

Developing learning to learn capabilities through a cross-curricular reading project

Language Learning Support Section, EDB

Shatin Tsung Tsin School

20th June, 2016



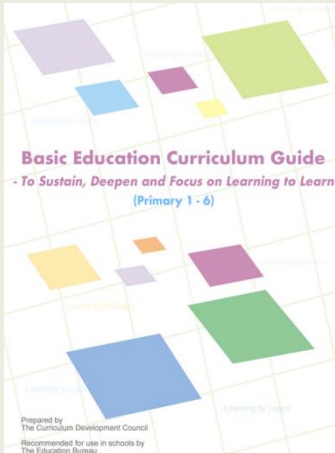
Why Reading across the Curriculum?

Background of the school

Top priority

- **“Reading widely and intensively”** has always been the school’s major concern.
- Current practices in promoting reading
 - ❖ explicit teaching of reading skills and strategies
 - ❖ a reading scheme and morning reading sessions
 - ❖ including language arts in the curriculum
- **Using English to teach GS (1 unit in P.5 and P.6)**
- An increasing number of graduates are allocated to schools adopting English language as a L/T medium in some or most of the subjects

Why Reading across the Curriculum?



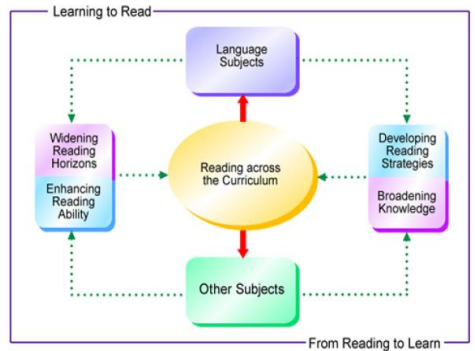
Direction for **fine-tuning** the measures to promote reading?

If different KLA teachers work together...

Learning and teaching effectiveness enhanced?

Easier to achieve the target of getting students to read widely and intensively?

Figure 3.2 Objectives of Reading across the Curriculum



Why Reading across the Curriculum?

- ❖ to help students make connections between the reading texts across various KLAs and their experiences, prior knowledge and global affairs
- ❖ to expand the knowledge base of students and broaden their horizons

Prepare senior primary students for **learning at secondary level**

Prepare senior primary students for **lifelong learning**

Participants in the RaC project

General Studies (P6)

Chapter 3: Environment

English Language (P6)

6B Chapter 3: Save Our Earth

6B Chapter 4: Animals in Danger



Co-ordinators:

- ✓ Curriculum Leader
- ✓ English panel heads

Members:

- ✓ GS teachers
- ✓ GS panel head
- ✓ Chinese teacher
- ✓ Chinese panel head
- ✓ Teacher-librarian

Trial:

6A 29 higher ability students

6B 30 higher ability students

6C 22 lower ability students

* 6A & 6C tried out some of the L/T activities and materials

Design of the RaC module

Module: Save our Earth

Unit 1

Mar- Apr

**Environmental
Protection**

Unit 2

Apr - May

**Endangered
Animals**

Learning to learn capabilities to be developed:

- Reading skills
- Note-taking skills
- Ability to search, organise and synthesise information
- Generic skills (e.g. critical thinking skills, creativity, communication skills, collaboration skills, self-management skills and self-learning skills)

Design of the RaC project

English

supported by
School
Library

G.S.

Chinese

Save our Earth

Knowledge: Investigate the **causes, effects and solutions** of different types of **pollutions**, causes of **endangerment of animals**, effects of **environmental problems** and **poaching** on animals and **ways to conserve** the **endangered animals**

Learning to Learn skills: note-taking skills, ability to search, organise and synthesise information, generic skills (e.g. critical thinking skills, creativity, communication skills, collaboration skills, self-management skills and self-learning skills)

Reading skills: Learn and apply reading strategies for **non-fiction**

Values and Attitudes: Caring, responsible, showing respect for nature

Goals

Reading materials:

articles about environmental problems and endangered animals, English textbook, G.S. textbook, e-reading platform, webpages of green organisations, educational websites about environmental and wildlife protection

Reading materials:

G.S. textbook (Eng version), newspaper articles in Chinese

Infusing
debates into
teaching

Input

Self-directed Learning: Encourage students to read more **non-fiction books** (both Chinese and English) about the theme to prepare for the project and the debate.

