



2015 Student Program Lesson Plan Template

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

Date:	6/30/2015	Class:	Our Word 9-12 NM/NH Performance Level
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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 lasting no more than 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"> ▪ provide sufficient opportunities for understanding new words <u>before</u> 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 <u>all</u> students (as opposed to just one or two students at a time)? ▪ give students a reason for needing to/wanting to pay attention and be on task? ▪ vary in the level of intensity and the amount of physical movement required? ▪ take an appropriate amount of time considering the age of the learner?
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- make the learner, not the teacher, the active participant?

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 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. Interpersonal Communication - I can exchange personal information about myself and family using phrases and simple sentences.</p> <p>7. Interpretive Listening - I can understand some short conversations or descriptions on familiar topics, such as family.</p> <p>14. Presentation Speaking - I can present basic information and give simple opinions about family I have learned and researched on the Internet or through interviews using phrases and simple sentences.</p> <p>17. Presentation Writing - I can describe aspects of my daily life using phrases and simple sentences (myself, my family) in an email or a blog using learned phrases and memorized expressions.</p>	<p>How many people are there in your family?</p> <p>There are in my family.</p> <p>Do you have any siblings?</p> <p>I have/don't have.....</p> <p>How many brothers do you have?</p> <p>I have</p> <p>How many sisters do you have?</p> <p>What do your parents /brothers/sisters do?</p> <p>My father/mother/brother/sister....</p> <p>A typical American family has...</p> <p>A typical Chinese family has...</p> <p>Cultural Knowledge and Content Information</p> <p>Typical Chinese family structure and kinship terms</p> <p>Showing respect to elders and ancestors</p> <p>China's One Child Policy</p>

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 interview each other and determine who has the largest family and who has the smallest family.

Students will present pictures of their family to the class (FLA staff video tape their presentation and upload to Ning website).

Students will make and present family trees.

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

How can you capture the students' energy and commitment for today's lesson?

Teacher will show students a series of family pictures, and introduce her family members to the class.

Time:

5

Learning Episode

Teacher and Teaching Assistant will interview each other about their families. Students will answer questions about their families and will compare the family of the Teacher and the Teaching Assistant.	Time: 20
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Learning Episode

In pairs, the students will interview each other and find out who has the larger family, and who has the smaller family.	Time: 10
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Learning Episode

Students will present a family photo to the class, while the rest of the students fill in the chart in order to determine: who has the largest, smallest family, and then, the average size of the students' families .	Time: 20
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Learning Episode

Students will watch a video segment about Chinese families, and answer questions to assess their comprehension.	Time: 20
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Learning Episode

Teacher will show her family tree to students and introduce terms for extended family members (grandparents, great grandparents, aunts, uncles, cousins)	Time: 5
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Learning Episode

Students will learn create a family tree beginning with their grandparents.	Time: 20
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Learning Episode

Students will present their family trees to the class.	Time: 20
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Learning Episode

Students will learn a Chinese rap - "Extended family".	Time: 10
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Learning Episode

Students will intergrate musical instruments into their rap performance, practice their performance, and present it in class.	Time: 10
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Learning Episode

Students will upload their family pictures and their family tree to their Ning blog, providing short captions.	Time: 15
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Learning Episode

Students will complete a self-evaluation checklist sheet.

Time:

5

Materials needed for this lesson

Family pictures

Video segment

Venn diagram

Vocabulary Chart: Family Tree

Chinese rap: Extended Family

Flip camera

Reflection/Notes to Self