



2015 Student Program Lesson Plan Template

For step-by-step help in completing this document, please see the accompanying guide.

Date:	11/23/2015	Theme/Topic:	Yu Guang Zhong's Poem--Nostalgia		
Age Range of Learners:	15 Yrs old (10th graders)	Targeted Performance Level:	Beginning Chinese	Number of minutes	50 min.

Questions to Consider Before and During Lesson Planning

Do the activities in the lesson

- give students a reason for needing to/wanting to pay attention and be on task?
- provide sufficient opportunities for understanding new words before expecting production?
- provide multiple, varied opportunities for students to hear new words/expressions used in highly visualized contexts that make meaning transparent?
- provide students with an authentic purpose for using words and phrases?
- engage all students (as opposed to just one or two students at a time)?
- vary in the level of intensity and the amount of physical movement required?
- make the learner, not the teacher, the active participant?
- build toward allowing students to demonstrate in meaningful and unrehearsed ways that they are able to use what they know?
- make the best use of instructional time to maximize student learning?
- take an appropriate amount of time considering the age of the learner?

Top of Form

DO <i>What are the learning targets/can-do statements for this lesson?</i>	KNOW <i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content/information do learners need to accomplish the lesson can-do?</i>
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<ol style="list-style-type: none"> 1. Appreciation for Chinese literature: Be able to appreciate the poem “Nostalgia.” 2. Chinese Language <ol style="list-style-type: none"> a. Learn the vocabulary and phrases used in the poem: <ol style="list-style-type: none"> i. Chinese Measure words: 枚, 张, 方, 湾 ii. Time Phrases: 小时候, 长大后, 后来啊, 现在 iii. Locational Phrases: 在这头, 在那头 ; 在里头, 在外头 iv. Four Nouns (objects) that symbolize “nostalgia”: 邮票, 船票, 坟墓, 海峡 b. Learn how to make new sentences with these vocabulary and phrases 3. Culture: Learn some cultural aspects about China, particularly, the historical relationship between Taiwan and China. 4. Learn the significance of this poem. 	<ol style="list-style-type: none"> 1. Cultural Background: Provide students some background information about the author and some historic/cultural information that is needed to appreciate this poem. 2. Linguistic knowledge: new vocabulary and phrases used in the poem, including the following: <ol style="list-style-type: none"> a. Chinese Measure words: 枚, 张, 方, 湾 b. Time Phrases: 小时候, 长大后, 后来啊, 现在 c. Locational Phrases: 在这头, 在那头 ; 在里头, 在外头 d. Four Nouns (objects) that symbolize “nostalgia”: 邮票, 船票, 坟墓, 海峡

Bottom of Form



What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?

1. Learners are able to translate the poem into English.
2. Learners are able to pinpoint where the measure words are, where the time expressions and locational words are and be able to point out what nouns are used to symbolize nostalgia.
3. Learners are able to select the right measure words/time expressions/ nouns to fill in the blanks within given sentences.

How will you facilitate the learning?

What activities will be used to ensure learners accomplish the lesson can-do?
What will **the teacher** be doing? What will **the students** be doing?

Opening Activity

How can you capture the students' energy and commitment for today's lesson?

Ask students: Have you ever been homesick? Describe an occasion when you intensely feel the homesickness.

After students' sharing, then introduce the topic: Yu Guang Zhong's Nostalgia (Homesickness).

Give some background information about the poet: Yu Guang Zhong, including showing a video about the poet. (video: 1.28 min.)

Give some cultural/historic information relevant to the poem "Nostalgia."

Time:

5 minutes:
student
sharing--focused
writing and
sharing

5 minutes:
Background info

Learning Episode

Translation

1. Give students a vocabulary list for the poem. Quickly **go over the vocabulary list**.
2. Then ask the students to use the vocabulary list to **translate the poem into English**. The students can work in pairs to come up with an English translation. (I will collect the translation sheet to make sure everyone participates in the activity).
3. Go over the poem and **share the translation**..

Time: 15-20 min.

Translate the poem.

Learning Episode

Compare/Contrast/ Analysis

The teacher will share with students other available English translation versions and see which one they like better.

Ask the following questions:

1. **How many stanzas** can the poem be divided? Can you find different time periods in the poem?
2. What are the four **key nouns/objects** the poet uses to **symbolize "homesickness"**?
3. What are **the measure words** used with these four objects/nouns?

Time: 8 minutes

Learning Episode	
<ol style="list-style-type: none"> Show a video that recites the poem. (Li Hua Recites: 2: 10 min.) Show a video that sings out the poem. (4: 35) <p>These videos provide multiple, varied opportunities for students to hear new words/expressions used in highly visualized contexts that make meaning transparent.</p>	Time: 7 min. Videos
Learning Episode	
<p>Give students a vocabulary quiz worksheet on the measure words, location phrases and time phrases students have learned today.</p>	Time: 5 min Assessment of learning outcome
Learning Episode	
	Time:



<p>Homework: Lyrics Character worksheets.</p> <p>Extra Credit: Vocabulary Worksheet (15 points for homework)</p>
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