

Teacher Candidate Name: LIN JOU CHUN

Unit Name: “The fox and the tree”

Subject Area: Mandarin

Grade Level(s): Kindergarten

Introduction: What will students learn in this unit and why is it important? Describe the theme and student outcomes, including guiding questions and real-world connections.

Unit Introduction
- Unit project: Fox and Tree - The project is based on the audio picture book below — Fox and Tree. https://children.moc.gov.tw/book/232859 - The unit contents are designed with the visual and audio picture book story — Fox and Tree. - There would be 5 lessons in this unit. - The activities for each lesson would be designed based on the digital picture book story — Fox and Tree. - The activities in this unit would operate mainly with performance, and students would play characters from the picture book. By the end of the unit, students will be able to understand, pronounce, remember, and use The Mandarin words of the colors “紅、白、綠、咖啡色、灰 Red, White, Green, Brown, and Grey”, which are the colors of the box and the tree in the audio picture book story. With the performance activity, the students would mainly improve their performance and presentation skills, collaborative, communicative skills, sharing, and inquiry skills, creativity, problem-solving, innovation, and growth mindset via completing the scripts and performance in pairs.

Students would complete all the activities individually and also in groups. On the other hand, the activities would use the spaces of Art & Craft station, Active play area, Block and Manipulative area and Dramatic play area.

By the end of the unit, students will realize more about friendship (Analyze the friendship between the fox and the tree).

Guiding Question(s) and/or Real-World Connections

Consider how you would make the unit relevant to students. What real-world connections or guiding questions would you use to hook your students?

- This unit is related to the real-world via animals and plants, the Big nature, and friendship. Students could explore nature with the knowledge of animals and plants. On the other hand, students could realize more about friendship and improve their friendships with others by understanding more about friendship.

The guiding questions I would ask students:

- What did you see in the video of the picture book story — Fox and Tree?
- Fox is an animal or plant?
- Tree is animal or a plant?
- Are the fox and the tree all in nature?
- Does the fox walk and run?
- Does the tree walk and run?
- Do the fox and the tree look the same?
- What colors are on the fox?
- What colors are on the tree?
- What colors do you see in the story?
- Do you think the fox and the tree can be friends? Why?
- Do you think different types of people can be friends? Why?

Standards: What are the standards or curricular outcomes of this unit as provided by your school, district, or government? Add all applicable content-area standards, including cross-curricular standards. (Add rows as needed.)

Content Area	Standard(s) Addressed
ECE	ECE standard in Canada https://www.canada.ca/en/employment-social-development/programs/early-learning-child-care/reports/2021-canada-country-background-quality.html Early Learning Framework in Canada BC https://www2.gov.bc.ca/assets/gov/education/early-learning/teach/earlylearning/early_learning_framework.pdf -Quality beyond Regulations -Quality Early Childhood Education and Care (ECEC) -social, emotional, physical and instructional interactions -social, emotional, physical and cognitive development -broad learning goals or pathways - integrated approach to children's learning - Pedagogical practices
Montessori	The curriculum of Elite Montessori Academy in BC http://www.elitemontessori.ca/learn-through-play-curriculum.html Learning Through Play

	Just like young lion plays with tails of each other or playfully fighting with its peers to learn the basic survival and hunting skills. Children also need playtime to socialize with their friends, practice their newly learned skills or develop their problem solving skills and creativity. We recognize this fact by adding learning through play aspect to the Montessori curriculum, children can then fully develop their fullest potential. There are 6 main areas in the program: 1. Dramatic play area Children can play dress up and puppets to develop their imagination. 2. Block and Manipulative area Children can play building blocks and other building materials to develop their creativity as well as their fine motor development. 3.Sensory table Children enjoys different textile experience. By manipulate different materials, they get to extend their view of our world and to create their own imaginary world. 4. Library corner
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	We have huge collections of age appropriate books and updated regularly to promote children's love of reading. 5. Art & Craft station Children love art and craft projects; there will be few tables dedicated for art projects; some are more guided and some are free style. 6. Active play area In order to provide their gross motor development, there is a separate play space that offer slide and soft ball area.
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Overarching Goals: What are the big-picture goals for student achievement and mastery in this unit? Orient these goals around overall student skills, growth, and development. Your unit objectives should be derived from these goals.

