

Shek Wu Hui Public School

Teachers' Sharing

Topic:

School-based whole-level Activity
with Self-learning Skills



In order to enhance student learning, we want to ...

- promote student self-learning through different learning activities
- promote student thinking through different questioning techniques



So, we are going to share...

- different activities in our School-based Whole-level Activity unit plan
- ways of setting high order thinking (HOT) questions when we teach reading comprehension



Different activities in our School-based Whole-level Activity unit plan



Information of our School-based Whole-level Activity unit plan

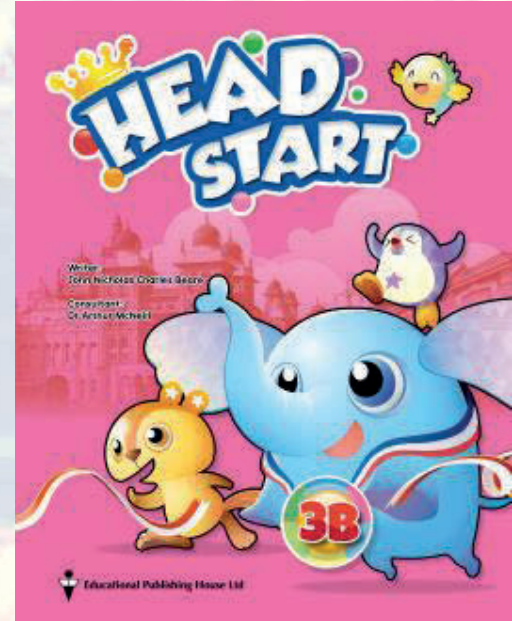
- Level: P.3
- Topic: A Class Outing
- Unit content:

Reading: a story about a class outing

Vocabulary: 1. food and drink items
2. quantifiers

Language focus: 1. use quantifiers to describe amounts of food and drink
2. use 'would...like' to ask questions and give corresponding responses

- Final Products:
Pupils write a shopping list for their class outing. They work out the total cost and tell the class about their shopping list.



Unit Plan

Period	Objectives			Activities
	Knowledge and content	Skills	Attitudes	
1 st	food and drink items for an outing e.g. biscuits, noodles, cola	<ul style="list-style-type: none"> Able to name some food and drink items for an outing. 	Love and treasure the food they have	Show-and-tell in groups (As lead-in activity) Card game: Hit the card
2 nd - 3 rd	features of shopping lists	<ul style="list-style-type: none"> Able to read and understand a story about a class outing Able to describe the features of shopping lists. 	Be organised	Role play
4 th	quantifiers e.g. a bottle of, a tub of	<ul style="list-style-type: none"> Able to use quantifiers to describe the quantities of food and drink items. 	Learn to identify different packages of food and drink items	Guessing game
5 th	'would ... like'	<ul style="list-style-type: none"> Able to use 'would ... like' to talk about the things one likes to eat and drink. 	Be considerate to others	Group discussion
6 th - 7 th	finding out the real prices of the items online and mathematical skill	<ul style="list-style-type: none"> Able to find out the real prices of the items online and write a shopping list for the class outing 	Be organised Be a smart shopper	Online shopping
8 th - 9 th	presentation skill	<ul style="list-style-type: none"> Visit the supermarket and buy the things according to their shopping list and tell to the class when they buy after the visit 	Be polite in public and be a polite listener	A visit to the supermarket Group presentation

Details for the activities

1st lesson

- *Show-and-tell in groups (As lead-in activity)*

In groups, students bring a photo (or a realia) of their favourite food item/dish that he/she would like to eat and give a brief description of it.

Fore examples, name of the food, where he/she can buy it, how does it taste (sweet/sour/salty...), why he/she likes it etc. Other students may ask questions that may interest them after the sharing.



Details for the activities

1st lesson

• Card game: Hit the card

Four students are in a group. Each of them get a set of cards. They mix the cards and take 18 cards each. Then, they say a word. When they see the corresponding word card, they need to hit the card.

We can have different levels (from easy to difficult). For examples,

Round 1:

a can of cola

Round 2:

a can of cola

a bottle of water

Round 3:

a can of cola

A bottle of wter

a packet of biscuits



How to help students love their cards:

- use different colour (for game efficiency)
- 1 set for each student (self-learning)
- print and let them cut cards themselves (learning process, recognition)
- write class and class number at a specific corner (so every student can get back his own set)
- encourage them to play the games during recess



Details for the activities

2nd – 3rd lessons

• Role play

Invite five students to be Miss Fong, Sally, Tom, the shopkeeper and the zoo keeper. They need to say the dialogues in the story.



READING Stage 2 Synopsis Animation Animation (Simplified) Simplified (Text)

Read a story about a class outing.

Audio

Sally and her classmates will have an **outing** tomorrow. 'What **would** you like to eat?' Miss Fong asks. 'I'd like ham,' Sally replies. 'I'd like bread,' Tom says. Miss Fong listens and **prepares** a shopping list.

Miss Fong takes the children to the supermarket. The children look at the shopping list and help get the food. Sally gets two **bottles of** water. Tom is short and cannot **reach** the juice. 'How many **cartons of** orange juice **would** you like?' the **shop assistant** asks. 'I'd like three **cartons of** orange juice, please,' Tom replies. There are four **bags of** bread, fifteen **slices of** ham and thirty **bags of** salad in the **trolley**. There are only fifteen children in the class. The children ask Miss Fong about the **bags of** salad. 'It's a **surprise!**' says Miss Fong.



Extended Extended (Ans)

Audio

Then, Miss Fong asks the children to put one **bag of** salad in each lunch box. There are fifteen lunch boxes but there are thirty **bags of** salad. The children ask about the salad again. 'It's a surprise!' says Miss Fong.

The next day, the children **arrive** at Green Hill Zoo. There are a lot of giraffes. 'The giraffes love salad. Let's **feed** them,' says the **zookeeper**. 'This is the surprise!' smiles Miss Fong.



Text type: Shopping lists PPT

This is Miss Fong's shopping list. A shopping list reminds us of what we need to buy.

heading → Shopping list for 3E class outing

Write in point form.

- 2 bottles of water
- 3 cartons of orange juice
- 4 bags of bread
- 15 slices of ham
- 30 small bags of salad

Write one idea on each line.

Do not write numbers in full.

Details for the activities

4th lesson

- **Guessing game**

Teacher prepare several boxes with different containers inside. Without seeing the objects, students need to guess what the container is by touching and feeling. They need to say the answer with appropriate food/drink items. For examples, a can of coke, a box of noodles etc. Repeat the above steps by circulating the boxes in the class.



Details for the activities

5th lesson

- Group discussion

Each student is given a shopping list sheet to choose their desired food and drink items for a class outing. Then, put students into groups of four. Let them ask their group members what they would like to eat and drink. They practise the dialogue 'would...like' and 'I'd like...' in groups. The others should listen carefully and write down the answers in the table. Remind students to take turns to ask the questions.

Information Sheet 2

Use the following dialogues for the task sheet 1. Replace the underlined words with your own ideas.

1. A: Let's talk about chocolate cookies. How many packets would you like?

B: I'd like one packet.

C: I'd like two packets.

D: I don't like chocolate cookies. I'd like one box of biscuits.

A: Let's get four packets of cookies and a box of biscuits.

Use 'I don't like ...' if you don't like the item suggested by your group member.

2. A: Would you like some sandwiches?

B: Yes, I'd like one slice of bread. How many slices would you like?

C: I'd like two slices.

D: I'd like two slices too.

A: I'd like three slices.

B: Let's get two bags of bread.

Use 'Would you like some ...?' to ask if your group members like a certain item.

