

## 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"> <li>To understand the story content.</li> <li>To learn to participate in discussions and to share opinions.</li> </ol>	Class activity or small group activity	<p>• <b>Reading Cover Illustrations</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>Invite students to read the book title aloud with the teacher, and guess why the water is disappearing.</li> <li>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?</li> </ol> <p>• <b>Storytelling and Discussion</b></p> <ol style="list-style-type: none"> <li>Holding the book <i>Whiskers and Friends: Where Has the Water Gone?</i> so the students can see the pictures, begin the story.</li> <li>Discuss with the students:               <ul style="list-style-type: none"> <li>— Why did Whiskers and his friends go to Redd’s village for their vacation? (Remember)</li> <li>— How did the elephants greet them near the river? (Remember)</li> <li>— What advice did the rhino give to the characters? (Remember)</li> <li>— Why did the rhino give such advice? (Analyse)</li> <li>— What did Whiskers see while climbing up the mountain to Redd’s village? (Remember)</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Able to express their own opinions.</li> <li>Able to describe and interpret the illustrations.</li> </ol>	<ul style="list-style-type: none"> <li>• Pre-class, in-class, and post-class worksheets.</li> </ul>

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					<ul style="list-style-type: none"> <li>— If you were one of the animals living near the dry riverbed, how would you feel? Why? (Understand)</li> <li>— How would you find other water sources? (Analyse)</li> <li>— Why did Redd’s village have sufficient water resources? (Analyse)</li> <li>— Why did the village chief develop a new river? (Understand)</li> <li>— How did the villagers feel when they found out that other places were facing water shortages because of them? (Understand)</li> <li>— What actions did the villagers take to solve the problem? (Remember)</li> </ul> <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"> <li>1. To revisit the story content.</li> <li>2. To learn ways to use water wisely.</li> </ol>	Class activity	<p>●<b>Music Activity</b></p> <ol style="list-style-type: none"> <li>1. Briefly retell the story. Help students remember the story using the 5W1H questioning technique (who, what, why, where, when and how).</li> <li>2. Review the villagers’ attitude towards using water.</li> <li>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.</li> <li>4. Repeat the game several times and jot down the suggested methods.</li> </ol>		

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