

優秀教師選舉

2011

程展鳴老師
(教學組)
秀明小學

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Lesson Plan

Level :	P.6
Module / Unit :	Help Save the Earth / Reading Workshop: How to Have a Green Day
Date and time:	12-1-2011 (9:50-10:25)
Period :	Session 2 of Reading Workshop

Lesson Study Focus:

- Develop students' thinking skills in creativity, critical thinking and problem solving.
- Develop students' reading & speaking skills / presentation skills

Teaching Objectives :

After the lesson, students will be able to:

- understand the meaning of being green
- create some interesting green tips
- present their ideas by using simple English
- discuss different green tips
- revise own or others' ideas with reasons to support stand points
- reflect on themselves to see if they are green enough

Previous Knowledge :

Students are able to

- understand problems the Earth facing
- know that we can all help save the Earth
- compose simple green tips
- support their own ideas with valid arguments

Time	Teaching procedures	Remarks / Teaching materials
5 minutes (9:55)	Motivation	PowerPoint with a green photo (To set a context to raise students' interest in learning)
	Teacher: (Teacher pretends to be sad) I feel sick. The environment in Sau Mau Ping is really bad. I found a picture on the internet last night. I really want to live there. Teacher: What can you see in the picture? (grass, flowers, trees, mountains, rivers/ lakes) (Bring out the idea 'nature vs natural') Teacher: Can you use a colour to describe nature? (Green)	
	Development	
	Teacher: What does 'green' mean? (Students' own ideas + ideas on the story book)	Reader – How to Have a Green Day

Guided Reading

7 minutes
(10:02)

Students read P.3 of 'How to have a green day'. They find the meaning of "green" and read it aloud.

("Green" means looking after the natural world.)

Teacher: What does 'being green' mean?

(Their ideas + ideas on the story book)

Can you find the answer on P.4 of the reader?

(Being Green means...)

Teacher: Being green also means not to do something bad for the Earth. Please read P.3 and find out what are bad for the Earth?

(Cars, power stations and factories)

Teacher: 'Not to do things that are bad for the Earth' means try to be green. What do we need to be green?

(hands, feet, a pocket, some bins and warm clothes)

Creative suggestion / Class Discussion

3 minutes
(10:05)

Teacher: You may say I can use my feet to be green. I can walk to school and no oil is used.

Teacher: You are correct, but your idea is too boring.

Teacher shows students a creative idea (breakfast in the pocket)

Teacher: It's your turn now. Think out as many creative and crazy ideas as you can. Write down reasons for them and share with us.

Teacher: We will vote for the most creative group to be the Creative King.

Group Work

Phrase I: Group discussion

4 minutes
(10:09)

Students work in groups of four to brainstorm some creative green tips.

Teacher: Now, every group will get a poster with a picture on it.

You have to think out some green tips by using the thing on the picture.

Teacher: Remember, your tips should be creative. You should give at least a reason to support your idea. Moreover, please write as big as the words on my poster.

3 minutes
(10:12)

Teacher: If it is difficult to write in words, you can show your tips by pictures.

