**Artifact 5**

**Sample Lesson Plan Typing Chinese Characters**

**Title:** **Save the Pandas**

**Grade Level:** 9th-12th grades

**Duration:** 8 class periods (75 minutes per class)

**Time: 10/31-11/16**

**Objectives:**

1. Students will learn how to type Chinese characters using Pinyin input methods.
2. Students will practice typing selected Chinese characters accurately.
3. Students will gain practical skills in typing Chinese characters using Pinyin input methods

**Content Objectives:**

1. Students can talk about the habitat about pandas.
2. Students can talk about the life span of pandas.
3. Students can give at least two reasons why pandas are endangered.
4. Students can give at least two reasons why we need to save pandas.
5. Students can suggest at least two ways that we could help save pandas.
6. Students can express a few important messages to the community about protecting endangered animals, plants, or the earth.

**Materials:**

1. Computers with internet access
2. Chinese language input software (e.g., Microsoft Pinyin Input, Google Pinyin Input)
3. Online resources and typing exercises

**Class 1**

**Pretest**

Procedure

Step 1: Instruction (5 minutes)

1. Teacher gives instructions to the students. Verify that the pretest serves solely for research purpose and will not impact their academic grades. Explain the pre-test includes three parts. It will take 20 minutes for the students to complete.

* **Chinese Character Knowledge**: Students will be presented with ten pictures and are asked to identify and circle the corresponding Chinese characters. They have 30 seconds to answer each question.
* **Chinese Vocabulary Knowledge:** Students will orally hear a vocabulary word, and are asked to select the accurate corresponding picture from a set of four. There are ten vocabulary words in total. They have 30 seconds to answer each question.
* **Sentence-Level Writing:** Students will be presented with a vocabulary word and are asked to write a sentence using that word. There are ten vocabulary words in total. They have one minute to write each question.

1. Answer any questions that students might have.
2. Hand out the tests.
3. Start the test. **(20 minutes)**

**Typing instruction (50 minutes)**

Procedure:

1. Begin with a discussion about the importance of typing Chinese characters in today's digital world.
2. Introduce the concept of Pinyin as a Romanization system for Mandarin Chinese.
3. Explain that Pinyin-based input methods are commonly used for typing Chinese characters.
4. Demonstrate how to switch keyboard settings to Chinese input on a computer.
5. Guide students through the process of switching the input language to Chinese on their computers.
6. Show students how to access the Pinyin input method they will be using.

Step 1: Set up computer for Chinese Input

Add Chinese Input on Your Windows 10

* Go to **Settings**.
* Click on ‘**Time & Language.’**
* Select ‘**Region & Language’** and then click on ‘**Add a language.’**
* In the new window, scroll down to select ‘**Chinese (Simplified, China)’**or ‘**Chinese (Traditional, Hong Kong SAR),’** depending on the type of Chinese you want to type in. Click ‘**Next’**and**install**the language pack. Make sure ‘Set as my Windows display language’ is**deselected** and click ‘**Install.’**
* Back in the language section, you’ll find the language region you have now installed. Click on the language name and select ‘**options**.’
  + In **Simplified Chinese** - select the ‘**Microsoft Pinyin**, Input method editor.’
  + In **Traditional Chinese** - select ‘**Microsoft Bopomofo**, Input method editor.’
* The Chinese language should now be available. Click the **‘ENG’** icon located on the bottom right-hand corner of the screen. You should now see the Chinese keyboard from the list of keyboards you have installed on your computer.

Add the Chinese keyboard on your Mac

* On your Mac, go to the **Apple menu** by clicking on the apple icon in the top-left of the screen and select ‘**System Preferences’**.
* Click on**‘Keyboard’** and then**‘Input Sources’**.
* Click the **add (+) button** at the bottom of the window and then scroll down to find ‘**Chinese, Simplified’** or ‘**Chinese, Traditional’**.
  + **Simplified Chinese** - If you would like to type in Simplified Chinese characters, used in mainland China, Singapore, and Malaysia, click on ‘Chinese, Simplified’. Next, select the type of Simplified Chinese keyboard you’d like to use from the list of options that appears. The keyboard you’ll probably find most useful is ‘**Pinyin - Simplified’**. If you would like to use trackpad handwriting to draw Chinese characters, select ‘**Handwriting - Simplified’**. Click **Add**.
  + **Traditional Chinese** - If you would like to type in Traditional Chinese characters, used in Taiwan, Hong Kong, Macau, and some overseas Chinese communities, click on ‘Chinese, Traditional’. Next, select the type of Traditional Chinese keyboard you’d like to use from the list of options that appears. The keyboard you’ll probably find most useful here is ‘**Pinyin - Traditional’**. If you’d like to use trackpad handwriting to draw Chinese characters, select ‘**Handwriting - Traditional’**. Click **Add**.
* Make sure the ‘**Show Input menu in menu bar**’ is checked and a flag icon should appear in the top right-hand corner of your screen.

