

Language Objectives		Unit 4 - Fun with shapes Unit 3 - A fun Park	Teaching & Learning Activities	Resources	Assessment procedures
Functions/ Structures	Vocabulary items	Skills			
<p>1. Use adjectives to show quantities.</p> <p>There are three stars and one big oval.</p> <p>2. Use 'What' to ask about shapes. <b>What</b> shape is the mouth?</p> <p>3. Use <b>shapes</b> to describe the face Its mouth is <b>an oval</b>.</p> <p>4. Ask and answer if something exists. Are there any ovals in your picture?</p> <p>Yes, there are. / No, there aren't There is a ...../ There are some .....</p> <p>5. Use nouns to identify objects. This is a <b>slide</b>. That is a <b>swing</b>.</p>	<p>1. <b>Shapes</b></p> <p><b>triangles, squares, stars, circles, rectangles ovals.</b></p> <p>2. <b>Park</b></p> <p><b>a slide a swing a see-saw a roundabout a monkey bar</b></p> <p>3. <b>Adjectives</b></p> <p><b>smooth rough hard soft hot cold big Small</b></p> <p>4. <b>Face</b></p>	<p>1. <b>Listening</b></p> <p>✧ <b>Locate or provide specific information in response to simple instructions or questions (Activities, Task)</b></p> <p>✧ <b>recognize repeated expressions in simple spoken text. (Activities, Task)</b></p> <p>2. <b>Speaking</b></p> <p>✧ <b>Use simple sentences to communicate with others with the help of cues. (Activities, Task)</b></p> <p>3. <b>Reading</b></p>	<p><b><u>Lesson 1: ( fun with shapes )</u></b></p> <p>1. Singing songs 2. Number Head Together 3. Constructing pictures with shapes</p> <p><b><u>Lesson 2: ( fun with shapes )</u></b></p> <p>1. Singing songs. 2. Action games 3. Read the "Shape Chant" 4. Play the game: "I say , you draw" 5. Create one's own robots 6. Group processing.</p> <p><b><u>Lesson 3 : (fun with shapes )</u></b></p> <p>1. Read the story of shapes 2. Writing pictures with shapes in short text. 3. Guessing game among groups using target language 4. Group processing</p> <p><b><u>Lesson 4 : ( A fun park )</u></b></p> <p>1. "Touching and guessing" game 2. Guessing riddles by listening to target language 3. Guessing riddles related to a park. 4. Write about their dream park 5. Pupil's reflection</p>	<p>1. On-line Video clips</p> <p>2. Flashcards of shapes</p> <p>3. My Shape bk</p> <p>4. ActivitySheet I say , you draw</p> <p>5. Pupil's Script</p> <p>6. Pictures of animals and plants</p> <p>7. Drawing paper</p> <p>8. Sentence Strips of focused language</p> <p>9. A Movie clip</p> <p>10. Reflection WS</p> <p>11. Riddle cards</p> <p>12. WS (My dream park)</p>	<p>1. By pupil's response during lesson and reflection WS</p> <p>2. Assessing the effectiveness of teaching and learning through the completed "Shape book" and writing task sheets.</p> <p>3. Posting questions to check pps' understanding</p>

<p>6. Use <b>adjectives</b> to describe different objects. The slide is <b>smooth</b>.</p> <p>7. Set up <b>rules</b> for the park We <b>should</b> ..... <b>Don't</b> .... in the park.</p>	<p><b>eyes</b> <b>ears</b> <b>nose</b> <b>mouth</b> <b>body</b></p>	<p>✧ <b>recognize the format and language features of some common text types (signs and riddles)</b></p> <p><b>4. Writing</b></p> <p>✧ <b>Reproduce sentences based on teacher's model and use words from print in the environment.</b></p>	<p><b><u>Lesson 5 &amp; 6 : ( A fun park )</u></b></p> <ol style="list-style-type: none"> <li>1. Warm up game : Mingo &amp; Tapping.</li> <li>2. Using bodies to form different objects in the park.</li> <li>3. Teacher in role-The park keeper&amp; Mr. Turtle</li> <li>4. Read the complaint letter and solve the problems of the park.</li> <li>5. Still image</li> <li>6. Design new signs for the park keeper.</li> </ol> <p><b><u>Lesson 7 : ( A fun park )</u></b></p> <ol style="list-style-type: none"> <li>1. Gather ideas from pps with a mind-map</li> <li>2. Demonstration for constructing park facilities with different shapes.</li> <li>3. Draw a fun park and write about it in Team-pair-solo approach.</li> <li>4. Peer Assessment- comment each other's work and improve it based on other's feedback.</li> </ol>	<p>13. Park keeper headband</p> <p>14. A complaint letter</p> <p>15. Question tips</p> <p>16. Powerpoint ( A day at the park)</p>	
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## Lesson Plan

Name of School : Lok Sin Tong Primary School

Level : P.2

Lesson: 1st lesson

Duration: 35 minutes

Textbook: English to Enjoy Bk2B

Module and Topic : Using my five senses

Chapter 4: Fun with shapes

Prior Knowledge : Pupils have learnt the numbers from 1 to 10.

Learning Objectives:

Students are able to

1. name the six basic shapes
2. use adjectives to show quantities..
3. take turns.
4. be an active listener.

Organization of 1st Lesson:

Time	Teaching Activities/ Content	Teaching principles and strategies	Materials
5"	<b>A. Motivation</b> 1. Teacher writes down the objectives on the board and plays the song and video about shapes. <a href="http://www.youtube.com/watch?v=o4zDyxxf8Gs">http://www.youtube.com/watch?v=o4zDyxxf8Gs</a> <a href="http://www.youtube.com/watch?v=4ioERxT5HKk&amp;feature=related">http://www.youtube.com/watch?v=4ioERxT5HKk&amp;feature=related</a>	Think-pair-share	video clips
6"	2. Teacher asks the question: "What shapes can you see around you ?" Pupil thinks for 10 sec and share in pairs. T shares the answers with pupils and sticks the related shapes on board.		-Classroom objects -Flashcards of shapes <b>See Appendix 1</b>
5"	<b>B. Development</b> 1. T puts the six kinds of shapes into a bag and assign a number to each pupil. Then show one part of the shape and in groups of three , the whole group have to discuss and decide what shape it is.	Number heads Together	My Shape Book P.1 <b>See Appendix 3</b> -number sticks -a bag

6"	T draws one of the numbers in every group and take turns to answer. " It is a _____."		
9"	2.T gives out different shapes in each groups and sings the song of shapes for the whole class. Pupils have to hold up the related shapes. Then one group sing the song while the other group hold up the correct shapes.	Checking understanding and engaging pps to participate actively.	
5"	<p><b>C. Consolidation</b></p> <p>1.T shows pps different pictures and demonstrates how to create a picture with different shapes.  <a href="http://www.sheppardsoftware.com/preschool/ngames/shapes.htm">http://www.sheppardsoftware.com/preschool/ngames/shapes.htm</a></p> <p>"This is a car . There are 2 circles and one big square."</p> <p>2.Pps then design their own pictures. They show their works and make the presentation in front of the class.</p> <p>3.Group processing  Pupils reflect how well they work in the group and what they have learnt today.</p>	Time is provided for students to think about how things could be done differently.	<p>On-line game</p> <p>-Reflection WS  <b>See Appendix 2</b>  -Homework: IP and My Shape Bk P.1-2</p>

### Reflection:

I clearly explained lesson objectives to the class and I was able to guide students by asking questions to make connections to the target language and gave immediate feedback on their answers. In this lesson my timing ran over, my conclusion of the lesson is rushed. I should set timer so that I could improve my time management .

