



Spoken English – Foundation Program

Lesson Plan

Purpose:

The purpose of this document is to assist the class teacher with Foundation Spoken English lesson plan to impart effective nurturing.

Procedure:

Age Group: 5-8

Prerequisite:

- Understands simple English words and sentences.
- Responds in simple English words.

Goals:

- Phonics- letter Sounds
- Story Telling - Comprehending
- Conversational activity

Steps:

1. Follow the weekly lesson plan and the reference materials provided in this document to impart effective learning for the students. The goal is to complete the program in 2 months. Before starting the class, note down the start date, end date and holidays for this program.
2. Compensation Class: Compensation class to be conducted when school is closed due to weather conditions or corporate meetings or special school programs. Compensation class must be conducted the same week or the following week and not to exceed the 3 classes schedule. No compensation class for holidays.
3. Teacher shall discuss with the Center Head regarding the compensation class and it has to be intimated to the parents via SMS or Hand outs. The template is provided.
4. Classroom must be spacious and inviting for the students. Each student should have enough space to sit and move around. Teacher should teach from a position where the students can clearly see and hear the teacher.
5. The teacher student ratio is 1:15.
6. Assess students skill level, behavior pattern (slow recognition, shows interest in learning), find out if they have spoken English lessons in their regular school and their learning style (Visual, Auditory or Kinesthetic). If they do have spoken English lessons find out about their teaching pattern, compare notes, and if there is a conflict in the teaching pattern, we



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should educate parent and do not enroll the student in our program. Student cannot learn a new skill using two different systems. This will confuse the student and they will show no interest.

7. The Counselor/Center Head shall update Assessment report when the child enrolls for the program and the Teacher shall update the Childs level at the beginning of the program in the Assessment Report. Assessment report template is provided along with the guide.
8. The teacher(s) should have a curriculum discussion once a week to (A) go over what needs to be covered during the week, (B) prepare mentally as to what they can do to add to the curriculum to make the class exciting for the children. Moreover, if there is more than one teacher, they can mutually benefit from each others' ideas. Please note that the trainer is required to get the consent of the Centre Manager/Counselor before implementing his/her ideas in class.
9. Teachers must practice the pronunciations and sounds of the letter(s) / word(s) to make sure they teach students in the same structured manner. Make sure there is audio and visual aids set up in the room.
10. Keep the student records in organized manner and in secure place.
11. A short note on the student's progress has to be presented to the parent once a week. Pick a date that is suitable to provide feedback.
12. Schedule a time with each parent at least a week before the completion of the program, to review progress and graduation.
13. If the student does not complete the program in 2 months, capture the facts and present it to the parents plus discuss anticipated extended duration to complete this level. The facts being presented have to be communicated to the parents on the regular weekly meetings and monthly review meetings. Suggested extended duration can be month-to-month for easy management and administration of the program.
14. Guest Child: They are enrolled for three classes for Trial purpose. Teacher can recommend the outcome based on the assessment.

Learning Styles

Visual Learners

- Visual learners watch and learn
- When they read a word, they see the image that word represents.
- The stronger the visual learning style, the more active the brain in the visual cortex.
- Visual learners are better at remembering things they have seen.
- Visual learners like images. They are good at imagining situations and events.

Auditory Learners



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- Auditory learners can remember quite accurately the details of information they hear during conversations or lectures.
- They have strong language skills, which include a well-developed vocabulary and an appreciation for words.
- They can carry on interesting conversations and can articulate their ideas clearly.
- Because of a "fine tuned ear," auditory learners may find learning a foreign language to be relatively easy.
- Auditory learners often have musical talents. They can hear tones, rhythms, and individual notes with their strong auditory skills.

Kinesthetic Learners

- Do best when they are **actively** involved
- Have high energy levels
- Prefer **DO** rather than listen
- Lose much of what is been said in a lecture
- Do well with Role play
- Are naturally good at sports and dance
- Do best with **HAND – ON** approach to learning
- Have a hard time sitting and learning

Using three body parts when we speak any language

To speak fluent English, it is important to retrain your tongue as you train your memory. To be effective, however, you must retrain your mind, tongue, and hearing at exactly the same time because they must work together when you speak English.

We use three body parts when we speak any language.

1. We use our **brain** for memory and speech coordination.
2. We use our **ears** to monitor our pronunciation.
3. We use our **mouth** to make the sounds.

All normal children younger than 12 years of age can learn to speak any language fluently because the mind, mouth, and hearing of a child allow them to perfectly mimic others speech.

Their brain will coordinate the nerve messages from their ears and mouth so that they can accurately reproduce the words and sentences others use.



