November 13th , , 2014 **Etowah High School**

**Teacher Haiyan Wang Grade level Chinese 2**

**Lesson title School and Leisure Time Activities, Time and Frequency, places**

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| Step 1—Desired Results |
| *Standard Outcomes for Learning (ACTFL Standard 1.1)—Answer’s the question, what should students know, understand, and be able to do as a result of the lesson?*1. The students should be able to master the basic vocabulary words of school and leisure time activities, time and frequency and places for activities.
2. The students should be able to express themselves freely and independently in Mandarin Chinese, concerning the topics of their favorite school and leisure time activities, including sports and hobbies.
3. The students should be able to get familiar with and speak out time and frequency of schedules and also the places for activities, adding them to the sentence above according to the proper sequence of sentence structure in Chinese.
4. The students should be able to retell other students’ full sentences of activities with time and place.
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| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?* 1. The students will go over the meanings and pronunciation of certain Chinese characters of school and leisure time activities, time and frequency and places for activities. 2. The students will start a short conversation in groups to practice their favorite school and leisure time activities. 1. The students will do the oral practice together, follow the teacher’s example

 and instruction, beginning with favorite activities, gradually adding time of schedule and places to form long sentences.4. The students will retell other students’ sentences of activities with time and space, and then say out their own sentences, getting familiar with the sentence structure.1. The students will get a summary of the sentence structure in the aspect of

 grammar. |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  1. Warm up. (5 minutes) Daily routine greetings and small talk in Mandarin Chinese between the teacher and students as they come into the classroom and are seated.1. Revision of vocabulary. (10 minutes)

 Check on their own or with their partners the characters and the Pinyin with the English meanings in the vocabulary list of their handouts. 3. Question and answer. (10 minutes) Practice the questions and answers in their handouts, first the teacher ask, the students answer, and then in groups between the students themselves.  *Questions in the handouts are those about school and leisure time activities,*  *time and frequency and places for activities.*4. Game for oral communication. (25 minutes) A.) The students form a circle, following the teacher’s example of a single sentence about the favorite activity, each of them say out one sentence.  B.) The students follow the teacher’s instruction with the example, add time and frequency to the schedule of their favorite activities and observe the other students’ sentences. C.) The students follow the teacher’s instruction with the example, add places for activities to the schedule of their favorite activities and observe the other students’ sentences. D.) The students follow the teacher’s example of retelling the other students’  sentences above and say out their other favorite activities with time and place. 5. Summary for the sentence structure above in the aspect of grammar. (3 minutes) 6. Classroom language and certain grammar, cultural outreach about the  coming Thanksgiving Day in the handouts as back up content for  differentiated teaching for the fast learners during anytime in the period of class when needed. 7. Homework.(2 minutes) Get prepared for the family members’ favorite activities with schedule of  time and place next period of class. |
| 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?*1. The students did a good job in the oral practice by standing in a circle face to face and saying out their own favorite activities with time of schedule and places.
2. The scaffolding strategy proved to be of great help for the students to make long sentences. During the practice, at first, they were nervous, afraid of making mistakes, but after several rounds, they gradually picked up the courage of saying out their ideas. I can apparently sense the joy and confidence in their eyes when they came up to me and asked me whether their long sentences were correct or not.
3. They need more practice tomorrow by describing their family members’ favorite activities with schedule of time and places.
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