

Group: Group G
Supervisor: Dr LAM Bick Har

Topic: Digestive System
Subject: English
Level: Primary 6 (28 students)
Time of lesson: 90 minutes in total (a double lesson)

Context:

This class of P.6 students had learnt the process of digestive system and photosynthesis during General Science lessons preciously. They are going to notice sentence structures describing digestive system. Students would then write short text about photosynthesis in this English lesson with similar structure.

Students should have learnt about:

1. the digestive system and photosynthesis in General Studies lessons
2. how to identify the passive voice, the to-infinitive phrases and the prepositional phrases

Teaching objectives:

Upon completion of the lesson, students are able to:

1. use the passive voice in describing the process of the digestive system
2. use the to-infinitive phrases to tell the purpose of the events that happen in digestion
3. use the prepositional phrases to tell where the events in the process of digestion happen.

Teaching innovation adopted in the lesson, and the justifications:

Both **inquiry learning** and **cooperative learning approach** are adopted in this lesson.

1. Students are required to answer questions focusing on vocabularies in text
2. Students are required to work in group to find the target language items assigned to each group by jigsaw reading
3. Students are required to work in group to construct a flow chart of digestive system.
4. Students are required to work in groups to draft the writing a 150-to-200-word text about photosynthesis

5. Students are required to write a short text 150-200 words individually about photosynthesis using the language items that are taught.

Teaching resources:

Pre-task: Reading passage of digestive system, Vocabulary worksheet, Powerpoint and Youtube Video

While-task: Reading passage of digestive system, Powerpoint, Flow Chart of digestive System and Summary of digestive system with grammar items

Post-task: Reading passage of digestive system, Powerpoint, Flowchart of photosynthesis and Writing sheet for the final assignment

Abbreviations: Ss - Students, T - Teacher

Appendix:

Appendix I: Reading passage of digestive system

Appendix II: Vocabulary worksheet

Appendix III: Summary of digestive system with grammar items

Appendix IV: Flowchart of the digestive system

Appendix V: Flowchart of photosynthesis

Appendix VI: Writing sheet for the final assignment

Appendix VII: PowerPoint slides

Purpose of teaching/ Stage	Teaching sequence and activities	Resources	Time (min)	Assessment
<p>Pre-task:</p> <ul style="list-style-type: none"> ● To activate Ss' interest and schema of the digestive system ● To recap the meaning of the vocabulary related to the digestive system (e.g. chew, digestive juices etc.) 	<p>Pre-task: Whole-class activity Inquiry Learning</p> <ol style="list-style-type: none"> 1. T starts the lesson by recapping Ss have learnt the idea about the digestive system in General Studies lesson. 2. T distributes the reading passage of digestive system and vocabulary worksheet. 3. T asks Ss to finish the vocabulary worksheet and plays the cartoon video the Magic School Bus about digestive system. 4. T reveals the answers of the vocabulary worksheet with the help of the PPT.. 5. T teaches Ss the targeted vocabulary with the help of the PPT. 6. T shows the pictures of the vocabulary and Ss have to guess the meaning of the vocabulary. 	<ul style="list-style-type: none"> ● Reading passage of digestive system (appendix I) ● Vocabulary worksheet (appendix II) ● PowerPoint (appendix VII) ● YouTube video "Magic School Bus For Lunch - Digestive System Station" (https://youtu.be/5iBCeJwqYjM) 	15	<ul style="list-style-type: none"> ● Ss' responses to T's questions

