

Gifted Education School Network 2021/22

English Language Cluster

School: Munsang College Primary School

Details of the try-out lesson

- Level: Primary 4
- Class size: 36 students (19 boys, 17 girls)
- Students' profile:
 - Number of high achievers: around 15
 - Language proficiency: mostly above average
 - Learning motivation: high

Details of the try-out lesson

Topic: Modern Detectives

Learning objectives:

Knowledge:

- engage with the reading text and build comprehension through questioning

Skills:

- develop questioning and predicting skills in reading
- develop collaborative skill in pair work
- develop creativity in making predictions and writing a script

Attitude:

- respect other classmates' points of view in making predictions

Details of the try-out lesson

Expected learning outcomes:

- **students can develop questioning skill and predicting skills**
- **students can also develop logical thinking and creativity through prediction**

Roles of Reciprocal teaching : questioners & predictors

Details of the try-out lesson

- **Comprehension & Question Setting**

Ss are going to be:
questioners & learn how to set questions using
5Whs1H

Steps:

- Revise Wh-words
- Read the passage
- Show Ss how to set questions using parts of the passage as example
- Each student writes a question on WS
- Ss ask their partners to answer the questions

How did the diamond look like?

How heavy was the diamond?

Where was the diamond displayed?

When did the diamond disappear?

Was the diamond valuable? How do you know?

Activity 1

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Set a question with “what”/ “why”/ “when” / “who”/ “where” / “how”. Then choose a classmate to answer it.



Students' work & performance

Students were able to:

- set questions using different Wh-words**
- match the relevant information in the passage with the questions set**

Students' work & performance

Students could set questions using different Wh-words
(e.g. What, When, Who, Why)

Set a question with “what” / “why” / “when” / “who” /
“where” / “how”. Then choose a classmate to answer it.



What did the security guard find after
the museum had closed?



When did detective Ross arrive
at the crime scene?

Students' work & performance



Who called the police and reported the
shocking news?



Who found the broken glass case?

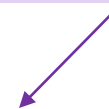


Why did the security guard called the police?

Even less capable students were able to set logical and understandable questions



When did detective Ross
arrived at the crime scene?



Details of the try-out lesson

- **Writing a Script & Interviewing in Pairs**

Ss are going to:

- role-play Detective Ross & witnesses in the story
- write a script of their conversation & interview each other

Steps:

- Divide Ss into 3 teams
- (Detective Ross & Gardener, Detective Ross & Security Guard, Detective Ross & Cleaner)
- Ss work in pairs to design a script
- Invite 3 pairs to role-play in front of the class

Details of the try-out lesson

Detective Ross: Good evening, I am _____. Who are you?

The gardener: I am _____.

Detective Ross: Can I ask you some questions?

The gardener: Go ahead!

Detective Ross: What _____?

The gardener: I was planting flowers in the garden at 5:30 pm.

Detective Ross: What _____?

The gardener: I heard a scream.

Detective Ross: Where/What/Who _____?

The gardener: I _____.

Detective Ross: Thank you for answering my questions.

The gardener: You are welcome.

Activity 2 (10 minutes)

Group A

A. Read the first part of the section 'What the witness said'. Imagine you are Detective Ross and the gardener. Design the following script with your partner.

WHAT THE WITNESS SAID

At 5:30 p.m., the gardener was planting flowers in the garden when he heard a scream. He saw a woman running out of the door.

Detective Ross: Good evening, I am Detective Ross. Who are you?

The gardener: I am the gardener.

Detective Ross: Can I ask you some questions?

The gardener: Go ahead!

Detective Ross: Where were you at 5:30 p.m.?

The gardener: I _____.

Detective Ross: What _____?

The gardener: I was planting flowers.

Detective Ross: What _____?

The gardener: I heard a scream.

Detective Ross: _____?

(design a question with What/ Who/ Where/ Why/ When/ How)

The gardener: _____.

Detective Ross: Thank you for answering my questions.

The gardener: You are welcome.

B. Now, it's time for a role play! Act out the scene with your partner.

Good evening, I am
Detective Ross.
Who are you?

I am the gardener.

Detective Ross
(Student A)

The gardener
(Student B)

Group B

A. Read the first part of the section 'What the witness said'. Imagine you are Detective Ross and the security guard. Design the following script with your partner.

WHAT THE WITNESS SAID

The security guard was eating a cheese sandwich in the diamond display room when he heard a strange noise coming from outside. He said he left the room to investigate.

Detective Ross: Good evening, I am Detective Ross. Who are you?

The security guard: I am the security guard.

Detective Ross: Can I ask you some questions?

The security guard: Sure!

Detective Ross: Where were you at 5:30 p.m.?

The security guard: I _____.

Detective Ross: What _____?

The security guard: I was eating a cheese sandwich.

Detective Ross: What _____?

The security guard: I heard a strange noise.

Detective Ross: _____?

(design a question with What/ Who/ Where/ Why/ When/ How)

The security guard: _____.

Detective Ross: Thank you for answering my questions.

The security guard: You are welcome.

