**Lesson Plan**

Teacher: Xie Fen

Grade : Grade 1

Level: Novice

Time: 90 minutes

Teacher materials: 1. Slides: Spring Rain(poetry)

2. worksheets: Imitation writing

Lesson title Spring Rain

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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?*  Teaching objectives:   1. Students will be able to appreciate the rhythm and significance of the Chinese poetry. 2. Students will be able to imitation write one sentence of the poetry. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  Students are able use the sentence pattern to express their love to the spring rain. |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  1. Lead-in:  (1) Teacher plays the sound of the spring rain and asks the students to guess what it is.  (2) Teacher presents the topic of the poetry on the white board and leads the students to read it three times.  2. Presentation:  (1) Teacher plays the PowerPoint once and asks the students what they hear and see.  (2) Teacher plays the slide one by one and acts it out. And teacher asks specific question about each slide.    3. Practice  (1) Teacher reads each slide and acts it out, and then asks the students to follow suit.  (2) Teacher acts out the whole poetry and encourages the students to do it with the teacher.  (3) At the end of the poetry, Teacher adds one more sentence like “Xie Laoshi shuo, xia ba xia ba, wo yao you yong.” (Ms. Xie says, “Rain, please rain, I wanna swim.”) and does the action at the same time.  (4) Teacher encourages the students to make a sentence with the sentence pattern. (Teacher may point to one student and lead the sentence by saying “\_\_\_ shuo, xia ba xia ba, wo yao \_\_\_\_\_\_\_\_\_.”  (5) Teacher presents the worksheet, which is shaped as a raindrop, and explains the instruction by modeling it step by step.  (6) Students work at the worksheet. Teacher will write the new words on the post-in note and ask the students to copy them when they ask for help.  6. Reflection  (1) When all the students are done, teacher asks them to sit in a circle and take turns to present their worksheet. When one is presenting, the others are asked to listen attentively and assess it by showing the fingers.  (2) Students are asked to present their work on the bulletin board outside of the classroom, which is themed “Spring Rain). |
| 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. How does teaching poetry come to my mind? All is about the weather in Washington State. Sometimes it rains a few times a day, while sometimes it rains all week along. It just reminds me of this beautiful Chinese poetry themed spring rain. 2. Actually before I taught this poem to the whole class, two of them had already learned it for the Chinese Language and Talent Competition. Thus it looks much easier to present it since I suggested both of them to show in front of the class. 3. In terms of the rhythm of this poetry, students love it as soon as they got to learn it. With the help of massive pictures of spring rain, something imaginative and creative has been inspired. Thus, everyone ended up writing a cute sentence. 4. The presentation of the poetry on the bulletin board aroused the great interest to the teachers and students from other grads, which made my students pretty much proud of themselves. |