Greeting in Chinese Language Lesson Plan

Teacher Eva Zhao Grade level 6-8

Lesson title Counting (45 minutes 6-11 students)

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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?*   * **Able to greeting each other in Chinese** |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  **Computer program test** |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   * step 1 : Do Now worksheet to review what we have learned last time * Step 2: Introduce 6 Chinese words ( 老师teacher，你好hello， 您好hello respectful， 你早good morning， 您早good morning respectful，再见 bye) * Step 3：Give out the dice templates with English meanings on the face of dice. Give out another piece of paper with Chinese characters and Pinyin (Chinese phonic symbols) . Students need to make their own die. To finish their dice they need to cut out the Chinese characters and pinyin to make a match with the English on the dice template. (picture in the next page) * Step 4：Grouping students. Each group needs one die, a pencil and a piece of paper.  There are number values on the die. One student rolls the die.  The students will say the words on the face of the dice. If the number value is 10, student read one time for the words that on the top of the dice. 20 value means say two times, in this way 60 means read 6 times for the words. The group writes down the number value on that face of the die and play moves to the next person in the group. The first group to 400 wins that round. * Step 5: Use quizlet.com to make a test about what they learn today. Have students finish the test. |
| 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?*  Students read the words by playing the game to make they learn the words more easily. |

Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD,

