

Teaching Plan

Grade	K1-K3
Theme	Whiskers and Friends: Where Has the Water Gone?

Activity	Duration	Activity Name	Learning Outcome	Format	Activity Procedure	Assessment	Teaching Resources
1	30 min	Storytelling	<ol style="list-style-type: none"> To understand the story content. To learn to participate in discussions and to share opinions. 	Class activity or small group activity	<p>● Reading Cover Illustrations</p> <ol style="list-style-type: none"> Show the cover page of <i>Whiskers and Friends: Where Has the Water Gone?</i> to the students. Based on the illustrations, ask them to decide where the story takes place and to describe the relationships between the characters. Invite students to read the book title aloud with the teacher, and guess why the water is disappearing. Ask students if they have experienced the suspension of the water supply in their homes. What was it like? How did their parents prepare for that? <p>● Storytelling and Discussion</p> <ol style="list-style-type: none"> Holding the book <i>Whiskers and Friends: Where Has the Water Gone?</i> so the students can see the pictures, begin the story. Discuss with the students: <ul style="list-style-type: none"> Why did Whiskers and his friends go to Redd’s village for their vacation? (Remember) How did the elephants greet them near the river? (Remember) What advice did the rhino give to the characters? (Remember) Why did the rhino give such advice? (Analyse) What did Whiskers see while climbing up the mountain to Redd’s village? (Remember) 	<ol style="list-style-type: none"> Able to express their own opinions. Able to describe and interpret the illustrations. 	<ul style="list-style-type: none"> Pre-class, in-class, and post-class worksheets.

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					<ul style="list-style-type: none"> — If you were one of the animals living near the dry riverbed, how would you feel? Why? (Understand) — How would you find other water sources? (Analyse) — Why did Redd’s village have sufficient water resources? (Analyse) — Why did the village chief develop a new river? (Understand) — How did the villagers feel when they found out that other places were facing water shortages because of them? (Understand) — What actions did the villagers take to solve the problem? (Remember) <p>At the end of the story, everyone promised to use water wisely. Do you know how to save water?</p> <p>Tip: In formulating guiding questions, teachers may refer to <i>Bloom’s Taxonomy of Educational Objectives</i>. To facilitate students’ learning, it is helpful to consider the six cognitive domains: recalling, understanding, applying, analysing, synthesizing and evaluating.</p>		
2	30 min	Music Activity	<ol style="list-style-type: none"> 1. To revisit the story content. 2. To learn ways to use water wisely. 	Class activity	<p>●Music Activity</p> <ol style="list-style-type: none"> 1. Briefly retell the story. Help students remember the story using the 5W1H questioning technique (who, what, why, where, when and how). 2. Review the villagers’ attitude towards using water. 3. Ask the students to form a circle and pass a ball around while playing music. When the music stops, invite the student who has the ball to describe one method of saving water. 4. Repeat the game several times and jot down the suggested methods. 		

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					5. The teacher can conclude by reiterating the students' ideas and making additional suggestions.		