



Primary English Newsletter (PEN)

8th May, 2015

Issue 08/2015

At a Glance

Storytelling Performances and a Workshop

On 22nd April, we had a special person come into our school and entertain our students with stories. Roger Jenkins is a professional storyteller who is based in Singapore. We were very fortunate to catch him on his recent trip to Hong Kong!

The Grade 1-3 students were regaled with stories of animals and people from different parts of the world.

The Grade 4 and 5 students listened in awe to stories about castles, ghosts and mysteries.

The Grade 6's, however, participated in a workshop where they gathered some tips on how to create stories. They worked with different pictures and also reworked their initial stories by including colour, size and other elements to their stories. These elements make the stories rich and captivate the reader from start to finish.

Enjoy the photos of the storytelling sessions in this issue of PEN.

Hello parents and students!

It is amazing to realise that we are more than halfway through the second term!

It's the time of year when stress levels are at an all-time high. Students are finishing off final projects and assignments; and the year-end assessments are looming on the horizon.

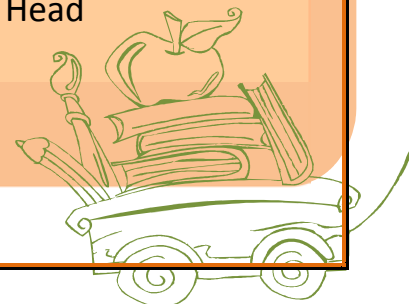
A question parents and students might ask is: How do we prepare for the Year-End Assessments? The answer?

Always do a little revision every day, instead of cramming everything in at the last minute. Consistent, daily revision not only decreases your last-minute stress, it also has the more important benefit of allowing your brain to retain what you've learnt. Also, make sure you eat nourishing food and have enough rest. A tired brain is a brain that cannot function to its best ability!

Happy reading and have a good weekend!

Jennifer Lopez

Primary English Panel Head

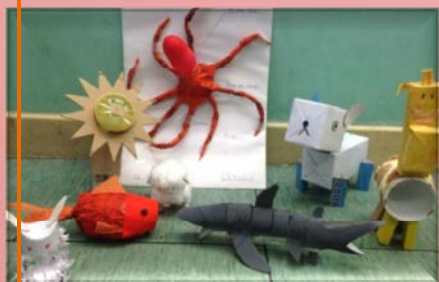


Grade 1

Project presentation Animals

In the past few weeks, our Grade 1 students found a lot of interesting information from the internet and books for their animals project presentation.

Students are so creative that they used various recycled materials to make the 3D model of their favourite animal. Students shared a lot of interesting animal facts!





In the presentation, students presented their model clearly with loud voices. They also looked at the audience with confidence during the presentation! We are so proud of them!

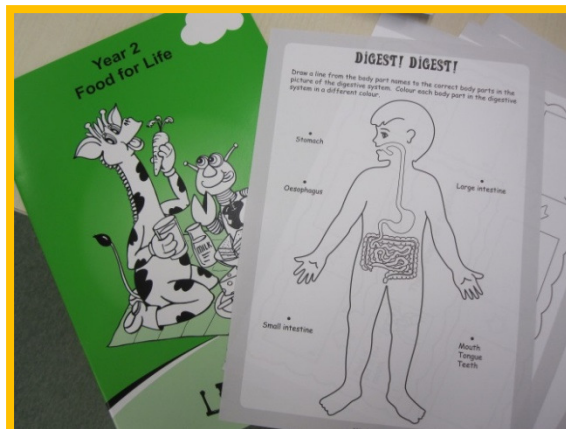


Grade 2

Our current module is "Me, Myself and I". We organised a theme-based excursion to Life Education Activity Programme (LEAP) Centre for our second graders. Students had a chance to have better understanding of their body. The programme we joined was "Food for Life". The topics covered were "digestive system", "balanced diet", "choice of snacks", "media influence" and "proper use of medicine".

The students were very engaged during the visit. There were role-plays and other hands-on activities. Through the activities, students consolidated their learning about the body, its organs and the importance of having a balanced diet. At the end of the visit, students were given a set of worksheets as a follow-up activity. ☺





Eat well and Stay healthy!

