

**Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS)  
School-based Implementation Plan**

**School Name:** Precious Blood Primary School (South Horizons) (English)

**Application No.:** D 007 (for official use)

**(A) General information:**

1. No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 12

2. No. of approved classes in the 2019/20 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	4	4	4	4	4	4	24

3. No. of operating classes in the 2019/20 school year: (if different from the number of approved classes)

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of operating classes	--	--	--	--	--	--	--

4. Programmes / Projects implemented or support service(s) received in relation to English Language curriculum in the past five years:

Name of the programme/project/ support service	Grade level	Focus(es) of the programme/project/ support service	External support (if any)
Nil			

**(B) SWOT Analysis related to the learning and teaching of English:**

Strengths	Opportunities
<ol style="list-style-type: none"> <li>1. English Language teachers are committed and supportive. They prepare suitable teaching resources to enhance students' motivation and learning.</li> <li>2. Our English Language team is open-minded, innovative and receptive to reforms. A sharing culture among teachers has been developed through regular meetings and peer lesson observations.</li> <li>3. Teachers are used to delivering learning tasks on <i>Google Classroom</i>. Various e-learning applications and platforms, such as <i>Kahoot!</i>, <i>Google Forms</i> and <i>Quizlet</i>, are commonly used in our daily teaching.</li> <li>4. Post-assessment analysis is conducted and corresponding consolidation carried out to help students with their weaknesses.</li> <li>5. Most of our students enjoy having English Language lessons.</li> </ol>	<ol style="list-style-type: none"> <li>1. The PEEGS grant will create space for English Language teachers to enhance the school-based English Language curriculum so that more effective and purposeful learning tasks and materials can be devised.</li> </ol>
Weaknesses	Threats
<ol style="list-style-type: none"> <li>1. Students have limited exposure to different text types.</li> <li>2. The English reading environment is not sustained both inside and outside the classroom. Students' reading habits should be strengthened and promoted.</li> </ol>	<ol style="list-style-type: none"> <li>1. In spite of special streaming arrangements, learner diversity is still prominent within individual classes.</li> <li>2. With the emphasis on reading, students' reading performance still fluctuates.</li> <li>3. Heavy workload hinders teachers from initiating new projects.</li> </ol>

**(C) Measures taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:**

Areas of Development	Usage of the grant	Grade Level
<ul style="list-style-type: none"> <li>● Development of:               <ul style="list-style-type: none"> <li>✧ an online extensive reading programme;</li> <li>✧ an e-story platform;</li> <li>✧ the school-based writing workshops and curriculum; and</li> <li>✧ the school-based language arts programme</li> </ul> </li> </ul>	Hiring of consultancy services	P.1-6
		P.4-5
		P.6

**(D) Focus of the school’s proposed school-based English Language curriculum initiative to be funded under PEEGS**

<p><b>Proposed target area(s) of development</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Proposed usage(s) of the Grant</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Time scale</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Grade level</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> <li>- conducting more English language activities*; and/or</li> <li>- developing more quality English language learning resources for students*</li> </ul> <p><i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Promote reading* or literacy* across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p>	<p><input type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ a full-time* <del>or part-time*</del> supply teacher <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2020/21 school year</p> <p><input type="checkbox"/> 2021/22 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.6</p>

**(C) How to implement the proposed school-based English Language curriculum initiative funded by PEEGS?**

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<b>Employing a full-time supply teacher to create space for the core team to promote reading across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” at P.4 to P.5</b>					
<p><b>Objectives of the school-based reading across the curriculum (RaC) programme</b></p> <ul style="list-style-type: none"> <li>● In view of students’ limited exposure to different text types, we will develop our school-based RaC programme for helping them: <ul style="list-style-type: none"> <li>✧ develop key reading skills for further studies;</li> <li>✧ cultivate lifelong reading habits;</li> <li>✧ connecting knowledge and learning experiences from different disciplines; and</li> <li>✧ applying them to make inferences and solve problems.</li> </ul> </li> <li>● Through using multiple reading genres and resources in the classroom, teachers will acquire effective strategies for cross-curricular literacy instructions.</li> </ul> <p><b>Core team</b></p> <ul style="list-style-type: none"> <li>● The core team consists of 3 English Panel Chairs (EPCs). They will teach the target levels and support the planning, implementation and evaluation of the RaC programme.</li> <li>● Duties of the core team <ul style="list-style-type: none"> <li>✧ Formulating a school-based reading skill progression framework making reference to the Learning Progression Framework (LPF) for English Language developed by the Education Bureau</li> <li>✧ Developing a 4-module RaC programme for each target level</li> <li>✧ Conducting core team meetings once a fortnight</li> </ul> </li> </ul>	P.4-P.5	<p><b>(P.4-P.5)</b>  <b>Module 1:</b>  <i>Planning</i>  9/2020 – 10/2020  <i>Implementation</i>  10/2020 – 11/2020  <i>Evaluation</i>  11/2020</p> <p><b>(P.4-P.5)</b>  <b>Module 2:</b>  <i>Planning</i>  11/2020  <i>Implementation</i>  12/2020  <i>Evaluation</i>  12/2020</p>	<p>8 sets of school-based RaC resource packs including lesson plans, reading tasks/activities and teaching materials covering a total of 64 lessons will be produced.</p> <p>80% of P.4 - P.5 students will give positive feedback, such as better confidence and interest/enjoyment in reading.</p> <p>Over 60% of P.4 - P.5 students will show at least a 5% improvement in the</p>	<p>Soft copies of the updated and refined learning and teaching materials and resources will be saved on the teachers’ server of the school for further adaptation and modification by teachers in future.</p> <p>The RaC programme will be incorporated into the English Language curriculum for implementation after the project</p>	<p>The core team members will regularly carry out lesson try-outs, observations and post-lesson review meetings for evaluating the effectiveness of the programme. Modifications will be made whenever necessary.</p> <p>Core team meetings and co-planning meetings will be conducted once a fortnight to keep track of the progress.</p> <p>An evaluation</p>

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<ul style="list-style-type: none"> <li>✧ Attending weekly co-planning sessions with level teachers</li> <li>✧ Sourcing suitable reading materials</li> <li>✧ Designing RaC resource packs for the target levels</li> <li>✧ Trying out newly-developed materials</li> <li>✧ Arranging lesson observations at least once per term</li> <li>✧ Collecting feedback from target level students and teachers through questionnaire survey</li> <li>✧ Analysing students’ summative and formative assessment results</li> <li>✧ Conducting evaluation meetings once per term</li> <li>✧ Disseminating the experience of promoting RaC and effective instructional practices at the panel meeting each term</li> <li>✧ Making adaptations or changes for sustainable programme implementation</li> </ul> <ul style="list-style-type: none"> <li>● The supply teacher hired under the Scheme will take up around 24 non-P.4/P.5 English Language lessons (8 per core team member) as well as other non-teaching duties (such as patrolling during recess and taking lunch duties).</li> </ul> <p><b>Details of the school-based RaC programme</b></p> <ul style="list-style-type: none"> <li>● The school-based RaC programme will be thematically and linguistically linked to the core English Language Curriculum. It will foster the development of a broader range of reading skills through covering a variety of reading materials of different themes, text types and genres.</li> <li>● The programme will be an add-on to the existing curriculum. At least 10% of the current reading curriculum will be trimmed to make room for the programme.</li> <li>● 8 lessons will be allocated to each RaC module. A total</li> </ul>		<p><b>(P.4-P.5)</b></p> <p><b>Module 3:</b></p> <p><i>Planning</i> 1/2021</p> <p><i>Implementation</i> 2/2021</p> <p><i>Evaluation</i> 2/2021</p> <p><b>(P.4) Module 4:</b></p> <p><i>Planning</i> 2/2021</p> <p><i>Implementation</i> 3/2021</p> <p><i>Evaluation</i> 4/2021</p> <p><b>(P.5) Module 4:</b></p> <p><i>Planning</i> 3/2021</p> <p><i>Implementation</i> 4/2021</p> <p><i>Evaluation</i> 5/2021</p>	<p>formative and summative reading assessments.</p> <p>80% of target level teachers will agree that the RaC programme has helped improve students’ confidence, interest and skills in reading.</p> <p>All teachers involved will enrich their knowledge in promoting RaC.</p>	<p>period.</p> <p>Sharing sessions among all English Language teachers will be held during the English Language panel meeting at the end of each term.</p> <p>Peer observation will be conducted for professional sharing purposes.</p>	<p>meeting with all target level teachers will be held to review the effectiveness of the programme once per term.</p> <p>Records of co-planning and evaluation meetings will be kept.</p> <p>Student survey will be conducted at P.4 and P.5 at the end of each term to evaluate programme effectiveness.</p> <p>Feedback will be collected from teachers through panel meetings and a questionnaire</p>

