

Day 2 Lesson PLaN for 北京九日游
2012 Virginia STARTALK Chinese Teacher Academy
By Maan Broadstock

Topic/Subtheme: Family members

Proficiency Level: Novice Low-mid

Grade Level: 9-12 Grades

Time frame: 50 minutes

Learning Objectives:

- students can understand words and expressions related to topic of family and occupation in live material
- students can understand short simple written messages on the topic of family and occupations
- Students can ask and give information in simple terms questions about family members
- students can ask and give information regarding to family members' occupations

Standards:

- 1.1 Interpersonal
- 1.2 Interpretive
- 1.3 Presentational
- 4.1 Language comparison
- 4.2 Culture comparison

Materials:

Powerpoint slides
authentic family photos
class handout
worksheets
school logo badges
sticker/poster

Key vocabulary/structures:

几、个、和、两、爸爸、妈妈、哥哥、姐姐、弟弟、妹妹、谁、这是、

1. How many people? 几个人?

2. Who is this? This is my _____. 这是谁? 这是我的_____。

3. Is this your _____? This is not my _____. 这是你的_____吗? 这不是我的_____。

Procedures:

A: First period: 50 mins

1. Warm up (3 minutes)

- Greet students and tell students my name
- Sing the class song together

2. Practice: (45 minutes)

A. Review numbers and nationality

- Teacher uses PowerPoint to review numbers show different persons with different personality to review nationality

B. Learn new vocabulary: 几, 个, 两, 几个人? ~个人, 两个人

- Teacher mode -uses Powerpoint slide to help students to practice 几个人? and provide answers. And then bring in the concept of quantity two, 两.
- Student-centered activity- pair up and practice 几个人? ~个人-**interpersonal**
- Student-centered activity- Go to Great Wall -**interpersonal**
Each student receives a picture of 1-5 people. Students ask around to find 10 people to form a group.

C. Learn new vocabulary: 的, 家, 爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹, 谁, 这是谁? 他是谁? 她是谁?

- Teacher uses a family picture to introduce the kinship of family and ask questions to help students to practice the family members.
- Student activity – Introduce the family member –**presentational**
Pair up students and students introduce his/her family members in the pictures using 这是我的~。
- Teacher uses a famous person's picture to ask questions 他是谁? about who these peoples are in the picture.
- Student-centered activity - Who is he/her? -**interpersonal**
Each student receives a make-believe family picture, then pair up and ask the partner who are the persons in his/her picture. Required sentences: 这是谁? 他是谁? 这是我的~. 他是我的~。

3. Closure (2 minutes)

Teacher uses a family picture to ask questions to review and assess students.

Assessment & Rubrics

In this lesson, teacher will have teacher-student question and answer practice to check student's comprehension. In this lesson, there are three activities 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 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:

- 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.
See details on GoChinese program website for practicum.

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

Topic/Subtheme: Visiting host family

Proficiency Level: Novice

Grade Level: 8th Grade

Time frame: July 7, 2012, Saturday, the second periods of the unit (three hours totally)
10:00 – 10:50

Learning Objectives:

- Students can express their likes and dislikes
- Students can order and offer drink

Standards:

- 1.1 Interpersonal
- 1.2 Interpretive
- 1.3 Presentational
- 2.1 Cultural practice
- 2.2 Cultural product
- 4.2 Cultural comparison

Materials:

- Handouts and worksheets for students
- Cards that shows actions in sequence
- Different kinds of drinks in cups and bottles (coffee, coke, sprite, water, tea, juice)
- Pictures of drink
- video

Key vocabulary/structures:

咖啡 茶 可乐 雪碧 水果汁 想 喝 什么 谢谢 不客气 杯 瓶

Structure

你想喝什么? 我想喝...

请给我一瓶/杯...

Procedures:

Warm-Up:

Review previous period's content. Ask students to come in the class one by one and take turn to practice the following sentences:

A: 谁啊?

B: 我是 XXX。

A: 欢迎欢迎, 请进, 请进。

Watch the video: Show Tiantian and Zhenni's video.

Teaching;

Use TPR to teach “ to drink” and all the beverage: water, tea, juice, coke, sprite, coffee. prepare six different drinks two bottles each.

Part A: main point: 你喜欢喝水吗?

- Act: 喝水。喝水。姜老师喜欢喝水/茶/果汁/.....。
 - 你喜欢喝水/....吗?
 - 谁喜欢喝水?
 - 几个人喜欢喝水?
 - Act:喝茶，喝茶，姜老师不喜欢喝咖啡/可乐/雪碧。
 - Ask: 你喜欢喝什么?
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- Pair activity: Students practice the main sentences by having the drink on his/her hand and ask whether his/her like or dislike the drink. Then passing the drink to the next group.
 - Activity: survey what your partner like or dislike certain drink. 你喜欢喝 xx 吗?
 - After Survey activity: how many students like coke, how many dislike.

Part B: main point: Two scenarios of asking drinks and reply

- 你想喝什么?
 - 我想喝 X。
 - 这是 X，给你。
 - 谢谢。
 - 不客气。
-
- 你想喝什么?
 - 我想喝 X。
 - 对不起，我没有 X。
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- Teaching: teacher demonstrates the proper conversation for asking drink by acting or slides.
 - Activity: Sing Drinking song, use the wheel of the bus...” to make the song “你想喝什么?”“我想喝 XX。” Then have students ask each other what they want to drink and then bring the drink to their partner.
 - Introduce the pattern of saying sorry for not having the drink and thank someone who brings you the drink.
 - Activity: ask for drinks. Each student has three different drinks cards. Students go around and ask what other students want to drink . Students need to respond properly according to the cards they have.

Part C: main point: measure words: 瓶，杯 ask for the drink using “请给我一杯 XX”

- Use slides to show the measure words for drink and how to ask for a drink.
- Activity: role play. Students, one acts the waiter and two are the customers. Students come to the front and act out as in the restaurant to order drinks. Have the waiter to prepare the drink.

Closure: Watch the video again and answer the questions. Let the students watch the video first then give a question sheet. Students answered the worksheet first then discuss with the class.

Assessment & Rubrics

In this lesson, teacher will have teacher-student question and answer practice to check student's comprehension. In this lesson, there are activities that requires students to provide language output verbally 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:

- Ask student to prepare different type of drink they like.

After class:

Review the material and complete the homework about drinks and visiting family on smartphone. See details on GoChinese program website for practicum.

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Topic/Subtheme: Visiting host family

Proficiency Level: Novice

Grade Level: 8th Grade

Time frame: July 7, 2012, Saturday, the third periods of the unit (three hours totally)
11:00 – 11:50

Learning Objectives:

- Students can bargain for a better price
- Students can request their needs
- Ask for price

Standards:

- 1.1 Interpersonal
- 1.2 Interpretive
- 1.3 Presentational
- 2.1 Cultural practice
- 2.2 Cultural product
- 4.2 Cultural comparison

Materials:

- Handouts and worksheets for students
- Cards that shows actions in sequence
- Different kinds of drinks in cups and bottles (coffee, coke, sprite, water, tea, juice)
- Pictures of drink
- video

Key vocabulary/structures:

买, 太贵了, 便宜, 一点, 多少钱

Structure

1. 你要买什么? 我要买...
2. 你有大号的吗? 你有红色的吗?
3. 太贵了, 便宜一点

Procedures:

Warm-Up:

Review previous period's content. Teacher picks up different piece of clothes and asks students what they are to make sure students know the clothing items and measure word.

Teaching;

Part A: main point: 你要买什么? 我要买 ...

- Teaching: Watch the buying/bargaining video.
- Act out buying a drink using real money to teach “ to buy” . Then use ppt to show the conversation of buying stuff. Ask student what they want to buy and ask students to ask their partners what they want to buy.
- Pair activity: Students practice the main sentences, 你要买什么? 我要买 ...using the clothes they bring in the class.
- Comprehensive checking: present the pair activity by asking students what they bought.

Part B: main point: request your needs

- 你有 X 色的吗?
- 你有 X 号的吗?
- Teaching: teacher demonstrates the proper conversation for requesting the need through ppt slides. Ask students whether they have X 色的衬衫? X 号的裤子?
- Activity: Gold Fish. Give students a deck of cards with color and size. Each student has four different cards. Three students in a group to play go fish by asking other students 你有 X 色的吗? Students need to respond properly according to the cards they have.
- Comprehensive checking: Ask students whether they have certain colors to make sure they understand the concept.

Part C: main point: The concept of 贵, 便宜, then 太贵了, 便宜一点

- Use slides to show the concept of 贵, 便宜, then 太贵了, 便宜一点.
- Ask students how much their clothes are and make comment of too expensive or cheap.
- Activity: Pair work: Students work in pair. One has the price tag and the other has a piece of clothing. They bargain for a better price.
- Comprehensive checking: ask a pair of students to present their bargaining.

Closure: Watch the video again and answer the questions. Let the students watch the video first then give a question sheet. Students answered the worksheet first. Then watch the video again. Then teacher discusses the answers with students.

Assessment & Rubrics

In this lesson, teacher will have teacher-student question and answer practice to check student's comprehension. In this lesson, there are activities that requires students to provide language output verbally 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:

- Ask student to bring a piece of clothes that they like to share in class.

After class:

Review the material and complete the homework about buying/bargaining on smartphone. See details on GoChinese program website for practicum.