



Chinese Language Teaching Plan: Designs and Analysis

Chinese Language Teaching Plan: Designs and Analysis

中文教案设计实例及分析

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Contents

前言	vii
Table of Contents 目录	ix
Editors and Authors	xii
1. 卜羽馨	1
2. 陈蕙	10
3. 卢海云	19
4. 陈晓珊	25
5. 司迪寿春	52
6. 司迪寿春	59
7. 徐晓霞	66
8. 袁秋萍	76
9. 袁秋萍	87
10. 张敦	94
11. 张可昕	101
12. 赵玉琪	107

前言

在美国，中文已经持续多年成为学生学习人数排名前十的世界语言之一。这既反映出美国学生对中文需求的增加，又得益于所有中文教师从数量到质量的全面提高。

中文作为外语的教学在美国有其特殊性，这些特殊性至少表现在五个方面：1. 华人人口比例偏低，缺乏中文目的语环境；2. 中文一般不是必修课，学生凭兴趣选课，这跟国内的外语地位完全不同；3. 美国各州乃至各区在教育教学各方面各具特色，他们有各自的标准、各自的规则、各自的发展状况。4. 教育理念、学校文化与中国差异较大；5. 美国与中国的教学方法和策略存在差别。这些特点对来自中国文化的新教师的素质和技能提出了很高的要求。

以作为教学理念和标准为例，美国的外语教学应当遵循美国外语教学委员会(American Council on the Teaching of Foreign Languages, ACTFL)制定的外语教学5个C (Five C's) 的基本原则，即沟通交际原则 (Communication)、文化交流原则 (Cultures)、跨领域关联原则 (Connections)、相互比较原则 (Comparisons)、联系社区原则 (Communities)。不了解这些基本原则、一味沿用传统中国教学思维 and 习惯，会使得中文教学失去根基。

教案是从事教学所必备的授课计划和安排，而许多新教师和即将从事教学的未来教师对真实教案并不熟悉，导致无法进行有效教学。为了帮助他们了解美国中文教学的特殊且具体要求在教案中的体现，我们邀请了美国多个州的本土中文教师根据各地教学实践，编写了这本《美国K-12学校中文教学真实教案及解析》（简称《教案解析》）。教案内容基本包括授课内容分析、学生特点、课程标准和理念、教学目标、使用的材料、教学方法和过程、教学测量、教案解析等多个板块，力图反映某一内容或主题的凝练的教学过程，供使用者学习、模仿、借鉴。

这本书有以下两个特点：

首先，这些编写教案的教师均在一个或多个学校教授中文多年，已经在教学理念、教学方法、教学风格、教学效果上达到了很高水平，许多已成为全国或州内知名教师、督导教师、培训专家，或某一专业领域的领军人物，许多老师还被评为为市、州、行业的优秀教师。他们中的许多也形成了可靠的教学方法和风格，他们编写的这些教案简练明晰、新颖实用，实践证明，通过使用这些教案，他们取得了良好的教学效果，正是因为他们优良的教学赢得了学生、学校、社会的赞誉。可以肯定，这些教案是优秀教

师们智慧、思想、技能、策略的浓缩，认真学习和使用这些教案必将为新教师迅速成长为一名成熟乃至优秀教师提供有力的帮助。

其次，本书选取的教案注重了实例、标准、理论之间的结合，在理论与实践相互映衬的过程中，力求在理论上有所依据，在实践上有所突破，特别是对于教案编写的分析与反思，均为广大中文教师提供了生动的范例，对教师提高教学水平、活跃课堂气氛、激发学生的合作意识等具有重要的参考价值。大部分教案在编写的过程中注重语料真实性、方法适切性、语言交际性、文化交流性、学生中心性。同时，美国的教学又存在众多的风格和方法，如Organic World Language (OWL) (有机世界语教学法)、Teaching Proficiency through Reading and Storytelling (TPRS) (阅读和故事教学法)、Project-based Learning (PBL) (项目式教学法)、MovieTalk (影视口语教学法)、Flipped Classroom (翻转课堂教学法) 等等，《教案解析》努力涵盖一些比较流行的教学方法，供使用者结合这些方法的具体情况理解教案。

但是需要指出的是，因为美国的外语教学没有全国范围的统一规定、统一标准、统一要求，所以我们也提醒本书的使用者一定注意每个教案上注明的各个背景信息，如州别、学校类别、学生水平、依据标准、教学方法、教学时间、课堂类型。也鼓励使用者认真阅读理解教案后面的解析、使用建议，需要扩展阅读的，也请使用者积极寻找资料、加深理解。

另外，尽管这些教案是由优秀教师编写，但因为每个教师的教学也具有特殊性，所以教案不能保证完全反应某州、某区域、某方法的全貌。另外，因为教案是浓缩的计划，可能在实际教学中做必要改动，加上教案本身也存在语言表达和正确理解等方面的问题，请注意合理使用。

最后，衷心感谢各位老师对教案的慷慨奉献，希望你们的分享对加快新教师的专业成长、促进美国中文教学水平起到重大的推动作用。Michael Seday 先生审校了全部英文文稿，在此向他表示特别感谢！

主编：李惠文

副主编：庞晖、Esther Seday

二〇一八年九月一日

Table of Contents 目录

#	Author 作者	Topic 主题	Language Level 学生语言水平	Page 页码
1	BU, Yuxin 卜羽馨	School Life 学校生活	Intermediate Low 中级-初等	
2	CHEN, Hui 陈蕙	Xiao Tuzi Guaiguai 小兔子乖乖	Novice Low 初级-初等	
3	LU, Haiyun 卢海云	Celebrating Mother's Day 庆祝母亲节	Novice Low to Intermediate Mid 初级-初等到中级-中等	
4	MILLER, Amy 陈晓珊	What is in your backpack? 你的书包里有什么?	Novice Low 初级-初等	
5	SEDAY, Esther 司迪寿春	Can you help me? 你能帮我吗?	Intermediate High 中级-高等	
6	SEDAY, Esther 司迪寿春	Marriage Custom and Four Great Inventions 婚姻习俗和四大发明	Advanced 高级	
7	XU, Xiaoxia 徐晓霞	Diverse Ethnic Minority Groups in China 中国的多民族	Novice High to Intermediate Mid 初级-高等到中级-中等	
8	YUAN, Qiuping 袁秋萍	Little Tadpoles looking for their Mom 小蝌蚪找妈妈	Novice Low 初级-初等	
9	YUAN, Qiuping 袁秋萍	Talking about Prices and Making Bargains 讨价还价	Intermediate Low 中级-初等	
10	ZHANG, Dun 张敦	Bargain at the Fruit Stand 买水果 — 讨价还价	Novice Low 初级-初等	
11	ZHANG, Kexin 张可昕	Food & Preference 食物喜好	Novice Low 初级-初等	

12	ZHAO, Yuqi 赵玉琪	Chinese Language for Primary Schools “失物”认领	Intermediate Low/Mid/High 中级-初等到高等	
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Editors and Authors

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MEd, MA, EdD, and PhD (in Teaching Chinese as a Foreign Language program) student; Head Teacher / Assistant Director of Educational Programs, adjunct professor, curriculum and teacher training specialist. At American universities Dr. Li teaches Chinese language & linguistics, Chinese culture, educational research, and Chinese calligraphy. He authored or co-authored quite a few publications, and is the Editor-in-Chief of the Journal of Chinese Language Teaching Methodology and Technology. His research interests include teaching methodology, learning assessment, teacher professional development, curriculum design, and psychology in education.

教育学

教育学、教育心理学双硕士，教育学博士，在读（TCFL）哲学博士，核心教师、教育项目助理院长，讲座教授，课程和教师培训专家。教授大学汉语语言及语言学、中国文化、教育研究、中国书法；（美

国)《汉语教学方法与技术》杂志主编。研究领域包括教学法、学习测量、教师专业发展、课程设计、教育心理学等。

Hui Pang 庞晖: Co-Chief Editor 共同主编



Visiting professor at Cleveland State University, Associate professor at Qingdao University, Associate Editor of the Journal of Chinese Language Teaching Methodology and Technology. Prof. Pang teaches languages and culture, hosts teacher training, and conducts research on teacher professional development, teaching methodology, culture shock, etc. She holds the memberships of ACTFL (American Council on the Teaching of Foreign Languages), CSCTFL (Central States Conference of Teaching Foreign Languages), OFLA (Ohio Foreign Languages Association), and OATC (Ohio Association of Teachers of Chinese). She is the committee member of Foreign Language Teaching Sub-committee of Chinese Society of Education. In addition, she is the certified training specialist for People's Education Press, and Foreign Language Teaching and Research Press.

克利夫兰州立大学孔子学院访问教授、青岛大学外语学院副教授、美国Chinese Language Teaching Methodology and Technology杂志副主编。从事语言文化教学研究、教师培训、教师专业成长研究。美国外语教育学会会员、美国中部外语教育学会会员、俄亥俄外语教学研究会、俄亥俄中文教师学会、中国教育学会外语教学委员会委员、人民教育出版社外语培训专家、外语教学与研究出版社英语阅读教学培训专家。

Esther Seday 司迪寿春, Co-Chief Editor 共同主编 and Author 作者

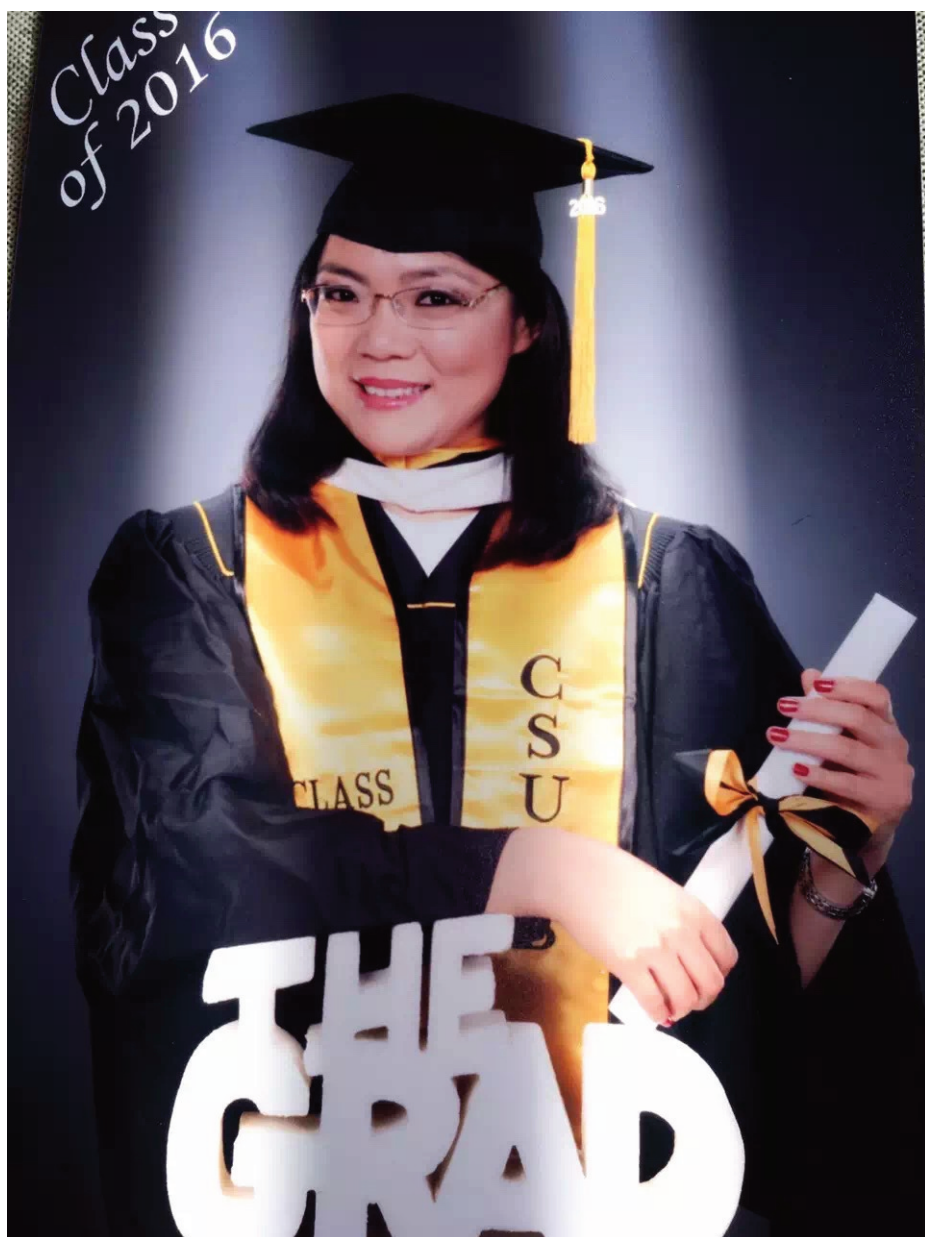


Ohio 5-12 Principal licensure, Life Skill High School Academic Coach; intern-principal, Student Adviser, Teacher Mentor, Cleveland State University Teaching Field Supervisor, Cleveland State University Chinese Teacher trainer; the Central States Conference on the Teaching of Foreign Languages Leadership member, Ohio Foreign Language Association Advisory Council member, and College Board Advanced Placement (AP) Advocacy member.

持有美国5-12校长资质，Life Skill High School 教育处主任，曾任劳蕾尔学校实习校长、学生导师、教师导师；克利夫兰州立大学实习教师督导、中文教师培训特聘专家。美国中部州外语教学会议领导团队成员、俄亥俄外语教学会顾问委员会委员、大学理事会大学预科课程推广会成员。

AUTHORS

Yuxin Carcamo (卜羽馨)



My English name is Yuxin Carcamo. I am from Beijing, China and arrived in America in 2007. I earned my Master Degree of Linguistics with Concentration of Teaching Chinese from CSU Long Beach, California in 2009. I have been teaching at Firebaugh High School which is located in a Latino community of Lynwood, California, since 2011. I have been teaching in city college as a part-time Chinese class instructor. I am blessed to have teaching as my career. I am honored to earn the California State Outstanding Student Teacher, awarded by Delta Kappa Gamma Society, 2012, and Certification of Recognition presented by California State Senator, 2014, and 2015. I have been attending various professional workshops and trainings. One of the most influential workshops was Dr. Krashen's Comprehensible Input because it shaped my teaching philosophy: language acquisition requires relaxed, meaningful, and understandable interactive communication.

卜羽馨，来自中国北京。毕业于加州州立长滩大学，语言学专业硕士中文教学方向。自2011年起在加州洛杉矶地区林舞市公立高中飞博高中担任全职中文老师，教授中文一到四和IB课程，兼职社区大学中文

教学。我很感恩从事教学事业。2012年荣获Delta Kappa Gamma组织的加州优秀新进教师奖，2014年和2015年荣获加州议员签署颁发的IB教师贡献奖状。我热衷参加众多专业培训，其中影响我最深的一次是Dr. Krashen's Comprehensible Input的讲座，他当面告诉我有趣的Storytelling和Comprehensible Input的重要性塑造了我的教学理念，那就是语言习得是在轻松，有意义并可以理解的沟通中获得的。

CHEN, Hui (陈蕙)



Hui Chen is a certified Chinese teacher in Ohio. She has been teaching Chinese language and culture for more than ten years in different school settings. During 2007-2009, she was one of the steering committee members and the writing team members, and a Chinese editor for ODE's K-4 Chinese Curriculum Program. Since 2013, her students have participated in the Ohio K-12th Chinese Speech and Essay Contests and won many awards.

Ms. Chen received Outstanding Engagement Award and 10 Years Teaching Achievement Award from Ohio Association Of Teachers of Chinese and Confucius Institute.

陈蕙，英文名字Lilly。持有俄州教师证的中文老师。在不同背景、不同层次教授中文和中国文化十余年，同时也在华人社区办的中文学校教中文。2007-2009年期间，担任俄州教育厅K-4中文教学大纲编委委员、写作小组成员和中文编辑。自2013年起，所教学生参加俄州K-12中文演讲和作文比赛，并取得优异成绩。陈老师获得克利夫兰州立大学孔院和俄州中文教师协会联合颁发的优秀参与奖和十年中文教学成就奖。

LU, Haiyun (卢海云)



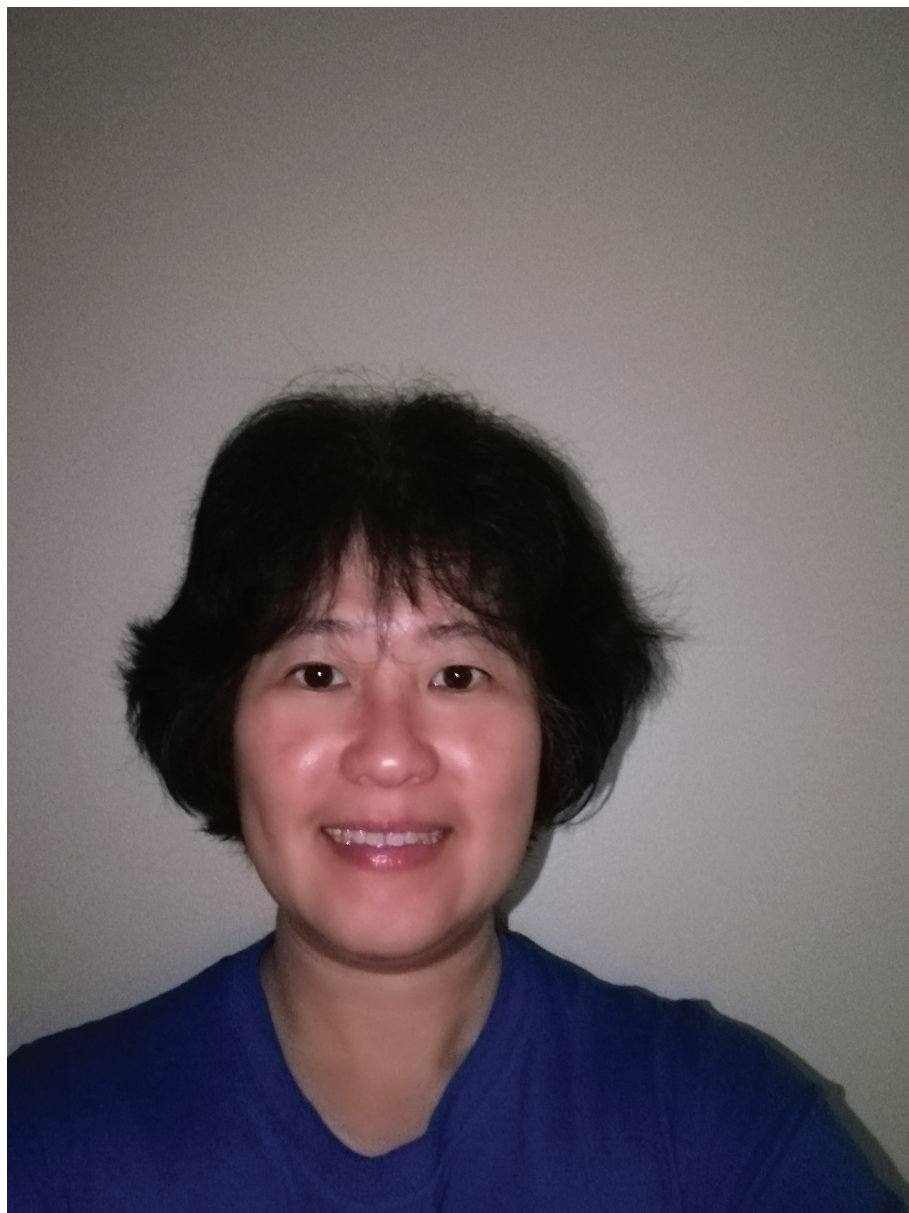
Haiyun Lu has been a Chinese teacher since 1993. Over her 20 years of teaching, she has taught students from pre-primary to retired college professors. She currently teaches at one of the top rated independent schools in the Midwest. She is a presenter at various language related national conferences and a trainer in Teaching with Comprehensible Input (TCI) based instructions. She is a story writer in Chinese.

