

# **Professional Development Programme for Secondary Teachers of English**

## **Catering for Learner Diversity in English Language Teaching**

### **Resource Pack**

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## **Introduction:**

### **Catering for Learner Diversities**

Different people have different learning styles. To cater for the varied needs, interests, abilities of different learners, school teachers are encouraged to use the learning and teaching methods appropriately. Therefore, as a teacher, we have to develop whole-brain thinking in our students' educational experiences. For example, teachers can design their worksheets which are multiple tasks because people are multiple intelligences. Also, teachers can design their worksheets to students which are relevant to learners' ability level. To be a teacher, it is a significant and challenging consideration in determining learning and teaching methods and content level.

### **Learning English through Short Stories: Plot Structure**

This resource pack is designed and developed to suit the needs of 2 groups of Secondary 4 students who are more ready learners from Band 2 school and less ready learners from Band 3 school.

The rationale behind this pack is that students will have different opportunities to enrich their English learning experience and extend a range of language abilities through exploring short stories. The materials and activities in this pack aim to help students to understand the concepts of setting, character and plot and to consider ways of creating mood as well as writing story endings. It also provides opportunities for students to tell or perform a story.

Before learners approach the text, the teachers will provide scaffolds or means of support to assist comprehension. For example, they may help build learners' vocabulary by explaining, or asking them to look up, key words or phrases that are crucial to understanding the text. This can also be achieved through asking learners to use contextual clues to work out the meaning of key words. Further, the teacher may help increase learners' world knowledge by encouraging them to find information from the story. Therefore, the more ready students need to share their past experiences on attending a party (think-pair-share). They have to design their own invitation cards. For less ready students, teachers will share their own experiences and show the authentic invitation cards to their students first. Then they will ask students to make

their own invitation cards.

While reading, teachers will put students into groups of 4 which are mixed ability and co-operative learning will be applied to cater for learners diversities. The more ready students will read cut-up paper strips which are simplified language and identify the beginning, rising action, climax, falling action and ending. Then they have to place the strips on the chart and sequence the strips on the chart. The less ready students will read cut-up paper strips which are simplified language and teachers will explain the beginning and ending to the students, the students will then sequence the remaining strips in the middle section on the chart. Teachers will explain that a good plot has five elements and students learn to analyze the characters by listening the whole story.

In the post reading stage, teachers will present 5 wh-questions as a sort of scaffolding process for guiding students to write an ending for the writing scaffolding. Therefore, more ready students have to write an ending to the story individually. Students will vote for the best ending and it will be presented by the students. For less ready students, they have to form different groups and write their endings.

### **Objectives:**

The resource pack covers 5 lessons and 6 activities. Our aim is to help students understand more about the plot structure. Therefore, if students complete the worksheets and activities, they will be able to identify the structure of a short story and organize the events of a story logically by using the plot structure chart.

This pack focuses on integrated skills. This is because real-life communication involves the use of different language skills and learners are strongly encouraged to learn and exercise the integrated use of skills for authentic, purposeful communication. The four language skills which are listening, speaking, reading and writing are applied separately in this pack.

### Table of Content

	<b>The More Ready Version ( Band 2 school)</b>	<b>The Less Ready Version (Band 3 school)</b>
<b>Section 1-Pre-reading</b>		
<b>No. of Lesson</b>	<b>1</b>	
<b>Objectives</b>	<b>Students will be able to:</b> ✧ <b>Identify elements of the short story</b>	<b>Students will be able to:</b> ✧ <b>Identify elements of the short story</b>
<b>Tasks:</b>	✧ <b>Students (Ss) share past experiences on attending a party</b> ✧ <b>Ss introduce the content of invitation cards that they received, the layout and content of any other kinds of invitation cards</b> ✧ <b>T tells a classical short story (Cinderella) to Ss</b> ✧ <b>Ss need to write down some characters in Cinderella and settings</b> ✧ <b>Ss work in groups of 4 to explain the upcoming sequencing activity</b> ✧ <b>Ss design their own invitation cards</b>	✧ <b>Teacher (T) shares past experiences on attending a party, then Ss share their past experiences</b> ✧ <b>T shows Ss authentic invitation cards and asks Ss the content of invitation cards that they received, the layout and content of any other kinds of invitation cards</b> ✧ <b>Ss introduce the content of invitation cards</b> ✧ <b>T tells a simplified version of a short story (Cinderella) to Ss</b> ✧ <b>Ss need to write down some characters in Cinderella and</b>

