



LI CHENG UK GOVERNMENT PRIMARY SCHOOL

School Newsletter 2017-2018



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Volume 1

A NEW ERA - "TOMORROW'S LEARNING TODAY"

To support the growth of STEM Education, we are devoted to enhancing the infrastructure and technical support required for a high quality science and technology education. We have extended WiFi coverage to all classrooms and special rooms for building up a robust mobile learning environment so that students can make better use of different e-learning platforms and tools. We have also upgraded the computers in all classrooms, and have acquired additional mobile computing devices including notebook computers and ipads. A 3D printer and scanner, a drone, Lego Robot and Micro:bit are used to foster the use of digital resources for e-learning. When learning about plant reproduction in GS, for instance, P.5 students used Lego to make models of a bee and a flower to mimic the relationship between the pollinator and the plant. In the subject of Math, students learnt about direction by making use of the drone to measure the distance between buildings. Through simple programming, students learnt to control the drone in order to take an aerial view of objects and do "air drawing". In VA lessons, students made use of the 3D cutting machine to do complicated paper or cotton cutting. Through careful planning of different learning tasks, we strive to enrich students' learning experience and encourage them to explore the world around them.



eNOTICE SYSTEM

To keep pace with technological advancement in the e-World and to create a green campus, the eNotice System was implemented in our school in the first school term. Many parents who have joined the system reflect that the system is very convenient as it allows them to read school notices with their mobile phones anytime, anywhere. Those who are still receiving paper notices are strongly encouraged to join us in the near future.

EQUIPPING STUDENTS FOR THE 21st CENTURY

To equip our students well for a dynamically changing society, STEM Education is the key emphasis in our school curriculum. Students carry out different theme-based projects in the Integrated Lessons. We also organize a STEM Group in our ECA on Fridays. Our aim is to strengthen students' ability to integrate and apply knowledge and skills across different STEM disciplines, and to nurture their creativity, collaboration and problem-solving skills. Besides, we also arrange visits outside school to let our students see how technology relates to our real life, the society and the world. We hope that such exposure will open their eyes, inspire their minds and develop them to be lifelong learners of science and technology in the future.

A. STEM IN I.L.

We provide hands-on and minds-on lessons for students through project work in Integrated Lessons. Different levels work on different themes.

P.1 & P.2 ~ Making paper aeroplanes



Watch !..... ▲



Try! ▲



Succeed ! ▲



Working in a team and exploring different ways to fold a plane. ▲



Showing and appreciating our work! ▲



Let's take off! ▲



P.3 & P.4 ~ Making a balance scale



Seriously taking measurements. ▲



Working together and thinking hard. ▲



We learn in groups using an ipad. ▲



Aren't we creative? ▲

P.5 & P.6 ~ Making a parachute



Learning the basic concepts of gravity and air resistance. ▲



Record its landing time. Then look up information to improve our design. ▲



Making our own parachute and launch it. ▶

B. STEM VISITS

P.4 to P.6 students visited different places and experienced the achievements of current scientific and technological innovation.

Science Explorer for P.4 students on 17.11.2017

At the Hong Kong Science Park, students learnt how technological innovations emerge into modern architectural design in our daily life. The "Solartube", for example, channels natural daylight into the car park to illuminate indoor areas.



At the Lego Robot Workshop, students learnt to control the Lego Robots to play a football game. ▲

InnoTech Expo 2017 for P.5 students on 28.9.2017

At the HK Convention and Exhibition Centre, there was a display of China's science and technology achievements in the past and at present. These ancient and modern exhibits demonstrate China's 5000-year growth in innovation and technology.



