

**C.C.C. Chuen Yuen First Primary School**

**CEAL**

**Sharing Session**

**8<sup>th</sup> June 2018      1 : 30 – 4 : 30 p.m.**

**Miss Hui Yuet Ning**

**Miss Lee Ching Lee**

**School Background**

```
graph TD; A[School Background] --> B[Data-driven decision]; B --> C[Phase 1: Reading Strategy]; C --> D[★★★ Phase 2: Assessment As Learning: Editing]; D --> E[Phase 3: Assessment For learning];
```

**Data-driven decision**

**Phase 1: Reading Strategy**

**★★★ Phase 2: Assessment As Learning: Editing**

**Phase 3: Assessment For learning**

# School Background

1. School Type 學校類別: 津貼
2. Area 區域 : Tsuen Wan
3. History 歷史 : 1905 年創立
4. Facilities 學校設施 : 課室9個 , 禮堂X1 , 操場X1 , 多用途室X1 , 圖書閣X1
5. 佔地大約 1,300 平方米的「小型」的校園
6. Staff 教學人員 : 總數: 25人
7. 班級總數 : 9 班 , 每級約: 1-2 班
8. Background of Students 學生背景  
Low socio-economic family  
大部分是基層家庭 , 少量中產



No.	Month	Date	Modes & frequency	Target	Remarks
1	August	30 (Wed) (2:30-4:30)	Workshop 1 Briefing and Buy-in meeting	All Eng. Teachers	
2	September	27 (Wed) (10:30-12:00)	Core group meeting	Core group Miss Yau, Ms. Lee & Ms Hui	
3	October	6 (Fri) (11:00-12:10) 18 (3:30-5:30)	Class Visit (LO)  Workshop 2 Needs analysis	Ms. Yau, Ms. Lee & Ms Hui All Eng. Teachers	Needs analysis (Internal Assessment)
4	November	16 (Thur) (11:00-12:10)	Co-plan meeting 1	Ms. Yau, Ms. Lee & Ms. Hui	P.4 Longman Elect 4B Unit 3-4 Healthy eating
5		30 (Thur) (11:00-12:00)	Co-plan meeting 2		
6	December	6 (Wed) (10:30-12:00)	Co-plan meeting 3	Ms. Yau, Ms. Lee & Ms. Hui	
7		14(Thur) 11:00-12:00	Co-plan meeting 4		
8	January	10 (Wed) (10:30-12:00)	Co-plan meeting 5	Ms. Yau, Ms. Lee & Ms. Hui	Assessment Design, Methods and Tools
9		24 (Wed) (10:30-12:00)	Co-plan meeting 6		
10		26 (Fri) (am)	Lesson Observation		
11	February	8 (Thur) 11:00-12:10)	Co-plan meeting 3 (ii)	Ms. Yau, Ms. Lee & Ms. Hui	LO Feedback
12	March	8 (Thur) 1:30-3:30	Workshop (Writing)	All Eng. teachers	Sentence and trait-based writing
13	April	11 (Wed) (10:30-12:00)	Co-plan meeting 1 (ii)	Ms. Yau, Ms. Lee & Ms. Hui	Writing-editing
14		18 (Wed) (10:30-12:00)	Co-plan meeting 2 (ii)		
15	May	30 (Wed) 10:30-12:00	Co-plan meeting 3 (ii) Sharing	Ms. Yau, Ms. Lee & Ms. Hui	Prepare for 8/6
16	June	8 (Fri) (1:30-4:30)	School-wide Sharing	All English Teachers	
17		20 (Wed) ???	Evaluation meeting	Eng. Teachers concerned	
	July-August	Plan for Cycle 3			

# Phase 1: Reading Strategy

## Topic: Healthy Eating (4B Ch3)

### Objectives:

1. Motivate students to read
2. Introduce the features of 2 text types: pie chart and report
3. Develop students' reading skills on understanding details, inferring, referencing and gist interpreting.

