Lesson Plan

Teacher's Name	Xuechen Liu	Group	B	Date	10/4/2020
Theme/Topic	Family members				
Lesson Overview	learn how to describe your family members in Chinese				

Standards	Lesson Objectives
World-readiness Standards: **I can** present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language. **I can** understand memorized or familiar words when they are supported by gestures or visuals in conversations. **Michigan Standards:** **Interpersonal Communication:** Students engage in conversations, provide and obtain information, express feelings and emotions , exchange opinions. **Knowledge:** Students acquire new content knowledge about familiar through the target language.	**Objective 1:** Students will know some words used to describe their family members. **Objective 2:** Students will be able to describe their family members in Chinese by using some basic sentence structures. **Key Vocabulary**: Noun：游泳（swim），跳舞（dance） Verb: 喜欢／不喜欢(like/dislike) Adjective: 开心／不开心(happy/unhappy), 有趣／无聊 (fun／bored) **Culture:** Because of the large population in China, China was implementing "One Child Policy" from 1980 to 2015. Therefore, most people who were born at that time are the only child at home. **Sentence Structures:** ● 这是…（This is…) ● 某人喜欢… (Someone likes…) 某人不喜欢…（Someone doesn't like…) **The purpose is to help students review and practice what they learn. It will let students be engaged into the class and have a conversation about describing their family members with their classmates.**

Instructional Methods	● "Review section" helps students recall what we learned in last class, which is the foundation of this lesson. ● Using pictures to help students understand the definition of words ● Providing Chinese Pinyin for students to support their pronunciation ● The activity "reveal pictures" is a way to help students practice new vocabularies and use new sentence structures. Also, it will let students engage in the class and everyone will have chances to participate in. ● Teaching gestures will help students have a better understanding about what I am talking about in Chinese. ● TPRS instruction makes messages more comprehensive, improves students' acquisition of Chinese phrases and listening comprehension, and is more engaging.

		● The teaching Powerpoint helps students visual learning and gives them explicit instructions.	
Lesson Sequence	**Time**	**Activity/Activities**	**Materials/Resources/Technology**
Introduction	8mins max(depends on students' familiarity of what they learned from last class)	Firstly, I will introduce today's tasks to students, so they will know what's the plan for today's class. (Reviewing, new vocabularies, activities) After introduction, we will review the vocabulary and sentences that they learned from last class. During the review section, I will stop sharing my screen and use my homemade family fingers puppets to help them review. For example, I will wear mom puppet on my finger and then ask students "这是谁？(who's this?)". I probably will let them answer together, ask for volunteers or pick someone to answer. I will make sure each student can participate in this session and everyone is familiar with the sentence structure and words because they are the foundation of what we will learn in today's class. After this review activity, I will start to share my screen again and stay in slide 3 (see appendix). If students are already pretty familiar with those words, I will skip this slide. If not, I will let them read with me again to reinforce those words. Thirdly, I will introduce the topic for this class "How would you describe your family?" I will ask them to answer this question in any language in which they feel comfortable because its purpose is to let students have first impressions about what we are going to learn in today's class.	PowerPoint (slide2-4) Family fingers puppets
Main Activities	30mins max	From slide 5-8, I will teach students new words and sentence structures. I will start with new words (noun,verb, adjective). During this process, in addition to using pictures, I also will use gestures to help students have a better understanding of the definitions of new words. In order to give students as much input as possible, I will only speak Chinese because I think students will be able to understand the majority of new	Teaching new words and sentence structures (Slide 5-8) 6mins max Storytelling: Slide 9-12 10-12 mins Activity: Reveal pictures https://michiganstate-my.sharepoint.com/personal/

| | | words by looking at the pictures and my gestures. The only two that they may not be able to understand are 有趣／无聊 (fun/bored), so I will use English to explain it. The way I assess if my students understand these new words by looking at pictures is to ask them to tell me how to say them in other languages. For example, I will ask them " can you guys tell me what this picture is? or how to say "喜欢" in spanish or other languages?" Also, I will have interactions with students by using "喜欢／不喜欢". There are lots of questions that I can ask by using 喜欢／不喜欢。 I will use gestures or objects to help students understand what I am asking about.

From slide 9-12, it's the storytelling time. The Chinese version of this story is in the appendix section. The English version is: There are three people in my family-my dad, my mom and I. My Dad has so much fun and he likes playing games. One day, he is very bored, so he wants someone to play games with him. My Dad asked my mom "Can you play games with me?" My mom said "I don't like playing games. I like swimming." My Dad was unhappy after hearing that. And then he asked me if I wanted to play games with him. I said "I don't like playing games. I like dancing." After hearing that, he was unhappier, but he had a new idea. He told me if I don't play games with him, my mom and dad would give me another brother or sister and then another brother or sister will play games with him." After I heard that, I was unhappy because I don't want a brother or a sister. And then I told my dad that I would play games with him. Finally, my dad was happy.
The sentence structure in this story is based on "Someone likes.../dislikes…" and the story's purpose is to help students learn new words and sentence structures in the contexts, and give students as much input as possible. It also includes many interactions between students and the teacher. However, this story will not be told in 100% Chinese. In order to make sure students understand this story, I will English to say some words like Because/so, and then, but. | liuxuech_msu_edu/Documents/recall-3-0.pptx?web=1
(please download this file and present it to see how this activity works)

