



Collaborative Research and Development “Seed” Project: EE0518

**Advancing Secondary Students’ Literacy Skills through
Promoting Interdisciplinary Learning in the English Classroom**



**English Language Education Section
Curriculum Development Institute
Education Bureau**

Aim of the “Seed” Project

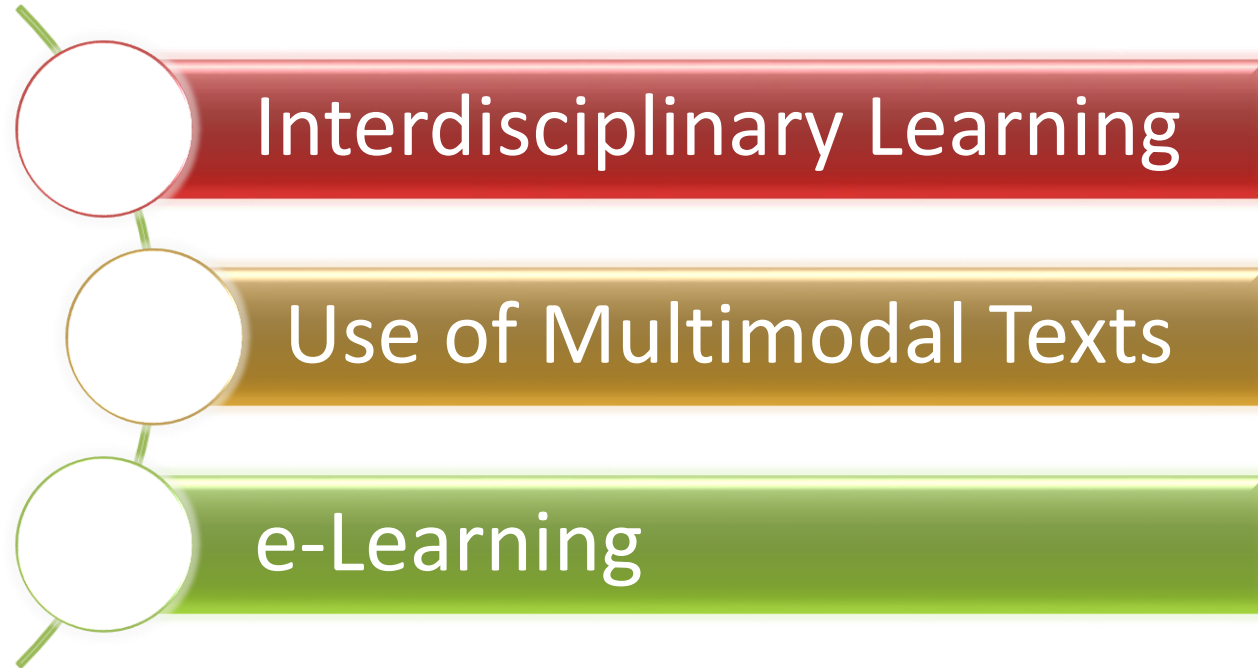
- To enhance secondary students’ **literacy skills** by connecting their learning experiences through **promoting interdisciplinary learning** in the English classroom.

Objectives of the “Seed” Project

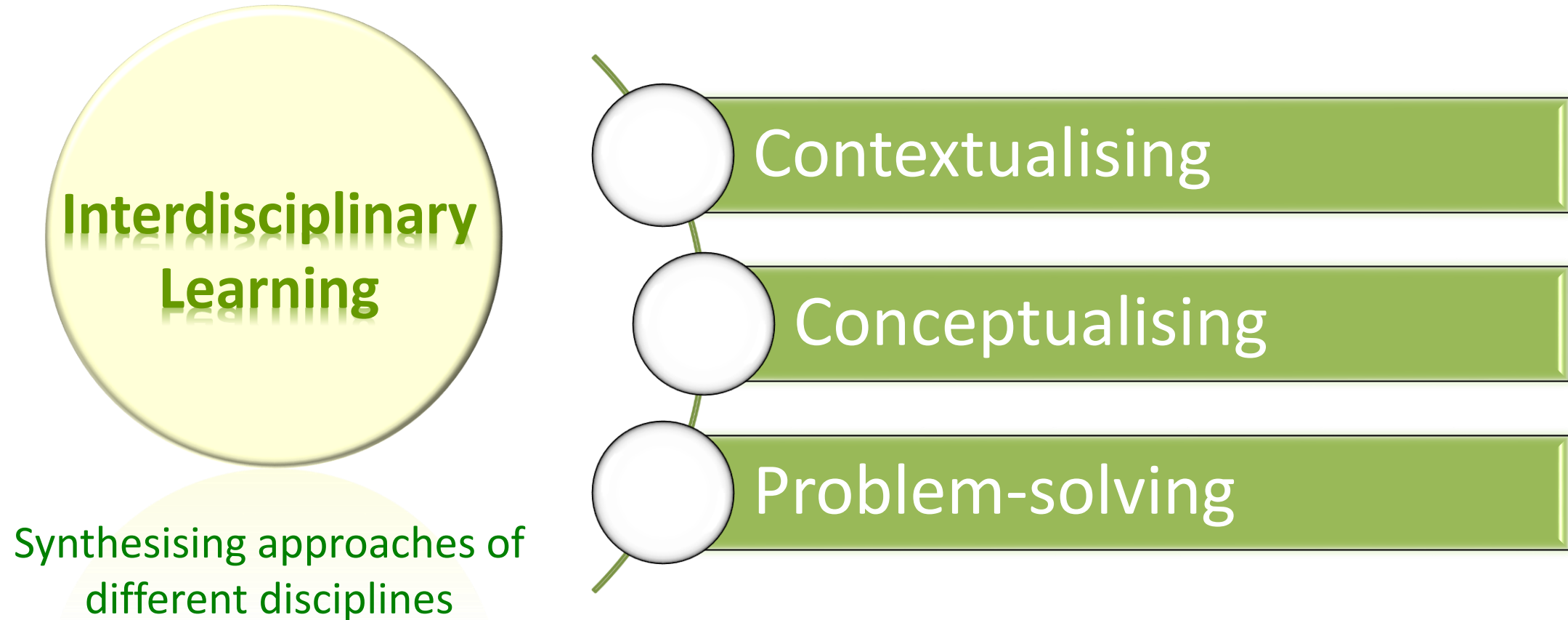
- To develop teachers’ capacity in:
 - understanding the role of English Language teachers in promoting whole-school initiatives;
 - adopting effective teaching strategies to guide students to integrate, apply and transfer knowledge and skills across disciplines and other learning experiences; and
 - designing suitable learning, teaching and assessment activities to engage students in processing and producing texts to achieve different communication purposes across disciplines.

Focusses related to the **Major Updates**

**“Seed” Project
2018-2021**



Promoting **Interdisciplinary Learning** in the English Classroom



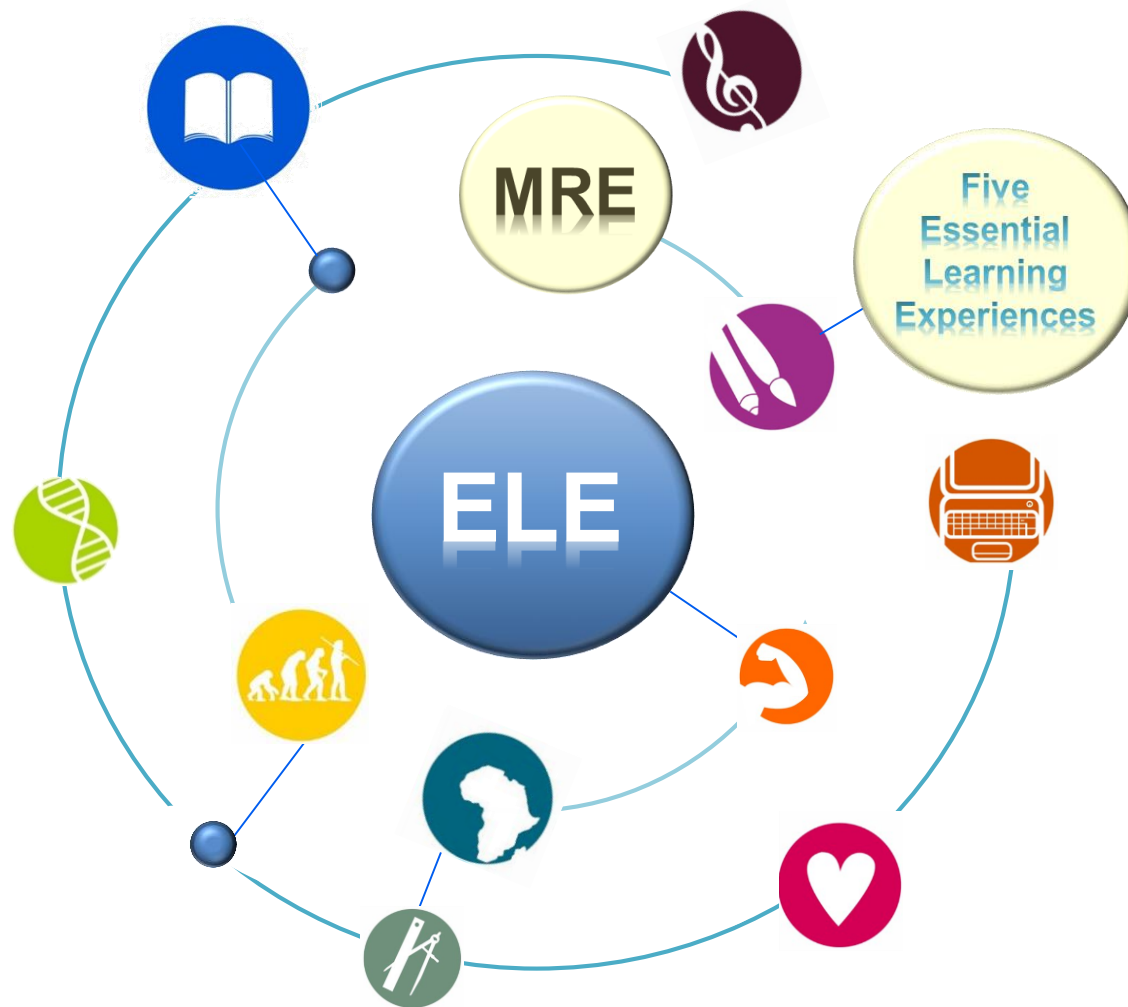
Adapted from

Svetlana, N. (2006) Interdisciplinary Teaching: Contextualizing Conceptualizing, and Problem-centring. *Journal of Curriculum Studies*. 38(3), 251-271.

