

## LESSON PLAN

for learning and teaching English in a form 1 class

School: Caritas Shatin Marden Foundation Secondary School			
Name: Bruce Reid		Date: 17 May 2005	Subject: English
Class: S 1A			
Content: Reading a short story text for meaning, story sequence and producing a creative response			
Objectives:	<p>Students will:</p> <ul style="list-style-type: none"> <li>(i) demonstrate pre-reading strategies of vocabulary generation and character prediction;</li> <li>(ii) show their comprehension, analysis and synthesis of the story through matching and sequencing activities and producing two creative written responses in the form of a story title and a short notice;</li> <li>(iii) work cooperatively and effectively both in pairs and in small groups of four.</li> </ul>		
Timing:	Teacher action	Student action	Resources
15 minutes	<p><b>Pre-reading:</b></p> <ul style="list-style-type: none"> <li>▪ Introduce the story through use of 2 pictures (one after the other) that show the setting and some of the characters. Use prompting questions and probe student responses to elicit the students' schema about the situation and the people, to assist them in generating related vocabulary, and to give students confidence.</li> <li>▪ Model process with whole class to begin, then set all students the task to write down their own words in response to the 1<sup>st</sup> picture. Circulate and support all students with the task.</li> <li>▪ Record the word/s from every student on the blkbd in the form of a mind-map around the 2 pictures.</li> <li>▪ Encourage students to engage with the characters by predicting their personality/mood.</li> <li>▪ Set threefold reading purpose, viz. <ul style="list-style-type: none"> <li>(i) Who is the third person in the story?</li> <li>(ii) What is the order/sequence of events. (highlight sequence indicators [first, then, next, after, finally] on board to assist student understanding.)</li> <li>(iii) How do you feel about the different people in the story?</li> </ul> </li> </ul>	<p><b>Pre-reading:</b></p> <ul style="list-style-type: none"> <li>▪ Individual students volunteer words/ideas that the 1<sup>st</sup> picture suggests to them. The words are recorded on blkbd. This acts as a motivation and a model for other students of how to answer.</li> <li>▪ All students individually write as many words as they can on distributed copies of 1<sup>st</sup> picture.</li> <li>▪ Every student contributes their best word/s (all must be different) for recording on the blkbd.</li> <li>▪ Individual students volunteer words in response to what they see in 2<sup>nd</sup> picture. These are put on blkbd. around 2<sup>nd</sup> picture.</li> <li>▪ Students predict what the characters may be like from the pictures.</li> <li>▪ Students listen to reading purpose being set and help to identify "time sequence" words.</li> </ul>	<ul style="list-style-type: none"> <li>2 enlarged pictures,</li> <li>1 class set of the same picture,</li> <li>a jar of sweets,</li> <li>2 sweets' bags,</li> <li>a third enlarged picture,</li> <li>blackboard.</li> </ul>