	<ol style="list-style-type: none"> 7. T divides the words into chunks to help the Ss learn the pronunciation. 8. T reveals the meaning of the vocabulary in the PPT. 9. T repeats the steps for other vocabulary. 			
<p>While-task:</p> <ul style="list-style-type: none"> ● To trigger Ss' thinking on the purpose of process description ● To introduce Ss the grammatical features of process description ● To provide Ss a cooperative learning task that can exchange views with groupmates 	<p>While-task: Jigsaw-reading</p> <ol style="list-style-type: none"> 1. T divides the whole class into 6 expert groups. 2. T assigns one targeted language, i.e. passive voice, to-infinitive phrases, and the prepositional phrases to each expert group. 3. Ss analyse the text in expert group according to the assigned targeted language. 4. T arranges jigsaw groups and Ss share findings of the targeted language. (Jigsaw-reading) 5. T teaches targeted language explicitly with Ss share their 	<ul style="list-style-type: none"> ● Reading passage of digestive system (appendix I) ● Summary of digestive system with grammar items (appendix III) ● Flowchart of the digestive system (appendix IV) ● Powerpoint (appendix VII) 	25	<ul style="list-style-type: none"> ● Observation of Ss performance in the group task ● Ss' responses to T's questions

	<p>findings in class. T distributes and asks Ss to fill in the Worksheet regarding the process of digestive system.</p> <p>6. Ss construct a diagram, i.e. a flow chart, in groups about digestive system according to the acquired text so that they have a clearer understanding on the content. (Cooperative-learning)</p>			
<p>Break</p> <ul style="list-style-type: none"> ● Allow Ss to have a rest after the first session ● Take care of individual learning difference 	<p>Break</p> <ol style="list-style-type: none"> 1. Ss are given a break time. 2. T can observe and approach the Ss to see if they have difficulties on the work. 3. Ss are also encouraged to raise questions. 	/	5	/
<p>Post task</p> <ul style="list-style-type: none"> ● To teach Ss new knowledge ● To provide opportunities to Ss applying knowledge 		<ul style="list-style-type: none"> ● Reading passage digestive system (appendix I) ● Flowchart of photosynthesis (appendix IV) 	45	<ul style="list-style-type: none"> ● T gives direct feedback regarding the Ss' writing

<p>learnt i.e. targeted language</p> <ul style="list-style-type: none"> ● Allow Ss to reflect on their work 	<ol style="list-style-type: none"> 2. Ss write a draft about photosynthesis in groups and T gives feedback for the Ss' improvement on their language. 3. T wraps up the lesson. 	<ul style="list-style-type: none"> ● Writing for final assignment (appendix VI) ● PowerPoint (appendix VII) 		
<p>Homework: Ss compose a text with 150-200 words individually describing photosynthesis with target language taught.</p>				

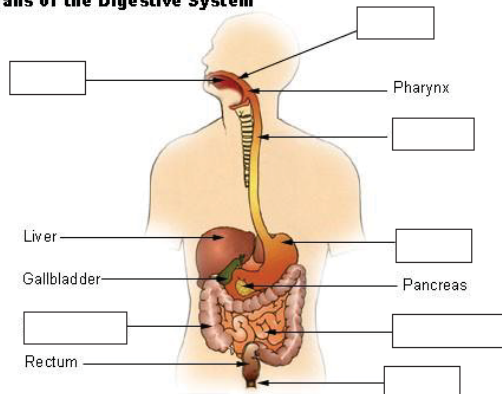
Digestive system

English lesson

Digestive System

This is how our digestive system works. Inside the mouth, the food is **chewed** and **grinded** to make it into smaller pieces. The food is also mixed with **saliva** to make it soft for **swallowing**. The food is passed down the **oesophagus** into the stomach. Inside the stomach, the food is mixed with **digestive juices** to digest part of it. Inside the **small intestine**, the food is further **digested** and **absorbed** (into the blood vessels in the intestine). The undigested food enters the **large intestine**. Here, most of the water is absorbed from the food. The **undigested** food leaves the body through the **anus**.

