



2015 Student Program Lesson Plan

For step-by-step help in completing this document, please see the accompanying guide.

Date:	07/01/2015	Theme/Topic:	Shandong Province		
Age Range of Learners:	7-12 grades	Targeted Performance Level:	Chinese level 1	Number of minutes	360

Definition and Guiding Question

LESSON	LEARNING EPISODE
For the purpose of this STARTALK template a <i>lesson</i> is defined as a single learning experience typically lasting no more than sixty to ninety minutes. Learning experiences occur both in the classroom and/or in other settings. Longer blocks of time will involve several learning episodes and lesson plans.	For the purpose of this STARTALK template a <i>learning episode</i> is defined as a learning experience that addresses a specific aspect of a learning target or can-do statement. Learning episodes typically provide a limited amount of input with time allowed for guided and independent practice. The amount of time allotted for a learning episode is approximately equivalent to the age of the learner and will rarely be more than twenty minutes.

Questions to Consider Before and During Lesson Planning

Do the activities in the lesson

- give students a reason for needing to/wanting to pay attention and be on task?
- provide sufficient opportunities for understanding new words before expecting production?
- provide multiple, varied opportunities for students to hear new words/expressions used in highly visualized contexts that make meaning transparent?
- provide students with an authentic purpose for using words and phrases?
- engage all students (as opposed to just one or two students at a time)?
- vary in the level of intensity and the amount of physical movement required?
- make the learner, not the teacher, the active participant?
- build toward allowing students to demonstrate in meaningful and unrehearsed ways that they are able to use what they know?
- make the best use of instructional time to maximize student learning?
- take an appropriate amount of time considering the age of the learner?

Lesson 1 (9:00-10:05, 65 minutes)

STAGE 1: What will learners be able to do with what they know by the end of this lesson?

DO <i>What are the learning targets for this lesson?</i>	KNOW <i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?</i>
2. I can introduce myself and others, as well as famous people from Shandong.	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none">Chinese Zodiac animals: 鼠、牛、虎、兔、龙、蛇、马、羊、猴、鸡、狗、猪 <p><u>Grammatical structures and memorized phrases:</u></p> <ul style="list-style-type: none">My Chinese zodiac is __.我属__。My (<u>family member</u>)'s Chinese zodiac is __.我__属__。 <p><u>Culture & Content:</u></p> <ul style="list-style-type: none">The story of the Chinese Zodiac

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?
The students will be able to find out about their own zodiac and make short self-introduction that include their personal information, including their zodiac.

STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

How will you facilitate the learning?

What activities will be used to ensure learners accomplish the lesson can do? What will the teacher be doing? What will the students be doing?

Opening Activity

Morning routine-	Time: 20 minutes
<ul style="list-style-type: none">• Warm-up: Tai-chi• The teacher will go over the agenda of the day with the students. The students can voice if they have concerns or questions at this time.• The teacher will review the greetings, classroom expressions, students' Chinese names and family members vocabulary, which they learned from the previous day.• The teacher will tell the story of zodiac with the help of visual, and she will tell the students what they need do during the language lab time.	

Learning Episode (language lab)

The students will watch the story of Chinese zodiac on Youtube.	Time: 5 minutes
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Learning Episode (language lab)

The students need to learn how to say all of the zodiac animals on Quizlet. When they have finished learning about the zodiac animals, they need to take a 'test' on Quizlet.	Time: 15 minutes
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Learning Episode (language lab)

The students will be given a template with blanks which they are going to type up and fill in the blanks as they do so. In their brief writeup, they will introduce their own zodiac and their family members' zodiac. The students will be using online resource to find out about their own Chinese zodiac. This write up will also include information about some famous Shandong people.	Time: 25 minutes
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你好！我叫_____。

我的中文名字叫_____。

我属_____。

这是我爸爸，我爸爸叫_____。

我爸爸属_____。

这是我妈妈，我妈妈叫_____。

我妈妈属_____。

这是我_____,我_____叫_____。

我_____属_____。

这是孔子，孔子属_____。

这是彭丽媛，彭丽媛属_____。

Materials needed for this lesson

Chinese zodiac flashcards or stuffed animals, computer lab

Reflection/Notes to Self

Need to help students figure out the year of their zodiac during computer lab

Lesson 2 (10:05-11:05, 60 minutes)

STAGE 1: What will learners be able to do with what they know by the end of this lesson?

