Language Arts
Thematic Unit

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Audience

This unit is designed for third graders of the elementary school. They learn English about 40 minutes three times a week. Their general goals are fun-oriented. Their native language is Korean.

Topic/Subject Area

Language arts

Rationale

Third graders in the elementary school have been learning English since the year of 1998 in Korea. I mean from third graders, they started to learn English. After that, English Education has been the issue. Parents are willing to pay more than $100 a month and sometimes, they pay about $200 a month for their children’s English institution class. To rich parents, that amount of money is not a big deal, but to average income parents, that money is really a big deal. In some rich areas in Seoul, parents want to have English-speaking babysitters for their infants so that their children can expose themselves to the English-speaking environment. On top of that, the operation which cuts at the bottom of the child’s tongue is in great fashion because parents believe that the cutting is helpful for their children to pronounce exact English words. Obviously, that is not true from what experts say.

Parents know that their children will eventually learn English at school. However, they still want their children go to the private institution in their early age. The first unit in the English book for the third graders is about greeting, introducing themselves, and weather etc. However, many students know much more before they become third graders. Consequently, some English teachers change the curriculum and they skip the basic things to learn. I do not think it is fair for the students who have never been to the English institution or learned English before. Not every single parent can afford to pay for their children’s English Education. To some parents, the money for the English institution is a great burden. Nevertheless, they pay the money because they feel pressure from the social environment. I can’t appreciate this trend at all.

Pei Yoke and I will teach English from the beginning step by step to our third graders so that every student can have an equal chance to learn English.
Beginning the unit

We assume that it is the first time for the students to learn English. Since it’s the first week of studying English, I teach the Basic English greetings and questions with answers.

The students are still young to sit quietly and pay attention to what I have to say for 40 minutes. The 40 minutes are their maximum length of time that they can concentrate so I try not to over that time.

From my previous teaching experience, I learned that the students can be very active in the class once they think English is fun and easy. Therefore, I will also try hard to make every class exciting and interesting, otherwise, I will spend the whole time to get the students quiet.

The students are beginners so I will focus on listening and speaking than reading and writing. The students will do many paired activities or group activities and learn songs with the physical movements

Objectives

- Students learn English as a game. We rather try to make students think English is fun than try to teach English itself.
- After they learn the basic English sentences, they can communicate with each other in English in an actual situation that they encounter in everyday life

Unit Overview

- Lesson 1: Greetings.
  Hello, Good morning/afternoon/evening/night.

- Lesson 2: Hello, My name is.....
  What is your name?

- Lesson 3: How are you?
  I am great/ cold/tired/ hungry/sad/happy

- Lesson 4: How is the weather?
  It is cold/hot/windy/rainy/snowy/sunny/gloomy

- Lesson 5: What fruit do you like to eat?
  I like to eat apple/orange/banana/watermelon/strawberry/pears/etc

- Lesson 6: What animal do you like?
  I like pig/horse/tiger/cat/dog/elephant/bear/wolves, etc

- Lesson 7: What is your hobby?

- Lesson 8: Presentation
Lesson 1- Greetings
Objective: Student will be able to greet other people properly.

1. **Materials.**
   - Cassette player with a song tape.
   - The song’s lyrics chart.

2. **Warm up.**
   - Introduce myself to the students briefly and tell them we will study English three times a week and then I greet them with smiley face.

3. **Procedures.**
   - (Tape the chart up the blackboard)
     1) First of all, teach about the different ways of greeting and when is the appropriate time for them to use each greeting.
     2) Let them practice with friends who sit right next to them.
     3) Let them listen to the greeting song first and go through the song phrase by phrase.
     4) After practicing the vocabularies a few times more, get the students in a group. Tell them to sit on the floor and pretend to fall asleep then I play the music. When I shout out good morning, the students reach up and stretch, replaying good morning to me. This time I say good afternoon then they stand up, saying good afternoon. Similarly for good evening. Lastly, when I say good night, the students all fall back on the floor, pretending asleep. For the hello part, they all mingle together and sing each hello to a different person.
     5) Choose one student and make him/her take my (teacher’s) place and lead the activity.
     6) Sing the song all together.

