



# ISLAMIC DHARWOOD PAU MEMORIAL PRIMARY SCHOOL

## How the School Supports non-Chinese Speaking Students to Integrate into the Hong Kong Community?





# Contents

<b>I. Principal’s Message</b>	<b>Pg 4</b>
<b>II. Factors contributing to Social Inclusion</b>	<b>Pg 5</b>
<b>III. Keys to Success of Social Inclusion</b>	
<b>A. Fully Master Chinese Language Skills</b>	<b>Pg 6</b>
<b>B. Learn about Chinese Culture</b>	<b>Pg 7–12</b>
<b>C. Know about Hong Kong</b>	<b>Pg 13</b>
<b>D. Be Active in the Community</b>	<b>Pg 14–16</b>
<b>IV. Varied Curriculum Modes of Chinese Language Learning for NCS Students</b>	<b>Pg 17</b>
<b>V. School-based Chinese Language Policy</b>	<b>Pg 18–23</b>
<b>VI. How to Support Kids with their Studies</b>	<b>Pg 24–26</b>

# I. Principal's Message

Principal, SALIM Sekena 石志端校長

**Islamic Dharwood Pau Memorial Primary School (IDPMPS)** is a Happy School in which each student possesses positive values with unique talents. All of them embrace hopes and dream big for their future.

**IDPMPS members share the MISSION** to nurture students as life-long learners and global citizens through practising the core values of the school: "Well-educated and Love others". We thrive on building an inclusive environment in which all children from diverse cultural backgrounds feel loved and respected. They share equal opportunity to acquire knowledge and skills for actualizing their personal best, and all achievements are celebrated.

**Supporting non-Chinese Speaking (NCS) Students in Learning Chinese Language** is always one of our primary concerns. IDPMPS helps NCS students master Chinese Language through comprehensive policies and additional resources regarding ensuring their integration into the community and becoming contributing citizens.

# II. Factors contributing to Social Inclusion



# III. Keys to Success of Social Inclusion:

## A. Fully master Chinese Language Skills

### Rich and Daily Life Learning Experience

IDPMS organizes a wide variety of programmes to broaden students' learning of Chinese culture and the daily life of the HK society.



# B. Learn about Chinese Culture

## Celebration of Chinese New Year



Wearing traditional costumes to celebrate the Chinese New Year

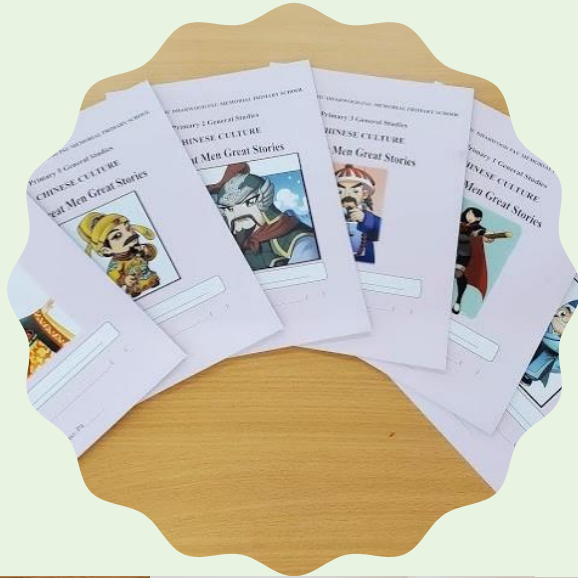


Chinese Calligraphy with auspicious idioms on Couplets



Eating lucky sweets with a pair of chopsticks

# Chinese Culture: Great Men Great Stories (General Studies)



**CHINESE CULTURE: Great Men Great Stories**

**Story of Lin Ze Xu - Part I**

**Task 4:** Fill in the blanks and merge the story of Lin Ze Xu in order.

**WHEN:** 1911  
**WHAT:** 1. Lin Ze Xu led the revolution against the Qing Dynasty.

**Story of Yue Fei - Part II**

**Task 5:** Read the story about Yue Fei and fill in the blanks with the words given.

was emperor return  
lost twelve obey

**Task 6:** Read the story about Yue Fei and fill in the blanks with the words given.

He was brave.  
He was not drinking.  
He showed love and his elderly mother.  
He was loyal to the emperor.  
He was obedient.

