

Lesson Plan: U6 A fox in a box

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Level: Grade 1, Beginner. The students have learned the 26 English alphabets and some simple sight words from another textbook “Go! A to Z”.

Date/Time: November 16, 2023

Goal:

- 1 To enhance recognition and memory of sight words through interaction.
- 2 To promote oral expression and listening comprehension through answering questions and participating in pair work.
- 3 To stimulate interest in learning English through enjoyable games and activities.

Objectives (SWBAT):

Students Will Be Able To...

- 1 Students will be able to identify and remember key sight words such as “look”, “we”, “said”, “not”.
- 2 Students will be able to improve oral expression through answering questions with fixed sentence patterns.
- 3 Students will be able to engage in games and activities to enhance listening skills and participation.
- 4 Students will be able to collaborate with peers, enhancing teamwork and social skills.

Theme: “A fox in a box” from “Go Sight Words A”, Unit 6.

Analysis of Students:

Cognition: Students have the ability to recognize and remember simple sight words. Low-grade students are just beginning to learn English, focusing on visual, auditory, and spoken language.

Emotion: Students are interested in games and interactive activities, enjoyment in learning with peers. Emphasize the students’ experience, perception, and practice, stimulate the English learning interest of low-grade students, and maintain their attention to learning.

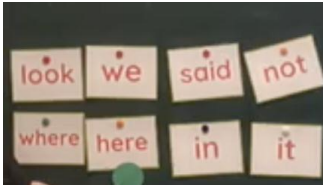
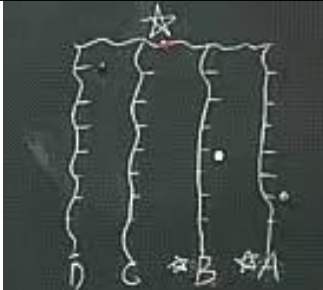
Assessment: Need for improvement in recognizing and memorizing sight words, requiring more practice and application. Adopt a motivation-oriented evaluation method, encourage students to speak boldly, and be willing to participate in learning activities.

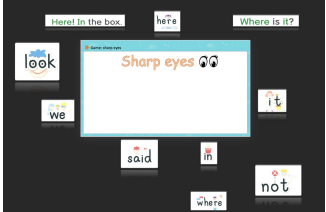
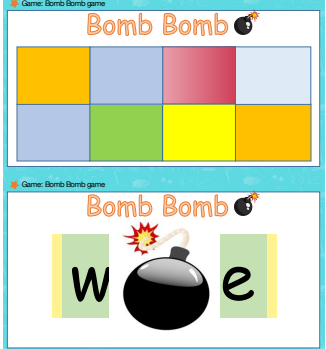
Extensions: Opportunities for extended learning through collaborative learning activity. They can be encouraged to add more details or use additional vocabulary to make the conversation more complex and engaging.

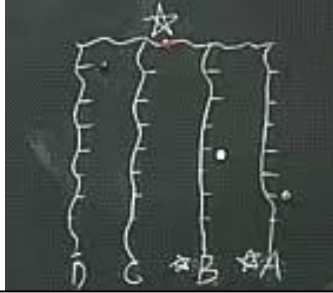
Aim/Skill/ Microskill	Activity/Procedure/Stage	Materials (part)	Inter- action	Time
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Review or preview: (Warm-up)	1. Greetings and Commands: Greet the students with “good morning” and engage them with the commands “up, up, stand up” and “down, down, sit down” to energize the classroom.		T-SS	10 seconds
	2. Video and Song: Play the video “I can follow the rules” and encourage students to sing along to create an engaging classroom atmosphere. (Meanwhile, teacher draws the competition ladder on the blackboard as a reward and evaluation mechanism for the whole class.)		T-SS	1.5 minutes
	3. Announce Today’s Lesson Content: “A fox in a box” from “Go! Sight Words,” and introduce a character named Mimi the cute cat, which relates to the following content.		T-SS	30 seconds
	4. Review previous content: (1) Words--Fishing game: Review words by telling a story about the cat Mimi being hungry and wanting to go fishing (transition), leading into a fishing game where students shout out the words they see on the fish, which are words they have learned before. (2) Sentences--Read rhythmically: Read the sentences rhythmically according to the rhythm they have learned before.		T-SS	3 minutes
Activity 1: Lecture	1.1 Pre-Stage: 1. Chant and Circle: Play the video from “Part C Chant and circle” for students to follow and read along. 2. Watch and Find: The teacher asks “What can you see?” Students find people and objects in the pictures and respond with “I can see a _____.”		T-SS	1.5 minutes

