

## New General Studies (New Curriculum) Teaching Plan (Book 1.4 Exploring Life)

Primary 1 Class: \_\_\_\_\_

Academic year: 20\_\_\_\_/\_\_\_\_term

Date	Week	Theme and core learning elements	Unit and objectives	Chapter	Periods	Learning objectives	Activities	Resources	Remarks
		<p><b>1.4 Exploring Life</b></p> <ul style="list-style-type: none"> <li>- Recognising different rooms in a home and household items</li> <li>- Investigating the uses of common household items and the properties of their materials through hands-on and minds-on activities</li> <li>- How science and technology contribute to everyday life (e.g. household items)</li> <li>- Uses of energy in everyday life</li> <li>- Importance of keeping our homes clean and tidy and the importance of home safety</li> <li>- Importance of hygiene at home</li> <li>- Influence of personal habits on the household environment</li> <li>- Roles and responsibilities of individuals in family (e.g. sharing housework)</li> <li>- How science and technology help with household cleaning</li> <li>- Importance of home safety</li> <li>- Basic safety measures in everyday life (e.g. staying away from dangerous items, paying attention when using energy and watching out for strangers)</li> <li>- Ways of seeking help when accidents happen</li> <li>- Park facilities</li> <li>- Paying attention to safety when playing in parks</li> <li>- Following the rules in parks</li> <li>- Taking care of the park environment</li> <li>- Using sense organs to explore things in parks</li> <li>- Simple classification of things (living and non-living things)</li> <li>- Simple classification of living things</li> </ul>	<p><b>Unit 1 Home Sweet Home</b></p> <p><b>Knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>- Recognising different rooms at home and household items</li> <li>- Identifying common materials and their uses in everyday life</li> <li>- Identifying different kinds of energy and their uses in everyday life</li> <li>- Recognising how technological products help us in everyday life</li> <li>- Understanding the importance of keeping our homes clean and tidy and the importance of home safety</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Making observation, simple measurement and classification, recording and carrying out simple presentation</li> <li>- Using sense organs to identify the characteristics and changes of materials</li> <li>- Identifying the problem and design problem-solving strategy individually or collaboratively</li> <li>- Knowing the ways to save energy</li> <li>- Taking care of oneself in everyday life, developing self-management skills and keeping the home clean and tidy</li> <li>- Following safety rules in everyday life and knowing the</li> </ul>	1. Materials and Energy at Home	10	<ul style="list-style-type: none"> <li>- State the names of different rooms and household items.</li> <li>- Identify common materials in a home and list their uses in daily life.</li> <li>- Identify different kinds of energy and their uses in daily life.</li> <li>- Understand how to save energy and develop the habits of saving energy in daily life.</li> </ul>	<p><b>Investigative Question 1:</b></p> <ul style="list-style-type: none"> <li>- Choose one of the rooms at home and list what household items can be found in the room.</li> <li>- Observe the pictures and state the rooms in the pictures and at home.</li> <li>- In groups, discuss the functions of each room at home.</li> <li>- List what we do in different rooms at home.</li> <li>- Observe the pictures and think about the uses of household items.</li> <li>- Identify the household items in the PowerPoint, as well as what they are for and where we can find them.</li> <li>- Learn more about the household items.</li> <li>- Introduce own household items and their uses to classmates.</li> <li>- Alternative Activity: Complete the activity and put the household items in proper places.</li> <li>- List some ways to take good care of the household items.</li> <li>- State that some damaged household items can be mended to reduce waste.</li> <li>- Alternative Activity: Complete the activity. Find the mistakes and talk about what may happen.</li> </ul> <p><b>Investigative Question 2:</b></p> <ul style="list-style-type: none"> <li>- Observe some classmates' items or items in the classroom and point out what materials the items are made of.</li> <li>- Observe the picture. Identify the materials of the household items and complete the question in the</li> </ul>	<ul style="list-style-type: none"> <li>- Worksheet 01: My Household Items</li> <li>- Worksheet 02: My Home (5W1H)</li> <li>- PowerPoint: Household Items and their Uses</li> <li>- Worksheet 03: Learning Reader: Guess the Household Items</li> <li>- Interactive Activity: Different Household Items</li> <li>- Interactive Activity: Taking Good Care of Household Items</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Consolidation:</b> Use the Revision PowerPoint and Revision Notes to consolidate the knowledge obtained and draw a conclusion.</li> <li>- <b>Evaluation:</b> Evaluate pupils' progress through questions, homework and Classroom Practice System. Pupils can evaluate each other.</li> </ul>

