

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

**School Name:** SALESIAN SCHOOL (English)

**Application No.:** C 090 (for official use)

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 10

2. No. of approved classes in the 2018/19 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	3	4	3	2	3	3	18

3. No. of operating classes in the 2018/19 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) in relation to English Language curriculum received in the past five years (more rows can be added if needed):

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
School-based Reading and Writing Programme	P.3	Reading and Writing	Language Learning Support Services, EDB

**(B) SWOT Analysis related to the learning and teaching of English: More focus should be placed on those items related to the development area.**

Strengths	Opportunities
<ol style="list-style-type: none"> <li>1. A team of dedicated and enthusiastic teachers show their readiness for innovative pedagogy and curriculum updates.</li> <li>2. The school has developed measures to cater for learner diversity. For example, there is a CLD (Cater for Learners' Diversity) teacher in each class (with 3 lessons per week to cater for learners' diversity).</li> <li>3. A new reading-to-writing English curriculum has been launched in this school year (2018/19) using reliable online reading materials (Raz-Kids). Students are encouraged to read more levelled books with reference to their levels of reading ability.</li> <li>4. A supportive management board offers continuous guidance on teachers' professional development.</li> </ol>	<ol style="list-style-type: none"> <li>1. Implementation of small class teaching enhances English learning and teaching effectiveness.</li> <li>2. Our school provides opportunities to extend students' learning beyond class time.</li> <li>3. Morning Reading Sessions help cultivate students' reading habits.</li> <li>4. PEEGS offers our school with the opportunity to create space for core team teachers to develop a reading programme to enhance English teaching and learning effectiveness.</li> </ol>
Weaknesses	Threats
<ol style="list-style-type: none"> <li>1. Some of our students lack parental support and do not have regular reading habits.</li> <li>2. Based on Territory-wide System Assessment (TSA) reports and internal assessments, students are weak in reading and writing. They have limited exposure to a variety of text types.</li> <li>3. Students are weak in speaking skills. They lack confidence in speaking English.</li> <li>4. Great learners' diversity and wide achievement gap bring challenges to teaching and learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Competition from local primary schools in the district is keen.</li> <li>2. Students have limited exposure to English.</li> <li>3. Students with learning difficulties need more support in English learning.</li> </ol>

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

**(More rows can be added, if needed.)**

Area(s) of Development	Usage(s) of the grant	Grade Level
1. To develop a school-based Reading to Writing e-learning programme to further enrich the English environment	<ol style="list-style-type: none"> <li>1. Hire of e-learning consultancy</li> <li>2. Hire a supply English teacher</li> </ol>	P.1-P.6
2. To reinforce students' English foundation		
3. To provide support for students learning at home		

**(D) Focus(es) of the school’s proposed school-based English Language curriculum initiative(s) 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” <b>(*Please delete as appropriate)</b></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 full-time* <del>or part-time*</del> 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"/> 2019/20 school year</p> <p><input type="checkbox"/> 2020/21 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>

