

Overview of the Unit of Work

School Name: Shatin Tsung Tsin School

Subject: English

Level: P.2

Module: The world around us

Chapter 5: Weather and seasons (Longman Elect 2B)

Text type: Riddles

Songs

Weather report

Poem

Total number of lessons: 12

Learning targets: To develop an ever-improving capability to use English

- 1. to establish and maintain relationships and routines in carrying out classroom activities. (ISa, Key Stage 1)**
- 2. to interpret and use simple given information through processes or activities such as labelling, matching, describing, classifying; and to follow simple instructions. (KSb, Key Stage 1)**
- 3. to develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in singing songs and choral speaking. (ESa, Key Stage 1)**

Generic skills:

Collaboration, creativity, communication, critical thinking

Task: Write a simple passage about one's favourite season in Hong Kong, its weather, the clothes people wear and the related activities.

Task Description:

Students tell about their favourite seasons in Hong Kong, the weather, the clothes they usually wear and their favourite activities. Then their works are displayed to other schoolmates on the boards in the playground.

Task analysis:

1. Purpose: To write a simple passage about one's favourite season, the weather, the clothes he / she usually wears and one's favourite activities.
2. Context: The 35th Anniversary Celebration Gathering of the school is coming. The school has an exhibition of students' works for the guests. P.2 students are going to design an interesting display board in the playground.
3. Process: Teacher familiarizes students with the vocabulary items and sentence structures needed for describing the seasons, weather, related clothing and activities by playing language games and activities with students. Students write a simple passage about their favourite seasons, with the description of the weather, clothing and their favourite activities.
4. Product: Students works which will be displayed on the boards in the playground
5. Framework of knowledge and skills: Refer to the language objectives below.

Language Objectives (5 Weather and seasons)			Teaching & Learning Activities	Resources	Assessment procedures	No. of periods
Functions/Structures	Vocabulary items	Skills				
1. Use 'Which' to ask about one's preference <i>Which</i> season do you like best? 2. Use ' <i>I like best</i> ' to express one's preference. <i>I like winter best</i> 3. Use adjectives to describe the weather It is <i>cold</i> and <i>dry</i> . 4. Use the simple present tense to talk about one's habit I usually <i>eat</i> hotpot	1. Seasons spring summer autumn winter 2. weather hot cold warm cool sunny foggy wet dry rainy cloudy windy	1. Listening <ul style="list-style-type: none"> • Locate or provide specific information in response to simple instructions or questions (Activities, Task) 2. Speaking <ul style="list-style-type: none"> • Use simple sentences to communicate with others with the help of cues (Activities, Task) 3. Reading <ul style="list-style-type: none"> • Locate specific information in a short text in 	<u>Lesson 1: (Seasons+ weather)</u> 1. Song singing To arouse students' interest and introduce the vocabulary of seasons and weather to students using the video clips from youtube. Sing the songs with students. 2. Pelmanism To familiarize students with the target vocabulary. Students work in pairs and match the pictures with the appropriate words 3. Bingo game To familiarize students with the target vocabulary. <u>Lesson 2:(Seasons + Activities)</u> 1. Song singing 2. Brainstorming of the activities	1. Video clips from youtube 2. Picture of seasons, weather, clothes and activities 3. Worksheets for figure dressing 4. A3 size paper for group	1. Teacher's observation of pupils' response 2. Teacher assesses the effectiveness of teaching and learning through the completed worksheets	

<p>in winter.</p> <p>5. Use adverb of frequency (<i>usually</i>) to express one's habit.</p> <p>I <i>usually</i> eat hotpot in winter.</p>	<p>3. clothing items coat scarf gloves T-shirt sweater cap hat umbrella boots raincoat dress shoes sandals trousers shorts sunglasses</p> <p>4. activities go to the park goto the beach go hiking eat hotpot eat ice-cream go cycling go swimming fly kites</p>	<p>response to questions (Read and discover)</p> <p>4. Writing</p> <ul style="list-style-type: none"> • Reproduce words based on a teacher's model • Provide personal ideas and information based on a model or framework provided 	<p>3. Introducing the activities 4. Tic-tac-toe 5. Naming a card</p> <p><u>Lesson 3: (Seasons + Clothes)</u></p> <p>1. Song singing 2. Weather reporter To familiarize students with the target vocabulary and structures. Students take turn to be the weather reporter every day to tell their classmates about the season, weather and their favourite activities.</p> <p>3. Introducing the clothes items 4. Finding out the appropriate cards (number-heads together) Students work in groups. They listen to the teacher's instructions and point to the appropriate words. Then teacher calls out a number and the student of the number has to hold up the appropriate card.</p> <p><u>Lesson 4: (Seasons + Clothes)</u></p> <p>1. Song singing 2. Weather reporter 3. Categorising the words by using a graphic organizer Students categorise the weather words, clothes items and activities according to the appropriate seasons.</p> <p>3. Information gap Students work in pairs. Student A asks Student B for the information in a weather chart.</p>	<p>writing of riddles</p> <p>5. A3 size paper for class writing</p> <p>6. Worksheet for individual writing</p> <p>7. pictures for decoration of the season album (to be prepared by students)</p> <p>8. Paper for the bingo game</p> <p>9. Paper for tic-tac-toe</p> <p>10. Worksheets for interview / information gap</p>		
--------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

			<p><u>Lesson 5:</u></p> <ol style="list-style-type: none"> 1. Song singing 2. Weather reporter 3. Dressing a figure Students work in pairs. A context (with weather and activities) is given to students and they work in pairs to design appropriate clothing for the figure and write about the clothing. Target structure: <i>I wear, He wears, She wears... and....</i> 4. Gallery tour Students walk around to look at their classmates' works. <p><u>Lesson 6:</u></p> <ol style="list-style-type: none"> 1. Weather reporter 2. Interview Students work in pairs. Student A asks Student B for the information in a questionnaire (e.g. Which seasons do you like best? What do you usually do in ...?)and fill in the form, and vice versa. Target structure: <i>I usually.....</i> 3. Voting Students vote for their favourite seasons and put the vote on the appropriate column of the chart on the blackboard to see which is the most popular season. 	11. Samples of poems of the four seasons.	
--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------	--

			<p><u>Lesson 7:</u></p> <ol style="list-style-type: none"> 1. Weather reporter 2. Class writing Teacher shows a beautiful picture of a season and asks students to tell about the picture. Then invite students to work with the teacher to write a simple passage using the target vocabulary and structures. Encourage students to contribute their ideas during the process. 3. Proof-reading Teacher asks students to read aloud the passage and proof-read the passage. Invite students to correct if there are any mistakes. Then invite a few students to draw pictures to decorate the writing after the lesson. 4. Individual writing Students write on the topic of ‘My favourite season’ <p><u>Lesson 8-9:</u></p> <ol style="list-style-type: none"> 1. Song singing 2. Weather reporter 3 . Riddles guessing: <ol style="list-style-type: none"> i)Teacher shows students a riddle and let them guess. Then teacher demonstrates how to write a riddle. ii) Students work in groups. They use the target vocabulary and structures to write a riddle about a season. They present the riddle in front of the class and let their classmates guess. (Examples of rhyming words are given to students as guidelines 			
--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

			<p>for writing.)</p> <p>iii. Teacher posts their riddles on the blackboard.</p> <p>Target structure: <i>It is.....</i> <i>We usually wear</i> <i>We usually</i> <i>Here comes</i></p> <p>4. Scavenger Hunt</p> <p>Teacher asks students of each group to collect photos or pictures of objects or scenes that represent a season and bring them back to school in the next lesson.</p> <p><u>Lesson 10:</u></p> <ol style="list-style-type: none"> 1. Song singing 2. Weather reporter 3. Jigsaw reading (TB 2B P.38-39) Students work in groups. Each group member reads a short passage and suggest more appropriate activities according to the passage. 4. They take turns to report the key points in the passage to their members. The listeners have to fill in the table (✓)while listening to others. Then they check the answers. <p><u>Lesson 11-12:</u></p> <ol style="list-style-type: none"> 1. Song singing 2. Weather reporter 3. Pair-work – Speaking Practice Students work in pairs and take turns to make a sentence to describe a picture of a season using the structures and 			
--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

			<p>vocabulary learnt in the previous lessons. e.g. It is _____(season). It is _____ (weather). We usually wear _____. We usually _____ (activities).</p> <p>4. Singing a song about season</p> <p>5. Reading 4 season poems and teaching students the elements of a good riddle poem.</p> <p>6. Brainstorming using a mind-map Students write a riddle about their favourite seasons. They will make a season album with their writings and the pictures and photos collected. They brainstorm the ideas and complete the mind-map with the help of their learning booklets.</p> <p>7. Pair Work: Giving suggestions to partner Students exchange their mindmap with their partner. They try to give suggestions and more ideas to their partner.</p> <p>8. Drafting Students write their riddles according to their mind-maps.</p> <p>9. Demonstration on how to do proof-reading</p> <p>10. Peer-editing</p> <p>11. Pupils revise and edit if necessary in response to suggestions from their partners.</p> <p>12. Making a Season Album Students work in groups and put their riddles and the pictures and photos together</p>			
--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

			13. Presentation Each group of students presents their season album to their classmates.			
--	--	--	---------------------------------------------------------------------------------------------	--	--	--

References:

1. English Language Education Key Learning Area, English Language Curriculum Guide Primary 1-6, Prepared by Curriculum Development Council, Recommended for use in schools Bt The Education and Manpower Bureau HKSAR, 2004.
2. 'Here is Winter', Primary Literacy Programme – Reading (KS1) Unit of Work, NET Section, CDI, EDB, HKSAR, 2004

The End

Lesson Plan

Name of School: Shatin Tsung Tsin School

Level: P.2

Lesson: 1st lesson

Duration: 45 minutes

Module and Topic: The world around us

Chapter 5: Weather and seasons

Prior Knowledge: Students have learnt some simple weather words in the daily talk and PLP-R lessons.

