



# 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 #: 1.9
Unit #: 1	Lesson Title: Lesson 1.9 Chinese vs English _ Morphology	
<b>Overall Expectations</b> ( <i>Directly from The Ontario Curriculum</i> ) A1, A2, A3 B1, B2 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 A 2.4 A3.1 B1.1 B1.2 B1.3 B2.1 B2.2 C 3 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 Collaboration: Pair work and group work in researching, role play, discussion, etc. Initiative: Engage in class actively Self-Regulation: Obey the class rules		
<b>Learning Goals</b> ( <i>What do I want the students to know and/or be able to do?</i> )  Today you (students) will be able to:  1) Understand the differences and similarities of Chinese and English word-formation 2) Know the basic rules of word formation in both Chinese and English 3) Have knowledge of main affixes in English 4) Analyze new words with the word-formation knowledge 5) Improve translation and interpretation skills		



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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:

- Do work in class both independently & in pairs
- Discuss in groups
- Speak in public (role play)

## 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	<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?
~15-20 minutes	<b>Part 1</b> Checking homework – translation exercise Speech _ 新春联欢 Celebrating the Spring Festival
~45-50 minutes	<b>Part 2</b> Lecture: Lesson 1.9 Chinese vs English _ Morphology



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~5-10 minutes	<b>Part 3 – Discussion &amp; reflection:</b> What are the main word-formation techniques both in Chinese and English?
15 minutes	<b>Break</b>
~70 minutes	<b>Part 4 – Game – Learn and translate</b>
~10-15 minutes	<b>ASSIGN ASSIGNMENT/HOMEWORK</b> - Review and prepare for Quiz 1.9 - Word-formation exercises 1 & 2 - Essay: Topic: What are the most impressive differences (1-3) between Chinese and English in your opinion?
<b>ASSIGNMENT/HOMEWORK</b> - Review and prepare for Quiz 1.9 - Word-formation exercises 1 & 2 - Essay: Topic: What are the most impressive differences (1-3) between Chinese and English in your opinion? (2 pages, 12 point font, double line space, word/pdf document)	
<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
<b>Student product:</b> Diagnostic tests Practice quiz Pop quizzes Homework Class notes Peer feedback Practice questions Practice tests <b>Observation:</b> Class discussions Peer feedback <b>Conversation:</b> Student teacher conferences Small group discussions	<b>Student product:</b> Learning logs Self-assessment sheet Homework Self-analysis sheet Peer-analysis sheet <b>Observation:</b> Whole class discussions Group discussions <b>Conversation:</b> Student teacher conferences Small group discussions Pair work	<b>Student product:</b> Assignments Tests Exam Case studies Business report <b>Observation:</b> Student-led discussion/debate Presentation Performance tasks <b>Conversation:</b> Student teacher conferences Question and answer session
Lesson Tools		
<b>Direct Instruction</b> Structured overview Lecture Compare & contrast Socratic method Demonstrations	<b>Indirect Instruction</b> Problem solving Case studies Reading for meaning Inquiry Reflective discussion Writing to inform Concept formation Concept mapping Concept attainment	<b>Instructional Skills</b> Explaining Demonstrating Questioning



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Interactive Instruction	Independent Study	Experiential Learning
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