

TETE (Teaching English Through English) Lesson Plan Contest

School Name: Yuli Primary School

Subject	English	Lesson Designer	蔡涎儀 Eddy
Grade	4	Classes	4
Unit	Unit 2: A Video Call from Boka		
Design Basis			
Learning Focuses	Learner Performance	<p>◎1- II -3 Can determine whether a word is monosyllabic or multisyllabic and identify the stressed syllable.</p> <p>◎5- II -2 Can recognize the words being read in the textbook.</p> <p>◎5- II -3 Can read aloud sentences of simple structures with correct pronunciation at an appropriate speed.</p> <p>7- II -2 Can make good use of non-verbal cues in the context to enhance learning.</p>	<p>Content of Core Competencies</p> <p>E-B1 Possess the basic language competencies (i.e., listening, speaking, reading, writing, and composition) and knowledge of using basic mathematical, scientific, body, and art symbols necessary in everyday life. Be empathetic for others during interpersonal</p> <p>E-C2 Possess the ability to understand the feelings of others and show willingness to interact with others and cooperate with group members.</p>
	Learning Content	<p>◎Ab- II -4 Phonics of introduced letters, including reading the letters aloud and spelling out words upon hearing.</p> <p>B- II -1 Everyday communication achievable with the vocabulary and sentence structures of Stage II.</p> <p>◎D- II -1 Simple classification of acquired vocabulary.</p>	
Integrative Issues	Substantial Content	<input type="checkbox"/> Human Right Education <input type="checkbox"/> Science & Technology Education <input type="checkbox"/> Safety Education <input type="checkbox"/> Gender Equality Education <input type="checkbox"/> Law-related Education <input type="checkbox"/> Aboriginal Education <input type="checkbox"/> Character Education <input type="checkbox"/> Environment Education <input type="checkbox"/> Information Education <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Career Planning Education <input type="checkbox"/> Multi Cultural Education <input type="checkbox"/> Family Education <input type="checkbox"/> Ocean Education <input type="checkbox"/> Energy Education <input type="checkbox"/> International Education <input type="checkbox"/> Outdoor Education <input type="checkbox"/> Disaster Prevention Education <input type="checkbox"/> Life Education (Check one or more items.)	
	Learning Subject	<p>• The lesson plan subject should be related to one or more of the substantial content above. Reference Table 1 is a condensed translation of the MOE guidelines of Integrated Issues. Please open the link below and google translate for a more detailed translation.</p>	
Connection with Other Subjects	N/A		
Teaching Materials	PPT slides, E-book (KNSH Ebook, story book: What are you doing, Sam?), Student Book, Workbook, Worksheet		
Teaching Aids	Flashcards, Interactive display (E-board), mini-whiteboard, tablets		
Learning Goals			
➤ Students will be able to (SWBAT) recognize and memorize the target vocabulary words (cooking, eating, reading, sleeping, writing, running) and establish meaningful connections between these			

words and corresponding pictures.

- SWBAT understand and differentiate the spelling rules for the V-ing form.
- SWBAT differentiate the sentence patterns: I can, He can, She can, It can +V. / I am, He is, She is, It is + V.ing
- 🇺🇸 Engage with picture books “What Are You Doing, Sam?” and “A Day with Stanley” to reinforce learning.

Instructional Languages

T: Class! Class! S: Yes! Yes!
 T: Hello everybody! S: Hello, teacher.
 T: Put away everything (Clean your desk) (Put everything under the chair/desk)
 T: Today, we’re going to talk about.....
 T: Team (?), line up.
 T: Tak out your.....
 T: Work in pairs (You two works together)