		<p><b>settings</b></p> <ul style="list-style-type: none"> <li>✧ <b>Ss work in groups of 4 to explain the upcoming sequencing activity</b></li> <li>✧ <b>Ss design their own invitation cards</b></li> </ul>
<b>Learning Materials</b>	<b>Worksheets 1-2</b>	<b>Worksheets 1-2</b>
<b>Language skills to be developed</b>	<ul style="list-style-type: none"> <li>✧ <b>Speaking</b></li> <li>✧ <b>Listening</b></li> <li>✧ <b>Writing</b></li> </ul>	<ul style="list-style-type: none"> <li>✧ <b>Speaking</b></li> <li>✧ <b>Listening</b></li> <li>✧ <b>Writing</b></li> </ul>
<b>Generic Skills to be developed</b>	<ul style="list-style-type: none"> <li>✧ <b>Collaboration Skills</b></li> <li>✧ <b>Communication Skills</b></li> <li>✧ <b>Critical thinking Skills</b></li> </ul>	<ul style="list-style-type: none"> <li>✧ <b>Collaboration Skills</b></li> <li>✧ <b>Communication Skills</b></li> <li>✧ <b>Critical thinking Skills</b></li> </ul>
<b>Multiple Intelligences to be developed</b>	<ul style="list-style-type: none"> <li>✧ <b>Interpersonal</b></li> <li>✧ <b>Visual-spatial</b></li> <li>✧ <b>Verbal-linguistic</b></li> <li>✧ <b>Intra-personal</b></li> </ul>	<ul style="list-style-type: none"> <li>✧ <b>Interpersonal</b></li> <li>✧ <b>Visual-spatial</b></li> <li>✧ <b>Verbal-linguistic</b></li> <li>✧ <b>Intra-personal</b></li> </ul>

	<b>The More Ready Version ( Band 2 school)</b>	<b>The Less Ready Version (Band 3 school)</b>
<b>Section 2-While-reading</b>		
<b>No. of Lesson</b>	<b>2</b>	
<b>Objectives</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>✧ <b>Organize and sequence the plot structure</b></li> <li>✧ <b>Identify a good story has five elements</b></li> <li>✧ <b>T reads aloud the story and ss</b></li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>✧ <b>Organize and sequence the middle section on the chart</b></li> <li>✧ <b>Identify a good story has five elements</b></li> </ul>

	<b>listen to it and analyze the characters in the story</b>	<ul style="list-style-type: none"> <li>✧ <b>T writes down the characters' names on the board and read aloud the story and ss listen to it and analyze the characters in the story</b></li> </ul>
<b>Tasks:</b>	<ul style="list-style-type: none"> <li>✧ <b>Ss work into groups of 4</b></li> <li>✧ <b>Ss will read cut-up paper strips and identify the five elements of the plot structure</b></li> <li>✧ <b>Ss then sequence the strips</b></li> <li>✧ <b>Ss arrange the cut-out strips according to the plot elements on the chart</b></li> </ul>	<ul style="list-style-type: none"> <li>✧ <b>Ss work into groups of 4</b></li> <li>✧ <b>Ss will read cut-up paper strips and identify the five elements of the plot structure</b></li> <li>✧ <b>Ss then sequence the strips, Beginning and Ending had been done for students</b></li> <li>✧ <b>Ss arrange the cut-out strips according to the plot elements on the chart, they need to sequence the remaining strips in the middle section</b></li> </ul>
<b>Learning Materials</b>	<b>Worksheets 3-4</b>	<b>Worksheets 3-4</b>
<b>Language skills to be developed</b>	<ul style="list-style-type: none"> <li>✧ <b>Speaking</b></li> <li>✧ <b>Reading</b></li> <li>✧ <b>Listening</b></li> </ul>	<ul style="list-style-type: none"> <li>✧ <b>Speaking</b></li> <li>✧ <b>Reading</b></li> <li>✧ <b>Listening</b></li> </ul>

