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Primary School
CEAL Project
Sharing

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Aims of joining CEAL:

1. Encourage **Self Directed Learning** and generate good practices
2. Promote effective learning and teaching through incorporating more “**Assessment As Learning**” into the learning process.



Targets

1. Target group: Primary Four
2 classes 2 teachers
2. Target units: Happy Days (1st term)
Food Fair (2nd term)



Focused Initiatives

Weak in all aspects



Reading

**Inference
Skills**

Vocabulary

- Pronounce each word accurately
- Be aware of wacky words

How to read a text?

1. Students are given a text.
2. They are asked to circle the key words.
3. Alongside, there is a worksheet to guide them make simple inferences during their first reading.



Assure the students of their ability of reading on their own

Circle the names of activities

Read and guess

- 1 Do you like reading comics or surfing the Internet?
- 2 We did a survey last month to find out children's favourite activities. Most children like playing computer games and surfing the Internet. Some of them like reading comics and doing jigsaw puzzles. They never go hiking or jogging.
- 3 Some children think they are good at using the computer but weak in doing sports. They do not like outdoor activities. They enjoy indoor activities. They always play computer games and surf the Internet. A lot of boys like reading comics. They use magazines about comics. They never do jigsaw puzzles, but some of them said they do one. Why? Because they always lose the pieces!
- 4 We talked to Dr Ma at Oxford Hospital. 'Doing sports with children,' said Dr Ma.
- 15 'My daughter often does sports. She likes doing karate and ice skating. She sometimes goes hiking. She
- 20 enjoys hiking!
- 5 What hobbies or activities do you like?



Read the article. Answer the questions to show your understanding.

1. Read line 1, what does 'you' refer to? (Who are the readers? Read the introduction.)

2. Read line 2. What does 'survey' mean? (Circle the answer)

A	B	C

Strategies on inferring skills - First attempt

Read the article. Answer the questions to show your understanding.

1. Read line 1. What does 'you' refer to? (Who are the readers? Read the introduction.)

Problem 1: Some students showed no awareness of the line number.

2. Read line 2. What does 'survey' mean? (Circle the answer)

A



B



C



Strategies on inferring skills

3. True or False

Read the following sentences. Write '✓' if it is correct. Write 'X' if it is wrong.

Paragraph 2	1. Some of the children sometimes go hiking or jogging.	E.g. X
Paragraph 3	2. Some children like to do sports more than reading.	
Paragraph 3	3. Boys and girls like doing jigsaw puzzles.	
Paragraph 4	4. It is important for children to do sports.	
Paragraph 4	5. Dr. Ma's son likes doing karate, ice-skating and hiking.	

Problem 2: Some students showed no awareness of the paragraph number.

What were the results?

A sense of insecurity

Lose confidence



Second attempt

Can you spot the difference?

Read the article. Answer the questions to show your understanding.

1. Read line 1, what does 'you' refer to? (Who are the readers? Read the introduction.)

1st: Answer the question + writing

2. Read line 2. What does 'survey' mean? (Circle the answer)

A

B

C



Read the article. Answer the questions to show your understanding.

1. Match the following words and pictures. (Read line 16, 26, 28 for clues)



2nd: Match the words with the pictures

2. Match the following words on pictures. (Read line 4, 10, 11 for clues)



a little

plenty of

a few

Second attempt

Can you spot the difference

3. True or False		
Read the following sentences. Write '✓' if it is correct. Write 'X' if it is wrong.		
Paragraph 2	1. Some of the children sometimes go hiking or jogging.	E.g. X
Paragraph 3	2. Some children like indoor activities more than outdoor activities.	
Paragraph 3	3. Boys and girls like doing jigsaw puzzles.	
Paragraph 4	4. It is important for children to do sports.	
Paragraph 4	5. Dr. Ma's son likes doing karate, ice skating and hiking.	

2nd: Look for the lines

3. True or False		
Read the following sentences. Write '✓' if it is correct. Write 'X' if it is wrong.		
	e.g. There are 4 characters in the conversation.	E.g. ✓
Line 10-11	1. Harry can eat plenty of chicken wings.	
Line 12-14	2. Harry has both spaghetti and chicken wings.	
Line 15-16	3. Harry can have some crisps.	
Line 21-23	4. Holly chooses tuna sandwiches.	
Line 24	5. The Wong family can save money with the food coupons.	

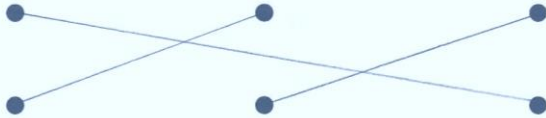
1st: Look for the paragraph



Second attempt

Read the conversation on p.34. Answer the questions to show your understanding.

