

## Lesson Plan

**Date:** 7 April 2014

**Subject:** English Language

**Topic:** Use of graphic organisers

**Class:** 1B (19 students)

**Duration:** 40 minutes

### **Teaching Objectives:**

- 1) To enable students to explore and apply different types of graphic organisers to language texts; and
- 2) To inspire students to use various graphic organisers when tackling different tasks in English Language and subjects across the curriculum.

\* This lesson aims to activate students to use graphic organisers as useful and essential tools to think, understand, present, organise and retain information before, during and after a lesson. Graphic organisers cater for visual intelligence in particular, something I have identified as appropriate for my Secondary 1 class students, including low-ability ones. It can also be used in various content areas at any level, so that students can master this powerful tool to become effective and life-long learners across the curriculum.

### **Students' Prior Knowledge:**

Different types of graphic organisers used in different subjects, e.g. English Language, Mathematics, Liberal Studies, Chinese History and so on.

### **Grouping of Students:**

4 groups of 4-5 students (with mixed-ability students in each group to cater for learner diversity)

### **Teaching Aids:**

- 1) PowerPoint presentation
- 2) Worksheets of different types of graphic organisers
- 3) Strips of language texts
- 4) Blank paper for drawing graphic organisers
- 5) Coloured pens and glue sticks
- 6) Worksheets as homework

### **Anticipated Problems:**

- 1) Some students may not fully understand the texts, therefore students will work as mixed-ability groups to facilitate collaborative work.
- 2) Some students may not get the category of graphic organisers right or spend too long on planning the presentation, therefore the teacher will walk around to monitor understanding and provide assistance if necessary.

### **Class Profile:**

This is a small class of 19 Secondary 1 students of low-mid English abilities. At least one student with higher English ability is assigned in each group to help build up collaboration and communication skills, and cater for learner diversity. They have good relationship with each other and generally respond well to the teacher. A boy called Tommy (the boy who sits closest to the door) behaves quite awkwardly sometimes and has very low English proficiency.

<b>Content / Procedures</b>	<b>Duration</b>
<p>① <b>Planning</b></p> <p><b><u>Warm-up exercise: a Picture Description</u></b></p> <ul style="list-style-type: none"><li>- Students study a comic strip. Teacher elicits students' ideas using a graphic organiser (sequence).</li><li>- Teacher introduces the concept of graphic organisers using the Chinese Proverb "A picture is worth a thousand words".</li></ul>	5 mins
<p>② <b>Implementation</b></p> <p><b><u>Introducing different types of graphic organisers</u></b></p> <ul style="list-style-type: none"><li>- Teacher introduces students to six common types of graphic organisers, including sequence, classification, story plot, cause and effect, compare and contrast and summary.</li><li>- Teacher gives students some diagrams of different graphic organisers and demonstrates how to classify them.</li><li>- Students classify the diagrams into the appropriate categories of graphic organisers in pairs and report their answers.</li><li>- Students stick and label the diagrams in the appropriate boxes on the worksheet as a record.</li></ul>	15 mins
<p><b><u>Applying different graphic organisers to language texts across the curriculum</u></b></p> <ul style="list-style-type: none"><li>- Teacher distributes two language texts about different subjects to students. (according to their abilities)</li><li>- Students read the texts and draw the appropriate graphic organisers collaboratively so as to help others understand the texts easily.</li><li>- Teacher reminds students to work in groups and build up their habit of contributing ideas and respecting others' opinions.</li><li>- Students share their ideas with the class.</li></ul> <p><b><u>Classification:</u></b></p> <ol style="list-style-type: none"><li>1. There are different types of sports, for example, individual sport, team sport and so on. Individual sport is any sport in which players compete as individuals. For example, boxing, bowling and skiing. Team sport refers to any sport which involves players working together towards a shared objective. Football, basketball and volleyball are good examples of it. – about Physical Education</li></ol>	15 mins

**Cause and Effect: (higher level thinking skill)**

1. What are the negative results of smoking?

It will make the smokers addicted and then they cannot stop smoking. It may also cause heart disease, lung cancer, and their teeth and fingernails will turn yellow or maybe black. Worse still, passive smoking is also unhealthy for people nearby.

- about English Language and Science

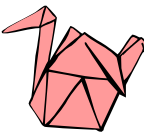


\* Only two types of graphic organisers are used in this task, so that students are more familiar with the use of the **classification** and **cause and effect** graphic organisers, which are the two of the most common types of graphic organisers used in different subjects across the curriculum in Junior Secondary.

**③ Evaluation**

**Evaluating students' effort and consolidating the teaching objectives**

- Teacher recognises students' effort.
- Students and teacher comment on their presentations.
- Teacher recaps the concept of graphic organisers and reinforces their use in different tasks across the curriculum.
- Teacher assigns homework as consolidation.  
i.e. Design some graphic organisers for the following texts.

5 mins

1. 	I like to make things out of paper. I take a coloured square paper and fold it. Then, I fold it again and again. If I fold it certain ways, I can make interesting shapes. Sometimes, when I've finished folding, I draw something on it.
2. A little boy named Andy had a favourite toy called 'Woody'. But one day, Andy got a new toy 'Buzz Lightyear' at his birthday party and he liked it very much. Woody was jealous of Buzz and he accidentally made Buzz and himself be captured by Andy's neighbour, Sid Phillips (who destroyed toys). Finally, Woody and Buzz got back inside Andy's car safely and became best friends ever after.	
3. Ben picked up a book and started to read. After a few minutes, he closed the book with a sad face. His lunch was on the table by his bed. He wasn't even hungry. Ben stayed home because he was sick. It was a boring day.	

- Students present their self-designed graphic organisers to the class the next day as a follow-up activity.

**Comments:**

The overall flow of the lesson was quite effective and the learning objectives were fully met.

Almost all students were fully engaged and tried out the tasks attentively themselves. Within such a short time, students were able to complete the two tasks with reasonable and sensible outcomes and answers produced during the presentations.

It was a pity that we did not have enough time to go through the three texts assigned for homework, or to ask some students to suggest or demonstrate how they would create their own graphic organisers. To prevent this problem, I may extend the lesson into a double period and let students have more time and chance to practise using different types of graphic organisers for different subjects.

I sincerely hope that students will be able to use different graphic organisers to help them study in a more organised, effective, and simpler way to enhance their learning effectiveness and performance across the curriculum.