

Gifted Education School Network 2022/23

KLA/ Cluster: English Language (Primary)

Lesson Design

Acknowledgement: This lesson example was adapted from the tryout at CCC Heep Woh Primary School

Level	Primary 6
Topic	Beautiful Words- Creative Riddle Writing with Similes and Adjectives
Learning objectives	<p><u>Knowledge</u></p> <ul style="list-style-type: none">✧ To enable students to explore riddle poems by reading sample riddle poems and guessing the answers✧ To understand the techniques used in riddle poems and to define what makes a good riddle poem <p><u>Skill</u></p> <ul style="list-style-type: none">✧ To describe people or things by using similes “as...as” or “like...” and adjectives creatively✧ To compose a riddle poem using the techniques introduced in class <p><u>Attitude</u></p> <ul style="list-style-type: none">✧ To appreciate and respect others’ ideas
Prior knowledge of students	<ul style="list-style-type: none">✧ Simile
Differentiated instructional strategies deployed	<ul style="list-style-type: none">✧ Tiered questioning✧ Flexible grouping
Core elements of gifted education	<ul style="list-style-type: none">✧ Creativity✧ Higher-order thinking skills✧ Personal and social competence
Materials/ resources	<ul style="list-style-type: none">✧ PowerPoint slides✧ Worksheets

Activities	Rationale and Tips for Implementation	Resources
<p><u>Pre-lesson activity [Self-learning task]</u></p> <p>Students were told to watch a short video about similes at home and write down three sentences they observed on their classwork book before the lesson.</p>	<ul style="list-style-type: none"> ✧ To arouse students' learning interest and provide a self-learning opportunity 	<ul style="list-style-type: none"> ✧ Video: https://www.youtube.com/watch?v=-ROmKMtLWY14
<p><u>Lead in (10 minutes)</u></p> <p>Teacher invites students to share the sentences they marked down in their classwork book in class.</p> <p>Teacher revises some opposite adjectives in this unit with students.</p>	<ul style="list-style-type: none"> ✧ To quickly get students ready for the lesson ✧ To engage students by helping them connect what they have prepared at home with the learning task 	<ul style="list-style-type: none"> ✧ PPT ✧ Video: https://www.youtube.com/watch?v=-ROmKMtLWY14
<p><u>Input: Constructing a riddle poem (15 minutes)</u></p> <p>Teacher demonstrates <i>a writing model</i> using Kate Middleton as an example.</p>	<ul style="list-style-type: none"> ✧ To teach students how to write creatively with similes (“as...as” or/and “like...”) ✧ To introduce a simple framework as model for students ✧ To demonstrate how adjectives, connectives and similes could be used cooperatively and creatively to create a riddle poem 	<ul style="list-style-type: none"> ✧ PPT
<p><u>Practice: Group work (20 minutes)</u></p> <p>Students were invited to select a classmate or a teacher at school and create a riddle poem with similes and adjectives to describe that particular person in groups.</p> <p>Students read aloud their riddles creatively with Padlet in groups.</p> <p>While presenting, other students complete a peer evaluation with the Peer Assessment Checklist and give comments to each other for improvement.</p>	<ul style="list-style-type: none"> ✧ To allow students apply what they have learnt in the creative writing task cooperatively and expand their vocabulary bank ✧ Developing higher-order thinking ability: to prompt gifted/ more able students to include subtle “clues” that help identify the person they describe ✧ To encourage students to be ‘active’ listeners (guessing the riddle) and make different interpretations based on clues in the riddle poems 	<ul style="list-style-type: none"> ✧ PPT ✧ iPads ✧ Padlet ✧ Peer Assessment Checklist (Appendix A)

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<p><u>Individual writing</u> (15 minutes)</p> <p>Students were given a worksheet and they have to write their own riddles creatively and individually.</p> <p>After that, students share their riddles on Padlet. Students comment and guess the answers of the riddles online.</p>	<ul style="list-style-type: none"> ✧ To compose riddles with the use of the given stimuli (mind map showing areas in which students can describe people) ✧ 	<ul style="list-style-type: none"> ✧ Worksheet (Appendix B) ✧ Self-reviewing Checklist (Appendix C)