

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	Save The Bees!: Hive Alive	
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 of Two	教材來源 Source of Class Materials	Internet, self-made; Jennifer Piehl from N USA.	
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, naturali			
單元目標 Course Objective	Students will understand how humans impact bees in both helpful and harmful ways. Students will understand the plight of bees a what factors affect how bees maintain the health of their hives.			
教學目標 Class Objective	<ul style="list-style-type: none"> • Students will understand how humans impact bees in both helpful and harmful ways. • Students will understand the plight of bees and what factors affect how bees maintain the health of their hives. • Students will verbally communicate why bees are important using the sentence frame “ ___ is helpful/harmful to bees.” • Students will practice subject/verb agreement by completing helpful/hurtful example sentences. • Students will understand the suffix “-ful” and how it applies to root words “help, harm & hurt”. 			
教學資源 Class Resources	Computer, projector, powerpoint, journals & writing utensils, colors (optional), smartboard, USB clicker, open space, hive alive gam cards (for each group), small and larger playing balls for game, bucket to collect balls (1 per team), whiteboard and marker (ways t keep track of team points). Helpful/hurtful magnetic card set.			
Key Vocabulary	pollen, nectar, hive, return, collect, flowers, helpful, harmful			
Key Sentence Frame	___ is helpful/harmful to bees. (planting a garden; blooming flowers; building a house; bears eating honey etc.)			
具體目標	教學過程及活動	教學資源	時間	備註

Objective	Class Activities	Class Resources	Duration	Notes
T. creates a safe and warm classroom climate where students feel comfortable in learning and exploring new material.	T. establishes classroom rules, motivations, atmosphere and order. T. determines student teams.	Team points, whiteboard	2 minutes	
Activate relevance and background knowledge.	<p>1. <u>Activate Background Knowledge</u> Review: Why do humans need bees?</p> <ul style="list-style-type: none"> • Students turn and talk in teams and report back to the teacher/whole class. • Humans need bees so we can ____. • T. awards points to teams cooperating and speaking English. 	Powerpoint.	5 minutes	
Teach new information so students can successfully complete activities.	<p>2. <u>Learning Key Vocabulary</u> -T. teaches new vocabulary: nectar, hive, helpful & hurtful -T. explains the root and suffix of each word + -ful; full of help; full of harm & full of hurt.</p>	powerpoint, helpful/hurtful magnetic cards	2 minutes	
Determine points for teams whose students speak using complete sentences.	<p>3. <u>Turn & Talk</u> Name one thing that is helpful to bees. • ____ is helpful to bees. Name one thing that is hurtful to bees. • ____ is hurtful to bees. T. records points for teams speaking English.</p>		3 minutes	
	<p>4. <u>Activity: Helpful or Harmful?</u> -Discuss what a subject/predicate is. Subject =who/what the sentence is about. Predicate=tells about the subject.</p>	Powerpoint, space,	10 minutes	

<p>Kinesthetically demonstrate understanding of new material/vocabulary.</p>	<p>-Predicates about new material:</p> <ul style="list-style-type: none"> • Helpful: <ul style="list-style-type: none"> ○ Planting a garden, planting flowers, blooming flowers, blooming sunflowers • Harmful: <ul style="list-style-type: none"> ○ Bears eating honey, building houses, parasites, pesticides <p>-Teacher builds example sentences: Pesticides are hurtful to bees. Parasites are hurtful to bees. Planting a garden is helpful to bees. Students build each sentence by putting together the subject phrase card and the predicate phrase card along with the picture and place the magnetized cards on the board. Award points to each team which correctly places their cards. The entire class reads the sentences together when one sentence is built completely.</p>	<p>helpful/harmful magnetic cards</p>		
<p>Synthesize new and old material by kinesthetically demonstrating the quality of the hive function by experiencing challenges and rewards.</p>	<p>5. <u>Game time: Hive Alive!</u></p> <p>-Play the game for students to experience the challenges bees have in keeping their hives functioning to maximum capacity.</p> <p>-Teach new vocabulary: collect, return, do nothing.</p> <p>-Explain the rules:</p> <ul style="list-style-type: none"> • Draw the top* game card. • Read it. • Follow the directions. (___ is harmful/helpful to your hive. Collect/return pollen and or nectar; or, do nothing.) • Complete the directions before the timer expires. <p>-For the first round, play without a timer. Each team reads their card and the class works together to determine if the sentence is helpful or hurtful. Then, the class decides if the team should collect or return nectar and pollen. Teams</p>	<p>Large balls (pollen), small balls (nectar), team buckets, space, game cards</p>	<p>10 minutes</p>	

	<p>follows the decided action and wait for the next round. -The team with the most pollen and nectar wins the most team points. -Play a total of 4 different rounds so each student has a turn to draw a game card. -After the last round, teams must select one game card to read out loud to class, and tell whether to collect or return nectar and pollen, or—do nothing.</p> <p>6. <u>Writing & Assessment</u> Students must record one of the sentence frames in their journals.</p> <p>Wrap up, collect materials and calm down. Count team points and distribute stamps into journals.</p> <p>Sunny day: Set up game course outside in available areas.</p> <p>Rainy day: Set up game course inside the classroom, perhaps including a station or two or three outside the doorways to the classroom.</p>	<p>Journals & writing utensils</p> <p>Journals and stamps</p>	<p>5 minutes</p> <p>3 minutes</p>	
--	---	---	-----------------------------------	--

The Wonderland programs around New Taipei City intend to bring English language instruction to grade five students in fun, exciting and engaging ways. Here at KEW, our beautiful campus in the Kuolai mountains provides a unique opportunity for students learn about their natural environment while also learning English, just as is the intention of our program.

One of our core classes here at KEW is hiking. During the hike, students see many of the beautiful, natural features surround our campus in the Kuolai mountains including the trees, river, bugs and animals, tea fields as well as the occupants and families who tend to these lands. One family in particular assists the local bee population by creating artificial beehives. While the technology of these beehives is not particularly advanced, they do allow bees the opportunity to use these structures for safety and procreation. While we are hiking through this family's property, students can easily see these artificial bee dwellings and recognize that the purpose of them is directly related to bees.

In the first class of the Save the Bees! ecology unit, students learn why humans need bees. As pollinators, bees are responsible for the growth of many foods humans consume daily including tea, fruit, chocolate, and milk and other dairy products. This second class encourages students to think and talk about – in English – the different ways that humans can both help and hurt the bee populations. There are strong elements of speaking and listening, as well as practice with relevant vocabulary words in both class in this unit as ways for students to engage with both course material AND the English language simultaneously. This second class ends in a culminating game where students need to collect and return pollen and nectar by determining if a particular event is helpful or hurtful to bees. This particular activity encourages students to engage with both the English language and course material in a fun and engrossing way, completely aligned with the education intentions of both KEW and New Taipei City.