Promoting **Interdisciplinary Learning** in the English Classroom



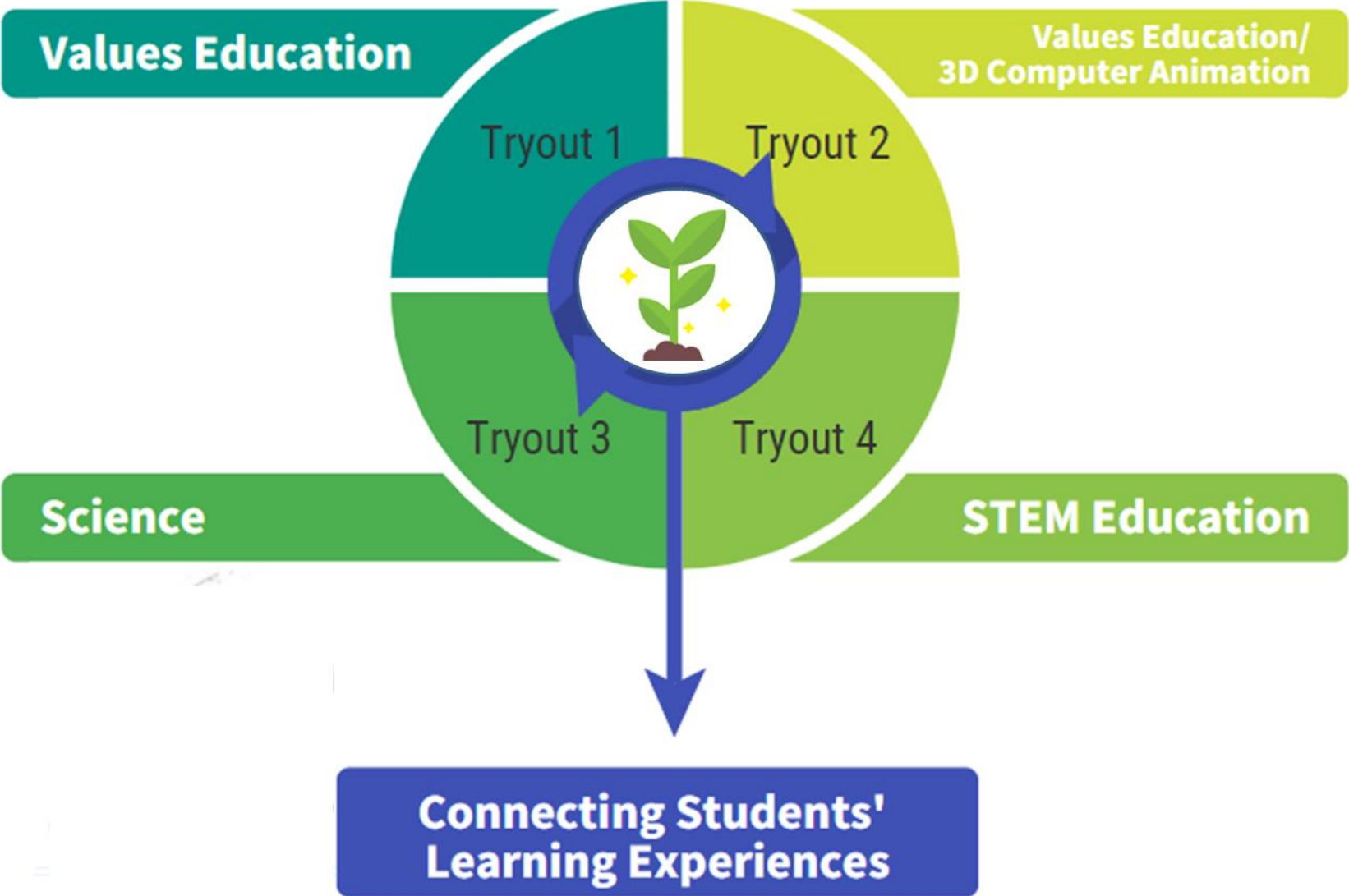
Promoting **Interdisciplinary Learning** in the English Classroom



Strengthening the **connection** between English Language and various cross-curricular domains

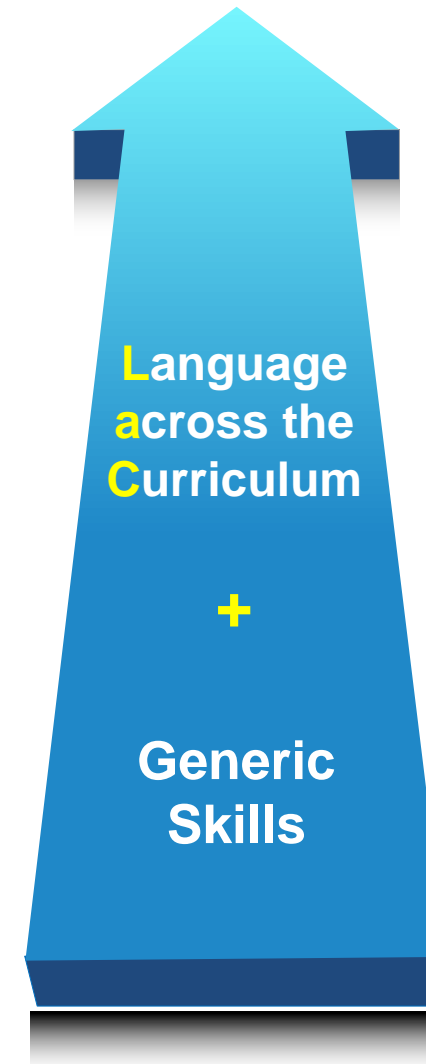
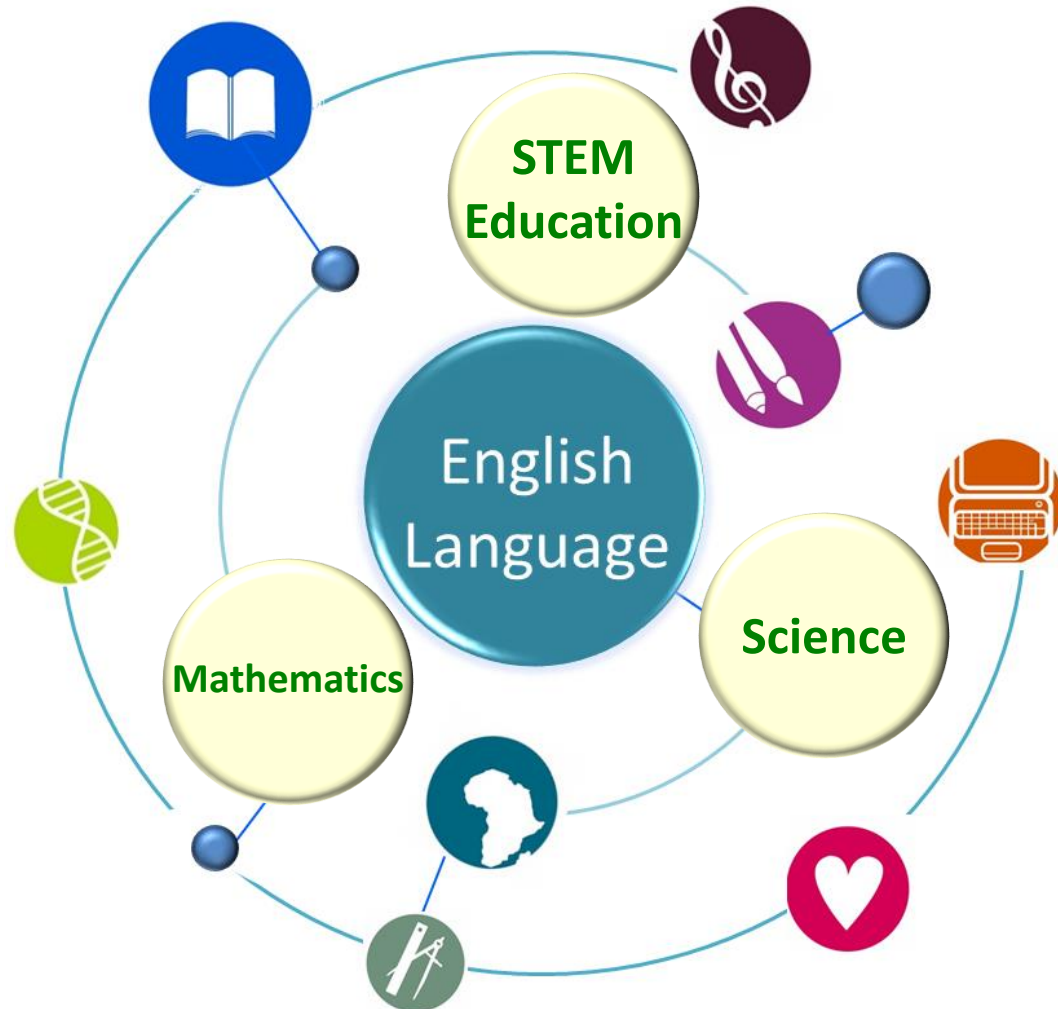
“Seed” Project (2018/19 - 2020/21)

Cross-KLA Focuses



Integrating **Cross-curricular Domains** into the **English Language Curriculum** to **Connect** Students' Learning Experiences

2019- 2021



Developing Students' Literacy Skills (Tryout 1)

Connecting Reading and Writing

Tryout 1

Reading/Viewing

Writing

A video clip, an article,
a Q and A, fact sheets,
posters

A Poster

Content

- Organ donation

Text Features

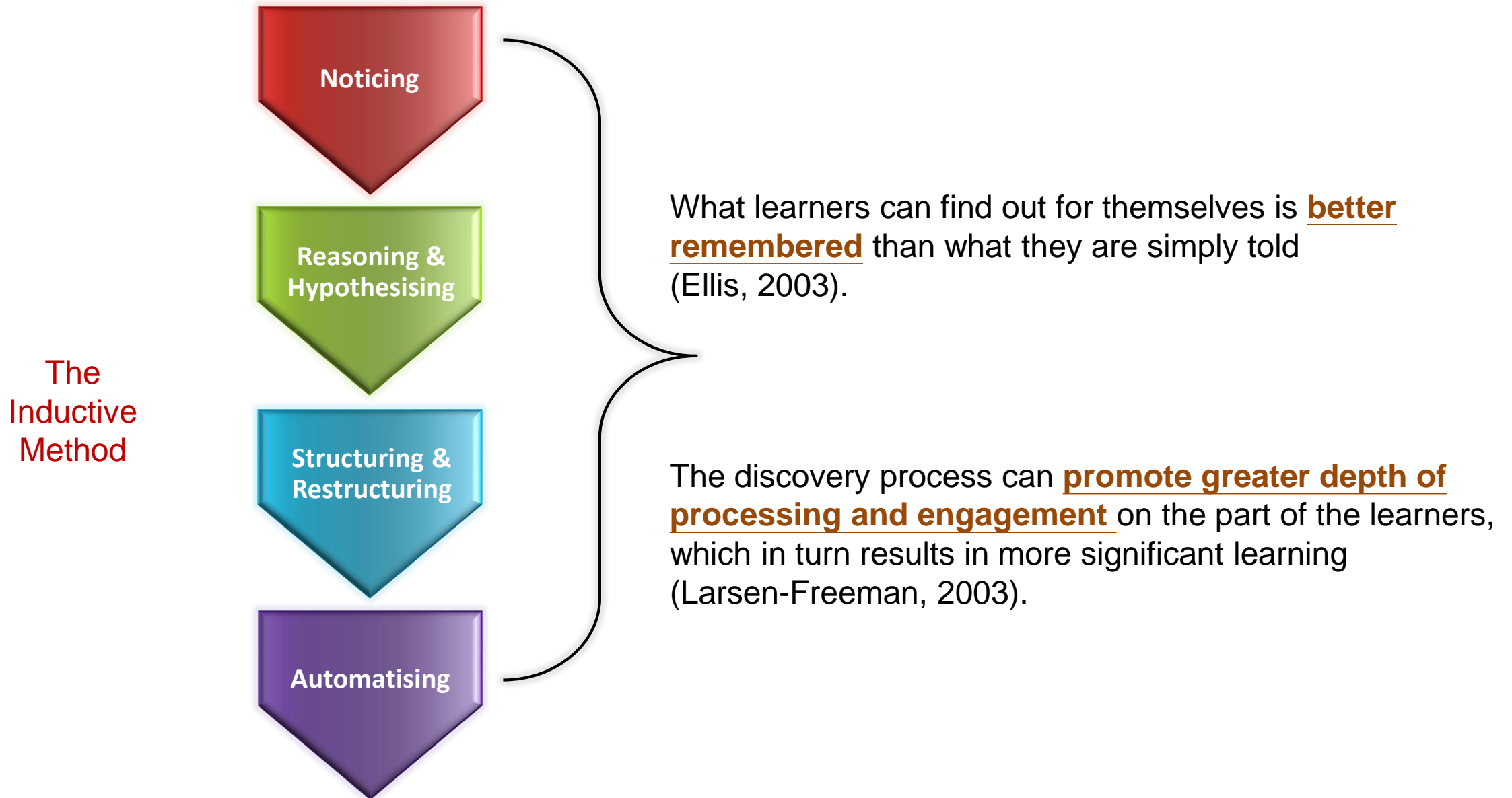
- Slogan
- Use of colours
- Images
- Fonts
- Other information
- Tone & style: To suggest/
persuade

Language features

- Imperatives
- Repetition
- Length: short

A Poster

Discovery of the Text Features a Poster



Discovery of the Text Features a Poster

Reading



The Inductive Method

(Tryout 1)

Engaging Students in Noticing the Text Features of a Poster

Providing a framework to guide students to notice the key features of a poster

Organ donation: How can we design a good organ donation card?