Write an **article**
about
**environmental
problems**

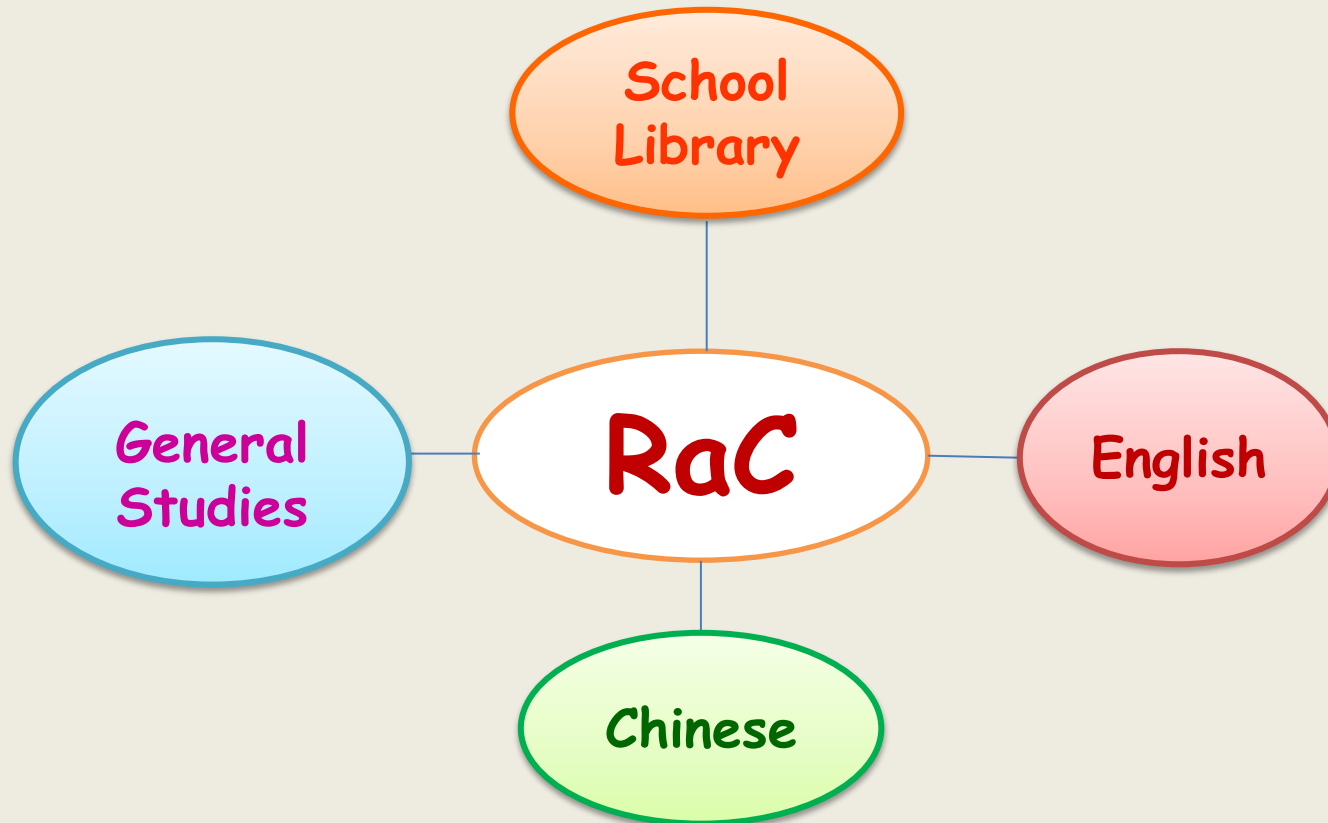
Project

Debating
Motion:
*Hong Kong is not a
green city*

Output

Design of the RaC module

Roles of different parties



School
Library

English

General
Studies

Roles of the **Teacher-librarian**

- ✓ Enrich the resources (non-fiction books of English and G.S.) in the library
- ✓ Recommend and display the non-fiction books
- ✓ Display related newspaper clippings
- ✓ Support students to read non-fiction books about environmental protection in library lessons
- ✓ Facilitate the reading of e-texts

Launch an extensive reading scheme to encourage students to read non-fiction books

P.6 Reading Themes

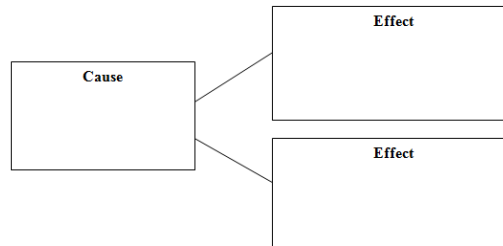
1. Festivals around the world
2. Environmental Protection
3. Global World
4. World Classics

Date: _____ Day: _____
 Title: _____
 Author: _____ Publisher: _____
 Illustrator/Photographer: _____

Find out the causes of the environmental problems and their effects from the book. Complete the diagram below.

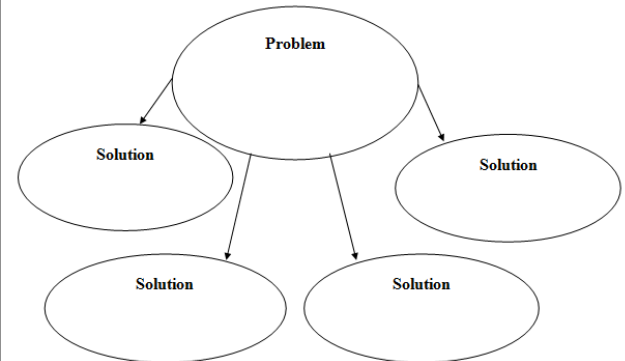
Problem 1

*Endangered animals / Pollution / Acid rain / Global warming / Climate change / The ozone hole / Deforestation / Others: _____
 (*circle as appropriate)



Date: _____ Day: _____
 Title: _____
 Author: _____ Publisher: _____
 Illustrator/Photographer: _____

What have you learnt from the book? Identify an environmental problem and its solution from the book. Complete the diagram below.



Students borrowed non-fiction books about environmental protection from the library and completed the graphic organisers after reading.

Encourage students to read e-texts during morning reading sessions



General Studies

Use the K-W-L chart to activate students' background knowledge, identify their interests and help them summarise the ideas learned

Save our Earth - Environmental Problems		
What I <u>Know</u>	What I <u>Want</u> to know	What I have <u>Learned</u>

Use the K-W-L chart to activate students' background knowledge, identify their interests and help them summarise the ideas learned

What I know

- ☞ All students know that air pollution, water pollution, noise pollution and global warming exist.
- ☞ A lot of students know polar bears are endangered and the landfills in H.K are hitting the saturation point.
- ☞ Some students wrote details about different types of pollutions (e.g. causes and effects)

☞ **A few students wrote interesting points:**

➤ *Global warming leads to the temperature rising in the ocean. If the water temperature rises by 8 °C, the world may return to the geologic period a million years ago. 95% of living things will be dead.*

➤ *Water pollution causes the death of many turtles and whales and leads to an explosion in the jellyfish population.*

Use the K-W-L chart to activate students' background knowledge, identify their interests and help them summarise the ideas learned

What I want to know

- ☞ Many students want to know the causes, effects and solutions of different types of pollution.
- ☞ Some of them want to know why the polar bears are endangered.
- ☞ A number of them are interested in knowing about the landfills (e.g. their capacity, how full they are...)
- ☞ **Some students raised interesting questions**

➤ *How does gas cause global warming?*

➤ *What can we do to bring the ozone layer back to full strength?*

➤ *How many tons of rubbish is produced every year? How many kilograms of rubbish is produced every day?*

General Studies

- Demonstrate how to apply reading skills to comprehend information in the *G.S.* textbook

- Encourage students to read newspaper articles about pollution



Save our Earth: Endangered animals

Save our Earth: Pollution

Lesson 1-4	<ul style="list-style-type: none"> Causes, effects and solutions of different kinds of pollution Note-taking skills
Lesson 5-6	<ul style="list-style-type: none"> Use '<i>so much</i>' and '<i>so many</i>' to talk about the quantities of things Use '<i>should/should not</i>' to talk about ways of protecting the environment Use connectives to add ideas and to show the cause-effect relationship
Lesson 7	<ul style="list-style-type: none"> Reading skills for reading non-fiction books (text features, locate specific information)
Lesson 8	<ul style="list-style-type: none"> Reading skills for reading informational texts (identify the main ideas of each paragraph by reading the topic sentences)
Lesson 9	<ul style="list-style-type: none"> Reading skills for reading informational texts (Understand information presented in charts and graphs)

