How to Use These Lessons

Support for lessons on the SDCOE Mandarin Resources Web Site
http://mandarin.sdcoe.net

BACKGROUND

Mandarin curriculum units were developed as part of a Foreign Language Assistance Program (FLAP) grant from the United States Department of Education, 2009-2012. The California State Board of Education adopted world language standards early in 2009, so these new world language standards were used to guide the structure and development of the new Mandarin curriculum units.

The grant involved created four units each year for three grade spans: elementary, middle school, and high school. These units have evolved over time incorporating more materials and strategies each year as the teachers and curriculum team have reflected on their implementation. As a result, the lesson-planning template was revised to include a more complete design of the important elements of a standards-based lesson. In addition, newer units were planned as a team to include teacher modeling, bridging to prior knowledge, communication-based activities, guided oral practice, contextualization materials, schema-building on the content, interactive strategies for use of language forms and functions to encourage the development of academic language in Mandarin, and opportunities for students to extend their understanding through text re-presentation. Video footage of Mandarin teachers demonstrating some of these strategies is available on the Web site.

BEST PRACTICES AND INSTRUCTIONAL APPROACH FOR LANGUAGE ACQUISITION

There are several key elements of an effective and comfortable language classroom which must be present or even the best-designed lessons will miss their mark. They are briefly listed here:

Classroom culture and relationships
- Establish warm, caring relationships between students and teacher and among students, especially showing respect and appreciation for diverse cultural backgrounds
- Maintain a low affective filter for a nurturing, respectful environment

Teaching and learning
- Focus on authentic communication over drill and mimicry
- Include the full range of Bloom’s taxonomy in asking questions and designing activities that are cognitively demanding, conceptually rich and interesting, rather than remaining in the lower levels of basic knowledge of information in isolation related to vocabulary word and limited phrases
- Use gestures and TPR (Total Physical Response) especially for beginners
- Use a lesson design that prepares the learner, then teacher input or instruction that allows students to interact with text in a variety of ways that are comprehensible, finally providing opportunities for students to extend their understanding through application projects and other closure activities
- Design lesson sequences that recognize the value of tasks that help students “prepare the learner – interact with text – extend understanding” (Specially Designed Academic Instruction in English) similar to “into-through-beyond” (UCLA Reading Project) or “anticipatory set –

- Use story-telling in many ways, from read aloud to impromptu “story asking.”
- Evaluate learning through frequent formative assessments (checking for understanding)
- Use a repertoire of scaffolded, brain-friendly instructional strategies
- Think about novelty in instructional delivery and guided oral practice to keep student motivation high
- Ensure student engagement through fun language practice and activities with an appropriately fast pace
- Vary the interactions between student-teacher, students-students, and students-text (learning/information)
- Plan for meaningful repetition of vocabulary and text structures, and recursion through the zone of proximal development, by presenting new language in a variety of choral, productive, receptive modes and in many genres, such as expository text, fiction, poetry, and environmental print.
- Use cooperative learning structures to build positive interdependence and a community of learners
- Exhibit high expectations which are supported by lesson design and instructional choices
- Employ use of classroom space that allows for teamwork, a carpet or front area for input and whole-class instruction, and areas for flexible groups to meet

GENERAL PRACTICES

Greetings at the door
Cultural Connections – Use formal and informal greetings typical in Chinese classrooms. Always begin with a smile. Every student should be greeted at the door on their way in by the teacher in the target language and should be encouraged to respond in the target language, too. These greetings should be charted and kept near the door, so students can refer to the chart to remember how to respond. The chart should indicate at least two settings: common, casual settings and a more formal setting. The chart stays up or is accessible all year and new ideas are added. Making eye contact and shaking hands or giving a “high five” is an important way to build rapport with students. Saying good-bye to each student and collecting a “ticket out the door” is another good practice that helps maintain a positive relationship with students and provides evidence/feedback on what they’re learning.

Warm up
Start the class by warming up with the target language through repetition-rhythm-rhyme including color-coded charts with kinesthetic movements for fun and muscle memory! Repetition of songs, chants, and poems should be a daily routine in the world language classroom. If charts are around the room, the expectation might be that pairs and triads of students choose one to read aloud chorally as they enter and wait for class to begin. Ideally, the songs, poems, and chants should be related to the content or cultural aspects being studied, although some that are just for fun will also be useful. Authentic chants, poems, and songs from the home culture of the target language should be used whenever appropriate, although Stage I learners may need to start with simplified chants based on songs or patterns they already know in their home language. For tonal languages, an additional dimension is to practice hearing, noticing, and eventually producing the correct tones.

FORMAT OF LESSON PLANS
These curriculum units have been formatted in a lesson-planning template designed to ensure thoughtful implementation of the California world language content standards, from the Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve.

Lesson Example 1

Unit 5: Having Fun at Home and Elsewhere
Lesson 1: Leisure Time Hobbies and Activities

Recommendation:
Read the supporting document, “How to Use These Lessons,” for suggestions to help achieve successful implementation of this curriculum. It’s listed in the Instructional Resources in this lesson.

Language Standards

<table>
<thead>
<tr>
<th>California World Language Standards - Stage I</th>
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</thead>
<tbody>
<tr>
<td>Content</td>
</tr>
<tr>
<td>1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.</td>
</tr>
<tr>
<td>1.1 Students address discrete elements of daily life, including:</td>
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<tr>
<td>g. Leisure, hobbies and activities, songs, toys and games, sports</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>1.0 Students use formulaic language (learned words, signs [ASL], and phrases).</td>
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<tr>
<td>1.1 Engage in oral, written, or signed (ASL) conversations.</td>
</tr>
<tr>
<td>1.2 Interpret written, spoken, or signed (ASL) language.</td>
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<tr>
<td>1.3 Present to an audience of listeners, readers, or ASL viewers.</td>
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<tr>
<td>Functions</td>
</tr>
<tr>
<td>1.4 List, name, identify, enumerate.</td>
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<tr>
<td>1.5 Identify learned words, signs (ASL), and phrases in authentic texts.</td>
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<tr>
<td>1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.</td>
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<tr>
<td>Cultures</td>
</tr>
<tr>
<td>1.0 Students use appropriate responses to rehearsed cultural situations.</td>
</tr>
<tr>
<td>1.1 Associate products, practices, and perspectives with the target culture.</td>
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<tr>
<td>1.2 Recognize similarities and differences within the target cultures and among students’ own cultures.</td>
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<tr>
<td>1.3 Identify cultural borrowings.</td>
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<tr>
<td>Structures</td>
</tr>
<tr>
<td>1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.</td>
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<tr>
<td>1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.</td>
</tr>
<tr>
<td>1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.</td>
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<tr>
<td>Settings</td>
</tr>
<tr>
<td>1.0 Students use language in highly predictable common daily settings.</td>
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<tr>
<td>1.1 Recognize age appropriate cultural or language use opportunities outside the classroom.</td>
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</table>

Objective
Students describe several ways people in China who are their same age have fun through hobbies and activities and express their own leisure interests.

Each lesson shows the California world language content standards, which indicate standards for each category: content (acquiring the lexicon of the target language), communication, functions, cultures, structures, and settings.

Objectives present what students will know and be able to do in this lesson.
Lesson Example 2

Evidence of Learning – Assessment

<table>
<thead>
<tr>
<th>Informal or Formal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal assessments include teacher visual observations as students identify which tone they hear in newly learned words by using hand gestures.</td>
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<tr>
<td>Teacher asks students to express their understanding of the meaning of a new word by saying its translation in English. During this check for understanding the teacher allows students time for metacognition and reflection if there is disagreement and provides immediate feedback on the correct tone.</td>
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<tr>
<td>The teacher checks student listening comprehension by having students make gestures to indicate their understanding (using agreed-upon signals to represent the words). A variation is having students close their eyes and respond with such hand gestures to the words they hear, so the teacher can see which ones have and have not acquired the target vocabulary.</td>
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<tr>
<td>Assessment of students interacting in pairs or teams during interpersonal communication includes &quot;listening,&quot; as described by Yetta Goodman (Notes from A Kindergarten: Selected Writings of Yetta M. Goodman, edited by Sandra Wade and Mary Beth Kliebard, Portsmith, NH, 1990). The teacher moves about the classroom and listens in.</td>
</tr>
</tbody>
</table>

