

Differentiation

...one size does not fit all...



Self-Evaluation of Instructional Styles

Mark an X on each line according to where you think you are on the scale:

All students complete the same activities.

I give students a chance to select from a choice of activities, as appropriate, in a unit.



I use mostly whole-class instruction.

I use several formats: whole class, small groups, partners, individual.



I group students heterogeneously.

I group students according to their interests or needs.



I use similar teaching strategies from day to day.

I use a variety of strategies.



I assume my students have little or no knowledge of curriculum content.

I use preassessment before beginning a new unit.



Learning goals are the same for all students.

I adjust learning goals for students according to their needs.



When remediating or reteaching, I give more practice, using similar teaching strategies.

In reteaching, I use a different method from what I used the first time.



Enrichment or extension work provides more content or more application of skills.

Enrichment work demands critical thinking or production of new ideas.



I assess learning at the end of a unit or sequence.

I use ongoing assessment to check learning.



I use the same assessment or project for all students.

I provide a variety of ways for students to demonstrate skills.



Modified from Heacox (2002, pp. 19–20)

All students
complete the
same activities



Students are
given choices
about what they
complete.

I mostly use
whole class
instruction.

I use groups, partners,
whole class and individual
formats.



I group students
according to
ability

I group students
according to
interests and
needs



I use similar
teaching
strategies every
day.

I vary my
strategies.



I assume my
students have no
prior knowledge.

I pre-assess
before I start new
work.



Learning Goals
are the same for
all students.

I adjust Learning
Goals to meet the
needs of students.



When re-teaching, I
give more practice/
drill.

When re-teaching, I use
different methods.



Enrichment work is
more content /skills

Enrichment work
requires critical thinking



I assess learning at
the end of a unit.

I use ongoing assessment
to check learning.



I assess the same way for all students.

I provide a variety of ways for students to demonstrate skills.



How can we maximize learning for ALL students?

我们怎样才能把所有的学生的学习最大化？



这是我中文课堂的样子



Repeat

Read

Write

这是我中文老师的样子



这是我们学习中文的样子



弄法非杜甫诗选
仇兆骥杜诗详注

①自去自来堂上燕，
相来相近水中心。
——杜甫

“That’s the way we have always done it!”

我们一直都是这么教的！

I teach
the
whole class
together.

**THE WAY IT
HAS ALWAYS
BEEN DONE**

I assess all
students
the
same way.

I use the
same
strategies
to teach.

I assess at
the end of
a unit.



1



I can do it all by myself.

2



I like to follow the images.

3

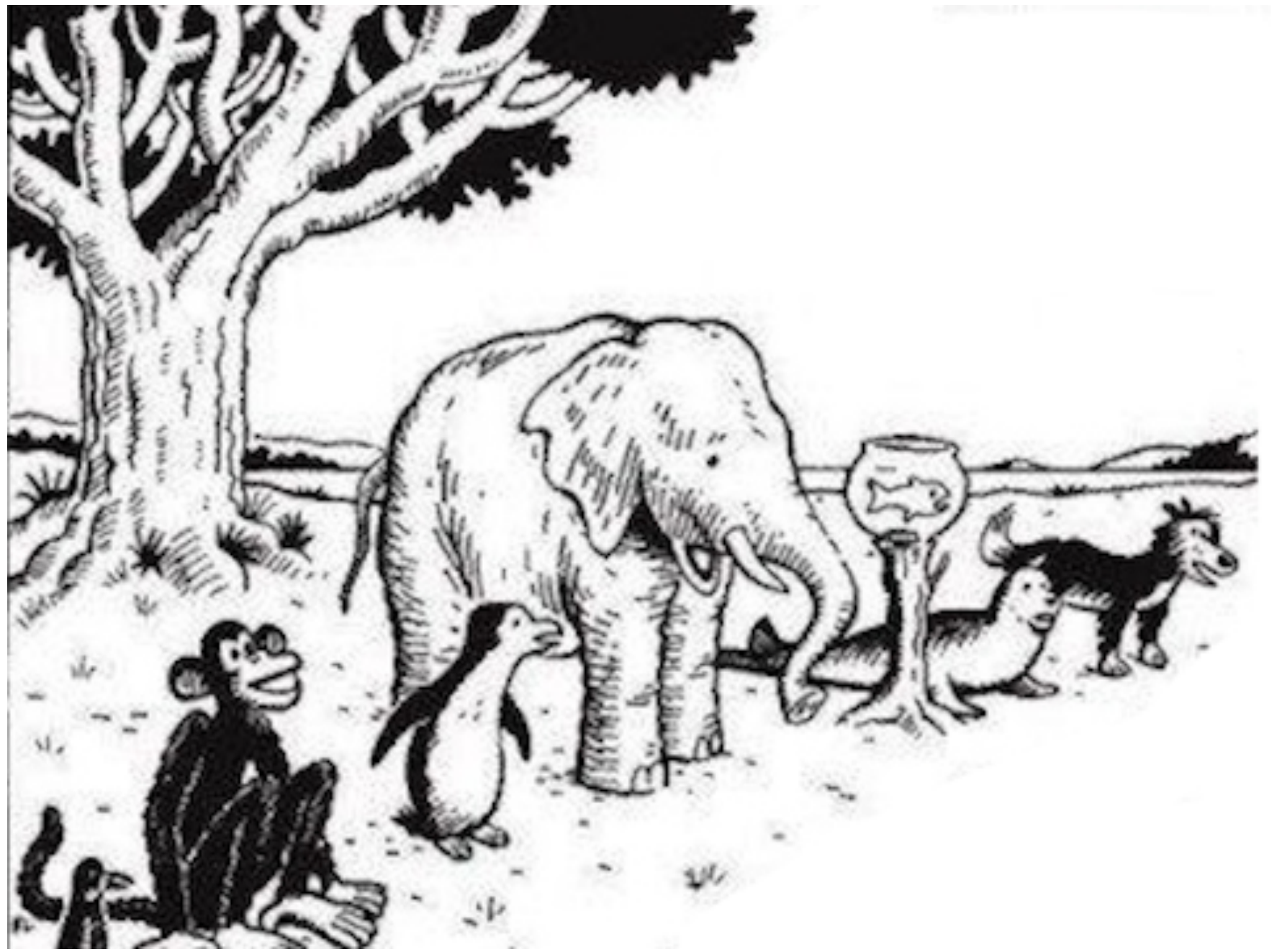


I get someone to help me.

4

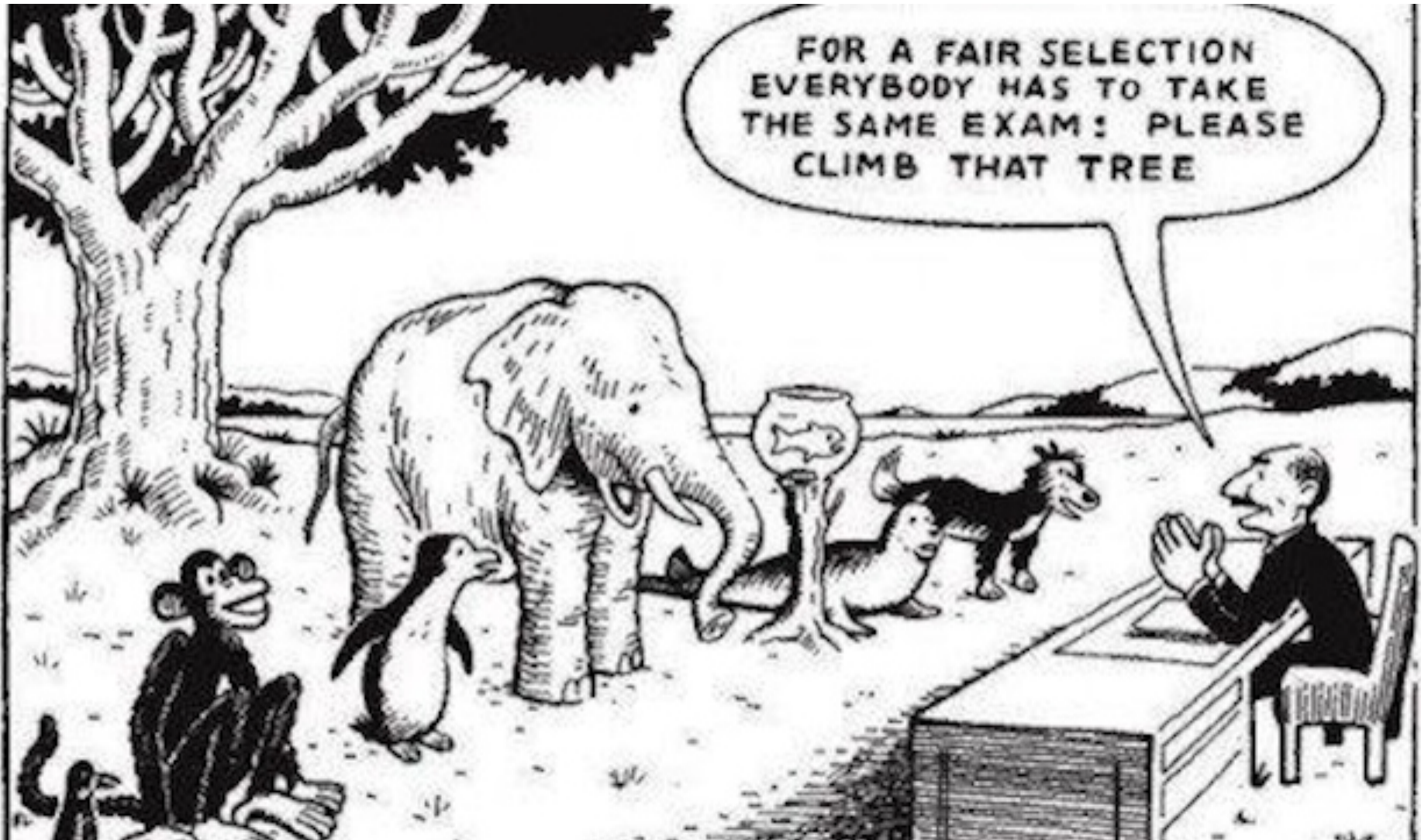


I watch a video



“请爬树上”

Who would be successful?





