SCAFFOLD YOUR LESSONS FOR A STUDENT-CENTERED CLASSROOM

Shin Chi Fame Kao
BEGIN WITH READING ALL 5 LESSONS CAREFULLY IN THE UNIT 2

READ WITH Unit 2 UPA

LOOK AT THE ESSENTIAL POINTS IN THIS UNIT AND DECIDE WHAT QUESTIONS STUDENTS SHOULD BE ABLE TO ANSWER AFTER LEARNING EACH LESSON

DECIDE THE FINAL PROJECT YOU WOULD LIKE STUDENTS TO ACCOMPLISH

DECIDE KEY "CAN DO" STATEMENTS FOR STUDENTS IN THIS UNIT

DECIDE EACH LESSON’S LEARNING OBJECTIVES BASED ON “CAN DO” STATEMENTS

PLAN EACH LESSON STEP BY STEP
READ EACH LESSON CAREFULLY AND DISCUSS THE FOLLOWING QUESTIONS

- What are the main themes in this lesson? Think-Pair-Share.
- What related tasks do students need to perform at the end of this lesson? Small group discussion and decide the learning objectives for this lesson.
- How to assess them at the end of this lesson? Plan Integrated Performance Assessment(s).
- What learned knowledge/skills can students apply to perform these tasks?
- What new knowledge/skills should students learn in this lesson to perform these tasks?
READ EACH LESSON CAREFULLY AND DISCUSS THE FOLLOWING QUESTIONS

- What types of lessons/activities can we plan to help students to perform these tasks step by step? Brain Storm
- How to split these activities to fit our daily schedule? Group work
- What is the daily homework we can give to students?
- Make our 6 or 8 Day Plan including the followings:
  - Daily Starter topics
  - Listening activities
  - Guided reading lessons
  - Reading fluency exercise
  - Combining daily starter to make an essay writing
  - Tasks to perform at the end of this lesson
- Share your plan with each other through Poster Walk & In & Out
Pre-discussion for this unit: Show a short video clip of ”Man, Woman, Food & Drink”
https://www.youtube.com/watch?v=M7nJxlZQPtM

What topics can we bring up for students to discuss and talk through watching this video?
- Describing Chinese food
- When is the occasion to have such good food for Chinese people
- Where can you find such good Chinese food in Utah?
- Ingredients & where to buy these ingredients
- Cooking methods
- Chinese dietary preference
3H HUANYING II UNIT 2

- Any background knowledge they will be using to generate statements/questions/comments/answers? (KWL)
- What new vocabulary they might need to generate statements/questions/comments/answers? (KWL)
LESSON 4: AT A RESTAURANT IN XI’AN

- Pre-Discussion: “西安饺子宴”
  - https://www.youtube.com/watch?v=KXP1A7n-Ozo
你对中国菜的印象是什么？
你吃过哪些中国菜？你觉得什么菜好吃？为什么？
西安的饺子宴的饺子有什么特别的地方？
饺子有多少种做法？为什么会有这么多种类的饺子？
到西安还可以玩儿些什么？
HOW TO GUIDE STUDENTS TO DO LISTENING EXERCISE

- Listen to recording paragraph by paragraph
- 1st time ask key but simple questions: When, Who, Where, What, How, and Why
- 2nd time ask detail questions:
  - 这是一篇什么样的文章？是谁写的？
  - 为什么艾敏慧看到其他客人吃饭的样子她就很兴奋？
  - “德发长”这个饭馆里有哪些中国菜？
  - 西安有什么名菜？请你说出最少一个。
  - 小高点了哪些菜？
  - 为什么中国菜比较好吃？
  - 吃中国菜要用什么餐具最好？为什么？
HOW TO GIVE A GUIDED READING LESSON?

- Annotation – Scaffolding Difficult Texts
Annotation — Scaffolding Difficult Texts

- Annotation: A note or mark added to a text
- “Annotating a text can be a powerful strategy to comprehend difficult material and encourage active reading.”
  - Carol Porter-O’Donnell
WHEN, WHY & WHAT

- When: during reading
- Why:
  - Give students directions when they read a difficult text
  - Engage students with the reading
  - Make students think while reading and create their own meaning
  - Improve comprehension
  - Prepare them for college
- What:
  - Utah World Language Core Standard: Students are asked to read more difficult texts, both literary and informational, be able to interact with the text and create meaning.
  - Any kinds of readings
HOW TO HAVE STUDENTS ANNOTATE

- Preparing for Annotation:
  - Break into parts:
    - Story: numbering the paragraph
    - Info text: Introduction, body & conclusion
    - An argument: claim, supporting evidence, counterargument, conclusion
  - This allows students to recognize the organization or structure of the text, and be able to easily locate to discuss certain sections of the text.
We will be using Unit 2 Lesson 4 “在饭店” today to practice several types of annotations we can use with our students.

