Goal-directed Instructional Design Plan – Adjectives in Mandarin

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1. **A problem or a need**
Learning Objectives:

Learn to describe One's appearance

In this unit, I want to teach students the vocabulary and sentence structures they can use when they describe a person. In order for students to master the usage of the language, there will be practicing on writing, listening and speaking. Making the practice authentic and real will be my challenge. Therefore, I need to come up with fun and real-life content activities. My target students are 6 graders and they all love video games and cartoons. So I plan to adapt depiction of cartoon characters in my teaching. Not only because they trigger students' motivation in learning but also because cartoon characters'looks are exaggerated so students will have an easier time describing them.

> In order to achieve these goals, some high technical devices are required. Such as video camera, laptop, doc-camera, projector.

2. **A real-world performance** – how the learning objectives fit into a real-world activity or need.
In real life, we need to describe a person's look very often. For example, when two people talk about a celebrity. One might likes this girl because she has big eyes, and the other might think differently. Also, when two people talk about the third person they might both know. They need to tell the person's look by their impression in order to know if they are talking about the same person.

3. **An instructional objective** – the objectives are based on the final outcome, activity or test. These objectives will each be different for the four types of knowledge; *performing skills*, *recalling facts, identifying examples of concepts*, and *applying principles.*
   a. *Oral speaking-students will be able to describe one's looking with Chinese adjectives.*
   b. *Comparison-students will be able to use the correct sentence structures to compare two people's looks and personality.*
   c. *Culture-students will learn the background of Chinese face reading. Also, they will know some basic skills of face reading.*

4. A set of essential content

Old knowledge- In order for students to achieve this unit objective, they need to master the vocabulary of body parts. It has been taught before and I plan to review it at the beginning of the new lesson.

Reviewing Activity:

-Divide students into groups of three.

-Provide each group with several cartoon character as well as real pictures of celebrities. On each picture, provide students with what they need to describe in these pictures. Then students need to come up with the body parts that have features. For example, they might think　　(mouth) of Shrek is something they would like to describe. Then they need to label that body part in Chinese characters. Then they need to share the body parts that they find with the other groups. This way, they can work with each other in a natural content. It is more authentic than reviewing with flash cards.

Technology skills-Students need to have some basic computer skills. For example: powerpoint, glogster, word, and google doc. They also need to know how to collect useful resource online, organize the information and put them into their presentation.

New Vocabulary

1. Teach through content

I will describe different people using the new vocabulary. For exmaple: Little Mermaid　　　(is very pretty.)so students can pick up these words in a natural way. Then, I will go over the new words with flash cards to help students get a clear idea of these words. For practicing part, I will let students go to :http://quizlet.com/8213449/adjective-flash-cards/. In this website, students can not only listen to the vocabulary but also play games such as scatter or space race in order to practice them. This way, students can be stimulated through vision, acuity, as well as touching.

2. Communication Practice

The goal for language learning is to communicate with one another. Before students communicate with the target language, they need to have the well listening skills and this is what I want to help my students achieve first. The activity that I designed here is called "draw our monster". I will provide students with a piece of recording: http://vocaroo.com/i/s0EdQYcvBu3g This recording describes a monster. Students need to listen to this recording and draw this monster, then we will come together and compare our picture and tell each other what did we hear in the recording.

Speaking Activity:

I will keep the same idea but this time students will either draw their own monster or find a monster that they want to describe first. I have divided this activity into 3 steps:

Step One:Picture

Find/draw the monster that you would like to describe. Students need to have their pictures on a piece of paper.

Step Two:Scripts and Speech

Describe the monster. Students need to write down their description and then they can decide to do a presentation

or make a sound track of their description on vocaroo. The reason I do this is because some students enjoy giving a speech in front of a lot of people while some of them do not have much confidence. I want them to use the recording so they can try as many times as they want until they get a presentation that they are satisfied with.

Step Three: Present

On the day for presentation, I will lay out all the monster's pictures on the board. As students give their speech, the audience need to watch and find out the monster their classmate is talking about. So the audience will practice listening as well.

