

**Lesson Plan with key principles of “Small Class Teaching (SCT)” integrated**

Subject : English

Level : P.4

Teacher :     

Unit : 5 (Light House Book 8)

Topic : Travelling Timetable

Lesson : 1 / 2 / 3 / 4 of the unit

Duration : 40 minutes

**Relevant prior knowledge / learning difficulties**

<u>Prior knowledge</u>	<u>Learning difficulties</u>
time phrases sequence words future tense (be + going to)	1. some students cannot express themselves completely in English (in speech and in written text) 2. not sure what word choices to make under different circumstances

**Intended Learning Outcomes / Teaching Objectives**

By the end of the lesson, students will be able to:

<u>Subject knowledge</u>	<u>Skills</u>	<u>Values &amp; Attitudes</u>
1. Write a travelling timetable of Hong Kong for a foreigner with correct time phrases chronologically 2. Present the timetable in speech with sequence words and the ‘be + going to’ structure accordingly.	1. Communicate with peers 2. Collaboration with peers 3. Sequential thinking. Plan different activities with a proper sequence	1. Develop proper time-management manner 2. Appreciate the attractions of Hong Kong that foreigners are interested in.

Teaching Procedures	Time	Learning Activities & Teaching Methods	Purpose	SCT principles adopted	Resources/Remark
Activation / Lead-in (Recap prior knowledge)	5 minutes	<b>Pair Reading and Speaking</b> Read the travelling timetable of London in Unit 5 (Light House Book 8). Students have to practice retelling the whole timetable with all the five sequence words with their partner first. Each student will use one sequence word (First/Then/Next/After that/Finally) to retell the activity when teacher point to a certain activity.	<b>Guide students to reuse their prior knowledge to recount a travelling timetable orderly.</b>	<b>Work in pairs. Students have to check on how their partners retell the activities from the timetable with the sequence words</b>	the travelling timetable of London in Unit 5 (Light House Book 8)
Demonstration (Teacher's input)	10 minutes	Teacher shows students a framework of travelling timetable of Hong Kong with some time slots. Guide students to create a timetable with different 'wh' questions: 1.What are you going to eat? 2.Where are you going to visit 3.How are you going to get there? 4.When are you going to do the activity?	<b>Students have to work with their groupmates to fill their information gaps. They get different tags from the teacher's tag bags named '1.Food and</b>	<b>Students work in groups of 4. Each group member has to think of an activity suggestion by categories and write that in the timetable:</b>  1. food/drinks 2. places to visit 3. transports 4. time to visit	<b>1.Hong Kong unique snacks mentioned in Unit 3</b> (Light House Book 8)  2. Online videos and websites <a href="https://www.np360.com.hk/en/">https://www.np360.com.hk/en/</a> <a href="https://www.thepeak.com.hk/en">https://www.thepeak.com.hk/en</a> <a href="https://www.touropia.com/tourist-attractions-in-hong-kong/">https://www.touropia.com/tourist-attractions-in-hong-kong/</a>  3.information tags in four different colours:

		Student 1 in each group get the food suggestion tags. Student 2 in each group get the place tags. Student 3 get the transports tags. Student four get the time tags.	<b>Drinks’ , ‘2.Places’ , ‘3. Transports’ ‘4.Time’ according to their assigned numbers.</b>		1.food and drinks: red 2.places: yellow 3.transports: blue 4. time: pink
Application	<b>10 minutes</b>	Students create their travelling timetable in groups in written form on a whiteboard and then present their timetables with the five sequence words and time phrases in the ‘be+going to’ structure. After they practice presenting the timetable in groups (teacher check on all groups during the preparation time), they have to do the presentation in front of the whole class.	<b>Each students have to rely on their groupmates to present the whole piece of timetable together as they are not familiar with all categories of information.</b>	<b>Group presentation. The relatively shy but careful student will be the little ‘pointer’ who points out what the other groupmates are presenting during the presentations. The stronger two will present with the member of average ability.</b>	<b>a whiteboard on which students write their timetable</b>
Integration (Consolidation)	<b>5 minutes</b>	Students will narrate the timetable in a paragraph. Each groupmate will write one sentence that include the time, the activity with a sequence word to begin with.	Consolidate how they narrate activities in sequential order with sequence words in groups.	<b>Work in groups and use the information given by their groupmates to form a complete paragraph with interdependence of information.</b>	<b>a poster-sized sheet</b>

Extended Task(s) (Knowledge transfer)	<b>5 minutes</b>	<p>Students will have to write a family travelling timetable for their future trips. Similar to the framework given in the demonstration session, students have to create a travelling timetable with the four 'wh' question elements mentioned previously.</p> <p>They have to upload their work to the collaboration board for teacher and their groupmates to comment.</p>	<p><b>Practice how to create a timetable with different 'wh' questions:</b></p> <p><b>1.What are you going to eat?</b></p> <p><b>2.Where are you going to visit</b></p> <p><b>3.How are you going to get there?</b></p> <p><b>4.When are you going to do that activity?</b></p>	<p><b>Group reflection. Each group member will be responsible to check on one particular area of their groupmates' work:</b></p> <p><b>1→Food and drinks</b></p> <p><b>2→Places</b></p> <p><b>3→Transports</b></p> <p><b>4→Time phrases</b></p> <p><b>They can refill the missing points or flaws found in their groupmates work to refine one another's work.</b></p>	<b>the collaboration board in Nearpod</b>
(Self-reflection)	<b>5 minutes</b>	<p>Students have to review on what they have included in their timetables and how their presentation can be improved in groups and share with the whole class. Teacher ask questions to guide students think of how they can improve themselves in certain areas</p>	<p><b>Check on how their peers perform and remind one another the "dos" and "don't"s.</b></p>	<p><b>Informative feedback. Point out their strengths and weaknesses (or mistakes) with reference of the notes made by their peers and teacher.</b></p>	<b>Blackboard. Teacher jots down the main points of students' reflection.</b>