

## Lesson Plan

Discussion on the plan with my mentor [here](#).

**Teacher Candidate:** Joel Pope

**Lesson Title:** Chinese Mid-Autumn Festival

**Grade Level and Course:** Nursery (Age 3 - 4), English and Festivals

**Time Segment of Lesson:**

- **Part 1:** 25 minutes, whole class, then 20 minutes for art work, which can be flexible, as this leads directly into free exploration time.
- **Part 2:** 5 - 10 minutes per group.

**Standard(s) Addressed in Lesson:**

School does not follow standards.

**Overarching Unit Goal(s):**

This is a short, four day “Theme” for the week before the joint vacation for the Chinese Mid-Autumn Festival and National Day.

The focus is developing general English comprehension and familiarity with English while enriching knowledge and cultural awareness of the upcoming festival.

**Objective(s) of the Lesson: Students will be able to ...**

(Remember SMART - Specific, Measurable, Achievable, Realistic, and Time-bound)

- By the end of the school day on the day following the lesson, students will answer three comprehension questions delivered in English on the Hou Yi and Chang’e story using a method graded to their English level.
- By the end of the day following the lesson, students will finish one piece of artwork of their choice and using a medium of their choice, to express and idea related to either the Hou Yi and Chang’e story, or more broadly related to the Mid-Autumn festival.

**Note that although this is part of the English Unit of Inquiry time in our class, there is no specific target English. The goal is developing English comprehension and giving exposure to comprehensible language in a cultural context. Based on their English level, students can show or express understanding of the story.**

## Student Diversity and Differentiation of Instruction

Identify students who will need differentiated instruction for this lesson.

Student Diversity	Differentiation of Instruction
<p>Differing levels of English</p> <ul style="list-style-type: none"> <li>- 14 students in the class with different levels of English. This ranges from the most advanced who are already able to express themselves and ask questions in English, to those who are still on the initial, silent, or receptive stage of learning English.</li> </ul>	<ul style="list-style-type: none"> <li>- Lots of visuals used to support meaning, during the Hou Yi and Chang-e story so that all can follow meaning. (Students are already familiar with the story in Chinese, and have gone through it in a previous Chinese class. This will support meaning.)</li> <li>- Following the presentation of the story to the whole group, there will be a follow up discussion on it in small groups, working directly with the teacher. The small groups will be homogeneous for English level. Students with more experience in English can stretch themselves to give answers to questions in speaking. Others will be able to answer using either shorter sentences or by pointing at visuals, depending on their level.</li> </ul>
<p>Differing interests</p> <ul style="list-style-type: none"> <li>- Students in the class have differing interests and means of expressing themselves.</li> </ul> <p>This includes those who really like construction and superheros, as well as those who like princesses and artwork.</p>	<ul style="list-style-type: none"> <li>- Students will have freedom in the piece of artwork they will produce in the second part of the class. They can do work through drawing or painting, or construction. This allows for freedom of expression and based on interest.</li> </ul>

<p>Introversion versus extroversion and students with different levels of confidence with speaking.</p>	<ul style="list-style-type: none"><li>- Both speaking and then art work provides the opportunity for students to express themselves in multiple different ways throughout the class, supporting those of differing preferences here.</li><li>- Small group element supporting those who may prefer talking in this setting.</li><li>- Opportunities for all to get involved during the telling of the story as a whole group, both through speaking and acting. When practising English words, allow all an opportunity to speak.</li></ul>
---	---

**Formative and Summative Assessments- include open ended questions that will lead students to think deeply about the content and will also build on prior knowledge.**

Formative Assessment	Summative Assessment
Students can use body language to act out parts of the story during its telling, to help show comprehension of meaning, as well as to bring the story to life for them.	Students produce a piece of artwork of their choice related to the story. (Materials and resources available.)
Comprehension questions asked throughout the telling of the story as a whole class.	
Comprehension questions asked during the review of the story with small groups.	

● If there is no summative assessment in this lesson, what/when will the summative assessment be/take place

**Questions for formative assessment during and/or after the lesson,**

These are key questions that will be asked during the whole group telling of the story and the follow-up discussions in the small groups.

They will be made more or less closed

1. Who are each of these people?
2. What do they each look like?  
(This concept will be explored with the question made open or closed, based on English level.)
3. What happens to the emperor’s sons?
4. How many suns are there in the sky at the beginning of the story?

5. What is the problem?
6. What does Hou Yi need to do?
7. How many suns does Hou Yi shoot down?
8. How many suns have been shot down so far?  
How many suns are left?
9. What does the elixir do?
10. What does Chang-e do when the villain comes?
11. What happens to Chang-e after she drinks the elixir.
12. What is the Moon like on the Mid-Autumn Festival day?

### **Big Ideas to be Addressed in the Lesson:**

The ability to discuss these in depth will be limited by student's current English level. However, they can be discussed in more depth in collaboration with the Chinese teachers, using the student's first language, in which they are able to express themselves more freely. Even in the English part of the teaching, they will be provided with their will be the provocation to think about the ideas.

