

***Everyone learns, every day.***

**Saddle Mountain Unified School District #90**

**Lesson Planning Template**

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| Date | Content area | Grade Level | Estimated time for lesson |
| 12/5/2019 | Mandarin 2 | 9-12 | 91 minutes |
| Objective: *What will students know and be able to do by the end of the lesson?* | | | |
| Students will be able to ask and answer about the fixed sentences of ball games, and other kinds of sports.  Students will be able to talk about their interest in sports. | | | |
| Formative Assessments: *How will I check for understanding throughout the lesson?* | | | |
| Student observation, questioning, class notes, | | | |
| Materials: *What materials or supplies will need to be prepared?* | | | |
| slides, ball, pinch cards, color pens, | | | |
| Vocabulary: *What specific vocabulary words and concepts will be taught during this lesson?* | | | |
| like, like very much, don’t like | | | |

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| Do Now: (Activate prior knowledge/Anticipatory set) | | | |
| How do you activate student learning? | Estimated time: | Teacher Actions and pre-planned questions | Student actions including active engagement strategies/ expectations |
| 5 min | play a short video and ask ss to think about the question: what kinds of sports they have played before? | watch the video and write down the sports they have played before using pinyin |

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| I do: (Direct Instruction/Modeling) | | | |
| How does the concept develop? How will you make connections to previous learning? | Estimated time: | Teacher Actions and pre-planned questions | Student actions including active engagement strategies/ expectations |
| 15 minutes | use slides and games to lead ss to review 8 ball games and 7 other sports, teach them how to distinguish the characters according to the shape of the characters | practice to review what they have learnt |
| 15 minutes | lead ss to review 15 sports and have a stronger memory about them by holding a competition including pictures, words, and characters | think and learn and compete |
|  | **Check for understanding** | Teacher observes students' work and clues as needed. |

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| We do:(Guided Practice) | | | |
| How will students develop understanding? How will they interact with concept? How will I know that students are making progress towards the objective(evidence)? | Estimated time: | Teacher Actions and pre-planned questions | Student actions including active engagement strategies/ expectations |
| 15min | Teacher lead ss to use simple sentences to communicate about their interest in a certain kind of sports | make dialogues,  practice speaking by following teacher’s example  practice speaking with partner  practice speaking within groups |
| 15 | teacher give examples of using different proper ways to express thier likes and dislikes in sports | follow teacher’s example to communicate with different partners, standing inner circle and outer circle |
|  | **Check for understanding** | Teacher continues to observe ss’ performance while practice, find out those mistakes they make during learning and solve typical ones together. |

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| You do: (Independent Practice/small groups) | | | |
| How will students demonstrate their learning? How will you support all students/ levels of cognition? What instructional adjustments will you make when students don’t understand? | Estimated time: | Teacher Actions and pre-planned questions | Student actions including active engagement strategies/ expectations |
| 10 min | hand out papers for ss to do interview about their teammates’ interest in sports, give the sentence patterns on the slides for ss’ reference use | ss interview their teammates about their interest in sports, build a profile for every teammate by using pinyin |
| 10 min | **Check for understanding** | ss come to the front to introduce at least two of their teammates’ interest in sports |
| CLOSURE | | | |
| How will you provide closure to the lesson? How will students reflect on their learning progress? | Estimated time: | Teacher Actions and pre-planned questions | Student actions including active engagement strategies/ expectations |
| 5 min. | Teacher poses the key points again on slides.  Some questions about the content. | Check their notes and review or pair work to keep what they have learnt in mind |
|  | **Check for understanding** | Teacher listens to students conversations and asks for share outs. |