

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

Acknowledgement: This lesson example was adapted from the tryout at Tai Po Methodist School

Level	Primary 4
Topic	A balanced diet (Pearson Longman Elect Book 4B Units 3, 4)
Duration	1 hour and 20 minutes
Learning objectives	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> ✧ To enable students to give healthy eating advice using the correct quantities and vocabulary items <p><u>Skill</u></p> <ul style="list-style-type: none"> ✧ To develop students' critical thinking skills ✧ To develop students' writing skills to give advice and suggestions ✧ To develop students' communication skill through interacting with one another ✧ To develop students' information skill through the use of e-learning tools. <p><u>Attitude</u></p> <ul style="list-style-type: none"> ✧ To develop students' positive attitude of having healthy eating habits ✧ To learn to appreciate and respect one another's ideas
Prior knowledge of students	<ul style="list-style-type: none"> ✧ Vocabulary of different food groups ✧ Quantities and comparative adjectives (a few, a little, a lot of, fewer, less, more) ✧ Sentence patterns: <ol style="list-style-type: none"> 1. You need to... 2. ...are/is...good for/bad for... 3. Too many/much...
Differentiated instructional strategies deployed	<ul style="list-style-type: none"> ✧ Tiered learning tasks ✧ Tiered questioning ✧ Flexible groupings
Core elements of gifted education	<ul style="list-style-type: none"> ✧ Creativity ✧ Higher-order thinking skills
Materials/ resources	<ul style="list-style-type: none"> ✧ PowerPoint slides ✧ Worksheets

Activities	Rationale and Tips for Implementation	Resources
<p><u>Pre-lesson activity (Extensive reading)</u></p> <p>Different readings about food groups are assigned to students a week before the lesson.</p> <p>After reading, students complete a fact sheet about different food groups. The fact sheet serves as a reference for students to complete the learning tasks during lesson.</p>	<p>✧ To provide sufficient input for students before the lesson</p>	<p>✧ Books ✧ Articles ✧ Fact sheet (Appendix A)</p>
<p><u>Lead-in /Revision (5-7 minutes)</u></p> <p>Teacher introduces the learning objectives.</p> <ol style="list-style-type: none"> 5-min challenge (fill in the blanks: questions about previous knowledge) Recap the vocabulary of different food groups 	<p>✧ To activate students' prior knowledge and get students ready for the topic</p>	<p>✧ PowerPoint slides ✧ Word cards of food groups displayed on whiteboard</p>
<p><u>Introducing the context (10 minutes)</u></p> <p>Teacher introduces the problem of child obesity in Hong Kong during the pandemic with a video.</p> <p>Before watching the video, students were given a task sheet that contains questions related to the video.</p> <p>Teacher brings out the mission of the lesson: to create a poster about healthy eating to help an obese kid in Hong Kong.</p>	<p>✧ To arouse students' engagement and motivation by introducing a concrete context</p> <p>✧ Tiered learning task (post-video sheet):</p> <ul style="list-style-type: none"> Challenging version: Q&A form (Set A) Easy version: fill in number/percentage (Set B) <p>✧ Tiered questioning(higher-order thinking)</p> <ul style="list-style-type: none"> What will happen if kids keep eating unhealthy food? Ask students to reflect on their own eating habits 	<p>✧ Video: https://youtu.be/qz_O6mgBXQs ✧ Task sheet (Appendix B)</p>
<p><u>Teaching (10 minutes)</u></p> <p>Using specific bad eating habits of different people, teacher demonstrates how to give healthy eating advice.</p> <p>Students give advice verbally and write the sentences in their Classwork book.</p>	<p>✧ To explain the usages and purposes of the target structures</p>	<p>✧ PowerPoint slides</p>

Activities	Rationale and Tips for Implementation	Resources
<p><u>Individual task</u> (15 minutes)</p> <p>Teacher shows students the bad eating habits of an obese kid they are going to help.</p> <p>Each student gets a worksheet about a food group and write the details about it (examples of the food group, appropriate amount to be consumed)</p>	<ul style="list-style-type: none"> ✧ To provide students an opportunity to utilise the usage of the target structures ✧ Tiered learning tasks: <ul style="list-style-type: none"> - Gifted/ more able students can give more details about the food group (e.g. advantages, disadvantages, related diseases, cooking methods of the food with the use of a Choice board) They will be given some QR codes for extended learning. - Average/ less able students will fill in the given blanks or arrange jumbled sentences. 	<ul style="list-style-type: none"> ✧ Worksheet (Appendix C)
<p><u>Group task</u> (17-20 minutes)</p> <p>Students combine their work and create a poster to promote healthy eating (flexible groupings).</p> <p>They add details to complete the poster (e.g. title, food pyramid, extra healthy eating tips).</p> <p>Students practise how to present their work in front of the class.</p>	<ul style="list-style-type: none"> ✧ To allow students share their ideas and gain peer support through group work ✧ To promote students' creativity when making a poster 	<ul style="list-style-type: none"> ✧ Worksheet ✧ A2 coloured papers ✧ Markers
<p><u>Sharing and peer evaluation</u> (15 minutes)</p> <p>Each group takes turns to present their poster while other groups fill in the peer evaluation form.</p>	<ul style="list-style-type: none"> ✧ To allow students' practise their speaking and presentation skills ✧ To promote students' evaluation skills 	<ul style="list-style-type: none"> ✧ Students' posters ✧ Peer evaluation forms (Appendix D)
<p><u>Conclusion</u> (5 minutes)</p> <p>Teacher gives overall feedback and comments to students.</p> <p>Teacher assigns homework (extended task).</p>		