

LESSON PLAN TEMPLATE for 北京九日游
2013 Virginia STARTALK Chinese Teacher Academy
By Jenny Shuijun Huang

Day 2

Topic/Subtheme: occupation

Proficiency Level: Novice Low

Grade Level: 8th—9th Grade

Time frame: 11:00am-11:50am

Learning Objectives:

- Students can ask for and give information regarding to family members' occupations
- Students can introduce themselves in Chinese to their future host family through telephone

Standards:

1.1 Interpersonal

1.2 Interpretive

1.3 Presentational

Materials:

- ✚ PowerPoint slides
- ✚ Authentic family photos
- ✚ Class handout
- ✚ Worksheets

Key vocabulary/structures:

医生、律师、商人、工程师、家庭主妇、老师、学生、工作、做、什么

- ❖ What's his occupation? He is a _____. 他做什么工作？他是_____。
- ❖ What's your occupation? I am a _____. 你(or family member)做什么工作？我(or family member)是_____。

Procedures:

1. Warm up (5 minutes)

Review- teacher-led questions: 你/她/他家有几个人? 你/她/他家有谁? 你是小学生/ 中学生/大学生吗?

2. Practice: (35 minute)

Part 1: Learn and practice the structure to ask for occupation

A. Teacher- modeling (10 minutes)

- (1) Use ppt to go over vocabulary 老师, 学生, 工程师, 医生, 律师, 商人, 家庭主妇
- (2) Ask yes/no questions to check understanding
- (3) The teacher models the dialogue and starts with teacher-student modeling/practice

Q: 你做什么工作?

A: 我是学生。

Q: 你做什么工作?

A: 我是老师。

Q: 你做什么工作?

A: 我是医生。

Q: 你做什么工作?

A: 我是律师。

Q: 你做什么工作?

A: 我是商人。

Q: 你做什么工作?

A: 我是工程师。

Q: 你做什么工作?

A: 我是家庭主妇。

B. Student-centered activity- (10 minutes)—**Interpretive & Interpersonal**

- (1) Teacher distributes pictures of profession to students. The students are going to looking for their friend who has the same pictures of profession, and then ask/answer the questions. 你做什么工作? 我是老师/工程师/医生...

- (2) Students will be given a checklist of profession. Students need to go around the classroom to ask/answer the questions,
你爸爸/妈妈/哥哥/姐姐/弟弟/妹妹做什么工作？
我爸爸/妈妈/哥哥/姐姐/弟弟/妹妹是老师/工程师/医生...

Part 2: Review the sentences and vocabulary in this unit


A. Teacher modeling (5 minutes)

- A：你家有几个人？ B: 我家有__个人。
- A：你家有谁？ B: 我家有_____。
- 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：你哥哥/姐姐/弟弟/妹妹/做什么工作？ B: 我你哥哥/姐姐/弟弟/妹妹/是_____（occupation）。

B. Student-centered (10 minutes)-Presentational

Describe family members and their occupation with a picture.

我家有__个人。我爸爸是_____。我妈妈是_____。我哥哥/姐姐是_____。我弟弟/妹妹是_____。我是_____。

-  Interview three of your classmates. Students pick one of the students they interviewed and write a report about that students' family and their occupation, and then report to the class.

3. Closure: (10 minutes) — Interpersonal & Presentational

Task: Before you leaving for China, you want to chat with your host Chinese family via a Skype call to introduce yourself and your family in Chinese.

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 go around the class during student-centered activities and observe student's performance to find out which aspects 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.

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Day 4

Topic/Subtheme: Hobbies

Proficiency Level: Novice Low

Grade Level: 8th-9th Grades

Time frame: 10:00am-10:50am

Learning Objectives:

- Students can express their hobbies and exchange information with others
- Ask about host parents and siblings' hobbies and exchange information through telephone

Standards:

1.1 Interpersonal

1.2 Interpretive

1.3 Presentational

3.1 Connections

4.2 Comparisons

Materials:

- ✚ PowerPoint slides
- ✚ Sports regalia
- ✚ Class handout
- ✚ Worksheets

Key vocabulary/structures:

跳舞、打球、看电影、看电视、看书、吃饭、逛街、上网、画画、打太极拳、练功夫、想、周末

- ❖ 他/她/你想做什么？他/她/我想_____。

❖ 他/她/你周末想做什么？他/她/我周末想_____。

Procedures:

1. Warm up (10 minutes)

- 1) Review- teacher-led questions: 你/她/他喜欢做什么？
- 2) Every Student interview three classmates about their hobbies and report to the class--

Interpersonal & Presentational

2. Practice: (35 minute)

Learn and practice the structure of asks for hobbies.

