

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

School Name: Alliance Primary School, Tai Hang Tung (English)

Application No.: C 017 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 16
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	4	4	4	4	4	4	24

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:

Name of programme/project/ support service	Grade level	Focus(es) of programme/ project/ support service	External support (if any)
PLP-R/W	P.1-P.2	Reading, writing and phonics	NET Section, EDB
Quality School Improvement Project: A Whole School Approach to Implementing Self-Directed Learning as a Strategy to Cater for Learner Diversity	P.5	Self-directed learning	Quality School Improvement Project, The Chinese University of Hong Kong

Name of programme/project/ support service	Grade level	Focus(es) of programme/ project/ support service	External support (if any)
Development of the school-based writing programme	P.1	Writing	School-based Curriculum Development (Primary) Section, EDB
Quality Education Fund Thematic Network (QTN) on English Language (Primary) Project Writing	P.4	Writing	The Centre for Enhancing Learning and Teaching, The Chinese University of Hong Kong
Read to Write – An Intervention Programme to Improve Students’ English Writing Competence Through Teaching Self-regulated Reading and Writing Strategies, Facilitated by e-Learning Resources in Primary Schools	P.5	Reading, writing and e-learning	The Centre for Enhancing Learning and Teaching, The Chinese University of Hong Kong

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

Strengths	Opportunities
<ol style="list-style-type: none"> 1. Supportive incorporated management committee, principal and parents encourage the development of new curriculum initiatives. 2. Teachers’ co-planning culture has been cultivated and peer observation has been in practice in a systematic way. 3. Our strong and open-minded English team is ready and receptive to reforms. 	<ol style="list-style-type: none"> 1. Extra funding for employing a non-EDB NET to maximize students’ exposure to the language is available. 2. The PEEGS grant will offer teachers the space to refine the school-based English curriculum.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. Holistic planning of the language curriculum (horizontal coherence and vertical progression) needs to be improved. 2. Training opportunities for teachers to design graded materials for catering learner diversity are insufficient. 3. Students have insufficient exposure to the English language as there is a limited opportunity to use English outside the classrooms. 	<ol style="list-style-type: none"> 1. Great learning diversity among students exists due to a gradual increase of students with special educational needs (SEN) and gifted students. Continuous support from teachers to cater for diverse needs is therefore needed. 2. Heavy workload hinders teachers from initiating new projects.

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

Area(s) of Development	Usage(s) of the grant	Grade Level
<ul style="list-style-type: none">● Incorporate drama into the English curriculum	<ul style="list-style-type: none">● Procuring professional development workshops● Hiring consultancy services	P.4 to P.6
<ul style="list-style-type: none">● Develop a systematic school-based progressive language enrichment programme		P.1 to P.6

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

Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)
<p><input type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <p>(*Please delete as appropriate)</p> <p><input 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” (*Please delete as appropriate)</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 checked="" 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 ONE part-time supply teacher and ONE part-time teacher who is proficient in English (*Please delete as appropriate)</p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant (*Please delete as appropriate)</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 checked="" type="checkbox"/> 2020/21 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input checked="" 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:

