

TaskGroup : Group E

Supervisor : Dr LAM Bick Har

Topic : Camping

Subject : English

Level : Primary 4 (28 students)

Time of lesson: 90 minutes in total (a double lesson)

Context: 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.

Prior knowledge: Students are able to

- 1) use past tense to describe past events
- 2) distinguish types of pronouns and possessive adjectives, i.e. first person pronouns and possessive adjectives, second person pronouns and possessive adjectives and third person pronouns and possessive adjectives
- 3) use some adjectives related to emotions, e.g. happy, sad, excited, afraid and angry
- 4) identify the usage of question words 5W1H (ie. what, who, where, when, why, which, how)

Teaching objectives :

Upon completion of the lesson, students are able to

- 1) understand the purpose and structure of a camping recount, i.e. describing camping activities they did by using past tense in a chronological order
- 2) use the learnt vocabularies related to camping, e.g. tent (n.), campers (n.) and played (v.) (refer to appendix 11)
- 3) describe personal feelings by using adjectives in producing a personal camping recount, e.g. excited, thrilled and afraid (refer to appendix 12)
- 4) describe time sequence by using time expression in producing their own camping recount, e.g. last night, at 8 am, next, afterwards (refer

to appendix 13)

- 5) use personal pronouns and possessive adjectives in producing their own camping recount (e.g. I, we, my and our)
- 6) write around 60-80 words recount about their camping experience

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. It provides a chance for students to discuss and express own views. More able students may also help less able students during the the learning process.
- 2) 5W1H teaching strategy is adopted in the pre-writing task aiming to strengthen students’ cognitive ability and creativity. The task of writing a personal recount associated with feeling is also used to promotes students’ flexibility and elaboration of ideas, which enhances the development of creative thinking.
- 3) Students work in groups to learn in cooperation and share the knowledge through the brainstorming and presentation of individual mind map. This aims to train students to give appropriate feedback to peers. It helps fostering students’ learning processes.

Teaching resources:

Pre-task: Photos, picture cards and work cards

While-task: Recount (a sample text), ppt, worksheets (mind map) and writing worksheets

Post-task: Evaluation forms (Self and peers) and writing rubric

Abbreviations: Ss - Students, T - Teacher

Purpose of teaching/Stage	Teaching sequence and activities	Resources	Time	Assessment
<u>Pre-task:</u>	<u>Pre-task: Whole-class activity</u>	-Authentic	15 mins	-Ss’ responses to T’s

<p>-To activate Ss' interest and schema of camping</p> <p>-To understand the meaning of the vocabulary related to camping (e.g. tent and campers)</p>	<p>Picture Walk</p> <ol style="list-style-type: none"> 1. T shows authentic photos e.g. tent, tug-of-war and campfire taken during the camping in order to recall their memories of last week school camping (OLE). 2. Ss will be asked to answer questions: <ol style="list-style-type: none"> a. Do you know what are they? b. When can you see these things? c. Did you do the similar things in the camping last week? d. How did you feel about the camping activities? 3. Ss learn camping-related vocabulary with the aids of photos and T's elaboration. Eg. This is a tent. Campers put it up and they sleep inside. <p>Matching Game (Formative assessment)</p> <ol style="list-style-type: none"> 1. Ss are divided into 7 groups according to their abilities. 2 less able groups sitting in the front and 5 more able groups. (refer to appendix 1) 2. T distributes 3 picture cards and 3 word cards to each group. 3. Ss are given 5 minutes to discuss with groupmates and identify the newly-learnt vocabulary. 4. Each group comes out and stick the 3 picture cards next to the relevant word cards. 5. Each group need to make up one sentence by using one of the vocabulary. 6. T walk around the classroom facilitating Ss' discussion; revisits the vocabulary, in particular the 	<p>pictures (appendix 2)</p> <p>-Word cards (appendix 3)</p> <p>-Blu-tack</p>		<p>questions</p> <p>-Ss performance in matching game</p>
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	unfamiliar ones.			
<p><u>While-task:</u></p> <ul style="list-style-type: none"> -To trigger Ss' thinking on the purpose of recount -To introduce Ss the linguistic features of recount -To provide Ss a cooperative learning task that can exchange views with groupmates 	<p><u>While-task:</u></p> <p><u>Whole-class activity</u></p> <ol style="list-style-type: none"> 1. Ss are given 3 minutes to read through the recount of camping. Each group is given one reading passage. 2. T briefly introduces the text type and purpose of a recount by asking questions to Ss: <ol style="list-style-type: none"> a. What is the passage about? b. Is it describing a past event or a coming event? c. What is the purpose for this passage? <p><u>Modelling: Identify the features of the recount: Group activity</u></p> <ol style="list-style-type: none"> 1. T deconstructs the passage into few paragraphs; teaches the linguistic features of a recount by categorizing linguistic elements in paragraph 1 and some in paragraph 2. T uses different colors to indicate different types of features with the aid of PowerPoint slides. Ss are asked to identify the remaining examples of the same word class in paragraph 2 with the guidance of teacher in class. <p>Eg1. Time connectives - “last night, at 8am, next, afterwards, at 2pm, in the end, in the evening”.</p> <p>Eg2. Verbs (action words) - “hiked, put up, played, taught, came, learned, shared, ate”.</p>	<p>-Reading passage worksheet (appendix 5)</p> <p>-Color pen</p>	<p>25 mins</p>	<p>-Observation of Ss performance in the group task</p> <p>-Ss' responses to T's questions</p>

