**Lesson Plan**

Lesson title: Does your friend play basketball？

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| **Step 1—Desired Results** |
| **Lesson goals**  *What should students know, understand, and be able to do as a result of the lesson?*   1. Students can understand the different usages of the singular and plural forms of the pronouns “她，他” 2. Students would know how can they express sports( play basketball/baseball/badminton/volleyball/table tenis/football/tennis/hockey) in Chinese. 3. Students will be able to sing and act out the song ‘ Looking for friend. 4. Students will be able to ask give answers to the question: does your friend play basketball/baseball/badminton/volleyball/table tenis/football/tennis/hockey？. |
| **Essential Questions**  What are the differences between the pronoun 她 and 他？  Does your friend play (basketball/baseball/badminton/volleyball/table tenis/football/tennis/hockey)？ |
| **Lesson Objectives**  Identify General Learner Outcome (GLO)  1 1 Students would sing and act out the famous song ‘ Looking for friend.  2 Students get to know how to express sports (basketball/baseball/badminton/volleyball/table tenis/football/tennis/hockey).  3 Students would know the meaning and usage of the word 打（play）. |
| **Step 2—Assessment Evidence** |
| **Performance task** *—* What will students do to show what they have learned?  1 Students can sing and act out the song ‘ Looking for friend with their partners and video  2 “Pass the ball”:Students make their own dialogue talking about what kind of sport do they play.  3 Ticket it out of the door: Students can express what each famous Chinese athlete play.  **Performance criteria** *— How good is good enough to meet standards?*  *1* Students can sing and act out the song in pairs.  2 Students engage themselves in the activity “pass the ball” and they can give the answers to the questions  *3* Students can express what each famous Chinese athlete play. |
| **Step 3—Learning Plan** |
| **Materials needed**  1 A video “Looking for friends ”  2 Worksheets  3 A toy ball  5 Paper |
| **Learning activities**  Step by step instructions from start to finish (including amount of minutes needed per activity), and detailed enough for another teacher to follow. What teaching methods/activities will you be using?  Activity1 (5 minutes)  Collaborative pairs(1,2 number) sing the song together as a pair.  Activity 2 (5 minutes)  Read the dialogue together and guess what is going on in the picture? What’s the meaning of TA SHI SHUI?  Activity 3 (10minutes)  Give students 2 minutes to get to know each others’ name.  The whole class ask ‘ta shi shui?’ together  Then pass the ball while teacher play the drum。  The student who get the ball introduce her/his friends to the class：他是我的朋友，他叫。。。.  The other partner :“是的 我们是好朋友”！  Activity 4 (10 minutes)  Use pictures of Olympic mascots to help students learn new vocabulary of sports.  Activity 5 (10 minutes)  Students make their own dialogue talking about what kind of sport do they play.  Activity 6 (10 minutes)  Students can express what each famous Chinese athlete play.  Homework：  Exercise of Lesson 7(Hand in the next day) |
| **Step 4—Reflection** |
| *What 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?*  *My students enjoyed the song and the game “pass the ball”. They expressed freely with the sentence pattern*他是我的朋友，他叫…“是的 我们是好朋友”  *They knew more Chinese figures and could tell what kind of sports the athletes play.*  *I knew more about my students’ personality and their interest in learning Chinese.*  *I will use more activities to get my students engaged in the future.* |