Foreign Language Chinese Lesson Plan designed by Shan-Lee Liu, Ed. D.

Language Level	**Chinese 2: Novice Med – Intermediate Low weak**	**Grade**	**9-10**	**Date**	**1/5 – 1/8/2016**	**Day in Unit**	**69- 72**	**Minutes**	**45-60**
WIDA Level	**Level 5 & 6 – Bridge & Reaching**								
Unit Theme	Describing a birthday party with 5 w and directions								
Essential Question	How can I use connectors, measuring and transitional words more effectively in the complicated sentences I created regarding describing a birthday party with 5 w and directions								
Daily Topic	**Monday:** Holiday **Tuesday:** Vocabulary and the 12 zodiac story **Wednesday**: Description of facial feature **Thursday:** Grammar: Time duration & tense **Friday**: Language practice for "是 … 的"								
STANDARDS	**LESSON OBJECTIVES**								
World-Readiness Standards for Learning Languages, 2015 Common Core State Standards Initiative: Preparing America's Students for College & Career, 2015 ISTE Standards for Students, 2015	**Communication**	☑ Interpersonal ☑ Interpretive ☑ Presentational	**Students can:** **Monday: Holiday** **Tuesday** **Daily content objective** We will use the new vocabulary from lesson 14 to plan a birthday party and have conversation about the 12 zodiac story **Daily review objective** We will edit and revise a skit describing a birthday party invitation including 5 w and directions and post it to the Google Classroom **Weekly Objective** We are practicing active reading, writing, listening and speaking for interpersonal conversation by peer editing a skit describing a birthday party invitation including 5 w and directions. **Wednesday** **Daily content objective** We will perform an activity to describe a classmate's facial feature and to guess who the person is. **Daily review objective** We will edit and revise a skit and post this birthday party invitation including 5 w and directions to the class blogs **Weekly objective**						

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			We are practicing performing a skit to describe a birthday party invitation including 5 w and direction and make a video clip. **<u>Thursday</u>** **Daily content objective** We will practice using the grammar to describe the time duration and tense from lesson 14 to describe birthday parties took place including 5w and how we got there. **Daily review objective** We will practice performing a skit describing birthday parties including 5 w and directions. **Weekly objective** We are practicing recording a skit describing birthday parties including 5 w and directions. **<u>Friday</u>** **Daily content objective** We will perform a skit with a partner to describe birthday parties using new grammar "是 … 的" from lesson 14 and including 5w and directions **Daily review objective** We will edit and revise a skit to describe a birthday parties including 5 w and directions. **Weekly objective** We are practicing posting a video clip to the blog to describe birthday parties including 5 w and directions.
	Cultures	Use the languages to investigate, explain, and reflect on the relationship between the practices and perspectives in Chinese and American culture toward planning birthday parties.	
	Connections	Build, reinforce, and expand their knowledge of other disciplines while using the languages to develop higher order as well as critical thinking and problem solving skills related to birthday party planning.	
	Comparisons	Use the languages and cultures to investigate, explain, and reflect on the concept of cultures and the nature of languages through comparison between Chinese and English regarding planning a birthday party.	
	Communities	Use the languages both within and beyond the classroom to interact and collaborate with different communities in Boston and around the globe.	

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	Common Core	CCSS.ELA-LITERACY.SL.9-10.1.B: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues; giving presentation of alternate views) setting clear goals and deadlines for individual and team goals as needed.
	ISTE Standards for Students	2. Communication and collaboration: Students use digital media, Google Classroom and Google Forms to communicate and work collaboratively in the classroom and at home to support independent learning and contribute to the learning of others.

Lesson Sequence	**Activity/Activities**	**Time**	**Materials/Resources/Technology**
Gain Attention / Activate Prior Content Knowledge	Students practice presentational and interpersonal speaking and writing using NCSSFL-ACTFL Can-Do Statements for Intermediate Low to create a skit with an elbow partner to describe birthday parties including 5 w and directions.	10	NCSSFL (2015)
Provide Input	**Monday** - holiday **Tuesday** - Teacher models the usage of the new vocabulary from lesson 14 to plan a birthday party and have conversation about the 12 zodiac story **Wednesday** – Teacher models describing a student's facial feature and to let students guess who the person is. **Thursday** – Teacher models using the grammar to describe the time duration and tense from lesson 14 to describe birthday parties took place including 5w and how we got there. **Friday** – Teacher models perform a skit with a partner to describe birthday parties using new grammar "是 … 的" from lesson 14 including 5w and directions.	5	Liu, Y. Yao, T. Bi, N. Ge, L. & Shi, Y. (Eds.) (2010) Text Book pp. 113- 121
Elicit Performance / Provide Feedback	**Monday** - holiday **Tuesday** – Students practice the usage of the new vocabulary from lesson 14 to plan a birthday party and have conversation about the 12 zodiac story **Wednesday** – Students practice describing another student's facial feature and to let other students guess who the person is. **Thursday** – Students practice the grammar usage to describe the time duration and tense from lesson 14 to describe birthday parties took place including 5w and how we got there.	5	• Liu, Y. Yao, T. Bi, N. Ge, L. & Shi, Y. (Eds.) (2010) Work Book • Student's Chinese notebooks

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	Friday – Students practice performing a skit with a partner to describe birthday parties using new grammar "是 … 的" from lesson 14 including 5w and directions.		
Transition	Students have the teacher checking their Chinese notebook for writing then getting their assigned laptops for typing and technology use	5	• Student Chinese notebooks • Classroom laptops
Provide Input for Technology Integration	Teacher discusses the daily and weekly projects – skits students created regarding 5 w and directions; saved into created e-portfolios and uploaded into Google Classroom and students created blogs.	10	Laptops, ear phones with microphones, USBs
Elicit Performance / Provide Feedback	Students turn in their daily homework and weekly assignments, skits regarding 5Ws and directions as well as speaking and written formative and summative assessment into e-portfolio on the classroom laptops; uploaded to the Google Classroom and students created blogs	5	Laptops, Gmail and Google Classroom accounts and student academic blogs
Closure	• Teacher review the learning objectives of the day/week/month • Students check off the Can-Do Statement topics; discuss the dialogue they created with partners as well as have self-assessment and reflection on their Google Classroom accounts and created blogs every day.	5	Daily homework, weekly/monthly assignments; test per month and quiz per week as well as frequent assessment in person or on line every day.
Reflection – Notes to Self	• Teacher will ask self what worked well and what didn't work well and why at the end of each day. What would be the changes the teacher would make if teach this lesson next time and why? • Students will do self-assessment and self-reflection on their daily, weekly and monthly assessment and achievement.		
Assessment - Daily/Weekly/Monthly	• Class participation and daily formative assessment and monthly summative assessment 25% • Google Classroom on line skit posting and submission to the blog/website 25% • Listening and speaking assessment using Audacity or in class test and quiz with the teacher 25% • Reading, writing and typing assessment, test and quiz using hand-writing, typing using Word document and Google Docs with the teacher in the language lab or in the classroom. Skit submission on line to the Google Classroom and to the created blog/website 25%		

- Form adapted from Clementi, D. & Terrill, L. (2013). *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design*. The American Council on the Teaching of Foreign Languages, Alexandria, VA

Resource

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