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**	**4/11–15/2016**	**Day in Unit**	**130-134**	**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:** Sign reading to describe a room **Tuesday:** Sentence making using 因为… 所以 **Wednesday**: recap of dialogue II **Thursday:** narration of dialogue II **Friday**: Quiz; vocabulary review and sign reading of lesson 17								
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 lesson 17 sign reading to describe what we see in a room **Daily review objective** We will practice creating interpersonal skit of different conversational topics **Weekly objective** We are creating different skits for different chapters of our e-books **Tuesday** **Daily content objective** We will practice active reading, writing, listening and speaking regarding "to move or not to move" using connectors 因为… 所以 **Daily review objective** We will practice interpersonal speaking regarding different conversation skits we created for our e-books **Weekly objective** We are practicing with a partners for our conversation skits created for our e-books **Wednesday** **Daily content objective**						

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			We will practice active reading, writing, listening and speaking to create sentences regarding recap questions and answers for dialogue II **Daily review objective** We will create different conversation skits for the different chapters of our e-books using power point presentation **Weekly objective** We are recording the conversation skit using webcam and down load it to the Premiere Element 12 **Thursday** **Daily content objective** We will practice active reading, writing, listening and speaking to practice close & cloze reading for dialogue II narration **Daily review objective** We will record the conversation skits with partners in class and download it into Premiere Element 12 and practice editing the video **Weekly objective** We are practice recording the conversation skits with partners and learning how to edit the video clips **Friday** **Daily content objective** Quiz using paper and pencil; We will practice active reading, writing, listening and speaking to practice sign reading and vocabulary review for lesson 17 **Daily review objective** We will perform the conversation skits with partners in class and upload it to U-tube. **Weekly objective** We are practice recording the conversation skits with partners using power point presentation & webcam and publishing our e-books to our blog/website
	Cultures	Use the languages to investigate, explain, and reflect on our relationship between the practices and perspectives in Chinese and American culture toward renting an apartment	
	Connections	Build, reinforce, and expand our knowledge of other disciplines while using our languages to develop higher order as well as critical thinking and problem solving skills related to renting an apartment	

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	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 renting an apartment
	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, information literacy, Google Classroom, Forms, Doc and Slide 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, reading and writing using NCSSFL-ACTFL Can-Do Statements for Novice High and Intermediate level to create conversational skits and/or essay with elbow partners for various familiar and unfamiliar topics.	10	NCSSFL (2015)
Provide Input	**Monday** – Teacher models active reading, writing, listening and speaking regarding lesson 17 sign reading to describe what we see in a room **Tuesday** - Teacher models active reading, writing, listening, speaking regarding "to move or not to move" using connectors 因为… 所以 **Wednesday** – Teacher models active reading, writing, listening, speaking and sentence making regarding recap questions and answers for dialogue II **Thursday** – Teacher models active reading, writing, listening, speaking and sentences making regarding practicing close & cloze reading for dialogue II narration **Friday** – Teacher model active reading, writing, listening, speaking and sentences making regarding practicing sign reading and vocabulary review for lesson 17	5	Liu, Y. Yao, T. Bi, N. Ge, L. & Shi, Y. (Eds.) (2010) Text Book pp. 220- 226

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Elicit Performance / Provide Feedback	**Monday** – Students practice active reading, writing, listening, speaking and sentence making regarding lesson 17 sign reading to describe what we see in a room **Tuesday** – Students practice active reading, writing, listening and speaking regarding "to move or not to move" using connectors 因为… 所以 **Wednesday** – Students practice active reading, writing, listening, speaking and sentence regarding recap questions and answers for dialogue II **Thursday** – Students practice active reading, writing, listening, speaking and sentences making regarding practicing close & cloze reading for dialogue II narration **Friday** – – Students practice active reading, writing, listening, speaking and sentences making regarding practicing sign reading and vocabulary review for lesson 17	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 practice and technology learning	5	• Student Chinese notebooks • Classroom laptops
Provide Input for Technology Integration	Teacher discusses the daily, weekly and monthly projects – conversation skits students created for different chapters of their e-books; making video clips; saved into created e-portfolios and uploaded into Google Classroom and students created blogs/websites	10	Laptops, ear phones with microphones, USBs
Elicit Performance / Provide Feedback	Students turn in their daily homework, weekly and monthly assignments regarding created conversational skits; formative and summative assessment download into e-portfolio on the classroom laptops; upload it to the Google Classroom and students created blogs/websites.	5	Laptops, Gmail and Google Classroom accounts and student created academic blogs/websites
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 and created blogs/websites posting 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 bi-weekly, monthly summative assessment 25% • Google Classroom on line posting and e-book submission to the blog/website 25% • Listening and speaking assessment using video clips and postings 25% • Reading, writing and typing assessment using Word document, Power Point Presentation and Google Docs, Google Slides or Google Forms with the teacher in the classroom and 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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