

Tai Po Old Market Public School 2018-2019 1st term English Language

P.3 Little Animal Ambassador Programme - Scheme of Work

Teachers: Venetia, Ash, Nathan, Eunice, Tim, Cathy

Lesson / Objectives	Activities + Duration	Materials + Resources	Evaluation
<p>1 <u>Recap animal types (sizes, colours, classifications etc)</u></p> <p>Re-visit the endangered animals talked about in P2. Describe them and their general characteristics</p>	<p>10-15 mins - Ask ss about what they remember from last year's course. Which animals? Their habitats? Why they are endangered? Google the images simultaneously based on what answers ss give.</p> <p>Give ss their scrapbooks and explain what it will be used for.</p> <p>10-15 mins - Choose one animal from a few animal outlines, cut it out. Stick it in the scrap book, label (body parts) and colour it.</p>	<ul style="list-style-type: none"> - Google images - Cut-out worksheet - Glue stick/ruler/scissors/colouring pencils 	<p>Students showed high interest in the topic and could elicit different names of animals. Some of them could share their learning experience in Little Animal Ambassador Programme in the previous year.</p>
<p>2 <u>Introduce new endangered animals</u></p>	<p>Introduce new endangered animals (which and why?)</p> <p>Animals: tortoises, sharks, bees and polar bears</p> <ol style="list-style-type: none"> Brainstorm ideas from students (Put in pairs to come up with different ideas) Why are these animals endangered? 	<p>Tortoises-</p> <p>https://www.youtube.com/watch?v=HAt_ufa53eA&t=45s</p>	<p>The teachers generally introduced the four endangered animals.</p> <p>The students were attentive and tried to participate in the lesson. More interactive activities could be added.</p>

	<ul style="list-style-type: none"> • Main reason for all are humans and our behaviour. • SHARKS-Apex predators meaning they are the top of the food chain and very important • TORTOISES- Mainly the galapagos tortoise- but they are growing because we are learning more about them. Something close to the tortoise the sea turtle is also endangered. We capture them by accident in fishing gear and they get hurt. Also habitat destruction. • POLAR BEARS- Habitat is endangered due to climate change. Climate is the conditions of weather in the long term. • BEES- because of the use of pesticides and bad things in crops/food are hurting the bees) But if the bees go extinct so do humans 	<p>Sea turtles- https://www.youtube.com/watch?v=t-KmQ6pGxg4&t=38s</p> <p>Polar bears- https://www.youtube.com/watch?v=mEFASpHL9nM&t=28s</p>	<p>The information of the animals could be displayed in posters or mind maps for reference in the upcoming lessons</p>
<p>3 <u>Habitats 1</u> Habitats (examples of ways animals adapt and live in their environment)</p>	<p><u>10 mins</u> Introducing Bees. Teachers narrate & discuss with SS. Questions are encouraged and welcome. (videos)</p> <p><u>10-15 mins</u> In pairs, students google search the habitats using tablets. Students use the information to fill in a worksheet.</p> <p>Polar bears live in _____ X4</p>	<p>Bees- https://www.youtube.com/watch?v=7KQrbvaNhgc&t=38s</p>	<p>Teachers introduced four habitats and asked students to finish the task. Students were able to label them. More able students could share more examples of habitats but for less able students, it's more challenging.</p>

	<p>_____ live in Oceans. X2</p> <p>(STICK IN SCRAPBOOK)</p> <p><u>5 mins</u> Round-up</p>		
<p>4</p> <p><u>Habitats 2</u></p> <p>Why and how Habitats are destroyed by mankind. (trees for wood & paper, pollution/ global warming, plastic pollution... etc)</p>	<p><u>5mins</u> Show video of sharks and discuss BRIEFLY with SS.</p> <p><u>5-10 mins</u> Show pictures of 4 main habitats. Discuss what you can see and what animals you think live in these habitats.</p> <p><u>10 mins</u> Matching worksheet: match habitats to destruction (plastics + ocean/ paper+forests). (STICK IN SCRAPBOOK) Sharing is welcome</p>	<p>Sharks-</p> <p>https://www.youtube.com/watch?v=CcqGE4lkQeQ&t=26s</p>	<p>Teachers showed pictures of the four main habitats and asked students to share what animals live in those habitats. More able students could share at least 5 examples but less able students could only share 2-3. Desert and Arctic are the most challenging for them.</p> <p>Then, teachers talked about why and how habitats are destroyed by people and asked students to finish a matching task.</p>
<p>5</p> <p><u>Food Chain</u></p>	<p><u>5 mins</u> Introduce the concept of food chain/ food web.</p>	<p>Food chain/ Food web for kids</p>	<p>Teachers introduced the concept of food chain and</p>

