

English Language

Writing Across the Curriculum

Getting Started

Speaker:

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Why?

Literacy + General Knowledge of the World

(Update of the English Language
Curriculum Guide, Learning to Learn 2.0)

- ⦿ **teaching our younger generation about global issues and encouraging them to see the world through other eyes is of huge importance. There is similarly a growing interest worldwide in teaching children global awareness in primary schools.**
- ⦿ **many young people's horizons are indeed not broad enough for them to face the challenges of the upcoming secondary school curriculum**
- ⦿ **open up students' eyes to ideas and vocabulary they otherwise wouldn't see**
- ⦿ **help students see that there are others around the world that are less fortunate and need help.**

Outcomes

◎ Raised *global awareness* of students during the course of the learning modules



◎ Enhanced students' *self-directed learning* in the context of global and local issues



◎ Improved reading and writing pedagogies and practices in the modules and thereby *improved reading and writing standards*



◎ Teachers have greater understanding of how to involve students **meaningfully** in their own learning and hence *improved learning attitudes*



Hot ASSESSMENT Topics

- ◆ Charity Issue
- ◆ Youth Issue
- ◆ Health Issue
- ◆ Environmental Protection Issue
- ◆ Endangered Animals Issue
- ◆ Tourism – Carnival - Travel
- ◆ Disasters Issue
- ◆ Hunger Issue



Background

Farm Road Government School

- Our school was established in 1956 and there are 24 classes i.e. four classes in each level.
- We are located in To Kwa Wan, a simple but warm residential district.
- 85 percent of our students live close enough to come to school on foot.
- School Motto 進德修業
'Achieve High Morality and Attain Academic Excellence.'

Our Objectives

- ✓ Prepare KS2 students for transition into the junior secondary curriculum and the changing socio-economic demands, and
- ✓ Extend their understanding of other cultures through the English medium of instruction.

How to Improve Your School

- If you feel like your school is not in the greatest shape, or just isn't a very enthusiastic place, you may not be alone. By connecting with others, you can create a strong group to work on improving your school.



School-based Curriculum Development

Key Stage 1: 2005 – 2008, Primary 1-3 IELP
2008 – 2017, Primary 1-3 PLPRW

Key Stage 2: Support Services from School-based
Curriculum Development Section:
2013 – 2014, P.4 Curriculum Tailoring
2014 – 2015, P.5 Curriculum Tailoring
2015 – 2016, P.6 Curriculum Tailoring

School-based Curriculum Development

- Teachers co-plan regularly with Jeanda Fung (support services from School-based Curriculum Development Primary Section)
- Design module booklets (per school term) that encompass the reading skills and writing skills necessary to be taught.
(Please see students' work)
- Students' writing skills have been enhanced and mutual support and collaborative culture among teachers has been developed.

Co-planning

P.1-6 English co-ordinators call for English co-planning meetings regularly and discuss all matters related to the teaching and learning of English at the same class level. They co-plan the lessons and prepare teaching materials together. They also have the evaluations after the lessons.

Writing Across the Curriculum

Mr Donald Nugent

Expository Writing

- utilizing previous knowledge and personal experience
- with pre-writing task
individual research

Writing Across the Curriculum

- more serious topics such as 'Students and Stress' and 'Pollution in Hong Kong'.
- These topics may include pre-writing activities, where the students must do some research on their own to prepare themselves for the writing task.
- A major goal of these tasks is to teach the students how to present a logical argument and give elaboration*** in their writing.

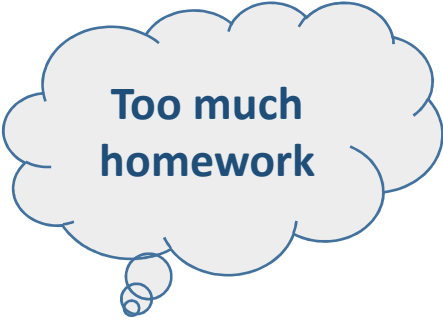


Expository Writing

What Causes Stress?