- By the end of the unit, students will be able to understand, pronounce, remember, and use The Mandarin words of the colors “紅、白、綠、咖啡色、灰 Red, White, Green, Brown, and Grey”, which are the colors of the box and the tree in the audio picture book story.
- By the end of the unit, students will realize more about friendship (Analyze the friendship between the fox and the tree).
- Students will improve mainly their performance and presentation skills, collaborative, communicative skills, sharing, and inquiry skills, creativity, problem-solving, innovation, and growth mindset.

Objectives: What are the lesson objectives for this unit that will lead students to complete specific tasks and meet the overarching goals. Objectives should use language that is specific, measurable, achievable, relevant, and timely (SMART).

Content-Area Objectives

Lesson 1

- Students will be able to recognize, pronounce the Mandarin word of the color “紅 Red”, and be able to use them in Mandarin sentences or mix them into sentences in English or students’ mother tongue.
- Students will be able to match the image of red with the Mandarin word of the color “紅 Red”.
- Students will be able to pick the correct color when they hear the Mandarin pronunciation of the Mandarin word of the color “紅 Red”.
- Students will be able to express their thoughts in the discussion of the performance together and in pairs.
- Students will be able to think more about friendship and express their thoughts within their answers for the guiding questions.

Lesson 2

- Students will be able to recognize, pronounce the Mandarin word of the color “白 White”, and be able to use them in Mandarin sentences or mix them into sentences in English or students’ mother tongue.
- Students will be able to match the image of white with the Mandarin word of the color “白 White”.
- Students will be able to pick the correct color when they hear the Mandarin pronunciation of the Mandarin word of the color “白 White”.
- Students will be able to express their thoughts in the discussion of the performance together and in pairs.
- Students will be able to think more about friendship and express their thoughts within their answers for the guiding questions.

Lesson 3

- Students will be able to recognize, pronounce the Mandarin word of the

color “綠 Green”, and be able to use them in Mandarin sentences or mix them into sentences in English or students’ mother tongue.

- Students will be able to match the image of green with the Mandarin word of the color “綠 Green”.
- Students will be able to pick the correct color when they hear the Mandarin pronunciation of the Mandarin word of the color “綠 Green”.
- Students will be able to express their thoughts in the discussion of the performance together and in pairs.
- Students will be able to think more about friendship and express their thoughts within their answers for the guiding questions.

Lesson 4

- Students will be able to recognize, pronounce the Mandarin word of the color “咖啡色 Brown”, and be able to use them in Mandarin sentences or mix them into sentences in English or students’ mother tongue.
- Students will be able to match the image of brown with the Mandarin word of the color “咖啡色 Brown”.
- Students will be able to pick the correct color when they hear the Mandarin pronunciation of the Mandarin word of the color “咖啡色 Brown”.
- Students will be able to express their thoughts in the discussion of the performance together and in pairs.
- Students will be able to think more about friendship and express their thoughts within their answers for the guiding questions.

Lesson 5

- Students will be able to recognize, pronounce the Mandarin word of the color “灰 Grey”, and be able to use them in Mandarin sentences or mix them into sentences in English or students’ mother tongue.
- Students will be able to match the image of grey with the Mandarin word of the color “灰 Grey”.
- Students will be able to pick the correct color when they hear the Mandarin

pronunciation of the Mandarin word of the color “灰 Grey”.

- Students will be able to express their thoughts in the discussion of the performance together and in pairs.
- Students will be able to think more about friendship and express their thoughts within their answers for the guiding questions.
- Students will complete the performance in pairs with the characters from the picture book and the script created by the students.
- Students will be able to provide feedback to others.
- Students will be able to think more about friendship and express their thoughts within the performance and their feedback to others' performance.

Literacy Goals: How does this unit support students' language and literacy development? Include literacy skills, key vocabulary, and 21st-century skills (i.e., critical thinking, creativity, collaboration, communication, information/technology literacy).

Literacy Skills
1. Students could understand, recognize, pronounce, and use The Mandarin words of the colors “紅、白、綠、咖啡色、灰 Red, White, Green, Brown, and Grey”. 2. Students could improve their speaking and listening abilities via answering the questions, discussion, giving feedback, and completing the performance together. Since they are ECE students, my assessment of “success” is that students could understand the guiding questions and answer with their own thoughts. It is ok if students repeat the structure of the sentences or can not use difficult vocabularies. 3. Students could improve their writing and reading abilities via completing the scripts with their partners, and watching the audio picture book. Since they are ECE students, my assessment of “success” is that students could understand the overall story, and complete a short script with the fox and the tree. It is ok if their scripts are out of reasonable logic, and it would be fantastic to see students express their imagination and creativity freely.

