

Reach All Students in the English Classroom

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I. Introduction:

From 2012, I met the differentiated instruction for the first time. I started to love it. It was a turning point in my teaching career. It aroused a great interest for me and the interest was sparked by the realization that it's no longer possible to look at my students in a classroom and pretend they are essentially the same.Sizer (1984) stated, "That students differ may be inconvenient, but it is inescapable. Adapting to that diversity is the inevitable price of productivity, high standards, and fairness to the students." As a teacher, I acknowledge that students learn in varied ways--some by doing, some by hearing, some alone, others in groups. Besides, individuals are interested in different topics or issues. In fact, curiosity and inspiration are extremely important for learning. If I want to teach well, I have to attend to all these things. Differentiation suggests that there is room for both equity and excellence in a classroom. However, teachers in mixed-ability classrooms face multiple challenges, at every grade level. How to carry out DI in a real classroom will be a common question among teachers in Taiwan. In this lesson plan, eight DI activities were carried out in a 10th-grade classroom. Through modification, the students found themselves benefited from DI in listening, speaking, reading and writing. They had choices to fit their preferences or styles. According to their readiness and interests, they learned English more efficiently. DI made them more comfortable and confident. When the goal for each student is challenge and substantial growth, they are no more "guests" in the classroom; instead, they are the masters of their learning.

II. Differentiated Instruction Activities in a Classroom:

Part I. Regular Activities

Activity 1: Spelling Tic-Tac-Toe

The Tic-Tac-Toe games are one of the fun ways to learn vocabulary words. Students choose 3 activities from the tic tac toe grid for the week's homework to help them memorize the new words.

● **Content:** Vocabulary Teaching and Learning

● **Differentiating:** the RESUTL according to students' INTEREST

● **Objectives:**

1. Students know the meaning and part of speech of the vocabulary.
2. Students understand the important phrases used in the example sentences.
3. Students are able to categorize and memorize vocabulary.

● **Lesson Sequence:**

1. Time allocation: one class

2. Material(s): Lungten Book 1 Lesson 7

●Procedures:

1. Ask Ss to Preview the vocabulary of Lesson 7.
2. Pair Ss in class. In a pair, one has higher level than the other one.
3. Give Ss two different vocabulary worksheets based on their levels. Level A worksheet is given to lower level students, and Level B for higher level students. In each worksheet, there are 11 words assigned. Ss have to read the words and find the part of speech and other parts of speech such as nouns or verbs. Then they study the example sentences and write down the important phrases or usage.

(Appendix 1)

Level A

Unit 1 Lesson 7 Elevator Up and Down

Level A: Please read the following words. Find the part of speech and other parts of speech such as nouns or verbs. Then study the example sentences and write down the important phrases or usage.

word	part of speech (词性)	other parts of speech (其他词性)	important phrases in example sentences (例句中的重要短语)
elevator		n. _____	
building		n. _____	
levation		n. _____ n. _____	
century			
power		adj. _____	
steam		n. _____	
story		n. _____ 高中文	
nowadays			
similar		n. _____	
express		n. _____ n. _____	
worldwide		adj. _____	

Level B

Unit 1 Lesson 7 Elevator Up and Down

Level B: Please read the following words. Find the part of speech and other parts of speech such as nouns or verbs. Then study the example sentences and write down the important phrases or usage.

word	part of speech (词性)	other parts of speech (其他词性)	important phrases in example sentences (例句中的重要短语)
usual			
practical		n. _____	
skyscraper			
electricity		adj. _____ n. _____ n. _____	
passenger			
install		n. _____	
spread		n. _____	
frustrating		v. _____ adj. _____ n. _____	
exit		n. _____	
concept		v. _____ n. _____	
limited		v. _____ n. _____ n. _____	

4. Give Ss 20 minutes to finish their worksheets.
5. After the worksheets are done, Ss work in pairs to share with each other what they learn or find in the textbook for 20 minutes.

Level A Student's Work

Unit 1 Lesson 7 Elevator Up and Down

Level A: Please read the following words. Find the part of speech and other parts of speech such as nouns or verbs. Then study the example sentences and write down the important phrases or usage.

word	part of speech (词性)	other parts of speech (其他词性)	important phrases in example sentences (例句中的重要短语)
elevator	n.	n. <u>电梯</u>	at the 10th floor
building	n.	n. <u>大楼</u>	on the 10th floor
levation	n.	n. <u>电梯</u> n. <u>电梯</u>	at the 10th floor
century	n.		the 21st century
power	adj.	adj. <u>powerful</u>	electricity power
steam	n.	n. <u>蒸汽</u>	at the 10th floor
story	n.	n. <u>故事</u>	the 10th story
nowadays	adj.		at the 10th floor
similar	adj.	n. <u>similarly</u>	at the 10th floor
express	adj.	n. <u>express</u> n. <u>express</u>	at the 10th floor
worldwide	adj.	adj. <u>worldwide</u>	at the 10th floor

Level B Student's Work

Unit 1 Lesson 7 Elevator Up and Down

Level B: Please read the following words. Find the part of speech and other parts of speech such as nouns or verbs. Then study the example sentences and write down the important phrases or usage.

word	part of speech (词性)	other parts of speech (其他词性)	important phrases in example sentences (例句中的重要短语)
usual	adj.		at the 10th floor
practical	adj.	n. <u>practical</u>	at the 10th floor
skyscraper	n.		at the 10th floor
electricity	n.	adj. <u>electricity</u> n. <u>electricity</u> n. <u>electricity</u>	at the 10th floor
passenger	n.		at the 10th floor
install	v.	n. <u>install</u>	at the 10th floor
spread	v.	n. <u>spread</u>	at the 10th floor
frustrating	adj.	n. <u>frustrating</u> adj. <u>frustrating</u>	at the 10th floor
exit	v.	n. <u>exit</u>	at the 10th floor
concept	n.	n. <u>concept</u>	at the 10th floor
limited	adj.	n. <u>limited</u> n. <u>limited</u>	at the 10th floor

6. Ask Ss to exchange their worksheets with their partners.
7. Give Ss the Spelling Tic Tac Toe worksheet and explain how to use it.
8. Each pair discuss and decide three activities from the choices as their homework.
9. Ss use the 11 words on their partners' worksheet to do the Spelling Tic-Tac-Toe activities.

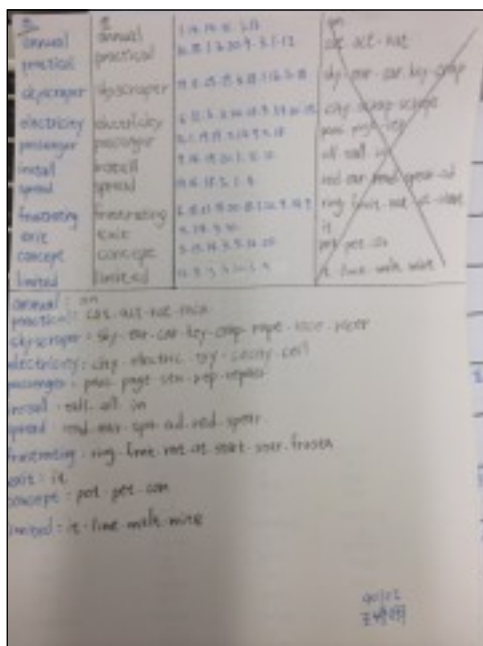
(Appendix 2)

Spelling Tic-Tac-Toe		
<p>Each student is responsible for completing three activities from the following choices. Your three activities must follow the rules of tic-tac-toe (i.e., three in a row). All activities are due Thursday at the start of school. Please staple all three activities to this sheet.</p> <p>Class: _____ Number: _____ Name: _____</p>		
<p>Different Handwriting</p> <p>First write your words the way you usually do it. Then, try writing the list with your other hand.</p>	<p>Cross-Cross Words</p> <p>Write two of your spelling words that have a common letter so that they cross-cross. Be sure to use all of your words.</p> <p>Example: p words e u d</p>	<p>Pyramid</p> <p>Write your words in a pyramid formation.</p> <p>Ex. boat b bo boa boat</p>
<p>Picture</p> <p>Draw a picture for each spelling word. Hide your spelling words inside your picture.</p>	<p>Alphabet Word</p> <p>Number the alphabet from 1-26. Write your spelling words, then change them to the alphabet code.</p>	<p>Word Puzzle</p> <p>Ask your teacher for a word puzzle and find out the spelling words as quickly as you can.</p>
<p>Silly Sentences</p> <p>Make silly sentences using all of your words. Circle all of the spelling words.</p>	<p>Acrostic Poem</p> <p>Make an acrostic poem with each spelling word.</p> <p>Example: Read Red Elephant Ant Dog</p>	<p>Words-in-Words</p> <p>Write your words and then write at least 2 words made from each.</p> <p>Example: friend dine end die rid</p>

