





賽馬會「校本多元」計劃
Jockey Club "Diversity at Schools" Project



課堂教學設計 Lesson Plan

學校名稱 School name Delia Memorial School (Hip Wo)	教學內容重點 Key concept(s) to be taught: Exam training on "Data/Skill-based structured question" in Core Module 3
教師名稱 Teacher name	學習目標/預期學習成果 Learning Objectives/ Intended Learning Outcomes: 在課堂完結時，學生能夠：At the end of this lesson, students should be able to: 1. Apply the concepts related to the location factors of iron and steel industry in data/skill-based structured question  <ul style="list-style-type: none">More capable students: Can apply more concepts into their answersLess capable students: Can apply some concepts into their answers 2. Apply "Pancake" structure to answer the data/skill-based structured question  <ul style="list-style-type: none">More capable students: Can identify and clearly show "evidence" and "explanation" in their answer using appropriate connectivesLess capable students: Can identify "evidence" and "explanation" in a paragraph and display both elements in their answer.
學期 Term 1 st / 2 nd / 3 rd	
科目 Subject Geography	
小學 Primary / 中學 Secondary 年級 Year S.4	
課題 Topic C3: Changing industrial location	已教授的課題 Topic(s) taught in previous lesson(s) How has the location of the iron and steel industry in China changed over time?

學生的已有知識 Students' relevant prior knowledge

- What are the factors affecting the location of the manufacturing industry?
- What is iron and steel industry?
- How important is the iron and steel industry in China?
- How has the location of the iron and steel industry in China changed over time?
- Why do some iron and steel works remain in their original locations?

學生特性/預期學習難點 Learners' characteristics and identified/foreseeable learning difficulties

- Students might not be able to distinguish "evidences" and "explanation" in their answers.
- Students might forget or not be able to apply geographical concepts into their answers.

主要使用的適異教學策略 (3 至 5 個策略；請參考適異教學策略概覽 及以如：「B1 – 多元的學習目標」填寫)

Major Differentiated Instruction (DI) strategies identified for the learners' needs (3-5 strategies; please refer to the DI inventory and give something such as 'B1 - Diversified learning goals')

- A1. Chance for all students' participation
- B1. Diversified learning goals
- B3. Adjustable learning pace
- B5. Tiered learning materials
- C6. Group learning


選擇以上適異教學策略的原因 Rationale of choosing the major DI strategies

- EMI class enjoy group discussion and peer learning. They can follow instruction well.
- Since students have different ability in terms of language, they are provided with different set of worksheets or extra reminder to facilitate their learning.



課堂引入 Introduction (5 分鐘 minutes)

- Teacher will ask students to recall the major locational factors (i.e. M²MRS GELTT) (Refer to PPT page 1-2)
- Students are guided sit in a groups of 3-4 people.
- Each students are given an iPad for scanning QR and for "Padlet" codes later on.
- Teacher will distribute a set of worksheet to students. (Set A for less capable students and Set B for more capable students)

教學流程 Development

時間 (分鐘) Time (mins)	教學引導 Teacher Activities (What teacher does) [including guiding questions]	學習活動 Students Activities (What students do)	使用的適異教學 策略 DI strategy involved (e.g. B1)	達到的學習目標 Objective(s) achieved (e.g., no.1)	教學資源 Resources (e.g. AV aids)
10	Activity (1): Group discussion (1)  - Teacher will ask students to look at	- Students should discuss the question "What are the		No. 1	