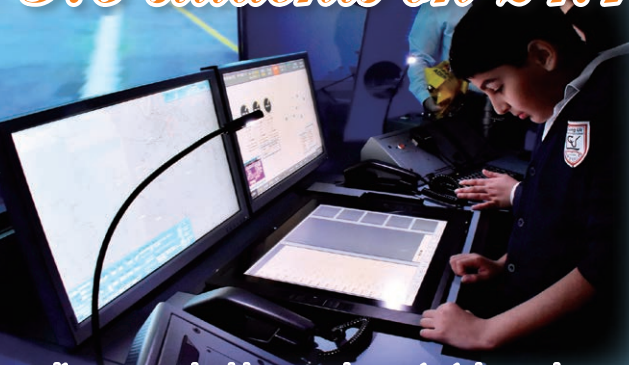
Models of China's aircraft carrier are so fascinating! ▲



This "house-like" exhibit is actually the world's first mechanical clock and it has multi-functions for ancient astronomical observations. ▲

The Aviation Education Path for P.6 students on 24.11.2017

Organized by the HK International Aviation Academy (HKIAA), the Education Path aroused students' interest in aviation. The contents of the Education Path have been designed to be simple and in plain language to enable easy understanding of the topics through text, artifacts and interactive multimedia systems.



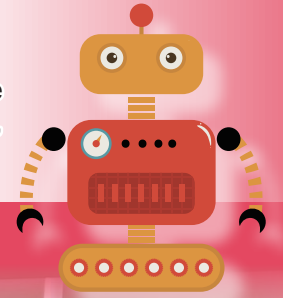
It was a valuable experience to take a close look at the air traffic control operations. ▲



Learning to use the life-saving jacket ▲

C. The ECA STEM Group

15 students join the ECA STEM Group this year. In a series of e-learning activities, they make six scientific products altogether, including a 'Fan propeller', a 'Home security system', a 'Crane', a 'Smart doorbell', a 'Smart fridge' and a 'Toilet paper inventory system'.



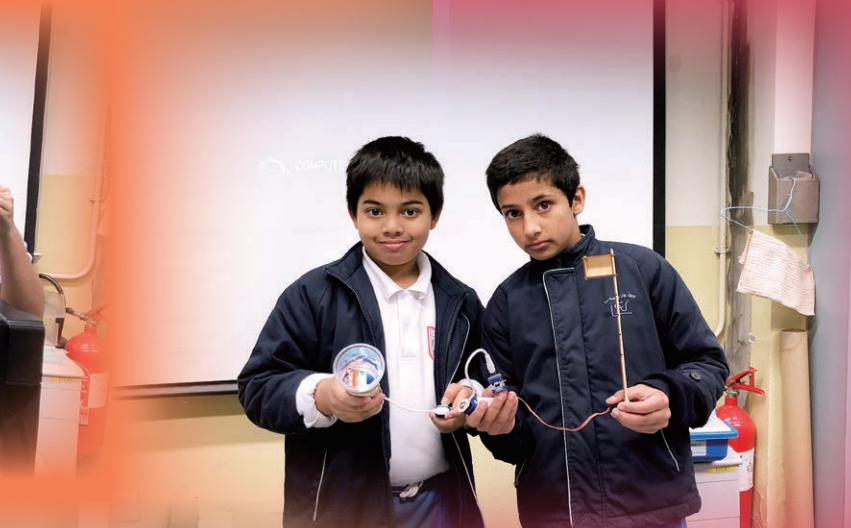
We have fun using Scratch Jr. on the iPad. ▲



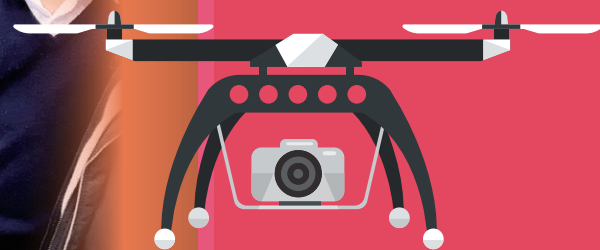
We learn coding through controlling the Lego Robot. ▲



Look at our 3D printing products!
They are all designed by ourselves. ▲



We use LittleBits to make a flashlight and a robot arm. ▲



We learn how to control the aerial camera. ◀

Promotion of self-directed learning

A. Pre-Lesson Enquiry



This year, we practise pre-lesson enquiry tasks in all major subjects. Pupils are expected to prepare for the lessons before attending the class. Individuals learn best when they are physically, mentally, and emotionally ready to learn. As such, getting pupils ready to learn is our focus here. Their "readiness to learn" brings about a degree of concentration and eagerness that makes learning more effective. In English and Chinese subjects, pupils answer comprehension questions of the units before they come for the lessons. The pre-lesson enquiry tasks include a story map for narrative texts, identifying parts of speech, brainstorming of related vocabulary items, etc. These learning tasks help our students become active learners.

