

145)

Why Implement Show-and-tell in the Classroom?

According to the ***Guide to the Pre-primary Curriculum*** (CDC 2006, p. 30),

- Children should be enabled to **listen to and simple understand conversations** in everyday life;
- Teachers should provide children with **opportunities to listen to and speak** in English **through conversations**.

Why Implement Show-and-tell in the Classroom?

- To **build on** children's listening and speaking skills and **further develop** them.
- To **develop** children's **interest** in learning English through making use of vocabulary that interests them.

The Two Ways to Implement Show-and-tell

- Doing show-and-tell in English activity time (**as an extended activity** of Shared Reading)
- Establishing show-and-tell **as a routine**

Road Map of Doing Show-and-tell (2010/11)

Oct	Nov	Dec - Jan	Feb	Mar - Apr	May - Jun
Doing Show-and-tell in Cantonese <ul style="list-style-type: none">Daily news report	Doing Show-and-tell in English activity time (as an extended activity for Shared Reading)				
	Story book: Rain	Story books: <ul style="list-style-type: none">Spiders, Spiders, Everywhere;People Say Hello	Story book: What's in My Pocket?	Story book: <ul style="list-style-type: none">The Dream	Story books: <ul style="list-style-type: none">Celebrating Mother's DayWhat Would You Like?
With teacher's demonstration			With teacher's demonstration (if needed)		
Prepare for setting Show-and-tell as a routine			Show-and-tell as a routine <ul style="list-style-type: none">Children bring something special to share with the class		
Children do show-and-tell in short phrases / sentences with little or no support from teachers	Children do show-and-tell in single words / short phrases with lots of help from teachers		Children do show-and-tell in short phrases / short sentences with some help from teacher	Children do show-and-tell in short phrases / short sentences with little or no help from teacher	Children do show-and-tell interacting with other children
Observe and identify individual differences			Provide more support for the less able children Encourage more able children to say more		

Establishing Show-and-tell as a Routine: Preparation Stage

- Preparing the children
 - In October 2010, children started doing **show-and-tell in their mother-tongue**.
 - Every day a child prepared a news item and talked about it in front of his/her classmates.

Establishing Show-and-tell as a Routine: Preparation Stage

- Preparing the parents

- In November 2010, a note was given to parents:

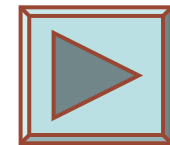
- Explaining to them that the class would do show-and-tell as a routine in the coming months
 - Asking parents to help their children choose the item for the show-and-tell activity

Road Map of Doing Show-and-tell (2010/11)

Oct	Nov	Dec - Jan	Feb	Mar - Apr	May - Jun
Doing Show-and-tell in Cantonese	Doing Show-and-tell in English activity time (as an extended activity for Shared Reading)				
• Daily news report	Story book: Rain	Story books: <ul style="list-style-type: none">• Spiders, Spiders, Everywhere;• People Say Hello	Story book: What's in My Pocket?	Story book: <ul style="list-style-type: none">• The Dream	Story books: <ul style="list-style-type: none">• Celebrating Mother's Day• What Would You Like?
With teacher's demonstration			With teacher's demonstration (if needed)		
Prepare for setting Show-and-tell as a routine			Show-and-tell as a routine		
			• Children bring something special to share with the class		
Children do show-and-tell in short phrases / sentences with little or no support from teachers	Children do show-and-tell in single words / short phrases with lots of help from teachers		Children do show-and-tell in short phrases / short sentences with some help from teacher	Children do show-and-tell in short phrases / short sentences with little or no help from teacher	Children do show-and-tell interacting with other children
Observe and identify individual differences			Provide more support for the less able children Encourage more able children to say more		

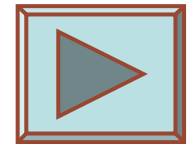
Doing Show-and-tell in English Activity Time (as an Extended Activity of Shared Reading) (1)

- Story book for November: *Rain*
- Show-and-tell activity: Children drew a picture of a rainy day. They described to their classmates what the rain fell on.



Doing Show-and-tell in English Activity Time (as an Extended activity of Shared Reading) (2)

- Story book for December: *Spiders, Spiders, Everywhere*
- Show-and-tell activity: Children made a spider. Then showed it to their friends and talked about them.



Doing Show-and-tell in English Activity Time (as an Extended activity of Shared Reading) (3)

- Story book for January: *People Say Hello*
- Show-and-tell activity: Children brought pictures they took on a trip with their families. They showed the pictures to their classmates and talked about the pictures and the places they visited.

Doing Show-and-tell in English Activity Time (as an Extended activity of Shared Reading)(3)



English corner: People Say Hello

Doing Show-and-tell in English Activity Time (as an Extended activity of Shared Reading) (4)

- **Story book** for February: *What's in My Pocket?*
- Show-and-tell activity: A child **brought and put an object in a box**. The other children could not see the object. The child **described** the object to their classmates who guessed what it was.

Doing Show-and-tell in English Activity Time (as an Extended activity of Shared Reading)(4)



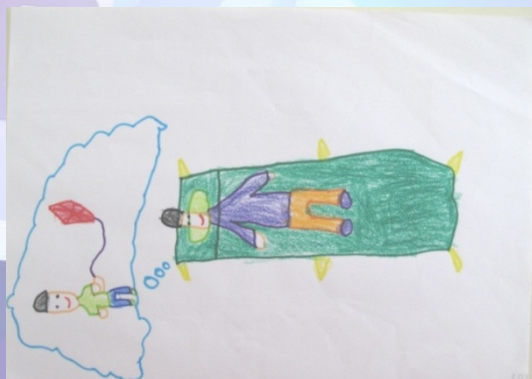
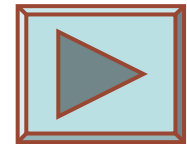
Story book: What's in My Pocket?



