



Lesson Plan Template

Date	Content area	Grade Level	Estimated time for lesson
Nov 2, 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 name different sports, like tennis, basketball, soccer, ping pong, jump rope, shuttlecock, swimming, tell whether they can play them, ask each other whether they can play and what's their favorite workout, ask others whether they are athletes and what kind of athletes they are, and get to know the national sports of China 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 P89-92, images of different sports, video clips, Flash cards			
Vocabulary: <i>What specific vocabulary words and concepts will be taught during this lesson?</i>			
<p>Vocabulary: wǎng qiú 网球, lán qiú 篮球, zú qiú 足球, pīng pāng qiú 乒乓球, shéng zi 绳子, jiàn zi 毽子, yóu yǒng 游泳, dǎ wǎng qiú 打网球, dǎ lán qiú 打篮球, dǎ pīng pāng qiú 打乒乓球, tī zú qiú 踢足球, tiào shéng 跳绳, tī jiàn zi 踢毽子, yùn dòng 运动, yùn dòng yuán 运动员, huì 会, dǎ 打</p> <p>Sentence Patterns: 1. Nǐ huì dǎ wǎngqiú ma? 你会打网球吗? 2. Wǒ huì dǎ wǎngqiú. 我会打网球。 3. Wǒ bù huì dǎ lánqiú. 我不会打篮球。 4. Tā shì lánqiú yùndòngyuán. 他是篮球运动员。</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 students' playing soccer in our sports ground because our school soccer team just won a game in order to elicit the topic "Can you play soccer?" "Do you like playing soccer?" "Is playing soccer your hobby? "	Students will be able to answer they like..., their hobby is... in Mandarin. At the point, we learn "soccer", "play soccer" and "can play soccer."

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 famous athletes playing different kinds of sports and ask the following questions in Mandarin: 1. What is this sport called? 2. Can you play it? 3. Is LeBron Jame a basketball	1. Students are expected to say "I can play..." in Mandarin and learn how to say the sport. 2. By watching the pictures, students can better understand what "athlete" mean and the sport they play. 3. Students can tell which country is good at which sport. E.g. The US is famous for its

		player? 4. Is he an American basketball player? (Reviewing nationality) 5. Do you want to be a basketball player? (Reviewing jobs and the sentence pattern "I want to be...") 6. The same questions with each sport.	dream basketball team. China is well-known for ping ping.
		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: 30 minutes	Teacher Actions and pre-planned questions 1. Read aloud. 2. Write down the name of the sport under the picture. 3. Listen and match. 4. Complete the dialogues according to the pictures below. 5. Ask and answer each other whether they can play basketball, soccer, tennis..., whether they like playing basketball, soccer, tennis...,whether they would like to be a basketball player, a soccer player...	Student actions including active engagement strategies/ expectations 1. Learn and consolidate the sentence patterns by reading aloud. 2. Check whether they understand what they've learned in class. 3. Take an active part in asking and answering questions about their favorite workout (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. Pair work.

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: 27	Teacher Actions and pre-planned questions Exercises checking 1. Tell their own interest in sports. 2. Report their partner's interest: whether he/she can play basketball, soccer...whether he/she wants to be a basketball player, a soccer player... 3. Do a survey on how many students can play basketball, soccer, tennis, ping pong... 4. Group work. For students sharing the same interest, talk about your favorite player, make an appointment to play basketball or watch a basketball match together.(Reviewing time and date). Recommend a soccer game of our school to Ms. Chen. 5. Report what your group are going to do.	Student actions including active engagement strategies/ expectations Students will be able to 1. Talk about whether they can play a certain sport, which is their own favorite workout and whether they want to be an athlete. 2. Report what sport their partner can play, what is their favorite sports and whether they want to be an athlete using the third person. 3. Switch partners and do a survey to find out how many students can play basketball, soccer. Tennis... 4. Make an appointment with their classmates to play or watch a game together.
		Check for understanding	Group discussion

CLOSURE

How will you provide closure to	Estimated time:	Teacher Actions and pre-planned questions	Student actions including active engagement strategies/ expectations
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the lesson? How will students reflect on their learning progress?	5	Summary on the slide: 1. Review different sports with the pictures. 2. Recommend a soccer game of our school to Ms. Chen.	Students name different sports and some famous athletes. Students can tell which country is good at which sport.
		Check for understanding	Flash cards