

鳳溪廖潤琛紀念學校

Positive Education in FKLYS

善用電子評估
提高學生自學能力

彭慧敏老師(英文科主任)
高家明老師(英文科主任)



每個學生都可以在
自己的台階上進步

STAR⇒網上評估系統

- 始於2016至17學年
- 結合校情
- 靈活彈性
- 即時評估報告
- 鼓勵學生自主學習



上一個三年發展計劃

Positive Education in FKLYS

「校情為本 聚焦評估」

關注事項

(一) 照顧學習的多樣性

(二) 提升學生的幸福感

(三) 提升學生體藝素養



每個學生都可以在
自己的台階上進步

家課的類型多樣化

預習、作業、造句、朗讀、新聞分享、工作紙、小作家、自習課文工作紙、網上自學、電子家課、整理筆記、專題研習、資料搜集、故事導讀、閱讀課外書、親子閱讀、實驗、觀察記錄、口頭匯報、模型製作、簡報設計.....

分章七

促進學習經歷的教師

小學教育課程指引

課程發展議會編訂
香港特別行政區政府教育局公布，供學校採用
二零二四年

7

教育局支援學生自主學習的學與教資源

教育局通函第 55/2022 號「支援學生自主學習的學與教資源」：
<https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM22055C.pdf>



教育局通函第 58/2022 號「支援學生自主學習的資源 (二)」：
<https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM22058C.pdf>



教育局促進學習評估資源庫——網上學與教支援

「網上學與教支援」就中、英、數三科課程內的「基本能力」，提供一些學生學習有關課題時可能出現的學習困難讓教師參考，並因應列出的學習困難，發展相應的互動練習 / 遊戲，作為學生網上自學的材料；或建議相應的跟進措施及學與教活動 / 材料，並適當地附以有關的示例供教師選用或參考，以幫助學生掌握所需的基本能力。

教育局網上學與教支援：
<https://wlts.edb.hkedcity.net>



教育局 STAR 學生評估資源庫

STAR 是一個協助學校、教師及學生進行「促進學習的評估」的工具，載有數以萬計涵蓋小一至中三中國語文科、英國語文科及數學科的評估題目。為持續提升學與教效能、照顧學生學習多樣性及實踐「促進學習的評估」及評估素養，平台已由涵蓋基本能力逐步擴展至中國語文、英國語文及數學科的整體評估。

STAR 學生評估資源庫：
<https://star.hkedcity.net>



小學資訊素養學與教資源套

小學資訊素養學與教資源套：
https://edcity.hk/r/pri_il_resourcepack



網上延伸學習

<https://fklys.edu.hk/>

Positive Education in FKLYS



鳳溪廖潤琛紀念學校

FUNG KAI LIU YUN SUM MEMORIAL SCHOOL



學校概覽



管理與組織



學與教



學生成長支援



學生表現



學校資訊



家長教師會



家長園地

ECLASS

琛小電視台

ECLASS

電科技大獎2024



學校相片

WLTS

更多

有用連結

WLTS

中文百達通

STAR

eSmart

Small campus.net

e悅讀學校計劃

歡迎來到小校園平台

篇篇流螢

快樂學習

Microsoft Teams

OXFORD

CREATIVE English Scheme

STAR

16/09/2024
琛小全接觸

15/07/2024

第三十四畢業暨
頒獎典禮(2)

15/07/2024

第三十四畢業暨
頒獎典禮(1)

學校網頁
連結

e悅讀
學校計劃

學生都可以在
台階上進步

英文科 – 使用STAR

- 目標清晰
- 涵蓋讀寫聽說
- 題型多元化
- 電腦即時批改
- 評估報告分析



英文科

Marking	Paper title
All	
Automated marking	6A Reading 2024-01-18
Automated marking	6A Reading 2024-01-12
Automated marking	6A Reading and Read Aloud 2024-01-05
Automated marking	P6 Reading 2023-12-15 Shared: 4
Automated marking	P3 Reading 2023-12-15 Shared: 3
Automated marking	6A Reading and Read Aloud 2023-12-15
Automated marking	3D Reading 2023-12-08
Automated marking	6A Reading 2023-12-08
Automated marking	3D Reading 2023-11-30
Automated marking	6A Reading 2023-11-30

長假期功課

週末功課

英文科:事例_讀 選擇題

1. L3-R-5-P6BC: Using a range of reading strategies to understand the meaning of simple text with the help of cues

Result detail Paper Analysis (All Students)

