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| **30 Day Unit Plan** |
| **Theme/Topic:** Introduction of you and your family  |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:*** Greet people in a Chinese way;
* Count numbers from 1-100; express one’s age and birthday;
* Know about Chinese people’s preferences for numbers by making comparison;
* Introduce family members as well as their ages and birthdays;
* Ask and answer questions about who the family members are;
* Name different colors in Chinese and introduce family members’ preference to colors;
* Know about Chinese people’s preferences for colors by making comparison;
* Name Chinese food (fruit, vegetables and breakfast) and introduce family’s likes and dislikes about food;
* Know about Chinese people’s eating habits by making comparison;
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| **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. Students will read a short passage of introduction for family including their age, birthday and preference for colors and food.
2. Students will watch videos about numbers, color, and family members.
 | 1. Students will make an interview about friends’ birthday and age, their favorite colors and food;
 | 1. Students will sing different songs about colors, family members and numbers.
2. Students will make a presentation to introduce their family members and their age, birthday and preference to colors, food and numbers.
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| **Week 1** |
| **Weekly Can-Dos for Students:**(at least 1 & no more than 3)*Reference pg. 24-36* | * Count numbers 1-100;
* Introduce people’s age and birthdays.
* Sing Chinese birthday song.
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| **Formative Assessment Tasks:** | * Comprehension checks with TPRS;
* Teacher observation when the students are learning and doing activities;
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| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | * Communication: students interview about ages and birthdays;
* Connections: Students do math addition exercises;

 Students sing Chinese songs about numbers and *Happy birthday to You*. * Culture: students introduce and know preference for numbers in different cultures;
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| **Vocabulary:** | * Numbers 1-100
* Dates and age;
* Happy birthday to you.
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| **Grammar/Sentence patterns:***(write these in the target language)* | * 我的生日是\*月\*日。我今年\*岁。 （\* for numbers）
* 祝你/\*生日快乐。(\*for names)
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| **Materials Needed:** | * Flash card, PowerPoint with music and videos, learning sheet
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| **Week 2** |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)**Reference pg. 24-36* | 1. Introduce family members as well as their ages and birthdays;
2. Ask and answer questions about who the family members are;
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| **Formative Assessment Tasks:** | * Teacher observation when the students are learning and doing activities;
* Comprehension checks with TPRS and BINGO games.
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| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | * Communication: students interview about family members
* Connections: Students draw and sing Chinese songs about family.
* Culture: students know different addressing for relatives in China and know the culture behind it.
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| **Vocabulary:** | * Review numbers for birthdays and ages;
* Family members.
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| **Grammar/Sentence patterns:** | * 她/他是谁？
* 这是我的爷爷/奶奶/爸爸/妈妈/哥哥/姐姐/弟弟/妹妹/狗狗/猫猫。
* 我爷爷/奶奶/爸爸/妈妈/哥哥/姐姐/弟弟/妹妹/狗狗/猫猫的生日是\*月\*日。他/她今年\*岁。（\*for numbers）
* 我爱我的家。我爱我的爷爷/奶奶/爸爸/妈妈/哥哥/姐姐/弟弟/妹妹/狗狗/猫猫。
 |
| **Materials Needed:** | * Flash card, PowerPoint with music and videos, learning sheet
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| **Week 3** |
| **Weekly Can-Dos for Students:** *(at least 1 & no more than 3)**Reference pg. 24-36* | * Name different colors in Chinese ；
* Introduce their and their family members’ preference to colors;
* Know about Chinese people’s preferences for colors by making comparison;
 |
| **Formative Assessment Tasks:** | * Comprehension checks with TPRS;
* Teacher observation when the students are learning and doing activities;
 |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | * Communication: Students tell the colors they like and dislike.
* Connections: Students color pictures and draw.
* Culture: students share colors for certain-situation use and know Chinese tradition of color selection for different occasions.
* Comparison: students compare different cultures about color.
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| **Vocabulary:** | * Review family members
* Vocabulary Focus: colors
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| **Grammar/Sentence patterns:** | * 这是什么颜色？这是红色/橙色/黄色/绿色/粉色/蓝色/紫色/黑色/白色。
* 什么是红色/橙色/黄色/绿色/粉色/蓝色/紫色/黑色/白色？
* 我喜欢/不喜欢红色/橙色/黄色/绿色/粉色/蓝色/紫色/黑色/白色。
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| **Materials Needed:** | * Flash card, PowerPoint with music and videos, learning sheet
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| **Week 4** |
| **Weekly Can-Dos for Students:***(at least 1 & no more than 3)**Reference pg. 24-36* | * Name Chinese food (fruit, vegetables and breakfast) and introduce family’s likes and dislikes about food;
* Know about Chinese people’s eating habits by making comparison;
 |
| **Formative Assessment Tasks:** | * Comprehension checks with TPRS;
* Teacher observation when the students are learning and doing activities;
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| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | * Communication: Students discuss about the food they like and dislike.
* Connections: Students count how much to pay for certain amount of food
* Culture: students share different eating tradition of different countries.
* Comparison: students compare different eating style and find out what is a better way to keep healthy.
* Community: students make posters calling for healthy living habit.
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| **Vocabulary:** | * Review colors
* Vocabulary Focus: Food vocabulary about daily fruit, vegetables and Chinese breakfast.

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| **Grammar/Sentence patterns:** | * 这是什么水果？苹果/香蕉/菠萝/橙子/梨/桃/葡萄。
* 我喜欢红色/橙色/黄色/绿色/粉色/蓝色/紫色/黑色/白色的水果/蔬菜。
* 我喜欢稀饭/包子/馒头/面条/豆浆/油条/牛奶/面包。
* 我的爷爷/奶奶/爸爸/妈妈/哥哥/姐姐/弟弟/妹妹喜欢吃…
* 这个多少钱？
 |
| **Materials Needed:** | * Flash card, PowerPoint with music and videos, learning sheet
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