



2015 STARTALK Vermont Lesson Plans

Date and Period:	Date: <u>8/2</u> Period: <u>1</u>	Unit and Theme:	Unit <u>One</u> Theme: First Day at Beijing High School		
Age Range of Learners:	14-16	Targeted Performance Level:	Novice Low	Number of minutes	45
Designed by:	Jessie Jie Liang Yingying Zhang	Targeted Proficiency Level:	Novice Low		

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>
Learners will be able to: <ul style="list-style-type: none"> ● I can understand simple directions of my teacher. ● I can say hello and goodbye to adults and peers appropriately. ● I can introduce my name. 	Learners need to know: <p><u>New Words/Phrases:</u></p> <ul style="list-style-type: none"> ● Beijing High School: 北京中学 ● Classroom Chinese: 请听 请说 请看 请写 说中文 不说英文 ● Greeting and leave-taking: 你好! 您好! 再见! <p><u>New Sentences/Expressions:</u></p> <ul style="list-style-type: none"> ● Self-introduction: 我是老师。我是学生。 ● Names: 你叫什么? 我叫.....。 <p><u>Culture:</u></p> <ul style="list-style-type: none"> ● China, Beijing

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?

Activities:

- Understand classroom Chinese.
- Use ball-throwing activity to practice asking names.
- Watch video clip and fill out a worksheet.

Interpersonal tasks:

- Role-play the conversation when Vermont students first meet the teachers and students at Beijing High School.

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

- Introduce classroom Chinese by using TPR: 请听 请说 请看 请写 说中文 不说英文 起立 坐下

Time: 5 minutes

Learning Episode

- The teacher introduces Beijing High School and two American schools by using pictures, where two students come from. The teacher teaches the new word: 北京中学
- The teacher introduces two Chinese words 学生 and 老师 by saying “student” while pointing at students. Then teacher says 学生 or 老师, and students do TPR, pointing at students or teachers randomly in class.

Time: 8 minutes

Learning Episode

- The teacher shows the pictures of Beijing High School and shows two main characters on the picture. Then the teacher teaches the students how to do greetings and leave-taking: 你好! 再见! Then the teacher will ask students to do greetings and leave-taking with their neighboring students.
- The teacher shows the pictures of a teacher and a student in Beijing High School and introduces the difference of 你好 and 您好 by greeting with teachers and

Time: 5 minutes

<p>greeting with students.</p> <ul style="list-style-type: none"> The teacher asks the students to move around in the classroom and greet other students and teachers, and then say good-bye. 	
Learning Episode	
<ul style="list-style-type: none"> The teacher shows the Beijing High Schools and two students (the main characters) in the school. The teacher points and says 我 (herself) 你 (STARTALK student) 他 (Yang Dazhong) 她 (Li Meimei) to demonstrate the meaning and then have the students point and say together. The teacher points and says 我叫...。 你叫 Peter. 你叫 Jennifer. 你叫 + Chinese name. 你叫 + Chinese name. The teacher asks individual students 你叫什么? and guides the students to answer 我叫...。 The teacher asks the students to work in pairs and ask each other: 你叫什么? 我叫...。 The students use ball-throwing activity to practice asking names. Whoever gets the ball, the rest class asks 你叫什么 and the student answers 我叫... Then the teacher has the students watch one video clip and fill out a worksheet. The teacher goes back to 李美美 and 杨大中. Then the teacher teaches the students how to ask each other their names: 你叫什么? 我叫...。 	Time:15 minutes
Learning Episode	
<p>Role-play the conversation when Vermont students first meet the teachers and students at Beijing High School.</p> <p>Student A: 你好!</p> <p>Student B: 你好!</p> <p>Student A: 你叫什么?</p> <p>Student B: 我叫... 你叫什么?</p> <p>Student A: 我叫... 你是学生吗?</p> <p>Student B: 我是学生。你是学生吗?</p> <p>Student A: 我是学生。再见!</p> <p>Student B: 再见!</p>	Time:10 minutes
Learning Episode	
<p>Exit: wrap-up words and phrases that the students learned during the whole class. Let students record their own introduction on their cell phone: 你好! 我叫...</p>	Time: 2 minutes

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Designed by:	Jessie Jie Liang Yingying Zhang	Targeted Proficiency Level:	Novice Low		

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>
Learners will be able to: <ul style="list-style-type: none"> ● Introduce themselves about their nationality ● Count 1-7 in Chinese 	Learners need to know: <p><u>New Words/Phrases:</u></p> <ul style="list-style-type: none"> ● 中国, 美国, 人, 中国人, 美国, 是, 不是 ● 一 二 三 四 五 六 七 <p><u>New Sentences/Expressions:</u></p> <ul style="list-style-type: none"> ● 我是中国人/我是美国人。你/他/是不是中国/美国人?

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?

Activities:

- Ask and answer about their nationalities
- Recite the number rhythm.

Performance Task:

(Interpretive task) Obtain personal information from Chinese video clips (names, nationalities)

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

- Review classroom languages(请听 请说 请看 请写 说中文 不说英文) by TPR
- The teacher asks three to four students “你叫什么?” and has the students ask each other.
- Review the word “北京中学” and the names of the two main characters by asking 他/她叫什么?

Time:5

Learning Episode

- The teacher puts 北京中学 picture on the Chinese map to introduce the new word “中国”, and the teacher shows a picture of the Vermont High School and says, Vermont 中学. The teacher puts Vermont high school picture on the American map to introduce new word “美国”. The teacher introduces “中国人” by telling about the main characters (李美美, 扬大中), and also introduces “美国人” by using American students.
- The teacher points to the picture of the main characters, and says “李美美是中国人.杨大中是中国人.我是中国人.”
- The teacher asks students “你是不是中国人?” and asks the students to respond by saying 是/不是 with their thumbs up or down. When students say “不是,” the teacher models for the students by saying “我是美国人.” The teacher repeats the above interaction with three to four students individually.

