

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

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) 2. 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.

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.