

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

Acknowledgement: This lesson example was adapted from the tryout by Ms Daphne LAM of The E.L.C.H.K. Yuen Long Lutheran Secondary School

Level	Secondary 5
Topic	Equality in Hong Kong's schools
Duration of lesson	70 minutes
Learning objectives	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> ❖ To have a thorough understand of the issue about school rules <p><u>Skill</u></p> <ul style="list-style-type: none"> ❖ To build strong arguments for/ against the topic <p><u>Attitude</u></p> <ul style="list-style-type: none"> ❖ To nurture the attitude “Respect for Others” and “Empathy” in students
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"> ❖ Higher-order thinking ❖ Personal and social competence
Prior knowledge/ Pre-lesson	<ol style="list-style-type: none"> 1. Students have learnt how to write a debate speech 2. Students were asked to do some research about the topic at home and typed out their points (as a group) on the Google document
Materials/ resources	<ol style="list-style-type: none"> 1. PowerPoint slides 2. Writing Booklet 3. iPad (Google document)

Activities	Rationale and Tips for Implementation	Resources
<p><u>Lead in</u> (5 minutes)</p> <p>Teacher introduces the learning objectives of the lesson.</p>	<ul style="list-style-type: none"> ❖ To establish the objectives of the lesson and introduce the topic 	<ul style="list-style-type: none"> ❖ PowerPoint slides
<p><u>Reading the passage and illustration</u> (15 minutes)</p> <p>Teacher reads the passage with the students, highlights some advanced vocabulary words, and explains the meaning as well as usage of them.</p> <p>Teacher guides students through the questions next to the illustration and prompts students to give answers.</p>	<ul style="list-style-type: none"> ❖ To familiarise students with the situation in Hong Kong ❖ To utilise tiered questioning to provide input and elicit student output on the topic ❖ To promote higher level thinking and inquiry using three tiers of questioning 	<ul style="list-style-type: none"> ❖ Writing booklet
<p><u>Recap: Building a strong argument</u> (5 minutes)</p> <p>Teacher reminds students of the skills to build a strong argument.</p>	<ul style="list-style-type: none"> ❖ To consolidate students' knowledge on the skills to build a strong argument 	<ul style="list-style-type: none"> ❖ PowerPoint slides
<p><u>Brainstorming</u> (15 minutes)</p> <p>Teacher asks students to work in groups of three/ four and brainstorm the ideas for the topic and type out their ideas on a Google Document. (Group 1, 3, 5, 7, 9 will argue for the topic while group 2, 4, 6, 8 will argue against it.)</p> <p>Students also work on their rebuttal based on the points written by the other groups on the Google Document.</p>	<ul style="list-style-type: none"> ❖ To cater for learning diversity by assigning different roles to each student in the group, promoting learner ownership (for example, student leader in each group provides scaffolding to their peers) ❖ To allow negotiation of meaning among peers ❖ To provoke critical thinking about the topic 	<ul style="list-style-type: none"> ❖ Google document

Activities	Rationale and Tips for Implementation	Resources
<p><u>Mini-Debate</u> (20 minutes)</p> <p>The representative from each group takes turns to present their ideas.</p> <p>Teacher and students give feedback using the feedback form.</p> <p>Teacher wrapped up by asking students the difference (in terms of language) between writing a debate speech and writing a one-sided argumentative essay.</p>	<ul style="list-style-type: none"> ❖ To provide students a chance to practise speaking and listening ❖ To draw students attention to the features of different genres ❖ Examples of tiered questions: <ul style="list-style-type: none"> <u>Easy</u> <ol style="list-style-type: none"> 1. What is the main point made by the representative? 2. Can you identify any specific examples mentioned by the representative to support their argument? <u>Intermediate</u> <ol style="list-style-type: none"> 3. What are the persuasive strategies used by the representative? <u>Difficult</u> <ol style="list-style-type: none"> 4. What are some potential weaknesses or limitations in the representative's argument that you can identify? 	<ul style="list-style-type: none"> ❖ Google document ❖ Feedback form
<p><u>Consolidation and wrapping-up</u> (10 minutes)</p> <p>Teacher emphasises the importance of empathy and asks students to complete their writing plan at home.</p>	<ul style="list-style-type: none"> ❖ To nurture in students the values of empathy 	