B. Now, it's time for a role play! Act out the scene with your partner.

Good evening, I am
Detective Ross.
Who are you?

I am the security
guard.

Detective Ross
(Student A)

The security guard
(Student B)

Group C

A. Read the first part of the section 'What the witness said'. Imagine you are Detective Ross and the cleaner. Design the following script with your partner.

WHAT THE WITNESS SAID

The cleaner was cleaning the diamond display room when the lights went out. She said something jumped on her leg. She was frightened and ran out of the room.

Detective Ross: Good evening, I am Detective Ross. Who are you?

The cleaner: I am the cleaner.

Detective Ross: Can I ask you some questions?

The cleaner: No problem!

Detective Ross: Where were you at 5:30 p.m.?

The cleaner: I _____.

Detective Ross: What _____?

The cleaner: I was cleaning the diamond display room.

Detective Ross: What _____?

The cleaner: The lights went out suddenly.

Detective Ross: What _____?

The cleaner: Something jumped on my leg.

Detective Ross: _____?

(design a question with What/ Who/ Where/ Why/ When/ How)

The cleaner: _____.

Detective Ross: Thank you for answering my questions.

The cleaner: You are welcome.

B. Now, it's time for a role play! Act out the scene with your partner.

Good evening, I am Detective
Ross. Who are you?

I am the cleaner.

Detective Ross
(Student A)

The cleaner
(Student B)

Students' work & performance

Group A

Munsang College Primary School

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Name: Ashley Cheung (4), Angel Wong (34)

Unit 4 Modern Detectives

Activity Worksheet

A. Read the first part of the section 'What the witnesses said'. Imagine you are Detective Ross and the gardener. Design the following script with your partner.

WHAT THE WITNESSES SAID

At 5:30 p.m., the gardener was planting flowers in the garden when he heard a scream. He saw a woman running out of the door.

Detective Ross : Good evening, I am Detective Ross. Who are you?

The gardener : I am the gardener.

Detective Ross : Can I ask you some questions?

The gardener : Go ahead!

Detective Ross : Where were you at 5:30 p.m.?

The gardener : I was in the garden at 5:30 p.m.

Detective Ross : What were you doing?

The gardener : I was planting flowers.

Detective Ross : What did you hear?

The gardener : I heard a scream.

Detective Ross : What did you see?

(Design a question with What/ Who/ Where/ Why/ When/ How)

The gardener : I saw a woman running out of the door.

Detective Ross : Thank you for answering my questions.

The gardener : You are welcome.

B. Now, role play Detective Ross and the gardener with your partner.

Good evening, I am Detective Ross. Who are you?

I am the gardener.

Detective Ross (Student A)

The gardener (Student B)

Students' work & performance

More capable students were able to set questions based on the clues(answers) provided & answer questions with correct tenses/ sentence structure.

Detective Ross : Good evening, I am Detective Ross. Who are you?

The gardener : I am the gardener.

Detective Ross : Can I ask you some questions?

The gardener : Go ahead!

Detective Ross : Where were you at 5:30 p.m.?

The gardener : I was in the garden at 5:30 p.m.

Detective Ross : What were you doing?

The gardener : I was planting flowers.

Detective Ross : What did you hear?

The gardener : I heard a scream.

Detective Ross : What did you see?

(Design a question with What/ Who/ Where/ Why/ When/ How)

The gardener : I saw a woman running out of the door.

Detective Ross : Thank you for answering my questions.

The gardener : You are welcome.

Work of a pair of less capable students

They could finish the script by giving logical questions and reasonable answers

Students' work & performance

Detective Ross : What did you see when you heard a scream?

(Design a question with What/ Who/ Where/ Why/ When/ How)

The gardener : I saw a woman was running out the room.

Majority of the students were able to cooperate with each other & utilise their creativity to set questions & answers

Detective Ross : When did you ^{know} ~~when you found~~ the diamond was ^{missing}?

(Design a question with What/ Who/ Where/ Why/ When/ How)

The security guard : I know the diamond was missing at 6:00pm.

Detective Ross : Where was it from?

(Design a question with What/ Who/ Where/ Why/ When/ How)

The security guard : I think it came from the west of the display room.

Students' work & performance

Students could comprehend the passage

Detective Ross : What did you do after that ?
The cleaner : I was frightened and ran out of the room .
(Design a question with What/ Who/ Where/ Why/ When/ How)

Work of more capable students

fluent; could use more difficult words in their answers e.g. "investigate"

The security guard : I heard a strange noise.
Detective Ross : What did you do after you heard a strange ?
(Design a question with What/ Who/ Where/ Why/ When/ How)
The security guard : I went out the room to investigate ^{noise} ^{it}
Detective Ross : Thank you for answering my questions.
The security guard : You are welcome.