Part 1
Your teacher is going to show you some posters about organ donation. Discuss with your group members and identify key features of a poster.

		Key Features (What?)	Purpose
1.	Slogan / Title (e.g. length, use of language)	less word • simple word	It is because it is many words watch. So the less word and understood eas
2.	Image / Text Design (e.g. use of colours, pictures, fonts)	colourful Some picture • use of red	It is because picture let the attention. Also, the make the poster red: the most impor
3.	Key Messages (e.g. what kind of information is included?)	donate organ help the people • To be a donor	It is because they the people. • encourage people donors
4.	Other Information	website	It is because when the people want to donat donat their organ, they can the company by the website. • let people know where to find

Slogan

- fewer words

Image/Text Design

- Colourful
- pictures
- Use of red

Key Messages

- Donate organs
- help the people

Discovery of the Text Features a Poster

Reading

Reasoning & Hypothesising

The Inductive Method

Engaging Students in Hypothesising the Purpose of the Text Features

Organ donation: How can we design a good organ donation card?

Part 1
Your teacher is going to show you some posters about organ donation. Discuss with your group members and identify key features of a poster.

		Key Features (What?)	Purpose (Why?)
1.	Slogan / Title (e.g. length, use of language)	less word • simple word	It is because when the poster is many words, not people will watch. So, the poster must use less word and the people can understand easily.
2.	Image / Text Design (e.g. use of colours, pictures, fonts)	colourful some picture • use of red	It is because the colourful picture let the people pay attention. Also, the most picture make the poster become fun. red: the most important
3.	Key Messages (e.g. what kind of information is included?)	donate organ help the people • To be a donor	It is because they want to help the people. • encourage people to be donars
4.	Other Information	website	It is because when the people want to donat donat their organ, they can the company by the website. • let people know where to find

Slogan

- ...use fewer words...people can understand easily...

Image/Text Design

- ...the colourful picture... the people pay attention...
- Red: the most important

Key Messages

-encourage people to be donars

Discovery of the Text Features a Poster

Writing

Structuring & Restructuring

The Inductive Method

Confirming Students' Hypotheses & Engaging them in Applying the features in New Contexts

Part 2
Take a look at the organ donation poster below. What are the features for an attractive organ donation poster? Draw a line to identify each part of the leaflet.



Name of the organization

Slogan / Title:

- short
- easy to remember
- imperatives
- parallel structure
- modal verbs

Image / Text Design:

- colourful / black and white
- bright / blurry
- Fonts

Key messages:

- brief
- imperatives
- modal verbs



Designing their own poster for the organ donation card

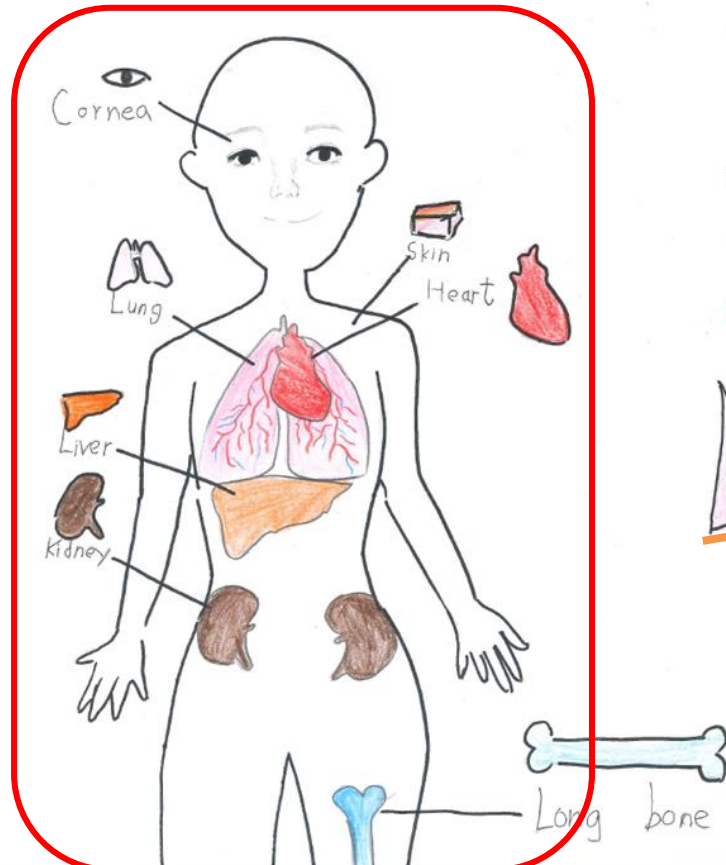
Consolidation of the text features

Discovery of the Text Features a Poster

- Slogan (i.e. the use of imperative, repetition, short, easy to remember)
- Use of colours
- Images
- Texts (e.g. fonts)
- Other information (e.g. organisation name, contact information)

1AB3

Features of a slogan



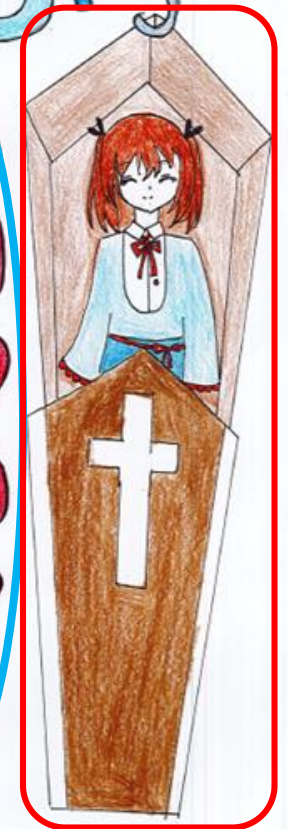
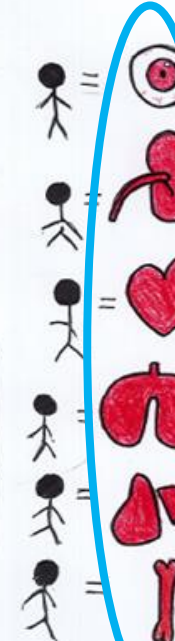
Be A
Donor
Be healthy
Don't Be
Sick

1AB2

Donate The
Organ

Come
and
join
us!

You can save
many people when
you donate your
organs.



Telephone: 3157 0632
website: <http://www.sita-hk.edu.hk>




Learning Outcomes Demonstrated by Students

Peer Assessment

1AB2

What do you think about your classmates' performance? Complete the assessment form below.

To: Sammi, Kelly, Candy
From: Jack, Cherry, Eva

The students can		Please tick (✓) as appropriate.		
				
		To be improved	Good	Very good
A. Features of a Poster				
1.)	write an attractive slogan/title.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.)	use images/texts to enhance the message of the poster.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.)	include key messages/information in the poster.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.)	design a/an interesting/ attractive/ creative poster.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B. Speaking Skills				
1.)	pronounce most words correctly.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.)	present their work fluently.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.)	present their work in an interesting/ attractive/ creative way.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.)	present their work with elaborations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.)	maintain eye contact with the audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.)	speak at an appropriate volume.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C.	What do you like about their poster/performance? <i>I like that because their poster has drawn the organ clearly, and ^{it is} easily to understand.</i>			

- I like that because their poster has shown the organs clearly, and it is easy to understand.

Presentation of their poster design to the class



Developing Students' Literacy Skills (Tryout 2)

Connecting Reading and Writing

Tryout 2

Reading/Viewing

Writing

An Article, Comments,
Video Clips

A Video Clip/
A Reflection

A Video Clip/
A Reflection

Content

- Proper Use of e-Devices

Text Features

- Text type: A video clip
- Framing
- Use of colours
- Use of music



Language features

- Question tags
- Blended words
- Introducing opinions

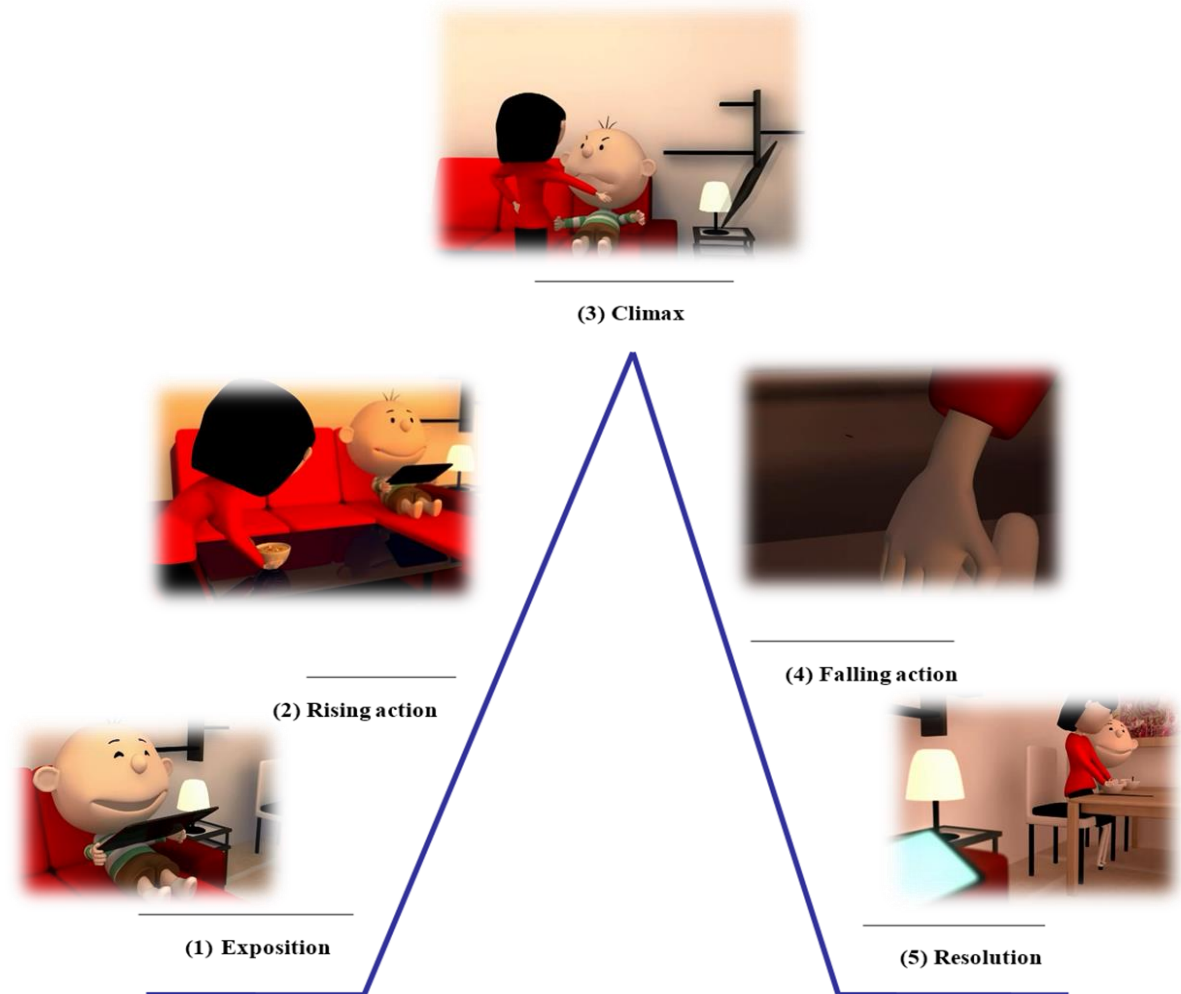
Analysing the Video Clips

1AB3

A Character Map

			
1)	Who are the characters?	son	mum
2)	What are they doing in the story?	he is playing with the ipad.	cooking the soup
3)	How do the characters feel at the beginning of the story?	angry	angry
4)	How do the characters feel at the end of the story?	happy	happy



