



# 才德兼備理財學校計劃

The Chin Family Financially Literate Schools Programme

## 教學資源分享

### Topic : Fun with Making Things

Tseung Kwan O Government Primary School

Primary Five

English Language



投委會  
IFEC



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

**TSEUNG KWAN O GOVERNMENT PRIMARY SCHOOL**

**2019– 2020 2<sup>nd</sup> Term Primary 5 Teaching Schedule**

**An overview**

Module 1: Happy Days	Unit: Fun with making things	Unit 1: Making things is fun!
Total teaching days: 7 days		Total lessons: 9 lessons

<p><b>Target Vocabulary</b> bake, fry, chop, pour, add, beat, staple, stick, fold, cut</p>	<p><b>Structure</b></p> <ol style="list-style-type: none"> <li>1. Talk about the steps for making things. e.g. <i>Use glue to</i> stick the paper onto the box.</li> <li>2. Use connectives to show the sequence. e.g. <i>First</i> put the flour into a mixing bowl. <i>Next / After that / Then</i> beat them with a folk. <i>Finally</i> remove the pancake from the pan.</li> </ol>	<p><b>Reading Text Type</b></p> <ul style="list-style-type: none"> <li>• story</li> <li>• recipes</li> <li>• procedures</li> <li>• contents pages</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• infinitives</li> <li>• prepositions</li> <li>• compound nouns</li> </ul>
<p><b><u>Vocabulary Building Strategies</u></b></p> <p>A) Organizing vocabulary: Paradigmatic approach – actions verbs</p> <p>B) Understanding word formation: Adverbs of sequence: First, then, after that , Finally</p>	<p><b><u>FCF components</u></b></p> <p>A10 Accept that money plays an important part in our life, but it is not the only source of happiness</p> <ul style="list-style-type: none"> <li>• Develop a positive sense of self-worth.</li> <li>• Some things that money cannot buy are love, friendship, etc.</li> </ul> <p>SC10 Compare the pros and cons of buying from different channels (including online shopping)</p> <ul style="list-style-type: none"> <li>• Examples of purchasing channels: retail shops, department stores, outlets, online shopping, online group purchase, online auction, etc.</li> <li>• Examples: convenience, more information, more options, group discount, lower costs, flexible payments, better consumer protection and security, etc</li> </ul> <p>PR6 Identify the risks of online shopping</p> <ul style="list-style-type: none"> <li>• Examples of possible buying risks: misleading description of product features, misunderstanding of the product features, impulse spending by promotional activities, dispatch delay/never dispatch, fake online reviews, pirated products etc.</li> <li>• Possible security risks: credit card scams, phishing, identity theft, other risks from disclosing private information, bogus websites, etc</li> </ul>		

Lesson	Objectives	Teaching Procedures	Materials	Homework
1-2	<p>a. To develop pupils' reading skills and language appreciation.</p> <p>b. To expose pupils to a variety of text types. (A Recipe, a procedure, and a story)</p> <p>c. To develop pupil's awareness that money plays an important part in our life, but it is not the only source of happiness</p>	<p>1. Before reading (T52):</p> <ul style="list-style-type: none"> <li>- Ask Ss to brainstorm words (ingredients, steps, actions, etc.) about different recipes (cake, bakery, biscuits, etc.).</li> <li>- Arouse pupils' interest by asking <i>Have you ever cooked? What did you cook? What things can you cook?</i></li> <li>- Ask pupils to look at TB P. 2 and identify the text types that they will be reading. (A recipe, a procedure and a story.)</li> </ul> <p>2. While reading (T53):</p> <ul style="list-style-type: none"> <li>- Ask pupils to read TB P. 2 silently on their own.</li> <li>- Ask pupils to underline the words they can't read or understand the meanings.</li> <li>- Teacher read aloud the text and pupils listen carefully.</li> <li>- Ask some simple factual questions followed by interpretative questions (T53).</li> </ul> <p>3. After reading:</p> <ul style="list-style-type: none"> <li>- Highlight the keywords with Ss.</li> <li>- Finish Post-reading (TB P. 4) and check the answers with class together.</li> </ul> <p>4. Post reading discussion</p> <ul style="list-style-type: none"> <li>- Using Numbered heads technique, pps discuss the following <ul style="list-style-type: none"> <li>a. What do you want to make?</li> <li>b. What ingredients you need?</li> <li>c. How much would you pay for the ingredients?</li> <li>d. Would you prefer to buy it at the shops? Why?</li> </ul> </li> </ul>	<p>Classwork</p> <p>Super E-book</p> <p>Discussion WS</p>	WS

