



Highly Immersive Programme - FINCO Outstanding Teachers Competition 2020 Award Winners

Today's Lesson



by
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WEEK	DAY	DATE	CLASS	TIME	SUBJECT
2	Wednesday	1st April 2020	3	9.15am-10.15am	English Language

YEAR THREE

FOCUS	MAIN SKILL FOCUS
Lesson: 4 (Writing 1)	Writing
TOPIC	THEME
Welcome!	World of Self, Family and Friends

By the end of the lesson, pupils should be able to:-

MAIN CONTENT STANDARD	4.2 Communicate basic information intelligibly for a range of purposes in print and digital media
COMPLEMENTARY CONTENT STANDARD	5.3 Express an imaginative response to texts
LEARNING STANDARD	4.2.4 Describe people and objects using suitable words and phrases
COMPLEMENTARY LEARNING STANDARD	5.3.1 Respond imaginatively and intelligibly through creating a drawing of one's family members
LANGUAGE/ GRAMMAR FOCUS	Have got statements
CIVICS AND CITIZENSHIP EDUCATION (CCE)/ COMPULSORY EDUCATION (CE)	ADDED VALUE Loving, appreciating
	HOT/ITHINK Create sentences based on learned phrases
	EMK Language
	THINKING PROCESS Analyse and create



ACTIVITIES

Lesson delivery

1. Pupils watch a video about family members that links to their previous knowledge. The video is sent by the teacher via WhatsApp.
2. Pupils look at an “exemplar” of a drawing of a family and read the teacher’s sentence describing each family members.

Sample Questions:

This picture has a girl in it. Can you guess who she is? Yes, a sister! _____ have got a sister.
 What do you think about her hair? Yes, _____ has got straight hair.

(Q: How do they respond – do you ask questions?)

* The exemplar feeds in model sentences for the pupils to write about their families later.

3. Pupils read the success criteria for the work that they will create:
 - a. Drawing must at least have a parent in it.
 - b. Must use the “have got / has got” phrase.
 - c. Write at least 2 sentences.
4. Pupils complete the worksheet directly on the phone or by remotely printing the document (with the help of their parents).

Post-lesson

1. Pupils submit their answers on the class WhatsApp group or personal messages.
2. Teacher gives personalised feedback to each pupil via personal message.
3. Teacher uses the WhatsApp pen tools to annotate or mark students’ work (which were submitted as a photo) and provides direct prompts or clues to assist students in correcting their answers.
4. Pupils amend their work according to the feedback by the teacher.

MATERIALS / REFERENCES

- Get Smart Plus 3 Teacher’s Book p.20, Family flashcards.
- A video about family members (on YouTube)
- A worksheet for drawing and writing (get Smart 3 student’s workbook, page 6, Project)

DIFFERENTIATION STRATEGIES

A gapped text (‘fill in the blanks’) on the worksheet for pupils to complete or provide model sentences in the WhatsApp chat. For example, pupils need only write description words and phrases to complete the sentences provided on the worksheet. Some pupils could write more detail about their family members on the worksheet. Teachers can also ask more questions to help pupils to write more about their family members, e.g., about appearance (their hair type, eye colour)

Attendance : 7/15

REFLECTION

7 pupils were able to achieve the objectives.

Teacher’s action:

Added feedback and made it the week’s project so that pupils are allowed to add more sentences or drawings based on teacher’s follow-up.

ADDITIONAL NOTES/TIPS

