

The Magic Science Museum (P2) Unit Overview

Week 1 SR 1 Outcomes:

1. Recognise vocabulary for ordinal numbers, places and objects in a museum.
2. Understand and use the Science Museum Poster (floor plan).

Week 1 SW 1 Outcomes:

1. Understand and complete a class story map about the story.
2. Use "who, where, when, what, how" to find out specific information about a story.
3. Retell the story using a story frame.

Week 2 GR 1 Outcomes:

1. Practise reading strategies from the last two sessions.
2. Retell a story by sequencing pictures.

Week 2 SR 2/SW 2 Outcomes:

1. Use "who, where, when, what, how" to find out specific information about a story.
2. Retell the story using a story frame.

Week 3 SR 3 Outcome:

Have interesting ideas for alternate activities that may happen in the science museum.

Week 3 SW 3 Outcomes:

1. Write a new story ending (draft).
2. Reread own draft aloud and revise the draft when responding to teacher's feedback.
3. Recognise some misspelled words and attempt corrections independently.

Week 4 GR 2 Outcomes:

1. Practise reading strategies from the previous sessions.
2. Revise, edit and publish - Concertina Book.

Week 4 SR 4/SW 4 Outcome:

Revisit, edit and publish - Concertina Book.

Concertina Book - The Magic Science Museum

The main focus of this unit is to write an alternate ending for the story.

At the Beach (P2) Unit Overview

Week 1 SR 1 Outcome:

Understand and use present continuous tense to describe a picture.

Week 1 SW 1 Outcomes:

1. Recognise nouns.
2. Construct a story map about the story.
3. Retell the story using a story frame.

Week 2 GR 1 Outcomes:

1. Practise reading strategies from the last two sessions.
2. Retell a story by sequencing pictures.

Week 2 SR 2/SW 2 Outcome:

Use picture clues to construct their own story.

Week 3 SR 3 Outcome:

Use a story map and picture cards to plan a story.

Week 3 SW 3 Outcomes:

1. Recognise verbs.
2. Write a story.

Week 4 GR 2 Outcome:

Work on developing confidence with some reading strategies, e.g. identify and use letter/sound relationship.

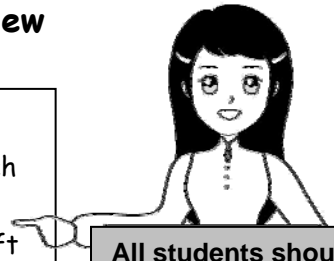
Week 4 SR 4/SW 4 Outcomes:

1. Reread own draft aloud and revise the draft when responding to teacher's feedback.
2. Edit and publish - Class Book.

Class Book - At the Beach

The outcome will be that students understand narrative text type, increase ability in the use of language structures specifically related to this text type. Students will write a story of their own choice of pictures. During this unit, students will use a mind map and story frame to create their stories. Students' work will be collected and bound in a class book.

Our Cousins in Canada (P2) Unit Overview



All students should have brought FOUR photos to school. However, if any students do not have photos, it is required that photos be taken at school. Photos from previous school activities, e.g. school picnic, sports day, English day, may be used.

Week 1 SR 1

Outcome:

Describe pictures by asking and answering questions.

Week 1 SW 1 Outcomes:

1. Write at least 2 sentences to describe each of 2 photos, e.g. **Who? Where? What?**
2. Reread own draft aloud and revise the draft when responding to teacher's feedback.
3. With teacher support recognise some misspelled words.

Week 2 GR 1

Outcomes:

1. Practise reading strategies from the last two sessions.
2. Use pictures clues to construct meaning from text.

Week 2 SR 2/SW 2 Outcomes:

1. Use picture clues to construct at least 3 sentences which give information about each of the **other 2** photos, e.g. **Who? Where? What? Feelings.**
2. Reread own draft aloud and revise the draft when responding to teacher's feedback.
3. With teacher support recognise some misspelled words.

Week 3 SR 3

Outcome:

Recognise and give appropriate responses to notes.

Week 3 SW 3 Outcomes:

1. Understand how to write a note.
2. Reread own draft aloud and revise the draft when responding to teacher's feedback.
3. With teacher support recognise some misspelled words.