4. **Evaluation.**
   - I circulate to monitor the students and to observe informally whether they have accomplished the objectives or not. If there is a student who does not seem to follow the direction, I do the activity with that student and give a big praise after activity.

**National Standards**
- Goal 1 Standard 2- Participating in a favorite activity.
- Goal 1 Standard 3- Listening to and imitating how others use English.
- Goal 1 Standard 3- Practicing new language.
- Goal 2 Standard 1- Asking and answering questions.
- Goal 2 Standard 2- Representing information visually.

**Strategies**
- Direct: Memory, and cognitive.
- Indirect: Metacognitive, and social.
Multiple Intelligences
Bodily/kinesthetic.
Interpersonal/social.
Musical/rhythmical.
Visual/spatial.
Lesson 2-Hello, My name is…………
What is your name?

Objective: Student will be able to introduce his/her name to other people, as well as asking other person’s name.

1. **Materials.**
   - Cassette player with a song tape.
   - The song’s lyrics chart.
   - Worksheets.
   - Stopwatch.

2. **Warm up.**
   We review the song that they learned in the previous lesson. We sing, dance and remember the previous work all at the same time.

3. **Procedures.**
   
   (Tape the chart up the blackboard)
   1) Teach the students the phrases “what’s your name?” and the answer “my name is…..”
   2) Let them practice, using a game like Stopwatch Game. *(See Appendix)*
   3) Let them listen to the song. They should listen for the people’s name and the phrase “nice to meet you”.
   4) Explain “nice to meet you” and tell them that usually we would do handshakes when saying it.
   5) Go through the song phrase by phrase.
   6) Tell the students to make groups of two. Play the song.
   7) They all sing the “what’s your name” part.
   8) One person in each pair says “my name is …. (Use their own name)” twice.
   9) The other person says it twice as well.
   10) They split up with their partner, find a new partner and repeat from 7 to 9.

4. **Evaluation.**
   Try the Stopwatch Game again. Let them draw their face on the worksheet and write their name right next to their face.

**National Standards**
Goal 1 Standard 2- Participating in a favorite activity.
Goal 1 Standard 3- Listening to and imitating how others use English.
Goal 1 Standard 3- Practicing new language.
Goal 2 Standard 1- Asking and answering questions.
Goal 2 Standard 2- Representing information visually.
Strategies
Direct: Memory, and cognitive.
Indirect: Metacognitive, and social.

Multiple Intelligences
Bodily/kinesthetic.
Interpersonal/social.
Musical/rhythmical.
Visual/spatial.
Lesson 3-How are you?
I am great/cold/tired/ hungry/sad/happy.

Objective: Student will be able to ask other people how they are, as well as answer how he/she is in actual situation.

1. Materials
   Cassette player with a song tape
   The song’s lyric chart.
   Stopwatch.

2. Warm up
   We sing Good morning song and then start off with a quick go of the Stopwatch game to review the previous lesson.

3. Procedures
   (Tape the chart up the blackboard)
   1) Teach the phrase how you and the various replies are. It’s very important to have actions with the song. It becomes easier to remember, and physical movement improves the memorization of the words. The replies and movements are “I am hungry” (they pat their tummies), “I’m tired” (they go to sleep), “I am cold” (they shiver), “I am sad” (they pull a sad face), “I am happy” (a big and smiley face), and “I am great” (they throw their arms in the air).
   2) I can try playing the Horangi (it means tiger in Korean) game.
   3) When I teach the song, I use the tape recorder. It’s always good to keep the actual recording till near the end. In this way, I think the students don’t get bored. Sing the song line by line, and then get them to sing (and add the actions). I can start the recorded version. Do this twice. I can get more out of it by making them pair up with the person next to them. The people facing the corridor sing the first line hello how are you and the people facing the opposite way sing the next hello, how are you and so on. I can even do this as a competition, getting them to be louder than the other team. At first, just to get the students to sing the first part. However, when they are good, I can split the class. Have one side sing the main vocal and the other the echo. They can then join up for the chorus.

