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## WUIS Primary School Lesson Plan

### Teachers:

Teachers:		
Date:  18 <sup>th</sup> September, 2019	Year/Class/Subject:  P5C, Longman Reading	Lesson time and duration:  40mins
Number of students:  21	Class details (e.g. SEN, Low Ability, Middle Ability, High Ability etc...) English Ability High ability: Felix, Eva, Jerry Xu, Ruyi Middle: the rest Low: Joy, Jeremy, Jacky, Jack, Jessica, Frank, New: Kimi P5C as a whole, their reading and speaking is not as high as other classes in the same grade.	
Learning Objectives (Key concepts and processes): 1. To make predictions based on pictorial clues and the writer's word choice. 2. To draw inferences, such as character's thoughts and feelings from their actions, and justify with evidence. 3. To explain, make connections and discuss their understanding of what they have read, maintaining a focus on the topic.		
Context (Where does this lesson fit into the Schemes of Work?):  Longman Reading focuses on books from the Big Cat series. This is a level-8 book. The vocabulary and sentences are not difficult for the kids, but still there are a lot to think. This is the first lesson for the book Chicken Licken, a traditional tale, and the teacher will encourage them to make a lot of predictions and inferences, which will lay the foundation for next lesson focusing on the language.		
Resources/Equipment to be used:  Copies of pictures from the book Paper slips Books		Notes (e.g. Keywords, insights into class/students etc...):  For some open questions, students need a wide range of vocabulary and sentences to express their ideas, which may seem difficult for the middle and low ability students.
Introduction:  Show LO: Make predictions based on pictorial clues, text clues and the story mountain.		Anticipated Timing 1min

<p>Activities and pupil outcomes:</p> <p>1.Introduce the main character. Have students guess the main character.</p> <p>2.Predict the cover.</p> <p>3.Learn and predict the beginning of the story based on the picture on P.2. Questions include:          -How did Chicken Licken feel?          -What might he be thinking?</p> <p>4.Show a picture on P.14-15 and ask a few questions:          -What can you see?          -How did they feel?          -What happened? (In the beginning there was Chicken Licken alone, but now there was a group of birds. What could happen in between? )</p> <p>5.Continue the story by showing the build-up part, in which Chicken Licken met Henny Penny. Play the conversation between them. Then let students work in pairs to predict the next conversation, which is between Henny Penny and Cocky Locky. Afterwards, pairs act out their conversation. Find out the words that are special and talk about the purpose.</p> <p>6. Give out the book and students read P2-15. While they are reading, they need to find out the verbs that show the birds' emotions.</p> <p>7.Show another picture (P.16-17) in which the birds met the fox. Have pupils share their knowledge about foxes and predict what would happen next. Let them write down their predictions on the paper slip and stick on the story mountain and share.</p> <p>8.Students read the ending part in the story.</p> <p>9.Think about the question "If someone told you that the sky was falling down, what would you do?"</p>	<p>1min 1min 4min 5min 7min 5min 6min 1min 3min</p>
<p>Conclusion to lesson/Plenary:</p> <p>1.Think and write down the lesson they have learned from the story and share their ideas in the "market place".</p> <p>2.Teacher share a quote from Socrates "I cannot teach anybody anything. I can only make them think."</p>	<p>6min</p>
<p>Homework:</p> <p>As a group, role play the story.</p>	
<p>Provision for Differentiation/SEN/Gifted and Talented students:</p> <p>A lot of pair discussion can help them share ideas. Those who have ideas can share them with low ability students. Simplify some questions that may be difficult for most students.</p> <p>Ask open questions to activate high-ability students and encourage them to express.</p>	
<p>Method of assessment (e.g. marking, questioning, discussion, observation, etc.):</p> <p>Questioning, discussion, observation, performing, writing</p>	