



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 #: 1.4
Unit #: 1	Lesson Title: 1.4 Basic differences between Chinese and English-3	
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: 1) Know the four + eight 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 1.3 Check homework Complete Quiz 1.3



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~45-50 minutes	Part 2 Lecture: Differences between Chinese and English-3
~5-10 minutes	Part 3 - Discussion: What are the major differences between Chinese and English we learned this week?
15 minutes	Break
~70 minutes	Part 4 – Review and Role Play (Part 2) 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>Translation exercise</i> - <i>Review and prepare for the quiz</i>
ASSIGNMENT/HOMEWORK - <i>Translation exercise</i> - <i>Review and prepare for the quiz</i>	
EXIT CARD <i>Short Survey</i>	
TEACHER'S REFLECTIONS <i>(What do I need to do to become more effective as a teacher in supporting student learning?)</i> 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>Student product: Diagnostic tests Practice quiz Pop quizzes Homework Class notes Peer feedback Practice questions Practice tests</p> <p>Observation: Class discussions Peer feedback</p> <p>Conversation: Student teacher conferences Small group discussions</p>	<p>Student product: Learning logs Self-assessment sheet Homework Self-analysis sheet Peer-analysis sheet</p> <p>Observation: Whole class discussions Group discussions</p> <p>Conversation: Student teacher conferences Small group discussions Pair work</p>	<p>Student product: Assignments Tests Exam Case studies Business report</p> <p>Observation: Student-led discussion/debate Presentation Performance tasks</p> <p>Conversation: Student teacher conferences Question and answer session</p>
Lesson Tools		
<p>Direct Instruction Structured overview Lecture Compare & contrast Socratic method Demonstrations</p>	<p>Indirect Instruction Problem solving Case studies Reading for meaning Inquiry Reflective discussion Writing to inform Concept formation Concept mapping Concept attainment</p>	<p>Instructional Skills Explaining Demonstrating Questioning</p>



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Interactive Instruction	Independent Study	Experiential Learning
<ul style="list-style-type: none">PowerPointVideo clipDebatesRole playingBrainstormingPeer partnerLearning/analysisDiscussionLaboratory groupsCooperative learningGroupsJigsawProblem solvingConferencing	<ul style="list-style-type: none">EssaysComputer assistedInstructionJournalsLearning logsReportsLearning activity packagesCorrespondence lessonsLearning contractsHomeworkResearch projectsAssigned questionsLearning centers	<ul style="list-style-type: none">Field tripsConductingExperimentsSimulationsGamesStory tellingFocused imagingField observationsRole-playingModel buildingSurveysCase studies