- Why do we celebrate festivals including the Mid-Autumn festival?
- How do we celebrate festivals, including the Mid-Autumn festival?
- Do you think stories, including the Chang-e story, are real?

### Discussion Questions

Write out questions that you would like students to discuss in class, before class or after class because they are interesting, support higher order thinking, and make for a lively and engaging discussion. If discussions must happen outside class, what tool will you use to facilitate the discussion (e.g. Twitter)?

These questions can be asked and discussed if time allows during the telling of the story or the small group sessions that follow, or alternatively, throughout our week of activities related to the Chinese Mid-Autumn Festival. The goal is the deeper thinking, not English language development, so they will be asked and addressed bilingually, with first language, Chinese, used by the Chinese teachers as necessary.

1. Do you think this story is true?
2. What do you like about the story?
3. What don't you like about the story?
4. Do you think it is important to celebrate the Mid-Autumn Festival?
5. What makes the moon brighter on the Mid-Autumn Festival? What makes the shape of the moon change?

**21st Century Knowledge and Skills**

21st Century Knowledge and Skills	Teaching Strategies
Creativity	Some opportunity for free-expression as students mime and act parts of the story as we tell it. Students have freedom in the piece of art work they create related to the Mid-Autumn Festival.
Communication	<p>Students communicate with each other and the teacher during discussions, including small group discussions.</p> <p>Students could perhaps present their finished artwork to the class during a later point in the week.</p>
Social Skills	Students work alongside each other during artwork, and may discuss ideas. Students becoming familiar with the routines of a more structured class environment.
Technology Literacy	<p>Opportunity for students to use iPads independently to watch another video of the story, and songs.</p> <p>Opportunity for students to take photos of videos of each other for documentation during the artwork activity.</p>
Media Literacy	Opportunity for students to work with teachers to upload photo documentation onto our documentation platforms, including our class daily diary.
Initiative	Students will take the initiative to think of their own idea for art work.

### Literacy Skills

Describe the literacy skills (if any) covered in this lesson and how it will help improve the students' reading skills such as comprehension, oral language, phonetic or phonological awareness, fluency and vocabulary as applicable.

- Listening comprehension of the story.
- Early mark making (drawing and writing).

### Teaching Strategies and Related Student Activities (Include Web 2.0 activities and innovative strategies, as appropriate):

**Teaching Strategies and Activities:** What are the teaching strategies and activities that you plan to use to help students meet the lesson's objectives? What are the steps that you will take to deliver this lesson (e.g., introduce the author, read the poem, ask students to...)? Make this section as detailed as possible. It should allow you to hand it off to a substitute teacher.

Including, "I do it", "We do it" and "You do it"

#### Part 1 (Day 1)

*Students initially sit in chairs in a horseshoe shape around the carpet, and facing the board.*

- (1) *"Mid-Autumn Festival" song played as a settler and to set context. Students are encouraged to clap or move gently to the beat, so they are settled for the activity.  
(3 minutes) (We do it)*
- (2) *Students asked what they saw in the video, with different answers accepted. Words "mooncake" and "Mid-Autumn Festival", which we have previously seen reviewed.  
(2 minutes) (We do it)*
- (3) *Students said that today we will review the Mid-Autumn Festival story and then do some pieces of artwork on it.  
(1 minute) (I do it)*



(4) First picture from the story shown and students asked who it is. They are told it is the Jade Emperor and they are his sons. "To them" (the sons), "Who is this"? used as a comprehension checking question.

(2 minutes) (We do it)

(5) Students shown on the next slide that the sons had been turned into suns.

Comprehension checking questions,

"What are these?"

"How many suns are there?"

Students asked, "show me a sun" for comprehension checking, students able to creatively make their own mimes and for movement.

(2 minutes) (We do it)

(6) As picture of "Hou Yi" shown, students asked, "Who is this?" for a comprehension checking question.

Students asked to mime being a strong Hou Yi.

(1 minute) (They do it)

(7) Students asked what Hou Yi needs to do.

Then shown model bow that has been made. The word, "bow" drilled, with all students allowed to touch the bow.

(1 minute) (They do it)

(8) 10 pieces of circular yellow card have been stuck up at different points around the classroom. As Hou Yi, we now need to go and shoot them down.

Different students able to come up one at a time and take down one sun as we as a class, shoot them.

(Students are practising the skill of observation here as they look around the classroom for the suns.)

(5 minutes) (They do it)

(9) As suns are shot down, they are counted.

(10) Once the suns have shot, we continue with the story.

The "potion" that will stop you from dying is introduced, with the word, "potion" emphasized, along with "stop you from dying", with emphasis on the meaning.

