

| LESSON PLAN | | | | |
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| ENGLISH ALLIANCE 2023/24 | | | | |
| PROGRAMME: LANGUAGE LAB | | | | |
| 1. PROGRAMME OUTLINE | | The Language Lab programme is designed around the story "A CURIOUS CASE OF THE MISSING PUPPET" In the story a drama teacher finds her drama set and key character missing. She seeks help from a detective to solve the mystery. Without leaving his office, the detective finds a solution and helps the teacher. During the lesson, alongside story-reading, the students will make their own puppet and design their own table top drama set. | | |
| 2. PROGRAMME AIMS & OBJECTIVES | | 1) Design puppet characters and align them with a story,; 2) develop conversation and communication skills in English; 3) develop vocabulary, comprehension, grammar, and conversation skills; 4) recognise language patterns & their application in real-life context; 5) present ideas creatively & confidently; and 6) participate in STEAM-based story activities. | | |
| 3. LEARNING RESOURCES | | From organiser - Learning kit comprising storybook, written activities, puppet making & set design kit, say's who speech bubbles, reflection sheet, & certificate. From school - 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 | Storytelling with Puppet making | 15 | a) Teacher will read the story "A curious case of the missing puppet?" and use independent and guided reading strategy to engage students in story reading until page 6. b) From page 7 onwards the students will listen to the story being read and follow the instructions in the story to construct their scarf puppet. c) While reading, teacher will also stress on words to raise phonemic awareness and ask predictive and inferential questions to reiterate story theme and idea. d) Once the story is read, the teacher will guide students to make their own drama set. | 1) Able to interpret & comprehend small sentences & word synthesis. 2) Understand the process of designing and building a puppet character. 3) To activate schema and build connections through engaging in designing and creating their own lesson-based project. |
| 2 | Says Who | 5 | a) For Says Who , the teacher will ask students to take out the speech bubbles from the "Says Who Speech Bubbles" sheet. b) Teacher will encourage a student to read one of the speech bubbles and recall which character in the story said it. c) Once the student responds correctly, they will have to place the speech bubble next to the character who said it, on page 21 in the storybook. d) The session would continue until all bubbles are placed correctly. | 1) Follow simple English instructions and complete the assigned tasks. 2) Recognise language pattern and their daily applications. |
| 3 | Story Bag | 7 | a) For Story Bag activity, the students will look at the picture of the room in page 23 of the storybook. b) The teachers will select items present in the venue to demonstrate different textures and materials. c) The students can take turns to touch and feel the objects to understand different types of material used in making each object. d) Next, guided by the teacher the students will attempt to identify and categorise objects from detectives room based on their construction material. | 1) Identify words, phrases and instructions in English and comprehend them. 2) Build vocabulary through this activity. |
| 4 | Story Box | 5 | a) For Story Box activity, students will look at the vintage objects on page 22 of the storybook and name them. b) The teacher will then play sounds pertaining to each object one by one and the students have to identify what object the sound belongs to. They will use their auditory skills to identify and learn about vintage objects in real life context. | 1) Stimulate critical thinking, interpret inputs and inferences through object identification task. |
| 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) Recognise language patterns and build vocabulary. 2) Foster conversation and communication skills through tasks. |
| 6 | Reflection Sheet | 4 | 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. |
| Total Lesson Duration: | | 43 | | |

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| 5. TEACHING & LEARNING ASSUMPTIONS | <ol style="list-style-type: none"> 1. 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 | <p>Elements of STEAM are embedded in the story and the activities for this programme. During the lesson, teachers should be aware that:</p> <ol style="list-style-type: none"> 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. |