

LESSON PLAN				
ENGLISH ALLIANCE 2023/24				
PROGRAMME: BOOKWORM				
1. PROGRAMME OUTLINE		The Bookworm programme is designed around the story "A DAY IN PLANTVILLE" The story is about the city of Planteville and its inhabitants coming together up to save their precious chlorophyll from Toxins. This story dwells upon teamwork and how cell organelles come together, make a plan, work like a team and overcome their fear. They understand the importance of the hard work, teamwork and sticking together.		
2. PROGRAMME AIMS & OBJECTIVES		1) Improve writing and creative expression skills through book making activity; 2) Enhance listening and comprehension of instructions in English; 3) build confidence and fluency through English conversation; 4) stimulate critical thinking skills; interpret inputs and understand inferences 5) present ideas creatively & confidently; and 6) participate in STEAM-based story activities.		
3. LEARNING RESOURCES		<i>From organisers</i> - Learning kit comprising DIY storybook craft material, stickers, a pre written story set, written activities, alpha-bits, talking bag, scene it, reflection sheet, & certificate. <i>From school</i> - Venue with tables and chairs, computer with projection facility, stationary kit (pencil, eraser, ruler, sharpener), glue, cello tape, & colour pencils.		
4. LESSON RUN DOWN				
No.	Activity	Duration (mins)	Details	Outcomes
1	<i>Bookmaking</i>	15	a) Teacher will pick students in turn to encourage them to read slides of the story " <i>A Day in Plantville?</i> " aloud from the story displayed on the projection screen, with intermittent help from the teacher. b) Students will then identify and the <i>text stickers</i> in sequence and stick them along with <i>illustration stickers</i> in the given set of paper-bags to construct their storybook. c) Teacher will also help students with the right placement of the <i>fun fact</i> stickers on their storybook.	1) Develop and improve reading, listening and creative skills. 2) Understand the details of book-making, parts of a book, and book binding process. 3) Learn about parts of a plant cell.
2	<i>Talking Bag</i>	7	a) For <i>Talking Bag</i> , the teacher will read each word aloud and ask the students related and guiding questions, while offering some cues. b) Students will discuss with teacher and give more examples.	1) Reinforce comprehension and critical thinking skills. 2) Increase willingness to communicate thoughts, feelings, and memory recall.
3	<i>Alpha-bits</i>	7	a)Teacher may read or ask students to read the excerpt given on the Alpha-bit card. b) The teacher will select a student to ask to put words in appropriate grammatical column.	1) Identify parts of speech and their usage. 2) Build vocabulary through this activity.
4	<i>Scene-it</i>	7	a) Teacher will select student to read out the cell organelles and their role in the cell. b) Students will use the real time context and apply their knowledge to match the physical objects seen around to the cell organelles.	1) Understand the concept of drawing parallels.
5	<i>Written Activities</i>	7	a) Teachers will pick a written activity, read the instructions slowly and demonstrate by providing one answer pertaining to that activity. b) Students will then attempt rest of the activity with key visual guidance and intermittent affirmative input from the teacher.	1) Recognise language patterns and build vocabulary.
6	<i>Reflection Sheet</i>	2	a) Each student will be given a reflection sheet at the end of the lesson to review and reinforce their lesson take-aways. b) Teachers will read aloud and explain each segment of the reflection sheet. c) Students will listen, think and fill the sheet to share their learning experience.	1) Reflect upon the lesson and their learning through concept checking questions.
Total Lesson Duration:		45		

5. TEACHING & LEARNING ASSUMPTIONS	<ol style="list-style-type: none"> 1. If any activity exceeds its allocated time, the timings of the remaining activities should be adjusted accordingly. 2. The level of students may vary. Choose the activities or strategy according to the level and interest of the learners. 3. The students may not be able to write the answers on their own, specifically in SEN classrooms. Involve them in speaking activities. 4. Some students may finish the task early. Engage the learners in an extension of the same activity. 5. Given material may get torn or soiled. Instruct the students to handle the materials carefully and be attentive when the students use perforated sheets to punch out shapes. 6. Students may not be able to follow teacher's instructions. Model the task or activity and instruct students to raise their hand for help.
6. INCORPORATING STEAM	<p>Elements of STEAM are embedded in the story and the activities for this programme. During the lesson, teachers should be aware that:</p> <ol style="list-style-type: none"> 1. In all activities, elements of S-T-E-A-M should be clearly identified and demonstrated to the students. 2. Instructions should be simplified and examples should be relevant to the given story and its contents.