Hong Kong Student Aid Society Primary School
Overview of unit of work

Level   : Primary 2

Module   : Places and activities

Reader   : Cat and Dog at school

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 labeling, matching, sequencing, describing, classifying; and to follow simple instructions (KSb, Key Stage 1)
3. To provide or find out, interpret and present simple information on familiar topics (KSa, Key Stage 1)
4. To respond to characters and events in simple imaginative and other narrative texts through oral, written and performative means such as making simple evaluative remarks (ESb, Key Stage 1)

Learning Objectives

A. Functions / Structures

1. Use proper nouns to refer to places
   *This is our **music room**.*
2. Use interrogative adverb "Where" to ask about location
   ***Where** do we sing songs?*
3. Use the interrogative pronoun "What" to find out specific information about a person, object or event
   ***What** do we do in the music room?*
4. Use the simple present tense to describe habitual actions
   *We **sing** in the music room.*
5. Use adjectives to show position
   *The music room is on the **third** floor.*
6. Use the modals "must" and "mustn't" to express obligations and prohibitions
   *We **must** follow the rules.*
   *We **mustn't** run in the library.*

B. Vocabulary   : Places at school – classroom, art room, music room, computer room, hall, playground, school office, toilets, tuck shop

Action words – sing, eat, run, learn, use computer, draw, walk, wash hands, buy snacks

Ordinal numbers – first, second, third, fourth, fifth, sixth, seventh

C. Language Skills   : Listening: 1. Identify the ending sound /ed/ and recognize words that end with the sound /ed/
                               2. Identify the gist or main ideas in simple spoken texts
                               3. Locate or provide specific information in response to simple instructions or question

                     Speaking: 1. Pronounce correctly words in isolation
                               2. Use simple phrases and sentences to communicate with others with the help of cues
                               3. Open an interaction by eliciting a response

4. Maintain an interaction by providing information in response to factual questions

Reading: 1. Use knowledge or basic letter-sound relationships to read aloud simple words or short simple texts

2. Make predictions about stories, characters, topics of interest using pictorial clues and book cover

3. Recognize the format and language features of some common text types, e.g. rules, stories

4. Locate specific information in a short text in response to questions

Writing: 1. Use appropriate formats and conventions of short written texts such as rules, notes, etc.

2. Reproduce sentences based on teacher's model and use words form print in the environment

3. Make changes to incorrect spelling, punctuation and grammar, and add detail if necessary

D. Generic Skills : Critical thinking skills - evaluate others' behaviours, and identify appropriate and inappropriate behaviours

Self-management skills – learn to behave well at school

E. Values and Attitudes : Self-discipline, responsible, with a desire to learn, co-operative

Task : Open Day is coming. The pupils are responsible for taking the guests to walk around the school campus.

Task 1: Pupils need to introduce different school facilities to the guests.

Task 2: Since there will be pupils from the kindergartens visiting the school on the Open Day, pupils need to make some signs and rules to tell the kindergarten pupils what could and couldn't be done in the rooms.

