**School: Bodine High School for International Affairs**

Teacher Zou Feili Grade level Chinese Level 2

Lesson title Create your own Chinese Calendar

|  |
| --- |
| 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?*•Communication: 1.SWBAT say and write the days of the week.2. SWBAT use the numbers they have learned to create a calendar of current Oct. month.•ConnectionSWBAT draw and paint a Chinese calendar.•CommunitySWBAT show their family members what they have accomplished in school and teach them numbers in Chinese. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?* • the paper of tracing the strokes of characters of the days of the week •using smart board to demonstrate their writing of one to one hundred in Chinese •a self-made Chinese calendar of the month of Oct.2018  •assessing the calendar work into gradebook of the school district as a performance –based learning task   |
| *Step 3—Learning Plan* |
| *Learning activities - Answer’s the question, how do I teach it?*1. Preparation and Materials: 1. a song of “one to ten in Chinese” on Youtube <https://youtu.be/L39QdQsTA1I> which gears to the students’ interest in rap.2. an animation of writing strokes step by step about “one to ten in Chinese” <https://youtu.be/gDyDrByhIqo>3. an copy of stroke practicing paper for each student to trace the sequence of day of the week, created with Chinese Characters Stroke Order Worksheet Creator from the website <http://www.an2.net> 4. colorful flash cards for students to choose their favorite color, but at the same time they need to express the color in Chinese in order to attain one. The flash card are prepared for the self-made calendar5. colorful markers and rulers **Warming up activity :** a song of “one to ten in Chinese” on Youtube <https://youtu.be/L39QdQsTA1I>Teacher invites some students to come to the front and sing with the beat.**Presentation activity1 :** an animation video to show the sequence of writing stroke by stroke of one to ten in Chinese <https://youtu.be/gDyDrByhIqo>**Practice activity1 :** Twostudents come to the smart board to practice the writing of one to ten as a competition, while another student tells them which number to write in Chinese, giving them three times of chances and counting the score.**Presentation activity 2:** Teacher shows on the smart board the sequence of writing days of the week stroke by stroke. **Practice activity 2:** Students use the worksheet created from Chinese Characters Stroke Order Worksheet Creator to practice the sequence of writing :星期日(Sunday), 星期一(Monday)，星期二(Tuesday)，星期三(Wednesday)，星期四(Thursday)，星期五(Friday)，星期六(Saturday)**Performance based-learning task:**Choose a favorite color of the flash card and work on a Chinese calendar like the following: |
| *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.* To try to write Chinese symbols of character is a great challenge to my students of Chinese level 2, but they have already learned a year of oral Chinese. So this year I would like to expect them to learn to recognize and write simple Chinese characters and I decided to start to write numbers which consists of fewer strokes in one symbol as an easy start. And I also put this handwriting learning activity into a meaning task of creating a calendar.  The students love this performance based learning task. A lot of them are senior 12 graders. So they prefer cognitive activities than simply imitating sounds. After class, some of them talked to their classmates saying that they “like writing Chinese. They don’t seem to be so much intimidated after all.” I started to realize that students have different level of needs. Some would like to take notes and write. Previously I totally ignored this kind of students’ need and always put them into pair activities and group activities. But all they want is individual learning. So somehow I need to justify their need  |

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