



# 2015 Student Program Lesson Plan Template

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

Date:	6/29	Theme/Topic:	Food		
Age Range of Learners:	Grade 7-12	Targeted Performance Level:	Novice High/ Intermediate Low	Number of minutes	225 min

## LESSON 1: Prelude (09:40- 10:30, 50 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>
<ul style="list-style-type: none"> <li>• I can exchange some personal information.               <ul style="list-style-type: none"> <li>- I can introduce myself and provide basic information</li> <li>- I can ask and say someone's nationality.</li> </ul> </li> </ul>	<p><u>Vocabulary:</u> 中国, 美国, 俄国, 法国, 意大利, 德国。 北京, 山东, 上海, 加州, 纽约, 康州。</p> <p><u>Grammatical structures:</u> 我是 / 不是 x 人。 你是哪里人?</p>

### 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?

Introduce someone else (group activity) - students will sit in a circle. The first person will share information about him/herself, including the name, age and nationality. The person next person will repeat the previous person's information before introducing him/herself. The third person will state the previous two's information before making a self-introduction. The rest of the class will interpretive the information and express "yes/no" to identify whether the speaker provides the correct information.

### 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 introduce classroom commands by using Total Physical Response techniques. She will check students' understanding by playing a game of "Simon Says".

Time: 5 minutes

#### Learning Episode

The students will take turns introducing their names. The class will memorize everyone's Chinese name by playing "passing the Panda". During this activity, the students will form a circle on floor. The teacher will call out a student's name, and the person who is holding the panda must pass it to the person whose name is being called. Then everyone will repeat after the teacher. By the end of the activity, the students will be able to identify and name everyone in class.

Time: 5 minutes

#### Learning Episode

The teacher will establish a morning routine.

- Students will do a morning exercise to a song that includes prepositions (早操歌). They will choral repeat after the teacher first. Then, they will do the exercise along with music.
- Teacher will go over agenda of the day with students.

Time: 10 minutes

#### Learning Episode

The students will be introduced country and location vocabulary using a large world map. They will practice their listening skills. The teacher will check for students' understanding by asking yes/no questions.

Time: 5 minutes

<b>Learning Episode</b>	
The students will each receive a set of small cue cards (flags). They will identify the picture and repeats with the teacher to work on pronunciation. Students will pick two cards, one is where he/she is from, and the other one is where he/she is not from. Students will form in pair and say: I am from __. I am not from __.	<b>Time: 10 minutes</b>
<b>Learning Episode</b>	
The teacher will show a PowerPoint presentation of authentic photos of famous people around the world. The students will ask, "Where are you from?" when new slides appear, then students will base on the clues given to answer "I am from __." When the PowerPoint ends, class will be divided to two, students will form in two lines, They will practice the sentence structure: "Where are you from?" "I am from __."	<b>Time: 10 minutes</b>
<b>Learning Episode</b>	
Introduce someone else (group activity) - students will sit in a circle. The first person will share information about him/herself, including the name, age and nationality. The person next person will repeat the previous person's information before introducing him/herself. The third person will state the previous two's information before making a self-introduction. The rest of the class will interpretive the information and express "yes/no" to identify whether the speaker provides the correct information.	<b>Time: 10 minutes</b>

## Materials needed for this lesson

- Teacher's nametag.
- Large world map
- Panda doll
- Small flashcards (location and country)
- Music: 早操歌
- PowerPoint: 你是哪里人？

## Reflection/Notes to Self

## LESSON 2 (10:30- 11:15, 45 minutes)

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

<b>DO</b> <i>What are the learning targets/can-do statements for this lesson?</i>	<b>KNOW</b> <i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content/information do learners need to accomplish the lesson can-do?</i>
<p>1. I can talk with someone about Chinese food and international foods using simple sentences, phrases, and memorized language.</p> <p>5. I can speak about aspects of food, clothing, housing, and modes of transportation.</p> <p>7. I can interpret basic daily conversations about Chinese food, international foods, and food in Shandong Province.</p>	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"><li>• 汉堡包，意大利面，比萨，三明治</li><li>• 炒饭，炒面，饺子，葱油饼，海鲜</li><li>• 苹果，梨，香蕉，草莓，葡萄</li></ul> <p><u>Sentence pattern:</u></p> <ul style="list-style-type: none"><li>▪ I like/ don't like (to eat)__. 我喜欢(吃) / 不喜欢(吃)__。</li><li>▪ What do you like to eat? 你喜欢吃什么？</li></ul>

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

<b>What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?</b>
Survey, pair activity – The students will ask the their partners what they like and do not like to eat.

