Lesson Plan with key principles of "Small Class Teaching (SCT)" integrated

| Subject: English Language | Level:2 | Teacher : |
|---------------------------|----------------------|-----------|
| Unit: 6 | Topic: | |
| Lesson: 2 of the unit | Duration: 35 minutes | |

Relevant prior knowledge / learning difficulties

| <u>Prior knowledge</u> | <u>Learning difficulties</u> | |
|---|--|--|
| Some of the jobs' names, e.g. teacher, doctor (They have learned in | Students may mix up the jobs' names of males and females, e.g. waiter, | |
| primary one & daily life) | waitress | |
| | | |

Intended Learning Outcomes / Teaching Objectives

By the end of the lesson, students will be able to:

| Subject knowledge | | <u>Skills</u> | <u>Values & Attitudes</u> |
|-------------------|---------------------------------------|---------------|-------------------------------|
| i) | Distinguish the jobs' names | | |
| ii) | Understand the job's duty of each job | / | / |
| | | | |

Teaching Aids:

Nearpod

| Teaching Procedures | Time | Learning Activities & Teaching Methods | Purpose | SCT principles | Resources/Remark |
|-------------------------|-----------|--|--------------------------|----------------------|------------------|
| | | | | <mark>adopted</mark> | |
| Activation / Lead-in | 2 minutes | Introduction | To arouse students' | | |
| (Recap prior knowledge) | | Teacher starts the lesson by asking | learning motivation | | |
| | | students to brainstorm the jobs' names | and interest and | | |
| | | | develop students' | | |
| | | | critical thinking and | | |
| | | | speaking skills | | |
| | | | | | |
| | | Teacher talks about the learning | To let students | Clear learning | |
| | | objectives of the lesson | understand what they | objectives | |
| | | | are going to learn in | | |
| | | | this lesson | | |
| Demonstration | 2 minutes | Body | To let students | | |
| (Teacher's input) | | Teacher introduces the story of | understand that there | | |
| | | Doraemon and Nobi Nobita | are different jobs' | | |
| | | | names and need to | | |
| | | | learn how to | | |
| | | | pronounce them. | | |
| | 8 minutes | Learning process | To help students | | |
| | o minutes | Students learn different jobs' names | understand the name | | |
| | | through the context and pictures | of each job with | | |
| | | through the context and pictures | different scenarios | | |
| | | | unierent scenarios | | |
| | 10 | Students learn different jobs' duties | To develop students' | i) Extended | |
| | minutes | through the context and questions | critical thinking skill: | Questioning | |

| | | which asked by teacher | let students understand the job duty of each job with different scenarios. | ii) Creating opportunities for more active student participation iii) Providing informing feedback (verbal) |
|--------------------------------|-----------|---|--|---|
| Application | 5 minutes | Activity 1 (Nearpod: matching) Students match the jobs' name and the pictures Activity 2 (Nearpod: matching) Students match the jobs' names and the jobs' duties Activity 3 (Nearpod: Time to climb) Students click the correct answers after reading the questions | To let students practice the target vocabulary items and job duties through the exercises of Nearpod | |
| Integration (Consolidation) | 2 minutes | Conclusion Teacher concludes the lessons by asking students about the learning objectives | To develop students' speaking skills | Clear learning objectives |
| | 3 minutes | Teacher asks students to give the examples of different jobs and their duty | To help teacher evaluate students' learning outcomes | |

Workshop on Effective Strategies to Enhance Learning and Teaching in a Small Class Environment 2021-2022

| Extended Task(s) | 3 minutes | Homework (Workbook) | To drill students' | |
|----------------------|-----------|--------------------------------|--------------------|--|
| (Knowledge transfer) | | Teacher explains how to do the | learning | |
| | | homework with students | | |
| | | | | |
| (Self-reflection) | | | | |
| | | | | |