Vocabulary
The Mandarin words of the colors “紅、白、綠、咖啡色、灰 Red, White, Green, Brown, and Grey”
21st-Century Skills
With the activities, the students would mainly improve their performance and presentation skills, collaborative skills, communicative skills, sharing, and inquiry skills, creativity, problem-solving, innovation, and growth mindset.

Prerequisite Skills: What skills and prior knowledge do students need before this unit?

- Students could use simple and basic language skills to communicate and express. The language does not have to be Mandarin, it could be the student's mother tongue.
- Students should be able to use digital tools such as ipads and computers.

Assessments: What form of evaluation tools will you use to measure student learning and achievement both at the end of the unit and throughout? Clarify any modifications you would make based on student readiness, ability level, primary language, or interest.

Summative Assessment (Include projects, performances, tasks, or traditional tests you will implement for students to demonstrate that they have met the overarching goals and objectives.)	
Description(s)	Modifications
The instructor lets the kids take a quiz game via Kahoot or Word Wall, which could be the summative assessment to check if the students really understand the knowledge. After the quick game quiz, the instructor goes through the results of the quizzes and corrects the misunderstandings. (As the summative assessment for the class)	If there are students with visual disability, the instructor should read the questions and answers loudly to let the students participate.
The performance, presentation, and creation that are completed by groups or each student could be the summative assessment, which could evaluate if students gain the knowledge and skills in the skills set.	If there are students who seem to be excluded by the groups, the educator should intervene and help the students feel comfortable to engage.
Exit Ticket	If there are students who need to go to the bathroom and can not wait, the students could go to the restroom first and complete the exit ticket later.
Formative Assessments (Include checks for understanding, quizzes, activities, and other progress monitoring as students move toward mastery of the overarching goals and objectives.)	
Description(s)	Modifications
Create Google Doc folders for all students to record all their in-class work, quiz, etc. to monitor their learning progress, which could be shared with the parents.	If the parents prefer email or physical prints, the educator could share the files in the ways above.

The Guiding questions to lead students link to the objectives as the pre-assessment to understand students' pre-knowledge.	If the students are in a bad mood and do not respond to the questions, the instructor could jump into the audio picture book part to motivate the kids first.
The quick questions for all students and specific students to check their understanding during activities.	If there are specific students who are too shy to speak in front of the crowd, the educator could encourage the students and commend them.
The in-class performance, creation, presentation, expression, etc. of the students.	If there are students who have to ask for leave for a long period of time and can not complete the in-class work, the instructor could assign personal work to replace the in-class work to the students.
The results of quiz games such as Kahoot and Wordwall.	If there are students with visual disability, the instructor should read the questions and answers loudly to let the students participate.
Bell work	If there are students late, the students have to complete the bell work and submit it to the teacher.
Exit Ticket could be the summative assessment for the class, also the formative assessment for the whole unit.	If there are students who need to go to the bathroom and can not wait, the students could go to the restroom first and complete the exit ticket later.

Lessons: How will you sequence the lessons, formative assessments, and summative assessment in this unit? Briefly describe each lesson including techniques to differentiate the product, content, and/or process for the diverse needs of your students.

The activities in this unit would be based on the Online Mandarin audio and video picture book: “The fox and the tree” <https://children.moc.gov.tw/book/232859> and operate mainly with performance, and students would play characters from the picture book.

With the activities, the students would mainly improve their performance and presentation skills, collaborative, communicative skills, sharing, and inquiry skills, creativity, problem-solving, innovation, and growth mindset.

Students would complete the activities individually and also in groups. On the other hand, the activities would use the spaces of Art & Craft station, Active play area, Block and Manipulative area and Dramatic play area.

1. Lesson 1

a. Objective:

Students will be able to recognize The Mandarin words of the color “紅 Red”.

Students will be able to pronounce The Mandarin words of the color “紅 Red”.

Students will be able to use The Mandarin words of the color “紅 Red” in sentences in Mandarin or English (allow mixing).

Students will be able to match the image of red, white, and green with The Mandarin words of the color “紅 Red”.

Students will be able to pick the correct colors when they hear the Mandarin pronunciation of The Mandarin words of the color “紅 Red”.

b. Prerequisite Skills:

- Students could use simple and basic language skills to communicate and express. The language does not have to be Mandarin, it could be the student’s mother tongue.

