

跨領域素養導向教案

國際教育議題教案設計：MONGOLIA

IAN GARNER

臺中市立東山高級中學外籍教師

國立臺中教育大學外語領域教學研究中心(小學組)

CENTER FOR RESEARCH ON FOREIGN LANGUAGE TEACHING FOR ELEMENTARY SCHOOLS
DEPARTMENT OF ENGLISH, NATIONAL TAICHUNG UNIVERSITY OF EDUCATION

Competence-Oriented Curriculum and Lesson Plan

Domain/Subject		Social Studies - EFL	Author	Ian Garner
Topic/Theme		Mongolia	Grade level	4
Number of lessons		Lesson 1 of 8	Duration	40 minutes
Title		Mongolia song and dance.		
Lesson Type		Keyword song and dance with listening assessment.		
Description		Students will be introduced to the song and music video that is at the core of the Mongolia unit. They will interact with the FET via images and text on the PPT, and draw and write six things that can be seen in Mongolia. Later in the lesson they will think of a dance move for each of the six key items and incorporate these dance moves into the Mongolia song.		
	General □ □		Subject-specific □ (□) □	
	<input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> A3 <input checked="" type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> B3 <input type="checkbox"/> C1 <input checked="" type="checkbox"/> C2 <input checked="" type="checkbox"/> C3		Competency Development	
□ □ □ □		Social Studies – E-B1 Through representational symbols such as language, text and images, students can understand the richness of human life, Students can use a variety of symbols to interpret relevant information, achieve the purpose of communication, and promote mutual understanding. English - E-B1 Has English listening, speaking, reading and writing ability to get started. Be able to use the vocabulary and sentence patterns to communicate under guidance in daily life. English: E-C2 Actively participates in English group learning activities. Cultivates the spirit of teamwork. Social Studies – E-C3 Understand self-culture, respect and appreciate multiculturalism, and care about local and global issues.	Social Studies – E-B1 During the lesson students will be introduced to various symbols that are associated with Mongolia (horse, camel, Genghis Khan, Mongolia flag, grassland, desert). Later in the unit these symbols will be explored in more depth to promote understanding of Mongolian culture. English - E-B1 During the presentation, students will listen to the keyword and use their knowledge of phonics to identify the first letter of the word. They will then write the keyword onto their worksheet. English: E-C2 When creating the dance, students will be encouraged to use their creativity to link the given English word with a suitable dance move. Students will work together and vote which move to incorporate into their dance. Social Studies – E-C3 As this is the first lesson in the unit students will only scratch the surface of Mongolian culture during this lesson.	

□ □ □ □	Learning Content □ □ □ □	Learning performance □ □ □ □			
	English Aa- II -2: Identification and writing of printed case letters. ◎Ac-II-1: Common classroom language. Ac-II-3 The words learned in the second learning phase. ◎Ae-III-1 Simple ballads, rhymes, essays, stories and skits.	English ◎1-II-7: Can understand the words learned in the classroom. ◎1-II-8: Can understand simple classroom language. 4-II-3: Can copy the words learned in the classroom. 6-II-2 Can actively participate in various classroom exercises or activities. 7-II-2 Can make good use of nonverbal messages in situations to help with learning.			
	Social Studies Aa-II-2: Different groups should be understood and respected.	Social Studies 2b-II-2: Can feel and appreciate the characteristics of different cultures.			
Learning Objectives □ □ □ □	1. Draw and write (in English) six things you can see in Mongolia. 2. Recognize the six words (in English) and match to the correct picture.				
Target vocabulary	Mongolia	desert	horse	camel	grassland
	Genghis Khan				
Target grammar/sentence	Can you see...				
Classroom English	<u>Procedural Language</u> draw pencils down stand up look at me, please	<u>Functional Language</u> Show me an action for ... number one / two / three raise your hand	<u>Target Language</u> Mongolia, desert, horse, camel, grassland, Genghis Khan		
Teaching materials and equipment	Computer with projector and speakers. Lesson PPT Mongolia Music Video				
Necessary prior knowledge	Students should have some experience of the English letters and the sounds associated with them.				
Teacher preparation	Print the worksheets – one per student.				
Accountability Measures Summary	At appropriate points in the lesson, students will copy the English word from the PPT, and draw the corresponding picture on their worksheet (lesson objective 1). The teacher will use the procedural classroom language „draw...” and „pencils down” „look at me, please” to ensure that all students are on-task at all times. Students should actively contribute ideas for the dance moves to show understanding of the keywords. Students will complete the listening assessment at the end of the lesson independently. This will assess the students” success of meeting lesson objective (2).				
Lesson Modifications/ Student Accommodations	High level students (HLSs) - High level students will understand more of the content during the PPT and will contribute to discussion by answering any questions from the teacher. They should also be able to sing the song while dancing. Low level students (LLSs) - Low level students will still be able to follow the main idea of the lesson and will start to match the sound of the keyword with the dance move. Success of this will				

