



才德兼備理財學校計劃

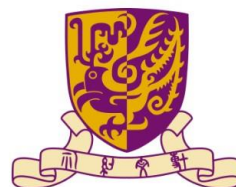
The Chin Family Financially Literate Schools Programme

教學資源分享

Topic: A Reason to Celebrate

CCC Kei Wa Primary School (Kowloon Tong)

Primary 4 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

Lesson Plan
 CCC Kei Wa Primary School (Kowloon Tong)
 2018-2019 Second Term P.4 English Lesson Plan

Unit : Unit 7 A Reason to Celebrate

Theme : Chinese New Year

Medium of Instruction : English

Learning objectives (outcomes):

1. able to investigate the value of money
2. able to understand that they can love and help others by sharing

Teaching materials :

- Story : Sam and the Lucky Money
 (the story plot) This Chinese New Year, Sam's parents tell him that he may spend his "lucky" money on anything he wants. When he arrives at the festivities in Chinatown, he is tempted by many nice things. But a homeless man without shoes or socks helps Sam decide on the best way of all to spend his "lucky" money.
- Teaching aids: PowerPoint Slides, Task Sheets

Relevant FCF competence elements:

SC8 – Explain why people give money, time and effort to charities

M2 – Saving now is a way to be able to spend in the future

Relevant virtues: Temperance and Responsibility

Teaching procedures:

Teaching Objectives:	Teaching Activities	Resources / Teaching Aids	Remarks
(I) <u>Lead in</u> Introduce the topic: Spending the lucky money	1. Teacher shows students some red packets and ask them: Have you got any during CNY? How will you spend your lucky money?	Red Packets	

<p>(II) <u>Development</u> Conduct guided reading - <i>Sam and the lucky money</i></p>	<p>1. Tell students that they are going to read a book “Sam and the Lucky Money” By looking at the cover, ask students to guess what the book is about? Read part one with students until “Coming!” said Sam. Prediction: How would Sam use the lucky money?</p> <p>2. Read aloud Part 2 together (until Sam stared at the man dirty clothes as he backed away.) Who did Sam kick? Can you use some adjectives to describe him? Guess how the stranger felt in the weather?</p> <p>3. Read aloud Part 3 until the leissies seem worthless. In which shop was Sam planning to spend his lucky money? What did Sam want to buy? Compare Sam’s feeling about his lucky money in the beginning of the story and now, what are the differences? What caused the differences? Would you feel the same if you were Sam? Why? What would you do with four dollars if you were Sam?</p> <p>4. Read aloud Part 4 until (Can I really do anything I want with the lucky money?) Guess what Sam is going to do?</p> <p>5. Conscious Alley: Tell Students to imagine that they were Sam and ask if they would give the lucky money to poor strangers. Have students to write down their choice and give reasons to support their idea. Invite one student to be “Sam”. Choose 6 students who possess different opinions. And have “Sam” walk through the “conscious alley”.</p>	<p>PPT Slides</p> <p>PPT Slides</p> <p>PPT Slides</p> <p>PPT Slides</p> <p>PPT Slides</p> <p>Task Sheet</p>	
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<p>(III) <u>Conclusion</u></p>	<p>6. Hot-Seating</p> <p>Invite the student who acts as “Sam” to make a decision, would he give his lucky money to the poor strange?”</p> <p>Have students interview him. Ask him questions, e.g. Why / Why don’t give your lucky money to the poor strange? How do you feel after giving the money to the poor stranger? Do you think you spend your money appropriately? Why?</p> <p>7. Read the final part:</p> <p>What would you do if you had seen the same man on the sidewalk?</p> <p>What kinds of things can you do to help those who have less than you do?</p> <p>How do you feel when you help others?</p> <p>How do you think others feel when they know they are being cared or?</p> <p>Tell students</p> <ol style="list-style-type: none"> 1. Sam chose the best way of all to spend his lucky money. 2. You can choose how you are going to spend your lucky money appropriately. Sharing what you have with who have less than you can be a meaningful celebration. 	<p>PPT slides</p> <p>PPT slides</p>	
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