**My Conclusion**

Yue Fei has more ( strengths / weaknesses ).  
He ( is / is not ) in China because he ( )

**\*\*Self-assessment\*\***

**CHINESE CULTURE: Great Men Great Stories**

**Hua Mulan**

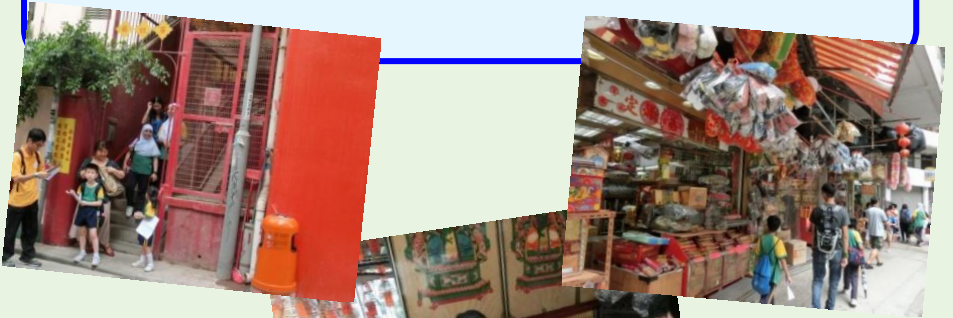
I can ...	How would you assess yourself? Put a ✓ in the appropriate box.	😊😊😊😊	😊😊😊	😊😊	😊
name my family members.					
tell story about Mulan.					
talk about her influences on later generations.					
identify the virtues of Mulan.					
learn from Mulan about the virtue of showing love and care to the family, being brave, and being loyal to the country.					

Knowing the Greatest Stories by meeting the Greatest Chinese people including Lin Ze Xu, Hua Mu Lan, Yue Fei and so on.



# Hong Kong Cultural Tour

In the Western Cultural Tour students visited the Sun Yat-sin history museum and learned the traditional belief.



Explore

伊孛蘭維多利亞紀念小學  
社區文化歷史初級之香港醫務博物館 考察記事調查表

科名: \_\_\_\_\_ 級別: \_\_\_\_\_ ( ) 日期: \_\_\_\_\_

(一)填寫考察的地點及感受:

考察地點的名稱	該地點的名稱	考察地點的名稱	該地點的名稱	該地點的事務/人物/事(感受/開心/驚訝/興奮/難/較難/可書寫/繪圖) 特色/奇怪/神秘…… (可書寫/繪圖)	該地點的事務/人物/事(感受/開心/驚訝/興奮/難/較難/可書寫/繪圖) 特色/奇怪/神秘…… (可書寫/繪圖)
武廟	武廟	列為法	列為法		
現巴	現巴	街道名稱:	醫院主樓被列為	現歷史建築。	
廟	廟	牌坊名字:	醫院		
			皇后大道共分為	皇后大道	皇后大道中和皇后大道東。

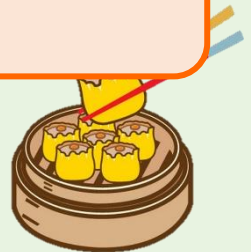


Share

## Chinese Culture: Dim Sum



Students enjoyed the Chinese Dim Sum served with bamboo steamers in the Halal Chinese restaurant. They also tried to eat with chopsticks.



## Chinese Culture: Martial Arts



Chinese Drum



Dragon Dance

Martial Arts are the Traditional Chinese Heritages which nurture students' well-being and perseverance.



Lion Dance



## Chinese Culture: Chinese Performing Arts



Promoting the Chinese heritage to NCS students so that they can share arts appreciation with the local community. It is imperative in their learning of Chinese culture.



# C. Know about Hong Kong

## News Sharing Session in Morning Assembly and on Campus TV

Who should replace their ID cards?

When will the replacement start?

Which government department will be in charge of the replacement system?

