

**Gifted Education School Network 2022/23**  
**KLA/ Cluster: English Language (Primary)**  
**Lesson Design**

*Acknowledgement: This lesson example was adapted from the tryout at Lam Tin Methodist Primary School*

<b>Level</b>	Primary 6
<b>Topic</b>	Endangered Animals
<b>Duration</b>	80 minutes
<b>Learning objectives</b>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>✧ To enable students to identify the features of a good poster for animal conservation</li> </ul> <p><u>Skill</u></p> <ul style="list-style-type: none"> <li>✧ To develop students' problem-solving skills through suggesting ways to protect endangered animals</li> <li>✧ To cultivate students' creativity through designing posters of endangered animals</li> </ul> <p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>✧ To let students develop caring attitudes towards endangered animals</li> </ul>
<b>Prior knowledge of students</b>	<ul style="list-style-type: none"> <li>✧ Students have learnt vocabulary of some endangered animals.</li> <li>✧ Students have learnt threats that the chosen endangered animals are facing.</li> <li>✧ Students have brainstormed possible solutions/ recommendations to help relieve the threats faced by the chosen endangered animals.</li> </ul>
<b>Differentiated instructional strategies deployed</b>	<ul style="list-style-type: none"> <li>✧ Tiered questioning</li> <li>✧ Tiered learning tasks</li> <li>✧ Flexible groupings [Homogeneous grouping]</li> </ul>
<b>Core elements of gifted education</b>	<ul style="list-style-type: none"> <li>✧ Creativity</li> <li>✧ Higher-order thinking skills</li> </ul>
<b>Materials / resources</b>	<ul style="list-style-type: none"> <li>✧ PowerPoint slides</li> <li>✧ Big pieces of paper</li> <li>✧ Images of the chosen endangered animals</li> <li>✧ Samples posters</li> </ul>

Activities	Rationale and Tips for Implementation	Resources
<p><u>Lead-in</u> (5 minutes)</p> <p>Teacher asks students if they still remember the story ‘Noah’s Space Ark’. Teacher unveils his secret identity to students:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>“I am actually Noah and you all are the three types of endangered animals (tiger, shark and elephant) mentioned in the story. Don’t worry, you are all safe since I have brought you to Planet LTMPs”</i></p> </div> <p>Teacher expresses that although the animals (i.e. students) are safe, he is deeply sorry about what human beings have done to animals in the past. Teacher tells students that he wants to protect the animals at all costs.</p> <p>Teacher asks students how they can visualise the messages and leave a deeper impression in people’s minds. (Making a poster)</p>	<ul style="list-style-type: none"> <li>✧ To <b>contextualise</b> the lesson and get students ready to think of ideas from the <b>perspectives</b> of endangered animals later in the poster making stage</li> <li>✧ To bring out the importance and purpose for making posters: To arouse people’s concern on the endangered animals by impressive designs, memorable slogans/titles, etc.</li> </ul>	<ul style="list-style-type: none"> <li>✧ PPT slides</li> </ul>
<p><u>Exploring the features of a good poster</u> (20 minutes)</p> <p>Teacher shows students two posters about animal protection. Students read the posters and decide which one is better.</p> <p>Examining the two posters, each group circles any good thing(s) they find on the posters and decide which one has a better design.</p> <p>Teacher gives students two minutes to discuss in groups. Teacher then asks some groups to share their findings.</p>	<ul style="list-style-type: none"> <li>✧ To immerse students in <b>experiential learning</b>, and enable them to <b>observe, hypothesise</b> and <b>discover</b> the features of a poster about animal protection</li> </ul>	<ul style="list-style-type: none"> <li>✧ PPT slides</li> <li>✧ Worksheet (Appendix A)</li> <li>✧ Markers</li> <li>✧ Sample posters (Appendix B)</li> </ul>

Activities	Rationale and Tips for Implementation	Resources
<p><u>Possible questions for eliciting answers from students:</u></p> <ol style="list-style-type: none"> <li>1. <i>What kind of picture should we use? A picture to show how cute or how poor the animal is?</i></li> <li>2. <i>Would you prefer a shorter/longer title? Why?</i></li> <li>3. <i>How should we write the actions?</i></li> </ol> <p>Teacher draws the conclusion that a good poster of animal conservation includes:</p> <ol style="list-style-type: none"> <li>1. A powerful image</li> <li>2. A clear message (title)</li> <li>3. Effective actions to inform people how they can help the animal</li> </ol> <p>Using two model posters, teacher explains and points out the use of imperatives (language input) to make a demand or to give advice or instructions.</p>	<ul style="list-style-type: none"> <li>✧ To provide students with concrete guidelines to make a poster and define the core elements that can be found</li> <li>✧ To assist students in developing a evaluative criteria for the posters</li> <li>✧ To give <b>direction</b> and <b>scaffolding</b> for students to create titles/slogan</li> </ul>	
<p><u>Group work: Designing Posters</u> (15 minutes)</p> <p>Students design their posters. Teacher walks around, provide timely support and reminds students to design the poster from the perspective of the endangered animal they focus on.</p>	<ul style="list-style-type: none"> <li>✧ Each member of the group is given a specific role (I.e. writer, designer, leader, presenter) to ensure that every student takes part in the activity and encourages <b>collaboration</b> among groupmates</li> <li>✧ To allow students to apply their previous knowledge</li> </ul>	<ul style="list-style-type: none"> <li>✧ A3 paper</li> <li>✧ Glue</li> <li>✧ Images of animals</li> <li>✧ Markers</li> <li>✧ Scissors</li> <li>✧ PPT slides</li> <li>✧ Timer</li> </ul>
<p><u>Presentation</u> (20 minutes)</p> <p>Teacher distributes the Peer-evaluation checklist to students. Students will evaluate others' posters based on three points:</p>	<ul style="list-style-type: none"> <li>✧ To encourage students to do peer-evaluation and deepen their <b>understanding and application</b> of the three <b>crucial elements</b> of a <b>good poster</b> about animal protection</li> </ul>	<ul style="list-style-type: none"> <li>✧ PowerPoint slides</li> <li>✧ Students' posters</li> <li>✧ Visualiser</li> </ul>

Activities	Rationale and Tips for Implementation	Resources
<ul style="list-style-type: none"> <li>- Can the image leave a strong impression on people?</li> <li>- Is the message (title/slogan) clear?</li> <li>- Are the actions suggested effective to help the animal?</li> </ul> <p>Teacher selects some groups to present their posters. Teacher may invite students to describe the poster design, explain rationale of the poster layout and how the solutions (actions to be taken) could help save the endangered animals.</p>		<ul style="list-style-type: none"> <li>✧ Peer-evaluation checklist</li> </ul>
<p><u>Conclusion and extension</u> (10 minutes)</p> <p>Teacher recaps the lesson objectives and invites students to pay attention to audience awareness shown in the poster.</p> <p>Teacher encourages students to show their posters in the corridor and invites ‘human beings’ (students from other classes) to read their posters and express their concerns, seeing if their posters can arouse people’s concern on the endangered animals.</p>	<ul style="list-style-type: none"> <li>✧ To students understand that good <b>audience awareness</b> could help them determine <b>what information to include</b>, as well as <b>how to convey it most effectively</b></li> <li>✧ To give students an <b>authentic purpose</b> to use their posters to arouse others’ concerns on endangered animals and <b>raise their awareness on animal protection</b></li> </ul>	<ul style="list-style-type: none"> <li>✧ PowerPoint slides</li> </ul>