

KCBC Hay Nien (Yan Ping) Primary School

Overview of unit of work

Level	:	Primary 2
Module	:	Using my five senses
Learning targets	:	To develop an ever-improving capability to use English: <ol style="list-style-type: none">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)

Learning Objectives

- A. Functions / Structures
- Talk about things away from us.
What is that?
That is a bird.
What are those?
Those are flowers.
 - Use present continuous tense to describe pictures
The boy is riding a bicycle.
- B. Vocabulary
- things in a park
- C. Language Skills
- *Listening*
 - Identify key words in short utterances by recognizing the stress
 - Locate or provide specific information in response to simple instructions or questions
 - Recognize pronoun references
 - *Speaking*
 - Pronounce correctly words in connected speech
 - Imitate appropriate stress, rhythm and intonation
 - Use simple phrases and sentences to communicate
 - *Reading*
 - Guess the meaning of unfamiliar words by using contextual or pictorial clues
 - Identify key words for the main idea in a sentence
 - Recognize the format and language features of the chosen text types
 - Skim a text to obtain a general impression and the main ideas with teacher support
 - *Writing*
 - Use present continuous tense to write captions

D. Generic Skills : Communicative skills – learn to take turns and respect others in groups by listening to other’s ideas.
Creativity – Create their own ideas by writing captions.

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

Task : To match the theme of the school in P.2 ‘Love your community’, students are going to visit the park near our school and present an introduction about the park in class.

Text type :

- Stories
- conversation
- captions

Total number of lessons : 16 lessons (30 minutes / lesson)

Kowloon City Baptist Church Hay Nien (Yan Ping) Primary School

Task Based Unit Planning

Unit 3 A day at the park – An Overview

Textbook used: English To Enjoy 2A

Module: Using My Five Senses

Date: 7th March- 18th March

Focus:

1. Use ‘this’, ‘that’, ‘these’, ‘those’ for people and thing(s).
2. Use present continuous tense to describe pictures.
3. Use present continuous tense to write simple captions.

Lessons	Tasks	Skills and Strategies	Language forms and communicative functions	Text types
1-2	Read a story ‘There is a shark in the park’ -To revise things they can see in a park -To make predictions about the story	Listening Reading	Vocabulary - things in a park: - Additional items: rocking horse, climbing frame, hopscotch (Vocabulary related to the park near our school) Use sequencing words ‘first, second, lastly..’ to tell a story.	Story
3-4	Retell the story by doing sequencing activity -Enjoy the reading by locating rhyming words - Create a simple story - Summarize the activity	Reading Writing		
5	Learn some vocabulary items of parks -To revise the known vocabulary items of a park - To learn some new items of games’ facilities in a park.	Speaking Reading		pictures
6	Listen to a text on a theme of a park -Listening Unit 3 Part A and C	Listening	Recognize the vocabulary items of parks by listening to the descriptions.	Conversation

7-8	<p>Re-visit the theme of a park through reading a text</p> <ul style="list-style-type: none"> -Reading TB P.26-27 -Pre reading :Ask Ss to talk about their experience -While reading activity Ss identify the characters on p.26-27 Q&A -Post reading activity Comprehension TB P.28 WS3.1 	<p>Reading</p> <p>Writing</p>	<p>Reading Strategies</p> <ul style="list-style-type: none"> - Identify key words for the main idea in a sentence - Skim a text to obtain main ideas 	
9-10	<p>Visit a park</p> <ul style="list-style-type: none"> - Students visit the park near their school. - In groups, talk about the pictures in present continuous tense. 	<p>Speaking</p> <p>Writing</p> <p>Reading</p>	<ul style="list-style-type: none"> - talk about the names of facilities in a park - use 'this', 'that', 'these', 'those' to talk about people or things 	
11-12	<p>Use pronouns to identify objects in the context of a park</p> <ul style="list-style-type: none"> -Language focus TB P.31 -Revise pronouns: 'This' and 'these' - Pick students' object to show 'This' and 'That' - Introduce pronouns, 'that' and 'those'. e.g. 'This' and 'That...is a book.' * Formative assessment after teaching 'This' and 'That' (red and blue cards) - Introduce 'These' and 'Those' Place the object on the students' or teacher's 	<p>Reading</p> <p>Speaking</p>	<ul style="list-style-type: none"> - Use 'that' for person or thing which is far away from us. - Use 'those' for the people and things which are far away from us. 	

