



2015 Student Program Lesson Plan Template

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

Date:	6/29/2015	Theme/Topic:	Shandong Today		
Age Range of Learners:	8 to 10-year-old	Targeted Performance Level:	Novice Mid/Novice high	Number of minutes	150

Lesson 1 (9:30-10:20, 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 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>1. I can greet and take leave of people in a culturally appropriate way.</p> <ul style="list-style-type: none"> I can say hello and goodbye to someone my age or younger. I can say hello and goodbye to my teacher, elders, etc. <p>12. I can recognize and sometimes understand basic sentences and phrases about numbers, animals, family members, hobbies and foods.</p> <ul style="list-style-type: none"> I can understand classroom commands. 	<p><u>Vocabulary and sentence structures:</u></p> <p>Greeting expressions: 你好! 您好! 同学们好! 老师好!</p> <p>Farewell expressions: 再见。</p> <p>Classroom commands:</p> <ul style="list-style-type: none"> 请再说一遍。 请跟我说。 懂 / 不懂 / 马马虎虎 看, 听, 说, 想, 举手, 安静, 站, 坐。 <p>xx 在哪里? xx 在这里。</p>

Culture:

Greeting gestures: shake hands, nod heads, culturally appropriate distance between strangers

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 students will work in groups of three. Each group will get a deck of action verb picture cards. Each student will get a Bingo sheet with pictures of classroom commands. The students in one group will take turns to pick up a card from the deck and read it aloud. Then the cards will be put aside for later use to check the answers. Whoever has the word will mark them on the Bingo sheet. The game goes on until one person gets a row marked on his/her sheet. Students will exchange Bingo sheet with each other and play one more round.

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 greet the whole class with “同学们好！” and prompt students to respond with “老师好!”. She will also briefly introduce herself.
- The teacher will take attendance by asking, “Where is ___?” (xx 在哪里?) The teacher will then prompt the students to respond

Time: 15 minutes

with “Here!” (在这里!)

- The teacher will go over the agenda (greetings, names, how are you, numbers) of the day with the students. The students can voice if they have concerns or questions at this moment.

Learning Episode

The teacher will introduce classroom expectations with a lot of visuals. One of the expectations is that one must stay in the target language. She will then introduce with gestures some commonly used classroom language chunks (懂、不懂、马马虎虎、请再说一遍、请跟我说、请安静、上厕所).

Teacher will also teach basic commands (看, 听, 说, 想, 举手, 安静, 站, 坐) by using the flashcards. Then, she will ask the class to stand up and practice the words with a series of Total Physical Response strategies.

Time: 20 minutes

Learning Episode

The students will work in groups of three. Each group will get a deck of action verb picture cards. Each student will get a 2X3 Bingo sheet with pictures of classroom commands. The students in one group will take turns to pick up a card from the deck and read it aloud. Then the cards will be put aside for later use to check the answers. Whoever has the word will mark them on the Bingo sheet. The game goes on until one person gets a row marked on his/her sheet. Students will exchange Bingo sheet with each other and play one more round.

Time: 15 minutes

Materials needed for this lesson

roster, PowerPoint presentation of greeting/farewell, visual aid for classroom commands, sets of small size pictures (of verbs) for each group; Bingo sheet for every students

Reflection/Notes to Self

Remember to put on a Chinese map as part of the classroom decoration;

Lesson 2 (10:20-11:20, 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 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>2. I can communicate basic information about myself and others.</p> <ul style="list-style-type: none">I can respond to questions asking how I am doing.I can ask about other people's names. <p>6. I can tell other basic information about myself and other people, including my imaginary friend from Shandong.</p> <ul style="list-style-type: none">I can tell about my name and my state of being.	<p>Basic exchanges about how someone is feeling:</p> <ul style="list-style-type: none">你 你好吗?我很好/还好/不好。谢谢。你好吗?我很好/还好/不好。谢谢。 <p>Asking someone's name:</p> <ul style="list-style-type: none">你叫什么名字? 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?

Students will make a stick puppet - Hello Panda, where they will fill in the blank with their names. Once done, the students will be asked to go around the class with their stick puppet, and practice greetings and asking other's name. They will also practice the sentence pattern of “你好吗？” “我很好/我还好/我不好。谢谢。你好吗？” “我很好/我还好/我不好。谢谢。” Finally, they will depart each other by waving “再见”. As they go, they will note down their classmates' name in the order they encountered (as one way to familiarize them with each other).

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 approach each student and greet him or her with “Hello!” (你好!) She will encourage the students to respond in the same way. Then, she will add on and by saying, “Hello, my name is __.” (你好, 我叫 xxx.) She will prompt individual students to do the same. She will take leave from each students after her short exchange by waving and saying goodbye (再见). After having modeled the correct use of the language, the students will be paired up to practice greeting and saying goodbye, switching partners as they finish. Lastly, the teacher will introduce “您好” as a more respectful way of greeting adults or elders.

