Teaching Plan

Level of students: Primary 2   **Class size:** 27   **Topic:** Good Boys and Girls

No. of lesson: 35 minutes x 4 lessons   **Textbook:** Longman Elect 2B U2   **Background of students:** non-elite class

Brief descriptions of Apps mentioned in this teaching plan:

Students have used all these apps in other units or subjects

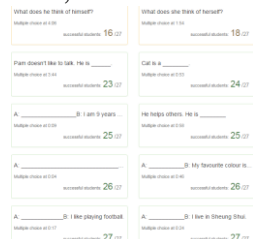|		
Edpuzzle	video-assignment with recorded audio notes and questions set by teachers	preview lessons
Nearpod	interactive presentation note with real-time assessment tools	deliver lessons and quick understanding check
Edmodo	interactive sharing platform	share and poll during and after lessons
Socrative	interactive formative assessment in the formats of quizzes and races with peers	revision during and after lessons
Quizlet	flashcards with spelling quizzes and matching games	preview and review vocabulary after lessons
Popplet	brainstorming and mindmapping tool that allows text and images	note-taking during and after lessons
Videolicious	video maker that allows audio, pictures and music	during and after lessons

Students' relevant previous knowledge:

Students have learnt:

1. Use adjectives to describe appearance, e.g. He is tall.
2. Use the simple present tense to describe habitual actions, e.g. He folds the clothes
3. Describe oneself in terms of age, members of the family and occupations
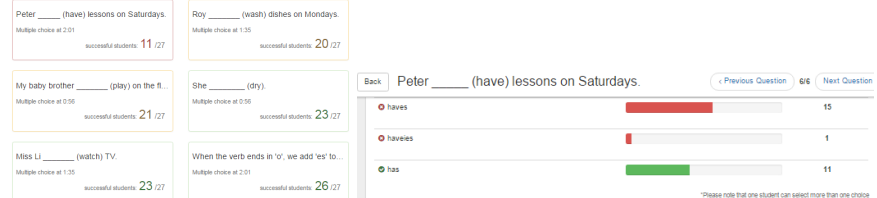
Learning objectives:	Learning targets ISc KSa KSb KSe ESa (CDC, 2004)	
Functions/Sturctures	**Language skills** (CDC, 2004)	**Generic skills and values and attitudes** (CDC, 2004)
By the end of this unit, students should be able to: 1. Use adjectives to describe characters, e.g. He is helpful. 2. Use verb phrases to describe characters, e.g. He helps teachers. 3. Describe oneself and	Listening: - use phonological strategies to decode words (activity 4) - locate and provide specific information in response to simple instructions or questions (activity 2, 4, 11, 13) Speaking: - locate or provide specific information in response to simple instructions or questions (activity 3, 4, 9, 11, 20)	Collaboration skills: - work cooperatively with others and treat others' suggestions positively to complete a task (activity 3, 4, 5, 11, 15, 16, 17, 19) Communication skills: - provide, use and exchange simple information with others on familiar topics (activity 5, 9, 11, 16, 17, 19) - participate with others meaningfully in games, and structured situations (activity 4, 5, 15) Creativity:

others in terms of age, members of the family, occupations, characters and habits

Text Type
Website

Vocabulary
tidy (tidy the room), untidy (do not tidy the room), hard-working (study a lot), lazy (do not study), polite (always say 'please' and 'thank you'), rude (push others), honest (do not tell lies), helpful (help others)

Final Task & Product
1. Create a website to introduce oneself (To be done at the end of lesson 2)
2. Make a video to nominate a super star in the class (To be done at the end of lesson 4)

- maintain an interaction by using single words and formulaic expressions to reply and provide information in response to factual or yes/no questions (activity 5, 10, 15, 19)
- use simple phrases and sentences to communicate with others with the help of cues (activity 4, 5, 15, 19)
- Present information, ideas and feelings clearly and coherently (activity 20)

Reading:
- recognize the format some common text types, e.g. website (activity 10, 11)
- skim a text to obtain a general impression and the gist or main ideas (activity 8, 9, 11, 15, 19)