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<p>of 8 reading packages (with the programme outline, module booklets and learning and teaching materials) covering a total of 64 lessons will be developed.</p> <ul style="list-style-type: none"> <li>Tentative themes, text types and KLAs to be covered are as follows:</li> </ul>					<p><b>Final review</b> 6/2021</p> <p><b>Professional sharing sessions</b> 1/2021 7/2021</p> <p><b>Adjustment of the RaC programme for use after the project period</b> 8/2021</p>			<p>survey at the end of each term to evaluate programme effectiveness.</p> <p>Reading assessment data will be analysed for evaluating the effectiveness of the programme.</p>
Level	Terms / Modules / Themes/Text types in textbooks	Additional text types to be covered	KLAs					
P.4	T1 M2 <b>Electronic products</b> (brochures and travel journals)	product information/ advertisements	General Studies and Mathematics Education					
	T1 M4 <b>Amazing world</b> (magazine articles)	expositions/ maps/ captions	General Studies and Moral Education					
	T2 M1 <b>Loving Hong Kong</b> (plays, leaflets and stories)	surveys/ itineraries/ posters	General Studies and Moral Education					
	T2 M2 <b>Healthy eating</b> (leaflets, posters and magazine articles)	food diaries/ recipes/ food labels	General Studies					
P.5	T1 M3 <b>Travel fun</b> (stories, reports,	charts/ travel blogs/ advertisements	General Studies and Moral Education					

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	board display)							
	T1 M4 <b>Wonderful people</b> (magazine articles)	biographies/ stories/ newspaper articles	Visual Arts/ Music/ Physical Education					
	T2 M1 <b>Brilliant inventions</b> (newsletters, biographies and magazine articles)	Procedures/ expositions/ explanations of how and why / websites	General Studies and STEM- related elements					
	T2 M3 <b>Caring for others</b> (stories, content pages and newspaper articles)	police notices/ news reports/ posters	General Studies and Moral Education					
<ul style="list-style-type: none"> <li>Authentic reading materials will supplement the core English Language curriculum and foster reading skills as well as generic skills.</li> </ul>								
<b>Target reading skills</b>								
<b>P.4</b>		<b>P.5</b>						
✧ make predictions about the content from the titles, illustrations, contextual clues, personal experiences and knowledge of the world		✧ make predictions about the content from the titles, illustrations, contextual clues, personal experiences and knowledge of the world						

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<ul style="list-style-type: none"> <li>✧ make predictions about the likely development of the text by identifying key words</li> <li>✧ identify main ideas and some supporting details explicitly stated in the text</li> <li>✧ locate specific information by identifying key words</li> <li>✧ locate details which support the main ideas from different parts of a text</li> <li>✧ locate specific information by recognising simple text structures</li> <li>✧ follow ideas by understanding the use of simple cohesive devices (e.g. simple connectives, pronouns)</li> <li>✧ distinguish facts from opinions by using semantic and syntactic clues</li> <li>✧ organise information and ideas in texts by using knowledge of text</li> </ul>	<ul style="list-style-type: none"> <li>✧ make predictions about the likely development of the text by identifying key words</li> <li>✧ identify main ideas and some supporting details explicitly stated in the text</li> <li>✧ locate specific information by identifying key words</li> <li>✧ locate details which support the main ideas from different parts of a text</li> <li>✧ locate specific information by recognising simple text structures</li> <li>✧ follow ideas by understanding the use of simple cohesive devices (e.g. simple connectives, pronouns)</li> <li>✧ distinguish facts from opinions by using semantic and syntactic clues</li> <li>✧ organise information and ideas in texts by using knowledge of</li> </ul>					



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structures and some graphic forms (e.g. mind maps, character webs)	<p>text structures and some graphic forms (e.g. mind maps, character webs)</p> <ul style="list-style-type: none"> <li>✧ process some compound and complex sentences</li> <li>✧ work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms)</li> <li>✧ work out the meaning of words and phrases by using semantic and syntactic clues</li> <li>✧ follow the development of main ideas and make connections between ideas and information not explicitly stated by using semantic and syntactic clues</li> <li>✧ infer information, ideas and feelings by using clues in close proximity</li> </ul>					

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<b><i>Generic Skills</i></b>							
<b><i>Basic study skills</i></b>	<b><i>Thinking skills</i></b>	<b><i>Personal and Social skills</i></b>					
<ul style="list-style-type: none"> <li>✧ To activate self-learning skills</li> <li>✧ To apply mathematical skills</li> <li>✧ To use IT skills to search for information</li> </ul>	<ul style="list-style-type: none"> <li>✧ To stimulate creativity</li> <li>✧ To promote critical thinking</li> <li>✧ To build up problem solving skills</li> </ul>	<ul style="list-style-type: none"> <li>✧ To enhance communication skills through collaborative learning</li> <li>✧ To reinforce self-management skills</li> </ul>					
<ul style="list-style-type: none"> <li>● Examples of hands-on activities to connect students' experience across different KLAs:</li> </ul>							
<b><i>Co-curricular activities</i></b>		<b><i>KLAs</i></b>					
<b>P.4 Healthy eating</b> <ul style="list-style-type: none"> <li>✧ Students will learn about the six major nutrients and the food pyramid in General Studies (GS) lessons. Building on the subject matter learnt in GS lessons, students will study more reading materials, such as recipes, food charts, calorie tables and informational texts to enrich their content knowledge. They will also collect and study food labels in English Language lessons.</li> <li>✧ With the basic knowledge and subject matter, students will be given the roles</li> </ul>		General Studies and English Language (T2 M2)					

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<p>of nutritionists for a newly-opened fitness academy. They will form different teams and give professional advice to their clients to help them improve their health. They need to review their clients' food diaries or health trackers and give comments to their eating habits as well. They will write up a fitness and health planning kits for the clients.</p>					
<p><b>P.5 Brilliant inventions</b></p> <ul style="list-style-type: none"> <li>✧ In General Studies lessons, students will learn about the four greatest inventions in ancient China and some of the greatest inventors in the western world. They will learn about electricity and how to form a closed circuit.</li> <li>✧ In English Language lessons, students will view printed and multimodal texts (expositions, explanatory and procedural) about creative inventions. Tasks such as comparing different inventions will be designed to help students explore the topic further.</li> <li>✧ With adequate input, students will work in small groups on their smart inventions. They will share their work to their peers in the hall upon project completion.</li> </ul>	<p>General Studies, STEM Education, Visual Art and English Language (T2 M1)</p>				