14 lessons

11 lessons

Save our Earth: Endangered animals

Save our Earth: Pollution

Lesson 10	<ul style="list-style-type: none"> • Read informational texts about different kinds of pollution • Use graphic organisers to organise information about the causes, effects and solutions of different types of pollution
Lesson 11-12	<ul style="list-style-type: none"> • Write an article about the causes, effects and solutions of environmental problems with the help of the graphic organiser
<u>Lesson 13-14</u>	<ul style="list-style-type: none"> • Watch the video ‘Smokey Mountain in Manila’ • Read a newspaper article ‘Hong Kong’s growing mountain of rubbish’ • Use graphic organiser to organise information about the problem and causes of land pollution • Think about solutions from different perspectives • Present the solutions to the class

14 lessons

11 lessons

Save our Earth: Endangered animals

Lesson 1-2	<ul style="list-style-type: none"> • Activate background knowledge (endangered animals) • Project learning (Introduction)
Lesson 3-4	<p>Reading skills for reading non-fiction texts</p> <ul style="list-style-type: none"> ♦ THIEVES ♦ Analysis of text structures (description, cause and effect, problem and solution) using the article 'Crocodiles' ♦ Use of graphic organisers to take notes, organise information and identify main ideas of the paragraphs
Lesson 5-6	Read informational texts about endangered animals
Lesson 7	Explore the causes of animals becoming endangered
Lesson 8	Use 'Therefore' to link up the causes and effects
Lesson 9	Project learning (Preparation)
Lesson 10-11	Project learning (Presentation)

Impact of the project

Student level

Reading

- Increasing amount of reading
- Increasing motivation in reading
- Improving ability to comprehend non-fiction texts

Knowledge

- Broadening the scope of knowledge about different types of pollution, environmental protection, endangered animals and ways to conserve them
- Improving ability to search, organise and synthesise information

Generic skills

- Developing critical thinking skills (thinking about solutions from different perspectives)
- Developing self-management skills
- Developing collaboration skills
- Developing communication skills
- Developing self-directed learning skills (e.g. note-taking skills)

Values and attitudes

- Understanding and caring about the environment and endangered animals

Impact of the project

School / Teacher level

A mechanism for collaboration was set up with the roles of different parties well defined (e.g. PSMCD, Teacher-librarian).

Teachers' competence in planning a coherent curriculum to develop students' reading to learn capabilities has increased.

Teachers learned how to teach reading and HOT skills explicitly.

Problems and solutions

Books

Problems

- Insufficient stock in the school library
- Limited budget for the purchase of books
- Difficulty in getting a large number of non-fiction books about environmental protection and endangered animals which were suitable for primary 6 students
- When students developed the habit of reading, the demand for books became greater.

Solutions

- Selection of books
- need to know what kinds of books students need and which levels they can handle
 - ❖ Content
 - ❖ Headings
 - ❖ Illustrations
 - ❖ Glossary
 - ❖ Index
 - borrow books from the public library
 - read e-articles

Problems and solutions

Getting different subjects on board

Problems	Solutions
<ul style="list-style-type: none">• Teachers were skeptical about the need for implementing Reading across the Curriculum• Teachers were afraid that the teaching schedule would be impeded• Teachers were concerned about the workload generated by the RaC project	<ul style="list-style-type: none">• Involving the curriculum leaders in the project• Setting clear rationale, objectives and expectations• Involving panel heads who shared the same goals in the pilot project• Creating space (time & workload) for collaboration

Problems and solutions

The English curriculum

Problems	Solutions
<ul style="list-style-type: none">• The syllabus was already very packed• Teachers' workload was heavy	<ul style="list-style-type: none">• Prioritise different measures• Stocktake the resource bank to see if existing L/T materials or programmes can be used or adapted

Facilitating factors

Alignment with school's major concerns

Building on the existing measures for promoting reading

Planning with the end in mind

(preparing senior primary students for studying at secondary level and for life-long learning)

