

2021/22 CEATE and HKEdCity Sharing

Engaging Students, Stimulating Motivation and to achieve Self-directed Learning

Scaffolding students' self-learning skills in Key Stage 1 through a School-based English Curriculum



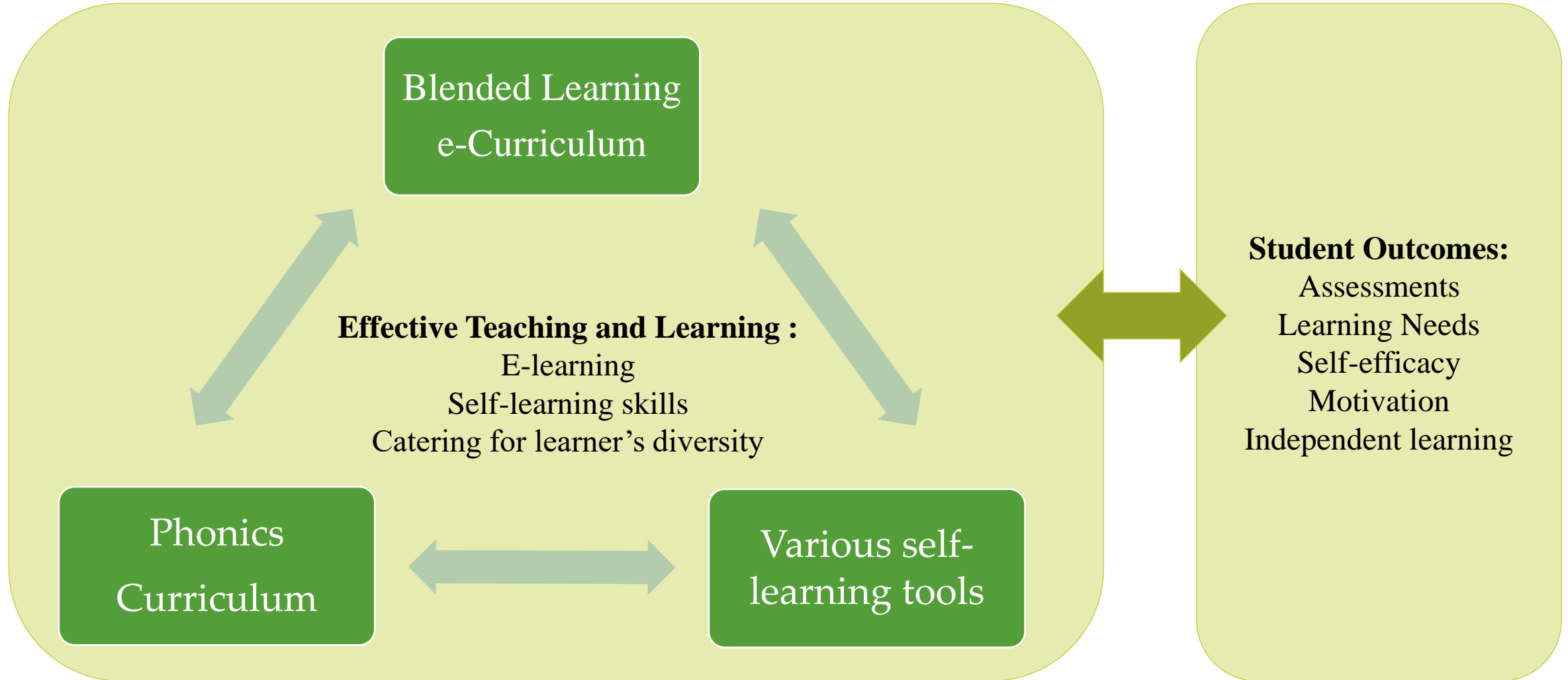
Our beliefs

Students take an important role in the lessons if they develop habits of learning and self-learning skills.

Objectives

Scaffolding students' independent self-learning skills in English by developing school-based curriculum and Language-rich Learning Environment Strategy

Our English Curriculum Framework



School-based English e-Curriculum

School-based English e-Curriculum

A **school-based e-learning curriculum** has been developed since 2014. To enhance our students' learning, a set of materials was designed by our school teachers, titled “Better English Textbook and Practice”.



Better English Textbook

Extended vocabulary is added in order to enrich students' vocabulary bank.

Ch.1 School is cool!