## Lesson Plan

Name of School : Lok Sin Tong Primary School

Level : P.2

Lesson: 2nd lesson

Duration: 45 minutes

Textbook: English to Enjoy Bk2B

Module and Topic : Using my five senses

Chapter 4: Fun with shapes

Prior Knowledge :

i) Pupils have learnt the vocabs of a face

Learning Objectives:

Students are able to

1. use 'what' to ask about shapes.
2. distinguish the rhyming words.
3. share materials with classmates.
4. encourage others.

## Organization of 2nd Lesson:

Time	Teaching Activities / Content	Teaching Principles and strategies	Materials
10"	<b>A. Motivation:</b> 1. Holding the related shapes while singing the shape song together 2. Play an action game Teacher tells pupils to work with others and act the shape she draws in the bag. Then pupils learn more about rhymes at the website and read the Shape Chant loudly.	Arouse students' interest and provide enough participation for them	Shape cards with words the Shape Bk(P.4) <b>See Appendix 3</b> a face made of shapes
10"	<b>B. Development:</b> 1. T draws a face and tell them what shape it is. Eg: What shape is the nose ? Its nose is a star. What shape are the ears ? Its eyes are triangles 2. T invites pp to be a small teacher and asks what shape it is. Another pupil answers the question. Give response to his / her partner by saying " Well Done / Try again "	Enough Interactions between pps and teacher	
5"	3. T plays the game "I say , you draw " with pupils . Eg: Dodo's eyes are <u>circles</u> . Its ears are <u>triangles</u> . Its nose is a rectangle. Its hair is a square. There are <u>five stars</u> on its body.	Increase Pupil's Participation	Activity Sheet I say , you draw <b>See Appendix 4</b>
5"	<b>C. Consolidation</b> 1. Then pupils play drawing game in pairs and match the pictures when they complete the picture. Pps clap for success after the task. Eg: We are brilliant.		Pupil's Script <b>See Appendix 5</b>
10"	2. Pupils create their own robots with different shapes in pairs in 6 minutes. They may share the materials with other groups by saying:	Gallery Tour	Different shapes

5"	<p>"May I have a_____,please?" Each group presents the work .Then T sticks the robots on wall and pps walk around and comment the work by giving stickers.</p> <p>3.Group processing Pupils reflect how well they work in the group and what they have learnt today.</p>	<p>Appreciate other's good work</p> <p>Help pps to improve their ability to work with others.</p>	<p>in varied size and colour</p> <p>A3 cards &amp; stickers</p> <p>Reflection WS <b>(See Appendix 4)</b> Homework: IP &amp; My Shape Bk P.4</p>
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### Reflection:

My class loves singing and acting. They enjoy learning with music.

I found it difficult to control student's drawing time. They spend different lenght of time on drawing. It would be more beneficial to have drawing on Smart board with drawing tools.

## Lesson Plan

Name of School : Lok Sin Tong Primary School

Level : P.2

Lesson: 3rd lesson

Duration: 45 minutes

Textbook: English to Enjoy Bk2B

Module and Topic : Using my five senses

Chapter 4: Fun with shape

Prior Knowledge :

Pupils have learnt names of animals and plants.

Pupils are able to describe things with adjectives or colour.

Learning Objectives:

Pupils are able to

1. ask and answer if something exists.

Eg: Are there any ovals in your picture?

Yes, there are. / No, there aren't

There is a ...../ There are some .....

2. use quiet voice



### Organization of 3rd Lesson:

Time	Teaching Content / Activity	Teaching principles and strategies	Materials
5"	<b>A. Motivation</b> 1. Read the story of shapes for motivation and revision. <a href="http://www.storyplace.org/preschool/activities/shapesonstory.asp">http://www.storyplace.org/preschool/activities/shapesonstory.asp</a>		
15"	2. T accesses to the drawing platform and shows pps how to draw pictures with different shapes. Eg: -This is a fish . I use a big oval , a small triangle and some circles. Its body is an oval. Its tail is a small triangle. Its eyes are circles. -This is a Christmas tree. I use three triangles and one small square. There is a star on the top.	Create a relaxing environment and prepare pps to share their own work.	Paint brush (小畫家)
15"	<b>B. Development</b> 1. T gives each pp 1 picture of animal or plant and poses a question : Can you make these animals or plants with shapes ? What shapes do you use ? Big or small ? Why ?	Arise pps' Imagination	Pictures of animals and plants
15"	2. After thinking for 1 minute, pp draws the picture with shapes they choose and shares with partner in pair in 1 minute, T reminds pps don't write down their names.  3. Teacher collects all the pictures and sticks on the board . T demonstrates how to guess whose picture it is.	Think-Pair-Share	Drawing cards See appendix 6
5"	A: Are there any stars in your picture ,Dan? B: Yes, there are. / No, there aren't. A: How many _____ are there ? B: There are /is a _____ star(s) in my picture. A: Is it a _____ ? B: Yes, it is. Well Done / No, it isn't. Try again.	Establish pps' sense of ownership by using their work  Interaction between T & PPs	PPs' Work  Sentence Stripes of focused language

5"	<p><b>C. Consolidation</b></p> <p>1.Pp from group A picks one pupil of group B and start to guess which picture is his / her. Four pictures form by shapes are shown on screen. Group A chooses one of them and Group B guess what picture they choose together. Then shift the role.</p> <p>2.Group processing Pupils reflect how well they work in the group and what they have learnt today.</p>	Interaction among PPs	Reflection WS See appendix 7
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### Reflection:

I used positive reinforcement to encourage students to complete the task. For sharing time, my students need more encouragement and guidance to achieve the task. For example , provide those slow learners a sheet with focused sentences.

## Lesson Plan

Name of School : Lok Sin Tong Primary School

Level : P.2

Lesson: 4th lesson

Duration: 35 minutes

Textbook: English to Enjoy Bk2B

Module and Topic : Using my five senses

Chapter 3: A fun park

Prior Knowledge :

Pupils have learnt different shapes

Learning Objectives:

At the end of the lesson, pupils are able to:

1. use nouns to identify objects.
2. use the adjectives (smooth / rough / hard / soft) to describe objects.

## Organization of 4th Lesson:

Time	Teaching Activities / Content	Teaching principles & strategies	Materials
10"	<p><b>A. Motivation:</b></p> <p>1.T draws the facilities of the park with different shapes and asks the question : What is it ? (It's a swing / see-saw) Where can you see it ? Then T shows a movie clip of park. <a href="http://www.youtube.com/watch?v=z-n5_CKTFk0&amp;feature=related">http://www.youtube.com/watch?v=z-n5_CKTFk0&amp;feature=related</a></p> <p>2. What else can we find in the park ? Let pupils think for 10 seconds and share with their partners in pair. Then pps share the answers and T displays related pictures of plants and facilities in the park on screen. T teaches pps the targeted vocabulary.</p>	Think-pair-share	A movie clip
12"	<p><b>B. Development:</b></p> <p>1.T shows different objects and let pps touch them. E.g: a rough paper /a soft doll / a smooth sofa / a cold drink / a hard stone / a smooth apple</p> <p>2.Play a Guessing game T shows some pictures of different objects .Then T invites pps to guess the riddles. Eg: It is cold and soft. We eat it in summer. What is it ? It is rough and hard. You can find it on the beach . What is it ? It is hard and smooth. You can see it in the playground. What is it ?</p>		Guessing riddles are motivating. It involves ' the language of logic and precision.
7"	<p>3.T gives out 4 riddles to each group. Pps take turns to read out the riddles and guess what it is in groups of 4 . E.g: I spy a thing in the park.</p>		Flash cards (Pictures of ice cream / shells / a slide) <b>See Appendix 8</b>  4 sets of riddles cards <b>See Appendix 8</b>

6"	<p>It is very smooth. We slide on it. What is it ?</p> <p><b>C. Consolidation:</b></p> <p>1.T guides pupils to write about their dream parks in 5 minutes. Then pupils take turns to share in their groups.</p> <p>2. Pupils' Reflection</p> <p>Pps write down what they learnt in the lesson. Teacher collects the data and adjusts the teaching plan.</p>	<p>Provide a variety of assessment methods.</p>	<p>My Dream Park P.2 <b>See Appendix 9</b></p> <p>My Dream Park P.1</p>
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### Reflection:

Students' self assessment has been organized in my lesson. It could be more beneficial in the future to organize parents assessment . It could let parents know more about their children's progress and assist their learning at home.