Traditionally the language classroom has been focused on ONE learning style: LINGUISTICS

传统语言教学关注于一种学习方法：逻辑方法

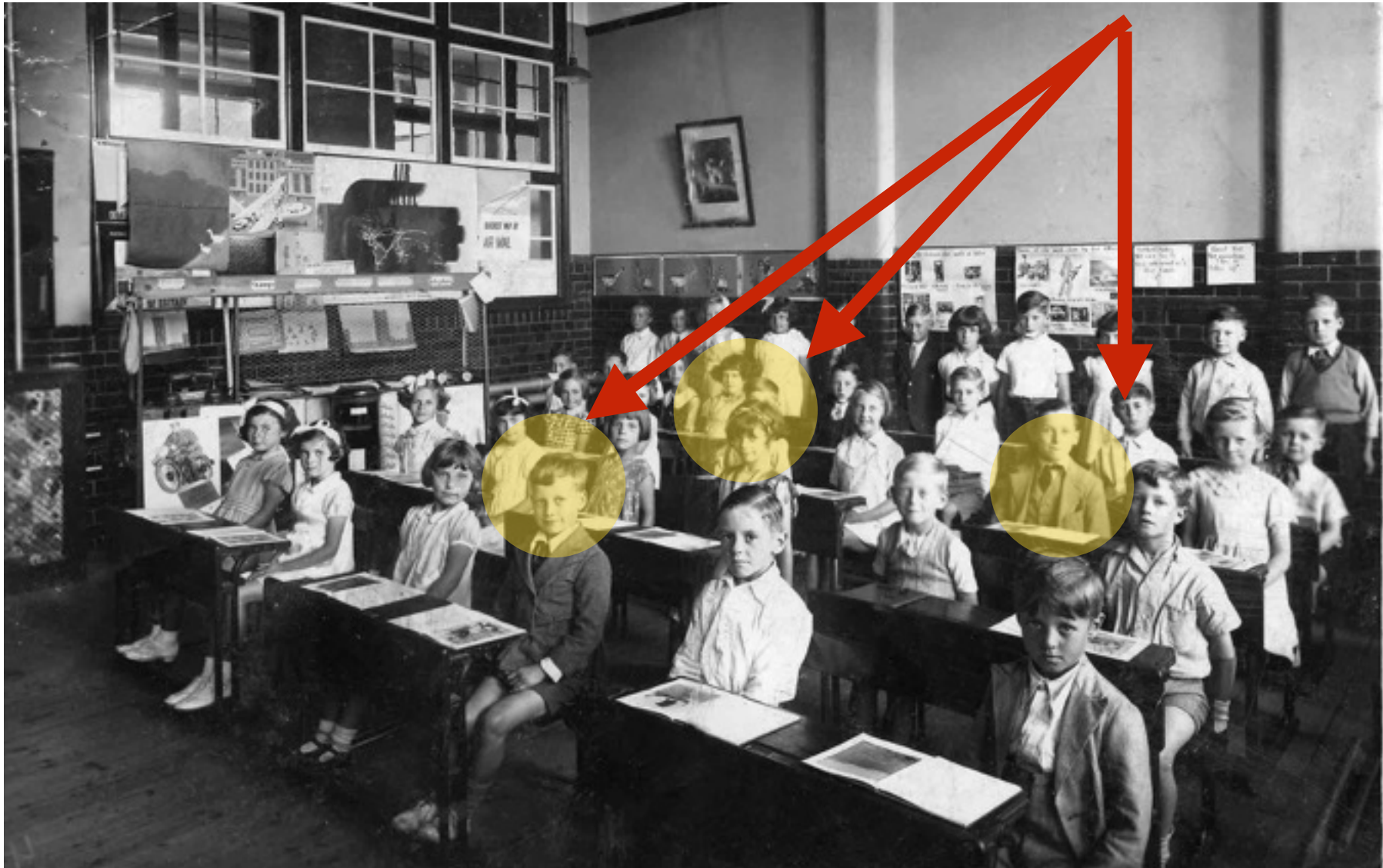
As students, we also experienced the same teaching methods.

作为学生，我们
也只体验一种
教学方法



Traditional Teaching Method

传统教中文的方式



Change **CONTENT** - What to improve learning for all students.



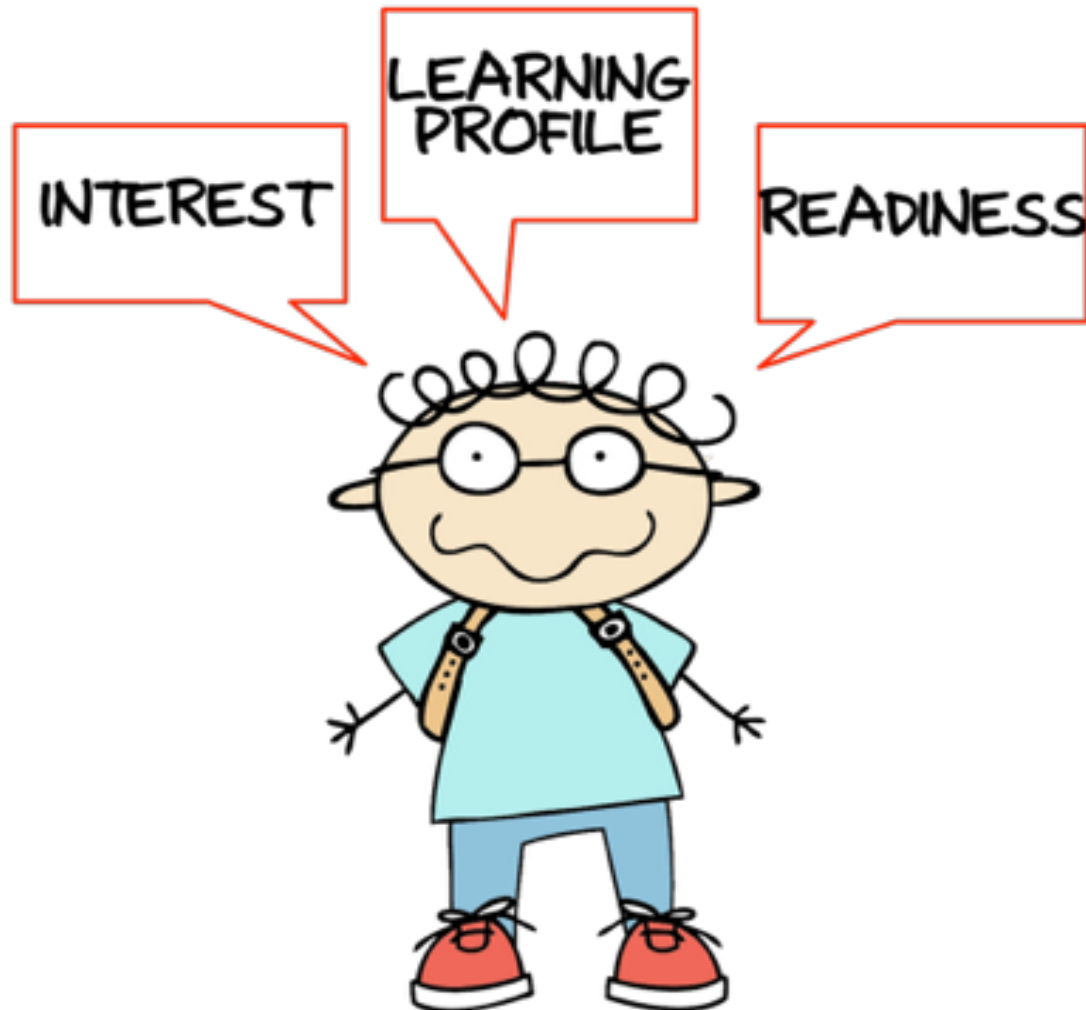
Change **PROCESS** - What to improve learning for all students.



Change **PRODUCT** - What to improve learning for all students.

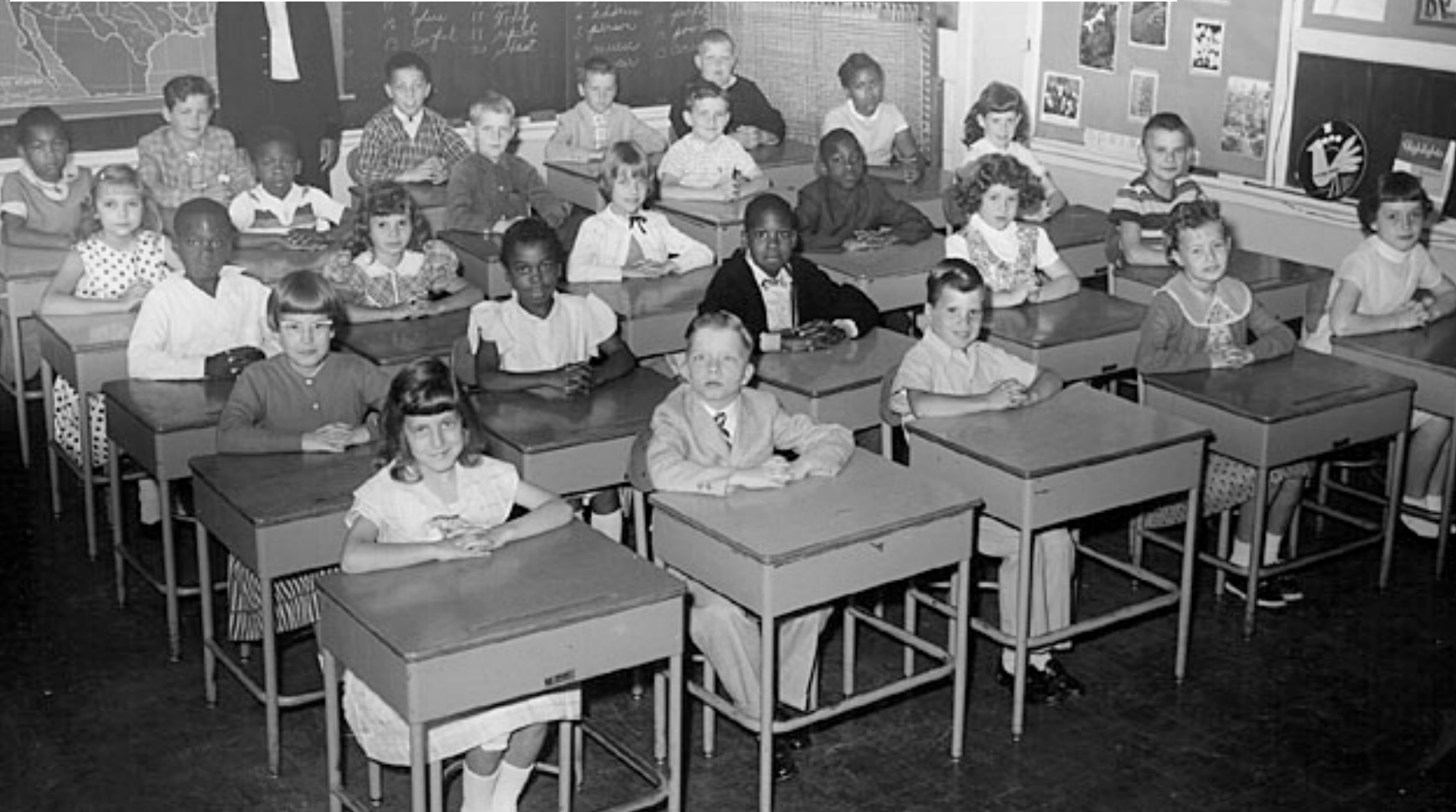


We differentiate
in response to
the learner's ...



