

Rationale

The context of this unit plan is largely based on a storybook entitled '*Watch Me Throw the Ball!*' written by an award-winning and best-selling American author *Mo Willems*. Provided with a string of pleasurable learning activities in context, it is hoped that P3 students can interact with the teacher as they learn pronunciation, particularly focusing on the aspects of fricative consonants and intonation, which are the salient features found in the book. There are three lessons in the unit plan; the teacher would tell the story and interact with students in the first lesson and demonstrate how to pronounce /θ/, while the next two lessons strategically work on the aspect of the dental fricative consonants /θ/ and /ð/, and the labiodental fricative consonants /f/ and /v/; the last lesson entails the teaching of intonation, then furnishes students with opportunities to practise the above pronunciation items in an extension activity.

Storytelling has been an invaluable resource for language teaching, since it fosters children's development of both listening and comprehension skills as well as interpreting explicit and implicit meaning (Morrow & Gambrell, 2002; CDC, 2004). Children benefit from teachers' interactive storytelling as they can retain deep affection for and become motivated to learn a language, even independently (Lane & Wright, 2007). The first lesson therefore aims to kindle students' interests in the context before moving on to teaching the intended learning outcomes targeting at pronunciation.

Advancing the understanding of fricative consonants requires learners' ability to differentiate the differences among /θ/, /ð/, /f/ and /v/. According to the data generated from the corpus developed by Chen, Wang, Wong & Chan (2014), among the recordings of 40 Hong Kong and Mainland college students, there are 35 of them have problems of pronouncing /θ/ and /ð/ while 18 of them have problems of uttering the /f/ and /v/ sounds. Notably, there are 19 speakers in total (nearly 50%) who mispronounced /θ/ as /f/. This shows that there exists a need for

language teachers to help students with pronouncing them correctly. On top of that, all of them (40 over 40) speak with inappropriate intonation; plainly, this suprasegmental feature should be taught in the ESL classroom.

The slides for the storybook are not uploaded due to the problem of copyright, but you may buy the book online on <http://www.bookdepository.com/> or you may find the following online videos helpful <https://www.youtube.com/watch?v=fsHym0I9SsI> and <https://www.youtube.com/watch?v=ojIZGYallbI>, in which the pages of the book are clearly filmed and the voice of the storyteller is clear, while you may also download the accompanying PowerPoint slides specifically designed for the unit plan.

References

Chen, H. C., Wang, L., Wong, P. M. J., & Chan, K. Y. (2014). *The spoken corpus of the English of Hong Kong and mainland Chinese learners*. The Education University of Hong Kong. Retrieved from <http://corpus.ied.edu.hk/phonetics/>

Curriculum Development Council. (2004). *English Language Education: English Language curriculum guide (P1-6)*. Hong Kong: Hong Kong Government Press.

Morrow, L. M., & Gambrell, L. B. (2002). Literature-based instruction in the early years. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (pp. 348–360). New York: Guilford.

Lane, H. B., & Wright, T. L. (2007). Maximizing the effectiveness of reading aloud. *Reading Teacher*, 60(7), 668-675.

Unit outline

Level: P3
Number of students: around 30
Unit: Watch Me Throw the Ball!
Source material: “Watch Me Throw the Ball!” by Mo Willems
Number of lessons: 3
Time of one lesson: 35 minutes
<p>Target lexical items:</p> <p>/θ/: throw, threw, throwing</p> <p>/ð/: the, there, this, that, with</p> <p>/f/: found, from, far, flew, fell, fun, fling</p> <p>/v/: very, have</p>
Learning targets/ aims:
By building a context based on the storybook, students are able to:
1. Show their listening and speaking skills through spontaneous classroom interaction after listening to the story
2. Identify the differences among /θ/, /ð/, /f/ and /v/
3. Speak with the correct use of intonation to ask and answer questions

Lesson 1

Learning objectives:
<i>By the end of the lesson, students should be able to:</i>
<ul style="list-style-type: none"> • Language items: <ul style="list-style-type: none"> - develop listening and speaking skills by giving verbal responses to the teacher - identify the gist or main ideas in the story with the help of cues - pronounce /θ/, ‘throw’, ‘threw’ and ‘throwing’ properly

- Skills and strategies:
 - guess the likely development of the story by using personal experiences

Previous knowledge:

- most of the vocabulary items covered in the story:
ball, throw, pronouns etc.

Main learning activities / tasks:

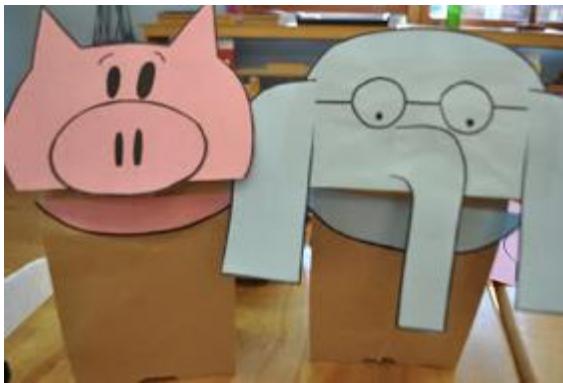
- Storytelling and spontaneous interaction with students
- Teaching and learning /θ/

Blackboard / Whiteboard Planning:

- Using the projector to show the PPT slides of the story

Teaching & Learning resources / aids:

- The storybook & PPT slides showing the storybook
- Worksheets (please refer to the Appendix)
- (optional) Hand puppets made from air bags



Lesson procedures (and estimated duration):

Pre-reading task (5 minutes):

- Introduce the two main characters of the story, i.e. Gerald and Piggie.
- Ask Ss what animals and colours they are, i.e. a grey elephant and a pink pig.

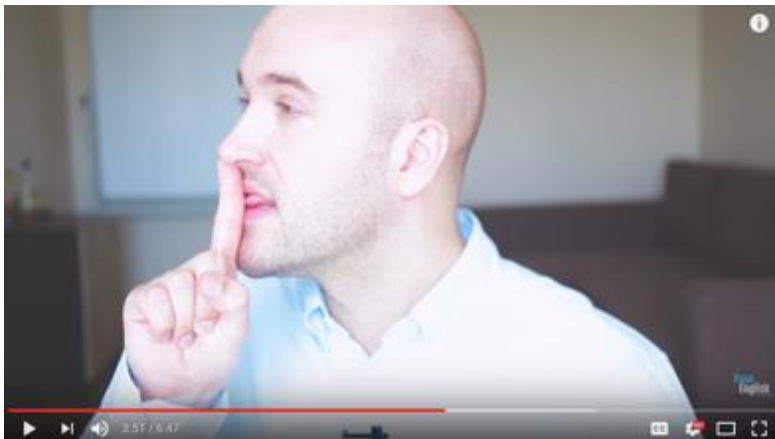
Storytelling (10 minutes):

- Ask Ss to tell what they think the book is about as they look at the cover.

- Invite Ss to contribute their ideas while listening to the story, e.g. Is Piggie good at throwing balls? Who is better at throwing balls? Gerald or Piggie?
- Constantly ask Ss to predict what will happen next and interpret the pictures.
- Imitate the voices of both Gerald and Piggie (reference to the online video), accompanied by some actions, e.g. pretending to throw a ball.

Post-reading task (Teaching /θ/) (20 minutes):

- The storytelling session ends with the teacher asking some questions to elicit Ss' verbal responses, e.g. What did Gerald and Piggie do?
- Some Ss may mispronounce the target word 'throw' as /frəʊ/, considering that it is a common pronunciation feature made by Hong Kong ESL learners.
- It is about time for the teacher to carry out teaching. With reference to the following video <https://www.youtube.com/watch?v=I7M6aKv6BdA>, the teacher asks Ss to put their fingers against open lips, gently touch their tongues and blow air to utter the /θ/ sound. The teacher should model how to do these step by step and slowly.

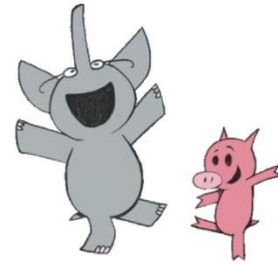


- Invite several Ss to make the /θ/ sound, as a form of informal assessment, and demonstrate one more time if the majority cannot do that.
- Play the online video of a native speaker Funny Reading Alien <https://www.youtube.com/watch?v=fsHym0I9SsI>

- Ask Ss to carefully listen to the words 'throw', 'threw' and 'throwing' as they listen to the story all over again.
- Give out worksheets to every student, in which some examples of sentences containing the words 'throw', 'threw' and 'throwing' are provided.
- As the teacher reads those sentences slowly, Ss circle these words in each sentence and then practises reading those sentences in pairs, playing Gerald and Piggie in turn.
- Lastly, Ss draw a mouth making the /θ/ sound by referring to the following image, which is conducive to the learning of visual learners, so that they can remember how to pronounce it better.
- Pick Ss in pairs to read aloud those sentences. Small gifts are given for correct pronunciation.
- The number of pairs depends on the time left. Pronunciation support would be given if Ss have difficulty in pronouncing some words.

