# STARTALK Classroom Video Collection: Chinese
## Rutgers, The State University of New Jersey

**Unit Theme:** Making Friends

**Unit Subtheme:** Little Cat Goes Fishing: A Story of Hard Work and Help From Friends

**Lesson Goals:**

At the end of this lesson, students will be able to

- say and match names of animals to visuals,
- use appropriate greetings and ask a friend to play,
- convey emotion, and
- count items in Chinese.

## Part 1

The instructor creates a storyboard with visuals and props for the characters in "Little Cat Goes Fishing." Students respond to the teacher's greeting and meet each character.

Questions to consider

- How do the storyboard, props, and other visuals aid the instructor as she introduces new vocabulary and concepts?
- How does the instructor introduce the characters?
- Why do you think the instructor uses gestures and movement for each line of the story? Do you see patterns? How do all of these make the story comprehensible?

## Part 2

Watch how the instructor tells the story, weaving the song throughout the tale.

Questions to consider

- How does the instructor scaffold new material for the story?
- How does the song reinforce the meaning of the story? Why does the instructor provide multiple and varied exposures of the same concept?
- What evidence do you see that the students understand the story?

## Part 3

Students take on roles in the story and act it out, chiming in during the retelling of the story.

Questions to consider

- How do gestures and body language make the story comprehensible?
- How was new learning assessed? How do you know the students understood the story?

**Part 4**

The instructor retells the story as students play the roles. Watch how they participate in the story and speak the dialogue.

Questions to consider

- How did Rebecca Wang's instructional strategies support learning?
- When the students took on roles in the story, how did they respond to her questions?
- How does recasting help students produce correct language when asking a question? When conveying emotion? When counting fish?
- How will students transfer this learning experience to real world situations?

**Reflect on the Lesson**

- Which of the 5Cs were reflected in this lesson? How were they incorporated?
- Which modes of communication were used during the lesson? How were they incorporated into the lesson?
- How will students be able to transfer their learning to real world situations?
- If you taught this lesson, what might you do differently? Why?
- If you were working with these students for the next class, what would you do?

**Background Information**

Rutgers, The State University of New Jersey
Language: Chinese
Level: Novice Low

This lesson was filmed with a group of 6th grade students at Novice Low level. The 8 students in this class had three hours of instruction prior to filming this lesson. The instructor Rebecca Wang has participated in a STARTALK summer teacher training program and has worked as a teacher leader in a STARTALK program.

**Program Directors:** Mary Curran and Lucy Lee

**Instructor:** Rebecca Wang

**Age of Learners:** 6th grade