



2015 Student Program Lesson Plan Template

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

Date:	7/1/2015	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
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

<p>Do the activities in the lesson</p> <ul style="list-style-type: none"> • 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>
<p>5. I can exchange some personal information such as my name, age, nationality, and information about family members.</p> <ul style="list-style-type: none">• I can count to 30.• I can state other people's ages and names.	<p>All of the language structure about greetings, leave taking, age, name asking will be reviewed in this lesson.</p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none">• Numbers 1 - 30• Pronouns 他、她 <p><u>Sentence structure</u></p> <ul style="list-style-type: none">• How old is he? He is # years old. 他几岁? 他#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?

Popcorn BINGO: The students will randomly fill in numbers (1-25) on the bingo sheet. Then, the teacher will give each student a cup of plain popcorns. The teacher will ask students to draw number cards out of a hat, and say it aloud. The rest of the class will mark their BINGO sheets with popcorns. The students will take turns in calling out the numbers.

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 class will warm up with singing the "How are you?" song.
- The students will practice introducing themselves by saying in turns, "Hello, my name is ___," to their neighbors.
- 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

The teacher will lead the students in doing the numbers chant as a warm-up to their numbers lesson. The teacher will review counting up to ten with the students. Then, she will prompt the students to count off (1-10 repeatedly). When each student counts off, he/she will stand up. The next time it goes around, they will sit down. The teacher will put up her fingers for the students to name the numbers, as a way to check for their understanding.

Time: 15 minutes

Learning Episode

"How old are you?": The teacher will ask one student how old he/she is. When the student answers, he/she will ask another person in class, so on. The teacher will ask the whole class, "How old is he/she?" while gesturing toward individual students. She will prompt the class how to state age using "he" and "she." She will practice asking and answering with the whole class several times until the students show understanding by answering confidently.

Time: 10 minutes

Learning Episode

The teacher will bring out a box with multiple items within (10-20). She will ask the students to guess how many items are in the box, as she did yesterday. She will write a few suggestions on the white board. She will take items out one at a time, counting with the students. As she gets to numbers greater than 10, she will prompt the students to choral repeat as she counts each item.

Time: 5 minutes

Learning Episode

<p>The teacher will put up or project a number chart of 1 to 30. Together, the class will count from 1 to 20. The teacher will prompt the students to choral repeat for numbers that are new to them. The teacher will assess the students by pointing to various numbers on the number chart, and seek volunteers to say those numbers.</p>	<p>Time: 10 minutes</p>
<p>Learning Episode</p>	
<p><i>Popcorn BINGO:</i> The students will randomly fill in numbers (1-25) on the bingo sheet. Then, the teacher will give each student a cup of plain popcorns. The teacher will ask students to draw number cards out of a hat, and say it aloud. The rest of the class will mark their BINGO sheets with popcorns. The students will take turns in calling out the numbers.</p>	<p>Time: 15 minutes</p>

Materials needed for this lesson

- A ball
- BINGO sheets
- Popcorns and cups
- Number cards
- Number chart
- Box with items

Reflection/Notes to Self

Lesson 2 (10:10-11:00, 60 minutes)

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,</i></p>
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	<i>and content/information do learners need to accomplish the lesson can-do?</i>
<p>3. I can answer a variety of simple questions on something I have learned.</p> <ul style="list-style-type: none"> I can name the different animals in the Chinese zodiac. 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> Zodiac animals 老鼠、牛、老虎、兔子、龙、蛇、马、羊、猴子、鸡、狗、猪 <p><u>Sentence structure:</u></p> <ul style="list-style-type: none"> What is this? 这是什么？ This is ____. 这是 ____。

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?
As a final check, the teacher will hold up individual animal toys or cards, and ask the students, “What is this?” The students will answer as a group, using the sentence pattern, “This is ____.”

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

<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	
<p>The teacher will take out the 12 stuffed animals or picture cards that represent the Chinese zodiacs. She will take them out one at a time, naming them. She will prompt the students to repeat after her. She will start with a few, and gradually adding more animals as the students learn them. She will assess how well students remember them by not offering to say the names of the animals right away.</p>	<p>Time: 10 minutes</p>

Learning Episode	
The teacher will put all of the animals in a line and call out individual animals for students to identify, one at a time. She will use question like, “Where is the dog?” “Yes, the dog is here.”	Time: 5 minutes
Learning Episode	
The students will engage in a fly swatter game. The teacher can gauge the students’ interpretation of the twelve zodiac animals.	Time: 10 minutes
Learning Episode	
The teacher will play a “quiet game,” also known as “teacher against students,” for the students to practice saying all of the animals.	Time: 10 minutes
Learning Episode	
“Who am I?”: The teacher will play the animals’ sounds for students to guess the name of the animals in Chinese.	Time: 10 minutes
Learning Episode	
As a final check, the teacher will hold up individual animal toys or cards, and ask the students, “What is this?” The students will answer as a group, using the sentence pattern, “This is ____.”	Time: 5 minutes + 10 minutes break

Materials needed for this lesson

- Zodiac animal toys/cards
- Fly swatters
- Sound clips of various animal sounds

Reflection/Notes to Self

Lesson 3 (11:00-12:00, 60 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>2. I can communicate basic information about myself and other people.</p> <ul style="list-style-type: none"> • I can state my Chinese zodiac. • I can ask other people about their Chinese zodiacs. • I can ask and state other people's ages. 	<p>The Chinese zodiac vocabulary will be recycled in this lesson.</p> <p><u>Sentence structure:</u> Previously learned sentence structures will be recycled in this lesson.</p> <ul style="list-style-type: none"> • What is your Chinese zodiac? 你属什么？ • My Chinese zodiac is ____. 我属_____。

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?

Call and response: The teacher will ask for a volunteer to come to the front of the room. She will lead the whole class to ask the student his/her name, age and Chinese zodiac. The teacher will then pick a few more students to respond while the class call out the questions.

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 review with the students how to ask and tell ages. She will use cue cards of various famous people who are over the age of 10, with the ages labeled on the cards. The students will practice asking and stating ages using, “How old is he/she?” and “He/she is # years old.”	Time: 10 minutes
Learning Episode	
The teacher will lead the students in doing various gestures that represent the different Chinese zodiac animals. The students will engage in a series of Total Physical Response activities.	Time: 15 minutes
Learning Episode	
The teacher will state her own age, which the students already know, and her Chinese zodiac. She will find out everyone’s Chinese zodiac ahead of time and give everyone a picture of their Chinese zodiac to affix onto their clothing. She will ask one student his/her age, and his/her Chinese zodiac. The students will answer according to the pictures.	Time: 10 minutes
Learning Episode	
Call and response: The teacher will ask for a volunteer to come to the front of the room. She will lead the whole class to ask the student his/her name, age and Chinese zodiac. The teacher will then pick a few more students to respond while the class call out the questions.	Time: 10 minutes
Learning Episode	
Story-Telling: The teacher will start to tell a story to the students about a couple of children from Shandong Province. She will use a map of China to show Shandong’s location. She will use the language they have learned to engage them in the story. For example, she will tell the children’s names, ask the students to guess the children’s age and determine their Chinese zodiacs. She will regularly ask questions so the students can practice communicating about these two Shandong children. The story will continue the story next time.	Time: 10 minutes
Learning Episode	
<ul style="list-style-type: none"> The teacher will sing a farewell 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: 5 minutes

Materials needed for this lesson

- Pictures of Zodiac animals
- Story board

Reflection/Notes to Self