* Scaffolding
Task-based Instruction
and Integrated Performance Assessments
* Let’s think about “DATING”

* What does first meeting or date look like? (Normally)

Activities:
* Let’s think about “DATING” goals

* Goals
What is your goal for your dating? (Speed dating, casual dating, blind dating, short-term or long-term dating)

* What will you (both sides) get from dating? (Tasks)
* Do you have “WHY” questions in mind when dating someone?

* You may ask....

• Why he/she have not texted back?
• Why he/she did this or said that to me?
• What else....?
*How to solve your “WHY” problems?

* Action Plans:
  • Text more? Making a phone call?
  • What’s your strategies?
How do you assess your dating? (Rubric?)

* Interaction between you two:
  • Does he open the door for me?
  • Does she care about my feeling?
  • What else?
* Asking “WHY” before you teach

* Why I want to teach this?
* Why I design this activity?
* Why students will have to do this?
* Asking “What” before you teach

* About teaching goals
What do you want students to learn from this lesson?

* About learning goals
What students will get from this lesson?
Action Plan

* Lesson Plan
* 教具 (Manipulatives)
Something that can “Facilitate” your teaching

* Procedure (Time)
How to make this lesson go with good pace?
* Math
* Chinese (making sentences)
* Whole group: Doing the action (Modeling)
  (做大于，小于，等于的动作)

* Small group activity: Arranging three numbers

* Partnership: Telling partners the reason “why” you arrange those three numbers in a certain way.
* Whole group: Thinking about questions (Modeling)

* Interview activity: Measuring friends’ height, measuring chairs, desks,

* Centers:
Chinese

DESIGNING ACTIVITY

* Partnership
* Small group
* Individual work
* Real-life related activity
**Role-play (种花)**

* Whole group: Reading a big book
* Performance: Role-play
* Performance Assessment: Writing characters (using multiple ways to write: fingers, legs, hands, hair, clay....)
* Whole group: Learning vocabulary about food, drink
* Performance: 服务生，厨房人员，客人。
* Teaching certain words that different roles can say
* Materials: 厨房用具，菜单
* Whole group: Recognizing vocabulary
* Performance: Make animals by body
* Performance Assessment: Interview sheet.
* Whole group: Learning vocabulary
* Performance: 扮演不同动物角色
* Teaching certain words that different roles can say
* Materials: 门票，呼啦圈，学习单。
* Whole group: Learning vocabulary
* Performance: Role-play
* 走秀，评审。
* Whole group: Recognizing vocabulary
* Performance: Make fruit by body
* Performance Assessment: Interview sheet.
* Whole group: Recognizing vocabulary
* Performance: Make sports by body
* Performance Assessment: Interview sheet.
* Bingo: Partnership
* Small group: House
* Performance: Taking turns to ask/answer questions.
* Performance Assessment: Writing characters (using multiple ways to write: fingers, legs, hands, hair, clay....)
Making book:
Butterfly’s life cycle
Stones
How to write lesson plan?
Assigning a topic that we have learned in class and making an example (video).

Giving a note about instruction for parents.

Students record their thoughts about the assigned topic or make a video about that.

Teacher’s Feedback (Rubric is shared to parents before)
• Sending baggy book home and having parents mark times students read at home.