

## At a Glance

### **Reflecting on Reflection**

In English, we get students to do reflection on their work. Students and parents alike will see how the Spelling and Grammar book, the LAB, the Writing Journal and other learning materials all have an attached page for students to evaluate their work and reflect on it. Why do we get students to evaluate and reflect on their work?

Reflecting on our work has many benefits. In Costa and Kallick's **Learning Through Reflection**, they write that reflecting on our work enhances its meaning; and reflecting on our experiences provides insight and encourages complex learning.

Reflection is also seen as taking control of one's own learning and life, allowing one to develop into an independent learner, and an individual who considers how to make the best choices in life.

Thus, when we ask students to reflect on their work, we are giving them the skills to become independent learners; and providing them with opportunities to assess their own strengths and weaknesses. These strengths can then be worked upon and sustained while weaknesses can provide opportunities for self-growth and improvement.

So, please do your reflection on your work seriously! ☺

Hello parents and students!

Welcome to the first PEN issue for the second term of the school year 2014-2015!

Half an academic year has already flown by; and as we put Christmas and the Western New Year behind us, we are all preparing to greet the Chinese New Year and welcome the Year of the Goat!

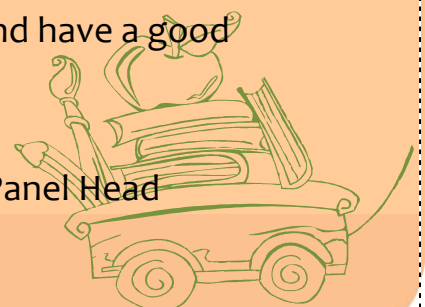
In this issue, we celebrate the wonderful writing of our Grade 4 students. We also read about how each Grade level is finishing off Module 2 with activities like project presentations, excursions and reflections.

In the Teacher Feature, we have a special guest from the Chinese Department – Teacher Karen Chan! Read what she has to say about her hobby and her teaching!

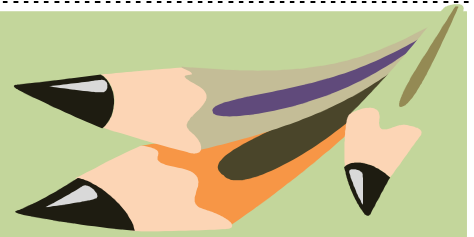
Happy reading and have a good weekend!

Jennifer Lopez

Primary English Panel Head



## Grade 1



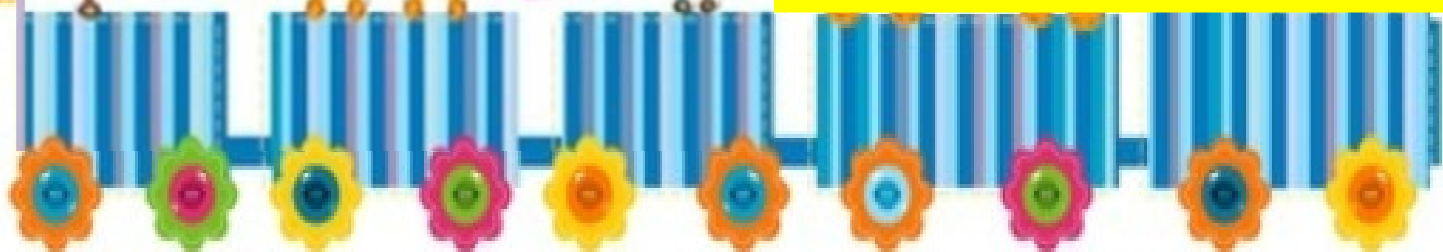
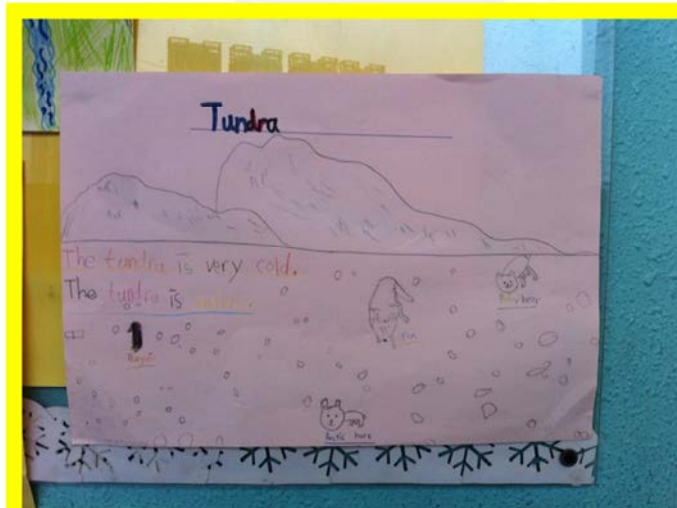
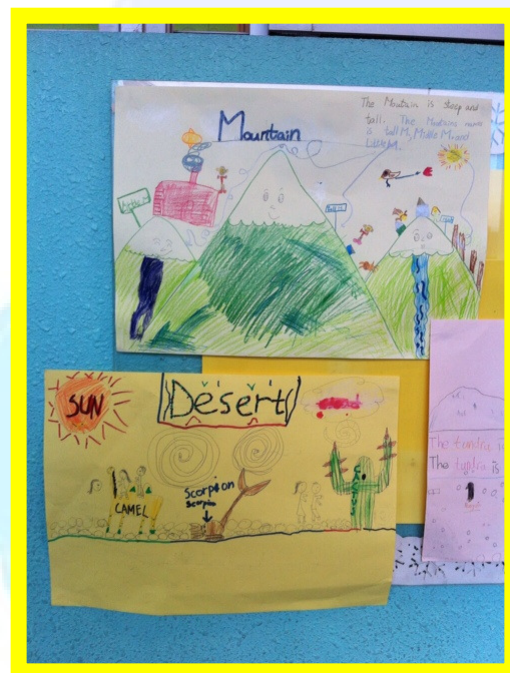
# Animals