Appendix

1. Listen to the teacher first.
2. Circle the 'th' words.
3. Read the sentences in pairs.
4. Play Gerald and Piggie in turn.



Gerald: I am good at throwing.



Piggie: Did you throw your ball?



Gerald: Yes! I threw my ball!




Piggie: May I throw your ball?



Gerald: Yes. Maybe one day you can throw like me.

Let's draw a mouth to make 'th' sounds!



1. Listen to the teacher first.
2. Draw  under 'the', 'there', 'this', 'that' & 'with'
3. In turn, read the sentences to your friend.
4. Did he/ she read them correctly? Tell him/ her.

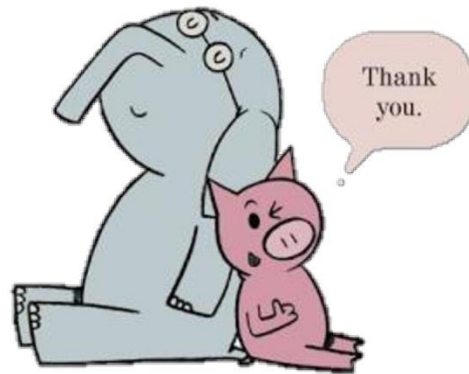
Watch me throw the ball!

This is your ball?

I threw it from way over there.

Well, how about that?



With my arm of power!



There are two **different** ways of pronouncing 'th'.
Put these words into the correct boxes:



throwing the throw there this throw that with

<p> Shaking</p>	<p> Shaking</p>
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Lesson 2

Learning objectives:
<i>By the end of the lesson, students should be able to:</i>
<ul style="list-style-type: none">- Understand the difference between /θ/ and /ð/ and pronounce them correctly- Understand the difference between /f/ and /v/ and pronounce them correctly
Previous knowledge:
<ul style="list-style-type: none">- Vocabulary found in the story
Main learning activities / tasks:
<ul style="list-style-type: none">- Pronunciation learning and practice of /θ/, /ð/, /f/ and /v/
Blackboard / Whiteboard Planning:
<ul style="list-style-type: none">- Using the projector to show the PPT slides
Teaching & Learning resources / aids:
<ul style="list-style-type: none">- 2 worksheets (please refer to the Appendix)
Lesson procedures (and estimated duration):
Revision of /θ/ (10 minutes): <ul style="list-style-type: none">- Ask Ss to make the mouth shape pronouncing /θ/.- Ask Ss to read the sentences, used as practice in the last lesson, in pairs.- Draw on the online corpus and plays a recording in which a Hong Kong speaker of English mispronounced the word ‘thought’ as /fɔ:t/. http://corpus.ied.edu.hk/phonetics/ViewPassageTwo.aspx?id=28&feature=2-6-32 (Speaker’s Record: starting from 0:16)- It can be played twice for Ss to listen carefully to the recording and then to point out the mistake; Ss are asked to pronounce the word correctly, i.e. /θɔ:t/.
Teaching /ð/ (15 minutes): <ul style="list-style-type: none">- Show several sentences extracted from the storybook on PPT.

- Ask Ss to spot words having 'th' other than 'throw', 'threw' and 'throwing'.
- The examples raised by Ss are the words containing /ð/, i.e. the, there, this, that, with.
- Demonstrate how to produce voiced sounds by touching the throat and feeling vibration. (Use 'shaking' to describe the feeling.)
- Ask Ss to make the mouth shape for 'th' and blow air with vibration/ shaking.



- Play the online video in which a native speaker of English, Margaret De Boer, reads aloud the story.

<https://www.youtube.com/watch?v=ojIZGYallbI>

Ask Ss to focus on listening to those target lexical items, i.e. the, there, this, that, with.

- Using PPT, explicitly explain again the difference between 'not-shaking' words (/θ/) and 'shaking' words (/ð/). Modelling is important here.
- As the teacher pronounces the words having /θ/ and /ð/ slowly and clearly, the whole class follows.
- Give out the first set of worksheets, in which some examples of sentences containing the words 'the', 'there', 'this', 'that', 'with' are provided.
- Read those sentences slowly, as a demonstration.
- Give a hint to Ss when reading those five words:
Ss can draw a zig-zag line under those words to remind them of making vibration.

One example is done in the PPT.

- Ss practise reading those sentences in pairs and in turn.
- Pick Ss to read aloud the sentences. Small gifts are given for correct pronunciation.
- Sum up the difference between /θ/ and /ð/ by asking Ss to put the words into the correct columns, i.e. without shaking (/θ/) and with shaking (/ð/).

Teaching /f/ and /v/ and conclusion (10 minutes):

- Make use of the concept of voiced and voiceless consonants Ss just acquired.
- Show some extracts from the storybook which contain words having ‘f’ and ‘v’.
- Ask Ss to try to read those target words and tell the difference between /f/ and /v/.
(Hint: one is shaking while one is not)
- Directly teach the difference between /f/ and /v/ in case some of the Ss cannot apply the idea in guessing the difference:

/f/: the front teeth gently biting the lower lip, blowing air, without ‘shaking’

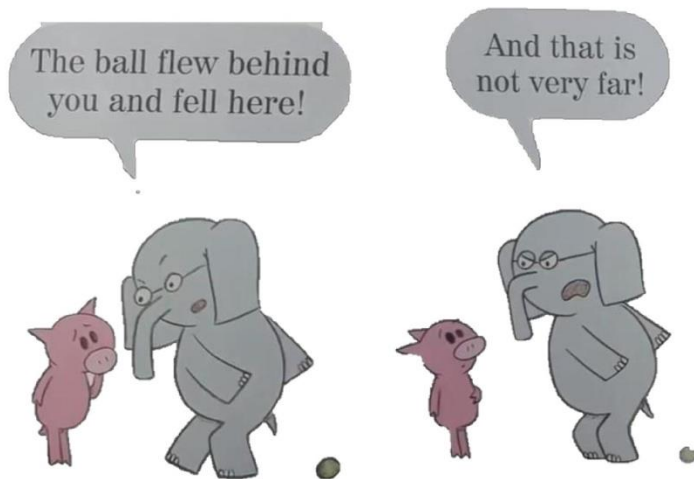
/v/: almost the same, but with ‘shaking’
- Give out another set of worksheets.
- Ss practise /f/ and /v/ as they read aloud sentences in pairs.
- Play recordings from the online corpus to ask Ss to identify the pronunciation mistakes in terms of /θ/ and /ð/, /f/ and /v/

<http://corpus.ied.edu.hk/phonetics/ViewPassageTwo.aspx?id=3&feature=2-6-32>
(starting at 2:00) (them: /ð/ → /d/; third: /θ/ → /f/)

<http://corpus.ied.edu.hk/phonetics/ViewPassageTwo.aspx?id=32&feature=2-6-33>
(starting at 0:24) (village: /v/ → /f/; villagers: /v/ → /f/)
- Ss read aloud those corrected lexical items with correct pronunciation
- Ss circle the four mistakes from the recordings and then draw zig-zag lines under the three words that require vibration/ shaking, i.e. voiced consonants /ð/ and /v/.

Appendix

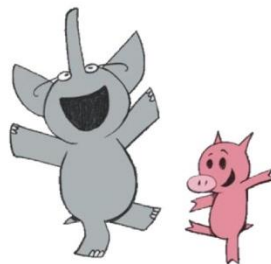
1. Listen to the teacher first.
2. In turn, read the sentences to your friend.
3. Did he/ she read them correctly? Tell him/ her.



Put these words into the correct boxes.

Fly Far Very Flew Violin Flying

<input checked="" type="checkbox"/> Shaking	<input checked="" type="checkbox"/> Shaking





Online English Pronunciation Learning

A Spoken Corpus of the English of Hong Kong and Mainland Chinese learners
Faculty of Humanities, The Hong Kong Institute of Education

Listen to two recordings carefully.

The girls did not pronounce some words correctly.

Circle the mistakes. (Hint: 4)

Draw  under the '**shaking**' words. (Hint: 3)



He was trying to fool them a third time.

He ran down to the village shouting "Wolf! Wolf!".

The villagers all rushed from their homes.

1. Listen to the teacher first.
2. Draw a line, either going up or down, on every question.
3. Read every question to your friend, in turn.
4. Did he/ she read them correctly? Tell him/ her.

You want to throw my ball?

Who is better at throwing?

May I throw your ball?

Do you know the secret to throwing?

How far can Piggie throw a ball?



Write down the rules!





