March 12th, 2015 **Etowah High School**

**Teacher Haiyan Wang Grade level Chinese 1**

**Lesson title Work and Occupations**

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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?*   1. The students should be able to go over the vocabulary words about work and occupations, family members, getting ready for the questions and answers with simple sentence structures. 2. The students should be able to go over the vocabulary words of work and occupations, act them out in the game of Charade and Pictionary. 3. The students should be able to ask and answer questions about what their family members are, what they would like to do as a career in the future. 4. The students should be able to make a short conversation freely and independently in Mandarin Chinese, concerning the topics of work and occupations, family members. |
| 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 work and occupations and family members. 2. The students will practice and act out the recognition of the Chinese characters of the vocabulary words in the game of Charades and Pictionary. 3. The students will start short conversations in groups to practice questions and answers of what their family members are, what they would like to do as a career in the future, getting familiar with the sentence structures. 4. The students will do group oral practice of questions and answers, using the sentence structures above. |
| 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 work and occupations, family members, going over the Chinese characters, their Pinyin and also the English meanings and getting ready for the oral practice.   1. Students play the game of Charades and Pictionary. ( 10 minutes )   Students are divided into three teams to take part in the game. Each team will take turns to come to the front, act out or draw out to let others try to guess what kind of work and occupations they are about.   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 work and occupations, family members, 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 of what their family members are, what they would like to do as a career in the future, getting familiar with the sentence structures, asking and answering questions.(10 minutes) 2. Students give presentations of the conversation in groups. (5 minutes)   Students are divided into three groups to come to the front and give the performance independently. |
| 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. More challenge should be given to the top students next time! |