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| **30 Day Unit Plan** |
| **Theme/Topic:** 4 Seasons and Weather |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**1. Students can describe the weather in Chinese 2. Students can introduce the four seasons and describe their favorite season and the reasons.3. Try to be a weather man and report the weather of Chicago. |
| **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) |
| The students can get the main information from the weather forecast, such as the temperature etc. | Students can make dialogues about the weather. | Make a poster and do a presentation about their favorite season. |
| **Week 1** |
| **Weekly Can-Dos for Students:**(at least 1 & no more than 3)*Reference pg. 24-36* |  Students can describe the weather in Chinese, such as sunny, rainy, cloudy  |
| **Formative Assessment Tasks:** |  Match the Chinese words with pictures, and can point at the right picture when I read out the word. |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Students can understand the key sentences and weather vocabulary.Students can talk with their classmates about the weather. |
| **Vocabulary:** | Sunny 晴 天 cloudy 多 云 rainy 下 雨 天 snowy 下 雪 天 windy大 风 lightening闪 电 |
| **Grammar/Sentence patterns:***(write these in the target language)* | 今天天气怎么样？What is the weather like today?今天是晴天。 Today is sunny. 。 |
| **Materials Needed:** | Flash cards , PPT, handouts  |
| **Week 2** |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)**Reference pg. 24-36* | Can The students can be a weatherman to report the weekly weather of Chicago Ca |
| **Formative Assessment Tasks:** | Students can work in pairs to do the weather report. |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Make a conversation with othersDescribe the different weather |
| **Vocabulary:** | 气温 摄氏度 华氏度 从 到q |
| **Grammar/Sentence patterns:** | *今天是阴天／晴天。。。气温从。。。到。。。**明天是。。。 气温从。。。到。。。* |
| **Materials Needed:** | Handouts , pictures . |
| **Week 3** |
| **Weekly Can-Dos for Students:** *(at least 1 & no more than 3)**Reference pg. 24-36* | The students can understand the meaning of different seasons  |
| **Formative Assessment Tasks:** | The students can make a dialogue about their favorite seasons |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Students will match the weather with the pictures on the handoutsStudents will work in pairs to talk about their favorite season. Students will make conversations about season. |
| **Vocabulary:** | 春 天, 夏 天, 秋 天, 冬 天(spring summer fall winter)热, 冷, 凉, 暖 (hot, cold, cool, warm) 四 季 (four seasons) |
| **Grammar/Sentence patterns:** | 我喜欢。。。因为。。。 |
| **Materials Needed:** | Handouts |
| **Week 4** |
| **Weekly Can-Dos for Students:***(at least 1 & no more than 3)**Reference pg. 24-36* | The students can work in group and make a poster and then do a presentation about their favorite seasons  |
| **Formative Assessment Tasks:** | St Students can work in groups and make a poster and do a presentation.  |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Students can talk about weather fluently and describe it in simple words and sentences |
| **Vocabulary:** |  冷，热，暖和 既不。。。也不。。。 |
| **Grammar/Sentence patterns:** |  既不。。。也不。。。 |
| **Materials Needed:** | Poster |