Teaching Procedures

Teaching Activities		Time	Assessment or Resources
The 1 st Class	<p>Warm up</p> <p>The Four Corners (See slides 1-7.)</p> <p>Teacher shows ppt slides on the screen and ask students each question in English. Students can choose a corner that they agree on. *Teacher will give 30s to 1mins that let students talk about their opinions for each question (Students can speak in Mandarin while they explain their reasons)</p> <p>Teacher (T): Hello class, you will see a few questions on the screen, choose one corner that you think is okay. <i>T (shows the slides and explain with a lot of non-verbal languages at the same time): What can frogs do?</i> If you think frogs can swim come to this corner <i>(T point out the place of each corner based on different options. ETA also helps to declare each corner by standing at each corner)</i> <i>*picture clues are provided in the slides</i></p> <p>S: Frogs can because (Students are allowed to speak in Mandarin for sharing their opinions) After go through each question, T shows a slide that listed all of the action verbs which had been showed for the slides.</p>	<p>10’</p> <p>2’</p> <p>7’</p> <p>1mins for each slide</p>	<p>Meaningful listening input (providing the sound of the action verbs in this unit by keep repeating each words in the four corners activities)</p> <p>*diagnose the potential hard words (pronunciation of words) while Ss’ try to repeat the words they choose from each corner</p> <p>Oral assessment</p>
	<p>Follow-up Activities</p> <p>Presentation</p> <p>T: Now everybody please go back to your seat. Let’s take a look the words (T shows slide 8) cook, eat, read, sleep (TPR: do the action</p>	<p>25’</p> <p>6’</p>	<p>We (T+Ss) do it together Checking Ss’ (in a class) understanding of the connection between the target words and actions</p>


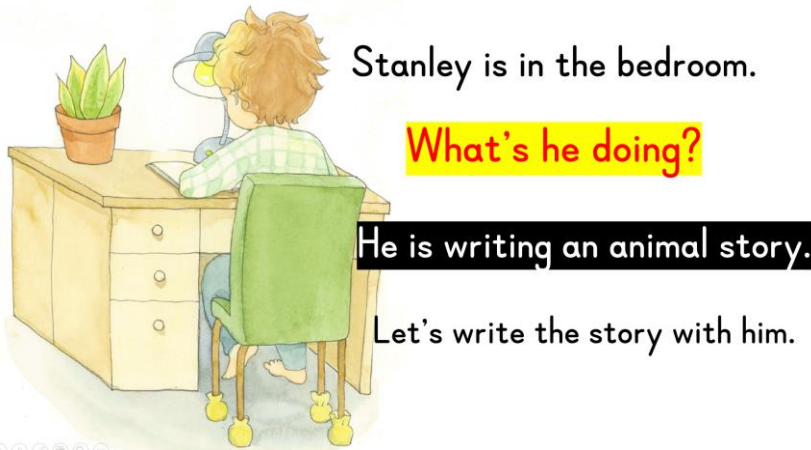
SWBAT recognize the target words with corresponding meaning

