



2015 Student Program Lesson Plan Template

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

Date:	July 1 st , 2015	Theme/Topic:	Shandong Today/ Weather		
Age Range of Learners:	Grade 7-12	Targeted Performance Level:	Chinese 3	Number of minutes	280 minutes

Definition and Guiding Question

Lesson 1 (9:00-9:55, 55 minutes)

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

<p style="text-align: center;">DO</p> <p style="text-align: center;"><i>What are the learning targets/can-do statements for this lesson?</i></p>	<p style="text-align: center;">KNOW</p> <p style="text-align: center;"><i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content/information do learners need to accomplish the lesson can-do?</i></p>
<p>1. I can have a simple conversation about weather, geography, cuisine, clothing, hobbies and architecture in Shandong.</p> <p>3. I can ask and answer questions onfactual information such as weather, geography, hobbies, cuisines, and architecture.</p>	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Directions: east 东、west 西、south 南、north 北 • Place names: Shandong 山东、Taishan 泰山、Tai'an 泰安、Qingdao 青岛、Ji'nan 济南、Yantai 烟台 • Adjectives about distance: far 远、close 近 • Localizers next to 旁边、across 对面、diagonally across from 斜对面、left 左边、right 右边 <p><u>Stentence stratrure:</u></p> <ul style="list-style-type: none"> • A is (localizer) in relation to B. A 在 B 的 (localizer)。

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 go over the cities in Shandong on the Shandong map again. The students will write nine weather vocabularies on their white board in a tic-tac-toe chart without showing others. They will work in pairs to find out where their partners originally place their nine weather words in the tic-tac-toe chart.

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 –

The teacher will go over the date, agenda, learning objectives and weather with the students.

The teacher will ask the students to state today's weather. When the students answer simply with good or bad, the teacher will project a slide with the pictures of different weather conditions. She will review the words for the different weather conditions, and ask a student to fill in the weather condition using one of the words they learned yesterday.

Time: 10 minutes

Learning Episode

The teacher will review the weather related language structures and give a demonstration of providing information of the weather conditions about a certain city. The students will work in pairs to ask and provide the weather information.

Time: 10 minutes

Learning Episode

The teacher will give a quick survey of where the students have visited and where they wish to travel in the future. According to the

Time: 10 minutes

students' answers, the teacher will indicate and point out the cities/countries on map of world. The teacher will start introducing the direction vocabulary and the cities in Shandong.	
Learning Episode	
The teacher will go over the cities in Shandong on the Shandong map again. The students will write nine weather vocabularies on their white board in a tic-tac-toe chart without showing others. They will work in pairs to find out where their partners originally place their nine weather words in the tic-tac-toe chart.	Time: 20 minutes
Learning Episode	
The teacher will review the direction vocabulary and ask the students to gesture the directions before they exit the classroom.	Time: 5 minutes

Add additional learning episodes if necessary.

Materials needed for this lesson

1. Shandong Map
2. Direction vocabulary flash cards
3. White boards/ markers
4. Projector

Reflection/Notes to Self

Lesson 2 (10:00 – 10:45, 45 minutes)

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

<p style="text-align: center;">DO</p> <p style="text-align: center;"><i>What are the learning targets/can-do statements for this lesson?</i></p>	<p style="text-align: center;">KNOW</p> <p style="text-align: center;"><i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content/information do learners need to accomplish the lesson can-do?</i></p>
<p>1. I can have a simple conversation about weather, geography, cuisine, clothing, hobbies and architecture in Shandong.</p> <ul style="list-style-type: none"> • I can identify the location of a certain place and ask/provide the direction of a place in relation to another. • I can exchange my personal experience and opinion on how far or how close of a place is from another. <p>3. I can ask and answer questions on factual information such as weather, geography, hobbies, cuisines, and architecture.</p>	<p><u>Stentence structure:</u></p> <ul style="list-style-type: none"> • Have you ever been to (place)? 你去过 ____ 吗? • Where is ____? ____ 在哪里? • Do you think is A (adj.) from B? 你觉得 A 离 B (adj.) 吗? • I feel A is/is not (adj.) from B. 我觉得 A 离 B 很/不 (adj.)。

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

<p style="text-align: center;">What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?</p>
<p>The students will work in groups of three. Each of them will need to interview their two partners what cities/countries they have visited. The students will jot down the information according to their partners' replies, including where the place is, and whether the place is far from another. After the students exchange the information of their experiences, the students will present the information for their partners in the class.</p>

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 ask the students the locations of Beijing, Taipei and Hong Kong using the world map. The students will reply by using corrected directions. They will also state where Shandong Province is located in China.