- Students should be able to use digital tools such as ipads and computers.

c. Description:

1. Greeting students and small talk
2. Bell work
3. The students would watch the ¼ audio picture book together.
4. The educator would ask guiding questions
5. The educator strat to introduce the color “紅 Red” with visual elements to help students understand and reinforce their memories. Furthermore, the teacher would use Kahoot or Wordwall to check if the students really understand.
6. The instructor would guide students to think about if they are going to draw the fox, what colors would they put on? The students could express themselves with hand-up. The educator would show the answer with the image of the picture book.
7. After the students know how to put red on the fox, the educator would lead them to the Art & Craft station and give them black and red colored pencils and white papers to draw the fox and fill up the red part.
8. The educator leads students to the Dramatic play area.
9. All students start to discuss how to play the fox with hand-up and express one-by-one. The educator would encourage them to apply the Mandarin words they learnt from last units into their 3~5 mins script.
10. After completing the drawings, the teacher would assign students in pairs by draw lots and let students play “paper, scissors, stone” with their partner. The winners could choose to play the fox or the tree, and the other character would assign to their partners automatically.

11. The students in pairs would start to discuss how to play the fox in pairs and design the 3~5 mins script. And rehearsal in 5 mins.
12. The instructor leads students to the Active play area , and plays the music and lets students move freely with singing with “紅 Red”.
13. The educator lets students have a rest and leads them back to their seats.
14. The educator starts to review today’s color in Mandarin “紅 Res“ with PPT and visual elements, and ask all students to speak loudly the color in Mandarin when the instructor points the color. In addition, picking students to speak loudly one-by-one with the color that is pointed by the teacher in Mandarin.
15. After the final reviewing of today’s objectives, the educator gives students the exit ticket to let students write about what they learnt today.
16. Students could give the exit ticket to the educator and have a break.

d. Differentiation:

RTI strategy

Based on the formative assessment:

-For advanced students, asking guiding questions to help them think deeper and wider.

For example:

What do you think about the fox refusing to be friends with the tree? Why

If you are the fox or the tree, do you want to be friends with one of them?

-For students at lower level, letting all students answer together to let them feel engaged.

For example, letting all students repeat the answer together.

Based on the summative assessment:

-For advanced students, suggesting related books, activities or any information to their parents for further learning of the students.

-For students at lower level, suggest ways for the parents to help their kids or provide tutoring to the students.

Next steps:

-For advanced students, encourage them to apply all the Mandarin characters or words from the former lessons to the current in-class work.

-For students at lower level, it is ok to complete the in-class work with all English.

Students with disabilities:

- Contact specific professional supportive institutions to help.

- Contact the support system in the school.

- If there are students with visual disabilities, the instructor should read the questions and answers loudly to let the students participate.

2. Lesson 2**a. Objective:**

Objective: Students will be able to recognize The Mandarin words of the color “白 White”.

Students will be able to pronounce The Mandarin words of the color “白 White”.

Students will be able to use The Mandarin words of the color “白 White” in sentences in Mandarin or English (allow mixing).

Students will be able to match the image of red, white, and green with The Mandarin words of the color “白 White”.

Students will be able to pick the correct colors when they hear the

Mandarin pronunciation of The Mandarin words of the color “白 White”.

b. Prerequisite Skills:

- Students could use simple and basic language skills to communicate and express. The language does not have to be Mandarin, it could be the student's mother tongue.
- Students should be able to use digital tools such as ipads and computers.

c. Description:

1. Greeting students and small talk
2. Bell work
3. The students would watch the ¼ audio picture book together.
4. The educator would ask guiding questions
5. The educator start to introduce the color “白 White” with visual elements to help students understand and reinforce their memories. Furthermore, the teacher would use Kahoot or Wordwall to check if the students really understand.
6. The instructor would guide students to think about if they are going to draw the fox, what color would they put on besides red? The students could express themselves with hand-up. The educator would show the answer with the image of the picture book.
7. After the students know how to put white on the fox, the educator would lead them to the Art & Craft station and give them white colored pencils and white papers to fill up the white part.
8. The educator leads students to the Dramatic play area.
9. All students start to discuss how to play the fox with hand-up and express one-by-one. The educator would encourage them to apply the Mandarin words they learnt from last units into their 3~5 mins script.

