Lesson Plan 1

Topic/Subtheme: Time and Dates
Proficiency Level: Novice-low
Grade Level: 9 -10
Time frame: 50 minutes
Learning Objectives:
By the end of the class, students will be able to
• Ask for/give information regarding year, month, day and the day of the week

Standards:
Communication: 1.1, 1.2, 1.3
Cultures: 2.1, 2.2

Materials:
□ Computer for power point presentation (PPT),
□ Chinese calendar
□ printed pictures of month of June, 2013 with Pinyin and Chinese characters,
□ handouts: Pictures of different festival, PowerPoint, interview worksheet

Key vocabulary/structures:
年,月,号
星期一,星期二,星期三,星期四,星期五,星期六,星期日
一月,二月,三月,四月,五月,六月,七月,八月,九月,十月,十一月,十二月,
昨天, 今天, 明天, 周末,
Procedures

1. Warm up:
Start with a comparison of number order of dates in the U.S and in China.
Teacher introduces “年、月、号” in a date expression “2013年6月26号”.
Students repeat after teacher to get the idea of “年、月、号”.

2. Practice:

Part 1: Year, month
First, teacher presents a calendar of 2013 and introduces “2013年”.
Students repeat “2013年”.
Second, teacher highlights each month by showing numbers “1, 2, 3, ..., 12”on the calendar
in order and asks “几月?”.
Teacher takes January as an example by naming it “1月”.
Teachers continues asking “几月?”
Students name the other months by counting number plus “月”.

Part 2: Day, today, yesterday, tomorrow
First, teacher presents a calendar of July and highlights the date July 5th.
Teacher introduces “7月5号”.
Second, teacher points at the date of July 5th and asks “几月几号?”
Students answer “7月5号”.
Teacher points at three more dates in July on the calendar and asks “几月几号?”.
Third, teacher gives out pictures of different festivals with numbers of dates to every student.
Teacher asks each student to raise the picture he/she has and to show it to the class.
Teacher asks “这是几月几号？”
Students answer together.
Forth, teacher highlights July 4th and July 6th and introduces “昨天、明天”.
Teacher proceeds a teacher-student dialogue:
Teacher: 今天是几月几号?
Students: 今天是6月26号。
Teacher: 昨天是几月几号?
Students: 昨天是6月25号。
Teacher: 明天是几月几号?
Students: 明天是6月27 号。
Forth, student-student practice (pairwork):
Teacher: 今天/昨天/明天是几月几号?
Student: 今天是6月26 号/昨天是6月25 号/明天是6月27 号。

Part 3: Week
First, teacher presents a calendar of July and highlights Mondays. Teacher introduces “星期一”.
Second, teacher highlights Tuesday, Wednesdays, Thursdays, Fridays, Saturdays and asks “星期几?” Students answer “星期二/三/四/五/六”. Teacher highlights Sundays and asks “星期几?” Students might answer “星期七”. Teacher show a wrong icon on “星期七” and present “星期日”.
Third, teacher high lights June. Of 25,26,27 and proceeds a teacher-student dialogue:
Teacher: 今天是星期几?
Students: 今天是星期四。
Teacher: 昨天是星期几?
Students: 昨天是星期三。
Teacher: 明天是星期几?
Students: 明天是星期五。
Forth, student-student practice (pairwork):
Teacher: 今天/昨天/明天是星期几?
Student: 今天是星期四/昨天是星期三/明天是星期五。
Lesson Plan 2

Theme/Topic: Meeting your Chinese Host Family - 北京九日游
Date: June 28th, 2013
Proficiency Level: Novice
Grade Level: High School - Grade 11-12th
Time frame: 50 minutes
Learning Objectives:
- By the end of the class, students will be able to
  - Know the famous place of Beijing city.
  - Make plans with Chinese host siblings and other family members to visit Beijing famous place.

Materials:
Video “Beijing Welcome you”, power point, interview worksheet

Key vocabulary/structures:
长城, 故宫, 鸟巢, 天坛, 王府井
先………，再…………

Procedures

1. Warm up:
Start with “北京大吗?” “北京很大。”
Teacher asks “北京有什么？” Then students watch “北京欢迎你” Youtube video clip.

2. Practice:

Part 1: Names of landmarks in Beijing.
First, teacher asks “北京有什么？” again.
Second, teacher-student practice: teacher presents photos of 长城、鸟巢、故宫、天坛、王府井, students learn these words and answer question with “北京有长城（鸟巢、故宫、天坛、王府井）”.
Third, teacher presents photos of her Beijing tour on Facebook. Teacher asks “北京有什么？” while presenting her photos.
Fourth, student-student practice: practice a dialogue (pair work):
Student1: 北京大吗？
Student2: 北京很大。
Student1: 北京有什么？
Student2: 北京有长城（鸟巢、故宫、天坛、王府井）。

**Part2: Sequence of actions. (先□□□□□□)**
First, teacher presents a picture of an action with time and proceeds a teacher-student dialogue:
Teacher: 她做什么？
Student: 她吃饭。
Teacher: 她几点吃饭？
Student: 她9点吃饭。
Second, teacher presents a picture of another action with time in the same PowerPoint slide and proceeds the same teacher-student dialogue:
Teacher: 她做什么？
Student: 她看电视。
Teacher: 她几点看电视？
Student: 她10点看电视。
Third, teacher presents “先□□□” combining the above two actions: “她先吃饭，再看电视。”
Forth, teacher presents another two actions and proceeds a teacher-student dialogue:
Teacher: 他先做什么再做什么？
Student: 他先上网再睡觉。
Fifth, teacher presents more pictures of sequence of actions and proceeds teacher-student practices:
Teacher: 他先做什么再做什么？
Student: 他先□□再□□。

**Part3: Talk about plans with sequence of visiting actions. (想先□□□□□□□□□□)**
First, teacher presents pairs photos of 长城、鸟巢、故宫、天坛、王府井 with sequence and proceeds teacher-student and student-student dialogues:
Teacher: 他想先去哪儿？
Student: 他先□□□□再□□□□。
Second, teacher presents photos of 长城、鸟巢、故宫、天坛、王府井 with sequence and proceeds a teacher-student dialogue:
Teacher: 他想先去哪儿？
Student: 他先□□□□□再□□□□。
Third, student-student practice (pair work):
Teacher: 他想先去哪儿再去哪儿？
Student: 他想先..............。

Part 4: (Communicative Activity) Making plans for three-day activities.
Groups in two.
Each group of students design a plan for three-day activities.
Each student presents one-day plan to the other two group members.
Each group presents their plan in front of the class.
Procedure:
  o Work with your partners and use the information the teacher provides to make a plan
  o Use “他想先做什么再做什么”、“他想先去哪儿再去哪儿”、“他想先............
    □ □□□□□□□□□□□□□□” while discuss
  o Try to practice the conversation without reading from handouts
  o Presentation
  o peer assessment