“Week of Hope”-cum-“Seed” Projects
Experience Sharing Session —

A Design for Life: Values Education in English Language Education

Implementing RaC in English Lessons To Enhance Cross-curricular Learning

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St. Paul’s School (Lam Tin)

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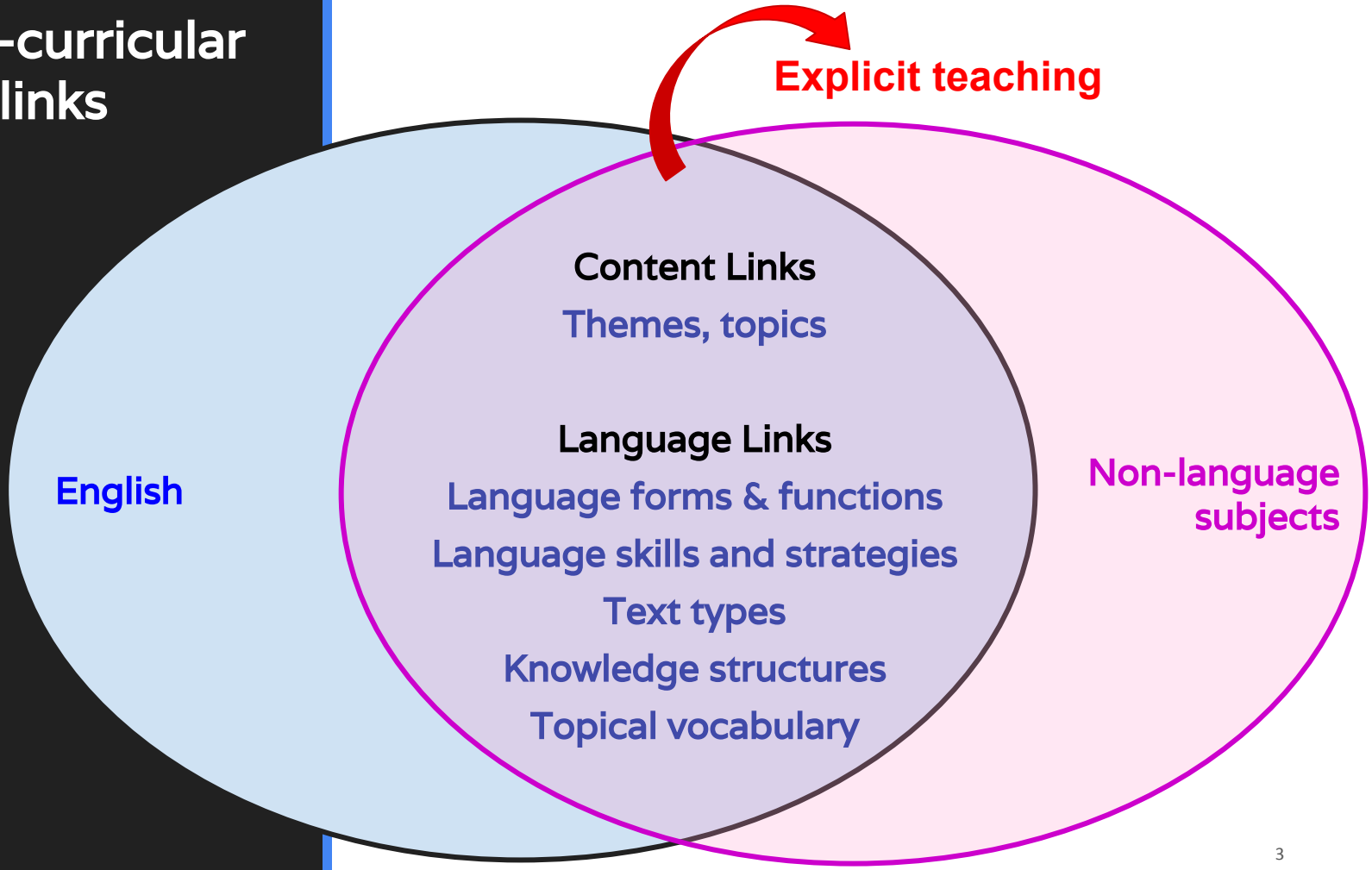
School context

