

Tin Shui Wai Methodist Primary School
English Lesson Plan

(A) Basic information

Teacher: Mok Lai Ha
 Class: 3E
 Class size: 17 (mixed ability class)
 Date: 5-3-2014 (Wed)
 Time: 2:45pm – 3:30pm (45 minutes, 1 lesson)

(B) About the lesson (Teaching writing through cartoon clips)

Teaching objectives:

Content: Pupils are able to write a diary entry about Chuckie’s adventure.

Language: Pupils are able to use simple past tense to describe actions that happened in the past.

Pupils’ previous knowledge:

1. Related vocabularies about the adventure. (e.g. a rock, a hot air balloon, a castle)
2. Layout of a diary. (e.g. day, date, weather)

Anticipated difficulties and possible solutions:

1. The less able pupils in class (4 pupils in total) may have difficulties in writing a diary. Therefore, a special seating arrangement is needed in order to help them to finish the writing task.
2. Some pupils are not very familiar with the usage of verbs in the form of simple past tense. Therefore, practice of simple past tense exercise is arranged in the lesson.


(C) Rundown of the lesson

Steps	Length	Objectives	Students’ output	Content	Materials
1	1’	Building pupils’ background knowledge about the major characters.	Pupils can recall the previous story about the three characters.	<u>Motivation (Pre-writing prompts)</u> <ul style="list-style-type: none"> • Teacher shows the pictures of the three major cartoon characters. (Chuckie, Kimi and Tommy) • Teacher asks questions about the three characters: <i>Where did they go last time? (a spooky house) What did they see last time? (a ghost)</i> • Pupils share their answer with the classmates. (pair sharing) 	<ul style="list-style-type: none"> • ppt

2	8'	Using simple past tense to finish the diary.	Pupils can fill in the verbs in the form of simple past tense.	<u>Implementation 1 (Class writing)</u> <ul style="list-style-type: none"> • Teacher introduces the context: <i>Chuckie, Kimi and Tommy went to the garden last Saturday.</i> • Teacher plays the first cartoon clip. (0'00" – 0'17") ** Cartoon clip extracted from the following website: <i>Rugrats ep Bigger Than Life</i> http://www.youtube.com/watch?v=oRVe9vQhW2g • Teacher takes out a box and asks the pupils to mime a crying baby. Then the teacher invites one pupil to come out and find the hidden item in the box. (a rock) • Teacher plays the cartoon clip again. (0'18" – 2'02") • Teacher shows a big paper on the blackboard. (Yellow paper) • Teacher finishes the diary with the whole class and reminds pupils to use simple past tense. 	<ul style="list-style-type: none"> • cartoon clip 1 • a box • a rock • Yellow paper (diary 1)
3	8'	Reinforcing the use of simple past tense in a diary.	Pupils can fill in the verbs in the form of simple past tense in groups.	<u>Implementation 2 (Group work)</u> <ul style="list-style-type: none"> • Teacher plays the second cartoon clip. (0'00" – 0'06") • Teacher takes out the box and asks the pupils to mime a crying baby. Then the teacher invites one pupil to come out and find the hidden item in the box. (a cup) • Teacher plays the cartoon again. (0'06" – 1'10") • Teacher shows a big paper on the blackboard (Pink paper) and asks pupils to finish the diary in groups. (about 3 minutes) • Teacher checks answers with the class and reminds pupils to use simple past tense. 	<ul style="list-style-type: none"> • cartoon clip 2 • a box • a cup • Pink paper (diary 2) • activity sheets x6 (group work)

