

Lesson Plan

Textbook	Kang-Xuan English Textbook for Junior High Schools: Book 6	Class	The Advanced Language Class of the 3 rd Grade
Unit	Lesson 5: They Are the Bears That Have White V-shapes on Their Chests		
Analysis of Teaching Material	1. The main idea of the lesson is to discuss the relationship between endangered animals and the environment, and to think about career planning and life-long learning. 2. Grammar Focus: Review Noun Clause	Period	45 mins
		No. of the Ss	6
		Teacher	吴孟樺
		Teaching Aids	1. The blackboard 2. The chalks 3. Worksheet 4. Homework
Analysis of Students' Background	1. Students have learned Noun Clause very well. 2. Students can read and analyze the reading very well. 3. Students have the basic knowledge of the endangered animals. 4. Students are willing to cooperate with the teacher and the classmates in various activities and discussion.	Teaching Methods	1. Direct Method (DM) 2. Audio-Lingual Method (ALM) 3. Communicative Language Teaching (CLT)
Instructional Objectives			
Unit Objectives		Specific Objectives	
I. Cognitive Domain 1. To understand the usage of the vocabulary and phrases. 2. To recognize the usage of Sentence Pattern A, B, and C.		1-1 To understand the usages of the vocabulary and phrases. 1-2 To use the learned vocabulary and phrases to make sentences. 1-3 To use the learned vocabulary and phrases to describe pictures. 2-1 To use the sentence patterns with correct grammaticality. 2-2 To apply the two sentences patterns to writing.	

<p>II. Affective Domain</p> <p>3. To respond to teachers willingly and voluntarily.</p> <p>4. To share their opinions with classmates actively and willingly.</p> <p>5. To participate in the classroom activities willingly.</p> <p>6. To enjoy the learning.</p> <p>7. To respect each one's specialties and differences.</p> <p>III. Psycho-motor Domain</p> <p>8. To express and share their opinions in English clearly.</p> <p>9. To analyze the reading.</p> <p>10. To think and plan career planning and life-long learning.</p> <p>11. To rewrite correctly.</p>	<p>3-1 To answer teacher's questions willingly and voluntarily.</p> <p>4-1 To be willing to share their opinions in public.</p> <p>5-1 To cooperate classmates.</p> <p>6-1 To actively participate in the classroom activities.</p> <p>7-1 To appreciate other's performance.</p> <p>7-2 To respect everyone's opinions.</p> <p>8-1 To say sentences and express their opinion accurately.</p> <p>9-1 To analyze the reading properly.</p> <p>10-1 To think the issue constructively and share the ideas with classmates.</p> <p>11-1 To rewrite sentences with correct spelling, sentence and grammar.</p>
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Distribution of Time

Period	Date	Main Points of Teaching		
1	2016/03/14	Dialogue		
Page Code	Teaching Activities		Teaching Aids and Methods	Time
	Teacher's Activities	Students' Activities		
	<p>I. Preparatory Activities</p> <p>A: T formulates the teaching plan.</p> <p>B: T is familiar with the teaching materials and methods.</p> <p>C: T designs teaching activities and discusses with other teachers.</p> <p>D. T prepares the teaching aids.</p>	<p>Ss preview Lesson Five and finish the Sentence Pattern A-C.</p>		

	<p>A. Warm-up</p> <p>a. T greets Ss.</p> <p>b. T asks Ss to read the vocabulary and make sentences of the new words in pairs.</p> <p>c. T asks Ss to answer the questions on page 49 and list some endangered animals in the world.</p> <p>B. Presentation</p> <p>a. T checks the answers of the sentence pattern A-C and asks students to read them loud.</p> <p>b. T asks Ss to watch the animation of the dialogue twice and then asks Ss to read it out loud, and answer the listening tests on page 51. T asks some questions about the dialogue and fill the form on the worksheet.</p> <p>c. Activity</p> <p>i.) T asks Ss to guess the answers to the questions about Polar Bears.</p> <p>ii.) T asks Ss to read the reading about Polar Bears in mind once and then read it out loud.</p> <p>iii.) T asks Ss to make at least five comparative sentences to compare Formosan Black Bears and Polar Bears.</p> <p>iv.) T asks Ss to share their own comparative sentences with one another.</p> <p>iv.) T asks Ss to copy the reading of Polar Bears to rewrite another reading about Formosan Black Bears.</p> <p>v.) T asks Ss to think what to do to protect Formosan Black Bears and Polar Bears, write the ideas down, and share them.</p>	<p>Ss follow T's directions and work in pairs.</p> <p>Ss check the answers on page 53-55, and read.</p> <p>Ss pay attention to T carefully. Ss</p> <p>Ss follow T's directions.</p>	<p>Audiobook Textbook</p> <p>Audiobook Textbook</p> <p>Audiobook Worksheet Textbook</p> <p>Worksheet</p>	<p>12'</p> <p>5'</p> <p>10'</p> <p>15'</p>
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	<p>D. Wrap-up</p> <p>a. T plays the animation to let Ss impress the whole dialogue.</p> <p>b. T assigns Ss homework on page 52, 59, and 60.</p>	<p>Ss listen to the teacher's instruction.</p> <p>Ss do the practice.</p>	Textbook	3'
Period	Date	Main Points of Teaching		
2	2016/03/15	Reading		
Page Code	Teaching Activities		Teaching Aids and Methods	Time
	Teacher's Activities	Students' Activities		
	<p>I. Preparatory Activities</p> <p>A: T formulates the teaching plan.</p> <p>B: T is familiar with the teaching materials and methods.</p> <p>C: T designs teaching activities and discusses with other teachers.</p> <p>D. T prepares the teaching aids.</p>	<p>Ss preview Lesson Five and finish their homework assigned last class.</p>		
	<p>A. Warm-up</p> <p>a. T greets Ss.</p> <p>b. T asks Ss some questions about the dialogue to review the lessons.</p> <p>c. T checks the homework assigned last class.</p> <p>B. Presentation</p> <p>a. T asks Ss to hand in the homework—A Short Writing about Formosan Black Bears.</p> <p>b. T exchanges Ss' homework and lets Ss read other classmates' homework in mind, and correct the wrong sentences.</p>	<p>Ss follow T's directions and check their answers.</p> <p>Ss follow T's directions.</p> <p>Ss follow T's directions.</p>	Textbook Worksheet. Worksheet.	5' 5'

	<p>c. T asks Ss to watch the animation of the reading twice and then asks Ss to read it out loud, and answer the reading tests on page 58. Then, T asks some questions about the reading.</p> <p>d. Activity</p> <p>i.) T asks Ss to read the Timeline of Jane Goodall's Life and Timeline of the World on the worksheet. Then, T asks Ss some questions about the Timelines.</p> <p>ii.) T asks Ss to read the reading about Jane Goodall in mind once and then to make a mind map about it.</p> <p>iii.) T asks Ss to share their mind map with one another.</p> <p>iv.) T asks Ss to think about career planning and life-long learning.</p> <p>D. Wrap-up</p> <p>a. T plays the animation to let Ss impress the whole reading.</p> <p>b. T asks Ss to watch a video about Palm Oil on the web in class, and asks Ss to read the reading about Palm oil, answer the questions on the worksheet after class, and to think about the endangered plants as well.</p>	<p>Ss follow T's directions and answer the questions.</p> <p>Ss follow T's directions and answer the questions.</p> <p>Ss follow T's directions and make a mind map.</p> <p>Ss share their mind maps.</p> <p>Ss share their thoughts in English.</p> <p>Ss listen to the teacher's instruction.</p> <p>Ss do the practice.</p>	<p>Audiobook Textbook</p> <p>Worksheet</p> <p>Worksheet</p> <p>Audiobook</p> <p>Worksheet</p>	<p>10'</p> <p>5'</p> <p>5'</p> <p>5'</p> <p>3'</p> <p>2'</p> <p>5'</p>
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