



## 2015 Student Program Lesson Plan Template

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

Date:	6/30/2015	Theme/Topic:	Shandong Today		
Age Range of Learners:	Elementary grade 4-6	Targeted Performance Level:	Novice-mid / Novice-high	Number of minutes	180



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

#### 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 (9:00-10:30, 90 minutes)

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

<b>DO</b> <i>What are the learning targets for this lesson?</i>	<b>KNOW</b> <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 other people.</p> <ul style="list-style-type: none"><li>• I can say my and other's age.</li><li>• I can ask how old is a person.</li></ul> <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"><li>• I can understand numbers.</li></ul>	<p>Greeting and farewell expression (review): 你好！老师好！同学们好！再见！</p> <p>Numbers (review): 一 二 三 四 五 六 七 八 九 十</p> <p>Numbers (new): 十一，十二，十三，十四，十五，十六，十七，十八，十九，二十。</p> <p>How old are you? 你几岁？ I am (#) years old. 我__岁。</p>

### STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

<b>What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?</b>
Each student will interact with a partner by greeting, asking for his/her name, and asking how old he/she is.

## 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

<p>Morning routine-</p> <ul style="list-style-type: none"><li>• The teacher will greet the whole class (同学们好!), and prompt the students to respond appropriately (老师好!).</li><li>• The teacher will take attendance by asking where each student is (XXX 在哪里?). She will prompt her students to respond appropriately (在这里。)</li><li>• The teacher will go over the agenda of the day with the students. They can voice concerns or questions at this time.</li></ul>	Time: 10 minutes
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#### Learning Episode

The students will review greeting and farewell expressions, classroom commands, and numbers from 1 to 10.	Time: 10 minutes
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#### Learning Episode

The teacher will use a number chart of 1 to 20 to introduce how to count up to 20. After the students are familiar with counting, they will participate in the hear-say activity using numbers between 1 to 20.	Time: 15 minutes
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#### Learning Episode

The teacher will introduce how to tell age by telling them her age using "the cake." Once the students understand she is talking about her age, the teacher will invite the students to share their age, also using "the cake." The teacher will repeatedly ask individual students their age (你几岁?). She will prompt them with the correct sentence structure of how to state their age. She will then put	Time: 10 minutes
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the question and sentence structure on the board, so the children can use that as a visual if they choose to do so. The teacher will lead the class in asking one student the question. The student will answer using the newly learned sentence structure.

## Learning Episode

The students will fill in their ages on the information cards from the previous day. Each student will interact with a partner by greeting, asking for his/her name, and asking how old he/she is. The students will then exchange their biographic information cards, say goodbye to their partner, and return to their seats. The teacher will gesture toward one student and invite everyone to ask, "how old is he/she?" His/her partner will respond, "He/she is # years old." while holding up the partner's information card. The call and response will continue until everyone's age is asked. The students will then return their information cards to their owners, after which the students will thank their partners and say goodbye to them before returning to their seats.

Time: 15 minutes

## Cross-level Activity

The students will interact with students from elementary grade 2-3 class for this cross-level activity. All of the students will work in groups of 4, to play the number game. Each group will have one set of number card from 0 to 9. The teacher will call a random number range from 0 to 20. Each group needs to find the number or combine two numbers that represent the number called by the teacher.

Time: 15 minutes

## Cross-level Activity

The students in both levels will stand in two lines. They will each interact with another student facing them from the other line. They will greet, ask each other's names and age, and answer each other's questions. They will then say goodbye to their partners. When they are finished, they will move on to interacting with the next person in line.

Time: 15 minutes

## Materials needed for this lesson

The information cards from the previous day.  
“The cake” templet and the number cue cards.  
6-7 sets of number card from 0 to 9.

## Reflection/Notes to Self

Make a research on the students’ ages and prepare the birthday number card.

## Lesson 2 (10:30-11:15, 45 minutes)

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

<b>DO</b> <i>What are the learning targets for this lesson?</i>	<b>KNOW</b> <i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?</i>
2. I can communicate basic information about myself and other people. <ul style="list-style-type: none"><li>I can say my Chinese zodiac sign.</li></ul>	Zodiac animals: 马、羊、猴、鸡、狗、猪 What is your Chinese zodiac? 你属什么? My Chinese zodiac is __. 我属 X。

### 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?**

Having learned the the question and sentence structures, the teacher will gesture toward one student, while the rest of the class ask in unison, “(name of student), how old are you? What is your Chinese zodiac?” The student will answer accordingly. The call and response will continue until all of the students are asked.

**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 introduce six Chinese Zodiac animals using cue cards or stuffed animals. The students will choral repeat the animals. Then she will call out words for individual animals, and seek individual students to identify the animals.

Time: 10 minutes

**Learning Episode**

To aid the students’ memory of these animals, they will participate in a game of “grab an animal.”

Time: 10 minutes

**Learning Episode**

The students will be asked to fill in their Chinese zodiac sign on the cards. To find out their zodiac sign, students can consult a zodiac conversion sheet provided by the teacher.

Time: 10 minutes

**Learning Episode**

The teacher will then ask one student about his/her Chinese zodiac. She will prompt the student to respond with, "My Chinese zodiac is \_\_\_\_." Having learned the the question and sentence structures, the teacher will gesture toward one student, while the rest of the class ask in unison, "(name of student), how old are you? What is your Chinese zodiac?" The student will answer accordingly. The call and response will continue until all of the students are asked.

Time: 15 minutes

## Materials needed for this lesson

Cue cards or stuffed animals of six Chinese zodiac animals.  
The information cards from the previous day.

## Reflection/Notes to Self

### Lesson 3 (11:15-12:00, 45 minutes)

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

### DO

*What are the learning targets for this lesson?*

### KNOW

*What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the*

	<i>lesson can-do?</i>
<p>2. I can communicate basic information about myself and other people.</p> <ul style="list-style-type: none"> <li>• I can ask how is a person doing.</li> <li>• I can respond to questions asking how I am doing.</li> </ul>	<p>Ni hao ma Rap: 很好, 不好, 不高兴, 难过, 马马虎虎, 还好, 不舒服, 头痛, 很累, 很高兴。</p>

**STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?**

<p>What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?</p>
<p>Inside-outside circles: The students will ask each other, “What is your name?” “How old are you?” “What is your Chinese Zodiac?” and “How are you?” Students will be encouraged to respond with gestures to aid their memory of the words for these feelings.</p>

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

<p><b>How will you facilitate the learning?</b></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>
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**Opening Activity**

The teacher will review with the students three responses to the question, “How are you?” She will add on seven more feelings (i.e. unhappy, sad, so-so, having a headache, tired, feeling sick, happy) by gestures. She will help the students learn these new words by a series of Total Physical Response techniques. The students will choral repeat after the teacher while doing the gestures to represent all of the emotions.

Time: 15 minutes

## Learning Episode

The teacher will play the recording of the “How are you?” rap for the students. Then, together they will go through the rap slowly, following the lead from the teacher, with gestures.

Time: 10 minutes

## Learning Episode

To model the activity, the teacher will ask a student how he/she is feeling and other questions they have learned previously. The student will respond accordingly. The class will proceed to forming inside-outside circles for quick question and answer. They will ask each other, “What is your name?” “How old are you?” “What is your Chinese Zodiac?” and “How are you?” Students will be encouraged to respond with gestures to aid their memory of the words for these feelings.

Time: 15 minutes

## Materials needed for this lesson

Computer, speaker, Nihaoma rap.

## Reflection/Notes to Self

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