DO <i>What are the learning targets for this lesson?</i>	KNOW <i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?</i>
2. I can introduce myself and others, as well as famous people from Shandong.	<u>Vocabulary:</u> <ul style="list-style-type: none">• Chinese Zodiac animals (review)• Domestic animals (other than zodiac animals) 鸟、鱼、猫 <u>Grammatical structures and memorized phrases:</u> <ul style="list-style-type: none">• My family has (pet). 我家有__。• My family doesn't have (pet). 我家没有__。• Does your family have __? 你家有__吗?

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?
The Students will play a guessing game to practice asking others yes/no questions. The teacher will ask a student to pick a flashcard of animals to be his/her pet. The teacher will ask the students, "Doe your family have ___?" The student will respond with the sentence structure learned earlier, "My family has/does not have ___." She will prompt other students to guess using the correct question structure. When someone guesses the animal correctly, the teacher will put the question structure on the board. The person who guessed the animal will have a turn at picking the next animal. The students will be able to ask and anwer independently with the teacher's prompt by the end of the game.

STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

How will you facilitate the learning?

What activities will be used to ensure learners accomplish the lesson can do? What will the teacher be doing? What will the students be doing?

Opening Activity

The teacher will review the zodiac animals with the students and check student retention of what they have learned so far. She will then show the students a picture of her pet. Then she will go on to introduce three more different pets with flashcards.

Time: 15 minutes

Learning Episode

The students will engage in a game of giant die, to practice all of the Chinese zodiac animals and pets vocabulary words.

Time: 15 minutes

Learning Episode

The teacher will use a PowerPoint presentation to show an outline of a house with animals in it. She will introduce to her students what pets she has at home. She will ask the students what pets they have. She will prompt the students to answer using appropriate sentence structure, "My family has/does not have ____." (我家有/没有__。) The students will be presenting about their family members and their pets, giving details about them (name, age)

Time: 15 minutes

Learning Episode

The Students will play a guessing game to practice asking others yes/no questions. The teacher will ask a student to pick a flashcard of animals to be his/her pet. The teacher will ask the students, "Doe your family have ___?" The student will respond with the sentence structure learned earlier, "My family has/does not have ____." She will prompt other students to guess using the correct question structure. When someone guesses the animal correctly, the teacher will put the question structure on the board. The person who guessed the animal will have a turn at picking the next animal. The students will be able to ask and answer independently with the teacher's prompt by the end of the game.

Time: 15 minutes

Materials needed for this lesson

Dice, flashcards

Reflection/Notes to Self

students tones will be corrected.

Lesson 3 (11:05-12:25, 80 minutes)

STAGE 1: What will learners be able to do with what they know by the end of this lesson?

DO <i>What are the learning targets for this lesson?</i>	KNOW <i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?</i>
5. I can ask and answer simple questions about myself, my family, and others, including famous people from Shandong Province.	<u>Vocabulary:</u> <ul style="list-style-type: none">• Numbers 一、二、三、四、五、六、七、八、九、十,二十• Grades 年级• Birthday 生日• Date words 年、月、日/号 <u>Grammatical structures and memorized phrases:</u> <ul style="list-style-type: none">• When is your birthday? 你的生日是 (几年) 几月几日?• My birthday is <u>(date)</u>. 我的生日是 (__年) __月 __日。

- How old are you? 你多大?你几岁?
- I am (# years old). 我___岁。
- What grade are you in? 你上几年级?
- I am in (school)(number) grade. 我上__# 年级。

Culture & Content:

- What is the polite manner for Chinese people to ask ages of someone older?

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?

students will get up and ask others their age and birthdays. Once they finish asking everyone, the teacher will tell the students to line up against the wall from the youngest to the oldest. Each student will present from where they are standing about their name, age, Chinese zodiac, and birthday. The teacher will film this presentation for later use in class.

STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

How will you facilitate the learning?

What activities will be used to ensure learners accomplish the lesson can do? What will the teacher be doing? What will the students be doing?

Opening Activity

The teacher will initiate a lesson in numbers by introducing famous Shandong native, Peng Liyuan. She will give basic information about Peng Liyuan. In her introduction, she will include her Chinese zodiac, family members and age. When she talks about Peng's age, she will write down the age in Arabic number on the board. She will ask her students their age, and using the question as the entry point to her lesson on numbers.

Time: 5 minutes

Learning Episode

The teacher will teach the students to recite numbers using her fingers. She will do them three at a time. Then, together they will count different objects (i.e. blocks, teddy bears, toy dinosaurs, etc.). She will also play a number guessing game with her students if necessary.