10. After discussion together, they would start to discuss in pairs that were already assigned in the last lesson. They would start to discuss how to play the fox in pairs and design the 3~5 mins script. And rehearsal in 5 mins.
11. The instructor leads students to the Block and Manipulative area, and plays the music and lets students use the blocks to make a fox together freely with imagination.
12. The teacher stops the music, commends the students and asks their ideas to make the fox. And leads them back to their seats.
13. The educator starts to review today's color in Mandarin "白 White" with PPT and visual elements, and ask all students to speak loudly the color in Mandarin when the instructor points the color. In addition, picking students to speak loudly one-by-one with the color that is pointed by the teacher in Mandarin.
14. After the final reviewing of today's objectives, the educator gives students the exit ticket to let students write about what they learnt today.
15. Students could give the exit ticket to the educator and have a break.

d. Differentiation:

RTI strategy

Based on the formative assessment:

-For advanced students, asking guiding questions to help them think deeper and wider.

For example, asking "What things are in white?" Please provide some samples.

-For students at lower level, letting all students answer together to let them feel engaged.

For example, letting all students repeat the answer together.

Based on the summative assessment:

- For advanced students, suggesting related books, activities or any information to their parents for further learning of the students.
- For students at lower level, suggest ways for the parents to help their kids or provide tutoring to the students.

Next steps:

- For advanced students, encourage them to apply all the Mandarin characters or words from the former lessons to the current in-class work.
- For students at lower level, it is ok to complete the in-class work with all English.

Students with disabilities:

- Contact specific professional supportive institutions to help.
- Contact the support system in the school.
- If there are students with visual disabilities, the instructor should read the questions and answers loudly to let the students participate.

3. Lesson 3**a. Objective:**

Students will be able to recognize The Mandarin words of the color “綠 Green”.

Students will be able to pronounce The Mandarin words of the color “綠 Green”.

Students will be able to use The Mandarin words of the color “綠

Green” in sentences in Mandarin or English (allow mixing).

Students will be able to match the image of red, white, and green with The Mandarin words of the color “綠 Green”.

Students will be able to pick the correct colors when they hear the Mandarin pronunciation of The Mandarin words of the color “綠 Green”.

b. Prerequisite Skills:

- Students could use simple and basic language skills to communicate and express. The language does not have to be Mandarin, it could be the student’s mother tongue.
- Students should be able to use digital tools such as ipads and computers.

c. Description:

1. Greeting students and small talk
2. Bell work
3. The students would watch the ¼ audio picture book together.
4. The educator would ask guiding questions
5. The educator strat to introduce the color “綠 Green” with visual elements to help students understand and reinforce their memories. Furthermore, the teacher would use Kahoot or Wordwall to check if the students really understand.
6. The instructor would guide students to think about if they are going to draw the tree, what colors would they put on? How will they put green on the tree? The students could express themselves with hand-up. The educator would show the answer with the image of the picture book.
7. After the students know how to put green on the tree, the educator would lead them to the Art & Craft station and give them black and green colored pencils and to draw the tree and fill up the green part.

8. The educator leads students to the Dramatic play area.
9. All students start to discuss how to play the tree with hand-up and express one-by-one. The educator would encourage them to apply the Mandarin words they learnt from last units into their 3~5 mins script.
10. After discussion together, they would start to discuss in pairs that were already assigned in the former lesson. They would start to discuss how to play the tree in pairs and design the 3~5 mins script. And rehearsal in 5 mins.
11. The instructor leads the students back to their seats.
12. The educator starts to review today's color “綠 Green” with PPT and visual elements, and ask all students to speak loudly the color in Mandarin when the instructor points the color. In addition, picking students to speak loudly one-by-one with the color that is pointed by the teacher in Mandarin.
13. After the final reviewing of today's objectives, the educator gives students the exit ticket to let students write about what they learnt today.
14. Students could give the exit ticket to the educator and have a break.

d. Differentiation:

RTI strategy

Based on the formative assessment:

-For advanced students, asking guiding questions to help them think deeper and wider.

For example, asking “Are there different greens?”

-For students at lower level, letting all students answer together to let them feel engaged.

For example, letting all students repeat the answer together.

Based on the summative assessment:

- For advanced students, suggesting related books, activities or any information to their parents for further learning of the students.
- For students at lower level, suggest ways for the parents to help their kids or provide tutoring to the students.

