

30 Day Unit Plan

Theme/Topic: My dream home

Goals (*What should students know & be able to do by the end of the unit?*): All the students will know about rooms, furniture and home appliances in a house. All the students can talk about their houses in at least one aspect such as rooms. 80% of the students can make a poster to describe what their dream house is like.

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)

Show a video of different designs of houses

Students are talking about their favorite style of houses in the video and explain why.

Individual work: make a poster of their dream house.

Week 1

Weekly Can-Dos for Students:
(at least 1 & no more than 3)
Reference pg. 24-36

1. The students can read and speak the words (about 10) used to describe their dream house. 2. The students can make a poster of their dreamhouse .

Formative Assessment Tasks:

1. Comprehension checks for TPRS 2. quizlet test and kahoot of new vocabulary 3. quizizz of rooms in a house.

Standards:
Communication
Connections
Culture
Comparisons
Communities

1. communication: students work in groups to introduce how many rooms there are in their house and what they are.
2. different designs of houses in America and China.

Vocabulary:	房间,卧室,书房,卫生间,厨房,客厅,阳台,餐厅
Grammar/Sentence patterns: <i>(write these in the target language)</i>	我的家有三间卧室
Materials Needed:	Chrome books,computer,projector,and flashcards
Week 2	
Weekly Can-Dos for Students: <i>(at least 1 & no more than 3)</i> <i>Reference pg. 24-36</i>	1.the students can read and speak the words (about 12) used to describe furniture.2.the students can make a brief introduction what furniture is in each room in their house
Formative Assessment Tasks:	1.,Comprehension check of TPRS 2.quizlet test and kahoot of new vocabulary 3.quizizz of furniture
Standards: Communication Connections Culture Comparisons Communities	Communication:students work in groups to introduce the furniture in their houses Culture:different furniture in size and style from that in China
Vocabulary:	床,沙发,衣柜,橱柜,餐桌,椅子,窗帘,地毯,梳妆台,写字台
Grammar/Sentence patterns:	我家的餐桌很大
Materials Needed:	Chrome books,Flash cards, computer , projector and red packets

Week 3

Weekly Can-Dos for Students: <i>(at least 1 & no more than 3)</i> Reference pg. 24-36	1.the students can read and speak the words (about 10) used to describe home appliances .2.the students can make a brief introduction what home appliance is used for at home.
Formative Assessment Tasks:	1.comprehension checks for TPRS 2.quiz on home appliances
Standards: Communication Connections Culture Comparisons Communities	Communication:students work in groups to introduce the home appliances in their houses Comparison:Why American people are so reliable on dish-washer?Is it environmentally-friendly?
Vocabulary:	洗碗机 电视机 电冰箱 洗衣机 烤箱 微波炉 电磁炉 电脑
Grammar/Sentence patterns:	我妈妈用洗碗机洗碗
Materials Needed:	Flash cards,computer projector and poster.

Week 4

Weekly Can-Dos for Students: <i>(at least 1 & no more than 3)</i> Reference pg. 24-36	1.the students can read and speak the words (about 30) used to describe their houses .2.the students can make a brief introduction what their dream homes are like
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Formative Assessment Tasks:	1.comprehension checks for TPRS 2.quiz on what a house includes inside.
Standards: Communication Connections Culture Comparisons Communities	Communication:students work in groups to discuss what the future houses will be like and what will be inside Comparison:make a poster to show your future house
Vocabulary:	我的家有_____个房间，它们是 _____。 客厅里有_____ _____,卧室里有_____ _____
Grammar/Sentence patterns:	我的家有_____个房间，它们是 _____。 客厅里有_____ _____,卧室里有_____ _____
Materials Needed:	Flash cards,computer projector and poster.