Text type : Stories, rules

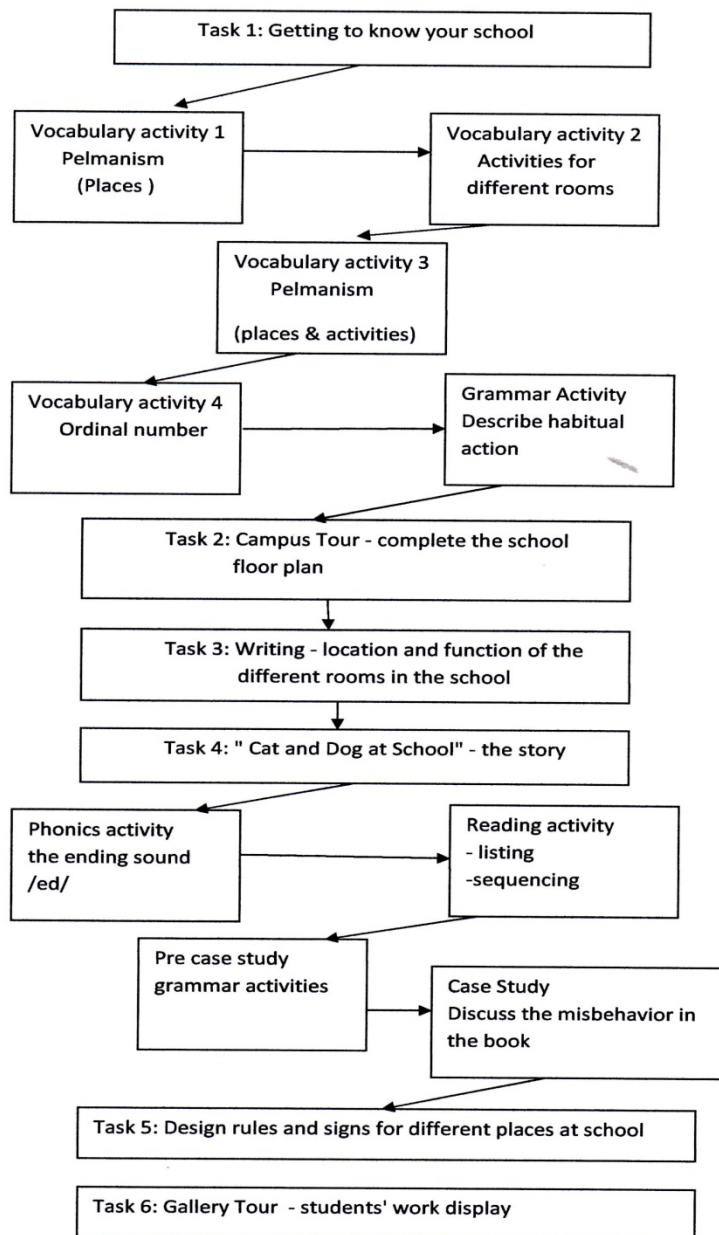Total number of lessons : 12 lessons (35 minutes / lesson)

No. of lessons	Teaching Activities	Resources	Assessment
1	Task 1: Getting to know your school 1. Brainstorm with the pupils about their favourite places at school. 2. Show pictures of different places at school. Introduce the names of places at school. 3. Pair work: Pelmanism (match pictures with the names of the places)	PowerPoint(places) Cards for Pelmanism	1. Teacher's observation of pupils' response and participation 2. Teacher assesses the effectiveness
2	1. Revise the names of places at school 2. Show pictures of different places at school. Discuss about what the pupils do there. 3. Pair work: Pelmanism (matching places with the activities pupils do there)	PowerPoint(places and activities) Cards for pelmanism	
3	1. Revise the names of places and activities 2. Show the floor plan of the school with the rooms' names blanked. 3. Locate pupils' classroom and introduce the ordinal number ($1^{st} – 7^{th}$) 4. Group work: Ordinal Number Hotel	PowerPoint Floor plan Board Game	

4	Task 2: Campus tour 1. Revise the names of places at school and ordinal numbers 2. Campus tour: Take pupils to walk around the school campus and tell them to mark down the locations of the places at school on the floor plan 3. Pupils write about the locations of the rooms.	PowerPoint Floor plans	of teaching through the completed pupils' work, such as worksheets, story map and signs.
5 6	1. Revise the names of the places and the activities 2. Discuss about the places they do different activities 3. Pair work: matching rooms with the activities pupils do there **4. Task 3: Writing : pupils write descriptions about the facilities on a particular floor.** 5. Role-play: Pupils act as pupil guides introducing different rooms to guests.	Matching game: places and activities Newsprint paper Markers Activity Sheet 1	
7 8	**Task 4:"Cat and Dog" - the story** 1. Share-read the book "Cat and Dog at School" from p.1 to 11 - Discuss with pupils the information on the book cover - Predict the development of the story 2. Pair work: List out what Cat and Dog did at the beginning of the story. 3. Predict and guess the likely development of the story. 4. Shared-read p.12 – 16 to the pupils. 5. Post-reading activity: Sequencing Re-arrange the sentence stripes according to the flow of the story.	Big book Activity Sheet 2 Chart Sentence stripes for sequencing	
9	1. Read again the book "Cat and Dog at School". 2. Framing: Use a paper frame to frame the words in the story that with the ending sound /ed/. 3. Group work: Pupils take turns and write words that end with the ending sound /ed/ on a piece of newsprint paper. (Round-table)	Paper Frame Newsprint paper and markers	
10 11	1. Read again the book "Cat and Dog at School" 2. Recap what Cat did wrong at the beginning of the story by referring to the chart the class did in Lesson 7 and 8. 3. Use the chart to introduce the use of "must" and "mustn't". 4. Write rules for the school in the story with the pupils. 5. Show a picture of a place at school in which some pupils are doing some bad behaviour. Discuss with the pupils about the misbehaviour. 6. Group work: Each group gets one scenario in which some pupils behave badly. Pupils tell what they must/mustn't do and make rules for the places in the pictures.	Big book Chart (from lesson 7 & 8) Newsprint paper Markers PowerPoint (bad behaviour) Pictures for group work Activity Sheet 3	

| 12 | 1. Read again the book "Cat and Dog at School".
 2. Using the floor plan of the school, revise the rooms and their locations with the pupils.
 3. **Task 5: Design rules and signs for different places at the school.**
 4. **Task 6: Gallery tour**
   After pupils finish their individual writing, teacher takes the class to walk around the school campus.   Pupils put up their work on the walls of the places at school | Drawing papers | |

.