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

**(More rows can be added, if needed.)**

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <sup>1</sup> (preferably measurable)	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
Employing a full-time supply teacher to create space for the core team members to promote reading across the curriculum (RaC) at Primary 4 to 5					
<p><b>Objectives:</b></p> <p>Students’ reading skills and strategies as well as stock of vocabulary at Primary 4 to 5 should be enhanced through reading materials of different text types. In this regard, reading texts/readers from the online reading platform – RazKids will gradually replace the textbooks in school for all grade levels. It takes time for teachers to work on the new set of e-readers/ reading texts to ensure that the materials can fit into the core English Language curriculum. Therefore, a full-time supply teacher will be hired to create space for the core team on the development of the RaC programme to:</p> <ul style="list-style-type: none"> <li>✚ extend students’ knowledge and skills developed through the reading programme in Key Stage 1;</li> <li>✚ broaden students’ knowledge base through reading a variety of text types;</li> <li>✚ acquire “Reading to Learn” skills/ strategies building upon the acquired “Learning to Read” strategies;</li> <li>✚ connect students’ life and learning experiences with various Key Learning Areas (KLAs) e.g. General Studies, Visual Arts through reading activities;</li> <li>✚ prepare students to better meet the academic demands for smooth transition to secondary education; and</li> </ul>	P.4 and P.5	<p><b>Primary 4-5</b>  <b>Sept 2019 to Aug 2020</b>                      Planning, try-outs, implementation, lesson observation and evaluation                      (all year round)</p> <p><b>Sept-Oct, 2019</b>                      Module 1</p> <p><b>Nov-Dec, 2019</b>                      Module 2</p> <p><b>Jan, 2020</b></p>	<p><i>RaC programme:</i>                      8 sets of school-based RaC resource packs including module plans/ lesson plans, reading tasks/ activities, worksheets and PowerPoint slides will be developed in total for Primary 4 to 5 covering around 64 lessons in total over the project year. Each set will cover about 8 lessons in a module.</p>	<p>The newly-developed school-based RaC programme will be modified, properly kept and utilised continuously in future years after completion of the project.</p> <p>The RaC programme will be integrated into the core English Language curriculum for implementation in future after refinement.</p>	<p>Records of co-planning and evaluation meetings will be kept for monitoring the progress of the project as well as reflecting teaching effectiveness.</p> <p>Core team members will regularly conduct lesson try-outs, lesson observations and post-lesson review meetings for evaluating the effectiveness</p>

<sup>1</sup> The deliverables/outputs should be measurable and closely related to the purposes of related initiatives.

<sup>2</sup> Sustainability of the initiative could be maintained through the knowledge transfer/capacity building of teachers and the utilisation of the deliverable produced.

<sup>3</sup> Both qualitative and quantitative tools should be employed to evaluate the effectiveness of the initiative.


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<p>✦ build up students’ reading habits and promote reading culture in school.</p> <p><b>Core team</b></p> <p>The core team will be composed of English panel chair, a level coordinator and 2 level teachers of P.4 and P.5. The English panel chair will take a leading role in programme monitoring.</p> <p>A supply teacher will be hired to allow the core team with adequate time for planning, implementation and evaluation of the RaC programme. The teacher will tentatively take up approximately 24-26 lessons per week (including English lessons of non-target level(s) and/or non-English lessons) as well as non-teaching duties like class teacher. About 6-7 lessons will be released for each core team members to take up the duties below:</p> <ul style="list-style-type: none"> <li>✦ leading the curriculum review and conducting curriculum mapping with the subject panels of other KLAs e.g. General Studies in each term;</li> <li>✦ collaborating with teachers of other KLAs;</li> <li>✦ hosting bi-weekly core team co-planning meetings and designing RaC resource packs for P.4 and P.5;</li> <li>✦ choosing suitable theme-based readers, reading materials and multimodal texts from online reading platform or other sources;</li> <li>✦ co-planning with P.4-P.5 subject teachers in level meetings once every 2 weeks;</li> <li>✦ trying out the newly-produced resources in each module and making modifications on the teaching plans and strategies afterwards;</li> <li>✦ observing the lessons, conducting post-lesson review meetings</li> </ul>		<p>Mid-term evaluation; Sharing session</p> <p><b>Feb-Mar, 2020</b> Module 3</p> <p><b>Apr-May, 2020</b> Module 4</p> <p><b>June, 2020</b> Final evaluation; Sharing session</p> <p><b>Jul-Aug, 2020</b> Refinement</p>	<p><i>Students’ performance:</i></p> <p>70% of Primary 4 to 5 students will improve their confidence and skills in reading different text types after completion of this project.</p> <p>Formative/ summative reading assessment results of over 60% of students at Primary 4 to 5 will improve by 10% in 1 year’s time.</p> <p>All Primary 4 to 5 students will finish all the developed RaC materials during the project year.</p>	<p>The experience, knowledge and pedagogy acquired during the RaC project will be transferred, disseminated and sustained through biweekly co-planning meetings and sharing sessions (once per term).</p> <p>Some lessons and activities will be video-taped for sharing sessions held once per term.</p> <p>The core team members will become ‘seed teachers’ to lead other panel members in future implementation.</p>	<p>of the RaC programme.</p> <p>Refinement will be made if necessary.</p> <p>Core team meetings and level co-planning meetings will be conducted biweekly to keep track of the progress.</p> <p>An evaluation meeting with all target level teachers will be held to review the effectiveness of the RaC programme in each term.</p> <p>Some lessons and activities</p>

