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| Lesson Plan Template  Part 1: Planning |
| Teacher: Li Ning |
| Subject: Chinese I  Topic: Sports 运动 |
| Context/Theme/Big Idea:  How do my students enjoy their free time?  How different is Chinese leisure activities from my leisure activities?  Who am I spending leisure time with? |
| Objectives:  Students can name popular sports and understand when they hear them.  Students can understand and answer when others ask them if they like or dislike certain sports in conversation.  Students can understand and answer when others ask them if they can play certain sports.  Students can ask if others can play individual sports.  Students can talk about the sports they do.  Students can understand the names of sports that they see in the readings.  Students can understand if someone likes certain sports in a written context.  Students can understand if someone can play certain sports in a written context.  Students can understand with whom someone plays certain sports in a written context.  Students can understand where someone plays certain sports in a written context.  Students can understand if others play the same or different sports like them.  Students can write about their sports in emails, texts, and letters.  Students can write about the sports they like and dislike in emails, texts, and letters.  Students can write about sports they can do and cannot do in emails, texts, and letters.  Students can ask others if they like or can play certain sports in emails, texts, and letters.  Students can ask others with whom they play sports in emails, texts, and letters.  Students can ask others where they play sports in emails, texts, and letters.  Students can express if they play the same or different sports with others in emails, texts, and letters.  Students can identify and speak the following vocabularies: Sports 运动、Play 打、Kick 踢、Basketball 篮球、Soccer 足球、Football 橄榄球、Tennis 网球、Baseball 棒球、Field or court 场、Running 跑步 Swimming 游泳、Together 一起、same 一样、Different 不一样、All 都。 |
| State Standards (GSE / GLE):  N/A |
| National Standards (ACTFL):  N/A |

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| Lesson Plan Template  Part 2: Action | | | |
| Bell Ringer:  Students are free to talk about what they do in their spare time. Try to use Chinese as much as possible, and use Chinese sentences with English. Students can help each other with translation. | | | |
| Anticipatory Set: The students reviewed the vocabulary they learned in the last lesson. | | | |
| Time | Teacher Action | Student Action | Assessment |
| 10-20 | Learn new vocabulary through Quizlet. The teacher reads, explains, and makes sentences.  Sports 运动、  Play 打、  Kick 踢、  Basketball 篮球、  Soccer 足球、  Football 橄榄球、  Tennis 网球、  Baseball 棒球、  Field or court 场、  Running 跑步  Swimming 游泳、  Together 一起、  same 一样、  Different 不一样、  All 都 | Students follow up, make sentences, and do Quizlet exercises. | Use the Quizlet exam to detect vocabulary. Everyone makes a sentence. |
| 20-35 | Sentence pattern exercises. Do you like it ...?  Do you like …?  你喜欢不喜欢...？  I like …  我喜欢...  I don’t like …  我不喜欢... | Each student uses artificial sentences to ask sentences, and another student answers sentences, one after another. Practice this sentence pattern. | The teacher helps to point out the correct place of the sentence and the place that needs to be modified. |
| 36-50 | Draw your favorite leisure activities. And explain your drawing. | Students simply draw their favorite entertainment activities. Then briefly explain your drawing in a few sentences. Openly display your pictures. The students commented on each other. | The teacher helps to point out the correct place of the sentence and the place that needs to be modified. |
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| Review and Reflection  Each student concludes with a summary of his favorite leisure activities. At the same time, at least one classmate's favorite business activity should be mentioned. One by one. |
| Closing  Complete a project drawing collectively. Write a sentence or vocabulary you like. Express your preferences and likes in your spare time. Try to use Chinese as much as possible, and mixed English vocabulary is acceptable. |