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主題(活動名稱)：Phonics Fun- “i_e”

適用年級：Grade 5

適用程度：Ss have learned short vowels (CVC) and consonant blends before. Ss have known the long vowels with silent e-“a_e” and “e_e”. In this unit Ss are going to learn the sound-“i_e”.

1. 內容簡介：Ss are expected to learn the sound- “i_e” through picture book- “Mice like rice”, the media-electronic whiteboard &PPT, and the Internet-interactive game. To develop Ss’ phonemic awareness, Ss have to know what is rhyming word, how to blend onset and rime into word, and blend individual sounds into word. Finally, through Roll-Say-Keep Game, Ss are able to tell the differences between short vowel and long vowel while Ss are familiar with the long vowel.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Phonics Fun-i_e</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>Grade 5</td>
</tr>
<tr>
<td>Numbers of students</td>
<td>15</td>
</tr>
<tr>
<td>Class Period</td>
<td>40 minutes 2 periods</td>
</tr>
<tr>
<td>Teacher/Designer</td>
<td>Nancy Chen</td>
</tr>
<tr>
<td>Date</td>
<td>2009/04/</td>
</tr>
</tbody>
</table>

### Material resources
- 1. Adapted『Mice like rice』by Yulin English Counseling Group
- 5.『Fun Phonics』by Yulin English Counseling Group

### Teaching methods
- 1. Storytelling
- 2. The Audio-Lingual Method
- 3. Natural Approach
- 4. Phonics

### Teaching equipments
- Computer, electronic whiteboard, Roll-Say-Keep Board, dice

### Teaching materials
- Picture-book, PPT, handouts

### Unit Objectives
- Ss should be able to
  1. know the pronunciation rule-the sound “i_e”.
  2. distinguish long vowel from short vowel.
  3. be good at phoneme segmentation and blending.
  4. know the rhyming words.

### Concrete Objectives
- Ss are expected to
  2. understand the story of “Mice like rice”.
  3. predict the ending of the story.
  4. pronounce the sound “i_e”
  5. say the rhyming words.
  6. blend the sounds into word.
  7. tell the differences between short vowel (i) and long vowel (i_e).
<table>
<thead>
<tr>
<th>Lesson Objectives</th>
<th>Teaching Procedure &amp; Activities</th>
<th>Divided Ability Index</th>
<th>Teaching Aids</th>
<th>Evaluation</th>
<th>Time</th>
</tr>
</thead>
</table>
| To review the story | To tell the differences from short vowel and long vowel | To understand the story | A. Warm-up | 1. Have students to read the short story "Pete has a pet" to review the sound "e-e", which Ss have learned before.  
2. After Ss' reading, T shows the charts to review the contrasts between short vowel and long vowel, for instance, pet and Pete. | 1-1-1  
2-1-9  
3-1-7  
5-1-4 | electronic whiteboard PPT(1) | 80% of the Ss are able to read the short story. | 5' |
| B. Presentation | Storytelling:  
1. T shows the cover of the story and has Ss to discuss the story picture.  
(Wh-questions: What do you see? Do you like it? Why? What is it doing......)  
3. T starts to tell the story.  
4. T pauses to ask questions while telling the story to check Ss' | 1-1-1  
2-1-4  
6-1-1  
6-1-7  
6-1-10 | picture-book PPT(2) | 85% of the Ss are able to pronounce the words made up by "e" and "i_e".  
80% of the Ss are able to join the discussion.  
90% of the Ss are able to enjoy the story. | 10' |
To guess the ending

 comprehension.

 5. T stops the story before the ending and has Ss to make predictions. “Do the mice still like the rice?” Or “The mice will hate the rice.”

To know the sound “i_e”

 1. T asks Ss how to say 老鼠愛大米 in English.

 2. T shows the words “mice”, “like”, “rice”, “Mike” as Ss name the words.

 3. T leads Ss to say the words once.

 4. T splits the sounds into syllables and asks Ss to count the syllables. For instance, “mice”- one syllable.

 5. T asks Ss to join these sounds together. For instance, m-ice mice r-ice rice l-ike like M-ike Mike

 6. T explains when met the word made up by “i_e”, we pronounce “i”

To count the syllable

 1-1-1  PPT(1)

To identify onset and rime

 3-1-9  80% of the Ss are able to guess the ending.

 1-1-1  80% of the Ss are able to response.

 2-1-4  80% of the Ss are able to count the syllables.

