Kolter Elementary School Chinese Lesson Plan

Teacher Chen Lei Grade level G4-G5

Lesson title Foods

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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?*   1. The students should know the Chinese words of foods— breakfast 早饭 zǎo fàn, lunch午 饭 wǔ fàn, dinner 晚饭 wǎn fàn, toast 烤面包 kǎo miàn bāo, milk牛奶 niú nǎi, cereal 麦片 mài piàn, eggs 鸡蛋 jī dan, sandwich 三明治 sān míng zhì, juice果汁 guǒ zhī, meat肉 ròu, rice米饭 mǐ fàn, soup 汤 tāng 2. The students are able to talk about their favorite food:   I like我喜欢… Wǒ xǐ huan  I don’t like 我不喜欢…Wǒ bù xǐ huan |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   1. The students will read the Chinese words of foods. 2. The students will do Fly Swatter to practice new words. 3. The students will give a presentation:   I like我喜欢… Wǒ xǐ huan  I don’t like我不喜欢…Wǒ bù xǐ huan |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  I. Lead-in:   1. Warm up: the teacher greets the students in Chinese Nihao! Qingjin! (hello! Come in please!) 2. Daily talk: Who can tell us the weather and the date in Chinese? ( The students should say: 今天是2016年2月17日, 星期三，天气很冷。Today is Wednesday, Feb 17, 2016， it is very cold)   II. Presentation   1. Show some pictures to teach breakfast 早饭 zǎo fàn, lunch午饭 wǔ fàn, dinner 晚饭. 2. Pair work: Teach the students to ask and answer:   A: 你(nǐ)吃(chī)早(zǎo)饭 (fàn)了(le)吗(ma)？Did you have your breakfast?  B: 我(wǒ)吃(chī)了(le)。Yes, I did.   1. Ask the students: What do you have for breakfast? Write down their answers on the white board and teach them Chinese words--milk牛奶 niú nǎi, cereal 麦片 mài piàn, eggs鸡蛋 jī dan, toast 烤面包 kǎo miàn bāo. 2. Ask the students: What do you have for lunch? List the names of food on the white board and teach them Chinese words-- sandwich 三明治 sān míng zhì, juice果汁 guǒ zhī, meat肉 ròu, rice米饭 mǐ fàn, soup汤 tang. 3. Ask the students to take notes in their journals. Tell them I will check their notes after class. They can get my stickers id they do well.   III. Vocabulary Game: Fly Swatter  Show some pictures of different foods and ask some of the students to come to the front. Give each student a fly swatter and ask them to hit the correct picture with the swatters.  IV. Cultural Connection  Show some photos of Chinese foods and introduce the following,  Food and Recipes of China  Chinese food is known as one of the great cuisines of the world. Preparing it is considered a form of art. And different regions of China have their own special style of cooking.  The food of China can be very healthy too. The Chinese were the first to discover that cooking vegetables quickly in just a little bit of sauce or water helps keep in most of the nutrients that make vegetables healthy for you.  V. Drill.  Teach the students to say我喜欢… Wǒ xǐ huan I like…  我不喜欢…Wǒ bù xǐ huan I don’t like…  The students practice writing Chinese characters.  VI. Survey and Presentation.   |  |  |  | | --- | --- | --- | |  | **喜欢**  **xǐ huan**  **like** | **不喜欢**  **bù xǐ huan**  **don’t like** | | **I (your ame)** |  |  | | **A classmate** |  |  | | **Another classmate** |  |  | |
| 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?*   1. When introducing new vocabulary, it is more enjoyable for children to repeat the words in different ways. In this class, I ask the kids to repeat the words in a loud voice, and fast, and very softly like a whisper. The students had great fun. 2. More Chinese cultural connection is needed according to what I teach. It helps the students to know about China’s society and culture. 3. The students feel proud of their work and look forward to taking their projects home to share with their families. |