|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Language Level**  | **Chinese Novice-low** | **Grade** | **4th** | **Date** |  | **Day in Unit** | **1st and 2nd** | **Minutes**  | **60 -90** |
| **Unit Theme and Question** | **Calendar and Celebrations. How do we use Chinese calendar dates and times to generate an invitation to a party? (Total days in this unit will be 10 days.)** |
| **Daily topic:** | **Learn to say and write the months and dates of the year.** |
| **Classroom Context** | **Description**  |
| Environment | Chinook Trail Elementary School has a world language and culture theme, highlighting Chinese. Many families choice into the school for the strong language and cultural elements of the school. Located in a middle to upper middle class neighborhood, Chinook Trail has enrollment of around 625 students. |
| Course of Study | All students at Chinook Trail take Chinese each year, K-5. Class sizes are between 21 and 29 students, attending Chinese class two times a week for 45 minutes. The curriculum is vertically articulated throughout the grade levels. |
| **STEP 1: STANDARDS** | **METACOGNITIVE QUESTIONS BEFORE PLANNING WITH STANDARDS** |
| What are the communicative and cultural objectives for the lesson?  How is culture embedded using the target language for the lesson? | **Communication***and***Cultures** | *Which modes of communication will be addressed?* | Students will engage in authentic dialogue with classmates about their birthdays.Input is made comprehensible through TPRS, gestures, pictures, and repetition of spoken language.Students will learn how birthdays are celebrated in traditional and modern Chinese cultures. |
| 🞏 Interpersonal |
| 🞏 Interpretive |
| 🞏 Presentational |
| **If applicable,** indicate how Connections • Comparisons • Communities will be incorporated into the lesson. | **Connections** | Students connect their knowledge of numbers and math in Chinese to conventions for assigning dates in Chinese |
| **Comparisons** | Students use their knowledge of numbers in Chinese to compare the Chinese and English systems of naming months of the year and calendar dates. |
| **STEP 2: PLANNING** | **LESSON OBJECTIVES** |
|  | **Communication***and***Cultures** | Students will be able to say and write their own birthday in Chinese.Students will be able to describe how birthdays are celebrated in both traditional Chinese culture and in modern Chinese cultures. |
|  | **Connections** | Student will connect their prior knowledge of math and numbers in Chinese to calendar dates. |
|  | **Comparisons** | Students use their knowledge of numbers in Chinese to compare the Chinese and English systems of naming months of the year and calendar dates. |
|  | **Communities** |  |

|  |
| --- |
| **Planning the Sequence of Activities and Strategies** |
| **Lesson Sequence for 1st and 2nd date in this unit** | **Activities/Strategies** | **Time\*** | **Materials • Resources •****Technology** | **Lesson Planning Rationale** |
| **Gain Attention / Activate Prior Knowledge “The hook”** | 1.) Students will sing happy birthday to a classmate in Chinese and chant numbers in Chinese. | 10 min | [Number Chant video](https://www.youtube.com/watch?v=2eLP3FuuEVs)Number flash cards and pocket chart | I plan to engage students with singing a familiar song in Chinese. Students enjoy songs and chants, typically with 100% engagement. |
| **Provide Input**  | 2.) Teacher will review concept of forming double digit numbers in Chinese. | 5 min |  | I plan to review this concept briefly. Without clear comprehension of the numbering, the rest of the lesson will be difficult to follow. |
| **Elicit Performance / Provide Feedback**  | 3.) Students will practice in pairs and coach each other using individual whiteboards as teacher checks on progress of each pair. | 10 min | Individual whiteboards | This is a lesson structure that students are accustomed to using for practice and fine tuning. Students find it engaging and it gives the teacher and excellent opportunity to formatively assess student understanding. |
| **Provide Input**  | 4.) Teacher demonstrates how the words for month and day are formed in Chinese while students follow with their “air pencils.”  | 10 min | Videos on how Chinese characters for [month](https://www.youtube.com/watch?v=ZClBINnWqaM) and [date](https://www.youtube.com/watch?v=jl-0snTbvns) evolved from ancient pictographs to modern characters. | Using video, gestures, pictures and sounds in combination allows for multisensory input to engage a wide range of diverse learners and learning styles. |
| **Elicit Performance / Provide Feedback**  | 5.) Students demonstrate comprehension by writing characters in the air with their “air pencil” and using gestures in response to teacher prompting. 6.) Students will write months of the year in Chinese with pencil and paper copying teacher’s demonstrations on the board. | 20 min |  | Having students write characters and use gestures while speaking facilitates their memory of the words. While they are using their “air pencil,” I can quickly check on students’ recognition of the character as it relates to the sound. As students write on paper, I can go around checking the accuracy of the writing and pronunciation. |
| **Closure** | 7.)Teacher leads students in a months of the year chant in Chinese and play a “Tic-Tac-Toe” game on the pocket chart. | 10 min | Months of the year flash cards, pocket chart, Tic-Tac-Toe game pieces. | \* The group chant and rhythm engages students and helps them to remember how to say months of the year.\* Playing “Tic-Tac-Toe” reinforce the knowledge and give me another opportunity to informally evaluate students progress. Games are always a good way to end a day in the WL class. |

