



2015 STARTALK Vermont Lesson Plans

Date and Period:	Date: <u>8/3</u> Period: <u>1</u>	Unit and Theme:	Unit <u>Two</u> Meet my host family		
Age Range of Learners:	14-16	Targeted Performance Level:	Novice Low	Number of minutes	45
Designed by:	Haining Liu, Xinyuan Yang	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>
I can understand when people introduce their families.	Language: Family members: 家, 爸爸, 妈妈, 哥哥, 姐姐, 妹妹, 弟弟, 我爱..... 这是谁? 这是我的... Review language: ~几岁? 爸爸~岁。妈妈~岁。哥哥~岁。姐姐~岁。 妹妹~岁。弟弟~岁。 Character reading: 爸, 妈, 爱, 家。

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?

Interpretive task:
The students answer the teacher's questions about the family in the video.

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 the words of Day 1 with the teacher using flashcards.
- Review numbers 1-20.
- Teach numbers 21-99 by having students first look at numbers 21-30 in order to figure out how to say the numbers from 31-99.

Time:
7 min

Learning Episode – Input

Meeting 杨大中's family

- Show the picture of 杨大中 and review his personal information
- Show a family picture of 杨大中, and introduce 杨大中's family members. Also, teach: 杨大中的家.
- Students look at pictures of family members and name the family members with the teacher.

Time:
5 min

Learning Episode – Sharing/Guiding

- The teacher gives each student a set of family member cards. The teacher names any of the family members and the students raise the corresponding card.
- The students work in pairs to practice indentifying the family members.

Time:
5 min

Learning Episode – Input

Meeting 李美美's family

- Show 李美美's picture and review her personal information.
- The teacher introduces 李美美's family by saying: “这是谁？这是爸爸。这是妈妈。这是…。这是李美美的家。”
- The teacher has a Q&A activity with the students about family members using: “这是谁？这是…”
- The students practice in pairs, by using the family cards and asking each other “这是谁？这是…”

Time:
5 min

Learning Episode – Input

李美美's family with age

- The teacher introduces the ages of 李美美's family members. On the picture, the age of each family member is indicated using Arabic numbers

Time:
5 min

<p>and pinyin.</p> <ul style="list-style-type: none"> The teacher asks the students about the age of 李美美's family members using: “他...岁.” The students look at the picture and the pinyin to answer the teacher's questions. 	
Learning Episode – Sharing/Guiding	
<p>Pair work</p> <ul style="list-style-type: none"> Each pair gets a family photo labeled with the ages of family members. The students work in pairs and ask each other ‘这是谁?’ ‘他/她几岁?’ 	<p>Time: 5 min</p>
Learning Episode – Applying	
<p>Zhao Yuan's family</p> <ul style="list-style-type: none"> The students watch the videos of Zhao Yuan's family The students answer the teacher's questions about the family in the video. 	<p>Time: 10min</p>

Materials needed for this lesson

- Chinese family photos
- flashcards of family members
- flashcards of numbers

Date and Period:	Date: <u>8/3</u> Period: <u>2</u>	Unit and Theme:	Unit <u>Two</u> Meet my host family		
Age Range of Learners:	14-16	Targeted Performance Level:	Novice Low	Number of minutes	45
Designed by:	Haining Liu, Xinyuan Yang	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>
<p>Learners will be able to:</p> <ul style="list-style-type: none"> ● obtain some basic personal information about a Chinese student and his/her family. ● ask and answer simple questions about family with the helps of visuals. 	<p>Learners need to know</p> <ul style="list-style-type: none"> ● Do you have...? 你有没有...? ● I have...; 我有... ● I don't have...; 我没有... ● How many...? 几个? ● I have...; 我有... ● I don't have...; 我没有... 一个, 两个, 三个 <p>Culture:</p> <ul style="list-style-type: none"> ● Single Child in China

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?
<p>Learning tasks & activities:</p> <ul style="list-style-type: none"> ● The students randomly pick up profile cards and work in pairs to indentify and talk about family members. (你有没有哥哥?)

- Invite volunteer pairs to show their practice work.
Interpretive task:
- The students will play the game kahoot to demonstrate their understanding of interpretive reading and listening.
Interpersonal task:
The students will ask their partner questions about their siblings and then draw the partner's family picture according to their answers.

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 family members by showing Meimei Li and Dazhong Yang's pictures and identifying the people in the pictures.
- Teach students a family member song to sing out "I love you".
Song lyrics:
爸爸，妈妈，我爱你；我爱你，我爱你，我爱你；哥哥，姐姐，我爱你；
弟弟，妹妹，我爱你，我爱我的家。
- After singing the song, demonstrate the word "爱" and encourage students to practice speaking to each other "我爱你，老师我爱你。"
- Show an authentic reading picture: mother's day cake: "妈妈，我爱你！"

Time: 4

Learning Episode—input

- Take Meimei li and Dazhong Yang's family as examples to demonstrate the language items : 有，没有；～有没有？
- Compare two family pictures of Meimei and Dazhong, find the difference between 有 and 没有.
- Show more family pictures to practice 有，没有 through the comparison of different pictures.