## Lesson Plan

Name of School : Lok Sin Tong Primary School

Level : P.2

Lesson: 5th& 6th lesson

Duration: 70 minutes

Textbook: English to Enjoy Bk2B

Module and Topic : Using my five senses

Chapter 3: A fun park

Prior Knowledge :

1. Pupils have learnt some objects in the park
2. They have acquired some drama skills such as still image and teacher in role.

Learning Objectives:

Pupils are able to

1. use adjectives to describe different objects.

The slide is smooth.

2. set up rules for the park

e.g. We should ..... / Don't ..... in the park.

3. collaborate with others and express themselves with the bodies

4. respect others.

## Organization of 5th & 6th Lesson:

Time	Teaching Activities / Content	Teaching principles & strategies	Materials
7"	<b>A. Motivation:</b> <u>1.Warm-up game</u> Pupils pretend they walk around the park and stop when the teacher says "freeze". Teacher taps their shoulders and ask what they can see in the park and describe the object. e.g I can see a slide . It is smooth. (Ppt shown on the screen: A Park ) (Words on board: hot , cold / rough , smooth / hard , soft )	Teacher gives individual attention by prompting more questions while tapping pps.	Powerpoint:: A day at the park
10"	<u>2.Using bodies to form the objects in the park :</u> -Pupils stand up and listen to the teacher's order. They try to pretend things they can see in the park individually.  -Teacher gives out one flashcard to each group. Pupils try to work together and display the objects with their bodies together.  (From simple to complicate e.g. a flower , a tree, a butterfly , a stone, a bee , a bird , a duck , slide , a see-saw , a bench , a swing , a roundabout , a monkey bar.....) <b>B. Development:</b> 1. Teacher tells pupils that when she puts on the hat, she will be the park keeper. All of the pupils will help her to keep the park beautiful and clean.		Role play
15"	Teacher then tells the pps that she just get a complaint letter from the animals in the park. T takes out a letter and reads(shown on the screen) :		Flashcards See Appendix 8
		Teacher in role	Park keeper headband

	<p>Date: 29<sup>th</sup> March , 2011. Dear park keeper,</p> <p style="text-align: center;">We are the animals living in the park. We are unhappy because some children are very naughty. Mr. Tree is sad. His leaves fall down. Miss Flower cries all the day. She is not beautiful. The see-saw is broken. I can't play on it. The swings are dirty. I can't sit on there. Mr. Fish is sick. He can't swim fast. We want you to stop them. Help us please!</p> <p>From</p> <p>Mr. Turtle.</p>		A complaint letter
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Time	Teaching Activities / Content	Teaching principles & strategies	Materials
10"	<p>2. Teacher takes off the hat and ask pps to help the animals in the park. T suggests pps to invite Mr. Turtle and ask him the following questions.</p> <p>What happens to Mr. Tree ? / How does he feel ? / Why is Mr. Tree sad ? Is Miss Flower beautiful ? / How does she feel ?/ Who broke the see-saw ? Why are the swings dirty ? Is the water dirty ? What do the children do in the park ?</p> <p>3. Teacher puts on the headband of Mr. Turtle and talks to the children. -Pupils find out the answers and tells the park keeper why the animals were sad.</p> <p><u>Answers from Mr. Turtle:</u> A man litters in the pool , the water is dirty. A woman picks the flowers. A boy climbs the tree.</p>	<p>Pupils are challenged and supported to develop higher levels of thinking.</p>	<p>Questions Tips</p> <p>Powerpoint:: A day at the park Photos of bad</p>



	<p>A girl jumps on the see-saw. Some boys draw on the swing.</p>		behaviours in the park
10"	<p>4. The park keeper shows pps some signs and talk about the meaning. Then he takes out some photos of the park.</p> <p>He divides the pupils in groups of 3. Pps try to act the scene of the photos.They will freeze when they see the "STOP" sign.</p>	Still image	"STOP" sign
10"	<p>The pps from other groups will be the helpers of the park keeper. They hold the "STOP" sign and suggest what should they do in the park. Eg: Don't..../ You should...</p> <p><b>C. Consolidation</b> 1.The park keeper suggests the pps to stick some signs in the park. He invites each group of pps to design a sign for the problem of the photo they display. They then show the signs and talk about it in front of the class. Eg: You should not.../Don't..</p>	PPs apply what they learnt from other subject(General Studies)	WS See Appendix 10
8"	<p>The park keeper thanks all the pps and take off the hat.</p> <p>2.T reminds pps to respect others and keep the park clean and beautiful. T gives out a WS for pps to design some signs for the park.</p> <p>3.T display the good work around the classroom.</p>	Pupils generally find it easier to gain understanding through'learning by doing'.	Powerpoint A day at the park

### Reflection:

These two drama lessons provided my students experiences of using language to imagine and recreate their own signs. They were engaged throughout the lessons They also explored the solutions with characters of the scene through roleplay. They found it is meaningful and enjoyable.

The weighting of quesions requires higher-order thinking should be increased. Asking more open-ended questions is needed. I also need to pay more attention to the voice level and assign different roles before they started the role play. For example, stick up Voice Control poster and duties of different group members.

## Lesson Plan

Name of School : Lok Sin Tong Primary School

Level : P.2

Lesson: 7th lesson

Duration: 45 minutes

Textbook: English to Enjoy Bk2B

Module and Topic : Using my five senses

Chapter 3: A fun park

Prior Knowledge :

- 1.Pupils have learnt "Are there" to ask if something exists.
- 2.Pupils have learnt " How many" to ask about quantities.

Learning Objectives:

Pupils are able to

- 1.draw a park with shapes.
2. create a picture with classmates
3. write about the pictures
4. to develop creativity ,collaboration, communication and study skills

## Organization of 7th Lesson:

Time	Teaching Activities / Content	Teaching principles & strategies	Materials
6"	<p><b>A. Motivation :</b></p> <p>1.T shows a photo of a park to the class and tell students that they are going to draw a park with shapes. T puts the lesson objective -" Draw a fun park with shapes " on the board.</p> <p>2.T asks students what things they can find in the photo. Put their ideas in a mind map on the board.</p> <p><b>B. Development :</b></p>	<p>knowing the learning objectives could make pps learn efficiently .</p> <p>teach pps how to organize information</p>	<p>A photo of a park</p> <p>Mind map on the board.</p>
5"	<p>1.T gives out the information sheet. Show the class the sun on the sheet.</p> <p>T: We can use shapes in many ways, e.g. to draw the things we like in the park. What can you see ? (I can see the sun.)</p> <p>T: Yes. It is the sun. How do we draw the sun? What shapes can we use ? ( We can use triangles and a circle.)</p> <p>T: How many circles are there? How many triangles are there?( There are eight triangles. There is a circle.)</p>	<p>Concept building-representing real objects with shapes</p> <p>Questioning technique- Allow a few seconds pause to think through the question.</p> <p>Questions are tailored to the level and understanding of P2 students</p> <p>To gather the ideas, teacher repeats pps' answer by restating or paraphrasing it.</p>	<p>Information Sheet Part A See Appendix 11</p>
5"	<p>2.Then T asks pps in groups of 3 and take turns to identify what they are and what shapes are used. Remind pps to write down a list of the shapes that the things are made of on the Information Sheet.</p>	<p>Team-pair-solo</p>	

