



Lesson Plan Template

Date	Content area	Grade Level	Estimated time for lesson
Sept 1, 2021	Happy Chinese, Integrated Chinese, Website	Mandarin I	102 minutes
Objective: <i>What will students know and be able to do by the end of the lesson?</i>			
Students will be able to tell different professions, introduce their family members' professions to each other, ask someone what he or she does as a profession and write some common professions by the end of the lesson.			
State Standards: <i>Which state standards will this lesson be addressing?</i>			
Formative Assessments: <i>How will I check for understanding throughout the lesson?</i>			
Look and Speak, Listen and Repeat, Read and Match, Make dialogues, Read aloud, Fill in the blanks, Complete the dialogues according to the pictures, Translation, Role play, Switch partners.			
Materials: <i>What materials or supplies will need to be prepared?</i>			
Handouts of Happy Chinese P69-73, images of different jobs, video clips, Flash cards			
Vocabulary: <i>What specific vocabulary words and concepts will be taught during this lesson?</i>			
<p>Vocabulary: professor jiàoshòu 教授, college student dàxuéshēng 大学生, Doctor yīshēng 医生, nurse hùshi 护士, soldier jūnrén 军人, businessman shāngrén 商人, worker gōng rén 工人, engineer gōngchéngshī 工程师, farmer nóngmín 农民, manager jīnglǐ 经理, policeman jǐngchá 警察, artist huàjiā 画家,</p> <p>Sentence Patterns: Sb. is + n.shì..... 是..... Sb. is not +n.bú shì 不是..... Is sb. + n.?shì bú shì 是不是.....? shì.....ma?是.....吗?</p>			

Do Now: (Activate prior knowledge/Anticipatory set)

How do you activate student learning?	Estimated time:	Teacher Actions and pre-planned questions	Student actions including active engagement strategies/ expectations
	10 minutes	Show a picture of me and my students in the class, point to me and ask "Who is she?", point to the students and ask "Who are they?" in Mandarin. Then ask the students "Are you a teacher/student?"	Students will be able to say "teacher", "Ms Chen", "student" in Mandarin.

I do: (Direct Instruction/Modeling)

How does the concept develop? How will you make connections to previous learning?	Estimated time:	Teacher Actions and pre-planned questions	Student actions including active engagement strategies/ expectations
	30 minutes	Show pictures of different professions and ask the following questions in Mandarin: 1. Is Ms Chen a professor? 2. Are you a college student? 3. What is this?(the same question for each picture so as to elicit the target vocabulary. In the meanwhile, review the sentence pattern This is...; That is...) 4. Show them video clips of how	1. Students are expected to answer in Mandarin and understand what the word mean with the help of pictures. 2. By watching the video clips, students have a better understanding of doctors and nurses and get to know about the Chinese culture. Hope they can show respect to all the medical workers and follow the instructions against Covid.

	<p>doctors and nurses worked in my hometown in June in order to get 10 million people tested within two days when two confirmed cases of Covid were found.</p> <p>5. When learning about “artist huàjiā 画家”, show a picture of Van Gogh and his masterpieces to help them form the concept of “artist”. Then show my picture with the students and ask tā shì bú shì huà jiā? In this way we pave the way for the sentence pattern</p> <p>.....shì bú shì 是不是.....? in the next step and review lǎo shī 老师, jiào shī 教师, jiào shòu 教授</p>	
	Check for understanding	Flash cards, Read and Match

We do:(Guided Practice)

	Estimated time:	Teacher Actions and pre-planned questions	Student actions including active engagement strategies/ expectations
<p>How will students develop understanding? How will they interact with concept? How will I know that students are making progress towards the</p>	30 minutes	<p>1. Is your father/mother/ brother/sister a doctor/soldier...? (to review the family members they have learned and practice the sentenceshì bú shì 是不是.....?shì.....ma?是.....吗?</p> <p>2. Read aloud the sentence patterns in the handouts to practice the pronunciation.</p> <p>3. Make dialogues with their partner and ask their family members' jobs using the sentence patternsshì bú shì andshì.....ma?</p> <p>4. Switch partners and ask the same questions.</p>	<p>1. Students will be able to answer my question in a full sentence.</p> <p>2. Learn and consolidate the sentence patterns by reading aloud.</p> <p>3. Take an active part in asking and answering questions about jobs of their family members. (I will go to each table to offer help if they get stuck, and discover fast learners and send them to different tables as student teachers.)</p>
objective(evidence)?		Check for understanding	Read aloud. Make dialogues

You do: (Independent Practice/small groups)

	Estimated time:	Teacher Actions and pre-planned questions	Student actions including active engagement strategies/ expectations
<p>How will students demonstrate their learning? How will you support all students/ levels of cognition? What instructional adjustments will you make when students don't understand?</p>	27	<p>Exercises checking</p> <p>1. Fill in the blanks, write down different jobs according to the pictures.</p> <p>2. Complete the dialogues according to the pictures.</p> <p>3. Demonstrate how to introduce my family by showing my family photo. Then introduce your family in your group with a family photo in your smart phone including the following aspects: how many people are there</p>	<p>Students will be able to</p> <p>1. recognize the jobs and write them down.</p> <p>2. read the pictures and complete the dialogues.</p> <p>3. use the sentence patterns: Wǒ jiā yǒu ...; Zhè shì bàba. Wǒ bàba shì...</p>

		in your family? Who are they? What are their jobs?	
		Check for understanding	Fill in the blanks, Complete the dialogues according to the pictures, Translation

CLOSURE			
How will you provide closure to the lesson? How will students reflect on their learning progress?	Estimated time:	Teacher Actions and pre-planned questions	Student actions including active engagement strategies/ expectations
	5	Summary on the slide: 1. Mention my family members' professions and my own. 2. Ask someone what he or she does as a profession. 3. Say and write some common professions.	Students read and check whether they can complete the tasks on the slide in Mandarin. If yes, give an example. If no, refer to the handouts.
		Check for understanding	