Adoption of a gradual approach

Collaborative culture in school

Way forward

Promoting STEM education through
Reading across the Curriculum

Reading informational texts →
laying a foundation for STEM education

G.S. : Electricity

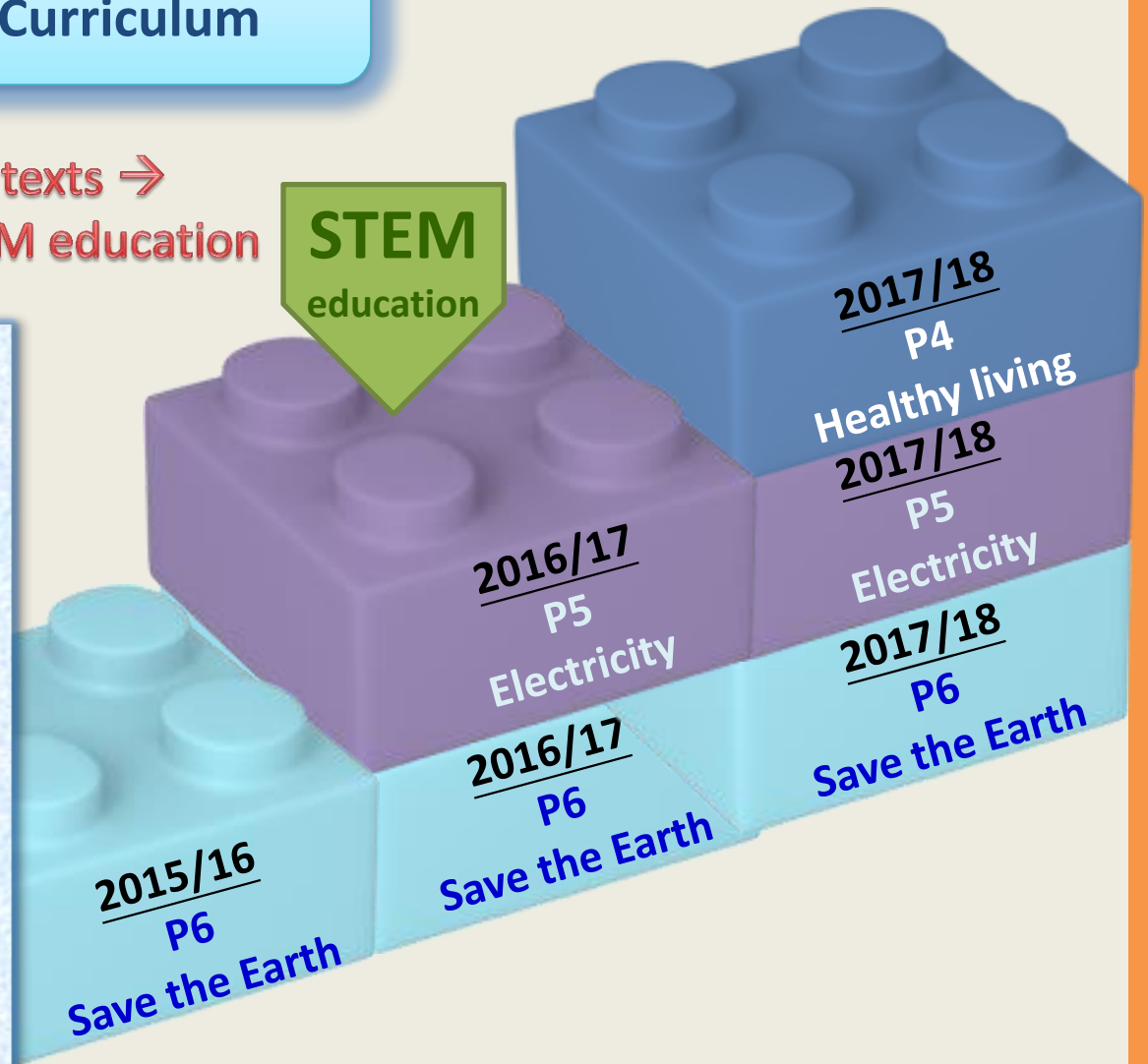
*English : Inventions,
materials*

IT? Art? Chinese?

How to read e-texts

????

STEM
education



Organise the ideas of causes, effects and solutions of environmental problems.

Environmental problems	English Causes	G.S. Effects	English Solutions
1. air pollution	1. _____ and _____ so much _____. 2. _____ so many _____.	1. It causes _____. • It causes the _____ to rise. • It makes the _____ stronger. • It damages the _____ and creates the _____. • It causes _____ problems.	1. We should _____. • We should _____ when we don't use them. • We should not _____ when we do not use them. • We should _____. • We should _____

Develop students' knowledge on cause-effect-solution

Develop students' note-taking skills and organising skills



Reading non-fiction texts

1. Watching the video *'Smokey Mountain in Manila'*
2. Reading the newspaper article *'Hong Kong's growing mountain of rubbish'*
3. Organising ideas using a graphic organiser

Group ____

Read the newspaper article and discuss with your groupmates.

I. What is the problem mentioned in the article?

What are the causes for this problem?

II. What are the solutions for this problem?

Problem



Causes			



Solutions			

Hint box

Think of the solutions by using **should / should not / should stop**

Save our Earth: Pollution

Reading non-fiction texts

4. Brainstorming solutions from the perspectives of different roles

Group _____

Role card I

a parent

You are Mrs Chung, a parent from 6C. You are worrying about the problem mentioned in the article. You need to think of the solutions for this problem.

- Mrs Chung
- A parent of 6C
- Her daughter is studying in 6C. She always teaches her to protect the environment at home.

My daughter should/should not/should stop. . .

Hong Kong people should/should not/should stop. . .

Group _____

Role card II

a teacher

You are Miss Wan, a teacher in STTS. You are worrying about the problem mentioned in the article. You need to think of the solutions for this problem.

- Miss Wan
- A teacher in STTS
- She always helps look after the Earth. She always teaches the students to protect the environment at school.

My students should/should not/should stop. . .

the Chief Executive

Group _____

Role card III

You are Mr Leung, Chief Executive of Hong Kong. You are worrying about the problem mentioned in the article. You need to think of the solutions for this problem.

- CY Leung
- Chief Executive of Hong Kong
- The environmental problems are bad in Hong Kong. He always asks Hong Kong people to protect the environment in the society.

5. Presenting the solutions to the class

Save our Earth: Pollution

Reading non-fiction texts

5. Thinking about solutions from the perspective of a student from Manila

Assignment

Shatin Tsung Tsin School
2015-2016 Second Term
Learning Tasksheet

Name: _____ () Class: 6()
Date: _____ Day: _____

Remember the rubbish dump in Manila? Land pollution seriously affects people's life. If you are a student from Manila, can you suggest some **solutions** to help solve the problem? Use **should/shouldn't** in your sentences.

Solution

Solution

Solution

Solution

Solution

Solution



Save our Earth: Endangered animals

Project learning

Objective

Students synthesise information from different sources (English textbooks, G.S. textbooks, Chinese and English books and websites they have read).

Context

The principal has asked the P.6 teachers to organise a showcase to deliver the message of protecting endangered animals.

Task

Students form expert groups and each group works on a project to learn about an endangered animal. The expert groups explore the living habits of the endangered animal, causes of endangerment and the ways to protect it.

planning skills

Group members:	1. _____ 2. _____ 3. _____ 4. _____
Endangered animal: (✓ as appropriate)	<input type="checkbox"/> 1. giant pandas <input type="checkbox"/> 5. black-faced spoonbills <input type="checkbox"/> 2. Chinese white dolphins <input type="checkbox"/> 6. chimpanzees <input type="checkbox"/> 3. Asian elephants <input type="checkbox"/> 7. Galapagos penguins <input type="checkbox"/> 4. polar bears <input type="checkbox"/> 8. green turtles
Messages of presentation:	<ul style="list-style-type: none"> Describe its habitat, food sources, and predators Explain why the species is in trouble Explain the effects of pollution, deforestation and human actions on the endangered animals Suggest ideas of how people can help
Target audience:	P.2 students
Mode of presentation: (✓ as appropriate)	<input type="checkbox"/> reader's theatre <input type="checkbox"/> oral presentation (with ppt slides) <input type="checkbox"/> quiz <input type="checkbox"/> animal interview <input type="checkbox"/> drama
Date of presentation:	
Time limit:	5 minutes
Procedures:	1. Researching 2. Planning for the presentation 3. Preparing for the presentation

Project learning

presentation skills

Presentation skills

- ✓ Speak clearly so that everyone can hear.
- ✓ Make sure the microphone is working well.
- ✓ Make sure you can say all the words.
- ✓ Look at your audience.
- ✓ Smile.
- ✓ Remember when your turn is.

