Notre Dame Catholic School Chinese Lesson Plan

Teacher Wang Liuqing Grade level Pre-K to G8

Lesson title Body Parts

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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 can say the body parts including head, eyes, nose, mouth, ears, shoulder, back, stomach, hand, foot, arms and legs and also the instructive verb “touch”, “move” and “pat”;2. The students can give instructions to each other in pairs like “touch your head” or “move your shoulder”;3. The students can apply body parts vocabulary to sentence patterns like “I have brown eyes” and “The panda has black eyes and white head.” |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*1. The students can touch the right body parts in TPR activity;2. The students can name the body parts while pointing at them ;3. The students can match the vocabulary with the right body parts on worksheets;4. The students can give instructions like “touch your head” and “move your feet”;5. The students can speak fluently what colors are their eyes and make up new sentences;5. The students can sing the song *Head, shoulders, knees and toes* in Chinese. |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?* 1. Review and Warm up (5 minutes)Show a panda doll in front of the class and ask students what colors pandas are. Review all the colors we have learned and then move to the different colors of different body parts of pandas. Thus lead in to different body parts.1. Presentation(10 minutes )

1) TPR. Ask students to imitate what I say and do. Act out the following actions while saying the following phrases in Chinese: move your head, move your mouth, touch your ears; pat your nose, pat your stomach, pat your shoulder; move your feet, move your legs, move your hand. Then only make the instructions without doing the actions to check whether students could follow. If all students can act correctly, then only gives instruction and watch students do them. 2) Students work in pairs: one gives instructions and the other do the action. Then switch roles.3.Practice (25 minutes)1) “Simon says” activity. Change “Simon says” to “Mrs.Wang says” (Wang lǎo shī shuō). All students stand up. They do the actions if they hear “Mrs.Wang says ‘Touch your head’” and do not act when they only hear “Touch your head”. Send prizes to winners. 2) “Wooden child” activity. Students walk in a circle while acting when they hear the instructions from a facilitator. When they hear “wooden child” in Chinese, they freeze. The student who can not freeze will be out and become the new facilitator. Several turns until most students get chances to give instructions. 3) Sing the song *Head, shoulders, knees and toes* in Chinese to reinforce the vocabulary “head”, “shoulder”, “knees”, “toes” , “eyes”, “ears”, “mouth” and “nose”.  4) Send each student a piece of paper. Ask them to draw a monster by following my instructions, for example, “Draw a big face”, “Draw a small nose”, “Draw a red mouth” “Draw two blue ears.” Then students take turns to describe their monster in Chinese.  4.Project(5 minutes) 1) Send worksheets to students to match characters and Pinyin of the body parts with the corresponding body parts in the diagram.  2) Choose your favorite colors and patterns to paint the body parts and explain why you design in this way.   |
| 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?*I arranged various class activities and we all had a lot of fun. The students learned the vocabulary about body parts quickly and mastered them in different activities without boring repetition. They liked TPR and we laughed all the time in class. I realized the students can fall in love a language when they practice it in fun way , so I need to design more interesting class activities. |