THE FOOD PYRAMID ACCORDING TO **Kids**

BREATH & GAS GROUP

Eat as needed for
desired effect

BEVERAGE GROUP

6-8 servings

INEDIBLE GROUP

Only when you *can't* resist

CHOCOLATE GROUP

As many servings
as you can get

GROSS GROUP

Eat sparingly, preferably
with witnesses

PORTABLE GROUP

2-3 servings

CONDIMENT GROUP

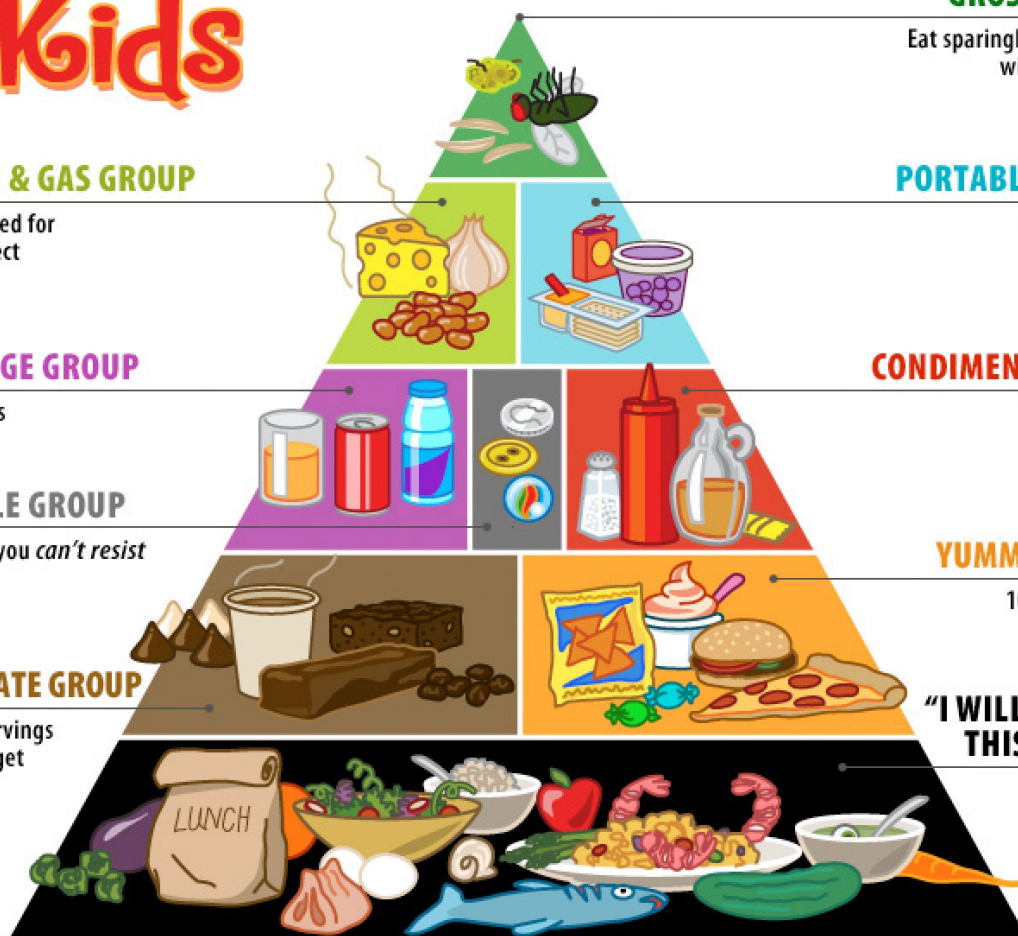
6-8 servings

YUMMY GROUP

10-30 servings

"I WILL NOT EAT THIS" GROUP

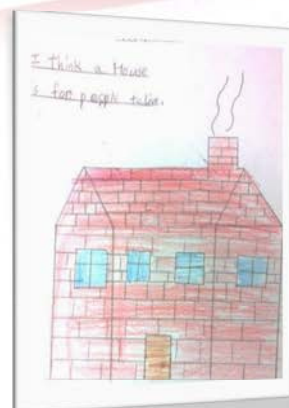
0 servings



GRADE 3



For the Grade 3's, the students were happy to learn about different types of homes and differences between homes and houses. They made posters to show what they thought about homes and houses. During the learning process, they have discovered more about their homes. They realise that a home is the most important place in their lives. Homes are not just places for sleeping and playing, they are the source of warmth and love.



Students have read some interesting readers for this module. One of the readers is a story about how a hermit crab finds a home that fits its needs. The story not only talks about a series of events about how a crab solves its problem, it also brings out some intrinsic values that are worth deeper thought. Through the learning activities, our students are expected to see things from different points of view. This is one of the important attitudes that we hope our students are able to develop. Can they apply that? Take a look at their work!