	1.2. During Stage: 1. Find Sight Words: (1) Circle the words: Invite students to come up in turn to circle the given words “look,” “we,” “said,” “not.” (2) Drive a train: Conduct a “train train” activity to practice pronunciation of each word. Compete in small groups for motivation. 2. Find Cat Interaction: Interact with students by finding the missing Mimi on the PPT to practice the sentence “Look! It’s not here,’ we said.” 3. Missing Words Game: Students memorize the location of words and read them out when they disappear to reinforce learning. 4. Find Sight Words (Continued): (1) Circle the words: Invite students to come up in turn to circle the given words “where,” “here,” “in,” “it.” (2) Drive a train: Conduct a “train train” activity to practice pronunciation of each word. Compete in small groups for motivation. 5. Find Cat Interaction (Continued): Interact with students by finding Mimi on the PPT to practice the sentence “Where is it? Here! In the box.”		SS-T T-SS T-SS SS-T T-SS	12 minute s
	1.3 Post-Stage: Group Performance Evaluation: The teacher evaluates group performance and awards points as rewards.		T-SS	20 second s

	<u>Tangible Outcome & T. feedback/peer feedback:</u> group performance. This activity 1 aims to incorporate multisensory learning methods and positive reinforcement, aligning with the curriculum standards provided by the Ministry of Education. Students engage with the material through visual, auditory, and kinesthetic methods to reinforce their understanding and recall of sight words.			
Activity 2: Red and Green Light Game	2.1 Pre-Stage: Introduction to Game Rules: There is a light prop, and there are eight word cards on the blackboard. When the green light is shown, students should loudly read the word; when the red light is shown, they must remain quiet.		T-SS	20 seconds
	2.2. During Stage: Playing the Game: The teacher randomly points to the words on the blackboard using the red or green side of the prop, and students react according to the rules. The game is used to reinforce the eight words learned.		T-SS	1 minute
	2.3 Post-Stage: Group Performance Evaluation: The teacher evaluates the performance of groups and awards points as rewards.		T-SS	10 seconds
	<u>Tangible Outcome & T. feedback/peer feedback:</u> group performance. This activity quickly consolidates the eight words students learn from the lecture. It's a transitionary step that boosts interest and preps students for subsequent sentence pattern activities by encouraging active engagement.			
Activity 3: Pair Work	3.1 Pre-Stage: 1. Introduction to Pair Work: Introduce the content of collaborative learning, which involves choosing animals from the PPT (previously learned animal words: bird, fox, monkey, dog, hen) to complete the dialogue training for "Where is the ____?" — "Here! In the box." 2. Interaction: One student plays the role of "little teacher" to demonstrate, while the rest of the class responds.		T-SS	2.5 minutes
	3.2. During Stage: 1. Read Together: The whole class reads the dialogue together once.		SS-SS	6 minutes
			SS-SS	6 minutes

