



「促進實踐社群以優化小班教學」

支援計劃2019-2020

Fanling Public School





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Contents

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The Textbook and The Rac Book



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Textbook



For this project, we used the textbook Longman Leap

Units covered:

unit 1- Colourful toys

unit 4 -Amazing animals

Role of the textbook:

Provide the language framework for teachers' to further elaborate and create extension activities.



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Unit 1- Colourful toys

1 **Colourful toys** 🎲 🧸 🧩 🧶

What toys do you have in your home? Which is your favourite toy?



Ch 1 You will learn to ...

- Ask and answer questions about colour
What colour is it / are they? It is / They are pink.
- Use the connective 'and' to add information
They are pink and white.

Your Task

Making a photo album for a class fashion show

Ch 2 You will learn to ...

- Talk about clothes

2 3



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Items in unit 1:

Vocabulary

Toys

1 a doll 2 a robot 3 a teddy bear

4 a car 5 a train

6 a gun 7 a plane 8 a ball

plane - aeroplane teddy - teddy bear

Colours

red orange

yellow green

blue purple

pink white

black brown

Structure table

What colour	is it?	It is	pink.
	are they?	They are	pink and white.

1. Vocabulary items

- Toys
- Colours

2. Grammar structures

- "What colour is it / are they?"
- "It is/ They are _____."



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Unit 4- Amazing animals

4 Amazing animals

Do you know anything about these animals?
Tell your classmates.

Ch 4 You will learn to ...

- Ask and answer questions about numbers
How many elephants are there?
There is one elephant / There are eighteen elephants.
- Use the simple present tense to talk about what animals look like
It is / They are grey.
It has / They have small ears.

Your Task

Making a class book about animals

Ch 3 You have learnt to ...

- Ask and answer questions about where things are

38 39



Items in unit 4:

Vocabulary 4

Zoo animals

a long trunk

a long neck

1 an elephant

2 a giraffe

3 a hippo

4 a lion

5 a zebra

6 a panda

7 a tiger

8 a monkey

a long tail

1. Vocabulary items

- a. Animals
- b. Numbers

2. Grammar structures

- a. "How many _____ are there?"
- b. "There is/ are..."
- c. "It is/ They are..."
- d. "It has/ They have..."

Nouns are names of people, animals, things, places, etc.

a man

a gorilla

a camera

a zoo

Structure table

How many	elephants	are there?	There	is	one elephant.
				are	eighteen elephants.

It is	gray.	It has	a long tail.
They are		They have	long tails.



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Co-planning



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Benefits of Co-planning

- Teachers can discuss the flow of teaching.
 - develop pre-reading, while-reading and post-reading tasks
 - scaffolding of complicated items
 - make sure the transition of lessons are smooth and connected
- Teachers can share ideas about their plans.
 - Teachers can brainstorm tasks and a variety of activities
 - Through discussion, teachers can evaluate and improve the ideas



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Benefits of Co-planning

-Teachers can discuss how to tackle with the problems found.

For example:

1. The RaC book was too simple.

→ Develop enrichment and extensions (adjectives and their order)

2. The ways to increase students' interaction

→ To make use of small class techniques (card games, interview etc...)



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How co-planning helps raise the effectiveness of teaching?

Teachers can pretend to be students and try to do the designed task once to:

1. practice the use of giving simple and accurate instructions
2. foresee the problems students may encounter

→ explain clearly things students need to pay attention to before they do the task

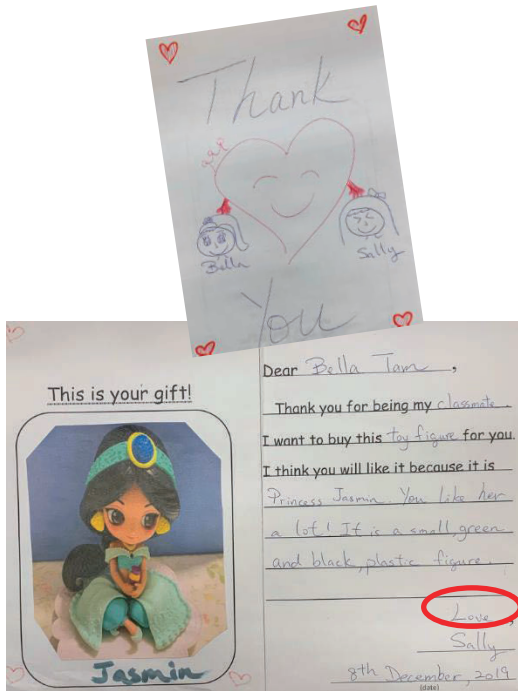


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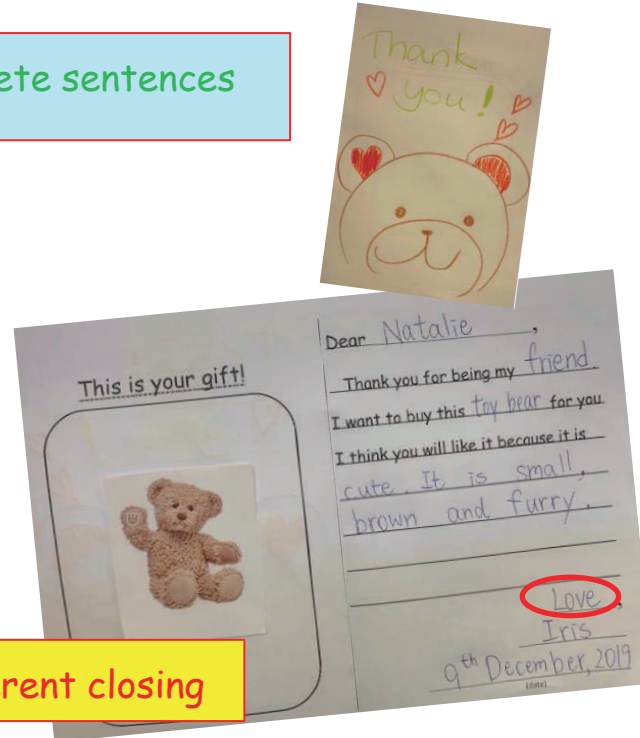
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Teachers trials of the designed task



