



## 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:	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 (9:00-10:10, 70 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;"><b>DO</b></p> <p style="text-align: center;"><i>What are the learning targets for this lesson?</i></p>	<p style="text-align: center;"><b>KNOW</b></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>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"> <li>• I can ask and say someone’s age and feelings.</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 and recognize numbers.</li> <li>• I can understand basic phrases about date.</li> </ul>	<p><b><u>Review vocabulary and sentence structure:</u></b></p> <ul style="list-style-type: none"> <li>• Greeting and farewell expression</li> <li>• Nihaoma rap</li> <li>• Numbers (1-20)</li> <li>• How old are you? I am (#) years old. 你几岁？我__岁。</li> </ul> <p><b><u>New vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Numbers (20 - )</li> <li>• Telling date: #月#日 / 号</li> </ul>

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

<p style="text-align: center;"><b>What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?</b></p>
<p>Lucky Draw Box – The teacher will place pingpong balls labeled different numbers in a box. One student will tell the whole class a number. The students will each take out a pingpong ball. Whoever has the pingpong ball with the number on it will be the next person to call a number.</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?

#### 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 the students to respond appropriately (在这里。). She will also ask students how old they are as a review.</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

<p>The teacher will use a series of Total Physical Response techniques to review with the students ten responses to the question, “How are you?” Then, the teacher will lead the students in chanting the “How are you?” rap with gestures.</p>	Time: 10 minutes
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#### Learning Episode

<p>The teacher will use a number chart of 1 to 30 to review how to count up to 20 and add on to 30. One student will write one number ranging from 1 to 30 on a small white board without showing it to others. The other students will guess the number. The teacher will help the student express whether the students’ guess is higher, lower or correct.</p>	Time: 15 minutes
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#### Learning Episode

Lucky Draw Box – The teacher will place pingpong balls labeled different numbers in a box. One student will tell the whole class a number. The students will each take out a pingpong ball. Whoever has the pingpong ball with the number on it will be the next person to call a number.

Time: 10 minutes

## Learning Episode

The teacher will direct the students' attention to the part of the white board with today's date. She will guide the students in reading today's date. The teacher will write a few more sample dates on the board for students to try to say, following the example given by today's date. Together, they will practice writing 月、日 on the small white boards. They may also try to write today's date.

Time: 15 minutes

## Learning Episode

The teacher will hand out blank calendar page for students to create their own birthday calendar. She will write in the first of the month for the month that each student was born in, so the students can fill in the rest. The students will decorate their birthday with a cake. They may also write the date for their birthday if they are comfortable doing so.

Time: 10 minutes

## Materials needed for this lesson

Nihaoma rap; computer; speaker. Lucky draw box. Pingpong balls labeled different numbers. 2015 calendar. Blank calendar template.

## Reflection/Notes to Self

Collect all the birth month calendars made by students.

## Lesson 2 (10:10-11:00, 50 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 ask others about their Chinese zodiac.</li><li>I can state my own Chinese zodiac.</li></ul> <p>4. I can ask and answer simple questions about my and others' attributes, animals, hobbies, foods, and preferences.</p> <ul style="list-style-type: none"><li>I can ask and answer simple questions about animals.</li></ul>	<p><u>Review vocabulary and sentence structure:</u> Zodiac animals: 马、羊、猴、鸡、狗、猪 What is your Chinese zodiac? 你属什么? My Chinese zodiac is __. 我属X。</p> <p><u>New vocabulary and sentence structure:</u> Zodiac animals: 鼠、牛、虎、兔、龙、蛇 Animal: 动物 What's this animal? 这是什么动物? This is __. 这是__。</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>
<p>The teacher will show the video clip of the 12 Chinese Zodiac story. She will play the video the second time, pausing at various points for the students to name individual animals. The students will have a sheet with the 12 Chinese Zodiac animals' pictures in random order. According to the video, the student will mark the order of the animals when they arrive at the finish line of the race.</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?

