



2014 Student Program Lesson Plan

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

Date:	07-14-2014	Class:	My Summer leisure life 8-9 NM/NH Performance Level 50 minutes Lesson 1/11
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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

Do the activities in the lesson

- 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)?
- 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?

- 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?

Top of Form

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>
15. Interpretive Listening – I can sometimes understand simple questions or statements on familiar topics related to leisure activities, such as summer leisure activities and 想 (要) /不想 (要) 做.....	喜欢/不喜欢+ V + 活动 想 /不想 + V + 活动 要/不要+ V + 活动 暑假 玩电脑游戏，看电视，上网，画画儿，看书，听音乐，做功课/作业，睡觉，去饭馆吃饭

Bottom of Form

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?

There are 4 new exchange students from China or Taiwan. Students will listen to their profiles and mark their interests for each of them.

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

<i>How can you capture the students' energy and commitment for today's lesson?</i>	Time: 5 minutes
<ul style="list-style-type: none">• The classroom is decorated with sports goods and leisure activity pictures (0 minute).• Teacher projects inside & outside circle picture (0 minute).• All students form an inside circle facing outside while all teachers form an inside circle facing the students. Each teacher greet the student in front of him/her. Then the student introduces him/herself to the teacher. When the conversation is complete teachers move one position to their left and face a new student then do the same greeting and introduction to their new partner. The process is repeated (Ice breaking)(4 minute).• Teacher goes through L.O. and agenda with students (1 minute).	

Learning Episode

Comprehensible input 暑假 + 喜欢 + activities-	Time: 15 minutes
<ul style="list-style-type: none">• Teacher projects PPT and shows monthly calendars to bring out school activities and Summer leisure activity pictures to introduce “暑假” Next, teacher uses PPT slide with several pictures on it to check if students understand which month is “暑假” and which one is not by answering yes/No, either/or and open-end short questions.• Teacher projects signs of 喜欢& 不喜欢。• Teacher displays large picture cards to introduce 睡觉 and other 8 indoor leisure activities using “你喜欢+ activity 吗？”• Teacher then uses numbered activity pictures to check for understanding using 我喜欢..... or 我不喜欢.....	

Learning Episode

Guided practice 暑假 + 喜欢+ activity-	Time: 5 minutes
<ul style="list-style-type: none">• Teacher uses an iPad App for read aloud all the phrases together.• Next, teacher uses the digital game 1 for interpretive listening using 喜欢/不喜欢, students will write down the number of the answer on mini white board after listening to the digital game.	

Learning Episode

Comprehensible input + Guided practice 想&要-	Time: 10 minutes
<ul style="list-style-type: none">• Teacher shows several pictures on PPT to review 想/不想.• Teacher shows several pictures on PPT to review 要/不要.• Teacher then shows more numbered pictures to check if students understand 想 , 要 , 不想 , 不要 using yes/no; either/or and short open questions.• More picture for guided practice.	

- Teacher uses the digital game 2 for interpretive listening using 想/不想; 要/不要不

Learning Episode

Students in pairs listen to 4 profiles and name who they are and mark what interests each of them has.

Time: 10 minutes

Add additional learning episodes if necessary.

Materials needed for this lesson

1. PPT
2. Digital listening games & iPad App
3. Student profile audiox4 & worksheet
4. Project instructions
5. Homework

Reflection/Notes to Self

- Teacher uses the last 5 minutes to announce and explain what is going to happen, what students will be able to do and what the final project will be at the end of STARTALK program.