

### Brief Description of Lesson Plans

<p>第一節 First session</p>	<p><i>An introduction is given in which students are led to contemplate the importance of different careers.</i></p> <p>A. Students are shown examples of some different issues which exist and the people who make the world a better place by solving those issues.          甲、Examples include things such as: a polluted river and          乙、a hospital for sufferers of Ebola.</p> <p>B. Students are shown scenarios similar to those used at the beginning of the lesson.          甲、Students are led to state which careers could provide the greatest benefit given a certain situation.          乙、Students, after reading their answers aloud, are led to explain why certain jobs are beneficial in those instances.</p>
<p>第二節 Second session 1.</p>	<p><i>Students are led to read the book, "I Can Be Anything," and to contemplate the things which they might be able to do to improve the world.</i></p> <p>A. The theme of the storybook, "Make the World Better," is briefly reexamined in connection to the activities of the first class. Old imagery is used.</p> <p>B. The storybook is introduced and gone through using guided reading.          甲、Questions are asked to students:              i. Comprehension questions are used to check for understanding of the material.                  1. Zoe [the book's protagonist] wants to be a [fire girl]. What things do you think she can do to help people?                  2. What can you do if you have "talent" [are creative]?              ii. Introspective questions are used to lead students to relate to the unit theme and materials.                  1. What things can a firefighter do to make the world a better place?                  2. Why do creative people make the world a better place?</p> <p>C. Wrap-up the class by upholding the most important concepts focused on: that every career is of some importance, and that it is never too early for students to examine what they are able to do.</p>
<p>第三節 Third session</p>	<p><i>Students are led to contemplate what a world would look like without specific careers.</i></p> <p>A. Students are shown a series of examples depicting different careers and what a world would look like without them. Examples include: a fire burning wildly, with firefighters absent; a city struggling with garbage, with trash collectors absent.</p> <p>B. Students are then shown six specific different career images depicting people doing their jobs.          甲、Students must respond in small groups using the sentence pattern, "If there is no (career) then the world will become (adj)."</p> <p>C. A worksheet using a web diagram is provided; students must take the six careers outlined during group practice and state the consequences of their absence.</p>

**教案名稱(Topic) :**

教學目標 Teaching Objectives	教學流程及活動設計 Procedures & Activities	時間 Time	教學資源 Teaching Aids
	<b>Warm-Up</b>		
review language of focus	<ol style="list-style-type: none"> <li>1. Welcome the students to the classroom. Say good morning to all of the students to begin.</li> <li>2. Begin class by reviewing some of the key themes and language belonging to the unit.                             <ol style="list-style-type: none"> <li>a. Discuss the idea that there are many careers, and that they all do things of benefit to the world. Discuss examples.</li> </ol> </li> </ol>	00:00-02:00  02:00-05:00	PowerPoint
review of old language, group practice, and cognition of concept	<b>Presentation &amp; Practice</b>		
group practice and cognition of concept	<ol style="list-style-type: none"> <li>3. Sentence strip exercise is undertaken. Strips utilizing the careers and language from the previous class are used. Strips are placed on the board, and student leaders are invited to retrieve the one that they most prefer.                             <ol style="list-style-type: none"> <li>a. The strips are then read aloud, and student groups are led to guess the career in question.</li> </ol> </li> <li>4. Group response activity. Provide students with six images of different careers. Student groups must pick one of the six careers depicted (no repeats are accepted), and then respond by stating the importance of the career focused on.                             <ol style="list-style-type: none"> <li>a. Groups shall use the pattern: We need a / an (career) to make a better place. + We need them because they can (do something) to help people. Multiple answers are preferred.</li> <li>b. Students read their answers aloud in small groups.</li> </ol> </li> </ol>	05:00-15:00  15:00-25:00	PowerPoint Sentence strips  PowerPoint Whiteboards
individual practice and cognition of concept	<ol style="list-style-type: none"> <li>5. Students are to do a worksheet in which they create a community that contains the three jobs they deem most important.                             <ol style="list-style-type: none"> <li>a. Demonstrate the activity to students: Show the class the three careers which their teacher believes are most important.</li> <li>b. Clearly explain the procedural rules.</li> </ol> </li> </ol>	25:00-36:00	PowerPoint Worksheets

Reinforcement and Wrap-Up			
individual practice	6. As students begin to complete the activity, invite advanced students to share the results of their community. Discuss why they believe that those careers in particular are the most important.	36:00-39:00	Student worksheets
cognition of concept	7. Wrap-up the class by leading the class to the collective conclusion that every career has some importance in helping to make the world a better place.	39:00-40:00	PowerPoint