	desk to show the concept - Pair work - Describe the picture on TB p.31 WS3.3 GP P.10 (That/ Those) IP p.11, GP P.11 (mix)			
13-14	Learn to use present continuous tense to describe actions -Language focus (Present continuous tense) 1. Video Analysis 2. Demonstrate a picture * Speaking lesson: - Show students 2 different pictures - Teach students 'greeting' - Students talk about the picture in pair by using present continuous tense. WS3.2	Speaking	-Use present continuous tense to talk about what people doing. (See attached file: speaking focus.doc)	
15-16	Main task In lesson writing - show Ss pictures in the park near our school - Ss write captions for different pictures - Students present their work in class	Speaking Writing	- talk about the names of the facilities in the park - Describe the facilities in the park. - Use present continuous tense to describe pictures <i>E.g. This is a swing.</i> <i>Andy is playing on a swing. He is happy.</i>	captions

KCBC Hay Nien (Yan Ping) Primary School
Lesson Plan

Level: P.2

Lesson: 6th lesson (16 lessons in total)

Duration: 30 minutes (30 minutes per lesson)

Module and Topic: Using My Five Sense

Unit: Unit 3 A Day at the Park

Prior Knowledge:

1. Pupils have learnt the vocabulary of some objects they can play on or use in a park.
2. Pupils have visited the park near our school a few weeks ago.

Learning Objectives:

1. Pupils are able to identify the keywords in questions.
2. Pupils are able to recognize the keywords in the recording.
3. Pupils are able to take turns when they share their ideas.

Organization of Lesson

Time	Teaching Activities	Teaching principles and strategies	Materials
5'	A. Motivation 1. Teacher asks pupils about the things they can see or use in the playground. Teacher writes the items on the blackboard which will be used in the listening exercise.	Arouse pupils' interest and recall their previous knowledge	listening books
5'	<u>Listening Book Page 8, Part A</u> B. Pre-listening 1. Teacher reads the instruction. Then pupils look at the pictures carefully. 2. Pupils work in pairs. They take turns and tell the names of the facilities they can see in the pictures.	Recall their previous knowledge	
5'	C. While-listening Teacher reminds pupils to pay attention when listening to the recording.	Pupils practice listening skills – recognize the keywords in the recording.	

5'	<p><u>Listening Book Page 9, Part C</u></p> <p>D. Pre-listening</p> <ol style="list-style-type: none"> 1. Pupils read the instruction aloud. 2. Teacher reads Question 1 and 2 with pupils. Let pupils think and discuss the keywords in the questions. Then underline them. 3. Pupils read the questions silently in one minute. They underline the keywords individually. 4. Teacher checks the keywords with the class. 	Pupils practice comprehensive skills.	
5'	<p>E. While-listening</p> <p>Teacher reminds pupils to pay attention when listening to the recording.</p>	Pupils practice listening skills – recognize the keywords in the recording.	
5'	<p>D. Post-listening</p> <ol style="list-style-type: none"> 1. Teacher checks the answer with pupils. 2. Let pupils share how they get the right answers and how to prevent choosing the wrong answers. 	Pupils share their experience and learn from each other.	

Reflections:

Students performed quite well in both parts as they remembered the vocabulary learnt. The task was simple and direct. During post-listening, the more-able students gave some suggestions for getting the correct answers. The suggestions were useful.

