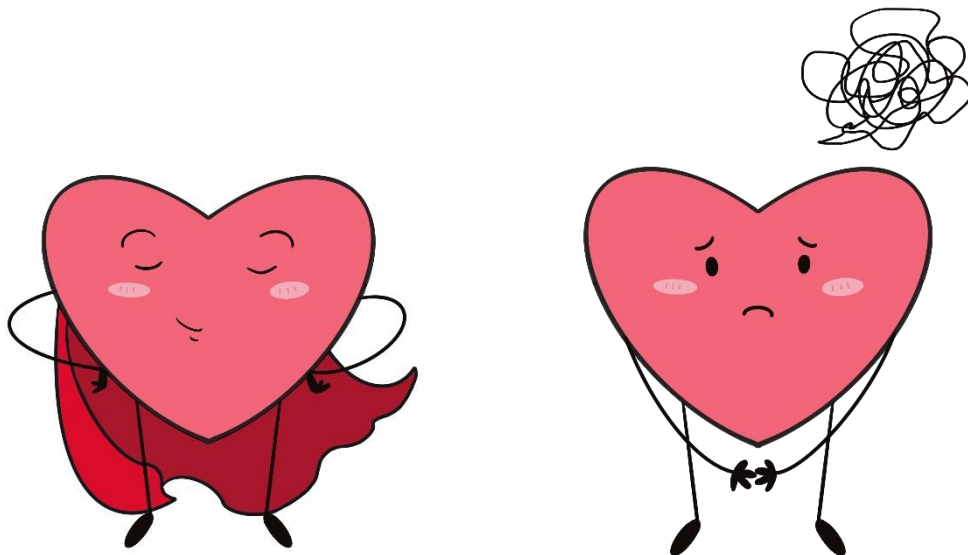


*The Chinese University of Hong Kong*  
*Faculty of Education*  
*Centre for Language Education and Multiliteracies Research (CLEMR)*

QEF 2022/23 Project:

Integrating social and emotional learning into the English  
Language curriculum: Fostering positive values, attitudes and  
motivations in English learning in primary schools  
(Phase 2)

# Sample Lesson Plans



**QEF 2022/23 Project**  
**Phase 2**  
**Sample lesson plans**

**Be a star pupil**

**Level:** Primary 4

**Coursebook/ Reference materials:** *Primary Longman Elect Book 4B* Chapter 5 'Be a star pupil'

**Reading text:** Lyrics of a song titled 'How to Be a Star Pupil', in which a child lists her plans to achieve her goal to be a star pupil

**Vocabulary:** Things you promise yourself you will do (e.g. go to bed early, watch less TV, and do revision)

**Language focus:** 'be going to' and 'will'

## **Part A: Reading**

**Suggested no. of lessons:** 4 (30 minutes each)

### **Prior knowledge:**

Students have learnt:

- To use the simple future tense to talk about what is possible in the future

### **English Language learning objectives:**

By the end of this part, students will be able to:

1. Make and confirm predictions about a reading text
2. Answer lower-order and higher-order thinking questions about a reading text

### **SEL ('self' dimensions) objectives:**

By the end of this part, students will be able to:

1. Use words to identify their emotions related to learning
2. Use appropriate strategies to motivate themselves and help themselves (re)focus
3. Set personal goals, and monitor and reflect on the progress
4. Develop within themselves a growth mindset

### **SEL ('social' dimensions) objectives:**

By the end of this part, students will be able to:

