



Tai Po Old Market Public School



1st round school

Project time frame

Term 2 of 2017/2018 – Term 1 of 2019/2020

Present State of Play

□ School major concerns (2019/2020):

✓ To foster students' **creative problem-solving** and **self-regulated learning skills** through ICT

✓ To develop **a culture of sustainability**

□ Teachers are experienced in delivering school-based and cross-curricular programmes.

✓ Thematic level programmes:
KS2 Hong Kong Ambassador Programme

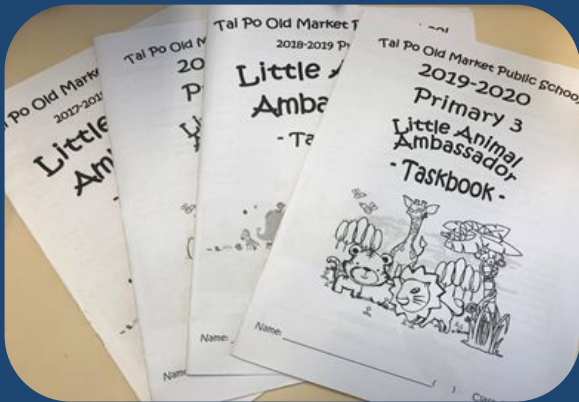




Little Animal Ambassador Programme



Programme Overview



P.2-3 RaC
Programme

Whole level



Enrichment
Programme

Elite students



Co-curricular
activities

Whole school

Objectives

- To enhance the existing KS1 curriculum by promoting reading across the curriculum
- To inquire the concepts of animal conservation
- To develop positive values towards animals
- To foster creativity, collaborative and communication skills



Usages of grant

Hiring a part-time teacher

- Work 2 days a week
- Co-planning and delivering with teachers the Little Animal Ambassador Programme, Enrichment Programme and other co-curricular activities



Hiring a part-time teaching assistant

- Assist teachers in preparing materials for the Little Ambassador Programme and conducting the Enrichment Programme
- Setting up a display area – the Little Animal Ambassadors Corner

Purchasing books

- Guided reading for the whole level programme
- Inquiry project on animal conservation
- Story reading sessions for the Enrichment Programme



The Core Team

- Formulating the programme outlines
- Sourcing learning and teaching materials
- Conducting procurement and recruitment exercises
- Co-planning and delivering programmes with the support of additional staff hired under the Scheme
- Liaising with other KLAs for curriculum support
- Monitoring schedule and cost over project progress
- Reviewing the programme



P.2 Core Programme

Alignment
with the core
curriculum

*Right after the last
unit of Term 1*

Task: Writing a new scene for a play	<ul style="list-style-type: none">• order forms• conversations• contents pages TT
Module: Places and activities	Unit: A day out
5 In the shopping centre (p.41–p.49) Mini Task: Talking about an advertisement	<ul style="list-style-type: none">• stories• directories• conversations• posters• advertisements TT <ul style="list-style-type: none">• places and things in the shopping centre
6 Giving directions (p.50–p.60) Task: Designing a leaflet for my shopping centre	<ul style="list-style-type: none">• stories• maps• conversations• leaflets TT <ul style="list-style-type: none">• places in the street
Module: The world around us	Unit: Amazing animals and plants
7 Our pets (p.61–p.70) Task: Talking about my (dream) pet	<ul style="list-style-type: none">• descriptions• tables• webpages• conversations <ul style="list-style-type: none">• pets• pet food• adjectives for pets
Suggested extension resources Classroom language	Appendix
p.71	p.72–p.73

School-based Task Books

Tai Po Old Market Public School/
2018-2019 Primary 2

Little Animal Ambassador

- Taskbook -



My animal group:

Tai Po Old Market Public School/

2019-2020

Primary 3

Little Animal Ambassador

- Taskbook -





Framework

Contents

Task	Topics	Activities	Pages
1	Get to know our animals	Crossword puzzles	P.3
2	How do our animals look like?	Name the animals' body parts	P.4-6
3	What can our animals do?	Animal riddles	P.7-8
4	Why are our animals in danger?	Animal comics – what do they say?	P.9-10
5	Be a good Animal Ambassador	How can we help our animals?	P.11
	Self-assessment		P.12
	Appendix 1: Word bank		P.12-13
	Appendix 2: Songs and video links		P.14
	Appendix 3: Other ways of making a Pop-up Book		P.15-16

- The programme consists of **10 sessions** and revolves around **different questions**.
- **Multimodal** and **language arts** texts are used.
- Elements of e-Learning are infused into the programme.
- Students are engaged in **self-assessment**.