Kowloon City Baptist Church Hay Nien (Yan Ping) Primary School
Lesson Plan

Level: P.2

Lesson: 9-10th lesson (16 lessons in total)

Duration: 60 minutes (30 minutes per lesson)

Module and Topic: Using My Five Senses

Unit: 3. A day of the park

Prior Knowledge:

1. Pupils can name some objects they can see in a park.
2. Pupils have learnt to use action verbs to describe the activities of people, e.g. eat, play,

Learning Objectives:

1. Pupils are able to name the facility in a park.
2. They learn to work with each other during the park visit.

Organization of Lesson:

Time	Teaching Activities	Teaching principles and strategies	Materials
3'	A. Daily talk 1. Greet the pupils and pupils greet each other. Teacher: 'What's the weather like today?' 'Is it a good time to go to the park?'	Provide a language rich environment for language learning.	
10'	B. Pre-task 1. Tell pupils that they will visit the park near their school and make a photo album reporting what they do in the park in group. 2. Prepare for the visit, each group allocate the roles amongst group members: recording, photo-taking, modeling, time keeping, map-drawing, and materials control. 3. Remind pupils about their behavior during Park Walk: a) The photos will be used in the following lessons and in the album b) All group members should work together.	At the beginning of the lesson, teacher tells the pupils what they are going to learn in a simple way. Group processing Pupils are reminded about the rules.	

35'	<p>c) Take one's own roles d) Help their partners if needed e) Don't run or speak loud in the park.</p> <p>C. While task:</p> <p>1. Park Walk(survey):</p> <p>a) Pupils record the facilities they find in the park.</p> <p>b) Pupils choose their favorite spot. They choose 4-5 objects in the park and take photos of them with the models acting. (Prepare photos for the coming speaking and writing tasks)</p> <p>c) Pupils draw a simple map of the park.</p>	<p>This task allows most of the pupils actively participating for most of the time.</p> <p>Each pupil is accountable to the group to make a contribution</p>	<p>Worksheet, digital camera, writing pad, pencils, erasers</p>
12'	<p>D. Post-task</p> <p>1. Teacher asks pupils to label the name of facilities on the map.</p> <p>2. Group discussion: Teacher asks pupils to think about what facilities they want to add in the park and then put their new items on the map.</p> <p>3. Post their maps around the classroom.</p>	<p>This task allows most of the pupils actively participating for most of the time.</p> <p>Each pupil is accountable to the group to make a contribution</p>	
<p>Reflection:</p> <p>-A clear briefing about the research process and aims of survey is a must to ensure successful outcomes.</p> <p>-Most Ss actively participate in the lesson.</p> <p>- Students were excited to go to the park. It is needed to arrange more helpers during the visit to make sure the tasks were done correctly.</p>			

Group name: _____

Group leader: _____

Group member: _____

Recording: _____

Photographing: _____

Time keeping: _____

Map drawing: _____

Material controlling: _____

Park Walk

- Record what you can see in the park.

- Put a tick in the correct boxes.

☐ slide

☐ swing

☐ roundabout

☐ see-saw

☐ climbing frames

☐ monkey bars

☐ rocking horse

☐ tic-tac-toe board

☐ flowers

☐ toilet

☐ snack stroll

☐ fountain

☐ bench

☐ bin

☐ stand

- Draw a simple map of the park in the box.



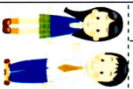
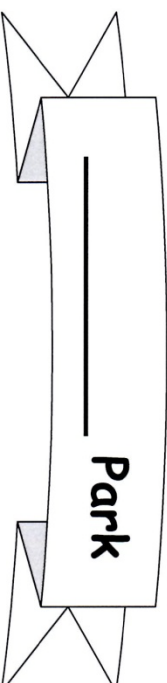
Kowloon City Baptist Church Hay Nien (Yan Ping) Primary School
2010-11 2nd Term Primary 2 English Class Speaking Activity (Unit 3)

Class: P. ()

Name: ()

Date: _____

Stick the pictures on the facilities on the map of the park. Tell your partner about the park.



You are here.

A large rectangular area containing several dashed-line boxes for pasting pictures. The boxes are arranged as follows: a large rectangle on the left, a smaller rectangle below it, a rectangle to the right of the smaller one, a rectangle below that, a rectangle to the right of the bottom-left one, and a rectangle to the right of the bottom-right one.

