**Lesson Plan**

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| **Teacher:** Zhenglin Wang | **Lesson title:** About You | **Ss level:** Grade 4 |
| **Background Information:** The students have learned the vocabularies and the sentence patterns about personal information in the past months，like“What’s your name? My name is...”, “How old are you? I’m ...years old.”; “Which grade are you in? I’m in ...grade.”, “Where are you from? I am from America.”, “Who are in your family? There are ....in my family.”, “What’s your favorite food? My favorite food is ...”, “What do you like doing? I like ...”. 你叫什么名字？我的名字叫。。。；你几岁了？我。。。岁了；你上几年级？我上。。。年级；你来自哪里？我来自美国；你家有谁？我家有。。。和我；你最喜欢的食物是什么？我最喜欢的食物是。。。；你喜欢做什么？我喜欢做。。。 In this lesson, students have the opportunity to use all they learned to get to know each other by asking and answering about each other’s personal information. |
| **Objective(s):** By the end of this lesson, students will be able to (SWBAT)…* (content) review personal information vocabularies, sentence patterns, and ask and answering the questions about each other.
* (language) use the above language points to share the information about themselves.
* (skills) use comprehensible pronunciation (inc. intonation) in speech and correct spelling.
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| **Assessment(s)**DiagnosticFormativeSummative | *What will students do to show their progress towards or mastery of the objectives?*Students will ask the questions and answer about personal information.Students will do a SURVEY about the personal information of their classmates.Students will do report about others’ personal information. |
| **Lesson Sequence** |
| **Activity Name** | **Activity Steps and Description** | **Time** | **Materials** |
| **Warm-up** (activate background) | Greet each other by saying Nihao\ Zao shanghao. Hold a ball and say “My name is...” and then throw the ball to a random student. Student who gets the ball will say “My name is...”, and then continue throwing the ball randomly to keep the game.  | 3min | A ball |
| **Activity 1**(encounter new material) | 1. Do the "Ask Me" activity.Draw a person on board and write teacher’s name under it. Then write some answers to the following questions (just the answers) around the board: Age: How old are you? Grade: Which grade are you in? Hometown: Where are you from? Food: What is your favorite food? Family: Who are in your family ? Hobby: What do you like doing?

 2.Teacher write down “what’s your name?” on board and point to the name on board. Next, point to hometown on the board and try to elicit the question "Where are you from?". As T elicit and help, write the questions on the board until all the questions are there.  | 5min | board |
| **Activity 2** (engage with new material) | Practice asking and answering questionsDeliver ss a piece of paper with the questions on it. Have ss draw a person just like the T and write their name underneath, and write down their answers (fill in the blanks)to the questions on the board - basically doing the same thing as T did on the board. Then put ss in pairs and have them practice asking and answering the questions about themselves. As they do this circulate and monitor, helping out with mistakes and pronunciation, and always give lots of praise. | 10min | White papers with some questions and the sentence patterns for answers |
| **Activity 3**(engage with new material) |  Do a class surveyGive out the survey sheets to each student. Go through the column headers and make sure everyone understands that they have to ask questions to 4 other students to complete their survey. Just to make sure, model the activity with a student, asking the questions and showing writing the answers. Then allow everyone to get up and mix around as they complete their surveys. | 5min | survey sheets |
| **Activity 4**(apply new material) | ReportHave ss share one student’s personal information and have others to guess who she/he is. | 5min |   |
| **Closing** (reflect on learning) | 1.Students read the questions again on the board.2.The teacher give summary about the survey. | 2min | board |
| **Teacher’s Notes and Reflections** | Students have so much fun reviewing what they learned this term. While they do the survey they really use the target language. And during the report, because of the information gap, others listen quite carefully to guess the right classmate. In this way, ss practice their listening and speaking very effectively.  |