Tests/Exams



**Too much
homework**



No money

What causes STRESS?



**Unhealthy
diet**



**Rude
people**



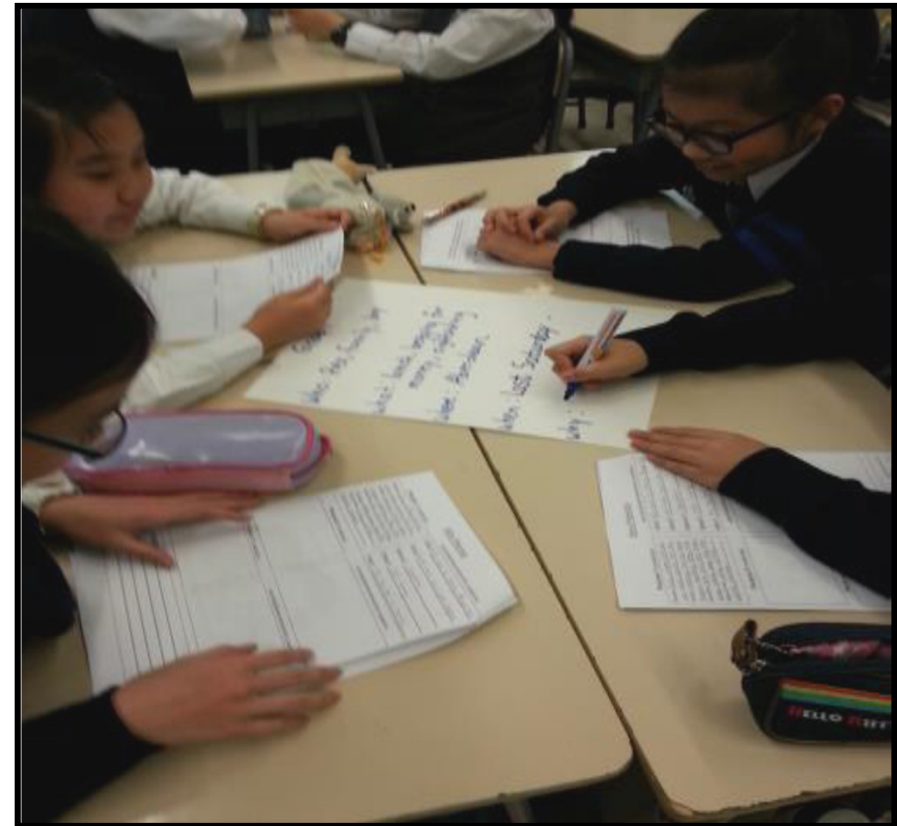
TV games

Collaborative Writing

Brainstorming

Drafting

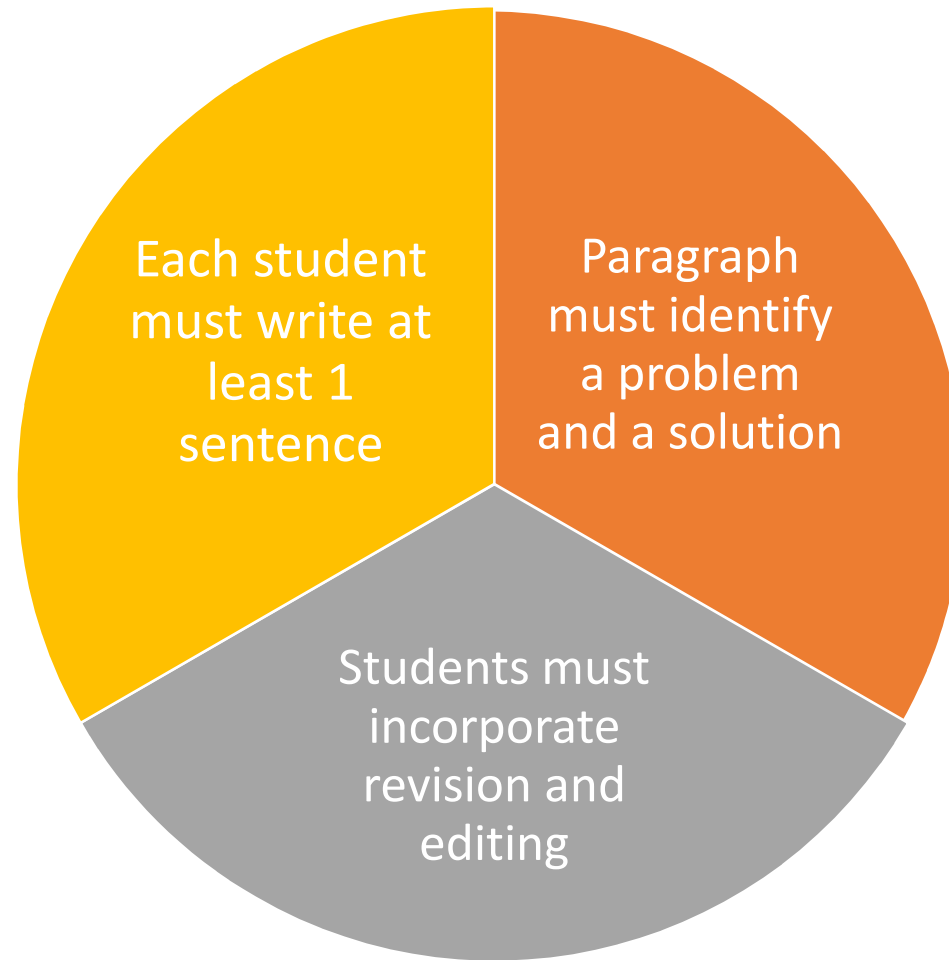
Editing



Vocabulary Building

- **Vocabulary set is built up for paragraph 1 covering nouns, adjectives, verbs and adverbs.**
- **Students formulate 5W and 1H questions.**
- **Minimal input from teachers. Give students ample time to search for the answers.**

Paragraph Writing



Publishing / Sharing

- [Students Sharing](#)



Mini-lesson on Self & Group Editing

Last Friday was my birthday. We had a party at home. Suddenly, Mum and Dad gave a red packet to me, I was walking on air. 'Thank you, Mum. Thank you, Dad. I love you!' They said I could buy any present I liked above two hundred dollars. I was as happy as a clam. 🐚 🐚 🐚

(5)

It was my birthday last Friday. Mum and Dad gave me a red packet which had two hundred dollars inside! I ~~was~~ had a whale of time. ■ My Mum and Dad said, 'Happy Birthday, Sam!' I replied, 'Thank you very much and I love you.'

Group 4

Post Writing Error Analysis



Class Discussion

Pair Work

Sample

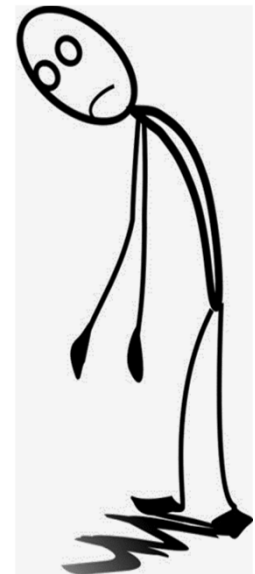
Process Writing Successes

- Weaker students have been able to produce much longer and better structured pieces of writing.
- Students have gained invaluable practice in developing their critical thinking skills.
- TSA writing scores for our school have been consistently above average in previous years.