Learning Objectives:

Students are able to

1. use adjectives to describe the weather the and seasons.
2. work with their partners.
3. wait patiently.
4. follow rules when playing games.

Organization of Lesson







Time	Teaching Activities/Content	Materials	Teaching principles and strategies
5 min	A. Motivation 1. Daily talk Teacher: What date is it today? Student : It is... Teacher: What day is it today? Student: It is ... Teacher: What is the weather like today? Student: It is...and ... 2. High Frequency Words		<ul style="list-style-type: none">♦ Create an English speaking environment♦ Prepare students to use English in class <p>Pupil Participation: - There are enough interactions between teacher and pupils</p>
5 min	3. Listen to songs about weather and seasons T: This unit is about weather and seasons. Before starting the class, let's listen to some songs about weather and seasons. Listen to the song ' Oh, Mr. Sun ' http://www.youtube.com/watch?v=VpJsaq5UVVc Listen to the song ' What's the weather like ' http://www.youtube.com/watch?v=CVuKr5y9AbY	Video clips	Pupil Participation: - The teacher invites more pupils to participate.

<p>30 min</p>	<p>B. Development</p> <ol style="list-style-type: none"> Teacher asks students if they can find some words about weather in the previous two songs. Then, teacher introduces the target weather words using the flashcards. Next teacher introduces the concept of “seasons”. Students are asked to categorize different weather words into four seasons. <p>(Teacher introduces the key structure: T: What is the weather like in _____? S: It is ____ and _____.)</p> <ol style="list-style-type: none"> Pair work: Pelmanism T: Work in pairs. You are given some cards with pictures and words on them. Please put the cards face down. You and your partner take turns to turn over two cards each time. Each time the one who turns over the cards have to say the word or tell the word in the picture. If your pictures match the words, you can turn over other two cards. If they don’t match, put your cards face down and let your partner match. <p>(Teacher checks answers using the visualizer or the projector. Teacher can time which pair finish matching within the shortest time.)</p> <ol style="list-style-type: none"> Individual work: Bingo game T: You are given a bingo card with pictures about weather and seasons on it. Listen to me carefully. I will call out a word. If you have the word on your card, circle it. If you get three circles vertically or horizontally or diagonally (demonstration needed) , please put up your hands and say “Bingo”! 	<p>flashcards on weather and seasons</p> <p><u>Appendix 1</u> Cards for Pelmanism</p> <p><u>Appendix 2</u> Bingo cards</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> - At the beginning of the lesson, the teacher tells the pupils what they are going to learn. <p>Pupil Participation:</p> <ul style="list-style-type: none"> - The teacher invites more pupils to participate. <p>Pupil Participation:</p> <ul style="list-style-type: none"> - The teacher encourages pupil discussion to enhance interactions among them. <p>Feedback:</p> <ul style="list-style-type: none"> - The teacher gives opportunity for pupils to find their own errors and correct them. <p>Assessment for Learning:</p> <ul style="list-style-type: none"> - Assessment outcome is considered for adjusting teaching contents/strategies. <p>Pair Work:</p> <ul style="list-style-type: none"> - Rules for pair work have been established. The pair tasks are educational, appropriately structured and in response to the learning objectives.
<p>5 min</p>	<p>C. Consolidation</p> <ol style="list-style-type: none"> Teacher and students rap the song again. Students can fill in the weather words in their learning booklets. Student can finish the daily weather report at home. 	<p><u>Appendix 3</u> Learning booklet</p> <p><u>Appendix 4</u> Weather Report</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> - At the end of the lesson, the teacher reviews the learning key points with pupils. <p>Assessment for Learning:</p> <ul style="list-style-type: none"> - Evidence is collected

			(through classwork, worksheets, questionnaires, debriefing, students' response, observations, pre-tests and post-tests) to reflect the effectiveness of pupils' learning
<p>Reflection:</p>			

