Lesson Plan

Teacher Ganzhi Du \_ Grade level Grade 6, 7 and 8

Lesson title revision

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| Step 1—Desired Results |
| *After class, students will be able to*  *1. greet fluently in Chinese*  *2. distinguish different numbers in Chinese*  *3. Tell prices in Chinese*  *4. Use Chinese to tell time* |
| Step 2—Assessment Evidence |
| *1. Students can make short dialogue to greet in Chinese*  *2. Choose correctly from the numbers given*  *3. Write down the numbers correctly*  *4. Guess the prices in Chinese*  *5. Show correct time on the clock* |
| Step 3—Learning Plan |
| ***Learning activities:***  ***Preparation: Collect all the topics covered in the first two quarters and prepare materials for revision.***  ***Presentation: Before handing out materials to students concerning each topic, review the topic and what they learnt in the topic orally with the students.***  ***Practice:***  **Topic 1. Greeting and self-introduction**  Classroom password: hand out a piece of paper with the expressions taught before, ask students to write down the English equivalence. Check the answers with partners. And then give the students 3 dialogues (brief self-introduction, brief greeting and being polite,) to choose from and practice the dialogue.  **Topic 2 numbers, time, age, day.**  1. Hand out 5 cards with 10 numbers to students. When calling out the numbers, students have to show the card with the number to the teacher.  2. Ask students to write down the numbers read by the teacher  3. Lottery. Give a series of numbers to the students. Ask students to figure out how they are pronounced in Chinese first and the teacher reads the numbers slowly three times. Students will have to recognize the numbers. There will be two winners.  4. Show different objects to the students and ask them to guess the prices.  5. Hand out clocks to the students and ask the students show the time on the clock according to what the teacher says.  6. Show different pictures with different activities in and ask students to answer what time they do the activity usually.  **Topic 3: colors**  1. Ask two to three students to the board and the rest of the class bring out a piece of paper each, the teacher says the colors in Chinese, and the students write down things of the same colors.  2. Show the characters colored to the students and ask them to tell what they are.  **Topic 4: fruits**  1. Ask two to three students to the board and the rest of the class bring out a piece of paper each, the teacher says the fruits in Chinese, and the students draw pictures of the fruits on the board.  2. Show different pictures of fruits again and ask students to name the fruits.  **Topic 5: family**  1. Draw the family tree on the board and ask students what the equivalence is in Chinese then ask students questions like “爸爸的爸爸是\_\_\_\_” (Father’s father is\_\_\_\_\_) to see whether they are familiar with the family members.  2. Ask students to introduce family members’ names by using the sentence structure “我的爸爸叫\_\_\_\_\_” (My father’s name is \_\_\_\_\_\_.)  **Products:**  1. Characters.  Hand out a piece of paper with characters and pictures of the objects in and ask students to match the characters with pictures. Check the results and ask students why they match them in this way.  Hand out another piece of paper with instructions on how to write some specific characters and ask students to follow and practice.  2. Pinyin the given dialogues  Prepare five dialogues related to the topic above and ask the students to give pinyin to the dialogues. Then ask students to pair up and act out the dialogues. |
| Step 4—Reflection |
| *W at 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?*  Students can remember most of the topics, but I need to constantly review some of the topics. |