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
<p>To develop a differentiated model of writing instruction 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” at P.2-5 through hiring:</p> <p>(1) a part-time English-proficient teacher to collaborate with the core team; and</p> <p>(2) a part-time supply teacher to release the core team teachers for development work.</p>					
<p><u>Objectives</u></p> <ul style="list-style-type: none"> ● A part-time teacher is proposed be hired to collaborate with the core team in refining the existing English curriculum aiming to: <ul style="list-style-type: none"> ✧ cater for diverse needs of learners through adopting a task-based approach and greater variety of strategies such as tiered questioning, tiered assignments, flexible grouping arrangements and diversified teaching materials; ✧ deepen and widen students’ learning of English Language by providing opportunities for the integrative use of the target skills through meaningful tasks in English Language lessons and co-curricular activities; and ✧ leverage e-learning through the effective use of IT tools and online resources to increase students’ learning motivation and facilitate self-directed learning. <p><u>Target skills</u></p> <ul style="list-style-type: none"> ● The project aims to enhance language learning through the flexible use of a wide variety of quality resources, multiple learning skills and multimodal texts to develop students’ new literacy skills. 	<p>P.2-P.5</p>	<p>Sept 2019 – Jul 2020</p> <p>P.2 & P.4</p> <p>Sept 2020 – Jul 2021</p> <p>P.3 & P.5</p> <p><u>2019/2020</u></p> <p><u>Term 1</u></p> <p>Project team meeting Sept 2019</p> <p>Briefing session on curriculum differentiation for catering for learner diversity Sept 2019</p>	<p>Systematic, school-based differentiated learning activity resource packages for P.2 to P.5 students will be developed per level.</p> <p>A total of 8 sets of resources packages (with module plans and corresponding learning tasks or activities) covering a total of 64 lessons will be developed.</p> <p>On students’ performance: 70% of the students in target levels will improve their confidence in writing as reflected by student and</p>	<p>The English language activities will be adapted and become part of the school-based differentiated curriculum.</p> <p>The differentiated curriculum focusing specially on uncovering and capitalizing students’ potential will be reviewed and adapted more widely in other levels.</p> <p>The learning activities</p>	<p>Records of meetings will be kept for future reference.</p> <p>Lesson observation as well as post observation and evaluation meetings will be conducted to review teaching effectiveness.</p> <p>Students’ performance during the activities will be video-taped and/or observed by teachers of other levels for sharing and evaluation among panel members.</p> <p>Summative assessment results</p>

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
<ul style="list-style-type: none"> ● Apart from writing skills, students would acquire a better understanding of the following: <ul style="list-style-type: none"> ✧ internet search skills for broadening students' exposure to varied online resources for learning English Language, higher-order thinking skills for enhancing application, analysis and evaluation of knowledge ✧ use of graphic organisers for presenting thoughts and ideas ✧ varied skills involved in experiential learning, e.g. observation, performing, interpersonal skills, problem solving skills, etc. <p><u>The Core Team</u></p> <ul style="list-style-type: none"> ● 9-10 core team members (4-5 subject teachers from each target level) and English panel chair are expected to be released. The chosen members will be P.2 & P.4 English teachers in 2019/20 and P.3 & P.5 English teachers in 2020/21. Concurrent substitution of core team lessons will be ensured so as to free the core team members for attending the meetings for lesson planning as well as conducting observation and evaluation, etc. ● For each module, a supply teacher will be hired to release a core team member. 2 to 3 core team members will be released for each module for the development work. ● A part-time teacher with a bachelor's degree in English, TESOL qualifications and 10 years of relevant experience in English teaching will be hired. He/She will perform 50 hours of services per term and work as a member of the core team. Level teachers will maintain close 		<p>Module 1</p> <p>Planning Sept 2019 - Oct 2019</p> <p>Implementation Oct 2019 - Dec 2019</p> <p>Evaluation Dec 2019 - Jan 2020</p> <p>Term 2</p> <p>Module 2</p> <p>Planning Jan 2020 - Feb 2020</p> <p>Implementation Feb 2020 - Apr 2020</p> <p>Evaluation Apr 2020 - May 2020</p>	<p>teacher survey results.</p> <p>Assessment results on writing skills of over 50% of students in target levels will improve by 10% as evidenced by formative and summative assessment results in a year's time.</p> <p>Students' performance will be measured by their abilities of applying the learnt language skills such as the quantity and appropriateness of significant grammar items they use and learning products that show their increased interest in learning English language.</p> <p>On teachers' professional</p>	<p>conducted will involve teachers' co-planning, lesson observation and evaluation.</p> <p>Knowledge acquired will be disseminated to other English teachers in regular panel meetings.</p> <p>The activities in each level will be video-taped and/or observed by teachers of other levels on succession planning and knowledge transfer.</p> <p>The learning and teaching resources developed will be refined in co-planning</p>	<p>will be analysed at the end of each school term to track students' progress.</p> <p>One interim sharing session and one final sharing session in addition to regular panel meetings will be held at the end of the first and second school year to report on the progress and outcome of the project.</p> <p>Students' feedback will be collected through survey questionnaires on the implementation by the end of the project.</p> <p>Teachers' feedback will be collected through survey questionnaires on the impact of</p>