Unit Flow Chart

```
                    Task 1: Getting to know your school

   Vocabulary activity 1                         Vocabulary activity 2
       Pelmanism                        →             Activities for
        (Places )                                     different rooms

                        Vocabulary activity 3
                            Pelmanism
                        (places & activities)

                                              Grammar Activity
   Vocabulary activity 4                      Describe habitual
     Ordinal number                           action

              Task 2: Campus Tour - complete the school
                           floor plan

              Task 3: Writing - location and function of the
                     different rooms in the school

              Task 4: " Cat and Dog at School" - the story

   Phonics activity                           Reading activity
   the ending sound                 →         - listing
   /ed/                                        -sequencing

              Pre case study
              grammar activities
                                         Case Study
                                    →    Discuss the misbehavior in
                                         the book

        Task 5: Design rules and signs for different places at school

        Task 6: Gallery Tour  - students' work display
```

Source: Hong Kong Student Aid Society Primary School

Level : <u>P. 2</u>   Date: _____

Lesson: <u>8-9 lesson</u> (12 lessons in total)

Duration: <u>70 minutes</u> (35 minutes per lesson)

Module and Topic: Places and activities

Reader: Cat and Dog at School

Prior knowledge:

1. Pupils have learnt to identify the information on the book cover.

2. Pupils have learnt to use present tense to describe habitual actions.

3. Pupils have learnt to use the modal "Don't" to express prohibitions.

4. Pupils have learnt to use proper nouns to refer places.

Learning Objectives:

1. Pupils are able to identify appropriate and inappropriate behaviours of the characters in the story.

2. Pupils are able to make predictions of the development of the story by using "I think Cat/Dog will…"

3. Pupils can have a clear picture of the sequence of the plots in the story.

Organization of Lesson

Time	Teaching Activities	Teaching principles and strategies	Materials
1"	**A. Daily talk** 1. Greet the pupils and pupils greet each other. 2. Tell the pupils that they are going to read the book "Cat and Dog at School".	Provide a language rich environment for language learning.	
3"	**B. Pre-reading** 1. Show the book cover to the students and ask them to identify the title, author and illustrator. *What is the title/ the name of the book?* *Who is the writer?/ Who writes the book?* *Who is the illustrator?/ Who draws the pictures?*	Recall pupils' previous knowledge about the book content Extended conversation between teacher and pupils. Sufficient open-ended questions to let pupils explore concepts and discussion.	Big book
3"	2. Ask the pupils to predict what happened in the story. *Where are the dog and the cat?* *What do they do at school?* *Do you think Dog and Cat are good friends? Why?*		
15"	**C. While-reading(Part 1: page 1-11)** 1. Shared-read page 2 to 3 *Where are Cat and Dog?* *What are the animals doing?* *Look at the line. Where is Cat? What is he doing?* *How about Dog? Where is he?* *If you are the other animals, do you like Cat? Why?* 2. Shared-read page 4 to 5 *Where are they now?* *What are they doing?* *(Point at the teacher) Who is she? What is she doing?* *Where is Cat? What is he doing?* *How about his friend, Dog? Does he play with Cat?* *Do you like listening to stories? If someone is playing in*	Some initial exploration of the pupils' ideas before activity begins. Sufficient open-ended questions to let pupils explore concepts and discussion.	

the classroom when you are listening to the story, how will
you feel?

3. Shared-read page 6 to 7
    Look at Dog.   What is he doing?
    When do we raise our hands?
    Look at Cat.   He is saying something. What does he say?
    Does he raise his hand before he talks?   What do you
    think about this?

4. Shared-read page 8 to 9
    Now where are the animals?
    What do we do in the art room?
    What are the animals doing?
    Look at Dog.   What is he doing?   Why does he give his
    friends his crayons?   How will Dog's friends feel about
    Dog?   Do they like Dog?
    Do you share your things with your friends?
    Look at Cat.   Why does he have so many crayons on his
    hands?
    Look at his friends.   They look sad.   Why?
    Do you want to be Dog's friend?   Or Cat's friend? Why?

