**Lesson Plan**

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| **Teacher:** Xu Quansai | | **Class:** Grade 4 enrichment class | | **Date:** Oct.7 |
| **Background Information:**  The students have learned yunmu in pinyin for a little. During the time they learnt pinyin, they have already known how to do it and got the feeling of learning it. Besides, they have learnt some simple greetings in Chinese too. | | | | |
| **Objective(s):** By the end of this lesson, students will be able to (SWBAT)…   * (content) read and recognize the shengmu in pinyin. * (language) greet each other with simple Chinese, and review and consolidate shengmu and yunmu in pinyin. * (skills) use comprehensible pronunciation (inc. intonation) in speech and group cooperation. | | | | |
| **Assessment(s)**  Diagnostic  Formative  Summative | *What will students do to show their progress towards or mastery of the objectives?*  Students will respond to the correct Chinese shengmu and yunmu.  Students will learn to read and recognize the Chinese shengmu and yunmu.  Students will be checked the pronunciation of pinyin by pinyin cards and printed materials. | | | |
| **Lesson Sequence** | | | | |
| **Activity Name** | **Activity Steps and Description** | | **Time** | **Materials** |
| **Warm-up**  (activate background) | 1. The teacher uses the simple Chinese to begin the class.  2.The teacher shows a video song to the students about yunmu.  3.The teacher ask the students to review the yunmu through TPR methods.  4. The teacher checks whether the students can remember and recognize the different yunmu by using yunmu cards. | | 2min | A video song about yunmu;  Yunmu cards |
| **Activity 1**  (encounter new material) | 1.The teacher shows a video song about shengmu.  2.The teacher sings the song and asks the students to feel the song. If the students want to follow it, they can definitely follow the song. | | 2min | A video song about shengmu |
| **Activity 2**  (engage with new material) | 1. The teacher asks the students to think about the feelings after hearing the song.  2. The teacher reads the shengmu in pinyin poster and asks the students to find the similarities and differences in pinyin and the English phonetic symbols. | | 2min | Pinyin poster |
| **Activity 3**  (engage with new material) | 1. The students are asked to read the shengmu after the teacher and think again about the similarities and differences.  2. The teacher plays the song again and asks the students to follow.  3. The teacher asks the students to read the shengmu on the printed materials in groups and help each other. The teacher walks around to give help and check at the same time.  4. The teacher repeats the import and difficult points in pronouncing shengmu which are found when the students read them. | | 12min | the video song about shengmu; pinyin poster; printed materials |
| **Activity 4**  (apply new material) | 1. The teacher checks whether the students can read the shengmu by using the shengmu cards.  2. The teacher reads some shengmu and asks the students to point out which shengmu it is on their printed materials.  3. The students sing the shengmu and yunmu songs together.  4. The students use the pinyin cards to read a few pinyin characters to practise shengmu and yunmu together.  5. The teacher helps review the simple greetings in Chinese by greeting the students.  6.The students greet each other. | | 9min | Shengmu cards; printed materials; the video song about shengmu and yunmu; character cards of simple Chinese greeting |
| **Closing**  (reflect on learning) | The teacher reviews what are taught in this class and answers questions from the students if there’s any. | | 3min |  |
| **Teacher’s Notes and Reflections** | Shengmu is a little easier than yunmu in pinyin because they are similar to the English phonetic symbols. But there still are some difficult points in pronouncing some of them. Before teaching, we can do some surveys online to check out the difficult points for foreign learners and prepare for that. Besides, the song really helped a lot. The students loved the magic songs very much. They just couldn’t stop singing them even after class. And owing to the songs, they made a bigger progress in learning pinyin. | | | |