Organs of the Digestive System



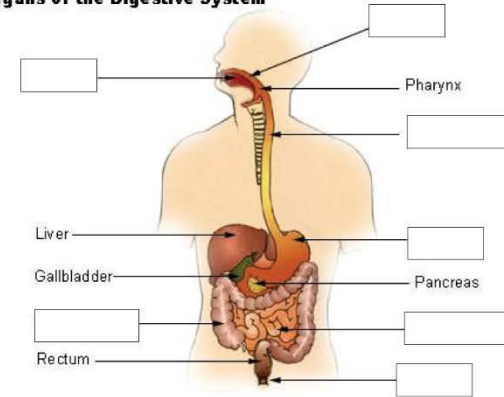
tongue	mouth	pharynx	oesophagus
liver	stomach	gallbladder	pancreas
large intestine	small intestine	rectum	anus
digested	undigested	chew	grind
saliva	swallow	absorb	digestive juices



Digestive System Station

<https://www.youtube.com/watch?v=5iBCeJwqYjM>

Organs of the Digestive System



Fill in the labels



Chew

To crush food into smaller, softer pieces with the teeth



Grind

To crush something into very small pieces



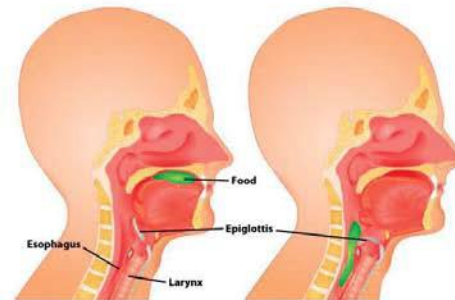
Saliva

The liquid produced in your mouth to keep the mouth wet and help to prepare food to be digested



Swallow

To cause food to move from your mouth to your stomach by using the muscles of your throat

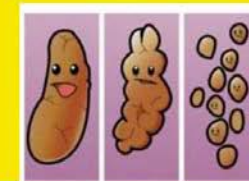


Undigested

Food is not broken down properly

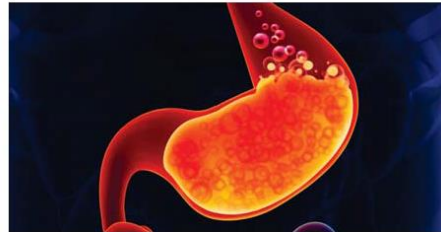
Digested

Can properly break down and absorb the food



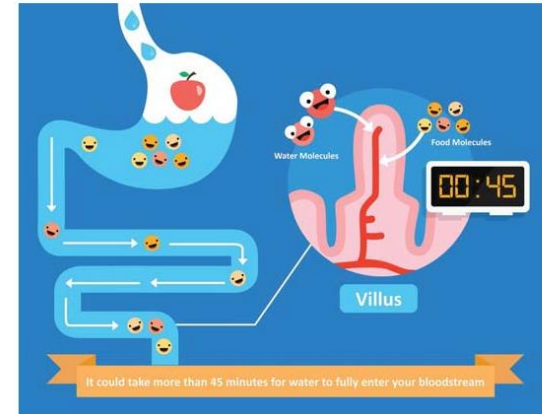
Digestive juices

Fluid stored in the stomach or intestines that helps digesting food.



Absorb

To take something in



You are now divided into 6 groups

Focus on one grammar feature

Group 1 & 2 : passive voice

Group 3 & 4 : to-infinitive

Group 5 & 6: prepositional phrase

Underline the sentences with the feature and jot down its common characteristics.

Go to a new group
Share your findings

Let's share in class

Passive voice

- Is **chewed** and **grinded**
- Is also **mixed**
- Is **passed** down
- Is **mixed**
- Is further **digested** and **absorbed**
- Is **absorbed**

Be+Past Participle

Tell what happens

Prepositional Phrase

- *Inside* the mouth
- *With* saliva
- *Into* the stomach
- *Inside* the stomach
- *With* digestive juices
- *Inside* the small intestine
- *Into* the blood vessels
- *In* the intestine
- *From* the food
- *Through* the anus

Preposition+Noun phrase

Tell where the events happen

To-infinitive

- To make it into smaller pieces
- To make it soft for swallowing
- To digest part of it