Hurray! We have started a new module which is full of fun and interesting facts about **ANIMALS**! In this module, we are learning the names of places where animals live. We have also taken a look at the animal kingdom and learnt to use the animals' body features to categorise them into different family groups, such as mammals, birds, reptiles, amphibians and fish.

Towards the end of the module, the Grade 1's will learn about the life cycle of a butterfly. We will see how a caterpillar undergoes an amazing journey and transforms itself into one of the most fascinating insects who enjoy fluttering about in the sky.

Let's take a look at some of the wonderful work done by our Grade 1 students.







# Grade 2

The Grade 2 students continue the exciting journey of learning about Hong Kong. Apart from getting to know more about the landmarks and interesting facts of Hong Kong, students were delighted to find out more about the differences between urban and rural places, as well as new and old buildings of Hong Kong. Students were fascinated when they shared about the different activities they can have in rural places. On the other hand, they also came to realise how convenient it is to live in the city.

Soon, students will embark on another exciting journey as they will be interviewing tourists from all over the world at the Avenue of Stars. They will find out why tourists choose Hong Kong as their holiday destination and what they like about Hong Kong.



# Grade 3

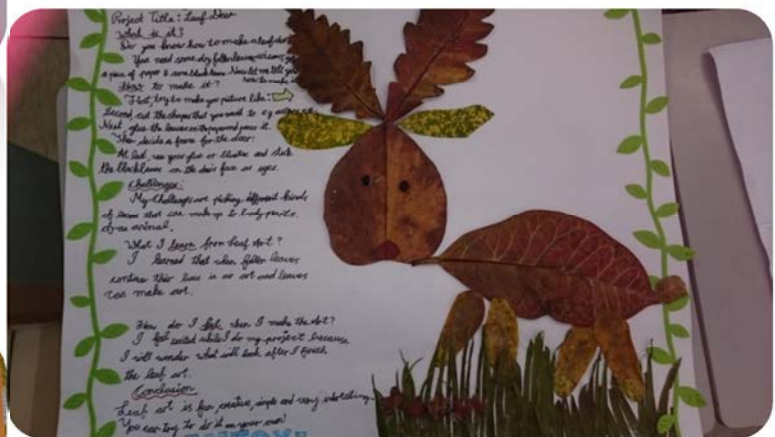
## The World of Plants

Our Grade 3 students have started a very interesting module “The World of Plants”. Everyone collected and brought some leaves and seeds to school for the group discussion. Students have learnt about how plants grow (such as the process of photosynthesis) and the four basic ways in which they spread their seeds (water, wind, animals and explosion).

Students also made **leaf art** as their project. They are expected to follow the format to write a piece of procedure writing, which has a beginning (introduction), middle (5-6 steps for the whole procedure) and ending (conclusion) paragraph.