5. Shared-read page 10 to 11
    Where are the animals now?
    What do we do in the playground?
    Look at Dog and his friend.   What are they doing?   What
    do they want to do?
    Look at Cat and his friends.   How do Cat's friends feel?
    Why?

D.   Post-reading

3" 1. Ask the pupils, in the story, who they think is a good
    pupil and who is not.   Ask the pupils to give evidence
    by telling what the characters did in the story.
    Teacher: Who is good, Cat or Dog?
    Can you tell me what he did?
    Pupils: Dog is a good pupil.   He waited in the line.

5" 2. Pair work
    -   Ask the pupils what Cat did when Dog behaved well
        in the story.   Tell the pupils that Cat and Dog do
        things differently.
    -   Use a newsprint paper to draw a table.   List out what
        Cat and Dog do on page 2 and 3.

Cat	*Dog*
pushed to the front of the line	waited in the line

8" -   Ask the pupils to work with their partner and list out
        what Cat and Dog did in the first part of the story on
        Activity Sheet 2. (Pupils are not allowed to read the
        book.   They are encouraged to use their own
        language to express themselves.)
    -   Read the book from p.1 to p.11 again.   Then ask the
        pupils to check their answer.
    3. Tell the pupils that they are going to read the second

The task allows most of the pupils to actively participate for most of the time.
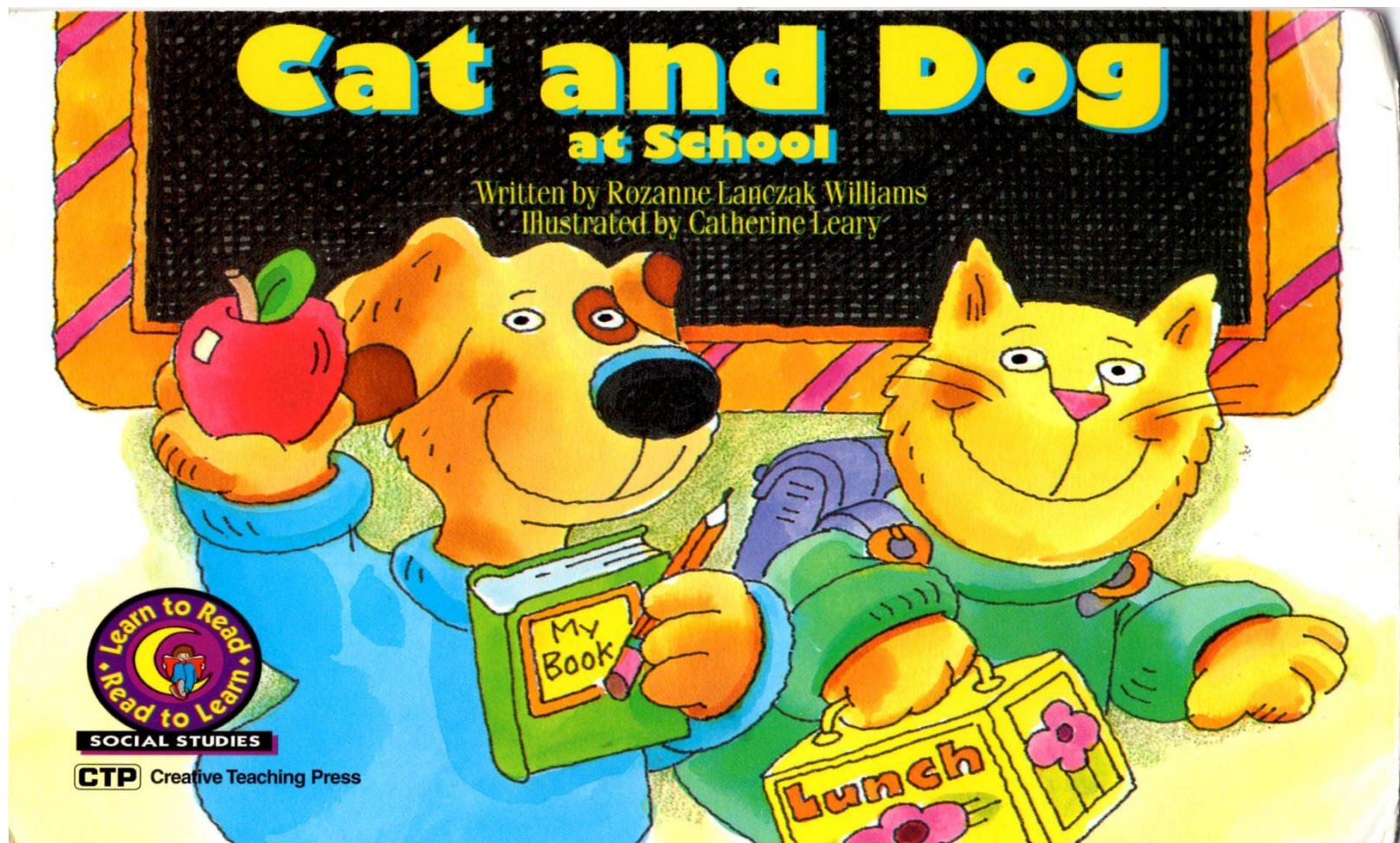
Newsprint paper
Marker

