M18 CPI Lesson Plan

**Target Students:** middle school students  
**Target Proficiency Level:** Novice-Low  
**Lesson Topic:** weekend activities  
**Lesson Objectives:** Students will be able to understand weekend and activities. Then, they can use simple responses on familiar topics such as what I want to do and what other people like to do the same as he/she does.

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

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<th>Purpose/Time</th>
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| **Setting the stage/review** | • Passing new vocabulary handout  
• Greeting and introducing agenda  
• Introduce writing character  
• Students will watch the animated characters.  
• Passing Radical Practice handout  
• Students will find the radical standing person first, then, combine the standing person with  
also and 门  
• Ask students  
Jìntiān xīngqì jǐ?  
Míngtiān xīngqì jǐ? (1-2 times)  
When student response tomorrow is Saturday, I will transition the topic to weekend. | PPT                      |
| (1 minutes)                  | Transitions                                                                                                               |                         |
| **Comprehensible input**     | • Transition to weekend, asking  
Zhōumo, Nǐ xiǎng zuò shénme? (3 - 5 times each)  
• Introduce 学习/看书/休息/玩儿/玩游戏/上网/打电脑/看电视(in pinyin format)  
| (3 minutes)                  | Guided practice (10 minutes)                                                                                              | Print out 9 pages of 8 vocabulary |
| **Comprehensible input**     | • Teacher demo how to play musical chair (6 chairs for 7 students). This game will help students recognize the picture and sounds of the new vocabulary. Then, teacher put the paper with picture and vocabulary on students table. Then, the teacher calls out new vocabulary, have students each come to the front by sitting on the chair with the only correct vocabulary paper in their hands. |                         |
| **Comprehension check (1 minute)** | The student who didn't find the chair will stay in the front and say the next words.  
- Teacher will show the new vocabulary PPT without words  
- Teacher demo to look at the picture and say the word.  
- Then Check 2 students.  
- The last student will be the first game player for the next Charades. This will be a transition to the next game.  
- Charades designed to help them speaking out the words.  
- Introduce charades: let one student read through the rule of game in English (loudly)  
- Teacher will sign up a student as score keeper. Then, the teacher will mode one vocabulary, the team gets the fastest will win one point.  
- Have student sits on the floor and split group into 2 teams. Then LCD flash the new vocabulary to the first game player ONLY, she/he will look at the picture and use body language to show two teams.  
- Teacher will ask “Nǐ xiǎng zuò shénme?” The game player says “wǒ xiǎng … (acting out the word)” The winning team will win the points. |
| **Guided practices (5 minutes)** | 1 Teacher explain the “Wǒ xiǎng … ...” sentence structure. Pronoun + Verb + ..., Using the same PPT, then talk with full sentences.  
2 Checking students and make sure that they can see the full sentences |
| **Comprehensible input (5 minutes)** | 1 Teacher explain the “Wǒ xiǎng … ...” sentence structure. Pronoun + Verb +..., Using the same PPT, then talk with full sentences.  
2 Checking students and make sure that they can see the full sentences |
| **Guided practice (10 minutes)** | Pictionary  
1 Use the same picture without the pinyin to one student, this student has to go to the board and draw a picture with person and action that will make the team says the full sentences.  
2 Teacher will ask “Nǐ xiǎng zuò shénme?” The game response in full sentences, then the winning team will win the points. |
| Comprehensible input (3 minutes) | • Teacher models Q & A, then ask student personal question based on PPT slides, recycling vocabulary.  
 • Teacher model how to interview and write down the notes on the survey.  
 • Checking three students know how to ask that questions. For example, let them ask the teacher.  
 • On PPT, show the questions, then, teacher asks one student to answer.  
 • Give students survey to interview three classmates about what activities they both like to do in the weekend.  
 • Then, teacher model how to present to the class.  
 • Make sure that student will use “Ta” when they presenting the survey.  
 • Students will then present to the class. | PPT |
| Guided practice (5 minutes) | | |
| Wrap up (2 minute) | • Wrap up with Chinese music  
 • Wo xiang ...?  
 “Mingtian shi zhoumo! Mei you zuoye!” | PPT and Youtube video |