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<p>and making modification for future use;</p> <ul style="list-style-type: none"> <li>✚ arranging peer lesson observation in each target level for other teachers at least once per term;</li> <li>✚ carrying out programme evaluation meetings once per term;</li> <li>✚ modifying the newly-produced resource packs and instructional strategies after evaluation; and</li> <li>✚ holding experience sharing sessions among English teachers to disseminate the pedagogy on how to promote RaC to other levels at the end of each term.</li> </ul> <p><b>RaC programme</b></p> <p>The proposed reading programme will be conducted within the normal timetable and about 8 reading lessons will be allocated to each module of the RaC programme. With 4 RaC modules, a total of 32 lessons will be conducted in each class of the target levels.</p> <p>The RaC programme will be thematically and linguistically connected to the core English Language curriculum and other KLAs such as General Studies, Visual Arts to strengthen students' reading skills and strategies through ample of text types and enrich their learning experiences. The e-readers, reading materials or multimodal texts chosen will be of high interest value. For the reading lessons, diverse teaching strategies such as role play, storytelling, shared reading, reading aloud, independent reading and guided reading will be employed to enhance students learning motivation.</p> <p>Follow-up tasks like book reports, individual presentation, sharing among peers, and comprehension exercises, etc. will be included to consolidate students' learning.</p>			<p><i>Teachers' professional enhancement:</i></p> <p>All English teachers involved will enrich their knowledge in promoting RaC.</p> <p>All English teachers involved will use the new teaching packages for teaching RaC lessons at Primary 4 to 5.</p>		<p>will be video-taped for evaluation and future reference.</p> <p>Student questionnaire will be conducted at P.4 and P.5 at the end of each term to evaluate the programme effectiveness.</p> <p>Opinions will be collected from teachers through panel meetings and questionnaires at the end of each term to evaluate the programme effectiveness.</p> <p>The data collected will be analysed for</p>