incomplete sentences



different closing



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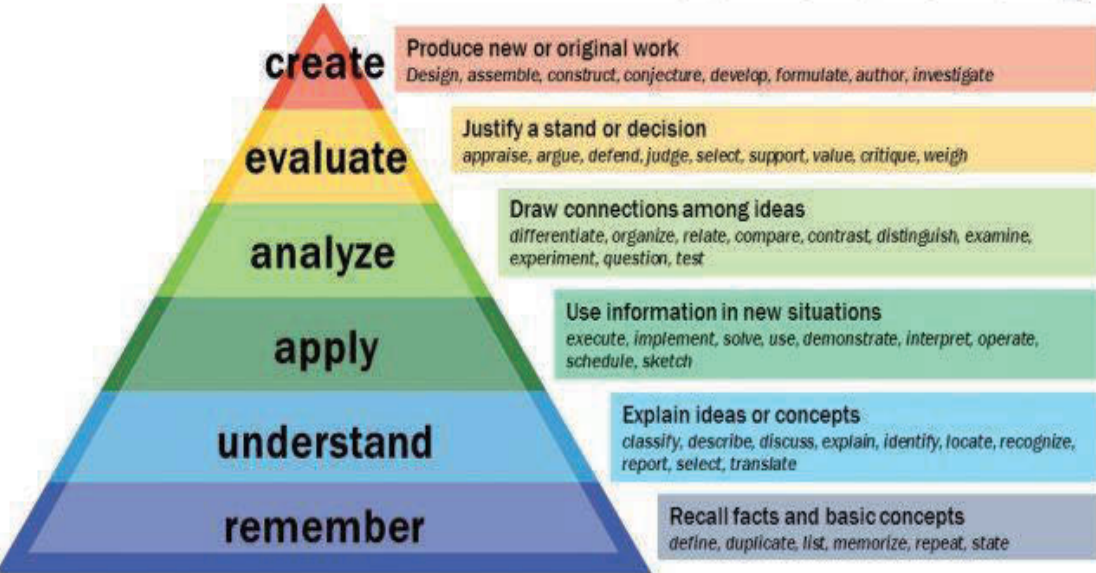


Questioning



Discussion of the use of HOT questions in class

Bloom's Taxonomy



Try to use a variety of questions based on the Bloom's Taxonomy framework.



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Examples of HOT questions

(Pre-reading)

Skills covered: obtain information from book cover

Primary one

Colourful toys

Page	Possible questions	Purpose
Cover page	What do you think the book is about?	Obtain information from book covers
	What toys do you have? (association)	
	What toys can you see?	
	Can you tell me something about ___ (toy) ?	
	What else is _____ ?	



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Examples of HOT questions

(While-reading)

Skills covered: Identify keywords, prediction, elimination, mathematical skills

4-5 After reading the words	We can see many words to describe the toys. Can you tell me one?	Identify key word/ predict from pictures
	What is <u>(adjective)</u> ?	(pictorial clue)
	Can you find a toy that is "plastic"?	Identify key words
	What other toys are plastic?	Elimination
	How many toys are plastic?	Mathematical skills
	Let's see if you got them all. What description word would we use next?	Prediction



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Examples of HOT questions (While-reading)

Skills covered: mathematical skills, prediction, reasoning

8-9	Can you find all the toys that are "big"?	Elimination
	How many are there?	Mathematical skills
	Can you guess which toy the boy wants? Why?	Prediction/ Reasoning



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Examples of HOT questions (Post-reading)

Skills covered: summarizing

Conclusion	What words did the boy use to talk about the toys? 1) Size 2) Colour 3) Material (Sequencing) E.g: (size) , (colour) , (material) big , red, plastic	Summarizing
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Lesson Framework



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Lesson 1

1. Vocabulary
(toys + colours from TB)
2. Use 'It is', 'They are' to describe colours



Lesson 2

1. Vocabulary
(toys from RaC book)
2. Use 'It is', 'They are' to make description



Lesson 3

1. Read RaC book
2. Ask and answer questions with 'How many'



Lesson 4

1. Identify the materials of toys



Lesson 5

1. The order of adjectives



Lesson 6

1. Write descriptions on toys



Lesson 7

1. Write a thank you card



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Lesson objectives

By the end of this unit, students should be able to:

1. name the elements of a book (cover, content page, etc.)
2. name the toy items mentioned in the book
3. group and sort the items based on their features (i.e. size, colour, etc.)
4. state the number of toys
5. describe objects with correct order of adjectives (i.e. size, colour, texture)
6. write a thank you card to show appreciation to others



The Flow

We will use 7 lessons for the unit.

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2019-20 P.1 English (2+ term) RaC: The Toy Box
Lesson Plan (1)

Unit: U1 Colorful toys Module: Using my five senses Duration: 30 mins

Values: Appreciate a colourful world

Students' prior knowledge:

Before the lesson, students are able to

1. identify some colors.
2. identify some simple toys (E.g. car, teddy bear, etc.).
3. use 'It is' and 'they are' to make sentences.

Learning objectives:

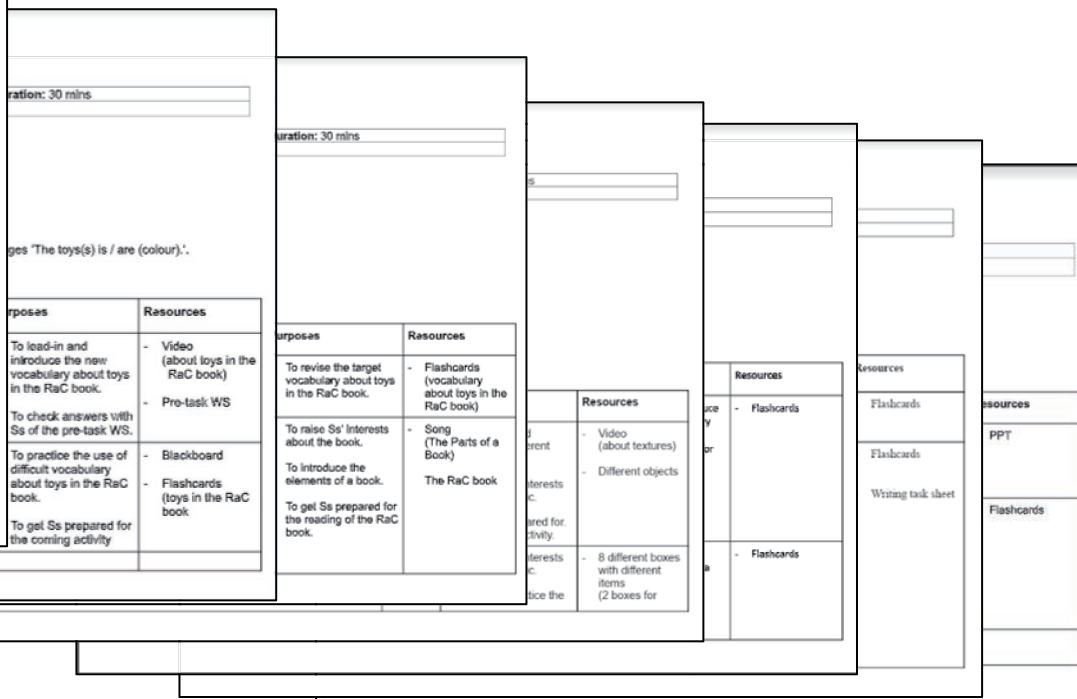
After the lesson, all students are able to...