A Plot Diagram



Analysing the Video Clips

1AB2

Use of Colours

	Features	Descriptions	Meaning
1.)	Colour	<p>How do you describe the colour of the following scenes?</p> <p><u>Scene 1</u></p>  <p>a) <u>dark</u></p> <p><u>Scene 2</u></p>  <p>b) <u>bright</u></p>	<p>What does the colour make you feel?</p> <p><u>Scene 1</u></p> <p>c) <u>scared, unhappy</u></p> <p>_____</p> <p>_____</p> <p><u>Scene 2</u></p> <p>d) <u>happy, warm</u></p> <p>_____</p> <p>_____</p>


Analysing the Video Clips


Music / Sound Effects

2.)	Music / Sound effects	<p>How would you describe the background music used in the clip?</p> <p>a) Tempo (i.e. the speed at which the music is played)</p> <p><u>the speed is very slow (to moderate)</u></p> <p>b) Volume of the music (e.g. loud, soft)</p> <p><u>it is soft.</u></p>	<p>What is the mood (i.e. the way it makes you feel) created by the background music?</p> <p>c) <u>happy, very warm</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Analysing the Video Clips

Framing (Close-up shots vs Full shots)

3.)	Framing	<p><u>Close-up shots</u></p>  <p>a) What do they show? <u>close-up of characters face.</u></p>	<p>b) What is the use of close-up shots? <u>To show the feeling of characters.</u></p> <hr/> <hr/> <hr/>
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	<p><u>Full shots</u></p>  <p>c) What do they show? <u>what happening at the place.</u></p>	<p>d) What is the use of full shots?</p> <p>1) <u>To show their action</u></p> <hr/> <p>2) <u>To show relation between characters</u></p> <hr/> <hr/>
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Analysing the Video Clips

Exploring Values and Attitudes through Writing Reflections

1AB3

4.) What have you learnt from the story?

We don't just spend too much time on e-devices,
need to give more love to our family

5.) Have you experienced something similar before? Describe your experience below and share it with your classmates.

a) Who are involved?

My father, and me.
mother

b) What is the problem?

I play my phone. My dad and mum tell me to go shopping.

c) What is the solution?

I want to play my phone, don't want to go away.

d) What have you learnt from the experience?

After dad and mum said the phone is not important for me, I went out with them happily.

Higher-order thinking skills

+

Positive values and attitudes

Analysing the Video Clips

Exploring Values and Attitudes through Writing Reflections

1AB2

After watching the clips, I learnt that some viewing skills and the importance of
family. I think I need to change my habit of using an e-device. I should use less
time for ^{surfing} accessing the Internet. If I decrease the time of using e-devices, I will go
to exercise and chat more with my family. There will be happier than playing smartphone
and using e-devices.
Please share what videos you are watching with your families.
You have used e-devices in some positive ways.

Higher-order
thinking
skills

+

Positive values
and attitudes

Analysing the Video Clips

Exploring Values and Attitudes through Writing Reflections

1AB3

After I ^{watch} ~~saw~~ 'Love' and 'Because of Dad', I think we need to put
our phone, tablet, computer and other not important things ^{aside} down. He should
focus on other things around our life. In the 'Love' video, the boy just plays with
his iPad and ^{doesn't} ~~don't~~ ^{about} care his mum. His mum cooked the soup for him. But he
^{doesn't} ~~don't~~ eat the soup. I think we should not always use e-devices, Relationship ^{with others} is
more important.

After watching the clips, I learn the importance of family. If I decrease the time
of using e-devices, I will choose to ^{chat} talking with friends. I think friends ^{are} ~~is~~ ^{more}
important than games.

Yes, family and friends are more important (235 words)
than games.

Higher-order
thinking
skills

+

Positive values
and attitudes

**Extending & Consolidating Students'
Learning Experience with the Use of
Information Technology**

Consolidating Students' Learning through Editing a Video Clip

Viewing

Writing

Video Clips

Content

- Proper Use of e-Devices




Text Features

- Text type: A video clip
- Framing
- Use of colours
- Use of music

Language features

- Question tags
- Blended words

Writing Dialogues

8.		Hey! you Be careful!
9.		Let's me help you, shall I? Thank you!
10.		Don't use tablet when you are walking.

(Sample from 1AB2)

Content

- Proper Use of e-Devices

Activities

- Dubbing
- Subtitling

Skills Development

- Speaking
- Collaboration
- Information technology

Editing a Video Clip

Consolidating Students' Learning through Editing a Video Clip

Applying Knowledge of Blended Words in Writing a New Title for the Clip

1AB2

Part 1: Title of the clip

Work with a partner and give a new title for the video clip.

★ Grammar focus
Blended words

warm + family = ~~warmily~~

Explain the meaning of the title below:

It is a warm family

Consolidating Students' Learning through Editing a Video Clip

Applying Knowledge of Question Tags in Writing the Dialogues

1AB3

1.



Ha! Ha! It's fun!

2.



(You are)
~~the~~ boy is playing
with your iPad, isn't he?
aren't (you)

- You are playing with your iPad, aren't you?

**Enhancing Learning
and Teaching
Effectiveness
through e-Learning**

Learning
Modes

- Collaborative learning
- Enhancing classroom interactions

Learning
Motivation

- Ownership of their work
- Speaking skills development

Learning of
Language
Features
Reinforced

- Text features of multimodal texts
(i.e. a video clip)

Promoting
Interdisciplinary Learning in the
English Classroom
(Tryout 3)

Curriculum Framework of the Science Education KLA

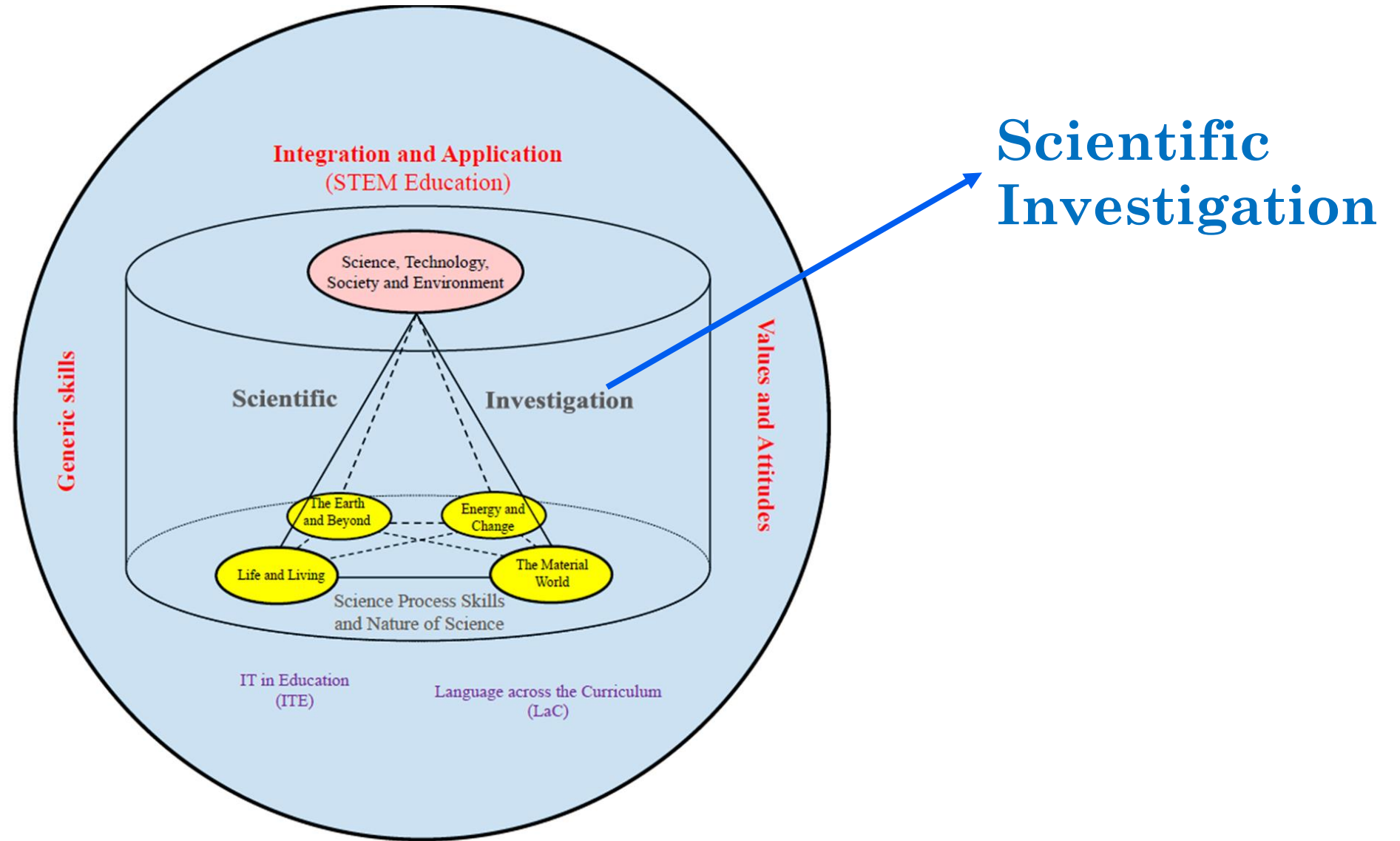
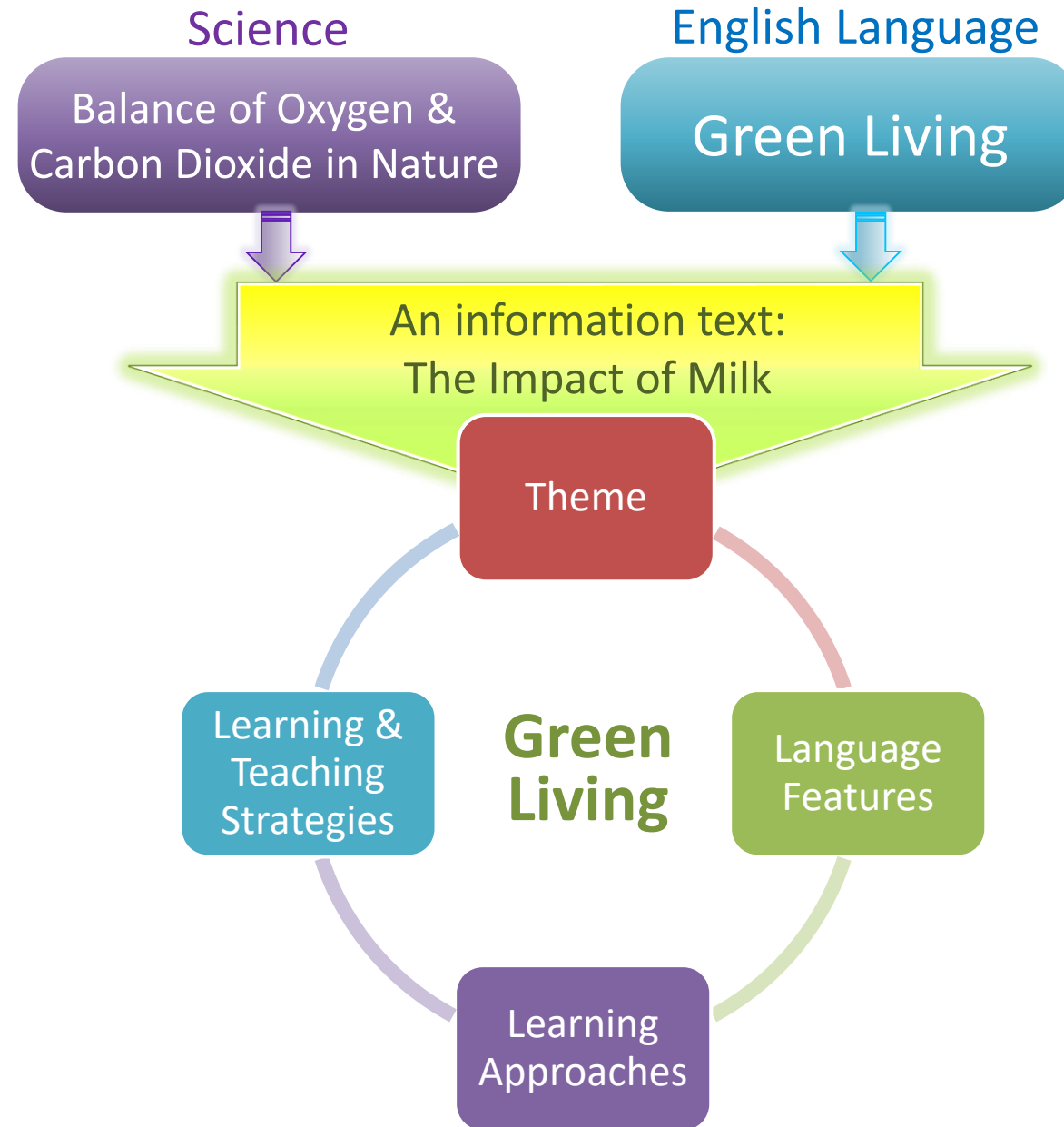


