**LESSON PLAN**

**Title:** Chinese Zodiac: The Great Animal Race

**Grade:** 2

**Age:** 7 years

**Subject:** Social Studies

**Time:** 75 minutes

**Learning Goals:**

The lesson is targeted towards English as a second language learners and English as a

foreign language learners. By scaffolding multimodalities such as storytelling in both Mandarin and English and story re-enactment, students can connect their familiar background knowledge to the new foreign language. This story will contain topics related to social justice such as friendship, trust and betrayal, cooperation with others, and competitiveness. Students will achieve a more specific educational goal by reading and re-enacting this story based on their own understandings.

**Resources:**

●   Bilingual Text- “The Great Animal Race”/ 十二生肖动物赛跑

**Introduction: (10 minutes)**

* Display some pictures of animals at the beginning of the class and introduce the English names of these animals. Ask students to discuss different features and characters of these animals.
* Introduce the background of the animal race, and lead students to predict the rank of this race and explain the reasons for these predictions.
* Divide students into different groups based on their different predictions, encourage them to engage in class and prepare some prizes for the winning group.

**Body: (50 minutes)**

* Read and display the storybook to students. After reading each chapter, the group that did not guess correctly will be eliminated. This strategy will stimulate students’ learning initiatives because they will build excitement towards the reveal of the final ranking.
* After finishing reading the storybook, invite some students to retell this story based on their understanding. In this part, encourage students to present their views towards some different understandings such as the interpretation of the dragon. This engagement demonstrates the multicultural tolerance and respect and increases the connection from their background knowledge to new knowledge.
* Organize learning centres for students to discuss the strategies they want to use to represent the storybook. Assist students if they have difficulties in understanding or language pronunciation. Encourage multiple modes of discussion, switching the position from teacher to audience.
* Listen to students’ presentations and appreciate their efforts by asking for their unique understanding. Encourage students to lead the class and introduce their cultural backgrounds towards this story.
* Rearrange groups and mix students from different backgrounds or have multiple understandings together. Give some time for students to discuss and exchange their opinions.

**Conclusion: (15 minutes):**

* Teachers re-emphasize the animal words taught in the class, connect the animal pictures displayed at the beginning of the class, and lead them to recognize these animals and words.
* Briefly conclude the story taught today and give the prize to the winning group.
* Appreciate students’ efforts in representing this story and encourage them to create more methods.
* Leave some questions which relate to social justice such as: Why do the cats and mice never make up again? How do you think the monkey and rooster worked together to cross the river?
* Require students to retell this story to their parents and work out these questions with their families.

**Accommodations:**

* The teacher will provide assistance for students who need further instruction.

**Assessment:**

* In the class, students need to understand the general idea and cultural background of the story and be able to retell the story. We want students to participate in the activities and share their opinions of the story.

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| **Novice** | **Beginning** | **Developing** | **Capable** |
| Unsystematic, representing the story with no clear logic | Basic structural framework, but incomplete  | Have clear storyline when representing the story | Logic and complete in retelling the story with a begin, middle and end |
| Shows little comprehension of the story | Have a little problem on understanding the story   | Evidence shows that they have no difficulty understanding the story | Shows great comprehension about the story and highly connect the familiar background knowledge to new one |
| Sharing no own understanding or ideas with peers | Have little self perspective or not able to express effectively | Active in sharing their ideas, the ideas are relevant and effective | Highly engaged in group discussion and capable to lead the discussion |
| Shows little interests in others’ stories | Not highly involved in group discussion but willing to listen others’ opinions | Participate in group discussion and are active in sharing their own ideas or preparing props for representing. | Shows an organized and systematic understanding and is able to respond to different opinions |

**Follow up Ideas**:

* **Friendship**: Through the monkey and rooster working together to cross the river, the teacher can introduce the idea of friendship. Students can discuss with the class their experiences with their friends.
* **Cooperation**: Compared to the monkey and the rooster working together and ranking the 9th and 10th, the pig and dog are unwilling to cooperate to cross the river, thus they fell behind. The teacher can guide the students to discuss the importance of cooperation.
* **Trust and betrayal**: At the beginning when the teacher reads the story of the cat and mice, the teacher can ask questions to students such as: Do you like the mice? Do you think the cat and the mice can reconcile?
* **Competition**: This idea can be represented in both reading the story and group competition. In the story, the tiger and the rabbit are both competitive. At the beginning, the teacher is dividing students into different groups according to their different prediction of the race competition. Through these, students will experience and get a better understanding of competition.