

CPI Lesson Plan Template M10

Target Students: middle school students high school students

Target Proficiency Level: Novice-Low to Novice-Mid

Lesson Topic: Daily Routine

Lesson Objectives/Outcomes:

- Students will be able to apply “上午，中午，下午，晚上” in an authentic setting.
- Student will be able to apply “上学，念书，吃饭，放学，回家，睡觉” in an authentic setting.
- Student will be able to combine “time phrases, such as 昨天上午，今天晚上...” with “actions, such as 上学，念书，吃饭，放学，回家，睡觉” to make meaningful sentences and to apply them to real life.
- Student will be able to write Chinese characters “上，下” and know the meanings of these characters.

Standards: interpersonal communication interpretive communication presentational communication cultures connections comparisons communities

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Purpose/Time	Procedure with detailed description and examples/questions	Props/Notes/Reflections
Setting the stage/ review (10 minutes)	1. Greeting ritual. 2. Review “今天(昨天,明天)是几月几号星期几? ”, “今天(昨天,明天)是 X 月 X 号星期 X.”, “你的生日是几月几号星期几? ”, “我的生日是 X 月 X 号星期 X? ” by doing the following activity: (a) The teachers lead a drill to practice the above sentences. (b) Every student receives a piece of calendar of various months; students line-up in front of the classroom following the order of the month according the calendar they hold. (c) Afterward, students post their calendar on the whiteboard and circle his or her birthday and orally report the information to the class.	Whiteboard, Calendar pages
Comprehensible input, Guide practice and Application and Extension #1 (15 minutes)	1. Teacher introduces the meaning of “上, 下, 卡” to students. 2. Teacher teaches students how to write “上, 下”. 3. Students practice writing “上, 下”. 4. Students learn how to make phrases using the Chinese characters they have known.	Whiteboard, Handout

Comprehensible input and Guide practice #2 (5 minutes)	<ol style="list-style-type: none"> 1. Teacher introduces “上午, 中午, 下午, 晚上” to students. 2. Teacher shows students how to combine “上午, 中午, 下午, 晚上” and time, such as “八点钟, 三点半, 十一点零五分...” 3. Teacher guides students to drill on the combination of “上午...” and “八点钟...”. 	Teacher-drawn colored poster, flash cards
Comprehensible input, and Guide practice #3 (8 minutes)	<ol style="list-style-type: none"> 1. Teachers play a skit to model the actions of “上学, 念书, 吃饭, 放学, 回家, 睡觉”. 2. Teacher reinforces the above actions using PPT and poster. 3. Teacher guides students to drill on the above actions. 	PPT, Whiteboard, Poster
Application and extension (8 minutes)	<ol style="list-style-type: none"> 1. Teacher display several sentences with color-coded flash cards to indicate the word order of subject, day, time phrase, time and action. For example: “你昨天上午做什么?” “妈妈今天下午睡觉.” etc. 2. In group of two, students receive a stack of color flash cards. Following the displayed sample sentences, students will make sentences using the stack of flash cards. 3. Students will orally present their sentences to the class. 	Pocket chart, Large flash cards, Small flash cards
Wrap-up (3 minutes)	<ol style="list-style-type: none"> 1. Overall review using the review sheet. 	Review sheet
Homework (1 minute)	<ol style="list-style-type: none"> 1. Hand out the homework sheet. 	Homework sheet

2008 Chinese Pedagogy Institute
六月二十七日星期五

1. Chinese words you have learned

一 二 三 四 五
六 七 八 九 十

大 人 天 号

日 月 明

口 几 上 下

2. Chinese phrases you have learned. Now let us put them together:

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

几月几号？ 六月二十七日

几天？ 八天

明天

2008 Chinese Pedagogy Institute Student Review Handout

6-27-08

Q2: Xiànzai jǐdianzhōng ? (What time is now?)

A1: Xiànzai sān diānzhōng. (Three o'clock now)

Q2: Nǐ shàngwǔ zuò shéme? (What are you doing at the morning?)

A2: wǒ shàngwǔ kànshū. (At the morning I study)

Q3: Bàbà shōngwǔ zuò shéme? (What dad is doing at the morning?)

A3: Bàbà shōngwǔ shuìjiào. (Dad sleeps at the morning)

Q4: Māmā xiàwǔ zuò shéme? (What mom is doing at the afternoon?)

A4: Māmā xiàwǔ kànshū. (Mom studies at the afternoon)

Q5: Gēgē wǎnshàng zuò shéme?(what is older brother doing at the evening)

A5: Gēgē wǎnshàng huíjiā. (Older brother is going home at the evening)

Instruction: Characters writing practice

shàng 上	上	上	上	上	上
xīà 下	下	下	下	下	下