Some of Haiyun's awards include:

- Modified Oral Proficiency Interview Tester (2017)
- WAFLT Recognition of Merit (2013)

- Confucius Classroom via Asia Society (2009 – present)
- Charles F. Wright Technology in Teaching Award (2009)
- Wisconsin Critical Language Fellowship (2007 & 2008)
- Psychology Department Honor at Cardinal Stritch University (2005)

MILLER, HsiaoSan (Amy) (陈晓珊)



HsiaoSan (Amy) Miller holds a PhD in Curriculum & Instruction focusing on Second / Foreign language acquisition from Kent State University. She teaches Mandarin Chinese in the Ravenna Ohio school district. She also teaches at the Chinese Heritage Language School in Akron OH. Her research interests focus on curriculum theory and reflective teaching. The Total Physical Response (TPR) is used throughout her curriculum to help learners focusing on a deeper comprehension and acquisition in Mandarin Chinese.

XU, Xiaoxia (徐晓霞)



B.A. in Chinese Language and Literature; MEd in Foreign Language Education. Xiaoxia is passionate in curriculum design and innovative ways to engage students, publishing and presenting at state and national levels on topics including integration of language and culture, performance assessment and effective technological tools for world language classrooms. She is currently teaching upper level courses at Shady Side Academy, Pennsylvania. In five years at the senior school, she has revamped the high school Chinese curriculum and created the AP Chinese program at the school for the first time. Xiaoxia was honored to be named as a Keystone STARS educator by Pennsylvania Association for Education Communications and Technology in 2017 and received the Innovative Educator Award by Shady Side Academy in 2016.

YUAN, Qiuping (袁秋萍)



Qiuping Yuan obtained her Master Degree of Arts in China and Master Degree of Arts at Michigan State University. She also received her teaching certificate in Michigan. She is currently a Mandarin teacher for the Lakeshore Public School District in Michigan.

She was awarded “Teacher of the Year” by Chinese Language Association of Michigan in 2015. She won two awards by the Chinese Language Teachers Association, USA, in 2015 and 2016. She has published a couple of papers in the U.S.

袁秋萍，英美文学、教育学双硕士。在密西根州立大学教育系修完教师证项目和硕士学位，通过密西根州教师证考试。现任美国公立学校初中、高中部中文教师。曾经担任过美国公立学校小学、高中特殊教育班、高中12年级senior leadership 以及AP中文的任课老师。

2015年被Chinese Language Association of Michigan评为teacher of the year。2015年和2016年分别获得过全

美中文教师协会的奖 (the Chinese Language Teachers Association, USA)。多次在全美和密西根州做过教学讲座，在美国教学期刊发表过数篇教学文章。

ZHANG, Dun (张敦)



Ms. Dun Zhang, a mother of three children, received her B.A. from Wellesley College, Mass, and her M.S. and teacher licensure from OSU. She has taught Chinese as a FL in American secondary schools for 12 years. She piloted an interactive video conferencing Chinese T&L program for one year, witnessed a great increase in students' enrollment the following year.

Another teaching opportunity brought her to the current in-classroom teaching post in a public school system. She is teaching Chinese 1, 2, and 3, supervises some Independent Studies students, and has been an adviser to Chinese Clubs in all three high schools in her district for ten years. She teaches Chinese 1 through blended learning, and

teaches Chinese 2 & 3 in a mixed environment, in which Chinese 2 and 3 are taught in the same room, at the same time. She travels to three different buildings each day, teaches students in grades 8-12 in all 3 levels daily.

张敦女士, 三个孩子的妈妈, 从美国麻州的威斯理大学获得了学士学位, 从俄亥俄州立大学获得了硕士学位和对外汉语教学执照。她从事初高中对外汉语教学已有12年。十多年前, 她在一个私校体系里开始从教。当时的教学模式是互动式的视频教学。当年, 美国联邦政府为了扩大对外汉语教学的范围, 拨款在全国范围内开发了三个视频教学点。张女士有幸成为其中一个教学点的教师! 来年见证学中文的学生人数大增。

一个新的教学机会让张女士来到了传统教室里。她目前在一个公立学区教中文一, 二, 三, 指导一些独立学习的学生, 还担任三个高中中文社团的顾问/指导员。她教的中文一是通过混合模式教学的。她的中文二和三是合成班, 亦即这两个不同程度的学生在一起同时上课。张女士每天穿梭于三所高中之间, 教这些不同程度的八到十二年级的学生。

ZHANG, Kexin (张可昕)



Kexin Zhang received her Master of Education degree in Curriculum and Instruction major (Concentration in

Foreign Language) from George Mason University and B.A. in English Literature from Sun Yat-sen University. She was one of the Professional Aviation Translators in China. She has over thirteen years of experience in teaching Chinese in the United States, and she is also a director of CLTA-NCR. She is good at cultivating students' critical thinking skills and inspiring students' motivation by implementing the theories of Multiple Intelligences, the three modes of communication, TPR and technology in her teaching, and using ACTFL performance guidelines to assess how well her students perform. Her students achieved outstanding scores from YCT Level III test during 2017-2018 school year.

中山大学外语系毕业，曾在中国获得航空翻译资格证书，后在乔治梅森大学取得教育硕士学位。在美国的中小学任教长达13年之久，并兼任美国教师学会大华府地区的理事。她善于在教学中培养学生的思考能力，并应用多元智能理论、完全肢体反映教学法及科技手段激发学生的学习热情。2017-2018学年她的学生在YCT 3级考试中均取得了优异的成绩。

ZHAO, Yuqi (赵玉琪)



Zhao, Yuqi, graduated from Michigan State University with Master of Arts in Teaching and Curriculum, and currently pursuing Master of Elementary Education in Grand Valley State University, holding Michigan Standard Teaching Certificate of K-12 Foreign language (Chinese) and K-5 Elementary Endorsement. Teaching 5th Grade Chinese immersion program in a public elementary school in Michigan over 5 years, and participated in several

Chinese curricula writing projects. In 2014, working as a mentor teacher in MSU Startalk program. In 2017, organized and coordinated a China trip for families in Chinese immersion program of the school district.

赵玉琪，密西根州立大学教学与课程设计专业硕士，河谷州立大学小学教育硕士在读，持有密西根K-12中文教师资格证以及K-5小学全科教师资格证。任教于密西根公立小学，担任中文沉浸式项目五年级老师五年，期间多次参与中文课程的编写。2014年，作为导师参与密西根州立大学星谈项目。2017年，策划并带领学区中文项目的学生和家长游学中国。

1.

卜羽馨

Topic: School Life

卜羽馨 Yuxin Carcamo

School Type: Public High School

Number of students: 20

Grade: 10

Proficiency Level: Intermediate Low

Teaching minutes: 60

Textbooks: 中文听说读写 Integrated Chinese

Special Methods/Approaches/Strategies if any: TPRS

Topic: School Life

Status of Students (Characteristics, knowledge level, background, etc.

The majority of students are Latino-Americans. Most of their first language is Spanish, and the second language English.

Students learned the following vocabulary, expressions, and grammar:

The time expression: 年, 月, 日, 星期, 早上/上午, 中午, 下午, 晚上, 点, /分

1. The adverbs of the speed of the action, such as 快 and 慢
 2. The adjectives of expressing feelings and opinions: 累, 高兴, 不高兴, 忙, 有意思, 没意思, 好看, 漂亮, 容易, 难
 3. The vocabulary of daily routine: 起床, 洗澡, 吃早饭, 上课, 吃午饭, 回家, 看电视, 做作业, 玩手机, 跳舞, 唱歌, 画画, 睡觉
 4. The vocabulary of location: 家, 学校, 教师, 餐厅, 办公室, 图书馆
 5. The conjunction words: 以前, 以后
 6. How to ask and answer about one's daily routine.
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State Standards / ACTFL Standards

Standard: The World Language Content Standards for California Public Schools, Kindergarten Through Grade Twelve

<https://www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf>

In particular, this lesson plan meets the following:

2.4 Initiate, participate in, and close a conversation; ask and answer questions.

3.4 Describe, narrate, explain, and state an opinion.

ACTFL World-Readiness Standards for Learning Languages

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Connections: Connect with other disciplines and acquire information and diverse perspectives to use the language to function in academic and career related situations.

Lesson's Content Focus / Objective

Topic: School Life

Vocabulary: 开车driving, 用手机 use cell phone

Grammatical structure: 一边Verb 1, 一边Verb 2

This structure describes two simultaneous actions. The first verb is the main action.

Cultural perspectives: the issue of using cellphone

Performance-based Objectives—As a result of this lesson/unit, students will be able to:

1. Talk about their daily routine.
 2. Describe two simultaneous actions.
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Materials Needs

PowerPoint, projector, teacher's whiteboard, students' whiteboard, markers

Textbook: 中文听说读写Integrated Chinese

Procedure

The opening of the class: The teacher says, “上课!” The class stands up and greet to the teacher together in Chinese. And the teacher greets the class in Chinese and says, “请坐!”

The teacher and students speak in Chinese throughout the class.

Students ask and answer today's date in America.

Students ask and answer the current time in Los Angeles and Beijing.

Procedure	Teacher	Students
Warm up Activity and pre-assessment (5m)	Facilitates students when they review the vocabulary with the flash cards.	Review the learned vocabulary with the flash cards with group.
Activity 1 Guided practice (10m)	Guides students as they talk about their daily routine with the visual aid image shown on the PowerPoint.	Independent practice: ask and answer their partners about three daily activities.
Activity 2: Comprehensible Input with TPR (Total Physical Response) (10m)	<p>Introduces 一边 + Verb 1, 一边+ Verb 2 (two simultaneous actions), for example,</p> <ul style="list-style-type: none"> Acts out and says in Chinese “我一边看电视，一边吃早饭。” Acts out and speaks in Chinese “我一边吃饭一边说话”. 	<p>Watch the teacher’s acting out the Chinese sentence.</p> <p>Listen to what the teacher says.</p> <p>Answer the teacher’s questions.</p>
Activity 3: Getting to Know Someone (5m)	<p>Give each student a small whiteboard and a dry-erase marker. Tell the class to write their answer on the whiteboard by drawing a happy face for yes, a sad face for no, and a neutral face for sometimes. Randomly select a student. The teacher asks questions about her/his daily routine or habit.</p> <p>*After two or three questions, randomly pick another student. The teacher may select the questions from the following personalized questions in target language:</p> <ul style="list-style-type: none"> 他早上吃早饭吗? 他一边吃早饭一边看电视吗? 他今天早上洗澡了吗? 他一边洗澡一边唱歌了吗? 今天早上他上课迟到了吗? (如果是, 是他起床起晚了吗?) 他喜欢中文课吗? 他一边上课一边玩手机吗? 一边上课一边玩手机是个好习惯还是坏习惯? 为什么? 他通常吃午饭吗? 他喜欢学校的午饭吗? 他一边吃饭一边说话吗? 他吃饭吃得快吗? 他说话说得慢吗? 他放学以后马上回家吗? 他一边吃完饭一边玩手机吗? 一边吃饭一边玩手机是个好习惯还是坏习惯? 为什么? 他睡觉睡得很早吗? 	<p>The selected student writes down the answer on the board but does not let the class see it. The class writes down their answers. Then the teacher asks the class to lift their whiteboard to show and share their answers.</p>

Activity 4: Storytelling (10m)	<p>Guided practice: Selects one or two volunteers to come to the front of class. The teacher tells a comprehensible story and asks the volunteer(s) to role play the scenario. The story contains the learned vocabulary, grammar and today's new structure of two simultaneous actions. The sample story is as following:</p> <ul style="list-style-type: none"> • One day I woke up at 9am. I got up quickly. I did not have breakfast and I did not take a shower, because I WAS LATE. I quickly brushed my teeth while washing my face. After I got ready, I realized it was Saturday. • One day I got up at 5am. It was dark and cold. I got up early because I want to study. I sang while taking a warm shower. Then I had a delicious Chinese breakfast and tasty Chinese tea. Then I made myself look good. I left home at 7am and I drove to school. I am already 18 years old. On my way to school, my friend called me and told me she needed a ride. So I went to pick her up to school. We listened to rock and roll and checked social media while I was driving. We did not notice the car before us was slowing down, so I hit the car in front of us. We got injured. Ouch!! Then the police and ambulance came... 	The class listens to the story and watch the volunteer(s) acting.
Activity 5: Class storytelling (10m)	Assigns each student a number from 1 to 20. Number 1 student starts the story, for example, "One day I..."	<p>Independent practice: Students tell a story and acts it out. The volunteers come to the front of class. The class takes turns to tell a story. Volunteers role play the scenario. The story contains the learned vocabulary, grammar and new structure of two simultaneous actions.</p>
Summary (5 m)	Summarizes the class story briefly.	Retell the story in groups or with partner.
Closing of class	Says goodbye to the class.	Stand up to say goodbye to the teacher.

Post Assessment/Evaluation

The assessment is through students' response to the questions, TPR, storytelling, and the reading comprehension homework.

Homework

Assign a comprehensible reading comprehension homework. It is short, interesting, and related to the class story.

Lesson Plan Analysis

Suggested points:

1. Standard, philosophy, and/or rationale the plan has been built on

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2. Teaching methodology

TPRS (Teaching Proficiency through Reading and Storytelling)

Step one: establish meaning

Step two: spoken class story

Step three: reading

3. Teaching strategies

Comprehensible Input

TPR (Total Physical Response)

Circling

Comprehension checks

Pop-up grammar

Personalized question

4. Special focus and features of the plan

- (1) Step one: establish meaning

The teacher introduces the new vocabulary in this step. The new vocabulary Chinese character and pronunciation are shown on the PowerPoint slide projected on the whiteboard.

The teacher applies several strategies to assure the input is comprehensible, for instance, using gestures, interacting with students with circling questions, and asking individualized questions to increase students' interest.

TPR (Total Physical Response) is one of the effective teaching methods to provide comprehensible input.

The teacher introduces 一边+ Verb 1, 一边+ Verb 2 (two simultaneous actions) by TPR. For example, the teacher acts out "I watch TV while having breakfast". While acting, the teacher speaks the sentence "I watch TV while having breakfast."

"I watch TV and use cellphone while having breakfast." "I use cellphone while having lunch." "I use cellphone while driving." "I use cellphone while teaching." "I use cellphone while walking." "I use cellphone while having dinner."

The class acts out what the teacher says. For example, "The teacher uses cell phone while eating."

Circling is a teaching strategy of using the target language to ask a series questions related to the context. The repetition allows students to get familiar with the pronunciation and meaning of the new words. It is also an effective way of

providing the comprehensible input. Have the class respond with gestures. Verbal response is optional at this step. The teacher asks the class:

Do you sometimes use cellphone in class?

Do you often use cellphone in class?

Who does not use cellphone in class?

Is using cellphone in class a good habit?

Comprehensible Input by connecting to students' lives:

The activity of Getting to Know Someone provides meaningful real-life situations of knowing someone. The questions, for instance, "Does he like Chinese class?" "Does he use his cellphone while he is in Chinese class?" provides an opportunity to know their classmate's likeness or dis-likeness of Chinese class and this person's habit of using the phone in class or not using it.

(2) Step two: spoken class story

This step provides students with comprehensible input with the new structures in the contextualized scenario. The teacher tells a brief but interesting story and asks volunteers to act out. The comprehensible input is provided to the class by hearing to the story and watching the acting. It draws students' attention especially the visual learners. The actors acquire the language through listening, comprehending, and performing. It especially benefits the kinesthetic learners. The humorous performance of the volunteers may enhance the relaxed learning atmosphere.

After the guided practice, students take turns making a personalized class story. The teacher may give a starter phrase or sentence of the story, then the class develops the plot with details. When the class needs to help to carry on the story, the teacher may provide personalized questions. The volunteer actors perform the story. It is better if there are problems, surprise, conflict, or accidents in the story. The issues can be solved or unsolved. It is more important that students utilize the target language unconsciously, willingly

This process provides the opportunity for the class to demonstrate the learned, new structure in the meaningful context.

(3) Step three: reading

Assign a comprehensible reading comprehension homework to the class. It is short, interesting, and related to the class story.

5. Strengths and limitations

Strengths: TPRS is a very effective teaching method which utilizes comprehensible input, circling, personalized questions, and frequently comprehension check. It can highly engage students to participate in class activities and acquire the target language unceasingly. Since students are in a relaxing and interesting learning atmosphere, thus their affective filter is low which is beneficial for learners to acquire the language in a natural and meaningful way.

Limitations: It require the teacher's high classroom management skills.

6. Suggestions for users

Think about some interesting, humors, close to students' lives storylines. The example stories are limited. The teacher should adjust the stories according to the real situation of students.

Author Bio

My English name is Yuxin Carcamo. I am from Beijing, China and arrived in America in 2007. I earned my Master Degree of Linguistics with Concentration of Teaching Chinese from CSU Long Beach, California in 2009. I have been teaching at Firebaugh High School which is located in a Latino community of Lynwood, California, since 2011. I have been teaching in city college as a part-time Chinese class instructor. I am blessed to have teaching as my career. I am honored to earn the California State Outstanding Student Teacher, awarded by Delta Kappa Gamma Society, 2012, and Certification of Recognition presented by California State Senator, 2014, and 2015. I have been attending various professional workshops and trainings. One of the most influential workshops was Dr. Krashen's Comprehensible Input because it shaped my teaching philosophy: language acquisition requires relaxed, meaningful, and understandable interactive communication.

卜羽馨，来自中国北京。毕业于加州州立长滩大学，语言学专业硕士中文教学方向。自2011年起在加州洛杉矶地区林舞市公立高中飞博高中担任全职中文老师，教授中文一到四和IB课程，兼职社区大学中文教学。我很感恩从事教学事业。2012年荣获Delta Kappa Gamma组织的加州优秀新进教师奖，2014年和2015年荣获加州议员签署颁发的IB教师贡献奖状。我热衷参加众多专业培训，其中影响我最深的一次是Dr. Krashen's Comprehensible Input的讲座，他当面告诉我有趣的Storytelling和Comprehensible Input的重要性塑造了我的教学理念，那就是语言习得是在轻松，有意义并可以理解的沟通中获得的。

2.

陈蕙

Lesson Plan 小兔子乖乖

Hui Chen/陈蕙

School Type: private

Number of students: 16

Grade: First grade

Proficiency Level: Novice Low

Teaching Minutes: 30 minutes

Topic: 小兔子乖乖

Status of Students

Ten of the students had some Chinese culture experience before the first grade. Five started learning Chinese at the beginning of the first grade. One ELL student came to the class with no experience in Chinese and English before.

