**Award Scheme for e-Learning 2014/15**

**Jordan Valley St. Joseph’s Catholic Primary School**

**Teacher-in-charge:** Ms. Leung Kwok Kwan, Stella

**Subject:** English

**Level:** P.5

**Duration:**  35 minutes

**Topic:** Unit 4 Near and Far ( Question words: How long & How far )

**Prior Knowledge:**

* Vocabulary of transportations.
* Story of Unit 4.
* Question words: What, Where, When, Who, How.

**Expected Learning Outcome:**

**By the end of this lesson, students are able to:**

* read aloud the text with proper pronunciation, intonation, fluency and loudness.
* provide constructive feedback in the peer evaluation.
* tell the different uses of 'How long' and 'How far'.
* explain the answers in the quiz in Socrative.

**Lesson Plan: (15th Jan, 2015)**

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| **Time** | **Learning objectives** | **Activities** | **Rationale**  **How and why to do ....** | **eLearn Application** | **Other T/L materials** |
|  | * Lesson preparation | 1. Ss submitted the audio recordings   to T the night before.   1. Ss read a grammar PPT in Edmodo   at home. | * Lesson preparation. | eBook:  Audio recording  Edmodo: PPT |  |
| **Time** | **Learning objectives** | **Activities** | **Rationale**  **How and why to do ....** | **eLearn Application** | **Other T/L materials** |
| 5 mins | * Ss retells the story with the help of the pictures in eBook. | **Pre-lesson activity:**   1. Ss retells the story and T asks questions to check Ss’ understanding. | * Contextualization provides a real purpose for Ss to learn. * Integrate speaking and reading skills. | eBook: Pictures |  |
| 5 mins  5 mins  2 mins | * Ss read aloud the text properly by referring to the specific rubrics set by the teachers. | **While-lesson activities(1):**   1. T plays the audio recording in class. 2. T reviews the rubrics with Ss by playing 2 audio recordings in class which illustrate particular rubrics. 3. Ss give feedback to their classmates in eBook according to their speaking performance. 4. T puts rubric strips on WB for future reference.  |  | | --- | | Pronunciation  Stress and intonation  Expressions  Loudness  Fluency |   5. Ss type and submit comments to  their classmates.  6. T shows some feedback in eBook  and asks if other Ss agree with  the comments. | * Remind some important criteria in performing well in reading aloud. * Ss then pay attention to those criteria when listening to their classmates’ audio recordings. | eBook: Comments | Rubrics card on WB |
| 5 mins |  | **While-lesson activities(2):**   1. T goes through the content of the grammar PPT and asks Ss questions to check Ss’ understanding. 2. Ss explain the different uses of ‘How long’ and ‘How far’ orally. | * T checks Ss’ understanding. | Edmodo: PPT |  |
| **Time** | **Learning objectives** | **Activities** | **Rationale**  **How and why to do ....** | **eLearn Application** | **Other T/L materials** |
| 8 mins |  | **While-lesson activities(3):**   1. Ss finish a quiz in Socrative. 2. T discusses some difficult   questions with Ss.   1. T invites some Ss to explain the   answers. | * T checks Ss’ comprehension on the uses of ‘How long’ and ‘How far’. | Socrative: Quiz |  |
| 2 mins |  | **Conclusion:**   1. T concludes the different uses of ‘How long’ and ‘How far’ | * Consolidation |  |  |
| 3 mins |  | **Post-lesson activities:**   1. T shows 2 videos taken by Ss in   the previous unit in eClass.   1. Ss give comments to their   classmates according to their  performance.   1. T assigns new homework to Ss of   Unit 4. ( Storytelling video) | * Sharing of good work among Ss. * Encourage Ss to do better in the next video recording. | eBook: Pictures  eClass: Upload videos |  |