

New Taipei City English Wonderland – GuangFu Campus

2017 Fall Semester Camp

新北市英速魔法學院 106 學年度下學期課程教學設計 9-01 梯

Lesson Plan

單元主題 Unit Theme	Biomes and Communities	領域 Subject	World Culture
教學對象 Target Audience	Grade 5	設計者 Course Planner	Peter Cicco
任教班級 Class	September 2017	教材來源 Source of Class Materials	www.bogglesworldesl.com www.pinterest.com http://www.edu.gov.on.ca/eng/curriculum/elementary/subjects.html Supporting English Language Learners A practical guide for Ontario educators Grades 1 to 8 http://www.edu.gov.on.ca/eng/curriculum/elementary/sshg18curr2013.pdf www.rebeccareid.com www.worksheetplace.com www.teacherspayteachers.com https://askabiologist.asu.edu/explore/biomes
教學時間 Course Duration and Time	Day 1 and 2 – 50 minutes per class		
教材分析 Resources Analysis	N/A		
單元目標 Course Objective	Introduce students to various regions of the world Discover new living communities in different countries Understand the importance of environment and the difference between them		

GRADE 5 | ORAL COMMUNICATION

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

GRADE 5 | READING

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

GRADE 5 | MEDIA LITERACY

1. demonstrate an understanding of a variety of media texts;

Table A2.1: ESL, Grades 4 to 6 – Listening

Stage 1 Students understand basic spoken English. They:

- follow simple directions with support from visual cues
- respond to short, simple questions
- respond briefly to short, simple stories, songs, and poems – respond to familiar conversational topics using single words and short phrases
- respond to familiar words, names, phrases, tones of voice, and basic classroom instructions when spoken slowly and clearly

Stage 2 Students understand key information presented in highly supported contexts in a variety of settings. They:

- begin to respond to unseen speakers (e.g., on the telephone)
- correctly interpret frequently used verb tenses
- participate in social conversations on familiar topics
- request clarification when necessary
- respond appropriately to body language, tone of voice, pauses, stress, and intonation
- understand key vocabulary and concepts related to specific subjects or themes
- understand main ideas in visually supported oral presentations containing familiar vocabulary

Strand A. Physical Patterns in a Changing World GEOGRAPHY

	<p>A3. demonstrate an understanding of significant patterns in Earth's physical features and of some natural processes and human activities that create and change those features</p>
<p>教學目標 Teaching Objective</p>	<p>GRADE 5 ORAL COMMUNICATION</p> <p>1. Listening to Understand</p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups</p> <p>1.4 demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details</p> <p>1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them</p> <p>2. Speaking to Communicate</p> <p>2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large group discussions</p> <p>GRADE 5 READING</p> <p>1. Reading for Meaning</p> <p>1.5 use stated and implied ideas in texts to make inferences and construct meaning</p> <p>1.8 make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views</p> <p>1. Understanding Media Texts</p> <p>1.1 identify the purpose and audience for a variety of media texts</p> <p>1.2 use overt and implied messages to draw inferences and construct meaning in media texts</p> <p>A3. Understanding Geographic Context: Patterns in the Physical Environment</p> <p>FOCUS ON:</p>

	<p>it. We need to search this information. Everyone will have a chance to try to find some interesting facts. It will be a great thing to find some cool places to travel to. Here are some special places in the earth.</p> <p>Taiga, Desert, Rainforest, Prairie, Savanna, Tundra, Ocean</p> <p>Let's learn how to understand them</p> <p>What countries are cold? Cold. Show me what is "cold" Where is it cold? (point to giant map on floor)</p> <p>What countries are hot? Hit. Show me what is "Hot" Where is it Hot? (point to giant map on floor)</p> <p>What countries are Rainy? Rainy. What is "Rainy"? Where is it Rainy? (point to giant map on floor)</p> <p>What countries are dry? Dry. What is "Dry"?</p>			<p>Students will travel in the class and use the floor map to justify the flashcard /slide/action</p> <p>Students will listen to the teacher prompts and move accordingly if they can. If they are incorrect they will move off of the larger group and sit out.</p> <p>Last 5 students will earn Allstar point</p> <p>Students will repeat in position on the map the word/action</p> <p>Students will identify different places with the same characteristics</p>
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	<p>Where is it dry? (point to giant map on floor)</p> <p>What countries have TROPICAL LEAF TREES?</p> <p>TROPICAL LEAF TREES. What are “TROPICAL LEAF TREES”?</p> <p>Where are the TROPICAL LEAF TREES? (point to giant map on floor)</p> <p>What countries have Gorillas/Apes? Gorillas/Apes. What is “an Ape/ a Gorilla”?</p> <p>Where are the Apes/Gorillas?</p> <p>What countries have Camels? Camels. What is a “Camel”?</p> <p>Where are the Camels?</p> <p>What countries have EVERGREEN TREES/Christmas Trees? EVERGREEN TREES/Christmas Trees. What are “EVERGREEN TREES/Christmas Trees”?</p> <p>Where are the EVERGREEN TREES/Christmas Trees? (point to giant map on floor)</p> <p>You can see there are many</p>			
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different kinds of places in the world. All these different places have different things. We are going to play a game now. I have shown you where it is COLD, HOT, TROPICAL LEAF TREES, DRY, GORILLAS/APES, CAMELS, EVERGREEN TREES/Christmas Trees. I am going to show you a picture or point to a place on the map. You will say what it is and move to an area where the picture or same things are on the map. If you go to the wrong spot, you will have to sit out. The last 5 students will get an All-star point. They will be the All-stars.