Process Writing Weaknesses

- Students are very weak in self-editing
- Great difficulty incorporating sensory verbs into their writing
- Everything is a narrative



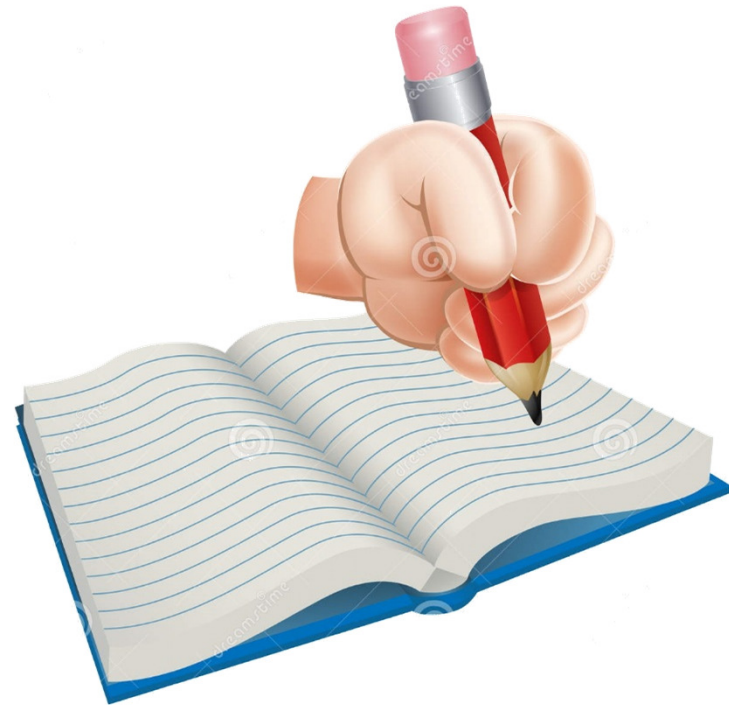
Students' Learning Outcomes

- P.1-6 Exam Papers
- P.4-6 English Writings
- P1-6 Term-ended Quiz
- P.4-6 Puppetry Book Recommendation
- P.5 Inter-class Drama Competitions



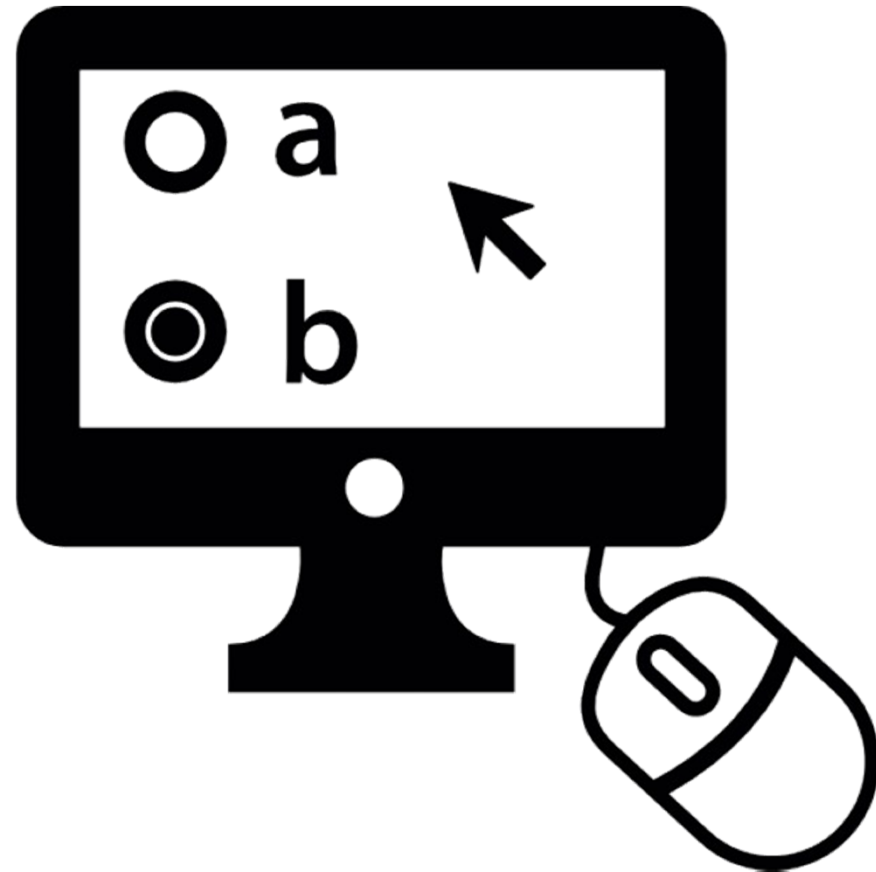
Exam Papers

- [P.1 Exam Paper](#)
- [P.4 Exam Paper](#)
- [P.6 Exam Paper](#)
- [Exam Writing \(1\)](#)
- [Exam Writing \(2\)](#)
- [Exam Writing \(3\)](#)



