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| Topic: Body parts | |
| Grade Level: Kindergarten | Estimated Time Required: 30 minutes/ day. It lasts for 2 weeks. |
| <p>Learning Objectives: The students have the ability to...</p> <ol style="list-style-type: none"> 1) Name 9 body parts. [Knowledge] [Intrapersonal Communication] 2) Know the Panda bear. [Comprehension] [Culture][Connection] 3) Perform singing the song: Panda bears. [Synthesis] [Presentational Communication] 4) Describe “I have two eyes and one nose.” [Analysis] [Presentational Communication] 5) Apply/ Role play “My belly hurt” [Application] [Interpersonal Communication] | |
| <p>Content: Key Vocabulary— Nose, eyes, ears, mouth, head, hands, belly, legs, and feet. Sentence Pattern—</p> <ol style="list-style-type: none"> 1. This is my nose. 2. I have one nose. I have two eyes. 3. My belly/ leg... hurts. <p>Grammar –</p> <ol style="list-style-type: none"> 1. Chinese has measure words between numbers and nouns. For example, instead of saying <i>yi</i>(1) <i>bizi</i>(nose),we need to say <i>yi ge bizi</i> (1+measuer word+nose). <i>Ge</i> is a measure word. 2. While we count <i>er</i> for number 2, such as <i>yi, er, san</i> (1, 2, 3), we use <i>liang</i> instead of <i>er</i> when the number comes with a noun. | |
| Assessments: Observational (Checklist) | |
| <p>Differentiated Instruction: Discussion [logical-mathematical] Teacher’s Instruction [logical-mathematical] Games [Bodily-Kinesthetic] TPR [Bodily-Kinesthetic] [Visual] Projects [Bodily-Kinesthetic] Group work+ pair work [Interpersonal] Competition [Interpersonal], Role-plays [Interpersonal] Videos [Visual] Songs [Musical] Reading [Verbal/Linguistic] Online games [Intrapersonal]</p> | |
| <p>Learning outcomes: Song, role-play, project, presentation</p> | |
| <p>Resources & Materials:</p> <ul style="list-style-type: none"> • Books Better Chinese; Chinese Treasure Chest | |

Detailed Lesson Plan—Kindergarten Body Parts (Language and Culture)

- Worksheet
- Online games <http://howdoilearnchinese.com>
- Flashcards
- DVD—Hello, China No. 90
- Crayons

Day 1

| <i>ACTIVITIES</i> | <i>CONTENT</i> | <i>PROCESS</i> |
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| Connection | Review the colors from previous unit: Panda bear's color | <ol style="list-style-type: none"> 1. Bring a panda bear toy to share. Ask the students what color is the panda's eyes, ears, belly, hands, and feet. 2. Summarize them in Chinese and have the students to listen to the words. Tell them we are coming to learn the body parts. |
| Game | Introduction to nose, eyes, mouth, and ears. | <ol style="list-style-type: none"> 1. The students play the game with me. They put their fingers on their noses first. I say "nose, nose, nose." They point at their nose. I say "nose, nose, eyes." They point at their eyes. When they play, they need to say the words with me. 2. We play this for three times. Then the students face their partners and see who is faster. 3. We closed our eyes and see if the students can figure out by themselves. (It is easy for me to observe how well the students can identify the words through listening.) |
| TPR Scaffolding Group work | Learn the words: Nose, eyes, mouth, and ears. | <ol style="list-style-type: none"> 1. Ask the students to say these words with me and point at them. 2. I point at my own nose/eyes/mouth/ears, and ask them to say what body parts I am pointing. 3. Have 2 or 3 students to be the teacher and play this game. 4. Have students work in a group of 4 and take turns to check on others. |
| Singing | Introduction to a song. | <ol style="list-style-type: none"> 1. Listen to me sing the song: Giant panda. <i>Giant panda, giant panda, (you have) black eyes and big body. (You) swing your body when you walk. We all love you.</i> 2. Have the students to hum and dance with me. |