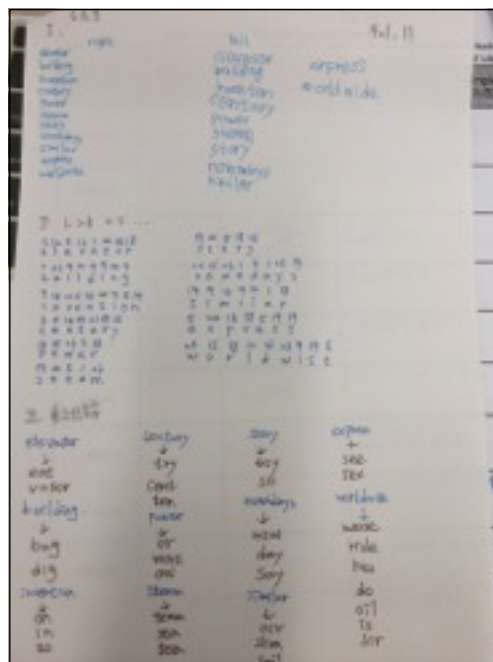
One Pair's Choice

Spelling Tic-Tac-Toe		
<p>Each student is responsible for completing three activities from the following choices. Your three activities must follow the rules of tic-tac-toe (i.e., three in a row). All activities are due Thursday at the start of school. Please staple all three activities to this sheet.</p> <p>Class: 401 Number: 01-1 Name: 王明阳-黄明哲</p>		
<p>Different Handwriting</p> <p>First write your words the way you usually do it. Then, try writing the list with your other hand.</p>	<p>Cross-Cross Words</p> <p>Write two of your spelling words that have a common letter so that they cross-cross. Be sure to use all of your words.</p> <p>Example: p words e u d</p>	<p>Pyramid</p> <p>Write your words in a pyramid formation.</p> <p>Ex. boat b bo boa boat</p>
<p>Picture</p> <p>Draw a picture for each spelling word. Hide your spelling words inside your picture.</p>	<p>Alphabet Word</p> <p>Number the alphabet from 1-26. Write your spelling words, then change them to the alphabet code.</p>	<p>Word Puzzle</p> <p>Ask your teacher for a word puzzle and find out the spelling words as quickly as you can.</p>
<p>Silly Sentences</p> <p>Make silly sentences using all of your words. Circle all of the spelling words.</p>	<p>Acrostic Poem</p> <p>Make an acrostic poem with each spelling word.</p> <p>Example: Read Red Elephant Ant Dog</p>	<p>Words-in-Words</p> <p>Write your words and then write at least 2 words made from each.</p> <p>Example: friend dine end die rid</p>

Student A's Work
(with the 11 words on B's worksheet)



Student B's Work
(with the 11 words on A's worksheet)



Activity 2: Review Vocabulary Tic-Tac-Toe

This is really fun. It can be used to do review of the vocabulary taught. The class is divided into two groups, ask them to choose a name for each group. It is really a competition. The first group has to choose one square, and the team that finish the task first wins.

● **Content:** Vocabulary Review

● **Differentiating:** the RESUTL according to students' INTEREST

● **Objectives:**

1. Students review the meaning of the words.
2. Students spell the words correctly.
3. Students are able to cooperate, negotiate and discuss to complete tasks.

● **Lesson Sequence:**

1. Time allocation: 1-2 classes
2. Material(s): Lungten Book 1 Lesson 7

● **Teaching Strategies:**

1. The whole class is divided into two teams. Each team has number 1 to 21. The numbers are decided by the teacher based on students' levels.
2. One presentative from each team plays Ro Sham Bo to decide which team starts the Tic Tac Toe.
3. Draw lots to determine the number for the first round.
4. The player from the team that has the right to choose decides the first task.
5. Announce the word.
6. The player completes the task first wins one point for his/her team.
7. The winner team can decide the next task.

8. Draws lots to decide the number for the second round. And so on

(Appendix 3)

Reverse Spelling Please spell the words backwards. For example, you have to turn "national" into "lanitlan."	Fraction Spelling Create fractions to represent the number of vowels and consonants in each word. Ex: Friend Vowels – 2/6 Consonants – 4/6	Word Definitions When you hear the English definition of the word, spell it.
Charades One plays the actor. The actor cannot use any sounds but communicate only through actions. The other members guess the word.	How Much? Write your spelling words and add how much they are worth. Consonants are worth 5 points and vowels are worth 7. Told 5-7-5-5-22	Pictionary The player draw a picture on the board to get his/her team to guess the word.
Bingo The two players put the review words randomly on the board. When one player gets five squares in a row, he/she should shout, "Bingo."	Memory Each player has a set of word cards. For each word, one card has the target word and another card has the definition of the word. Each person turns over two cards turn trying to find a match. If the cards do not match, he/she turns them over again and the next person takes a turn. If they do match, he/she keeps the cards and get an additional turn.	Story Use the words to write a short story. Circle all of the spelling words.

Activity 3: I Listen, I Challenge. (Sentence Dictation)

● **Content:** Sentence Dictation

● **Differentiating:** the RESULT according to students' READINESS

● **Objectives:**

1. Students know the meaning of the vocabulary.
2. Students understand how to put the vocabulary in sentence.
3. Students are able to do dictation on vocabulary example sentences.

● **Lesson Sequence:**

1. Time allocation: 1 classes
2. Material(s): Lungten Book 1 Lesson 6 *Rhyming Fun in Poetry*

● **Teaching Strategies:**

1. Teach the vocabulary in Lungten Book 1 Lesson 6 *Rhyming Fun in Poetry*.
2. Ss take the sentence dictation as the vocabulary quiz.
3. Send out the test sheet. There are 20 blanks for the target words which account for 60 percent.
Other words in the example sentences account for 40 percent for students' further challenge.
4. Play the MP3 from vocabulary 6 to 12 twice.

5. Tell Ss to focus on the target words for the first time playing and focus on other words for the second time.

Appendix 12 Sentence Dictation

Appendix 12 Example Sentence Dictation
Book 1 Lesson 6 Listening Test on Vocabulary Sentences

Class: _____ Number: _____ Name: _____ 總分: _____

單字·每格3分·得分_____分(60分); 其餘單字·每格1分·得分_____分

6. After taking the medicine, he felt much _____, it did _____ like * _____.
Uncle Joe _____ a * _____ that made all the kids laugh happily.
We can _____ forget that * _____ night when we watched many shooting _____
_____ the sky.

7. Cindy has a beautiful _____, and her singing is * _____ to the _____,
_____ she really wanted to be a _____, Fiona took a degree in _____ just to * _____
her parents.
Jenny is easy to * _____; just buy her a cup of _____ and she will be _____.

8. Students are asked not to make a * _____ when they are _____ an English _____ test.
* _____ travels _____ in _____ than in air.
It * _____ like a good idea to have a _____ party.

9. Li Po, a well-known Chinese * _____, wrote many _____ that are still _____ by a lot of
people today.
To _____ Julie's love, Leo wrote a * _____ song for her.

10. Jason is interested in _____, and his teacher * _____ him to be a _____ in the future.
Cathy always gives me lots of * _____ when I feel _____.
Mom always says some * _____ words to me when I feel like _____.

11. The teacher _____ his students to _____ more * _____ to international news.

12. These children's _____ are written in a simple rhyming * _____, so they are _____ to
read and learn.

13. The farmer will only _____ his farm _____ a * _____.
Judy bought the * _____ farm and _____ it into a beautiful _____, open to _____.

14. You may learn to * _____ the beauty of English _____ from nursery rhymes.
Ben is _____ in modern _____ and is now taking a class on art * _____.

6. When the test is over, Ss exchange their sheets and open the books to check the answers. They use red pens to check the target words and use pink ones to grade the extra words. In this way, it will be less complicated to give scores.

One student's sheet

單字·每格3分·得分_____分(60分); 其餘單字·每格1分·得分_____分

6. After taking the medicine, he felt much better, it did not like * much.
Uncle Joe performed a * magic trick that made all the kids laugh happily.
We can never forget that * magic night when we watched many shooting * stars.
came the sky.