Words to learn Use 'an' before nouns that start with the vowel sounds a, e, i, o and u.

Miss Hester is introducing the stationery to the students.


Stationery items:


- an eraser
- a pencil
- a pencil sharpener
- a pencil case
- a ruler
- a crayon
- a highlighter
- a glue stick

Extended vocabulary :

- Principal Yau
- a teacher
- a classmate
- a group leader
- a student card
- a handbook
- coloured pencils
- an English book

There are some school objects. Do you know their names?

1 

2 

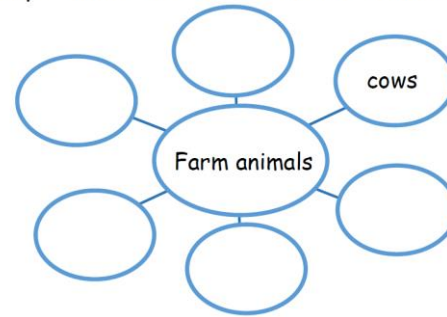
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Feeling 😊 😐 ☹️

Better English Textbook

Our school-based English e-curriculum scaffolds students' self-learning skills by using **various learning tools such as mind-mapping, phonics chunking, note-taking skills and self-assessments**. It caters for individual differences and encourages students to work collaboratively in groups for the **various classroom activities**.

C. Mind map : Write the names of the farm animals.



(i) Letter sounds 

Write 2 more examples.

a. Initial **th** : **th**ick, **th**under

b. Final **th** : **bo**th, **teeth**

A. Note-taking / e-Knowledge Bank / Extended Knowledge

D. High Frequency Words (HFW)

HFW	Date		HFW	Date		HFW	Date	
	/	/		/	/		/	/
1. chick	○	○	4. loud	○	○	7. clever	○	○
2. farm	○	○	5. market	○	○	8. job	○	○
3. say	○	○	6. quiet	○	○	9. milk	○	○

Better English Workbook

For the homework, 'Better English Practice' have designed for students to consolidate their learning.

Shak Chung Shan Memorial Catholic Primary School
2018-2019

Better English Practice 1A

SCS Core Value chant
SCS, SCS
Study smart
Courage to create
Serve God and others
SCS YEAH!

Name : _____
Class : _____ ()

Ch.2 Meet the family. Practice 1 Date : _____

B. Look at the picture and fill in the blanks.

I am Tom. I love my @f _____. This is my father. He is tall. This is my @m _____. She is standing next to my father. I have a brother and a @s _____. We all go to SCS Primary @S _____. Look! My grandfather and @g _____ are smiling to us.

Challenging question:
★ Who do you love in your family? Why?
I love my _____ because he / she is _____.

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Ch.2 Meet the family. Practice 2 Date : _____

A. Learning Corner

Pronouns: He, She

Who is he? Who is she?
He is Sam. She is Bibi.

B. Fill in the blanks with the suitable pronouns.

- Who is _____?
_____ is Lily.
- Who is _____?
_____ is Tom.
- Who is _____?
_____ Mr. Yau.
- ★ _____

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Ch.2 Meet the family. Practice 3 Date : _____

A. Learning Corner

Pronouns: I, She, He, We

I am Miss Hester.
 He is a boy. She is a girl.
 We are SCS students.

B. Fill in the blanks with the correct pronouns.

- _____ am six years old.
- Who is he? _____ is Peter.
- Who is _____? She is Macy.
- My grandmother is kind. _____ is nice too.
- How are you? _____ am fine, thank you.
- This is my father. _____ is tall.
- I have a happy family. _____ love each other.
- ★ Mary and I are in Class 1A. _____ are classmates.

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Better English e-learning materials

Learning devices

With the developed Blended Learning e-Curriculum, students can access the e-learning materials at home or with the provided e-learning devices in the classroom.

e-Resources

For the e-resources, we have used different tools to help students scaffold their self-learning skills. For examples,

- Interactive e-textbooks
- Online learning games such as Kahoot, Quizizz, Padlet, Flipgrid, Socrative
- e-Dictation with self-check revision platform
- e-Smart platform

Home > Select Your Level > e-Preparation - P1

= New = Completed = Incomplete

No.	Status	Name	Score	Attempt
1		Term 1 - Dictation 1 (TB1A Chapter 1)	100	2
2		Term 1 - Dictation 2 (TB1A Chapter 2)	100	4
3		Term 1 - Dictation 3 (TB1A Chapter 3)	100	2
4		Term 1 - Dictation 4 (TB1A Chapter 4)	55	1
5		Term 1 - Dictation 5 (TB1A Chapter 5)	-	-

