Lesson Plans for K-12 Classroom

An Overall Approach to Create a Comprehensive Lesson Plan

Hopkinton High School, MA / Shu-Lin Mueller
Reasons & Goal

- Try a comprehensive approach / overall approach
- Share some examples teachers can revise and use in classroom right away
- Why do I prefer using a textbook for high school students?
Hopkinton High School, MA

- 30 miles west of Boston / Starting point of the Boston Marathon
- 15,000 population - 93% white, 4.4% Asian, 1.8% Hispanic and 0.8% African American
- 998 students in High School
- Two-year Spanish and French language in middle school
- Spanish, French and Mandarin Chinese in high school
- 95 students in Mandarin I, II, III and IV (Honor only)
My Chinese Program Goal

- The Foreign Service Institute of the US Department of State - 3 categories of language learning difficulty
- Spanish, French, Italian - Category I/600 class hours (equivalent to 4.6 years)
- Arabic, Japanese, Korean, Mandarin - Category III/2200 hours (equivalent to 17 years)
- No AP Chinese Program but Keep studying Chinese in colleges and ideally go to Chinese II
Materials & Lesson Goal

- 5 Lessons (10 units) + 5 cultural research projects per year for each grade
- Lesson Goal: Students are able to create their own dialogues (writing) and deliver performance (speaking)
- Use Backward design to approach the goal
- Listening/speaking first; reading/writing later (原则：先听说后读写)
IC L1/P1 - L9.1: 买衣服

1. Brain Storm: Mapping Related Vocabulary - Colors, sizes, Chinese currency, prices, payment, ...etc.

2. Textbook Dialogue 1 Audio - new words in pinyin

3. Go through new vocabulary with phrases and short sentences → vocabulary list and supplementary vocabulary list

4. Vocab Quiz

5. Each grammar point with exercise sheet(s)
Vocab Quiz 1 - Colors & Clothes

Mandarin II
1.9.1 - 生词小考：颜色 & 衣服（15 pts）

1. 心（xīn）是 红（hóng）的。red
   答案：红

2. 是一个 白（bái）的房子（fángzi/house）。white
   答案：白

3. 是 蓝（lán）的。blue
   答案：蓝

4. 是 绿（lǜ）的。green
   答案：绿

5. 这是一只 黑（hēi）的。black
   答案：黑

6. 件 仔（zǎi）裤
   答案：裤

7. 鞋子
   答案：鞋

8. 裤子
   答案：裤

9. 毛衣
   答案：毛

10. 衬衫
    答案：衬

11. 西装
    答案：西
I. Write the Chinese characters and pinyin w/tone marks for the vocabulary or phrase. (14pts)

<table>
<thead>
<tr>
<th>中文</th>
<th>拼音</th>
<th>英文</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 买东西</td>
<td>mǎi dòng xī</td>
<td>to buy things</td>
</tr>
<tr>
<td>2. 色</td>
<td>yán sè</td>
<td>color</td>
</tr>
<tr>
<td>3. 便宜</td>
<td>pián yì</td>
<td>cheap; inexpensive</td>
</tr>
<tr>
<td>4. 售货员</td>
<td>shànɡ huò yuán</td>
<td>shop assistant; sales person</td>
</tr>
<tr>
<td>5. 试一下！</td>
<td>shì yì xià！</td>
<td>Try it on!</td>
</tr>
<tr>
<td>6. 长短很合适</td>
<td>chánɡ duǎn hěn hě shì</td>
<td>The length is suitable.</td>
</tr>
<tr>
<td>7. 商店</td>
<td>shānɡ diàn</td>
<td>store; shop</td>
</tr>
</tbody>
</table>