KCBC Hay Nien (Yan Ping) Primary School

Lesson Plan

Level: P.2

Lesson: 13th – 14th lesson (16 lessons in total)

Duration: 60 minutes

Module and Topic: Using My Five Sense

Unit: Unit 3 A Day at the Park

Prior Knowledge:

1. Pupils have learnt the vocabulary of the facilities in the park in previous lessons.
2. Pupils have a brief concept on present continuous tense.
3. Pupils have visited the park near our school a few weeks ago.

Learning Objectives:

1. Pupils are able to use present continuous tense to talk about what people doing.
2. Pupils are able to take turns when they do pair work.

Organization of Lesson

Time	Teaching Activities	Teaching principles and strategies	Materials
5'	A. Motivation / Daily talk 1. Share with each other about their weekend activities. Teacher: 'How are you?' 'Did you have a nice weekend?' 'What did you do last weekend?'	Provide a language rich environment for language learning. Prepare the pupils for the speaking exercise	PowerPoint
5'	'Did you go to the park last Saturday or Sunday?' 'Which facilities do you like best? Why?'	Arouse pupils' interest about the park	
10'	Pre-task – Revision on Present Continuous Tense 1. Shows some pictures with actions in the PowerPoint to pupils. 2. Teacher asks questions about the pictures. 'What is she doing?' 'What are they doing?'	Use different pictures to expose more vocabulary to students. Recall pupils' previous knowledge about the	

30'	<p>‘What is it doing?’</p> <p>Revise the verb with the students with present continuous tense.</p>	grammar	
	<p>3. Show the pupils the video about their classmates playing in the park. Pupils talk about the action with present continuous tense.</p> <p>Teacher: ‘What is he doing?’ ‘What is she doing?’</p>	<p>Arouse pupils’ interests in the topic by using authentic materials.</p> <p>Teach the concept of moving.</p>	PowerPoint
	<p>B. While-task</p> <p>Tell the pupils about the speaking task which includes greeting part and picture description.</p>	<p>Introduce the speaking task and tell the target of the speaking task to pupils.</p>	
	<p>1. Introduce a mind map with ‘WH’ question words (What, Where, Who) to pupils</p>	<p>Give pupils a brief concept of using WH questions when doing picture description</p>	Videos
	<p>2. Show photos of a park with children playing there. Ask pupils the WH words that can be used to describe the photos.</p>	<p>The task demonstrates to pupils the proper way of doing picture description.</p>	
	<p>3. Teacher and a pupil demonstrate the speaking task in class. Pupils give comments to the presentation.</p>	<p>Give pupils opportunity to comment on student’s’ performance on the area of voice and eye contact.</p>	Mind Map on PowerPoint
	<p>4. Pupils get the set of material as interviewer and interviewee. Answers for the questions of the pictures are provided in the interviewer’s worksheet. Cue cards are provided to the interviewee.</p>	<p>Pupils are given enough support to complete the task.</p>	Photos of their classmates in the park
	<p>5. Pupils work in pair in their group. Two pupils do the speaking exercise first.</p>		
	<p>6. The other two pupils in the group are responsible to give comments to the group.</p>	<p>Each pupil in the group makes a contribution to the speaking exercise.</p>	Speaking worksheets Comment sheets

10'	<p>7. Based on the comments they give to the first group. The second group does the speaking exercise again. The first group gives comments.</p> <p>C. Post-task / Post-reading</p> <p>1. Teacher asks the pupils to share the comments they give to their group mates.</p> <p>Teacher concludes the lessons by asking questions with photos. Teacher: 'Who is he?' 'Where is he?' 'What is he doing?'</p> <p>Teacher writes the pupil's answer on the board as a conclusion. So as to prepare them for the next task, caption writing.</p>	<p>Give opportunity to pupils to find their own errors and correct them.</p> <p>Comments are collected and shared with the pupils. The comments reflect the effectiveness of the speaking exercise.</p> <p>At the end of the lesson, the teacher reviews the learning key points with the pupils and prepares the writing task.</p> <p>The 'wh' flash cards are displayed in the classroom, so that they can be referred to during lessons.</p>	Cue cards
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Reflection:

Students were interested in the video. However, students were too excited when they saw their classmates in the video. Video should be played two times and teacher started teaching present continuous tense in the second time.

