Milwaukee School of Languages Chinese Lesson Plan

Teacher Jia Liu Grade level G8

Lesson title Food

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| 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?*   1. The students are able to say some famous Chinese dishes like Mapo toufu, sweet and sour pork, sour and spicy soup and some other vocabulary about food in Mandarin Chinese. 2. The students are able to use some sentences pattern to express whether they like or dislike certain food “Do you like or dislike…” in Chinese. 3. The students are able to order food in the scene of a Chinese restaurant and learn some dinning etiquette. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   1. *The students will give response to the flash cards about the foods.* 2. *The students will play the patting game about the words.* 3. *Role-play dialogue.* |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   1. Warm up: Watch a short video of Chinese highlight about food on youtube. 2. Lead-in: Ask the students what their daily food is and lead to the teaching of the vocabulary about food.   3. Presentation: With the help of the PPT, which is with different pictures of food, students will learn the vocabulary visually and then play the patting game. Practice the sentence pattern “Ni xi huan….ma?” “Shi de, wo xi huan…/Bu, wo bu xi huan…”  4. Role-play : Show a menu of a Restaurant, which is lack of the pictures of the foods. Match them and then use “this is” to introduce the menu. The students role-play the restaurant scene by using “what is this” and “this is…”, “ I want…”     1. Consolidation: review the vocabulary and sentence pattern. |
| 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 students did well in learning about food with the help of multimedia because it is more visual and it’s the topic they are interested in. However, it took a little while to form the sentences and free-talk. In this lesson, students practice their speaking, reading and listening. I should give them some writing work to consolidate their learning. |