**Lesson Plan**

School: Ewa Makai Middle School

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

Lesson title: Daily Routine

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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 tell and say different time in Chinese;*
2. *Know how to introduce daily routine in Chinese;*
3. *Use cartoons and pictures to depict daily routine.*
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| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*1. *Students can know “小时、分钟、秒钟” and “几点几分几秒” in Chinese.*
2. *Students can distinguish the different ways of saying time like“十五分——一刻；三十分——半；几点过几分；几点差几分”.*
3. *Students can share their daily routine with their classmates and find their similarities and differences.*
4. *Students can draw their daily routines like a diary or a clock or in any creative way .*
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| Step 3—Learning Plan |
| ***Step1 Warm-up***1. *Play part of a TV show which shows a scene of people asking about time.*

*2. Students share their understanding of the TV show and figure out the topic——daily routine.* ***Step2 Activity 1(encounter new material)****1.Every student make a paper clock with the template and draw the hands of the clock. By drawing the hands at different zones of the clock, students can easily ask each other what time it is now.* *2.The teacher helps clarify why there are different ways of saying the time and assigns to the students a task of finding out how people told time in ancient times east and west.* ***Step3 Activity 2(engage with new material)****Ask and Answer**Students ask each other what they do at each particular time and make comparison of how daily routine is the same and how people make use of time in a different way and finally get to the concept of treasuring time.* |
| ***Step4 Activity 3(apply new material)***1. *Students draw their daily routines on another piece of paper, and the condition is that it needs to be creative rather than a list of things they do everyday.*
2. *Students go to the front and share their drawings of daily routines to the whole class.*

***Step5 Closing (reflect on learning)****1. Students review the time by watching the video again and reflect on what they’ve learned.**2. Students are assigned the following homework : do research on the different ways of telling time in ancient times east and west.* |
| 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 likes the part of drawing their daily routines in a comic way or any other creative way, because they like to be different and creative. I can tell because they’re eager to present in the front of the class. But when talking about the ancient history of keeping and telling time, students are more eager to listen rather than speak, so it would be better for me to assign the task of searching for information about time before the class.* |