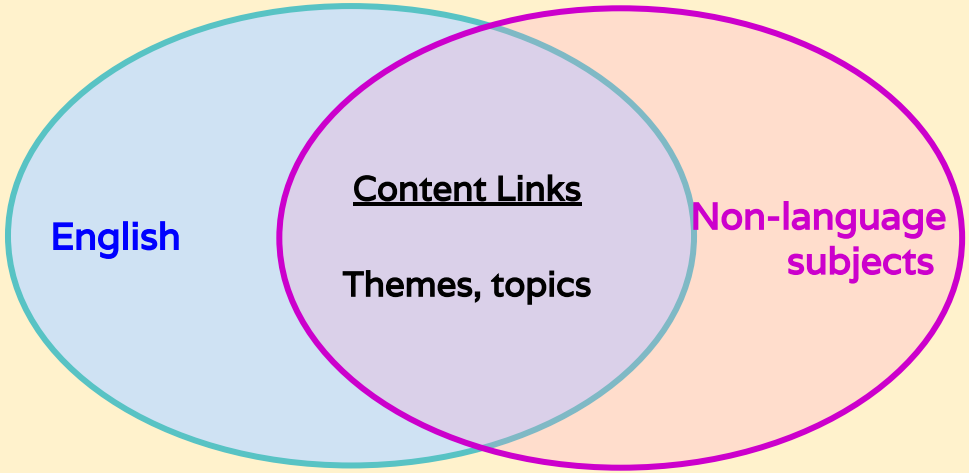
Location:	Lam Tin
Non-language subjects taught in EMI in S1-3:	Maths, IS, History, Geography, Life & Society, Computer Literacy, Literature in English, VA, HE, Music, PE
Students' learning needs in terms of RaC:	● Develop better reading skills/strategies ● Make connections between learning in English lessons and lessons of non-language subjects ● Make connections between learning and their real life

Cross-curricular links



Example 1

Using texts that help enrich students' reading experience and broaden their knowledge base



S1 "Healthy Eating" Unit

Topic:	Healthy eating (Unit 3)
Module/Theme:	Healthy living
Possible cross-curricular content links with non-language subjects:	• Food pyramid *(H.E.)* • Nutrients *(H.E., I.S)* • Healthy lifestyles *(L&S)*

Example 1 - Using texts that help enrich students' reading experience and broaden their knowledge base

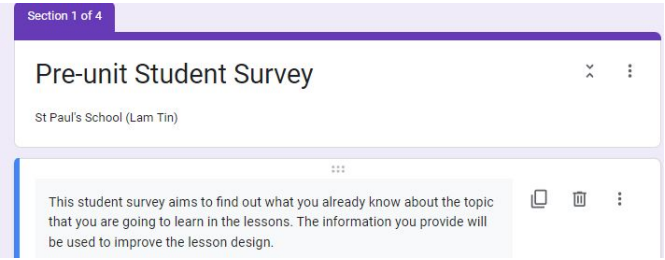
Learning is the linking of new information to prior knowledge.

Challenge when selecting texts

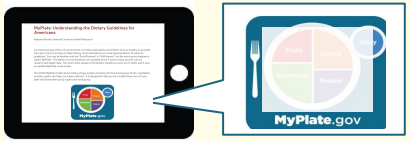
Teaching unanchored content

Re-teaching familiar content

Planning strategy



Example 1 - Using texts that help enrich students' reading experience and broaden their knowledge base

Learning activities / Texts	**Read about** healthy eating models **(Authentic online information texts)**
Text 1 (a hypertext)	
Text 2	
Text 3 **(Final Task)**	**Research** a healthy eating model officially recommended in a place of the student's own choice

(Image hyperlinked to the online text)

(Image hyperlinked to the online text)