### -Pre- reading

-Make a vocabulary inventory of food types/items (in Self-learning)

### -While reading - Lesson 1 (Double lessons)

- a) Read aloud p.20 and read the pie chart and picture
- b) Teacher asks students questions (Text type, e.g. story, pie chart, report) (Understanding details):

Questions	Expected Answers	Question Types
Q1. What kinds of text type(s) can you see?	A1. story, pie chart, report	Remembering
Q2. Why were the three little pigs late for school?	A2. They were hiding from the wolf / They couldn't run away	Analyzing
Q3. In line 2, what do 'we' / 'they' refer to?	A3. the three little pigs / the three little pigs	Referencing
Q4. Look at the pie chart. Who made it?	A4. Peter Pig	Remembering
Q5. What does the chart tell us?	A5. Peter ate chicken, beef, potatoes and lychees for lunch.	Analyzing
Q6. How much did Peter eat for each food?	A6. Peter ate a lot of chicken and beef, a few potatoes and lychees.	Inferring
Q7. Does Peter like meat/ green vegetables/ fruits?	A7. Peter likes meat but he doesn't like vegetables/ fruits.	Inferring

Refer to Longman Elect Textbook 4B p.21 and fill in the blanks.

**Problem**Peter PigPippa PigPaul Pig**Possible Solution****Best Solution**

# From Reading to Writing

C.C.C. Chuen Yuen First Primary School  
2017-2018 First Term  
Primary 4 Booklet 4★



Chapter 3 Healthy eating &  
Chapter 4 A balanced diet

## Interview

You are going to interview your classmates about the food they like and their reasons. Tell them whether the food is good or bad for us and give some suggestions. Fill in the table below and complete the conversation.

Example:

Student A: What food do you like? Why?  
Student B: I like eating a lot of a few a little chocolate because.

Student A: Chocolate is good bad for us because.  
Student B: What do I need to do?  
Student A: You need to do...

Name: \_\_\_\_\_

## OREOS

Part C. Give advice in a newsletter and comment on your friend's Christmas feast. Use the OREOs to organize your ideas.

State your opinion clearly.

**O**pinion

**R**eason

**E**xample

**R**eason

**E**xample

**O**pinion restated

Paragraph 1:  
-Introduce your friend's appearance, eating habits or any other health problems.

Paragraph 2:  
-Reason 1  
-Example

Paragraph 3:  
-Reason 2  
-Example

Paragraph 4:  
-Closing

Read the article and answer in complete sentences.

1. What do we add into the water to help better absorption?  
\_\_\_\_\_

2. Cathy is 36kg and her mum is 66kg. Who should drink more water in a day?  
\_\_\_\_\_

3. What is salted fish? Why is it not good for health?  
\_\_\_\_\_ is because \_\_\_\_\_  
Cathy loves fish. How should her mum cook it for her?  
\_\_\_\_\_ can Cathy improve her concentration in the morning?  
line 6, what do they refer to? (TSA 2013)  
\_\_\_\_\_

Challenging question  
Be your eating habit is your eating habit good or not? If not, do you improve it? (TSA 2013)  
\_\_\_\_\_  
\_\_\_\_\_



Previous knowledge: .

1. Students understand what is editing. .
2. Students learn the editing rules, CUPS through a video. .

Objectives: .

1. The lesson will be learner-centered and teacher will be the facilitator. .
2. Students can edit their partners' writings using CUPS and ARMS. .

