

Lesson Plan

Name of the Programme: Dr Grammar

Name of the Story: What's My Name?

Themes: Types of Transport, Giving Suggestions, Finding Similarities and Differences

Target Level: L1-L3

Outline: Little Yellow has a naming party. There, he meets different types of transport. Everyone tries to give a name to Little Yellow. He finds some problem in each name. Then, as suggested by one of the types of transport (truck), he dips his hand in the alphabet box. He pulls out three letters and puts them together. Little Yellow is happy as he gets the name 'School Bus'.

Key Words:

L 1	bus, run, fire, bike, move, tram
L 2	ferry, float, party, train, travel, engine
L 3	announce, excited, transport, airplane, cable car, speedboat

Aims:

- Developing auditory and comprehension skills in English through character construction
- Expressing ideas and thoughts by narrating parts of a story in English
- Strengthening students' grammatical skills through games
- Enhancing English language vocabulary by engaging in sentence building activity

Materials:

story & character craft (bus), activity cards

Lesson Activities						Lesson Extrapolation		
Activity Name	Duration	Activity Detail	Involvement		Learning Outcome			
			Instructor	Students		L1	L2	L3
Story Reading	8 min	Demonstrating fluent reading, activating schema, introducing new vocabulary and language patterns in context, focusing on the phonemic awareness, asking explicit and implicit meaning questions related to the story (prediction/ main idea/ inference, etc.)	Narrate the story in small sections or chunks (page by page, using independent, choral or echo reading strategy). Use varied voices for the different characters of the story to draw students' attention and develop more interest in the story. Ask story related questions.	Narrate some parts of the story aloud either independently or along with the teacher or peers. Answer story related questions.	Develop and improve listening, reading and comprehension skills.	Use a choral or echo reading strategy or use simple words to narrate the story.	Use a shared reading strategy with intermittent pauses. Help students in the narration of the story and pronunciation of difficult words.	Assign some parts of the story to the students to narrate aloud independently.

<p>Character Craft</p>	<p>10 min</p>	<p>Enhancing comprehension skills by asking instruction checking questions related to the character craft and encouraging students to verbally express their thoughts and ideas in English</p>	<p>Give step-by-step verbal instructions to construct the character craft. Enhance reasoning skills by asking questions related to the character craft (bus).</p>	<p>Follow the directions step-by-step, given by the teacher to construct the character craft. Answer questions related to the characters craft. Example: What's the name of your bus? Who rides in this bus? Where does this bus take you? Does your bus have any special powers?</p>	<p>Reinforce comprehension and reasoning skills. Enhance speaking skills and creativity by engaging in craft making. Increase willingness to communicate thoughts and ideas.</p>	<p>Demonstrate and assist students, step-by-step, to construct character craft. Ask simple questions (Yes/ No) related to the characters craft. Accept answers in phrases or supply vocabulary to help students construct simple sentences.</p>	<p>Simplify the language of the verbal directions given for character craft. Ask simple questions related to the character craft. Accept answers in simple sentences.</p>	<p>Encourage students to respond to explicit and implicit questions related to the character craft. Encourage them to express their thoughts and ideas in compound or complex sentences.</p>
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<p>Mystery Cards</p>	<p>10 min</p>	<p>Stimulating curiosity, focusing on verbal communication, encouraging executive function (dealing with students' working memory, attentiveness, and their ability to think about different things one after another)</p>	<p>Ask students to read and match the compound word cards related to different types of transport and then answer the question related to each vehicle.</p>	<p>Read and match the compound word cards related to different types of transport and answer the question related to each vehicle.</p>	<p>Develop verbal communication and comprehension skills. Reinforce vocabulary and grammar point. Assist students in the pronunciation of difficult words.</p>	<p>Read the words on the cards and encourage students to match them to their corresponding cards in order to form compound words. Assist students in pronouncing the compound words and answering the questions.</p>	<p>Encourage students to read and match the compound words cards related to transport. Ask them to answer the questions related to the shown vehicles. Encourage the students to create more compound words for the base words (E.g., car: cable car: racing car, street car, etc.).</p>	<p>Instruct students to find and match the compound word cards. Ask them to answer the questions related to the shown vehicles. Encourage them to tell which type of transport they like and give reasons for their choice.</p>
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Build-it-up	8 min	Encouraging the development of critical thinking and strengthening grammar skills by focusing on sentence building activity	Ask students to look at the jumbled sentence cards, take out the shown word cards from the sheet and make proper and complete sentences for them by putting the word cards in a correct order within the given time.	Look at the jumbled sentence cards carefully (one by one), take out the shown word cards and create proper and complete sentences for them by putting the word cards in a correct order within the given time.	Strengthen grammatical and critical thinking skills	Ask the students to pick a jumbled sentence card of their choice, take out the shown word cards and create the sentence by putting the word cards in a correct order. Assist them in the sequencing of the word cards. Give them additional clues (colour coding).	Show jumbled sentence cards to the students and ask them to take out the shown word cards and create a proper and complete sentence. Provide clues if required (colour coding of the cards).	Encourage students to create proper and complete sentences for the shown jumbled sentences and add more details to each sentence.
Transport Sudoku	8 min	Building vocabulary, developing deeper topical understanding, and providing pictorial and contextual clues	Ask students to complete the Sudoku puzzle by reading the given clues, identifying the	Write the name of the vehicles by using the clues given in the boxes and	Enhance comprehension skills, spellings and cognitive learning.	Assist the students in identifying the vehicles by simplifying the directions	Encourage students to identify the vehicles and share their answers with	Ask students to identify the vehicles independently and share their answers.

		to encourage verbal conversation	vehicles and writing the correct spelling of each vehicle in the given space. They should make sure that no vehicle is repeated in a row or column.	complete the Sudoku without repeating that a vehicle name in a row or column.		and adding another letter to the given spellings.	little assistance. Give some additional clues (if required) and break the words into syllables for the given spellings (completion).	Instruct them to write the correct spellings of the vehicles. Encourage the students to add more details or personal experiences related to different modes of transport by asking questions (Example: Have you travelled on a ferry? Did you like it? Besides the given clues, how would you describe a cable car?)
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Written Activities	10 min	Strengthening grammatical and reasoning skills, making connections, providing self-assessment opportunities	Select some activities from the activity cards and guide the students to attempt them. Teacher will elicit or share the correct answers at the end.	Students will read or listen to the instructions. They will look at the given example/s carefully in order to complete the selected activities.	Activate and reinforce spellings, vocabulary, grammar points and thinking skills.	Choose simple activities like Crossword and Word Builder.	Students can choose the activity and attempt it.	Ask students to share more examples of the concept reinforced (E.g., adverbs, suffixes, etc).
Reflection	6 min	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 materials may be torn or chipped (perforated bus craft). Instruct the students to handle the materials carefully. Use the extra materials, if needed.
3. Students may find it difficult to make their own craft (bus). Demonstrate how to make the craft step-by-step and instruct students to raise their hand for teacher's help.
4. The level of students may vary. Choose the activities or strategies according to the level of the learners.
5. The students may not be able to write the answers on their own. Engage them in speaking activities.
6. Some students may finish the task early. Assign the learners an extension of the same activity. For example, give more details of the types of transport (Sudoku Puzzle).

Assessment:

1. Questioning based on prediction, specific details and inference
2. Mystery bag, Build-it-up and sudoku puzzle activities
3. Written activities on spellings and grammar points
4. Reflection of learning experience