



## 2014 Student Program Lesson Plan Template

For step-by-step help in completing this document, please see the accompanying guide.

<b>Date:</b>		<b>Class:</b>	Chinese				
<b>Language Level:</b>	Novice High	<b>Grade:</b>	High School	<b>Day in Unit</b>	1	<b>Minutes</b>	60
<b>Unit Theme and Question:</b>	Forms of Address What are culturally appropriate forms of address in Chinese?						

### STAGE 1: What will learners be able to do with what they know by the end of this lesson?

DO <i>What are the learning targets for this lesson?</i>	KNOW <i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?</i>
<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>Identify and use appropriate forms of address for different members of the community</li> <li>Understand the cultural and social implications of how we address others</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary: 伯父, 伯母, 礼貌, 称呼, 习惯</li> <li>Review: 朋友, 校长, 医生</li> <li>Culture: position specific terms in Chinese</li> <li>Radicals: 人, 女, 木</li> <li>Structure: 应该, 因为...所以, 有一点</li> </ul>

### STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

**What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?**

Learners will:

- Read a short passage about meeting a friends' parents
- Perform a role play using correct forms of address
- Match Chinese characters to the correct job title
- Fill out a chart giving appropriate forms of address for different members of the community
- Explain to their classmates why it is necessary to address others appropriately in Chinese

**STAGE 3: What will prepare learners to demonstrate what they can do with what they know?**

**How will you facilitate the learning?**

What activities will be used to ensure learners accomplish the lesson can-do? What will the teacher be doing? What will the students be doing?

**Opening Activity:**

**Time**

**Materials**

*How can you capture the students' energy and commitment for today's lesson?*

<p><b>Introduce the idea of different forms of address</b></p> <ol style="list-style-type: none"> <li>a. T shows Ls different pictures of professionals.</li> <li>b. T asks the Ls how they should address each of the individuals</li> <li>c. T asks Ls if it is the same in their own country</li> </ol>	<p>5</p>	<p>Images of different professionals at work</p>
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**Learning Episode**

<p><b>Introduce basic concept of addressing others appropriately</b></p> <ol style="list-style-type: none"> <li>a. T give Ls a brief explanation of the basic concept of addressing others correctly in Chinese. T explains that by addressing someone with the proper term, the basic framework is established for appropriate social interaction between the two people. Relationships are dictated by one's social status relative to others.</li> </ol>	<p>15</p>	<p>Copies of the reading passage with new vocabulary listed at end</p>
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<ul style="list-style-type: none"> <li>b. T passes out copies of the reading passage. New vocabulary is listed at the end with a space for Ls to define the words</li> <li>c. Ls take five minutes to read through the passage and ask questions</li> <li>d. T helps Ls to define new vocabulary</li> <li>e. T asks Ls to underline new sentence structures</li> <li>f. T and Ls work together to brainstorm other ways the new sentence structures can be used</li> <li>g. Ls take turns writing the new sentences on the board</li> </ul>		
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## Learning Episode

<p><b>Role Play</b></p> <ul style="list-style-type: none"> <li>a. T breaks Ls into groups of four</li> <li>b. Based on the passage they just read, Ls are asked to role play how this meeting might play out in real life</li> <li>c. T asks Ls, once everyone has been appropriately introduced and greeted, what might each person say next</li> <li>d. Ls are encourage to continue the conversation beyond the formal greetings</li> <li>e. Ls change groups and act it out again with different partners</li> <li>f. Once learners are comfortable using the vocabulary orally, encourage each group to write out one complete script for the exchange</li> </ul>	25	<p>Props to enhance outfits</p> <p>Markers and paper, pens</p>
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## Learning Episode

<p><b>Practice: Reading Chinese Characters</b></p> <p>T uses one or more of the following to review vocabulary:</p> <ul style="list-style-type: none"> <li>1) Characters       <ul style="list-style-type: none"> <li>a. T places one set of flashcards on one side of the room, and the other set on the other side of the room, so that Ls can see all of the flashcards</li> <li>b. Ls take turns matching the characters to the correct pictures</li> <li>c. Using the character cards, the teacher cycles through the cards one by one, stops abruptly, and asks students to name the next card</li> </ul> </li> <li>2) TPR       <ul style="list-style-type: none"> <li>a. With Ls, T assigns gestures to each vocabulary word</li> </ul> </li> </ul>	13	<p>One set of flash cards with the vocabulary in Chinese characters</p> <p>One set of flashcards with pictures of different professionals at work</p>
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b. Ls practice the vocabulary using TPR		
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## Final Learning Episode

<b>Review: Forms of Address</b> <ol style="list-style-type: none"> <li>T passes out handout with pictures of different professionals at work. There is a blank space next to each picture.</li> <li>Ls fill in the blanks with how each person should be addressed</li> <li>T asks for volunteers to check for understanding</li> </ol>	2	Handout with pictures of different professionals at work
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## Enhance Retention