be evident during the final assessment.

Lesson 1: Mongolia Song and Dance (Part One)

Lesson Phase	Procedure	Time
Connect (1)	The students will be shown a map of the world onto which the teacher will display four countries.	0 - 2
Interaction measures	FET: "Where are you from?" Ss "I'm from Taiwan" – Display Taiwan. FET: "Is Taiwan big or small?" Ss "Small" FET: "Where am I from?" Ss "You're from the UK" – Display the UK. Last time we learned about... Display Canada. This time we will learn about ...Display Mongolia	
Connect (2)	Explain that for the next 6 lessons we will learn all about Mongolia. We will use the song to help us learn. Play the Mongolia music video for the students to watch.	2 - 5
Interaction measures	N/A	
Activate (1)	Hand out the worksheet to the students. Ask them to write their English name, class number and seat number	5-7
Interaction measures	FET: "What's my name?" Ss: "Teacher Ian" FET: "Please write your name." FET: "What's your class number?" Please write your class number.	
Activate (2)	Use the PPT to show the students six things that you can see in Mongolia. FET: "In Mongolia, what can you see?" (reveal picture then word).The students should then copy the English word and draw the corresponding onto their worksheet. When all six pictures have been drawn, the PPT can be used to quickly review the words.	7 - 20
Interaction measures	Let's draw six things you can see in Mongolia. (If students don't know how to draw, they can also use words to describe.) FET: "How do you say „draw" in Chinese?"	
Demonstrate (1)	Ask the students to stand up and put their chairs under their desks. The students will now create dance moves to represent the key words/phrases in the song. Process: Play the music video from the start, pause, read the English, discuss dance moves, vote on which dance move the students want to use. Play the music video and insert dance move. Repeat over and over until the first half of the song is completed.	20 - 35
Interaction measures	This part of the lesson is fully interactive with the students as they suggest dance moves and vote on their favorite.	
Consolidate (1)	Ask the students to sit down. The teacher should act out each of the six moves and ask the students to say the corresponding word.	35 - 36
Interaction measures	Students respond to teachers actions.	
Consolidate (2)	Read the instructions on the PPT / Student worksheet. The teacher will say six words and the students must show that they recognize the word by writing that number underneath the correct picture.	36 - 38

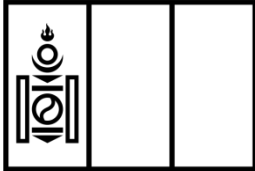
Interaction measures	Students read the instructions with the teacher. Co-teacher can confirm that the students understand the instructions.	
Consolidate (3)	Students should hand in their worksheets to the teacher for assessment. Thank the class for their effort and say goodbye.	38 - 40
Interaction measures	N/A	