	<ul style="list-style-type: none"> <li>✧ <b>Writing</b></li> </ul>	<ul style="list-style-type: none"> <li>✧ <b>Writing</b></li> </ul>
<b>Generic Skills to be developed</b>	<ul style="list-style-type: none"> <li>✧ <b>Collaboration Skills</b></li> <li>✧ <b>Communication Skills</b></li> <li>✧ <b>Critical thinking Skills</b></li> <li>✧ <b>Logical-mathematical intelligences</b></li> </ul>	<ul style="list-style-type: none"> <li>✧ <b>Collaboration Skills</b></li> <li>✧ <b>Communication Skills</b></li> <li>✧ <b>Critical thinking Skills</b></li> <li>✧ <b>Logical-mathematical intelligences</b></li> </ul>
<b>Multiple Intelligences to be developed</b>	<ul style="list-style-type: none"> <li>✧ <b>Interpersonal</b></li> <li>✧ <b>Verbal-linguistic</b></li> <li>✧ <b>Intra-personal</b></li> </ul>	<ul style="list-style-type: none"> <li>✧ <b>Interpersonal</b></li> <li>✧ <b>Verbal-linguistic</b></li> <li>✧ <b>Intra-personal</b></li> </ul>

	<b>The More Ready Version ( Band 2 school)</b>	<b>The Less Ready Version (Band 3 school)</b>
<b>Section 3-Post-reading</b>		
<b>No. of Lesson</b>	<b>2</b>	
<b>Objectives</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>✧ <b>Write an ending to the story</b></li> <li>✧ <b>Present their endings to the whole class</b></li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>✧ <b>Write an ending to the story</b></li> <li>✧ <b>Present their endings to the whole class</b></li> </ul>
<b>Tasks:</b>	<ul style="list-style-type: none"> <li>✧ <b>Ss work individually and write their own endings</b></li> <li>✧ <b>Ss work into groups of 4 and share their own endings to groupmates</b></li> <li>✧ <b>Ss have to vote the best ending by using a peer assessment form</b></li> <li>✧ <b>T asks the best from each group to present their ending</b></li> </ul>	<ul style="list-style-type: none"> <li>✧ <b>Ss work into groups of 4 and write their endings</b></li> <li>✧ <b>Each group has to present their ending</b></li> <li>✧ <b>The rest of the class fill out the peer assessment form</b></li> </ul>

	<b>to the whole class and the rest of the class fill out the peer assessment form</b>	
<b>Learning Materials</b>	<b>Worksheets 5-6</b>	<b>Worksheets 5-6</b>
<b>Language skills to be developed</b>	<ul style="list-style-type: none"> <li>✧ <b>Speaking</b></li> <li>✧ <b>Listening</b></li> <li>✧ <b>Writing</b></li> </ul>	<ul style="list-style-type: none"> <li>✧ <b>Speaking</b></li> <li>✧ <b>Listening</b></li> <li>✧ <b>Writing</b></li> </ul>
<b>Generic Skills to be developed</b>	<ul style="list-style-type: none"> <li>✧ <b>Collaboration Skills</b></li> <li>✧ <b>Communication Skills</b></li> <li>✧ <b>Critical thinking Skills</b></li> </ul>	<ul style="list-style-type: none"> <li>✧ <b>Collaboration Skills</b></li> <li>✧ <b>Communication Skills</b></li> <li>✧ <b>Critical thinking Skills</b></li> </ul>
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# Version 1

# For more ready students

## Worksheet 1

## Designing an Invitation Card

The following page is an example of the front page of the invitation card that every girl in the empire received for the Dancing Party held at the Palace in the fairy tale *Cinderella*.



