**Loving our Friends**

**Lesson Plan**

**Text:** Posters

**Module:** Relationships / Making friends

**Unit:** Best friends

**Key Stage:** 2

**Students’ Prior Knowledge:**

Students should have learnt the following:

* Using the simple present tense to express simple truth
* Using adjectives to describe people

**Learning Objectives:**

By the end of the lessons, students will be able to:

1. develop **reading skills**:
   * make predictions about the content from the titles and pictures
   * skim to obtain the main idea
   * locate specific information by recognising text features and/or identifying key words
2. recognise **the features of a poster**;
3. understand and make use of adjectives to describe **the qualities of a friend**;
4. develop **critical thinking skills** by reflecting on and expressing their views about the qualities of a friend; and
5. foster **positive values and attitudes** (e.g. kindness, empathy, care for others, showing appreciation for others) by learning about the qualities of a friend and designing a poster about their best friends.

**Post-reading Task:** Design a poster about your best friend

**Suggested number of lessons:** 4

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| **Lesson** | **Learning and teaching activities** | **Focus**  **( skills/ forms/ function)** | **Supporting materials** | **Learning objectives** |
| **1** | **Activating students’ prior knowledge about the topic (Making friends)**   * Ask students who their best friends are. * Write on the board “To have good friends, you must be a good friend.” Have students discuss the statement and state whether they agree or disagree with it. Elicit from them how friends should treat each other. List their answers on the board and discuss with them. * Introduce the context: It is “Friendship Month” in the school and an election for the “Friend of the Month” will be organised by the “Big Brothers and Sisters” Group in the school.   **Reading the poster about the “Friend of the Month” election (Poster: “My Friend Rocks!”)**   * Distribute the poster “My Friend Rocks!” to students. * Instruct students to skim the title, illustration and headings. * Have them make predictions about what the poster/election is about using some guiding questions.   Suggested guiding questions:   * What is the title of the poster? (My Friend Rocks!) * What do you think the sentence “My Friend Rocks!” means? (My friend is great./ I have a great friend.) * How many sections are there? (Three.) * What are the headings? (“Background”, “How to join” and “Prizes”) * Based on the title, illustration and headings, what do you think the poster is about? What is the purpose of the poster? (It provides information about an activity and invites students to design a poster about their best friend for the “Friend of the Month” election.) * Go over the context and the details of the poster, and guide students to complete the Note Sheet. * The election is a monthly activity. Which month of the election is this poster promoting? (December) [\*Background] * Who organises the activity? (“The Big Brothers and Sisters” Group of the school) [\*Context] * If you want to nominate your best friend to join the election, what should you do? (Design a poster about him/her.) [\*How to join] * How large should the poster be? (A4 size) [\*How to join] * What should you include in the poster? (Information about my best friend and how good he/she is as a friend) [\* The two thought bubbles] * How to submit the poster? (Send it by email.) [\*How to join] * If your best friend wins the election, what prizes will he/she get? (A trophy and two movie tickets.) [\* Prizes] | develop critical thinking skills  skim to obtain the main idea, make predictions about the content of the text  locate specific information by identifying key words and recognising text features (headings) | Poster “My Friend Rocks!”  Context, Note Sheet | 1, 2 |