Timing:	Teacher action	Student action	Resources
5 minutes	<p><b>During-reading:</b></p> <ul style="list-style-type: none"> <li>Shared reading – teacher reading aloud, linking to student generated vocabulary on blkbd, predictions, jar of sweets, a copy of the “notice” and the 3<sup>rd</sup> picture to assist understanding.</li> <li>Act out new words or key points in story. Use Cantonese for 2 key abstract concepts.</li> </ul>	<p><b>During-reading:</b></p> <ul style="list-style-type: none"> <li>Students follow the reading of the story with the reading purpose/set questions in mind.</li> </ul>	<p>individual copies of story.</p> <p>copy of the “notice”</p> <p>3<sup>rd</sup> enlarged picture</p>
2 minutes	<p><b>Post-reading:</b></p> <ul style="list-style-type: none"> <li>Link to pre-reading set questions to establish details of third character.</li> </ul>	<p><b>Post-reading:</b></p> <ul style="list-style-type: none"> <li>Volunteer students answer questions about pre-set reading purpose (i) - the third character.</li> </ul>	
8 minutes	<ul style="list-style-type: none"> <li>Organise students into pairs. Introduce and model/scaffold on the board the matching and sequencing task. Distribute envelopes.</li> <li>Circulate to informally assess and support.</li> </ul>	<ul style="list-style-type: none"> <li>In pairs, students use information gained from pre-set reading purpose (ii) to match correctly the 8 sentences with 8 pictures. They then put them in the correct sequence of the events in the story.</li> </ul>	<p>an envelope for each pair with 8 pictures and 8 sentences inside.</p>
4 minutes	<ul style="list-style-type: none"> <li>Invite students to display correct version on the blkbd.</li> </ul>	<ul style="list-style-type: none"> <li>Individual students place 8 enlarged pictures in correct order on blkbd. followed by different students putting 8 sentences with correct picture. Class checks that all are correct.</li> </ul>	<p>enlarged version of 8 pictures and sentences for display on blkbd.</p>
4 minutes	<ul style="list-style-type: none"> <li>Organise students into groups of four with a leader.</li> <li>Set the title writing task. Circulate to guide, encourage and get feedback.</li> </ul>	<ul style="list-style-type: none"> <li>In groups of four, students select a leader, and use ideas gained from pre-set reading purpose (iii) to create a title for the story and write it down. Each group leader reads their title to the class.</li> </ul>	<p>Blank paper/ coloured pens for each group to write title.</p>
6 minutes	<ul style="list-style-type: none"> <li>Explain and set the “notice” writing task. Circulate to check understanding and give feedback.</li> <li>Summarise the lesson by drawing the students’ attention to the display of all the different elements of their ideas and completed work on the class blkbd.</li> </ul>	<ul style="list-style-type: none"> <li>In groups of four, students use pre-set reading purpose (iii) to create the text for a notice to be put on the shop window. Leaders orally present the notice to the class.</li> </ul>	<p>Blank paper/ coloured pens for each group to write notice.</p>

## APPENDIX 1: FOLLOW-UP ACTIVITIES

- **comprehension questions**  
in pairs, practise developing full, complete, expanded sentences.
- **vocabulary reinforcement** (individual)
  - matching antonyms from story
  - cloze exercise for new words
  - crossword puzzle
  - mind-map vocabulary trail.
- **grammar practice** (pair/individ.)
  - find the past tense forms in the story.
- **prepared oral reading** (groups)  
[pronunciation, fluency, stress, intonation]
- **drama presentations** (groups)

## APPENDIX 2: STORY TEXT

Mr. Brown had a beautiful shop. He sold sweets, and a lot of children came and bought them after school, but some of them looked into the window of the shop first, and put their fingers on the glass, and Mr. Brown did not like dirty windows.

Then last week he made a big notice. On it he wrote, 'Children! Do not put your fingers on this glass! It is dangerous!' And then he put it up in the window of his shop.

The shop on Mr. Brown's left was a shoe shop, and his friend, Tom Jones, worked there. Tom saw the notice and was surprised. He went into Mr. Brown's shop and said to him, 'Why is the glass in your shop window dangerous, Alf? What does it do to the children?'

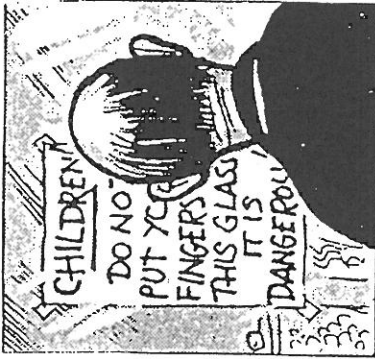
Mr. Brown smiled. 'The glass doesn't do anything to the children, Tom,' was his answer, 'but *I* give them a hard smack.'

## APPENDIX 3: STIMULUS PICTURES (for vocab generation, schema arousal and meaning)





APPENDIX 4: RELATED RESOURCES (for story matching and sequencing task)



So he put a notice  
in his window.

His friend Tom came  
out of the next shop.

Mr. Brown cleaned  
his shop window.

Some children put  
their fingers on it.

Mr. Brown answered,  
"It isn't."

Tom looked at  
the notice.

"It's my smack  
that's dangerous."

Tom said to Mr. Brown,  
"Why is the glass dangerous?"