Time: 10 minutes

Learning Episode

The Train: Before going into the activity, the teacher will teach students how to ask about other people's names (你叫什么名字?) and how to respond to it (我叫XXX。). After rehearsing the conversation as a whole, students will stand in a circle. The leader chugs up to someone, introduces himself (你好! 我叫xxx。你叫什么名字?). The person chosen responds with her name. The leader then chants the person's name five times in rhythm (xxx – xxx; xxx – xxx – xxx!) The leader turns around, the chosen person puts her hands on the leader's shoulders. The two now chug across the circle to another person to be introduced. Now the two-person train cheers the new person's name, turns around allowing the new person to hook on to the train and the three people now chug over to another person.

Time: 15 minutes

Learning Episode

The teacher will ask the students, "How are you?" (你好吗?) While the students do not understand the questions, the teacher will use gestures and pictures to give clues for the possible answers "I am fine/not well/so-so." (我很好/还好/不好) She will engage in a short Total Physical Response activity with the children until they are familiar with all three feelings.

Time: 10 minutes

Learning Episode

The teacher will divide the students into two groups, and give each group a big die with pictures of these feelings on each side. One student will start the activity by asking the student next to him "你好吗?" The second student will roll the die and answers according to the picture he gets. Then he will relay the question to the next person. The activity will continue until everyone has a turn.

Time: 10 minutes

Learning Episode

Students will make a stick puppet "Hello Panda." Each student will fill in the blank on the "Hello Panda" template with his/her name. When they finish, the students will go around the class with their stick puppet, and practice greeting and asking others' names. They will also ask each other "How are you?" Finally, they will depart each other by waving goodbye (再见). As they go, they will note down their classmates' names in the order they encountered (as one way to familiarize with their classmates).

Time: 15 minutes

Materials needed for this lesson

“Hello Panda” template, sticks for puppet, pens, scissors, pictures for 我很好/我还好/我不好, two multi-functional dice with 6 pictures of “我很好 / 我还好 / 我不好”; sticks of three different colors

Reflection/Notes to Self

Collect the Hello Panda puppet and put aside for next day’s cross-level activity.

Lesson 3 (11:20-12:00, 40 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 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>
12. I can recognize and sometimes understand basic sentences and phrases about numbers, animals, family members, hobbies, and foods. <ul style="list-style-type: none">I can understand numbers.	Numbers: 一 二 三 四 五 六 七 八 九 十

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 distribute two sets of number cards 1-10. Each student should have one or two cards. When the teacher calls a number, whoever has that card should raise it. The class will be divided into two groups to play a competitive game of “raise your card.”

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 take out the “mystery box.” She will shake the box for the students to hear sounds of blocks colliding. She will take out one block and say “one” in Chinese. She will then take out another and say “two,” so on, until ten. Students will choral repeat after the teacher calls out the numbers. She will then use her fingers in teaching the students how to count one through ten. She will write Arabic numbers on the board and guide the students to count along. The teacher will then take out a “mystery bag,” which contains teddy bears. She will prompt students to guess how many teddy bears are in the bag by gesturing towards the numbers on the board. Students will each guess the number of teddy bears in the bag. The teacher will reveal the answer by taking out the teddy bears from the bag one by one, while counting them.

Time: 10 minutes

Learning Episode

The teacher will distribute two sets of number cards 1-10. Each student should have one or two cards. When the teacher calls a number, whoever has that card should raise it. The class will be divided into two groups to play a competitive game of “raise your card.”

Time: 10 minutes

Learning Episode

Now the students are familiar with the sound of the numbers in Chinese, the teacher will write next to the Arabic numbers the Chinese characters for each of the numbers. The teacher will guide the students in writing each of character in the air, “Kung Fu” style, while chanting the number.

Time: 5 minutes

Learning Episode

As a wrap up, the teacher will have a quick check for understanding, and have students place number cards 1-10 onto the word wall, which has an outline of Mount Tai (泰山). She will use the map of China to show where Shandong Province is, and where Mount Tai is in Shandong. She will also show a picture of a “woodpecker,” which is prominent in Shandong. Then, the teacher will review the greeting/farewell expressions, and action verbs. The students who can respond with the correct words for these expressions and action verbs will place the picture cards onto the Mountain Tai word wall. The teacher will guide the students to reflect about their learning in the target language on their first day. Two people who are “Chinese chatterbox of the day” will lead everyone in saying the first day of school pledge. The students will all sign their pledge to speak in the target language throughout the program. Students will gather their belongings and sing a goodbye song.

Time: 15 minutes

Materials needed for this lesson

3 sets of small size number cards (1-10), mystery box with blocks, mystery bag with teddy bears, outline “Mount Tai” with masking tape on the wall, First day of School Pledge, a section on the board for “Chinese chatterbox of the day,” map, picture of woodpecker

Reflection/Notes to Self

Get email list of each parent/family; send email to parents.