To-verb

Tell the purpose of the events

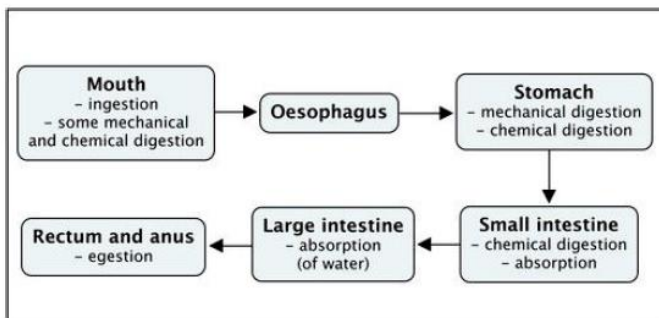
Digestive System

This is how our digestive system works. Inside the mouth, the food is **chewed and grinded to make it into smaller pieces**. The food is also **mixed with saliva to make it soft for swallowing**. The food is **passed down** the oesophagus into the stomach. Inside the stomach, the food is **mixed with digestive juices to digest part of it**. Inside the small intestine, the food is **further digested and absorbed** (into the blood vessels in the intestine). The **undigested food enters** the large intestine. Here, most of the **water is absorbed** from the food. The **undigested food leaves** the body through the anus.

The digestive system		
Organs	Work action on food (use passive)	Purpose (use to-infinitive)
Mouth	1. chew and grind 2. mix with saliva	1. to make smaller pieces 2. to make it soft for swallowing
Oesophagus		
Stomach		
Small intestine		
Large intestine		
Anus		

Construct a flowchart of digestive system

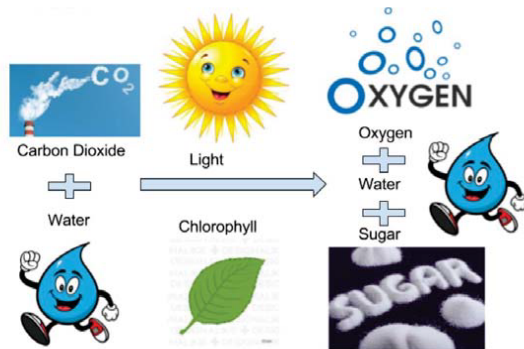
Sample



BREAK TIME



Photosynthesis



Write a draft
describing
photosynthesis in
groups

Let's share in class

Compose a text (150-200 words)
describing photosynthesis

- Remember what have been taught in class

Suggested Language

Passive Voice

- Be+Past tense
- Tell what happens

To-infinitive

- To-verb
- Tell the purpose of the events

Prepositional Phrase

- Preposition+Noun phrase
- Tell where the events happen

Appendix I: Reading passage of digestive system

The following is the passage of our digestive system.

