

Module 3: The World Around Us**Section in Pupil's Book: Task (pages 62–63)****Learning objectives**

- ✿ Concept: To learn the text type of information report
- ✿ Process objectives:
 1. To write a report on sharks
 2. To identify features of an information report
 3. To write a report on a chosen animal
- ✿ Grammar:
 1. To use 'what' to ask about animals' eating habits
 2. To use 'where' to ask about animals' habitats
 3. To use 'how tall' to ask about animals' heights
 4. To use 'how long' to ask about animals' lengths
 5. To use 'how heavy' to ask about animals' weights
 6. To use adjective phrases to describe heights and lengths
 7. To use the simple present tense to talk about simple truths
- ✿ Vocabulary: To learn vocabulary related to animals
- ✿ Generic skills: To develop creativity and critical thinking skills

Teaching resources

- ✿ For less able students: Task Sheet 1A
- ✿ For average students: Task Sheet 1B
- ✿ For more able students: Task Sheet 1B

Learning activities

| Activity | SCT strategy | Objective | Resources |
|--------------------------------|--|---|--|
| 1. Write a report on sharks | <ul style="list-style-type: none"> • Context building • Collaborative learning (Numbered heads together) | <ul style="list-style-type: none"> • To write a report on sharks | <ul style="list-style-type: none"> • i-Book • Pupil's Book |
| 2. Write an information report | <ul style="list-style-type: none"> • Concept building • Formative assessment | <ul style="list-style-type: none"> • To identify features of an information report • To write a report on a chosen animal | <ul style="list-style-type: none"> • photos of animals • Task Sheets 1A & 1B 'A report on an animal' • Information Sheet 'Evaluation sheet' |

Task: Make a booklet about animals

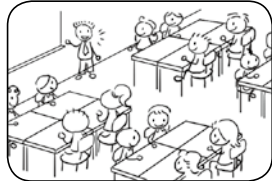
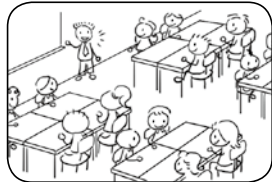
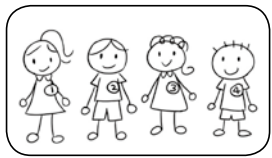
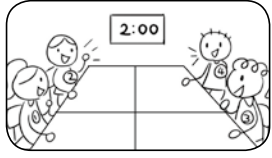
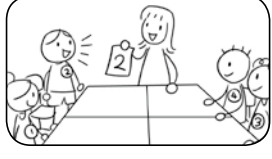
(Corresponding to pages 62–63 in Pupil's Book)

Activity 1: Write a report on sharks

Objective: To write report on sharks

Suggested teaching time: approx. 35 minutes

Teaching resources: i-Book, Pupil's Book

| Stage | Teaching Steps | Setting/Grouping |
|----------------------|--|---|
| Lead-in (3') | <p><u>Introducing the focus of the lesson</u></p> <ul style="list-style-type: none"> Mention the focus of this lesson. <i>T: Class, today you're going to write an information report on sharks.</i> Put the lesson objective — 'write report on sharks' — on the board. | Whole class  |
| Development (25') | <p><u>Context building — animals</u></p> <ul style="list-style-type: none"> Ask students what they need to include in report on sharks. Prompt them with the fact sheets on page 68 of the i-Book if necessary. <i>T: When you describe animals, what do you need to find out? (Their habitat, colour, length, weight and food.)</i> Put ideas like 'habitat' and 'colour' on a mind map on the board. | Whole class  |
| | <p><u>A verbal report of sharks</u></p> <ul style="list-style-type: none"> Help students form groups of four. Refer them to page 68 in their books. Ask them to look at the fact sheet of sharks. In groups, students report to each other the information on sharks. Demonstrate once to the class. <i>T: Sharks live in the ocean. They're grey with a white belly. They eat fish, sea turtles, sea lions, birds and other sharks. They're about 5 m long. They weigh about 500 kg. They can swim fast.</i> Assign a number from 1 to 4 to the students in each group. Tell them that you will call out a number for the verbal report later. When students have finished, call out a number from 1 to 4. The students with the number assigned to them have to come out to do the report. | Groups of four Numbered heads together    |

Writing the report on sharks

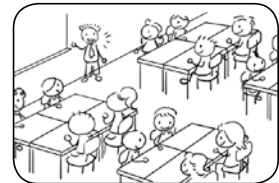
- Students start writing up the report on page 63 in their books individually.
- Walk round the room to see if they need help.
- If the average and more able students do not have difficulty, let them complete the work on their own.
- Go and assist the less able students.
- Do joint writing with the least able students. Ask the student to read out the guiding questions of the first paragraph. Answer the student and fill in the first paragraph for him/her.
- Then exchange roles with the student for writing the rest of the piece.

Individuals

Reflection
(7')

- When students have finished, ask them to copy their work onto a separate sheet, and then draw a shark in the empty space.
- Tell students that their work will be put together later for making a booklet.
- Recap the lesson objective. Collect students' work at the end of the lesson.