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Evidenced Based Teaching

- Understand the child psychology
- Carry a welcoming smile
- Establish eye contact
- Give a personal touch - Pat on the shoulder, a word of praise
- Be positive and energetic
- Encourage and appreciate little accomplishments
- Listen and respond patiently
- Nurture their behavior and develop a character
- No partiality among children
- Help the child to communicate in English
- Frequently stress on good manners - "Please" and "Thank You"
- Be creative, innovative and make it interesting
- Time Management

Avoid Traditional Approach

Traditional methods of teaching English try to engage the students in free speech as quickly as possible. Though the goal is commendable, in practice it has a serious drawback. A beginning student does not have enough language background to be able to construct sentences properly. Consequently, beginning students regularly use incomplete sentences having incorrect syntax and verb construction. The instructor often praises them for their brave effort, in spite of the reality that they are learning to use English incorrectly. The student will now need to spend even more time relearning the correct syntax. So please avoid traditional approach of teaching to speak English.

During/after the training session, the teacher/trainer must be able to explain the above content satisfactorily to the training team. This will ensure that the person has grasped the principle.

Program Schedule: 3 days a week; 60 minutes each class

NOTE: On Day 6, 12 & 18 of the program, teachers must do two EQ activities (15 mins each) as per the MBC EI Activity Guidelines.



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Time	Daily Activity Schedule – Spoken English Foundation
5 min	Interaction – Warm up session
15 min	Spoken English Lesson Plan
15 min	Individual Nurturing
20 min	Activities – Games / CD
5 min	Reward



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Date	Theme & Activities
Day 1	<p>Warm up</p> <p>Make the students comfortable by doing simple actions along with them. Say and do the following, don't worry if your students don't follow you right away:</p> <p style="text-align: center;">clap your hands, jump, spin around, sit down, and stand up</p> <p>Also, start the lesson by saying Hello and waving the arms. You can also start your class with this easy and fun <u>Hello Song</u>. Refer SPF AS 003 & Refer MUS 005</p> <p>This is a fun song to get your classes started. It teaches the kids to say hello, make a circle, clap hands, and walk around in a circle! Simply play the song and do the actions and sing with your students. You may want to teach them the actions before you start the song.</p> <p>Lyrics given below</p> <div style="text-align: center;"> <p>Hello, hello, hello Hello, hello, hello How are you?</p> <p>Let's make a circle (x3) Good idea!</p> <p>Let's walk this way(x3) Good idea!</p> <p>Hello, hello, hello Hello, hello, hello How are you?</p> <p>Let's clap our hands (x3) Good idea!</p> <p>Hello, hello, hello Hello, hello, hello How are you?</p> </div> <p>To create an assessment report of each students communication skills, start with the</p>



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	<p>following conversation:</p> <ol style="list-style-type: none"> <i>What is your name?</i> <i>Which school do you study?</i> <i>Which class do you study?</i> <i>What is your class teacher name?</i> <i>What is your parent's name?</i> <p>Teacher shall help the students to answer in a sentence.</p>
Day 2	<p>Warm up – 5 minutes</p> <p>Letter Sounds</p> <ul style="list-style-type: none"> A- J <p>Activity</p> <ul style="list-style-type: none"> Take a white sheet of paper and write alphabets A - J both uppercase and lowercase. Place two small paper cups on the table. Put the papers in one cup. The teachers can take one paper from the cup, open it and show the alphabet to the students and drop it into the empty cup. Students have to tell the sound of the letter that is going inside the empty cup. <p>Note: Keep insisting the students to speak in English</p>
Day 3	<p>Warm up – 5 minutes</p> <p>Comprehend Story Reading</p> <p>My Little Pet Mouse (Multi Level Readers)/ The Hen that Laid the Golden eggs (Pretty Famous Tales)</p> <ul style="list-style-type: none"> Teachers can use craft sticks and make props for storytelling. Students can enact any characters in the story. They can hold the prop and stand in front of the others while the teacher is narrating the story. Give turn for each student to retell the story. <p>Note: Keep insisting the students to speak in English</p>