Week 4 GR 2

Outcome:

Practise reading strategies from the last two sessions.

Week 4 SR 4/SW 4 Outcomes:

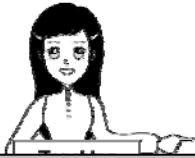
1. Understand how to, and respond to, a note.
2. Reread own draft aloud and revise the draft when responding to teacher's feedback.
3. With teacher support recognise some misspelled words.

Photo Album + Notes

The main focus of this unit is to exchange information using notes, motivated by the theme of *Our Cousins in Canada*, and to create a photo album about me, my family and friends. This will be achieved by describing:

- what can be seen
- what is happening
- who and where they are
- how they feel

A Tale of Two Turtles (P2) Unit Overview



Students will participate in simple drama activities to:

- develop creativity;
- organise their thoughts through role play;
- improve fluency in speaking;
- enhance active listening;
- increase confidence and self-esteem;
- develop collaboration and group work skills; and
- initiate critical thinking.

Week 1 SR 1 Outcomes:

1. Read questions and respond accordingly.
2. Participate appropriately in drama activities.

Week 1 SW 1 Outcomes:

1. Write sentence(s) to describe themselves as a pet.
2. With teacher support recognise some misspelled words.
3. Use questioning techniques to elicit information from their partners.

Week 2 GR 1 Outcomes:

1. Practise reading strategies from the last two sessions.
2. Use pictures clues to construct meaning from text.

Week 2 SR 2/SW 2 Outcomes:

1. Construct a postcard by cutting and pasting the different parts in appropriate positions.
2. With teacher support read the finished product (postcard).

Week 3 SR 3 Outcomes:

1. Construct the content of a postcard by cutting and pasting the different features in appropriate positions.
2. With teacher support read the finished product (postcard).

Week 3 SW 3 Outcomes:

1. Understand how to write a postcard.
2. Reread own draft aloud and revise the draft when responding to teacher's feedback.
3. With teacher support recognise some misspelled words.

Week 4 GR 2 Outcomes:

1. Practise reading strategies from the previous sessions.
2. Use a range of punctuation when reading.
3. Publish draft postcards.

Week 4 SR 4/SW 4 Outcome:

Read postcard independently.

Postcard

The main focus of this unit is to exchange information using postcards, motivated by the theme of *A Tale of Two Turtles*, and to write a postcard to their friends. Students will use the following information to assist them in drama activities and in writing their postcards. They will decide:

- who they are (taking on the role of a pet);
- where they live;
- what is in their home; and
- what they like to do.

Starting from this unit, teachers can choose to conduct the guided writing section with one group of students after they have finished their draft postcards. If so, teachers should refer to the Suggestions for Guided Writing - Draft Postcard.

Characteristics of a postcard:

Purpose	Structure and Language Features	
<ul style="list-style-type: none">• Exchange information	<ul style="list-style-type: none">• Body<ul style="list-style-type: none">- Greeting- Message: concise- Closing	<ul style="list-style-type: none">• Stamp and Address<ul style="list-style-type: none">- Stamp- Name of the receiver- Address

Suggestions for Guided Writing - Draft Postcard

The responses here are how we anticipate students will write their postcards.
The following are some suggestions as to how teachers may question students to improve their postcards.

Body

1. Greeting:
Which opening question would you like to use for the beginning of the message?

2. Message:
What did you tell your friend about where you live?
What can you see there?
What would you like to do there?
Can you write more about colour/shape/size/feelings to make your sentences more interesting?
Can you read your postcard to me?
Do you think it makes sense?

3. Closing:
What closing sentence would you like to use?
What would you write at the end of your postcard?

Address
What should you write on the lines under the stamp?

Address
Friend's name and the place, e.g. Wetland, Park, Beach.

Body

1. Greeting:
Refer to the suggestions on the Flip Chart from SR 3.

2. Message:
Help students to improve their writing by using appropriate nouns, adjectives and verbs, i.e. place names, colour/shape/size/feelings and things they like to do.

3. Closing:
Refer to the suggestions on the Flip Chart from SR 3.

Souperman (P2) Unit Overview

Week 1 SR 1 Outcome:

Recognise vocabulary for food.