5"	<p>e.g. The sun: one circle and eight triangles</p> <p>T puts the second objectives "create a picture with classmates" on the board.</p> <p>3. Get pps to work in groups of 3 and decide what items they are going to put in their picture. Pps should include at least three items in the picture. eg: What objects do we draw? / Let's draw a .....</p>	<p>Students are encouraged to create their own products.</p> <p>Develop cooperation between pupils by group work</p>	
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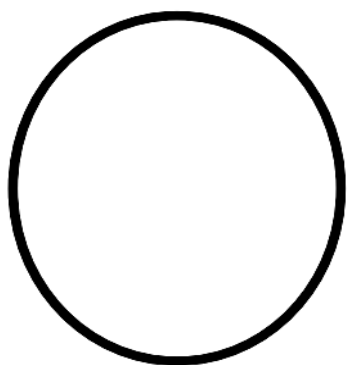
Time	Teaching Activities / Content	Teaching principles & strategies	Materials
15"	<p>4. Distribute large pieces of drawing paper to each pp. Then pps work in pairs to decide the number of different shapes in their pictures.</p> <p>Eg: What shapes do we use for the roundabout ? How many _____s are there for the see-saw?</p> <p><b>C. Consolidation</b></p> <p>1. Finally, pupils individually complete and colour their pictures on the drawing paper.</p> <p>Pps get back into their groups of three. T collects and shuffles their pictures and redistributes them to the pps. Pps should not be holding his/her own pictures.</p> <p>2. Pps take turns to ask one group member about the shapes and</p>	<p>For concepts that pps can't do it on their own, using Team-pair-solo can help them progress working individually.</p>	<p>Colour pens Drawing paper</p>

6"	<p>things draw in order to find their own pictures.</p> <p>T invites a pair to demonstrate the conversation once:  Pp1: Are there any triangles in your picture?  Pp2: Yes, there are.  Pp1: How many triangles are there ?  Pp2: There are two triangles.  Pp1: What colour is the swing ?  Pp2: It is red and blue.</p> <p>3.In pairs, let pps comment on how their peers can improve their work, such as by adding one more object to the picture of making changes to their original work.</p> <p>Pps make changes to their pictures according to their classmates' comments.</p> <p>Follow-up Homework :  T assigns writing task to pps and displays the good works.</p>	<p>Good Modelling is needed during the process</p> <p>Peer Assessment  Provide time for pps to judge each other's work and correct them.</p> <p>Different teaching materials are chosen to cater for individual needs.</p>	<p>Peer-check WS  <b>See Appendix 12</b></p> <p>Writing Task sheet  <b>1a / 1b</b>  <b>See Appendix 13</b></p>
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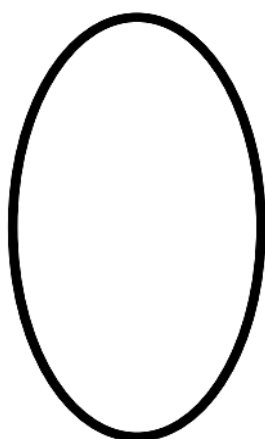
## Reflection :

Varied vocabulary and expression should be posted around the classroom for my students are always struggle at the spelling.

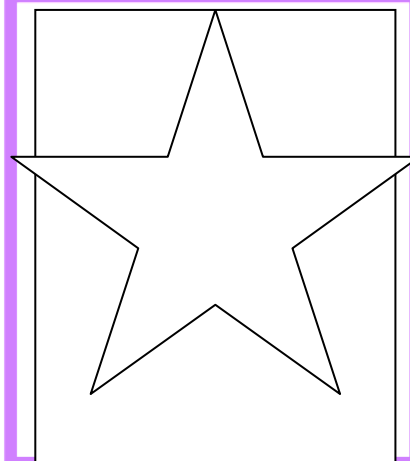
On the other hand, I should cater for learner's diversity by using powerpoint to show real pictures of the park facilities. Then provide more time for students to share ideas about the park before they started the writing. Eg: A smart talk before the writing task.



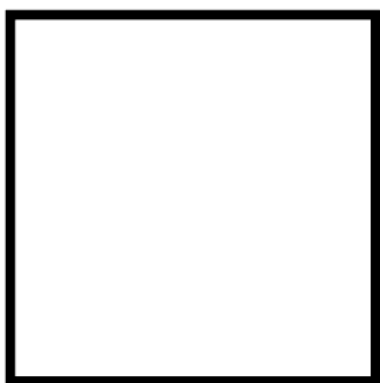
circle



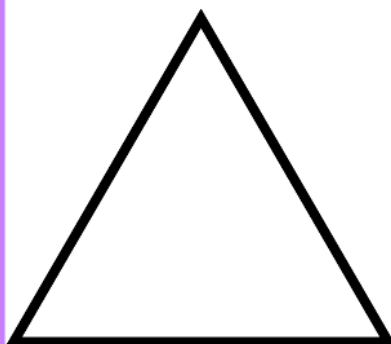
oval



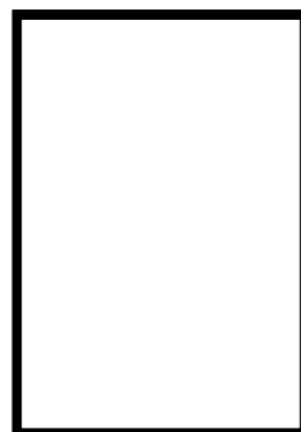
s t a r



square

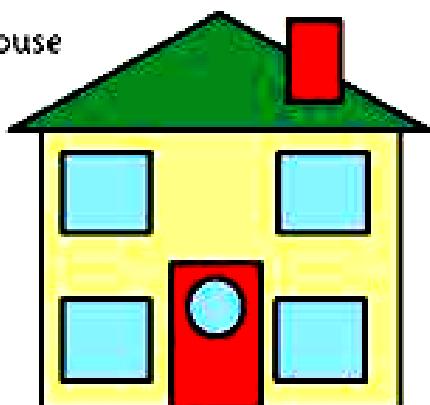


triangle



rectangle

A house



Group (     )

How did we do ?

1. Did I listen carefully to the others ?



2. Did everyone get a turn to speak ?



3. Did I stop other speakers ?



4. How can I be a better listener next time ?

Group (     )

How did we do ?

1. Did I listen carefully to the others ?



2. Did everyone get a turn to speak ?



3. Did I stop other speakers ?



4. How can I be a better listener next time ?

Group (     )

How did we do ?

1. Did I listen carefully to the others ?



2. Did everyone get a turn to speak ?

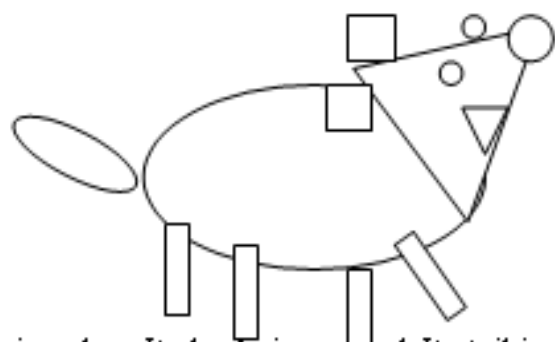


3. Did I stop other speakers ?



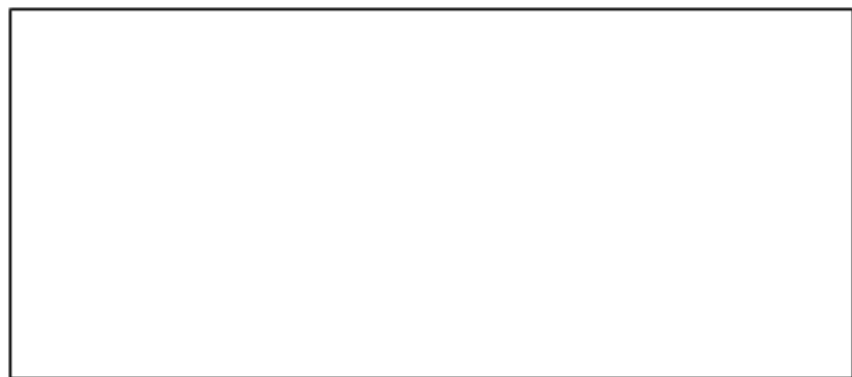
4. How can I be a better listener next time ?

