

New Taipei City English Wonderland – Kuolai Campus

新北市英速魔法學院 106 學年度活動設計

Course Activity Planning Guide

| | | | |
|----------------------------------|---|-----------------------------------|--|
| 單元主題 Unit Theme | Ecology | 領域 Subject | The Water Cycle Part II |
| 教學對象 Target Audience | 5 th Grade EFL Learners | 設計者 Course Planner | A. Bojar |
| 任教班級 Class | Day Two | 教材來源 Source of Class Materials | Internet, self-made; Project WET for resources |
| 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, bodily/ kinesthetic, interpersonal, naturalist | | |
| 單元目標 Course Objective | Students will understand the physical processes of the water cycle – how water moves and which elements are necessary for that process to occur. Students will play a game to apply and synthesize both new and old material of both water storage sites and how water moves . | | |
| 教學目標 Class Objective | Students will demonstrate comprehension of three main ways water moves: evaporation, condensation and precipitation. | | |
| 教學資源 Class Resources | Color cards, mats w colors, team points, whiteboard, open space, water collection site signs (x8), USB clicker, computer, projector, smartboard, powerpoint presentation, open space, content vocabulary words, magnetic surface, magnetic race materials, extra “run off” materials, journals & writing utensils, (If extra time: 8 teacher made dice, 8 orange cones, sticky balls) | | |

Revised Jan 31, 2018

| 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 |
|---|---|---|----------------|---|
| T. creates a safe and warm classroom climate where students feel comfortable in learning and exploring new material and language. | T. establishes classroom rules, motivations, atmosphere and order. | Color cards, mats w colors, team points, whiteboard | <2 minutes | Please see Appendix, NOTE A & photos 1-9. |
| Activate relevance and background knowledge. | 1. <u>Review Collection sites</u> T asks – Where do you see water? Ss say “In the ___!” and perform the corresponding action. Make connections to the Beishi River & Feitsui Reservoir as a water storage sites for both Taipei City and New Taipei City, especially Kuolai’s campus. | Open space; water collection site signs, CLOZE activity | <3 minutes | Please see Appendix, photo 10 & NOTES B & C |
| Teach new information so students can successfully complete activities. | 2. <u>Learn: How water moves – Evaporation, Condensation, Precipitation</u> Students repeat the words, repeat the equations, and act out actions for the new vocabulary words. As T goes through each new vocab word, she adds the corresponding equation to the orange reference poster. Ss record the corresponding words on his/her CLOZE page. <u>Mini Assessment:</u> Ss act out the new vocabulary words as they appear on the screen. Students must also verbally say the words – either by announcing the first letter (color) or the word, or by holding up the vocabulary word cards. | Powerpoint, space, CLOZE activity | 10 minutes | Please see Appendix photos 11-12. |
| Kinesthetically demonstrate understanding of new material/vocabulary. | 3. <u>Relay Race: Equations for Moving Water</u> Ss build equations for each water movement type. For example, T calls out “evaporation” and students need to build the equation. When finished, students must act out | content vocab card #1 | 2 minutes | Please see Appendix photos 13-15. |
| v | | 1 puzzle set/team, magnetic surface (whiteboard/door/desk | 8 minutes | Please see Appendix photos 16-19. |

Revised Jan 31, 2018

| | | | | |
|--|---|---|--|--|
| <p>Synthesize new and old material by kinesthetically demonstrating water movement processes and collection sites.</p> | <p>the vocabulary word to win the team point.</p> <p>4. <u>Which one is it? -- Review</u> The first team to act out the vocabulary word on the screen earns a team point. Teacher asks, “how does water move?” Students respond by saying, “water moves with ___!”</p> <p>5. <u>Learn: How water moves – Run off</u> Students repeat the word, repeat the equation, and act out the new vocabulary word. T adds the corresponding equation to the orange reference poster. Ss add the corresponding equation to their magnetic surface.</p> <p>6. <u>Practice: How Water Moves</u> T shows a water equation (clouds → mountain) and students need to act out the equation which tells how water moves from A to B. Water from clouds moves to water on the mountains by falling as precipitation. Therefore, 3 students should show/act out a cloud, a mountain, and precipitation. Students will earn tickets for being the fastest group. Then, they will bring the tickets back to their teams (red team, blue team, etc), count, and earn team points based on the number of tickets they have.</p> <p>Review, if there’s time:</p> <ul style="list-style-type: none"> • Game 1: Students compete in teams by recalling previously used vocabulary. T shows varying vocabulary pictures at the same time. T calls one vocab word by name and students must identify the corresponding picture by throwing a sticky ball at it. First team to correctly respond | <p>), space, powerpoint</p> <p>powerpoint</p> <p>Powerpoint, space, run off vocabulary card</p> <p>Powerpoint, space, “nice work” tickets</p> | <p>10 minutes</p> <p>3 minutes</p> <p>10 minutes</p> <p>(0-10 minutes)</p> | <p>Please see Appendix NOTE D.</p> <p>Please see Appendix photos 20-21.</p> <p>Please see Appendix photo 22.</p> |
|--|---|---|--|--|

wins team points.

- Game 2: T shows a complete graphic of the water cycle. Ss must be ready say the names of the different water collection areas and/or water movement processes when the teacher points to its corresponding picture. First team to correctly respond wins team points.

Wrap up, collect materials and calm down. Count team points and distribute stamps into journals.

Sunny day: Set up game course outside in available areas.

Rainy day: Set up game course inside the classroom, perhaps including a station or two or three outside the doorways to the classroom.

<2 minutes.