1. Understand (and express) gratitude
2. Communicate effectively

Lesson 1

Learning and teaching activities	Supporting materials
<p><b><u>Getting ready</u></b></p> <ul style="list-style-type: none"> <li>● Teacher tells students the topic of the new unit—Be a star pupil.</li> <li>● Teacher tells students they should get ready for learning.</li> <li>● Teacher and students do a <b>feeling check-in</b>.</li> <li>● Teacher leads students to do a <b>hot cocoa breathing</b> exercise.</li> </ul>	
<p><b><u>Lead-in</u></b></p> <ul style="list-style-type: none"> <li>● Teacher explains that the term ‘star pupil’ means ‘a very good student’.</li> <li>● Teacher shows the following questions and asks students if they agree with them: <ul style="list-style-type: none"> <li>➤ <i>A star pupil is polite.</i></li> <li>➤ <i>A star pupil is never late for school.</i></li> <li>➤ <i>A star pupil has good handwriting.</i></li> </ul> </li> <li>● Teacher asks students to discuss in groups of 4 what they think a star pupil is like or does. They write sentences beginning with ‘A star pupil ...’</li> <li>● Group leaders type their ideas on a Padlet wall. Teacher goes through them with the class.</li> </ul>	<p>Padlet</p>
<p><b><u>Lesson goals</u></b></p> <ul style="list-style-type: none"> <li>● Students read aloud today’s lesson goals.</li> </ul>	<p>PowerPoint – Part A Lesson goals (Appendix 1)</p>
<p><b><u>Before reading (Making predictions)</u></b></p> <ul style="list-style-type: none"> <li>● Teacher shows a PowerPoint slide with a picture of a girl visualising herself as a star pupil.</li> <li>● Teacher leads students to conclude that she is not yet a star pupil but wants to become one.</li> <li>● Teacher elicits from students the things that the girl wants to be able to do in order to be a star pupil: Get A’s in examinations, go to school on time, and play in the school band.</li> <li>● Teacher introduces the text they are about to read: It is the lyrics Jane Wong, the girl whose pictures they saw, wrote to the music of the song ‘Here We Go Round the Mulberry Bush’. In the lyrics, she lists out the things she has decided to do in order to become a star pupil.</li> <li>● Teacher tells students that they are about to make predictions in groups. He/She introduces LEAD, a strategy that helps them communicate effectively in a group discussion:</li> </ul>	<p>PowerPoint – Making predictions (Appendix 2)</p>

Learning and teaching activities	Supporting materials
<ul style="list-style-type: none"> <li>➤ L: Listen carefully</li> <li>➤ E: Express myself clearly</li> <li>➤ A: Agree and</li> <li>➤ D: Disagree politely</li> <li>● In groups of 4, students make predictions about the things she lists in the song, i.e. things she has decided to do.</li> </ul>	Worksheet – Making predictions (Appendix 3)
<p><b><u>Closure</u></b></p> <ul style="list-style-type: none"> <li>● Teacher tries to elicit the lesson goals from students. He/She then shows the lesson goals on the screen again.</li> <li>● Teacher and students share their <b>gratitude</b>.</li> <li>● Each student completes an <b>exit ticket</b>. The prompts could be: <ul style="list-style-type: none"> <li>➤ What I remember most about this lesson</li> <li>➤ Something I am curious about</li> </ul> </li> </ul>	SEL Activity Guide – Gratitude (Appendix 4)

Learning and teaching activities	Supporting materials
<p><b><u>Getting ready</u></b></p> <ul style="list-style-type: none"> <li>● Teacher tells students that they should get ready for today’s lesson.</li> <li>● Teacher and students do a <b>feeling check-in</b>.</li> <li>● Depending on the general energy level of the class, teacher leads students to do one of the following activities:               <ul style="list-style-type: none"> <li>➤ <b>Stay calm using my 5 senses</b></li> <li>➤ <b>My private garden</b></li> </ul> </li> </ul>	
<p><b><u>Recap</u></b></p> <ul style="list-style-type: none"> <li>● Teacher invites students to share anything they remember from the previous lesson.</li> <li>● Teacher asks if anyone has anything to add.</li> </ul>	
<p><b><u>Lesson goals</u></b></p> <ul style="list-style-type: none"> <li>● Students read aloud today’s lesson goals.</li> </ul>	PowerPoint – Part A Lesson goals (Appendix 1)
<p><b><u>While reading</u></b></p> <ul style="list-style-type: none"> <li>● Teacher leads students to listen to the song and read through the lyrics. Teacher asks LOT questions to check for understanding and HOT questions to facilitate critical thinking.</li> <li>● To increase engagement and motivation, students discuss each question with a neighbour before teacher elicits responses from the class.</li> <li>● After a while, teacher and students do a <b>feeling check-in</b>.</li> <li>● The class decide whether they need to do an SEL activity to help them refocus and, if yes, which SEL activity to do. SEL activities they can choose from include:               <ul style="list-style-type: none"> <li>➤ <b>Hot cocoa breathing</b></li> <li>➤ <b>Positive self-talk</b></li> </ul> </li> <li>● Teacher continues to lead the class to read the lyrics and ask them questions.</li> </ul>	Audio recording
<p><b><u>After reading (Confirming predictions)</u></b></p> <ul style="list-style-type: none"> <li>● Students check to see if their predictions are correct.</li> </ul>	Worksheet – Making predictions (Appendix 3)
<p><b><u>Closure</u></b></p> <ul style="list-style-type: none"> <li>● Teacher tries to elicit the lesson goals from students. He/She then shows the lesson goals on the screen again.</li> <li>● Teacher and students share their <b>gratitude</b>.</li> <li>● Each student completes an <b>exit ticket</b>. The prompts could be:               <ul style="list-style-type: none"> <li>➤ Three things I have learnt today</li> <li>➤ How I feel and why</li> </ul> </li> </ul>	SEL Activity Guide – Gratitude (Appendix 4)