Read the pictures with fun shapes.



Eg. This is a dog. Its body is an oval. Its tail is a small oval. Its eyes are circles. Its head is a triangle and its mouth is also a triangle. The ear is a square. Its nose is a circle. The dog is happy.

Now draw an animal and write about your own picture in 30 words.



Lok Sin Tong Primary School

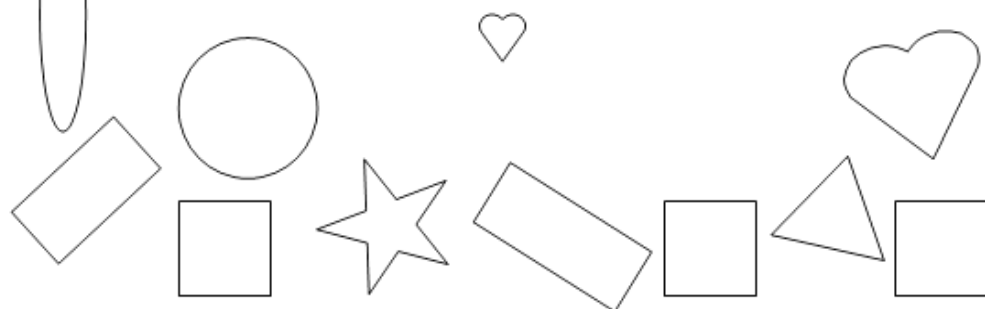


Name: \_\_\_\_\_

Class: \_\_\_\_\_


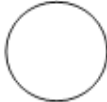
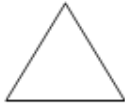





My Shape Book





# I Spy a Shape in Our classroom

Shape	Let's count !
 a square	A: Are there any _____ ? B: No, there aren't. / Yes, there are. A: How many _____s are there ? B: There <u>is</u> a / <u>are</u> _____ squares .
 a circle	
 a triangle	
 a rectangle	
 a star	
 an ovalaaa	

Learn more about "Rhymes" at this website.

[http://english.ephhk.com/writing/writing\\_rhymes\\_tp.jsp](http://english.ephhk.com/writing/writing_rhymes_tp.jsp)

Then read aloud the poem.

## Appendix 3

### Shape Chant

One square, two squares,  
This is what we call a pair.

Three rectangles on the floor,  
Four triangles, count some more.

Five circles all around.  
Here's a star that I have found!  
an Oval,  
And a heart.

Now let's go back to the start.....

Let's find the rhyming words

"Square" rhymes with "pair" ,

"floor" rhymes with "\_\_\_\_\_".

"around" rhymes with "\_\_\_\_\_",

"\_\_\_\_\_" rhymes with "start".

Sing the song to your classmate and your parent.

Shapes(Tone: Are you sleeping?)

Squares and ovals      Squares and ovals

Triangles , triangles

Stars and circles      Stars and circles

Rectangles , rectangles

Parent's signature: \_\_\_\_\_ ☺ ☺ ☺ ☺

My classmates signature: \_\_\_\_\_ ☺ ☺ ☺ ☺

\*\*\*\*\*

Do you know what shape this is ?

(sung to The Muffin Man )

Do you know what shape this is ?

what shape this is , what shape this is?

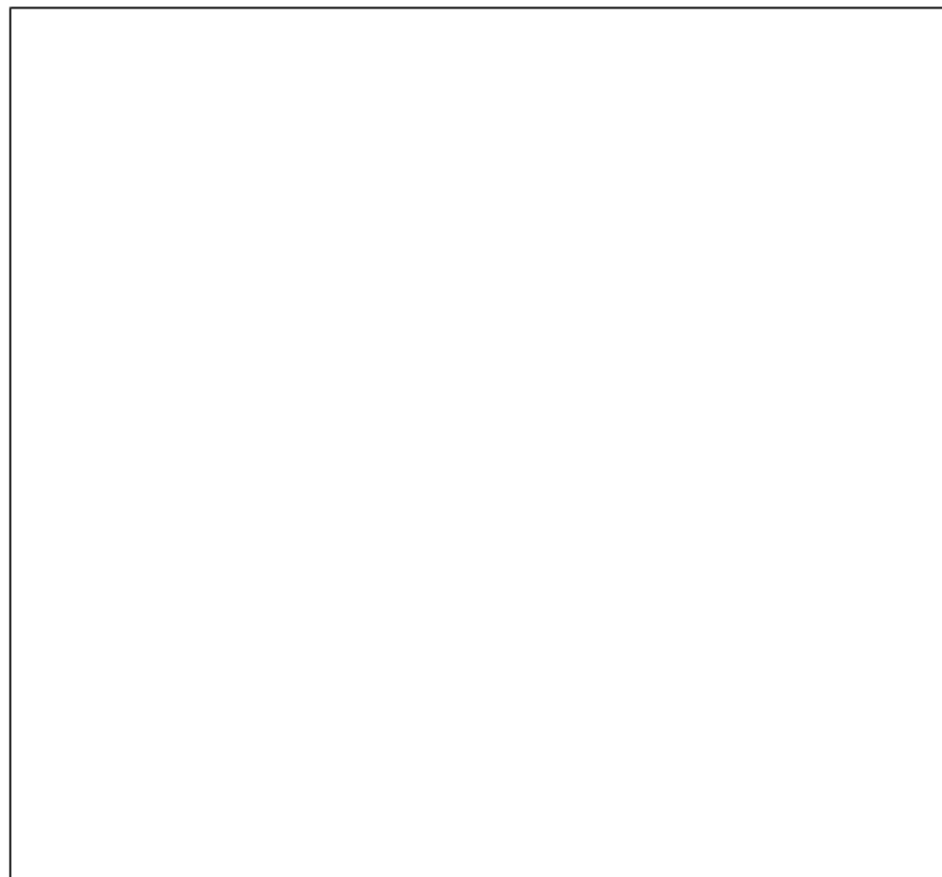
Do you know what shape this is

I'm holding in my hand.

Parent's signature: \_\_\_\_\_ ☺ ☺ ☺ ☺

My classmates signature: \_\_\_\_\_ ☺ ☺ ☺ ☺

### My Shape Picture



I used circles, \_\_\_\_\_ , \_\_\_\_\_

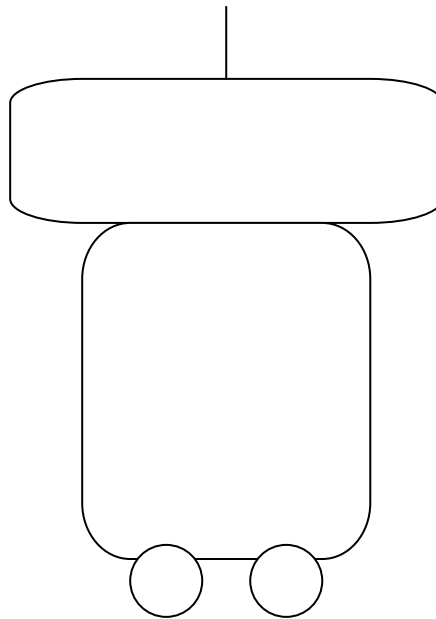
\_\_\_\_\_ and \_\_\_\_\_

in my picture. Can you find them ?