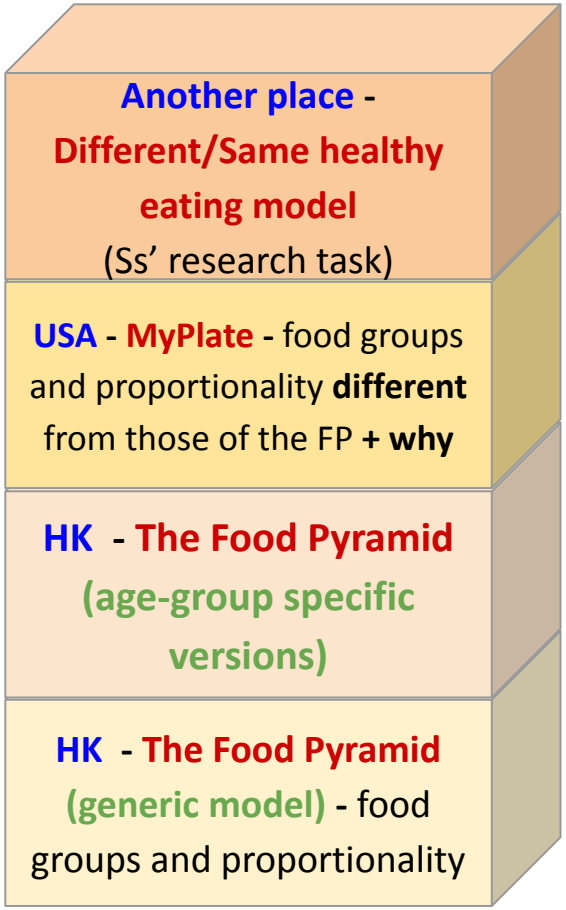
Example 1 - Using texts that help enrich students' reading experience and broaden their knowledge base

Focus question:

What should be considered when planning a healthy meal?

Student Construction of Knowledge

👍 **Organise** the texts in a way that students learn by **connecting** new knowledge with knowledge and concepts that they already know.



Sample student work

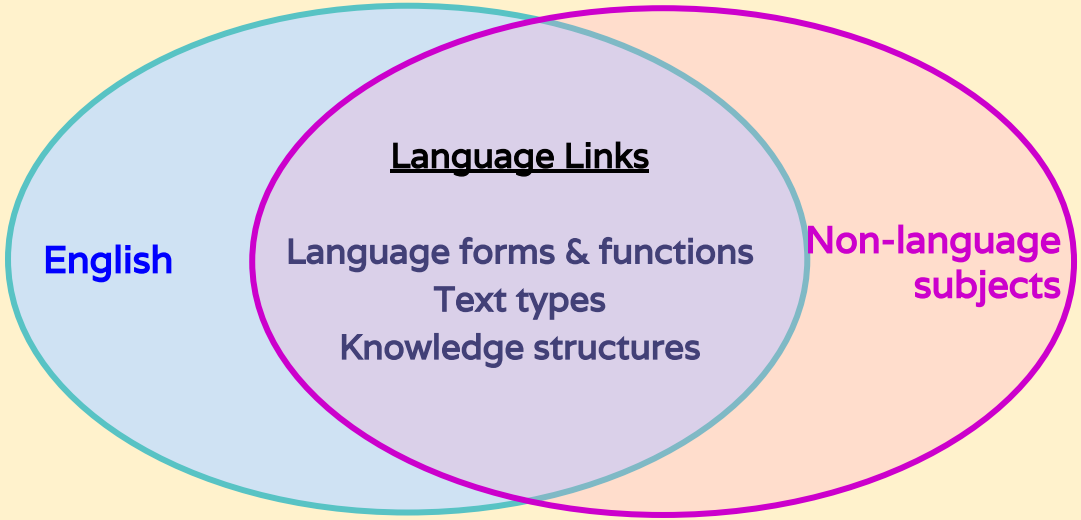
South Korea

Japan

Some European countries

Example 2

Teaching rhetorical functions and related language items that are critical for content comprehension