The End

Appendix 1---Matching Game

	summer		sunny
		winter	rainy
windy	autumn		



spring



snowy

cool



wet



foggy



sunny

Appendix 2 Bingo Cards

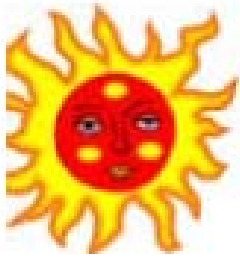
Set 1



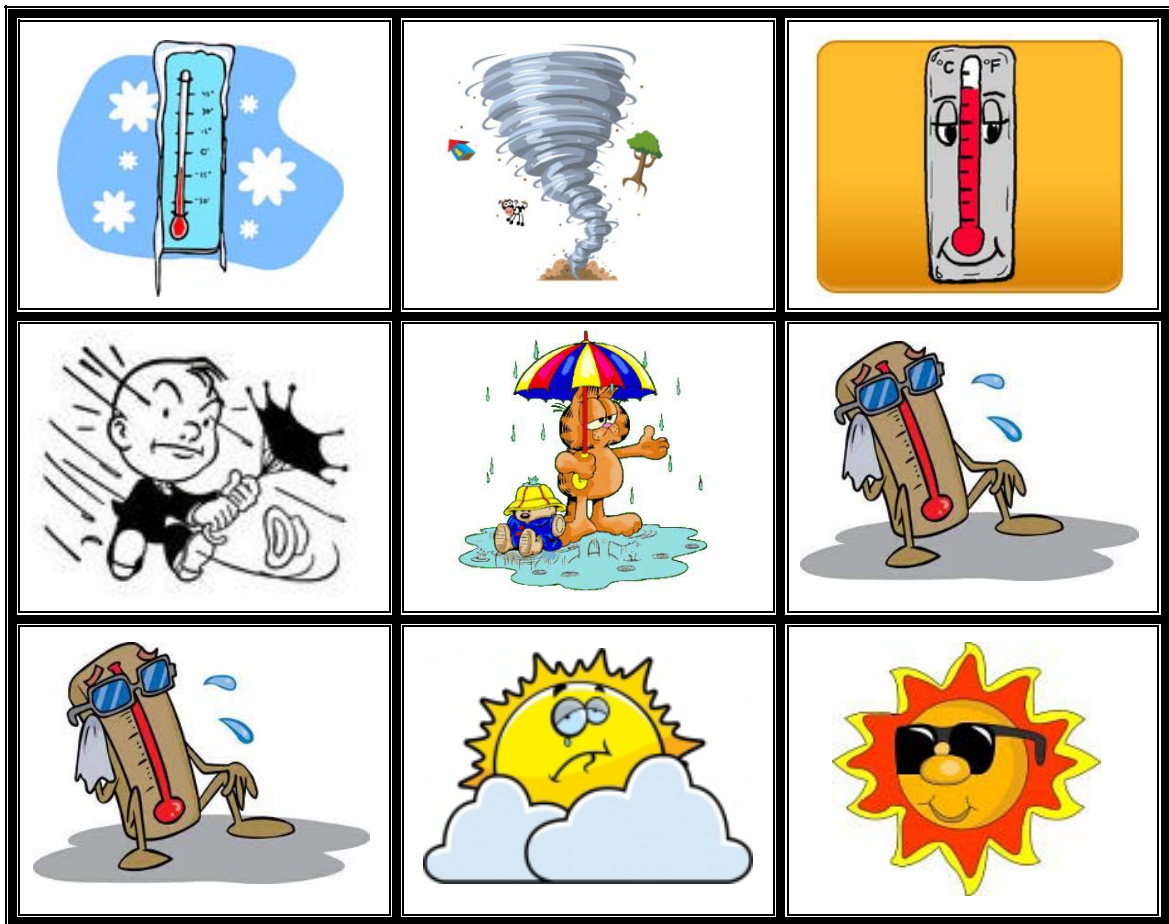
Set 2

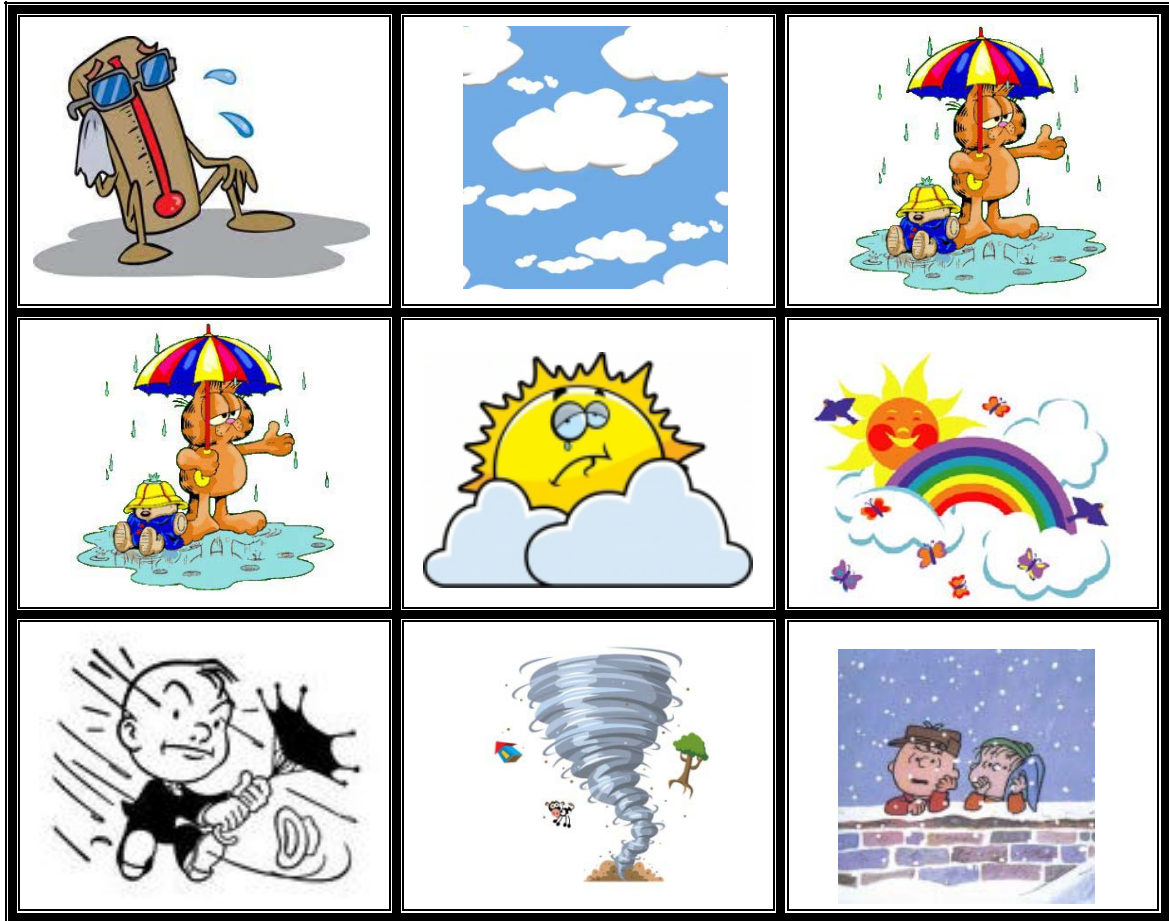


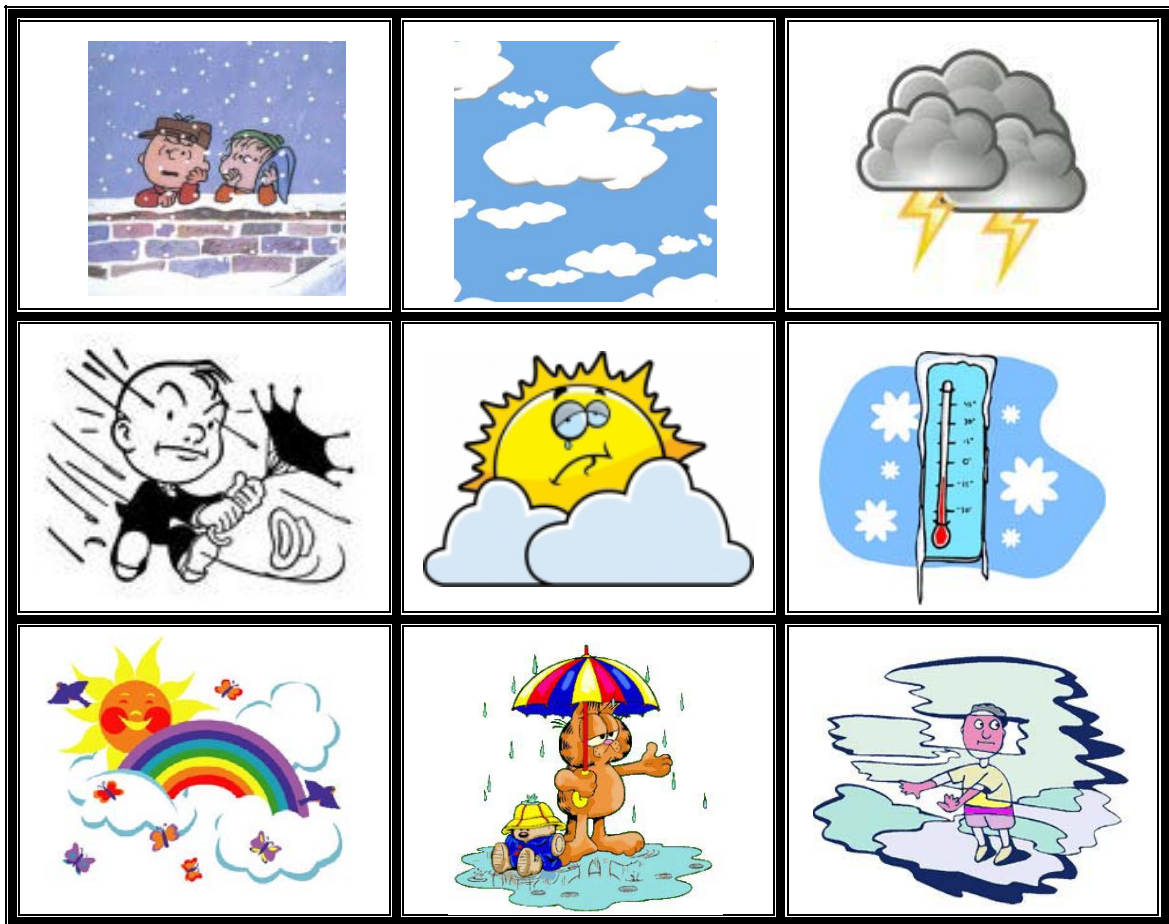
Set 3

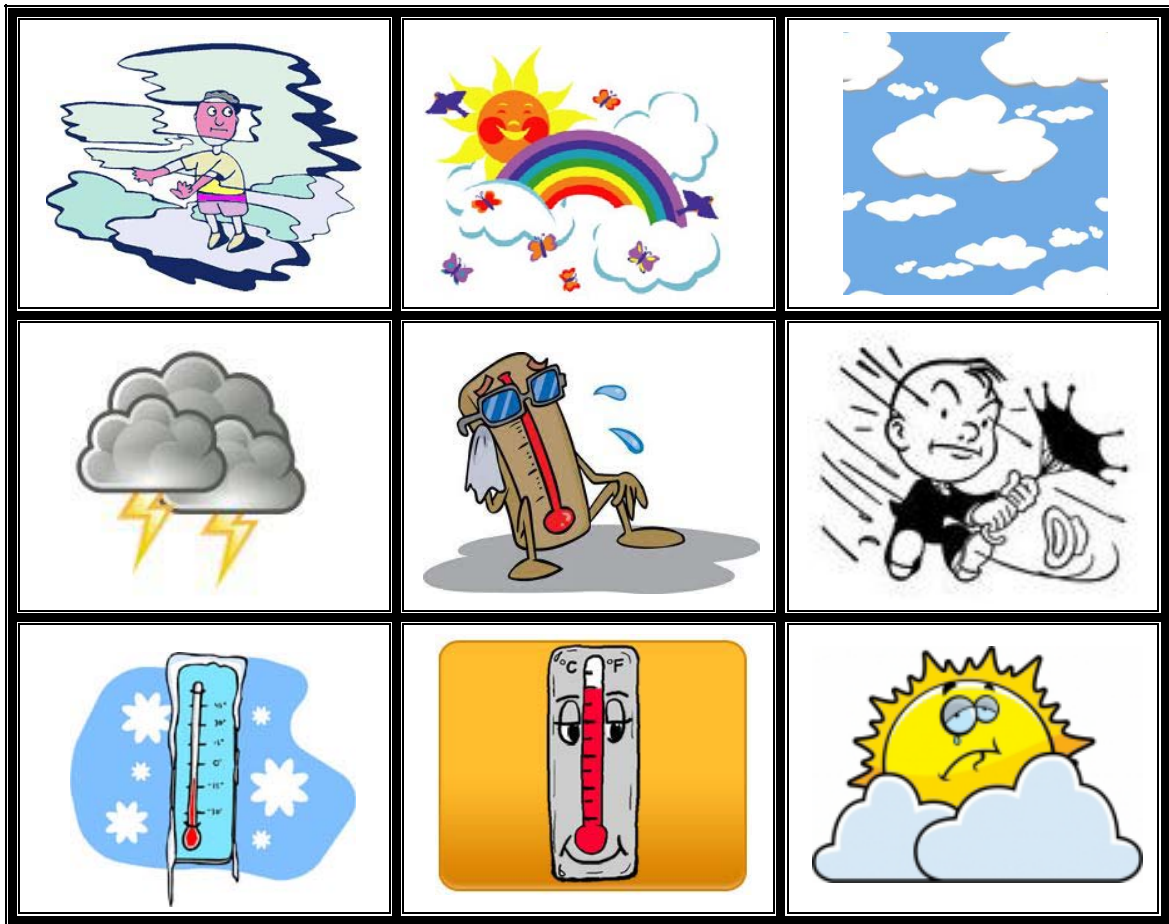


Students can also draw their pictures about weather and seasons to play the bingo games.

