

Theme: Animals	Concept: What makes a good pet?	Year Level: P1	Guiding Questions: <ul style="list-style-type: none"> ● <i>What is your favourite animal?</i> ● <i>What is the class' favourite animal?</i> ● <i>Are all animals good pets?</i> ● <i>How can I learn new things?</i> ● <i>What do animals look like?</i> ● <i>What can animals do?</i> ● <i>Where do animals live?</i> ● <i>What do animals eat?</i> ● <i>Is my favourite animal a good pet?</i>
Core Text: Dear Zoo			
Focus Question: Are they good pets?			
Final Task: Information text (description of appearance, ability, habitat and eating habits) + evaluate if the chosen animal makes a good pet or not.			
Objectives			
Knowledge (facts, vocabulary, text types)	Attitude and Values (big ideas, concepts)	Skills (reading, writing, speaking and listening skills)	
Students will know: Adjectives to describe animals i.e. colour, size and characteristics Nouns or noun phrases to talk about animal body parts, skin coverings, habitat and eating habits Verbs to describe animals abilities Cohesive devices e.g. and, because Verbs, e.g. action verbs, "like", "have" Modal "can" to talk about abilities Use 'they' as a subject pronoun to refer to animals Text Type: Information text	Students will understand: <ul style="list-style-type: none"> ● Enjoy gathering and sharing ideas ● Enjoy listening to various texts ● Read and watch stories/videos for enjoyment ● Not all animals are good pets ● why some animals are good pets and why others aren't 	Students are able to: <ul style="list-style-type: none"> ● Reading: <ul style="list-style-type: none"> ■ Scan book cover to locate information: author, illustrator, title ■ Use illustrations on the book cover to predict the main characters, setting and the ending of a story ■ Make, revise and confirm predictions ■ Make text-to-self and text-to-world connections ■ Relate pictures to words ■ Use cohesive devices: because, and, but ■ Identify vowel sounds in the middle of a word ● Writing <ul style="list-style-type: none"> ■ Recognise correct spacing of letters, words and sentences. ■ Use capital letters at the beginning of sentences. ■ Use full stops at the end of sentences. ■ Find words in word banks to use in writing. ■ Gather information by recording and listing it into a booklet ■ Participate in whole class brainstorming ■ Contribute to whole class shared writing of an informational text about an animal ■ Use writer's checklist to make corrections ■ Draft, revise and edit writing with teacher support ● Speaking <ul style="list-style-type: none"> ■ Orally present their information text about favourite animals ● Listening <ul style="list-style-type: none"> ■ Enjoy listening to stories ■ Respond to instructions 	

Week 1
(1 double, 1 single)

Week 2
(1 double, 1 single)