Figure 1 Diagrammatic Representation of the Science Education KLA Curriculum Framework

Connecting Students' Learning Experiences between English Language & Science



Identifying **Connections** between English Language and **Science**

Connecting Students' Learning Experiences between English Language & Science

Designing a Cross-curricular Task



Connecting Students' Learning Experiences between English Language & Science

Designing a Cross-curricular Task



Connecting Students' Learning Experiences between English Language & Science

Designing a Cross-curricular Task

English Language

Examples

- Use of graphic organisers
- Vocabulary building strategies

Learning &
Teaching
Strategies

Theme

**Going
Green**

Language
Features

Learning
Approaches

Science

Examples

- Reinforcing the language features in the Science classroom / assignments

Connecting Students' Learning Experiences between English Language & Science

Designing a Cross-curricular Task

English Language

Examples

- Task-based approach
- Connecting reading & writing



Science

Examples

- Scientific investigation
- Problem-solving

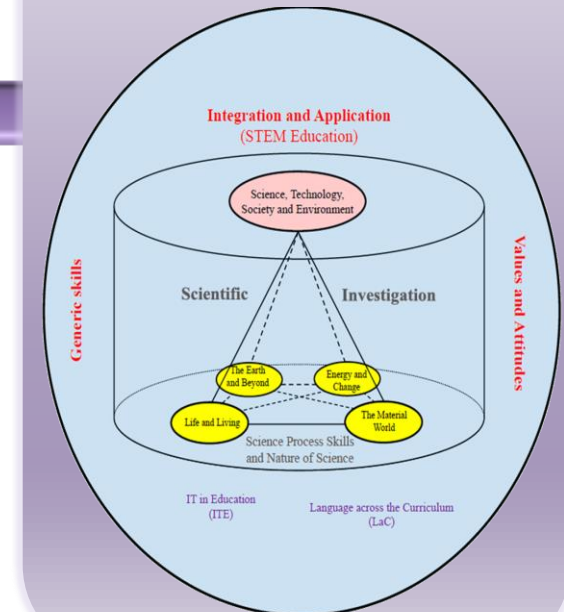
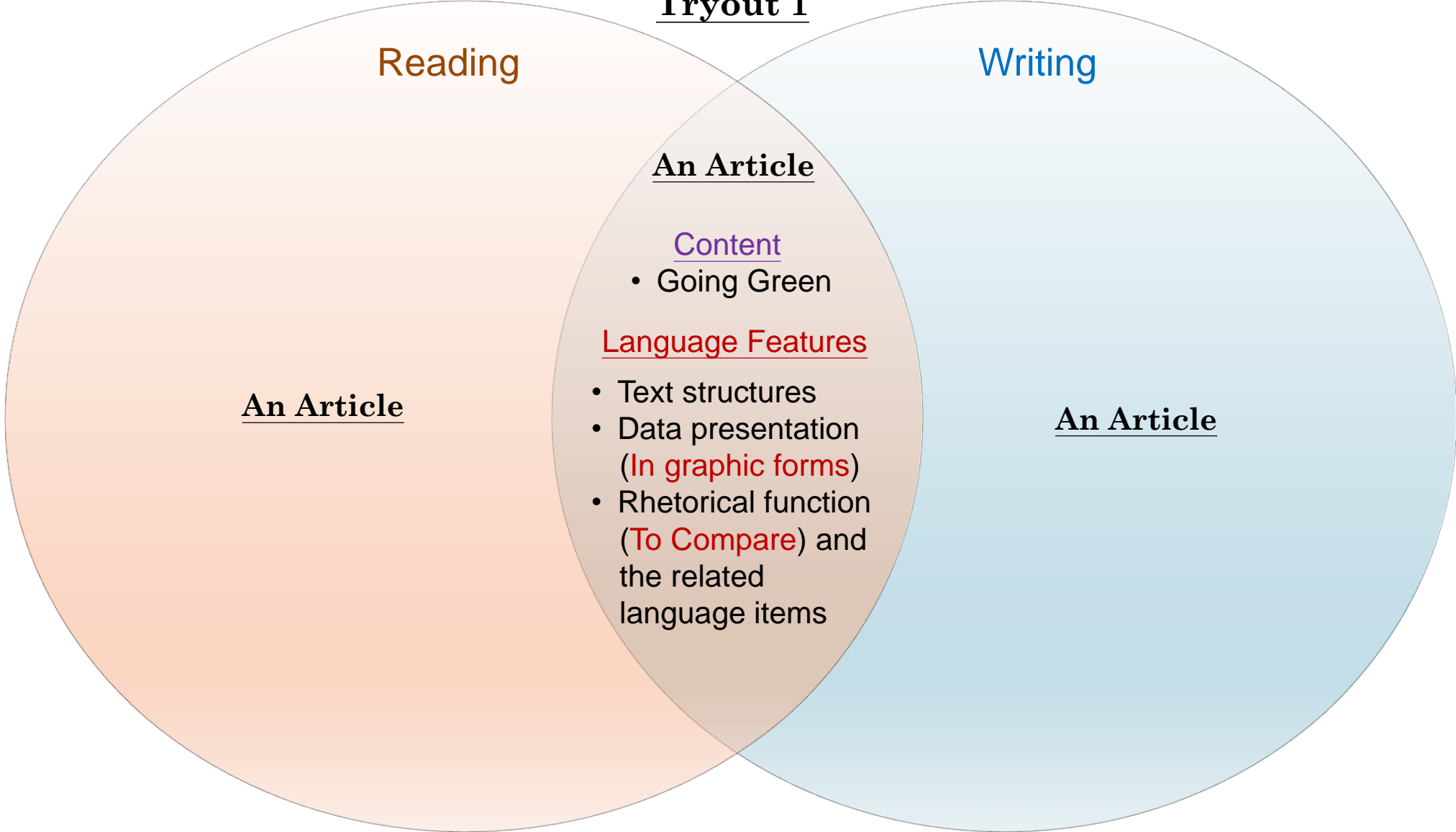


Figure 1 Diagrammatic Representation of the Science Education KLA Curriculum Framework 38

Developing Students' Literacy Skills

Connecting Reading and Writing

Tryout 1



Cross-curricular Focuses

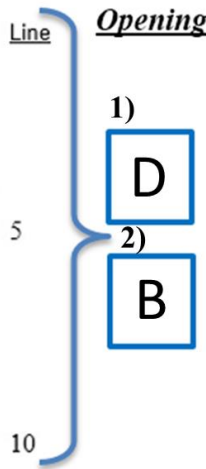
Understanding the Text Structure


- A. Comparison
- B. Purpose of the text
- C. Questions for further thinking
- D. Background

A Guide to the Impact of Cow's Milk, Almond Milk, and Soy Milk on Your Health and the Environment

Paragraph

- ① If you're thinking about switching from cow's milk to a plant-based alternative such as almond milk or soy – whether for health or environmental reasons – it's useful to first find out just what each alternative provides, not to mention the impact it's having on the planet.
- ② We compared the carbon footprint, water footprint, nutritional value and price of cow, soy and almond milk to see just how each one measures up.



①  **Nutrition**
 Cow's milk hasn't been faring very well so far when compared to plant-based alternatives, but there may be another reason why it remains so popular. 40


② Cow's milk contains a lot of natural vitamins and minerals that the body needs, which don't naturally occur in plant-based milk, such as calcium and vitamins D and B. However, you can find versions of these drinks which have these nutrients added to them, to help you replace any loss by cutting out cow's milk from your diet. 45

③ In general, one cup of semi-skimmed cow's milk provides eight grams of protein – an amount matched only by soy milk, which provides between six and nine grams of protein. One cup of almond milk, meanwhile, contains just one gram of protein.

④ Calorie-wise, both cow's milk and soy milk contain around 110 calories per cup, but almond milk provides only around 30 calories. 50

⑤ Cow's milk also contains around 12 grams of naturally-occurring sugar, while all the sugar found in soy and almond milk is added sweetener, for flavour. Of course, you can choose unsweetened soy and almond milk if you prefer, which contains only trace amounts of sugar.


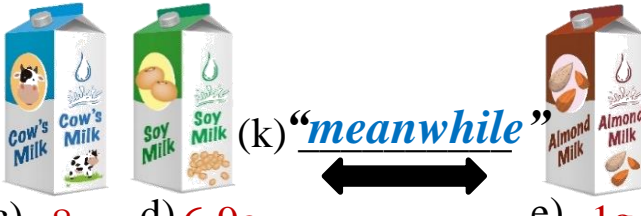



⑥ It's worth bearing in mind, too, that soy milk in particular can vary greatly in quality. 55
 Look for organic soy milk products made from whole soy beans, rather than processed soy, as these offer the biggest health benefits.

