**Chinese Lessons Scope SY1819**

**（Note: The original version is in the format of Excel, but it was denied in the website when I posted it. So here is another version.）**



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|  | **Lesson Type** | **Lesson Plan** | **Materials Needed** | **Length of Lesson (Minutes)** | Notes/Comments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 | Chinese | 8/20 1. Class rules. 2. Greeting and ask names. Sentence patterns: Hello. How are you? I am fine. What's your name? I am ... New words: 你，好，吗，我，很，叫 | PowerPoint slides; video about Chinese names; color paper and pens for activities and making name card. | 82 minutes | Everything goes well. I am getting to know my students’ learning styles. I need to allow more time for students to take notes and I need to adapt the volume of teaching contents in my following lessons. They can read Pinyin easily, which helps them pronounce the characters, so I will teach Pinyin and 4 tones in the following lesson. | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 2 | Chinese | 8/22 1. Review: exchange greetings and ask names; 2. Ask names: Are you …? 你叫…吗？I am (not) …我（不）叫… 3. New words: he/him他; she/her她. | PowerPoint slides; video of "你好歌" https://youtu.be/m\_rDIzj6DRE ; word cards; revision exercise sheets; writing sheets for Chinese characters. | 72 minutes | Everthing goes nearly as I expected, though students in different periods show differently. Some students can easily recall what we have learnt but some nearly forgot most of what we learned. It took quite a long time finishing the revision exerises. When we learn the new materials, it caused some sonfusion for some students even though I taught the sentence in the last lesson. \*I typed a sheet of all the new words and sentences and ask them to stick it in their notebook. They can refer to it for revision. | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 3 | Chinese | 8/27 1. Review: exchange greetings and ask for names; 2. Ask who sb is and give the answer. Sentences: Who is he/she?他/她是谁？ He/she is my classmate/ teacher.他/她是我的同学/老师。New words: who谁, to be是 ,classmate同学,teacher老师 3. Role play: introduce your classmate/teacher to others. | PowerPoint slides; word cards; a copy of Powerpoint slides showing all the words and sentences we learned in the first 2 lesson and the new words and sentences we need to learn today. | 82 minutes | After 4 days (the school canceled for 2 days because of curricane and Saturday and Sunday), not all students turn in their homework (a sheet of writing Chinese characters). We took half of the time reviewing all the contents. They had trouble recognize the characters (only character) but they could response to greeting and asking for names. Then when we began learning new sentences "who is he?", they got a bit confused with previously learned "What is his name?" So i think every class, we need sufficient time reviewing the previously learnt contents and just add one new sentence and a couple of new words, which may help them learn better. | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 4 | Chinese | 8/29 1. Review: words & sentences; Chinese culture of greet and address people 2. Practice the pair-work presentation and make sure students understand the requirements and contents.  3. Learn four basic strokes of characters and write 8 characters | Powerpoint slide; word cards; Character writing sheets; videos on Youtube； students bring picture of their classmate or teacher and their own name card | 72 minutes | 1. Practicing the dialogue took quite a long time. I went to each pair and heard them finish the whole dialogue. Some pairs were quite fluent but some were a little bit slow. I guess next time when they do the official pair work, they still need time to prepare. 2. The videos to show the Chinese character and the four basic strokes are quite good. | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 5 | Chinese | 9/5 1. Distinguish differences in various greetings: 您好/你好；你们好/你好；早/早上好;老师好，同学们好; 再见。 2. Act out how Chinese teachers and students greet in class. 3. Pair presentation: dialogue.  4. Say and write numbers 1-10, learn five new strokes of characters. | Powerpoint slide; Character writing sheets; videos on Youtube | 72 minutes | This is the first big presentation, a pair work. Students need to exchange greetings (2 kinds) and ask several questions and give responses about asking for and tell the names and introducing a third person. Most students did quite well, some are not fluent enough since this presentation is done after 6 days after last lesson. To our excitement, a pair of students added some now information in Chinese. I will give them another chance to get better grade, meanwhile keep them pracitice more. | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 6 | Chinese | 9/7 1. Finish the pair presentation: dialogue 写一写（Let’s write)：Write the characters, saying out the strokes.  你秀我说(You show I say)：Count the numbers by showing fingers. 2. Say, count and write the numbers 1-10 1)Hopscotch. 