<b>Peer Discussion</b> <ol style="list-style-type: none"> <li>Ls are broken into small groups and given a set of guiding questions that asks them to think about and comment on some of the similarities and differences in forms of address between English and Chinese</li> <li>Ls are encouraged to express themselves in Chinese</li> <li>After the discussion, Ls are asked to write three to five sentences on the topic in Chinese</li> </ol>		List of questions about differences and similarities in forms of address in English and Chinese, with some sample sentences in Chinese to express the results of the conversation
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## Reading Passage

我的朋友，迈克，昨天来我家玩。我告诉他，见到我爸爸，迈克应该叫伯父。见到我妈妈，应该叫伯母。这样才是礼貌的称呼。因为我爸爸是校长，所以他的学生都叫他江校长。因为我妈妈是医生，所以病人都叫她王医生。这样也是礼貌的称呼。迈克说，和美国的习惯有一点点像，可是又有一点点不一样。



## 2014 Student Program Lesson Plan Template

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<b>Date:</b>		<b>Class:</b>	Chinese				
<b>Language Level:</b>	Novice High	<b>Grade:</b>	High School	<b>Day in Unit</b>	Midway	<b>Minutes</b>	75
<b>Unit Theme and Question:</b>	Forms of Address What are culturally appropriate forms of address in Chinese?						

### STAGE 1: What will learners be able to do with what they know by the end of this lesson?

DO <i>What are the learning targets for this lesson?</i>	KNOW <i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?</i>
<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>Understand a dialogue about forms of address</li> <li>Answer questions related to the dialogue</li> <li>Make sentences using 一下 and 当然</li> <li>Identify some differences between Western and Chinese forms of address</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary: 叔叔, 阿姨, 亲,</li> <li>Review: 称呼, 礼貌</li> <li>Culture: Compare western and Chinese forms of address</li> <li>Radicals: 禾</li> <li>Sentence structures: 一下, 当然</li> <li>Examples: 我来介绍一下, 能解释一下吗?</li> </ul>

## STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?

Learners will:

- Write down the meaning of the Chinese vocabulary
- Read a dialogue and answer basic questions
- With partners, make sentences using 一下 and 当然
- Discuss similarities and differences between forms of address in China and the US

## STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

How will you facilitate the learning?

What activities will be used to ensure learners accomplish the lesson can do? What will the teacher be doing? What will the students be doing?

### Opening Activity:

*How can you capture the students' energy and commitment for today's lesson?*

	Time	Materials
a. In the middle of the board, the Teacher lists the professions and people/relationships previously discussed b. To the left of that column, Ls take turns writing how that person would be addressed in English c. To the right of the original column, Ls take turns writing how that person would be addressed in Chinese d. With prompts from the teacher, the Ls explain why those people should be addressed that way in Chinese	10	Whiteboard

## Learning Episode

<p>Listening activity with video</p> <ol style="list-style-type: none"> <li>T gives Ls a copy of the dialogue. Pinyin has been added where necessary. Focus words have been removed from the dialogue and put in a word bank at the top of the page.</li> <li>Learners read through the dialogue to familiarize themselves with it.</li> <li>Ls watch and listen to the dialogue 2-4 times, attempting to fill in the blanks with the appropriate vocabulary word.</li> <li>T gives Ls the correct answers.</li> <li>Ls are asked if they can make any guesses as to the meaning of the new vocabulary given the context of the dialogue.</li> <li>T explains meaning of new vocabulary.</li> </ol>	25	Handouts with dialogue and word bank.
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## Learning Episode

<p>Practice: Questions about dialogue</p> <ol style="list-style-type: none"> <li>T has questions about the dialogue on the board.</li> <li>T discusses the questions one by one. T first has Ls discuss them with a partner and then calls on a L to check for understanding.</li> </ol>	10	Handouts of the dialogue Basic questions for the dialogue
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## Learning Episode

<p>Practice: Reading Chinese Characters</p> <ol style="list-style-type: none"> <li>Ls are paired up and given a packet with the dialog cut into separate strips line by line</li> <li>Ls are asked to piece the dialog back together</li> <li>T circulates and helps to answer questions, gives prompts when necessary</li> <li>When the Ls have put the entire dialog back together, they practice reading it aloud</li> </ol>	10	Packets with the dialog cut into separate strips line by line
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## Learning Episode

<p>Practice: Sentence Structures</p> <ol style="list-style-type: none"> <li>T gives Ls handout to work on in pairs</li> <li>T circulates and works with groups individually to check for comprehension</li> <li>Once complete, T asks Ls to create two original sentences</li> <li>Ls share their newly created sentences with the class</li> </ol>	15	Handout with example sentences and practice prompts
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## Final Learning Episode

<p>T shares some sentences that he/she made with the vocabulary and asks Ls questions to gauge their level of understanding.</p>	5	Sentences made with the vocabulary about forms of address
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## Enhance Retention

<ol style="list-style-type: none"> <li>Block out random words in the dialog, but do not hand it out to the Ls</li> <li>T asks Ls to provide words that are the same part of speech as the blocked out word, and fills them in</li> <li>Once complete, T reads the funny Madlib back to the class</li> <li>Once Ls are familiar with the process, they may also complete this activity in pairs</li> </ol>		Madlibs handout for the dialog
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## Expansion Ideas

<p>Ask Ls to discuss forms of address informally with their family or friends. Encourage them to share what they have learned about how Chinese society approaches the topic. Ask them to report back on the conversation the next day.</p>		
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## 对话:称呼

彩云: 噢, Jimmy, 下个周末有什么计划?

