Planning Lessons to Maximize Student Learning

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Program Overview

- 15-day Residential
- Thirty-one students
- Three classes of different proficiency levels
Program Overview

Daily schedule

- **Morning**
  - three hours of language instruction

- **Afternoon**
  - one hour of language instruction
  - two hours of project/cultural class

- **Evening**
  - two hours of tutoring sessions/other activities
Program Curriculum Overview

- Program theme
  - Must-Go-Cities in China

- Topics
  - 8 daily-life related topics

- Target proficiency
  - Level 1 - novice mid
  - Level 2 – novice high
  - Level 3 – intermediate mid

- Assessment
  - Performance-based
Sample Student Work
天气：北京昨天是晴天。昨天温度是九十度。北京今天也是晴天。今天温度是九十五度。北京的明天是阴天。明天温度是九十二度。北京的夏天很热，不潮湿，不太下雨。

景点和交通：
北京有长城，长城很长，非常壮观，很有名。长城在北京的北部。北京有天安门。天安门很大，有名。
天安门在天安门的中央。我们可以坐公共汽车。我们还可以坐地铁和火车。

食物和文化：
北京有烤鸭，烤鸭很好吃。
我想：北京有很多小吃，如北京烤鸭、糖葫芦等。中国人喜欢吃面条和饺子。
中国人也喜欢吃蔬菜。我喜欢吃烤鸭和小笼包。我喜欢喝茶和可乐。
我想去上海

地理

上海在中国的东部。
上海的人口是两千三百万。

交通

上海有东方明珠。
上海有东方明珠。

食物

上海有小笼包。
喜欢吃小笼包。

行李单

我要准备：
护照，签证

天气

上海昨天

天气

上海今天

天气

上海明天

天气

夏天的上海

有一点潮湿

常常下雨。

衣服

衬衫

内衣

袜子

毛毯

手机

我想去北京
北京是中华人民共和国的首都。
北京的人口大约是2000万人。
我想去北京。北京在中国的北部。北京的人口约有两千万。北京的景点有长城。长城很长。

我开车去长城。北京的食物是烤鸭。烤鸭很香。我喜欢辛辣的。我喜欢冰水。北京的天气是阴天和晴天。北京今天的天气是阴天。你看雨衣和雨伞吧。北京明天的天气是阴天。

我要准备雨衣和雨伞。因为可能下雨。

我要准备牛仔裤、短裤和T恤衫。

我要准备护照、签证和手机、电脑。
来成都吧！

成都在中国的西南部。

菜

成都的景点是熊猫，熊猫很可爱啊！

你可以坐飞机，坐火车还有开车到成都。

成都的菜都很好吃，比如说，担担面和麻婆豆腐。菜不但很好吃，而且很辣，因为有辣椒。你应该去成都去品尝它。

你不要带钱，所以你可以买饭和东西。

在成都常常会下雨，所以你应该带一把雨伞和暖和的衣服。比如说，一件夹克和一条牛仔裤。

魏开来
地理

西安在中国的西北部，是很有名的大城市。它的面积是九千九百八十三平方千米，它一共有七百五十万人。

景点和交通工具

西安有兵马俑很壮观。我坐飞机去西安因为我坐飞机出来路要更快。

食物

中国的食物很多样，比如四川的麻婆豆腐、北京的烤鸭和上海的小笼包。

天气和行李

西安今天的天气和昨天都是阴天。西安今天的最高温度是二十九度，最低温度是十二度。我要穿牛仔裤、外套和球鞋，因为它们很休闲。我还要带旅行证、护照和机票。我还应该带各种零食和水。

这张地图上的西安位于中国中部，是一个重要的历史文化名城。
上海

上海是中国的直辖市，位于中国的东部，是中国人口最多的一个城市，总面积超过六千平方公里。上海有一个现代化的浦东新区，同时也是一个非常重要的国际航运和金融中心。上海的东方明珠塔是城市的标志性建筑，每年吸引着成千上万的游客前来参观。

我曾在上海度过了一个夏天，那里不仅有着美丽的风景，还有着独特的文化和历史。我喜欢上海的夏天，因为那里总是充满了生机和活力。我在上海度过了一个美好的假期，那里的人们非常热情好客，让我感受到了中国的魅力。

我决定在出发前做好充分的准备，提前了解上海的天气情况，以便能够在上海的每一天都充满活力。我在上海的小笼包非常好吃，我还会带一些当地的特色小吃回我的家乡。

此外，我还会带上各种准备，比如雨伞、防晒霜和太阳镜。因为上海的天气变化无常，我会尽量确保自己能够在任何天气下都保持舒适。我还会带上一些当地的纪念品，作为我上海之行的美好回忆。