2)(exercise sheet) write down the numbers of the following items. | Powerpoint slide; students' exericise sheets; cards of numbers | 42 minutes | The second chance for students to do pair presentation proved that students do it better than last time, only a couple of them need more time to get fluent. Students are not aware enough for the strokes of writing but I can see there are some can say the strokes faster than others. So far, I have introduced some basic strokes to students and I will give them complete picture of stroke in the next lesson, which may help them know better about strokes if they want to write good Chinese characters. | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 7 | Chinese | 9/10 1. say the dates of September 1-10; 2. know Chinese Teachers’ Day: Chinese tradition of respecting teachers; ancient and modern teachers’ day; two metaphors for teachers; how to celebrate Teachers’ Day; 3. make cards for teachers with Chinese wishes for teachers and give them to teachers. | Powerpoint slides; student sheets; color paper; videos on Youtube | 82 minutes | I made the plan for nearly a whole day (Sunday), trying to add all the resources I could get from China, for the day back home is 18 hours before ours. Since the focus is on a Chinese holiday, so we only briefly reviewed the numbers 1-10 and tell them to say September the 10th. Then during the presentation, they could concentrate because they had the student sheet in hand, they needed to write down the answers. But writing the Chinese words was still challenging for them. We spent quite some time on the writing, for we need to write some Chinese words on the cards. Students made their own cards perfectly. We went to some classroom during the adversary time to deliver the cards and students introduced the day to the teacher and said their best wishes in Chinese. Next time, it would be better if I can find a better time for use to deliver the cards to the teachers without interrupting their teaching. | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 8 | Chinese | 9/12 1. Say the date of September : 今天是九月十二日。 2. Ball catching, number cards matching 3. Finish the exercises in student’ sheet. | student's sheets ; Powerpoint slides | 72 minutes | playing games of numbers helped students to say more of the numbers. And group work got them more involved. | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 9 | Chinese | 9/14 Say the date and the day of the week : 今天是九月十四日，星期五。 Activity: Ask for telephone numbers.  3. Prepare for the test next Monday. | student's sheets ; Powerpoint slides | 42 minutes | In this lesson, we need to learn chinese for "telephone number", some students learned it quickly, but some still need more time to pracitce. I typed the Chinese characters and pinyin in the students' sheet in order to say some time for them to copy down in their notebooks and have more time to practice saying them. But the effect was not so good. Asking for telephone numbers is a good way of paracticing saying numbers. | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 10 | Chinese | 9/17 1. Test (numbers for 1-10) 2. Review numbers 1-20 , try saying 1-99 3. ask for and tell telephone numbers, telling numbers in three or four digits at a time 4. make a paper dice . Toss twice and get two numbers. Do the addition and say in Chinese | test papers; dice making paper sheet; paper for writing numbers | 82 minutes | I originally plan to use the paper dice to arouse students' interest to make something and then use it to toss for numbers and do addtion. But students took quite a long time to finish the paperdice and then the time used to practice saying addition exercise became shorter. So in the third period, I didn't ask students to make the dice and just jumped to do the addition. Generally, for the test, period 2 and period 3 did better than peroid 1. | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 11 | Chinese | 9/19 1.say and do addition and substraction 2. say the dates of holidays | student's sheets ; Powerpoint slides | 72 minutes | We used Chinese to do addition and abstraction. When doing these maths exercises, they should not be too challenging, for some students may find it difficult to solve the problem. I am not sure whether Chinese chanting the addition is suitable for the students here, so I just tried once. | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 12 | Chinese | 9/21 1. know some facts about Mid-autumn Festival,2. watch the video about Cheng'e flying to the moon 3. Make paper lanterns | student's sheets ; video; color paper , color pens and sissors ad glue sticks | 42 minutes | It was really fun to make paper lanterns with students. They hadn't finished the lantern and it will be finished next Monday. | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 13 | Chinese | 9/24 1. know the date, origin and significance of the festival; 2. read a poem and understand the feeling the poem conveys;3. make a lantern and taste mooncakes. | student's sheets ; video; color paper , color pens and sissors ad glue sticks | 82 minutes | It was amazing that students could read the poem and the story with the help of Pinyin. It was great fun this lesson. | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 14 | Chinese | 9/26 