

## New Taipei City English Wonderland – GuangFu Campus

新北市英速魔法學院課程活動設計表

### Lesson Plan

單元主題 Unit Theme	Key Phrases + International foods	領域 Subject	World Cultures
教學對象 Target Audience	Grade 5	設計者 Course Planner	Jeremy Ippolito
任教班級 Class	Semester 1, 106	教材來源 Source of Class Materials	Internet for pictures/movie clips Personally created pictures/words/flashcards/power point/music videos/songs
教學時間 Course Duration and Time	50 minutes (for each module); Two (2) instructional modules		
教材分析 Resources Analysis	N/A		
單元目標 Course Objective(s)	<ul style="list-style-type: none"> <li>• Students will learn new vocabulary words (or review).</li> <li>• Students will be able to learn 2-3 <b>key phrases</b> from the English language. (<i>Ex. Hi, my name is..., Where is the ..., I would like to order...</i>)</li> <li>• Students will demonstrate their learning by using key phrases in an activity.</li> <li>• Students will be able to learn 1-2 <b>catchphrases</b> and demonstrate their learning by using them effectively. (<i>Ex. "What's up ____?" "That's awesome!"</i>)</li> <li>• Students will demonstrate their learning by using catch phrases in an activity.</li> <li>• Students will be introduced to key words for the next lesson.</li> </ul>		

<p>教學目標 Class Objective(s)</p>	<p><b>Taiwan Curriculum Expectations:</b></p> <p>1-1-3 Be able to comprehend the vocabularies taught in class</p> <p>1-1-5 Be able to understand the vocabularies, phrases and sentences taught in class.</p> <p>1-1-7 Be able to understand words used in class and daily communication.</p> <p>1-1-8 Be able to understand simple sentences by listening.</p> <p>2-1-2 Be able to pronounce English speech sounds.</p> <p>2-1-3 Be able to pronounce the vocabularies taught.</p> <p>2-1-5 Be able to utilize vocabularies taught.</p> <p>2-1-9 Be able to ask, answer and describe in English</p> <p>2-1-11 Be able to describe a picture in English</p> <p>6-1-1 Participate enthusiastically in all classroom activities.</p> <p>6-1-2 Willingness to respond to questions from teachers and fellow classmates.</p> <p>6-1-3 Be able to concentrate on the teacher’s class materials.</p> <p>6-1-8 Ask questions enthusiastically.</p> <p>6-1-12 Actively participate in English activities</p> <p>6-1-13 Be able to complete tasks given by teachers diligently.</p>
<p>教學資源 Class Resources</p>	<p>Whiteboard, Vocabulary flash cards, PowerPoint Slides, movie clips, music videos , basketballs</p>

<p>具體目標 Objective</p> <p><b><u>Day 1</u></b></p> <p>6-1-8 Ask questions enthusiastically.</p> <p>6-1-2 Willingness to respond to questions from teachers and fellow classmates.</p> <p>1-1-7 Be able to understand words used in class and daily communication.</p> <p>2-1-2 Be able to pronounce English speech sounds.</p> <p>6-1-1 Participate enthusiastically in all classroom activities.</p> <p>6-1-12 Actively participate in English activities.</p>	<p>教學過程及活動 Class Activities</p> <p><b><u>Day 1</u></b></p> <p><b>Introduction:</b> teacher, classroom rules, and learning goals.</p> <p>-Ask: How many English words do you know? Review basic vocabulary. (hi/hello, my/mine, name, etc)</p> <p><b>Introduce Key Phrase(s):</b></p> <p>1) "Hi my name is _____."</p> <p>2) "I come from _____."</p> <p>3) "I like _____." (to do, to eat, to go)</p> <p><i>Introduce phrase 1 to begin with and write it on the board...have students repeat it out loud several times. You can even have them say it in English then Chinese. Once this is done, show students the music video with lyrics 1x. Have them sing along.</i></p> <p><b>Learning Activity:</b></p> <p>Demonstrate vocabulary using student volunteers.- Students will stand in a circle and bounce pass a ball to class mates. (Ball must bounce). Music will play as this is going on. When music stops, student holding</p>	<p>教學資源 Class Resources</p> <p><b><u>Day 1</u></b></p> <p>PPT</p> <p>WB</p> <p>PPT</p> <p>Music Video</p>	<p>時間 Duration</p> <p><b><u>Day 1</u></b></p> <p>5-10 min 00-10</p> <p>5-10 min 10-15</p>	<p>備註 Notes</p>

