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| **30 Day Unit Plan Mengmeng Zhang** |
| **Theme/Topic:** Chinese Spring Festival Showcase and Chinatown Tour(Poem , Song,Kungfu,food, paper-cutting) |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:****SWBAT** experience and learn different perspectives of Chinese Culture and Mandarin words based on Chinese Spring festival |
| **Summative Performance Assessment: create at least 1 performance task for interpretive, interpersonal, and presentational communication** |
| **Interpretive** (reading, listening, and/or viewing) | **Interpersonal**(Speaking ) | **Presentational**(Speaking and/or singing) |
| **Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.****Understanding the meaning of the activities and words related to spring festival** | **Engage in short social interactions using phrases(Pre-K-K2) and simple sentences.(K3-K5)****Express likes and dislikes.** | **Recognize products of culture.****Use key words and phrases in the target language to participate in different activities in the school and community settings.** **Speak ,sing or doing with actions and dances.** |
| **Week 1** |
| **Weekly Can-Dos for Students:** | Poem: A silent nightLearn how to read the poemUnderstand the meaning of the poem |
| **Formative Assessment Tasks:** |  **Sing and dance the poem** |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities |  Culture: Ss can compare and express in ideas of the topics presented in clear, organized texts. Communication: Ss can explain why the target language has value in culture and in a global society.  |
| **Vocabulary:** | 静 silent夜 night 思 thoght 明月moonlight 光light 举头raise head 低头lower head 故乡hometown |
| **Grammar/Sentence patterns:***(write these in the target language)* | 我想念Wǒ xiǎngniàn , I miss |
| **Materials Needed:** | **Video about the poem**  |
| **Week 2** | Te  |
| **Weekly Can-Dos for Students:** *(at least 1 & no more than 3)**Reference pg. 24-36* | **Songs about Chinese Spring festival and traditions** |
| **Vocabulary:** | 新年new year 祝福 wish幸福happiness 红包red packet 剪纸paper cutting 年夜饭midnight dinner 团圆get together |
| **Grammar/Sentence patterns:** | 祝福……I wish |
| **Materials Needed:** | **Video****Chinese song: Happy new year** **Chinese paper cutting for spring festival** |
| **Week 3** |
| **Weekly Can-Dos for Students:** *(at least 1 & no more than 3)**Reference pg. 24-36* | **Chinese Zodiac****Chinese Myths: Travel to the west** |
| **Formative Assessment Tasks:** | SLea Quiz, Matching game, Story-telling,  |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities |  Connections: Ss can say the Animals of Zodiac in Chinese mandarinCommunities: Ss can tells the story of travel to the west in English and say some name of the main characters in Mandarin  |
| **Vocabulary:** | Rat – 鼠 shǔ mouseOx – 牛 niú cowTiger – 虎 hǔ tigerRabbit – 兔 tù rabbitDragon –  龙 long dragonSnake – 蛇 shé snakeHorse – 马 mǎ horseSheep – 羊 yang sheepMonkey – 猴 hóu monkeyRooster – 鸡 jī roosterDog – 狗 gǒu dogPig – 猪 zhū pig**Chinese Myths and legendsL myths 神话，Monkey King 美猴王(孙悟空), Journey to the West 大话西游,**  |
| **Grammar/Sentence patterns:** | 我的Wǒ de生肖 (shēngxiào) My zodiac is |
| **Materials Needed:** |  **Chinese zodiac: paper cutting****Chinese Myths and Legends: Board, books, videos** |
| **Week 4** |
| **Weekly Can-Dos for Students:***(at least 1 & no more than 3)**Reference pg. 24-36* | **Chinese food**  |
| **Formative Assessment Tasks:** |  **Small report about Chinese food**  |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Communication: Ss can recommend the Chinese food with mandarin. And can try to order what they like to eat.Ss can have a view of the 8 different cuisine in China |
| **Vocabulary:** | 饺子Jiǎozi, dumping包子Bāozi猪肉Zhūròu pork火锅Huǒguō hot pot牛肉Niúròu beef烧烤Shāokǎo BBQ蔬菜Shūcài vegetable鱼Yú fish海鲜Hǎixiān seafood面条Miàntiáo noodle米饭Mǐfàn rice |
| **Grammar/Sentence patterns:** | 我喜欢吃Wǒ xǐhuān chī |
| **Materials Needed:** |  **Flash card of food** |