Time:10

Learning Episode

<ul style="list-style-type: none"> The students are paired up and ask each other about nationalities using the sentence “他是不是美/中国人?” Each pair gets a sheet with pictures of celebrities, either Chinese or American. (The teacher models for the students before they start to work). 	Time: 3
Learning Episode	
<p>Interpretive Task: The students watch a video and answer the teacher’s questions about the student in the video. 他叫什么? 他是不是老师? 他是不是美国人?他是不是中国人?</p>	Time: 5
Learning Episode	
<p>Game: Guess who I am. On the screen, the teacher projects three Chinese and four American celebrities. One student comes to the front of the class, the teacher whispers in that student’s ear and assigns him/her to be one of the celebrities on the PowerPoint. The other students ask “你是不是中/美国人? 你是不是 XX?” to guess who he/she is. The student who gives the correct answer will be the next one to come to the front of class.</p>	Time: 8
Learning Episode	
<ul style="list-style-type: none"> The teacher shows a picture of seven students from Beijing high school, and asks the students “他们是不是学生?” Then the teacher counts the students and introduces the numbers 1-7 in Chinese with hand gestures. The teacher practices the numbers with the students by counting people in different pictures and asking students to bounce the ball and count. The teacher teaches the students a number rhythm. “一二三,三二一,一二三四五六七,老师老师老师好.” “一二三,三二一,一二三四五六七,XX XX XX 好.” 	Time: 12
Learning Episode	
<ul style="list-style-type: none"> The teacher models the exit sentences by saying, “你好!我叫 XX,我是美国人. 再见!” Every student says these sentences to his or her partner. 	Time:3



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

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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>
Learners will be able to: <ul style="list-style-type: none"> I can introduce myself and provide basic personal information such as name, age, nationality, and grade level. I can ask and answer simple questions about basic personal information. 	Learners need to know: <p><u>New Words/Phrases:</u></p> <ul style="list-style-type: none"> Numbers: 8-20 <p><u>New Sentences/Expressions:</u></p> <ul style="list-style-type: none"> Age: 你几岁? 我.....岁。我大, 我小 Grade level: 你上几年级? 我上.....年级。 <p><u>Culture:</u></p> <ul style="list-style-type: none"> Hand gesture to learn numbers

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?

Activities:

- Pair work: One student picks a card with a random age on it and the other student asks how old he/she is and the student answers.
- Group work: The students get a card with a random grade level from the teacher. The students ask each other and look for other students of the same grade-level. If they are in same grade, they greet each other and stay together. If not, they say good-bye and continue to ask others.
- "Looking for friends": The teacher introduces some random person by name, age, nationality, and career. The students look for the right profile posters in classroom and whoever finds the right one wins.

Performance Task:

- Make a presentation about yourself by using cell phones to take videos.

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 shows the picture of Beijing High School and reviews numbers 1-7 by counting the students on that picture.
- The teacher teaches numbers 8-20. The teacher gives each student at least one card with a number on it. Then the teacher calls the number and whoever has it, raises the card.

Time: 5 minutes

Learning Episode

- The teacher shows the pictures of Beijing High School and the two main characters.
- The teacher asks questions about the two main characters: 他叫什么? 他叫杨大中。他是不是学生? 是。他是不是美国人? 不是。他是不是中国人? 是。

Time: 5 minutes

Learning Episode

- The teacher shows the picture of Beijing High School and the two main characters and shows their age on PPT. Then teaches the expression: Q: 他几岁? A: 他...岁。
- The teacher asks the students: 你几岁? A: 我...岁。
- The students work in pairs to ask each other about their own age.
- The teacher invites her partner teacher to ask each other about the age by using age cards. Both teachers pick up an age card.
Teacher 1: 你几岁?
Teacher 2: 我十岁。你几岁?
Teacher 1: 我十二岁。我大。
Teacher 2: 我小。
(Teach 大 and 小)

Time: 10 minutes

<ul style="list-style-type: none"> The teacher gives each pair five cards with different ages on them. The students work in pairs. They each pick up a card and ask each other their age. The older one says 我大! The younger one says 我小! 	
Learning Episode	
<ul style="list-style-type: none"> The teacher shows the picture of Beijing High School and the two main characters on ppt. and tells about them by saying 他是……。他……岁。他上……年级。 The teacher asks the students: 你上几年级? A: 我上……年级。 The students work in pairs to ask each other about their grade levels. Group work: the students get a card with a random grade level from the teacher. The students ask each other and look for other students of the same grade-level. If they are in the same grade, they greet each other and stay together. If not, they say good-bye and continue to ask others. 	Time:10 minutes
Learning Episode	
<ul style="list-style-type: none"> The teacher shows the students some posters of people's profile (name, age, nationality, occupation) with pictures and Chinese words. Then the teacher has the students listen to her narration about one person, the students find the person whose profile matches the teacher's narration. 	Time:10 minutes
Learning Episode	
<p>Performance Task:</p> <ul style="list-style-type: none"> Make a presentation about yourself by using cellular phones to record the presentations. Then the teacher divides the class into two different groups and has the students share their videos within their group. <p>Student A: 我叫...我 15 岁。我上 10 年级。我是学生。我是美国人。</p>	Time:5 minutes