

Tai Po Old Market Public School
2018-2019 2nd term English Language
P.2 Little Animal Ambassador Programme – Scheme of Work

Teachers: Ash, Daniel, Ng, Wan, Yan, Suet

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>Expected learning difficulties: The onomatopoeic words may be a bit difficult for students in Class 2A and 2B.</p> <p>Some onomatopoeic words are written on the blackboard for students to match with the animals in the song.</p> <p>There wasn’t enough time for students to finish the crossword individually so all classes had finished it as a class.</p>

<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 – “SS will assemble pre-cutout labels onto body parts.</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>Students enjoyed the song during class. Class 2CD were able to sing along from the very first time. Class 2AB were able to sing and dance after they have watched it.</p> <p>The body parts are introduced successfully. Some harder parts such as ‘horns’ and ‘fur’ were further emphasised in class after the exhibition.</p> <p>The exhibition on 3/F: All classes were divided in groups and visit the exhibits at different time slots. Students generally enjoyed looking at the exhibits with reference to the body parts mentioned. A sense of protecting endangered animals was developed in the mini talks.</p>
<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>	<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) 	<p>Students were able to sing and dance along and they enjoyed the lead-in. Some vocabulary items were introduced through the song. Class 2A and 2B needed some support on the vocabulary items before the song.</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>	<p>https://www.youtube.com/watch?v=GV365nzQOgI</p> <ul style="list-style-type: none"> - Box of various items - Taskbook 	<p>The guessing game requires more time. Students are enthusiastic. In order to have more students involved, it is important to provide a word bank for students to use.</p> <p>The riddles encouraged students’ involvement. They loved guessing the animals. It would be better to have riddle cards for more abled students to guess in groups.</p>
<p>4 <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>5 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>10 mins – Body Parts for Sale – 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=2mIT0HeVLv4 - “Why Animals Become Endangered” (shown in point form) https://www.youtube.com/watch?v=So62I2dJZyo - Lesson 4 folder: Animal Parts Made into Goods - Taskbook 	<p>The video inspired the students to think about the reasons why the animals being endangered. Students were interested in the role-play by the teachers. Students might be invited to role-play some dialogues to increase their participation. Different multimodal texts could be used to enhance students’ understanding in overhunting.</p>
<p>5 <u>Protecting Wildlife</u></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>	<ul style="list-style-type: none"> - “Protecting endangered species” https://www.youtube.com/watch?v=cJoo8dUp2eM - “Endangered Animals!” 	<p>The VR videos could visualise the real habitats of the endangered animals. The students were highly motivated</p>

Learn how to protect animals	<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>	<p>https://www.youtube.com/watch?v=7k8CcAU2Lt0</p> <ul style="list-style-type: none"> - VR sets (x10) - Taskbook 	<p>in the activity.</p> <p>The students could make posters of their own to show their awareness towards the endangered animals.</p>
<p>6 <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>Most of the students showed interest in the final product. They participated actively in discussing their final product. More able students showed their leadership in helping the others to brainstorm the ideas. They could brainstorm their ideas and draft their Pop-up Book.</p>

<p>7</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>Students could work on their final product with their groupmates in class. With the scaffolding of teacher, students could finish their drafting and complete the final version. More able students could use more unfamiliar words and various sentence patterns in their product. With the help of more able students, it could arouse the confidence of less able students.</p>
<p>8 & 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 can continue to polish their pop-up books in arts and craft lesson. <i>Teacher must remind SS on what is a good</i></p>	<ul style="list-style-type: none"> - True to Life Books (x24): Panda, Koala, Rhino, Tiger, Koala, Elephant - Finalized pop-up books 	<p>It provided a platform for students to show their good work with others. Students had a good chance to learn some presentation techniques, such as eye contact, clear voice and so on. It can help to develop students’ confidence in speaking English as some less able students are scared of speaking English. It also provided chances for authentic English as students seldom use English to communicate in their daily lives.</p>

	<p><i>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>Students generally had no ideas how to do a presentation properly. They found the reminder for the presentation skills were practical and useful. However, teachers still needed to give more guidance on teaching students how to make a presentation practically, such as taking turns to speak, making phrases into sentences as well as the pronunciation of some difficult words.</p>
<p>Or 9 & 10</p> <p><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>	<p>It provided a good opportunity for students to practice oral. They had more chances to speak in English. Not only can enhance students' phonics and reading skills, but also help building an English-speaking environment. However, some less able students still found it hard to read English sentences in front of the class. It would be better if they could have a bit more time to practice the presentation beforehand.</p>