

## 2018 Spring New Taipei City English Wonderland Qianhua Regular Campus

新北市英速魔法學院乾華校區一般平日梯隊活動設計

Course Activity Planning

For 2018/3-2018/6

堂次 Class	Class 1 – Australian culture	領域 Subject	Culture
單元主題 Unit Theme	General English	設計者 Course Planner	Daniel Ogden
教學對象 Target Audience	5 <sup>th</sup> grade students	教材來源 Source of Class Materials	Teacher created/Quinhua
教學時間 Course Duration and Time	Fifty minute class (3 teacher team)		
單元目標 Course Objective	Happy memories will be created via their supportive English learning hence encouraging a greater confidence and will to want to learn and use in English in the future. Key age appropriate English will be practiced with a stronger focus on verbal communication in a friendly and supportive environment according to the particular subject of the class.		
教學目標 Class Objective	Use student's natural curiosity to share interesting aspects of Australian culture whilst also learning English. Class should be fun, engaging and interesting to perhaps inspire students to want to better their English to have the opportunity to visit Australia in the future.		
教學資源 Class Resources	PPT of Australian animals, landmarks and food Models of vocabulary and key sentences for Australian animals, landmarks and food Memory cards		

具體目標 Objective	教學過程及活動 Class Activities	教學資源 Class Resources	時間 Duration	備註 Notes
<p>1. Friendly introduction to help the students feel welcome and comfortable. Set clear rules and rewards for students to follow.</p> <p>2, 5 &amp; 8. Providing new meaningful information and knowledge.</p> <p>4, 7 &amp; 9. Fun game which allows them to practice simple, common conversational dialogue with each other with unique culture specific vocabulary.</p> <p>10. Refocus and reflect on key Australian vocabulary to promote success for the next activity.</p> <p>11. Engaging game which allows students to practice unique culture specific vocabulary.</p>	<ol style="list-style-type: none"> <li>1. Welcome students and explain the class point system</li> <li>2. Show ppt. 1: Australian food (pie, bbq, roast, lasagne, pavlova &amp; sausage)</li> <li>3. Practice and model the sentence G'day, what do you like to eat? I like to eat ____.</li> <li>4. Play the *paper, scissor, stone game (see description below).</li> <li>5. Show ppt. 2: Landmarks (Uluru, Opera House, Great Barrier reef, MCG, blue mountains, Cooperpedy)</li> <li>6. Practice and model the sentence G'day, where would you like to visit? I would like to visit _____</li> <li>7. Play the *paper, scissor, stone game (see description below).</li> <li>8. Show ppt. 3: animals (Koala, Kangaroo, Dingo, Wombat, Echidna, Platypus)</li> <li>9. Play the *paper, scissor, stone game (see description below).</li> <li>10. Review all the key Australian food; landmarks and animal vocabulary.</li> <li>11. Memory matching game, in pairs students have pairs of cards of all the key vocab taught during the class. Students take it in turns to try to find matching pairs when cards are faced down.</li> <li>12. Count points and review what was learnt.</li> </ol> <p>*Paper, scissor stone game: Students start with 3 money coins need to walk around and ask random peers an English question, their peer answers in English and then asks the same question back in which the original student answers. Afterwards they play paper, scissor, stone – the winner gets \$ from the loser. Students then go and find another classmate to ask the question. If they run out of money they then can ask the teacher a question, if the beat the teacher they will receive 3 more coins if they lose they only receive 1 more coin.</p>	<p>PPT of Austalian animals, landmarks and food</p> <p>Models of vocabulary and key sentences for Australian animals, landmarks and food</p> <p>Memory cards</p>	<p>2 min</p> <p>5 min</p> <p>3 min</p> <p>5 min</p> <p>5 min</p> <p>3 min</p> <p>5 min</p> <p>5 min</p> <p>5 min</p> <p>10 min</p> <p>5 min</p>	