Procedures .	Learning and Teaching Strategies .	Time . (mins).	Activities .	Teaching Aids .
1. Warm Up & Motivation .	- Review SDL WS . - Activate ss prior knowledge .	5' .	- Review SDL WS . - T discusses the questions in SDL WS and leads to revising (ARMS) .	- SDL WS . - First three slides in Ppt (Cups & Arms) .
2. Extension and Preparation .	- Model editing using Arms . - Introduce Peer editing .	8' .	- T demonstrates how to revise using the sample WS, word bank WS and 'ARMS' . - T tells ss that they are going to pair up and peer edit each other's work . - T explains the steps of peer editing → In the step of suggesting, T teaches ss the following sentence patterns to give suggestion (1) I think you can <u>add/ remove/use</u> ... . (2) Maybe you can <u>add/ remove</u> ... . - T shows a video in <u>Youtube</u> for demonstration .	- Sample WS (edited with Cups) . - Peer editing poster . - Video in Ppt . - Word Bank WS .
3. Application/ usage .	- Practice peer editing .	15' .	- T tells ss that they are going to pair up and peer edit each other's work . - T assigns ss in pairs . - Ss help their partners to edit their work with CUPS and ARMS .	- Ss' writings . - pens . - Word Bank WS . - Ppt (3 <sup>rd</sup> slide: Arms & Cups) .
4. Presentation .	- Presentation .	7' .	- T invites some students to present their work .	- Ss' writings .

# Assessment As Learning

# 5 Steps in the Writing Process

Prewriting- Getting your thoughts down on paper.

freewrite, brainstorm, outline, notes

Publishing

Sharing your work with others.

final copy and presenting



Revising- Rewriting or rearranging sentences to make sense.

Making it all come together.



Drafting

Putting your ideas and thoughts together.

sentences and paragraphs



Editing

Correcting grammar and punctuation.

proofreading symbols



# Peer-editing: Big Class

1. Students understand what is editing. . .
2. Students learn the editing rules, CUPS through a video...

Objectives:..

1. The lesson will be learner-centered and teacher will be the facilitator. . .
2. Students can edit their partners' writings using CUPS and ARMS. . .

Procedures..	Learning and Teaching Strategies..	Time.. (mins)	Activities..	Teaching Aids..
1. Warm Up & Motivation ..	<ul style="list-style-type: none"> <li>- Review SDL WS..</li> <li>- Activate ss prior knowledge..</li> </ul>	5'..	<ul style="list-style-type: none"> <li>- Review SDL WS ..</li> <li>- T discusses the questions in SDL WS and leads to revising (ARMS)..</li> </ul>	<ul style="list-style-type: none"> <li>- SDL WS..</li> <li>- First three slides in Ppt (Cups &amp; Arms)..</li> </ul>
2. Extension and Preparation..	<ul style="list-style-type: none"> <li>- Model editing using Arms ..</li> <li>- Introduce Peer editing..</li> </ul>	8'..	<ul style="list-style-type: none"> <li>- T demonstrates how to revise using the sample WS, word bank WS and 'ARMS' ..</li> <li>- T tells ss that they are going to pair up and peer edit each other's work..</li> <li>- T explains the steps of peer editing → In the step of suggesting, T teaches ss the following sentence patterns to give suggestion (1) I think you can <u>add/ remove/use</u> ... .. (2) Maybe you can <u>add/ remove</u> .....</li> <li>- T shows a video in Youtube for demonstration..</li> </ul>	<ul style="list-style-type: none"> <li>- Sample WS (edited with Cups)..</li> <li>- Peer editing poster..</li> <li>- Video in Ppt..</li> <li>- Word Bank WS..</li> </ul>
3. Application/ usage ..	<ul style="list-style-type: none"> <li>- Practice peer editing ..</li> </ul>	15'..	<ul style="list-style-type: none"> <li>- T tells ss that they are going to pair up and peer edit each other's work..</li> <li>- T assigns ss in pairs..</li> <li>- Ss help their partners to edit their work with CUPS and ARMS..</li> </ul>	<ul style="list-style-type: none"> <li>- Ss' writings ..</li> <li>- pens..</li> <li>- Word Bank WS..</li> <li>- Ppt (3<sup>rd</sup> slide: Arms &amp; Cups)..</li> </ul>
4. Presentation..	<ul style="list-style-type: none"> <li>- Presentation..</li> </ul>	7'..	<ul style="list-style-type: none"> <li>- T invites some students to present their work..</li> </ul>	<ul style="list-style-type: none"> <li>- Ss' writings ..</li> </ul>

Self-directed Learning Worksheet.