1. identify different colours.
2. ask questions about colors with target languages 'What color is it?' or 'What colour are they?'.
3. answer questions about colors with target languages 'It is...' or 'They are...'.

Teaching procedures:

Time	Procedures	Interaction mode	Purposes	Resources
5 mins	Checking prior knowledge - Sing the colour song. https://www.youtube.com/watch?v=QAS88bKtY - T asks Ss to give example of an item with a particular color (point from the classroom/ tell with their belongings).	T ↔ Ss	- To lead-in, check Ss knowledge about colour and introduce the target languages. - Ss belongings	- Song - Classroom items
10 mins	Class Game: Mystery Box - T puts 5-10 items in front of the class. - Ss need to memorise the colours of different items. - T uses a box to cover them and asks questions about the items. For example: 'I have a pen. What colour is it?' 'I have some erasers. What colour are they?' - Ss answer with the sentences structure 'It is ...' and 'They are ...'. The quickest Ss get points. - The game ends when all the items are guessed.	T ↔ Ss	- To review prior knowledge. - To practice the target languages. - To get Ss prepared for the coming target language activities.	- Mystery Box (5-10 items)
10 mins	Game (Group work)	Ss ↔ Ss	- To raise interest of the	- Ss belongings

13 mins T ↔ Ss





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Lesson one

1. Learn vocabulary items

(toys and colours from textbook)

2. Use "It is" and "They are" to describe colours

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2019-20 P.1 English (2nd term) RaC: The Toy Box
Lesson Plan (1)

Unit: U1 Colorful toys	Module: Using my five senses	Duration: 30 mins
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Values: Appreciate a colourful world

Students' prior knowledge:

Before the lesson, students are able to

1. identify some colors.
2. identify some simple toys (E.g. car, teddy bear, etc.).
3. use 'it is' and 'they are' to make sentences.

Learning objectives:

After the lesson, all students are able to...

1. identify different colours.
2. ask questions about colors with target languages 'What color is it?' or 'What colour are they?'.
3. answer questions about colors with target languages 'It is... ' or 'They are... '.

Teaching procedures:

Time	Procedures	Interaction mode	Purposes	Resources
5 mins	Checking prior knowledge - Sing the colour song. https://www.youtube.com/watch?v=tQASH8bbHUY - T asks Ss to give example of an item with a particular color (point from the classroom/ tell with their belongings).	T ↔ Ss	- To lead-in, check Ss knowledge about colour and introduce the target languages.	- Song - Classroom items - Ss belongings
10 mins	Class Game: Mystery Box - T puts 5-10 items in front of the class. - Ss need to memorise the colours of different items. - T uses a box to cover them and asks questions about the items. For example: 'I have a pen. What colour is it?' 'I have some erasers. What colour are they?' - Ss answer with the sentences structure 'It is ...' and 'They are...'. The quickest Ss get points. - The game ends when all the items are guessed.	T ↔ Ss	- To review prior knowledge. - To practice the target languages. - To get Ss prepared for the coming target language activities.	- Mystery Box (5-10 items)
10 mins	Game (Group work)	Ss ↔ Ss	- To raise interest of the	- Ss belongings

Activities:
interview, memory game

Self-directed learning:
Watch a video to learn toys items
in the RaC book



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Lesson two

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2019-20 P.1 English (2nd term) Rac: The Toy Box

Lesson Plan (2)

Unit: U1 Colorful toys	Module: Using my five senses	Duration: 30 mins
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Values: Appreciate toys students have

Students' prior knowledge:

Before the lesson, students are able to

1. identify different colors.
2. identify some toys (e.g. car, teddy bear).
3. use 'it is' and 'they are' to make sentences.
4. identify numbers.

Learning objectives:

After the lesson, all students are able to...

1. identify different toys (including those in the RaC book).
2. sorting toys by listening to instructions 'What toy is (colour)?' and answering with the target languages 'The toy(s) is / are (colour).'
3. answer questions about toys with numbers.

Teaching procedures:

Time	Procedures	Interaction mode	Purposes	Resources
5 mins	Recap - Watch the RaC (Pre-task) video together. - Check the pre-task WS.	T <-> Ss	- To lead-in and introduce the new vocabulary about toys in the RaC book. - To check answers with Ss of the pre-task WS.	- Video (about toys in the RaC book) - Pre-task WS
10 mins	Group Game (Snap) Choose some difficult toy words and write them on the blackboard to revise with Ss. For example: a helicopter. - T distributes flashcards to Ss. - Ss in groups play the game (Snap) for 3-4 rounds, so Ss can remember the difficult toy words.	Ss <-> Ss	- To practice the use of difficult vocabulary about toys in the RaC book. - To get Ss prepared for the coming activity	- Blackboard - Flashcards (toys in the RaC book)
13 mins		T <-> Ss		

1. Learn vocabulary items in the RaC book (toys)
2. Use "It is" and "They are" to make description

Activities:
group games (Snap and sort game)



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Lesson three

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2019-20 P.1 English (2nd term) RaC: The Toy Box
Lesson Plan (3)

Unit: U1 Colorful toys	Module: Using my five senses	Duration: 30 mins
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Values: Appreciate toys students have

Students' prior knowledge:

Before the lesson, students are able to

1. identify different colors and toys.
2. using 'it is', 'they are', or the toy name(s) to ask or tell the colour of the toy(s).
3. answer questions about toys with numbers.
4. identify some adjectives (e.g. big, small, cute, etc.)
5. identify some materials (e.g. plastic, cotton, metal, etc.)