These three components represent the
WHY in differentiated instruction

STEP 1: Do you know your students?





1. **LEARNING STYLE**: Student Survey of Learning Styles
2. **NEEDS**: Student Pre-Assessment of content
3. **INTERESTS**: Student Interest Survey



I have been speaking Chinese since I was 2.

I prefer to work in a group.

I have an interest in art and design.

How do you learn? Student Survey

Name: _____ Grade: _____

1. Yes ___ No ___ I like to have choices in what work I do in class.
2. Yes ___ No ___ During work time, I like it to be quiet.
3. Yes ___ No ___ I like working in small groups.
4. Yes ___ No ___ I like to work alone.
5. Yes ___ No ___ I like working in pairs.
6. Yes ___ No ___ I like music activities.
7. Yes ___ No ___ I like working in the Library.
8. Yes ___ No ___ I like writing Characters on the mini-whiteboards
9. Yes ___ No ___ I like working on the computer.
10. Yes ___ No ___ I learn new things about Chinese culture by watching videos.
11. Yes ___ No ___ I like to make my own Learning Goals.
12. Yes ___ No ___ I like things being explained to me.
13. Yes ___ No ___ I prefer to read about how to do something.
14. Yes ___ No ___ I like to have a chance to practice speaking with a partner.
15. Yes ___ No ___ I like drawing more than writing.
16. Yes ___ No ___ I enjoy speaking to the whole class.
17. Yes ___ No ___ I prefer not to speak to the whole class.
18. I learn best when _____

19. When I don't finish something it's usually because.....(*easily distracted, bored, need more help*)

20. I enjoy class most when _____

21. So I can understand your interests, tell me what topics interest you most?
Animals yes/no Sports yes/no Culture yes/no Computer work yes/no
Clothing yes/no Food yes/no Videos yes/no Role-plays yes/no



1. Student Survey of Learning Styles

How do you learn best?

Student Learning-Styles Survey

How do you like to learn?

| | <i>Yes</i> | <i>No</i> |
|---|------------|-----------|
| 1. I like to sit at a table or desk to do my work. | | |
| 2. I like to work on the floor. | | |
| 3. I like to learn by talking to others. | | |
| 4. I like to learn by looking at pictures and reading things. | | |
| 5. I like to learn by moving or doing things. | | |
| 6. I like to learn by hearing things. | | |
| 7. I work hard for myself. | | |
| 8. I work hard to please my parents or teacher. | | |
| 9. I work on something until it's done, no matter what. | | |
| 10. I work on something until I'm frustrated, and then quit. | | |
| 11. I like to work by myself. | | |
| 12. I like to work with a partner or in a group. | | |
| 13. I like to have things broken down into specific steps on how to do an assignment. | | |
| 14. I like to create my own plan for how to do an assignment. | | |
| 15. I like to have a specific amount of time to finish my work. | | |
| 16. I like to have unlimited time to do my work. | | |
| 17. I like to work where it's quiet. | | |
| 18. I like to have music or background noise when I work. | | |
| 19. I am most awake and alert in the morning. | | |
| 20. I am most awake and alert in the afternoon. | | |

Cookie cutter approach to teaching Chinese

千篇一律的中文教学方法



1 Learning Styles

2 Choice

3 Tiered Activities

1



I can do it all by myself.

2



I like to follow the images.

3



I get someone to help me.

