

LESSON PLANS

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Lesson Plan 1

Theme/ Topic: 北京九日游/ Times and Dates

Date: July 5th, 2012

Proficiency Level: Novice

Grade Level: Ages 14-15

Time frame: 50 minutes

Learning Objectives:

You will be able to ask for/give information regarding to age & birthdays.

Materials:

Birthday Cap, Avatar card, Pictures of different festival, PowerPoint, interview worksheet

Key vocabulary/structures:

星期一，星期二，星期三，星期四，星期五，星期六，星期日
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，
号, 昨天, 今天, 明天, 周末, 生日

Procedures

1. Warm up:

Start with a comparison of number order of dates in the U.S and in China.

Teacher introduces “年、月、号” in a date expression “2012年7月3号”. Students repeat after teacher to get the idea of “年、月、号”.

2. Practice:

Part 1: Year, month

First, teacher presents a calendar of 2012 and introduces “2012年”. Students repeat “2012年”.

Second, teacher highlights each month by showing numbers “1, 2, 3, ……., 12” on the calendar in order and asks “几月?”. Teacher takes January as an example by naming it “1月”.

Teachers continues asking “几月?”. Students name the other months by counting number plus “月”.

Part 2: Day, today, yesterday, tomorrow

First, teacher presents a calendar of July and highlights the date July 5th. Teacher introduces “7月5号”.

Second, teacher points at the date of July 5th and asks “几月几号?” Students answer “7月5号”. Teacher points at three more dates in July on the calendar and asks “几月几号?”.

Third, teacher gives out pictures of different festivals with numbers of dates to every student. Teacher asks each student to raise the picture he/she has and to show it to the class. Teacher asks “这是几月几号?” Students answer together.

Forth, teacher highlights July 4th and July 6th and introduces “昨天、明天”. Teacher proceeds a teacher-student dialogue:

Teacher: 今天是几月几号?

Students: 今天是7月5号。

Teacher: 昨天是几月几号?

Students: 昨天是7月4号。

Teacher: 明天是几月几号?

Students: 明天是7月6号。

Forth, student-student practice (pairwork):

Teacher: 今天/昨天/明天是几月几号?

Student: 今天是7月5号/昨天是7月4号/明天是7月6号。

Part 3: Birthday

First, teacher put a birthday cap on top of the head and presents the word “生日”. Teacher introduces the sentence of stating her birthday: “刘老师的生日是7月5号”.

Second, teacher asks students to put their birthday on the avatar card.

Third, teacher presents a question of asking about the birthday “你的生日是几月几号?” and proceeds a teacher-student dialogue:

Teacher: 你的生日是几月几号?

Student: 我的生日是X日X号。

Each student answers teacher's question while putting the birthday cap on the head and then passes it to next student.

Fourth, student-student practice (pair work) by presenting their avatar cards:

Teacher: 你/你爸爸……的生日是几月几号?

Student: 我/我爸爸……的生日是X日X号。

Part 4: (Communicative Activity) Asking about celebrities' birthdays.

Teacher presents pictures of five celebrities and asks “他们的生日是几月几号?”. Each student receives an interview worksheet and an information card of one celebrity.

Procedure:

- Walk around to get other four celebrities' birthday information by asking “他的生日是几月几号?”
- Give information of the celebrity's birthday information according to the information card by saying “他的生日是x日x号”.
- After students finish their interview worksheet, teacher presents each celebrity's picture in order and asks “他们的生日是几月几号?” Teacher then selects five students to answer to check their understanding.

Part 5: Week

First, teacher presents a calendar of July and highlights Mondays. Teacher introduces “星期一” .

Second, teacher highlights Tuesday, Wednesdays, Thursdays, Fridays, Saturdays and asks “星期几?” Students answer “星期二/三/四/五/六” . Teacher highlights Sundays and asks “星期几?” Students might answer “星期七” . Teacher show a wrong icon on “星期七” and present “星期日” .

Third, teacher high lights July 4th, 5th, 6th and proceeds a teacher-student dialogue:

Teacher: 今天是星期几?

Students: 今天是星期四。

Teacher: 昨天是星期几?

Students: 昨天是星期三。

Teacher: 明天是星期几?

Students: 明天是星期五。

Forth, student-student practice (pairwork):

Teacher: 今天/昨天/明天是星期几?

Student: 今天是星期四/昨天是星期三/明天是星期五。

Lesson Plan 2

Theme/ Topic: 北京九日游/ Meeting your Chinese Host Family

Date: July 7th, 2012

Proficiency Level: Novice

Grade Level: Ages 16-17

Time frame: 50 minutes

Learning Objectives:

You will be able to make plans with your Chinese host siblings and other family members to do different things during your visit in Beijing

Materials:

Video clips, power point, interview worksheet

Key vocabulary/structures:

长城, 故宫, 鸟巢, 天坛, 王府井
先……再……

Procedures

1. Warm up:

Start with “北京大吗?” “北京很大。”

Teacher asks “北京有什么?” Then students watch “北京欢迎你” Youtube video clip.

2. Practice:

Part 1: Names of landmarks in Beijing.

First, teacher asks “北京有什么?” again.

Second, teacher-student practice : teacher presents photos of 长城、鸟巢、故宫、天坛、王府井, students learn these words and answer question with “北京有长城（鸟巢、故宫、天坛、王府井）” .

Third, teacher presents photos of her Beijing tour on Facebook. Teacher asks “北京有什么?” while presenting her photos.

Fourth, student-student practice: practice a dialogue (pair work):

Student1: 北京大吗?

Student2: 北京很大。

Student1: 北京有什么?

Student2: 北京有长城（鸟巢、故宫、天坛、王府井）。

Part2: Sequence of actions. (先……后……)

First, teacher presents a picture of an action with time and proceeds a teacher-student dialogue:

Teacher: 她做什么?