What is editing? .

1. Scan the QR code and watch the video .
2. Follow the instructions in the video and finish the worksheet .



**EDITING** is correcting the \_\_\_\_\_ in our writing.

→ We can correct .

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_



**LET'S TRY!** .

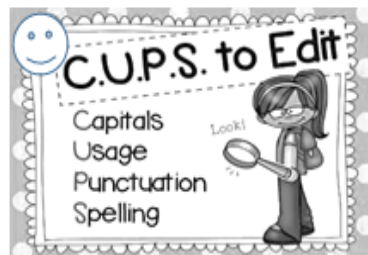
**Cross** the mistakes and write the correct answers above the crossing words .

(a) <b>Grammar**</b> . Do you <u>likes</u> dogs? .
(b) <b>Spelling</b> . You <u>kan</u> get a dog from a <u>setr</u> .
(c) <b>Capitalization</b> . <u>next</u> take the Dog to the vet .
(d) <b>Punctuation</b> . Then, don't forget to buy food . Last, <u>get</u> the dog some toys? .

**Grammar\*\*** .

- I like eat → I am eating .
- I want to played → I want to play .
- He/ She/ It eat → He/ She/ It eats .
- Do you eat apples? → Do you eat apples? .
- Does she eat apples? → Does she eat apples? .
- There have oranges and bananas . → There are oranges and bananas .
- Steamed pork buns is white . It's yummy . → Steamed pork buns are white . They are yummy .

**NOW, LET'S EDIT ONE OF YOUR CLASSMATES WRITING.** ☺



last sunday, I went to tea house  
with my Dad, mum and sister, I like went  
to tea house because I can ate many  
many tasty food.

**Q&A** .

1. What do you want to know more about the editing? .

---



---



---

2. If you want to get higher marks in writing, what can you do? .

---



---



---

☺ Good Job! Now it's time to edit your own writing with **CUPS** .

## B. Circle the mistakes and correct them.

### 1. Editing Grammar:

e.g. Do you likes dogs?

### 2. Editing Spelling:

e.g. You can get a dog from a setr.

### 3. Editing Capitalization:

e.g. next take the Dog to the vet.

### 4. Editing Punctuation:

e.g. Then, don't forget to buy food Last, get the dog some toys?

CCC Chuen Yuen First Primary School

Primary 4

Self-learning: Editing

A. Watch a video about "Editing" on YouTube below.


<http://bit.do/cyf-4a-editing>




Last Sunday, I went to tea house  
with my Dad, mum and sister, I like went  
to tea house because I can ate many  
many tasty food.




# How to EDIT with a Peer Editor

1 Sit 

2   
Writer reads **ALoud**.

3. Stop. Suggest. **Discuss.**

4  Only the **writer** makes changes.

### My Favourite Dim Sum Dish (Word Bank)

Free Writing Guiding Questions: . .

Paragraph 1: What is your favourite dim sum dish? . .

What colour and shape is it? . .

What is it made of? . .

What is the texture like? . .

Paragraph 2: How is it prepared? . .

Where do you eat this dish? . .

How do you eat it? (with a spoon, fork, knife, chopsticks or your hands) . .

How often do you eat it? . .

Paragraph 3: How does it taste? . .

How do you feel after you eat it? . .

Why do you like it? . .

