**Artifact 5:**

**Sample Lesson Plan on Handwriting for Study 2**

**Title: The Waste Detectives**

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

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

**Time: 11/28-12/14**

**Objectives:**

1. Students will learn the basic strokes principles of writing Chinese characters.
2. Students will understand the importance of correct stroke order and proper technique in handwriting Chinese characters.
3. Students will learn the radicals of Chinese characters.
4. Students will learn principles of writing Chinese characters.
5. Students will practice writing common Chinese characters neatly and accurately.
6. Students will gain a solid foundation in handwriting Chinese characters.

**Content Objectives:**

1. Students can talk about the habitat of 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. Whiteboard and markers
2. Flashcards and pens
3. Chinese character worksheets
4. Storybook “***Flying with Chinese: The Waste Detectives***”

**Class 1**

**Pretest (25 minutes)**

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.

Step 2: Start the test. (20 minutes)

**Handwriting instruction (50 minutes)**

Teaching students how to handwrite Chinese characters effectively involves a step-by-step approach to ensure they understand the strokes, stroke order, and proper techniques.

Procedure:

Step 1: Introduction to Chinese Characters

1. Begin with a discussion about the importance of Chinese characters in Chinese culture and language.
2. Have learners **look at the contour of each character** rather than directly breaking down the stroke order. Doing this lets them **visualize each character as a picture,** which can reinforce their memory and make it easier to learn stroke orders later—after they’ve become accustomed to seeing the character.
3. Explain that Chinese characters are made up of strokes and radicals.

Step 2: Basic Strokes

1. Introduce the basic strokes used in Chinese character writing: horizontal (一), vertical (丨), diagonal (/ ), dot (丶) and hook (𠄎).
2. Emphasize the correct order and direction of each stroke.
3. Introduce the basic procedure for writing Chinese. Start from the top-left corner and move to the bottom-right. Emphasize the importance of writing strokes in the prescribed order.
4. Provide visual aids or demonstrations on a whiteboard
5. Have students practice writing these strokes on their whiteboards.

Step 3: Stroke Order

1. Explain the importance of stroke order in Chinese character writing for legibility and consistency.
2. Show how combining these strokes can create characters.
3. Demonstrate the correct stroke order and writing techniques for each character.
4. Encourage students to follow the prescribed stroke order in their practice.

Step 4: Radicals

1. Explain the concept of radicals and how they form the basis of many characters.
2. Show the shared radicals of the vocabulary that will be introduced in the storybook.
3. Present students with visual representations illustrating the formation process of each Chinese radical.
4. Show students the stroke orders for each radical. Getting the stroke order right for radical is helpful for ensuring students succeed with more complicated characters.
5. Have students practice writing the radicals multiple times on their whiteboards.
6. Provide individual feedback and guidance as needed.
7. Write the target radical down on the board, deliberately messing up a few strokes. Then, have students come to the board individually or in pairs to identify and correct the mistakes.
8. Provide students with character worksheets to practice handwriting as homework to reinforce radical writing skills.

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

Procedure:

Step 1: Review

1. Review the basic strokes and their correct order from the previous lesson.

Step 2: Character Writing Instruction

1. Introduce new vocabulary from lesson 1: 辛苦，浪费，食堂，诗，劳动，丢掉，根据，观察，侦探，报告.
2. Teach each character individually, demonstrating the stroke order on the whiteboard.
3. Introduce radical for each character to reinforce students’ awareness of the meaning and function of each radical.
4. Teach strategies for memorizing character components and writing characters. Teaching students to break down the character into its componentshelps teach the new character, as well as reinforce older ones.
5. Many complex Chinese characters are comprised of two or more standalone characters. An example of this is the character 机*(jī)* — machine, which is made up of two simple characters students may already know: 木 *(mù)* — wood and 几*(jǐ)* — few/how many. Break down 机 by showing students images of each character and asking for their definitions. Then, after introducing the standalone characters, have students guess what they think the meaning would be if they were combined. Finally, teach the character 机by covering its meanings and giving sample sentences of how it’s used.

Step 3: Character Writing Practice

1. Have students follow the stroke order to practice handwriting each character on their whiteboard several times to reinforce the correct order.
2. Review and correct students’ handwriting, and provide feedback and guidance.
3. Play Hangman to help students memorize the stroke order for each character.For this activity, divide students into two groups and take turns showing each team a picture of a Chinese character. Each group is assigned a different character, and they have five opportunities to guess the correct stroke order of that character. If a team makes five mistakes, it’s the next team’s turn.
4. Provide students with character worksheets to practice handwriting as homework to reinforce character writing skills.
5. Handwrite the text of lesson 1 for homework.

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

Procedure:

Step 1:

1. Review the vocabulary from lesson 1.

Step 2: Character Writing Instruction

1. Introduce new vocabulary from lesson 2：轮流，记录，汉堡包，饮料，饼干，三分之一，苹果，水果，瓶子，组.
2. Have students identify the radical for each character to check students’ understanding of the meaning and function of each radical.
3. Teach each character individually, demonstrating the stroke order on the whiteboard.
4. Provide students with character worksheets to practice handwriting as homework to reinforce character writing skills.

