

(IV). Teaching Process

(I). Teaching Concepts

Teaching innovation adopted in the lesson, and the justifications: Both cooperative learning approach and strategies promoting **creativity** are adopted in this lesson.

1. Students are required to work in group to complete the task of identifying vocabulary in an attempt to maximize the effectiveness of learning.
2. 5W1H teaching strategy is adopted in the pre-writing task aiming to strengthen students' **cognitive ability** and **creativity**.
3. Students work in groups to learn in **cooperation**, giving feedback and **share** the **knowledge** through the brainstorming and presentation of individual mind map.

(II). Apply in lesson

This class of P.4 students went camping in the previous week (an OLE activity). They are going to learn how to write a recount of their personal camping experience in this English lesson. The task of writing a personal recount associated with feeling is also used to promote students' flexibility and elaboration of ideas, which enhances the development of creative thinking.

(III). Learning objectives

1) understand the purpose and structure of a camping recount

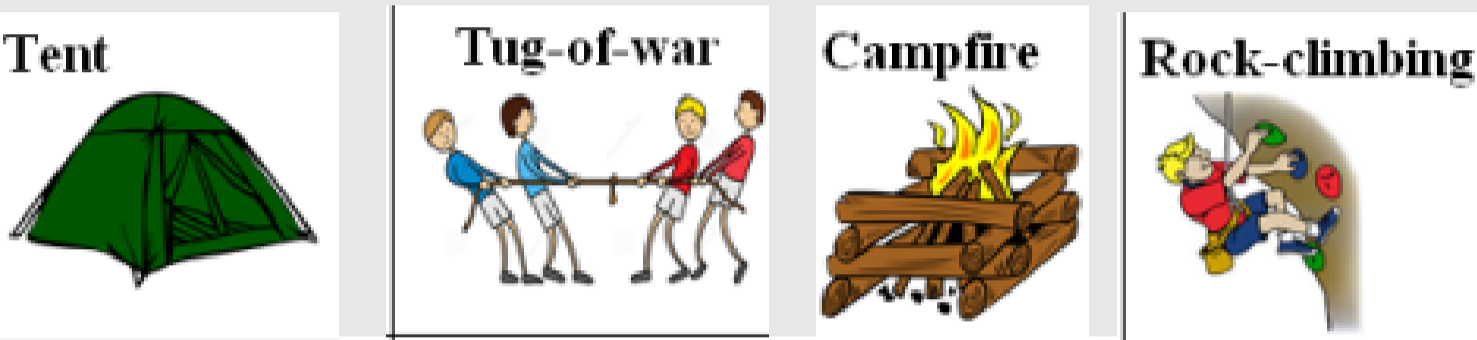
2) use the learnt vocabularies related to camping

3) describe personal feelings by using adjectives

4) describe time sequence by using time expression

5) write around 60-80 words recount about their camping experience

6) use personal pronouns and possessive adjectives

Purpose of teaching/Stage	Teaching sequence and activities
<p>To activate Students' interest and letting them to understand the meaning of the vocabulary related to camping</p> 	<p><u>Picture Walk</u> Students learn camping-related vocabulary with the aids of photos and T's elaboration. <u>Matching Game (Formative assessment)</u> Divide students into 7 groups, they will receive a set of picture and word cards, they need to discuss with groupmates and identify vocabulary in 5 minutes. Each group need to share their answers and make up one sentence by using one of the vocabulary.</p>
<p>-To introduce Students the linguistic features of recount. -To provide Students a cooperative learning task.</p> <p>I was so excited about the camp that I didn't get much sleep last night! I left for the bus at 8am and ready to have lots of fun at Pui O Campsite.</p>	<p><u>Whole-class activity</u> Each group is given one reading passage to read. Then, Teacher briefly introduces the text type and purpose of a recount by asking Students the content and the purpose of passage. <u>Modelling: Identify the features of the recount: Group activity</u> Students are given 8 mins to discuss with groupmates and categorize the linguistic features in paragraph 3,4,5 and 6 by different colors. Students will be invited to give examples of certain linguistic features and teacher provides feedback to them.</p>
<p>Promote Students' creativity by using 5W1H and mind map</p>	<p>(Brainstorming and sharing) <u>Constructing mind map:</u> Students follows the outlines of the mind map (5W1H) on blackboard and construct their own mind maps individually. Then, teacher will request them to share their mind maps with groupmates, in order to provide an opportunity for oral practice.</p>
<p>Write a recount of camping and to appreciate others' recounts</p>	<p>Teacher distributes writing sheets (2 versions) according to Ss' learning abilities. They need to finish their writing within 20 minutes. Then, they will share their personal recounts in groups and evaluate self and peers' works by using the evaluation forms.</p>
<p>Revise and make a summary of what Ss have learnt in this lesson</p>	<p>Teacher does a revision on the features of a camping recount, including use personal pronouns and possessive adjectives to describe the experiences and feelings in time order.</p>

(V). Reflection

The lesson provides chances for students to **co-learn with peers and teacher**, e.g. group tasks and co-constructing writing with teacher. Our lesson was designed compactly, which may make it difficult for students to absorb. We had over-narrowed our lesson objectives down. It was better to divide one learning objective, i.e. identifying linguistic features of a recount into smaller chunks, e.g. identifying 1st person pronoun, action verbs, adjectives and time expression. The lesson may merge several learning objectives into one to make it more precise and concise. It is still worth noticing that too much inputs can be detrimental to students' learning. We will consider more on learners' abilities to avoid students lose their interests to learn.