**Step 2: Typing Chinese Characters**

* **Launch Your Chinese Input Method:** Have students log in to the computer and open a text editor or word processing software where they want to type Chinese characters.
* **Start Typing Pinyin:** Walk them through the process of typing Pinyin of the Chinese character they want to type. For example, if you want to type "你" nǐ, meaning "you"), type "ni"
* **Select the Correct Character:** As you type, a list of suggested characters will appear. Use the number keys (usually 1, 2, 3, etc.) to choose the correct character corresponding to your Pinyin. For example, "1" would select "你" for "nǐ."
* **Spacebar or Enter:** After selecting the character and tone, press the spacebar or Enter key to confirm and move on to the next character.
* **Typing Exercise:** Teacher says a word for students to practice typing.

**Class 2** (30 minutes Typing instruction):

Procedure:

Step 1: Review

1. Use the following website to review radicals. <https://www.archchinese.com/arch_chinese_radicals.html>

Step 2: Chinese character Animation Instruction

1. Introduce new vocabulary from lesson 1: 世界，自然，保护，熊猫，活动，出生，参加，爬树，游泳，风景.
2. Introduce the following website for students to watch animation of Chinese characters as a class: <https://www.archchinese.com/>
3. Demonstrate how to use the website to type pinyin and find the animation.
4. Show the animation of 世 three times <https://www.archchinese.com/chinese_english_dictionary.html?find=%E4%B8%96>
5. Show the animation of 界three times <https://www.archchinese.com/chinese_english_dictionary.html?find=%E7%95%8C>
6. Show the animation of 保three times

<https://www.archchinese.com/chinese_english_dictionary.html?find=%E4%BF%9D>

1. Show the animation of 护three times

https://www.archchinese.com/chinese\_english\_dictionary.html?find=%E6%8A%A4

1. Show the animation of 熊three times

https://www.archchinese.com/chinese\_english\_dictionary.html?find=%E6%8A%A4

1. Show the animation of 猫three times

<https://www.archchinese.com/chinese_english_dictionary.html?find=%E7%8C%AB>

Step 3: Typing Practice

1. Have student use the site to type 活, 动, 参, 加, 体, 重, 风, 景, and watch animation for each character on their own computer/device.
2. After students finish watching animation for all characters, have them open google doc on their computer/device.
3. Practice typing the new-learned vocabulary form this lesson. Teacher says a word from the list of new vocabulary. Students will type the pinyin and find the corresponding characters.
4. Have students check each other’s typing.
5. Teacher will read a sentence from the text of lesson 1. Students will type the sentence.
6. Have students check each other’s typing.
7. Then ask students to type the text of this lesson to improve speed and accuracy for homework.

Step 4: Character Writing Practice

1. Have students use the following link to practice writing 世

https://www.archchinese.com/chinese\_handwriting\_practice.html?write=%E4%B8%96

1. Have students use the following link to practice writing 界https://www.archchinese.com/chinese\_handwriting\_practice.html?write=%E7%95%8C
2. Have students use the following link to practice writing 保<https://www.archchinese.com/chinese_handwriting_practice.html?write=%E4%BF%9D>
3. Have students practice writing the rest of characters.

**Class 3** (30 minutes Typing instruction):

Procedure:

Step 1: Review

1. Use Quizlet( <https://quizlet.com/>) to review the vocabulary from lesson 1.
2. Check homework and give feedback.

Step 2: Chinese character Animation Instruction

1. Introduce new vocabulary from lesson 2：独立，竹林，必须，砍，农田，开花，食物，枯死，数量，绝种.
2. Ask students to use the following website to type each character to watch animation of the vocabulary in lesson 2: <https://www.archchinese.com/>

Step 3: Character Writing Practice

1. After students watch the animation of each character, have them practice the stroke order. <https://www.archchinese.com/chinese_handwriting_practice.html?write=%E7%8B%AC>

Step 4: Typing Practice

1. Have students open the class shared Google Docs so they can see each other’s typing.
2. Teacher gives prompts for students to practice typing. “I have learned \_\_\_\_\_\_\_\_\_ about pandas in lesson one” ”在第一课，我学到了熊猫住在中国的四川省。“
3. Have students take turns to say a sentence for the class to type.
4. Students check each other’s typing on the Google Docs.
5. Type the text of lesson 2 for homework.

**Class 4** (30 minutes typing instruction):

Procedure:

Step 1: Review

1. Use Kahoot (https://kahoot.com/) to review the vocabulary from lessons 1 and 2.
2. Have students check each other’s typing homework.