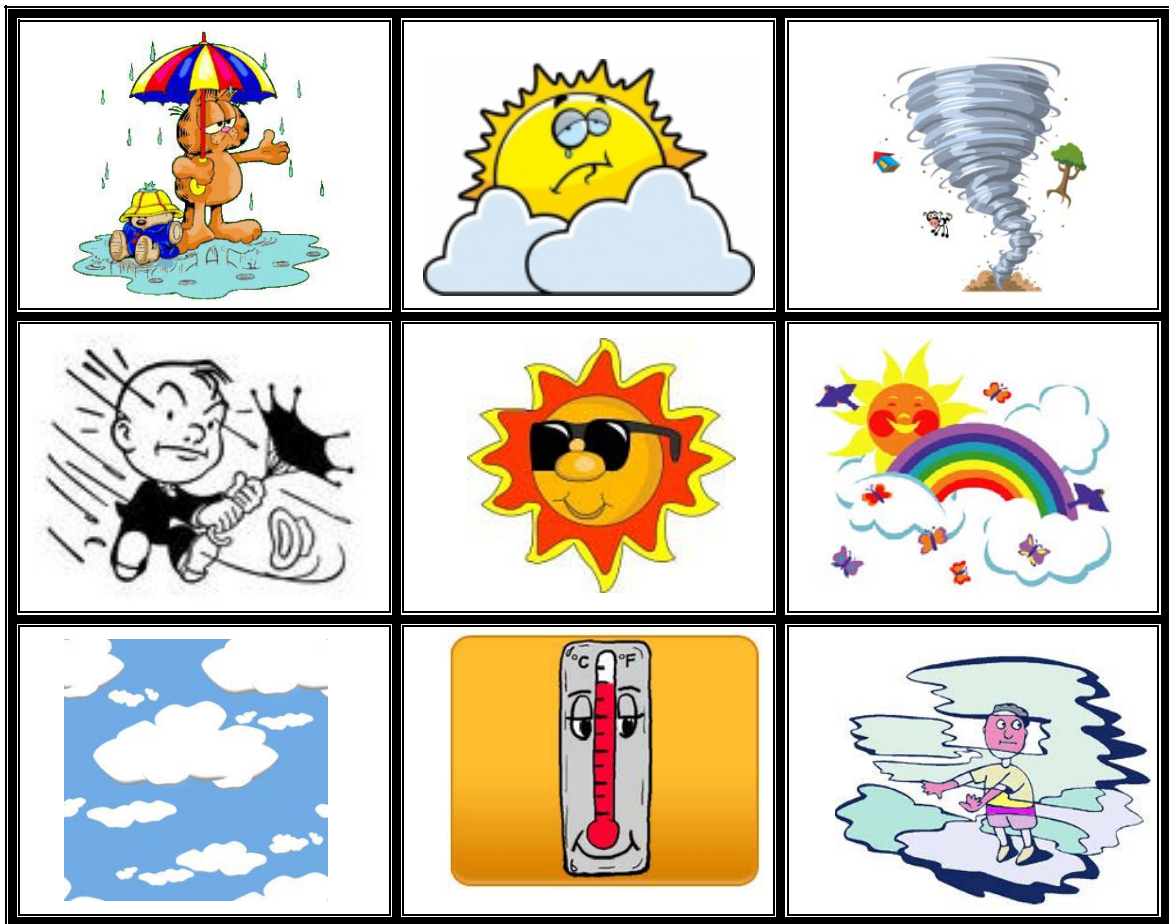
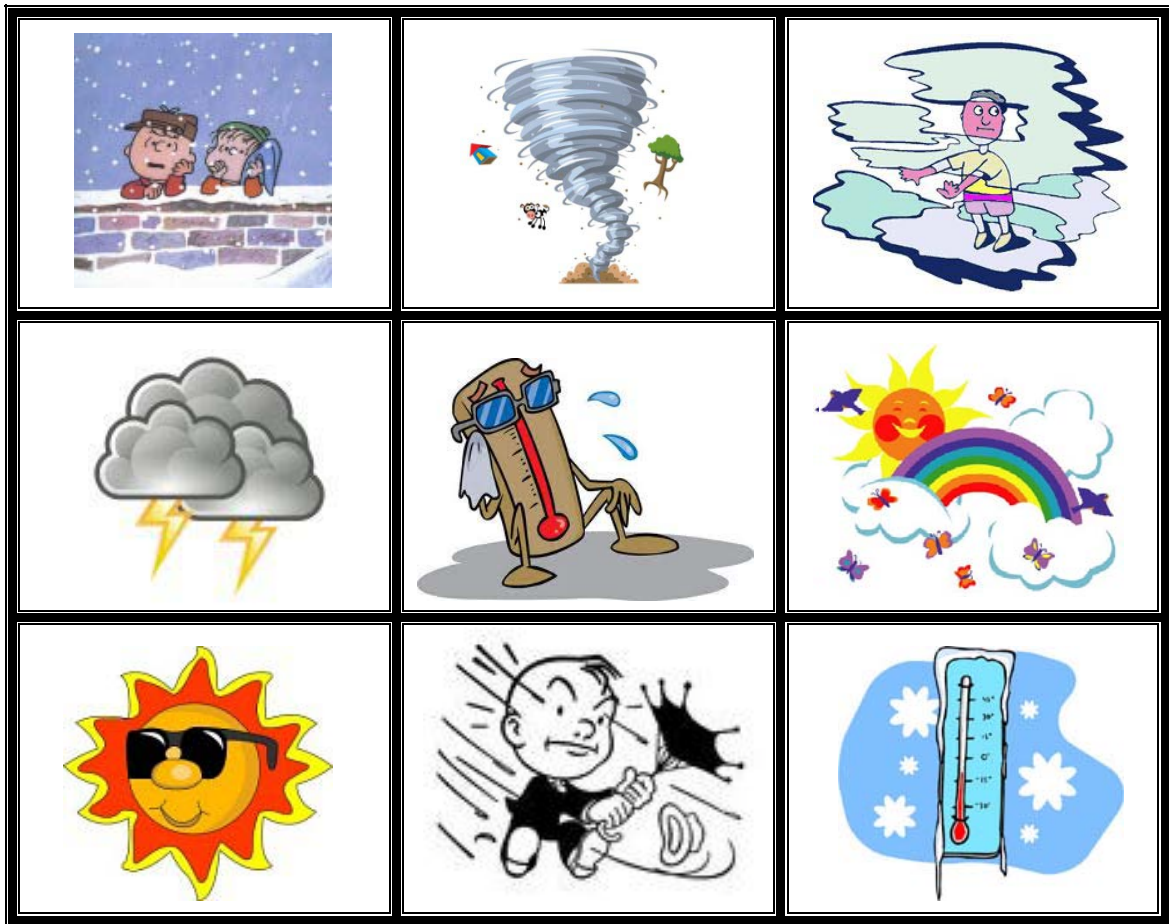


