STARTALK LEARNING PLAN
Designing Learning Experiences

Date: 7/14	Grade Range: 9th-11th grade	Targeted Performance Level: Intermediate Low	Total Time for this Plan: 1 hour

Curriculum Connection

Program Can-Do Statement & Performance Assessment Task
Copy the specific program Can-Do Statement from the curriculum (stage 1) and performance assessment task (stage 2) that you are working toward in this learning plan.

Can-Do Statements

I can express my likes and dislikes of school activites and provide reasons.:

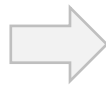I can order food at a school cafeteria.

I can generate and respond to a compliment appropriately.

Performance Assessment Task:

An interview about likes and dislikes of school activities.

A role play of ordering food activity in Nearpd through typing and speaking.

A conversation with each other about their daily accomplishment.

Learning Episode #1

Number of minutes for this episode: 10

Lesson Can-Do Statement
Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.

Vocabulary
How are culture and/or content part of the language chunks and words that learners will use?

Check for Learning
What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?

Lesson Can-Do Statement	Vocabulary	Check for Learning
I can express my likes and dislikes of school activites and provide reasons.	The sentences "Chinese high school students are much better than American students in math" and "the American students are very good in English"with key words "difficult and easy" are presented in the dialogue betweenTom and Ming Li.	They will conduct an interview about likes and dislikes of school activitie by using school facilities and daily class schedule.

Learning Experiences
What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.

1. Brainstorm all the school subjects and facilities in Beijing No.4 Middle School with a glorious history.
2. Reviewing their personal hobbies and interests with likes and dislikes.
3. Interview and discuss the reasons of likes and dislikes with the teacher and the partners.

Materials Needed
What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?

PowerPoint slides, authentic pictures of school subjects and facilities in Beijing No.4 Middle School, and a video clip to introduce Beijing No. 4 Middle School.

Learning Episode #2

Number of minutes for this episode: 25

Lesson Can-Do Statement	Vocabulary	Check for Learning
Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.	*How are culture and/or content part of the language chunks and words that learners will use?*	*What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?*
I can order food at a school cafeteria.	Typical Chinese food, Chinese restaurant with its master, and ordering Chinese food with correct measure words (bowl, plate) are interwoven in the dialogue.	They will perform a role play of ordering food in Nearpd through typing and speaking.

Learning Experiences
What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.

1. Watch an authentic Chinese food video and answer related questions.
2. identify and catergorize different meats and vegetables.
3. Nearpod activities of quiz, drawing, and filling in blanks regarding food terms.
4. Nearpod Colloboarate activity: one ole play of ordering food at a Chinese restaurant.

Materials Needed
What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?

PowerPoint slides, authentic pictures of different kinds of Chinese food, authentic Chinese food videos and one video chip of the campus cafeteria at Beijing No.4 Middles School.

Learning Episode #3

Number of minutes for this episode: 25

Lesson Can-Do Statement	Vocabulary	Check for Learning
Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.	*How are culture and/or content part of the language chunks and words that learners will use?*	*What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?*
I can generate and respond to a compliment appropriately. I can summarize my daiy experiences.	The Chinese popular song "Little Red Apple" and Chinese Gongfu are performed. Tom and Ming Li generate compliments and responses to each other in the dialogue.	They will have a conversation with each other about their daily accomplishment with compliments. They can also summarize their visit day experiences.

Learning Experiences
What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.

1. Sing the song "Little Red Apple" and practice Chinese Kongfu.
2. Review "Verb+Object+Verb+de" structure and brainstorm all the activities in Beijing No. 4 Middle School by using the key verbs (e.g. take class, order food, eat meals, perform, sing a Chinese popular song "Little Red Apple", and practice Chinese Kong Fu).
3. Have a conversation with compliments and responses appropriately.

Materials Needed
What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?

PowerPoint slides, authentic pictures of Chinese performances, authentic Chinese popular song "Little Red Apple" and Chinese Kongfu video clip.

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

Post-Lesson Reflection

After implementing this learning plan, consider the following questions while reflecting on the successes and challenges of the lesson:

- What were the strength of the lesson? Which activities helped to maximize the learning?
- Did all learners meet the goals of the lesson? Why or why not?
- What could you do to improve this learning plan if you address these lesson Can-Do Statements again?