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		(animals and plants) - Distinct differences and similarities in features of animals - Caring for animals - Distinct differences and similarities in features of plants - Caring for plants	<b>ways of seeking help when accidents happen</b> - Recognising the roles and responsibilities of individuals in family (e.g. sharing housework)  <b>Values and attitudes:</b> - Showing interest in the functions of household items - Appreciating the functions and designs of household items in science and technology learning activities - Realising how science and technology are closely related to everyday life - Paying attention to safety issues when using science and technology - Developing living habits to save energy in everyday life - Maintaining hygiene and safety at home				textbook. - In groups, discuss and name some other examples of household items made of those materials. - Observe the items in the textbook and think about what materials they are made of. Complete the exercise in the textbook. - Alternative Activity: Complete the activity and identify the materials of the household items. - Give examples of other common materials that we can find at home. - Extension 1: Wear an eye mask and touch a household item. Guess what material the item is made of and share the feeling of touching the item. - Extension 2: Learn some more items at home with the help of the PowerPoint.		
							<b>Investigative Question 3:</b> - Do the tests to investigate the properties of the materials, e.g. whether the items are hard or soft, whether light or water can pass through the items. - Extension: Touch the plastic plate to recognise that items made of plastic can be soft or hard.	- Exercise: Characteristics of Common Materials	

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							<p><b>Investigative Question 4:</b></p> <ul style="list-style-type: none"> <li>- Discuss the materials used to make a plastic fork and a metal fork and their different properties and uses.</li> <li>- Observe the pictures of items in the textbook. In groups, discuss the materials of the items and the reason why the materials are used.</li> <li>- Think about what material a household item is made of and the reason why the material is used.</li> <li>- Find out what an item at home is made of and think about why.</li> <li>- Consider which cup to choose as Charlie.</li> <li>- Extension: Observe the household items made of two different kinds of materials. State the materials that the items are made of and explain why the items are made of different materials.</li> </ul>	<ul style="list-style-type: none"> <li>- Worksheet 05: Properties of Materials and their Uses</li> <li>- Worksheet 06: Which Cup do you Choose?</li> </ul>	
							<p><b>Investigative Question 5:</b></p> <ul style="list-style-type: none"> <li>- Point out that electricity and fuel gas are energy sources and explain why.</li> <li>- Find out the household items which need energy to work in the picture in the textbook. State what kind of energy these items need.</li> <li>- Identify what kind of energy an item needs to work as quickly as possible.</li> <li>- State how these modern household items make our lives easier.</li> <li>- List the household items that need energy to work in a room at home.</li> <li>- Discuss and think about how our lives will be affected when there is no electricity or fuel gas supply</li> </ul>	<ul style="list-style-type: none"> <li>- Worksheet 07: Without Energy Supply</li> </ul>	