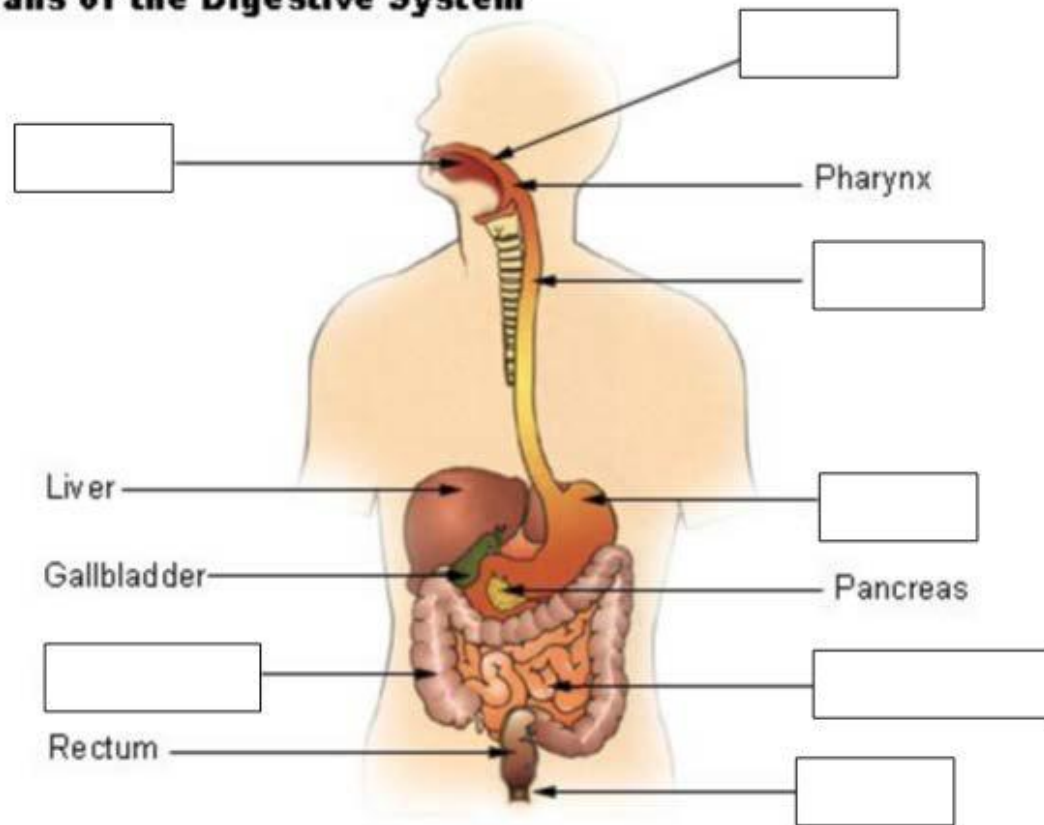
This is how our digestive system works. Inside the mouth, the food is chewed and grinded to make it into smaller pieces. The food is also mixed with saliva to make it soft for swallowing. The food is passed down the oesophagus into the stomach. Inside the stomach, the food is mixed with digestive juices to digest part of it. Inside the small intestine, the food is further digested and absorbed (into the blood vessels in the intestine). The undigested food enters the large intestine. Here, most of the water is absorbed from the food. The undigested food leaves the body through the anus.

Appendix II: Vocabulary worksheet

Vocabulary worksheet

Use the following vocabularies to fill in the labellings of the body below.