Term-ended Quiz

- [Similes Quiz](#)
- [Idioms Quiz](#)
- [Uplifting Saying Quiz](#)




Other school cases

- How to build good relationship with your family members
- Charity – Helping the Poor

Charity – Helping the Poor

St Bonaventure Catholic Primary School

THEME: CHARITY
WRITING JOURNAL



Name: _____ ()

Class: 4 DS / EL

Faith • Hope • Charity

and now abideth faith, hope, charity, these three; but the greatest of these is charity.
1 Corinthians 13: 13

Lung Kong World Federation School Limited

Lau Tak Yung Memorial Primary School

Primary 4

Second Term, 2013-2014

Charity = 

Suitable for
More able
Median
Less able

Name: _____ ()


Class: P.4 ()

Complete Thank you for using PDF Complete.

Canossian School
2013-2014

Writing portfolio 2

Topic writing



Class: Pr.6 _____

Name: _____ ()

Charity Issue related to textbook themes

- ◆ Natural Disasters
- ◆ Problems of the World
- ◆ Different Cultures

Each module booklet includes:

- ✓ Reading input
- ✓ Vocabulary input
- ✓ Language input
- ✓ Mind mapping
- ✓ Writing task
- ✓ Scoring rubrics
- ✓ Self-evaluation


Vocabulary Input

Self-directed Learning comes in place

Date: _____

Activity 1 - Information about charities

It is more blessed to give than to receive



Write the names and complete the important services of the following charities with the words given the boxes.


Part 1

food	meaningful	medication	natural
volunteers	worldwide	The Red Cross	need

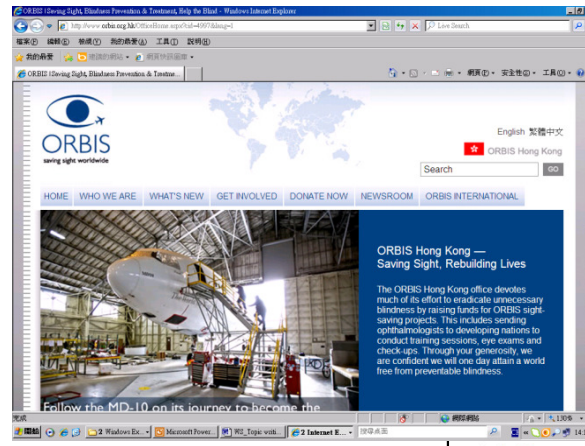
Charity (1.) _____

- It is a (2.) _____ charity which always sends paramedics and (3.) _____ to provide desperate (4.) _____ for the helpless victims in (5.) _____ disasters.

- It also provides the victims with water, (6.) _____ warm clothing and (7.) _____ which are (8.) _____ acts.



P.1



ORBIS Hong Kong — Saving Sight, Rebuilding Lives

The ORBIS Hong Kong office devotes much of its effort to eradicate unnecessary blindness by raising funds for ORBIS sight-saving projects. This includes sending ophthalmologists to developing nations to conduct training sessions, eye exams and check-ups. Through your generosity, we are confident we will one day attain a world free from preventable blindness.



香港紅十字會 HONG KONG RED CROSS

Respect human dignity

Disaster Relief and Preparedness

International Relief Service

We support the Red Cross international network to provide much needed assistance to victims of natural and man-made disasters and to enhance the capacity of vulnerable communities to cope with disasters.

