

English Reading Course

In Shen-Ao Elementary School



Written by Leslie Chen

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Love you forever

Teaching Plan

Description of the course	
Class size	28 students X 2 classes
Class time	320 minutes
Grade level	6 th graders (4 years of learning English experience)
Pre-learned skills	1. Spelling by Phonics 2. The ability of looking up the dictionary
Before the class	The teacher placed students into 5 groups (heterogeneous groups)
In this class	
Topic	Picture Book(PB): Love you forever
Objectives	<p>Cognition :</p> <ol style="list-style-type: none"> 1. Knowing the story -- love you forever 2. Learning new words and sentences from the book. <p>Affection :</p> <ol style="list-style-type: none"> 1. To appreciate Mom's love for us 2. To think about the way to show our love <p>Skills :</p> <ol style="list-style-type: none"> 1. To improve the ability of making sentences. 2. To translate sentences in the book
Sentence Pattern	I'll _____ for you I'll love _____ forever; I'll like _____ for always. As long as I living, my baby you'll be.
New Vocabulary	baby, back and forth, forever, love, for always, as long as, living
Teaching aids	<ol style="list-style-type: none"> 1. 31 Picture books(PB) -- "Love you forever" 2. Pictures of Robert Munch 3. CD -- "Love you forever" 4. CD -- "Mama, I love you" 5. CD-player 6. Worksheet 7. Sentence-pattern strips 8. Papers
Teaching methods	<ul style="list-style-type: none"> ■ Cooperative Learning ■ Desuggestopedia ■ The audio-lingual method ■ CLT

Stages	Procedures	Teaching Aids	Time (Minute)
Warm up	1. Greeting 2. Story predicting Take out the picture book -- "Love you forever" and having the story predicting (according to the front page) with Ss 3. Robert Munch's biography Show the picture of the writer- Robert Munch, and share some little stories about Robert Munch	 PB Pictures of Robert Munch	2 3 5
Presenta tion	1. Listening comprehension (1) Listen: the author's reading Teacher (T) plays part of the CD (about 1 min). The students (Ss) have to recognize words they've heard. (2) Say: What did you hear? Ss tell what they heard. T helps to write down on the blackboard. ● Depending on Ss level, (1)(2) can run for 1-3 times, (3) Clues to the story A. T lead Ss to read all the words on the black board B. Ss discuss and predict the story again. 2. Pointing to the words T plays the CD (the author's reading) again, meanwhile Ss have to follow the voice and point to the sentences. ~~ End of 1 st class ~~	CD, CD-player	25 5

Stages	Procedures	Teaching Aids	Time (Minute)
Warm up	1. Read the PB Ss read the PB by themselves	PB	10
Practice	1. Look up the dictionary Ss look up the dictionary to know some key words to the book. 2. Practice sentence-pattern <i>I'll love _____ forever; I'll like _____ for always. As long as I living, my baby you'll be.</i>	Worksheet (P.1-2) Sentence-pattern strips	20
Warp-up	1. Read the story After finishing the worksheet, T and Ss read the story again 2. Discuss (1) Q: What happened in Page 1 to Page 2? (2) Q: Do you like the song in page 1? (3) Q: Did you do the same thing to your mom? ~~ End of 2nd class ~~		5 5
Stages	Procedures	Teaching Aids	Time (Minute)
Warm up	Review the sentence-pattern <i>I'll love _____ forever; I'll like _____ for always. As long as I living, my baby you'll be</i>	Sentence-pattern strips	5
Presenta tion	1. Read PB for Page 3 2. Listen to the CD (the author's reading) of Page 1 to 3	PB CD, CD player	5 5
Practice	1. Translating a sentence (1) How to choose the meaning of the word (2) How to combine the words into one meaningful sentence	Worksheet (P.3)	20

	<p>2. To translate Ss look up the dictionary to translate the sentence.</p> <ul style="list-style-type: none"> ● Ss' translation has to be evaluated. ● In the 4th class, T places students into 5 groups (heterogeneous groups) according to the evaluation of Ss' translation. <p>3. Discuss</p> <p>(1) Q: What's the proper meaning to the sentence?</p> <p>(2) Q: What happened in Page 3?</p> <p style="text-align: center;">~~ End of 3rd class ~~</p>		5
Stages	Procedures	Teaching Aids	Time (Minute)
Warm up	1. Listen to the CD (the author's reading) of Page 1 to 3	CD, CD player	5
Activity	<p>1. Cooperative learning</p> <p>(1) Before the activities T places students into 5 groups (heterogeneous groups) according to the evaluation of Ss' translation.</p> <p>(2) T explain the task to the Ss</p> <p>(3) Set the Task in motion In one group, each S gets different worksheets to finish. (T sends out worksheet depending on S's ability.)</p> <p>(4) Discuss Ss leave their group. Ss that get worksheet P.4 have to gather to the desk 1 to finish the assignment together. Ss that get worksheet P.5 have to gather to the desk 2 to finish the assignment together, too. And so on.</p> <ul style="list-style-type: none"> ● The Ss are to work on the social skill of working thing out together and encouraging others. ● T offers aids to the low-achievers. 	Worksheet P.4 - P.14	5 5 25 15

