



UNIVERSITI  
PENDIDIKAN  
SULTAN IDRIS  
اوتوڤوسيتي اندريديكن سلطان ادريس

SULTAN IDRIS EDUCATION UNIVERSITY

**KPD 3026**

**PENGAJARAN TEKNOLOGI DAN PENAKSIRAN 2**

**COMPILATION OF MICROTEACHING**

**REFLECTIVE ENTRIES**

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## LESSON PLAN

### Lesson Plan Format

<b>Class</b>	Form 1 Advanced	
<b>Venue</b>	-	
<b>Date</b>	26/3/2018	
<b>Time</b>	40 minutes	
<b>Topic</b>	Daily Routines	
<b>Theme</b>	People	
<b>Focused Skill</b>	Speaking	
<b>CONTENT STANDARDS</b>		
<p><u>2.0 Language for Informational Use</u></p> <p>2.2 Process information by:</p> <p>c) Following sequence of ideas</p> <p>iii. Following sequence of ideas in simple texts.</p>		
<b>LEARNING OBJECTIVES</b>		
<b>By the end of the lesson, students should be able to:</b>	<p>a) Write 7 out of 10 their suitable daily routines.</p> <p>b) Use 6 out of 7 transition words appropriately with their daily routines.</p>	
<b>SUCCESS CRITERIA</b>		
<b>Pupils can</b>	Describe their daily routines with suitable transition words creatively through storytelling.	
<b>Cross Curricular Elements</b>		
<b>Language/Grammar Focus</b>	Transition words, simple present tense verb.	
<b>Stage</b>	<b>Teaching and Learning Activities</b>	<b>Resources</b>

<p><b>Set Induction</b> ( 5 minutes)</p>	<ol style="list-style-type: none"> <li>1. Tell students that teacher will be doing charade of some actions.</li> <li>2. Teacher stands at the front of class and starts doing charade.</li> <li>3. Students have to name the actions of teacher is doing.</li> <li>4. Once the charade activity is finished, teacher asks a few questions about the actions.</li> <li>5. Then, teacher introduces the topic of the lesson.</li> </ol>	
<p><b>Lesson Development</b></p> <p><b>Stage</b></p>		
<p><b>Presentation</b> (10 minutes)</p>	<ol style="list-style-type: none"> <li>1. Teacher distributes Worksheet A to students and instructs them to write their daily routines in the provided template.</li> <li>2. After that, teacher asks for few volunteers to share their daily routines with their classmates.</li> <li>3. Next, teacher teaches what transition words are and their functions with suitable example.</li> <li>4. Then, teacher assigns students to give appropriate sequence connectors for their daily routines in Worksheet A.</li> </ol>	<p><b>Worksheet A</b></p>
<p><b>Practice</b> (10 minutes)</p>	<ol style="list-style-type: none"> <li>1. Teacher assigns students to sit in a group of 4.</li> <li>2. Students will be doing some storytelling activity with their daily routines. One of their group members will be a narrator while the rest have to act the actions of</li> </ol>	

	<p>their agreed daily routines.</p> <p>3. Students have to ensure their transition words are proper for their daily routines.</p> <p>4. Each group is given 2-3 minutes only for their performance.</p>									
<b>Production (13 minutes)</b>	<p>1. Students have to perform their storytelling in front of their classmates.</p> <p>2. Teacher then gives feedback on their usage of transition words in their storytelling.</p>									
<b>Conclusion (2 minutes)</b>	<p>1. Teacher recaps the lesson and make link to their upcoming lesson.</p>									
<b>Extended Activity</b>	<p>Teacher instructs students to paste the Worksheet A in their exercise book and write a short paragraph of 50 words of their weekend routines.</p>									
<b>Resources/Teaching Materials</b>	<b>T&amp;L Strategies</b>	<b>Assessment for learning</b>								
<b>Worksheet A</b>	<p><b>Main Strategy: e.g. Collaborative Learning</b></p> <p><b>21<sup>st</sup> Century Skills:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Think-Pair-Share</td> <td style="width: 50%;"></td> </tr> <tr> <td>Mix-Pair-Share</td> <td style="text-align: center;">/</td> </tr> <tr> <td>Gallery Walk</td> <td></td> </tr> <tr> <td>Numbered</td> <td></td> </tr> </table>	Think-Pair-Share		Mix-Pair-Share	/	Gallery Walk		Numbered		
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	Heads Together		
	All Write Round Robin		
	Jot thoughts		
	Others:		
<b>i-Think Map:</b>			
	Circle map		Tree map
	Bubble map		Flow map /
	Double bubble map		Multi flow map
	Brace map		Bridge map
<b>HOTS:</b>			
	Apply	/	
	Analyse	/	
	Evaluate		
	Create	/	

