

Gifted Education School Network 2021/22
KLA/ Cluster: English Language
Lesson Design

Acknowledgement: This lesson example was adapted from the tryout by Ms Mavis LI, English Panel Chairperson of TWGHs Ko Ho Ning Memorial Primary School

Level	Primary Two (60 minutes)
Topic	Free Time (Pearson Longman Elect Book 2B Unit 3)
Learning objectives	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> ✧ To enable students to recall the missing information in the second reading; ✧ To enable students to comprehend the story with the help of tiered questions set by the teacher and their peers; and ✧ To enable students to write new ideas to the story. <p><u>Skills</u></p> <ul style="list-style-type: none"> ✧ To develop students' creativity through allowing them to create new ideas for the story; ✧ To develop students' self-management and study skill through giving students room for their writing and sharing; ✧ To develop students' communication skill through interacting with one another; and ✧ To develop students' information skill through the use of e-learning tools. <p><u>Attitude/ Value</u></p> <ul style="list-style-type: none"> ✧ To learn to appreciate and respect one another's ideas; and ✧ To nurture students' positive emotions and relationship with their peers.
Prior knowledge of students	<ul style="list-style-type: none"> ✧ Students have learned the thematic vocabulary namely the weekly activities. ✧ Students have read the story once.
Differentiation strategies employed	<ul style="list-style-type: none"> ✧ Tiered questioning ✧ Tiered learning tasks
Core elements of gifted education	<ul style="list-style-type: none"> ✧ Creativity ✧ Higher-order thinking skills
Materials/ resources	<ul style="list-style-type: none"> ✧ PowerPoint slides ✧ Worksheets (Appendix A to C) ✧ Padlet

Activities	Rationale and Tips for Implementation	Resources
<p><u>Lead-in/ Revisions (10 minutes)</u></p> <p>Teacher gets students to read aloud the learning objectives.</p> <p>Next, teacher gets students to read the content words and gets little teachers to teach the vocabulary to the class.</p>	<p>✧ This helps elicit students’ prior knowledge and serves as a warm-up exercise to get students ready for the topic.</p>	<p>✧ PowerPoint slides</p>
<p><u>Prediction with pictorial and contextual clues (10 minutes)</u></p> <p>Second reading with memory testing and reading strategies: Students are picked to read aloud the text. Meanwhile they have to guess the words covered by the boxes.</p>	<p>✧ To strengthen students’ reading skills – making inferences with the help of pictorial and contextual clues</p>	<p>✧ PowerPoint slides</p>
<p><u>Developing higher-order thinking skills (15 minutes)</u></p> <p>After reading, teacher asks students an array of tiered questions collected from students (Appendix B).</p> <p>Gifted/ more able students will be invited to attempt more challenging questions and give feedback to others’ answers.</p> <p>Teacher will act as a facilitator who asks follow up questions and redirect questions, and gives specific feedback.</p>	<p>✧ Tiered questioning: to provide scaffolding to help facilitate and even further extend students’ learning of the topic</p> <div data-bbox="602 1224 1477 1465" style="border: 1px solid black; padding: 5px;"> <p>Sample questions set by students:</p> <p>Q1: Where are Super Boy and Great Girl? Q2: What does Super Boy do on Tuesdays? Q3: Why is Super Boy not free on Tuesday? Q4: What does ‘they’ (line 20) refer to? Q5: How do the superheroes feel? Why?</p> <p style="text-align: right;"><i>Most questions belong to Remembering and Understanding levels under Bloom’s Taxonomy.</i></p> </div> <div data-bbox="602 1472 1477 1892" style="border: 2px dashed red; padding: 5px;"> <p>✧ Challenging questions are set by teachers to extend gifted/ more able students’ understanding of the text and help them make text-to-world connection.</p> <p>Sample questions:</p> <p>Q1: Can you find another word to replace the word “happy” (Paragraph 6)? (Applying) Q2: How does Super Boy feel when he said “Oh no!” (Paragraph 12)? (Evaluating) Q3: Why does Supercar swim? (Creating) Q4: What can people use the Supercar for? (Creating)</p> </div>	<p>✧ PowerPoint slides</p>

Activities	Rationale and Tips for Implementation	Resources
<p><u>Boosting creativity and higher-order thinking skills</u> (15 – 20 minutes)</p> <p>Teacher gives students the writing worksheet (Appendix C) and tells them:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>Doctor K is looking for people to sponsor/ donate money for the making of Supercar! Can you design a leaflet to promote Supercar to people in Hong Kong?</i></p> </div> <p>Students will complete the leaflet with the help of the hint boxes. Upon completion, students post their story on Padlet. Gifted/ more able students are encouraged to read the works of their peers and give their comments.</p>	<ul style="list-style-type: none"> ✧ To nurture creativity by encouraging students to extend their imagination and write short description of Great Girl and Super Boy going on a mission with Supercar ✧ To develop students’ ability of editing and reviewing their own work with reference to the peer feedback <div style="border: 2px dashed red; padding: 5px; margin: 10px 0;"> <p>Gifted/ more able students could be encouraged to make text-to-self connection, or something they have learnt in other subject, news they have heard of (emphasising on students’ own experience and awareness of social events) when writing the description.</p> </div>	<ul style="list-style-type: none"> ✧ Padlet ✧ Worksheet (Appendix C)
<p><u>Conclusion</u> (5 minutes)</p> <p>Teacher invites students to:</p> <ul style="list-style-type: none"> ✧ share by reading aloud one of their favourite designs ✧ share about whether they will use the Supercar to _____. 	<ul style="list-style-type: none"> ✧ To promote peer and collaborative learning through peer review and feedback 	<ul style="list-style-type: none"> ✧ PowerPoint slides