	<p>Eg3. Personal pronouns - “I, we” .</p> <p>Eg4. Adjectives (to describe personal feelings) - “excited, fun, thrilled, afraid, hooray, tired, fun-filled”.</p> <p>3. Ss are given 8 mins to discuss with groupmates and categorize the linguistic features in paragraph 3,4,5 and 6 by different color; T walks around the classroom and guides Ss.</p> <p>4. Ss will be invited to give examples of certain linguistic features and T provides feedback to their answers.</p>			
<p>- Allow Ss to have a rest after the first session</p> <p>- Take care of individual learning difference</p>	<p><u>Break</u></p> <ol style="list-style-type: none"> 1. Ss are allowed to have 5 mins break after the first lesson 2. T can approach Ss who have been observed to have difficulties in recognizing the features of recount and explain further to them. 3. Other Ss are encouraged to raise questions during the break. 4. Ss can also prepare for sharing on their own mind maps 	/	5 mins	/
<p>-To help Ss elaborate on the content of their own recount and promote Ss’ creativity by using 5W1H and mind map</p>	<p><u>(Brainstorming and sharing) Constructing mind map: Individual and group activity</u></p> <ol style="list-style-type: none"> 1. T draws a mind map on the blackboard with Wh- words. (refer to appendix 6) 	-Worksheet for mind map (appendix 6)	20 mins	-Ss’ responses to T’s questions - Observation of Ss’

<p>-Engage Ss into group sharing to facilitate ideas brainstorming</p> <p>-Provide opportunity for oral practice</p>	<ol style="list-style-type: none"> 2. T writes questions on the blackboard to activates their prior knowledge about applying 5W1H to finish their mind map. Eg. What information will you include in a recount? What camping activities did you do? When did it happen? Who did it? How did you feel about the camping activities? Why did you have that feeling? 3. Ss follows the outlines of the mind map on blackboard and construct their own mind maps individually. 4. T walks around the classroom and guides Ss. T reminds Ss to extend their mind map to elaborate on the points they have thought of or select necessary and interesting details in their recount. 5. Ss share their own mind maps with their groupmates in turns about the activities they did in the camping and how did they feel. Ss can give comments orally to peers and continue to add new ideas onto their mind maps after view exchange. 			<p>participation in discussion</p> <p>-Peer oral comment of others' mindmaps</p>
<p>-Write a individual recount of camping and share in groups</p> <p>-Ask students to give comments on others' recounts</p> <p>-Learn to appreciate others' recounts</p>	<p><u>Post-task:</u></p> <p>Writing Individual Recount</p> <ol style="list-style-type: none"> 1. T distributes writing sheets (2 versions) according to Ss' learning abilities. 2. Ss are given 20 minutes to turn theirs ideas written in mindmap to a recount individually. 3. Ss exchange their personal recounts in groups and evaluate self and peers' works by using the 	<p>-Self evaluation forms (appendix 8)</p> <p>-Peer evaluation forms (appendix 9)</p>	<p>20 mins</p>	<p>-Individual recount assessed by both Ss and T</p>

	evaluation forms.			
-Revise and make a summary of what Ss have learnt in this lesson	<p>Summary</p> <ol style="list-style-type: none"> 1. S read through comments given by groupmates 2. T does a revision on the features of a camping recount, e.g. <ol style="list-style-type: none"> a. use personal pronouns and possessive adjectives b. use adjectives describing feelings c. describe camping activities in time order d. and learnt vocabulary related camping <p>by revisiting the modelling powerpoint slides. T encourages Ss to ask questions if they have any difficulties</p> 3. T explains how students can revise their writings based on self and peers' works. 4. T assigns homework to Ss. 	<p>-Modelling ppt (appendix 4)</p> <p>-Self evaluation forms (appendix 8)</p> <p>-Peer evaluation forms (appendix 9)</p>	5 mins	/
<p>Homework: Ss complete their unfinished writing or edit their personal camping recounts and hand in next lesson.</p>				