The International Red Cross and Red Crescent Movement aims at alleviating the sufferings of the most vulnerable people after disasters, by both short-term and long-term means, regardless their race, belief or affiliation. As a member of this world's biggest humanitarian movement, the Hong Kong Red Cross provides the following services:

- Emergency Relief
- Disasters cause death, injuries, shocked and homeless population, property loss, leaving people in desperate need of help from others. The Hong Kong Red Cross has been offering emergency relief assistance, locally and abroad, to victims of natural and man-made disasters since 1950. Assistance usually includes food, water, warm clothing and medication as well as psychological support. Our objective is to protect human life and health of the affected population, and to help them survive through this critical time. The work is often done in collaboration with the International Red Cross and Red Crescent network, local authorities and other humanitarian organizations.
- Rehabilitation & Recovery

Date: _____

(1.) _____ Hospital international ORBIS training

(2.) _____ nonprofit making

on which flies the Flying Eye (3.) _____

the world to provide surgeries for people with

(4.) _____ diseases.

provides tools, technology and (5.) _____

(6.) _____ and nurses.



READING INPUT + LANGUAGE USE

Activity 3- Language to learn - Use 'be + going to' to talk about

TSA text types added

Grammar added

Date: _____

B. **Cherry is going to visit an elderly home with her classmates.**

Part 1 Read the school notice.

Tuen Mun Primary School
Visit to Caritas Elderly Home

Dear parents,

All Primary 4 students are going to visit Caritas Elderly Home.

Here are the details of the event.

Date: 20th June, 20XX (Friday)

Itinerary:

- 8.45 a.m. Meet at school
- 9.00 a.m. Leave for Caritas Elderly Home
- 9.30 a.m. Arrive at Caritas Elderly Home
- 10.00 a.m. Sing songs
- 10.45 a.m. Play games with the elderly
- 12.30 p.m. Have lunch with the elderly
- 2.00 p.m. Watch a drama performance
- 2.30 p.m. Give out handmade presents to the elderly
- 3.00 p.m. Leave the elderly home

Yours sincerely,
Gary Wong
The Principal



P.6

Dr Lee. Read the interview and complete with the correct form of the words given.

about your visit to Cambodia, Dr Lee.
going to visit (visit) Cambodia from 12th
(1.) _____

people and make new friends.

you going to do on Day 1?

activities (2.) _____

local doctors on Day 1 and visit some
on Day 2.

you going to do in the villages?
_____ (give)

the children.

talk to the village elders about their

_____ you _____ (do)

the trip?

