

The Chain of Love (San Min Book 3, Unit 1)

Goal

After the lesson, students are expected to:

1. learn new words' pronunciation, spelling, and collocation
2. enhance the reading strategies of analyzing a story
3. retell a story by changing its point of view
4. recognize the importance of random act of kindness

Objectives for vocabulary instruction

After the lesson, students will able to:

1. pronounce the vocabulary items correctly.
2. spell the target words correctly
3. be familiar with the new words' collocations.

Objective for reading instruction

After the lesson, students will be able to:

1. complete the graphic organizer for the story "The Chain of Love"
2. develop critical thinking skills by finishing the QAR questions
3. use proper reading strategies to analyze a story

Objective for writing instruction

After the lesson, students are able to

1. develop their ideas by using G.O.
2. use first person point of view to retell a story written in third person

Students' description

1. Size of the class: 32 students
2. Students: 11th graders
3. Level of English Proficiency: Intermediate

Target words

chain	chill	strand	approach	rob
aid	reward	repay	content	thoughtful
vision	whisper	erase		

1st period

Time	Teaching Activities	Resources
35 minutes	<p>1. <u>Presenting new words</u></p> <p>a. Present the selected words on PPT slides (13 words out of the 25 new words in the lesson)</p> <p>b. Lead students to listen and repeat the new words twice and check their pronunciation.</p> <p>2. Ask students to guess the Chinese meaning of the target words from pictures and English definitions</p> <p>a. Show students slides for each target word with one picture and English definitions.</p> <p>b. Have students guess the Chinese meanings from the hints*</p> <p>3. <u>Teach the chosen new words</u></p> <p>a. Ask students to do pair reading and take turns reading the example sentences on the textbook. Monitor their progress and pronunciation.</p> <p>b. Teach the usages and collocations in the example sentences on the textbook and ask students to take notes</p> <p>* The vocabulary teaching approach—visual dictionary and visual dictation—is adapted from Listening to Learn written by Pearl Chang and Richard Roshay, published by Wu-Nan Book Co.</p>	Text book, PPT
15 minutes	<p>4. Questionnaire (find the person who...)</p> <p>a. Lead the students to read the question items aloud.</p> <p>b. Model the activity. (Students need to use the questionnaire to interview their classmates. Interviewees need to sign their name in the box if their answer to the question is yes. The first three questions serve as icebreakers)</p> <p>c. Mingle the students and monitor the progress.</p> <p>d. Collect answers and feedbacks from the students.</p>	Worksheet 1
	<p>Homework</p> <p>a. Have students create five vocabulary cards of their own (Students choose five words out of the rest of the 14 words that is not covered in today's lesson). They have to write down the key words, look up its Chinese meaning, present one example, and record derivate, synonyms, or antonyms.</p>	Worksheet 2

2nd period

Time	Teaching Activities	Resources
20 minutes	<p>1. <u>Gallery Walk</u></p> <p>a. group students into teams of four to five students and have students share and demonstrate their cards in groups. Next, each group creates a station and places their works on the desk.</p> <p>b. Rotate: after five minutes, have each group move to a different station. Have students sign their names on the works that impress them and record what they learn from others' cards.</p> <p>iii. Repeat step b for three times. After that, students move back to the original seat, and Teacher elicits observations or feedbacks from students.</p>	Worksheet 2

10 minutes	<p>2. <u>Build up students' background knowledge</u></p> <p>a. Introduce the title of unit 1: Chain of Love</p> <p>b. Play YouTube video clips "The Ice Cream Dude Brings Free Ice Cream to Inner City Areas."</p> <p>c. Lead students to think about the following questions:</p> <p>(A) What are the creative ways that the ice cream dude uses to sell his ice creams?</p> <p>(B) How do the creative ways help the poor kids?</p> <p>© How do the creative ways help the ice cream dude's business?</p> <p>4. Invite students to share their observations.</p> <p>Video clip: https://www.youtube.com/watch?v=a3Nm1XzLPv4</p>	Video clips
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20 minutes	<p>3. <u>Scrambling</u></p> <p>1. Before the class, cut up the text so that each paragraph is on a separate piece of paper.</p> <p>2. Shuffle the order of the story pieces and put them in an envelope.</p> <p>3. Give one envelope to each group. Ask students to work in groups and arrange the paragraphs to make a coherent text.</p> <p>4. Elicit answers from 2 groups and ask them to share their rationales for their arrangements.</p> <p>5. Check the correct answers with students and share the strategies for putting the paragraphs in correct order.</p>	Worksheet 3
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3rd period