State Standards / ACTFL Standards

The outcomes are connected to the Ohio's New Learning Standards for K-12 World Language: Culture 1 a,h, 2 b; Interpretive 1 a,b,e,f; 2 d; 3 b,e,f; 4 e,d; Interpersonal 1 a,b,c,d, 2 b,d,e,h; Presentational 1 a,b, 2 a,d,i,j,k; 3 b,c,e,i

Ohio Early education Standard:

<http://education.ohio.gov/getattachment/Topics/Early-Learning/Early-Learning-Content-Standards/Ohios-Kindergarten-Through-Grade-3-Learning-and-D/K-3-Standards.pdf.aspx>

Domain: Social Emotional Development

- Demonstrate increased awareness of other's feelings and perspectives.
- Demonstrate an understanding that another person's feelings differ from one's own thoughts.

Domain: Approaches Toward Learning

- Offers explanations about topics of interest.
- Begin to organize information or ideas into categories as a first step in reaching a goal or solving a problem.

Strand: Engagement and persistence

- Carry out tasks, activities, projects or experiences that are increasingly challenging.

Strand: Creativity

- Identify differences between problem types and adapt strategies based on the type of problem.
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Content and Learning Objectives

Content: Review the song by singing and acting out 小兔子乖乖 along with the video clip; ask and answer the questions: In the story 谁乖? 为什么? 因为.....狼乖吗? 如果 (If) 狼不乖, 我们怎么办? 今天, 你乖吗?

Grammatical structure(s): 吗 Questions, 谁乖? 为什么? 因为.....

Cultural perspectives: popular Chinese kid song; increased awareness of others feelings and perspective.

Objectives—As a result of this lesson/unit, students will be able to:

1. Performing the song of 小兔子乖乖
 2. Understand the main concepts everyone has their own culture background. How do we be aware of others feelings. When facing bully or someone makes wrong choice what should we do?
 3. Properly ask and answer 吗 questions, 谁乖? 为什么? 因为.....; inquire and express opinion.
 4. Create own picture story of “小兔子乖乖” with the main characters labeled in Chinese pinyin and 3 simple Chinese sentences in pinyin (乖, 不乖, 因为 are used in the sentences.)
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Materials Needed

Projector, internet, working sheets

Video clip from YouTube:小兔子乖乖 <https://www.youtube.com/watch?v=Z0AENjZZubM>

Stuffed animals: wolf, bunny; candy, fake Chinese money

Pictures as visual signs: to show well-behaved, and misbehaved

Procedure

Activity	Purpose	Teacher / Student Behaviors
Opening Activity and pre- assessment (5m)	Review & check essential question	Teacher behavior: <ul style="list-style-type: none"> • Give an oral instruction about the objectives and activities • Play the video clip of 小兔子乖乖 on YouTube • Take a note to check around to see if students can sing and acting out the song • Ask students to sing and act out the song while watching • Ask: 如果狼不乖，我们怎么办？
		Student behavior: <ul style="list-style-type: none"> • Think about the answer to the essential question.

Teacher behavior:

Start the questions for ELL and beginner students:

1. Teacher holds the stuff animal of little rabbit to ask question: 这是小兔子吗? Pick a student from this group. If this student gives an answer, then teacher will ask the whole class 对吗? Teacher will pick another student who rises the hand to answer teacher's 吗 question. Give a thumb up and a fake Chinese penny as an award to the student who can answer the question correctly. Finish Mom rabbit and wolf with the same procedure.
2. Teacher holds the stuff animal of little rabbit and wolf to ask a question: 谁是小兔子? Same question pattern to other animals. Reward the students who gave a right answer with a fake Chinese penny.

The question is mainly for the students at Middle Performance level, but also open to the students at the beginner level and high performance level.

Teacher will ask: In this story, 谁乖?

The questions for the students at the middle and high performance level

1. 谁不乖?
2. 为什么

The question for the students at high performance level:

如果 (if) 狼不乖, 怎么办? 为什么?

Teacher will ask this essential question then pick a few students to give their answers.

Everyone comes from a very different culture background. How should we be aware of the culture differences and respect the others?

Student behavior:

- Students raise hands and answer questions.

To answer the question “谁不乖?” the student needs to make inference based on his or her own understanding.

Answer in various. If one student says, “狼不乖, 因为它要吃小兔子。”. Teacher responds to student with the nature behavior of the animal.

If another student says, “狼走了, 因为它 goes away and leaves 小兔子 alone”. Teacher will tell students how the bunny uses its problem solving skills to make the wolf go away.

When answering “为什么? ”, the student needs to begin with 因为, but he/she can use English to reason at this proficiency level.

The principle is to apply the question: 如果狼不乖, 我们怎么办? (If you meet someone who bullies or misbehaves, what should you do?)

Try using the following phrases or structures:

可以/不可以。因为.....

Activity 2:

Group discussion led with teacher's questions

(5-7m)

Checking, speaking, higher order thinking, culture understanding, teacher modeling inquire and express opinion.

Activity 3: Interview (5m)	Students practice Q&A: students inquire and express opinion.	Teacher behavior: <ul style="list-style-type: none"> • Demonstrates how to use the interview form • Gives each student an interview form <hr/> Student behavior:
Activity 4: Circle time (3m)	Demo: Teacher model the class how to work together on grouping the classroom behaviors into 乖 and 不乖 groups Apply to the school life	Teacher behavior: Demo: classify the classroom behaviors into 乖 and 不乖 groups. <ul style="list-style-type: none"> • Teacher will write down a list of classroom behaviors on the whiteboard in the circle area before the class begins. • Teacher will point to one item at the time on the list, and ask question. For example, Teacher points to the item “move around without permission” then ask “In the class, move around without any permission, 乖吗?” Pick the student who raises hand to give an answer. The right answer is “不乖.”. If this student answers correctly, he/she will be awarded a fake penny and teacher will put a mark of X as “不乖” in front of “Move around.” If the teacher points to “Raise hand before talking.”, the student should say “乖.”. The mark of √ for “乖”. Finish all the items of classroom behaviors. Demo: ask and answer the question: Teacher: 今天, 你乖吗? Volunteer: 乖。 Teacher: 为什么? Volunteer: 因为我注意听。 <hr/> Student behavior: <ul style="list-style-type: none"> • Participate in the activity, make own judgement, raise hand, and answer the questions.
Activity 5: Pair and individual work (5m)	Evaluation/scaffolding / application Students' teamwork Individual work	Facilitating. Pair work for inquiring and expression through categorizing class behaviors. Individual work: self-reflection to assess each student's own learning.
Closing (5m)	For evaluation and happy ending of learning	Pick two students at high performance level as little teachers to ask questions: Exit questions: 今天你乖吗? 为什么? Give candy to the student who has answered the question. Find anything you did wrong before and provide reasons: 我乖 or 我不乖, 因为.....。

Post Assessment/Evaluation

Ask students one exit question.

Homework

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1. Perform the song of 小兔子乖乖 in front of the family members or friends.
 2. Create own picture story of “小兔子乖乖” with the main characters labeled in Chinese pinyin and at least 3 simple Chinese sentences in pinyin (乖, 不乖, and 因为 are needed).
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Lesson Plan Analysis

Standard, philosophy, and rationale are based on the Chinese curriculum and the Ohio's New Learning Standards for K-12 World Languages Communication standard: Communicate in languages other than English, both in person and via technology. Teacher uses "No English" rule to engage and immerse the student in the Chinese language.

CULTURES STANDARD: Gain and use knowledge and understanding of other cultures. In this lesson, the students will understand the main concepts of culture awareness and enjoy the popular Chinese kids' song, 小兔子乖乖.

To align to the school's English Language Learners (ELL) student's learning plan, the Chinese teacher uses a special individual instruction strategy for teaching. Incorporated tools include: video, music, picture, sign language, stuff animals, fake money/candy award, pair up with a buddy, short assignment, after class tutoring and use the parent/teacher as extra resource.

Philosophy and/or Rationale

Each student has the ability to learn Chinese, but his/her learning needs and ways might be very different. As a Chinese teacher, the primary teaching goal is to effectively teach all the students by using appropriate teaching methods, to instill in them a love of learning Chinese, to help them become life-long learners and successful members of society.

In this lesson, the teacher uses more student centered communicative instructions to meet a range of students' needs and learning styles.

Teaching Methodology and Strategies

In the opening video clip of 小兔子乖乖 is used to catch students' attention; through students' singing with body movements, the students can effectively review the words and story. Teacher can do pre-assessment and use essential questions to engage the students into group discussion: the provocative question: "如果狼不乖，我们怎么办?" A well started lesson will help the class reach the goal.

Whole class discussion is led by the teacher's questions. In this part, teacher focuses on inquiring and expression opinion. Teacher models how to ask the questions and answer the questions. Teacher's questions start from 吗-questions to 谁-questions, then move to "为什么" questions. This strategy helps the students at different performance levels feel comfortable while communicating. Teacher also needs to inspire a higher order of thinking, and provide strong concepts of culture awareness.

The purpose of the interview activity is to give each student a chance to practice asking and answering the questions through the interview task.

Teacher uses Circle Time to:

1. Model the class on working together and classifying the classroom behaviors into 乖 and 不乖 groups;
2. Give instructions to the students on how complete the worksheet individually and in pairs.

The purpose of Pair Work and Individual Work is to provide the students additional chances to apply what they have learned into their daily lives.

Use an exit question to check students understanding and provide candy as an award for passing.

Fake money/candy award is used as a positive incentive strategy to encourage participation, effort, and achievement. Each student can use the money to buy stuff from the class treasure box.

Special Focus and Features of the Plan

1. Embedding culture in language teaching is very important. Chinese culture is a part of language itself.
2. Asking the provocative question: "如果狼不乖，我们怎么办?" The provocative question challenges students to use higher order thinking skills to express their own opinions. The students make judgements based on their understanding of culture differences.
3. Authentic experiences: students watching video, singing/acting/performing the song, tasting candy, drawing

- pictures, getting money, holding/touching the stuff animals etc.
4. Differentiate instruction: Teacher asks questions targeted at the level of the student. To ensure ELL students to understand the concept the teacher should follow: (1) beginner level students: answer simple question first and give more time or clue if needed. (2) For the middle level: practice with application in new situations. (3) For higher level: teacher should give challenge questions, and let them lead discussion of “如果狼不乖，我们怎么办？” Also the teacher can give them chances to help others, like working with beginning/middle level students during the practice.
 5. The best way to engage students is to find out their interests. It is much easier to work with students when they hold an interest in the subject being taught. Teacher should interact with students to see if they like cartoons, drawing, animal friends, food/candy and other activities. It is best to match instruction to students' experiences.
 6. Technology integration is another feature.

Suggestions for Users

Before this lesson, learn the song of 小兔子乖乖 with body movements. Also learn the basic words of the song through the game of charades. Also prepare two illustration papers for the new words. One for the word 怎么办, another for 如果 (if thumb up gets candy; if thumb down no candy).

During teaching, teacher is better to write down the questions in Pinyin on the board, to write the character 如果 (if) and 怎么办 (what to do?) with Pinyin and English meaning on the board. To show the illustration/sign language each time teacher should mention the word 如果 or 怎么办. For better understanding main concepts in culture differences, teacher might consider using English.

Teacher should be open-minded to understand there will be different level of performances in each group/class.

Author Bio

Hui Chen is a certified Chinese teacher in Ohio. She has been teaching Chinese language and culture for more than ten years in different school settings. During 2007-2009, she was one of the steering committee members and the writing team members, and a Chinese editor for ODE's K-4 Chinese Curriculum Program. Since 2013, her students have participated in the Ohio K-12th Chinese Speech and Essay Contests and won many awards. Ms. Chen received Outstanding Engagement Award and 10 Years Teaching Achievement Award from Ohio Association Of Teachers of Chinese and Confucius Institute.

陈蕙，英文名字Lilly。持有俄州教师证的中文老师。在不同背景、不同层次教授中文和中国文化十余年，同时也在华人社区办的中文学校教中文。2007-2009年期间，担任俄州教育厅K-4中文教学大纲编委委员、写作小组成员和中文编辑。自2013年起，所教学生参加俄州K-12中文演讲和作文比赛，并取得优异成绩。陈老师获得克利夫兰州立大学孔院和俄州中文教师协会联合颁发的优秀参与奖和十年中文教学成就奖。

3.

卢海云

Lesson Plan: Mom's Day Celebration

Haiyun Lu

School Type: Private

Number of students: 15

Class Format: New lesson teaching

Proficiency Level: Novice High – Intermediate Mid

Class Hour: 50 minutes

Topic: Mother's Day Celebration

Learning Objectives

By the end of this unit, students will be able to:

- Explain his/her special plan on how to celebrate Mother's Day
 - Develop different perspectives and views on how people around the world celebrate Mother's Day differently
 - Develop appreciation of and kindness toward mom
 - Learn how to express their appreciation to mom
 - Enhance personal relationships and connections with family members and classmates
-

Materials and Resources

课件，微电影，歌曲，手工材料以及用品

- Songs: 《爱我你就抱抱我》，《世上只有妈妈好》
 - 微电影：《为了给妈妈一块蛋糕》https://www.youtube.com/watch?time_continue=2&v=-JdSo_gK5Aw
 - 给妈妈做手工/给妈妈的一封信
-

Methods and Strategy

TPR, TPRS, Picture Talk, Movie Talk, Reading comprehension, crafts designing

Procedure

1. TPR: 陪陪我, 亲亲我, 夸夸我, 抱抱我, 买礼物, 买花, 做饭
2. Teacher demonstrates the action -- Teacher demonstrates an action or gesture while giving verbal commands.
3. Teacher delays the action -- The teacher gives the verbal commands prior performing the action, acting out the commands soon as she observes hesitation.
4. Teacher removes the actions -- Upon sensing that the majority of students show great confidence in what they are doing, the teacher removes her demonstration completely.
5. Teacher assesses -- Teacher observes students' performance to assess students' acquisition and provides assistance.
6. Personalized Questions & Answers (One of the most important TCI strategies!)
7. 现在, 你喜欢谁陪你? 为什么?
8. 在你小的时候, 你喜欢谁陪你? 为什么
9. 现在, 是妈妈想要你陪她? 还是你想要她陪你? 在哪儿? 什么时候? 怎么陪?
10. 当妈妈老了, 你觉得她会想要你多陪陪她吗? 你觉得你会有时间陪她吗?
11. 你妈妈夸不夸你? 怎么夸/不夸你?
12. 你最在乎谁夸/不夸你?
13. Songs: sing-a-long and act out 爱我你就抱抱我和世上只有妈妈好
14. Connect – Extend – Challenge
15. Connect: How do you celebrate Mother's Day?
16. Extend: Whose celebration adds to your thinking? Example: write a post notes; Ask your classmates how they celebrated Mother's Day?
17. Future Plan Challenge: Challenge students to write a future plan with their critical thinking. Example: How you plan to celebrate Mother's day? What are the new ideas that you have learned from your classmate?
18. Picture Talk 1: 《为了给妈妈一块蛋糕》截图系列。
19. Picture-Talk in this lesson is based on many the possible point of pause is in the movie, taking a screenshot and showing the picture to the student
20. Conversation and Personalize Question and Answer (PQA) are centered around these images. The Picture-Talk also tells a complete story of the film, however, without revealing the ending.
21. Embedded Reading version 1 & 2: 《为了给妈妈一块蛋糕》
22. Movie Talk: 《为了给妈妈一块蛋糕》
23. Mute the sound
24. Teacher narrates/paraphrases on-screen elements while the film is playing
25. Pause and point at talk able points, personalize and connect with students
26. Students tell the story to each other
27. Personalized activities based on the Movie Talk. In this film, the main character is a school aged girl. Therefore, school related topics will be highlighted in class as well.
28. 你什么时候上学, 你什么时候放学?
29. 在电影里, 我们看到, 小女孩走路去上学。你怎么来上学? 为什么?
30. 小女孩放学后去捡垃圾了, 你需要这样做吗? 你放学后做什么?
31. 小女孩穿着校服到学校, 你需要穿校服吗? 如果你穿, 你的校服跟她的校服有什么一样? 如果你不穿, 你的穿着跟她的有什么不同?
32. 你觉得穿校服有什么好处/不好处?
33. “母亲节”的时候, 你会为妈妈做什么? (Flipgrid oral report)
34. 在电影里, 小女孩因为没有钱给妈妈买一份礼物, 她收垃圾来赚钱, 最后, 她给妈妈买了一块蛋糕。你

觉得，她真的需要这样做吗？为什么？如果是你，你会做什么？

35. Picture Talk 2: Students Around World
36. Present a series of photos in class
37. Students reflect and share based on this thinking routine: 我看到.....我觉得.....我想要知道的是.....
38. Embedded Reading: 《为了给妈妈一块蛋糕》Version 3 and/or 4

Version 3

母亲节总是在一个星期天。在2017年，母亲节是在五月十四号星期天。母亲节是一个很special的节日。USM的中文学生都非常兴奋，他们都想要在母亲节给妈妈一个special礼物。他们也都想要在母亲节为妈妈做点什么。Are的妈妈喜欢香水，所以，Are想要给妈妈买香水。Are想要给妈妈买香水做礼物。悦悦的妈妈喜欢花。所以，悦悦想要给妈妈买花。悦悦想要给妈妈买花做礼物。Zadan的妈妈喜欢毛衣。所以，Zadan想要给妈妈买毛衣。Zadan想要给妈妈买毛衣做礼物。

39. Mother's Day Crafts. Show students some samples and phrases they might want to use to express their love and feelings toward their moms.
-

Assessment

1. Oral Report: This is what I would do for my mom on Mother's Day
2. Embedded Reading Comprehension
3. Today's Meet: Interpersonal Writing – Let's compare Mother's Day plans
4. A Card/Letter to Mom

Lesson Plan Analysis

Standard

World Readiness Standards: literacy, real world application & 21st century skills

Communication: interpersonal, interpretive & presentation tasks

Cultures: Learners use the language to investigate, explain and reflect: 1) Why does the girl in the film collect garbage to sale in order to buy a piece of cake for her mom to celebrate Mother's Day?

Connections: Learners acquire informative and diverse perspectives about each other and cross-culturally.

Comparisons: Learners compare Mother's Day celebration in both language and culture.

Community: Display the crafts they make in the community and with family.

Teaching Philosophy

Understanding language leads to speaking, understanding one another leads to empathy.

We acquire language through Comprehensible Input. When we hear or read a message which we understand, we can acquire it.

Methodology

TPR, TPRS, Embedded Reading, Movie Talk, Picture Talk, PQA, Thinking Routines.

For more information, visit the websites below.

Embedded Reading

<https://embeddedreading.com/about/>

Movie Talk

<http://www.glesismore.com/movietalk/menu.html>

PQA In A Wink

<https://www.benslavic.com/pqa-in-a-wink-first-12-pages.pdf>

Picture Talk:

<https://tprsquestionsandanswers.wordpress.com/2015/08/07/how-to-do-picturetalk/>

Think Routines

http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html

TPRS

<https://www.youtube.com/watch?v=9lt6vNqf6o8>

Visible Thinking Routines

http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html

Author Bio

Haiyun Lu has been a Chinese teacher since 1993. Over her 20 years of teaching, she has taught students from pre-primary to retired college professors. She currently teaches at one of the top rated independent schools in the Midwest. She is a presenter at various language related national conferences and a trainer in Teaching with Comprehensible Input (TCI) based instructions. She is a story writer in Chinese.

