

New Taipei City English Wonderland Guang Fu Campus

新北市英速魔法學院課程設計表

Lesson Plan

單元主題 Unit Theme	PE	領域 Subject	Sailors and Ships LESSON 1- Sink the ship. LESSON 2- I see a sailor.
教學對象 Target Audience	5 th graders	設計者 Course Planner	Karien de Villiers
任教班級 Class	Regular Camp 2018	教材來源 Source of Class Materials	<u>PC</u> : Laminated A4 Vocabulary cards. (with sticky magnets) <u>Other</u> : 4different color tape for floor. <u>Store room</u> : 30 balls, 4 bibs, 16 cones, white board and markers.
教學時間 Course Duration and Time	Two classes/ 50min		
教材分析 Resources Analysis	"N/A".		
單元目標 Course Objective	<ol style="list-style-type: none"> 1. Expanding English vocabulary. Learning unfamiliar words. 2. Speaking and pronunciation of English with confidence, using unfamiliar words learned 3. Be active and competitive. 		

	4. Have fun.			
教學目標 Teaching Objective	1-1-7. Be able to understand words used in class and daily communication 2-1-3 Be able to pronounce the vocabulary taught 5-1-5 Be able to understand simple daily communications and make suitable responses. 6-1-1 Participate enthusiastically in all classroom activities 6-1-5 Be able to utilize nonverbal messages presented in the environment to help English learning. 6-1-8 Ask questions enthusiastically. 6-1-9 Eagerness to incorporate English into daily lives. 6-1-12 Actively participates in English activities. 6-1-13 Be able to complete tasks given by teacher diligently.			
教學資源 Class resources	- PC for power point presentation - White board and markers for score keeping and vocabulary cards. - All store room equipment			
具體目標 Objective	教學過程及活動 Class Activities	教學資源 Teaching Materials	時間 Duration	備註 Notes

