

Gifted Education School Network 2023/24
KLA/ Cluster: English Language Education
Lesson Design

Acknowledgement: This lesson example was adapted from the tryout by Ms LUI Kwan-ye of C.C.C. Mong Wong Far Yok Memorial Primary School

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| Level | Primary 6 |
| Topic | Animals in danger |
| Duration of lesson | 80 minutes |
| Learning objectives | <p>After the lessons, students will be able to...</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> ❖ describe different endangered animals and identify the threats they are facing; ❖ discuss and analyse why businessmen, hunters, citizens, etc. harm the animals using cause-effect connectives (i.e. therefore, as a result, so, because); ❖ use “unless” and cause-effect connectives to describe the problems, results and actions to be taken to protect the animals from extinction in the non-fiction book; and ❖ design a non-fiction book about the endangered animals with headings, subheadings and illustrations <p><u>Skills</u></p> <ul style="list-style-type: none"> ❖ evaluate their own learning progress (self-assessment); and ❖ solve problems appropriate to the context <p><u>Values and attitude</u></p> <ul style="list-style-type: none"> ❖ show love, care and respect for the endangered animals; and ❖ work cooperatively with others to complete a task |
| Gifted curriculum model | Parallel Curriculum Model (PCM) |
| Differentiated instructional strategies deployed | <ul style="list-style-type: none"> ❖ Flexible grouping ❖ Tiered questioning |
| Core elements of gifted education | <ul style="list-style-type: none"> ❖ Higher-order thinking skills ❖ Creativity ❖ Personal and social competence |
| Materials/ resources | <ul style="list-style-type: none"> ❖ PowerPoint slides ❖ Worksheets ❖ Peer evaluation and self-evaluation forms |

| Activities | Rationale and Tips for Implementation | Resources |
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| <p><u>Pre-task</u></p> <p>PCM: Core curriculum</p> <p>In groups, students study various online information about selected endangered animals and create fact sheets (including habitat, food, characteristics, unique behaviors, location, and the biggest threat to their survival).</p> <p>Each group uses Book Creator to create pages about the key information, interesting facts and threats faced by the endangered animals.</p> <p>Extended learning: students study ways to protect endangered animals with the use of “Little Step” readers.</p> | <ul style="list-style-type: none"> ❖ To provide sufficient input for students before the lesson ❖ To offer scaffolding with useful sentence structures and language features of a non-fiction book ❖ To create expert groups: focus students’ learning on one type of endangered animals of their choice, which allows for more learning autonomy and greater understanding of the specific animals (learning enrichment) | <ul style="list-style-type: none"> ❖ Worksheet 1 ❖ Selected online websites ❖ Book Creator |
| <p><u>Warm-up (5 minutes)</u></p> <p>Students are engaged in the mini game “Guess the endangered animals”</p> | <ul style="list-style-type: none"> ❖ To activate students’ prior learning (knowing the endangered animals and their causes of extinction) | <ul style="list-style-type: none"> ❖ PPT slides |
| <p><u>Flipped classroom (10 minutes)</u></p> <p>PCM: Curriculum of Connection</p> <p>Teacher invites groups to introduce their endangered animals in class. While listening, students have to jot down the reasons causing endangerment to the animals in a worksheet.</p> <p>Teacher shows appreciation to students’ hard work and invite them to identify the common factors that cause danger to animals. The whole class discusses the causes.</p> | <ul style="list-style-type: none"> ❖ To encourage peer learning and peer collaboration ❖ To develop higher-order thinking by encouraging students to summarise ideas, compare and contrast different endangered animals | <ul style="list-style-type: none"> ❖ Worksheet 2 |
| <p><u>Teacher input 1 (15 minutes)</u></p> <p>In groups, students brainstorm how four different</p> | <ul style="list-style-type: none"> ❖ To encourage higher-order | <ul style="list-style-type: none"> ❖ Worksheet 2 |

| Activities | Rationale and Tips for Implementation | Resources |
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| <p>types of people (i.e. businessmen, hunters, fishermen, a rich lady who loves fur, people, etc.) contribute to animal extinction/ endangerment with visual aids.</p> <p>Teacher encourages students to make sentences using cause-and-effect connectives such as “therefore”, “as a result”, “so”, and “because”.</p> <p>Using tiered questions, teacher elicits responses from students (about their feelings towards the human actions):</p> <p><i>Q1: What do you think about the hunters/ businessmen? Why?</i></p> <p><i>Q2: How would you feel if you were the animals? Why?</i></p> | <p>thinking by understanding viewpoints of different people</p> <ul style="list-style-type: none"> ❖ To practise the language features of the unit (cause-and-effect connectives) ❖ To promote evaluation skills ❖ To show love and care to animals | <ul style="list-style-type: none"> ❖ PPT slides with illustrations or videos |
| <p><u>Teacher input 2 (10 minutes)</u></p> <p>Teacher discusses what students and the general public can do to protect the endangered. Then Teacher demonstrates how to use “unless” to describe a hypothetical situation and its potential consequence.</p> <p style="background-color: #f8d7da; padding: 5px; display: inline-block;">PCM: Curriculum of Practice</p> <p>To practise the use of “unless” with students, teacher invites students to add a page to their non-fiction book using the following structures:</p> <p><i>“The citizens/ hunters/ businessmen ...Therefore/ because/ so/ as a result.... Unless ..., we... Also, ...”</i></p> <p>Teacher explains the rubrics of the task.</p> | <ul style="list-style-type: none"> ❖ To provide an authentic situation for students to learn the use of “unless” in context and practise the structure ❖ | <ul style="list-style-type: none"> ❖ Rubrics of the group task |
| <p><u>Group work (25 minutes)</u></p> <p>Students discuss the problems, results and actions to be taken to protect animals from extinction.</p> | <ul style="list-style-type: none"> ❖ To enhance collaborative learning among peers | <ul style="list-style-type: none"> ❖ Worksheet 3 |

| Activities | Rationale and Tips for Implementation | Resources |
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| <p>Then they make at least three sentences using “unless”.</p> <p>PCM: Curriculum of Practice</p> <p>Students use Book Creator to design pages. Teacher walks around to assist students.</p> <p>Teacher gives feedback and reminds students to create a slogan / dialogues/ questions at the end to urge for a change/ send an important message.</p> | <ul style="list-style-type: none"> ❖ To encourage assessment for learning. | <ul style="list-style-type: none"> ❖ Book Creator ❖ Rubrics |
| <p><u>Presentation</u> (10 minutes)</p> <p>Teacher invites groups to share their work. Other students have to evaluate the group’s performance.</p> | <ul style="list-style-type: none"> ❖ To encourage public speaking and peer learning ❖ To encourage assessment as learning. | <ul style="list-style-type: none"> ❖ Peer evaluation form |
| <p><u>Conclusion & Extension</u> (3 minutes)</p> <p>Teacher shows appreciation to students’ hard work, points out common mistakes regarding sentence making and comments on students’ ideas.</p> <p>PCM: Curriculum of Identity</p> <p>Teacher invites students to take actions to show love and care to the turtles at school by setting monthly goals. Students are encouraged to make a conclusion on what they have learnt today.</p> | <ul style="list-style-type: none"> ❖ To allow students to reflect on their understanding of animal conservation and possible actions they could take to achieve the goal ❖ To learn to show love and care to animals in daily lives (connecting with values education: the importance of love, care and respect towards animals) ❖ Challenge corner: to further extend students’ learning with the use of challenge corner (tasks designed catering for various multiple intelligences) | <ul style="list-style-type: none"> ❖ Reader (Little Step) ❖ Worksheet 4 ❖ Book Creator |