4. Evaluation
   I make gestures and let the students guess how I feel. If there are some students who don’t answer quickly, keep practicing till they know well all the words. Pick some volunteers who want to make gestures and the other students and I guess how they feel.
National Standards
Goal 1 Standard 2- Participating in a favorite activity.
Goal 1 Standard 3- Listening to and imitating how others use English.
Goal 1 Standard 3- Practicing new language.
Goal 2 Standard 1- Asking and answering questions.
Goal 2 Standard 2- Representing information visually.

Strategies
Direct: Memory, and cognitive.
Indirect: Metacognitive, social, and affective.

Multiple Intelligences
Bodily/kinesthetic.
Interpersonal/social.
Musical/rhythmical.
Visual/spatial.
Lesson 4- How is the weather?
It is cold/hot/windy/rainy/snowy/sunny/gloomy.

Objective: Student will learn to response to the situation of weather.

Materials
Picture cards, video

Introduction
Explain to students the basic concept of the weather. This include show them a thermometer about the high and low temperature. And use cool water to let them feel ‘cool’; use hot water to feel ‘hot’. Also, use fan to stimulate the wind. Turn off the light in class to show them ‘gloomy’. Meanwhile, turn on the bright light to show ‘sunny’, etc.

Procedures
1. Show picture cards of different weather-cool/hot/windy/sunny/gloomy on board. Lead students to practice pronounce words together.
2. Turn on the video show, “Which way weather” for eight minutes.
3. Ask each student stand up to answer question: “How is the weather”? They choose one of the words they learn and answer the question by “It is ….”
4. Students who choose and answer the same word are asked to group together.
5. Have student to find a partner in their group. One asks question and the other one answer by choosing the different word that they chose before.
6. Students are encouraged to act when they feel the weather is cold, hot, windy, etc. Example of the cold weather, feeling cold could be hands are across the arms.

Class Assignment- Handout (see appendix)
Teach students to write the words. Pretend student are the weather person. Ask them to look at the picture of each question. Each picture indicates the kind of weather. Write the answer for each question.

Home assignment
Color things (see appendix).

Evaluation
Students who can’t follow the class will follow me to practice. Student who can’t write for class assignment will be taught individually. Students must participate in classroom activity and doing class assignment. They will receive three heart stickers on their report.

Standards
Goal 1 Standard 1- Engaging in conversation
Goal 2 Standard 1- Asking and answering question
Goal 2 Standard 2- Responding to the question of others
Strategies
Direct: Memory, and cognitive
Indirect: Metacognitive, and social

Multiple Intelligences
Visual- Video show
Interpersonal/Social- pair activities
Intrapersonal/Introspective- Engage in independent study
Lesson 5 What fruit do you like to eat?
  I like to eat apple/orange/grapes/bananas/watermelon/strawberry/pears/etc

Objective: Student will learn to ask what fruit of others like to eat, as well as to say the name of different fruits.

Materials
Picture cards; a postal; fruits

Introduction
Put picture card of fruit on board and pronounce the name of each fruit to students. Show them a colorful postal/post card of different fruits.

Procedures
1. Ask students the question, “What fruit do you like to eat?” And point to a fruit and want them to answer together to the fruit, “I like to eat…”
2. Show a video, “Fruit” for 5minutes.
3. Display all fruit on the table. Have students pick up two fruits they like to eat. And group students together with 3 people in a group.
4. Have each group discuss the name of the fruit without any help from the board. Tell people in class what it is.
5. Group who answers name of fruits correctly can eat that fruits together.
6. Then have each student in group shares what fruits they like to eat. Turn to other class members, the members in the same group must know what kind of fruits that other team members like to eat, and take turn to share in class.
7. Finally, give each group a set of alphabets and want them to arrange the name of two fruits on the table.

