

Language Level	Novice	Grade	3	Date	xxx	Day in Unit	xxx	Minutes	25
Unit Theme and Question	Families and Communities: How does where I live influence what I eat?								
Daily topic:	Agriculture in China's 5 regions								
STANDARDS	LESSON OBJECTIVES								
What are the communicative and cultural objectives for the lesson?	Communication and Cultures	<i>Which modes of communication will be addressed?</i>		Learners can: <ul style="list-style-type: none"> Identify agricultural products of the five regions of China. 					
		<input checked="" type="checkbox"/> Interpersonal							
		<input type="checkbox"/> Interpretive							
		<input type="checkbox"/> Presentational							
If applicable , indicate how Connections • Comparisons • Communities • Common Core will be part of your lesson.	Connections	Associate geography with agricultural products							
	Comparisons								
	Communities								
	Common Core	Speaking and Listening 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.							
Lesson Sequence	Activity/Activities What will learners do? What does the teacher do?				Time* How many minutes will this segment take?	Materials • Resources • Technology Be specific. What materials will you develop? What materials will you bring in from other sources?			
Gain Attention / Activate Prior Knowledge	<ul style="list-style-type: none"> Teachers share geography visuals. Learners will work in small groups to place geography visuals on the map of China. After completing this activity, learners will take turns placing large velcro visuals on a shower curtain map of China so that everyone can check their group maps for accuracy. 				5 min	<ul style="list-style-type: none"> Shower curtain map of China Velcro images of geography of different regions of China Blank maps of China for Learner groups 			

Appendix N. Chinese Lesson Plan for Third Grade

			<ul style="list-style-type: none"> • Envelopes of geography images to accompany blank maps of China
Provide Input	<ul style="list-style-type: none"> • Learners will repeat the names of agricultural products as the teacher shows them to the class. 	3 min	<ul style="list-style-type: none"> • Images of corn, wheat, chicken, cattle, lamb, soybean, duck
Elicit Performance / Provide Feedback	<ul style="list-style-type: none"> • Learners will move to five different stations around the room, identify the region and the geographic features of the region (review) and learn the agricultural products associated with the region. • After learners move to a new station, the learners identify the region and geographic feature, learn the agricultural products associated with the new region. • The teacher makes simple comparisons between regions: Does the (north) have (chicken)? What region has (chicken)? 	15 min	<ul style="list-style-type: none"> • Five stations with visuals of the geography of the region and map of China showing the region. • Visuals of agricultural products
Provide Input	<i>if applicable</i>		
Elicit Performance / Provide Feedback	<i>if applicable</i>		
Closure	<ul style="list-style-type: none"> • Learners return to their groups and maps of China. They place agricultural products on the maps. • After completing this activity, learners take turns placing large velcro visuals on a shower curtain map of China so that everyone can check their group maps for accuracy. The teacher asks: What region has (chicken)? 	7 min	<ul style="list-style-type: none"> • Shower curtain map of China • Velcro images of agricultural products • Blank maps of China for groups • Envelopes of agricultural products for groups
Enhance Retention & Transfer			

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Reflection – Notes to Self <ul style="list-style-type: none">• What worked well? Why?• What didn't work? Why?• What changes would you make if you taught this lesson again?• ????	
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* Remember that the maximum attention span of the learner is approximately the age of the learner up to 20 minutes. The initial lesson cycle (gain attention/activate prior knowledge, provide input and elicit performance/provide feedback) should not take more than 20 minutes. The second cycle (provide input and elicit performance/provide feedback) should be repeated as needed and will vary depending on the length of the class period.