**P.2 A - English Activity Sheet - I say , you draw**

**Listen carefully and draw the robot.**

Robot \_\_\_\_\_



By: \_\_\_\_\_( )

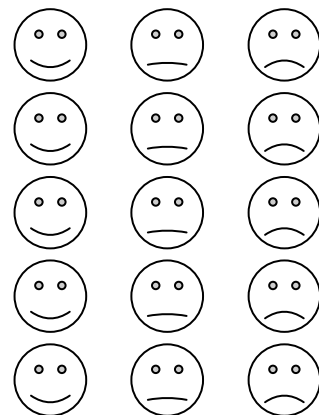
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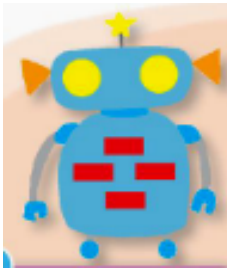
Name: \_\_\_\_\_

Class: \_\_\_\_\_

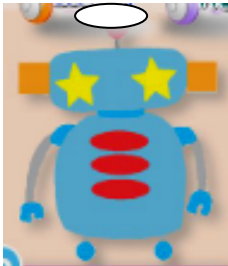
**How did I do ?**

1. I share the things with others politely
2. I say "Well done" to my partner .
3. I clap hands for the success .
4. I feel interested in the lesson .
5. I can create my robot with different shapes.

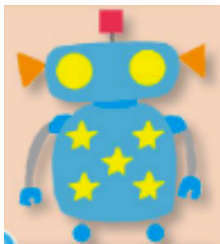




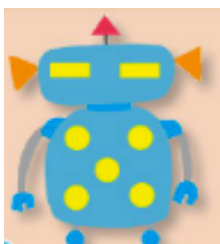
Didi's eyes are \_\_\_\_\_.  
 Its ears are \_\_\_\_\_  
 its hair is a \_\_\_\_\_  
 There are \_\_\_\_\_ on its body.



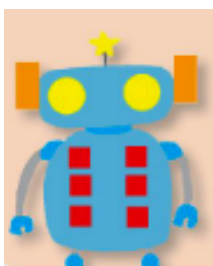
Bibi's eyes are \_\_\_\_\_.  
 Its ears are \_\_\_\_\_  
 Its nose is \_\_\_\_\_  
 its hair is a \_\_\_\_\_  
 There are \_\_\_\_\_ on its body.



Dodo's eyes are \_\_\_\_\_.  
 Its ears are \_\_\_\_\_  
 Its nose is \_\_\_\_\_  
 its hair is a \_\_\_\_\_  
 There are \_\_\_\_\_ on its body.

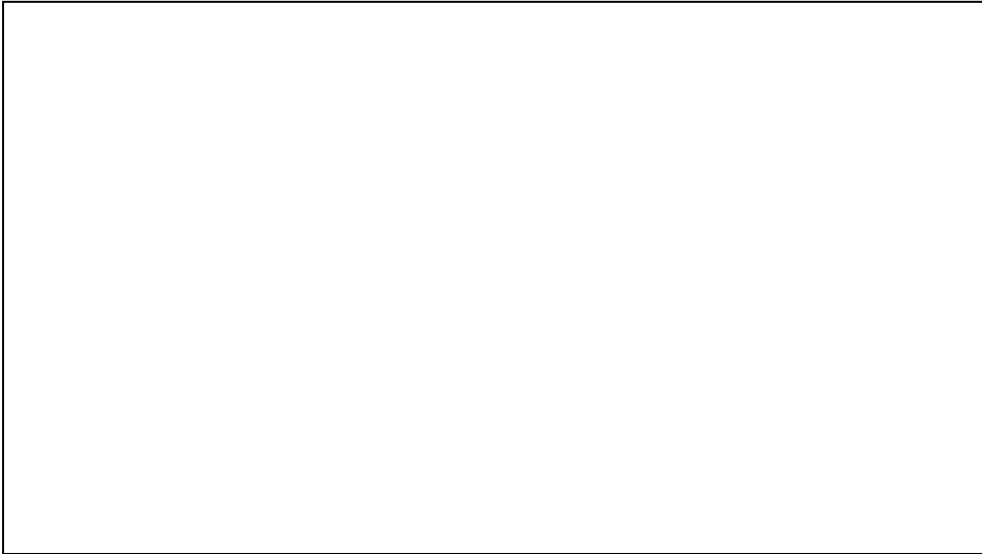


Kiki's eyes are \_\_\_\_\_.  
 Its ears are \_\_\_\_\_  
 Its nose is \_\_\_\_\_  
 its hair is a \_\_\_\_\_  
 There are \_\_\_\_\_ on its body.



Mimi's eyes are \_\_\_\_\_.  
 Its ears are \_\_\_\_\_  
 Its nose is \_\_\_\_\_  
 its hair is a \_\_\_\_\_  
 There are \_\_\_\_\_ on its body

Drawing cards



**Share your picture with your friend by saying :**

This is a .....

I use a big / small ..... and two ...

Its body is ... Its ears are ...
















There is a .../ There are.....

**Reflection WS**

**Group (     )**

**Good                      OK                      Need to improve**

1. We spoke in English.
2. We listened to each others ideas.
3. We looked at the speaker.
4. We shared the work .
5. We worked together to find the answer.
















		
		
		
		
		

**Reflection WS**

**Group (     )**

**Good                      OK                      Need to improve**

1. We spoke in English.
2. We listened to each others ideas.
3. We looked at the speaker.
4. We shared the work .
5. We worked together to find the answer.

## Appendix 8

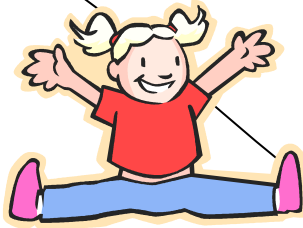




## Appendix 8







I have learned the following words and sentences.

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I had an activity in the English lesson today.

I am happy / bored / excited . (Please circle)



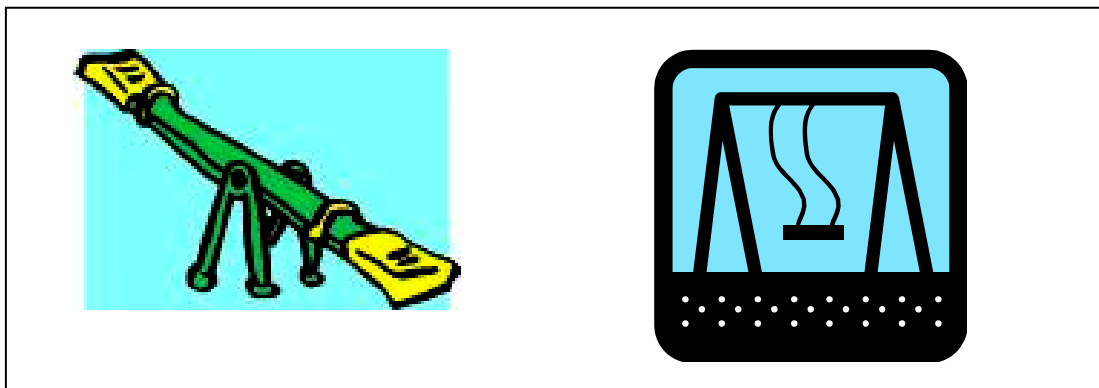
This is \_\_\_\_\_ Park.

