

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

Subject : English

Level : P.5

Unit : Chapter B5

Topic : Past Continuous Tense

Lesson : 1 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 have learnt present continuous tense.➔ They are familiar with the form of present continuous tense ‘is /am / are ___ing’➔ They can ask and answer questions in present continuous tense.	<ul style="list-style-type: none">➔ Various learning abilities of students, some less able students may lack the vocabulary for conducting the activities.➔ Students show a wide spectrum of learning styles.➔ They need to generate the form of past continuous tense with the previous knowledge.

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>
<ul style="list-style-type: none">➔ Use the target tense (past continuous tense) to ask and answer questions	<ul style="list-style-type: none">➔ Communication➔ Collaboration➔ Creativity	<ul style="list-style-type: none">➔ Confidence in using English during the lesson➔ Respect for others➔ Keenness to participate➔ Sensitivity towards language use in the process of communication

Teaching Procedures	Time	Learning Activities & Teaching Methods	Purpose	SCT principles adopted	Resources/Remark
Activation / Lead-in (Recap prior knowledge)	5 min	<ol style="list-style-type: none"> 1. When teacher arrives at the door, takes some photos of the students with the phone, which will be used for Activity 1. 2. T tells Ss the lesson is about '5C students in English lessons'. 3. T types the question 'What are you doing, boys and girls?' in Word. 4. T asks some Ss to answer and type their answers in Word. 5. T points at a boy who is doing something else; and asks the whole class 'look at _____, what is (a boy's name) doing?', and repeat Step 4. 6. T points at a girl who is doing something else; and asks the whole class 'Look at _____, what is (a girl's name) doing?', and repeat Step 4. 7. T points at 2-3 students (who are doing something else) and asks the other students 'What are they doing?' 8. T asks a boy / a girl 'What are you doing, ____?', and the S needs to ask the question by himself /herself. 	Attracting attention and introducing the previous knowledge.	<ul style="list-style-type: none"> ➔ Objectives ➔ Questioning ➔ Participation 	Computer

		9. T asks Ss to look at the Qs and Ans and asks them what tense is used. 10. T asks Ss the form of the present continuous tense. 11. T types 'Present continuous Tense' and its form in Word.			
Demonstration (Teacher's input)	2 min	1. T told Ss that some photos were taken when T came to the classroom. 2. T asks 'What were 5C students doing when I came to the classroom?' 3. T shows a photo with the visualizer, and asks 'What were _____, _____ and _____ doing?', and type the question in Word. 4. T asks a few students to answer the question and type the answer in Word.	Scaffolding from known to unknown	Participation and Questioning through visuals and curiosity	Photos Visualizer Computer
Application	10 min	<u>Activity 1:</u> 1. T asks 'What were other students doing at that time?' 2. T shows the photos one by one and asks Ss to ask the questions. 3. T asks the more able students to ask and answer the questions first. 4. T asks Ss to read out some questions and answers in Word, and asks them to compare the ones in 'present	Demonstrating and applying use of the target tense.	➔ Participation and Questioning through visuals and curiosity ➔ Participating and Questioning through sharing (Ss may explain why they were doing something	Photos Visualizer Computer

		<p>continuous tense'</p> <p>5. T encourages Ss to generate the tense used and its form. i.e. Past continuous tense was/ were + ___ing</p>		<p>else)</p> <p>➔ Feedback and Assessment throughout the activity as Ss may make some mistakes</p>	
<p>Integration (Consolidation)</p>	<p>15 min</p>	<p>Activity 2:</p> <ol style="list-style-type: none"> 1. T asks Ss 'What were you doing at 9 o'clock last night? 2. T asks 10 students to act out what they were doing at that time while the other look and a make a guess later. 3. After students do the actions, the 'audience' need to put the students in pair / group if they do the same actions. 4. For the second time, students need to ask the question 'What was ____ / What were _____ and _____ doing at that time?' 5. T invites some students to answer the questions. 	<p>Personal meaningful thinking and cooperation</p>	<p>➔ Participation</p> <p>➔ Critical thinking</p> <p>➔ Sharing</p>	
<p>Closing (Conclusion)</p>	<p>3 min</p>	<ol style="list-style-type: none"> 1. T asks Ss what they have learnt in the lesson in order to help Ss recap the target learning objectives. 	<p>Rounding off</p>	<p>Questioning</p>	

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Extended Task(s) (Knowledge transfer)		Homework: Grammar: Past Continuous Tense			Grammar exercise book
(Self-reflection)		T can invite some Ss with different abilities to ask and answer the questions for assessment and feedback.	Scaffolding Assessment Feedback		