October 3rd, , 2014 **Etowah High School**

**Teacher Haiyan Wang Grade level Chinese 1**

**Lesson title Countries, Colors, Body Parts and Instructions**

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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 make a short conversation freely and independently in Mandarin Chinese, concerning the topics of greetings, questions and answers about names, favorite countries, colors and numbers. 2. The students should be able to say out the colors of the national flags in different countries. 3. The students should be able to recognize and understand the meanings of certain Chinese characters, such as mouth, eyes, hand, observe their components and find their connections with the the features of the corresponding body parts. 4. The students should be able to act out the touch **head, shoulder, knees and toes** game with other instructions such as put up, clap, nod, shake, put down, clap, stomp corresponding body parts independently and creatively after the teacher’s demonstration with the first group of students and summarize the English meanings of the body parts and observe the similarities and differences in numeral and descriptive words before the nouns between Chinese and English. 5. Play the game Ms. Wang says (Simon says) to practice immediate reactions to instructions with body parts. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  1. The students will start a short conversation in groups to practice the greetings.  2. The students will go over the meanings of certain Chinese characters of  countries, colors and body parts.  3. The students will go over the meanings of body parts they learned in  the last lesson, follow the teacher’s demonstration of **Head, Shoulders, Knees**  **and Toes** with the first group of students and then act out the game on their  own, gradually adding more body parts and instructions into the  presentation, trying to imitate and say out the different body parts and give  instructions in Chinese.  4. The students will be given demonstration of Ms. Wang says and then act out  on their own in a circle. |
| 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.  2. Question and answer. (5 minutes)  Practice the questions and answers in their handouts, first the teacher ask,  the students answer, and then in groups between the students themselves.  *Questions in the handouts are those about the date and day of today, their name,*  *nationality, colors and body parts,*  3. Say out the colors of the national flags in different countries on the poster.  (5 minutes)  4. Game for oral communication. (15 minutes)  The students act out the touch **head, shoulder, knees and toes** game with  other instructions such as put up, clap, nod, shake, put down, clap, stomp  corresponding body parts independently and creatively after the teacher’s  demonstration with the first group of students and summarize the English  meanings of the body parts and observe the similarities and differences in  numeral and descriptive words before the nouns between Chinese and  English.  5. Presentation game of Ms. Wang says. (20 minutes)  A.) The students will be given demonstration of Ms. Wang says, practicing the  body parts with certain instructions and then act out on their own in a  circle.  B.) Students play the game ... says (Simon says) to practice immediate  reactions to instructions with body parts in their own way.  6. Questions for summary. (5 minutes)  A.) What countries, colors and body parts have you learned in Chinese ?  B.) What kinds of adjectives are used after the numeral but before the body  parts in Chinese?  C.) How do you express the number of body parts in English?  D.) What are the differences between the two languages in terms of numeral  and measure words before the nouns? |
| 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 students did a good job in the oral presentation by standing in a circle and giving instructions. It was the first time we tried the Simon Says, but they really mastered the game with Chinese instructions and some quick learners were able to play the game creatively, adding more Chinese instructions we had learned from Chinese rhymes and songs before.   2. It is comparatively easier for them to grasp the pronunciation of countries and colors, but not the Chinese characters. But I will ask them to memorize only the characters of colors and some of the easy names of countries.  3. It is a pity that we had no time left for the summary of the questions, but we ill finish it next period.  4. It proved from the quiz about Chinese characters of body parts and instructions later that they learn much better from actions and movements.  5. The next step is to help them learn about Chinese characters in an interesting way. |