going, we (5.) _____

hospital and distribute the medical
the afternoon, we (6.) _____

_____ (distribute) stationary to the
a local school. Then we are going to fly
Kong in the evening.

P.5

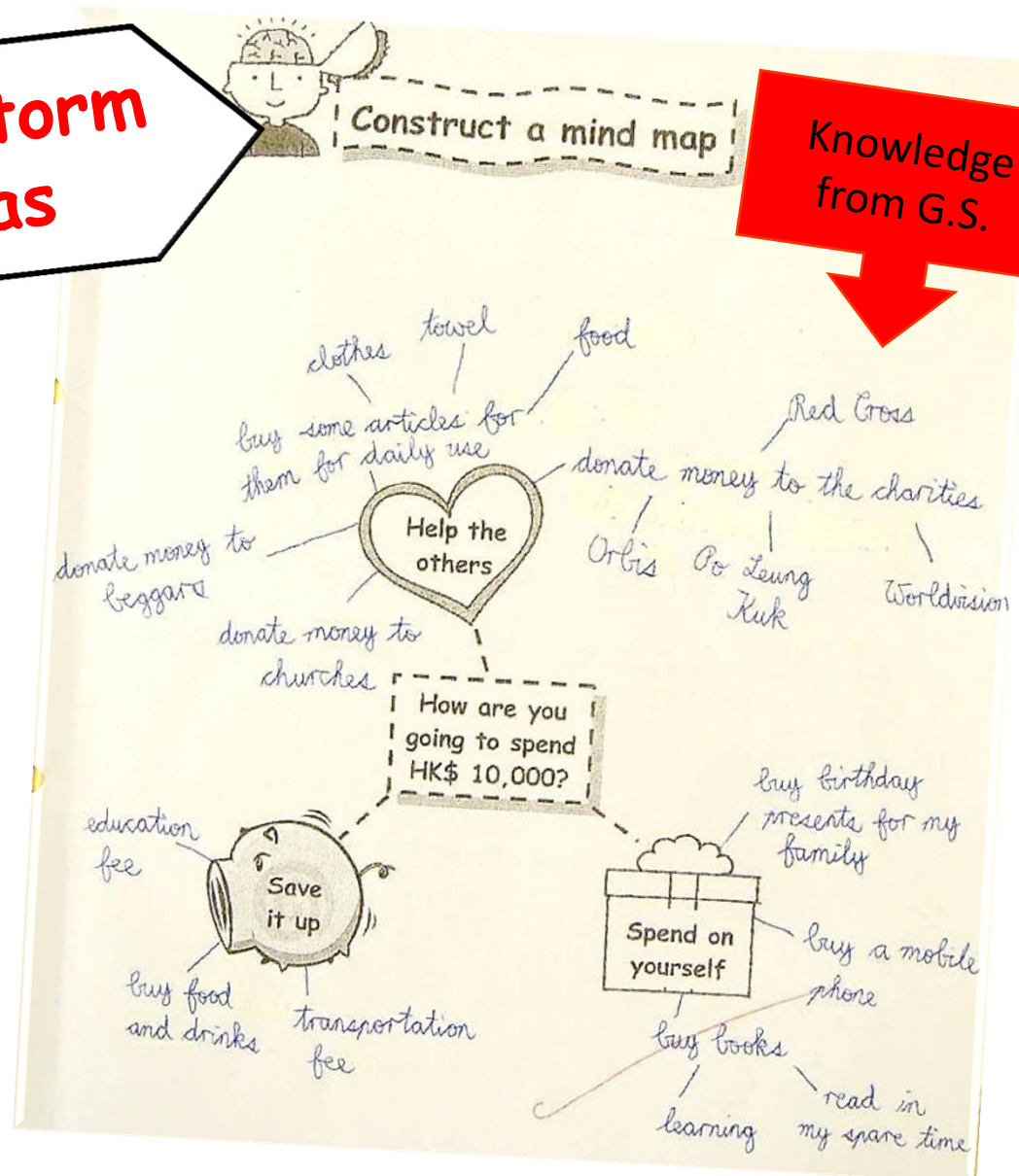
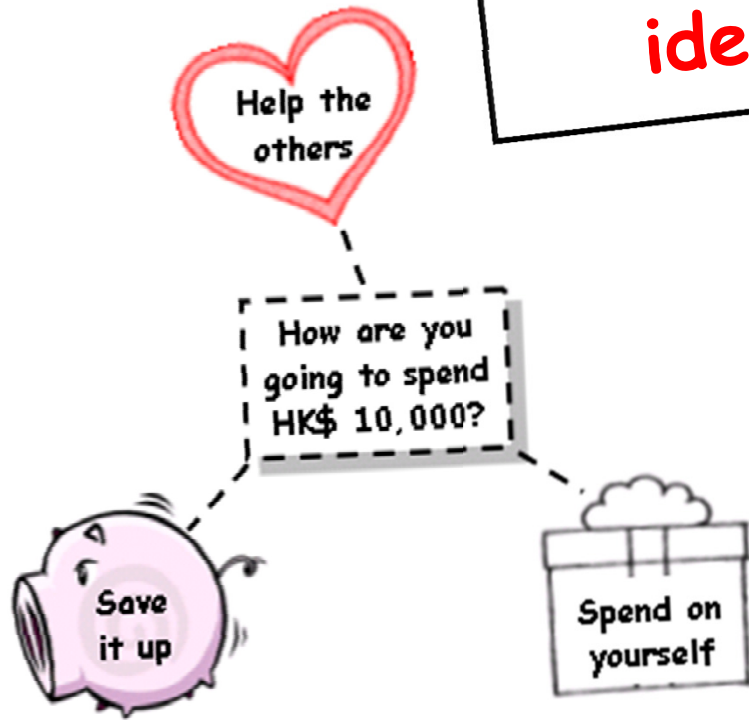


Sweet Charity

WRITING TASK: MIND MAPPING

Brainstorm ideas

Knowledge from G.S.