Let’s have a look at the students’ creative work! Isn’t the work lovely and interesting?









## Grade 4

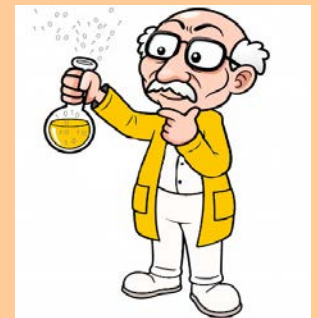
### Reader's Theatre



How much do you know about earthquakes, volcanic eruptions and tsunamis? Can you tell the causes of each of the three natural disasters? What damage will they cause? And what can people do to save themselves in times of natural disasters?

Our Grade 4 students have had so much fun taking part in reader's theatre in the past few weeks. They turned themselves into different characters, such as scientists and lab technicians, and explained the causes and effects of different types of natural disasters. Some of them even brought in props to make it more authentic.

Let's have a look at how they performed.







# Grade 5

## Who was Benjamin Franklin?

The Grade 5 students have been reading about Benjamin Franklin in their English classes. So who exactly is Benjamin Franklin? Why is he so famous? Let's find out!

Like Leonardo da Vinci, Benjamin Franklin excelled in many areas including science, inventing, writing, politics, music and diplomacy. He was one of the founding fathers of the United States of America and is often called the "First American".

He came up with lots of wonderful ideas that helped to improve people's lives. The most well-known ones are the lightning rod and bifocal glasses. Let's look at some of his inventions and discoveries!

~~~ Benjamin Franklin ~~~

Ben Franklin was a man of many talents. He did so much that some people claimed that he had magical powers! Choose one of his inventions or discoveries and write a short description about it. Don't forget to illustrate!

Ben Franklin discovered that light colours take in less heat, but dark colours take in more heat. Why?

It is because dark colours keep heat and melt more snow but light colours keep less heat so they melt less snow.

Therefore, people wear dark colour clothes on cold days to keep warm. On sunny days, people wear light colour clothes to keep cool.

Written by: Gini, Minna



~~~ Benjamin Franklin ~~~

Ben Franklin was a man of many talents. He did so much that some people claimed that he had magical powers! Choose one of his inventions or discoveries and write a short description about it. Don't forget to illustrate!

Ben Franklin invented the artificial arm. Ben used the arm to take books from high shelves. It is useful because you don't need to use the ladders to get things from high levels and you will have lower chances of falling down from the ladders.

Written by: Ceilin Kwok, Tatle Tang

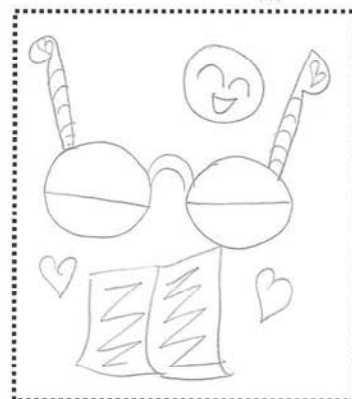


~~~ Benjamin Franklin ~~~

Ben Franklin was a man of many talents. He did so much that some people claimed that he had magical powers! Choose one of his inventions or discoveries and write a short description about it. Don't forget to illustrate!

Ben Franklin invented bifocals. Lenses for both close and distant vision are combined into one pair of glasses. The top is for distance, and the bottom is for reading. Many people wear bifocals nowadays.

Written by: Belle Li and Yana



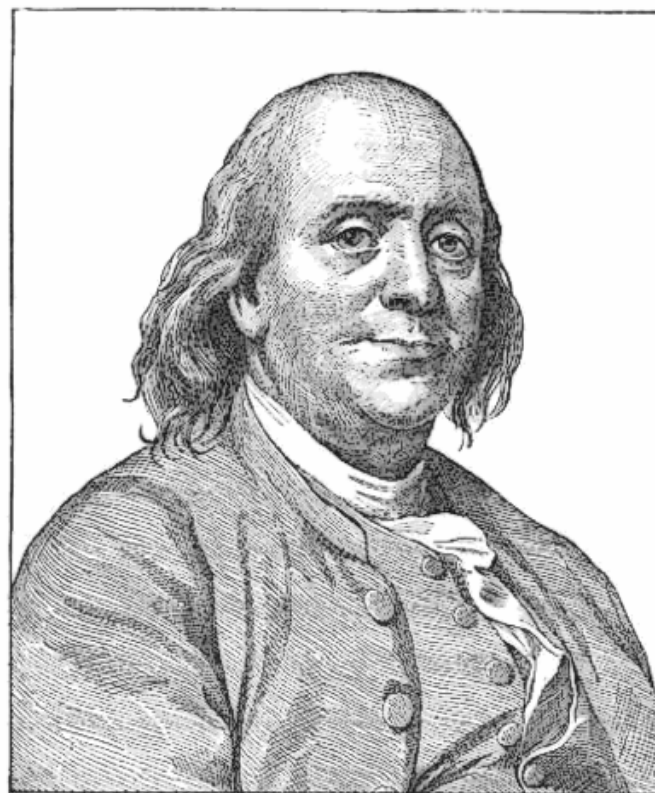


