

優秀教師選舉

2011

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XTS059

Fukien Secondary School (Siu Sai Wan)
Lesson Plan by LEUNG Pik Kei

Date: 15th April, 2011

Class: 2D (25 students)

Duration: 40 minutes (The third lesson)

Background of students: Students of an average English standard from a CMI school

Prior knowledge: The students have not written any short stories before. However, they went through the 11 features required in a short story the day before.

- Objectives: By the end of the lesson, students will be able to
- (1) answer the questions related to the main gist of a news article modified from 6th April, 2011, South China Morning Post,
 - (2) name and include the 11 features required in a short story, and
 - (3) incorporate adjectives to show feelings, actions and conversations to make the short story interesting.

Teaching and learning materials: 2 YouTube video links, a news article, and a 10-slide PowerPoint file

Teaching rationales: (1) **Individual differences** are attended to by having lessons in groups. Students are assigned to groups of four according to their English results. Seats are swapped every cycle in order for students to take turns to sit nearer the teacher. Also, each group is composed of students with high, average and poor English levels so that they can help each other. Those who are not confident enough can rehearse in their own group before sharing with the whole class. **Peer learning** is a key element in the lesson.

(2) Students can practise the **four skills**, listening, reading, writing and speaking, in a task-based learning lesson.

(3) Reading aloud is evident to improve students' English.

(4) Apart from English ability, the lesson aims at enhancing students' **generic skills**, including logical thinking, critical thinking, creativity, communication, collaboration, self-management, and study skills throughout the lesson.

XTS059

Time (mins)	Procedures	Teaching and Learning Materials	Interaction (Without indication, it refers to T-Ss interaction)	Learning Outcomes and Skills Practised
3	<ul style="list-style-type: none"> ● Ask Ss to sit in groups ● Introduce the goals of the lesson ● Recap the number of features required in a short story 	ppt slide 1		
7	<ul style="list-style-type: none"> ● Tell Ss we are going to read a news article adapted from SCMP. But, I only have part of the information because of my carelessness. ● Introduce the situation: I am Ban. I am two years old. I am living in a comfortable place very happily now. But, a few days ago, I had a bad experience. I was on a piece of wood, feeling cold, seeing water, tasting something salty and hearing some sounds only (the sounds of a helicopter) *play the sound track for Ss to guess the source of the sounds: http://www.youtube.com/watch?v=3WebDEpNwHc ● Ss have to discuss and guess what had happened before ● Ss share their answers ● (If Ss have no clues, give them a hint: Ban is a dog.) ● Ss take notes while listening to a news clip to understand the cause for Ban to end up in the situation mentioned: http://www.dogasaur.com/blog/2011/rescued-stranded-tsunami-dog/ ● Confirm Ss' understanding of the video and the situation: The tsunami in Japan washed away Ban, a dog, into the sea. 	<p>ppt slide 2 YouTube,</p> <p>ppt slide 4 (ppt slide 3) YouTube</p>	<p>Ss-Ss</p> <p>Ss-T</p>	<p>Practise speaking skills</p> <p>Practise listening and note-taking skills</p>

9	<ul style="list-style-type: none"> ● Give out a news article for Ss to find out and justify the answers to two questions: (1) Who saved me (Ban)? (2) Where am I (Ban) living now? ● Discuss the answers and read aloud the corresponding lines 	ppt slides 5-6, the news article	Ss-Ss Ss-T and S-T	Practise reading skills Practise speaking skills
18	<ul style="list-style-type: none"> ● Invite Ss to write down the 11 features required in a short story on the blackboard ● Read aloud and discuss the features ● Read aloud lines 7-8 of the news article ● Read aloud the 2 sentences shown on the screen describing the same moment in lines 7-8 of the news article ● Ask Ss to justify why sentence 2 is better ● Teach Ss to include FAC (feelings, actions and conversations) to enrich the short story ● Read aloud line 8 and continue writing the short story including the three elements (FAC) ● Ss share their productions ● Ss point out the use of the three elements (FAC) in other classmates' work 	the news article ppt slide 7 ppt slides 8-9 ppt slide 10, the news article	Ss-Ss Ss-Ss S-T Ss-T	Name the 11 features required in a short story Use FAC to make the short story interesting Practise speaking and writing skills Practise speaking skills
3	<ul style="list-style-type: none"> ● Summarize the lesson by recollecting what Ss have done and reminding Ss the 11 features required in a short story ● Ask Ss to put their writing on the tables and walk around the class to learn from others ● (Homework: write a short story in 200 words based on the experiences of Ban) 		Ss-Ss	Peer learning

