

Lesson Plan

Teacher's Name	Xuechen Liu	Group	A	Date	2/7/2021
Theme/Topic	What places do you have in your neighborhood community?				
Lesson Overview	This lesson is about learning the places in your neighborhood community. Students can compare and contrast the neighborhood in their culture with the neighborhood in other cultures				
Standards		Lesson Objectives			
<p>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.</p> <p>I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.</p> <p>Michigan Standards:</p> <p>Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, exchange opinions.</p> <p>Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>		<p>Objective 1: Students will be able to describe what places their neighborhood community has.</p> <p>Objective 2: Students will be able to make a simple conversation to ask people what places their neighborhood community has.</p> <p>Key Vocabulary: 我的社区, 你的社区, 房子, 树, 操场, 学校, 公园。</p> <p>Culture: The style of the houses in a neighborhood and the design of a neighborhood are different in different cultures.</p> <p>Sentence Structures: 你的社区有…吗? (Does your neighborhood have…?) 我的社区有…(My neighborhood has….)</p> <p>At the end of this lesson, students will be able to know that the neighborhood community might be different across different cultures. Also, they will be able to describe what places their neighborhood has and what places their neighborhood doesn't have.</p>			
Evidence	From the interactions with my students during my students, I will be able to know if the goals of this lesson are reached or not. There are lots of opportunities to interact with students especially when we talk about new vocabulary. Also, the draw activity is a chance for each student to show their learning result. After students draw their pictures, they need to use the new sentence structure to present in class.				
Instructional Methods	<ul style="list-style-type: none">Using pictures to help students understand the definition of wordsProviding Chinese Pinyin for students to support their pronunciationTeaching gestures will help students have a better understanding about what I am talking about in ChineseThe teaching Powerpoint helps students visual learning and gives them explicit instructions.The video about my neighborhood is an efficient way to help students know places in my neighborhood.				

		<ul style="list-style-type: none"> Singing the song with claps is an efficient way to help students repeat and review the target words and the new sentence structure. 	
Lesson Sequence	Time	Activity/Activities	Materials/Resources/Technology
Introduction	5-6mins	<p>Firstly, I will introduce what we will do in today's class (Video, vocabularies related to places in neighborhood community, singing and a drawing activity) Secondly, I will ask them what they learned in previous classes, which is a way for me to introduce today's topic –neighborhood community. Thirdly, I will teach students two words first. They are two basic words for today's lesson. They are “我的社区 (my neighborhood) and 你的社区 (your neighborhood)”. In order to understand the new sentence structure and use it in this lesson and have a better understanding of the video that I am going to play for them, students need to understand those two words first. I will pronounce the word first and then ask them to repeat after me a couple of times. When I pronounce the word, I will do some gestures to help students understand the definition of each word. Take an example of 我的社区, I will use my finger to point myself to show the meaning of “我的” and do a house gesture to show the meaning of “社区”. After that, I will play a quick game with them. I am going to assess if they are already familiar with those two words. The rule is that they have to say Chinese when I speak English. When I speak English, they need to speak Chinese. (I named this game “English-Chinese game.)</p> <p>Finally, I will play the video about my neighborhood. In this video, I introduced the places in my neighborhood by using this lesson's new sentence structure. I think students will like it because the content in this video might be very new to them. The neighborhood community in China might be very different from the neighborhood community in their culture. I hope this is a good way to let them be interested and engaged in today's lesson. The reason why I want to let them watch this video is that it's an efficient way for students to understand how a neighborhood is different in a</p>	<p>Powerpoint: Slide 1-4</p> <p>Video: https://drive.google.com/file/d/1LH6y43K-ipeU4qqUWivrUT6v9jN0OcKo/view?usp=sharing</p> <p>New Vocabulary: Slide 5</p>

