

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

Subject : English

Level : P5

Unit : Unit 7

Topic : At the clinic

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

Duration : 60 minutes

**Relevant prior knowledge / learning difficulties**

<u>Prior knowledge</u>	<u>Learning difficulties</u>
<ol style="list-style-type: none"><li>1. Students know basic illnesses names (e.g. fever, cough, flu...)</li><li>2. Some know the suffix ‘-ache’</li><li>3. Many students know what is ‘What’s the matter?’</li></ol>	<ol style="list-style-type: none"><li>1. To pronounce the unfamiliar vocabulary</li><li>2. To use the target vocabulary in context</li></ol>

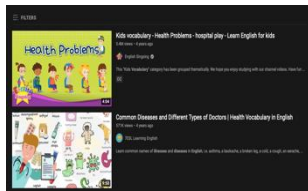

**Intended Learning Outcomes / Teaching Objectives**

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

<u>Subject knowledge</u>	<u>Skills</u>	<u>Values &amp; Attitudes</u>
<ol style="list-style-type: none"><li>1. Ss are able to identify different illnesses (word recognition + pronunciation)</li><li>2. Ss are able to apply the target vocabulary in context</li></ol>	<ol style="list-style-type: none"><li>1. Ss are able to use ‘What’s the matter?’ as conversation in context</li><li>2. Ss write some illness words by themselves</li></ol>	<ol style="list-style-type: none"><li>1. Ss pay attention on what their ‘partners’ (classmates) say</li><li>2. Ss could know how to show the politeness thru the conversation during the activity</li></ol>

Teaching Procedures	Time	Learning Activities & Teaching Methods	Purpose	SCT principles adopted	Resources/Remark
Activation / Lead-in (Recap prior knowledge)	/	<ul style="list-style-type: none"> <li>-Pre-study teaching</li> <li>As Ss have a general idea of the target vocabulary, they use the Quizlet flashcards to do the matching game (match the illness to the picture)</li> <li>-Ss fill in a check list which can check what Ss know</li> </ul>	<ul style="list-style-type: none"> <li>-Build up Ss' confidence</li> <li>-Ss check their prior knowledge thru the Quizlet game and the check list by themselves</li> </ul>	(6) Assessment for learning	Ss finish the game before lessons <a href="https://quizlet.com/hk/607185826/illnesses-flash-cards/">https://quizlet.com/hk/607185826/illnesses-flash-cards/</a>
Demonstration (Teacher's input)	15'	<ul style="list-style-type: none"> <li>-T shows flash card, Ss can read the illness words loudly, then follow T's gestures</li> <li>-T shows a word, S show the relevant gesture</li> <li>-Invite S choose a word card then show the gesture, others guess the word</li> </ul>	-Let Ss engage with the lesson	(3) Creating opportunities for more active student participation	<b>-word cards</b> <b>-gestures (from a quizlet game which were played by Ss before)</b>

Application	15'	<p>-Sequencing game:</p> <p>-T shows Ss 6 random steps of 'Visiting a doctor'</p> <p>-Ss discuss in groups and organize them</p> <p>-Groups share their thoughts</p> <p>-Ss try to put the illnesses words which they have learnt</p> <p>-Debriefing after the activity</p> <p>-T ask Ss 'why did you think this sentence comes first?'</p>	To enhance their interpersonal and small group skills, face-to-face interaction, individual accountability, positive interdependence and group processing.	(4) Encouraging students' cooperation via group work	<table><tr><td>4</td><td>Rest in bed for one day...</td></tr><tr><td>1</td><td>What's the matter?</td></tr><tr><td>5</td><td>Thank you, Doctor.</td></tr><tr><td>3</td><td>I've got a/ the _____.</td></tr><tr><td>2</td><td>I am not feeling well.</td></tr><tr><td>6</td><td>I hope you will get well soon.</td></tr></table> <p>(light blue): Doctor, (white): Patient</p> <p>-T found that there are two possibilities, can be '1,2,3,4,6,5' or '2,1,3,4,6,5'</p> <p>-Debriefing after the activity: Ss and T discuss which sentence comes first.</p>	4	Rest in bed for one day...	1	What's the matter?	5	Thank you, Doctor.	3	I've got a/ the _____.	2	I am not feeling well.	6	I hope you will get well soon.
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Integration (Consolidation)	15'	<p>-Ss in a pair, student A, B, work on an information gap activity</p> <p>-A being a Doctor and B being a Patient:</p> <p>(E.g.) A: What's the matter?</p> <p>B: I 've got a fever and a sore throat.</p> <p>(Then A put the words which A has listened to)</p> <p>A: Drink much water and rest in bed for one day.</p> <p>(Then B put the words which A has listened to)</p> <p>The pair comes out and demonstrate</p>	-To enhance peer collaboration to co-construct knowledge	(4) Encouraging students' cooperation via pair work	<table><tr><td><b>Student A: Doctor</b></td><td><b>Student B: Patient</b></td></tr><tr><td>Illness: _____</td><td>a fever, a sore throat</td></tr><tr><td>Advice: drink much water, rest in bed for one day</td><td>Advice from Doctor: _____ _____</td></tr></table> <p>-Ss need to be practiced the</p>	<b>Student A: Doctor</b>	<b>Student B: Patient</b>	Illness: _____	a fever, a sore throat	Advice: drink much water, rest in bed for one day	Advice from Doctor: _____ _____						
<b>Student A: Doctor</b>	<b>Student B: Patient</b>																
Illness: _____	a fever, a sore throat																
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					proper conversation before this activity
Extended Task(s) (Knowledge transfer)	15'	<ul style="list-style-type: none"> <li>-Ss watch a video of other illnesses</li> <li>-Share at least 1 item on Padlet</li> <li>-With either a picture or Chinese meaning</li> <li>-Read others' work and learn 2 supplementary words, then put them into their own Learning Journal book</li> </ul>	<ul style="list-style-type: none"> <li>-To stretch Ss' ability</li> <li>-To promote peer learnings</li> <li>-T provides feedback via online platform (Padlet)</li> </ul>	(5) Providing informing feedback	 <p>YouTube links</p>  <p>Padlet</p>
(Self-reflection)	/	<ul style="list-style-type: none"> <li>-Simple but meaningful</li> <li>Cautious selection of learning materials or activities</li> <li>-No 'one-to-all' approach</li> <li>Various intelligences and learning styles should be considered in lesson planning</li> <li>-Rethink the Assessment Culture: Summative or Formative? AoL/ AfL/ AsL? Individual? Peer?</li> <li>-Quality feedback</li> <li>A more focused class size favors effective feedback</li> <li>-<u>Ask</u> Ss their views about their strengths and learning difficulties</li> <li>-Use example to <u>tell</u> them T point of view</li> <li>-<u>Ask</u> them the area(s) they can improve on and how to implement them</li> </ul>			