堂次 Class	Class 2 – Are you serious?	領域 Subject	Nouns, verbs and adjectives
單元主題 Unit Theme	General English	設計者 Course Planner	Daniel Ogden
教學對象 Target Audience	5 <sup>th</sup> grade students	教材來源 Source of Class Materials	Teacher created/ school provided
教學時間 Course Duration and Time	Fifty minute class (3 teacher team)		
單元目標 Course Objective	Happy memories will be created via their supportive English learning hence encouraging a greater confidence and will to want to learn and use in English in the future. Key age appropriate English will be practiced with a stronger focus on verbal communication in a friendly and supportive environment according to the particular subject of the class.		
教學目標 Class Objective	Students will understand what a verb, noun and adjective is; create new nouns; verbs and adjectives from prior knowledge and understanding; then share their creation with their peers via a conversational dialogue.		
教學資源 Class Resources	Activity Worksheets Scrap paper Model examples of verbs, adjectives and nouns		

具體目標 Objective	教學過程及活動 Class Activities	教學資源 Class Resources	時間 Duration	備註 Notes
<p>1. Friendly introduction to help the students feel welcome and comfortable</p> <p>2. Necessary for the activity</p> <p>3. Model nouns, use student's prior knowledge to build the model and demonstrate noun examples</p> <p>4. Model verbs, use student's prior knowledge to build the model and demonstrate verb examples</p> <p>5. Model adjectives, use student's prior knowledge to build the model and demonstrate adjective examples</p> <p>8. Enforce rules, assist with English pronunciation and help those students which do not understand.</p> <p>9. Reflect on what was learned to reinforce understanding.</p>	<p>1. Roll call and settle students.</p> <p>2. Start by asking the students to write the numbers 1-6 on their scrap paper.</p> <p>3. Ask students: 'what is a noun?' Ask some students to provide examples of nouns. Next, for the numbers 1-2 on their nametags ask the students to write 2 different nouns, any nouns they would like to write.</p> <p>4. Ask students: 'what is a verb?' have some students call out examples of verbs. For the numbers 3- 4 on their nametags, ask the students to write any verb they would like to write.</p> <p>5. Ask students: 'What is an adjective?' Again ask for examples of adjectives then a have them write adjectives for the numbers 5-6.</p> <p>6. Have students put away their pens and pencils.</p> <p>7. Model the 'Are You Serious?' bingo sheet explaining these rules:  a) You need to ask other students questions in English from the bingo sheet, when you receive an answer you record it on your paper.  b) If you are asked a question, you need to answer using ONLY the words you wrote previously on the back of your scrap paper and the corresponding number. You cannot change your words.  c) You can only ask one person one question.  e) Try to complete the whole paper, in the time given.  Questions to be asked: What do you like to eat? Where do live? What can't you do? How do you travel to school? How do you feel? Who is your teacher?</p> <p>8. Let students try and assist where necessary</p> <p>9. When time is up, ask if any student wants to share their findings.</p>	<p>Activity Worksheet</p> <p>Scrap paper</p> <p>Model examples of verbs, adjectives and nouns</p>	<p>2 minutes</p> <p>3 minutes</p> <p>3 minutes</p> <p>3 minutes</p> <p>3 minutes</p> <p>1 minutes</p> <p>5 minutes</p> <p>20 minutes</p> <p>5 minutes</p>	

堂次 Class	Class 3 - Who am I?	領域 Subject	Interrogative sentences
單元主題 Unit Theme	General English	設計者 Course Planner	Daniel Ogden
教學對象 Target Audience	5 <sup>th</sup> grade students	教材來源 Source of Class Materials	Teacher created/Quinhua resources
教學時間 Course Duration and Time	Fifty minute class (3 teacher team)		
單元目標 Course Objective	Happy memories will be created via their supportive English learning hence encouraging a greater confidence and will to want to learn and use in English in the future. Key age appropriate English will be practiced with a stronger focus on verbal communication in a friendly and supportive environment according to the particular subject of the class.		
教學目標 Class Objective	Students will learn how to ask and listen to simple interrogative sentences and use those sentences in a fun and engaging manner.		
教學資源 Class Resources	Head gear Cards with different characters for head gear		

