

Lesson Plan Week 16

		Class/grade	Grade 6
Designer	Redawaan Hendricks	Time	40 mins
Subject	Integrated Activities	Date	Dec 09-13
Topic	What the people of Taiwan like.	Teacher	Redawaan Hendricks
Aims/Values	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. They have acquired knowledge of themselves, the solar system and school sports.	Students will be able to use English as a means of communication in everyday life to talk about themselves, their zodiac signs, the constellations and planets. They are able to talk about the various activities at the school sports day.	
COMMUNICATION (Language objectives)			
	Language of learning	Language for learning (language skills)	Language through learning
	1. Vocabulary: Food, snacks, Tea, Chinese origins, Aboriginal Group, Language, Temples, Festivals, Sports: Baseball, Basket Ball, Family, Healthy Lifestyle, Natural beauty. Tourist sites.	1. Unscrambling sentences: <ul style="list-style-type: none"> • Taiwanese people like to drink tea. • There are 16 aboriginal groups in Taiwan. • Every year there are many festivals. • There are many temples in Taiwan. • The students like to play basketball. • People live a healthy lifestyle. • There are many beautiful places to visit. 	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. 4. What do the people of Taiwan like to do? 5. Why do the people of Taiwan like to do these things?
COGNITION			
	1. Learning new vocabulary related to Taiwan. 2. Learning to identify the important things about Taiwan. 3. Understanding the lifestyle of the Taiwanese people. 4. Understanding the more abstract significance of what is important to the Taiwanese people. 5. Learning about Taiwan through travel.		
CULTURE			
	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.		

TRANSLANGUAGING		
Use of L1	For teachers	For students
	<p>1. All the teaching materials are in English, but the teacher can explain the content with the help of visual imagery.</p> <p>3. Use only L2 if the students are familiar with how the activities should be processed.</p>	<p>1. Students are encouraged to ask questions, answer questions, or discuss with group members in L1.</p> <p>2. Encourage students to complete the learning sheets or homework using L2.</p> <p>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).</p>
Learning outcome	<p>The students are able to</p> <ol style="list-style-type: none"> know and use new words related to the people of Taiwan.; speak complete sentences about the people of Taiwan. understand what is important to the people of Taiwan. plan a trip to travel through Taiwan. 	
Procedures & Activities	Warm-up 5 minutes	<p>Introduction of lesson.</p> <p>Teacher will begin class by showing a video about Taiwan. Teacher will also pause video in certain areas to explain to students.</p> <p>Teacher will introduce and explain the importance of knowing what is important to Taiwanese people. (Co-teacher can also explain this concept and provide extra clarification to students.)</p>
	Pronunciation 10 minutes	<p>Teacher will introduce vocabulary to students and have them work on their pronunciation.</p> <p>Teacher will introduce target language to students with the use of a PPT. Students will first hear and then repeat. Food, snacks, Tea, Chinese origins, Aboriginal Groups, Language, Temples, Festivals, Sports: Baseball, Basket Ball, Family, Healthy Lifestyle, Natural beauty. Tourist sites.</p>
	Practice 10 minutes	<p>Students will practice the vocabulary with an activity/game provided by the Teacher.</p> <p>Teacher will continue to use the vocabulary words and have students to practice using them in class.</p> <p>Game: FLASH CARDS. The teacher will print out 3 sets of pictures depicting the vocabulary words. The class will be divided into 3 groups. The three sets of pictures will be stuck against the three white boards on the sides of the classroom. Each group will be given printed words describing the pictures. The teacher will call out a word and each of the groups will have to find the word among their set of words. One person from the group will run to their assigned board to stick it underneath the picture. The student will have to say the word out loud. For each correct word the group will get a point.</p> <p>Target Questions that will be asked of students:</p> <p>What picture shows this word?</p>

	Production 10 minutes	<p>Students will continue to utilize the vocabulary and scrambled sentences activity to identify and say sentences out loud.</p> <p>SCRAMBLED SENTENCES. Sentences will be flashed up onto the board using the vocabulary words. The words in the sentences will be scrambled. The three teams will compete to unscramble the words and write down the correct order of the sentences. The sentence will be shown at the top of the board with the bottom of the board divided into 3 spaces for each team to write. Once the sentence is flashed on the board the three nominated students have to run to the board and write out the correct form of the sentence. The student who writes down the correct sentence first will win a point for the team. This will be repeated until most students had a chance to write a sentence. After each sentence has been completed the students have to read the sentence out loud, followed by the rest of the class.</p>
	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.