



LESSON PLAN: Calendar / Schedule



NAME OF TEACHERS: (Both English and Chinese)

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DATE: July 7, 2009

Theme: Scheduling a workable date and time for a Birthday Party

Proficiency Level: Novice-mid to Novice-high

Grade Level: High School Juniors/Seniors

Class Time: 150 minutes

Objectives: Students will be able to (See “I can do statements” from LinguaFolio)

1. Tell date using year, month, date, weekday.
2. Tell time using segment of the day (morning, noon, afternoon, evening, midnight), hour, minute.
3. Describe daily schedule in terms of subjects.
4. Ask and answer questions about one’s birthday.
5. Describe if a given month is cold or hot.
6. Describe the months within each season.

Standards:

- 1.1 Interpersonal: see info below
- 1.2 Interpretive: see info below
- 1.3 Presentational: see info below
- 2.1 Culture (Practice) - greeting
- 2.2 Culture (Product) – calendar, fortune cookies
- 3.1 Connection (Language) – Math.
- 3.2 Connection (Language/Culture)
- 4.1 Comparison (Language) – date format
- 4.2 Comparison (Language/Culture) – date format
- 5.1 Community (Beyond school) – homework assignment
- 5.2 Community (Life long learning)

Materials:

1. Authentic Calendar
2. Birthday Chart
3. Powerpoint
4. Newspaper

Key vocabulary/structures:

年, 月, 号, 今天, 明天, 昨天, 后天, 前天, 星期, 生日, 点, 分, 半, 中午, 上午, 下午, 早上, 晚上, 吃早饭, 吃中饭, 吃晚饭.

1. *Today is year, month, date, weekday, morning, time.*
2. There are 12 months in a year.
3. Is it cold or not cold in (a *month*)?
4. Is a *month* in a *season*?
5. When is *your* birthday?

6. What time is it now?

Procedures:

1. Every teaching point has either a PowerPoint slide or a paper visual to illustrate the vocabulary and sentence pattern.
2. Teacher models a task or an activity before asking the students to repeat.
3. Every time a student's name card is drawn for a task, a stamp is rewarded on the name card after the student finishes the task.

Class #1. Year, month, date, today, tomorrow, yesterday, the day after tomorrow, the day before yesterday.

1. **Warm up:** (5 mins)

1. T1 shuffle students' name cards to identify a student-on-duty to greet the teacher.
2. Interpersonal Activity: T1 asks for volunteer to get on the 'Treasure-seat' for Q&A from peers.

2. **Practice:** (39 mins)

A. (23 mins) Teach: Year, Month

- a. Pass out a printed calendar to each student. with PPT showing the word 'Year' with pinyin.
- b. Review numbers 1-12. Add 'month'. show the word 'Month' with pinyin. (2 mins)
 - Activity : gesture the students (in group) to continue calling out other months.
 - Writing Activity: T1 model the stroke sequence, students to write down the character for 'year', and 12 months (with pinyin in small font), one on each index card (3x5).
 - Interpretive Activity : T1 model, T1 picks a 'month' card, ask if ST1 like the month. Students in pairs, continue the activity.-.
- c. T1 says, 'There are 12 months in a year.' 一年有 12 个月。 with PPT showing the sentence structure.
- d. Review weather cold, hot. Add 'month'. 'Is it cold or not cold in January?' 一月冷不冷? T2 leads class to say 一月冷, with PPT showing the sentence patterns. Students in pair, ask about a month and cold/hot.
 - Interpersonal Activity (3 min): Draw two students cards. ST1 and St2 repeat the above example to ask and answer, and put the word card directly on the month on the calendar.
- e. Review Season spring, summer, fall, winter, associate each with 3 months. Display the calendar, associate seasons with months (3 mins)
 - Interpersonal Activity (4 mins): Group students in 4 teams, each has a flip chart paper, titled Spring, Summer, Fall, Winter. Each team to write the months that fall into that season.
 - 2. Team present.

