

SUPERKIDS 2	UNIT 1 : FEELINGS
	Words A,B + Dialogs C,D
LESSON OBJECTIVES: <ul style="list-style-type: none">• Students learn about "Feelings" : happy, sad, sleepy, angry, sick, hot, cold, scared• Are you ____? – Yes, I am / No, I am not.	

Warm up (10 mins)	<ul style="list-style-type: none"> - T play the video "Hello, how are you?" and get S to sing along. (attached VIDEO) - T divide the class into 2 groups. 1 group sings the question part " How are you?", the other sings and act the answer part " I'm fine/ great.....". - Then they change the role. 	
	<ul style="list-style-type: none"> - T introduce the new lesson : "Today, we will learn about : Feelings " 	
Vocabulary (30 mins)	<ul style="list-style-type: none"> - T show the flashcards, ask S listen and repeat : - Happy / Sad / Sleepy / Angry / Sick / Hot / Cold / Scared 	
	<ul style="list-style-type: none"> - Ask S to write down the new vocabularies in their notebook. T go around and check. 	
	GAME: "MATCH WORD WITH PICTURE"	<ul style="list-style-type: none"> - T (use the flashcards) stick pictures on the board. Ask S match the words be fit with pictures
Dialogue (20 mins)	<ul style="list-style-type: none"> → Ask S "How are you, today?" → He/ She answers : "I'm OK / I'm sick/ I'm cold ..." → Ask S "Are you <u>hot</u>?" → He/ She answers : "Yes, I am. – No, I am not" - T put S practice those structures in pair, go around and check their pronunciation. 	
	Make S attention with : I am – I'm	
Listen and practice (10 mins)	<ul style="list-style-type: none"> - Play the recording for S to listen. - T translate and explain if necessary. - Ask S read along. Then put S into some groups and practice the dialogue. - Ask some S stand up to play the roles in the dialogue. T check the pronunciation and intonation. 	
Listen and number (10mins)	<ul style="list-style-type: none"> - Play the recording for S to listen and number (page 6-7). - T check and mark 	
Workbook (10mins)	PAGE 4 - 5	<ul style="list-style-type: none"> - S do WB. - T check and mark.

Superkids Lesson Plans

Zhe Xu



Superkids Lesson Plans:

A Guide to Teaching Elementary Science Yvette F. Greenspan, 2015-12-21 Nationally and internationally educators now understand the critical importance of STEM subjects science technology engineering and mathematics Today the job of the classroom science teacher demands finding effective ways to meet current curricula standards and prepare students for a future in which a working knowledge of science and technology will dominate But standards and goals don't mean a thing unless we grab students attention capture and deepen children's natural curiosity create an exciting learning environment that engages the learner and make science come alive inside and outside the classroom setting **A Guide to Teaching Elementary Science Ten Easy Steps** gives teachers at all stages of classroom experience exactly what the title implies Written by lifelong educator Yvette Greenspan this book is designed for busy classroom teachers who face tough conditions from overcrowded classrooms to shrinking budgets and too often end up anxious and overwhelmed by the challenges ahead and their desire for an excellent science program This book helps teachers develop curricula compatible with the Next Generation Science Standards and the Common Core Standards provides easy to implement steps for setting up a science classroom plus strategies for using all available resources to assemble needed teaching materials offers detailed sample lesson plans in each STEM subject adaptable to age and ability and designed to embrace the needs of all learners and presents bonus information about organizing field trips and managing science fairs Without question effective science curricula can help students develop critical thinking skills and a lifelong passion for science Yvette Greenspan received her doctorate degree in science education and has developed science curriculum at all levels A career spent in teaching elementary students in an urban community she now instructs college students sharing her love for the teaching and learning of science She considers it essential to encourage today's students to be active learners and to concentrate on STEM topics that will help prepare them for the real world

Elementary Physical Education: Student Assessment and Lesson Plan Workbook Inez Rovegno, Professor Emeritus University of Alabama Tuscaloosa Inez Rovegno, Dianna Bandhauer, 2012-03 The Student Assessment and Lesson Plan Workbook includes additional resources to complement the contents of Elementary Physical Education Curriculum and Instruction Students will benefit from additional assessment tools to evaluate and improve their teaching In addition students are provided with over 30 lesson plans and learning experiences to build their teaching tool box

Mathematics on the Internet Jerry A. Ameis, 2000 For courses in Elementary Mathematics Methods and Secondary Mathematics Methods This fully revised edition provides examples of how to use the Internet to support learning mathematics in ways that reflect the NCTM Principles and Standards for School Mathematics

Child Development and the Use of Technology: Perspectives, Applications and Experiences Blake, Sally, Winsor, Denise L., Allen, Lee, 2011-11-30 Children experience technology in both formal and informal settings as they grow and develop Despite research indicating the benefits of technology in early childhood education the gap between parents teachers and children