Writing:
- gather and share information, ideas and language by using strategies such as brainstorming, and observing, questioning and interviewing (activity 6, 11, 16, 19)
- present main and supporting ideas, and where appropriate with elaboration (activity 6, 11, 18, 19)
- use appropriate formats, conventions and language features when writing a variety of text types, e.g. website (activity 11, 16)
- draft, revise and edit written texts with teacher and/or peer support by using a range of techniques such as combining ideas, rearranging the order of ideas, adding details, deleting irrelevant ideas, substituting words or phrases with more appropriate ones (activity 6, 11, 18, 19)

- express freely views or feelings about familiar topics (activity 6, 11, 16, 17, 18)
- use and apply different creative thinking and problem-solving techniques to explore alternatives and speculate on consequences before deciding on the best approach to undertaking an activity or resolving a problem (activity 16, 17, 19)

Critical thinking skills:
- provide, use, find out, interpret and present simple information on faviliar topics (activity 2, 5, 10, 15, 17)
- identify main ideas in simple written texts (activity 5, 19)
- distinguish between positive and negative values (activity 2, 4, 12, 16, 17)

Information technology skills:
- use multi-media resources to support learning with the helf of teachers (activity 2, 4, 5, 7, 8, 10, 11, 12, 13, 15, 16, 17, 18)
- communicate and handle information with IT tools in learning activities (activity 3, 11, 13, 20)

Problem solving skills:
- recognize and solve simple problems (activity 5, 6, 10, 11, 16)
- plan and make simple arrangements with others for carrying out events (activity 16, 19)

Self-management skills:
- plan studies and make preparations for completing tasks (activity 1, 2, 7, 8, 13, 21)

Values and attitudes
- work cooperatively with others and treat others' suggestions positively to complete a task (activity 21)
- distinguish between positive and negative values (activity 2, 4, 12, 16, 17)
- show respects to selves and others (activity 2, 6, 19, 21)

Time	Procedure of use	Remarks	Resources
Lesson 1			
Learning objectives:			
Use adjectives to describe **characters**, *e.g. honest, polite*			
Use verb phrases to describe characters, e.g. do not tell lies, always say 'please' and 'thank you'			
	Before the lesson (Homework) 1. Preview the vocabulary on textbook p.13 2. Preview how to describe people on Edpuzzle - Students need to watch the video assigned by the teacher - Meanwhile, they must answer all the questions in the video.	 The video on Edpuzzle can be shared with other teachers by copying the following link https://edpuzzle.com/media/56d5c7bf70b4de40119f4c08 Besides, other teachers can edit questions based on their needs	Ebook Edpuzzle
7 min	*During the lesson* 3. Orally recall what the video in Edpuzzle is about - Students share what they learned with their partners - Then share with the class - Teacher discusses the questions that most students failed to answer correctly	(refer to Appendix 1.1 for a clearer copy) According to the results shown on Edpuzzle, almost all students have a good understanding of knowledge learned in the previous unit; About half of the students are able to use adjectives to answer the question 'What does he/she think of (somebody)?'	
12 mins	4. Go through the vocabulary on characters and habits on Nearpod - Help students decode words according to phonics - Read the words with their partners - Distinguish which are good habits and which are bad	The teaching material on Nearpod can be shared with other teachers by copying the following link (p.1-6) https://app.nearpod.com/#/?pin=D45F0B2930C78ACE8454A0D3D89D75A5-1	Nearpod
8 mins	5. Consolidate vocabulary by matching characters with habits on Socrative - Look at the characters and choose the	Teachers of other classes can get the quiz by inputting the code SOC-20993156 in their Socrative.	Socrative