5 minutes	1. <u>Use G.O. to analyze the structure of the story</u> a. Before distributing the worksheets, Teacher quickly reviews the basic elements of a narrative: characters, setting, conflicts, and resolution, etc.	
20 minutes	b. Distribute the 2-leveled G.O. worksheets to the students. Students are allowed to choose the worksheet by their own will. c. Ask students to have in-group discussion. d. Check the answers with the whole class.	Worksheet 4
25 minutes	2. Use QAR questions to check students' reading comprehension 1. Distribute the QAR worksheet. 2. Ask students to answer the questions. For question 1~4 (right there & think and search), students need to identify the passage upon which they draw up the answers. Question 5~8 (author and me & on my own) are open-ended questions, so students can share their own opinions. 3. Ask students to have in-group discussions and elicit answers.	Worksheet 5 & textbook

4th period

Time	Teaching Activities	Resources
25 minutes	1. Introduce the idea "point of view." a. Use the examples from popular novels (or the text students study in the Chinese class) to activate students' background knowledge. b. Use the story "Hansel and Gretel" as an example. Play the video "Hansel and Gretel, Bedtime story for little kids" to build up their background knowledge.	Worksheet 6

	<p>c. Different versions of “Hansel and Gretel,” one written in third person and one written from Hansel’s viewpoints, are provided as examples.</p> <p>d. After asking students to read the two texts, invite them to compare the two texts. Questions for discussion include:</p> <p>i. what are the strengths of telling the story in first person point of view?</p> <p>ii. what are the weaknesses of telling the story from the first person point of view?</p> <p>Video link: https://www.youtube.com/watch?v=cV130emU8Fc</p>	
25 minutes	<p>2. Writing exercise</p> <p>1. Ask students to retell the first part of “Hansel and Gretel” from Gretel’s point of view.</p> <p>2. Invite two students to read aloud their works</p>	

5th period

3 minutes	1. <u>Ask students to read the story silently again.</u>	Textbook
2minutes	<p>1. <u>Elicit students’ answers to the following questions from their G.O’s.</u></p> <p>a. What are each character’s troubles?</p> <p>b. How are their troubles solved?</p>	Worksheet 4
10 minutes	<p>1. Explain the writing task:</p> <p>A. ask students to use the first person point of view to retell the story “The Chain of Love.” Student may choose to use Joe’s or the elderly lady’s perspective</p> <p>b. introduce the rubrics and lead students to read through the reading instructions</p> <p>c. The waitress’ version of the story provided by the teacher serve as an example to help students grasp the objective of this writing assignment.</p>	Worksheet 7
35 miuntes	<p>1. In-class writing</p> <p>2. Peer review: After finishing the stories, students exchange their piece of writing with one of his classamtes to do peer review. The focus of this activity is to check spelling errors and tense mistakes.</p>	Worksheet 7

Worksheet 1

Questionnaire (Find a person who..)

Questions	Signature
1. Do you want to be a Pokemon hunter?	
2. Do you surf the Internet every day?	
3. Do you study English every day?	
4. Do you prefer chilly weather to hot weather?	
5. Are you excited about the approach of Halloween?	
6. Have you ever witnessed a robbery ?	
7. Do you think of yourself as a thoughtful person?	
8. Are you content with your life now?	
9. Do you think that it is essential to repay other's kindness?	
10. Are you willing to come to other's aid if necessary?	
11. Do you believe that the greatest reward for a work is the sense of achievement?	

Worksheet 2

Vocabulary Card (example)

meaning:

足夠的

example:

The movie won't start for another 50 minutes, so we still have adequate time to grab something to eat.

related words (derivative/synonym/antonym):

(反義) inadequate



Worksheet 3

“The Chain of Love”

B.

He was driving his battered old car home on a country road one evening. Since the closure of the Levi’s factory, he’d been unemployed. With winter raging on, the chill had finally hit home.

E.

It was starting to get dark. Although snow flurries drifted in the dim light of day, he could still notice an elderly lady stranded by the roadside. Apparently, she needed some help. So, he pulled up in front of her Mercedes-Benz and got out. When he approached her, she was worried. “No one stopped to help for the last hour or so,” she thought to herself. “Is he going to rob me?” Realizing that she was frightened, he said quickly, “I’m here to help, ma’am. Why don’t you wait in the car? It’s freezing outside. By the way, my name is Joe.”