Weekly Focuses and Activities



Session

Focus and activities

1

- Start the programme with *games and songs* about endangered animals

2

- Teach vocabulary about their *body parts* with *songs and dance*

3

- Introduce their different *traits* (size, habits and colours) with *riddles*

4

- Cover the features of their *habitats* with *songs, games and small talk*

5

- Explore the *threats* they face with the use of *videos, pictures and role plays*



I am very fat.
I have grey, rough skin.
I am a herbivore
because I eat fruits and vegetables.
I need to drink lots of water.
I have one long horn
and one short horn.
I can be found in Africa and Asia.
I live in the grassland.
What am I?

Weekly Focuses and Activities

Session	Focus and activities
6	<ul style="list-style-type: none"> Think of ways to protect the animals after viewing videos with the VR goggles
7	<ul style="list-style-type: none"> Guided Reading
8	<ul style="list-style-type: none"> Guided Reading Create, in groups, a pop-up book with the support of the Visual Art teacher
9	<ul style="list-style-type: none"> Guided Reading Edit the pop-up book Rehearse for the presentation
10	<ul style="list-style-type: none"> Give a 1-minute presentation on the final product

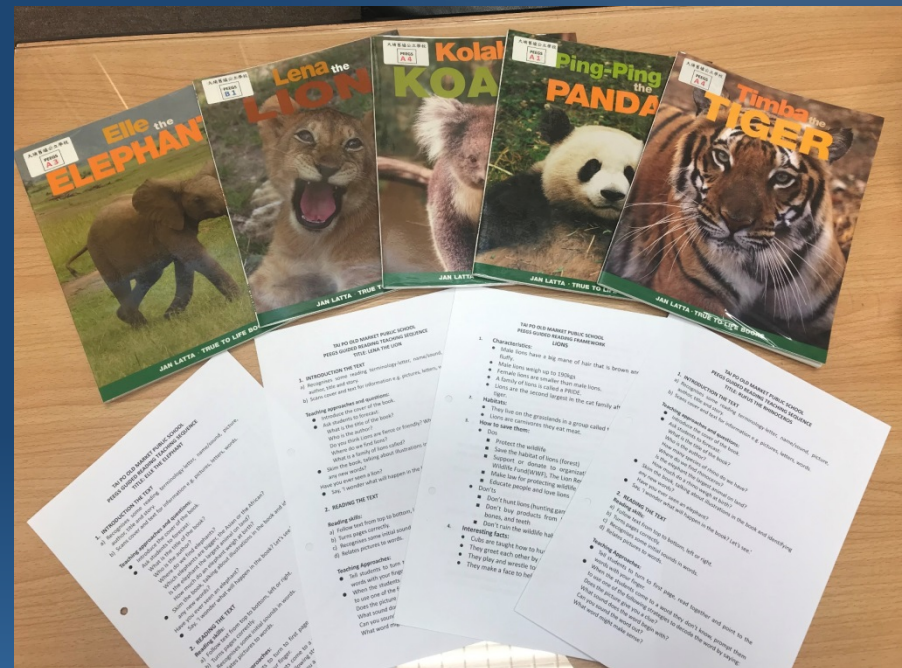


Guided Reading

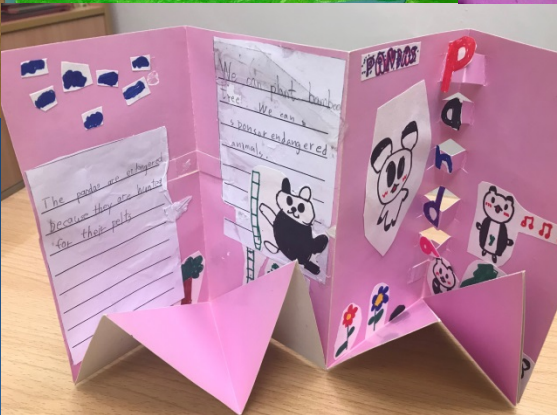
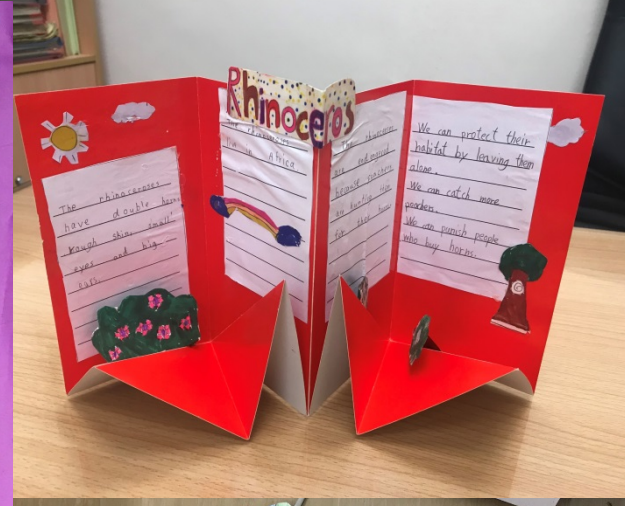


