Edward E. Sadlowski Elementary School Chinese Lesson Plan

(Lesson 1)

Teacher Wu Jiaman Grade level K1-2

Lesson title Lesson 1 Greeting & Names

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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. Skills: Listening and speaking.
2. Language: Ss can say Hello (你好！ni hao) and Goodbye (再见！zai jian) ; ask the question “What’s your name?(你叫什么名字？)” and answer in Chinese. “I am… “(我叫wo jiao….)
3. Culture: Ss can know the difference between the Chinese names and the American names.
4. Students get to know the class routine and teacher’s directions : stand up/sit down, please/ line up (起立，坐下，排队)
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| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*1. Students are supposed to response and greet with Chinese by themselves.
2. Students can ask the question correctly and recognize the characters.
3. Students will answer the question with the sentence “我叫-wo jiao ...”(I’m ...)
4. Students are able to give the responses with teacher’s directions.
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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?* 1. Warm up: Teacher welcome the students at the door by saying “ni hao”(hello), have them seated and introduce our Chinese classroom to students. Tell students what is the teaching content for today ( are able to greet and introduce themselves)
2. Introduce myself. Ask Ss what they know about China and what questions do they have about China.
3. Show Ss how Chinese students greet their teacher in class. TPR activity to learn the class routine: stand up/sit down起立，坐下 (modeling, hesitate and stop modeling, say quickly/slowly)
4. T say “ni hao (hello)”to the Ss with gesture to let the Ss understand the meaning. Play a small game. A points to B saying ni, B claps saying hao.
5. Sing the greeting song “你好歌”: ni hao, ni hao, ni hao ma? Xiexie, wo hen hao.
6. Show my name card and teach this pattern: I am…（我叫。。。）, first let Ss guess the meaning, then demonstrate with a few Ss. Then play a game, pass the ball and ask the question: what’s your name? 你叫什么名字？
7. Ask Ss to make and decorate a name card by themselves and bring it next class.
8. Role play. Work in groups or pairs to practice the sentence pattern with the card.你好，我叫。。。
9. Tell Ss the line up sign and ask Ss to line up. Say goodbye to kids in Chinese.
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| 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?* This is the first week of school. With more efforts on routines, the lesson takes longer than I thought, especially younger kids. The Ss are curious to ask questions and eager to learn Chinese. Some of them even write down the characters. They enjoy singing and playing games a lot. They remember well when I review at the beginning of class. I learn that some activities are still difficult or complex for younger kids (first graders), so I need to make some adjustment. Also, I need to improve class management skills because some Ss get distracted and talk in class. |