Jimmy: 我想星期五晚上跟朋友一起出去吃饭, 你跟我们一起去吗?

彩云: 噢, 我非常想去, 可是我去不了, 我有些事情要做, 对不起, 下次吧?

Jimmy: 好吧。

彩云: 嗨! 哇, 看, 谁来了, 瑛, 你好!

瑛: 你好!

彩云: Liangliang 你好, 我是谁?

Liang Liang : 彩云阿姨。

彩云: 对了, 最近怎么样?

瑛: 挺忙的, 你怎么样?

彩云: 我也非常忙, 噢, 对了, 我来介绍一下, 这是我的朋友 Jimmy。

Jimmy: 很高兴认识你。

瑛: Jimmy 你好。

彩云: 这是我的朋友瑛和她的女儿 Liangliang。

瑛: Liangliang 叫叔叔好。

Liang: 叔叔好!

Jimmy: 叔叔啊? 我不是你的叔叔。

彩云: Jimmy, 你当然不是 Liang 的亲叔叔, 这是我们的礼貌称呼。

Jimmy: 我还是不明白, 能解释一下吗?

彩云: Liangliang, 我是谁呀?

Liangliang: 阿姨。

Jimmy: 啊! 我可以叫你彩云阿姨吗?

彩云: 不行, 你不可以叫我彩云阿姨, 我只比你大几岁, 而且我们是同辈, 不过, 你可以叫我彩云姐。

Jimmy: 噢! 明白了。

瑛: Liangliang, 要不要去吃冰淇淋呀?

Liangliang: 要。

瑛: 问 Jimmy 叔叔要不要去吃冰淇淋呀?

Liangliang: Jimmy 叔叔, 你要不要去吃冰淇淋呀?

Jimmy: 好啊, 我们可以一起去吃冰淇淋。

彩云: 哇! 太棒了。



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<b>Date:</b>		<b>Class:</b>	Chinese				
<b>Language Level:</b>	Novice High	<b>Grade:</b>	High School	<b>Day in Unit</b>	<b>Final Project*</b>	<b>Minutes</b>	60
<b>Unit Theme and Question:</b>	Forms of Address What are culturally appropriate forms of address in Chinese?						

### STAGE 1: What will learners be able to do with what they know by the end of this lesson?

DO <i>What are the learning targets for this lesson?</i>	KNOW <i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?</i>
<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Make a comic book about proper forms of address</li> <li>• Write sentences using the sentence structures introduced in this unit</li> <li>• Work with another student to complete a project with each student making a contribution to the final product</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary: Review: 阿姨, 叔叔, 伯父, 伯母, 礼貌, 称呼</li> <li>• Culture: Forms of address</li> <li>• Sentence structures: Review: 一下, 当然, 应该, 因为...所以</li> </ul>

### STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?

Learners will:

- Make a comic book demonstrating that they understand proper forms of address in Chinese
- Write sentences using 一下, 当然, 应该, 因为...所以
- Work with another student to complete a project with each student making a contribution to the final product

### STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

#### How will you facilitate the learning?

What activities will be used to ensure learners accomplish the lesson can-do? What will the teacher be doing? What will the students be doing?

#### Opening Activity:

*How can you capture the students' energy and commitment for today's lesson?*

	Time	Materials
Teacher will ask the students to make matches between the pictures and the characters on the flashcards	5	Flashcards for professions Flashcards with the characters for professions

## Learning Episode

<p><b>Introduction: Project</b></p> <ol style="list-style-type: none"> <li>T divides students into pairs</li> <li>Each group makes a comic book demonstrating that they understand proper forms of address in Chinese</li> <li>Comic books must include the following: drawings of people greeting each other, accompanying text in Chinese characters and pinyin</li> <li>T will give Ls a planning chart for each group. On this sheet they will list information needed for the project: the people they will address, proper form of address, which drawings will be necessary, who is responsible for what part of the project</li> <li>When Ls are finished they will present their final product to the class</li> </ol>	55	<p>Paper</p> <p>Markers</p>
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## Final Learning Episode

<p>Display final projects in the classroom or hallway.</p>		
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## Expansion Ideas

<p>Ls may also choose to make a poster representing similarities and differences in how different members of the community are addressed in English and Chinese</p>		<p>Poster board</p> <p>Markers</p> <p>Tape</p>
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