

# 跨領域素養導向教案

國際教育議題教案設計：

MONGOLIAPARTS OF A FLOWER

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DEPARTMENT OF ENGLISH, NATIONAL TAICHUNG UNIVERSITY OF EDUCATION

# SY 111 Taichung FET Lesson Plan

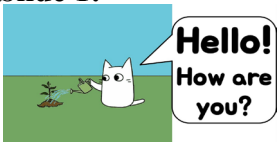

<b>Domain/Subject</b>	EFL/ CLIL- Science	<b>Author</b>	Caitlyn Klein
<b>Topic/Theme</b>	Parts of a Flower	<b>Grade level</b>	Grade rge 2- 3
<b>Number of lessons</b>	One	<b>Duration</b>	40 minutes
<b>Title</b>	Growing “Flowers”		
<b>Lesson Type</b>	Reading & Stacking Game		
<b>Description</b>	Students will read about how flowers grow and answer comprehension questions about a plant’s needs and growing stages. They will then work in teams to identify, discover and build a “flower” of their own. After they will fill out a “What do you know before you go” mini worksheet as an assessment.		

核 心 素 養  Co re- co mp ete nci es	General總綱	Subject-specific領綱	Core Competency Development
	<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 type="checkbox"/> C3 <input checked="" type="checkbox"/> C2	<p><b>English - E-B1</b> 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.</p> <p><b>E-C2</b> Possess the ability to understand the feelings of others and show willingness to interact with others and cooperate with group members.</p> <p><b>Science - E-B1</b> Be able to analyze, compare, create charts and graphs, use simple mathematics, and other methods to organize existing natural science knowledge or data. Express the process, findings or results of investigations with simpler forms of spoken words, texts, photos or videos, drawings, physical objects, scientific terms, mathematical formulas, models, etc.</p> <p><b>E-C2</b> Through collaborative learning in exploring science, develop the ability to communicate, express, and get along with peers as a team member.</p>	<p><b>English - E-B1</b> Students will use listening, speaking, reading and writing skills throughout the lesson. The lesson has various cognitive activities (such as reading comprehension and using what they know to work in teams) that will allow the students to communicate using English.</p> <p><b>E-C2</b> Students will take turns finding, saying and then stacking the blocks one after the other until they have a complete flower.</p> <p><b>Science - E-B1</b> The lesson has various cognitive activities (such as making connections to real life things and using what theyknow to work in teams) that will allow the students to think.</p> <p><b>E-C2</b> Students will cooperate with their classmates in order to complete this activity. The end goal is to build a flower as a team in the correct order.</p>

學習重點 Learning Focus	Learning Content 學習內容	Learner Performance 學習表現
	<p><b>English</b></p> <p>◎D-II-1 Simple classification of the learned words.</p> <p>B-II-1 The words and sentence patterns learned in the second learning phase for communicating in life.</p> <p><b>Science</b></p> <p>INb- II -6 The external morphology of common plants is mainly composed of roots, stems, leaves, flowers, fruits, and seeds.</p>	<p><b>English</b></p> <p>◎9-II-1 Can classify basically the words learned in the classroom.</p> <p>6-II-2 Can actively participate in various classroom exercises or activities.</p> <p>◎1-II-7 Can understand the words learned in the classroom.</p> <p>◎1-II-10 Can understand simple sentences patterns.</p> <p>◎2-II-3 Can say the words learned in the classroom.</p> <p>◎2-II-5 Can use simple daily language.</p> <p>◎3-II-2 Can recognize words learned in the classroom.</p> <p><b>Science</b></p> <p>po- II -2 Students can ask questions based on observation, data collection, reading, thinking, and discussion.</p> <p>pc- II -2 Students can use the simple forms of speaking, writing, or drawing to express the</p>

