

LESSON PLAN for 北京九日游
2013 Virginia STARTALK Chinese Teacher Academy
By Shanhui Chen (陈山卉)

Day 1 Period 1

Topic/Subtheme: How many people in your family?

Proficiency Level: beginning/novice low

Grade Level: 9-12th grade

Time frame: Day 1 Period Two, 50 minutes

Learning Objectives:

- Students will be able to understand the questions about the number of people in their family and who they are. (SD1.1 interpretive)
- Students will be able to respond questions regarding the number of people in their family and who they are. (SD 1.2 interpersonal)
- Students will be able to interview 3 classmates finding out how many people in their family and who they are and report to class.

Standards:

1.1 interpretive 1.2 interpersonal

Materials:

Head projector
Family photos
Handouts

Key vocabulary/structures:

1. 爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹
2. 有/没有, 几 (个)
3. 你家有几个人?
4. 你有几个哥哥/姐姐/弟弟/妹妹?

Procedures:

- Greet students
- Introduce myself
- Review family members
- Demonstrate “有 to have”
- Demonstrate the meaning “几 (个)...?”

Warm up:

1. Greetings: 同学们好! --老师好!

Introducing myself: show PowerPoint with my own photo and asking 她是谁?

是, 这是陈老师。我叫陈山卉

陈老师是美国人吗? (have student answer)

陈老师不是美国人。(retell what student say)

陈老师是中国人。

2. Review: teacher-led questions

Show Simpson's family photos and ask:
这是谁的家?

Point each family member and ask 这是谁? Leading students to answer 这是爸爸, 这是妈妈...

Show the teacher's own family picture and have student answer the same questions above.
这是谁? have students answer 这是陈老师的...

3. Presentation for 有/没有:

The teacher demo 有 to have by doing TPR (a piece of chalk in hand saying “有”, then take it away saying “没有” keep doing this several times, then have student say while the teacher doing.

Switch to the teacher's family photo and ask (teacher-led question): 陈老师有哥哥吗? 陈老师有姐姐吗?

Have a few students answer the question: 你有哥哥/姐姐/弟弟/妹妹吗?

4. Practice: (student-centered)

Students work in pair talking about 陈老师的家
陈老师有。。。

Students work in pair talking about the siblings they have.

5. presentation for 几(个) - teacher-led question:

The teacher shows a family picture of Obama and counting his family members and asks: Obama家有多少人? Obama家有四个人。

Switch to Simpsons family picture and have students answer the same question
Switch to chen laoshi's family picture and have students answer the same question.

6. Practice:

Continue to show more family pictures and have students answer the question “他家有几个人?”

7. presentation for “两”

The teacher show a power points with 5 teachers and count, 一个老师, 两个老师, 三个老师, 四个老师, and have students answer the question “how many teachers in the picture?”

Show another picture of 7 students and count 一个学生, 两个学生, 三个学生, 四个学生。。。

Show a picture of two people, and count 一个人.., and looking at the students to encourage them to finish counting (some may say 二个, some may say 两个), then lead students to say “两个”, count the people or chairs in the classroom using 两个 instead of 二个。

8. Practice: student-centered interpersonal communication

Students work in pairs using family photos on the following questions:

你喜欢喝。。。吗？

Review measure word “一杯，一瓶” by showing pictures on powerpoints

Demo “to want to drink” with pictures and have students respond to the questions: 他/她 想喝什么？

Have a few student answer the question “你想喝什么？”

Students work in pair answering question: “你想喝什么？”

2. Presentation :

The teacher works with another teacher demo the following scenario:

B knocking the door

A: 是谁？

B: 是我 XXX

A: 欢迎，欢迎！ 请进，请进！ 请坐，请坐！

B: 谢谢！ 这个礼物给你。

A: 这个礼物真漂亮！ 我很喜欢。你想喝什么？

B: 我想喝 。

A: 给你一杯 。

B: 谢谢！

A: 不客气

2. Presentation scenario 1 :

TPR demo

欢迎，欢迎！

请进，请进！

请坐，请坐！

认识你很高兴！

3. Practice:

Students follow teacher's action

Students do as teacher says

Students say as the teacher does

Students do as a student says

4. Presentation scenario 2:

Teacher TPR demo

A: 你想喝什么？ 我有可乐，茶，雪碧，水，果汁。

B: 我想喝_____。

A: 给你一杯_____。

B: 谢谢，

A: 不客气。

5. Practice: Teacher-led activity

The teacher plays A and have students play B

Students work in pair practice offering and accepting drinks

6. Closure: student-centered activity

Hand in the students template sheet and have students work in pair role play scenario 1 +2 and act out to the class.

Assessment

Students work in pair role play scenario 1 +2 and act out to the class without handouts

LESSON PLAN for 北京九日游
2013 Virginia STARTALK Chinese Teacher Academy
Day 7 period 2
By Shanhui Chen

Topic/Subtheme: Colors and clothes

Proficiency Level: beginning/novice low

Grade Level: 8-9th grade

Time frame: 2rd period, 50 minutes

Learning Objectives:

- Students will be able to identify colors in Chinese
- Students will be able to talk about their likes and dislikes related to clothes and colors.
- Students will be able to describe a person's outfit

Standards:

- 1.1 Interpretive
- 1.2 Interpersonal
- 1.3 Presentational

Materials:

Head projector
Jelly beans
Clothes in different colors

Key vocabulary/structures:

颜色，黄色，红色，蓝色，绿色，咖啡色，黑色，白色，粉红色，橙色，紫色
大/中/小号
你喜欢什么颜色的 T 恤衫？
你要大号的还是中号的还是小号的？
你要红色的还是蓝色的？

Procedures:

1. Warm up:

Play color song on Youtube <http://www.youtube.com/watch?v=tHmkDmZVZt8>

2. Presentation

Show PowerPoint slides with 10 colors while asking:

这是什么颜色? (the teacher answer)

你喜欢 xxx 色吗? (have students answer)

谁喜欢 XXX 色? 举手。几个人喜欢 X 色? (student answer)

3. Practice:

- Students learn color song (play twice and students sing along with it)
- Students work in pair talking about their likes and dislikes on colors
- Students count jellybeans in a bag and report the colors they have and the numbers of jellybeans of each color they have

4. Presentation: teacher-led activity

Show PowerPoint slides with clothes in different colors and have students answer the following questions:

这是什么?

这是一件什么颜色的衬衫/T 恤衫/裤子/短裤/裙子/鞋子? (have students answer these questions in a complete sentence)

3.Practice: student-centered activity

Students work in pair describing the persons' outfit in class.

Game: Guess who he/she is

Have one student describe a person's outfit and have students guess who he/she is.

4. Presentation

Show students T shirts/ pants in 3 size and say: 大号, 中号, 小号. Ask a few students' what size of he/she T-shirt/pants/shoes wears.

5.Practice: student-centered activity

students work in pair asking and responding questions about what size of their T-shirts/pants and shoes they wear.

6. Closure:

Play 2013 Spring/Summer Fashion show on Youtube

<http://www.youtube.com/watch?v=08xgGFk5fds>

Pause on the characters that the teacher wants the students to describe.

Assessment

Scenario: students are ordering T-shirts for Chinese club. Interview the members of the club and find out their size and colors they prefer.