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							<p>suddenly.</p> <p><b>Investigative Question 6:</b></p> <ul style="list-style-type: none"> <li>- Look at the poster or website of 'Earth Hour' to learn that the resources on earth are limited.</li> <li>- State that electricity is produced from valuable energy resources. We should all save energy.</li> <li>- Reflect on living habits about saving energy. Complete the question in the textbook.</li> <li>- State some ways to save energy.</li> <li>- Extension: Discuss with family members to review the charges in the electricity bill and try to save energy together.</li> </ul>	- Polling	
				2. A Clean and Tidy Home	4	<ul style="list-style-type: none"> <li>- Recognise the importance of keeping our homes clean and tidy.</li> <li>- List the ways of keeping our homes clean and tidy.</li> <li>- Develop self-management skills and help with the housework.</li> <li>- State how technological products help us in everyday life.</li> <li>- Treasure our homes and keep our homes clean and tidy.</li> </ul>	<p><b>Investigative Question 1:</b></p> <ul style="list-style-type: none"> <li>- Observe the pictures in the textbook and state what makes a good living place.</li> <li>- Alternative Activity: Complete the activity and find the problems in the living place.</li> <li>- Discuss the reasons why we need to keep our homes clean and tidy.</li> <li>- Share the ideas about a good living place and state what makes a good living place. Understand that good living places do not need to be luxurious.</li> <li>- Read Appendix 1 and discuss the importance of keeping our homes clean and tidy.</li> </ul> <p><b>Investigative Question 2:</b></p> <ul style="list-style-type: none"> <li>- Observe the pictures in the textbook and discuss what living habits Lily has and how her habits affect her home.</li> <li>- Alternative Activity: Watch the animation. Discuss what bad living habits Lily has and how her habits affect herself and her home.</li> </ul>	<ul style="list-style-type: none"> <li>- Worksheet 08: Clean and Tidy Home</li> <li>- Interactive Activity: A Good Living Place</li> </ul> <ul style="list-style-type: none"> <li>- Animation: Lily's Living Habits</li> </ul>	<p><b>Consolidation:</b> Use the Revision PowerPoint and Revision Notes to consolidate the knowledge obtained and draw a conclusion.</p> <p><b>Evaluation:</b> Evaluate pupils' progress through questions, homework and Classroom Practice System. Pupils can evaluate each other.</p>

Date	Week	Theme and core learning elements	Unit and objectives	Chapter	Periods	Learning objectives	Activities	Resources	Remarks
							<ul style="list-style-type: none"> <li>- Pair up to act as Lily and Lily's friend to make some suggestions for Lily. Do a self-reflection about the bad living habits.</li> <li>- State some living habits that can keep the home clean and tidy.</li> <li>- Extension: Observe family members' living habits. Try to learn from them or remind them.</li> </ul>		
							<p><b>Investigative Question 3:</b></p> <ul style="list-style-type: none"> <li>- Observe the pictures in the textbook and find out how the people keep their home clean and tidy. Complete the exercise in the textbook.</li> <li>- Observe the pictures in the textbook and discuss how to keep our homes clean and tidy. Decide if any cleaning tools are needed.</li> <li>- Think about other ways to do the housework according to real-life experiences.</li> <li>- Do a self-reflection to see whether own family members have used the ways in the textbook to keep the home clean and tidy.</li> <li>- Use a mind map to conclude how to keep different rooms clean and tidy.</li> <li>- Extension: Complete Flipped Classroom. Learn how to keep our homes clean and tidy and get rid of pests.</li> </ul>	<ul style="list-style-type: none"> <li>- Worksheet 09: Clean and Tidy Home (Mind Map)</li> <li>- Flipped Classroom</li> <li>- PowerPoint: Technological Products for Cleaning Our Home</li> <li>- Worksheet 10: Is Your Home Clean and Tidy?</li> </ul>	

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							<ul style="list-style-type: none"> <li>- Find out how many classmates do housework with family members at home. Share the experiences and feelings with the whole class.</li> <li>- List some dangerous or difficult housework.</li> <li>- Find some technological products for house cleaning at home. Talk about their functions, uses and advantages.</li> <li>- Extension: Check if different rooms at home are clean and tidy.</li> </ul>		
				3. Home Safety	6	<ul style="list-style-type: none"> <li>- List the accidents which may happen at home easily.</li> <li>- List what we should pay attention to when we use energy at home.</li> <li>- Follow the rules of home safety. Pay attention to home safety.</li> <li>- Learn to ask for help if accident happens.</li> </ul>	<p><b>Investigative Question 1:</b></p> <ul style="list-style-type: none"> <li>- Complete Flipped Classroom to have a brief idea about common home accidents.</li> <li>- Observe the pictures and state what home accident is happening in each picture. Share with group members if similar home accidents happened at home. Talk about the causes and the results of these accidents.</li> <li>- Observe the pictures in the textbook. Analyse the causes and results of these accidents.</li> <li>- List some home accidents which may cause serious harm or even death. Think of some ways of avoiding them.</li> <li>- Extension: Find out more causes and results of home accidents happened to children according to the content of the news article.</li> </ul> <p><b>Investigative Question 2:</b></p> <ul style="list-style-type: none"> <li>- Observe the picture and discuss what dangerous things the children are doing and what accidents may happen because of their actions.</li> <li>- State some ways to avoid home accidents.</li> <li>- Observe the pictures in the textbook. Discuss if children</li> </ul>	<ul style="list-style-type: none"> <li>- Flipped Classroom</li> <li>- Worksheet 11: Home Accidents</li> </ul> <ul style="list-style-type: none"> <li>- Interactive Activity: About Home Accidents</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Consolidation:</b> Use the Revision PowerPoint, Revision Notes and Quick Overview to consolidate the knowledge obtained and draw a conclusion.</li> <li>- <b>Evaluation:</b> Evaluate pupils' progress through questions, homework, Unit Revision Worksheet 14 and Classroom Practice System. Pupils can evaluate each other. Ask Pupils to finish Self-assessment before finishing the Unit.</li> </ul>