7. Cindy has a beautiful voice, and her singing is * close to the club.
Although she really wanted to be a teacher, Fiona took a degree in law just to
* please her parents.
Jenny is easy to * please; just buy her a cup of coffee and she will be
happy.

8. Students are asked not to make a * noise when they are taking an English
listening test.
* Sound travels in water faster than in air.
It * seems like a good idea to have a birthday party.

9. Li Po, a well-known Chinese * poet, wrote many poems that are still
loved by a lot of people today.
To win Julie's love, Leo wrote a * popular love song for her.

10. Jason is interested in rock, and his teacher * encouraged him to be a rock in
the future.
Cathy always gives me lots of * encouraging words when I feel sad.
Mom always says some * encouraging words to me when I feel like quitting.

11. The teacher asked his students to pay more * attention to international
news.

12. These children's poems are written in a simple rhyming * pattern, so they are
easy to read and learn.

13. The farmer will only sell his farm as a * whole.
Judy bought the * whole farm and turned it into a beautiful garden, open to
everyone.

14. You may learn to * appreciate the beauty of English poetry from nursery rhymes.
Ben is interested in modern art and is now taking a class on art * class.

Activity 4: I Come, I Try, I Conquer Sentence Patterns.

● **Content:** Sentence Pattern Learning

● **Differentiating:** the PROCESS according to students' READINESS

● **Objectives:**

1. Students know the meaning of "...so that..." and "...so....that...."
2. Students understand and tell the difference between the two sentence patterns.
3. Students are able to use "...so that..." and "...so....that...." in the worksheet.

● **Lesson Sequence:**

1. Time allocation: 1-2 classes
2. Material(s): Lungten Book 1 Lesson 5 Water in Lijang-A Gift from God

● **Teaching Strategies:**

1. Divide Ss into Level A and Level B. (Level B with higher English level)
2. Give Ss the worksheet of the sentence pattern "...so ... that ... v.s. ...so that...."

Appendix 13 Sentence Pattern Worksheets

Level A
Level B

Appendix 13 Book 1 Lesson 5 Grammar Practice so that v.s. so....that...
Part 1. 我們常使用so that 延伸一個句子來表示目的或意圖。通常翻譯成「其此一來」。Can/will 或 could/would 常被使用在這種目的的句子中。that在口語中經常會被省略。但是會被寫出來。例如：

ACTION TAKEN 所做的動作	PURPOSE 目的
We took some blankets	so that we could keep warm.
We stayed out all night	so that we could watch a meteor storm.
They made the best use of this resource	so that they could live in harmony with nature.

Please categorize the following pair sentences into the box. Remember to use "...so that ...can/will/could/would..." in the purpose clauses.

1. Linda gets up early. Linda sees the sunrise.
2. Mike went to the theater early. Mike found a seat.
3. The truck driver drives fast. The truck driver delivers all the goods.
4. John washes the clothes in the early morning. They get dry in the afternoon.
5. Derek practices hard. He makes his concert performances perfect.
6. The students go to the auditorium. The students attend the weekly lecture.
7. The workers worked together. The workers moved the big heavy stone.

ACTION TAKEN 所做的動作	PURPOSE 目的
1	
2	
3	
4	
5	
6	
7	

Part 2. 我們會用so....that來提供結果或影響。通常翻譯成「如此...以至於...」。Please categorize the above pair sentences 1-5 into the box. Remember to use "...so....that ...can/will/could/would..." in the purpose clauses.

ACTION TAKEN 所做的動作	RESULT 結果
We took so many blankets	that we could keep warm.
We stayed out so late	that we could watch a meteor storm.
1	
2	
3	
4	
5	

Appendix 13 Book 1 Lesson 5 Grammar Practice so that v.s. so....that...
Part 1. 我們常使用so that 延伸一個句子來表示目的或意圖。通常翻譯成「其此一來」。Can/will 或 could/would 常被使用在這種目的的句子中。that在口語中經常會被省略。但是會被寫出來。例如：

ACTION TAKEN 所做的動作	PURPOSE 目的
We took some blankets	so that we could keep warm.
We stayed out all night	so that we could watch a meteor storm.
They made the best use of this resource	so that they could live in harmony with nature.

Please match the following pair sentences into the box. 填入代號A-G。

- A. so that he can deliver all the goods.
- B. so that they could move the big heavy stone.
- C. so that they will get dry in the afternoon.
- D. so that she can see the sunrise.
- E. so that they can attend the weekly lecture.
- F. so that he could found a seat.
- G. so that he can make his concert performances perfect.

ACTION TAKEN 所做的動作	PURPOSE 目的
1. Linda gets up early	
2. Mike went to the theater early	
3. The truck driver drives fast	
4. John washes the clothes in the early morning	
5. Derek practices hard	
6. The students go to the auditorium	
7. The workers worked together	

Part 2. 我們會用so....that來提供結果或影響。通常翻譯成「如此...以至於...」。Please complete the above pair sentences 1-5 into the box.

ACTION TAKEN 所做的動作	RESULT 結果
We took so many blankets	that we could keep warm.
We stayed out so late	that we could watch a meteor storm.
1. Linda gets up so early	that
2. Mike went to the theater so early	that
3. The truck driver drives so fast	that
4. John washes the clothes in the so early morning	that
5. Derek practices so hard	that

3. Explain the usage of the pattern "...so that...."
4. In Part 1, Ss of Level A need to match the sentences while Ss B have to complete the sentences with the sentence pattern.
5. Check the answers.
6. Compare the two sentence patterns "...so ...that..." v.s. "...so that....".
7. In Part B, all Ss change sentence 1~5 into the sentence pattern of "... so that...."

8. Check the answers.

Level A Student's Work

Book 1 Lesson 5: Summary Practice ... so that vs. so ... that ...

Part 1. 我們將使用so that 寫出一個句子來表示目的或意圖。請參考譯成「如此一來」+ Canwell 或 could/would 來使用在這種目的的句子中。that 在口語中經常會被省略，但還是會寫出來。例如：

ACTION TAKEN 所做的動作	PURPOSE 目的
We took some blankets	so that we could keep warm.
We stayed out all night	so that we could watch a meteor storm.
They made the best use of this resource	so that they could live in harmony with nature.

Please categorize the following pair sentences into the box. Remember to use "...so that ...can/will/could/would..." in the purpose clauses.

- Linda gets up early. Linda sees the sunrise.
- Mike went to the theater early. Mike found a seat.
- The truck driver drives fast. The truck driver delivers all the goods.
- John washes the clothes in the early morning. They get dry in the afternoon.
- Derek practices hard. He makes his concert performance perfect.
- The students go to the auditorium. The students attend the weekly lecture.
- The workers worked together. The workers moved the big heavy stone.

ACTION TAKEN 所做的動作	PURPOSE 目的
1. Linda gets up early	so that she can see the sunrise.
2. Mike went to the theater early	so that he could find a seat.
3. The truck driver drives fast	so that he can deliver all the goods.
4. John washes the clothes in the early morning	so that they can get dry in the afternoon.
5. Derek practices hard	so that he can make his concert performance perfect.
6. The students go to the auditorium	so that they can attend the weekly lecture.
7. The workers worked together	so that they could move the big heavy stone.

Part 2. 我們使用so...that...來描述結果或影響。請參考譯成「如此...以至...」。Please categorize the above pair sentences 1-5 into the box. Remember to use "...so...that ...can/will/could/would..." in the purpose clauses.

ACTION TAKEN 所做的動作	RESULT 結果
We took so many blankets	that we could keep warm.
We stayed out so late	that we could watch a meteor storm.
1. Linda gets up so early	that she can see the sunrise.
2. Mike went to the theater so early	that he could find a seat.
3. The truck driver drives so fast	that he can deliver all the goods.
4. John washes the clothes so early	that they will get dry in the afternoon.
5. Derek practices so hard	that he can make his concert performance perfect.

Level B Student's Work

Book 1 Lesson 5: Summary Practice ... so that vs. so ... that ...

Part 1. 我們將使用so that 寫出一個句子來表示目的或意圖。請參考譯成「如此一來」+ Canwell 或 could/would 來使用在這種目的的句子中。that 在口語中經常會被省略，但還是會寫出來。例如：

ACTION TAKEN 所做的動作	PURPOSE 目的
We took some blankets	so that we could keep warm.
We stayed out all night	so that we could watch a meteor storm.
They made the best use of this resource	so that they could live in harmony with nature.

Please match the following pair sentences into the box. (填入代號A-G)

- so that he can deliver all the goods.
- so that they could move the big heavy stone.
- so that they will get dry in the afternoon.
- so that she can see the sunrise.
- so that they can attend the weekly lecture.
- so that he could find a seat.
- so that he can make his concert performance perfect.

