

SMK DPHA GAPOR, STAMPIN
DAILY LESSON PLAN
English Language Form 2

Class : Form 2 _____ Time : _____ Duration : 40 mins
 Date : _____ Day : Mon / Tue / Wed / Thu / Fri / Sat

1 **THEME** Social Issues

2 **TOPIC** Unit 5 Different Strokes

3 **LEARNING OUTCOMES/OBJECTIVES**

1. To activate background knowledge on people with special needs
2. To talk about similarities and differences between individuals
3. To talk about people with special needs

4 **ACTIVITIES**

Activity 1 What's in the Title?

1. Guide all students to talk about the title, 'Different Strokes'.
2. Ask the following questions:
 - o What does the word, 'different' mean?
 - o What does the title 'Different Strokes' mean?
 - o How are you similar to your classmates?
 - o How are you different from your classmates?

Activity 2 Nobody's Perfect ... Everybody's Special!!!

1. Draw students' attention to the pictures.
2. Teacher asks the following questions to guide the students:
 - ▲ What do you see on the page?
 - ▲ How are these people different from you?
 - ▲ What activities are they doing?
 - ▲ Do you know any other activities people with special needs can do?
 - ▲ How do these people overcome their disabilities?

Activity 3 Online Scavenger Hunt

1. Teacher provides a list of famous people with special needs to the students. Each student gets a different list of famous people to research on.
2. They perform web searches to find out the accomplishments of these famous people.
3. Students share the information with the class and discuss how the disability affected each person and how his/her abilities helped him/her overcome adversities.

5 **TEACHING AIDS**

Chalk & BB		Charts/Posters		Others:	
Computer & LCD Projector		Newspapers/Magazines			
OHP & Transparencies		Reference/Dictionary			
Printed materials/Handouts		Workbook/Textbook			

Resources:

Page 25 : Stimulus on people with special needs
 Pages 66 - 68 : Creative Notes for Teachers

6 **MORAL VALUES**

Diligence		Cleanliness		Conscientiousness		Others:	
Co-operation		Responsibility		Open-mindedness			
Rationality		Appreciation		Respect			
Justice		Sensitivity		Public-spiritedness			
Moderation		Independence		Civic awareness			

7 **REMARK/REFERENCE/MATERIALS**

- ▲ Students' Handbook
- ▲ Creative Notes for Teachers

8 **REFLECTION**

9 **LIST OF STUDENTS WHO DID NOT ATTEND THE LESSON**

	FULL NAME	CLASS	REMARK	SIGNATURE
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Signature of Panel Head

Signature of Principal

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1 **THEME** Social Issues

2 **TOPIC** Unit 5 Different Strokes

3 **LEARNING OUTCOMES/OBJECTIVES**

1. To talk about and name the things related to people with special needs
2. To build vocabulary
3. To pronounce the targeted vocabulary

4 **ACTIVITIES**

Activity 1 What Do They Use?

1. Get students to look at the pictures.
2. Ask the following questions:
 - o What do you see in the pictures?
 - o Can you name the things used to help people with special needs?

Activity 2 Listen and Say Aloud

1. Play the Audio-Video DVD to allow students to listen and practise saying aloud the targeted vocabulary.
2. Pause after each picture to allow all students to internalise the targeted vocabulary.
3. Ensure that all students participate actively. Replay if necessary.

Activity 3 Elephant Jigsaw Puzzle

1. Tell the students that they will be playing a game called 'Elephant Jigsaw Puzzle'.
2. Divide the class into groups. Explain that each of them will have a role to play. Half the students in the group will be the 'assemblers' while the others are the 'instructors'.
3. Assign each group to one section of the walls in the classroom. Distribute the jigsaw pieces to the groups.
4. The 'assemblers' will be blindfolded for this activity. During the game the 'instructors' will give directions verbally to the 'assemblers' to reattach the pieces in the correct position.
5. Only one 'assembler' is allowed at one time to attach a piece of the puzzle.
6. Allocate 15 minutes for this activity. The group with all the pieces assembled correctly wins.
7. After the round is completed, the students will switch roles. Play the next round the same way until everyone has had a chance to assemble the jigsaw puzzle.
8. Encourage students to talk about their experience/feelings being blindfolded.
9. Ask the following questions to elicit responses:
 - o How did you feel when you were blindfolded?
 - o Was it easy to complete the task? Why?
 - o Do you think it is easy for a blind person to do the activities you normally do every day? Why?

5 **TEACHING AIDS**

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Computer & LCD Projector		Newspapers/Magazines			
OHP & Transparencies		Reference/Dictionary			
Printed materials/Handouts		Workbook/Textbook			

Resources:

Page 26 : Building Blocks (Different Strokes)
 Pages 69 - 70 : Creative Notes for Teachers

6 **MORAL VALUES**

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Co-operation		Responsibility		Open-mindedness			
Rationality		Appreciation		Respect			
Justice		Sensitivity		Public-spiritedness			
Moderation		Independence		Civic awareness			

7 **REMARK/REFERENCE/MATERIALS**

- ▲ Students' Handbook
- ▲ Audio-Video DVD
- ▲ Creative Notes for Teachers

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Class : Form 2 _____ Time : _____ Duration : 80 mins
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1 **THEME** Social Issues

2 **TOPIC** Unit 5 Different Strokes

3 **LEARNING OUTCOMES/OBJECTIVES**

1. To learn the sentence patterns used for introducing people at a concert
2. To practise using the sentence patterns
3. To perform a song creatively

4 **ACTIVITIES**

Activity 1 Happy Being Me!

1. Draw students' attention to the pictures.
2. Get students to predict what the video is about by asking the following questions:
 - o What do you see on this page?
 - o What do you think this video is about?
3. Play the audio-video DVD. Get students to watch the video.