Example 2 - Teaching rhetorical functions and related language items that are critical for content comprehension

The Food Pyramid – A Guide to a Balanced Die

The Healthy Eating Food Pyramid

A balanced diet is the key to staying healthy. Follo "Healthy Eating Food Pyramid" guide as you pick yo food. Grains should be taken as the **major** dietary source. Eat **more** fruit and vegetables. Have a **moderate** amount of meat, fish, egg, milk and their alternatives. **Reduce** salt, fat/ oil and sugar. Trim fat from meat before cooking. Choose low-fat cooking methods such as steaming, stewing, simmering, boiling, scalding or cooking with non-stick frying pans. Also reduce the use of frying and deep-frying. These can help us achieve a balanced diet and promote health.

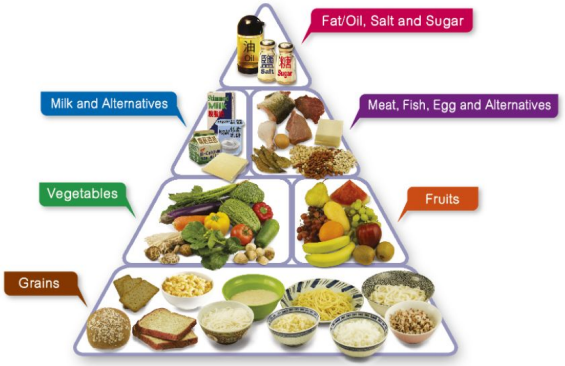
Sequencing expressed by some particular words such as ***major, moderate, most, less*** and ***adequate***

Healthy Eating Food Pyramid

- Eat Most - Grains
- Eat More - Vegetables and fr
- Eat Moderately - Meat, fish, dry beans) an and alternatives
- Eat Less - Fat/ oil, salt and su
- Drink adequate amount of fluid (including water, tea, clear soup, etc) ever

most, more, moderately, less, adequate

Example 2 - Teaching rhetorical functions and related language items that are critical for content comprehension



Grains >> **Vegetables** >> **Fruit** >>
(eat most)

Meat, fish, eggs, alternatives >> **Milk and alternatives** >> **Fat/Oil, salt and sugar**
(eat least)

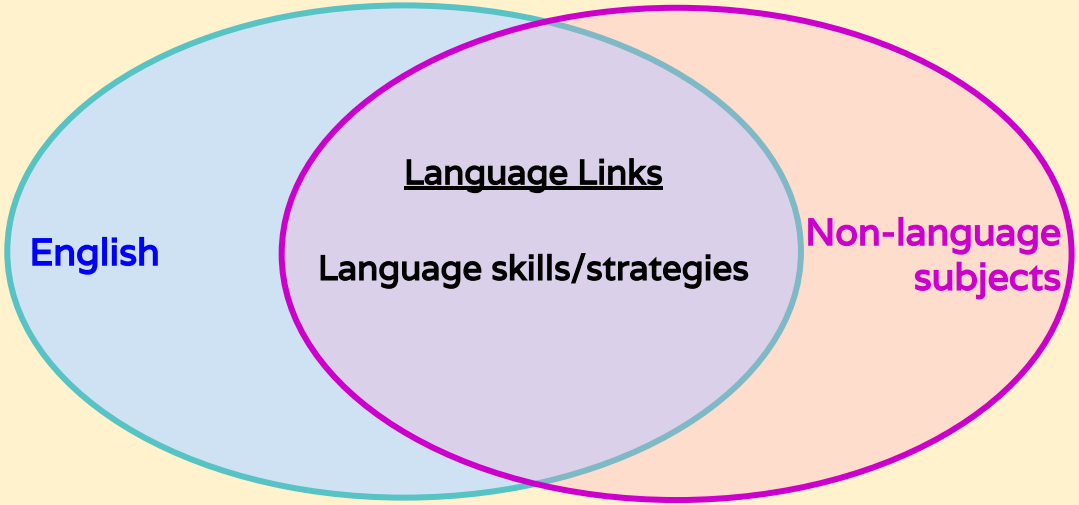
From the text:
"Vegetables make up the largest section, followed by grains."

