

Saraswati Vadnais

Fulbright Taiwan Co-Teaching Lesson Plan

Topic	Countries	Date	Week of 09/09	Time	80 min (2 periods of 40 min)
Book	Super Fun 7	Grade(s)	6	Teacher(s)	Sara and Rebecca (Local English Teacher/LET)
Classroom Setting/ Special Situation	Standard classroom. Students are grouped into 5 groups of 4-5 students based on the seating arrangement. Student groups are established at the beginning of the semester.				
Learning Objectives (SWBATs)					
<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Identify 6 continents in English and an example of a country within each continent. 2. Use sentence structures to understand how to introduce a country with its geographic location (i.e. which continent it is located in), the language spoken in the country, a famous food, and a famous place. 3. Apply sentence structures to unfamiliar countries and read sentences out loud. 					
Differentiation/Scaffolding					
<p>Students first watch and participate as the teacher introduces two example countries (Canada and Indonesia). Students read the sentence structures based on these countries as a full class group.</p> <p>Then, students work in small groups to learn about and introduce a country. The sentence structures are provided, and students just have to fill in the blanks with the correct information.</p> <p>Students then have to read the complete sentences out loud. This ensures that the students understand the structures more and more independently.</p>					
Teaching Materials					
<p>Super Fun 7 English textbook</p> <p>Powerpoint slides, linked here.</p> <p>Fill-in-the-blanks worksheet, linked here.</p> <p>Country fact sheets (at the end of the powerpoint).</p>					
Co-teaching Models					
<p><input type="checkbox"/> 一人教學, 一人觀察 One teach, one observe <input type="checkbox"/> 團隊教學 Team teaching</p> <p><input checked="" type="checkbox"/> 一人教學, 一人協助 One teach, one assist <input type="checkbox"/> 分站教學 Station teaching</p> <p><input type="checkbox"/> 平行教學 Parallel teaching <input type="checkbox"/> 替代性教學 Alternative teaching</p> <p><input type="checkbox"/> 其他 Others _____</p>					
Basic Vocabulary / Sentence Patterns					

<p>Countries (the UK, the USA, Taiwan, Vietnam, Australia, France, Japan, Korea)</p> <p>Continents (North America, South America, Asia, Australia, Europe, Africa)</p> <p>"Famous place"</p> <p>"Famous food"</p> <p>Sentence patterns:</p> <p>I am from [country].</p> <p>[Country] is in [continent].</p> <p>In [country], people speak [language].</p> <p>A famous place in [country] is...</p> <p>A famous food in [country] is...</p>		
Procedures	Mins	Assessment
<p>Warm up</p> <p>Listening to names of countries and repeating them.</p> <p>Identifying countries in English based on pictures and matching the name of the country with the picture. Listening to a recording saying "I'm from... [country]" and ordering the countries based on the order in the recording.</p> <p>[all Local English Teacher (LET)]</p>	10 min	Making sure the countries are labeled in the correct order according to the recording.
<p>Introduction</p> <p>Learning the different continents (North America, South America, Africa, Asia, Europe, and Australia).</p> <p>Students repeat the names of the continent and translate them out loud into Chinese. Students name a country in each continent (full class activity).</p>	10 min	
<p>Activities (PPP or TBLT)</p> <p>Students come up to the board one at a time to identify and name different continents. This practices their recognition of the continent names.</p>	5 min	Can students identify continents on a map when given the names of the continents?
<p>Students learn how to introduce the country they are from. We first practice with two example countries - Indonesia and Canada. Students practice the sentence structures all together based on information about these two countries. They also learn fun facts about the most famous places and foods of these countries!</p>	10 min	Making sure students can identify which sentence goes with which feature (e.g. knowing "people speak..." goes with the country's language)
<p>Groups of 4-5 students each are assigned a different country to introduce to the rest of the class. They are given a fill in the blanks worksheet with the sentence structures they have learned, and a country fact sheet with pictures and captions of the famous food, famous place, language, and a map where the country is highlighted.</p>	15 min	Written assessment: Can students fill in the blanks with the correct information

<p>They write down what continent their country is in, what language people speak, a famous place and a famous food. They then practice reading the sentences out loud with the help of the teachers who go from team to team.</p> <p>Closure After 15 min of working, each group stands up one at a time to present their country to the rest of the class (I ask them questions and they read their answers in complete sentences). If there is still time, students watch a video from the textbook that gives an overview of a country they are interested in.</p> <p>Optional Extensions and Adaptations An idea I had at one point was to have the students present to the rest of the class, then the class would guess what country they were talking about. They could guess the country name in Chinese, and then they could learn its name in English. However, this would take more time that the class had available.</p>	5 min	<p>based on the fact sheet? Can students identify which continent their country is located in?</p> <p>Oral assessment: Can students answer five questions about their country out loud (with the help of their worksheets)? “What country are you from? In what continent is your country? What language do people speak? What is a famous place? What is a famous food?”</p>
Curriculum Guidelines: https://811051206.wixsite.com/curriculum1-12/4		

Reflection

I thought that the organization of this lesson was very effective. Students had many opportunities to practice the sentence structures and the names of countries/continents, both as a full class group and in small groups. By the end of the class, I was confident that they were able to understand and apply these sentence structures to introduce any country - they were very comfortable using them to introduce Taiwan, Indonesia, and Canada before doing the small group activity, and they were able to complete the worksheets effectively according to the new countries they were given. However, pronunciation of the different countries' famous places and famous foods was a bit difficult for the kids - I could have chosen easier words for them to try and pronounce. Despite this, since the foods and places themselves were not the emphasis of the activity, the students' learning of the sentence patterns was not significantly impacted by the pronunciation difficulty.

This activity took at least 40 minutes. This meant that not all classes were able to finish in a two-hour class period, because they had to work on other textbook work with the LET prior to starting the activity. When breaking up the lesson plan, it made the most sense to do all of the full-class work first, then do the group activity during another class period. While it was usually the same few active students who participated during full class work, I was happy to see most students, including the typically quiet ones, actively working together and discussing during the small group work sections of the class. Because they had to learn how

to pronounce a lot of new and very unfamiliar words together, it seemed that they were letting go of some embarrassment and just having fun.

Additionally, because one of the requirements at the end of the small group activity was that the students read their sentences out loud, this meant that the students had to practice together and not just sit off to the side while their classmates did the work. They all had to fill in their own worksheets as well, so they had to practice reading and writing. Students were eager to ask how to pronounce certain words, and would share their knowledge with their classmates. Because they could present with their entire group, they also seemed to feel more comfortable speaking in front of the class than when being called on individually.

I thought that the one teach, one assist model of co-teaching worked well with my lesson plan. The LET mainly served as a translator while I presented my slides, but when it came to the small group work, it was much easier to have both of us circulating around the classroom, helping each group, than it would have been with just one of us.