Lesson 4

Learning and teaching activities	Supporting materials
<p><b><u>Getting ready</u></b></p> <ul style="list-style-type: none"> <li>● Teacher tells students that they should get ready for today’s lesson.</li> <li>● Teacher shows a few <b>positive sentences</b>. The class read them aloud.</li> </ul>	<p>PowerPoint – Positive sentences (Appendix 5)</p>
<p><b><u>Recap</u></b></p> <ul style="list-style-type: none"> <li>● Teacher elicits from students what they learnt in the previous lesson.</li> </ul>	
<p><b><u>Lesson goals</u></b></p> <ul style="list-style-type: none"> <li>● Students read aloud today’s lesson goals.</li> </ul>	<p>PowerPoint – Part A Lesson goals (Appendix 1)</p>
<p><b><u>After reading (Goal setting)</u></b></p> <ul style="list-style-type: none"> <li>● Teacher explains that goals can be put into different groups: academic, ECA, lifestyle and social goals.</li> <li>● In groups, students categorise the goals listed on the worksheet.</li> <li>● Teacher introduces the task: <ul style="list-style-type: none"> <li>➢ Each student should set two goals: <ul style="list-style-type: none"> <li>◆ One academic/ECA/lifestyle goal</li> <li>◆ One social goal</li> </ul> </li> </ul> </li> <li>● Students set goals using the goal-setting worksheet. <i>Students who are more able could use the WOOP framework to set goals.</i></li> <li>● Referring to examples shown by teacher, each student writes two short paragraphs based on his/her answers on the goal-setting worksheet.</li> <li>● Teacher explains to students that they will monitor and reflect upon their progress every day for an agreed period.</li> </ul>	<p>Worksheet – Different types of goals (Appendix 6)</p> <p>Worksheet – Goals: Setting, monitoring and reflection (Appendix 7)</p>
<p><b><u>Closure</u></b></p> <ul style="list-style-type: none"> <li>● Teacher tries to elicit the lesson goals from students. He/She then shows the lesson goals on the screen again.</li> <li>● Teacher and students share their <b>gratitude</b>.</li> <li>● Each student completes an <b>exit ticket</b>. The prompts could be: <ul style="list-style-type: none"> <li>➢ Something I have learnt</li> <li>➢ How I can do better</li> </ul> </li> </ul>	<p>SEL Activity Guide – Gratitude (Appendix 4)</p>

## **Part B: Extension activities**

**Suggested no. of lessons:** 2 (30 minutes each)

### **Prior knowledge:**

Students have learnt:

- Vocabulary about things they promise themselves they will do (e.g. go to bed early, watch less TV, and do revision)
- To use the simple future tense to talk about what is possible in the future
- To use 'be going to' to talk about what they have decided to do in the future

### **English Language learning objectives:**

By the end of this part, students will be able to:

1. Use 'be going to' to talk about what they have decided to do in the future

### **SEL ('self' dimensions) objectives:**

By the end of this part, students will be able to:

1. Develop within themselves a growth mindset

### **SEL ('social' dimensions) objectives:**

By the end of this part, students will be able to:

1. Name and explain the emotions experienced by a fictional classmate
2. Demonstrate empathy
3. Recognise strengths in the fictional classmate
4. Show care and concern for the feelings of the fictional classmate
5. Communicate effectively
6. Seek and offer help and support
7. Understand (and express) gratitude



Learning and teaching activities	Supporting materials
<p><b><u>Recap</u></b></p> <ul style="list-style-type: none"> <li>Teacher elicits from students what they have learnt in this chapter so far.</li> </ul>	
<p><b><u>Lead-in</u></b></p> <ul style="list-style-type: none"> <li>In groups of 4, students do an <b>I predict...</b> activity.</li> <li>Teacher invites group representatives to share their ideas.</li> <li>Teacher asks students to identify the strengths that helped them finish <b>I predict....</b></li> </ul>	
<p><b><u>Lesson goals</u></b></p> <ul style="list-style-type: none"> <li>Students read aloud today's lesson goals.</li> </ul>	<p>PowerPoint – Part B Lesson goals (Appendix 8)</p>
<p><b><u>Scenario 1</u></b></p> <ul style="list-style-type: none"> <li>Teacher explains the scenario: <ul style="list-style-type: none"> <li>➤ You are close friends with Emma. A month ago, Emma shared with you her goal: to get a B in the English exam. The week before the exam, she did revision in the library quietly every day after school according to her plan.</li> <li>➤ Just now, your class teacher Ms Tong gave each of you your report card. Emma is crying in her seat. She shows you her report card.</li> <li>➤ She receives a D in English Language and average to good grades in other subjects. She receives an A in conduct.</li> </ul> </li> <li>Teacher introduces Task 1: <ul style="list-style-type: none"> <li>➤ Imagine you are Emma. <ul style="list-style-type: none"> <li>◆ How do you feel? (Describe with a few adjectives.)</li> <li>◆ Why do you feel this way?</li> </ul> </li> </ul> </li> <li>Teacher draws a mind map on the blackboard. He/She elicits a couple of adjectives and reasons from students as demonstration.</li> <li>Teacher asks students to come up with as many adjectives and reasons as they can before instructing them to work on their own.</li> <li>Individually, students write down the feelings and their reasons on a mind map. <i>Depending on their ability levels, students may draw pictures, write in point form or write complete sentences.</i></li> <li>Teacher tells students that they will share their ideas in groups of 4. He/She reminds them the importance of LEAD (<u>L</u>isten carefully, <u>e</u>xpress myself clearly, and <u>a</u>gree and <u>d</u>isagree politely) in a group discussion.</li> <li>Students share their ideas in groups of 4.</li> </ul>	<p>PowerPoint – Emma's goal (Appendix 9)</p> <p>Emma's report card (Appendix 10)</p> <p>Mind map – Emma's feelings (Appendix 11)</p>

