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| **30 Day Unit Plan Chinese, Novice—Kindergarten** | | | |
| **Theme/Topic:** Maths | | | |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**   1. **Read and write the number from 0-9** 2. **Spot differences between two pictures** 3. **Pair number names with numerals** 4. **Pair up sets of objects one-to-one with other sets of the same quantity** | | | |
| **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) |
| **SS will read the work sheet and count the numbers aloud** | | **One student will spin the rolling spin on the whiteboard. When the spin stops, the other students will speak out the numbers the spin points to.** | **Ss will circle out the same pictures with the same amount of objects on it, and paint the same pictures with the same color** |
| **Week 1** | | | |
| **Weekly Can-Dos for Students:**  (at least 1 & no more than 3)  *Reference pg. 24-36* | Count groups of 1 and 2;  Write the numerals 1 and 2;  Match and sort  Look for sameness  Understand not the same | | |
| **Formative Assessment Tasks:** | Students count 1,2 separately one by one. They keep their number in mind and stand in Line1; 2 accordingly , so the teacher can check they understand the number  Teacher observation as students count the number on the work sheet. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication: they each count the number and they stand in line according to their number;  Connections: They match the number with the equivalent number of animals on the work sheet; | | |
| **Vocabulary:** | 1; 2; 一；二; 同；不同 | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | zhe shi shen me?  zhe shi 1. | | |
| **Materials Needed:** | * Teacher-made work sheet * Textbook Chapter1 | | |
| **Week 2** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | Understand different;  Count groups of 3 and 4；  Write the numeral 3 and 4. | | |
| **Formative Assessment Tasks:** | match the number with the correspond pictures  a competition between the students to see if they can remember the numerals they have learnt | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication: let the students in a circle and choose their own favorite picture and count the number on it  Culture: how to count in Chinese  Comparison: Compare the different ways to write the number in Chinese. 3 both 三 means three. | | |
| **Vocabulary:** | 不同；大小；绿色；红色；蓝色；3；4 | | |
| **Grammar/Sentence patterns:** | 这个比那个大；这是红色；这是绿色；这是3； 这是4； | | |
| **Materials Needed:** | * Teacher-made work sheets * finger puppets * ball | | |
| **Week 3** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | Write the numeral 4 and 5  Spot differences between two pictures | | |
| **Formative Assessment Tasks:** | 1. begin the day by asking children to sit so that everyone can see the Big book 2. Select volunteers to point to and describe any differences they can spot between the two pictures. 3. While children engage in the activity , ask check questions such as:Are the yellow butterfly’s wings the same in both pictures? 4. Review and help children count the differences. Ask: How many differences are there? | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication: children engage in the activity, they may discuss with others about the differences.  Comparison: children will spot the difference between two pictures. | | |
| **Vocabulary:** | 长；短； 黄色；黑色； 不同的； 四；五； | | |
| **Grammar/Sentence patterns:** | zhe ge chang; zhe ge duan.  zhe ge shi huang se. zhe ge shi hei se.  这个长；这个短；  这回是黄色；这个是黑色。 | | |
| **Materials Needed:** | connecting cubes; colored pencils; paper 1 sheet per child | | |
| **Week 4** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | count from 1 to 7 in Chinese and write the numerals 1 to 7  Pair number names with numerals | | |
| **Formative Assessment Tasks:** | 1. Divide the class into four groups 2. Distribute the connecting cubes to the children 3. Write the numerals 1 to 5 on the board. Ask what number this is. 4. While children engage in the activity, ask check questions such as: are you sure?   Can it be this number instead? | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication: When children start to connect the six connecting cubes together ,they may need to communicate with others as to how to do it quickly.  Connection: when children finished connecting the cubes , they will learn to connect the numerals of connecting cubes with the numbers. | | |
| **Vocabulary:** | 6； 7； | | |
| **Grammar/Sentence patterns:** | 这是六。 这是七。 | | |
| **Materials Needed:** | student activity cards; connecting cubes; sticky notes | | |

**Sample 30 Day Unit Plan:** French, Novice-Mid High

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| **30 Day Unit Plan** | | | |
| **Theme/Topic:** A Well-Balanced Lifestyle | | | |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**   * Describe their daily schedule * Ask and answer questions about daily routines * Compare lifestyle routines * Express frequency saying when and how often they do certain things * Express opinions about daily activities, schedules * Make suggestions about ways to be healthy | | | |
| **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) |
| * SS will read a blog written by a French teenager where he discusses his activities and compare with popular activities in the U.S. * SS will watch a commercial for a product that promises to make life less stressful and analyze the effectiveness of the message | | * SS will survey at least 5 classmates on activities that they do during the week. Make a graph that shows the most popular activities. | * SS will create a presentation based on multiple sources of information highlighting ways to promote a balanced lifestyle for teenagers; share with another French class. |
| **Week 1** | | | |
| **Weekly Can-Dos for Students:** *(at least 1 & no more than 3)*  *Reference pg. 24-36* | * Describe their daily schedule * Ask and answer questions about daily routines | | |
| **Formative Assessment Tasks:** | * Comprehension checks for TPRS * Flyswatter game with new vocabulary * Teacher observation as students survey one another about daily activities | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | * Communication: SS write questions and interview classmates about activities that they do during the week. * Culture: SS discuss the importance of cafés to French teenagers | | |
| **Vocabulary:** | * Review: Days of the week, school subjects * Vocabulary Focus: sports, activities | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | * (*le*) *lundi*… (on Mondays) * qui, que, quoi, quel, quelle, quels, quelles (interrogative pronouns and adjectives) | | |
| **Materials Needed:** | * Textbook Ch. 6 * Blog post from a French teenager * Teacher-made flashcards | | |