Week 1 SW 1 Outcomes:

1. Identify food vocabulary.
2. Brainstorm ideas for writing a menu.
3. Draft the menu.

Week 2 GR 1 Outcomes:

1. Read and comprehend the main ideas in a leaflet.
2. Share personal responses about texts.
3. Practise reading strategies from the last two sessions.

Week 2 SR 2/SW 2 Outcomes:

1. Oral presentation to small group.
2. Read and evaluate peer's work.
3. Publish the menu.

Week 3 SR 3 Outcomes:

1. Participate in whole class and small group brainstorming activity.
2. Work cooperatively in group to decide components for the leaflet.

Week 3 SW 3 Outcome:

Work cooperatively in group to decide components for the leaflet.

Week 4 GR 2 Outcomes:

1. Read and comprehend the main ideas in a leaflet.
2. Practise reading strategies from the previous sessions.
3. Read with others with enjoyment.

Week 4 SR 4/SW 4 Outcomes:

1. Revise own draft in light of comments from teacher, focusing on content.
2. Publish draft leaflet.

Leaflet

The main focus of this unit is to produce a leaflet (Information Text) providing information for advertising purposes. Students will work cooperatively in small group to design a leaflet showing:

- name of the restaurant;
- opening times;
- menu items;
- special offer; and
- restaurant slogan.

Henry Hamster's Week (P2) Unit Overview

Week 1 SR 1 Outcomes:

1. Recognise the parts of a book, e.g. title, author, illustrator, characters and setting.
2. Recognise the importance of prediction of the storyline.



Week 2 GR 1 Outcomes:

1. Practise reading strategies from the last two sessions.
2. Share personal responses about texts.
3. Make personal choices relating to the content of the story.



Week 3 SR 3 Outcome:

Understand the content of the story.



Week 4 GR 2 Outcomes:

1. Practise reading strategies from the previous sessions.
2. Share personal responses about texts.
3. Make personal choices relating to the content of the story.



Week 1 SW 1 Outcomes:

1. Identify days of the week and time.
2. Retell the story with the aid of cloze activity.



Week 2 SR 2/SW 2 Outcomes:

1. Recognise a new text type, time table.
2. Extract information from text to enter onto a time table.



Week 3 SW 3 Outcome:

Write personal ideas relating to the content of the story.



Week 4 SR 4/SW 4 Outcomes:

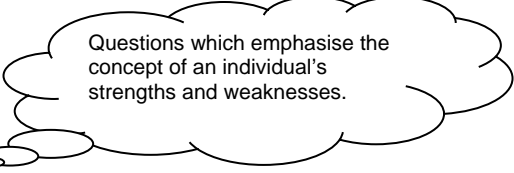
1. Make any necessary improvements to their writing.
2. Share Book Report.



Book Report

The main focus of this unit is to develop skills for locating information in the story, **Henry Hamster's Week**. Students will produce a book report for the story including:

- the title, the author, the illustrator and the characters
- the main character's weekly schedule
- students' favourite part/s
- what students know
- their opinions and recommendations of the story