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<p><b>Tentative modules and text types</b></p> <p>The topics of P.4 RaC modules will be mainly aligned with those of <i>General Studies and Visual Arts</i></p> <table border="1" data-bbox="129 451 1016 1487"> <thead> <tr> <th data-bbox="129 451 320 499">Primary 4</th> <th colspan="2" data-bbox="320 451 1016 499"><i>1<sup>st</sup> term</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="129 499 320 595"><b>Modules</b></td> <td data-bbox="320 499 658 595">Module 1: A Safe Parachute</td> <td data-bbox="658 499 1016 595">Module 2: Communicable Diseases</td> </tr> <tr> <td data-bbox="129 595 320 754"><b>Text types</b></td> <td data-bbox="320 595 658 754">procedures, informational reports, explanations of how and why</td> <td data-bbox="658 595 1016 754">poems, recounts, informational reports, explanations of how and why</td> </tr> <tr> <td data-bbox="129 754 320 962"><b>Core readers</b></td> <td data-bbox="320 754 658 962"><i>Catching Air;</i> videos <a href="https://www.wikihow.com/Make-a-Toy-Parachute">https://www.wikihow.com/Make-a-Toy-Parachute</a></td> <td data-bbox="658 754 1016 962"><i>Influenza;</i> <i>Sammy has a flu</i></td> </tr> <tr> <td data-bbox="129 962 320 1090"><b>Vocabulary items</b></td> <td data-bbox="320 962 658 1090">e.g. tape, thread, pinch, dangle, glide, high spot, homemade parachute</td> <td data-bbox="658 962 1016 1090">e.g. viruses, immune systems, vaccines, attack, destroy, medicine</td> </tr> <tr> <th data-bbox="129 1090 320 1137">Primary 4</th> <th colspan="2" data-bbox="320 1090 1016 1137"><i>2<sup>nd</sup> term</i></th> </tr> <tr> <td data-bbox="129 1137 320 1265"><b>Modules</b></td> <td data-bbox="320 1137 658 1265">Module 3: Preserving Precious Natural Resources</td> <td data-bbox="658 1137 1016 1265">Module 4: The Mysteries of our Bodies</td> </tr> <tr> <td data-bbox="129 1265 320 1409"><b>Text types</b></td> <td data-bbox="320 1265 658 1409">stories, pamphlets explanations of how and why</td> <td data-bbox="658 1265 1016 1409">stories, informational reports, interviews/questionnaires</td> </tr> <tr> <td data-bbox="129 1409 320 1487"><b>Core readers</b></td> <td data-bbox="320 1409 658 1487"><i>Earth's Water;</i></td> <td data-bbox="658 1409 1016 1487"><i>My Muscles, My Brain, My Heart, My Lungs, My</i></td> </tr> </tbody> </table>	Primary 4	<i>1<sup>st</sup> term</i>		<b>Modules</b>	Module 1: A Safe Parachute	Module 2: Communicable Diseases	<b>Text types</b>	procedures, informational reports, explanations of how and why	poems, recounts, informational reports, explanations of how and why	<b>Core readers</b>	<i>Catching Air;</i> videos <a href="https://www.wikihow.com/Make-a-Toy-Parachute">https://www.wikihow.com/Make-a-Toy-Parachute</a>	<i>Influenza;</i> <i>Sammy has a flu</i>	<b>Vocabulary items</b>	e.g. tape, thread, pinch, dangle, glide, high spot, homemade parachute	e.g. viruses, immune systems, vaccines, attack, destroy, medicine	Primary 4	<i>2<sup>nd</sup> term</i>		<b>Modules</b>	Module 3: Preserving Precious Natural Resources	Module 4: The Mysteries of our Bodies	<b>Text types</b>	stories, pamphlets explanations of how and why	stories, informational reports, interviews/questionnaires	<b>Core readers</b>	<i>Earth's Water;</i>	<i>My Muscles, My Brain, My Heart, My Lungs, My</i>					<p>evaluating the effectiveness of the RaC programme.</p> <p>Analyse the results of students' reading assessments to evaluate the effectiveness of the RaC programme.</p>
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	<i>The Force of Water; Land and Water</i>	<i>Skin, My Bones, My Stomach</i>																
<b>Vocabulary items</b>	e.g. melt, freeze, evaporation, alive, polluted water, liquid	e.g. brain, muscles, pump, blood, heart beat																
<p><b><i>Cross-curricular activities</i></b></p> <ul style="list-style-type: none"> <li>✚ Students will design a pamphlet with group members on one type of natural resources and spread the message of conserving the natural resources and protecting our Earth to schoolmates (e.g. water, coal, wind energy, natural gas) and give a presentation</li> <li>✚ Students will watch the video on how to make a parachute and design one simple parachute on their own. They have to write up a procedure text about making a parachute. A parachute flying competition will be organised with GS teachers to round up the module.</li> </ul> <p>The topics of P.5 RaC modules will be mainly aligned with those of <b><i>General Studies</i></b></p> <table border="1"> <thead> <tr> <th>Primary 5</th> <th colspan="2"><i>1<sup>st</sup> term</i></th> </tr> </thead> <tbody> <tr> <td><b>Modules</b></td> <td>Module 1: Save the Earth</td> <td>Module 2: Making Friends</td> </tr> <tr> <td><b>Text types</b></td> <td>brochures, stories, informational reports</td> <td>maps and legends, letters/ emails, personal descriptions</td> </tr> <tr> <td><b>Core readers</b></td> <td><i>Landfills: What a Load of Garbage!</i> <i>My Earth Day Birthday</i></td> <td><i>Friends Around the World;</i> <i>I'm the Guest;</i></td> </tr> </tbody> </table>			Primary 5	<i>1<sup>st</sup> term</i>		<b>Modules</b>	Module 1: Save the Earth	Module 2: Making Friends	<b>Text types</b>	brochures, stories, informational reports	maps and legends, letters/ emails, personal descriptions	<b>Core readers</b>	<i>Landfills: What a Load of Garbage!</i> <i>My Earth Day Birthday</i>	<i>Friends Around the World;</i> <i>I'm the Guest;</i>				
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	<i>Save Energy, the Earth and Money</i>	<i>The Sometimes Friend</i>					
<b>Vocabulary items</b>	e.g. reduce, recycle, landfill, materials, biodegradable, organic	e.g. parades, aquarium, porridge, generations					
<b>Primary 5</b>	<b>2<sup>nd</sup> term</b>						
<b>Modules</b>	Module 3: Life with Media Technology	Module 4: Knowing Our Motherland					
<b>Text types</b>	expositions, discussions, stories/ plays	children's encyclopedias, news reports, blogs					
<b>Core readers</b>	<i>Too Much Screen Time?</i> <i>The Internet;</i> <i>The Cyberbully</i>	<i>China;</i> <i>The Great Wall of China;</i> <i>Ancient Soldiers of Clay</i>					
<b>Vocabulary items</b>	e.g. social media apps, smartphones, devices relationships, obesity	e.g. capital, Mandarin, celebrations, history, ancient, explore					
<b><i>Cross-curricular activities</i></b>							
 Students will work in groups of 4 to 5 on conducting a mini-research about the characteristics of a foreign place including culture, festivals, clothing items, food and attractions. At the end, each group will act as famous people of the place and introduce the characteristics of that place to the whole class. Good presentation will be recorded for sharing.							

