

Topic : Festivals

Subject : English Language

Level : Primary 3 (medium level)

Time of lesson : 35 minutes

Teaching objectives:

Upon completion of the lesson ,students are able to

- Practice the use of the correct preposition of time, e.g.“in” before months and “at” before the names of festivals;
- Form questions with the interrogative adverb “when” to ask about time and “what” to find out the specific information about the event; and
- Write about 60-80 words on a postcard describing a festival

Teaching innovation adopted in the lesson, and the justifications :

1. Cooperative learning skill:

the lesson follows the essential elements in cooperative learning :

- Think-square-share (Strebe, 2009): learners think individually about a topic, then discuss in a group and lastly share their common product. Learners with different levels of ability, work together to accomplish a shared learning goal
 - Positive interdependence:
students will be able to contribute to the design of a new festival by
 - using of collaborative skills: students have to communicate with one another in discussion
 - group processing: their group goal is to create a new festival
 - active participation: taking part in the process and responsible for completing the details of a new festival

2. Creative thinking skill:

the lesson follows the five divergent thinking skills (Puccio, Murdock and Mance, 2007), allowing students to:

- Originality: stimulate students to create a new festivals in order to enhance their ability to have novel, unique and extraordinary thoughts and opinion
- Elaboration: cooperative learning strengthen their ability to enriched the ideas of new festivals into details

Teaching resources (see appendix):

- PowerPoint
- Textbook
- Electronic devices
- Kahoot
- Group discussion worksheet

Vocabulary students already known:

- **Festivals:** Chinese New Year, Christmas, Mid-autumn festival, Halloween, Easter...
- **Adjectives:** happy, merry, special, delicious...
- **Verb phrases :** look at, put ...on,

Purpose of teaching/stage	Teaching sequence and activities	Resources	Time	Assignment
<p>1. Lead-in activity</p> <p>-To familiarise students with different festivals</p>	<p>1. Teacher first shows some pictures of festivals.</p> <p>2. Teacher asks students what kind of festivals they know and what do they do at that festival, as a way to connect their past experience.</p>	PowerPoint	3 mins	
<p>2. Main task</p> <p>-Practice the use of the correct preposition of time ,e.g“in” before months and “at ” before the names of festivals</p>	<p>1. T recalls Ss’ memory about the twelve months in English by asking them the twelve months in English.</p> <p>E.g. There are 12 months in a year, let’s see if you guys still remember</p>	Kahoot	10 mins	<p><u>Formative Assessment</u></p> <p>Check students’ understanding of the usage of preposition of time in describing the festivals, e.g. “in” and “at”</p>

	<p>the months. Which month is the first month of the year? Which month comes after January, Feb.....?</p> <p>2. T explains the sentence structures when describing festivals and what do people do at different festivals and guides students to attempt some questions verbally in order to apply the preposition of time “in” and “at”.</p> <p>3. T explains the activities that people would do in different festivals.</p> <p>E.g. After dinner, every family will put a table outside the door, or in the courtyard. They put mooncakes, fruit, incense, and candlesticks on the table, facing towards the moon.</p> <p>4. T shows the MC questions game Kahoot to Ss and ask them to choose the correct answers.T provides feedbacks to correct Ss’ misunderstandings.</p>			<p>- Evaluate Ss’ comprehension of the usage of preposition of time - T provide feedbacks to improve T's teaching and Ss' learning</p>
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<p>3. While-tasks</p> <ul style="list-style-type: none"> -To provide Ss a cooperative learning task that Ss could share with others -To help students elaborate on the learning content -Engage students into group sharing to facilitate ideas brainstorming -Provide opportunity for oral practice 	<p>(Cooperative learning: think-square-share and Creative thinking) Designing a new festival: Group activities</p> <p>1. Think: T explains the activities and raises questions to activates students' creativity in 3 minutes. Eg. What kind of festival do you want to celebrate? Why do you want to celebrate? How are you going to celebrate?</p> <p>2. Square: Ss are given 7 minutes to discuss and put their ideas on the discussion worksheet.</p> <p>3. Share: Ss share their ideas with other groups by T's selection, including the festival they designed, the reasons, the date and the activities of that festival. Ss can give comments orally to peers and vote for their favorite after viewing exchange.</p>	<ul style="list-style-type: none"> -Posters -Color pens 	<p>18 mins</p>	<ul style="list-style-type: none"> -Ss' responses to T's learning -Observation of Ss' performance in the group task -Observation of Ss' participation in discussion -Peers oral comments on others' mind maps
<p>4. Wrap Up</p> <ul style="list-style-type: none"> - To have a check-up whether students can reach the learning 	<p>Formative assessment (Creative thinking Cooperative learning)</p>	<ul style="list-style-type: none"> -colour paper 	<p>4 mins</p>	<p>Formative assessment (homework)</p> <ul style="list-style-type: none"> -writing a postcard to introduce a festival to their friends

<p>goals</p>	<p>1.T provide a colour paper to each S. Ask ss to design a postcard and introducing a festivals to their friends.</p> <p>2.Ss are given 2 minutes to brainstorm and share the idea to their neighbour. Give comment to each other and prepare the outline for the backhome assignment.</p>			<p>This task could help checking:</p> <ul style="list-style-type: none"> -Whether students know the use of the preposition of time -Whether students could introduce a festival (e.g. what they do during that day or the month it held)
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References:

McNeill, A., & Yu, W. (2005). *Step up. 3*. Hong Kong: Educational Publishing.

Puccio, G., Mance, M., & Murdock, M. (2011). *Creative leadership : Skills that drive change (2nd ed.)*. Thousand Oaks, Calif.: SAGE.

Strebe, John D. (2009). *Engaging Mathematics Students Using Cooperative Learning*. New York: Eye on Education.