(name your park)

By \_\_\_\_\_

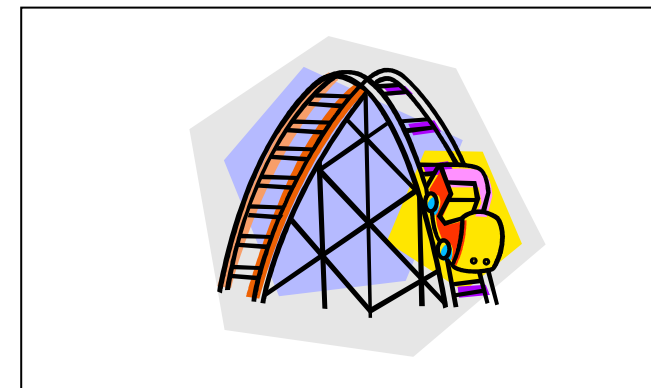
Class P.2 \_\_\_\_\_

Let me introduce my dream park to you.



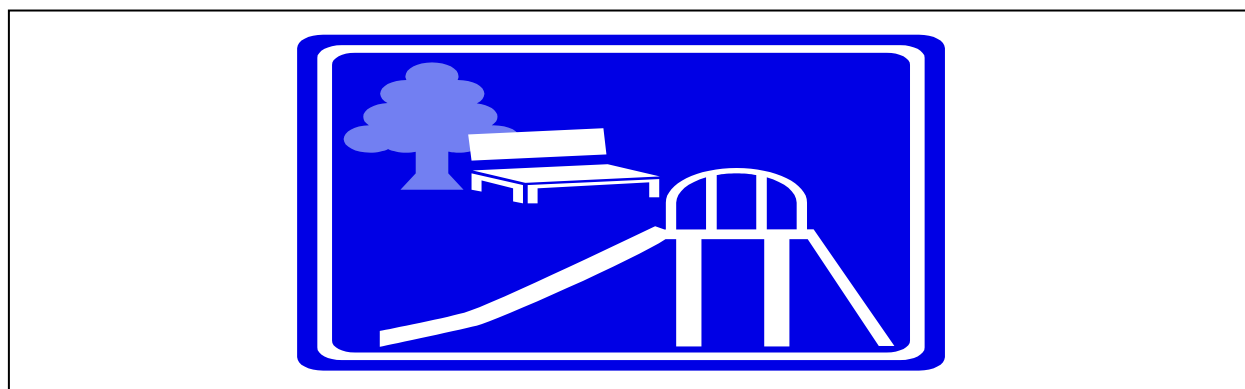
1.This is a see-saw. 2.\_\_\_\_\_

It is hard. \_\_\_\_\_



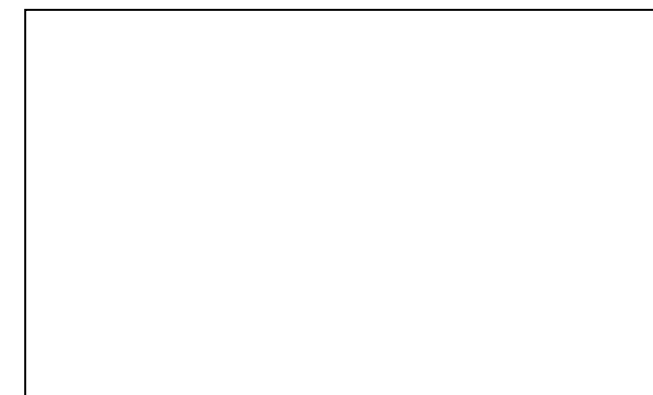
3.\_\_\_\_\_

\_\_\_\_\_



4.\_\_\_\_\_ 5. \_\_\_\_\_

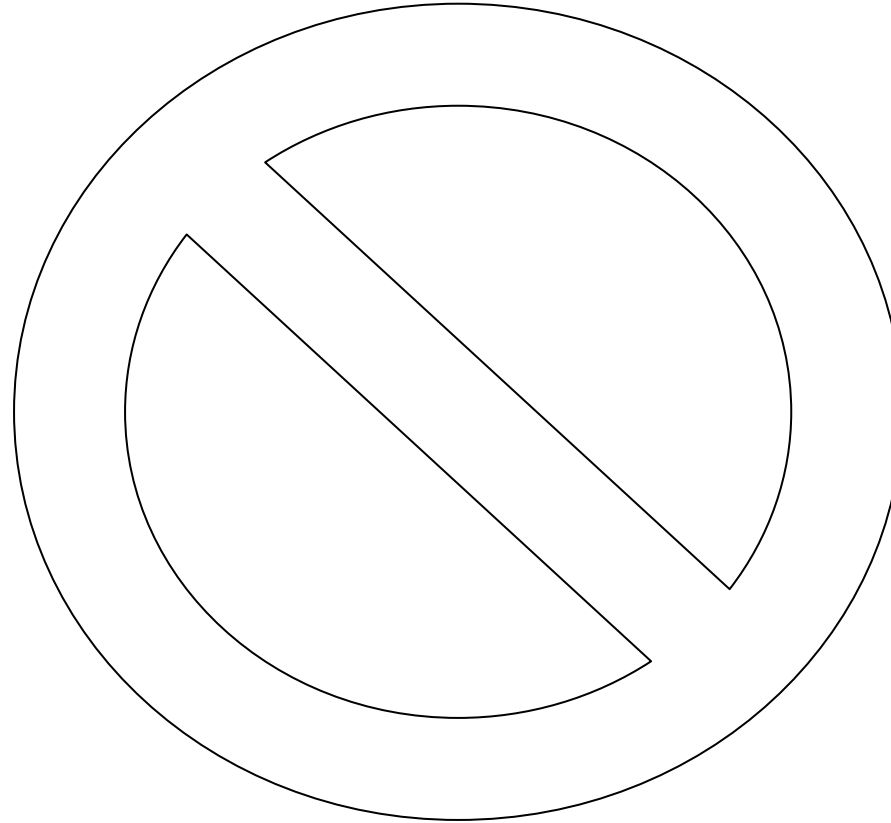
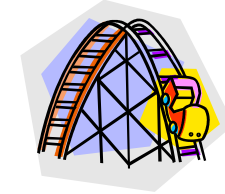
\_\_\_\_\_



6.\_\_\_\_\_

\_\_\_\_\_

In the park.....



Don't \_\_\_\_\_.

You should \_\_\_\_\_.

By: \_\_\_\_\_

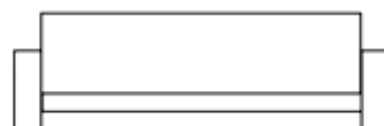
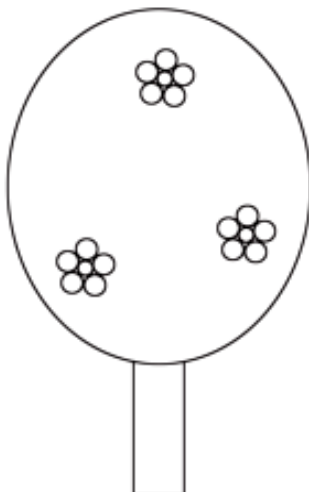
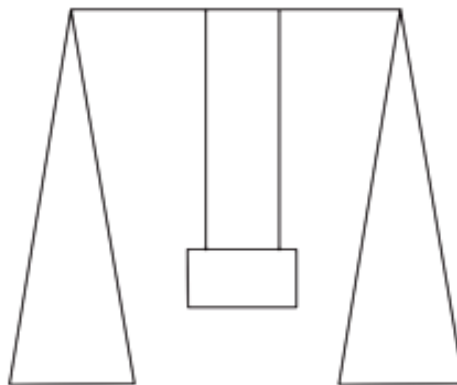
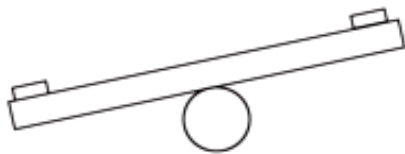
Class: \_\_\_\_\_

