

Quality Education Fund
Application with Grant Sought Not Exceeding \$150,000
Part B: Project Proposal (Revised)

Project Title "I CAN READ" – a Refined Reading Curriculum with the support of e-Learning	Project Number 2014/0705
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Basic Information

Name of School / Organisation / Individual

G.C.C.I.T.K.D. Cheong Wong Wai Primary School**Beneficiaries**

- (a) Sector: Kindergarten Primary Secondary Special (Please tick)
- (b) Students: 225 (in number) and P1–P2 = 9 classes (class level/age)
- (c) Teachers: 11 (in number)
- (d) Parents: 450 (in number)

Proposal**(I) Project Needs**

- (a) Please state the aims of the project in clear and concise terms and elaborate how the proposed project could impact on school development.
 In this project, we focus on school based Reading Curriculum and seek to refine it by integrating with a new on-line e-Reading Scheme that encompasses the following positive impacts on learning and teaching.
1. To enhance students' self-directed learning skills
 2. To facilitate an effective catering for diversities in students' need and ability
 3. To nurture students' interest in learning English
 4. To nurture students to develop positive values and attitudes in learning English
- (b) (i) What are the areas of the needs and priorities of the school?
- Enhance learning and teaching to facilitate students' knowledge on subjects / learning areas / generic skills development
- Enhance school management / leadership and teachers' professional development / wellness
- Others (please specify) Promoting IT in education in order to establish a stronger foundation base of using e-Learning at school, especially in reading.
- (ii) Please give background information to justify the demonstrated needs as mentioned in (b)(i).
- School development plan: Promoting e-learning in our school will be one of the major focus areas in 2015-18. Some classrooms are equipped with wireless network and information technology equipment. 27 are available for use in different lessons. Tablets are frequently used in a regular basis for lessons of English.
- Assessments on students' performance: We find it's very challenging to arouse students' learning interest in English particularly those without parental support. Traditional textbook approach and the PLPR guided reading books are not adequate enough to arouse their classroom learning interests and of course they are not motivated to do any self-learning homework. Therefore, more interesting learning resources are needed to arouse students' interest and most importantly, cater for learners' diversity.
- Relevant experiences: 1) Following the PLPR/W in KS1, NETs and LETs have collaborated to create a language-rich environment for students to expose to English in different learning contexts. 2) Our school had successfully applied for English Enhancement Grant Scheme for Primary Schools (EEGS) in 2011 and had developed an online learning platform for students. 3) Our school has been implementing iPad applications to learn English in different levels since 2012. It is very successful as the students always enjoyed learning English through using or computers. It can also arouse students' interests in learning English.
- Others (please specify) Most of our students are coming from families of lower

socio-economic status. They lack of extra academic supports and resources to develop better reading habits from families. Besides, an increasing proportion of our students are Special Educational Needs (SEN) students, they need different ways of learning to engage their attention.

- (c) Please elaborate the innovative ideas or new practices to enhance, adapt, complement and/or supplement the existing practices that will facilitate the development of the school to address the needs specific to its own context.

From the good experiences with utilizing the advantages of information technology to enhance learning and teaching in the past few years. In this project, we try to have a further use with online e-Reading resources, mobile devices and a large variety of interactive activities in our Reading Workshop. We believe that trying out such an e-Learning model at our school can form an amazing learning environment for our students, it helps to nurture students' interest, positive values and attitudes in learning English and also enhance their English foundation as well.

(II) Project Feasibility

- (a) Please describe the design of the project, including:

- (i) Approach/Design/Activity

Approach

Traditional way and current curriculum cannot effectively arouse our students' interests in learning English. To cater this, interactive approach and e-Learning initiatives would be the solution what we required. Project "I CAN READ" integrates multimedia-enriched contents, the use of mobile devices and e-Reading Applications in Reading Workshop to facilitate variable interactive learning tasks. It helps to create a high participation learning environment, enriches the collaborative learning strategies and motivates students' interest in reading and learning English.

