

Lesson Plan Week 9 (Keith October/DA-FENG)

		Class/grade	Grade 5
Designer	Keith October	Time	40 min
Subject	English	Date	April 08 – April 12
Topic	Festivals	Teacher	Keith October
Aims/Values	<ol style="list-style-type: none"> 1. Students build up their cognitive development in engaging with and speaking English as a Second Language. 2. Students understand the importance and value of English in work and in everyday life. 3. Students are inspired to speak, read and write the English language. 		
Objectives	CONTENT Objectives		
	Prior knowledge	Subject-specific knowledge	
	Students have already had good skills in some aspects of English reading, writing, listening and speaking.	Students will be able to use English as a means of communication in everyday life.	
	COMMUNICATION (Language objectives)		
	Language of learning	Language for learning (language skills)	Language through learning
	Vocabulary: Taiwan: Moon Festival, Chinese New Year, Dragon Boat Festival, Lantern Festival, Halloween.	<ul style="list-style-type: none"> ● During Chinese New Year all my family will give me red envelopes. ● My friends will also race on the river during Dragon Boat Festival. ● We give our friends cake during Moon Festival. ● Hundreds of Lanterns go high in the sky during Lantern Festival. ● My brother likes eating pineapple cake. ● Did you go visit your family this year? ● We also celebrate Halloween in Taiwan. 	<ol style="list-style-type: none"> 1. Classroom language Eyes on me. Discuss with your partner and find out what the answer is. 2. Feedbacks Good job! Well done! 3. Extended meaning: We have many things in common with each other.
	COGNITION		
	<ol style="list-style-type: none"> 1. Learning new vocabulary related to Taiwan & some other countries. 2. Learning to identify the important things about Taiwan these countries. 3. Understanding the lifestyle of the Taiwanese people. 4. Understanding the more abstract significance of what is important to the Taiwanese and other people. 		
	CULTURE		
	<ol style="list-style-type: none"> 1. Knowing about all aspects of people's life is important to understand them. 2. Understanding that people have different aspects to the way they live their lives. 		

Use of L1	TRANSLANGUAGING		
	For teachers	For students	
	1. All the teaching materials are in English, but the teacher can explain the content with the help of visual imagery. 3. Use only L2 if the students are familiar with how the activities should be processed.	1. Students are encouraged to ask questions, answer questions, or discuss with group members in L1. 2. Encourage students to complete the learning sheets or homework using L2. 3. Try to help those who have difficulties doing homework or learning sheet in L2 (by translating the key words into L2, leading the students to learn step by step).	
Learning outcome	The students are able to 1. know and use new words related to the people of Taiwan & some other countries.; 3. speak complete sentences about the people of Taiwan and these countries. 4. understand what is important to the people of Taiwan and these countries.		
Procedures & Activities	Warm-up 5 minutes	Welcome Song and introduction of lesson. Teacher will begin class by showing a video about Cultural Festivals in Taiwan. Teacher will also pause video in certain areas to explain to students. Teacher will introduce and explain the importance of knowing what is important to Taiwanese and other people. (Taiwanese teacher can also explain this concept and provide extra clarification to students.)	
	Pronunciation 10 minutes	Teacher will introduce vocabulary to students and have them work on their pronunciation. Teacher will introduce target language to students with the use of a PPT. Students will first hear and then repeat. Taiwan: Moon Festival, Chinese New Year, Dragon Boat Festival, Lantern Festival. Festivals	
	Practice 10 minutes	Students will practice the vocabulary with an activity/game provided by the Teacher. Teacher will continue to use the vocabulary words and have students to practice using them in class. Game: PRESS THE BUZZER. The teacher will divide the class into 3 groups. The Buzzer will be placed in the front of the classroom on a low platform. Each team will nominate one person to stand in the middle of the classroom. The teacher will flash a picture of one of the vocabulary words on the PowerPoint screen. The students will run towards the Buzzer. The student who presses the buzzer first will have to say the vocabulary word out loud. If it is correct then he/she wins a point for the team. The class will repeat saying the words out loud. The students will take turns to run to the Buzzer, until most students have had a chance to say the words. word out loud. If it is correct then he/she wins a point for the team. The class will repeat saying the words out loud. The students will take turns to run to the Buzzer, until most students have had a chance to say	

		the words.
	Production 10 minutes	GRASS SKIRTS GAME. Teacher will explain the next activity to students with the use of a PPT. Students will be divided into groups. The Teacher will prepare a worksheet for the Grass Skirts Game. The Worksheet will have sentences which has been formed with the vocabulary words and written on the page with each sentence cut and partly separated. These worksheets will be stuck to the wall outside the classroom. Each group will be given a Worksheet with pictures of the vocabulary words. For each word one student has to run outside and fetch the sentence that describes the picture. Each group will be assigned their own grass skirts page. The student has to say the sentence out loud to the teacher before the next student can run outside and fetch the next sentence. This process will be repeated until all the sentences have been completed.
	Wrap-Up 5 minutes	Teacher will provide the final summary of class and prepare for dismissal of students.
Evaluation/ Assessment	Content	<ol style="list-style-type: none"> 1. Students are able to correctly identify the target words. (Summative) 2. Observing how students identify and pronounce the target words and sentences. (Formative) 3. The teacher prepares the students to talk about what the people of Taiwan regard as important.
	Language	<ol style="list-style-type: none"> 1. Observing how students are able to correctly pronounce the target words. (Formative) 2. Observing how students utilize the vocabulary and sentences and practice with the activities and game provided by the Teacher. (Formative) 3. The teacher will bear in mind how each student perform in his/her language skills and find the “gaps” of learning.