

<https://prezi.com/view/0lj8gGwuNfxCZCM64pul/>

Day 1

Planning Phase:

- Context: Introductions to Chinese Characters
- Level of language learners: 1st year Chinese, 8th grade
- Objectives: students will be able to recognize basic radicals
- Standards:
- Materials needed: pen, board, PPT, 田字格 (character practice sheets provided by me)

Teaching Phase:

- Games: students will come to the board draw the pictures of the words they saw **10 min**
-students will come to understand that not all words can be well represented by pictures
- Introductions: explain four categories of Chinese characters **10 min**
- Take closer looks at the pictographs, develop resonance with them **3 min**
- Match making exercises + why they think the answer is the way they said **10 min**
- Games: look at the characters and try to come up with new unique pronunciations **10min**

Participations: pronounce the words, relevant might not be cohesive

Using writing and thinking skills

Guided questions:

What words are hardest to draw, and why?

Do you think pictograms are good representation of Chinese characters?

Homework: choose one of the following

- Find more examples of characters from the four categories (help from teachers/native friends, dictionary, internet)
- Find more pictograms of Chinese characters, give examples that you think make sense and some do not make sense
- Compare Chinese pictograms to other languages in the world see if you can find similarities (hieroglyph, cuneiform)
- Translate “I’m learning Chinese, but it’s so hard” in a language that students come up on their own and explain to me the tense and the ideology.

Day 2

Planning Phase:

- Context: Introductions to Chinese characters structure
- Level of language learners: 1st year Chinese, 8th grade
- Objectives: students will be able to write basic radicals
- Standards:
- Materials needed: pen, board, PPT, 田字格 (character practice sheets provided by me)

Teaching Phase:

- Game: guess the meaning of English meaning of the words on the board 6 min
- Trying to guess the meaning of the Chinese characters using logical reasoning 6 min
- Recognized the characters in radical forms 5 min
- Introduce about character practice sheet 5 min
- Learn about structure and practice writing them 15 min
- Look at upper level structure 5 min

Participation: pronounce the words, relevant might not be cohesive

Using writing and thinking skills

Extension: writing skills and cultural knowledge

Enclosure: ends with few upper level character structures

Homework for two days:

-finish the characters that I assigned in the class

-find more examples of the structures we learned in the class or find a new structure that I didn't teach