**Lesson Plan**

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| **Teacher:** Zhenglin Wang | | **Lesson title:** Sports | | **Ss level:** Grade 4 |
| **Objective(s):** By the end of this lesson, students will be able to (SWBAT)…   * (content) understand the vocabularies (跑步，滑雪，游泳，踢足球，打篮球，打美式足球，打棒球，打乒乓球）and sentence patterns（你做什么运动？我。。。） to ask and answering the questions about sports. * (language) use the above language points to share about the sports they do. * (skills) Sing the song of the topic: what sports do you do. | | | | |
| **Assessment(s)**  Diagnostic  Formative  Summative | *What will students do to show their progress towards or mastery of the objectives?*  Students will say the actions and do those actions while they hear from teacher’s directions.  Students will sing the song of “what sports do you do”.  Students will read the texts and finish the worksheet. | | | |
| **Lesson Sequence** | | | | |
| **Activity Name** | **Activity Steps and Description** | | **Time** | **Materials** |
| **Warm-up**  (activate background) | Greet each other by saying Nihao\ Zao shanghao. Hold a ball and say “Do you like to play sports?你喜欢做运动吗?” Have ss answer and then T play the song “What sports do you play?你做什么运动？” | | 3min | A ball |
| **Activity 1**  (encounter new material) | **1. Introduce the actions vocab: play "Slowly reveal the flashcard" （**跑步run,游泳 swim,打篮球play basketball, 踢足球play soccer,打棒球 play baseball, 滑雪go skiing, 打美式足球play American football, 走路walk. **）**  Start with the "run" flashcard – place it behind the pack of the other flashcards. Slowly push the flashcard up, revealing a little of the picture. Encourage students to shout out what they think it is. Then chorus the word 3 times. Finally, shout "Ok, everyone run for 5 seconds … 1 – 2 – 3 – 4 – 5 – Stop!" and have everyone run around as you count five seconds. Then do the same routine with the other flashcards. | | 5min | Flashcards  board |
| **Activity 2**  (engage with new material) | **2. Play "Teacher Says"**  Line everyone up in front and say "Teacher says run 老师说跑" and have everyone do the running action. Go through a few more verbs with everyone doing the actions. Then say "play basketball打篮球" without the "Teacher says" part – anyone who does the action is out!  **3. Introduce the structure – do "Marching Chant"**  Place the flashcards on the board in the order of the song. Model marching on the spot and clapping a slow rhythm and get everybody to copy – marching on the spot and clapping at an easy pace. Then start the chant in time with the clapping: "what sports do you play?你做什么运动? – 你做什么运动? – 你做什么运动?, etc". Make it so that everyone echoes T’s chant. Next, insert the first action into chant and have everyone echo as they march and clap along.Then add more actions into the chant: | | 10min | Flashcards  board |
| **Activity 3**  (engage with new material) | **4. Play "What sports do you do?" actions**  Start by modeling the activity. Start running on the spot and have your volunteer say "你做什么运动?" and reply "我在跑步!". Then start doing a skiing action and have the student ask again "你做什么运动?". Reply "我在滑雪!". Continue this for all of the verbs, in the order of the song, using the flashcards on the board. Next, have S1 doing all of the actions and the other asking "你做什么运动?". Once finished, students swap roles. | | 5min | Flashcards  board |
| **Activity 4**  (apply new material) | **5. Sing the "What sports do you do?" song**  Play the song through one time and have everyone do the  actions and encourage them to sing along. Use the flashcards on the board or the song poster for prompts.Then play the song once more for fun.  **6. Read "What sports do you do?" texts**  Follow the song, have ss read the texts which uses the structures from the song. | | 5min | TV  Text papers |
| **Closing**  (reflect on learning) | **7. Do the "What are you Doing 1?" worksheet**  Give out the worksheets and circulate as students match the sentences to the pictures. | | 2min | worksheet |
| **Teacher’s Notes and Reflections** | Students have so much fun learning this topic. They especially like doing actions while following the orders in the games. For singing the song, kids learned easily by clapping with each sentences. They keep singing the song even when they are doing the worksheet which really help them to remember the target language! | | | |