Time	Procedure of use	Remarks	Resources
	corresponding habits. - After the game, the teacher discusses the questions with students.	Students work in pairs and compete with others After answering questions, students can see the answers To review by themselves, students can do the quiz again and again after the lesson if the teacher keeps the quiz open Teacher can get a detailed report on each student's performance when the quiz is closed	STUDENT
5 mins	*After the lesson* 6. Modify writings - Require students to give more information about their parents and siblings' characters and habits - Discuss where and how they can add these information	Students have done a writing introducing oneself and their family members' occupation when they were in the 1st term of Primary 2. This time, they need to add newly learned vocabulary on characters and habits into their 1st draft writing	1st draft writing
1 min	7. Review the vocabulary by Quizlet	Everyone can access by clicking the link https://quizlet.com/_1fso7d After the lesson, they can listen, match words with pictures, spell words by looking at pictures and have quizes	Quizlet Q Ebook PEARSON
1 min	8. Preview textbook p. 10-11(a reading passage on Tinky's best friend) (Appendix 2.1) - Read and listen to the book		

Lesson 2
Learning objectives:
*Recognize the features of **website***
*Give a simple description of oneself in terms of age, members of the family, occupations, **characters and habits***

Task:
Create a website to introduce oneself in terms of age, members of the family, occupations, characters and habits

Time	Procedure of use	Remarks	Resources
3 mins	*During the lesson* 9. Orally recall what textbook p.10-11 is about - Students share what they read with their partners		ebook PEARSON

	- Then share with the class		
10 mins	10. Introduce the features of website on Nearpod - Show Tinky's homepage made by the teacher - Go though the content on p.10-11	The textbook shows only one page of Tinky's webite while the link in the address bar does not exist in real world. In another words, all the other pages about Tinky, her family, living planet, and photo albums do not work (Appendix 2.1). To give students a more authentic learning matieral and more input about what website looks like, I create a website for Tinky. www.2bu2.weebly.com (Appendix 2.2)	Nearpod
	- Introduce the names of all features - Quick quiz by looking at the names of the features and circle out the features - Teacher share some students' answers and let the rest decided whether they are right or wrong	The teaching material on Nearpod can be shared with other teachers by copying the following link (p.7-15) https://app.nearpod.com/#/?pin=D45F0B2930C78ACE8454A0D3D89D75A5-1	Weebly
20 mins	11. Create an individual website on 'Me and My Family' - Teacher share some common grammar mistakes in students' 2nd draft writing - Discuss how many pages are there in thier website and what they are - Students create their websites by building all pages, inserting texts and photos to their website according to their writing - Browse classmates' website	Students can browse all their classmates' website through http://mkc15162c.weebly.com/ (Appendix 3) *Since they are a lot of photos and personal information of students and their families, this website is protected by password Students sit in groups so it is easier for them to help each other	marked 2nd draft writing
			Ebook
	After the lesson		
1 min 1 min	12. Read and record textbook p.10-11 in ebook 13. Review 3rd person singular by watching Edpuzzle - Students need to watch the video assigned by the teacher - Meanwhile, they must answer all the questions in the video.	The video on Edpuzzle can be shared with other teachers by copying the following link https://edpuzzle.com/media/56a5da529987b3344167ee52 Besides, other teachers can edit questions based on their needs	Edpuzzle

Lesson 3 Draft their nomination script

Learning objectives:

*Give a simple description of **others** in terms of age, members of the family, occupations, characters and habits*

Time	Procedure of use	Remarks	Resources
5 mins	*While the lesson* 14. Good work sharing and error analysis - Teacher shows nice recording done by students - Discuss the questions that most students failed to answer correctly in Edpuzzle	Edpuzzle is a good Assessment for learning tool (refer to Appendix 1.2 for clearer copies)Accroding to the results shown on Edpuzzle, more than two-thirds of the students can finish the sentences by using 3rd person singular. However, they do not know we use 'has' other than 'haves'	Ebook PEARSON Edpuzzle
5 mins	15. Review 3rd person singular on Socrative - Complete sentences by giving the correct form of the verbs - After the game, the teacher discusses the questions that most students fail to answer correctly	Since students are weak in changing 'have' to 'has', more questions on 'have' are set in the Socrative quiz Teachers of other classes can get the quiz by inputting the code SOC-21101023 in their Socrative. After answering questions, students can see the answers They can do it again and again after the lesson if the teacher keeps the quiz open Students work in pairs and compete with others Teacher can get a detailed report on each student's performance when the quiz is closed	Socrative STUDENT
10 mins	16. Outline nomination script - Show example of Oscar, Nobel - Give students the context that they are going to nominate someone to be the super star in the class by writing a nomination script - Brainstorm what can be included in their	Start the context with authentic examples Students work in groups and jot down their ideas	Popplet