Your group thinks that this cover is not good enough. Now re-design the front page of the card in the space provided. You will be asked why your design is better than the others.

## Worksheet 2

Now fill out the back page of this invitation card.

Dear _____,
_____
_____ (message)
_____ (detail 1)
_____ (detail 2)
_____ (detail 3)
Dress code: _____

## Worksheet 3

### Sequencing

Students are asked to open the envelope and take out 8 cut-up paper strips and sequence the strips. Then, each student randomly gets 2. Take turn, starting with Student A, to read aloud the 2 strips. After all 8 strips are read aloud, decide as a group the order of them which tell a story entitled ‘The Costume Party’.

Mike Kane loved parties, so he attended a party invited by someone he didn't know one evening. He was surprised to find it was full of party-goers wearing different masks or costumes.

The host in devil's costume took him to see one of the guests, Philip Sanders who studied in the same high school as Mike's. Philip wore a gray business suit and a dog's head mask.

Philip told Mike of a past event. Mike broke into Philip's locker and put a stolen watch into his coat pocket. That made Philip being expelled from school and he never graduated.

Mike then met a tall woman wearing a simple yellow dress and a cat mask. From her dress and voice, Mike could recognize her. She was his once engaged girlfriend Margaret.

Margaret told Mike all his friends were in the party, just like their engagement party many years ago. That reminded Mike of the past event between them.

After the engagement party, Mike met Jane who came from a rich and powerful family. Mike married Jane so that he could have better career and life. Margaret told Mike that she never married.

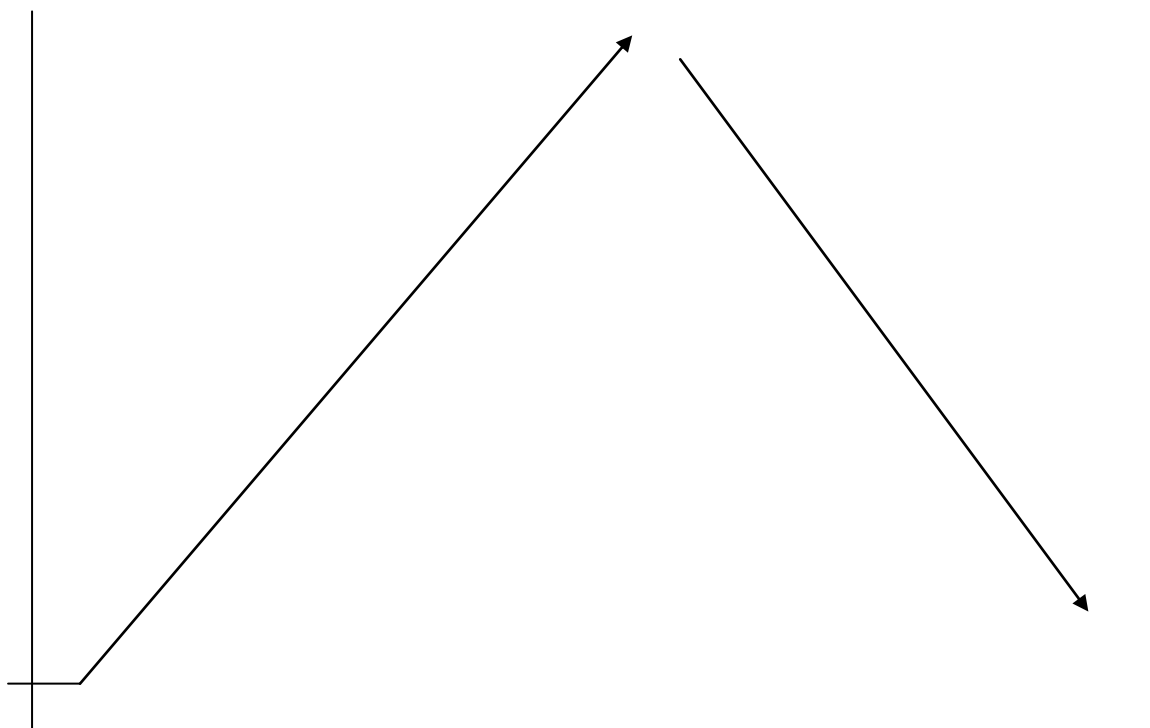
Mike wanted to leave the party. Devil stopped him. He told Mike everybody in the party knew him and had a special reason to be with Mike.