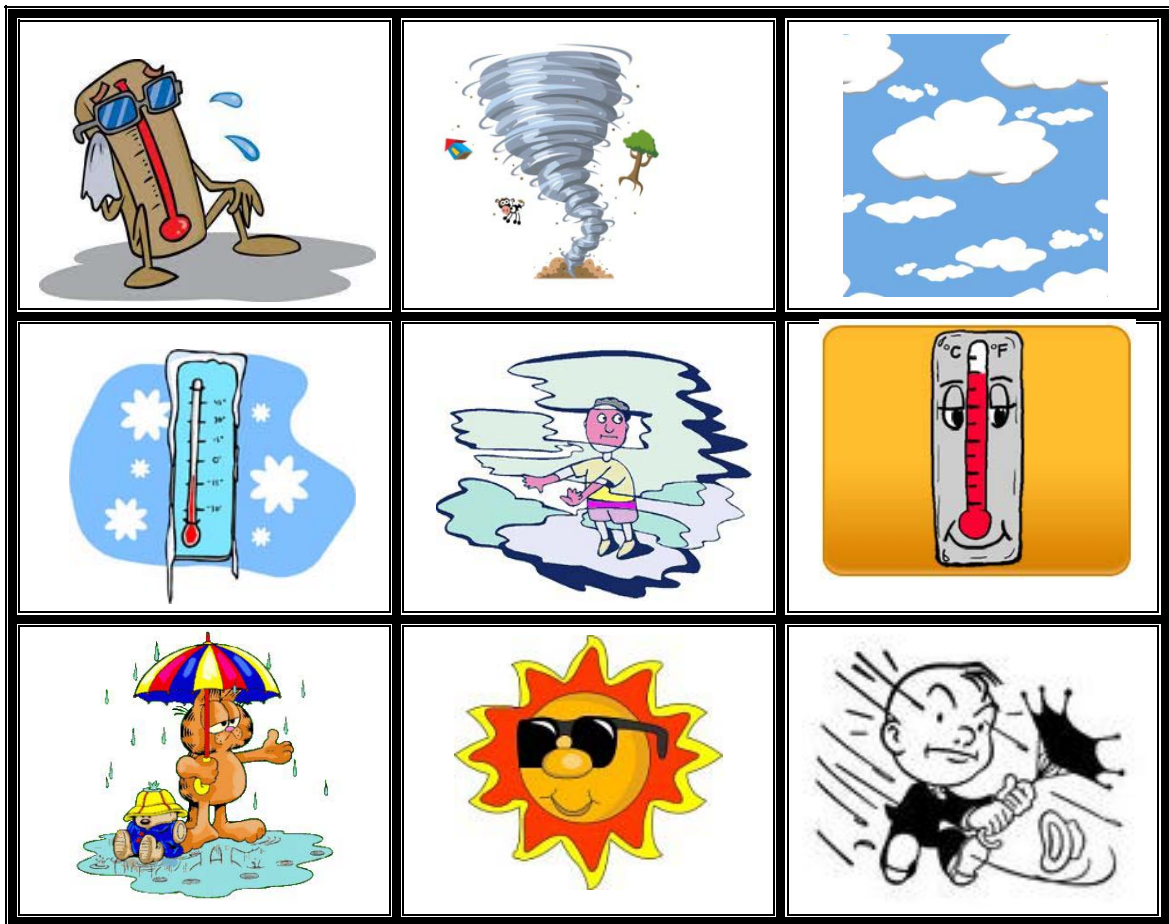


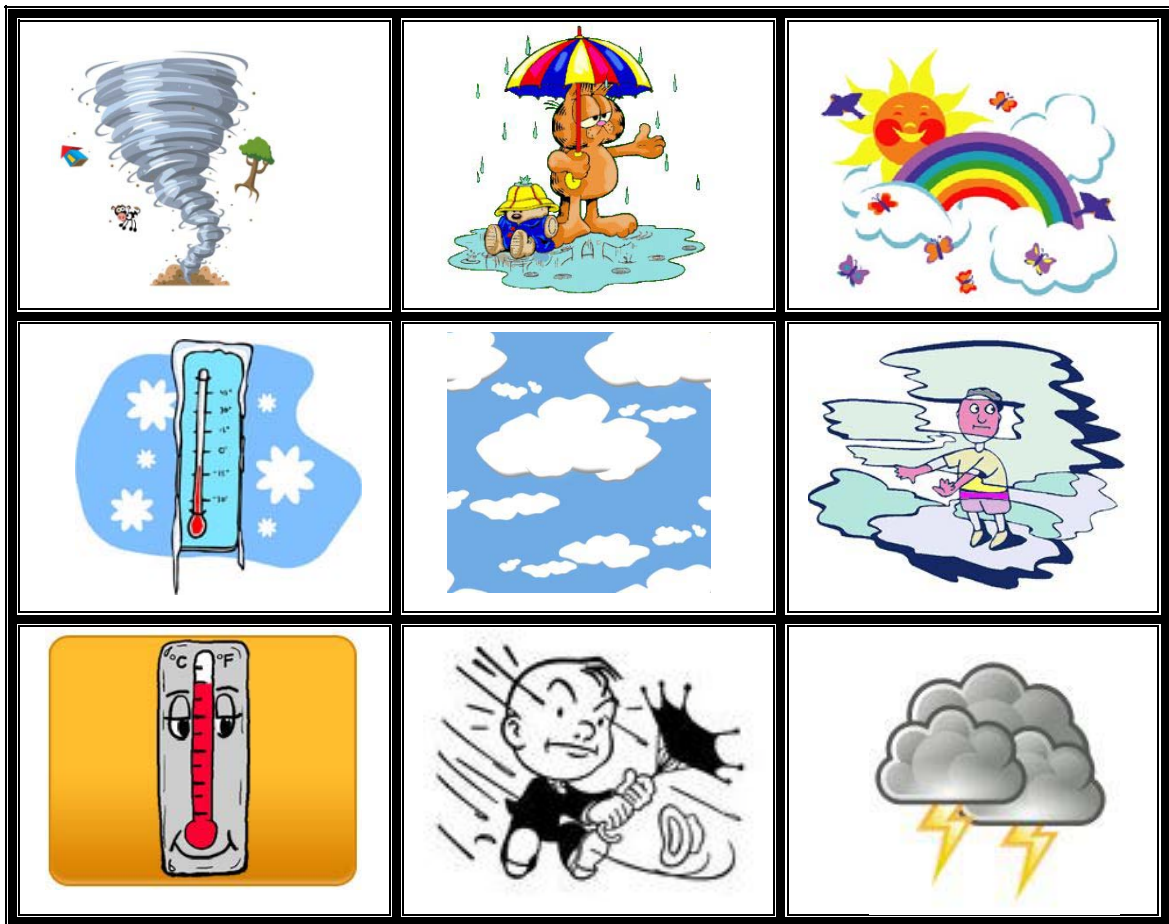






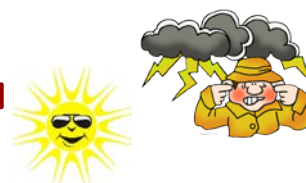






Shatin Tsung Tsin School
2010-2011 Terminal Term
Chapter 5 Weather and Seasons
Learning Booklet

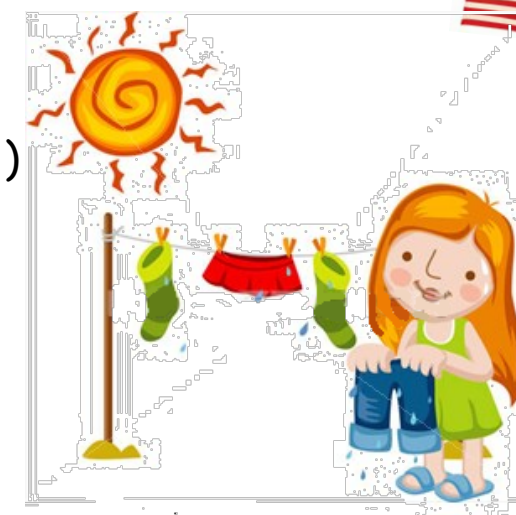
Seasons+ Weather+ Activities+ Clothes



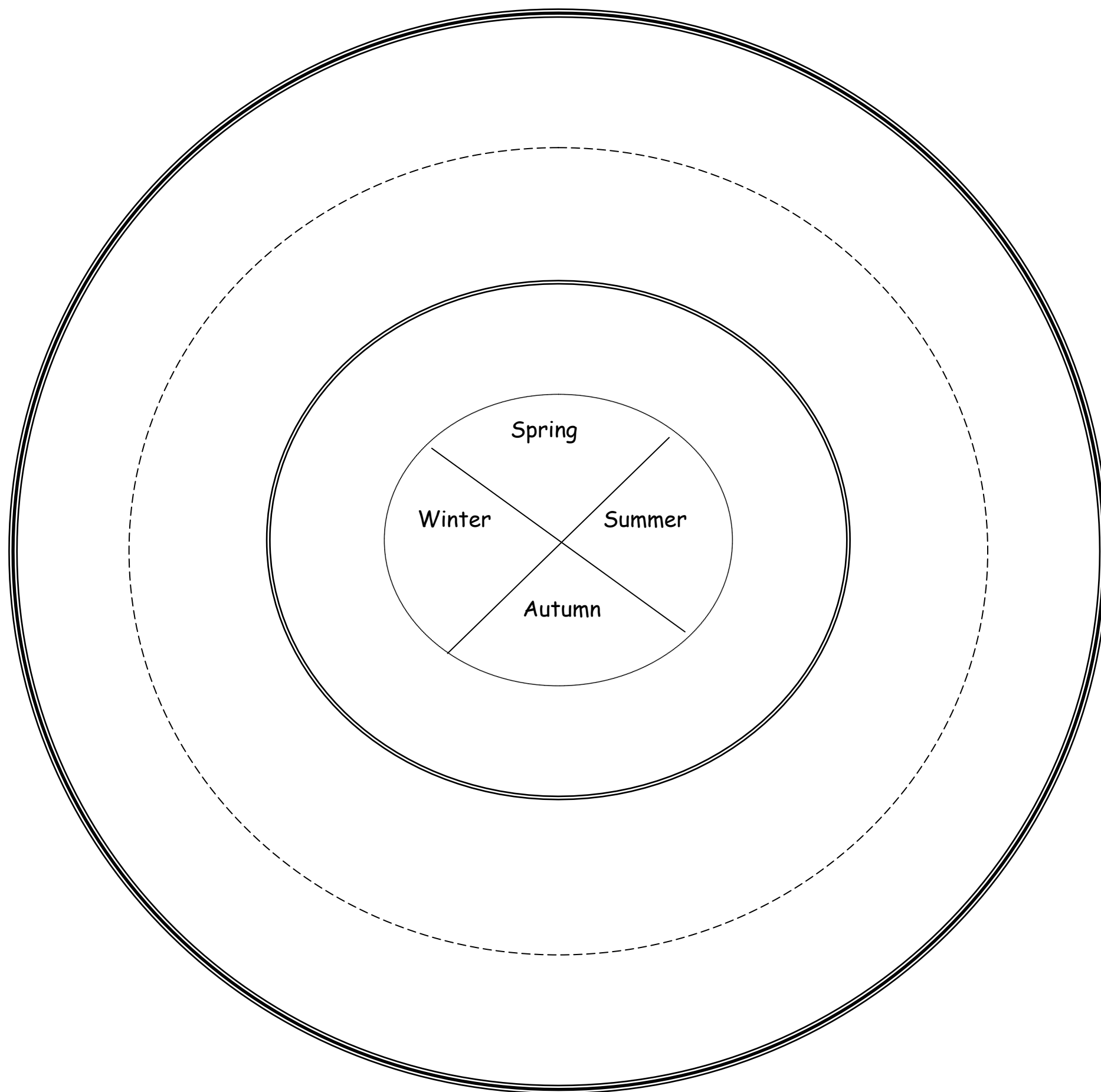
Name: _____, _____ ()

Class: 2()

Date: _____



Write down some vocabulary related to seasons, weather, activities and clothes.





Weather Report

Name: _____, _____ Class: 2()

Weather Forecast for a week

Hong Kong

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Date	28 th March, 2011						
Weather							



Lesson Plan

Name of School: Shatin Tsung Tsin School

Level: P.2

Lesson: 2nd lesson

Duration: 45 minutes

Module and Topic: The world around us

Chapter 5: Weather and seasons

Prior Knowledge: Students have learnt some simple weather words.

Learning Objectives:

Students are able to

1. use the simple present tense to talk about one's habit. e.g. I usually eat hotpot in winter.
2. use adverb of frequency (usually) to express one's habit. e.g. I usually eat hotpot in winter.
3. work with their classmates.
4. wait patiently.
5. follow rules when playing group games.

Organization of Lesson

Time	Teaching Activities/Content	Materials	Teaching principles and strategies
5 min	A. Motivation 1. Daily talk Teacher: What date is it today? Student : It is... Teacher: What day is it today? Student: It is ... Teacher: What is the weather like today? Student: It is...and ... 2. High Frequency Words		♦ Create an English speaking environment ♦ Prepare students to use English in class Pupil Participation: - There are enough interactions between teacher and pupils
5 min	2. Sing songs about weather and seasons T: Before starting the class, let's sing the song about weather and seasons. Sing the song ' Oh, Mr. Sun ' http://www.youtube.com/watch?v=VpJsaq5UVVc Sing the song ' What's the weather like ' http://www.youtube.com/watch?v=CVuKr5y9AbY	Video clips	Pupil Participation: - The teacher invites more pupils to participate.

