Lesson Plan

Teacher Ganzhi Du \_ Grade level Grade 6, 7 and 8

Lesson title Describe your family members

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| Step 1—Desired Results |
| *After class, students will be able to*  *1. Recognize different careers.*  *2. Spell the Pinyin of different careers.*  *3. Describe the jobs their family members do using sentence structure “我的\_\_\_\_\_是\_\_\_\_\_”(My \_\_\_\_\_ is \_\_\_\_\_\_.)*  *4.Talk about their own interest and what they want to be by using sentence structure”我喜欢\_\_\_\_\_”and “我想要成为\_\_\_\_\_\_”(I like\_\_\_\_\_ and I want to be \_\_\_\_\_\_.)*  *5. Understand some positive terms to complement people*  *6. Use the complement terms to describe family members using sentence structure”我的\_\_\_\_\_很\_\_\_\_\_”(My \_\_\_\_\_ is very \_\_\_\_\_\_.)* |
| Step 2—Assessment Evidence |
| *1. Quickly respond when describing a job*  *2. Spell the Pinyin for the jobs correctly after listening to the teacher*  *3. Fill in a piece of paper about family members’ jobs and talk in pairs fluently.*  *4. Fill in a piece of paper describing family members and talk in pairs fluently*  *5. Finish the exercise “word search”* |
| Step 3—Learning Plan |
| *Learning activities –*  *Warm up and Lead-in*  *Activity: Family tree*  *Show students part of the family tree and ask them to tell the missing family members.*  *Presentation*  *Activity: Hand out two pieces of paper with 18 kinds of jobs to students and ask the students to make their flash cards with the paper. Play a game by throwing a ball to students and ask them to say one kind of job and throw it on to another person. Then randomly ask them about some jobs.*  *Practice*  *Activities:*  *1. Unscramble: hand out a piece of paper and ask the students to rearrange the letters to make the pinyin words for some jobs in Chinese.*  *2. Guess and write: hand out a piece of paper with clues and ask the students to figure out the correct jobs the people are doing.*  *3. Talk about your family members and you: hand out a piece of paper with example “我的爷爷是老师” (My Grandpa is a teacher.) and ask students to pick some members of the family and talk about their jobs.*  *4. Flash cards to describe family members. Hand out a piece of paper with 9 kinds of description and ask the students to make the flash cards themselves.*  *5. Writing and Speaking—Describe my family members. Hand out a piece of paper with example”我的妹妹Anne很聪明”(My younger sister Anne is very smart.) and ask the students to first fill in the paper and then describe their family members to their partner.*  *Production:*  *1. Describe your family. Hand out an example to students with the following sentences: 你好，我的名字是\_\_\_\_，我家有\_7\_个人。我的爷爷，奶奶，爸爸，妈妈，哥哥，姐姐 和我。我的爷爷是老师，他很友善。我的妈妈是医生，她很勤劳。我是学生，我很可爱。谢谢。(Hello! My name is \_\_\_\_\_\_. There are \_7\_ people in my family: my Grandpa, Grandma, Dad, and Mom, older brother, older sister and me. My Grandpa is a teacher. He is friendly. My mom is a doctor. She is hardworking. I am a student. I am cute. Thanks. ) Pinyin is provided so that it is easier for students to know what the sentences mean and to showcase their work. Ask the students to write the sentence on a red card in the shape of an apple so that they can be put on the tree in the new classroom on the new campus.*  *2. Word search: hand out a piece of paper and ask the students to find out the pinyin of the given ones.* |
| Step 4—Reflection |
| *W at happened during my lesson? What did my students learn? How do I know?*  *What did I learn? How will I improve my lesson next time?*  *For the warm up, I took it as a chance to review what the students know about family members and they were quite happy that they got the family members right.*  *The class was carried out step by step and the students responded well by doing their oral presentation well.*  *There was not enough time to do the production part in class so I only chose the second activity and I saved the first activity to the time we come back to the other campus, as a review can part of the decoration of the classroom.* |