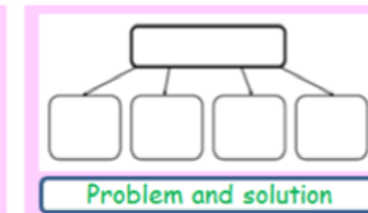
research skills

organising skills

What to do (e.g. write a presentation script, read books for information, make props)	Resources needed (e.g. props, computer, stationery)	Deadline	Completed (✓)
1. Research – collect information for your project			
2.			
3.			
4.			
5.			
6.			

C. Use of graphic organisers

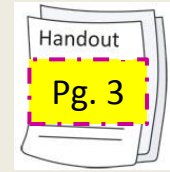
- Use graphic organisers to organize the information collected.



★Points to note★

Remember to look for reliable information when you browse through the websites.





Explicit teaching of text features

- cover
- content
- headings/subheadings
- pictures/illustrations
- maps
- index
- glossary

THIEVES!!!

(Manz, 2002)

Be greedy!

Title

Headings

Introduction

Every first sentence in a paragraph

Visuals and vocabulary

Everything you know about the topic

Summary

T.H.I.E.V.E.S.

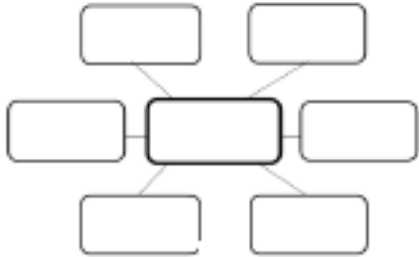
sneak into a book and

steal the information before reading

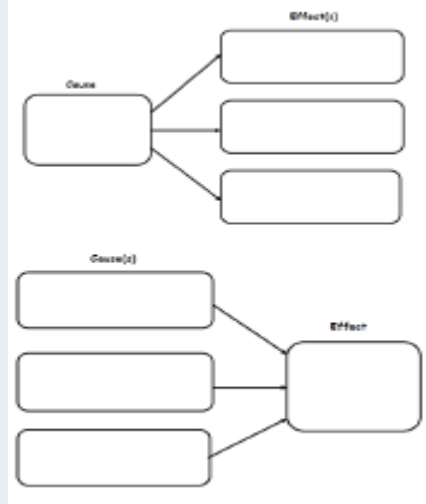
Introduce the concept that writers use different text structures to organise information

Description

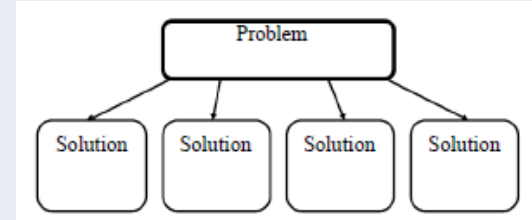
Concept map



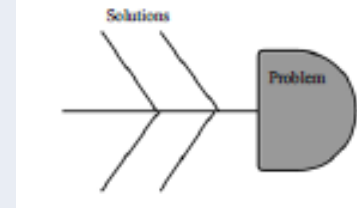
Cause and effect



Problem and solution

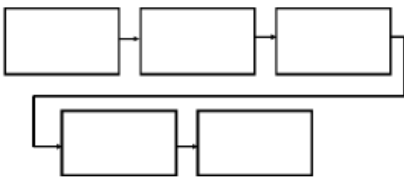


Fishbone

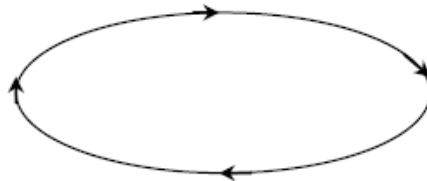


Sequence

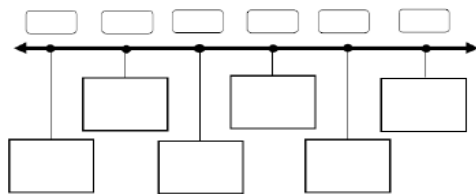
Steps / Procedures



Cycle

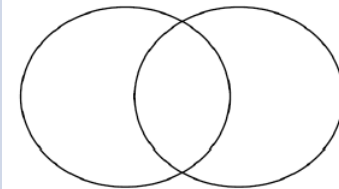


Timeline

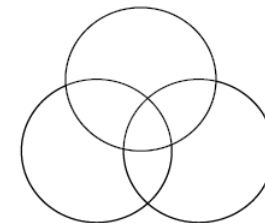


Compare and contrast

Venn Diagram



Triple Venn Diagram

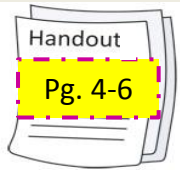


Explicit teaching of text structures

Teach the signal words for each text structure

Signal words for description:

- for example
- such as
- for instance
- include
- (no.) types of
- (no.) kinds of
- looks like
- characteristics
- most important
- also
- another
- in addition



Language Learning Support Section Sharing Event
 "Enhancing students' capacity to become self-motivated and independent learners"

		<ul style="list-style-type: none"> • at (time) • in (year) 					changed? <ul style="list-style-type: none"> • What are the pros and cons of the solutions?
Cause and effect	Explains why or how something happened	<ul style="list-style-type: none"> • reasons why / reasons for • for this reason • if...then • as a result of • because • because of • caused by • since • so • lead(s)/ led to • affect • effects of • result • outcome • impact • influenced by • consequently • therefore 		Compare and contrast Explains how two or more things are alike and/or how they are different		Venn Diagram Triple Venn Diagram 	<ul style="list-style-type: none"> • What items are being compared? • What characteristics do they have in common? • In what ways are the items alike? • In what ways are the items different?
Problem and solution	States a problem/ some problems and lists some possible solutions to the problem(s) Includes the pros and cons for the solutions if	<ul style="list-style-type: none"> • problem is / problems are • challenge • because • since • question • answer • solved 		<ul style="list-style-type: none"> • What is/ are the problem(s) • Who have/had the problem? • Why is this a problem? • What is wrong? • What can be done to solve problem? • What can be improved or 			<ul style="list-style-type: none"> • differs from • different from • difference • alike • just like • also • same as • in the same way • as well as • both • similar to • either...or... • but • however • on the other hand • than • less than • more than • *look for superlatives: words end with '-est', best, least, etc.)

