**Lesson Plan**

Teacher’s name: Tsai, Yueh-Wen Grade level: 9, 10 Language level: Novice

Lesson title: Engaging with Chinese

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| **Step 1—Desired Results** |
| **Lesson goals**   1. SWBAT recognize the rooms and activities in the house in Chinese. 2. SWBAT say the rooms and activities in the house in Chinese. 3. SWBAT make sentences and answer questions regarding doing an activity in a room in the house in Chinese. |
| **Essential Questions**   1. What do you like to do in the house? 2. What don’t you like to do in the house? 3. Do you like to do certain thing in a certain room in the house? |
| **Lesson Objectives**   1. SWBAT recognize the rooms and activities in the house in Chinese. 2. SWBAT say the rooms and activities in the house in Chinese. 3. SWBAT make sentences and answer questions regarding doing an activity in a room in the house in Chinese. |
| **Step 2—Assessment Evidence** |
| **Performance task** *—*   1. SWBAT recognize the rooms and activities in the house in Chinese. 2. SWBAT say the rooms and activities in the house in Chinese. 3. SWBAT make sentences and answer questions regarding doing an activity in a room in the house in Chinese.   **Performance criteria** *—*   1. **Grade 6-8:** Students can recognize and say the rooms and activities in the house correctly without looking at the pinyin. 2. **Grade 3-5:** Students can recognize and say the rooms and activities in the house correctly with the pinyin and occasional assistance from the teacher. 3. **Grade 1-2:** Students constantly need support in order to recognize and say the rooms and activities in the house correctly. |
| **Step 3—Learning Plan** |
| **Materials needed**    Google slides, google document, Quizlet, printed paper cards |
| **Learning activities**   1. Do now (10’) -   Review: Ask two people “What would you like to eat/drink?” In Chinese   1. Rooms in the house (35’) - living room, dining room, bathroom, bedroom, kitchen, yard   A) See-say:  The teacher presents vocabulary on the slides (with pictures and pinyin), and ask the students to repeat.  B) Substitution drill:  The teacher says the Chinese of the vocabulary, and ask the students to say it in English.    C) Group work:  The teacher has the students to practice the Chinese vocabulary in group, and circulate the classroom to see if any students need more help.  D) True or false:  The teacher gives an example of how the activity is played on the slides. Then divide the students into two groups, show them slides with a picture and Chinese on each and say the Chinese to the student who gets his/her turn. Then each student of the groups has to say “Yes 是“ or “No 不是“ according to the slide he/she sees, also he/she has to say the correct Chinese if he/she answers “No 不是“.  E) Match:  The teacher gives each group a set of cards with the pictures of the rooms and the Chinese (the pictures and the Chinese are separate. Then the teacher times each group to see how much time they take to finish matching the Chinese with the pictures correctly.  3. Activities in the house (25‘) - watch TV, read books, eat (a meal), take a shower/bath, use the bathroom, sleep  A) See-say: The teacher presents vocabulary on the slides (with pictures and pinyin), and ask the students to repeat.  B) Arrange in sequence:  The teacher gives each group a set of pictures of the activities. Then have the students to arrange the pictures according to the sequence they’ve heard from the teacher. Each group is timed how many seconds it takes for them to finish.  4. Make sentences (10”):  The teacher shows the sentence patterns on the slide. Then have each student make a sentence accordingly. Then add 喜欢xǐhuān(like/like to) and 不喜欢bùxǐhuān(don’t/doesn’t like/like to) into the sentences they’ve made. For example, student 1 makes a sentence, then student 2 adds 喜欢xǐhuān into student 1’s sentence, and student 3 adds 不喜欢bùxǐhuān into student 1’s sentence. And so on.  3. Quizlet (10’)  Students use Quizlet to review online today’s vocabulary and evaluate how they’ve learned. |
| **Step 4—Reflection** |
| 1. All students were super engaged in the True or False activity! Few slow students did amazingly well! 2. Most students did well making sentences. Occasionally they needed to be reminded that in Chinese location comes before activity. 3. The students couldn’t remember all the rooms and activities in one class time. Half of them remember around 70% of the vocabulary, while few of them still need extra practice. |