1. Number the paragraph: Teacher says “The first paragraph (in Chinese)”, students reads the first three words in P1 “今天我”. Teacher says “the second paragraph”, students reads the first three words in P2 “我小的”.

2. Read Line 1-4: First listen to the recording; then teacher and student take turn to read phrase by phrase; underline the texts by chunking phrases in a right way: 正确断句
#1 HIGHLIGHTING

- You can have students underline/highlight key points or important information. This is a great study skill if they need to know the material—they can come back to it and easily review. This also allows you to check if they are recognizing what is important.

- You can also have students underline/highlight specific things you want them to look for. Example: When, Where, Who, What, How, etc.
HIGHLIGHTING PRACTICE

- Read 1-5 line: first choral reading, then pair reading
- Ask questions: “What type of article is this?” & “How did you know?”
- Please highlight a complete sentence to answer the following questions:
  - When is this story happening?
  - Who are the main characters in this story?
  - Where is this story happening?
  - What they are doing in this place?
  - Why they are doing this?
  - What does this writer think about Chinese food?
Symbol Mark Up is a way of having students respond to facts and ideas brought up in a text. You can set up the key for what you want students to mark and what response the symbols represent.

Examples:
- ✔ I knew this already
- ★ Something I learned
- ! This surprised or interested me
Check what information you have known, e.g. “在这篇日记里提到的中国菜中，你吃过哪些？”“美国的海鲜通常是用什么方法做的？”

Star something you learned while reading the text, e.g. “中国菜有什么样的做法？”“西安有些什么样的名菜？”“德发长是一间什么样的饭馆儿？”“在课文中，...等等是什么意思？”

”？” What do I want to know? E.g. “什么是羊肉泡馍和肉夹馍？”
Modeling cycle to support independent use of vocabulary strategies
(I do / We do / Ya’ll do / You do)

- BOX around key vocabulary
  - Key concept of the text or content
  - Vocabulary in context strategies

- [BRACKET] vocabulary students want to know and feel is critical to understanding
  (we teach students to prioritize ... and not box every word) 😊
VOCABULARY FOCUS PRACTICE

- Example 1:
  - Draw a box around “兴高采烈”.
  - Ask students what “兴高采烈” means and have them pair share their definition of “兴高采烈”.
  - Partner A/B give example and non-example of “兴高采烈”.
  - Discuss with a partner in what situation they will be “兴高采烈”

- Example 2:
  - Draw a box around “可惜”.
  - Discuss with a partner how to teach 可惜
Annotations are a great place for students to practice summarization skills. It is great to have charted the text first, and then you can have students summarize the sections in the margins.

This helps students check their own understanding of the text and increases comprehension as they describe what they read. It also makes for simpler review if the student needs to come back to remember the text.
SUMMARIZING PRACTICE

- 看完全文以后，请你在空白的地方写下你觉得中国菜到底好不好吃？好吃在哪里？如果你觉得不好吃的话，请说出为什么。美国的海鲜真的都是炸的吗？有没有别种做法？你吃过最好吃的中国菜是哪一道菜？你是在哪里吃的？你为什么觉得这道菜最好吃？为什么艾敏慧最后会说“如果筷子可以拿得更好的话，就可以吃遍西安所有的好菜？”
#5: MAKING CONNECTIONS; “TALK” TO THE TEXT

- **Text to Real World**
  “This idea reminds me of something happening or which happened in the world... a real event, a cultural product/practice”

- **Text to Text**
  “This idea reminds me of another story/article/poem I read”

- **Text to Self**
  “This reminds me of myself when...”

- **?** Ask questions to the text, to the writer, or about what is being said.

*This engages students in the reading and makes it personal for them. It also enhances comprehension as they are able to recognize similarities*
这篇文章／故事让我联想到
- 在真实世界发生的事
- 另一篇文章或另一个故事
- 在我身上发生的事
- 我对这篇故事还有什么问题？
#6: AGREE/DISAGREE, COMMENTARY

- There is value in having students simply respond to the text—to give their response or commentary as a reader. The margins are a great place for them to place their thoughts.

E.g. *talk, shout, argue, criticize, laugh…back at the text!*

*(but hold student accountable for logical and evidence-based reactions)*
AGREE/DISAGREE, COMMENTARY PRACTICE

- “中国有各式各样好吃的中国菜。好吃得不得了！”同意还是不同意？为什么？
- “美国的海鲜都是用炸的，吃不出什么鲜味。”同意还是不同意？为什么？
- “在美国吃不到什么地道的中国菜。”同意还是不同意？为什么？
REFLECTION:

- Does annotation affect learning for students? For us? (Think-Pair-Share)
- What 6 strategies we learned today? (Each person name one strategy with practice)
- Share any other strategies that you used effectively when teaching reading.