<p style="text-align: center;"><u>Day 2</u></p> <p>6-1-5 Be able to utilize non-verbal messages presented in the environment to help English learning.</p> <p>6-1-3 Be able to concentrate on the teacher’s class materials.</p> <p>2-1-5 Be able to utilize vocabularies taught.</p> <p>6-1-13 Be able to complete tasks given by teachers diligently.</p> <p>1-1-3 Be able to comprehend the vocabularies taught in class</p> <p>6-1-1 Participate enthusiastically in all classroom activities.</p> <p>2-1-9 Be able to ask, answer and</p>	<p>the ball must say introduce themselves using the key phrase, “Hi, my name is _____.” Have the other students reply in unison “Hello _____.” Or, “Nice to meet you _____.” Or “What’s up _____?”</p> <p>IF students catch on quickly, make the game more difficult. <b>Option one:</b> Add an additional key phrase “Hi my name is_____. I like to _____.”</p> <p><b>Option 2:</b> Have the students introduce themselves, and every person who’d caught the ball before them.</p> <p style="text-align: center;"><u>Day 2</u></p> <p><b>Review:</b> classroom rules, expectations, and present new learning goals.</p> <p>“Hi, my name is_____.”</p> <p><b>Introduce new Vocabulary and grammar:</b>  <i>(International foods/dishes) Pizza, hamburger, fish and chips, sushi, pad-thai, Bibimbap, Sauerkraut, Shawarma, Bubble-tea, spaghetti and meatballs, poutine.)</i></p> <p><b>Introduce learning activity:</b>  Teacher shows pictures of food. Teacher prompts student by asking “What do you see?” “What different foods make up this meal? “What is it?”</p>	<p>PPT Basketball</p> <p style="text-align: center;"><u>Day 2</u></p> <p>PPT</p> <p>PPT +Flashcards</p> <p>PPT</p> <p>PPT+Flashcards</p>	<p>15-25/30 min 30-45/50min</p> <p style="text-align: center;"><u>Day 2</u></p> <p>10 min 5-10</p> <p>10 min 10-20</p> <p>10-15 min 20-35</p> <p>10-15min 35-45</p>	
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describe in English.

6-1-13 Be able to complete tasks given by teachers diligently.

6-1-1 Participate enthusiastically in all classroom activities.

2-1-9 Be able to ask, answer and describe in English.

“Where does it come from?” Students name foods, places the dishes/meals come from, and describe what they see. This process is repeated 2x. However the 2nd time students will need to say the name of the food, and then stand up and go stand on the country from which that food/dish comes from.

**Extra(s):**

**Memory Game:**

Place the flash cards out in rows. Have students try to guess/and remember where the cards are and say the names of the dishes... foods. You can divide them into teams for this.

**Role Playing/Mini-Skits:**

**Demo- Video clip**

Have 1 student pretend to be a cashier. Have another pretend to be a tourist. Have student 2 introduce themselves and make a food order.

If things go too fast, you can show them the audible book by Robert Munsch; PIGS or a clip from the movie “Cloudy with a chance of meatballs”.

**Stations:**

**Activity 1:** Bowl the ball in to the hole.

**Activity 2:** Carnival games: Bounce the ping-pong ball into the container.

**Recreation:**

**Activity 1:** Human foosball

**Activity 2:** Freeze Tag