

2007-08 P.5 Curriculum Planning

My Pals are Here!

Module 1 Growing Up

(Week 1 – 5 Date: 5/9 – ??/10)

Module/Title	Unit 2 Growing Up, Unit 4 Special People
Text/Text Type for Reading	Explanation texts, biographies
Language Focus	<ul style="list-style-type: none">● Use “other” and “another” to talk about the same type of thing● Use connectives “so”, “because” and “so that” to show purposes, result, cause and effect● Use reflexive pronouns to emphasize the doer or receiver of an action, and to show that the doer of an action is also the receiver of the same action● Use connectives to show sequence
Vocabulary	Words related to health, body parts, and biography
Text Type/Writing	<ul style="list-style-type: none">● an explanation text on Why and How We ... (e.g. stay healthy) [Ss' preference]● a biography of a famous or special person of students' preference
Information Literacy	Search information of a famous person to be included in the biography writing task
Listening/Speaking	<ul style="list-style-type: none">● Listening to a radio show on p.27● Listening to an interview on p.55● Group discussion and presentation on “Oscar Body Parts’ Award”● Ailment cue card pair work interaction and presentation● Group discussion and presentation on choosing the person to be included in the biography writing group work● Biography cue card pair work interaction● Watching the ETV programmes, “Looking after Our Body” and “Famous Persons of the Past”

Week	No. of Period	Teaching Procedure	Learning resources / Web links (if any)	Homework and further activities
1	1-2	<p><u>Reading passage “Why and How We Grow”:</u></p> <p><u>Introduction:</u></p> <ol style="list-style-type: none"> 1. T asks Ss to bring their photos to share among their groups about their changes during these years. 2. T: What changes have you found? 3. T: Why are there such changes? <p><u>Pre-reading:</u></p> <ol style="list-style-type: none"> 4. T: What’s the title of the passage? (Why and How We Grow) 5. T: Is it a story or a poem? What kind of writing is it? (An explanation text) 6. T asks Ss to quickly scan the 1st two paragraphs quickly 7. T: What can we do according to the passage? (We keep growing.) <p><u>Silent reading:</u></p> <ol style="list-style-type: none"> 8. T asks Ss to read silently themselves, while moving around monitoring their progress. 9. T asks some Ss to point where they are up to. 10. T asks some Ss to try to read out some unknown words. 11. T can asks smarter Ss to understand the topic sentence and main idea in each paragraph while waiting for the rest of the class or try some of the questions in Part A or B in the module booklet. <p><u>Reading and discussion:</u></p> <ol style="list-style-type: none"> 12. T plays the living textbook during this stage, pausing after each slide and initiate discussion of details in each paragraph, asking questions to Ss. <p><u>1st paragraph:</u></p> <ol style="list-style-type: none"> 13. T: Who are “adults”? Am I an adult? Are you adults? 14. T: Do we keep growing taller and bigger and never stop? How do you 	MP Living textbook, P.16-17	Module booklet Part A to C.

know? (We keep growing until we become adults.) What will happen if we really go on growing and growing and don't stop?

2nd paragraph:

15. What are the important parts of our bodies? Name some examples. (Bones, muscles and skin) How do you know they are? ("Our bodies": forward reference to "our bones", "our muscles" and "our skin")

16. Where can you find these parts in the paragraph?

17. In what ways do our bodies grow? How do we know we grow? (Our bones grow bigger ...)

18. How about elderly / old people? How do their bones, muscles and skin change? Why? (bones: weaker / compressed; muscles: thinner / weaker; skin: wrinkles; aging)

19. What is the main idea and topic sentence of paragraph 2? (We grow because important parts of our bodies change.)

3rd paragraph:

20. Does each part of our bodies grow at the same speed? (No) Can you find that statement?

21. Which part of our bodies reaches full size first? (Nose).

22. How about our bones and muscles? Do they grow at the same speed?

4th paragraph:

23. What is the topic sentence of 4th paragraph?

24. Look at the picture just below paragraph 4? What can you see? How are the children? Why did the author use this illustration? (To show that children come in different sizes and shapes.)

25. Why are some children smaller and thinner? (They grow more slowly.)

26. If you grow faster than your brother, then probably which one of you is taller?

27. When you see a big boy, is it good to say that he is "fat"? (No, it's impolite to do so. We can use "petite", "slim" or "chubby".)