Day 2

| <i>ACTIVITIES</i> | <i>CONTENT</i> | <i>PROCESS</i> |
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| <p>Game Group work</p> | <p>Review nose, eyes, mouth, and ears.</p> | <p>Play the game again: nose, nose, nose.</p> <ol style="list-style-type: none"> 1. Practice for several times and have the students to close their eyes and play it. 2. Have the students to play in a group of 4. They take turns to be the <i>teacher</i> to say “nose, nose, nose”. 3. Have 2 or 3 students to be the teacher and say “nose, nose, nose” while others point at their noses. 4. I point at my nose/eyes/mouth/ears. They need to name them. 5. Have students work in a group of 4. They take turns to be the teachers and the rest of them need to say the body parts. |
| <p>Singing</p> | <p>Learn the song: Giant Panda</p> | <p>The students are already familiar with the melody from yesterday’s hum and dance.</p> <ol style="list-style-type: none"> 1. Take out some pictures of panda bear. Ask what they can see from the panda bear: <i>eyes, nose, mouth, ears, legs, arms, hands, feet, belly.</i> 2. Ask them if they have seen panda bear before. Introduce that panda bears only live in China. Chinese people send panda bears to other countries as gift. Panda bear is considered to be a symbol of peace and friendship. 3. Listen to the song: Giant panda. Ask them if they can understand some words, such as <i>giant panda (we mentioned that before), black eyes, love.</i> 4. Ask them to repeat with me sentence by sentence. Have a competition to see if boys or girls learn fast. (Just a way to motivate the students to focus.) 5. Have some students to sing and dance with me in front of others. 6. Have several groups to sing for others. |
| <p>TPR</p> | <p>Wrap-up and learn a little bit about next class.</p> | <ol style="list-style-type: none"> 1. Review nose, eyes, mouth, and ears. 2. Have the students to do this with me and prepare for the next class: <i>Clap your hands, touch your belly, touch your</i> |

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| | | <i>head, touch your leg, and stamp your feet.</i> |
| Day 3 | | |
| ACTIVITIES | CONTENT | PROCESS |
| TPR | Learn head, hands, belly, leg, and feet. | <p>TPR: clap your hands.</p> <ol style="list-style-type: none"> 1. Have the students to stand up and do some actions with me: <i>clap your hands, touch your belly, touch your head, touch your leg, and stamp your feet.</i> 2. Have students to practice for several times and have them to close their eyes to do it. I remind them when they finish their action, such as “Did you clap your hands just now?” “Is that touch your belly?” |
| Game Competition Group work | Learn head, hands, belly, leg, and feet. | <ol style="list-style-type: none"> 1. Have students to sit in a big circle, so we can all see each other. 2. Have students to say head/hands/belly/leg/feet with me and tap their body parts when they say them. 3. Remind them that belly is <i>duzi</i>, starts with a D. Bunny is <i>tuzi</i> (they learned bunny before), starts with a T. So the students can remember both words and pay attention to the consonant. 4. Have the students to repeat faster and faster. 5. I point at a body part and have them to say it out. 6. Have a boy challenge a girl/ or a girl challenge a boy. I point at a body part, and see if the boy/ or the girl can say it out first. 7. Have the students to work in a group of 4. I assign them with the first caption. The caption point at his/her body part, the first team member say it out will be the next caption to point at his/her body part. I just walk around to see if any team needs help. |
| Singing and Dancing | Song: giant panda | <ol style="list-style-type: none"> 1. Have students review the head/hands/belly/leg/feet for the last time. 2. Ask the students if they still remember the song: Giant Panda. 3. Ask the students to sing with me if they still remember. |

