**School: Andasol Elementary**

Teacher Wu Yan Grade level 2nd Grade

Lesson title Chinese Zodiac Animals

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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. *Students are able to retell the story of “the Great Race”*
2. *Students are able to say the 12 animals in Chinese from the first one to the last one.*
3. *Students are able to know the Chinese Zodiac personality traits.*
4. *Students are able to guess sb’s age by his/her zodiac animal sign.*
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| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?****Activity 1:*** *Let students watch a video about the Great Race and the retell the story. Each student retells one animal.****Activity2:*** *The teacher show the picture of Zodiac Circle on the board and says the animal’s name in Chinese. The students can touch the right one quickly.****Activity3:*** *Students ask a person’s animal sign and guess his/her personality traits.* |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*1. *Let students watch a video about the Great Race and the retell the story. Each student retells one animal.*
2. *Teach how to read the 12 animals in Chinese. Combine numbers and Zodiac animals together. Girls say “the first”, then boys say “shu” in response. Both of them say in Chinese. Then exchange the roles.*
3. *Talk about the Chinese Zodiac personality traits and find out their friends or family members’ animal signs and their personality traits.*
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| 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.**After watching the video and retell the story, the students can speak out the 12 animals in order very easily. Telling stories is a good away to teach kids.* |

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