

Holm Glad No.2 Primary School

P.4-5 English LBD Sessions

Second Term

Topic: Festivals

Session 1

1. Birthday Months Bingo Game: Introducing each other

- ✧ Distribute to each student a piece of paper. Students draw a grid on it (making 9 squares).
- ✧ Invite a student out to demonstrate the game.
- ✧ Ask the student “What is your name?” “In which month were you born?” Teacher writes the name of the student and the month on one of the squares. (Can write the questions on BB and practice asking a few times together.)
- ✧ The student then asks the teacher the same questions and writes on a square.
- ✧ Students have to choose a total of 9 students and get the information (name and month of birth).
- ✧ Then play the bingo game.
- ✧ The first student who got a line through would be the winner. He/She has to tell the whole class the 3 students’ name and their month of birth. e.g. “Mary was born in February.” “David was born in November.” Etc.
- ✧ Can repeat the game a few times.
- ✧ Draw 3 columns on BB – Months / Birthday / Festivals. Write the twelve months on the first column. Then do a class tally on which months students were born in (second column). Ask a student to write students’ name on BB next to the birthday month.

2. 1st Lead-in Activity to the topic “Festivals”

- ✧ Show 2 ppts - La Tomatina Festival (Tomato-throwing Festival) in Spain (<https://www.youtube.com/watch?v=DtA8zS3nlrc>) and Songkran Festival (Water Fight Festival) in Thailand (<https://www.youtube.com/watch?v=xCC8aFepZMI>)
Let students watch the video on the first slide. Write information on worksheet.
- ✧ Engage students in discussion about the two festivals while going through the ppt.

3. 2nd Lead-in Activity to the topic “Festivals” – Which Festivals?

- ✧ Make use of the third column on BB.
- ✧ Divide students into 2-3 groups.
- ✧ In 3 minutes, groups compete to write down as many festivals celebrated in HK as they know on the worksheet.
- ✧ Then groups take turn to write the festivals on the BB in the third column. Accept wrong spelling. Allow students to write in Chinese if they do not know the English name but provide the correct English name afterwards.
- ✧ Groups discuss what they know about the most familiar festival. Write all the words that they can think of on their worksheet.
- ✧ Groups take turns to share what they have got.

4. 3rd Lead-in Activity to the topic “Festivals” – Upcoming Easter Festival

- ✧ Focus students attention to the upcoming holiday – Easter holiday.
- ✧ Ask students to share if Easter is celebrated in their hometown.
- ✧ There are 2 video clips for teachers to choose. One is a fuller Lego version of the whole Easter story “Jesus’ Death & Resurrection”
<https://www.youtube.com/watch?v=-M8Yesnt1V8> If time allows, teacher can show this clip as this shows what happened before Jesus’ death.
- ✧ Another one is a shorter story about what happened after Jesus’s death. (Funny Church Videos: Kid History – The Easter Story
<https://youtu.be/1J4XefZlxYA>)
- ✧ After watching, allow students to discuss in groups for 5 minutes how much they understand the Easter story. Write down any information on the worksheet.
- ✧ Then conduct a Q & A competition with the ppt (This is based on the shorter video clip).

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Session 2

1. Reinforcing Rapport

- ✧ Make use of the information in the Birthday Months Game in the 1st session.
- ✧ Ask students to line up according to their months of birth, starts from January.
- ✧ Students need to check accuracy by asking “When is your birthday?” so that they can line up correctly.

2. Festivals Around the World – Video Watching

- ✧ Ask students if they know any festivals celebrated in other parts of the world.
- ✧ Show a youtube video on “Best Festivals in the World” (Only show until 4:20) <https://youtu.be/9I3WiwugNFE>
- ✧ Before watching, distribute each student a piece of paper. Tell students they are going to see 8 festivals celebrated in other parts of the world. Ask them to write down the information for any 4 festivals: in which country and what is so special. Teacher can pause after each one and allow students to write down the info.
 - China (Harbin) – ice carvings
 - India (Hindu) - colours
 - USA (Albuquerque) – balloons
 - USA (Nevada) – burning man
 - Taiwan (Pingxi) – lanterns
 - Spain (Pamplona) – bulls
 - Italy (Venice) – masks
 - Germany (Munich) – beer
- ✧ Allow time for students to discuss what they see in the video and tell if they are interested in going there to have a look.
- ✧ Show the world map (1). Ask students to locate where the places are.
- ✧ Ask students to share in small groups what other information they know about those places. E.g. the climate, the language, the religion, other festivals celebrated, famous places, etc. Write info on their paper.

- ✧ Groups share information with whole class.

3. Getting in touch with the book “Festivals”

- ✧ Distribute the book to students, 2 sharing 1 book.
- ✧ Ask students to tell from the book cover the title, the author, the publisher, and what festivals they can find in the book.
- ✧ Students will then work in groups of 4 and compete for answers in a Q & A competition.
- ✧ Give students a maximum of 10 minutes to read through the book. Encourage them to help each other to understand the content. Teacher offers help if they raise their hand for help.
- ✧ Arrange the groups to sit separately.
- ✧ The competition consists of 2 parts. First round: each group takes turn to answer questions (必答題環節). Second round: all groups have to compete to answer questions (搶答題環節). Give each group a flag and they have to raise the flag if they want to answer the question. If the answer is incorrect, a second group can raise flag to signal their wish to answer the question again(補答). If the second answer is still wrong, teacher then tells the correct answer to the whole class.
- ✧ Students can open book to find and read aloud the answers. If they find the right answer in the book, marks should be given.
- ✧ Draw a mark chart on BB before asking questions.
- ✧ Questions are in the ppt.

