

# Primary English Newsletter (PEN)

April 2017 Issue 7

## At a Glance

Our school campus is filled with laughter and happiness as usual.

The Grade 1's have been studying about the habitats of animals and their body parts; the Grade 2 students went on a trip to Tsim Sha Tsui to interview the tourists while the Grade 3 students are reading an exciting adventure book of a boy who is flattened by a bulletin board; the Grade 4's are looking into volcanoes in more depth while the Grade 5's are learning the different social levels in the feudal system; lastly, the Grade 6's are exploring simple and complex machines.

You may also see how the English curriculum is integrated in the EPA lessons for the 6<sup>th</sup> Graders. Don't forget to read the awesome writing by the Grade 3 students in the Writer's Corner.

Except for stuffing your mouth with chocolate eggs, what are you planning to do in the Easter break? Going for an Easter Egg Hunt? Doing revision at home? Or exploring the world just like some of our senior form students?

Thirty Grade 5 to 6 students will spend their Easter holiday in Auckland, New Zealand because they have joined an English study tour organized by our school. The main purpose of the trip is to facilitate students in learning English in an authentic environment and expose them to diverse cultures in New Zealand through visiting different attractions there.

One of the very famous places in New Zealand is called Matamata. You may find this name new; however, when you are told that this is the home of the Hobbits, you may not feel unfamiliar anymore. This is where the movies, "The Lord of the Rings" and "The Hobbit" trilogies, filmed. It is now a permanent attraction complete with hobbit holes, gardens, bridge, and The Green Dragon Inn.

The students will also visit other local attractions include Hamilton Zoo, the Waikato Museum, the Hamilton Gardens, and of course, local schools. Look out for more sharing and photos of the trip in the next issue of PEN!

Teacher Phoebe

# Grade One

In Module Two, students have been learning about animals. Now they can confidently tell different animal habitats, animal grouping and animal body parts. They have proudly shown their skills and knowledge in their home projects.



Every kid chose an animal and researched on it. Then they made a 3D model about the chosen animal which shows the features of it. Surprisingly, many kids could make good use of the recycled materials to make the animal model!

Finally they shared their findings about their animal project by having a nice presentation in class. They needed to include the following information.

- ★ **What is the name of the animal?**
- ★ **What does it look like (appearance of the animal)?**
- ★ **Which animal group does it belong to? What are its special body features?**
- ★ **Where does it live (habitat)? Describe the habitat.**
- ★ **What does it mainly eat?**
- ★ **Tell at least two interesting facts of this animal.**



Look at the Creative animal models!!!



# Grade Two

## Fun Excursion!

In Module 2, "Hong Kong My Home", Grade 2 students have learnt a lot about landmarks and buildings in Hong Kong. They put what they learnt in their lessons into practice by interviewing visitors in Tsim Sha Tsui. They not only eagerly interviewed many visitors from different countries, but also introduced tourist attractions in Hong Kong to them. All of us, including our helpful parent volunteers, enjoyed the Victoria Harbour view along Tsim Sha Tsui Promenade. Some even visited the Clock Tower. Look how fun it was!



# Project Time!

Look at all these informative and attractive travel brochures made by the Grade 2 students! Read them to learn more about tourist attractions, things to do, delicious food and markets for good bargains in Hong Kong, one of the most vibrant cities in Asia. You can find all these useful tips about visiting "The Pearl of the Orient" in their travel brochures! Let's take a look!



## Fun Facts about Your Body!

We have also started Module 3, “Me, Myself and I”. We are learning about body parts and exploring functions of our organs right now.

Take a *quiz* to see how much you know about your body!

1. Skin is your body's largest organ.	T/F
2. Kids blink about 50 thousand times a year.	T/F
3. About one-quarter of the body's bones are in the feet- that's 52 out of more than 200!	T/F
4. You are almost 1.3 cm shorter in the morning than in the evening.	T/F
5. Your heart is about the same size as your fist.	T/F



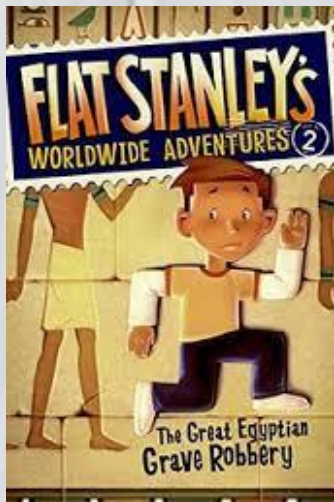
1. T
2. F (Kids blink 5 million times a year.)
3. T
4. F (You are almost 1.3 cm taller in the morning than in the evening.)
5. T

Adapted from: National Geographic KIDS: Weird but true!