Graded readers – catering for learning diversity

Both fiction and non-fiction texts covered



Students' work



End-of-the-Programme Evaluation

Self-Assessment

1. I learn more about animals.	😊😊😊😊😊
2. I learn more about helping the animals.	😊😊😊😊😊
3. I start each sentence with a capital letter.	😊😊😊😊😊
4. I can write about animals with elaborations.	😊😊😊😊😊
5. I can give examples to support my answers.	😊😊😊😊😊
6. My handwriting is neat and tidy.	😊😊😊😊😊



P.2 Enrichment Programme

- Top 24 students
- Conducted outside class time
- More challenging extended activities
- ✓ *Story reading*
- ✓ *Show and tell*
- ✓ *Script writing*
- ✓ *Skit production*



The background of the top section is a savanna landscape with a giraffe, an elephant, and two inset photos of zebras. The giraffe is on the left, looking towards the right. The elephant is in the center, facing right. The first inset photo on the left shows two zebras in a field. The second inset photo on the right shows three zebras standing in a body of water.

Students' work

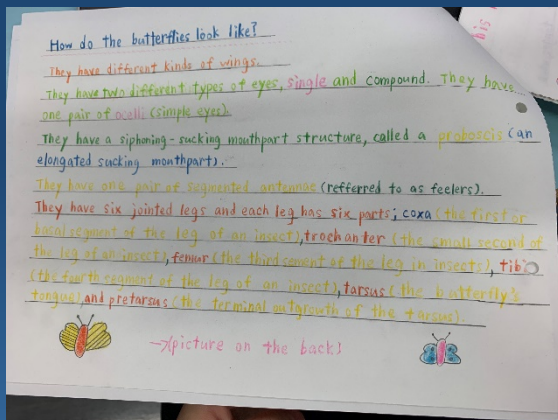
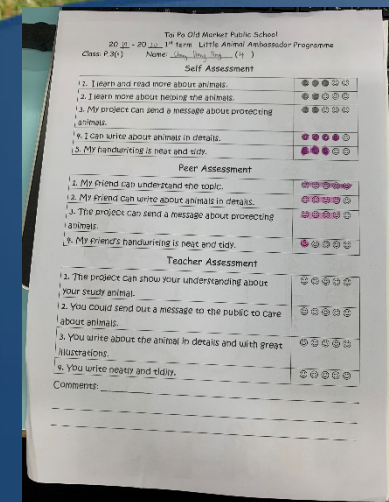
2018-2019

P2 Little Animal Ambassador Programme

Drama Performance (Group 2)

Linear Progression

- More difficult concepts – food chains, habitat destruction, etc.
- More challenging texts
- Group (Pop-up books) □ Individual (Scrapbooks)
- Peer and teacher assessments



Lifewide Learning



Innovation
inspired by
nature



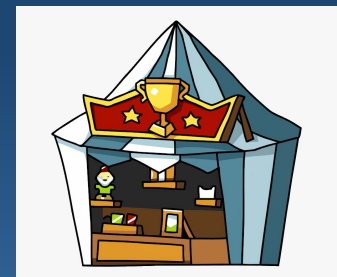
Biomimicry



Lifewide Learning

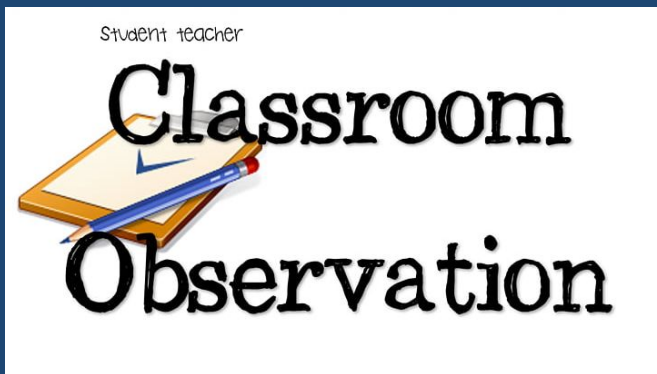


Game booths



Evaluation

Observable outcomes



Measurable outcomes

Exam Analysis



Pave the way forward

- Speaking skills systematically infused into the core programme
 - ✓ Show and tell
 - ✓ Group interaction skills
- Sharing of learning outcomes with the whole school e.g. drama performance in the morning assemblies
- Survey to be conducted to collect students' opinions about the programmes
- Lesson observation with a specific focus

