



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 #: 1.3
Unit #: 1	Lesson Title: 1.3 Basic differences between Chinese and English-2	
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 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: 1) Know the four main differences between Chinese and English 2) Know the differences between Sino-Tibetan language family and Eudo-European language family 2) Analyze sentence structures in both languages 3) Improve Translation and interpretation Knowledge and skills through lecture and role play		



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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 (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? Any updates/ news to share?
~15-20 minutes	Part 1 Review of Lesson 1.2 Check homework Complete Quiz 1.2



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~45-50 minutes	Part 2 Lecture: Differences between Chinese and English-2
~5-10 minutes	Part 3 - Discussion: What impress you the most of all the differences between Chinese and English explained yesterday and today?
15 minutes	Break
~70 minutes	Part 4 – Review and Role Play 1. Review the theories learned in the first part of the lesson 2. Role play preparation 3. Role play – two groups
~10-15 minutes	ASSIGN ASSIGNMENT/HOMEWORK - <i>Reading assignments</i>
ASSIGNMENT/HOMEWORK - <i>Translation exercise</i> - <i>Review and prepare for the quiz</i>	
EXIT CARD <i>Short Survey</i>	
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