Activity Sheet 2
Chart

2

	part of the story.		

3"	4. Ask the pupils some questions to help them predict and guess the likely development of the story
	      Teacher: Do you think Cat is a good pupil?
	   If you in Cat and Dog's class, what will you do?
	      What will you tell Cat to do?
	  Do you think Dog likes Cat? What will he do?		

1"	5. Give the pupils one minute to think about their answers. 6. Before giving their answers, Pupils discuss with their partners first.	Think-pair-share	
1"	7. Invite the pupils to share their opinions, remind them to use *"I think Cat/Dog will…"* to make their predictions.		
	E. While-reading (Part 2: p. 12-16)		

10"	1. Shared-read page 12
	     Where were Dog and Cat?
	     What did they talk about?
	They talked about classroom rules. Where did Cat write the rules?
	     What are some of our classroom rules?
	2. Shared-read page 13
	     What did Cat suggest?
	3. Shared-read page 14
	     What did Cat suggest this time?
	Do you talk with your friends during the lesson? Why not?
	What should you do when you want to talk in the lesson?
	     Look at Dog. What did Dog suggest?
	4. Shared-read page 15
	   Look at Cat. What rule did Cat suggest this time?
	  You must share things with your friends. Why?
	     What did Dog suggest?
	     Why do we need to talk things over?
	5. Shared-read page 16
	Dog and cat set the classroom rules together. Look at the animals. How did they feel? Why?
	     What are some of our classroom rules?
	     What must you do in class? Why?
	     What mustn't you do in class? Why?
		Think-pair-share
		
		Some initial exploration of the pupils' ideas before activity begins.
		
		Sufficient open-ended questions to let pupils explore concepts and discussion.
			Big book

	F. Post-reading (Sequencing)		

5"	1. Ask the pupils whether they can remember what happened at the beginning of the story.
	Teacher: Do you remember what kind of pupil Cat is at the beginning of the story? Why?
	     What did Cat do?
	2. Post the first sentence on the board.
	      Cat pushed to the front of the row.
	3. Then ask the pupil about Dog
	4. Post the second sentence on the board.
	       Dog waited in line.
	5. Tell the pupils they are going to do sequencing.
	6. Pupils work in groups of four. Each group is going to get a set of sentence stripes.
			Paper stripes Markers

8"	7. In 8 minutes, they are going to rearrange the sentences	The task allows most of the pupils to actively participate for most of the time.	Sentence stripes for sequencing

	stripes according to the flow of the story.		
	8. Ask the pupils to post the sentence stripes on an A3 paper.		
3"	9. Remind the class to work together.	Pupils were reminded about the rules.	
	10. When the class finishes, teacher gives each group a storybook to check the answer.	Give opportunity for pupils to find their own errors and correct them.	
	11. Ask the class which group can get the correct answer. Then give the groups a prize.		
1"	12. Ask the pupils whether they like the story.		

Reflections:

Listing out the behaviours of Cat and Dog helped the class to identify the appropriate and inappropriate behaviours of the two characters by comparing them.   It also helped them to guess the development of the story.   The sequencing activity helped the class consolidate their memory of the story.   It was also important for the lessons after since identifying appropriate and inappropriate behaviours is the focus of the lessons after.

