

New Taipei City English Wonderland – GuangFu Campus

新北市英速魔法學院課程活動設計表

Lesson Plan

單元主題 Unit Theme	Giving Directions	領域 Subject	Giving Directions:
教學對象 Target Audience	5 th grade	設計者 Course Planner	Greg Murphy
任教班級 Class	Spring Camp	教材來源 Source of Class Materials	<p>Provided by me: Scratch games, Makey-makey kit #1, PowerPoint, macbook, “two dance floors”, and worksheets.</p> <p>Wonderland: Makey-makey kit 2 (already acquired), drum set, hand drums, tambourine, maracas, whiteboard, PA system, projector, PC laptop, and PC desktop.</p>
教學時間 Course Duration and Time	40 minutes		
教材分析 Resources Analysis	<p>Makey-makey #2, Scratch program, conductive tape, and wiring used to create interactive “game pad” for the scratch video game activity.</p> <p>Hand drums outfitted with sample triggers used for both pronunciation practice and second Scratch game.</p> <p>Powerpoint slides provide the hook and visual prompt for the vocabulary and grammar introduction.</p>		
單元目標 Course Objective	<ul style="list-style-type: none"> ●2-1-3 Be able to pronounce the vocabularies taught. ●2-1-5 Be able to utilize vocabularies taught. ●2-1-9 Be able to ask, answer and describe in English 		

<p>教學目標 Class Objective</p>	<ul style="list-style-type: none"> •Lesson one: by the end of the lesson students should be able to understand basic directions (up, down, left and right.) •Lesson two: by the end of lesson two students should be able to understand and formulate command having to do with directions, e.g. turn/go right and stop. 			
<p>教學資源 Class Resources</p>	<p>Provided by me: Scratch games, Makey-makey kit #1, PowerPoint, macbook, “Makey-makey dance floor”, and worksheets.</p> <p>Wonderland: Makey-makey kit 2 (already acquired), drum set, hand drums, tambourine, maracas, whiteboard, PA system, projector, PC laptop, and PC desktop.</p>			
<p>具體目標 Objective</p>	<p>教學過程及活動 Class Activities</p>	<p>教學資源 Class Resources</p>	<p>時間 Duration</p>	<p>備註 Notes</p>

<p>Assess preexisting knowledge, foster a need to know lesson objective, and break the ice to make a positive learning environment.</p> <p>Elicit vocabulary through game requiring students to read and construct grammatically correct sentences.</p> <p>Practice English pronunciation, specifically syllable stress and rhythm. Encourage students to hear the rhythmic quality of English</p>	<p>~Day 1~</p> <p>Hook/Icebreaker:</p> <ol style="list-style-type: none"> 1. Display map of town in PowerPoint. Challenge students to find the treasure. <p>Direct instruction:</p> <ol style="list-style-type: none"> 1. Using the same map, ask students to arrange magnet words into a sentence that describes the route drawn on the map. If students are comfortable with concept turn activity into competitive game. 2. Group students into two teams. The team that successfully arranges words in the correct order wins. Review teams' answers and check for comprehension using meaning check questions. <p>Pronunciation Practice:</p> <ol style="list-style-type: none"> 1. Move over to the whiteboard/drum circle. Challenge students to recall the directions from the previous game. Write these on the board. 2. Ask students to read the sentence. Demonstrate the same sentences read with syllable stress. Underline syllables in the written sentences. 3. Sit at drum circle. Reinforce syllable stress through drumming exercise. Challenge 	<p>~Day 1~</p> <p>PowerPoint</p> <p>PowerPoint</p> <p>Projector, drums, maracas, Scratch game, and tambourines (already in classroom).</p>	<p>5 min</p> <p>10 min</p> <p>20 min</p> <p>15 min</p>	<p>~Day 1~</p> <p>Differentiate for struggling, if necessary, by displaying a reference poster with vocabulary bank.</p>
--	---	---	--	---

<p>Appeal to kinesthetic, visual and auditory intelligences.</p>	<p>students to chant the sentences while hitting the drum on the stresses.</p> <p>4. Follow this with additional drum games, e.g. “last syllable” game where students are instructed to hit the drum on the last syllable of the sentence.</p> <p>Group Practice:</p> <p>Open-ended activity:</p> <ol style="list-style-type: none"> 1. Move over to the Makey-makey dance floor and introduce students to the 3-D scratch game. 2. Divide students into two teams. Students compete to control the characters on screen using the Makey-makey “dance floor”. The must read the words without the help of arrows. 	<p>My remote control painting program, paper, and markers</p>	<p>15 min</p>	<p>Differentiate for advanced students by challenging them with a time limit.</p>
<p>Reactivate vocabulary from day 1 exercises. Foster a need to know lesson objective and create positive learning environment.</p>	<p>~Day 2~</p> <p>Hook/Icebreaker:</p> <ol style="list-style-type: none"> 1. Play haunted maze game. Game is projected on screen. Students instruct me where to go, e.g. go left, go up, etc. <p>Direct instruction: Introduce vocabulary:</p> <ol style="list-style-type: none"> 1. Move students to whiteboard area. 2. Draw map on whiteboard. Check for 	<p>Haunted Maze Game.</p>	<p>7 min</p>	<p>If there are student with disabilities consider turning the volume low.</p>

<p>Challenge students to apply target language from lessons one and two in an open-ended scenario.</p>	<p>comprehension, e.g. “what is this?” “it’s a car.”</p> <p>3. Challenge students to recall the directions from the previous day to describe the route drawn on the board while introducing new grammar, e.g. Turn right and then stop.”</p> <p>Pronunciation Practice:</p> <ol style="list-style-type: none"> 1. Like on day one, ask students to read the sentences. Demonstrate the same sentences read with syllable stress. Underline syllables in the written sentences. 5. Sit at drum circle. Reinforce syllable stress through drumming exercise. Challenge students to chant the sentences while hitting the drum on the stresses. 6. Follow this with the “last syllable” game where students are instructed to hit the drum on the last syllable of the sentence. On the second day this must focus on longer sentences that use new vocabulary. 7. Provide students a break with a quick drum circle session. 			
<p>Appeal to visual and auditory intelligences. Help student internalize vocabulary by hearing the sound and</p>	<p>Group Practice:</p> <ol style="list-style-type: none"> 1. Using homemade “remote-control drawing” software, play a game of charades. 	<p>My remote control painting program, paper,</p>		

watching its corresponding movement.

2. Model activity by showing class how video game controller triggers audio samples that give directions, e.g. up, down, left, right. Show them a picture. And “draw” the outline using the control pad.
3. Choose a student to control the video game control pad. Give them a picture and instruct him/her to copy it using the joystick.
4. Instruct class to guess what I am drawing while listening to the audio sample triggered by the student.

Open-ended activity:

1. Move over to the Makey-makey dance floor and introduce students to the 3-D scratch game.
2. Divide students into two teams. Students compete to control the characters on screen using the Makey-makey “dance floor”. The must read the words without the help of arrows.

Extension activity:

If there is time left over use gap-fill exercise

and markers