



才德兼備理財學校計劃

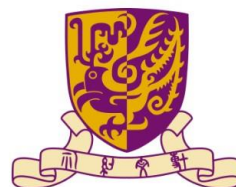
The Chin Family Financially Literate Schools Programme

教學資源分享

Topic: Special gift

Tseung Kwan O Government Primary School

Primary 3 English Language



CENTRE FOR
UNIVERSITY & SCHOOL
PARTNERSHIP
大學與學校夥伴協作中心
香港中文大學教育學院 • FACULTY OF EDUCATION CUHK

Level: Primary 3

Text Book: Primary Longman Elect

Publisher: Pearson

Module: Caring and sharing

Unit: Sharing experiences

Chapter 5: Special gift

Learning Objectives:

A. Knowledge

1. Students are able to understand things happened in the past.
2. Able to ask questions about past events.
3. Able to use past tense to describe and talk about things happened in the past.
4. Able to write a diary on Dad/Mum's birthday.
5. Able to understand that money plays an important role in our life but it is not the only source.

B. Skills

1. Students are able to listen, observe, feel, choose and retell events in the past.
2. Able to collect information about the past events.
3. Able to organize information in the correct sequence and express ideas and feelings in detail.

C. Attitudes

1. Realize love and happiness is important in our life.
2. Share experiences with parents / teachers/classmates.
3. Writing diaries can help improve the use of English and keep memory fresh.
4. Learn to show gratitude to someone who cares and loves you

Final task:

Write a diary about Dad/Mum's birthday?

1. Your gift?
2. How did you spend the day with him/her?

Relevant FCF competence elements:

SC4 – Recognise the value and price of a product/service

A2 – Accept that one cannot have everything as one has only a limited amount of money

A6 – Accept that money plays an important part in our life, but it is not the only source of happiness

B2 – Talk honestly about money with one’s family

Relevant virtues: Responsibility and Honesty

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Chapter 4: Special gift

Lessons	Learning objectives			Learning Activities
	Knowledge	Skills	Attitudes	
1-2	<p>Able to tell the name of different gifts.</p> <p>Able to tell the partners their best gift.</p>	<ul style="list-style-type: none"> • Presentation skill • Communication skill 	<ul style="list-style-type: none"> • Work with partner cooperatively. • Enjoy the bingo game. • Listen to and respect each other 	<ol style="list-style-type: none"> 1. Teach the vocabulary items about different gifts. 2. Students play the bingo games (task sheet 1). 3. Students work in pairs to tell their best gifts. (task sheet 2) (Draw the best gift on task sheet 2) Think-pair-share NHT
3	<p>Able to go to the right corner according to the gifts they have.</p>	<ul style="list-style-type: none"> • Observe and choose 	<ul style="list-style-type: none"> • Sharing events happened in the past with others. • Care for what family members did in the past. 	<ul style="list-style-type: none"> - Four corners : According to their best gifts, the classroom is classify into 4 corners. They are 1.Toys 2. Clothes - 3. Stationery 4. Love. (Task-sheet 3) According to task sheet 2, students are asked to go to the right corners. - Students explain their choice.
4	<ul style="list-style-type: none"> • Able to tell something about love and happiness 	<ul style="list-style-type: none"> • Communication skill 	<ul style="list-style-type: none"> • Thankful to someone who loves you 	<ol style="list-style-type: none"> 1. Venn diagram about love and happiness. 2. Explain your thought

Lessons	Learning objectives			Learning Activities
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5-6	<ul style="list-style-type: none"> • Able to understand what happened to the characters in the story. (Special gift) 	<ul style="list-style-type: none"> • Answer the teacher's HOT questions. • Retell what happened in the story. • Thinking skill 	<ul style="list-style-type: none"> • Concern your family. • Behave well at home 	<ol style="list-style-type: none"> 1. Picture walk <ul style="list-style-type: none"> - Use HOT questions to let students understand the outline of the story. 2. Guided reading <ul style="list-style-type: none"> - Use HOT questions to help students understand the content, learn the vocabulary, promote thinking, develop positive attitudes and acquire reading skills. 3. - Think : What gift can give you love and happiness? 4. Students work in pairs to put the sentences in the correct order. <ul style="list-style-type: none"> - Students retell the story to the class.
7	<ul style="list-style-type: none"> • Able to tell the past tense of irregular verbs 	<ul style="list-style-type: none"> • Work cooperatively to find out the base form of the action verbs. • Able to use the past tense of irregular verbs to describe things happened in the past. 	<ul style="list-style-type: none"> • Sharing past experiences with others actively. • Help each other to familiar with the past tense of irregular verbs. 	<ol style="list-style-type: none"> 1. Teacher shows students the story (special gift) again with some common irregular verbs. Students have to circle the action verbs in the past tense. Then work in pairs to find the base form of the action verbs. 2. Card game I Students work in pairs to match the base forms of the irregular verbs with their past forms. 3. Card game II Work in pairs and each one has to take turns to draw an action verb card and make a sentence. The more able ones can include more supporting details.
8-9	<ul style="list-style-type: none"> • Able to write a diary entry with correct format. 	<ul style="list-style-type: none"> • Collect information with the help of mind map. • Arrange the ideas in order. 	<ul style="list-style-type: none"> • Writing diary entries can improve the writing skills. • Share ideas with others. 	<ol style="list-style-type: none"> 1. Teacher guides pupils to make up a mind map about a diary entry. (guided-writing worksheet 5) 2. Shared writing - Teacher uses the mind map to guide pupils to write about an event. 3. Write a diary individually with the help of a mind map.

Lessons	Learning objectives			Learning Activities
	Knowledge	Skills	Attitudes	
		<ul style="list-style-type: none"> Use of adjectives, feeling words and connectives to enhance the content of the diary entry. 	<ul style="list-style-type: none"> Work co-operatively to check the tense mistakes. 	3. Proofreading in pairs.