~~~ Benjamin Franklin ~~~

Ben Franklin was a man of many talents. He did so much that some people claimed that he had magical powers! Choose one of his inventions or discoveries and write a short description about it. Don't forget to illustrate!

Ben Franklin invented the lightning rod. It is a metal rod that is fixed to the top of a building. When lightning hits the rod, it would run into the ground through a metal rod. The people inside would not be killed or hurt by the lightning. It saved thousands of lives each year.

Written by: Jamie



## Grade 6

Can you blow up a balloon with a banana? The answer is YES! But how?

The 6 Graders worked in groups to conduct a biology experiment to figure out what happens when a banana rots and if it lets out natural gases to inflate the balloon. Each group prepared two bottles; one with variables (e.g. amount of sunlight, temperature) and one without variables. They observed the progress of the experiment carefully and recorded the changes throughout the week.

*Let's have a look at the students' reflections on this fun experiment!*

At first, our experiment was successful. But the balloon got a hole later because we tied it too tight. If we can do it again, we will find a better balloon and not to tie it too tight. We will also think carefully before we do it. 😊

By Larissa Sin, Cherry Yeung and Phoebe Lam

We learnt to be patient and cooperate in this experiment. We did it successfully! After a few days, the size of the balloon got smaller because of the weather. We felt a bit sad. However, our balloon is still the biggest among all! 😊

By Dylan Wong, Sebastian Chan, Ka Yu and Yeung Long

We learnt that there are many ways to make things work and we need to be patient. One balloon inflated! It blew up because the bacteria inside the bottle produced air while eating the rotten banana. It was fantastic! 😊

By Sumi Chow, Nicole Lau, Angel Lam, Erin Ng and Charlie Chan

Our group's balloon blew up! At first, it was OK. Later, it got bigger so it blew up. If we can do it again, we should get a bigger and better balloon.

By Dash Wong, David Daley, Percy Mok and Justin Lai

Well, our group's balloon merely blew up because there was a hole in the balloon!

Conclusion: get a stronger balloon!

By Halden Ho and Diego Chan

Our group was successful in this experiment. We felt happy and liked this experiment very much! Hope we can do it again!

By Rosie Chen, Hanna Chan, Cathy Kwan and Kayla Lui







# EPA

Our **Grade 3**, students will have an in-depth study on the four main components in English performing arts (EPA). They will learn **Drama, Music, Voice and Movement/Dance** in one year.

## Drama

In Drama classes, our students will learn stories and poems which appeal to their interests, whilst helping them develop self-awareness and an understanding of their own abilities. They start from doing simple pantomime individually and then creating different sculptures.



## Voice

In Voice, students learn how to use their voices through rhythm, diction and story-telling. They also learn vocal variety by using different poems such as **'Homework! Oh, Homework'** by **Jack Prelutsky** and **'The Magic Piper'** by **E.L. Marsh**. They learn different forms of presentations to develop their confidence in presenting themselves to an audience.