Activity 4: Games	2. Pair Work Dialogue Practice: Pairs of students then engage in cooperative learning. Based on images in the PPT (a dog in the house, a mouse in an igloo, eggs in a bird nest, a bear in a car, a pig in a bag), they complete the dialogue “Where is the _____?” — “Here! In the _____.” Pairs take turns asking and answering, with a time limit of two minutes. Teacher moves through the groups of the class, offering guidance and assistance at any time. 3. Performance: Invite several pairs to come up and demonstrate their dialogues.			
	3.3 Post-Stage: Peer Evaluation: Conduct peer evaluations of the pairs’ performances. (handclap)		T-SS	20 second s
	<u>Tangible Outcome & T. feedback/peer feedback:</u> The performance of students during their presentations on stage. Feedback is given by both the teacher and peers, reinforcing the collaborative learning experience and providing an opportunity for constructive feedback. This activity is designed to foster communication and cooperation among students, allowing them to practice language structures actively and receive immediate feedback in a supportive environment, which aligns with the curriculum standards of encouraging students to speak boldly and participate in learning activities.			
Activity 4: Games	4.1 Pre-Stage: 1. Explain the Sharp Eyes game’s rules. Words will flash quickly on the PPT, and students must read them out loud as soon as they see them. The focus is on the groups’ reaction speed and accuracy. 2. Introduce the Bomb Bomb game’s rules. Words and bombs will flash on the PPT. Students must read the words out loud when they see them while they must perform a dodging action if a bomb appears.		T-SS	40 second s
	4.2. During Stage: 1. Play the Sharp Eyes game. The teacher operates the PPT, flashing words at a speed that challenges the students. Students from each group compete to be the quickest and most accurate at		T-SS	2.5 minute s

Wrap-up: Conclusion and Evaluation	identifying and reading the words. 2. Play the Bomb Bomb game. The teacher controls the PPT, flashing words and bombs. The students respond by reading the words and dodging when a bomb is displayed.			
	4.3 Post-Stage: Group Performance Evaluation: The teacher provides feedback on each group's performance, emphasizing quick recognition and accurate pronunciation.		T-SS	30 seconds
	<u>Tangible Outcome & T. feedback/peer feedback:</u> Students' responsiveness and accuracy, and their physical engagement during the games. These games with visual and kinesthetic learning are designed to create a lively and engaging atmosphere that encourages students to focus on quick word recognition and provides an enjoyable way to practice their English skills.			
Wrap-up: Conclusion and Evaluation	1. Video: Watch the textbook videos for Part A, Part B, and Part C, and have the students read along to reinforce the content covered in the lesson.		T-SS	3 minutes
	2. Point and Read: Students read the words, sentences, and poems from the textbook. The teacher facilitates a summary of the content learned today, encouraging students to reflect on and articulate what they have practiced.		T-SS	2 minutes
	3. Evaluation and Reward: Refer to the group competition ladder displayed on the blackboard to determine the champion group. Reward the winning group with small red flowers as immediate recognition for their efforts.		T-SS	1.5 minutes
	This wrap-up segment is crucial for consolidating the lesson's learning objectives, providing closure, and ensuring that students leave the class with a clear understanding of what they've achieved. The competitive element and rewards system also help to motivate students and build a positive learning environment.			

Materials:

- **PPT slides** for the lesson activities and games.
- **Textbook** for point and read activities.
- **Eight word cards** featuring vocabulary from the lesson.

- **Twelve magnets** for attaching word cards to the board and group competition ladder.
- **A traffic light prop** to be used in the Red and Green Light Game.

Anticipated Problems & Suggested Solutions:

- **Problem:** Difficulty in student engagement or participation.
 - **Solution:** Use positive reinforcement and group competition to motivate students. Have backup questions or prompts ready to re-engage students.
- **Problem:** Technical issues with PPT or video playback.
 - **Solution:** Ensure all technical equipment is tested before class. Have a backup plan to demonstrate activities or explain content without PPT if necessary.
- **Problem:** Students may struggle to recall vocabulary quickly during games.
 - **Solution:** Conduct a brief review before starting the games. If students continue to struggle, slow down the pace of the game or repeat the activity to reinforce learning.

Contingency Plans (what you will do if you finish early, etc.):

- If the lesson activities are completed earlier than expected, have an additional game or song ready that can reinforce the lesson's vocabulary or themes.
- Plan a bonus activity, like drawing the lesson's vocabulary words or creating simple sentences with them, which can be shared with the class.
- Implement a quick quiz game using the lesson's vocabulary and sentence structures to further review the day's content in an engaging manner.