**Lesson Plan**

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| **Proficiency Level of Tasks in This Unit:**  [***Novice High***](http://education.ohio.gov/Topics/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Expectations-for-Learning)***(Grade 9-10)*** | |
| **Theme or Topic (s):**  **Food Security** | |
| **Essential Question (s):**  **Where does our food come from? (name of food items, country, region, global issue)**  **What do we think we can help?** | |
| **Learning Target for Intercultural Communication**   * **Culture:**   *Intercultural*  [***Can-Do Statements***](http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Components/Expectations-for-Learning)   * **(Optional)**   **Communication:**  *Interpretive, Interpersonal and Presentational* [***Can-Do Statements***](http://education.ohio.gov/Topics/Academic-Content-Standards/Foreign-Language/World-Languages-Model-Curriculum-Draft-1/World-Languages-Model-Curriculum-Components/Expectations-for-Learning) | * **Investigate:** In my own and other cultures I can   + tell the origin of food.   + tell nutrition balance food; eat “MEAT TASTE, PLANT BASED” food to help save the land to feed more people. * **Interact:**   I can discuss where our food comes from.  I can share resources about “MEAT TASTE, PLANT BASED”. |
| **Standards and Competencies**  ***NOTE: You do not need to do all of these in this one lesson***  *Grade levels:*  [***K–12***](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/FINAL_PreK-12_Standards_with_links_may9_2014.pdf.aspx)[***6–12***](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/FINAL_6-12_Standards_with_links_-9may2014.pdf.aspx)[***9–12***](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/FINAL-9-12-Standards-with-links_may9_2014.pdf.aspx) | Interpretive: be able to read [labels in target language](https://docs.google.com/presentation/d/1HAd9ayj32Xt9oKSMQ4FDBJNgiWuCEaAmnS7_u3C4pEk/edit#slide=id.g8658456ae1_0_32) (page 7-8).  Interpersonal: be able to interact with each other to create a story using learned [vocabulary](https://docs.google.com/presentation/d/1HAd9ayj32Xt9oKSMQ4FDBJNgiWuCEaAmnS7_u3C4pEk/edit#slide=id.g8658456ae1_0_32) (page 1-6) to explain where our food comes from.  Presentational (writing): design a label using target language to address “MEAT TASTE, PLANT BASED”  Intercultural: find and share significant culture information |
| **Formative Practice and Assessments:** *How/when will I check for understanding (interpretive, interpersonal, presentational, culture, vocab, grammar) and guide my instruction to ensure that students are progressing toward the learning outcomes for the unit? (IE activities, quizzes, bell ringers, games, exit tickets, etc.)*  *ATTACH ALL MATERIALS AT END OF LESSON PLAN* | | |
| 1. **Bell ringers: students will look at a picture of** [**粉蒸肉**](https://media3.picsearch.com/is?7xlz2fzYcDLtwwEp41HUCZnqSEAzcGkLyhE2v0sG9yE&height=341)**, guess where the food is coming from? (they’ve learned name of countries, list vocabulary they need to introduce this food); a number “17” will be presented next to the picture to get class started: I will point at the “17“ and ask students “What is this?”, then add “people” next to “17”, so it’s 17 people, then add “die” next to 17 people, then add “in every minute” next to 17 people die, then I will switch to English to explain why, what we think we can do.** 2. **Pre-assessment: read a label (Jenrofen Powder), a critical ingredient for**  “MEAT TASTE, PLANT BASED” 3. **Introduce vocabulary to help students read the label (using comprehension input): 肉、粉、米、米粉、蒸肉粉、盐、洋葱、糖、台湾、有效**    1. **vocabulary review: students copy learned vocabulary on a piece of tigtag 3x3 paper, teacher will tell a story with learned vocabulary and ask questions for comprehension check and shape the story, if students answer is correct and match with the vocabulary on his/her tigtag vocabulary sheet, then they can mark it off, the first one got bingo will get a price (student’s choice: food, music).**    2. **students will** [**watch video**](https://youtu.be/uII04uiDolo) **and list vocabulary they learned (盐、米、米粉、蒸肉粉).**    3. [**quiz: look at the picture and tell it’s ingredients, origins**](https://docs.google.com/presentation/d/1HAd9ayj32Xt9oKSMQ4FDBJNgiWuCEaAmnS7_u3C4pEk/edit#slide=id.g8658456ae1_0_32)    4. **vocabulary review 2 (pair work): tell a story with learned vocabulary** 4. [**Reading practice (guided reading)**](https://docs.google.com/document/d/1mem3ZWWCZlBCUN3h5i5aZfj32ToQjnNgUPsdm3hj_qg/edit)    1. **class reading with support from teacher**    2. **group reading with support from peers** 5. **Post-assessment: read a label (Dried Chrysanthemum)(individual reading)-> design a label** 6. **homework: pick one food item you ate today, find out where the food is coming from, explain where you find the information, is it from a reading label?** 7. **The following lesson will guide students to explore what else do we think we can help.** | | |
| **Pre-Assessment of Prior Knowledge:** *How will students show what they already know about the topic of this unit? What activities will be used?*  *ATTACH ALL MATERIALS AT END OF LESSON PLAN* | | |
| **Students will review number through game 几匹马？**  **Students will read an authentic label in the target language for pre-assessment.** | | |
| **Activities** *(in class, in the target language) /* **Instructional Strategies and Resources:** *Overview of helpful instructional strategies for this unit (tech integration, native/heritage speakers, students with disabilities, gifted students, career connections, etc.)*  *NOTE: What audio, video or text will we use throughout this unit for practice?*  *ATTACH ALL MATERIALS AT END OF LESSON PLAN* | | |
| **In this class, there are nine students, one of them is a heritage student, when she’s attending the class, I will use target language only, she will help to translate when the instruction is beyond students proficiency level (culture introduction part), she also work as peer mentor when students working on their skit, presentations etc. There are two students struggling with focus, I will check on them periodical and support will be provided to make sure they are on task. One student will be asked to restate what’s next to help the class understand the instructions.**  **In each class, a brain-breaker will apply every 20 minutes to keep students engaged.** | | |
| **Closing/Reflection Activity:** *How are students engaging with ideas from another culture? What it means for them? (in the target language)*  *ATTACH ALL MATERIALS AT END OF LESSON PLAN* | | |
| Food security is a global issue, the main reason that my students choose to learn Mandarin is because they want to broaden their horizon. In this class, my students will not only broaden their horizon, but also interact with global issues directly by making the right choices in their daily lives. Most of my students are not vegetarian, I hope to help them to explore and understand food security issue, encourage them to offer help with their creativities, in the end, they will not only learn the language, but also use the language to help make the world an even friendlier and better place!  **Reflect (classroom discussin):** What is food security? What does this mean in our classroom/the US? What does this mean in other countries? How does cultural background impact food security? How might vegetarianism fit into these questions? | | |