B. (16 mins) Teach: Date, today, tomorrow, yesterday, the day after tomorrow, the day before yesterday.

- a. T1 use July calendar, point to '7th day', say '七号'; follow by 'July 7th', with PPT showing the vocabulary and sentence pattern.
- b. Interpretive Activity (1 min): Continue with other day in other month.
- c. Interpretive Activity (2 min): Draw a student from name cards, repeat the above activity. Repeat with 2 more students.

- d. T1 Use July calendar, point to today's date, asks 'What month and what date is **today**?' 今天几月几号? with emphasis on '**today**', and PPT showing the vocabulary 'today' and sentence pattern. Repeat with *tomorrow, yesterday, day before yesterday, day after tomorrow*
 - e. Activity : T1 model the strokes, students to write down the character for the *date*, and the characters for *today, tomorrow, yesterday, day before yesterday, day after tomorrow*, one on each index card (3x5).
 - f. Interpersonal Activity: Students in pairs, take turns to use cards to repeat the activity.
3. **Closure:** (6 mins) Home work assignment. Questions?
- a. Interpersonal Homework: use index cards as a clue to converse with a partner using *Year, month, date, today, tomorrow, yesterday, the day after tomorrow, the day before yesterday; with weather and seasons.*
 - b. Try it in class, and discuss any question.

Class #2. Weekday, birthday

1. **Warm up:** (5 mins)

1. T1 shuffle students' name cards to identify a student-on-duty to greet the teacher.
2. Interpersonal Activity:
 - a. T1 model by displaying and reviewing the following sentence patterns from last class, with cards or PPT:
 - i. 'Is it cold in *month*?'
 - ii. 'What are the months in *season*?'
 - iii. 'Today is (*month, date*), what date is (*tomorrow, yesterday, day after tomorrow, day before yesterday*)?'
 - b. Ask for volunteer to get on the 'Treasure-seat' for Q&A from peers using the above patterns.

2. **Practice:** (40 mins)

A. Teach: Weekday (30 mins)

- a. T1 use July calendar, point to the weekdays, showing the words 'Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday'.
- b. Activity: T1 model the sentence patterns – T1 ask 'What day is today?', 'What day was yesterday?' 'What day was the day before yesterday?', 'What day is tomorrow?', 'What day is the day after tomorrow?'
- c. Interpersonal Activity (weekday): Draw two students from name cards, in pair, ST1 and ST2 take turn to ask and answer as above. Draw two more students and repeat.
- d. Review *month, date*, and associate with weekday.
- e. Interpersonal Activity (month, date, weekday): Students in pairs, take turn to converse. Draw 2 students to present.
- f. Interpersonal Activity ((To)day, month, date, weekday): Students in pairs, take turn to converse. Draw 2 students to present.
- g. T1 model the strokes, students to write down the character for the *weekday* on an index card (3x5).
- h. T1 uses PPT to identify the differences between the date format between Chinese and English.

B. Teach: Birthday (10 mins)

- a. Use the July Birthday Chart on wall, T1 teach 'What *month* and *date* is your birthday?' 你的生日是几月几号? ST1 writing down her name, and a number for a

date on a sticky note; posting the note on the chart and say, 'My birthday is on *month* and *date*.'

- b. Interpersonal activity: T1 ask, 'What *month* and *date* is your birthday?' 你的生日是几月几号 T1 gesture the class to each write down their names and birth-date on a sticky note. Each student take turn to post theirs on the chart, and say their birth-date.
- c. Interpersonal activity: T1 gesture the students to line up by their birthdays. The students can speak in Chinese to find their spot.

3. **Closure:** Home work assignment. Questions?

- a. Interpersonal Homework: handout a blank birthday chart, each student to ask 4 Chinese teachers and assistants, plus 4 classmates from the other Chinese class, for their names (can be written in pinyin) and their birth *month* and *date*.

Class #3. Day Segment: early morning, morning, noon, afternoon, evening, midnight, hour, minute.

