**Lesson Plan- Multiliteracies Project**

**Teacher Candidate:** Agnes Hai Spencer Wang Jemma Zhang

**Subject:** Chinese

**Grade:** English Elementary School Students (have Chinese class), Grade4-6

**Date:** April 7, 2016

**Duration:** 75mins

**Lesson Topic:** The Fourth Intonation in Mandarin Chinese

**An Overview of the lesson:**

Illustrating four groups of phrases that are commonly mispronounced in Mandarin Chinese to help students realize the importance of pronouncing intonations (especially the fourth intonation) accurately, preventing from making awkward situations in actual life.

**Curriculum Expectations:**

As Mandarin is a tonal language, often times the tonal mispronunciation of a single Chinese character will completely transform the overall message of the sentence. Through classroom experiments, it has been established that the majority of students are able to accurately identify the four intonations in Chinese when provided with similar and corresponding tonal cues from their first language.

**Specific Expectations:**

* The students should be able to acquire memory skills through multimodal ways.
* They should be able to find similar mistakes shown in the video and correct them consciously.
* They should be able to recognize the mispronunciation of tones in simple daily dialogues.
* They should be able to assist their peers in proofreading each other’s work.

**By the end of the lesson students should/will be able to:**

* Realize the different pronouncing rules of intonations in Mandarin Chinese.
* Pronounce commonly mispronounced Mandarin Chinese phrases accurately.
* Students are immediately able to identify their own tonal errors in Mandarin Chinese when prompted with tonal exemplars vocabulary in English.
* Be equipped with the ability to mark four intonations for commonly mispronounced Mandarin Chinese phrases.

**Learning/Teaching Materials and Resources:**

* Multiliteracies Pedagogy Video
* Flash Cards
* Mandarin Cards marked with intonations
* Computer
* Projector & Screen
* Handouts relating to rules of pronouncing four intonations in Mandarin Chinese

**Lesson Sequence:**

**-Introductory Activity:**

A quick review of the first, second and third intonations in Mandarin Chinese. This step can refer to a short power point presentation, recalling student’s realization on Mandarin Chinese intonations and preparing for learning to pronounce the forth intonation accurately.

**-Development Strategies:**

**Activity 1:**

* Review the three intonations in Mandarin Chinese by showing Mandarin cards which are marked with the former three intonations.
* Have students practice with various body gestures and perform them out on the platform.
* Since the last intonation is the most difficult one to acquire, thus, it is essential for instructors to help learners to reinforce their memory of the fourth intonation.

**Activity 2:**

* Using certain words in English as tonal exemplars to help learners to get a better feel of the intonations.
* Once they’re finished practicing, encourage learners pronounce with the video.

**Activity 3:**

* Showing the videos of four mispronunciation examples. 被子comforter & 杯子 cup, 出家get marries & 出嫁 become a nun, 柿子persimmon & 狮子lion, 问ask & 吻 kiss.
* Providing flash cards of comforter, cup, bride & bridegroom, a student who is asking question & a kissing couple. Teacher reads the word, and requires students to pick the right card.

**Activity 4:**

* Showing the video of tongue twister that emphasize four Mandarin intonations.
* Encouraging students to practice follow the video.

-**Differentiated Instructional Strategies:**

Employing *“Transferring Teaching Method”* in to intonation teaching procedure, which means finding a matching tonal counterpart in English for each of the four intonations in Chinese during class. More specifically, the first intonation in Mandarin “55 tone pitch” corresponds to a flat tone exemplified by a famous cartoon figure called “LaLa”. The second intonation “35 tone pitch” corresponds to an interrogative tone usually used to ask “why”. The third intonation “214 tone pitch” corresponds to an ambivalent tone often used by teenagers when stating “so?”, and finally, the fourth intonation corresponds to an exclamatory tone usually carried when firmly stating “no!”.

**-Culminating Activity:**

* Have students share their own real life experiences that related to mispronouncing Mandarin Chinese intonations, with all the classmates.
* Making a conclusion on their mistakes and talk about how to avoid mispronouncing them in the future study.

**-On-Going Assessment/Evaluation:**

* Conduct groups discussions to evaluate knowledge of the lesson.
* Roam the class verifying that students are staying on task.
* At the end of the class, provide students with the quiz of the four intonations.

**-Follow-Up Activities/Ideas or Next Steps:**

* Making students adapt to home literacy environment by sharing the videos of mispronounced intonations with parents after school and practice with parents.
* Follow up with the special intonations in mandarin.(e.g. Neutral tone in Mandarin Chinese).

**Beyond the Lesson**

* By learning this lesson, students will get a clear sense of pronouncing four intonations in Mandarin Chinese, being equipped with the ability to pronounce complicated and compound Mandarin Chinese phrases in the actual study situation.

References

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