

**CENTRE FOR INSTRUCTIONAL TECHNOLOGY AND MULTIMEDIA (PTPM)**

**SEMESTER II**

**ACADEMIC SESSION 2010/2011**

**QMT 323E: DESIGN AND DEVELOPMENT OF WEB BASED INSTRUCTION**

**Podcast Project**

Group Members:

1) Name : Chin Yee Teeng

I/C Number : 880415-08-6458

Matrix Number : 102634

2) Name : Esther Chen Yi Xin

I/C Number : 880606-35-5374

Matrix Number : 102636

3) Name : Goh Zuwei

I/C Number : 900817065188

Matrix Number : 102638

Lecturer:

Assoc. Prof. Dr. Rozinah Jamaludin

Date: 7April 2011

**Lesson Plan**

Date : 5th April 2011

Time : 80 minutes (double period lesson)

Class : Form 3

Enrolment : 30 students

Level of proficiency: Intermediate

Theme/Topic : A Fighter’s Lines (Form 3 Poem)

– Summary (literal and symbolic meaning) and Themes of the poem

Language/skill focus: 1. Reading

2. Writing

General Objective(s): By the end of the lesson, students should be able to:

1. Identify the literal and symbolic meaning of the poem.
2. Recognize and identify the themes of the poem.

Specific Objectives : By the end of the lesson, students should be able to:

1. Respond to questions by giving the required information orally and in writing.
2. Describe and explain the message and themes the writer is trying to convey in the poem.
3. Compose simple caricatures, stories and dialogues.
4. Find out the meaning of unfamiliar words by using the contextual clues and/or the dictionary.

Content : 1. Whole-class discussion

2. Group work

3. Pair works

Teaching aids : PowerPoint slides, podcast of the poem, marker pens, whiteboard, worksheets and Manila word/sentence strips.

Previous knowledge : The history of the fight the nation’s independence has been introduced and discussed.

Curriculum specification:

3.0 Language for Aesthetic Use

3.1 Listen to, read and view and respond to literary works by:

e. Explaining the message the writer is trying to convey and discussing how this relates to one’s life;

3.2 Express themselves creatively and imaginatively by:

c. Composing simple poems, stories and dialogues;

Teacher’s reference(s) : 1. Kementerian Pelajaran Malaysia (2005). *English Language Textbook. Form 3.* Selangor: Dewan Bahasa dan Pustaka.

2. Ministry of Education Malaysia (2009). *Literature Component for Secondary Schools. A Collection of Poems, Short Stories and Drama for FORM 1 to FORM 3.* Selangor: Cerdik Publications Sdn Bhd.

Moral Values:

1. Patriotism and good citizenship.

2. Self-important must not precede making sacrifices for the nation’s independence.

3. Courageous and bravery.

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| **STAGES/**  **DURATION** | **LANGUAGE**  **CONTENT** | **TEACHER’S ACTIVITY** | **STUDENTS’ ACTIVITY** | **NOTES** |
| Set induction  3 minutes | Whole-class  discussion  Vocabulary:  Worn, sacrifices, crushed, challenge, remnants, deceit, ranks, ancestor, erect, heirs | 1. Teacher elicits responses from students by showing pictures and images regarding Malaysia’s history in fighting for independence.  2. Teacher evokes responses from students by asking students’ opinions and feelings about the sacrifices of the ancestors in fighting for nation’s independence.  3. Teacher introduces the topic of the day- the poem, ***A Fighter’s Lines***. | 1. Students give their views and opinions.  2. Students give their answers on teacher’s questions. | PowerPoint slides |
| Lesson 1  15 minutes | Poem,  Podcast | 1. Teacher writes down the topic of the day on the white board.  2. Teacher asks students understanding about the topic -- **the poem,**  ***A Fighter’s Lines***.  3. Teacher shows the podcast of the poem to the students.  4. Teacher distributes the hand-outs which consist of the poem and notes on the poem’s meaning to the students.  5. Teacher reads aloud the poems together with the students.  6. Teacher explains the lexical and symbolical meaning of the poem stanza by stanza using the video.  7. Teacher explains the unfamiliar and difficult vocabulary in the poem. | 1. Students listen to the teacher’s instruction.  2. Students watch the podcast of the poem.  3. Students read the poem together.  4. Students discuss with the teacher about the lexical and symbolical meaning of the poem.  5. Students listen to the teacher’s explanation on the unfamiliar and difficult vocabulary. | Hand-outs, **podcast of the poem, *A Fighter’s Lines,*** marker pens, whiteboard. |
| Lesson 2  20 minutes | Group work  Vocabulary:  Crippled, worn, independence, deceit, colonial, corruption, justice | 1. Teacher gives the instructions for the next activity.  2. Teacher divides students to form a group consisting of five students each. ( 6 groups)  3. Teacher distributes the Manila word/sentence strips to each group of students.  4. Teacher presents and shows the other parts of the Manila word/sentence strips on the whiteboard for every group in six separate columns.  (6 sets)  5. Teacher asks every group of the students to match their Manila word/sentence strips with the other parts of the Manila word/sentence strips on the whiteboard to make suitable sentences according to the poem within 8 minutes.  6. Teacher checks and discusses the answers together with the students.  7. Teacher gives further explanation on the unfamiliar and difficult vocabulary.  8. Teacher gives rewards (pens or sweets) to the group which has completed the task fastest and with the most correct answers. | 1. Students listen to teacher’s instruction.  2. Students sit with their own group members.  3. Students refer to the word /sentence strips given by the teacher.  4. Students discuss the answers in their own groups.  5. Students match their word/sentence strips with the word/sentence strips on the white board after discussion.  6. Students complete the task in 8 minutes.  7. Students discuss the answers with the teacher.  8. Students listen to teacher’s further explanation. | Whiteboard, marker pens, Manila word/  sentence strips  (6 sets) |
| Lesson 3  30 minutes | Pair-work  Vocabulary:  Soldier, sacrifice, independence, corrupted leaders, deceit, united population, heirs of freedom. | 1. Teacher distributes the hand-outs about the themes of the poem.  2. Teacher discusses and explains the themes of the poem through PowerPoint slides.  3. Teacher asks the students to relate the themes that they have read to the title of the poem.  4. Teacher discusses with the students the relation between the poem’s title and the themes.  5. Teacher gives instructions for the next activity.  6. Teacher distributes the worksheets to each student.  7. Teacher divides students into pairs.  8. Teacher asks the students to refer to their worksheets.  9. Teacher shows the questions and pictures through PowerPoint slides.  10. Teacher asks students to complete their task with their own partner where they have to identify the images in each pictures on the worksheets and describe what it represents within 15 minutes.  11. Teacher asks the students randomly to read aloud their answers.  12. Teacher shows the answers through PowerPoint slides and explains the answers.  13. Teacher gives further explanation on the unfamiliar vocabulary and sentences. | 1. Students listen to teacher’s instruction.  2. Students receive the note about the themes if the poem given by teacher.  3. Students read the note.  4. Students discuss with the teacher about the theme of the poem.  5. Students listen to teacher’s instruction on the task.  6. Students receive the worksheet given by teacher.  7. Students refer to the worksheets given by the teacher.  8. Students discuss the answers in pairs and complete the task within 15 minutes.  9. Students read aloud their answers.  10. Students listen to teacher’s explanation on the questions and answers. | Worksheets, PowerPoint slides, marker pens, whiteboard |
| Lesson 4  10 minutes | Group work  Simple caricatures, stories and dialogues. | 1. Teacher gives the instructions for the next activity.  2. Teacher divides the students to form a group consisting of six students each.  3. Teacher asks the students to refer to the question on teacher’s PowerPoint slides.  4. Teacher discusses and explains the question to the students.  5. Teacher asks students to draw a simple caricature (picture/cartoon) of a freedom fighter in battle and insert a suitable dialogue bubble for the pictures in the caricature.  6. Teacher shows an example of caricature through the PowerPoint slides to guide the students in drawing caricature.  7. Teacher asks the students to complete the task as homework in their own group. | 1. Students listen to the teacher’s instruction.  2. Students get into groups.  3. Students refer to the teacher’s PowerPoint slides.  4. Students discuss the question of the task with teacher.  5. Students complete their task at home. | PowerPoint slides, marker pens, whiteboard |
| Closure  2 minutes |  | 1. Teacher concludes the lesson by asking students what they have learned from today’s lesson. | 1. Students tell about what they have learned from today’s lesson. |  |

**References**

1. Ranjit Sidhu (2009). *A Quick Guide to Literature- A Collection of Poems, Short Stories and Drama, Form 1-3*. Malaysia, Selangor Darul Ehsan: Penerbit Ilmu Bakti Sdn. Bhd.
2. *Curriculum Specifications, English Language Form 3*. Malaysia, Ministry of Education Malaysia.
3. Xavier M. & Banulata B. (2011). *Literature Component*. Sasbadi Sdn. Bhd, Malaysia: Petaling Jaya
4. *Literature Component for Secondary School: A Collection of Poems, Short Stories and Drama – Form 1 to Form 3 (Student’s Edition).* Malaysia, Ministry of Education Malaysia.
5. Anita Lim (2010). *Let’s Score in Literature: A Collection of Poems, Short Stories and Drama – Form 1 to Form 3*. Malaysia, Selangor Darul Ehsan: Penerbit Ilmu Bakti Sdn. Bhd.