	(5) Strip story Ss go back to the group which they belong to. They have to complete the story by sharing their worksheet and ideas to the story.		25
	1. Ss ~~ End of 4 th and 5 th class ~~		
Stages	Procedures	Teaching Aids	Time (Minute)
Warm up	1. Listen to the CD (the author's reading) of Page 1 to 14	CD, CD player	5
Presenta tion	1. Presentation (1) Each group read the translation of the whole story 2. Feedback The group discusses how the target skill has been done. T gives feedback on how Ss did in the activities.	Worksheet P.1 - P.14	25
Warp-up	1. Discuss (1) Q: What happened in the end? (2) Q: Who's prediction close to the plot? (3) Q: How do you feel about the main characters? ~~ End of 6 th class ~~		10
Stages	Procedures	Teaching Aids	Time (Minute)
Warm up	Review the key words and the sentence-pattern <i>I'll love _____ forever; I'll like _____ for always.</i> <i>As long as I living, my baby you'll be</i>	Sentence- pattern strips	5
	1. Sentence-pattern "I'll _____ for you, mom." T helps Ss to create sentences by using vocabulary		10

	<p>they have learned.</p> <p>2. A card for Mom Ss make a card for their mother and use the sentence: I'll _____ for you, mom.</p> <ul style="list-style-type: none"> ● This part is cooperated with Art Teacher <p>Ss are told to finish the card as their homework.</p> <p style="text-align: center;">~~ End of 7th class ~~</p>		25
Stages	Procedures	Teaching Aids	Time (Minute)
Warm up	Review the key words and the sentence-pattern <i>"I'll _____ for you, mom."</i>	Sentence-pattern strips	5
Presenta tion	1. Display the cards		5
	2. Ss read sentences they made		10
	3. Listen to a Pop music (Spice girls/ Mama)		10
Warp-up	1. Conclusion of the course		5
	2. T hand out the transcript		5
	~~ End of 8th class ~~		

Attachment- Worksheet

LOVE YOU FOREVER

PAGE 1 (第 1 頁)

Class(班級) : _____

Group(組別) : _____

Name(姓名) : _____



請翻閱 LOVE YOU FOREVER 這本繪本第 1 頁，填入空格中的字。查閱字典後，請在後方翻譯空格中填入中文意思，讓翻譯更完整！

1. A mother held her new ()

一個母親抱著她的 ()

2. and very () rocked him back and forth, back and forth, back and

forth.然後非常 () 搖著他，來回地、來回地、來回地...

3. And while she held him, she sang:

她一邊抱著一邊唱

4. I'll love you (),

我將 () 愛你

5. I'll like you for ()

我將喜愛你到 ()

6. As long as I'm () my baby you'll be.

只要我 ()，你都是我的寶貝

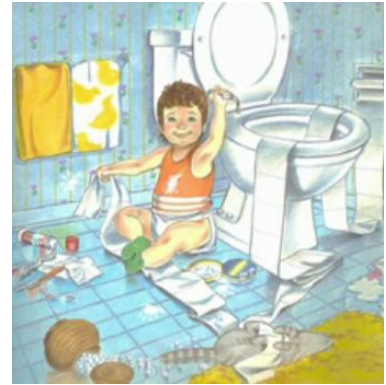
LOVE YOU FOREVER

PAGE 2 (第 2 頁)

Class(班級) : _____

Group(組別) : _____

Name(姓名) : _____



請翻閱 LOVE YOU FOREVER 這本繪本第 2 頁，填入空格中的字。查閱字典後，請在後方翻譯空格中填入中文意思，讓翻譯更完整！

1. The baby grew. He grew and he grew and he grew. He grew () he was two years old.

寶寶長大了。他長著長著長著....。他長 () 他 2 歲的時候。

2. And he ran all around the house. He pulled all the books off the ().

他跑遍了整個房子。他把所有的書從 () 上拿下來。

3. He pulled all the food out of the ()

他把所有的食物從 () 裡拿出來。

4. And he took his mother's watch and flushed it down the ().

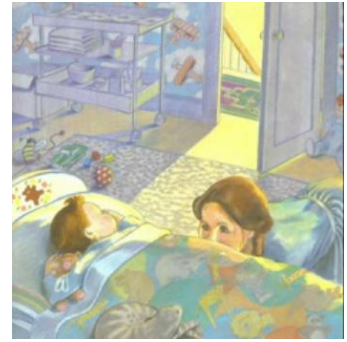
而且他把他媽媽的手錶丟到 () 裡沖掉。

5. Sometimes his mother would say, "This () is driving me CRAZY"

有時候他的媽媽會說：『這 () 快要讓我抓狂了！』

LOVE YOU FOREVER

PAGE 3 (第 3 頁)