READING INPUT: A MODEL WRITING

Date: _____

Activity 5 - Reading

Cherry's classmate Siu Ling won a writing competition and got \$10,000. She decided to donate some of her money to a country. Read her diary and answer the questions in complete sentences.

*****1

5th May, 2014 (Thursday)

Rainy

I am the winner of a writing competition and I get \$10,000. I want to do something meaningful to help other people.

I am going to donate some money to Sichuan, a city in China. There was an earthquake in Sichuan last year.

I read books to know more about the culture of Sichuan. The culture there is different from that in Hong Kong. People in Sichuan wear colourful costumes while People in Hong Kong usually wear casual clothing. The life of the two places is not the same. People in Sichuan like dancing and they dance beautifully. The performance by the villagers is charming. Most people in Hong Kong are busy and they need to work for a long time. They have fewer chances to perform.

The ingredients of the food between two places are similar but the cooking method is different. The food in Hong Kong is not the same as the food in Sichuan. The food in Sichuan is very spicy.

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1. Why does Siu Ling think Sichuan's people need donation?

It is because _____

2. What are the differences between Sichuan clothing and Hong Kong clothing?

People in Sichuan wear _____

3. Why do most people in Hong Kong have fewer chances to perform?

It is because _____

4. How does Sichuan food taste?

It tastes _____

WRITING: REVISING IDEAS

Date: _____

Activity 6 - Writing
 You have a scholarship and get ten thousand (\$10,000) Hong Kong dollars. How are you going to spend the money to help people in need? Write about 60 words. Use the mind map below to help you.

Countries in need

What are the features of that country when compared to Hong Kong?
 (Its culture, food, clothing...)

Charities
 - red cross/ORBIS/ World Vision/ Unicef
 (I am going to donate money to...)
Reasons for donation
 -It is meaningful/ rewarding.
 -It is more blessed than to give than to receive.
 -Not everyone is that lucky.
How do you feel?
 (I feel...)
 rich/amazed/ involved in charities/great/satisfied/fantastic/wonderful

Save it up

Advantages:
 e.g. Saving is a good virtue. /I can save money for my own living expenses./ I can reduce the burden on my parents as I grow up.

Spend on yourself/ your family

I will buy...
 I will go to...

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Date: _____

Make a plan & add supporting details

The 1st paragraph: Help the others - donate money to a charity

The 2nd paragraph: Help the others - donate money to a country in need

The 3rd paragraph: Saving up some of the money

The 4th paragraph: Spend some of the money on yourself/your family

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Impact on Learning & Teaching

- ◎ It is a matter of concern to teachers that sometimes there is an overdependence on workbook activities and that this results in students undertaking low-level and undemanding writing tasks from the textbook.
- ◎ Teachers understood very often the inadequate input during class time might pose problems in developing writing skills. In the writing lessons, students were guided through **a consistence process of brainstorming, drafting, revising and editing and sharing their ideas and feelings** with substantial input of vocabulary and phrases. Students also formed discussion groups to prepare the mind map. This allowed students to think aloud and share more ideas together.
- ◎ **Teachers let them draw their own mind maps in the module booklets developed.** Teachers spent more time on teaching writing during class time but they thought it was worthwhile to do so. **Good practice was reported.** Though, we still had to work more on the less able ones. The changing practice of writing was well supported by teachers.
- ◎ **Careful scaffolding of the little steps with patience by the teachers helped the SEN students a lot.**

ETV online – Teaching Process Writing

<https://www.hkedcity.net/etv/listing/56fa4a7c65c8daa744000000>

Contact

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please contact:

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Thank you

And hope to see you again next year!