1. A video presentation: date; name; count 1-31 with finger guestures 2. say the time | video tape recorder | 72 minutes | After some preparation, students finished the presentation quite well. They are learning and I am very happy with the result. | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 15 | Chinese | 9/28 Students can tell the time to o'clock/half past. | Powerpoint slide; student's sheet | 27 minutes | Since the time was shortened, we learned how to say the time to o'clock and half past. We will pracitce more next week. | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 16 | Chinese | 10/1 1. watch a video of China and know some symbols and facts of China; 2.watch a second video and search online to know about Chinese National Day, and how people celebrate it; 3. students  introduce their own national day and draw their National flag. | video； student's sheets; access to the Internet | 82 minutes | By watching the video, students know about some important symbols and places of China. They also learn the area and population about China and Chinese National Day. By asking them to write where they come from and their national flag, I try to know the countries they come from and use the information later to teach them the names of countries. | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 17 | Chinese | 10/3 1. Go through words & Expressions. 2. Write the calendar of October 2018 in Chinese. 3. Write the date of today. 4. Finish the exercises on the student’s sheet. 5. Write the time by the clock.  6. Make a paper clock.  7. Homework: Prepare for the test on Friday. | Powerpoint slide; student's sheet; paper plates and paper fastener for clock making | 72 minutes | For the test , most students need some time to practice and then they can handle it. But there are still some students need to be tutored particularly. | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 18 | Chinese | 10/5 1. Finish a test. 2. Finish the paper clock and tell the time. 3. Say the times when we do our daily routines. | Powerpoint slide; paper clock | 42 minutes | After the test, we finished the paper clock. I asked them to show some time with it because I need to make sure that everyone can show the right time with the paper clock. We learned how to say the times when we do our daily routines. From their answers, I learnt that quite a lot of them don't eat breakfast. | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 19 | Chinese | 10/15 1. Say the times of daily routines with the clock.  2. Ask age and answer. 3. Say family members and their routines. | Powerpoint slide; paper for notetaking | 82 minutes | Since today is the first day from Fall Break, some students are not ready for class. However, most of them have learnt what I wanted them to learn today. For the next lesson, I will go on teaching them how to say family members and help them to introduce their family members. | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 20 | Chinese | 10/17 Review family members Draw a picture of family member and introduce your own family | Powerpoint slide; paper for drawing | 72 minutes | Teacher's personal family photo can trigger students' interest in the teacher's family. Pay attention when students draw their own family pictures, some my have more and complicated family members. Try not to make them embarresed. | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 21 | Chinese | 10/19 Review family members (flash cards) https://www.youtube.com/watch?v=JYedRu70Bmo 2. Flash cards matching 3. Pair work: sing the Family song  （One sings the A part, and the other sings the B part)  4. Finish student’s sheet: family members | Powerpoint slide; student's sheet | 42 minutes | Student did quite well for the word matching and song singing. I asked them to sing the song in pairs, with one being A and the other B. They practiced asking and answering. And this will be the test for next Monday. | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 22 | Chinese | 10/22 1. Revision Practice (family members)：student’s sheetPair work: sing the Family Song.  | student's sheets ; Powerpoint slides | 82 minutes | Students love the interview work. They asked each other their siblings and report in class.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 23 | Chinese | 10/24 1. ask people whether they have siblings and how many 2. introduce family membersintroduce family members | Powerpoint slide; student's sheet | 72 minutes | Survey is what students like. It can also get them involved in active listening.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 24 | Chinese | 10/26 1 review family members 2. prepare for the oral presentation next weekprepare for the oral presentation next week: introduce family members | Powerpoint slide; requirements | 42 minutes | It took some time to practice. I need to make sure everyone understand the requirement and can say what is reqiuired.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 25 | Chinese | 10/29 1. Pracitice oral presentation 2. search for information online. | the internet | 82 minutes | Grade 8 students went field trip today. So the coming Grade 7 students practiced their oral presntation and search some information online about holloween.