**Chinese Level one**

Teacher Chen Jinyun Grade level Grade 11

Lesson title Time and schedule

Date February 12 , 2014

Time length: 50 minutes

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| Step 1—Desired Results |
| *Standard Outcomes for Learning (ACTFL Standard 1.1)—Answer’s the question, what should students know, understand, and be able to do as a result of the lesson?*  After completing the class, students will be able to  1. ask what time it is in Chinese and answer correctly in Chinese;  2. use the vocabulary appropriately: morning, noon, afternoon and evening ;  3. make up at least three sentences to describe their daily schedule in Chinese. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  1. Students will respond correctly when the teacher asks them what time it is ;  2. Students will ask “what time it is” fluently and answer accurately in class activity ;  3. Students can draw the right hour hand and minute hand in the clock sheet ;  4. Students can write down the right time on their worksheets when seeing a clock picture. |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  1. Warm up (5 minutes)  A. Review numbers. Competition of counting numbers.  B. Lead in.  Show students a big paper clock marked with Chinese characters. Spin the hour hand and minute hand to ask them answer what time it is.    2. Objectives (2 minutes)  A. Present the key sentence pattern they will learn today on the screen in Chinese.  -What’s the time now？  -It’s twelve twenty.    -What time do you eat breakfast?  -I eat breakfast at 7:00 am.  3. Activities (35 minutes)  A. Ask the question “what’s the time” in Chinese and point to my watch to make sure students know what I’m asking. Wait and see whether students can apply the model answer on the screen to the actual conversation and then answer the question with the students together. (5 minutes)   1. Send each student a different picture with different time in a clock and ask them to write down the time correctly in Chinese characters under the picture. ( 5 minutes) 2. Students work in pairs to ask each other the question “Xiàn zài jǐ diǎn zhōng? ” and answer correctly in Chinese. (3 minutes)   D. Send students worksheets with different clocks and activities from morning till night and ask students to fill in blanks with the correct answer in Chinese. (5 minutes)  E. Game: Mr. Wolf, Mr. Wolf, what’s the time? (7 minutes)  F. Group competition. Students work in groups of four to make up sentences like “I eat breakfast at 7:00 am” or “I go to swim at 2:00pm.” in five minutes and write them on the blackboard. The group making up the most sentences will win. (10 minutes)  4. Assessment (5 minutes)  Send worksheets to students and ask them to write the time shown on each of the clocks.  5. Assignment (2 minutes)  Make a mini book about daily schedule with pictures on it.  6. Exit pass (1 minute)  What have you learned today? |
| Step 4—Reflection |
| *What happened during my lesson? What did my students learn? How do I know?*  *What did I learn? How will I improve my lesson next time?*  The best part of this lesson was the game part. Students loved the game Mr. wolf, Mr. wolf, what’s the time. They chanted the question in Chinese for so many times and after the game, every one was able to ask the time in Chinese so fluently. I will do more research on internet to find more games and activities for each topic. |

Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD,