



2015 Student Program Lesson Plan Template

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

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| Date: | 6/30/2015 | Theme/Topic: | Shandong Today | | |
| Age Range of Learners: | Grade 1 | Targeted Performance Level: | Novice-mid | Number of minutes | 180 |

Definition and Guiding Question

| LESSON | LEARNING EPISODE |
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| 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 (9:00-10:10, 70 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> |
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| <ol style="list-style-type: none">1. I can greet and take leave of people in a culturally appropriate way.<ul style="list-style-type: none">• I can ask and answer questions about greeting and farewell expressions in appropriate greeting gestures in China.2. I can communicate basic information about myself and other people.<ul style="list-style-type: none">• I can ask others their names.• I can state my own name. | <p>All the greetings and numbers will be reviewed.</p> <p><u>Sentence structure</u></p> <ul style="list-style-type: none">• What is your name? 你叫什么名字?• My name is ____. 我叫 ____。 |

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?

Host: The students will sit in a circle. The leader (or the teacher) walks around the outside of the circle and eventually taps someone on the shoulder. That student will stand up. The leader will greet that person and ask how he/she is doing (xxx, 你好, 你好吗?). The student responds. The leader repeats the same question again, and the student answers again. Then the leader says “再见” (Goodbye!). The two will bid each other farewell, and both run around the circle in opposite directions. Whoever gets to the empty spot first, sits down and the game continues.

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 sing a greeting to the students (小朋友好), and then the students will respond appropriately (林老師好).
- The teacher will take attendance by asking, "Where is __?" The students will say, "Here."
- The students will do a morning exercise (健身操), while choral repeating the verbal cues after the teacher.
- The teacher will go over the agenda of the day with the students. They can voice concerns or questions at this moment.

Time: 15 minutes

Learning Episode

Let's play catch: The teacher will review the different states of being with the students as a preparation for this activity. She will toss the ball to each student in class while asking the question "How are you?" (你好吗?) The student will respond with "Fine," "not well," or "So-so."

Time: 10 minutes

Learning Episode

The teacher will ask one student, "What is your name?" She will prompt the student to answer appropriately, "My name is ____." She will continue to ask a few more students until the meaning is clear. Then, the students will make a circle. The teacher will model by walking towards one student and ask for his/her name, taking that student's place in the circle. That student will then walk towards another student and do the same. The steps will be repeated.

Time: 10 minutes

Learning Episode

Host: Students will sit in a circle. The leader (or the teacher) walks around the outside of the circle and eventually taps someone on the shoulder. That student will stand up. The leader will greet that person with "xxx, 你好, 你好吗?). The student responds. The leader repeats the same question again, and the student answers again. Then the leader says "goodbye" (再见). The two will bid each other farewell, and both run around the circle in opposite directions. Whoever gets to the empty spot first, sits down and the game continues.

Time: 10 minutes

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| Learning Episode | |
| The students will learn a number song with motions. The teacher will accompany the students on the piano when they have learned the song. | Time: 15 minutes + 10 minutes break |

Materials needed for this lesson

- Sheets for students.
- A ball

Reflection/Notes to Self

LESSON 2: Cross-level activity with Chinese 4 students (10:15- 10:45, 35 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> |
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| 1. I can greet and take leave of people in a culturally appropriate way. 3. I can answer a variety of simple questions on something I have learned. | <u>Vocabulary:</u> 你好，你早，你好吗，我很好，还可以，马马虎虎，谢谢，不客气，对不起，没关系，再见，一，二，三，四，五，六，七，八，九，十 |

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| | <p><u>Sentence pattern:</u></p> <ul style="list-style-type: none"> ▪ 你好吗/我很好 ▪ 谢谢你/不客气 ▪ 对不起/没关系 ▪ Numbers from 1-10 |
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STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

