

Lesson Plan

Name of the Programme: Bookworm

Name of the Story: Adventure of the Magical Ice City

Themes: Time travel (into the past), Fulfilling wishes/ desires, Learning from mistakes

Target Level: L1-L3

Outline: This story is about an adventure trip to the Magical Ice City. The main character along with his brother (Ivan) and sister (Kelly) find the way to travel back to the past and visit the Ice City. They use a photo of their parents' trip for that purpose. Upon reaching there, they are mesmerised by the icy splendours. They spend the day carrying out fun-filled activities; however, they realise that they need another photo to get back home. In the end the parents, with the help of their little daughter (Lily), reach the Ice City to get their children back home. The children promise their parents never to go anywhere without telling them.

Keywords:

L1	icy, city, home, snow, sofa, trip
L2	slope, watch, jacket, photo, sleepy, benches
L3	magical, sledge, lanterns, suddenly, buildings, excitement

Aims:

- Boost listening and comprehension skills through story narration.
- Enhance cognitive and logical learning.
- Enhance speaking skills by engaging in meaningful conversation.
- Increase willingness to communicate thoughts and feelings.
- Build vocabulary by presenting the new words in a context.
- Activate and reinforce sub-skills (writing, pronunciation and grammar).

Materials: story book cards, sticker sheet, file tags, alpha-bit cards, activity cards

Lesson Activities						Lesson Extrapolation		
Activity Name	Duration	Activity Detail	Involvement		Learning Outcome	L1	L2	L3
			Instructor	Students				
Book Making	20	Mentally interacting and constructing meaning from the text, introducing new vocabulary and collocation in context, focusing on the phonemic awareness, developing comprehension skills and enhancing cognitive and logical skills by creating connections between text and pictures	Read the story in small sections, using a choral or echo reading strategy. Help match and affix the sticker with the displayed part of story.	Read some parts of the story aloud either independently or along with the teacher or peers. Choose and affix the correct sticker with the displayed part of the story. Join all the cards with file tags to create a story book.	Develop and improve listening and reading skills. Enhance cognitive and logical learning.	Use a choral or echo reading strategy or use simple words to narrate the story.	Use shared reading strategy with intermittent pauses. Help students in the pronunciation of the difficult words.	Assign some parts of the story to the students to read aloud.
Talking Bag	8	Enhancing comprehension skills by asking explicit and	Give verbal instructions to describe the activity.	Carefully look at the pictorial and contextual	Reinforce comprehension and critical thinking skills.	Simplify the language of the verbal clues given in the questions.	Add some details to the verbal clues to help	Encourage students to respond to the questions

		implicit meaning questions related to the story (prediction/main idea/inference, etc.), making connections, developing deeper topical understanding, providing pictorial and contextual clues to spark conversation	Direct students' attention towards story-related questions.	clues given on the conversation cards to answer story-related questions.	Enhance speaking skills by engaging in meaningful conversation. Increase willingness to communicate thoughts and feelings.	Conduct it as a whole-class activity. Ask students to pick cards or choose questions they would like to answer. Focus on specific details questions (when, where, who, why, etc.). Accept answers in phrases or supply vocabulary to help students construct simple sentences.	students respond to the questions. Ask students to answer specific details and main idea questions (when, where, who, why, etc.) in pairs.	independently. Ask main idea or inference questions. Raise difficulty level by asking self-to-text questions. For instance: What would you do if you were Ivan?
Scene It	10	Activating schema, stimulating curiosity, focusing on the phonemic awareness and encouraging executive function (dealing with students' working memory,	Show pictorial clues to identify and spell the objects.	Carefully look at the pictorial clues, identify and spell the shown objects.	Practise spellings and pronunciation of the newly acquired vocabulary. Enhance cognitive and logical learning.	Name the objects and ask students to find them in the big picture. Provide beginning and ending letters to help spell the difficult words.	Ask students to name any ten objects of their choice. Break words into syllables to help spell difficult words.	Encourage students to identify as many objects as possible and spell the words independently.

		attentiveness, and their ability to think about different things one after another)						
Alpha-bits	7	Focusing on phonetics, recognising and associating words, providing multiple exposures to new and unfamiliar words, incorporating auditory processing (analyze, blend, and segment sounds)	Display the cards, ask students to pick cards of their choice to name the first letter and identify the vowel sounds.	Pick word cards, name the first letter, identify the vowel sounds, and write new words using the first letter on the alpha-bits page.	Practise spellings and pronunciation of the new vocabulary.	Ask students to pick a card and identify the object. Arrange alphabet cards to make new words.	Allow students to spell words of their choice for the shown first letters.	Encourage students to make more words from the identified letters and use them in sentences.
Written Activities	10	Strengthening logical thinking and reasoning skills, making connections,	Select some activities from the book and guide the students to	Students will read the instructions and give examples to complete the	Activate and reinforce spellings, grammar points and thinking skills.	Choose simple activities like Word Detective or Magical Ice City Photo.	Students can choose the activity and attempt it.	Ask students to share more examples.

		providing self-assessment opportunities	attempt it. Teacher will elicit or share the correct answers at the end.	selected activities.				
Reflection	5	Providing opportunity for internalisation and personalisation of content, focusing on reflective practice and learning reinforcement	Read the descriptions related to the lesson content and activities to receive students' feedback.	Reflect upon the lesson content and activities and provide personal feedback.	Reinforce learning.	Ask students to tick at least one of each option.	Encourage students to choose multiple options.	Ask students to verbally give reasons for their choice of options.

Assumptions:

1. Some activities may exceed the allocated time. Adjust the timing of the remaining activities or skip one of the selected written activities.
2. The stickers may be torn or wrongly placed in the given boxes. Instruct the students to handle the stickers carefully and be sure of the sticker number before placing it in the book.
3. Students may find it difficult to bind the cards into a book. Demonstrate how to bind the book and instruct students to raise their hand for teacher's help.

4. The level of students may vary. Some learners could be comparatively slow or inattentive. Choose the activities or strategies according to the level and interest of the learners.
5. The students may not be able to write the answers on their own. Involve students in speaking activities. Inquire about learners' limitation from school teacher before the session.
6. Some students may finish the task early. Assign the learners an extension of the same activity. For instance, create your own sentences of the newly formed words from 'lantern'.

Assessment:

1. Questioning based on prediction, specific details and inference
2. Picture matching activity
3. Written activities on spellings and grammar points
4. Reflection of learning experience