Taste (味道) . .	Texture (質度) . .	How is it prepared? . .	Ingredients . .		
			Meats . .	Vegetables . .	Seasoning . .
sweet . .	soft . .	fried / deep-fried . .	pork . .	bok choy . .	salt . .
sour . .	tender (柔軟的) . .	steamed (蒸) . .	beef . .	choi sum . .	sugar . .
salty . .	chewy (有嚼勁的) . .	baked . .	chicken . .	lettuce . .	black pepper . .
bitter (苦) . .	hard . .	boiled . .	fish . .	onions . .	soy sauce . .
spicy / hot . .	smooth (滑的) . .	poached (清蒸的) . .	shrimp . .	tomatoes . .	vinegar (醋) . .
yummy . .	moist (濕潤的) . .	roasted . .	crab . .	potatoes . .	hoisin sauce . .
tasty . .	juicy (多汁的) . .	grilled . .	lamb . .	garlic (蒜頭) . .	(海鮮醬) . .
delicious . .	dry . .	stir-fried (旺火炒) . .	duck . .	ginger . .	sesame oil . .
satisfying (令人滿足的) . .	crispy (脆的) . .	pan-fried (煎) . .	goose (鵝) . .	green onions (蔥) . .	chili oil . .
mouth-watering (令人垂涎的) . .	crunchy (易碎的) . .	wok-fried (鑊炒) . .	seafood . .	broccoli . .	MSG (味精) . .
bland (乏味的) . .	oily . .	barbecued . .	chicken feet . .	cauliflower (椰菜花) . .	shrimp paste (蝦膏) . .
	sticky (黏的) . .	stewed (燉) . .	tripe (內臟) . .	chili . .	rice wine (米酒) . .
		dried . .	spareribs (排骨) . .	mushrooms . .	
		salted . .		wood ear . .	
		raw (not cooked) . .		coriander (蔥苗) . .	
		rolled . .		carrots . .	
		stuffed . .		tumip (白蘿蔔) . .	
		wrapped . .		bamboo . .	

# Revise with A.R.M.S

M2

11<sup>th</sup> April 2018

Last Sunday, I went to a tea house  
with my Dad, mum and sister, I like going  
to the tea house because I can eat many  
many tasty food. Siu Mai is one of my favourite dim sum.

# Editing: Small Class



- Pre-request : 1. Students have written a e-mail about Hong Kong tourists sports. . .  
 2. Students have watched a video about "editing" on YouTube. . .

Objectives:..

- To develop students' editing skills. . .  
 -Learn to edit their writing..
- To use "COPS" as a self-learning strategy to editing their writing. . .  
 -Edit about Capitalizations, Order/Omission, Punctuation and Spelling. . .

Procedures..	Learning and Teaching Strategies..	Time.. (mins)..	Activities..	Teaching Aids..
1. Motivation..	-Self-learning (Use of IT.. to prepare for lesson) ..	3 mins..	-T asks <u>Ss</u> to take out their S.L. book about "editing". . . -T skims Ss' work on SL .. -Tasks <u>Ss</u> "What is editing?" ..	-Visualizer.. -S.L. WS..
2. Development..	-Lecturing .. (Introduce a learning tool) ..	10 mins..	-T introduces "COPS" by using PPT: .. C - Capitals; O- Organization/Omission.. P - Punctuation; S - Spelling.. -T posts "COPS" letters on the whiteboard ..	-PPT..
	-Games for recognition of keywords..	3 mins..	T asks two <u>Ss</u> to slap the "COPS" letter cards as fast as possible according to the words first pronunciation..	"COPS" letter cards..
	-Think-pair-share..	5 mins..	1) Pair work: .. -T gives each <u>Ss</u> a piece of writing.. - <u>Ss</u> work together in pairs.. - <u>Ss</u> use "COPS" checklist to edit the writing.. .. 2) Individual work: .. -T gives each <u>Ss</u> an editing WS and ask them to edit their writing by using COPS; .. -Extra support given to slow-learning <u>Ss</u> .. ..	-a <u>Ss</u> writing.. .. -editing WS.. .. -"COPS".. checklist..
	-Questioning..	5 mins..	-Tasks <u>Ss</u> to explain their editing .. -Prompting when necessary ..	Visualizer ..
3. Sum up and consolidation..	Homework..	5 mins..	-Homework: <u>Ss</u> edit their writing. . . -T summarize the main points of the lesson. . . -T emphasize the importance of "COPS" ..	Booklet: writing..