Class(班級) : _____

Group(組別) : _____

Name(姓名) : _____

請翻閱 LOVE YOU FOREVER 這本繪本第 3 頁，填入空格中的字。查閱字典後，請在後方翻譯空格中填入中文意思，讓翻譯更完整！

1. But at night time, when that two-year-old was quite,

但是到了晚上的時候,當那 2 歲的孩子安靜下來時

2. she opened the door to his room, crawled across the floor, looked up over the side of his bed;

她打開門到他的房間,爬過地板,從他的床邊看著他。

3. and if he was really asleep she picked him up

() () () () () () () () () ()

整句的意思：_____

4. And rocked him back and forth, back and forth, back and forth.

然後搖著他來回地、來回地、來回地...

7. While she rocked him she sang: **I'll love you forever, I'll like you for always**

As long as I'm living my baby you'll be.

她一邊抱著一邊唱：

我將愛你到永遠，我將永遠疼愛你，只要我活著，你都是我的寶貝。

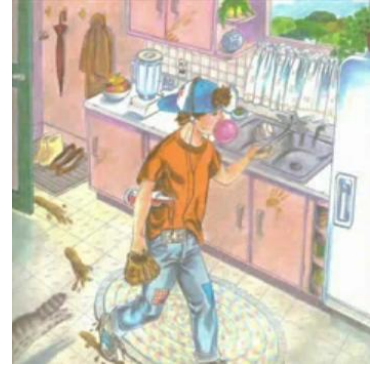
LOVE YOU FOREVER

PAGE 4 (第 4 頁)

Class(班級) : _____

Group(組別) : _____

Name(姓名) : _____



請翻閱 LOVE YOU FOREVER 這本繪本第 4 頁，填入空格中的字。查閱字典後，請在後方翻譯空格中填入中文意思，讓翻譯更完整！

1. The little () grew. He grew and he grew and he grew. He grew until he was nine years old.

小 () 長大了。他長著長著長著....。他長到他 9 歲的時候。

2. And he never wanted to come in for (),

他從來不想回家吃 ()

3. he never ()ed to take a bath,

他從來不 () 去洗澡

4. and when () visited he always said bad words.

當他的 () 來拜訪他時，他總是說些不好聽的話。

5. Sometimes his mother wanted to () him to the zoo!

有時後他的媽媽想要把他 () 到動物園。

LOVE YOU FOREVER

PAGE 5 (第 5 頁)

Class(班級) : _____

Group(組別) : _____

Name(姓名) : _____

請翻閱 LOVE YOU FOREVER 這本繪本第 5 頁，填入空格中的字。查閱字典後，請在
後方翻譯空格中填入中文意思，讓翻譯更完整！

1. But at night time, when he was asleep,

但是到了晚上的時候,當他睡著了。

2. the mother ()ly opened the door to his room,

那母親()地打開房門到他的房間

3. crawled across the floor and looked up over the side of the bed.

爬過地板，從他的床邊看著他。

4. If he was really asleep, she picked up that nine-year-old boy

and rocked him back and forth, back and forth, back and forth. And while

she rocked him she sang: **I'll love you forever, I'll like you for always**

As long as I'm living my baby you'll be.

如果他真的睡著了，她就抱起那 9 歲的男孩，一邊來回地搖著他一邊唱：

我將愛你到永遠，我將永遠疼愛你，只要我活著，你都是我的寶貝。

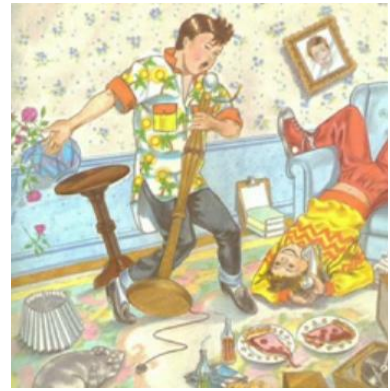
LOVE YOU FOREVER

PAGE 6 (第 6 頁)

Class(班級) : _____

Group(組別) : _____

Name(姓名) : _____



請翻閱 LOVE YOU FOREVER 這本繪本第 6 頁，填入空格中的字。查閱字典後，請在後方翻譯空格中填入中文意思，讓翻譯更完整！

1. The boy grew. He grew and he grew and he grew.

男孩長大了。他長著長著長著....。

2. He grew until he was a ().

他長著...直到他成為一個 ()。

3. He had ()()

他有 () ()

4. and he wore ()()

他穿 () ()

5. and he listened to ()().