Online English Pronunciation Learning

A Spoken Corpus of the English of Hong Kong and Mainland Chinese learners
Faculty of Humanities, The Hong Kong Institute of Education

Listen to two recordings.

Draw a line on each question.

Is this sentence going up? or is it going down?

What is your favourite activity to do with your family?

Do you think that you have enough free time?



Lesson 3

Learning objectives:
<i>By the end of the lesson, students should be able to:</i>
<ul style="list-style-type: none">- Use proper intonation to ask Yes-no and WH-questions- Combine all the pronunciation knowledge in this unit plan in communication
Previous knowledge:
<ul style="list-style-type: none">- Form and meaning of yes-no questions and WH-questions- Vocabulary of dates and places inside a school
Main learning activities / tasks:
<ul style="list-style-type: none">- Learning and practice of intonation
Blackboard / Whiteboard Planning:
<ul style="list-style-type: none">- Using the projector to show the PPT slides
Teaching & Learning resources / aids:
<ul style="list-style-type: none">- 1 worksheet & 1 handout for the extension activity (please refer to the Appendix)
Lesson procedures (and estimated duration):
Teaching intonation (15 mins): <ul style="list-style-type: none">- Review yes-no questions with Ss using the PPT:<ol style="list-style-type: none">1. Ask Ss to identify which question is a yes-no question2. Tell Ss that the answer to a yes-no question is either yes or no- Show several examples (some are extracted from the storybook) of the rising intonation in yes-no questions (Piggie throwing the ball, which goes up.)- Ask Ss to read after the teacher twice (per example)- Review WH-questions with Ss using the PPT:<ol style="list-style-type: none">1. Ask Ss to identify which question is a WH-question2. Tell Ss about the 6 WH-question words and the answers to them are not yes or no

- Show several examples (some are extracted from the storybook) of the falling intonation in WH-questions (Piggie throwing the ball, which goes down.)
- Considering that it is not appropriate to use metalinguage in teaching, the teacher explains the idea intonation by using Piggie throwing a ball going up/ down.
- Verbal explanation is not enough to make Ss understand how intonation works, so clear and repeated demonstrations would be important.
- Give out worksheets to every student, in which several sentences of both yes-no and WH-questions are provided.
- Ss draw a rising/ falling line up above every sentence.
- Ss pair up to practise intonation.
- Pick Ss to read aloud sentences as an informal assessment; pronunciation support should be immediately given when necessary.
- Draw on the online corpus and play recordings in which the speakers misused intonation
<http://corpus.ied.edu.hk/phonetics/ViewInterviewQuestion.aspx?id=20> (0:07)
 “What is your favourite activity to do with your **family?**”
<http://corpus.ied.edu.hk/phonetics/ViewInterviewQuestion.aspx?id=28> (0:48)
 “Do you think that you have enough **free time?**”
- Write down the rules on the blackboard and ask Ss to write them down on the WS:
 Yes-no questions → Go up
 WH-questions → Go down

Extension activity (20 minutes):

- This session intends to relate the pronunciation features taught in this unit plan to Ss’ real-life usage of English in the school context.
- Give out a set of handouts to every student, in which Ss can have the information about the dates of special school activities (e.g. school picnic) and the school directory

- Demonstrate how the following activity showing an example:
 1. When is the school picnic? (falling intonation & /ð/ required)
 2. The school picnic is on the third of November. (/θ/, /ð/ & /v/ required)
 3. Do we have a school picnic? (rising intonation & /v/ required)
 4. Yes, we do/ have. (/v/ required)
- There are guiding questions on the handout to help Ss articulate questions and answers
- Ss mingle with classmates to practise pronunciation and speaking skills
- Give feedback to Ss as the teacher moves around the classroom listening to Ss speaking

2017 NOVEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3 School picnic	4
5	6	7 Fruit Day	8	9	10	11
12	13	14	15	16	17 Chinese Test	18
19	20	21	22	23 English Test	24	25
26	27 Maths Test	28	29	30		

2018 FEBRUARY

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	<u>3</u>
4	5 Sports Day	6	7	8	9	<u>10</u>
11	12	13	14	15	16 Chinese New Year	<u>17</u>
18	19	20	21	22	23	<u>24</u>
25 Parents' Day	26	27	28			

7th Floor

Staff Room



6th Floor

Music Room



5th Floor

Visual Art Room



4th Floor

Library



3rd Floor

English Room



2nd Floor

Computer Room



1st Floor

Playground

