



才德兼備理財學校計劃

The Chin Family Financially Literate Schools Programme

教學資源分享

Topic : Dinner Time

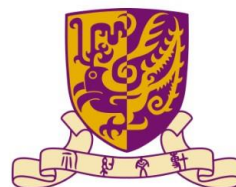
Yaumati Catholic Primary School (Hoi Wang Road)

Primary Two

English Language



投委會
IFEC



CENTRE FOR
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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

Yaumati Catholic Primary School (Hoi Wang Road)

English Lesson Plan

Year 20 19 - 20 20

Date : _____ (Lesson:) Time : _____ to _____

The _____ lesson of the chapter; Total number of lessons of chapter: _____

A. Module : Use my senses. Unit5 Dinner time!

B. Previous Knowledge : food items, numbers, language structure: how much, they are..it is

C. Teaching Objectives / Expected Learning Outcomes :

- Students are able to differentiate needs and wants.(SC6)

- Count coins and notes accurately, and put them in the correct order of value (MB3)

- Recognize the functions and value of money (MB4)

- Spend less than one's available cash (B7)

- Explain the function of budgeting, and allocate money for different uses (FP4)

- Virtues embedded: Temperance, Prudence, Responsibility

- Language skills: Listening for teachers' instructions, reading information from the price list and youtube, discussion to exchange ideas in groups, write down the expenditure and make oral report in front of the class.

D. Lesson Design (extended activity for financial competence):

Time	Teaching steps: (revision, instruction, explanation, application, peer collaboration, pair work, peer evaluation, sharing, etc)	Effective questioning: e.g. obtaining information, prompting, inquiring, clarifying, qualitative feedback	Use of resources: (Use of IT / teaching aids/ reading materials / props)	Cognitive categories #
5mins	<p>Motivation</p> <ul style="list-style-type: none"> - Teacher asks and retells the story of Wilson and Ryan in the textbook. (P.64,65) <p><i>Questions:</i></p> <ul style="list-style-type: none"> ✧ What did their mum ask them to buy in the supermarket? ✧ Why did they have to buy those food items? ✧ Elicit the concept of "needs" ✧ What did they buy at the end? ✧ Do they really need the snacks? ✧ Elicit the concept of "wants" ✧ Teacher can ask what the boys can do when they cannot find all items in one supermarket. They may go to another supermarket and even market to buy those missing items. 	<ul style="list-style-type: none"> - Prompting - Obtaining information 	Reading Powerpoint	Remembering & Understanding
5mins	<ul style="list-style-type: none"> ✧ Recap the difference between "needs" and "wants" ✧ Needs: things you must have as necessary for survival, e.g. water, daily food to make dinner ✧ Wants: things you would like to have but may not be necessary, e.g. soft drinks and snacks ✧ ADD: What will you do differently in supermarket ? <ul style="list-style-type: none"> - Teacher revisits the target language with the students "how much is/are...?" and "They are/ It is..." with the help of the scenario. <p><i>Questions:</i></p> <ul style="list-style-type: none"> ✧ When Ryan was about to pay, what did he ask the cashier? ✧ Elicit the sentence structure "How much 			

	<p>is/are...”</p> <ul style="list-style-type: none"> ✧ What did the cashier say? ✧ Elicit the sentence structure “It is/ they are...” 			
15mins	<p>Procedure</p> <ul style="list-style-type: none"> - Teacher tells students to work in groups of four. - Teacher shows students the scenario “Preparing Sam’s birthday party”. In this scenario, students have to prepare the birthday party for Sam. (They have to buy some ingredients for making a birthday cake. But they already have some sugar at home) - First, show students a YouTube video about how to make a cake and in the task, they have to buy ingredients to make a cake in groups - Then, explain the scenario to students: list 1a (how much budget they have, what items they already have at home, what ingredients they need) - Explain the word “budget” before the activity 	<ul style="list-style-type: none"> - Inquiring - Qualitative feedback 	<p>Props Powerpoint Task sheets</p>	Understanding
10mins	<ul style="list-style-type: none"> - Before showing students the task sheets, show students the fake money and teach them to recognize the notes. (e.g. \$5, \$10, \$100, coins) - Show students list 1b. (What they can buy from the supermarket and the price of the items) 			Applying
10mins	<ul style="list-style-type: none"> - Show students the task sheet 2a. Remind students that they have to look at the price tags before they decide what to buy. They have to plan how to use the budget and write down their shopping list before they buy anything. - Students are reminded that the plan spending cannot exceed the budget amount i.e. \$100) - After they buy the ingredients, they can draw their birthday cake. - After they buy the ingredients, tell students that they have to jot down what they buy (task sheet 2b) and calculate the total amount of money they spend - Give each group 2 different lists and 2 task sheets: <p><u>2 lists:</u></p> <p>1a. The food/ ingredients items that students already have at home</p> <p>1b. The list to show them what can be found in the supermarket. On this list, the name of different food items and the price are provided. (The food list include those they don’t really need to buy, such as crisps, sweets which are used to tempt the students to differentiate the difference between wants and needs)</p> <p><u>2 task sheets:</u></p> <p>2a. - Provide instructions to tell students what they should do e.g. What ingredients and the portion they need to make the birthday cake, how much budget each group has</p> <ul style="list-style-type: none"> - Space should be provided for students to mark down what they plan to buy (shopping list) 			Analyzing
				creativity