continues to grow as our new generation of children enters early childhood classrooms Child Development and the Use of Technology Perspectives Applications and Experiences addresses major issues regarding technology for young children providing a holistic portrait of technology and early childhood education from the views of practitioners in early childhood education instructional design technology special education and mathematics and science education Consisting of fifteen chapters developed by multidisciplinary teams this book includes information advice and resources from practitioners professionals and university faculty engaged in early childhood education and instructional design technology Teaching Middle School Mathematics Douglas K. Brumbaugh, 2013-05-13 Middle school teaching and learning has a distinct pedagogy and curriculum that is grounded in the concept of developmentally appropriate education This text is designed to meet the very specific professional development needs of future teachers of mathematics in middle school environments Closely aligned with the NCTM Principles and Standards for School Mathematics the reader friendly interactive format encourages readers to begin developing their own teaching style and making informed decisions about how to approach their future teaching career A variety of examples establish a broad base of ideas intended to stimulate the formative development of concepts and models that can be employed in the classroom Readers are encouraged and motivated to become teaching professionals who are lifelong learners The text offers a wealth of technology related information and activities reflective thought provoking questions mathematical challenges student life based applications TAG tricks activities games sections and group discussion prompts to stimulate each future teacher s thinking Your Turn sections ask readers to work with middle school students directly in field experience settings This core text for middle school mathematics methods courses is also appropriate for elementary and secondary mathematics methods courses that address teaching in the middle school grades and as an excellent in service resource for aspiring or practicing teachers of middle school mathematics as they update their knowledge base Topics covered in Teaching Middle School Mathematics NCTM Principles for School Mathematics Representation Connections Communication Reasoning and Proof Problem Solving Number and Operations Measurement Data Analysis and Probability Algebra in the Middle School Classroom and Geometry in the Middle School Classroom

Schools and Public Health Michael Gard, Carolyn Pluim, 2014-06-18 Schools and Public Health is a meditation on the past present and future of the relationship between public health and American public schools Gard and Pluim begin by developing a historical account of the way schools have been used in the public health policy arena in America They then look in detail at more contemporary examples of school based public health policies and initiatives in order to come to a judgment about whether and to what extent it makes sense to use schools in this way With this as the foundation the book then offers answers to the question of why schools have so readily been drawn into public health policy formulations First seeing schools as a kind of miracle factory is a long standing habit of mind that discourages careful consideration of alternative public health strategies Second schools have been implicated in public health policy in strategic ways by actors often with unstated

political cultural ideological and financial motivations Finally the authors call for a more sophisticated approach to public health policy in schools and suggest some criteria for judging the potential efficacy of school based interventions In short the potential effectiveness of proposed interventions needs to be assessed not only against existing historical evidence but also against the competing roles society expects schools to play and the working life realities for those charged with implementing public health policies in schools

Mighty Mom's Secrets for Raising Super Kids Gwendolyn Mitchell Diaz,2001 Perhaps you don t feel like Mighty Mom Maybe you re feeling a little tired frazzled or like you re stuck in an endless rut Then this humorous and insightful book is for you

Literacy David Wray,2004 This four volume collection reprints key debates about exactly what it means to be literate and how literacy can best be taught Rather than centering on the emotional reaction of mass media debates this set focuses on research findings into processes and pedagogy The themes covered include Literacy its nature and its teaching Reading processes and teaching Writing processes and teaching and New Literacies the impact of technologies

Striking a Balance Nancy L. Cecil,Albert Lozano,Mae Chaplin,2020-05-04 Now in its sixth edition *Striking a Balance* clearly illustrates how to create a comprehensive early literacy program that places direct skills instruction within the context of rich and varied reading and writing experiences Text discussions dynamic activities and valuable appendices provide a variety of effective instructional resources selected based on research and teacher testimonials The sixth edition incorporates recent updates to national and state standards as well as expanded sections on working with English language learners and students with special needs while maintaining the book s essential features classroom vignettes discussion questions field based activities a student website and study guide An essential resource for early literacy instructors this textbook s practical approach fundamentally demonstrates how children develop authentic literacy skills through a combination of direct strategy instruction and motivating contexts

The Prentice Hall Directory of Online Education Resources Vicki Smith Bigham,George Bigham,1998 Contains over one thousand entries that provide the name logo and sponsor a brief description and commentary on the outstanding features of some of the best educational sites on the World Wide Web suitable for students in kindergarten through grade twelve grouped by subject area

Teaching Elementary Social Studies James A. Duplass,2003-06 Interactive textbook designed as a combination textbook and workbook

Computer Education for Teachers Vicki F. Sharp,2005 Designed to meet the needs of the student unfamiliar with the use of the computer in the classroom this text is written for undergraduate and graduate education students who want an up to date readable practical and concise introduction to computers for teachers Included in the text are a wealth of classroom lessons that integrate technology into the classroom

Software and CD-ROM Reviews on File ,2000

Creative Activities for Young Children Mary Mayesky,2006 In this very special book teachers parents and care givers will be exposed to hundreds of age appropriate activities for young children through grade 5 all aimed at promoting creativity through art activities across the curriculum The author presents a wealth of information about developing

creativity in children and in their adult educators with such activities as art and food recipes finger plays and poems and through the use of such resources as book and software lists advice for choosing children s books hundreds of resource Web sites and much more Readers will appreciate the sound theoretical base presented for the hundreds of practical activities designed to encourage creativity in children and their educators This One s for You and Think About It sections make the text more interesting by expanding coverage to related thought provoking research in early childhood education This book is a must have for those looking to bring creativity to young children in a very engaging way **Early Years** ,1981 *Teaching the Integrated Language Arts* Shane Templeton,1997 Bulletin American Lung Association,1979 **American Lung Association Bulletin** American Lung Association,1979 **Journal of Physical Education, Recreation & Dance** ,1988
 The Official 1993 Devotional Book for Super Kids Renee Coffee,1992

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