**Lesson Plan**

TCLP teacher’s name: Xing Tan Grade level: five and six Language level: BEGINNERS

Lesson title: Colors and Peking opera song

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| **Step 1—Desired Results** |
| **Lesson goals**  *What should students know, understand, and be able to do as a result of the lesson?*  The students will be able to say five colors in the lyrics and sing the song in mandarin. The students will also be able to tell which color in the Peking opera stands for what kind of character. |
| **Essential Questions**  *What leading questions can you ask of students to get them to understand the Big Ideas?*  *Peking opera is a treasure in Chinese culture, when the performers perform Peking opera, they will get their faces painted. What does different colors stand for in Peking opera? We will learn a song about this.* |
| **Lesson Objectives**  *Identify General Learner Outcome (GLO)*  Students will be able to:  Talk about five colors which appear in this song  Understand that different colors in Peking opera stand for different characteristics  Learn the stories about historic figures in china  Learn the lyrics by heart and sing this song |
| **Step 2—Assessment Evidence** |
| **Performance task** *— What will students do to show what they have learned?*  **Performance criteria** *— How good is good enough to meet standards?*  Match games: students will do a match game to show whether they understand the lyrics of the song. They will match each line of the lyrics with the Peking Opera mask.  They will match the colors with the Chinese characters which stand for that color.  Lyrics relay: the teacher will draw out one student to speak one lyrics of the song and then next student will speak the next line. Students will keep being called until the whole song finished. This will exam whether the students learn the lyrics by heart.  Sing the song in groups: students will work in groups to help each other understand the lyrics and learn it by heart. Then they will sing this song in groups. The teacher can check whether the whole group masters the song. |
| **Step 3—Learning Plan** |
| **Materials needed**  **Flash cards**  **Computer**  **Pictures about Peking Opera mask**  **Speaker**  **Projector** |
| **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?*  *1) Let students watch a video about the Peking opera mask and the music video about the song. So students will get to know the melody of the song and they can observe what kind of mask appeared in the video. 5mins*  *2) The teacher will explain the meaning of the lyrics and talk about different colors stand for different characteristics. And tell students about the famous stories about the historic figures in this song.5mins*  *3)Break lyrics into small sentences and use the teacher say and students repeat method to let students get to know the lyrics and then give students 3 minutes to practice the sentences with their partners.*  *4) Let students do the “ find the right one” game. The teacher will put several cards which have the lyrics. One student will close his or her eyes The other students will use low voice or high voice to help him or her find the right card. 5 mins*  *5) Put all the cards contain the lyrics in front of the class and give the students some time to memorize it. And the teacher will pull one out and let students guess which line is missing. 5mins*  *6) Give students a paper contain all the lines and different Peking Opera mask and let students do the match. In this way, the teacher can check the students whether they understand what the song talking about.10mins*  *7) let students match Chinese characters with the colors appear in the song.5 mins*  *8) let students work in pairs and sing the song in groups.10mins* |
| **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?*  *Some student thought the this song is too hard to learn but after we break it down into small parts, students find it is much easier.*  *Students are extremely interested in idea of different color stand for different characteristics. They keep asking me about which one is “ the good person” and which one is “ the bad”. But this question is hard to answer because some of the characters are too complicated to be either good or bad.*  *I use the games to check whether the students mater the lyrics and the meaning of the song and I find that playing games is a good way to engage students.*  *I will use more games to change the boring repeat into interesting games.* |