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<p>✚ Students will create a story about anti-bullying in school and present the story in class. Best storyteller(s) in each class will join the inter-class storytelling competition to compete with each other.</p>					
<p><b>Reading skills/ strategies</b></p>					
<p><b>Primary 4</b></p>					
<ul style="list-style-type: none"> <li>- skim and scan</li> <li>- work out the meaning of words and phrases by using knowledge of word formation</li> <li>- locate specific information by identifying key words</li> <li>- follow ideas by recognising simple text structures and understanding the use of cohesive devices</li> <li>- identify characters, setting and sequence of events in stories</li> <li>- make connections about the likely development of the text by identifying key words</li> <li>- organise information and ideas in texts by using knowledge of text structures and some graphic forms</li> </ul>					
<p><b>Primary 5</b></p>					
<ul style="list-style-type: none"> <li>- scan a text by using strategies such as looking at headings and repeated phrases</li> <li>- work out the meaning of words and phrases by using knowledge of word formation</li> <li>- make connections and predictions about the likely development of the text by identifying key words</li> <li>- locate specific information by recognising simple text structures</li> <li>- infer information in a range of texts</li> </ul>					

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<ul style="list-style-type: none"> <li>- interpret information and opinions in texts</li> <li>- organise information and ideas in texts by using knowledge of text structures and some graphic forms</li> </ul>																	
<p><b>Sample module plan (Primary 4)</b></p> <p><b>Module: <i>A Safe Parachute</i></b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Use of adverbs to show sequences</li> <li>- Use imperatives for instructions</li> <li>- Learn about the text structures and features of informational reports, procedures and explanations of how and why</li> </ul> <table border="1" data-bbox="147 823 1005 1251"> <thead> <tr> <th><i>Text types</i></th> <th><i>Text features</i></th> <th><i>Text structures</i></th> </tr> </thead> <tbody> <tr> <td>Explanations of how and why</td> <td>Title, subheadings, graphs, charts and labels</td> <td>cause and effect</td> </tr> <tr> <td>Informational reports</td> <td>headings, subheadings, pictures, photographs, captions, labels, charts</td> <td>description, compare and contrast</td> </tr> <tr> <td>Procedures</td> <td>heading, subheadings, materials, steps</td> <td>description, order and sequence</td> </tr> </tbody> </table> <p><b>Reading skills:</b></p> <ul style="list-style-type: none"> <li>✓ locate specific information by identifying key words</li> <li>✓ follow ideas by recognising simple text structures and understanding the use of cohesive devices</li> <li>✓ organise information and ideas in texts by using knowledge of</li> </ul>	<i>Text types</i>	<i>Text features</i>	<i>Text structures</i>	Explanations of how and why	Title, subheadings, graphs, charts and labels	cause and effect	Informational reports	headings, subheadings, pictures, photographs, captions, labels, charts	description, compare and contrast	Procedures	heading, subheadings, materials, steps	description, order and sequence					
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Informational reports	headings, subheadings, pictures, photographs, captions, labels, charts	description, compare and contrast															
Procedures	heading, subheadings, materials, steps	description, order and sequence															