Different text structures for different paragraphs

Description

Crocodiles

All crocodylians are reptiles. Members of the crocodylian family include alligators, crocodiles, caimans, and gavials. Crocodylians live in warm weather throughout the year and they spend part of their time in the water and part of their time on land. Almost all crocodylians grow to be very large, with the largest more than twenty feet long. There are two kinds of alligators, fourteen kinds of crocodiles, eight kinds of caimans, and one kind of gavial. The crocodylian characteristics are eyes on the top of the head, heavy scales, tough skin, a powerful tail, four short legs, huge powerful jaw filled with large pointed teeth.

Compare & contrast

Alligators and crocodiles are very much alike. These crocodylians are reptiles with snouts, long tails, four short legs, tough skin, and sharp teeth. There are some differences, however. Some people say that alligators and crocodiles differ in the shape of their snouts and the positioning of their teeth. Crocodiles have longer, more V-shaped heads than alligators. On the other hand, alligators have shorter, wider heads that are more U-shaped than crocodiles. Zookeepers say that crocodiles move faster than alligators and they are fiercer than alligators.

Sequence

In June and July, the females begin building nests on dry ground. Between November and March the female lays 40 - 60 eggs in a nest. The eggs take 90 days to develop. When the little crocs are about to hatch, they make chirping sounds in their eggs. After hearing the sounds, the mother digs at the nest to expose the eggs. At the same time, baby crocodiles use their "egg tooth" on the end of their upper jaw to break open the egg to free themselves. Finally, after all the babies are found, the mother takes them to the shallow water. She then watches over them for weeks or months until they are able to look after themselves.

Cause & effect

On the river banks of the Nile River, there are many kinds of birds, sometimes called crocodile birds because they are always hopping around crocodiles. The big crocodiles and the birds are useful to each other for several reasons. The birds eat flies and leeches on the crocodiles' skin and mouths. In this way, the birds get a good meal and the crocodiles get rid of the leeches and flies. Sometimes an enemy frightens the birds who scream and fly away. As a result of the noise, the birds give the crocodiles a warning of danger.

Problem and solution

In most parts of the world there are not as many crocodiles as there used to be. This is a problem because crocodiles are becoming endangered. Many crocodiles have died because people dried up the swamps and marshes where the crocodiles live. Poachers have also made the problem worse as crocodiles have been desired for their strong, smooth, leathery skins. In order to preserve these mighty creatures, people must take care of the crocodiles' environment and stop hunting them.

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Scan the signal words to predict the text structure

Paragraph 1

Crocodiles

All crocodilians are reptiles. Members of the crocodilian family include alligators, crocodiles, caimans, and gavials. Crocodilians live in warm weather throughout the year and they spend part of their time in the water and part of their time on land. Almost all crocodilians grow to be very large, with the largest more than twenty feet long. There are two kinds of alligators, fourteen kinds of crocodiles, eight kinds of caimans, and one kind of gavial. The crocodilian characteristics are eyes on the top of the head, heavy scales, tough skin, a powerful tail, four short legs, huge powerful jaw filled with large pointed teeth.

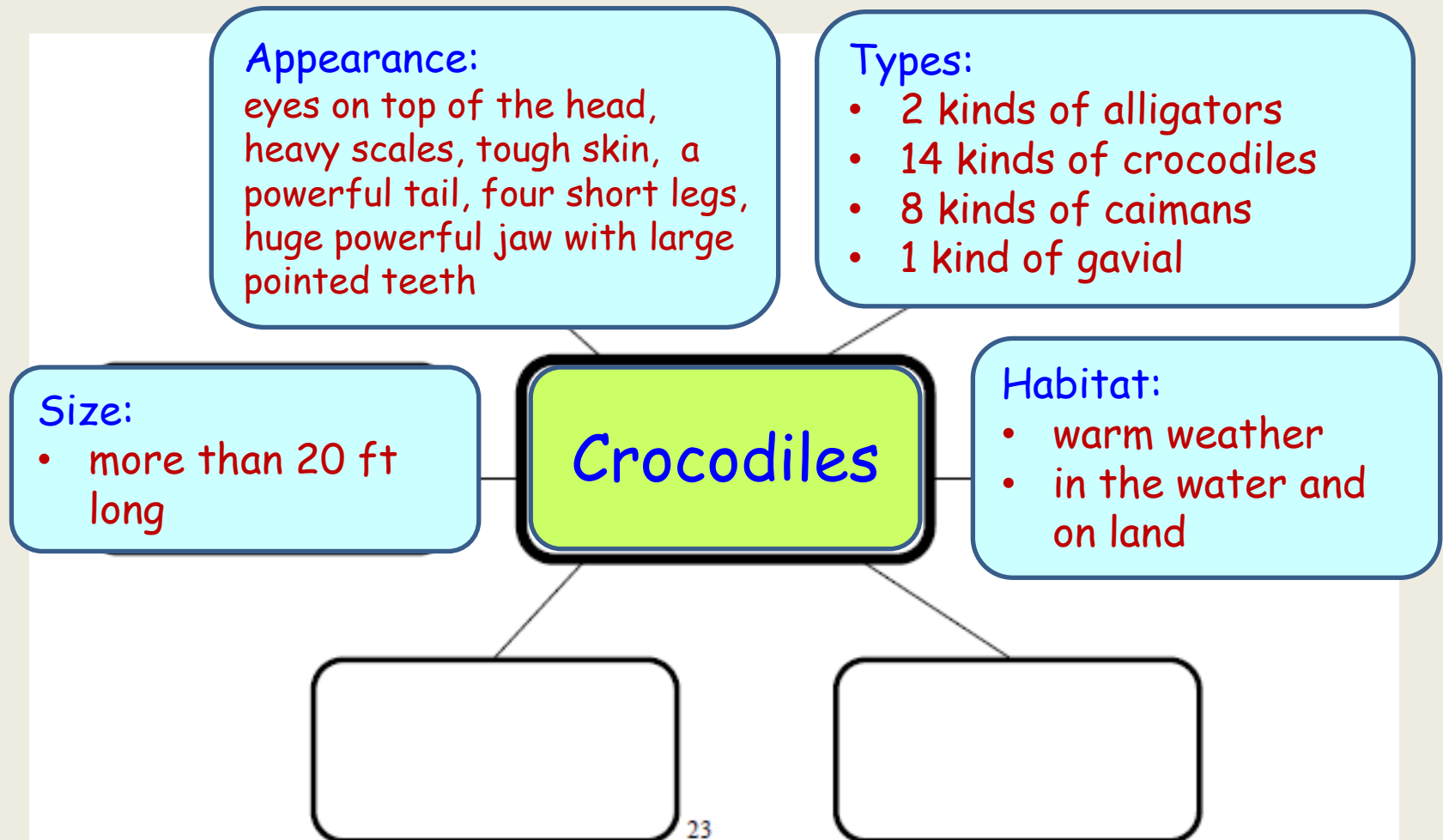
1. What are the signal words?
2. What text structure is it?