Li Cheng Uk Government Primary School
English Worksheet
Unit 5

P.4 (A) Name: Amel () Date: 26 November 2017

Pre-lesson Task

Read P. 41 and P. 42 in the textbook and then answer questions 1 and 2. Blacken the circle next to the best answer.

1. On which page of Cambridge Learner's Dictionary can you find the word 'fortunately'?

A. P. 629 B. P. 292 C. P. 815 D. P. 767

2. Nick is brave. Which sentence tells that he is brave?

A. He travels around and tells people not to give up. B. He was born without arms. C. He has a wonderful wife. D. He goes to school.

3. Nick values his life. What can you learn from him?

I learn to be independent

I will not give up

4. Visit <https://www.youtube.com/watch?v=707VD48BuOs> to watch about Nick Vujicic.

Does Nick have a family? Yes, he does

Suggest one way to build up good relationship with family members.

Stay close together.

English - Answer comprehension questions. ▲

Li Cheng Uk Government Primary School
English Worksheet
Unit 5

P.2 (A) Name: Acuda () Date: 27 November 2017

Pre-lesson Task

Read the story on P. 33 to P. 34 of the textbook and complete the story map. Blacken the circles next to the best answers.

Setting: (Where)

A. At Happy Days Shopping Centre. B. At Happy Shopping Centre. C. At Happy Days Centre.

Setting: (When)

A. One Sunday morning. B. One Saturday afternoon. C. One Sunday afternoon.

Character: (Who)

A. The Lee family, Princess Layla and Sam. B. The Lee family, Princess Layla and Security guard. C. The Lee family, Sam and security guard.

Problem:

The Lee family are going to watch a film. _____ gets lost.

A. Princess Layla B. Grandpa C. Poppy

Solution:

Princess Layla talks to _____ He makes an announcement.

A. Grandpa B. Rick C. a security guard

In The Shopping Centre

English - Completing a story map. ▲

P3 中文科補充工作紙
第一課《中秋節》

日期: 九月二十八日 成績: A

人們在中秋節吃甚麼? 試把它們畫和寫出來。

| | | | |
|-----|------|----|----|
| | | | |
| 木由子 | 木易木兆 | 月餅 | 水果 |

人們在中秋節做甚麼? 試把它們畫和寫出來。

| | | |
|-----|-----|----|
| | | |
| 猜燈謎 | 玩花燈 | 賞月 |

Chinese - Answer comprehension questions. ▲

中文科預習紙
第五課《醫生和護士》

試辨圖中的詞語是名詞, 還是動詞

然後把正確的答案填在□內。

| | | |
|-------|----------------------------------------|----------------------------------------|
| 例. 醫生 | | 護士 |
| 名詞 | <input checked="" type="checkbox"/> 謝謝 | <input checked="" type="checkbox"/> 信司 |
| 打針 | <input checked="" type="checkbox"/> 叔叔 | <input checked="" type="checkbox"/> 照顧 |
| | <input checked="" type="checkbox"/> 動詞 | <input checked="" type="checkbox"/> 動詞 |

Chinese - Identifying the parts of speech. ▲

Book 3A: Chapter 14-16

Read textbook P.69-72 and answer the following questions.

A. Fill in the blanks.

Mineut hand

The second hand is the tinnest. It moves most quickly.

Hour Hand

Second hand

B. Fill in the missing numbers.

1 hour = 60 minutes 1 minute = 60 seconds

1) 2h = 120 min 2) 4 min = 240 s

3) 3h = 180 min

Math - Telling the time

Book 6A Chapter 1-2 Pre-task

1. Mr. Chan put \$12 into two bags equally. How much does each bag have?

Marvellous!

| | |
|-------|------|
| | \$12 |
| Bag 1 | \$6 |
| Bag 2 | \$6 |

$12 \div 2 = 6$

Each bag has 6.

