**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 say 9 colors (red, orange, yellow, green, blue, purple, pink, white, black) in Chinese. 2. SWBAT describe the colors and the objects in Chinese. 3. SWBAT make sentences based on the key words they’ve learned in Chinese. |
| **Essential Questions**   1. What color is it? 這是什麼顏色？ 2. What is the object? 這是什麼物品？ |
| **Lesson Objectives**   1. SWBAT say 9 colors (red, orange, yellow, green, blue, purple, pink, white, black) in Chinese. 2. SWBAT describe the color and the object in Chinese. 3. SWBAT make sentences based on the key words they’ve learned in Chinese. |
| **Step 2—Assessment Evidence** |
| **Performance task** *—*   1. SWBAT say the color of the marker that’s shown to them in the teacher’s hand in Chinese. 2. SWBAT tell if the color of the object the teacher describe in Chinese is correct or incorrect. 3. SWBAT describe the colors of the objects in Chinese according to the slides. 4. SWBAT make sentences in Chinese using the key words they draw.   **Performance criteria** *—*   1. SWBAT say the color of the marker that’s shown to them in Chinese without much hesitation. 2. SWBAT tell if the color of the object the teacher describe in Chinese is correct or incorrect instantly. 3. SWBAT describe the colors of the objects in Chinese according to the slides without difficulty given the hints. 4. SWBAT make sentences in Chinese using the key words they draw without difficulty or hints. |
| **Step 3—Learning Plan** |
| **Materials needed**    Google slides, key word cards, google document |
| **Learning activities**   1. Do now (3’) -   Have students say the total colors of the markers that’s shown to them.   1. Review colors (60’)   A) See-say - Have students say the colors that’s shown on the slide.  B) True or False - The teacher describe the colors of the objects in the classroom using the sentence pattern “這是＿＿＿色的＿＿＿。”(This is a/an color object .), and the students have to respond with “correct 對” or “incorrect 不對” in Chinese.  C) Describe it - Based on the objects on the slides (6 objects each, and the objects are repeating on each slide, only with different colors), students have to take turn describing each object using the sentence patter “這是＿＿＿色的＿＿＿。”(This is a/an color object .).  3. Make a sentence (15’) - a board game  The rules are as follows:  A) There are 4 groups of cards. Yellow ones are 1 point each. Red ones are 2 points each. And green ones are 3 points each.  B) Students pair up into 3 groups. Each group can draw 2 or more cards to form a sentence. After they’ve said their sentence, the other groups can challenge. If the other groups successfully form a longer sentence, they can get the cards from the previous group.  C) Whichever group collects the most points wins.  4. Exit ticket (12’)  Students read the Chinese characters (with pinyin) of colors, draw the correct color in the corresponding square. |
| **Step 4—Reflection** |
| 1. Most students can say the 9 colors in Chinese fluently except few would struggle with orange and pink. 2. Although most objects on the slides the students haven’t officially learned, through repetition of each slide and the help of the advanced students (who prompted hints and wrote pinyin on the board to assist her classmates), they worked really hard to say the entire 9 slides (54 times of practice in total) successfully. I’m really proud to see they try and succeed! 3. During the board game, the students didn’t produce sentences as quickly and fluently as I expected. It seems that remembering all the sentence patterns they’ve learned without any hints is still somewhat difficult for them. It’s something I can work on for my future lessons. 4. The Exit Ticket is piece of cake to them, they finished swiftly with ease. However there’s still one student who confused green with blue. |