Learning objectives:

After the lesson, all students are able to...

1. Identify the elements of a book (title, author, publisher)
2. read the RaC book and identify the toys items in it.

Teaching procedures:

Time	Procedures	Interaction mode	Purposas	Rasources
5 mins	Revision - T revises different vocabulary about toys in the RaC book with the class.	T <-> Ss	- To revise the target vocabulary about toys in the RaC book.	- Flashcards (vocabulary about toys in the RaC book)
20 mins	Pre-reading: - T plays a song (The Parts of a Book) and allow Ss to learn about the keywords about a book. https://www.youtube.com/watch?v=7dnW9f2xbFg&t=39s - T looks at the cover page with the class and introduce the elements on the book cover (title, author, publisher). - T asks questions about the cover page (What toys can you see? What colors are they?) Possible questions to be asked: What do you think the book is about? What toys do you have? (association)	T <-> Ss	- To raise Ss' interests about the book. - To introduce the elements of a book. - To get Ss prepared for the reading of the RaC book.	- Song (The Parts of a Book) The RaC book

1. Read the RaC book
2. Ask questions with "How many..?"

Activities:

Reading the RaC book



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Teaching of the Cover Page and the Contents Page.

The Toy Box

Name: _____ Class: _____ ()

A. Let's look at this front cover of this book.
B. Look at the questions and write 1,2,3 in the boxes.

→ **The Toy Box**

→ Catherine Baker

← OXFORD

- What is the title of the book?
The title of the book is _____
- Who is the author of the book?
The author of the book is _____
- What is the publisher of the book?
The publisher of the book is _____

The Toy Box

Name: _____ Class: _____ ()

Look at the content page.

Contents	
Lots of Toys	4
Plastic Toys	6
Red Plastic Toys	8
Big, Red, Plastic Toys	10
Big, Red, Plastic Toy with Legs	11

A →

B ←

Can you sort the toys?

- What are A?
A are the _____
- What are B?
B are the _____
- If I am on P. 7, what chapter am I on?
The chapter title I am on now is _____
- If I am looking at the page on the right, what page am I on?
I am on page _____



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Use of HOT questions to direct students during the reading.

Primary one

Colourful toys

Page	Possible questions	Purpose
Cover page	What do you think the book is about?	Obtain information from book covers
	What toys do you have? (association)	
	What toys can you see?	
	Can you tell me something about ___ (toy) ?	
	What else is _____ ?	
4-5 After reading the words	We can see many words to describe the toys. Can you tell me one?	Identify key word/ predict from pictures (pictorial clue)
	What is <u>adjective</u> ?	
	Can you find a toy that is “plastic”?	Identify key words
	What other toys are plastic?	Elimination
	How many toys are plastic?	Mathematical skills
Let’s see if you got them all. What description word would we use next?	Prediction	
8-9	Can you find all the toys that are “big”?	Elimination
	How many are there?	Mathematical skills
	Can you guess which toy the boy wants? Why?	Prediction/ Reasoning
Conclusion	What words did the boy use to talk about the toys? 1) Size 2) Colour 3) Material (Sequencing) E.g: (size) , (colour) , (material) big , red, plastic	Summarizing



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Lesson four

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2019-20 P.1 English (2nd term) Rac: The Toy Box
Lesson Plan (4)

Unit: U1 Colorful toys	Module: Using my five senses	Duration: 30 mins
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Values: Appreciate toys students have

Students' prior knowledge:

Before the lesson, students are able to

1. identify different colors and toys.
2. using 'it is', 'they are', or the toy name(s) to ask or tell the colour of the toy(s).
3. answer questions about toys with numbers.
4. identify some adjectives (e.g. big, small, cute, etc.).
5. identify some materials (e.g. plastic, cotton, metal, etc.).
6. identify the elements of a book (title, author, publisher).

Learning objectives:

After the lesson, all students are able to...

1. identify different textures.
2. ask questions about materials with the target language 'What material is it?.'
3. answer questions about materials with 'It is...'

Teaching procedures:

Time	Procedures	Interaction mode	Purposes	Resources
10 mins	Lead-in - T plays the videos about textures. https://www.youtube.com/watch?v=tDV59XScq90 - T revises different textures with the class and take different objects as examples.	T <-> Ss	- To lead in and introduce different textures. - To raise Ss' interests about the topic. - To get Ss prepared for the coming activity.	- Video (about textures) - Different objects
15 mins	Group game: Touch and guess the toys in the boxes. "What material is it?" "It is..." - T introduces different objects with different materials.	Ss <-> Ss	- To raise Ss' interests about the topic. - To let Ss practice the	- 8 different boxes with different items (2 boxes for

1. Identify the materials of toys

Activities:

Mystery box



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Lesson five

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2019-20 P.1 English (2nd term) Rac: The Toy Box
Lesson Plan (5)

Unit: U1 Colorful toys	Module: Using my five senses	Duration: 30 mins
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Values: Collaboration with peers

Students' prior knowledge:

Before the lesson, students are able to

1. Identify different materials/ textures

2. Ask question about materials with the target language 'What material is it?' 'It is...'

Learning objectives:

After the lesson, all students are able to...

1. Describe the toys with the correct order of adjectives (size, color, materials)

Teaching procedures:

Time	Procedures	Interaction mode	Purposes	Resources
5 mins	Recap and introduction <ul style="list-style-type: none">- Recap on the prior knowledge on colors and textures.- T puts the orders of adjective on the blackboard and applies to describe an item in the classroom- T asks Ss to sort the flashcards (toys) into groups (colour/ materials). E.g. 'Sorts the big toys.' (Amid the big toy cards) 'Sorts the red toys.' (Amid the big and red toy cards) 'Sorts the metal toys.' <ul style="list-style-type: none">- T makes descriptions with the sorted example.	T ↔ Ss	<ul style="list-style-type: none">- To recap and introduce the target vocabulary- To get Ss prepared for the coming target language activities	- Flashcards
20 mins	Class games: Sorting and picking game <ul style="list-style-type: none">- T asks questions for the first round and asks 'Choose the toys which are red' 'Choose the toys which are red and metal' 'Choose the toys which are small, red and metal'- Ss compete to get the cards with the given instruction- T prepared an answer key of different sorting groups	T ↔ Ss Ss ↔ Ss	To apply the target vocabulary through a task	- Flashcards

1. Learn the order of adjectives

Activities:
Sorting game



Scaffold the lesson to help students understand the order of adjectives.