1. **Warm up:** (5 mins)

1. T1 shuffle students' name cards to identify a student-on-duty to greet the teacher.
2. Interpersonal Activity:
 - a. T1 model by displaying and reviewing the following sentence patterns from last class, with cards or PPT:
 - i. 'What *day* is today?'
 - ii. 'What (*month, date*) is your birthday?'
 - iii. 'Is *month* cold or not cold?'
 - iv. 'Today is (*month, date*), what date is (*tomorrow, yesterday, day after tomorrow, day before yesterday*)?'
 - b. Ask for volunteer to get on the 'Treasure-seat' for Q&A from peers using the above patterns.

2. **Practice:** (40 mins)

A. Teach: Hour, minute, half (10 mins)

- a. Interpretive Activity: Make a Clock
 - i. Pass out pre-drilled paper plates, fasteners, markers, 'hands'
 - ii. Teacher models with spoken instructions and TPR, students follow: write 1-12 around the plate, install fastener, 'hands'.
 - iii. T1 set the hour hand and call out the hours, 1:00, 2:00....12:00, with PPT showing the character 'hour'.
 - iv. T1 set the minute hand and call out the minutes, :05, :10,...:55, half, with PPT showing the character 'minute', 'half'.
- b. T1 & T2 model with PPT displaying the sentence pattern involving 'now'现在. T1 looks at a real watch, ask 'What time is it **now**?' 现在几点几分? T2 gesture the class to respond with the actual time: 'It is now *hour, minute*.' 现在#点#分. Repeat one more time with the pretend clock, with 'half'.
- c. Interpersonal Activity: Students in pairs, take turn to ask as above.
- d. T1 model the strokes, students to write down the character for the *hour, minute, half*, one on each index card (3x5).

B. Teach: early morning, morning, noon, afternoon, evening, midnight (19 mins)

- a. T1 use PPT to tell the segment of day, with approximate hours.
- b. T1 says 'eat a meal' 吃饭, with PPT displaying the word 'eat a meal',
- c. T1 model, using index card 'morning' or PPT, says 'What do you eat in the morning?' 早上吃什么? T2, holding the same 'morning' card or PPT, gesture the class to say

'Eat breakfast in the morning' 早上吃早饭. Continue with 'eating lunch', 'eating dinner' 吃中饭, 吃晚饭.

- d. Interpersonal Activity: Students in pairs, take turn to ask as above, using their index cards.
- e. T1 model: T1 asks 'What time do you eat *breakfast* today?' 你今天几点吃早饭? and use her own index cards to put the question together on the board. T2 uses her own index cards to put the answer together on the board, then says 'I eat *breakfast* at 8:00 today.' 我今天八点吃早饭。Repeat with *lunch*.
- f. Interpersonal Activity: Students in pair, take turns to repeat the above activity with their own index cards to make the sentence, then say(read) the answer.
- g. T1 model: T1 asks 'What time did you eat breakfast in the *morning today*?' 你今天早上几点吃早饭? and use her own index cards to put the question together on the board. T2 uses her own index cards to put the answer together on the board, then says 'I ate breakfast at 8:00 in the *morning today*.' 我今天早上八点吃早饭。
- h. T1 show PPT with comparison of the date/time formats in Chinese and English.
- i. Interpersonal Activity: Draw 2 students from name cards, take turn to repeat the above activity with their own index cards. Shower them with 'Terrific!'
- j. T1 model the strokes, students to write down the characters for the segments of the day *morning, noon, afternoon, evening*, one on each index card (3x5).

