

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"> Ss are given a break time. T can observe and approach the Ss to see if they have difficulties on the work. 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>				