**STUDENT PROGRAM LEARNING PLAN**

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

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

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| **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. |

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| **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 |

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| **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?** |

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| **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) |

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| **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) |

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| **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.**

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

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| **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?* |
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**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.**

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| **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?* |

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| **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 |

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| **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 |

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| **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.**