4



I watch a video



Many different abilities, skills, and interests
许多不同的能力，技能和兴趣

There is a disconnect in the classroom

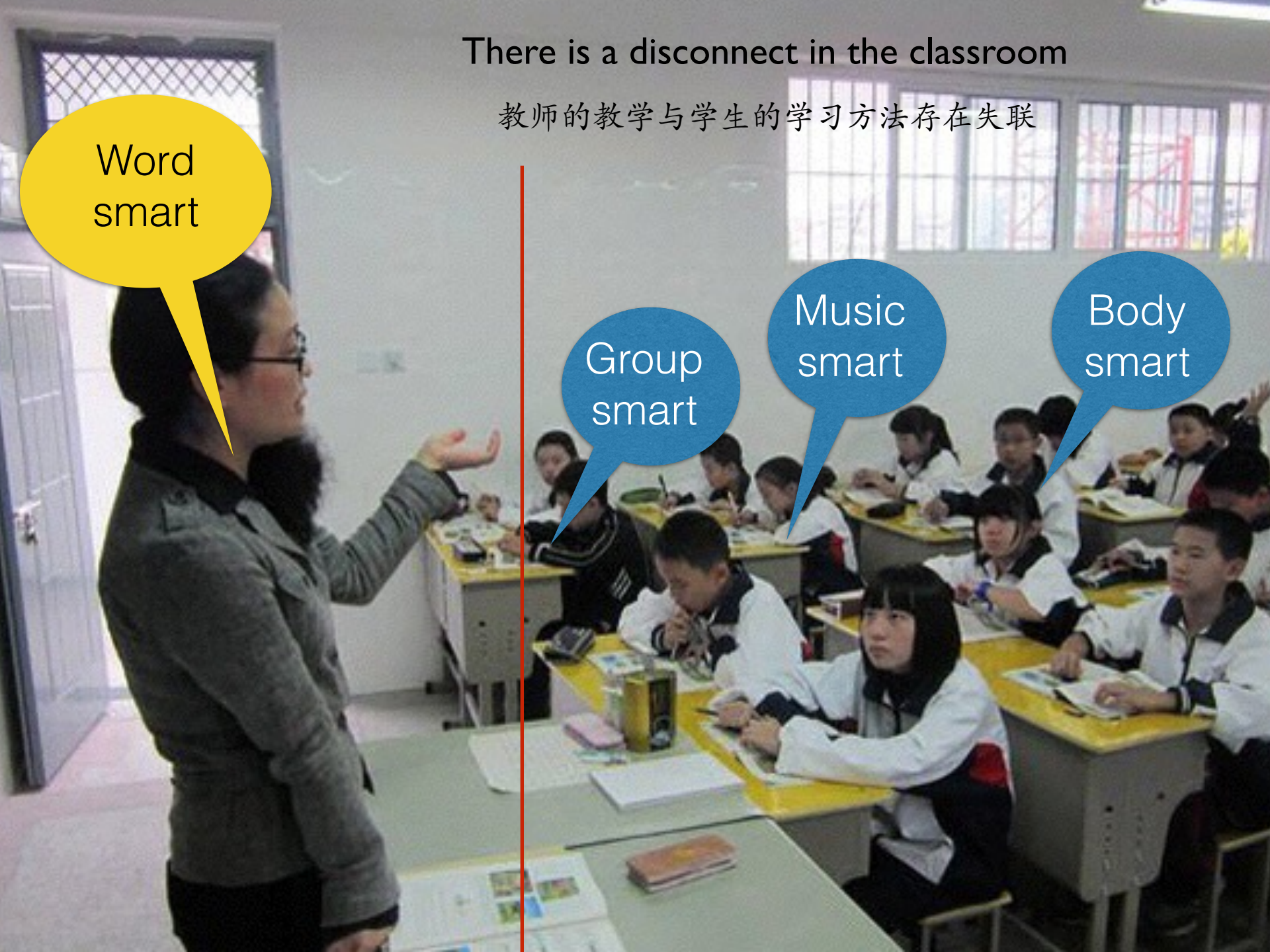
教师的教与学生的学习方法存在失联

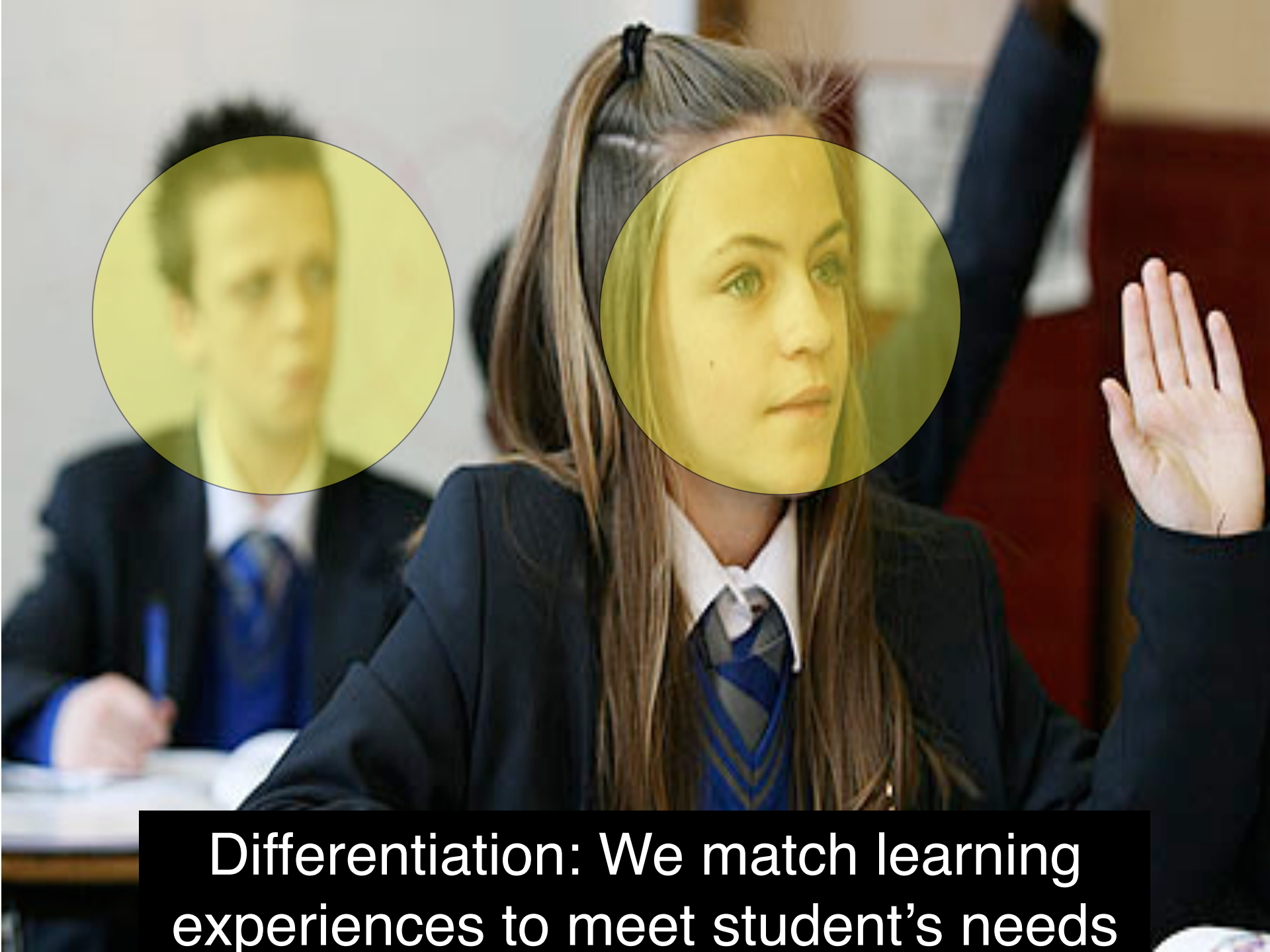
Word
smart

Group
smart

Music
smart

Body
smart





Differentiation: We match learning experiences to meet student's needs

MULTIPLE INTELLIGENCES

LOGICAL
逻辑智能

VISUAL
空间智能

MUSICAL
音乐智能

INTRA-
PERSONAL
人际关系智能

运动智能
KINES-
THETIC

INTER-
PERSONAL
自我认智能

NATURAL-
ISTIC
自然观察智能

LINGUISTIC
语言智能



write



talk



Word Smart 我擅长文字

Word Smart 我擅长文字



The image shows two handwritten cards on a desk. The left card is red and features the character '月' (yue) in various styles: a modern character at the top, a cursive '月' to its right, and an old style '月' at the bottom. A 'Picture' of a crescent moon is at the bottom left. Arrows indicate stroke order: 'Left to Right' for the modern character, 'Right to Left' for the old style, and 'Picture' for the moon. The pinyin 'YUE' is written in the middle. The right card is yellow and features the character '火' (huo) in various styles: a 'Picture' of a flame at the top, a cursive '火' to its left, and an old style '火' at the bottom. Arrows indicate stroke order: 'Left to right' for the cursive, 'Left-falling before Right-falling' for the old style, and 'Picture' for the flame. The pinyin 'huo' is written on the left. In the background, a yellow sticky note has the characters '火', '水', and '目' written on it, along with the text '我的汉字'.

Logic Smart 我擅长逻辑思维



graphs / surveys



sequencing



Patterns





Problem-solving Activities

问题解决型游戏



representing



looking



perspectives

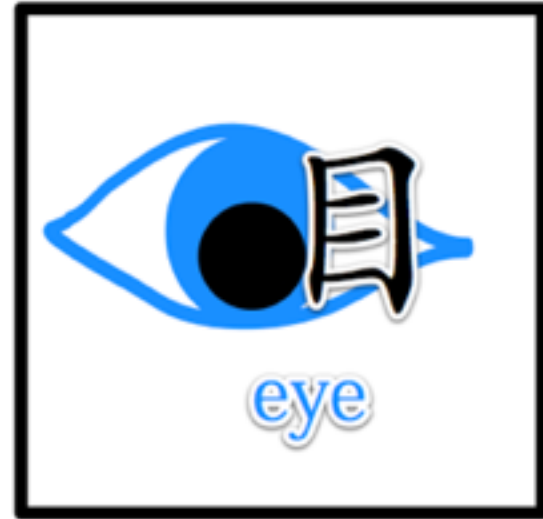
Picture Smart 我擅长图片记

Picture Smart 我擅长图片记忆



Connections strengthens memory

联系强化记忆

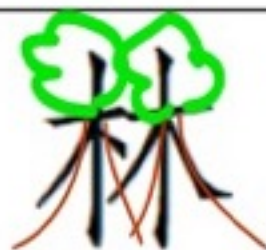
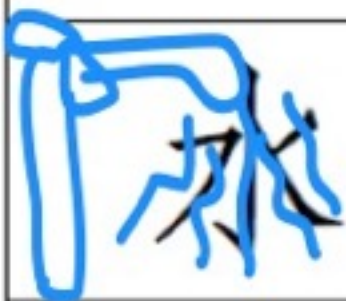




shh!

安静





Music Smart 我擅长音乐



rhythm



tones



movement



Self Smart 我擅长自学



works alone



internal
motivation



thinker/reflects



SELF SMART

我擅长自学



1. Three times a week, you will write an entry in your 日记. You can use 英文 and 中文 to start with.
2. The Journal is where you will write your thoughts, opinions, and likes/dislikes about anything. You may also illustrate your journal.
3. Every Friday, I will collect your Journals and give you feedback about your writing.



姓名: _____

Three times a week, you will write an entry in your 日记. You can use 英文 and 中文. The journal entry can be your opinion, your ideas, your likes/dislikes, or your feelings.

Three large, empty, rounded rectangular boxes are arranged horizontally, intended for students to write their journal entries.

Writing is a process, and students are permitted to make mistakes!

写作是一个过程，要允许学生犯错误

Getting Started with your 日记

我周末打算

On the weekend I plan to



我觉得

I feel



我认为

I think that

我的看法是

我的看法是

My opinion is



...因为...

...because....

我想

I think/feel



Adopt an Animal Project for 5 year olds



Adopt a 动物 Dòngwù Project

NAME: _____

1. You will choose a different Dòngwù each week.
2. You will take the Dòngwù home with you and care for it.
3. You will write one sentence in Chinese about the Dòngwù.

Your Dòngwù for this week is: _____

Week 1:

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

Your Dòngwù for this week is: _____

Week 2:

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

Your Dòngwù for this week is: _____

Week 3:

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

Adopt a 动物 Dòngwù Project

NAME: Amanda

1. You will choose a different Dòngwù each week.
2. You will take the Dòngwù home with you and care for it.
3. You will write one sentence in Chinese about the Dòngwù.

Your Dòngwù for this week is: 兔子

Week 1:

| | | | | |
|---|------|--------|----|----|
| 我 | 爱 | 小 | 兔子 | 子 |
| I | LOVE | little | rù | Zǐ |

Your Dòngwù for this week is: 马

Week 2:

| | | | | |
|---|---|---|---|---|
| 再 | 见 | 小 | 白 | 马 |
| 。 | | | | |

Your Dòngwù for this week is: 熊猫

Week 3:

| | | | | |
|---|---|---|---|---|
| 我 | 爱 | 黑 | 白 | 熊 |
| 猫 | 。 | | | |

Body Smart 我擅长肢体语言



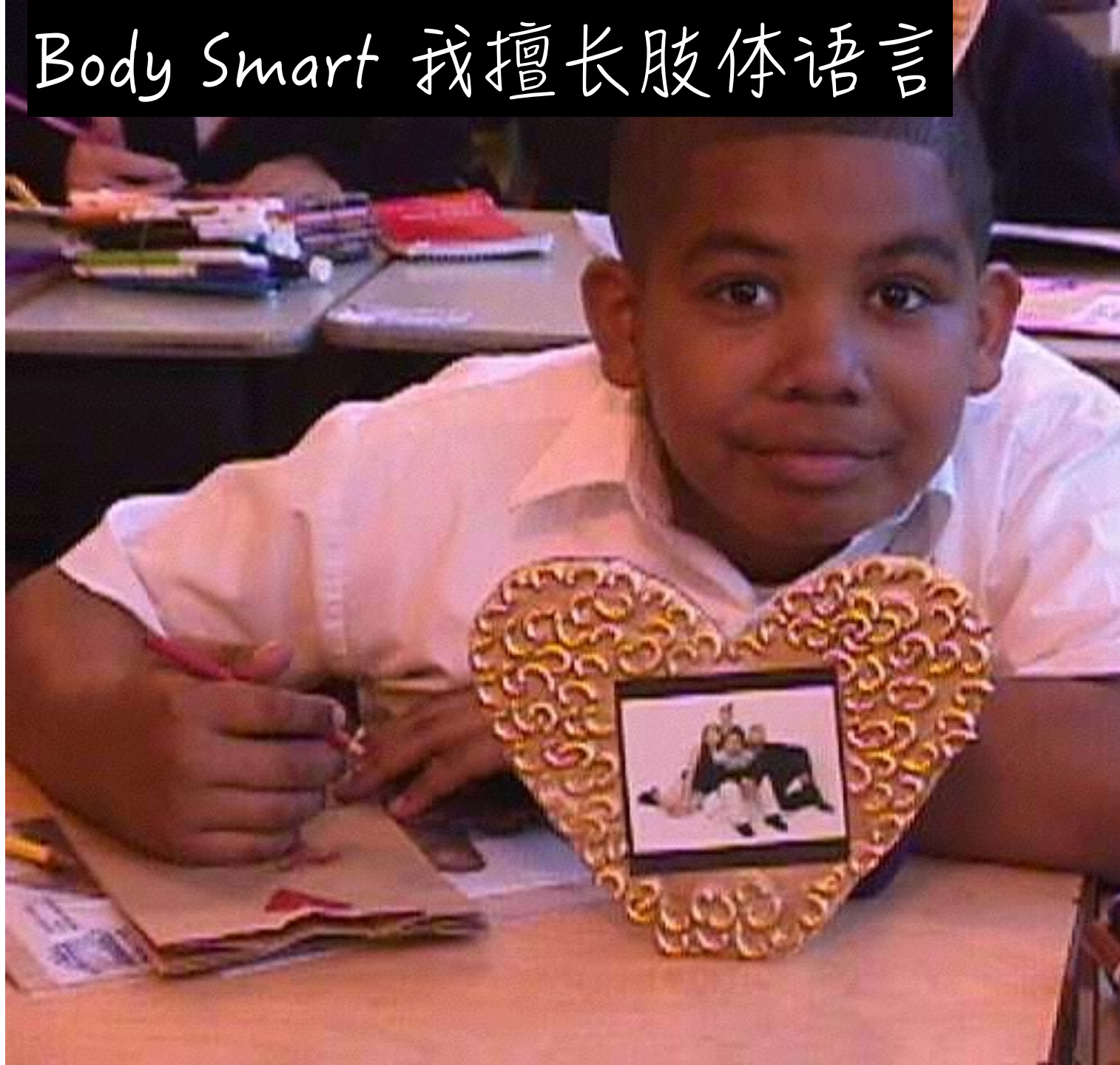
coordinated



movement



actions/gestures



BODY SMART 我擅长肢体语言



The Human Robot



communicate



gets along with others



feedback



Group Smart 人际智能

EXAMPLE

As teachers, we have a responsibility to:

Planning for our students is the KEY

课程计划是关键

Name _____ Date _____

Multiple Intelligence Lesson Planning

Directions: Use this lesson matrix to make sure all learners' needs are met.

Verbal / Linguistic
语言智能

Logical / Mathematical
逻辑智能

Visual / Spatial
空间智能

Body/Kinesthetic
运动智能

Musical
自我认智能

Interpersonal
运动智能

Intrapersonal
人际关系智能

Theme: Mom, I need new clothes!



妈妈，
我需要新衣服

Brainstorm with students 跟学生一起动动脑

What clothes do you need?

你需要买什么样的衣服？

我们将如何去商店？

How will we get to the store?

谁想跟我们一起买东西？

Who will go with me?

I need new clothes!

What are your favorite clothes?

您最喜欢什么样的衣服？

How would you describe your clothes?

你怎么描述你的衣服？

When will we go?

我们什么时候去呢？

What do the clothes cost?

这件衣服多少钱？

Theme: I need new clothes!

主题式教学: 我需要新的衣服!

How will we get to the store?

- transport



- numbers



- money

Theme: I need new clothes!

主题式教学： 我需要新的衣服!

• Who will go with me?

• friends



• family



Theme: I need new clothes!

主题式教学：我需要新的衣服！

• What new clothes shall we buy?

• clothing



• likes / dislikes

• color



• size



• price

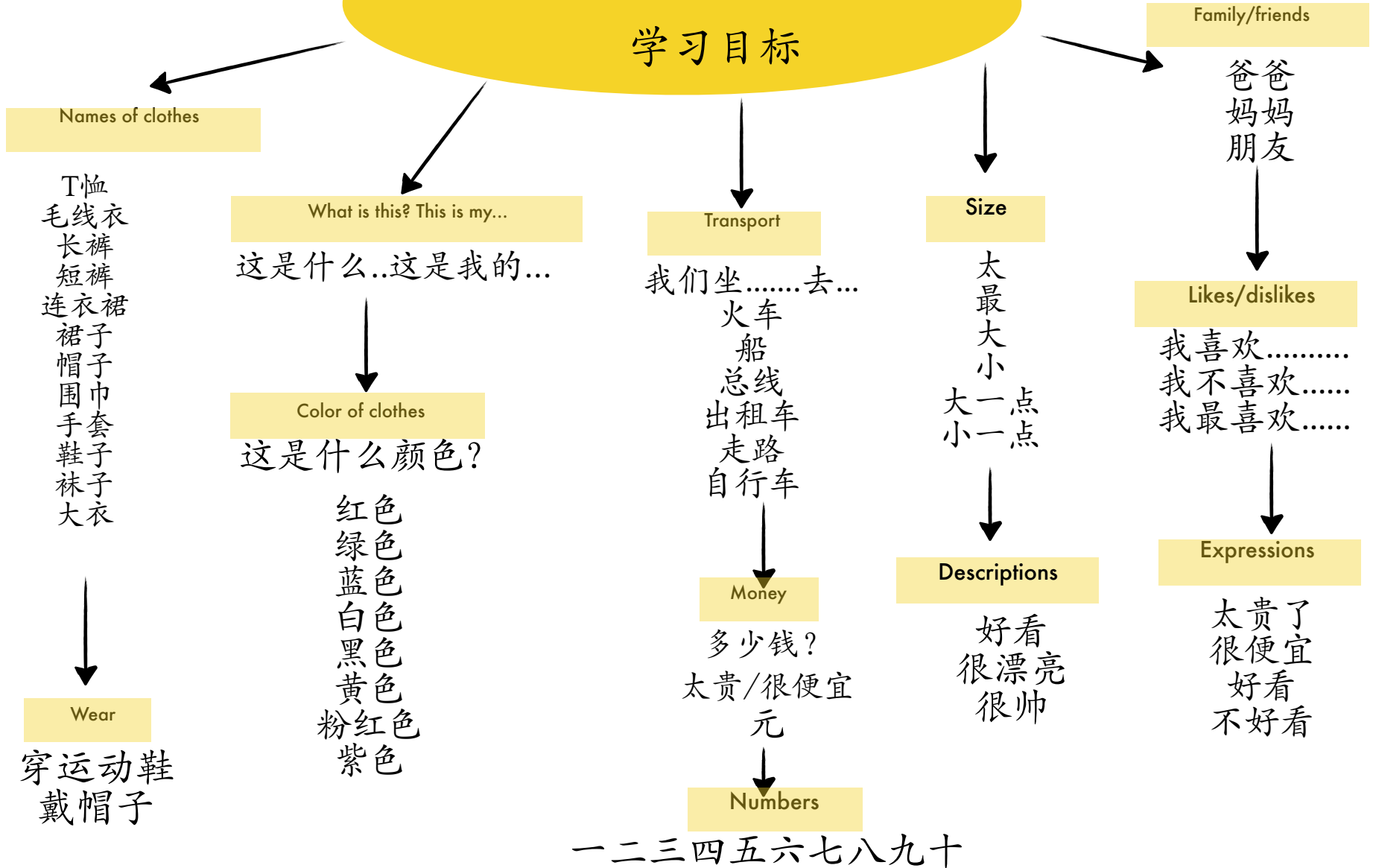


• expressions

Theme: Mum, I need new clothes!

Learning Outcomes

学习目标



Topic: Clothing

Names of clothes

衣服的名字

T恤
毛线衣
长裤
短裤
连衣裙
裙子
帽子
围巾
手套
鞋子
袜子
大衣

Color of clothes

这是什么颜色?

红色
绿色
蓝色
白色
黑色
黄色
粉红色
紫色

What is this? This is my...

衣服的颜色

这是什么..这是我的...

Wear

穿运动鞋
戴帽子

Names of clothes

T恤
毛线衣
长裤
短裤
连衣裙
裙子
帽子
围巾
手套
鞋子
袜子
大衣

Color of clothes

这是什么颜色?

红色
绿色
蓝色
白色
黑色
黄色
粉红色
紫色

What is this? This is my...

这是什么..这是我的...

Wear

穿运动鞋
戴帽子



Theme: Mom, I need new clothes!

Size

大
最大
大小
大一点
小一点

Family/friends

爸爸
妈妈
朋友

Likes/dislikes

我喜欢.....
我不喜欢.....
我最喜欢.....

Transport

我们坐.....去...
火车
船
总线
出租车
走路
自行车

Expressions

太贵了
很便宜
好看
不好看

Money

多少钱?

