From Old McDonald to an animal farm in the classroom

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Background information

- **Level of the pupils** : **P.1 & P.2**

- **Topic we share** : **Animals**

- **Textbook we used** : **"My Pals are Here"**

- **Reader we used** : **A Farm**

Theory for the planning:

- 4 instincts of a child (Dewey,1990):
  - the social instinct
  - the instinct of inquiry
  - the instinct of making
  - the art instinct
- Multiple-intelligences (Howard Gardner, 1983)

Focuses of planning

- to make the lessons:

    - pleasurable

    - progressive

    - productive

The reasons of these focuses

- For the pleasurable element:

  - a continuation of the pupils' life at kindergarten

- For the progressive element:

  - sense of satisfaction

  - acquisition of the new language – English

- For the productive element:

  - use appropriately and communicatively with confidence

How to make the lessons pleasurable, progressive & productive

- **In a P1 module about farm animals:**
  - ➢ Choosing interesting learning topics:

    e.g. animals---strange appearances & sounds

    (pleasurable)

  - ➢ Starting with a popular song:

    "Old McDonald had a farm" (pleasurable)

In a P1 module about farm animals:

➢ Focus teaching:

    - select target sentence patterns for learning

      I am a cow. (name of an animal)

      I say " Moo-moo". (sound of an animal)

      I give milk. (how an animal helps people)

In a P1 module about farm animals:

➢ Accompanied by interesting activities

(pleasurable & progressive)

✓ e.g. - rhyme reading

- song singing (with gestures & rhythm)

*Old McDonald had a farm

* Mary had a little lamb

* Five little ducks

- reading a small reader

➔ Pupils learn vocabulary and sentence patterns:
- animal names (What are you?)
- animal sounds (What do you say?)
- things can help people (How do you help?)

8

In a P1 module about farm animals:

➢ From visible inputs to both invisible and visible products (productive)

- ✓ interactive dialogue (pair work)
- ✓ riddles guessing
- ✓ designing their own booklet with drawing & simple descriptions of a farm animal

In a P1 module about farm animals:

Pupils' learning outcomes:

-Enjoyment

-Ability to use the language (vocabulary and sentence patterns) correctly

-Self-management

➔ willing to ask and answer

➔ helping others

Background for designing P.2 curriculum

➢ Spiral curriculum design
(based on pupils' knowledge)
➔ spiral learning (progressive)
- ✓ animal names
- ✓ animal sounds
- ✓ things can help people
- ✓ riddles

In a P2 module about farm animals:

➤ P.1 (textbook-based) ➡ P.2 (reader-based) (progressive)

➤ Used the Reader "A Farm" as the learning organizer to link up with the text book (pleasurable & easy to read)

➤ Pupils' products (productive) :

  - get them speak out (invisible)

  - riddle writing (visible)

➤ More group work for P.2 pupils (progressive) (from pair work at P.1 to group work at P.2)

  - useful language for group work

Link Between the Reader and the Textbook

Common language focuses in the Reader and the Textbook	
Reader "The Farm"	Textbook Unit 8

1. Use nouns to identify :
   - animal names
   - animal sounds
   - places they live
   - people
   - objects
 	
2. Use 'Where' to ask about location, 'What' to identify an object and 'Who' to find out someone's identity
 	
3. Use prepositions to indicate positions
	1. The nouns of animals
	
	2. The places they live
	
	3. The adjectives to describe animals
	
	4. The interrogative adverb ' Where' and 'Who'

Learning outcome: Able to write a riddle using the nouns, adjectives, prepositions and interrogative adverbs learned.

Strategies to strengthen learning

(1) Repeated reading and re-reading of the whole text over a period of several days

- provided experience for pupils to read confidently and cooperatively

- helped pupils scan texts for key information, sound out words correctly and recognize sentence structures

- helped pupils confirm the meaning of the text and understand unfamiliar words

Strategies to strengthen learning

(2) Using graphic organizers to support reading

- sort out key information from the text (table grid)
- develop pupils' power in organizing ideas or information (mind map)

Reader-based Planning to Write

1.Designing the writing task:

   a. What text type we want our pupils to write?

      - Riddle

   b. Why ?

      - application of knowledge about animals

      - fun writing

c. What sentence patterns we want our pupils to write in the riddle?

- I'm small / big / long / short/ (P.1)
- I have …   (modified P.1 It has…)
- I can …   (P.1 & P.2 previous units)
- I live/stay in a …   (Reader 'A Farm)
- I like …   (P.1)
- I say, '_____!_____!' (P.1 & Reader 'A Farm')
- What am I?   (Reader 'A Farm')

2. Reader-based Lesson Plan for Writing Riddles

Procedures:

a. revise the vocabulary items

b. introduce riddles

c. shared writing

d. create riddles in groups

e. individual writing

3. The technical problems to consider

a. How we introduce riddles

   - riddles guessing with the help of PowerPoint

b. How we conduct shared writing

   - use guided questions

    * learnt in this module

    * useful for group work

    * useful thinking tool for further studies
     e.g. mind-map, 'wh-' questions

3. The technical problems to consider

c. group writing

- How do our pupils start their group work?
- Who starts the discussion?
- How can we get their maximum involvement?
- How can our pupils use English to discuss?

- Roles of group members
  (1 group leader, 1 to write, 1 to draw,
  rest of them to contribute ideas and present)

- Usefulness of the guided questions
  * group leaders— use the questions to lead the discussion
  * group members— think and respond to the questions
                           in their own ideas and words and words

- Supporting materials e.g. information table, pictures

- Provision of the model language to facilitate group
  discussion/sharing
  * specific language (the guided questions)
  * common expressions
    (used in every time of group discussion)

  e.g.   *I think it is ……*
          Do you all agree? Put up your hands.
          OK, write it down.

          That's all, thank you.

Group Presentation

Contents:

- Specific language (taught in this module)
- Common expressions (used every time of presentation)

  e.g. *Teachers and classmates, we are in group 1. This is our presentation. Are you ready to listen?*

Manner:

- Loud and clear voice
- Eye contact
- Co-operation
- Pleasant look

In a P2 module about farm animals:

Pupils' learning outcomes:

➢ Enjoyment

➢ Self-managing their own learning in group work

➡ willing to discuss

➡ able to write riddles with appropriate words/sentences

- being familiar with words and phrases about animals

e.g. cow—black and white—give milk--cowshed

- being familiar with relevant sentence patterns to describe an animal

e.g.   I like eating grass.

I can give milk.

➔ able to do group presentation confidently and co-operatively

➔ able to help one another in writing

➢ Had a better understanding of the story

➢ Developed pupils' generic skills

* creativity

* collaboration

* communication

"He (the child) is already running over, spilling over, with activities of all kinds…..The child is already intensely active, and the question of education is the question of taking hold of his activities, of giving them direction."

(Dewey, 1990)

Thank You