Description

Teach & model the use of graphic organisers to go with each text structure

Paragraph 1

Description



Help students to

- anticipate and predict what to expect
- identify the most important parts of the paragraph
- recall information

Paragraph 1

Crocodiles

All crocodilians are reptiles. Members of the crocodilian family include alligators, crocodiles, caimans, and gavials. Crocodilians live in warm weather throughout the year and they spend part of their time in the water and part of their time on land. Almost all crocodilians grow to be very large, with the largest more than twenty feet long. There are two kinds of alligators, fourteen kinds of crocodiles, eight kinds of caimans, and one kind of gavial. The crocodilian characteristics are eyes on the top of the head, heavy scales, tough skin, a powerful tail, four short legs, huge powerful jaw filled with large pointed teeth.

The main idea of the first paragraph is to _____.

- A. compare the four kinds of crocodilians
- B. tell the problems that the crocodiles face
- C. tell the causes why crocodilians become endangered
- D. describe the appearance and living habits of crocodilians



Impact of the project

Student level

Reading

Pre-test
Post-test

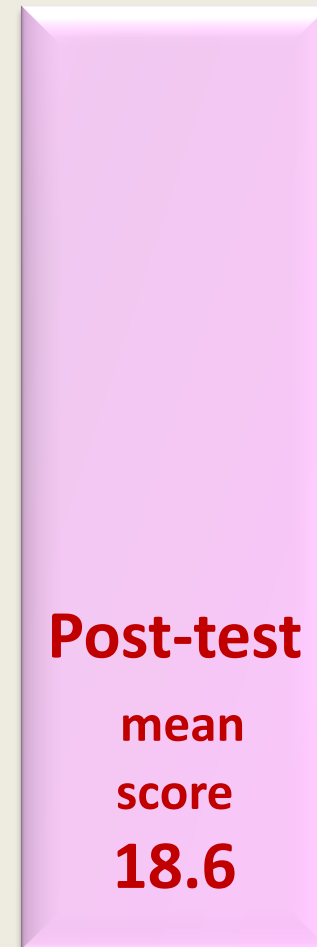
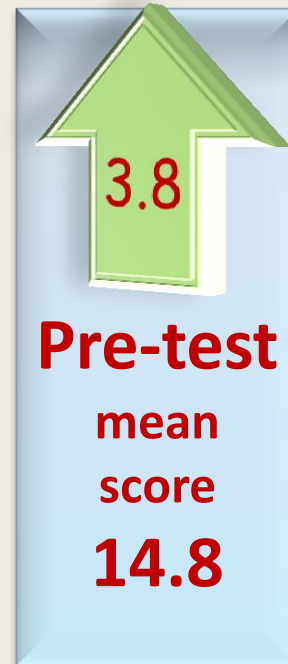
- Improving ability to comprehend non-fiction texts

Pre-test & post-test

Text 1: The MTR
(Description)

Text 2: Rubbish Causes
Big Problems
(News article)

Text 3: Food Wastage
(Exposition)