**Lok Sin Tong Primary School****Information Sheet** (Adopted from English to EnjoyTextbook)

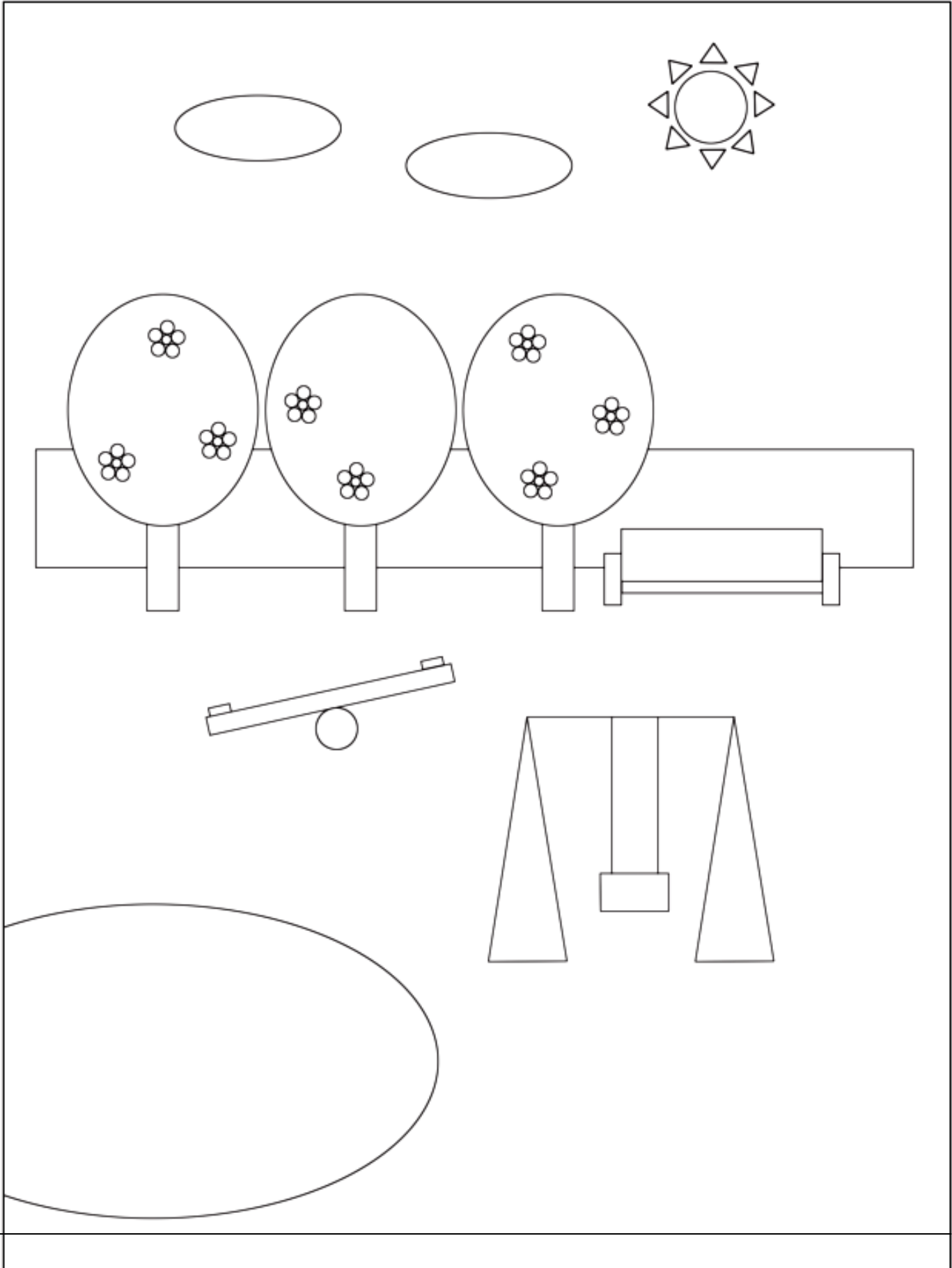
Name: \_\_\_\_\_ (    )    Class: P2 \_\_\_\_\_    Date: \_\_\_\_\_

**Different things in a park**Part A

These are things that you can see in the park. Can you guess what they are?




**Part B** (Adopted from Textbook English to Enjoy )  
**Let's take a look at this park.**



Peer-check WS

My friend's name: \_\_\_\_\_

1. There are three objects in his / her picture. (Circle the choice)  
Yes. / No. → Add one more.
2. He / She has used different shapes in the picture.  
Yes. / No. → Use more shapes.


3. His picture is interesting. 

Please give this WS to your friends.

Peer-check WS

My friend's name: \_\_\_\_\_

1. There are three objects in his / her picture. (Circle the choice)  
Yes. / No. → Add one more.
2. He / She has used different shapes in the picture.  
Yes. / No. → Use more shapes.


3. His picture is interesting. 

Please give this WS to your friends.

Peer-check WS

My friend's name: \_\_\_\_\_

1. There are three objects in his / her picture. (Circle the choice)  
Yes. / No. → Add one more.
2. He / She has used different shapes in the picture.  
Yes. / No. → Use more shapes.

3. His picture is interesting. 

Please give this WS to your friends.

## Lok Sin Tong Primary School

## Writing Task Sheet 1a (for less able pupil)






(Adopted from Textbook English to Enjoy)

Name: \_\_\_\_\_ ( ) Class: P.2 \_\_\_\_\_ Date: \_\_\_\_\_

Marks: \_\_\_\_\_

**A fun park**

A. Complete the sentences to describe your picture.

1. triangle  There is/are \_\_\_\_\_.2. star  There is/are \_\_\_\_\_.3. circle  There is/are \_\_\_\_\_.4. oval  There is/are \_\_\_\_\_.5. square  There is/are \_\_\_\_\_.6. rectangle  There is/are \_\_\_\_\_.

B. Write about your picture of the park.

**Sample:**

This is a beautiful park. There are three trees and there are flowers in the trees. The sun is high up in the sky.

There are many shapes in the picture. There are ten circles, eleven rectangles and fifteen squares.

Do you like my picture?

This is a \_\_\_\_\_ park. There are \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

Talk about the  
things in your park.

There are many shapes in the picture. There are \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

Talk about the  
shapes you use for  
different things.

\_\_\_\_\_  
 \_\_\_\_\_

Invite comments  
from your  
classmates.

## Lok Sin Tong Primary School

## Writing Task Sheet 1b







(Adopted from Textbook English to Enjoy)

Name: \_\_\_\_\_ ( ) Class: P.2 \_\_\_\_\_ Date: \_\_\_\_\_

Marks: \_\_\_\_\_

**A fun park**

A. Complete the sentences to describe your picture.

1.  There is/are \_\_\_\_\_.
2.  There is/are \_\_\_\_\_.
3.  There is/are \_\_\_\_\_.
4.  There is/are \_\_\_\_\_.
5.  There is/are \_\_\_\_\_.
6.  There is/are \_\_\_\_\_.

B. Write about your picture of the park.

This is a \_\_\_\_\_ park. There are \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Talk about the  
things in your park.

There are many shapes in the picture. There are \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Talk about the  
shapes you use for  
different things.

\_\_\_\_\_

Invite comments  
from your  
classmates.

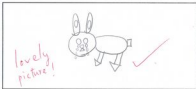


Read the pictures with flat shapes.



Eg. This is a dog. Its body is an oval. Its tail is a small oval. Its eyes are circles. Its head is a triangle and its mouth is also a triangle. The ear is a square. Its nose is a circle. The dog is happy.

Now draw an animal and write about your own picture in 30 words.



This is a rabbit. Its body is an oval. Its tail is a small square. Its eyes are circles. Its head is a circle and its mouth is also a triangle. The ears are ovals. Its nose is a circle. The rabbit is red.

Appendix 3

Lok Sin Tong Primary School



Name: Kamonnat

Class: P2A



My Shape Book

