教師姓名 (Name of Teacher): ███████████   科目： English Language

Topic 題目：Writing & Speaking: Persuasive skills			
Date 日期: 2024 年 3 月 12 日	**Time 時間**: 下午 3 時 10 分-4 時 10 分	**Class 班別**:S1 選擇一個項目。	**Venue 地點**: ████████

Lesson in Unit (e.g., 2nd of 4)

Lesson in Unit (e.g., 2nd of 4)
單元教節（例：四教節之二）：the first of the two lessons

Previous knowledge: Students know
已有知識：學生已懂得
1. Basic language patterns used to give reasons and examples
2. Knowledge on the hot topic artificial intelligence (A.I.)
3. Names of different occupations

Learning objectives:
預期學習成果：
At the end of the lesson, students should be able to:
完成課堂後，學生能夠：
1. Ideas presentation, using 'OREO' structure to present a well-balanced one-sided argument
2. Students' collaborative effort in their individual and pair work
3. Students' active participation and listening

Learning problems/needs/styles identified from the previous lesson (or expected if it is a new unit):
較早前的課堂中所發現到的學習困難／需要／形態（如新單元:可預見的學習困難／需要）：
Students are not used to
（簡單描述如何得知學生有何學習困難及其需要，再說明跟進方法。）

<div align="center">傳統/綜合型</div>

圖像型：With colored images, Harry will be more interested in reading the PPT. Therefore, the PPT is made with various types of visuals.

動覺型： Harry is rather passive if the lesson is conducted in a one-way teacher's talking mode. Therefore, if the activity involves moving around, he should be more active.

聽覺型： Listening is not Harry's strong point. Therefore, the worksheets and PPT with clear instructions and steps can help him to understand the rules of the persuasive structure (O.R.E.O).

Time (in mins) 時間 （分鐘）	Purpose/Key Learning# 目的／學習重點	Student Activities 學生活動	Classifications of Learning Needs / Styles 學習需要／型態分類	Catering Diverse Learning Needs 照顧多元學習需要				Others 其他

Stage 1: Making clear the 'gap' for learning between what students know and what they will learn (e.g., activate previous knowledge / experience and inform students of learning objective(s))

第一階段：令學生清楚學習內容（例如：啟動學生已有知識／經驗並告知學生預期學習成果）

所需時間	描述須要重溫的已有知識	描述令學生知道預期學習成果的教學方法	簡述步驟					教具材料
10 min	Elements that are needed in an argument	Using discussion questions to help students notice the gap Listing the learning objectives in the beginning of the lesson	T asks a lead-in question to check students understanding of what elaboration skills are needed in a writing T shows two paragraphs as examples and asks Ss which one is a better paragraph. Ss discuss and share their own reasons.					Power point Differentiated worksheets

Stage 2: Activities to support new learning (e.g., use clear logical sub-stages; explain new learning; promote active learning with interim student activities; check understanding all through)

第二階段：學習活動以鞏固新學習成果（例如：使用清晰的小步驟；清楚解釋；通過階段性學習活動促進自主學習；檢視學生的理解）

所需時間	描述教授的學習內容	簡述步驟	傳統/綜合型	H(高)	M(中)	L(弱)	教具相片/備註
40 min	Group work: See, think, share activity to gather speaking points and generate relevant ideas	Introduction of the O.R.E.O structure (Opinion > Reason > Example > Opinion)	支援： 讀/寫型 圖像型	8	2	3	Graphic organizer

	Co-construct a persuasive paragraph The end product is at least one argument using the O.R.E.O structure	Students complete the notes while listening or interacting with teacher	支援： 聽覺型	8	2	3	
		Thinking Routine T instructs Ss to look at the picture prompts and discuss 1) the visual elements, 2) expand the visual elements in connection to their current understanding	支援： 圖像型	8	2	3	Picture prompts (visuals) and guiding questions
		Practicing OREO writing [student-led] Ss complete the graphic organizer to present their stance Student Presentation (may be omitted if time is running short)	支援： 讀／寫型 圖像型	5	5	3	

Stage 3: Consolidation of learning / Checking students' learning / Summary
第三階段：鞏固學習／檢視學生學習進程／總結

所需時間	描述採用的教學手法	描述具體做法	支援： 型	描述如何處理學習差異的做法	教具相片/備註
10 min	Post-lesson reflection: Ss complete the 3-2-1 exit ticket with the teacher's guidance	Ss share their ideas and conclude what they have learnt in this lesson	支援： 聽覺型 讀／寫型	1.Students' answers would be marked on the screen to let students read the answers again 2.Answers shown in different colors and font sizes for each items to be changed to raise students' awareness on different changed items	

Homework (if any):
功課（如有）：
Oral presentation video on LN

#Key Learning: When relevant, state what it is that you plan for students to learn in the step/activity that can help them achieve the learning objective(s) of the lesson. This is to ensure that your planning guides students, supporting them step-by-step towards achieving the overall learning objective(s) of the lesson.

#學習重點：需要時，說明你的教學計劃如何透過不同的步驟／活動，以幫助學生實現課程預期學習成果。 這確保你的設計能有效啟導學生，並逐步建構他們達到課程的整體預期學習成果。

^Assessment: State how you will assess whether students are learning when it is relevant to a step (e.g., when students are doing activities). In-class assessment of students' learning is normally formative assessment (assessment for learning) and can take informal modes such as teacher's observation, students answering questions.

^評估：說明你將如何評估學生於某階段能否跟隨（例如：當學生進行活動時）。 課堂上的學習評估通常是形成性評估（促進學習的評估），並且可以採用非正式的評估，例如老師的觀察、學生的回答。

Post-teaching reflection (strengths, weaknesses, ways to improve):
教學後反思（強項、弱項、改善方法）

Issues for reflection (strengths / weaknesses) 反思問題（強項／弱項）	Reflection (evidence; causes; consequences) 反思（證據、原因、結果）	Follow up actions (ways to improve) 跟進行動（改善方法）
1. Have students achieved the learning objectives? How many did, how many partially, how many not? 學生能否達到預期學習成果？有多少學生達到？有多少學生部分達到？有多少未能達到？		
2.		