

P.3 English Language

Topic : Goldilocks and Three Bears (Fairy tale that integrates reading, listening, speaking and writing skills)

Number of lessons: (double lesson + 1 lesson)

Language focus:

- Develop reading skills, namely inference skills, reading aloud.
- Identify the names of objects (i.e. porridge, cottage, woods, living room, kitchen, bedroom)
- Use adjectives (hard, soft, high, low, tired, hot, cold) to describe things.
- Identify rhyming words (e.g. porridge, cottage) in the story.
- Identify action verbs (i.e. climb, go, shout, be, eat, say, cry) to describe actions

Remarks : () Stands for the number of lesson, but it would be amended by teachers if necessary

WS stands for worksheet ; TB stands for textbook; Ex stands for extended task; Diff stands for tasks for differentiation

Enrichment Corner: Readers (prepared jointly amongst teachers, parents and students), VCD, at least a computer

Word list/ Glossary for all students: Classroom language - To help the students with lower English competence

Primary Literacy Programme – Reading (PLPR)

- Combined classes (2 teachers, one of them is native English teacher, sometimes accompanied with another teaching assistant)
- A double lesson that combines 2 classes is preferred as the start. The remaining lesson can be organised in each class. It is because there is a double lesson for English in each week.

Objectives			Learning activities		Assessment
Concepts	Skills	Values and attitude	Classroom (core curricular) activities	Ex / Diff activities	
Routine vocabulary reinforcement	Reading aloud		Weather chart (a routine learning activity) <ul style="list-style-type: none"> • Student of the day: date, day weather • Read the date, day and weather with the whole class 		Formative Assessment: Observation
Routine vocabulary reinforcement	Reading aloud		High Frequency Words (HFWs) <ul style="list-style-type: none"> • Read aloud HFWs together. • Play “I have” game and review HFWs 		
Vocabulary building: Identify objects (i.e. porridge, cottage, woods, living room, kitchen, bedroom)	Listening	Empathy and understanding	Pre-reading <ul style="list-style-type: none"> • Introduction to new vocabulary by using pictures/real objects (i.e. porridge, cottage, woods, living room, kitchen, bedroom) 		
Identify rhyming words (e.g. porridge, cottage)	Speaking		While-reading - Shared reading <ul style="list-style-type: none"> • Read the story together. • Teacher asks questions the book cover, author information, what the characters do. • Teacher also asks open-ended questions for inferences/ constructing 	Diff: open-ended response	

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			<p>ideas/ developing critical thinking, e.g. What would happen next? What do you think ...? Do you agree what Goldilocks does? Why?</p> <p><u>Station Approach (Stations A – E)</u> Each station: 15 minutes</p> <p>Station A: Small group reading</p> <ul style="list-style-type: none"> Ask students to find out the author's name and book title. Read leveled small books with students (incorporate with reading scheme) <p>Station B: Opposites & Bingo game</p> <ul style="list-style-type: none"> Ask students to find out pairs of opposites (hard-soft, high-low, hot-cold) in the story. Teacher draws out 6 adjectives (Adjectives: hard, soft, high, low, tired, hot, cold) from a box and read to the 	<p>Diff: Ask students difficult questions about the small book, e.g. If you were ..., what would you do? / Create a new scene/ending</p> <p>Diff: (tiered task) Use the adjectives to create a sentence and draw a picture to describe what they</p>	<p>Formative Assessment: Observation in each station</p>
Use adjectives (hard, soft, high, low, tired, hot, cold) to describe things.	Inference skills, critical thinking skill Writing	Empathy and understanding			

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Identify action verbs (i.e. climb, go, shout, be, eat, say, cry) to describe actions	Speaking Creativity Reading aloud	Empathy and understanding	<p>students. Students have to listen and write. write down the words onto the paper.</p> <p>Station C: Readers' theatre</p> <ul style="list-style-type: none"> Teacher points out the important criteria about a good performance (i.e. pronunciation and actions). Read the lines in the script. Each group gets 2 copies of one scene (8 scenes in total) and get prepared in the group. Each group will present each scene (each group: 3 mins) in the next lesson. <p>Station D: Grammar: action verb learning</p> <ul style="list-style-type: none"> Miming game: ask students to mime the actions while getting an action verb card. Review action verbs (i.e. climb, go, shout, be, eat, say, cry) that appear in 	<p>write.</p> <p>Diff: (Tiered task)</p> <p>Write the lines of a script in a scene. The play can be in form of video/ drama / audio recording/etc. (Diff product)</p> <p>Diff: (tired task)</p> <p>Try using an action</p>	

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Present tense and past tense			the story. • Find action verbs in present and past forms.	verb in present and past forms to write a sentence.	
Reinforce rhyming words			Station E: Rhyming words • Find out rhyming words (e.g. porridge, cottage) in the story. • Ask students to give more examples of rhyming words that have “-ge” sound.	Diff: (tiered task) Search words with the “-ge” sound and create a rhyming sentence.	

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Story of Goldilocks and three bears	Reading aloud, critical thinking skill	Empathy and understanding	<p>Weather chart (a routine learning activity)</p> <ul style="list-style-type: none"> • Student of the day: date, day, weather • Read the date, day and weather with the whole class. <p>High Frequency Words (HFWs)</p> <ul style="list-style-type: none"> • Read aloud HFWs together. • Play “I have” game and review HFWs. <p>Review vocabulary</p> <ul style="list-style-type: none"> • Review vocabulary by using a matching game with the use of pictures (i.e. porridge, cottage, woods, living room, kitchen, bedroom) 		

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Concepts	Skills	Values and attitude	Classroom (core curricular) activities	Ex / Diff activities	
			<p>Readers' Theatre</p> <ul style="list-style-type: none"> Each group will present each scene (each group: 3 mins). Peer assessment: Each group assesses other groups <p>Round-up:</p> <ul style="list-style-type: none"> Ask students to reflect their performance and what they learn from the story. 		<p>Formative Assessment:</p> <ol style="list-style-type: none"> Peer assessment Self Assessment <p>Summative Assessment: Readers' theatre</p>