Domains of Language

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students as a whole class listen to teacher give a contextualized mini-lecture.</td>
<td>Students speak to each other in pairs and teams using key vocabulary words and phrases.</td>
<td>Students read four to six new Chinese characters in simplified Chinese.</td>
<td>Students write pinyin phrases to describe storyboards created with teacher or partner collaboration.</td>
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<tr>
<td>Students listen to the teacher say a sequence of Mandarin words, holding up a &quot;tone card&quot; to identify which tone they hear.</td>
<td>Students speak to the teacher and frequently present to the class with partners or teams.</td>
<td>Students read short class-generated stories written in pinyin based on the unit theme and/or lesson.</td>
<td>Students write four to six Chinese characters in simplified Chinese.</td>
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<tr>
<td>Students also demonstrate listening comprehension by pointing at pictures or realia or otherwise indicating their understanding.</td>
<td>Students listen to each other in pairs and during teamwork and to group presentations to the class.</td>
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</tbody>
</table>

Color-Coding Scheme -

This chart provides information on teaching tones in Mandarin Chinese with example words taken from the lesson, demonstrating written and oral examples with suggested gestures and sayings to aid students’ development of listening for and producing tones. These cues can be useful for checking for understanding.
Warm up with Language through Repetition-Rhythm-Rhyme - Poems, songs, and chants were written for each specific lesson to support the acquisition of the key vocabulary. These poems, songs, and chants can be written in large print (calligraphy or pinyin, depending on teacher’s determination of student progress) on chart paper and posted on the walls to support the initial teaching of the vocabulary and for practice.

Lesson Example 5

Teacher Modeling of Communication followed by Student’s Structured Practice

<table>
<thead>
<tr>
<th>Message Functions/Structure</th>
<th>Key Vocabulary/Phrases</th>
<th>Strategies for Oral Practice</th>
</tr>
</thead>
</table>
| Requesting information     | What game do you like to play more, dominoes or mahjong?  
You like playing Mahjong?  
Ni huan xin wán gu, pài bǎi shí mǎ liàng? | Students ask and answer this question at least ten times, using the strategy, clipboard survey. |
| Providing information      | I prefer to play dominoes.  
I like playing Mahjong.  
Wǒ xi huan wán gu pài.  
Wǒ xi huan wán mǎ liàng. | |
| Reporting Information      | _% of the people I surveyed prefer to play over  
我喜欢玩_____的比赛,  
Wǒ xi huan wán gu pài.  
Wǒ xi huan wán mǎ liàng. | |

Teacher Modeling of Communication followed by Student’s Structured Practice focuses on language forms and functions and ways to provide students with opportunities to practice new language structures.

The column with Strategies for Oral Practice includes suggestions for teaching the structures. Descriptions of the underlined strategies are provided in the website.
Lesson Example 6

Teacher Bridges to the Content Connection or Builds Schema for Students (Direct Instruction: Age and Stage-appropriate)

Please refer to the compilation, "Strategies Matrix: Teaching Strategies for World Language Classrooms" for detailed explanations of how to deliver the undefined strategies. It's listed in the Instructional Resources of this lesson.

Teacher models desired speech, giving oral examples of hobby/leisure activities that she likes to do or that her friends like to do (can be first in Chinese and then in English). Then the teacher asks students to brainstorm with other members of their teams lists of things they like to do in their leisure or "free" time in English or home language. [Give instructions in target language as much as possible and contextualize, hint, or otherwise confirm understanding, accepting student use of home language to show you they get it.]

Using novel ideas only, strategy teams stand and talk about their hobbies and interests in English, using academic language. "Our team says one example of a hobby, activity, or game people in California do in their free time is __________." The teacher charts ideas and provides the Mandarin translation. These charts stay on the wall for students to refer to during the study of this unit.

Teacher shares cultural or other related information with students in the form of a mini-lecture. The teacher uses the 10/2 or 5/1 to solicit personal interaction on hobbies, games, and other leisure activities in China, comparing and contrasting with their hobbies, games, etc. The teacher writes their ideas on a chart and then weaves student-generated brainstormed ideas into the mini-lecture as compare and contrast or validation.

Award cards are used to help build positive group behaviors. Each time there is a mini-lecture or other whole class activity, two students are selected to serve as observers to students demonstrating the three classroom standards and learning behaviors (the three standards are: making good decisions, solving problems, and showing respect). Students acknowledge desirable behaviors by handing out award cards or other literacy tools and resources.