Class

Status

All (57)

Student answer

Hide/Show answers

Status	Submit time	Correct total (student)	Feedback total (pending)	Trials	1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8	1-9	2-1	2-2	2-3	2-4
Submitted	2024-06-16 19:43	17	0	3	C	C	D	C	B	A	B	D	C	B	D	B	D
Submitted	2024-06-16 16:34	15	0	3	C	C	C	D	B	A	B	D	C	B	D	B	C
Submitted	2024-06-21 19:40	18	0	3	C	C	D	D	B	A	B	D	C	B	C	B	D
Submitted	2024-06-22 16:01	17	0	3	C	C	D	C	B	A	B	C	C	B	D	B	D
Submitted	2024-06-16 11:35	19	0	3	C	C	D	D	B	A	B	D	C	B	D	B	D
Submitted	2024-06-16 14:13	13	0	2	C	C	D	D	B	A	A	D	A	B	D	C	A
Submitted	2024-06-16	14	0	1	C	C	D	A	B	A	B	D	A	B	D	C	D
				2	C	C	D	D	B	A	B	D	C	B	D	B	D
				1	C	C	D	B	B	A	B	D	C	B	D	B	A
Submitted	2024-06-22 19:03	15	0	3	D	C	D	D	C	D	B	A	C	B	B	B	D
Submitted	2024-06-16 20:51	16	0	3	C	C	D	C	B	A	B	D	C	B	D	B	C

讓學生有成功感

讓學生有成功感

Note

1 L3-R-5-P6BC Using a range of reading strategies to understand the meaning of simple texts with the help of cues

從錯誤中學習

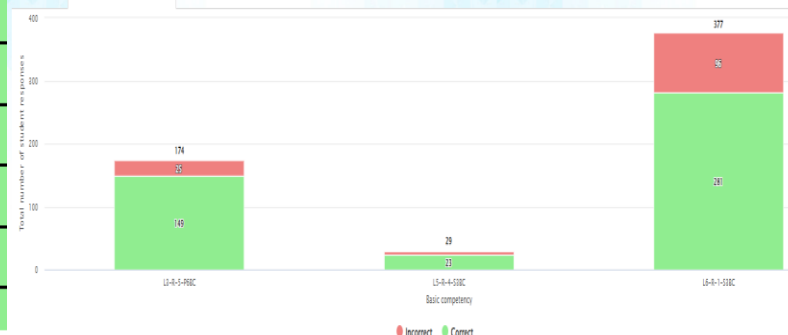
提升學習興趣

提高自
學能力

1	L3-R-5-P6BC	Using a range of reading strategies to understand the meaning of simple texts with the help of cues
2	L5-R-4-S3BC	Applying a range of reference skills for various purposes with the help of cues
3	L6-R-1-S3BC	Using an increasing range of reading strategies to understand the meaning of texts* with some degree of complexity

Note

1	L3-R-5-P6BC	Using a range of reading strategies to understand the meaning of simple texts with the help of cues
2	L5-R-4-S3BC	Applying a range of reference skills for various purposes with the help of cues
3	L6-R-1-S3BC	Using an increasing range of reading strategies to understand the meaning of texts* with some degree of complexity



跟進 - WLTS教師版面

WLTS / Assessment for Learning Resource Bank
Web-based Learning and Teaching Support

Search Sitemap Contacts 繁體 | ENG

OUR AIM CHINESE LANGUAGE **ENGLISH LANGUAGE** MATHEMATICS **STUDENT ZONE**

ENGLISH LANGUAGE

SEARCH RESULTS

Learning Objectives

[Key Stage 1 \(Primary 1 - 3\)](#)

[Key Stage 2 \(Primary 4 - 6\)](#)

[Key Stage 3 \(Secondary 1 - 3\)](#)

Basic Competencies - Skill - KS2 (P.4-P.6)

Listening

Reading

L3-R-2-P6BC - Reading aloud unfamiliar words with a range of vowel and consonant sounds in simple texts

L3-R-3-P6BC - Showing a basic understanding of simple and familiar texts by reading aloud the texts with comprehensible pronunciation and generally appropriate pace, stress, rhythm and intonation

[L4-R-4-P6BC - Understanding the use of a small range of language features in simple literary / imaginative texts](#)

