

## Lesson Plan

**Name of the Programme:** Language Lab

**Name of the Story:** The Jade Necklace

**Themes:** Kindness, Forgiveness and Helping Neighbour

**Target Level:** L1-L3

**Outline:** A ‘Show & Tell Day’ was to be held at sea animals’ school. The main character, Coco (Crab), did not have a special thing to show on that day. Her neighbour, Fiona (fish) helped her out by giving something that was special to her ‘a jade necklace’ (gifted by her mother). While opening the beautiful box (that had the necklace) its lid was broken by Coco. Yet, Fiona forgave Coco. On the day of ‘Show & Tell Day’, Coco showed everyone the jade necklace. Her classmates were amazed. While one of the students, Sam (seahorse) was looking at the necklace, its string broke. Everyone was surprised to see that Coco, just like Angel, forgave Sam.

### Key Words:

L1	sea, fix, box, kind, show, open
L2	shiny, angry, crown, broken, scared, helpful
L3	special, forgive, necklace, cupboard, happiness, beautiful

### Aims:

- Develop speaking and oral communication skills in English using puppets.
- Enhance listening, comprehension and reasoning skills by answering questions related to the story and puppet characters.
- Expressing ideas and thoughts in a logical manner.
- Building vocabulary by engaging in language activities.

**Material:** story book, puppet making kit (puppet card, sticker sheet, and pipe cleaners), activity cards

Lesson Activities						Lesson Extrapolation		
Activity Name	Duration	Activity Detail	Involvement		Learning Outcome	L1	L2	L3
			Instructor	Students				
<b>Story Reading</b>	8	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.)	Read the story in small sections (page by page, using independent, choral or echo reading strategy). Use the puppets to voice the different characters of the story. Ask story related questions.	Read some parts of the story aloud either independently or along with the teacher or peers. Answer story related questions.	Develop and improve listening and reading skills.	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 difficult words.	Assign some parts of the story to the students to read aloud.
<b>Puppet Making</b>	12	Enhancing comprehension skills by asking instruction checking questions related to the character puppet and	Give verbal instructions to make the character puppet. Enhance reasoning skills by	Follow the directions step-by-step, given by the teacher to make own puppets. Answer	Reinforce comprehension and reasoning skills. Enhance speaking skills by engaging in meaningful conversation.	Demonstrate and assist students, step-by-step, to make their own puppets. Ask simple questions	Simplify the language of the verbal directions given for puppet making. Ask simple	Encourage students to respond to the questions independently. Ask a variety of questions. Encourage

		sparking conversation related to learners' favourite characters	asking questions related to learners' favourite character of the story.	questions related to puppet characters.	Increase willingness to communicate thoughts and feelings.	(Yes/ No) related to learners' favourite characters. Accept answers in phrases or supply vocabulary to help students construct simple sentences.	questions (explicit meaning) related to learners' favourite characters. Accept answers in simple sentences.	them to express their thoughts in compound or complex sentences.
<b>Says Who?</b>	8	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)	Ask students to read and match the dialogue bubble cards with their own favourite puppet characters.	Read and match the dialogue bubble cards that their own favourite characters have spoken.	Develop reading, oral communication and comprehension skills.	Read the dialogues bubble cards and encourage students to match to their own favourite characters.	Encourage students to read and match two to three dialogues that their favourite puppet characters have spoken. Assist students in the pronunciation of difficult words.	Instruct students to find and match four dialogues that their favourite puppet characters have spoken. Encourage them to add details (When and why it was said? / How did the character feel?)

<b>Story Bag</b>	8	Making connections, developing deeper topical understanding, and providing pictorial and contextual clues to encourage verbal conversation	Ask students to choose objects (picture cards) from the story and answer questions related to it.	Look at the picture carefully and answer follow-up questions.	Enhance oral communication and critical thinking skills.	Ask the students to pick an object of their choice from the picture cards and answer the given questions.	Show an object from the picture cards to the students and ask to answer the given question.	Encourage students to give detailed answers to the questions (Like adding examples, personal experiences, etc.).
<b>Picture Puzzle</b>	8	Encouraging the development of public speaking skills by focusing on one of the important scenes of the story and enhancing cognitive skills	Ask students to take out the puzzle pieces from the card and assemble them to reveal a scene of the story.	Take the puzzle pieces and assemble them in a sequence that reveals a scene of the story. Take turns to describe the scene.	Boost public speaking confidence.	Assist students in sequencing the puzzle pieces by simplifying the directions and giving some verbal clues. Ask students to describe what they see in phrases or simple sentences.	Encourage students to put the pieces in order and share their sequence. Ask them to describe what they see in two-three sentences. Supply vocabulary or helpful phrases if required.	Ask students to sequence the puzzle pieces and then describe the scene revealed in the picture independently. Encourage them to add more details by asking text-to-self questions (What would you do if you were there? How would you feel if you have broken something precious? Etc.).

<b>Written Activities</b>	10	Strengthening logical thinking and reasoning skills, making connections, providing self-assessment opportunities	Select some activities from the book and guide the students to attempt them. Teacher will elicit or share the correct answers at the end.	Students will read the instructions and give examples to complete the selected activities.	Activate and reinforce spellings, vocabulary, grammar points and thinking skills.	Choose simple activities like Word Detective or Connect the Shadows.	Students can choose the activity and attempt it.	Ask students to share more examples.
<b>Reflection</b>	6	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.

### Assumption

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 perforated cards or stickers may be torn. Instruct the students to handle the materials carefully.
3. Students may find it difficult to make their own puppets. Demonstrate how to make the puppet 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. Give more details of the scene (Picture Puzzle).

### **Assessment**

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