Learning assessment	<p>Formative Assessment After the students have drawn all the pictures the teacher can informally review the six keywords using the PPT. During consolidate (1) the teacher will act out the dance move and the students should say the corresponding keyword.</p> <p>Summative Assessment This is done as a listening assessment. The students should listen to the teacher say the keywords and correctly number the item on their worksheet. The teacher will collect and mark the worksheets giving a total score out of twelve. Students will receive six marks for accurately copying the six words from the PPT onto their worksheet and six marks for the listening assessment.</p>
Teaching reflection	<p>The first time I taught this lesson it went well, but I ran out of time and wasn't able to complete the listening assessment. I have therefore taken out the keyword „eagle“ from this lesson and replaced it with „Mongolia“. This will allow me to stop the song/dance after „the camel walking on the sand“. I hope that this slight change to the worksheet and PPT will now allow me to complete the lesson in 40 minutes.</p> <p>I may also adapt the music video and replace the keywords with „blanks“. I can then ask the students to look out for, and listen closely to, these sounds.</p>
Notes	<p>* The lesson requires the students to use their creativity when suggesting ideas for the dance moves and I feel that this should be formally recognized. In the future, I would like to add a score for „participation“ (especially during the creation of the dance). This would then allow the teacher to assess the students' competency development (E-C2).</p>

Mongolia: Song (Part 1)



Let's draw six things you can see in Mongolia.

1.	2.	3.
		
_____	_____	_____

4.	5.	6.
_____	_____	_____



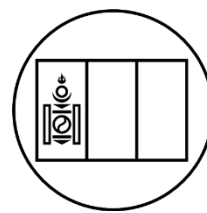
Listen to the word.



Write the number.













Mongolia: Song Lyrics

Mongolia - The Land of Genghis Khan • Ian Garner (lyrics) Jonon (music)

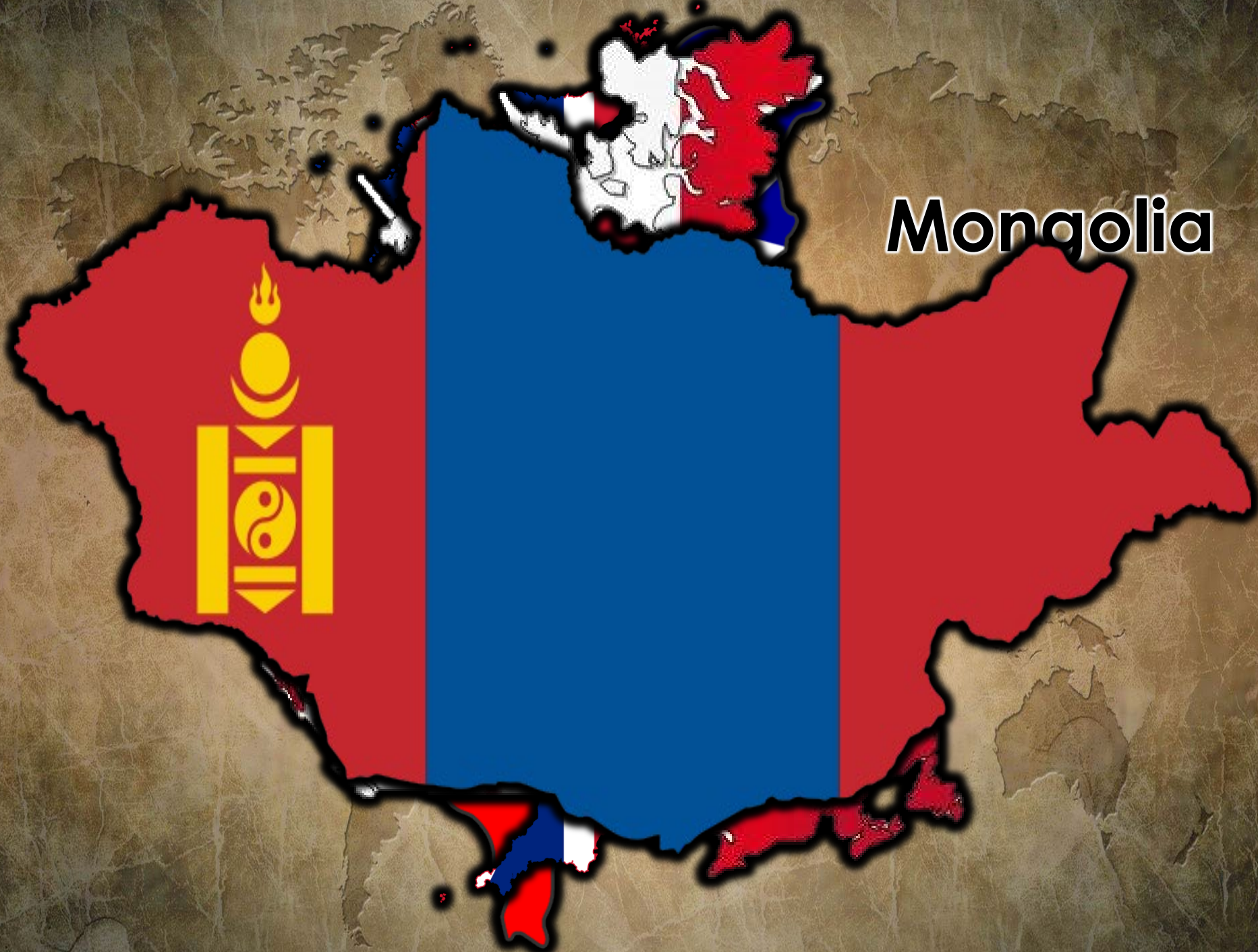
- (1) Mongolia, Mongolia
- (2) The land of Genghis Khan.
- (3) Let's start our journey.
- (4) Come with us, explore this land.
- (5) Can you see the horse?
- (6) It's running on the grass.
- (7) I love to see the grassland in Mongolia.
- (8) Hey, who's that?
- (9) Who?
- (10) You!
- (11) Me?
- (12) My name is Genghis Khan
- (13) I'm from Mongolia.
- (14) Can you see the camel?
- (15) It's walking on the sand.
- (16) I love to see the desert in Mongolia.
- (17) Can you see the eagle?
- (18) It's flying in the sky.
- (19) I love to see the forest in Mongolia.
- (20) There are so many things that we can do here.
- (21) It's Naadam festival,
- (22) let's dance and celebrate.
- (23) Wrestling, archery, horse racing Yipee!!
- (24) Welcome you to Mongolia.
- (25) Sleep in a yurt and see the stars.
- (26) Our country is so beautiful.
- (27) People so friendly, Mongolia.

