

LESSON PLAN				
ENGLISH ALLIANCE 2023/24				
PROGRAMME: STORY QUEST				
1. PROGRAMME OUTLINE		The Story Quest programme is designed around the story "WHAT CAN YOU SPOT?" In the story a pair of siblings get a telescope from their aunt. They dive into an adventure using this telescope. They spot shapes and figures that challenge their perceptions and defy their imagination. Through this fun, simple, colourful story, the students will learn about shapes and optical perceptions.		
2. PROGRAMME AIMS & OBJECTIVES		1) Understand major sections & dimensions of a short story; 2) develop English language skills in reading, writing and speaking; 3) build and practice 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		<i>From organiser</i> - Learning kit comprising storybook, written activities, treasure hunt, bingo, story quest, 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	Storytelling	12	a) Teacher will read the story " <i>What can you spot?</i> " and use choral and echo reading strategy to engage students in story reading. b) Teacher will also stress on words to raise phonemic awareness and ask predictive and inferential questions to reiterate story theme and idea.	1) Able to interpret & comprehend small sentences & word synthesis. 2) Read, think, and respond in English.
2	Treasure Hunt	7	a) For <i>Treasure Hunt</i> , the teacher will read each riddle on the <i>Shape Riddles</i> page one by one and the students must find the answers based on geometrical shapes. b) From the <i>Treasure Hunt Map</i> students must take out the shapes to complete the grid in <i>Treasure Hunt Sheet</i> .	1) Follow simple English instructions and complete the assigned tasks. 2) Recognise shape patterns in real time context.
3	Word Bingo	7	a) For <i>Word Bingo</i> activity, the students will get one of the six coloured bingo cards. b) The teacher will select a student to pick a number and reveal a word. c) All the students who have the word will circle it and the first one to get a full line of circles, will be declared the winner of <i>Word Bingo</i> .	1) Build vocabulary through this activity.
4	Story Quest	8	a) For <i>Story Quest</i> activity, students will make their own telescope from the given DIY perforated sheet. b) They will use their telescope to identify and learn about various shapes in real life context. c) They can use guiding words from Pg. 22 of the storybook to complete their story in Page 21.	1) To activate schema and build connections through engaging in designing and creating their own lesson-based project.
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. c) For the <i>Shape Builder</i> activity, on page 12, students would cut out shapes from the <i>Shape Builder</i> card sheet and attempt to make objects using the shapes.	1) Recognise language patterns and build vocabulary. 2) Use sense of touch and feel to gain idea about shape structures and dimensions.
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) Able to follow and comprehend simple instructions in English.
Total Lesson Duration:		45		

<b>5. TEACHING &amp; LEARNING ASSUMPTIONS</b>	<ol style="list-style-type: none"> <li>1. If any activity exceeds its allocated time, the timings of the remaining activities should be adjusted accordingly.</li> <li>2. The level of students may vary. Choose the activities or strategy according to the level and interest of the learners.</li> <li>3. The students may not be able to write the answers on their own, specifically in SEN classrooms. Involve them in speaking activities.</li> <li>4. Some students may finish the task early. Engage the learners in an extension of the same activity.</li> <li>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.</li> <li>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.</li> </ol>
<b>6. INCORPORATING STEAM</b>	<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"> <li>1. In all activities, elements of S-T-E-A-M should be clearly identified and demonstrated to the students.</li> <li>2. Instructions should be simplified and examples should be relevant to the given story and its contents.</li> </ol>