Double (1&2)	Single (3)	Double (4&5)	Single (6)
<p>Learning Objectives</p> <p>At the end of the lesson, ss will be better able to ...</p> <ul style="list-style-type: none"> Identify a class' favourite animal Identify names of known and unknown animals Use "My favourite animals are..." Use "I think it's a..." 	<p>Learning Objectives</p> <p>At the end of the lesson, ss will be better able to ...</p> <ul style="list-style-type: none"> Talk about class' favourite animal Differentiate between a good pet and a bad pet Decide if class' favourite animal is a good pet or not Use target adjectives from 'Dear Zoo' to talk about animals 	<p>Learning Objectives</p> <p>At the end of the lesson, ss will be better able to ...</p> <ul style="list-style-type: none"> Compare the physical differences between animals Identify and name different animal covering (skin) Use a variety of adjectives to describe size (tiny, small, big, enormous) Use "They are..." "They have" 	<p>Learning Objectives</p> <p>At the end of the lesson, ss will be better able to ...</p> <ul style="list-style-type: none"> Identify animal body parts Compare animal based on body parts Think about pet suitability based on body parts Use "They have..." to describe animals' body parts
<p>Guiding Question(s)</p> <p>What is your favourite animal?</p>	<p>Guiding Question(s)</p> <p>Are all animals good pets?</p>	<p>Guiding Question(s)</p> <p>What do animals look like? A (size/skin)</p>	<p>Guiding Question(s)</p> <p>What do animals look like? B (body parts)</p>
<p>Phase</p> <p>Engage</p>	<p>Phase</p> <p>Engage</p>	<p>Phase</p> <p>Explore</p>	<p>Phase</p> <p>Explore</p>
<p>Resource</p> <p>I Spy with my little eye - Edward Gibbs (Book)</p>	<p>Resource</p> <p>Dear Zoo - Rod Campbell (Book)</p>	<p>Resource</p> <p>Where am I? (Big Book) Animal's Body Cover (YouTube Video)</p>	<p>Resource</p> <p>Animal body parts (YouTube video)</p>
<p>Activities</p> <p>Image brainstorm : Smartboard</p> <p>Introduce KWHL</p> <p>Read aloud</p> <p>Word Cloud</p> <p>Class' favourite animal</p>	<p>Activities</p> <p>KWHL</p> <p>Read Aloud</p> <p>Dear Zoo worksheet</p> <p>Consolidation - Class' favourite animal</p>	<p>Activities</p> <p>KWHL</p> <p>Shared reading</p> <p>Crystal ball - Prediction</p> <p>https://www.youtube.com/watch?v=9bCo1utiP9w</p> <p>Consolidation - class' favourite animal.</p>	<p>Activities</p> <p>KWHL</p> <p>Phonics</p> <p>Watch video: https://www.youtube.com/watch?v=szEzGwsdwmg</p> <p>Riddles + WS</p> <p>Consolidation - class' favourite animal.</p>

Week 3
(1 double, 1 single)

Week 4
(1 double, 1 single)

Double (7&8)	Single (9)	Double (10&11)	Single (12)
<p>Learning Objectives</p> <p>At the end of the lesson, ss will be better able to ...</p> <ul style="list-style-type: none"> • Use movement verbs (run, swim, climb, jump etc) • Discuss and compare animals' abilities and movement. • Use 'can', 'can't' and 'but' to talk about animals' abilities • "They can____, but they can't..." 	<p>Learning Objectives</p> <p>At the end of the lesson, ss will be able better to ...</p> <ul style="list-style-type: none"> • Use SDL resource booklet and iPad to find information independently. • Identify their preferred method/medium of learning • Make use of e-learning tools 	<p>Learning Objectives</p> <p>At the end of the lesson, ss will be able better to ...</p> <ul style="list-style-type: none"> • Identify, recognize and compare animal habitats • Evaluate pet suitability based on habitat • Use the sentence pattern "They live.." 	<p>Learning Objectives</p> <p>At the end of the lesson, ss will be better able to ...</p> <ul style="list-style-type: none"> • Identify, recognize and compare animal habitats • Identify where their favourite animal lives. • Evaluate pet suitability based on habitat • Use the sentence pattern "They live.."
<p>Guiding Question(s)</p> <p>What can animals do? (ability/movement)</p>	<p>Guiding Question(s)</p> <p>How do I learn new things?</p>	<p>Guiding Question(s)</p> <p>Where do animals live?</p>	<p>Guiding Question(s)</p> <p>Where do animals live?</p>
<p>Phase</p> <p>Explore</p>	<p>Phase</p> <p>Explore</p>	<p>Phase</p> <p>Explore</p>	<p>Phase</p> <p>Explore</p>
<p>Resource</p> <p>Yes, I can! (song)</p>	<p>Resource</p> <p>SDL booklet</p> <p>Padlet games (Linktree)</p>	<p>Resource</p> <p>Epic <i>Habitats</i> collection</p>	<p>Resource</p> <p>Epic! Books</p>
<p>Activities</p> <p>KWHL</p> <p>Watch video: https://www.youtube.com/watch?v= IroMc6Qilo</p> <p>Animal bingo - video watching</p> <p>Charades</p> <p>'They can' WS</p> <p>Consolidation - class' favourite animal.</p> <p>KWHL</p>	<p>Activities</p> <p>KWHL</p> <p>Scan SDL QR code</p> <p>Explore Padlet</p> <p>Play games</p> <p>Choice board</p>	<p>Activities</p> <p>KWHL</p> <p>Habitats intro (SB)</p> <p>SS read/listen to habitat books on iPads.</p> <p>Group work - compile information</p> <p>Sharing</p> <p>Consolidation - class' favourite animal.</p>	<p>Activities</p> <p>KWHL</p> <p>Habitat recap (SB)</p> <p>Role play</p> <p>Habitat WS</p>

