Tseung Kwan O Methodist Primary School 2012-13 Magic Readers

Name of the Book: Should I Share My Ice-cream

Time: 50mins

Venue: School library

Main Strategy (ies) Focus: Read Aloud

Time	Stages	Objectives	Teaching Procedures	Resources
5'	Pre-reading Stage	Review	 Students stay in a big group Teacher asks questions related to the previous book. 	PPT
5'		Motivation	 Students will be separated into groups. Teacher asks Questions. 1) Do you like sharing your food with your friends? 2) If your friend forgets to bring his/ her text book, will you share your book with them? 3) Students will be separated into 3 groups Teacher points out that Elephant Gerald has a problem. He doesn't know if he should share the ice-cream with Piggie. Teacher asks students to read the book to find out what Gerald is going to do. 	
20'	While-reading Stage (Read Aloud)	Read aloud to understand the development of the plot	Students read aloud the story together. Teacher gives help to students if they do not know the pronunciation or meaning of the words.	Book

20'	Post-reading Stage	To let students have a sense of	•	Teacher asks Questions.	PPT
		enjoyment through acting out the	•	Gerald loses his ice-cream but Piggie shares her	
		story		ice-cream with Gerald. How does Gerald feel?	
				(happy)	
				Teacher brings a message: sharing can make	
				people feel happy.	
			•	Students take turns to read aloud page by page.	
			•	For P. 13, all students should read it together.	
			•	Teacher gives help to students if they do not	
				know the pronunciation or meaning of the	
				words.	
			•	Teacher reminds students they should have	Worksheet
				emotions / intonations when acting. Those	
				perform well will be awarded with smart cards.	
			•	Students work on a worksheet- How do they	
				feel? Students need to distinguish the facial	
				expressions.	

Questions to be asked in the final lesson of the semester for competition:

- What problem does Elephant Gerald have? (He doesn't know if he should share his ice-cream with Piggie)