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<p>communication with the part-time teacher to ensure that he/she is familiar with the students' special needs and the school's expectation.</p> <ul style="list-style-type: none"> ● The core team will: <ul style="list-style-type: none"> ✧ select learning modules and themes for lesson plans and try-out; ✧ meet with level teachers for steering the differentiated teaching focus, sharing ideas of the delivery of teaching and evaluating student learning; ✧ develop differentiated instructional strategies, activities and materials with the part-time teacher; ✧ co-deliver the modules with the part-time teacher; ✧ conduct lesson observation for every module to gauge the effectiveness of the programme; ✧ refine the teaching strategies and materials in post-module meetings; and ✧ sustain the experience sharing between the team and other teachers in the English panel through conducting professional sharing session at the end of each term. <p><u>Content of the proposed modules</u></p> <ul style="list-style-type: none"> ● School will work on 4 themes a year. <ul style="list-style-type: none"> ✧ Tentative themes in 2019/20 are: <table border="1" data-bbox="152 1182 927 1468"> <thead> <tr> <th>Level</th> <th>1st Term</th> <th>2nd Term</th> </tr> </thead> <tbody> <tr> <td rowspan="2">P.2</td> <td>Module: Me, My Family and Friends</td> <td>Module: The World Around Us</td> </tr> <tr> <td>Theme: Meeting My Family</td> <td>Theme: Favorite Festivals</td> </tr> <tr> <td>P.4</td> <td>Module: Food and</td> <td>Module: We Love</td> </tr> </tbody> </table>	Level	1 st Term	2 nd Term	P.2	Module: Me, My Family and Friends	Module: The World Around Us	Theme: Meeting My Family	Theme: Favorite Festivals	P.4	Module: Food and	Module: We Love		<p>Interim Sharing Session (Completion of 1st year's project) Jun 2020 - Jul 2020</p> <p>2020/2021 <u>Term 1</u> Project team meeting Sept 2020</p> <p>Briefing session on curriculum differentiation for catering for learner diversity Sept 2020</p> <p>Module 1 Planning Sept 2020 - Oct 2020</p>	<p>enhancement: 90% of the core team members will improve their confidence in designing and delivering differentiated learning activities.</p> <p>90% of the core team members will improve their capabilities (knowledge and skills) of differentiated curriculum through co-planning meetings, lesson observation and programme evaluation in a year time.</p>	<p>meetings to suit the specific needs of different students, ranging from the more able to the less able, higher to lower motivation.</p> <p>At the beginning of the first school year, end of first year and by the end of the second school year, briefing session/sharing session will be held by the core team for level teachers so that the strategies and skills in catering for learning diversity can be passed on. Equipped with enhanced skills</p>	<p>holistic planning on enhancing a smooth curriculum continuity, the briefing/sharing sessions on strategies for curriculum planning and the impact of the co-planning and evaluation meetings by the end of the project.</p> <p>The collected data will be analysed to find out the challenges encountered and improvement should be made so that effectiveness of the project will be enhanced when it is implemented in the next phase of school-based curriculum development.</p>
Level	1 st Term	2 nd Term														
P.2	Module: Me, My Family and Friends	Module: The World Around Us														
	Theme: Meeting My Family	Theme: Favorite Festivals														
P.4	Module: Food and	Module: We Love														

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	Drinks Theme: Eating Out	Hong Kong Theme: Having Fun in Hong Kong		Implementation Oct 2020 - Dec 2020		in leading curriculum development, the core team members will be able to facilitate the implementation of proposed initiative and related tasks of the updated Curriculum promulgated by the EDB.	
✧ Tentative themes in 2020/21 are:				Evaluation Dec 2020 - Jan 2021			
Level	1st Term	2nd Term		<u>Term 2</u> Module 2 Planning Jan 2021 - Feb 2021			
P.3	Module: Fun and games Theme: What can we do?	Module: Me, My Family and Friends Theme: My diary					
P.5	Module: Caring for others Theme: Be nice to others	Module: We Love Hong Kong Theme: Getting around Hong Kong		Implementation Feb 2021 - Apr 2021			
<ul style="list-style-type: none"> The above modules are selected to broaden teachers' experience in handling different themes and hopefully they will accumulate richer experience in mastering effective curriculum planning in the second year for P.3 and P.5 students. Varied learning activities will be designed for delivering the knowledge content, target skills and attitude/values in 6-8 30-minute lessons for one teaching theme. The activities may include apps games, drawing, show and tell, role play, songs singing, bodily movement, card games, group work, visits, presentation and display of student work. These English language activities will offer coherent opportunities and stimulation that enhance students' learning motivation and language proficiency. 				Evaluation Apr 2021 - May 2021			