1. PowerPoint
2. Sentence card – show the two key questions

PowerPoint

To develop students' reading skill – locating main idea

Students make predictions using daily life experiences

Posters with pictures to guide group discussion

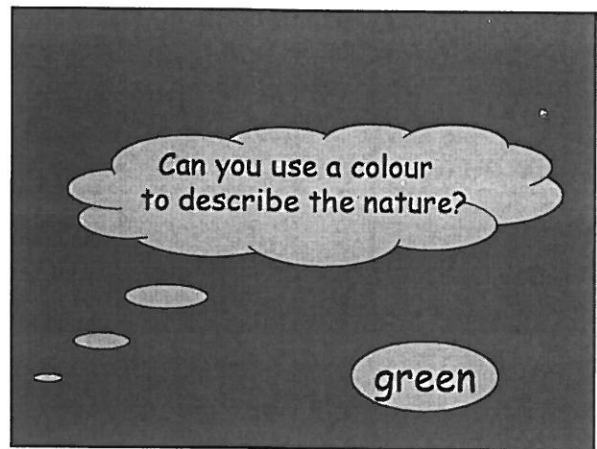
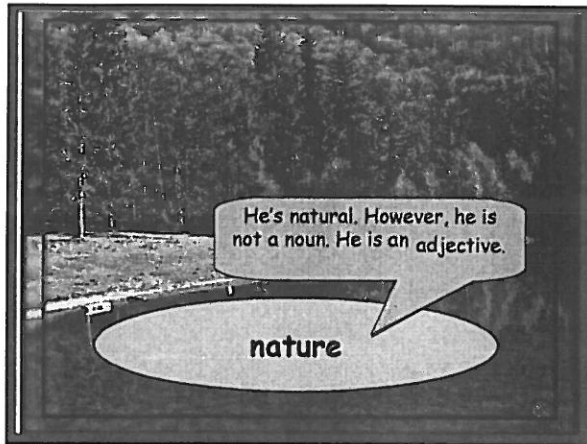
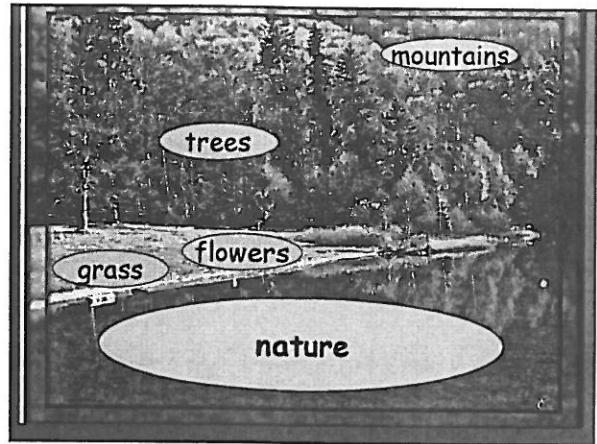
To develop students thinking skill: Creativity

Teacher walks around the classroom to help students and search for creative ideas

<p>7 minutes (10:19)</p>	<p style="text-align: center;"><u>Phrase II: Preparation + Rehearsal</u></p> <p>Students use another 3 minutes to prepare one or two of their tips.</p> <p style="text-align: center;"><u>Presentation</u></p> <p>Teacher invites groups with interesting ideas to come out and present their work to the class. (Allow students to use body gesture/ pictures etc. in their presentation but they must try to use as much English as possible.) Other students can comment on the tips and discussion is allowed. Teacher: Thanks for your presentation. Now we want other groups to tell me what you think about their ideas. Two to three groups present in this lesson. Remaining groups present in the next lesson. After all the presentation, they creative king will be chosen.</p>	<p>To develop students' speaking skill</p> <p>To develop students' critical thinking skill by responding to others' ideas</p>
<p>3 minutes (10:22)</p>	<p style="text-align: center;"><u>Assignment</u></p> <p>Teacher: Besides these five things, we can use other things to be green. You have to finish a worksheet tonight. You have to write down how we can use them to be green, and why? Then you have to draw one more thing we need to be green. Teacher shows students an example.</p>	<p>Worksheet: Creative ideas + reasoning</p>
<p>1 minute (10:23)</p>	<p style="text-align: center;"><u>Consolidation</u></p> <p>Teacher: What have you learnt in this lesson? (Refer to the questions / sentence card on the blackboard)</p>	<p>Teacher consolidates things taught in the lesson with Ss</p>
<p>2 minutes (10:25)</p>	<p style="text-align: center;"><u>Conclusion</u></p> <p>Teacher asks students to evaluate their performance. Teacher: Today we have made some interesting green tips. Are your tips creative? Do you like the presentation? Will all of you do something small to make a big difference? Teacher: We still have some other groups to present tomorrow. Let's see if they have some creative ideas to help save the Earth. That's the end of this lesson.</p>	<p>Students reflect on their own work</p>

P.6 Reading Workshop

- How to have a green day
- Nature vs natural
- What does green mean?
- What does 'being green' mean?
- What do we need to be green?