Date	Week	Theme and core learning elements	Unit and objectives	Chapter	Periods	Learning objectives	Activities	Resources	Remarks
							<p>should stay away from the dangerous items and think about the reasons.</p> <ul style="list-style-type: none"> <li>- In groups, list some items which children should stay away from as quickly and many as possible.</li> <li>- Alternative Activity: Complete the activity to learn more about some common home accidents.</li> </ul>		
							<p><b>Investigative Question 3:</b></p> <ul style="list-style-type: none"> <li>- Observe the pictures one by one. Judge which action is safe and which action is dangerous. Give the reasons. Complete the exercise in the textbook.</li> <li>- Alternative Activity: Complete the activity and judge how to use electricity safely.</li> <li>- State whether a family member leaves home when cooking at home.</li> <li>- Think about what happens when there is nobody watching over the fire or there is not enough fresh air in the kitchen.</li> </ul>	- Interactive Activity: Using Electricity Safely	
							<p><b>Investigative Question 4:</b></p> <ul style="list-style-type: none"> <li>- Listen to the story. Share the ideas about opening the door or not.</li> <li>- Discuss in groups if the sheep should open the door for the wolf. Create the story ending and do a role-play.</li> <li>- Analyse the story using balanced thinking.</li> <li>- Play the animation. See the differences between the two endings.</li> <li>- Observe the pictures. Act as the strangers or the children to show how we should watch out for strangers.</li> <li>- Share the experiences of being asked to open the door. Talk about the excuses the stranger used and the ways to deal with</li> </ul>	- Polling - Worksheet 12: When the Doorbell Rings (Balanced Thinking) - Animation: When the Doorbell Rings	