## Movement/Dance

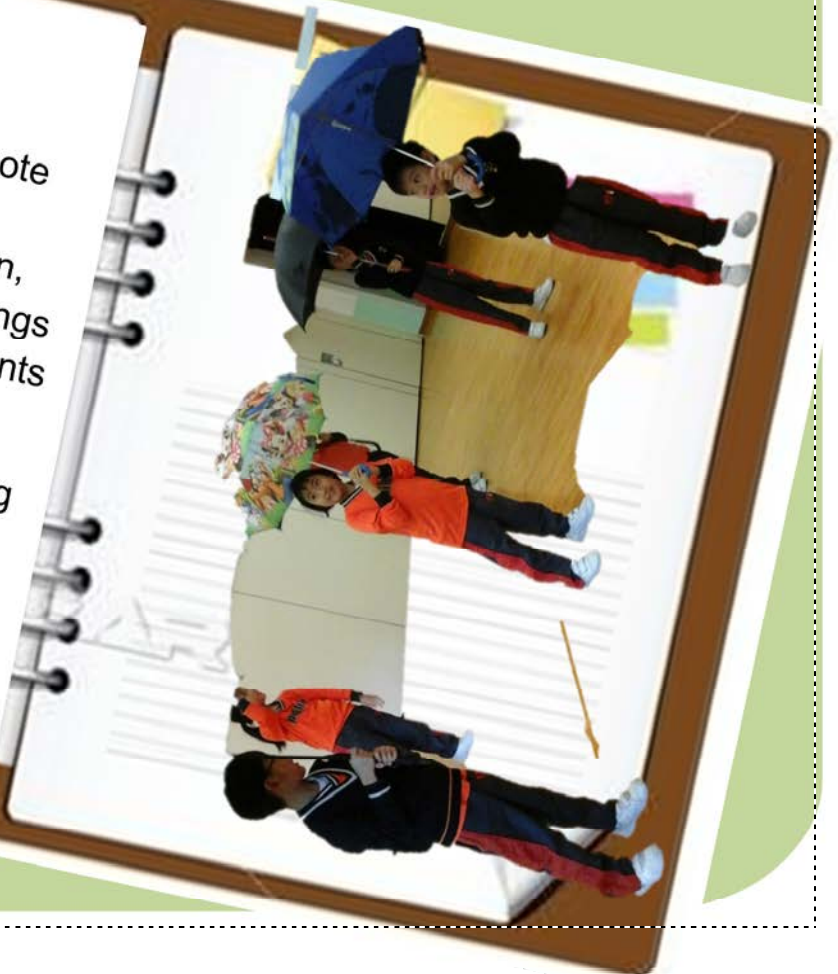
Through **Movement**, students use learnt skills to unlock their creative potential by becoming more open, more comfortable and less afraid of failure.



## Music

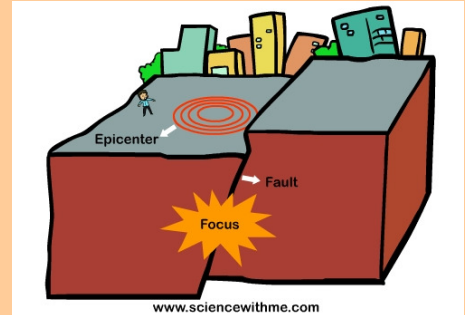
In Music, the aim is to promote complex thinking to make connections between emotion, thinking and learning. The songs have been assisting our students in their oral/spoken English.

We make Music fun and exciting by teaching our students music they enjoy, such as Disney songs, like; *'Circle of Life' from Lion King* and *Raindrop Keep Falling on My Head*.



# Grade 4 Writing

## Earthquakes



### Introduction

Imagine if you were in an earthquake...what would you see? What would you feel? And what will happen after an earthquake? This information report will help you learn the secrets of earthquakes.

### Why do Earthquakes happen

Tectonic plate movement usually causes a major earthquake. It makes the ground shake. Far above, people will feel an earthquake.

### What Damages can an Earthquake cause

An earthquake might cause a lot of damage. Large cracks open in the ground or the ground suddenly rises. Buildings collapse and many people may be injured or lose their lives.

### What happens after an Earthquake

Volcanic eruptions and tsunamis might happen. Aftershocks also might happen. These aftershocks happen because the earthquake is so powerful.



## **How do we protect ourselves from an Earthquake**

When an earthquake occurs, we must protect ourselves. In areas that have many earthquakes, posters are often displayed reminding people what to do. If you are in a high-rise, drop, over and hold on to something heavy. Avoid hard and sharp things. After the earthquake, stay where you are and wait for the rescue team to rescue you.