Devil told Mike that the party was the time for Mike to pay up. Every deed has its price. Since Mike had hurt many people in his life, the victims came to collect their price. Mike was forced to stay.

## Worksheet 4

### Plot Structure Activity

Students are asked to match the following vocabulary and the 8 cut-up paper strips on the chart below.

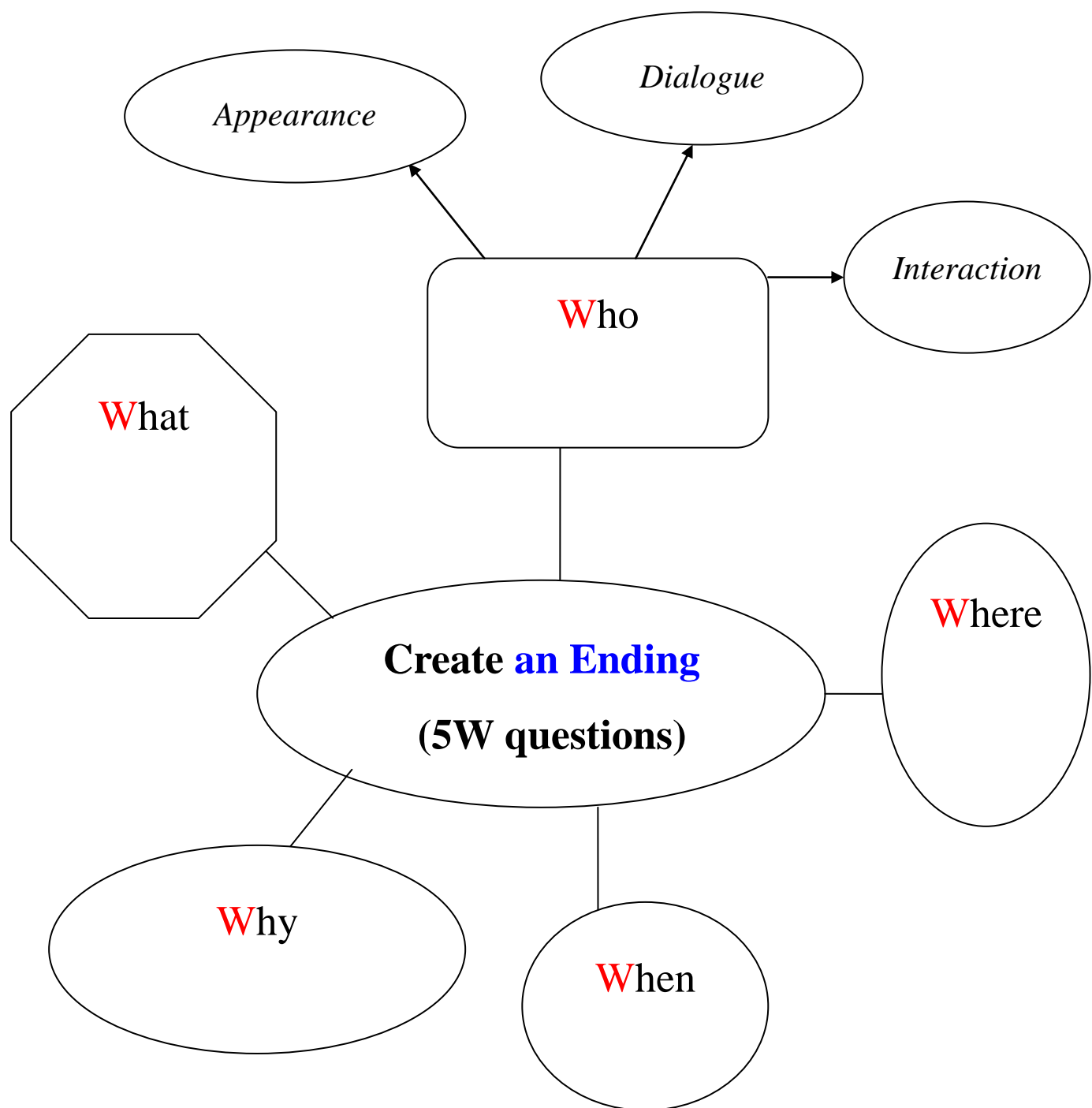


<b>Scene Setting</b>	<b>Falling Action</b>
<b>Rising Action</b>	<b>Resolution</b>
<b>Climax</b>	

## **Worksheet 5**

### **Post-reading (Brainstorm)**

### **For MORE-ready Ss**



## Worksheet 6

### Peer Feedback on Storytelling

Name of the group: \_\_\_\_\_

#### Story Content

#### Grade

Interest	1	2	3	4	5
Creativity	1	2	3	4	5
Structure/ organization	1	2	3	4	5

#### Story-telling skills

Body language (Eye-contact / facial expression / posture)	1	2	3	4	5
Voice (Volume/ intonation/ speed)	1	2	3	4	5

Areas to be improved: \_\_\_\_\_

### Self Assessment (Short Story)

Questions for you to reflect on:

1. Did you enjoy telling a short story? Why or why not?

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2. Did you like sharing ideas and experience with your friends during storytelling lessons? Why or why not?

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3. Have you learnt anything new about reading / writing a short story?



# Version 2

# For less ready students

## Worksheet 1

### Designing an Invitation Card

The following page is an example of the front page of the invitation card that every girl in the empire received for the Dancing Party held at the Palace in the fairy tale *Cinderella*.



Your group thinks that this cover is not good enough. Now re-design the front page of the card in the space provided. (You can use colour pens and stickers to make it nice.)