Children described their objects to their friends during free-play time

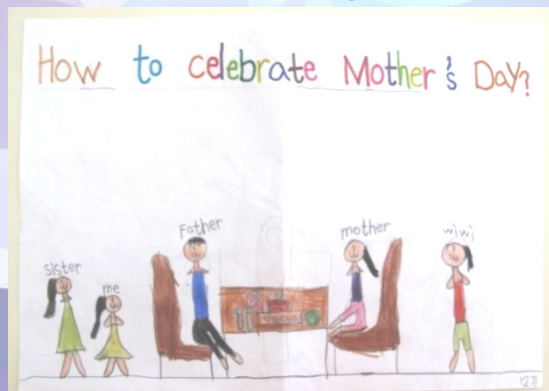
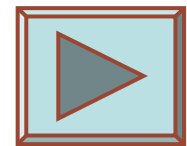
Doing Show-and-tell in English Activity Time (as an Extended activity of Shared Reading) (5)

- Story book for March & April: *The Dream*
- Show-and-tell activity: Children drew a picture of their dream. They told their classmates of their dream with the support of the picture. Other children were encouraged to ask questions.



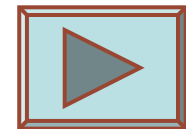
Doing Show-and-tell in English Activity Time (as an Extended activity of Shared Reading) (6)

- **Story book** for May: *Celebrating Mother's Day*
- Show-and-tell activity: Children **talked** about how they spent Mother's Day with **their mother**. Other children were encouraged to **ask questions**.



Doing Show-and-tell in English Activity Time (as an Extended activity of Shared Reading) (7)

- **Story book** for June: *What Would You Like?*
- Show-and-tell activity: In small groups, children **shared with their friends** what they liked in their sandwich. The other children would **ask questions**.



Road Map of Doing Show-and-tell (2010/11)

+	Oct	Nov	Dec - Jan	Feb	Mar - Apr	May - Jun
Doing	Doing Show-and-tell in English activity time (as an extended activity for Shared Reading)					
Show-and-tell in Cantonese	Story book: Rain	Story books: <ul style="list-style-type: none">Spiders, Spiders, Everywhere;People Say Hello	Story book: What's in My Pocket?	Story book: <ul style="list-style-type: none">The Dream	Story books: <ul style="list-style-type: none">Celebrating Mother's DayWhat Would You Like?	
• Daily news report						
With teacher's demonstration			With teacher's demonstration (if needed)			
Prepare for setting Show-and-tell as a routine			Show-and-tell as a routine <ul style="list-style-type: none">Children bring something special to share with the class			
Children do show-and-tell in short phrases / sentences with little or no support from teachers	Children do show-and-tell in single words / short phrases with lots of help from teachers		Children do show-and-tell in short phrases / short sentences with some help from teacher	Children do show-and-tell in short phrases / short sentences with little or no help from teacher	Children do show-and-tell interacting with other children	
Observe and identify individual differences			Provide more support for the less able children Encourage more able children to say more			

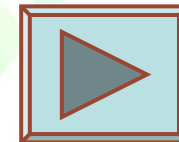
Establishing Show-and-tell as a Routine: Implementation stage

- Show-and-tell time was allocated at the beginning of the day's activities each day.
- In turn, two children each brought an object from home and talked about it in front of the class.
- The children were reminded the day before their turn.

Establishing Show-and-tell as a Routine: Implementation Stage

- 3 to 5 minutes per child
- Encourage other children to ask the presenting child questions.
- Place the objects in the English corner after the show-and-tell activity so that children would continue to share with their friends during free-play time.

The English Corner



Teacher's Reflection(1)

- Children's listening and speaking skills were further developed.
- Children showed more interest to use English.
- More interaction between students in English was observed.

Teacher's Reflection(2)

- Show-and-tell provides ample opportunities for children to listen to and speak in English.
- Children's listening and speaking abilities are better than expected.
- It is a good decision to start doing show-and-tell in the children's mother tongue.

Officer's Observation (About the Children)

- Children have become more confident of speaking English in front of their classmates.
- Children did not always have the language, but they tried their best to express themselves.
- Children made an effort to understand what their friends were talking about.
- Some more able children tried to ask questions.

Officer's Observation (About the Teacher)

- The teacher learned how to prompt the children and give language input.
- The teacher found the tryout a rewarding experience.

Officer's Observation (About the Plan)

- The road map was well-planned to take into consideration of children's language and cognitive development.
- The road map was realistic and systematic.

Officer's Observation (About the Plan)

- The stories shared read provided the children with language input.
- The pre-show-and-tell tasks, e.g. drawing, art-and-craft work, gave children the language input and prepared them to speak more.

The Way Forward

- To implement show-and-tell as a routine in 2011/12 school year.
- To adopt show-and-tell as extended activities for other English language activities, if appropriate.

The background features a collection of 3D, isometric letters in various colors including pink, purple, blue, green, and yellow. These letters are scattered across the lower half of the slide, with some appearing to float above a dark purple wavy line that runs along the bottom edge. The letters include characters like 'G', 'R', 'F', 'C', 'D', 'H', 'S', 'K', 'N', and 'M'.

Thank you!