

LESSON PLAN 1

LESSON PLAN for 北京九日游
2012 Virginia STARTALK Chinese Teacher Academy
By Ruilig Liang

Topic/Subtheme: Time and date

Proficiency Level: Novice - Low

Grade Level: 9-10th

Time frame: 50 minutes

Learning Objectives:

1. Count with the numbers 1-99
2. Exchange information about time and dates

Standards:

National Foreign Language Standards: 5 C's and 3 modes

- 1.1 Interpersonal Communication
- 1.2 Interpretive and practice of the culture
- 1.3 Presentational Communication
- 2.1 Culture Practice---greeting, gestures for numbers
- 2.2 Culture products---a Chinese style clock
- 3.1 Connection (Language)---
- 3.2 Connection (Culture)---
- 4.1 Comparison (Language)-
- 4.2 Comparison (Culture)-
- 5.1 Community (Beyond school)
- 5.2Community (Lifelong learning)

Materials: PPT, Chinese style clock, poker cards, paper plate clocks (12)

Key vocabulary/structures:

〇，一，二，三，四，五，六，七，八，九，十，.... 九十九，
一点。。。十二 点，几点，几分，现在几点？现在____点 ____分。

Procedures:

1. Warm up:

Because this class is Day 2 and the first period of the day, teacher needs to spend some times to review the lessons in Day1.

a. Greeting: Class Song:

上课了，请起立！老师好，同学们好！上课了，看老师；上课了，说中文。听听，看看，说说，写写。故宫，长城中文班。非常好！

b. The teacher greets students and introduces the teacher's name.

Teacher: 你好！我是__老师。我叫____。你叫什么名字？

Student:你好！我叫_____。

Teacher:认识你很高兴，____。谢谢，再见！

Student:认识你很高兴。__老师。

Teacher: 谢谢，再见！

Student: 谢谢，再见！

Teacher continues to move to one or two students and demo how to greet each other and introduce oneself. Divide the rest of students in pairs to practice. Teacher walks around to make sure they all can do it. Recast whenever it is necessary.

c. Review family members, and the sentence pattern “这是什么？” Use the sentence pattern to review the numbers 1-10 when teacher uses Chinese gestures of the numbers. Teacher counts with students one by one to make sure everyone can recall what they have learned.

2. Practice:

1) Teach 11-99.

a. Use PPT to teach 11-99. Combine with gestures.

b. Student-centered pair works. Teacher demonstrates adding up poker cards one by one. Pass few poker cards out to every student, and let them add the cards up one by one. Practice “你有多少？” “我有_____。”They need to say the sum in Chinese.

c. Representation in pairs.

2) Teach time- 点，现在几点？

a. Teacher-centered: use a real Chinese styled clock to teach 一点，两点，三点，。。十二点。

b. Reinforce by gestures and a song. Students stand up while they do and sing.

c. Student-centered practice. Teacher demonstrates how to practice- --one person turns the paper clock and makes a time in hour, other person says out the time by hour. Teacher sets students up in pairs, and then passes paper plate clocks out to students.

d. Teacher calls on one or two pair of students to report in class.

3) Teach “minute”- 分。

a. Teacher shows PPT to teach minutes by 5 until 55.

b. Student-centered practice. Teacher demonstrates how to practice--- one person turns the paper clock and makes a time in hour and minutes, other person says out the time by hour and minutes. Students start to practice through pairs after teacher sets students up in pairs.

c. Teacher calls on one or two pair of students to report in class.

d. Check the clock on the wall. Let students tell the real time----hour and minute.

e. Student-centered : teacher demos and then passes hand-out and lets students walk around to ask others.

A: What time does your class start? (你几点上课?)

B: 我__点上课. And then B asks back “What time your class is over?”

A: 我__点下课。

f. Report in class.

3. Closure:

Teacher checks the clock on the wall again and pick a student to tell the time. Students sing the time song together.

