

Travelling Keelung

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| Grade | Grade 6 |
| Duration | 3 Periods |
| Subject | Critical thinking and problem solving |
| Material | Blackboard, PowerPoint, rope, Tangram puzzle pieces |

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| Resources/Materials | Blackboard for new vocabulary and sentences. Paper and pencil. Rope, Tangram puzzle pieces |
| Expectation(s) and Learning Skills | <p>The students will learn new words. Be able to ask and answer questions. They will use their</p> <ul style="list-style-type: none"> • Creativity • Analytical Thinking • Logical Reasoning • Decision-Making Skills • Communication Skills • Lateral Thinking • Initiative <p>Comprehend the problems and solve them.</p> |
| Pre-assessment | Engage the student by introducing the material. Make sure they know the vocabulary and understand the problems. They must know how to ask basic questions. |
| Teaching/Learning Strategies | <p>Guide the students with questions and example.</p> <p style="text-align: center;"><u>Period 1</u></p> <p><u>How do you solve a problem?</u></p> <p>Stop and Think. “What’s the question?” Gather Information. “How do I gather information? What are different sides of the issue?” Brainstorm and Choose. “How do I select, organize, and choose the information? What are some ways to solve the problem? What’s the best choice?” Plan and Try. “What does the plan look like? When and how can it happen? Who needs to be involved?” Check & Revise. “How can I present the information? What did I do well? How can I improve?”</p> <p>1. A simple reading problem will be given. Students have to find the mistakes.</p> |

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| | <ol style="list-style-type: none"> 2. Visual problems will be given. They will work in groups to solve the problems. 3. Hands and strings will be done. Students have to identify the problem and work in pairs. Communication is necessary to solve the problem. They have to Stop, Look, and Think. Students define the problem. They can ask for clues or information. 4. Review the problems. Groups or individuals must report back. <p><u>Period 2</u></p> <ol style="list-style-type: none"> 1. Optical illusions and drawing problems are given. 2. Students have to solve them individually. 3. A crossing the river problem is given to the class. Students form groups to discuss the problem. One student from each group must explain their solution to the class. <p><u>Period 3</u></p> <ol style="list-style-type: none"> 1. Tangram puzzles are used. These puzzles develop spatial-visualization skills and introduce or reinforce geometric concepts such as similarity, symmetry, etc. It also improves sensory and motor skills, boost critical thinking and promote problem-solving skills. It helps with Visual Memory and Visual Perception. 2. Students form groups and have to build a cat, a fish and then a penguin. 3. They have to know the shapes and colors of the puzzle pieces and how to fit them together to form the animals. Giving your opinion and working together as a team will make the task much easier. 4. English riddles are given. Groups discuss and give the answers. |
| Introduction of the Activity, Routines and Procedures | Explain the problem to be solved. Guide the students step by step. Explain new vocabulary and sentence patterns. |
| Lesson Conclusion | Students have to ask for clues and answer various questions. |
| Assessment | Were they able to solve the problems and use English to report back? |