<p><u>DAY 1: LESSON 1</u></p> <p>1-1-7. Be able to understand words used in class and daily communication</p> <p>5-1-5 Be able to understand simple daily communications and make suitable responses.</p>	<p><u>LESSON 1: Sink the Ship</u></p> <p><u>ENGAGE PHASE:</u></p> <p>-Meet and greet!</p> <p>-Establish class rules</p> <p>-Introduction:</p> <p><u>Pose questions:</u></p> <ol style="list-style-type: none"> 1) What is a ship? - Transporting things on water 2) What do we call people on the ship? -passengers/sailors/pirates 3) Who has been on a ship? 		<p>10min</p>	<p>-Elicit thinking and speaking in English.</p> <p>-To build <u>rapport</u> with the students.</p> <p>-Get students <u>engage</u>.</p> <p>-Set them at ease/<u>relaxed</u> and have <u>fun</u>.</p> <p>- <u>assess pre-existing knowledge</u>.</p>
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<p>2-1-3 Be able to pronounce the vocabulary taught: Team/sailor/captain/ball fetcher/ship/square/attack/defend Cones/knock over/jumping jacks opponents</p> <p>5-1-5 Be able to understand simple daily communications and make suitable responses.</p> <p>6-1-1 Participate enthusiastically in all classroom activities</p> <p>6-1-5 Be able to utilize nonverbal messages presented in the environment to help English learning.</p> <p>6-1-8 Ask questions enthusiastically.</p>	<p><u>STUDY PHASE:</u></p> <p>1) <u>Teacher explain the vocabulary</u></p> <p>2) <u>Teacher demonstrate the game:</u></p> <p>-4teams of sailors,1 captain and 1 ball fetcher</p> <p>-4ships outlined on gym floor.</p> <p>-4 cones on the corners of each square shaped ship</p> <p>-teams will attack and defend their ships by trying to throw /knock over the 4 cones of opponent's ship.</p> <p>-if this happens the team must do 25 jumping jacks to get back in the game.</p> <p><u>Student responses:</u></p> <p>-model chorus drilling.</p> <p>-Free to ask questions.</p>	<p>-Whiteboard</p> <p>-markers</p> <p>-Vocabulary cards</p>	<p>20min</p>	<p>-Explanation of the game is the actual <u>lesson point</u>- using an interesting combat game to learn unfamiliar words.</p> <p>-<u>Vocabulary cards on the white board</u> have English and Chinese, for immediate clarification but Teacher <u>doesn't use their native language</u> at all.</p> <p>-use <u>gesture</u></p> <p>-<u>speak slow /clearly</u></p> <p>-students <u>repeat vocab out loud.</u></p> <p>- check <u>pronunciation.</u></p> <p>-<u>repetition</u></p> <p>-<u>chorus drilling</u> again as we review.</p> <p>-<u>learners fill in the "gap"</u> as teacher complete sentence by indicating the correct vocab for the gap.</p> <p>-<u>controlled</u> phase where <u>teacher</u></p> <p>-<u>student interaction</u> is high.</p> <p>-teacher is <u>model</u></p> <p>-<u>accuracy</u> in pronunciation is important.</p>
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<p><u>DAY 2 LESSON 2</u></p> <p>1-1-7. Be able to understand words used in class and daily communication</p> <p>5-1-5 Be able to understand simple daily communications and make suitable responses.</p>	<p>LESSON 2 : I see a sailor.</p> <p>ENGAGE PHASE:</p> <p>-Meet and greet!</p> <p>-Review/revise new vocab learned day 1 by prompting what they can remember.</p> <p>-explain that the game of today will be similar to 'one, two, three...wooden puppet!'</p>	<p>white board/markers</p> <p>-Vocab word c</p>	<p>10min</p>	<p>-<u>Elicit</u> thinking and speaking in English.</p> <p>-To build <u>rapport</u> with the students.</p> <p>-Get students <u>engage</u>.</p> <p>-Set them at ease/<u>relaxed</u> and have <u>fun</u>.</p> <p>- <u>assess pre-existing knowledge</u>.</p>
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<p>2-1-3 Be able to pronounce the vocabulary taught Safe/save/steal/stole/stolen Pirates/sailors/defend/attack “I see a sailor”/move back/don’t move</p> <p>5-1-5 Be able to understand simple daily communications and make suitable responses.</p> <p>6-1-5 Be able to utilize nonverbal messages presented in the environment to help English learning.</p> <p>6-1-8 Ask questions enthusiastically.</p>	<p>STUDY PHASE:</p> <p>-1) <u>Teacher explain the vocabulary</u></p> <p>2) <u>Teacher explain</u> -difference between safe and save -Steal/stole/stolen</p> <p>3) <u>Explain the game</u> -2 pirates will defend the stolen balls on one side of the gym -rest of the sailors on other side will attack the pirates to steal the balls back</p> <p>-GAME: -2 pirates close their eyes and while they shout out loud “I see a sailor” -When they open their eyes the sailors that moves are out and must start at the back again. -sailors steal balls back and game starts again with different pirates.</p> <p>Student response : -students repeat new vocab and model with teacher. -Ask questions</p>	<p>-Whiteboard/ -markers -Vocabulary cards -power point demo</p>	<p>20min</p>	<p>-<u>connecting with previous lesson.</u> -<u>vocab cards</u> help with <u>recognition</u> and <u>drilling</u> for <u>pronunciation</u> -Explanation of the move is the actual <u>lesson point-</u> using an interesting game to learn unfamiliar words. -<u>Vocabulary cards on the white board</u> have English and Chinese, for immediate clarification- -Teacher doesn’t use their native language at all. -use <u>gesture</u> -<u>speak slow /clearly</u> -students <u>repeat vocab out loud.</u> - check <u>pronunciation.</u> -<u>repetition</u> -<u>chorus drilling</u> again as we go over rules again. -<u>learners fill in the “gap”</u> as teacher complete sentence by indicating the correct vocab for the gap. -<u>controlled</u> phase where <u>teacher</u> -<u>student interaction</u> is high. -teacher is <u>model</u> -<u>accuracy</u> in pronunciation is important.</p>
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<p>6-1-8 Ask questions enthusiastically.</p> <p>6-1-12 Actively participate in English activities.</p> <p>6-1-13 Be able to complete tasks given by teacher diligently.</p>	<p>-Answer provoking questions posed by teacher to elicit unders</p> <p>ACTIVATE PHASE</p> <p>ALWAYS: Start with warm up stretches</p> <p>-Students get ready and actively take part in doing /acting out the game</p> <ul style="list-style-type: none"> - Teacher positions 2 pirates with bibs. - Opposing sailors on other side of the gym. - Engage in playing the game by controlling it with a whistle. - After the whistle blows pirates talk and sailors move forward. <p>Pack up and greet:</p> <p>-All-star students are picked and allocated.</p> <p>-Students drink water and get bags</p>	<p>-power point demo and drums</p>	<p>20min</p>	<p>During this phase, the student to student <u>talk time is high.</u></p> <p>-<u>teacher less invasive/more facilitating.</u></p> <p>-changing the <u>way the sailors attack</u> by letting them jump on one leg and <u>alternating with different moves.</u></p> <p>-Students get to <u>practice new vocabulary</u> learned in a <u>safe</u> and <u>free</u> environment /context.</p> <p>- <u>Fluency</u> is more important than accuracy</p>
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