1. school
2. an erase an eraser
3. a pencil sharpener
4. a ruler
5. a crayon

學校簡介 校外評核報告 重點視學報告 周年計劃及報告

天主教石鐘山紀念小學
Shak Chung Shan Memorial Catholic Primary School

內聯網
密碼:
校碼: 登入

SCSPS iPhone App
SCSPS Android App

本月聖經金句 常年期第21週
耶穌說:「看!有最後的,將成為最先的,也有最先的,將成為最後的。」(路13:30)

首頁 校長的話 石小電郵 通告 家課冊 行事曆 家長教師會 教師天地 相關網址 校網內容 eClass 聯絡我們 地圖

Preview

Assignments: **BE 1B Extended Reading (Chapter 5)**

Total mark: 100 Question no.: 1/5

1 Read Book 1B Chapter 5 Extended reading (Letter) on page 35 and answer the questions.
Who writes the letter?

A. Grandpa.
 B. Grandma.
 C. Bibi.

明天是 2016年8月30日 - 暑假

- 升中資訊
- 校巴路線
- 網上學習
- 我是未來領袖
- 小六電腦課程
- 十分科學2015-16
- 常識教育網
- Fun Learning
- e-Smart
- Scholastic
- MDS
- WELS
- eDictation
- 基本能力評估(BCA)
- 啟思語文互動特區
- 常用國字標準字體筆順學習網
- 古文扑簞



School-based Phonics Curriculum

School-based Phonics Curriculum

To provide our students with the building blocks and foundational skills to learn and speak English, we designed a **school-based Phonics App**, Magic Chunking Bee. It is a part of our phonics curriculum which is used to **consolidate students' foundational phonics skills.**




Key stage one

Choose level:

Level 1 Level 2 Level 3

Instruction:
Each level contains different units with different letters.
Try to explore!




Choose level:

Unit 1 Unit 2 Unit 3

Unit 4 Unit 5

Instruction:
Unit 1: m, n, b, p, d, t
Unit 2: l, r, j, y, a
Unit 3: h, s, z, o
Unit 4: f, v, w, x, c, k
Unit 5: e, i, u, g




Choose level:

Unit 1 Unit 2 Unit 3

Unit 4 Unit 5

Instruction:
Unit 1: i-e, ie, igh, y
Unit 2: a-e, ai, ay
Unit 3: e-e, ee, ea
Unit 4: o-e, oa, oe, ow
Unit 5: u-e, ew, ue



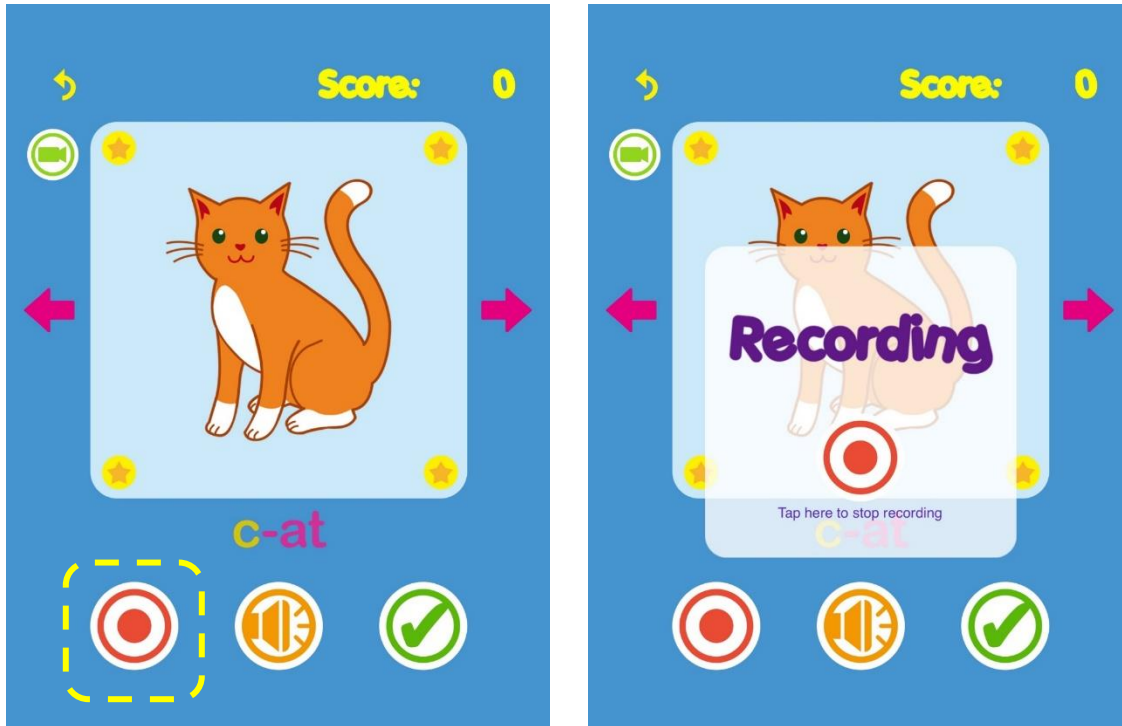
Magic Chunking Bee is a systematic and interactive phonics app which was fully developed by a professional programmer and two native English Teachers.