<p>30 min</p>	<p>B. Development</p> <ol style="list-style-type: none"> 1. Teacher recaps weather words and seasons with students together. Then teacher brainstorms activities in different seasons with students. Teacher introduces the activities by using flashcards. 2. Pair work: Tic-Tac-Toe T: You are given Tic-Tac-Toe cards with pictures of activities on them. Work with your partner. You and your partner take turns to call out one activity each time. If you or your partner is right, you can draw a cross/your partner can draw a circle. Who is the first to get the three circles or crosses vertically or horizontally or diagonally wins the game. <p>Then teacher introduces the key structure: <i>I usually...</i> to describe the habits.</p> <ol style="list-style-type: none"> 3. Group Work: Naming a card T: You are now working in a group. Everyone gets some cards with different activities and pictures on them. You have to call out the name of pictures by using “<i>I usually...</i>” If you are correct, you can keep the cards. If you are wrong, you have to put the card back. Let’s see who can get the most cards. 	<p>Flashcards of activities</p> <p><u>Appendix 1:</u> Tic-Tac-Toe worksheet</p> <p><u>Appendix 2</u> Picture cards</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> - At the beginning of the lesson, the teacher tells the pupils what they are going to learn. <p>Pupil Participation:</p> <ul style="list-style-type: none"> - The teacher invites more pupils to participate. <p>Feedback:</p> <ul style="list-style-type: none"> - The teacher gives opportunity for pupils to find their own errors and correct them. <p>Assessment for Learning:</p> <ul style="list-style-type: none"> - Assessment outcome is considered for adjusting teaching contents/strategies. <p>Group Work:</p> <ul style="list-style-type: none"> - Rules for group work have been established. The group tasks are educational, appropriately structured and in response to the learning objectives.
<p>5 min</p>	<p>C. Consolidation</p> <ol style="list-style-type: none"> 1. Teacher and students rap the song again. 2. Students can fill in the activities in their learning booklets. 3. Student can finish the daily weather report at home. 	<p><u>Appendix 3 in Lesson 1</u> Learning booklet</p> <p><u>Appendix 4 in Lesson 1</u> Weather Report</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> - At the end of the lesson, the teacher reviews the learning key points with pupils. <p>Assessment for Learning:</p> <ul style="list-style-type: none"> - Evidence is collected (through classwork, worksheets, questionnaires, debriefing, students’ response,

			observations, pre-tests and post-tests) to reflect the effectiveness of pupils' learning
Reflection:			

The End

Appendix 1 Tic-Tac-Toe



Lesson Plan

Name of School: Shatin Tsung Tsin School

Level: P.2

Lesson: 3rd lesson

Duration: 45 minutes

Module and Topic: The world around us

Chapter 5: Weather and seasons

Prior Knowledge:

1. Students have learnt some simple weather words.
2. Students have learnt the activities in the four seasons.
3. Students have learnt the simple present tense to talk about one's habit. e.g. I usually eat hotpot in winter.

Learning Objectives:

Students are able to

1. understand the clothes items for different weather conditions.
2. wait patiently.
3. follow rules when playing group games.

Organization of Lesson

Time	Teaching Activities/Content	Materials	Teaching principles and strategies
5 min	<p>A. Motivation</p> <p>1. Daily talk</p> <p>Teacher: What date is it today?</p> <p>Student : It is...</p> <p>Teacher: What day is it today?</p> <p>Student: It is ...</p> <p>Teacher: What is the weather like today?</p> <p>Student: It is...and ...</p> <p>2. Weather reporter</p> <p>Two students are chosen as the weather reporters every day. They stand in front of the class and tell their classmates about the season, weather and their favourite activities.</p> <p>3. High Frequency Words</p>		<ul style="list-style-type: none">♦ Create an English speaking environment♦ Prepare students to use English in class <p>Pupil Participation:</p> <ul style="list-style-type: none">- There are enough interactions between teacher and pupils

5 min	<p>4. Sing songs about weather and seasons</p> <p>T: Before starting the class, let's sing the song about weather and seasons.</p> <p>Sing the song 'Oh, Mr. Sun'</p> <p>http://www.youtube.com/watch?v=VpJsaq5UVVc</p> <p>Sing the Clothing Song to introduce the topic</p> <p>http://www.youtube.com/watch?v=wUakDOHAmVg&feature=related</p>	Video clips	<p>Pupil Participation;</p> <ul style="list-style-type: none"> - The teacher invites more pupils to participate.
30 min	<p>B. Development</p> <p>1. T: The weather today is _____. What do you wear? Look at the picture. What is it? (Teacher introduces the clothes items. Ask students the seasons and weather that they will wear the clothes items. Ask students to put the flashcards of the clothes items into the appropriate seasons on the blackboard.)</p> <p>When teacher introduces the clothes items, teacher can ask students about what they usually wear in different situations,</p> <p>e.g. T: It's sunny and hot What do you usually wear? S: I usually wear (sunglasses) and a (T-shirt). T: It's very cold. What do you usually wear? S: I usually wear (a sweater).</p> <p>2. Group work: Number-heads together</p> <p>T: Work in groups. I will give each group a set of clothes cards. I will tell you a clothes item or a sentence. Listen carefully and point to the correct card. Then I will call out a number. If you are the student of that number, you have to hold up the correct card.</p> <p>(Variation of the activity: Teacher can prepare three sets of cards: Set 1) pictures only, Set 2) words of clothes items only, Set 3) cards with both pictures and words. At the beginning, teacher can use Set 3. If students are able to understand the words, teacher can use Set 1 to check students' understanding and use Set 2 to check students' recognition of the words.)</p>	<p>Flashcards of clothes from the textbook</p> <p><u>Appendix 1 in Lesson 5-6</u> flashcards of clothes items</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> - At the beginning of the lesson, the teacher tells the pupils what they are going to learn. <p>Pupil Participation:</p> <ul style="list-style-type: none"> - The teacher invites more pupils to participate. - The teacher provides sufficient time and opportunity for pupils to explain their ideas. <p>Group Work:</p> <ul style="list-style-type: none"> - Rules for group work have been established. The group tasks are educational, appropriately structured and in response to the learning objectives. <p>Feedback:</p> <ul style="list-style-type: none"> - The teacher gives opportunity for pupils to find their own errors and correct them.

			Assessment for Learning: - Assessment outcome is considered for adjusting teaching contents/strategies.
5 min	C. Consolidation 1. Students can fill in the clothes in their learning booklets. 2. Student can finish the daily weather report at home.	<u>Appendix 3</u> <u>in Lesson 1</u> Learning booklet <u>Appendix 4</u> <u>in Lesson 1</u> Weather Report	Learning Objectives: - At the end of the lesson, the teacher reviews the learning key points with pupils. Assessment for Learning: - Evidence is collected (through classwork, worksheets, questionnaires, debriefing, students' response, observations, pre-tests and post-tests) to reflect the effectiveness of pupils' learning
Reflection:			

Have I linked the stated objectives to appropriate use of teaching methods?

How many pupils generally participated?

Did my responses help to extend discussion?

Was there some initial exploration of the pupils' ideas before activity began?

Was the task situated in a context which was meaningful for the pupils?

Did the task allow most of the pupils to actively participate for most of the time?

Were pupils reminded about the rules (e.g. turn taking)?

Did I praise effort as well as success?

The End

Lesson Plan

Name of School: Shatin Tsung Tsin School

Level: P.2

Lesson: 5th lesson

Duration: 45 minutes

Module and Topic: The world around us

Chapter 5: Weather and seasons

Prior Knowledge:

1. Students have learnt some simple weather words.
2. Students have learnt the activities in the four seasons.
3. Students have learnt the simple present tense to talk about one's habit. e.g. I usually eat hotpot in winter.
4. Students have learnt the clothes items.

Learning Objectives:

Students are able to

1. choose appropriate clothes items for different weather conditions.
2. consolidate the usage of simple weather words.
3. work with their partners.
4. follow rules when doing the group work.

Organization of Lesson

Time	Teaching Activities/Content	Materials	Teaching principles and strategies
5 min	<p>A. Motivation</p> <p>1. Weather reporter (Add the structure '<i>I usually wear...</i>' which learnt in the previous lesson.)</p> <p>2. High Frequency Words</p> <p>3. Sing songs about weather and seasons T: Before starting the class, let's sing the song about weather and seasons. Sing the song 'Oh, Mr. Sun' http://www.youtube.com/watch?v=VpJsaq5UVVc</p> <p>Sing the Clothing Song http://www.youtube.com/watch?v=wUakDOHAmVg&feature=related</p>	Video clips	<p>♦ Create an English speaking environment</p> <p>♦ Prepare students to use English in class.</p> <p>Pupil Participation:</p> <ul style="list-style-type: none"> - There are enough interactions between teacher and pupils. <p>Pupil Participation:</p> <ul style="list-style-type: none"> - The teacher invites more pupils to participate.

35 min	<p>B. Development</p> <p>1. T: The weather today is _____. What do you wear? What do I wear?</p> <p>2. Dressing the dolls -Pair work</p> <p>1) Introduce the context and the weather for the activity by viewing video clips 1 and 2. Then teacher asks questions.</p> <table><tr><td>Video clip 1</td><td>I'm so hot (1:01 to 2:00) http://www.youtube.com/watch?v=QQiJ_v0nbBU A day of a puppy named Bali, please pay attention to the weather and what people do under that weather condition.</td></tr><tr><td>Video clip 2</td><td>The Little Match Girl (from beginning to 1:58) http://www.youtube.com/watch?v=jvGJOuP9yy8 A poor girl selling matches on the street. She is without her shoes. Pay attention to the weather and tell me about the weather and how the girl feels.</td></tr></table> <p>T: In the story of <i>The Little Match Girl</i>, what is the weather like? How do you know?</p> <p>T: There is one kind of weather we would not have in Hong Kong, what is it?</p> <p>T: In the story of <i>Bali</i>, what is the weather like? How do you know?</p> <p>2) Dress the dolls</p> <p>T: After the videos, you are going to help dress these dolls. Work in pairs. Each pair will have a doll boy and a doll girl. Fill in the blanks in the sentence: "In _____, he / she usually wears _____." and complete other sentences with the correct clothes items. You can select the clothes items from the desk mat.</p> <p>(Teacher distributes the desk mats and the worksheets to students. Then students start the pair work.)</p> <p>3. Gallery Tour</p> <p>After the pair work, Students A stand up and walk between groups to watch others' works. Students B join at a later time.</p>	Video clip 1	I'm so hot (1:01 to 2:00) http://www.youtube.com/watch?v=QQiJ_v0nbBU A day of a puppy named Bali, please pay attention to the weather and what people do under that weather condition.	Video clip 2	The Little Match Girl (from beginning to 1:58) http://www.youtube.com/watch?v=jvGJOuP9yy8 A poor girl selling matches on the street. She is without her shoes. Pay attention to the weather and tell me about the weather and how the girl feels.	<p>Learning Objectives:</p> <ul style="list-style-type: none">- An explanation will be provided at the beginning of the lesson to inform the pupils of what they will learn. <p>Pupil Participation:</p> <ul style="list-style-type: none">- The teacher invites more pupils to participate.- The teacher encourages pupil discussion to enhance interactions among them. <p>Assessment for Learning:</p> <ul style="list-style-type: none">- Assessment outcome is considered for students' verbal expression. <p>Video clips</p> <p>Online stop watch http://www.online-stopwatch.com/full-screen-stopwatch/</p> <p><u>Appendix 1</u> dressing dolls worksheet</p> <p><u>Appendix 2</u> desk mat</p>
Video clip 1	I'm so hot (1:01 to 2:00) http://www.youtube.com/watch?v=QQiJ_v0nbBU A day of a puppy named Bali, please pay attention to the weather and what people do under that weather condition.					
Video clip 2	The Little Match Girl (from beginning to 1:58) http://www.youtube.com/watch?v=jvGJOuP9yy8 A poor girl selling matches on the street. She is without her shoes. Pay attention to the weather and tell me about the weather and how the girl feels.					

5 min	<p>C. Consolidation Recap some vocabulary by having students take turn to response to teacher requests. T: Student A, please hold up your summer doll and show it to me. T: Student B, please hold up your winter doll and show it to me. T: Check your doll clothes...whether it has... T: Why are there sunglasses? Why does no one think of sunglasses?</p> <p>D. Extended Activity T: Go home and continue reading the story of ‘The Little Match Girl’. Tomorrow, you can tell me more about the story.</p>	<p><u>Appendix 3</u> ‘The Little Match Girl’ worksheet</p>	<p>Learning Objectives: - Review of the learning key points with pupils. Assessment for Learning: - Evidence is collected (through classwork, worksheets, and students’ response, observations, pre-tests and post-tests) to reflect the effectiveness of pupils’ learning</p>
<p>Reflection:</p>			

The End

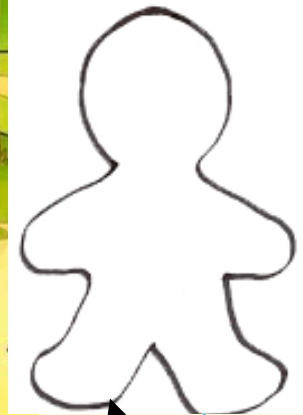
Name: _____
Class: _____
Date: _____

Dress up!

Could you help these boy and girl? They are not feeling well. The boy is at summer. It is very hot and sunny. The girl is at winter. It is very cold and even snow.

Summer

I feel _____.
Help!



Can you dress this boy for summer?

How will you dress him?

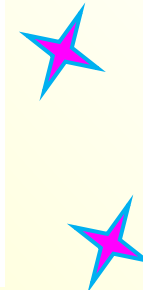
In summer, he wears _____.

He _____.

He _____.

Winter

I feel _____. Help!



Can you dress this girl for winter?

How will you dress her?

In winter, she wears _____.

She _____.

She _____.



sunny



rainy



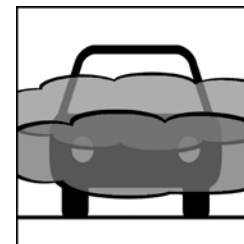
windy



sunny and cloudy



cloudy



foggy



hot (30 oC)



cold (10 oC)



a winter hat



an umbrella



rain boots



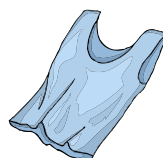
a cap



a scarf



boots



a vest



gloves



sunglasses



socks



a sweater a T-shirt jeans a skirt a dress a shirt shorts a jacket shoes



sunny



rainy



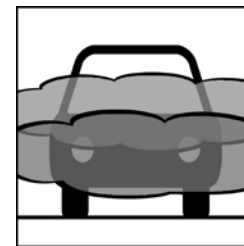
windy



sunny and cloudy



cloudy



foggy



hot (30 °C)



cold (10 °C)



a winter hat



an umbrella



rain boots



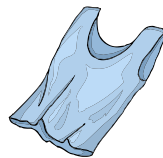
a cap



a scarf



boots



a vest



gloves



sunglasses



socks



a sweater



a T-shirt



jeans



a skirt



a dress



a shirt



shorts



a jacket



shoes

Shatin Tsung Tsin School
2010-2011 Terminal Term

Learning Tasksheet: TB2B U5 Weather and seasons

Name: _____ () Class: P.2 ___ Date: _____

Read this passage and blacken the circle ● with the correct answer.

The Little Match Girl

It is a very cold day on the last day of the year. The snow is falling fast. In this bad weather, there is a little girl with her basket full of matches. She does not wear shoes. She walks on the street and wants to sell matches. But no one buys them. No one gives her money. Because she has no money, she cannot go home. For this, she feels so sad.

Now she is hiding in a corner between two houses. It is so cold. The little girl lights a match to have some fire, but it is not enough to warm up. So she keeps on lighting more and more matches. Then, she sees in the red fire the face of her grandmother. She is happy and falls asleep.



1. What is the weather like in the story? (You can choose more than one answer)
☐ A. foggy ☐ B. cold ☐ C. cloudy ☐ D. snowy
2. The little girl does not have a pair of _____.
☐ A. shorts ☐ B. sunglasses ☐ C. shoes ☐ D. scissors
3. In Paragraph 1, how does the girl feel?
☐ A. hungry ☐ B. hot ☐ C. happy ☐ D. sad
4. Read the first line 'the last day of the year'. Which month is it?
☐ A. December ☐ B. April ☐ C. May ☐ D. June



Lesson Plan

Name of School: Shatin Tsung Tsin School

Level: P.2

Lesson: 6th lesson

Duration: 45 minutes

Module and Topic: The world around us

Unit: 5 Seasons and Weather

Prior Knowledge:

1. Students have learnt some adjectives to describe weather and some verbs to talk about activities.
2. Students have learnt to use simple present tense to talk about habits.
3. Students have learnt the clothes items.

Learning Objectives:

Students are able to

1. use 'Which' to ask about one's preference. : *Which season do you like best?*
2. use *'I like best'* to express one's preference.
3. work with their classmates.
4. to use the transitional language '*Please repeat*' and '*How do you spell... ?*' during the pair work.
5. wait patiently.
6. follow rules when doing the pair work.

Organization of Lesson

Time	Teaching Activities/Content	Materials	Teaching principles and strategies
5 min	<p>A. Motivation</p> <p>1. Daily talk</p> <p>Teacher: What date is it today?</p> <p>Student : It is...</p> <p>Teacher: What day is it today?</p> <p>Student: It is ...</p> <p>Teacher: What is the weather like today?</p> <p>Student: It is...and ...</p> <p>T: Please take out your weather report and fill in the report.</p> <p>2. Weather reporter</p> <p>3. High Frequency Words</p>	<p><u>Appendix 4</u></p> <p><u>in Lesson 1</u></p> <p>Weather Report</p>	<p>♦ Create an English speaking environment</p> <p>♦ Prepare students to use English in class</p> <p>Pupil Participation:</p> <p>- There are enough interactions between teacher and pupils</p>

<p>15 min</p>	<p>B. Development</p> <p>1. Teacher introduces the key structure: “<i>Which season do you like best?</i>” to talk about students’ favourite seasons. Then introduce how to express one’s preference using “<i>I like...best</i>”.</p> <p>2. Individual work – Preparation for the interview</p> <p>T: Today you are going to do an interview to see which season your classmates like best.</p> <p>Teacher shows the demonstration Powerpoint to show ‘My favourite season’ worksheet to the students. Then teacher demonstrates how to fill in the worksheet.</p> <p>T: Now I will give everyone the worksheet. You have to fill in the blanks or answer the questions about the season you like best. You have 5 minutes to do it.</p>	<p><u>Appendix 1</u></p> <p>‘My favourite season’ worksheet</p>	
<p>15 min</p>	<p>3. Pair work: Interview</p> <p>T: (Teacher shows the demonstration Powerpoint)</p> <p>Work in pairs. Student A and C are partners. Student B and D are partners. Don’t show your partner your worksheet. Your partner is going to ask you about your favourite season. Please look at your worksheet and read aloud your answer.</p> <p>Teacher introduces the transitional language that will be used in the pair work with students before the interview.</p> <p>1. <i>Please repeat.</i></p> <p>2. <i>How do you spell...?</i></p> <p>(There are two different sets of materials to cater for learning diversity. Set AC is for more able students and they have to write the words in the form. Set BD is for less able students and they circle the appropriate answers in the form.)</p> <p>Students can check the answers after the interview by showing ‘My favourite season’ worksheet to their partner. They check if the answers in the interview form are the same as the information in ‘My favourite season’ worksheet.</p> <p>After the interview, if time is allowed, the teacher can have a simple evaluation on students’ use of the transitional language.</p>	<p><u>Appendix 2</u></p> <p>Interview form (Set AC)</p> <p><u>Appendix 3</u></p> <p>Interview form (Set BD)</p> <p><u>Appendix 4</u></p> <p>Demonstration Powerpoint</p>	<p>Pair Work:</p> <ul style="list-style-type: none"> - Rules for pair work have been established. The pair tasks are educational, appropriately structured and in response to the learning objectives. <p>Pupil Participation:</p> <ul style="list-style-type: none"> - The teacher encourages pupil discussion to enhance interactions among them. <p>Feedback:</p> <ul style="list-style-type: none"> - The teacher gives opportunity for pupils to find out their own errors and correct them.