总的来说，上海是一个充满活力和魅力的城市，我期待着再次去那里，去体验那里的文化和历史，去感受那里的人情味。
中国 陕西省

景点：
西安是一个著名的景点。西安的著名景点有兵马俑博物馆和西安城墙。

西安城墙
西安的西安城墙位于市中心，形状为方形。城墙的高度是7—8米，厚度为18米，总面积为12.74万平方米。城墙有四座城门，分别是长乐门、安定门、安远门和北关正门。西安城墙是西安历史文化的重要组成部分，游客可以乘坐公交、地铁、出租车或者私家车去西安的西安城墙。

当地的特菜
西安著名的特菜有擀面皮、肉夹馍、饭卷、和西安凉皮。擀面皮是西安西北地区汉族人的传统面食。擀面皮在陕西关中地区十分流行，这个美食也是陕西省西部的有名的小吃。擀面皮的特色是脆薄，香脆可口。擀面皮的制做方法分为两部分，分别是肉夹馍做法，面皮做法。面皮的配料有木耳、豆腐、清油、等等，它早上可以当主食来吃。

餐馆
西安著名的餐馆是西安饭店。西安饭店有很多陕西、山西。他们的特菜是枸杞炖银耳、兰花包、包头菜、炖鸡、蒸参、奶汤锅子鱼、皮丝、水晶、蒸菜、创新等等。他们的服务很好，不贵也不便宜。每个人平均花费是大约六十块钱到一百一十块钱。周末的时候人很多。

兵马俑博物馆
兵马俑博物馆是世界文化遗产，位于西安的东北边。这个博物馆的面积有四百多万平方米。发现兵马俑的时间是公元前224年。这个博物馆在公元前224年建立，公元1987年，兵马俑博物馆被联合国教科文组织列入世界文化遗产。游客可以乘坐公交、地铁、出租车或者私家车去兵马俑博物馆。
Principles of Lesson Planning


- STARTALK-Endorsed Principles for Effective Teaching & Learning and Characteristics of Effective Language Lessons https://startalk.umd.edu/principles/


Lesson Planning _ Stage 1

What will students know and be able to do with that they know by the end of this lesson?

**Things to consider:**
- curriculum proficiency goals
- prior linguistic knowledge
- current linguistic ability
- student interest
- attainability
Lesson Planning _ Stage 2

How will learners demonstrate what they can do with what they know by the end of the lesson?

Things to consider:

- Types of assessment
  - Informal or/and formal
  - In-class or/and outside-of-class
- Providing feedback
  - Direct or/and indirect
Lesson Planning _ Stage 3 (cont’d)

What will prepare learners to demonstrate what they can do with what they know?

**Things to consider:**
- student engagement
- variety of activities
- input and output balancing
- 3 modes of communication
- knowledge recycling
- level and age appropriateness
What instructional activities will be used?

- **Opening activities**
  - warming-up and reviewing

- **Input activities**
  - using pictures or stories (target language)
  - checking comprehension

- **Output activities**
  - clear instructions
  - modeling activities
  - fun and practical

- **Closing activities**
  - reviewing and giving assignments
Sample Lesson Plans for Day 6
Background

Level 1

- Student background
  - 9 students
  - Novice low to novice mid

- Target proficiency
  - Novice mid

Level 2

- Student background
  - 12 students
  - Novice mid to novice high

- Target proficiency
  - Novice high
Topic: 食物和文化
(Food and Culture)
Lesson Plan _ Day 6

Level 1: designed by Ms. Can Gao
### Proficiency Goals _ Level 1

<table>
<thead>
<tr>
<th>Interpretive</th>
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</tr>
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<tbody>
<tr>
<td><strong>Listening</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Speaking</strong></td>
</tr>
<tr>
<td>I can recognize some familiar words and phrases when I hear them spoken.</td>
<td>I can recognize some letters or characters.</td>
<td>I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</td>
</tr>
<tr>
<td></td>
<td>I can understand some learned or memorized words and phrases when I read.</td>
<td>I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I can write lists and memorized phrases on familiar topics in Pinyin or characters.</td>
</tr>
</tbody>
</table>
Stage One
Identifying Desired Results

**KNOW:**
- name of common Western and Chinese food items like beef (牛肉), dumplings (饺子), fish (鱼)
- words like menu(菜单), restaurant(餐馆), to order (点)
- expressions of asking and responding to questions on the food/drink one would like to order (你想点什么? 我想点烤鸭和水。)

**DO:**
- ask and respond to questions on the food/drink one would like to order
- place a simple order for oneself and a friend in a Chinese restaurant base on his/her preference
- ask and answer how much it is for the dish/drink one orders
Stage Two
Determine Acceptable Evidence

- In class, students will be informally assessed during the interpretive, interpersonal, and presentational activities.

