

## Lesson Plan Outline

**Supervisor:** Dr LAM Bick Har

**Topic:** Festivals in Hong Kong

**Subject:** English

**Level:** Primary 6 (level: Intermediate)

**Time of lesson:** 70 minutes (double lesson)

### Teaching objectives:

After the lesson, students should be able to...

- Identify different festivals and rituals that are celebrated in HK
- Use passive voice to talk about customs that are done by the general public when introducing festivals.
- Identify the structure and functions of a leaflet.
- Construct a leaflet introducing different festivals in Hong Kong.

### Student's prior knowledge

Students are able to...

- Use present tense to present factual information
- Identify the use and the form of passive voice

### Teaching innovation and strategies adopted in the lesson, and the justifications:

Both cooperative learning and inquiry learning approaches are adopted in this lesson.

1. Students work in pairs to finish the worksheet in the reading activity.
2. Students work in groups to discuss their discoveries in the jigsaw activity.
3. In the reading activity, answers are not directly given to students.
4. Questions in the reading worksheet are designed to elicit students' thinking and lead students to understanding the relationship between the form and meaning of passive voice.
5. 5W1H questions are used to elicit students' thinking in the jigsaw worksheet.

**Teaching Resources:** Powerpoint, Leaflet, Electronic devices (IPad), Worksheets (For KWL chart and grammar form)

### Teaching material:

Pre-task: bingo sheet, online wheel

While-task: reading passage of leaflet, powerpoint, reading worksheet, youtube videos, jigsaw activity worksheet

Post-task: powerpoint

**Abbreviations:** Ss - Students, T - Teacher

**Appendix:**

Appendix I: Bingo sheet

Appendix II: Leaflet of Hungry Ghost Festival

Appendix III: Reading activity worksheet

Appendix IV: Youtube videos

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

<https://youtu.be/fpVd822yr7M>

<https://www.youtube.com/watch?v=IMHnGa-dQWU>

<https://www.youtube.com/watch?v=oR61Oqdbmes>

Appendix V: Jigsaw activity worksheets

Appendix VI: KWL chart

Appendix VII: Powerpoint

| Purpose of teaching / stage  | Teaching sequence and activities   | Resources  | Time (min) | Assessment   |
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| <b>Lead in Activity</b><br><br>- To recall Ss' prior knowledge and introduce the topic   | 1.Ss receive a 4x4 grid and are asked to write/draw items of each festival that they can think of.<br><br>2.Ss can only write 3 items per festival.<br><br>3.T randomly pick a festival, and the Ss that got the items of that festival can circle on the boxes.<br><br>4.The first Ss to get a bingo wins the game.<br><br>5. T summarizes the activity and brings out the topic of today's lesson.<br><br>6. Ss completes the first two parts of the KWL chart with T. | <ul style="list-style-type: none"> <li>- Powerpoint (Appendix VII)</li> <li>- Paper Bag with festival Cards / online wheel</li> <li>- Grid papers (Appendix I)</li> <li>- KWL chart (Appendix VI)</li> </ul> | 10 mins    | Ss' response and the number of cards they wrote                                  |
| <b>Reading Task for teaching language features and text structure</b><br><br>- Learn about the structure of a leaflet by completing a text diagram<br>- Learn about the use of | 1.T guides Ss to read a leaflet about the Hungry Ghost Festival.<br><br>2. Ss will work in pairs to finish a text diagram in the reading worksheet (appendix 3) to better understand the content and structure (e.g.: headings, subheadings etc.) of the leaflet.<br><br>3.Ss work on the second part of the worksheet which highlights the use of passive voice (i.e.: using passive voice to emphasize the doer) (e.g.: Joss paper is burnt in Hungry Ghost Festival.) | <ul style="list-style-type: none"> <li>- Powerpoint</li> <li>- Sample leaflet (Appendix II)</li> <li>- Reading activity worksheet (Appendix III)</li> </ul>  | 25 mins    | Observation of Ss' performance in pair work<br><br>Ss' response to T's questions |

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| <p>passive voice under the context of introducing a festival.</p>   | <p>4. T surveys around the classroom and offers help for students that are in need.</p> <p>5. T summarizes the part.</p>   |  |                |  |
| <p><b>Jigsaw viewing task to learn about the topic of festivals in HK</b></p> <p>- To give Ss some ideas (content) for their own writing</p> <p>- To help Ss organise their ideas</p> | <p>1. T explains how the jigsaw activity is going to be done.</p> <p>2. Ss are divided into experts groups of 4.</p> <p>3. T handouts the ipads and jigsaw activity worksheet.</p> <p>4. After watching the video, Ss in the expert group work to discuss the guiding questions on the jigsaw activity worksheet.</p> <p>5. Ss group with others Ss who watched different videos to form a home group.</p> <p>5. In the home group, Ss share what they have discovered from the video they have watched and discussion they have had in the expert group.</p> <p>6. T asks Ss to share some of their findings.</p> <p>7. T summarizes the part</p> | <ul style="list-style-type: none"> <li>- Ipads</li> <li>- Videos about festivals (Appendix VI)</li> <li>- Worksheets (Appendix V)</li> </ul> | <p>28 mins</p> | <p>Observation of Ss' performance in group work</p> <p>Ss' completion of worksheet</p> |
| <p><b>Post-task and consolidation</b></p> <p>- To summarize the lesson and consolidate</p>  | <p>1.Ss complete a KWL chart.</p> <p>2. T gives Ss homework - to write a leaflet to introduce a festival.</p> <p>3. T recaps and concludes the lesson</p>  | <ul style="list-style-type: none"> <li>- KWL chart</li> </ul>  | <p>7 mins</p>  | <p>Ss' performance in the Writing homework</p>   |

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| Ss' learning   |  |  |  |  |
| <b>Homework:</b><br>Ss compose a leaflet of 90- 120 words on a festival of students' own choice. |  |  |  |  |

**Micro-teaching:**

- **Lead-in activity: bingo**
- **Introduction and debriefing of reading activity (activity 2)**
- **Debriefing of jigsaw activity (activity 3)**

**Mirco-teaching link:** <https://youtu.be/QCcha7PenKo>