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

Language Level	**Chinese 4: Intermediate low Intermediate med weak**	**Grade**	**11 & 12**	**Date**	**1/5-1/8/2016**	**Days in Unit**	**69-72**	**Minutes**	**45-60**
WIDA Level	**Level 5 & 6 – Bridge & Reaching**								
Unit Theme	Traveling experience								
Essential Question	How can I use connectors, transitional words and idioms more effectively in the essay writing or blog posting I created?								
Daily Topic	**Monday:** Holiday **Tuesday:** Language practice for describing a first-hand experience **Wednesday**: Language practice for stating "You mustn't do …" in sentences making **Thursday:** Language practice for discussing with partners on things and places we would willing to spend money on and things and places we would not **Friday**: Language practice for debating on the pros and cons for traveling on our own								
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 language practice in lesson 13 to describe a first-hand traveling experience **Daily review objective** We will edit and revise sentences making to describing a memorable traveling experience and post it to the Google Classroom **Weekly Objective** We are practicing active reading, writing, listening and speaking for essay writing and typing for a memorable traveling place and a favorite Boston tourist attraction **Wednesday** **Daily content objective** We will perform language practice by stating "You mustn't do …" in sentences making. **Daily review objective** We will edit and revise essay writing and posting regarding favorite Boston tourist attractions to the created blogs. **Weekly objective**						

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			We are practicing presentational speaking to introduce our memorable places and favorite Boston tourist attraction. **<u>Thursday</u>** **Daily content objective** We will practice discussing with partners on things and places we would willing to spend money on and things and places we would not **Daily review objective** We will practice sentences making with partners on things and places we would willing to spend money on and things and places we would not using grammar usage learned on lesson 13 **Weekly objective** We are practicing recording essays regarding our memorable places and favorite Boston tourist attractions. **<u>Friday</u>** **Daily content objective** We will perform debates on the pros and cons for traveling on our own **Daily review objective** We will practice sentences making using grammar usage learned on lesson 13 regarding the pros and cons for traveling on our own. **Weekly objective** We are practicing posting a video clip to the blog to describe our memorable traveling places and favorite Boston tourist attractions.
	Cultures	Use the languages to investigate, explain, and reflect on the relationship between the practices and perspectives in Chinese and American culture toward favorite traveling destinations.	
	Connections	Build, reinforce, and expand their knowledge of other disciplines while using the languages to develop higher-order as well as critical-thinking and problems-solving skills.	
	Comparisons	Use the languages and cultures to investigate, explain, and reflect on the concept of cultures and the nature of languages through comparison between favorite tourist attractions in foreign countries and in Boston.	
	Communities	Use the languages both within and beyond the classroom to interact and collaborate within their own communities in Boston and around the globe.	
	Common Core	• <u>CCSS.ELA-LITERACY.SL.11-12.1.A</u> : <u>Comprehension and Collaboration</u>	

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		Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	ISTE	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 Knowledge	Students practice essay writing using NCSSFL-ACTFL Can-Do Statements in the intermediate level for reading, writing, typing, listening and speaking with elbow partners, in small groups, to the whole class and post it on line to the Google Classroom and the created blogs.	10	NCSSFL (2015)
Provide Input	**Monday** - holiday **Tuesday** - Teacher models language practice in lesson 13 to describe a first-hand traveling experience **Wednesday** – Teacher models language practice by stating "You mustn't do …" in sentences making. **Thursday** – Teacher models discussion with students on things and places she would willing to spend money on and things and places she would not **Friday** – Teacher models discussion on the pros and cons for traveling on her own.	5	Liu, Y. Yao, T. Bi, N., Shi, Y., Ge, L. & Bi, N. (Eds.) (2010) DVD and text book level 2 Part 2, pp. 97-100
Elicit Performance / Provide Feedback	**Monday** - holiday **Tuesday** – Students practice the sentences making for describing a first-hand traveling experience **Wednesday** – Students practice stating "You mustn't do …" in sentences making. **Thursday** – Students practice discussion with partners on things and places they would willing to spend money on and things and places they would not **Friday** – Students practice discussion with partners on the pros and cons for traveling on their own.	5	• Liu, Y. Yao, T. Bi, N., Shi, Y., Ge, L. & Bi, N. (Eds.) (2010) work book level 2 Part 2 • Student's Chinese notebooks

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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 model blog/website posting with photos and video clips; self-editing and revision for essay writing and posting using NCSSFL-ACTFL Can-Do Statements within intermediate level topics regarding memorable traveling places and favorite tourist attractions.	10	Google Classroom and on-line blog posting - checking on students' speaking, writing, listening, reading, typing and 21st century technology skills
Elicit Performance / Provide Feedback	Students practice presentational speaking and writing, listening and reading typing and recording the essay postings and using Can-Do Statements including transitional words, connectors and idioms; upload homework/daily /weekly assignments to the Google Classroom and self-created blogs/websites.	5	Laptops, ear phones with microphones, Google Classroom accounts; Word & Audacity document as well as created academic blogs/websites
Closure	Teacher review the learning objectives of the day; students check off the Can-Do Statements, create essay and digital story-telling regarding memorable traveling places and favorite Boston tourist attractions.	5	Daily/weekly/monthly assignments on e-portfolios on classroom laptops and in Google Classroom as well as on created blogs/websites.
Reflection – Notes to Self	• Teacher will ask self what works well and what doesn't work well and why at the end of each day. What would be the changes I would make if I teach this lesson next time and why? • Students will do self-assessment and self-reflection on their daily, weekly and monthly assessment and achievement.		
Student Assessment	• Class participation and daily formative assessment and monthly summative assessment 25% • Google Classroom on line essay 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. Essay 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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Resource

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