Time: 10 minutes

Learning Episode

The teacher will review the direction vocabulary and sentence structures by asking the students questions with a world map.

Time: 5 minutes

Learning Episode

The teacher will project a map of Shandong, the students will first locate three cities, Yantai, Jinan, and Tai'an, on the map. The students will ask each other the question, "do you think (place1) is far/near from (place2)?" According to the locations of the cities, the students will need to provide their personal opinions.

Time: 10 minutes

Learning Episode

The students will work in groups of three. Each of them will need to interview their two partners what cities/countries they have visited. The students will jot down the information according to their partners' replies, including where the place is, and whether the place is far from another. After the students exchange the information of their experiences, the students will present the information for their partners in the class.

Time: 20 minutes

Materials needed for this lesson

1. Projector
2. Map of Shandong and Glastonury
3. White board/ markers

Reflection/Notes to Self

Lesson 3 : Computer Lab: (10:50- 11:35, 45 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/can-do statements 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>
<ol style="list-style-type: none">1. I can have a simple conversation about weather, geography, cuisine, clothing, hobbies and architecture in Shandong.<ul style="list-style-type: none">• I can identify the location of a certain place and ask/provide the direction of a place in relation to another.• I can exchange my personal experience and opinion on how far or how close of a place is from another.	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none">• Previously learned vocabulary words will be reviewed during the computer lab time.

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 type a short paragraph regarding their research on two cities/regions' locations and weather conditions.

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 students will follow the link on Edmodo to use the online flashcards on Quizlet. They will review previously learned vocabulary.

Time: 10 minutes

Learning Episode

The students will research the weather forecast and location for their favorite cities and information on one assigned Shandong city.

Time: 15 minutes

Learning Episode

The students will type a short paragraph regarding their research on two cities/regions' locations and weather conditions.

Time: 20 minutes

Materials needed for this lesson

1. Computers
2. On-line assess
3. Quizlet online assess
4. Printer

Reflection/Notes to Self

Lesson 4 (11:40-12:25, 45 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/can-do statements 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 present the different and similar aspects about weather, cuisine, clothing, hobbies, and architecture in Shandong and the United States.	<u>Vocabulary:</u> All vocabulary groups from previous sections will be recycled here. <ul style="list-style-type: none">• Exactly the same 完全一样• Different 不同/不一样• Very similar 非常相似• Somewhat similar 雷同

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 fill in accumulative Venn diagrams they keep in their folders as they study each topic. The Venn diagrams should have a “Shandong side” and a “Connecticut side.” After the students complete their Venn diagrams with pictures, words or sentences at the end of the program, they will use it as a visual to present to their class the different and similar aspects about the topics they studied during the program.

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 present a few sets of images that show two weather conditions of the cities. The students will determine the whether the conditions are the same or not.

Time: 5 minutes

Learning Episode

The teacher will introduce the words that show how similar or different things are from each other. The students will determine how different or similar things are, by applying the new vocabulary words in correct syntax.

Time: 10 minutes

Learning Episode

The students will make a few comparisons about cities and whether, in writing. The teacher will go over the stroke orders of the characters and ensure the students are following the correct stroke orders.

Time: 10 minutes

Learning Episode	
<p>The students will fill in accumulative Venn diagrams they keep in their folders as they study each topic. The Venn diagrams should have a “Shandong side” and a “Connecticut side.” After the students complete their Venn diagrams with pictures, words or sentences at the end of the program, they will use it as a visual to present to their class the different and similar aspects about the topics they studied during the program.</p>	<p>Time: 15 minutes</p>

Materials needed for this lesson

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|---|
| <ol style="list-style-type: none"> 1. Projector 2. White boards/ makers 3. Accumulative Venn diagrams charts |
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Reflection/Notes to Self

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Lesson 5 Hands-on activity (1:30-2:30, 60 minutes) - Scallion pancake

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

<p>DO</p> <p><i>What are the learning targets/can-do statements for this lesson?</i></p>	<p>KNOW</p> <p><i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content/information do learners need to accomplish the lesson can-do?</i></p>
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3. I can ask and answer questions on factual information such as weather, geography, hobbies, cuisines, and architecture.