⑦  **Price**
 Based on prices found in most supermarkets in Hong Kong, you can expect to pay between HK\$20 and HK\$25 for a 950ml carton of cow's milk, but if you opt for organic cow's milk, it will cost between HK\$25 and HK\$35. Soy milk can cost anywhere between HK\$15 and HK\$25, depending on whether you choose basic milk made from processed soy protein, or organic milk. Almond milk is the most expensive of the three, at around HK\$35 for a 950ml carton. 60

3) A

Cross-curricular Focuses

Deconstructing the **Content** and **Language** of the Text (Graphic Representation)

Nutrition	Similarities	Differences	Cow's Milk	Soy Milk	Almond Milk
Vitamins and minerals		 <p>(j) “However”</p> <p>a) <u>natural</u> b) <u>added vitamins and minerals</u></p>	✓		
Protein		 <p>(k) “meanwhile”</p> <p>c) <u>8g</u> d) <u>6-9g</u> e) <u>1g</u></p>		✓	
Calories	 <p>(l) “Both” (f) around <u>110</u> calories</p>	 <p>(m) “But” (g) around <u>30</u> calories</p>	✓	✓	
Sugar		 <p>(n) “while”</p> <p>(h) <u>natural</u> (i) <u>added sweetener</u></p>	✓		

Cross-curricular Focuses

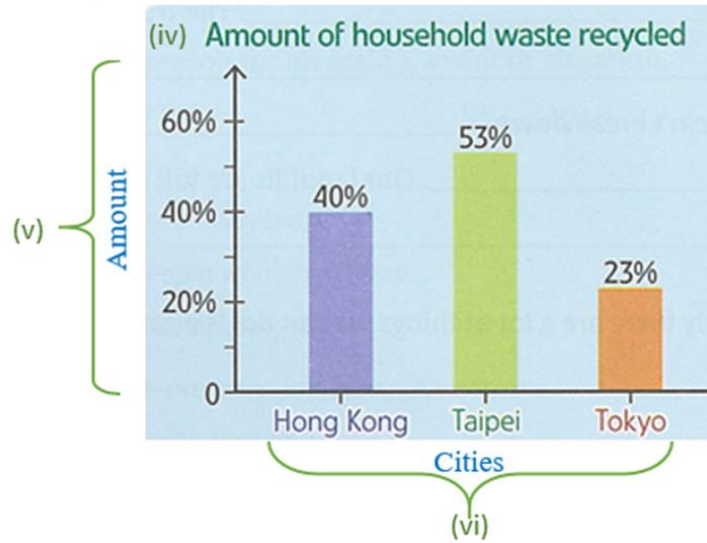
	Language Items		Communication Purpose <i>(The options below can be used more than once.)</i>
1	<i>measures</i>	b	a) Introducing the source of information
2	<i>But</i>	d	b) Presenting information
3	<i>found</i>	b	c) Defining
4	<i>the most expensive</i>	d	d) Making comparison (To present differences)
5	<i>According to</i>	a	e) Making comparison (To present similarities)
6	<i>Both</i>	e	
7	<i>meanwhile</i>	d	
8	<i>refers to</i>	c	
9	<i>while</i>	d	

Raising students' awareness of the rheto**rical function** (To Compare) and the related language items

Cross-curricular Focuses

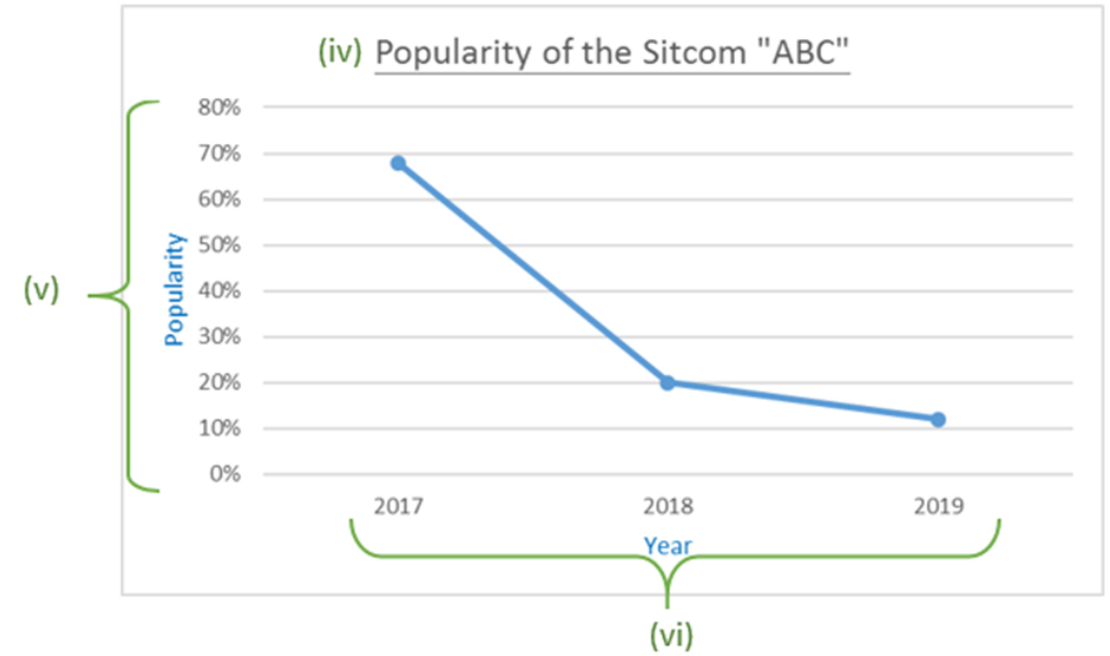
Data Presentation

(i) Name of the chart: Bar chart

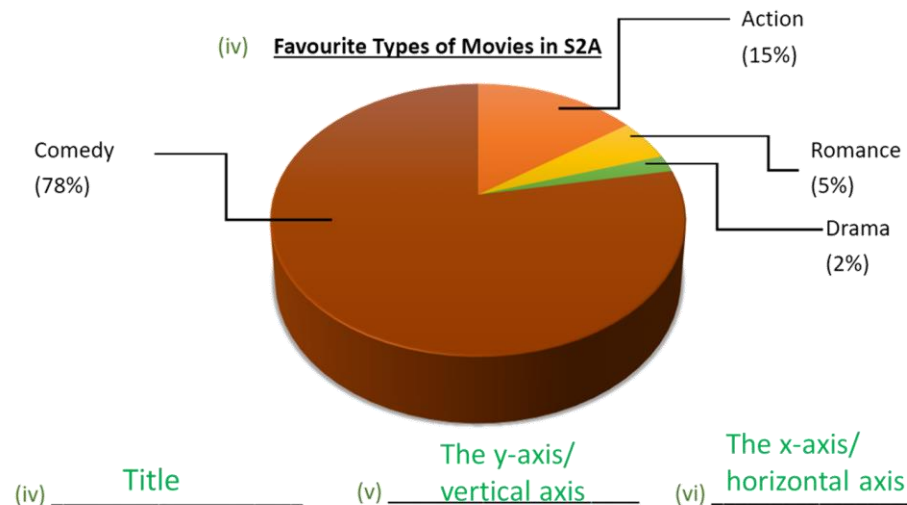


Page 32,
Edge JS2A Unit 2

(ii) Name of the graph: Line graph

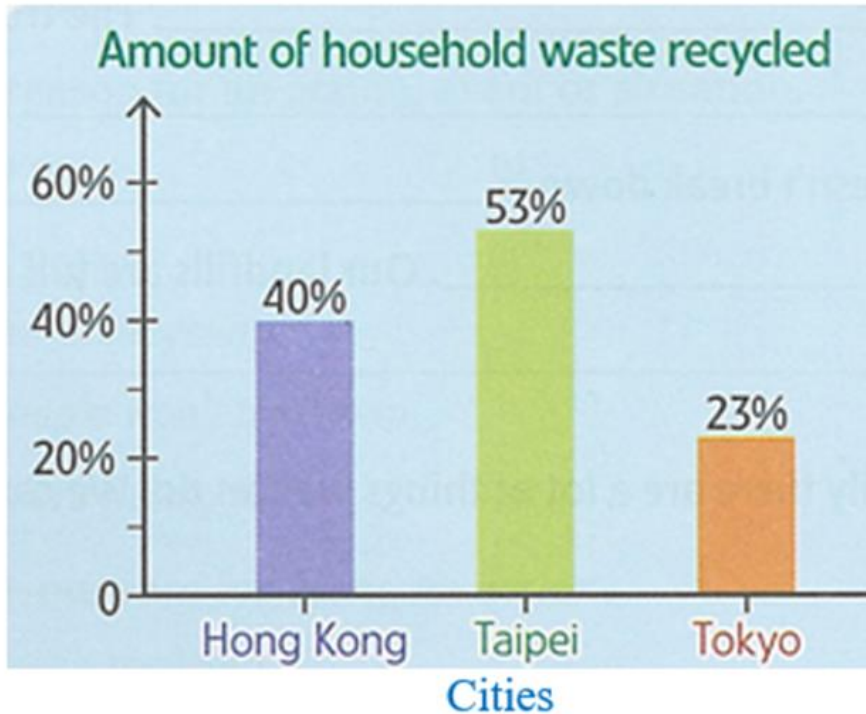


(iii) Name of the chart: Pie chart



Cross-curricular Focuses

Data Presentation



Description

Hong Kong recycles a higher percentage of its household waste than Tokyo, although its percentage is lower than Taipei's. So I think we can say that, in terms of recycled waste, Hong Kong is more active than Tokyo, but less active than Taipei.

a) Underline the language items used for making comparisons.

Comparative Adjectives

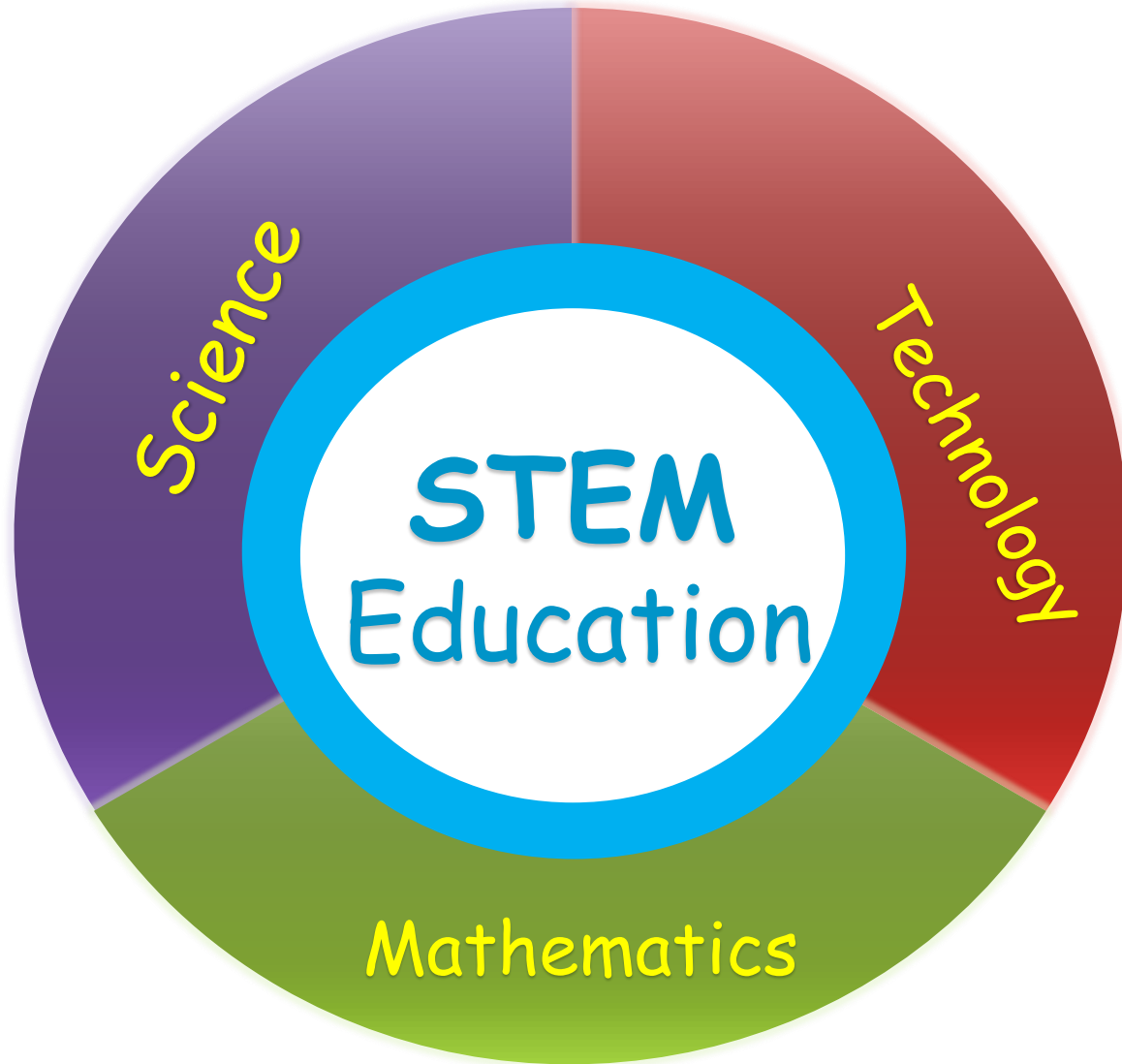
- Adj + "er" "than"
- "more"/ "less" Adj "than"