|  |
| --- |
| **Description of Lesson Implementation** |
| **Activities/Strategies** | **Actual Time used** | **Materials • Resources •****Technology** | **Description of lesson strategies and activities that actually occurred** |
| 1.) Students will sing happy birthday to a classmate in Chinese and chant numbers in Chinese. | 5 min |  | Students sang song and chanted as planned |
| 2.) Teacher will review concept of forming double digit numbers in Chinese.  | 15 min |  | Some students had forgotten so we did a few additional examples causing the time to increase for this section. |
| 3.) Students will practice in pairs and coach each other using individual whiteboards as teacher checks on progress of each pair. | 10 min |  | Students enjoyed working together quizzing and helping each other practice making double digit numbers in Chinese. |
| 4.) Teacher demonstrates how the characters for month and day are formed while students follow with their “air pencil”. | 5 min |  | I also used hand motions to make up gestures for month and day which also mean moon and sun.  |
| 5.) Students demonstrate comprehension by writing characters in the air with their “air pencil” and using gestures in response to teacher prompting.6.) Students will write months of the year in Chinese with pencil and paper copying teacher’s demonstrations on the board. | 20 min |  | Since we already have the whiteboards, I asked the students to practice writing the two new Chinese characters on the white board in response to my prompting. We then practice adding numbers to make the twelve months of the year and dates.The practice on whiteboards indicated that the students are ready to make their birthdays, I proceeded to demonstrate writing “My birthday is…” in Chinese and have the students copy and fill in their own birthdays. While they write, I went around to check their writing accuracy and pronunciation. |
|  7.) Teacher leads students in a months of the year chant in Chinese and play a “Tic-Tac-Toe” game on the pocket chart. | 15 min |  | We used the months of the year cards to play a game of “Tic Tac Toe” to reinforce students’ familiarity with the months of the year in Chinese. |
| **STEP 4:** **Metacognitive Reflection:*** *How did this specific lesson advance the big idea or generalization of the unit? In what ways did the chosen strategy work toward a larger purpose at the beginning of the lesson (e.g., engaging students, increasing curiosity, stimulating student-generated questions, etc.)? In what ways did the chosen strategy cement the learning?*
* *How did my students and I strategically use technology resources to enhance the learning experience (and support “meeting the just-right challenge,” “building relationships,” “creating relevancy,” and/or “fostering disciplinary literacy”)?*
* *In what ways did the learning target support the generalization?*
* *Which instructional strategies fostered learning the lesson’s skills, processes, or content?*
* *What evidence showed that the strategies impacted student learning? How were the strategies effective through the learning process?*

**Formative Assessment*** *What “indicators of success” showed that the students are gaining mastery?*
* *How will I use that evidence in a feedback loop?*
 | Please see the attached file of Teacher Reflections. |  |