Keb Needs a Home

Problem

Keb can't find a home because he is too big
easy for hungry gulls to spot him so he will be
eaten easily.

Possible Solutions

- | | | |
|----------------------------------|------|---|
| 1. <u>he gathered feathers</u> | Good | <u>can help him hide his nakedness.</u> |
| | Bad | <u>make him look silly</u> |
| 2. <u>he gathered seaweed</u> | Good | <u>The seaweed is kind of cool.</u> |
| | Bad | <u>it will rot and smell.</u> |
| 3. <u>he found the blue boot</u> | Good | <u>he likes blue a lot he will like the boot.</u> |
| | Bad | <u>he will be the envy of the shore.</u> |

Possible Solutions

- | | | |
|---|------|--|
| 1. <u>Keb lived in a large hole in a rock.</u> | Good | <u>It's a fine home for him.</u> |
| | Bad | <u>He felt naked when he goes out.</u> |
| 2. <u>He wrapped feathers around his soft shell.</u> | Good | <u>He had a cover on his body.</u> |
| | Bad | <u>The other crab laughed at him.</u> |
| 3. <u>He gathered seaweed and made a fine-looking suit.</u> | Good | <u>It's look good for Keb.</u> |
| | Bad | <u>The seaweed began to rot and smell.</u> |

Grade Four

As we move into our final month of teaching before the Year-End Assessment, we want to make sure our students are properly scared of their tests and chilled to the bone as the weather starts to warm up! Yes, we are wrapping up our Mysteries and Monsters module, and we are now concentrating on the “Monster” part of it! Enough with this Sherlock Holmes and looking for clues business; it’s time for terrible trolls and looking for heads!

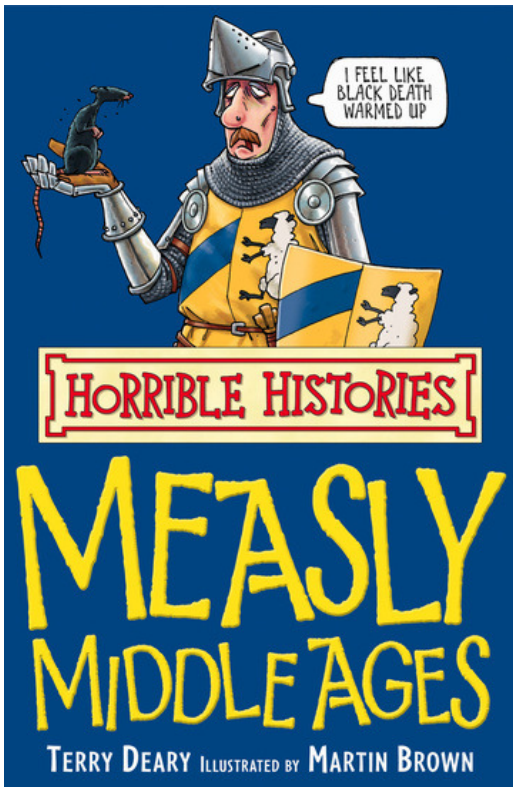


Up until now we have focused on the well-known folk tale from America, about a place called Sleepy Hollow and the terrible spirit that haunts the woods there. We have been applying a variety of reading skills to deepen our understanding of the book, such as stopping occasionally to predict the next event in a book and identifying story elements like setting and plot, or helping to remember the story by retelling it to our friends. Soon we will move on to a retelling of a traditional Norwegian fairy tale.



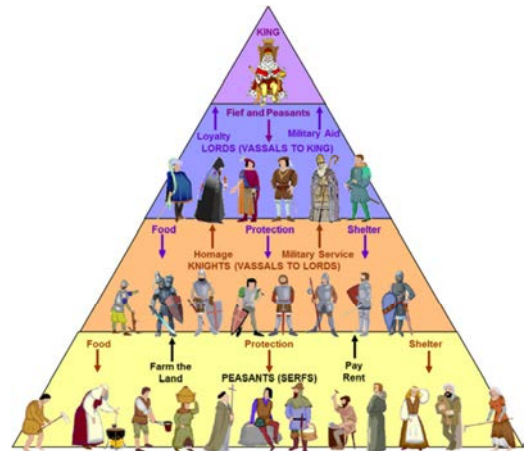
In addition to our in-class reading focus, we also had a library activity in April. Our students went on an Author Hunt to try and find information about popular children's authors such as the American Judy Blume and our local Hong Konger Nury Vittachi. The students were very engaged by this activity and wanted to take out as many books from the library as possible! This exposure to world literature gives our students a chance to imagine themselves in an entirely different land and culture.