Learning and teaching activities	Supporting materials
<ul style="list-style-type: none"> <li>● Teacher invites group representatives to share their ideas with the class.</li> <li>● Teacher introduces Task 2: <ul style="list-style-type: none"> <li>➤ In groups of 4, study Emma’s report card, discuss and then report to the class, as Emma’s close friends: <ul style="list-style-type: none"> <li>◆ What can you say to Emma to show support and care?</li> <li>◆ What can you do to help Emma?</li> <li>◆ What advice can you give Emma to improve her English?</li> </ul> </li> </ul> </li> <li>● Teacher shows some examples, leads students to brainstorm more ideas and write them on the blackboard.</li> <li>● In groups of 4, students study Emma’s report card, discuss the questions and note down their answers on the worksheet. They post their work on Padlet.</li> <li>● Teacher goes through students’ work in class.</li> <li>● Teacher emphasises that to study well, students should use strategies that work for them and seek help when needed.</li> <li>● Teacher applauds students’ good work and elicits from students how each of them can be a good friend: <ul style="list-style-type: none"> <li>➤ Feel how my friend feels</li> <li>➤ Tell my friend his/her strengths</li> <li>➤ Offer help and support</li> </ul> </li> </ul>	<p>Worksheet – Things we can say and do and things Emma can do (Appendix 12)</p> <p>Padlet</p>
<p><b><u>Scenario 2</u></b></p> <ul style="list-style-type: none"> <li>● Teacher explains the scenario: <ul style="list-style-type: none"> <li>➤ You are Emma. You have received a lot of great advice from your friends.</li> </ul> </li> <li>● Teacher introduces Task 3: <ul style="list-style-type: none"> <li>➤ List out what you are going to do to improve your English.</li> </ul> </li> <li>● Teacher elicits from students that ‘be going to’ should be used.</li> <li>● Teacher explains that they can all develop a growth mindset: believe in the power of yourself and your brain.</li> <li>● Teacher instructs students to finish the worksheet as homework. He/She reminds them that they can refer to the ideas their classmates have posted on Padlet.</li> </ul>	<p>Worksheet – What I’m going to do to improve my English (Appendix 13)</p>
<p><b><u>Closure</u></b></p> <ul style="list-style-type: none"> <li>● Teacher tries to elicit the lesson goals from students. He/She then shows the lesson goals on the screen again.</li> <li>● Teacher and students share their <b>gratitude</b>.</li> <li>● Each student completes an <b>exit ticket</b>. The prompts could be:</li> </ul>	<p>SEL Activity Guide – Gratitude (Appendix 4)</p>

<b>Learning and teaching activities</b>	<b>Supporting materials</b>
<ul style="list-style-type: none"><li data-bbox="233 219 587 255">➤ Something I have learnt</li><li data-bbox="233 264 715 300">➤ What I did well today as a learner</li></ul>	

## Lesson goals



We are learning to:

- Make predictions about the reading text
- Communicate effectively



(Part A Lesson 1)

## Lesson goals

We are learning to:

- Read some lyrics to find information
- Choose and do a suitable activity to help ourselves focus
- Check if our predictions are correct



(Part A Lessons 2-3)