<b>Learning Objectives</b> 學習目標	<ul style="list-style-type: none"> <li>- The students will be able to recognize and say the target vocabulary and grammar in the lesson.</li> <li>- Students will work in teams to correctly discover, identify and stack the parts of a flower in the correct order.</li> <li>- Students will be able to effectively demonstrate the learned pattern through a whole class review of the previous activity.</li> <li>- They will also fill out the “What do you know before you go” mini exit worksheet as a form of assessment.</li> </ul>				
<b>Target vocabulary</b>	<b>a flower a stem a leaf a seed roots</b> (Review: air sunlight water soil)				
<b>Target grammar/sentence</b>	<b>What is it? It is _____. / They are _____.            (Review: What do plants need? They need _____.)</b>				
<b>Classroom Language</b>	<p>What classroom language have you <b>planned for</b> during this lesson?</p> <table border="1"> <thead> <tr> <th data-bbox="371 633 922 678"><u>Procedural Language</u></th><th data-bbox="922 633 1489 678"><u>Functional Language</u></th></tr> </thead> <tbody> <tr> <td data-bbox="371 678 922 1104"> <ul style="list-style-type: none"> <li>- How are you?</li> <li>- What is it/this?</li> <li>- Who thinks it is _____?</li> <li>- What do you see?</li> <li>- Everyone, stand up/sit down.</li> <li>- Write your name.</li> <li>- Repeat after me.</li> <li>- Yes/No</li> <li>- All together!</li> <li>- Make sure to work together!</li> <li>- It is almost time to go.</li> <li>- Goodbye! See you next week!</li> </ul> </td><td data-bbox="922 678 1489 1104"> <ul style="list-style-type: none"> <li>- Can you say that again?</li> <li>- What does this mean?</li> <li>- Can you speak louder?</li> <li>- Whose turn is it?</li> <li>- It is your/my turn.</li> </ul> </td></tr> </tbody> </table>	<u>Procedural Language</u>	<u>Functional Language</u>	<ul style="list-style-type: none"> <li>- How are you?</li> <li>- What is it/this?</li> <li>- Who thinks it is _____?</li> <li>- What do you see?</li> <li>- Everyone, stand up/sit down.</li> <li>- Write your name.</li> <li>- Repeat after me.</li> <li>- Yes/No</li> <li>- All together!</li> <li>- Make sure to work together!</li> <li>- It is almost time to go.</li> <li>- Goodbye! See you next week!</li> </ul>	<ul style="list-style-type: none"> <li>- Can you say that again?</li> <li>- What does this mean?</li> <li>- Can you speak louder?</li> <li>- Whose turn is it?</li> <li>- It is your/my turn.</li> </ul>
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<b>Teaching materials and equipment</b>	<b>Computer Equipment:</b> <ul style="list-style-type: none"> <li>- Computer</li> <li>- Smartboard/Projector</li> </ul> <b>Software:</b> <ul style="list-style-type: none"> <li>- PowerPoint /MS Word (Google Slides/ Word)</li> </ul> <b>Things to Print:</b> <ul style="list-style-type: none"> <li>- “Flower Parts” blocks</li> <li>- Flashcards</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>- chalk/markers/ pencils/ erasers</li> <li>- black board/ whiteboard/</li> <li>- clock/timer/watch</li> </ul>				
<b>Necessary prior knowledge</b>	<ul style="list-style-type: none"> <li>- The students will be able to say and recognize air, sun, dirt, water from their previous “Growing” unit.</li> <li>- The students will also be able to use the pattern and recognize: “What do plants need? They need (air, sunlight, water, soil).”</li> <li>- They will already know the classroom language we have been using since the beginning of the semester.</li> </ul>				
<b>Teacher preparation</b>	<ul style="list-style-type: none"> <li>- At least 2-3 days prior to the lesson, print out all the worksheets. Each student should have an exit assessment mini worksheet.</li> <li>- The flower “blocks” should be printed and assembled (and tested to make sure that they can stack up!)</li> <li>- On the day of the lesson make sure to set up the PPT on the board/screen.</li> </ul>				

	<ul style="list-style-type: none"> <li>- Be sure to have all actions for the vocabulary words memorized as well.</li> </ul>
<b>Accountability Measures Summary</b>	<ul style="list-style-type: none"> <li>- The students will show that they are participating by doing the actions for the vocabulary as well as answering questions using the pattern.</li> <li>- They will also ask each other the pattern during the game and respond accordingly.</li> <li>- Further accountability will be done with the exit assessment mini worksheet.</li> </ul>
<b>Lesson Modifications/ Student Accommodations</b>	<p><b>High level students (HLSs)</b></p> <ul style="list-style-type: none"> <li>- Can help when demonstrating how to play the game to the class.</li> <li>- These students can also help with clarifying/ translating instructions or terms for others if needed as well as assist/guide students who are having difficulties with playing the game.</li> <li>- They can also be encouraged to use full answers when responding such as “They are roots.” or they can expand on their answers such as, “They need sun and dirt.”</li> </ul> <p><b>Low level students (LLSs)</b></p> <ul style="list-style-type: none"> <li>- LLSs will be given verbal prompts or actions to be used as clues to assist with answering. They can even point to the answers.</li> <li>- The sentence pattern and flashcards will be displayed on the board as a visual assistance.</li> </ul> <p><b>Special considerations (e.g., high level reading but low-level speaking, impairments)</b></p> <ul style="list-style-type: none"> <li>- These students will get involved through participating in whole class responses, doing actions and repeating after the teacher.</li> <li>- They will be able to display understanding by working with their team to find the correct part of the flower to stack up.</li> </ul>