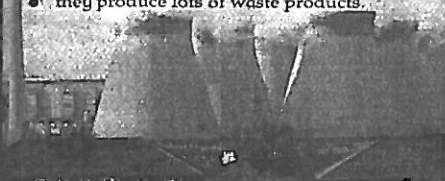


What does green mean?

Green means looking after the natural world.

Cars, power stations and factories are bad for nature because:

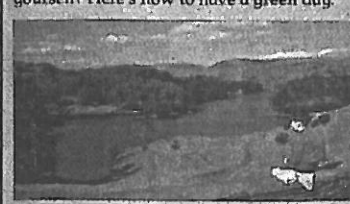
- they use up the Earth's natural resources
- they cause pollution
- they produce lots of waste products.

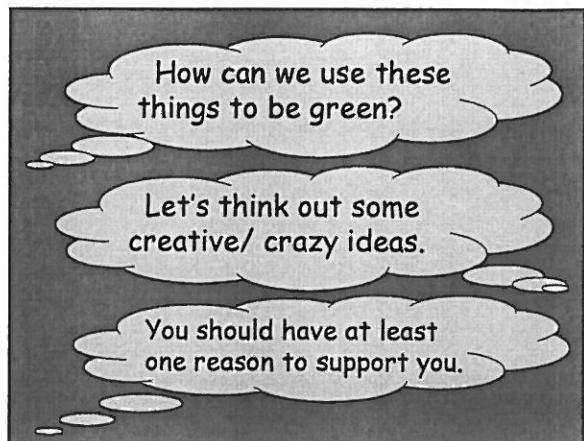
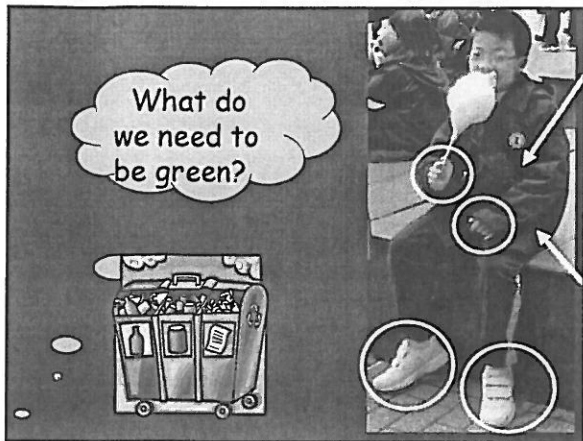


Being green means:

- using less gas, oil, coal and electricity
- not wasting water
- recycling more
- producing less rubbish.

If everyone tried to be more green it would make a huge difference. Why not try it yourself? Here's how to have a green day.

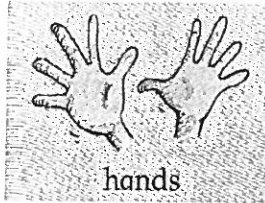




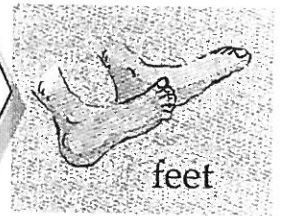
How do we use these items to help to be 'Green'? Can you predict what the writer thinks? You may use the following words to help you. Remember to give good reasons to support your answer.

should must ought to

1.



2.



3.



