

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

*Acknowledgement: This lesson example was adapted from the tryout by Mr FUNG Chun-kit. Ken of NLSI Lui Kwok Pat Fong College*

<b>Level</b>	Secondary 4
<b>Topic</b>	Deep reading – Memoir (Non-fiction) Lesson 10: The Family Meeting – Open up
<b>Duration of lesson</b>	70 minutes
<b>Learning objectives</b>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To experience teacher-in-role, student-in-role, hotseating; and</li> <li>❖ To create a piece of reflection based on their roles</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>❖ To develop reading and questioning skills; and</li> <li>❖ To evaluate characters’ motive and beliefs through close examination of contextual clues</li> </ul> <p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>❖ To reflect on and value their own family relationship; and</li> <li>❖ To learn to respect others’ views</li> </ul>
<b>Differentiated instructional strategies deployed</b>	<ul style="list-style-type: none"> <li>❖ Flexible grouping</li> <li>❖ Tiered questioning</li> </ul>
<b>Core elements of gifted education</b>	<ul style="list-style-type: none"> <li>❖ Creativity</li> <li>❖ Higher-order thinking skills</li> <li>❖ Personal-social competence</li> </ul>
<b>Materials/ resources</b>	<ul style="list-style-type: none"> <li>❖ Reading text: <i>Becoming</i> by Michelle Obama (Preface and Chapter 1)</li> <li>❖ Worksheets 1 - 3</li> <li>❖ PowerPoint slides</li> </ul>

Activities	Rationale and Tips for Implementation	Resources
<p><u>Lead-in</u> (5 minutes)</p> <p>Teacher elicits the confrontations between Michelle and Robbie from students.</p>	<ul style="list-style-type: none"> <li>❖ To get students ready for the lesson and the learning tasks followed</li> </ul>	
<p><u>Teacher input</u> (20 minutes)</p> <p>Teacher explains the confrontation on P.10/3-5 and revisits the perspective, tone and style of the writer’s writing with students.</p> <p>Teacher reviews students’ thoughts on the writer’s “solution” to confrontation.</p>	<ul style="list-style-type: none"> <li>❖ To elicit initial response from students regarding the confrontation (serving as a good basis for comparison after the hot-seating activity)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Reading text</li> </ul>
<p><u>Teacher in role</u> (5 minutes)</p> <p>Teacher explains to class that they will go into role as Fraser, father of Michelle.</p> <p>Teacher asks each group to send 2 representatives who will play the role of Michelle, Marian (mother of Michelle), Robbie, and Southside (grandfather of Michelle).</p> <p>Teacher has the students set up the scene, start dinner and beckon them to join.</p> <p>Teacher starts the discussion by saying:  <i>“It’s been a while since we had a dinner like this. I’d like to take this opportunity to address the elephant in the room. My daughter, Michelle, has been a bit upset lately about her piano learning and I think there might be some misunderstanding about each other I suppose? Maybe now is the time to openly talk about it?”</i></p>	<ul style="list-style-type: none"> <li>❖ To gain, focus and sustain student's attention on the scenario (i.e. family dinner in Michelle’s family)</li> <li>❖ To introduce the problems for students to consider and resolve together in role</li> <li>❖ To <b>stimulate and provoke cognitive and affective responses</b> from students based on <b>contextual clues</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ Reading text</li> <li>❖ Students’ own notes</li> </ul>

