

30 Day Unit Plan		
Theme/Topic: Self Introduction		
Goals (<i>What should students know & be able to do by the end of the unit?</i>): By the end of the unit, students will be able to say their names, talk about their age and family members in the target language.		
Summative Performance Assessment: create at least 1 performance task for interpretive, interpersonal, and presentational communication <i>Reference pg. 18-23</i>		
Interpretive (reading, listening, and/or viewing)	Interpersonal (Speaking and/or writing)	Presentational (Speaking and/or writing)
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Week 1		
Weekly Can-Dos for Students: (at least 1 & no more than 3) <i>Reference pg. 24-36</i>	Students can understand basic classroom language. Students can answer to their Mandarin names. Students can recognize their Mandarin names.	
Formative Assessment Tasks:	Using pipe cleaners crafts, to compose one's own Mandarin name. Journal: students write down at least three things that they have learned from the class.	
Standards: Communication Connections Culture Comparisons Communities	<u>Communication</u> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. <u>Comparisons</u> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
Vocabulary:	排隊(line up)、起立(stand up)、坐下(sit down)、拿出...(take out...)、給我看...(show me)、老師好(Hello, teacher.)、請(please)、謝謝(thank you)、對不起(sorry)、你(you)、我(I, me, my)、我叫(I am)、你好(Hello)	
Grammar/Sentence patterns: (write these in the target language)	你好，我叫_____。(Hello, my name is_____.) 我可以去廁所嗎？(May I go to the bathroom/restroom?)	
Materials Needed:	Pipe cleaners crafts, construction paper, word list	
Week 2		
Weekly Can-Dos for Students: (at least 1 & no more than 3) <i>Reference pg. 24-36</i>	Students can distinguish the sounds: n, l, h, d, a, yi/-y/-i Students can say the word when they see the pictures and the pinyin Students can introduce themselves with their Mandarin names	
Formative Assessment Tasks:	Listen and circle Listen and write Students can compose	
Standards: Communication Connections Culture Comparisons Communities	<u>Communication</u> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	
Vocabulary:	你好(hello)、奶奶(grandma, father's mother)、男生(boy)、女生(girl)、老師(teacher)、紅色(red)、黃色(yellow)、猴子(monkey)、蛋糕(cake)、大象(elephant)、爸爸(father)、媽媽(mother)、禮物(gift)、弟弟(younger brother)	

Grammar/Sentence patterns:	A: 你好，你叫什麼名字？(Hello, what's your name?) B: 你好，我叫_____。(Hello, my name is _____.) A: 很高興認識你！(Nice to meet you!) B: 很高興認識你！(Nice to meet you!) A: 再見。(Goodbye.) B: 再見。(Goodbye.)
Materials Needed:	Handout(worksheet), wordlist
Week 3	
Weekly Can-Dos for Students: (at least 1 & no more than 3) Reference pg. 24-36	Students can distinguish the sounds: t, j, q, s, wu/w-/u, o Students can say the word when they see the pictures and the pinyin Students can introduce themselves with their Mandarin names and talk about their age
Formative Assessment Tasks:	Listen and cricle Listen and write Presentation and peer feedback
Standards: Communication Connections Culture Comparisons Communities	<u>Communication</u> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adaping to various audiences of listeners, readers, or viewers. <u>Comparisons</u> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
Vocabulary:	他(he, him)、兔子(rabbit)、糖果(candy)、九(nine)、姊姊(sister)、家(home)、七(seven)、企鵝(penguin)、氣球(balloon)、三歲(three years old)、四(four)、司機(driver)、我(I)、外婆(grandma, mother's mother)、伯伯(uncle, father's older brother)、五(five)
Grammar/Sentence patterns:	A: 你好，你叫什麼名字？(Hello, what's your name?) B: 你好，我叫_____。(Hello, my name is _____.) A: 你幾歲？(How old are you?) B: 我_____歲。(I'm _____ years old.) A: 再見。(Goodbye.) B: 再見。(Goodbye.)
Materials Needed:	Handout(worksheet), wordlist, construnction paper (poster), coloring
Week 4	
Weekly Can-Dos for Students: (at least 1 & no more than 3) Reference pg. 24-36	Students can distinguish the sounds: b, m, g, r, e, an Students can say the word when they see the pictures and the pinyin Students can talk about the numbers of people and whom they live with.
Formative Assessment Tasks:	Listen and cricle Listen and write Presentation and peer feedback
Standards: Communication Connections Culture Comparisons Communities	<u>Communication</u> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adaping to various audiences of listeners, readers, or viewers. <u>Culture</u> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
Vocabulary:	爸爸(father)、八(eight)、鼻子(nose)、媽媽(mother)、妹妹(younger sister)、貓(cat)、哥哥(older brother)、姑姑(father's sister)、狗(dog)、人(people, human)、熱(hot)、生日(birthday)、哥哥(older brother)、企鵝(penguin)、三(three)、玩具(toy)、蛋糕(cake)
Grammar/Sentence patterns:	A: 你好，你叫什麼名字？(Hello, what's your name?) B: 你好，我叫_____。(Hello, my name is _____.) A: 你家有幾個人？(How many people do you live with?/How many people are there with your family?) B: 我家有_____個人，_____、_____、_____、_____和我。(I have _____ people in my family. They are _____, _____, _____, _____ and me) A: 再見。(Goodbye.) B: 再見。(Goodbye.)
Materials Needed:	Handout(worksheet), wordlist, construnction paper (poster), coloring