## Worksheet 2

Now fill out the back page of this invitation card.

Dear _____ (the name of the receiver of this card),
You are cordially invited to the _____ (name of the party) by the _____ (name of the host)
Date: _____
Time: _____
Venue: _____
Dress code: _____ (hint: smart/ casual/ formal/ informal)

### Worksheet 3

Students are asked to open the envelope and take out 8 cut-up paper strips and sequence them. Each student randomly gets 2. Take turn, starting with Student A, to read aloud the 2 strips. After all 8 strips are read aloud, decide as a group the order of them which tell a story entitled 'The Costume Party'.

Mike Kane loved parties, so he joined a party one evening although he didn't know who invited him. It was full of party-goers wearing different masks or costumes.

The host wore a devil's costume. He took Mike to see one of the guests, Philip Sanders. Philip studied in the same high school as Mike's. Philip wore a gray business suit and a dog's head mask.

Philip told Mike of a past event. Mike broke into Philip's locker and put a stolen watch into his coat pocket. The high school expelled Philip and Philip did not finish high school.

Mike then met a tall woman. She was wearing a simple yellow dress and a cat mask. From her dress and voice, Mike knew that she was Margaret. They were once engaged.

Margaret told Mike all his friends were in the party, just like their engagement party many years ago. That reminded Mike of the past event between them.

After the engagement party, Mike met Jane. Jane came from a rich and powerful family. Mike married Jane so that he could have better career and life. Margaret told Mike that she never married.