Some of Haiyun's awards include:

- Modified Oral Proficiency Interview Tester (2017)
- WAFLT Recognition of Merit (2013)
- Confucius Classroom via Asia Society (2009 - present)
- Charles F. Wright Technology in Teaching Award (2009)
- Wisconsin Critical Language Fellowship (2007 & 2008)
- Psychology Department Honor at Cardinal Stritch University (2005)

4.

陈晓珊

Lesson Plan: What is in your backpack?

Amy Miller

School Type: Public middle school

Grade: 7

Teaching minutes: 40 minutes

Methods: direct instruction; TPR; MovieTalk

Number of students: 22

Proficiency Level: Level I (ACTFL Novice Low)

Textbooks: 快樂漢語

Learner Characteristics

In this class 19 seventh graders meet for 11 weeks to study Novice-Low Mandarin Chinese. None have prior experience with or knowledge of Mandarin Chinese.

To accommodate the needs and abilities of individual students in the class, students participate in learning in groups to engage in meaningful discussions and learn from one another (Johnson & Johnson, 1989). Except for the whole-class learning setting, students work in small groups or in pairs.

Objectives / Learning Targets

Objectives: In this lesson, students will

- Identify and say 10 different objects in a backpack.
 - Use the interrogative forms of the “是” in a sentence.
-

Chinese

這是什麼? 這是..... 那是什麼? 那是.....

Behavioral objectives:

- With the Total Physical Response–Storytelling (TPRS) method infused into the teaching, students will show their understanding by acting or gesturing accurately during reading and storytelling.
- On a SMART Notebook 17.1, students will complete given tasks using four sentence patterns (negative and interrogative forms of “是shì. “這是什麼? 這是..... / 那是什麼? 那是..... and “這是你.....嗎? 這是我的...../ 那是你的.....嗎? 那不是我的.....”) with their partners.
- After watching a movie clip about school supplies on YouTube, students will complete the given task—Movie Talk—on a paper worksheet.
- Students will complete a language learning task through Quizlet online with 100% accuracy.

Standards and/or Competencies

Ohio’s New Learning Standards: K–12 World Languages

Students can..

Speak/Listen (Interpersonal and Presentational)

- Students can say the names of school supplies in Chinese.
- Students can understand basic descriptions of school supplies.
- Students can use the interrogative forms of the “是shì” sentence.

Read (Interpretive)

- Students can read and understand a sentence, paragraph or dialog about school supplies.

Write (Presentational)

- Students can create a short dialogue by drawing pictures about school supplies.

Materials Needed

A SMARTboard

PowerPoint file

Internet access

Quizlet

Student Worksheet Packet

Scissors / Glue

A grocery-sized bag

10 school supplies (such as pen, pencil, cell phone, ruler, etc.)

Procedure**Day 1 & 2**

Objective: Students can orally label the names of school supplies by making gestures or acting.

Warm up (5 minutes)

Students read rhymes aloud.

Rhymes

1

qǐ lì (stand up)
jìng lǐ (bow)
lǎo shī hǎo (teacher hello)

4

Today I will be able to **Orally Label**
the names of school supplies
by making gestures or acting.

7

問候
你好 您好 你們好
同學們好 老師好
同學們早 老師早
同學們再見 老師再見
大家：再見

臺灣商務印書館中文教學資源網 <http://www.bbsnet.org.tw>

Rationale: Every week students take turns as the role of mini-teacher, who leads the whole class in the five-minute morning routine by reading rhymes aloud before the lesson begins.

Pre-Assessment (5m)

Purpose:

1. Know students' background knowledge on a new topic;
2. Motivate students to learn more;
3. Improve the teacher's teaching.

Appendix 1



Pre/post-assessment

Listen and then write down the numbers (ex: 1, 2, 3...) you hear from the following pictures.

() 橡皮擦

() 鉛筆盒/筆袋

() 尺

() 筆

() 釘書機

Introduce New Words (20m)

We will engage in a series of TPR gestures created by students and teacher.

The procedures for teaching new words are as follows:

- Students first brainstorm to create appropriate actions or gestures to represent all new words. American Sign Language serves as a good support for developing creative gestures.

- About 10 words are presented during the first two to three days. Because we will also review previously taught vocabulary, no more than four to six new words are introduced per class.
- First, the teacher says the new words for the students and uses gestures or body movement at the same time to illustrate the meaning of the word.
- Second, students imitate the gestures as the teacher says the word. At this stage, the teacher is not merely determining whether all students recognize the commands but also to adjusting his or her teaching pace.
- Next, we will review and practice words by saying and performing gestures multiple times as a class or with peers.
- To ensure comprehensive learning for the students, the teacher will incorporate some fun activities to create an enjoyable and low-stress learning environment and teachable moments.
- Simon says
- Charades
- Wall-to-Wall TPR

The introduction of the games:

Simon says with a twist

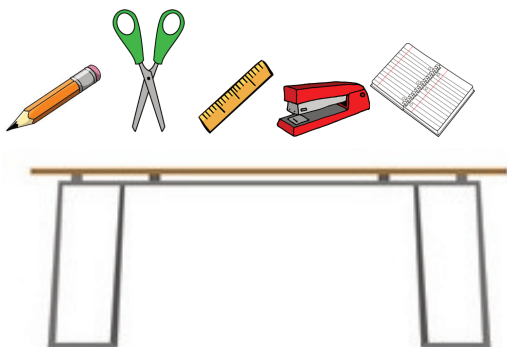
First, the teacher displays school supplies or flashcards with pictures and target words on the table.

Second, divide the students into two teams (boys vs girls). Each team sends a representative for every round to come to the front of the classroom.

Third, each group sends a representative for every round.

Example: Teacher might say, “qiān bǐ” (鉛筆/pencil) in Chinese. The student who gives the correct response while quickly grabbing a pencil gets 1 point for their team.

Finally, the team who gets the most points first wins the game.



Charades

First, divide the students into two teams (boys vs girls).

Second, each team sends a representative for every round to come to the front of the classroom.

Third, the teacher shows a flashcard with the target vocabulary and pinyin without pictures to the two representative students only.

Fourth, two students must recognize the word and act out what they see without speaking. The first team to act out and guess correctly wins a point. Continue playing until all students have tried.

Wall-to-Wall TPR

First, have the boys stand against one wall of the room while the girls stand on the opposite side.

Second, the teacher shouts out the target word “chǐ” (尺/ruler). Have them do the TPR action whilst racing to the opposite side.

Third, the student who gives the correct response gets to take a step forward towards the “Finish Line.”

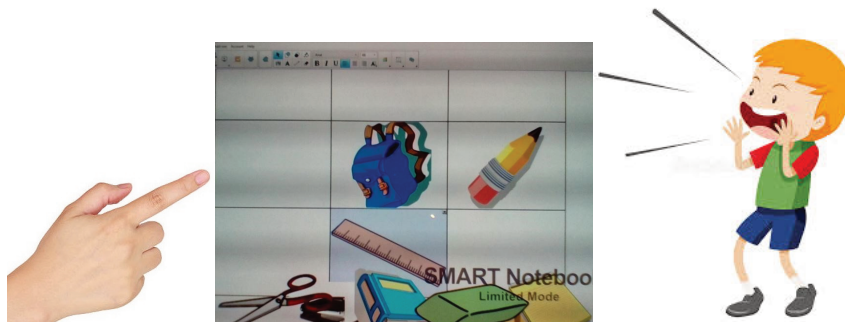
Finally, the team with the most players at the finish line wins

Formative assessment (5 minutes)

Students will work in pair to show that everyone has full understanding of the words using SMART Notebook 17.1 Matching Game.

First, rearrange the pictures.

Second, ask students to come to front of the classroom. One student says “jiǎn dāo” (scissors) in Chinese and another student finds the correct pictures. The team that can finish the game in 30 seconds or less will be the winner.



Day 3

Objective: Students can identify Chinese characters by recognizing the Pictograms (象形 xiàng xíng, “Chinese character derived from a picture”).

Warm up (5 minutes)

The mini-teacher leads the whole class to read aloud the rhymes together before starting today’s lesson.

Rhymes

1

qǐ lì (stand up)

jìng lǐ (bow)

lǎo shī hǎo (teacher hello)

4

你好嗎？
 你好嗎？
 我很好！
 謝謝，再見。



7

名字



您貴姓？我姓 Guy。

你姓什麼？我姓 Guy。

你叫什麼名字？我叫 Brandon

歡huān 迎yíng 歡迎 歡迎你

10

文具用品

書桌 (x2) desk (x3)、原子筆(x2) pen (x3)

書本(x2) book (x3)、鉛筆(x2) pencil (x3)

盒子(x2) box (x3)、尺子(x2) ruler (x3)

書包(x2) bag (x3)、擦子(x2) eraser (x3)

New Worlds Learning (20m)

- The teacher will introduce the Chinese characters with a PowerPoint presentation to explore Chinese Pictograms.
- 秀文苑

- 智象識字

Second, the teacher will play the stroke order first and then invite individual students to demonstrate the stroke order to the whole class.

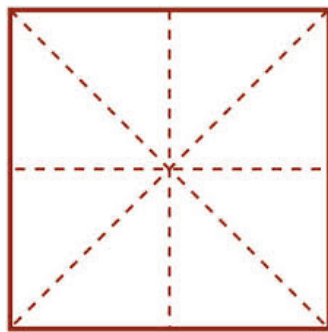
- 常用國字標準字體比順學習網

When one student is on stage to demonstrate the stroke order, the other students will work on their writing assignment from today's packet.

尺chǐ

_____ ⇐ define in English

- <https://www.handspeak.com/word/search/index.php?id=4000> SL ruler
- The Chinese character “尺” looks like English Alphabet R, which is the first letter of the word "R"-uler".



⇐illustrate the Chinese

Finally, students will turn in their packets; they should be able to write the meaning of the vocabulary in English and complete their Chinese symbol writing.

Formative assessment (5 minutes)

Students will play the SMART Notebook Matching Game by matching the pictures and words correctly to evaluate how well they learned today's lesson.

First, rearrange the pictures

Second, one student will say the word and another student matches the picture and Chinese character correctly. Each team should complete the match in 30 seconds or less to pass.



- If time remains, students will do a Quizlet on school supplies. Quizlet is a free website which provides learning tools for students, including flashcards, write, spelling, test, matching games, and a gravity game.
- If more time remains, students will play School Supplies Bingo.
 - Distribute a bingo game worksheet to students to test their word knowledge at the end of the lesson.
 - Write pinyin on the back of each flashcard.
 - Cut out each word.
 - The teacher will read the word aloud first, and then students can match it with the appropriate icon.
 - Connect the three icons as a vertical, horizontal, or diagonal line.
 - Student who gets a complete line first wins the game and receives extra points.

School Supplies Bingo (Front)

名字: _____



A stack of three books. The top book is white with a pink bookmark. The middle book is yellow, and the bottom book is blue. A small copyright notice "©2017 Pearson Education, Inc." is visible at the bottom of the stack.



 School Supplies Bingo (Back)

鉛(鉛)qiān 筆(筆)bǐ 盒hé

書(書)shū

手shǒu 機(機)jī

Day 4

Objective: By the end of the class, students will be able to show and tell what school supplies are in the backpack by using “這是……” and “那是……”, and possessive pronouns “這是我的……” and “那是媽媽的……”.

Warm up (5 minutes)

The mini-teacher leads the whole class in reading aloud the rhymes together before starting today’s lesson so that students can (1) pronounce Mandarin correctly; (2) recite what they have learned in prior lessons.

Rhymes

qǐ lì (stand up)

jìng lǐ (bow)

lǎo shī hǎo (teacher hello)

1

你好嗎？



你好嗎？

我很好！

謝謝，再見。

4

名字



您貴姓？我姓 Guy。

你姓什麼？我姓 Guy。

你叫什麼名字？我叫 Brandon

歡huān 迎yíng 歡迎 歡迎你

7

文具用品

書桌 (x2) desk (x3)、原子筆(x2) pen (x3)

書本(x2) book (x3)、鉛筆(x2) pencil (x3)

盒子(x2) box (x3)、尺子(x2) ruler (x3)

書包(x2) bag (x3)、擦子(x2) eraser (x3)

10

Sentence Structures (20 minutes)

Chinese

這是什麼? 這是我的.....

那是什麼? 那是媽媽的.....

- First, the teacher teaches the sentence structures 這是..... and 那是..... using TPR gestures and acting.
- Practice the sentence structures repeatedly with various activities until all students comprehend the content.
- **Student Modeling:** Call on Student A to give commands (gestures only) to Student B, who should be able to comprehend and say the sentence in Chinese correctly.
- **Category:** Students draw pictures on the back of each flashcard.

 尺

Front

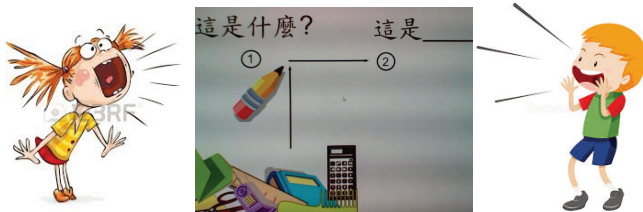
Then, the teacher gives directions: Ask the students to divide their flashcards into two categories and be able to explain why they divide them as they did. Students share categories with partners and the class.

 Category 1

 這zhè 是shì
 This is

After that, the teacher says one item, and students then hold that card up and share answers (in Chinese) with partners and the class. Then, the teacher gives directions with actions or gestures only (no sound); students place two to three cards on their desks and share answers (in Chinese) with partners and the class. For example: Finally, the teacher writes on the board where these cards should be and asks students to share their answers and read aloud with partners and the class.

SMART Notebook 17.1 Activity: Students will work in pairs. One student pulls out an image of a pencil and asks 「這是什麼？」 “What is this?” Then the other student has to answer correctly in Chinese 「這是我的鉛筆」 “This is my pencil.”



Formative assessment (5 minutes)

- Students will work in pairs.
- The teacher prepares a bag with school supplies inside or on the SMART notebook 17.1.
- Student A grabs an item from the bag and asks “這是什麼？”.
- Student B has to answer when Student A pulls the item from a bag.



Day 5

Objective: Students will be able to show, share, and create sentences by using flashcards.

Warm up (5 minutes)

The mini-teacher leads the whole class in reading aloud the rhymes together so that students can (1) pronounce Mandarin correctly; (2) recite the lessons what have learned in prior lessons.

Rhymes

1

qǐ lì (stand up)

jìng lǐ (bow)

lǎo shī hǎo (teacher hello)

4

你好嗎？
 你好嗎？
 我很好！
 謝謝，再見。



7

名字
 您貴姓？我姓 Guy。
 你姓什麼？我姓 Guy。
 你叫什麼名字？我叫 Brandon
 歡迎 歡迎你



10

文具用品

書桌 (x2) desk (x3)、原子筆(x2) pen (x3)
 書本(x2) book (x3)、鉛筆(x2) pencil (x3)
 盒子(x2) box (x3)、尺子(x2) ruler (x3)
 書包(x2) bag (x3)、擦子(x2) eraser (x3)

Flash Card Activity (20 minutes)

- Students will put flash cards from the previous day into two categories on their desks, then randomly choose one or two students to read them to the whole class.
- Students will use all their flashcards to create sentences as directed by the teacher (the sentences are on the PPT slide). Example: Put on your desk the card for “媽媽 mother” and “的 particle word.” Then students finish the sentence by adding at least two more cards to make a sentence. Students will then share their sentences with their partners and also with the class.
- Students will create a sentence on their own, using as many of the cards as they can. If they need to insert words not on a flashcard, they will leave a space.
- Students will then write their sentences on paper to turn in to the teacher.

Formative assessment (5 minutes)

- Students will use their fresh card to make sentences.
- If time remains, students will complete the following task.

名字: _____

Put the word in the right place.

什麼?

嗎?

不是

她是

這些

a:同學 b:是 c:新 d:我的 e:Mary f:。

f

Day 6 & Day 7

Objective: Students will retell the story in English in a Movie Talk learning activity.

Warm up (5 minutes)

The mini-teacher will lead the whole class in reading aloud the rhymes together so that students can (1) pronounce Mandarin correctly; and (2) recite the lessons that they have learned in prior lessons.

Rhymes

1

qǐ lì (stand up)

jìng lǐ (bow)

lǎo shī hǎo teacher hello

4

你好嗎？

你好嗎？

我很好！

謝謝，再見。

7

名字



您貴姓？我姓 Guy。

你姓什麼？我姓 Guy。

你叫什麼名字？我叫 Brandon

歡huān 迎yíng 歡迎 歡迎你

10

文具用品

書桌 (x2) desk (x3)、原子筆(x2) pen (x3)

書本(x2) book (x3)、鉛筆(x2) pencil (x3)

盒子(x2) box (x3)、尺子(x2) ruler (x3)

書包(x2) bag (x3)、擦子(x2) eraser (x3)

Movie Talk Lesson (40 minutes)

- Teacher will distribute a vocabulary list to students.

Vocabulary List

筆記本

bǐ jì běn

喜歡

xǐ huān

圖案

tú àn

牛奶盒

niú nǎi hé

辣椒

là jiāo

回

huí

要

yào

- The teacher explains each word and students draw a picture on the back of the flashcard.
- Students cut out each flashcard.
- Teachers could play the flashcards game such as category and story time with the students so they can comprehend the meaning of each word.

Category

The teacher gives directions and says one item. Students then hold that card up and share answers (in Chinese)

with partners and the class. Then, the teacher may give more directions by asking students to divide all words into categories and ask students to share answers with partners and the class. Students might also divide words based on grammatical form: Verb, Noun, Conjunction... etc. Some might even divide words into food, day, action, etc.

Story Time

Teacher makes a short story based on the flashcards.

Teacher says “zhè shì fěnhóng sè xiǎo xióng” (This is a pink colored, little bear.) Then students have to find the cards and put them in order correctly.

The teacher will then continue making short sentences until there are only a few flashcards left.

Finally, the students leave the correct number of flashcard left without making sentences to pass the game.

- Next, teacher presents a PPT with 8 pictures and reading content.

圖佳 YouTube Clip <https://www.youtube.com/watch?v=MvD7ZOYrObs>



- ☐ 妹妹生病了；這是粉紅色的口罩要送給妹妹。
- ☐ 這是蔥造型和辣椒造型的筆。
- ☐ 哥哥是土耳其人。
- ☐ 有一天哥哥要帶妹妹去台灣玩。
- ☐ 這是粉紅色的貼紙。
- ☐ 這是圖佳，是哥哥。她是圖佳的妹妹。
- ☐ 這是牛奶盒造型的鉛筆盒。
- ☐ 這是小熊圖案的筆記本。

- Students will work in pairs, then use the vocabulary list and PPT to discuss the content of the story.
 - Teacher will ask circling questions, such as yes/no; or wh- to interact with students.
 - Students will match the correct pictures and sentences and share with the class before teacher plays the YouTube video.
 - Then, teacher delivers Movie Clip worksheet.
 - Teacher plays the 圖tú 佳jiā YouTube video.
 - Students complete their task by matching correct pictures and sentence slips with glue stick.
 - Finally, students translate them into English.
-

Order
1st
2nd
3rd
4th
5th
6th
7th
8th

Post-Assessment (5 minutes)



Pre/post-assessment

Listen and then write down the numbers (ex: 1, 2, 3...) you hear from the following pictures.