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 26 | Chinese | 10/31 1. students introduce Holloween 2. I introduce Zhong Yuan Festival 3. Comparision of the two festivals | 　 | 72 minutes | Students were very excited to share some ghost stories. We compared the two ghost festivals and find some similarities and differences. We know more about each other's culture through the exchange.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 27 | Chinese | 11/5 1. After watching a video of students finish the worksheet of the 36 pictographic words and their meanings 2. show the drawings of 4 words to their parents and tell them their meanings  | video on youtube : 36 Chinese pictographic characters | 82 minutes | students finished all the required sheet and get a rough knowledge of Chinese pictographic characters | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 28 | Chinese | 11/6 1. Review the video of the pictographic words and tell students that some of them are ancient words, which we don't use in our daily life and tell them what we use 2. summarize some common Chinese radicals ad their meanings | Powerpoint slide; videos on Youtube | 72 minutes | Students' watched the video again and this time focus on the meaning of the words and if this is a very formal word, which is not used in our daily life, I will tell them what we use now. Students can guess the meaning of some new words according to their radicals.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 29 | Chinese | 11/14 1. Oral presentation:introducing family members with family picture 2. learn Chinese Pinyin and tones | Oral presentation rubric, video clip for Pinyin  | 72 minutes | There is a long time apart from last class, so students need time to practice first for the oral presentation. It turned out fine especially in Period 2 and Period 3. Period 1 gave me some ideas about what they want to do in the near future. Accordingly, I will adapt my leaching plan and begin to teach food and cooking this Friday and will ask them to bring a dish they make next Monday to share how they cook it and what they use in the dish and how is the taste.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 30 | Chinese | 11/16 1. learn vocabulary of food and cooking 1）Watch a video of Chinese Sichuan street food (https://www.youtube.com/watch?v=rejudxVMEFw) and find out the feature of Sichuan food 2) Learn basic vocabulary about food: ingredient (vegetables, meat, seasoning) and ways of cooking 2.. teach students how to use "goolge translate" to find out the Chinese words and how to use Pinyin to find Chinese characters | google translate; youtube | 42 minutes | Teach students to use google tranlate to find the Chinese words, showing them the importance ot Chinese Pinyin for their further learning.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 31 | Chinese | 11/19 1. taste food made by students and share the recipe of each dish. 2. judge the food according to the way it was cooked and their taste. | 　 | 82 minutes | We had a lot of fun enjoying the food from different culture. At the meantime, we also focused on the language, such as how to describe the taste, and tell the ingredients and how to cook the food | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 32 | Chinese | 11/21 1. 1. Know about Thanksgiving 1) Group competition: Each group find 5 questions and ask the other group: (write down the questions and answers for check) https://www.brownielocks.com/thanksgivingtrivia.html 2) Match 6 Chinese sentences with English translation and make a passage about Thanksgiving. Read the Pinyin of the C 3) Learn some vocabulary about Thanksgiving 2. Make a thankyou card.Each group find 5 questions and ask the other group: (write down the questions and answers for check)https://www.brownielocks.com/thanksgivingtrivia.html2) Match 6 Chinese sentences with English translation and make a passage about Thanksgiving. Read the Pinyin of the C3) Learn some vocabulary about Thanksgiving 2. Make a thankyou card. | Powerpoint slide; website; paper to make cards | 72 minutes | With the help of some website, students find some questions about Thanksgiving and group competition got them more involved.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 33 | Chinese | 11/26 1. say :like; dislike 2. learn vocabulary of vegetables and fruits | Powerpoint slide; paper for drawing | 72 minutes | By adding some action verbs, students can make a sentence and use all the words they have learned. | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 34 | Chinese | 11/28. 1. express their feelings “happy, sad, angry, scared” according to different situation 2. make body movement to show action “kiss, coax, take with, hug” 3. learn to sing the song “谢谢你 Thank you” https://www.youtube.com/watch?v=o5q3uaKDf9c sing the song with sign language https://www.youtube.com/watch?v=KZhdyOVvTIo 4. learn the vocabulary of colors | Powerpoint slide; youtube | 72 minutes | It was fun to learn Chinese through singing a Chinese song and learn Chiense words by acting out the feeling and action | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 35 | Chinese | 12/3 1. 