28. Can you find another word in the passage that means “pace”? (speed; para. 3)
29. Let’s say now you’re shorter than your classmates, how should you see it? (Each child grows at different pace. One day you may become taller. Just learn to accept your body.)
- 5th paragraph:
30. T: Look at (a tall boy). You’re quiet tall. Are your parents tall? Who can guess it? Tell me your reason as well. (Yes: How much we grow depends on how big and tall our parents are. Tall parents are likely to have tall children.) (No: Tall parents may have short children.) T: How do you know? (Short parents are **unlikely** to have **very** tall children, but there is still the possibility. It is not certain.)
- 6th paragraph:
31. What should you do to make sure you grow well? (Take good care of our body. Drink plenty of water ...)
32. What shouldn’t we do so that we can grow well? (e.g. We shouldn’t eat too much junk food.)
33. Why should we need plenty of vitamins / vegetable / water? (It is good for our health / body.)
34. What is the main idea of this paragraph?
- 7th paragraph:
35. What do you know when your clothes do not fit? (We have grown bigger and taller.)
36. At the same time, how about your shoes? What change will they have? (The shoes won’t fit as well. They become smaller.)
37. What can we do with those un-fit / old clothes? (We can give them to people in need / charity.)
38. T demonstrates how to finish the first blank at the bottom on p.18. Remind

		Ss to omit irrelevant information and not copying all the information. 39.T asks Ss to finish p.18 and check the answers later on.		
	3	<u>Grammar: “other”, “another”:</u> ??????		GP???????
2	4	<u>Grammar: “so”, “because” and “so that”:</u> ??????	MP p.20-21, sentence strips, magnets / blu-tack	GP?????
	5	<u>Introduction of body parts:</u> 1. Project the body diagram on p.22 in the Living Textbook on the screen. 2. Refer to Teachers’ notes 2.8 in MP to introduce the name and functions of body parts. Use the table to ask Ss questions. 3. S takes turn to come out and read out any one of the body parts and asks another S to come out and point to the correct part on the screen. 4. T goes through and explains the dialogues on p.22 and 23. 5. T needs to paraphrase the difficult or specialized words to help Ss understand them. E.g. the intestine will take up some of the food (the useful parts). The left parts will go through the intestines and leave the body. (p.23) 6. T reads riddles giving information about location, description and function of the body part and let Ss guess them. <ul style="list-style-type: none"> ● E.g. I’m long and narrow. I take up some useful nutrients from the food you eat. I carry the left food away. I’m in your tummy. What am I? (Intestine) ● I’m like a walnut. I’m in your head, like an oval balloon, and quite slimy. I help you daydream or learn and think in lessons. What am I? (Brain) 7. Ss practise and role play the dialogues.	MP Living Textbook p.22-23	WB?????
	6	<u>Oscar Body Parts’ Award:</u>	Booklet Part D	

	<ol style="list-style-type: none"> 1. Refer to part D in the module booklet. 2. Ss form groups of 4, imagining themselves to be one of the body parts on p.22. They can become other body parts like tongue or eye. 3. Ask Ss to call themselves like those funny names in Part D. They can think of other silly names as well. 4. Each student takes turn to persuade others how useful and great he / she is, using the functions and expressions learnt on p.22-23. 5. Each group votes the most well-performed one. T asks each representative to make a presentation in the class. 6. T and the whole class design the best one and present the Award (a sweet) to him or her. 		
7-8	<p><u>Introduction to some ailments:</u></p> <ol style="list-style-type: none"> 1. T uses the pictures in part E in the module booklet and actions to introduce some common sicknesses. 2. Make sure Ss know how to say them correctly. 3. T can ask one student to mime one sickness and ask others to guess it and say it loudly. <p><u>Ailment cue card pair work interaction:</u></p> <ol style="list-style-type: none"> 4. Refer to Part F in the module booklet and Ailment Cue Card A and B. 5. Pass the cues cards to students. 6. Use the rubric in Part F to explain what Ss have to do. 7. Ss have to imagine they are now doctors and exchange missing information of their patients (information gap). They cannot glimpse each other's cue card, but can only ask questions listed at the bottom of the cue cards to get information from the partner. 8. Remind Ss these useful questions: What's wrong with (a person)? Why was he sick? 	Booklet Part E, F, G, Ailment Cue Card A and B	

		<p>How did you help him?</p> <p>9. At the same time, they can fill in those missing information.</p> <p><u>Presentation:</u></p> <p>10. Finally, T (chief doctor) asks some Ss (doctors) to report (make a summary presentation) in the class.</p>		
3	9	<p><u>Revision of explanation text—“Why and How We Exercise”:</u></p> <p><u>Checking understanding:</u></p> <ol style="list-style-type: none"> 1. Emphasis should not be put on reading comprehension. Explanation of the content of the text can be gone through in a faster pace than the reading passage before. 2. Some difficult words need elaboration: regularly (para.1), aerobic exercise (para.2), strength training (para.3) 3. T can ask these questions to check Ss’ understanding: Why do we need to do exercise? (para.1) (grow up strong / keep us fit ...) Tell me some examples of aerobic exercise. (para.2) (walking, running ...) How useful is strength training? (para.3) (build strong muscles and bones) What can you do when you play team games? (para. 4) (To spend time with our friends) <p><u>Analysis of the structure:</u></p> <ol style="list-style-type: none"> 4. T: What’s the title of the passage? (Why and How We Exercise) 5. T: What’s the main idea of 1st paragraph? (We need exercise. Exercise keep us fit) 6. T: Is the 1st paragraph important? Do we need it? (It’s an introduction. It tells us briefly the main points of the text. It tells us what comes next.) 7. T: What’s the topic sentence of 2nd paragraph? (One type of exercise is called aerobic exercise.) 8. T: Is 2nd paragraph related to 1st paragraph? (different types of exercise → aerobic exercise) 	MP p.24-25	

