# CHING CHUNG HAU PO WOON PRIMARY SCHOOL

for the GRANT SCHEME ON PROMOTING EFFECTIVE ENGLISH LANGUAGE LEARNING IN PRIMARY SCHOOLS (PEEGS)

## MODULE PLAN

**Module**: 'Cool Kids and Animals in Winter'
**Total no. of lessons**: 4 double-lessons (approx. 60-70 minutes per week)
**Level**: Primary 3

Module Objectives – For students to:

1. identify the visual elements, format and key features of a magazine.
2. identify and recreate visual elements, format, and key features of a poster.
3. infer, using pictorial and textual clues, the concepts of 'migrate', 'hibernate', 'save' and 'hunt'.
4. appreciate the different ways that animals protect themselves and survive in winter.
5. locate the required information by identifying keywords from questions and texts.
6. decode and work out the meaning of words by using contexts and knowledge of the world.
7. identify details that support the main idea of the text (*e.g., What do/don't animals do during 'hibernation'? How is migration different from normal travel?*)

## DETAILED LESSON PLANS

### LESSON 1

**Lesson objectives** – For students to:

1. Identify and appreciate the features of a magazine (i.e., the contents page, varying content, plenty of visuals, etc.) and their purpose.
2. Scan a text for key information using textual clues such as question words and keywords in the text.
3. Identify and appreciate the features of a poster (i.e., a large title, strong pictures, or visuals, strong and/or attractive slogans, etc.) and their purpose.
4. Create their own poster using appropriate and authentic features.

| Duration (minutes) | Lesson stage and activities | Materials / Resources |
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| 5 | **Warm up**<br>1. Present the cover page of 'Cool Kids' to the class using the projector. Elicit from students:<br>*'What do you see on the cover page?'*<br>*'Are they all about the same thing?'*<br>*'How many activities do you think is inside this book?'*<br>*'Can we call this a storybook? Why / Why not?'*<br>2. Introduce or review with student that this type of book is called a 'magazine'.<br>3. Present the contents page of 'Cool Kids' to the class. Elicit from students, 'Why do you think we need a page like this?' ('*Because there are too many things in the book / We can find what we want to read more easily*'). Ask students where they can find, e.g. a comic, a game, etc. or what they can find on | PowerPoint Slide<br><br>PowerPoint Slides and 'Cool Kids' reader |

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| | page __ of the magazine. Guide students to locate the name of the 'Contents page' and invite them to read it aloud. | |
| | **Development** | |
| 10-12 | 1. Allow students to explore the magazine for 4-5 minutes before guiding them back to Contents page, then ask, 'On what page can we learn about dolphins? (*Page 15.*) Let's go to that page.' Invite students to read aloud the title 'Hong Kong's Pink Dolphins'<br>2. Allow students 2-3 minutes to explore and read the text on their own first.<br>3. Teacher asks key questions to check how much students have understood the text. For instance:<br>- What do dolphins have? (*A grey body / A big tail*)<br>- What can they do? Why? (*Swim fast / Dive / because they have a long body / big tails*)<br>- What colour are dolphins? Are they all one colour? (*They are pink, but the babies are grey.*)<br>- Why aren't the dolphins happy? (*The sea is dirty. / People throw rubbish into the sea. / Their home is dirty or not clean.*) | 'Cool Kids' reader / magazine |
| | **Consolidation** | |
| 5-7 | 1. Students then review what they have read to complete Questions 1 and 2 on page 4 of the module booklet. They teach monitors and guides students to check for grammar and punctuation as they complete their work. | 'Cool Kids' magazine |
| 10 | 2. Next, discuss Question 3: 'What can we do to help the dolphins?' Invite a stronger student to share an example, then invite students to 'Think-Pair-Share' their ideas before noting their answers on the board. | 'Cool Kids & Animals in Winter' module booklet |
| 5 | 3. Tell students that they will use their ideas from Question 3 to design something called a poster to tell people about the dolphins. Present examples of posters and ask students about their features, for example:<br>'What is special about a poster? How many pages is it?' (*It's big. / One page.*)<br>'What makes people want to see the poster?' (*It's colourful / The words are big / It has big/powerful/attractive/beautiful/touching pictures*) | Picture cards (or Google images) of various posters about animal welfare or nature conservation |
| 10-15 (For 4. and 5.) | 4. Guide students to suggest or brainstorm appropriate titles for their poster, e.g., 'Save/Love/Help the Dolphins' / 'Care for our dolphins'.<br>5. Finally, tell students to choose their two favourite ideas from Question 3 and write them on their poster before illustrating their poster. Students must complete their large title and ideas **first** before drawing and colouring their poster.<br>6. If needed, students can take their booklet home to complete their poster. | |