Focus: framework/objectives/Development(3C) usage/ Sum up..

What is editing?

C O P S



# Capitalization

names of people  
or things

Tommy

Luke

Coca Cola

names of places

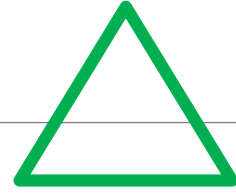
America

Walmart

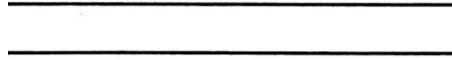
Pine Park

C

apitals

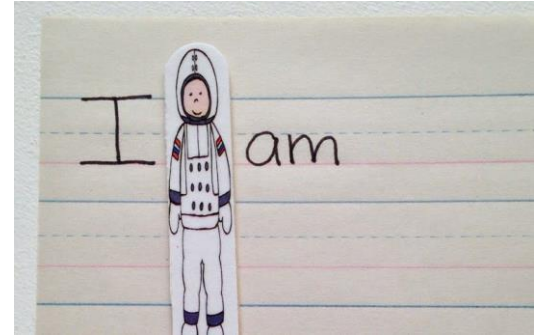
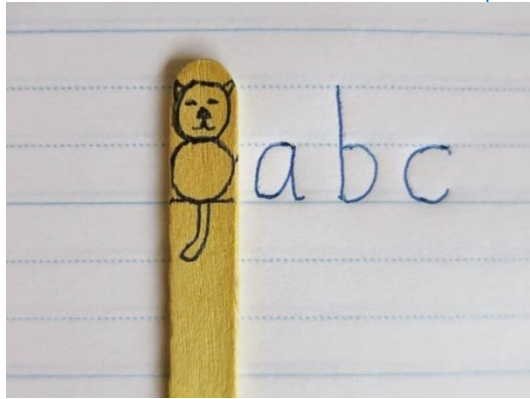


it is salty.





# O rganization



# O rganization



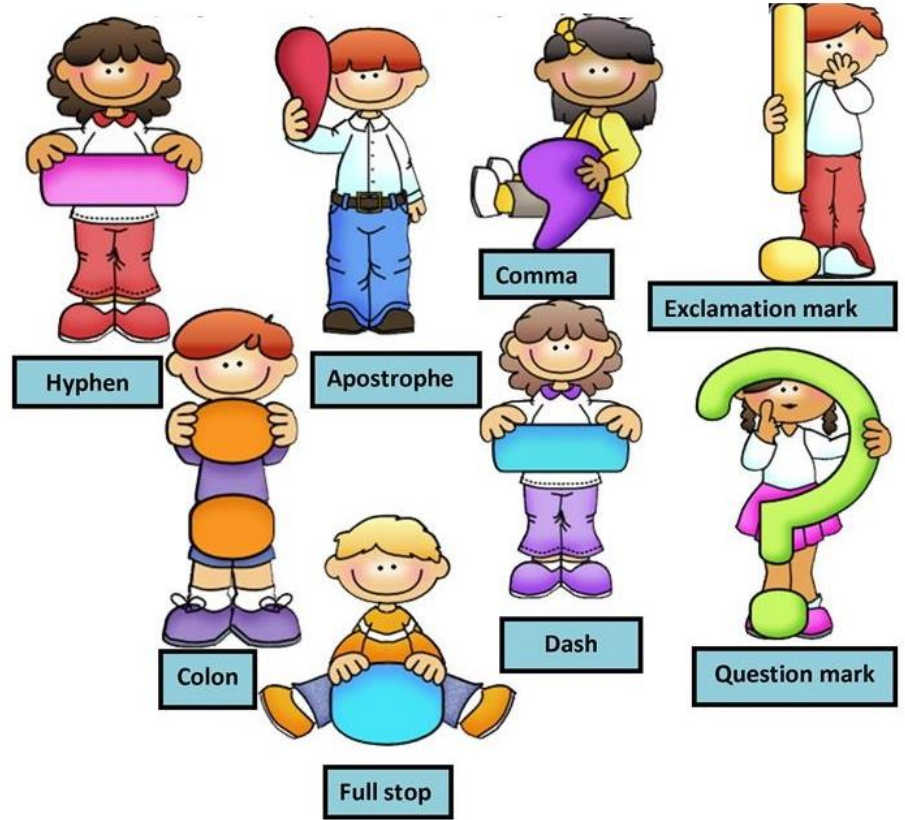
Do I you like any dim sum?