## Lesson goals

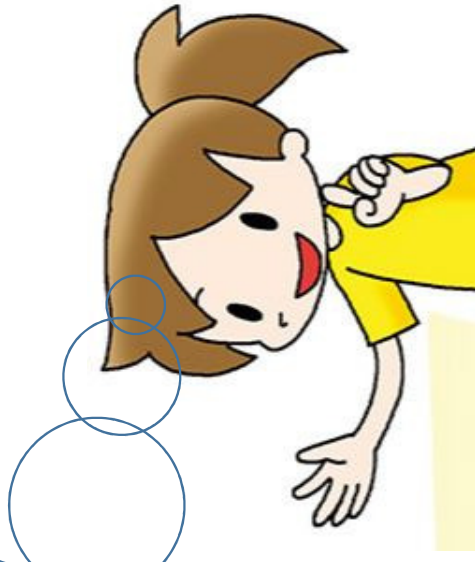
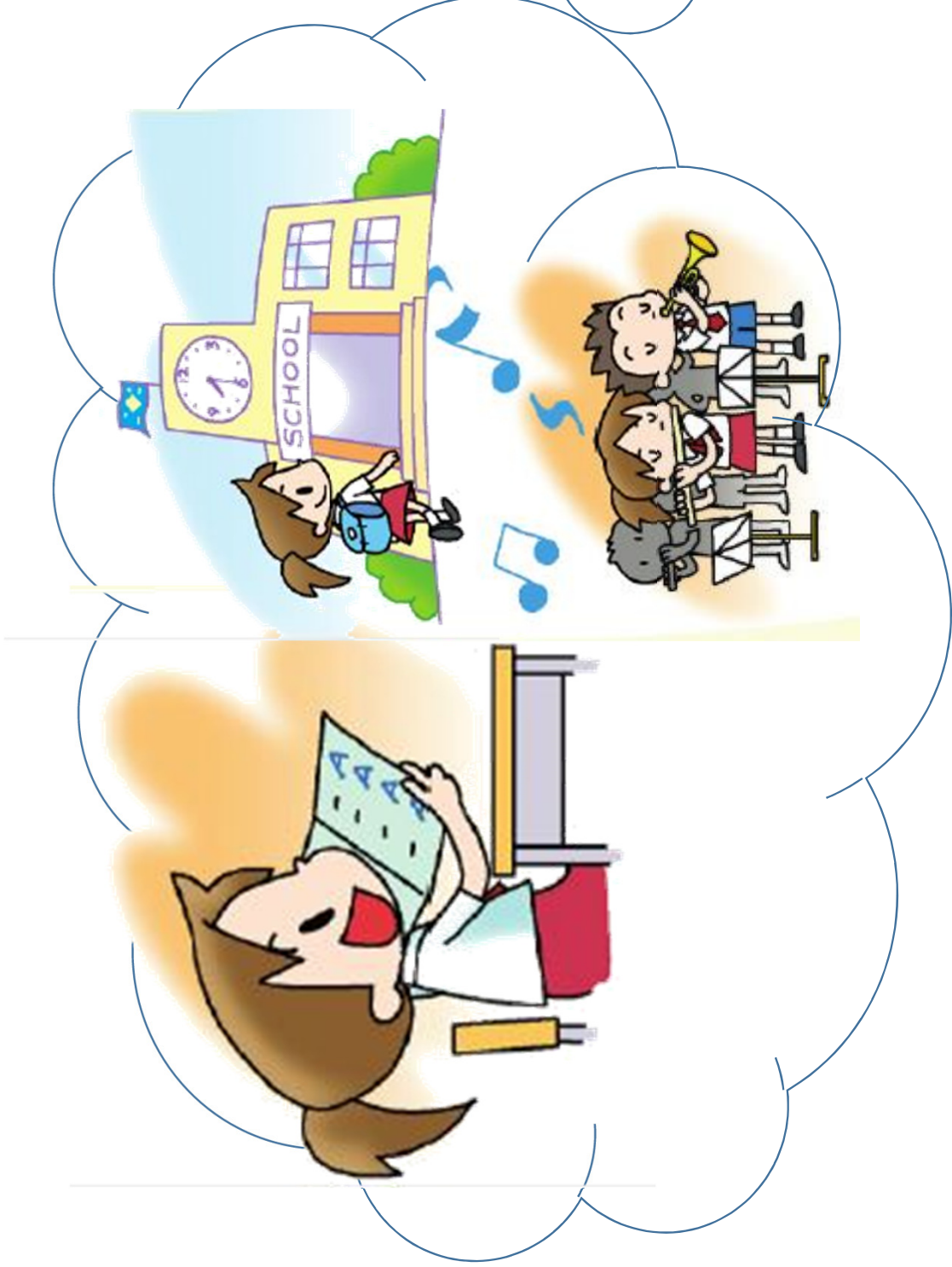
We are learning to:




- Set an academic/ECA/lifestyle goal
- Set a social goal

(Part A Lesson 4)



- Is the girl a star pupil?
- Does she want to become a star pupil?
- What does she want to be able to do?



<b>Before reading</b>	 <p>get A's in exams</p>	 <p>be on time</p>	 <p>play in the school band</p>	<b>Jane wants to be a star pupil. She wants to</b>
<b>After reading</b>	<p>Correct / Incorrect</p>	<p>Our predictions are</p> <p>Correct / Incorrect</p>	<p>Correct / Incorrect</p>	<b>To do so, we predict that she has decided to</b>
		<p>Here is the evidence from the text:</p>		

**AFTER INSTRUCTION**

**GRATITUDE**

**Time:** 2 minutes

**Overview:** The class share their gratitude before the lesson ends.

**Purpose:** Giving thanks regularly, one feels happier, has stronger relationships, is more optimistic and resilient, and the list goes on.

