

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

Subject : English

Level : P.2

Unit : Caring and Sharing /

Topic : Let's help at home

Being a good child

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

Duration : 35 minutes

Relevant prior knowledge / learning difficulties

<u>Prior knowledge</u>	<u>Learning difficulties</u>
<ul style="list-style-type: none">● Students may already know some of the ‘housework’ vocabulary.● Students may already know some of the ‘places’ vocabulary.● Students are familiar with most vocabulary words used in the lesson.	<ul style="list-style-type: none">● Students may not be familiar with some of the ‘places’ vocabulary because some students’ home don’t have those places, so those vocabulary words maybe new to them, even they see the pictures.● Some students may not help at home so they may think this is not relevant to them and they are not interested in this topic.

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>
<ol style="list-style-type: none">1. Talk about different types of housework (vocabulary)2. Learn some new ‘places’ vocabulary.2. Review the ‘housework’ vocabulary.3. Review the ‘places’ vocabulary and associate housework with places around the home.	<ol style="list-style-type: none">1. Speaking2. Do housework	<ol style="list-style-type: none">1. Family (Value the time with our family and love our family.)2. Responsibility (Be responsible to help at home.)

Teaching Procedures	Time	Learning Activities & Teaching Methods	Purpose	SCT principles adopted	Resources/Remark
Activation / Lead-in (Recap prior knowledge)	6 mins	<p><u>Review: ‘Housework’ vocabulary:</u></p> <p><u>Warm-up:</u></p> <p>Flashcards:</p> <ul style="list-style-type: none"> ● Place the ‘housework’ flashcard around the classroom. ● Ask students to look around first. If they do that housework at home, tell them to stand there. If they do more than one housework, ask them to stand in front of the housework that they do the most. ● Ask them to discuss the frequency and time of doing that housework with their groupmates. ● Choose some students to talk about their ideas. <p>PowerPoint:</p> <ul style="list-style-type: none"> ● Show the gif first and ask the students what housework does he/ she do? ● Show the pictures and the vocab when the students say the vocab correctly. ● Read the vocabulary together. 	<ul style="list-style-type: none"> ● Review the ‘housework’ vocabulary ● Review the ‘places of home’ vocabulary 	<ul style="list-style-type: none"> ● Objectives ● Questioning ● Participation ● Feedback ● Assessment 	<ul style="list-style-type: none"> ● Flashcards ● PowerPoint

Demonstration (Teacher's input)	3 mins	<u>Miming Game:</u> <ul style="list-style-type: none"> Teacher chooses one flashcard and cover it, then perform an appropriate mime using the props and ask, 'What housework am I doing?' When they have guessed correctly, reveal the flashcard and practice the vocabulary together. 	<ul style="list-style-type: none"> Review the housework vocabulary by seeing the actual things and the actions. Learn how to the housework correctly. 	<ul style="list-style-type: none"> Questioning Assessment 	<ul style="list-style-type: none"> PowerPoint Flashcards Props
Application	8 mins	<u>Miming Game:</u> <ul style="list-style-type: none"> Ask one student to come to the front at a time and choose one flashcard. Tell the student that he/she needs to perform an appropriate mime for what he/she sees and remind him/her not to say anything. Teacher asks, 'What housework is _____ doing?' When they have guessed correctly, reveal the flashcard. Everyone should do the action when they say the vocabulary. Repeat the above steps to review the 'housework' vocabulary. 	<ul style="list-style-type: none"> Check the students if they know how to do the 'housework' and know how to say the words 	<ul style="list-style-type: none"> Questioning Participation Assessment Feedback 	<ul style="list-style-type: none"> PowerPoint Flashcards Props
Integration	7 mins	Game 1: Teacher says	<ul style="list-style-type: none"> Check if the 	<ul style="list-style-type: none"> Questioning 	<ul style="list-style-type: none"> PowerPoint

(Consolidation)		<p>A. Demonstration (3 mins)</p> <ul style="list-style-type: none"> ● Introduce the game <i>Teacher says</i>. <ol style="list-style-type: none"> 1. If the teacher says, e.g. <i>Teacher says 'Water the plants.'</i> students must mime watering the plants. 2. If the teacher just says, e.g. water the plants, without saying <i>Teacher says</i>, student should not mime. 3. Any student who does the wrong action or does an action not prefaced by <i>Teacher says</i> is 'out' and must sit down. 	<p>students can listen to the teachers correctly based on the rules and do the actions. (Listening skills & body movements)</p> <ul style="list-style-type: none"> ● Practice their reaction when there are so many uncertain changes. 	<ul style="list-style-type: none"> ● Participation ● Assessment ● Cooperation ● Feedback 	
Extended Task(s) (Knowledge transfer)	5 mins	<p>Game 2: (Places) 'Where do you.....?' 'e.g. I sweep the floor in the dining room.'</p> <ul style="list-style-type: none"> ● Attach the 'housework' flashcards to one side of the blackboard. Then show the class the pictures of places and practice saying them together. ● Take one flashcard at a time and then ask the students, 'e.g. Where do you sweep the floor?' ● Students may answer, 'I sweep the floor in the living 	<ul style="list-style-type: none"> ● Check if they can associate housework with places. ● Recognize the places even though they are too 'new' to them. ● Learn new vocabulary that are not in the 	<ul style="list-style-type: none"> ● Questioning ● Participation ● Assessment ● Feedback 	

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		<p>room/bedroom/dining room.’</p> <ul style="list-style-type: none"> ● Repeat the above steps to review the ‘housework + places’ vocabulary by asking and answering the questions. 	<p>textbook but are relevant to the ‘housework’ vocabulary. (e.g. balcony & street)</p>		
(Self-reflection)	6 mins	<p><u>Conclusion:</u></p> <ul style="list-style-type: none"> ● Read all the vocabulary and do the action again to enhance their memories. ● Do the workbook in class for self-reflection. 	<ul style="list-style-type: none"> ● Check if students recognize the ‘housework’ by looking at the pictures and practice their writing. 	<ul style="list-style-type: none"> ● Participation ● Assessment ● Feedback 	<ul style="list-style-type: none"> ● Flashcards ● Workbook