SWBAT memorize the target words

<p>with correspo nded meaning</p>	<p>while teaching the vocab.) Ss (repeat and TPR): cook, eat, read, sleep T: These are the actions verbs. What words (else) do you know? S: run T: Yes, run (TPR) and what else? S: dance T: Yes, dance (TPR) and (what else?) T write down the action verbs that provided from Ss Practice 1. -I DO, YOU SAY Teacher take 2-3 rounds to say the words, and let Ss do the action. <i>*When Ss familiar the pattern after few rounds. T can do vice versa.</i></p> <p>T: I'll say a word; you need to do the action. T: Great! Now, I'll do the action, you need to say the word matching the action.</p> <p>Practice 2. Message from Boka (AKA Telephone) T divided Ss into several teams. Each team line up in different rows. T: Each team will have a secret message, you need to pass it down with a whisper. The last person from each team need to pick up the correct cards that you heard. (GAME STARTS) Secret Message: 1. Remi can eat. 2. Edwin can run. 3. We can dance in the living room. 4. Faith and Clare sleep in the kitchen. 5. My teachers read in the bathroom. <i>*T can change the sentence or words base on how Ss respond to each question. **See Reflection 1.</i></p> <p>Quit Assessment (Voc. Worksheet 1.) T: Well down, everyone. Please take out your pencil and eraser. Each of you will have a worksheet. Find the matching to each picture and fill in the blank.</p> <p>Wrap up Collecting Worksheet and Review the vocabularies by pointing to each word on page 34 T: Hand in your worksheet to ETA or me, open your book to page 34.</p>	<p>10'</p> <p>9'</p> <p>5'</p>	<p>You (Ss in teams) do it together Game-based assessment-checking Ss' (as a team) deeper understanding of the connection between the target words and actions by providing them longer sentences and various scenarios</p> <p>You (individual) do it by yourself Paper-pencil test</p> <p>Reinforcement The sound and words correspondent for each target word</p>
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	<p>Show me your finger! Point to the words, lets read them three times.</p> <p>(After reading each word)</p> <p>T: Good job, everybody! For today’s homework</p> <ol style="list-style-type: none"> 1. Listen and read page 34 2. Write down the target words five times on the notebook. <p>Class Dismissed</p>		
<p>The 2nd Class</p> <p>SWBAT recognize and memorize the target words with corresponded meaning.</p> <p>SWBAT have the concept of the sentence pattern: What are you /is he/ is she do”-ing” ? I’m/He is/ She is V.”ing”</p>	<p>Warm up (TPR)Review the Words with corresponded actions</p> <p>T: Hello everybody! Last time, we talked about actions.</p> <p>What words do you remember?</p> <p>S: sleep, eat, run</p> <p>T: Great! Now, let’s do the action together. (T shows the ppt slides)</p> <p>Ss need to say out each word and do the action while reading the words.</p> <p>T: Yeah! Today, we’re going to read a story. What’s a story? (T takes different things and ask Ss “ Is this a story?”) -Make sure Ss know what story is.</p> <p>Follow-up Activities</p> <p>1st Story Reading</p> <p>Presentation: Reading Story (with Character Cards)</p> <p>T shows the character cards to students.</p> <p>T: Who is he? (shows the character card-Sam)</p> <p>S: Sam / He is Sam.</p> <p>T: Who is she? (shows the character card-Stella)</p> <p>S: Stella / She is Stella.</p> <p>-T make sure Ss understand the characters that will be in the story. ETA-Stella, Pick one S to be Sam, T: Fred the Dog</p> <p>Three Characters act the story out (Ss listen and read the story by watching three characters act it out) -----After Acting Story-----</p> <p>T asks follow-up questions to check Ss understanding after listening and reading the story.</p> <p>T: So, who is it? (shows the character card- Fred the Dog)</p> <p>S: It’s a dog.</p> <p>T: Yes, but what’s it’s name? Is it Sam?</p> <p>S: No, it is Fred.</p> <p>T: What can Fred do? / Can it roll over?</p> <p>S: It can sleep. / Eat.... / No....</p>	<p>10’</p> <p>22’</p> <p>10’</p>	<p>Performance Assessment TPR-Reinforce the Ss’ understanding between meanings and actions</p> <p>Performance Assessment</p> <p>Oral Assessment</p>

	<p>Reading Story (Together)</p> <p>T read the story and Ss repeat after T.</p> <p>T asks the questions to ensure Ss understand the plot of the story and the concept of the target sentences pattern: What are you doing, Sam?</p> <p>Wrap up</p> <p>Each team are expected to list 2-3 words (actions) or plots (short sentences or only words) they remember in the story</p> <p>T: Each team have 1 min to think 2-3 action words you saw in the story.</p> <p>Each Team write down the action words and share it to class.</p> <p><u>**See Reflection 2.</u></p> <p>Class Dismissed</p>	<p>12'</p> <p>8'</p>	<p>Oral Assessment</p> <p>Simple-writing</p>
<p>The 3rd Class</p> <p>SWBAT have the concept of the sentence pattern: What are you /is he/ is she do"-ing" ? I'm/He is/ She is V."ing"</p> <p>SWBAT differentiate the concept between the sentence pattern: What are you /is he/ is she do"-ing" ? I'm/He is/ She is V."ing" and I can/She can/ He</p>	<p>Warm up</p> <p>T: Last week, we read a story..... (Shows the cover of the book)</p> <p>S: What are you doing, Sam?</p> <p>T quick review the characters and plot by asking questions.</p> <p>T: Who is he? (Point to the boy in the story)</p> <p>S: Sam</p> <p>T: Who is she? (Point to the girl in the story)</p> <p>S: Stella</p> <p>T: Who is this? (Point to the dog in the story)</p> <p>S: A dog.</p> <p>T: Yes, it's a dog. But, what's its name?</p> <p>S: Fred!</p> <p>T: Yes! Now, you need to work in pair. Each pair will have one tablet. And we're going to play Kahoot, today!</p> <p>(Each pair has one tablet, T can help Ss to access Kahoot!)</p> <p>Follow-up Activities</p> <p>1st Story Reading</p> <p><i>Review the Story Again with Grammar-Focus Questions designed on Kahoot</i></p> <p>Kahoot it! (see the link below ↓)</p> <p>https://kahoot.it/challenge/004378413?challenge-id=c2db2018-42e7-4a3d-941b-f621fb3adae6_1714290092954</p> <p>Ss work in pairs to answer each question provided on Kahoot!</p> <p>T can diagnose Ss miscues (迷思) immediately.</p> <p><u>**See Reflection 3.</u></p> <p>Wrap up</p> <p>T provides a lot examples for Ss to differentiate can+V. / beV.+ V.ing</p>	<p>8'</p> <p>25'</p> <p>7'</p>	<p>Oral Assessment</p> <p>Oral Assessment Game-Based Assessment (IRS/CRS 即時反饋: Kahoot!)</p>