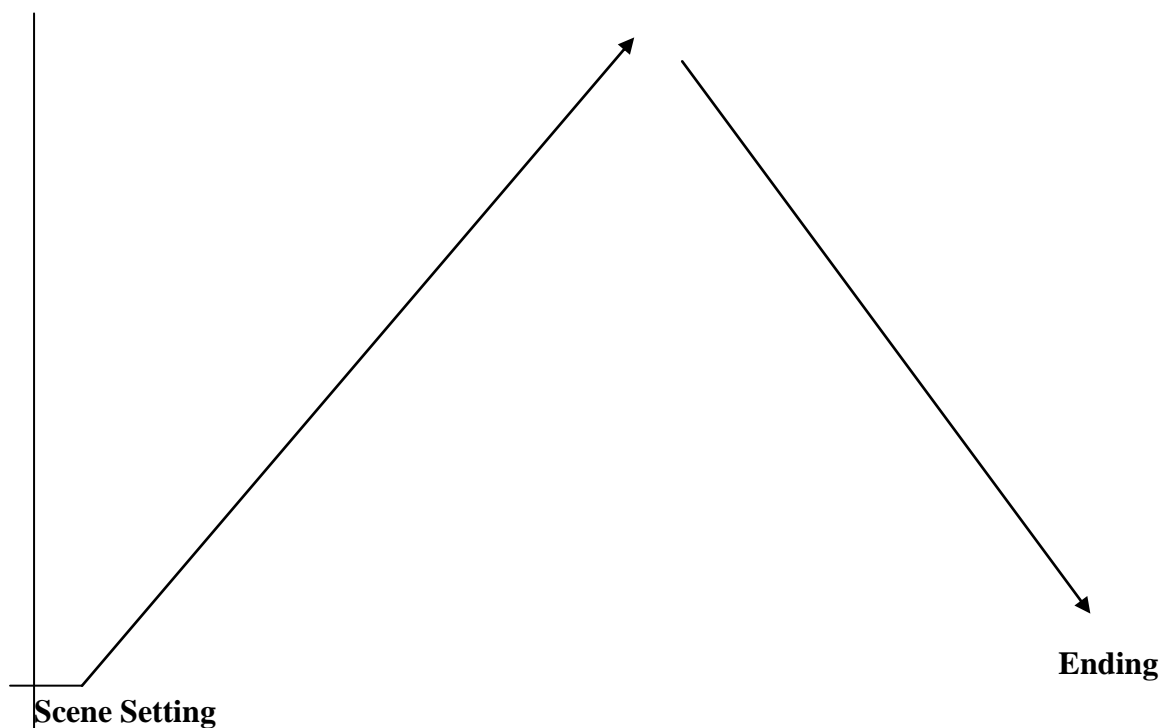
Mike wanted to leave the party. But Devil stopped him. He told Mike that everybody in the party knew him. They came because of Mike.

Devil told Mike that the party was the time for Mike to pay up. Every bad deed has its price. Since Mike had hurt many people in his life, they came to get back their price. Mike was made to stay.