As there are an increasing number of ethnic minority and Mainland students nowadays which poses great learning diversities among students. Most of them are lack of parent's guidance and support caused by the low socio-economic status. It will involve tremendous workloads and heavy administration for teachers to cater for individual needs and to help students to develop self-directed learning skills inside and outside classroom. To cater for this, apart from the implementation of e-Reading Class, Project "I CAN READ" also introduces a correlated Online Home e-Reading Scheme to students which ties in our General English Curriculum. We believe it can equip students with better self-directed learning skills through the engaging features, learning tools and supports in e-Learning model, such as audio, animated illustration, video, instant feedback, study prompt and study log etc. Personalized learning is another strength in e-Learning model that can help to cater for the diversities in students' need and ability. Students can go through an online reading ability measurement to get a suitable level to start reading and of course, they can read in their own pace towards the achievement of reading goal in the project period.

To consider the sustainability of this project in terms of the financial and curriculum organization, if the outcomes of this pilot project are aligned with the expectation, we plan to extend it at least to P3, to complete a whole KS1 new curriculum establishment in the next few years. Our school will support the budget for the implementation of the e-Reading Class and put the Online Home e-Reading Scheme into the school's book list, so that parents will be recommended to pay for this.

Design

e-Reading Class

We seek to refine our current school-based Reading Curriculum in P1 and P2 by integrating with 4 online interactive books per class level in the project period. We will adapt our current PLPR/W curriculum framework and reschedule it to form a new holistic plan. In terms of the consideration of lesson time and manpower, we decide to schedule a double-lesson bi-weekly to implement the teaching plan of the 4 online interactive books that is almost equal to 6 lessons per book or 24 lessons in total per class level throughout the project period. The manpower arrangement of the new e-Reading Class is different from the PLPR/W arrangement. The LET will be the person in charge to facilitate the e-Reading Class and TSS will act as a co-facilitator to make sure a technical problem free environment for students to enjoy the innovative learning experience.

To further promote reading and self-learning to our students, 5 tablet PCs will be placed in our school library when they are not occupied. For students who need more supports, the school librarian can teach them how to

login and use the e-Reading platform. Most importantly, students can use the tablets during recess and after school, especially for those who do not have any online devices at home. They can read the e-Reading online books and use the self-learning materials which prepared by our teachers to learn in their own pace with the support of the school librarian. Students can self-learn during their free time. Without any pressure, students can experience the joy of reading.

Online interactive books and e-Applications

The content of the selected online interactive books should align with the themes, language forms and communicative functions suggested by EDB curriculum guideline and tie in our General English curriculum. The tentative curriculum focuses are listed below.

Themes	P1	1) Caring and Sharing 2) Me, My Family and Friends
	P2	1) Caring and Sharing 2) Using My Five Senses 3) The World Around Us
Text types	P1	1) Narrative Texts: Stories / Cartoons and comics / Rhymes / Songs
	P2	2) Exchanges: Conversations / Letters / Notes and messages
Communicative functions	P1	1) Ask permission to do simple things 2) Make simple requests 3) Express and respond to thanks 4) Introduce oneself 5) Give a simple description of oneself in terms of name, age, personal characteristics and habits 6) Greet people and respond to greetings 7) Identify common objects and describe their sizes, shapes and colors
	P2	1) Ask and describe what people are doing 2) Express and respond to oral and written prohibitions 3) Express basic needs and wants 4) Express likes and dislikes 5) Talk about quantities 6) Seek and provide information and elucidation 7) State opinions and express feelings

Besides the curricular requirement, each selected online interactive book should include multimedia-enriched elements, such as audio, sound effect, animated illustration, video and interactive exercise. In order to provide an amazing learning experience to our students and stimulate them to develop better language skills and generic skills. We decided to use mobile devices as a learning tool in class to facilitate different kinds of interactive learning tasks. Therefore, the selected online interactive books should be applicable to all kinds of devices and operating systems. To fully utilize the mobile device in students' learning, we also decide to adopt some suitable e-Applications to facilitate the e-Reading Class, such as phonics game, speaking Apps, vocabulary building Apps and real-time interactive lesson Apps etc.

The development of learning and teaching materials (project outcomes)

Referencing the rationale of PLPR/W in curriculum organization and teaching method, we will develop a scheme of work for each online interactive book which includes language focus, reading skills, reading strategies, teaching strategies, reading activities and reading worksheets etc. All the tailor made materials will be archived for future use. The tentative scale of the materials is shown below.