Step 3: Character/Sentence Writing Practice

1. Have students practice writing each character on their small whiteboard.
2. Check each student’s handwriting and give feedback.
3. Play Memory Game to strengthen memory and enhance their character recognition ability.
4. Give students flashcards and a list of words from lessons 1 and 2.
5. Pair up students. Have each pair of students pick 10 words from the list that they want to work on.
6. One student writes the word, and the other writes the pinyin and English meaning of that word on each flashcard.
7. Once the flashcards are ready, they should place all the flashcards face down in a grid formation on the table.
8. Each pair of students takes turns flipping over two cards at a time, trying to find matching pairs of words and their pinyin and definitions.
9. When they find matching pairs, students read aloud the word and its corresponding pinyin and definition. They keep the cards and get another turn. If not, they flip the cards back face down.
10. The game continues until all pairs have been found. The student with the most pairs at the end of the game is the winner.
11. Teacher gives prompts for students to practice handwriting. “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。“
12. Have students take turns to say a sentence for the class to write.
13. Provide students with character worksheets to practice handwriting as homework to reinforce character writing skills.
14. Handwrite the text of lesson 2 for homework.

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

Procedure:

Step 1:

1. Review the vocabulary from lessons 1 and 2.

Step 2: Character Writing Instruction

1. Introduce new vocabulary from lesson 3：从来，树木，坏处，再循环，使用，垃圾，环境，污染，土地，空气.
2. Have students categorize characters with identical radicals in all vocabulary from Lesson 2, 3, and 4 to assess their comprehension of the meaning of each radical.
3. Present each character and instruct students to guess the stroke order of each character in the air.
4. Model the correct stroke order of each character.
5. Have students practice writing each character on their small whiteboard.
6. Check each student’s handwriting and give feedback.

Step 3: Character/Sentence Writing Practice

1. Play the Bingo Game. Provide students with a list of words from Lesson 1, 2, and 3. Give students a bingo sheet with a 3x3 grid (9 spaces) to fill in words of their choice in any order.
2. Teacher randomly selects words from the list. Student circle the corresponding word on their bingo sheet if they have it. The first student to get three words circled in a row (horizontally, vertically, or diagonally) should call out “宾果（bingguo: Bingo）!”.
3. Teacher verifies the circled words and acknowledges the winner.
4. After the game, take a few minutes to review the words that were used to reinforce their meaning and help students with retention.
5. Teacher says a word from lessons 1-3, and students write a sentence using that word.
6. Read everyone’s sentence to learn from each other.
7. Handwrite the text of lesson 3 for homework.

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

Procedure:

Step 1:

1. Review the vocabulary from lessons 1, 2, and 3.

Step 2: Character Writing Instruction

1. Introduce new vocabulary from lesson 4：自然课，问题，研究，随手关灯，资源，节省，关系，建议，分，第.
2. Teacher presents a character.
3. Pair up students. Ask students to use their knowledge of stroke order to write that character on their whiteboard.
4. Have each pair check each other’s stroke order to see if they agree on the same stroke order.
5. Teacher models the correct stroke order.
6. Have students write the character on the character worksheet three times in class and finish the sheet as homework.

Step 3: Character/Sentence Writing Practice

1. Play the Flashcard Race Game to enhance character recognition skills.
2. Divide students into two teams. Have students write vocabulary from lessons 1-4 on flashcards.
3. Spread out the flashcards.
4. Teacher calls out a word, and the first student to grab the correct flashcard scores a point for their team.
5. If they can make a sentence with that word, they can score another point.
6. The game continues until all the flashcards are called.
7. Ask students to provide a reason why the pandas are endangered. Write their answer on their whiteboards.
8. The class read through everyone’s answer together to learn from each other.
9. Teacher provides feedback.
10. Handwrite the text of lesson 4 for homework.

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

Procedure:

Step 1:

1. Review the vocabulary from lessons 1, 2, 3, and 4.

Step 2: Character Writing Instruction and Practice

1. Introduce new vocabulary from lesson 5：平时，煮饭，浇花草，淡水，海水，河流，湖泊，车，工业，水龙头.
2. Play Character Building Game to reinforce stroke order.
3. Divide the class into two teams. Have both teams line up in front of the whiteboard.
4. Present a character. Each member of each team will take turns writing one stroke of that character.
5. Each team's first member writes that character's first stroke. The next person in line writes the next stroke.
6. Continue until the character is completed.
7. Teacher checks both teams’ characters for accuracy.
8. Award points based on the correctness of the strokes.
9. After the activity, the teacher reviews the characters and stroke order with the class.
10. Have students write the character on the character worksheet three times in class and finish the sheet as homework.

Step 3: Character/Sentence Writing Practice

1. Ask student to provide one reason why we need to protect pandas. Write their answer on their whiteboards.
2. Have students take turns to say a sentence for the class to practice writing.
3. Handwrite the text of lesson 5 for homework.

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

Procedure:

Step 1:

1. 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：微波炉，电脑，烤箱，原因，冰箱，冷气，暖气，电视，电灯泡，环保.
2. Identify the radical of each character.
3. Create memory aids or mnemonics in the form of stories, rhymes, or visual cues to help students remember characters.

Step 3: Character/Sentence Writing Practice

1. Play the Scrabble Game to reinforce character recognition and vocabulary.
2. Teacher writes single characters from lessons 1-6 on the whiteboard.
3. Divide the class into two teams.
4. Have each team work together to use characters to form vocabulary words they have learned.
5. The team writes down the most vocabulary wins the game.
6. Ask students to provide one way to protect the endangered animals. Write their answer on their white boards.
7. Have students take turns to say a sentence for the class to practice writing.
8. 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.