

**LESSON PLAN for 北京九日游**  
**2013 Virginia STARTALK Chinese Teacher Academy**  
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**Lesson Plan One**

**Topic/Subtheme:** occupation of family members

**Proficiency Level:** Novice-low

**Grade Level:** K 9-12

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

**Learning Objectives:**

- a. Ask for/give information regarding to family members' occupations
- b. Introduce yourself in Chinese to your future host family through telephone

**Standards:** 1.1, 1.2, 1.3, 2.2.

**Materials:**

PPT

Instructors' family photos

Worksheet (interviewing each other about what his/her parents' occupation is)

Worksheet (listening comprehension and presentation)

**Key vocabulary/structures:**

Vocabulary: 大学生, 中学生, 做, 工作, 什么, 医生, 工程师, 家庭主妇, 律师, 商人

Structure: “xxx 做什么工作?” (What is xxxx's occupation?)

**Procedures:**

**1. Warm up:**

Review the contents of the 1<sup>st</sup> and 2<sup>nd</sup> class: the instructor introduced her family and asked the students to introduce how many people are in their family and who they are.

**2. Practice:**

- a. The instructor teaches new vocabulary: teacher-student(s), student-student
- b. The instructor teaches “xxx 做什么工作? (What is xxxx's occupation?): teacher-student(s), student-student
- c. The students interview each other “你做什么工作?” (interpersonal)
- d. The students listen to the instructor's introduction of her family members' occupation, and answer questions by filling in the blanks on the worksheet. Then they present the results.
- e. The students interview two classmates by asking “你爸爸/妈妈做什么工作?” (What is your father/mother's occupation) and then present the results. (authentic scenario)

### **3. Closure:**

The students work in a group of 3-4 people to form a family. Each one tells the group what (kinship) he/she is and what is his/her job. Each group presents the family.

### **Assessment & Rubrics**

The instructor, after teaching each of the new contents, checked the students' learning through teacher-student(s) and/or student-student speaking activities. Whenever special need in special areas is identified, the instructor recasts and/or remodels to help students pick up.

### **Before-class/After-class planning**

Before class:

The students completed the survey in which they provided their parents' occupation to prepare for the next day's student-centered activity.

After class:

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

## **Lesson Plan Two**

### **Topic/Subtheme:**

Make plans with your Chinese host siblings and other family members to do different things during your visit in Beijing

### **Proficiency Level**

Novice-low

### **Grade Level**

K 6-8

### **Time frame**

11:00 -11:50 am

### **Learning Objectives**

Make plans with your Chinese host siblings and other family members to do different things during your visit in Beijing

### **Standards**

1.1, 1.2, 1.3, 2.2,

### **Materials:**

Photos of places to visit in Beijing and common tourist activities

Worksheet1 (interviewing where to see in Beijing)

Worksheet 2 (interviewing where to see first and second in Beijing)

Worksheet 3 (watching a video and answering questions by filling in the blanks)

Worksheet 4 (interviewing each other about the two things to be done on the coming Sunday, and what to be done first and second) (authentic scenario)

### **Key vocabulary/structures**

Vocabulary:

故宫, 长城, 天坛, 王府井, 鸟巢, 先……再……, 很大

Structure:

先……再……(xiān……zài ……)

### **Procedures**

### 1. Warm up:

Review the contents of the 1st and 2nd period: the instructor played with the students “visiting host family” and ask what they want and like to drink.

### 2. Practice:

- a. The instructor teaches vocabulary and makes conversations with the students: teacher-student(s), student-student.
- b. The students interview each other where they want to visit in Beijing.
- c. The instructor teaches the pattern “先..再...” (xiān .....zài .....) (first....then..)
- d. The students interview each other what they want to do first and second
- e. The students watch a video and answer questions by filling in the blanks on the worksheet.

### 3. Closure:

The students interview each other and present about the two things to be done on the coming Sunday, and what to be done first and second) (authentic scenario)

## **Assessment & Rubrics**

The instructor, after teaching each of the new contents, checked the students’ learning through teacher-student(s) and/or student-student speaking activities. The students do presentations and get feedback from the instructor. Whenever special need in special areas is identified, the instructor recasts and/or remodels to help students pick up.

## **Before-class/After-class planning**

### Before class:

The students completed the survey in which they list two things they will do on coming Sunday to prepare for the next day’s student-centered activity.

### After class:

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

## **Lesson Plan Three**

### **Topic/Subtheme:**

Identify names of clothing in Chinese

### **Proficiency Level**

Novice-low

### **Grade Level**

K 6-8

### **Time frame**

9:00 - 9:50 am

### **Learning Objectives**

Identify names of clothing in Chinese

### **Standards**

1.1, 1.2, 1.3

### **Materials:**

Authentic clothing: shirts, T shirts, pants, shorts, long skirt, short skirt, shoes, and socks

Photos of xiùshuǐjiē (Silk Road Market) in Beijing

Worksheet 1 (asking each other what he/she wants to wear when going to the Great Wall)

Worksheet 2 (recording/reporting how many of each kind of clothing are in the instructor's suitcase)

Worksheet 3 (making up a shopping list)

### **Vocabulary:**

衣服, 衬衫, T 恤衫, 长裤, 短裤, 长裙, 短裙, 鞋子, 袜子

### **Structure:**

件, 条, 双: 一件衣服, 一件衬衫, 一条裤子, 一双鞋子, 一双袜子

穿 vs 戴: 穿衣服, 戴帽子

### **Procedures**

#### **1. Warm up:**

Review the contents of the day before the class. The instructor asks the student if they like Chinese dishes (given the name of the dish), and asks them of what flavor the dishes are.

## **2. Practice:**

- a. The instructor teaches vocabulary and makes conversations with the students: teacher-student(s), student-student.
- b. The students tell each other what they wear today.
- c. The students ask each other what they want to wear on July 4th when they go to the Great Wall.
- d. Some students come to the front to look into the inside of the instructor's suitcase and write down how many of each kind of clothing are in there , and go to report to the rest of the class. Those who listen to the peer's report will write down what they hear, and then present the results to the class.

## **3. Closure:**

The students work in pair to talk about and write up a shopping list for the shopping activity at Xiùshuǐjiē (Silk Road Market). The students orally present their shopping list to the class.

## **Assessment & Rubrics**

The instructor, after teaching each of the new contents, checked the students' learning through teacher-student(s) and/or student-student speaking activities. The instructor gives feedback to students' speech of student-student and student-class interactions. Whenever special need in special areas is identified, the instructor recasts and/or remodels to help students pick up.

## **Before-class/After-class planning**

### **Before class:**

The instructor collects clothing corresponding to the vocabulary to cram her suitcase full.

### **After class:**

The students review the material and complete the homework about family members on smartphone. See details on GoChinese program website for practicum.