



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 #: 1.10
Unit #: 1	Lesson Title: Lesson 1.10 Chinese vs English _ Sentence Patterns	
Overall Expectations (<i>Directly from The Ontario Curriculum</i>) A1, A2, A3 B1, B2 C1, C2, C3 D1, D2		
Specific Expectations (<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		
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 Collaboration: Pair work and group work in researching, role play, discussion, etc. Initiative: Engage in class actively Self-Regulation: Obey the class rules		
Learning Goals (<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 five basic English simple sentence patterns 2) Understand the differences between simple, compound, complex and compound-complex sentences in English 3) Understand Chinese simple sentences 4) Understand basic differences between Chinese and English long sentences 5) Improve translation and interpretation skills 6) Enhance public speaking skills		



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	ICEBREAKER & WARM-UP QUESTIONS <i>Check attendance</i> Warm-up questions: How are you today? What did you do during the long weekend? Any updates/ news to share?
~20-25 minutes	Part 1 Checking homework – Review Lesson 1.9 Word formation exercises Quiz 1.9



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~35-40 minutes	Part 2 Lecture: Lesson 1.9 Chinese vs English _ Sentence Patterns
~5-10 minutes	Part 3 – Discussion & reflection: What are the main sentence patterns in both Chinese and English?
15 minutes	Break
~70 minutes	Part 4 – Role play – Learn and translate: Banquet service
~10-15 minutes	ASSIGN ASSIGNMENT/HOMEWORK - Review and prepare for Quiz 1.10 - Essay: Topic: What are the most impressive differences (1-3) between Chinese and English in your opinion?
ASSIGNMENT/HOMEWORK - Review and prepare for Quiz 1.10 - 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)	
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
Student product: Diagnostic tests Practice quiz Pop quizzes Homework Class notes Peer feedback Practice questions Practice tests Observation: Class discussions Peer feedback Conversation: Student teacher conferences Small group discussions	Student product: Learning logs Self-assessment sheet Homework Self-analysis sheet Peer-analysis sheet Observation: Whole class discussions Group discussions Conversation: Student teacher conferences Small group discussions Pair work	Student product: Assignments Tests Exam Case studies Business report Observation: Student-led discussion/debate Presentation Performance tasks Conversation: Student teacher conferences Question and answer session
Lesson Tools		
Direct Instruction Structured overview Lecture Compare & contrast Socratic method Demonstrations	Indirect Instruction Problem solving Case studies Reading for meaning Inquiry Reflective discussion Writing to inform Concept formation Concept mapping Concept attainment	Instructional Skills 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