



Lesson Plan Template

Date	Content area	Grade Level	Estimated time for lesson
Jan 7, 2022	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 name six countries and distinguish the difference between countries and nationalities, correctly tell where they themselves and others come from in the Chinese order and their nationalities, and recognize the Chinese characters of “国”country, “人”people, “中国” China, and “他/她” he/she 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>			
Listen and speak, group work, discussion, presentation.			
Materials: <i>What materials or supplies will need to be prepared?</i>			
Handouts, Flash cards, Slides			
Vocabulary: <i>What specific vocabulary words and concepts will be taught during this lesson?</i>			
<p>Vocabulary: guó jiā 国家, guó jí 国籍, zhōng guó 中国, měi guó 美国, yīng guó 英国, rì běn 日本, jiā ná dà 加拿大, mò xī gē 墨西哥, zhōng guó rén 中国人, měi guó rén 美国人, yīng guó rén 英国人, rì běn rén 日本人, jiā ná dà rén 加拿大人, mò xī gē rén 墨西哥人, xióng māo 熊猫, zhú zi 竹子, tā 他, tā 她, shì 是, bú shì 不是</p> <p>Sentence Patterns: 1. wǒ lái zì... 我来自..... 2. tā lái zì... 他/她来自..... 3. wǒ shì...我是..... 4. wǒ bú shì... 我不是..... 5. tā shì... 他/她是..... 6. tā bú shì...他/她不是.....</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
	15 minutes	1. Bell work. Blooket game for You and Me. 2. Daily greetings and ask Ss what they know about me by pointing to the Chinese national flag and the Chinese map so as to elicit the topic “Countries and Nationalities.”	Students will be able to exchange greetings and say Miss Chen is from China, Guangdong Dongguan and she is Chinese 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
	25 minutes	1. Get Ss to compare “zhōng guó 中国” with “zhōng guó rén 中国人” and tell the difference between them. 2. Show Ss the six national flags of the six target countries and lead them to observe the change of	1. Students are expected to tell that we use “guó 国” while referring to a country, and add “rén 人” after a country when talking about the nationality. 2. Ss will be able to recognize and speak out the six countries in Mandarin. 3. Ss will be able to tell which country it is

		Chinese language meaning a country in order to help them keep the countries in mind. 3. Show Ss the symbol of each country and get them to speak out which country it is.	while seeing symbols of the six target countries.
		Check for understanding	Read and Match, Questions and Answers

We do:(Guided Practice)

<p>How will students develop understanding? How will they interact with concept? How will I know that students are making progress towards the objective(evidence)?</p>	Estimated time:	Teacher Actions and pre-planned questions	Student actions including active engagement strategies/ expectations
	35 minutes	<p>1. Point to the panda and say “xióng māo lái zì zhōng guó”(Pandas come from China. Then point to myself and say “ wǒ lái zì zhōng guó”(I come from China), in other words “ wǒ shì zhōng guó rén” (I’m Chines.) in order to help them have a concept of “lái zì”(come from) and “wǒ shì... rén”. (I am + nationality).</p> <p>2. Ask individual student where they come from using the sentence pattern “wǒ lái zì...” (I come from...) and “wǒ shì... rén” (I am + nationality).</p> <p>3. Show Ss celebrities from the six target countries and ask Ss where they come from using “tā lái zì...” so as to know the difference between “他” (he/him) and “她” (she/her).</p> <p>4. Show some pictures of our students and ask the whole class where they come from and their nationalities.</p> <p>5. Show Ss my own picture and ask Ss whether I am Japanese to elicit another sentence pattern “wǒ bú shì...”(I’m not...)</p> <p>6. Ask Ss wrongly about their nationality on purpose, so they can practice the sentence patterns “ wǒ bú shì...”(I’m not...), “wǒ shì... rén” (I am + nationality) or “wǒ lái zì...” (I come from...).</p>	<p>1. Ss will be interested in knowing their president or celebrities in different countries and describe them in Mandarin.</p> <p>2. Ss will be excited when they see their pictures shown on the slides, so they’ll willing to practice the target language.</p> <p>3. Ss will be attracted by my picture and practice the sentence pattern as these things happen, that is, they are confused by Asians.</p> <p>4. Ss will be eager to correct the facts about themselves using the target language.</p>
		Check for understanding	Questions and Answers

You do: (Independent Practice/small groups)

<p>How will students demonstrate their learning? How will you support all students/ levels of cognition? What instructional adjustments will you make when</p>	Estimated time:	Teacher Actions and pre-planned questions	Student actions including active engagement strategies/ expectations
	20 minutes	<p>1. Pairwork. Exchange basic personal information with your partner starting from saying hello to introducing your name and your nationality.</p> <p>2. Competition--switch partners. Get to know your classmates as</p>	<p>1. Ss will be able to greet and get to know each other using the sentence patterns they’ve learned.</p> <p>2. Ss will be interested in knowing their new classmates.</p> <p>3. Ss would like to compete with each other and see who can get to know more classmates</p>

students don't understand?		many as possible using the target language and report their information.	in the limited time.
		Check for understanding	Get close to Ss and offer help if they get stuck.

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
	7	1. Report how many classmates they know and their information. 2. Review the sentence patterns.	Ss will get excited to see who wins and whether they get the correct information about them.
		Check for understanding	Presentation