

Subject: Asian Culture 101

Grade:
9-12

Date:
TBD

Unit Title:

Topics: Food culture in Asia **Theme:** Contemporary Life

Common Core Standard(s):

Ohio Standards of K-12 Foreign Language Learning

Communication Standard: Communicate in languages other than English, both in person and via technology.

Interpretive Communication

2. Identify how authentic sources convey viewpoints and use authentic sources critically.

Interpersonal Communication

2. Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics.
3. Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics.

Cultures Standard: Gain and use knowledge and understanding of other cultures.

2. Experience the target language and culture(s) and share information and personal reactions with others.

Lesson Title:

Tea culture in Asia

<p>Learning Targets: <i>What are we here to learn?</i></p> <ul style="list-style-type: none"> • Focus for Learning 	<p>Big Idea #1: (Interpretive listening/reading) I can understand the main idea and some details in a brief, straightforward text with help from context clues and some organizational features.</p> <p>Essential Question #3: How can understanding the main idea help me to infer the meaning of unfamiliar words?</p> <p>Big Idea #2: (Interpersonal) I can use lists, memorized expressions, functional chunks, and simple sentences to answer simple questions in a familiar context in a conversation with a sympathetic native speaker.</p> <p>Essential Question #3: How do I form creative, simple sentences?</p> <p>*Tea culture in Asia</p>
<p>Measurable Goal(s) as a result of this lesson: (SMART Goal)</p> <ul style="list-style-type: none"> • Focus for Learning 	<ul style="list-style-type: none"> • Students will be able to develop the ability of listening and speaking some keywords related to tea culture in Chinese. • Students will be able to understand using correct vocabulary and phrases to make proper responds while tasting tea with native speakers in certain contexts. • Students will be able to understand and explain the similarities and differences between Western and Asian tea culture during group discussion.
<p>Resources Required:</p> <ul style="list-style-type: none"> • Resources <ol style="list-style-type: none"> 1. Computer 2. Smart-board 3. Tea sets 4. Water boiler 	

5. Various tea bags

Key Vocabulary Terms: Quizlet

Pre-Assessment Data used prior to this lesson to inform instruction:

Students have the basic skills about asking and answering like/dislike questions in Chinese.

- Assessment Data

Prior Knowledge and Connections to previous and future learning: (How does this lesson relate to what we have already learned? How does it relate to what we are GOING to learn?)

Before this lesson, Students have the basic proficiency of Pinyin and the basic skills of having simple conversation with native speakers. During this lesson, students learn some new vocabulary and phrases to expand their learning on speaking and listening meaningful sentences related to the topic. They need to accomplish communication tasks in a higher proficiency level. After this lesson, students will be ready to more complex interpretive and interpersonal tasks, and reach their final learning objectives based on Big Ideas and Essential Questions.

- Prior Content Knowledge/ Sequence/ Connections

Knowledge of Students: (Who am I teaching? What are special learning considerations of my students? Specific instructional strategies used to meet learning styles of students in the classroom)

Students will be in grades 9-11, taking Chinese II or above.

- Knowledge of Students

Differentiation:
 (How is the instruction differentiated to meet the needs of all my learners? What evidence will be seen? (*strategies, materials and or pacing considerations)

- Differentiation

gradual release modeling/pair-up/grouping/questioning/games/various learning activities related to multi-intelligence/OWL learning circle/individual tutoring/peer assistance/visual aids/the use of authentic material

Lesson Plan Details

Section	Activity	Timing
Building Background "student hook" <ul style="list-style-type: none"> • Prior Content Knowledge/ Sequence/ Connections 	<p>Set-up: teacher and students go over the daily agenda written on the whiteboard. Teacher asks students about which Big Idea and Essential Question will be focused on in this lesson. (BI 1 / EQ 3 // BI 2 / EQ 3 + Culture)</p> <p>Bellringer: review on pre-knowledge of Asian geography and target expressions about personal preference with the use of venn diagram. Make comparison on tea cultures. (BI 1 / EQ 3 // BI 2 / EQ 3 + Culture)</p>	10-15 min.

<p>Lesson Procedures:</p> <p>*Direct Instruction *Guided Practice *Independent work</p> <p>(include high yield instructional strategies)</p> <ul style="list-style-type: none"> ● Knowledge of Students ● Lesson Delivery ● Classroom Environment ● Assessment of Student Learning 	<p>Learning Activity 1-- Choose study content--basic terms of tea culture Students do research online in group and find out some basic information and keywords about tea culture in Asia. Share own findings with classmates. Teacher gives instant feedbacks.</p> <p>Learning Activity 2-- Practice on interpretive listening/reading Students strengthen their interpretive listening and reading skills while having a game on finding the matched new year greeting by listening and reading. They should be more familiar to key words/phrases and are ready to create meaningful sentences related to the topic even with some unfamiliar words. (BI 1 / EQ 3)</p> <p>Learning Activity 3--Practice on interpersonal speaking Students practice using target expressions about asking/answering questions about different type tea and personal preference of drinking tea (BI 2 / EQ 3)</p> <p>Learning Activity 4--Practice and prepare for higher proficiency level Students practice to make complex sentences with target sentence patterns in various contexts related to tea culture while comparing the similarity and difference in both cultures. (Culture)</p>	<p>min. 40</p>
<p>Wrap-Up/Closure (self-assessment, reflection, exit slips)</p> <p>*Restate learning target, did we meet it?</p> <p>Assessment of Student Learning</p>	<p>Exit Slip-- Google Form, collect data related to students' learning and plan for next lesson to expand their learning in a more effective way.</p> <p>Conclusion-- Big Ideas and Essential Questions</p>	<p>15 min.</p>
<p>Formative /Summative Assessment Strategies: <i>Where are we now?</i> <i>Where are we going?</i></p>	<p>Beginning</p>	<p>warm-up activities/competition/venn diagram</p>

<p><i>How can we close the gap (next steps)?</i></p> <ul style="list-style-type: none"> Assessment of Student Learning 	<p>Middle</p>	<p>questioning/pair-up exercise/games/authentic resource/PPT</p>
	<p>End</p>	<p>exit slip/Google Form</p>
<p>Homework: (If applicable)</p> <ul style="list-style-type: none"> Classroom Environment <p>(Activities for families to support student learning)</p>	<p>Homework-- Review key words/phrases and sentence patterns listed on Quizlet. Be ready to Quiz 1 (cultural notes)</p>	<p>Should take how long? 20-30 min.</p>
<p>Lesson Evaluation (brief): (How will I know this lesson was successful, met the learning target, engaged all students)</p> <ul style="list-style-type: none"> Assessment of Student Learning 	<p>Observation on students' participations and achievements</p>	
<p>NEXT STEPS: (How will feedback be communicated to students, parents, etc. and how will the students use this feedback to identify their own strengths and weaknesses and move their learning forward?)</p> <ul style="list-style-type: none"> Assessment of Student Learning <p>Give direct and instant feedback to students during the class.</p>		

Pre-Conference Points to think about:

- What were the prior learning experiences to this lesson (what came before this)?
- How does my learning target for this lesson build upon prior lessons and bridge to future lessons?
- What assessment tool did I use to gather my data for this lesson?
- What is the actual data I collected?(specific percentages)
- What differentiation will be visible in this lesson?
- What specific and varied instructional strategies will be used to meet all student's learning styles and needs?

Notes to share with my principal: