

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

**Subject:** English

**Level:** P3

**Teacher:**

**Duration:** 50 minutes

**Content:** Ready 3A Unit 5 Home Sweet Home Lesson 3 Grammar 2

## **Relevant prior knowledge**

Ss are familiar with different items in different rooms at home, e.g. a mirror, an air conditioner, a fridge, a cupboard, a TV, a sofa, etc. Most of them are familiar with the use of 'between', 'next to', 'in', 'on', 'under', 'behind'.

## **Learning difficulties**

Ss contain diversity of language proficiency and may have difficulty in finding the places of the items by listening to classmates' expressions only.

## **Learning Objectives:**

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

- **Subject knowledge**  
to apply the target prepositions (i.e. on, under, in front of, behind, in, between, opposite) in the simulated-real situation.
- **Skills**  
communication, collaboration, problem-solving, self-learning, self-management
- **Values & Attitudes**  
respect for others, being patience, confidence in using English.

## **Teaching materials:**

1. Videos about the 7 prepositions
2. An Edmodo quiz (<https://new.edmodo.com/quiz-grade/28384237>)
3. PowerPoint slides
4. 2 sets of task sheets (A, AO, B, BO) and stickers

## **Seating Plan:**

Group 1

1	2
3	4

Group 3

1	2
3	4

Group 2

1	2
3	4

Group 4

1	2
3	4

Teaching Procedures	Time	Learning Activities & Teaching Method	Purpose	SCT principles adopted	Resources/Remark
Pre-task Self-learning	15 mins (before lesson)	<ul style="list-style-type: none"> <li>✧ All Ss watch two videos about the 7 prepositions.</li> <li>✧ All Ss complete a quiz on Edmodoworld.</li> <li>✧ Ss</li> </ul>	<ul style="list-style-type: none"> <li>✧ To flip the class</li> <li>✧ To attract Ss' attentions</li> <li>✧ To raise Ss' awareness of their mistakes</li> </ul>	<ul style="list-style-type: none"> <li>✧ Objective</li> <li>✧ Participation</li> <li>✧ Questions through visuals, auditory, curiosity</li> </ul>	<ul style="list-style-type: none"> <li>✧ Pre-lesson videos</li> <li>✧ Edmodoworld Quiz</li> <li>✧ PPT slides</li> </ul>
Activation/Lead-in	5 mins	<ul style="list-style-type: none"> <li>✧ T shows the PPT slides with cats in different positions and asks Ss 'Where is the cat?'</li> <li>✧ T introduces 'in front of' and 'opposite'.</li> <li>✧ T-&gt;Ss, Ss, T-Ss</li> </ul>	<ul style="list-style-type: none"> <li>✧ To introduce the topic</li> <li>✧ To check the Ss' general understanding of vocabulary and the target prepositions</li> </ul>	<ul style="list-style-type: none"> <li>✧ Objective</li> <li>✧ Participation</li> <li>✧ Questions</li> <li>✧ Feedback through visuals, auditory</li> </ul>	<ul style="list-style-type: none"> <li>✧ PPT slides</li> </ul>
Demonstration	5 mins	<ul style="list-style-type: none"> <li>✧ Some Ss 'role play' the prepositions and others guess the prepositions.</li> <li>✧ Ss-Ss</li> </ul>	<ul style="list-style-type: none"> <li>✧ To facilitate Ss to realize the actual meaning of different prepositions via their senses.</li> <li>✧ Body movement</li> <li>✧ Scaffolding from known to unknown</li> </ul>	<ul style="list-style-type: none"> <li>✧ Participant through movement</li> <li>✧ Feedback and assessment throughout</li> </ul>	
Application	9 mins	<ul style="list-style-type: none"> <li>✧ Task 1: In groups, Ss fill the blanks on Task sheet 1A or 1B [Appendix 1] according to the pictures on it.</li> </ul>	<ul style="list-style-type: none"> <li>✧ To reinforce Ss' understanding of the target prepositions in reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>✧ Cooperation</li> <li>✧ Participation</li> <li>✧ Questions</li> </ul>	<ul style="list-style-type: none"> <li>✧ Task sheet 1A and 1B</li> <li>✧ PPT slides</li> </ul>
	12 mins	<ul style="list-style-type: none"> <li>✧ Task 2: Jigsaw-activity: Ss with different sets of Task</li> </ul>	<ul style="list-style-type: none"> <li>✧ To practise Ss' application of the target prepositions in listening and speaking.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Cooperation</li> <li>✧ Participation through</li> </ul>	<ul style="list-style-type: none"> <li>✧ Task sheet 2A and 3B</li> <li>✧ PPT slides</li> </ul>

		sheet 1 take turns to read out the descriptions they completed in Task 1 while their counterparts listen and put the stickers on the correct places of their set of Task sheet 2 [Appendix 2].		✧ interacting Questions	
	10 mins	✧ Task 3 Ss show what they stick on Task sheet 2 and compare with the other group's Task sheet 1, then comment on each other's performance	✧ To assess Ss' performance and raise their awareness of the misunderstood prepositions. ✧ Sharing	✧ Participant through personal feelings and sharing. ✧ Question via assessing	
Integration (Consolidation)	7 mins	✧ Ss conclude what they have done (write sentences, read sentences, listen, and stick pictures, compare the sentences) and the language items they have learnt.	✧ To assist Ss to do the self-reflection and assessment. ✧ Feeling (deeper self)	✧ Assessment via sharing ✧ Participant Questions ✧ Feedback via comments	
Closing		✧ T recaps the learning objectives according to Ss' conclusion.	✧ To round-off the target prepositions learnt. ✧ Consolidating learning		✧ PPT slides
(Self-reflection)		✧ Ss reflect on their performance on the tasks. ✧ Ss review whether they master the use of the prepositions.	✧ To guide Ss reflect and assess oneself and others. ✧ Personal meaningful thinking	✧ Assessing and feedback throughout	✧ Self- and peer assessment forms [Appendix 3]

## Appendix 1

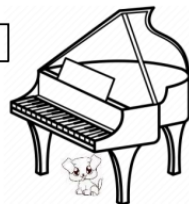
### Task sheet 1A

Complete the sentences.

