



Lesson Plan Template

Date	Content area	Grade Level	Estimated time for lesson
Oct 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 the date, ask each other when is their birthday, answer it, say how old they are, say "Happy Birthday", and ask the country's birthday and exchange festival greetings 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 P60-63, images China's National Day's celebrations, video clips, Flash cards			
Vocabulary: <i>What specific vocabulary words and concepts will be taught during this lesson?</i>			
<p>Vocabulary: guó qìng jié 国庆节, shēng rì 生日, shēng rì kuài lè 生日快乐, xiū xi 休息, guó qìng jié kuài lè 国庆节快乐, tiān ān mén 天安门, nián 年, yuè 月, hào 号, suì 岁, wǒ de 我的, nǐ de 你的, tā de 他的, tā de 她的, yī yuè 一月, èr yuè 二月, sān yuè 三月, sì yuè 四月, wǔ yuè 五月, liù yuè 六月, qī yuè 七月, bā yuè 八月, jiǔ yuè 九月, shí yuè 十月, shí yī yuè 十一月, shí èr yuè 十二月</p> <p>Sentence Patterns: Nǐ de shēng rì shì jǐ yuè jǐ hào 你的生日是几月几号? wǒ de shēng rì shì liù yuè èr shí liù hào 我的生日是六月二十六号。 Nǐ jǐ suì 你几岁? wǒ shí sì suì. 我十四岁。</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 today's calendar Oct 1, get the Ss to read aloud the date. Ask them if there is something special today. What is it?	Students will be able to tell the date and notice it must be a holiday or festival. From guó qìng jié 国庆节, they know it is the National Day, that is, China's birthday, so they will say "Happy Birthday" 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 and video clips of celebrations in China and ask the following questions in Mandarin: 1. How old is China? 2. What do you say on a person's birthday? 3. What Chinese characters can you recognize on the poster? 4. What is the technical term for a country's birthday? 5. What do you find special in	1. Students are expected to say "72" and "Happy Birthday" in Mandarin. 2. Ss can recognize some characters. 3. By watching the video clips, students have a better understanding of the Chinese culture.

		celebrating the National Day in China?	
		Check for understanding	Questions and answers

We do:(Guided Practice)

How will students develop understanding? How will they interact with concept? How will I know that students are making progress towards the objective(evidence)?	Estimated time:	Teacher Actions and pre-planned questions	Student actions including active engagement strategies/ expectations
	30 minutes	<ol style="list-style-type: none"> 1. Ask Ss when is the USA's National Day, how old is their motherland and how they celebrate it. 2. Ask Ss when is Mexico's National Day, how old is their motherland and how they celebrate it. 3. Pair work. Ask each other when is their birthday and how old they are. 4. Find out the students' birthdays of the week and say "Happy Birthday". 	<ol style="list-style-type: none"> 1. Students will be able to answer my question in a full sentence. 2. Learn and consolidate the sentence patterns by reading aloud. 3. Take an active part in asking and answering questions about the National Day of their motherland and share the celebrations. (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.)
		Check for understanding	Read aloud. Make dialogues

You do: (Independent Practice/small groups)

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?	Estimated time:	Teacher Actions and pre-planned questions	Student actions including active engagement strategies/ expectations
	27	<p>Exercises checking</p> <ol style="list-style-type: none"> 1. Fill in the blanks, read the calendar and write down different dates according to the pictures. 2. Complete the dialogues according to the pictures. 3. Demonstrate how to ask someone's birthday and exchange answers. 4. Group work. Ask and answer each member's birthday, how old they are and then report. 	<p>Students will be able to</p> <ol style="list-style-type: none"> 1. recognize and write down the date in Pinyin. 2. read the pictures and complete the dialogues. 3. use the sentence patterns to report: <p>Tā de shēng rì shì ...yuè...hào Tā ... suì.</p>
		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	<p>Summary on the slide:</p> <ol style="list-style-type: none"> 1. Review the birthday of China, the US and Mexico 2. Say aloud whose birthdays are coming and when. Get the class to say "Happy birthday" to them. 	<p>Students can tell when is the country's birthday as well as their classmates' birthdays of the week and send greetings.</p>
		Check for understanding	Flash cards