Organs of the Digestive System



Appendix III: Summary of Digestive System with Grammar items

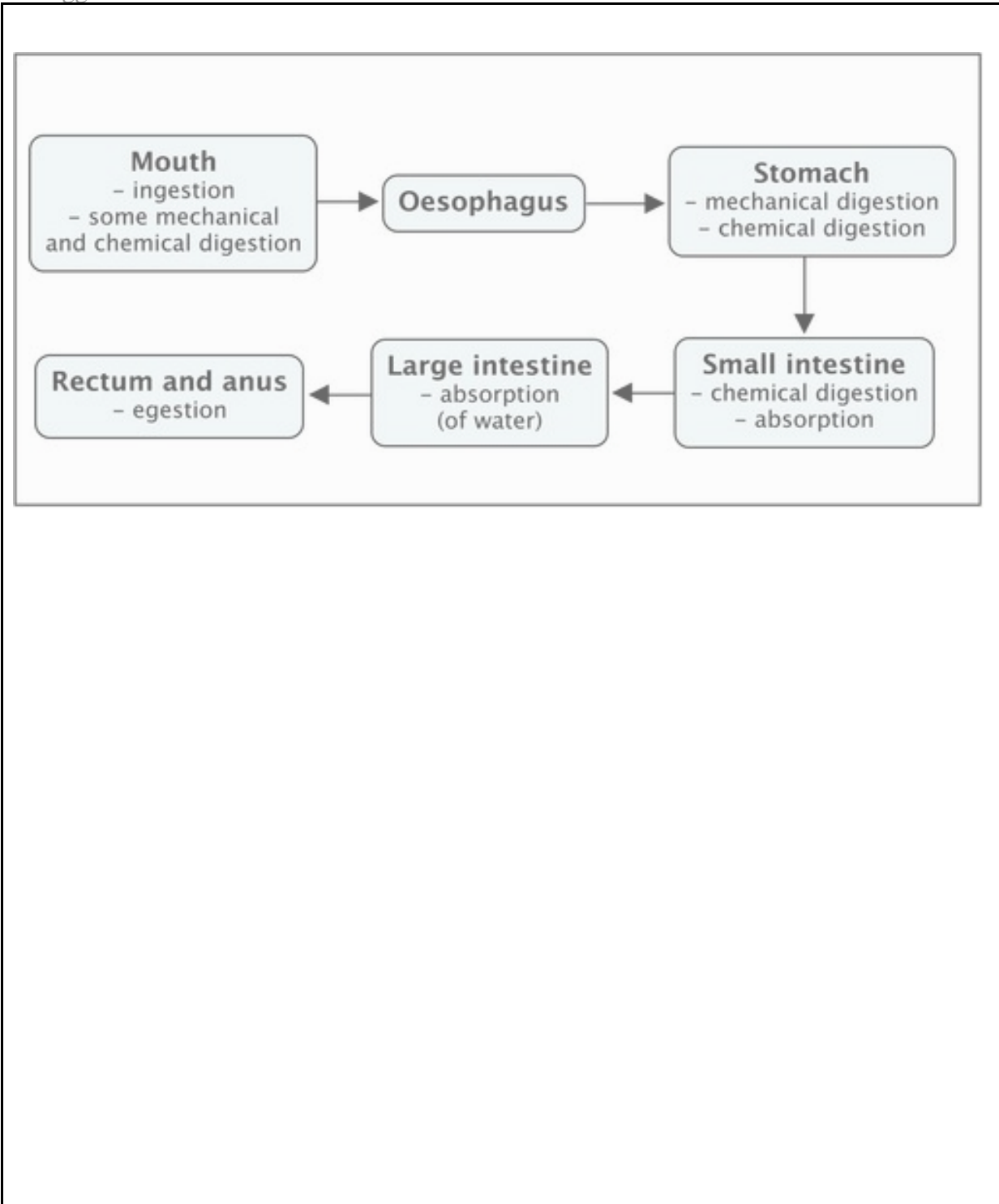
The digestive system		
Organs	Work action on food (use passive)	Purpose (use to-infinitive)
Mouth	<ol style="list-style-type: none"> 1. chew and grind 2. mix with saliva 	<ol style="list-style-type: none"> 1. to make smaller pieces 2. to make it soft for swallowing
Oesophagus		/
Stomach		
Small intestine		/
Large intestine		/
Anus		/