Time (20 minutes)	Suggestion for Week 2 GR 1 Section
3 minutes	<p>I. Introducing the Text *Reading skills: (a) <i>Recognise some reading terminology – letter, name/sound, picture, illustration, illustrator, author, title, cover, story.</i> (b) <i>Use pictures to interpret and predict content of text.</i> Teaching points and questions: – Get students to interact with the book cover by asking a few relevant questions, i.e. Who, What and Where, predicting the text.</p>
8 minutes	<p>II. Reading the Text *Reading skills: (a) <i>Continue to use pictures to interpret and predict content of text.</i> (b) <i>Use letter/sound relationships to attempt to read new words.</i> (c) <i>Read aloud accurately simple familiar texts.</i> (d) <i>Take risks and make approximations when reading.</i> NB: According to the ability of your group, you may wish to reverse the order of the following two paragraphs. In some instances, Group Reading strategy could be significantly modified. Teaching points:</p> <ul style="list-style-type: none"> • Group Reading <ul style="list-style-type: none"> ○ Ask students to read along with teacher. ○ Remind students to track the text with their fingers. ○ Guide and encourage students to apply reading strategies to decode unknown words. Prompt only if necessary. ○ Discuss the strategies used. ○ Praise students for using appropriate strategies. Encourage students to use these same strategies as they continue reading the text. • Individual Reading <ul style="list-style-type: none"> ○ Ask each student to read a sentence or a page individually while the rest of the group listen. ○ Remind students to track the text with their fingers. ○ Guide and encourage students to apply reading strategies to decode unknown words independently. Prompt only if necessary. ○ Discuss the strategies used. ○ Praise students for using appropriate strategies. Encourage students to use these same strategies as they continue reading the text.
6 minutes	<p>III. Revisiting the Text *Reading skills: (a) <i>Identify some high frequency words.</i> (b) <i>Identify some letter/sound relationships.</i> (c) <i>Continue to develop expressive language.</i> (d) <i>Share personal responses about texts.</i></p> <ul style="list-style-type: none"> ○ Revisit learned high frequency words by identifying them in the text. ○ Revisit learned sounds by identifying them in the text. ○ Discuss some of the sporting activities mentioned in the story. <p>Suggested questions to elicit understanding of each student's strengths and weaknesses:</p> <ul style="list-style-type: none"> ○ Do you like to play sport? ○ If yes, what sports do you like to play? What other sports would you like to learn? ○ If no, what do you like to do? Do you like...? (e.g. reading, singing) ○ What sport would you like to play in the Olympic Games? <p>NB: Teachers may want to adapt the questions and/or support them with pictures.</p> 
20 minutes (After Guided Reading Section)	<p>IV. Responding to Text (The following activity should be completed only by students who are reading at the highest level.) *Reading skills: (a) <i>Share personal responses about texts.</i> (b) <i>Write to communicate messages, direct experiences or feelings.</i> Explain to students how to complete the Responding to Text Template – Things I Like/Don't Like to Do, using simple sentences and pictures. (R)</p>

Time (20 minutes)	Suggestion for Week 4 GR 2 Section
3 minutes	<p>V. Introducing the Text *Reading skills: (c) Scan cover and text for information, e.g. pictures, letters, words. (d) Recognise and uses more reading terminology – information, word, punctuation terms</p> <p>Teaching points and questions: – Get students to interact with the book cover by asking a few relevant questions, i.e. who, what, where, feelings and predicting the text.</p>
8 minutes	<p>VI. Reading the Text *Reading skills: (e) Continue to use pictures to interpret and predict content of text. (f) Use letter/sound relationships to attempt to read new words. (g) Imitate rhythm, pronunciation and intonation when reading familiar texts. (h) Take risks and makes approximations when reading.</p> <p>NB: According to the ability of your group, you may wish to reverse the order of the following two sections. In some instances, Group Reading strategy could be significantly modified.</p> <p>Teaching points:</p> <ul style="list-style-type: none"> • Group Reading <ul style="list-style-type: none"> ○ Ask students to read along with teacher. ○ Remind students to track the text with their fingers. ○ Guide and encourage students to apply reading strategies to decode unknown words. Prompt only if necessary. ○ Discuss the strategies used. ○ Praise students for using appropriate strategies. Encourage students to use these same strategies as they continue reading the text. • Individual Reading <ul style="list-style-type: none"> ○ Ask each student to read a sentence or a page individually while the rest of the group listen. ○ Remind students to track the text with their fingers. ○ Guide and encourage students to apply reading strategies to decode unknown words independently. Prompt only if necessary. ○ Discuss the strategies used. ○ Praise students for using appropriate strategies. Encourage students to use these same strategies as they continue reading the text.
6 minutes	<p>VII. Revisiting the Text *Reading skills: (e) Identify some nouns and verbs. (f) Identify and use more language items, e.g. adjectives. <ul style="list-style-type: none"> ○ Lead the students into a discussion regarding how to describe things and people, e.g. physical description (what they look like), details about activities (what they can/can't do, like/don't like to do), feelings (how they feel and why). </p>
20 minutes (After Guided Reading Section)	<p>VIII. Responding to Text (The following activity should be completed only by students who are reading at the highest level.) *Reading skills: (c) Share personal responses about texts. (d) Write to communicate messages, direct experiences or feelings.</p> <p>Explain to students how to complete the Responding to Text Template – Things I Like/Don't Like to Do, using simple sentences and pictures. (R)</p>