Video



For each letter sound, a teacher's demonstration is provided. Students can watch the video again and again according to their own learning needs.

Recording



Students can record their own performance by clicking the ‘Record’ button and they can listen to it again.



Choose level:



Instruction:
Each level contains
different units with
different letters.
Try to explore!



Chunking Skills

- Our phonics strategy is based on the **Chunk-Check-Cheer approach**. It empowers students to solve their own reading and spelling problems.
- This forms important connection and removes the rote learning pressure from the students.

Impact

Teachers	Students	Parents
<ul style="list-style-type: none">• Systematic phonics curriculum• Enhance teachers' professionalism• Improve effectiveness of teaching	<ul style="list-style-type: none">• User-friendly• Step-by-step chunking support• Consolidate and extend their learning• Interactive	<ul style="list-style-type: none">• Support their child's learning at home• Learn with their child• Supported by parents' workshops

Self-learning skills tools

1. Lesson preview worksheet

Shak Chung Shan Memorial Catholic Primary School
2018-2019 Self-learning Worksheet

Lesson Preview 1

Name: _____ () P. 3 Date: _____

Chapter: (1) On the farm

Topic: Farm animals

A. Task Assigned/ Preparation/ Searching Information...

The following website may help you : Farm Animals.
<http://www.activityvillage.co.uk/farm-animals> or scan the QR code.



B i) Findings

Write the names of the farm animals on the website in the boxes:

1. cats / chicks	4. goats	7. cows
2. chickens	5. horses / pigs	8. sheep
3. dogs / ducks	6. roosters	9. turkeys

B ii) Write your own idea

Describe a farm animal you like most.

e.g. I like horses most **because** they are lovely. They can run fast **but** they can't swim.

(Accept reasonable answers)

C. Peer learning / Findings after discussion / sharing / ...

(i) Tell your friend about the farm animal you like best and why you like it.

(ii) Write down about the farm animal your friend likes best and why he/she likes it.

Me: What farm animal do you like most? Why?

Tom: I like ducks most because they are cute. They can swim but they can't fly.

e.g. Tom likes ducks most because they are cute. They can swim but they can't fly.

D. Consolidation / Post-findings / Reflection

I have learnt _____

Feeling : 😊 😊 😊

1. Lesson preview worksheet

Shak Chung Shan Memorial Catholic Primary School
2018-2019 Self-learning Task Sheet
Lesson Preview (10)


Name: _____ () P. 3 () Date: _____

Chapter (5): Free time fun!

Module: Fun and games

A. Searching information:

Go to the following websites. Enjoy the song and learn more about hobbies.

- (1) <https://www.youtube.com/watch?v=lfLGtb258fM> (1)  (2) 
(2) <https://www.youtube.com/watch?v=X6Rm5JIWu2c>

B. Findings

My favourite hobby

(Draw things about your favourite hobby here.)

I like _____ in my free time.

Describe your favourite hobby. When do you do it? Who do you do it with? Why do you like this hobby?

C. Peer learning / Findings after discussion

- May: What is your favourite hobby?
Me: My favourite hobby is playing badminton.
May: When do you do it?
Me: I do it on Saturdays.
May: Who do you do it with?
Me: I do it with my friends.
May: Why do you like this hobby?
Me: Because I like ball games.

e.g. May's favourite hobby is playing badminton. She does it on Saturdays with her friends. She likes this hobby because she likes ball games.