Time	Procedure of use	Remarks	Resources
	nomination scripts on Popplet		
15 mins	17. Collect information for nomination script - Get more information by interviewing their friends - Take photos of their friends (video) *After the lesson* 18. Finish nomination scripts		Camera Writing worksheet Writing worksheet

Lesson 4 Record their nomination

Learning objectives:

Give a simple description of others in terms of age, members of the family, occupations, characters and habits

Product:

Make a video *to nominate a super star in the class*

Time	Procedure of use	Remarks	Resources
10 mins	*While the lesson* 19. Revise their writings - Read group member's writing and give comments - Revise their nomination scripts		Videolicious
10 mins	20. Record a nomination video - Finish nomination by making a video on Videolicious by inserting photos and recording their nomination script - Post on Edmodo		Edmodo
15 mins	21. Watch nomination videos and vote for super star - Students watch videos by themselves - Give 👍 to videos they like - Vote for super star on Edmodo	Teachers give individual comments to their videos after the lesson	Edmodo poll

Reference

Curriculum Development Council. (2004). *English Language Education Key Learning Area: English Langauge Curriculum Guide (Primary 1-6).* Hong Kong: The Education and Manpower Bureau HKSAR.

Appendix 1.1

What does he think of himself?

Multiple choice at 4:06

successful students: 16 /27

What does she think of herself?

Multiple choice at 1:54

successful students: 18 /27

Pam doesn't like to talk. He is _____.

Multiple choice at 3:44

successful students: 23 /27

Cat is a _____.

Multiple choice at 0:53

successful students: 24 /27

A: _____B: I am 9 years ...

Multiple choice at 0:09

successful students: 25 /27

He helps others. He is _____

Multiple choice at 0:58

successful students: 25 /27

A: _____...

Multiple choice at 0:04

successful students: 26 /27

A: _____B: My favourite colour is...

Multiple choice at 0:46

successful students: 26 /27

A: _____B: I like playing football.

Multiple choice at 0:17

successful students: 27 /27

A: _____B: I live in Sheung Shui.

Multiple choice at 0:24

successful students: 27 /27

Appendix 1.2

Peter _____ (have) lessons on Saturdays.

Multiple choice at 2:01

successful students: 11 /27

Roy _____ (wash) dishes on Mondays.

Multiple choice at 1:35

successful students: 20 /27

My baby brother _____ (play) on the fl...

Multiple choice at 0:56

successful students: 21 /27

She _____ (dry).

Multiple choice at 0:56

successful students: 23 /27

Miss Li _____ (watch) TV.

Multiple choice at 1:35

successful students: 23 /27

When the verb ends in 'o', we add 'es' to...

Multiple choice at 2:01

successful students: 26 /27

Back   Peter _____ (have) lessons on Saturdays.   ‹ Previous Question   6/6   Next Question ›

haves		15
haveies		1
has		11

*Please note that one student can select more than one choice

Students said...

haves	haveies	has	Not Submitted
SUM KIU	KWOK PO	TSZ TUNG	None
KA KI		NGAI YING	
KWAN SHING		CHING HIN	
WAI LUN		MAN HO	
KA LING		LEONG YU	
HUAWU		LONG HIN	
CHOI YING		FEI TING	
YING NGA		XIN YI	
AMILIA TSZ YIN		KA HIN	
EASON WANG YAT		DANIEL TSZ YIN	
MAN CHUN		MING HIN	
SZE MANG			
LEE LEE			
YU HIN			
CHUN HEI			

Appendix 2.1 (website from the textbook)