L3-R-5-P6BC -

Home > English Language > KS2 (P.4-P.6)

SEARCH AGAIN

Suggested Follow-up Activities Other Resources Research Report

Suggested Follow-up Activities

Learners' possible problem(s) (for reference only)

1 Learners are not able to understand the textual structure, style and grammar features in imaginative texts.

Suggested Follow-up Activities

Learning Unit	Description	Problem addressed (see above)	Suggested duration (minutes)	For Students' Self-access
Lovely Letter Sounds	Using animated stories of Sunny and Sandy, learners are helped to differentiate the voiced and unvoiced digraph th and consonant blends like sk, sl, sw and st. They participate in interactive tasks to identify these consonant digraphs and blends, and create their own tongue twisters in class.	1	90	✓

[Preview >](#)

[Download >](#)

Related Module: [Relationships](#)

* The list of possible problems is for teachers' reference only and is not meant to be exhaustive or prescriptive. Teachers can always adapt the activities/materials in order to cater for students' needs.

DOWNLOAD ALL

善用WLTS
平台資源
延伸及跟進
補救學習

可以在
上進步

「暗地裡」指派較難的
聆聽練習，有驚喜

Note

11

英文科:事例_說

學生的最愛

Class - No. ▲ / Name	Status	Submit time							1-3	1-4	1-5	1-6	2-1
No. 1	Submitted	2024-01-31 20:00	2	2 (1)	1	✗	✓	✗	✗	✓	✗	✗	✍
	Submitted	2024-01-31 20:00	3	2 (1)	1	✓	✓	✗	✗	✓	✗	✗	✍
	Submitted	2024-01-28 13:58	6	2 (1)	1	✓	✓	✓	✓	✓	✓	✓	✍
	Submitted	2024-01-31 20:00	3	2 (1)	1	✓	✓	✗	✗	✓	✗	✗	✍
	Submitted	2024-01-31 20:00	5	2 (1)	1	✓	✓	✗	✓	✓	✓	✓	✍
	Submitted	2024-01-31 20:00	0	2 (1)	1	✗	✗	✗	✗	✗	✗	✗	✍
	Submitted	2024-01-28 15:34	3	2 (1)	1	✗	✓	✗	✓	✓	✗	✗	✍
	Submitted	2024-01-30 20:50	6	2 (1)	4	✓	✓	✓	✓	✓	✓	✓	✍
	Submitted	2024-01-28 21:44	5	2 (1)	1	✓	✓	✓	✓	✓	✓	✗	✍

* 自己的台階上進步

Part 1: Reading Aloud

Read the following text aloud.

Housework

We all do housework.

Dad cleans the floor every day.

Mum makes us lunch and dinner.

My sister sets the table.

My big brother washes the dishes.

I walk the dog.

We love our home!

Teacher feedback:

Attachments ▾

Add template feedback ▾

You have made some pronunciation mistakes and you read with some hesitations. But you were able to finish it. You made me proud, Tony!

Teacher feedback:

Attachments ▾

Add template feedback ▾

You have made very few or no pronunciation mistakes. You have spoken very clearly and fluently with appropriate pausing and intonation. 80/100

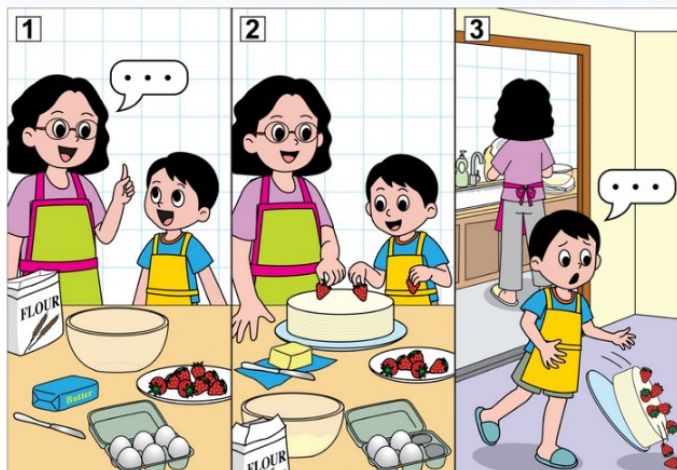
Confirm

Back



看圖說故事

Positive Education in FKLYS



3D Reading and speaking 2024-05-02

Student: P4A - 18 馬昊輝 / MA HO FAI [Task name: A Bad Day]

Question No.: 2

Student answer:

▶ 0:47 / 0:47 recording.mp3 Download

Teacher feedback:

I like the way you told the story with intonation and expressions. But why is Tom afraid? You can tell me more! Good job, Don!