# Grade Three

Time flies, we have completed module 2 – The world of plants. Our Grade 3 students get to take a short break travelling to Egypt by an envelope. Don't get it wrong! Our students are actually travelling to Egypt through reading the class reader with the main character – Flat Stanley.

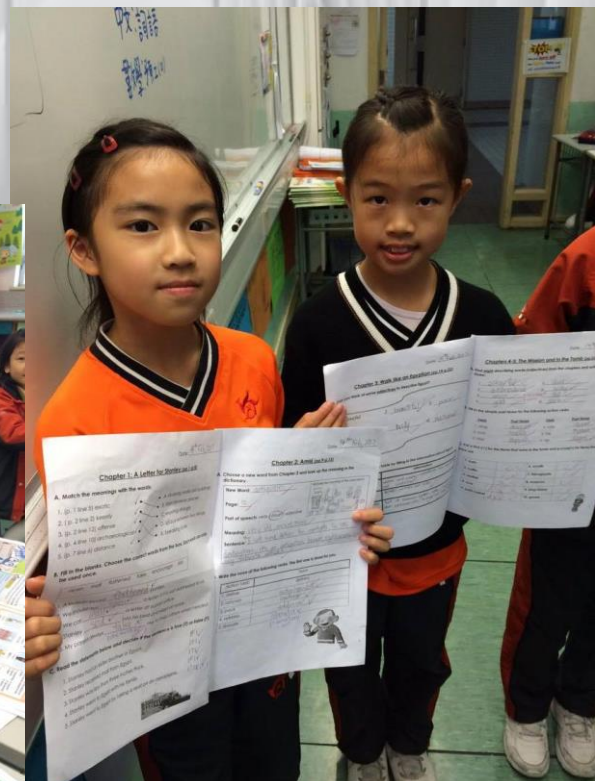


Stanley Lambchop and his younger brother Arthur are given a big bulletin board by their father to display pictures and posters. He hangs it on the wall over Stanley's bed. During the night, the board falls from the wall, flattening Stanley in his sleeps. He survives and makes the best of his altered state, and soon he is entering locked rooms by sliding under the door, and playing with his younger brother by being used as a kite.

<Flat Stanley's worldwide Adventures 2> brings our students to another Flat Stanley's journey.

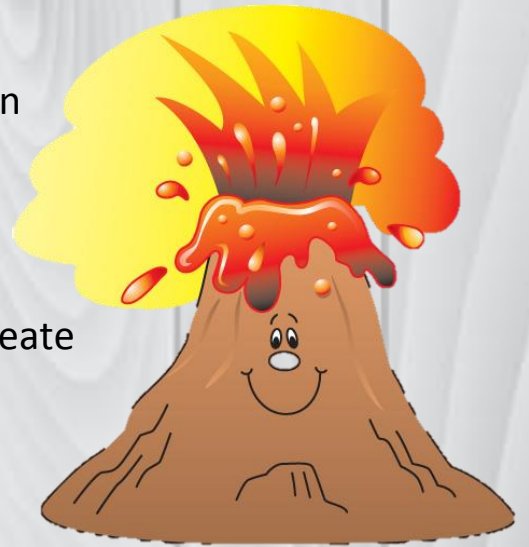


Here are some of our students' works after reading Flat Stanley.



# Grade Four

In the past month, the students of G4 have been channelling their inner Bill Nye and volcanologist in attempt to explain how plate tectonics (the movement of the plates that make up the Earth's crust) create highlands.



The students first had to do some research by themselves to answer a number of guiding questions. One of these questions was:

## **What is a highland?**

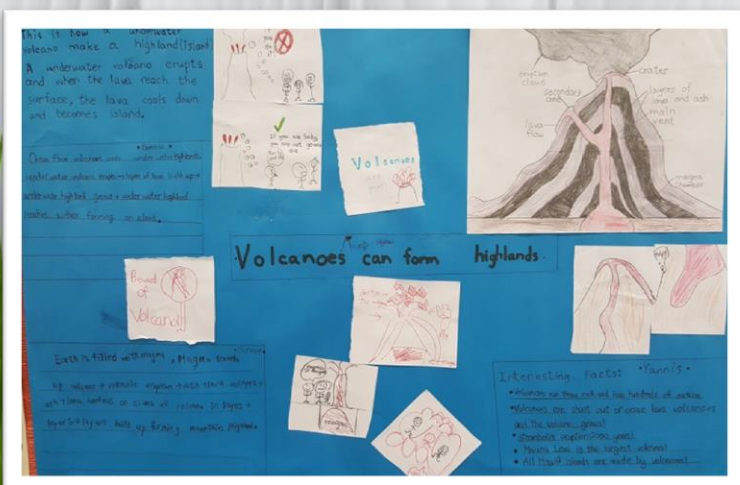
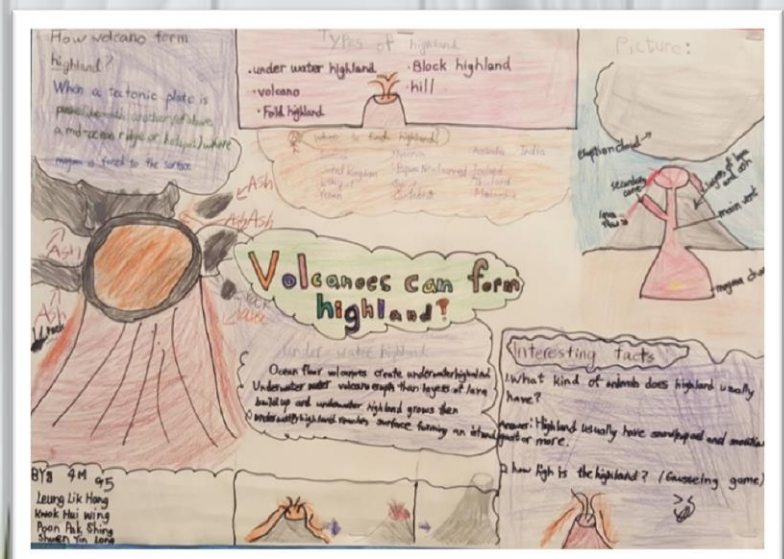
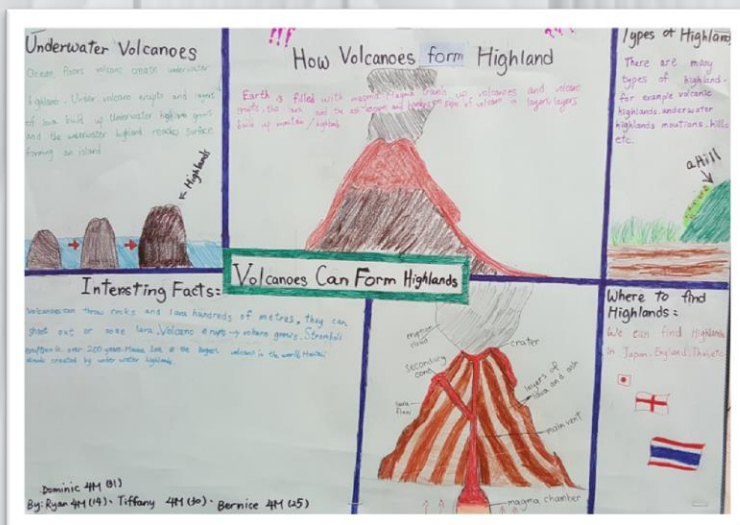
The students quickly realised that there were many different types of highlands: hills, mountains, volcanoes and even islands.

Over a number of lessons, the students were able to learn to share the information that they had obtained and add to it using readers and videos in class to understand the different ways highlands are formed. Finally, they worked in



groups to create an information board to give a brief overview of one of the ways highlands can be formed; in their group work, the students focused on how volcanoes form highlands.

The students then looked into volcanoes in more depth. They learnt about how currents within the mantle move magma around beneath the Earth's crust, resulting in the movement of the plates and, in some cases, the formation of volcanoes. Finally, the students looked at the effects that volcanoes can have on people and why it is important for scientists to study volcanoes.