Vegetables >> **Grains** >> **Protein** >> **Fruits** + **Dairy**

(largest section on the plate) (smallest section on the plate) (additional food group)

Example 3

Developing students' reading strategies for higher order thinking and application of content



Example 5 - Developing students' reading strategies for higher order thinking and application of content

Types of connections	What are these connections?
Text-to-self connections	You may ask yourself the following questions to **relate a text to your personal experiences** - what you see, hear, think, know or do previously. • What does this remind me of in my life?

Type of connections

Text-to-text connections

Type of connections

Text-to-world connections

Post-reading question

Compare, evaluate, conclude, justify

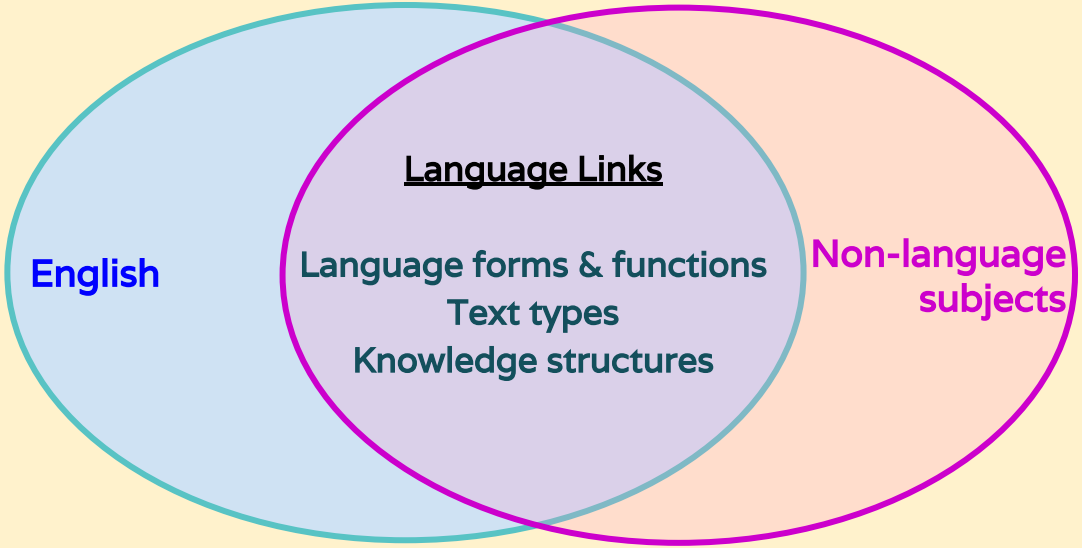
Which of the healthy eating models, the Food Pyramid or MyPlate, would you recommend secondary students in Hong Kong to adopt? Provide TWO reasons to support your answer.

Sample student work

I would recommend the Food Pyramid to students in HK as the representation is clearer than MyPlate, for example it uses photos and words to show you what you should eat. Moreover MyPlate is used in America … the eating habits of people in America might be different from people in HK, so I think Food Pyramid would be better.

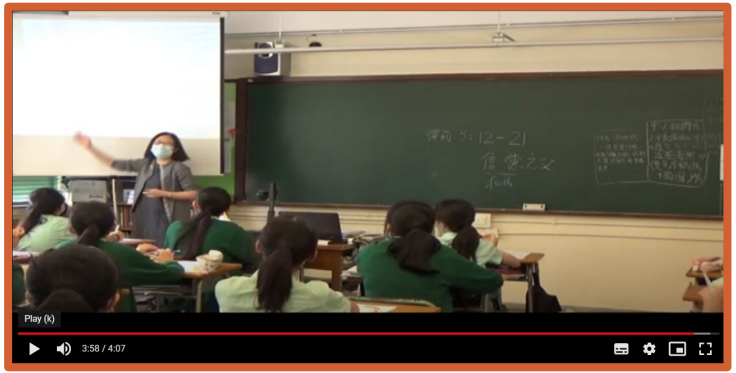
Example 4

Raising students' academic language awareness



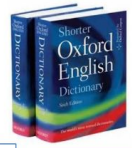
Example 3 - Raising students' academic language awareness

In teacher-talk 👇



In L/T resources 👇

Let's take the 'dictionary' as an example.



