

Lesson Plan

Subject: English

Topic: Phrasal verb – made

Level: Primary Five

Number of students: 26

Lesson length: 40 minutes

Learning objectives: By the end of the lesson, students should be able to:

1. Locate the origin, ingredients and manufacturer of food from its packing,
2. Use ‘made in’ with the origin, ‘made from’ with some ingredients and ‘made by’ with the manufacturer of food and
3. Identify most of the country names, ingredients and company names.

Time Allocation	Teaching Steps	Purpose	Materials
3 mins	<u>Introduction</u> 1. T asks Ss if they have allergy to some kinds of food like seafood, peanuts, etc. 2. T shares an example of his cousin suffering from food allergy of peanuts.	- To relate the learning to students’ personal experiences. - To show the importance of knowing the ingredients of food.	
15 mins	<u>Identifying the origin, ingredients and manufacturer</u> 3. T takes out the packing of his favourite snack and asks Ss to find the origin, ingredients and manufacturer from the packing. 4. Ss circle the information on the packing with a marker. 5. Ss work in groups to find and circle the origin, ingredients and manufacturer of packing	- To teach students to locate the origin, ingredients and manufacturer of food from its packing. - To compare with other packings later. - To provide authentic materials for students to read. - To allow students to	Packing of snack Markers

	<p>they prepared.</p> <p>6. T gathers all the packings and asks Ss:</p> <ul style="list-style-type: none"> - <i>Where can you find the ingredients on the packing? (at the back or on the side of the packing.) (the word 'Ingredient' are usually found)</i> - <i>What words usually come with the country names? (made in or product of)</i> - <i>Where can you usually see the company names? (on the front of the packing)</i> 	<p>collaborate.</p> <ul style="list-style-type: none"> - To compare different packings. - To locate the common places for the information on the packings. 	
15 mins	<p><u>Organising the origin, ingredients and manufacturer</u></p> <p>7. T shows a short summary using 'made in', 'made by' and 'made from' of the information from the packing</p> <p>8. Ss vote to see if they found the summary or the information from the packing easier to read.</p> <p>9. T plays the video (00:00-01:49) and asks Ss to learn to use 'made in', 'made by' and 'made from'. Ss sing the song and finish the assessment of the video.</p> <p>10. T introduces using a short summary with the phrasal</p>	<ul style="list-style-type: none"> - To introduce the use of phrasal verb – made to organise the ideas. - To show how a summary helps people read easily. - To teach students a way to summarise information. - To help students memorise the usage of 'made in', 'made by' and 'made from'. 	Video

	<p>verbs of made to organise the information.</p> <p>11. Ss use 'made in', 'made by' and 'made from' to write a short summary of the information of the packing.</p> <p>12. Ss present their work.</p>	<ul style="list-style-type: none"> - To apply and assess what students have learnt. - To allow students to share their summary. 	<p>A4 papers and markers</p>
7 mins	<p><u>Consolidation</u></p> <p>13. Ss tell what they have learnt to their partners.</p> <p>14. T plays the video (01:49-05:01).</p> <p>15. T goes through an example on workbook and asks:</p> <ul style="list-style-type: none"> - <i>What letter can you usually find for country and company names?</i> (They usually start with a capital letter, so words starting with small letters are usually ingredients) - <i>How many words are usually there for a country name?</i> (They usually have only one word. If there are more than one word, it should be the name of a company.) <p>16. Ss sing the song one more time to finish the lesson.</p>	<ul style="list-style-type: none"> - To consolidate students' learning. - To help students identify the country names, ingredients and company names. - To prevent students from making the common mistakes on their workbooks - To consolidate students' learning. 	<p>Video</p> <p>Workbook</p>

Self-evaluation Report

Introduction

Designing a lesson which suits students' needs for their daily life and helps remove learning obstacles are my major aims of my teaching plan. Reading the information on the packings of food is an important skill for students as they have to eat smartly and safely. The skill of summarizing is also essential for students when they have to read and write. However, processing a large amount of information and remembering the different usage of the phrasal verbs can be really tough for students. Therefore, I started my lesson with students' personal experiences and favourite food in order to arouse their interests. Due to the confusion of the phrasal verbs formed from made, I also wrote some lyrics with a famous melody to help students distinguish and remember the usage of the phrasal verbs. According to Helen Doron, the rhythm of the music, as well as the repetitive patterns within the song, help students memorize words. Bilingual students, in particular, can benefit from singing songs in their second language. A music video is definitely one of the solutions to help students remove learning obstacles.