ACTION TAKEN 所做的動作	PURPOSE 目的
1. Linda gets up early	D
2. Mike went to the theater early	F
3. The truck driver drives fast	A
4. John washes the clothes in the early morning	C
5. Derek practices hard	G
6. The students go to the auditorium	E
7. The workers worked together	B

Part 2. 我們使用so...that...來描述結果或影響。請參考譯成「如此...以至...」。Please complete the above pair sentences 1-5 into the box.

ACTION TAKEN 所做的動作	RESULT 結果
We took so many blankets	that we could keep warm.
We stayed out so late	that we could watch a meteor storm.
1. Linda gets up so early	that she can see the sunrise.
2. Mike went to the theater so early	that he could find a seat.
3. The truck driver drives so fast	that he can deliver all the goods.
4. John washes the clothes in the so early morning	that they will get dry in the afternoon.
5. Derek practices so hard	that he can make his concert performance perfect.

Activity 5: Yes, I make it. (Summary Training)

● **Content:** Summary Training

● **Differentiating:** the PROCESS according to students' READINESS

● **Objectives:**

- Students know the history of water usage in Lijiang.
- Students understand the consequence of water usage in Lijiang.
- Students are able to write summary with pictures in textbooks.

● **Lesson Sequence:**

- Time allocation: 1-2 classes
- Material(s): Lungten Book 1 Lesson 5 Water in Lijiang-A Gift from God

● **Teaching Strategies:**

- Teach Lungten Book 1 Lesson 5 *Water in Lijiang: A Gift from God*.
- Take pictures on the textbook and design two worksheets.
- Ask Ss to make a summary of the reading as a wrap-up activity.
- Group Ss into Level A (slower learners) and Level B (higher flyers).
- Send out two different levels of worksheets to Ss.

Level A

Appendix 11 Book 1 Lesson 5 Water in Lijiang - A Gift from God Summary Practice
Level A Please write a passage about the four pictures. Each picture must have at least four sentences. Use transition words if it is necessary.



1. What will come into view when you go to Lijiang?
2. What does the landmark indicate?
3. Where does the water come from?
4. What do the stream form around Lijiang?



1. What is three-eye well made of?
2. What do people use the water in the three-eyed well?
3. The water is not wasted. Why?



1. Where is the market built with the street cleaning system?
2. When will the street cleaning system work?
3. How do people let water flow over the gate?
4. Where does the dirty water flow?
5. Where is the water directed in the end?



1. What can you see on the faces of people in Lijiang?
2. What do the people in Lijiang cherish?
3. Why can they live in harmony with nature?

Transition Words: First/in the beginning, then/next/ moreover/besides, as a result/therefore/hence, finally/in the end/last

Level B

Appendix 11 Book 1 Lesson 5 Water in Lijiang - A Gift from God Summary Practice
Level B Please write a passage about the four pictures. Each picture must have at least four sentences. Use transition words if it is necessary.







Transition Words: First/in the beginning, then/next/ moreover/besides, as a result/therefore/hence, finally/in the end/last

6. Ss review the reading and work individually on the summary writing.


7. Collect Ss's works and read good examples to the class.

Level A Student's Work




1. What will come into view when you go to Lijiang?
2. What does the landmark indicate?
3. Where does the water come from?
4. What do the stream form around Lijiang?

When you go to Lijiang, you will see a landmark which indicates it is a gift from God. By the way, the water which comes from around Lijiang is the main supply for people's needs.




1. What is three-eye well made of?
2. What do people use the water in the three-eyed well?
3. The water is not wasted. Why?

The three-eyed well can take drinking water, wash food and wash clothes. It made up of three round pots and the water can be used because it is not mixed with water of different levels.



1. Where is the market built with the street cleaning system?
2. When will the street cleaning system work?
3. How do people let water flow over the gate?
4. Where does the dirty water flow?
5. Where is the water directed in the end?


The street cleaning will work when it rains. When it rains, the water will flow over the gate. Then the dirty water flows into a canal, in the end the water is directed out of town.




1. What can you see on the faces of people in Lijiang?
2. What do the people in Lijiang cherish?
3. Why can they live in harmony with nature?

We can see smiles on the faces of people in Lijiang. Because they cherish water as a gift from God. So they can live in harmony with nature because of the best use of this resource.


Level B Student's Work




When you come to Lijiang, you will see a big landmark. Besides, water is important for people in Lijiang. And the water is come from melted snow.



The three round pots are called "three-eyed". And each pot has different function. One is used to drink water, another one is used to wash food, and the last one is used to wash clothes.



The street cleaning system is built in the water and the dirty water, when it rains, the street cleaning system work. They send the water over the gate. Then the water will go to the bottom.



The people in Lijiang are happy because the way they live is good. Therefore, they will cherish water and make the best use of this resource. In the end, nature resource will not be wasted.

Transition Words: First/in the beginning, then/next/ moreover/besides, as a result/therefore/hence, finally/in the end/last

Activity 6: Listening Learning Community

● **Content:** GEPT Training

● **Differentiating:** the CONTENT according to students' READINESS

● **Groups:** Home Groups--Heterogeneous Grouping Expert Groups--Homogeneous Grouping

● **Objectives:**

1. Students will know the four parts in GEPT.
2. Students will understand the skills to answer the questions in GEPT.
3. Students will be able to make improvement in GEPT after dictation training.

● **Lesson Sequence:**

1. Time allocation: 2 classes
2. Material: *Live Magazine*

● **Teaching Strategies:**

1. Take Ss to the computer classroom.
2. Ss all take the *Live* weekly magazine listening test.
3. After the listening test, decide Ss' levels according to the result. Level A is the lowest level while Level D is the highest.
4. Upload the audio files of the four parts to Wide KM (a teaching platform designed by NTNU).

資源 1 :	Student A Part 1. Picture Questions
資源類別 :	檔案資源
檔案名稱 :	點擊
	http://vlearning.ice.ntnu.edu.tw/KM/Data/Teacher/102973/Data/教材/8618/1.mp3
資源說明 :	
資源 2 :	Student B Part 2. Best Response Questions
資源類別 :	檔案資源
檔案名稱 :	點擊
	http://vlearning.ice.ntnu.edu.tw/KM/Data/Teacher/102973/Data/教材/8618/13.mp3
資源說明 :	
資源 3 :	Student C Part 3. Conversation Questions
資源類別 :	檔案資源
檔案名稱 :	點擊
	http://vlearning.ice.ntnu.edu.tw/KM/Data/Teacher/102973/Data/教材/8618/12.mp3
資源說明 :	
資源 4 :	Student D Part 4. Short Talk
資源類別 :	檔案資源
檔案名稱 :	點擊
	http://vlearning.ice.ntnu.edu.tw/KM/Data/Teacher/102973/Data/教材/8618/14.mp3
資源說明 :	

5. According to Ss' results of the weekly listening test, separate them into Groups of 4 as a "Home Group." Members from Levels A to D cooperate to do dictation practice of the listening test.
6. Give Ss the dictation worksheets. Level A is responsible for Part 1 Picture Questions, Level B for Part 2 Best Response Questions, Level C for Part 3 Conversation, Level D for Part 4 Short Talk.

Appendix 10 Worksheets for Levels A to Dz

Group 1 Live 互動英語 Oct. 2013 Week 1 Class: Number: Name:

The following is the script of Part One—Picture Questions. Listen carefully and fill in the missing words in the blanks. (You can check the words you don't know in the magazine)

1. What can we see in the picture? (p. 31)
 - (A) Two similar _____.
 - (B) An instruction _____.
 - (C) A _____ with spots.
 - (D) Some precious _____.
2. What is the woman doing? (p. 13)
 - (A) _____ an instrument.
 - (B) Using a _____.
 - (C) Operating the _____.
 - (D) Burying a _____.
3. What can we _____ about the woman? (p. 11)
 - (A) She's _____ a sample.
 - (B) She's _____ her cat.
 - (C) She's _____ liquid.
 - (D) She's _____ the boy.

