New Taipei City English Wonderland – GuangFu Campus
2019 Spring Semester
Lesson Plan

單元主題 Unit Theme	Computer Programming	領域 Subject	Introduction to programming
教學對象 Target Audience	Taiwanese 5th graders	設計者 Course Planner	Chris Johnson-Myers
任教班級 Class	The Pong Game	教材來源 Source of Class Materials	www.scratch.mit.edu
教學時間 Course Duration and Time	50 minutes		
教材分析 Resources Analysis	N/A		
單元目標 Course Objective	Students will be able to learn and use vocabulary related to computer programming to accomplish a task. Students will be able to work cooperatively to discuss ideas and solve problems relating to computer programming. Students will be able to understand basic ideas and concepts about computer programming logic and design. Students will be able to design and create a simple video game.		
教學目標 Teaching Objective	1-1-3 Be able to comprehend the vocabularies taught in class. 1-1-5 Be able to understand the vocabularies, phrases and sentences taught in class. 1-1-7 Be able to understand words used in class and daily communication. 1-1-8 Be able to understand simple sentences by listening. 2-1-5 Be able to utilize vocabularies taught. 2-1-9 Be able to ask, answer and describe in English. 3-1-2 Be able to differentiate vocabularies learnt in class. 3-1-8 Be able to understand the content of simple stories with the help of illustrations and visual aid. 6-1-1 Participate enthusiastically in all classroom activities. 6-1-2 Willingness to respond to questions from teachers and fellow classmates. 6-1-7 Not afraid of making mistakes. Willingness to communicate and present ideas. 6-1-13 Be able to complete tasks given by teachers diligently.		
教學資源 Teaching Materials	Computers Internet Access Vocabulary Powerpoint		

具體目標 Objective	教學過程及活動 Class Activities	教學資源 Teaching Materials	時間 Duration	具體目標 Objective
1-1-8 Be able to understand simple sentences by listening. 6-1-1 Participate enthusiastically in all classroom activities.	***Introduction*** Students are paired together and assigned a computer. As a class, students learn the classroom expectations for using the computers at the English Wonderland. Students are introduced to a system for sharing their computer's resource workload – one student is assigned to using the mouse, one student is assigned to using the keyboard, and when to switch.	Computers Mouse Keyboard	5 Minutes	
1-1-3 Be able to comprehend the vocabularies taught in class. 1-1-5 Be able to understand the vocabularies, phrases and sentences taught in class. 3-1-2 Be able to differentiate Vocabularies learned in class. 6-1-7 Not afraid of making mistakes. Willingness to communicate and present ideas.	***Vocabulary Introduction*** As a class, students are shown flashcards of CLIL vocabulary words that correspond to vocabulary they will need to complete the day's activity. **block, flag, bounce, mouse, mouse-pointer, negative (number), touch, turn** ***These are not all the words the students will learn/encounter, but these are the easiest to represent pictorially as flashcards.*** Students listen to the teacher say the word, then repeat. For difficult words, clarification is provided about the meaning and the Socratic method is used to check for understanding. Students view the vocabulary a second time - this time students are asked to provide the word without assistance from the teacher. Teacher listens and provided assistance with pronunciation when necessary.	Computers Powerpoint	10 minutes	

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6-1-1 Participate enthusiastically in all classroom activities.
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6-1-13 Be able to complete tasks given by teachers diligently.
	Guided Instruction/Group Practice
	As a class, students are shown a tutorial by the teacher about how to access the Scratch website, open the Scratch program, and use basic features of the Scratch programming language.
	
	Students are guided through the process and prompted to identify and say key vocabulary words as they are encountered (for example: when the students are shown how to start a game, they encounter the "flag" vocabulary and are prompted to say it aloud.).
	
	Content instruction is broken into parts utilizing "chunking" and "scaffolding". Creating the game is divided into four steps – each additional step building upon the previous and becoming increasingly more complex from a computer science learning perspective as well as an EFL learning perspective.
	
	#1 The ball bounces forever.
	#2 The ball bounces everywhere forever.
	#3 The bread goes together with the mouse-pointer.
	#4 Forever, if touching the bread, then turn.
	
	For each step, students are shown the desired outcome by the teacher (they see what they are supposed to create, how the code should function). Then, students are given the blocks necessary to replicate the desired outcome. It is the student's task to arrange the blocks in the correct order. English language hints are offered to students who are in need of assistance.
		Computers
		Internet Access
			30 minutes	

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6-1-1 Participate enthusiastically in all classroom activities. 6-1-2 Willingness to respond to questions from teachers and fellow classmates. 6-1-7 Not afraid of making mistakes. Willingness to communicate and present ideas. 6-1-13 Be able to complete tasks given by teachers diligently.	***Assessment/Evaluation*** Students are evaluated based on their ability to complete the challenge. Students are shown an example of the desired outcome and given an English sentence that mirrors the coding language syntax. At the end of class, students raise their hand and are checked for assessment. All-stars are awarded based on completion/participation. Students are given a score for their class as a whole based on their behavior. Teacher explains the reason for their score and how to improve their score for the next class.	Computers Internet Access	5 minutes	