This section of the lesson allows for a more cognitively demanding approach to engage the students in interesting content as they acquire vocabulary and grammatical structures to communicate in the target language.

Lesson Example 7

TPRS – Total Physical Response Storytelling AKA Teaching Proficiency through Reading and Storytelling

Circling strategy coupled with TPRS.

To aid student internalization of linguistic structures in the target lesson the teacher provides multiple opportunities for exposure and practice.

"Circling" on the phrase, ________ likes to play games. ________ 喜欢玩游戏。________ xi huan wan you xi

Teacher pre-teaches the phrase, making sure everyone knows what each word means and agreeing on gestures to indicate each word, such as pointing to the nose for "I," pulling hands to the heart for "like," and waving hands for "play," and showing visuals of various games or actually putting domino tiles down for "games." Then, the teacher begins to "circle" the phrase with the students' job only to make the gestures and respond in English or Mandarin to indicate their understanding.

The following is a short example of circling (which should go on for approximately ten minutes or when the teacher has repeated the key vocabulary in the area of 50-75 times) — focused on the teacher statements and questions — making most of the pairs the students either say or indicate comprehension by shaking or nodding their heads, or making kinesthetic gestures.

[Response statement, circling begins] The teacher states this circling pattern in Mandarin Chinese with students responding and the teacher repeating as a way of affirming their statements.

________ likes to play games. (Could be "Justin Bieber likes to play games," or Jackie Chan, or someone else the class likes to talk about.)

Does ________ like to play games?

Yes, ________ likes to play games. ________ likes to play games, right?

Teacher Bridges to the Content offers suggestions for building schema about the content by teacher modeling, bridging to prior knowledge, contextualizing and building schema related to a conceptual presentation of the content.

TPRS contains a detailed description and example of a content-related sentence to "circle" as a way to build listening comprehension and send key vocabulary into long-term memory. This circling strategy involves the teacher repeating key vocabulary in context and soliciting comprehension checks from the listening students through questioning techniques.
Lesson Example 8

Extend the Learning: School-Home Connection and Class Projects, Small Group Activities, Individual Practice

SCHOOL-HOME CONNECTION
Students survey family members and friends about whether they like to play dominos or mah jong. They collect a list of five people they've surveyed including a short explanation of why they like to play the game (or why not). [Teacher can prepare a survey list that students fill out at home after interviewing friends and family.]

Students share their findings with other students the next day. Points are earned for the team for bringing in their survey results and sharing them.

ADDITIONAL ACTIVITIES
Students think about their favorite board game and bring it in to present to the team or class as a “show and tell,” or draw a picture of it to present to the team.

Students think about their favorite movement games and draw/label something related to that, or survey their friends and family about preferences among various games.

CLASS PROJECTS
Give students the opportunity to play a domino game or mah jong, using sentence frames and word banks to use as much of the target language as they can without putting a damper on the fun! Teacher and students can prepare the sentence frames and word banks in advance.

Lesson Example 9

Lesson Materials

BLACKLINE MASTER - Print out on transparency and trace from overhead projector with pencil onto big chart. Draw in marker in front of the students. Leave on wall for frequent reference.

Having fun at Home and Elsewhere

(Big Picture Contextualized Mini-Lecture for Unit 5, Lesson 1)

Finally, instructional resources, references, and Lesson Materials are included for teachers to duplicate or manipulate, as needed.
SAMPLE DAILY LESSON STRUCTURES

For a daily class of 30-45 minutes, one lesson may be delivered in a week or two, depending on how the students respond to the learning and how quickly they acquire the vocabulary and grammatical structures. In general, select a variety of inputs and practice structures so the students enjoy the variety and have multiple exposures to the vocabulary. Strategies that are underlined are described in the companion piece, Strategies Matrix: Teaching Strategies for World Language Classrooms.

