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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; | | | |
| **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. |
| **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. | | |
| **Formative Assessment Tasks:** | * Comprehension checks with TPRS; * Teacher observation when the students are learning and doing activities; | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | * 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; | | |
| **Vocabulary:** | * Numbers 1-100 * Dates and age; * Happy birthday to you. | | |
| **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) | | |
| **Materials Needed:** | * Flash card, PowerPoint with music and videos, learning sheet | | |
| **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; | | |
| **Formative Assessment Tasks:** | * Teacher observation when the students are learning and doing activities; * Comprehension checks with TPRS and BINGO games. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | * 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. | | |
| **Vocabulary:** | * Review numbers for birthdays and ages; * Family members. | | |
| **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 | | |
| **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:**  Communication  Connections  Culture  Comparisons  Communities | * 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. | | |
| **Vocabulary:** | * Review family members * Vocabulary Focus: colors | | |
| **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。 | | |
| **Materials Needed:** | * Flash card, PowerPoint with music and videos, learning sheet | | |
| **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; | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | * 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. | | |
| **Vocabulary:** | * Review colors * Vocabulary Focus: Food vocabulary about daily fruit, vegetables and Chinese breakfast.   Rev | | |
| **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 | | |