

Giant Pandas and their habitat

Target group: upper school

Language level: level one, novice low

1. Instructional Planning

FOCUS (Standard 4: Instruction)

What is the focus for the lesson?

What content will students know/understand? What skills will they demonstrate?

What standards are addressed in the planned instruction?

Why is this learning important?

*Focus of the lesson is to help students learn about Giant Panda along with other endangered species and their habitat in Southwest China

*The content is about Giant Panda, golden snub-nosed monkey, Crested ibis and Huanan tiger that are endangered animal and their damaged and polluted habitats.

*Standard 1, 2 and 4

*This learning is important because it helps raise students' awareness to global environmental issues

Standard 1: Students

1.1 Knowledge of how students learn and of student development:

I use learning inventory to assess students' learning styles (visual, auditory, and kinesthetic) then designed activities according to how students learn, and how they develop.

1.2 Understanding of what students know and are able to do

In the beginning of the school year, I will conduct the pre-assessment to obtain students' knowledge and level of Chinese language. Most of students should have never learned Chinese before, I plan to use this lesson plan sometime in October when students have learned the basic lessons of "Asking for new friends' names", "Asking about family members", and "Self-introduction" etc, then apply what they learned to this new lesson of "getting to know about Giant Pandas and other endangered animals"

PRIOR CONTENT KNOWLEDGE/SEQUENCE/CONNECTIONS (Standard 1: Students, Standard 2: Content and Standard 4: Instruction)

What prior knowledge do students need?

What are the connections to previous and future learning?

How does this lesson connect to students' real-life experiences and/or possible careers?

Prior knowledge: students need to remember the basic lessons they have learned from August to October: of "Asking for new friends' names", "Asking about family members", and "Self-introduction" etc,

Connections to previous and future learning in this lesson are: students will continue to have variety of activities to do and talk about global environmental issues, they will also have chances to discuss the issues with students in China that they have been pen pals.

Real-life experiences and possible careers: students have opportunities to have video conferencing with the students in China, together they talk about these issues and discuss the solutions.

Connect to other disciplines:

Memorization discipline => speaking Chinese definitely involves memorization

Global concerns => the students are facing all kinds of environmental pollutions and animal extinction

2. Instruction and Assessment

LESSON DELIVERY (Standard 2: Content and Standard 4: Instruction)

How will the goals for learning be communicated to students?

What instructional strategies and methods will be used to engage students and promote independent learning and problem solving?

What strategies will be used to make sure all students achieve lesson goals?

*At the beginning of each lesson, I always state "Today's goal is..." to the students, so they know what they will be learning from the start

In August I'll conduct "learning inventory" to assess students' learning styles, according to the results I'll design different activities for three groups: auditory, visual, and kinesthetic. For example, auditory group students can take turns to show classmates how to pronounce all the vocab and say the sentences, visual group students can show classmates the pictures and maps of all the endangered animals and their habitat. Kinesthetic group students can design a Kehoo, Gimkit or Quizlet games for classmates to review the lesson

The strategies mentioned above will make sure all students involve in the activities and achieve the lesson goals.

RESOURCES (Standard 2: Content and Standard 4: Instruction)

What resources/materials will be used in instruction?

How will technology be integrated into lesson delivery?

*The resources/materials will be used in instruction are from the EASC teacher training: global teacher seminar (<https://easc.osu.edu/events/global-teacher-seminar-2019>) and (<https://u.osu.edu/globalteacherseminar/environment-presentations/>)

* The technology integrated into lesson are PowerPoint, Youtube films, and Quizlet, etc.

This lesson plan is for one week

Goal of the week: To Know Giant Panda and Their Habitat

Monday

Show students PPT. 1 – 5, give an overview of the goal of the week, watch the videos of Giant Panda and other endangered animals, look at the map of their habitat

Tuesday

Show students PPT. 6 – 8, review the family members and sing the family song, practice saying the Giant Panda’s family member terms. Have students come up to the front to practice saying the vocab and sentences.

Wednesday

Show students PPT. 9 – 14, talk about Giant Panda’s neighbors, other endangered animals: Gold Snub-Nosed Monkey, Crested Ibis, and Huanan tigers. Talk about these animals in details according to PPT 10

Thursday

Show students PPT. 15 - 18, talk about difficulties and dangers in these endangered animals’ life.

Friday

Divide students into groups according to their choices of classwork/homework, and they will work together as teams to design the conversation, poster or presentation for the lesson they are learning this week.