Time: 20 minutes

Learning Episode

The teacher will return to the question, “How old are you?” She will ask a student the question, and prompt the student to answer in the correct sentence pattern “I am # years old,” before writing down the sentence pattern on the white board. Students will interview each other using the question and answer structure. To debrief, the teacher will ask gesturing toward individual students, “How old is she/he?” The class should answer in unison how old this student is, based on their interview result.

Time: 15 minutes

Learning Episode

The teacher will take out a calendar, onto which she marks her own birthday with a birthday cake. She will ask students to each mark their birthdays on the calendar. The teacher will write the birthdays onto the white board for all to see. Together, they will read outloud everyone’s birthday off the board in complete sentence. The teacher will then ask, “Whose birthday is ___?” The students will have to interpret the birthday and figure out whose birthday is being read aloud.

Time: 20 minutes

Learning Episode

The teacher will introduce the question, “When is your birthday?” and the answer, “My birthday is___.” After some choral repetition and practice, students will get up and ask others their age and birthdays. Once they finish asking everyone, the teacher will tell the students to line up against the wall from the youngest to the oldest. Each student will present from where they are standing about their name, age, Chinese zodiac, and birthday. The teacher will film this presentation for later use in class.

Time: 20 minutes

Materials needed for this lesson

Pengliyuan ‘s family picture

Reflection/Notes to Self

-----Lunch and recess (12:30-1:30, 60 minutes)-----

Lesson 4 (1:30-2:30, 60 minutes)

STAGE 1: What will learners be able to do with what they know by the end of this lesson?

DO <i>What are the learning targets for this lesson?</i>	KNOW <i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?</i>
6. I can express what I like and dislike.	Basic action words and materials for kite making. 我喜欢 / 我不喜欢_____。

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?
The teacher will instruct the students on how to make the kites by using simple language, realia and step-by-step demonstration. She will periodically ask questions to assess student understanding. Students will use their knowledge in making their first kite.

STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

How will you facilitate the learning?

What activities will be used to ensure learners accomplish the lesson can do? What will the teacher be doing? What will the students be doing?

Opening Activity

The teacher will show the students a beautiful kite and ask them whether they like the kite. She will tell students that Shandong is the capital of the kites, using a PowerPoint presentation with a large map, and pictures of people in Shandong flying kites. She will teach the students how to say “flying a kite” in Chinese. She will ask the students if they like flying kites.

Time: 10 minutes

Learning Episode

The teacher will demonstrate by gestures and pictures on how one makes a kite. She will teach the class some basic action words pertaining to kite making. The students will then use flashcards to practice retelling the directions on making a kite.

Time: 15 minutes

Learning Episode

The students will create a visual for the directions on kite making. They will present their visuals while retelling how to make a kite using the words they have just learned.

Time: 20 minutes

Learning Episode

The teacher will show the students the pre-made kites onto which they will decorate. She will show students pictures of Zodiac animals, with which they can trace onto the kite. She will ask them whether they like various Zodiac animals. The students will use pictures to state “I like” or “I don’t like.” They will determine by the end of the class what animals they will put on their kites next week.

Time: 15 minutes

Materials needed for this lesson

A finished kite, pre-made kite without colors, markers, color paper, fabric sticks, PowerPoint presentation

Reflection/Notes to Self

Students need to learn how to organize and clean up .

Lesson 5 (2:30 – 3:00, 30 minutes)

STAGE 1: What will learners be able to do with what they know by the end of this lesson?

DO <i>What are the learning targets for this lesson?</i>	KNOW <i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?</i>
4. I can ask and answer simple questions about myself, my family, and others, including famous people from Shandong Province.	Review

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?

In pairs, students will ask and answer questions pertaining to basic information, to find out as much as they can, about their partners' imaginary Shandong friends, which the students created in an earlier activity.

STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

How will you facilitate the learning?

What activities will be used to ensure learners accomplish the lesson can do? What will the teacher be doing? What will the students be doing?

Opening Activity

The teacher will review with the class Chinese zodiac, pets, numbers and basic structures learned today.

Time: 5 minutes

Learning Episode

My Shandong Friend: The students will create their imaginary Shandong friends. As they make drawings of the friends, they will fill out whatever they can on the organizers with the friends' basic information. The drawing and graphic organizer will continued to be used on later days.

Time: 15 minutes

Learning Episode

In pairs, students will ask and answer questions pertaining to basic information, to find out as much as they can, about their partners' imaginary Shandong friends.

Time: 5 minutes

Learning Episode

Students will gather their belongings and sing the goodbye song.

Time: 5 minutes

Materials needed for this lesson

flashcards

Reflection/Notes to Self

The teacher will make sure that students understand the concept of imaginary Shandong friends. Students need to prepare their family pictures.