**Lesson Plan Greeting**

**School: Bonny Eagle High School**

Teacher Ji Wenhua Grade level Novice

Lesson title greeting?

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?*

At the end of the lesson, students:

 • Can say greet each other in Chinese;

 • Can say their their nation;

 • Can use the following sentence to make a dialogue.

 你叫什么名字？我叫\_\_\_\_\_\_\_\_\_\_.

Step 2—Assessment Evidence

*Performance task—What will students do to show what they have learned?*

 • Listening practice: show them a video clip and ask them to listen carefully ;

 • Speaking practice: Ask them to greet each other;

 • Pair work: students use the sentence structure to greet each other;

 • Outer circle and Inner circle activity: students use the sentence to ask each other’.

 • Presentation: invite pairs of students to the front of the classroom and present their dialogues in front of the class.

Step 3—Learning Plan

*Learning activities - Answer’s the question, how do I teach it?*

I. Warming up:

Greetings: 你好！ 你好！

II. Lead-in:

Watch the video and grasp some Chinese . Then the teacher says some Chinese words of hello, how are you? I’m fine, and you. Nice to meet you. Thanks , see you.

III. Presentation:

 Step 1 Teach the students how to pronounce these words in Chinese.

你好。 你好吗？我很好。你呢？很高兴认识你。谢谢。再见

Activities:

 • show them a video clip and ask them to listen carefully ;

 • Speaking practice: Ask them to greet each other;

Step 2 Introduce the use the following sentence to make a dialogue.

 你叫什么名字？我叫\_\_\_\_\_\_\_\_\_\_.

Activities:

 • Pair work: students use the sentence structure to greet each other;

 • Outer circle and Inner circle activity: students use the sentence to ask each other’s phone number and write down it on the student sheet.

5. Presentation: invite pairs of students to the front of the classroom and present their dialogues in front of the class.

Introduce some sentence patterns to express how to talk about languages.

1、—你几岁？（How old are you?）

—我\_\_\_\_\_岁。你呢？(I’m \_\_\_\_\_ years old. What about you?)

—我\_\_\_\_\_岁。 (I’m \_\_\_\_\_ years old.)

2、—你爸爸几岁？（How old is your dad?）

—我爸爸\_\_\_\_\_岁。(My dad’s \_\_\_\_\_ years old.)

3、—你妈妈几岁？（How old is your mom?）

—我妈妈\_\_\_\_\_岁。(My mom’s \_\_\_\_\_ years old.)

IV. Pair work:

Practice in pairs. Students in each group will practice how to ask their partners about ages. Teachers will join the students to help them and make sure every student can speak out these numbers in sentence patterns. And the students are encouraged to figure out their family members’ age and make more dialogues.

V. **Inside and Outside Circle** by using the above sentence patterns:

The teacher shows how to make a dialogue with a fast learner and uses the sentences listed above and the previous dialogue learned before so as to help students to understand and use these sentences better.

VI. **Presentation**

The teacher invites some volunteers to present their dialogues about numbers in front of the class.

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.*

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