



# The Erindale Academy

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

## **Daily Lesson Plan**



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<b>Course Name: Simplified Chinese</b>		<b>Course Code: LKBDU</b>
<b>Grade Level: 12</b>	<b>Duration: 3</b>	<b>Lesson #: 3.4</b>
<b>Unit #: 3</b>	<b>Lesson Title: Lesson 3.5 Group presentation &amp; Cross-cultural communication: Family</b>	
<b>Overall Expectations</b> ( <i>Directly from The Ontario Curriculum</i> ) A1, A2, A3 B1, B2.1, B3 C1, C2, C3 D1, D2		
<b>Specific Expectations</b> ( <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		
<b>Learning Skills &amp; Work Habits</b> ( <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		
<b>Learning Goals</b> ( <i>What do I want the students to know and/or be able to do?</i> )  Today you (students) will:  1) Learn the concept, types, and importance of family, compare Chinese and western family values, and explore how to build strong families. 2) Improve listening and speaking skills through class discussion 3) Use new vocabulary appropriately 4) Learn to analyze and give feedback to peers' performance 5) Improve public speaking and critical thinking skills 6) Improve presentation skill 7) Enhance teamwork through group activities		



**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:

- Learn and understand relevant knowledge on family and family values
- Group work on reading and discussing
- Speak in public

## 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.

Relevant reading materials

## Lesson Structure and Activities

Timing (minutes)	Content
~5-10 minutes	<b>ICEBREAKER &amp; WARM-UP QUESTIONS</b> <i>Check attendance</i>  <b>Warm-up questions:</b> How are you today? Any updates/ news to share?
~70 minutes	<b>Part 1 Group presentation on a cultural topic</b>
<b>15 minutes</b>	<b>Break</b>
~15-20 minutes	<b>Part 2</b> Review of Lesson 3.4 <i>Reflect: What qualities of students are regarded as positive/ desirable in western educational system?</i>



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~5-10 minutes	<b>Part 3</b> - Discussion: <ul style="list-style-type: none"><li>• What is family? What are the common family types?</li><li>• Is family important?</li><li>• How to build a strong family?</li><li>• What are the major differences between Chinese and Western family values?</li></ul>
~45-50 minutes	<b>Part 4</b> Lecture: Cross-cultural communication: Family <i>Exercise 1 - Read, tell, and translate</i> <i>Exercise 2 - Read &amp; discuss</i>
~10-15 minutes	<b>ASSIGN ASSIGNMENT/HOMEWORK</b> <ul style="list-style-type: none"><li>- Start to review for the final exam (Mid-term test)</li><li>- Review today's contents - family</li></ul>
<b>ASSIGNMENT/HOMEWORK</b> <ul style="list-style-type: none"><li>- Start to review for the final exam (Mid-term test)</li><li>- Review today's contents - family</li></ul>	
<b>EXIT CARD</b> Short Survey	
<b>TEACHER'S REFLECTIONS</b> (What do I need to do to become more effective as a teacher in supporting student learning?) <b>After the lesson:</b>	



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## The Erindale Academy Daily Lesson Plan Unit # and Lesson Plan #

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

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



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<b>Interactive Instruction</b>	<b>Independent Study</b>	<b>Experiential Learning</b>
PowerPoint Video clip Debates Role playing Brainstorming Peer partner Learning/analysis Discussion Laboratory groups Cooperative learning Groups Jigsaw Problem solving Conferencing	Essays Computer assisted Instruction Journals Learning logs Reports Learning activity packages Correspondence lessons Learning contracts Homework Research projects Assigned questions Learning centers	Field trips Conducting Experiments Simulations Games Story telling Focused imaging Field observations Role-playing Model building Surveys Case studies