

## Gifted Education School Network 2021/22

### KLA/ Cluster: English Language

#### Lesson Design

*Acknowledgement: This lesson example was adapted from the tryout by Ms LOK Ka-yi Esther, Head of Academic Committee of NLSI Lui Kwok Pat Fong College*

<b>Level</b>	Secondary Four (60 minutes)
<b>Topic</b>	Travelling
<b>Learning objectives</b>	<p><u>Knowledge</u></p> <p>✧ To differentiate evidence and personal observation/opinions</p> <p><u>Skill</u></p> <p>✧ To apply the learnt concept and write the evidence and personal observation/opinions</p> <p><u>Attitude</u></p> <p>✧ To demonstrate an openness to different viewpoints (i.e. empathy towards stakeholders affected by the imposed travel restrictions)</p>
<b>Prior knowledge of students</b>	<p>✧ Students have identified the benefits of travelling to Hong Kong and the benefits of travelling virtually</p> <p>✧ Students have prior knowledge on basic methods of differentiating evidence and opinions (Appendix B)</p> <p>✧ Preparing for the lessons:</p> <ul style="list-style-type: none"><li>- Students are asked to prepare evidence and opinions for the article used in class <i>“As world tourism starts to recover, where does that leaves Hong Kong?”</i></li><li>- Students are asked to underline the economic benefits of opening borders</li><li>- Students are asked to prepare ideas on how different stakeholders in Hong Kong view travelling physically and virtually to Hong Kong</li></ul>
<b>Differentiated instructional strategies employed</b>	✧ Expert Groups
<b>Core elements of gifted education</b>	<p>✧ Higher-order thinking skills</p> <p>✧ Personal-social competence</p>
<b>Materials/ resources</b>	<i>Dodwell, D. (30 April 2022). As world tourism starts to recover, where does that leave Hong Kong?. SCMP. (Appendix A)</i>

Activities	Rationale and Tips for Implementation	Resources
<p><b><u>Lead in (5 minutes)</u></b> Reading aloud</p>	<p>✧ A routine warm-up exercise: to get students to speak and ready for class</p>	<p>✧ News article “<i>As world tourism starts to recover, where does that leave Hong Kong?</i>”</p>
<p><b><u>Identifying Evidence and Opinion (10 minutes)</u></b></p> <p>Students work in pairs to compare what they remember about evidence and opinions about economic data in the passage and to identify evidence and facts and share points about benefits and drawbacks of opening borders.</p>	<p>✧ To enhance students’ <b>personal-social competence</b>: boosting students’ confidence in saying the correct answers with the help of their group mates and encouraging collaboration among students</p>	<p>✧ News article “<i>As world tourism starts to recover, where does that leave Hong Kong?</i>”</p> <p>✧ Their highlighted work</p>
<p><b><u>Peer Evaluation (5 minutes)</u></b></p> <p>Teacher ask students to answer and ask other pairs to evaluate their answers.</p>	<p>✧ To develop <b>higher-order thinking skills</b>: giving gifted/ more able students the chance to evaluate others’ answers and apply the key words/ phrases of evidence and opinions</p> <p>✧ To offer follow-up questions to provoke critical thinking:</p> <ul style="list-style-type: none"> <li>- <i>Is it just a piece of fact because of the first part of the sentence or the writer thought it was the cause and effect of the problem?</i></li> <li>- <i>What is the point of view presented in the paragraph?</i> (Answer: collective summary/ mutual experience of Hong Kong people)</li> </ul>	

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<p><b><u>Class Forum (10 minutes)</u></b></p> <p>Students in pair put the benefits and drawbacks of travelling to Hong Kong physically and virtually based on different stakeholders (3 – 4 minutes) with evidence to support them (if any).</p> <p>Students engage in a class discussion of whether Hong Kong should engage in physical travelling or virtual travelling in a post-Covid World (6 minutes) using both their own opinions and evidence.</p>	<p>✧ <b>Expert groups:</b> to offer chance to help students understand and retain information while they develop their collaboration skills</p> <p>✧ <b>Roles:</b></p> <ul style="list-style-type: none"> <li>- The government</li> <li>- Service industry</li> <li>- Medical sector</li> <li>- Hong Kong citizens</li> <li>- Tourists</li> <li>- IT industry</li> </ul>	<p>✧ <b>More challenging roles</b> would be assigned to students who <b>excel in logical reasoning</b></p>
<p><b><u>Consolidation (5 minutes)</u></b></p> <p>Teacher points out the importance of the language use in evidence and opinions and makes use of examples from the passage to model how to write evidence and opinions.</p>	<p>✧ <b>Text-self connection:</b> to apply what they have identified to real life use</p>	<p>✧ News article “<i>As world tourism starts to recover, where does that leave Hong Kong?</i>”</p> <p>✧ Their highlighted work, notebook</p>
<p><b><u>Drafting (10 minutes)</u></b></p> <p>Students are asked to work in pairs to write a short paragraph about whether Hong Kong should focus on virtual travelling now.</p>	<p>✧ To get students focus on a paragraph and discuss how to write a paragraph by recycling keywords again (<b>Real problem, real solution</b>)</p> <p>✧ To practise using the language features to construct a sound argument with relevant evidence and logic</p>	<p>✧ iPad, Google Doc, notes</p>

Activities	Rationale and Tips for Implementation	Resources
<p><b><u>Evaluation</u> (15 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Teachers and students evaluate some of the paragraphs together.</li> <li>2. Students evaluate in pairs to see what can be improved in their own paragraph.</li> <li>3. Self-evaluation and plan (Appendix C)</li> </ol>	<ul style="list-style-type: none"> <li>✧ To point out the key phrases/words again</li> <li>✧ To evaluate their own issues</li> <li>✧ To understand why they make mistakes in evidence and opinions and make plans on revising their own writing</li> </ul>	<ul style="list-style-type: none"> <li>✧ iPad, Google Doc, notes</li> </ul>