

New Taipei City English Wonderland 2017 Regular Camp – Longpu Campus

新北市英速魔法學院 103 學年度下學期活動設計

New Taipei City English Wonderland 2017 Course Activity Planning

單元主題 Unit Theme	Parts of the Body	領域 Subject	<input type="checkbox"/> Computer Media <input type="checkbox"/> Rock Climbing Challenge <input type="checkbox"/> Green Energy Technology <input type="checkbox"/> Cultural Journey <input checked="" type="checkbox"/> Arts and Crafts <input type="checkbox"/> Athletic Sports <input type="checkbox"/> Night Party
教學對象 Target Audience	Grades 5	設計者 Course Planner	Rachel Smisek
任教班級 Class	Dragons & Sharks	教材來源 Source of Class Materials	Big vocabulary cards with words, big vocabulary cards with pictures, Powerpoint presentation, white board markers, big open space for game, dice (1 for each table), Design a monster worksheet, crayons, color pencils, Describing worksheet
教學時間 Course Duration and Time			100 minutes
教學場域 Teaching Location			Classroom
單元目標 Course Objective	<p><u>Speaking</u> Students will: 1. Be able pronounce vocabulary words taught.</p> <p><u>Reading</u> Students will: a. Be able to read along with the teacher. b. Be able to read vocabulary from vocab cards. c. Be able to read vocabulary on worksheets.</p> <p><u>Listening</u></p>		

	<p>Students will:</p> <ul style="list-style-type: none"> a. Be able to comprehend vocabulary taught in class. b. Be able to listen to body parts named in People to People game. c. Be able to follow along as teacher explains how to design their monster. <p><u>Others</u></p> <p>Students will:</p> <ul style="list-style-type: none"> a. Actively participate in the People to people game. b. Be able to match body parts by name and their picture. 			
教學目標 Class Objective	<p><u>Students will:</u></p> <ol style="list-style-type: none"> 1. Pronounce and read the body parts vocabulary. 2. Participate in the game and listen to the body parts. 3. Design a monster using the different body parts. 4. Match the body parts words to their pictures. 			
教學資源 Class Resources	Big vocabulary cards with words, big vocabulary cards with pictures, Powerpoint presentation, white board markers, big open space for game, dice (1 for each table), Design a monster worksheet, crayons, color pencils, Matching/word find worksheet			
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
1.	<p><u>Warm Up Activity:</u></p> <p>Tell students that we are going to learn all about body parts. Ask students to see if they know what their body is and what body parts they know. Have them raise their hands to share. If they are struggling, point to your nose and ask, “Does anyone know what this is called?”.</p> <p>Show students the big vocabulary cards and see if they can pronounce the words. Then say the word and have them</p>	<ul style="list-style-type: none"> • Big vocabulary words • Big vocabulary pictures 	15 min	

	<p>repeat. Put the word on the board using magnets on the back. Once you go through all of the words, see if they can identify the pictures. Show the picture of a body part, have them try to pronounce, teacher says it, and then they repeat. Now, have someone take the picture and put it on the board next to the word. If students mention extra body parts beyond what I have printed for vocabulary, I will write them down on the whiteboard.</p> <p>Finally, go through each word one more time to ensure they have the pronunciation correct. Have the students stand up and point/touch the body part that they are pronouncing.</p>		
2.	<p><u>People to People Game:</u></p> <p>Introduce the name of the game and have one student come to the front for explaining/showing purposes. Explain that you will have one partner for the game and I will call out different body parts. If I say, "Arm to arm" you and your partner need to touch arms to each other. If I say, "Leg to leg" you and your partner need to touch legs to each other. Show enough example so they understand.</p> <p>Next, have the students push chairs and tables out of the way so there is enough room for two circles of students to walk around. Have students find a partner and then explain and set up two circles. One person from each partner group should be in the inside circle while the other partner is in the outside circle. (see picture)</p> <p>The inside circle will walk clockwise and the outside circle will walk counter-clockwise or vice versa, as long as they are walking the opposite direction. Students will keep walking and will need to be quiet enough to hear my commands. The first two rounds will be practice so they have some time to understand how to find their partner, touch the correct body parts and then get back to their circles.</p> <p>After the practice rounds I will look for the partner group that is the last to touch the specific body parts. If they are last then</p>	 <ul style="list-style-type: none"> • (optional) stickers for the game winners • big open space for all students to walk in circles 	25 min

	they sit down and help me watch for the next group that is last. Once you get to the last partner group you can choose to give them a sticker or just congratulate them. If you have time, play another round!		
3.	<u>15-minute break</u>		
4.	<p><u>Designing Monsters:</u></p> <p>On the next slide, model how to design a monster. Explain that everyone's monster will look different and show them 1 example of what it could look like. (Students have lots of freedom on how they design their monster, but they should have the correct amount of body parts listed on the top of their worksheet. (see examples attached)</p> <p>Students will work individually at their tables to draw out a monster with different amount of different body parts. Ex: 3 eyes, 5 arms and 6 legs, etc. Each group will have a die that will dictate how many of each body part they will have to draw. Students will have to take turns using the die, but they should have either 1, 2, 3, 4, 5, or 6 of each body part.</p>	<ul style="list-style-type: none"> • Design a Monster worksheet • 6 dice • colored pencils • crayons • Powerpoint • Whiteboard markers 	25 min
5.	<p><u>Worksheet:</u></p> <p>Students will have a mini explanation of how to use adjectives to describe their monster. We will think about words to describe the number, color, size, and shapes on our monsters. For example: two, blue, big and circle. As students share their ideas, I will write them on the whiteboard for everyone to reference as they write about their own monsters.</p> <p>To model, I will use my previously drawn monster to show/think out loud of how I could describe my monsters head(s), eye(s), nose(s), etc. For example: "My monster has <i>one, little head</i>." Or "<i>My monster has six, blue eyes</i>." I will challenge the students to use at least two adjectives in each sentence that</p>	<ul style="list-style-type: none"> • Double sided worksheet 	25 min or rest of class period

describes their monster.

To wrap up the lesson, have at least five students share one sentence about their monster.