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<ul style="list-style-type: none"> <li>● A sample module of P.5           <table border="1" style="width: 100%; margin-top: 5px;"> <thead> <tr> <th data-bbox="125 288 949 344" style="text-align: center;"><i>Module: Brilliant inventions (T2 M1)</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="125 344 949 1489"> <ul style="list-style-type: none"> <li>● Objectives               <ul style="list-style-type: none"> <li>✧ English Language                   <ul style="list-style-type: none"> <li>- Students will equip themselves with reading skills needed for understanding various text structures such as descriptions, sequence and problem-solution:                       <ul style="list-style-type: none"> <li>✦ to process some compound and complex sentences</li> <li>✦ to work out the meaning of words and phrases by using semantic and syntactic clues</li> <li>✦ to locate specific information by recognising simple text structures</li> <li>✦ to identify main ideas and some supporting details explicitly stated in the texts</li> <li>✦ to follow ideas by recognising simple text structures and understanding the use of cohesive devices</li> </ul> </li> <li>- Students will be introduced to the key features of:                       <ul style="list-style-type: none"> <li>✦ online articles; and</li> <li>✦ instructions.</li> </ul> </li> <li>- Students will master basic PowerPoint or video presentations (using e-tools like Videolicious or Story Creator) skills.</li> </ul> </li> <li>✧ General Studies                   <ul style="list-style-type: none"> <li>- Students will be able to integrate and apply newly-acquired mathematics and science knowledge and concepts in solving everyday life problems.</li> </ul> </li> </ul> </li> </ul> </td> </tr> </tbody> </table> </li> </ul>	<i>Module: Brilliant inventions (T2 M1)</i>	<ul style="list-style-type: none"> <li>● Objectives               <ul style="list-style-type: none"> <li>✧ English Language                   <ul style="list-style-type: none"> <li>- Students will equip themselves with reading skills needed for understanding various text structures such as descriptions, sequence and problem-solution:                       <ul style="list-style-type: none"> <li>✦ to process some compound and complex sentences</li> <li>✦ to work out the meaning of words and phrases by using semantic and syntactic clues</li> <li>✦ to locate specific information by recognising simple text structures</li> <li>✦ to identify main ideas and some supporting details explicitly stated in the texts</li> <li>✦ to follow ideas by recognising simple text structures and understanding the use of cohesive devices</li> </ul> </li> <li>- Students will be introduced to the key features of:                       <ul style="list-style-type: none"> <li>✦ online articles; and</li> <li>✦ instructions.</li> </ul> </li> <li>- Students will master basic PowerPoint or video presentations (using e-tools like Videolicious or Story Creator) skills.</li> </ul> </li> <li>✧ General Studies                   <ul style="list-style-type: none"> <li>- Students will be able to integrate and apply newly-acquired mathematics and science knowledge and concepts in solving everyday life problems.</li> </ul> </li> </ul> </li> </ul>					
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<p>- Students will learn how to communicate scientific findings and solutions in different ways.</p> <ul style="list-style-type: none"> <li>● <b>Subject contents</b> <ul style="list-style-type: none"> <li>✧ What are important classic and modern inventions?</li> <li>✧ How are our lives impacted by inventions?</li> <li>✧ How do inventions change over time?</li> </ul> </li> <li>● <b>Thematic vocabulary:</b> <ul style="list-style-type: none"> <li>✧ Materials</li> <li>✧ Tools</li> <li>✧ Action / Command verbs</li> </ul> </li> <li>● <b>Language</b> <ul style="list-style-type: none"> <li>✧ ... use ... to .../ ... use for (gerund)</li> <li>✧ It is made of ...</li> <li>✧ Modal verbs</li> <li>✧ Imperatives</li> <li>✧ Sequencing connectives</li> <li>✧ Conditional</li> </ul> </li> <li>● <b>Proposed anchor texts</b> - Online articles will be adapted for classroom use. <ul style="list-style-type: none"> <li>✧ <i>These inventions will help save the earth</i> by Business Insider  <a href="https://www.businessinsider.com/10-inventions-helping-save-planet-2018-1">https://www.businessinsider.com/10-inventions-helping-save-planet-2018-1</a></li> <li>✧ <i>How to Build a Bottle Rocket</i> by WikiHow  <a href="https://www.wikihow.com/Build-a-Bottle-Rocket">https://www.wikihow.com/Build-a-Bottle-Rocket</a></li> </ul> </li> <li>● Learning and teaching activities  <i>Topic introduction</i> <ul style="list-style-type: none"> <li>✧ Teacher starts off a lesson with a video about 3 kids' inventions.</li> </ul> </li> </ul>					

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<p><i>Great Kid Inventions!</i>  <a href="https://www.youtube.com/watch?v=29x0McUSpyM">https://www.youtube.com/watch?v=29x0McUSpyM</a></p> <ul style="list-style-type: none"> <li>- The Game Table Flip Bed</li> <li>- The Fashion Friend</li> <li>- The Laptop Levitator</li> </ul> <p>✧ Students work in groups of 4 and share with each other what they get from the video using the structures previously covered in class.</p> <ul style="list-style-type: none"> <li>- Inventions</li> <li>- Materials</li> <li>- Functions</li> <li>- Advantage</li> </ul> <p>For example,  <i>“Debbie’s Fashion Friend is <b>made of</b> cotton. She <b>uses it for trying out</b> different outfits.”</i>  <i>“Kyle’s bed <b>can save</b> space.”</i></p> <p>✧ Students choose their favourite among the 3 in the video with a show of hands.</p> <p>✧ Some students are invited to give reasons for their choice.</p> <p><i>Shared reading</i></p> <p>✧ Students read a multimodal text about green inventions in Google classroom.  <i>These inventions will help save the earth</i>  <a href="https://www.businessinsider.com/10-inventions-helping-save-planet-2018-1">https://www.businessinsider.com/10-inventions-helping-save-planet-2018-1</a></p> <p>✧ Teacher introduces:</p> <ul style="list-style-type: none"> <li>- target reading strategies;</li> <li>- key features of an online article; and</li> </ul>					

