

LESSON PLAN				
ENGLISH ALLIANCE 2024/25				
PROGRAMME: BOOKWORM				
1. PROGRAMME OUTLINE	The Bookworm programme is designed around the story "HEROES OF WONDERVERSE". The story is about how the explorers of Wonderverse, Leo and Zoe, work together to find Sparklon, a special mineral that powers the Fizz Mountain in Wonderverse. In the process, students will explore some scientific facts in daily life and learn to solve problems by identifying, analysing, and tackling them.			
2. PROGRAMME AIMS & OBJECTIVES	1) To improve writing and creative expression skills through book making activity; 2) To enhance listening and comprehension of instructions in English; 3) To build confidence and fluency in language use by motivating students to narrate and present their story concept to their peers; 4) To strengthen vocabulary by raising phonemics awareness and exploring language pattern through lesson-based reading and writing activities. 5) To stimulate critical thinking skills, interpret inputs and understand inferences by engaging in lesson-based problem solving and decision making games; and 6) To activate schema and build connections through engaging in designing and creating their own lesson-based project.			
3. LEARNING RESOURCES	<i>From organiser</i> - Learning kit comprising DIY storybook-making 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) Teachers, through verbal instructions and a simultaneous demonstration, guide students to construct their book. b) Teacher will then pick students randomly and encourage them to read the text of the story " <i>HEROES OF WONDERVERSE</i> " aloud from either their constructed story-book or from the story pages displayed on the projection screen. To ensure completion of this activity on time, teachers may employ choral reading or individual student-lead reading (<i>if the students are strong readers</i>). Teachers may also read parts of the story to expedite the reading and demonstrate the use of voice modulation to dramatize the passage. c) Teacher will also employ concept checking questions to ensure students grasp the content of the story, the given questions and fun-facts within the story, and the varied vocabulary present in the story. d) Teachers will make use of graphical illustrations and videos (<i>in the PPT presentation designed for the lesson</i>) to illustrate the various science concepts given in the story, and motivate students to interact and converse while attempting the questions and activities given at the bottom and reverse of each book page. e) The teacher will assist students to think and write the story conclusion in their own version on page 5 of the book. e) Teacher will also help students to think and translate their design vision of a Wonderverse.	1) Improve writing and creative expression skills through book making activity (<i>by completing the story segment on page 5 of the book and designing their own version of a Wonderverse</i>). 2) Enhance listening and comprehension of instructions in English (<i>by following verbal book-making instructions and responding to the concept checking questions during the lesson</i>). 3) To build confidence and fluency in language use by motivating students to narrate and present their story concept to their peers (<i>by narrating aloud their written version of story segment on page 5 of the book</i>).
2	<i>Talking Bag*</i>	7	a) For <i>Talking Bag</i> , the teacher will read each word aloud and ask students the related and guiding questions to assist them to fill in the given blanks. b) During this activity, the teacher will also demonstrate the process of researching the root words, their definition etc., and completing the activity by applying the inferences from their research.	1) To stimulate critical thinking skills, interpret inputs and understand inferences by engaging in this lesson-based activity. 2) To activate schema and build connections through engaging in designing and creating their own lesson-based project (<i>by picking and exploring new words given in bold from the storybook and completing the 3rd and 4th card of Talking Bag activity cards</i>).
3	<i>Alpha-bits*</i>	7	a) Teacher may read or ask students to read the passage given on the Alpha-bit card. b) The teacher will then pick the underlined words from the passage and ask students to identify the part-of-speech that word categorises into and write it in the appropriate grammatical column given in the second sheet of the Alpha-bits activity card.	1) To strengthen vocabulary by raising phonemics awareness and exploring language pattern through this activity.
4	<i>Scene-it</i>	7	a) Teacher will select students to read out the clues concerning positions of some elements using the colour cues given in the periodic table and as displayed in the PPT presentation for the lesson. b) Students will use the clues to sequence the elements in order in the periodic table.	1) To stimulate critical thinking skills, interpret inputs and understand inferences by engaging in this lesson-based problem solving activity. 2) Understand the concept of the Periodic Table and sequence of some common elements.

5	Written Activities	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) To strengthen vocabulary by raising phonemics awareness and exploring language pattern through these lesson-based writing activities.
6	Reflection Sheet	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. 2) To enhance listening and comprehension of instructions in English.
Total Lesson Duration:		45		
5. TEACHING & LEARNING ASSUMPTIONS		1. The asterisk-marked activities are key activities and must be attempted during the lesson and given due time to complete. 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. 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		Elements of STEAM are embedded in the story and the activities for this programme. During the lesson, teachers should be aware that: 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.		