Student: P4A - 12 鄧曉兒 / KWOK EFFY [Task name: A Bad Day]

Question No.: 2

Student answer:

▶ 0:00 / 0:46 recording.mp3 Download

Teacher feedback:

You have used some well-chosen vocabulary and sentence patterns. You have made very few or no grammatical mistakes. You have made very few or no pronunciation mistakes. You have spoken very clearly and fluently with appropriate pausing and intonation. You have provided some relevant ideas. They are explained with some details. You have organised and connected your ideas quite well. Well done, EFFY

Confirm Back

學生自選評估



STAR English Language

Hello, Pang Wei Man 中文 Logout Help (Trial) Student self-selected assessment

Subject English Language

My papers

Year: 2024/25 Status: All Compiled by: All Refresh Add paper

My papers Preset papers Shared papers

* 自己的台階上進步

學生自選評估

學生可以自
選難度挑戰

Teacher Assigned Assessments ▾ Student Self-selected Assessments ▾

Places and Activities (for P1-P3)

- Let's have some fun (★= easy; ★★= average; ★★★= challenging)

The screenshot displays a grid of eight assessment cards under the 'Student Self-selected Assessments' tab. Each card includes the title, difficulty level (indicated by stars), and a 'Ready' status. A red box highlights the 'Reading - Tim's Class Picnic (for P1-P3) ★★★' card, with a red arrow pointing to it from the left.

Assessment Title	Difficulty	Status	Count	Updated At
Reading - Tim's Class Picnic (for P1-P3) ★	★	Ready	32	2024-03-23 00:00
Reading - Tim's Class Picnic (for P1-P3) ★★	★★	Ready	15	2024-03-23 00:00
Reading - Tim's Class Picnic (for P1-P3) ★★★	★★★	Ready	14	2024-03-23 00:00
Listening - Hiking (for P1-P3) ★	★	Ready	9	2024-03-23 00:00
Listening - Hiking (for P1-P3) ★★	★★	Ready	5	2024-03-23 00:00
Listening - Hiking (for P1-P3) ★★★	★★★	Ready	5	2024-03-23 00:00
Writing - Making a creative dish (for P1-P3) ★★	★★	Manual marking (Pending)	4	2024-03-23 00:00
Speaking - Going on a picnic (for P1-P3) ★★	★★	Manual marking (Pending)	1	2024-03-23 00:00

Result detail Paper Analysis (All Students)

Class Status Submitted (14) Student answer Hide/Show answers Download

Class	Name	Status	Submit time	Correct total (student)	Feedback total (pending)	Trials	1-1	1-2	1-3	1-4	1-5
		Submitted	2024-04-21 11:46	4	0	1	✓	✓	✓	✗	✓
		Submitted	2024-04-28 18:03	4	0	1	✓	✓	✓	✗	✓
		Submitted	2024-05-06 20:48	4	0	1	✓	✓	✓	✗	✓
		Submitted	2024-05-06 14:45	3	0	1	✓	✓	✗	✗	✓
		Submitted	2024-08-29 20:39	2	0	1	✗	✗	✓	✓	✗
		Submitted	2024-09-01 14:07	4	0	1	✓	✓	✓	✗	✓
		Submitted	2024-07-29 21:59	5	0	1	✓	✓	✓	✓	✓
		Submitted	2024-09-16 18:33	4	0	1	✓	✓	✓	✗	✓
		Submitted	2024-04-28 20:50	3	0	1	✓	✓	✗	✗	✓
		Submitted	2024-05-17 19:36	4	0	1	✓	✓	✓	✗	✓
		Submitted	2024-04-28 17:17	4	0	2	✓	✓	✗	✓	✓
		Submitted	2024-05-01 10:50	4	0	1	✓	✓	✓	✗	✓
		Submitted	2024-09-24 17:52	1	0	1	✓	✗	✗	✗	✗
		Submitted	2024-06-02 18:10	1	0	1	✗	✗	✓	✗	✗
		Total number of student responses					12	11	10	3	11
		Correct percentage					86%	79%	71%	21%	79%
		Language skill					ERC2.12	ERC2.3	ERC1.4	ERC2.12	ERC2.8