8. Full-colour Image under UV



9. Microprinted text



# D. Be Active in the Community



Communicate with each other in Cantonese, English and Putonghua

Complete the task together



The Sister School Scheme allows NCS students to broaden their horizons Mainland in China



Achieve goals together

**Meet new friends and share interesting games**



**Learn the culture from each other**

**The Joint School Exchange Programme is co-organized with an NGO and invites a group of students from another local school to engage in various exchange activities.**



**Express themselves and communicate with others in Cantonese**

**Meet people and express their concern and care about the community**



**Voluntary Work offers students an opportunity to unleash their caring heart to the community.**



**Contribute to the community and build a sense of belonging**

**Visit the elderly and perform in front of them with their warm and loving hearts**





# IV. Varied Curriculum Modes of Chinese Language Learning for NCS Students

**“Chinese Language Curriculum Second Language Learning**

**Framework”** developed by EDB is implemented for NCS students to improve their Chinese language standards gradually.



***For students who need intensive support***, we will provide

- Further small group learning
- After-school Support Programme
- Summer Bridging Programme of Chinese Language Learning for NCS Students.



***For more capable students***, advanced learning materials and tasks are provided with the view to support students to join the mainstream Chinese curriculum group.



***Mainstream Chinese Curriculum Group***, students join this group when they meet the Chinese standard similar to their Chinese peers after internal assessments.

# V School-based Chinese Language Policy (1): Differentiated Learning Materials to Cater for Learners' Diversity

## P1 Chinese Language Worksheet

一年級 下學期 中文科 中文閱讀課工作紙—認讀字詞  
小紅燭和小紅燭和小灰兔

姓名：\_\_\_\_\_ ( ) 日期：\_\_\_\_\_

班別：\_\_\_\_\_ 成績：\_\_\_\_\_

聯線：把字詞和相關的圖片連起來。

尖 zhan1

害怕 hai1 pa1

傷心 shang1 xin1

黃

醜 chou2

一年級 下學期 中文科 中文閱讀課工作紙—運用字詞 (1)  
小紅燭和小紅燭和小灰兔

姓名：\_\_\_\_\_ ( ) 日期：\_\_\_\_\_

班別：\_\_\_\_\_ 成績：\_\_\_\_\_

聯線：根據句子意思，連上適當的字詞。

1. 弟弟看見蜘蛛，_____得叫起來。	•	• 黃
2. 芒果和香蕉都是_____色的。	•	• 傷心
3. 老虎長着_____的爪。	•	• 害怕
4. 三隻鴨子在取笑剛出生的小鴨有一副_____樣子。	•	• 尖
5. 妹妹的洋娃娃破了，她很_____。	•	• 醜

Different teaching strategies are deployed to achieve the same learning goal.

## P2 Chinese Language Worksheet

圖書：小紅狸和小白兔






姓名：\_\_\_\_\_ ( ) 日期：\_\_\_\_\_





班別：\_\_\_\_\_ 成績：\_\_\_\_\_

一. 觀察左圖，從  內選出適當的詞語，填在 \_\_\_\_\_ 上。

**尖 害怕 傷心 醜 黃**

**搖 方 灰溜溜 藍 仔細 漂亮**

1. 	我們頭頂上是一片 _____ 色的天空。
2. 	妹妹心愛的小狗受傷了，她覺得十分 _____。
3. 	你知道把西瓜種成 _____ 形的 _____ 法是甚麼嗎?
4. 	我們考試時，要 _____ 看每一條題目。
5. 	這個玩偶太 _____ 了，沒有人會喜歡。








7. 	媽媽輕輕地 _____ 着 _____ 籃，哄寶寶睡覺。
8. 	弟弟被媽媽罵了一頓後，_____ 地走出了房間。
9. 	我覺得鯊魚的 _____ 牙齒十分可怕。
10. 	爸爸最 _____ 老鼠，每次看到都會 _____ 叫。


圖書：小紅狸和小白兔

姓名：\_\_\_\_\_ ( ) 日期：\_\_\_\_\_

班別：\_\_\_\_\_ 成績：\_\_\_\_\_

一. 辨識詞語：看圖畫，圈出正確的詞語。








- 我覺得鯊魚的 (天 / 尖 / 芒) 牙十分可怕。 
- 妹妹新買的裙子十分(漂亮 / 標亮 / 漂亮)。 
- 我最(容怕 / 害怕 / 害怕)的動物是蛇。 
- 我的家有一部(刀 / 力 / 方)形的電視機。 
- 弟弟的玩具不見了，他覺得很(傷心 / 修心 / 傷心)。 
- 這個卡通人物真(碗 / 酌 / 醜)! 
- 弟弟喜歡和(甚 / 共 / 黃)鴨子一起洗澡。 

(拍 / 搖 / 搖)去，真好玩! 