Image of the book Cat and Dog at School by RL Williams

Cat and Dog
at School

Written by Rozanne Lanczak Williams
Illustrated by Catherine Leary

Learn to Read
Read to Learn

SOCIAL STUDIES

CTP Creative Teaching Press

Hong Kong Student Aid Society Primary School
Primary 2 English (1st Term)
<u>Cat and Dog at School</u>
Activity Sheet 2

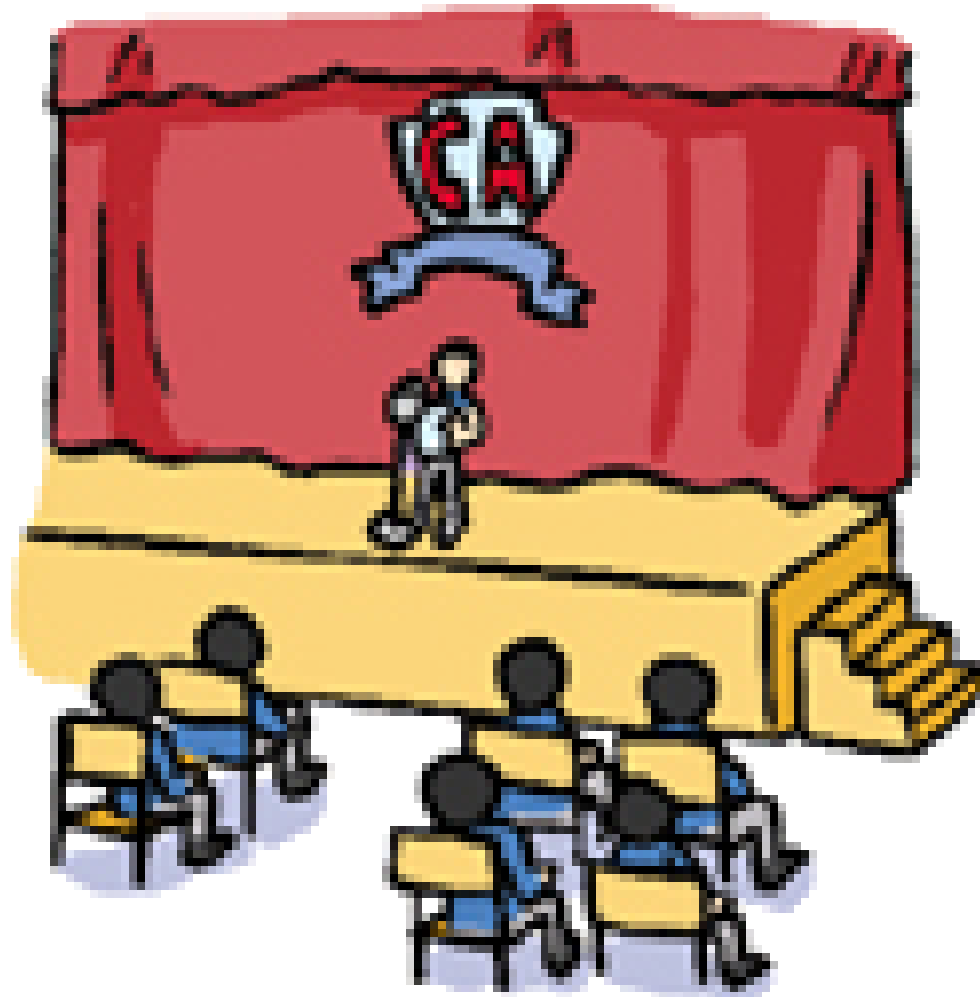*List out what Cat and Dog did in the story*