() 橡皮擦

() 鉛筆盒/筆袋

() 尺

() 筆

() 釘書機

Materials

Websites for extended learning:

圖佳YouTube

YouTube 幼兒識字（三）第4講 學習用品

TPRS

TPR

TPR

TPR

手語

手語查詢網站

拼音

Chinese stroke

學習用品教案

American Sign Language

pinyin轉換

秀文苑

quizlet

Writing: order of stroke in Chinese Characteristics

字象

現代龍

說文解字

Written Chinese Character

文具用品rhyme YouTube

文具用品rhyme youtube

文具用品rhyme youtube

高健老師中文教學筆記

Assessment

Formative assessment will be incorporated into the class. Instruments used:

Quizlet Stationery Vocabulary

Quizlet Stationery Sentences

SMART notebook 17.1 Matching Game

5.

司迪寿春

Lesson Plan: Can you help me?

Esther Seday

School Type: Private

Grade: 9-11 Graders

Teaching Minutes: 60 minutes

Number of Students: 12

Proficiency Level: Intermediate Mid

Topic: Can you help me?

Objectives/ Learning Targets

Objectives: This lesson will enhance student understanding of the two sentence structure and a review of vocabulary.

- Review the meaning of the vocabulary;
- Review how proper use of the vocabulary;
- Focus on the sentence structure 虽然.....可是; 还没（有）呢;
- Practice how to use the sentence pattern correctly.

Behavior Objectives:

- As a whole class, students will work together to accurately identify vocabulary;
- On a paper worksheet as well as a electronic Google Document, students will complete given task by the end of class.

I Can Statement:

- Students can ask help in school or community by using “你可以帮助我吗? ”;
 - Students can use sentence structure 虽然.....可是/但是 to talk with someone about school work;
 - Students can use the sentence patterns 还没（有）呢 during their practice process.
-

State Standards / ACTFL Standards

Ohio's New Learning Standards: K-12 World Languages

Interpretive communication: Students can...

- Focus on the overall meaning of the message or text to avoid stumbling on unknown words and expressions.
- Understand new words, phrases, sentences or the main idea with the help of visuals and graphics that accompany texts.
- Make use of print and digital resources to understand the meaning of new words and expressions.
- Use knowledge of the situation, the purpose of communication or context cues to understand messages.
- Answer questions about authentic messages and informational texts.
- Use the essential elements of written informational texts to summarize and relate the main idea and relevant details.
- Answer questions about literary texts.
- Provide descriptions of characters and settings that include some basic details.
- Use information and viewpoints from authentic sources to inform or enhance a more sophisticated conversation, presentation or expression of creativity.
- Relate texts to self, current or historical events or world issues through discussions, journaling and/or artistic or expressive representations.

Interpersonal communication: Students can...

- Use a range of expressions to make requests and seek clarification.
- Ask and answer a wide range of questions to seek or clarify information.
- Paraphrase, elaborate or use circumlocution to clarify meaning and ambiguities.
- Use a wider variety of conversation strategies to steer interactions.
- Ask more complex questions and provide more detailed answers on a wide variety of topics.
- Share detailed descriptions of people, places, things and events.
- Provide more detailed information or a wider variety of services using knowledge of the target language and culture.

ISTE Standards: Students can...

- Apply existing knowledge to generate new ideas, products, or processes;
- Use models and simulations to explore complex systems and issues;
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats;
- Plan and manage activities to develop a solution or complete a project;
- Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity;
- Apply existing knowledge to generate new ideas, products, or processes using technology.

Academic Language & Vocabulary

Vocab and Text Message: Textbook and Supplemental

Sentence Patterns: 虽然.....可是/但是; 还没 (有)呢

Materials Needed

- A SMARTboard
 - PPT file
 - Internet access
 - Laptops
 - Quizlet; Google document; Prezi (On Haiku page)
 - Student textbook
 - Worksheet
 - Whiteboard and markers
-

Procedure

Warm-up (5 minutes)

Students review the vocabulary on their computer through Quizlet.

Teacher	Student
<ul style="list-style-type: none">• Go through the vocabulary and emphasize the key points through the SMARTboard. Go through the vocabulary slide by slide. Ask the students to read and make sentences by themselves. (10m)• Teacher teaches the sentence patterns 虽然.....可是/但是；还没（有）呢 through Prezi. (10m)• Have students read text from the textbook (10m)• Pass out the small whiteboard and markers. Ask questions that are related to the text. (15 minutes)	<ol style="list-style-type: none">1. Student repeats the vocabulary after teacher.2. Student reads the vocabulary by themselves3. Student uses the vocabulary to make simple sentence(s) <ol style="list-style-type: none">1. Student uses the sentence patterns to make sentences that relate to their school work.1. Student reads the textbook quietly. Raise hand if there is a question. Student asks question in target language.2. Student writes the answer on the whiteboard. If student encounters problem they ask help from the teacher.

Wrap-up (10 minutes)

Student A will develop a question to ask their peer. Student B will use 虽然.....可是/但是; 还没(有).....呢! to answer the question. Student A will write the question on the worksheet. Student A uses the first 4 minutes to develop the question. Student A should ask more than two questions and use Google Document to type the answers. Use Worksheet for Wrap-up Part.

Differentiation Strategies

Three of the students in this class have IEPs (Students A-C). Few students do not have IEP. However, they need attention from the teacher as well.

- Student A has dyslexia, so she learns better when providing sound file and the opportunity of speaking.
- Student B has learning anxiety when the student feels the challenge. She also has OCD and has very high standards for herself.
- Student C has shorter focusing expand and is easy to get distracted.
- A student in the class has a challenge in self-emotion control.
- Another two students are talkative and sometimes disrupts the class. These students also have lower Chinese ability.
- A student has high learning ability. All four elements (listening, speaking, reading and writing) seems easy for her. Her learning pacing is usually fast.

Strategies:

1. During the reading active teacher provide the text sound file for the student A. Student A can use the computer to assist her reading.
 2. Ask questions during the activities. Make sure student B is fully understand the contents and the instruction. Encourage student B by using the target language to say "You are doing good. Good work. Do you have any question?"
 3. Keep the activities short and fun. Make sure the student is focused and active. Circle around during the reading excise.
 4. Ask the student about her day before she enters the class. Observe her face expression and body signal. Make sure she is keeping the happy thoughts. (English may use for the conversation)
 5. Have students take the lead to read the vocabulary. Pair up these two students during the reading text. Have them read to each other.
 6. When student finish the work, use workbook page to provide extra practice in reading and writing. Have a short conversation with student in target language to enhance her learning.
-

Assessment

Informative assessment:

Reading vocabulary, making sentences and answer the questions that related to text message.

Formative assessment:

Grade through worksheet

Knowledge of Students

Previous class, students have practices on the vocabulary. Most of the students remember the words and the definition. However, some students struggle to use the word in the sentence. The purpose of this lesson is to reinforce and add two new sentence structure. In that says, Provide the students with many practices is a need.

Engagement Strategies

Student-centered and instructional teaching. Use useful and different variety learning activities. Practice vocabulary in their learning pacing. Allow students to lead the reading text, ask and answer the question. No more than fifteen minutes for every activity. The different variety helps student who has short attention span stay in the task. Visual Aids and sound file assist student with different learning styles.

After the Lesson Notes

A student began crying while reading because she thought about an unrelated issue that bothered her. I speak with the student and have her take time to regain her composure. (Follow up: call home or email parents about this situation.)

Most of the students have content knowledge in using sentence structure. Few are still processing in learning how to use the content in the sentence structure. They know the meaning but struggle to make it right all the time. (Post a video of the explanation and have the student practice it a few times after replying the video - using Voicethread)

All students are interested in the topic. They would like to have more time in class with the same subject. (In the next class plan to add a few more sentence structures and new vocabulary on the same topic discussion.)

6.

司迪寿春

Lesson Plan: Marriage Customs and Four Great Inventions

Esther Seday

School Type: Private

Grade: 10~12 Grade

Teaching Minutes: 60 minutes

Topics: 婚姻习俗、四大发明

Number of Students: 7

Proficiency Level: Advanced

Teaching Methods: Flipped Classroom

Status of Students

All students have learned Chinese over three years. This class is an immersion class. All students speak in target language during class time. The students take this class to prepare for the AP test.

State Standards / ACTFL Standards

Interpretive Communication

- Competency # 2. Identify how authentic sources convey viewpoints and use authentic sources critically
- Competency # 4. Comprehend and interpret information about the main idea and relevant details in authentic literary texts
- Examine essential elements of written informational texts to differentiate the main idea and relevant details from extraneous information.
- Draw conclusions and justify inferences based on more nuanced ideas and details derived from authentic messages and informational texts.

Interpersonal Communication

- Competency # 2. Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics.
- Learners initiate and sustain meaningful spoken, written and signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways.

Presentational Communication

- Competency # 2. Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines
- Examine and describe relationships among products, practices and perspectives and compare them across cultures

Lesson's Content Focus / Objective

Objectives: This lesson will enhance student understanding of the two to three reading passages.

- Focus on the meaning of the reading passages on the Chinese marriage custom and Four Great Inventions;
- Focus on the culture discussion and comparison;
- Practice how to use the reading passages to write a new essay on Chinese marriage custom and Four Inventions.

Behavior Objectives:

- As a whole class, students will work together to accurately identify unknown vocabulary;
- Students will exchange their thoughts to compare culture differences;
- On a paper worksheet as well as an electronic Google Document; students will complete given task(s) by the end of class.

I Can Statement:

- Students can compare different culture.
 - Students can use articles to talk with someone about culture
 - Students can use articles as a resource to write short essay
-

Materials Needed

- Textbook - Strive for a 5 AP Chinese practice Tests Page 84-90
 - Projector, Computers
 - Worksheets
 - Video and Articles: 中国婚礼; 中国发明
-

Procedure

Activity	Purpose	Teacher / Students
Opening		
Activity and pre-assessment (5 minutes)	The Purpose is for teacher to know how much students comprehend the assigned learning materials.	Teacher provides worksheet / bell work to students. Students work on the worksheet / bell work.
Activity 2		
Group reading and student questions (15~20 minutes)	Focus on the overall meaning of the message or text to avoid stumbling on unknown words and expressions.	Teacher has students read a new article (see Pictures 1 and 2) and circles around to make sure to answer questions. Teacher provides time for student discussion. Students read and discuss the new article with others to get the meaning of the article.
Activity 3:		
Research (15 minutes)	Focus on using information and viewpoints from authentic sources to enhance expression of creativity.	Teacher has students use a computer to research on similar topics. Teacher will circle around to provide support on the research. Students will use the computer to work on the research and will take notes as needed.
Activity 4:		
Group discussion (15~20 minutes)	Focus on analyzing the viewpoints of authentic sources	Teacher has individual students share the information they found and the source of the information. Teacher will provide the support as need. Students will take turns sharing the information of their research. Students will ask other students questions or provide additional information.
Closing		
(5 minutes):	For evaluation	Teacher will have students write a short essay about what have they learned. Students will use the computer to write a short essay on culture learning.

Post Assessment / Evaluation

One exit question

请举出两个中国的文化及发明。

Homework

Reading new article for the next class.

Article for In-class Reading

84
第一單元 風俗習慣 • 第一單元 風俗習慣

Read this journal

(Simplified Characters)	(Traditional Characters)
<p>日期：十月十三日 星期五 天气：多云</p> <p>今天是奶奶的九十大寿，全家的子子孙孙全都到齐了，为奶奶祝寿，就连远在香港的大伯一家也来了。庆祝九十大寿可是件大事啊。</p> <p>多年的老邻居们听到消息后，也都纷纷前来向奶奶道喜拜寿。这一方面说明奶奶的人缘好，另一方面也体现了中国人的敬老风尚。</p> <p>奶奶讲起了她出嫁时的情景，我们做小辈的，个个竖起了耳朵，就象听传奇小说一样入迷。</p> <p>奶奶说，那时候女孩子出嫁要穿红衣，披盖头，跨火盆，坐花轿。除了敲锣打鼓，放鞭炮，吹喇叭，还要行大礼，闹洞房，热闹极了。</p> <p>一晃几十年过去了，奶奶有我们这么多的孝顺子孙，怎能不心情舒畅，健康长寿呢？</p>	<p>日期：十月十三日 星期五 天氣：多雲</p> <p>今天是奶奶的九十大壽，全家的子子孫孫全都到齊了，為奶奶祝壽，就連遠在香港的大伯一家也來了。慶祝九十大壽可是件大事啊。</p> <p>多年的老鄰居們聽到消息後，也都紛紛前來向奶奶道喜拜壽。這一方面說明奶奶的人緣好，另一方面也體現了中國人的敬老風尚。</p> <p>奶奶講起了她出嫁時的情景，我們做小輩的，個個豎起了耳朵，就像聽傳奇小說一樣入迷。</p> <p>奶奶說，那時候女孩子出嫁要穿紅衣，披蓋頭，跨火盆，坐花轎。除了敲鑼打鼓，放鞭炮，吹喇叭，還要行大禮，鬧洞房，熱鬧極了。</p> <p>一晃幾十年過去了，奶奶有我們這麼多的孝順子孫，怎能不心情舒暢，健康長壽呢？</p>

Read this passage

(Simplified Characters)	(Traditional Characters)
<p>造纸术、印刷、火药和指南针是中国古代的四大发明。</p> <p>早在公元 105 年左右，汉朝的蔡伦发明了造纸术。他用树皮，加上破旧的鱼网、旧布和麻绳，制造了纸张。</p> <p>古代印刷术最早是用木刻版，也起源于中国。木刻版印刷起先是用朱在纸上印图案，后来才用在纸张印刷上。据考证，早在公元 220 年之前，中国人就开始使用这种木刻版印刷术了。</p> <p>据说，在九世纪期间，有位道士在研制让人长生不老的灵丹妙药时，意外地发明了制造火药的方法。到了十二世纪末，中国配制的火药已经能炸裂金属容器了。</p> <p>关于指南针的记载，最早可以追溯到中国的宋朝，也就是公元 1040 到 1044 年间。在古代中国，最常见的指南针是一根磁针漂浮在一碗水里，针头指向南方，这就成为最原始的导航工具。</p> <p>中华民族的发明和创造为人类文明做出了重要贡献。</p>	<p>造紙術、印刷、火藥和指南針是中國古代的四大發明。</p> <p>早在公元 105 年左右，漢朝的蔡倫發明了造紙術。他用樹皮，加上破爛的魚網、舊布和麻繩，製造了紙張。</p> <p>古代印刷術最早是用木刻版，也起源於中國。木刻版印刷起先是用朱在絲綢上印圖案，後來才用在紙張印刷上。據考證，早在公元 220 年之前，中國人就開始使用這種木刻版印刷術了。</p> <p>據說，在九世紀期間，有位道士在研製讓人長生不老的靈丹妙藥時，意外地發明了製造火藥的方法。到了十二世紀末，中國配製的火藥已經能炸裂金屬容器了。</p> <p>關於指南針的記載，最早可以追溯到中國的宋朝，也就是公元 1040 到 1044 年間。在古代中國，最常見的指南針是一根磁針漂浮在一碗水裡，針頭指向南方，這就成為最原始的導航工具。</p> <p>中華民族的發明和創造為人類文明做出了重要貢獻。</p>

The lesson plan is a complete student led class. This is also a flip-classroom method. “Flipping the classroom is a “pedagogy-first” approach to teaching. In this approach in-class time is “re-purposed” for inquiry, application, and assessment in order to better meet the needs of individual learners. Students gain control of the learning process through studying course material outside of class, using readings, pre-recorded video lectures (using technology such as Panopto), or research assignments.” (University of Washington; Center for Teaching and Learning)

This lesson plan allows a teacher to work with individual students. Students are allowed to work at their own pace.

When teacher circles around to observe students’ work, the teacher should be learning the strengths of each student. The teacher then can provide support to each student. During the process the teacher allows students to express their opinions and to showcase what they have learned.

Students work on reading an article to comprehend the main concept(s). Students use a computer to look up similar topics to explore deeper thinking on the article/concept. This allows each student to work at their own pace. During this class exercise the teacher is present for extra support and additional resources.

7.

徐晓霞

Lesson Plan: Four Ethnic Minority Groups from Different Regions of China

Xiaoxia Xu 徐晓霞

School Type: Private School

Number of students: 12

Grade: 9-12

Proficiency Level: Novice High-Intermediate Low

Teaching minutes: 50 X 4 class period

Topic: Four Ethnic Minority Groups from Different Regions of China

Post Assessment/Evaluation

Lesson's Content Focus/Objective

A. THEME: Four Ethnic Minority Groups from Different Regions of China

A (a). CONTEXT:

Editing an Article for the Ecological Anthropology Magazine

(For this issue's magazine, there will be article to introduce a photograph book-China's 56 Ethnic Minority Groups, Cheng Haiwen (2008) and further discuss the relationship between human life and nature. However, there have been some technology problems; the original article has lost some important data. The students will investigate the four minority groups in the picture and recover the report.)

B. CULTURE LEARNING OBJECTIVES:

1. Students will be able to identify the four ethnic minority groups and exchange the information;
2. Students will be able to hypothesize the geographic information of the regions these four minority groups resident in and present their hypothesis and provide supporting evidences;
3. Students will able to locate the residential regions for the four minority groups on the map;
4. Students will be able to work out the increase rate of the ethnic population and present it and interpret the information related in the written form;
5. Students will able to conduct an oral report including the information about the ethnic minority population.
6. Student will be able to understand how nature environment has impact every aspect of human lives and society;
7. Students will be able to illustrate the relationship between human and nature;

C. LANGUAGE LEARNING OBJECTIVES:

1. Students will be able to use the inverted sentence pattern “我之所以认为……是因为……”to explain reasons or providing supporting points for the statement.
2. Students will be able to recognize and use the vocabulary 地形 (landforms), 地势 (topography), 海拔 (altitude), 气候 (climate), 降水量 (rainfall precipitation) and 生产生活方式 (means of livelihood) to exchange the information related to the photos;
3. Student will be able to recognize and use the words related to lifestyle/ livelihood, such as raise livestock, fishing, farming, hunting and handcrafting.
4. Students will be able to appreciate the diversity of China through the diversity ethnic minority groups.

Post Assessment/Evaluation

State Standards/ ACTFL Standards

Standards of the State of Pennsylvania: 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.2, 5.1, 5.2

Post Assessment/Evaluation

Materials Needed

1. Computer and Smart board
 2. Map of China
 3. Photograph book-China's 56 ethnic Minority Groups, Cheng Haiwen (2008)
 4. Images of ethnic group: Tai, Jing, Tibetan and Mongol
 5. Magic box
 6. YouTube video <https://www.youtube.com/watch?v=DP84aBvNrOk>
 7. Attached Supplementary Materials
-

Post Assessment/Evaluation

Procedure/Activities

A. WARM UP:

1. Class beginning routine:

The teacher will say “上课” (class begins), and students will stand up and say “老师好” (hello teacher). The teacher responds to the students and both of them bow to salute to each other.

2. Intro Game: Picture Puzzle (Attached supplementary material 1- Picture Puzzle)

The class will be divided into four groups and each group will be working on solve one picture puzzle. The pictures used in this activity are adapted from the photograph book China's 56 Ethnic Minority Groups. The puzzle game will be a group competition; students will be displaying their picture on the board when it's done.

(The four pictures will be used for the latter activities and the ethnic groups in those four pictures are from north, south, east and west part of China.)

