

### **Recommendations**

Teacher can introduce the needs to learn about the use of punctuation marks such as full stop, comma and question marks as Joyce usually leave them out of her sentences and is not able to provide reasons for using them in a sentence. To ensure that Joyce make use of these punctuation marks, teacher can also remind Joyce about the uses of these punctuation marks during writing activities.

Many of the words which Joyce had difficulties in verbalizing from the books are past tense such as “went”, “saw”, “ran”, “heard” and “watched”. Thus, Joyce may not have the opportunities to learn about past tense and is an area which teacher can look into. Teacher can introduce the addition of “-ed” to words as a form of past tense and also irregular past tense such as “said” and “heard”.

From the conversation with Joyce (Appendix 4), it appears that Joyce has the lack of exposure to other genres of books except for fairytales which is an area which teachers can improve on. It would be a good idea to bring in different genre of reading materials to widen Joyce’s perspectives towards reading and writing.

Lastly, it is noted that Joyce enjoys reading and writing activities in school and at home but through observation, Joyce often ask teachers about words which she cannot spell. It is important for teachers to point out that invented spellings are accepted as they are just temporary before they move on to become fluent writer. To support Joyce to be a fluent writer, teacher can introduce the Word Wall in class in which children can refer to as they do their writing.

Four lesson plans have been developed to address the above areas of improvement.

**Lesson Plan 1**

**No. of children:** 6

**Age of children:** 6 years old (Kindergarten 2)

**Time:** 40 minutes

**Purpose:** To introduce Word Wall to the children with high frequency word and words related to the theme (beach)

**Learning Outcomes:** Children will make short sentences using the words on the Word Walls.  
Children will go to the Word Wall to revisit words they have learnt.

**Materials:**

- Word Wall labeled “A” – “Z”
- 24 high frequency words cards
- Word cards of “beach”, “wave”, “sand”, “sandcastle”, “pebbles”, “beachcombing”, “seashells”, “hermit crab”, “seaweed”
- Book: *A walk on the beach* by Jo Waters
- Children’s journals and writing tools
- Pictures of things since on the beach

**Prior knowledge:** Children have already read some books about the beach and went on a beachcombing field trip to East Coast Park.

**Pre-Assessment:** Asking the children about the things they have seen at the beach and providing necessary pictures on the board.

**Procedure:**

Beginning (10 minutes)

- Gather the children in a semi-circle and invite children to share about their experiences during the field trip. Teachers will paste related pictures on the board to support children’s responses.

Middle (20 minutes)

- Do a picture walk through the book, *A walk on the beach* and read it to the children once. Allow children to talk briefly about the similarities between their experiences and those mentioned in the book.
- Identify some of the recurring words and teacher brings out one word card at a time. Introduce the Word Wall and begin to put the new words on the Word Wall. Invite children to fill up the Word Wall.

End (10 minutes)

- Teacher models forming a sentence using the words on the Word Wall and invite children to do the same.

**Learners’ Follow-Up Work:**

Children will each write in their own journal using the words on the Word Wall and have a short sharing session after they finish writing.

**Lesson Plan 2**

**No. of children:** 6

**Age of children:** 6 years old (Kindergarten 2)

**Time:** 35 minutes

**Purpose:** To introduce story written in interesting manner and have children to produce similar writing

**Learning Outcomes:** Children will identify words of the same family rime ‘-it’.  
Children will create a silly rhyme using words of the same family rime ‘-it’.

**Materials:**

- Beach day by Maggie Smith
- Word cards of “-it”, “b”, “f”, “h”, “n”, “p”, “s”, “gr”, “hit”, “sit”, “bit”, “fit”, “nit”, “pit”, “grit”, “cat”, “bat” and “mat”
- Big piece of paper
- Markers
- Children’s journals and writing materials

**Prior knowledge:** Children understand the meaning of family rimes and have sufficient knowledge on the theme (beach).

**Pre-Assessment:** Asking the children about the similarities between “cat”, “bat” and “mat” to identify a type of family rime.

