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

Subject：English   Level：P.5

Unit： 6 (Give a hand)   Topic：'Which …' to ask people to choose from a group of things & answer with 'I would like to…'

Lesson： 1 / 2 / 3 / 4 of the unit   Duration : 25 minutes

Relevant prior knowledge / learning difficulties

Prior knowledge	Learning difficulties
1. Present Perfect Tense 2. Vocabulary of food items (P.4)	1. students with different learning styles (However, lack of opportunities to do hands-on activities to suit the needs of **kinesthetic** learners in class) 2. ability in using English is diversified

Intended Learning Outcomes / Teaching Objectives

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

Subject knowledge	Skills	Values & Attitudes
1. use 'Which' to ask questions with 2 choices 2. answer the questions with 'I would like to…' 3. use nouns / noun phrases for the 2 choices in the 'Which' question	1. Communication 2. Collaboration 3. Creativity	1. Respect others (having different preferences) 2. Confidence in using English 3. Eagerness to participate in the teaching & learning activities

Teaching Procedures	Time	Learning Activities & Teaching Methods	Purpose	SCT principles adopted	Resources/Remark
Activation / Lead-in (Recap prior knowledge)	5 minutes	Sharing in pairs - Have you eaten breakfast? - What did you eat? Teacher invites students to help solve her problem by choosing the options (The teacher is going to have lunch. She goes to a restaurant and starts to look at the menu. Can you help her to choose the food & drinks?)	- arouse students' attention - recall the use of prior knowledge (present perfect tense) - scaffolding from known to unknown	- Group work - Effective use of extended questions - Participation - Clear learning objectives	**Menu of a restaurant**
Demonstration (Teacher's input)	5 minutes	Teacher asks them the questions using the target language 'Which would you like…?' - Which would you like to eat, tomato salad or tuna salad? Students show their options by playing the game 'stand on your side' (e.g. If they choose tomato salad, stand on the left hand side in the classroom. If they choose tuna salad, stand on the right hand side. The students have to answer 'I would like to eat…' with those who choose the same option. *Teacher asks students how many choices we can give in the 'Which' question	- scaffolding from known to unknown - introducing movement & fun	- participation through movement and fun	**Menu of a restaurant**
Application	5 minutes	Pair-work	- apply knowledge	- group work	**Menu of a**

		Students are invited to make the questions by themselves and play the game 'stand on your side' with their questions' *Students write their questions on Notebook (A)	- increase opportunities of communication through collaboration	- AFL	**restaurant** **Notebook (A)**
Integration (Consolidation)	**8 minutes**	Students are selected to come out and ask their own questions Other students respond with movement and tell the choices by 'I would like to…' * Teacher / other students gives feedback to the questions which are asked (e.g. grammar mistakes)	- consolidating target learning - making the task personally meaningful - enjoy & confident in using English	- participation through movement & fun - giving appropriate feedback	
Extended Task(s) (Knowledge transfer) (Self-reflection)	**2 minutes**	Students are asked to summarize what they have learnt the lessons *Students may jot down the notes on their notebooks	- scaffolding & feedback	- Clear learning objectives - AFL	**Notebook (A)**