	<p>2b. - A task sheet for students to draw their cake and mark down what they buy at the end as well as the price. Students have to calculate the total amount of money they spend to buy the ingredients.</p> <ul style="list-style-type: none"> - *After they make the decision, they have to use the fake money they have to buy the things by using the sentence structure “How much..?” - Students have to present their work (what they buy) in front of the class. Classmates may ask them reasons. 			Evaluating
5mins	<p>3.Consolidation/Conclusion/Evaluation</p> <ul style="list-style-type: none"> - After students finish the task, teachers lead the discussion: <ul style="list-style-type: none"> a) Do they add something bizarre as the topping? (to differentiate wants and needs) b) How much money do they have after buying the food? (Ask them if they have checked the change was correct? If not, what would they do?) c) What can they do with the remaining money? Ans: The remaining money can be saved or buy flags to help the charity. d) IF they use more than \$100, tell them they use the money more than their budget and teach students that they have to spend less than one’s available cash. (i) Recap with the students about the importance of doing a budget. (ii) Besides differentiating needs and wants, students can also judge the priority of buying things. E.g. which items are the most critical to the making of cake, which items can be used with smaller amount, or replaced with another cheaper items etc. especially when the available money is not quite enough to buy all the needs.”, and (iii) Ask students to rethink how much they have spent to make a cake and how much to buy from cake shop, to see how much have saved.” 	- Qualitative feedback	Powerpoint	Evaluating

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WORKSHEET



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2019-2020

List 1a: Making a Birthday Cake

Group: _____

Class: 2_____

Name: _____ (), _____ (),
 _____ (), _____ ()

Boys and girls, you have to work in groups of four to make a birthday cake. You have to buy some ingredients from the supermarket, but you already have some at home. Please look at the list below to see what items you already have.

What We Have at Home

1. sugar	Half of a pack
2. apple	1
3. chocolate	1 bar
4. egg	1
5. fork	2 forks
6. plate	2 plates
7. banana	1
8. orange	2

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List 1b: Making a Birthday Cake

Group: _____

Class: 2_____

Name: _____ (), _____ (),
_____ (), _____ ()

(A) Look at the list below. This shows what you can buy in a supermarket and their prices.

In the Supermarket

potato chips (1 pack)	\$20
6 eggs	\$22
chocolate chips (1 pack)	\$25
flour (1 pack)	\$40
yeast (1 small pack)	\$8
sugar (1 small pack)	\$8
sweets (1 pack)	\$15
cream (1 carton)	\$22
cherries (10 pieces)	\$25
5 forks	\$32
5 plates	\$25
6 boxes of lemon tea	\$29
1 can of coke	\$5
1 bottle of orange juice	\$10
1 bottle of apple juice	\$13
seaweed (1 pack)	\$5
sausages (1 pack)	\$20
siu mai (1 pack)	\$13
fish balls (1 pack)	\$15

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Task sheet 2a: Making a Birthday Cake

Group: _____ Class: 2 _____

Name: _____ (), _____ (),
_____ (), _____ ()

(A) Now, you have to make a birthday cake. The ingredients you need to make a cake have been shown below.

Ingredients for Making a Birthday Cake

yeast	1 small pack
eggs	6
flour	1 pack
sugar	1 small pack
cream	1 carton

Toppings

cherries	10 pieces
chocolate chips	1 pack

Budget you have to buy the ingredients
from the supermarket: **\$100**

(B) While buying the items in the supermarket, please use the following sentence structures:

A: Excuse me, how much is the?

B: It is dollars.

A: Thanks. Here you are. (give the money to the shop keeper)

OR

It's too expensive. Thanks.

A: Excuse me, how much are the.....?

B: They are dollars.

A: Thanks. Here you are. (give the money to the shop keeper)

OR

They're too expensive. Thanks.

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Task sheet 2b: Making a Birthday Cake

Group: _____

Class: 2_____

Name: _____ (), _____(),
 _____ (), _____()

(A) After you buy the ingredients, please mark down what you buy and the money you spent.

The Things We Buy from the Supermarket

Items	Quantity	Price
e.g. Flour	1 pack	\$40
1.		\$
2.		\$
3.		\$
4.		\$
5.		\$
6.		\$
7.		\$
8.		\$
9.		\$
10.		\$
11.		\$
12.		\$
Total:		\$

1. How much money did you spend? Total: _____

2. How much change did you get? ___\$_____

(B) Please draw the birthday cake that you want to make in the following box.

