



The Erindale Academy

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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 #: 3.2
Unit #: 3	Lesson Title: Lesson 3.2 Cross-cultural communication: Religions & Customs	
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: 1) Learn main Chinese and western religions and compare the differences; analyzing features and teachings of religions through matching and reading activities 2) Improve listening and speaking skills through class discussion 3) Use new vocabulary appropriately 4) Learn to analyze and give feedback to peers' performance 5) Improve public speaking skills 6) Improve presentation skill 7) Enhance teamwork through group activities		



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:

- Learn how to understand difference religions
- Group work on matching and discussing
- 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.

Relevant reading materials

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 3.1 Homework check – group presentation preparation <i>Reflect: How to thrive in a multicultural environment?</i>
~5-10 minutes	Part 2 - Discussion: <ul style="list-style-type: none">• What is a religion?• What are the main religions in China?



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	<ul style="list-style-type: none">• What are the traditional western religions?• What is a custom?• What are the major differences in Chinese and western traditions and customs?
~45-50 minutes	Part 3 Lecture: Cross-cultural communication: Religions & Customs
15 minutes	Break
~70 minutes	Part 4 – Chinese vs Western religions & customs Matching game Exercise 1: read & fill out the form Worksheet – read & compare Exercise 2 – read & answer questions Exercise 3– read, tell, & discuss
~10-15 minutes	ASSIGN ASSIGNMENT/HOMEWORK - 1. Prepare for group presentation: - a. topic and group members - b. start working on the project - 2. Review today's contents & reflect on the topic: - Michael Tomasello writes: "Modern humans became cultural beings... by creating... conventions, norms, and institutions built not on personal but on cultural common ground. They thus became thoroughly group-minded individuals" Are humans cultural beings?
ASSIGNMENT/HOMEWORK - 1. Prepare for group presentation: - a. topic and group members - b. start working on the project - 2. Review today's contents & reflect on the topic: - Michael Tomasello writes: "Modern humans became cultural beings... by creating... conventions, norms, and institutions built not on personal but on cultural common ground. They thus became thoroughly group-minded individuals" Are humans cultural beings?	
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
<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