	T: Whose partner says ' <i>Please repeat</i> ' or ' <i>How do you spell...</i> ?' Please raise your hands.		
10 min	<p>C. Consolidation Voting</p> <ol style="list-style-type: none"> 1. Teacher draws a simple chart on the blackboard. Then teacher distributes a small piece of paper and asks students to write their favourite season on the small paper. Ask students to vote for their favourite seasons and put the vote on the appropriate column of the chart to see which is the most popular season. 2. T: How many students like _____ best? S: _____ students like _____ best. (Teacher encourages students to read the chart and report the results orally.) <p>D. Extended activity (Individual work)</p> <p>Teacher gives out the worksheet 'The season I hate' and asks students to fill in the form.</p>	<p><u>Appendix 5</u> Worksheet 'The season I hate'</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> - At the end of the lesson, the teacher reviews the learning key points with pupils. <p>Assessment for Learning:</p> <ul style="list-style-type: none"> - Evidence is collected (through classwork, worksheets, questionnaires, debriefing, students' response, observations, pre-tests and post-tests) to reflect the effectiveness of pupils' learning
Reflection:			

The End

My favourite season

Appendix 4 'My favourite season' worksheet

Name: _____

My season picture

1. Which season do you like best?

I like _____ best.

2. What's the weather like?

It is _____.

3. What I wear in
spring/summer/autumn/winter?

I wear ...

- _____
- _____
- _____

4. What I do in
spring/summer/autumn/winter?

I

Which season do you like best?

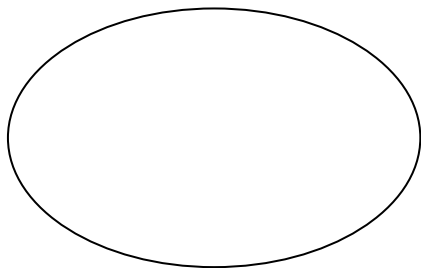
Appendix 5_Interview Set AC

His/her Name:

My name:

1. The season he/she likes best:

2. What is the weather like?



3. He/She wears...

➤

➤

➤



What does he/she do in spring/summer/autumn/winter?

He/She

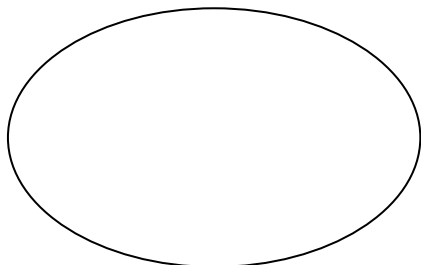
Which season do you like best?

His/her Name:

My name:

1. The season he/she likes best:

2. What is the weather like?



3. He/She wears...

➤

➤

➤



What does he/she do in spring/summer/autumn/winter?

He/She

Which season do you like best?

Appendix 6 Interview form Set BD

His/her Name:

My name:

1. The season he/she likes best:

2. What is the weather like?

spring/summer
/autumn/winter

It is
cold/warm/cool/wet/
dry/hot/sunny/foggy/
rainy/cloudy/windy/
snowy/stormy.

3. He/she wears...

a vest/a skirt/ a dress
a coat/ a scarf/ gloves/
a T-shirt/a sweater/
a cap/ a hat/ boots/
a raincoat/ a jacket/ a shirt



4. What does he/she do?

He/She
goes swimming/ eats hotpot/
eats ice-cream/ goes to the park/
goes to the beach/ goes hiking/
flies a kite/ goes fishing

Other: _____

Which season do you like best?

His/her Name:

My name:

1. The season he/she likes best:

2. What is the weather like?

spring/summer
/autumn/winter

It is
cold/warm/cool/wet/
dry/hot/sunny/foggy/
rainy/cloudy/windy/
snowy/stormy.

3. He/she wears...

a vest/a skirt/ a dress
a coat/ a scarf/ gloves/
a T-shirt/a sweater/
a cap/ a hat/ boots/
a raincoat/ a jacket/ a shirt



4. What does he/she do?

He/She
goes swimming/ eats hotpot/
eats ice-cream/ goes to the park/
goes to the beach/ goes hiking/
flies a kite/ goes fishing


Other: _____

Which season do you like best?



1. Do the season survey

Name: Miss Ding		My season picture 
1. Which season do you like best? I like summer best.		
2. What's the weather like? It is hot and wet		4. What I do in spring/summer/autumn/winter? I go swimming
3. What I wear in spring/summer/autumn/winter? I wear ... a dress a hat		




5 minutes!


2. Interview your partner

A ↔ C
B ↔ D

2. Interview your partner

His/her Name: Miss Ding		My name:
1. The season he/she likes best: summer	2. What is the weather like? It is cold/warm/cool/wet/ dry/hot/sunny/foggy/ rainy/cloudy/windy/ snowy/stormy.	
3. He/she wears... a vest/a skirt/a dress a coat/ a scarf/ gloves/ a T-shirt/a sweater/ a cap/a hat/ boots/ a raincoat/ a jacket/ a shirt	4. What does he/she do? He/She goes swimming/ eats hotpot/ eats ice-cream/ goes to the park/goes to the beach/ goes hiking/flies a kite/ goes fishing Other:	





10 minutes!

The season I don't like

Appendix 8 Worksheet 'The season I hate'

Name: _____		The season picture
1. Which season you don't like?		
I don't like _____.		
2. What's the weather like?		
It is _____.		
3. What I wear in spring/summer/autumn/winter?		
I wear ... ➤ _____ ➤ _____ ➤ _____		4. What I do in spring/summer/autumn/winter? I _____ _____ _____

Lesson Plan

Name of School: Shatin Tsung Tsin School

Level: P.2

Lesson: 7th lesson

Duration: 45 minutes

Module and Topic: The world around us

Chapter 5: Weather and seasons

Prior Knowledge:

1. Students have learnt simple weather words, clothes items and activities of the four seasons.
2. Students have learnt the target structures: *It is ____ (season). It is ____ (weather). I usually wear ____ (clothes). I usually ____ (activities)*

Learning Objectives:

Students are able to

1. use weather words, clothes items and activities to write about a season.
2. use the target structures to write about a season.

Organization of Lesson

Time	Teaching Activities/Content	Materials	Teaching principles and strategies
5 min	A. Motivation 1. Daily talk Teacher: What date is it today? Student : It is... Teacher: What day is it today? Student: It is ... 2. Weather reporter 3. High Frequency Words		♦ Create an English speaking environment ♦ Prepare students to use English in class Pupil Participation: - There are enough interactions between teacher and pupils.
30 min	B. Development 1. Brainstorming Teacher shows a beautiful picture of a season. Encourage students to tell about the picture by asking a lot of questions. T: Which season is it? P: It's ____. T: Why do you know that? P: Because _____. T: What can you see in the picture? P: I can see _____.	<u>Appendix 1</u> Picture 1 (spring / summer)	Pupil Participation: - There are enough interactions between teacher and pupils (most in response to learning need).

	<p>T: What is the weather like in the picture? P: It's _____. T: What colour is the _____? P: It's _____.</p> <p>2. Class writing Teacher invites students to choose the items they want to include in the class writing and teach them to use the appropriate structures and vocabulary to present their ideas in the writing. Teacher encourages students to contribute their ideas and explain their thoughts during the process.</p> <p>T: Which season is it? P: It's _____. T: What's the weather like? P: It's _____. T: Why do you know that? P: Because_____. T: What do you usually wear in _____? P: I usually wear _____. T: What do you usually do in _____? T: I usually _____.</p> <p>3. Proof-reading Teacher asks the students to read aloud the passage and proof-read the passage. Invite students to correct if there are any mistakes. Then invite a few students to draw pictures to decorate the writing after the lesson.</p>	<p>A large piece of paper for class writing, markers</p>	<p>Pupil participation: - The teacher invites more pupils to participate and allow them to have sufficient time to think before telling the correct answer. - The teacher provides sufficient time and opportunity for pupils to explain their ideas / thought.</p> <p>Feedback: - The teacher gives opportunity for pupils to find their own errors and correct them.</p>
10 min	<p>C. Consolidation Teacher asks students about the content of the class writing and encourages them to use the target vocabulary and structures to answer the questions.</p> <p>D. Extended activity (Individual work) Teacher gives out the worksheet 'My favourite season' and asks students to do the writing.</p>	<p><u>Appendix 2</u> 'My favourite season' writing tasksheet</p>	<p>Learning Objectives - At the end of the lesson, the teacher reviews the learning key points with pupils.</p>
<p>Reflection:</p>			

A decorative border featuring a blue teapot, a blue pitcher, and several yellow teacups and saucers, some with blue spoons, arranged around a central writing area.

My favourite season

By _____ ()

A decorative border featuring a blue teapot, a blue pitcher, and several yellow teacups and saucers, some with blue spoons, arranged around a central writing area.

My favourite season

By _____ ()

My favourite season

By _____ ()

My favourite season

By _____ ()

My favourite season

By _____ ()

My favourite season

By _____ ()