Game
Give fruits puzzles to each group. Whoever can match puzzles in the shortest time will be the winners.

Evaluation
Students are monitored by their memory of the name of the fruits and see what their partners like to eat. Also, participation in game is observed. They will receive fruit stickers on their report.

Standards
Goal 1 Standard 1- Engaging conversation
Goal 2 Standard 1- Expressing likes
Goal 2 Standard 2- Responding to the question of others
Strategies
Direct: Memory, cognitive, and compensation
Indirect: Metacognitive, and social

Multiple Intelligences
Visual- Video
Interpersonal/Social-Cooperative teams, Peer teaching
Verbal- Group discussion
Logical- Word order activity
Lesson 6- What animal do you like?
I like pig/horse/tiger/cat/dog/elephant/bear/wolves/duck/squirrel/etc.

Objective: Student will learn to ask and give the name of animals. Also, they will engage in “animal-related” creative activities.

Materials
Video, toys, paper, color pen, board games book

Introduction
Show student different toys of animals. Pick an animal toy up to see how many students have known the name of the animal. Then tell them the name of each animal each time. At the meantime, write the animal’s name on board.

Procedures
1. Show students a video show “Farm animal” and “Wild animal” for eight minutes.
2. Ask students draw a picture of the animal they like. And color them completely. Meanwhile, request them try to write the name of the animal at the bottom page of the picture. I will write to students who don’t know how to write.
3. Have each student stand out and mimic the sound of the animal they draw.
4. After finish making animal’s sound, ask them close their eyes walk around to search the people who make the same sound of animal. As soon as they hear the same animal’s sound, join hands with the person making the sound. Then, people who have joined hand continue to search for other person who is making same sound. Once every body hears no one making same sound, they can open their eyes.
5. Then in group, they need to mimic any movement of the animal and dance it. For example dancing like a horse running, an elephant stepping, a dog swimming, and so on.
6. Finally, give them a fun book “Animal kisses” for each group. Ask them to share in group which animal they like to kiss them.

Expansion idea
Ask student if they know what animals eat. Teach them the words of the things that an animal eat, such as a horses eat grass, a dog eat bone, Monkey eat bananas, etc.

Evaluation
Students’ participation is observed. Their drawings are collected and put on board to show to the others. Each student receives an animal toy they like.

Standards
Goal 1 Standard 2- Participating in a favorite activity
Goal 2 Standard 1- Expressing likes
Goal 3 Standard 2- Demonstrating knowledge of acceptable nonverbal classroom behaviors
Strategies
Direct: Memory, and cognitive
Indirect: Metacognitive, social, and affective

Multiple Intelligences
Visual- Video show
Bodily/Kinesthetic- Role playing; dancing
Interpersonal/Social- Cooperative teams, board games
Visual- Drawing a response
Lesson 7- What is your hobby?
My hobby is playing ball/drawing/collecting stamps/ fishing/reading/dancing/singing/etc.

Objective: Student will learn the oral skill of getting information of hobby from others.

Materials
Stamps, a ball

Introduction
Write on board, “What is your hobby?” “My hobby is…….”
Explain to student what hobby means. Write a list of hobbies on board and told them what they mean. And try to draw pictures of the different hobby lists to help to explain the word. Also, introduce them collecting stamps is my hobby. Show them the stamps that I have collected for these years.

Procedures
1. Using information lists on board, ask each student exchange information with the partner who sits next to him/her.
2. Then have everyone stand in a tight circle. I will ask question, “What is your hobby?” Student who wants to answer the question can hold out his/her hand. I will throw the ball to him/her. After he/she answers the question, he/she will ask the same question, and throw ball to someone who wants to answer and must answer differently.
3. Finally, ask student move around the class and find other people who have the same hobby and form a group. Each group takes turn to ask question to other group. Any member of the group who want to answer to the question, is allowed to “answer” to the question by perform an action of their hobby. The group who ask other group question must respond to their own question by guessing the action of other’s group correctly. Other group must act till the group answers it correctly. And members of the group must help each other to act.