**SEL focus:** Social awareness (Understanding and expressing gratitude)

**Steps:**

1. Tell students that you would like the class to think about the people that have helped them learn today.
2. Give students 10 to 20 seconds to think silently about who have helped them learn and how they have done so.
3. Start by expressing gratitude to a student for something he/she did in the lesson today. Say, 'I would like to thank (name of student) for (thing that he/she did).'
4. Invite students to share their gratitude publicly with the class.
5. End by saying that you feel happy because they are thankful people.

**Note:**

When this routine is new to the class,

- the teacher could prompt students to share their gratitude. E.g. 'Let's consider thanking (name of student) at the end of the class for cleaning the blackboard.'
- the teacher could show students a list of activities for which they could thank their classmates:
  - Who helped you learn today? Did anyone:
    - lend you a pencil or an eraser
    - pass a workbook/worksheet to you
    - tell you which page we were at when you could not follow
    - show you how to answer a question
    - work with you in a group
    - give you some useful feedback
    - make you smile



I say to myself

---

**Today I will work  
hard.**

---

**I get better and  
better each day.**

---

**Learning makes  
me feel good.**

## Different types of goals

Here are some goals. Put them into four groups: Academic goals (related to your studies), ECA goals, lifestyle goals, and social goals (related to your relationship with others). Follow the examples.

1	Treat others with respect	2	Go jogging every week	3	Join the school band	4	Communicate effectively
5	Eat a healthy diet	6	Express my thanks for others often	7	Show care for others	8	Go to bed before 10 p.m.
9	Get 80 marks in the Maths test	10	Join the school choir	11	Understand and feel how others feel	12	Get full marks in the next Chinese dictation
13	Seek help/support from others	14	Offer help/support to others				

Academic goals	ECA goals	Lifestyle goals	Social goals
		5	1

## My academic / ECA / lifestyle goal

The reason why I want to achieve this goal:

My goal:

My actions to achieve this goal:

Write a short paragraph based on your notes.

My goal is to \_\_\_\_\_  
because \_\_\_\_\_.  
So, I'm going to \_\_\_\_\_  
\_\_\_\_\_.

## My social goal

The reason why I want to achieve this goal:

My goal:

My actions to achieve this goal:

Write a short paragraph based on your notes.

My goal is to \_\_\_\_\_  
because \_\_\_\_\_.  
So, I'm going to \_\_\_\_\_  
\_\_\_\_\_.

## Examples:

My goal is to get an A in the English exam because I want to be very good at English. So, I am going to ask more questions.

My goal is to join the school band because I want to play music with my schoolmates. So, I am going to practise playing the flute every day.

My goal is to eat a healthy diet because I want to be fit and strong. So, I am going to eat fewer potato chips.

My goal is to treat others with respect because I want to be a polite child. So, I am going to remind myself to say 'thank you' and 'please'.

## My academic / ECA / lifestyle goal

<u>W</u> ish	My goal is to
<u>O</u> tcome	When I reach this goal,
<u>O</u> bstacle	However,
<u>P</u> lan	So, I'm going to

## My social goal

<u>W</u> ish	My goal is to
<u>O</u> tcome	When I reach this goal,
<u>O</u> bstacle	However,
<u>P</u> lan	So, I'm going to

## **Examples:**

**My goal is to get an A in the English exam. When I reach this goal, I will be so proud of myself. However, I don't like to do revision and am lazy sometimes. So, I'm going to make a timetable to help me do revision regularly.**

**My goal is to join the school band. When I reach this goal, I will play beautiful music with my schoolmates and I will be so happy. However, I don't play the flute well enough. So, I am going to practise playing the flute every day.**

**My goal is to eat a healthy diet. When I reach this goal, I will be healthy and happy. However, I don't like to eat vegetables. I am going to find ways to make vegetables tasty.**

**My goal is to treat others with respect. When I reach this goal, I will be very proud of myself. However, sometimes I forget to say 'thank you' and 'please'. So, I am going to ask my buddy Jack to keep an eye on how I behave.**

# Monitoring & Reflection

## My academic / ECA / lifestyle goal

How did I do today? (Self- / Peer / Parent evaluation 😊 😐 😞)						Month:
Sun	Mon	Tue	Wed	Thu	Fri	Sat

