ICC Chinese Lesson Plan

Teacher Ma Jianhong Grade level K1-6

Lesson title family title

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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 will be able to understand and say eight family titles in Chinese. 2. The students will be able to introduce their family member using “This is…” 3. The students will be able to listen to and learn a song “I love my family”. 4. The students will be able to have some idea of the three-member family structure. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   1. The students will be able to respond to and say family titles by engaging in various activities. 2. The students will be able to introduce their family members to others in Chinese. 3. The students will volunteer to sing the new song. 4. The students will tell some differences between Chinese and American families. |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  I. Lean-in work  Before playing a 2-minute clip of video “BBC Chinese Learning: Family”, ask the students to think about these questions:   1. How many people appeared in the video? 2. What family titles can you imitate?   II. Presentation  Present a family photo on the PowerPoint and show eight flashcards with a person, pinyin and Chinese characters to the students. Ask them to try to pronounce according to pinyin. Then ask them to read after the teacher.  III. Consolidation practice  Game 1 Invite two students to come forward and press a person picture on the hanging family picture which will produce different sounds when pressed The one who presses first and correctly according to what family title the teacher or a student says can get a point. The one who gets the more points can get a sticker.  Game 2. This is a punishment game. Invite eight students to come forward and each one holds up a family member card. The teacher or a student holding a big noodle stick starts with a mum, for instance. The student who is holding the mum card must say one of seven family titles; otherwise she or he will be hit with the noodle stick by the teacher or the student who is best in learning these family titles.  IV. Presentation of the sentence pattern “This is…”  Pointing to the teacher’s own family picture and introduce each member of the family to the class using the sentence pattern “This is..’  V.Activities  Ask the students to stick-draw their own family picture and introduce it to the class.  VI.Learning a song: I love my family  <https://www.youtube.com/watch?v=3JhsKruODts&t=42s>  VII. Discussion: How many kids are there in a Chinese family? Why  The students will have some idea of China’s one family policy. |
| 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?*  The students enjoy the punishment game most, but some students just kept silent and couldn’t say a family title so it is better to ask them to make a list of these family titles. As they are very eager to participate, they will try to memorize them. In the meanwhile the game will be more fun. |