For example, using Unit 5, Lesson 1:

DAY ONE – Stage I Students (Beginners) (Minutes approximated in parentheses)

**Greeting:** Enter classroom with greetings; have students join teacher in the front of the room (carpet, for example) to observe the introduction. (2 minutes)

**Standards and objective:** Tell students the objective of the lesson and how many days you expect it to take. (1 minute)

**Teacher bridges to the content /Schema building:** Bridge to prior knowledge with a brainstorming activity in English to find out what the students already know about the content of the lesson, in this case, leisure time—games, sports, hobbies, and other non-work activities. (5-6 minutes)

**Modeling and schema-building:** Use the blackline master (in Lesson Materials) that has been penciled in on a large (3’ x 5’) piece of butcher paper so the teacher can draw it with colored markers as s/he talks about it in the target language as the contextualized mini-lecture, adding picture file cards related to the content. (10-12 minutes)

**Warm up/chant:** Introduce one of the poems, chants, or songs by having the students stand and move around it to read it with you on a chart in large print. Add gestures or clues to give meaning to the chart. Make it fun! Have students clap or snap their fingers. Be sure they understand the meaning of the words by sketching clues or posting picture file cards. (5 minutes)

**Groupwork:** Students return to their tables to work with their teams to help each other prepare their worksheet on their preferences in playing various games, such as dominoes versus mah jong in anticipation of the strategy “clipboard survey.” (3-4 minutes)

**Guided practice:** Teacher models the strategy clipboard survey with a volunteer student. Students exchange questions and answers with ten classmates, recording their answers on their clipboard survey worksheet. Teacher models the report of information by showing how to calculate the percentage of students who preferred dominoes vs. the percentage that preferred mah jong. The statements needed are posted on chart paper or sentence strips as a sentence starter. (If sentence strips are used, they can be saved for students to practice.) Students then write out their “report of information” statement and read it to their teammates. (15 minutes)

**Closure:** Teacher asks students to do a think-pair-share on the question, “What three new words in Mandarin did you learn today? Tell your partner and write them down on your ticket out the door.” Teacher stands at door thanking students in Mandarin for their tickets out the door and telling them good-bye in Mandarin.
DAY TWO – Stage I Students (Beginners) (*Minutes approximated in parentheses*)

Greeting and review: Enter classroom with greetings; have students join you in the front of the room (carpet, for example) to finish or review the world map on butcher paper drawn the day before. Teacher asks student volunteers to come forward and point to places on the map as the teacher says those words in Mandarin. (5-9 minutes)

Standards and objective: Remind students of the objective of the lesson and how many days you expect it to take. (1-2 minute)

Teacher input: Teach the Mandarin tones lesson using some vocabulary word from the current lesson. (4-5 minutes)

Modeling and pre-teaching vocabulary: Teacher presents the statement, “Justin Bieber likes to play games” by first making sure students understand each word, then circling the statement according to the sample in the lesson plan. (10-12 minutes)

Review and practice: Review the poem, chant, or song introduced the previous day. Then, introduce another one of the poems, chants, or songs by having the students stand and move around it to read it with you on a chart in large print. Add gestures or clues to give meaning to the chart. Make it fun! Have them clap or snap their fingers. Be sure they understand the meaning of the words by sketching clues or posting picture file cards. (5-6 minutes)

Groupwork: Students return to their tables to work with their teams to help each other prepare 2-3 flashcards on words learned in the past two days, from pages 11-16 of the lesson plan, illustrating them and practicing saying them with a partner or team. (5-7 minutes)

Closure: Teacher asks students to do a think-pair-share on the question, “What three new words in Mandarin did you learn today? Tell your partner and write them down on your ticket out the door.” (2-3 minutes) Teacher stands at door thanking students in Mandarin for their “tickets out the door” and telling them good-bye in Mandarin.

DAY THREE – Stage I Students (Beginners) (*Minutes approximated in parentheses*)

Greeting and review: Enter classroom with greetings; have students join the teacher in the front of the room (carpet, for example) to review the world map on butcher paper drawn the first day of the lesson. Teacher will pass out slips of paper with the key vocabulary on them, and have students tell their partner what their slips say and where they match the world map. Then, students are instructed to listen to the teacher describe the world map again as a review, and their job is to put their slip on top of the chart when they hear the teacher say their word. Teacher should have student volunteers come forward and model this action before beginning to retell the information on the world map while saying it in Mandarin as students stand up and put their slip over their word, with previously prepared tape circles on the chalk ledge. (7-10 minutes)

Standards and objectives: Remind students of the objective of the lesson. (1-2 minutes)

