

## 2019-2020 Lesson Plan: EV Culture

<b>Topic</b>	Kinmen Culture	<b>Date</b>	Semester 2	<b>Time</b>	the time is now
<b>Book</b>	lord of the flies	<b>Grade(s)</b>	5th	<b>Teacher(s)</b>	Anna, Eunice, Jon, Melanie, Rebecca, Sarah, Taylor, Teiana, Tina
<b>Classroom Setting / Special Situation</b>	EV hotel room				
<b>Learning Objectives</b>					
<ul style="list-style-type: none"> <li>● Students will be able to verbalize and introduce some aspects of Kinmen culture.</li> </ul>					
<b>Teaching Materials</b>					
<ul style="list-style-type: none"> <li>● Projector</li> <li>● PPT</li> <li>● Pamphlet</li> <li>● 2 Whiteboard markers and 2 erasers</li> <li>● 1 large Whiteboard</li> <li>● Watermelon ball</li> <li>● Markers (3-4 boxes)</li> <li>● Coloring sheets of each vocab word x 660 (½ sheet; 2 per page -- 18-19 copies of each page)</li> <li>● Bucket hat w/ task + destination slips inside</li> <li>● Vocab picture cards (16 total), 1 set with word on back, 1 set w/o word on back:            LESSON 1: <u>otter, horseshoe crab, oyster, wind lion, hoopoe bird</u> (5 total)            LESSON 2: <u>temple, beach, old street, lake, ceramic factory, Little Kinmen</u> (6 total)            LESSON 3: <u>scooter, bike, walk, bus, ferry</u> (5 total)</li> </ul>					
<b>Basic Vocabulary / Sentence Patterns</b>					
<ul style="list-style-type: none"> <li>● Vocab: <b>wind lion, otter, hoopoe bird, oyster, horseshoe crab; scooter, bike, walk, bus, ferry; temple, beach, old street, lake, ceramic factory, Little Kinmen</b></li> <li>● Sentence Patterns:           <ul style="list-style-type: none"> <li>○ <b>What can you <u>see</u> in Kinmen?</b> <ul style="list-style-type: none"> <li>■ You can <u>see</u> _____ in Kinmen.</li> </ul> </li> <li>○ <b>What can you <u>do</u> in Kinmen?</b> <ul style="list-style-type: none"> <li>■ You can _____ to the _____.</li> </ul> </li> </ul> </li> </ul>					
<b>Procedures</b>				<b>Mins</b>	<b>Materials/Tools</b>

