

## Lesson Plan

### Topic: Where are you going?

#### (Shared writing : composition of lyrics )

**School:** T.W.G.Hs. Tang Shiu Kin Primary School

**Teacher:** Miss Leung Siu Yin

**Date:** 11<sup>th</sup> June,2007.

**Class:** P.1C

**Time:** 10:35 – 11:10a.m.

#### **My teaching philosophy:**

I believe learning needs to be an interactive process between the students and the teacher. Learning requires our students to be interested and engaged in the topic. By making my English lessons fun and entertaining, students will in turn want to learn English and strive to be better at it. According to the Whole Brain Approach, students at key stage 1 (P.1-3) learn most effectively when the teaching materials are incorporated with body movements, music, gestures and art. Moreover, I strongly believe that frequent encouragement and positive reinforcement help to enhance students' desire in learning English.

#### **Previous knowledge:**

1. Students have learnt the verbs of senses (e.g. feel, see, smell, taste).
2. Students have read the electronic book "Where are you going?" by Rozanne Williams.
3. Students have learnt the structure "I can (a verb of sense) ( a noun).".
4. Students have learnt about the vocabulary items about "the park" and "food" in the first term. (e.g. flowers, slide, seesaw, bench, swing, hamburgers, orange juice, ice-cream etc.)

#### **Objectives:**

1. Students will be able to sing the song "Where are you going?".
2. Students will be able to make use of their previous knowledge to modify the lyrics of the song "Where are you going? " and compose their new songs.

#### **.Teaching aids:**

A puppet (Coco), a bucket and a spade, a cup of lemonade , picture cards ( water, hotdogs), 2 wall pictures ( In the Beach , In the Park), a song sheet, word cards (feel, see, smell, taste, the sand, water, hotdogs, lemonade, beach),worksheets, sound track of the song "Where are you going?".

#### **Teaching procedures:**

- I. Greetings and Motivation

1. Teacher brings Coco to the classroom to greet the students.  
Revision of the greeting dialogues :  
“How are you?” “I’m fine thank you.”  
“Nice to meet you, Emma.” “Nice to meet you, Coco.”
2. Teacher asks Coco and the students to guess where she is going by role playing to the beach.

## II. Presentation & Practice

1. Teacher shows the wall picture of a beach to revise the vocabulary items and lyrics of the song “Where are you going?”. (Clapping of hands to show the syllables of the words to help students capture the sounds and stresses of words more effectively. )

<p><b>Where are you going ?</b></p> <p>I’m going where I can <b>feel</b> the sand.</p> <p style="padding-left: 100px;">I can <b>see</b> the water.</p> <p style="padding-left: 100px;">I can <b>smell</b> hotdogs.</p> <p style="padding-left: 100px;">I can <b>taste</b> lemonade.</p> <p>Yeah! Yeah! Yeah!</p> <p>Where are you going ?</p> <p>I’m going to the <span style="border: 1px solid black; padding: 2px;">beach</span>.</p>
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2. Teacher invites students to act different roles when practise singing the song. Students are encouraged to follow the teacher’s actions and gestures while singing so as to help them memorize the meanings of the lyrics and have fun. Teacher invites the whole class to be the pianists in order to draw the students’ attention to sing. Students are also invited to be the small teachers and help the teacher to point to the words while singing .

## III. Production

1. Teacher sings a new song to Coco and the students and invite them to guess where the teacher is going to?

Teacher: I’m going where I can **feel** the seesaw.

I can **see** the trees.

I can **smell** hamburgers.

I can **taste** Coca Cola.

Yeah! Yeah! Yeah!

Coco, do you know where Miss Leung is going to ?

Children, do you know where Miss Leung is going to ?

(Students' free answers)

Yes, I'm going to the park.

2. Teacher posts up a wall picture of the park and asks students the following questions to elicit thinking .

Teacher: Children, what can you **feel** in the park ?

what can you **see** in the park ?

what can you **smell** in the park ?

what can you **taste** in the park ? (Students' own answers)

3. Shared writing: teacher invites the whole class to suggest what they can see in the park and encourage them to compose their own lyrics of " In the Park" by 1C. The verbs of senses ( **feel, see, smell, taste** ) are posted on the blackboard in 4 columns to help students think.
4. Individual writing: students are invited to come out and compose their own songs and then sing aloud to their classmates. Stickers are awarded as encouragement.

#### IV. Consolidation

Homework : Worksheet ( Composition of a new song" Where are you going? )(see attachment on the next page)

#### Self reflection and students' feedback:

It has been a terrific experience in teaching beginners English in Tang Shiu Kin Primary School. Approaching the end of the school term, I find that 1C students are able to communicate in simple English during lessons and they are not afraid to speak English though sometimes they may make mistakes. Students like to imitate the teacher's speech. For example during the lesson, Helen shouted out "Can you help me, Miss Leung?" when she wanted to show that she wanted to help Miss Leung put up the pictures. I was also glad to hear Harry said "Well done, Miss Leung!" when I praised the class for their good performance. Students enjoy being the small teachers and I do hope that I can be a good model for students to follow.

After marking their worksheets, I am also glad to see that students are so creative. For example, a boy wrote about going to the cinema where he can see spiderman, feel the chairs, smell and taste popcorns. Others also wrote about going to school, to the zoo and to the Ocean Park instead of just following the teacher's suggestion – going to the park .

T.W.G.Hs Tang Shiu Kin Primary School

Name: \_\_\_\_\_ Class: P.1 ( )

Where are you going? by \_\_\_\_\_

I'm going where

I can feel \_\_\_\_\_.

I can see \_\_\_\_\_.

I can smell \_\_\_\_\_.

I can taste \_\_\_\_\_.


Yeah! Yeah! Yeah!

Where are you going?

I'm going to the \_\_\_\_\_

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