Note

1	ERC1.4	Identify key words for the main idea in a sentence	
2	ERC2.12	Understand intention, attitudes and feelings conveyed in a text by recognising features such as the choice and use of language and images	
3	ERC2.3	Recognise recurrent patterns in language structure (e.g. word structure, word order, sentence structure)	
4	ERC2.8	Predict the likely development of a topic by recognising key words, using personal experiences, and making use of the context and knowledge of the world	



每個學生都可以在
自己的台階上進步

照顧學習多樣性 - 拔尖班

Cambridge Movers 2024-09-30

Close

Publish date

2024-09-30 16:00

Start time

2024-09-30 16:00

End time

2024-10-04 16:00

Task/item coverage

Basic competency

Paper type

Teacher Assigned Assessments

Result detail

Paper Analysis (All Students)

Class

-

Status

All (5)

Student answer

Hide/Show answers

Download

Status	Submit time	Correct total (student)	Feedback total (pending)	Trials	1-1	1-2	1-3	1-4	1-5	1-6	1-7
Submitted	2024-10-02 19:55	6	0	3	✓	✓	✓	✓	✓	✓	✗
Submitted	2024-09-30 20:38	5	0	1	✓	✓	✓	✓	✗	✓	✗
Submitted	2024-09-30 16:55	4	0	1	✓	✓	✓	✗	✓	✗	✗
Submitted	2024-10-03 17:54	5	0	2	✓	✓	✓	✓	✗	✗	✓
Submitted	2024-10-04 10:52	6	0	1	✓	✓	✓	✓	✓	✗	✓
Total number of student responses					5	5	5	4	3		
Correct percentage					100%	100%	100%	80%	60%	40%	40%
Overall correct percentage (OCP) ^{#1}					N/A	N/A	N/A	N/A	N/A	N/A	N/A
Basic competency					L3-R-5-P6BC	L3-R-5-P6BC	L3-R-5-P6BC	L3-R-5-P6BC	L3-R-6-P6BC	L3-R-6-P6BC	L3-R-5-P6BC

¹Remark: The data of the "Overall Correct Percentage" (OCP) came from the students of the schools participating in the "Gainful Use of Territory-wide System Assessment Materials", and is calculated using the weighting factors simulating a distribution representing all schools in Hong Kong. The OCP is the percentage of participating students who answered individual questions correctly. It is not equivalent to the "Attainment Rate" of overall students in individual subjects of the "Territory-wide System Assessment".

Note

1. L3-R-5-P6BC: Using a range of reading strategies to understand the meaning of simple text with the help of cues
2. L3-R-6-P6BC: Applying simple reference skills with the help of cues.