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							<p>them.</p> <ul style="list-style-type: none"> <li>- State what may happen when we open the door for strangers.</li> <li>- Extension: Continue to tell the story and think about what we should do in a similar situation.</li> </ul>		
							<p><b>Investigative Question 5:</b></p> <ul style="list-style-type: none"> <li>- Discuss what we should do when the accidents in the pictures happen.</li> <li>- Learn about the emergency hotline and share own experiences.</li> <li>- Judge in which situations we should call the police.</li> <li>- Extension: State what information we should provide and what we need to pay attention to when we call the police.</li> </ul>	- Worksheet 13: Should We Call the Police?	
							<p><b>Extra Investigative Activity:</b></p> <ul style="list-style-type: none"> <li>- Measure the weight of the plates made of different materials.</li> <li>- Find out about some technological products for house cleaning.</li> </ul>	- Worksheet 15: Weight of Materials - Worksheet 16: Technological Products for Cleaning Our Home	
			<p><b>Unit 2 Learning in Parks Knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>- Identifying park facilities</li> <li>- Identifying the common materials of park facilities and their uses</li> <li>- Knowing the importance of respecting others</li> <li>- Recognising the characteristics of living things</li> <li>- Understanding the simple classification of living things</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Following safety rules when exploring parks</li> </ul>	4. Exploring Parks	7	<ul style="list-style-type: none"> <li>- Identify the facilities in parks and their materials and uses. Learn by using these facilities.</li> <li>- Follow the rules when exploring parks. Respect others' rights of using the facilities.</li> <li>- Apply the knowledge of materials to design some ways to make park facilities better.</li> <li>- Use sense organs to learn about things in a park.</li> <li>- Learn the characteristics of living things.</li> </ul>	<p><b>Investigative Question 1:</b></p> <ul style="list-style-type: none"> <li>- Complete the worksheet as preparation.</li> <li>- State the facilities in parks and their uses.</li> <li>- Extension 1: Learn some more park facilities with the help of the PowerPoint.</li> <li>- Extension 2: Draw the favourite park facility.</li> <li>- Extension 3: Complete the Unplugged Coding Activity using basic computational thinking.</li> </ul> <p><b>Investigative Question 2:</b></p> <ul style="list-style-type: none"> <li>- Share own experiences of using park facilities after polling.</li> <li>- Discuss how the facilities in parks help visitors.</li> </ul>	- Worksheet 17: Exploring Parks with Family - PowerPoint: Extra Words: Park Facilities - Worksheet 18: Extra Words: Park Facilities - Worksheet 19: My Favourite Park Facility - Worksheet 20: Smart Ways to Explore Parks  - Polling - Worksheet 21: Learning Reader: Walking Route in Hong Kong Park	<p><b>Consolidation:</b> Use the Revision PowerPoint and Revision Notes to consolidate the knowledge obtained and draw a conclusion.</p> <p><b>Evaluation:</b> Evaluate pupils' progress through questions, homework and Classroom Practice System. Pupils can evaluate each other.</p>

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			<ul style="list-style-type: none"> <li>- Using sense organs to learn about things in parks</li> <li>- Applying the knowledge of common materials and think about ways to improve park facilities</li> <li>- Learning by using park facilities</li> <li>- Observing the environment, plants and animals in parks</li> <li>- Classifying living things and find out their similarities and differences</li> </ul> <p><b>Values and attitudes:</b></p> <ul style="list-style-type: none"> <li>- Being willing to follow safety rules in parks</li> <li>- Appreciating the similarities and differences among different living things</li> <li>- Caring for parks, plants and animals</li> </ul>				<ul style="list-style-type: none"> <li>- State how park facilities keep us safe.</li> <li>- Learn how to utilise park facilities.</li> <li>- Extension: Point out how the facilities help visitors and keep them safe.</li> </ul> <p><b>Investigative Question 3:</b></p> <ul style="list-style-type: none"> <li>- Point out what the pictures in the PowerPoint show.</li> <li>- Observe each of the signs. State the meanings of the signs.</li> <li>- State why we need rules in parks.</li> <li>- Design signs using SCAMPER elements.</li> <li>- Discuss how the children may harm themselves and other visitors. State how we can avoid accidents in the park.</li> <li>- Alternative Activity: Complete the activity to learn the importance of rules in parks and the consequences of not following them.</li> <li>- Extension: Watch the animation and think about the importance of respecting other visitors.</li> </ul> <p><b>Investigative Question 4:</b></p> <ul style="list-style-type: none"> <li>- Think about what park facilities need improvement.</li> <li>- Discuss how we can make the facility in the picture better.</li> <li>- Design and make the model of a roof.</li> <li>- Test and improve to make sure that light or water do not pass through the model.</li> <li>- Analyse the materials and evaluate whether they can protect us on sunny or rainy days.</li> <li>- Extension: Design a roof for bench using SCAMPER elements.</li> </ul>	<ul style="list-style-type: none"> <li>- PowerPoint: Signs in Parks</li> <li>- Worksheet 22: Designing Signs for Parks (SCAMPER)</li> <li>- Interactive Activity: Rules in Parks</li> <li>- Animation: Respect Other Visitors</li> </ul> <ul style="list-style-type: none"> <li>- Worksheet 23: Making a Roof for a Park Bench</li> <li>- Worksheet 24: Making a Roof for a Park Bench (SCAMPER)</li> </ul>	

