

Lesson Plan

Name of the Programme: Story Quest

Name of the Story: How the Crane Got its Red Crown

Themes: Determination, Perseverance, Friendship, Family, Never Give Up

Programme Target Level: L1-L3

Outline: The story begins with the main character Sandy (crane) who is eager to win a red crown in a dance competition but doesn't know how to dance. Her friends Alvin (penguin), Remy (rabbit) and Emma (duck) are ready to help her; however, Sandy faces hurdles in getting their support. Eventually her grandma comes to her rescue by teaching her some dance steps. Sandy practises the dance steps daily and wins the red crown.

Key Words:

L1	hug, win, clap, feet, next, pain
L2	ankle, smile, crown, worry, loudly, always
L2	pretty, promised, bandage, competition, surprised, webbed

Aims:

1. Develop and enhance reading and critical thinking skills.
2. Enhance cognitive and logical learning.
3. Introduce and practise new vocabulary.
4. Activate and reinforce sub-skills (pronunciation, grammar, speaking, and listening).
5. Improving creative writing skills.

Materials: story book, activity cards, word cards, sticker sheet

Lesson Activities						Lesson Extrapolation		
Activity Name	Duration	Activity Detail	Involvement		Learning Outcome	L1	L2	L3
			Instructor	Students				
Story Reading	10	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 page by page, using a choral or echo reading strategy. Ask story related questions.	Read some parts of the story aloud either independently or along with the teacher or peers.	Develop and improve reading skills.	Use a choral or echo reading strategy or use simple words to narrate the story. Ask simple questions.	Use shared reading strategy with intermittent pauses. Help students in the pronunciation of the difficult words. Ask specific details or main idea questions.	Assign some parts of the story to the students to read aloud. Ask main idea or inference questions.
Scene Building	5	Making connections, developing deeper topical understanding, providing verbal clues for scene building, sparking conversation, revealing the correct scene cards for self-assessment	Give verbal clues to describe a scene and wait for the students to identify the correct scene on the activity card.	Listen to the scene description and identify the image corresponding to the description.	Reinforce listening and thinking skills.	Simplify the language or add more details to the verbal clues. Conduct it as a whole-class activity.	Add some details to the verbal clues to help students identify the correct scene. Encourage students to identify and describe the scenes.	Encourage students to identify the scenes independently and describe them verbally and add more details by answering questions (when, where, who, why, etc.).

Treasure Hunt	8	Stimulating curiosity, exploring relationships among words through riddles, focusing on the phonemic awareness, encouraging executive function (dealing with students' working memory, attentiveness, and their ability to think about different things one after another)	Give the verbal clues in the form of riddles.	Decipher the clue, find the correct answer (sticker) and affix the sticker. Write and spell the word.	Enhance cognitive and logical learning.	Add more letters to help spell difficult words.	Break words into syllables to help spell difficult words.	Encourage students to spell the words independently.
Word Bingo	7	Phonetics based. Recognising and associating words, providing multiple exposures to new and unfamiliar words, incorporating auditory processing (analyze, blend, and segment sounds)	Pick word cards and say the words aloud. Repeating the process until a student crosses out a full line (vertical, horizontal or diagonal).	Find and cross out the words read by the teacher. Read out the marked words aloud (winner).	Practise spelling and pronouncing the new vocabulary.	Use Sheet A for L1. Ask students to pick a word card, spell and read the word.	Use Sheet B for L2. Spell the word to help students find it in the Bingo sheet.	Use Sheet C for L3. Allow students to make sentences of the crossed out words.

Story Quest Sheet	15	Encouraging the development of a good grasp of the basics of writing by focusing on the story elements (characters, setting, problem and solution), enhancing cognitive skills, focusing on sentence construction and cohesion	Describe different elements of the story with examples. Assist students choose character, setting, situation and helpful phrases from the given boxes to create their own short stories.	Choose character, setting, situation and helpful phrases from the given boxes to create own short stories. Share stories with the class.	Improve writing and critical thinking skills. Build public speaking confidence.	Create a story as a whole-class activity in short, simple sentences.	Encourage students to add more details or phrases to help create sentences. Assist students in reading their stories.	Motivate students to create compound sentences by using linking words (because, but, as, etc.).
Written Activities	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 it. Teacher will elicit or share the correct answers at the end.	Students will read the instructions and given examples to complete the selected activities.	Activate and reinforce spellings, grammar points and thinking skills.	Choose simple activities like connecting dots or maze race.	Students can choose the activity and attempt it.	Encourage students to share more examples.

Reflection	5	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.
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Assessment:

1. Questioning based on prediction, specific details and inference
2. Story writing session
3. Written Activities

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 level of students may vary. Some learners could be slow or inattentive. 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. For instance, create your own sentences of the unjumbled words.
5. Given material may get torn or stickers may wrongly be placed in the given boxes. Instruct the students to handle the materials carefully and be sure of the sticker number before pasting it on the sheet.
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.

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