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Name of Activity: Running Dictation

Target learners: 3rd graders

Time required: 40 mins

Aims

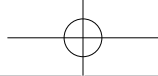
1. Students practice listening, speaking, reading and writing.
2. Ss review the sentences and words they learned.

Materials required & pre-lesson preparation

1. mini-story of the textbook, "Princess Lily's Birthday" (Student Book 2, Happy Story, Hess)
It contains the content of the story covered in the textbook, but paraphrased.
2. animal words written on scraps of paper (ant, bear, cat, dog, elephant, fish, goat, horse, lion, monkey, ox, octopus, pig, rabbit, snake, tiger, etc.)
3. sentences written on scraps of paper and stuck on the walls, cupboards or the blackboard in the classroom
4. Ss' writing books

In class procedure

1. Ss do not know the sentences are from the textbook before the activity.
2. Rules explanation
 - (1) Pair Ss
Ss are grouped by using animal words. Ss take out one scrap of paper and find his/her partner who has the same animal word.
 - (2) Remind Ss that the sentences are numbered. Ss have to number the sentences they copy.
 - (3) One student goes to the sentence, memorizes it, and reads it word by word to the other.
Ss should take turns after they finish one sentence.
 - (4) The students who are writing cannot take their writing books to the sentence.
 - (5) The fastest pair to finish writing all the sentences is the winner. Ss who finish before the end of the game time can read storybooks while waiting for the others.
3. Monitor Ss while they are doing the activity. Help Ss who cannot say the words correctly.
Check the spelling for fast players.



Lesson Activity Resource Pack for Taipei County Elementary School English Teachers

Follow up

1. Leave eight to ten minutes before break time.
2. Ask Ss “How many sentences did you write down?”
3. Compliment Ss’ hard-work.

I did this activity this June. One student who was in a lower level could not read the words correctly most of the time. He called me a lot to help him read the words. I helped him and also taught him that he could spell the word if he was not quite sure about the pronunciation. It was a good practice for him. I think he enjoyed the activity as well and felt a sense of achievement when he finished reading the words/sentences.

4. Read all the sentences with Ss. Ss look at their writing books and check the words while reading. Check the spelling of the difficult words for Ss.
5. Check if Ss know the meanings of the sentences.
6. Ask Ss read the mini-story at home as review and double check. They have to listen to CD as well.

