

Subject: English

Level: Primary One

Length of the lesson: 35 minutes

Topic: Fun and Games- Present Continuous Tense

Learning Target: What is he/she/it doing? He/She/It is _____.

Teaching Methods: Pair Work, Role Play and Song Singing

Background information:

Before this lesson, students have learnt some vocabulary items about actions; they also have learnt the structures: What are you doing? I am _____.

In this lesson, students are to learn a new pair of sentence structure:

What is he/she/it doing? He/She/It is _____.

Students are expected to fit in the appropriate action verbs with reference to the pictures and modify the action verbs to an –ing form.

Remark: This is the second lesson of the ‘Optimizing Classroom Teaching’ in school.

Teaching Procedures:

Stages	Procedures	Resources
Warm up	Revision of action words: teacher shows pictures of actions and students read aloud the words	Powerpoint
Motivation	The class watch and sing a song about action +ing	Online
	Guessing game (verbal practice): students stand in front of the class and mime the actions of the verbs, the rest of the class guess	/
Main task	Practice: Teacher shows powerpoint and let students guess the answers by voting	Powerpoint
	Pair work: verbal practice first then write using the target structures	Activity sheet
	Students in pairs come to the front to present their work	Visualizer
Assessment for learning	Teacher concludes the learning focus of the day	Powerpoint
Consolidation	Teacher assigns worksheet as homework	worksheet

Evaluation

As a lesson observer, I really appreciate what Teacher A has been doing with her class. She understands her class very well that she knows the class is relatively short in terms of their concentration span. I believe, that is why, she designed more verbal practices before going to the writing part. I especially like her instruction: No writing, speak only!

Besides, Teacher A attempted to seek the class attention by playing them a music video, aim at brainstorming the class the usage of –ing form in the target structures. This is a good reminder and elicitation. The class was highly stimulated which helped to cultivate a favourable atmosphere for the rest of the lesson. Students were engaged in the lesson then.

Teacher A also showed her good skill in using information technology to facilitate her teaching. Apart from preparing a powerpoint for warming up, she also had searched a topic-related video which was not shown in the first lesson of the optimizing classroom teaching in Teacher B's lesson.

Teacher A had mastered the lesson with high efficiency. She began her lesson by a quick warm up exercise to revise the learnt vocabulary items. The students were then fast to grasp what action verbs they were to memorise in this lesson. Immediately Teacher A invited some students to go to the front of the class and mime some actions for guessing. The activity was carried out effectively; students were mostly able to make good guesses of the miming.

The lesson was soon followed by a voting activity that Teacher A showed a powerpoint to the class and let the students guess the correct answers. The students were to raise their hands to show the correct answers. Basically the idea was good as a brief assessment to test if the students had mastered the action words or not. However, it took quite a long time to go through all the choices for all the questions. It was time-consuming and it risked a chance that the students might have lost their interest for too many questions with too many choices. I suggest, Teacher A may consider that she could let the students give their answers to their shoulder partners and tell the pairs to read the sentence out aloud to each other. If their partners have got a correct answer, tell them to praise their partners by simply saying "Smart boy/girl!" Otherwise, the students have their responsibility to tell their partners the correct answers.

A very important point that Teacher A will need to be aware of is that a little content of the powerpoint is misleading. When Teacher A asked the class “What is it doing?” (instead of “What is the cat doing?”) without appropriate reference to ‘it’ (there shown another animal as well), the class were stunned. Similar case when the powerpoint picture showing a dog holding a bone and the expected answer was “The dog was eating.” This could confuse the students.

Moreover, Teacher A should also pay attention to the role playing in pair work. Pairs were to make use of what had learnt in the lesson to construct questions and answers corresponding to the pictures shown on the activity sheet. Yet some of the pairs were puzzled about their roles to play: Who is A? Who plays B? Teacher A should give clear instruction which students are going to role-play A and which B. In this session, a supporting sheet (words only) was provided to those in need. This was helpful especially for them to complete the writing task.

To cater for the learners’ diversity, I suggest, Teacher A may consider providing one or two more challenging questions to the high flyers. Or s/he can be a little teacher to help the groupmates in need.

For the presentation session, pairs were invited to go to the front of the class to read aloud their work and showed their worksheet using the visualizer. Teacher A may consider letting the peers decide if the answers done were correct. Encourage peers to help each other by thinking aloud the mistakes (this helps to develop students’ skill of self-correcting in long term) and let peers help modify the answers will ensure peers’ cooperative learning. The class could then read the sentences aloud in tutti.

A few pairs of students showed difficulty in using “it is” or “is it” in questions. Teacher A may consider using powerpoint to show clearly what a question is like and how it changes into a reply; a highlight on the arrangement of “is it” or “it is” in questions or replies respectively is necessary. For other students who have spelling difficulty, we may consider making use of the synthetic phonics skill (RWI) the students have been learning for a term to spell aloud together. Make this a habit of the class.

Teacher A was so smart to notice that there was a little time left after she had finished all tasks of teaching. She then replayed the action song and reminded the class to bear in mind the use of –ing in the present continuous context.

In short, I believe Teacher A has done a good job to prepare and conduct the lesson and I appreciate the love and effort she has been given to the class. I think an evaluation of lesson observation should aim at providing a platform for teachers to discuss among ourselves the difficulties we encounter when preparing lessons, and together work out the best solution(s) so as to ensure our students are learning in a way which suits them most.