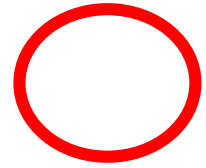
Do you like any dim sum?



# Punctuations

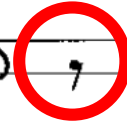


P

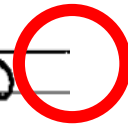


unctuations

My favorite dim sum is Cha Shao Bao,



My favorite dim sum is Cha Shao Bao



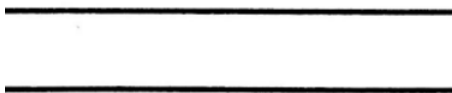
# S spelling

Not sure

- Use your Word Bank
- Use a dictionary

# S





Spelling







On the first day, we well go to Lan-tan Island.



# Editing





C		△ i go to school.
O		<i>Do you like any dim sum?</i> →
P		I go to school ?
S		I go to <span style="border: 2px solid yellow; padding: 2px;">scoolh</span> .

## COPS checklist

C	O	P	S
			





\*Put '✓' in the box(es)

## COPS checklist

C	O	P	S
			





\*Put '✓' in the box(es)

## COPS checklist

C	O	P	S
			

\*Put '✓' in the box(es)

## COPS checklist

C	O	P	S
			

\*Put '✓' in the box(es)



## Edit the Writing with COPS

C	O	P	S
✓	✓	✓	✓

e.g.

On the first day, we ~~will~~ <sup>will</sup> go to Lantau Island ~~we~~ <sup>we</sup> will visit Disneyland ~~because~~ <sup>because</sup> it has lots of fun. Then, we will ride on the cable car. Cable car. We can enjoy the beautiful sea view.

1.

C	O	P	S

on the third day, we will go to Maui Po. We will watch the birds there because it is good to enjoy the nature. Next, we will do water sports on the sea.

2.

C	O	P	S

On the second day, we will go to So Kwai. We will eat seafood because the seafood there is famous and fresh. Then, we will go hiking, because doing exercises in the nature is good for our health.