Item

A dictionary

Class

A dictionary is a book.

Special features

A dictionary is a book that gives the meanings of words.

Item		Class		Special features
A dictionary	*is*	a book	*that*	gives the meanings of words.
A textbook	*is*	a book	*that*	we use in class to study a subject.
A magazine	*is*	a book	*that*	that contains articles and photographs and is published every week or month.

You can use the structure below to define a term.

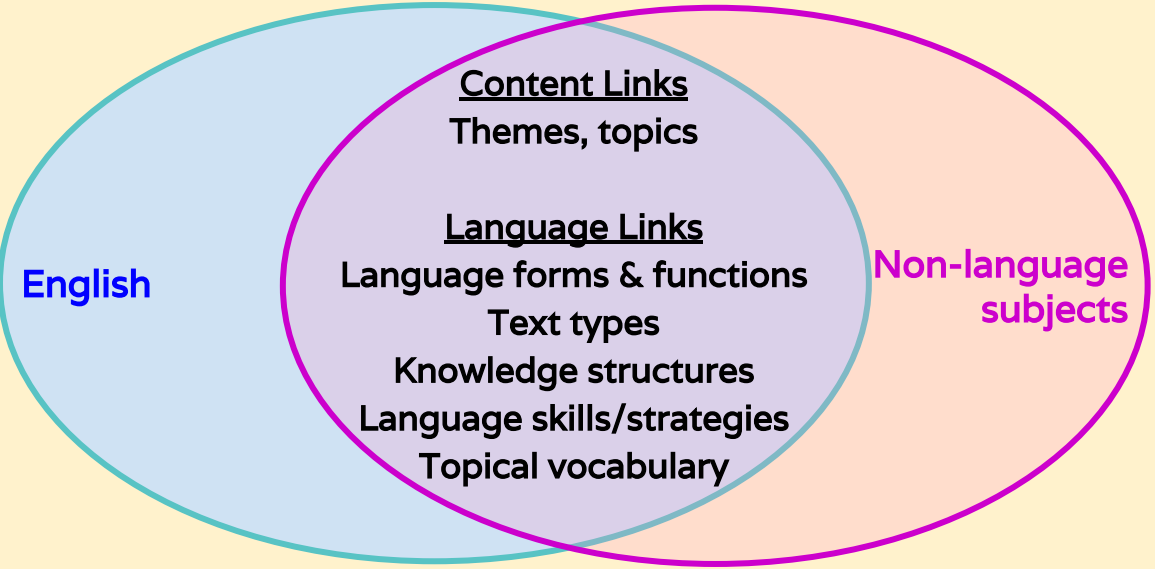
Item + ***is/are*** + **Class** + ***that*** + **Special features**

Sample student work

Subject	Term and definition				
	Item		Class		Special features
Geog	Mixed land use		the use of land		has more than one type of land use at the same time.
	A map		a drawing		shows different parts of the Earth surface seen from above.
L&S	Emotion	is/ are	the feeling	that	we have after people did something to us.
	Emotion		the feeling		people have when touched by some external happenings.
I.S.	I.S.		a subject		requires us to do experiments.
Maths	A scalene triangle		a triangle		all the sides are of unequal length.
H.E.	Steaming		one of the Chinese cooking methods		we cook food in steam from the boiling water.
History	The Pope		the person in the medieval period	who	can talk to God.

