

Standards:

LOTE – Checkpoint A Standards

Standard 1: Students will be able to use a language other than English for communication.

- comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults
- comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words
- call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English
- use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services

Standard 2: Students will develop cross-cultural skills and understandings.

- use some key cultural traits of the societies in which the target language is spoken

ISTE | NETS Standards

Standard 1: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Standard 3: Students apply digital tools to gather, evaluate, and use information.

Standard 4: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Lesson Objectives

1. Students will be able to observe, listen, and repeat the expressions for greetings.
2. Students will be able to make connection in syntax to understand grammatical rules.
3. Students will be able to restate basic greetings. They will recognize why the expressions are written so in Chinese.
4. Students will practice asking and answering greetings.
5. Students will be able to drag and connect words together to create full phrases and expressions in Chinese.

Introduce Learning Activity

- A. The objective of the lesson will subtly be integrated throughout the lesson at the beginning of the lesson and activities as well as after activities when checking for understanding.
- B. The teacher will ask students an essential question to reflect upon throughout the lesson. “What is tone, and how is using tones in English different from Chinese?” These questions will be used to introduce the concept of Chinese as a tonal language.

Provide Information

- A. Direct Instruction will be used to define vocabulary. Explanations for directions will be displayed on the smart board and reiterated by the instructor. Checking for understanding will also be integrated throughout the lesson with frequent questioning to students.

Provide Practice

- A. First, the teacher will distribute a guided note sheet for students to follow along with the lesson. The teacher will, then, show the teacher’s website. From there, the teacher will guide students step-by-step to the language learning website using the Smart board. Once there, the teacher will briefly review the vocabulary and pronunciation before starting the language activities.
- B. The teacher will guide students through the activities using the smart board, but students are also welcome to try these activities individually outside of class for extra independent practice. In class, the class will collaboratively work on activities 1, 2 (optional), 3, and 4. For Activity 4, the class is broken into two teams and must do a performance race to receive the highest score.

Provide Knowledge of Results

- A. Throughout the lesson, the teacher will be asking the students questions individually or as a group to check for understanding on the directions and understanding of the content. This will serve as verbal feedback for the students.
- B. For written feedback, the instructor would give students a written homework assignment where they have to answer questions about the weather and other expressions. The students would receive written feedback the following day on their homework assignments.

Review the Activity

- A. Before the students continue on to the weather forecast activity, the teacher will recap with the students the weather expressions. Throughout the lesson, the teacher will also provide a study guide for students to complete either at the end of class or at home. At the end of the lesson, the instructor will go over the correct answers with the students.

Method of Assessment

- A. Students will be assessed on their completion of the study guide. In addition, the teacher will circulate the classroom during the activities and provide assistance to any student who is having difficulties with the activities. For the next class, there will be an open-book quiz where students must use their notes to answer the questions correctly.

Procedure

1. The teacher will distribute the guided notes for the class period. As a bell ringer, the teacher will ask students what a 'tone' does. Then, the teacher will explain the use of tones in Chinese providing examples. (2 minutes)
2. The teacher will guide students, using the smart board, access the Language Activity website to do greetings in Chinese. The teacher will check for understanding by restating directions to the activities before starting the activities 1, 2(optional), and 3. The teacher will ask volunteers to come up to the board to answer questions using the smart board. (10 minutes)
3. The teacher will divide the class into two teams for a timed competition. For this game, one team at a time will select team captains to go up to the smart board. (5 minutes)
4. As a closure, the teacher will ask the class what is a tone and to translate phrases from English to Chinese and vice versa. (3 minutes)