- Outside of class, students will be formally assessed through the can-do worksheet, journal entry writing, and voice recording.
Stage Three
Planning Instruction (cont’d)

Opening Activity (Interpretive and Interpersonal)

Objective:
- Review what has been covered in previous class
- name of the featured cuisine in the 4 cities, their flavor, and giving simple comment on the food

Steps:
- in groups, students will first match the pictures then the name (in characters) of the featured cuisine to its corresponding city on a map.
- instructor will ask students to say the name of each featured cuisine, their flavor, and whether the food is delicious or not.
Stage Three Planning Instruction (cont’d)

Activity 2: (Interpretive and Interpersonal)

Through a PPT presentation, instructor will provide input in the target language for asking and responding to questions on the food/drink one would like to order.

- Instructor will use pictures/authentic materials to teach words like *menu*, *restaurant*, *order*, and *name of common food items* such as chicken, dumplings, beef, fish, etc.

- Students will record new vocabulary words and phrases during this time. The instructor will also be using simple cues (correct or incorrect) and asking questions to check for student understanding.
菜单

这是菜单吗？

Zhè shì cài dān ma？
这是中国菜菜单。
Zhè shì Zhōngguó cài dān.

这是美国菜菜单。
Zhè shì Měiguó cài dān.
Stage Three
Planning Instruction (cont’d)

- **Activity 3 (Interpersonal listening):**
  - Instructor will play three audio clips. Each audio clip is a food and drink order in the target language.
  - Students works in pairs. After listening to the each clip, one student will point on a PPT to the correct drink while the other one will point to the correct food (in the form of pictures).
Listen to three short audio clips. Each clip is about a food and drink order. Students work in pairs to identify the food and drink items mentioned in each clip from the pictures provided.

After each audio clip is played, Gao laoshi will count “一二三”. The pair which stands up the fastest will get the chance to identify the correct food and drink. One student will point to the correct drink while the other student points to the correct food. You will receive a prize when both of you are correct!
xiàn zài zuò liàn xí
现在做练习
Stage Three _ Planning Instruction (cont’d)

Activity 4 (Interpersonal, Interpretive reading, and Interpretive listening):

- Each student will be given a visual image of a dish.
- In groups of three, students will first identify the dishes, and then practice asking and responding to the questions on the food/dish one would like to order.
- Instructor will have one student from each group point out on a menu (written in Pinyin & characters) the dishes his/her group members would like to order.
Students work in groups of three. Each student is given a picture of a dish. Students find out what food/dish other group members would like to order. Then Gao laoshi will have one student from each group point out the dishes on the menu of 好吃餐馆(hǎo chī cān guǎn ) that his/her group members would like to order. You may follow the pattern provided below.

Step 1: 你想点什么？nǐ xiǎng diǎn shén me ？
我想点 ______。wǒ xiǎng diǎn ________________ 。

Step 2: 他/她想点__________________ 。 tā xiǎng diǎn......
Activity 5 (Interpersonal and Presentational speaking): [Three-step interview] Divide four-member groups into two pairs: A and B, C and D. Each student in a group will be assigned a different city by drawing lots. Students will pretend to be natives of the four cities.

- In step 1, A interviews B about the dish B would like to order (A: 你要点什么？B: 我要点烤鸭。我是北京人。烤鸭很好吃，很香。我也要点……) while C interviews D.
- In step 2, reverse roles: B interviews A while D interviews C.
- In step 3, share-around among group members: Each person shares the information about the dish his/her partner would like to order. (他要点烤鸭。他是北京人。烤鸭很好吃，很香。他也要点……)
Instructions of Three-step Interview

- Students work in groups and each student acts as a native from one of the four cities. Students interview each other on the food and drink that he/she likes to eat and why he/she likes that dish/drink.

- In step 1, A interviews B about the food and drink that B would like to order while C interviews D.

- In step 2, reverse roles: B interviews A while D interviews C.

- In step 3, each person shares the information about the dish his/her partner would like to order with the group.