2. If 2 sweets cost \$4.40. How much does each sweet cost?

| | |
|---------|--------|
| | \$4.40 |
| Sweet 1 | \$2.20 |
| Sweet 2 | \$2.20 |

$4.4 \div 2 = 2.2$

Each sweet cost 2.2.

Column form

$$\begin{array}{r} 6 \\ 2 \overline{) 12} \\ \underline{12} \\ 0 \end{array}$$

$$\begin{array}{r} 2.2 \\ 2 \overline{) 4.4} \\ \underline{4} \\ 0 \\ \underline{0} \\ 0 \end{array}$$

Math - First Step of Division of Decimal

In the subject of G.S., the KWL chart provides students a reflective preview of the topic they learn. The charts engage students in designated topics, make them reflect on what they KNOW about the subject matter (K), what they WANT to know more about the subject matter (W), and what they have LEARNED after the lessons (L). These tasks inspire self-directed learning and active engagement in the learning process.



Students work on the KWL task together.

Li Cheng Uk Government Primary School
General Studies
KWL Worksheet
Book 5A Unit 2: Reproduction

Name: Sharon (21) Class: P. 5 (A) Date: 23-10-17 Grade: 1

| K | W | L |
|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What I know: | What I want to know: | What I have learned: |
| 1. Boys and girls have reproduction system. 2. Animals reproduce in one of two ways. 3. Birds sit on their eggs. | 1. Do plants have reproduction system? 2. How do the fertilised eggs develop? 3. Why is it so important that they do so? | 1. I have learned that plants and animals have reproduction system. 2. The fertilised eggs develops inside and outside of the mother's body. 3. They need to maintain suitable temperature to the embryo. |

A sample of the KWL.



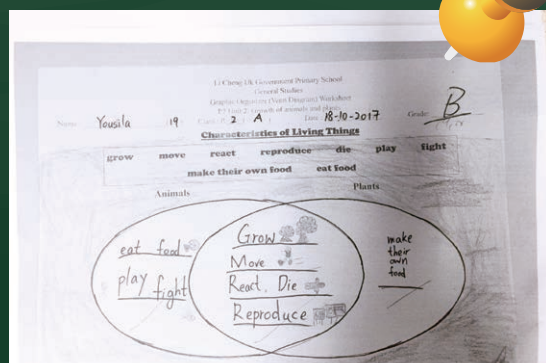
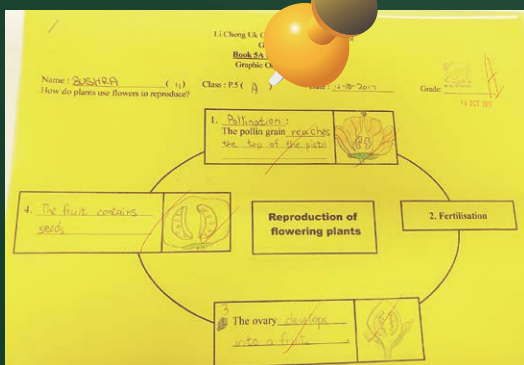
B. Study skills

The purpose of education is to teach students lifelong learning skills that will help them navigate careers and relationships in their post-school lives. Aside from core subject knowledge, many important skills that are valuable to becoming successful are integrated in our teaching. In the subject of G.S., students are encouraged to use graphic organizers to understand concepts, clarify ambiguities, and construct what they learn systematically. In Math, students are requested to make notes to clarify concepts. They then present and share useful ideas with their peers as they practise problem-solving. Students can also check their own learning using reflection checklists. Here are some of our students' works:



Students make their own notes in Math. ▲

Self-reflection checklists that show individual pupils' learning progress. ▲



Use of graphic organizers in G.S. helps students to clarify concepts. ▲

C. Reading Across the Curriculum



Reading enables our students to extend their horizons and perspectives. Books on interesting topics are purchased to arouse our students' interests to read. Then we guide them to master the basic reading skills and strategies through meaningful activities. Our final target is to help our students to move on from "learning to read" to "reading to learn". To achieve this target, we implement cross-curricular reading programmes to engage our students in purposeful and meaningful reading. This helps them to make connections between the reading texts across different KLA so that they can apply what they learn flexibly across different subjects as they construct their knowledge.



