

## **LESSON PLAN For Teaching Reading**

### **A. Students and Setting**

The students are kindergarten kids around 5 years old, They have been learning very simple English for 2 years now.

It is a private kindergarten part of a school complex in a big middle class to upper class housing estate in Foshan Guangdong China. There are 27 kids boys and girls in the class. I teach the class one 40 minute lesson everyday. I move from class to class, the kids wait for me.

### **B. Lesson Background:**

This class will be the Thursday class so the kids have already had 3 classes on the same topic, and tomorrow will be the last class. We change topics every week. We are learning a little picture book so the kids should be able to read a few pages, usually they parrot it. Each class we review 2 days before so this class we are reviewing the preceding 2 pages in the book before bringing in the new pages. We do 2 new pages a class.

### **C. Learning Objectives/Expected Results:**

The kids should be able to look at the pictures and read the page. Some can, others can't, As a class they try to join in, and in small groups they join in, I don't have them read by themselves, they are too small for that.

### **D. Materials and Sources:**

What I do is photo copy a little book onto A3 size paper, basically I blow up the size of the book so the kids can see it. I use magnets to stick the paper onto the blackboard.

A book you can enlarge with a photocopier and something to stick it on the board.

### **E. Procedures / Timing:**

To start the class we have a warm up song and a chant, then we play a little game usually the 'bee' game to try and wear the kids out a bit so they will sit down. I'm the bee and I buzz around chasing the students and if they are sitting down to be chased by somebody else. For the song we will use "wheels on the bus", the kids like doing the actions. Then we will do another action song "AAA say OK" there is a lot of arm waving and moving so the kids love it. Also we do the song quite often so the kids know it and they like doing it. Usually between 5 to 10 minutes

[http://www.learninggamesforkids.com/preschool\\_kindergarten\\_videos.html](http://www.learninggamesforkids.com/preschool_kindergarten_videos.html)

We learn 2 pages a day

The kids are in a half circle around the blackboard. And I bring out the pages from 2 days ago and the kids read them off, as long as one starts the rest join in. To get them going I'll sometimes say the first and second words, they'll usually take off then, and I can't stop them. Then I'll use boys, then girls, then cut the class up into smaller groups. I'll point to the pictures and the kids should say in English what I am pointing at. I've been teaching this class for 2 years now so the kids know what to do. Again 5 to 10 minutes

<https://www.youtube.com/watch?v=uCcGVKRgYRY>

Now I'll put up yesterday's pages and see how much they know, usually not much, then after pointing at a few pictures and saying sentences they know we get off the ground. As long as someone starts the others will follow. If some don't want to join in I'll leave them, I do the same again breaking the class down into smaller groups, everything is fast, sometimes I get groups of over 5 students come to the blackboard to read the page. This takes longer as some sentences are still new. 10 to 15 minutes.

Now it is time for a new page. I usually just say the new words cause the sentences are very similar, and the kids can usually work it out as long as they know the new words. This is just an introduction to the new words so it takes 5 to 10 minutes

To close the class we sing another action song, this time 'bar bar black sheep' and 'head shoulders knees and toes' I try to keep it simple. The I try to sneak out before I get mobbed by the kids Less than 5 minutes.

Teacher does/says . . .	Students do/say . . .	Approximate Time
Can .....cat	Can I get a cat	
cats	I like cats	
pig	Can I get a pig	
pigs	I like pigs	

#### **F. Alternative Assessment:**

We don't do much assessment, usually I am assessed. As long as the kids learn a few words everybody is happy. The kids are too little to write and they can barely speak. So the assessment is on class participation and reading the sentences and knowing what I point at in

the picture. Some students are very good at reading the sentences and others are no good so I like the kids to join in the class and try. Even if they say nothing I still don't let them get in a situation where they will be embarrassed.

The kids are learning new words from pictures and sentences that can be used in everyday situations.

<https://www.youtube.com/watch?v=fwftETvm80g>

### **G. Reflection – Phase 1:**

This lesson is appropriate to the kids as it is simple and the pictures with the words help the kids to understand what is going on. We are not really getting into too many integrated skills, just looking at the pictures and saying the words in English as well as reading the sentences in English and hopefully understanding them. The kids won't assess themselves, if they can say English words and sentences after I leave the classroom that is a plus.

### **G. Classroom Management:**

Kindergarten is not really as organized as a primary school classroom but I do try to arrange my classes into 2 groups so they can compete against each other. It is either in a half circle or 2 sides depending on the size of the class, and the amount of space in the classroom. This class is quite large so it is in two distinct groups. In China the students all have a number so I just call out a number and the student will answer. I don't like to single out students so I usually get the whole group to answer or the boys or girls in the group.

Watch the video here to get an understanding of how I teach

<http://animalsdinosaursandbugs.com/PeterLegroveCV.html>

As I have been teaching this class for a while now they know what to do and how to get into groups. I ask the kids for the name of the group and they call out a name, the name changes everyday. It is usually a word they know. To keep the class under control I use the 2 groups competing against each other and the group with the most points wins. The kids love it. They get stickers. I used to give them lollies but then I went healthy. Most students who take part in the class also get stickers.

I have used the group system in a very large class where I had the whole primary school grade 1 in a big lecture hall and the kids were in there class groups. They loved it as long as they knew the number of their class.

### **H. Reflection - Phase 2**

I didn't really change anything. We are teaching kindergarten and these kids love to play and mess around. But with the competing in the two groups it manages to keep them under control. As long as I manage to keep adding and rubbing out points or stars. We always have the warm up and the songs as the kids don't like to sit still for very long. The songs do not change very often. If the kids like a song I'll keep using it as when I bring in a new song they don't always like it.

### **Integrated skills**

The integrated skills are mainly speaking, listening and looking, matching objects with words and actions. Something like Asher's TPR, we try and get the kids speaking in sentences as well as just words. 'We are walking' we are running' while they are doing it. They all say 'good morning' but that is as far as we got they don't say 'good afternoon' Kids love to show what they learn as we encourage them and give them stickers.

### Alternative assessment

With this class the kids have to say words in English as they walk around the kindergarten. The Teaching Assistants will point to something and ask 'What is that in English' that is an ongoing that happens all the time. I'm also expected to that when I am with the kids.

The other form of assessment that is used is a little board with all the kids names on it and under everybody's name there are stars and little stickers for things they do. And after they reach a certain number they get a small gift.

### Differentiated instruction/individual learner differences

In the class I could have set up smaller groups so some kids could draw a picture of one of the animals and others could act like the animal. In the class we have kids act like the animal and I have face masks the kids can use. Even though I teach Montessori we haven't mastered the art of letting the students do their own thing, so we try to keep the class together. In China it is all about control. When in groups I usually have a very good student showing the other what to do. When I bring out the sandpaper letters I need a student to show the others what to do. China Montessori hasn't managed to bring in the mixed age group all the time, just for some of the classes.

There are learning stations set up in the class but in my class we do not use them as the kids are supposed to speak English. As I am the foreign teacher my classes are slightly different and there are Teaching Assistants in the class.

### Classroom management

We set the ground rules for the class at the beginning so the kids know what to do. They give their own groups a name and that changes everyday. They wait for me to call on them then they have about 3 seconds to answer before moving on. All boys or all girls answer and the loudest gets a sticker. Even the ones who do not answer get a sticker. Motivation is for stickers and the more stickers they get the more stars and circles they get under their name.

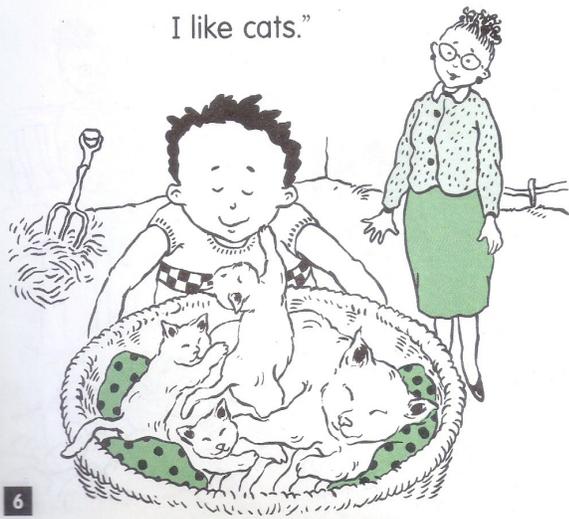
In China classroom management is very important because of the large class size, so the students know what to do. I fit into their system. It is very flexible and the classroom teachers usually let the kids have fun.

See below for some of the pictures



“Can I get a cat?”

I like cats.”



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“Can I get a frog?”

I like frogs.”



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