跟進 - WLTS教師版面

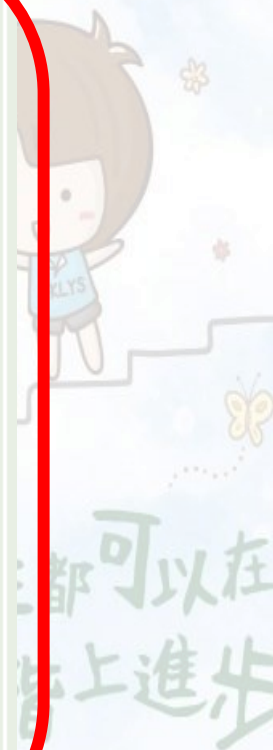
Positive Education in FKLYS

The screenshot shows the WLTS Assessment for Learning Resource Bank website. The header includes the WLTS logo, the text 'Assessment for Learning Resource Bank Web-based Learning and Teaching Support', a search bar, and links for Sitemap, Contacts, and language options (繁體, 簡體). The main navigation bar has tabs for OUR AIM, CHINESE LANGUAGE, ENGLISH LANGUAGE (selected), MATHEMATICS, and STUDENT ZONE. A large green banner displays 'ENGLISH LANGUAGE'. The breadcrumb trail reads: Home > English Language > KS2 (P.4-P.6) > Reading > L3-R-6-P6BC. On the left, the 'SEARCH RESULTS' section lists 'Learning Objectives' with links for Key Stage 1 (Primary 1 - 3), Key Stage 2 (Primary 4 - 6), and Key Stage 3 (Secondary 1 - 3). Below this, 'Basic Competencies - Skill - KS2 (P.4-P.6)' are listed, with 'Listening' and 'Reading' (selected) categories. The 'Reading' category shows 'L3-R-2-P6BC - Reading aloud unfamiliar words with a range of vowel and consonant sounds in'. The main content area has a 'SEARCH AGAIN' button and tabs for 'Suggested Follow-up Activities' (selected), 'Other Resources', 'Research Report', and 'Related Module'. Under 'Suggested Follow-up Activities', it lists 'Learners' possible problem(s) (for reference only)' with three numbered items: 1. Learners are not able to apply simple reference skills to obtain information about the reading material from the blurbs, glossaries, book covers, tables of content and other resources. 2. Learners are not able to apply simple reference skills to locate information in materials like price lists, maps, menus, webpages, charts and directories. 3. Learners are not able to apply simple reference skills to use picture dictionaries or word books to check meaning and spelling.

2. Learners are not able to apply simple reference skills to locate information in materials like prices lists, maps, menus, webpages, charts and directions.

跟進 - WLTS教師版面

<p>I Love China</p>  <p>Preview > Download ></p>	<p>Learners learn how to find different resources related to China from the Internet, books, newspapers and realia in their surrounding environment. They can develop their vocabulary, reference, library and information skills</p> <p>Related Module: We Love Hong Kong</p>	<p>1 2</p>
<p>Super Word Kid 1 - Library Break</p>  <p>Preview > Download ></p> <p>2 - Comic Freeze</p>  <p>Preview > Download ></p>	<p>Learners learn how to find different resources related to China from the Internet, books, newspapers and realia in their surrounding environment. They can develop their vocabulary, reference, library and information skills</p> <p>Related Module: We Love Hong Kong</p>	<p>2 3</p>



照顧學習多樣性 - 輔導班

- 成績稍遜
 - 學習動機較低
 - 缺乏自信
-
- 學生數目較少
 - 有適切的照顧
 - 多元化評估



都可以在
皆上進步

照顧學習多樣性 - 輔導班

Class	Status	Submit time	Correct total (student)	Feedback total (pending)	Trials	1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8	1-9	1-10	1-11	1-12
Class 1	Submitted	2024-10-07 15:33	8	0	5	✗	✓	✓	✓	✗	✓	✗	✓	✓	✓	✗	✓
	Submitted	2024-10-07 15:26	8	0	3	✓	✓	✓	✓	✗	✓	✓	✗	✗	✓	✓	✗
	Submitted	2024-10-07 15:30	5	0	2	✓	✗	✗	✓	✗	✓	✓	✗	✓	✗	✗	✗
	Submitted	2024-10-07 15:28	5	0	3	✗	✓	✗	✗	✓	✓	✗	✓	✓	✗	✗	✗
	Submitted	2024-10-07 15:34	11	0	12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓
	Submitted	2024-10-07 15:33	12	0	14	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Submitted	2024-10-07 15:28	7	0	4	✓	✓	✗	✗	✗	✓	✓	✓	✗	✓	✓	✗
	Not submitted																
Total number of student responses						5	6	4	5	3	7	5	5	5	4	4	3
Correct percentage						71%	86%	57%	71%	43%	100%	71%	71%	71%	57%	57%	43%
Overall correct percentage (OCP)#1						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Basic competency						L2-R-5-P3BC	L2-R-5-P3BC	L2-R-5-P3BC	L2-R-5-P3BC	L2-R-5-P3BC	L2-R-5-P3BC	L2-R-5-P3BC	L2-R-5-P3BC	L2-R-5-P3BC	L2-R-5-P3BC	L2-R-5-P3BC	L2-R-5-P3BC

Note

1 L2-R-5-P3BC Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues WLTS

1. L2-R-5-P3BC: Using a small range of reading strategies to understand the meaning of short and simple text with the help of cues

跟進 - WLTS教師版面

Positive Education in FKLYS

WLTS / Assessment for Learning Resource Bank
Web-based Learning and Teaching Support

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OUR AIM CHINESE LANGUAGE **ENGLISH LANGUAGE** MATHEMATICS **STUDENT ZONE**

ENGLISH LANGUAGE

Home > English Language > KS1 (P.1-P.3) > Reading > L2-R-5-P3BC

SEARCH RESULTS

Learning Objectives

[Key Stage 1 \(Primary 1 - 3\)](#)