Group 3 Live 互動英語 Oct. 2013 Week 1 Class: Number: Name:
The following is the script of Part Three—Conversation Questions. Listen to each conversation and fill in the missing words in the blanks. (You can check the words you don't know in the magazine)

8. F: Look at these two _____ (p. 25)
M: OK. What are they _____?
F: What do you _____?
M: Not much. They look really _____.
Q: What does the _____ say about the picture?
9. M: Is that a new _____? (p. 20)
F: Yeah, I bought it _____ week.
M: _____ is it still in the _____?
F: I don't know _____ to _____ it.
Q: What doesn't the _____ know about the _____?
10. F: Did you take the _____ to the _____? (p. 11)

Group 2 Live 互動英語 Oct. 2013 Week 1 Class: Number: Name:

The following is the script of Part Two—Best Response Questions. Listen to the questions or statements and fill in the missing words in the blanks. (You can check the words you don't know in the magazine)

4. I _____ the _____ on that _____ (p. 31)
5. _____ did _____ this _____? (p. 15)
6. _____ you _____ the _____ the _____? (p. 13)
7. _____ are a _____ that _____ (p. 31)

Group 4 Live 互動英語 Oct. 2013 Week 1 Class: Number: Name:

The following is the script of Part Four—Short Talk. Listen to the paragraph and fill in the missing words in the blanks. (You can check the words you don't know in the magazine)

- We use _____ to groom ourselves and as _____. We also use them to make _____ instruments. However, many people don't know the _____ behind mirrors. The _____ mirror was found in Turkey and made with _____. Ancient civilizations, like the Chinese, made their mirrors from precious _____. Modern mirrors are made from a thin _____ sheet placed on the back of _____. This technique was perfected in sixteenth-century _____.
11. What is said about _____?
 12. What was the _____ known mirror _____ off?
 13. Where was the technique of making mirrors _____?

7. After Ss get their assigned worksheets, they go to the “Expert Groups.”
8. Ss of the same level sit together to form an “Expert Group.” There are totally 4 big “Expert Groups.”
9. Ss go to Wide KM to listen to their parts individually and fill in the missing words. They can listen again and again until they complete the blanks.
10. Expert Group members discuss their answers and mark the key words for each question.
11. Ss go back to their “Home Groups” and share their findings with other members.
12. Home groups listen to the four parts together and make sure of the answers.
13. Home groups upload their answers to the group discussion on Wide KM.

The Discussion of Home Group 2 on Wide KM

討論區

G2

最新話題

編號	主題	作者	置數	人氣值	最近張貼時間
1	live week 1 Part 4	殷霞雅	1	2	2014/10/10 10:28
2	live week one part3	林麗賢	1	2	2014/10/10 10:18
3	live week one part one	李慧賢	1	1	2014/10/10 10:14
4	live week 1 part2	林上開	1	2	2014/10/10 10:12

回到論壇列表 有新文章 精華區文章 第 1 頁 / 共 1 頁

Part II. Specific Activities

Activity 1: A Wonderful Tour on Food (PBL)

● **Content:** PBL--Recipe Writing and Cooking

● **Differentiating:** the RESUTL according to students' INTEREST

● **Objectives:**

1. Students know the words used in recipes.
2. Students understand how to use the words in recipes.
3. Students are able to write recipes and turn the recipes into real foods.

● **Lesson Sequence:**

1. Time allocation: 2 classes
2. Material(s): Lungten Book 1 Lesson 8 A Wonderful Tour on the Menu

● **Teaching Strategies:**

1. Students works in groups of 4 from different levels.
2. Provide a model of a recipe on the overhead (Appendix 7) and introduce the genre and format of recipe.

Appendix 7 A Model of a Recipe

My Mom's Cookies

Why I chose this recipe:

I chose this recipe because it reminds me of my Mom, Gloria. She makes the best cookies in the whole world. I love these cookies because they are chewy, chocolaty, and very delicious. When I visit my Mom she always makes me a fresh batch of cookies and she lets me lick the bowl. This recipe remind me of my Mom, my kitchen, and my childhood.

Ingredients:

- 2 1/4 cups flour
- 1 teaspoon baking soda
- 1 teaspoon salt
- 1 cup (2 sticks) butter, softened
- 3/4 cup granulated sugar
- 3/4 cup packed brown sugar
- 1 teaspoon vanilla extract
- 2 large eggs
- 2 cups (12-oz. pkg.) of chocolate chips
- 1 cup chopped walnuts

Instructions:

1. Preheat oven to 375° F.
2. Combine flour, baking soda and salt in small bowl.
3. Beat butter, granulated sugar, brown sugar and vanilla extract in large mixer bowl until creamy.
4. Add eggs, one at a time, beating well after each addition.
5. Gradually beat in flour mixture.
6. Stir in chocolate chips and walnuts.
7. Drop by rounded tablespoon onto ungreased baking sheets.
8. Bake for 10 minutes or until golden brown.
9. Cool on baking sheets for 2 minutes; remove to wire racks to cool completely.

A Differentiated Instruction Approach to Recipe Writing ENG 702 / Dr. Howard / Fall 2011 Kendra Aronson

4. Ss read aloud the vocabulary words and definitions to their team members.
5. Ss discuss with their team members and write a recipe (using Appendix 9).

Vocabulary: Cooking

A Differentiated Instruction Approach to Recipe Writing ENG 102 / Dr. Howard / Fall 2011 Kendra Aronson

Book 1 Lesson 8 Activity: A Wonder Tour on Food—Let's Go Cooking
APPENDIX 9: Recipe Format Worksheet

Name _____ Recipe Title _____

Why We chose this recipe:

Ingredients

Instructions:

Group 2 Students' Recipe

401 G2	Our Recipe
Name: 吳育隆、李效謙、魏永承、施易淳、蔡佩均、黃珣婷	
Recipe Title: fruit cream cheese cake	
Why we chose this recipe: We chose this recipe because we ate the cake many times. We love the cake because it is not too sweet. For us, it's very delicious. When we went to bakery, we always bought one. Now, we want to try it by ourselves.	
Ingredients: 400g cream cheese. 100g granulated sugar. 4 large eggs. Fruit two orange Cookie powder three teaspoons A model.	
Instructions: 1. First, cut cream cheese and put it into basin to make it soft. 2. Add granulated sugar to stir it until even. 3. Add whole eggs and until become starchy. 4. dice fruit. 5. Spread cookie powder on the bottom of model and use sieve to filter into model. 6. Spread two-layer aluminum on baking sheets and collapse hot water into baking sheets. 7. Cover aluminum and put into the oven over for 45 minutes. 8. Open the door and move away aluminum and cool for 2 minutes. 9. Decorate fruit on surface.	

6. Ss share their recipes with other teams and do peer review.
7. Collect Ss recipes to check if their recipes are workable.
8. Take Ss to the cooking classroom and let them cook according to their recipes.
9. Ss record the process of cooking. After the cooking class, Ss upload the videos.

One of Students' Videos on Youtube----Mashed Potatoes With Fried Oyster 薯泥蚵煎

<https://www.youtube.com/watch?v=swMwT8NSemY>

Activity 2: Book Report Choice Board (Literature Circles)

● **Content:** Book Report

● **Differentiating:** the RESUTL according to students' INTEREST

● **Objectives:**

1. Students understand the content of the story books.
2. Students choose one task from the choice board that arouses their interests.
3. Students are able to do book reports after doing literature circles.









● **Lesson Sequence:**

1. Time allocation: winter vacation
2. Material(s): 13 story books

●Procedures:

1. In the beginning of the semester, each student chooses one book and does literature circles once a week.
2. Ss choosing the same book are grouped together. Each group has 2 to 5 people.
3. In the end of the semester, Ss are given Book Report choice board worksheets.
4. Each group discuss and decide activities as their individual winter vacation assignment.

