

***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 examplepractice speaking with partnerpractice 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. |