Culture Part:

Face Reading:Mian Xiang, the Chinese art of Face Reading, has its roots dating back centuries. It allows a person to tell the fate or destiny of a person simply by looking at, and analyzing, the various features of their face. It is a legitimate art and skill that is based on specific methods and observations.
The reason I want to introduce this topic to students is because it is part of Chinese culture and also it is kind of cool, so student will like it. The objective is just to let students have a basic idea of what is face reading and some simple principles.
1-What is face reading?
Students will be divided into groups, and each group will use the websites that provided by me: http://www.diigo.com/user/ariel_song and learn 1)what is face reading? 2) What do different facial features mean?-this part, I will give each group a topic such as eyes, nose and they just need to find information about that.
2-Clarify your ideas
After the first step, students should have many information but they need to come back together and have a big picture about face reading before the project. So I will do a general face reading presentation with a PPT in order to help students summarize their ideas and have a clearer picture for the next step.
3-Be a Koradji!
Students need to use the knowledge they learned to face read different people. They can be celebrities or their family memebers. Since they were working on specific facial features, they have two options about this presentation:
1) General face reading
They need to use the general face reading skill to analyze a person's whole face. They need to reveal what characteristics does this person have according to his/her facial feature. Then they need to come up with if it is true or not with real life experience.
2)Compare One Facial Features
Students can only work on one facial feature, for example: eye. Then they need to give details about how different kinds of eyes have different meanings. They need to provide audience with real examples.

5. **An evaluation consisting of a test or observation** – an assessment, observation or product showing that the objectives can be accomplished in the real-world setting.
Task One-Speaking presentation

Option 1: Partner Project

Project Expectation:

- Choose a pair of hero and villain

- Introduce the characters you choose. For example: zhè shì…(   )

- Describe each of them in Chinese. (8 sentences) for each

- Compare their looks in Chinese (3 sentences)

- You may use ppt or posters. (Appropriate images are required)

Option 2: Work by yourself

Project Expectation:

-Choose one person (maybe your family member or a celebrity)

-Introduce this person. For example: zhè shì…(   )

-Describe his/her looks in Chinese (8 sentences).

-You can use either ppt or posters.

Task Two- Face Reading Presentation

Group (Single) Project – Face Reading

Final Product Expectation:

-Pick one part of the face and do research on Chinese Face Reading

-Do a presentation about the facial feature that you learned about. You may work with a partner or by yourself.

-Presentation Format: The presentation can be given in various formats such as through power point, posters, or videos and etc.

Requirement of the Presentation

1. What have you learned about specific face reading (eyes, nose, mouth…)

2. Use it in real life. For example, if you do research on eyes, you may want to analyze the people whose eyes have different features and talk about what do their eyes reveal. In this section, images are necessary for example, president Obama, or some celebrities.

3. In your opinion, how can face reading help people in our life?

Checklist for Grading

o   Accuracy of your speech

o   Sufficient information

o   Appropriate visual images

o   Speak clearly and loudly

o   Eye contact

o   Standing posture

o   Supportive audience

Useful Websites:

http://www.diigo.com/user/ariel_song

6.   **A method to help participants learn**

One of the crucial facts of the good learning is the foundation. In this lesson, that was my first concern as well. Therefore, I planed a brief reviewing section and ideally the old knowledge connects with the new knowledge.

This lesson is designed based on students' foreign language acquisition order: listen-speak-early literature. It is assisted with the utilization of the technology so students can learn with their own pace and ability.

"Being able to communicate"is the main objective for this lesson. However, students' communication skill is not only treated as a "goal" but also as a "tool" because students also need to communicate with each other to have their task accomplished. Their social skill is considered importantly as well.

- **Motivation**:
  - Meaningfullness – content and activities must have meaning for the learner
  - Pleasant consequences – the effects that achieving the goal will have on the learner
  - Novelty – an attention-getting, humorous or curious manner that relates to the useful information in your lesson

- **Socialization** - a strong motivator for student learning

  Students' cooperation was required throughout the whole lesson. They need to learn the knowledge, organize the materials and discuss with each other to accomplish their final project. During this time, learning occurs. Teacher's role is more like a guidance, resource and feedback provider.

  Students get motivated when they are given responsibilities. But teacher need to make sure to provide students with informative feedback as well as inspiring them with questions.

- **Audience** – For what audience are you designing this lesson? Consider the following:
  - 13
  - 6th grade. Second year Mandarin Chinese learners.
  - Students are comfortable with technology. They are using computers to learn various subjects. They also have online calendar where they can see their homework. They are also comfortable on learning new technology skills.
- **Technology Needs** – the computers, projectors, doc-camera.