

Tin Shui Wai Methodist Primary School
English Lesson Plan

(A) Basic information

Teacher: Li Pui Kuen
Class: 6AB
Class size: 31 (more able class)
Date: 5-10-2015 (Mon)
Time: 9:15pm – 10:00pm (45 minutes, 1 lesson)

(B) About the lesson

Teaching objectives:

Content:

1. Pupils are able to understand the hardships in Kaisong's life.
2. Pupils can express their feelings and thoughts about Kaisong's difficult life.

Language:

1. Pupils can talk about problems people have in poor countries
2. Pupils are able to express their feelings and thoughts about Kaisong in their own words, in both spoken and written forms.

Attitude:

Pupils know that they should cherish what they have and try their best to help people in need.

Pupils' previous knowledge:

1. Problems related to poverty (in GS lessons)
2. Usage of 'very little' and 'very few' to express small quantity

Anticipated difficulties and possible solutions:

1. Students may have difficulties understanding how hard Kaisong's life is when they read the magazine article as it is beyond their daily life experiences and imagination. A video is shown to visualize Kaisong's life and to raise students' empathy for latter learning activities.
2. Students may not be able to categorize the problems that Kaisong has at the beginning as it is a new concept to them. The teacher may need to categorize the problems for the students and ask them to name the categories instead.
3. Students may find it difficult to write a short note to Kaisong to talk about what they think and how they feel. Watching the video about Kaisong's life and having empathy for her may help preparing them to express their feelings and thoughts.

(C) Rundown of the lesson

Steps	Length	Objectives	Students' output	Content	Materials
1	10'	Introducing the topic	Pupils get interested to know more about what difficulties children in the poor countries may have.	<p><u>Motivation (Pre-reading)</u></p> <ul style="list-style-type: none"> • Teacher tells students that she has a 12 year old daughter to surprise them. Then she shows a photo of her sponsored child. • Asks students to guess the meaning of sponsored child to point out that there are many children having difficulties in their lives and they need others' help. We can help them through some charities. • Asks students to think about what difficulties those children in poor countries may have. They may refer to what they wrote on Pre Study Worksheet (PWS 3). • Categorizes the problems suggested by the students on the blackboard. Then ask the students to name the categories to show a general picture of the difficulties people have in poor countries. <p>* Before the lesson, students completed PWS 3 which required them to watch two videos about how World Vision helps people in poor countries. They were also asked to think about the problems people who live in poor countries have. By doing so, students had some knowledge about World Vision, as well as poverty, before the lesson started.</p>	<ul style="list-style-type: none"> • PWS 3 • PPT
2	10'	Visualizing Kaisong's daily life for better understanding of the article the students are going to read	Pupils identify the difficulties Kaisong has when they watch the video about a day of her life.	<p><u>Implementation 1 (Pre-reading)</u></p> <ul style="list-style-type: none"> • Introduces the theme 'Problems around the world' to students. Tell them that they are going to read a story about a poor girl, Kaisong, who lives in Laos. Briefly introduce the location of Laos and the situation there. • Plays a video which shows a day of Kaisong's life. Students work in pairs and write down the problems they can see and hear. Some questions are provided to help students know what they should focus on while watching the video. It visualizes Kaisong's life so students can have better understanding of how tough her life is. It also serves as listening training. https://www.youtube.com/watch?v=1MSDDiCX2HY • Teacher asks students what difficulties Kaisong has in her daily life. Write their answers on the blackboard according to the categories they belong to. 	<ul style="list-style-type: none"> • Video