B. INPUT/ENGAGING LEARNERS:

1. 10000 Words for One Picture- Brainstorm the Clues of the Pictures

Based on the previous group tasks, each group will have one picture to work with for the further investigation. Each group will get an investigation worksheet, and students will brainstorm the key words for each categories.

1) The teacher will use supporting visuals to conduct the comprehensive input for the following category title words: 地形 (landforms), 地势 (topography), 海拔 (altitude), 气候 (climate), 降水量 (rainfall precipitation) and 生产生活方式 (means of livelihood).

2) Students will work in groups to discuss the clues of picture (clothes, tools, housing/dwelling) and fill the keywords into each category in Chinese. For the new words students don't know, students need to use the dictionary to find out. And these new words will be introduced in the following phase.

2. Learning the new vocabulary related to the investigation in the group

The students in each group will use the dictionary to find out the unknown Chinese words. Each student will be responsible to work out at least 2 words and introduce them to the group. The teacher will float around the classroom and facilitate the groups' investigation and provide language help for each group.

3. Sharing the hypothesis with class and conduct an investigation profile for class

Students in each group will share their hypothesis of their investigation orally in class, and teacher will record their answers on the big chart in the classroom as the investigation profile for the whole class. At this time, the whole class will learn the new vocabulary from other groups and add it to the word list.

C. GUIDED PRACTICE:

1. Answer to the Magic Box- Explain your hypothesis and provide supporting evidences

The teacher will prepare questions related to the investigations and put the questions on the magic box. Then each group will take turns to draw one question out of jar and respond to it.

1) The teacher will present the questions to the class before put them in the magic box and present the large image in class as well. The students will preview the questions they are going to encounter later.

The questions are:

a. 你认为该民族的居住地形是什么？为什么？

What landforms do you think it's common in the residential regions of this minority group? Why?

b. 你认为该民族聚居地的气候特点是什么？为什么？

What are the climate features in the residential regions of this minority group? Why?

c. 你认为该民族聚居地的降水特征是什么？为什么？

What are the features of the rainfall precipitation in the residential regions of this minority group? Why?

d. 你认为该民族聚居地的地势特征是什么？

What are the features of the topography in the residential regions of this minority group? Why?

e. 你认为该民族的住房特点是什么？为什么？

What are the features of the housing/dwelling of this minority group? Why?

f. 你认为该民族的服装特点是什么？为什么？

What are the features of the clothing of this minority group? Why?

g. 你认为该民族的主要生产生活特点是什么？为什么？

What are the possible means of livelihood of this minority group? Why?

2) The teacher will provide modeling first. The teacher will draw a question out of the magic box and use the inverted sentence pattern “我之所以认为……是因为……” (The reason why…… is because ……).

3) The groups will take turns to respond to teacher’s questions based on their investigation and the evidence from the picture.

2. Recovering the geographic information for the photographs

Students will work on the worksheet attached to match the title and background information with the photos. Then students will locate the residential regions of these 4 ethnic minority groups on the map.

D. INDEPENDENT PRACTICE:

1. Jigsaw Activity- Mystery Minority Group

Students will be divided into different home groups; each of the members is responsible to bring back one piece of important information about the mystery minority group their group got. Based on the information gather by each group member, students will work in groups to figure out what minority groups they have got.

1) The class (12 students) will be divided into 3 home groups; each group will get a Mystery Minority Group in the envelope (See Attachment 4);

2) The groups will assign task for each member: one member will be responsible to find out the geographic information of the Mystery Minority Group’s residential regions; one member will be responsible to find out the climate information of the Mystery Minority Group residential regions; one member will be responsible to find out the livelihood information of the Mystery Minority Group’s residential regions; and one member will be responsible to find out the clothing/housing information of the Mystery Minority Group’s residential regions.

3) Each member goes to the expert station to find out information about their assigned tasks. There are 4 expert stations-geographic, climate, livelihood and clothing/housing. The information will be presented in the written form (both in Pinyin and character), students need to read the information and take notes for the key information.

4) Students go back to the home group and share the information they got;

5) Each group takes notes for the information of the Mystery Minority Group;

6) Each group comprehensively analysis all the information and elicit the Mystery Minority Group they got.

2. Report on the Mystery Minority Group

Students will report their Mystery Minority Group to the class orally; the report should include the following information: geographic features, climate, livelihood, clothing and housing.

E. CLOSURE:

1. The teacher will give out the homework (please see the details below);
2. The class will watch the video for the photograph book- China's 56 Ethnic Minority Groups, Cheng Haiwen (2008). Students will have opportunity to explore other ethnic minority groups in China.

F. HOMEWORK:

For the homework, students will choose one ethnic minority group they are interested in and write a report about it. The report should include the information as follows:

- 1) The residential areas of this ethnic minority group;
 - 2) The geographic information in the region;
 - 3) The climate in the region;
 - 4) The livelihood of the ethnic minority group;
 - 5) The feature of their clothing and housing.
-

Post Assessment/EvaluationAssessments

A. FORMATIVE:

1. Answer to the Magic Box

This task is designed to assess if students have grasped the new vocabulary and are able to explain their hypothesis and provide supporting evidences.

2. Worksheet-Recovering the geographic information for the photographs

The worksheet is designed to assess if students are able to synthesize the geographic information of minority groups and apply it to locate their residential regions.

3. Jigsaw Activity- Mystery Minority Group

This activity is designed to assess if students can interpret the information from the expert station and present it to others in the home group.

B. SUMMATIVE: The Report on Mystery Minority Group

This task integrates all the new language functions and content in this lesson. In order to conduct the report, students need to know and be able to present the information as follows: the residential areas of ethnic minority group, the geographic information in the region, the climate in the region, the livelihood of the ethnic minority group and the feature of their clothing and housing.

Post Assessment/EvaluationKnowledge of Students/Learner Description

Students are the high school Chinese III students (Grade 9, 10). There are 12 students in class and most of them have two years' experience of learning Chinese before. The class time is 50 minutes and the class meets 4 times a week. According to the ACTFL proficiency guideline, students' proficiency levels rang from Novice High to Intermediate Low.

The related language background:

- 1) Students have the basic knowledge of ethnic minority groups in China and its diversity;
- 2) Students are able to identify 7 main regions of China on the map;
- 3) Students are able to exchange information related to clothing, weather and housing.

Thematic Plan Rationale

Learner Description

This lesson plan is structured for high school Chinese III students (Grade 9, 10). The class size is twelve students with two years' experience of learning Chinese. The class meets four times a week for 50 minutes.

According to the ACTFL proficiency guideline, students' proficiency levels range from Novice High to Intermediate Low.

The related language background:

- 1) Students are able to inquire and respond to the information related to what, how many, where, why and how; 2) Students have learned the numbers below 10,000, ordinal numbers, expression of degree; 3) Students understand the geographic feature of China and are able to identify seven main regions of China on the map; 4) Students are able to exchange information related to clothing, weather and housing.

Rationale

This unit is meant to explore the diverse ethnic minority in China:

First, it is important to introduce the diversity of ethnic groups that reside in China. This will help prevent the stereotyping of the majority Han culture among students. Han culture has been the dominate focus of Chinese student learning up to this point. However, as a nation which includes 56 different ethnic minority groups, students do not develop a comprehensive understanding of Chinese culture. It is important for them to explore the diverse culture of the other 56 ethnic minority groups.

Secondly, the current textbooks draw little attention to this topic. However, the ethnic minority groups as a topic is mentioned in the media from time to time. Students and parents find this very interesting and often raise questions on this topic. Interests and curiosities are an important driver in the development of this unit.

Thirdly, as a teacher it is wonderful to introduce our diverse culture to students of different backgrounds. Especially in today's fast paced world where many traditions and ancient culture has become a second thought. Many ethnic minorities need support to keep their traditional culture alive.

In the this unit, students will explore diverse ethnic minority groups in China including the population proportion, inhabited regions, geographic features, lifestyles/livelihood, dwelling environments, clothes/customs , music and ethnic cultures. Four ethnic minority groups (Mongol, Dai, Tibetan and Jing) will be the main focus.

The unit is designed to connect with the following content areas: Math, Social Study (Geography and Anthropology), Language Arts, Science, Music and Art. Each content area is interrelated and co-developed with students' language competence. As a sustainable topic, this unit could be further developed corresponding to students' language proficiency and cognitive development. Some possible areas to be further developed are: the impact of modernization to the ethnic minority cultures, the history of ethnic minority groups and the changes of government policy towards ethnic minority groups.

Post Assessment/Evaluation

Alternative Unit Plan Inventory

Unit plan Inventory	Unit Title Diverse Ethnic Minority Groups in China	Language/Level: Chinese III
	Author(s): Xiaoxia Xu	School: ** Senior High School

Scenario/Unit Overview:

In the this unit, students will explore diverse ethnic minority groups in China including the population proportion, inhabited regions, geographic features, lifestyles, dwelling environments, clothes, music and related cultures. Four ethnic minority groups (Mongol, Dai, Tibetan and Jing) will be focused on.

The unit is designed to connect with the following content areas: Math, Social Study (Geography and Anthropology), Language Arts, Science, Music and Art. Each content area is interrelated and co-developed with students' language competence. The unit includes 7 lessons and lasts for 4 weeks instructional time (not including the final IPA).

Post Assessment/Evaluation

Stage 1 What students should know and be able to do

Enduring Understanding(s) (Big Idea) (Students will understand that...)

Students will understand that China is a composite of diverse ethnic people and cultures and how their unique history, residential geomorphic features and religious has impact every aspect of their lives including life styles, dwelling environments, clothes, music and arts.

Essential Question(s):

- What makes China's diversification?
- What causes the diversification of ethnic minority groups?
- In what ways minority groups are unique from others?

Targeted Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 5.1, 5.2.

Outcomes/Objectives/Progress Indicators:

DO What will students be able to do and what kinds of things will they be able to say at the end of this unit? Please list here.

- SWBAT calculate the population proportion of the ethnic minority groups in China;
 - SWBAT mark the inhabited regions of some ethnic minority groups on the map of China;
 - SWBAT label the landforms for different ethnic minority groups' inhabited regions;
 - SWBAT describe the geographic features of some ethnic minority groups in China;
 - SWBAT compare the lifestyles of different ethnic minority groups;
 - SWBAT analyze why one ethnic minority groups' lifestyles is different from others;
 - SWBAT match the clothing with minority groups and explain the reasons;
 - SWBAT hypothesize the typical folk music to different minority groups;
 - SWBAT differentiate the features of minority groups by different categories;
 - SWBAT interpret a video/article related to ethnic minority groups in China and answer questions related;
 - SWBAT exchange the information about different aspects of the life of ethnic minority groups with others;
 - SWBAT conduct a research on a new ethnic minority group and present the findings to others.
-

Post Assessment/Evaluation

Stage 2 How students will demonstrate what they know and can do: Performance-based Assessment

8.

袁秋萍

Lesson Plan: 小蝌蚪找妈妈/青蛙的生命周期

Qiuping Yuan袁秋萍

School Type: Public

Number of students: 18

Grade: Kindergarten

Proficiency Level: Novice-low

Teaching minutes: 50 minutes

Methods: shared reading/TPR

Topic: 《小蝌蚪找妈妈》 and 《青蛙的生命周期》

(共五天教学活动, 主要运用分享阅读教学法)

Status of Students (Characteristics, knowledge level, background, etc.)

This is a 50 minutes Chinese class for kindergartners. No prerequisites are required to meet prior to the class starting.

ACTFL Standard Descriptions

口语：初级初等

初级初等水平的讲话者不具备真正的使用语言的能力，同时由于发音方面的原因，他们可能根本不能被听懂。如果时间充足，并有熟悉的提示，他们或许能互相问候，介绍自己的身份，并从自己身边环境中指出几个熟悉的物体。他们不能应对中级水平话题或完成相应任务，因此也无法参与真正的对话交流。

NOVICE LOW-SPEAKING

Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.

阅读：初级初等 [HTTPS://WWW.ACTFL.ORG](https://www.actfl.org)

初级初等水平的读者能够识别有限的几个字母、符号或字符。他们偶尔能够在有良好语境的支持下识别高频词及/或短语。

NOVICE LOW-READING

At the Novice Low sublevel, readers are able to recognize a limited number of letters, symbols or characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.

Lesson's Content Focus/ Objective

Theme or Topic: 《青蛙的生命周期》

Words: 大, 小, 长, 短, 蝌蚪, and 青蛙

Cultural perspectives: Frog is a good symbol in Chinese culture

Performance-based Objectives—As a result of this lesson/unit, students will be able to:

- Recognize the six characters/words: 大, 小, 长, 短, 蝌蚪, and 青蛙
 - Name the stages of frog life cycle in Chinese
 - Sing and act out the life cycle reading
-

Materials needed:

Laminated, magnetic vocabulary flash cards:大, 小, 长, 短, 蝌蚪, and 青蛙

- Six magnetic frog life cycle cards
 - A big dice with six-side transparent pockets on each side (please see the attached picture for activity 2)
 - A set of pre-cut frog life cycle picture flashcards for each kid(The flash card contents are the same as the six magnetic frog life cycle cards)
 - A piece of fabric for what is missing activity
 - The frog life cycle reading poster
-

Procedure: questions the teacher needs to consider for the activity design

- What will prepare students to demonstrate what they can do?
- What will the students need to know (vocabulary, structures, cultural and content knowledge, etc...) in order to accomplish the Lesson Can-do?
- What activities will be used to ensure students to accomplish the lesson can-do?

Procedure	Purpose	What the teacher does:	What the students do:
<p>Warm up Activity and pre-assessment: (5m) What do you see?</p>	Tap the students' prior knowledge	<ol style="list-style-type: none"> 1. Show the students a picture of a frog, and ask questions about frogs to tap the students' prior knowledge. 2. Ask the students to take turns to describe the physical feature of the frog in the picture. Discuss their findings as a class. 3. The teacher writes what the students say on the board, and repeats what the students say in Chinese, such as big eyes, green skin, four legs, wide mouth... 4. The teacher puts the magnetic character cards 大、小、长、短、蝌蚪、青蛙 on the board, repeats what the kids say in Chinese and points to these words. 	<ol style="list-style-type: none"> 1. Raise hand to talk about what they see in the picture 2. Listen to and try to understand what the teacher says in Chinese

Activity 1:

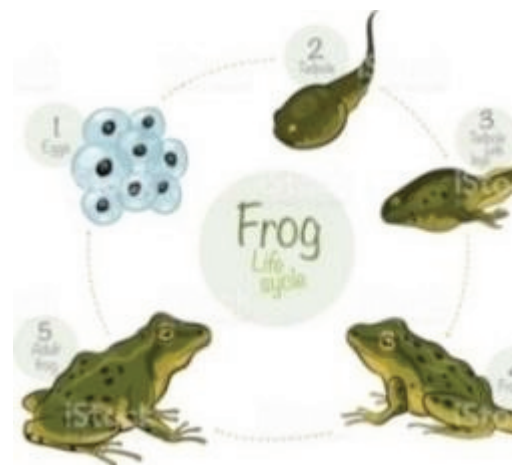
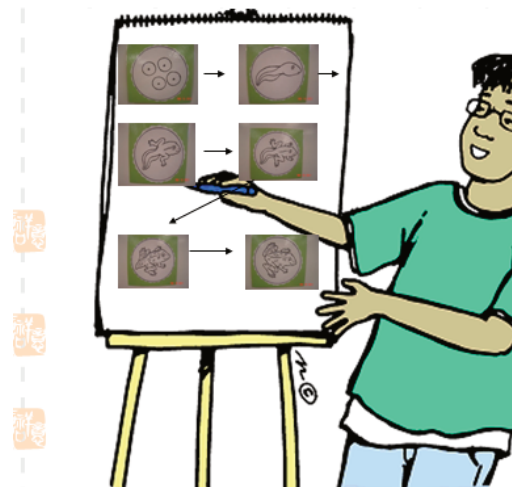
(10m)

Frog life cycle
videoTeach the
frog life
cycle in
Chinese

I Do.	We Do.	You Do.
-------	--------	---------

1. Play a frog life cycle short video, and then put six magnetic frog life cycle picture flash cards on the board in a random order. The teacher puts the picture flash cards on the board in a random order. The teacher and the students work together to put the flash cards in the correct order. Pictorial method can also be used: the teacher draws the pictures one by one and speaks in Chinese: egg → little tadpole with long tail → two back legs → two front legs → froglet with tail → frog
2. Mix the order and ask the class to work as a team to figure out the correct order. The teacher keeps repeating in Chinese after the kids, and act out those words(TPR)
3. Give each student a set of pre-cut frog life cycle picture cards and let the kids put the cards in correct order. Check their answers.(After enough practice, the students can say the life cycle in Chinese fluently. This is the video link for one student in the class: <https://www.youtube.com/watch?v=HveHxW12Q9E>

1. The students answer the questions and practice singing the life cycle in Chinese with the teacher with body gestures.
2. The students practice putting the life cycle flash cards in order. And say the life cycle in Chinese.



The students as a group actively guess which card will be on the top in Chinese while acting out.

Activity 2:

(10m)

Throw the dice

Get more
familiar
with the
vocabulary



1. Show the 6 life cycle picture flash cards to the kids and ask the kids to say the flashcards in Chinese after the teacher. Show the students the cards one by one and say these cards in Chinese with gestures. And then insert the pictures in a dice of 6 transparent pockets.
2. Let the kids guess which picture will be on the top before the teacher throws the big dice. Repeat the activities a couple of times.

青蛙蛋



小蝌蚪



长出后腿的小蝌蚪



长出前腿的小蝌蚪



小青蛙



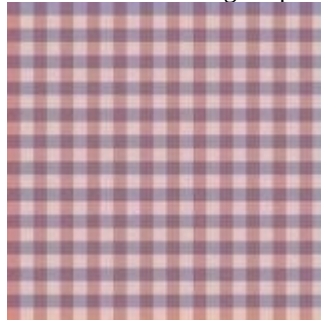
大青蛙



Activity 3:
(10m)
Which
character is
missing?

Practice
recognizing
the 6 high
frequency
words in the
reading.

Put the six Chinese character flashcards 大, 小, 长, 短, 蝌蚪 and 青蛙 on the board and practice a couple of times with the students, and then cover the flash cards with a piece of fabric on the carpet, the teacher takes one flash card away, opens the fabric and asks the kids which card is missing. Repeat a couple of times.



1. 大	2. 小	3. 长
4. 短	5. 蝌蚪	6. 青蛙

1. The students raise their hands and wait for the teacher to call on them to take a guess.
2. Each time before the teacher starts a new round, the class say the characters the teacher has hidden in the six-side transparent pockets in Chinese.



Activity 4:
(10m)
The frog life
cycle reading

Practice
how to read
the life
cycle in
Chinese

1. Sing and act out the frog life cycle reading.
Melody used: 《幼儿园里来了新朋友》
2. After the kids sing, the teacher guides them to help them achieve the correct tones. The teacher will also help the students learn how to follow the words of song in a book while the song is being sung.
3. The teacher acts out the whole reading and the students say it in Chinese:

<https://www.youtube.com/watch?v=y-dq8cljN00>

池塘里游来了一只大青蛙，生下一群青蛙蛋变成小蝌蚪：小蝌蚪脑袋大、尾巴长，先长出后腿再长前腿，尾巴变短了，尾巴不见了，黑色变绿色。小蝌蚪变呀变，变成小青蛙！

1. The students sing along with the teacher and actively act out the frog life cycle.
2. Boys and girls have a singing competition.
3. Read with the teacher.