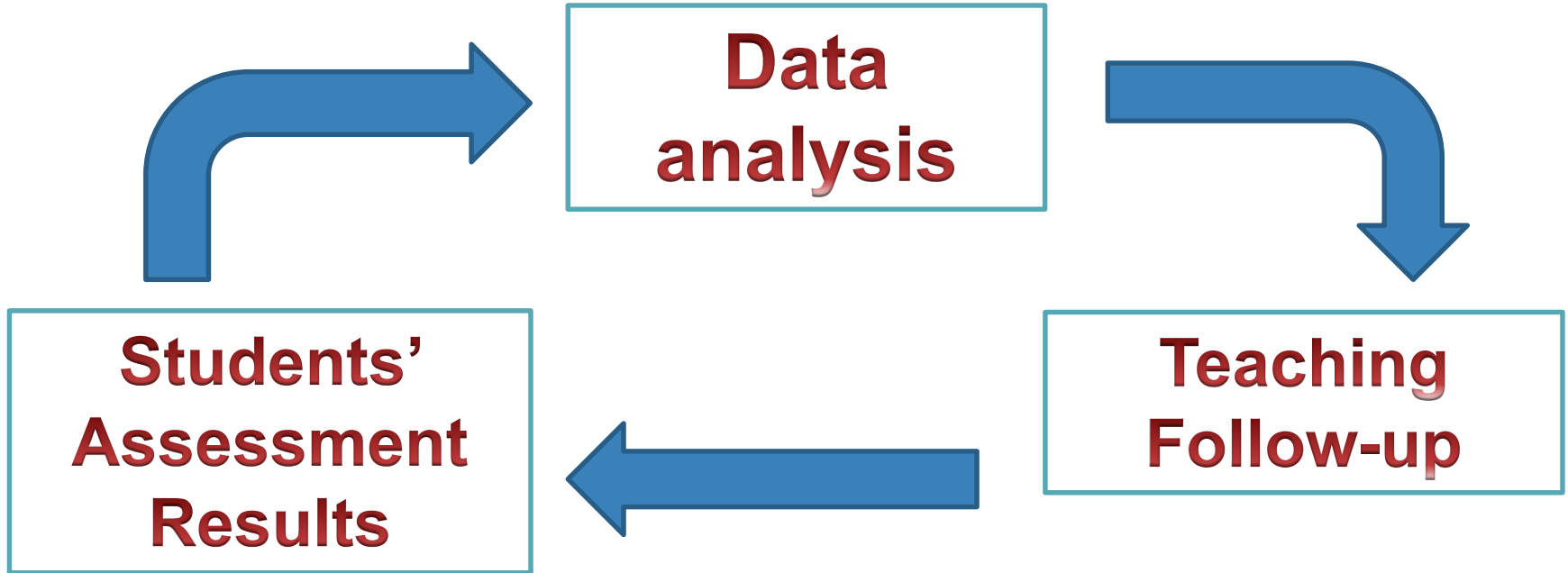
3.

C	O	P	S

The three days' Hong Kong tour is coming. Do you hope you will have a good time. I look forward to seeing you!

Best Wishes  
Jack

# Assessment For Learning



F (1) 2%		G (1) 2%		G (2) 2%		G (3) 2%		G (4) 2%				
C	2	C	2	C	2	B	2	A	B	2		
C	2	A	2	C	2	A	2	A	B	2		
C	2	2	2	C	2	0	2	2	A	B	2	
D	0	7%	2	C	2	0%	2	0	7%	B	C	0
C	2		2	C	2		2		A	B	2	
C	2		2	C	2		2		A	B	2	
C	2		2	C	2		2		A	B	2	
C	2		2	C	2		2		A	B	2	

1. What is the text type of this reading?

- A. Riddle                                       B. Poem  
 C. Play     D. Advertisement

B	0	C	2	C	0	A	C	1			
C	2	C	2	B	2			0			
D	0	D	C	2	D	D	0	D	A	B	2

4. What kinds of food did Sam have for breakfast? (You can choose more than one answer.)

- A. Dairy products.                               B. Grain products.  
 C. Fried food.                                       D. Meat.

A	0	C	2	C	0
	13		25		14
	1.0				
	48.1%				

6. Which sentence is true?

- A. Bobby's chair had a tail.                       B. Bobby was having a dream.  
 C. Sam was at Bobby's house.                       D. Sam played a trick on Bobby.

G. Kelly is reading something in English lesson. Read it and blacken the circles with best answers. 16% @2

Characters

Bobby Sam Bobby's mum

Scene 1 : Bobby and Sam are in a restaurant.

Bobby : I want chicken nuggets and French fries. I like fried food best.

Sam : You need to eat less junk food, Bobby. You already had fried fish for lunch today. You also had a packet of potato chips this afternoon. What did you have for breakfast?

I had chocolate cake and some cola.

You need to have less sugary food. You need to have healthy food for breakfast. I had a cheese sandwich and some milk.

Bobby : Well, healthy food is boring!

Mum : Bobby! Time to get up!

6%

# Assessment For Learning

## Follow-up activities:

- **Teaching Text type: Provide authentic materials**
- **Practice on reading skills (e.g referencing, inferencing )**

# Phase 3: Future Planning

2018-2019

Assessment For Learning

Reading & Writing

**Thank You! ^^~**