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

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

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| <p>How will you facilitate the learning?</p> <p>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?</p> | |
| Opening Activity | |
| <ul style="list-style-type: none"> • The class will be joined by Chinese 4 students. The teachers will introduce Chinese 4 students to the elementary students, and tell the students that they are going to have a cross-level activity. • All of the students will sit in two circles: Chinese 4 students will sit at inner circle because Chinese 4 has fewer kids; elementary students will sit at outer circle because the elementary class has more kids. | <p>Time: 5 minutes</p> |
| Learning Episode | |
| <p>The “greeting line” activity: The students will shake hands to greet and introduce themselves. Then they will move to the next person.</p> | <p>Time: 5 minutes</p> |

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| Learning Episode | |
| One Chinese 4 students will use flash cards to review numbers (1-10) with the elementary students. The Chinese 4 students will pick up flash cards randomly and the elementary students will speak out loud what number that is in Chinese. | Time: 10 minutes |
| Learning Episode | |
| The Chinese 4 students will group with the elementary students (two Chinese 4 students and four elementary students). They will play "clap hands" game: 你拍一，我拍一，你拍二，我拍二，你拍三，我拍三..... | Time: 10 minutes |
| Learning Episode | |
| There will be numbers (1-12) on the board. All of the students will be divided into two groups. The Chinese 4 students will call out numbers and the elementary students will use flyswatters to hit the numbers called out by the Chinese 4 students. | Time: 10 minutes |

Materials needed for this lesson

Flyswatters; numbers flashcards

Reflection/Notes to Self

Lesson 3 (10:45-12:00, 75 minutes)

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

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| DO <i>What are the learning targets/can-do statements for this lesson?</i> | KNOW <i>What vocabulary, grammatical structures, language chunks, cultural knowledge,</i> |
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| | <i>and content/information do learners need to accomplish the lesson can-do?</i> |
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| 2. I can communicate basic information about myself and other people. <ul style="list-style-type: none"> I can ask others their age. I can state my own age. | All previously learned vocabulary and sentence structures will be reviewed. <u>Sentence structure</u> <ul style="list-style-type: none"> How old are you? 你几岁? I am (#) years old. 我__岁。 |

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? |
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| <p><i>Ball Toss:</i> Students will stand or sit in a circle, tossing a ball to each other, while presenting themselves about basic information. Students will present and then toss the ball to next student.</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? | |
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| Opening Activity | |
| The students will review the number chant they learned from the previous day, clapping and using other motions. | Time: 5 minutes |
| Learning Episode | |
| <i>Finger numbers 1-10:</i> The teacher will have a volunteer call out a number in Chinese and the other player(s) put up fingers to indicate | Time: 10 minutes |

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| those numbers. This activity can be reversed by using the numbers of fingers to represent the numbers and calling on the students to say the correct numbers in Chinese. | |
| Learning Episode | |
| The teacher will introduce how to tell age by telling them her age using a picture of birthday cake and candles that she can affix onto the cake. Once the students understand she is talking about her age, the teacher will invite the students to share their age, by picking up the correct number of candles and affixing them on the cake. The teacher will then help them form the correct answer (我#岁). The teacher will go on, and repeatedly ask individual students their age (你几岁?). She will prompt them with the correct sentence structure of how to state their age. | Time: 10 minutes |
| Learning Episode | |
| <i>Ball Toss:</i> The students will stand or sit in a circle, tossing a ball to each other, while asking others' age. | Time: 15 minutes |
| Learning Episode | |
| <i>Make a birthday cake (craft project):</i> The teacher will provide each student a cake template, which they will color and decorate. The students will cut out the number of candles to represent their ages, and paste them onto the cakes. The teacher will ask them to state their age using their projects as visuals. The teacher will video record their mini-presentations. | Time: 25 minute |
| Learning Episode | |
| <ul style="list-style-type: none"> • The class will sing the “How are you?” song together. • The teacher will sing a greeting to the students (小朋友再见), and then the students will respond (大家再见). • The students will sing a goodbye song (再见歌) at the end of the class. | Time: 10 minutes |

Materials needed for this lesson

- A ball
- A cake and candles for the teacher to model
- Cake and candles templates for craft project

Reflection/Notes to Self