<p>LESSON 1</p> <p><b>I. Warm up: Name Game</b></p> <p>Students and teachers will sit in a circle, roll the watermelon ball to one another, and recite own/each other's names:</p> <ol style="list-style-type: none"> <li>1. name of person received ball from</li> <li>2. own name</li> <li>3. name of the next person who will receive the ball</li> </ol>	5 mins	<ul style="list-style-type: none"> <li>● PPT</li> <li>● Watermelon ball</li> </ul>
<p><b>II. Lesson 1 Vocab: Teaching Iconic Creatures of Kinmen</b></p> <p>Students will learn 5 vocab words and 1 sentence structure.</p> <ul style="list-style-type: none"> <li>● Creatures: <u>otter, horseshoe crab, oyster, wind lion, hoopoe bird</u></li> <li>● Sentence: <ul style="list-style-type: none"> <li>○ What can you <u>see</u> in Kinmen?</li> <li>○ You can <u>see</u> ____ in Kinmen.</li> </ul> </li> </ul> <p>Students will repeat pronunciation after teacher, clap along with each syllable, and everyone stands up to act out a gesture or action associated with the creature. Teach <u>"What can you see in Kinmen?"</u> sentence pattern.</p>	5-8 mins	<ul style="list-style-type: none"> <li>● PPT</li> <li>● Animal/creature vocab cards</li> </ul>
<p><b>III. Reverse Charades</b></p> <p>Split students into 2 teams. One rep from each team (2 students) stand in the front of the classroom, facing the rest of class. Teacher stands behind them and shows a vocab card to the class, who will then act out creature; students standing in front have to race each other to see who will guess first. Once either student guesses correctly first and earns a point for their team, another pair of students from both teams takes their place and the game continues.</p> <p>If needed, more advanced challenge aspect can be added: time the pair of students while they guess through all 5 animals, one at a time. <u>The student (of the pair) who guesses through all vocab in the least amount of time wins a point for their team.</u></p>	10 mins	<ul style="list-style-type: none"> <li>● Animal/Creature vocab cards</li> <li>● Timer on phone</li> <li>● Whiteboard (scorekeeping)</li> <li>● Whiteboard markers</li> <li>● Whiteboard eraser</li> </ul>
<p><b>IV. "Where's Waldo?" Race, Find-the-Animal Version</b></p> <p>Teacher will split students into 2 teams. One student from each team will go up at a time (2 will stand at the projector screen). When the teacher shows the vocab card (picture side), students compete to find the animal in the collage image and clearly state the correct English name = gets a point for their team. If needed, a second round can be added, where the teacher shows the <i>back</i> of vocab card (word only, w/o picture) and the students have to correctly state vocab word and locate in collage. Point Tie-Breaker: Paper-Scissor-Stone.</p>	10 min	<ul style="list-style-type: none"> <li>● PPT</li> <li>● Animal/Creature vocab cards</li> <li>● Whiteboard (scorekeeping)</li> <li>● Whiteboard markers</li> <li>● Whiteboard eraser</li> </ul>
<p><b>V. Family Portrait (optional)</b></p> <p>Split students into two teams. One teacher takes the photo and the other facilitates the class. Teachers: 1) photographer 2) facilitator</p> <ul style="list-style-type: none"> <li>● One team poses on the stage for a family portrait.</li> </ul>	5 mins	<ul style="list-style-type: none"> <li>● Camera on phone</li> <li>● Animal/Creature cards</li> </ul>



<p>LESSON 3</p> <p><b>I. Hangman: Review L1/L2</b>  Teacher will lead a demo, but then students can “play teacher” and take turns facilitating the game (going to the whiteboard, drawing a L1/L1 vocabulary word (animal/landmark) card for classmates to guess, write out exact # of blanks, choose fellow classmates to guess letters, etc.). Encourage pamphlet use.</p> <p><b>II. Lesson 3 Vocab &amp; Sentence Patterns</b>  Students will learn 5 new vocab words and 1 sentence pattern, and review L2 landmark vocab.</p> <ul style="list-style-type: none"> <li>● Transportation (L3): <u>scooter, bike, walk, bus, ferry</u></li> <li>● Landmarks (L2): <u>temple, beach, Old Street, lake, Ceramic Factory, Little Kinmen</u></li> <li>● Sentence: <ul style="list-style-type: none"> <li>○ What can you <u>do</u> in Kinmen?</li> <li>○ You can _____ to (the) _____.</li> </ul> </li> </ul> <p><b>III. “Six” Corners: TPR Acting Activity</b>  Students split into 2-3 groups. Each round, one student representative from each group will pull a slip from the hat, read slip to teacher, then relay the message back to the group. The slip will designate a [task + destination] for their group. Group objective: Act out task and “go” to the poster according to the task + destination, i.e. “You can <u>bike</u> to the <u>lake</u>,” so that specific group makes a pedaling gesture and pretends to bike to the lake poster.</p>	<p>10 min</p> <p>10 mins</p> <p>20 min</p>	<ul style="list-style-type: none"> <li>● L1/L2 Vocab cards</li> <li>● Whiteboard</li> <li>● Whiteboard marker</li> <li>● Whiteboard eraser</li> </ul> <ul style="list-style-type: none"> <li>● PPT</li> <li>● L2 Landmark, L3 Transportation cards</li> </ul> <ul style="list-style-type: none"> <li>● Bucket hat filled w/ slips</li> <li>● Posters on walls</li> </ul>
<b>Reflection</b>		
<p><i>What went well? What didn't? What would you change?</i></p>		