

Primary 6 English Unit Plan

Module	Language arts	Lesson	1/5	
Text type	Film reviews	Unit & Title	Unit 5 Our Favourite Films	
Values and attitudes	<ul style="list-style-type: none"> - Develop confidence in using English through working on their own and in groups - Develop enjoyment of reading 			
Generic skills	<ul style="list-style-type: none"> - Study skills: Understand, interpret and use simple information - Reading skills: Skim a text to obtain a general impression and the gist or main ideas <p>Work out the meaning of an unknown word by using visual clues and context</p>			
WS=Worksheet; TB=Textbook; Diff= Tasks for Differentiation				
Learning Objectives		Teaching Strategy		Assessment
Objective	Language Form & Function	Learning Activities / Tasks	Extended Learning Tasks	
1. Comprehend the text	<ol style="list-style-type: none"> Use headings, spacing, italic, etc. to recognize the presentation of ideas. Understand the connection between ideas by identifying cohesive devices 	<p><u>Motivation</u></p> <ol style="list-style-type: none"> A trailer of a film. (film trailer) Ss share their interest in the film. <p><u>Teaching Procedures</u></p> <ol style="list-style-type: none"> Whole-class discussion: T asks why a film review is needed. Guided reading aloud: Film review on TB p.38-39 Silent reading on TB p.38-39, underline and guess the words they do not understand. <p><u>Consolidation</u></p> <ol style="list-style-type: none"> Post-reading exercise on TB p.40 	<p>Diff: (Tiered task)</p> <p>Read some authentic film reviews from newspaper and websites by using pc in classroom and finish a post-reading WS. (WS-post-reading)</p> <p>Diff: (Extended task)</p> <p>Find 2 recent film reviews.</p>	

Primary 6 English Unit Plan

Module	Language arts	Lesson	2/5	
Text type	Film reviews	Unit & Title	Unit 5 Our Favourite Films	
Values and attitudes	<ul style="list-style-type: none"> - Develop confidence in using English through working on their own and in groups - Develop enjoyment of reading 			
Generic skills	<ul style="list-style-type: none"> - Study skills: Understand, interpret and use simple information 			
WS=Worksheet; TB=Textbook; Diff= Tasks for Differentiation				
Learning Objectives		Teaching Strategy		Assessment
Objective	Language Form & Function	Learning Activities / Tasks	Extended Learning Tasks (for gifted/high ability Ss)	
1. Learn to use phrasal verbs	1. Use phrasal verbs to indicate actions <ul style="list-style-type: none"> - Turn into - Find out - Look for - Give up - Get away - Set off - Make up 	<u>Motivation</u> 1. Ss read the film review with expression and intonation. (TB p.38-39) 2. Gifted Ss share the recent film reviews found. <u>Teaching Procedures</u> 1. Ss focus the phrasal verbs in the text and guess their meanings. 2. Ss learn the meanings of phrasal verbs in context, by powerpoint and by picture cards. (Ppt_phrasal verbs) 3. Play the game: T gives each group a set of picture actions cards 4. Ss place the picture cards upside down and take turns to turn over a card and say the phrasal verbs for practice. 5. Ss finish WS 1a of phrasal verbs. <u>Consolidation</u> 1. Ss write 3 sentences by using the 3 phrasal verbs learnt.	↓ ← Diff: (Tiered WS) Finish WS 1b. Diff: (Tiered assignment) Write a short paragraph of 30-50 words by using 3-5 phrasal verbs learnt.	Formative assessment: Sentences / Paragraph writing

Primary 6 English Unit Plan

Module	Language arts	Lesson	3/5	
Text type	Film reviews	Unit & Title	Unit 5 Our Favourite Films	
Values and attitudes	- Develop confidence in using English through working on their own and in groups - Develop enjoyment of reading			
Generic skills	- Communication skills: Express opinions and converse about preferences and ideas - Study skills: Understand, interpret and use simple information			
WS=Worksheet; TB=Textbook; Diff= Tasks for Differentiation				
Learning Objectives		Teaching Strategy		Assessment
Objective	Language Form & Function	Learning Activities / Tasks	Extended Learning Tasks (for gifted/high ability Ss)	
	1. Use '-ing' adjectives to describe effects that something has/had on one's feelings e.g. I was amused because the characters were <u>amusing</u> . Adj.: -amazed / amazing -amused / amusing -bored / boring -disappointed / disappointing -excited / exciting -interested / interesting -moved / moving -surprised / surprising -touched / touching Extended Adj: -scared / scaring -exhausted / exhausting -pleased / pleasing -horrified / horrifying -frightened / frightening	1. T shows some pictures and asks Ss to write 3 sentences about the pictures by using '-ed' and '-ing' adjectives. <u>Consolidation</u> 1. Gifted Ss share the sentences written and post them for classroom decoration. 2. Finish WS 2a.	Diff: (Anchor activity) Extended '-ed' and '-ing' adj. are introduced by using ppt shown in pc in classroom. Gifted Ss write 5 sentences including the extended adj. ↓ ← Diff: (Classroom environment) Decorate the classroom by the sentences written by gifted Ss Diff: (Tiered WS) Gifted Ss are given WS 2b	Formative Assessment: WS – The Usage of '-ed' and '-ing' adj.