Example 5

Connecting Reading and Writing across the Curriculum for content and language consolidation



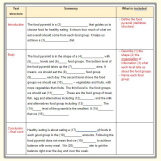
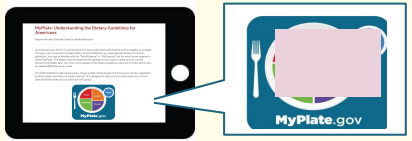
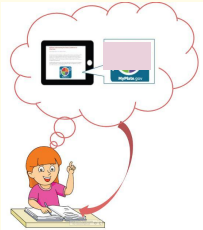
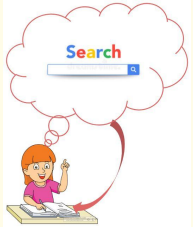
Part A - What is a summary?

- A summary is a shortened version of a text with big ideas and enough detail of the original text.
- It is for the reader to understand the subject of the summary.
- It is the writer's personal understanding of the subject matter.

Summarising helps us remember the information and understand the text better. When you study other subjects, try to summarise what you have learned about a concept or a topic to consolidate your learning.

1. Explain **what** a summary is.
2. Make the **connection** with non-language subjects **explicit**.
3. Explain **when** students may apply the skill. **Encourage** them to do so.

Example 5 - Connecting Reading and Writing across the Curriculum for content and language consolidation

Learning activities / Texts	Read about healthy eating models	**Summarise** the healthy eating model
Text 1		 Teacher-developed **writing model**: Summary of the Food Pyramid
Text 2		 **Student writing**: Summary of MyPlate
Text 3 **(Final Task)**	**Research** a healthy eating model officially recommended in a place of the student's own choice	 **Student writing**: Summary of the healthy eating model researched

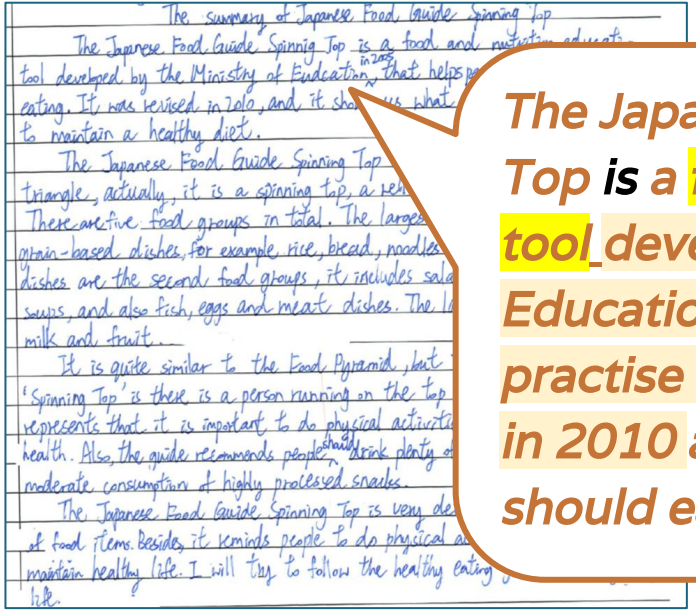
Scaffold writing

- Modelling
- Practice
- Independent writing (own researched model)

Sample student work

Write a summary of the healthy eating model that you researched.

👍 **Introducing** the healthy eating model by **defining** it using the **definition structure**



The summary of Japanese Food Guide Spinning Top

The Japanese Food Guide Spinnig Top is a food and nutrition educati
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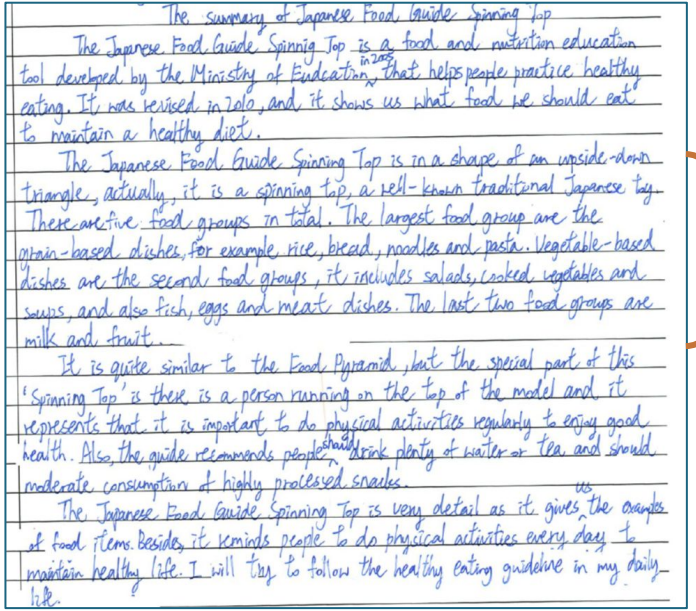
maintain healthy life. I will try to follow the healthy eating
life.

