



## Lesson Plan For Exercises 98 – 100



40 min

**Theme: Making Inferences (10)**

**Focus: Correct Word Use**

### Lesson Objectives

Students are able to

1. make inferences,
2. complete sentences using the correct words.

### Resources

*(Preparation to be done before the lesson)*

1. Learning Vocabulary Workbook 5
2. Headlines and articles from newspapers, two of which should be related to **Exercise 99 – 100**
3. Word cards with a word on each of them
4. A word search puzzle

### Introduction / Warm-up Activity (5 min)

1. Show the students a few headlines from the daily newspapers. Get them to read the headlines and ask them to guess from the headlines what the articles are about. Show them the articles and get them to match the headlines to the articles.
2. Repeat this activity as many times as possible.

### Lesson (10 min)

#### Correct Word Use

1. Go through the articles that are related to **Exercise 99 and 100** and explain any words and phrases that the students might be unfamiliar with.
2. Show the students a word search puzzle. Get them to pick out as many words as they can from the puzzle. You may want to make it easier by restricting it only to words found horizontally and vertically in one direction.

### Classroom Activities / Assessment (10 min)

1. Let the students complete **Exercise 98 – 100 of Learning Vocabulary Workbook 5, pages 137 – 142** on their own.
2. Facilitate the students' learning by walking around to check their answers.

### Additional Activities / Closure (15 min)

1. Play 'Buy a Word' with the students. Place a stack of word cards in a pyramid form. Get the students to select a word card. A card that is placed on a higher tier is worth more money than one placed on a lower tier. The student has to flip over the card, read the word and form a sentence using that word. You may set some restrictions such as the need for the sentence to be ten words long, there must not be the word 'a' in the sentence etc. Words that are worth more money are difficult and have more restrictions placed on them when constructing the sentence.
2. If a student gets the wrong answer, another student from another group can answer for the same value shown on the card.
3. You may want to place the students in groups for this activity. Convert the 'money' earned into points. The group with the highest points wins.

### Optional Activities

1. Have the students write ten to twelve words for each category that they have learnt in **Exercise 60 – 100**. Some of the possible categories are 'names of people (nouns)', 'ways people do things (adverbs)', 'figurative expressions' etc. You may want them to write and design their words on coloured paper.
2. Get them to share their words with the class.
3. You may want to pin their words on the 'Writer's Wall'.
4. Alternatively, you may want them to search for an article. Get them to retype or rewrite the article by making four changes to selected words in the article. The changes could be the use of a wrong word that begins with the same letter, a word that sounds like the correct word or a word that is easily confused. Let them share their articles with their classmates and let them spot the mistakes.

#### *Example:*

- Nominations for the 'Good Neighbour Trophy' are now open.  
All over Singapore, rescuers who have contributed towards a better living environment by being kind and thoughtful to those around them can be nominated. Nominations can be succeeded online or through schools.