

## Teaching Plan

**Subject:** 1B U1 Reading A: The Natural Garden (1<sup>st</sup> Period)

### Teaching objectives:

By the end of this period, students are expected to:

1. grasp the key elements and moral of a fable by skimming and scanning
2. identify words related to nature such as *wither*, *elaborate*, *splendour*, *moth poo*
3. compare the characters' attitudes towards nature across time
4. understand the importance of the balance of nature and have the awareness of protecting natural species

### Teaching procedures:

#### I. Pre-reading

##### Interactive Task 1: **view and think**

\*Teacher: introduce the scenario of a photography competition "approaching nature"

\*Students: view 2 pictures of the teacher and recommend 1 of them to participate in the competition

Purpose: to arouse students' interest in the topic

Guided Questions:

1. Which one do you recommend to me to participate in the photography competition? Why?
2. Is it natural?

##### Interactive Task 2: **brainstorm the mind map**

\*Teacher: present a mind map about nature

\*Students: draw a mind map about nature. Share their ideas with each other

\*Purpose: to understand the relationship between different species in nature

Guided Questions:

1. When it comes to nature, what will you think of?
2. What adjective will you use to describe the relationship of all the things in nature?

##### Interactive Task 3: **predict the main idea**

\*Teacher: ask students to predict what they expect to read according to the title

\*Students: read the title and make a prediction about the passage

Purpose: to train the skills of predicting and identifying the features of a fable

Guided question:

What do you expect to read in the story?

#### II. While-reading

##### Interactive Task 4: **understand the text structure**

\*Teacher: guide students to read for the general idea

\*Students: skim for the general idea, the main characters and the writing order

Purpose: to practice students' skimming skills

Guided Questions:

1. What are the main characters in the story?
2. How does the story develop?
3. What's the writing order of the story?
4. How did you know that? Are there any key words?

**Interactive Task 5: put all the sentences in the right order**

\*Teacher: ask students to scan the story and put the details in the right order  
\*Students: read the whole story and put the details in the right order  
Purpose: to understand the details of the story

Guided Question:

Can you put the following sentences in the right order?

**Interactive Task 6: answer questions**

\*Teacher: ask students to scan paragraphs 1-5 and answer questions  
\*Students: scan paragraphs 1-5 and answer questions  
Purpose: to further understand the details

Guided Questions:

1. what was the only one thing that he disliked?Why?
2. What did he do to it?
3. Who visited the king?
4. What did he say to him and what's the king's reaction?
5. According to the young man, what has caused the problem?

**Interactive Task 7: draw a concept map showing the food chain in the garden**

\*Teacher: ask students to draw a concept map to show the relationship of the creatures in the garden  
\*Students: scan paragraph 6 and draw a map  
Purpose: to further understand the details

Guided Questions:

1. According to the man, what are the relationships among all the creatures in the garden?
2. Can you use some adjectives to describe the relationship of all the things in nature?
3. How did the young man know so much about the garden?

**Interactive Task 8: compare the young man's father's actions and attitudes to the tree with the king's**

\*Teacher: guide students to find out the words indicating their actions and attitudes  
\*Students: find out the words indicating their actions and feelings  
Purpose: to understand the details of the story

Guided questions:

1. What are the young man's father's actions and attitudes?
2. What are the king's actions and attitudes?
3. How long did it probably take the beauty of the gardens to recreate itself in the young man's

home?

4. What's your understanding of the sentence "Nature couldn't be rushed."?

### Step 3 Post-reading

#### Interactive Task 9: retell the story

- \*Teacher: help students retell the story
- \*Students: retell the story with the help of the table
- \*Purpose: to consolidate the understanding of the story

Guided Questions:

1. What can we learn from the different results?
2. Who do you think is the wisest person in the story?

#### Interactive Task 10: discuss the quotes about nature from some famous people

- \*Teacher: present some quotes about nature from some famous people and ask students to share their opinions
- \*Students: share their understanding of the quotes
- \*Purpose: to foster the awareness of nature protection

#### Homework:

1. Read the text twice and underline the difficult words and phrases. Finish task 5 on the worksheet.
  2. Retell the story based on the timeline.
  3. Design your ideal natural garden and describe it with your own words. (for speaking & writing class)
- Purpose: to consolidate what students have learned in the text.