



Tin Shui Wai Government Primary School

NEWSLETTER



Introduction

Welcome to the third issue of our English newsletter. As the pandemic situation subsided, we held more and more activities for our students.

P.1 and P.2 students carried out Learning through Play in PLP–R/W lessons, and together with the P.3 students, they enjoyed Halloween Fun Day and Easter Fun Day too. Students learn and use English throughout these activities.

A new writing programme was implemented in P.4. Students learnt about positive values as well as some writing strategies to express their ideas. P.4E students were even involved in an open class to demonstrate their achievement of learning.

The P.5 and P.6 students were given lots of opportunities to practice their speaking skills through the Speak–Up Course. They are well prepared for their secondary school interviews.

Besides school activities, our students also took part in different inter–school competitions. Some P.3 to P.6 students joined a drama competition, and some P.4 to P.6 students took part in different writing competitions. We applaud them for their hard work and showcase their wonderful writing.

Our students had a fruitful year and we hope you enjoy reading about it.



Learning THROUGH PLAY

Play is an important part of a healthy childhood, as is learning a new language.

Learning Through Play is an approach that emphasizes the use of play-based activities to help children develop essential linguistic skills and knowledge. Not every child actively learns through traditional classroom teaching, for that reason, we have redesigned some units of PLP-R/W to provide students with an authentic environment to explore the units through a self-learning experience. This approach recognizes that play is a natural and effective way for young children to learn about the world. By engaging in play-based activities, children can develop cognitive, social, emotional and physical skills in a fun and meaningful way.



Primary 1 Unit 3

Grandma and the Birthday Cake



There were four stations designed for the unit Grandma and the Birthday Cake. At each station, students were involved in different tasks to learn about the theme. At the atelier station, students designed a birthday cake for themselves, family members or friends. They shared their likes and dislikes of fruit and cakes. Students randomly picked a classmate's photo from the mystery box at the writing table and wrote birthday cards for them. Plenty of books were displayed on the Book Nook station according to the theme. Students also completed book reviews of their choice. Small World Play was the most popular station among students.



Unit 11

Souperman

The Souperman unit of PLP–R/W was chosen for students to learn about the theme of food and restaurants. At Small World Play Station, a mini–restaurant was created in a corner of the English room. Students put on characters' headbands and role–played scenarios of a restaurant. They learned about the etiquette at a restaurant and also some simple dialogues about ordering food. Students loved preparing their meals and the Atelier stations, and they designed a menu for their future restaurants at the writing table. Students actively participated at every station and were motivated to indulge themselves in speaking English.



Easter Fun Day

Before Easter, we held a fun day for P.1 and P.2 students to run around, hop, and hunt for Easter eggs!

Students were divided into groups to join different fun games. There were two games in the hall. Students had to work together at the puzzle station to finish the gigantic puzzles. The puzzles were all about Easter bunnies and eggs. Working together made it easier for the students and some students even finished all six different puzzles very quickly!



The second game in the hall allowed students to hop around. Students pretended to be bunnies and put on a swimming ring to hop across the river. One student hopped, and his/ her partner helped to put the hula hoops on the floor so that the bunny could hop across the river safely. At the end of it, we even had a teacher–student hopping competition!

The Easter egg hunt was in different classrooms. Our teachers hid the eggs the day before, students had to search the whole classroom to find them. After finding the eggs, they had to unscramble the words inside the eggs to get rewards.

It was a great day!



Halloween Fun Day

Our teachers had held the 'Halloween Fun Day' to let our P.3 students experience some fun English activities and learn more about this spooky festival on 29th October.

Students wore their costumes and participated in different games provided by our teachers and NETs outside school. There were Halloween charades, tic-tac-toe, tongue twisters and spider web maze. Students had to listen to the instructions carefully so that they could win the games. Some students created their own Halloween masks which made them look even more mysterious. In the end, we had the best costume contest. Two students from each class won the best costume award and got big prizes. Can you recognize them? Our P.3 students were just too cute to spook!

Do you know what happened after the P.3 students went home? Our teachers joined the party too!





Our School Leads the Way: Collaboration and Innovation in P4 English Curriculum Renewal

As a dedicated school striving for excellence in education, we have been working closely with the Language Learning Support Section (LLSS) to renew the P4 English curriculum.

As a proud member of the LLSS's Government Primary Schools Learning Community for English language teachers, we aim to nurture a culture of improvement, collaboration, and innovation in English learning and teaching. In line with our efforts, this year we have chosen values education as one of the major focal points of the project, recognising its importance in facilitating students' whole-person development and fostering a range of targeted priority values, including a deeper understanding of our cultural heritage and national identity.

We have also created four different modules of writing booklets that help our students come across other positive values and prepare them for a better foundation with varied writing strategies for expressing their ideas.

Overall, it has been a fruitful year and our students have gained a lot from this school-based support project in collaboration with LLSS!