Step 2: Character Typing Instruction

1. Introduce new vocabulary from lesson 3：完全，环境，破坏，变化，影响，植物，珍稀动物，生态，人类，地球.
2. Ask students to use the following website to type each character to watch animation of the vocabulary in lesson 3: <https://www.archchinese.com/chinese_english_dictionary.html?find=%E7%8E%AF>
3. After students watched the animation, ask them to identify radicals and give other examples.

Step 3: Character Writing Practice

1. After students watch the animation of each character, have them practice the stroke order for each character.

<https://www.archchinese.com/chinese_handwriting_practice.html?write=%E7%8E%AF>

Step 4: Typing Practice

1. Have the students open the class shared Google Docs.
2. Teacher says a word from lessons 1-3, students typing a sentence using that word.
3. Read everyone’s sentence to learn from each other.
4. Teacher gives feedback and provides corrections.
5. Type the text of lesson 3 for homework.

**Class 5** (30 minutes typing instruction):

Procedure:

Step 1: Review

1. Use Blooket (https://www.blooket.com/) to review the vocabulary from lessons 1, 2, and 3.
2. Have students check each other’s typing homework.

Step 2: Character Typing Instruction

1. Introduce new vocabulary from lesson 4：政府，合作，设立，保护区，海报，贴，开始，重要性，筹钱，助养。
2. Ask students to use the following website to type each character to watch animation of the vocabulary in lesson 3: <https://www.archchinese.com/chinese_english_dictionary.html?find=%E6%94%BF>
3. After students watched the animation, ask them to identify radicals and give other examples.
4. Divide the class into two teams. Have students open the class shared Google Docs.
5. Teacher presents a radical. Have each team type as many character that has the same radical as they can on the Google Docs.
6. The team types more characters win the game.

Step 3: Character Writing Practice

1. After students watch the animation of each character, have them practice the stroke order for each character. <https://www.archchinese.com/chinese_handwriting_practice.html?write=%E6%94%BF>

Step 4: Typing Practice

1. Have the students open the class shared Google Docs.
2. Ask students to provide a reason why the pandas are endangered. Type their answer on the Google Docs.
3. The class read through everyone’s answer together to learn from each other.
4. Teacher provides feedback.
5. Have students take turns to say a sentence for the class to practice typing.
6. Teacher provides feedback.
7. Type the text of lesson 4 for homework.

**Class 6** (30 minutes typing instruction):

Procedure:

Step 1: Use Blooket (https://www.blooket.com/) to review the vocabulary from lessons 1, 2, 3, and 4.

Step 2: Character Writing Instruction and Practice

1. Introduce new vocabulary from lesson 5：兴奋，需要，游园会，卡片，百纳被，零钱，圣诞卡，柠檬，扇子，校长.
2. Ask students to use the following website to type each character to watch animation of the vocabulary in lesson 3:

<https://www.archchinese.com/chinese_english_dictionary.html?find=%E5%85%B4>

Step 3: Character Writing Practice

1. After students watch the animation of each character, have them practice the stroke order for each character. <https://www.archchinese.com/chinese_handwriting_practice.html?write=%E6%94%BF>

Step 4: Typing Practice

1. Have the students open the class shared Google Docs.
2. Ask student to provide one reason why we need to protect pandas. Type their answer on the Docs.
3. The class read through everyone’s answer together to learn from each other.
4. Teacher provides feedback.
5. Have students take turns to say a sentence for the class to practice typing.
6. Teacher provides feedback.
7. Type the text of lesson 5 for homework.

**Class 7** (30 minutes typing instruction):

Procedure:

Step 1: Use Blooket (https://www.blooket.com/) to review the vocabulary from lessons 1, 2, 3, 4, and 5.

Step 2: Character Writing Instruction

1. Introduce new vocabulary from lesson 6 and 7：算，摊位，一封信，申请，邮递员，送信，回信，光碟，决定，平安.
2. Ask students to use the following website to type each character to watch animation of the vocabulary in lesson 3: <https://www.archchinese.com/chinese_english_dictionary.html?find=%E7%94%B3>

Step 3: Character Writing Practice

1. After students watch the animation of each character, have them practice the stroke order for each character. <https://www.archchinese.com/chinese_english_dictionary.html?find=%E7%94%B3>

Step 4: Typing Practice

1. Have the students open the class shared Google Docs.
2. Ask students to provide one way to protect the endangered animals. Type their answer on the Docs.
3. Have students take turns to say a sentence for the class to practice writing.
4. Handwrite the text of lesson 6 for homework.

**Class 8**

**Post Test:**

Procedure

1. Teacher informs the students that the post-test is identical to the pre-test. Verify that the post-test serves solely for research purpose and will not impact their academic grades. It will take them 20 minutes to complete the post-test.