West Virginia Language Leaper Program

Episode Lesson Plan

<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>All About Me &amp; My Friends</th>
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<tbody>
<tr>
<td>Lesson/Episode Number:</td>
<td>8</td>
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<tr>
<td>Grade Level:</td>
<td>Kindergarten</td>
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<tr>
<td>Language:</td>
<td>Chinese</td>
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**World Language Standards:**
1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
1.2 Students understand and interpret written and spoken language on a variety of topics
1.3 Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.
2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
4.2 Students demonstrate understanding of the concept of cultures through comparisons of the cultures studied and their own.

**Content Standards & Objectives:**
- SC.O.K.1.1 ask questions about themselves and their world.
- SS.O.K.5.2 identify sources of information to answer questions.

**21st Century Skills:**
<table>
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<tr>
<th>Information &amp; Communication Skills</th>
<th>Thinking &amp; Reasoning Skills</th>
<th>Personal &amp; Workplace Skills</th>
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| 21C.O.PK-2.3.LS.1 Student manages negative emotions, aligns his/her goals to the goals of others, and works cooperatively and productively with others in small
**Performance Objectives:**  
(At the end of today’s lesson what will students know and be able to do)

<table>
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<tr>
<th>Know:</th>
<th>Evidence of Success:</th>
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| - I have .......  
  - blond hair  
  - brown hair  
  - red hair  
  - black hair | - Teacher observation of students selecting appropriate *Language Leaper Cards* during classroom activities.  
- Teacher observation of completion of activities. |

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<th>Do:</th>
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| - Use aural clues to identify the color of people’s hair.  
- Describe self as having blond hair, brown hair, red hair or black hair. | - Teacher observation of students successfully identifying the correct hair color for Activity 8-1 and Activity 8-2.  
- Teacher observation of students asking and answering the question “what are you like?”.|
Phase 1:
- Distribute the *Activity 8-1 Handout* and make sure that each student has crayons of the following colors: yellow, brown, red and black
- Play *Activity 8-1* and instruct students to color the sheet according to the color of hair described by the alien. Press pause if needed to provide students with extended time for coloring before checking responses.

Phase 2:
- Use the *Teacher Master Screen* function to assess student listening comprehension for the target phrases or words. Instruct students to hold up the appropriate *Language Leaper Card* that corresponds. Use informal observation to gauge student comprehension. Randomly select and repeat words as needed to accurately assess current student understanding.

Cultural/Interlude Segment:
- Play the *Cultural/Interlude Segment*.
- Students are introduced to the Chinese character for “one”.
- Play the *Interlude Segment*. Instruct the students to use their pointer finger to trace the character in the air following the vide teacher’s directions/stroke order.
- Distribute the *Character Writing Bubble Handout*. Play the *Interlude Segment* again. Instruct students to fill in the bubbles in the stroke order that the teacher dictates.
  - Play the *Interlude Segment* multiple times to allow students the opportunity to fill in the bubble sheet multiple times. In future episodes, students will write the character.

Activity 2: Game:
Phase 1:
- Distribute the *Activity 8-2 Picture Grid*.
- Play *Activity 8-2*. Students will be listening for the descriptions provided by the alien. For example, “I am a girl. I have brown hair”. The students will point to the correct picture that matches what the alien has described. Press pause for extra time if needed before students check their work with the screen.

Phase 2:
- Use the *Teacher Master Screen* function to assess student listening comprehension for the target phrases or words. Instruct the students to point to the correct picture that is described. Use informal observation to gauge student comprehension. Randomly select and repeat descriptions as needed to accurately assess current student understanding.

Phase 3 (If appropriate):
- Use the *Teacher Master Screen* function for the question “What are you like?”. Call on volunteer students to respond to the question each time that you press the button. Possible student responses might include:
  - I am a boy. I have blond hair., I am a girl. I have red hair., etc……
- Partner students together. Let them attempt to take turns asking and
answering the question. See above for possible student responses.

| Wrap-Up (Closure) | • Play the wrap-up section. Encourage the students to respond when the video teacher asks a question or says goodbye to the audience. Listen for the “ting” sound and watch for the student response symbol to know when students should respond. Please see the script for appropriate student responses.  
• Instruct the students to hold up their *Language Leaper Cards* as specific target words or phrases are mentioned in the wrap-up.  
• Play the unit song at least two times at the end of each instructional period. Encourage the students to sing along when they are able. |

| Materials: | • Episode 8 DVD  
• Episode 8 *Language Leaper Cards*  
• *Activity 8-1 Handout*  
• *Character Writing Bubble Handout*  
• *Activity 8-2 Picture Grid* |

| Resources & Extended Learning: |