#### Opening Activity

The teacher will review with the class the six Chinese Zodiac animals using cue cards or stuffed animals and lead the students to interact with each other over, "What is your Chinese zodiac?" She will add on six more Chinese Zodiac animals (mouse, ox, tiger, rabbit, dragon and snake) 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." The students will grab the animal when they hear it being called out by the teacher.

Time: 10 minutes

#### Learning Episode

The students will participate in a "Quiet game" to give them additional practice of saying the names of the animals.

Time: 10 minutes

#### Learning Episode

Together, the class will come up with gestures that represent the different animals. These actions will be used for next day's activities.

Time: 10 minutes

#### Learning Episode

The teacher will show the video clip of the 12 Chinese Zodiac story, pausing at various points for the students to name individual animals. The students will have a sheet with the 12 Chinese Zodiac animals' pictures in random order. According to the video, the student will mark the order of the animals when they arrive at the finish line of the race.

(Video source: [https://m.youtube.com/watch?v=xCYcL\\_BQn-4](https://m.youtube.com/watch?v=xCYcL_BQn-4) )

Time: 10 minutes

## Materials needed for this lesson

Computer, speaker, 12 Chinese Zodiac animals video clip.  
Cue cards or stuffed animals of twelve Chinese zodiac animals.  
Sheets with 12 Chinese Zodiac animals' pictures in random order.

## 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;"><b>DO</b></p> <p style="text-align: center;"><i>What are the learning targets for this lesson?</i></p>	<p style="text-align: center;"><b>KNOW</b></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>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 actions.</li> </ul> <p>14. I can recognize a few words, phrases, and characters with the help of visuals.</p> <ul style="list-style-type: none"> <li>I can recognize the characters for the zodiac animals with help of visuals.</li> </ul>	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>Actions: 跑、跳、走、游、飞、爬、叫、睡觉</li> <li>Zodiac animals: 老鼠、牛、老虎、兔子、龙、蛇、马、羊、猴子、鸡、狗、猪</li> </ul> <p><u>Culture and content:</u></p> <ul style="list-style-type: none"> <li>The Chinese zodiac story</li> <li>The concept of pictographs</li> </ul>

## 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 bring out the zodiac animals again. She will ask the children what each animal can do. She will prompt the students to speak in complete sentences, "Mouse can \_\_," "tiger can \_\_," etc.

## 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 show the same video clip again. She will post the pictographs of these animals on the wall. Then, she will hand out pictures of these animals to individuals who would like to guess which pictographs go with which pictures. The students will attach the pictures next to the pictographs. The teacher will then write the corresponding Chinese characters next to the pictographs and the pictures.

Time: 15 minutes

## Learning Episode

Each student will receive a template with “My name is \_\_\_\_\_. I am \_\_\_\_\_ years old. My Chinese zodiac is \_\_\_\_\_,” written on top. The teacher will have some faintly printed animals in Chinese characters cut out. The students need to fill in the blanks on the template, but will search for their zodiac animal in Chinese characters, using the posted pictographs and pictures as a guide. They will paste their zodiac animal onto the template, and trace the faintly printed character. When they are finished they may draw a picture of their zodiac animal.

Time: 15 minutes

## Learning Activity

The students will review previously learned action words by engaging in Total Physical Response activities led by the teacher. The teacher will gradually add on new action words as she assesses student retention of previously learned words. When the students can interpret these actions, she will prompt the students in choral repetition while doing the actions.

Time: 10 minutes

## Learning Episode

The teacher will play a game of Chinese “Simon Says” with the students to further familiarize them with the actions.

Time: 10 minutes

## Learning Episode

The teacher will bring out the zodiac animals again. She will ask the children what each animal can do. She will prompt the students to speak in complete sentences, “Mouse can \_\_\_\_\_,” “tiger can \_\_\_\_\_,” etc.

Time: 10 minutes

## Materials needed for this lesson

Computer, speaker, 12 Chinese Zodiac animals video clip.

Cue cards of animals or stuffed animals.

Pictographs of 12 Chinese Zodiac animals. Template with “My name is \_\_\_\_ . I am \_\_\_\_ years old. My Chinese zodiac is \_\_\_\_,”

## Reflection/Notes to Self

Check out the “Simon says” rules.