

Gifted Education School Network 2021/22

KLA/ Cluster: English Language

Lesson Design

Acknowledgement: This lesson example was adapted from the tryout by Ms LEUNG Wing-ting, Tracy, English teacher of Munsang College Primary School

Level	Primary 4 (1 hour and 10 minutes)
Topic	Modern detectives
Learning objectives	<u>Knowledge</u> ✧ To engage with the reading text and build comprehension through questioning <u>Skills</u> ✧ To develop questioning and predicting skills in reading ✧ To nurture collaborative skill in pair work ✧ To sparkle creativity in making predictions and writing a script <u>Attitude</u> ✧ To respect other classmates' points of view in making predictions
Prior knowledge of students	✧ Students have acquired knowledge about news and crime. ✧ Students have learnt some new words related to crime scenes.
Differentiation strategies employed	✧ Questioning & Predicting Skills in Reciprocal Teaching
Core elements of gifted education	✧ Creativity (<i>making predictions and writing</i>) ✧ Higher-order thinking skills (<i>students setting tiered questions on their own</i>)
Materials/ resources	✧ PowerPoint slides ✧ Worksheet 1 - Setting questions (Appendix A) ✧ Worksheet 2 – Interviewing the witnesses (Appendix B) ✧ Worksheet 3 – Making prediction with “See Think Wonder” (Appendix C)

Activities	Rationale and Tips for Implementation	Resources
<p><u>Lead-in (2 minutes)</u></p> <p>Teacher shows students a toy diamond and informs them that a stunning diamond is found missing in a museum. Teacher prompts students to think of any reasons for it:</p> <ul style="list-style-type: none"> ✧ invite students to share with the class all the possibilities that they can think of ✧ ask students to suggest what the owner should do <p>Teacher tells students they are now assistants of Detective Ross and their job is to find clues and help the detective to solve the crime.</p>	<ul style="list-style-type: none"> ✧ To set the scene and get students interested in the upcoming learning tasks as they are provided with a meaningful purpose for reading and responding to the story they are going to read 	<ul style="list-style-type: none"> ✧ PowerPoint slides ✧ A toy diamond
<p><u>Understanding the story through questions and developing questioning skill (20 minutes)</u></p> <p>Teacher tells students that they have arrived at the crime scene. Teacher revises what 5Whs1H are with students and reads the ‘Crime’ section with students. Teacher divides the passage into a few parts and demonstrates how to set questions for the first part of the Crime Section:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>A stunning pear-shaped diamond weighing five grams on display at the Antiques Museum disappeared between 5:30 p.m. and 6:00 p.m. last Saturday.</i></p> </div> <p>For the second part, the teacher gives students some question words and invites them to set the questions on their own.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>The security guard found the broken glass case after the museum had closed. He called the police and reported the shocking news. Detective Ross arrived at the crime scene at 7:00 p.m.</i></p> </div>	<ul style="list-style-type: none"> ✧ Sample questions set by teachers: <ul style="list-style-type: none"> <i>Q1: How did the diamond look like?</i> <i>Q2: How heavy was the diamond?</i> <i>Q3: Where was the diamond displayed?</i> <i>Q4: When did the diamond disappear?</i> ✧ Challenging the gifted/ more able students: teacher can also demonstrate the setting of some higher-order thinking questions: <ul style="list-style-type: none"> <i>Q5: Was the diamond valuable? How do you know? (Evaluating)</i> ✧ To provide students opportunities to practise the target sentence structure: setting questions with 5Whs1H 	<ul style="list-style-type: none"> ✧ PowerPoint slides ✧ Worksheet 1 - Setting questions (Appendix A)

Activities	Rationale and Tips for Implementation	Resources
<p>After setting the questions, they have to choose their classmates to answer the questions.</p>	<ul style="list-style-type: none"> ✧ To enhance student-student interaction 	
<p><u>Writing a script and interviewing in pairs (20 minutes)</u></p> <p>Teacher reads the scene section with students and ask students who the witnesses are. Teacher shows the pictures of the three witnesses (including the gardener, the cleaner and the security guard) and asks students:</p> <ul style="list-style-type: none"> ✧ “How many clues did Detective Ross find at the crime scene?” ✧ “What are they?” <p>Teacher says,</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>“You are the assistant of Detective Ross. You and your boss are going to interview the three witnesses to learn more about the crime. But before meeting the witnesses, you have to prepare some questions with 5Whs1H.”</i></p> </div> <p>Teacher divides the whole class into three teams and the whole class read the section about what the witnesses said.</p> <ul style="list-style-type: none"> ✧ Team A (Detective & Gardener) ✧ Team B (Detective & Security guard) ✧ Team C (Detective & Cleaner) <p>Students work in pairs to design the questions and answers (Appendix B).</p> <p>Teacher invites three pairs of students (one from each team) to perform the role-play in front of the class.</p>	<ul style="list-style-type: none"> ✧ Nurturing creativity and higher-order thinking: to encourage students to think more critically about the topic and to see the situation from a different perspective through role-play ✧ To provide peer support as they work in pairs to design questions and answers between the detective and the witness 	<ul style="list-style-type: none"> ✧ PowerPoint slides ✧ Worksheet 2 - Interviewing the witnesses (Appendix B)

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<p><u>Developing predicting skill and creativity</u> (20 minutes)</p> <p>Teacher tells the students:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><i>“In order to be a great detective, you have to think like one! Now imagine you are Detective Ross, what prediction can you make with the clues you gather? Who stole the diamond?”</i></p> </div> <p>Teacher asks students to complete Worksheet 3 and provides support to students in need.</p>	<ul style="list-style-type: none"> ✧ To promote the use of prediction strategy combined with their schema with contextual clues to predict and infer as students read <div style="border: 2px dashed red; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> ✧ Digging deep into the story: gifted/ more able students will be given opportunities to enforce a strong sense of character’s motivation and knowing how the character would respond in any situation. They could also demonstrate their ability to create consistency among the details of a story. </div>	<ul style="list-style-type: none"> ✧ Worksheet 3 – Making prediction (Appendix C)
<p><u>Understanding the story through questions</u> (5 minutes)</p> <p>Teacher picks student volunteers to share and explain their prediction with the whole class.</p> <p>Other students are encouraged to ask questions and challenge the prediction.</p>	<ul style="list-style-type: none"> ✧ To emphasise listening for details and give room for students to correct mistakes made by their peers 	<ul style="list-style-type: none"> ✧ PowerPoint slides
<p><u>Conclusion</u> (3 minutes)</p> <p>The whole class vote for their favourite/ best prediction.</p>	<ul style="list-style-type: none"> ✧ To increase classroom engagement and participation 	