 3-1-2  80% of the Ss are able to blend the sounds.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
<th>PPT</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>To blend individual sounds (phoneme)</td>
<td>with silent “e”. 7. T splits the sounds into individual sounds and asks Ss to blend them. For instance, /m/ /i/ /s/   mice 2-1-4  /r/ /i/ /s/   rice 3-1-7  /l/ /i/ /k/   like 5-1-4  /m/ /i/ /k/   mike 6-1-1 8. Use Cheer Chant to practice phoneme segmentation of the words made up by “i_e”.</td>
<td>PPT(1)</td>
<td>80% of the Ss are able to blend these sounds to form a word.</td>
</tr>
<tr>
<td>To listen for rhyming words</td>
<td>9. T asks Ss to listen for and identify rhyming words. For instance, mice-rice yes (the rhyming word is ice)  mice-like no  rice-mike no  like-mike yes (the rhyming word is ike) 10. T has Ss to say the words several times.</td>
<td>PPT(1)</td>
<td>85% of the Ss are able to listen and say the rhyming words.</td>
</tr>
<tr>
<td>To know the long vowel pyramid</td>
<td>Long Vowel Pyramid 1. T shows long vowel pyramid on the whiteboard and reads it once with exaggerated voice on long vowel.</td>
<td>PPT(1)</td>
<td>80% of the Ss are able to say the long vowel pyramid.</td>
</tr>
</tbody>
</table>
| To identify the sound “i_e” | 2. T explains the meaning of the pyramid and leads Ss to read it several times.  
3. Have Ss to do listening practice when T says the word, then Ss has to find the word and circle it on the whiteboard.  
4. T awards Ss who can read the long vowel pyramid correctly and quickly. | 85% of the Ss are able to find and circle the words with “i_e”. | 5’ |
| To match the picture with the words | C. Practice | | |
| | Match Activity | 1. Link on the website- [www.starfall.com.tw](http://www.starfall.com.tw) and asks Ss to match the sound by the given hint.  
2. Have Ss to listen to the pronunciation from the website and repeat loudly. | 90% of the Ss are able to match the picture with the word. | 5’ |
| To know how to do the homework and finish it | D. Wrap up | 1-1-1  
2-1-4  
3-1-2  
5-1-4  
6-1-2 | 90% of the Ss are able to finish homework. | 5’ |

**computer, electronics whiteboard**
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</table>
| To review the sound “i_e” | **A. Warm-up**  
1. T greets and shows the charts to review the words with “i_e”.  
2. Have students to read the long vowel pyramid to review the rule of phonics “i-e”. | 1-1-1  
2-1-4  
3-1-2  
5-1-4  
6-1-2 | PPT(1) | 85% of the Ss are able to read aloud the words. | 4’ |
| To identify the sound “i_e” | **B. Presentation**  
**Story Time**  
1. T shows the words made up by “i_e” of the story on the board.  
2. T plays the story CD and asks Ss to find and circle the word made up by “i_e”.  
3. After the word is circled, T asks Ss to try their best to pronounce the words made up by “i_e”.  
4. After the CD, T starts to tell the story. | 1-1-1  
2-1-4  
5-1-4  
6-1-2 | computer, electronic whiteboard PPT(1) | 80% of the Ss are able to listen for and circle the word. | 8’ |
| To understand the story | **Find and circle**  
1. Have Ss to take out the little book 「From」 | 1-1-1  
2-1-4 | Little book | 80% of the Ss are able to decode the words and say them out. | 10’ |
| To identify the sound “i_e” | | | | | |
| To find the rhyming words | Mike To Lime」 (their homework) and asks Ss to color the sound “i_e” and repeat after T several times.  
2. Asks Ss to find the rhyming words such as bike, Mike and Spike-ike; bite, site, kite, mite- ite; mice and dice- ice; dime, time, and lime- ime.  
3. T distributes handout and asks Ss to listen and circle the word that does not rhyme.  
4. T asks Ss to listen to the story CD and repeat after it. | 6-1-1  
6-1-7  
6-1-10 | 90% of the Ss are able to enjoy the story.  
90% of the Ss are able to color the sound “i_e”.  
85% of the Ss are able to circle the rhyming words.  
90% of the Ss are able to repeat the story. | 5' |
| To read the story |  | 1-1-1  
5-1-4 |  |
| To know short vowel and long vowel | Short Vowel vs. Long Vowel  
1. T demonstrates any two words such as win-wine and has Ss to listen to the differences.  
2. T shows Ss some words made up by “i” or “i_e” and asks Ss to sort them out.  
3. T leads Ss to read the chart of the | 1-1-1  
2-1-4  
3-1-8  
6-1-2 | 80% of the Ss are able to listen for the differences between the short vowel and the long vowel. | 5' |
| To identify short vowel and long vowel | contrast between the short vowel (i) and long vowel (i_e).  
4. Have Ss to sound them out explicitly.  
5. Have Ss to do listening practice when T says the word, then Ss has to find the word and circle it on the whiteboard. |  
| C. Practice | Roll, Say and Keep  
1. T divides Ss into 5 groups and gives each group a board card with one die.  
2. Ss take turns to roll the die, and then say the word. If it’s correct, the card is kept.  
3. Whoever gets the most cards wins.  
4. T awards Ss orally. |  
|  | 2-1-4  
5-1-4  
6-1-2 | board cards, dice, word card |  
| D. Wrap up | T reviews today’s lesson. |  
|  | 1-1-1  
2-1-4  
6-1-2 | 85% of the Ss are able to pronounce the short vowel and long vowel correctly. |  
|  | 85% of the Ss are able to read aloud short vowel (i) and the long vowel (i_e) correctly. |  
|  | 85% of the Ss are able to response to T. |  
|  | 90% of the Ss are able to be engaged in the activity. |  
|  | 10’ |
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