

LESSON PLAN TEMPLATE for 北京九日游
2012 Virginia STARTALK Chinese Teacher Academy

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Day 1

Topic/Subtheme: occupation

Proficiency Level: Novice Low-mid

Grade Level: 9-12 Grades

Time frame: July 2, 2012, 11:00-11:50

Learning Objectives:

- ✓ Students can ask and give information in simple terms questions about family members
- ✓ students can ask and give information regarding to family members' occupations

Standards:

1.1 Interpersonal

1.2 Interpretive

1.3 Presentational

Materials:

- ✓ Powerpoint slides
- ✓ authentic family photos
- ✓ class handout
- ✓ worksheets
- ✓ sticker/poster

Key vocabulary/structures:

医生、律师、商人、工程师、家庭主妇、老师、警察、护士、工作、做、什么

- ✓ What's his occupation? He is a _____. 他做什么工作？他是_____。

Procedures:

1. Warm up (3 minutes)

Review- teacher-led questions- 你是 小学生/ 中学生/大学生 吗？

2. Practice: (45 minute)

A. Learn and practice the structure of ask for occupation

- Teacher- modeling (10 minutes)

Use ppt to go over vocabulary 老师，学生， 工程师， 医生， 律师，商人，家庭主妇

Ask yes/no, either/or, wh- questions to check understanding

Use the same pictures to ask the questions-

Q: 你做什么工作？

A: 我/他/爸爸/妈妈/是老师/工程师/医生

Use yes/no, either/or, wh- questions to check understanding

- Student-centered activity- (8 minutes)-**interpersonal**

Q&A—distribute pictures of profession to students.

Students will be given a checklist of profession. Students need to go around the classroom to ask/answer the questions,

你做什么工作？

我是老师/工程师/医生...

Check off the profession on the list, exchange pictures and continue asking/answering the questions until all the professions are checked off.

B. Review the sentences and vocabulary in this unit

- Teacher- modeling (8 minutes)

Review- 你家有几个人？

Describe family members and their occupation with pictures-

我家有__个人。 我的爸爸是 ____ (occupation)

- Student-centered (8 minutes)-**interpersonal**

Information gap- find your missing sibling

Your sibling was separated from the rest of the family when you were little. You are going to find your sibling. Use the picture given to you as the information of your family and ask questions to find your missing sibling.

Students circulate around the room and ask questions to find their siblings.

Required sentences:

- A: 你家有几个人？ B: 我家有__个人。
- A: 你爸爸做什么工作？ B: 我爸爸是____ (occupation)。
- A: 你妈妈做什么工作？ B: 我妈妈是____ (occupation)。
- A/B: 你是我哥哥/ 弟弟/姐姐/妹妹。

- Student-centered activity (3 minutes) **presentational**

Report about their new found family. .

3. Closure:

- Students centered -Create a family of 长城班- **interpersonal and presentational** (10 minutes)

Have 6 students in a group to create a family: students decide their own roles and professions and present.

Assessment & Rubrics

In every section of the class, teacher will have teacher-student question and answer practice to check student's comprehension. In every section, there will be at least one activity that requires students to provide language output (either verbally or in written form) which teacher will use to assess students' learning.

There will be frequent comprehension checks in every section of the class. Teachers will circulate around the class during student-centered activities and observe student's performance to find out which aspect of the students need special attention.

Before-class/After-class planning

Before class:

- Ask students to complete survey about family (family member, name, occupation), collect the surveys to prepare for next class' student-centered activities
- Ask student to bring their family pictures to next class which is to be used during activities

After class:

Review the material and complete the homework about family members on smartphone. See details on GoChinese program website for practicum.

Day 2

Topic/Subtheme: Visiting family

Proficiency Level: Novice low

Grade Level: 7th ~ 8th Grade

Time frame: July 7, 2012, Saturday, 9:00 – 9:50

Learning Objectives:

- ✓ Students can give and respond to compliments in Chinese culture
- ✓ Students can act in a culturally appropriate way to visit a Chinese home: giving your hosts presents.

Standards:

- 1.1 Interpersonal
- 1.2 Interpretive
- 1.3 Presentational
- 2.1 Cultural practice

Materials:

- Video clip
- Handouts and worksheets for students
- Music (played during gift exchange)

Key vocabulary/structures:

谢谢 不客气 请进 欢迎 请坐 给 很高兴认识你们 礼物 很漂亮

Procedure:

Warmup:

- ✓ Review -ask date and time. (teacher-fronted)
- ✓ Whole class interview to find a person to do the same activity. Ask what would you like to do on Saturday (你星期六想做什么?) (student-centered)

Practice:

- ✓ Watch a short video clip. Check understanding by asking questions about the clip.
- ✓ Teacher models phrases- 谁呀，请进，欢迎，请坐， (teacher-fronted)
- ✓ Pairwork : act out as guest and host (student-centered)
- ✓ Teacher models- 这是礼物，给你。(teacher-fronted)
- ✓ whole class activity- give every student a little gift to exchange and practice
这是礼物，给你。
谢谢
不客气。
- ✓ Teacher model- 很大，很漂亮 (teacher-fronted)
- ✓ Pair activity- describe pictures (student-centered)- (Place) 很大，很漂亮
- ✓ Pair- students perform as guest and host.- student-centered

closure

- Watch the video of greeting. Ask questions to wrap up.

Day 3

Topic/Subtheme: colors

Proficiency Level: Novice low

Grade Level: 7th ~ 8th Grade

Time frame: July 10, 2012, Tuesday, 10:00 – 10:50

Learning Objectives:

- ✓ Identify names of colors in Chinese
- ✓ Know to make a choice—A 还是 B

Vocabulary:

颜色，黄色，红色，蓝色，绿色，咖啡色，黑色，白色，粉红色，橙色，紫色，还是，大号，中号，小号

Structure

- ✓ 的-我喜歡紅色的，你有白色的嗎？
- ✓ 还是— 你喜歡紅色的還是黑色的？

Procedure:

Warmup:

review – have students describe what peers wear. (review clothes items.)

Practice:

- ✓ Use clothes from previous lessons to introduce new colors. (teacher-fronted)

- ✓ Count jelly beans- give pairs of students a bag of jellybeans to count out loud- 我有一个黄色的 jellybeans, 我有两个黄色的 jellybeanstalk, ... (student- centered)
- ✓ Introduce 还是- (teacher-fronted)
- ✓ Pair-work- play rock, paper, scissor to practice (student- centered)
你喜欢红色的还是黄色的
我喜欢红色的, 黄色的给你
- ✓ Continue introducing the rest of the colors. (teacher-fronted)
- ✓ Pair work-
 - describe what you wear to your partner (student-centered)
- ✓ Pair work- guess who the classmate is (student-centered)
 - Student A picks a name tag, answer yes/no to questions from student B.
 - Student B asks student A questions about the clothes the classmate on the name tag wear to figure out who the classmate is.
- ✓ Pair work- dress up celebrities (student- centered)
 - Provide cutout of clothes items for students to color and paste to the heads of celebrities.
 - Language output- XXX 穿红色的长裤还是绿色的短裤? XXX 穿黑色的 T 恤衫还是白色的衬衫
 - Presentation- have students present their work of dress up.