

LESSON PLAN				
ENGLISH ALLIANCE 2024/25				
PROGRAMME: ENGLISH MANIA				
1. PROGRAMME OUTLINE		The English Mania programme is designed around the story " <i>I Can Now See</i> " for P3-4 students In the story, Stella accidentally broke her grandfather's reading glasses while doing housework with her brother Archie. Together with their grandfather, Archie and Stella go to the optical store where their parents work. Their parents check grandfather's eyesight and also explain about different types of lenses, frame, and parts of a pair of eyeglasses. After a few days, while grandfather gets a new pair of glasses, Archie and Stella learn about refraction of lights related to concave and convex lenses, and tips about protecting the eyes.		
2. PROGRAMME AIMS & OBJECTIVES		1) Familiarize with key aspects of comic book construction techniques; 2) Interpret different texts, types of speech, and thought illustrations used in making a comic book; 3) Present and articulate in English by presenting their prop concept in class; 4) Demonstrate language skills in reading, writing and speaking English words, phrases and sentences; 5) Strengthening auditory and visual discrimination through guided lesson activities; and 6) Recognise language patterns, expressions and usage by connecting lesson theme with real-life context.		
3. LEARNING RESOURCES		<i>From organiser</i> - Learning kit comprising comic book, written activities, prop making kit, 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>Comic book making *</i>	12	1) Teacher will read the story "I Can Now See" 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 discuss and demonstrate how to create a storybook, and explain different types of speeches.	1) Familiarize with key aspects of comic book construction techniques. 2) Interpret different texts, types of speech, and thought illustrations used in making a comic book.
2	<i>Prop Building *</i>	5	1) For <i>Prop Building</i> , the students will make their own trial frame by detaching the frame pieces and affixing them with a tape. 2) The teacher will demonstrate and guide students to build their frames step-by-step. 3) Students will be encouraged to discuss the various parts of the frame and their functions.	1) Present and articulate in English by presenting their prop concept in class. 2) Demonstrate language skills in reading, writing and speaking English words, phrases and sentences. 3) Strengthening auditory and visual discrimination through guided lesson activities. 4) Recognise language patterns, expressions and usage by connecting lesson theme with real-life context.
3	<i>CVC Words * (p11-12)</i>	4	1) For <i>CVC Word</i> activity, the teacher will show a set of images on the board and encourage students to use phonics to spell and answer. 2) The teachers will encourage students to build four and five letter words list.	1) Identify words & spot phonetic nuances. 2) Strengthen visual word discrimination. 3) Strengthen vocabulary by raising phonemics awareness and exploring language patterns.
4	<i>Story Detective * (p13-14)</i>	5	1) For <i>Story Detective</i> activity, the teacher will read the riddles given on page 14 of the storybook, and engage students to think of the answer. 2) The teachers can use the trial frame prop to give clues, if the students are stuck. 3) The students can take turns to answer each riddle and spell as they write in the given spaces.	1) Demonstrate language skills in reading, writing and speaking English words, phrases and sentences. 2) Strengthening auditory and visual discrimination through guided lesson activities. 3) Recognise language patterns, expressions and usage by connecting lesson theme with real-life context.
5	<i>Word Blender (p15-16)</i>	5	1) For <i>Word Blender</i> activity, students will look at the blends and the sample words. 2) The teacher will then encourage students have to identify words that begin with the given prefix blends. Students will use their auditory skills to identify and write blend words.	1) Identify words & spot phonetic nuances. 2) Strengthen visual word discrimination. 3) Strengthen vocabulary by raising phonemics awareness and exploring language patterns.
6	<i>Question Quest (p17-18)</i>	5	1) For <i>Question Quest</i> activity, the teachers will pick a student to read the question and attempt to answer it based on memory recall of the story. 2) Students will then attempt to identify the correct answer, and spell and write it.	1) Demonstrate language skills in reading, writing and speaking English words, phrases and sentences. 2) Strengthening auditory and visual discrimination through guided lesson activities.
7	<i>Written Activities</i>	5	1) Teachers will pick a written 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. 3) If students are unable to comprehend the questions, teachers will provide hints and guidance to students to encourage them to seek the answer.	1) Recognise language patterns and build vocabulary. 2) Activate and reinforce spellings, vocabulary, grammar points and thinking skills.

8	Reflection Sheet	4	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	Key activities are denoted as *	
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.		