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<p><u>Approaches to cater for learning diversity</u></p> <ul style="list-style-type: none"> ● Key components of differentiated instructions, such as tiered questioning, tiered assignment, flexible grouping and multiple teaching aids will be implemented in the English learning activities in order to enhance the capability and learning motivation of students with different levels of ability, interest and readiness. ● <i>Content</i> <ul style="list-style-type: none"> ✧ Multiple skills/genres/text types will be adopted. Text types include emails, letters, advertisements, notes, diaries, stories, schedules, brochures, menus, reports, etc. ● <i>Process</i> <ul style="list-style-type: none"> ✧ Besides the tiering of tasks, the design of learning activities will highlight the importance of realising students' abilities in different domains and specific learning styles. The using of visual and authentic learning materials, engaging in hands-on activities, teaming up for project study, joining field study/visits, meeting external guests, etc. will broaden students' exposure as well as stimulate new concepts in learning English Language. ✧ Tiered questioning: to make use of the Higher Order Thinking (HOT) skills and related graphic organisers as scaffolds to design tiered questions. They mostly begin with lower level of cognition (remembering and understanding) such as stock taking key vocabulary and identifying different parts 		<p>Concluding and Sharing Session (Completion of the whole project)</p> <p>Jun 2021 - Jul 2021</p>			

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<p>of sentence structure. The higher tier may be for comparing and contrasting, putting things in the proper order by analysing the importance or preference. Examples of the highest tier questions are giving examples, making conclusion, evaluation and creating new ideas.</p> <ul style="list-style-type: none"> ✧ Different grouping arrangements such as interest centres, expert groups and ability groups will be adopted. <ul style="list-style-type: none"> ● <i>Product</i> <ul style="list-style-type: none"> ✧ Tiered tasks based on students' different ability levels will be designed to broaden and deepen students' learning of English Language, such as choice board for students to pick their interested topic/role/questions to answer. Tiered tasks may be provided through anchoring. Students who complete their group tasks can pick the flash card/game card at the anchor corner for extended learning. <p><u>Detailed descriptions of a sample module</u> Sample module: P.2 Favourite Festivals</p> <ul style="list-style-type: none"> ● <i>Topic</i> <ul style="list-style-type: none"> ✧ Task: An exposition about festival celebrations ● <i>Target language items</i> <ul style="list-style-type: none"> ✧ Thematic vocabulary about festivals such as activities, food, clothing, etc. ✧ Present tense (celebration) ✧ Connectives (causal and additive) ● <i>Learning objectives</i> <ol style="list-style-type: none"> 1. Students identify target vocabulary, e.g. the names, seasons, weather, food and activities of different 					

