**Lesson Plan**

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

Lesson title: Engaging with Chinese

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| **Step 1—Desired Results** |
| **Lesson goals**   1. SWBAT describe what each family member does in the house in Chinese. 2. SWBAT describe the objects each family member likes in Chinese. 3. SWBAT review written vocabulary they’ve learned in Chinese. |
| **Essential Questions**   1. What does each family member do in the house? 2. What object does each family member like? |
| **Lesson Objectives**   1. SWBAT describe what each family member does in the house in Chinese. 2. SWBAT describe the objects each family member likes in Chinese. 3. SWBAT review written vocabulary they’ve learned in Chinese. |
| **Step 2—Assessment Evidence** |
| **Performance task** *—*   1. SWBAT identity the family member and the activity they do in Chinese. 2. SWBAT describe what the family member is doing in the house in Chinese 3. SWBAT identify the Chinese characters of each family member. 4. SWBAT describe what object each family member likes.   **Performance criteria** *—*   1. SWBAT describe what each family member is doing in the house in Chinese without much hesitation. 2. SWBAT describe what object each family member likes without more than 5 prompts for each slide. 3. SWBAT read the Chinese characters without pinyin and match with the correct English translations. 4. SWBAT finish the Exit Ticket with above 80% of correction. |
| **Step 3—Learning Plan** |
| **Materials needed**    Google slides, Gimkit, google document |
| **Learning activities**   1. Do now (3’) -   Say 3 words you’ve learned about rooms in the house, and another 3 activities you’ve learned in Chinese   1. Review family members, rooms & activities (40’)   A) One picture at a time - Have each student describe a picture he/she sees on the slide (there are 3 to 4 pictures on each slide, 6 slides in total). Each picture shows different family member is reading/sleeping/eating/watching TV/using the bathroom/playing at different rooms in the house.  B) One slide at a time - After we’ve gone through all the slides in Part A, each student gets to choose which slide he/she wants to describe all the pictures on it.  3. Review family members, colors & objects (20’)    A) One picture at a time - Have each student describe a picture he/she sees on the slide (there are 6 pictures on each slide, 4 slides in total). Each picture shows different family member likes a different color & object.  B) One slide at a time - After we’ve gone through all the slides in Part A, each student gets to choose which slide he/she wants to describe all the pictures on it.  4. Gimkit (20’) - Review today’s vocabulary in Chinese. Students needs to be able to choose the correct Chinese characters for its English meaning, so that they can earn points(baits) to go fishing! And with the fish they’ve got, they can sell for cash! With more cash, they can buy better gears to fish more valuable fish or get a bigger bag so they don’t have to keep stopping in the middle of fishing. Fishtopia it is!  4. Exit ticket (7’)  Students listen and fill in the correct code for the words they hear (the codes are Chinese characters for family members and activities). Then they need to listen and join each family member (Chinese characters) with the objects they like (Chinese characters). |
| **Step 4—Reflection** |
| 1. Every student did well in describing what each family member is doing in the house. Although few confused living room with dining room, bathroom with bedroom sometimes. 2. Most students still struggle with the 8 colors I’ve told them. Colors for Chinese beginners are really hard! 3. The first part of Exit Ticket didn’t turn out too well. Except for two excellent students in class, most had errors. Reading Chinese characters without pinyin is still challenging to them. |