

State University of New York at Stony Brook
Department of European Languages, Literature, and Cultures
Lesson Plan Form

UNIT: 1 Reading Analysis of 拔苗助长/揠苗助长 (picking up the seedling to help them grow)

Day # 2

Level: 9th Grade (intermediate level)

Period(s): 4

PLANNING PHASE

Standards:

ACTFL:

Standard I: Communication (Interpersonal)

- Students are required to be familiar with the pronunciations of words as part of their homework assignment
- Students will be randomly chosen to read one sentence in front of the class as public speaking exercises
- Students will be able to write the characters as they practiced on Day 1

Standard II: Cultures (Understanding cultural background)

- Teacher will provide some background information about Chinese cultural value to help students understand the story plot (the heavy influence of Confucianism on the emphasis on education)

Standard III: Connections (critical thinking, problem solving)

- Students will debate about their opinions on different parenting style
- Students will identify the right context of idiom among all different kind's scenario
- Students will share their opinion on the education issue

Standard V: Communities (linguistics families of four characters phrase)

- Students will use the idiom to make their own sentence

NYS:

Standard I: Communication

- Students will acquire the language skills to present their idiom in a made up scenario

DAILY OBJECTIVES: SWBAT

- To understand the story plot
- To criticize the story using critical thinking skills
- Connect the story plot with personal experience

Materials:

- Teachers: Whiteboard/Projector/Smartboard, printed reading material, Markers/Chalks
- Students: Printed reading materials, pencils, erasers, notebook

Procedures:

1. Students will come into the class be ready to take a quiz
2. Students will translate the sentences to English
3. Students will share their interpretation on the story
4. Teacher will give brief related knowledge on the idiom
5. Students will debate on parenting style

Special Notes:

- This the second day of the lesson. The first part is instructing students to be familiarized with the new characters in the story, and translate each sentence with best of their ability. Students should come into the classroom with basic reading comprehension skills

	TEACHING PHASE	
CONTENT:		# MINUTES
Greeting:	Do Now & Review: <ul style="list-style-type: none">• Ask students how they are doing, if they had any problems with the homework• Students will read the story silently as do now	2 Minutes
Quiz	<ul style="list-style-type: none">• Students are required to finish writing characters as homework assignment. They are quizzed on the characters they learned. I would choose 10 words and students would choose 10 words to form a list. Students are quizzed on 10 words from the list.	10 Minutes

Summary:	Recitation: <ul style="list-style-type: none"> Teacher will conclude the plot and give general moral of the story Teacher will give a brief lecture about cultural background about why do Chinese parents value education and tiger mom 	10 Minutes
Extension:	<ul style="list-style-type: none"> Teacher will provide insight to the story by providing different versions and interpretations on the story <ul style="list-style-type: none"> ➤ Version 1: we should not disrupt the natural flow What are the things are considered natural that used to be unnatural? ➤ Version 2: we should not push students to learn in excessive amount How much homework is necessary? 	15 Minutes
Closure:	<ul style="list-style-type: none"> Students will make a scenario that is appropriate to use the idiom we just learned 	8 Minutes
Homework due in 2 day: students will choose one of the following topics to write about Pick a side: we should/ should not make students to go to tutoring school do you approve or disapprove tiger mom? make up your own story that it appropriate to use 拔苗助长		Assessment: INFORMAL: read out loud in the class FORMAL: a quiz about the characters they learned

UNIT: 1 Reading Analysis of 买椟还珠 (buy the case and return the pearl)

Day # 2

Level: 9th Grade (intermediate level)

Period(s): 4

PLANNING PHASE

Standards:

ACTFL:

Standard I: Communication (Interpersonal)

- Students are required to be familiar with the pronunciations of words as part of their homework assignment
- Students will be randomly chosen to read one sentence in front of the class as public speaking exercises
- Students will practice writing new characters from the reading material

Standard II: Cultures (Understanding cultural background)

- Teacher will provide some background information about Chinese cultural value to help students understand the story plot (the influence of family may impact the decision making)

Standard III: Connections (critical thinking, problem solving)

- Students will criticize the story by making connection to the modern society (explain why this story would/ wouldn't make sense in real world)
- Students will learn how to use the Chinese idiom-成语 (chengyu) in a sentence under the right context
- Students will share the story from their culture and compare it with Chinese idiom

Standard V: Communities (linguistics families of four characters phrase)

- Students will learn how to identify idiom from a four characters phrase

NYS:

Standard I: Communication

- Students will acquire the language skills to present their idiom as an oral project

DAILY OBJECTIVES: SWBAT

- To understand the story plot
- To criticize the story using critical thinking skills

Materials:

- Teachers: Whiteboard/Projector/Smartboard, printed reading material, Markers/Chalks
- Students: Printed reading materials, pencils, erasers, notebook
- Online access to YouTube

Procedures:

6. Students will come into the class be ready to read aloud the reading material
7. Students will translate the sentences to English
8. Students will watch the YouTube video about the story they read
9. Teacher will give brief Chinese historical/cultural background on the story they are reading
10. Students will criticize the story in the group discussion

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Special Notes:

- This the second part of the lesson. The first part is instructing students to be familiarized with the new characters in the story, and translate each sentence with best of their ability. Students should come into the classroom with basic reading comprehension skills