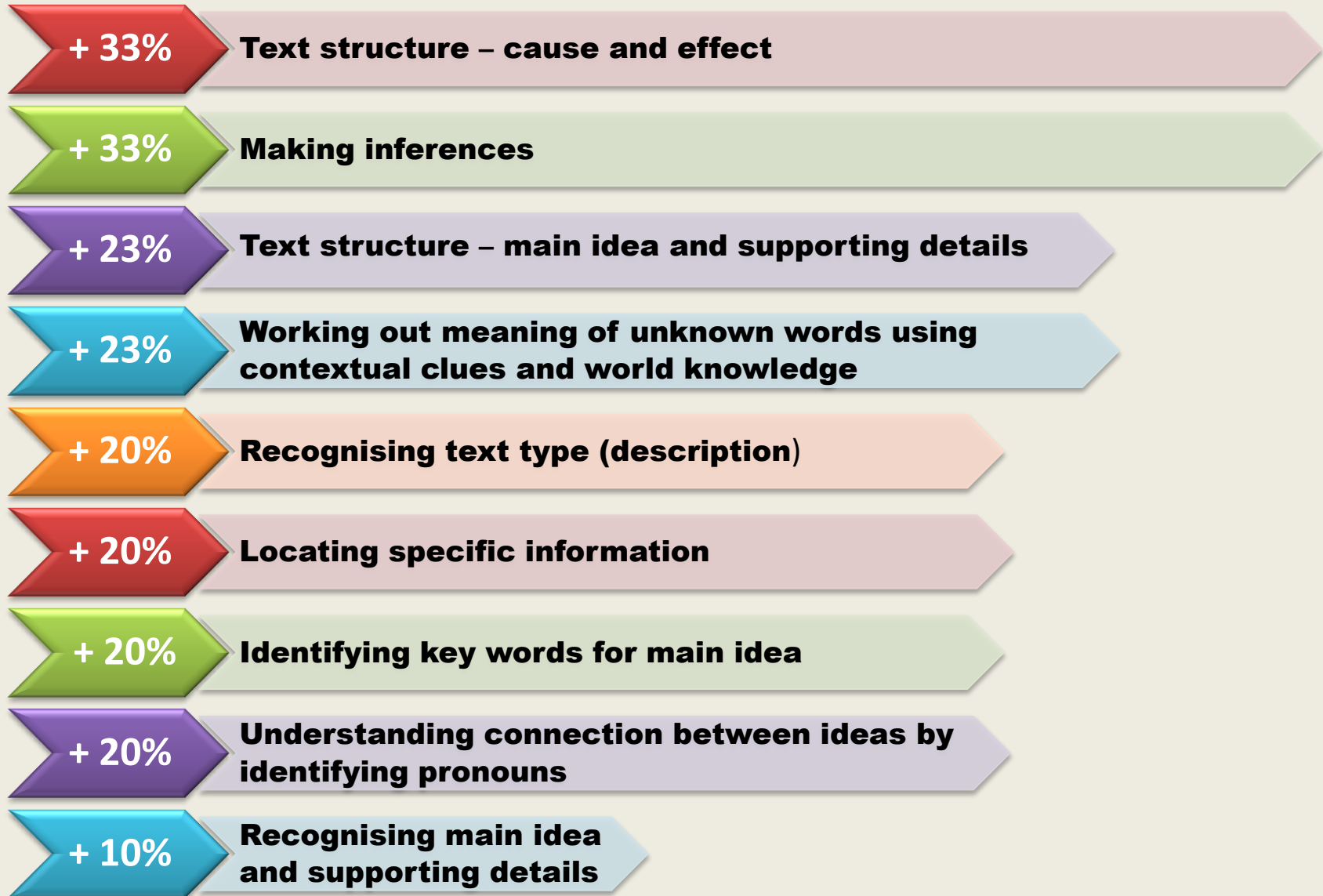


Impact of the project

Student level

Reading

- Improving ability to comprehend non-fiction texts



Impact of the project

Student level

Reading

- Improving ability to comprehend non-fiction texts

**Identifying main ideas of the paragraphs by reading
topic sentences**

Identifying the cause and effect structure

Identifying words related to the topic

Impact of the project

Student level

Reading

- Becoming more confident readers
- Improving reading speed
- Reading longer and more difficult texts

Prepare senior primary students for
learning at secondary level

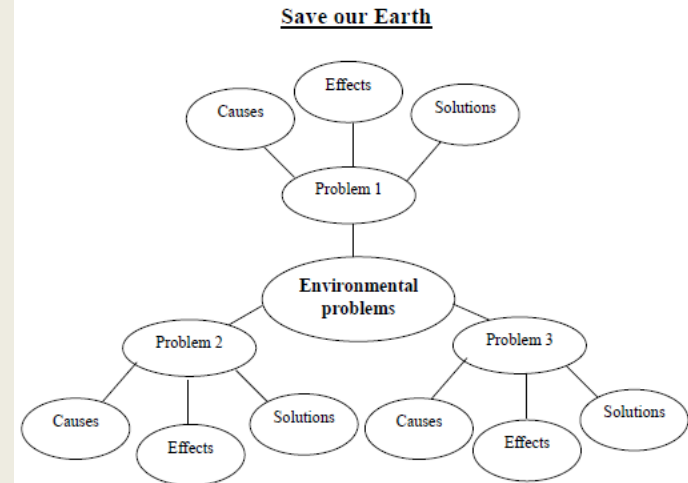
Impact of the project

Knowledge

Student level

- Broadening the scope of knowledge about different types of pollution, environmental protection, endangered animals and ways to conserve them
- Knowledge about the topic from different subjects

You are going to write an article for the school newsletter to explain the causes, effects and solutions of some environmental problems. Write the article in at least 150 words. The following mind-map can help you.



Impact of the project

Student level

Knowledge

- Broadening the scope of knowledge about different types of pollution, environmental protection, endangered animals and ways to conserve them

Chinese debate

Hong Kong is not a green city.

Pro

環保署並沒有大肆宣傳，
如果有的話市民的環保
意識就不會這麼差。

Students learned about the
'Environmental Protection
Department' in the English lessons.

Against

說到環保，就不得不提
香港多不勝數的環保團
體，例如綠色力量、綠
色和平、惜食堂……

Students learned about the green
organisations including Greenpeace
in the GS textbook.

Impact of the project

Student level Knowledge

- Broadening the scope of knowledge about different types of pollution, environmental protection, endangered animals and ways to conserve them

Chinese debate

Hong Kong is not a green city.

Pro

Students learned that 'power stations emit a large amount of carbon dioxide' in GS lessons.

香港是一個擁有很多廢氣的地方……燃燒煤的時候會產生很多二氧化碳，令空氣污染加劇。

Against

……舉辦可提高香港人環保意識的活動，如「無飲管日」、「全民熄燈一小時」……「植樹日」……

Students learned that 'planting trees' is one of the solutions to air pollution in English lessons.

Impact of the project

Student level Knowledge

- Broadening the scope of knowledge about different types of pollution, environmental protection, endangered animals and ways to conserve them
- Improving ability to search, organise and synthesise information

Project

Impact of the project

Student level

Generic skills

- Developing self-management skills, collaboration skills and communication skills

What to do (e.g. write a presentation script, read books for information, make props)	Resources needed (e.g. props, computer, stationery)	Deadline	Completed (✓)
------------------------------------------------------------------------------------------	--------------------------------------------------------	----------	------------------

Self-management skills

- ❖ managing time
- ❖ matching up a list of tasks to a schedule and monitoring the progress

Collaboration skills

- ❖ allocating resources and responsibilities to ensure that all members of the team can make maximum contribution
- ❖ working collaboratively to achieve a common goal

Communication skills

- ❖ listening actively
- ❖ asking questions
- ❖ using visual aids to convey ideas
- ❖ doing presentations

Prepare senior primary students for **learning at secondary level**

Impact of the project

Student level

Values and attitudes

- Understanding and caring about the environment and endangered animals

KWL

We should not hurt animals and sell animal products made from their skins and organs.

Polar bears are endangered and their number is decreasing.

The death of animals at the North Pole is caused by human activities.

Some countries start to formulate policies to protect animals, e.g. giraffes.

Water pollution causes the death of birds.

Deforestation causes pollution problems.