Class level	Scheme of work	Reading activities (e.g. Flashcard – HFW or Key words / Crossword Puzzle / Phonics game / Bingo / Story Map / Sequencing / Pelmanism game / Role play etc.)		Reading worksheets (as a component of the activity or acts as post reading quiz)	
		Current model	e-Learning model	Current model	e-Learning model
P1	4	8	4	4	4
P2	4	8	4	4	4

Online Home e-Reading Scheme

A correlated Online Home e-Reading Scheme which ties in our General English Curriculum will be introduced to students in the meantime, so students can reinforce and extend their learning outcomes in the e-Reading Class. In order to facilitate an effective catering for diversities in students' need and ability, we require the online e-Reading platform should include minimum 3 levels coming with around 20 books in each level for students to access and read throughout the project period.

Activity

e-Reading Class

During the e-Reading Class, we will continue to apply the teaching strategies that we have acquired from PLPR/W, such as reading aloud, storytelling, shared reading, guided reading and independent reading to help students develop and practice their reading skills and attitudes. Students will be able to participate in different

reading activities both in current model and e-Learning model with the use of e-Applications on mobile devices. For example, we can group students in pairs, let each pair to play a 'pictures and words' game on mobile device as a competition among the whole class. Moreover, to form groups of four, each group use mobile device to carry out a role play activity. Students in each group will collaborate with peers to retell the story using the recording function on mobile device, then they can share their work to the whole class through the WiFi connection to the screen. We believe that trying out such an e-Learning model in e-Reading Class can form an amazing learning environment for our students, it helps to nurture students' interest, positive values and attitudes in learning English and also enhance their English foundation as well.

Online Home e-Reading Scheme

In order to match students to an appropriate book level, the e-Reading platform should include a measurement function that measures reading level based on semantic and syntactic parameters. Students can do an online assessment to get a suitable level to start reading and of course, they can read in their own pace towards the achievement of reading goal in the project. All students are required to complete an online post reading quiz for each book to measure their understanding and as running record of Home Reading, these significant figures provide indicators for both teachers and parents to follow up students' learning performance inside and outside the classroom.

Lesson plan framework for e-Reading Class and Online Home e-Reading Scheme

e-Reading Class

Scale	4 books will be taught both in P1 & P2
Lesson time for each book	6 lessons / 3 sessions (each session approximately equals to 80 minutes)
Teaching strategies and lesson organization	<p>1. Setting Up Stage – The 1st book</p> <ul style="list-style-type: none"> ● Treat as a trial run to make sure all the components including the wireless network, hardware, online e-Reading platform and e-Applications can operate smoothly. It also provides a chance for students to practice using the mobile device in further reading sections. i.e. Independent Reading, Guided Reading and Home Reading ● Teaching Strategies: 1) Reading Aloud 2) Storytelling 3) Shared Reading 4) Independent Reading ● Lesson organization in each session: <ol style="list-style-type: none"> 1. Warm up: Whole class - ~ 5 minutes Revisiting previous lesson, introducing the lesson objectives (LET, 'teacher talk', questioning) 2. Before Shared Reading / Storytelling: Whole Class - ~ 20 minutes Recalling students' prior knowledge and experiences that are related to the book content, pre-teaching the key words or key language structures that will help students to understand the book content (LET, 'teacher talk', questioning, PowerPoints, traditional games...) 3. Shared Reading / Storytelling / Reading Aloud / After the Reading activities: Whole Class - ~ 20 minutes Modelling, instructing and explaining reading skills and strategies to students (LET, 'teacher talk', questioning, online interactive books, real objects for storytelling...) 4. Reading activities / Independent Reading: Group Work / Individual - ~ 30 minutes Opportunities are given to students to practice and consolidate the reading skills and strategies, familiarizing students with the generic e-Learning skills in using the mobile device, the online e-Reading platform and e-Applications <i>in order to match students to an appropriate book level for independent Reading and Home Reading, an online reading level assessment will be conducted in this section during the 3rd session</i> (LET & TSS, 'teacher talk', questioning, online interactive books, e-Applications, mobile devices, printed worksheets, online post-reading quiz...) 5. Concluding the Session: Whole class - ~ 5 minutes Revisiting previous learning, sharing students' work