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<p>festivals through various sources of inputs as songs, pictures, videos, stories accessible from the Internet, and printed texts as short letters, postcards, posters.</p> <ol style="list-style-type: none"> 2. Students organize the target vocabulary to classify the features of particular festivals with the help of HOT skills using specific graphic organisers. 3. Students construct conversations about reasons of enjoying certain festivals by adapting target sentence structures. 4. Students play different roles to share the ways of celebration of different festivals or favourite things to do in different seasons. 5. Students outline the main body of a letter for sharing their favorite festivals. 6. Students complete guided writing for a letter to share with a friend about the festival celebrations in Hong Kong. <ul style="list-style-type: none"> ● The existing school-based reading programme based partially on textbook reading resources and partially on a wide variety of quality resources and multimodal texts will provide the necessary input for the writing programme. ● The following table shows how the existing reading programme supports the proposed writing programme: <table border="1" data-bbox="150 1193 927 1455"> <thead> <tr> <th data-bbox="150 1193 927 1233">Textbook</th> </tr> </thead> <tbody> <tr> <td data-bbox="150 1233 927 1455"> <p>Reading resources:</p> <ul style="list-style-type: none"> ❖ 2B Chapter 6 pp.(46-47): <i>A letter from Zoe to her friend</i> ❖ 2B Chapter 6 pp.(52-53): <i>A reply letter to Zoe</i> ❖ 2B Module 3 Reading Across Curriculum reading text: <i>Festival Celebration</i> </td> </tr> </tbody> </table>	Textbook	<p>Reading resources:</p> <ul style="list-style-type: none"> ❖ 2B Chapter 6 pp.(46-47): <i>A letter from Zoe to her friend</i> ❖ 2B Chapter 6 pp.(52-53): <i>A reply letter to Zoe</i> ❖ 2B Module 3 Reading Across Curriculum reading text: <i>Festival Celebration</i> 					
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<p>❖ 2B Module 3 Reading Across Curriculum video: <i>Festival Celebration Around the World</i></p> <p>Input for Writing</p> <p>❖ Features and formats of a letter</p> <p>❖ Sentence structures</p> <p> ✧ Seasons and weathers:</p> <p> - I like <u>winter</u> best.</p> <p> - It is <u>cold</u>.</p> <p> - I usually wear <u>a coat and a scarf</u>.</p> <p> - I like <u>eating hotpot with my family</u>.</p> <p> ✧ Festivals:</p> <p> - My favourite festival is <u>Christmas</u> because I like <u>getting Christmas presents</u>.</p> <p> - I like <u>eating Christmas cake</u>.</p> <p> - <u>I usually go to church</u> at <u>Christmas</u>.</p> <p>❖ Key vocabulary / information about festivals (names, food, celebration activities, traditions)</p> <p style="text-align: center;">Supplementary reading resources and multimodal texts</p> <p>Reading resources*</p> <p>❖ Readers about festivals</p> <p> ✧ <i>Emma's Easter</i> by Lisa Bullard https://www.getepic.com/</p> <p> ✧ <i>Chelsea's Chinese New Year</i> by Katie Saunders https://www.getepic.com/</p> <p> ✧ Short stories about festivals</p> <p> ✧ <i>Festivals: Lantern Festival</i> by Rebecca Pettiford https://www.getepic.com/</p> <p> ✧ <i>My Favourite Day - Chinese New Year</i> https://urlzs.com/SYbje</p> <p>❖ Videos of festival songs</p> <p> ✧ <i>Chinese New Year Song (4K)</i></p>					

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<p> https://urlzs.com/Jw5nW ✧ <i>The 'Happy Chinese New Year' Song</i> (English ver.) https://urlzs.com/d63ns ✧ <i>Dragon Boat Festival</i> https://urlzs.com/bydmZ ✧ <i>Dragon Boat Festival</i> https://urlzs.com/rociG ✧ <i>Moon Festival</i> https://urlzs.com/mrjff ✧ <i>Easter Song (4K)</i> https://urlzs.com/F19MR ✧ <i>It's Easter! Songs for Kids about Easter Sunday with Lyrics: I Love to Learn with PlayKids!</i> https://urlzs.com/jiUqQ ✧ <i>Christmas Festival Song Appu Series wishes Merry Christmas (4K)</i> https://urlzs.com/E6BfH ✧ <i>Christmas Time Is Here Kids Christmas Songs Lyrics Preschool Songs</i> https://urlzs.com/o8DbX ✧ <i>I'm a Little Star Christmas Songs for Kids Children Love to Sing</i> https://urlzs.com/MEJKH </p> <p>Input for Writing</p> <ul style="list-style-type: none"> ❖ Key vocabulary / information about festivals (names, food, celebration activities, traditions) <p>*Teachers choose the reading materials according to the needs of students.</p> <ul style="list-style-type: none"> ● The following demonstrates how teachers will use the 4 keys to cater for learner diversity with focus of enhancement of students' writing. Students' learning 					