<p>can +V.</p>	<p>orally</p> <p>T: "I am eat" or "I am eating" / "He is play" or "He is playing"</p> <p>" Lucy can dance" or " Lucy can dancing"</p> <p>(Ss are expected to find out when to put V.ing.)</p> <p>**See Reflection 3.</p> <p>Class Dismissed</p>		
<p>The 4th Class SWBAT differentiate the concept between the sentence pattern: What are you /is he/ is she do"-ing" ? I'm/He is/ She is V."ing" and I can/She can/ He can +V.</p>	<p>Warm up</p> <p>Greeting</p> <p>Divide Ss into pairs.</p> <p>T: Good morning everybody!</p> <p>T: You need to work in pairs today. Each pair will have a whiteboard, and markers.</p> <p>T passes down the whiteboard and markers to each pair.</p> <p><i>T shows the first slides and explain the following activities</i></p> <p>Good day, everyone!</p>  <p><i>T: When you see the icon, what do you need to do?</i></p> <p><i>S: write!</i></p> <p><i>T: Yes!! You need to write down the answer!</i></p> <p>Follow-up Activities</p> <p>2nd Story Reading: A Day with Stanley</p> <p>T: This is a boy. Where is he?</p> <p>S: Living room/ Bedroom....</p> <p>T: He is in the bedroom. Do you know what's his name? (point to the word: Stanley)</p> <p>S: Stanley!</p> <p>T: Yes, we're going to write a story with Stanley.</p> <p>*see the slides below</p> 	<p>6'</p> <p>28'</p>	<p>Oral Assessment</p> <p>Oral Assessment Performance Assessment Writing</p>

T shows each slide and let Ss to write down the correct answer.
When each pair finish writing, teacher can either ask Ss to paste the whiteboard on the blackboard or just simply raise it up for checking Ss understanding.

6'

Oral Assessment

Wrap up

T: so today we write a story with Stanley. It's about.....(shows the last slide)

Ss can answer each blank orally.

So, we write a story about



A spider is catching fish.



An elephant is washing a car.



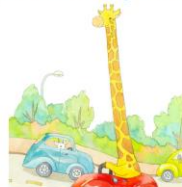
A caterpillar is his bed.



A monkey can a bike.



A lion is



A giraffe is a car.



A rabbit can an airplane.

T: Today, each of you need to finish the worksheet (A Day with Stanley) and paste it on your workbook.

T: That's all for today, bye~~

Class Dismissed

Teaching Products :

Teaching Videos: <https://photos.app.goo.gl/jzL7oWWn3MRtg5D7A>



Kahoot! :

Editable version:

<https://create.kahoot.it/share/what-are-you-doing-sam/40321a5c-7796-4dc3-af7d-2ca9058e21b2>

Solo play:

https://kahoot.it/challenge/004378413?challenge-id=c2db2018-42e7-4a3d-941b-f621fb3adae6_1714290092954



Worksheet (A Day with Stanley):

https://www.canva.com/design/DAGBDkF5obU/3u17d5v3D72I8ig2dQLcfA/edit?utm_content=DAGBDkF5obU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Read and Circle: 閱讀故事並圈出合適的單字

Stanley is in the .
Look!
He is a story.

Look! It's a spider.
What is it ?
It's fish.

Can a lion ?
Yes, he can!
He is now!

Look! An elephant.
She is a car.
Look!
The monkey is .

Can a rabbit an airplane?
Look!
The rabbit is an airplane.



And Mr. Giraffe can a car.

The caterpillar can his bed.

Look, he is his bed now.

