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| Lesson Plan Template  Part 1: Planning |
| Teacher: Li Ning |
| Subject: Chinese II  Topic 1: My house 我的房子 |
| Context/Theme/Big Idea:  What’s special about Chinese houses?  What’s special in my house?  What are the similarities and differences between Chinese and American houses?  How can I make myself clear when I give directions in Chinese? |
| Objectives:  Students can understand a conversation about the conditions of a room or house.  Students can describe the layout of a house.  Students can understand where a certain place is located.  Students can comprehend room names in a house.  Students can comprehend furniture in a house.  Students can write furniture items and other room objects in addition to explaining where they are located.  Students can write about the conditions of a room.  Students can identify and write the following characters: 房、客厅、饭、厨房、卧室、间、厕所、床、桌、椅、旁边、对面、楼 |
| State Standards (GSE / GLE):  N/A |
| National Standards (ACTFL):  N/A |

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| Lesson Plan Template  Part 2: Action | | | |
| Bell Ringer:  Students display the Chinese buildings they searched for, and introduce pictures of the buildings they found. | | | |
| Anticipatory Set: The students reviewed the vocabulary they learned in the last lesson. | | | |
| Time | Teacher Action | Student Action | Assessment |
| 10-20 | Characters practice, practice with Canvas.   1. Radical practice. Select the Chinese character with the given radical.   人 （好、今、风、难）  女（生、活、姐、贵）  月（朋、后、国、岁）  山（今、洗、峰、回）  刀（分、收、块、勒）   1. Write the number of strokes for the given Chinese characters.   好（ ）  手（ ）  家（ ）  床（ ）  汗（ ） | Students identify which Chinese character contains the given radical.  Students can accurately judge the number of strokes of this Chinese character. | The corresponding quiz will be made. Used to evaluate students' mastery. |
| 20-35 | Learn new vocabulary and use it to make sentences.  房、客厅、饭、厨房、卧室、间、厕所、床、桌、椅、旁边、对面、楼 | Use PPT to display vocabulary cards. Lead students to practice sentences in vocabulary. | Students are encouraged to introduce the characteristics of their own houses. |
| 36-50 | Draw your ideal house. | Each student draws a simple picture of his ideal house. And with corresponding sentences and explanations. Eventually I can introduce my paintings in Chinese. | The teacher makes modifications to the student's sentence, trying to make the student's sentence conform to the grammatical rules. Wrong sentences are tolerated. |
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| Review and Reflection  The student's drawings are placed in a paper box. Then the students took turns to draw a picture from the cardboard box. Introduce the characteristics of the house in this painting in Chinese. The owner of the house recognizes his house and calls out: "This is my house!这是我的房子！" |
| Closing  Talk about which house picture very students like the most, and tell why in Chinese. |