**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 numbers from 0 to 100 in Chinese. 2. SWBAT ask each other’s birthday and respond with theirs in Chinese. 3. SWBAT ask each other’s age and respond with theirs in Chinese. |
| **Essential Questions**   1. When is your birthday? 你的生日是什麼時候？ 2. How old are you? 你幾歲？ |
| **Lesson Objectives**   1. SWBAT say numbers from 0 to 100 in Chinese. 2. SWBAT ask each other’s birthday and respond with theirs in Chinese. 3. SWBAT ask each other’s age and respond with theirs in Chinese. |
| **Step 2—Assessment Evidence** |
| **Performance task** *—*   1. SWBAT say the number of the card in Chinese swiftly as the card is shown to them. 2. SWBAT count the amount of the cards they get in Chinese. 3. SWBAT say the numbers correctly in Chinese after adding or deduction. 4. SWBAT ask each other’s birthday and respond with theirs in Chinese. 5. SWBAT ask each other’s age and respond with theirs in Chinese.   **Performance criteria** *—*   1. SWBAT say the number of the card in Chinese without hesitation. 2. SWBAT count the amount of the cards they get in Chinese fluently. 3. SWBAT say the numbers correctly in Chinese after adding or deduction without hesitation no more than 5 seconds. 4. SWBAT ask each other’s birthday and respond with theirs in Chinese with no more than 3 hints. 5. SWBAT ask each other’s age and respond with theirs in Chinese with no more than 1 hints. |
| **Step 3—Learning Plan** |
| **Materials needed**    Google slides, poker cards, google document |
| **Learning activities**   1. Do now (3’) -   Have students find 2 people they haven’t talked to today in class to greet them with “How are you?” In Chinese.   1. Review numbers #0~10 (12’)   A) Counting relay - Whenever the teacher points to a student, the student has to say a number following the previous number that’s said in sequence.  B) Who’s faster - Have the students sit down in a circle, and the teacher shuffles the poker cards then flips one of them. Whoever says the number of the card correctly in Chinese gets the card. In the end, we’ll count the amount of cards each person gets in Chinese.   1. Numbers #11~20 —> #20~100 (15’)   A) See-say - Students look at the slide on the screen and practice saying numbers 11 to 20 with the help of pinyin. Then they say it randomly by applying the rule (adding “ten” in Chinese in front of each number). Lastly students try to say numbers 20 to 100 by picking up the rule of every “tens” (20, 30, 40…90) combined with numbers 1 to 9.  B) Plus / Minus - Students are divided in two groups. They’re introduced to new words “plus” and “minus” in Chinese. When the teacher say a certain number “plus” or “minus” the other number, students must do the math and tell what’s the result number in Chinese. The group that gets the number correctly wins a point.  4. Birthdays (15’)  A) Review dates - Have a students say the date today (including year).  B) Birthday Q&A - Use the Q&A format on the slide, introduce to the students the sentence pattern we use to ask and answer about birthdays in Chinese. The teacher then ask each students when their birthday is in Chinese, to have them practice saying their birthdays in Chinese. After that, have the students work in pairs to ask and answer about each other’s birthday.  5. Age (5’)  Age Q&A - Use the Q&A format on the slide, introduce to the students the sentence pattern we use to ask and answer about ages in Chinese. The teacher then ask each students their ages in Chinese, to have them practice saying their ages in Chinese. After that, have the students work in pairs to ask and answer about each other’s age.  6. Exit ticket (10’)  Students read, write in the worksheet, and then read to the teachers before class dismisses. |
| **Step 4—Reflection** |
| 1. Students were really engaged in practicing all the topics covered in the class. There are one or two students who needed a bit more time to figure out the numbers in Chinese. They get them but they are just not fast enough to retrieve the sounds of the words. Plus/Minus session could be a little be challenging for some students because they’ve got math and the Chinese to process at the same time, hence they didn’t have the speed yet. 2. Birthday part was interesting. We were learning each other’s birthdays (even zodiac signs). Students still need time to practice the fluency of numbers, especially with many digits regarding birthday (year, month, day). 3. With only 1 hour of class time on Friday, we didn’t get to let the students ask questions about each other and do the exit ticket. I’ll leave them to the next lesson as a review activity. |