**Wu Xiaohong 30 Day Unit Plan:** Chinese, Novice

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| **Theme/Topic:** buying food and drinks, afterschool activities, sports, body parts | | | |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**   * can buy food and drinks in Chinese * talk about hobbies and sports or afterschool activities * know how to say body parts and can see a doctor in Chinese * can write with pinyin more fluently and accurately * be able to write a small amount of Chinese characters * sing three Chinese songs: Two Tigers. Finger Song | | | |
| **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. Listening and viewing:   Listen to the T, find the words T says from a set of random pieces of paper, form a sentence and find the Chinese characters to match them.   1. Listening and reading:   One student read or sing the song Two Tigers / Finger Song, the other do the actions. | | 1. Speaking:   Buy or sell food and drinks to classmates.   1. Listening and writing:   One student says a word and the other write it down. When 10 is done, students switch roles. Then check each other’s answers. | 1. Speaking:   Ask and answer what hobbies students have.  Create a monster and describe it to classmates.   1. Writing and speaking:   All about me Smash Doodle: Write sentences in Chinese about students themselves and make it colorful by drawing some images. |
| **Week 9** | | | |
| **Weekly Can-Dos for Students:** *(at least 1 & no more than 3)*  *Reference pg. 24-36* | * Can ask and answer prices about food and drinks. * Can talk about what things they like to do or do not like to do. * Can write every Chinese vowel and tell the difference between them. | | |
| **Formative Assessment Tasks:** | * Color food pictures, write on it likes or dislikes and ask about partner’s like and dislikes about food. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Understand Chinese bargain culture.  Know about Chinese currency.  Know what sports or afterschool activities Chinese students do.  Know each other’s afterschool life.  Know each other’s eating habits. | | |
| **Vocabulary:** | 爱好，听音乐，看书，看电视，上网，打游戏，运动，跑步， 下棋，打乒乓球，打羽毛，爬山，打橄榄球，踢足球，打篮球，会，游泳，画画 | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | * 一个汉堡多少钱？一杯豆浆多少钱？ * 你有什么爱好？ * 你喜欢打篮球吗？ | | |
| **Materials Needed:** | * Teacher-made flashcards * Poster papers. | | |
| **Week 10** | | | |
| **Weekly Can-Dos for Students:** *(at least 1 & no more than 3)*  *Reference pg. 24-36* | * Learn a song “Family Members”. * Learn a song “Two Tigers”. * Learn a song “Finger Song”. | | |
| **Formative Assessment Tasks:** | 1. One student read or sing the song Two Tigers / Finger Song, the other do the actions. 2. One student says a word and the other write it down. When 10 is done, students switch roles. Then check each other’s answers. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | 1. Students know more about how Chinese use gestures to show numbers. 2. Students can compare different and similar ways to say the sounds made by animals in Chinese and English. 3. Students can build a connection between the numbers, hand gestures, and the animals represented by hand gestures. | | |
| **Vocabulary:** | * 两只老虎，跑得快，真奇怪，毛毛虫，小兔子，小花猫，小蝴蝶，小水母，老黄牛，小手枪，小钩子，大老虎，手指头，变成 | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | * 一个手指头变成毛毛虫 * 一只没有耳朵，一只没有尾巴，真奇怪 | | |
| **Materials Needed:** | * Teacher-made flashcards and index cards, Chrome book | | |
| **Week 11** | | | |
| **Weekly Can-Dos for Students:** *(at least 1 & no more than 3)*  *Reference pg. 24-36* | 1. Sing the letter song. 2. Know how to say body parts, and sing the body part song | | |
| **Formative Assessment Tasks:** | Create a monster and describe it to classmates. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | 1. Compare the Chinese alphabet table with English one and find the unique sound exist in separate languages. 2. Know more about Chinese Opera. Make a mask and a Chinese calendar for Market Day. 3. Know more about Spanish or French culture through activities on Market Day. | | |
| **Vocabulary:** | 头，眼睛，鼻子，嘴巴，脸，耳朵，尾巴，手，脚，腿，身体，肚子 | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | * 我的怪物有两只眼睛。 * 我的怪物有三条尾巴。 | | |
| **Materials Needed:** | * Flashcards, Chrome book | | |
| **Week 12** | | | |
| **Weekly Can-Dos for Students:** *(at least 1 & no more than 3)*  *Reference pg. 24-36* | 1. Can say what topics students have learned during this trimester and test each other’s vocabulary. 2. Can write some Chinese characters. 3. Can see a doctor and say what is wrong in Chinese. (optional) | | |
| **Formative Assessment Tasks:** | All about me Smash Doodle: Write sentences in Chinese about students themselves and make it colorful by drawing some images. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Watch a Chinese wedding video and find the similarities and differences.  Students know more about each other through Smash Doodle presentation.  Compare what new things students learned about Chinese culture. | | |
| **Vocabulary:** | Review what have been learned. | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | 我叫…  我有….  我喜欢… | | |
| **Materials Needed:** | * Flash cards, chrome book | | |
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