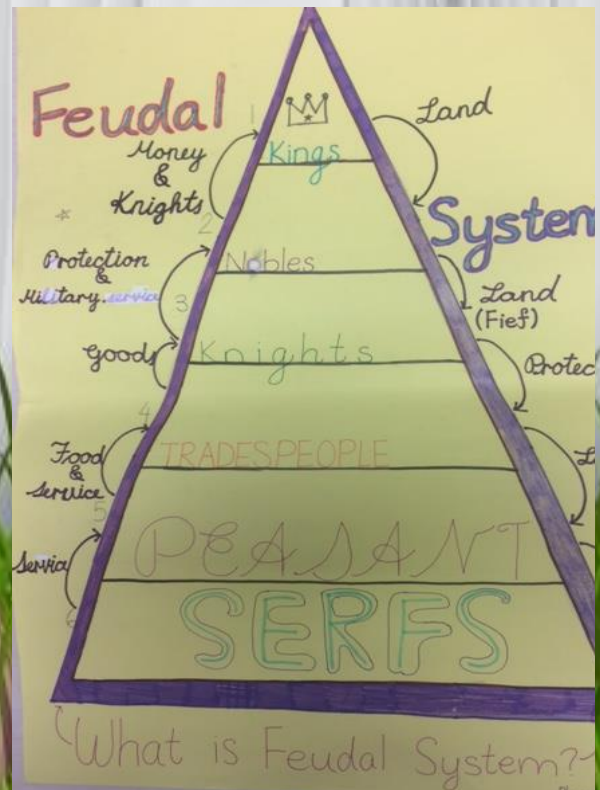
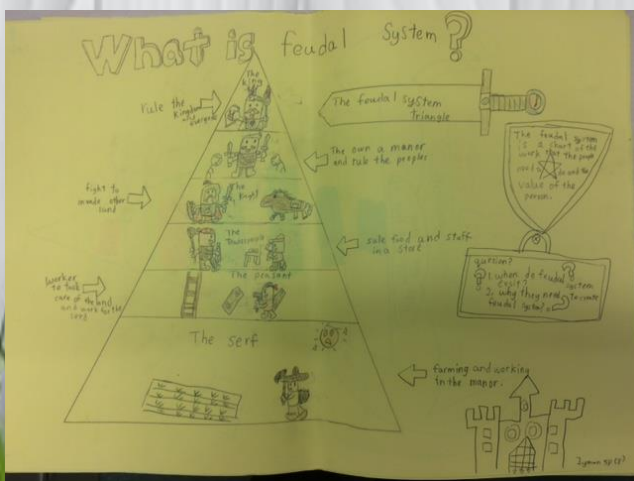
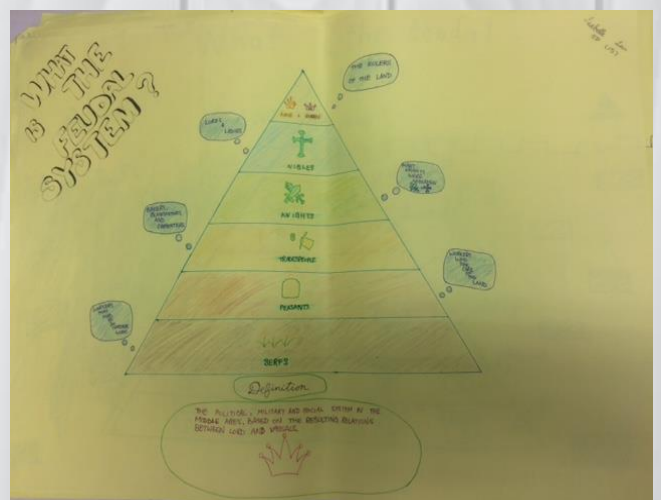
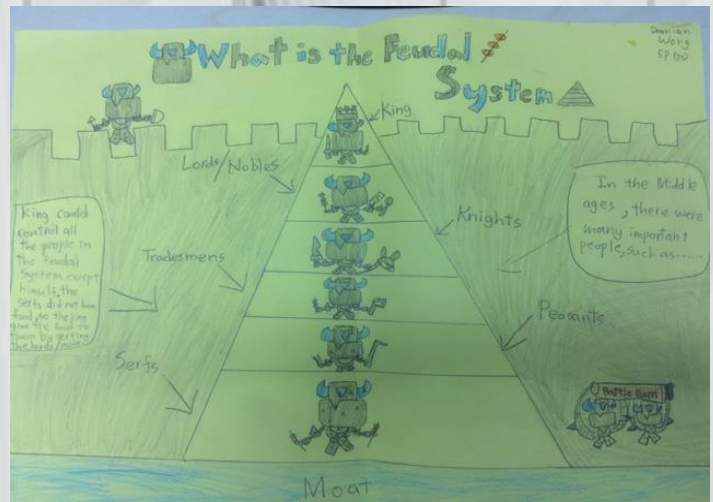
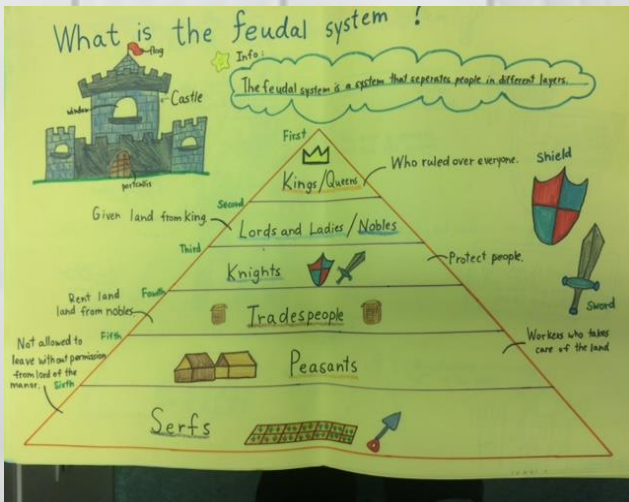
# Grade Five