說說你的發現

Thank you for helping me finish the story! ☺



Reference:

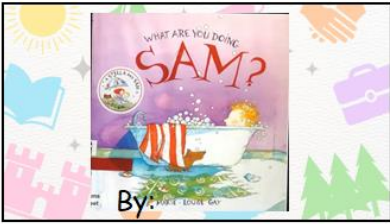
Picture Books

1. What Are You Doing, Sam? By: Marie Louise Gay
2. A Day with Stanley Adopted from 學扶繪本: What Is It Doing? By:

繪者: 陳怡臻 美編: 羅婉禎
文/協同創作: 周鳳琪 程玉秀 王宏均
胡潔芳 張武昌 陳秋蘭 葉錫南

繪本內容節錄：

What Are You Doing, Sam?



A Day with Stanley

Good day, everyone!



What is it doing?

It's catching fish.



She is 1.) wash 2.) washing a car!

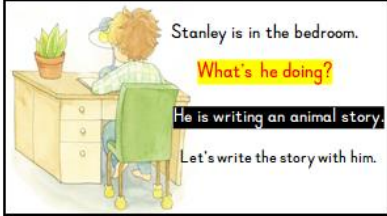


Stanley is in the bedroom.

What's he doing?

He is writing an animal story.

Let's write the story with him.



Look!

What is she doing?



She is washing a car!



Look!

It's a spider.

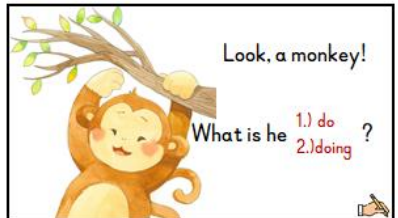


What is she doing?



Look, a monkey!

What is he 1.) do 2.) doing ?

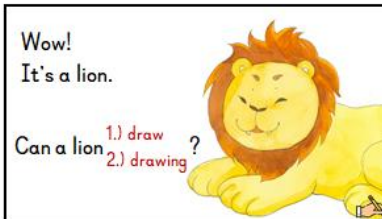


He is 1.) ride a bike 2.) riding a bike



Wow!
It's a lion.

Can a lion 1.) draw 2.) drawing ?

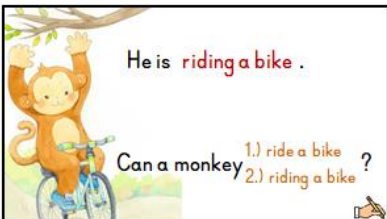


Look!
He is drawing.

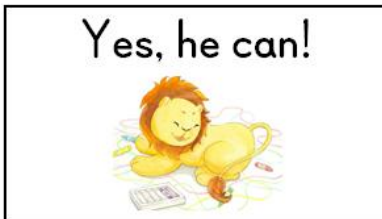


He is riding a bike .

Can a monkey 1.) ride a bike 2.) riding a bike ?

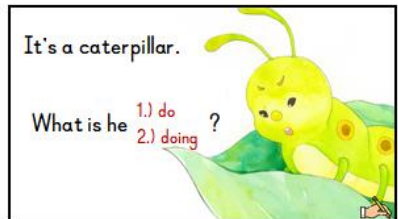


Yes, he can!



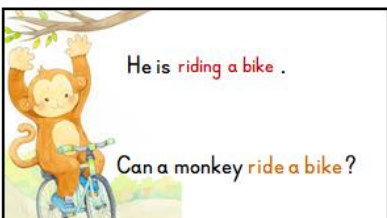
It's a caterpillar.

What is he 1.) do 2.) doing ?



He is riding a bike .

Can a monkey ride a bike ?

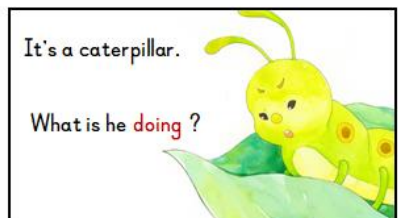


Look!
He is 1.) draw 2.) drawing



It's a caterpillar.

What is he doing ?