Evaluation
I observe student’s performance by walking around with them. Every student will receive two stamps for their participation. They will stick the stamps on their report.

Standards
Goal 1 Standard 1- Sharing information
Goal 2 Standard 1- Asking and answering question
Goal 3 Standard 3- Test appropriate use of newly acquired language

Strategies
Direct: Memory, cognitive, and compensation
Indirect: Metacognitive, and social
Multiple Intelligences
Interpersonal/Social- paired activities
Intrapersonal/Introspective- Describe about preferred ways of spending free time.
Visual- Using object
Lesson 8- Presentation

Objective: Student will learn and understand the ways to introduce themselves and engage a conversation in a social situation.

Preparation
On board, I will write:

Meeting a new friend in the park

First person: Hello, ___________. How are you? My name is __________. What is your name?

Second person: I am _________. My name is _________.

First person: Today’s weather is ________.

Second person: Yes. It is.

First person: Do you like animal?

Second person; Yes, I do.

First person: What animal do you like?

Second person: I like ____________. (Making animal’s sound) (Laugh together)

First person: What is your hobby?

Second person: I like ____________.

First person: (Give second person an apple). What fruit do you like to eat?

Second person: Thank you. I like to eat ____________.

Procedures
1. Students are assigned to two people in a group. They decide themselves who will be the first person. The other is second person.
2. Explain and review the board’s information to them. Then, they are given ten minutes for preparation.
3. Follow board’s information, each pairs take turn to present the dialog in front of the class.

Evaluation
Using “presentation rubric” to evaluate students.
Presentation Rubric
Total ________/16 Points

Name___________________

1. Used appropriate words to express and introduce themselves
   8 points - All words are correct
   6 points - Three words are correct
   4 points - Two words are correct
   2 points - One word is correct

2. Used correct word for weather - 2 points

3. Used correct word for animal – 2 points

4. Used correct word for hobby – 2 points

5. Used correct word for fruit – 2 points

Remarks- What need to be improved?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________


Student’s participation’s report

Name_____________________

Heart stickers:

Fruits stickers:

Stamps:
Appendix

Stopwatch Game

1. I first of all teach the kids a target question, “what’s your name?”
2. Form the kids into a circle.
3. I start the stopwatch and one kid asks the question to the kid sitting next to them.
4. This kid answers and asks the kid on their opposite side.
5. I continue around the circle. When I get back to the first kid, I stop the stopwatch.
6. Keep playing again and again, trying to beat their “Best Time.”

Horangi Game

First of all introduce the new conversation pieces. For example, “How are you?”
“I’m great/cold/tired/hungry/sad/happy.
1. Draw on the board an “Evolution Scale”
2. Everybody starts at the bottom of the scale, which is Horangi. Horangi crawls on the floor, hence the kids have to do the same.
3. The kids form into pairs of 2 Horangi.
4. They practice today’s conversation piece. For example, “hello, how are you?”, “I am great/cold/tired.” etc, “how are you?”, “I am great”, etc.
5. When they finish their conversation, they do Gawibawibo which is Korean paper, scissors, stone game)
6. The winner moves up one step on the “Evolution Scale” (for instance, Horangi becomes snakes, snakes become rabbits, etc). The loser moves one step down. Of course, Horangi can’t fall any lower.
7. They then find a partner that is the same animal as they have become. (For example, a monkey does the conversation with another monkey, a rabbit with a rabbit, but a snake with, say, a rabbit is not allowed).
8. With their new partner, they repeat steps 4, 5, and 6 until they reach “Human”. “Human” has to practice conversation and Gawibawibo with the teacher. If they win, they can become an angel.