**Lesson Plan**

Teacher’s name: Ying-Yi Chang Grade level: 1st Language level: beginner

Lesson title: family members

| **Step 1—Desired Results** |
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| **Lesson goals**  *What should students know, understand, and be able to do as a result of the lesson?*  Students will be able to know how to introduce their family members in Mandarin. |
| **Essential Questions**  *What leading questions can you ask of students to get them to understand the Big Ideas?*  Who is he/she? 他是誰？ Tā shì shuí ？  He’s /She’s my\_\_\_\_.他是我＿＿。 Tā shì wǒ ＿＿. |
| **Lesson Objectives**  *Identify General Learner Outcome (GLO)*   1. Students will be able to listen and do the actions of family members. 2. Students will be able to read the family members -爸爸bà bà, 妈妈mā mā, 姊姊jie jie, 弟弟dì dì, 爺爺yé yé, 奶奶nǎi nǎi 3. Students will be able to ask “Who’s he/she?” and answer “He’s /She’s my\_\_\_\_.” |
| **Step 2—Assessment Evidence** |
| **Performance task** *— What will students do to show what they have learned?*  *Students can listen and do the actions of family members.*  *Students can read the family members in Mandarin.*  *Students can ask other students’ family members in Mandarin.*  **Performance criteria** *— How good is good enough to meet standards?*  *Students can finish the task in the class.*  *Students are willing to participate in all the activities.* |
| **Step 3—Learning Plan** |
| **Materials needed: Flash card, toy, PPT** |
| **Learning activities**  *Step by step instructions from start to finish (including amount of minutes needed per activity), and detailed enough for another teacher to follow. What teaching methods/activities will you be using?*  *Greeting and do the roll call(2 minutes)*  *(1)Warm-up: Students dance a Mandarin greeting song.(2 minutes)*  *(2)Presentation: Teacher tells a story of “Goldilocks and the Three Bear” and also keeps repeating the family members(4 minutes)*  *(3)Practice:*  *Activity 1: Listen and do(3 minutes):*  *Teacher asks some of the students to say one word and the other students do the actions to make sure students know the meaning and respond with the correct actions. (listening skills)*  *Activity 2: Look and say(4 minutes):*  *Teacher asks some of the students to do the actions and the other students say the words. (speaking skills)*  *Activity 3: Read and pass the ball (4 minutes):*  *Students pass the ball to each other while practicing saying the target vocabulary.*  *Activity 3: Zombie game(7 minutes):*  *The zombies sneak into the house and the students need to say the names of family member to save their life. Teacher shows the flash cards quickly and students read the word. When there is a zombie on the flash card, students have to lower their heads and hide.*  *(4)Wrap-up: Students sing a family member chant and do the actions together (3 minutes)* |
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| *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?*  *(THIS SECTION CAN BE FILLED IN AFTER YOU HAVE CONDUCTED YOUR LESSON AT THE WORKSHOP)*  ***What happened during my lesson?***  *Students like the story and they tried very hard to predict it. They also like the zombie game so much and they want to play it again and again. They did not even notice that we were practicing the same words many times.*  ***What did my students learn? How do I know?***  *Students learn about the name of family members and they can read the words, and also do the actions of all the family members. Besides, they can sing the chant easily and they can follow me when I changed the speed of the chants.*  ***What did I learn? How will I improve my lesson next time?***  *I found students will engage in the activity more when the teacher set a scenario or tell a story to make them excited and they are more willing to practice in the class.* |