10mins |

		After telling the story, I will briefly mention One child policy in China to my students. **Activity 1:** Reveal pictures. The purpose of this activity is to practice students' literacy skills in reading and speaking. Basically, each slide is covered by various colorful boxes and there is one word in each box. All words in boxes is a sentence which is made by this class sentence structures and words. Each student will be asked to say one word or a couple of words to remove those small boxes. After all words are spoken, there will be an animal picture in that slide. And then I will pick students or ask all students/ half students to read the whole sentence together. Also, after revealing the picture in a slide, if there is enough time, I will ask students in Chinese if they like or dislike this animal.	
Closure	5mins	From all in-class activities, I will be able to know if they already understand or apply what they learned into their daily life, but at the end of class, I still will ask students to give me thumbs up/middle/down to show if they think they already understand what we learned. Because I don't have enough time to share what they learn in today's class, right now I am planning that they will not share a little bit of what they learn instead I will probably just give them a brief conclusion about what we learned today. Also, I will ask them if they have any questions or confused parts about today's lesson. I will tell them and email their parents that I will upload all my Powerpoint into google drive and they can review.	
Reflection	Overall, I think this lesson went well. I am very proud of my students because they were engaged in this class, and also remember what they learned in previous classes. When the second lesson started, I was worried that they already forgot how to call their family members in Chinese, so I prepared a lot to help them to review, but in the review session in today's class, they totally were able to recall the words learned in the previous class. Therefore, the review session didn't take that long, which is great because it gave me more time to slow down to teach today's class. Students' performance let me know that I gave enough comprehensible input for students in lesson one. It also showed that if I do not try to teach a lot of stuff in one lesson, they still will have a long time memory. However, they didn't really remember how to say the			

sentence structure learned from last class. I am glad that I printed a sign and it was able to help them recall the old sentence structures.

Secondly, I think TPRS works very well in today's class because students were very engaged in the story and I think they totally understand my story because I could tell from my interaction with students. It makes me reflect that using TPRS is very important to make sure students understand the target words before the story starts, use different tones to tell a story, and the story should include lots of repetitive sentence structures and easier content. In this case, students will have better understanding and are willing to have output. "making sure students understand each slide before going on to the next page" is very critical and is what I should continue to do in my future lessons. Also, when I introduce the new words, I could let them practice by combining their previous knowledge instead of combining the new knowledge. For example, when I talk about "xihuan", I can ask which family members do they xihuan in addition to asking if they are xi huan tiao wu/youyong/da youxi.

Thirdly, the activity "reveal pictures" is a fun activity. As I expected, students are very interested in this activity. But the way this activity went is not exactly the same as what I was planning. My original plan is that after each student reveals the picture, all students will repeat the whole sentence again, but because of limited time, I decided to skip this part. Also, I was worried that students would struggle with reading those words, so I added "pinyin" under each word. I could tell it definitely helped students read those words, but I am not sure if they tried to recall how to read those words or they just read "pinyin" directly. If I do the similar activity again in my future class, I need to think about how to assess if students really reach the expectation.

Lastly, when I introduce "one child policy" to students, I should pay attention to my language usage. I think they probably still understand what I said, but maybe the language that I used is too hard for them, such as "the government". In the future class, I will pick words that can represent what I want to say, but not too "formal".

Appendix. Materials and Media

Teaching Powerpoint:

https://docs.google.com/presentation/d/1FZnoh6zTfT10grNPwbbw1q_fc4rLnC9CKTgUu0R1LI0/edit?usp=sharing

Family finger puppets:

Slide 3:

Review:

妈妈	mā ma
爸爸	bà ba
姐姐	jiě jie
妹妹	mèi mei
哥哥	gē ge
弟弟	dì di

The story of Chinese version:

我家有三口人。我爸爸, 妈妈和我。我爸爸很有趣，他喜欢打游戏，有一天他很无聊，所以他想找人和他一起打游戏。我爸爸问我妈妈："你可以和我打游戏吗"。我妈妈说"我不喜欢打游戏，我喜欢游泳"。我爸爸很不开心。然后, 他来问我，他说："雪晨"，你想跟我打游戏吗？"我说：我不喜欢打游戏，我喜欢跳舞。爸爸更不开心了，但他有一个新主意。他对我说："如果你不和我玩游戏，我和妈妈就再给你一个弟弟或妹妹，然后我让他／她来陪我打游戏"。我听了之后，我很不开心，因为我不想要一个弟弟或妹妹。然后我跟爸爸说，好吧，我和你打游戏。最后，爸爸很开心！