M10 CPI Lesson Plan

**Target Students:** X middle school students    ☐ high school students

**Target Proficiency Level:** Novice-Low

**Lesson Topic:** days of the week, pets

**Lesson Objectives:** Students will be able to understand days of the week and can give simple responses on familiar topics such as what I like and dislike

**Standards:** X interpersonal communication X interpretive communication X presentational communication X cultures ☐ connections ☐ comparisons ☐ communities

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<table>
<thead>
<tr>
<th>Purpose/Time</th>
<th>Procedure with detailed description and examples/questions</th>
<th>Props/Notes/Reflections</th>
</tr>
</thead>
</table>
| Setting the stage/review (2 minutes) | • Handout vocabulary list  
• Greeting  
• Introduce 日 and 月 characters  
• Ask students Jīntiān jǐ yuè jǐ hào? Then have them ask each other. | PPT, vocabulary list, encore sound recording |
| Comprehensible input (3 minutes) | • Transition to zuótian and míngtian, repeat  
• Asking Zuótian jǐ yuè jǐ hào? Jīntiān jǐ yuè jǐ hào? Míngtian jǐ yuè jǐ hào? (3 - 5 times each), chorus repeat after each student answers  
• Introduce xīngqī and days of the week ; repeat and quiz, quiz again with blank calendar | PPT |
| Guided practice (10 minutes) | • Give students paper with Mon, Tue, etc. then have each come to the front by calling day in Chinese  
• In circle students say days of the week in order.  
• Students hand paper left and say day starting with Monday; then have students sit down  
• Then flash English days of the week for students to say  
• Using the same calendar page on PPT, ask students Jīntiān xīngqī jǐ? Zuótian xīngqī jǐ? Míngtian xīngqī jǐ? Ask students  
• Transition with ”You Tube” cute pandas music; hand panda books around | Paper with Eng day of week; 2 panda books |
| Comprehensible input (10 minutes) | • Introduce dòng wu. Show PPT of individual animals and introduce vocabulary: māo, gǒu, yú, xióngmāo.  
• Ask students Nǐ yǒu māo ma? Nǐ yǒu gǒu ma? Nǐ yǒu yú ma? Nǐ yǒu xióngmāo ma?  
• Using PPT slide, have students ask each other above questions | PPT |
| Comprehensible input (10 minutes) | • Repeat animals with measure words, first single then multiple, students repeat | |

1
| (10 minutes) Guided practice | • Ask students how many pets they have Nǐ yǒu jǐ zhī . . .? Nǐ yǒu jǐ tiáo . . .? Include xiōngmāo to check understanding and distinction with māo.  
• Charades: Divide class into two teams, have students act out an animal while the others guess |
| Comprehensible input (2 minutes) Guided practice | • Introduce kě ài showing PPT of cute dogs, cats, baby; then bù kě ài with pictures.  
• Using PPT ask students Tā kě ài ma? Eliciting both kě ài and bù kě ài.  
| Comprehensible input (2 minutes) | • Introduce xǐhuān. Nǐ xǐhuān ma? Using PPT slide.  
• Model and then ask students Nǐ xǐhuān māo ma?  
| Comprehensible input (10 minutes) | • Teachers model with Q & A then ask students using PPT slides, recycling animal vocabulary and reviewing previous.  
• Give students survey to interview a classmate about what s/he likes.  
• Teachers model presentation. Students will then present to the class.  
| Application and extension (2 minute) | • Tell students they are cōngmíng and show Einstein.  
• Handout homework assignment and go over first one.  
| | Stuffed toy | worksheet | PPT homework |