

New Taipei City Guang-Fu Elementary School SY 108-1 Lesson Plan

Subject	Flexible English	Materials	<u>Handa's Surprise</u> ppts, flashcards, learning sheets		
Topic	<u>Handa's Surprise</u>	Class	401-408		
Duration	40 minutes	Teacher & co-teacher	Abbey Haugen Ms. Juno		
Learning Goals	<p>➤ Learning Goals and Objectives</p> <p><u>Lesson 1:</u></p> <p>1. Students will be able to identify and say the eight fruits in <u>Handa's Surprise</u> by picture (bananas, pineapples, oranges, guavas, passion fruit, avocados, tangerines, and mangoes).</p> <ul style="list-style-type: none"> • Listen to the teacher's pronunciation and repeat after her. • Follow along with the "Syllable Hop" activity to practice chunking the words. <p>2. Students will be able to follow the rules of the Heart Attack Game.</p> <ul style="list-style-type: none"> • Say the fruit name and put down a card when it's your turn. • Help group members say the words and follow the rules as needed. <p>3. Students will be able to ask and answer the question: What is your favorite fruit? My favorite fruit is _____.</p> <p><u>Lesson 2:</u></p> <p>1. Students will be able to identify and say the eight animals in <u>Handa's Surprise</u>.</p> <p>2. Students will be able to follow along with a guided reading of the story and participate in a story role-play.</p> <p><u>Lesson 3:</u></p> <p>1. Students will be able to match a few fruits with an appropriate adjective.</p> <p>2. Students will be able to use their senses to describe fruits using the sentences: It tastes____./It smells____. It looks____. It feels_____.</p> <p><u>Lesson 4:</u></p> <p>1. Students will be able to sort pictures from Handa's village and Taiwan.</p> <p>2. Students will be able to write at least one similarity and one difference between Handa and themselves.</p> <p>3. Students will be able to draw a few pictures to compare their lives and Handa's life.</p>				
	Topic				
	Periods	★1	Fruits in <u>Handa's Surprise</u>		
		2	Animals and <u>Handa's Surprise</u> Storytelling		
3		Fruity Adjectives			
4		Let's compare Handa and Me!			
Lesson	Procedures	Time	Materials	Evaluation/ Assessment	

	<p>students to act out the story for the characters: Handa, Akeyo, parrot, goat, giraffe, elephant, monkey, antelope, ostrich and the zebra.</p> <ul style="list-style-type: none"> ● While reading, the characters come to Handa when it is their turn and take the fruit out of her basket until all of the fruit is gone. Each animal says: My favorite fruit is <u>oranges</u>. <p>➤ Wrap-up/Evaluation</p> <ul style="list-style-type: none"> ● T. passes out the animal and fruit flashcards randomly and asks students to find their partner. ● Students put their matching cards on the board and say their sentence: The <u>giraffe</u> takes the <u>pineapple</u>. ● T. asks students to draw a line to match the fruits and animals in their booklet. ● T. gives stamps according to behavior and participation. ● T. assigns p. 2 of the <u>Handa's Surprise</u> booklet for homework. 	<p>~8 min.</p> <p>~5 min.</p>		
<p>Lesson 3 (Fruity Adjectives)</p>	<p>➤ Warm-up</p> <ul style="list-style-type: none"> ● T. passes around three or more fruits such as an orange, banana, and pineapple. ● T. says: "Use your eyes, nose and hands to tell us about the fruits. ● T. asks a volunteer to taste a fruit and tell the class how it tastes. <p>➤ Present</p> <ul style="list-style-type: none"> ● T. introduces adjectives to describe fruit as they relate to our senses using the ppt. pictures. ● It <i>smells</i> <u>fresh/stinky/delicious/sweet</u>. It <i>tastes</i> <u>sweet/ripe/sour/juicy</u>. It <i>looks</i> <u>round/long/spiky/red</u>. It <i>feels</i> <u>bumpy/spiky/soft/hard</u>. <p>➤ Practice</p> <ul style="list-style-type: none"> ● T. gives the "Fruity Adjectives" paper to students for pair-work. In pairs, 	<p>~5 min.</p> <p>~10 min.</p>	<p>Story, ppt., adjectives for the senses ppt, student booklet, Fruity Adjectives learning sheet</p>	<p>-<u>Handa's Surprise</u> booklet (individual) -Stamps based on behavior and participation (individual) - "Fruity Adjectives" learning sheet (pair-work)</p>

	<p>students choose one fruit to investigate.</p> <ul style="list-style-type: none"> ● Students write and draw their fruit in the center of their chart. ● Then, students use the adjectives list to write two sentences for each sense. Ex. It tastes juicy. It tastes delicious. It smells sweet. It smells fresh. It looks round. It looks orange. It feels hard. It feels smooth. <p>➤ Production</p> <ul style="list-style-type: none"> ● T. asks pairs to share with another pair next to them by reading the sentences. Each pair tries to guess the others fruit according to their sentences. ● T. asks a few pairs to read their sentences to the class about their fruit. ● The class tries to guess which fruit they are describing. <p>➤ Wrap-up/Evaluation</p> <ul style="list-style-type: none"> ● T. gives stamps to students according to their behavior and participation in class. ● T. assigns page 3 of the Handa's Surprise booklet for homework. 	<p>~15 min.</p> <p>~8 min.</p>		
<p>Lesson 4- (Let's compare Handa and Me!)</p>	<p>➤ Warm-up</p> <ul style="list-style-type: none"> ● T. hands out the <u>Handa's Surprise</u> books and asks students to look closely at the pictures. ● Ss. discuss the pictures in small groups. <p>➤ Present</p> <ul style="list-style-type: none"> ● T. asks students: Where is Handa from? Can you find it on the map? ● T. explains that Handa is from a village in Kenya, Africa. ● T. shows some pictures and facts about Africa to students. <p>➤ Practice</p> <ul style="list-style-type: none"> ● In small groups, T. asks students to sort the pictures on the Venn diagram paper if they related to Handa's 	<p>~5 min.</p> <p>~10 min.</p> <p>~12 min.</p>	<p>Story, ppt., Compare Handa and Me ppt., Venn diagram, pictures of Taiwan and Kenya, student booklet</p>	<p>-<u>Handa's Surprise</u> booklet (individual) -Stamps based on behavior and participation (individual) -Venn diagram learning sheet (small group)</p>

	<p>home in Kenya, their home in Taiwan, or both.</p> <p>➤ Production</p> <ul style="list-style-type: none"> ● T. asks a few groups to share their answers with the class. ● T. asks students to tell her: Handa and I are the same because_____. ● Handa and I are different because_____. ● T. asks students to draw three pictures about their life in Taiwan and three about Handa's life in their booklet including the following: 1.This is my home. 2. This is where I get my food. 3. I can see these animals in Taiwan. 1. This is Handa's home. 2. This is where Handa gets her food. 3. Handa can see these animals in Kenya. <p>➤ Wrap-up/Evaluation-</p> <ul style="list-style-type: none"> ● T. gives stamps to students according to their behavior and participation in class. ● T. assigns page 4 of the Handa's Surprise booklet for homework. 	<p>~10 min.</p> <p>~3 min.</p>		
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