**Teacher's Reflection**

## **REFLECTIVE ENTRY**

### **SET INDUCTION**

I decided to demonstrate daily routines in my teaching. This is because I would like to try not to rely on technology much hence I want to experiment what other methods or strategies to use in set induction. From The Madeline Hunter Model of Mastery Learning, anticipatory set is used as a short activity that focuses the students' attention before the actual lesson begins. It can be done when students enter the room or in a transition and one of the ways is through modelling. Modelling can literally shows the students on what they are going to learn in that lesson and it helps students to understand more about the topic. Hence, I decided to model few daily routines in my set induction.

I started the lesson with some stretching and proceeded with rules. I explained to students on what they should do while I was demonstrating at the front. Students participated very well as they guessed all the actions that I demonstrated correctly. I demonstrated 8 actions of daily routines with different time setting. However, I should not have mentioned the time for each routine such as after lunch, after breakfast. This is because I was actually giving clues to students to come out with answers.

I also used 'you guys' and 'you people' a lot in the classroom. As a teacher, I should address my students in a correct manner such as 'students', 'all of you' and many more. Plus, I made a lot of grammatical mistakes in responding to students' answers and giving instructions. I ignored one of my students while she was raising her hand trying to get my attention. I did not response to her because her hand was not raised that high to be considered as wanting to answer. However, that was my mistake as a teacher which failed to acknowledge students' participation in classroom discussion. Ignoring or fail to acknowledge students' participation can be a negative motivation to the students and it might affect their motivation and interest to take part in classroom activities.

## **REFLECTIVE ENTRY**

### **PRESENTATION STAGE**

The lesson did not go quite well today. Students were a little bit confused on what to do with the worksheet. I prepared a worksheet for students to write their daily routines and later they will write a short paragraph about their daily routines with transition words in their paragraph. However, I did not provide enough time for students to complete first part of worksheet A.

I went with deductive method to teach the students but it did not go well. This is because not every student understood what were they learning and doing at that time. So, maybe I should just stick with inductive method when delivering my teaching input. Perhaps I can let students share their daily routines first. Let all the students talk and share their routines, from all of that I could break it down into similarities and differences of their daily routines. Plus, this was speaking class so I should extend students talk more in this class. Maybe I could nominate students to share their daily routines and not into writing their daily routines right away because that would omit students participations in the classroom.

As for the worksheet, I could make it more interesting by using I-think map such as bubble map for students to fill in the bubbles with daily routines. It could be done in this way which let students throw words of their routines and I write in on the board. After that, I create four sections that represent four time settings which are in the morning, in the afternoon, in the evening and at night. Next, I could ask students to categorize which daily routines from the board fit the time sections. Then, I could bring in the teaching input; transition words. I could ask students to throw words that show the sequence of their daily routines from morning till night. I could introduce more transition words if they do not. By doing this, perhaps I could encourage students' participation and extend students talk more so it would not be a teacher-centred learning.

Overall, I need to work more on how to give teaching input to students and how to encourage students' participation more in classroom discussion.

## LESSON PLAN

### Lesson Plan Format

<b>Class</b>	Form 4 Intermediate	
<b>Venue</b>	Micro Room	
<b>Date</b>	25 <sup>th</sup> May 2018	
<b>Time</b>	30 minutes	
<b>Topic</b>	Outdoor Recess	
<b>Theme</b>	People	
<b>Focused Skill</b>	Speaking	
<b>CONTENT STANDARDS</b>		
<p><b>1.0 LANGUAGE FOR INTERPERSONAL USE</b></p> <p>1.2 Take part in social interaction by</p> <p>b. participating in conversations and discussions</p> <p style="text-align: center;"><u>Level 2</u></p> <p>vi. Participating in a conversation by agreeing or disagreeing politely with others</p>		
<b>LEARNING OBJECTIVES</b>		
<b>By the end of the lesson, students should be able to:</b>	<p>1. Use at least 3 correct phrases to express their agreement or disagreement.</p> <p>2. Justify at least 3 reasons of their agreement or disagreement over a statement.</p>	
<b>SUCCESS CRITERIA</b>		
<b>Pupils can</b>	Agree or disagree to a situation or statement	
<b>Cross Curricular Elements</b>	Participate in conversation and discussion politely	
<b>Language/Grammar Focus</b>	Agree disagree phrases, simple present tense	
<b>Stage</b>	<b>Teaching and Learning Activities</b>	<b>Resources</b>
<b>Set Induction</b>		
<b>Lesson Development</b>		

