



# Tai Po Old Market Public School



1<sup>st</sup> round school

Project time frame

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



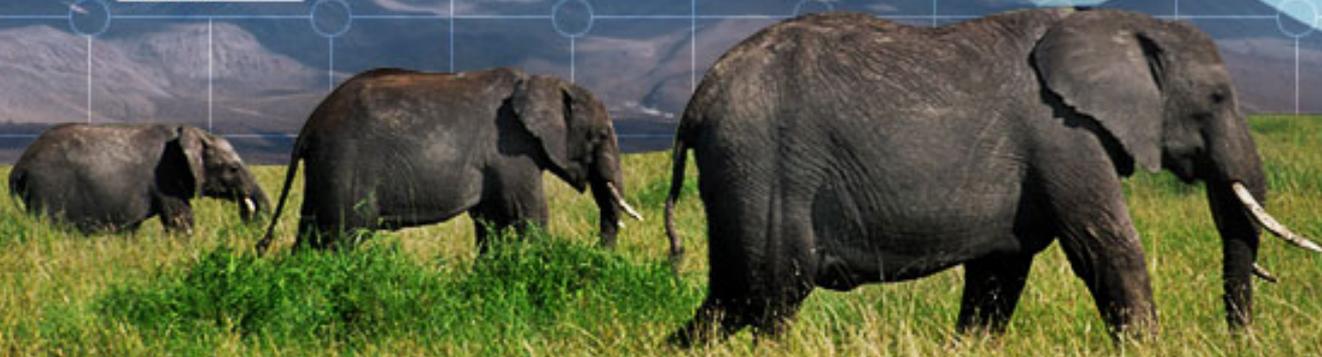
# Present State of Play

- 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

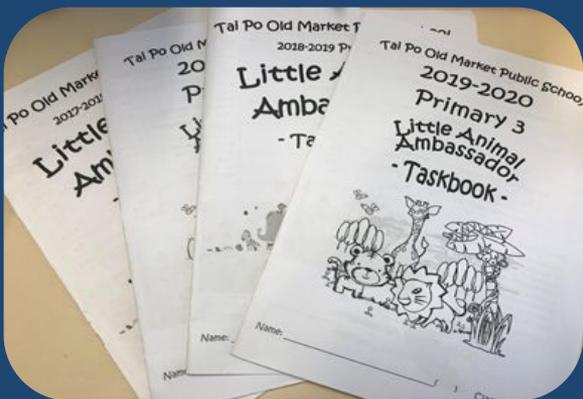




## Little Animal Ambassador Programme



# 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



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

Alignment with the core curriculum

*Right after the last unit of Term 1*

# 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 <i>games and songs</i> about endangered animals
2	• Teach vocabulary about their <i>body parts</i> with <i>songs and dance</i>
3	• Introduce their different <i>traits</i> (size, habits and colours) with <i>riddles</i>
4	• Cover the features of their <i>habitats</i> with <i>songs, games and small talk</i>
5	• Explore the <i>threats</i> they face with the use of <i>videos, pictures and role plays</i>



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

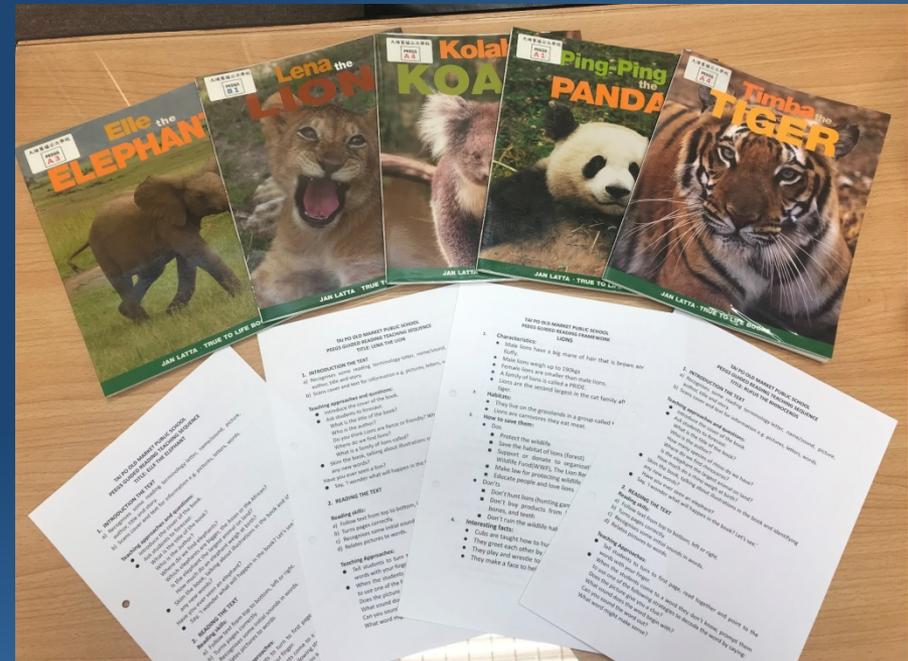
Session	Focus and activities
6	<ul style="list-style-type: none"><li>Think of ways to protect the animals after viewing <i>videos</i> with the VR goggles</li></ul>
7	<ul style="list-style-type: none"><li>Guided Reading</li></ul>
8	<ul style="list-style-type: none"><li>Guided Reading</li><li>Create, in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