而且，他聽些 () ()

6. Sometimes the mother felt like she was in a ()!

有時候，他的媽媽感覺她身在一 () ！

LOVE YOU FOREVER

PAGE 7 (第 7 頁)

Class(班級) : _____

Group(組別) : _____

Name(姓名) : _____

請翻閱 LOVE YOU FOREVER 這本繪本第 7 頁，填入空格中的字。查閱字典後，請在後方翻譯空格中填入中文意思，讓翻譯更完整！

1. But at night time, when that () was asleep,

但是到了晚上的時候,當那個()睡著了。

2. the mother opened the door to his room,

那母親打開房門到他的房間

3. crawled across the floor and looked up over the side of the bed.

爬過地板，從他的床邊看著他。

4. If he really was asleep she picked up that great () ()

and rocked him back and forth, back and forth, back and forth. And while

she rocked him she sang: **I'll love you forever, I'll like you for always**

As long as I'm living my baby you'll be.

如果他真的睡著了，她就抱起那又高又()的()，一邊來回地搖著他一

邊唱：我將愛你到永遠，我將永遠疼愛你，只要我活著，你都是我的寶貝。

LOVE YOU FOREVER

PAGE 8-9 (第 8-9 頁)

Class(班級) : _____

Group(組別) : _____

Name(姓名) : _____

請翻閱 LOVE YOU FOREVER 這本繪本第 8、9 頁，填入空格中的字。查閱字典後，請在後方翻譯空格中填入中文意思，讓翻譯更完整！

1. That () grew. He grew and he grew and he grew.

那個()長大了。他長著長著長著....。

2. He grew until he was a grown-up () .

他長大...現在他成為一個成熟的()

3. He left home and got a () across () .

他離開家並且買了一個()在()的另一端

4. But () on dark nights the mother got into her car and drove across

() .

但()當夜很黑的時候，那母親鑽進她的汽車，開過()。

LOVE YOU FOREVER

PAGE 10 (第 10 頁)

Class(班級)：_____

Group(組別)：_____

Name(姓名)：_____

請翻閱 LOVE YOU FOREVER 這本繪本第 10 頁，填入空格中的字。查閱字典後，請在後方翻譯空格中填入中文意思，讓翻譯更完整！

5. If all the ()s in her son's house were out,

當他點亮了所有他兒子家中的()

6. she opened his bedroom (), crawled across the (), and looked up over the side of his ().

她打開他的房間的(), 爬過(), 從他的()看著他。

7. If that great big () was really asleep she picked him up and rocked him back and forth, back and forth, back and forth. And while she rocked him she sang: **I'll love you forever, I'll like you for always**

As long as I'm living my baby you'll be.

如果那又高又壯的()真的睡著了，她就抱起他，來回地搖著他並唱：

我將愛你到永遠，我將永遠疼愛你，只要我活著，你都是我的寶貝。

LOVE YOU FOREVER

PAGE 11 (第 11 頁)

Class(班級) : _____

Group(組別) : _____

Name(姓名) : _____

1. Well, that mother, she got older. She got older and older and older.

後來，那母親她逐漸變老。

2. One day she called up her () and said,

有一天她打給她的()並且說：

3. "You'd better come see me () I'm very old and sick."

你最好來看我，()我現在又老又不舒服

4. So her son came to see her.

所以她的兒子過來看她

5. When he came in the door she tried to sing the song. She sang:

(I love _____)

當他走進房間，她試著唱：(_____)...

