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| **30 Day Unit Plan** | | | |
| Andasol Avenue Elementary School  Teacher’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 | | | |
| **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. |
| **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 | | |
| **Formative Assessment Tasks:** | * Color the Chinese national flag and a panda * “Find the colors on you” game * Pick out the color cards | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | * 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 | | |
| **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 flashcards  Power-point  A Chinese national flag  A panda toy  The 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 | | |
| **Formative Assessment Tasks:** | * Match the colors with flashcards * Game: who can point at the color first? * Sing the color song | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | * Communication: SS match the colors with flashcards through the group work. | | |
| **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 flashcards  Power-point  The 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 | | |
| **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 | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | * 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 | | |
| **Vocabulary:** | * Review: the 9 colors * New vocabulary:  你 you 我 I 喜欢 like   Vo | | |
| **Grammar/Sentence patterns:** | 你喜欢什么颜色？What color do you like?  我喜欢…. I like… | | |
| **Materials Needed:** | Power-point  The 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 | | |
| **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:**  Communication  Connections  Culture  Comparisons  Communities | * 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 | | |
| **Vocabulary:** | * Review: how to express the favorite color. * New vocabulary:  剪纸 paper-cutting   Wo | | |
| **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 | | |