Hand- out

nǐ jǐ diǎn shàng kè

A: 你 几 点 上 课?



wǒ diǎn shàng kè

B: 我 _____ 点 上 课。

Good bye!



nǐ jǐ diǎn xià kè

A: 你 几 点 下 课?

wǒ diǎn xià kè

B: 我 _____ 点 下 课。

Assessment & Rubrics

	Below Average	Good	Excellent
Mechanics	Can understand a bit of the lesson taught but pronunciation, and attitude are distracting	Can say the whole sentence with a few slips, but acceptable	Can say what are taught which reflects in pronunciation and enunciation
Language output	Can only comply very few of teacher's requirements	Can cover the required sentence structures, but does not clearly communicate to the audience/classmates	Can do very good role play, presentation clearly communicates the activity or pair work goals

LESSON PLAN 2

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

By Liang Rui Ling

Topic/Subtheme: Dining in the Chinese Restaurant

Proficiency Level: Novice-Low

Grade Level: 9th –10 th

Time frame: 50 minutes

Learning Objectives: Students will be able to

- Sound out money and different amount of RMB in Chinese
- Pay the bill and get exact change.

Standards:

Communication: 1.1, 1.2, 1.3

Cultures: 2.1, 2.2

Connection: 3.1, 3.2

Comparison: 4.2

Community: 5.1, 5.2

Materials: :

Computer for power point presentation (PPT), Chinese money-Renminbi (Authentic Materials), and photoed RMB money(1,5,10,20,50,100 yuan), photos of Chinese restaurant, a piece of table cloth, flower vase (restaurant setting), aprons and towels for waiter/waitress, Menu from a Chinese restaurant (Authentic), Chinese dishes (pictures, photos), worksheet for task.

Key vocabulary/structures:

钱, 人民币, _ 块钱, 找你_块钱,
一共多少钱?

Procedures:

1. Warm up:

- a. Review all the Chinese dishes, and the tastes from last two periods by asking questions such as “你想吃什么?” “____好吃吗?”
- b. Review numbers 1-100

2. Practice:

- PPT slides: 钱; 美国, 美国钱-美元; 中国, 中国钱-人民币; 1 块钱, 5 块钱, 10 块钱, 20 块钱, 50 块钱, 100 块钱.
- Pass several photo RMB to each student. Teacher calls on the amount of money, students show if they have the amount, and sound it out in Chinese
- Teach "多少钱" "你有多少钱?" "我有__块钱". Students do student-centered activity as pairs, Students will present in the front of classroom. PPT shows the sentence patterns.
- Teach "一共多少钱". Use PPT and teachers demo with two bills together to show the meaning of "一共多少钱". Teacher guide students follow the demo to do the pair work. They add up the amount of money they have, and ask the partner "一共多少钱", the partner will answer "一共_块钱", then 3 or 4 students do the group work by asking and answering each other. (Student- Centered activity)
- Teacher shows PPT slides of Chinese dishes and the prices, and guide students to do math to add up the dishes they may be ordered. They present in the front of classroom.
- Teacher will teach "make exact changes". Explain the meaning by demo. Ask somebody to be a customer in a Chinese restaurant to make an order, such as
服务员: "一盘烤鸭 90 块钱."
顾客: "这是 100 块钱."
服务员: "找你 10 块钱."
- Teacher will pass out menus to every student. Students will follow the demo to practice in groups. One group has three students- one waiter/tress, two customers. They can make any order they like as they were in a real Chinese restaurant, and they can add up the total price from the menu and pay to the "waiter/ress", who will make changes.

3. Closure:

After student-centered practice above, Students will take turns to report to the class.

Hand out:

cài dān
菜 单
Menu

kě lè 可 乐 ¥ 5.00 / 瓶	tián suān jī 甜 酸 鸡 ¥ 20.00 / 盘
guǒzhī 果汁 ¥ 5.00 / 瓶	Běijīng kǎo yā 北京 烤鸭 ¥ 100.00 / 只
xuě bì 雪 碧 ¥ 5.00 / 瓶	Má pó dòu fu 麻 婆 豆 腐 ¥ 20.00 / 盘
suān là tāng 酸 辣 汤 ¥ 5.00 / 碗	táng cù yú 糖 醋 鱼 ¥ 50.00 / 盘