1) review the words of colors 2) Practice: one says the color and the others point out the items of the color in classroom 3) shuttlecock kicking and review number counting from 1 to 120. 4) Quiz: matching 2. Review the words of fruits. 1) flash cards. say the names of fruit. 2) Say what fruit is missing 3. Review the words of vegetables | Powerpoint slide; shuttlecocks; flash cards | 82 minutes | It was fun when students kicked the shuttlecocks. They tried to make more kicks but failed. Only one student made it to 11.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 36 | Chinese | 12/5 1. Review the words of colors, fruits and vegetables 1）watch pictures and tell what is in them; say color + fruit/ vegetable 2) Practice :萝卜蹲 Radish squatting 3) survey: what fruits and vegetables do you like. Write: …喜欢…和…。 | Powerpoint slide; youtube | 72 minutes | The video of the game "Radish squating" attracted students to play later. The words sound like a tongue twist though, but it did help students to use the vocabulary of Colors. | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 37 | Chinese | 12/7 Make dumplings with culinary class students  | youtube | 42 minutes | Students learned to wrap dumplings and cooked them and ate. They love dumplings. | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 38 | Chinese | 12/10 1. Introduce Chinese Jiaozi. 2. Write the calendar of November, preparing students to write the calendar of December for a test. 3. Review colors, fruits and vegetables (flash cards matching) | Powerpoint slide; flash cards; student's sheet | 82 minutes | Flash cards matching is good for vocabulary review.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 39 | Chinese | 12/12 1. Test: calendar of December. 2. Review practice of colors, fruits and vegetables, preparing students for the test on Friday | Powerpoint slide; youtube; student's sheet  | 72 minutes | Show the similar test exercise for students to get well prepared for the test on Friday.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 40 | Chinese | 12/14 Test  | students' sheet | 42 minutes | 　 | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 41 | Chinese | 12/17 Test check and Review and retake  | student's sheets | 82 minutes | 　 | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 42 | Chinese | 12/19 1. Write Merry Christmas in Chinese. familiarize the order of strokes of the four words. 2. Write the four words in Chinese ink. 3. Teach students how to write calligraphy.  | calligraphy brush, ink, Xuan paper | 72 minutes | Students like to write calligraphy. They took back home some words they think they wrote the best.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 43 | Chinese | 12/21 Make a poster for Christmas, with Chinese words and paper cutting of snow flakes and a Christmas tree | calligrahy, paper cutting tools | 42 minutes | It is the last day before winter beak so we made poster to celebrate it.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 44 | Chinese | 1/9 I. Review the names of fruits, vegetables and colors. 2. Learn new words of positions and sentence “A 在B的。。。” 3. practice: say and show; finish a picture accordeing to directions 4. Make a sentence  | objects in class; side shows; mask | 72 minutes | It took some time to note down the words and make a sentence, but I think it is worth the time. Writing is helpful for learners to remember the words. Besides students gave instructions of direction to guide their classmate to finish a picture brought some fun to students.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 45 | Chinese | 1/14 1. Learn new direction words "里/里面 in, inside; 外/外面 out/outside" 2. Prqactice with all direction words 3. Learn to sing and dance to the direction song 4. prepare for the test next period  | PPT slides, youtube  | 82 minutes | It was fun to learn to remember new words by singing and dancing. Though some of the students were shy, with small movement (with fingers) they did use their body language to the music.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 46 | Chinese | 1/16 1. Review direction words with flash cards. 2. Perform the direction song 3. Take a test | PPT slides, Youtube, Test paper | 72 minutes | All the students were required to perform the direction song. With movements, students can better memorize the words.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 47 | Chinese | 1/18  1. Review the words of direction and position by singing and dancing.  2. Activity: get out from the maze  Arrange the desks into a Maze. One picture of panda on the screen with its nose missing. One student has his eyes covered and started from the other side of the maze. One student guides him by giving directions until he comes to the picture of panda and get its nose pasted. 3. Written pracitce: Each student draws a picture of fuits and vegetables in different positions. Exchange the picture with one another. Each student writes two sentences according to the picture he gets. Get the paper back and the former student need to check the two sentence and correct it. | eye mask | 82 minutes | It was fun to play the maze.