

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

Acknowledgement: This lesson example was adapted from the tryout by Ms Fok Yuen-yi, Forly of SKH Yan Laap Memorial Primary School

Level	Primary 4
Topic	The good old days
Duration of lesson	70 minutes
Learning objectives	<p>After the lessons, students will be able to...</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> ❖ summarise each section of the reading text; and ❖ answer the summative questions by applying summarising skills <p><u>Skills</u></p> <ul style="list-style-type: none"> ❖ create a carnival booth combining traditional and innovative elements <p><u>Values and attitude</u></p> <ul style="list-style-type: none"> ❖ appreciate the hard work of the past generations; and ❖ be aware of the value of heritage conservation
Prior knowledge	<ul style="list-style-type: none"> ❖ Vocabulary of items used in the past (e.g. rickshaw, abacus) and items used now (e.g. private car, calculator) ❖ Examples of street snacks, food at dai pai dongs, children's games and toys in the old Hong Kong
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"> ❖ Creativity ❖ Higher-order thinking skills ❖ Personal and social competence
Materials/ resources	<ul style="list-style-type: none"> ❖ PowerPoint slides ❖ Worksheet (Carnival Booth) ❖ Peer evaluation and self-evaluation forms

Activities	Rationale and Tips for Implementation	Resources
<p><u>Pre-task</u></p> <p>Students are tasked to introduce an item/a piece of fact about the old Hong Kong and two questions they want to know about the life in old Hong Kong.</p> <p>By visiting the History Museum/ interviewing the elderly/ doing online research, students have collected information about life in Hong Kong in the past (~1960s) and filled in the part about what they know (K).</p> <p>Based on the information, they also brainstormed what they want to learn more about (W).</p>	<ul style="list-style-type: none"> ❖ To engage students in active learning and promote higher-order thinking skills ❖ To provide a structured framework that helps students organise their thoughts and deepen their understanding of the topic 	<ul style="list-style-type: none"> ❖ Google Slide ❖ KWL chart
<p><u>Lead-in: Think-Pair-Share</u> (5 minutes)</p> <p>Students will articulate to a partner at least one piece of knowledge about the life in old Hong Kong and one question they have.</p> <p>Teacher gives students 1 minute to talk in pairs about what they have found about the life in old Hong Kong (K) and what they want to know about the topic (L).</p> <p>Teacher invites 2-3 students who visited the History Museum during Easter to share their new discoveries (K).</p> <ul style="list-style-type: none"> ❖ <i>What did you see?</i> ❖ <i>What was it used for?</i> ❖ <i>Who used it?</i> ❖ <i>Do we still use it now?</i> ❖ <i>What do we use now instead?</i> ❖ <i>Do you think it is a great/useful tool?</i> 	<ul style="list-style-type: none"> ❖ To focus students' attention and engage them in the topic ❖ To foster a collaborative environment 	<ul style="list-style-type: none"> ❖ Google Slide ❖ KWL chart

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<p><u>Read Aloud</u> (5 minutes)</p> <p>Students read aloud the subheadings of the web page to recap the topics of the four sections of the reading text.</p>	<ul style="list-style-type: none"> ❖ To develop skimming skills so that students could get the main idea/ gist of the reading text 	<ul style="list-style-type: none"> ❖ PowerPoint slides
<p><u>Building Skills to be Super Summarisers</u> (20 minutes)</p> <p>Teacher demonstrates how to summarise a section from the text by thinking about the following questions:</p> <ul style="list-style-type: none"> ❖ <i>What children’s games did people in the past play?</i> ❖ <i>List some facts about the children’s games in the past.</i> ❖ <i>How would you describe the children’s games in the past?</i> ❖ <i>Why do you have such description ?</i> ❖ <i>Come up with a one-sentence summary of the section.</i> <p>Students work in groups of 4-5 and use the above questions to summarise two other assigned sections from the reading text and post their work to the online learning platform.</p> <p>Teacher shows students’ work on the interactive screen and invites 2 groups to share their ideas. The other students fill in the table in their notebook. Teacher provides extra information and ask following-up questions:</p> <ul style="list-style-type: none"> ❖ <i>What key words would you circle in the questions and options?</i> ❖ <i>Why is the option true/not true? Why is the option a correct description/ not a description</i> 	<ul style="list-style-type: none"> ❖ To nurture students’ critical thinking through practising summarising skill: gifted/ more able students are trained to clarify, confirm, and reflect on the message they have received ❖ To give students opportunities to identify the main points and purpose of the message, eliminate irrelevant or redundant details, and use their own words to encapsulate the key ideas of the reading text ❖ Questions for other sections: <ul style="list-style-type: none"> Section 2 – Eating out at dai pai dongs - [What] food [did people in the past] eat at dai pai dongs? - [List some facts] about dai pai dongs in the past. - [How would you describe] dai pai dongs in the past? - [Why do you have such] description? - [Come up with a one-sentence] summary of the section]. 	<ul style="list-style-type: none"> ❖ PowerPoint slides

Activities	Rationale and Tips for Implementation	Resources
<p><i>of the section?</i></p> <p>Students answer the question “Which of the following is (NOT) true about/ (NOT) a description about...?” after summarising each section to check their understanding.</p>	<p>Section 4 – Children’s toys</p> <ul style="list-style-type: none"> - <u>What children’s toys did people in the past play?</u> - <u>List some facts about the children’s toys in the past.</u> - <u>How would you describe the children’s toys in the past?</u> - <u>Why do you have such description?</u> - <u>Come up with a one-sentence summary of the section.</u> 	
<p><u>Bringing in Values Education</u> (10 minutes)</p> <p>Teacher leads students to think about the hard work of the past generations and promote appreciation of their contribution.</p> <ul style="list-style-type: none"> ❖ <i>Why did children play simple outdoor games and make their own toys in the past?</i> ❖ <i>What would life become if children did not make their own toys?</i> ❖ <i>Did poverty/being poor/having no money stop people in the past from having fun/enjoying their lives?</i> <p>Teacher raises another question: <i>Can we keep the old games or toys and make them more suitable/attractive to people nowadays?</i></p>	<ul style="list-style-type: none"> ❖ To facilitate promotion of values education in the English classroom ❖ To encourage students to articulate their appreciation of the hard work of the past generations 	<ul style="list-style-type: none"> ❖ PowerPoint slides
<p><u>Carnival Booth Design</u> (5 minutes)</p> <p>Each group (4-5 students) is responsible for a carnival booth. The group finalises their design on what traditional elements they would like to keep and what new elements they have created to attract people and foreigners.</p>	<ul style="list-style-type: none"> ❖ Nurturing higher-order thinking skills: to allow students to design a carnival booth using both traditional and innovative elements and justify their designs 	<ul style="list-style-type: none"> ❖ Worksheet

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<p><u>Booth Design Presentation</u> (20 minutes)</p> <p>Teacher invites some groups to present their ideas. Students and Teacher ask follow-up questions about the presentation. Students rate the designs of different groups and give suggestions.</p> <ul style="list-style-type: none"> ❖ <i>What traditional elements do you keep? Why do you keep them?</i> ❖ <i>What new elements do you add? Why do you add them?</i> ❖ <i>(To both the presenters & audience) Do you think people nowadays/foreigners will like it? Why or why not?</i> ❖ <i>What suggestions do you have for this group?</i> 	<ul style="list-style-type: none"> ❖ Questions with different levels of difficulties are asked, prompting students to analyse, justify and evaluate the various designs they are shown ❖ To encourage giving and receiving feedback and help students learn from each other in a meaningful way 	<ul style="list-style-type: none"> ❖ Worksheet
<p><u>Conclusion and consolidation</u> (5 minutes)</p> <p>Teacher draws a conclusion about how heritage conservation can be done with recognition to students' creative booth designs.</p> <p>Teacher assigns homework:</p> <ul style="list-style-type: none"> ❖ <i>Students complete the "L" column at home, listing what they have learnt.</i> ❖ <i>Students use the summarising skills learnt in the lesson to complete the table on their notebook based on the section about "street snacks".</i> <p><u>Extension</u></p> <p>Students read an e-book called <i>Time to Time Travel</i> on <i>Bug Club</i>, which is about the inventions of ancient China and the culture of other countries.</p> <p>Students also need to finish the comprehension questions to check understanding.</p>		