Attractive display of books creates a culture to read. Students gradually read to learn.

ASSIMILATION INTO THE LOCAL COMMUNITY

Perhaps acquisition of the Chinese language is the first step for our students to assimilate into the local community. This year, a series of measures were launched to achieve this goal.

Timetabling

First, we re-allocate the teaching time in different KLAs. We have restructured the timetable from six 45-minute periods to seven 40-minute periods, plus one 40-minute Integrated Lesson per day. The number of Chinese lessons has been increased from six to ten, that is, an increase of 130 minutes per week!



Textbook

A new curriculum was tailor-made to meet the needs of our students. Starting from P.1 classes this year, we are adopting a new textbook which is unit-based on localized topics in its content. The new textbook also provides updated e-resources to facilitate students as they scaffold their Chinese learning experience and learn the language at their own pace.

Building a Language-rich Environment

Language development happens best in a language-rich environment. Building a language-rich environment is about using every opportunity to use language, to interact, to share a focus, to talk, to take turns. We aim at building a nurturing environment that gives our students plenty of opportunities to be exposed to and to communicate in Chinese. We have organized a variety of cultural activities, including a Chinese Opera Workshop and a series of festival-related activities. Different types of ECA such as Chinese Storytelling, Calligraphy, Dragon Dance and Little School Reporters also provide students with opportunities to learn Chinese beyond the classrooms.



Guessing the Lantern Riddles ▲



Dragon Dance Group ▲



A Chinese Opera Workshop ▲



Chinese New Year Activity ▲

Learning about local history

Over thirty P.5 students accompanied by their teachers went for a study tour in Mainland China on 25th and 26th January, 2018. The tour was fruitful as students visited historical sites and museums, and experienced the Chinese culture.



Supportive Measures

To cater for learner diversity, we give individual support to students in need through a “One-to-One Speech Training Programme” and the “Do My Best” Remedial Programme.

These are conducted in the I.L. sessions and they aim at helping students to catch up in the subject. On the other hand, split classes are arranged in all levels (from P.1 to P.6) to enrich students with greater Chinese proficiency.



“One-to-One Speech Training Programme”. ▲

Classes specially arranged to cater for learner diversity. ▲

FOSTERING POSITIVE VALUES

One of our major concerns is to cultivate students to have correct values and positive life attitudes. In this regard, we have organized a series of school-based programmes including uplifting spirit through sports, environmental education and the “One Student One Post” Programme. Besides, there are volunteer services and community visits participated by target groups, and an individual support scheme known as the “Angel Teacher”.



1. Sports at LCU

A. Basketball Team

In the basketball training course, students do not only learn the techniques and competition rules of the sport. We consider the building of team spirit the most important of all. We hope students can enjoy the game and at the same time learn through peer support and establish a positive self-image.



B. Cricket Team

Cricket is another favourite sport at LCU and our Cricket Teams have dominated the Playground League for years. Every year students are well-trained not only to obtain medals, but to build up their physical as well as mental fitness. Last year, our Cricket Team B won the champion in Division II competitions and second runner-up in Division I competitions in the League. They are now practising hard for the coming Playground League in April 2018.



C. Rugby Team

Rugby develops fast around the world, and with the support of Hong Kong Rugby Union (HKRU), it is newly introduced in our school this year. Rugby is suitable for both girls and boys of all ages, and it is a great sport to keep us healthy and fit! The core value of this sport includes integrity, passion, communication and respect. We hope that students can learn these values through participating in the sport.



2. Environmental Education

Starting from November, students have been taking turns at recess time to ride the bikes so as to generate electricity to support the mosquito killer lamp in the small playground. Besides, videos on Environmental Protection are broadcast at lunch time to remind students about the 3Rs (Reuse, Recycle and Reduce) in their daily life. Educational talks on recycling (KS1) and low-carbon life (KS2) as well as a workshop on the production of eco-detergent will be held in the second term.