		different culture, and to give students some input about today's language content. Although I mainly spoke Chinese in this video, there are both English and Chinese subtitles.	
Main Activities	30-35 mins	<p>Learn new vocabulary: After those two basic words, the rest of the new words are places in a neighborhood. I will pronounce each word first, and then I will say “我的社区有房子 (my neighborhood has houses) 你的社区有房子吗? (Does your neighborhood have houses?)”. After that, I will pick a couple of our OWL teachers to answer first and then pick students to answer, so that they can know how to answer it. I will finish the rest of the new words in the same way. Also, I will use gestures or clapping with rhythms when I introduce those new vocabulary. For example, when I say “我的社区有房子, 你的社区有房子吗? My neighborhood has houses, does your neighborhood have houses?”, I will use gestures because each of them are pretty easy to do gestures. However, when I say some words like “学校 school”, I will use clapping with rhythms because it's not easy to use a gesture to describe the word “school”. Therefore, I will say “学校, 学校, school” with clapping. This is also an interesting way for students to repeat. I will ask different groups of students or teachers to repeat it.</p> <p>During vocabulary learning, except for knowing students' learning results by seeing if they can have enough interactions with me, after learning each word, I also will play an “English-Chinese” game to assess students' learning results of learning new words. It will be very quick. What is more, after learning a new vocabulary session, there will be a quick check-in to ask how students feel right now.</p> <p>Sing the song: I create a song by myself. Its lyrics are made by this lesson's new vocabulary and the new sentence structures. The more detailed lyrics are in the appendix. I will show students how to sing this song</p>	<p>Powerpoint: New Vocabulary: Slide6-10 Check-in: Slide 11 Sing the song: Slide 12 Activity: Slide 13</p>

		<p>first, and then I will ask them to sing with me one sentence by one sentence. If we have enough time, I also will ask if any of them want to sing by themselves or sing as a group.</p> <p>Activity: I will ask students to draw a place they like the best in their neighborhood. After that, I will ask each of them to share their drawing by using the sentence structure “我的社区有..” I will present my draw or let our OW teachers L present their draw first, which will let students know how to present. If they don’t know how to say the place in Chinese, they can either say it in English or ask me how to say it in Chinese.</p>	
Closure	5 mins	<p>The final check-in is in slide 14. The questions are the same questions with the first check-in. “How are you feeling right now?” 很好, 不好, 一般般 (very good, not good, so so) This check-in question is based on their understanding of today’s lessons and how they like today’s lesson. 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.</p>	<i>Powerpoint slide 14</i>
Reflection	<p>Overall, I think the lesson went well. The students were pretty excited to watch the video and sing the song with me. In the final check-in session, almost all students give me a thumbs up. Also, a couple of students who were very quiet in previous lessons were very active in this lesson. I am very happy about that. I think the video, the way I ask students to repeat the vocabulary and singing, were pretty effective.</p> <p>First of all, after watching this video, students were very excited to share the differences and similarities between my neighborhood and their neighborhood. But I should give them more time to discuss this video. I didn’t spend much time on discussing it because I was worried that I would not have enough time for the rest of the activities. Also, when some students raised their hands, I didn’t notice them. Next time, I will slow down my speed and pay more attention to students' hand rising.</p> <p>Secondly, the way I ask students to repeat the vocabulary is pretty efficient. We did both gestures and clapping. For each word, I used different ways to let students repeat. Sometimes, I ask half of the students to repeat first and then the rest of them repeat. Sometimes, I ask teachers to repeat first and then students repeat. But next time, I will slow down my speed on teaching vocabulary. Because I spent too much time on a new vocabulary session before, students felt very bored. Therefore, I didn’t spend so much time on teaching vocabulary. I should find a balance between spending too much time and not enough time.</p>		

Thirdly, the students like the drawing activity. But I stopped sharing the screen because I wanted to see students' pictures more clearly in students' presenting sessions. I should leave the slide on because it will support students presenting their drawing. Also, for a couple of students who were pretty active in previous Spanish classes, but they were not that active in my Chinese class. They probably were a little bit afraid of sharing and didn't have that much confidence in their Chinese learning. I should give them more encouragement. For example, next time, when I ask them to say a Chinese word, I can lead them to say. I can say the first half of the sound and then ask them to say the second half of the sound. They may feel more comfortable speaking Chinese in class.

Appendix. Materials and Media

Powerpoint:

https://docs.google.com/presentation/d/1uJAl_1xlli1SeGPHRNbwceFsuS9V3C5qpgD3gg7zOrE/edit?usp=sharing

Video:

<https://drive.google.com/file/d/1LH6y43K-ipeU4qqUWivrUT6v9jN00cKo/view?usp=sharing>

Song:



Singing!

房子, 房子, house
fǎng zi, fǎng zi, house

我的社区有房子
Wǒ de shè qū yǒu fǎng zi

树, 树, tree
shù, shù, tree

我的社区有树
Wǒ de shè qū yǒu shù

操场, 操场, playground
cāo chǎng, cāo chǎng, playground

我的社区有操场
Wǒ de shè qū yǒu cāo chǎng

学校, 学校, school
xué xiào, xué xiào, school

我的社区有学校
Wǒ de shè qū yǒu xué xiào

公园, 公园, park
gōng yuán, gōng yuán, park

我的社区有公园
Wǒ de shè qū yǒu gōng yuán