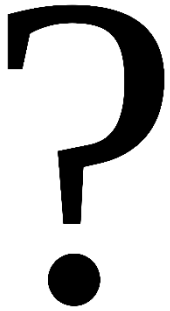
Lesson	Objectives	Teaching Procedures	Materials	Homework
3-4	<p>a. To introduce / extend pupils' vocabulary for understanding and giving instructions.</p> <p>b. To enable pupils to talk about the steps in making craft items using Use ... to ..., e.g. <i>Use a pencil to draw the shape of a cat's head.</i></p> <p>c. To enable pupils to use the vocabulary in context.</p> <p>d. To develop pupil's awareness that money plays an important part in our life, but it is not the only source of happiness</p> <p>e. Examples of purchasing channels are introduced: retail shops, department stores, online shopping etc.</p>	<p>1. Vocabulary:</p> <ul style="list-style-type: none"> <li>- Introduce the vocabulary by using PPT (picture and words).</li> <li>- Play a matching game (SB1 Action verbs).</li> </ul> <p>2. Practice 1 (P. 6):</p> <ul style="list-style-type: none"> <li>- Introduce the sentence structure <i>Use ... to ...</i> by showing the PPT at Super E-book.</li> <li>- Go through each picture and ask pupils to note down the actions for each step.</li> <li>- Finish Practice 1 and check the answers with class together.</li> </ul> <p>3. Infinitives:</p> <ul style="list-style-type: none"> <li>- Introduce the structure: to + infinitive (base form).</li> <li>- Finish 'Warm up' Q2 – 3 on GR p3 with class together.</li> <li>- Re-call the element of a simple sentence: subject + verb + object + infinitive (to + verb) + compliments, e.g. Sally used some ham to make a sandwich.</li> <li>- Finish 'Practice' Q 2 – 3 on GR p4 with class together.</li> </ul> <p>4. Follow up discussion:</p> <ul style="list-style-type: none"> <li>- Teacher shows a (picture of) hand-made photo frame and a store-bought photo frame</li> <li>- Using numbered heads technique, pupils discuss <ul style="list-style-type: none"> <li>a. which one they prefer to have</li> <li>b. which one their parents prefer to have</li> <li>c. where we can get a store-bought photo frame</li> <li>d. where we can get materials to make a photo frame</li> </ul> </li> </ul>	<p>Super E-book</p> <p>SB1 at Super E-book</p> <p>PPT at Super E-book</p> <p>Discussion WS</p>	<p>GR p 3-4</p> <p>Pre lesson video (fraction song)</p>

Lesson	Objectives	Teaching Procedures	Materials	Homework
5	<p>a. To review the use of connectives to show sequence, e.g. <i>First</i> beat them with a fork for five minutes.</p> <p>b. To introduce pupils how to say different units of measurement including fractions.</p> <p>c. To develop pupils' listening skill by identifying details of a spoken text.</p> <p>d. To practise using sequencing connectives and amounts in the context of sharing recipes, e.g. <i>Then</i> heat a spoonful of oil in the frying pan.</p>	<p>1. Reviewing the adverbs of sequence:</p> <ul style="list-style-type: none"> <li>- Reviewing the sequence by showing the PPT at Super E-book.</li> </ul> <p>2. Introducing ways to say fractions: PPT 1</p> <ul style="list-style-type: none"> <li>- Show pupils how to say different fractions.</li> </ul> <p>3. Practice 2:</p> <ul style="list-style-type: none"> <li>- Finish Practice 2 Part A and check the answers with class together.</li> <li>- Look at the pictures in Part B and ask them to label the actions, the tools and ingredients in each picture.</li> <li>- Next pupils look at the steps under the pictures and underline the key words. Ask them to match the pictures with the steps. Then check the answers with class together.</li> <li>- Ask pupils to talk about the steps in pairs</li> </ul>	<p>PPT at Super E-book</p> <p>PPT 1</p> <p>Super E-book</p>	GR p1-2

Lesson	Objectives	Teaching Procedures	Materials	Homework
6-7	<p>a. To describe and write a story with the help of pictures provided.</p> <p>b. Write and explain their ideas in a logical manner with correct grammar and tenses, and the lexical items learnt in this unit</p> <ul style="list-style-type: none"> <li>- Connectives (first, then, next...)</li> <li>- the sentence structure <i>Use ... to ...</i></li> <li>- the element of a simple sentence: subject + verb + object + infinitive (to + verb) + compliments</li> </ul> <p>c. Able to explain that money is not the only source of happiness</p>	<ol style="list-style-type: none"> <li>1. Teacher shows picture of Ada</li> <li>2. In groups, pupils brainstorm ideas and vocabulary for the story.</li> <li>3. Using Number head techniques, pupils share the ending of their story.</li> <li>4. Teacher concludes the following: <ul style="list-style-type: none"> <li>■ money plays an important part in our life, but it is not the only source of happiness</li> <li>■ Some things that money cannot buy are love, friendship, and self-worth</li> </ul> </li> </ol>	<p>Pictures</p> <p>Pls see page 6 for pictures</p>	Writing WS

Lesson	Objectives	Teaching Procedures	Materials	Homework
8	<p>a. To review with pupils the text type of contents pages and let them further explore the features of the text type.</p>	<ol style="list-style-type: none"> <li>2. Text type – Contents pages (TB p T58 – 59): <ul style="list-style-type: none"> <li>- Ask pupils to look at TB p 9 and identify the text type (contents pages).</li> <li>- Introduce the features of a contents page in a magazine. Draw pupils' attention to the features in the purple boxes.</li> <li>- Finish the exercise and check the answers with class together.</li> </ul> </li> </ol>	<p>PPT</p> <p>Reading W.S. (7)</p>	Reading WS
9	<p>a. To develop pupils' listening skill</p> <p>b. To carry out dictation</p>	<ol style="list-style-type: none"> <li>1. Finish the listening exercise of Unit 1</li> <li>2. Dict 1</li> </ol>	Listening CD	Grammar WS

Ada wanted to go to the school Halloween party but she had a problem. Write about 70-100 words. The following pictures and words may help you.

<p>1.</p> <p>Comic photo</p> <p>costume / joined / poster / wanted / not buy / disappointed</p>	<p>2.</p> <p>Comic photo</p> <p>had decided to / use / made / hat / costume / dress / props / design / draw</p>	<p>3.</p> <p>Comic photo</p> <p>used... to / cut / scissors / paper / broomstick / tied / tape / fix / string</p>	<p>4.</p> <p>Comic photo</p> <p>wore / went / happy</p>	<p>5.</p> 
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