具體目標 Objective	教學過程及活動 Class Activities	教學資源 Class Resources	時間 Duration	備註 Notes
<p>1. Friendly introduction to help the students feel welcome and comfortable</p> <p>3. Using a peer to model to other students.</p> <p>4. Model to scaffold success and confidence within the activity.</p> <p>5. Clear instructions for a successful activity</p> <p>6. Reflect on what was learned to reinforce understanding.</p>	<p>1. Welcome students and roll call</p> <p>2. Ask for a volunteer, give them headgear with a card with a character on it.</p> <p>3. The student has to try to guess who they are in 5 turns by asking questions, the other students can only answer yes or no. Write his questions on the board as a model. Examples of interrogative Questions Is it living? Is it a male/female? Is the character a person/animal? Is the character a cartoon? Is the character on TV? Does the character have 2 legs?</p> <p>4. Question and model any extra ideas for common interrogative sentences which would be useful for this activity.</p> <p>5. Explain how to play the activity: Students will be placed in small groups of 4-6 and given a character card to be placed on their head gear which they are not allowed to look at. a) Students stand in a small circle facing each other b) Paper scissor stone to see who goes first. c) The goal is to correctly guess your character on your headgear. The first person can ask 1 question everybody else can only reply with a yes or no answer, then the person next to them clockwise can ask the next question. d) When someone guesses their character correctly, they will receive points for their team. e) Play the game for 10 minutes then rotate, change character cards and play again.</p> <p>6. Finish by counting points and reviewing learnt sentences and asking others to share any useful sentences they found whilst playing the game.</p>	<p>Head gear</p> <p>Cards with different characters for head gear</p>	<p>2 minutes</p> <p>3 minutes</p> <p>10 minutes</p> <p>5 minutes</p> <p>20-25 minutes</p> <p>5 minutes</p>	

堂次 Class	Class 4 – English @ home	領域 Subject	Interactive Technology English
單元主題 Unit Theme	General English	設計者 Course Planner	Daniel Ogden
教學對象 Target Audience	5 <sup>th</sup> grade students	教材來源 Source of Class Materials	Teacher created
教學時間 Course Duration and Time	Fifty minute class (3 teacher team)		
單元目標 Course Objective	Happy memories will be created via their supportive English learning hence encouraging a greater confidence and will to want to learn and use in English in the future. Key age appropriate English will be practiced with a stronger focus on verbal communication in a friendly and supportive environment according to the particular subject of the class.		
教學目標 Class Objective	Students will practice general age appropriate English via fun interactive online games which they can then play at home or school in the future.		
教學資源 Class Resources	Smartboard Website links		

具體目標 Objective	教學過程及活動 Class Activities	教學資源 Class Resources	時間 Duration	備註 Notes
<p>1. Friendly introduction to help the students feel welcome and comfortable</p> <p>2. Most students cherish time spent with their English teachers at English Wonderland so an autograph provides them with a type of a souvenir.</p> <p>4. Clear instructions so students can access this website at a later date. Highlight engaging elements of the game to spark student interest and promote a desire to try it for themselves in the future.</p> <p>5. To refresh students minds and avoid restlessness from sitting down for too long.</p> <p>6. Clear instructions so students can access this website at a later date. Highlight engaging elements of the game to spark student interest and promote a desire to try it for themselves in the future.</p> <p>7. Clear instructions so students can access this website at a later date. Highlight engaging elements of the game to spark student interest and promote a desire to try it for themselves in the future.</p> <p>8. Reflect on what was learned to reinforce understanding.</p>	<p>1. Welcome students and roll call</p> <p>2. Sign autographs</p> <p>3. Ask students to get a pen or pencil ready and their book to write notes.</p> <p>4. Model website 1: teach your monster to read (<a href="https://www.teachyourmonstertoread.com/">https://www.teachyourmonstertoread.com/</a>) A) Instruct how to find and access the website and ask students to write down notes as you do so. B) Highlight the main features of the interactive game whilst asking students to play along with you.</p> <p>5. Play a quick game of teacher says or stop and go.</p> <p>6. Model website 2: Storymaker (<a href="https://www.carnegielibrary.org/storymaker/embed.cfm">https://www.carnegielibrary.org/storymaker/embed.cfm</a>) A) Instruct how to find and access the website and ask students to write down notes as you do so. B) Highlight the main features of the interactive game whilst asking students to play along with you.</p> <p>7. Model website 3: Word World (<a href="http://pbskids.org/wordworld/index_flash.html?seenIntro=yes">http://pbskids.org/wordworld/index_flash.html?seenIntro=yes</a>) A) Instruct how to find and access the website and ask students to write down notes as you do so. B) Highlight the main features of the interactive game whilst asking students to play along with you.</p> <p>8. Finish by thanking students and reflecting on what was learnt throughout the classes.</p>	<p>Smartboard</p> <p>Website links</p>	<p>3 minutes</p> <p>5 minutes</p> <p>2 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>1-5 minutes</p>	