Appendix 4 A Choice Board for Book Report

Book Report Tic Tac Toe		
<p>After reading the book, please work in groups and choose 3 tasks from the Tic Tac Toe sheet. The tasks have to be done in the end of the winter vacation.</p>		
<p>1. Choose some characters from your book. With other team members, role play a scene from the book featuring these characters. Record your role-play.</p>  <p>(Bodily/Kinesthetic)</p>	<p>2. Write a different ending to your story. This should change what happened in the last chapter of the book.</p>  <p>(Verbal/Linguistic)</p>	<p>3. Draw at least 3 comic strips that highlight 3 important events in your book. Make sure the dialogue is realistic for the characters.</p> <p>(1) (2) (3)</p>  <p>(Visual/Spatial)</p>
<p>4. Design a poster advertising your book. Include interesting details about the book that would make others want to read it.</p>  <p>(Visual/Spatial)</p>	<p>5. Create song lyrics and music to tell about your book. Use the book title as the song title. Perform for your class or record your song to play in class.</p>  <p>(Musical/Rhythmic)</p>	<p>6. Draw a picture and write a paragraph describing the setting of your book. How did the setting affect the story?</p>  <p>(Naturalist)</p>
<p>7. Write a letter to the author telling why you liked the book or why you didn't like it. Give reasons for your opinion.</p>  <p>(Intrapersonal)</p>	<p>8. Make an information cube about your book with the following on the 6 different sides to the cube:</p> <p>title characters setting plot favorite part illustration of scene</p>  <p>(Verbal/Linguistic Bodily/Kinesthetic)</p>	<p>9. Make a time line sequencing 10 important events that happened in the book.</p>  <p>(Logical/Mathematical)</p>
<p>We chose activity # _____, # _____ and # _____</p> <p>Class: _____ Name: _____ Date: _____ Due date: _____</p> <p>Number: _____</p>		

5. Explain the rubrics to let Ss know how to prepare for the tasks.

Book Report Tic Tac Toe		
<p>1. Role Play</p> <p>Costumes and props realistic for characters Accurate scene Good voice and expression Has written script</p> <p>Possible points: _____</p>	<p>2. Different Ending</p> <p>Appropriate for characters and setting Creative ending Correct spelling, punctuation and grammar At least 150 words</p> <p>Possible points: _____</p>	<p>3. Comic Strips</p> <p>Follows Comic Strip criteria card Each comic strip has 4 or more panels(6) Events accurately portrayed Realistic dialogue</p> <p>Possible points: _____</p>
<p>4. Poster</p> <p>Follows Poster criteria card Includes several details about the book Uses persuasive language</p> <p>Possible points: _____</p>	<p>5. Song Lyrics & Music</p> <p>Follows Song criteria card Lyrics include several important details about the book Performance is clear and musically pleasing</p> <p>Possible points: _____</p>	<p>6. Picture & Paragraph</p> <p>Picture and paragraph show natural setting Has written visual details of the setting(1k) Explains why the setting affected the story Correct mechanics, spelling and grammar</p> <p>Possible points: _____</p>
<p>7. Letter</p> <p>Likes or dislikes clearly stated 3 or more reasons given to support point of view Reasons supported by facts or examples Correct spelling, punctuation and grammar</p> <p>Possible points: _____</p>	<p>8. Information Cube</p> <p>Cube is well-made and has 6 sides Has needed information and details on each side Accurate information from the book Neat and visually attractive</p> <p>Possible points: _____</p>	<p>9. Time Line</p> <p>Follow Time Line criteria card Has 10 or more events Correct sequencing of events</p> <p>Possible points: _____</p>
<p>Points for activities: # _____ = _____ pts., # _____ = _____ pts., # _____ = _____ pts.</p> <p>Class: _____ Name: _____ Date: _____</p> <p>Number: _____ Total points: _____</p>		

6. Provide four extra criteria cards for Ss' references if they choose Comic Strips, Poster, Song or Time Line activities.

Appendix 6 Extra Criteria Cards for the Four Tasks

Book Report Tic Tac Toe			
Comic Strip Criteria Card		Poster Criteria Card	
1. Frames in correct sequence		1. Title correctly spelled	
2. Tells a story or idea through pictures		2. Attractively colorful visuals	
3. Characters/objects clearly drawn		3. Clear and neat writing	
4. Clear writing with correct spelling		4. Original and creative	
5. Humor		5. Shows topic well	
6. Original and creative			
Song Criteria Card		Time Line Criteria Card	
1. Appropriate content		1. Title	
2. Has a rhythm		2. Chronological order	
3. Words and music go together		3. Important events indicated	
4. Can be sung; auditory appeal		4. Well-plotted time spans	
		5. Neat and legible	
		6. Correct spelling	

7. Tell Ss the due date of the Book Report is the school-open day.
8. Ss' works are provided in the references.

III. Teacher's Findings and Reflection

After doing the various activities in the classroom, I found lots of possibilities of DI. Based on students' readiness, interest and learning styles, I always come up with different interesting activities. Gradually, my students also felt that I really cared about them individually. To my surprise, the distance between us became shorter; the relation between us got closer. The following are my reflection after carrying out DI activities.

1. When students had to be a tutor and teach his/her partner their findings, it was never an easy thing to be a teacher. However, in that way, they really benefited more than before.
2. Tic tac toe aroused students interest to memorize or review vocabulary.
3. Book report provided students different choices based on the multiple intelligences. They were willing to do the homework because they chose by themselves.
4. Ss really enjoyed cooking. Some even rehearsed the process twice before the class. They cared because they decided what to cook. The foods they made also impressed me a lot.
5. When doing summary, students thought that the worksheet with guided questions were more difficult. Lower achievers preferred to take the one without guided questions because they could write at their will.
6. Tiered sentence pattern worksheets helped students to grasp the key points and help lower achievers complete the exercise.

Appendix 1

Book 1 Lesson 7 Elevator Ups and Downs

Level A Please read the following words. Find the part of speech and other parts of speech such as nouns or verbs. Then study the example sentences and write down the important phrases or usage.

word	part of speech (詞性)	other parts of speech (其他詞 性)	important phrases in example sentences (例句中的重要片語)
elevator		v. _____	
building		v. _____	
invention		v. _____ n. ~家 _____	
century		x	
power		adj. _____	
steam		v. _____	
story		n. _____ 寫中文	
nowadays		x	
similar		n. _____	
express		v. _____ n. _____	
worldwide		adj. _____	

Book 1 Lesson 7 Elevator Ups and Downs

Level B Please read the following words. Find the part of speech and other parts of speech such as nouns or verbs. Then study the example sentences and write down the important phrases or usage.

word	part of speech (詞性)	other parts of speech (其他詞 性)	important phrases in example sentences (例 句中的重要片語)
annual		x	
practical		v. _____	
skyscraper		x	
electricity		adj. _____ 中文文_____ adj. _____ 中文文_____	
passenger		x	
install		n. _____	
spread		n. _____	
frustrating		v. _____ adj. _____ _ n. _____	
exit		n. _____	
concept		v. _ x _ n. _ x _	
limited		v. _____ n. _____ n. _____	

Appendix 2 Spelling Tic-Tac-Toe

Each student is responsible for completing three activities from the following choices. Your three activities must follow the rules of tic-tac-toe (i.e., three in a row). All activities are due Thursday at the start of school. Please staple all three activities to this sheet.

Class: Number: Name:

Criss- Cross Words

Different Handwriting

First write your words the way you usually do it. Then, try writing the list with your other hand.

Write two of your spelling words that have a common letter so that they criss- cross. Be sure to use all of your words.

Example: **p** words

o u d

Pyramid

Write your words in a pyramid formation.

Ex. boat b

bo boa boat

Picture

Draw a picture for each spelling word. Hide your spelling words inside your picture.

Alphabet Word

Number the alphabet from 1- 26. Write your spelling words, then change them to the alphabet code.

Word Puzzle

Ask your teacher for a word puzzle and find out the spelling words as quickly as you can.

Acrostic Poem

Make an acrostic poem with each spelling word.

Example: **Read Red**

Elephant

Ant

Dog

Silly Sentences

Make **silly** sentences using all of your words. Circle all of the spelling words.

Words-in-Words

Write your words and then write at least 2 words made from each.

Example: friend dine

end die rid

Appendix 3




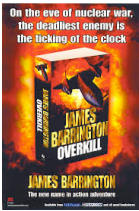



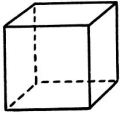
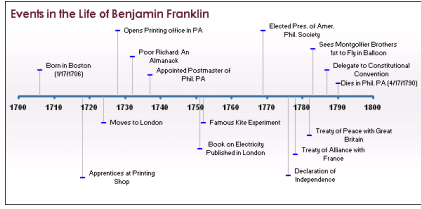
Vocabulary Review Tic Tac Toe

Two Team P.K. Game

<p style="text-align: center;">Reverse Spelling</p> <p>Please spell the words backwards. For example, you have to turn “national” into “lanoitan.”</p>	<p style="text-align: center;">Fraction Spelling</p> <p>Create fractions to represent the number of vowels and consonants in each word.</p> <p>Ex: Friend</p> <p>Vowels = 2 / 6 Consonants = 4 / 6</p>	<p style="text-align: center;">Word Definitions</p> <p>When you hear the English definition of the word, spell it.</p>
<p style="text-align: center;">Charades</p> <p>One plays the actor. The actor cannot use any sounds but communicate only through actions. The other members guess the word.</p>	<p style="text-align: center;">How Much?</p> <p>Write your spelling words and add how much they are worth. Consonants are worth 5 points and vowels are worth 7.</p> <p>Told 5+7+5+5=22</p>	<p style="text-align: center;">Pictionary</p> <p>The player draw a picture on the board to get his / her team to guess the word.</p>
<p style="text-align: center;">Bingo</p> <p>The two players put the review words randomly on the board. When one player gets five squares in a row, he / she should shout, “Bingo!”</p>	<p style="text-align: center;">Memory</p> <p>Each player has a set of word cards. For each word, one card has the target word and another card has the definition of the word. Each person turns over two cards turn trying to find a match. If the cards do not match, he / she turns them over again and the next person takes a turn. If they do match, he / she keeps the cards and get an additional turn.</p>	<p style="text-align: center;">Story</p> <p>Use the words to write a short story. Circle all of the spelling words.</p>

Appendix 4

♣After reading the book, please work in groups and choose 3 tasks from the Tic Tac Toe sheet. The tasks have to be done in the end of the winter vacation.

