



STARTALK Student Program Daily Lesson Plan

Level: 3

Theme: Cultural Odyssey: Participating in a Cultural Festival

Target Proficiency Level: Novice-Mid to Novice-High

Time Frame: 4.5 hours

Brief Description of

Standards/Goals:

- 1. Major Standards: 1.1, 1.2,1.3, 2.1 & 2.2**
- 2. Supporting Standards: 4.1, 4.2**

Content:

Knowledge: Familiarization with traditional Chinese festival foods, customs with a focus on summer festival foods

Key Vocabulary: (SB 75) Partial list of vocabulary related to festivals:

- **过年** celebrate the New Year
- **寿面** birthday noodles
- **寿桃** peach-shaped birthday bun
- **包子** steamed bun
- **粽子** dumplings of sticky rice, wrapped in bamboo/reed leaves
- **端午节** Dragon Boat Festival
- **中秋节** Mid-Autumn Festival
- **月饼** moon cakes
- **春节** Spring Festival
- **年糕** New Year's cake
- **饺子** dumplings

- 红包 red wrapping or envelope containing gift money
- 圣诞 Christmas

Chinese characters: (SB 76)

- 寿 longevity
- 址 location, site
- 街 street
- 能 to be able to
- 姨 one's mother's sister
- 台 platform, station
- 祝 to wish
- 快 happy; fast, soon
- 送 escort; to give, as a present
- 久 long (length of time)
- 已 already
- 经 to pass through
- 己 oneself
- 像 alike, resemble
- 矮 short (height), low (height)
- 短 short (length)
- 比 to compare, as...as...
- 较 to compare, relatively
- 包 to wrap, bag
- 粽 dumpling (in bamboo leaves)
- 饼 biscuit, cake
- 糕 cake, pudding
- 饺 dumpling (gold ingot-shaped)
- 拿 to take, bring (by hand)
- 手 hand

Input/Language Use: PowerPoint presentation with illustrations, photos of different traditional foods as they relate to festivals.

Inst. Delivery/Learning Activities:

- 1. PowerPoint: Review of past learning and introduction to new festival foods and customs**
- 2. AB activity to match festival foods with appropriate festival**
- 3. Interview activity to determine which students have experienced certain festival foods in the past (WB53F)**
- 4. Roleplay activity concerning students' activities (WB 54G)**
- 5. Notebook computers (NB C): Writing journal entry reflections about participation in a cultural celebration (WB 55H)**

Cultural Integration: The language and products, practices are representative of the festivals that the students are studying

Differentiation: Differentiated activities allow engagement by students from a variety of learning styles. This will include audio (listening/speaking), visual (reading/writing), kinesthetic, and other learning strengths.

Assessment: Formative: successfully comprehending and producing the language and patterns introduced. The reflections on the content and concepts the students learned will determine if they have internalized the linguistic and cultural concepts.

Materials/Technology: PowerPoint presentations, Overhead transparencies, laptop writing activities, and background reading materials