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

<b>How will you facilitate the learning?</b> What activities will be used to ensure learners accomplish the lesson can-do? What will <b>the teacher</b> be doing? What will <b>the students</b> be doing?	
<b>Opening Activity</b>	
The teacher will introduce food items by using real objects and props, and the students will choral repeat after her. The teacher will pass the food items around in a circle and have students relay the vocabulary words, in the manner of "Telephone."	<b>Time: 10 minutes</b>
<b>Learning Episode</b>	
The teacher will invite students to the floor, and distribute food item cards to all of the students. She will demonstrate by holding the card and saying, "I like to eat ____." She will switch to another card and say, "I do not like to eat ____." Each student will say how they feel about the card they are dealt.	<b>Time: 5 minutes</b>
<b>Learning Episode</b>	
The students will practice asking, "What do you like to eat?" by repeating the question with the teacher. Then, the teacher will give the students a deck of cue cards. The students will work in pairs. One student will ask, "What do you like to eat?" The other student will choose from the card and answer, "I like to eat ____."	<b>Time: 5 minutes</b>
<b>Learning Episode</b>	
The student will practice asking, "do you like to eat ____?" by repeating the question with the teacher. Then, the students will reuse the cards that are used in the previous activity. The students will work in pairs. One student will flip the card and ask: "Do you like to eat ____?" the other student will answer: "I do/ do not like to eat ____."	<b>Time: 5 minutes</b>
<b>Learning Episode</b>	
Survey, pair activity – The students will ask the their partners what they like and do not like to eat.	<b>Time: 10 minutes</b>
<b>Learning Episode</b>	
Story time – The teacher will read a storybook to the students. To check for understanding, the teacher will ask questions regularly.	<b>Time: 10 minutes</b>

## Materials needed for this lesson

- Food items - realia, props and authentic pictures.
- Storybook
- Small cue cards
- Survey sheet.

## Reflection/Notes to Self

### Computer Lab: Linguag Folio pre-assessment (11:15- 11:45, 30 minutes)

### LESSON 3 (11:45- 12:25, 40 minutes)

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

<b>DO</b> <i>What are the learning targets/can-do statements for this lesson?</i>	<b>KNOW</b> <i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content/information do learners need to accomplish the lesson can-do?</i>
1. I can talk with someone about Chinese food and international foods using simple sentences, phrases, and memorized language.  5. I can speak about aspects of food, clothing, housing, and modes of transportation.  7. I can interpret basic daily conversations about Chinese food, international foods, and food in Shandong Province.	<ul style="list-style-type: none"><li>▪ What do __ people eat? __人吃什么？</li><li>▪ __People eat __. __人吃__。</li></ul>

## 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 complete their own graphic organizer as they listen to their classmates brainstorm out loud about what people eat in various countries.

## 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 display Google map street sights. Students will identify the locations based on photos, to review country and locations.

Time: 5 minutes

#### Learning Episode

Group activity - Each student will receive a survey that the other classmate did in lesson two (randomly). The teacher will ask questions such as, "What does \_\_\_ like to eat?" The person who has the information will raise his/ her hand and answer the question. This is a review for food items.

Time: 10 minutes

#### Learning Episode

Each student will be given two sets of cue cards (location and food items). They will stick the cards on a matching board. Base on their previous knowledge, they will do their best in matching what people eat in different places by linking the yarn. (毛线连连看)

Time: 5 minutes

<b>Learning Episode</b>	
The teacher will introduce what people eat in different places by showing authentic photos (people in restaurant or food stand eating). She will use a PowerPoint presentation, with which, she will ask questions that pertain to the photos (i.e. “Do you know what he is eating?” or “Can you guess what country it is?”) Students will be able to identify what people eat in different places based on the clues provided in the photos. The students will self-correct their boards (毛线连连看) after working with the PowerPoint presentation.	<b>Time: 10 minutes</b>
<b>Learning Episode</b>	
Then, they will work in pairs. One student will point to the board and ask, “What does __ eat?” while the other student answers, “ __ people eat__.”	<b>Time: 5 minutes</b>
<b>Learning Episode</b>	
Group activity (closure)- Each student will receive a small world map with food item stickers. Students will complete their own graphic organizer maps, as they listen to their classmates brainstorm out loud about what people eat in various countries.	<b>Time: 5 minutes</b>

## Materials needed for this lesson

- Internet- Google map
- Survey sheet
- Authentic photos
- PowerPoint: What is he eating?
- Matching board
- Graphic organizer.

