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

Language Level	**Chinese 2: Novice High - Intermediate Low weak**	**Grade**	**9-10**	**Date**	**3/28– 4/1/2016**	**Day in Unit**	**120-124**	**Minutes**	**45-60**
WIDA Level	**Level 5 & 6 – Bridge & Reaching**								
Unit Theme	We will describe our ideal living place and an apartment; name common pieces of furniture and specific rooms; discuss and negotiate rent, utilities and security deposit.								
Essential Question	How can I use connectors, measuring and transitional words more effectively in the complicated sentences created to describe the place I am living, name the common pieces of furniture, discuss the suitability of various living arrangement and ask about and negotiate rent, utilities, and security deposit?								
Daily Topic	**Monday:** Language practice: usage of 了 **Tuesday:** Language practice: usage of 都/也 **Wednesday**: Grammar usage of 得下 **Thursday:** Recap question and answer of lesson 17 narrative **Friday**: Narration of Lesson 17 renting an apartment								
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:** **Daily content objective** We will practice active reading, writing, listening and speaking regarding Language usage of 了 **Daily review objective** We will practice reviewing interpersonal skit of inviting a friend to do a weekend activities. **Weekly objective** We are performing a skit to invite a friend to do a weekend activities using webcam **Tuesday** **Daily content objective** We will practice active reading, writing, listening and speaking regarding sentence making using 都/也 **Daily review objective** We will practice interpersonal speaking regarding the conversation skit we created. **Weekly objective** We are practicing our conversation regarding inviting friends to do an							

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			weekend activities **<u>Wednesday</u>** **Daily content objective** We will practice active reading, writing, listening and speaking to create sentences using grammar usage of 得下 **Daily review objective** We will perform a conversation skit to describe how to invite friends to do a weekend activity together **Weekly objective** We are recording the conversation skit using webcam and down load to the Premiere Element 12 **<u>Thursday</u>** **Daily content objective** We will practice active reading, writing, listening and speaking to ask and answer questions regarding lesson 17 narrative **Daily review objective** We will perform the conversation skit with partners in class and download it into Premiere Element 12 and edit the video **Weekly objective** We are practice recording the conversation skit with partners and learn how to edit the video clip **<u>Friday</u>** **Daily content objective** Quiz; We will practice close and cloze reading with partners regarding lesson 17 narration **Daily review objective** We will perform the conversation skit with partners in class and download it into Premiere Element 12 and learn how to edit the video **Weekly objective** We are practice recording the conversation skit with partners and edit the video clip
	Cultures	Use the languages to investigate, explain, and reflect on our relationship between the practices and perspectives in Chinese and American culture toward accepting or declining an invitation	
	Connections	Build, reinforce, and expand our knowledge of other disciplines while using our languages to	

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		develop higher order as well as critical thinking and problem solving skills related to establishing healthy interpersonal relationship
	Comparisons	Use the languages and cultures to investigate, explain, and reflect on our concept of cultures and our nature of languages through comparison between Chinese and American regarding healthy interpersonal relationship
	Communities	Use our languages both within and beyond the classroom to interact and collaborate with different communities in Boston, U. S. A., Beijing, China, Kaohsiung, Taiwan and around the globe.
	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 Novice High/Intermediate Low to create a conversational skit with elbow partner to invite friends to do a weekend activity together	10	NCSSFL (2015)
Provide Input	**Monday** – Teacher models active reading, writing, listening and speaking regarding Language usage of 了 **Tuesday** - Teacher models active reading, writing, listening, speaking regarding sentence making using 都/也 **Wednesday** – Teacher models active reading, writing, listening, speaking and sentence making using 得下 **Thursday** – Teacher models active reading, writing, listening, speaking and sentences making to ask and answer questions regarding lesson 17 narrative **Friday** – Teacher model close and cloze reading with students regarding lesson 17 narration	5	Liu, Y. Yao, T. Bi, N. Ge, L. & Shi, Y. (Eds.) (2010) Text Book pp. 207- 211

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Elicit Performance / Provide Feedback	**Monday** – Students practice active reading, writing, listening and speaking regarding sentence making using 了 **Tuesday** – Students practice active reading, writing, listening and speaking regarding sentence making using 都/也 **Wednesday** – Students practice active reading, writing, listening, speaking and sentence making using 得下 **Thursday** – Students practice active reading, writing, listening, speaking and sentences making regarding lesson 17 narrative **Friday** – – Students model close and cloze reading with partners regarding lesson 17 narration	5	• Liu, Y. Yao, T. Bi, N. Ge, L. & Shi, Y. (Eds.) (2010) Work Book • Student's Chinese notebooks
Transition	Students have the teacher checking their Chinese notebook for writing then getting their assigned laptops for typing and technology learning	5	• Student Chinese notebooks • Classroom laptops
Provide Input for Technology Integration	Teacher discusses the daily, weekly and monthly projects – conversation skit students created regarding inviting friends for a weekend activity; making a video clip; 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, weekly and monthly assignments regarding a conversational skit; formative and summative assessment download into e-portfolio on the classroom laptops; upload it 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 every other 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 assignment.		

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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 video clips or in class test and quiz with the teacher 25% • Reading, writing and typing assessment, test and quiz using handwriting or typing using Word document, Power Point Presentation and Google Docs or Google Forms with the teacher 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

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