My classmate's favourite hobby is _____.

D. Consolidation/ Post-findings

I have learnt _____.

Feeling: 😊 😊 😊

2. Read aloud

Read Aloud (RA) Record

No.	Date	Contents	Listeners' Signatures			Remarks
			Overall Comment(Please circle the stars)			
			Listener 1	Listener 2	Listener 3	
1.			★ ★ ★	★ ★ ★	★ ★ ★	
2.			★ ★ ★	★ ★ ★	★ ★ ★	
3.			★ ★ ★	★ ★ ★	★ ★ ★	
4.			★ ★ ★	★ ★ ★	★ ★ ★	
5.			★ ★ ★	★ ★ ★	★ ★ ★	
6.			★ ★ ★	★ ★ ★	★ ★ ★	
7.			★ ★ ★	★ ★ ★	★ ★ ★	
8.			★ ★ ★	★ ★ ★	★ ★ ★	
9.			★ ★ ★	★ ★ ★	★ ★ ★	
10.			★ ★ ★	★ ★ ★	★ ★ ★	

Practice makes perfect. Read aloud is used to encourage students to practise reading at home. Every time, students need to invite their friends or family members to listen to them and give them feedback instantly.



Congratulations!
You will get 1 sticker!



Teacher's signature:

3. LRLE English Pass

It is an incentive scheme to motivate students to engage in participating English activities inside or outside classroom.

Stickers and Presents			
How many stickers can you get?			
Excellent!			

Come to the English Room to win STICKERS!!			
Awesome!			



School-based designed stickers to keep tracking students' participation. We believe that the more opportunities we create and provide for our students, the more chances they have to use English to communicate with others.

4. Self-learning Booklet

Shak Chung Shan Memorial Catholic Primary School

2012-2013

P.5 English (Book One)

Self-learning Booklet



Name: _____ ()

Class: _____

Self-learning Strategies

- A. Dictionary Skills- Difficult words
- B. Note-taking
- C. Phonics
- D. Sentence making
- E. Vocabulary Building
 - (1) Synonyms/Antonyms
 - (2) Compound words
 - (3) Word prefix /Word suffix
- F. Searching Information (Web search)
- G. Extensive Reading (Storybooks/News/Magazines/...)
- H. Self-study Plan / Revision (PC/Exam)
- I. Journal
- J. Reading Aloud
- K. Word Quiz



A. Dictionary Skills- Difficult words

Check the meanings of the difficult words in a dictionary. Write the meanings of the words and related examples in the boxes.

<u>Words</u>	<u>Parts of Speech</u>	<u>Meaning in English</u>
e.g. smart	Adjective (adj.)	Clever, bright, intelligent
e.g.: Ben is <i>smart</i> because he can answer teacher's difficult questions easily.		
1.		
e.g.:		
2.		
e.g.:		
3.		
e.g.:		
4.		
e.g.:		
5.		
e.g.:		
6.		
e.g.:		
7.		
e.g.:		

B. Note-taking

✌️ I have learnt

C. Phonics – Chunking / Word Family

Words	Chunk the words
e.g. hamburger	h-am-bur-ger
1.	2.
3.	

Beginning Sound: _____ (e.g. c-> can)	
1.	2.
3.	.

Word family: _____ (e.g. an-> can)	
1.	2.
3.	

Ending sound: _____ (e.g. cat-> t)	
1.	2.
3.	

D. Sentence-making

e.g. Peter is playing with his **lovely** brother happily.

Adjective

Adverb

Although Henry always gets high marks in exams, he is **humble**.

Conjunctions

Adjectives

Make sentences with adjectives / adverbs / conjunctions.

1) _____

2) _____

3) _____

Learning outcome

- Students have **positive reflections** of the curriculum.
- They **enjoy the English lessons more than before.**
- Primary 1 students **gained progress in writing.** Previously, students learn how to write independently in Primary 2 but after the implementation of our curriculum, our students are confident in using English to communicate and this is reflected in their motivation to write in English on their own starting from Semester 2 of their Primary 1 year.

Conclusion

For our students, we nurture them with the foundational skills, thinking skills and self-learning habits, and encourage them to extend their learning so that they can become independent life-long learners.



THE END