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							<p><b>Investigative Question 5:</b></p> <ul style="list-style-type: none"> <li>- State what sense organs we have and how sense organs help us learn about things.</li> <li>- Discuss how sense organs help us find out the features of things.</li> <li>- Extension: Explore and record different things in parks.</li> </ul>	- Worksheet 25: Visiting Record for Parks	
							<p><b>Investigative Question 6:</b></p> <ul style="list-style-type: none"> <li>- Complete Flipped Classroom to have a basic idea about how to group different things in a park.</li> <li>- Identify the similarities among classmates and learn that we can group things by their similar features.</li> <li>- Group the things in the pictures by colour.</li> <li>- Discuss how to group different things in the PowerPoint. Complete the exercise in the textbook.</li> <li>- Alternative Activity: Complete the activity and put things in different groups.</li> </ul>	- Flipped Classroom - PowerPoint: Classifying Things - Interactive Activity: Grouping Things	
							<p><b>Investigative Question 7:</b></p> <ul style="list-style-type: none"> <li>- Learn the concepts: 'grow', 'move or respond to touch' and 'reproduce'.</li> <li>- Observe the pictures and judge whether the things can grow, move or respond to touch, or reproduce.</li> <li>- Judge whether the things in a park are living things or non-living things.</li> <li>- Extension: Consolidate the knowledge learned by grouping different things based on their features.</li> </ul>	- Worksheet 26: Living Things and Non-living Things in Parks - Worksheet 27: Classify Things Together	

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				5. Animals in Parks	3	<ul style="list-style-type: none"> <li>- Learn how to classify living things. Find out their similarities and differences.</li> <li>- Appreciate the similarities and differences of different living things.</li> <li>- Observe animals in parks and find out their features.</li> <li>- Develop an attitude of caring for animals.</li> </ul>	<p><b>Investigative Question 1:</b></p> <ul style="list-style-type: none"> <li>- State the features of animals. Identify which of the pictures in the textbook are animals to complete the exercise.</li> <li>- Alternative Activity: Complete the activity to go on a virtual tour in the Hong Kong Zoological and Botanical Gardens.</li> </ul> <p><b>Investigative Question 2:</b></p> <ul style="list-style-type: none"> <li>- Observe the pictures or watch the video to see if animals and plants can move around.</li> <li>- Guess how animals and plants respond when we touch them.</li> <li>- Identify animals and plants. Finish the worksheet.</li> </ul> <p><b>Investigative Question 3:</b></p> <ul style="list-style-type: none"> <li>- Share the experiences of seeing animals in parks.</li> <li>- Learn about different body features of animals.</li> <li>- Learn about other body features of animals with the help of the PowerPoint.</li> <li>- Do actions to show how the animals move.</li> <li>- Compare the features of ducks and flamingoes. Use a Venn diagram to compare their similarities and differences.</li> <li>- Extension: Visit parks or watch videos to observe animals and make a record.</li> </ul> <p><b>Investigative Question 4:</b></p> <ul style="list-style-type: none"> <li>- Observe the pictures or watch the videos. Talk about how interesting these animals are by learning about their features and how they move.</li> <li>- Vote for the most interesting animal by raising hands or using Polling.</li> </ul>	<ul style="list-style-type: none"> <li>- Interactive Activity: Interesting Animals and Plants in the Park</li> <li>- Video: Features of Animals and Plants</li> <li>- Worksheet 28: Identify Animals and Plants</li> <li>- PowerPoint: Extra Words: Body Features of Animals</li> <li>- Worksheet 29: Extra Words: Body Features of Animals</li> <li>- Worksheet 30: Compare the Features of Animals (Elementary) (Listing)</li> <li>- Worksheet 31: Compare the Features of Animals (Advanced) (Venn Diagram)</li> <li>- Discover the Districts</li> <li>- Worksheet 32: Watching Animals in Parks (Elementary)</li> <li>- Video: Flamingo</li> <li>- Video: Sloth</li> <li>- Video: Emperor Tamarin</li> <li>- Polling</li> <li>- PowerPoint: Other Interesting Animals</li> <li>- Worksheet 33: Watching Animals in</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Consolidation:</b> Use the Revision PowerPoint and Revision Notes to consolidate the knowledge obtained and draw a conclusion.</li> <li>- <b>Evaluation:</b> Evaluate pupils' progress through questions, homework and Classroom Practice System. Pupils can evaluate each other.</li> </ul>