Stage		
<b>Presentation</b>		
<b>Practice (10 min)</b>	<ol style="list-style-type: none"> <li>1. Teacher assigns students to sit in a group of four members using dessert pictures.</li> <li>2. Teacher shows a jar that contains statements about the topic.</li> <li>3. One student from each group takes one roll and read the statement.</li> <li>4. Next, other groups decide to agree or disagree with the statement and share their answer with teacher.</li> <li>5. Teacher justifies the answer and gives scores to groups that get the correct answer.</li> <li>6. During the activity, teacher checks the usage of phrases that students use to express their agreement or disagreement.</li> </ol>	<b>Dessert pictures</b>  <b>Statement rolls</b>    <b>Star stickers</b> <b>Score sheet</b>
<b>Production (10 min)</b>	<ol style="list-style-type: none"> <li>1. Teacher distributes a worksheet to each group.</li> <li>2. From the statement that each group gets earlier, students need to provide at least 2 justifications of their agreement or disagreement over that statement. Students have to write it on the worksheet given.</li> <li>3. Teacher asks students to share their thoughts with classmates.</li> </ol>	<b>Worksheet</b>
<b>Conclusion (5 min)</b>	<ol style="list-style-type: none"> <li>1. Teacher does Fist of Three rule activity with students. The reason is to monitor their understandings and get their feedback by using the fist rules.</li> </ol>	<b>Fist of Three rule</b>

Extended Activity																													
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<b>Teacher's Reflection</b>											

## **REFLECTIVE ENTRY**

### **PRACTICE, PRODUCTION AND CLOSURE**

I had a lot of problems for this lesson. First, there were lots of grammatical mistakes on materials. I should be more alert about the grammar and I could not use and give wrong grammatical materials to students. That is just wrong on so many levels. Second, students were confused with what to do in the beginning of the practice stage. This can be seen from two groups who could not catch up the practice's activity from the video. Perhaps what I can do is break my instructions in small parts and say it one by one at one time. After that, I could ask for students' understanding if they could follow my instructions or not. By doing this, I can keep in check students' understanding and students can understand and participate in the lesson much better.

Third, the reward system was not doing justice for students because I only rewarded groups who gave the correct answers. This is agreeing and disagree speaking class. From the statement roll that they got, students were free to agree or disagree with that statement because everyone was entitled to their own opinions. However, I ignored several groups' opinion and only rewarded those who got correct answer. What I can do to improve this situation from happening in future is give rewards to every student who participates in classroom activities. This will create positive reinforcement for students and they will be anticipated to know how much rewards they will get from the lesson. Plus, I should make score sheet bigger so that the whole class could see it.

Forth, the grouping distribution was wrong and unacceptable because I grouped 7 students in one group. When this happened, not all students would participate in group discussion and this could be done especially by weak students. Regardless I only prepared 5 groups pictures card; I should have just created two more groups immediately after I assessed the situation. In grouping distribution, only 3 to 4 students are acceptable in one group to ensure students will participate in group discussion.

Fifth, students were confused with the statement rolls because the statements were confusing and grammatically wrong. Plus, some students could not hear the statement read by their friends because they said it quite slow and it was inaudible for some students. Perhaps I should show the chosen statements on the board or slide so that students can listen or view the statement clearly and finally understand the statements. This is because not every

student has the ability to understand any sentence in one time only. Therefore, I should consider students' proficiency and ability to grasp the lesson.

Sixth, the usage of Mac N' Cheese in the lesson which I should explained the significant of using it to students. I cannot just take any attention grabber without make a real connection with the students. Any attention grabber used should have reasons on how it helps to get students' attention. The same thing happened to Fist of Three where I said Fist O' Three rule to the students and students could not catch up with that. It should be Fist of Three and I should explain how that rules works does.

Seventh, I had problems when responding to students' answers. When students shared their answer, I should not give any negative response because this will be discouraging to students to participate in any classroom activities in future. Other than that, I also back faced students when giving feedback to one particular group's answers in production stage. I should be facing students, make eye contact and repeat the correct answers to the whole class when I give feedbacks or correct students' mistakes. I also must use correct and polite words but still motivating when responding to students' answers. I should be more careful with my words in future.

In conclusion, I made a lot of mistakes in this lesson and I need to work hard to improve all the flaws that I have. Regardless it was a good lesson where the lesson gradually moved from LOTS to HOTS from practice to production stage, I still need to pay extra attention to all the teaching strategies that I am about to use in future lesson. "Give Me A Sign" was a good idea because I just posed a question, students raised their hands based on their preferences and I asked for their answers to share with their classmates. To end it, I should be more energetic and full of excitement to make the class livelier and students would love to participate in classroom activities.