Student: 她吃饭。

Teacher: 她几点吃饭?

Student: 她 9 点吃饭。

Second, teacher presents a picture of another action with time in the same PowerPoint slide and proceeds the same teacher-student dialogue:

Teacher: 她做什么?

Student: 她看电视。

Teacher: 她几点看电视?

Student: 她 10 点看电视。

Third, teacher presents “先……再” combining the above two actions: “她先吃饭, 再看电视。”

Forth, teacher presents another two actions and proceeds a teacher-student dialogue:

Teacher: 他先做什么再做什么?

Student: 他先上网再睡觉。

Fifth, teacher presents more pictures of sequence of actions and proceeds teacher-student practices:

Teacher: 他先做什么再做什么?

Student: 他先……再……。

Part3: Talk about plans with sequence of visiting actions. (想先去……再去……)

First, teacher presents pairs photos of 长城、鸟巢、故宫、天坛、王府井 with sequence and proceeds teacher-student and student-student dialogues:

Teacher: 他想先去哪儿?

Student: 他先去长城再去故宫。

Second, teacher presents photos of 长城、鸟巢、故宫、天坛、王府井 with sequence and proceeds a teacher-student dialogue:

Teacher: 他想先去哪儿?

Student: 他先去长城再去故宫, 再去鸟巢, 再去天坛, 再去王府井。

Third, student-student practice (pair work):

Teacher: 他想先去哪儿再去哪儿?

Student: 他想先去……再去……。

Part3: (Communicative Activity) Making plans for three-day activities.

Groups in three.

Three students design a plan for three-day activities.

Each student presents one-day plan to the other two group members.

Each group presents their plan in front of the class.

Procedure:

- Work with your partners and use the information the teacher provides to make a plan
- Use “他想先做什么再做什么”、 “他想先去哪儿再去哪儿”、 “他想先 go to a place 再 do something” while discuss
- Try to practice the conversation without reading from handouts
- Presentation
- peer assessment

Lesson Plan 3

Theme/ Topic: 北京九日游/ Sightseeing in Beijing

Date: July 11th, 2012

Proficiency Level: Novice

Grade Level: Ages 16-17

Time frame: 50 minutes

Learning Objectives:

You will be able to make plans with your Chinese host siblings where you want to visit in Beijing.

Materials:

Power Point, weather report, tickets of landmarks in Beijing, word cards, boards, color pens, glues

Key vocabulary/structures:

公园

Procedures

1. Review and Practice:

Part 1: Dates

First, teacher presents a calendar of July 2012 and points at different days. Teacher proceeds a teacher-student dialogue:

Teacher: 今天是几月几号?

Student: 今天是 7 月 11 号。

Teacher: 昨天是几月几号?

Student: 昨天是 7 月 10 号。

Teacher: 明天是几月几号?

Student: 明天是 7 月 12 号。

Teacher: 这是几月几号?

Student: 这是 7 月 X 号。

.....

Second, teacher proceeds a teacher-student dialogue:

Teacher: 今天是星期几?

Student: 今天是星期三。

Teacher: 昨天是星期几?

Student: 昨天是星期二。

Teacher: 明天是星期几?

Student: 明天是星期四。

Third, teacher points at different dates and proceeds a teacher-student dialogue:

Teacher: 7 月 11 号是星期几?

Student: 7 月 11 号是星期三。

.....

Fourth, teacher presents a one-week weather report and proceeds a teacher-student dialogue:

Teacher: 今天天气怎么样?

Student: 今天天气是晴天。

Teacher: 明天天气怎么样?

Student: 明天是阴天。

Teacher: 星期天天气怎么样?

Student: 星期天闪电, 下雨。

.....

Fifth, teacher presents pictures of different landmarks in Beijing and proceeds a teacher-student dialogue:

Teacher: 天安门怎么样?

Student: 天安门很大很漂亮。

Teacher: 长城怎么样?

Student: 长城很大很漂亮。

.....

Sixth, teacher presents pictures of different activities and proceeds a teacher-student dialogue:

Teacher: 他喜欢做什么?

Student: 他喜欢打篮球。

Teacher: 他想做什么?

Student: 他想打网球。

.....

Seventh, teacher presents pictures of activities and times then proceeds a teacher-student dialogue:

Teacher: 明天他想做什么?

Student: 明天他想上网。

Teacher: 明天他想几点上网?

Student: 明天他想 9 点上网。

.....

Seventh, teacher presents pictures of places and transportation then proceeds a teacher-student dialogue:

Teacher: 他怎么去公园?

Student: 他走路去公园。

.....

Eighth, teacher presents pictures of activities with times and places with transportation then proceeds a teacher-student dialogue:

Teacher: 他先做什么, 再做什么?

Student: 他先坐公共汽车去故宫, 再吃饭。

.....

Part2: (Communicative Activity) Interview your classmates

Students interviews 1-2 classmates eight questions:

1. 你叫什么名字?
2. 今天是几月几号?

3. 今天是星期几?
4. 今天的天气好吗?
5. 今天的天气怎么样?
6. 你喜欢做什么?
7. 明天你想先做什么, 再做什么?
8. 明天你想几点_____?

Part3: (Communicative Activity) Making plans for a three-day tour in Beijing according to the weather report.

Groups in two.

Two students design a plan for three-day tour in Beijing.

Each day activity includes visiting one location (indicate how to go) and doing one activity.

Each group presents their plan in front of the class.

Procedure:

- Work with your partners and use the information the teacher provides to make a plan
- Use weather report, tickets of landmarks, word cards, boards, color pens, glues to make a report of the plan
- Presentation
- peer assessment