

***Everyone learns, every day.***

**Saddle Mountain Unified School District #90**

**Lesson Planning Template**

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| Date | Content area | Grade Level | Estimated time for lesson |
| 11/18/2019 | Mandarin 1  | 9-12 | 91 minutes |
| Objective: *What will students know and be able to do by the end of the lesson?* |
| SWBAT recognize Chinese money.SWBAT ask and answer about the price. |
| Standards: IC- NH- 1./2; IL- NH-1; PS-NH-1 |
| Formative Assessments: *How will I check for understanding throughout the lesson?* |
| Student observation, questioning, ss’ performance, classwork,  |
| Materials: *What materials or supplies will need to be prepared?* |
| slides, paper cards, ball, color pens, quiz paper |
| Vocabulary: *What specific vocabulary words and concepts will be taught during this lesson?* |
| dollar, cent, ten, hundred,coin, paper moneyHow much is it? It is 150 yuan/dollar. |

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| Do Now: (Activate prior knowledge/Anticipatory set) |
| How do you activate student learning? | Estimated time: | Teacher Actions and pre-planned questions | Student actions including active engagement strategies/ expectations |
| 5 min  | play Kahoot revision | do kahoot to review clothes |

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| I do: (Direct Instruction/Modeling) |
| How does the concept develop? How will you make connections to previous learning? | Estimated time: | Teacher Actions and pre-planned questions | Student actions including active engagement strategies/ expectations |
| 10 min |  slides show: dollar, cent, ten, hundred,coin, paper money(pronunciation, characters) | follow the teacher to learn the phrases correctly |
| 5 min |  examples to ask and answer about time |  take down notes, solve problems |

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| We do:(Guided Practice) |
| How will students develop understanding? How will they interact with concept? How will I know that students are making progress towards the objective(evidence)? | Estimated time: | Teacher Actions and pre-planned questions | Student actions including active engagement strategies/ expectations |
| 5 min |  lead students to practice together(inner-outer circle, pair work, group work) |  follow the teacher to practice |
| 10 min  |  choose two or three students to act as a teacher and teach their classmates in their own way(Chisese-English, English Chinese, throw the ball, test each other, swatter competition, ) | follow their student teachers to practice |

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| You do: (Independent Practice/small groups) |
| How will students demonstrate their learning? How will you support all students/ levels of cognition? What instructional adjustments will you make when students don’t understand?  | Estimated time: | Teacher Actions and pre-planned questions | Student actions including active engagement strategies/ expectations |
| 10 min  | organize ss to participate in activities |  test each other |
| 5 min |  organize ss to review by themselves, solve their problems,  |  use exercise on the quiz paper to confirm themselves understood. |

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| I do: (Direct Instruction/Modeling) |
| How does the concept develop? How will you make connections to previous learning? | Estimated time: | Teacher Actions and pre-planned questions | Student actions including active engagement strategies/ expectations |
| 5 min |  slides show examples:It is 150 yuan/dollar.in Chinese (pronunciation, characters) | follow the teacher to learn the examples correctly |
|  | 5 min | dialogue: How much is it?  It is 150 yuan/dollar. | follow examples to communicate correctly |

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| We do:(Guided Practice) |
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| 5 min |  lead students to practice together(inner-outer circle, pair work, group work) |  follow the teacher to practice |
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| CLOSURE |
| How will you provide closure to the lesson? How will students reflect on their learning progress?  | Estimated time: | Teacher Actions and pre-planned questions | Student actions including active engagement strategies/ expectations |
| 5 min. | guide ss to make a dialogue by using what they have learnt today | make a dialogue with their partner by using what ss have learnt today |
|  | **Check for understanding** |  |