Gao laoshi may pick one pair of students to present their dialogue in front of the class after Step 2, and may pick one student from each group to present the information about the dish his/her partner would like to order after Step 3.
Three-step Interview

- For Step 1 and 2, you may follow the pattern provided below:

- A: 你想点什么？nǐ xiǎng diǎn shén me？

- B: 我想点烤鸭______。

  我是北京人______。

  我也想点饺子和可乐______。

  wǒ xiǎng diǎn kǎo yā______。

  wǒ shì běi jīng rén______，kǎo yā______ hěn hǎo chī, hěn xiāng______。

  wǒ yě xiǎng diǎn jiǎo zi hé kě lè______。

  我想点烤鸭______。
Three-step Interview

For Step 3, you may follow the pattern provided below:

他想点烤鸭。他是北京人。烤鸭很好吃，很香。他也想点饺子和可乐。

tā xiǎng diǎn kǎo yā。tā shì běi jīng rén。kǎo yā hěn hǎo chī，hěn xiāng。tā yě xiǎng diǎn jiǎo zi hé kě lè。
Stage Three
Planning Instruction

❖ **Closing Activity (Interpersonal):** Instructor will review the lesson through the daily can-do worksheet, focusing on clarifying student misunderstandings about the new vocabulary or sentence patterns.

❖ **Assignment (Presentational writing and speaking):**
  - complete Travel Planner Entry#6 in the form of writing
  - complete a photo-story by using Shadow Puppet and post it on Kidblog. This assignment requires students to insert pictures, label pictures, and make audio narrations.

❖ **Materials:** Level 1 textbook, PPT, computer, paper, map, pictures of food, authentic Chinese menu
Level 1 (Day 6: Food and Culture II)

I can ask/respond to simple questions about the food and flavor one likes.

I can name some food items such as 牛肉, 猪肉, 鸡肉, 鱼, and 饺子.

I can make a simple order in a Chinese restaurant.

I can state what American and Chinese people like to eat and drink using the words just learned.

I can identify on a given menu the name of the dishes and drinks that I have learnt.

I can write down the name of the dishes and drinks that I have learnt in Pinyin or characters.

Language Proficiency

(+1) One Stamp: I can do this with help.

(+2) Two Stamps: I can do this without help in a rehearsed scenario.

(+3) Three Stamps: I can do this without help in an unrehearsed scenario.
Lesson Plan _ Day 6

Level 2: designed by
Ms. Grace Xie
# Proficiency Goals - Level 2

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Listening</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Speaking</strong></td>
</tr>
<tr>
<td>I can often understand words, phrases, and simple sentences related to everyday life.</td>
<td>I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.</td>
<td>I can communicate and exchange information about familiar topics using simple sentences.</td>
</tr>
<tr>
<td>I can recognize pieces of information and sometimes understand the main topic of what is being said.</td>
<td>I can sometimes understand the main idea of what I have read.</td>
<td>I can usually handle short social interactions in everyday situations by asking and answering simple questions.</td>
</tr>
</tbody>
</table>
Stage One
Identifying Desired Results

**KNOW:**

- Flavors of different dishes. (我觉得麻婆豆腐又麻又辣，吃起来很不错！不过，我最喜欢的是北京烤鸭，皮脆脆的咸咸的，好吃极了！)
- Problems related to food. (我脸不舒服。)
- Expressions for discount. (原价一百二十元，打五折后，一共六十元。)

**DO:**

- Ask and give comments on different dishes. (A: 你觉得麻婆豆腐的味道怎么样？B: 我觉得麻婆豆腐又麻又辣，吃起来很不错！不过，我最喜欢的是北京烤鸭，皮脆脆的咸咸的，好吃极了！)
- Describe a problem at a restaurant. (A: 哎呦，我脸不舒服。B: 你是不是过敏了？我有过敏药。A: 服务员，菜里是不是有花生？我对花生过敏。)
- Negotiate to solve a problem at a restaurant. (服务员: 对不起，菜里有花生。我给你们打折吧！B: 打几折？服务员: 我给你们打八折吧？A: 不行！打五折吧！)
- Ask and answer for price after problem is solved. (B: 一共多少钱？服务员: 原价一百二十元，打五折后，一共六十元。)
Stage Two
Determine Acceptable Evidence

- In class, students will be informally assessed during the interpretive, interpersonal and presentational activities.

- Outside of class, students will be formally assessed through the can-do worksheet, travel planner writing, and voice-recording.
Stage Three
Planning Instruction (cont’d)

Opening Activity (Interpersonal and interpretive)

- Through speed dating activity, students review how to express hunger, using courtesy language in a restaurant, how to order drink with requirement and how to order dish with requirement. Meanwhile, teacher will do comprehension check by asking the questions on the speed dating sheet.

