

TWGHs Leo Tung-hai Lee Primary School
Lesson Plan

Subject: English	Teacher: Miss Lo Ka Ki
Class: 4B	
Date: 21 st March, 2018	Time: 11:15 a.m.- 12:35 p.m. (80 minutes)
Module: We Love Hong Kong	

Prior knowledge:

- Students have learnt about the tourist spots in Hong Kong.
- Students have learnt the formulaic expressions used in group discussion.
- Students have learnt to use simile to describe objects.

Learning objectives:

Students will be able to

- Knowledge:
- tell the things they can do in different tourists spots
 - plan a sensible day tour with reasons
- Skills:
- search for specific information on the Internet
 - think critically about designing an itinerary for particular criteria
- Attitude :
- respect others' ideas and work collaboratively with other students to achieve conclusion
 - show confidence in presentation

E-learning resources:

Quizlet, Youtube, Google Form, Google Map, Google Doc, Kahoot

Cater for learner diversity:

1. Grouping of students: Students are divided into six groups. Each group has four students. Each group consists of 1 more able student, 2 average ones and one less able student. The heterogeneous grouping of students enables student to make use of their own strengths to contribute to group work as well as the learning progress. Students are complementary learning partners but not competitors. Students can get help from each other.

2. Division of work: In each group, students are assigned with different duties, for example, leader, checker, runner and timer. Students are assigned with different tasks and duties according to their ability.

3. The use of cooperative learning strategies: Task 1 uses the expert group strategy. Students in each group are given different task sheet. They need to group together with students from other groups with the same task sheet to search for information for a specific place. After searching for information, they go back to their original group and share the information with group mates. For those who are more able, they need to search for more places.

In practice task 2, Round Robin strategy is used. This allows every student has chance and takes turns to give their opinion in the group discussion while others listen carefully. This can ensure that students pay attention and response to others' opinion. As students get used to this practice, the Round Robin discussion is not closely controlled by the teacher anymore for more autonomy.

4. The use of e-learning strategies: The use of e-learning strategies enables students with equal chance in participating the learning activities. In traditional classrooms, only limited number of students have chances to answer questions and show their work and learning achievement. With the help of e-learning, every student has chance to answer every question and get immediate feedback. All students work can be shown to others through the e-learning system. This helps students build up their confidence in learning. Moreover, some apps enable students to do real-time editing that not only the writer but all students in the group can work on their task on iPad at the same time. This provides equal chance for every student to take part in the task, which cannot be done with pencils and papers. Therefore, there is no more writer role assigned in the group as everyone is the writer.

Teaching Procedures

Time	Stage	Learning Activities	Resources	Attachment	Generic Skills
7 mins	Motivation (Quizlet revision, video and google form)	<ul style="list-style-type: none"> - T uses Quizlet to have a revision on Hong Kong tourist spots - A link of the video was given to students to be watched at home the day before as a flipped class video. - T shows the video again as some students cannot access Youtube in mainland China. - T asks students to use the QR code provided to go to Google Form. They need to ask the other students and guests about their guess. Then, they record the result in Google Form. 	<ul style="list-style-type: none"> - Quizlet - video - QR code - Google Form 	<p>Appendix 1 (Quizlet study set)</p> <p>Appendix 2 (Link of the video)</p> <p>Appendix 3 (Result of the survey)</p>	<ul style="list-style-type: none"> - creativity - communication - information technology - self-management
15 mins	Presentation (Introducing situation: The alien family)	<ul style="list-style-type: none"> - T shows the key objectives of the lesson. - T shows a video introducing the alien family who comes to visit the teacher as well as Hong Kong. - The aliens talk about their characteristics in the video. - Alien Andy (yellow): many eyes and many legs - Alien Betty (pink): big eyes, big mouth and wears sunglasses - Alien Chris (green): many hands, many ears and wears flippers - T elicits students to guess the aliens' hobbies and tastes. T encourages students to think out of the box. - T writes down students' guess under the picture. - Suggestion: Alien Andy likes watching the views and hiking. Alien Betty likes taking photos, 	<ul style="list-style-type: none"> - A3 papers showing objectives - video - Powerpoint pictures of the aliens 	<p>Appendix 4 (Link of the video)</p>	<ul style="list-style-type: none"> - study skills - creativity

		<p>sunbathing and eating. Alien Chris likes shopping, music and swimming</p> <ul style="list-style-type: none"> - T tells students that the alien family wants to stay with the class. T tells students that they need to design a one-day itinerary and go with them. Each group will take one alien for the tour. Students do not know which alien they will take in this stage. 			
13 mins	Practice: Task 1 (Searching for information)	<ul style="list-style-type: none"> - T tells students that before they go on the tour with the aliens, they need to know more about the tourist spots in Hong Kong. - Each student gets an information sheet. The 4 students in the group get different sheets. Student A: The Peak and Stanley Market Student B: Repulse Bay Student C: Tsim Sha Tsui and Ocean Park Student D: Disneyland - Student A in each group get together to form an expert group. They search for the information for the assigned places on Google Map. Then, they finish their information sheet. - Student B, C and D get together and form their own expert group and search for their assigned places. - After finishing the information sheet, they go back to their original group and share their findings with their group mates. 	<ul style="list-style-type: none"> - information sheet - QR code - Google Map 	Appendix 5 (Information sheet) Appendix 6 (Google Map)	<ul style="list-style-type: none"> - information technology - communication - self-management - study skills
10 mins	Practice: Task 2 (Quick check on facts of	<ul style="list-style-type: none"> - After getting the information from the expert group, all students in the group should be familiar with all the 6 places. - T gives a quiz on Kahoot to check their 	<ul style="list-style-type: none"> - Kahoot 	Appendix 7 (Kahoot quiz)	<ul style="list-style-type: none"> - Information technology - communication

	the places)	<p>understanding of the places and the aliens' hobbies.</p> <ul style="list-style-type: none"> - The Kahoot quiz is in team mode that each group only uses one iPad. It is because every student in each group is the expert of the place they searched. 			
15 mins	Practice: Task 3 (Discussion and planning for the itinerary)	<ul style="list-style-type: none"> - T assigns the groups with one alien. - Students discuss the itinerary with group mates, according to the characteristics of the alien assigned to their group. - Students take turns and use the formulaic expressions to tell their opinions and show agreement or disagreement. - Students also need to tell the reason for choosing the spots. - Other group mates listen while one talks. - Students need to finish the itinerary description on Google Doc after their discussion. - All students can work on their group's task sheet at the same time on Google Doc. 	<ul style="list-style-type: none"> - pictures of the aliens - QR code - Google Doc 	Appendix 8 (Students' work)	<ul style="list-style-type: none"> - problem-solving - information technology - creativity - self-management - communication
15 mins	Production (Presentation)	<ul style="list-style-type: none"> - Students need to come out and present their group's itinerary. - T acts as the alien to give comments and challenge students. T also invites other groups to give comments. 	<ul style="list-style-type: none"> - Google Doc 		<ul style="list-style-type: none"> - information technology - communication - self-management
5 mins	Consolidation/ Conclusion	<ul style="list-style-type: none"> - T reveals the result of the Google Form. - T reveals where she went at Chinese New Year. - T goes through the objectives again. 			