<p>1. Choose some characters from your book. With other team members, role play a scene from the book featuring these characters. Record your role-play.</p>  <p>(Bodily/Kinesthetic)</p>	<p>2. Write a different ending to your story. This should change what happened in the last chapter of the book.</p>  <p>(Verbal/Linguistic)</p>	<p>3. Draw at least 3 comic strips that highlight 3 important events in your book. Make sure the dialogue is realistic for the characters.</p> <p>(1) (2) (3)</p>  <p>(Visual/Spatial)</p>
<p>4. Design a poster advertising your book. Include interesting details about the book that would make others want to read it.</p>  <p>(Visual/Spatial)</p>	<p>5. Create song lyrics and music to tell about your book. Use the book title as the song title. Perform for your class or record your song to play in class.</p>  <p>(Musical/Rhythmic)</p>	<p>6. Draw a picture and write a paragraph describing the setting of your book. How did the setting affect the story?</p>  <p>(Naturalist)</p>
<p>7. Write a letter to the author telling why you liked the book or why you didn't like it. Give reasons for your opinion.</p>  <p>(Intrapersonal)</p>	<p>8. Make an information cube about your book with the following on the 6 different sides fo the cube:</p> <p>title characters setting plot favorite part illustration of scene</p>  <p>(Verbal/Linguistic Bodily/Kinesthetic)</p>	<p>9. Make a time line sequencing 10 important events that happened in the book.</p>  <p>(Logical/Mathematical)</p>

We chose activity # _____, # _____ and # _____.

Class: _____ Name: _____ Date: _____ Due date: _____
Number: _____

Appendix 5

1. Role Play ___Costumes and props realistic for characters ___Accurate scene ___Good voice and expression ___Has written script Possible points: _____	2. Different Ending ___Appropriate for characters and setting ___Creative ending ___Correct spelling, punctuation and grammar ___At least 150 words Possible points: _____	3. Comic Scripts ___Follows Comic Scripts criteria card ___Each comic strip has 4 or more panels(格) ___Events accurately portrayed ___Realistic dialogue Possible points: _____
4. Poster ___Follows Poster criteria card ___Includes several details about the book ___Uses persuasive language Possible points: _____	5. Song Lyrics & Music ___Follows Song criteria card ___Lyrics include several important details about the book ___Performance is clear and musically pleasing Possible points: _____	6. Picture & Paragraph ___Picture and paragraph show natural setting ___Has written visual details of the setting(s) ___Explains whys the setting affected the story ___Correct mechanics, spelling and grammar Possible points: _____
7. Letter ___Likes or dislikes clearly stated ___3 or more reasons given to support point of view ___Reasons supported by facts or examples ___Correct spelling, punctuation and grammar Possible points: _____	8. Information Cube ___Cube is well-made and has 6 sides ___Has needed information and details on each side ___Accurate Information from the book ___Neat and visually attractive Possible points: _____	9. Time Line ___Follow Time Line criteria card ___Has 10 or more events ___Correct sequencing of events Possible points: _____

Points for activities: # _____ = _____ pts., # _____ = _____ pts., # _____ = _____ pts.

Class: _____ Name: _____

Number: _____

Total points: _____

Appendix 6

Comic Strip Criteria Card

1. Frames in correct sequence
2. Tells a story or idea through pictures
3. Characters/objects clearly drawn
4. Clear writing with correct spelling
5. Humor
6. Original and creative

Poster Criteria Card

1. Title correctly spelled
2. Attractively colorful visuals
3. Clear and neat writing
4. Original and creative
5. Shows topic well

Song Criteria Card

1. Appropriate content
2. Has a rhythm
3. Words and music go together
4. Can be sung; auditory appeal

Time Line Criteria Card

1. Title
2. Chronological order
3. Important events indicated
4. Well-plotted time spans
5. Neat and legible
6. Correct spelling

Appendix 7

Model of Recipe: My Mom's Cookies

Why I chose this recipe:

I chose this recipe because it reminds me of my Mom, Gloria. She makes the best cookies in the whole world. I love these cookies because they are chewy, chocolaty, and very delicious. When I visit my Mom she always makes me a fresh batch of cookies and she lets me lick the bowl. This recipe remind me of my Mom, my kitchen, and my childhood.

Ingredients:

2 1/4 cups flour

1 teaspoon baking soda

1 teaspoon salt

1 cup (2 sticks) butter, softened

3/4 cup granulated sugar

3/4 cup packed brown sugar

1 teaspoon vanilla extract

2 large eggs

2 cups (12-oz. pkg.) of chocolate chips

1 cup chopped walnuts

Instructions:

9. Preheat oven to 375° F.

10. Combine flour, baking soda and salt in small bowl.

11. Beat butter, granulated sugar, brown sugar and vanilla extract in large mixer bowl until creamy.

12. Add eggs, one at a time, beating well after each addition.

13. Gradually beat in flour mixture.

14. Stir in chocolate chips and walnuts.

15. Drop by rounded tablespoon onto ungreased baking sheets.

16. Bake for 10 minutes or until golden brown.

17. Cool on baking sheets for 2 minutes; remove to wire racks to cool completely.

Appendix 8

Cooking Vocabulary Handout

Bake - To cook in an oven.

Barbecue - To cook on a grill over a charcoal or seasoned wood fire usually with a tomato based sauce. Customarily done outside.

Beat - Combine vigorously with the intent to force air into the mixture.

Blanch - Cook or dip quickly into very hot water to remove external material.

Blend - Mix together gently until the consistency is the same throughout.

Boil - Cook in hot water.

Braise - Cook over an open flame with the flame touching the food.

Bread - To dip or roll food in a liquid and then breadcrumbs until covered.

Brew - Verb used to describe the process of making a potable flavored mixture. (e.g.: tea, beer)

Broil - To cook with the heat source above the food.

Brown - Cook only until there is a light brown color.

Chop - Cut into small pieces.

Combine - Mix together. (Usually used with dry ingredients)

Cook - Prepare (food, a dish, or a meal) by combining and heating the ingredients in various ways.

Cube or dice - Cut into small squares.

Deep-fry - With enough oil to cover the food.

Fold in - Mix together gently with the flat of the mixing tool.

Form - Mold into a certain shape.

Fry - Cook in hot oil.

Grate - To use a grater to shred food. (Usually vegetables or cheese)

Grill - To cook using a grill, a metal framework used for cooking food over an open fire. Knead - Work dough with the hands, constantly folding.

Marinate or Soak (especially meat) in a spiced liquid. Usually but not always overnight. Mince - Chop into small pieces. Smaller than cubed.

Pan fry - With just enough oil to keep the food from sticking.

Peel - To remove the outer layer/skin of a fruit or vegetable.

Pour - To cause liquid to flow from a container in a steady stream.

Pureé - Reduce to a watery consistency.

Roast - Cook in a covered pot either on the stove or in the oven.

Sauté - Cook in a small amount of oil until browned.

Scald - To pour hot water over something or dip it in the water.

Sear - To drop food (usually meat) in a very hot pan to seal in juices.

Separate (eggs) - Remove the egg yolk from the egg white.

Simmer - Cook over a low flame.

Steam - The water into which water is converted when heated.

Steep - To let sit in hot water. (e.g.: tea)

Stew - A very thick soup with a flour base.

Stir - To move a spoon around in order to mix is thoroughly.

Toast - Lightly brown.

Toss - To gently mix a salad.

Whip - Beat rapidly to force air into a mixture.

Whip up (something) - Informal term for preparing a quick meal.