**Procedure:**

Beginning (10 minutes)

- Gather the children in a semi-circle and show the children the word “cat”, “mat”, and “bat” on the board. Discuss the rime (-at) in the words and think of other words sharing the same rime.

Middle (20 minutes)

- Carries out a brief picture walk with the children through the book and read it to the children. Prompt children to identify some of the rhyming text in the book. Introduce the rime “-it” and words of the same family rimes. Ask the children to create a silly rhyme using the “-it” family rimes together through shared writing together. Allow children to come to the front and write with the assistance of the teacher.

End (5 minutes)

- Allow the children to read their writing by themselves. Place the silly rhyme on an empty wall for the children to read during free time.

**Learners’ Follow-Up Work:**

Children will each write in their own journal creating a silly rhyme by themselves.

**Lesson Plan 3**

**No. of children:** 6

**Age of children:** 6 years old (Kindergarten 2)

**Time:** 45 minutes

**Purpose:** To introduce explain the purpose different punctuation marks (full stop, comma, and question mark) to children.

**Learning Outcomes:** Children will provide reasons for using different punctuation marks (full stop, comma, and question mark)  
Children will use punctuation in their writing about palm tree

**Materials:**

- *Beachcombing – exploring the seashore* by Jim Arnosky – page on '**Palm tree**'
- A large piece of paper with the page written on it
- Word cards of “.”, “,” and “?”
- Children’s journal and writing materials

**Prior knowledge:** Children have been introduced the use of full stop at the end of a sentence

**Pre-Assessment:** Ask children what they usually see at the end of a sentence.

**Procedure:**

Beginning (10 minutes)

- Gather the children in a semi-circle and ask the children what they usually see at the end of a sentence. Discuss about why different punctuation marks might be used.

Middle (25 minutes)

- Teacher will read the page on '**Palm tree**' from *Beachcombing – exploring the seashore* by Jim Arnosky to the children. Teacher brings out the large piece of paper with exact words written on it and discuss about what they think about the palm trees. Invites children to identify some of the punctuation marks used in the page.
- Ask children why they think different punctuation marks are being used. Teacher provides assistance when necessary and model how each sentence will sound with the use of different punctuation marks and children will repeat after.

End (10 minutes)

- Ask children to write about what they have learnt about the palm tree and encourage children to use different punctuation marks.

**Learners’ Follow-Up Work:**

Children will do a choral reading in pairs and receive feedback from the other children.

**Lesson Plan 4**

**No. of children:** 6

**Age of children:** 6 years old (Kindergarten 2)

**Time:** 45 minutes

**Purpose:** To introduce children to the past tenses of different actions words and identify some irregular past tenses.

**Learning Outcomes:** Children will write a short story on the small hermit crab using some of the past tenses learnt.

Children will identify words with irregular past tense on the Word Wall.

**Materials:**

- CD with the song “*Past Tense Trick*” by Jennifer Fixman
- Song “*Past Tense Trick*” written on a large piece of paper
- *A House for Hermit Crab* by Eric Carle
- Word cards of “swim”, “swam”, “come”, “came”, “hear”, “heard”, “sing”, “sang”, “ring”, “rang”, “speak”, “spoke”, “break”, “broke”.
- Children’s journal and writing materials

**Prior knowledge:** Children have been read the book, *A House for Hermit Crab* written by Eric Carle, by the teacher.

**Pre-Assessment:** Asking the children to review what happened in the story.

**Procedure:**

Beginning (20 minutes)

- Gather the children in a semi-circle and read the lyrics of the song “*Past Tense Trick*” to the children once. Play the song and sing it together. Identify the past and present tense in the song and introduce them one by one using the Word cards. Allow children the opportunities to put these words onto the Word Wall.

Middle (20 minutes)

- Review the story *A House for Hermit Crab* by Eric Carle and ask the children to write about what they think happened to the small hermit crab after December.
- Direct children to the tables and provide necessary materials

End (5 minutes)

- Introduce the author’s chair to the children and encourage children to come up to the chair and share their individual writing.

**Learners’ Follow-Up Work:**

Children will choose a child’s work to further enhance and dramatize a short skit base on the story.