30 Day Unit Plan

Theme/Topic: Self Introduction

Goals (What should students know & be able to do by the end of the unit?):

By the end of the unit, students will be able to say their names, talk about their age and family members in the target labguage.

Summative Performance Assessment: create at least 1 performance task for interpretive, interpersonal, and presentational communication

Reference pg. 18-23		
Interpretive	Interpersonal	Presentational
(reading, listening, and/or viewing)	(Speaking and/or writing)	(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.

	viewers.	
	Week 1	
Weekly Can-Dos for Students: (at least 1 & no more than 3) Reference pg. 24-36	Srudents can understand basic classroom language. Students can answer to their Mandarin names. Srudents 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	Communication Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Comparisons 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) Reference pg. 24-36	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 cricle Listen and write Students can compose	
Standards: Communication Connections Culture Comparisons Communities	Communication 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)	

Reference pg. 24-36 age			
Weekly Can-Dos for Students: (al least 1 & no more than 3)		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.)	
Weekly Can-Dos for Students: (al least 1 & no more than 3)	Materials Needed:	Handout(worksheet), wordlist	
Weekly Can-Dos for Students: (al least 1 & no more than 3)			
Students can say the word when they see the pictures and the pinyin Students can introduce themselves with their Mandarin names and talk about the age and talk as the seed of the pictures and the pinyin Students can introduce themselves with their Mandarin names and talk about the age and talk as the pictures and the pinyin Students can introduce themselves with their Mandarin names and talk about the age and the pictures and the pinyin Students can introduce themselves with their Mandarin names and talk about the age and the pictures and the pinyin Students can introduce themselves with their Mandarin names and talk about the age and the pictures and the pinyin Students can introduce themselves with their Mandarin names and talk about the age and the pictures and the pinyin Students can introduce themselves with their Mandarin names and talk about the age and the pictures and the pinyin Students can introduce themselves with their Mandarin names and talk about the age and the pictures and the pinyin Students can introduce themselves with their Mandarin names and talk about the age and the pictures and tell known the presentation and peer feedback. Standards:	Weekly Can-Dos for	Students can distinguish the sounds: t. i. g. s. wu/w-/-u. o	
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他(he, him)、兔子(rabbit)、糖果(candy)、九(nine)、姊姊(sister)、家(home)、七(seven)、企鵝(penquin)、氣球(balloon)、三歲(three years old)、四(four)、	Communication Connections Culture Comparisons	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. Comparisons Learners use the language to investigate, explain, and reflect on the concept of	
B: 你好,我叫。(Hello, my name is) A: 你幾歲?(How old are you?) B: 我	Vocabulary:	他(he, him)、兔子(rabbit)、糖果(candy)、九(nine)、姊姊(sister)、家(home)、七(seven)、企鵝(penquin)、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	
Weekly Can-Dos for Students: (at least 1 & no more than 3) Reference pg. 24-36	patterns:	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.)	
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 say the word when they see the pictures and the pinyin Students can talk about the numbers of people and whom they live with.	Materials Needed:	Handout(worksheet), wordlist, construnction paper (poster), coloring	
Students: (at least 1 & no more than 3) Reference pg. 24-36 Formative Assessment Tasks: Communication Connections Culture Comparisons Communities Communities Vocabulary: 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. Listen and cricle Listen and write Presentation and peer feedback Communication Learners interact and negotiate meaning in spoken, signed, or written conversation to share information, reactions, feelings, and opinions. Learners present information, concepts, and ideas to inform, explain, persuade, a narrate on a variety of topics using appropriate media and adaping to varior audiences of listeners, readers, or viewers. Culture Learners use the language to investigate, explain, and reflect on the relationst between the practices and perspectives of the cultures studied. EE(father) \(\triangle ((eight) \) \(\frac{\textit{\textit{\textit{P}}}}{\textit{\textit{\textit{P}}}} \) \(\textit{\textit{\textit{P}}} \) \(\textit{\textit{P}} \) \(\textit{P} \) \(\tex		Week 4	
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