**School: Bodine High School for International Affairs**

Teacher Zou Feili Grade level Novice

Lesson title greetings and names

|  |
| --- |
| 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?*  •Communication:  1.SWBAT greet others in Mandarin.  2. SWBAT ask and introduce each other’s name.  •Connection  SWBATuse the phrases that they learn to chant a song. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  •Kahoot: greetings and names  •chant a song  •inner outer circle |
| *Step 3—Learning Plan* |
| *Learning activities - Answer’s the question, how do I teach it?*  1. Preparation and Materials:  1. an online Kahoot game with 5 questions  Q1:Do you know how Chinese people greet each other?  They bow to each other.  They shake hands.  They kiss each other's cheek twice.  Q2:When Chinese greet each other, do they still keep a certain distance?  Yes.No.  Q3:When the Chinese ask your name, what do they want to know?  Your family name.  Your given name.  Your full name  Q4:Which order is correct for a Chinese name?  family name +given name  given name + family name  Q 5:Which name do Chinese prefer to address?  given name  family name  2. six sets of word cards with six phrases and words written on them: 你好(hello)，名字(name)，你/我( you and I)，叫(say)，什么(what), 再见(goodbye)。  3. a power point of slides with pictures to show the meanings of the six phrases and words.  4. an online song of Chinese for Kids | Song to Learn 'Greetings' in 3 Minutes! Youtube link: <https://www.youtube.com/watch?v=0fm11XFw8uY&t=9s>  5.a video clip filming the song sung by the Teacher  **Warming up activity :** a Kahoot game to introduce the culture background of Chinese way of greeting.  **Presentation activity :** power point slides with pictures to show the meanings of the six phrases and words to present the six phrases: 你好，名字，你/我，叫，什么, 再见。  **Practice activity:** expert groups with same set of phrase come to the teacher to learn until all expert groups learn the sound of the phrase; then form a new group with all six phrases. Each expert with certain phrase teach other experts about his phrase and they exchang the learning. A group leader make sure every group member learn. Teacher walk around the classroom to check each group’s progress until every group member get six words.  **Presentation activity 1:** each group comes to the front and each member point to the picture with the phrase and pronounce the sound. They compete which group have more group members who can recognize and pronounce all the six phrases.  **Presentation activity 2:** Students follow the song in Youtube made by Chinese buddies and sing the Karaoke version together. Then Teacher invites students to come to the front to perform the song. The lyric of the song is as follows:  你好(hello)，你好(hello)，我叫Feili(My name is Feili),再见(goodbye)，再见(goodbye)，再见(goodbye)。你叫什么名字(What is your name)？你叫什么名字(What is your name)？你叫什么名字(What is your name)？ |
| *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.*  Overally, students enjoy the song the most among all the activities that I design. Some students are very sweet and talented in singing. They really participate to sing and dance with the beat, making the rest of us very cheerful. Although it is very daunting for them to speak something very foreign of the pronunciation of Mandarin, students are not shy and not so self-conscious when they begin to sing with the music. I do notice that for the intravert students, it is not easy for them to go out the comfort zone to come out and go to the front to sing in front of other classmates. Next time I will make a dialogue video with Kasey, my laison and let students to sit in the seat and form up their dialogues. Maybe in this way those intravert students will feel comfortable. |

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