

2021-2022 English Co-planning Record Sheet

Targeted Reading Skills:

Identify key words and phrases and relate pictures to words.

Level: 2 Teaching Week: Term 1

Date: 16th September, 2021

Module / Unit / Task: Space Town Unit 7 The Magic Science Museum SR2

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| <input checked="" type="checkbox"/> Discuss learning objectives
<input checked="" type="checkbox"/> Module design
<input type="checkbox"/> Evaluate assessment modes and analyze students' learning outcomes and difficulties | <input checked="" type="checkbox"/> Design learning activities
<input checked="" type="checkbox"/> Cater for students' differentiation
<input type="checkbox"/> Follow up students' weaknesses | <input type="checkbox"/> Select teaching materials and prepare teaching kits
<input checked="" type="checkbox"/> Design Cooperative Learning |
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Group Members: (A) Cecilia Mak (B) Cindy Leung ✓ (C) Ami Yeung
 (D) Kayla Chow

Objectives:

1. Students will be able to recognise letter-sound relationships of the long /i/ sound.
2. Students will be able to identify key words and relate pictures to words.

Stage & Time	Teaching Steps	Remarks
5 minutes	<p>Teacher sings a <i>Good Morning song</i> with students.</p> <p>Teaching Activity 1: High Frequency Words</p> <ul style="list-style-type: none"> Teacher revisits the high frequency words using flashcards <i>today, going, go, by</i>. Introduce the following high frequency words: <i>must, keep, not, first, big.</i> Show students each word card and read once. Don't explain the meaning of the words. Display the high frequency words clearly on the board after reading them. Ask students to make sentences using the words. Write one of the sentences on the board. 	
10 minutes	Activity 2: Phonics (Long /i/ from Unit 10)	

	<ul style="list-style-type: none"> ● Explain to students we are going to learn about the different ways to spell the long /i/ sound (ie, igh, i_e, i, y) ● Show students the video: https://www.youtube.com/watch?v=UQwZ81K4FPQ ● Ask students to tell you the three ways in the video to spell the long /i/ (igh, ie, and i_e). ● Teacher models how to chant the sounds at a moderate pace first (Units 1 – 18). Students then sing together. ● Introduce the chant for the long /i/. ● Introduce the long /i/ by showing students the letters and some pictures that have with long /i/, e.g. <i>Mike, bike, kite, like, five, flies, pie, cries, die, night, light, fight, fly, why, cry, hi.</i> <div style="border: 2px solid black; background-color: #c8e6c9; padding: 10px; margin-top: 10px;"> <p>★ <u>The use of e-board</u></p> <ul style="list-style-type: none"> ● Teacher first invites students to write the long /i/ sound on the e-board. ● To elicit students’ responses, the teacher asks students in pairs to either write or draw out the words. ● Students can change the color of the pen according to their needs and preferences. This encourages passive students to voice out their opinions and makes the lesson more engaging for students with different levels of abilities. </div>	
<p>5 minutes</p>	<p>Activity 3: Phonics (Blending sounds)</p> <ul style="list-style-type: none"> ● Point to the six sounds in this unit on the Phonics Chart Poster. (R) ● Display the following picture cards on the board and revisit the sounds: /ch/, /a/, /t/, /o/, /e/ and /u/. (R8) <ul style="list-style-type: none"> ○ Display picture cards /a/, and /t/ together to make the rime /at/. ○ Move the picture card /ch/ down and model saying /ch/ and /at/. ○ Move the picture card /ch/ next to picture cards /at/ and model saying /ch/, /at/ = /chat/. ● Repeat with the rimes /ot/, /et/ and /ut/ to blend with /ch/. ● Teacher rewards students with stickers. 	
<p>10 minutes</p>	<p>Activity 4: Shared Reading (The Magic Science Museum)</p> <ul style="list-style-type: none"> ● Teacher says <i>Let’s find out more about what is in the Magic Science Museum and what the children can do in each room.</i> 	

	<ul style="list-style-type: none"> ● Display the PowerPoint version of the book, <i>In the Science Museum</i> and ask, <i>What is the title of the book?</i> ● Share read slides 1 – 4 tracking the text and pointing to the pictures. ● Stop at slide 4 (3/F) and ask: <ul style="list-style-type: none"> ○ <i>Which room in this book do you like? Why?</i> ● Continue to the next slide about the <i>gift shop</i> and ask: <ul style="list-style-type: none"> ○ <i>Where is the gift shop?</i> ● Support students to answer the questions in a complete sentence. (<i>It is on the...</i>) ● After students have given the answer, click to show the highlighted sentence in the paragraph. ● Repeat the process for each of the following questions one by one. After asking each question, click to show the highlighted sentence in the paragraph. Support students to answer the questions using the sentence patterns in the brackets: <ul style="list-style-type: none"> ○ <i>What is in the gift shop? (There are...)</i> ○ <i>What can we do in the gift shop? (We can...)</i> ○ <i>What must we do in the gift shop? (We must...)</i> ○ <i>What do we like doing in the gift shop? (We like...)</i> <div style="border: 2px solid black; background-color: #c8e6c9; padding: 10px; margin-top: 20px;"> <p>★ <u>The use of e-board</u></p> <ul style="list-style-type: none"> ● Teacher asks students to use the highlighter to pinpoint the keywords in the questions. ● Teacher asks students to record their answers using the recording functions. </div>	
<p>5 minutes</p>	<p>Conclusion</p> <ul style="list-style-type: none"> ● Teacher sings Goodbye song and does the goodbye gestures with students together. ● Teacher asks students what they have learnt in this lesson and remind students about the use of keywords. 	