	<p>some photos and discuss in group regarding the question “<i>What are the characteristics of iron and steel industry?</i>”</p> <ul style="list-style-type: none"> - Before the activity starts, teacher will remind students to discuss the question within their group by using 5W1H questions. - Teacher will demonstrate how to ask questions during group discussion. - Each photos will be given 1 minute to discuss. - Some pre-set questions will be show on screen to facilitate discussion for less capable students. - Immediately the short discussion, teacher will randomly invite 1 group to share their idea. - Teacher will remind students to write down some key concepts on their worksheet. 	<p><i>characteristics of iron and steel industry?</i>” in group.</p> <ul style="list-style-type: none"> - Within each 1-minute group discussion, students should ask each other questions using 5W1H. - Each group will be asked to present their answer in front of the class. - Students should also write down those important geographical terms / key concepts mentioned on the last page of their worksheet. 	<p>A1 C6</p>	<p>(Students are expected to recall the concepts and prepare for the following activities)</p>	<p>PPT (Page 3) PPT (Page 4-9)</p>
15	<p>Activity (2): Group discussion (2)</p> <ul style="list-style-type: none"> - Teachers will ask students do another group discussion regarding the question “<i>What are the <u>locational advantages</u> of iron and steel industry?</i>” - Teacher will remind each group to practice asking questions like in the first activity. - Teacher will instruct students to use the mind map function of “<i>Padlet</i>”. - Teacher will invite a group of student to present their mind map. - Teacher will not only give comment based on the content, but also the guide students to <u>identify evidence-based and explanatory content through Q&A.</u> 	<ul style="list-style-type: none"> - Students have to look at the satellite image and explain the advantages of iron and steel industry in that location. - They have put their answer on “<i>Padlet</i>” and create a mind map. - A group will be invited to present their group work in front of the class. - Students should learn how to identify evidence-based and explanatory content by answering teacher questions. 	<p>A1, B1, B3, C6</p>	<p>No. 1</p>	<p>PPT (Page 10) IPad (for scanning QR code)</p>
10	Break				

10	<p>Activity (3): Self-practice (1) </p> <ul style="list-style-type: none"> - Teacher will display two sources (Figure 2a and Figure 2b) of HKDSE 2013 questions. Students will be asked to complete page 1 of the worksheet. - Teacher will then invite students to share their findings with the whole class, and give feedback to students.  	<ul style="list-style-type: none"> - Students are invited to study the sources on page 1 of the worksheet and answer the questions. - Students are expected to learn from their mistakes through the sharing from classmates and teacher's feedback. 	B1, B3, B5	No. 1	Worksheet (Page 1)
15	<ul style="list-style-type: none"> - Teacher will introduce "pancake" approach to student (i.e. According to Figure, ... It reflects ...). <ul style="list-style-type: none"> ■ The "Butter" on top of the pancake refers to "evidence" ■ The pancake itself refers to "explanation". - Teacher will ask students to complete page 2 of the worksheet. - Teacher will then invite students (both less and more capable students) to share their answer/paragraph with the whole class. - Teacher will compare their answer and allow less capable students to point out what is missing in more capable students' answer. - Teacher will give feedback to students responds and remind students the followings: <ul style="list-style-type: none"> ■ Include "locational factors" (aspect) ■ Include the consideration of iron and steel factory owner ■ Include evidence ■ Include explanation ■ Appropriate connectives - Teachers will write these element on the board to remind students. 	<ul style="list-style-type: none"> - Students are expected to listen to teacher's instruction regarding "pancake approach". - More capable students are expected to complete the answer in form of paragraph and a minimum of 1 paragraph should be done in during class. E.g. <ul style="list-style-type: none"> ■ <i>"In terms of market, apart from local market, iron and steel industry relies on overseas markets too. According to Figure 2a, Plant X is located next to the coast. It reflects that Plant X can export its finished products to overseas easily through bulk carriers, which can save transport cost."</i> - Less capable students will have to complete the tables on page 2 of the worksheet. I.e. <ul style="list-style-type: none"> ■ Organize their findings by filling the blanks (top of page 2) ■ Identify evidence and explanation from the paragraph (answer), and plug them in back to the table above it. 	B1, B3, B5	No. 1 & 2	Worksheet (Page 2) Worksheet (Last page)

10	Activity (4): Self-practice (2) <ul style="list-style-type: none"> - Teacher will ask student to complete one more paragraphs based on their own mistakes and also include all the elements mentioned. - Teacher will walk around the classroom for scaffolding. 	<ul style="list-style-type: none"> - Students should work on their paragraph and make sure that they have all the elements mentioned in the previous activity. 	B1, B3, B5	No. 1 & 2	Worksheet (Page 2-3)
總結/跟進學生學習進度 (5 分鐘) Conclusion/Checking student learning (5 minutes)					
<ul style="list-style-type: none"> - Teacher will wrap up the lesson by recalling the pancake structure and remind students to apply relevant concepts into their answer. - Teacher will also invite students to complete self-evaluation form so that they may reflect on their own learning and teacher can monitor their learning progress too. 					
學習任務 / 功課 (如有) Assignment (if any) Teacher will ask students to complete question 1 or question 2 (The question is exactly the same as what they do in the lesson, except the sources involved is different) as homework.					