

World Language Lesson Planning Template

COURSE OVERVIEW	
Course Name:	9th Grades Mandrin MYP 4
Course Proficiency Target:	Intermediate Mid/High

UNIT OVERVIEW	
Theme:	Festival 节日
Essential Question:	What is the cultural meaning behind the different festivals?
Performance Objective: <i>I can + language function in each of the three modes + context + proficiency level information</i>	I can identify, interact, and present information and thought about Chinese Festivals with Mandarin-speaking people.

LESSON PLAN	
Learning Outcome: <i>I can + language function + context</i>	I can exchange more than 3 pieces of information about Spring Festivals during a conversation with my classmates.
Core Vocabulary & Forms:	Vocabulary: 动词verb: 是 (is/are) ; 有 (has) ; 认为 (think; consider) ; 喜回家 (go home) ; 到家 (at home) ; 过年 (celebrate the festival) 名词noun: 春节 (Spring Festival) ; 年夜饭 (reunion dinner) ; 贴春联 (put up red paper scrolls) ; 饺子 (dumpling) ; 红包 (Red envelop) ; 祝福 (Greetings and blessing)

SEQUENCE OF LEARNING		
Focus of Learning <i>A brief bell-ringer to focus students' attention and begin to engage with the day's learning.</i>	Visual-discrimination. The teacher poses a picture and asks students what that festival is and the relevant information. (Warming up class and refresh students' Mandarin background knowledge about Chinese festivals) Picture 1: 中秋节Mid-Autumn Festival; Picture 2: 端午节 Dragon-Boat Festival; Pic.3: 清明节 Tomb-sweeping Day. Last: posing pic.4 春节Spring Festival, the teacher asks “ What is this festival?”	<i>Time:</i> 2 mins
Preview of Learning	Review “I can ” statement & agenda	<i>Time:</i> 1 min

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<p><i>Reviewing the day's learning outcome and agenda.</i></p>		
<p>Learning Episode #1 <i>Primetime 1: Providing students with new input, information, or skills (often whole class)</i></p> <p><i>Downtime: Students work to apply new input, information, or skills (often pair/group work)</i></p> <p><i>Primetime 2: Providing students with additional input, information, or skills OR Students demonstrating their learning of new input, information, or skills (often whole class or group work)</i></p>	<p>Primetime 1</p> <p>1) Pre-reading. The teacher shares the strategies to read a poster: step1,read the main title& sub-title; step 2, find out the connections between each section. step3. focus on each sections</p> <p>2) Dur-reading.The teacher poses a interpretive poster introducing the Spring Festival. The students have to read out low the main title and the three sub-titles.</p> <p>3)The students independently read the “What is Spring Festival” part(5 sentences/3 mins) based on 3Wquestions: What/When is the Spring Festival ? Why does it call the “Spring Festival”.</p> <p>4) The teacher introduces group activity.</p>	<p><i>Time:</i></p> <p>2 mins</p> <p>1 min</p> <p>6 mins</p> <p>1 min</p>
	<p>Downtime</p> <p>In group of 3~4(one of them has a higher level of Mandarin proficiency), students need to read the rest 3 sections introducing the customs of celebrating the Spring Festival and complete the form.They can have discussions,exchange factual information and work together.</p> <p>The teacher walks around to provide assistance and check for understanding.</p>	<p><i>Time:</i></p> <p>10 mins</p>
	<p>Primetime 2</p> <p>1) The teacher randomly selects 6 students to share informations based on their form and provides advice.</p>	<p><i>Time:</i></p> <p>5 mins</p>
<p>Brain Break <i>A 1-2 minute activity to allow students to rest and recharge</i></p>	<p>Move and freeze</p>	<p><i>Time:</i></p> <p>2 mins</p>
<p>Learning Episode #2¹ <i>Primetime 1: Providing students with new input, information, or skills (often whole class)</i></p> <p><i>Downtime: Students work to apply new input, information, or skills (often pair/group work)</i></p> <p><i>Primetime 2: Providing students with additional input, information,</i></p>	<p>Primetime 1</p> <p>1) The teacher presents a video(1:29) for the first time, then asks are there any customs mentioned above appear in the video.</p> <p>2) The teacher presents the video for the second time, and requires students to focus on what does the video talk about. Select some students to answer the questions, and their feelings.</p> <p>3) The teacher asks what does “你到了, 年就到了 (When you are going back home,the new year comes)”means? Select some students to answer the questions: What does “你” indicate? - The person far away from home. What does “你到了” mean? -That person comes back home. What does “年” indicate?- Spring Festival. Who will say this sentence? Why? What does the it mean?</p>	<p><i>Time:</i></p> <p>3 mins</p> <p>3 mins</p> <p>4 mins</p>

¹ Depending on the length of the class, additional Learning Episodes may be added, including a Brain Break between each one.

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<p><i>or skills OR Students demonstrating their learning of new input, information, or skills (often whole class or group work)</i></p>	<p>The teachers points out that family reunion is one of meaningful values of modern Spring Festival. 4) The teacher introduces the group activities.</p>	<p>2 mins</p>
	<p>Downtime Online 4 corner conversations The teachers set up 4 breakout rooms for conversations talking different topics;each students can choose 3 of the rooms and exchange information there.They need to complete a recording forms, including their choice, the brief information they shares and 1 inspring speaker they likes, and what does she/he say. Before entering breakout rooms, the students have 2 mins to organize their notes. Topics:年夜饭（reunion dinner）;贴春联（put up red paper scrolls 红包与新年祝福（Red envelop& Blessings）；过年的意义（The meaning of celebrating the Spring Festival）. To support, the teacher provides detial related questions which can start conversations. The teacher walks around to provide assistance, make sure students have time to enter 3 different rooms and control the numbers in the room.</p>	<p>Time: 12 mins</p>
	<p>Primetime 2 1) Teacher asks if there are volunteers(3~4) who would like to share their forms.</p>	<p>Time: 3 mins</p>
<p>Check for Learning <i>A brief formative assessment to determine whether students have achieved the learning outcome.</i></p>	<p>Each student share at least 3 pieces of information about Spring Festival in the Chat room (Simply copy their content in the form,then the teacher can preview their learning outcomes)</p>	<p>Time: 2 mins</p>
<p>Celebration of Learning <i>Returning students' attention to the learning outcome.</i></p>	<p>Thumb up and down</p>	<p>Time: 1 min</p>

total teaching time:60 mins

Reflection:

Did your students meet the learning outcome? How do you know?

What went well?

What would you change if you were to teach this lesson again?