



# 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 #: 1.1</b>
<b>Unit #: 1</b>	<b>Lesson Title: What is language?</b>	
<b>Overall Expectations</b> ( <i>Directly from The Ontario Curriculum</i> ) A1, A2, A3.1 B1, B2.1, B3.1 C1, C2, C3		
<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 B3.1 C1.1 C1.2 C1.3 C2.1 C2.2 C3.1		
<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: Make a plan for all the assignments on the way Independent Work: Review of learnings in class Collaboration: Pair work and group work in researching and discussion 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: <ul style="list-style-type: none"><li>● Briefly know each other</li><li>● Know the class rules</li><li>● Understanding of the course contents and evaluation</li><li>● Knowledge of language, mother tongue and second language, and knowledge of English and Chinese</li></ul>		



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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 research independently & in pairs
- Discuss in groups
- 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.

## Lesson Structure and Activities

Timing (minutes)	Content
~10-15 minutes	<p><b>ICEBREAKER</b> <i>Check attendance</i> <i>Self-introduction</i></p> <p><b>Instructions for Students:</b></p> <ul style="list-style-type: none"><li>• Your name</li><li>• Your background culture</li><li>• Your interests and hobbies</li><li>• What you look forward to in this class</li><li>• Short message to your classmates</li></ul> <p><i>Short survey</i></p>



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	<ul style="list-style-type: none"><li>• What is Simplified Mandarin?</li><li>• What do you expect to learn in this class?</li><li>• What kind of topics you are interested in?</li><li>• What is your aimed mark for this course and why?</li><li>• How do you plan to achieve your aimed mark?</li></ul>
~5-10 minutes	<b>INTRODUCTION</b> <ul style="list-style-type: none"><li>• <i>A brief introduction to class rules.</i></li><li>• <i>A brief introduction to course outline, unit plan and today's lesson.</i></li></ul>
~15-30 minutes	<b>Part #1</b> <p>What is language?</p> <ol style="list-style-type: none"><li>a. Self-exploration</li><li>b. Report to the class</li><li>c. Introducing the concept and relevant concepts</li></ol>
~50 minutes	<b>Part #2 - Introduction to English and Chinese</b> <ol style="list-style-type: none"><li>a. Brainstorming: what are the differences between the two languages in your opinion? (group work and reporting to the class)</li><li>b. Reading comprehension exercise-1</li></ol>
15 minutes	<b>Break</b>
~50 minutes	<b>Part #2 - Introduction to English and Chinese</b> <ol style="list-style-type: none"><li>a. Reading comprehension exercise-2</li></ol>
~20 minutes	<b>Part #3 - What is the relationship between mother tongue and second language?</b> <ol style="list-style-type: none"><li>a. Self-exploration/ pair work</li><li>b. Report to the class</li><li>c. Introducing the concept and relevant ideas</li></ol>
~10-15 minutes	<b>ASSIGN ASSIGNMENT/HOMEWORK</b> <ul style="list-style-type: none"><li>- <i>Reading assignments</i></li></ul>



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## **ASSIGNMENT/HOMEWORK**

- *Reading assignments*
- *Review and prepare for the quiz*

## **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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## 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>
<ul style="list-style-type: none"><li>PowerPoint</li><li>Video clip</li><li>Debates</li><li>Role playing</li><li>Brainstorming</li><li>Peer partner</li><li>Learning/analysis</li><li>Discussion</li><li>Laboratory groups</li><li>Cooperative learning</li><li>Groups</li><li>Jigsaw</li><li>Problem solving</li><li>Conferencing</li></ul>	<ul style="list-style-type: none"><li>Essays</li><li>Computer assisted</li><li>Instruction</li><li>Journals</li><li>Learning logs</li><li>Reports</li><li>Learning activity packages</li><li>Correspondence lessons</li><li>Learning contracts</li><li>Homework</li><li>Research projects</li><li>Assigned questions</li><li>Learning centers</li></ul>	<ul style="list-style-type: none"><li>Field trips</li><li>Conducting</li><li>Experiments</li><li>Simulations</li><li>Games</li><li>Story telling</li><li>Focused imaging</li><li>Field observations</li><li>Role-playing</li><li>Model building</li><li>Surveys</li><li>Case studies</li></ul>