Building Bridges in Education: Fostering Collaboration and Values Integration Across Government Primary Schools and Mainland Sister Schools

Our school recently hosted an open lesson and a sharing session for English language teachers in government schools, in collaboration with the Language Learning Support Section, on 3rd May 2023. The event aimed to foster continuous improvement, collaboration, and innovation in English language education among government primary schools.



The gathering featured a lesson observation led by Mr. Jacky Hung, the English Panel Chairperson of Tin Shui Wai Government Primary School. This lesson was a collaborative effort between P4 English teachers and the LLSS officer. It allowed students to explore various aspects of Chinese culture and deepen their national identity awareness.



Our school invited our two mainland sister schools to participate in the lesson observation online to further foster a collaborative atmosphere and emphasise the importance of cross-border collaboration.



English Drama Club

Hurray! The English Drama Club eventually takes place in Tin Shui Wai Government Primary School in September 2023!

Drama is well-known as a form of artistic expression and storytelling that has been celebrated for centuries. Through different English drama learning activities, students explore how voice, facial expression and movement can be used to create roles and communicate meaning.

We hope that students can build confidence in English speaking, community and creativity after joining the club!

Let's look at what our club members think about it.

TAM YI TUNG,
Villis 5D

I think this English Drama Team is so fun! I enjoy being part of the team. It is my first experience with drama. As a stage manager, I have to always pay attention to the timing of the music and the actors' movements. It is a tricky thing, but I still love it. I hope I can join the drama team next year as well!

LAM SUM YU,
Mia 5E

I learned a lot of techniques from our English Drama activities. First, I learned how to speak confidently and act vividly. Besides, I learned how to use the equipment including light and sound controls. Last but not least, I learned how to cooperate with other teammates. I am really appreciated by our team spirit.

LE JING JING,
Jing Jing 5E

It was my first drama class. I was quite clueless and nervous at the beginning, yet it turned out as a wonderful experience afterwards. I got to make new friends and learn how to act! The story we presented was fascinating and I enjoyed it so much while performing it with my teammates.

After the consistent practises, I realized how beneficial drama can be for our development. It allows us to express ourselves in the roles of other characters. Overall, the whole experience was full of joy, and I can't wait to participate in another drama show in the near future!

Congratulations to the English Drama Team for the following awards in Hong Kong School Drama Festival 2022/23 (Primary English Group)

1. Award for Outstanding Performer
 - Kong Hoi Ki
 - Chan Pui Yau
 - Fung Ching Hei
 - Keung Pak Long
2. Award for Outstanding Audio-visual Effects
3. Award for Outstanding Cooperation



P.5, P.6 Speak-Up Course

Online and face-to-face speak-up courses were arranged with the school's NET to enhance our students' presentation and speaking skills. Primary 6 students had small-group online lessons with Ms Aisha to prepare them for their secondary school interviews. Students were also given handouts later to practice before their actual interview. Primary 5 students learn how to present their ideas clearly and confidently during class presentations.

5C Ching Wai Sum, Venus

Last month, we had two lessons with Miss Aisha. We talked about cartoon characters. We made a riddle about our favourite cartoon characters and others had to guess it. We also talked about advertising. After we watched the advertisements, we had to write about them and present them to the class.

I like these lessons. I hope I can have such lessons again next year.

5B Man Hoi Lam, Hannah

I was very nervous before the lesson. We were first divided into pairs to draw cartoon characters. It was fun. Then we had to describe our cartoons to our classmates.

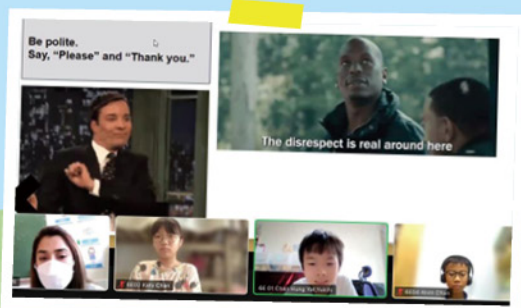
I rate this experience 10/10. It helped me to be more confident in speaking English. I want to have these activities again next year.

6D Yu Ka Hin, Karson

My thoughts after the school interview course are positive and useful. I appreciated the opportunity to learn how to express my exam results and goals to the interviewer. I felt that I was able to show my strengths and demonstrate my passion after the course. Eventually, I received a positive outcome and got admitted to my desired school.

6D Li Chung Hei, Hei

In this course, our NET Miss Aisha, taught us some skills of self-introduction, such as maintaining eye contact and being confident. Besides, there was a mock interview which she asked us some common questions and evaluated our responses. I think the course is significant to my success in interviews since I learned a lot in it.



Good Work Appreciation

A STEM experience of flying drones



6D Wong Chee Yuen
Second runner-up in the writing competition
“When STEM meets Metaverse”



Last year I joined a STEM drone event for the first time. This event gave me a chance to learn about drone applications and coding.

When I was in primary 5, my teacher chose some students who are good at Maths and coding skills to join a three-day drone event held in the hall. Fortunately, I was chosen by the STEM teacher.

