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| **30 Day Unit Plan** | | | |
| **Theme/Topic:** Greetings, family members, numbers, age. | | | |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**   1. **Introduce their Chinese names to the peers.** 2. **Describe their family members.** 3. **Express greetings to teacher and peers.** 4. **Count the numbers in certain situation.** 5. **Ask and answer questions about numbers, family members and age.** | | | |
| **Summative Performance Assessment: create at least 1 performance task for interpretive, interpersonal, and presentational communication**  *Reference pg. 18-23* | | | |
| **Interpretive**  (reading, listening, and/or viewing) | | **Interpersonal**  (Speaking and/or writing) | **Presentational**  (Speaking and/or writing) |
| 1. **Ss will comprehend meanings through the context of numbers, family members, greetings, age.** 2. **Ss will use visual support to predict meaning on numbers, family members, greetings, age.** 3. **Ss will use own culture to derive meaning from texts.** | | 1. **Ss will express themselves in greeting using words, phrases, simple sentences, and questions.** 2. **Ss will greet with family members, friends and ask numbers, calendar in simple conversation.** 3. **Ss will understand and produce words like greetings, family members, numbers, age.** | 1. **Ss will communicate information on very familiar topics using a variety of words, phrases, sentences.** 2. **Ss will produce numbers, family members in a conversation.** 3. **Ss will understand teacher’s facial expressions and body language on the target language.** |
| **Week 1** | | | |
| **Weekly Can-Dos for Students:**  (at least 1 & no more than 3)  *Reference pg. 24-36* | Ss can greet peers and introduce themselves to someone.  Ss can occasionally identify the sound of a character or a word and recognize a few letters or characters in greeting.  Ss can recognize vowels a.o.e.i.u. | | |
| **Formative Assessment Tasks:** | Teacher observation as students survey one another about greeting.  Icebreaker  Carousel | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication: Ss express self in conversations on greeting using 你好，您好，你好吗？ 我很好，谢谢。你呢？  Ss may show awareness in understanding the difference of greetings in China.  Connection: Ss have a basic idea of 你好，您好to greet others.  Culture: Ss may show awareness in greetings in cultural differences. | | |
| **Vocabulary:** | Vocabulary Focuses: Greetings like 你好，您好，我，你，很，好，呢，谢谢。 | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | 你好！您好！(Hello)  你好吗？您好吗？(How are you?)  我很好，谢谢。你呢？您呢？（I am fine, thank you. And you?） | | |
| **Materials Needed:** | Tex  Textbook and Workbook *Easy Chinese*  Teacher-made Flashcards. | | |
| **Week 2** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | Ss can answer a few simple questions on family members.  Ss can present their family members using phrases and simple sentences.  Ss can cope some characters or letters and words that they see on the wall or board, in a book or on the computer.  Ss can recognize consonants b,p,m,f, d, t, n, l and tones(first, second, third, fourth) | | |
| **Formative Assessment Tasks:** | Te Teacher observation as Ss introduce their family members after drawing a family tree.  Flyswatters of family members.  Quiz of greetings in Speaking.  Sentence structure and word order. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication：  Ss will know the approximate pronunciation of family members.  Ss will copy some character in composition book and vocabulary book.  Connection:  Ss will state the names of family members in pictures and posters using words or memorized phrases.  Culture:  Ss learn Chinese Calligraphy to consolidate the knowledge of Basic Strokes.  Comparison:  Ss can experience different family value between two countries. | | |
| **Vocabulary:** | Vocabulary focuses:  Family members: 家人(family member),家(family)，人(people)，爸爸(father)，妈妈(mother), 姐姐 (elder sister)， 妹妹(younger sister)，哥哥(elder brother)，弟弟(younger brother)，爷爷(grandfather)，奶奶(grandmother)，外公(grandfather)，外婆(grandmother).  Classroom Management Phrases:回座位(Come back to your seat)，起立(Stand up)，排队(line up)，走(walk)，安静(be quiet)，讨论(discuss) | | |
| **Grammar/Sentence patterns:** | 这是谁？(Who is this?)  这是我。(This is me.)  这是我的爸爸/妈妈/哥哥/姐姐/弟弟/妹妹/爷爷/奶奶/外公/外婆。  (This is my father/mother/elder brother/elder sister/younger brother/ younger sister/ grandfather/grandmother.) | | |
| **Materials Needed:** | Textbook and Workbook *Easy Chinese*  Teacher-made Flashcards.  Presentation on the Computer and Projector  Chinese Calligraphy: Brush pens, ink, ink stones, newspaper, rice paper. | | |
| **Week 3** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | Ss can recognize and memorize numbers 1-20 in Chinese.  Ss can ask and answer questions about numbers.  Ss can write the numbers such as the phone number. | | |
| **Formative Assessment Tasks:** | Teacher observation as Ss react according to the numbers.  Comprehension checks for TPRs.  Quiz of family members in Reading and listening.  Bingo of numbers 1-20.  S | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication:   1. Ss can copy numbers. 2. Ss can memorize words and phrases when they hear them spoken. 3. Ss can count the numbers with response to the peers.   Connection:  Ss can connect the numbers with Chinese.  Culture:  Ss learn Pingpong and shuttercock to count numbers. | | |
| **Vocabulary:** | Vocabulary focuses: Numbers(1-10: 一，二，三，四，五，六，七，八，九，十) | | |
| **Grammar/Sentence patterns:** | 这是几？(How many are there?)  这是…（This is…）  这是…吗？（Is this …?） | | |
| **Materials Needed:** | Textbook and Workbook Easy Chinese  Teacher-made Flashcards | | |
| **Week 4** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | Ss can recognize and memorize numbers 1-100 in Chinese.  Ss can ask and answer questions about numbers and ages.  Ss consolidate numbers, greetings and families by exercises. | | |
| **Formative Assessment Tasks:** | Teacher observation as Ss react according to the numbers.  Comprehension checks for TPRs.  Quiz of family members in Reading and listening.  Bingo of numbers 1-100.  Sequences of numbers 1-100. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication:  1.Ss can copy numbers.  2.Ss can memorize words and phrases when they hear them spoken.  3.Ss can count the numbers with response to the peers.  Connection:  Ss can connect the numbers with Chinese.  Culture:  Ss learn to make Chinese lanterns and use chopsticks. | | |
| **Vocabulary:** | Vocabulary focuses: Numbers(1-10: 一，二，三，四，五，六，七，八，九，十)岁(age) | | |
| **Grammar/Sentence patterns:** | 这是几？(How many are there?)  这是…（This is…）  这是…吗？（Is this …?）  你几岁？(How old are you?)  我..岁(I am ..years old.) | | |
| **Materials Needed:** | Textbook and Workbook Easy Chinese  Teacher-made Flashcards | | |