January 9th, 2015 **Etowah High School**

**Teacher Haiyan Wang Grade level Chinese 1**

**Lesson title Animals and their features**

|  |
| --- |
| 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?*   1. The students should be able to go over the vocabulary words about animals, food and body parts, getting ready for the questions and answers with simple sentence structures. 2. The students should be able to make a short conversation freely and independently in Mandarin Chinese, concerning the topics of animals, their body features and their favorite food. 3. The students should be able to ask and answer questions about what kind of animals they are, what they can do and what food they like to eat. 4. The students should be able to go over the vocabulary words of animals, the actions and act them out in the game of Guess Who Am I. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   1. The students will tell the meanings of certain Chinese characters of animals, food and body parts. 2. The students will start short conversations in groups to practice questions and answers of who I am, can you fly, do you have long ears, do you live in the ocean, what do you like to eat, getting familiar with the sentence structures. 3. The students will do group oral practice of questions and answers, using the sentence structures above. 4. The students will practice and act out the recognition of the Chinese characters of the vocabulary words in the game of Guess Who Am I. |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   1. Warm up. ( 5 minutes )   Daily routine greetings and small talk in Mandarin Chinese between the teacher and students as they come into the classroom and are seated.   1. Vocabulary warming up. ( 10 minutes )   Students do the vocabulary words list words about animals, food and body parts, going over the Chinese characters, their Pinyin and also the English meanings and getting ready for the oral practice.   1. Question and answer practice in groups. ( 15minutes )   Students are divided into groups and are given colored notes with questions, practicing questions and answers concerning the topics about animals, food and body parts, using the sentence structures above. Make sure all of them take turns to ask and answer different questions to get prepared for a short conversation freely and independently in Mandarin Chinese.   1. Students are given colored notes with questions and instructions, getting familiar with the sentence structures, asking and answering questions who I am, can you fly, do you have long ears, do you live in the ocean, what do you like to eat.(15 minutes) 2. Students play the game of Guess Who Am I, practicing the sentence structures. ( 10 minutes )   Students are divided into three teams to take part in the game. Each team will take turns to come to the front, have a short conversation, and try to guess what kind of animal they are talking about. |
| 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?*   1. The question notes in the group oral practice helped them a lot to get familiar with both the vocabulary words and the sentence structures. 2. Most of the students made great progress with the recognition of Chinese characters and did a good job. 3. Differentiated instruction was helpful in the group practice, especially for the top students and those who need more practice to keep up with the others. 4. Students love playing games! And we should try more new games! |