6. But she couldn't () () she was too () and ().

但她不能()這首歌了，()她太()又太()。

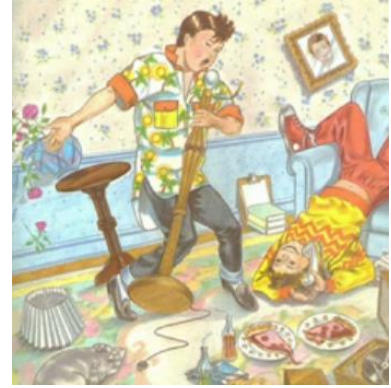
LOVE YOU FOREVER

PAGE 12 (第 12 頁)

Class(班級) : _____

Group(組別) : _____

Name(姓名) : _____



請翻閱 LOVE YOU FOREVER 這本繪本第 12 頁，填入空格中的字。查閱字典後，請在後方翻譯空格中填入中文意思，讓翻譯更完整！

1. The () went to his ().

那兒子走向她的母親

2. He picked her up and rocked her back and forth, back and forth, back and forth.

3. And he sang this song:(_____
_____)

然後他唱起這首歌： _____

LOVE YOU FOREVER

PAGE 13-14 (第 13-14 頁)

Class(班級)： _____

Group(組別)： _____

Name(姓名)： _____

請抄寫 13、14 頁所有英文

請翻譯 13、14 頁英文

English Reading Course

Fruitage

In Shen Ao Elementary School



Ss read the book

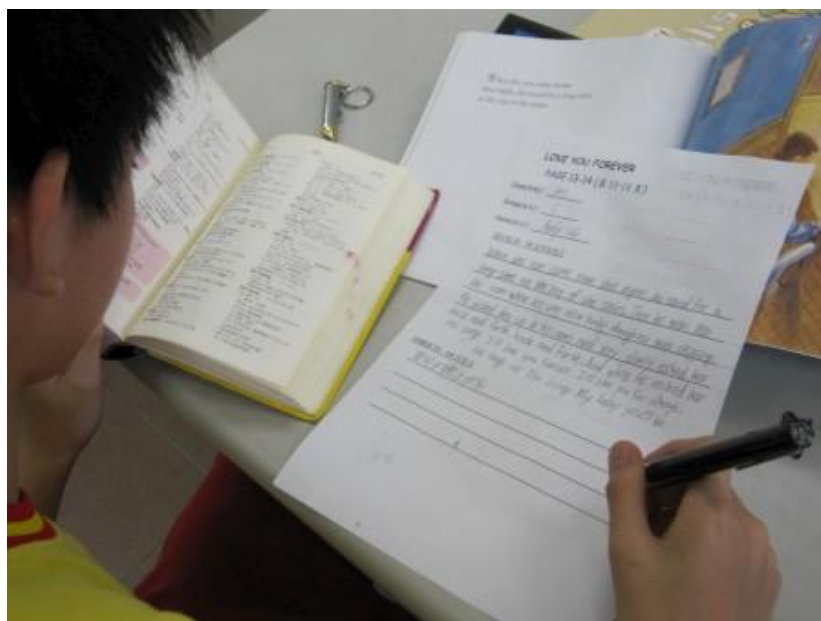


Ss read the book

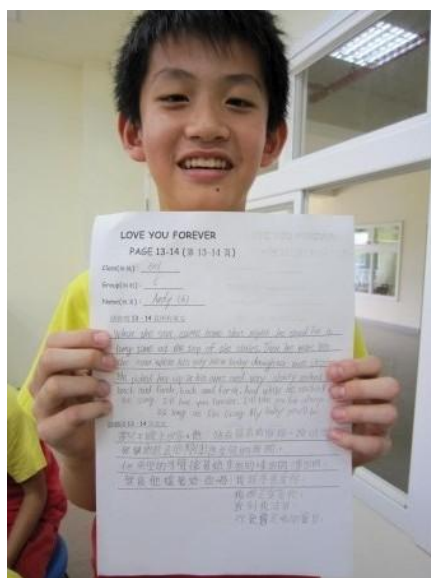
English Reading Course

Fruitage

In Shen Ao Elementary School



➤ Translate the story (With Dictionary)



Different ability,
Different worksheet

English Reading Course

Fruitage

In Shen Ao Elementary School



➤ Translate the story (With Dictionary)



5-6 students combined into a story

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Cooperative learning



Discuss the plot
of the whole story

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Retell the story



Retell the story

English Reading Course

Fruitage

In Shen Ao Elementary School



➤ The Coupon of Love



➤ The Coupon of Love

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➤ The Coupon of Love



➤ The Transcript

Multiple Assessment		
(6 年級 英語多元評量)		
Class: 601 Number: 27		
Name: Claire		
翻譯繪本 P. 1-P. 3 (個人成績)	翻譯 P. 4-P. 12 (分組成績)	Coupon (製作 愛的服務券)
15%	35%	50%
15	35	49
Sum up 總分: 99		

* 本次考試照片、影片，歡迎家長前往下載：
 深澳國小首頁 → 主題網頁 → 英語教學花絮 →
 100_4th grader → 100 下多元評量_601
 我已收到『愛的服務券』
 Parents' Signature (家長簽名或建議):
 劉子