Fukien Secondary School (Siu Sai Wan)
LEUNG Pik Kei

Features of a short story

Features of a short story	
	1. Title
Structure of a Story	2. Setting
	3. Characters
	4. Rising Action / Problem
	5. Climax
	6. Resolution
	7. Overall Feelings of Characters
	Use of Language
9. Connectives	
10. Dialogues	
11. Characterization (Using Adjectives to Describe Characters)	

Name _____ Class _____ ()

1. Tsunami dog saved after 3 weeks at sea

2. *updated on April 06, 2011*

3. The Japanese coast guard saved a pet dog that somehow survived three
4. weeks at sea after being washed away in the March 11 disaster.

5. On Friday, a helicopter first saw the dog on the roof of a house floating off the
6. coast of Kesenumna, but the animal was scared. So, it hid under the roof.

7. Finally, the dog was saved by a coast guard boat because the helicopter ran
8. low of fuel. The coast guards fed and hugged the dog afterwards.

9. Seeing that the dog was the family's missing pet on TV, the owner found her in
10. the animal shelter on Monday.

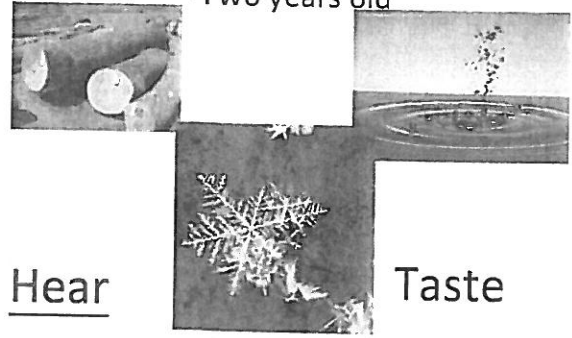
11. "I saw the rescue on the news, and knew it was her. I knew her right away, from
12. her face," the woman, whose full name was not given, told NHK public
13. television. Two-year-old Ban jumped into the arms of her owner when they are
14. reunited. "I am happy that she seems healthy. I want to cherish her more when
15. I take her back," she added, as Ban licked her face happily.

Modified from 6th April, 2011, South China Morning Post

Short Story Writing

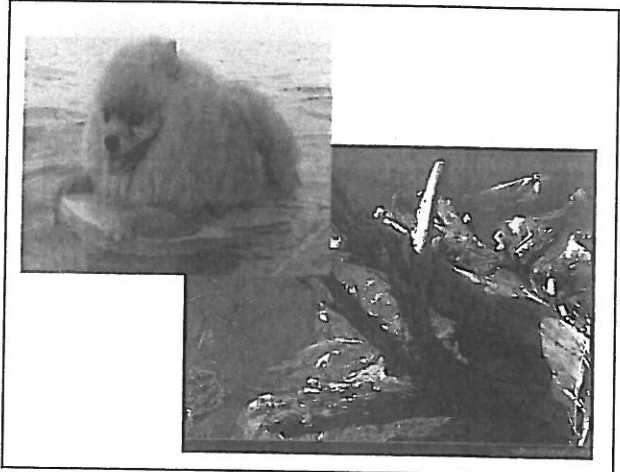
1

Ban
-Two years old



Hear Taste

2



• What had happened before?

4

• What happened after being saved?

5

• Who saved me? Why?
• Where am I living now?

6

Climax

e.g. (1) I was lonely. A boat saved me.

e.g. (2) I was lonely. I cried. I asked myself, "Am I too naughty that my owner doesn't want me anymore?" Suddenly, I saw some lights. Ah! A boat was coming to save me. I jumped into the air.

7

Climax

e.g. (1) I was lonely. A boat saved me.

e.g. (2) I was lonely. I cried. I asked myself, "Am I too naughty that my owner doesn't want me anymore?" Suddenly, I saw some lights. Ah! A boat was coming to save me. I jumped into the air.

8

Climax

- a feeling + an action + a conversation

e.g. (2) I was lonely. I cried. I asked myself, "Am I too naughty that my owner doesn't want me anymore?" Suddenly, I saw some lights. Ah! A boat was coming to save me. I jumped into the air.

9

Your turn

- Lines 7-8
- I was lonely. I cried. I asked myself, "Am I too naughty that my owner doesn't want me anymore?" Suddenly, I saw some lights. Ah! A boat was coming to save me. I jumped into the air.....
- a feeling + an action + a conversation

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