Next steps:

- For advanced students, encourage them to apply all the Mandarin characters or words from the former lessons to the current in-class work.
- For students at lower level, it is ok to complete the in-class work with all English.

Students with disabilities:

- Contact specific professional supportive institutions to help.
- Contact the support system in the school.
- If there are students with visual disabilities, the instructor should read the questions and answers loudly to let the students participate.

4. Lesson 4

a. Objective:

Students will be able to recognize The Mandarin words of the color “咖啡色 Brown”.

Students will be able to pronounce The Mandarin words of the color “咖啡色 Brown”.

Students will be able to use The Mandarin words of the color “咖啡色 Brown” in sentences in Mandarin or English (allow mixing).

Students will be able to match the image of red, white, and green with The Mandarin words of the color “咖啡色 Brown”.

Students will be able to pick the correct colors when they hear the Mandarin pronunciation of The Mandarin words of the color “咖啡色 Brown”.

b. Prerequisite Skills:

- Students could use simple and basic language skills to communicate and express. The language does not have to be Mandarin, it could be the student's mother tongue.
- Students should be able to use digital tools such as ipads and computers.

c. Description:

1. Greeting students and small talk
2. Bell work
3. The students would watch the 1/4 audio picture book together.
4. The educator would ask guiding questions
5. After watching the video, the educator start to introduce the color “咖啡色 Brown” with visual elements to help students understand and reinforce their memories. Furthermore, the teacher would use Kahoot or Wordwall to check if the students really understand.
6. The instructor would guide students to think about if they are going to draw the tree, how will they put Brown on the tree? The students could express themselves with hand-up. The educator would show the answer with the image of the picture book.
7. After the students know how to put brown on the tree, the educator would lead them to the Art & Craft station and give them brown colored pencils to fill up the brown part.

8. The educator leads students to the Dramatic play area.
9. All students start to discuss how to play the characters with hand-up and express one-by-one. The educator would encourage them to apply the Mandarin words they learnt from last units into their 3~5 mins script.
10. After discussion together, they would start to discuss in pairs that were already assigned in the former lesson. They would start to discuss how to play the tree in pairs and design the 3~5 mins script. And rehearsal in 5 mins.
11. The instructor leads students back to their seats.
12. The educator starts to review today's colors “咖啡色 Brown” with PPT and visual elements, and ask all students to speak loudly the color in Mandarin when the instructor points the color. In addition, picking students to speak loudly one-by-one with the color that is pointed by the teacher in Mandarin.
13. After the final reviewing of today's objectives, the educator gives students the exit ticket to let students write about what they learnt today.
14. Students could give the exit ticket to the educator and have a break.

d. Differentiation:

RTI strategy

Based on the formative assessment:

-For advanced students, asking guiding questions to help them think deeper and wider.

For example, asking “Where did you see brown besides on the trees?”

-For students at lower level, letting all students answer together to let them feel engaged.

For example, letting all students repeat the answer together.

Based on the summative assessment:

- For advanced students, suggesting related books, activities or any information to their parents for further learning of the students.
- For students at lower level, suggest ways for the parents to help their kids or provide tutoring to the students.

Next steps:

- For advanced students, encourage them to apply all the Mandarin characters or words from the former lessons to the current in-class work.
- For students at lower level, it is ok to complete the in-class work with all English.

Students with disabilities:

- Contact specific professional supportive institutions to help.
- Contact the support system in the school.
- If there are students with visual disabilities, the instructor should read the questions and answers loudly to let the students participate.

5. Lesson 5 (Repeat as necessary.)**a. Objective:**

Students will be able to recognize The Mandarin words of the color “灰 Grey”.

Students will be able to pronounce The Mandarin words of the color “灰 Grey”.

Students will be able to use The Mandarin words of the color “灰 Grey” in sentences in Mandarin or English (allow mixing).

Students will be able to match the image of red, white, and green with

The Mandarin words of the color “灰 Grey”.

