EAST SPRING PRIMARY SCHOOL

LESSON PLAN FOR OPEN-CLASSROOM (OC)

Name of Teacher:	Mrs Amy Tan	**Class:**	6G1	**Subject:**	English
Venue & Time:	6G1 classroom, 0730 - 0830	**Date:**	23 April 2025	**Topic:**	Fronting details in continuous writing

Lesson Objectives/Goals:

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

- apply varied fronting to place emphasis on important details in a story
- explain their intent in fronting as the writer

SIMPLIFIED LESSON PLAN

Stages	Learning Activities
Introduction **Time frame:** 10 min	**Tuning in and raising awareness to set the context of the lesson:** ● Students will compare two paragraphs with the same ideas but different ways of fronting. They will state their preferred paragraph. *(Anticipated response: Students should be able to state the paragraph with varied fronting as the better one, providing reasons such as the style of writing, more interesting or complex sentence structures and better connection of ideas. Students less proficient in reading might prefer the paragraph with less varied fronting due to the ease of understanding.)* **State learning objectives to set the direction for learning:** ● Let students know that they will be revisiting different ways of fronting details for emphasis and make an intentional effort to apply fronting as a writer. *(Rationale: When students apply their understanding of fronting to narrative writing based on their intent as a writer, it encourages adaptive thinking, as part of the development of E21CC skills.)*

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Development **Time frame:** 40 min	**Revisit the different types of fronting:** ● Jog students' memory on the different types of fronting as covered in P5 & P6 STELLAR 2.0 and a previous school-based writing lesson. ● Provide notes on fronting for students' reference. **Guide discovery of the writer's intent in fronting:** ● Students will work with their shoulder partners to examine the fronted details in the introduction and rising action of a story that is based on the theme: Treasure and the picture of a metal box. ● They will state the writer's intent in fronting and upload their responses for the ClassPoint activity. ● Review students' submissions. Provide feedback and clarify misconceptions, if any. *(Rationale: Working with a partner allows for student talk to help students co-construct meaning as they learn together. This can develop students' communication and collaboration skills. The use of ClassPoint as a learning tool aims to maximise participation and increase students' engagement level.)* ● At the story / paragraph level, the teacher will guide students to uncover the writer's intent in fronting according to the story development. *(Rationale: This brings depth to fronting and guides students to have the metacognition to be aware of the possibility of aligning fronted details with the focus of the story development.)* **Enable application of learning:** ● In pairs, students will think of story ideas to craft the next one to two paragraphs of the rising action to reveal the item(s) the protagonist found in the metal box, his feelings and reactions. They will front details based on their intent and state the reasons on the given worksheet. ● If time permits, one student will type out the paragraph to submit it under an SLS Interactive Thinking Tool while the other will check and refine the reasons on the worksheet. Alternatively, this will be done during the next one-period English lesson on the same day. ● Students will raise their hands if assistance is needed. The teacher will not be doing small group instruction so that all students can explore application of their learning. *(Rationale: As students apply their understanding to the task, it hones their adaptive thinking skills.)*

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Conclusion **Time frame:** 10 min	**Closure:** Brief students on the follow-up activities: ● In their 4-5 member collaboration groups, students will read another pair's writing in SLS and add a comment to the SLS post to state their analysis of the pair's intent in fronting. ● On the day of the big reveal, students will sit in their collaboration groups and each pair will reveal their actual intent in fronting. They will find out if their readers had focused on the details that they had intended for them to. ● In the SLS post, students will share feedback about the pair's use of fronting. (*<u>Rationale</u>: Informing students about the upcoming activities serves to provide them with an authentic audience for their writing task. The use of SLS interactive thinking tool, as part of E-pedagogy, allows students to share their work and activate their peers as learning resource to gather feedback on their work.)* ● Let students share their learning for the lesson and conclude how fronting can be used as an intentional approach for writers to emphasise details in their writing to better engage readers.