*(2 minutes) (We do it)*

(11) *Finally, the villain is introduced, along with the fact the Chang-e drunk the whole potion.*

*Then what happened to her described, with emphasis on “fly to the moon”.*

*(2 minutes) (We do it)*

(12) *“The Round Moon” song played again, with students encouraged to dance for movement.*

*(2 minutes) (We do it)*

(13) *Key pictures from the story introduced, still on the board, and students are now introduced to the activity they will do.*

*They need to make a piece of artwork of their choice related to the story.*

*Students asked what they could draw or make to support in getting them thinking.*

*The arts area with paper, clay, coloured pencils and crayons are, and construction area with lego and recycling materials. Examples of work shown to students in advance - a sample picture made on paper using both clay, drawing and colour, and a bow that was made using a stick before.*

*(5 minutes) (We do it)*

(14) *Students now work on this for the rest of this session.*

*Homeroom teachers all support students at this stage.*

*Students to show their finished work to the teacher beforehand.*

*Students can present their work later in the week.*

*(17 minutes, but flexible. This will lead directly into free-choice time.)*

*(You do it)*

*This activity leads directly into free choice time. However, other centres related to the Mid-Autumn Festival are set up for those who might finish early.*

- A table with chalk and small blackboards, with pictures of the moon and moon cycle, for students to explore here.*
- A table for painting Chinese bottle lanterns.*
- A table with iPads set up for students watching a video to refamiliarise themselves with the story, as well as engage with songs relating to the Mid-Autumn festival.*

## Part 2

There are 12 students in the class at this time. They are split into homogeneous groups based on English ability.

**Group 1:** Sean, Jimmy, Aria, Kai (*Most experience with English*)

**Group 2:** Nicky, Beta, Kilian, Jojo

**Group 3:** William, Alex, Ryan, Judy (*Least experience with English*)

During appropriate free exploration times later in the day, each group works directly with the teacher for 10 minutes. The story is consolidated, with comprehension questions, as in the formative assessment section above used, and graded to level. Students can support each other with discussions allowed to emerge naturally, with each individual given the opportunity to answer at least one.

The purpose of this is to allow some differentiation in questions and how they can be answered or supported based on English level, as well as to allow each student more personalised time with the teacher.

The teacher will provide scaffolding and support as necessary for answering questions. Ryan, William and Judy in group 3 are still in an early, receptive stage of learning English. If they are not ready to speak, answers can be provided through gesture, body language or pointing. Other students should all be ready to give verbal answers and will be supported as necessary.

The class is still new and more detailed data on English levels is still being obtained. A further purpose of this activity is also to collect more detailed data on the English levels.

Hence, no specific target questions are set for each student, but again they will be supported (or stretched) based on their responsiveness and the natural flow within the activity.

**Review:** Write down ideas on how you will review the topic, including notes on types of formative assessments that you will use during the lesson.

- *Miming of the story can continually be done as focusing activities as we move through our daily activities, with short comprehension questions also asked during transitions.*
- *If there is time for a follow up class on the story, student leadership can be taken further as an extension.*

*They can either act out the story*

*This would practice expression. It could also practise English if it is all done in English. Students could be given support with the English lines they might need to say, based on their ability.*

*They could also retell it themselves, even changing elements. (The emphasis here will be on the telling of the story and creativity, rather than English specifically. Hence, first language could be used by students to support here as necessary.)*

### Materials and Resources for Lesson

Materials, Technology, and Websites	Required Preparation
Model bow from stick and string, ten “suns” made from yellow paper, paper arrows for the string. (For the telling of the story.)	Bow made from the string and stick.  Suns stuck up around the classroom.

Laminated pictures of the characters in the story that can be used to help act it out.	Print out pictures and laminate.
Lots of paper, coloured pencils, crayons and clay, in the art area.	Art area set up, including with pictures from the story and examples of work as the invitation.
Lego, blocks and recycling materials in the construction area.	Art area set up, including with pictures from the story and examples of work as the invitation.
Chalk, chalk boards, clay, pictures of different types of moon from the moon cycle, and examples of drawings. (For setting up a different learning station students could work later.)	Area set up.
Ipads	Ensure iPads are ready with the video and songs set up.
Powerpoint to help with telling of the story.  Also print out of the pictures telling the story to help with the whole group work.	See <a href="#">here</a> .  Print out the key pictures telling the story.
Video of the story.	Video is <a href="#">here</a> .
“Round moon song.”	Song is <a href="#">here</a> .  Further songs are <a href="#">here</a> and <a href="#">here</a> .

## References

China Meenu. (2018, September 24). *legend of the Mid Autumn Festival (animation)*. [Video]. YouTube. <https://www.youtube.com/watch?v=R8tHNitL-LU>

iLab Kids' Songs & Stories. (2019, September 12). *The Round Moon (2019) | Kids Songs | Mid-Autumn Festival | gogokid iLab | Songs for Children* . [Video]. YouTube. <https://www.youtube.com/watch?v=UCWjgKLGrFY>

Netflix After School. (2020, October 23). *"Mooncakes" Karaoke Sing Along Song 🎤 Over the Moon | Netflix After School* . [Video]. YouTube. <https://www.youtube.com/watch?v=PyF4LCcncrQ>

Touch English! Songs. (2016, August 3) *Touch English! Songs Mid Autumn Festival Folk Song*. [Video]. YouTube. <https://www.youtube.com/watch?v=JTWwgl17kTs>