Time: 6

Learning Episode--Sharing/Guiding	
<ul style="list-style-type: none"> • Let each student pick a profile card up. • The teacher invites a student to do a demonstration with the teacher, to talk about if he or she has siblings by using the question: “你有没有哥哥/姐姐/弟弟/妹妹？” • Then students work in pairs to ask each other “你有没有哥哥/姐姐/弟弟/妹妹？” • Invite two volunteer pairs to show their practice. 	Time: 5
Learning Episode-applying	
<ul style="list-style-type: none"> • Technology interpretive task: play the game kahoot with students to check students’ understanding. 	Time: 5
Learning Episode--input	
<ul style="list-style-type: none"> • Show the students an online video song about family members to review what they have learned and move to the question: “how many brothers/sisters?” • Count siblings by using 一个，两个，三个...through showing sibling cutouts. • Show pictures of more families and have the students count the siblings in each family. • Culture: only child in China (while counting siblings, emphasize that Chinese families only have one child) 	Time: 5
Learning Episode--Sharing/Guiding	
<ul style="list-style-type: none"> • Let each student pick a profile card up. • The teacher invites a student to do a demonstration with the teacher to talk about if he or she has siblings by using the questions “你有没有哥哥/姐姐/弟弟/妹妹？ 你有几个哥哥/姐姐/弟弟/妹妹？” 	Time: 5

<ul style="list-style-type: none"> • Then students work in pairs to ask “你有没有哥哥/姐姐/弟弟/妹妹？你有几个哥哥/姐姐/弟弟/妹妹？” • Invite two volunteer pair to show their practice. 	
Learning Episode--applying	
<p>Interpersonal task: The students will ask their partner questions about their siblings and then draw the partner’s family picture according to their answers. The teacher models the activity with a partner teacher. 你有没有哥哥/姐姐/弟弟/妹妹？你有几个哥哥/姐姐/弟弟/妹妹？ (Questions are given in PPT to help students to use the questions that they have learned.)</p>	Time: 10

Materials needed for this lesson

- Video clip 1: I love my family;
- Online video: <https://www.youtube.com/watch?v=3JhsKruODts>
- PPT
- Profile cards
- Kahoot game

Date and Period:	Date: 8/3/2015 , Period 3	Unit and Theme:	Unit _Two_ Meet my host family		
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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>
<ul style="list-style-type: none"> I can introduce my family. (5) I can introduce others using words, phrases, and memorized expressions.(6) I can ask and answer simple questions about family with the helps of visuals. (3) I can obtain some basic personal information about a Chinese student and his/her family. (18) 	<p>Learners need to know:</p> <p>New words and Phrases:</p> <ul style="list-style-type: none"> 高不高? 帅不帅? 胖不胖? 漂亮不漂亮? 不+ 。 很+ 高/帅/胖/漂亮。 <p>New Sentences/Expressions:</p> <p>爸爸高不高? 爸爸很高。爸爸不高。 姐姐漂亮不漂亮? 姐姐很漂亮。姐姐不漂亮。</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?

- Learning Tasks:TPR
- Students will point to the picture when the teacher names a characteristic.
- Problem-solving & Presentational tasks:
- Students will pick a profile card up randomly.(There are 8/10 profile cards that are 8/10 family members

from two families.)

- Students will walk around in the classroom to talk to their peers to look for their own family members. When they find their family, students will introduce their families in team.

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:

- The teacher asks the questions to review the content that students have learned in the morning:
“这是谁？” “他/她几岁？” “他有/没有哥哥/姐姐/弟弟/妹妹。”

Time:

2 min

Learning Episode

- The teacher introduces vocabulary of appearance by describing 杨大中 and 李美美's families

爸爸很高/不高；哥哥很胖/不胖；弟弟很帅/不帅；姐姐很漂亮/不漂亮。

Time:

3 min

Learning Episode

TPR Practice

- The teacher shows 8 cartoon pictures representing 8 characteristics of appearance.
- The teacher puts the pictures on the wall separately.
- Students point to the picture when the teacher names a characteristic, for example: 很高/不高, 很帅/不帅

Time:

5 min

Learning Episode

- The teacher walks to each cartoon picture on the wall and points to the picture, self-asking and answering to do demonstration: “高不高？”--很高/不高。“胖不胖”--“很胖/不胖。”.....
- The teacher shows students 3~4 Chinese famous people's picture and ask students: 他/她高不高？帅不帅？胖不胖... .. The teacher encourages students to answer her questions

Time:

5min

<p>and then let students practice in pair to ask and answer. (When students give their opinions, they are allowed to give different answer.)</p>	
Learning Episode	
<p>Pair discussion</p> <ul style="list-style-type: none"> ● Each pair gets a set of pictures of Chinese famous people. ● The teacher demonstrates how to do the activity with a partner teacher: one teacher picks a picture and asks the other teacher: <p>高不高? The other teacher answers: 不高。Then the first teacher agrees and glues it to the “不高” column in a construction paper.</p> <ul style="list-style-type: none"> ● Students discuss with their partners about the appearance of the pictures. <ul style="list-style-type: none"> ○ “高不高? ” “胖不胖? ” 帅不帅? “ ”漂亮不漂亮? “ ● Each pair glue the pictures to 8 different columns on construction paper. <p>8 columns on their construction paper: 高/不高, 胖/不胖/, 帅/不帅, 漂亮/不漂亮</p>	<p>Time: 5 min</p>
Learning Episode	
<p>Describing families</p> <ul style="list-style-type: none"> ● The teacher shows a family picture and describes one of the family members by using the new descriptive words (family relation, age and appearance) to demonstrate how to introduce a family member. ● Students work in pairs to describe the rest of the family members. 	<p>Time: 10 min</p>
Learning Episode	
<p>Introducing your family</p> <ul style="list-style-type: none"> ● The students pick a profile card up randomly. (There are 8/10 profile cards that are 8/10 family members from two families.) ● The students walk around in the classroom to talk to their peers to look for the family members in the profile. ● When they find their family, one representative student introduces the whole family for the team. 	<p>Time: 10 min</p>
Materials needed for this lesson	
<p>8 cartoon pictures Chinese famous stars pictures Construction paper with 8 columns Profile cards PPT</p>	