Appendix IV: Flowchart of the digestive system

Digestive System

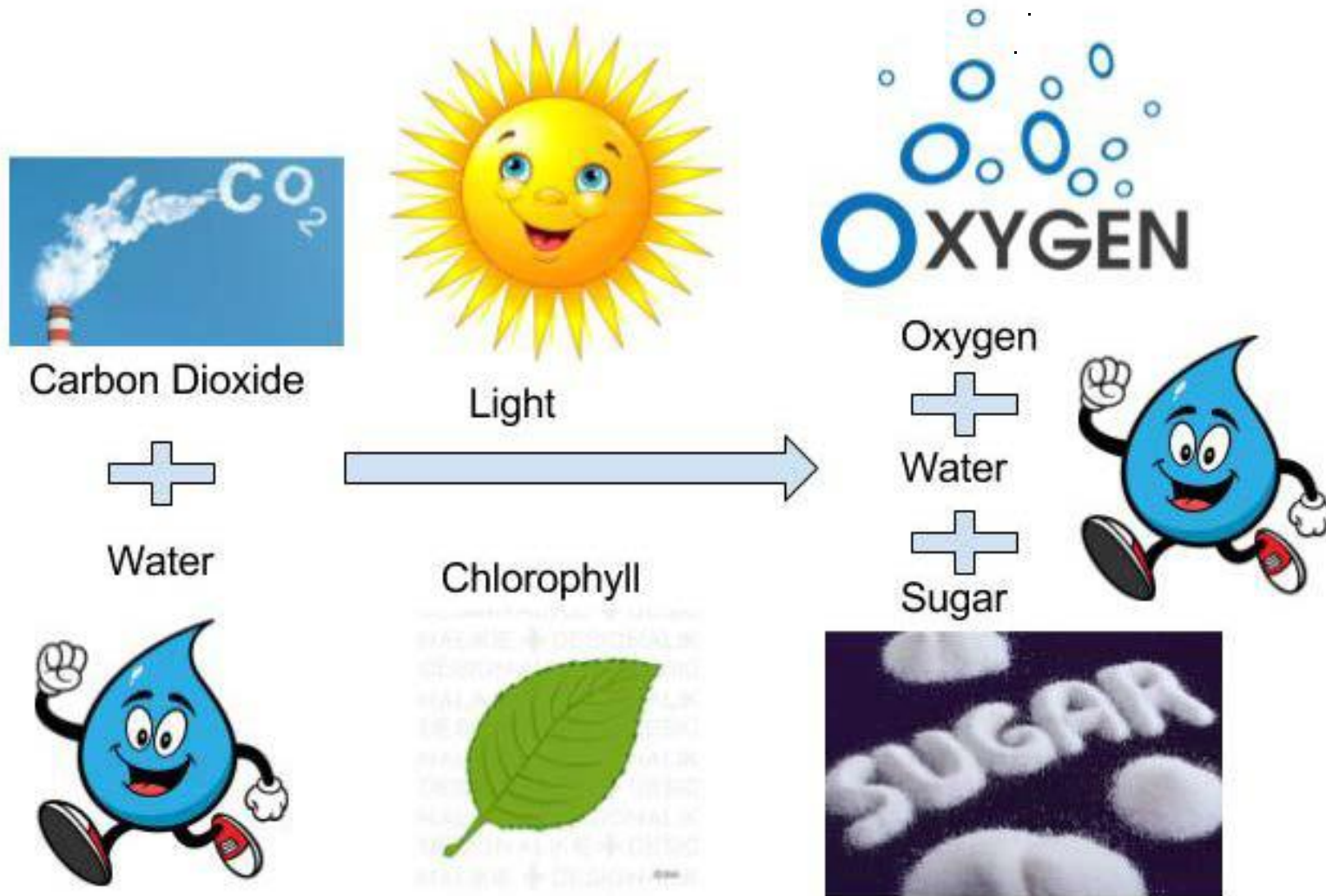
Draw a flowchart of the digestive system in the box below.

Suggested Answer



Appendix V: Flowchart of photosynthesis

Photosynthesis



Rubric

Criteria/Scale	3 Exceeds expectations	2 Meets expectations	1 Needs improvement	0 inadequate
Organization <ul style="list-style-type: none"> <input type="checkbox"/> <i>logical flow</i> <input type="checkbox"/> <i>transitions</i> 	Demonstrates a well-organized flow of photosynthesis	Mainly logical flow of photosynthesis	Sequencing of photosynthesis is attempted	Little or no organization; Relies on single idea
Language use <ul style="list-style-type: none"> <input type="checkbox"/> <i>grammar accuracy & mechanics</i> <input type="checkbox"/> <i>sentence structure</i> <input type="checkbox"/> <i>punctuation</i> 	Correct and accurate usage of Grammar with appropriate sentence structure	Some grammatical error with proper sentence structure	Basic sentence structure with many grammatical errors	Inaccurate usage of Grammar with inappropriate sentence structure
Level of understanding <ul style="list-style-type: none"> <input type="checkbox"/> <i>clarity of concepts</i> <input type="checkbox"/> <i>accurate content</i> 	High level of understanding in photosynthesis concept and content	Adequate level of understanding in photosynthesis concept and content	Limited understanding in photosynthesis concept and content	Fail to show understanding in photosynthesis concept and content

tongue	mouth	pharynx	oesophagus
liver	stomach	gallbladder	pancreas
large intestine	small intestine	rectum	anus
digested	undigested	chew	grind
saliva	swallow	absorb	digestive