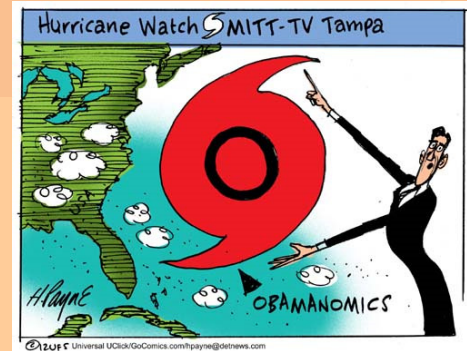
## **Conclusion**

Earthquakes are dangerous natural disasters. We must be careful.



Written by Bernice Leung (4B)

# Hurricane Sandy



## What is a hurricane?

A hurricane is a type of natural disasters. It is an intense tropical weather system of strong thunderstorms with winds of 74 mph or higher. Hurricane Sandy was one of the powerful hurricanes. She hit the United States in 2012.

## When and where did Hurricane Sandy strike?

Hurricane Sandy started to strike on October 24, 2012. It moved along the Caribbean Sea. It hit several islands like Haiti and Cuba. Then it moved along the East Coast on October 28, 2012. Afterwards, it turned west heading for land.

## What damages did Hurricane Sandy cause?

Hurricane Sandy brought strong winds and heavy rainfall. She also dropped huge amounts of rain and snow. Some states like New York and New Jersey were flooded and lost power. More than one hundred were killed in this storm.

## What did people do?

Even though Hurricane Sandy brought a lot of damages to the United States, people were still helping each other. Even president Obama delivered a speech comforting the citizens.

Written by Cheryl Tong (4C)



## A Day For a Yanomami Villager

The Yanomami villager, with black streaks painted on his face, looked at the poison-arrow frog sitting quietly on a tree branch. As the villager was about to strike, the frog hopped away into a nearby stream.

The villager heard a large howl. At first he saw nothing, but soon things started to move. A praying mantis was once a leaf caught its breakfast; an algae-covered sloth slowly turned its head; a mushroom-like moth suddenly took up to the sky. It was such a wonderful view.

As the villager was looking at the animals, he suddenly heard a soft ‘meow’. He whipped around to find a cat purring affectionately at him. Then he gently rubbed its head and then carried on his hunting.



The villager hunted a tortoise, some birds, and some tapirs. Then he heard a screech as an eagle swooped over the tree tops. He looked up and saw a dollop of bird poops slide into his throat. As he knelt down beside the river to drink, he saw a band of piranhas swimming towards him. When the piranhas arrived, he shoved his spear into the water. He felt the tip pierce something. For his feet were in the water, he wasn't sure if the “thing” was a piranha or not. After he cleared the fish, he felt so relaxed to see that his feet were good.

That evening, the Yanomami village had a great feast. All the villagers happily shared the food brought back by the villager.

# Earthquakes

Imagine if an Earthquake happened and shook your house, Its a natural Disaster. It can be strong or weak.

Earthquakes can be powerful. They destroy terrain & shelter. Earthquakes also can form Tsunamis, which is also a dangerous Natural Disaster that forms after aftershocks.

Where do Earthquakes happen? Earthquakes happen where the plates bump. They happen in Japan or mountain ranges.

The reason why they happen is because Many levels of the ground are called tectonic plates. When they move & bump each other, they form Earthquakes.

Earthquakes are Natural Disasters that cause damage and happens in various places & cause billions of dollars of damage.

## Sources

Austin, Elizabeth, Earthquakes, Volcanoes and Tsunamis, 2011.

Reed, Hannah, Natural Disasters, 2010



Written by Jason Wright (4P English)



## *An interview with teacher Karen Chan*

By Annie Lee and Nicole Cho from 6C

This month, we interviewed 3B's class teacher, Teacher Karen Chan:

AGN: Hello teacher Karen, we are Annie and Nicole. We have some questions to ask you.

Teacher Karen: Ok.

AGN: What is your hobby?

Teacher Karen: I like playing tennis.

AGN: Why?

Teacher Karen: Because it is fun, good for health and also, those tennis dresses are beautiful too.

AGN: Do you play it often?

Teacher Karen: Yes, twice a week.

AGN: Do you enjoy teaching Chinese?

Teacher Karen: Yes, because it is interesting, and it was the subject that I was better at when I was young.

Next we interviewed a student in Teacher Karen's class.

AGN: Do you like Teacher Karen?

Student: Of course! Her lessons are interesting and fun. But I think that she is a bit strict.

AGN: Maybe it is because she likes your class so much. Anyway, thank you for your time.

Teacher Karen: you're welcome.

# Around Campus