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<p>Teacher &amp; Student in role + Hot-seating (20 minutes)</p> <p><i>Suggested questions for Fraser:</i></p> <ol style="list-style-type: none"> <li><i>To Michelle: what is it that made you feel upset?</i></li> <li><i>To Marian: how was Michelle’s piano practice?</i></li> </ol> <p><i>Suggested questions for Michelle:</i></p> <p><i>To Robbie:</i></p> <ol style="list-style-type: none"> <li><i>What is wrong with learning more advanced songs?</i></li> <li><i>Why don’t you appreciate my hard work? I can play one of those advanced songs from beginning to end without messing up. Don’t you find it impressive?</i></li> <li><i>How come I’m not allowed to learn the songs I like?</i></li> </ol> <p><i>Suggested questions for Marian:</i></p> <ol style="list-style-type: none"> <li><i>To Robbie: Michelle has put a lot of hard work practicing her piano. Do you not think she is a good student of yours among others? What did my daughter do well, though?</i></li> <li><i>To Southside: Dad, say something? What do you think?</i></li> </ol> <p><i>Suggested questions for Robbie:</i></p> <ol style="list-style-type: none"> <li><i>To Michelle: How come you don’t respect me?</i></li> <li><i>To Marian and Fraser: How come your daughter is so disrespectful? She even talked back to me!</i></li> <li><i>To Michelle: Why would you disobey me? Why skipping the songs that I asked you to practice and learning songs that I didn’t ask?</i></li> <li><i>To Michelle: I think you are not grateful for my teaching. Or you would would have followed me</i></li> </ol>	<ul style="list-style-type: none"> <li>❖ To allow students <b>deepen their understanding of characters</b> through being questioned in role and spontaneously answering questions</li> <li>❖ To enhance <b>creativity and higher-order thinking skills:</b> students, in their character roles, are prompted to answer questions about what happened in the story, how the characters might have felt, and how different events in the plot connected from their perspective</li> <li>❖ To allow teacher to check for understanding and ask clarifying questions (in role)</li> <li>❖ To facilitate <b>language and reading skill development and comprehension:</b> students are required to apply new vocabulary, develop their inquiry and questioning skills (e.g. summary, inference and prediction)</li> <li>❖ To allow <b>deconstruction and reconstruction of knowledge:</b> students are challenged to reflect on the text or inferred by the text, as well as make sense of the various perspectives in the text</li> </ul>	

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<p><i>and listened to me. Am I correct?</i></p> <p><i>Suggested questions for Southside:</i></p> <p><i>To Robbie: I think we should find a common ground. I believe both Robbie and Michelle have a deep love for music, just like me. My sister Robbie is a very experienced piano teacher and I think her method is not without its reasons. So Michelle, perhaps you could follow your great-aunt Robbie’s teaching?</i></p> <p><i>At the same time, Robbie, my sister, I think Michelle is very ambitious and it seems she’d like to impress you by trying out really difficult songs. Maybe you could appreciate her trying and her efforts? She wouldn’t do that if she didn’t like learning piano from you. What do you think?</i></p> <p>Fraser to wrap up the discussion by saying:  <i>“My aunt-in-law, thank you so much for teaching my daughter piano. She might sometimes misbehave and not stick to your method, but she really likes learning piano so I hope you would forgive her for being a bit disobedient sometimes. I hope you’d appreciate her efforts. Michelle, you’re a student after all. And you should do what a teacher requires of you. No teachers would find it okay when their students fail to do what is asked of them. Promise me, will you?”</i></p>		
<p><u>Reflective writing</u> (10 minutes)</p> <p>Teacher asks students to step out of the role and write a piece of reflection.</p> <p><i>Suggested questions:</i></p> <ul style="list-style-type: none"> <li>❖ <i>Have you ever had a confrontation with your family before? Did you ask questions like</i></li> </ul>	<ul style="list-style-type: none"> <li>❖ To help students build <b>text-to-self connection</b></li> <li>❖ To encourage <b>self-reflection</b></li> </ul>	

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<p><i>Michelle did?</i></p> <ul style="list-style-type: none"> <li>❖ <i>If you were Michelle, caught in a situation like hers, what would you do?</i></li> <li>❖ <i>Would there be better solutions to confrontation other than being stubborn and keeping everything to yourself?</i></li> </ul>		
<p><u>Consolidation and Wrap-up</u> (10 minutes)</p> <p>Teacher chooses one or two students to share their reflection. Then, wrap up/ allow for questions.</p>		