Students will be able to pick the correct colors when they hear the Mandarin pronunciation of The Mandarin words of the color “灰 Grey”.

b. Prerequisite Skills:

- Students could use simple and basic language skills to communicate and express. The language does not have to be Mandarin, it could be the student's mother tongue.
- Students should be able to use digital tools such as ipads and computers.

c. Description:

1. Greeting students and small talk
2. Bell work
3. The students would watch the whole audio picture book together.
4. The educator would ask guiding questions
5. After watching the video, the educator start to introduce the color “灰 Grey” with visual elements to help students understand and reinforce their memories. Furthermore, the teacher would use Kahoot or Wordwall to check if the students really understand.
6. The instructor would guide students to think about if they are going to draw the color from the background, what color would they pick? The students could express themselves with hand-up. The educator would show the answer with the image of the picture book.
7. After the students know the background color is “灰 Grey”, the educator would lead them to the Art & Craft station and give them Grey colored pencils to put grey behind the fox and the tree.
8. The students would stick their drawings of their assigned characters that were decided in the former lesson on their chest by no-tracing tape.

9. The instructor leads all students to the Dramatic play area.
10. All students start to discuss how to play the characters with hand-up and express one-by-one. The educator would encourage them to apply the Mandarin words they learnt from last units into their 3~5 mins script.
11. After discussion together, they would start to discuss in pairs and rehearse with their partner for the 3~5 mins performance.
12. Each pair performs one by one.
13. After each group's performance, other groups have to give feedback one by one.
14. After the performance, all students would go to their seats.
15. The educator starts to review all colors of this unit the colors “紅、白、綠、咖啡色、灰 Red, White, Green, Brown, and Grey” with PPT and visual elements, and ask all students to speak loudly the color in Mandarin when the instructor points the color. In addition, picking students to speak loudly one-by-one with the color that is pointed by the teacher in Mandarin.
16. The instructor uses Kahoot or Wordwall to give the students a quiz of the colors “紅、白、綠、咖啡色、灰 Red, White, Green, Brown, and Grey” to check their understanding.
17. After the final reviewing of the unit's objectives, the educator gives students the exit ticket to let students write about what they learnt from this unit.
18. Students could give the exit ticket to the educator and have a break.

d. Differentiation:

RTI strategy

Based on the formative assessment:

-For advanced students, asking guiding questions to help them think deeper and wider.

For example, the instructor could ask “if you want to use the color grey, how would you use it?”

For the performance, the educator could ask “What can you do to improve your performance?”

-For students at lower level, letting all students answer together to let them feel engaged.

For example, letting all students repeat the answer together.

For the performance, the educator could encourage the students at lower level to speak more sentences.

Based on the summative assessment:

-For advanced students, suggesting related books, activities or any information to their parents for further learning of the students.

-For students at lower level, suggest ways for the parents to help their kids or provide tutoring to the students.

Next steps:

-For advanced students, encourage them to apply all the Mandarin characters or words from the former lessons to the current in-class work.

-For students at lower level, it is ok to complete the in-class work with all English.

Students with disabilities:

- Contact specific professional supportive institutions to help.

- Contact the support system in the school.

- If there are students with visual disabilities, the instructor should read the questions and answers loudly to let the students participate.

Remediation & Next Steps: How will you remediate, review, and extend prior to moving to the next unit? Include considerations for students who lack prior knowledge.

Remediation Activities	- The educator has to correct every misunderstanding from the students in the class. On the other hand, the educator has to provide a tutor for the students in need. - In addition, the instructor has to adjust the teaching ways immediately once the educator finds the need through assessments in the class.
Review Activities	- After this unit, the educator could also repeat the Mandarin characters via text , visual elements or sounds in the next teaching materials. - In Canada, there is usually no homework for ECE students. Therefore, the instructor has to review the objective knowledge of the last lesson at the beginning of the class, and also review the objectives of the current lesson at the end of the class.
Extension Activities	- Furthermore, when the students prepare for the presentation for the next unit, the instructor could ask them to include the animals and the colors that are mentioned in the former units.



References: Add resources you used to create this unit plan and links to important texts and tools referenced within.

Digital Resource:

Online Mandarin audio and video picture book:

“The fox and the tree”

<https://children.moc.gov.tw/book/232859>

Text:

https://www.books.com.tw/products/0010882898?gclid=CjwKCAjwiOCgBhAgEiwAju5whO7gA-zTgaEi84RqkdTe0qB5EtXUdHlKhQp0w3SfYvthtdlY-xlKMRoCqAsQAvD_BwE

Digital tools:

-Take the quiz games I already complete by Wordwall as example, the future games for kids would be easier with pictures:

<https://wordwall.net/resource/39337177/天氣>

-Quiz game of Kahoot.

<https://kahoot.it>

-Google Doc

Viewsonic physical digital white board which could connect the internet with touch-screen.

<https://www.viewsonic.com/tw/products/viewboard/viewboard>