太贵/很便宜
元

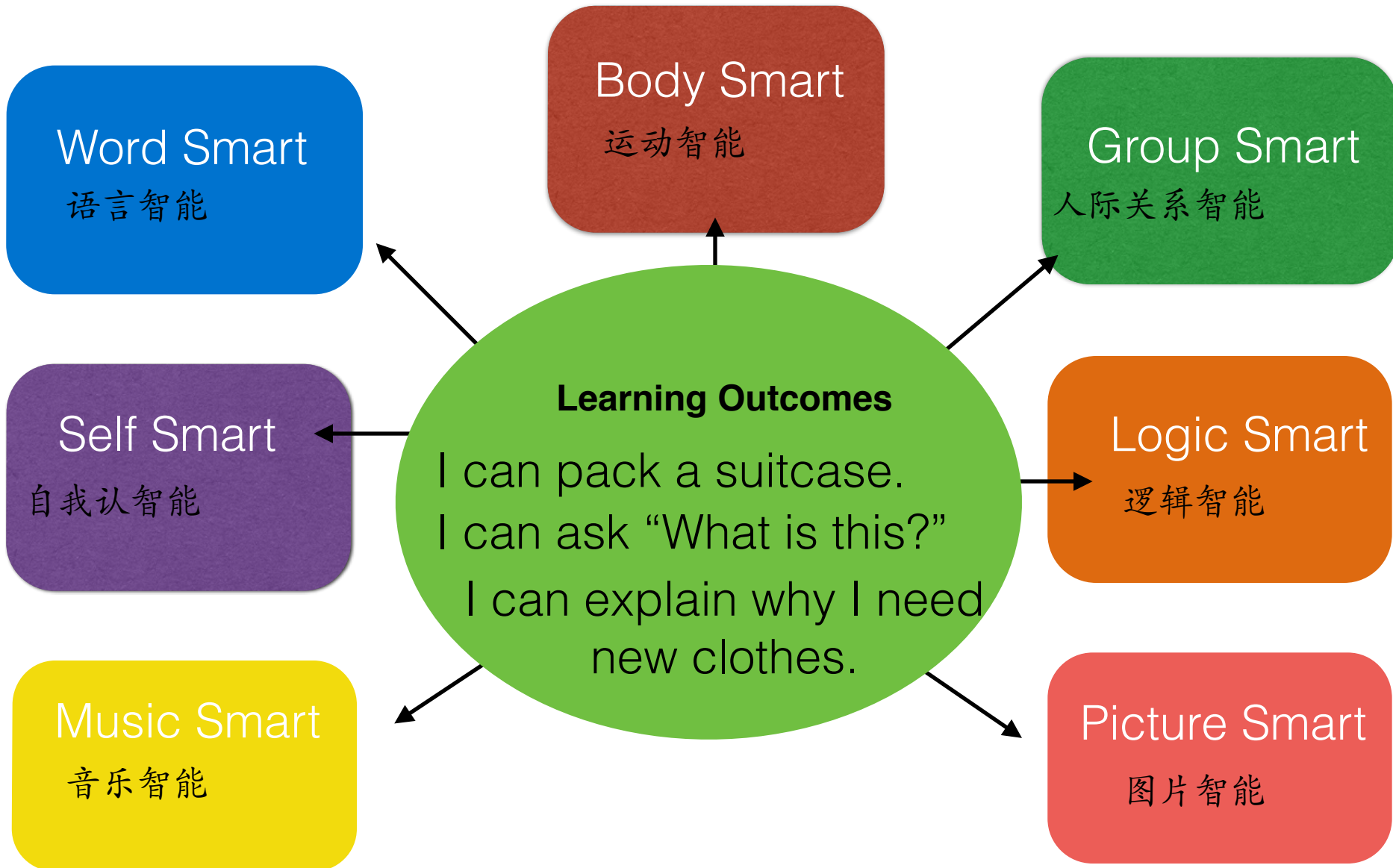
Descriptions

我觉得..
太长
太短
很舒服
很漂亮
很帅

Numbers

一 二 三 四 五 六 七 八 九 十

Theme: Mum, I need new clothes!



GROUP SMART 人际智能



Learning Contracts and Work Stations

Learning Contracts

Learning Contracts give
students a **choice**
about how they
demonstrate their learning

多种选择

MULTIPLE INTELLIGENCES

LOGICAL
逻辑智能

VISUAL
空间智能

MUSICAL
音乐智能

INTRA-
PERSONAL
人际关系智能

运动智能
KINES-
THETIC

INTER-
PERSONAL
自我认智能

NATURAL-
ISTIC
自然观察智能

LINGUISTIC
语言智能

Learning Contract

Theme: Mom, I Need New Clothes!

Choose ___ activities to complete. All completed activities need to be submitted for Assessment.

• = Compulsory activity

Linguistic
语言智能

* 1. Design a Clothing Catalog of at least 10 pieces of clothing. Label in Chinese characters and pinyin. Read the catalog to a classmate.

2. You work in a Clothing store. Create a Store ID for yourself with information about age, height, general description using Chinese characters. Include your own photo on the Store ID.

Musical
音乐智能

3. Write a one minute rap about "Shopping for Clothes" and perform it for the class.

* 4. Set up a Clothes Store in the classroom. Be sure to label all clothes and include prices in Chinese. Ask 2-3 classmates to visit the store and record your conversation as you help them choose items to buy.

Intrapersonal
人际关系智能

5. Make a Clothing presentation (at least 10 items) and label the size, name of clothing, and Color. Print and make into a Mini-Book.

6. Use the phrase: What do you think? nǐ jué de zěn me yàng 你觉得怎么样? to ask your friends what they think about clothes in a Catalogue. Record their responses in a Class Graph labeled in Chinese characters.

Visual
空间智能

7. Brainstorm ways to describe clothing – too long, too short, too big etc., Draw a cartoon strip of characters wearing different clothing. Label each cartoon with too...

8. Using a mini-whiteboard, find ways to remember the Chinese characters for 10 pieces of clothing.

Interpersonal
自我认智能

9. In a group of 4, write a script of a fussy shopper. Practice the skit, then record the short skit on your cell phone. Be prepared to show the video to your teacher.

10. Make a 'Pack a Suitcase' card game. Write the rules in English, and play the game in Chinese.

Intrapersonal
人际关系智能

Interpersonal
自我认智能

Logical
逻辑智能

Visual
空间智能

Linguistic Interpersonal
语言智能 自我认智能

Learning Contract

Unit 6 – What? No Bathroom!

Choose ___ activities to complete. All completed activities need to be submitted for Assessment.

• = compulsory activity

Technology



1. Use Sketchup (<http://sketchup.google.com/>) to create your own dream home. Label each room using Chinese characters. Write a quick 30 second description of the rooms in the house.

Rap



2. Create a Rap titled – ‘Rooms of a House’. You may use the sentences from the Role-play. Create a Podcast with lyrics, music and audio.

3. Imagine you are the Exchange visitor staying in the house. Create questions you have about each room. Re-enact the Role-play and record a Podcast.

Role-play



Card game



4. Think of a different adjective to describe the rooms of a house. Make Playing cards of Rooms and Adjectives. Match and say the words in Chinese.

5. Create a Cartoon strip of one activity you can do in each room. Use the sentence 你可以在这里看电视 to label each cartoon.

Cartoon



Poster



6. Make a Poster of your own home. Label each room and take your Talk Partner on a virtual tour of your home using Chinese.

7. Use a real or imaginary map and play a game called: “Where is the..?”

Map



Vocab. game



8. Cut out all Vocabulary words. With a Talk Partner sort the English, Pinyin, and Chinese Characters. Create a Game to match all Vocabulary.

9. Write 5 different sentences using: How could I...: 我怎么能 ...
wǒ zěn me néng

10. Test your Talk Partner. Say the English Vocabulary and your partner will write the Chinese pinyin translation. For any errors, your partner will write the correct Chinese 3 times. Swap roles and repeat the test.



= You must complete

Learning Contract

Unit 5 - Weekend Movies

Choose ___ activities to complete. All completed activities need to be submitted for Assessment.

• = compulsory activity

1. Use the question 你这个周末打算做什么? to create your own conversation that results in you and your friend going to see a soccer game. Record the conversation.
2. List 5 types of movies in cartoon form. Label in Chinese characters. Read the cartoon strip to a friend.
3. Think of 8 situations you could use the phrase ^{kě néng}可能 ('probably'). Write a 'Probably Rap' and record on a CD.
4. Research location vocabulary – front, behind, next to, across from etc., Draw two friends on different locations on a map (in front of...behind...) and label in Chinese. Ask a friend to describe their locations in Chinese.
5. Create a Card game using all Chinese Vocabulary in this Unit.
6. Make a 10 page Mini-Book using "Let's go watch" on each page.
7. Conduct a class Survey about likes and dislikes of movies. Use Chinese to ask questions, and record the results using a graph. Label all information in Chinese characters.
8. Research the top 10 movies showing in your movie theater. Categorize each movie and write the type of movie using Chinese characters for each movie. Include a Time schedule for each movie.
9. Re-write the Role-play (in shorten form) and insist that you want to see a Horror Movie. Include reasons why you both MUST see that type of movie. Record the new conversation onto a CD.
10. Brainstorm adjectives to describe movies – interesting, boring, scary, etc., Create a Poster of movies and label each one using a different descriptive word in Chinese. Discuss the Poster with your Talk Partner. Record the discussion in a Podcast.



3 空闲时间 kòng xián shí jiān LEISURE

复习 Review - sports and hobbies

1 Reading Read the texts about Li Daming, Li Xiaoming, Liam, Lulu and Chrissy. Match each child with an activity.



我叫李大明，我有一个双胞胎弟弟，他叫李小明，我们都喜欢运动。我喜欢打网球，我弟弟喜欢跑步。

我叫Liam，我喜欢运动。我最喜欢玩滑板。我一般下午玩滑板。我妹妹不喜欢运动。Lulu 喜欢看书，Chrissy 喜欢看电视。

| | | | | | |
|-----------------------|---------|--------------------|---------------|--------------|--------------------------|
| 双胞胎 shuāng bào tāi | twin(s) | 玩滑板 wán huà bǎn | to skateboard | 一般 yī bān | generally; habitually |
|-----------------------|---------|--------------------|---------------|--------------|--------------------------|

2 Speaking Interview your classmates to find out which sport is the most popular. Copy and fill in the grid.

| | 喜欢 | 不喜欢 |
|-----|-----|-----|
| 打球 | ### | |
| 跑步 | | |
| 玩滑板 | | |

打球 *dǎ qiú* to play ball games

你喜欢什么运动？

你不喜欢什么运动？

3 Writing Write a short paragraph based on your survey in Activity 2.

For example, if the survey shows that five people like to play ball games, you write:

五个人喜欢打球。



READING TASK 1

Make a Matching card Game with sentences and images.

SPEAKING TASK 2

Conduct a Survey about which sports and hobbies your classmates like.

WRITING TASK 2

With your Talk Partner make a Poster of the results of the Hobbies Survey.

SPEAKING TASK 4

Write a script about a telephone conversation. Rehearse the conversation with your Talk Partner.

4 Reading

Read the sentences on different topics. Match the sentences (1–6) with the correct topics (a–f).

a pets b hobbies c colours d drinks e subjects f food

- | | |
|------------------|---------------------|
| 1 我喜欢看书, 不喜欢看电视。 | 4 早上我喜欢喝茶, 晚上我喜欢喝水。 |
| 2 我喜欢小狗, 不喜欢小猫。 | 5 我喜欢红色, 不喜欢白色。 |
| 3 我喜欢吃肉, 不喜欢吃鱼。 | 6 我喜欢英文, 不喜欢音乐。 |

5 Listening

A boy, Li Ming, and a girl, Liu Hong, are having a telephone conversation. Listen and choose the correct answer for each question.

| | |
|-------------------|--|
| 在 <i>ai</i> | (before a verb) indicating an action in progress |
| 不行 <i>bu xing</i> | no (for refusing) |

- What is Li Ming doing?
 - Li Ming is playing on the computer.
 - Li Ming is playing with his younger sister.
- Why did Liu Hong ring Li Ming?
 - Liu Hong wants Li Ming to go to the cinema with her.
 - Liu Hong wants Li Ming to go swimming with her.
- Why can't Li Ming go out with Liu Hong?
 - Li Ming needs to be with his younger sister at home.
 - Li Ming is not interested in the suggestion.