Cat	Dog

classroom
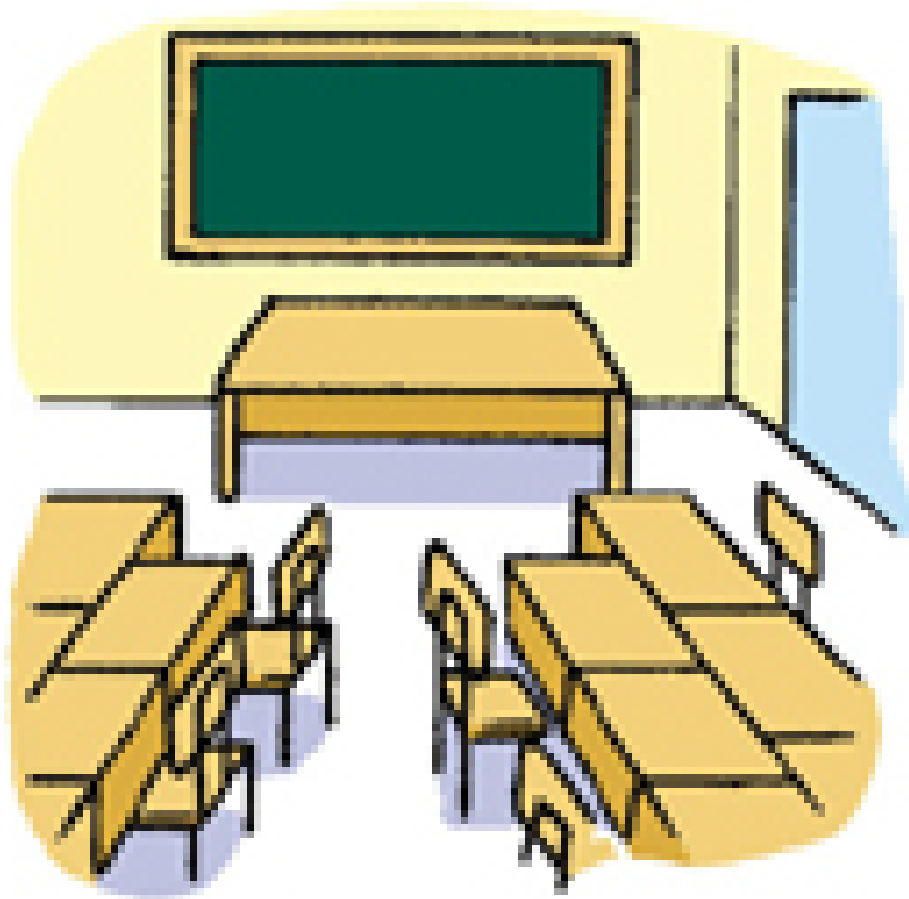
library
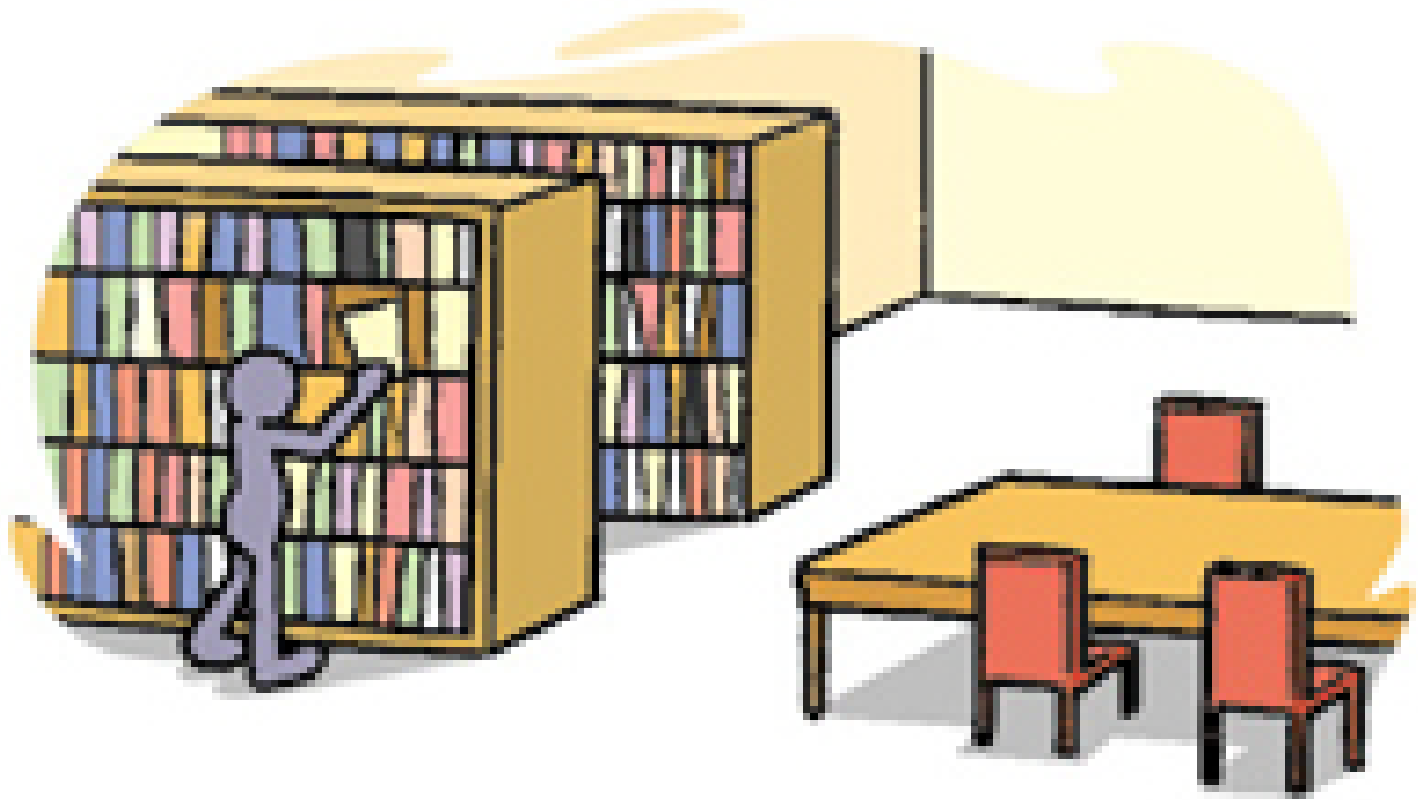
hall

