STUDENT PROGRAM LEARNING PLAN

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

Date: January	**Grade Range of Learners:**	9th-12th Heritage Learners	**Targeted Performance Level:**	Intermediate High
Time Allotted for This Learning Plan:		3 Hours		

Lesson Can-Do Statements
Identify specific Lesson Can-Do statement(s) from the Program Can-Do statements in the Curriculum Template (column 2) that are appropriate for and specific to <u>this</u> learning plan.

<u>Interpretive Reading</u>
I can **recognize** and **understand** seven names of traditional Chinese New Year food. (episode 1)
I can **recognize** and **understand** three names of traditional Chinese New Year decoration items. (episode 1)
I can **read** some common New Year expressions. (episode 1)
I can **understand** a Chinese New Year food article from a New Year food website. (episode 2)

<u>Interpersonal Speaking</u>
I can **understand** and **answer** my teacher's questions relate to Chinese New Year. (episode 2)
I can **explain** the practices and customs of the Chinese New Year celebration (episode 2)
I can **tell** people the sequence of New Year activities. (episode 2)
I can **tell** people the meaning behind Chinese New Year food (episode 2)

<u>Presentational Speaking</u>
I can **describe** how people celebrate Chinese New Year. (episode 3)
I can **tell** people the practices and customs of the Chinese New Year celebration. (episode 3)
I can **explain** the meaning behind Chinese New Year food (episode 3)

<u>Presentational Writing</u>
I can **write** a list of holiday Food, activities, and celebration (episode 1)
I can **type** a 3-paragraph script for my video (episode 3)
I can **add** Chinese subtitle to my video (episode 3)

Indicate what learners need to know and understand to meet the Lesson Can-Do statements above.

Culture	⟷	Content	⟷	Language
New Year Food, Celebration, and Activities		Chinese New Year - Spring Festival -		**Theme Words** Food(10) 年夜(团圆)饭， 元宝(水饺),有余(鱼)， 年糕，长年菜， 春卷,橘子,菠萝(凤梨)， 糖果,汤圆 Celebration(3) 鞭炮，舞龙，舞狮， Activities(9) 办年货，贴春联， 大扫除，给/拿红包， 拜年，祭拜，祖先， 压岁钱，团圆 Others(4) 除夕，春节,福，象征 **Four-Character Words (10)** 恭喜发财，年年有余， 步步高升，招财进宝， 长命百岁，黄金万两， 大吉大利，好运旺旺， 吃甜甜，大赚钱 **Q & A Sentences (8)** 对华人来说，最重要的节日是什么? 你在美国过新年吗? 你喜欢过新年吗? 你都怎么过新年? 华人新年都得/在做什么? 新年都得吃什么? 为什么新年要吃/做_____? 新年_____象征_____。

EPISODE # 1 (Introduce Theme Words and Phrases)	Number of minutes for this episode: 50 minutes

STAGE 1 **Lesson Can-Do Statement(s) Addressed:** *See box above*	STAGE 2 **Check for Learning** *Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).*
<u>Interpretive Reading</u> I can **recognize** and **understand** seven names of traditional Chinese New Year food. I can **recognize** and **understand** three names of traditional Chinese New Year decoration items. I can **read** some common New Year expressions. <u>Presentational Writing</u> I can **write** a list of holiday Food, activities, and celebration.	1) Learners define the meaning of each new word in their target language and also use words to make sentences to show deeper understanding. (We Do Guided) 2) Learners write down and also put words in proper categories. (You Do) 3) Learners play Quizlet Live to review new words that they just learned. (We Do Collaboration)

STAGE 3

Enabling Activities
Tasks that lead learners to demonstrate what they can do with what they know.

Warm Up/Opening (5 Mines)

1) Teacher plays a short YouTube video and sees if learners can recognize the music and guess today's lesson topic (Chinese New Year). (I Do)

2) Once one learner recognizes the music and can figures out today's learning topic, teacher stops playing the video.   Music will be played until someone recognizes the music theme.
https://www.youtube.com/watch?v=0qSoxMrDQ9s (We Do Guided)

3) Teacher asks learners a serious of Chinese New Year questions to excite learners and prepare learners to learn the topic. For example, teacher asks, "What is the important holiday for Chinese speaking people? 对华人来说，最重要的节日是什么？Do you celebrate Chinese New Year here? 你在美国过新年吗？Do you like to celebrate Chinese New Year? 你喜欢过新年吗？How do you celebrate Chinese New Year here? 你们家都怎么过新年" (We Do Guided)

Vocabulary Preparation (5 Minutes)

1) Before introducing new words to learners, teacher passes a piece of blank sheet (used as a vocabulary list sheet) to learners and asks learners to draw a four-section chart (see below photo). Teacher asks learners to label four sections with four different categories (Holiday Food, Activities, Celebration, and Others.) (We Do Guided)