Use 'too' to say if you have similar ideas as your group members.

Task Sheet 1

(Individual)

Name: _____

Class: _____

❖ Put ticks in the for the food and drink items that you would like to buy for the class outing. Write down the quantities you need in the second column.

	Quantity you need	Quantity for the whole group	Packaging	Food or drink
<input type="checkbox"/>			bottle(s) of	cola
<input type="checkbox"/>			carton(s) of	apple juice
<input type="checkbox"/>			carton(s) of	lemon tea
<input type="checkbox"/>			bottle(s) of	water
<input type="checkbox"/>			bag(s) of	bread
<input type="checkbox"/>			can(s) of	sausages
<input type="checkbox"/>			packet(s) of	chocolate cookies
<input type="checkbox"/>			box(es) of	chocolates
<input type="checkbox"/>			box(es) of	strawberries
<input type="checkbox"/>			box(es) of	biscuits
<input type="checkbox"/>			bag(s) of	sweets
<input type="checkbox"/>			packet(s) of	potato chips
<input type="checkbox"/>				

❖ Look at all the group members' shopping lists. Add up the quantities and put down the answers in the third column.

Details for the activities

6th - 7th lesson

- Online shopping

Students use an iPad to find out the real prices of the food and drink items at [ParkNshop.com](http://www.parknshop.com). They need to complete the shopping list and work out the total cost. They only have two hundred dollars for all the items. They need to 'adjust' the quantity of items if the cost exceeds two hundred dollars.

Task Sheet 2

(Group)

Name: _____

Class: _____

- ❖ Write about the quantities your group need and complete the shopping list.
- ❖ Find out from the websites [http://www.parknshop.com/](http://www.parknshop.com) the real prices of the food and drink items. You only have two hundred dollars for all the items.

Class outing shopping list for Group _____

Quantity	Packaging	Food or drink	Unit price (\$)	Total price (\$)
e.g. 4	bottles of	apple juice	8	32
	_____ of			
	_____ of			
	_____ of			
	_____ of			
	_____ of			
	_____ of			
	_____ of			
	_____ of			
	_____ of			
	_____ of			
	_____ of			
	_____ of			
	_____ of			

Total cost for the class outing:

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Details for the activities

8th - 9th lesson

- A visit to the supermarket and group presentation

Students visit the supermarket (ParkNshop) in Tin Ping Estate. They buy the things according to their shopping list. They need to tell the class what they buy after the visit. After the presentation, they can enjoy their food and drink items in class together.

Task Sheet 3 (Group)

Name: _____

Class: _____

Complete the sentences. Tell the class about your shopping list.

e.g.

Our group would like five bottles of water, a packet of ham, ...

The total cost is one hundred and one dollars.



Our group would like _____

The total cost is _____

_____ dollars.



Ways of setting high order thinking (HOT)
questions when we teach reading
comprehension



Reading Comprehension

READING Stage 2

Synopsis Animation Animation (Simplified) Simplified (Text)

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Miss Fong takes the children to the supermarket. The children look at the shopping list and help get the food. Sally gets two **bottles of** water. Tom is short and cannot **reach** the juice. 'How many **cartons of** orange juice **would** you like?' the **shop assistant** asks. 'I'd like three **cartons of** orange juice, please,' Tom replies. There are four **bags of** bread, fifteen **slices of** ham and thirty **bags of** salad in the **trolley**. There are only fifteen children in the class. The children ask Miss Fong about the **bags of** salad. 'It's a **surprise!**' says Miss Fong.



Extended Extended (Ane)



Then, Miss Fong asks the children to put one **bag of** salad in each lunch box. There are fifteen lunch boxes but there are thirty **bags of** salad. The children ask about the salad again. 'It's a surprise!' says Miss Fong.

The next day, the children **arrive** at Green Hill Zoo. There are a lot of giraffes. 'The giraffes love salad. Let's **feed** them,' says the **zookeeper**. 'This is the surprise!' smiles Miss Fong.