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<p>tasks are tiered according to students' levels of abilities, motivation, interests and readiness, etc.</p> <ul style="list-style-type: none"> ● <i>For achieving objective #1:</i> <i>Tiered Content</i> <ul style="list-style-type: none"> ✧ Diversified teaching aids <ul style="list-style-type: none"> - Students are assigned to bring some artifacts about festivals for sharing in class, e.g. decorations, toys, pictures, etc. - Teacher provides packaged inputs of target vocabulary about different festivals by displaying the vocabulary in the songs shared in class on blackboard for making the inputs more visible. <table border="1" data-bbox="129 754 938 1316"> <thead> <tr> <th data-bbox="129 754 414 834"><i>Basic tasks (Lower level)</i></th> <th data-bbox="414 754 689 834"><i>Core tasks (Average level)</i></th> <th data-bbox="689 754 938 834"><i>Extended tasks (Higher level)</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="129 834 414 1316">Students are guided to identify the vocabulary on blackboard after listening to the song. Teacher picks the suitable artifacts from students to confirm the name/feature/ purpose of the artifacts with students.</td> <td data-bbox="414 834 689 1316">Students are given vocabulary cards for reading aloud in their group after listening to the song. They can share ideas about the artifacts in their group afterwards.</td> <td data-bbox="689 834 938 1316">After listening to the song, students share about the artifacts relevant to the songs in their group first. They can refer to the vocabulary on the blackboard or in their own words</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● <i>Tiered questioning</i> <ul style="list-style-type: none"> ✧ Questions are tiered to guide students to focus on the target vocabulary, form cluster of target vocabulary about the same festival and use the vocabulary to fit 	<i>Basic tasks (Lower level)</i>	<i>Core tasks (Average level)</i>	<i>Extended tasks (Higher level)</i>	Students are guided to identify the vocabulary on blackboard after listening to the song. Teacher picks the suitable artifacts from students to confirm the name/feature/ purpose of the artifacts with students.	Students are given vocabulary cards for reading aloud in their group after listening to the song. They can share ideas about the artifacts in their group afterwards.	After listening to the song, students share about the artifacts relevant to the songs in their group first. They can refer to the vocabulary on the blackboard or in their own words					
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Students are guided to identify the vocabulary on blackboard after listening to the song. Teacher picks the suitable artifacts from students to confirm the name/feature/ purpose of the artifacts with students.	Students are given vocabulary cards for reading aloud in their group after listening to the song. They can share ideas about the artifacts in their group afterwards.	After listening to the song, students share about the artifacts relevant to the songs in their group first. They can refer to the vocabulary on the blackboard or in their own words									

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<p>in a collaborative learning mode if they choose to write on the same festival and willing to share what they know.</p> <p>✧ The more able students can work individually if they prefer to do so. Anchor can be set up at the corner of the classroom for the students to pick up useful cue cards about different festivals, so that they can have more ideas what to share with their friends in their letters.</p> <p>● <i>Tiered assignment</i></p> <table border="1" data-bbox="129 639 938 1458"> <thead> <tr> <th data-bbox="129 639 394 719"><i>Basic tasks</i> (Lower level)</th> <th data-bbox="394 639 689 719"><i>Core tasks</i> (Average level)</th> <th data-bbox="689 639 938 719"><i>Extended tasks</i> (Higher level)</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 719 394 1458">Students identify the basic “blocks” of a letter as shown in the worksheet. The blocks are numbered so that students can easily recognize the right order. Students fill in correct sentences in the blocks. Students can choose to decorate the letter with drawings or read aloud the letter to their group mates.</td> <td data-bbox="394 719 689 1458">Options of different sentences are provided for students. They are expected to write their letter by substituting key words found in the sentence strips. Students can choose to decorate the letter with drawings or read aloud the letter to their group mates. The quality work will be presented to the class afterwards.</td> <td data-bbox="689 719 938 1458">Students are expected to write their letters by answering guiding questions as mentioned above. They can work on the “Gather All Factors” first as it is the main part of the letter. (Challenge: They can add elements of seasons in their letter.) Students can choose to</td> </tr> </tbody> </table>	<i>Basic tasks</i> (Lower level)	<i>Core tasks</i> (Average level)	<i>Extended tasks</i> (Higher level)	Students identify the basic “blocks” of a letter as shown in the worksheet. The blocks are numbered so that students can easily recognize the right order. Students fill in correct sentences in the blocks. Students can choose to decorate the letter with drawings or read aloud the letter to their group mates.	Options of different sentences are provided for students. They are expected to write their letter by substituting key words found in the sentence strips. Students can choose to decorate the letter with drawings or read aloud the letter to their group mates. The quality work will be presented to the class afterwards.	Students are expected to write their letters by answering guiding questions as mentioned above. They can work on the “Gather All Factors” first as it is the main part of the letter. (Challenge: They can add elements of seasons in their letter.) Students can choose to					
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