Computer room

Music room

Art room

playground

tuck shop

toilets

corridor
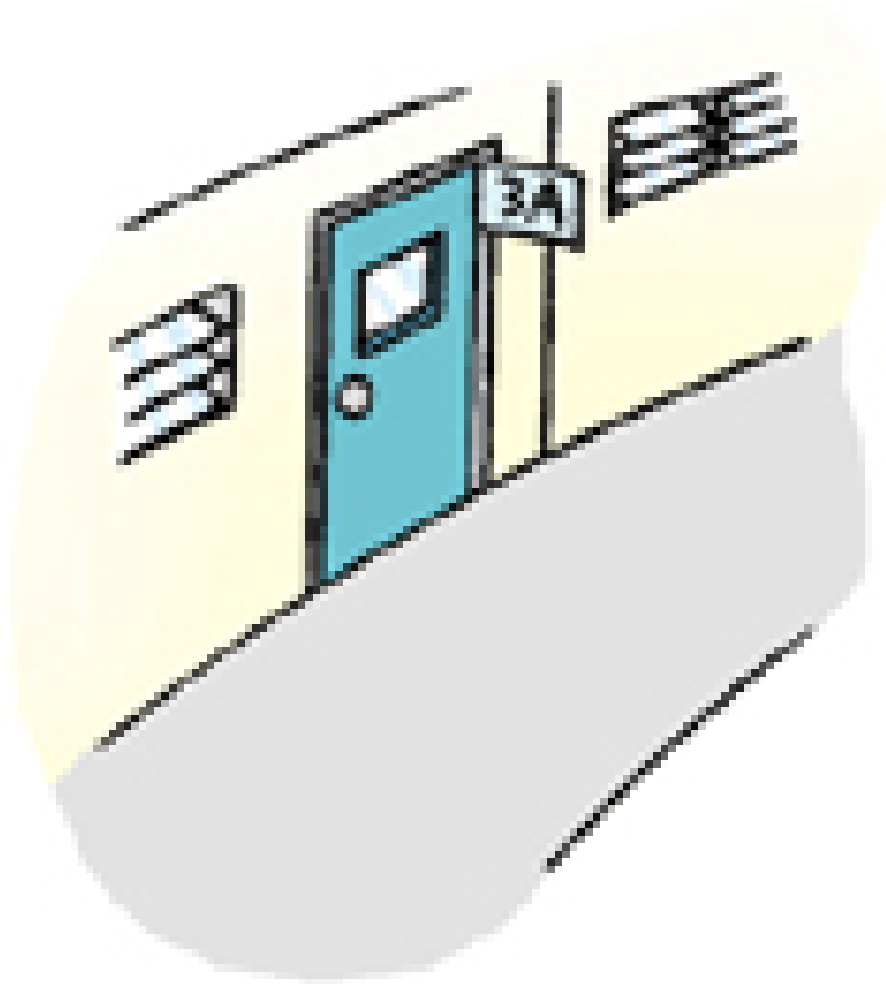
Group _____

Rules for the _____

1. _____

2. _____

3. _____

4. _____

Hong Kong Student Aid Society Primary School
Primary 2 English
Self-evaluation form
Cat and Dog at School (Lesson 10-11)

Name: _____(   )   Class: _____

When doing the group work…   **Colour the faces**

1. Did I share the work with my group mates?   ☺   😐   ☹

2. Did I take turns?   ☺   😐   ☹

3. Did I say" It's your turn"?   ☺   😐   ☹

4. Did I wait patiently?   ☺   😐   ☹