



Lesson Plan Template

Date	Content area	Grade Level	Estimated time for lesson
March 1, 2022	Website	Mandarin I	102 minutes
Objective: <i>What will students know and be able to do by the end of the lesson?</i>			
Students will be able to name different parts of the body in Mandarin, correctly point to their body parts when hearing them, and respond accordingly to the body's commands by the end of the lesson.			
State Standards: <i>Which state standards will this lesson be addressing?</i>			
Formative Assessments: <i>How will I check for understanding throughout the lesson?</i>			
Listen and speak, group work, singing, presentation.			
Materials: <i>What materials or supplies will need to be prepared?</i>			
Handouts, Flash cards, Slides, Videos, Paper, Pencils			
Vocabulary: <i>What specific vocabulary words and concepts will be taught during this lesson?</i>			
<p>Vocabulary: shēn tǐ 身体, tóu 头, ěr duo 耳朵, yǎn jīng 眼睛, bí zi 鼻子, zuǐ bā 嘴巴, dù zi 肚子, shǒu 手, jiǎo 脚, jiān bǎng 肩膀, tuǐ 腿, xī gài 膝盖, shǒu bì 手臂, bó zi 脖子, tóu fā 头发, máo 毛, wěi bā 尾巴, kāi xīn 开心, pāi shǒu 拍手, duò jiǎo 跺脚, zhēn bàng 真棒</p> <p>Sentence Patterns: 1. Tā yǒu... 它有..... 2. Tā de...shì...它的..... 是..... 3. Rúguǒ nǐ kāi xīn, nǐ jiù gēn wǒ pāi pāi shǒu. 如果你开心, 你就跟我拍拍手。 4. Rúguǒ nǐ kāi xīn, nǐ jiù gēn wǒ duò duò jiǎo. 如果你开心, 你就跟我跺跺脚。 5. Rúguǒ nǐ kāi xīn, nǐ jiù gēn wǒ dà shēng hǎn "zhēn bàng". 如果你开心, 你就跟我大声喊“真棒”!</p>			

Do Now: (Activate prior knowledge/Anticipatory set)

How do you activate student learning?	Estimated time:	Teacher Actions and pre-planned questions	Student actions including active engagement strategies/ expectations
	10 minutes	1. Bell work. Blooket game for colors. 2. Show pictures the Beijing Winter Olympics mascot--Bing Dwen Dwen, ask what it is by pointing to its hand and ask what color it is and what it is called in Mandarin.	Students will be able to say it is the mascot of the 2022 Beijing Winter Olympic Games and that it is a panda and its colors in Mandarin.

I do: (Direct Instruction/Modeling)

How does the concept develop? How will you make connections to previous learning?	Estimated time:	Teacher Actions and pre-planned questions	Student actions including active engagement strategies/ expectations
	30 minutes	1. Use the picture of Bing Dwen Dwen, ask Ss its color and introduce its body parts one by one by pointing to them. 2. Show the picture of Shuey Rhon Rhon, the mascot of the Beijing Winter Paralympics and get Ss to introduce its body parts and its colors 3. Show the picture of a human	1. Students are expected to repeat the language and tell its color. 2. Students can introduce the body parts of Shuey Rhon Rhon with their partners. 3. Students will be able to name the body parts of a human being.

		being and get Ss to name the body parts to learn more vocabulary: jiān bǎng 肩膀, tuǐ 腿, xī gài 膝盖, shǒu bì 手臂, bó zi 脖子, tóu fā 头发 4. Watch two video clips to learn body parts and consolidate their pronunciation and understanding.	
		Check for understanding	Listen and Read, Questions and Answers, Pair Work

We do:(Guided Practice)			
How will students develop understanding? How will they interact with concept? How will I know that students are making progress towards the objective(evidence)?	Estimated time:	Teacher Actions and pre-planned questions	Student actions including active engagement strategies/ expectations
	40 minutes	1. Singing. Learn to sing two songs: 1) Head, Shoulder, Knee and Foot. 2) If you are happy and you know it, clap your hands. 2. Dancing. Dance to the two songs we've just learned, 3. Write down the body parts of a tiger in the picture so as to learn máo 毛, wěi bā 尾巴. 4. Mark down the body parts of the pictures of Bing Dwen Dwen and Shuey Rhon Rhon that they previously drew.	1. Students will be involved in singing. 2. Students will actively follow the music to sing and dance, which will impress them with the body parts. 3. Students will be interested in learning more new words when describing an animal. 4. Students will be engaged in using the target language to complete their own drawings.
		Check for understanding	Questions and Answers; Get close to Ss and offer help if they get stuck.

You do: (Independent Practice/small groups)			
How will students demonstrate their learning? How will you support all students/ levels of cognition? What instructional adjustments will you make when students don't understand?	Estimated time:	Teacher Actions and pre-planned questions	Student actions including active engagement strategies/ expectations
	25 minutes	1. Learn two sentence patterns: Tā yǒu... 它有.....Tā de...shì...它的..... 是... to help introduce their drawings of Bing Dwen Dwen or Shuey Rhon Rhon. 2. Group-work. Introduce their drawing of Bing Dwen Dwen (body parts + colors) to each other. 3. Record their presentation using the target language.	1. Ss will be engaged in the group-work because they've been working this project for a week. 2. Ss would like to film their presentation and are eager to watch their own performance.
		Check for understanding	Offer help if necessary.

CLOSURE			
How will you provide closure to the lesson? How will students reflect on their learning progress?	Estimated time:	Teacher Actions and pre-planned questions	Student actions including active engagement strategies/ expectations
	2 minutes	Turn in their work to google classroom. Get ready to vote for the best video tomorrow and find the gap between each other.	Students will look forward to watching each other's video.
		Check for understanding	Presentation