Basic Introduction to the food chain (effects of disrupting it)	<p><u>10 mins</u> Activity 1: Food web Students are given a set of animal pictures and work in groups to make the food webs.</p> <p><u>10 mins</u> Activity 2: Game about food chain</p> <p><u>10 mins</u> Summary - why food chain is important and do taskbook P.8-10</p>	<p>https://www.youtube.com/watch?v=FFloV2J-eKI</p> <p>Food web pictures x 3 sets (Ventia, Chau, Lok)</p> <p>Brainpop Jr.</p> <p>Taskbook</p>	food web. Students are interested in the topic but the concept was too difficult. Also, the worksheets were too complicated for students to finish. Teachers suggested cancelling this part in the coming year because it is too challenging and it's not very related to the topic.
<p>6 <u>Review of Endangered Animals and Saving them</u></p> <p>Learn more about their group animals</p>	<p><u>15 mins</u> Guided reading (EPIC - bees, sharks, polar bears, tortoises)</p> <p><u>20 mins</u> Students work on their mini-project on the chosen endangered animals.</p>	<p>Project guideline & sample (Wan)</p> <p>EPIC e-books and guided question cue cards (Ash, Him)</p>	Students were interested in reading the e-book. Most of them could locate specific information of the endangered animals. They were able to jot notes for the mini project. The appearance and habitats of the animals were shown in students' work.
<p>7 <u>Review of</u></p>	<p><u>15 mins</u> Guided reading (EPIC - bees, sharks, polar bears,</p>	<p>Project guideline & sample (Wan)</p>	Students explored the

<p><u>Endangered Animals and Saving them</u></p> <p>Learn more about their group animals</p>	<p>tortoises)</p> <p><u>20 mins</u></p> <p>Students work on their mini-project on the chosen endangered animals.</p>	<p>EPIC e-books and guided question cue cards (Ash, Him)</p>	<p>problems the endangered animals encountered through guided reading. They were able to find out the ways people can help protect the endangered animals.</p>
<p>8</p> <p><u>Creation of script</u></p>	<p><u>5 mins</u></p> <p>Introduce the task and expectations</p> <p><u>10 mins</u></p> <p>Read aloud the script with students.</p> <p><u>15 mins</u></p> <p>Students work in groups and create their own lines in the scripts.</p>	<p>Script with some parts created by students (Ventia)</p> <p>Teachers can share the roles of the animals in the story and read aloud the script.</p>	<p>Weaker students needed more support as the task was quite challenging to them. Elite groups could reflect the feelings of the endangered animals and they could give good advice to humans to help protect the animals.</p>
<p>9</p> <p><u>Role-play (Mini-drama)</u></p>	<p><u>10 mins</u></p> <p>Introduce some basic tactics for the role play.</p> <p><u>25 mins</u></p> <p>Students practice the scripts in groups. Teacher shows the assessment form for peer</p>	<p>Assessment Forms (Wan)</p>	<p>The teachers introduced some basic skills for the role play and demonstrated them. The students highly participated in the script writing and practice. They showed their</p>

	<p>evaluation. Students role-play the story.</p>		<p>creativity in both scripts and acting. Even some could prepare some simple props for the role play.</p>
<p>10 <u>Role-play (Mini-drama)</u></p>	<p><u>25 mins</u> Students practice the scripts in groups. Teacher shows the assessment form for peer evaluation. Students role-play the story.</p> <p><u>10 mins</u> Wrap-up what's learnt in the Little Animal Ambassador Programme</p>		<p>The students were highly attentive in watching their peers' role play. The teachers showed the assessment form for peer evaluation and thus, the students could comment the role play based on the aspects mentioned in the evaluation.</p> <p>The students could eventually tell what they had learnt in the programme and they showed their appreciation of their effort.</p>