Grade 5



Learning history can be fun! Our Grade 5 students are currently enjoying the history module "the Middle Ages" tremendously. They are learning about the major historical events in the European Middle Ages, and the different statuses of people and their lives under the feudal system.

One of the highlights of the module is "Feudal Fun". Each class is divided into a feudal system by "secret lottery" and all students were assigned a role. Some were given the title of "Duke", "Count", "Sir" and "Lady" while most of them were just peasants and



serfs. From this activity, students were able to experience the "unfairness" which the feudal system brought to the people in medieval times. They also had fun writing personal narratives pretending to be a member of the feudal system.

Coming up next are the dreadful symptoms and weird cures of the Black Death, and interesting facts about knights and castles. Let's keep the ball rolling and learn more about this measly period of time.



Grade 6

To consolidate and extend what they learnt in Module Two - Wonders of Science - the Grade 6's were asked to carry out a science experiment in groups at home.

The teacher assigned a different experiment to each group and the students needed to record the experiment. The students were graded on the following criteria:

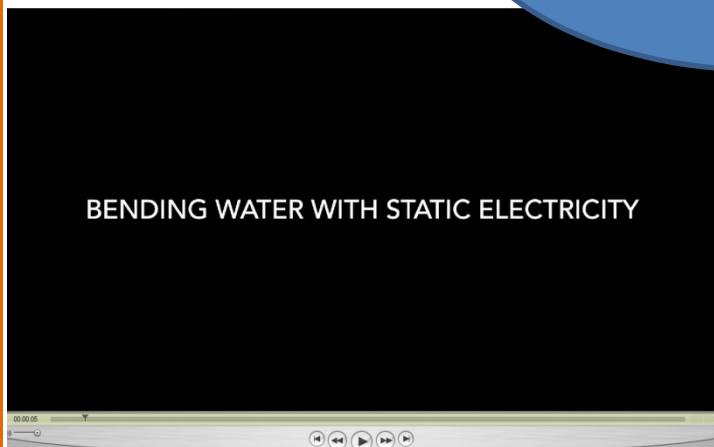
- the production is of good quality. It can be easily seen and heard
- all the materials needed for the experiment and their usage was clearly introduced
- the steps of the experiment were explained and the viewer fully understands what is happening
- all members have taken part in the experiment and shared the work equally
- at the end, a clear conclusion was made

For most of the students, not only was it the first time they conducted an experiment without the supervision of the teacher, but it was also their first attempt to video a group project. The students found it challenging yet fun. Their production was of good quality and we had a great time watching the videos in class.

Some of the groups even attempted to excel by adding extra elements, for example, a starring list, a "special thanks to" list, subtitles, background music, special sound effects, bonus scenes (the deleted hilarious scenes), etc. We appreciate their creativity! They just need to remind themselves to stand in the shoes of the audience in order to make good judgements, to make sure that what they added doesn't hinder the viewer's understanding of the content.

Here are some captions of their videos:

Create static electricity
by rubbing the ruler
against the towel as hard
as you can.



Now place the ruler near
the stream of water
(without touching it) and
see what will happen
next.



The materials are...



Pour some blue food dye into the water...



The water turns blue, as you can see...



3.. 2.. 1..

EPA

Hi, everyone. Feeling fresh after the Easter Holidays? Well, the EPA Department launched another English Week (April 20-April 24) in the second term. This time, it was the Grade 1 and Grade 2 students who went up on stage. They were very excited as they had been practising for their shows for

some time now.

There was great variety in their performances, from singing, dancing to rapping. All of them did their best. They are so energetic and talented.

Grade 1

Some Grade 1 students were doing the Animal Rap. They were dressed in their own costumes and were divided into different "animal groups". The first graders were so creative that they wore caps to represent what kind of animals they were.

In Module 3, the first graders learnt about Space. They were acting like sleepy babies when they were singing the song "When is Nighttime?"



Grade 2

Stamping their feet and rapping in unison, the Grade Two students would like us to learn about the importance of eating healthy food because they have learnt that there are eleven systems working in their body.