Students' work & performance

Students were able to:

- cooperate with their partners & complete the scripts with logical answers & questions**
- comprehend the passage & develop creativity when writing the scripts**

Details of the try-out lesson

- **SEE, THINK, WONDER**

Ss are going to:
make predictions based on clues & evidence in
the story

Steps:

- Write down what each witness sees/hears/feels
- Imagine they are Detective Ross & make predictions
- Predict the final solution of the crime in the story

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Students might be confused/ unsure about their roles when filling in the boxes

SEE / HEAR	THINK	WONDER
<ul style="list-style-type: none"> heard a scream saw a woman running out of the door 	<ul style="list-style-type: none"> the woman was frightened something happened and made her scream 	What made the woman feel frightened?
<ul style="list-style-type: none"> eating a cheese sandwich heard a strange noises 	made the strange noises	who made the strange noises?
<ul style="list-style-type: none"> the lights went out something jumped on her leg 	jumped on her leg	What jumped on her wonder?

similar answers

able to predict the ending of the story based on clues from witnesses

What is your solution of the crime?

My solution of the crime is the security guard when out of the room and turn off the light power and stole it

SEE / HEAR	THINK	WONDER
<ul style="list-style-type: none"> heard a scream saw a woman running out of the door 	<ul style="list-style-type: none"> the woman was frightened something happened and made her scream 	What made the woman feel frightened?
<ul style="list-style-type: none"> heard strange noises left the room to investigate 	<ul style="list-style-type: none"> there was a thief 	Who made the strange noises?
<ul style="list-style-type: none"> something jumped on her leg. ran out of the room. 	<ul style="list-style-type: none"> Something jumped on me 	What jumped on the cleaner?

Students might be confused/ unsure about their roles when filling in the boxes

What is your solution of the crime?
The cleaner may be the thief because she suddenly ran out of the room.
work of capable student

SEE / HEAR	THINK	WONDER
<ul style="list-style-type: none"> heard a scream saw a woman running out of the door 	<ul style="list-style-type: none"> the woman was frightened something happened and made her scream 	What made the woman feel frightened?
<ul style="list-style-type: none"> heard strange noises 	<ul style="list-style-type: none"> no one was in the diamond display room 	Why were there strange noises?
		sensible prediction
<ul style="list-style-type: none"> something jumped on her 	<ul style="list-style-type: none"> maybe a cockroach jumped on her 	Why did the lights go out and the cleaner can still see?

work of capable student

What is your solution of the crime?

The cleaner didn't say the truth
so she is the thief.

sensible prediction

SEE / HEAR	THINK	WONDER
<ul style="list-style-type: none"> heard a scream saw a woman running out of the door 	<ul style="list-style-type: none"> the woman was frightened something happened and made her scream 	What made the woman feel frightened?
heard strange noises from outside	the guard was curious he went to investigate	Who made the strange noises?
the lights went out suddenly.	she was frightened something jumped onto her leg	What frightened the cleaner?

work of capable student

What is your solution of the crime?

The guard went out to investigate. The cleaner broke the glass case and stole the diamond, then she pretended to be scared and ran away.

sensible prediction

SEE / HEAR	THINK	WONDER
<ul style="list-style-type: none"> heard a scream saw a woman running out of the door 	<ul style="list-style-type: none"> the woman was frightened something happened and made her scream 	What made the woman feel frightened?
work of less capable student		
<ul style="list-style-type: none"> heard a strange noises left the room to investigate something 	<ul style="list-style-type: none"> someone broke 	Who break that thing?
<ul style="list-style-type: none"> something jumped on her leg 	<ul style="list-style-type: none"> she was frightened and ran out 	Who put something jumped on the cleaner leg?

understandable answers & logical predictions

What is your solution of the crime?

I thought the thief will be the cleaner, because she had the broom.

Reflections




- Students enjoyed reading the account of a crime.
- Students' questioning skill was developed through setting questions in script writing.
- In the 'See-Think-Wonder' activity, students were able to make logical predictions based on the clues in the story.

Suggestions for improvement

- Before writing the script, the teacher should let students know why they need to set questions. Therefore a clear purpose should be given to them.
- A scenario of a crime scene should be set and the student can act in the role of Detective Ross' assistant.

Suggestions for improvement

- To make sure students know what's going on, teachers can do the first part with students together.

SEE / HEAR	THINK	WONDER
 <ul style="list-style-type: none">● heard a scream● saw a woman running out of the door	 <ul style="list-style-type: none">● the woman was frightened● something happened and made her scream	 <p>What made the woman feel frightened?</p>

- Show students' the questions they wrote in the 'Wonder' column. Work out the answers together in class. Then come up with the solution together.

What is your solution of the crime?

What is your solution of the crime?

**Who stole
the diamond
in this crime?**

**Was it stolen
by one of the
witnesses?**

**Why do you
think so?**

Way Forward

- ◆ Continue to deploy two strategies of differentiated instruction: Reciprocal Teaching and Tiered Questioning in the other levels.
- ◆ Expand the community of GE programme in our school and share the practice / teaching resources in the lessons.
- ◆ Polish the skills of implementing 'predictors' and 'questioners' and extend the application to the other levels
- ◆ Start to develop the remaining role(s), 'summariser' and 'clarifier' in the other levels.

Thank you!