

***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 money  How 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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| 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** |  |