Grade five have just started their journey into the Middle Ages and are meeting a whole host of characters from the past such as knights in shining armours who fought battles for their king to serfs who worked endlessly to look after the land for their lords.

For many of our students, the 21<sup>st</sup> century has never looked so glorious, fair and comfortable until now. In comparison to the Middle Ages, fate ultimately was the biggest factor in determining the type of life a person led for their entire lives. How fair was that? Imagine being born at the lowest levels of the feudal system, yet you were smart and hardworking. No matter what a person did they could not change their status back then.

The feudal system as our students have learnt is a hierarchical power structure that organised society into different groups based on their roles. At the top of the feudal system was the king who ruled over everyone and gave land to different nobles. In return, these nobles would offer protection or taxes to the king. Next, were the tradespeople who produced goods or services such as bakers and tailors. This was then followed by the peasants. The majority of people in the Middle Ages were peasants. Right at the bottom of the hierarchy were the serfs who had no rights at all. They often did all the harshest jobs on the land and could be sold with the land they worked on by their lord.

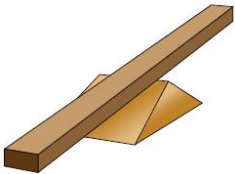

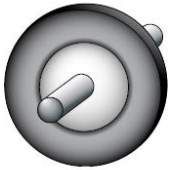








# Grade Six

There are different branches of Science: Physical Sciences (Physics, Chemistry, and Astronomy), Earth Sciences (Geology, Oceanography and Meteorology), and Life Sciences (Zoology, Genetics and Medicine), etc. After learning about some strange animals, the Grade 6's started to explore simple and complex machines, which is in the Physical Sciences field.

Machines are devices that help us make work easier to do. There are seven types of simple machines and the table below summaries their uses:

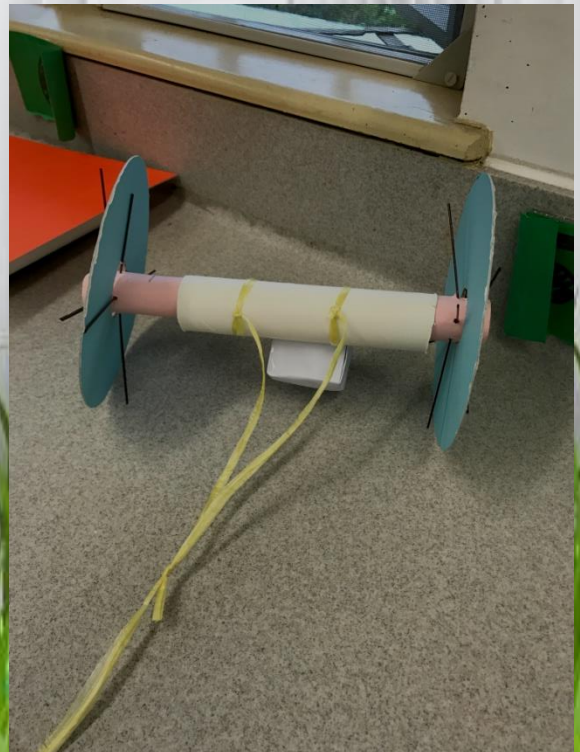
Simple Machine Summary			
The table below shows the seven major simple machines and their uses.			
Simple Machine and Use	Drawing	Lever To lift heavy things	
Inclined plane To raise or lower heavy objects		Wheel and axle To reduce friction and make it easier to move something	
Wedge To split things apart		Gear To reduce the force needed to move something	
Screw To hold things together		Pulley To lift heavy objects	