Review and practice: Review the Mandarin tones lesson using several vocabulary words from the current lesson. (4-5 minutes)
Modeling and pre-teaching vocabulary: Teacher presents some realia in the form of Chinese chess, dice, or dominoes. The words are written on a chart with pinyin clues and sketches/illustrations. Teacher models playing a game with dice, throwing and counting in Mandarin, keeping score on a team scorecard. Students play with dice saying all the numbers, and using sentence starters to say things like, “It’s your turn,” “It’s my turn,” “It’s his/her turn,” “What number did you get?” “I got __.” (12-15 minutes)

Groupwork: Students return to their tables to work with their teams to help each other prepare 2-3 more flashcards on words learned in the past three days, from pages 11-16 of the lesson plan, illustrating them and practicing saying them with a partner or team. (4-7 minutes)

Practice and closure: Before students are dismissed, take them to a chart to practice one of the poems, chants, or songs done yesterday or the day before. Make it fun! Have them clap or snap their fingers. Have a volunteer point to the words as the rest of the class chants. (2-3 minutes) Teacher stands at door smiling and telling the students good-bye in Mandarin.

DAY FOUR – Stage I Students (Beginners) (Minutes approximated in parentheses)

Greeting and preview: Enter classroom with greetings telling students to begin the class period by “reading the walls” by walking around the room with a partner and helping each other read all the charts and sentence starters that have been used thus far. (2-4 minutes)

Teacher input: Teacher has students sit at their team tables. Teacher presents three more vocabulary words using the strategy bag o’ stuff. The new words are written on a chart with pinyin clues and sketches/illustrations and students make flashcards for them, practicing saying the words with their teammates. (7-10 minutes)

Standards and objectives: Remind students of the objective of the lesson. Translate it to Mandarin. Write it in large character with small pinyin clues on chart. Have students recite it with you. (1-2 minutes)

Review and practice: Review and practice one of the poems, chants, or songs done one of the previous days. Then, introduce another by having the students stand and move around it to read it with you on a chart in large print. Add gestures or clues to give meaning to the chart. Make it fun! Have them clap or snap their fingers. Be sure they understand the meaning of the words by sketching clues or posting picture file cards. (5-8 minutes)

Teacher input and practice: Teacher provides sentence starters to describe the various games that have been introduced, using color and shape words on charts. Students choose a picture file card or piece of realia of one of the games to use with the describing sentence starters and charts with color and shape words in a structure like “lines of communication.” (13-16 minutes)

Closure: Teacher asks students to do a think-pair-share on the question, “What three new words in Mandarin did you learn today?” Tell your partner and write them down on your ticket out the door. (2-3 minutes) Teacher stands at door thanking students in Mandarin for their “tickets out the door” and telling them good-bye in Mandarin.
DAY FIVE – Stage I Students (Beginners) (*Minutes approximated in parentheses*)

**Greeting and warm up:** Enter classroom with greetings telling students to begin the class period by pulling out their flashcards and testing each other as a warm up. *(2-3 minutes)*

**Standards and objectives:** Remind students of the objective of the lesson. Read it in Mandarin. Have students recite it with you. *(1-2 minutes)*

**Review:** Practice the Mandarin tones using vocabulary words from the current lesson. Teacher says words and students indicate their perception of the tone by making the gesture or holding up the number of fingers to represent the tones, 1, 2, 3, 4, and 5. *(3-5 minutes)*

**Groupwork:** Teacher has students sit at their team tables do two team tasks: 1) to create a collaborative poster with rubric, and 2) to make a team version of the world map input chart from Day One. Teacher shows a model of a collaborative poster as an example, pointing out the choices that the team can make in their own poster. Teams work with colored pencils or markers, signing their individual names in the color they use so the teacher can tell which work was done by which student. Students come to consensus on their team about how to divide the work, but know all four teammates must contribute to both tasks. *(12-15 minutes)*

**Presentation:** Students’ team tasks are displayed around the room for a gallery walk with docent. Each team has its member #1 stay with the work as a docent to explain and describe it and answer any questions the rest of the class might have. The class wanders through the gallery, looking at the other teams’ work, making comments, reading it aloud, and asking questions of the docent. *(10-12 minutes)*

**Closure:** Teacher asks students to do a think-pair-share on the question, “What three new words in Mandarin did you learn today?” Tell your partner and write them down on your *ticket out the door*. *(2-3 minutes)* Teacher stands at door thanking students in Mandarin for their “tickets out the door” and telling them good-bye in Mandarin.

Developed by Sally Fox, San Diego County Office of Education, 2011