# Guided Reading

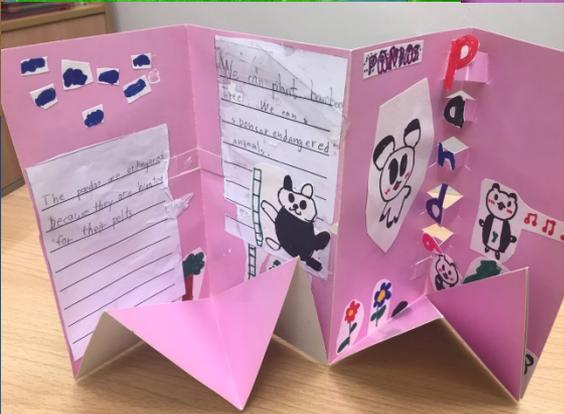
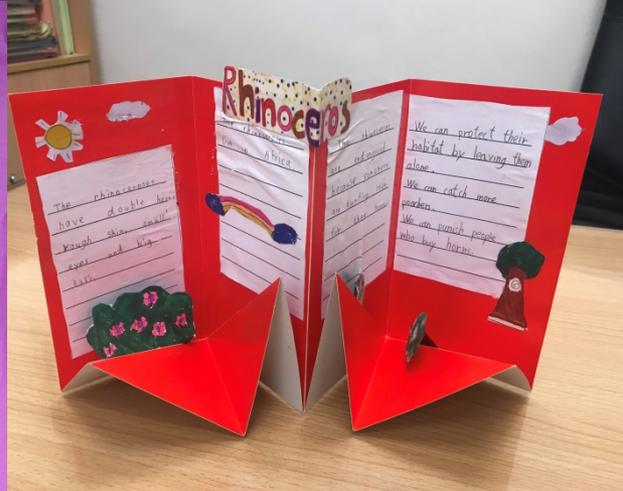


Both fiction and non-fiction texts covered



Graded readers – catering for learning diversity

# 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*





# Students' work

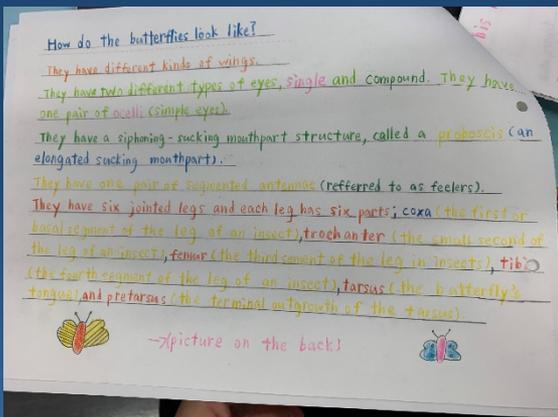
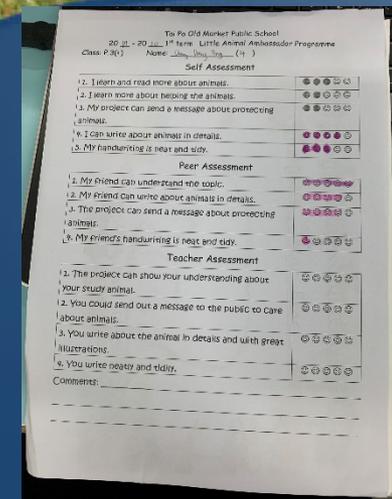
*2018-2019*

*P2 Little Animal Ambassador Programme*

*Drama Performance (Group 2)*

# Linear Progression

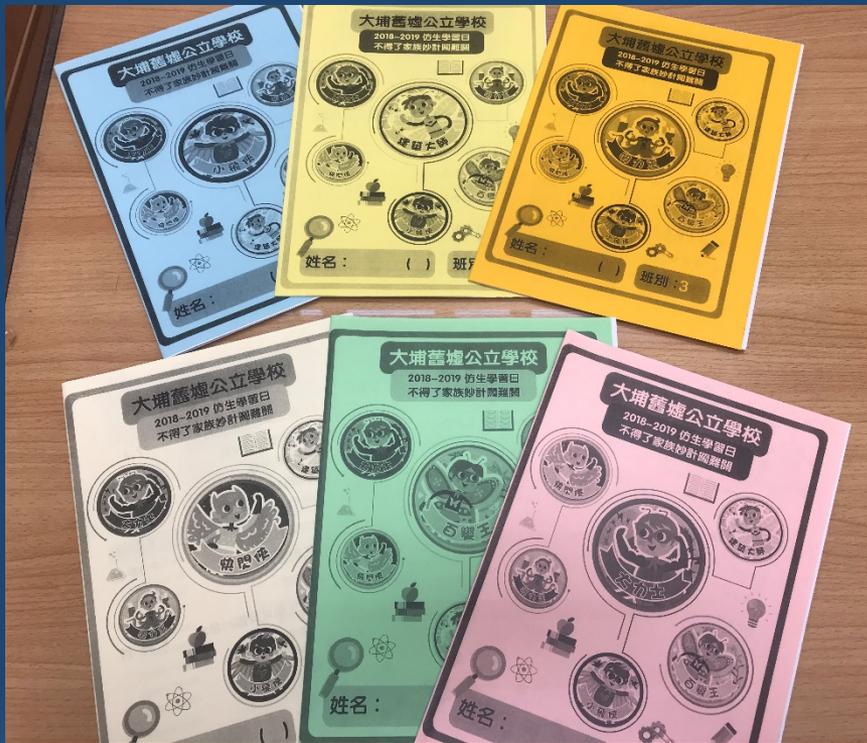
- More difficult concepts – food chains, habitat destruction, etc.
- More challenging texts
- Group (Pop-up books) □ Individual (Scrapbooks)
- Peer and teacher assessments



# Lifewide Learning



Innovation  
inspired by  
nature



Biomimicry

# Lifewide Learning



## The Eco-Plus Garden



## 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