教學省思

本次教學班級為四年級，共兩班。

【一】

Warm up: Four Corners

操作該活動其觀課教師及自省時皆發現:

學生選擇各個角落時興致高昂，較難以讓學生彼此分享選擇該角落的原因。學生容易跟著同儕的選擇進行選擇，導致自己的思考能力較於薄弱。下次操作該活動時，可以限制每個角落的選擇人數，該角落選項若額滿時，每位學生仍要進行選擇，並思考合理的解釋原因。如此一來，應該可以促進(強迫)學生在限制框架中思考並進行描述。

Telephone

第一班級操作時，發現兩點應調整項目:

1. 花費較多時間解釋活動規則。

教學者可以再簡化規則，並提供 PPT 簡報(圖像、圖示)進行解說，並藉由與 ETA 相互示範的方式，提供正例與反例，加強學生對於該活動的理解。

2. 傳遞的訊息較複雜。

此節為該單元的第一節課，學習目標為辨別單字(字音與字義的連結) 傳遞訊息應以單字為主，逐漸調整傳遞訊息之難度(單字→簡單句子)

在第二班操作該活動時，便改變策略，以傳遞單字為主，學生若以熟習才會加入簡易句型。

【二】

本節課程目標為建立學生對於句型 What are you do"ing"? 的音感/語感，課程上半部分為 ETA, 教師及班上一位學生(英語口語能力較佳，態度較於外向之學生)擔任故事主角，透過三人扮演方式，吸引學生注意力，投入故事的情境。

演繹故事內容時，為更聚焦在音感/語感的養成(聆聽的輸入)，下次操作該活動時，我會適時加入提問，確認學生在聽故事時的理解。

下半部分為全班學生 repeat after teachers. 藉由師生重複閱讀故事，建立學生對於句型 What are you do"ing" 的語感，同時也可以再次確認學生的理解/學習狀況。

【三】

本節課程目標為重複閱讀故事內容進行 V.ing 的概念建立。透過 Kahoot 平台設計繪本故事挖空、提問... 使學生能更聚焦於文字的閱讀及建立學生對於 V.ing 的使用時機語感。

操作完該節次有幾項內容可於下學年教學時進行調整:

1. 故事內容挖空宜更聚焦於 Ving 的概念，因此次操作時發現，對於後段班的學生，可能因題目設計涵蓋 He is..../She is, His name is _____, Her name is _____..... 較容易失去答題信心與耐心。
2. Kahoot 結束後，可視學生答題狀況進行口語的提問對話，增加學生對於 I can V. / I am V.ing...的語感。
3. 第二個班級有遇到設備(網路)狀況，然而此次教學無準備預備方案，故該班於此活動較無法有脈絡的進行 can V. /Be V.+ V.ing 的語感探究。

建議使用科技輔助時，可先預備想好備案內容。

*此次遇到該狀況其實我可以直接拿簡報進行教學，各組發下小白板，用書寫的方式進行，但當下狀況發生感到慌亂，沒有想到該備案....

原預計第三節課程 學生應能夠區分 can+V. 與 Be V+Ving (理想很美好，但現實卻很骨感.....)

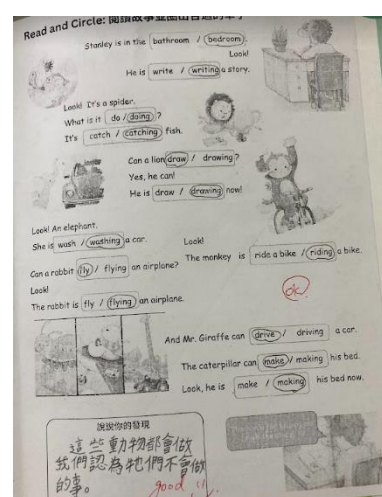
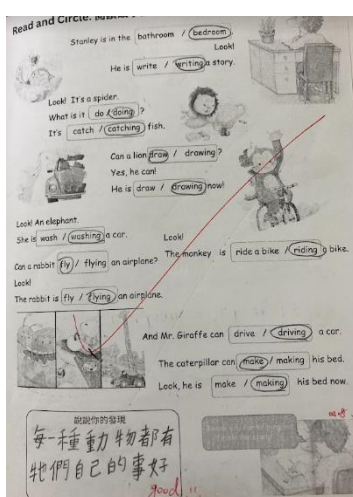
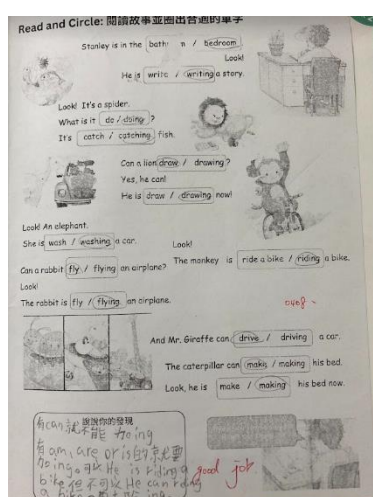
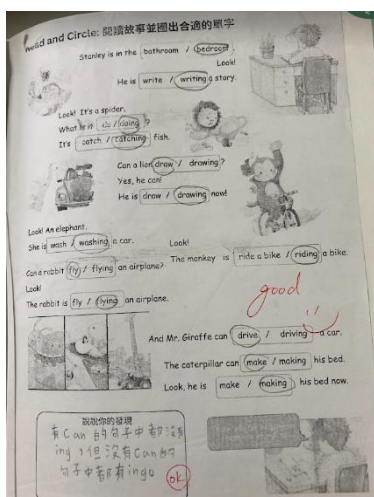
很幸運地跟夏萍老師討論完後，她提醒我:Eddy, 這就是要 re-teach 的 moment!!