(i) Language form:

(ii) Language function: To compare

Promoting
Interdisciplinary Learning in the
English Classroom
(Tryout 4)

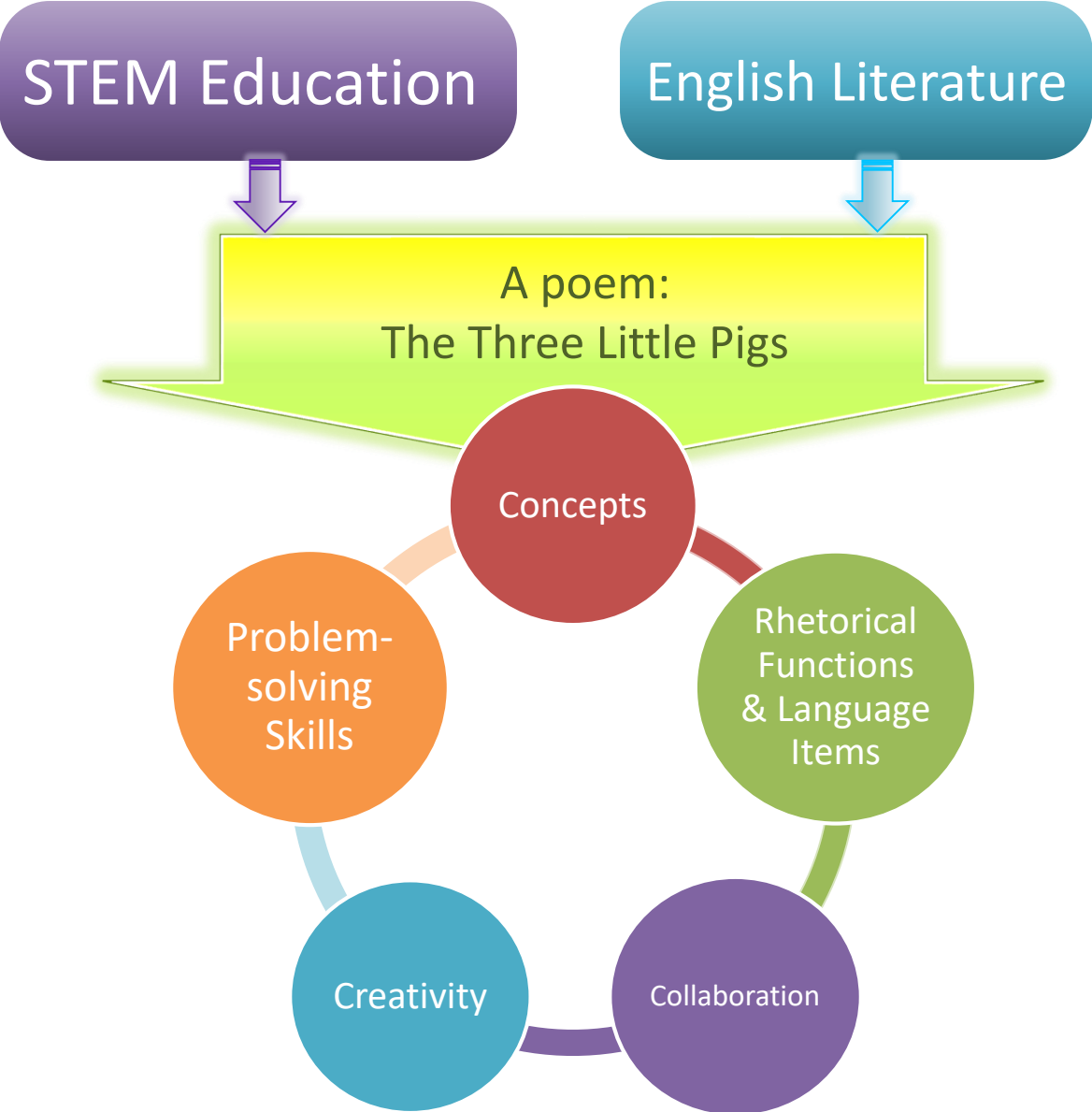
Promoting **STEM Education** in the School Curriculum



- Strengthening the ability to **integrate and apply** knowledge and skills
- Nurturing **creativity, collaboration and problem solving skills**

SECG (2017)

Connecting Students' Learning Experiences between English Language & STEM Education



Developing Students' Literacy Skills

Consolidating Students' Learning through Editing a Video Clip

Reading/Viewing

Writing

A Video Clip,
a Poem

Content

- The 3 Little Pigs

Text Features

- Fractured fairy tale

Language Features

- Rhyming words
- Language items in making comparison

Creative Writing

But this one, Piggy Number Three,
Was clean and clever as could be.
No masks for him, no soap or water.
This pig had argued with his father
I don't want to die the Piggy cried.
I'll not wear any mask the father replied.
"You'll need," Pig said, "I won't let you die
And I don't think we have to die
Piggy blew and blew and blew and blew.
The mask stayed up as good as new.
"If I can't stay alive," Piggy said,
"I'll have to sleep in the bed.
"I'll go to the heaven
And buy mask at 7Keleven!"
Pig cried, "I want to protect my seraphone
Then, picking up the telephone,
He dialed as quickly as he could
The number of government

Activity

- Designing a house/flat based on the creative writing

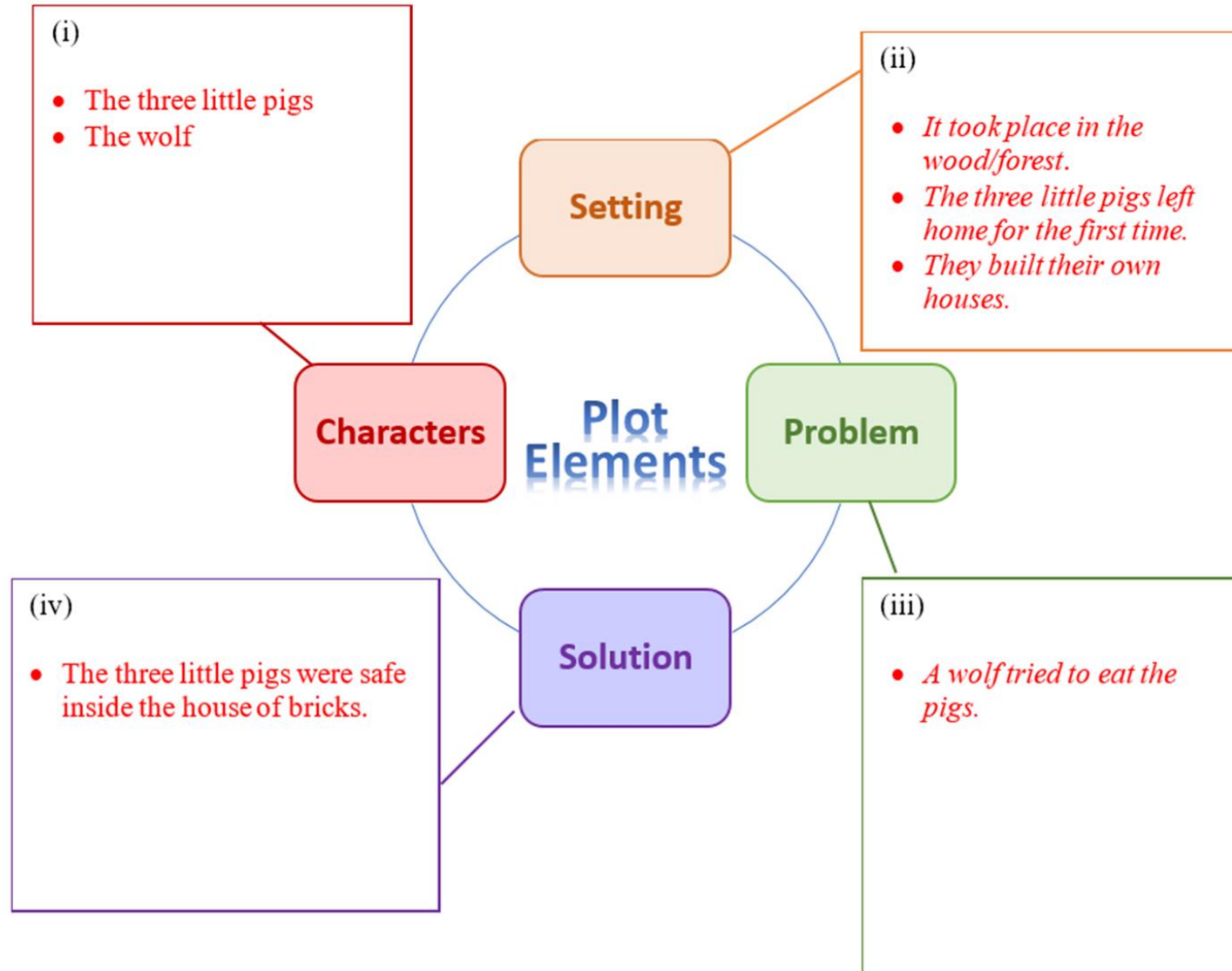
Cross-curricular Focuses

- Creativity
- Collaboration
- Problem-solving skills

Designing a house/flat to
fight against the virus
under the new normal

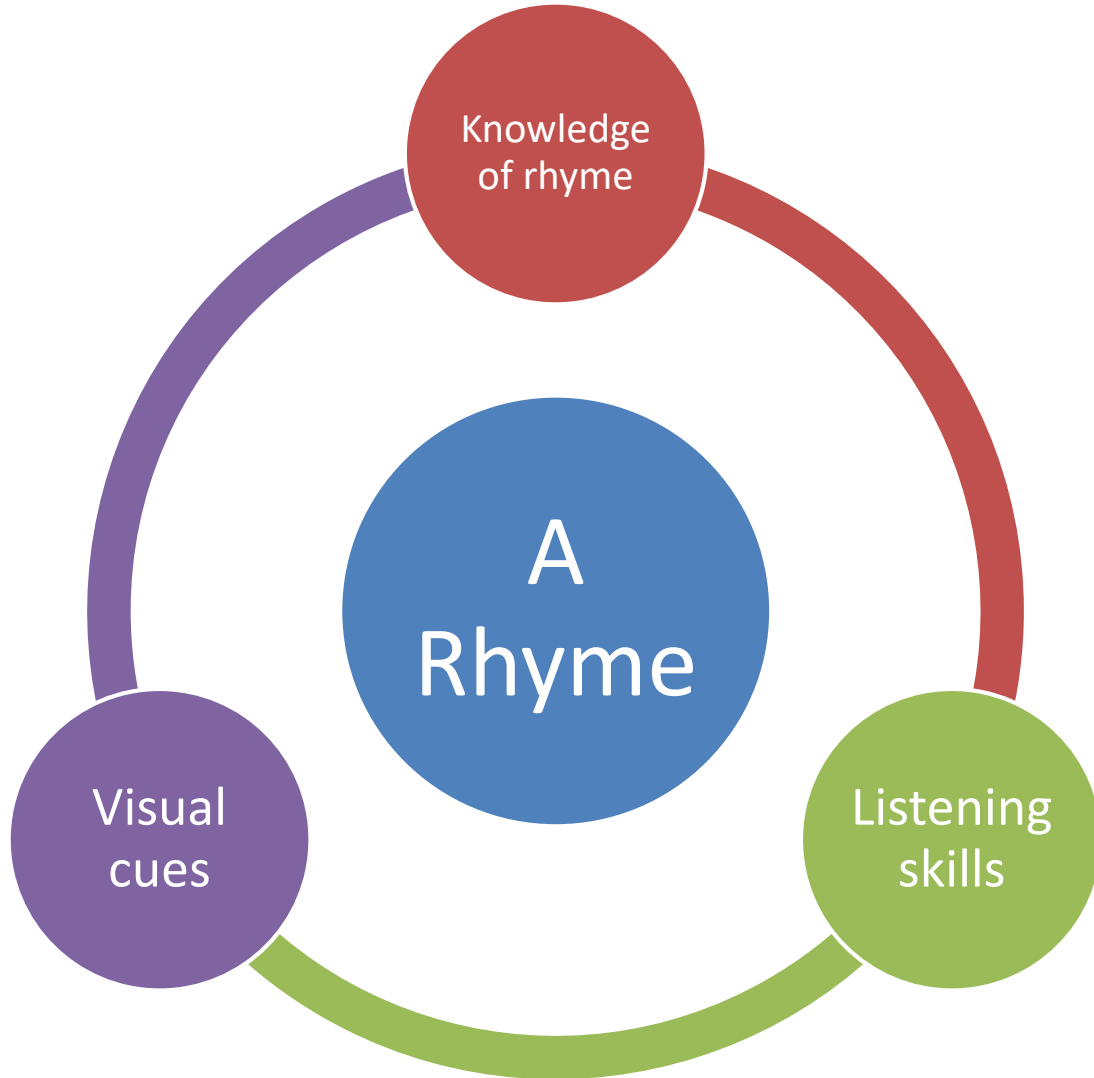
Literacy Skills Development

Understanding the **Text Structure**



Literacy Skills Development

Understanding the Text Features



Stanza 2

The little pig began to pray,

But Wolfie blew his house (a) away.