II. Translate the following phrases/sentences in Chinese characters. (6pt)

1. How tall are you?
   你多高？

2. If I’m rich (or I’m a rich person), I don’t have to work.
   如果我有钱的话, 我不用做工作。

3A: How much for the two pieces of clothes altogether?
   两件衣服一共是多少钱？

3B: ¥280.29 altogether.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>共 五十五元</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>yuan</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>¥2.22 共 二元两角两分</td>
<td></td>
</tr>
<tr>
<td></td>
<td>yuan  22 fen</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>¥10.05 共十元五分</td>
<td></td>
</tr>
<tr>
<td></td>
<td>yuan  0.05 fen</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>¥101.29 共一百零一元两角九分</td>
<td></td>
</tr>
</tbody>
</table>
| Ex | Q: Whose computer is this?  
    | A: This is mine.  
    | 这个电脑是谁的？  
    | 这是我的。 |
|---|---|
| 1 | Q: Whose cup of coffee is this?  
    | A: This is Little Gao’s.  
    | 这杯咖啡是谁的?  
    | 这是小高的。 |
| **yellow** | Q: What color do you like?  
    | A: I like the yellow one.  
    | 你喜欢什么颜色的（笔）?  
    | 我喜欢黄色的。 |
| 3 | Q: What size is this shirt?  
    | A: This shirt is medium one.  
    | 这件衬衫是几号的?  
    | 这件衬衫是中的。 |
| 4 | Q: What size do you wear?  
    | A: I wear size 30.  
    | 这穿什么号?  
    | }
<table>
<thead>
<tr>
<th>Problem</th>
<th>Hannah</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Love buying things?</td>
<td>1. sehr xí huàn</td>
</tr>
<tr>
<td>2. Do you often buy things?</td>
<td>2. chăng chăng zhàomò</td>
</tr>
<tr>
<td>3. Do you like clothes? What do you like?</td>
<td>3. xǐ huàn mà shāng yì</td>
</tr>
<tr>
<td>4. Where do you often go to buy things?</td>
<td>4. Target - Natick Mall</td>
</tr>
<tr>
<td>5. Who do you like to go shopping with?</td>
<td>5. gēn ta de péng yǒu kāitīn</td>
</tr>
<tr>
<td>6. What color do you like?</td>
<td>6. hên xǐ huàn, zǐ</td>
</tr>
</tbody>
</table>
小高：小李，你也来买衣服了，你今天要买什么？
小李：我想买一件衬衫，你呢，小高？
小高：我想买一条裤子，你想买什么颜色的衬衫？
小李：我喜欢黄的，可是黄的太贵了！
小高：这件红的怎么样？很便宜也很漂亮！
小李：我死吃，给我两件吧，妹妹也穿一件。
小高：裤子在这儿，你要穿多大的？
小李：我穿中号的，买这条吧，这儿的东
西很不错，以后我要常来。我们去付钱吧，你的衬衫多少钱？
小李：我给卖货员六十六块钱。他找我两分钱，所以两件衬衫一共五十
Worksheet – 多 in questions asking about degree

**L9.1 – adverb 多(duō) used in questions asking about degree or extent**

**Ex:** How old are you this year?

你今年多大?

1. How tall are you?

你多高?

2. How small is Wu laoshi’s office?

吴老师的办公室多小?

3. How big is your school?

你的学校多大?

4. How difficult is your Math (数学) test?

你的数学的考试多难?

5. How easy is speaking Chinese?

说中文多容易?

6. How pretty is Paul’s girlfriend?

Paul的女朋友多漂亮?

7. How expensive is your shirt?

你的衬衫多贵?
|   | If you are free this weekend, we go to see a movie.  
如果这个周末你有空儿，我们就去看电影。 |
|---|-----------------------------------------------------|
| 1 | If you have done your homework, you can go to visit your friend.  
如果你做你的功课了的话，你就可以跟你的朋友见面 |
| 2 | If you have black one, I will buy two pieces.  
如果你有一件黑色的，我就买两件上 |
| 3 | If this skirt’s size is right, I will buy it.  
如果这条裙子的大小合适的话，我就买 |
| 4 | If the computer is inexpensive, I will buy a new one.  
如果电脑很便宜的话，我就买新的 |
| 5 | If she is pretty, I would like to meet her.  
如果她很漂亮的话，我想要认识她 |
IC L1/P1 - L9.1: 买衣服
The ACTFL Assessment of Performance toward Proficiency in Languages

The test uses realistic role-play scenarios with audio and video and creates real-world tasks for students.

4 Components: Listening/Speaking($10), Writing($5), Reading and Listening($5)

Source: aappl.actfl.org/aappl-measure-faqs
# AAPPL Score Report Card

<table>
<thead>
<tr>
<th>ACTFL Proficiency Guidelines</th>
<th>ACTFL Performance Scale</th>
<th>AAPPL Measure Performance Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Low</td>
<td>ADVANCED</td>
<td>A</td>
</tr>
<tr>
<td>Intermediate High</td>
<td></td>
<td>I-5</td>
</tr>
<tr>
<td>Intermediate Mid</td>
<td></td>
<td>I-4</td>
</tr>
<tr>
<td>Intermediate Mid</td>
<td></td>
<td>I-3</td>
</tr>
<tr>
<td>Intermediate Low</td>
<td></td>
<td>I-2</td>
</tr>
<tr>
<td>Novice High</td>
<td></td>
<td>I-1</td>
</tr>
<tr>
<td>Novice Mid</td>
<td></td>
<td>N-4</td>
</tr>
<tr>
<td>Novice Mid</td>
<td></td>
<td>N-3</td>
</tr>
<tr>
<td>Novice Low</td>
<td></td>
<td>N-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N-1</td>
</tr>
</tbody>
</table>

Source: aappl.actfl.org/aappl-measure-faqs
2014-15 AAPPL Test Result (28 students)

Interpersonal Listening and Speaking

Presentational Writing

Interpretive Reading

Interpretive Listening
ACTFL Performance Descriptors

Time as a critical component for developing language performance

- **Novice Range**
  - 9–10
  - 9–12
  - 6–12
  - 3–12
  - K–12
  - K–16

- **Intermediate Range**

- **Advanced Range**