1



2



(on/under)

1: An air conditioner is \_\_\_\_\_ the wall.

2: A dog is \_\_\_\_\_ the \_\_\_\_\_.

Complete the sentences.

1



2

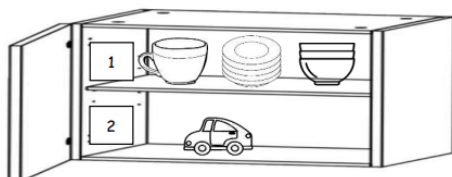


(in front of/behind)

1: A school bag is \_\_\_\_\_ the teddy bear.

2: A family photo is \_\_\_\_\_ the \_\_\_\_\_.

Complete the sentences.



(in/between)

1: The plates are \_\_\_\_\_ the cup and the bowls.

2: A toy car is \_\_\_\_\_ the \_\_\_\_\_.

Complete the sentences.

1



2



(opposite/in front of)

1: Mark is \_\_\_\_\_ the computer.

2: The TV is \_\_\_\_\_ the \_\_\_\_\_.

## Task sheet 1B

1. Complete the sentences.

1



2



(on/under)

1: A cat is \_\_\_\_\_ the table.

2: A football is \_\_\_\_\_ the \_\_\_\_\_.

1. Complete the sentences.

1



2

(in/between)

1: The eggs are \_\_\_\_\_ the oranges and the apples.

2: A bottle of milk is \_\_\_\_\_ the \_\_\_\_\_.

1. Complete the sentences.

1



2



(in front of/behind)

1: A birthday cake is \_\_\_\_\_ the gift.

2: The Christmas tree is \_\_\_\_\_.

1. Complete the sentences.



Peter

1

Mary

2

Jack

(opposite/in front of)

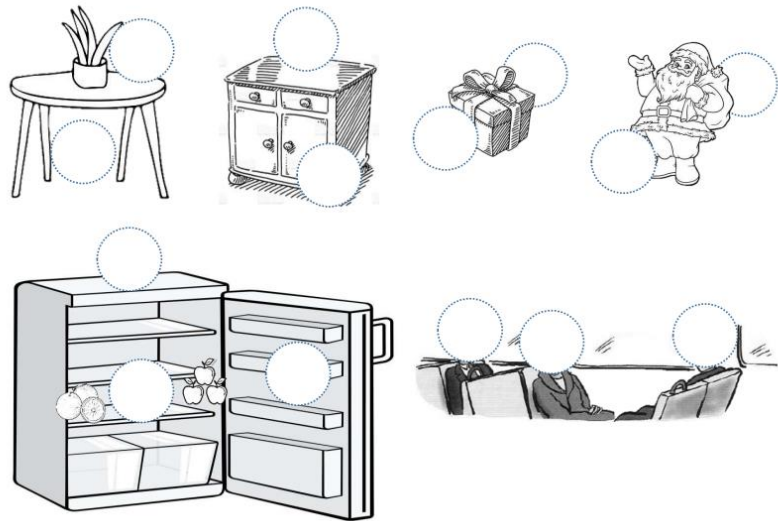
1: Mary is \_\_\_\_\_ Peter.

2: Jack is \_\_\_\_\_ Mary

Appendix 2

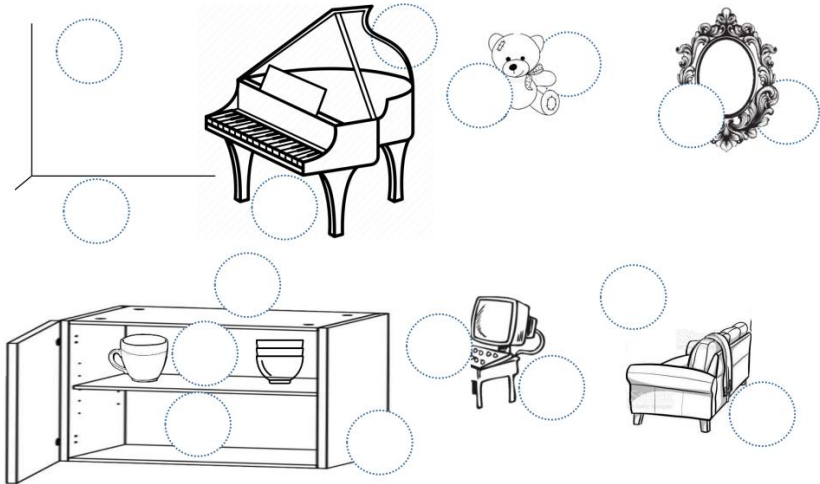
Task sheet 2A

Listen to your classmates. Then, stick the missing items.



Task sheet 2B

Listen to your classmates. Then, stick the missing items.












## Appendix 3

### Self-evaluation form

Name: _____(    )	Date: _____
Class: P.3 (    )	Self-evaluation form

What have you learnt in the lesson? Colour the face.

1. I understand the meanings of the 7 prepositions (on, under, in front of, behind, in, between, opposite).			
2. I can use the correct prepositions to write about the places of the things.			
3. I can read aloud what I write.			
4. I can find the places of the things by listening to someone using the prepositions.	