

Tai Po Old Market Public School
2017-2018 2nd term English Language
P.2 Little Animal Ambassador Programme - Scheme of Work

Teachers: Ash, Finian, Him, Chung, Wan, Yung

Lesson / Objectives	Activities + Duration	Materials + Resources	Evaluation
<p>1 <u>Introduce different endangered animals</u></p> <p>Learn the endangered animal names, what sound they make, and think about their characteristics</p>	<p>5 mins – Sing & Mime “The Animal Song.” SS listen to the song once, then the teacher invites the SS to sing and mime along.</p> <p>15 mins – Matching Game & Animal Sounds – Teacher places group animal pictures and animal name flashcards on the blackboard. SS match the words with the correct animal. After all are matched correctly, SS guess and mimic the animal sound. Vote for their favourite animals in whole class.</p> <p>10 mins – Taskbook – Crossword Puzzles (p.1). Teacher projects pictures of unfamiliar endangered animals on the screen (e.g. snow leopard).</p>	<ul style="list-style-type: none"> - “The Animal Song” https://www.youtube.com/watch?v=t99ULJjCsaM - Panda Sound https://www.youtube.com/watch?v=OwqJp3gZh1Q - Rhino Sound https://www.youtube.com/watch?v=srFe69of25Q - Koala sound https://www.youtube.com/watch?v=fq74aS4irmc - Snow Leopard https://ecowatchroar-img.rbl.ms/simage/https%3A%2F%2Fassets.rbl.ms%2F8341927%2F1200x600.jpg/2000%2C2000/6xCTpLMpYaPVPfAf/img.jpg - Sea Otter https://dingo.care2.com/pictures/causes/3215/3214793.large.jpg - Whale Shark https://upload.wikimedia.org/wikipedia/commons/f/f6/Similan_Dive_Center_-_great_whale_shark.jpg - Taskbook 	

<p>2</p> <p><u>Introduce animal body parts</u></p> <p>Learn new vocabularies to describe animal body parts and identify them on animal pictures</p>	<p>10 mins – Sing, Dance, & Play Game “Did You Ever See My Tail?” & “Help Me Find my Tale Match Up Game.” Teacher lets SS listen to “Did You Ever See My Tail” once and then encourage SS to sing and dance along during the second time. Teacher stops “Help Me Find my Tale Match Up Game” when appropriate to invite SS to answer whether the body part matches with the animal.</p> <p>20 mins – Taskbook – “Matching Body Parts” (p.2). Teacher introduces vocabulary “Trunk, “Tusks,” “Mane,” “Long horn,” and “Short horn” and describes them and its use.</p>	<ul style="list-style-type: none"> - “Did You Ever See My Tail?” (0:10-1:28) https://www.youtube.com/watch?v=fVuuTnqZM5U - “Help Me Find my Tale Match Up Game” (1:26-3:02) https://www.youtube.com/watch?v=Y_a5sOgcIRE - Taskbook 	
<p>3</p> <p><u>Description of animal size, habits, and color</u></p> <p>Learn new vocabularies to describe items and animals</p>	<p>8 mins – Sing & Mime “Wag Your Tail Animal Action Verb Song.” Teacher lets SS listen to “Wag Your Tail” once and then encourage SS to sing and mime along during the second time.</p> <p>(Optional) 2 mins – Read Aloud – “Colored Animals Vocabulary - Nouns and Adjectives Combinations.” SS repeat words after the video says words that describes animals.</p> <p>15 mins – Feeling & Describing Items – Teacher brings in a box of various items that introduces vocabularies to describe items. Words include “Sharp/Pointy,” “Round/Flat/Square,” “Furry,” “Smooth/Rough,” “Fluffy,” “Long/Short,” and “Thin/Thick.” Teacher invites SS to reach into the box without looking and guides SS to describe the item using the vocabulary above.</p> <p>5 mins – Taskbook – Animal Riddles (p.7). Teacher and SS read aloud the riddles together before SS answer.</p>	<ul style="list-style-type: none"> - “Wag Your Tail Animal Action Verb Song” (0:33-3:00) https://www.youtube.com/watch?v=GukdT4gUIZs - (Optional) “Colored Animals Vocabulary - Nouns and Adjectives Combinations” (0:10-2:12) https://www.youtube.com/watch?v=GV365nzQOgI - Box of various items - Taskbook 	

<p>4 <u>Habitats</u></p> <p>Learn features of habitats and the animals which belong to them</p>	<p>5 Mins – Sing and mime with “Can an Elephant Jump”</p> <p>15 Mins – Teach the habitats and elicit the relevant animals – Teacher introduces the 4 habitats on the SMART board. SS come up and type their spelling. Discuss features of habitats. End of slides, SS come up and stick animal cutouts to corresponding habitat on board.</p> <p>15 Mins – Play game – Class splits into 3 groups. Each teacher takes a group. SS pair up. Teacher turns an animal card over. Whichever pair first says the name of the habitat to which that animal belongs to, wins that animal card. Whichever pair has most animal cards at the end wins.</p> <p>Spare time – Q&A while still in groups e.g. “why can’t Pandas live on the Arctic?”</p>	<ul style="list-style-type: none"> - “Can an Elephant Jump” https://www.youtube.com/watch?v=GA6dKNsl6zk - “Lesson 4 Habitats” SMART doc. - Animal cutouts - Habitats boards (x18) and deck of animal cards (x3) 	
<p>5 <u>Why Endangered?</u></p> <p>Learn about why animals are becoming endangered</p>	<p>5 mins – Video – “Why Do Animals Go Extinct? Colossal Question.” Teacher asks why animals go extinct to review what SS watched.</p> <p>10 mins – Role-play – Hunter vs. Rhino. One teacher plays as the rhino, one teacher plays as the hunter, and another teacher plays as the buyer. After the role-play, teacher should reiterate why animal are endangered.</p> <p>5 mins – Body Parts for Sell – Teacher shows pictures of animal body parts made into goods and tells SS it is unethical.</p> <p>10 mins – Taskbook – Why Our Animals in Danger (p.9-10). Teacher and SS read each question aloud and discuss answers.</p>	<ul style="list-style-type: none"> - “Why Do Animals Go Extinct? Colossal Question” https://www.youtube.com/watch?v=2mlT0HeVLv4 - “Why Animals Become Endangered” (shown in point form) https://www.youtube.com/watch?v=So62I2dJZyo - Lesson 5 folder: Animal Parts Made into Goods - Taskbook 	

<p>6</p> <p><u>Protecting Wildlife</u></p> <p>Learn how to protect animals</p>	<p>10 mins – Video – “Protecting Endangered Species” or “Endangered Animals” Teacher explains the supply and demand theory and reiterate why animals should be protected.</p> <p>10 mins – VR – Teacher selects brilliant or good SS to use the VR. Distribute maximum of 1 VR per group.</p> <p>10 mins – Taskbook – Be a Good Animal Ambassador (p.11). Teacher and SS read each question aloud and discuss answers. Brainstorm ideas on what other ideas about protecting animals.</p>	<ul style="list-style-type: none"> - “Protecting endangered species” https://www.youtube.com/watch?v=cJoo8dUp2eM - “Endangered Animals!” https://www.youtube.com/watch?v=7k8CcAU2Lt0 - VR sets (x10) - Taskbook 	
<p>7</p> <p><u>Review of Endangered Animals and Saving them</u></p> <p>Learn more about their group animals</p>	<p>10 mins – Guided Reading – Elephant (p.2-13) Koala (p.2-11) Lion (p.2-15) Panda (p.2-11) Rhino (p.2-11) Tiger (p.2-13)</p> <p>Each teacher guides a group and read about two animals. Teacher should define unfamiliar words. If the group finishes early, teacher should ask SS questions about what they read as a review.</p> <p>20 mins – Drafting Pop-up Book – Teacher shares how the final product looks like to the class and tells SS it will be presented. SS write a draft about their group animal on lined paper. Teacher tells SS to bring colour pencils/markers/crayon every Monday/Tuesday. <i>Teacher collects the drafts this class, corrects, return them to students in the next class.</i></p>	<ul style="list-style-type: none"> - True to Life Books (x24): Panda, Koala, Rhino, Tiger, Koala, Elephant - Lined papers for drafting 	

<p>8</p> <p><u>Review of Endangered Animals and Saving them</u></p> <p>Learn more about their group animals through reading and write about them</p>	<p>15 mins – Creating Pop-up Book – Teacher returns SS’s drafts and asks them to write a tidy, final version on lined paper. Teacher tells students to glue the lined paper and draw pictures on the construction paper in their arts and crafts lesson. <i>Make sure SS know it is a final version.</i></p> <p>15 mins – Guided Reading – Elephant (p.14-23) Koala (p.12-23) Lion (p.14-23) Panda (p.12-23) Rhino (p.12-23) Tiger (p.14-23)</p> <p>Each teacher guides a group and read about two animals. Teacher should define unfamiliar words. If the group finishes early, teacher should ask SS questions about what they read as a review.</p>	<ul style="list-style-type: none"> - True to Life Books (x24): Panda, Koala, Rhino, Tiger, Koala, Elephant - Lined paper for final version 	
<p>9</p> <p><u>Review of Endangered Animals and Saving them</u></p> <p>Learn more about their group animals and about how to do a good presentation</p>	<p>10 mins – Guided Reading – Elephant (p.24-26, 30[poem]) Koala (p.24-27, 30 [poem]) Lion (p.24-26, 30 [poem]) Panda (p.24-26, 30 [poem]) Rhino (p.24-26, 30 [poem]) Tiger (p.24-26, 30 [poem])</p> <p>Each teacher guides a group and read about two animals. Teacher should define unfamiliar words. If the group finishes early, teacher should ask SS questions about what they read as a review.</p> <p>5 mins – Polishing Pop-up Book – Teachers walk around the room to check SS pop-up books for mistakes and make sure it is presentable. Teacher tells SS that they</p>	<ul style="list-style-type: none"> - True to Life Books (x24): Panda, Koala, Rhino, Tiger, Koala, Elephant - Finalized pop-up books 	

	<p>can continue to polish their pop-up books in arts and craft lesson. <i>Teacher must remind SS on what is a good presentation: eye contact, posture, loud and clear voice, and content.</i></p> <p>15 mins – Practice Presentation – SS volunteer to present and teacher gives feedback, allowing other SS to see what is a good presentation.</p>		
<p>10 <u>Presentation day</u></p>	<p>30 mins – 1-min Presentation – SS are randomly called to present. Feedback will be written on the rubric.</p>	<p>- 2ABCD Pop-up book Presentation Rubric.doc</p>	