

LESSON PLAN				
ENGLISH ALLIANCE 2024/25				
PROGRAMME: DR. GRAMMAR				
1. PROGRAMME OUTLINE		The Dr. Grammar programme is designed around the story " <i>MY BOAT CAN FLOAT</i> " for P1-P2 students. In the story Skipper attempts to build a paper boat and tests if it can float in water or not. In the process he learns about the values of perseverance, resourcefulness, and spirit of exploration to solve problems. Through this fun, simple, colourful story and its associated activities, the students will also learn about basics of weight and mass, concept to buoyancy, and material sciences.		
2. PROGRAMME AIMS & OBJECTIVES		1) Developing auditory and comprehension skills in English through character construction; 2) Enhance and demonstrate listening and comprehension of instructions in English; 3) Activate schema and build connections through engaging in designing and creating their own board game; 4) Strengthen vocabulary by raising phonemics awareness and exploring language pattern; and 5) Participate in STEAM-based story activities.		
3. LEARNING RESOURCES		<i>From organisers</i> - story & board game kit (game board, step-by-step paper boat instruction, sticker sheet), activity cards, 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>Story Card with Character Construction*</i>	8	1) Teacher will read the story " <i>My Boat Can Float</i> " and use choral and echo reading strategy to engage students in story reading. 2) Teacher will also stress on words to raise phonemic awareness and ask predictive and inferential questions to reiterate story theme and idea. 3) Teacher will also demonstrate how to detach character elements from the given card and their relevance and application in the story. 4) The associated story character are given as cut-outs on the second sheet of the story-card. The cut-out characters can be inserted through the perforation marks in the water-tub on the story card. 5) Instructors will use these cut-outs as examples to explain the concept of density and buoyancy that helps boats float on water.	1) Able to interpret & comprehend small sentences & word synthesis. 2) Read, think, and respond in English. 3) Follow instruction in simple English and demonstrate auditory and comprehension skills in English through character construction.
2	<i>Board Game*</i>	12	1) For <i>Board Game</i> , the students will make their own board game by randomly affixing the stickers from the given sticker sheet to the blank spaces in the board game card. 2) The teacher will then demonstrate and guide students to build their paper boats step-by-step. 3) The teacher will then read the rules of the game aloud and explain them clearly to the students. 4) The teacher will also demonstrate the concepts of floating and sinking by submerging physical real objects and a transparent tumbler of water, in class for the students and asking concept-based questions to illustrate the phenomenon. The teacher can pick students randomly to attempt submerging an object and observe its activity in water. 5) The teacher will then proceed to demonstrate the board game progression by rolling a digital dice and playing the game on screen using a digital boat as a game peg. 6) Students will be encouraged to amend the rules of the game and attempt playing the game in class.	1) Demonstrate listening and comprehension of instructions in English. 2) Reinforce comprehension and reasoning skills. 3) Activate schema and build connections through engaging in designing and creating their own board game. 4) Participate in STEAM activity and understand the concept of buoyancy, mass, and weight through this activity. 5) To help the students understand the concept of buoyancy, instructors will use transparent tumbler partially filled with water, and drop a few objects to demonstrate if they float or sink.
3	<i>Mystery Bag*</i>	8	1) For <i>Mystery Bag</i> activity, the teacher will demonstrate how to detach words from the given card. 2) The teacher will select a student to read one of the given mystery words displayed on the screen and find its appropriate half to complete the word. 3) Students will place the compound words in the second sheet of the Mystery Bag to correctly identify and name the animals.	1) Identify words & spot phonetic nuances. 2) Strengthen visual word discrimination. 3) Strengthen vocabulary by raising phonemics awareness and exploring language patterns.
4	<i>Build It Up</i>	7	1) For <i>Build it Up</i> activity, the teacher will display an image card with jumbled sentences, and ask students cue-based leading questions to help them put the given jumbled words in a correct order to form a comprehensible sentence. 2) The teacher will demonstrate how to detach words from the given cards and place them in correct order to make a complete sentence. 3) The teacher will then randomly select students to complete the sentences one by one.	1) Developing auditory and comprehension skills in English; 2) Enhance and demonstrate listening and comprehension of instructions in English;

5	Sudoku	7	1) For <i>Sudoku</i> activity, the teacher will explain how to complete the Sudoku puzzle by making sure that no picture is repeated in a row or column. 2) The teacher will also demonstrate how to detach images from the given cards for this activity. 3) The teacher will randomly select students to read the given cues and identify the most appropriate image to place on the cue block.	1) Enhance comprehension skills and cognitive learning. 2) Strengthen vocabulary by raising phonemics awareness and exploring language pattern.
5	Written Activities	10	1) Teachers will pick a writing activity, read the instructions slowly and demonstrate by providing one answer pertaining to that activity. 2) 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. 2) Activate and reinforce spellings, vocabulary, grammar points and thinking skills.
6	Reflection Sheet	5	1) Each student will be given a reflection sheet at the end of the lesson to review and reinforce their lesson take-aways. 2) Teachers will read aloud and explain each segment of the reflection sheet. 3) Students will listen, think and fill the sheet to share their learning experience.	1) Able to follow and comprehend simple instructions in English. 2) Express ideas and thoughts clearly and confidently. 3) Reflect upon the lesson and their learning through concept checking questions.
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 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		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.		