

雲林縣107年英語輔導團協作共備教學觀摩(台西國小)輔導員共備教學教案

Unit	Reading Time: Magic Market(Unit1) (何嘉仁/ Book 5)	Date	20181221
		Class	Grade 5 (22 students)
Time	40 min (1 st session)	Instructor	Karen Hsieh (Ming Lun Hsieh)
Language Focus	<ul style="list-style-type: none"> Vocabulary: magic market, no one, us, take 		
Objective	<ul style="list-style-type: none"> Ss can read the story. Ss can use reading graphic organizer to understand the story. 		
Steps		Teaching aids	Time
I. Warm-up <ul style="list-style-type: none"> Scaffolding Instruction: Circle the unknown words 1. T plays e-book sentence by sentence and Ss listen, read and circle the unknown words. 2. Ss write down the unknown words on sticky notes. 3. Ss take turns to ask their classmates the meaning of unknown words. The other students answer the unknown words of pronunciation and meaning. Each group writes down the unknown words which they still don't understand on the white board. 5. T explains the pronunciation the unknown words. 		e-book PPT sticky notes whiteboards markers	10 min
II. Presentation and Practice <ul style="list-style-type: none"> Asking Questions: Quick Answer <ol style="list-style-type: none"> T uses 5W1H questioning technique to ask four questions about MARKET. Each S in the group has different questions to answer. Boss: What do you like? I like <u>apples</u>. Secretary: Where do you buy fruit? I buy fruit in the <u>market</u>. Manager: When do you go to market? I go to market <u>in the morning</u>. Assistant Manager: How do you go to market? I go to market <u>by car</u>. 3. The student who can answer the question most quickly get additional 3 points. The second one get additional 2 points. The other students get additional 1 point. <ul style="list-style-type: none"> Mind Mapping: Make a graphic organizer 1. T asks some questions about dialogues and promote 		PPT	10 min
		worksheets	10 min

<p>deeper understanding the text.</p> <p>2. Ss read textbooks and choose the key words that relates the main idea(magic market).</p> <p>3.Ss fill the answers in the chart.</p> <p>(1) Who are they? (2) Where are they (3) What do they want to eat? (4) What does Molly like? (5) What does Ron like? (6) What does Henry like? (7) Where are they eating magic fruit? (8) After eating, Ron is ____. (9)After eating, Molly is ____. (10)After eating, Henry is ____.</p> <ul style="list-style-type: none"> ● Challenge Time <p>1.T ask high level students one inference question. 2. Each group discuss the question and write down the answer on the whiteboard. 3.The high level students answer the question.</p>	<p>whiteboards markers</p>	
<p>III. Practice and Production</p> <ul style="list-style-type: none"> ● <i>Read and Check</i> <p>Ss read the dialogues again and finish p75</p> <ul style="list-style-type: none"> ● <i>Challenge Time</i> <p>T ask high level students one reflection question. 2. Each group discuss the question and write down the answer on the whiteboard. 3.The high level students answer the question.</p>	<p>PPT</p>	<p>5min</p>
<p>IV. Wrap-up</p> <ul style="list-style-type: none"> ● Presentation: Retell the story <p>Ss look at the chart and retell the story.</p>	<p>worksheets</p>	<p>5 min</p>