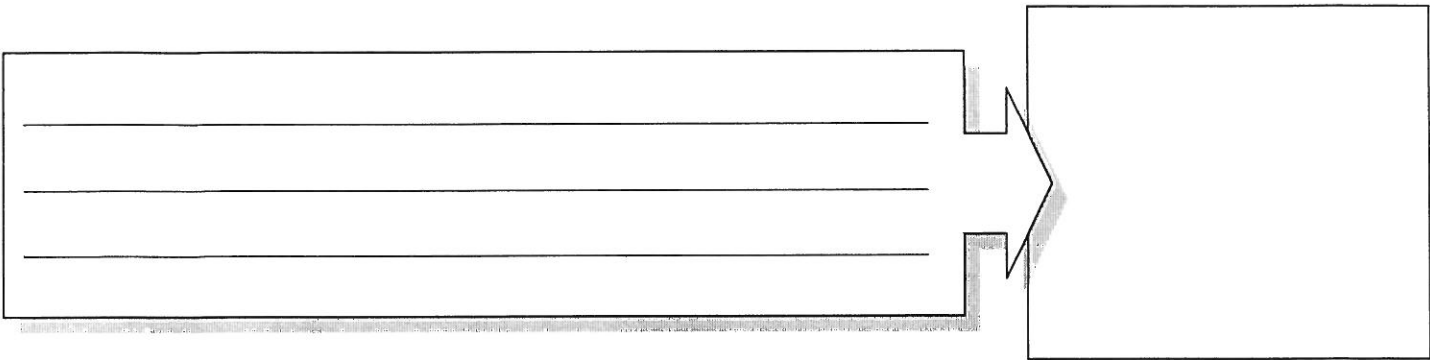
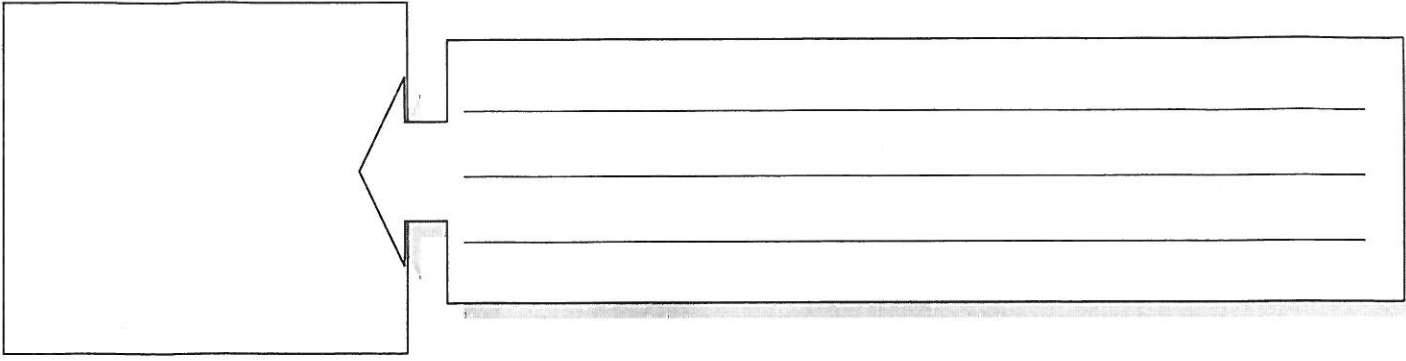
4.

We should wear ten pieces of clothes to keep ourselves
warm *because* we don't need to turn on the heater
and it can save energy.



5.





Lesson Observation Report

Date:	12 January 2011
Level:	P6
Teacher:	Mr Ching English teacher
Lesson duration:	35 minutes
Class size:	32
Learning focus:	Development of reading – developing an understanding to the text Development of creativity and thinking skills
Observer:	Florence Yip, Senior School Development Officer, Language Learning Support Section, Education Bureau

Findings and discussion:

a. Lesson design

- This lesson was part of the reading cycle on the theme ‘environment’. Mr Ching adopted a ‘read-to-learn’ strategy in the lesson where he first provided students with input from the reader and other related learning aids, helping them develop an understanding of the text. This was followed by a group task in which students generated creative ideas and supported their ideas with sound reasons.

The lesson was well-structured and well-paced. Students got knowledge related to ‘what does green mean’ and ‘what does being green mean’. There was sufficient time for students to understand the text before they moved on to the more challenging part of the lesson. The knowledge of the text they gained laid a solid foundation for students to further discuss what they could do to be environmentally friendly. Students successfully built on their existing knowledge to generate ideas which were more original and creative.

b. Delivery

Motivating learners

- Mr Ching was successful in arousing interest in learning and capturing attention. To help students warm up, he used a photo to help students get to know more about the nature at the beginning of the lesson. He also skillfully compared it with the environment near the school. In the middle of the lesson, he showed a picture of a classmate to highlight what students could use to be green. Through linking learning with familiar things or people in real life, he helped students activate their prior knowledge and get ready for different stages of the lesson.