Appendix 2.2 (an modified website made by me www.2bu2.weebly.com)
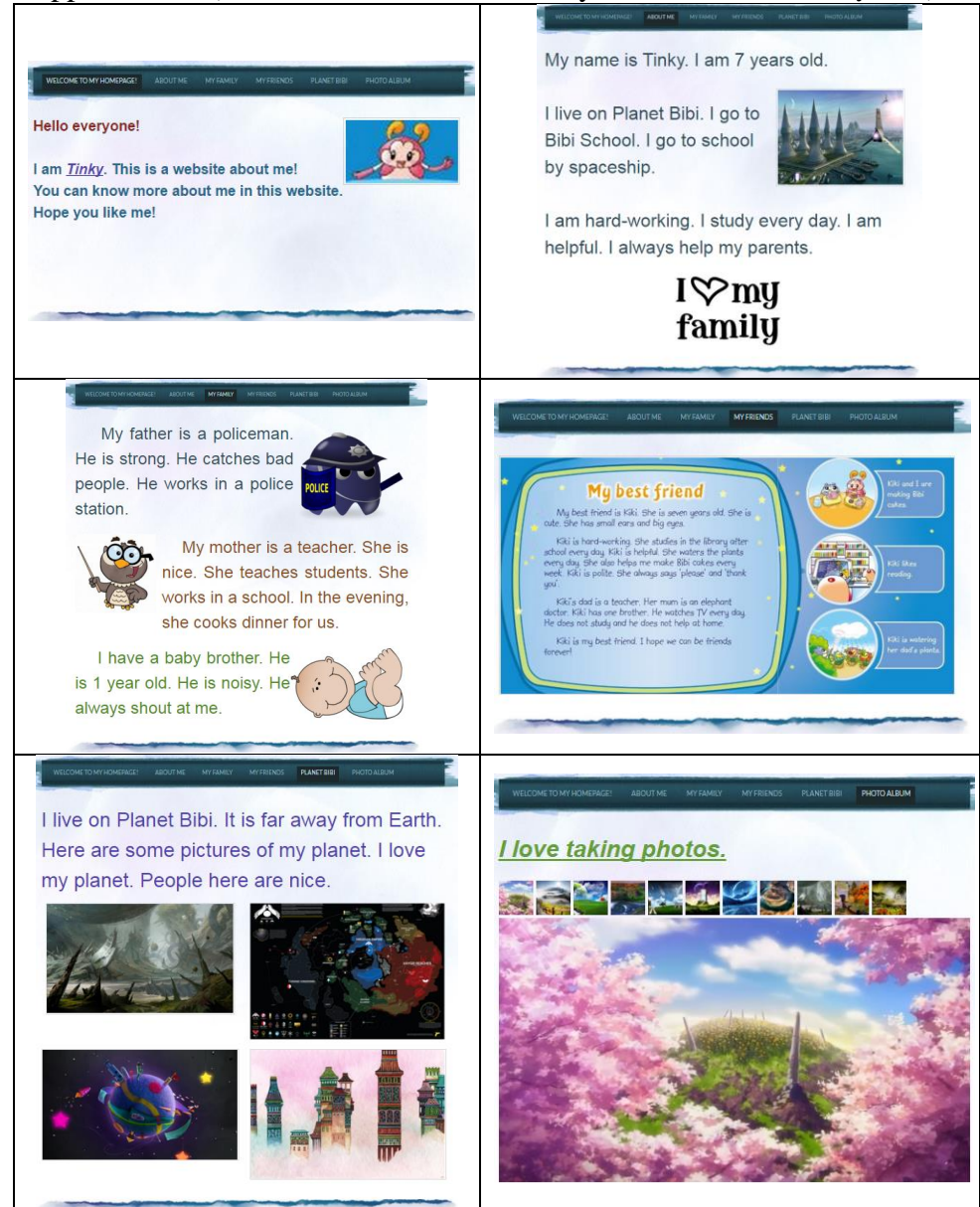
Appendix 3 (students can get access to all classmates' website from here
www.mkc15162c.weebly.com *password protected)

MKC 15-16
2C

Shine
Kelly
Addy
Marcus
Howard
Rainbow
Jerry
Jason
Ivan
Natalie
Elaine
Justin
Lena
Kate
Lily
Daniel
Queenie
Amilia
Alston
Debbie
Longin
Marvin
Lucas
Jojo
Eason
Hin
Linda