## LESSON 2

**Lesson objectives** – For students to:

1. understand the idea of migration, e.g., compare how it is different from normal animal movement.
2. understand what the genre of 'nonfiction' refers to.
3. infer, using pictorial and textual clues, the concept of 'migration'.
4. locate the required information by identifying keywords from questions and texts.
5. decode and work out the meaning of unfamiliar words by using the textual context and knowledge of the world.
6. identify details that support the main idea of the text (*e.g., How is migration different from normal travel?*).

| Duration (minutes) | Lesson stage and activities | Materials / Resources |
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| 5-8 | **Warm up**<br>1. Elicit from students the different seasons and veer the discussion towards winter. Ask students: "What do you do to keep/stay warm in winter?" (*Accept any reasonable answers, e.g.: 'Eat hot pot / drink hot chocolate / wear a jacket' etc.*)<br>2. Present the cover page of 'Animals in Winter' on the slide and inquire:<br>- 'What animals do you see? Can they (eat hot pot / wear a scarf/ drink hot chocolate) to stay warm?' (*No.*)<br>- 'What do you think animals do in winter then?' Briefly let students to guess or predict.<br>3. Inform students that for the next three lessons they will learn 3-4 ways that animals take care in winter, and they will learn the first one today. | Blackboard or PowerPoint slide for noting students' responses<br><br>PowerPoint slide<br><br>'Animals in Winter' reader |
| 15-20 | **Development**<br>1. Hand out the readers and allow students to explore the visuals and text independently for about 4 minutes before instructing them to return to the cover page.<br>2. Tell students to focus on pages 5-9 now. Present the following questions (on a slide or the board):<br>- 'You will see two animals in these pages. What are they?'<br>- (Place a picture card of the four cardinal directions on the board) 'Where do they live? Where are they going?'<br>- 'Look at page 8: why do they go there? Find three reasons.'<br>3. Let students explore the answers independently and encourage them to use keywords from the questions.<br>4. When at least two-thirds of the class seem ready, have them pair up and discuss their answers, in English as much as their language level enables.<br>5. Discuss answers as a whole class: | 'Animals in Winter' readers<br><br>PowerPoint slide<br><br>Large (magnetised) picture card of cardinal directions (north / south / east / west)<br><br>Real-life images of featured animals (bluebirds, orioles, monarch butterflies) |

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| | - 'You will see two animals in these pages. What are they?' (*Birds / orioles / bluebirds and butterflies.*)<br>- 'Where do they live? Where are they going?' (*They live in the north. They are going south.*)<br>- 'Look at page 8: why do they go there? Find three reasons.' (*It is warm; It is sunny; There is food to eat.*)<br>6. Now that students have a basic understanding, the teacher and students read aloud the text on pages 5-9 together. | |
| 5-8 | **Extended questioning and Concept-Checking** *(teacher can guide students towards ideal / acceptable answers in **italics**)*<br>- Look at the pictures on pages 5 and 6. Why do the birds leave their home? (*There is no food / insects or grass to eat. / It's cold.*)<br>- How long will they stay in the south? Will they come back? (*All winter. They come/fly back after winter / in spring.*)<br>- How often do you think they do this? (*Every year/winter.*)<br><br>(The teacher can summarise) So bird and butterflies fly to the south because it's cold and there's no food, so they stay in the south and come back home when it's warmer in spring. | |
| | - What is the keyword that describes what the birds and butterflies do? (*Migrate / They migrate.*)<br>- Why can't we just say they are travelling? How is 'migrating' different? (*It's not for fun. / They do it to stay warm / alive.*) | Magnetised word card for 'migrate' |
| 10-15 | **Consolidation**<br>1. Students then receive their booklets and check their 'Contents page' – ask, 'Which page is about what we learned today?' (*'Bird and butterflies' – page 6.*)<br>2. Students note the date and complete the worksheet. Students can read aloud the instructions first before working independently. Encourage them to use their own words to complete the open questions.<br>3. After about 5-10 minutes, have them pair up and discuss their answers before sharing with the teacher and whole class. Any corrections can be done with a blue pen.<br>4. For the last question, ask students, 'Do animals migrate only in the air? How about on land or in water?' (*Invite students to briefly share their guesses.*)<br>5. Tell students they are going to watch a video, in which they will find three more animals that migrate in different ways. They need to watch the video and use short answers to complete the last question. Pause at appropriate times during the video for students to see or check the spellings | 'Cool Kids & Animals in Winter' module booklet<br><br>Video: Migrations: Big Animal Trips \| Science for Kids - YouTube<br>' |