With the help of cue cards, weaker students are able to complete the speaking task. Students feel confidence with the aid of cue cards. The cue cards can ease the learning differences in the class.

Kowloon City Baptist Church Hay Nien (Yan Ping) Primary School

2010-11 1st Term Primary 2 English Unit 3 Speaking Exercise A

Class: P. ()

Name: ()

Date:

Interviewer

A. Greeting

1. Good morning. (Good morning.)
2. What is your name? (My name is .)
3. What is your class number? (My class number is .)

B. Picture Description



1. Where are the children? (They are in the park.)
2. What is the girl doing? (pointing the girl on the left)
(She is climbing the climbing frame.)
3. What is the boy doing? (pointing the boy on the right)
(He is playing on the slide.)
4. How does the boy feel?
(He is happy.)

KCBC Hay Nien (Yan Ping) Primary School

Lesson Plan

Level: P. 2

Lesson: 15-16 lesson

Duration: 1 hour

Module and Topic:

Unit: Unit 3 A Day at a Park

Prior Knowledge: 1. Students know some of the names of facilities of a park.
2. Students have learnt present continuous tense.

Learning Objectives:

1. Students are able to write simple captions.
2. Use present continuous tense to describe pictures.

Organization of Lesson

Time	Teaching Activities	Teaching principles and strategies	Materials
10'	A. Motivation 1. Greet pupils and pupils greet each other. 2. T shows students some interesting pictures and asks them to talk about the pictures in groups. Encourage students to express different ideas.	Provide a language rich environment for language learning. Sufficient open-ended questions to let pupils explore concepts.	Pictures PPT
30'	B. Development 1. T explains the meaning of captions. 2. Remind students to use the 'wh' questions to describe a picture. 3. Revise the use of present continuous tense. 4. Introduce the way of using present continuous tense when writing captions. 5. T gives out a picture to each group. Group members take turn to give their ideas of the picture and decide a caption for the picture. T picks a student from each group to present their captions.	Extended conversation between teacher and pupils. At the beginning of the lesson, teacher tells the pupils what they are going to learn in a simple way.	

20'	<p>C. while-task</p> <ol style="list-style-type: none"> 1. Show a picture of a place in which there are some children playing in the park. Discuss with the pupils what the people doing in the park. 2. Group work: Round Robin – Pupils take turns to talk about a scene of the picture. <ol style="list-style-type: none"> a. Demonstration b. Give each group a picture in which different people doing different things. Pupils take turn and point out a scene to talk. e.g. The girl is playing on the see-saw. She is laughing. c. Reminds the pupils to take turns and say 'It's your turn.' when doing group work. 3. Group work: Each group member gets a paper stripe. Tell people to use present continuous tense to write some captions for the picture. 4. Tell pupils to put all the stripes on Activity Sheets. Tell them to read together to do self-editing. Criteria have to be given to pupils, e.g. tell pupils to look for spelling and punctuation mistakes. <p>D. Post-task</p> <ol style="list-style-type: none"> 1. Each group shows the captions they made and the corresponding picture to the class by using the visualizer. 2. Read aloud the captions they made. 3. Ask the class if they think the captions are appropriate. 4. Teacher conclude the lesson by asking: Do you know how to use present continuous tense To describe a picture? We use +ing form in present continuous tense. 	<p>The task allows most of the pupils to actively participate for most of the time.</p> <p>Each pupil is accountable to the group to make a contribution. Give opportunity for pupils to find their own errors and correct them.</p> <p>Evidence is collected to reflect the effectiveness of pupils' learning. At the end of the lesson, the teacher reviews the learning key points with pupils.</p>	<p>Paper scripts Activity Sheet</p> <p>Visualizer</p>
<p><u>Reflections:</u> Students were quite hesitating to give their ideas at the beginning, however, after warming up they started to give some interesting ideas. As students are quite familiar with present continuous tense at this stage, it is easier for them to write captions by using the tense. It will be good to give more examples with authentic materials like leaflet to show students what caption is.</p>			