

新北市新林國小雙語課程教學活動設計

New Taipei City Xinlin Elementary School Bilingual Program

實施年級(Grade Level) : Grade 6

單元名稱(Name of the Unit) : Week 8 Pen Pal Exchange Letters

總節數(Length of the Unit) : 1 lesson 40 minutes

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本單元設計理念 (Unit Overview: Rationale and Philosophy)

This lesson connects students' previously completed Identity Maps to communicating with a pen pal. Students select personal information, recognize the parts of a letter, and practice introducing themselves through supported speaking. Partner practice and the "Let's Talk: Who Am I?" game help students develop friendly questions and listen respectfully. The lesson prepares students to write a personalized pen pal letter. By the end of the lesson, students will be able to:

1. Explain that pen pals exchange letters to share information and learn about each other.
2. Identify the five sections taught in the presentation: greeting, about me, question, closing, and signature.
3. Use their Identity Maps and sentence starters to share at least three personal details.
4. Ask at least one friendly question connected to a personal interest.
5. Take turns speaking, listen to classmates, and use a partner checklist to review their introduction.

本單元整體目標 (Learning Objectives for This Unit)

學習重點 (Essential Learning Focuses)	學習表現 (Learning Performance) : English Understand simple classroom instructions and familiar questions with visual support. Use short, supported sentences to introduce themselves and describe their interests and family activities. Ask and answer simple questions about familiar topics. Recognize common expressions used in a friendly letter. Subject / Integrated Activities Identify and communicate personal characteristics, interests, and family experiences. Select information that helps another person understand them. Participate cooperatively in partner and group activities. Demonstrate respectful listening and interest in other people's experiences. 學習內容 (Learning Content) : English Vocabulary related to personal information, family, hobbies, food, and letter sections. Self-introduction patterns: Question patterns: Friendly-letter expressions: Subject / Integrated Activities Personal identity expressed through home, language, interests, and family activities. Pen pal communication as a way to build relationships. Choosing meaningful personal details and appropriate questions. Cooperative interaction, turn-taking, and respect for similarities and differences.
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內容 Content (New knowledge, skills and understanding)	預計進行的節數 Corresponding lesson
Understand the purpose of pen pal communication and recognize the five sections presented in the lesson. Use Identity Map details to prepare a personal introduction, connect shared information to friendly questions, and practice respectful conversation.	7
認知 Cognition (High-order thinking skills, problem-solving, challenges and reflection)	
Students select meaningful details from their Identity Maps, organize them into a clear introduction, and connect personal statements with suitable questions. They personalize model sentences, compare their interests with classmates' interests, and use a checklist to identify missing information and improve their spoken introduction.	
溝通 Communication (What and how)	
Language of Learning (Key vocabulary - content-obligatory)	
Letter vocabulary: pen pal, letter, greeting, question, closing, signature. Personal information: name, age, home, family, language. Interests and experiences: hobby, favorite, food, sport, games, music, drawing. Interaction: share, ask, answer, listen, partner, take turns.	
Language for learning (Functional language e.g. language while learners participate in the lesson - thinking skills)	
Introducing myself - "My name is _____. - "I am _____ years old." - "I live in _____. - "I speak _____ at home." - "I _____ with my family." - "I like _____. Asking and answering - "What food do you like?" - "What do you like to do?" - "Do you like _____?" - "I like _____. - "Yes, I do." / "No, I don't." Working together - "Your turn." - "Please say it again." - "Really?"	

- “Tell me more.”

Language through learning (Language progression, practice and extension - emerging language)

Students develop language through model letters, partner practice, and the speaking game. They personalize sentence starters, ask and answer friendly questions, and learn vocabulary connected to their interests and family experiences. More confident learners extend answers with reasons and follow-up questions.

文化 Culture (Awareness of self and other, identity, citizenship, and pluricultural understanding)

Students recognize that their interests, home languages, and family experiences form part of their personal identity. Sharing and listening help them appreciate similarities and differences among classmates and potential overseas pen pals. They practice introducing themselves respectfully and showing curiosity without assuming that everyone has the same family life or preferences.