Lesson Phase	Procedure		Time
<b>Introduction/ Connect/ Warm-up</b>	<p><b>Slide 1: “Daily Greetings”</b></p> <ul style="list-style-type: none"> <li>- The teacher will begin with the daily greetings such as “Hello! How are you?”</li> <li>- Generate interest by looking at the gif and asking leading questions about the topic of the lesson.</li> </ul> <p><b>Slide 2: “Review- Plant’s Needs”</b></p> <ul style="list-style-type: none"> <li>- The teacher will review the previously learned pattern.</li> </ul>	<p><b>Slide 1:</b></p>  <p><b>Slide 2:</b></p> <p>What do plants need?</p> <p>They need</p> 	~ 5 minutes
<b>Interaction measures</b>	<p><b>Slide 2:</b> The teacher will first go over the pattern. They will quickly review the previous vocabulary eliciting meaning through use of flashcards. The teacher will also have the students repeat for pronunciation.</p> <ul style="list-style-type: none"> <li>- <b>For LLS:</b> say the plant’s need</li> <li>- <b>For HLS:</b> try and have them respond with the previous lessons’ pattern/ full sentence: “They need (air, sun, water, dirt).”</li> </ul> <p>The teacher can also purposely say silly “needs” (such as They need <b>pizza</b>. or They need <b>a shoe</b>.) to check that the students are listening/to see what they know.</p>		
<b>Presentation/ Activate/</b>	<p><b>The teacher will then introduce the target vocabulary using flashcards and Slides 3-7 of the PPT</b></p> <ul style="list-style-type: none"> <li>- Each slide has a vocabulary word</li> </ul>	<b>Slide 3:</b>	~10 minutes

(color coded) and pictures to show real life examples of the target words.

- The teacher can also use the images on the slides to review the previously learned vocabulary

Have the students repeat the question “What is it?” and check for pronunciation. Then, go through each vocabulary word using the pattern “It is \_\_\_\_/ They are \_\_\_\_”

The teacher should then randomly call on a student and ask: “What is it?” and encourage full sentence responses. They can use actions to assist with answering or even touch the flashcard with the animal that they see.

#### Slide 8: What is it?

The sentence pattern will be shown and the teacher will ask the students to repeat the pattern to make sure that pronunciation is correct. The teacher will also use this slide and the pictures on it to practice the pattern and answer.

For further practice, the teacher can draw a quick flower on the board. The teacher can then call on students to come up, answer the target question and then place the flashcards on the right part.

- Encourage **HL students** to use complete sentences before placing the flashcard.
- **LL students** can say the word and then match the flashcard to the correct part.

#### Slide 9-10: Story “From Seed to Sunflower”

The teacher will introduce the story to the students.

- Using the target pattern, ask students about the pictures.
- The teacher can have the students try to make predictions about what will happen next in the story.
- The teacher should read each sentence and the students should repeat.

Teacher talk: 75%



Slide 4:



Slide 5:



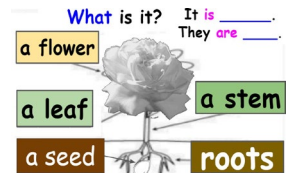
Slide 6:



Slide 7:



Slide 8:



Slide 9: Story



Slide 10:



Slide 11:



#### Interaction measures

Using leading questions, the teacher will call on students to answer the target question.

The teacher should also walk around the classroom to encourage students in different spots of the classroom to speak and make sure that all are understanding and pronouncing the words currently. The teacher can spend a little time making sure the phonic sounds for “seed” and “roots” are done correctly.

Also, the teacher will have the students do the actions to reinforce understanding of the vocabulary and pattern.

### Practice/ Demonstrate

#### Slide 12: Time-Lapse Flower Video

The teacher will help with making connections by showing the video of a seed growing into a sunflower.

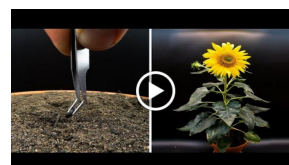
#### Activity: Build a Flower Race

Students will work in teams to build a flower as tall as they can.

- The blocks will be in the back of the classroom.
- One student from each team will race to the back, say the part of the flower that goes first (Example: “It is a seed.”) take it and then race back to their group.
- The student will then try and stand the block up right.
- Then the next student will go and do the same. But, this time, they will stack their block on top of the last one.
- Students will continue to do this until they have all the parts of the flower stacked up.