Week 5
(1 double, 1 single)

Week 6
(1 double, 1 single)

Double (13&14)	Single (15)	Double (16&17 – Final Writing)	Single (18) (Design Finger Puppet)
<p>Learning Objectives</p> <p>At the end of the lesson, ss will be better able to ...</p> <ul style="list-style-type: none"> • Know the difference between herbivore, carnivore and omnivore • Use the sentence pattern “They eat..” • Understanding what makes a good pet based on diet. • Categories different types of food. 	<p>Learning Objectives</p> <p>At the end of the lesson, ss will be better able to ...</p> <ul style="list-style-type: none"> • Identify and name learnt animals • Distinguish good pets from bad and explain why • Use ‘because’ to substantiate answer • Share understanding by playing a board game 	<p>Learning Objectives</p> <p>At the end of the lesson, ss will be better able to ...</p> <ul style="list-style-type: none"> • Identify an animal to write about • Plan and draft using graphic organizer • Talk about how to care for pets 	<p>Learning Objectives</p> <p>At the end of the lesson, ss will be better able to ...</p> <ul style="list-style-type: none"> • Complete the finger puppet • Practice presentations
<p>Guiding Question(s)</p> <p>What do animals eat?</p>	<p>Guiding Question(s)</p> <p>Are they good pets?</p>	<p>Guiding Question(s)</p> <p>Are they good pets?</p>	<p>Guiding Question(s)</p> <p>Are they good pets?</p>
<p>Phase</p> <p>Explore</p>	<p>Phase</p> <p>Explain</p>	<p>Phase</p> <p>Elaborate</p>	<p>Phase</p> <p>Elaborate</p>
<p>Resource</p> <p>‘Herbivore, Omnivore, Carnivore’ song</p> <p>https://www.youtube.com/watch?v=3yrikH2QEFA</p>	<p>Resource</p> <p>Board game (Are they good pets?)</p>	<p>Resource</p> <p>Graphic organiser</p>	<p>Resource</p> <p>Drawing paper/ finger puppet template</p>
<p>Activities</p> <p>KWHL</p> <p>Venn Diagram (SB)</p> <p>Watch video</p> <p>Role-play</p> <p>Animal Eating Habits PPT game</p> <p>‘They eat’ WS</p> <p>Consolidation - class’ favourite animal</p>	<p>Activities</p> <p>KWHL</p> <p>Board game activity (speaking)</p>	<p>Activities</p> <p>Shared writing - animal ‘mind map’ (SB)</p> <p>Individual writing - animal ‘mind map’ WS</p> <p>Final writing</p> <p>Shared writing - My Animal WS</p> <p>Individual writing - My Animal WS</p>	<p>Activities</p> <p>Body part + appearance recap</p> <p>Finger puppet making (creative)</p>

Week 7
(1 double, 1 single)

Double (19&20)
Teacher: NET / LET/ NET & LET
Learning Objectives At the end of the lesson, ss will be better able to ... <ul style="list-style-type: none">• Self-evaluate• Think about their own learning• Identify what they still want/need to learn about the topic
Guiding Question(s) NA
The 'E' Stage Evaluate
Text Students' favourite book/video/song
Activities Google Form - student self-evaluation/reflection Post-test - summative assessment