**STUDENT PROGRAM LEARNING PLAN**

*For step-by-step help in completing this document, please see the accompanying annotated learning plan and sample learning plan.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Date:** | **11/08/2016** | **Grade Range of Learners:** | College |
| **Total Number of Minutes:** | 10 minutes | **Targeted Performance Level:** | Novice low |

|  |
| --- |
| **LEARNING GOALS***What Can-Do statement(s) from the curriculum template does this lesson address?* |
|  c.f. https://www.actfl.org/sites/default/files/pdfs/Can-Do\_Statements\_2015.pdf* Interpersonal communication: I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.
* Interpretive listening: I can recognize a few memorized words and phrases when I hear them spoken.
* Presentational speaking: I can present information about myself and some other very familiar topics using single words or memorized phrases.
 |

|  |
| --- |
| **OPENING ACTIVITY***How will you capture the students’ energy and commitment for this lesson?* |
| * Show the image where people greet each other
* Show the video
 |

|  |  |
| --- | --- |
| **STAGE 1****What will learners be able to do with what they know by the end of this episode***?* | **STAGE 2****How will learners demonstrate what they can do with what they know by the end of this episode?** |

|  |
| --- |
| **EPISODE 1** |
| **Learning Targets***What specific can-do addresses this episode?* | **Culture, Content & Language***What do learners need to know to meet the can-do?* | **Checking for Learning***How will you know that learners have met the learning target for this episode?* |
| Interpretive listening: I can recognize a few memorized words and phrases when I hear them spoken. | Notice the use of 你好 vs 您好when people of different social status greet each other | When the teacher shows photos/images of different people greeting each other, students can recognize which expressions to use. For example, * ni hao (for people of similar social status)
* nin hao (for people of different social status)
 |

|  |
| --- |
| **EPISODE 2** |
| **Learning Targets***What specific can-do addresses this episode?* | **Culture, Content & Language***What do learners need to know to meet the can-do?* | **Checking for Learning***How will you know that learners have met the learning target for this episode?* |
| Presentational speaking: I can present information about myself and some other very familiar topics using single words or memorized phrases. | Can say the two expressions (ni hao vs. ninhao) when greeting people of different social roles. | When the teacher shows photos/images of different people greeting each other, students can use the following two expressions appropriately. * ni hao (for people of similar social status)
* nin hao (for people of different social status)
 |

|  |
| --- |
| **EPISODE 3** |
| **Learning Targets***What specific can-do addresses this episode?* | **Culture, Content & Language***What do learners need to know to meet the can-do?* | **Checking for Learning***How will you know that learners have met the learning target for this episode?* |
| * Assessment: Use videos/images to make sure students can recognize, understand and say the two expressions.
 |  |  |

**Add additional learning episodes as needed by copying a learning episode box.**

|  |
| --- |
| **MATERIALS NEEDED***What supplies and materials will you need to successfully implement this learning plan?* |
| * Video
* Images/photos
 |

|  |
| --- |
| **REFLECTION/NOTES TO SELF***Did all learners meet the learning goals of the lesson? What will you do to adapt for those who are not learning? What might you do in subsequent lessons?* |
|  |

**While only Stage 1 and Stage 2 are required for STARTALK purposes, programs are encouraged to use Stage 3 as a planning tool in ways that best meet the needs of their instructors.**

|  |
| --- |
| **STAGE 3****What will prepare learners to demonstrate what they can do with what they know?** *Do the learning activities allow students to move from input to shared/guided practice and then to independent application of new learning? Do all activities make the best use of instructional time to maximize student learning and**take an appropriate amount of time considering the age of the learner?* *Do the learning activities provide variety to enable a lively pace for the lesson?* |

|  |
| --- |
| **LEARNING ACTIVITIES FOR EPISODE 1***What activities will be used to ensure learners accomplish the learning targets from Episode 1?*  |
| * Presentation: Show the video clips to instroduce the new materials. Repeat if necessary.
* Presentation: Using photos/images, the teacher demonstrates how to say those expressions.
* Input comprehension: The teacher show each image/photo, say the expressions at the same time, and ask students to identify which one is appropriate for each person in the contexts as shown in the photos/images.
* Presentation: (Optinal) The teacher writes on the board the Chinese characters/Pinyin for those two expressions.
 | **TIME:** 5 minutes |

|  |  |
| --- | --- |
| **LEARNING ACTIVITIES FOR EPISODE 2***What activities will be used to ensure learners accomplish the learning targets from Episode 2?* |  |
| * Output: The class acts as a whole. The teacher show the video clips again. This time, ask students to say proper expressions.
* Output: Group activity. Each student is assigned a role to play.
 | **TIME: 3** minutes |

|  |  |
| --- | --- |
| **LEARNING ACTIVITIES FOR EPISODE 3***What activities will be used to ensure learners accomplish the learning targets from Episode 3?* |  |
| * Assessment: Show the video again. Check with students if they can hear and say the two expressions.
 | **TIME:** 2 minutes |

**Add additional learning activities for each episode as needed.**