

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

Subject : English

Level : P. 2

Unit : 5

Topic : Seasons and weather

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

Duration : 60 minutes

**Relevant prior knowledge / learning difficulties**

<u>Prior knowledge</u>	<u>Learning difficulties</u>
<p>Ss are familiar with the four seasons and some of the related vocabulary for describing weather; sunny, cloudy, rainy, hot, cold etc.</p> <p>Ss are familiar with the names of the various types of clothing.</p>	<p>Students display a wide spectrum of learning styles.</p> <p>They need to form a more realistic sense of the target vocabulary.</p> <p>Some students have difficulty understanding abstract vocabulary such as humid, foggy or comparative vocabulary that falls on a spectrum such as warm.</p> <p>Students also have trouble collocating the suggested activities and the seasons in which they are done.</p>

**Intended Learning Outcomes / Teaching Objectives** By

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

<u>Subject knowledge</u>	<u>Skills [Note 3]</u>	<u>Values &amp; Attitudes [Note 4]</u>
<p>use the target vocabulary meaningfully in writing and in a simulated-real situation.</p>	<p>Collaboration, communication, creativity</p>	<p>Respect for others, confidence in using English, keenness to participate leading to improvement of knowledge and skills in English</p>

Teaching Procedures	Time	Learning Activities & Teaching Methods	Purpose	SCT Principles Adopted	Resources/Remark
Activation / Lead-in (Recap prior knowledge)	5 mins	T shows pictures of different weather, children dressed in various clothing, along with photos of the four seasons to elicit the previously learnt vocabulary. Photos from the dress casual day were used.	Attracting attention gradually introducing topic and mobilizing prior knowledge	O, P, Q, & A thru visuals, curiosity and personal feelings and experiences	PPT
Demonstration (Teacher's input)	15 mins	T presents a gradient line and writes two extremes on opposite ends of the line; hot and cold. T present the words warm and cool and ask Ss to place the words along the gradient. T then present the various clothing flashcards and ask Ss to put them on the line to show when they would wear those pieces of clothing.  The same is done for the words dry, humid, wet. An experiment is done for Ss to experience this.	Visualizing feelings along a spectrum  Stimulating the senses for better memory recall  Scaffolding from known to unknown	O, P & Q through visualization and thinking  A & F throughout	Whiteboard Space heater Air-conditioner Humidifier Spray bottle
Application	10 mins	Ss play the "Move-to-corners" game.	Introducing movement and fun	P thru movement and fun; personal feelings and connecting with personal experience	

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Application	5 mins	Ss play the “I am wearing ... where am I” game P/s	Demonstrating/ applying use of target vocabulary	P thru Interacting, curiosity and f through the confirmation of their peers	Game flashcards
Application	5 mins	T raises some of the guessing questions with some Ss for sharing and assessing. Other Ss guess. T-Indiv, S, Ss	Sharing, assessing & feedback; consolidating learning	P thru sharing; Q, A & F	
Integration (Consolidation)	15mins	Each S draws a picture and writes 5 sentences, one each with one of the target vocabulary, shares within groups of 4 and makes improvement.	Making task personally meaningful Thinking and cooperation	P thinking & sharing, deeper self	Formatted writing paper
Closing	5 mins	T helps Ss to recap the lesson and ends lesson on a positive note.* T-Ss	Rounding off		
(Self-reflection)		*Midway through the writing, T can asks a few Ss to share their sentences for assessment and feedback purposes	Scaffolding, feedback		