He shouted, 'Bacon, pork and ham!

Oh, what a lucky Wolf I am!'

20 And though he ate the pig quite fast,

He carefully kept the tail till (b) last.

Wolf wandered on, a trifle bloated.

Surprise, surprise, for soon he noted

Another little house for pigs,

25 And this one had been built of (c) TWIGS!

'Little pig, little pig, let me come in!'

'No, no, by the hairs on my chinny-chin-chin!'

'Then I'll huff and I'll puff and I'll blow your house in!'

Literacy Skills Development

Understanding the **Characters**

Language Input: Presenting similarities
 "...both..."

Presenting differences
 "...meanwhile...", "...but...", "...while...", "...the most adjective..."

	The first little pig (Stanza 2)	The second little pig (Stanza 3)	The third little pig (Stanza 4)
(a) What is the little pig's reaction to the wolf's attack?	(i) <ul style="list-style-type: none"> Said "No" to the Wolf & prayed 	(ii) <ul style="list-style-type: none"> Said "No" to the Wolf & squealed Bargained with the Wolf to make a deal 	(iii) <ul style="list-style-type: none"> Was confident and not scared of the Wolf at all Sought help from Miss Red Riding Hood
(a) Do you think the little pig's reaction is effective? Explain your answer.	(i) <ul style="list-style-type: none"> Accept any possible answers 	(ii) <ul style="list-style-type: none"> Accept any possible answers 	(iii) <ul style="list-style-type: none"> Accept any possible answers

Literacy Skills Development

Understanding the **Characters**

Language Input: Presenting similarities
 "...both..."

Presenting differences
 "...meanwhile...", "...but...", "...while..."

	Red Riding Hood in the rhyme <i>The Three Little Pigs</i>	Little Red Riding Hood in the children stories you have read before
(a) What does she look like?	(i) <ul style="list-style-type: none"> • <i>wears two wolfskin coats;</i> • <i>carries a pigskin traveling case</i> 	(ii) <ul style="list-style-type: none"> • <i>wears a red cape with a red hood</i>
(a) What is her personality?	(i) <ul style="list-style-type: none"> • <i>brave, powerful, cruel</i> 	(ii) <ul style="list-style-type: none"> • <i>lovely, innocent, trusting</i>
(a) What happened to her?	(i) <ul style="list-style-type: none"> • <i>got a call from the little pig seeking help;</i> • <i>shot the wolf dead;</i> • <i>made a pigskin traveling case from the little pig</i> 	(ii) <ul style="list-style-type: none"> • <i>visited her grandma;</i> • <i>eaten by the wolf;</i> • <i>saved by a hunter</i>

Literacy Skills Development

Creative Writing

The Three Little Pigs in Coronavirus Fight

One of the three little pigs was infected by the coronavirus and Piggy Number Three was trying his best in fighting against the virus...

But this one, Piggy Number Three,
Was _____ and _____ as could be.
No _____ for him, no _____ or _____.
This pig had _____.
' _____!' the Piggy cried.
'I'll _____!' the _____ replied.
'You'll need,' Pig said, ' _____',
And I don't think _____.'
_____ and _____ and _____ and _____.
The _____ stayed up as good as new.
'If I can't _____,' _____ said,
I'll have to _____.
I'll _____
And _____!'
Pig cried, ' _____!'
Then, picking up the telephone,
He dialed as quickly as he could
The number of _____.

Literacy Skills Development (Creative Writing)

Student Work

3B32

- clean
- clever

- Water
- father

But this one, Piggy Number Three,
Was clean and clever as could be.
No masks for him, no soap or water.
This pig had argued with his father
'I don't want to die!' the Piggy cried.
'I'll not wear any mask!' the father replied.
'You'll need,' Pig said, 'I won't let you die
And I don't think we have to die
Piggy blew and blew and blew and blew.
The mask stayed up as good as new.
'If I can't stay alive,' Piggy said,
I'll have to sleep in the bed.
I'll go to the heaven.
And buy mask at 7-eleven!
Pig cried, 'I want to protect my sexophone
Then, picking up the telephone,
He dialed as quickly as he could
The number of government

- heaven
- 7-eleven

3B09

- Water
- shopkeeper

But this one, Piggy Number Three,
Was ~~stupid~~ ^{stupid} and silly as could be.
No mask for him, no money or water.
This pig had to find the shopkeeper.
'I don't want to die!' the Piggy cried.
'I'll save you!' the shopkeeper replied.
'You'll need,' Pig said, 'a lot of money.
And I don't think you are silly.
mobile phone and apple and water and ill.
The Piggy stayed up as good as new.
'If I can't die,' shopkeeper said,
I'll have to lie.
I'll cry.
And you will die!
Pig cried, 'give me mobile phone!
Then, picking up the telephone,
He dialed as quickly as he could
The number of Red Riddling Hood

- lie
- cry
- die

Literacy Skills Development (Creative Writing)

Student Work

3B13

But this one, Piggy Number Three,
Was clever and attentive as could be.
No mask for him, no hand sanitizer or water.
This pig had to find the shopkeeper.
'I don't want to die!' the Piggy cried.
'I'll save your life!' the shopkeeper replied.
'You'll need,' Pig said, 'a lot of puff.
And I don't think you have enough.'
Pig walk and run and find and crush.
The Stock stayed up as good as new.
'If I can't buy all, my brother will not be save' Pig said.
I'll have to online shopping instead
I'll take him to the clinic
And the doctor is terrific!
Pig cried, 'I don't want him to be alone!
Then, picking up the telephone,
He dialed as quickly as he could
The number of second pig on his contact book

- clinic
- terrific

- alone
- telephone

3B15

But this one, Piggy Number Three,
Was hygenic and smart as could be.
No mind for him, no grass or gym.
This pig had masks, sanitizer for him.
'I keep myself clean' the Piggy cried.
'I'll clean my house smelled like pine!' the neighbour replied.
'You'll need,' Pig said, 'You shine.
And I don't think you will left anything for mine.
Oh! one and two and three and four.
The masks stayed up as good as new.
'If I can't buy food in supermarket,' Piggy said,
I'll have to buy in 7-11 with basket.
I'll stay at home like Peppa
And call the foodpanda! haha!
Pig cried, 'I'm hungry, quietly die.'
Then, picking up the telephone,
He dialed as quickly as he could
The number of foodpanda is fake.

- gym
- him

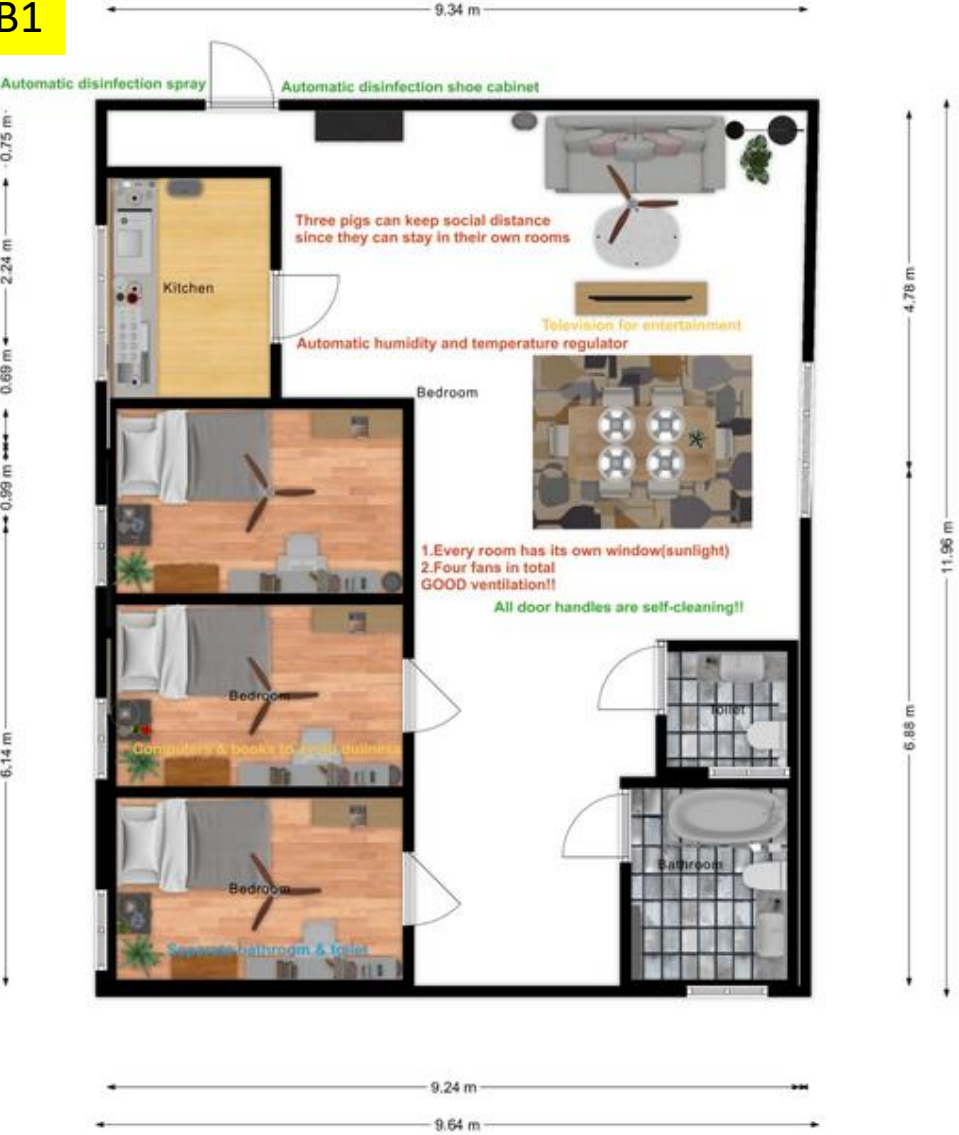
- shine
- mine

- Peppa
- foodpanda

Literacy Skills Development (Creative Writing)

Integrating concepts/knowledge gained from [Science/Mathematics](#) in designing a flat/house for the new normal

3B1



Cross-curricular Focuses

Generic Skills related to STEM Education

Designing a flat/house for the 3 Little Pigs to live **under the new normal** and **fight against COVID-19**

Creativity

Collaboration

Problem-solving Skills