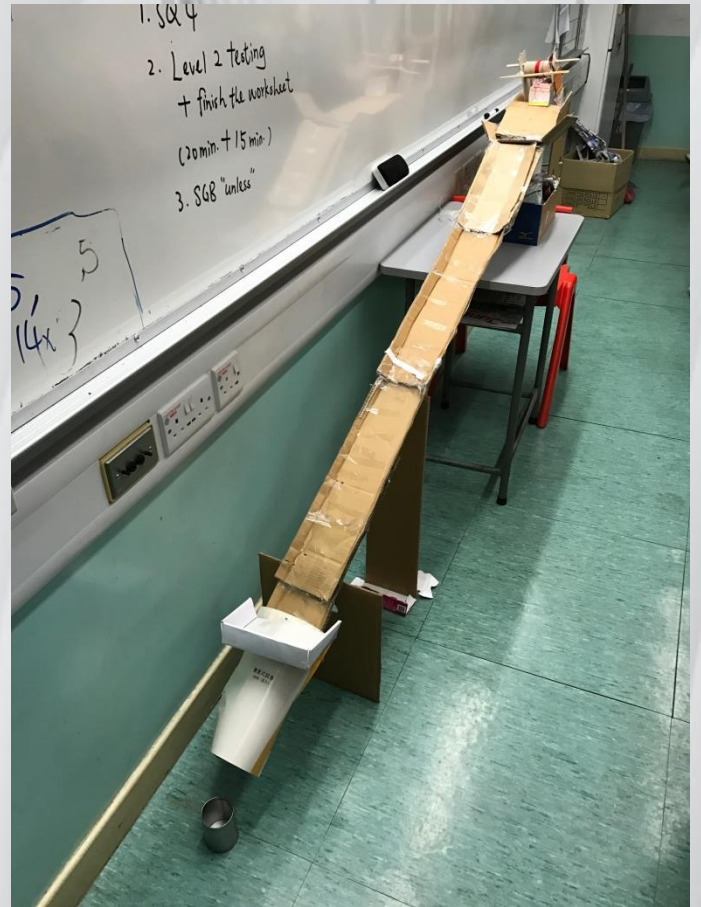
In the lesson, the students were asked to build and test four types of machines: inclined planes, wheels and axles, pulleys and screws. They had to measure how far their machines were able to move a marble. At the end, they summarized and discussed their results, and evaluated what went well and what could be done better.



Some groups even took up the challenge to combine their simple machines to build a complex one, with a view to transporting a table tennis ball from one place to another.

Look at the photos below to share our fun and joy! 😊







EPA

# Sixth Grade

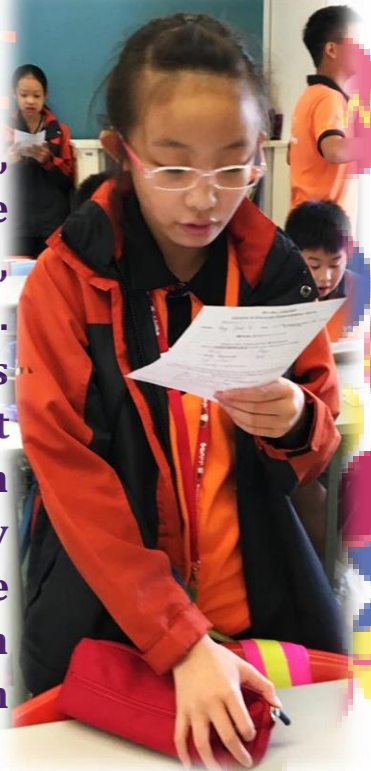
After four years of EPA lessons, wherein the students learnt Drama, Music, Voice and Movement, as well as completing the Grade Five Performance, the 6<sup>th</sup> Graders embark on one more year of EPA. Grade 6 EPA serves as a bridge between the performance skills learnt in primary school and the creative, communicative and collaborative skills needed for secondary school and beyond. EPA in Grade 6 is integrated with the English curriculum and taught in 3 modules.





## Module 1 (Different People, Same World)

integrates ideas of equality, freedom, individuality and justice through the exploration of a variety of text types: poetry, narrative prose, drama script and monologue. Students learn how to present these words using U. S. P. (Understand the piece, Speak it correctly and meaningfully, and Perform it with the appropriate facial expressions, voice, body language and use of space). Introducing these text types is geared to help students decide on enrolling in events that pique their interests in the HKSMSA Speech Festival.



