**Lesson Plan**

School: Ewa Makai Middle School

Teacher: Sun Quanfang Grade level: 8th grade—— Chinese-learning beginners

Lesson title: Ask for directions

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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 ask for directions politely in target language;* 2. *Learn how to guide the way in target language;* 3. *Understand directions and go to the desired places .* |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   1. *Students can request for directions “ 你好，请问...怎么走？”or “你好，请问...在哪里？”.* 2. *Students can understand others directions and show directions to others”直走...米，在第...个红绿灯左转，右转，在左边，在右边，在对面.* 3. *Students can create scenarios to practice asking for directions to common places like shopping mall, library, railway station, bus stop or famous scenic spots etc.* |
| Step 3—Learning Plan |
| ***Step1 Warm-up***   1. *Character tracing of direction words“左右转路口直走红绿灯米对面”*   *2. Review the direction words learned before”东西南北中上下前后”.*  ***Step2 Activity 1(encounter new material)***  *Students watch a video of Chinese people showing directions to foreigners and figure out the different ways of asking for directions. The teacher will perform out the wrong way of asking for directions so that students can compare the difference of being polite and impolite.*  ***Step3 Activity 2(engage with new material)***  *Students try to understand the directions and follow the sentence patterns and will be handed out the scripts of the dialogue in the video. They will perform in groups of two and then take turns to act out the video they’ve watched.* |
| ***Step4 Activity 3(apply new material)***   1. *Teacher and student Interaction*   *First, the teacher asks students some places around the school and students need to take turns to tell the teacher directions in Chinese as they’re familiar with the surroundings.*  *Next, students imagine they’re going to the teacher’s hometown to travel and ask for directions there. Since the teacher cannot conduct dialogues with each of them, they will be assigned roles as locals and foreigners, and in the meanwhile, a google map of the local place will be shown on the white board so that students will see directly how to show directions.*   1. *Maze*   *Students will be given a handout of a maze, and they need to work out how to go out of the maze and show their classmates how to go out of the maze in target language.*   1. *The Blind Game*   *One student will hide something in the classroom, and another student will cover his/her eyes with eye masks while other classmates will volunteer to show directions to him/her. They will try their best to help guide the students. Students will be divided into groups on their own and the group that uses the least time to find the thing wins.*  ***Step5 Closing (reflect on learning)***   1. *Students review the sentence patterns and read the dialogue again after the teacher.* 2. *Teacher asks where something is and the students responses in target language.* |
| 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.*  *The students loved the Blind Game. They need teamwork to figure out how to show directions and understand directions so that they can save time and understand each other.This class offers authentic listening and learning materials, combined with games and videos and interaction. They had a lot of fun and even tried to play the game in the classroom after class. But as the classroom is small, they need to learn another measure word” bu 步”，which means steps. As I only taught them “mi 米 meter”, I had to teach them on the spot.* |