Whole class



Task: Make a booklet about animals

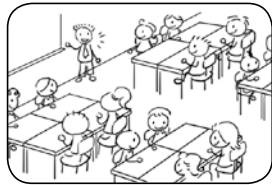
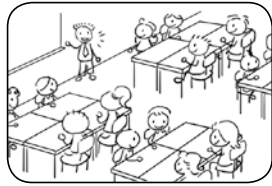
(Corresponding to pages 62–63 in Pupil's Book)

Activity 2: Write an information report

Objectives: 1. To identify features of an information report
2. To write a report on a chosen animal

Suggested teaching time: approx. 35 minutes

Teaching resources: photos of animals, Task Sheets 1A & 1B 'A report on an animal', Information Sheet 'Evaluation sheet'

| Stage | Teaching Steps | Setting/Grouping |
|----------------------|---|--|
| Lead-in (2') | <p><u>Introducing the focus of the lesson</u></p> <ul style="list-style-type: none"> Begin by talking about the focus of this lesson. <i>T: Class, today you'll write a new information report on animals. I'll teach you the features of information reports.</i> Put the first lesson objective — 'identify features of an information report' — on the board. | Whole class  |
| Development (25') | <p><u>Concept building — features of an information report</u></p> <ul style="list-style-type: none"> Show the sample report in Task Sheet 1. Point out that the sample has an interesting title. <i>T: (Point at the title.) Look, the writer uses an adjective to describe what he/she feels about clown fish.</i> <i>T: The writer thinks that they're lovely.</i> Talk about the introduction. <i>T: (Point at the first paragraph.) The writer may have looked at a photo of clown fish. He/She found that the photo is very colorful, because the fish are orange and white, while the water is blue.</i> <i>T: So the writer thinks the clown fish are the most beautiful sea animals in the world.</i> Move on to the main body. <i>T: The writer only copies facts from a fact sheet.</i> <i>T: But the writer still varies the sentences a bit. He/She does not always start a sentence with 'they'.</i> | Whole class  |

- Mention the conclusion.
T: *The writer makes a comment on clown fish. He/ She thinks that the clown fish are like babies. The writer finds some similar things in them.*
T: *The writer is trying to make an interesting point. You can also do this in the conclusion.*

Writing a report on a chosen animal

- Put the second lesson objective — 'write a report on a chosen animal' — on the board.
- Distribute Task Sheet 1 to different students. Give Task Sheet 1A to the less able students, 1B to the average and more able students.
- Students brainstorm the introduction and conclusion of their report on a separate sheet.
- If you think that students may lack ideas for the introduction and conclusion, prepare some photos or downloaded pictures of the four animals. Pass them around when students are brainstorming.
- Guide students to comment on the pictures, such as whether they find that kind of animals 'interesting', 'dangerous' or 'lovely'.

Individuals



Reminding students on the assessment criteria

- Afterwards, take out the Information Sheet to talk about the assessment criteria. Inform students that this time you will mainly evaluate the content of their writing, so they have to follow the suggestions of Task Sheet 1 closely.
- Students start writing the report individually.
- Walk round the room to see if they need help.

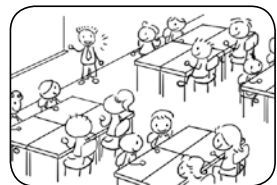
Individuals



Reflection
(8')

- When students have finished, ask them to copy their work on a separate sheet, and then draw the animal in the empty space.
- Get students into groups to compile a booklet of their work.
- Display all the booklets in the classroom. Ask students to choose their favourite ones.
- Remember to mark students' writing using the Information Sheet.

Whole class



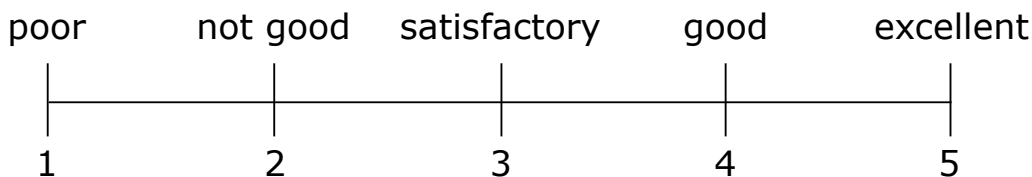
Information Sheet

(for Activity 2)

Name: _____ () Class: P3 _____ Date: _____

Evaluation sheet

Grade the student according to the scale below.



The student's name: _____

On the writing content

Mark

Beginning

- 1. The opening paragraph gets the reader's attention. _____
- 2. It specifies the subject clearly. _____

Middle

- 1. The paragraph includes all the important facts. _____
- 2. The facts are presented clearly. _____
- 3. Some variation is found in the sentence patterns. _____

Ending

- 1. The ending is meaningful — it summarises the report or leaves a message. _____

On other areas

Mark

- 1. The work is fluent and grammatically accurate. _____
- 2. The drawing is attractive to the reader. _____

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