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**Observations and Feedback**

**February 1st 2019**

**Learning Outcomes**

Students can:
1. Describe what fruit they would like to eat

2. Describe the color of fruit

**Strengths of your lesson:**

1. Students have excellent pronunciation skills
2. The routine at the beginning of class is very effective
3. Students are given a few opportunities to move
4. Students who are focused during the lesson are praised
5. Good support for students who try and their effort is acknowledged
6. Uses an effective clapping routine to give feedback to individual students

**Strategies you may like to try:**

**The Learning Space**

The classroom space can be used more effectively by moving the tables and chairs to the outer area of the room. A large rug in the middle of the room will allow students to focus more on the teacher. A rug in the space will also encourage students to turn and talk together, so there are more opportunities for practicing language. If students make a circle on the rug it is much faster to monitor language around the circle than going from table to table.

**Age Group and Movement**

For the entire lesson, students are sitting at tables with the occasional movement. It will help with student’s focus if they are given the opportunity to stand up and move around. Break up your lesson with songs, movement and music when you sense the class is restless. A quick 30-second break can make a difference to the focus and attention of students.

**Direct Teaching**

This lesson is teacher-centered and entirely directed by the teacher. Teaching is given to the whole group, rather than mixing it up – small groups, individual learning, partners, technology etc.,

For example, after the teacher has reviewed fruits, students can be given an opportunity to talk to a partner about fruits. They may be given images of real fruit to use the sentence: 我喜欢吃…. Guided practice should then be followed by individual practice.

**Teaching Methodology**

Drill: Students are required to repeat the vocabulary after the teacher. This is a drill activity and should be used sparingly in the classroom. Majority of the time was spent asking individual students questions. This is problematic, because it leaves the rest of the class with nothing to do. It is not effective use of the time you have.

**Context**

Language learning is most effective when there is a learning context. An easy way to embed a context into the lesson is to tell students at the start of a lesson the reason they are learning the names of fruit. For example: “We are going to set up a Classroom Fruit Shop” or “We are going to make fruit salad.” Students should always be able to articulate why they are learning about a topic or theme in Chinese classes.

**Visual Cues**

Learning vocabulary by drilling is not effective without visual cues. It is important that teachers who are using the target language in the lesson, provide authentic visual cues to assist learning. Real fruit, plastic fruit, images of fruit all can instantly engage students in their learning.

**Maximizing Time**

It is important to use the time you have with the students, so time is not wasted during the lesson. Instead of the teacher asking each child the same question (which is taking up a large amount of classroom time) students need to be given time to turn and talk with a partner. This takes less time and the teacher can circulate around the room listening to the students.

Students who are not talking are just sitting waiting, which is not using the time effectively. When students are not actively engaged, behavior issues may arise.

Ask 1-2 students the question, then give 3 minutes for students to turn and talk together.

**Consistency**

Within a minute of the lesson, some students begin to call out. It is important to immediately address behavior that disrupts learning. Remind students of the expectation that they raise their hand and provide positive feedback when they do it.

Try a quick reminder to students: 举手 is sufficient to get students back on track.

**Getting Attention**

The teacher uses a clapping signal effectively. The purpose of the clapping signal is for all students to focus on the teacher. Counting backward is not effective. Vary the signals – some examples could be a short song you sing together, a tambourine, a gong, clapping patterns, I say, you say rhymes etc.,

It is important to wait until you have the full attention of the whole class before continuing with the class. A small number of students walked around the classroom and no effort was made to engage them. It is important that all students be engaged in learning and that expectations are the same for all students.

**Rigorous Learning**

The whole class was taught the same content, at the same time, and the same way. The off-task behavior was the result of not having challenging activities. Repeating the same vocabulary caused many students to be off-task.

**Differentiation**

Because the whole class was taught the same content in the same way, there was no opportunity to differentiate learning. Students need to be given activities that match their abilities. Some students can be given tactile activities (real food, color chart etc.,) others can use movement to learn colors and fruit, and others may learn better with a Talk Partner. Differentiating learning is essential and these activities may be embedded into the lesson with small group or partner work.

**Final suggestions:**

**The lesson can be modified to include suggestions:**

Start with a warm up activity. Throw a small ball to review previously learned language. Have a mini-lesson reviewing fruit and colors. Play a game to reinforce the content. Set up tasks on each table (Work Stations) for the students to rotate around.

Technology

Table 1: Laptops/iPads and headphones

Watch fruit and color videos

Reading

Table 2: Plastic fruit and color cards

Match the color card with the plastic fruit and record their findings on a worksheet.

Writing

Table 3: Mini-whiteboards and Character cards

Copy characters for fruit and colors

Speaking

Table 4: iPad or Laptop

Write and record a rap about what fruit they like to eat.