Activity 5:
(5m):
Closing
activity

Assessment/
Evaluation:

Ask kids
questions
about what
is learned.

The students take turns to answer these questions.

Homework

Family assignments:

- Are all frogs green?
 - Do research on different types of frogs in your region
 - What are the other kinds of amphibians in addition to frogs?
-

Notes

The teaching and learning is a five-day process that heavily involves the shared reading method. “The Life Cycle of the Frog” is the second day lesson plan. The five-day units involve a group of correlated activities that are designed around the topic. We use “the Little Swallow” melody for teaching the whole reading. The kids sing along the whole story .The following is the simplified story version link:

<https://docs.google.com/document/d/1bkQyAUWP1LyWJFcuN7X-kbwEgMRoa4sDW95yKka5L7Q/edit?usp=sharing>

Lesson Plan Analysis

Teaching philosophy

Shared reading method provides an environment that fosters and encourages active involvement from all students. The teacher will prepare a large picture book that tells a story. The pictures are to be large enough so that the whole class can see it. The pictures need to be in a story format order (beginning to end). Through shared reading children experience and enjoy the whole story.

The activities of the lesson plan build on students' interests. It is best to focus on topics that are relevant to their lives. Students will be able to connect the topics to real-life experiences.

Shared reading is also a great opportunity for students to practice speaking and listening. Pictures can help the children get a better understanding of what is happening in the story and the meaning of the words being read. Shared reading helps to foster the speed in which the students learn. (The following is a video link of a kindergarten students following this method: <https://www.youtube.com/watch?v=VllCxyL0MI0>)

Teaching Methods and Strategies

Use of music and gestures for young students is very helpful. It paints a picture and provides reminders of the lesson study. Constant change of activities helps address the students' short attention span.

Howard Gardner's multiple intelligences theory is very helpful for designing lesson plans and activities because it targets different learning styles. A variety of learning methods are used in this lesson plan according to this theory: video, audio, music and TPR, including American sign language. The kids learn the lesson study through contextualization with comprehensible input. Through ample input, the kids easily accomplish language fluency.

Special focus and features of the plan

Reading another language can start as early as kindergarten. Shared reading is a good way for young kids. But age-appropriate, content-appropriate and language proficiency level factors should be taken into consideration when reading materials are chosen. This is especially important for second language learners. The do-statement goals for this lesson plan is reached by the higher level of accomplishment by the students.

Suggestions for users

The book, "Little Tadpoles Looking for Their Mom," is a five day lesson plan. The 'life cycle' of the frog's life is one of the five days of this lesson plan. It is also an age appropriate topic.

Author Bio

English:

Qiuping Yuan obtained her Master Degree of Arts in China and Master Degree of Arts at Michigan State University. She also received her teaching certificate in Michigan. She is currently a Mandarin teacher for the Lakeshore Public School District in Michigan.

She was awarded "Teacher of the Year" by Chinese Language Association of Michigan in 2015. She won two awards by the Chinese Language Teachers Association, USA, in 2015 and 2016. She has published a couple of papers in the U.S.

Chinese:

袁秋萍，英美文学、教育学双硕士。在密西根州立大学教育系修完教师证项目和硕士学位，通过密西根州教师证考试。现任美国公立学校初中、高中部中文教师。曾经担任过美国公立学校小学、高中特殊教育班、高中12年级 senior leadership 以及AP中文的任课老师。

2015年被Chinese Language Association of Michigan评为teacher of the year。2015年和2016年分别获得过全美中文教师协会的奖（the Chinese Language Teachers Association, USA）。多次在全美和密西根州做过教学讲座，在美国教学期刊发表过数篇教学文章。

9.

袁秋萍

Lesson Plan: Shopping

Qiuping Yuan袁秋萍

School Type: Public

Grade: Grade 9

Teaching minutes: 50 minutes

Topic: Shopping

Number of students: 21

Proficiency Level: Intermediate-Low

Method and Strategy: TBLT

Post Assessment/Evaluation

Status of Students (Characteristics, knowledge level, background, etc.)

This is a Level 2 topic at Lake Shore High School, Michigan

Post Assessment/Evaluation

ACTFL Standards Descriptions

ACTFL Standards for Intermediate-Low speaking: <https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/speaking>

中级初等水平的讲话者可以在简单的社交情境下用语言进行创作，从而成功地应对有限数量的和不复杂的交流任务。谈话局限于几类在目的语文化中生存所必需的具体的交谈以及可预见的话题。

这些话题与基本的个人信息相关，以及一些即时需求，例如点餐和简单购物。中级初等的讲话者主要是在回答直接问题或信息咨询时作出反应并竭力应对。他们还能询问一些恰当的问题。

Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.

Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

Post Assessment/Evaluation

Lesson Content and Objectives

Theme or Topic: Talking about Prices and Making Bargains

Words: dollar块/元, dime 毛/角, cent分, 便宜, 贵, 打折, 多少钱, 合算

Grammatical structure(s): 这是什么? 你要买什么? 多少钱? 便宜一点卖不卖?

Cultural perspectives: Make bargains

Performance-based Objectives: As a result of this lesson/unit, students will be able to:

1. Recognize the price characters
 2. Talk about prices using: dollar块, dime 毛/角, and cent分
 3. Talk about prices and make bargains
-

Post Assessment/Evaluation

Materials Needed

Vocabulary sheet, white board, dry eraser, marker, a piece of fabric or eraser, pre-cut vocabulary flashcards, blue pens and red pens, Chinese currency prints, bargaining song sheet, quizlet vocabulary

Questions the teacher needs to consider for the procedure activity design:

- What will prepare students to demonstrate what they can do?
- What will the students need to know (vocabulary, structures, cultural and content knowledge, etc...) in order to accomplish the lesson objectives?
- What activities will be used to ensure students to accomplish the lesson objectives

Activity 1 (5min)	Learn vocabulary using Power Point	Learn to say the new words	The teacher plays the vocabulary Power Point (with pin yin, pictures and English meaning.)	<ol style="list-style-type: none"> 1. The students write the English meaning on the vocabulary sheet which matches the Power Point. 2. After students finish writing the meaning of each word in English, the class will read the vocabulary word twice with the teacher in order to achieve the correct tones and pronunciations.
Activity 2 (10 min)	Vocabulary practice using white board	Get familiar with the vocabulary	After the students practice for 5 minutes, the teacher starts to test the students' short term memory: the teacher says each vocabulary word while the students do the second task.	<ol style="list-style-type: none"> 1. Every student has a whiteboard, dry eraser marker and a piece of fabric/eraser to practice how to write the vocabularies (Depending on students' level, either in characters or pin yin). 2. The students show what they write to the teacher one at a time, then erase it and get ready for the next word until all the words are practiced.
Activity 3: (10m)	Do the character-picture match game	Practice recognizing the characters for prices in Chinese.	The teacher gives each student a set of pre-cut vocabulary characters and picture flash cards.	The students spread the flash cards on the desk in a random order, face up, and start to match them.
Activity 4: (10m)	Pop the balloon	Assess the students	<ol style="list-style-type: none"> 1. The teacher points to the characters with numbers in each balloon and the students say the characters as a whole class. 2. Pair up the students in groups of two after the practice; the teacher gives each group a piece of paper with the same content, a red pen and a blue pen. 3. The teacher starts to say the words one by one in a random order. 	The students find the words and cross them out. The student who finds the word first wins the round. Keep practicing until all the vocabulary words are crossed out.

Activity 5: (5m) Price rhyme and video	Listening comprehension and speaking practice	<ol style="list-style-type: none"> 1. The teacher prepares a copy of the audio content for each student: Chinese currency 《中国钱》 by http://www.chinesewiththeease.com/audio-rhymes-and-rhythm-2.html (高健, Book 2, L28) 2. The teacher claps hands to give students a rhythm while the whole class reads it together. 	The students listen to the audio first, practice by themselves, and then listen to it again. The whole class reads it together.
Activity 6: (10m)	Practice saying the price in Chinese.	<ol style="list-style-type: none"> 1. The teacher gets the YouTube video ready “How Much Does it Cost?” and play the video to the class. 2. Google the flyer online and change the dollar signs to Chinese currency signs. 3. Check students while they are practicing. 	<ol style="list-style-type: none"> 1. The students watch the video first: https://www.youtube.com/watch?v=6-sBcpp1LBw 2. The students pair with a partner to practice the price on the flyer.
Activity 7: (10min) Sing the “Making Bargains Song” written by the teacher	Learn how to ask about prices and make bargains in Chinese	<ol style="list-style-type: none"> 1. The teacher writes the song with the vocabulary learned, using the melody “The Farmer in the Dell” for the song. The teacher sings it first, and invites the students to sing back in unison. 2. Check if the students can say the sentences in the song in Chinese. 	<ol style="list-style-type: none"> 1. The students practice singing the song. 2. When the students are able to sing on their own, have the boys and the girls compete! <p>《讨价还价歌》</p> <ol style="list-style-type: none"> 1. 这是什么？这是帽子。 那是什么？那是裙子。 2. 你要买什么？我要买帽子。 帽子多少钱？八块八毛八。 3. 贵、很贵、太贵啦， 便宜一点卖不卖？ 便宜、很便宜、非常便宜 今天打折很合算！
Activity 8: (10m)		<ol style="list-style-type: none"> 1. The teacher prepares the online quizlet vocabulary beforehand. 2. Use “Go Guardian” to monitor the students’ practice 	Students log in the quizlet using their Chrome Book. They will review the online flashcards, and do the electronic vocabulary words match game.

Post Assessment/Evaluation

Post Assessment/Evaluation

The whole class is supposed to do the quizlet match game if the time is permitted.

<https://quizlet.com/126709124/match>

Homework

1. Do the online quizlet vocabulary test: <https://quizlet.com/126709124/test> (5 Multiple choice questions, 5 Matching questions and 4 True/False questions)
 2. Design a five-step back and forth conversation between customer and salesperson (insert 2x5 grids) the conversation is required to include greetings, asking about prices, making bargains, the final result (buy or not buy ...)
-

Notes

Questions the teacher needs to consider before, during and after lesson planning

- What did the teacher learn?
 - What did the students learn?
 - How will the teacher improve the lesson next time?
-

Lesson Plan Analysis

- Backwards Design, Comprehensible Input, Multiple Intelligences, 5C's Three Modes of Communication
- Audio, video, music, hands on activities, electronic practices, and activities are employed. The majority of the class activities are total participation activities. This enable the whole class, not just one or two students at a time, to engage in practice.
- Lesson objectives are achieved by varied activities and materials in highly visualized contexts to target the students' learning styles. The teacher gradually becomes a facilitator and makes the students the active participants. The whole process allows the teacher to have a better understanding of TBLT.
- Activity seven combines the previous activities. Make sure the students can speak conversationally in addition to signing.

Suggestions for users

Level 2 high school students learning the topic “shopping” by using the applied task based language teaching method (TBLT). There are three stages of teaching TBLT: before task, during task and after task. The process consists of seven days of teaching and learning activities. It is highly recommended to follow the whole process rather than to have a one day activity.

Before task

the 1st day: using manipulative, picture flashcards, Powerpoint to learn food and beverage words

the 2nd day: measurement words and sentence patterns

the 3rd day: talking about prices and making bargains

the 4th day: design play money and flyer, prepare flash cards for stations (Each of the five stations have five sets of identical vocabulary cards separated into five, color-coded groups)

the 5th day: pair up students to take turns practicing what they need to say and what to do as a sales clerk/customers. Review the vocabulary and sentence patterns at stations.

During task:

the 6th day: the simulation market

After task:

the 7th day: follow-up and comment

Strengths and limitations

The TBLT application for “shopping” topic not only gives students a reason for needing and wanting to stay on task, but also provides them with an authentic purpose to demonstrate what they learn in class in a meaningful way. As a result, the seven-day learning “puzzle pieces” are combined naturally into a complete learning experience.

10.

张敦

Lesson Plan: Bargaining on Fruits

Dun Zhang

School Type: Public

Number of students: 17

Grade: Grades 8-12

Proficiency Level: Novice-Low

Teaching minutes: 48 min

Methods: Practice and Performance

Topic: Bargaining on Fruits

Materials: Fruits and Fake Currency

Ohio's New Learning Standards for World Languages

a. Interpersonal Communication

- 2. a - Engage in greetings, introductions and leave-taking.
- 2. f - Use language to acquire a greater variety of goods, services or information.

b. Presentational Communication

- 2. g - Advocate for and against the purchase or sale of products and/or services to a variety of audiences.
- 2. h - Motivate others to meet to exceed personal or shared goals.

c. Culture

- 1. i - Solve complex problems and complete elaborate tasks while taking into consideration diverse cultural perspectives.
-

Context

This lesson builds upon what we have been learning about fruits and bargaining for a better price when buying fruits. Students have already reviewed the content (vocabulary on fruits and bargaining) covered from the previous few days, have practiced using the information and skills from those learning experiences to express themselves appropriately in the specific cultural and linguistic settings. We also had class discussions related to bargaining for a lower price at vendors', a common practice in China, where there are small markets and vendors. Thus, the students are expected to complete a task related to that. To integrate cultural elements into the task, students also are expected to consider what gifts would be appropriate to give during the Chinese New Year season, what greetings should be used in occasions such as cultural festivals.

Content — Big questions from this unit

- 1. What is the simple, adequate socially and culturally acceptable response when served fruits?
 - 2. How do you bargain in China? When and where do people normally bargain? What is it like to bargain in China?
 - 3. What are the expressions to enable one to bargain for a better price?
-

Task for performance (24 points) - Presentational Assessment

At a Fruit Stand

You are invited to a friend's house for the New Year celebration. Understanding that you must bring something as a gift when you meet the family, you go to a local fruit stand (/R shui guo tan) to buy some nice-looking, fresh and delicious tangerines, because you know that tangerines are lucky fruits to give around this time of the year. The vendor told you that the tangerines are 10 yuan per piece. You tell the vendor that the price is high, and that you are willing to buy 8 tangerines at 4 yuan each.

a. You were instructed to construct a set of dialogue (writing in pinyin is ok at this point) with the above description as a guideline. Your dialogue should also have included (New Year) greetings, asking for a price, the back-forth bargaining and an logical ending of the dialogue. (Performance length: 2 minutes)

b. Based on the dialogue that you have constructed and have rehearsed in the previous session, please perform the task with your partner — without script.

Lesson Objectives

After some practice in the previous sessions, this lesson/session is for the students to demonstrate how they have completed a linguistically and culturally significant real-life task. Vocabulary link is attached at the end of this lesson plan.

Target Content

Vocabulary

Key sentences

New Year Greetings:

Sample Bargaining Sentence Set:

Buyer 1:

Seller:

Buyer 1:

Seller:

Buyer 2:

Buyer 1:

Procedures

The class starts with the Chinese class ritual in Chinese.	
1m	<ul style="list-style-type: none"> • (Class monitor commands (-) All students get up. • Teacher greets the students (! Tong xue men hao). • Students greet back (Lao shi hao).
1-2m	Teacher provides brief directions (see next step) for the students.
6-8m	<p>a. Students work in pairs on practicing their fruits-bargaining dialogue sets (see Sample Sentence Set). Students are reminded to focus on accuracy, fluency and authenticity of their dialogue. Students are expected to know the role and content well as a buyer and a seller. Each group will practice the dialogue set at least twice. Use a timer to keep track of the performance time (It should be a 2-minutes' performance)</p> <p>b. Meanwhile, the teacher will circle around each group to provide help, when needed. Mini lessons might still be necessary for some pairs. Attendance can also be taken at this point.</p>
10m	Each group will be paired up with another group to perform their dialogue to each other. Each student needs to use the Peer Checklist to check other peers' performance and provide feedback.
20-28m Time here depends on the class size.	<p>a. Each pair will come to the actual "Fruit Stand" and set up in the front of the classroom, to perform/act out/role play on "Bargain at the Fruit Stand".</p> <p>b. Peer assessment: While one group performs, the rest of the students listen attentively, watch the performance, and grade the performers with Peer Grading Sheet. One grade for each individual, one grade for the entire group, and one relevant specific comment for the performance.</p>
5-8m	Time permitting, the class can gather and reflect for a moment on the task, the format of the performances and the way how grades are allocated, etc. Discussion on what comes next in our learning experiences.
An after-class activity	* After class, switch roles with your partner (between Vendor and Customer), rehearse your performance again. Present your Bargain Performance in audio/video form. Record your performance and share the file with your teacher. (Bonus points (up to 5 points) can be awarded for this part of the assignment.)

Peer Checklist: (Please use check marks (✓) to complete the form where applicable.)

	1	2	3
Task Completion (Y/N)			
Comprehensibility (Y/N)			
Fluency (Y/N)			
Pronunciation (Y/N)			
Content Validity (Y/N)			
Language Control (Y/N)			
Question or Comment			

Peer Grading Sheet: (?/24)

	1	2	3
Task Completion (1-4)			
Comprehensibility (1-4)			
Fluency (1-4)			
Pronunciation (?/4)			
Content Validity (?/4)			
Language Control (?/4)			
Group Grade (?/24)			
Question or Comment			

Lesson Plan Analysis

a. Planning this session was inspired by exploring alignment of communication and culture in foreign language learning, two of the five “Cs” in the Ohio Standards for Foreign Language competency (See the quoted standards and competencies/benchmarks above). I also considered integrating cultural elements into language learning and real-life task completion. Our district WL standards are based upon the ACTFL, Ohio Department of Education (ODE) standards. In recent years, we also used other rubrics elsewhere as references for assessments. In addition, our district is currently promoting “Seal of Biliteracy”, in response to the new emphasis/approach to achieve World Language proficiency from the Ohio Department of Education (ODE). (See link below) Thus helping students achieve proficiency by all means is very important and relevant.

b. Backward Design of units, lessons, activities and assessments have been critical in my teaching, I prefer to envision the big picture, a holistic panoramic “view” of what I need to do in order to plan relevant and valid steps along the way of students’ proficiency.

c. Bargaining for a better price has been a common practice in China. Foreign visitors experience that while visiting China as well. The Theme is on fruits. The cultural context is during the Chinese New Year time (gift-

giving and what gift to buy – definitely culturally relevant). The assessment is achieved through a task that students are expected to perform, ‘Bargaining at a Fruit Stand.’

Students are given (close-to) real-life tasks to perform as they venture into Chinese learning. As they complete tasks, they begin to “perform” (“act-out” or “role-play”) in a culturally appropriate manner. This practice is also known as “performance-based learning.” This approach is instrumental in blending the culture and the language in classroom learning. Realia are sometimes brought in as tools to help students feel closer to the target culture. This realistic live act with props help in “live” understanding of the culture and language. In return, they will be more motivated to learn and explore.

d. This lesson plan is meant for the end of the new-content/unit assessment, when vocabulary terms have already been taught and when small tasks and checkpoints have already been completed. Having the students work in small groups lowers their affective filter and encourages their full engagement, creativity and critical thinking skills. In a psychological and pedagogical sense, their performance can be maximized. The needs for differentiation are addressed here as well. The end-result is that students produce different dialogue sets, suitable to their skill levels and to some of their preferred word choices. Having students practice, rehearse and perform in multiple ways boosts their confidence and competence. It also helps them to familiarize their content and message.

