Storybook : Ice Cream

Identification of Learning Targets and Objectives

Learning Targets

To develop an ever-improving capability to use English
- to converse about feelings, interests and experiences (IDb)
- to obtain and provide objects and information in simple classroom situations and through activities such as interactive games and role-play (IDe)
- to provide or find out and present simple information on familiar topics (KDa)
- to interpret and use simple given information through processes or activities such as labelling, matching, describing, classifying; and to follow simple instructions (KDb)
- to clarify own written expression with support from the teacher (KDe)
- to develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes and singing songs (EDa)
- to give expression to imaginative ideas through oral, written and performative means such as describing pictures that depict a scene and creating part of the story (EDc)

Learning Objectives

Language Items
Use nouns/noun phrases to identify objects
 e.g.   *We like ice cream in the plane.*
Use adjectives to describe condition
 e.g.   *We feel ill.*
Use pronouns to identify people
 e.g.   *We like ice cream in the plane.*
Use simple present tense to express interests, feelings and opinions
 e.g.   *We like ice cream on the hill.*
       We feel ill.
Use prepositions/prepositional phrases to indicate place/occasion
 e.g.   *We like ice-cream in the car/in the rain.*

Language Skills

Listening

- identify key words in an utterance by recognizing the stress

  e.g. We <u>like</u> <u>ice cream</u> in the <u>tree</u>.

- recognize language patterns and vocabulary items previously encountered in new spoken texts

- identify main ideas

- work out the meaning of unknown words using extensive visual clues

Speaking

- pronounce correctly words with the same letter sound

  e.g. w as in <u>we</u>

       l as in <u>like</u>

       long o as in sn<u>ow</u>

       short i as in hi<u>ll</u>

- pronounce correctly words in isolation

- produce simple phrases and sentences involving repetition

  e.g. <u>We like ice cream</u> in the tree.

       <u>We like ice cream</u> in the rain.

Reading

- use knowledge of basic sound-symbol correspondences to work out how to read a word aloud

- recognize familiar words in new texts

- identify key words in a sentence

- predict the meaning of unfamiliar words by using context or picture cues

- predict story, characters, topic of interest using picture cues and book cover

- locate specific information in a short text in response to questions

- identify main ideas from a text with teacher support

Writing

- reproduce sentences from a model and words from print in the environment

- put words in a logical order to make meaningful phrases or sentences

- add personal ideas and information when a model or framework is provided

- revise and edit short written texts by making changes to incorrect spelling, punctuation and grammar, and adding details if necessary in response to suggestions from the teacher

Language Development Strategies

Develop thinking skills

- generate new ideas and meanings by using an object, a picture or other visual devices as a springboard for new ideas or ways of thinking

Develop reference skills

- use organized information to check spelling or meaning, such as locating vocabulary cards in a word bank
- classify the materials and put them into files of different topics/themes with teacher support

Develop library skills

- find books of interest from the class library with reference to the simple coding system, e.g. different colours or labels for different topics

Develop information skills

- extract information and ideas from texts with the help of visual clues

Storybook : It's Pink, I Think

Identification of Learning Targets and Objectives

Learning Targets

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- to develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes and singing songs (EDa)
- to give expression to imaginative ideas through oral or written means such as describing pictures (EDc)

Learning Objectives

Language Items
Use nouns/noun phrases to identify objects
 e.g. *Do you like my T-shirt/hat/belt/jacket/dress/pants/sneakers/socks/clothes?*
Use adjectives to describe objects
 e.g. *It's yellow, and black, and white, and green, and pink, I think.*
Use pronouns to identify people and objects
 e.g. *Do you like our clothes?*
     Yes, we do.
Use simple present tense to express likes or dislikes
 e.g. *Do you like my dress?*
     I like your dress.
Ask and answer simple questions with "Yes/no" responses
 e.g. *Do you like my hat?*
     Yes, I do. / No, I don't.

<u>Language Skills</u>
Listening
- recognize rhyming words in activities

  e.g. It's <u>pink</u>, I <u>think</u>.
- identify key words in an utterance by recognizing the stress

  e.g. Do you <u>like</u> my <u>dress</u>?
- recognize language patterns and vocabulary items previously encountered in new spoken texts

  e.g. Do you like my socks?
- identify main ideas
- work out the meaning of unknown words using extensive visual clues

Speaking
- pronounce correctly words with the same letter sound

  e.g . k as in *pin<u>k</u>, thin<u>k</u>*

      s *as* in *sock<u>s</u>*

      t as in *shir<u>t</u>, ha<u>t</u>*
- pronounce correctly words in isolation
- produce simple phrases and sentences involving repetition or lists

  e.g. It's white, and green, and pink.
- use appropriate intonation in questions and statements

Reading
- recognize the punctuation marks used in different kinds of sentences

  e.g. Do you like my belt<u>?</u>

      I like your belt<u>.</u>
- use knowledge of basic sound-symbol correspondences to work out how to read a word aloud
- recognize familiar words in new texts
- identify key words in a sentence
- predict the meaning of unfamiliar words by using context or picture cues
- predict story, characters, topic of interest using picture cues and book cover
- locate specific information in a short text in response to questions
- identify main ideas from a text with teacher support

Writing

- reproduce sentences from a model and words from print in the environment
- put words in a logical order to make meaningful phrases or sentences
- add personal ideas and information when a model or framework is provided
- revise and edit short written texts by using available sources such as a word bank, making changes to incorrect spelling, punctuation and grammar, and adding details if necessary in response to suggestions from the teacher

Language Development Strategies

Develop thinking skills

- generate new ideas and meanings by using an object, a picture or other visual devices as a springboard for new ideas or ways of thinking

