

Ying Wa Primary School
Primary 2
Theme-based English Project- Endangered Animals

Lesson Plans

General English	
<p>Overall objectives:</p> <ul style="list-style-type: none"> -Students acquire the skill to do a research on a topic and present the work through a written information report and an oral presentation. -Students enjoy exploring knowledge. -Students learn to organize information systematically. -Students experience cooperative learning through group discussion and appreciation. - Develop critical thinking by identifying a problem and working out solutions. <p><u>Language skills</u></p> <p>Listening</p> <ul style="list-style-type: none"> - Listen to different stories and media about the topic -Listen to others' ideas <p>Speaking</p> <ul style="list-style-type: none"> -Voice out self opinion through group discussion and group presentation. -Individual presentation: Learn the technique of public speaking through presenting a topic. <p>Reading</p> <ul style="list-style-type: none"> - Read a series of articles related to the topic. - Read different non-fiction books and on-line reading materials throughout the research process. 	<p>Writing</p> <ul style="list-style-type: none"> - Writing step by step- From vocabulary, sentences, mind maps, report tables to the final information report. - Gather and share information, ideas and language by using strategies such as mind map and listed information table. - Make changes to incorrect spelling, punctuation and grammar, and add details if necessary. <p><u>Generic skills</u></p> <p>Collaboration : Group discussion and sharing</p> <p>Creativity : Students select their own researched targets and design their presentation.</p> <p>Numeracy skill : Students learn to use numbers to describe the size of an animal.</p> <p>Problem-solving : Students identify problems concerning endangered animals and brain-storm solutions.</p> <p>Study Skill :Students acquire the technique to do a research through the help of Internet, encyclopedia and books.</p> <ul style="list-style-type: none"> - Students learn to organize information under different category. -Students learn to organize ideas through a mind map and a listed table. <p>Confidence : To build up confidence through group and self presentation</p>

Lesson	Objectives	Materials	Teaching steps	Homework/ Remarks
1	<p>-To acknowledge the students the concept of endangered animals and the animals which are extinct</p> <p>-To arouse the interest of the students in the topic</p>	Power point stories of “dodo” and Yangtze river-dolphin	<p>-T tells the stories of two extinct animals through power point.</p> <p>- Introduce the term “endangered” and “extinct”.</p> <p>Points to think and discuss:</p> <p>1. T checks the understanding of the students by asking questions about the stories.</p> <p>2. T stimulates the thinking of the students by asking general questions about endangered animals.</p> <p>e.g. Do you care whether or not an animal becomes extinct? Why or why not?</p> <p>e.g. Think about ways that people can help endangered animals. Is there anything you can do?</p>	
2	- To introduce different sources in carrying out a research.	<p>-Internet</p> <p>-Books about animals</p> <p>-An animal encyclopedia</p>	<p>- T gives out the theme-based English project (TBEP) booklet and explains briefly the purpose and timetable for the project.</p> <p>-Introduce different means to find information about the topic.</p> <p>(Display some books, an animal encyclopedia and demonstrate the usage of Internet)</p> <p>- Browse through the recommended websites.</p> <p>http://www.kidcyber.com.au/</p> <p>http://animal.discovery.com/guides/endangered/endangered-mammals-tab-02.html</p> <p>- T explains TBEP P. 1</p> <p>- T goes to the below website and discuss the list of endangered animals.</p> <p>http://www.enchantedlearning.com/coloring/endangered.shtml</p> <p>T guides students to complete Task 3</p>	-Students choose their targeted endangered animals and complete Task1 and Task 2