Students should create their own dialogues for this performance. The goal is to encourage and support their creativity and critical thinking skills. In the case of this lesson, script/dialogue- writing should be a process for them to incorporate class lessons into a setting of Chinese New Year. Therefore, the students not only have to express Chinese New Year greetings, but most importantly they need to complete tasks in a culturally adequate way. This includes which fruits to purchase, what price is considered reasonable and the cultural significant of the holiday.

The checklist helps all students stay on task. It also provides a reason for the audience to pay attention to the presentation, and for the performers to take their performance seriously. These steps also help in classroom management. Students will have plenty of opportunities to hear their peers’ presentations which in turn will give them listening, speaking and confidence in their own performance.

It is important to keep the activities moving efficiently. It is the teacher’s responsibility to review and provide suggestions so that the final performance is a success.

Appendix

1. Ohio learning standards for world languages: <http://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language#Standards1>

2. Scoring guides for World Languages in Ohio:

<http://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Scoring-Guidelines-for-World-Languages#scoreperform>

3. Rubrics Resources – Rubrics by levels from PWC Public Schools –

https://www.pwcs.edu/academics___programs/WorldLanguages/p_a_l_s_rubrics/p_a_l_s/

4. Ohio “Seal of Biliteracy”

<http://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/Ohio-Seal-of-Biliteracy>

5. Links to helpful vocabulary are available at:

<https://quizlet.com/274590122/zls-shui-guo-for-csu-flash-cards/>

<https://quizlet.com/277018801/vc1-bargain-at-the-fruit-stand-flash-cards/>

Personal Bio:

Ms. Dun Zhang received her B.A. from Wellesley College, Mass, and her M.S. and teacher licensure from OSU. She has taught Chinese as a FL in American secondary schools for 12 years. She piloted an interactive video conferencing Chinese T&L program for one year, and witnessed a great increase in students’ enrollment the following year.

Another teaching opportunity brought her to the current in-classroom teaching post in a public school system. She is teaching Chinese 1, 2 and 3, supervises some Independent Studies students, and has been an advisor to Chinese Clubs in all three high schools in her district for ten years. She teaches Chinese 1 through 3 and blended learning in a mixed environment. She travels to three different buildings to teach students in grades 8-12.

11.

张可昕

Lesson Plan: Food & Preference

张可昕

School Type: Private

Grade: 8th-12th

Teaching minutes: 50 minutes

Topic: Food & Preference

Number of students: 10

Proficiency Level: Novice Low

Methods: Direct; TPR

Lesson's Content Focus/ Objective

Topic: Review countries, like & dislike; preference countries' food.

Words:

中国(China)、日本(Japan)、美国(USA)、英国(British)、法国(France)、德国(Germany)、意大利(Italy)、西班牙(Spain)、墨西哥(Mexico)、澳大利亚(Australia)、印度(India)、菜 (dish)

Grammatical structure(s): Yes/No Questions, 这是(This is); 喜欢(like), 不喜欢(dislike), 吃(eat)

Performance-based Objectives—As a result of this lesson/unit, students will be able to:

1. Name different countries' food
 2. Talk about their food preferences
 3. Name different countries' food
 4. Talk about their food preferences
-

State Standards/ ACTFL Standards

National (ACTFL)

COMMUNICATIONS

Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES

Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS

Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines (like table manners.) through the foreign language.

Standard 3.2: Students acquire information and recognize the distinct viewpoints that are only available through the foreign language and its cultures.

COMPARISONS

Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting (field trip: dining out; grocery shopping)

Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Maryland State: Communications

- Standard 1.1 INTERPERSONAL: Students exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.
 - Standard 1.2 INTERPRETIVE: Students understand and interpret the target language in its spoken and written form on a variety of topics.
-

- Standard 1.3 PRESENTATIONAL: Students present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.

Cultures

- Standard 2.1 PRACTICES AND PERSPECTIVES: Students demonstrate knowledge and understanding of other people's way of life, and the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.
- Standard 2.2 PRODUCTS AND PERSPECTIVES: Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

Connections

- Standard 3.1 ACROSS DISCIPLINES: Students reinforce and further knowledge of other content areas through a language other than English.

Comparisons

- Standard 4.1 LANGUAGE: Students demonstrate understanding of the nature of language through comparisons of the language studied and English.
- Standard 4.2 CULTURE: Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities

- Standard 5.1 PRACTICAL APPLICATIONS: Students use the language both within and beyond the school setting.
- Standard 5.2 PERSONAL ENRICHMENT: Students use the language for personal enjoyment and enrichment.

Local: Local standards are aligned with state and national standards.

Materials Needs

Teacher-made PPT, Globe balloon, projector, internet, tablet, iPad, ZIBAOBAO app

Procedure

Warm up Activity (about 5 minutes): throw a globe balloon among students and teacher to review countries—each student names a country, and then throws it to another person. Teacher says 中国 then passes the balloon to the student next to her, the student who gets the globe should repeat which country the teacher says a different country. The third person should repeat the two countries and add a different country, and continue around the circle until all students have named a country....

Activity 1 (10m): Teacher writes 菜 cài (dish) on the board or shows it on PPT. The teacher will then show pictures of typical dishes from different countries one by one. At the meantime, teacher introduces which country's dish it is. For example: when appears, teacher says 中国菜 (Chinese dish), and students follow to repeat 中国菜 (Chinese dish). After showing several dishes, the teacher starts to ask students questions by showing more pictures:

Teacher asks: 这是哪国菜? (Which country's dish is this?)

Students answer: 这是中国菜。 (This is Chinese dish.)

Transition: work in pairs--teacher assist students to pair up and provide a pile of pictures. Then each student picks several pictures of dishes from different countries, and starts to ask and answer each other questions:

Student A: 这是哪国菜? (Which country's dish is this?)

Students B: 这是中国菜。 (This is a Chinese dish.)

Activity 2 (10m): Teacher writes down 喜欢吃 (like to eat) and 不喜欢吃 (don't like to eat). Teacher points to 喜欢 and 不喜欢, and asks one student to draw pictures on board to represent their meaning. Then teacher points 吃, and pronounces it and mimics eating. The teacher starts to ask students questions:

Teacher asks: 你喜欢吃中国菜吗? (Do you like Chinese food?)

Students answer: 是, 我喜欢 (吃中国菜)。 (Yes, I do.)

Transition: work in pairs--students work with the same partner. Each student picks a picture of a dish, and starts to interview each other. Then students fill out the handout by putting interviewees' name in the like and dislike columns:

Student A: 你喜欢吃法国菜吗? (Do you like Chinese food?)

Students B: Or: 不, 我不喜欢。 (No, I don't)

Then student A writes student B's name in the dislike column

Activity 3 (10 minutes): Based on the record on the handout, each student introduces his peer's favorite and not favorite dishes:

Student A says: B喜欢中国菜。 B不喜欢法国菜。

(B likes Chinese food. B does not like French food.)

Activity 4 (10 minutes): Students type 菜, 吃, and 喜欢 on the ZIBAOBAO app to trace; or they can choose to write on character sheet.

Closure (5 minutes):

Review of this lesson: teacher reviews what content has been covered today and let students refresh what they have learned and ask questions; students start to do homework.

Preview for next lesson: show pictures of food and fruits and tell students they are going to learn how to say these common food and fruits.

Homework (posted on school's website):

1. Review the new characters and structures by playing Quizlet set;
2. Interview at least three people (your friends, native speakers or family member) to find out which countries' food they like and dislike, then summarize your interview into a video and submit your video to flip-grid, the code is XXXXXX.
e.g., 我妈妈喜欢吃意大利菜; (My mom likes Italian food.)
我爸爸和我妈妈都喜欢吃中国菜。 (My dad does not like Chinese dishes.)
我的朋友Anna喜欢吃法国菜。 (My friends Anna likes French food.)

Pre-teaching Assessment:

Identify and name some countries that students have learned.

Ongoing/Formative Assessment:

Post-Lesson Assessment:

Knowledge of Students

This lesson plan is suitable for beginners from 6th to 12th grades.

Notes

本教案节选自“食物”单元，我认为在备课时应注意以下几点：

一、有所依、设定目标

在开新课时，应该把目标（objectives）、测验所涵盖的内容及日期、还有rubrics与学生们分享，这样有助于学生特别是高中生有目标可循。根据ACTFL和马里兰州的外语教学标准，教师使用了Backward design的倒推方式备课，既先设定一学年的教学目标和计划，然后分配到每个学期，每个quarter，最后落实到每节课。

二、教学理念：

1. 在设计课堂活动、作业及考试时，应遵循三种交流模式（3 modes of communication）Three Modes of Communication Employed:
2. 多元智能的理论（MI）(Multiple Intelligence): Visual, Logical, Verbal, Bodily/Kinesthetic, Naturalist, Interpersonal, Intrapersonal, 并针对21世纪学生们的特点，因材施教，利用游戏和科技等手段活跃课堂气氛，营造寓教于乐的学习氛围。根据学生们不同的中文水平和年龄段来设计不同形式的assessments以检测学生听说读写各方面的能力，并设计适合的教学方法及课堂活动，以帮助学生达到你的目标。

三、使用多种技术手段：

Technology: internet, iPad, tablet, PPT, ZIBAOBAO app

四、复习、强化：

Students will talk about their favorite food, fruits, what they ate yesterday.

教师简介

张可昕：中山大学外语系毕业，曾在中国获得航空翻译资格证书，后在乔治梅森大学取得教育硕士学位。在美国的中小学任教长达13年之久，并兼任美国教师学会大华府地区的理事。她善于在教学中培养学生的思考能力，并应用多元智能理论、完全肢体反映教学法及科技手段激发学生们的学习热情。2017-2018学年她的学生在YCT 3级考试中均取得了优异的成绩。

Kexin Zhang received her Master of Education degree in Curriculum and Instruction major (Concentration in Foreign Language) from George Mason University and B.A. in English Literature from Sun Yat-sen University. She was one of the Professional Aviation Translators in China. She has over thirteen years of experience in teaching Chinese in the United States, and she is also a director of CLTA-NCR. She is good at cultivating students' critical thinking skills and inspiring students' motivation by implementing the theories of Multiple Intelligences, the three modes of communication, TPR and technology in her teaching, and using ACTFL performance guidelines to assess how well her students' performance. Her students achieved outstanding scores from YCT Level III test during 2017-2018 school year.

12.

赵玉琪

Lesson Plan: Chinese Language for Primary Schools

Yuqi Zhao

School Type: Public

Number of students: 37

Grade: 5th Grade

Proficiency Level: Intermediate-Low/Mid/High

Teaching minutes: 60 minutes

Topic: 《小学华文》3B 《“失物”认领》 Chinese
Language for Primary Schools-Textbook 3

Post Assessment/EvaluationStatus of Students

学生已经初步了解了《“失物”认领》故事中的所有生词，以及造句的要素，包括时间、谁、在哪里、怎么样地、做什么。Students had been introduced all the new vocabulary in the story in the previous lessons, and they understand how to make a sentence using when, who, where, how, and what.

Post Assessment/EvaluationState Standards / ACTFL Standards

Standards of the State of Michigan (https://www.michigan.gov/documents/mde/World_Languages_Complete_3-26-07_193195_7.pdf)

1.1.M.SL.f Share a detailed description of places and things beyond their immediate environment or in the target culture.

1.1.M.RW.f Share a written detailed description of places and things beyond the student's immediate environment or in the target culture.

1.2.M.L.b Understand interpersonal communication, spoken messages, and group discussions in the target language on familiar topics related to family, school, and community.

Post Assessment/EvaluationLesson's Content Focus/ Objective

1. Students will be able to recognize and apply the following target vocabulary: 失物、认领、教室、洁白的、沙滩、三五成群、摸、自己、休息、准备、午餐、捡东西、举起、透明的、塑料袋、汽水罐、香蕉皮、水瓶、吸管、纸巾、垃圾桶
 2. Students will be able to use the following sentence elements to write stories: 时间、谁、在哪里、怎么样地、做什么
 3. Students will be able to understand the target vocabulary and use correct Chinese language to orally describe them.
 4. Students will be able to use the target vocabulary to complete the given sentences correctly.
 5. Students will be able to integrate the target vocabulary with the learned sentence elements to write their own story in one or two paragraphs.
-

Post Assessment/EvaluationMaterials Needs

Teacher-made filling-blank worksheet, sets of flashcards, poster paper, projector, internet, Chromebook/tablet/iPad, Quizlet website/APP, Kahoot! Website/APP

Post Assessment/Evaluation

Procedure

Activity	Purpose	Teacher Behavior	Students Behavior
1. Review Target Vocabulary 1 – Match it up (10m)	Review previous learned target vocabulary	<ol style="list-style-type: none"> 1. Group up the students first, each group have at least 3 people. 2. Announce the rules: do not touch the flashcards till the teacher says “start”; raising hands when you finished; staying with your group members all the time. 3. Teacher delivery the flashcard sets to different groups, and says “start” when everyone is ready. 4. When first round finished, switch flashcard sets among groups, therefore the second round will start with a different set. 	<ol style="list-style-type: none"> 1. Students should match the vocabulary cards with corresponded pictures when the activity starts. 2. When finished, raising hand and waiting for teacher to check their work. 3. Time is up, turn in the flashcard sets, go back to their assigned seats and get ready for the second activity.
Activity 2: Review Target Vocabulary 2 – Describe and Guess (10m)	Reinforce the memory of previous learned target vocabulary	<ol style="list-style-type: none"> 1. Pair up the students first, and using Quizlet Flashcards or paper flashcards (prepared in advance) to go through all the flashcards during the practice. 2. After the first round, switch the role and practice again. 3. After 5-minute practice in pairs, the teacher asks volunteers to do a 1-minute challenge (i.e., special task for certain students) in front of the class. 4. Within 1 minute, let’s see which pair can get the most words correct. 	<ol style="list-style-type: none"> 1. One of the students describe the pictures without using the target words and another student should guess what it is. 2. After 5-minute practice in pairs, volunteering to do a 1-minute challenge in front of the class. 3. Time is up, clean up and go back to their assigned seats, get ready for the third activity.

Activity 3:
Filling the
blanks

(10m)

1. Handout the worksheet (see Appendix 1) and ask the students raise their hands when their finish writing their names and the date.
 2. There are 5 practices in the worksheet. Tell the students to fill the blanks for the sentences with the right words which are given above the sentences.
 3. Ask the whole group to read the sentence with blanks first.
 4. Next, guide the students to fill out the blanks.
 5. Last, ask students to read the completed sentence all together.
1. Read the 5 questions (see Appendix 1) one by one under teacher's guidance, and clap their hands twice instead of the blanks.
 2. Then, take turns to speak out the given vocabulary on the worksheet and fill out the blanks.
 3. Read the completed sentence all together.

The link for worksheet

Appendix 1

日期: _____ 姓名: _____

◆ 请用正确的词语把下面的句子写完整。

“失物”认领

1. 开心极了 教室 洁白的

今天, 老师带我们走出_____到海边游玩, 大家在_____沙滩上玩得_____。

2. 休息 准备 午餐 三五成群地

中午, 同学们_____坐在沙滩上, 吃着自己带的_____, 饭后, 大家_____了一会儿, 就_____回家了。

3. 认领 捡 摸着

这时, 老师说: “同学们, 刚才我_____到一些东西, 是谁掉的, 请来_____。”

同学们的眼睛睁得大大的, 小手在各自的口袋里_____, 都说没有掉东西。

4. 举起 香蕉皮 吸管 透明的

“不!” 老师说, _____一个_____塑料袋, 袋里装着汽水罐、_____, 水瓶、_____, 纸巾……

5. 塑料袋 垃圾桶 沙滩 丢失

“这些东西都是我在_____上捡到的。”

看到_____里的东西, 有几个同学脸红了。他们走到老师面前, 领回了自己“_____”的东西, 然后向不远处的_____走去。

Activity 4:
Write a
mini story
using the
target
vocabulary

(25 min)

1. Mini story writing: let's see which group can use the most target words. They can use the activity 3 worksheet as a reference.
 2. Each pair of students gets a poster paper and they should work together to write the story down on that paper.
 3. In the last 5 minutes, invite the students to present their stories in class.
1. Students work in pairs to use the vocabulary they just practiced and the given sentence elements (when, who, where, how and what) to write their own mini stories.
 2. Students have 20 minutes to write the story on the poster and when time's up, they should hand in their papers.
 3. Present their stories in class.

Activity 5: Wrap-up / Sponge Activity: Kahoot! (5 min)	Use Kahoot (online quiz tool) to wrap up the vocabulary review and sentence practice.	<ol style="list-style-type: none">1. Set up 3 basic rules for playing the game first: no naughty names; can't be louder than the background music; and be patient.2. Ask the students to log in the website: https://kahoot.it/#/, and type the game pin which the teacher post on the whiteboard.3. Start to play the game: the teacher's portal shows questions and choices, and the students' portal only shows choices, the students only need to click on the right one. The result would pop out immediately after all the players answered.4. After all the questions had been answered, game is over.	Follow teacher's instruction.
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Post Assessment/Evaluation

Post Assessment/Evaluation

Target vocabulary dictation

Post Assessment/Evaluation

Homework

Review the target vocabulary and complete all the practice on the Quizlet.

Lesson Plan Analysis

The plan has been built on: standard, philosophy and/or rationale

This lesson plan also used ACTFL 5C standards as a guideline. The main focus is communication: in Activities 1 and 2, students have to use their interpersonal communication to complete the task, in Activity 3; students need to use interpretive communication to understand what they read and fill the blanks; and in Activity 4, after writing a mini story, students need to present to class using presentational communication.

Teaching Methodology & Teaching Strategies

The main idea of this practice lesson is to scaffold students from decoding the vocabulary to applying the vocabulary. It is not only a vocabulary reviewing lesson, but also integrating listening, speaking, reading and writing in different activities. An effective way to master vocabulary is through practicing the four basic skills at the same time. Scaffolding is the key of designing this lesson, from knowing the words to using the words, students need sufficient time and practice to make it a solid transition. As for 5th grade students, they still have a short time span and easily get bored, therefore try to keep each activity short (10 minute duration). In order to keep their interests up, there are two different activities to help in reviewing the learned vocabulary and applying the vocabulary in writing. Before the mini-writing activity, it is best to provide a fill-in-the-blanks practice sheet which provides reference on how to use target vocabularies in a story.

Strengths and Limitations

In this lesson, both formative assessment and summative assessment was used. As we are still in the middle of the unit, most of the assessments were designed for pairs and groups, which can help the lower level students feel less nervous when doing the assessment. At the end of the unit, there is a summative assessment for each student, at that time, each student's problem can be addressed. All the activities are designed for a purpose; integrating assessments into activities can help teachers make the lesson more efficient and exciting.

This lesson is designed for immersion students; therefore, the whole class uses 100% target language. Using total immersion strategy can help students practice their listening and interpersonal communication, as well as the circumlocution skills. When students forget a word, they have to use the target language to describe it and try to make others understand, which requires the circumlocution skills.

Suggestions for Users

This lesson plan is aimed to scaffold students from decoding the target vocabularies to applying them. The target vocabulary was introduced to the students at the beginning of this unit. Four different activities have been outlined to help students practice the vocabulary through listening, speaking, reading and writing. Technology also plays an important role in these activities. The first two activities need more classroom management skills to maintain the students in a good manner. The second activity, a teacher must walk around and even participate with students in practice describing and guessing, especially working more with lower level students. In this way, students will understand that the teacher can help them on a task; meanwhile it also helps reduce the misbehaviors.

Post Assessment/Evaluation

Author Bio

English:

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