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Day 4	<p>Warm up - 5 minutes</p> <p>Letter Sounds</p> <ul style="list-style-type: none"> • Review of Day 2 • K-T <p><u>Activity</u></p> <p><u>Bubble Game</u></p> <ul style="list-style-type: none"> • Teachers can blow the bubbles and say any alphabet from K to T. • Before the bubbles pop out, the students have to say any words that start with letter K/L/M/N/O/P/Q/R/S/T. For example if the teacher blows the bubble and says "M" the students have to say M words like Mango, Mother etc. <p>Note: Keep insisting the students to speak in English</p>
Day 5	<p>Warm up - 5 minutes</p> <p>Comprehend Story Reading</p> <p>Hare and the Tortoise (Favorite Tales of Wit and Wisdom/AESOPs Fables)</p> <ul style="list-style-type: none"> • Use props for storytelling. • Give turn for each student to narrate the story. <p>Note: Keep insisting the students to speak in English</p>
Day 6	<p>Warm up - 5 minutes</p> <p>Letter Sounds</p> <ul style="list-style-type: none"> • Review of Day 4 • U-Z <p><u>Activity</u></p> <ul style="list-style-type: none"> • Teachers can write the alphabets P, Q, R, S, T on a white paper, fold it and put the papers in a small cup. • Pick up one paper from the cup, open and show it to the students. • Students have to tell the sound of the letter written on the paper. <p>Note: Play the Phonics Song using CD for 5 minutes. Keep insisting the students to speak in English</p>



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	<p>EQ Activity:</p> <p>Refer to MBC EI Activity Guidelines, Activity no.1 & 2- Foundation Level</p>
Day 7	<p>Warm up - 5 minutes</p> <p>Letter Sounds</p> <ul style="list-style-type: none"> Review from A-Z Use phonics CD. Give turn for each student to sing along with the phonics song. <p><u>Activity</u></p> <p><u>Letter Sound Matching Game</u></p> <ul style="list-style-type: none"> Make flash cards with alphabets from A to Z (upper case). Write letters from a to z (lower case) on a chart. The teachers have to pronounce the sound of each letter. For example if the teacher pronounce the letter sound for "c" the student have to pick up "C" flash card and match it with letter C in the chart. Give turn for each student. <p>Note: Play the Phonics Song using CD for 5 minutes. Keep insisting the students to speak in English</p>
Day 8	<p>Comprehend Story Reading</p> <p>Ginger Bread Man (I can Read all by my self- Level 1 - Book 1)</p> <ul style="list-style-type: none"> Make a stick puppet for storytelling. Students can role play the different characters in the story. Give turn for each student to narrate the story. <p>Note: Keep insisting the students to speak in English</p>
Day 9	<p>Warm up - 5 minutes</p> <p><u>Activity</u></p> <p><u>"I like to and Don't like to"</u></p> <p>Teacher shall explain what is "like" and "don't like".</p> <p>Refer SPF AS 001 & SPE AS 001A</p>



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	<p>For example if the teacher shows the picture of "sing", the student has to say "I like to sing". Teacher can also teach with action.</p> <p>Show pictures of the following to the students and ask them to frame sentences as mentioned above.</p> <p>Sing/dance/play/run/ jump/read/draw/fight/steal. Refer the reference sheet given.</p> <p>Make sure each student gets a turn.</p> <p><u>Activity</u> Refer SPF AS 002.</p>
Day 10	<p>Warm up - 5 minutes</p> <p>Review Day 8</p> <p><u>Activity</u></p> <p><u>Food that I like or I don't like</u></p> <p>The goal for this lesson:</p> <ul style="list-style-type: none"> • To develop students' understanding of and ability to use food related vocabulary. • To enable the students to talk about likes and dislikes. • To enable them to ask one another about likes and dislikes. <p>Teachers can collect pictures or draw the same or show the real items for the students to learn Food vocabulary. The following are few suggestions.</p> <p>Chicken, chips, cheese, chocolate, ice cream, apples, soup, salad, pizza, oranges, bananas, spinach, fish, carrots</p> <ul style="list-style-type: none"> • Make flashcards to illustrate the food words you have chosen. • Flashcards of a smiling face and an unhappy face (3 or 4 of each) • Teacher shall show each of the flash card and ask the students to frame the sentence. • For example when you show a smiley face and apple (picture or the real one), the student has to say "I like apple". Teacher shall make sure every



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	<p>student get a turn.</p> <p>Activity:</p> <p>Do you like? Yes I do/No I don't.</p> <p>Encourage students to question their partners as follows</p> <p>Do you like Ice-cream?</p> <p>Yes I like Ice-cream.</p> <p>Do you like banana?</p> <p>No, I don't like banana.</p> <p>Teacher shall make sure every student gets a chance.</p>
Day 11	Review Day 9 and Day 10
Day 12	<p>Review Day 1 and Letter Sounds(A - Z)</p> <p>EQ Activity:</p> <p>Refer to MBC EI Activity Guidelines, Activity no.3 & 4- Foundation Level</p>
Day 13	Review Day 5 and Day 8 – Story Telling
Day 14	<p>Warm up – 5 minutes</p> <p><u>Activity</u></p> <p>Answer in a sentence :</p> <p>Before starting the session, Teacher shall ask the students the meaning of "family". Students may surprise you with what they already know based on their own observations of the people around them. Even at a very early age, students begin to develop their understanding of social constructs, like family, and finding out what your student knows about family will help you decide what else you would like them to know.</p> <p>Teacher shall ask the following questions and encourage the students to respond in the form of sentences.</p>