1. Match the following pictures with the words. (Read lines 16, 26, 28 for clues.)



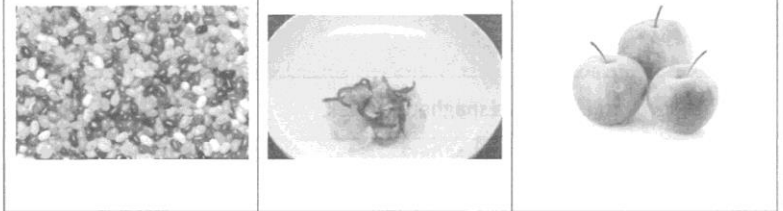
a packet of

a plate of

a bowl of

1. Gain confidence
2. A sense of security
3. More willing to try

2. Match the pictures with the words. (Read lines 4, 10, 11 for clues.)



a little

plenty of



a few



The changes teachers made

Teachers **changed** their teaching styles and habits

- Demonstrated the **work** and **think-aloud processes**
- Added **think-work-share** time in between tasks
- Encouraged **peer checking**

What teachers do now

Teachers no longer pre-teach all the vocabulary items but demonstrate how word meaning could be inferred

Highlight the line numbers

Divide the text into two halves

Check answers before reading the second half

... the salad to keep you healthy and strong.
... h balls as well.

... want a few chicken wings, a little
... spaghetti with tomato sauce and plenty of crisps.

Dad: Well, you can't have all that. You have to choose. Which one would you like, spaghetti with tomato sauce or chicken wings?

Harry: What about my crisps? Can't I have just a few crisps, please?

Mum: No ... but you can have a bowl of salad.

Harry: OK. I'll have salad and spaghetti, please.

Mum: What about you, Holly?

Holly: I'd like a sandwich. I can see plenty of different sandwiches here.

Dad: Let me see ... Which one would you like, ham sandwiches or tuna sandwiches?

Holly: Ham sandwiches, please.

Dad: All right, Holly. Here's a food coupon with a special price for sandwiches. You can take it. I'd like to have spaghetti as well.

Harry, please get two plates of spaghetti with tomato sauce with these two spaghetti coupons. What about you, Mum?

Teaching vocabulary

Teachers **adapted** to the needs of the class.

Activities added:

- Dramatize (e.g. a dialogue) to help students understand
- Word chopping
- Use visualization to facilitate learning
- Integrate E-learning



tomato

tomato

spaghetti

spaghetti



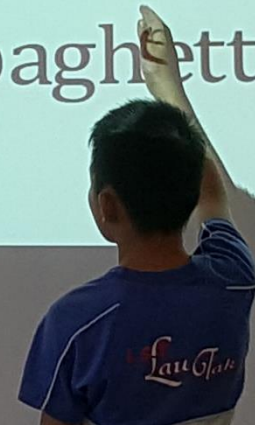
spaghetti

spaghetti



spaghetti

spaghetti



a ball



balls



the plural noun rules

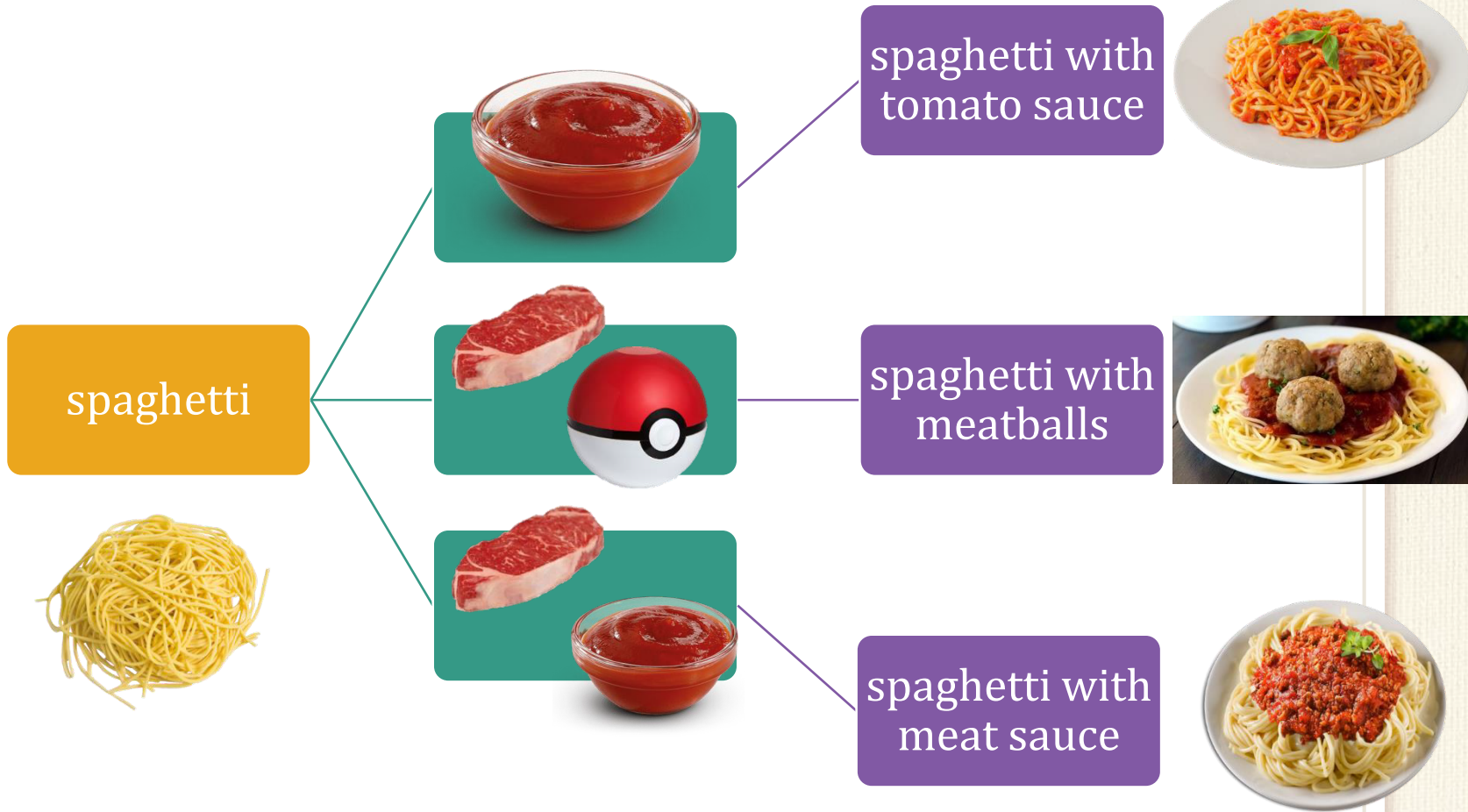
+ 's'