Providing support

- Mr Ching showed a good understanding of the students' needs and was able to address them by giving appropriate and sufficient support in the learning process. For example, he gave prompts in the PPT to help students guess the word 'nature'. He also used an interesting analogy of 'brothers' when teaching students the meaning of 'nature' and 'natural'. He was good at using teaching aids to support student learning. There were two key questions raised, namely 'What does green mean?' and 'What does being green mean?'. To compare the two questions, he used a paper slip to show the first question and extended the paper slip to show the second question. It was an effective way of drawing students' attention to the differences of the two questions. Such learning support was also important in helping students follow the lesson.
- Teaching reading is challenging because not all students enjoy reading English texts in class. To ensure students were actively involved in the reading process, Mr Ching used different learning modes to cater for learner diversity. He introduced reading aloud, inviting both individual students and groups to read aloud the text. He also used silent reading to promote independent learning. Whichever mode he used, he stressed the importance of reading with a purpose. He asked students questions relevant to the text before they started reading. After reading, he showed scanned pages of the reader to highlight key points for illustrations. These well-thought out arrangements provided appropriate support for students and helped elicit more responses in class.
- Vocabulary building is a building block to the development of reading skills. Mr Ching was aware of the importance of vocabulary teaching and guided students to guess word meanings and pronunciation in the lesson. As observed in this lesson

and other lessons, he helped students to find small words in big words, which is an effective way of working out the pronunciation of unfamiliar words. He also used body language and contextual clues to help students with word meanings. These strategies have sustainable effects on the development of phonics and word attack skills, which are both essential to vocabulary learning.

- The last part of the lesson was the most challenging because students needed to extend the knowledge gained in the first part for generating new ideas. Mr Ching gave students support by giving a clear example. He gave creative ideas and supported his ideas with reasons. The teacher demonstration was a necessary step to take as it gave students a concrete idea of the expected learning outcomes and greatly facilitated the group work that followed.

Using questions and feedback

- Mr Ching asked questions of different levels of complexity to cater for learner diversity. He asked factual questions to check students' understanding. Although he also challenged his students with higher-level questions, he was always ready to offer support to help students answer those questions. The strategies he used to elicit feedback from students included clarifying, rephrasing and redirecting. The adoption of these strategies helped sustain class interaction, improve class participation and develop higher-order thinking.

c. Student learning

- As classroom instructions were clear, students were aware of the purpose and direction of the lesson. They showed motivation and interest in learning and were engaged throughout the lesson. Their active participation could be attributed to the thoughtful arrangements of the lesson as mentioned before.

On the whole, the learning objective of the first part of the lesson on reading was achieved. It was pleasing to see that most students were able to respond to a range of questions relating to the reader. That also provided us with the evidence that students were able to understand the text.

- Students collaborated smoothly in the group work. Judging from their prompt responses to the group work instructions, they seemed to be used to learn in a group setting. Most groups were able to generate some creative and original ideas and support them with reasons. As students were encouraged to generate ideas freely,

the learning atmosphere was positive. Students were also motivated and confident in voicing their opinions and sharing their work with the class.

Overall comments:

- The design and delivery of the lesson align with the six key principles of an effective lesson:
 - The **lesson aims and procedures were clearly spelt out**. Students were on task and were **actively engaged** in various stages of the lesson. There was a balanced use of **learning modes involving individuals, groups and the whole class** to cater for learner diversity. With effective use of **questions and feedback**, we could see improved class dynamics and increased exposure to higher-order thinking skills. **Assessment for learning** was promoted by giving opportunities for sharing students' work with their peers and getting feedback.
- With appropriate support from the teacher, there is a good chance that their English and higher-order thinking skills could be boosted further.

Picture { } personified definition
(the) nature }
natural }
green (looking after the natural word.
being green. — Ls use example to explain ✓
T encouraged Ls to try pronouncing new words
T guide Ls suggest creative ideas about being green
putting noddles in pocket ???
Preparing for group discussion - target lay high ✓
highlighted.