\_\_\_\_\_ weeks later

I feel \_\_\_\_\_ because \_\_\_\_\_

## My social goal

How did I do today? (Self- / Peer / Parent evaluation 😊 😐 😞)						Month:
Sun	Mon	Tue	Wed	Thu	Fri	Sat

\_\_\_\_\_ weeks later

I feel \_\_\_\_\_ because \_\_\_\_\_

## Lesson goals

We are learning to:

- Make sentences with ‘be going to’
- Be a good friend:
  - Feel how my friend feels
  - Tell my friend his/her strengths
  - Offer help and support
- Develop a growth mindset

(Part B Lessons 1-2)



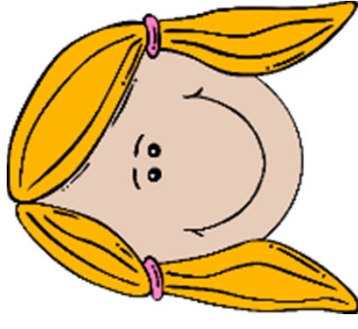


**Last month, Emma shared with you her academic goal:**

**‘My goal is to get a B in the English exam because I want to be good at English. So, I am going to do revision in the library quietly every day after school for one week.’**

**OR**

**‘My goal is to get a B in the English exam. When I reach this goal, I will be so proud of myself. However, I am weak in English. So, I am going to do revision in the library quietly every day after school for one week.’**



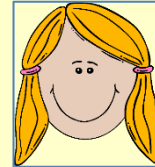
Hong Kong Primary School  
2022-2023

**REPORT CARD**

Name: Emma Wong

Class: 4F

Class number: 21



Chinese Language	C
English Language	D
Mathematics	B
General Studies	B
Music	A
Physical Education	A
Visual Arts	A
Conduct	A

**Comments:**

Emma is polite and helpful. She is friendly and is well-liked by her peers. Sometimes, she is not confident.

***Eva Tong***

Miss Eva Tong  
Class Teacher of 4F

Appendix 11

How do you think Emma feels and why? Fill in the mind map.

Reason(s):

Reason(s):

Feeling (Adjective):

Feeling (Adjective):

Emma is crying.

Feeling (Adjective):

Feeling (Adjective):

Reason(s):

Reason(s):

## Appendix 12

Put ticks in boxes next to the things you think you can say and do and the things you think Emma can do. Try to come up with your own suggestions, too.

Things we can say to Emma to show support and care

**We can say to Emma...**

- I'm always here to support you.
- You've got 4 A's! I'm so proud of you.
- With the right strategies, your English will improve.

\_\_\_\_\_

\_\_\_\_\_

Things we can do to help Emma

**We can...**

- tell Emma's parents not to scold her because she tried so hard.
- do revision on English with her.

\_\_\_\_\_

\_\_\_\_\_

Things Emma can do to improve her English

**Emma can...**

- ask the English teacher for extra practices.
- ask students who are good at English for advice; ask them how they study.

\_\_\_\_\_

\_\_\_\_\_

Write down the things you think you can say and do and the things you think Emma can do.

Things we can say to Emma to  
show support and care

**We can say to Emma...**

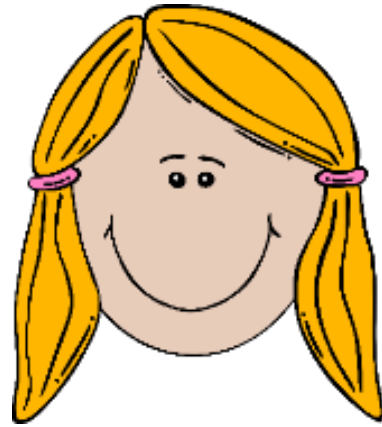
Things we can do to help  
Emma

**We can...**

Things Emma can do to  
improve her English

**Emma can...**

## What I am going to do to improve my English



To improve my English,

1. I am going to \_\_\_\_\_

\_\_\_\_\_ ,

2. I \_\_\_\_\_

\_\_\_\_\_ ,

3. I \_\_\_\_\_

\_\_\_\_\_ and

4. I \_\_\_\_\_

\_\_\_\_\_ .