**Lesson Plan**

TCLP teacher’s name: Xing Tan Grade level: Third and Forth Language level:\_\_\_\_\_ beginners

Lesson title: School and School life

Time Estimated:\_\_\_\_30 minutes\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Step 1—Desired Results** |
| **Lesson goals***What should students know, understand, and be able to do as a result of the lesson?**Students should know how to use mandarin to express basic things that they come across every day in school. They will be able to say common things in school and they will be able to express their feelings to their school, their teachers and their classmates.*  |
| **Essential Questions** *What leading questions can you ask of students to get them to understand the Big Ideas?**We go to school every day and we learn knowledge from our teachers and we play with our classmates. We read in a library and we eat in a cafeteria. How to express all of these things that we come across every day in mandarin?* |
| **Lesson Objectives***Identify General Learner Outcome (GLO)* Students will be able to: The students will be able to say school, classroom, teacher, student, classmate, library, cafeteria and playground. Students will be able to use the sentence pattern: there is, I like, I am |
| **Step 2—Assessment Evidence** |
| **Performance task** *— What will students do to show what they have learned?***Performance criteria** *— How good is good enough to meet standards?*Students will do three things to show what they have learned.1. They will play the concentration game with their partners to show they know how to pronounce the words correctly and remember all the characters.
2. They will use new words and the sentence patterns they have learnt to make new sentences and write it down on their answering sheet.
3. They will practice speaking the sentences to their partners and express themselves by using the new words and sentences.

If the students can pronounce all the eight words correctly and can use the sentence patterns to make their own sentences, they are good enough to meet the standards and master what they have learnt. |
| **Step 3—Learning Plan** |
| **Materials needed**Flash cardsProjectorWhiteboardScissorsPaper and pencils |
| **Learning activities***Step by step instructions from start to finish (including amount of minutes needed per activity), and detailed enough for another teacher to follow. What teaching methods/activities will you be using?*1. *Students will get a piece of paper which have all the eight words that they are going to learn during the class. They will follow the teacher to pronounce all the words and write all the PinYin of the words on the paper and practice with their partners.(5 mins)*
2. *Students will use scissors to cut the eight words into eight cards to play the concentration game with their partners. They will flip the card over and say the words in mandarin while trying to remember the cards in order to find the pair. Every time they flip over the card they will pronounce the word in mandarin to their partner. In this way, they can remember the pronunciations and the Chinese characters better.(10 mins)*
3. *Then the teacher will introduce the sentence pattern “ there is , I like, I am “ to students and students will use all the words that they have learnt to make new sentences. They will practice with their partners first and then write down the sentences they made in the answer sheet. The teacher will walk around and check their answers.(8 mins)*
4. *The teacher will call several students to hold the flash cards which have the sentence pattern as well as the new vocabulary in front of the all class. Then the teacher will use pull cards to call students to read the sentences that they have made. Then the students holding the words which appear in the sentences will stand in one line. Then the whole class will repeat the sentences. (4 mins)*
5. *Students will turn to their partner and practice the sentence pattern by using the new words that they have learnt and the teacher will walking around again to check whether students are able to use the sentence pattern correctly.*
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| **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?**The sentence patterns we are going to learn are “ there is, I like, I am” and students are required to make new sentences by using the words that we have learnt. Some students make more complex sentences than I thought during the class. I thought students will make simple sentences like there is library in my school. But many students make sentence like this : there are library, playground and classroom in my school. They are able to use the word “ and” to make longer sentences.* *My students learnt how to say common things in school and they learnt how to use the sentence pattern “ there is, I like and I am”**When students were practicing with their partners and wrote down their sentences in their answering sheet, I was walking around to check their answers.* |