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

Subject：English　　　　　　　Level：<u>P1</u>

Unit：　<u>Elect 1A Ch5</u>　　　　Topic：<u>A Pet for Princess Pam (Part 1)</u>

Lesson：1 / 2 / 3 /4 of the unit　　Duration : <u>30</u> minutes

Relevant prior knowledge / learning difficulties

Prior knowledge	Learning difficulties
1. Students have read the story "A Pet for Princess Pam (Part 1). 2. Students are able to name animals (cat, dog, hamster, rabbit, turtle, cow, horse, pig). 3. Students are able to classify big, small, fat, thin. 4. Students are able to use "this", "that", "these", "those".	1. Students have difficulties in classifying good pets and bad pets, as well as naming the rationales. 2. Students only know a few adjectives.

Intended Learning Outcomes / Teaching Objectives

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

Subject knowledge	Skills	Values & Attitudes
1. To consolidate students' knowledge of pets (good pets, bad pets) 2. To build up an adjective vocabulary bank	1. Students are able to classify good pets and bad pets, as well as name the rationales. 2. Students are able to use adjectives to describe the animals.	1. Students are able to be respectful towards others' work and decision. 2. Students are able to appreciate each other.

Teaching Procedures	Time	Learning Activities & Teaching Methods	Purpose	<mark>SCT principles adopted</mark>	Resources/Remark
Activation / Lead-in (Recap prior knowledge)	5 min	<u>Learning activity</u>: Line game <u>Teaching Methods</u>: 1. Children hold their picture word cards. 2. Teacher says, "stand/ step on the line if you are <u>(animals' name/adjectives)</u>". 3. Children make the decision after listening to teacher's instruction.	1. Teacher constructs instruction with animals' name to recall students' prior knowledge. 2. Teacher constructs instruction with adjectives to introduce the learning objectives on the lesson.	Objective through body movement	<u>Resources</u> 1. Animals picture word cards (which are prepared by students before lesson) 2. Nylon rope (is sticked on the floor using tape) 3. PowerPoint (Teacher's instruction) <u>Remarks</u> ☺involvement → enhance memory, which is the function of muscle memory
Demonstration (Teacher's input)	5 min	<u>Learning activity</u>: Spectrum of difference	1. Teacher writes down the	Participation through	<u>Resources</u> 1. Nylon rope

		Teaching Methods: 1. Teacher says, "(animals' name) are good pets". 2. Children have to stand on difference spot on the nylon rope, in order to represent to what extent do they agree with teacher's statement. 3. Children are encouraged to share about their reason of agreeing or disagreeing with teacher's statement. 4. Teacher writes down children's ideas on the whiteboard. 5. After children get used to the sentence pattern, children take turns to construct the statement (be the host of the learning activity).	reasons of good pets and bad pets to present stimulus materials. 2. The reasons of good pets and bad pets are probably adjectives describing the characteristics of the animals, which serves as providing the learner guidance.	movement	(is sticked on the floor using tape) 2. PowerPoint (instruction of how to participate in the learning activity, sentence pattern of the statement "____ are good pets") 3. Whiteboard
Application	5 min	Learning activity: Classification of good pets and bad pets Teaching Methods: 1. Teacher draws a table on the whiteboard (good pets and bad pets). 2. Children place their picture	1. The learning activity can elicit performance (classification of good pets and bad	Challenges to the mind through questioning	Resources 1. Whiteboard 2. Animals picture word cards (which are prepared by

		word cards in the table. 3. Children are asked to give reasons for their decision. 4. Teacher helps children to write down their responses.	pets). 2. Teacher provides feedback to children's response.		students before lesson)
Integration (Consolidation)	10 min	Learning activity: Writing 4 sentences to describe an animal Teaching Methods: 1. Children work in pairs. 2. Children choose one animal for the writing activities. 3. Children are guided to think of the animal's sound (1st sentence). 4. Children are guided to construct the 2nd sentence with the sentence pattern "I like this/ that/ these/ those (animal's name)", as well as draw the corresponding picture. 5. Children are guided to construct the 3rd and the 4th sentence with the sentence pattern "It is (adjectives)" or "They are (adjectives)"	1. The writing task is designed to assess performance (whether children are able to use the adjectives or not). 2. The writing task enhances retention and transfer. Not only do the adjectives used to give reasoning of good pets and bad pets, but the adjectives can also be	1. Interpersonal relationship through cooperation 2. Feedback (Teacher gives feedback to each group. If time is allowed, peer marking will be conducted.)	Resources 1. Whiteboard 2. PowerPoint (Writing Samples)

		6. Children are invited to share their sentences. 7. Teacher gives feedback to each group.	used in writing task.		
Extended Task(s) (Knowledge transfer)	5 min	Learning activity: Homework Teaching Methods: 1. Children are asked to write down their response to "What are good pets". 2. Children are asked to draw a table of good pets and bad pets.	1. The homework is used designed to assess performance (whether children are able to summarize the characteristics of good pets). 2. Giving examples of good pets and bad pets enhances retention and transfer.	Challenges to the mind through assessment	Resources Notebook
(Self-reflection)	After lesson	Learning activity: Constructing sentences Teaching Methods: 1. Children can design the word	Constructing sentences enhances retention and	Challenges to the mind through participation	Resources 1. Word cards 2. Sentence cards

		cards during recess. 2. Children are divided into groups to design the sentence cards. 3. Children are invited to construct sentences using the word cards and sentence cards. 4. Children are asked to write down the adjectives to describe the animals.	transfer.		3. Whiteboard