Music: Jonon - Winter



Mongolia - Ian Garner





Mongolia

What can you see
in Mongolia?



Name: _____ Class: _____ Seat Number: _____

Mongolia



Flag



Capital city ★ Ulan
Bator

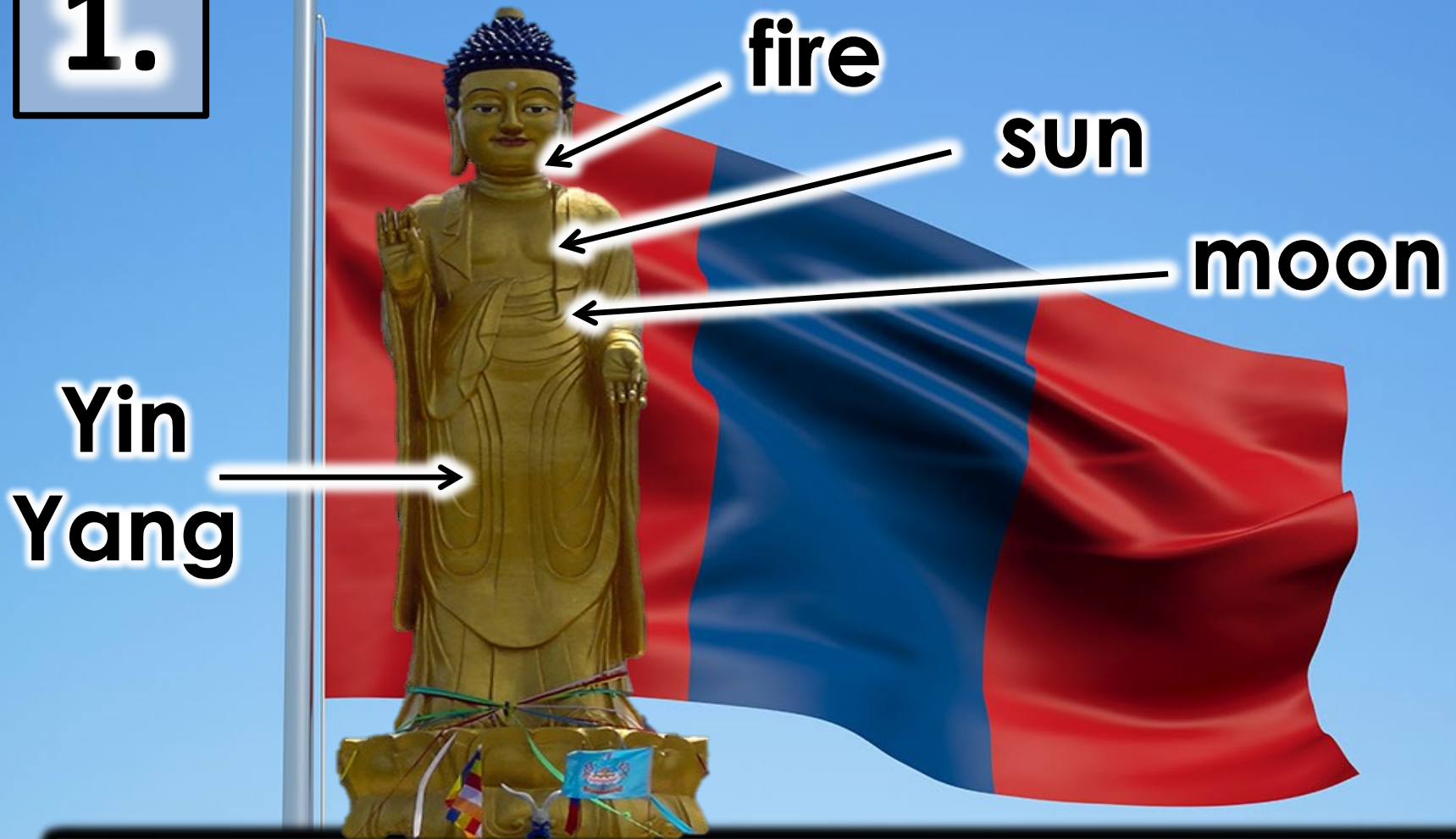
World Map





**Let's draw
six things you can
see in Mongolia.**

1.



Mongolia flag

2.

成吉思汗

Genghis Khan

Genghis Khan was the leader of the Mongolian Empire.

#Genghis khan military tactics



3.



horse



How are they different?



4.

grassland

80% of Mongolia is grassland.

yurt

grassland



5.



camel

6.

desert

Gobi Desert





Mongolia



Genghis Khan



horse



grassland



camel



desert

The background of the image features the Mongolian flag, which consists of a red upper half and a blue lower half separated by a white horizontal stripe. On the left side, there is a large, stylized yellow national emblem. The emblem includes a flame at the top, followed by a sun with a face, and a central figure that resembles a stupa or a traditional Mongolian object. The text "Mongolia Song" is written in a bold, black, sans-serif font with a white outline, positioned in the upper right area of the image.

Mongolia Song

... and dance!



Listen to the word.



Write the number.

1, 2, 3, 4, 5, 6



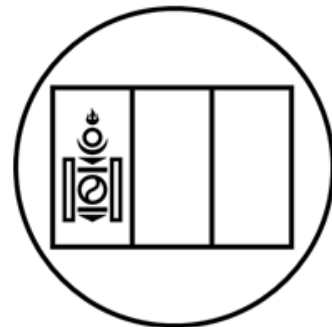
Listen to the word.



Write the number.













- (1) 蒙古，蒙古
- (2) 成吉思汗國
- (3) 開始我們的旅程吧
- (4) 跟我們來， 探索這片土地

- (5) 你能看見那匹馬嗎？
- (6) 它在草地上奔跑
- (7) 我喜歡看蒙古的草原

(8) 嘿 , 那是誰?

(9) 誰?

(10) 你啊!

(11) 我?

(12) 我是成吉思汗

(13) 我來自蒙古

(14) 你能看見駱駝嗎？

(15) 它在沙子上行走

(16) 我喜歡看蒙古的沙漠