

Concordia Lutheran School
English Language Teaching
Lesson Plan - Viewpoints of the TSA
February 25, 2016

Room: Rm. 406		Students: Form 4 – Group 1 (24)	
Date & Time: 25/02/2016 (14:40 – 15:35 pm)		Target level: High Beginner – Intermediate	
Context: Comprehension of Reading Texts			
Topic: Hong Kong's Territory-wide System Assessment (TSA)			
Skill: Understanding (Stakeholder's) Viewpoints			
Teaching aids: PowerPoint, Reading Texts, Lesson Prep - Understanding the Text, and "Stakeholder's Viewpoint Table"			
Technology: Computer, iPads, Projector and Blog (Kidblog)			
Learner objectives:			
<ul style="list-style-type: none"> ● Ss should be able to skim for the main idea. ● Ss should be able to identify various stakeholders' points of view. ● Ss should learn the vocabulary related to the topic. ● Ss should develop their fluency when reading aloud and build up their self-confidence. 			
Lesson Preparation:			
<ul style="list-style-type: none"> ● Pre-reading Text- Understanding the Text: Skim the text to understand it. ● Stakeholders' Viewpoint - Ss find each of the stakeholders' relevant viewpoints and complete the "Stakeholders' Viewpoint Table" 			
Activity (T)		Activity (SS)	
Review and Overview			
1.	<ul style="list-style-type: none"> ● Briefly review the lesson from the day before. ● Briefly give an overview of today's lesson. 	<ul style="list-style-type: none"> ● Respond with topic and keywords ● Ask questions if any. 	
Pre-reading Task - Understanding the Text (Lesson Preparation)			
2.	<ul style="list-style-type: none"> ● Monitor students by walking around and answering any questions they might have. ● Call on groups to give answers. (<i>Groups have been designed by the teacher to include Ss of higher, average & lower levels of English.</i>) 	<ul style="list-style-type: none"> ● Students compare their answers from the handouts "Pre-reading Task - Lesson Preparation - Text 1 & 2" * In groups, students assist one another in understanding the correct answers. ● Individuals in groups are called on to give answers. (Students may ask group mates for help if they don't know the answer.) 	
Understanding Stakeholder's Viewpoints - Collaborate and share answers			
3.	<ul style="list-style-type: none"> ● Tell students to prepare to present their stakeholder's responses to the class. ● Monitor students by walking around and answering any questions they might have. 	<ul style="list-style-type: none"> ● Students compare their answers in the "Stakeholders' Viewpoint Table" (Completed as lesson preparation) (5 - 10 minutes to discuss) ● Student A - Leader who leads comparison of students answers & leads students to a final version. ● Student B - Writes students' responses on hard copy. 	

Reading Aloud		
4.	<ul style="list-style-type: none"> ● Monitor students reading aloud and correct students' pronunciation and grammar. 	<ul style="list-style-type: none"> ● Groups stand up and read the group's response aloud for 2 - 3 minutes. Students can make grammar corrections.
Peer Review		
5.	<ul style="list-style-type: none"> ● Facilitate the discussion of the points presented. ● Recap key points and give feedback. 	<ul style="list-style-type: none"> ● Student C - Writes students' responses on the blackboard ● Student D - Reads response to whole class ● Other groups can comment on each other's ideas ● Students respond to classmates' feedback. ● Students check their own ideas against their classmates.
“Exit” Poll		
6.	<ul style="list-style-type: none"> ● Lead an “exit” poll surveying the students' opinions of whether the TSA should be cancelled or not. ● Compare results with “entrance” poll asking students to reflect on results. 	<ul style="list-style-type: none"> ● After reflecting on what they have learned, they should cast their “vote” of whether they agree or disagree that the TSA should be cancelled. ● Students reflect on the results to explain any differences in results.
Reflection - Journal Writing / Blog Writing ((Exit Ticket)		
7.	<ul style="list-style-type: none"> ● (If time permits,) ask students to share something they have learned from watching the video and the reading texts. ● Ask students to write a response to their learning in the form of a blog. Post the blog in Kidblog. ● Remind students to write a reply to at least one other student's blog. 	<ul style="list-style-type: none"> ● Students should write their own response as a blog of 100 to 200 words giving their opinion about the Territory-wide System Assessment (TSA). ● Students should write one sentence of something they have learned about the TSA that they didn't know before. ● Students should reply to another student's blog. (Finish as homework if they cannot complete it in school.)
Consolidation		
8.	<ul style="list-style-type: none"> ● Tell students to prepare for “Newspaper Quiz” ● Briefly wrap up the whole lesson. ● Consolidate students' learning in this lesson. 	<ul style="list-style-type: none"> ● Listen and respond.