1

SIZE, LENGTH, HEIGHT

- small, big, tall, short, long, huge ...

2

TEXTURE

- thick, thin, smooth, sharp, hard, soft ...

3

COLOUR

- white, yellow, red, pink, black, green ...

4

MATERIAL


- wooden, plastic, metal, cotton, gold

The Toy Box


Let's sort the toys.

We can use different adjectives to help us sort toys.

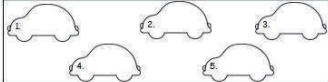
1. Size
Circle the toys that are **BIG** in this picture.



Circle the toys that are **SMALL** in this picture.



Write down other adjectives that talk about size.




The Toy Box


Let's sort the toys.

We can use different adjectives to help us sort toys.

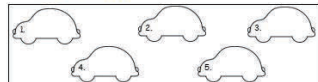
2. Texture
Circle the toys that are **SOFT** in this picture.



Circle the toys that are **PLASTIC** in this picture.



Write down other adjectives that talk about texture.




The Toy Box


Let's sort the toys.

We can use different adjectives to help us sort toys.

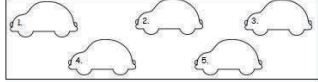
3. Colour
Circle the toys that are **RED** in this picture.



Circle the toys that are **BROWN** in this picture.



Write down other adjectives that talk about colour.




The Toy Box


Let's sort the toys.

We can use different adjectives to help us sort toys.


4. Material
Circle the toys that are **PLASTIC** in this picture.



Circle the toys that are **METAL** in this picture.



Circle the toys that are **WOODEN** in this picture.




The Toy Box


Let's sort the toys.

We can also look at a special part of a toy to help us sort them.


5. Parts of the toys
Circle the toys that **HAVE LEGS** in this picture.



Circle the toys that **HAVE WHEELS** in this picture.



Circle the toys that **HAVE** _____ in this picture.





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Lesson six

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2019-20 P.1 English (2nd term) Rac: The Toy Box
Lesson Plan (6)

Unit: U1 Colorful toys	Module: Using my five senses	Duration: 30 mins
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Values: Express gratitude to peers

Students' prior knowledge:

Before the lesson, students are able to

1. Describe the toys with the correct order of adjectives (size, color, materials)

Learning objectives:

After the lesson, all students are able to ...

1. write a letter and describe a gift toy for a classmate

Teaching procedures:

Time	Procedures	Interaction mode	Purposes	Resources
5 mins	Recap and introduction - Recap on the prior knowledge on the toys, adjectives and the order of adjectives (size, color, materials)	T <-> Ss	- To recap and introduce the target language	- Flashcards
20 mins	Writing - Students write the description of the toy they want. (E.g. I wish to have a toy. It is ...) - T collects the descriptions and choose 1-2 to ask Ss to use iPad and draw them out to have class demonstration to all the Ss - T distributes each descriptions to other student in the class. Homework - Back at home, with the help of parents, students search for a toy that matches the description and takes a photo of it and sends it to the Wechat with the help of parents. - Finish writing the card (with the gift) with the given format. E.g. 'I have a gift for you. It is a <u>small, red and metal</u> toy. I hope you like it.	T <-> Ss	- To get Ss prepared for the coming target language activities - To apply	- Flashcards - Writing task sheet

1. Write description on toys

Activities:

"I wish to have a toy that is..."
activity

Homework:

find a toy for a classmate



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Lesson seven

Fanling Public School
2019-20 P.1 English (2nd term) Rac: The Toy Box
Lesson Plan (7)

Unit: U1 Colorful toys	Module: Using my five senses	Duration: 30 mins
------------------------	------------------------------	-------------------

Values: Gratitude towards classmates

Students' prior knowledge:

Before the lesson, students are able to

1. write a letter and describe a gift toy for a classmate

Learning objectives:

After the lesson, all students are able to...

1. write a letter of reply(Thank you letter) to a classmate

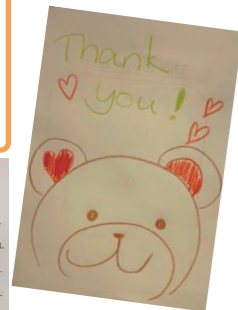
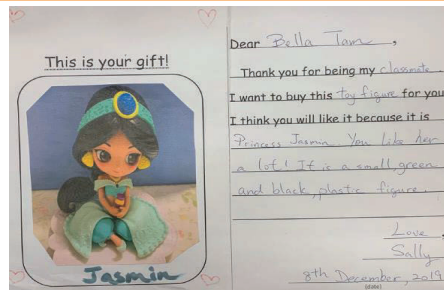
Teaching procedures:

Time	Procedures	Interaction mode	Purposes	Resources
10 mins	Recap and introduction - Recap on the prior knowledge on the toys, adjectives and the order of adjectives (size, color, materials) - Introduce the language and features in a Thank You letter and when we can write a Thank You card	T ↔ Ss	- To recap and introduce the target language	- PPT
20 mins	Writing - Students write a thank you letter to their classmates with the photo of the gift they have chosen. Sharing - T invites Ss to share the Thank You letter they got	T ↔ Ss Ss ↔ Ss	- To get Ss prepared for the coming target language activities	- Flashcards
5 mins	Conclusion - T concludes the learning objectives and target language of the lesson.	T ↔ Ss	- To conclude the lesson.	

1. Write a thank you card to a friend/ classmate

Activities:

Write a thank you card





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Positive Learning

Positive learning

1) Receive encouraging comments / teacher's support.



Positive learning

2) Express gratitude

Write a thank you card to a classmate (choose a toy for him / her).





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Small-class teaching techniques



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Self-learning



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Self-directed learning tools:

1. Flashcards (for card games)



Increase learning effectiveness

- Cut the 2 sets of cards by themselves.
- Students are able to...