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<ul style="list-style-type: none"> <li>✚ the headline</li> <li>✚ the author</li> <li>✚ date</li> <li>✚ videos</li> <li>✚ images</li> <li>✚ hyperlinks to any other information over the Internet</li> <li>✚ related content</li> <li>✚ social sharing encouraged</li> <li>- subject-related contents.</li> <li>✚ 10 green inventions and how they work to save the earth</li> <li>✧ Students complete the invention graphic organizer for 3 inventions they like in the article. <ul style="list-style-type: none"> <li>- a sketch of the invention</li> <li>- the purpose of the invention</li> <li>- how it works</li> <li>- how it can solve a problem</li> </ul> </li> <li>✧ Students share their work via <i>Google Classroom</i>.</li> </ul> <p><i>Have Fun Inventing</i></p> <ul style="list-style-type: none"> <li>✧ Teacher introduces the project with a video about the invention process. <i>The Invention Process</i> by Invent the Summer <a href="https://www.youtube.com/watch?v=z5-kyPwLFSs">https://www.youtube.com/watch?v=z5-kyPwLFSs</a></li> <li>✚ Step 1 Identify a problem</li> <li>✚ Step 2 Brainstorm potential solutions</li> <li>✚ Step 3 Design your inventions</li> <li>✚ Step 4 Build it</li> <li>✚ Step 5 Test and evaluate</li> <li>✚ Step 6 Resign if necessary</li> <li>✚ Step 7 Share your work</li> <li>✧ Students work in groups of 4 creating inventions to</li> </ul>					

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<p>solve common issues faced by children of their age. For example,</p> <ul style="list-style-type: none"> <li>- Always being late for school</li> <li>- Mobile phone addictions</li> <li>- Weight problems</li> <li>- Having trouble concentrating</li> </ul> <p>✧ The following extended home reading materials will help students brainstorm ideas: <i>The 14 Coolest Things Invented by Kids</i> <a href="https://www.rd.com/culture/things-kids-invented/">https://www.rd.com/culture/things-kids-invented/</a> <i>Crazy kids' inventions turned into real products</i> <a href="https://www.boredpanda.com/kids-inventions-turned-into-reality-inventors-project-dominic-wilcox/?utm_source=google&amp;utm_medium=organic&amp;utm_campaign=organic">https://www.boredpanda.com/kids-inventions-turned-into-reality-inventors-project-dominic-wilcox/?utm_source=google&amp;utm_medium=organic&amp;utm_campaign=organic</a></p> <p>✧ Students complete their own invention graphic organisers for sharing in groups.</p> <p>✧ Teacher goes through a procedural text about how to build a bottle rocket. <i>How to Build a Bottle Rocket by WikiHow</i> <a href="https://www.wikihow.com/Build-a-Bottle-Rocket">https://www.wikihow.com/Build-a-Bottle-Rocket</a></p> <p>✧ The following features of a procedural text will be highlighted.</p> <ul style="list-style-type: none"> <li>- A clear title</li> <li>- Numbered steps</li> <li>- Illustrations and photographs</li> <li>- Imperative and action verbs</li> <li>- Sequencing connectives</li> </ul> <p>✧ Students share their ideas in groups, comment on each other's work and pick the best design.</p> <p>✧ Groups can share their sketches online. <i>Little Inventors</i> <a href="https://www.littleinventors.org/">https://www.littleinventors.org/</a></p>					



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<ul style="list-style-type: none"> <li>● <b>Co-curricular activities</b> <ul style="list-style-type: none"> <li>✧ “Our smart inventions” presentation sharing Groups will prepare PowerPoint presentations sharing their inventions with other classes.               <ul style="list-style-type: none"> <li>- What is the name of your invention?</li> <li>- What is the problem you had that made you come up with this invention?</li> <li>- What is it made of?</li> <li>- How to make it?</li> <li>- How do you use it?</li> <li>- How could it help people?</li> </ul> </li> <li>✧ “My favourite inventions” competition will be conducted to create a competitive yet collaborative learning environment.</li> <li>✧ A showcase will be conducted to celebrate and share students’ and teachers’ achievements.</li> </ul> </li> <li>● <b>Project deliverables</b> <ul style="list-style-type: none"> <li>✧ Module plans</li> <li>✧ Lesson plans</li> <li>✧ Related learning and teaching materials such as texts, related tasks or activity sheets, PowerPoint slides</li> </ul> </li> </ul>					