4.	15'	Pupils are able to write a diary entry about Chuckie's adventure.	<p>Pupils can write a diary entry based on the following requirements:</p> <p><u>Content</u></p> <ul style="list-style-type: none"> - write at least 5 main ideas related to the cartoon <p><u>Language</u></p> <ul style="list-style-type: none"> - use the verbs in the form of simple past tense 	<p><u>Implementation 3 (Individual writing)</u></p> <ul style="list-style-type: none"> • Teacher plays the third cartoon clip. (0'00" – 0'02") • Teacher takes out the box and asks the pupils to mime a crying baby. Then the teacher invites one pupil to come out and find the hidden item in the box. (a stick) • Teacher plays the cartoon again. (0'02" – 0'53") • Teacher tells pupils that they are going to write a diary for Chuckie on their own. • Teacher brainstorms ideas with the class and writes pupils' ideas on the blackboard. • Pupils finish the diary on their own. (about 10 minutes) • In order to cater for the learner diversity, less able pupils need to move to the front. Teacher does individual conference with them. 	<ul style="list-style-type: none"> • cartoon clip 3 • a box • a stick <ul style="list-style-type: none"> • WWS4 (individual work)
5	8'	Raising pupils' language awareness on tenses (simple past tense).	Pupils can identify the grammatical mistakes on their own work (simple past tense).	<p><u>Implementation 4 (Post-writing activities)</u></p> <ul style="list-style-type: none"> • Teacher invites one pupil to share his/her good piece in front of the whole class. • Teacher reads the good piece together with the whole class and checks the usage of simple past tense simultaneously. • Pupils extend their writing within 5 minutes. Pupils who finish their writing can do self-check or peer check. Teacher may invite the more able one to be a small teacher and help to check others' work. 	<ul style="list-style-type: none"> • Pupils' good pieces
6	5'	<p>Consolidating pupils' experience on writing a diary entry.</p> <p>Cultivating a positive learning attitude towards writing a diary entry.</p>	<p>Pupils can share their work with their classmates.</p> <p>Pupils can praise others' good work.</p> <p>Pupils can recall one past tense verb.</p>	<p><u>Conclusion (Sharing and appreciation)</u></p> <ul style="list-style-type: none"> • Pupils select one group member to share his/her writing. Pupils may edit their writing according to their group members' suggestions. • Teacher encourages pupils to appreciate other's effort by praising others' work. • Teacher asks pupils to read aloud all the verbs in the form of past tense mentioned in the two diary entries for revision. • Teacher asks pupils to share one verb in the form of past tense they have learnt in class with their friends. 	<ul style="list-style-type: none"> • Pupils' work

(D) Setting of blackboard and screen

blackboard setting		
<p>Chuckie's diary 1 (Yellow paper)</p> <p><u>Saturday 20th April</u> <u>Sunny</u></p> <p>Today was Saturday. The weather was sunny and hot. I <u>found</u> (find) <u>a rock/an egg</u> in the garden. Kimi took the rock. It <u>became</u> (become) a cave.</p> <p>Then we <u>entered</u> (enter) the cave. The cave was very dark so I was scared. Suddenly, we <u>saw</u> (see) a door. We <u>opened</u> (open) the door. There were a lot of toys inside. I shouted, 'Hurray! I love toys!'</p> <p>At last, we <u>went</u> (go) back to the garden. We were happy. What a funny day!</p>	<p>Chuckie's diary 2 (Pink paper)</p> <p><u>Saturday 20th April</u> <u>Sunny</u></p> <p>Today was Saturday. The weather was sunny and hot. I found <u>a cup</u> a <u>book</u> in the garden. Kimi <u>took</u> (take) the cup. It became a hot air <u>ball</u> (<u>balloon</u>).</p> <p>Then we <u>travelled</u> (travel) by the hot air balloon. It was very high so I was scared. Suddenly, we saw a <u>snow</u> mountain. The balloon <u>crashed</u> (crash) into the <u>snow</u> / <u>strawberry</u> mountain. I <u>screamed</u> (scream), 'Help! It is dangerous!'</p> <p>At last, we went back to the garden. We were safe. What an exciting day!</p>	<p>①</p> <p>②</p> <p>③</p> <p>pupils' ideas</p>
<p>screen</p>  <p>Kimi Chuckie Tommy</p> <p>Where did they go last time?</p> <p>What did they see?</p>		

Reflection

a. Learning objectives were achieved

The two learning objectives were achieved. For the content part, more able pupils could write a diary entry about Chuckie's adventure. Some of them could even give out creative ideas based on the story plot. Less able pupils could also finish the task with the guidance of the teacher. For the language part, most pupils could use simple past tense to write correctly. The design of the worksheet (p.1-2) helped them to focus on the use of simple past tense.

b. Cater for learner diversity

It was effective to adopt the special seating arrangement once the pupils started the writing task. It helped the less able pupils to see the blackboard more clearly and the teacher could give instant feedback to them. All the less able pupils could finish their task in class. For the more able pupils, the teacher may encourage them to further enrich the content of their writing such as adding more adjectives or connectives while they were waiting for their classmates to do peer-check.

c. Generating a positive and enjoyable learning atmosphere

Pupils were interested in watching the cartoon and were actively participated in this writing lesson. They were motivated by the cartoon and were excited to become the crying babies. Since the pupils were fully engaged in the context, they were eager to write about the characters appeared in the cartoon. They were participated in the group activity and could finish the writing task in class. Pupils' effort and good work were highly appreciated in class. They were being praised very often so they felt confident in doing different tasks.

d. From listening to writing

We usually teach writing from reading. In this lesson, we tried to integrate the skills of listening and writing. It was quite an attractive and effective way to use a cartoon clip as the pre-writing material for a writing lesson. Although pupils might not fully understand the dialogues in the cartoon, they could still grasp the main ideas. That's why they could write about Chuckie's adventure after watching the cartoon.