

Teaching Plan (蕭茵如)

Lesson	Reading Skills Learning	Period	Third period
Time	First period: 10/24 11:05~11:50 Second period: 10/24 15:55~16:40 Third period: 11/01 08:20~09:05 Fourth period: 11/07 11:05~11:50	Number of Students	18
Materials	Various picture books worksheet #1 (Head in the Clouds) worksheet #2 (Picture in Mind) worksheet #3 (In Character) worksheet #4 (Digging for Differences) worksheet #5 Connections: Worldly Wise)	Class	專家組

Contents Corresponding to the Domain/Subject Core Competencies	General Guidelines	J-A2 Possess the ability to understand the entirety of a situation as well as the knowledge and ability to conduct independent thinking an analysis, and employ appropriate strategies in tackling and solving problems in daily life. J-B1 Possess the ability to use symbols of all types to express one’s feelings and ideas; feel empathy for and interact with others; and understand mathematical science, aesthetics, and other basic concepts that can be used in daily life. J-C2 Possess altruistic knowledge and attitude, and demonstrate the ability to develop mutual cooperation and harmonious interaction with others.
	Domain/Subject Guidelines	英-J-A2 Possess the skills of systematic understanding and deduction. Be able to clarify connection of text information and make inferences, and gain a preliminary understanding of similarities and differences between local culture and other cultures through comparing text information. 英-J-B1 Possess basic listening, speaking, reading, and writing competencies in English. Be able to use learned vocabulary, sentence patterns, and body language to communicate and interact appropriately in common everyday life. 英-J-C2 Actively participate in in-class and extracurricular English language group learning activities and develop a spirit of teamwork.
Learning Focus	Learning Performance	5-IV-10 Can comprehend simple stories and reading passages, and provide a verbal or written summary with simple sentences. 6-IV-4 Enjoys exposure to a wide variety of extracurricular English materials, such as songs, English-learning magazines, comics, videos, radio programs, the Internet, etc. 7-IV-3 Utilizes verbal and non-verbal strategies, such as a request for repetition, hand gestures, facial expressions,

		etc. to enhance effectiveness of communication.
	Learning Contents	◎Ae-IV-1 Simple songs, rhymes, short passages, stories, and plays.

Learning Objectives	1. Ss can roughly understand what the picture book talks about. 2. Ss can choose the appropriate worksheet to analyze the picture book. 4. Ss can present the picture book based on the worksheet. 5. Ss can cooperate with their partner while discussing.
Teaching Methods	Cooperative learning, discussion
Teaching Strategies	Give the chance to make a decision Group discussion

Assessment Methods	peer assessment
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The Third Period

學習活動設計(Procedures)			
學習活動流程 (Process)	時間 (Time)	教學設備 (Tools)	評量 (Assessment)
First Period			
Warm-up 1. Review the procedure of how to present a report including a greeting, a brief self-introduction, the body part, and a nice closure. 2. Explain how to do peer assessment.	10 mins	Screen	
Presentation 1. 9 groups are going to present their picture books by showing their worksheet on the screen. 2. Each group has to finish the report in between 1 to 2 minutes. 3. Meanwhile, the other groups have to listen carefully and give scores based on the given scales. 4. Each group writes down the scores on the blackboard. 5. The teacher randomly asks why they give such a score. 6. Offer the prizes for the top 4 winner groups.	20 mins	Screen/ peer assessment sheet	peer assessment
Wrap-up 1. Ask Ss to practice reading their picture books within groups quietly. 2. Tell Ss that they are going to make a short film about reading the picture book they chose next time.	15 mins	blackboard	