+ es

+ 'ies'

No 's' ? E.g. spaghetti

ball





Kahoot time!!

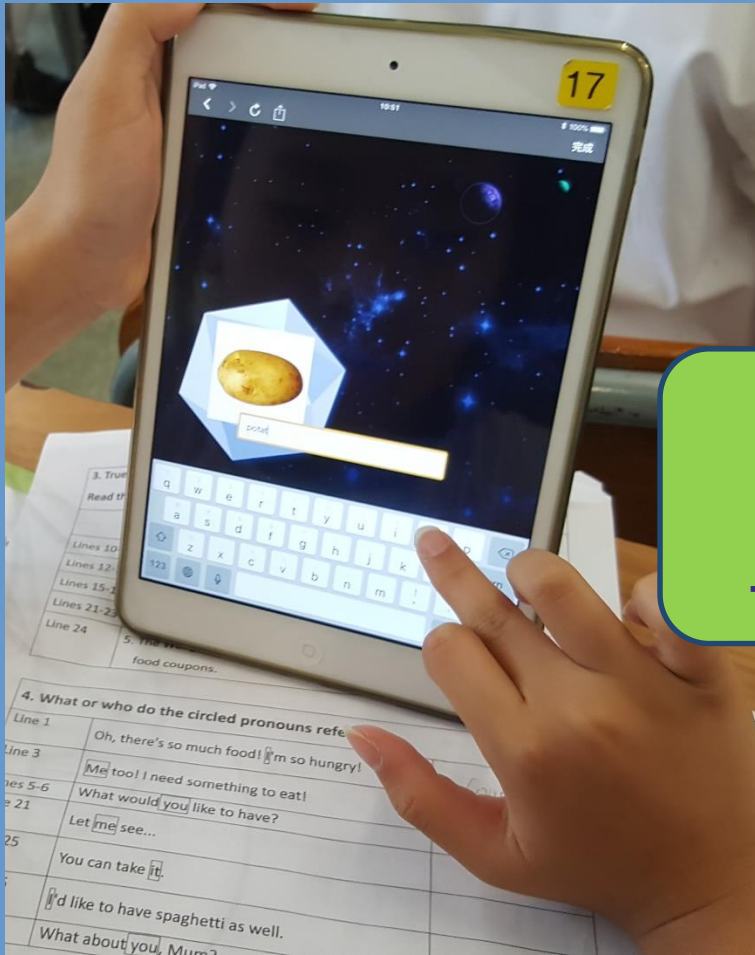
<https://play.kahoot.it/#/?quizId=927816b-aa3b-406e-97db-22168bc0c9d5>



Quizlet time!!



Quizlet



Spelling
within a
time limit

Spelling



Matching



Essence

Students

- raise awareness to unfamiliar words
- don't just rely on teachers
- be independent in tests and examinations; rather than giving up
- align classroom teaching with pen-and-paper assessment



- students can learn core vocabulary at their own pace
- dictation using iPad

Essence

Teachers

- make adaptations to learning and teaching methodology, more learner-centered
- **Explain less, prompt more**
- Be reflective
- **What to teach = what to assess**
 - instant follow-up
 - **reshape the lesson planning and evaluation culture - assess and address students' learning difficulties**



Prospect and Future

- **Similar teaching modes have also been adopted in P.5**
- Good practices were shared in departmental meetings as well as in curriculum team meetings
- **Good practices will be continued next year**



Thank you!

