**Lesson Plan**

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| **Teacher:** Zhenglin Wang | | **Lesson title:** Food | | **Ss level:** Grade 4 |
| **Objective(s):** By the end of this lesson, students will be able to (SWBAT)…   * (content) understand the vocabularies (冰激凌、蛋糕、面包、饼干、牛奶、酸奶、糖果、薯条、汉堡、可乐、披萨、米饭、三明治、巧克力）and sentence patterns（你喜欢吃什么？我喜欢吃。。。你不喜欢吃什么？我不喜欢吃。。。） to ask and answering the questions about food. * (language) use the above language points to share about the food they like to eat. * (skills) Sing the song of the topic: What food do you like to eat？ | | | | |
| **Assessment(s)**  Diagnostic  Formative  Summative | *What will students do to show their progress towards or mastery of the objectives?*  Students will do actions to show the food which they heard from teacher.  Students will sing the song of “What food do you like to eat?”.  Students will ss do a research about the food the like and don’t like. | | | |
| **Lesson Sequence** | | | | |
| **Activity Name** | **Activity Steps and Description** | | **Time** | **Materials** |
| **Warm-up**  (activate background) | Greet each other by saying Nihao\ Zao shanghao. Hold a ball and say “Do you like to eat delicious food?你喜欢吃美食吗?” Have ss answer and then T play the song “What food do you like to eat?你喜欢吃什么食物？” | | 3min | A ball |
| **Activity 1**  (encounter new material) | **1. Introduce the actions vocab: play "Slowly reveal the flashcard" （**冰激凌、蛋糕、面包、饼干、牛奶、酸奶、糖果、薯条、汉堡、可乐、披萨、米饭、三明治、巧克力 **）**  Start with the "冰激凌" flashcard – place it behind the pack of the other flashcards. Slowly push the flashcard up, revealing a little of the picture. Encourage students to shout out what they think it is. Then chorus the word 3 times. Finally, shout "Ok, everyone run for 5 seconds … 1 – 2 – 3 – 4 – 5 – Stop!" and have everyone run around as you count five seconds. Then do the same routine with the other flashcards. | | 5min | Flashcards  board |
| **Activity 2**  (engage with new material) | **2. Play "Teacher Says"**  Line everyone up in front and say "Teacher says 吃冰淇淋 （eat ice-cream）" and have everyone do the running action. Go through a few more verbs with everyone doing the actions. Then say "吃巧克力 eat chocolate" without the "Teacher says" part – anyone who does the action is out!  **3. Introduce the structure – do "Marching Chant"**  Place the flashcards on the board in the order of the song. Model marching on the spot and clapping a slow rhythm and get everybody to copy – marching on the spot and clapping at an easy pace. Then start the chant in time with the clapping: "what food do you like to eat, etc". Make it so that everyone echoes T’s chant. Next, insert the first action into chant and have everyone echo as they march and clap along.Then add more actions into the chant: | | 10min | Flashcards  board |
| **Activity 3**  (engage with new material) | 1. **Play Memory game**   Have ss sit in a circle and T say firstly "我喜欢吃薯条.I like to eat frie." and the student sit next to T will continue "汪老师喜欢吃吃薯条，我喜欢吃汉堡! Mrs Wang likes to eat fries and I like to eat hamburger". Then student next to him\her will repeat previous contents and add his\her own introduction. The last one students in the circle will repeat all students’ contents. | | 5min |  |
| **Activity 4**  (apply new material) | **5. Sing the "What food do you like to eat?" song**  Play the song through one time and have everyone do the  actions and encourage them to sing along. Use the flashcards on the board or the song poster for prompts.Then play the song once more for fun.  **6. Read "What food do you like to eat??" texts**  Follow the song, have ss read the texts which uses the structures from the song. | | 5min | TV  Text papers |
| **Closing**  (reflect on learning) | **7. Do the "What food do you like to eat? What food you don’t like to eat?" research.**  Have ss do a research about the food the like and don’t like by asking and answering with the target language. | | 2min | worksheet |
| **Teacher’s Notes and Reflections** | Students have so much fun learning this topic. They especially like doing actions while following the directions in the games. For singing the song, kids learned easily by clapping with each sentences. They keep singing the song even when they are doing the worksheet which really help them to remember the target language! | | | |