因此第四節課程產生了!

第四節課著重在 藉由口語不斷的練習，加深學生對於 can+V. 與 Be V+Ving 的語感

從學生的回家作業中，有些學生甚至自己發現了文法點，當然也有些發現我沒有預設到的答案。

(如下圖:



以往教到此單元學生常會將三年級句型 I can + 原型動詞 與 現階段的 I am + V.ing 搞混，反思自身往常教學時，透過句型的反覆練習(Drilling) 加深學生對於該課的記憶；反覆練習在學習的階段是重要的，但一直不斷地反覆卻也是令人備感乏味的。

考量國小階段英語教學以溝通式教學法與培養英語語感為主，與其由反覆的練習句型、教師明示文法概念，不如由學生們多多接觸、嘗試，從語感出發建立基模。

以往教學時，都會由教師明示文法概念 Ex: 遇到 Be 動詞，要加 ing. 然而學生只是被動式的接受概念，缺乏語感的奠基 與發現。

非常感謝寒假參與 Fulbright 研習的 UC Davis 講師: Laura, Ellen 還有當時的神隊友: Penny, Doris、央團的夏萍老師、平時教學的好朋友 Kate, Winnie 以及以往研習時遇到的各路前輩夥伴，這份教案的點子與想法才得以產生，更重要的是，藉由與前輩、教學夥伴、研習等經驗，我才能放下許多的不安與以往的教學習慣，勇敢的運用繪本進行教學嘗試。

經由此次嘗試，多數學生均能辨別 can 與 be V.的用法，雖然也有些後段的同學們 仍在徬徨，但我相信不斷的改善與接觸同學們，發現迷思 一定能夠有改善的空間!

英語教師觀課回饋

玉里國小嘉慧老師

For Teacher Eddy :

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一、 教學的優點與特色：

1. 當學生發音不正確時，老師會做適時的修正。老師先示範正確發音，讓學生聆聽與判別、並唸出正確發音。(th 音、長短母音)
2. 教師善用肢體語言，讓學生理解所要教授的單字。
3. 老師的教室用語指令明確、學生清楚易懂。

二、 教學上可調整或改變之處：

1. 進行 The Four Corners 活動時，可改成學生坐在四區作回答，也許就不會擋到前方螢幕及老師的示範與講解。
2. 進行 Telephone 活動時，對於第一位傳遞訊息的學生，考慮到學生學習程度之差異，可將所要傳遞的句子簡化並視學生程度調整句子難度。

例如：第一、二題傳遞單字即可(cook)。

第三、四題傳遞以代名詞為起始的句子(He/She is ____.)

第五、六題傳遞 Lucy and Eddy are ____.

英語教師觀課回饋

三民國小于郝老師

運用 Four corners 進行提問還滿有創意的，操作該活動或許更適合開放式的提問設計。過程中建議老師若希望引導討論，可以準備一張簡單的 handout，讓學生們紀錄跟同學問問到的內容

第一堂進行單字教學時，phonics 認讀稍嫌不足，但在第二節課程有看到老師將每個字更完整的拆解，運用 phonics 讓學生認讀。

教師使用繪本進行教學是有趣的，但在繪本教學的第一節操作時，礙於攝影角度僅能從某個角度觀察，需透過與教學者再次議課後，才更了解該課程操作內容。