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| | | <ol style="list-style-type: none"> 4. Ask them to sing with panda bear’s voice (low and bold), dance like a panda bear (big, furry, and heavy). 5. Have some students to perform to sing and dance like a panda bear. |
| Day 4 | | |
| ACTIVITIES | CONTENT | PROCESS |
| Singing | Song: Giant Panda | <ol style="list-style-type: none"> 1. Ask them to sing the song: Giant Panda with the piano. (I shared a room with music, so I have a piano in the classroom). 2. Ask them to sing faster and faster, slower and slower, higher and higher, lower and lower. 3. Have them to perform by groups. |
| Online-games | Review the body parts. | <ol style="list-style-type: none"> 1. Ask them if they still remember how to say these body parts. 2. Play the online game http://howdoilearnchinese.com/learnchinesepartsoftheface.shtml 3. Have the students to click the smart board and match the words. |
| Reading | Book | <ol style="list-style-type: none"> 1. Read the book from BetterChinese-Lesson 13 What is in there? <i>What is in There? There is a hand. There is a foot. There is a leg. There is a nose. There are two ears. There are two eyes. There is a rag doll.</i> 2. Bring out the book. Ask the students what they can see through the cover. Ask them what this book will be about. 3. Read the title and explain the title. 4. Describe each page and have the students to repeat some words. 5. Read sentences on each page and have the students to read. 6. Ask them what this book is about. |
| Day 5 | | |
| ACTIVITIES | CONTENT | PROCESS |
| Reading | Review the book | <p>Review the book.</p> <ol style="list-style-type: none"> 1. Have students to discuss what is inside the book. 2. Have the students to read the book with me. |

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| | | <p>Find out the best reader.</p> <ol style="list-style-type: none"> Go to online website and read with the speaker. Record their reading and play back. Have them to listen to their own reading. Have some students to read by themselves. |
| TPR | Review body parts | <ol style="list-style-type: none"> Have the students to stand up, or sit in a circle. Lead the students to say the body parts and tap their body parts while they say it. |
| Riddles | Get students familiar with <i>Have/ Have not.</i> | <p>Ask them to guess some riddles.</p> <p>“I have eyes. I don’t have hands. I don’t have feet. I like swimming. Who am I? (Fish)” “I have black eyes, black ears, black hands and feet. I have white belly. I like bamboo. Who am I? (Panda bear)”</p> |
| Sing | Song | Sing the song: Giant Panda |
| Day 6 | | |
| ACTIVITIES | CONTENT | PROCESS |
| Singing | Song | Sing the song: panda bear. |
| Multi-media | Learn about panda bears | <ol style="list-style-type: none"> Ask them what they know about panda bear. Put them down as facts. Ask them some question and ask them if they have some questions about panda bear, such as, what do panda bears eat? Where do panda bears live, in the forest, jungle, or ocean? Play a video from <i>Hello, China No. 90</i>, talking about panda bears. You can also find the link from Youtube http://www.youtube.com/watch?v=zyikgV67LsY&list=PLCFDD3F76245D00A9&index=90. Stop when necessary to ask questions. Ask them if they know more about the panda bear. Watch the video again. Put down students’ thought in a sticky note, and put them up as <i>What I’ve known about Panda Bears.</i> |
| Project | Color the page | <ol style="list-style-type: none"> Color the page of Pandas living in the bamboo forest and eat bamboo. They need to color the panda bear and bamboo in the right colors. |
| Day 7 | | |

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| ACTIVITIES | CONTENT | PROCESS |
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| Inquiry | Review pandas | Review some facts about panda bear. |
| Project | Project: make a panda bear. | <p>[Copy the panda bear’s eyes, nose, hands and feet from <i>Chinese Treasure Chest</i> Volume I page 216 before class begins. Also make a panda’s head and belly by myself and copy them for the students. Make several pandas with different gestures before class.]</p> <ol style="list-style-type: none"> 1. Show the students that we are going to make a panda bear. 2. Demonstrate how to make a panda bear. 3. Cut out the head and belly first. 4. Cut an eye/ ear and glue it in the right place. (Remind the students to cut just one piece and glue them, so that they won’t lose some pieces if they cut out all of them at one time.) 5. The first ones who finish the pandas will walk around the tables to see if anyone needs help. 6. They write down the Chinese numbers on the panda’s belly or back. |
| Day 8 | | |
| ACTIVITIES | CONTENT | PROCESS |
| TPR | Review the body parts | Review the body parts through TPR (Total Physical Response). |
| Game: Monsters. | Learn how to say “I have one/ two...” | <ol style="list-style-type: none"> 1. Have students sit in a circle. 2. If I say “I have one nose”, which is true, so they follow me to say “I have one nose”. If I say “I have two bellies”, which is false, so the students zip their mouth. If some students speak out with me when the sentence is wrong, they are the monsters. 3. Play this game for several times. Then have 1 or 2 students to be the <i>teacher</i> and the rest of them, including me, are going to see who can always be right. 4. Have the students work in groups of 4 and take turns to be the <i>teacher</i>. |
| Scaffolding | Learn the grammar: <i>liang</i> and <i>er</i> | <ol style="list-style-type: none"> 1. Gather the students back in lines. 2. Ask them how to say “I have a nose” “I have two ears.” 3. Remind them that we use <i>liang</i> instead of <i>er</i> |

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| | | <p>when the number 2 comes with a noun.</p> <p>4. Remind them with the sentence “<i>two yellow balloons</i>” in the book <i>The balloon flew away</i> (<i>Better Chinese</i> Lesson 5)</p> |
| | | <p>1. Ask the students to pair-up and describe themselves.</p> <p>2. Have some pairs to come to the front and demonstrate how they can describe themselves.</p> |
| Day 9 | | |
| ACTIVITIES | CONTENT | PROCESS |
| Game | Review the body parts and I have... | <p>1. Review the body parts with TPR method.</p> <p>2. Play the monster game for “I have a nose”.</p> |
| Game Role-play | Learn how to say “My belly hurt.” | <p>1. Pretend that my belly hurt all of a sudden.</p> <p>2. Have the students to guess what is wrong.</p> <p>3. Have them to pretend that their belly hurt and say “My belly hurt” with me.</p> <p>4. Have several students to come to the front to pretend that their belly hurt. The audience needs to judge if they believe them or not. (For example, speaking with a happy smiling face must be a fake belly-hurt.)</p> <p>5. Tell them that <i>wo</i> is I, <i>duzi</i> is belly, <i>teng</i> is hurt. Ask them if <i>wo duzi teng</i> is my belly hurt, then how to say my head hurt (<i>wo tou teng</i>).</p> <p>6. Continue to teach “My head hurt” “My leg hurt”. And have several students to perform that in front of the class.</p> |
| Game | Practice “my...hurts” | <p>1. Have students to sit in a big circle and play this out. So the students can see each other.</p> <p>2. Have the whole class to perform and have some individuals to perform.</p> <p>3. Now I pretend that my... hurts, and they need to tell me the sentence.</p> <p>4. Have the students to work in groups, and take turns to work this out.</p> |
| Day 10 | | |
| ACTIVITIES | CONTENT | PROCESS |
| Game | Review “I have...” | <p>1. Review I have a nose.</p> <p>2. Have students to play monster game in groups.</p> |
| Game | Learn “my ... hurt” | <p>1. Review how to say “my belly hurt.”</p> |

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| | | <ol style="list-style-type: none"> 2. Say and play them out with me. 3. I do the action and have the students to guess what that is. |
| (Optional) | Online game (Optional) | <p>Play the online game My...hurts. http://howdoilearnchinese.com/chinesbodyparts.shtml</p> |
| Role-play | Learn "My... hurt." | <p>Role-play: my belly hurt. <i>A: Ouch, my belly hurt.</i> <i>B: Let's go to the office.</i> <i>A: Thank you.</i> <i>B: You are welcome.</i></p> <ol style="list-style-type: none"> 1. Have a volunteer to come to the front. Demonstrate. Preset the situation. I get a bellyache and he need to send me to the office. 2. Demonstrate for 2 times. Have 2 students to come to the front and play this out. (I need to remind them.) 3. Have students to work in pairs and they can make up their own role-play, such as changing <i>my belly hurt</i> to <i>my leg hurt</i>. 4. Have several pairs to come to the front and play this out. |