

## Lesson Plan

**Topic:** Rachel's Boat

**Subject:** English Language

**Supervisor:** Dr LAM Bick Har

**Class:** Primary 3 (level: low to high)

**Time of lessons:** 60 minutes (1 lesson)

### Students' prior knowledge:

Students have:

1. Basic knowledge of sink and float
2. Basic knowledge of poem text type

**Lesson objectives:** By the end of the lesson, students are able to:

Reading:

- tell the words meaning such as float, sink, bucket, pail, bail, soul
- identify the Text type: Poem; Text structure: Description; Text features: Title, Poet, Pictures, Bold print, Coloured print
- tell the main idea of the poem and identify the problem of the character

Listening:

- listen to the rhyme pairs in the poem such as B—sea, boat—float, toe—hole, chin—in, pail—bail, soul—hole, shout—out
- listen to the peers' sharing and give feedback

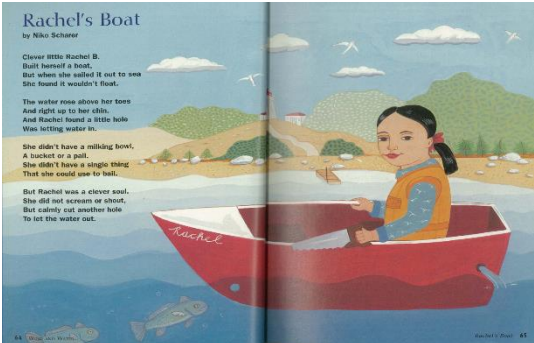
Speaking:

- read aloud the poem with fluency
- enhance peers' communication
- build confident during presentation

Critical thinking:

- make a comparison between their own solution and the character's solution
- think of different solutions for one problem
- develop analytical thinking skills and creative skills

Teaching Strategies: Visualization, Cooperative Learning, Promote Problem Solving Skills and Creativity

The Lesson Plan Outline																
Purpose of teaching	Teaching sequence and activities															
<p><u>1. Lead-in activity (10 min)</u> --Students familiar with the concept of sink and float</p>	<ol style="list-style-type: none"> <li>1. Set out a container of water and some different objects that float and sink.</li> <li>2. Make a chart and invite the children to predict whether each object will sink or float. Then let them test their predictions and record the results. (see appendix 1)</li> <li>3. Discuss with students about why some things float and others sink.</li> <li>4. Invite students to tell about any experiences they have had with boats.</li> </ol> <p>Appendix 1 (example)</p> <table border="1"> <thead> <tr> <th>Object</th> <th>Do you think it will sink or float?</th> <th>Did it sink or float?</th> </tr> </thead> <tbody> <tr> <td>paper</td> <td>float</td> <td>float for a while, then sank</td> </tr> <tr> <td>eraser</td> <td>float</td> <td>sank</td> </tr> <tr> <td>pencil</td> <td>float</td> <td>floated</td> </tr> <tr> <td>leaf</td> <td>float</td> <td>floated</td> </tr> </tbody> </table>	Object	Do you think it will sink or float?	Did it sink or float?	paper	float	float for a while, then sank	eraser	float	sank	pencil	float	floated	leaf	float	floated
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<p><u>2. Task 1: Analysis the text type and features of the poem (15 min)</u></p> <ol style="list-style-type: none"> <li>1. Text type: poem</li> <li>2. Review rhyming words and rhyming patterns</li> </ol>	<ol style="list-style-type: none"> <li>1. Read aloud the poem. (see appendix 2)</li> <li>2. Analysis the features of the poem by asking question.</li> <li>3. Ask the students what rhyming patterns they see in the poem. They will notice that the second and fourth lines always rhyme, but the first and third lines rhyme only sometimes.</li> <li>4. Demonstrate how to use letters to describe the patterns (ABAB, BCBC, BDED, BFBF)</li> <li>5. Clap hands with students and read the poem once again.</li> </ol> <p>Appendix 2</p> 															

**3. Task 2: Understanding the poem (15 min)**

1. Problem discussion

1. Read the poem aloud, stopping after 'scream or shout'. Ask the students to predict what Rachel did to solve her problem.
2. Show the last two lines and read them aloud. Then ask the students if they think the poet was right about Rachel being clever and have them explain their reasoning.
3. Talk about what would happen in a boat with two holes. Students identify what problem Rachel has and how she solves her problem.

**4. Task 3: Possible solution & Conclusion (20 min)**

1. Students think of other possible solution
2. Share their ideas

1. Teacher prepares a big cardboard box with a hole as Rachel's boat. (see appendix 3)
2. Students group in 4 and think of other possible solutions supported by their own reasoning.
3. Each group will take turn to explore the cardboard box before or after the discussion.
4. Each group will share their ideas with the cardboard box in front of the class.
5. After the sharing, students vote for the best solution among the groups.
6. Teacher gives feedback and does the consolidation of the lesson.
7. Students complete the worksheet individually. (see appendix 4)

**The Micro-teaching Part:**

Appendix 3



Appendix 4

Student name: \_\_\_\_\_ Date: \_\_\_\_\_  
Class (number): \_\_\_\_\_

**Read the poem "Rachel's Boat" and answer the questions.**

**Part A. Fill in the blanks and answer the following questions.**

1. Title of the poem: \_\_\_\_\_  
2. Poet: \_\_\_\_\_

**Part B. Choose the best answer by blackening the circle.**

1. What is the main idea of the poem?  
 A. Rachel loved her boat. She rode on it all the time.  
 B. Rachel's boat was broken. She tried to fix it.  
 C. Rachel liked to build boats.  
 D. Rachel was a clever girl.

2. How many stanzas are there in the poem?  
 A. two                       B. four  
 C. six                         D. eight

3. Find four pairs of rhyming words from the poem.  
a. \_\_\_\_\_ and \_\_\_\_\_  
b. \_\_\_\_\_ and \_\_\_\_\_  
c. \_\_\_\_\_ and \_\_\_\_\_  
d. \_\_\_\_\_ and \_\_\_\_\_

**Problems and Solutions**

Write Rachel's problem in the middle of the flower and her solutions in one of the petals. Then think of more solutions for Rachel and write them on the rest of the petals.

She cut \_\_\_\_\_ on the \_\_\_\_\_ to let the water out. My Solution 1: She can shout \_\_\_\_\_ to let \_\_\_\_\_

My Solution 2: She can use \_\_\_\_\_ to repair the hole.

My Solution 3: She can use \_\_\_\_\_

What I think of Rachel's solution: \_\_\_\_\_

What I think my solutions are better: \_\_\_\_\_