

堂次 Class	Class 1 – What am I?	領域 Subject	Interrogative sentences
單元主題 Unit Theme	What am I? Who am I?	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 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. Group and 1v1 reading, listening and speaking will be practiced. Sentences practiced: What am I? What is he/she? Is he/she a/an __? Am I a/an __?		
教學資源 Class Resources	<p>Headbands x 40, 2 different colours (for the game 'what am I?')</p> <p>Noun cards to be placed on the head gear (teacher created, for the game 'what am I?').</p> <p>Laser pointer (for the game 'what am I?')</p> <p>Large posters which outlines the interrogative questions and nouns, (For the game 'what am I?').</p> <p>Smartboard (for the timer and to help model words and games to the children)</p> <p>Money or coins (reward system for points)</p> <p>Stickers – Australian animals (for the team with the most points in the class)</p> <p>Microphone x 2 (for the game 'team circle words', 1 for backup).</p> <p>Timer (backup in case smartboard is not working)</p>		

具體目標 Objective	教學過程及活動 Class Activities	教學資源 Class Resources	時間 Duration
<p>1. Friendly introduction to help the students feel welcome and comfortable</p> <p>2. Reinforces key vocab which will be used throughout the class and very easy game to build confidence for the first class</p> <p>3. Teacher model for clear understanding</p> <p>4. Model to scaffold success and confidence within the activity.</p> <p>5. Not all students will have an opportunity to have a turn, however peer usage of English will be modeled throughout the game.</p> <p>6. 1v1 practice after group a group game to build confidence and competency.</p>	<p>1. Welcome students and roll call</p> <p>2. Ask students to make a large circle and play the game 'Team Circle Words' 3 times (see below) using the topics food, animals and things/items.</p> <p>3. Model the key sentences and words for the game 'what am I?', students repeat after the teacher. Highlight the difference between A &amp; an usage in sentences also the irregular sentence patterns i.e. 'Am I food?' Not 'Am I a food?'</p> <p>4. Explain to the students the game 'What am I?' (see below)</p> <p>5. Play 3 rounds of the game 'What am I?', (2 teams)</p> <p>6. Pair each student up, ask each student to select a card without showing their partner and place the card on their partners head. Students will then take it in turns to ask each other interrogative questions, the first student to correctly guess their card is the winner.</p> <p>7. Finish by counting points and reviewing learnt sentences and asking others to share any useful sentences they found whilst playing the game.</p> <p>If there is time left over, play team circle words again but this time students need to remember the previous student's words whilst creating their own new word.</p> <p>* Team circle words: Students need to pass a ball around the circle but before they pass it on they need to think of a word from a given topic. Students cannot repeat a</p>	<p>Money or coins</p> <p>Microphone</p> <p>Smartboard</p> <p>Laser pointer</p> <p>Large poster</p> <p>Timer (on smartboard)</p> <p>Head bands</p> <p>Noun cards</p> <p>stickers</p>	<p>1. 2 min</p> <p>2. 10min</p> <p>3. 5 min</p> <p>4. 3 min</p> <p>5. 15 min</p> <p>6. 15 min</p> <p>7. 3 min</p>

具體目標 Objective	教學過程及活動 Class Activities	教學資源 Class Resources	時間 Duration
<p>7. Reflect on what was learned to reinforce understanding.</p> <p>8. Backup game in case there is time which reinforces vocab used throughout the class</p>	<p>word that already has been said. The team will be timed to see how fast they can pass the ball around the circle trying to compete with other teams to be the fastest.</p> <p>* What am I? : Group is split into 2, one student from a group will start first. The student needs to select a card from the table without looking at it, the teacher will place the card on the student's head. The student will then use a laser pointer to point at the board which displays interrogative questions and nouns in different topics. When ready the teacher will start a timer and the student can then point the laser on a place on the board. Where he/she places the pointer, his/her team needs to say out loud the corresponding interrogative question in which the opposite team will reply yes or no. This repeats until the students with the laser pointer has narrowed down to the correct corresponding noun placed on his/her head. Once the correct answer is found, the teacher will stop the timer. 5 students from each team will have a turn with the laser pointer, the team with the shortest time overall is the winner.</p>		

堂次 Class	Class 2 – Who am I?	領域 Subject	Interrogative questions
單元主題 Unit Theme	What am I; Who am I?	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 practice reading and writing nouns whilst verbalizing those nouns in common conversational interrogative sentences.		
教學資源 Class Resources	Wig (for the crazy character volunteer) Crazy story sheet model (to be displayed on the smartboard to model individual creation) Small laminated pieces of paper (to write nouns on) Autobiography printouts (for students to create individual autobiographies) Clipboards (to support students when writing on their own autobiographies) Smartboard (model the creation of autobiographies) Money or coins (for point system) Stickers (reward for the winning team) Whiteboard markers (to write the words on the laminated pieces of paper)		

具體目標 Objective	教學過程及活動 Class Activities	教學資源 Class Resources	時間 Duration
<p>1. Friendly introduction to help the students feel welcome and comfortable</p> <p>2. Used as models for later game.</p> <p>3. For the game 'Crazy who am I?'</p> <p>4. Model how to play the game.</p> <p>5. Game which allows students to practice verbalization of conversational interrogative sentences</p> <p>6. For the crazy character story creation</p> <p>7. Model as a class how to create own crazy character.</p>	<ol style="list-style-type: none"> <li>1. Welcome students and explain point and behaviour management system.</li> <li>2. Ask students what a noun is and then ask for examples. As they give examples ask them to write them on the smart board.</li> <li>3. Next, ask for 3 student volunteers to hand out 4 whiteboard cards and one marker to each student. Ask students to write a number (1-4) on each card. Next ask students to write a noun on each card, any noun they would like.</li> <li>4. Ask for a volunteer and play the game 'Crazy who am I?' (see below) with the teacher to model the game.</li> <li>5. Play the game Crazy who am I?</li> <li>6. Gather students and ask them to give you some random nouns, adjectives and verbs in this order: noun, adjective, #, noun, noun, adjective, verb, noun.</li> <li>7. Display the crazy character sheet and ask for a volunteer to be the crazy character (if no volunteer the teacher can do it). As a class read out the story of the crazy character together. Afterwards, ask for a volunteer to draw a picture of the crazy character.</li> <li>8. Next, ask students to create their own crazy characters and then show the teacher.</li> <li>9. Finish by counting points and awarding the winners.</li> </ol>	<p>Smartboard</p> <p>Whiteboards cards</p> <p>Markers</p> <p>Money</p> <p>Crazy who am I? ppt</p> <p>Whiteboard</p> <p>Crazy character sheet model and printouts</p>	<ol style="list-style-type: none"> <li>1. 2 min</li> <li>2. 2 min</li> <li>3. 5 min</li> <li>4. 5 min</li> <li>5. 7 min</li> <li>6. 15 min</li> <li>7. 10 min</li> <li>8. 5-10 min</li> </ol>

具體目標 Objective	教學過程及活動 Class Activities	教學資源 Class Resources	時間 Duration
<p>8. Reading and writing practice of the text whilst motivating students via their own creative text.</p> <p>9. Reinforcement of what was learnt/ conclusion of class</p>	<p style="text-align: center;"><u>Crazy who am I?</u></p> <p>Each student starts with 3 coins, when the game starts they can walk up to any other student and verbalize the interrogative sentence pattern modeled on the board. After conversing they then play paper, scissor, stone. The loser needs to give the other student 1 of their coins. Afterwards they can then go and find someone else to play against.</p>		<p>9. 5-10 min</p> <p>10. 3 min</p>