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<ol style="list-style-type: none">1. Learn to use '-ed' adjectives2. Learn to use '-ing' adjectives	<ol style="list-style-type: none">2. Use '-ed' adjectives to describe feelings that someone has/had about something e.g. I was <u>amused</u> because the characters were amusing.	<p><u>Motivation</u></p> <ol style="list-style-type: none">1. Ss read the film review with expression and intonation. (TB p.38-39)2. Ss revise the phrasal verbs by using the powerpoint. (Ppt_phrasal verbs) <p><u>Teaching Procedures</u></p> <ol style="list-style-type: none">2. T introduces the '-ed' adjectives in the text.3. Ss learn the '-ed' adjectives by using picture expression cards.4. T also introduces the '-ing' adjectives in the text.5. Ss pay the attention to the usage difference between '-ed' adjectives and '-ing' adjectives. (Ppt_-ed-ing adj)		
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Primary 6 English Unit Plan

Module	Language arts	Lesson	4/5
Text type	Film reviews	Unit & Title	Unit 5 Our Favourite Films
Values and attitudes	<ul style="list-style-type: none"> - Develop confidence in using English through working on their own and in groups - Develop enjoyment of reading 		
Generic skills	<ul style="list-style-type: none"> - Creativity: Express freely ideas, views and feelings - Study skills: Skim and scan through texts to locate relevant information and main ideas - Critical thinking skills: Compare and contrast two films 		
WS=Worksheet; TB=Textbook; Diff= Tasks for Differentiation			
Learning Objectives		Teaching Strategy	
Objective	Language Form & Function	Learning Activities / Tasks	Extended Learning Tasks (for gifted/high ability Ss)
1. Learn to write a film review.	1. Use appropriate layout of writing and visual support such as illustrations.	<u>Motivation</u> <ol style="list-style-type: none"> 1. Ss revise the '-ed' and '-ing' adjectives by using classroom decoration by gifted Ss. 2. Ss share a film they watched and why they like/dislike it. <u>Teaching Procedures</u> <ol style="list-style-type: none"> 1. Individual Task: Ss finish TB p. 42 Practice 1. (about phrasal verbs) 2. T reminds Ss of the use of present tense. 3. Answer checking and shared reading. 4. Group Work: Ss finish TB p.43 Practice 2. (about -ed/-ing adj.) 5. Answer checking 6. Ss use mind-maps to present the ideas of a film and write a film review. 	Diff: (Classroom environment) Decorate the classroom by the sentences written by gifted Ss Diff: Open-ended responses
			Formative Assessment: Observation

		<p><u>Consolidation</u></p> <p>1. Ss write a film review with the help of guided questions and format. (WS 3a)</p> <p>↓</p> <p>2. Send some good film reviews to media, such as children magazine.</p>	<p>Diff: (Tiered assignment) High ability Ss write a comparative film review (compare this film with another one.) (WS 3b)</p> <p>↓</p> <p>←</p>	<p>Formative Assessment: WS – Writing</p>
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Primary 6 English Unit Plan

Module	Language arts	Lesson	5/5
Text type	Film reviews	Unit & Title	Unit 5 Our Favourite Films
Values and attitudes	<ul style="list-style-type: none"> - Develop confidence in using English through working on their own and in groups - Develop enjoyment of reading 		
Generic skills	<ul style="list-style-type: none"> - Creativity: Strengthen their creative abilities through reading to a broad range of imaginative texts such as poster - Collaborative skills: Respect others' views in a class or group discussion - Communication skills: Understand some aspects of how the English Language works such as how simple texts are organized; and apply this understanding to their learning and use of the language to convey meaning, e.g. poster and film review. 		
WS=Worksheet; TB=Textbook; Diff= Tasks for Differentiation			
Learning Objectives		Teaching Strategy	
Objective	Language Form & Function	Learning Activities / Tasks	Extended Learning Tasks (for gifted/high ability Ss)
<ol style="list-style-type: none"> 1. Learn to use phrasal verbs to indicate actions 2. Learn to use '-ed' adjectives 3. Learn to use '-ing' adjectives 4. Learn to write a film review 	<ol style="list-style-type: none"> 1. Use phrasal verbs to indicate actions 2. Use '-ed' adjectives to describe feelings that someone has/had about something 3. Use '-ing' adjectives to describe effects that something has/had on one's feelings 4. Use appropriate layout of writing and visual support such as illustrations. 	<p><u>Motivation</u></p> <ol style="list-style-type: none"> 1. Ss read the film review with expression and intonation. (TB p.38-39) 2. Pair reading the film review written last lesson. (WS 3a & 3b) <p><u>Teaching Procedures</u></p> <ol style="list-style-type: none"> 1. T shows a poster of a film on TB p.44 and highlights the special features of a poster (e.g. title, catchy phrase, picture, etc.) that provides the rubrics. 2. Group Work (mixed ability grouping): Ss make an online mind-map to help organise ideas and design a poster of their favourite film in group. (e.g. Web 2.0 technology – www.mindmeister.com/) 	<p>Diff: Open-ended responses</p>

		<p><u>Consolidation</u></p> <ol style="list-style-type: none">1. Gallery Walk: Post their posters in the classroom. Ss are given stickers and 'post-it' to do polling and give comments.2. 2 groups with the greatest number of stickers share their work.	<p>Diff: (Tiered task) High ability Ss stand in front of the poster and present their products to their classmates during the Gallery Walk.</p>	<p>Formative Assessment: Peer assessment</p> <p>Summative Assessment: poster design</p>
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