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Session 3

1. Song Appreciation – “We are the World”

- Show the ppt.
- Ask students to tell what they can see in the 1st slide – world / children holding hands / children from various parts of the world.
- Elicit from students what the picture means.
- Show the 2nd slide and tell students this is the cover of a song album. Ask students to (i) name the song – We are the World; (ii) guess what USA for Africa is.
- 3rd slide – USA (United Support of Artists for Africa), the group of singers
- 4th slide – Why the song was written: to support people in Africa suffering from famine
- 5th slide - Who wrote the song: Michael Jackson and Lionel Richie
- Play the song.
- Go through the lyrics (Chinese translation provided).
- Direct students to significant words in the song
- Share with students: (i) your feeling about the song e.g. love, care, help, giving, gifts (ii) the lines that you like most.
- Sing the song with students (optional).
- Ask students to suggest words / phrases that they like most.
- Relate the song to the next activity. Tell students many festivals are about love and care e.g. Christmas and Easter.

2. Book reading “Festivals”

- Distribute books to students.
- Elicit from students any information they can remember about the book.
- Ask students to turn to P.2 and P.4. Read through the content and ask students
 - (i) Which festival is it about? (Christmas)
 - (ii) Which month is Christmas in? (December)
 - (iii) What do the girls do at Christmas? (They get presents)
 - (iv) Where do the three girls, Helen, Audrey and Katy, live? (Hong Kong,

Australia and Canada)

(v) to locate the three places on the world map in the ppt.

(vi) Who live in the upper part of the globe? (Helen & Katy) Who lives in the lower part of the globe? (Audrey)

- Read through P.6-11 with students.
- Ask how different their Christmas times are? Any difference in weather and activities?
(-Katy lives in Canada and has a cold Christmas. She eats a big Christmas dinner near a warm fire.
-Audrey lives in Australia and has a hot Christmas. She goes swimming with her family.
-Helen lives in HK and her Christmas time is not hot but not as cold as Katy's. She goes out to a shopping mall with her family to hear people singing Christmas songs. She also looks at the Christmas lighting.)
- Work on the mind-map (worksheet 2) with students – the part on Christmas.
- Go through the Christmas ppt with students showing how people celebrate Christmas in Canada, Australia, and Hong Kong.
- Invite students to read aloud the pages together.
- Read through (P.12-17) with students. Ask students to finish the part of mind-map on February.
- If time allows, read (P.22-24) & finish the part of mind-map on September.
- Ask student to tell how Chinese New Year and Mid-Autumn Festival is celebrated in their own hometown. Share their feelings, their likes and dislikes.

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Session 4

Easter Egg Hunt game:

1. Split class into 2 small groups (5-7 in a group), Group A and Group B
2. P.5 students (6 teams in total) will play first at 1:30pm and P.4 teams will then play the game at 2:15pm.
3. Each group is given a specific route and a list of clues. Each clue leads the team to a spot. There are 10 spots in total.
4. At each spot, students should find a small piece of paper with a part of a story. Group A students should write down the A sentences while Group B students should write down the B sentences onto the worksheet provided.
5. One student writes down the sentence while other students have to play a game while waiting.
 - I. 'Write in the air'
 - II. Rebuild the Jesus Easter Story
 - III. 'Hang man'
 - IV. Classified game
6. An Easter egg for each group is hidden in two other spots. Students need to find the egg.
7. Easter egg and the story will not find inside the same spot.
8. After collecting all 8 story stripes and the egg, students return to the classroom and reorder the written sentences to make a complete story.
9. When finished, they have to read aloud the story.

Jockey Club "LEARNING BY DOING" Academy World Map

1. Introduce a big picture of world map
 - ✧ Asia, Europe, Africa, Oceania, South America, North America and Antarctica
 - ✧ Show the world map (1). Ask students to locate where the places are with big words.
 - ✧ Ask students to share in small groups what other information they know about those places. E.g. the climate, the language, the religion, other festivals celebrated, famous places, etc. Write info on the BB.
 - ✧ Groups share information with whole class.
 - ✧ Get a basic idea about the world

*本課程由 青田教育中心 為 動手學計劃：賽馬會 「感。創。做」大本營特別設計

2. A big map about Asia with country labels
 - ✧ Instructors can lead them to recall memories of festival.
 - ✧ Add information about places freely. For example:
 - I. Japanese are famous in sushi, the summer festival, beautiful views.....any other things you remember? Or you want to share about this country?
 - II. Which country you want to visit the most?
3. A big map about other countries



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Session 5

1. Introduce Children's Day and Teacher's Day with the two ppts. They serve as stimulation to students for their own task.
2. Inform students of their task –
 - (i) Either to select a festival/culture as a group and present the information to other students
 - Topic: Festivals (can be their favourite festival / their hometown festival)
 - Format: (A) Display (poster / story board) and (B) Show and Tell
 - Information : -Name of festival
-Any history? Or special meaning?
-Where is it celebrated?
-When is it celebrated?
-Who celebrate it?
-How is it celebrated?
-Why is it your favourite festival?
 - (ii) Or to prepare a thank you card/poster for their teacher.
3. Put all stationery/materials on one side of classroom. Allow students to get them whenever they need to. Provide assistance and advice to students whenever needed.

Jockey Club "LEARNING BY DOING" Academy Session 6

1. Allow students 45 minutes to have a final touch up with their work.
2. Small groups take turn to talk about their festival/culture chosen or explain the card that they have made for the teacher chosen.