Appendix 9

Recipe Format Worksheet

Name: _____ Recipe Title: _____

Why We chose this recipe:

Ingredients:

Instructions:

Appendix 10

Group 1 Live 互動英語 Oct. 2013 Week 1

Class:

Number:

Name:

The following is the script of Part One--Picture Questions. Listen carefully and fill in the missing words in the blanks. (You can check the words you don't know in the magazine)

1. What can we see in the picture? (p. 31)
 - (A) Two similar _____.
 - (B) An instruction _____.
 - (C) A _____ with spots.
 - (D) Some precious _____.
2. What is the woman doing? (p. 13)
 - (A) _____ an instrument.
 - (B) Using a _____.
 - (C) Operating the _____.
 - (D) Burying a _____.
3. What can we _____ about the woman? (p. 11)
 - (A) She's _____ a sample.
 - (B) She's _____ her car.
 - (C) She's _____ liquid.
 - (D) She's _____ the boy.

Group 2 Live 互動英語 Oct. 2013 Week 1

Class:

Number:

Name:

The following is the script of Part Two--Best Response Questions. Listen to the questions or statements and fill in the missing words in the blanks.

(You can check the words you don't know in the magazine)

4. I _____ the _____ on that _____. (p. 31)
5. _____ did _____ this _____? (p. 15)
6. _____ you _____ the _____ the _____?(p. 13)
7. _____ are a _____ that _____. (p. 31)

The following is the script of Part Three--Conversation Questions. Listen to each conversation and fill in the missing words in the blanks. (You can check the words you don't know in the magazine)

8. F: Look at these two _____. (p. 25)

M: OK. What am I _____?

F: What do you _____?

M: Not much. They look really _____.

Q: What does the _____ say about the pictures?

9. M: Is that a new _____? (p. 20)

F: Yeah. I bought it _____ week.

M: _____ is it still in the _____?

F: I don't know _____ to _____ it.

Q: What doesn't the _____ know about the _____?

10. F: Did you take the _____ to the _____? (p. 11)

M: Yeah. I _____ it _____ at 3 pm.

F: When will it be _____?

M: They said within _____ hours.

Q: _____ will the car be ready?

The following is the script of Part Four--Short Talk. Listen to the paragraph and fill in the missing words in the blanks. (You can check the words you don't know in the magazine)

We use _____ to groom ourselves and as _____. We also use them to make _____ instruments. However, many people don't know the _____ behind mirrors. The _____ mirror was found in Turkey and made with _____. Ancient civilizations, like the Chinese, made their mirrors from precious _____. Modern mirrors are made from a thin _____ sheet placed on the back of _____. This technique was perfected in sixteenth-century _____.

11. What is said about _____?

12. What was the _____ known mirror _____ of?

13. Where was the technique of making mirrors _____?

Appendix 11

Book 1 Lesson 5 Water in Lijiang – A Gift from God Summary Practice

Level A Please write a passage about the four pictures. Each picture must have at least four sentences. Use transition words if it is necessary.



- 1.What will come into view when you go to Lijiang?
- 2.What does the landmark indicate?
- 3.Where does the water come from?
- 4.What do the stream form around Lijiang?



- 1.What is three-eye well made of?
- 2.What do people use the water in the three-eyed well?
- 3.The water is not wasted. Why?



- 1.Where is the market built with the street cleaning system?
- 2.When will the street cleaning system work?
- 3.How do people let water flow over the gate?
- 4.Where does the dirty water flow?
- 5.Where is the water directed in the end?



- 1.What can you see on the faces of people in Lijiang?
- 2.What do the people in Lijiang cherish?
- 3.Why can they live in harmony with nature?

Level B Please write a passage about the four pictures. Each picture must have at least four sentences. Use transition words if it is necessary.









Transition Words:

First/in the beginning,
finally/in the end/last

then/next/moreover/besides,

as a result/therefore/hence,

Appendix 12

Example Sentence Dictation

Book 1 Lesson 6 Listening Test on Vocabulary Sentences

Class: _____ Number: _____ Name: _____ 總分: _____

*單字，每格3分，得分 _____ 分(60分); 其餘單字，每格1分，得分 _____ 分。

6. After taking the medicine, he felt much _____. It did _____ like * _____.
Uncle Joe _____ a * _____ that made all the kids laugh happily.
We can _____ forget that * _____ night when we watched many shooting _____
_____ the sky.
7. Cindy has a beautiful _____, and her singing is * _____ to the _____.
_____ she really wanted to be a _____, Fiona took a degree in _____ just to * _____
her parents.
Jenny is easy to * _____; just buy her a cup of _____ and she will be _____.
8. Students are asked not to make a * _____ when they are _____ an English _____ test.
* _____ travels _____ in _____ than in air.
It * _____ like a good idea to have a _____ party.
9. Li Po, a well-known Chinese * _____, wrote many _____ that are still _____ by a lot of
people today.
To _____ Julie's love, Leo wrote a * _____ song for her.
10. Jason is interested in _____, and his teacher * _____ him to be a _____ in the future.
Cathy always gives me lots of * _____ when I feel _____.
Mom always says some * _____ words to me when I feel like _____.
11. The teacher _____ his students to _____ more * _____ to international news.
12. These children's _____ are written in a simple rhyming * _____, so they are _____ to
read and learn.
13. The farmer will only _____ his farm _____ a * _____.
Judy bought the * _____ farm and _____ it into a beautiful _____, open to _____.
14. You may learn to * _____ the beauty of English _____ from nursery rhymes.
Ben is _____ in modern _____ and is now taking a class on art * _____.

Book 1 Lesson 5 Grammar Practice so that v.s. so...that... A

Part I. 我們常使用so that 延伸一個句子來表示目的或意圖。通常翻譯成「如此一來」。Can/will 或 could/would 常被使用在這種目的句子中。that在口語中經常會被省略，但是會被寫出來。例如：

ACTION TAKEN 所做的動作	PURPOSE 目的
We took some blankets	so that we could keep warm.
We stayed out all night	so that we could watch a meteor storm.
They made the best use of this resource	so that they could live in harmony with nature.

Please match the following pair sentences into the box. 填入代號A~G。

- A. **so that** he can deliver all the goods.
 B. **so that** they could move the big heavy stone.
 C. **so that** they will get dry in the afternoon.
 D. **so that** she can see the sunrise.
 E. **so that** they can attend the weekly lecture.
 F. **so that** he could found a seat.
 G. **so that** he can make his concert performances perfect.

ACTION TAKEN 所做的動作	PURPOSE 目的
1. Linda gets up early	
2. Mike went to the theater early	
3. The truck driver drives fast	
4. John washes the clothes in the early morning	
5. Derek practices hard	
6. The students go to the auditorium	
7. The workers worked together	

Part 2. 我們會用so...that來強調結果或影響。通常翻譯成「如此...以至於...」。Please complete the above pair sentences 1~5 into the box.

ACTION TAKEN 所做的動作	RESULT 結果
We took so many blankets	that we could keep warm.
We stayed out so late	that we could watch a meteor storm.
1. Linda gets up so early	that
2. Mike went to the theater so early	that
3. The truck driver drives so fast	that
4. John washes the clothes in the so early morning	that
5. Derek practices so hard	that

B Part I. 我們常使用so that 延伸一個句子來表示目的或意圖。通常翻譯成「如此一來」。Can/will 或 could/would 常被使用在這種目的句子中。that在口語中經常會被省略，但是會被寫出來。例如：

ACTION TAKEN 所做的動作	PURPOSE 目的
We took some blankets	so that we could keep warm.
We stayed out all night	so that we could watch a meteor storm.
They made the best use of this resource	so that they could live in harmony with nature.

Please categorize the following pair sentences into the box. Remember to use "...so that ...can/will/could/would..." in the purpose clauses.

1. Linda gets up early. Linda sees the sunrise.
2. Mike went to the theater early. Mike found a seat.
3. The truck driver drives fast. The truck driver delivers all the goods.
4. John washes the clothes in the early morning. They get dry in the afternoon.
5. Derek practices hard. He makes his concert performances perfect.
6. The students go to the auditorium. The students attend the weekly lecture.
7. The workers worked together. The workers moved the big heavy stone.

ACTION TAKEN 所做的動作	PURPOSE 目的
1	
2	
3	
4	
5	
6	
7	

Part 2. 我們會用so...that來強調結果或影響。通常翻譯成「如此...以至於...」。Please categorize the above pair sentences 1~5 into the box. Remember to use "...so...that ...can/will/could/would..." in the purpose clauses.

ACTION TAKEN 所做的動作	RESULT 結果
We took so many blankets	that we could keep warm.
We stayed out so late	that we could watch a meteor storm.
1	
2	
3	
4	
5	