

Tin Shui Wai Methodist Primary School
English Lesson Plan and Reflection

(A) Basic Information

Teacher: Ng Po Yee
 Date: 12th December, 2007
 Class: P.6C
 Duration: 45 minutes

(B) About the Lesson

Teaching Objectives: - To learn the key structure and use the sentence pattern in the writing.

- To consolidate the language learning by group work.

Previous Knowledge: Key words about the stalls and performances of charity show.

Teaching Strategies: Group writing, group presentation, pair work

Language focus: Group leader: We can either (perform/run/sell...) or (perform/run/sell...).

Which would you rather do?

Groupmates : I would rather (perform/run/sell...).

Teaching Materials: Primary Longman Express 6A (P.45) / Longman Workbook 6A (P.25) / Worksheet / a hand-made newspaper / Cards with table

Teaching Mode: Small Class (20 students)

Teaching Schedule:

Steps	Teaching Procedure	Purpose	Teaching Content	Teaching Material
1	Read aloud the text	<ul style="list-style-type: none"> Familiar with the text with the language focus. 	<ul style="list-style-type: none"> All students have to read loudly and clearly together. Require the students to read with feeling. 	textbook
2	Share a hand-made newspaper	<ul style="list-style-type: none"> Introduce the context of the lesson. 	<ul style="list-style-type: none"> Teacher tells the students the setting, character and difficult words of the newspaper article: There was an earthquake on Nana Island. Many people lost their homes and schools. They had not enough food and clothes. 	handmade newspaper
3	Read the newspaper in pairs	<ul style="list-style-type: none"> Understand the keywords and background of the newspaper story by working with students' pairs. 	<ul style="list-style-type: none"> Silent reading in pairs. Share the information in pairs. 	handmade newspaper
4	Comprehension	<ul style="list-style-type: none"> Assess students' understanding on the context. 	<ul style="list-style-type: none"> Teacher raises comprehensive questions by using WH words. 	handmade newspaper
5	Group work: Group writing	<ul style="list-style-type: none"> Learn the key language focus by working in groups. Tackle the problem of individual difference with the help of the smart students in each group. Assess the students' understanding on the key structure. 	<ul style="list-style-type: none"> Teacher introduces the task: Write a proposal for helping the people on Nana Island at a charity night. Class writing: <ul style="list-style-type: none"> - Demonstrate the writing of the proposal by collecting the ideas in the class. - Practice the structure orally in pairs. Group writing: <ul style="list-style-type: none"> - Students discuss the stall they are going to run in a charity night with group members. 	worksheet

		<ul style="list-style-type: none"> - Assign the work allocation in the group. - Students write their proposal by using the key language structure. - Require the groups to double check the grammar in their writings. Give feedback on their writings. ● Students practice the presentation in group. ● Invite some groups to present in the class. ● Ask the students to be a good listener by asking questions of the group writing. 	
6	Further exploration and consolidation	<ul style="list-style-type: none"> ● Further explore the using of the key structure ● Introduce the homework 	<ul style="list-style-type: none"> ● Teacher displays some tables on the board. ● Students link up the sentences by using the key structure. ● Practice the structure in pairs before report to the teacher. ● Individual writing on workbook.

workbook
cards with table

Part C : Reflection of the lesson

- (1) Students are able to use the key structure in their writing.
- (2) Teacher uses the award scheme and gives many encouragements to the students throughout the lesson.
- (3) Teacher insists the students to speak in English
- (4) Students learn in a positive atmosphere.
- (5) All students need to participate in discussion and practice.
- (6) Teacher is lively and cheerful throughout the lesson. Teacher establishes a positive relationship with the students.
- (7) Plenty of opportunities of working in pairs and in groups.
- (8) It is suggested to further explore the structure by using more complicated sentences.
- (9) At the beginning of the lesson, teacher needs to follow up some routines work with the students. It is suggested to deal with them after the lesson in order to save more time.

Part D: Attachment

- (1) Teaching materials
- (2) Feedback from other teachers' observation