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	<p><u>Questions about their family</u></p> <ul style="list-style-type: none"> • How many brothers and sisters do you have? • Are your brothers and sisters older or younger to you? • What are their names? • How do you like being a big/little sister/brother? • What are your parents' names? • Where does your Dad work? • Where does your Mom work? • Do you have any pets? • What kind of pets? • What are the names of your pets / what is the name of your pet? <p><u>Game</u></p> <p><u>Passing the ball</u></p> <p>Pass the ball to your friend and ask a question in a sentence. The person who receives the ball has to answer the question in a sentence. Teachers shall ensure that the students do not ask the same question. This helps the students to think and also to frame a question.</p>
Day 15	Review Day 14
Day 16	<p>Comprehend Story Reading</p> <p>The Thirsty Crow(Favorite Tales of Wit and Wisdom)/Thirsty crow (AESOPS FABLES)</p> <ul style="list-style-type: none"> • Make a stick puppet for storytelling or Children can role play the different characters in the story. • Give turn for each child to narrate the story.
Day 17	<p>Warm up - 5 minutes</p> <p><u>Activity</u></p> <p>Answer in a sentence :</p> <p>Teacher shall ask the following questions and encourage the students to respond in the form of sentences.</p>



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	<p><u>Questions about them</u></p> <ul style="list-style-type: none"> • How old are you? • When is/was your birthday? • What did you do for last birthday? • If you could have the perfect birthday party, what would it be? • What is your favorite food? • What is your favorite kind of ice cream? • What is your favorite kind of candy? • What is your favorite color? • What is your favorite zoo animal? • What is your favorite time of the year? • If you could receive one thing in the whole world as a present right now, what would it be? • What do you want to be when you get older? Why? • What is the silliest thing you have ever said or done? • What do you like to spend your allowance on? • What is one thing you don't know how to do that you wish you did? <p><u>Game</u></p> <p>Ask question to the answer:</p> <p>Teacher shall divide the class into two groups. One student from the group should say a sentence and the opposite team has to frame a question. For example, Student from Team A says "My favorite color is pink", A student from Team B shall frame question as "What is your favorite colour?" Teacher shall encourage the students by giving points for the winning team.</p>
Day 18	<p>Review of Day 17</p> <p>EQ Activity:</p> <p>Refer to MBC EI Activity Guidelines, Activity no.5 & 6- Foundation Level</p>
Day 19	<p>Comprehend Story Reading</p> <p>The Grass Hopper and the Ant(Favorite Tales of Wit and Wisdom)/ Ugly duckling(Pretty famous tales</p> <ul style="list-style-type: none"> • Make a stick puppet for storytelling. • Children can role play the different characters in the story. • Give turn for each child to narrate the story.



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Day 20	<p>Warm up – 5 minutes</p> <p><u>Activity</u></p> <p>Answer in a sentence :</p> <p>Teacher shall ask the following questions and encourage the students to respond in the form of sentences.</p> <p><u>Questions about school</u></p> <ul style="list-style-type: none"> • Which school do you go to? • What grade are you in? • Do you like the grade you are in compared to the last year? • Do you ride the bus to school? • What is your teacher's name? • What is your most favorite subject? • What are you studying in school right now in math? ...language arts? ..Science? etc? • What is your least favorite subject? • Do you have lots of homework to do each night? • Who is your best friend? • What do you like to play at break time? • Do you ever stay home from school sick? • When was the last time you stayed home? <p>Game:</p> <p>Secret Message: This well known game is best played with a group of students from kindergarten age upwards. Everyone sits in a line or circle and the first person whispers a short message to the next person in line, with the message then being passed from person to person in whispers along the line or around the circle. The last person announces the message they have heard to the whole group and everyone has a good laugh at how the message had invariably changed as it has been passed along.</p>
Day 21	Review Day 20
Day 22	<p>Ask the student to say a story in their own words.</p> <p>Encourage the students to think of an interesting story from their life. But remind them not to tell anybody yet!</p>



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	<p>Give students the time to come up with a story.</p> <p>Write some ideas on the blackboard to help them:</p> <ul style="list-style-type: none">• a funny thing that happened when you were young• a lucky escape• an embarrassing moment• your best day ever• an adventure while travelling <p>Game: Any Role play</p>
Day 23	Review Day 22
Day 24	Assessment