B. Teacher- modeling (10 minutes)

- (4) Use PPT to go over vocabulary 跳舞、打球、看电影、看电视、看书、吃饭、逛街、上网、画画、打太极拳、练功夫、想、周末
- (5) Ask yes/no and W questions to check understanding 他/她/你周末想做什么？他/她/我周末想_____。他/她/你周末想做_____吗？他/她/你周末想做_____。

B. Student-centered activity- (15 minutes)—Interpretive & Interpersonal

- (3) Student pair works to do action and guessing to practice “他/她/你周末想做什么？他/她/我周末想_____。”
- (4) Students do “inner circle outer circle” activity with singing Chinese song. When the music stop, the students ask/answer the questions:
你周末想做什么？
我周末想_____。

C. Student-centered (10 minutes)-- Interpretive & Presentational

Students do a survey. They are going to

- 1) Ask five classmates and find out what they like to do and what they’re going to do during the July 4th weekend.
- 2) Report one of your results to the class.

3. Closure: (5 minutes)

- Task: Before you leave for China, you want to ask about host parents and siblings’ hobbies and exchange information through telephone in Chinese.

Required sentences: 他/她/你周末想做什么？他/她/我周末想_____。

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 aspects need special attention.

Before-class/After-class planning

Before class:

- Ask students to complete survey about their hobbies, collect the surveys to prepare for next class' student-centered activities

After class:

- Review the material and complete the homework about hobbies on smartphone.

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Day 7

Topic/Subtheme: Shopping in Beijing

Proficiency Level: Novice Low

Grade Level: 9th -12th Grades

Time frame: 9:00am-9:50am

Learning Objectives:

- Students can identify names of clothing in Chinese
- Briefly describe a person's outfit
- Express likes and dislikes regarding clothes

Standards:

1.1 Interpersonal

1.2 Interpretive

1.3 Presentational

4.2 Comparisons

Materials:

- ✚ PowerPoint slides
- ✚ Different types of clothing items
- ✚ Handouts

Key vocabulary/structures:

衣服、穿、戴、衬衫、T恤衫、裤子、短裤、长裤、牛仔裤、裙子、旗袍、袜子、鞋子、帽子、件、条、双

- ❖ 你喜欢穿……吗？我喜欢穿……，我不喜欢穿……
- ❖ 你喜欢穿什么？我喜欢穿_____。
- ❖ 几件/条/双……？几件/条/双……
- ❖ 你今天穿什么衣服？我穿一件……，一条……和一双……。

Procedures:

1. Warm up (10 minutes)

Teacher welcomes students and review Chinese food with the students.

- 1) Review- teacher-led questions: 你/她/他喜欢吃____吗? 你/她/他喜欢吃什么?
- 2) Students watch a short video about dining in a Chinese restaurant, and teacher asks some questions for comprehension check.

2. Practice: (35 minute)

(1) Teacher- modeling (10 minutes)

- A. Teacher takes out different types of clothes from a suitcase and introduces the words. Teacher put on different types of clothes and lead students to practice the vocabulary and structures “你喜欢穿……吗? 我喜欢穿……, 我不喜欢穿……” and 你喜欢穿什么? 我喜欢穿_____。”
- B. Teacher introduces measure words for each clothing items through different types of clothes and picture input. Students practice using correct measures words to describe the outfit in the pictures.
- C. Teacher asks “how many” questions according to the clothes items in the classroom to practice the use of measure words and structures”几件/条/双……? 几件/条/双……”.

(2) Student-centered activity- (15 minutes)—**Interpretive & Interpersonal**

- (5) Student pair works to practice “你喜欢穿……吗? 我喜欢穿……, 我不喜欢穿……”
- (6) Students interview three classmates to practice “你喜欢穿什么? 我喜欢穿_____。”
- (7) Student pair works to briefly describe his/her outfit using the structures “你今天穿什么衣服? 我穿一件……, 一条……和一双……。”
- (8) Students observe all classmates, and report their result “__个穿__, __个穿__”.

(3) Student-centered (10 minutes)-- **Interpersonal & Presentational**

The students are asked to finish a task. “You will go shopping at Hongqiao market in Beijing. Before you are going to Hongqiao market, you plan to buy some clothing for your family members. Discuss with your friend and make a shopping list, then report your friend’s shopping list to the class.”

3. Closure: (5 minutes)

Students report their friend’s shopping list to the class.

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:

- Observe students to find out what kind of clothes they usually wear every day, and get the information to determine the key vocabulary will be teach for next class.

After class:

- Review the material and complete the homework about hobbies on smartphone.