Activity 2 Pause and Practise

1. Play the audio-video DVD and pause at the following sentence patterns:
 - ^ My dear friends, please put your hands together for the celebrated group NIZE.
 - ^ Let me just introduce the NIZE group ...
 - ^ ... behind me all equipped with her paint brushes is the stunning I, Intan.
 - ^ ... on my right is my very good friend E, Erwan...
2. At every pause, teacher will ask questions to help students be aware of the sentence patterns used for introducing people during a concert.
Suggested questions:
 - ^ What event is the group taking part in?
 - ^ What is the name of the group?
 - ^ Who is introducing the members in the group?
 - ^ Where is Intan standing on the stage?
 - ^ Where is Erwan standing on the stage?
3. Play the song 'Happy Being Me' and get the students to sing along.
4. Teacher asks questions to elicit personal responses from the students.
 - What does the title, 'Happy Being me' mean?
 - What is this song about?
5. Ensure that all students participate actively. Replay and pause if necessary.

Activity 3 Let's Innovate

1. Tell students that they are to work in groups to plan a performance for their classmates.
2. They will convert the song 'Happy Being Me' into one of the genres below:
 - chant
 - rap
 - choral speaking
 - choral drama
3. Invite each group to perform. Ensure that each group introduces its name and the members before they perform. They may use these expressions for the introduction:
 - my dear friends, please put your hands together for ...
 - let me introduce ...
 - behind is ...
 - on my right is ...
 - on my left ...
 - in front of me is ...
4. Get students to vote on the best performance and give reasons for their choice.
5. Ensure all groups get the opportunity to perform.

5 **TEACHING AIDS**

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Resources:
 Page 27 : Language in Use (Different Strokes)
 Pages 71 - 73 : Creative Notes for Teachers

6 **MORAL VALUES**

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Co-operation		Responsibility		Open-mindedness			
Rationality		Appreciation		Respect			
Justice		Sensitivity		Public-spiritedness			
Moderation		Independence		Civic awareness			

7 **REMARK/REFERENCE/MATERIALS**

- ^ Students' Handbook
- ^ Audio-Video DVD
- ^ Creative Notes for Teachers

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1 **THEME** Social Issues

2 **TOPIC** Unit 5 Different Strokes

3 **LEARNING OUTCOMES/OBJECTIVES**

1. To talk about how we can show kindness to people with special needs
2. To practise the vocabulary learned
3. To practise the pronunciation of the vocabulary

4 **ACTIVITIES**

Activity 1 Do you know?

1. Get students to work in pairs. Guide students to talk about the three pictures on the page.
2. Get students to practice asking and answering the following questions:
 Example:
 - What is the person's disability in Picture 1?
 - What does the person use?
3. Students take turns to ask and answer the questions in pairs.

Activity 2 Let's Reach Out

1. Get students to work in pairs and share their opinions on these questions:
 - How can you help people with special needs?
 - In the school
 - in the public places
 - in your neighbourhood
 - Can you think of ways your school can help students with special needs?
2. Invite all students to share with the class what they and the school can do to help students with special needs.

5 **TEACHING AIDS**

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OHP & Transparencies		Reference/Dictionary			
Printed materials/Handouts		Workbook/Textbook			

Resources:

Page 28 : Language in use (Different Strokes)
 Pages 75 - 76 : Creative Notes for Teachers

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Rationality		Appreciation		Respect			
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7 **REMARK/REFERENCE/MATERIALS**

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1 **THEME** Social Issues

2 **TOPIC** Unit 5 Different Strokes

3 **LEARNING OUTCOMES/OBJECTIVES**

1. To share and talk about people with special needs
2. To practise the vocabulary learned
3. To practise the pronunciation of the vocabulary
4. To practise sentence patterns learned

4 **ACTIVITIES**

Activity 1 A Special Friend, James Jemai

1. Draw students' attention to the pictures.
2. Ask the following questions:
 - o What do you see in the picture?
 - o What is the boy doing?
 - o What do you think he is talking about?

Activity 2 An Extraordinary Person

1. Tell the students that they are going to talk about a person who has special needs.
2. Ask the following questions to elicit responses:
 - Who is the extraordinary person?
 - How is he/she special? / In what ways is he/she special?
 - What are the things that you like about him/her?
 - Why do you think he/she is special?
3. Students prepare a presentation using graphics/illustrations to share with their friends.

5 **TEACHING AIDS**

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Resources:

Page 29 : Having fun
 Pages 77 - 78 : Creative Notes for Teachers

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7 **REMARK/REFERENCE/MATERIALS**

- ^ Students' Handbook
- ^ Creative Notes for Teachers
- ^ Materials by students

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3 **LEARNING OUTCOMES/OBJECTIVES**

1. To actively involve all students to use the language learned in this topic confidently
2. To practise the vocabulary learned
3. To practise the pronunciation of the vocabulary
4. To practise sentence patterns learned

4 **ACTIVITIES**

Activity 1 We Care! (B4DL2E1)

1. Draw students' attention to the page.
2. Ask the following questions:
 - o What do you see in the picture?
 - o What are the students doing?
3. Tell students that they are going to visit a home for special needs children. Get students to work in groups of 5.
4. Each group must plan and design one of the activities listed below to carry out when they visit the home:
 - song
 - storytelling with props
 - games

Activity 2 Our Community Service

1. Invite students to share their ideas with the class.
2. During the presentations, students must:
 - Greet the audience
 - Introduce the members of the group
 - State their place of choice
 - Reasons for their choice
 - Activities to be carried out
3. Ensure all groups get the opportunity to share their activities with their classmates.
4. Get students to vote on the best activity and give reasons for their choices.

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Resources:

Page 30 : Fun in sharing
 Pages 79 - 80 : Creative Notes for Teachers

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