STARTALK LEARNING PLAN
Designing Learning Experiences

Date: **7/7/18**	Grade Range: **9-12**	Targeted Performance Level: **Novice Mid**	Total Time for this Plan: **120**

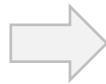## Curriculum Connection   (▶) Watch a summary of this learning plan

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.

Program Can-Do Statement:	Performance Assessment Task:
I can interview peers to determine who is my ideal roommate. I can present myself to a Chinese host family.	Learners will interview each other about their daily schedules with the goal to identify an ideal roommate to live with in a dorm when they go to China to study abroad. Learners will create a short video to introduce themselves to their Chinese host family.

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?*
I can interpret Chinese club posters by reading characters and making inferences from visuals.	Hobbies and activities	Learners share their inferences with the class and provide evidence.

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.

Teacher presents learners with the goals of today's lesson: finding an ideal roommate and presenting oneself to a Chinese host family.

Learners brainstorm types of student clubs (hobbies/activities) in preparation for interpreting authentic Chinese club posters.

Learners are shown a selection of Chinese club posters and work with a partner to determine what activity is featured in the club.

Learners share their inferences with the class and provide evidence.

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

Chinese club posters

Powerpoint Presentation - PDF Version, PPT Version

Learning Episode #2

Number of minutes for this episode: ____

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?*
I can identify daily activities of students from a video. I can identity activities I have in common with the Chinese students in a video.	Structure "I like" Daily activities: Go to class Play a sport Do homework Surf Internet Watch TV	Learners complete a check list of Chinese student activities they hear in a video. Learners share what activities they have in common with the Chinese students in the video.

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.

Learners watch two short videos of Chinese students (one male, one female) discussing their daily activities.

Learners are provided with a checklist of activities for listening comprehension.

Learners share what activities they have in common with the Chinese students in the video.

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

Two short videos of Chinese students - Video 1, Video 2

Checklist of activities

Learning Episode #3

Number of minutes for this episode: ____

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?*
I can share activities I have in common with other students.	Structure "I like" Daily activities Structure "Do you want to?"	Learners share what activities they have in common with one another. Teacher monitors learner conversations.

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.

Learners interview a partner to find out what activities they have in common.

Learners then circulate to find other classmates who share their interest and then invite that classmate to engage in that activity.

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

Invitation script

Learning Episode #4 — Number of minutes for this episode: ____

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?*
I can identify information about daily schedules from a video. I can share information about daily schedule	Time constructions Constructions: First, then, later… Daily schedule vocabulary: to get up, to eat, to go to class, to go to bed	Learners complete a schedule with Chinese students' information.

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.

Learners watch the video of two Chinese students for a second time, paying attention to the scheduling of activities.

Learners complete a blank schedule with the appropriate activities mentioned in the videos.

Learners discuss their answers with a partner before sharing with the rest of the class.

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

Videos about two Chinese students' schedule - Video 1,　Video 2

Blank daily schedule

Daily Schedule for Comparison

Learning Episode #5 — Number of minutes for this episode: ____

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?*
I can share my daily schedule. I can ask questions about someone else's schedule. I can compare my schedule with someone else's.	When do you normally get up? When do you normally have a class? When do you normally go to bed?	Teacher monitors learner conversations, providing guidance when necessary.

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.

Learners listen to a sample conversation about asking someone about his/her daily schedule.

Learners work with a partner, asking and answering questions about their daily schedules.

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

[Model conversation about one's daily schedule.](#)

Learning Episode #6

Number of minutes for this episode: ____

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 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 determine who is my ideal roommate. I can explain why someone would make a good roommate.	When do you usually wake up? When do you usually go to bed? Do you like loud music?…… X would be a good roommate, because ….	Teacher monitors learner responses on Padlet, making corrections/comments when appropriate. Learners share with the class who is their ideal roommate and explain why.

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.

Learners' brainstorm characteristics of an ideal roommate using the technology tool Padlet.

Learners compose questions to interview classmates so as to determine who among them is their ideal roommate.

Learners interview each other and share who they think would be their ideal roommate and explain why.

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

Computer/Tablet/Smartphone

Padlet

Learning Episode #7

Number of minutes for this episode: ____

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 present myself to a potential Chinese host family.	Vocabulary related to basic bio information, such as name, age, family, activities, daily schedule, academic interests, and traits/characteristics	Teacher monitors learner responses on Padlet, making corrections/comments when appropriate.

			Learners complete a rubric to evaluate the effectiveness of their videos.

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.

Teacher explains the out of class assignment for learners to create a short video to present themselves to potential Chinese host families

Learners brainstorm what should go into an introductory video to introduce themselves, using the technology tool Padlet, and begin to write a script.

Learners complete the script and voice recording out of class.

Learners edit based on teacher feedback and complete the video, posting it to the class blog.

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

Computer/Tablet/Smartphone

Padlet

Microsoft Movie Maker

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?