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <sup>1</sup> (preferably measurable)	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>		
<p>text structures and some graphic forms</p> <table border="1" data-bbox="145 371 992 659"> <tr> <td data-bbox="145 371 663 659"> <b>English vocabulary:</b>  <i>-action verbs:</i>            e.g. tape, thread, pinch, dangle, glide  <i>-noun/ noun phrases</i>            e.g. four-holed button high spot, homemade parachute, parasailing         </td> <td data-bbox="663 371 992 659"> <b>General Studies</b>  <i>-thematic vocabulary</i>            e.g. air pressure, altitude, resistance, thermal         </td> </tr> </table> <p><b>Reading activities/ learning tasks:</b></p> <p><b>Pre-reading:</b></p> <ul style="list-style-type: none"> <li>✚ Input can be in the form of video clips about the topic <i>Parachute</i> to activate students’ prior knowledge of General Studies and arouse their interest of learning.</li> </ul> <p><i>What if you Jump From 30,000 ft. Without Parachute?</i>  <a href="https://www.youtube.com/watch?v=mAHTUuxbzv0">https://www.youtube.com/watch?v=mAHTUuxbzv0</a></p> <p>→ Students will complete related learning tasks in the worksheet.</p> <ul style="list-style-type: none"> <li>✚ Teacher will introduce target vocabulary items and check how much students know about the topic with the graphic organizer: KWL chart.</li> </ul> <p><b>While-reading:</b></p> <ul style="list-style-type: none"> <li>✚ Shared reading lessons:            Teacher will guide students to understand the information provided on the book cover, index and glossary of the e-reader (informational reports, explanations of how and why) and ask guiding questions about the content of the readers to enhance students’ understanding.</li> <li>✚ Teacher will introduce the procedure text with the video:</li> </ul>	<b>English vocabulary:</b> <i>-action verbs:</i> e.g. tape, thread, pinch, dangle, glide <i>-noun/ noun phrases</i> e.g. four-holed button high spot, homemade parachute, parasailing	<b>General Studies</b> <i>-thematic vocabulary</i> e.g. air pressure, altitude, resistance, thermal					
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<p><b>How to make a toy parachute:</b>  <a href="https://www.wikihow.com/Make-a-Toy-Parachute">https://www.wikihow.com/Make-a-Toy-Parachute</a></p> <ul style="list-style-type: none"> <li>✚ Go through the text structures and features of procedures, informational reports and explanations of how and why. Introduce different reading skills/ strategies to students through various learning activities (e.g. comparison table for comparing and contrasting <i>hang gliding, parasailing, skydiving, paragliding</i>).</li> <li>✚ Guided reading: Teacher will provide individual support to students and they will work in groups with peers of similar abilities to apply the reading skills and knowledge of text types learnt into the reading activities/ tasks.</li> </ul> <p><b>Post-reading:</b></p> <ul style="list-style-type: none"> <li>✚ Students will complete reading the rest of the readers / extended reading at the RazKids online reading platform and complete the follow-up tasks e.g. worksheet/ peer sharing/ presentation.</li> </ul> <p><b>Writing Task</b></p> <ul style="list-style-type: none"> <li>✚ Student will watch a YouTube Video - How to Make a Mini Parachute: <a href="https://www.youtube.com/watch?v=xEtYq0G4erA">https://www.youtube.com/watch?v=xEtYq0G4erA</a></li> <li>✚ Write a procedure text on the materials and instructions of the mini parachute.</li> </ul> <p><b>Cross-curricular activity</b>  <b>English, Visual Arts &amp; General Studies:</b>  Design and make a mini parachute for the Mini Parachute Flying Competition in school</p>					