Text type: Shopping lists



This is Miss Fong's shopping list. A shopping list reminds us of what we need to buy.

- heading **Shopping list for 3E class outing**
- Write in point form.
- 2 bottles of water
 - 3 cartons of orange juice
 - 4 bags of bread
 - 15 slices of ham
 - 30 small bags of salad
- Do not write numbers in full.
- Write one idea on each line.

1. When do the children go for an outing?

2. What does Miss Fong prepare before going to the supermarket?

3. Who goes to the supermarket to buy the food?

4. Why can Tom not get the juice?

6. Where do they go for the outing?

5. How do the children prepare the food?

Not enough!

Motivation

Recall past
experience

What do you do there?



ice lolly



hula hoop

Motivation

Think > write > pair > share

1. Think of some words about these photos.
2. Write down 5 words on the notebook.
3. Share their ideas in pairs.
4. Share their ideas in groups/class.

- **high participation**
- **meaningful interaction**
- **passive → active learning**

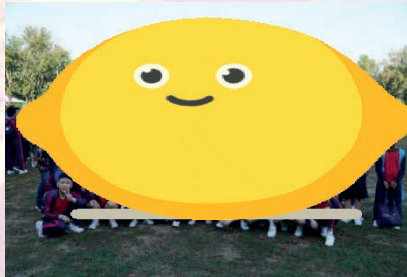
Prediction

Read a story about a class outing.



Hints: Where? Who? What?

A class outing means the class go to a place with their classmates and teachers for fun.



a school picnic



a visit to Disneyland

Paragraph 1

Sally and her classmates will have an outing tomorrow. 'What **would** you **like** to eat?' Miss Fong asks. 'I'd **like** ham,' Sally replies. 'I'd **like** bread,' Tom says. Miss Fong listens and prepares a shopping list.



Paragraph 1

**Pictorial
clue**

Who is the woman?

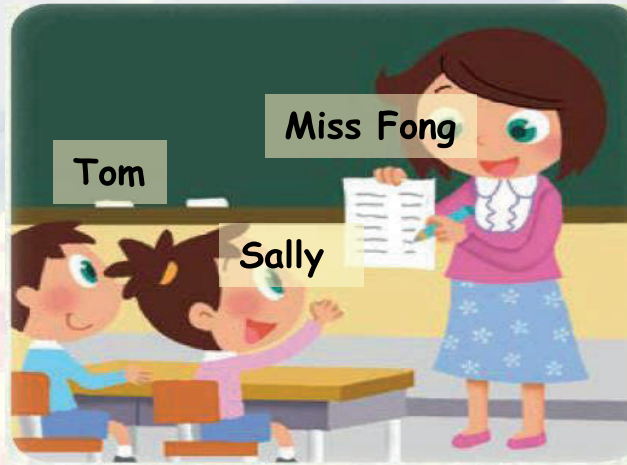


Miss Fong.

Paragraph 1

**Pictorial
clue**

Who may these children be?



Sally and Tom.

Paragraph 1

Sally and her classmates will have an outing tomorrow. 'What **would** you **like** to eat?' Miss Fong asks. 'I'd like ham,' Sally replies. 'I'd like bread,' Tom says. Miss Fong listens and prepares a shopping list.

**Immediate
usage after
learning a
new word**



**What can they write on the shopping list?
e.g. They can write _____ on the shopping
list.**

Paragraph 1

Think > write > pair > share

1. Think of the items they can write on the shopping list.
2. Write the sentences on the notebook.
(They can write _____ on the shopping list.)
3. Share their ideas in pairs.
4. Share their ideas in groups/class.