				<p>*Students may not be able to imagine how tough Kaisong’s life is if they just read the article. The video provides vivid images for students’ understanding and also induces empathy and deeper feelings.</p>	
3	8’	Locating the key points and guessing the meaning of new vocabulary	Pupils underline and categorize the problems Kaisong has. They guess the meaning of new vocabulary by the hints between lines.	<p><u>Implementation 2 (Reading)</u></p> <ul style="list-style-type: none"> • Teacher asks students to underline the problem Kaisong has when they read the article. It gives the students a purpose to read the magazine article. • Students tell what problems they can find while reading the article. Teacher asks students questions to check their understanding of the content and difficult vocabulary items. <p>* It is expected that the students can understand the article quite well even the content is rather unfamiliar to them as they have seen the story visually in the video.</p>	<ul style="list-style-type: none"> • PPT
4	10’	Expressing feelings and thoughts	Students write a short note to Kaisong to talk about their feelings and thoughts.	<p><u>Implementation 3 (Post- reading)</u></p> <ul style="list-style-type: none"> • Asks students to write a short note to encourage Kaisong. They may talk about how they feel and what they think about her life. • Asks students how they feel, what they think, what they will do and what they wish for to help them generate more ideas. • Some soft and slow music is played to provide a better environment for students to write their notes. • Teacher invites some students to share their notes. <p>*Writing and presenting their feelings and thoughts may help students link Kaisong’s life to theirs to elicit deeper reflections.</p>	<ul style="list-style-type: none"> • Note paper • PPT
5	2’	Conclusion	Students know that they are the lucky ones. They know that they should cherish what they have and help people in need.	<p><u>Conclusion</u></p> <ul style="list-style-type: none"> • Invites students to talk about what they got in this lesson. • They should cherish what they have and be thankful. Try their best to help others. <p>*It would be great if students can tell the message they can get from the lesson instead of being told what they should get.</p>	<ul style="list-style-type: none"> • PPT

(D) Setting of blackboard and screen

<u>Smartboard</u>	<u>Blackboard</u>												
Showing PPT, the video and projecting students' writing	<p data-bbox="1330 300 1599 320">Problems Kaisong has in her life</p> <table border="1"><thead><tr><th data-bbox="987 355 1144 376">Food and water</th><th data-bbox="1317 355 1420 376">Living space</th><th data-bbox="1637 355 1704 376">Health</th></tr></thead><tbody><tr><td data-bbox="987 405 1234 426">- take dirty water (para. 5)</td><td data-bbox="1317 405 1576 426">- tiny, old, broken hut (Para.2)</td><td data-bbox="1637 405 1897 426">- weak, always get sick (para. 3)</td></tr><tr><td data-bbox="987 454 1263 475">- find food by herself (para. 3)</td><td></td><td data-bbox="1637 454 1890 475">- sore eyes, back pain (para 6)</td></tr><tr><td data-bbox="987 504 1196 525">- beg for food (para 3)</td><td></td><td></td></tr></tbody></table>	Food and water	Living space	Health	- take dirty water (para. 5)	- tiny, old, broken hut (Para.2)	- weak, always get sick (para. 3)	- find food by herself (para. 3)		- sore eyes, back pain (para 6)	- beg for food (para 3)		
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(E) Reflections

a. Learning objectives were achieved

The learning objectives were achieved. Students could list out the problems Kaisong had and write a short note to her. They could categorize Kaisong's problem and expressed their feelings and thoughts in the note. For consolidation, the teacher may ask students to talk about the problems by using 'very little' and 'very few' which they have learnt previously.

b. Integrating four skills – Input Vs Output

The lesson included speaking, listening, reading and writing training. Students were asked to tell the problems poor children had in their daily lives. It was their previous knowledge so they could do it easily. However, they may not have chances to see how tough those poor children's lives were so watching the video and then reading the article helped them understand the content (input). Finally they could write about their

feelings and thoughts as they had a vivid picture of Kaisong's life and a deeper reflection (output).

c. Using categorization

Most of the students were quite weak in organizing the main ideas of the articles they read. Categorization can be one of the ways to help them map out the key points of the article in a more organized way, as well as getting a general picture of the story.

d. From watching to reading

When we teach reading, we usually read the text with the students and go through the difficult vocabulary so that they can understand the text. Students might know the literal meaning of the words but they might not have a vivid picture in mind. Explaining the text word by word could be boring as well. Showing a video about Kaisong gave students a very clear picture of her daily life. Students could guess the meaning of new vocabulary items and understand the text more easily as they had seen the images. It also gave them stronger feelings which helped them write the note to Kaisong with deeper reflections.

(F) Attachments:

1. PWS 3
2. PPT
3. Students' notes to Kaisong
4. GWS 3.1 (checking comprehension)