## In Module 2 (The Wonders of Science),

students learn to integrate their writing skills (argumentative writing) with module ideas (science and technology) to learn the craft of competitive persuasive speaking: debate. Grade 6 students get to prepare well-supported speeches using A. R. E. A. (state the Argument, provide a Readon, Elaborate with Evidence and Address the Audience) and plenty of rebuttals, as well as role-play as floor-speakers, adjudicators, chairpersons and timekeepers. Students are able to prepare for the formal speaking experiences that await them in Grade 7 onwards.



# In Module 3 (Ancient Egypt),

students consolidate all the necessary skills needed in devising their own short drama, including developing a plot, creating characters and acting them out expressively, blocking the scenes, using props, costumes, makeup and hairstyling, as well as music. After the guidance of EPA Teachers for 6 years, students now independently devise, create and direct their own dramatic performances.



It is hoped that after their promotion to secondary, the 6th Graders will feel equipped, enriched and empowered with all the skills they need to create, communicate and collaborate successfully. Break a leg, 6<sup>th</sup> Graders!

# Writer's Corner

## How to make DIY colourful sand art

### Materials needed:

- some salt
- food colouring
- sealable plastic bags
- a funnel
- decorative jars
- rubber gloves



### Procedure:

First, wear your plastic gloves and pour some salt in the sealable plastic bags.

Second, add food colouring and spread the food colouring evenly on the salt.

Third, shake the salt sand and rub it.

Fourth, open up the salt sand and let it dry.

Fifth, use the funnel to drop the sand in the jars.

Then, cover the jars with lids.

Finally, decorate your sand artwork and put it in your room for decoration.

By Jenice Cheong 3B

## How to make taffy on the snow

### Materials needed:

- a cup of maple syrup
- some popsicle sticks
- a tray
- a cooking thermometer
- some clean snow
- a pot
- a stove



### Procedure:

First, put some clean snow onto the tray and flatten it.

Second, pour the maple syrup in a pot and place it over the stove.

Then, boil the syrup for 15 to 30 minutes until it is 110 Celsius with a cooking thermometer.

After that, pour the boiled syrup to the clean snow and get the popsicle sticks to roll it up.

Finally, eat the taffy on the snow.

By Eric Zhou 3W



## How to make simple French toast

### Materials

- a shallow bowl   -a pan   -2/3 cup of milk   -6 slices of bread
- a pinch of salt   -a teaspoonful of cinnamon   -2 eggs
- a pinch of sugar   -a piece of butter   -some maple syrup
- some chocolate chips   -a teaspoonful of essence extract

### Procedure

First, beat two eggs in the shallow bowl.

Second, pour 2/3 cup of milk into the bowl.

Third, put a pinch of salt into the beaten eggs.

Fourth, add a teaspoon of cinnamon into the bowl.

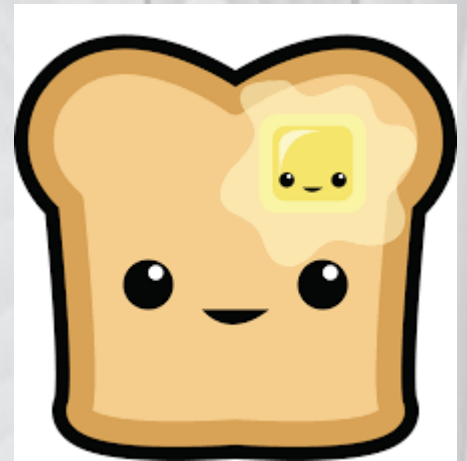
Then, dip the bread in the bowl.

Afterwards, butter the pan.

Then, fry the bread until it is golden brown in colour.

After that, put chocolate chips on the bread.

Finally, pour some maple syrup on the bread and enjoy your breakfast.



By Caridee Wong 3P

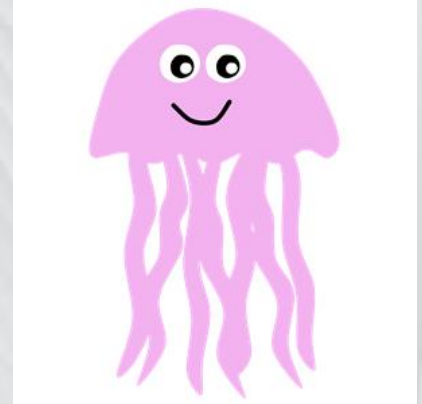


## How to make Jelly Fish?

By Hayley Poon 3C (26)

### Materials Needed:

- A transparent bag
- Colorings
- Some water
- A plastic bottle
- A pair of scissors
- 



### Procedure:

First, take the transparent bag and cut the handle.

Second, open the transparent bag and cut ten strips at the bottom.