	<p>2. Implementation Stage – The 2nd book to the 4th book</p> <ul style="list-style-type: none"> ● In this stage, most of the students should be able to master the mobile devices, online e-Reading platform and e-Applications. More opportunities will be given to students to participate in various engaging reading activities with the use of e-Applications on mobile devices. All students are matched to an appropriate book level through teacher’s observation, prior learning results (e.g. worksheets and online post-reading quiz, and the analysis from the online reading level assessment). ● Teaching Strategies: 1) Reading Aloud 2) Storytelling 3) Shared Reading 4) Guided Reading 5) Independent Reading 6) Home Reading ● Lesson organization in each session: <ol style="list-style-type: none"> 1. Warm up: Whole class - ~ 5 minute Revisiting previous lesson, introducing the lesson objectives (LET, ‘teacher talk’, questioning) 2. Before Shared Reading / Storytelling: Whole Class - ~ 15 minutes Recalling students’ prior knowledge and experiences that are related to the book content, pre-teaching the key words or key language structures that will help students to understand the book content (LET, ‘teacher talk’, questioning, PowerPoints, song, rhyme, traditional games...) 3. Shared Reading / Storytelling / Reading Aloud / After the Reading activities: Whole Class / Pairs Work - ~ 25 minutes Modelling, instructing and explaining reading skills and strategies to students (LET & TSS, ‘teacher talk’, questioning, online interactive books, mobile device, real objects for storytelling, role play for retelling the story...) 4. Reading activities / Guided Reading / Independent Reading: Group Work / Individual - ~ 30 minutes More opportunities are given to students to practice and consolidate the reading skills and strategies with the use of mobile device and e-Applications Students are grouped in similar reading ability and progression in the Home e-Reading Scheme Guiding, supporting, assessing and providing individual feedback to students to cater for the learning diversities, equipping students with better self-directed learning skills and positive learning attitude (LET & TSS, ‘teacher talk’, questioning, online interactive books, e-Applications, printed worksheets, online post reading quiz...) 5. Concluding the Session: Whole class - ~ 5 minute Revisiting previous learning, sharing students’ work)
Letter / sound	Teachers will refer to the experience in the implementation of PLPR/W to design these curriculum items. The explicit content depends on the books we choose.
Word level - HFWs	
Word level - key words	
Reading skills	
Reading strategies	
Reading activities	
Worksheets	

Home e-Reading Scheme

Scale	Around 20 online books both in P1 & P2
Teaching strategies and lesson organization	<ul style="list-style-type: none"> ● All students are matched to an appropriate book level on the e-Reading platform (approximately 90% word accuracy and 75% comprehension of the text). ● The Online Home e-Reading Scheme will be introduced to students to reinforce and extend their reading skills and strategies after the completion of the 1st book. ● Reading goal will be set objectively to cater for students’ learning diversity ● Teachers will examine students’ reading progress weekly through the analysis

	report generated by the Learning Management System. Therefore, we can provide corresponding support to students during the Guided / Independent Reading sessions effectively.
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(ii) Key Implementation Details**Project period:** 1st July 2016 to 30th June 2017

Month / Year	Content / Activity / Event	Target Beneficiary/ Participants
Jul 2016	Teacher training (2-hour) <ul style="list-style-type: none"> ● Practical e-Learning teaching strategies ● Product briefing 	All English teachers, trainer
Aug - Sep 2016	Parent workshop (2-hour) <ul style="list-style-type: none"> ● To introduce the objectives and expectation of the Project "I CAN READ" ● Demonstration of the online interactive books both in the e-Reading Class and the Home Reading Scheme ● To equip parents with better knowledge and skills to support their kids to learn at home 	11 teachers, 450 parents
	Development of the Refined Reading Curriculum framework (Co-planning: P1-P2@2 hours x 2 times) <ul style="list-style-type: none"> ● Curriculum tailoring ● Reading Workshop lesson planning ● To develop the learning and teaching materials of the 8 online interactive books ● Home e-Reading Scheme setting 	11 teachers
	Testing the hardware, e-Applications and wireless network to ensure a technical problem free implementation	11 teachers
Oct 2016- Jun 2017	Implementation of the project "I CAN READ" <ul style="list-style-type: none"> ● A bi-weekly double-lesson will be allocated for the e-Reading Class, that is roughly equals to 24 lessons for implementation of the scheme of work in each class level. ● Students will participate in different reading activities including the current model and e-Learning model during the e-Reading Class. ● The Online Home e-Reading Scheme with learning management function will be introduced to students to reinforce and extend their reading skills. Different reading levels and goals will be set objectively to cater for the learning diversity of students. ● Reading log and analysis will be updated in real time as a significant figure for both teachers and parents to follow up the students' learning performance. ● Bi-monthly meetings will be organized to review and share the strategies and experience among teachers. 	225 students, 450 parents, 11 teachers
Jun 2017	Evaluation of the project	225 students, 450 parents, all English teachers, the principal