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							<ul style="list-style-type: none"> <li>- Discuss how interesting the animals in the PowerPoint are.</li> <li>- Extension: Observe interesting animals in parks and make a record.</li> </ul>	Parks (Advanced)	
							<p><b>Investigative Question 5:</b></p> <ul style="list-style-type: none"> <li>- Circle the visitors who are doing something wrong and talk about what harm they may bring.</li> <li>- Alternative Activity: Complete the activity. Find out the visitors who are doing something wrong.</li> <li>- State what we should do when we visit animals in parks.</li> <li>- Extension: Set some rules that we should follow to care for animals in parks.</li> </ul>	<ul style="list-style-type: none"> <li>- Interactive Activity: The Park Keeper</li> <li>- Worksheet 34: Rules of Animal Protection</li> </ul>	
				6. Plants in Parks	3	<ul style="list-style-type: none"> <li>- Observe the plants in parks. Recognise their features.</li> <li>- Appreciate different kinds of plants.</li> <li>- Develop an attitude of caring for plants.</li> </ul>	<p><b>Investigative Question 1:</b></p> <ul style="list-style-type: none"> <li>- Think of some things about plants.</li> <li>- Observe the plants in the pictures. Identify their colours and complete the exercise.</li> <li>- Compare the colours, shapes and numbers of petals of the flower of a cotton tree and a lily.</li> <li>- Extension: Complete the Unplugged Coding Activity using basic computational thinking.</li> <li>- Observe the pictures to discuss the features of the leaves. Complete the exercise in the textbook.</li> <li>- Extension: Use sense organs to find out different features of the leaves.</li> <li>- Observe the pictures of the two plants. Compare the appearance of plants and the texture of their trunks or stems. Complete the exercise in the textbook.</li> <li>- Compare the features of a lotus and a water lily by listing. Then, compare their similarities and differences by using a Venn</li> </ul>	<ul style="list-style-type: none"> <li>- Worksheet 35: Different Flowers (Listing)</li> <li>- Worksheet 36: Happy Garden</li> <li>- Worksheet 37: Lotus and Water Lily (Elementary) (Listing)</li> <li>- Worksheet 38: Lotus and Water Lily (Advanced) (Venn Diagram)</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Consolidation:</b> Use the Revision PowerPoint, Revision Notes and Quick Overview to consolidate the knowledge obtained and draw a conclusion.</li> <li>- <b>Evaluation:</b> Evaluate pupils' progress through questions, homework, Unit Revision Worksheet 41 and Classroom Practice System. Pupils can evaluate each other. Ask Pupils to finish Self-assessment before finishing the Unit.</li> </ul>

Date	Week	Theme and core learning elements	Unit and objectives	Chapter	Periods	Learning objectives	Activities	Resources	Remarks
							<p>diagram.</p> <p><b>Investigative Question 2:</b></p> <ul style="list-style-type: none"> <li>- Share the experiences of seeing plants in parks.</li> <li>- Think about what the plants in the pictures look like by paying attention to their shapes and colours. Complete the activity in the textbook.</li> <li>- Extension: Observe plants in parks. Record the features of plants using a mind map.</li> </ul> <p><b>Investigative Question 3:</b></p> <ul style="list-style-type: none"> <li>- Talk about the feelings when seeing plants in parks are hurt.</li> <li>- Discuss how the plants in the pictures are hurt and state what visitors should do to protect the plants.</li> <li>- Watch the animation about the story of a tree in a park. Set some rules about caring for plants.</li> <li>- State how we should care for plants.</li> </ul> <p><b>Extra Investigative Activity:</b></p> <ul style="list-style-type: none"> <li>- Watch a video of an animal and record its features.</li> </ul>	<p>- Worksheet 39: Seeing Plants in Parks</p> <p>- Animation: Treasure the Plants</p> <p>- Worksheet 40: Treasure the Plants in Parks</p> <p>- Worksheet 42: Wild Animals in Hong Kong</p>	