



**DAILY LESSON PLAN TEMPLATE**

Level: (elementary, middle, high school) or Grade:

Lesson Plan Theme/Topic:

Standards Addressed:

Major Standards: \_\_\_\_\_

Supporting Standards: \_\_\_\_\_

**Goals:** (*What do you expect the students to be able to know and do?*)

Students will be able to (Can do statements):

**Formative Assessments:** (*How will your students demonstrate that they have met the goals? How will they assess themselves?*)

**Key Content:** (*What key elements will be learned or practiced?*)

Vocabulary:

Skills:

Culture:

Resources, Instructional Materials, Technology:

**STEP BY STEP PROCEDURE** (*the learning activities or tasks*):

Setting the Stage (Lead-In or Warm-Up): (*How will you introduce the lesson by activating students' prior knowledge, tapping in to their interests, or recycling previously learned content?*)

**Guided Practice:** (*In what activities will you engage the students to help them learn and practice the content?*)

Strategy	Content

**Independent Practice:** (*What activities will students perform on their own*)

Strategy	Content

**Closure:** (*Reflect or Cool-Down Set*):

**Differentiation:** (For students with varied learning styles, abilities, needs):

**Possible Connections To Other Subjects:**



## CHINESE GUEST TEACHER PROGRAM, '09

### DAILY LESSON PLAN TEMPLATE

**Level:** (elementary, middle, **high school**) or Grade:

**Lesson Plan Theme/Topic:** **Allons au restaurant!** (*Let's go to the restaurant!*)

**Standards Addressed:**

Major Standards:

Standard 1.1: Students engage in conversations, provide and obtain information.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics

Supporting Standards: 2.1 and 2.2 Cultures. Students demonstrate an understanding of the relationship between practices and perspectives, and products and perspectives of a culture.

**Goals:** (*What do you expect the students to be able to know and do?*)

Students will be able to: a) greet people in a restaurant and get a table.

b) identify some items on a menu.

c) order something to eat for lunch.

**Formative Assessments:** (*How will your students demonstrate that they have met the goals? How will they assess themselves?*)

- observation of students greeting each other
- comprehension check--students categorizing vocabulary in groups (drinks, main courses, desserts, restaurant)
- spot check grades (4-6 students) from pair groups role playing scene in restaurant

**Key Content:** (*What key elements will be learned or practiced?*)

Vocabulary: Greeting and titles: *bonjour, monsieur, madame, mademoiselle*; verb phrases: *entrez, asseyez-vous, vous aimez manger*; foods: *les plats, steak-frites, la pizza, le riz-saussions, la salade composee, les boissons, le vin, le café, le thé, la bière, les desserts, le gateau, la glace, les crêpes, le fromage*; le restaurant: *le chef, le bistro, la carte, la table*

Culture: Recognition of how foods are listed on a menu; types of food one might see on a menu, greetings by handshake or kisses, greetings by using title and no name.

**Resources, Instructional Materials, Technology:** Props: chef's hat, towel, paper plate, plastic ware, PPT slides of a restaurant and food from France.

**STEP BY STEP PROCEDURE** (*the learning activities or tasks*):

*Take attendance.*

Anticipatory Set (Lead-In or Warm-Up): (*How will you introduce the lesson by activating students' prior knowledge, tapping in to their interests, or recycling previously learned content?*)

Teacher shows PPT photos of restaurant and foods in France. Students already know how people greet each other in U.S.

**Guided Practice:** (*In what activities will you engage the students to help them learn and practice the content?*)

Strategy	Content
1. Teacher acts out how people greet in France, using new vocabulary, students repeat words. Teacher asks individual students to greet other student while class watches. Students greet their neighbors. 2. Teacher plays the role of a chef to set the mood and teach some action words. 3. Teacher presents food vocabulary by showing photos and a) asks students to repeat, b) asks either/or questions ( <i>is this a drink or a dessert?</i> ). 4. Teacher asks students what category (drinks, main courses, etc.) the words fit into. 5. Students work in pairs to categorize the vocabulary on paper. 4. Students work in pairs to order from a menu.	Greetings, titles  Food and restaurant vocabulary

**Independent Practice:** (What activities will students perform on their own)

Strategy /Content  Students work together to create and perform a role play activity in a restaurant.
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**Closure** (*Reflect or Cool-Down Set*):

- Students self-assess to see if they have met the goals. Students set new goals.

**Adaptations** (For Students With Learning Disabilities):

- Students could be responsible for learning less vocabulary.

**Extensions** (For Gifted Students):

- Students could use an authentic menu which has more vocabulary.



**CHINESE GUEST TEACHER PROGRAM, '09**

**UNIT PLAN TEMPLATE**

**Level:** (elementary, middle, high school) or Grade:

**UNIT THEME:** \_\_\_\_\_

**Standards Addressed:**

Major Standards: \_\_\_\_\_

Supporting Standards: \_\_\_\_\_

**GOALS:** *(What do you expect the students to be able to know and do?)*

Students will be able to:

**SUMMATIVE ASSESSMENT/PERFORMANCE TASK(S):** *(How will your students demonstrate that they have met the goals? What IPAs, integrated performance assessments, will they do? How will they assess themselves and set goals?)*