

SKH Kei Tak
Primary School

CUHK_QSIP_CEAL

What we have done?

- Track P.4 students' learning through comprehensive enhancement of assessment literacy
- Collaborative lesson planning with QSIP for 2 modules (1 per term)

1st Term

- Planning the whole lesson using the **backward planning principle**, emphasizing **integrated tasks** the **knowledge recycling**.
- Main foci on **vocabulary building** and **speaking**, to strengthen **learning-teaching-assessment cycle**.
 - To teach **pronunciation**, **meaning** and **spelling** of target vocabulary.
 - To strengthen ss' **stress and intonation knowledge** “What would you like?” and replying to a request saying “I'd like ...”

1st Term-lesson 1

The **classroom assessment activities** of vocabulary learning

To get the students to learn and practise using the target vocabulary – food words

- Word Meaning: Match the word cards with the pictures cards (潛烏龜)-To check pronunciation
- Word Meaning + pronunciation: Create new dishes (group discussion)
- Spelling: Bingo game

Matching word cards

-meaning and pronunciation



Students played a card game. It was full of laughter.

Create new dishes

-meaning and application



spaghetti



crab stick



spaghetti with crab stick



lobster



salad



















lobster salad

Bingo

-meaning and spelling

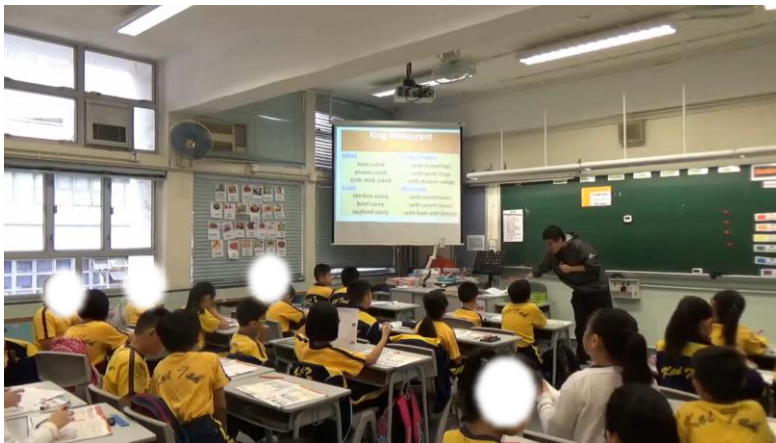
Listen and  circle the pictures and write the words on the line.

 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____

1st Term-lesson 2

- To enable students to ask for preferences using “What would you like?” and replying to a request saying “I’d like...”
- To role-play a restaurant scene about ordering and commenting on food using appropriate stress and volume.

Lesson Highlight



Teacher demonstrated how to speak well with good intonation and stress.



Teacher displayed some speaking tips on the board. Students acted out to order food in a restaurant.

Teaching, learning and assessment: Complementary

- Exam paper setting:
 - Provide pictorial clues for some of the questions in the vocabulary section.
 - Set tasks aligning with the speaking skills taught

Exam paper setting:

Pictorial clues for some questions in the vocabulary section.

e.g. Kitty wants something with soup.
She orders soup noodles with
dumplings .



e.g. Alan likes macaroni but not with
meat. Macaroni with
mushrooms.



Exam paper
setting:
Familiar
words
showing in
reading
section.



Dinner Set

Salad

Tuna or Prawn Salad

Main Course

Chicken

Chicken wings with baby carrots

Fish and Fries

Fish and fries with butter

Burger

Beef with tomatoes

(choose 1 main course from above)

Drinks

Orange Juice, Tea or Coffee

Desserts

Mango Pudding or Chocolate Ice Cream

Exam paper setting:

Speaking paper – assess target sentence structures

✚ B. Reading aloud (14%): Read the following text aloud.

Eating out

Mark : What would you like, Peter?

Peter : I'd like some curry, please.

Mark : Which would you like, chicken curry or beef curry?

Peter : I'd like chicken curry. I also like macaroni with mushrooms and mango pudding.

Mark : I like sweet food too. I love chocolate. I think chocolate is the most delicious! I always eat some after lunch.

2nd Term

- Focus on **reading skills**
- To **infer meaning of unfamiliar words** using contextual and pictorial clues
- To **infer implied meaning** of a phrase or a sentence

Teaching and assessment: Complementary

- Exam paper setting:
- Set questions aligning with the learning and teaching

Exam paper setting:

GE Exam Paper – assess referencing skill

The lion and the two little pigs

Once upon a time, two little pigs lived in the forest. The pigs always ate in the field with a horse. A lion lived nearby. He often looked at the pigs and wanted a big meal. He was hungry but it was not easy to eat **them**. The pigs always stayed with the horse. The lion never gave up.

5 He got an idea.

He talked to the horse about the two little pigs. He said, 'The younger pig washes his face once a month. The elder pig has a shower twice a year.' The horse felt bad. Then he did not stay with the pigs.

That evening, the two pigs ate in the field alone. The lion walked

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4. In line 4, what does the word 'them' refer to?

Exam paper setting:

GE Exam Paper – assess implied meaning

The lion and the two little pigs

Once upon a time, two little pigs lived in the forest. The pigs always ate in the field with a horse. A lion lived nearby. He often looked at the pigs and wanted a big meal. He was hungry but it was not easy to eat **them**. The pigs always stayed with the horse. The lion never gave up.

5. The lion was not hungry anymore. What did he do at the end of the story?

younger pig washes his face once a month. The elder pig has a shower twice a year.' The horse felt bad. Then he did not stay with the pigs.

That evening, the two pigs ate in the field alone. The lion walked to them. After that, **the lion was not hungry anymore.**



Thank you!