On the first day of the event, we first learnt about the application of drones. It turns out that drones can help firefighters do their jobs. When a fire breaks out, the firefighters can dispatch aerial cameras to take pictures of the fire scenes to collect data such as finding victims and assisting in the rescue work. This has really widened my horizons.

The next day, we simulated ourselves as firefighters to find out how many people were trapped. We had to manually operate the drone and fly to the "accident site" to see what was going on there. My skill in operating the drone was not good, and my drone hit my teacher's head accidentally. "Whose drone is this?" the teacher asked angrily. I had to admit that I felt embarrassed.

On the third day, we learnt to use different shapes to denote the number of victims. For example, if two people are trapped, the drone will move in a straight line, and if three people are trapped, the drone will draw a triangle. We also needed to use coordinates to locate the drone so that it can go to the exact location. It was really hard to figure out the correct coordinates. After much effort, I finally found the correct coordinates, and the joy of success was really good.

STEM activities let me learn drone applications and programming; they also made me feel the joy of success. STEM activities are really meaningful and necessary for our better future! I will continue to study STEM hard and help more people in the future.



My First STEM Day

6D Wong Chin Yat
Merit in the writing competition
“When STEM meets Metaverse”

STEM

The fourth activity on STEM Day was a wonderful and interesting science show. The content of each grade was different. Our sixth grade show was about "air cannon".

The purpose of this experiment was to use an "air cannon" to extinguish candles, proving that air has power. Each group prepared materials such as plastic bottles, cardboard boxes, and scissors. The students talked a lot and each came up with their own unique tricks.

The result of our group discussion was to simplify the production of "air cannon", but also to maximize the power of "air cannon". How did we do it? The production of "air cannon" started. Our group of four students worked together in a division of labour. Some were in charge of punching holes in cartons, some were in charge of cutting plastic bottles, and some were in charge of installing. After a while, an "air cannon" was ready.

Everything was ready to be tested. We were ready to go to the battlefield to see how powerful our air cannon was. The experiment was successful. The four of us took turns to do the part of blowing out the candles, and each of us experienced the thrill of success for ourselves. We couldn't stop clapping our hands. We couldn't calm down for a long time! We were so excited. The joy we felt was indescribable.

This event opened the door for us to be more interested in science. We look forward to more series of interesting scientific interactive experiments in the future. I think STEM Day is a very meaningful learning event.

'The Three Little Pigs' – from the perspective of the wolf



5E Lam Sum Yu
Merit in the writing competition
"All Write Now"



Once upon a time, I was a polite, kind-hearted and honest wolf living in the forest. I was a vegetarian and I was good at cooking as all my friends knew it well. One day, three little pigs, who were brothers, moved into the forest. Each little pig built a house by himself. They were smart. To celebrate moving in, I wanted to invite them to attend a welcome party.

In a very cold morning, I visited the eldest little pig brother's home which was built by straw. I knocked on the door and I called with my warm voice, "Little Pig, Little Pig, are you in?" But there was no answer. When I repeated, my nose started to get itchy because it was very cold outside. I knew it was not quite polite but I really could not stop it, so I snuffed. I made a great sneeze, and then I saw an unbelievable scene. The whole straw house fell down because of my great sneeze. I found the eldest little pig brother with his angry face standing in the middle of the pile of straw. He ran away quickly and I chased behind since I wanted to say sorry to him.

The eldest little pig was very athletic that he could run so fast. When he arrived at his brother's home, he entered. This house was nice and it's built by sticks. I rang the bell on the stick house but nobody answered. I called with my warm voice but a bit loudly, "Little Pig Bros, Little Pig Bros, I know you're in. Can you open the door and let me in?" They yelled back, "No way! You want to eat us, we're not silly!" I wanted to explain I was a vegetarian and I just wanted to invite them for a party. I felt another sneeze coming on while I started to speak again. I tried to cover my mouth but I made a sneeze even greater than the last one. Oh my God! The stick house fell down just like his brother's. I saw the two little pigs ran to the east as fast as they could. I had to apologize to them so I followed them.

In a blink of an eye, they ran inside their youngest little pig brother's house. This house was built with bricks, and it looked really nice! I knocked on the brick house and asked in a hurry, "Can't you let me in, Little Pig Bros?" They shouted loudly, "We can't! You're a bad guy!" I had no words at that moment but I had to apologize and explain in front of them. I looked at this house and I found a chimney. I climbed over it and entered the house through the chimney. I was full of surprise that there was a big pot of boiling water under the chimney. Fortunately, I reacted quickly and jumped out of the big pot.

Later that day, I finally found a chance to give my sincere apologies in front of them. They fully understood and forgave me. We became really good friends and enjoyed the welcome party with all our neighbors in the forest happily.



Summer Cryptogram

Psst! The teachers have left you a secret message. In order to decode the message, write the correct letters according to the code numbers.

Good luck and happy summer holidays!

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
5	2	14	1	6	26	22	4	23	25	21	3	20	7	10	11	8	17	9	12	24	13	18	15	19	16

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 9 20 6 3 3 12 4 6 9 6 5 5 7 1 11 3 5 19

 23 7 12 4 6 9 5 7 1

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