Develop reference skills

- use organized information to check spelling or meaning, such as locating vocabulary cards in a word bank
- classify the materials and put them into files of different topics/themes with teacher support

Develop library skills

- find books of interest from the class library with reference to the simple coding system, e.g. different colours or labels for different topics

Develop information skills

- extract information and ideas from texts with the help of visual clues

Storybook : The Gingerbread Man

Identification of Learning Targets and Objectives

Learning Targets

To develop an ever-improving capability to use English
- to express preferences in making simple arrangements with others for carrying out events (IDd)
- to obtain and provide objects and information in simple classroom situations and through activities such as interactive games and role-play (IDe)
- to interpret and use simple given information through processes or activities such as labelling, matching, sequencing, describing, classifying; and to follow simple instructions (KDb)
- to clarify own written expression with support from the teacher (KDe)
- to develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes (EDa)
- to respond to characters and events in simple imaginative texts through oral, written and performative means such as drawing pictures, making simple models or objects and participating in the telling of stories (EDb)
- to give expression to imaginative ideas through oral, written and performative means such as describing pictures that depict a scene and creating part of the story (EDc)

Learning Objectives

Language Items
Use nouns/noun phrases to identify people or objects
e.g.   A woman* made a gingerbread man*.
        He saw a farmer/dog/crocodile*.

*   Pupils are required to produce the spoken form only.
Use imperatives to give instructions
e.g.   Come back.
        Fly away.
        Jump!
        Stop!
        Run!

Use modals to talk about ability

e.g.   Run, run, run as fast as you <u>can</u>.
*   You <u>can't</u> catch me.*

<u>Learning Skills</u>
Listening
- identify key words in an utterance by recognizing the stress

  e.g. Once upon a time, a <u>woman</u> made a <u>gingerbread man</u>.
- recognize differences in the use of tone of voice
- recognize language patterns and vocabulary items previously encountered in new spoken texts
- locate specific information in response to simple instructions or questions
- identify main ideas
- work out the meaning of unknown words using extensive visual clues
- recognize speakers' intentions and feelings supported by gestures and facial expression

Speaking
- pronounce words with the same letter sound

  e.g. c as as in <u>c</u>*ome*

  *   k as in bac<u>k</u>*

  *   a as in m<u>a</u>n, sw<u>a</u>m*
- pronounce correctly words in isolation
- produce simple phrases and sentences involving repetition

  e.g. "Come back," said the woman.

  *   "Come back," said the farmer.*

  *   "Come back," said the dog.*
- use appropriate tone of voice

Reading
- establish concepts about the use of punctuation in speech
- use knowledge of basic sound-symbol correspondences to work out how to read a word aloud
- recognize familiar words in new texts
- identify key words in a sentence
- confirm meaning by re-reading a sentence or paragraph
- predict the meaning of unfamiliar words by using context or picture cues
- predict story, characters, topic of interest using picture cues and book cover
- locate specific information in a short text in response to questions
- identify main ideas from a text with teacher support

Writing

- gather and share information, ideas and language by using strategies such as brainstorming, listing and observing
- reproduce sentences from a model and words from print in the environment
- put words in a logical order to make meaningful phrases or sentences
- add personal ideas and information when a model or framework is provided
- use appropriate format and conventions when writing an episode in the story
- revise and edit drafts by making changes to incorrect spelling, punctuation and grammar, and adding details if necessary in response to suggestions from the teacher

Language Development Strategies

Develop thinking skills

- generate new ideas and meanings by using an object, a picture or other visual devices as a springboard for new ideas or ways of thinking

Develop reference skills

- use organized information to check spelling or meaning

Develop library skills

- find books of interest from the class library with reference to the simple coding system, e.g. different colours or labels for different topics

Develop self-motivation and positive attitudes

- participate actively in tasks in an English classroom although there is the possibility of making mistakes or encountering difficulties

Work with others

- ask others for help with the meaning and pronunciation of words
- work with others to complete a task

Storybook : The Little Red Hen

Identification of Learning Targets and Objectives

Learning Targets

To develop an ever-improving capability to use English
- to express preferences in making simple arrangements with others for carrying out events (IDd)
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- to give expression to imaginative ideas through oral, written and performative means such as describing pictures that depict a scene and creating part of the story (EDc)

Learning Objectives

Language Items
Use nouns/noun phrases to identify places or animals
e.g.   She lived on a <u>farm</u> with a lazy <u>duck</u>, a lazy <u>cat</u> and a lazy <u>dog</u>.
Use adjectvies to describe people and animals
e.g.   Once upon a time, there was a <u>busy</u> <u>little</u> <u>red</u> hen.
*   She lived on a farm with a <u>lazy</u> duck, a <u>lazy</u> cat and a <u>lazy</u> dog.*
Ask and answer "Wh-" questions to find out the person
e.g.   <u>Who</u> will help me cut the wheat?
*   Not I!/ I will.*
Use formulaic expressions to begin a story
e.g.   <u>Once upon a time</u>, there was a busy little red hen.

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Listening

- identify key words in an utterance by recognizing the stress
- recognize differences in the use of tone of voice
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- locate specific information in response to simple instructions or questions
- identify main ideas
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- recognize speakers' intentions and feelings supported by gestures and facial expression

Speaking

- pronounce words with the same letter sound

  *e.g. h a*s in *hen, help*

  n as in *not*

  i as in *it*

- pronounce correctly words in isolation
- produce simple phrases and sentences involving repetition

  e.g. "Not I!" said the duck.

  "Not I!" said the cat.

  "Not I!" said the dog.

- use appropriate tone of voice

Reading

- establish concepts about the use of punctuation in speech
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