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 48 | Chinese | 1/23 1. say the names of 12 zodiac animals in Chinese. (鼠(shǔ)，牛(niú)，虎(hǔ)，兔(tù)，龙(lóng)，蛇(shé)，马(mǎ)，羊(yáng)，猴(hóu)，鸡(jī)，狗(gǒu)，猪(zhū)) 2. know the story of zodiac animals and know theri order 3. figure out people's zodiac animals according to the year when they were born  | PPT slides, Youtube, students' sheet | 72 minutes | students love the story of the zodiac animals and they were excited to know their and their parents' animals | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 49 | Chinese | 1/25/19 make zodiac animal wheel  | 　 | 42 minutes | 　 | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 50 | Chinese | 1/28/19 1. Ask students what they know about Chinese New Year. Take notes for further reference. 2. Introduce celebration of Chinese New Year: 1) Video Opening Day of Disney’s Lunar New Year Celebration 2019 – Disney California Adventure https://www.youtube.com/watch?v=lHds0D96f24 2) Introduction to 春节 https://www.youtube.com/watch?v=lEtADJI97Q0 3) How do people celebrate Chinese New Year? 过 年 (guò nián) Why do people 过 年(guò nián) ? Legend of Nian https://www.youtube.com/watch?v=PXOS99vWI\_o | 　 | 82 minutes | 　 | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 51 | Chinese | 1/30/19 1. sing happy new year song 2. greetings in Chinese New year 3. write fu  | 　 | 72 minutes | 　 | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 52 | Chinese | 2/ 1/ 19 Make and cook dumplings in other teacher’s classroom. | 　 | 42 minutes | 　 | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 53 | Chinese | 2/4/19 1. Show pictures and videos that I took in Chinatown about the New Year Celebreations, giving explanations when students have questions. 2. Pracitce using chopsticks. Show videos of what is not appropriate when using chopsticks. 3. Clarify what is expected for students when they go to the field trip.  | 　 | 82 minutes | 　 | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 54 | Chinese | 2/6/19 1. Review of the field trip and exchange ideas according to theie notes. 2. Show three Chinese food they ate yesterday and tell their names and how to make them or eat them. 3. Finish the survey for the field trip.  | 　 | 72 minutes | 　 | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 55 | Chinese | 2/8/19 Prepare for the tiger fest and get all the mertials ready.  | 　 | 42 minutes | 　 | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 56 | Chinese | 2/13/19 1. Give out the stamps to students. 2. finish the field trip survey and turn them in in class. 3. review the words of directions and zodiac animals. 4. New words of directions (东南西北）  | PPT, students' sheet | 72 minutes | I gave students a stamp with their Chinese name caved on it and them asked them to make a stamp on paper to make sure they can make their name stamp in the right way. They loved it and curious and they are very excited to see their names on the stamp on paper.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 57 | Chinese | 2/15/19 1. Daily Chinese: Thank you 谢谢 2. Review positions 上下左右前后中里外 3. New words: east, south, west, north 4. sentence pattern: A 在B的。。。。 5. read map of China and tell the location of a place | slides, students' sheet  | 72 minutes | showing the map of China with administrative areas allowed students to know some basic knowledge of China. | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 58 | Chinese | 2/20/19 1. Daily Chinese: Hello 你好 2. Review positions 东南西北 3. New words: southeast, southwest, northeast, northeast 3. tell the location of famous touist attractions in China. 4. Introduce three places in Oahu and tell their locations | slides, students' sheet  | 72 minutes  | Students love to introduce their favorite place in Oahu.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 59 | Chinese | 2/25/19 1. Daily Chinese: I am sorry. 对不起。It’s ok. 没关系。 2. Speaking: Say four sentences A 在 B 的\_\_\_\_\_\_\_\_\_\_\_ 边。 3. Review 8 directions (student’s sheet) 4. New words and sentence patterns  | slides, students' sheet  | 82 minutes | Some students have dufficulty telling the location of a place with the words of "east, south, west, north" so it prevents them from saying the direction in Chinese. I decide not to focus more on this field.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 60 | Chinese | 2/27/19 1. Daily Chiense: Goodbye 再见 2. Review 8 directions. 3. countries and nationalities 4. sentence patterns: 我来自。。。 我是。。。人。  | slides, students' sheet  | 72 minutes | I showed students how to use google translate to find the Chinese words for a country and asked some of them to try finding what they wanted to find. They were excited.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 61 | Chinese | 3/1/19 1. Review the 6 countries and nationalities; 2. Guessing game: describe the position of a country and let others guess what country it is. 3. Use Google translate to find more names of countries. | google translate; students' sheet | 42 minutes | It was a short class but it was productive. Students logged online and used Google Translate to find the Chinese words and Pinyin for countries required.