



# 才德兼備理財學校計劃

The Chin Family Financially Literate Schools Programme

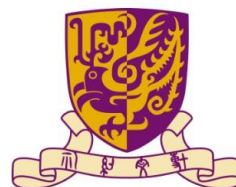
## 教學資源分享

Topic : I am Hungry!

TWGHs Wong See Sum Primary School

Primary Three

English Language



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香港中文大學教育學院 • FACULTY OF EDUCATION CUHK

# TWGHs Wong See Sum Primary School

## P3 English Lesson plan

Topic/Unit : Book A Unit 3 (I'm Hungry!)				
<p>Previous Knowledge:</p> <ol style="list-style-type: none"> <li>1. Vocabularies of food and drinks</li> <li>2. Quantifiers</li> <li>3. Numbers</li> <li>4. Sentence structures: 'May I have..., please?', 'How much is it altogether?', 'It's...dollars.'</li> </ol>				
<p>Language Objectives:</p> <p><i>At the end of the lesson, students are able to:</i></p> <ol style="list-style-type: none"> <li>1) order food using phrases of quantity (e.g., May I have a can of Coke, please?)</li> <li>2) ask and answer questions about the total price of the food and the drinks (How much is it altogether? It's ... dollars.)</li> </ol>				
<p>Financial Competency Framework:</p> <ol style="list-style-type: none"> <li>1) Accept that one cannot have everything as one has only limited amount of resource (A6) e.g. time, money</li> <li>2) Identify ways to find information about a purchase (CR2)</li> <li>3) Spend less than one's available cash (B7)</li> </ol>				
Virtues: Prudence and temperance				
Teaching Flow :				
Time (min)	Stage	Learning Tasks and Activities	Strategies	Resources
5	Introduction	- Introduce the teaching and learning objectives to Ss		PPT
15	Development (Activity 1)	<p><u>Pre-task (15')</u></p> <ul style="list-style-type: none"> <li>- Introduce the <b>context</b> of the activity: There will be a party to celebrate <b>Chinese New Year</b>. Ss have to buy fast food for the <b>party</b></li> <li>- Ask students to <b>brainstorm</b> the fast food that they want to buy for the party (If time allows, ask Ss to write down what they want to buy)</li> <li>- Ask students to share their ideas with the classmates sitting next to them</li> <li>- Invite some pairs to <b>share</b></li> <li>- Tell students to work in <b>groups</b> for the</li> </ul>	Cooperative learning - group discussion	PPT          Cards

20		<p>activity (6 groups in total)</p> <ul style="list-style-type: none"> <li>- Tell students different groups have <b>different amounts of money</b>, ask them why T has such an arrangement (just like there are poor people and rich people in the society)</li> <li>- Guide students to understand that one cannot have everything due to limited amount of resource</li> <li>- Ask the leader from each group to come to the front and draw a card indicating how much money his/her group have</li> </ul> <p><u>While-task (Activity) (20')</u>  Introduce the criteria of the activity:</p> <ul style="list-style-type: none"> <li>- Show the class 3 fast food shop menus</li> <li>- Each group can <b>choose one</b> of the fast food shops (They can only buy the food and drinks from that shop)</li> <li>- Each group member has to buy at least <b>one drink and one food item</b></li> <li>- Discount can be used <b>once</b> only as a group</li> </ul> <p>Introduce the <b>3 fast food shops</b> and the menus</p> <ul style="list-style-type: none"> <li>- Guide Ss to identify ways to <b>find information</b> about a purchase (e.g. special discount, stars given, recommendation)</li> <li>- Show Ss the menu (the ordering form) and tell them to discuss with their group members regarding what to buy based on the money they have and what they want to buy</li> <li>- Demonstrate how to fill in the ordering form</li> <li>- Remind students to discuss the reason(s) for choosing to buy from a particular shop</li> <li>- Give Ss 10 minutes to discuss with their group members and fill in the ordering form</li> <li>- T asks the representative from each group to order the food with 'May I have..., please?' and 'How much is it</li> </ul>	<p>Differentiation:</p> <p>More capable Ss can represent their group to order the food</p> <p>Less capable Ss can listen and do calculations</p>	<p>indicating different amount of money:</p> <ol style="list-style-type: none"> <li>1. \$90</li> <li>2. \$82</li> <li>3. \$98</li> <li>4. \$75</li> <li>5. \$85</li> <li>6. \$85</li> </ol> <p>A3 paper: menus from three different restaurants</p> <p>3 Menus:  Happy Fast Food: no discount</p> <p>Yummy Fast Food: Class Number (3,4) (discount)</p> <p>Super Fast Food: Birthday in December or January (discount)</p> <p>Visualizer</p>
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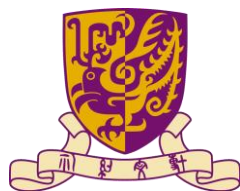
		<p>altogether?'</p> <ul style="list-style-type: none"> <li>- T takes order with 'It's ... dollars.' and show Ss the calculation of the total amount</li> <li>- Ask other groups to listen carefully and do the calculations at the same time.</li> </ul>		Calculators
20	Development (Activity 2)	<p>Guide students to justify and record their decision using the mind map (10')</p> <ul style="list-style-type: none"> <li>- Explain the mind map to students</li> <li>- Guide Ss to think about why they would like to buy food from that particular shop</li> <li>- Give students 5 minutes to do the group discussion and fill in the mind map</li> </ul> <p>Guide students to conduct a gallery walk to look at the mind maps of the other groups (10')</p> <ul style="list-style-type: none"> <li>- Explain the procedures of the gallery walk (group 1 → group 2, group 2 → group 3... ) swap every 2 minutes</li> <li>- Give students ten minutes to do the gallery walk</li> <li>- Teacher walks around to evaluate students' performance</li> <li>- Invite 2 groups to do a presentation in front of the class to justify their decisions for why they have chosen a particular and what to buy</li> </ul>	<p>Encourage more capable students to elaborate on the reasons for choosing a particular shop</p> <p>More capable Ss can report what they have observed from the other groups</p> <p>More capable Ss can represent their group to do the justification</p>	<p>Mind map</p> <p>Visualizer</p>
10	Conclusion	<p>Debrief Ss and reinforce the learning objectives. T may ask the following questions:</p> <ol style="list-style-type: none"> <li>1. What do you do with the money left? Emphasize saving money and it's not necessary to spend all money left</li> <li>2. If most of the groups choose sets instead of single items in the menu, ask Ss why they do so</li> <li>3. Summarize all factors that can affect a purchase (e.g., price, preference, rating, recommendations)</li> </ol>		PPT

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## WORKSHEET



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We will buy food from 1. **Happy Fast Food** /  
2. **Yummy Fast Food** / 3. **Super Fast Food** because

How much money 💰 left: \_\_\_\_\_

1.  The food is cheap.

What kind of food is cheap?

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2.  We can use the discount to save money.

What discount do you use?

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3.  Mr. Chung likes it.

Mr. Chung and Mr. Lo like it.

We like it.

4.  Others (e.g. star rating, image of the shop):