	<p>9. T: What is the topic sentence of 3rd (4th) paragraph? (Another type of exercise is strength training.)</p> <p>10. What follows the topic sentence of 3rd (4th) paragraph? Why do we put this information right below the topic sentence? (It tells us what strength training is. It is supporting detail.)</p> <p>11. What is the conclusion? (Read the ending statements)</p> <p>12. Is the introductory paragraph the same as the ending paragraph? Both of them have general statements. (No, they are different. The 1st paragraph introduces the topic and the main points. It lists naturally into the body of the text by stating there are many types of exercise. The ending statements summarize the text in other wordings—different people enjoy different exercise, and relate the text to readers—you should ...)</p> <p><u>Consolidation:</u></p> <p>13. Ss try to match the statements with appropriate topics and T checks answers with them.</p> <p><u>Illustration p.26:</u></p> <p>14. Ss learnt the concept of illustration in 2nd term in P4 before, so this part can be gone through quickly.</p> <p>15. T asks students talk about the content of the “gymnasium” picture.</p> <p>16. T rounds up emphasizing the 5Ws elements.</p> <p>17. T: Why do we include illustrations in our writing? (To arouse readers’ interest. To help them understanding. Readers know more by referring to illustrations. Like words, they also carry meanings.)</p> <p>18. T asks Ss to complete the “kitchen” picture and check answers with them.</p>		
10-11	<p><u>Class Writing of explanation text:</u></p> <p>1. T visits the “Tooth Club” website with the class: http://www.toothclub.gov.hk/en/pnc/en_pnc_2_2_3_1.html</p>	The “Tooth Club” website,	



2. T demonstrates how to gather useful information and jot down main points.
 3. The topic of the class writing is **“Why and How We Keep our Teeth Healthy”**
 4. Its structure is quite similar to that of “Why and How We Exercise”.
 5. Refer to module booklet Part H as well. Fill in the blanks together during the process of screening the suitable information.
- Searching for useful information and notetaking:
6. T: What should we write in 1st para.? Remember the structure we learnt on p.24? (Why we should keep our teeth healthy)
 7. Switch to the website and click “Oral Care Tips”. —————→
 8. T reads out the items under the category. T: Which one of them tells us why we should keep our teeth healthy? - - - - - →
 9. Click “Many advantages for healthy teeth”.
 10. Read briefly the lines. Ask Ss to point out useful information. Ask them to jot down useful points in note form in Part H. Remind them why we need

	<p>such information. Go through the other 3 categories (How we keep teeth healthy) in the same way.</p> <p>11. No need to put everything down or explain too much. Just let Ss experience how we gather useful information. Omit the last category: Fluoride protects teeth.</p> <p>12. Demonstrate notetaking by filling in the blanks in Part H.</p> <p><u>Demonstrate how to link the points and organize an explanation text:</u></p> <p>13.</p>		
12	<p><u>Group writing:</u></p> <ol style="list-style-type: none"> 1. Envelopes with paper strips of phrases are given to Ss. 2. 3 sets of phrases were prepared. The topics are, “Why we need to eat”, “How to build strong bones” and “Why fruit is good for us”. 3. Ss form groups of 4 and work together to expand the phrases into sentences and ideas. 4. They arrange them into paragraphs and use the markers to complete the group writing in poster papers. 5. The writing should be a shorter version of the class writing since not so many main points will be given to Ss. 6. Each group comes out and present their group writing in the class. 7. Ask Ss to think of their preferred topic for their individual writing. 8. Remind Ss to search for useful information at home and jot down notes using Part I. 	Sets of phrases packed in envelopes, poster paper, markers	Search information for individual writing— Complete Part I if possible
13	<p><u>Individual writing:</u></p> <ol style="list-style-type: none"> 1. T reminds Ss the ideas and topics they did in class writing and group writing. 2. Ss uses Part I to brainstorm points and organize their writing. 3. Ss first try to write a draft in Part J which is for the purpose of drafting. No detailed marking is required here. 	Module booklet Part I, J, K	Individual writing: Finish the rest of it at home

		<p>4. Ss work part of their drafting in class, while T moves around giving advice to them, especially to weaker Ss.</p> <p>5. When 10 mins is left, Ss exchange their draft with their partners. They give comments to each other using pens.</p> <p>6. Ss finish their individual writing in Part K which needs to be marked.</p>		
4	14	Unit 4		