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 62 | Chinese | 3/4/19 1. Daily Chinese：4 tastes 酸甜苦辣; sentence patterns 苹果很甜。苹果是甜的。2. Review 13 countries and nationalities 3. Finish student’s sheets (word puzzle) 4. Do eye exercises.  | student's sheets; video clips of eye exercises | 82 minutes | When teaching the words of tastes, I asked some of the students to try some food, like sour dried plum and asked them to make sentences. It was fun.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 63 | Chinese | 3/6/19 1. Daily expressions adj.大小好坏美丑 和 How to describe a thing and a person. 2. do eye exercise 3. review 上下左右前后中 。 东南西北 countries 4. Finish worksheet  | student's sheets; map of the world | 72 minutes | Sudents in Period 1 could not focus on their studies and needed to be reminded all the time. It is also the first time that they did Chinese eye ecercises and some refused to do it.What I did was to explain to them why we do this and asked them to close thier eye closed. They finally could calm down for some time.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 64 | Chinese | 3/8/19 1. Finish the exercises in the students’ sheets. 2. Practice for Test next Monday.  | students' sheets  | 42 minutes | Prepare students for the coming test of Quarter 3.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 65 | Chinese | 3/11/19 1. Review countries, nationalities and directions 2. Test  | Test papers | 82 minutes | This test is to test how well the students have mastered what they have learned these two weeks. After reviewing twice, most students did quite well but still several seemed that they didn't make enough effort to their learning.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 66 | Chinese | 3/13/19 1. Learn adjectives to desctibe something or sb. sentence pattern: 美国大吗？/美国大不大？（Is America big?) 2. Learn names of continents  | student's sheets; power point slides | 72 minutes | We are ending the topic of telling directions, which is a little dfficult for some students. But surprisingly, in today's worksheet, I asked students to write the directions again and they finished it more quickly and most were correct. And when they wrorte the sentence showing where a continent lies, most of them could use the directions right. So, practice makes perfect.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 67 | Chinese | 3/15/19 1. Review the vocabulary of continents. 2. Finish students' sheets, filling the blanks with proper country in the right continents 3. make a paper folding craft, describing a person | student's sheets; paper for folding | 42 minutes | Not all the students which continent a country belongs to. Therefore when doing the exercise, more time should be allowed to some students.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 68 | Chinese | 3/25/19. 1. Review the words describing people 2. Play the game of direction/number with paper fortune teller. 3. Assign oral presentation. 4. Learn 8 words of occupations | paper for making fortune teller; Power Point sides | 82 minutes | After the spring break, not all the students are ready to focus on classes, especially tomorrow is a holiday again.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 69 | Chinese  | 3/27/19. 1. Review 8 words of occupation. 2. Find Chinese words and pinyin of more occupations vocabulary. 3. Clarify the rubrics of oral presentation and make PowerPoint slide for oral presentation, learning to type in sentences in Chinese.  | students' sheets; powerpoint slides; google translate | 72 minutes | Students now are good at using Google Translate to find the Chinese words and Pinyin. They can also type in sentences and words they want to express. I hope that they can use Google Translate to help them to learn more Chinese.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 70 | Chinese | 4/1/19 1. Review the words for occupations and jobs. 2. Have students finish the PowerPoint Slide for the oral presentation and send it to the teacher’s email. 3. Rehearse the presentation to the teacher.  | flashcards; google translate | 82 minutes | As I expected, nearly half of the students didn't finish the PowerPoint Slide when they came to our class. So I asked them to finish it in this class and sent it to my email. I decided to collect all their slide and print them out. Wednesday, I require them show their slide and make the oral presentation.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 71 | Chinese | 4/3/19 Oral presentation: introduce a person  | printed slides | 72 minutes | I printed each student's slide in advance and gave them to prepare their oral presentation. I modelled first in class and then gave them half an hour to practice. I listened to each student make the presentation at least once for each one. Then I taped their presentation. I was the first one to be taped and students did theirs one by one. Taping their presentation got them to take the presentation seriously. Most of them did far better than expected.  | 　 | 　 | 　 | 　 | 　 |  |  |  |  |  |  |  |  |  |
| 　 | 　 | to be continued | 　 | 　 | 　 | 　 | 　 | 　 | 　 | 　 | 　 | 　 | 　 | 　 | 　 | 　 | 　 | 　 | 　 |