

Small Class Teaching "Learning Circle"
Questioning Techniques – Dialogic Questioning

TP50

Lesson Plan

Name of School: Buddhist Wong Sewai Memorial School

Name of Teacher: Yeung Kwong Fung Christin

Learning Circle Group E4

Subject Area	English		
Grade Level	P.2	No. of Periods / Time	90 mins (Double lesson as one period)
Module and Topic	My favourite things		
Prior Knowledge	<p>Pupils are able:</p> <ul style="list-style-type: none"> - to use 'Wh-' questions to ask questions. e.g. What do you like to eat? Why do you like it? - to answer 'Wh-' questions e.g. What do you like to eat? I like to eat raisins. Why do you like to eat them? Because they're sweets. - to use present tense to show habits or the truth. e.g. She likes eating peanuts. - to read and recognize the food items. e.g. peanuts, raisins, chocolate...etc. 		
Learning Objectives	<p>Academic:</p> <p>Pupils are able:</p> <ul style="list-style-type: none"> - to use 'Wh-' questions to ask and answer the questions. What does your father like to eat? He likes to eat raisins. What kind of food does your father like best? He likes raisins best. - to use different food items and tastes. - to use 'because' to tell the reasons. <p>Social Skills:</p> <p>Pupils are able :</p> <ul style="list-style-type: none"> - to take turns to speak - to listen to others attentively - to make agreement with their classmates 		
Core Questions <i>*relevant to learning objectives</i>	<p>What does your father like best? (core question)</p> <p>Which is good / bad for your father? (core question)</p>		
Evaluation on Learning Outcome	<ul style="list-style-type: none"> - Presentation 		

Lesson Organization	Levels of Thinking & Questioning Strategies
<p><i>Motivation:</i></p> <ol style="list-style-type: none"> 1 Teacher asks pupils to brainstorm the items of food. (Pupils can look around the room / textbook) 2. Teacher asks students to get into pairs and take turns to play a card game so that they get more familiar with the food items. 3. Teacher helps students in need, particularly those low achievers during pair work. 4. Teacher asks some pairs to do demonstration in front of the class. <p><i>Development:</i></p> <ol style="list-style-type: none"> 1. Teacher starts a daily talk about Father's Day by asking some questions. <ul style="list-style-type: none"> - Which festival is coming in June? (Father's Day) - What will you do on Father's Day? (Have dinner with him, give him a present..) - You're going to make some food for your father. What does your father like to eat best? Why? (VQ) 2. Teacher tells the class the objectives of the lesson. <ul style="list-style-type: none"> - interviewing the classmates what their fathers like to eat and form groups accordingly - discussion on the ingredients which are good for their fathers by providing pupils with a checklist of transactional language e.g. 1. Hello. 2. I think...is/are good for our fathers because it's / they're... 3. Yes, I agree / No, I don't agree because... -presentation 3. Teacher asks the pupils to interview their classmates and get into a group in order to make the food for their fathers. (a pizza/ a cake / a hamburger / soup/ salad) <ul style="list-style-type: none"> - What does your father like to eat? Why? (VQ) 4. Teacher asks each pupil to look at the textbook and asks them to write 2 ingredients individually. 5. According to the pupils' choice, they are asked to discuss and choose the ingredients which are good for their fathers. 6. Teacher asks the pupils to practise the presentation. <p><i>Conclusion:</i></p> <ol style="list-style-type: none"> 1. Teacher asks pupils to present in front of the class. 	<p><i>Recalling</i></p> <p><i>Recalling</i></p> <p><i>Reasoning</i></p> <p><i>Comparing and contrasting</i></p> <p><i>Reasoning</i></p>

*VQ = Verifying Question