The Japanese Food Guide Spinning Top ***is*** *a food and nutritional education tool developed by the Ministry of Education in 2005* ***that*** *helps people practise healthy eating. It was revised in 2010 and it shows us what food we should eat to maintain a healthy diet.*

Example 5 - Connecting Reading and Writing across the Curriculum for content and language consolidation



The summary of Japanese Food Guide Spinning Top

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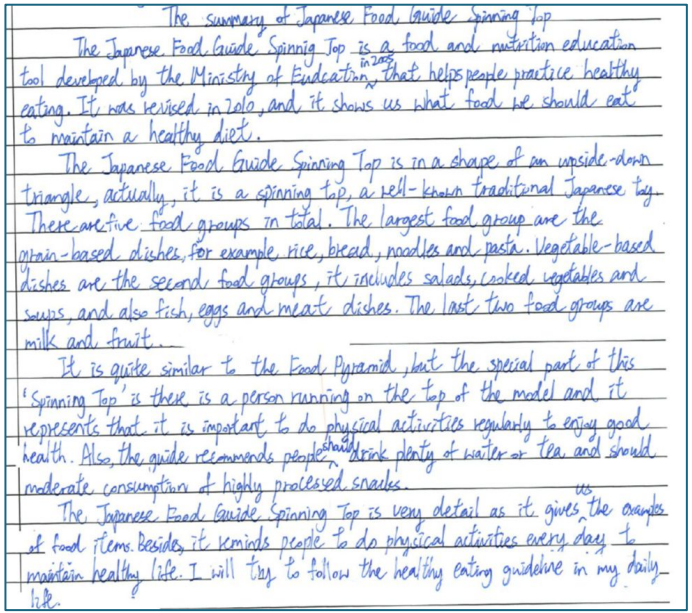
The Japanese Food Guide Spinning Top is in a shape of an upside-down triangle, actually, it is a spinning top, a well-known traditional Japanese toy. There are five food groups in total. The largest food group are the grain-based dishes, for example rice, bread, noodles and pasta. Vegetable-based dishes are the second food groups, it includes salads, cooked vegetables and soups, and also fish, eggs and meat dishes. The last two food groups are milk and fruit.

It is quite similar to the Food Pyramid, but the special part of this 'Spinning Top' is there is a person running on the top of the model and it represents that it is important to do physical activities regularly to enjoy good health. Also, the guide recommends people to drink plenty of water or tea and should moderate consumption of highly processed snacks.

The Japanese Food Guide Spinning Top is very detail as it gives us the examples of food items. Besides, it reminds people to do physical activities every day to maintain healthy life. I will try to follow the healthy eating guideline in my daily life.

👍 Description of the **sequence** of the food groups and beverages, showing each of its proportionality and variety using target expressions such as "***the largest food group***", "***the second***" and "**the last…**".

Example 5 - Connecting Reading and Writing across the Curriculum for content and language consolidation



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👍 **Comparing** the healthy eating models (e.g. "*It is quite similar to the Food Pyramid but...*"

👍 **Making inferences** (e.g. *"a person running on the top... and it represents that it is important to do physical activities regularly to enjoy good health."*

Way forward

- **Adapt** down the two reading texts used
- Adopting **multiple readings** when teaching reading
- Incorporate **WaC tasks** that require more elaborate, structured writing *(Examples available in the folder accessible via the QR code on the handout)*
- **Infusing** RaC elements in other units and year levels

Thank you.

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