(Show flash card pictures of different areas including bonus cards with unmentioned areas. See where the students go and play the game until over. If not over, Paper, scissor, stone to last 5 students)

	<p>If there is extra time, go into more detail with Food or animals that live in the specific Biomes and why they are in those places. Can be adjusted according for time.</p> <p>Now that we have learned about the many places, we can have an idea of some interesting places we can travel in the world.</p> <p>In the world, all the different places are very special because of the environment. The different weather, food, animals, plants and climate can make many different things happen. What is over here? (Jump to place on map) Over here? (Jump to place on map) Over here? (jump to place on map)</p> <p>Don't forget!!! The world is awesome!</p>		5-10min	Students will respond accordingly
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<p style="text-align: center;"><u>Day 2</u></p> <p>Today I will learn...</p> <ul style="list-style-type: none"> • How to read a question • How to develop an idea • How to research and discover the differences of community on Earth 	<p style="text-align: center;"><u>Day 2</u></p> <p>There are many different places that exist in the world. Each is very special and has many things to learn about it. We need to search this information. Everyone will have a chance to try to find some interesting facts. It will be a great thing to find some cool places to travel to. Here are some special places in the earth.</p> <p>Taiga, Desert, Rainforest, Prairie, Savanna, Tundra, Ocean</p> <p>What countries are cold? Cold. Show me what is “cold” Where is it cold? (point to giant map on floor)</p> <p>What countries are hot? Hit. Show me what is “Hot” Where is it Hot? (point to giant map on floor)</p> <p>What countries are Rainy?</p>	<p style="text-align: center;"><u>Day 2</u></p> <ul style="list-style-type: none"> • Photos taken from computer, projector and screen (if possible, not essential), Flashcards • World Map flooring • Whiteboard • Projector <p>Powerpoint/Prezi slides</p>	<p style="text-align: center;"><u>Day 2</u></p>	<p>Students are listening to questions and instructions. Students will acknowledge questions on Who, What, Where, How. Students will respond accordingly if they can answer.</p> <p>Students will watch the words and actions said by teacher with flash cards and/or slides.</p> <p>Students will travel in the class and use the floor map to justify the flashcard /slide/action</p> <p>Students will listen to the teacher prompts and move accordingly if they can. If they are incorrect they will move off of the larger group and sit out.</p> <p>Students with the first set of correct biomes win</p>
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	<p>Rainy. What is “Rainy”? Where is it Rainy? (point to giant map on floor) What countries are dry? Dry. What is “Dry”? Where is it dry? (point to giant map on floor) What countries have TROPICAL LEAF TREES? TROPICAL LEAF TREES. What are “TROPICAL LEAF TREES”? Where are the TROPICAL LEAF TREES? (point to giant map on floor) What countries have Gorillas/Apes? Gorillas/Apes. What is “an Ape/ a Gorilla”? Where are the Apes/Gorillas? What countries have Camels? Camels. What is a “Camel”? Where are the Camels? What countries have EVERGREEN TREES/Christmas Trees? EVERGREEN TREES/Christmas Trees. What are “EVERGREEN TREES/Christmas Trees”?</p>			<p>Students will identify different places with the same characteristics</p> <p>Students will respond accordingly</p>
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**Where are the EVERGREEN TREES/Christmas Trees?
(point to giant map on floor)**

You can see there are many different kinds of places in the world. All these different places have different things. We are going to play a game now. I have shown you where it is COLD, HOT, TROPICAL LEAF TREES, DRY, GORILLAS/APES, CAMELS, EVERGREEN TREES/Christmas Trees. Today you will have to find the right things to match the right BIOME. I will scatter cards all over the room. You must be able to identify 3 full biomes. This means you must Show me:

**Where is the Biome. What is it like there? (cliymate, etc)
What animals you can find.
What kind of plants you can find.
And you must colour in on your map the country (or**

countries) you know where the animals and biome are.

**(show example of cards matching chart) Weather, location, Plants, Animals on the top
3 random biome names on the side**

You will come up to me and pick 3 Biome names out of the box. You cannot look. We will look together. You have 10 minutes to find everything then we will check out your answers and map.

**(students will pick random names from hat and have biome map to colour)
Find your biome!!**

In the world, all the different places are very special because of the environment. The different weather, food, animals, plants and climate

	<p>can make many different things happen. What is over here? (Jump to place on map) Over here? (Jump to place on map) Over here? (jump to place on map) Don't forget!!! The world is awesome!</p>			
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