6 Reading

Read the text about Wang Hong's pets and answer the questions in Chinese.

王红很喜欢宠物, 她家有一只小猫、一只小狗、两只小鸟和三条金鱼。王红家的小猫喜欢看电视, 小狗喜欢跑步, 小鸟喜欢唱歌, 金鱼喜欢游泳。

- 王红家有什么宠物?
- 王红家的宠物有什么爱好?

| | |
|--------------|--|
| 条 <i>iao</i> | measure word for fish and other long narrow things, e.g. trousers, skirts, roads, snakes, etc. |
|--------------|--|



CREATING TASK

5 Write a script about a telephone conversation. Rehearse the conversation with your Talk Partner.

Theme: Sport and Hobbies

Learning Contract

Name: _____ Date due: _____

READING TASK 1

Make a Matching card Game with sentences and images.

SPEAKING TASK 2

Conduct a Survey about which sports and hobbies your classmates like.

WRITING TASK 3

With your Talk Partner make a Poster of the results of the Hobbies Survey.

SPEAKING TASK4

Write a script about a telephone conversation.
Rehearse the conversation with your Talk Partner.

CREATING TASK5

Write a script about a telephone conversation.
Rehearse the conversation with your Talk Partner.

CREATING TASK 6

With 2 other students, create a simple RAP about Pets.
Perform the Rap for the whole class.

* WRITING TASK 7

You are going to appear on a TV Show and need to write a short introduction about yourself. Include: name, age, nationality, family and pets.

STUDENT CHOICE TASK 8

Student Signature: _____

Teacher Signature: _____

Learning Contract

Unit 8 – The dog ate my Schedule!

Choose ___ activities to complete. All completed activities need to be submitted for Assessment.

• = Compulsory activity

Rap

1. Write a Rap using: 喂, 什么事? Include at least 5 classes you study at school in the Rap. Record the Rap and burn onto a CD.
2. Conduct a “Things I study at school” Interview with a classmate in Chinese. Write the Questions you want to ask (in Chinese) and record the answers on a “Class Schedule” Table.

Game

3. Create a BINGO Game using at least 10 School Subjects. Play The BINGO Game with 4 classmates in Chinese.
4. Use a Map of your school (drawn or real image) and label the different rooms and areas. Conduct a virtual tour through the school and record the Virtual Tour using Audacity.

Cartoon

5. Make a Cartoon strip titled: 我的.....刚才在吃我的..... 真有趣! Include 5 different animals and 5 different things they eat! Illustrate and label using Chinese characters.

Bumper Sticker

6. Conduct a Survey of your classmates' favorite School Subject. Use Chinese to ask the questions and record your findings in Chinese characters on a Graph Poster.
7. Create a set of 5 Bumper Stickers that use 5 different Subjects and a sentence about each one.

Comic

8. Design a Poster advertising your School in Chinese characters. Include 8 Subject areas and why students should study at your school.
9. Create a Mini-Comic story – “A Day in the Life of...” The Comic will include times, activities of a typical school day for a 13 year-old student at your school.

10. Develop and make a Matching Card Game using all new Vocabulary words in this Unit of Work. (Characters and Pinyin and English)

Map

Survey

Poster

Work Stations







Choice Boards



Choice Boards



Students choose from a menu of options



Tasks vary by process and interest



Some anchor activities can be required of all students

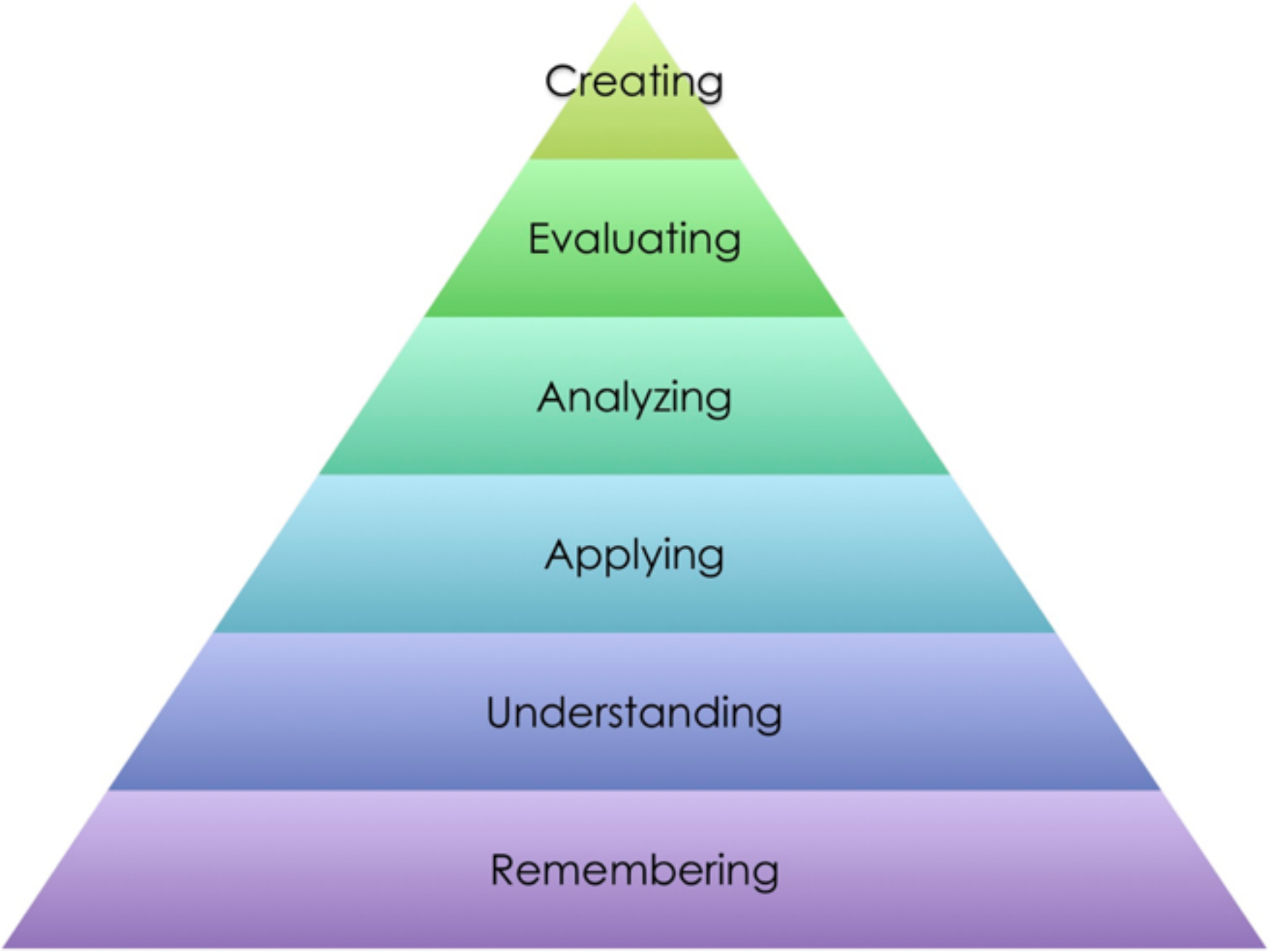


Can be used for homework, projects, and assessment



Require deeper learning and higher-order thinking skills





Creating

Evaluating

Analyzing









Applying

Understanding









Remembering

选择板-我们来开派对吧

Choice Board – Let's have a Party

| | | |
|--|---|---|
|  <p>Know</p> <p>Make a list of everything you will need for a class party. Read the list to a classmate.</p> |  <p>Understand</p> <p>Read a list of presents each guest is bringing and match the words with the images.</p> |  <p>Apply</p> <p>Conduct a survey of which foods and drinks would be most popular at the class party.</p> |
|  <p>Analyze</p> <p>Investigate how the celebration of birthdays is different between Chinese and western children.</p> | <p>Student's Choice</p>  | <p>Interpersonal</p> <p>Plan and make a phone call inviting a friend to the party. Include date, time, location and any other information needed.</p> |
|  <p>Evaluate</p> <p>Design two party cakes. Write the reasons you like one the best. (Use size, color, shape) to give your reasons.</p> |  <p>Create</p> <p>Create a Birthday Party Invitation (Include date, time, location etc.,)</p> |  <p>Musical</p> <p>Create your own Happy Birthday song. Include the lyrics: How old are you? I am...years old, and Happy Birthday!</p> |

Choice Board – Let's visit a Chinese Restaurant

| | | |
|---|---|--|
|  <p>Know</p> <p>Create a Chinese Menu, the includes food, drink, and prices.</p> |  <p>Understand</p> <p>Match Chinese food images with Chinese characters.</p> |  <p>Apply</p> <p>Make a class Restaurant reservation by phone. (include day, time, number of people)</p> |
|  <p>Analyze</p> <p>Write a list of food you will order at the Chinese restaurant. Rehearse the pronunciation with a classmate.</p> | <p>Student's Choice</p>  | <p>Interpersonal</p> <p>Rehearse a conversation at the Chinese restaurant.</p> |
|  <p>Evaluate</p> <p>Conduct a survey of students. Find out their preference of using chopsticks or knife/fork when eating at a Chinese restaurant.</p> |  <p>Create</p> <p>Create a take away Food store. Create samples of Chinese food with clay and label. Ask a classmate to visit your store to buy something.</p> |  <p>Musical</p> <p>Create a Jingle for the Chinese restaurant you are visiting.</p> |

Tiered Activities



I get it now.

I don't understand.

I already know this.

