

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

Subject : English

Level : P.6

Unit : 5

Topic: ought to/ ought not to

Lesson : 4 of the unit

Duration : 35 minutes

Relevant prior knowledge / learning difficulties

<u>Prior knowledge</u>	<u>Learning difficulties</u>
Students are familiar with different ways to write personal goals. Mostly they use ‘should’, ‘should not’ to write the personal goals.	Students are weak in spelling and they have difficulties in writing long sentences without any grammatical mistakes.

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>
Use ‘ought to’ and ‘ought not to’ to write the ways to change bad habits.	Collaboration, communication, creativity	respect for others, responsibility, confidence in using English

Teaching Procedures	Time	Learning Activities & Teaching Methods	Purpose	SCT principles adopted	Resources/Remark
Activation / Lead-in (Recap prior knowledge)	3 mins	T show two pictures of different habits e.g., stay up late and ask Ss if those are good or bad habits. T tells Ss the lesson will be about habits. T-Ss	Motivating students to learn and mobilizing prior knowledge	O, Q through visual and personal feeling	PPT
Demonstration (Teacher's input)	8 mins	T divides the classroom into two zones. (ought to / ought not to) T shows pictures of different habits. T asks Ss to tell whether they ought to or ought not to do those behaviors by going to 'ought to' or 'ought not to' zones. T introduces 'ought to' and 'ought not to'. T-Ss. Ss. T-Ss	Body movement and feeling (deeper self) Trying to get students to learn the target structure through activity	P through movement, Q for personal feeling F & A	PPT Word cards
Application	6 mins	Ss do an interview on habits in pairs. Ps	Communicate with the others	P through interacting, personal feeling	Interview forms
	5 mins	T asks Ss to share what good/bad habits their classmates have. If their classmates have bad habits, T asks S to suggest some ways to change them by using 'ought to' or 'ought not to'. T-Ss. S. T-Ss	Applying use of target structure Sharing and assessing & feedback	P through sharing, Q, A&F	
Integration (Consolidation)	10 mins	Each S writes 4-5 sentences (according to their abilities) on ways of changing	Consolidate students' learning	P & C, sharing and deeper self	Worksheets

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		their classmates' bad habits. In groups of 4, S shares works with the others and proofread. Gs			
Conclusion	3 mins	T helps Ss to recap the lesson and tells students to build up good habits. T-Ss	Rounding off		
Extended Task(s) (Knowledge transfer)		T asks each S to write the ways to change their bad habits on Padlet. Other students comment on the sentences.	Sharing and giving feedback	A & F	Padlet
(Self-reflection)		After Ss finish their sentences, T asks S to show their work by using the visualizer for assessment and feedback. When Ss share their work with the others, they can proofread them.	Assessment, Feedback	A & F	