Background of Lesson

I am a highly motivated and student-focused teaching professional with the demonstrated ability to reach all students through engaging and diverse lesson plans that both challenge and inspire. Having taught all forms and various levels of English language proficiency, I am very familiar with the needs of our students. My goal is to provide students with relevant and flexible learning experiences to successfully reach identified learning outcomes. It has been noted by my school that the methods I have adapted have made a positive impact on students' performance. As a result, I have been invited numerous times to open my classroom to other teachers as part of the Education Bureau's Professional Development School (PDS) program as our school has been a teaching school in the PDS program for the last three years.

The class that I am teaching for this lesson is a group of Form 4 students with the highest level of English from all of our Form 4 classes combined. These students are highly motivated to learn English; therefore, I want to actively involve them in their learning. This includes encouraging them to self-direct themselves in their learning by preparing for their lessons. In addition, I adapt short engaging tasks to keep them actively involved in the lesson such as reading text aloud simultaneously, completing a table as a group and sharing answers on the board. Students collaborate in groups and are each given a different task so that each one has a role to play. In addition, using collaborating learning groups with mixed abilities allows students to actively support one another's learning. This can help to cater to the diversity of English language levels that still exist. I incorporate technology into their learning by using Blog writing as a way to motivate students to express their opinions with an authentic audience. As a follow up to the lesson the next day, I will use Google Forms to let students cast a "vote" on the matter and inform me of what they have learned providing me with formative assessment. My students are all on a different pathway to learning English, and I believe that it is important for me to meet my students where they are at and help them to achieve more together. This lesson has been designed with all of these factors in mind.

Rationale for Methods Used in Lesson Plan

Lesson Preparation:

- a. "Pre-reading Task - Lesson Preparation - Text 1 & 2"
 - i. To prepare for the lesson the night before, students will skim and read two articles which will be used to help students gain an initial understanding of the different stakeholders' viewpoint. In order to help students understand the text, they will skim for the title and the gist of the article and answers for the relevant "WH" questions.
(2a. /2b. Lesson Preparation-Pre-reading Task)
 - ii. As additional preparation, students should also complete a table writing evidence that supports a certain stakeholders' (EDB, principals, teachers, parents and students) viewpoints for and against the argument that the TSA should be abolished.
(3. Lesson Preparation - Stakeholder's Viewpoints Table)

Reading Comprehension Tasks:

- b. **Understanding various stakeholders' viewpoints** - Collaborating as a group in the lesson, students should write their answers on another table giving evidence that supports a certain stakeholders' (EDB, principals, teachers, parents and students) viewpoints for and against the argument that the TSA should be abolished. (*4. Stakeholder's Viewpoint Table*)
*Alternatively, students could collaborate on a table through Google Docs. This would be projected on the front board for all to see. Groups would use different colors to show their ideas.
- c. **Reading Aloud** - Students will individually read their group's response aloud written on the chart for 2 -3 minutes. This allows all students to be active in their learning. This can allow students with lower English abilities to listen to other students' correct pronunciation or ask others how to correctly read a word. While reading aloud, students might be able to self-correct their errors. (*4. Stakeholder's Viewpoints Table*)
- d. **Peer Review** - Students write ideas on the board. The teacher will ask groups to discuss certain group's comments. Group members will need to defend their comments in front of the class.
- e. **"Exit" Poll** - After reflecting on what they have learned, students should cast their "vote" of whether they agree or disagree that the TSA should be cancelled. The teacher will discuss the results and any reasons for change of opinions.
- f. **Exit Ticket - Blog Writing to express their opinions** - Students should write their own response as a blog of 100 to 200 words giving their opinion about the Territory-wide System Assessment (TSA). Also, they should write a reply to another student's blog. (Finish as homework if they cannot complete it in school.) (*5. Blog Guiding Questions*)
Blog writing will provide more formative assessment on the students' understanding at the end of the lesson. It also allows the students a chance to reflect and synthesize what they have learned.

Follow Up of the Lesson:

"Exit" Poll - Google Forms

As a follow up the next day, students will complete the "Exit Poll" through Google Forms. Students will write one sentence of something they have learned about the TSA that they didn't know before. The teacher will read these sentences in class and choose 20 of the key words for a spelling and vocabulary test at a later day. (*6a. Google Forms – "Exit" Poll / 6b. Google Forms – "Exit" Poll_Responses 7. Spelling & Vocab. Test_TSA*)

"Newspaper Worksheet"

After gaining understanding about the main idea, gaining more vocabulary knowledge and understanding different stakeholders' viewpoints, students will complete a newspaper worksheet based on Text 1 and Text 2. (*8. Newspaper worksheet*)