- **high participation**
- **make use of the target language items**
- **passive → active learning**

Paragraph 2

Miss Fong takes the children to the supermarket. The children look at the shopping list and help get the food. Sally gets two bottles of water. Tom is short and cannot reach the juice. 'How many cartons of orange juice would you like?' the shop assistant asks. 'I'd like three cartons of orange juice, please,' Tom replies. There are four bags of bread, fifteen slices of ham and thirty bags of salad in the trolley. There are only fifteen children in the class. The children ask Miss Fong about the bags of salad. 'It's a surprise!' says Miss Fong.



Paragraph 2

**Contextual
clue**

Why can Tom not get the juice?

Miss Fong takes the children to the supermarket. The children look at the shopping list and help get the food. Sally gets two bottles of water. Tom is short and cannot reach the juice. 'How many cartons of orange juice



Tom cannot get the juice because he is short.

Paragraph 2

Values and attitudes

What should you say when the shop assistant helps you?

Miss Fong takes the children to the supermarket. The children look at the shopping list and help get the food. Sally gets two **bottles of** water. Tom is short and cannot reach the juice. 'How many **cartons of** orange juice **would you like?**' the shop assistant asks. 'I'd like three **cartons of** orange juice, please,' Tom replies. There are four **bags of** bread, fifteen **slices of**



Remember:
New words,
read aloud 3
times

Paragraph 2

Pictorial clue

When we want to buy many things in the supermarket, we cannot carry them all in our hands. We usually put them in a basket or a special thing. What is that special thing?

juice, please,' Tom replies. There are four **bags of** bread, fifteen **slices of** ham and thirty **bags of** salad in the trolley. There are only fifteen children in the class. The children ask Miss Fong about the **bags of** salad. 'It's a surprise!' says Miss Fong.



Paragraph 2

Immediate usage
after learning a new
word

What does Sally put in the trolley?

Miss Fong takes the children to the supermarket. The children look at the shopping list and help get the food. Sally gets two bottles of water. Tom is short and cannot reach the juice. 'How many cans would you like?' the shop assistant asks. 'I'd like two cans of juice, please,' Tom replies. There are four bags of ham and thirty bags of salad in the trolley. There are ten children in the class. The children ask Miss Fong about the shopping list.



She puts two bottles of water in the trolley.

Paragraph 2

Think > write > pair > share

1. Think of the items the children put in the trolley.
2. Write the sentences on the notebook.
(_____ puts _____ in the trolley.)
3. Share their ideas in pairs.
4. Share their ideas in groups/class.

- **high participation**
- **make use of the target language items**
- **passive → active learning**

Today is your birthday. Your teacher gives you a big present. You are so happy. You don't think that your teacher will give you a present. There is a word in this paragraph to tell about this situation. Which one do you think?

Illustration of a situation

Miss Fong takes the children to the supermarket. The children look at the shopping list and help get the food. Sally gets two **bottles of** water. Tom is short and cannot reach the juice. 'How many **cartons of** orange juice **would** you **like**?' the shop assistant asks. 'I'd like three **cartons of** orange juice, please,' Tom replies. There are four **bags of** bread, fifteen **slices of** ham and thirty **bags of** salad in the trolley. There are only fifteen children in the class. The children ask Miss Fong about the **bags of** salad. 'It's a surprise!' says Miss Fong.

an event that you do not
know beforehand

Paragraph 2

There is more salad than the students can eat.

Miss Fong takes the children to the supermarket. The children look at the shopping list and help get the food. Sally gets two bottles of water. Tom is short and cannot reach the juice. 'How many cartons of orange juice would you like?' the shop assistant asks. 'I'd like three cartons of orange juice, please,' Tom replies. There are four bags of bread, fifteen slices of ham and thirty bags of salad in the trolley. There are only fifteen children in the class. The children ask Miss Fong about the bags of salad. 'It's a surprise!' says Miss Fong.



It's a surprise!

Paragraph 2

Prediction

What do you think the other fifteen bags of salad are for?

Each child can have two bags of salad.

The children can use the salad to make a dish.





thank
you