C. Reading a schedule, scheduling a dinner for a student whose birthday is coming up: (11 mins)

- a. Review: school subjects with PPT showing the following subjects needed in a class schedule: music, Chinese, English, Math., P.E., Physics, Chemistry, and others such as recess, watch movie, play ball. 休息, 音乐, 中文, 英文, 数学, 体育, 物理, 化学.
 - i. Use a displayed schedule to illustrate the two sentence patterns.
 1. I have ___ class on Monday.
 2. What class do you have, or not have on Friday?
 - ii. Interpretive Activity: Leaving the sentence patterns on the board, split students into two rows A and B, pass out schedules A and B to the two groups of students respectively. Looking at their own schedules, STA and STB take turns asking each other to talk about one day of his/her schedule.
 - iii. T1 model 'What weekday do you not have any class?' 星期几没有课? T2 gesture the class to look at their calendar and respond both 'Saturday' 星期六 and 'Sunday' 星期天, with PPT showing the sentence pattern. And ask, 'let's go have dinner on *Sunday*, OK?'
 - iv. Interpretive Activity: T1 draws a student ST1 from the name cards. T1 model and ask ST1 to call out another student's (ST2) birthday which is coming up 谁的生日是七月? If there is none, T1 goes on to the next month until there is an upcoming birthday. T1 ask the ST1 to point to the PPT calendar to find the birthday, then point to a day with no class that is within the week, and ask ST2 to go to 'dinner' that evening, ST2 says 'OK'.
 - v. Interpretive Activity: T1 draws another student ST3 from the name cards, and repeat the last activity with little guidance from T1.

3. **Closure:** (5 mins)

- a. Interpersonal Homework: pair with another student, compare your class schedule. Use your index cards to help you ask each other:
 - i. When do you have *subject*?
 - ii. How many (*subject*) do you have on (a *weekday*)?
 - iii. What day do you not have a class?

Rubrics and Assessment:

Students are assessed continuously in the class. The main focus is on the Oral Presentation. The following rubrics are followed when assessing each student's oral presentation during individual work, pair work and team work. A score of 4 is 'excellent', and 1 is 'needs improvement'.

Name:	1. Need improvement Task incomplete with several significant errors	2. Fair Complete task minimally with some errors that obscure meaning	3. Good Complete task effectively with no significant errors	4. Excellent Demonstrates ability to complete task confidently with minimal to no error
Preparedness and ease				
Pronunciation/ tones				
Words / grammar				
Clarity and volume				
Team work				

Appendix:

Homework 作业:

Ask 4 Chinese teachers and assistants, plus 4 classmates from the other Chinese class, for their names (can be written in pinyin) and their birth *month* and *date* in the following chart.

生日		老师	同学
一月			
二月			
三月			
四月			
五月			
六月			
七月			
八月			
九月			
十月			
十一月			
十二月			

Class Schedule A:

	星期一	星期二	星期三	星期四	星期五	星期六	星期日 (天)
7:15	起床	起床	起床	起床	起床	起床	起床
7:45	锻炼	锻炼	锻炼	锻炼	锻炼	锻炼	
8:30	吃 早饭	吃 早饭	吃 早饭	吃 早饭	吃 早饭		
9:20-	上课	上课	上课	上课	上课		
11:55	下课	下课	下课	下课	下课		
1:05	吃 中饭	吃 中饭	吃 中饭	吃 中饭	吃 中饭		
5:35	吃 晚饭	吃 晚饭	吃 晚饭	吃 晚饭	吃 晚饭		
9:45	睡觉	睡觉	睡觉	睡觉	睡觉		

Class Schedule B:

	星期一	星期二	星期三	星期四	星期五	星期六	星期日 (天)
7:35	起床	起床	起床	起床	起床	起床	起床
7:45	锻炼		锻炼		锻炼	锻炼	
8:30	吃 早饭	吃 早饭	吃 早饭	吃 早饭	吃 早饭		
9:20	上课	上课	上课	上课	上课		
11:55	下课	下课	下课	下课	下课		
1:05	吃 中饭	吃 中饭	吃 中饭	吃 中饭	吃 中饭		
5:35	吃 晚饭	吃 晚饭	吃 晚饭	吃 晚饭	吃 晚饭		
9:45	睡觉	睡觉	睡觉	睡觉	睡觉		

Homework: 作业

Find a classmate from the other class, find out if she/he has the same schedule as yours. Write down her/his schedule in the following, and prepare to present this schedule in the next class.

	星期一	星期二	星期三	星期四	星期五	星期六	星期日 (天)
7:15							
7:45							
8:30							
9:20-							
11:55							
1:05							
5:35							
9:45							