2) Teacher asks learners to guess/predict what words will be used in this lesson and ask learners to write down the words. Teacher can use this activity to check learners' prior knowledge. (You Do)

Holiday Food	Activities
Celebration	Others

Vocabulary Activity 1 (30 Minutes)

1) Teacher uses Quizlet to introduce new words to learners.

https://quizlet.com/181090006/hlc-ap-chinese-l10-1-flash-cards/

2) When introduce new words, teacher asks learners to define the meaning of each word in the target language and asks learners to use the word to make a sentence to show their understanding. For example, teacher shows the word "New Year 新年" and ask all learners "What is New Year? 什么是新年?" One/some learners might say 新年就是新的一年。Then teacher asks the learners to make a sentence with the word "New Year 新年." One/some learners might say, "New Year is in February this year. 今年的新年在二月。" (We Do Guided)

3) Once learners give examples of words, teacher asks learners to write down words on the sheet you gave them and ask learners to put them in a proper category. This word chart will help learners to be able to write a New Year celebration message at the end of this unit. (You Do)

Holiday Food	Activities
年糕，水饺	大扫除
Celebration	Others
放鞭炮	福，新年

Vocabulary Activity 2 (10 Minutes)

Teacher asks learners to take out their phone and play Quizlet Live to review the words they just learned. Learners will play the game two rounds. The winning team gets two points; the rest of teams get one point. https://quizlet.com/267970766/live (We Do Collaboration)

EPISODE # 2 (New Year Celebration/Activities and Food Discussion)   **Number of minutes for this episode:** 50 minutes

STAGE 1 Lesson Can-Do Statement(s) Addressed: *See box above*	STAGE 2 Check for Learning *Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).*
<u>Interpersonal Speaking</u> I can **understand** and **answer** my teacher's questions relate to Chinese New Year. I can **explain** the practices and customs of the Chinese New Year celebration. I can **tell** people the sequence of New Year activities. I can **ask** and **answer** 3-5 Chinese New Year food related questions from a New Year food website. I can **tell** people the meaning behind Chinese New Year food. <u>Interpretive Reading</u> I can **understand** a Chinese New Year food article from a New Year food website.	1) Teacher shows learners New Year pictures and asks learners "What are people doing in the photo?" Teacher also asks learners "Why do people <u>clean their house, visit family members, etc</u>…? Learners answer teacher's questions according to the pictures that teacher shows. (We Do Guided) 2) Learners work with partners and ask partners "what people are doing in each photo" and "why do people do those things during the festival?" (We Do Collaboration) 3) Learners put New Year pictures in sequence and use pictures to tell a story of Chinese New Year activities and how their family celebrates New Year in America. (You Do) 4) Learners read an online article with partners and figure out why Chinese people eat certain food during Chinese New Year. (We Do Collaboration) 5) Learners answer teacher's questions about why people eat certain food during Chinese New Year and the meaning behind New Year dishes. (We Do Guided)

Speaking Drill - New Year Celebration and Activity (15 Minutes)

1) Teacher shows learners New Year pictures and asks learners "What are people doing in each photo?" For example, teacher asks learners "What are people doing in photo 1？图一的人在做什么？" Learners say, "They are cleaning their home. 他们在打扫房子。" Teacher then asks learners "Why do they clean their house? 为什么他们要打扫房子?" Learners say, "Because Chinese New Year is coming. 因为新年快到了。" Use the same pattern; teacher continues to ask learners the other five pictures with the same question. Learners should be able to use the words they just learned to answer teacher's questions. (We Do Guided)

2) When finishing activity one, teacher asks learners to find a partner. Each learner asks his/her partner what people are doing in each photo and why they do those things? All learners should be able to ask and answer New Year questions during the drill. (We Do Collaboration)

3) Teacher gives each learner a set of mixed Chinese New Year activity pictures. Teacher asks learners to put all pictures in correct sequence. After learners make the correct sequence, teacher asks learners to use the pictures to tell a story and share how their family normally celebrates the New Year in America. (You Do)

The following sentences are the answers that teacher wants to hear from learners

图一的人在打扫房子。图二的人在贴春联。图三的人在办年货。图四的人在拜年。图五的人在吃年夜饭。图六的人收到红包。

(Reference: Chao Yue Book Lesson 10)

Reading Comprehension – New Year Dishes and Its Meaning (20 Minutes)

1) Teacher prints out the article from the New Year Food website. Learners are also encouraged to take out their phone/laptop and go to this website to read the article directly. This will help learners to know how to find Chinese articles online later in the future. (I Do) http://www.cqcb.com/reading/2018-01-02/621706.html

2) Teacher gives learners the above article and the worksheet (see below photo). Teacher can find the worksheet on the following website. However, teacher needs to cover all the English words so that learners can see only the pictures. (I Do) https://www.chinahighlights.com/travelguide/chinese-food/chinese-new-year-food.htm