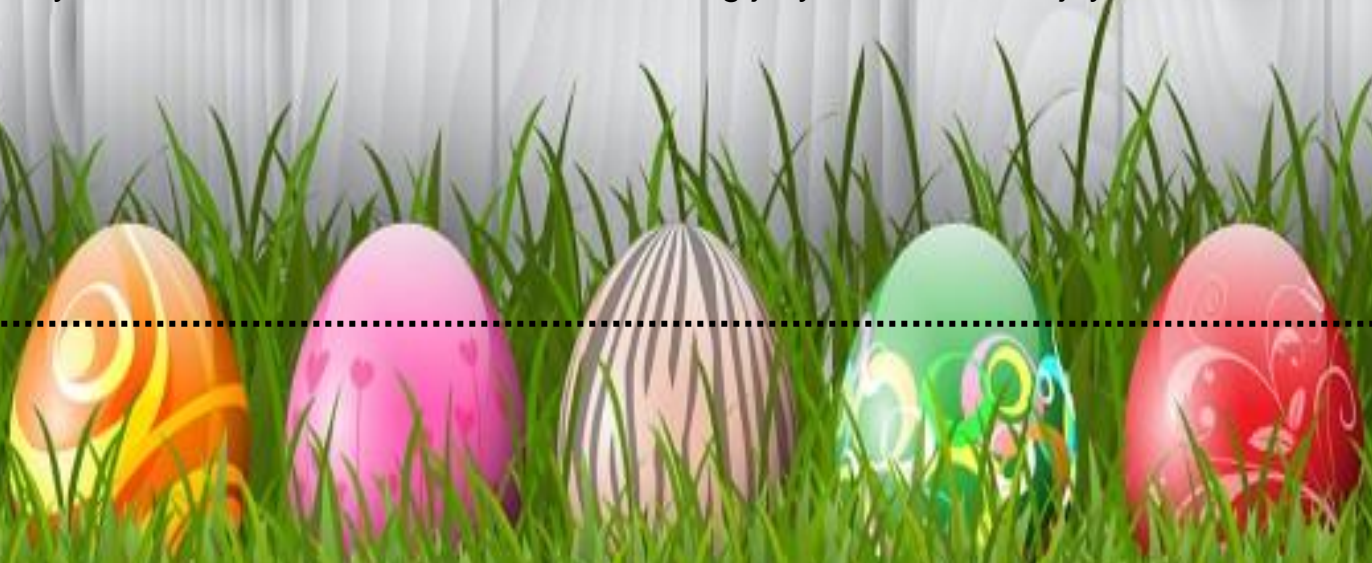
Third, hold the transparent bag in your hand.

Fourth, pour water into the transparent bag and wrap it up, make sure water does not drip out.

Then, fill the plastic bottle with water and add colorings. You can choose the colour you like.

After that, put the jelly fish into the bottle.

Finally, shake the bottle and look at the floating jelly fish inside. Enjoy!



## How to make a grilled cheese sandwich?

### Materials Needed:

- 2 slices of cheese
- 2 slices of bread
- 2 tablespoons of butter
- 2 beef patties
- A frying pan



### Procedure:

First, heat the frying pan to medium.

Second, spread the butter on the bread.

Third, put the bread with butter side down on the pan.

Then, place 2 slices of cheese on top of the bread.

Next, put 2 beef patties on the cheese.

Afterwards, put another slice of bread on top with butter side up.

After that, toast it until the first side is golden brown.

Finally, toast the other side until it turns golden brown. Now you can enjoy your sandwich!

By Anson Yim 3M (32)



# Recycling Leaf Lantern

Hasel Kwok 3C (18)

How to make a leaf lantern

Materials needed:

- Balloon
- Cup (for placing balloon)
- Thinnest leaves
- Small plate
- Paint brush
- Tissue papers (in a small pieces)
- A rope with <sup>or</sup> handle
- Pin (How many)
- Tape
- Glue
- A bulb <sup>light</sup>
- Scissors



procedure:

First, peel the stem off the leaves by using scissors.

Second, blow up the balloon and place it on a cup.

Third, put some glue on the balloon and stick some small pieces of tissue paper on it.



Next, place leaves on the first layer of tissue papers and add second layer of tissue papers on it.



Then, let it dry over 24 hours up



And then, use a pin to pop the balloon and take it out. Use a small plate to mark the opening and cut it in stripe but don't cut the edges.



Afterwards, mark a hole at the top and use the rope with handle to thread it.



Finally, use tape to stick the light bulb at the opening.



<<The End>>



# Photos Around The Campus