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| | of the animals' names (*The caribou, humpback whale and Arctic tern.*).<br>6. After collecting booklets, review the keyword of the day (**migrate**) and its meaning / features.<br>7. If time remains, allow students to read more of 'Animals in Winter' independently before concluding the lesson. | |

## LESSON 3

**Lesson objectives** – For students to:

1. understand the idea of hibernation, e.g., compare how it is different from when animals sleep.
2. infer, using pictorial and textual clues, the key features of 'hibernation'.
3. locate the required information by identifying keywords from questions and texts.
4. identify details that support the main idea of the text (*e.g., What do/don't animals do during 'hibernation'?*).
5. decode and work out the meaning of familiar or unfamiliar words by using the textual context and knowledge of the world.

| Duration | Lesson stage and activities | Materials / Resources |
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| 5-8 | **Warm up**<br>1. Review the concept 'migrate' from the previous lesson. Ask students:<br>- Which animals migrate? (*Birds / Butterflies / Caribou / (Humpback) whales.*)<br>- Where do they go and **why**? (*To the south, because it is warm/ sunny / there is more food.*)<br>- Will they stay in the south forever? (*No, they come back after winter / in spring.*)<br>- Why do some animals migrate? For fun? (*No, to stay alive / keep warm.*) | PowerPoint slide<br><br>'Animals in Winter' reader |
| 15-20 | **Development**<br>1. Ask students:<br>- Do **<u>all</u>** animals migrate? (*No.*)<br>- Tell students that today they will read pages 10-15 and learn about a second way that animals survive in winter.<br>- Hand out the readers and allow students to explore or review the visuals and text independently for about 2-3 minutes before instructing them to return to the cover page.<br>- Tell students to focus on pages 10-15 now. Present the following questions (on a slide or the board):<br>- 'You will see two more animals in these pages. What are they?'<br><br>2. Let students find the names 'bats' and 'woodchucks' and teach them to pronounce the words. Then, present the following questions in the form of a table on the board or PowerPoint:<br><br>- '**Where** do the bats/woodchucks stay?'<br>- '**When** (In which season) do they stay there?'<br>- '**How long** do they stay there?'<br>- 'What do they do? Find two actions.'<br>- 'What **<u>don't</u>** they do? Find two actions.' | PowerPoint slide<br><br>'Animals in Winter' reader<br><br>Blackboard and chalk or PowerPoint slide<br><br>Real-life images of featured animals (bats and woodchucks)<br><br>PowerPoint slide (for questions) |