(1) learn **20 new toy items** in a short period of time

(2) **self-learn** the toy names at home (matching game)

a tea set	a car
a horse	a helicopter
a fire truck	a tea kettle
a hammer	a teddy bear





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Self-directed learning tasks

2. Watch a pre-task video at home and finish a pre-task worksheet.

<https://youtu.be/IiAC98fReyw>



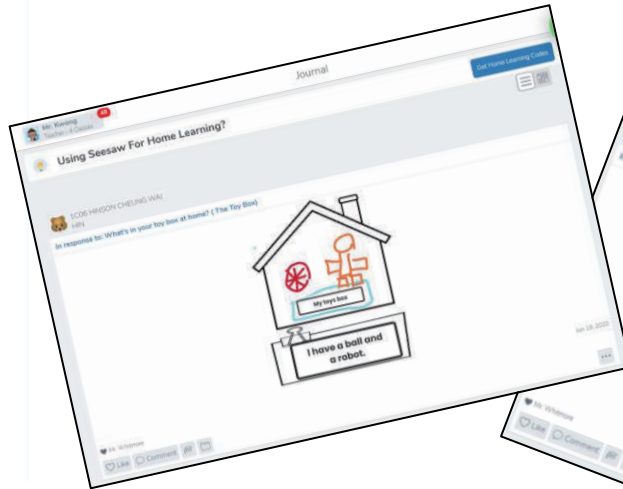
The Toy Box		
Name: _____	Class: _____ ()	
Have a look at the video and write down the names of these toys. https://youtu.be/IiAC98fReyw		
		
1. _____	2. _____	
		
3. _____	4. _____	5. _____
		
6. _____	7. _____	8. _____
		
9. _____	10. _____	

The Toy Box		
Name: _____	Class: _____ ()	
Have a look at the video and write down the names of these toys. https://youtu.be/IiAC98fReyw		
		
11. _____	12. _____	13. _____
		
14. _____	15. _____	16. _____
		
17. _____	18. _____	
		
19. _____	20. _____	



Self-directed learning tasks

- 3. Upload their work and photos on Seesaw.
 - Students are able to comment and read peers' work.





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Student Interaction



Student interaction

1. Interview





- Allow students to practice their questioning and answering skills.
- Let students relate the topic to their own experience. (Toys)
- Create more interaction between students.



P.1 RaC The Toy Box Pre-task: Interview (Checklist)

Name: _____ Class: P.1 _____ ()

Interview your groupmates for the toys they have. Tick ✓ the boxes if they have the toys.

	: Do you have a ball ? (Students raise hands and tick ✓ the boxes)
	: Do you have a car ? (Students raise hands and tick ✓ the boxes)
	: Do you have a doll ? (Students raise hands and tick ✓ the boxes)
	: Do you have a teddy bear ? (Students raise hands and tick ✓ the boxes)

Toys	Students			
	Me (Name:)	1 (Name:)	2 (Name:)	3 (Name:)
Ball				
Car				
Doll				
Teddy bear				



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Student interaction

2. Experiential learning (Mystery box)

- Students touch and feel in the mystery boxes to learn about **different textures/ materials**



Is it wooden? metal? plastic? fur?





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Student interaction

2. Experiential learning (Mystery box)

 **Mystery Box** 

The teacher will have some mystery boxes.

Feel the things inside the box and put a ✓ in the table below.

(box)/ (material)	 wooden	 metal	 plastic	 furry
1				
2				
3				
4				
5				
6				
7				
8				



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Use of card games



Student interaction

3. Card games

- T will give a set of picture cards and word cards to each student.
- Ss need to cut them prior the lesson



a tea set	a car
a horse	a helicopter
a fire truck	a tea kettle
a hammer	a teddy bear





Student interaction

3. Card games

- Provide initiatives for learners, students are motivated.
- Practise target languages and learn from peers.
- Listening and speaking skills practice.



a tea set	a car
a horse	a helicopter
a fire truck	a tea kettle
a hammer	a teddy bear





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Student interaction

3. Card games

Designing of ways to play the game based on purpose

A. recognition

B. memory

C. Competition



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Student interaction

3. Card games

Ways of playing the card games:

1. Snap

2. Find the toy (Vocabulary/ adjectives)

3. Sorting

a tea set	a car
a horse	a helicopter
a fire truck	a tea kettle
a hammer	a teddy bear





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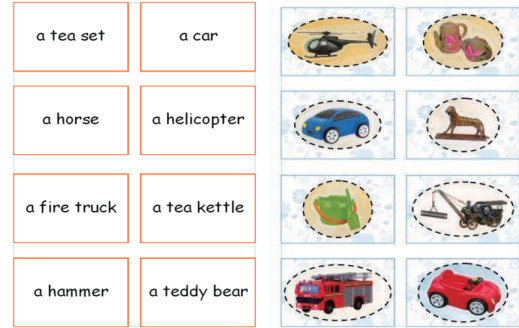
Student interaction

3. Card games

Ways of playing the card games:

4. Matching

- Teacher asks students to take out a specific set of picture cards and word cards.
- Students compete to see who can match the cards the fastest.
- Teacher can increase the difficulty by asking students to take out more flashcards to match.





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Student interaction

3. Card games

Ways of playing the card games:

5. Find the toy (group game)

- use 1 set of card
- student host provide a clue and group members picks the matching card from the bunch
- The one with the most cards after several rounds wins

a tea set	a car
a horse	a helicopter
a fire truck	a tea kettle
a hammer	a teddy bear





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Student interaction

3. Card games

Ways of playing the card games:

6. Guess that toy

(ask questions to find a specific toy)

- Is your toy blue?
- Is your toy furry?
- Is your toy wooden?

a tea set

a car

a horse

a helicopter

a fire truck

a tea kettle

a hammer

a teddy bear





Student interaction



3. Card games

Game 1: Snap (practise vocabulary)

- Using 1 set of cards, the flashcards will be distributed evenly between the group members.
- Students will take turn and say the target vocabulary. i.e. 'helicopter'
- The quickest Ss who slaps the correct card wins.



a tea set	a car
a horse	a helicopter
a fire truck	a tea kettle
a hammer	a teddy bear



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Student interaction



3. Card games

Game 1: Snap (practise vocabulary)

Purpose:

- Repeatedly practise of the difficult target vocabulary.
- Require Ss to pay attention to the game.
- Train recognitions of vocabulary (associate with the pictures)



a tea set	a car
a horse	a helicopter
a fire truck	a tea kettle
a hammer	a teddy bear



