

Our Classroom Community



E N G L I S H



Lesson 1 We Care – Improv

Key Objective(s) - Knowledge & Skills:

- Students can show interest/engagement in the activity and give meaning to, form and/or recognise the following phonemes, graphemes, and/or words: **care**, **help**, **please**, and **thank you**.
- Students can use their language skills to demonstrate care towards classroom members.
- Students can verbally engage in dramatization activities.

Activity	Description
Pre-Lesson	<p>Have students sit, and remind them of the circle-time protocol:</p> <ul style="list-style-type: none"> - “Criss-cross, apple sauce: spoons in your bowl.” (Sitting cross-legged with hands in their laps.) <p>Transition signal:</p> <ul style="list-style-type: none"> - “If you can hear me touch your nose, if you can hear me touch your toes, if you can hear me touch your knees, if you can hear me hands in your laps.” <p>“Good morning, boys and girls!”</p> <ul style="list-style-type: none"> - Students respond, “Good morning, Teacher!”
Introduction of Topic	<p>“Today, we are going to learn how to communicate in a caring way.”</p>
Introduction of Vocabulary	<p>“Can anyone tell me what it means to be a caring friend?”</p> <ul style="list-style-type: none"> - Some students may respond/refer to kindness, sharing, personal examples, etc. (this may require teacher prompts). <p>“Can we all say ‘care’?”</p> <ul style="list-style-type: none"> - Teacher to allow time for students to practise pronouncing the word, care. - Teacher to emphasise the beginning, middle, and ending sounds of the word ‘care’ and have students repeat and name each sound/letter. - Teacher to praise student contributions and participation. <p>“Can we all say ‘help’?”</p> <ul style="list-style-type: none"> - Teacher to allow time for students to practise pronouncing the word, help. - Teacher to emphasise the beginning, middle and ending sounds of the word ‘help’ and have students repeat, and name each sound/letter. - Teacher to praise student contributions and participation. <p>“Can we all say ‘please’?”</p> <ul style="list-style-type: none"> - Teacher to allow time for students to practise pronouncing the word, please. - Teacher to emphasise the beginning, middle and ending sounds of the word ‘please’ and have students repeat and name each sound/letter. - Teacher to praise student contributions and participation.



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	<p>“Can we all say ‘thank you’?”</p> <ul style="list-style-type: none"> - Teacher to allow time for students to practise pronouncing the word, thank you. - Teacher to emphasise the beginning, middle and ending sounds of the word ‘thank you’ and have students repeat and name each sound/letter. - Teacher to praise student contributions and participation.
<p>Story: <i>Peppa Pig: George’s First Day at Playgroup</i></p>	<p>Teacher to introduce the story: <i>Peppa Pig: George’s First Day at Playgroup</i>.</p> <p>Read <i>Peppa Pig: George’s First Day at Playgroup</i> with students. Allow students to explore the images.</p> <ul style="list-style-type: none"> - Teacher to choose 1-2 words per page to have students practise pronouncing. - Teacher to emphasize the beginning, middle, and end sounds of these words for students. - Teacher to emphasize caring behaviours demonstrated in the book (e.g. the teacher, Peppa’s parents, Peppa, and Peppa’s friends all care about and help one another).
<p>Pre-Activity Discussion</p>	<p>“Boys and girls, who can tell me about a time when you were caring towards a friend in class or at school like Peppa was in our story today?”</p> <ul style="list-style-type: none"> - Allow time for students to share times when they demonstrated being caring towards another person. - Teacher to go around the circle and have each student share a time when they were caring towards another. - Teacher to praise students’ contributions and highlight what was caring about their behaviours and decisions. - Teacher to ensure students understand what being caring means and can provide examples of how students in the class have been caring recently (ex. helping a friend when they have fallen down, helping to tidy up a mess that was not theirs, looking after someone when they are hurt, etc.). <p>“Helping someone when it is needed is an example of caring behaviour. Using your manners and saying please and thank you is also a way to be a caring classroom member.”</p> <ul style="list-style-type: none"> - Teacher to explain that children are encouraged to use caring behaviours and caring words, such as help, please, and thank you during the language and literacy activity.



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<p>Activity</p> <p>Materials</p> <ul style="list-style-type: none"> - A variety of classroom objects in a bag - enough for 1 or 2 objects per student (e.g. pencil crayons, glue sticks, puppets, paper cups, hats, etc.). 	<p>Set-up:</p> <p>Have all materials set up beforehand the activity.</p> <ul style="list-style-type: none"> - The teacher will place a variety of classroom objects in a bag - enough for 1-2 objects per student (e.g. pencil crayons, glue sticks, puppets, paper cups, hats, etc.). <p>Activity:</p> <p>“The goal of today’s activity is to turn a classroom object into as many other things as you can by using an object in unconventional ways.”</p> <ul style="list-style-type: none"> - The teacher will choose an object from a bag and ask a student to find a new way to use the object, or a way to make it look like something it isn’t. The student must then use their language/vocabulary to explain what the object is now. For example, an empty cup can be a duck’s bill (by putting it over the mouth and nose). It can also be a party hat (by putting it on top of your head). - The teacher will give each student a turn to choose an object. - The teacher will model and encourage students to orally express caring words during the activity.
<p>Homework</p> <ul style="list-style-type: none"> - Appendix A (Homework) 	<ul style="list-style-type: none"> - Pass out Appendix A. - Read the directions on Appendix A. - Remind students to complete the task by tomorrow. - Assist students in placing Appendix A in their Homework Folder.
<p>Assessment</p> <ul style="list-style-type: none"> - Appendix B (Assessment/Rubric) 	<p>Assessment:</p> <ul style="list-style-type: none"> - The teacher will assess students’ listening and speaking skills during the activity (taking note of students’ use of phonics, letter recognition, and pronunciation). - The teacher will encourage students to show interest/engagement in the activity, give meaning to, form and/or recognise the phonemes, graphemes and/or words: care, help, please, and thank you. <p>The teacher will take note of which students are able to:</p> <ul style="list-style-type: none"> - Show interest/engagement in the activity and give meaning to, form and/or recognise the following phonemes, graphemes and/or words: care, help, please and thank you. - Use their language skills to demonstrate care towards classroom members. - Verbally engage in dramatization activities. <p>See Appendix B for the Assessment Rubric.</p>



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Appendix A – Homework

Today's words are: care, help, please, and thank you. Practise your letter and word formation by tracing today's vocabulary words and then copying each below.



Care

Handwriting practice lines for the word 'Care', consisting of a solid top line, a dashed middle line, and a solid bottom line.

Help

Handwriting practice lines for the word 'Help', consisting of a solid top line, a dashed middle line, and a solid bottom line.

Please

Handwriting practice lines for the word 'Please', consisting of a solid top line, a dashed middle line, and a solid bottom line.

Thank you

Handwriting practice lines for the words 'Thank you', consisting of a solid top line, a dashed middle line, and a solid bottom line.

Remember to practise pronouncing care, help, please and thank you with your parents!



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Appendix B – Lesson-Specific Assessment/Rubric

***NOTE:** There is space for three (3) checkmarks in each column to indicate whether students can identify, give meaning to, understand and/or apply (Always, Sometimes, Never).

Student Name	Students can show interest/engagement in the activity, give meaning to, form and/or recognise the following phonemes, graphemes and/or words: care, help, please, and thank you.			Students can use their language skills to demonstrate care towards classroom members.			Students can verbally engage in dramatization activities.		
	Always	Sometimes	Never	Always	Sometimes	Never	Always	Sometimes	Never
1									
2									
3									
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