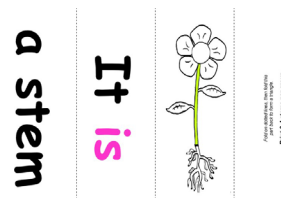
Teacher talk: 10%

#### Slide 12: Video



<https://www.youtube.com/watch?v=x5mHzwEOpp4>

#### Activity: Build a Flower Race



~ 20  
minutes

### Interaction measures

#### Slide 12: Time-Lapse Flower Video

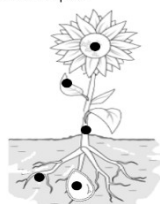

- The teacher can stop the video and ask “What is it?” as well as “What do plants need?”
- Make sure the students notice the order of things that happen. (First, the seed.)
- Also note how tall the sunflower is. This will lead into the stacking activity.

#### Activity: Build a Flower Race

The teacher should tell the students that today they are going to race to see who can grow the tallest flower.

- The teacher should then show the students the flower parts blocks and ask “What is it?”. The students should respond using the learned pattern.
- They should then show the students that there are more than one “stem” and “leaf” blocks because we want to grow really big flowers.
- Ask the students “What goes first?” The teacher can then call on one student to help you find the “seed block”. They can also assist with demoing how to stand the block up right.
- The team who builds their flower first, uses the target pattern to ask



	about their flower. If there is time, the students can try to build their flower again.		
<b>Review/ Consolidate/ Wrap-up</b>	<b>Exit Assessment Worksheet: “What do you know before you go?”</b> <ul style="list-style-type: none"> <li>- Using what they learned, students will fill out a mini exit assessment worksheet to check for understanding.</li> </ul>	<b>Exit Assessment Worksheet:</b> What do you know? What is it? It is/ They are Draw a line to the flower part. <div> <div> a seed •  a leaf •  roots •  a stem •  a flower • </div>  </div> <b>Timer:</b> 	~ 5 minutes
<b>Interaction measures</b>	<p>Once the students go back to their seats and all the flower blocks have been collected, the teacher will then hand out the mini exit assessment worksheet.</p> <p>They will guide the students to write their name on the back of the paper and inform them that they have to try their best to draw a line to match the parts of the flower. The teacher should demo how to do so on the board.</p> <ul style="list-style-type: none"> <li>- Flashcards should be displayed on the board so the <b>LL students</b> have a reference.</li> <li>- If <b>HL students</b> finish early, use the exit assessment worksheet to ask follow up questions such as “What is it?” while pointing to a part on the worksheet.</li> </ul> <p>Once time is up/ class is over, the students will hand in their worksheets which can be used for further assessment.</p>		
<b>Learning assessment</b>	<b>Formative Assessment</b> <ul style="list-style-type: none"> <li>- During the lesson the students will be asked, as a class, to repeat the previous and target vocabulary as well as make guesses during the video on slide 12.</li> <li>- Working together and identifying parts of the flower, while they build it, will help the students make a connection to the vocabulary and the different stages of its growth.</li> <li>- Also, practicing the target pattern by discovering and saying what they find will help to reinforce this connection and understanding.</li> </ul> <b>Summative Assessment</b> <ul style="list-style-type: none"> <li>- Students will repeat after the teacher to ensure pronunciation, eliciting responses through pictures and actions.</li> <li>- During the “build a flower” activity, students will work together to identify and construct a sunflower.</li> <li>- Assessment will be done one-on-one through saying the target pattern during the class review of the game board/ worksheet.</li> </ul>		



	<ul style="list-style-type: none"> <li>- The “What do you know before you go?” worksheet will also be collected and graded to further ensure that the students understood the lesson and content.</li> </ul>
<b>Teaching reflection</b>	<ul style="list-style-type: none"> <li>- Be ready with how you want to group or pair off your students beforehand and who is going first, second and so on. This will make transitioning to the game easier and smoother.</li> <li>- The block stacking game is a lot of fun but if a student fails to stack the block (or it just keeps falling), have the next student go. Let them try once or twice but do not let one student take too long to stack the block, encourage them to try and then move on.</li> </ul>
<b>Notes</b>	<p><b>When making the “blocks” for the flower parts:</b></p> <ul style="list-style-type: none"> <li>- If possible try to use thick paper for the blocks. To construct the blocks, follow the instructions on the blocks and use tape to hold together.</li> <li>- If you cannot print in color, it is highly recommended that you color in the parts with different colors so that the students can have a visual clue about what part you are talking about.</li> <li>- To make the game more interesting, print 3-4 “stem” and “leaf” blocks. This will make the flower become much taller and more fun for the students to build.</li> </ul> <p>Be familiar with the PPT before the lesson and make sure your computer/ projector is ready beforehand.</p> <ul style="list-style-type: none"> <li>- If you do not have a computer available, the lesson can still be done through use of flashcards and a chalk/white board. In place of <b>Slide 12: Time-Lapse Flower Video</b>, the teacher can call on students to draw the different parts of the flower, on board, in the order that it grows.</li> </ul> <p>Display a clock or a countdown for the students to see so they know how much time they have to play.</p>