**Mandarin Chinese**

Teacher Chen Jinyun Grade level 10,11,12

Lesson title Clothing

Time length: 50 minutes

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| Step 1—Desired Results |
| *Standard Outcomes for Learning (ACTFL Standard 1.1)—Answer’s the question, what should students know, understand, and be able to do as a result of the lesson?*  After the class, students will be able to  1. recognize and recite 12 new vocabulary about clothes  2. speak fluently what colored clothes they wear;  3. ask how much clothes are and learn how to bargain ;  4. build the concept of Chinese currency RMB and reasonable prices for clothes. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  1. Students will choose the right flash card when the teacher asks them;  2. Students will ask “how much is it” fluently and give a reasonable price in class activity ;  3. Students will play the roles of “buyers” and “sellers” to buy or sell clothes in a shopping center ;  4. Students will introduce what clothes they wear and what colors they are to the class;  5. Students will complete the worksheet 100% right. |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  1. Warm up (5 minutes)  A. Review numbers. Send fake money to students randomly and ask them to count how much have they got.  B. Lead in.  Ask students what they can buy with the money they have. Students then list things they want to buy and discuss with their partners. When students consult me, give them the general price of the item they want to buy.    2. Present lesson objectives to students (3 minutes)  A. Present the objectives for this lesson:  Students will be able to  -recognize and recite 12 new vocabulary about clothes ;  -ask how much clothes are and learn how to bargain ;  -have the concept of Chinese currency RMB and reasonable prices for clothes.  B. key sentence patterns students should learn:  -How much is it？多少钱？  -It’s two hundred and twenty five. 一百二十五元。    - Can it be cheaper? 可以便宜一点吗?  -No. 不行 or yes，two hundred. 可以，两百元。  3. Presentation(15 minutes)  A. Present all different clothes in the front of the class. Say the word when picking up the clothes. Invite students to repeat after me. Then ask the question “who wears boots?” All the students who wear boots have to stand up and put up their hands shouting “I wear boots!” Repeat this step until going through all the new vocabulary. (5 minutes)   1. Show time. Each student will say one sentence introducing what clothes they wear and what color it is. For example, I wear red shirt and blue jeans today. (5 minutes) 2. Memory competition. Create a SMART Board interactive activity (Pairs) for both groups taking turns to match. The group who successfully match all pairs will win.(5 minutes)   4. Practice (18 minutes)  A. Flash cards. Students choose their favorite clothes and make Chinese flash cards and price tags for all the clothes on the desk.( 5 minutes)  B. Pair work. Send students dialogue sheets with the key sentence pattern and ask them to practice the dialogue. (3 minutes)  C. Role play. Set the situation of an open shopping market. One group of students will be sellers and the other group of students will be buyers. Students will use the fake money to buy clothes and they need to bargain. (10 minutes)    5. Product (7 minutes)  A. Send students worksheets with different clothes in English and ask students to fill in blanks with the Chinese characters and pinyin. (5 minutes)  B. Reflection note: What have I learned today? Students will reflect and write down what they learned this class. (2 minutes)  6.Assignment (2 minutes)  Do online research about clothing traditions of Chinese 56 minority groups. Pick one minority group to give a presentation. |
| Step 4—Reflection |
| *What happened during my lesson? What did my students learn? How do I know?*  *What did I learn? How will I improve my lesson next time?*  The best parts of this lesson were the memory competition and role play. The memory competition was designed by me on SMART Board interactive class activities tool. It’s so popular with my students. Another one is role play which is always working well with my students. They learn more and practice more when taking roles in a set situation. |

Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD,