

**Tai Po Old Market Public School 2019-2020 English Language
P.3 Little Animal Ambassador Programme Scheme of Work**

Teachers: Ben, Ada, Eunice, Cathy, Sonie, Bala

Lesson / Objectives	Activities + Duration	Materials + Resources	Evaluation
1 Lesson 1 - Introduction to animals	<p>5 Mins - Game of sharkman. Students have to guess letters to correctly identify the name of an animal.</p> <p>8 mins - Students have 5 minutes to name as many animals as they can. First discuss in groups then share answers (3 mins) on the board.</p> <p>3 mins - Short discussion about the meaning of 'endangered' this should be a recap from last year.</p> <p>8 mins - Go through key body parts of different animals to prepare students for next activity.</p> <p>Give ss their scrapbooks and explain what it will be used for.</p> <p>10-12 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 actively involved in the introductory game.</p> <p>Students were able to name many animals but for some groups this task was skipped because the intro task overran.</p> <p>Body parts exercise was fine with the simpler vocabulary. Perhaps some harder vocabulary can be omitted next time (thorax, abdomen)</p> <p>Students engaged in the labelling and sticking activity</p>

<p>2 <u>Habitats 1</u> <u>(Introducing habitats)</u></p>	<p>5 mins - Introduce 'habitats' elicit from 'where do animals live?' Watch video and have students name different habitats.</p> <p>10 mins - First students talk in their groups having identified the different habitats to now naming animals that live there. Discuss for 4 mins then write answers down on the board for 4 mins.</p> <p>10 mins - Discussion about which habitats would be difficult to live in and why? Students should give reasons why animals are able to live there (i.e. polar bears have thick fur so they can live in the cold etc)</p> <p>10 mins - students work in groups and match the animals to the correct habitats.</p> <p>5 mins - consolidation: Student have a set of worksheets that contains 4 habitats and 18 animals. They need to label the animals, cut them out and stick the correct animals under the correct habitat.</p>	<p>https://www.youtube.com/watch?v=kjZsKiZ6dQ</p> <p>picture cards of habitats</p>	<p>Students in classes C-D struggled with eliciting the term 'habitat'. Video engaged students and from there all groups were able to name some habitats.</p> <p>All groups engaged and eager to share their answers for naming animals for each habitat.</p> <p>Students across all groups were able to identify the difficult habitats to live in as well as giving reasons why.</p> <p>Students in class B found this task difficult and so the worksheet was amended for the other groups making it easier to follow.</p>
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<p>3</p> <p><u>Habitats 2</u></p> <p>Habitats (examples of how some habitats are being destroyed)</p>	<p><u>10 mins</u></p> <p>Activity 1: Match the animal to the correct habitat. Ask students to name more animals belonging to that habitat.</p> <p>Activity 2: Game of O/X with students picking a spot on the board and having to name three animals in that square to get the O or X for their team.</p> <p><u>15 mins</u></p> <p>Students work in groups. Teacher gives a cue card to the groups to discuss the dangers to animals: What can you see? How does this make you feel? Why does this happen?</p> <p><u>10 mins</u></p> <p>Kahoot! Quiz Students work in pairs and do a quiz on the dangers to animals.</p> <p><u>5 mins</u></p> <p>Students will be given a role-play script for preparing for the upcoming lesson.</p> <p>Round-up</p>	<p>Habitat pictures</p> <p>Cue cards</p> <p>Kahoot!</p> <p>Role-play scripts</p>	<p>Students were well able to correctly match the animals to the habitat as well as name a sufficient amount of animals for the game.</p> <p>Students were able to identify the dangers present to animals and express their feelings of sadness and upset.</p> <p>Students really enjoyed the kahoot quiz and were very active answering the questions. Including set-up and distribution of Ipads the timing of 10 minutes was too optimistic. 20 minutes should be given so that answers can be explained and not rushed.</p>
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<p>4</p> <p><u>Solutions</u></p>	<p>6 mins - Teachers lead a roleplay activity for the students. One teacher pretends to be an animal in the ocean/forest while another teacher 'destroys' that habitat. Eg. pretending to chop trees down or throwing plastic into the sea. Students are asked what the problem is and who is affected.</p> <p>12 mins - Discuss in groups possible solutions to the problems we have discussed in lesson 3. Then share answers with the rest of the class.</p> <p>15 mins - Habitats worksheet. Students need to fill in the blanks on the worksheet using the words given at the top of the paper.</p> <p>2 mins - Wrap up</p>		<p>Students found this teacher-led demonstration funny and engaging.</p> <p>Students were able to give a couple of possible solutions but needed heavy prompting to give a full complement of answers. Understanding of the topic discussed was sound though.</p> <p>For the habitat worksheet most students were able to fill in the blanks (some with prompting) although perhaps the three worksheets should have been spread over multiple lessons.</p> <p>The worksheets could be</p>
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			organized in table form so that it would be easier for students to identify the habitats, problems and solutions (if any) for different animals respectively.
<p>5</p> <p><u>Introduce new endangered animals</u></p>	<p>18 mins - Introduce new endangered animals (which and why?)</p> <p>Animals: tortoises, sharks, bees and polar bears</p> <ol style="list-style-type: none"> 1. Brainstorm ideas from students (Put in pairs to come up with different ideas) (6 mins) 2. Why are these animals endangered? (12 mins, including videos) <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 	<p>Useful links:</p> <p>Tortoises- https://www.youtube.com/watch?v=HAt_uf_a53eA&t=45s</p> <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>Students are able to describe the animals and the key information about them (habitat, diet, appearance etc)</p> <p>Students were able to follow the videos well and answer the questions posed to them. Perhaps though as with the worksheets in the last lesson it would be best to spread the videos over multiple lessons.</p>

	<p>crops/food are hurting the bees) But if the bees go extinct so do humans</p> <p>8 mins - Quiz on the videos we watched with game of O/X. Questions include 'How fast is the Galapagos Tortoise?' and 'What is one way we can help to save polar bears?' with multiple choice options.</p>		<p>Students were able to answer the questions to the earlier videos confidently but the later videos not so much. Perhaps spread the videos over two lessons.</p>
<p>6</p> <p><u>Review of Endangered Animals and Saving them</u></p> <p>Learn more about their group animals</p>	<p><u>15 mins</u></p> <p>Guided reading</p>	<p>EPIC e-books and guided question cue cards (Ben, Bala)</p>	<p>Students were interested in reading the books on the endangered animals.</p> <p>Students of Class AB could understand the vocabulary with the pictorial hints.</p> <p>More examples were given to Class C D to explain some difficult terms.</p>
<p>7</p> <p><u>Review of Endangered Animals and Saving them</u></p> <p>Learn more about their group animals</p>	<p><u>15 mins</u></p> <p>Guided reading</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 (Ben, Bala)</p>	<p>The mind map was a good tool to help students organize the information they got from the readers.</p>
<p>8-10</p> <p><u>Project Work</u></p>	<p>Introduce the task and expectations</p>	<p>Project guideline & sample</p>	<p>Due to suspension of school, the project work</p>

	Students work on their mini-project on the chosen endangered animals.	Assessment Forms	was assigned to students via <i>Google Classroom</i> . Some of the projects were done with great illustrations. Some sts needed more technical support on doing the projects online.
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