



The Erindale Academy

Tel: 905-232-1576

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| 1576 Dundas St West, Mississauga, ON L5C 1E5

Daily Lesson Plan



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Course Name: Simplified Chinese		Course Code: LKBDU
Grade Level: 12	Duration: 3	Lesson #: 1.17
Unit #: 1	Lesson Title: 1.17 Chinese and English Text & Discourse: Poetry	
Overall Expectations (<i>Directly from The Ontario Curriculum</i>) A1, A2, A3 B1, B2.1, B3 C1, C2, C3 D1, D2		
Specific Expectations (<i>Directly from The Ontario Curriculum</i>) A1,1 A1.2 A2.1 A2.2 A2.3 A3.1 B1.1 B1.2 B1.3 B2.1 B2.2 C1.1 C1.2 C1.3 C2.1 C2.2 C3.1 D1.2 D2.2 D2.3		
Learning Skills & Work Habits (<i>Check all that apply; Select from the following list and describe the activity(ies) you plan to track</i>) Responsibility: Know class rules and expectations Organization: Prepare for quizzes and other assignments on the way Independent Work: Review of learnings in class; do homework independently Collaboration: Pair work and group work in role play, discussion, and games etc. Initiative: Engage in class actively; preview and review lessons Self-Regulation: Obey the class rules; do assignments in time		
Learning Goals (<i>What do I want the students to know and/or be able to do?</i>) Today you (students) will: <ol style="list-style-type: none">1) Know basic similarities and differences between Chinese and English poems2) Analyze samples of Chinese and English poems3) Learn how to translate poems4) Enlarge relevant vocabulary and cultural knowledge5) Improve interpretation and spelling skills6) Enhance teamwork and public speaking skills through discussion		



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Success Criteria (*Based on the application of the lesson, how will I know students have learned what I intended? Recording Devices: anecdotal record, checklist, rating scale, rubric, etc...)*)

By the end of this lesson I (students) can:

- Translate narrative texts with the awareness of functional equivalence of the text
- Group work on translating sentences
- Speak in public (games)

Materials and Resources

Lian, S. (1993), *Contrastive Studies of English and Chinese*. Beijing: Higher Education Press.

Shao, Z. & Shao, W. (2013). *Contrastive Studies between English and Chinese*. Shanghai: East China University of Science and Technology Press.

Wheatley, J. K. (2011). *Learning Chinese: A Foundation Course in Mandarin*. New Haven & London: Yale University Press.

Lesson Structure and Activities

Timing (minutes)	Content
~5-10 minutes	ICEBREAKER & WARM-UP QUESTIONS <i>Check attendance</i> Warm-up questions: How are you today? Any updates/ news to share?
~15-20 minutes	Part 1 Review of Lesson 1.16 Homework check
~45-50 minutes	Part 2 Lecture: Chinese and English Text & Discourse: Poetry



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~5-10 minutes	Part 3 - Discussion: <ul style="list-style-type: none">• What is a poem? What features do they have? Do you like poems? Why or why not?• What is your favorite poem? Or is there any Chinese or English poem(s) that you remember very well?• What famous poets do you know? Can you give some examples?
15 minutes	Break
~70 minutes	Part 4 – Texts on Novels and stories – Read, appreciate & translate 《水调歌头·明月几时有》 《黄鹤楼送孟浩然之广陵》 《游子吟》 When You Are Old Shall I Compare Thee to A Summer's Day
~10-15 minutes	ASSIGN ASSIGNMENT/HOMEWORK <ul style="list-style-type: none">- 1. Choose one poem and recite it. (excluding 《黄鹤楼送孟浩然之广陵》 and 《游子吟》)- 《水调歌头·明月几时有》 中文或英译- 《黄鹤楼送孟浩然之广陵》 英译- 《游子吟》 英译- When You Are Old (英文)- Shall I Compare Thee to A Summer's Day (英文)
ASSIGNMENT/HOMEWORK <ul style="list-style-type: none">- 1. Choose one poem and recite it. (excluding 《黄鹤楼送孟浩然之广陵》 and 《游子吟》)- 《水调歌头·明月几时有》 中文或英译- 《黄鹤楼送孟浩然之广陵》 英译- 《游子吟》 英译- When You Are Old (英文)- Shall I Compare Thee to A Summer's Day (英文)	
EXIT CARD Short Survey	
TEACHER'S REFLECTIONS (What do I need to do to become more effective as a teacher in supporting student learning?) After the lesson:	



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Check all that apply in each list (Teacher may modify the list)

Assessment Strategies		
For Learning	As Learning	Of Learning
<p>Student product: Diagnostic tests Practice quiz Pop quizzes Homework Class notes Peer feedback Practice questions Practice tests</p> <p>Observation: Class discussions Peer feedback</p> <p>Conversation: Student teacher conferences Small group discussions</p>	<p>Student product: Learning logs Self-assessment sheet Homework Self-analysis sheet Peer-analysis sheet</p> <p>Observation: Whole class discussions Group discussions</p> <p>Conversation: Student teacher conferences Small group discussions Pair work</p>	<p>Student product: Assignments Tests Exam Case studies Business report</p> <p>Observation: Student-led discussion/debate Presentation Performance tasks</p> <p>Conversation: Student teacher conferences Question and answer session</p>
Lesson Tools		
<p>Direct Instruction Structured overview Lecture Compare & contrast Socratic method Demonstrations</p>	<p>Indirect Instruction Problem solving Case studies Reading for meaning Inquiry Reflective discussion Writing to inform Concept formation Concept mapping Concept attainment</p>	<p>Instructional Skills Explaining Demonstrating Questioning</p>



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Interactive Instruction	Independent Study	Experiential Learning
<ul style="list-style-type: none">PowerPointVideo clipDebatesRole playingBrainstormingPeer partnerLearning/analysisDiscussionLaboratory groupsCooperative learningGroupsJigsawProblem solvingConferencing	<ul style="list-style-type: none">EssaysComputer assistedInstructionJournalsLearning logsReportsLearning activity packagesCorrespondence lessonsLearning contractsHomeworkResearch projectsAssigned questionsLearning centers	<ul style="list-style-type: none">Field tripsConductingExperimentsSimulationsGamesStory tellingFocused imagingField observationsRole-playingModel buildingSurveysCase studies