二. 在下面找出正確的字詞，填在 \_\_\_\_\_ 上。

**尖 害怕 傷心 醜**

**黃 搖 方 漂亮**

1. 	妹妹的小狗受傷了，她十分 _____。
2. 	你看過 _____ 形的西瓜嗎?
3. 	這個玩偶太 _____ 了，沒有人會喜歡。
4. 	猴子最喜歡吃 _____ 色的香蕉。
5. 	寶寶在 _____ 籃裏睡覺。
6. 	媽媽有一條 _____ 的裙子。
10. 	爸爸最 _____ 老鼠，每次看到都會 _____ 叫。

Higher Order Thinking Questions

# V. School-based Chinese Language Policy (2): Small-step Teaching

## P1 Chinese Language Worksheet

一年級 下學期 中文科 自學工作紙(六)——小步子工作紙(1)  
第一課、打掃房子一句式「……一起……」

姓名：\_\_\_\_\_ ( ) 日期：\_\_\_\_\_

班別：\_\_\_\_\_ 成績：\_\_\_\_\_



按照圖意，判斷句子是否正確，並在格內填「✓」或「✗」。

例： 我和哥哥一起看書。

1. 我一起上學。

2. 爸爸、媽媽和我一起去拜年。

3. 姐姐一起吃飯。

4. 我們一起唱歌。

5. 姐姐和我一起舉手。

一年級 下學期 中文科 自學工作紙(六)——小步子工作紙(2)  
第一課、打掃房子一句式「……一起……」

姓名：\_\_\_\_\_ ( ) 日期：\_\_\_\_\_

班別：\_\_\_\_\_ 成績：\_\_\_\_\_

根據例句，運用「……和……一起……」改寫句子。

例： 我 看書。  
哥哥 看書。  
→我和哥哥一起看書。

1. 我收拾玩具。  
妹妹收拾玩具。  
→ \_\_\_\_\_

2. 爸爸去拜年。  
我去拜年。  
→ \_\_\_\_\_

3. 美美做功課。  
文文做功課。  
→ \_\_\_\_\_

Understand meaning and usage of  
the target vocabulary

一、讀一讀以下句子，回答問題。

A. 我們	一同	打掃房子	
人	一塊兒、齊聲的	事情	
B. 我們	齊	打掃房子	
C. 我們	一起	打掃房子	

- 以上三個句子的意思相同嗎？
- 哪些詞語與「一起」的意思相同？
- 以下哪一幅圖畫符合「同學們一起歌唱。」的意思？  
 圖畫

二、觀察圖畫，根據圖意，運用「……一起……」造句。

1. 李弘和張靜 \_\_\_\_\_ 一起 \_\_\_\_\_

2. \_\_\_\_\_ 一起 \_\_\_\_\_

3. \_\_\_\_\_ 一起 \_\_\_\_\_

4. \_\_\_\_\_ 一起 \_\_\_\_\_

5. i. \_\_\_\_\_  
ii. \_\_\_\_\_

句式仿作：參考例子及圖畫，選擇適合的字詞，運用句式「……和……一起……」仿作句子。

人物	姐姐	妹妹	媽媽	同學	我	爺爺	奶奶
事情	洗衣服	跑步	跳舞	打掃課室	上課	吃飯	

例 姐姐 和 妹妹 一起 跑步。  
人物 和 人物 一起 事情

	人物	和	人物	一起	事情
1.		和		一起	
2.		和		一起	
3.				一起	
4.					

