

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

Subject : English Language

Level : _P.3_____

Teacher : __ _____

Unit : _4_____

Topic : _Prepositions of Place _____

Lesson : 1 / 2 / ~~3~~ / 4 of the unit

Duration : __30_____ minutes

Relevant prior knowledge / learning difficulties

<u>Prior knowledge</u>	<u>Learning difficulties</u>
Names of shops/animals	Students may mix up the use of the target prepositions; Students may not be able to make complete sentences with the prepositions.

Intended Learning Outcomes / Teaching Objectives

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

<u>Subject knowledge</u>	<u>Skills</u>	<u>Values & Attitudes</u>
use the prepositions of place to talk about the positions of shops/things	/	work with others

Teaching Procedures	Time	Learning Activities & Teaching Methods	Purpose	SCT principles adopted	Resources/Remark
Activation / Lead-in (Recap prior knowledge)	3'	T states the lesson objectives T asks Qs about the video content via Edpuzzle	Recall Ss memory Get Ss into the lesson	Blended learning (flipped classroom) Clear learning objectives	Edpuzzle task, PPT presentation (Alternate: WS_flipped)
Demonstration (Teacher's input)	2'	T revises the prepositions using PowerPoint	Consolidate Ss understanding		PPT presentation
Application	10'	<ol style="list-style-type: none"> 1. Ss divided into pairs 2. T gives WS (2 versions) to Ss 3. Ss need to take turn: ask about the missing shops and explain their partner's missing shops using the information given and prepositions taught 	Apply the target prepositions	Pair Work/Cooperative learning: Information gap	WS1
Integration (Consolidation)	10'	<ul style="list-style-type: none"> ● Animal Chairs (an online game): - Ss need to read a short paragraph describing the positions of animals in a zoo and work out where to put the animals (Ss can work more than 1 time if 1st trial is incorrect) OR ● Alternate game (without computer) - T asks Ss to role-play as one of the 	Reinforce their understanding towards the target prepositions		Website (Alternate/For Ss reference WS2)

		animals in the zoo and Ss need to move to the right place according to T's instructions			
Extended Task(s) (Knowledge transfer)	5'	<ul style="list-style-type: none"> ● T explains Homework: <ul style="list-style-type: none"> - Less-abled version: Filling in blank task (Ss complete the blanks with the prepositions with a designated floor plan) - More-abled version: Writing task (Ss write description of a floor plan for others to complete ~similar to the structure in task 2) 	Transfer their knowledge and apply further		WS3

Self-reflection

1. Lesson design: It is expected that the flipped classroom part (Edu puzzle task) may cause problems as both the teacher and students use the platform for the first time, so a back-up plan---a printed version of the task was designed. It is sad that there's not enough time for printing and so it could not be used in reality. It is also expected to be quite challenging for students to play the online task in class, however, with the active participation of the non-Chinese speaking Students (NCS), the students can complete the task without much difficulties.
2. Student performance: As the learning atmosphere of this class is quite good, students participated actively for most of the tasks designed. They particularly like the part 'Animals chair' as they can use the computer and see their performance instantly. Due to the lack of input (failure to do the flipped classroom task as mentioned), students struggled to complete the last task (regardless the less-abled or more-abled versions).
3. Recommendation for further improvements: It is suggested that printed back up needed to be prepared for any online task as computer/Internet is not working. Also it is better to use student's experience to start with. Instead of floor plan for shopping centre/zoo, students would find their seating plan easier to understand as it is closer to their life. As the design of the lesson is layered, the lack of any part as input showed huge effects on students' learning. Due to the lack of time, no extra input was made up and hence lead to difficulties in handling the output task. Next time when similar case arises, it is better to cut the last task instead of jumping to it.