H.

All she had was a flat tire, but for an old lady, that was bad enough. While Joe was changing the tire, the lady rolled down her window and began to talk to him. She thanked him for coming to her aid. Joe just smiled as he put the flat tire into the trunk.

G.

She asked him how much she owed him. Joe, however, never thought twice about helping others. He certainly never thought about any kind of payment or reward. To him, this wasn’t a job, but rather a way to help someone in need, just like those who had given him a hand in the past. He told the elderly lady that if she really wanted to repay him, she could help someone else that was in need.

I.

He waited until she started her car and drove off. It had been a cold and depressing day, but he felt content as he headed for home.

D.

A waitress came over and brought the elderly lady a clean towel for her wet hair. The waitress had a sweet smile, one that even being on her feet for an entire day couldn't erase. The lady noticed that the waitress was heavily pregnant. She wondered how a person like this waitress could be so thoughtful to a perfect stranger. Then she remembered Joe.

F.

A few miles down the road, the lady saw a small, shabby café. She went in to grab a bite and take the chill off before making the last leg of her trip home.

A.

Finally, the lady finished her meal. When the waitress went to get the lady's change for the hundred-dollar bill, the lady slid out the door. When the waitress came back, the lady was no longer in sight. To the surprise of the waitress, the lady had paid almost fifty times as much as the price of the meal. Then, the waitress saw something written on a napkin. Tears blurred her vision as she read what the lady had written. It said, "Someone once helped me out in the way I'm helping you. If you want to pay me back, don't let the chain of love end with you."

C.

That night, as the waitress lay awake in bed, she thought about the money and what the lady had written. "How would she know that we need money, especially with our baby due next month?" she wondered. Her husband, who was worried sick about their future, was lying beside her. She gave him a soft kiss and whispered, "Everything will be all right. I love you, Joe."

Worksheet 5

QAR questions for Unit 1 “The Chain of Love”

Step 1: Read through the following questions and answer them. You may go back to read the

story again to look for the answers.

Step 2: After finishing the questions, check answers with your group members.

Step 3: For question 1~4, please identify the passage upon which you draw up your answers.

Question 5~8 are open-ended questions, please share with us your thoughts

Question	Your Answer
1. Why was the elderly lay stranded by the roadside?	
2. Why did the elderly lady paid 50 times as much as the price of her meal?	
3. In what way did the elderly lady repay Joe’s kindness?	
4. What’s troubling Joe and his wife?	
5. What would Joe’s wife tell him what had happened to her?	
6. How would Joe respond to the heavensent gift?	
7. Did you share similar experience in the story?	

8. If you were Joe's wife, how would you continue the chain of love.

Worksheet 6*

(Changing point of view)

Direction:

1. read the story "Hansel and Gretel" told from the third person
2. read the first part of the story "Hansel and Gretel" told from Hansel's perspective
3. Compare the 2 versions of the story
4. Think about the strengths and weaknesses of 1st person narrative

A poor woodcutter and his wife had two children named Hansel and Gretel. Their mother died when they were young. Hansel and Gretel were very sad. Soon their father remarried but their stepmother was very cruel. One day, she took the children deep into the forest and left them there. Clever Hansel had some breadcrumbs in his pocket and had dropped them on the way so that they could find their way back home. Alas! The birds ate all the crumbs and they couldn't find the path that led back home.

Hansel and Gretel went deeper and deeper into the forest. They were hungry and tired. Finally, after walking for a long time, they saw a cottage made of chocolate, candies, and cake. "Look, Hansel! A chocolate brick!" shouted Gretel in delight and both ate it hungrily.

Now, a wicked witch lived there. When she saw Hansel and Gretel, she wanted to eat them. She grabbed the children and locked them in a cage. The witch decided to make a soup out of Hansel and eat him first. She began boiling a huge pot of water for the soup. Just then, Gretel crept out of her cage. She gave the wicked witch a mighty push from behind and the witch fell into the boiling water. She howled in pain and died instantly. Hansel and Gretel found treasure lying around the cottage. They carried it home with them. Their stepmother had died and their father welcomed them back with tears of joy. They never went hungry again!

It had been three days since our stepmother left us in the forest. The second day, Gretel spotted some berries to eat, but we had had nothing since then. We had been wandering the forest, desperately seeking food.

"Hansel, I don't think I can go on," Gretel suggested. I stopped and put my arm around her. My only wish was to find her food.

"I'm sorry, Gretel. I don't know what else can we do." I looked around, hoping to find something, anything to fill her stomach. I saw something in the distance.

"Um, Gretel," I whispered. "Looked over there." I pointed deeper into the forest. "Do you see a cottage?"

She glanced toward my finger, and then jumped up and started running.
“Gretel, stop! We don’t know if it’s safe!”
“I don’t care anymore! I just want food.”
I ran behind her, and quickly caught up. We both stopped about five feet before the cottage.
“That can’t be...” I thought I was seeing things. The cottage appeared to be made of chocolate, candies, and cake.
“IT IS!” Gretel threw herself onto the house and started biting. I gave into my stomach and joined her

A. What are the strengths of retelling the story from Hansel’s perspective?

B. What are the weaknesses of retelling the story from Hansel’s perspective?

C. Rewrite the story above from Gretel’s point of view

The Chain of Love (for low-achievers)

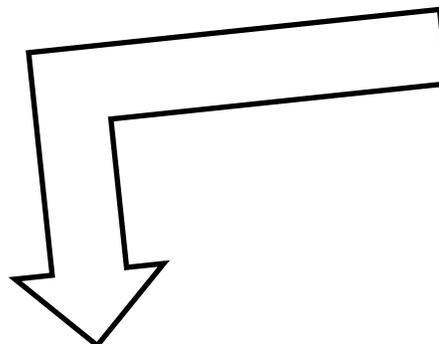
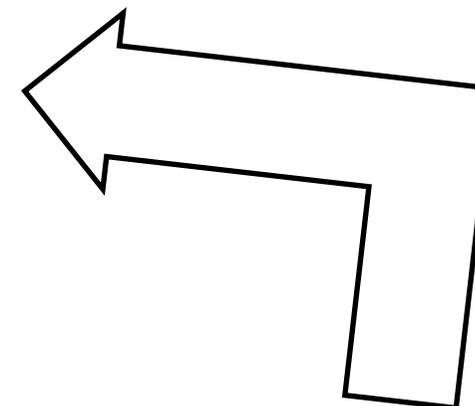
The elderly lady

Problem:

She was _____ by the roadside because of _____ . No one came to her aid until _____ helped her.

Solution:

Joe helped her.



Joe

Problem:

He was _____. What's worse, he needed money badly for his baby was due soon.

Solution:

_____ whom he had helped gave her wife, _____, a huge sum of money.

The waitress

Problem:

She still had to work, although she was _____. It was because her husband, _____, lost his job.

Solution:

_____ she served gave her a huge sum of money and a napkin with a _____ on it.

- a. the waitress
- b. Joe
- c. the elderly lady
- d. pregnant
- e. unemployed
- f. stranded
- g. a flat tire
- h. a note

The Chain of Love (for mid-achievers)

The elderly lady

Problem:

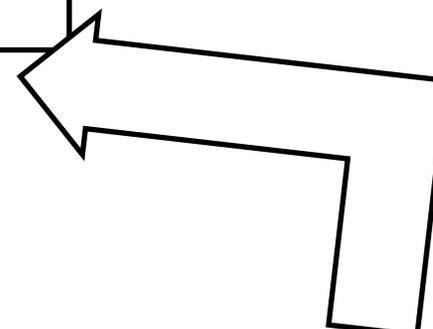
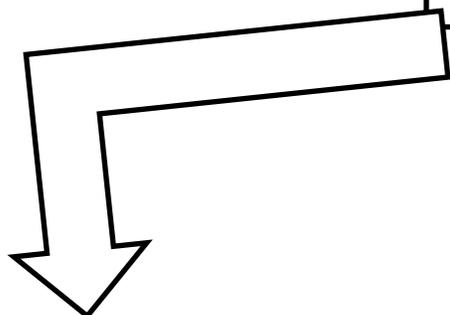
She was _____ However, no one came to her help until_____.

Solution:

Joe

More detailed description:

_____ → She was rich.



The waitress

Problem:

She _____, although she was _____. What's worse, _____

Solution:

The elderly lady she served _____

More detailed description:

_____ → She was thoughtful.

Joe

Problem:

He was _____. What's worse, he needed money badly _____.

Solution:

_____ give his family a huge sum of money.

More detailed description:

_____ →
He was considerate.