## Worksheet 4

### Plot Structure Activity

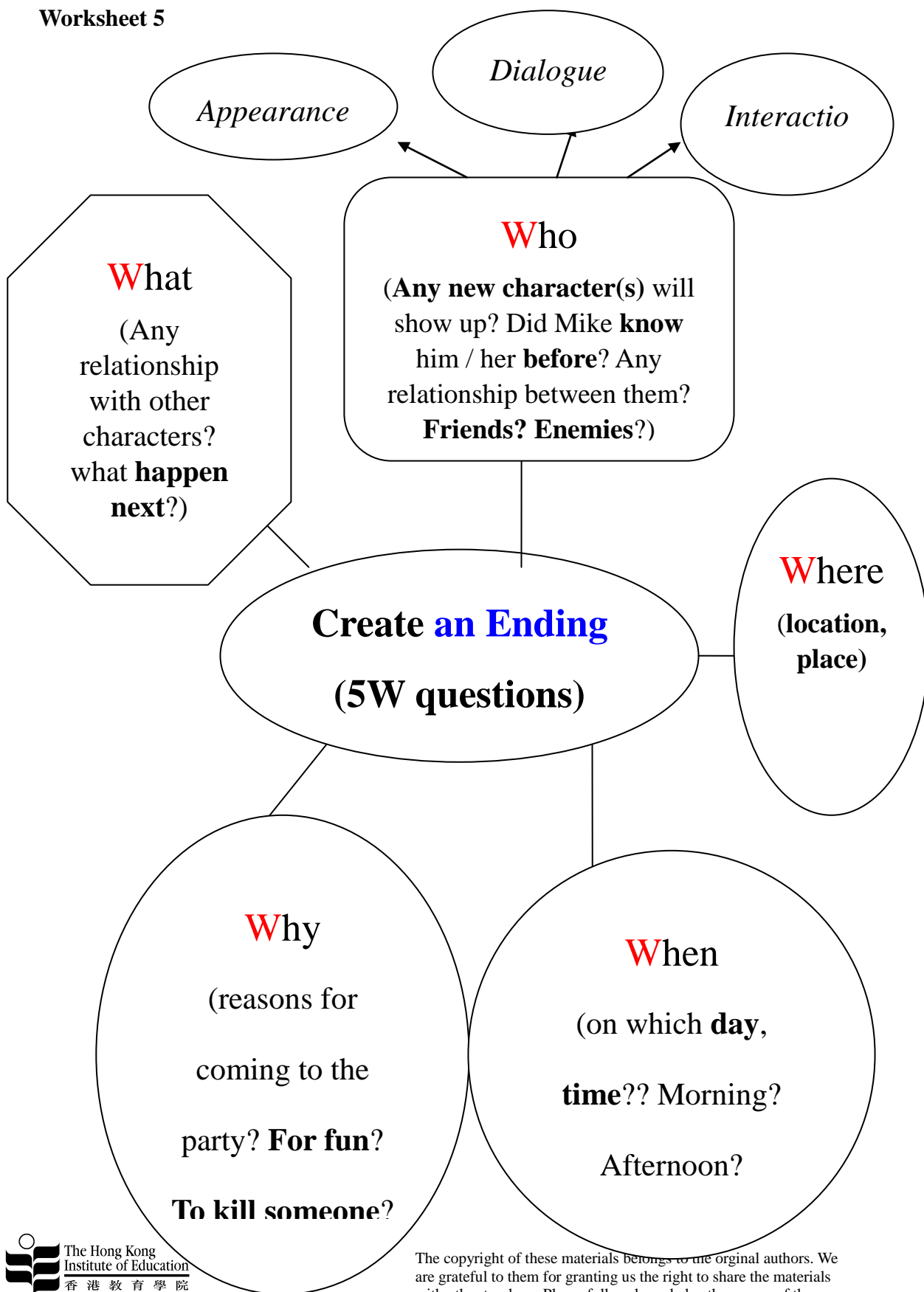
Students are asked to match the following vocabulary and the 8 cut-up paper strips on the chart below.



<b>Climax</b>	<b>Falling Action</b>
<b>Rising Action</b>	



Worksheet 5



## Worksheet 6

### Peer Feedback on Storytelling

Name of the group: \_\_\_\_\_

#### Story Content

#### Grade

Interest	1	2	3	4	5
Creativity	1	2	3	4	5
Structure/ organization	1	2	3	4	5

#### Story-telling skills

Body language (Eye-contact / facial expression / posture)	1	2	3	4	5
Voice (Volume/ intonation/ speed)	1	2	3	4	5

Areas to be improved: \_\_\_\_\_

### Self Assessment (Short Story)

Questions for you to reflect on:

4. Did you enjoy telling a short story? Why or why not?

Yes/ No, because \_\_\_\_\_  
\_\_\_\_\_

5. Did you like sharing ideas and feeling with your friends during storytelling lessons? Why or why not?

Yes/No, because \_\_\_\_\_  
\_\_\_\_\_

6. Have you learnt anything new about reading / writing a short story?