Vocabulary:

- Ingredients: Scallion, flour, oil, water, salt
- Action verbs: knead, mix, add, roll, fry, cut
- Shandong snacks: Dumplings, buns, noodles, scallion pancakes

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 make their scallion pancakes according to the demonstration from the teacher. Student will have opportunities to express how does the scallion pancake taste.

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 map of Shandong, and ask if anyone knows what people like to eat in Shandong. Having initiated the lesson about food, the teacher will reveal that people like to eat foods made with flour, such as buns, dumplings, noodles and scallion pancake. A lot of visual will be used for this introduction. They will engage in conversation about whether they have eaten them or whether they like them.

Time: 15 minutes

Learning Episode

The teacher will take out the pre-made scallion pancake and ask the students if they know how to make it. She will also let the students

Time: 10 minutes

have a small taste. As the students taste the scallion pancake, they will watch a short cooking demonstration on scallion pancake.	
Learning Episode	
The teacher will introduce the vocabulary words for the ingredients using realia. The students will practice identify and say the ingredients.	Time: 5 minutes
Learning Episode	
The teacher will teach the words for to add, mix, knead, roll, and cut, while doing the actions. They will engage in a series of Total Physical Response activities.	Time: 10 minutes
Learning Episode	
With the realia, the students will participate in beginning steps of making scallion pancakes using real ingredients, as a practice for making it with scallions next week. The teacher will give commands for each students to practice the adding, mixing, kneading, cutting and rolling.	Time: 10 minutes
Learning Episode	
The teacher will wrap off the lesson with some questions to gauge student understanding.	Time: 5 minutes
Learning Episode	
The students will clean up.	Time: 5 minutes

Materials needed for this lesson

1. Scallion pancake ingredients : scallion/ flour/ oil/ salt/ water
2. Food gloves
3. Rolling pin
4. Table cloth

Reflection/Notes to Self

Lesson 6 (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/can-do statements 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 present the different and similar aspects about weather, cuisine, clothing, hobbies, and architecture in Shandong and the United States. <ul style="list-style-type: none">I can ask for directions and provide the direction when someone ask for it.	All of the direction related language structures will be reviewed here.

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?
Community map information gap: The teacher has to first make a few maps for different communities. She will make two copies of each map. Then she will distribute the maps randomly to all of the students. Each student should have one map, that is the same as one other person's. The students will use the language content they learned in the geography unit to communicate where everything is on their maps. By doing so, they can find out who has the same map. That will be the person living in the same community as him/her.

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 the lesson by asking the students how familiar they are with their communities or neighborhoods. She will ask questions such as, "Where is the park?" The students need to structure their sentences by giving the answer with "A is (localizer) in relation to B." The students need to be able to ask for directions and answer the inquiries when other people asked for direction.

Time: 10 minutes

Learning Episode

Community map information gap: The teacher has to first make a few maps for different communities. She will make two copies of each map. Then she will distribute the maps randomly to all of the students. Each student should have one map, that is the same as one other person's. The students will use the language content they learned in the geography unit to communicate where everything is on their maps. By doing so, they can find out who has the same map. That will be the person living in the same community as him/her.

Time: 15 minutes

Learning Episode

The students will take turns in naming one thing they learned today.

Time: 5 minutes

Materials needed for this lesson

1. A several maps of various communities/ neighborhoods
2. Information gap chart

Reflection/Notes to Self

Community map information gap: The teacher has to first make a few maps for different communities. She will make two copies of each map. Then she will distribute the maps randomly to all of the students. Each student should have one map, that is the same as one other person's. The students will use the language content they learned in the geography unit to communicate where everything is on their maps. By doing so, they can find out who has the same map. That will be the person living in the same community as him/her.

The class will start with a world map. The teacher will ask students what countries they have been visited or they have learned before. What do they know about the cities/ countries?

Teacher will start introducing the geography vocabulaires by asking the questions "Where is ____?" Students are required to answer with a localiar "The students will take turns in naming one thing they learned today." (drill by indicate two objectives)

Teacher will quickly review the weather/ location vocabularies and distribute the white boards to students. (九宫格 / 在小白版上画九宫格。每一格写下生词)

Students will create a world map as one of their portfolio pages. The map clearly layout the containatals and states the directions of a few certain cities, countries from the Unite States.

The students will take turns in naming two things they learned today.

- ...sometimes (adj.) ... 有(的)时候 (adj.)
- (N.) is especially (adj.). (N.) 特别 (adj.)。
- (N.) can occasionally (V.). (N.) 偶而会 (V.)。

(N.) frequently (V.) (N.) 常常 / 经常 (V.)。