Teaching concepts and strategies

My lesson was designed to be personalized and interesting. The lesson was tailor-made for students, so they were allowed to prepare their favourite snacks to show their classmates and use them for the group work. Students get really excited whenever they are learning some topics about food. Reading food labels or learning phrasal verbs can be very dull and boring. In the past, my teacher only suggested me to recite any phrasal verbs whenever I saw some new ones. However, this is confusing as some of the phrasal verbs are very similar and there are thousands of combinations of phrasal verbs. To cope with it, I came up with the idea of writing some lyrics. When we first learnt English, we all started with the ABC song which is still memorized by everybody even when they grew up. This is the power of songs which helps people remember so much better. Therefore, a song about the phrasal verbs of made was written to help students in their learning. I believe students can easily understand, distinguish and remember the usage of the phrasal verbs of made after listening and singing this song.

The video is interesting as it was made by PowToon which allows teachers to create a powerful cartoon easily with several taps. The website provides hundreds of templates for educators to make their teaching videos. With the default cartoons and animations, I was required to change a small amount of contents and the order of animation. Then, I needed to record my voice into the video to create an interesting and educational video for my students. However, the length of each slide and video was limited to 20 seconds and 3 minutes respectively since I was using the free trial account. It is challenging to limit the contents within the given time and more post editing was needed to combine the videos when I wanted to make a video longer than 3 minutes.

I believe that a teaching video should be fun and useful at the same time. The cartoon and song are the major parts of the video to make it fun and memorable. The assessment for students is also equally important as it can evaluate students' learning. Three assessments which are parallel to the input of the video was added to test students understanding of the video. If students cannot get the correct answers for the assessment, they can go home and watch the video to learn again. This is also a benefit of making a video as students can always refer back to it whenever they have learning difficulties. The assessments were also designed to remove learning obstacles for students. The first assessment focused on the usage of the phrasal verbs of made. Students should be able to achieve it after listening and singing the song. Another two assessments were designed for students to classify the country names, ingredients and company names. This is particularly important to average and less capable students as they usually come up with difficulties when reading new country names, ingredients and company names. By teaching them the strategies to identify the names and assessing them, the learning diversity of students can be better catered.

Advantages over normal classroom teaching

Video can bring joy and attention to students' learning. Video is a kind of multi-modal text which is attractive to most students. By using a short clip in class, students are motivated to stay focus on the video to learn the targeted knowledge and achieve the learning objectives. The contents became more attractive as they were presented in the cartoons which most kids enjoy watching all the time. As a result, the learning enjoyment and efficiency can be greatly increased by using videos in class.

Video is an effective media to cater for learners' diversity. It can cater for the needs of visual and auditory learners at the same time. Moreover, it leaves the flexibility for students to decide if they need to replay the video at home to learn again. When they come up with unclear ideas, they can always watch the video until they understand the concepts. Uploading the videos onto YouTube can also help cater for students' needs. YouTube allows students to vary the speed of the video. For more capable students who can learn faster, they can increase the speed. For less capable students, they can also slow down the speed of the video, so they can listen clearly.

The video is a good resource for students to revise what they have learnt. Homework is usually a tool for students to consolidate and evaluate their learning. However, the learning process is relatively short as it ends when the students finished their homework. Students can only revise with their textbooks and workbooks which can be very boring to them. The video provides an alternative for students to revise as they can always watch the video for revision. Besides students, parents can keep track of their children's learning process as they know how their children were taught from the video. It is easier for parents to provide support for their kids with the help of the video.

Reference:

Doron, H. (2013). How Music Helps Kids Learn Language. Retrieved from <https://www.helendoron.com/how-music-helps-young-learners-acquire-language/>