3	<ul style="list-style-type: none"> -To study an endangered animal in depth through an article - To enhance exchange of ideas and cooperative learning through group discussion 	-Paper for writing notes	<ul style="list-style-type: none"> - Task 4: Read the article of “Miracle Birds” on TBEP P.3 <ol style="list-style-type: none"> 1) 1st time- silent-reading by students 2) 2nd time-reading aloud by T - T explains some difficult vocabulary - 3) 3rd time- Students follow T to read aloud the article. - T explains the questions. (T encourages students to think under the heading of “appearance”, “habitat”, “problem”, “ ideas to help” - Task 5: T arranges the students into 5 groups. Each group has 6 students with one as <ol style="list-style-type: none"> 1) the leader and one as 2) the writer - Each member of the group has to discuss all the questions raised in the article. - The leader has to coordinate and assign each member to present each question. - T picks some students to present for the groups. - T has to choose the best presenting group and the most cooperative group. - T comments on the new ideas suggested by the students. 	<ul style="list-style-type: none"> - Students read aloud the article “Miracle Birds” at home to their parents.
4	<ul style="list-style-type: none"> -To accumulate knowledge about the topic -To read and write sentences related to the topic 	Picture and sentence cards	<ul style="list-style-type: none"> - Task 6: Read the article of “It takes a village” on TEBP P.4 <ol style="list-style-type: none"> 1) 1st time- silent-reading by students 2) 2nd time- reading aloud by T - T explains some difficult vocabulary - 3) 3rd time- Students follow T to read aloud the article. - T explains the questions. (T encourages students to think under the heading of “appearance”, “habitat”, “problem”, “help”) - T guides students to attempt some questions verbally. - 	<ul style="list-style-type: none"> - Students complete Task 6 as homework. - Remind students to bring colouring pencils for the next lesson

			<ul style="list-style-type: none"> - Matching game: - T writes the headings on the board as below. - <u>Pictures – Problems – Results – Helps from people</u> - T places sentence cards randomly on the board. - T places the picture cards under the column of pictures and asks students to match the pictures with the appropriate sentence cards - Example: - Picture of air pollution - Air is polluted – Animals cannot have clean air to breathe – Please use less fossil fuel such as oil and coal. - T highlights the sentence cards- Many animals are endangered ./ Many animals are extinct as the final consequences. 	
5	<ul style="list-style-type: none"> -To understand a mind map -To think and organize information systematically 	-colouring pencils	<ul style="list-style-type: none"> - T introduces a mind map by drawing one on the board. - E.g. T can use herself as the subject. - Describe T under the headings of - a. appearance b. favourite food - c. favourite activities d. strength - e. weakness, etc. - Task 7: T explains the mind map on TEBP P. 5 about the polar bear. - T asks the students to colour the shapes according to the instructions. (Colouring can enhance the concept of classification) -T asks questions about the information provided in the mind map to check students' understanding. 	Task 9: Students complete the mind map of their chosen endangered animals at home following the example in Task 7.
6	<ul style="list-style-type: none"> -To understand a listed table -To think and organize information systematically 		<ul style="list-style-type: none"> - Task 8: T introduces a listed report table - (T highlights the questions under each heading.) - T elaborates the list of problems faced by different endangered animals and the suggested helps from the people. - T guides students to complete Task 8 by referring to the mind map on TEBP p. 5 	Task 10: Students extract information from the mind map on p.8 to complete the report table of their chosen animals

7 & 8	-To write an information report		<ul style="list-style-type: none"> - Task 11: Read the final report of the polar bear on TEBP P.11 - 1) 1st time- silent-reading by students - 2) 2nd time- reading aloud by T - 3) 3rd time- reading after the T - T emphasizes a) the structure of an information report which basically follows the report table. - b) writing in paragraphs c) writing in complete sentences. - Task 12 :T explains task 12 and gives a piece of blank paper for the student to write the first draft of the report. 	- Task 12: Students complete Task 12 on the blank paper.
9	Prepare a speech		<p>Task 13:-T gives the marked version of the report back to each student and asks him to write a neat copy for publishing.</p> <ul style="list-style-type: none"> - T explains Task 14 and 15 and arranges students for the one-minute speech in the next lessons. 	Prepare the one-minute speech
10 & 11	Perform a speech	<ul style="list-style-type: none"> - peer evaluation sheet -teacher's feedback form -a camera and a video-camera 	<p>Task 14 & 15:- Students take turn to perform the one-minute speech and complete Task 15</p> <ul style="list-style-type: none"> - T fills in a feedback sheet for each student. (Take photo for each student and video-shoot each performance) - Students who are not performing have to fill in a peer evaluation form. (This can encourage students to listen to others and develop appreciation skill) - Ask each student to calculate the total score they have given to each classmate and vote for the best- performing student - T summarizes the factors for a good speech. 	