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| **Lesson** | **Learning and teaching activities** | **Focus**  **( skills/ forms/ function)** | **Supporting materials** | **Learning objectives** |
| **2-3** | **Recognising and understanding the features of a poster (Poster: “My Friend Rocks!”)**   * Introduce the characteristics of an effective poster with the notes in the annotated poster.   Characteristics that make a poster **easier to read**   * Use of titles * Use of headings * Use of bullet points   Characteristics that make a poster **interesting and attractive**   * Use of font size * Use of bold print * Use of colour * Use of pictures * Introduce the language features of a poster using the examples below (also highlighted in the annotated poster). * Use words that are simple and right to the point (e.g. My Friend ROCKS” * Use short sentences/questions (e.g. “Do you have a super friend?”) * Use imperatives (e.g. “Design”, “Tell”, “Send”) * Invite students to name some other features they can find in this poster.   **Reading the poster about qualities of friends (Poster: “Be a GOOD FRIEND”)**   * Distribute the poster “Be a GOOD FRIEND” to students. * Have students skim the title, illustration and headings, and predict what the poster is about. * Draw students’ attention to the illustration which shows a boy and a girl with enlarged body parts. Use the example “listen to each other” and the image of the big ear to explain the first quality - friends listen to each other patiently and do their best to understand the problems faced by their friends. * Get students to do the same through a jigsaw activity. Put them into groups of 4 and assign each student in the group to read a particular section. Get them to explain to their group members the connection between the images and qualities of friends. Have them finish Question No.1 in the worksheet. * Go over the qualities of friends with the class after the activity using the following guiding questions.   - How many qualities of friends are included in the poster?  - Do the boy and girl look the same as us?  - How are their special body parts related to the qualities of friends?  The boy   * The big ear 🡪 Friends listen to each other patiently. * The big heart 🡪 Friends trust each other and are reliable. * The big feet 🡪 Friends stand by and support each other.   The girl   * The big mouth 🡪 Friends make each laugh and are fun to be with. * The big hand 🡪 Friends support and help each other in good times and bad times. * Go through the qualities of friends by completing Question No.2 in the worksheet with the students. * Have students give some examples of scenarios where they hold different views from their friends (e.g. things or people which they like/dislike). Invite them to express their views about whether it is acceptable for friends to disagree with each other by writing their ideas in Question No.3 in the worksheet. Explain to students that friends can be different. * Explain the vocabulary items in the poster using the contextual clues if necessary. (e.g. “dependable” – “keep their promise and keep your secrets”, “through thick and thin” – “back you up when you are having a bad time; share your joy when you are successful”) * Instruct students to circle the adjectives used in the poster to describe the qualities of a friend and complete Question No.4 (the “Friendship Flower”) in the worksheet. * Invite students to suggest other adjectives which describe the qualities of a good friend. | skim to obtain the main idea, make predictions about the content of the text  Foster positive values and attitudes (e.g. kindness, empathy, care for others)  locate specific information by identifying key words,  develop critical thinking skills  use adjectives to describe the qualities of a friend  foster positive values and attitudes | Poster “My Friend Rocks” (with annotations)  Poster “Be a GOOD FRIEND”  Worksheet (Q.1)  Worksheet (Q.2)  Worksheet (Q.3)  Worksheet (Q.4) | 2  1, 3, 4 |

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| **4** | Consolidating the knowledge about the features of a poster (Poster: “Be a GOOD FRIEND”)   * Draw students’ attention to the features of the poster again. * Ask students to recall some features of a poster using the guiding questions below.  1. What is the title of the poster? [“Be a GOOD FRIEND”] 2. How do you know that it is the title? [The title is put at the top, in larger font size and in bold print. It highlights the theme and gets the audience’s attention.] 3. How many qualities of a good friend are included in the poster? [Five.] 4. How are the qualities emphasised? [Use of bold print and colour words to emphasise main ideas.] 5. How are the main ideas organised to make them clear and easy to read? [Use of headings and bullet points.] 6. How can pictures help convey the messages? [Pictures show readers the image, get readers’ attention and help them understand the key messages.] 7. Why do you think the phrase “GOOD FRIEND” is printed in different colours? [The different colours represent the spice of life good friends bring to our lives.] 8. Can you name some characteristics of language use in the poster? [Use of words that are simple and right to the point, use of short sentences/questions, use of imperatives  * Ask students to name another feature they can find in this poster. [Use of colour blocks to organise ideas and make the poster easy to read.]     Post-reading task: Designing a poster about your best friend   * Have students brainstorm what to include in the poster using the mind map in the worksheet. * Upload and display students’ posters on an online platform. Invite students to vote for the two best posters. | foster positive values and attitudes (e.g. showing appreciation for others) | Worksheet (Mind Map - “Designing a poster about your best friend”) | 2  4,5 |