

Primary 5 English Unit Plan

Example

Module: Language Arts Text Type: Short Stories Unit Theme: Friendship

No. of Lessons: 3

Online Reading Material: **“Short Moral Story of True Friendship”** by Annie Biswas

Core Objectives of the Original Unit Plan (for whole class)

LO1: To identify the features of a short story (e.g. character, plot, theme)

LO2: To develop creative thinking skills

LO3: To develop skills of script writing in response to the feelings expressed in the stories through oral, written and performance means

LO4: To reflect about the relationship with friends

Remarks : **LO**: learning objective; **TB**: textbook; **WS**: worksheet ; **Ex**: extended task; **Diff**: tasks for differentiation

Major Differentiation Strategy: *Curriculum compacting* for a group of advanced / gifted learners in language learning.

The Compactor	
Curriculum Areas to be Considered for Compacting	Procedures for Compacting Basic Material
1. Ss are able to identify the story elements (e.g. characters, setting.....) 2. Ss are able to read independently at own pace 3. Ss are able to answer evaluative questions with support	Pre-assessment 1. Ss finish WS-PA. 2. Ss who could demonstrate mastery of <ul style="list-style-type: none"> ● identifying the story elements ● mastery of the sequence of events in story retelling 3. T will consider to compact LO1 for Ss who master basic material

Objectives (Core Curriculum)	Classroom (core curricular) activities	Alternative (accelerated / enrichment) Activities	Assessment
<p>LO4: To reflect about the relationship with friends</p> <p>LO1: To identify the features of a short story</p>	<p>Lesson (1): 40” T invites Ss to share his/her story.</p> <p><u>Warm-up Activity</u></p> <ol style="list-style-type: none"> Ss think of some wh-questions which are based on the topic “<i>Making Friends / Friendship</i>” Ss generate questions: e.g. <i>What makes a good friend?</i> <i>Who can be a friend?</i> <i>What are some ways to show someone that you are their friend?</i> <p><u>Pre-reading activity</u></p> <ol style="list-style-type: none"> Ss form groups of four. Ss use some wh-questions to make a prediction on the story: “Short Moral Story of TrueFriendship” <p><u>While-reading</u> Ss fill in the features of a short story (WS-1) based on the story.</p> <p>-Ss present their work.</p>	<p>Same as the whole class.</p> <p>Same as the whole class.</p> <p>T compacted LO1 for a small group of high-ability Ss. This group did not need to do worksheet (WS-1) as they are able to identify the features of a short story in the pre-assessment.</p>	<p>Pre-assessment: At the end of previous lesson, some high-ability Ss were asked to prepare a story on friendship and fill in the story chart. (WS-PA)</p>

Objectives (Core Curriculum)	Classroom (core curricular) activities	Alternative (accelerated / enrichment) Activities	Assessment
	<p><u>Post-reading</u></p> <ol style="list-style-type: none"> Ss answer the following questions. <ul style="list-style-type: none"> What problem did the main character – “<i>The hawk</i>” faced? What happened after that? What happened in the end? Ss fill in the story map based on the story (WS-1) Ss are reminded to write the story chart in the form of sentences. <p>The more advanced groups will present their stories to the classmates.</p>	<p>Differentiated Objective :</p> <ul style="list-style-type: none"> To further enhance creative thinking skills <p>Task: Diff.</p> <ul style="list-style-type: none"> The more advanced group(s) are asked to modify the story by twisting at least two elements of SCAMPER. These groups will share their ideas of twisting the story features with other groups at the end of the lesson. 	<p>After the pre-assessment, a few students demonstrated mastery of identifying the story elements</p> <p>Formative assessment by teachers on Ss’ ideas and communication skills</p>

Objectives (Core Curriculum)	Classroom (core curricular) activities	Alternative (accelerated / enrichment) Activities	Assessment
<p>LO3: To develop skills of script writing in response to the feelings expressed in the stories through oral, written and performance means</p> <p>LO2: To develop creative thinking skills</p>	<p>Lesson (2) & (3): 40" each</p> <p><u>Motivation</u> Ss collect some of their favourite stories. T and Ss act out one dialogue in the short story to highlight some of points they have to note during the role play, such as intonation, stress, facial expression and body gesture.</p> <p><u>Task</u> Ss work in groups to practise the dialogues in the story with their ways of expressions.</p> <p><u>Performance</u> Ss act out their selected dialogues in the story whereas the more advanced group(s) act out their own stories to the class.</p> <p><u>Evaluation</u> Ss in group give comments on the other groups' performance.</p>	<p><u>Enriched Writing Task</u> Diff. The more advanced group(s) are asked to create their own story endings and act out with appropriate tone of voices and expression to enhance their writing skills as well as other language learning skills.</p> <p>They have to create their own 4-scene story board with dialogues and to finish their newly created story (WS-2).</p>	<p><u>Assessment:</u></p> <ol style="list-style-type: none"> 1. Formative assessment <ol style="list-style-type: none"> 1.1 Reflective Journal (P5_Eng-RF) 1.2 Teacher's observation on daily performance 2. Summative assessment Peer assessment (P5_Eng-PEA) on the story re-writing and the presentation