[Key Stage 2 \(Primary 4 - 6\)](#)

[Key Stage 3 \(Secondary 1 - 3\)](#)

Basic Competencies - Skill - KS1 (P.1-P.3)

Listening

Reading
L2-R-2-P3BC -
Reading aloud unfamiliar words with a small range of vowel and consonant sounds in short and simple texts

SEARCH AGAIN

Suggested Follow-up Activities Other Resources Research Report Related Module





Suggested Follow-up Activities

Learners' possible problem(s) (for reference only)

- 1 Learners are not able to identify information and ideas presented in different text types.
- 2 Learners are not able to recognize the formulaic expressions used in different text types.
- 3 Learners are not able to predict the meaning of unfamiliar words using contextual and pictorial clues.
- 4 Learners are not able to identify key words in sentences.
- 5 Learners are not able to use imagination to respond to the text in reading.
- 6 Learners are not able to predict the content using the book covers, picture cues, prior knowledge and personal

3. Learners are not able to predict the meaning of unfamiliar words using contextual and pictorial clues.

跟進 - WLTS教師版面

<p>Saving Princess Nancy</p>  <p>Preview > Download ></p>	<p>Learners learn to use adjectives to describe people's appearance and personality, and to arrange the adjectives in a proper order through PowerPoint presentations, interactive listening games, classroom activities and writing tasks.</p> <p>Related Module: The World Around Us</p>	<p>3 7</p> <p>190</p> <p>✓</p>
<p>Signs and Instructions</p>  <p>Preview > Download ></p>	<p>Learners learn about signs and instructions through singing and an interactive listening activity.</p> <p>Related Module: Caring and Sharing</p>	<p>4</p> <p>55</p> <p>✓</p>
<p>Stories of Animals</p>  <p>Preview > Download ></p>	<p>By reading a story about animals, learners develop the skills of deriving meaning from words, sentences and texts. They also learn to use contextual and visual clues to understand the meaning of the story.</p> <p>Related Module: The World Around Us</p>	<p>1 3</p> <p>20</p> <p>✓</p>
<p>Student Cards</p>  <p>Preview ></p>	<p>Learners learn to look for specific information from student cards and personal recounts by identifying the key words.</p> <p>Related Module: Me, My Family and Friends</p>	<p>1 4</p> <p>45</p> <p>✓</p>





跟進 - WLTS教師版面

- 教學簡報
- 提供教案讓老師參考

Related Basic competencies:

L2-R-5-P3BC: Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues

Activity	Description	Duration (mins.)	For students' self-access
Part 1 PowerPoint Presentation	<u>A PowerPoint presentation:</u> This activity helps learners develop the skills of deriving meaning from words, sentences and texts.	10	✓
Part 2  	<u>An interactive activity:</u> This activity provides learners with experience in using contextual clues and pictorial clues.	10	✓

跟進 – WLTS學生版面

- 互動遊戲
- 簡單
- 有趣味
- 從遊戲中學習

學生可自行在家做練習

The cards are:

- Playing with Sounds - Listen and Choose**: Features a boat and the text 'b o a t' and 'The goat is standing on the boat.'
- Cover - Lost in the Forest I**: Features a cartoon character in a forest.
- Saving Princess Nancy**: Features a cartoon character holding a sword.
- Sight Word Park 1 – Water Splash**: Features a water splash graphic.
- Sight Word Park 2 – Sight Word Hunter**: Features a cartoon character holding a magnifying glass.
- Sight Word Park 3 – The Spelling Cannon**: Features a cartoon character with a cannon.
- Sight Word Park 4 – Sight Word Express**: Features a cartoon character with a train.
- Stories of Animals**: Features a cartoon rabbit and the text 'Read my story. Drag the correct word to the blank.' with words like 'cannon', 'parrot', 'hole', 'rabbit', 'tree', 'jump'.
- Student Cards 1**: A student card template with a cartoon character and a story.
- Student Cards 2**: A student card template with a cartoon character and a story.

STAR 的效能

學生層面：

- 提高學生學習動機
- 自我檢視
- 自我調整
- 個人的學習紀錄



STAR 的效能

教師層面：

- 連繫教學重點及學生學習能力
- 照顧學習多樣性
- WLTS為鞏固學與教提供豐富的學習資源
- 教師專業提升



我們相信

THANK
YOU



每個學生都可以在
自己的台階上進步