Extension

Class level

Novice



Extension

Class level

Novice



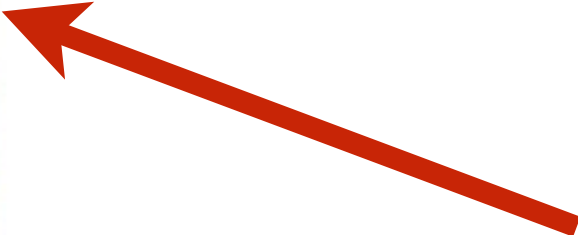
1. Decide what content **everyone** needs to know.

Extension

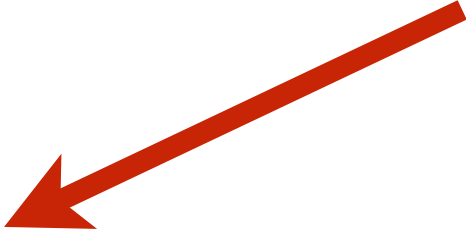


Class level

Novice



Increase complexity and depth



Provide extra support in learning activities



Novice

Provide extra support and **scaffolding** in learning activities



Learning Outcome:

I am a TV Weather Reporter!



Scaffolding



Students will present a TV weather forecast. Use the template provided to prepare the weather forecast. Use the Weather Map provided.

Class level



Students will present a TV weather forecast. You will choose any 5 cities in China, and include 5 types of weather in your forecast. Create your own Weather Map.

Digging deeper



Students will present a TV weather forecast. You will include 8 cities, 8 types of possible weather conditions, plus temperatures. Create your own Weather Map and Weather Jingle to use in your presentation.

Tiered Activities

Extension



Novice

Bloom's Taxonomy Verbs

Beginner

Advanced



Remember

Describe

Name

Find

List

Relate

Write

Understand

Explain

Compare

Discuss

Predict

Outline

Restate

Apply

Complete

Use

Examine

Illustrate

Classify

Solve

Analyze

Compare
Contrast

Examine

Explain

Identify

Categorize

Investigate

Evaluate

Justify

Assess

Prioritize

Recommend

Rate

Decide
Choose

Create

Plan

Invent

Compose

Design

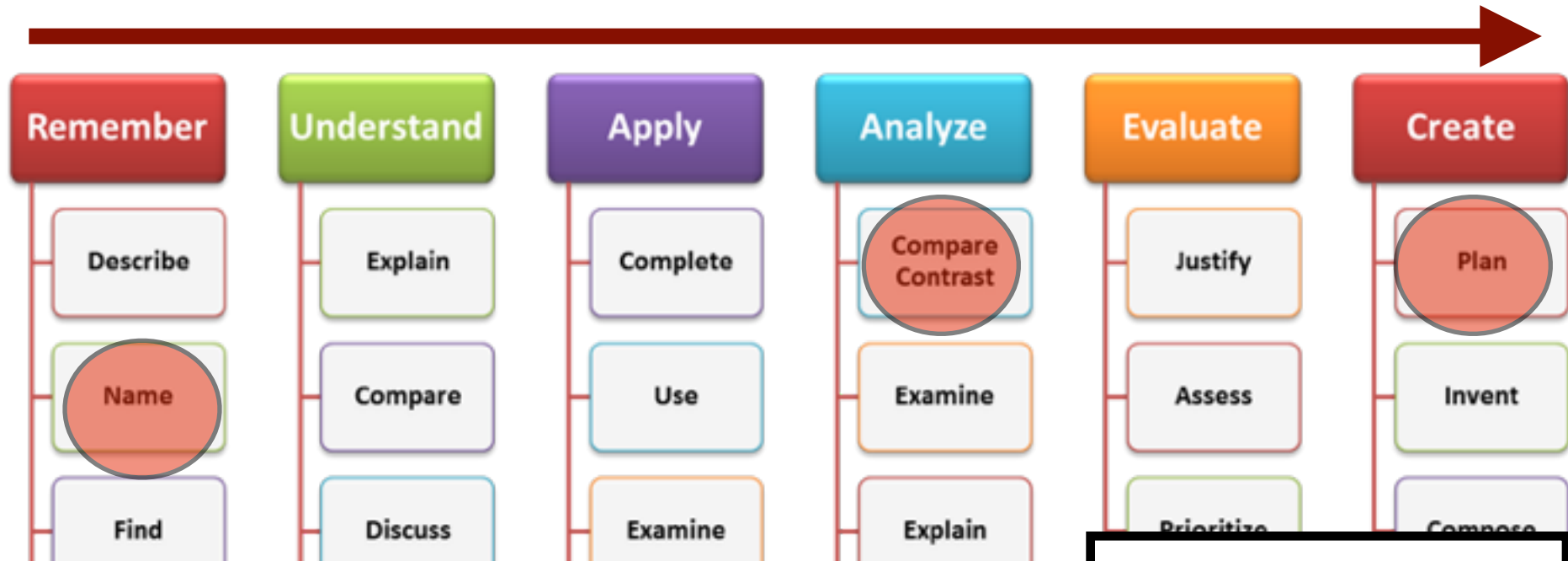
Construct

Imagine

K.W.L

| What I k now | What I w ant to know | What I l earnt |
|---------------------|-----------------------------|-----------------------|
| | | |

Mixed Ability Class -Clothing



Beginner

Name the clothes in the suitcase. Draw and label the clothing.

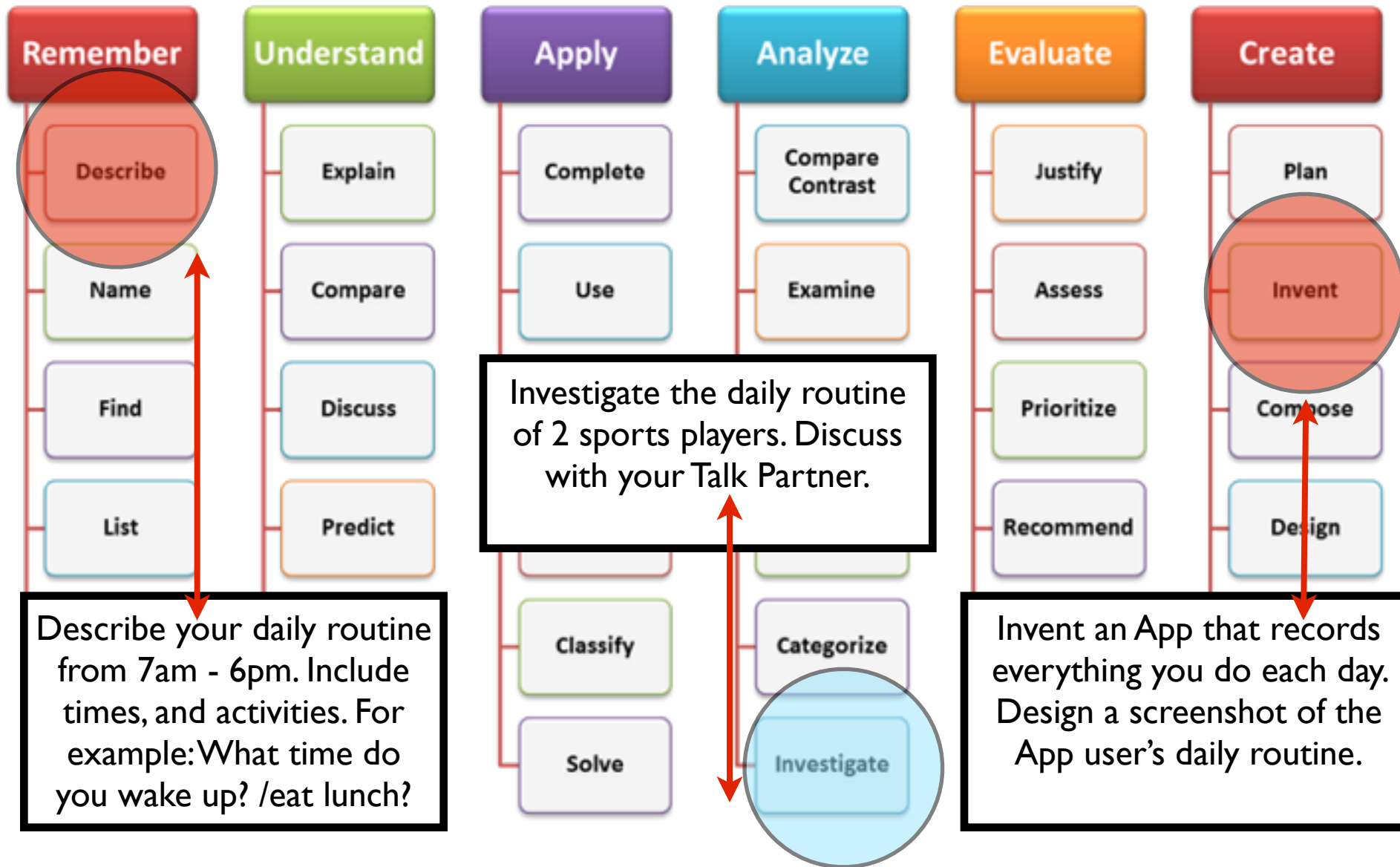
Class level

Compare the clothes you and a classmate are wearing. Identify similarities and differences.

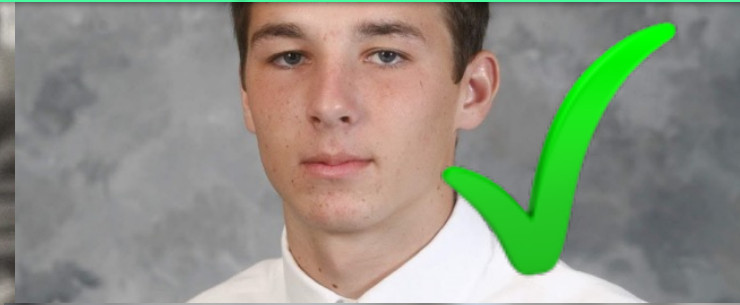
Extension

Plan a trip to 5 countries. Make a list of the clothes you will pack for different weather. Justify your choice of clothing.

Mixed Ability Class - My Daily Routine



As teachers, we have a responsibility to ensure:



All students are successful



Planning for my **Learning Style** ensures I am successful.



Learning Contracts give me **choices**.



Tiered activities give me a chance to demonstrate my abilities.