- [Game: Speed Dating!] Students will be randomly divided into pairs through online tool (online grouping), and then they will start the speed dating by taking turns to ask and answer questions from previous lessons. They will compete (online stop watch) to see which pair can finish asking and answering questions first.

- Students will review the role play dialogues from Day 5 by reacting their script and act it out.

- [Task: Role Play] Students will work in a group of 3. They will choose a menu and react the dialogues based on what they learned on day 5, which is getting hungry, choosing a restaurant, and ordering drink and food with requirement.
Activity 2 (Interpretive, Interpersonal and presentational):

Through a PPT presentation and authentic materials, instructor will provide input in the target language on giving comments on different dishes.

Students will work in pairs to ask and give comments on the flavor of different dishes/ingredients. (A: 你觉得xxx (dish) 味道怎么样？B：我觉得xxx (dish) xxx (flavor), 吃起来很不错。)

Students will play “Fear Factor” game to describe what ingredient/food it is, how it tastes and comment on the flavor of different dishes using “这是xxx ingredient/dish, ingredient/dish xxx (flavor), 我觉得xxx (ingredient/dish) 很不错/很好吃/非常好吃/好吃极了”
Stage Three
Planning Instruction (cont’d)

Activity 3 (Interpretive, interpersonal, and presentational):

Instructor will use a story in target language to tell a story about a problem happened in the restaurant, how to negotiate to solve the problem, and ask/answer for the price of the food after the problem solved. (A: 哎呦，我脸不舒服。B: 你是不是过敏了？我有过敏药。A: 服务员，菜里是不是有花生？我对花生过敏。服务员: 对不起，菜里有花生。我给你们打折吧！B: 打几折？服务员: 我给你们打八折吧？A: 不行！打五折吧！服务员: 好吧！B: 一共多少钱？服务员: 原价一百二十元，打五折后，一共六十元。)

To check whether students understand the story, they will need to match images of the story.

Then, teachers will start the scaffolding to explain the details of the story.

After that, students will play “Hear and Say” activity to match the details of the story.

Then, they will retell the story as a group.
Activity 4 (Interpersonal): [Create your own story!]

Students will work in groups with another similar scenario of story. They will need to prepare script for the new story, ask and answer questions to describe the story. The story will include:

1) Where to eat (Lesson 5)
2) Using courtesy language in a restaurant & ordering drink and dish with requirements (Lesson 5)
3) Commenting on food
4) Describing a situation & solving problem
5) Offering to pay for the bill

Then, they will present their new story as a group. While they are presenting, other student will use rubrics to evaluate their performance.

The instructor will ask questions after each group of presentation to see whether other students understand the story they hear.
Stage Three
Planning Instruction

- **Closing Activity (Interpretive):** The instructor will do a proficiency check (exit check) to see whether the students are able to achieve the above objectives.

- **Assignment (Presentational writing and speaking & Interpersonal speaking):**
  - Students will finish Travel Planner Entry #6 in the form of writing
  - Students will post a blog entry #6 on Kidblog by inserting pictures, labeling pictures and uploading the audio recording.
  - They will do pair conversation through game board for the can-do statement
**Level 2** (Day 6: Food and Culture II)

- I can Describe the flavor of a dish
- I can ask and answer questions about flavor.
- I can Describe a problem in a restaurant scene.
- I can Negotiate with a waiter/waitress.
- I can Ask for a discount.
- I can give changes in Chinese
- I can Ask and answer how much something is
- I can Read and write the above functions in sentences

**Language Proficiency**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>(+1) One Stamp</td>
<td>I can do this with help.</td>
</tr>
<tr>
<td>(+2) Two Stamps</td>
<td>I can do this without help in a rehearsed scenario.</td>
</tr>
<tr>
<td>(+3) Three Stamps</td>
<td>I can do this without help in an unrehearsed scenario.</td>
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</tbody>
</table>
P1 I plan learning experiences based on local curriculum and state and national standards.

P2 I plan learning experiences that address the unique needs and interests of my students.

P3 I use units based on proficiency targets and backward design principles.

P5 I plan opportunities for my students to set and monitor their own goals for language performance and cultural competence that are consistent with or exceed course proficiency targets.

P6 I use the backward design process to plan lessons that lead students to meet the unit performance objectives.

P7 I plan lessons containing activities that are contextualized, connect to prior learning, and require attention to meaning.

P8 I plan for lessons that contain learning experiences designed to keep all students engaged all of the time.

P9 I identify and select appropriate resources that allow my students to access, evaluate and use authentic materials.
QUESTIONS?

谢谢！