(b) Please explain the extent of teachers' and/or principal's involvement and their roles in the project.

(i) Number of teachers involved and degree of input (time, types, etc.):

All English teachers are involved in the project by attending the teacher training and evaluation meeting. 11 of us will work as a project unit and be responsible for organizing the

parent workshop, tailoring the current curriculum, planning the teaching framework, developing the learning and teaching resources, facilitating the e-Reading Class and monitoring students' reading progress in Home e-Reading Scheme.

(ii) Roles of teachers in the project: *(Please tick the appropriate box(es).)*

- Leader Co-ordinator
 Developer Service recipient

(c) Please provide the budget of the project and justify the major items involved.

Grant Sought: HK\$ 92,200

Budget Item	Expenditure Detail		Justifications
	Item	Amount (\$)	
i) Service	1. Teacher training \$700 x 2 hours	1,400	The trainer assigned by the service provider or invited through our school's network should be an expert/educationalist in e-Learning/English language education with no less than 3 years of experience in partnership with Hong Kong schools to develop English curriculum especially in e-Learning basis. License in the project period: We should have the right to use the content and all required functions listed above in e-Reading Class. We can also develop our own learning and teaching materials by extracting the text, illustration or even the voiceover as well. Service charge in the project period: Including 11 teaching logins, 120 classroom activity logins and 225 individual logins for the implementation of the e-Reading Class (Remark: There are 9 classes and 25 students in each class. They use mobile devices in pairs in class, i.e. 9 x 13 = 117 + 3 spare logins = 120). To adopt some suitable e-Applications to facilitate the e-Reading Class, such as phonics game, speaking Apps, vocabulary building Apps and real-time interactive lesson Apps. License in the project period: Students can reinforce and extend their learning outcomes in the e-Reading Class. To cater for diversities in students' need and ability, the online e-Reading platform should include the followings: 1) minimum 3 levels coming with around 20 books in each level 2) reading ability measurement for students to match books level 3) Reading log and analysis for both teachers and parents to follow up students' learning performance.
	2.e-Reading Class		
	2.1) Online interactive books \$3,000 x 8 books	24,000	
	2.2) Cloud service and Learning Management system \$50 x 356 user logins	17,800	
	2.3) e-Applications \$100 x 40 mobile devices	4,000	
	3. Online Home e-Reading Scheme \$200 x 225 students	45,000	
	Total Grant Sought (\$):		

(III) Expected Project Outcomes

(i) Please describe how to evaluate the effectiveness of the project;

- Observation: We will observe students' participation in learning and the performance in answering questions during the e-Reading Class to see if there is any enhancement in using the e-Learning model.

- Pre-and post-activity surveys: Questionnaire will be given to teachers to collect feedback about the effectiveness in using e-Learning model for teaching reading. Questionnaire will be given to parents to collect feedback about students' learning motivation, self-directed learning attitudes and I.T. skills before and after the project "I CAN READ".

(ii) Please state the project deliverables or outcomes.

(Please tick the appropriate box(es).)

- Learning and teaching materials: We will develop lesson plans, reading activities and reading skill worksheets for each online interactive book. All these school-based materials will be archived for future use and sustainable development. The ownership and the copyright of the deliverables can vest in the Grantor so that they can be disseminated to all schools.

Report Submission Schedule

My school commits to submit proper reports in strict accordance with the following schedule :

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Final Report 1/7/2016 - 30/6/2017	30/9/2017	Final Financial Report 1/7/2016 - 30/6/2017	30/9/2017