3) Teacher asks learners to find a reading partner. Together, learners need to discuss each dish name and write it in Chinese on the sheet. Learners work together to find out why people eat those food during Chinese New Year from the article that teacher gave. During the activity, teacher needs to remind learners to read only the key words (scanning) in the article to prevent reading frustration. This is also a good opportunity for teacher to teach learners "learning strategies." (We Do Collaboration)

Speaking Drill/Answer Check - New Year Dishes and Its Meaning (10 Minutes)
When learners are done of reading, teacher asks learners "Why do people eat _____ during Chinese New Year? 为什么华人新年吃_____？ and learners answer, "People eat _____ during Chinese New Year to symbolize _____. 华人新年吃_____象征_____。" For example, teacher asks learners "Why do people eat fish during Chinese New Year? 为什么华人新年吃鱼?" Learners answer, "People eat fish during Chinese New Year to symbolize increase in prosperity. 华人新年吃鱼象征年年有余。" (We Do Guided)

Wind Down - New Year Food Video Watching (5 Minutes)
中国食品－中国农历新年－宝宝过春节 - https://www.youtube.com/watch?v=VC2bDeb1LxU&t=425s (I Do)

Differentiation Strategies
Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.
Using graph organizer, music, games, video and writing worksheet to approach different learners.

EPISODE # 3 (Video Project)	Number of minutes for this episode: 50 minutes
STAGE 1 **Lesson Can-Do Statement(s) Addressed:** *See box above*	**STAGE 2** **Check for Learning** *Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).*
Presentational Speaking I can make a video to **describe** how people celebrate Chinese New Year. I can make a video to **tell** people the practices and customs of the Chinese New Year celebration I can make a video to **explain** the meaning behind Chinese New Year food. Presentational Writing I can **type** a 3-paragraph script for my video. I can **add** Chinese subtitle to my video.	Learners make a video explaining the practices and customs of the Chinese New Year food. In the video, learners add Chinese subtitle and voice over to show different language skills. (You Do)

STAGE 3

Enabling Activities

Tasks that lead learners to demonstrate what they can do with what they know.

Teacher assigns learners a Video Project to assess if learners can demonstrate the skills they learned from this lesson. (All the Can Dos for this unit).

Video Script/Video Subtitles (40 Minutes)

Step 1: Learners type their video script. (You Do)

1) Teacher asks learners to type a 3-paragraph script (narrative essay), seven to nine sentences in each paragraph.

2) Teacher ask learners to use the word chart and the worksheet (see the below photos) to help them to construct their video script. In their script, learners need to mention i) their own Chinese New Year experience; ii) how people celebrate Chinese New Year; iii) the activities people do during Chinese New Year; and vi) the food/dish people eat during Chinese New Year and the meaning of each food/dish. (You Do)

Holiday Food	Activities
年夜(团圆)饭，元宝(水饺)，有余(鱼)，年糕，长年菜，春卷，橘子，菠萝(凤梨)，糖果，汤圆	办年货，贴春联，大扫除，给／拿红包，拜年，祭拜，祖先，压岁钱，团圆

Celebration	Others
放鞭炮，舞龙，舞狮，	除夕，春节，福，象征

7 Lucky Foods to Eat During Chinese New Year

鱼（年年有余）　饺子（招财进宝）春卷(黄金万两)　汤圆(团圆)

橘子（吉利）　　年糕(步步高升)　　面(长寿)

www.chinahighlights.com

Step 2: Teacher checks learners' video script and make sure that all sentence structures are correct and there is no word error or typo. (I Do)

Pronunciation Checking (10 Minutes)

Step 3: After finishing the video script, teacher asks learners to find a partner and read their script aloud to practice their pronunciation before they make their video. During this activity, teacher also walks around and checks learners' pronunciation. (We Do Collaboration)

Video Product (Homework Assignment - Learners bring the final product to class next time)

Step 4: A completed Video Product needs to contain 1) Chinese subtitle, 2) photo background and 3) voice over. (You Do)

Video Making (iMovie, Movie Maker or other video making software)

1) In the video, learners should provide background photos to support their content. (You Do)

2) The video needs to have both Chinese subtitle and voice over. (You Do)

Rubric (Presentational Mode Rubric – Intermediate High Learners)

Teacher provides the ACTFL Presentational Mode Rubric to guide learners in their video script writing and oral presentation process. (I Do)

Presentational Mode Rubric—Intermediate-High Learner

Differentiation Strategies

Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.

A video project allows learners to demonstrate their Presentational Visually Representing Skills.

Learners can choose different background photos and music to present their project.

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

MATERIALS NEEDED

What supplies and materials will you need to successfully implement this learning plan?

YouTube videos, Quizlet, graphic organizer, cell phone from learners, worksheet, video making app/software, etc.

PERSONAL REFLECTION

How did this lesson go? What could you do to improve this learning plan if you do these activities again?