Riding bikes to generate electricity at recess time. ▲

We are the Environmental Protection Ambassadors. ◀

3. The "One Student One Post" Programme

The aim of this programme is to help students become responsible persons and cultivate a sense of belonging in the class. There are 10 posts in each class and students are assigned one post each based on their strengths and interests.



Volunteer Service - with "Playspace"

In November 2017, our Community and Social Services Team was established. The aim of this is to let our students be more engaged in the community as responsible citizens. We have 25 members this year, and we work jointly with Playspace Limited – a non-profit making organization that serves ethnic minority students in Hong Kong. They assist the minority groups to adapt to the local community and equip participants with necessary skills and knowledge to carry out voluntary services through a series of training workshops and services.



Members of our Community and Social Services Team helped to prepare for the games with love and patience. ▲



Outdoor training in Hong Kong Park. We were tired but we enjoyed it a lot! ▲



Through role-play, students came to understand the difficulties of the physically disabled. ▲

P.1 Parent-child Community Visits



To foster parents' and children's understanding of the local community, a Parent-child Community Visit was organized for P.1 students and their parents. 20 pairs of parents and children participated in the programme. The participants paid a community visit to the district of Cheung Sha Wan on 30 September 2017. They also visited Hong Kong History Museum on 7 October 2017. They found the visits very meaningful as they have learnt more about Hong Kong.



A matching game to know about the places in Hong Kong. ▲



Having "a tram ride" at the Hong Kong Museum of History. ▲

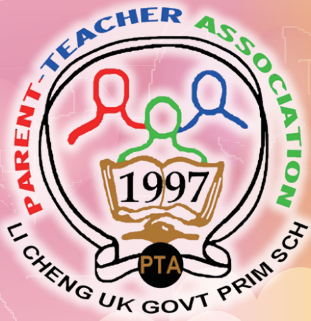


Watching a video about the history of Hong Kong at the Museum. ▲



The "Guardian Angel Teacher" Programme

This programme is designed to support at-risk students of every level from P.1-6. Teachers will provide these students with a series of expressive gathering and sharing sessions through which we hope to help them develop emotional competence, resilience and proper ways of self-expression. We believe that these at-risk students can realise their full potential when we help them to acquire the necessary knowledge and skills.



Li Cheng Uk Government Primary School Parent Teacher Association

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Parents' Meeting & Annual General Meeting

The 21st Annual General Meeting (AGM) was held on 21st October, 2017. The special day started with the Parents' Meeting. The ceremony went smoothly with the Headmistress's welcoming speech, the PTA Chairperson's report and the Treasurer's Annual Financial Report. After the wonderful performances of the African Drum Group and the Junior Choir, the new PTA Committee Members and the new SMC Parent Representatives were elected. Refreshments were served to wind up the occasion. It was a memorable time shared by parents, teachers and students.



2017-2018 PTA Committee Members ▲

Parent Education



Parents were eager to interact with the social worker on parenting issues. ▲



P.1 parents sharing their difficulties with one another. ▲

Parents were encouraged to participate in children's learning to give them support. In view of this, the school organized different parent workshops for the parents. In the first term, three P.1 parent workshops, five after school parent-child group activities, two parent-child visits, three subject-based talks, five Chinese Interest Classes, three parent volunteer workshops and the

Embroidery Interest Class were organized. Parents were actively involved in the workshops. They also gave positive comments and suggestions in the evaluations. The parent education programme in the second term would continue to equip our parents to play an important role in enhancement of student learning.

Annual Picnic



Children had a great time with their parents and teachers. ▲

Our annual picnic was held on 2nd December, 2017. 311 parents, children and teachers took the coaches to Tso Kung Tam Recreational Centre. On the way, children engaged in the quiz prepared by the parent committee members and the teachers happily in order to gain the attractive prizes. Upon arrival at the site, group photos were taken at the entrance. Mrs Rimi, the Vice Chairperson, sent a warm welcome to all the parents. After that, the children and parents could take part in a variety of outdoor and indoor activities. The families enjoyed a wonderful picnic in the fresh air. At around three, the participants left the recreation centre with happy memories.