**Lesson Plan**

School: Eastside Charter School

Teacher: Wang Rennyu

Grade level: 7th grade—— Chinese-learning beginners

Lesson title: Greeting and introducing

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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?*  *By the end of the lesson, students will be able to:*   1. *Know how to greet classmates or other people by using correct greeting words and ask for others’ names in Chinese.* 2. *Be able to listen and understand a short dialogue about greeting and introducing names.* 3. *Be able to make their own dialogue.* |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   1. *Students can greeting each other using the correct words.* 2. *Students can listen to a dialogue of greeting and introducing and answer several questions about the dialogue correctly.* 3. *Students can work in a group of 3 and role play greeting each other and introducing their names or asking for others’ names.* |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  *Step1 Warm-up*  *Greet students with the target words and show a video presenting the target language of greeting and introducing. The video is with strong rhythm and easy to sing along with.*  *Step2 Learning greeting words*   1. *Ask students how to greet others in Chinese to check what they have known.* 2. *Teacher says and shows some pictures with greeting words like 早上好， 你好，你们好，下午好， 晚上好。* 3. *3. Imagining some situations, show the situations on slides and ask the students, “ What do you say in this situation?” For example, when you meet Ms Wang in the morning, what do you say?*   *Step3 Learning the sentences to ask for others’ names and introduce yourself.*   1. *Show some pictures of famous people that the students are familiar with. Ask them in Chinese , “ What’s his /her name?” and show the sentence that response to the question. After several times, lead the students ask and answer by themselves.* 2. *Form a big circle. The students say their names and ask the names of the people on their right one by one so that they can fully practice the target language.* 3. *Stand in one line. Play a game called “Memory Challenge”. The first student introduce his name. The second students introduce the first student’s name before introduce himself and so on.*   *Step4 Listening practice*   1. *The teacher play a video of 3 new students. They are greeting and introduce their names and their new friends to other new students in the video. The students watch, then answer some comprehensive questions.* 2. *Students form groups of 3 and act out the dialogue.*   *Step5 Groupwork to make their own dialogues*  *Students work in group of 3 and imagine a situation and make their own dialogues. Then act them out in front of the class.* |
| 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.*  *I have noticed that my students like practicing together. I use scaffold activities and my students can finally master the target language. They have got a lot of chances to practice so they can produce the dialogues. I have learned that I should have made my direction more clearly so that my students can follow them quickly.* |

Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD,