



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 #: 2.1
Unit #: 2	Lesson Title: 2.1 Understanding yourself better & Effective self-introduction	
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; do homework independently Collaboration: Pair work and group work in role play, discussion, and games etc. Initiative: Engage in class actively; preview and review lessons Self-Regulation: Obey the class rules; do assignments in time		
Learning Goals (<i>What do I want the students to know and/or be able to do?</i>) Today you (students) will: <ol style="list-style-type: none">1) Understand your strengths and weaknesses better2) Vision yourself in 5 years from now3) Do personality tests to have better self-understanding4) Understand what professional self-introduction covers5) Learn how to introduce yourself well6) Enhance teamwork and public speaking skills through activities		



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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:

- Translate sentences with the awareness of appropriate figures of speech knowledge
- Group work on translating sentences
- Speak in public (games)

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.

Relevant Youtube videos

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 1.18 Quiz 1.18 Homework check – Figure of speech practice



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~45-50 minutes	Part 2 Lecture: Understanding yourself better & Effective self-introduction
~5-10 minutes	Part 3 - Discussion: <ul style="list-style-type: none">• Do you know you own strengths and weaknesses? Have you ever done any personality test before?• What you are mostly good at? What are your passions? What are your career goals?• How could we understand ourselves better?
15 minutes	Break
~70 minutes	Part 4 – Learn and sample analysis <i>Doing self-introduction</i>
~10-15 minutes	ASSIGN ASSIGNMENT/HOMEWORK <ul style="list-style-type: none">- 1. <i>Writing</i>- <i>Topic: ... (Your name) in 5 years (Vision of yourself in 5 years from now – your education, career, family, and friends, etc.)</i>- 2. <i>60-second Self-introduction</i>- <i>Invite some of you to do that in class</i>
ASSIGNMENT/HOMEWORK <ul style="list-style-type: none">- 1. <i>Writing</i>- <i>Topic: ... (Your name) in 5 years (Vision of yourself in 5 years from now – your education, career, family, and friends, etc.)</i>- 2. <i>60-second Self-introduction</i>- <i>Invite some of you to do that in class</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> <i>After the lesson:</i>	



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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