

New Taipei City English Wonderland – Kuolai Campus

新北市英速魔法學院 107 學年度活動設計

Course Activity Planning Sunny/Rainy Day

單元主題 Unit Theme	Orienteering		領域 Subject	City Exploration	
教學對象 Target Audience	5 th Grade EFL Learners		設計者 Course Planner	Michael	
任教班級 Class	Day 2		教材來源 Source of Class Materials	Internet, self-made	
教學時間 Course Duration and Time	50 minutes				
教材分析 Resources Analysis	Lesson plan accommodates the following intelligences: verbal/ linguistic, visual/ spatial, interpersonal, kinesthetic				
單元目標 Course Objective	To increase awareness of navigational tools and common places in a metropolitan area and their functions.				
教學目標 Class Objective	Students will learn the layout of a city and use cardinal directions to navigate. Students will learn how to ask for and give directions to get to/from various locations.				
教學資源 Class Resources	Computer, projector, Interactive whiteboard w/ Springfield City Map, City Exploration PPT, printed and laminated Springfield City Maps for each team, class set of rulers, journals, compasses, word search and maze puzzles				
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>Students will learn basic cardinal directions how to use navigational tools.</p>	<p><u>Intro of Directions and Navigational Tools, New Vocabulary:</u> -Compass, North, South, East, West, Northwest, Southwest, Northeast, Southeast -Students will learn the four basic cardinal directions and the four inter-cardinal directions <u>Writing Component:</u> -Students will engage in a writing and reinforcement component by drawing and labeling a compass rose in their journal</p>		<p>5 minutes</p>	
<p>Students will learn common places in a metropolitan area and their functions, and simple English phrases to relate the place to its function.</p>	<p><u>Intro of Springfield City and Common Buildings/Locations:</u> -Teacher will introduce the fictional city of Springfield, U.S.A. and use the interactive map on the smartboard to show some important locations, such as school, library, hospital, temple, etc. Teacher will discuss with the class what each location is used for, and students will learn a simple sentence for each location which includes a noun and a verb. Example: We go to the <u>library</u> to <u>read</u>. Students will learn and practice a body action for each verb. Teacher will emphasize that the underlined words are related and should be understood as a pair.</p> <p><u>“Giving and asking for Directions” Speaking and Listening Activity:</u></p> <ul style="list-style-type: none"> -One student will go up to the smartboard where the interactive map will be displayed. (located at https://umap.openstreetmap.fr/fr/map/simpsons-city-map-citymapper_82632#15/45.4652/9.1986) <p>The teacher will start with the first location on the map and place a point there with his finger. Then, the teacher will lead the class in asking for directions to the 2nd location: “Where is the ____.” The student will have to find the place on the map, and use his finger to draw a vector from one place to the next. Students will practice speaking by saying “The ____ is</p>	<p>City Exploration PPT, computer, smartboard, projector</p>	<p>10 minutes</p> <p>10 minutes</p>	<p>Each location will also be posted on the side whiteboards along with its descriptive sentence.</p>

<p>Students will get hands-on experience using maps, map scales, and directions.</p>	<p>north/south/east/west of the ____." Then, another student will come up and continue until all locations have been used.</p> <p><u>Game: Archery:</u> -Students will have two teams, girls and boys. For listening practice, teacher will say the name of a place (library), or the activity/verb that is done at that place (I am reading books) For reading practice, teacher will hold up the name of a place or the activity done at that place. Teacher will also perform actions or have a student perform actions to demonstrate a verb. Points will be awarded based on which team has the most hits.</p> <p><u>City Exploration Activity :</u> -Teacher will pass out printed and laminated Springfield City Maps for each team, and rulers and compasses for each student.</p> <p>-Put students in teams of 2. Each team will have a ruler, one map and one instructions page. Students will need to use their knowledge of directions and city locations to answer the questions. The teacher will do number one with the class as an example. Number one: Eric is <u>reading</u> books. He goes north 4 km, southeast 17 km, and west 11 km. Where is he now? Students will need to use what they learned about the functions of the places to identify the starting point (library), and their knowledge of directions to figure out the ending point. This activity will synthesize all knowledge learned in the lesson in to one comprehensive activity.</p> <p>-Students should write the answers in the journals and bring</p>	<p>2 Archery sets</p> <p>City Exploration PPT, computer, smartboard, projector, class set of compasses, rulers, maps</p>	<p>10 minutes</p> <p>15 minutes</p>	<p>The listening and reading component of the archery activity can be differentiated based on the level of the students.</p> <p>Each location will also be posted on the side whiteboards along with its descriptive sentence.</p>
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	<p>them to the teacher when they are finished to receive stamps.</p> <p><u>Extension:</u></p> <p>Teams finishing early will receive bonus questions which they can complete for additional stamps. This will ensure that no student is idle and all students are actively participating and engaged in learning.</p> <p><u>Fun “Homework”:</u></p> <p>All students will receive two fun Simpsons-themed homework assignments that they can do during mealtime or breaktime. One is a word search where the students must match Simpsons characters to the words they find, and the 2nd is a maze where students must collect Simpsons related objects and find a mystery word based on the objects found.</p>			
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Note

This lesson is titled City Exploration. It is based on the Kuolai core theme called “Orienteering”, which refers to any activity in which a person must use navigational devices to find their way around an unfamiliar environment. For instance, if a student got lost on a camping trip, using a compass and cardinal directions would be an invaluable skill for surviving and finding safety. This lesson also uses an Archery activity which is further tied to the Survivalist concept that is part of Kuolai’s theme, and a map activity which teaches the skill of reading a map.

The lesson contains all components necessary for EFL learning, including speaking, listening, reading, and writing. The lesson also incorporates body movements and actions for kinesthetic learners, and SmartBoard technology in the form of an integrated, fully-interactive map. Finally, the lesson can be easily differentiated during the activities, and has a built-in extension in the final activity for more advanced learners.