

Lesson Plan of the Writing Task ‘Me and my Pet’

Fung Kai Innovative School


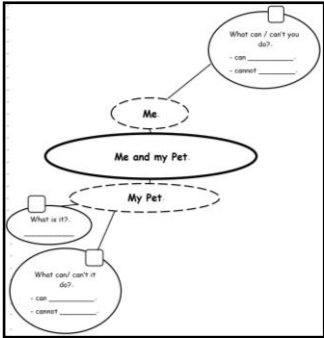
Topic: Me and my Pet (2 nd Term Unit 2 Our Pets) (6 th writing task in P.1)	Time: 70 mins (2 lessons)
Class: P.1 (36 students)	

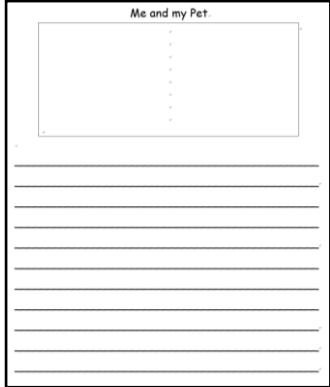

Learning Objectives:
<p>Students will be able to</p> <ul style="list-style-type: none"> – give information related to the writing topic ‘Me and my Pet’; – draw a mind map for the writing task ‘Me and my Pet’; and – write a short paragraph on ‘Me’ and ‘My Pet’ individually.

Language Focuses:
<ul style="list-style-type: none"> – Present tense is used to describe ‘Me’ and ‘My Pet’. – The modals ‘can’ and ‘cannot’ are used to write about abilities.

Students’ Previous knowledge:
<p>In the previous lessons / units, students have already learnt</p> <ul style="list-style-type: none"> – how to write about themselves: the ‘Me’ theme; – some pet names, e.g. dog, cat, rabbit, hamster; – the adjectives for describing appearance, e.g. tall, short, big, small; – the names of different body parts, e.g. eyes, ears, mouth, legs; – some action verbs, e.g. walk, sing, swim, fly; – how to introduce and describe animals by using the learnt vocabulary and sentence patterns, e.g. It is ..., It has ..., It can/cannot ..., etc.

Teaching Procedures:			
Time	Teaching Procedures	Purpose	Resources
5’	<ul style="list-style-type: none"> ➤ Show a video clip of the song ‘I Have A Pet’ and teacher sings along with students. ➤ Ask questions after watching the video clip. e.g. What pet can you see? / What does it say? / What colour is it? / What can it do? 	<p><u>Listening and Speaking Task</u></p> <ul style="list-style-type: none"> ➤ Arouse students’ interests. ➤ Elicit students’ understanding about the song and the pets in the video clip. 	<p>YouTube: https://www.youtube.com/watch?v=pWepfJ-8XU0</p>

<p>8'</p>	<ul style="list-style-type: none"> ➤ Instruct students to brainstorm the names of different pets by using shoulder tell. In the meantime, write students' answers on the whiteboard. ➤ Do a matching game (names and pictures of different pets) with the students by using the e-platform ClassFlow. ➤ Show very limited information (just two sentences) and then asks students to guess what the teacher's pet is. (*Students may be stuck at that moment) ➤ Prompt students to ask questions about the teacher's pet (e.g. Can it run? / What does it like eating? / What does it say?). In the meantime, teacher adds more sentences (hints) accordingly. 	<p><u>Speaking Task</u></p> <ul style="list-style-type: none"> ➤ Engage students and activate their prior knowledge. ➤ Provide information gap to allow students to use previous learnt target structures to ask for more information. 	<p>ClassFlow: https://prod.classflow.sg/activfoundation/url/bc71e521</p> 
<p>17'</p>	<ul style="list-style-type: none"> ➤ Show the writing topic 'Me and my Pet'. ➤ Invite students to brainstorm ideas of the mind map for the teacher and her pet collaboratively. ➤ Ask 3-4 students to brainstorm and discuss what to write about 'Me'. Teacher draws the mind map of 'Me' using students' idea. ➤ Ask students to arrange the sequence of students' idea accordingly. ➤ Ask students to brainstorm and tell what to write about 'My Pet'. Teacher draws the mind map of 'My Pet' with students' idea. ➤ Arrange the sequence of students' idea collaboratively. ➤ Ask students to read out the sentences of the article according to the class mind map; and instruct students to read the article aloud afterwards. 	<p><u>Writing Task</u></p> <ul style="list-style-type: none"> ➤ Recall students' pervious knowledge on the 'Me' theme. ➤ Help students create the frame of the new writing theme 'My Pet'. 	<p>Mind map of 'Me and my Pet'</p> 

25'	<ul style="list-style-type: none"> ➤ Students draw the mind map and do the writing individually. In the meantime, teacher reminds students to be aware of the spelling and punctuation mistakes during the writing process. Coaching is given to the students in need. 	<p><u>Writing Task</u></p> <ul style="list-style-type: none"> ➤ Allow students to apply the knowledge they have learnt. 	<p>Writing worksheet of 'Me and my Pet'</p> 
12'	<ul style="list-style-type: none"> ➤ Students do peer sharing and peer editing. ➤ Students refine their writing tasks individually. 	<p><u>Reading and Writing Task</u></p> <ul style="list-style-type: none"> ➤ Provide extra view points from a readers' perspective to arouse students' awareness of writing accuracy and coherence. 	<p>Reminder for peer editing</p> 
3'	<ul style="list-style-type: none"> ➤ Conclude the lesson by reviewing what students have learnt in the lessons. 	<ul style="list-style-type: none"> ➤ Enhance students' awareness of what they have learnt. 	
<p>Follow-up: Display students' good writings to encourage and sustain students' confidence in writing.</p>			<p>Pupils' Work</p> 