	TEACHING PHASE	
CONTENT:		# MINUTES
Greeting:	Do Now & Review: <ul style="list-style-type: none">• Ask students how they are doing, if they had any problems with the homework• Students will read the story silently as do now	5 Minutes
Read out loud	<ul style="list-style-type: none">• The story is around 20 sentences long. One student will read the sentence. The other student will translate the meaning of the sentence after. The teacher will provide feedback on the pronunciation and the translation	8 Minutes

Summary:	Recitation: <ul style="list-style-type: none"> • Teacher will conclude the plot and give general moral of the story • Teacher will give a brief lecture about historical background on the time when the story is written. The story was written to mock the landlord who loved his concubine over his royal wife • Students are expected to understand the importance of historical context in Chinese literature. As the political or cultural atmosphere changes, the interpretation on the same literature piece can change 	10 Minutes
Extension:	<ul style="list-style-type: none"> • Teacher will provide insight to the story by providing different versions and interpretations on the story • Students will watch 3-minute video about the story <ul style="list-style-type: none"> ➤ Version 1: the business man wants to sell the pearl, but put excessive decoration on the case ➤ Version 2: the business man wants to sell the box, so he put the pearl inside the box as giveaway to attract people (students are expected to contribute more versions of the story) • Students are expected to see the subtle message delivered in the story 	15 Minutes
Closure:	<ul style="list-style-type: none"> • Students will have an open discussion on the story <ul style="list-style-type: none"> ○ Is the story flawed? ○ Does this story make sense? ○ How do you interpret this story? 	12 Minutes
<div> <div> Assignment due in 2 weeks: students will choose one of the assignments. If they choose to do both, they will receive 10 extra credit </div> <div> Creative writing assignment: (40 points) Students will learn about 3 idioms from the class and 1 extra idiom based on their own research. Students will choose one of the idioms and provide insights to the story. It can be writing a different ending, predict the future, or adding the identity background of a character. (1.5 pages minimum) </div> </div>		
<div> <div> Assessment: </div> <div> INFORMAL: read out loud in the class </div> <div> FORMAL: a quiz about details from the story </div> </div>		

Or

Art project:

Students can act out the idiom they chose in class. It does not have to be in person. It can also be recorded in video. The video will be played in the class.

It can be marshmallow peeps show, puppet show, or any kind of performance, they will have to submit their hand written script (grading will be based on pronunciation, emotions, script, and general performance, rubric will be given 2 days before hand)

Or

They can also choose to draw out the plot. It can be in manga format, water painting, oil painting, or any other kinds of painting (they will have to copy the dialogue in the painting)

UNIT: 1 Reading Analysis of 叶公好龙 (Lord Ye Loves Dragons)

Day # 2

Level: 9th Grade (intermediate level)

Period(s): 4

PLANNING PHASE

Standards:

ACTFL:

Standard I: Communication (Interpersonal)

- Students are required to be familiar with the pronunciations of words and character writings as part of their homework assignment
- Students will be randomly chosen to read one sentence in front of the class and another student will translate

Standard II: Cultures (Understanding cultural background)

- Teacher will provide information about the differences between Chinese dragon and western dragon
- Teacher will provide cultural symbols of dragon

Standard III: Connections (critical thinking, problem solving)

- Students will share their story if people in their lives ever being 叶公好龙, if not they will talk about the plot from Jurassic Park
- Students will learn about the meaning satire

Standard V: Communities (linguistics families of four characters phrase)

- Students will look at the differences between traditional and simplified version of Chinese characters on dragon

NYS:

Standard I: Communication

- Students will acquire the language skills to present their idiom as an oral project

DAILY OBJECTIVES: SWBAT

- To understand the story plot
- To understand the cultural symbol of Chinese dragon
- To learn about natural phenomena in Chinese characters

Materials:

- Teachers: Whiteboard/Projector/Smartboard, printed reading material, Markers/Chalks
- Students: Printed reading materials, pencils, erasers, notebook
- Online access to Google Search

Procedures:

11. Students will come into the class be ready to read aloud the reading material
12. Students will translate the sentences to English
13. Students will learn about Chinese dragon
14. Students will know the moral of the lesson and debate about the meaning of freedom

Special Notes:

- Students will come to the class with a picture of their impression on dragon

	TEACHING PHASE	
CONTENT:		# MINUTES
Greeting:	Do Now & Review: <ul style="list-style-type: none">• Ask students how they are doing, if they had any problems with the homework• Students will share their pictures of dragon next to their neighbor	5 Minutes
Read out loud	<ul style="list-style-type: none">• Students will read out loud in the class and translate each sentence• Students will watch a short clip from Jurassic Park	10 Minutes

Summary:	Recitation: <ul style="list-style-type: none"> • Teacher will provide information about Chinese dragon (its special abilities which students will learn about natural phenomenon in Chinese) • Students will compare the Chinese dragon and Western dragon in class • Students will learn about the cultural value of dragon and its traditional writing 	20 Minutes
Extension:	<ul style="list-style-type: none"> • Students will watch 3-minute video about the story • Students will discuss why is this story is satire • (what are the other examples of satire) 	10 Minutes
Closure:	<ul style="list-style-type: none"> • Students will be informed about their homework 	1 Minutes
Assignment due in 2 days: Creative writing assignment: (30 points) My Own Chinese Dragon Students will color the picture of a Chinese dragon; it can be any color they like. They will write a 100 words description about the things their dragon can do Homework due in 1 day: Character sheet assigned in the class		Assessment: INFORMAL: read out loud in the class FORMAL: writing assignment about the dragon, grammar and spelling (character accuracy) will be graded