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| **30 Day Unit Plan** |
| Andasol Avenue Elementary SchoolTeacher’s name: *Huang* *Yongqian* Grade Level: *1 – 5th grades* Language Level: *Beginners* Lesson Title: *Colors* |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:*** **Know how to say 9 colors in Chinese**
* Ask and answer about favorite colors
* Get to know the special color of China and the background culture
* Learn paper-cutting with their favorite color
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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) |
| * SS will be shown the Chinese national flag, a panda toy, flashcards and pictures of Chinese traditional wedding and festivals to learn about colors and Chinese culture.
 | * SS will discuss their favorite colors in group, collect the information and write in a table.
 | * SS will create a presentation of the favorite colors of their family members orally.
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| **Week 1** |
| **Weekly Can-Dos for Students:**(at least 1 & no more than 3)*Reference pg. 24-36* | * Know some basic information of China
* Know how to say red, yellow, black and white in Chinese
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| **Formative Assessment Tasks:** | * Color the Chinese national flag and a panda
* “Find the colors on you” game
* Pick out the color cards
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| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | * Communication: SS discuss how much they know about China and ask the teacher questions they are curious about.
* Comparison: SS compare the Chinese flag and American flag
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| **Vocabulary:** | color颜色 red 红色 yellow黄色black 黑色white 白色  |
| **Grammar/Sentence patterns:***(write these in the target language)* | 什么 这是什么颜色？What color is this？ |
| **Materials Needed:** | Teacher-made flashcardsPower-pointA Chinese national flagA panda toyThe handout  |
| **Week 2** |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)**Reference pg. 24-36* | * Know how to say green, blue, purple, orange and pink in Chinese
* Learn the color song
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| **Formative Assessment Tasks:** | * Match the colors with flashcards
* Game: who can point at the color first?
* Sing the color song
 |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | * Communication: SS match the colors with flashcards through the group work.
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| **Vocabulary:** |  绿色 green 蓝色 blue 紫色 purple 橙色 orange 粉色 pink |
| **Grammar/Sentence patterns:** |  这是红色吗？Is this red？ |
| **Materials Needed:** | Teacher-made flashcardsPower-pointThe video of the color song |
| **Week 3** |
| **Weekly Can-Dos for Students:** *(at least 1 & no more than 3)**Reference pg. 24-36* | * Get familiar with the 9 colors in Chinese
* Discuss their favorite colors
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| **Formative Assessment Tasks:** | * Color the pictures with the colors written in Chinese
* Ask and answer about their favorite colors
* Collect information about favorite colors in groups and then present orally
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| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | * Communication: SS discuss and collect information of their favorite colors in groups
* Communities: SS go back home and collect information of their family members’ favorite colors
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| **Vocabulary:** | * Review: the 9 colors
* New vocabulary:  你 you 我 I 喜欢 like

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| **Grammar/Sentence patterns:** | 你喜欢什么颜色？What color do you like?我喜欢…. I like… |
| **Materials Needed:** | Power-pointThe handout  |
| **Week 4** |
| **Weekly Can-Dos for Students:***(at least 1 & no more than 3)**Reference pg. 24-36* | * Express what color they or other people like
* Know the culture of Chinese red
* Learn paper-cutting
* Learn how to express their hobbies
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| **Formative Assessment Tasks:** | Co* SS present the information they collect at home about family members’ favorite colors
* Discuss Chinese people’s favorite color
* Do paper-cutting with assigned color
 |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | * Culture: SS learn the Chinese red through the pictures of Chinese traditional wedding , festivals and so on
* Comparison: Compare Chinese traditional wedding and western wedding
* Communities: SS go back home with their paper-cutting work to decorate their rooms
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| **Vocabulary:** | * Review: how to express the favorite color.
* New vocabulary:  剪纸 paper-cutting

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| **Grammar/Sentence patterns:** |  我喜欢剪纸。I like paper-cutting. 你喜欢什么？What do you like?Wo  |
| **Materials Needed:** | * Power-point
* Color paper
* scissors
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