## Reflection/Notes to Self



## LESSON 4: Chinese paper cutting (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/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>
I can use familiar words, phrases, and the sentences and piece them together in order to understand the 'gist' of a story.	Instruction to making Chinese paper cutting.

### 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 show the students how to make Chinese paper cutting, using simple language and step-by-step demonstration. She will periodically ask questions to assess student understanding. Students will demonstrate their knowledge by making their first Chinese paper cutting.

### 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 some paper cutting works, introduce basic cutting styles, history and its usage (decoration - when and where)

**Time: 10 minutes**

#### Learning Episode

The teacher will instruct students to do Chinese paper cutting, using level appropriate language and step-by-step demonstration. She will periodically ask questions to assess student understanding.

**Time: 10 minutes**

## Learning Episode

The student will work on their Chinese paper cutting.

Time: 40 minutes

## Materials needed for this lesson

- Scissors
- Thin red papers
- Contraction papers
- Pencils
- Erasers

## Reflection/Notes to Self

## 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?

<b>DO</b> <i>What are the learning targets/can-do statements for this lesson?</i>	<b>KNOW</b> <i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content/information do learners need to accomplish the lesson can-do?</i>
<p>1.I can talk with someone about Chinese food and international foods using simple sentences, phrases, and memorized language.</p> <p>5. I can speak about aspects of food, clothing, housing, and modes of transportation.</p> <p>7.I can interpret basic daily conversations about Chinese food, international foods, and food in Shandong Province.</p>	<p>Sentence structure: 我是 / 不是 X 人。 你是哪里人?</p> <p>I like/ don't like (to eat)__. 我喜欢(吃) / 不喜欢(吃)__。</p> <p>What do you like to eat? 你喜欢吃什么 ?</p>

12. I can understand very basic information from a travel brochure.	What do __ people eat? __人吃什么? __ People eat __. __人吃__。
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**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?
Speaking -- Group Activity - The students will sit in a circle, and state the facts they learned today. Each student will have to state at least 4 facts, while the person is speaking, the other students will identify the information, and respond in groups: "yes/ no"

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

<p align="center"><b>How will you facilitate the learning?</b>          What activities will be used to ensure learners accomplish the lesson can-do?          What will <b>the teacher</b> be doing? What will <b>the students</b> be doing?</p>	
<b>Opening Activity</b>	
The students will learn to recognize basic food items and location words from large flashcards. Many of these words may be familiar to majority of the students, so this may also be a review for reading. The teacher will hand out the flashcards randomly. When the word is called, the person who has the card will raise his/her card, and other students will point to that direction while calling out what the card says.	<b>Time: 10 min</b>
<b>Learning Episode</b>	
Writing - The students will answer questions, pertaining to basic information, about themselves, and write about their preferences of foods and where people eat these food items. They may check the teacher's large flashcards if they do not remember how to write the food items.	<b>Time: 15 min</b>
<b>Learning Episode</b>	
Speaking- Group Activity - as a wrap up, students will sit in a circle, and state the facts they learned today. Each student will have to state at	<b>Time: 5 min</b>

least 5 facts. These facts can be what their classmates shared today, or what they learned about (Classmates information, what \_\_ people like to eat)

## Materials needed for this lesson

- Small white boards and dry-erase pens
- Paper for writing activity

## Reflection/Notes to Self

TIMEFRAME	ACTIVITY
9:00-9:40	Opening ceremony
9:40-10:30	Lesson 1 – Theme focused lesson
10:30-11:15	Lesson 2 – Theme focused lesson
11:15-11:45 (language lab)	Lingua-Folio Pre-assessment
11:45-12:25	Lesson 3 – Theme focused lesson
12:00-1:00	Lunch and recess with Chinese games and activities
1:30-2:30	Lesson 4 – Theme focused lesson with hands-on activity
2:30-3:00	Lesson 5 – Review and reflection