Boom, boom, boom. Even brighter than the moon, moon, moon....."

The Grade Two students sang this song in their sweet voice with actions.

Their smiling faces tell us that they enjoyed singing this song very much.



English Week

20 - 24
April 2015



AN INTERVIEW WITH CHRIS

BY MEGAN E. KENNY (6C) & LARISSA ALDRIDGE (6B)

Chris is the English Panel's student teacher. He is currently teaching a Grade 2 and Grade 6 class. Let's get to know more about him through an interview with Megan and Larissa.

Meg and Lar: Why did you choose to become a teacher?

T. Chris: Children are the future pillars of society. English is important, and if you know English, it is opening doorways to different cultures and people. You can do lots of things. Such as watching movies or reading, so I want the new generation to be able to do so.

Meg and Lar: What are your hobbies?

T. Chris: Basketball, reading, sleeping, watching movies

Meg and Lar: What do you think of the Nepal earthquake?

T. Chris: It is a tragic incident; I think students should show more concern for it. They should also contribute more in helping Nepal such as giving to charity.

Meg and Lar: What do you think of world peace?

T. Chris: I support it definitely. There are wars which cause injury and death, and it is not good for our economy. So I support world peace.

Meg and Lar: Who is your celebrity idol?

T. Chris: Emma Watson. She performs well in all her films and is fulfilling her dreams. Not only is it due to good acting, she is also a good role model for women. She voices out for people in need, she is doing great in terms of helping society.

Storytelling performances and workshop (22 April 2015)







G2 Writing

I look like rocket with arms.

I like to swim.

You find me strange.

I have long tentacles.

I spray ink when I am scared.

What am I?

By Darren Fung (2B)

I look like a race car.

I like to hunt for meat.

You find me scary.

I have spots and claws.

I feel free when I run fast.

What am I?

By Tsun Tsun Ho (2B)

I look like a dinosaur.

I like to puff fire.

You find me scary.

I have a long tail and wings.

I feel angry when someone takes my food.

What am I?

By Jack Yip (2B)

*Flat A, 32/F, Block 5,
Lake Sliver, Ma On Shan,
N.T.*

Date: 4th Feb 2015

Dear Teacher Candy,

How are you? I've learned about "Urban and Rural" and "Acrostic Poem" from you. I really like to write Acrostic poem because it's really fun.

I feel very happy and very interested in what I've learnt from you. Thank you!

I like it when you read us stories and the book I like the most is "Funny Bones"! I love to play with you too. Your games are really fun.

Where do you live?

I love you!

Thank you for teaching me!

Love,

Tiffany Kwok

2C (13)

(A letter to my teacher)



Riddle Fun!



Red, green and yellow tunnels

All over the body.

It can wrap four times around the Earth when it connects.

Red juice flows inside.

What am I?

By Alvin Kwok (2W)

I look like marshmallows.

I have many rooms.

I am as clever as a doctor.

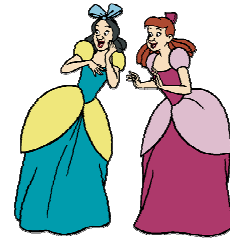
I control the whole body.

What am I?

By Sabrina Ho (2W)

MORE RIDDLE FUN!

We are two little sisters live not far apart,
One on the left, one on the right,
We are cute and a bit fat,
We are as red as an apple when we feel hot,
What are we?



by Abbie Lee 2P



I am at the top of your body,
I send emails in and out,
I control the whole body,
I look like a big jelly,
What am I?



by Alex Liu 2P

We are soft.

We have small grapes, but no one can eat them.

We eat food that you can't see or touch.

We are connected to a long tunnel which has food.

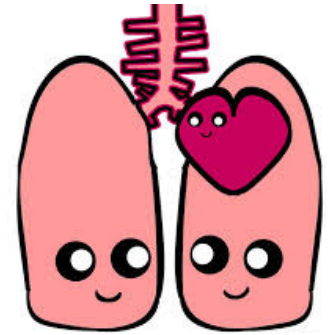
We stand on a brown floor.

We are like balloons and the best friend in the world.

What am I?

(Answer: lungs)

By Keith Cheung 2M (7)



I cannot stop jumping.

I jump faster if I feel happy or scared.

I have no brothers but I have many friends close to me.

I look like a fist.

Everyone loves and needs me.

What am I?

(Answer: heart)

By Tony Ho 2M (10)



Around Campus