根據生活經驗，運用句式「……和……一起……」，完成句子。

句式仿作：參考例子及圖畫，選擇適合的字詞，運用句式「……和……一起……」仿作句子。

人物	姐姐	弟弟	妹妹	媽媽	同學	我	爺爺
事情	洗衣服	跑步	跳舞	打掃課室	上課	吃飯	

例 姐姐 和 妹妹 一起 跑步。  
人物 和 人物 一起 事情

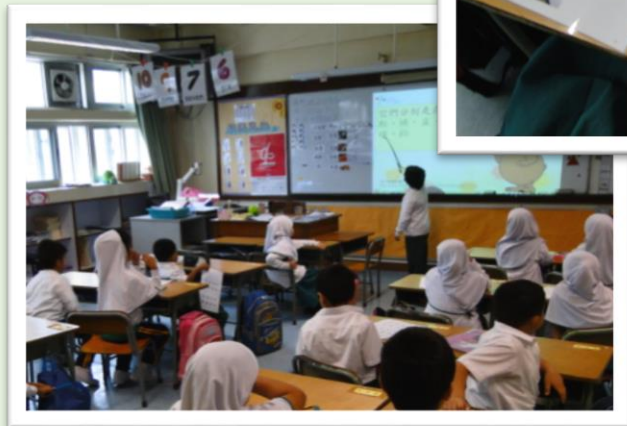
	人物	和	人物	一起	事情
1.		和		一起	
2.		和		一起	
3.		和		一起	
4.					

根據生活經驗，運用句式「……和……一起……」，完成句子。

Make sentences using the vocabulary in the various situations with the increasing levels of difficulty.

中文課時，我和 \_\_\_\_\_ 一起 \_\_\_\_\_  
音樂課時， \_\_\_\_\_ 一起 \_\_\_\_\_  
體育課時， \_\_\_\_\_ 一起 \_\_\_\_\_

## V. School-based Chinese Language Policy (3): One-minute Reading aloud



# V. School-based Chinese Language Policy (4): Cultivate Reading Interest



Language Proficiency  
Campaign



Morning Reading



Online Self-learning  
Platform

# V. School-based Chinese Language Policy (5): Competitions & Performances



# VI. How to Support Kids with their Studies?

## 1. Chinese and English Dictation Audio Clips

With the recordings made by our teachers, parents can help kids better prepare for dictations by reading aloud.



Islamic Dharwood Pau Memorial Primary School  
伊斯蘭鮑伯濤紀念小學

首頁 學校資訊 學生園地 本校成就 家長專區 教師專區 連絡 傳媒報導

**默寫**

2018-2019

中文默書 (上學期)	英文默書 (上學期)
P1: <u>1st</u> 2nd <u>3rd</u> 4th 5th 6th	
P2: <u>1st</u> 2nd 3rd 4th 5th 6th	
P3: <u>1st</u> <u>2nd</u> 3rd 4th 5th 6th	P1: <u>1st</u> <u>2nd</u> 3rd 4th 5th 6th
P4: <u>1st</u> <u>2nd</u> 3rd 4th 5th 6th	P2: <u>1st</u> 2nd 3rd 4th 5th 6th
P5: <u>1st</u> <u>2nd</u> 3rd 4th 5th 6th	P3: <u>1st</u> 2nd 3rd 4th 5th 6th
P6: <u>1st</u> <u>2nd</u> <u>3rd</u> 4th 5th 6th	



## 2. Parent Workshops & Talks

In the workshops, parents can have a better understanding about our school homework policy and assessment policy.



## 3. Parent Study Groups

In the study groups, parents can take this opportunity to learn Chinese with our parent volunteers and teachers.



## 4. School-based Programmes

Parents are most welcome to participate in our school programmes such as Health Promotion Day and Chinese Cultural Day

**Distribute fruits to kids**



**Set up game booths**

**Make Pakistani milk tea**



**Have fun with kids**



IDPMPS is a place guiding our  
NCS students to take a big step  
into the HK Community, THEY  
ENJOY

Getting to know the people,  
Caring about all matters,  
Identifying themselves as HK  
members and  
Getting ready to share the  
common goals and to contribute  
as their fellow Hong Kongers!