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Language output	Can only comply very few of teacher's requirements	Can cover the required sentence structures, but does not clearly communicate to the audience/classmates	Can do very good role play, presentation clearly communicates the activity or pair work goals

LESSON PLAN 3

LESSON PLAN for 北京九日游
2012 Virginia STARTALK Chinese Teacher Academy
By Ruiling Liang

Topic/Subtheme: Sightseeing in Beijing

Proficiency Level: Novice-Low

Grade Level : 8th grade

Time frame: 50 minutes

Learning Objectives:

Students will be able to

- a. Identify and name different types of weather
- b. Describe the weather in Beijing and in the city where they live (Charlottesville).

Standards:

National Foreign Language Standards: 5 C's and 3 modes

1.1 Interpersonal

1.2 Interpretive

1.3 Presentational

2.1 Culture Practice---greeting

2.2 Culture products---forecast of Beijing

3.1 Connection (Language)---

3.2 Connection (Culture)---

4.1 Comparison (Language)-weather

4.2 Comparison (Culture)-different forecast between Beijing and Charlottesville

5.1 Community (Beyond school)-

5.2Community (Lifelong learning)

Materials:

PPT

Hand out: different types of weather

纸领带和纸领结各一个

Key vocabulary/structures:

天气, 天气预报, 晴天, 阴天, 下雨, 下雪, 打雷, 闪电, 刮风, 会, 冷, 热。

今天天气怎么样? 今天是晴天/阴天。

明天天气怎么样? 明天会下雨/下雪/打雷/闪电/刮风/冷/热

Procedures:

1. Warm up:

a. Greeting in Chinese

b. review the year, month, date, days of the week, today, yesterday, and tomorrow by using a calendar and PPT slides.

2. Practice:

(1) Teach: weather and different types of weather

a. Teacher-centered: Show a PPT slide (including Chinese character, Pinyin and visual Picture) of weather, sunny day, cloudy day. Guide the students to read after teacher. 独唱, 合唱, 。 。 Teacher has each student say the word loudly. If the students have difficulty in pronunciation, teacher will recast the correct one to him/her.

b. Teacher-centered: check the outside weather with students, and guide them to ask “今天天气怎么样?” and answer by using a sentence“今天是晴天/阴天。”

c. Student-centered: Pair works to practice how to ask and answer the weather.

d. Student-centered: Have some pairs to give report.

(2) Teach: bad types of weather-下雨, 下雪, 打雷, 闪电, 刮风, and “明天会下雨/下雪/打雷/闪电/刮风。”

a. Teacher-centered: Show a PPT slide (including Chinese character, Pinyin and visual Picture) of 下雨, 下雪, 打雷, 闪电, 刮风. Use TPR to teach .

Guide the students to read after teacher. 独唱, 合唱, 。 。 Teacher has each student say the word loudly. If the students have difficulty in pronunciation, teacher will recast the correct one to him/her.

Students repeat what teacher says 2-3 times; and then teacher asks individual

student about the vocabularies with pictures on PPT slides.

b. Student-centered: Divide students into TWO groups. Group A say the words and Group B do the action. Then, Group B say the words and Group A do the action.

c. Teacher-centered: show 5 days forecast in Beijing, and teach “明天会下雨/下雪/打雷/闪电/刮风。（Tomorrow will ...）”

d. Student-centered: Pair works to practice how to ask and answer the weather.

e. Student-centered representation: 天气预报(学生上来天气预报时,带上纸领带和纸领结,扮作天气预报员)

(3) Teach 冷, 热, and compare the weather in Beijing and Charlottesville

a. Teacher-centered: teach “cold and hot”. PPT shows the weather from internet of Beijing and Charlottesville.

b. Student-centered: students watch PPT slides, and compare the weather of two different cities. Talk as pairs about the weather of two cities for few minutes by using 明天北京/Charlottesville 天气怎么样? 明天北京/ Charlottesville 会___.

3. Closure:

Go over all of the weather vocabulary and sentences orally; then pass out the different weathers hand out (cut by teacher before class). Students randomly pick out the weather types and say a sentence in Chinese such as 今天是___. 明天会___.

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