

Junior High School - Creating Your Own Lesson

Main aims:

1) By the end of the lesson, learners will have improved the ability to understand how kidpreneurs found problems and tried to solve the problems.

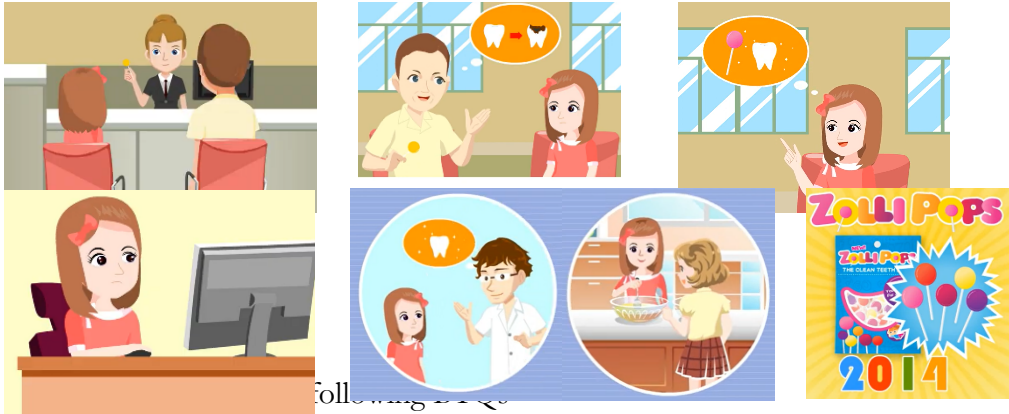
Subsidiary aims:

1) Learners will have improved the ability to understand why and how Alina Morse created Zollipops.

2) Learners will have improved the ability to find kidpreneurs' personalities/ characteristics.

Materials	Kang Hsuan English Book 5 Lesson 5
Grade	9 th graders in remote area
Length / Time	45 mins
Date	

Procedure

Task	Procedure	Time (min)
Pre task 1	<u>Prediction</u> 1. Students see pictures (foreign, lollipop, wise, dentist, popcorn, school fair, burn, pot, have a sweet tooth) and try to say the targeted words in English. 2. Students try to connect these words and predict the topic of today's lesson. 3. Students learn new words with flashcards.	5'
Pre task 2 (Optional)	<u>Words in a Context</u> Students listen to Alina Morse's story which was edited by the teacher. In the story, students review the words they learned in the previous section.	5'
Main task	1. Students see a short film of the story and read the article together. 2. Students answer the following BCQs <ul style="list-style-type: none"> - What is "kidpreneur"? - Who helped Alina Morse make lollipops? - When were Zollipopos born? 3. Students order pictures according to the sequence of the story <div style="display: flex; justify-content: space-around; align-items: flex-start;">  </div>	5' 10' 10'

	world. Think about the reason why lollipops can't totally be replaced by Zollipops.	
Post task 1	<p>Answer the questions based on the four steps of problem solving. Then read aloud the answers to your partner.</p> <p>Match the choices with the four steps of problem solving and read aloud to your partner.</p> <p>Problem (What problem does Alina meet?) :</p> <p>Plan (What is Alina's plan of solving the problem?) :</p> <p>Action (What action does Alina have? Does she meet any difficulties?) :</p> <p>Check result (What is the result of Alina's action?):</p> <p>Imagine you are Alina, and tell your partners about your story:</p> <p>Problem (What problem do you meet?) :</p> <p>Plan (What is your plan of solving the problem?) :</p> <p>Action (What action do you have? Do you meet any difficulties?) :</p> <p>Check result (What is the result of your action?):</p>	10'
Post task 2 (Optional)	Students can read the article <This Teenage Girl Made a Plastic Bag from Shrimp> and try to summarize the article by the four steps of problem solving.	

Differentiation

	Tasks	How they are differentiated
Pre Tasks	Prediction	<ul style="list-style-type: none"> - Tasks for fast finishers Make sentences with targeted words by themselves. - Support for weaker learners Understand the meaning of the targeted words. - Challenge for stronger learners In addition to understanding the meaning of the targeted words, spell and pronounce them correctly.
	Words in a Context	<p>Students are divided into 3 groups and do different tasks at the same time.</p> <p>Listen to a story which is related to the targeted article, and interact with the teacher to review the new words. Weaker learners see the pictures and read out the words. Strong learners see the pictures, read out the words, and try to spell the words.</p>
Main Task	Comprehension Check (BCQ&BTQ)	<p>BCQ:</p> <ul style="list-style-type: none"> -Tasks for fast finishers Think about some questions about BCQ to ask other group members later. -Support for weaker learners Find the answers and circle them in the article. -Challenge for stronger learners Make the complete sentences to answer the questions by themselves. <p>BTQ:</p> <ul style="list-style-type: none"> -Tasks for fast finishers Think about some questions about BTQ to ask other group members later. -Support for weaker learners Students can write down their opinions in Chinese. -Challenge for stronger learners Students should write down their opinions in English.
Post Task1	Answer the questions based on the four steps of problem solving. Then read aloud the answers to your partner.	<ul style="list-style-type: none"> - Tasks for fast finishers Write down the answers you read aloud to your partner. - Support for weaker learners Match the answer choices with the questions. <ul style="list-style-type: none"> - What problem does Alina meet? - What is Alina's plan of solving the problem? - What action does Alina have? Does she meet any difficulties? - What is the result of Alina's action? - Challenge for stronger learners Imagine you are Alina, and tell your partners about your story: <ul style="list-style-type: none"> - What problem do you meet? - What is your plan of solving the problem? - What action do you have? Do you meet any difficulties?

		- What is the result of your action?
Post Task2 (Optional)	Students can read the article <This Teenage Girl Made a Plastic Bag from Shrimp> and try to summarize the article by the four steps of problem solving.	<ul style="list-style-type: none"> - Tasks for fast finishers Answer the questions other students asked in the main task. - Support for weaker learners Match the choices with the four steps of problem solving. - Challenge for stronger learners Summarize the article by the four steps of problem solving.

- Sample differentiated materials if applicable.

Post Task1:

Support for weaker learners:

Match the choices with the four steps of problem solving and read aloud to your partner.

(A) Alina knew lollipops were bad for her teeth.

(B) Alina looked for information on the Internet.

(C) After Alina's a lot of hard work, Zollipopps were born in 2014.

(D) Alina wanted to make a lollipop that's actually good for our teeth.

(E) Alina started making lollipops in the kitchen at her home, and her friends helped test them.

(F) Alina asked her dentist and other people who have knowledge of how to keep our teeth clean and healthy.

Problem (What problem does Alina meet?) :

Plan (What is Alina's plan of solving the problem?) :

Action (What action does Alina have? Does she meet any difficulties?) :

Check result (What is the result of Alina's action?):

Challenge for stronger learners:

Imagine you are Alina, and tell your partners about your story:

Problem (What problem do you meet?) :

Plan (What is your plan of solving the problem?) :

Action (What action do you have? Do you meet any difficulties?) :

Check result (What is the result of your action?):

Tasks for fast finishers

Summarize the article by the four steps of problem solving.

Problem:

Plan:

Action: (1)

(2)

(3)

Check result:

- Extra notes if applicable.