Student interaction

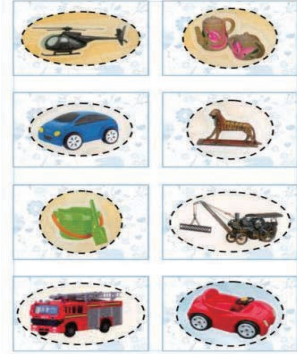


3. Card games

Game 2: Find the toy Game

- T shows a word card / picture card.
- Ss find the respective picture card / word card and show to the T by holding it up.

a tea set	a car
a horse	a helicopter
a fire truck	a tea kettle
a hammer	a teddy bear



Purpose:

- Train recognitions of vocabulary (associate with the pictures / words)



A variety of ways to play (purpose):

T: picture cards S: picture cards

T: word cards S: word cards

T: word cards S: picture cards

T: picture cards S: word cards

T: say out words T: picture cards

T: say out words S: word cards



Word recognition: Face upwards

Competition: Face downwards




Instructions of the matching game

- Revision: identify the toy items and their spellings

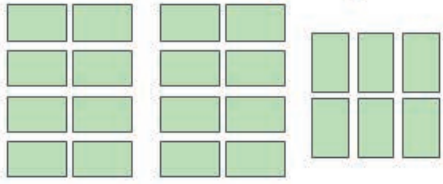

Game time!

Are you ready?
Let's start!



Game time!


1. Take out your



1. Ss get ready with their word cards.

Word cards!

a tractor	a car	a dragon	a toy man	a postcard	a crown
a horse	a helicopter	a rabbit	a dinky	a car	a car
a fire truck	a tea kettle	a kangaroo	blocks	a rabbit	a hamster
a hammer	a teddy bear	a toy slide	a tiger		




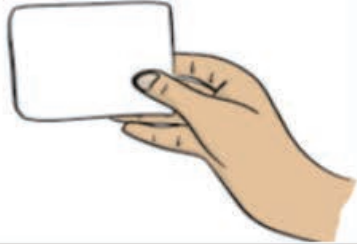
2. T shows a PICTURE card.

Find the word card of:





3. Ss show the matching WORD card.

Show me the correct word card of

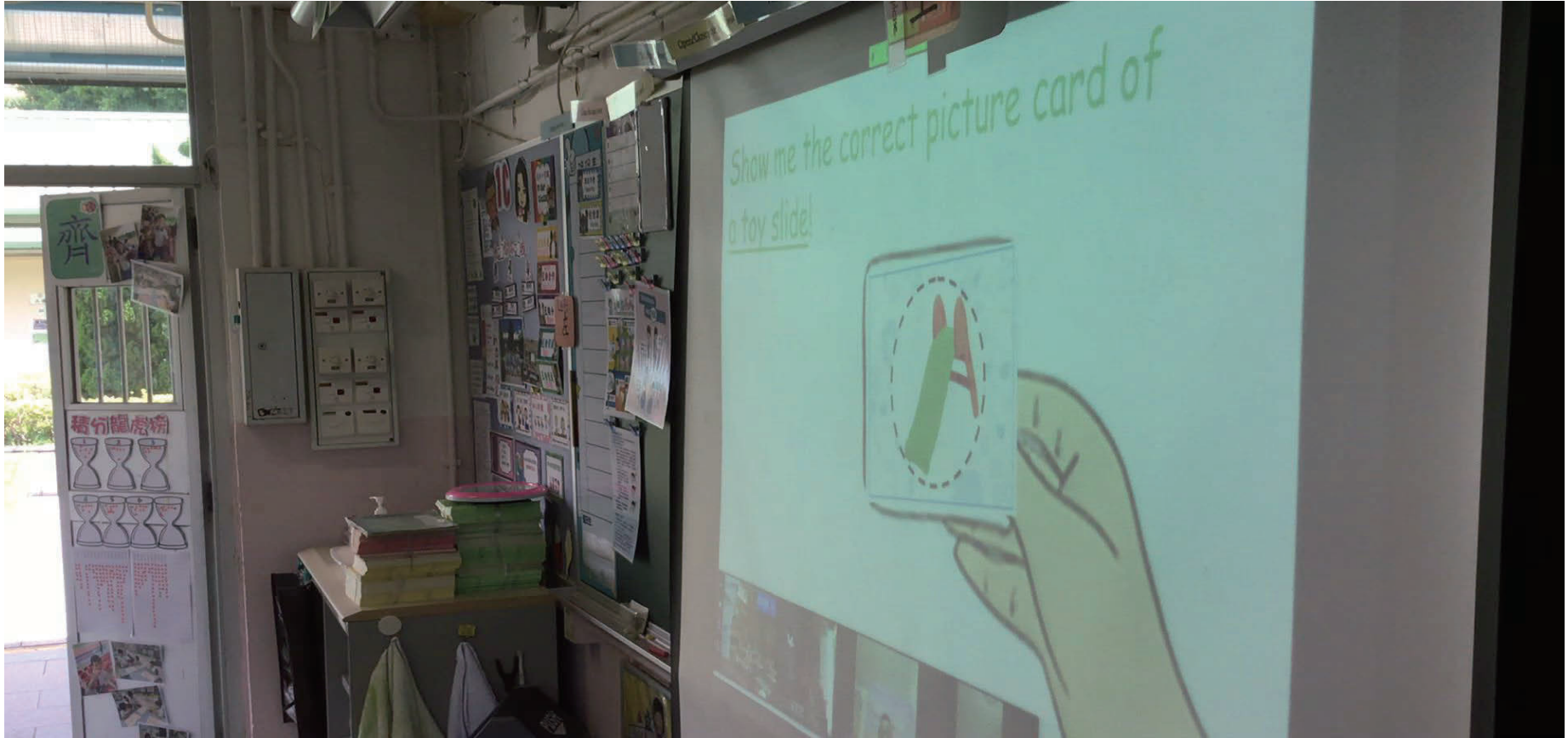


3. Ss show the matching WORD card.

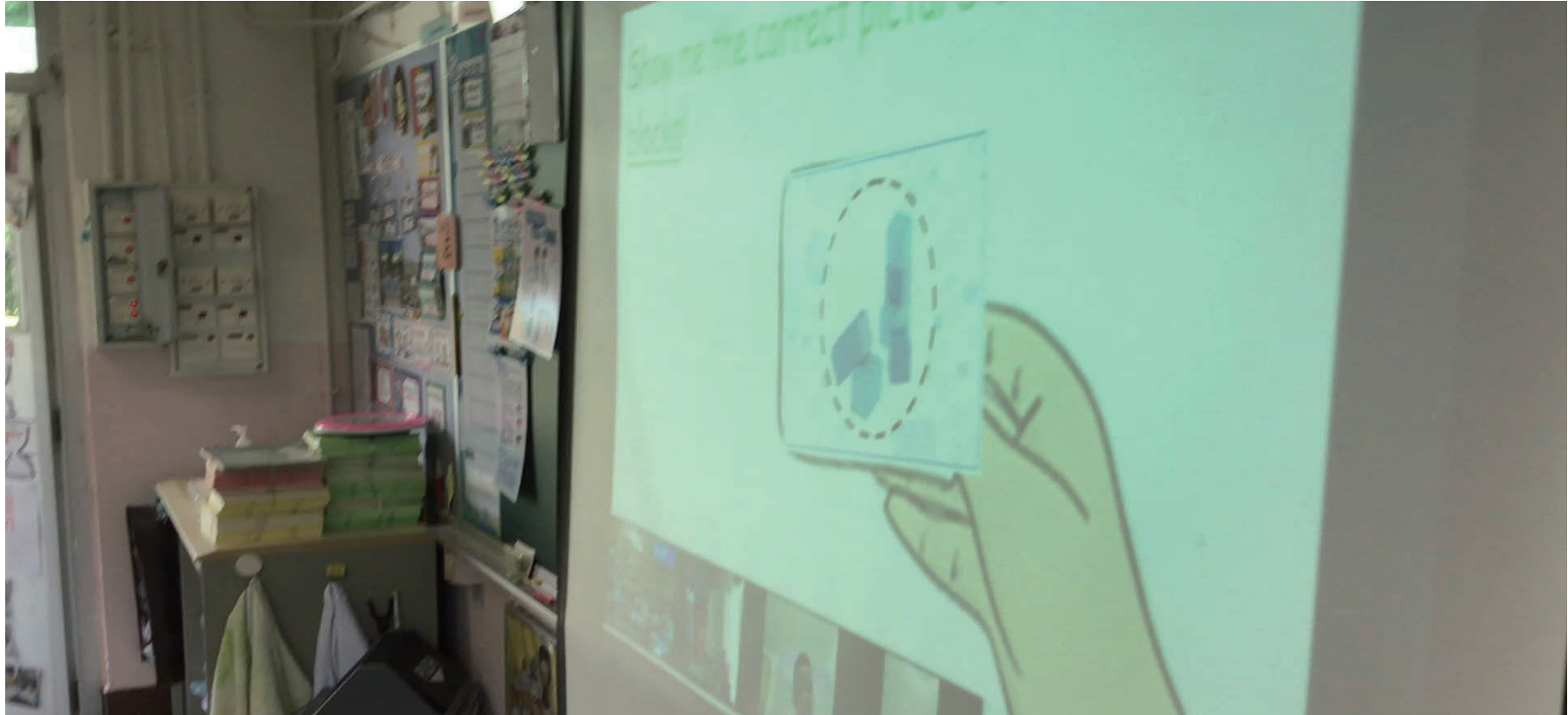
Show me the correct word card of



Students are able to **find** the corresponding **picture card** from the word card.



Level up: This time students need to find
more cards (3 cars).





Student interaction



3. Card games

Game 3: Sorting (learn adjectives order and jumbling)



- a pile of game card ready on the desk
- T gives instructions to guide Ss to sort target cards
'Choose the toys which are red.'
- 'Choose the toys which are red and metal.'
- 'Choose the toys which are small, red and metal.'
- Ss is the host to give instructions to the class/ group.

a tea set	a car
a horse	a helicopter
a fire truck	a tea kettle
a hammer	a teddy bear



Student interaction



3. Card games

Game 3: Sorting (learn adjectives order and jumbling)

Purpose:

- **associate** learning in a meaningful environment
(1. listening skills 2. grouping and sorting skills)
- **acquire** the order of adjectives through listening and speaking
- **train** grouping and sorting skills (finding common features)



Instructions of the sorting game

1. Ss get ready with their PICTURE cards.

Game: Sorting game

1. Face up your picture (purple) cards!



65

2. Listen and find

2. T asks Ss to sort the 'BLUE' toys.

Find a toy that is
blue.



67



3. Ss sort the 'BLUE' toys cards.

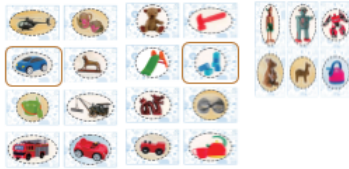
4. T asks Ss to sort the 'BLUE PLASTIC' toys.

2. Listen and find the correct card!

Find a toy that is
blue and plastic.



2. Listen and find the correct card!



5. Ss sort the 'BLUE PLASTIC' toys cards.

Game: Sorting game

1. Face up your picture (purple) cards!



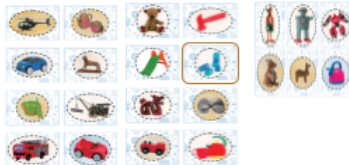
6. T asks Ss to sort the 'SMALL BLUE PLASTIC' toys.

2. Listen and find the correct card!

Find a toy that is
small, blue and plastic.



2. Listen and find the correct card!



7. Ss sort the 'SMALL BLUE PLASTIC' toys cards.

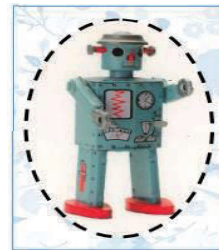
T asks Ss to use the pattern:
'I have **SMALL BLUE PLASTIC** blocks.'

73

74

Students are able to sort many **red toys**.





Ss sort the 'BLUE' toys cards.



Ss sort the 'BLUE PLASTIC' toys cards.



Ss sort the 'SMALL BLUE PLASTIC' toys cards.

Tips for card games:

- 1) Face up the cards
 - Test knowledge, not memory
 - Save time



Tips for card games:

- 2) Students say the target vocabulary.
(not just show the card)
- 3) Students say complete sentences.





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Conclusion

- Summarize the use of co-planning
 - Foresee difficulties
 - Questioning
 - Trial
 - Develop activities that are authentic and realistic to students
- Summarize the use of small-class teaching techniques
 - Self-directed learning
 - Experiential learning
 - Learning through games



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Q&A



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Thank
You!