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| | 3. Let students explore the answers independently and encourage them to use keywords from the questions.<br>4. When at least two-thirds of the class seem ready, have them pair up and discuss their answers, in English as much as possible.<br>5. Discuss answers as a whole class:<br>- '**Where** do the bats/woodchucks stay?' (*In a cave / In a tunnel* - respectively)<br>- '**When** (In which season) do they stay there?' (*In winter.*)<br>- '**How long** do they stay there?' (*All winter. / For four months.*)<br>- 'What do they do? Find two actions.' (*They sleep (a lot). / They breathe very slowly / deeply.*)<br>- 'What **<u>don't</u>** they do? Find two actions.' (*They don't eat. / They don't move. / (Creative answers accepted) They don't migrate.*)<br>- What is the keyword that describes what the bats and woodchucks do? (*Hibernate / They hibernate*.)<br>- Why can't we just say they are **sleeping**? How is 'hibernating' different? (*They do it for a long time / all winter. / They do it to stay warm / alive. / When we sleep, we wake up the next day, so it's not the same.*)<br><br>6. Now that students have a basic understanding, the teacher and students read aloud the text on pages 10-15 together. | |
| 5-8 | **Extended questioning and Concept-Checking** *<u>(teacher can guide students towards ideal / acceptable answers in **italics**)</u>*<br>- Can people hibernate? Why (not)? (I*f we don't eat or move, we cannot survive / may feel very hungry / need to eat. / We still need to go to school or work.*)<br>- Read page 12: What does the woodchuck do **<u>before</u>** winter? **Why**? (*They eat a lot (and get fat), because they won't get hungry in winter / They will have enough energy to stay warm.*)<br>- How often do you think they do this? (*Every year/winter*.)<br><br>7. (The teacher can summarise) So bats and woodchuck stay in their homes and **hibernate** (sleep for a long time) because it's cold and they can save their energy. Some animals like woodchucks eat a lot in autumn to get ready for winter. They come out of hibernation in spring. | PowerPoint slide or blackboard and chalk<br><br>Magnetised word card for 'hibernate' |
| 15-20 | **Consolidation**<br>1. Students then receive their booklets and check their 'Contents page' – ask, 'Which page is about what we learned today?' (*'Bats and woodchucks' – page 7.*) | 'Cool Kids & Animals in Winter' module booklet |

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| | 2. Students note the date and complete the table based on what was discussed with their peers and as a class. Students can read aloud the instructions first before working independently. Encourage them to use their own words to complete the open questions.<br>3. After about 5-10 minutes, have them pair up and discuss their answers before sharing with the teacher and whole class. Reveal the answers on the board and guide students to mark their answers with a blue pen. Remind them that **different answers are allowed**. They should mostly check for grammar, spelling, or punctuation errors.<br>4. For the last question, tell students they are going to watch a video, in which they will find **four** more animals that hibernate. They need to watch the video and tick the correct pictures of the animals. Re-watch relevant segments of the video for students to review their choices before checking answers and allowing them to colour in the animals. (*Bears, snakes, ground squirrels and frogs hibernate.*).<br>5. After collecting booklets, review the keyword of the day (**hibernate**) and its meaning / features.<br>6. If time remains, allow students to read more of 'Animals in Winter' independently before concluding the lesson. | PowerPoint slide or blackboard and chalk<br><br>Video: Hibernation \| The Dr. Binocs Show \| Learn Videos For Kids - YouTube |

## LESSON 4

**Lesson objectives** – For students to:

1. understand the idea some animals **save** food in winter, while some animals **hunt** for food.
2. compare the actions of 'saving' vs 'eating/using'.
3. infer, using pictorial and textual clues, **why** some animals need to **save** food in winter.
4. locate the required information by identifying keywords from questions and texts.
5. decode and work out the meaning of familiar or unfamiliar words by using the textual context and knowledge of the world.

| Duration | Lesson stage and activities | Materials / Resources |
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| 5-8 | **Warm up**<br>1. Review the concepts 'migrate' and 'hibernate' from the previous lessons. Ask students:<br>- Which animals migrate? (*Birds / Butterflies / Caribou / (Humpback) whales.*)<br>- Where do they go and **why** do they migrate? (*To the south where it's warm/ sunny / there is more food. They can stay alive / keep warm.*)<br>- Which animals hibernate? (*Bats / Woodchucks / Bears / Snakes.*)<br>- What do and don't they do when they hibernate? (*They sleep a lot and breathe slowly, but they don't eat or move.*) | PowerPoint slide<br><br>'Animals in Winter' reader |
| 3-5 | **Development**<br>1. Ask students:<br>- Do **all** animals migrate or hibernate? (*No.*)<br>2. Tell students that today they will read pages 16-29 and learn about a **two** more ways that animals survive in winter.<br>3. Hand out the readers and allow students to explore or review the visuals and text independently for about 5-6 minutes before instructing them to return to the cover page.<br>4. Tell students they will read in two parts – starting with pages 16-21. | 'Animals in Winter' reader<br><br>Blackboard and chalk or PowerPoint slide |
| 15 | **PART 1**<br>1. Present the following questions (on a slide or the board):<br>- 'You will see two animals in these pages. What are they?'<br><br>2. Let students find the names 'pikas' and 'squirrels' and teach them to pronounce the words. Then, present the following questions in the form of a table on the board or PowerPoint:<br><br>- 'Look at pages 16-17. What season is it here?'<br>- '**What** are the pikas doing on pages 16-17? **Why**?'<br>- 'How about the squirrels on Page 20? What are they finding?<br>- 'What do they do with these things?' | Real-life images of featured animals (pikas and squirrels)<br><br>PowerPoint slide (for questions) |

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| | 3. Have students explore the answers independently and encourage them to use keywords from the questions. Allow students to ask about any vocabulary as these pages contain a relatively large density of unfamiliar words.<br>4. When at least two-thirds of the class seem ready, have them pair up and discuss their answers, in English as much as possible.<br>5. Discuss answers as a whole class:<br>- 'What season is it on pages 16-17?' (*It's autumn / not winter.*)<br>- '**What** are the pikas doing here? **Why**?' (*Gathering / Collecting grass because they want to eat it in winter.*)<br>- 'How about the squirrels on Page 20? What are they finding? (*Nuts / Acorns*. (point to the pictures))<br>- 'What do they do with these things?' (*Put it in the ground and cover it.* (Teach students that the action word for this is '**bury**')<br><br>6. Now that students have a basic understanding, the teacher and students read aloud the text on pages 16-21 together. | |
| 5 | **Extended questioning and Concept-Checking** *(teacher can guide students towards ideal / acceptable answers in **italics**)*<br>- Find an action word that means 'to collect and keep for later'. (*The word is 'save'.*)<br>- Let's put that in a sentence. What do pikas and squirrels do in winter? (*They save food for winter.*)<br>- Why do you think they need to save food in autumn? (*There may be no food in winter.*)<br><br>7. (The teacher can summarise) So pikas and squirrels save food **for/before** winter / in autumn because there may be no food later. | PowerPoint slide<br><br>Magnetised word card for 'save' |
| 5-7 | **PART 2A**<br>1. Interact directly with the students using the following questions:<br>- 'You will see one animal on pages 22-23. What is it?' (*A mouse.*)<br>- Look at the picture. Are the mice saving food like the pikas and squirrels? (*No.*)<br>- Read lines 4-5 on page 22. What do they do in winter? (*They **hunt** for food.*)<br>- Can you show us how an animal **hunts** for food? (Invite a stronger student to mimic the action).<br>- What is another word for hunt? (*To look for / To find and catch.*)<br>- Now read lines 3-4 on page 23. Who should be careful of mice in winter? (*Farmers.*) | Real-life images of featured animal (mice)<br><br>PowerPoint slide (for questions)<br><br>Magnetised word card for 'hunt' |

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| | - Why? (*The mice can hunt for their food.*) | |
| 5 | **PART 2B**<br>2. Interact directly with the students using the following questions:<br>- Quickly look though pages 24-29. These animals hunt for food, too. Which animals are these (Let students skim through and call out the names of the animals) (*Rabbits / Deer / Foxes.*)<br>- Where are they hunting for food? (*In the snow.*) | Real-life images of featured animals (rabbit, deer, and fox)<br><br>PowerPoint slide (for questions) |
| 10 | **Consolidation**<br>1. Students then receive their booklets and check their 'Contents page' – ask, 'Which page is about what we learned today?' (*'Other animals' – page 8.*)<br>2. Students note the date and complete the table based on what was discussed with their peers and as a class. Students can read aloud the instructions first before working independently.<br>3. After about 4-5 minutes, have them pair up and discuss their answers before sharing with the teacher and whole class. Reveal the answers on the board and guide students to mark their answers with a blue pen. <u>For the last question ('Which animals hunt in the snow?'), students should check for grammar, spelling, or punctuation errors</u>.<br>4. After collecting booklets, review the key concepts of the lesson (**<u>saving</u>** and **<u>hunting</u>** for food) and its meaning / features.<br>5. Summarise the unit by reviewing the four things that animals do to stay warm and survive in winter.<br>6. If time allows, a video of a featured animal can be shared before concluding the lesson (for example): | 'Cool Kids & Animals in Winter' module booklet<br><br>Example video: <u>Fox Snow Dive - Yellowstone - BBC Two - YouTube</u> |