Thematic Unit Lesson Plan for 北京十日游
2014 Virginia STARTALK Chinese Student Academy
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Topic/Sub-theme: (Day 3, June 25) Time and Dates/Time and Age
Proficiency Level: Novice
Grade Level: Group 4: 16-17 years old

Time frame: 9:00-9:50AM
Learning Objectives: Students will be able to
a. Count with the numbers 1-99
b. Ask for information with your classmates regarding to age
c. Ask for and tell time

Standards: 1.1, 1.2, 1.3, 2.2, 3.1

Authentic Materials: Playing cards with Chinese traditional painting cards, realia, abacus,

Key vocabulary/structures:
1. The usage of “多少” and count and recognize Chinese numbers from 1 to 99.
   Q:这是多少？A:这是______
2. Asking “how old are you?”，“how old is he/she?” and tell information about ages
   Q: 你几岁？他几岁？A:我_?_岁, 他_?__岁
3. Asking time “现在几点？现在几点几分?”and tell time“现在___点___分”

Procedures:

Warm up: Review Day One’s learned materials
1. Listen to a Chinese song on 1234, 你好吗？我很好！谢谢！再见！，students sing along and move around
2. Review family member and their occupation in Chinese

Practice:
1. The teacher shows the chart of 1-10 numbers and use the sentence “这是多少？” for review.
2. The teacher demonstrates how to add 10 to 20 using an abacus.
3. Interpretive activity :
   1) Students use an abacus to identify one of numbers (10-99) spoken by the teacher
   2) Students work in pairs. Each one picks up three or four playing cards with traditional Chinese painting to ask her/his partner what total is from five playing cards provided by the teacher. During this game, students take turn for asking their partners “这是多少?” and telling “这是__?_” in oral language. Teacher checks on learners’ comprehension through going around the classroom and check the answers.
4. Interpersonal activity
   1) The teacher models how to complete the interview activity related to all classmates’ and teachers’ age.
2) Students walk around to interview with all classmates, other teachers and write down the information about age, name on the interview worksheet.
3) Survey on how many students are 16 years old, how many students are 17 years old, and how many students are 18 years old using “正” to count
5. Presentational activity
   Each student takes turns to present the results of the interview and count how many students are 16 years old, how many students are 17 years old, and how many students are 18 years old through writing “正”
6. Interpretive activity
   1) Each student gets the picture of the clock with time. Students sing the song associated with time (一点，两点，三点…) and read aloud the picture of the clock with time to the whole class.
   2) Students ask time and tell time to her partner through playing the handmade clock plates in pairs
      Q: 现在几点？ A: 现在 _____点
7. Interpersonal activity: Information Gap
   Student A will give time information to student B for Clock 1, 2, 3 and get time information from Student B for clock 4, 5, 6 And then draw the time on the worksheet. Student B will get time information from Student A for Clock 1, 2, 3 and give Student A time information for Clock 4, 5, 6 And then draw the time on the worksheet.
      Q: 现在几点几分？ A: 现在 _____点_____分

Closure:
Asking students to report the time before leaving classroom by using the sentence structure
现在几点几分？ 现在 _____点_____分 (The correct time showing on the clock).

Assessment & Rubrics
Survey form, report the result of interview, show the correct number by abacus, ask and tell time to their partners using appropriate the structure of sentences in playing the handmade clock plates ,ask and tell age to others using the appropriate questions during the interview activity

Before-class:
Students will Preview Day 2’s materials. See the VSCSA program website
http://uvastartalk14.weebly.com

After-class:
1. Teach one of their family members/friends how to say different kinship terms in Chinese
2. Practice writing characters on the character worksheet (See Day 2 on packet)
3. Watch a video to preview Day 4 grammatical structures/content
** Take notes while watching the video, and answer 3 questions after watching the video
**Topic/Sub-theme:** (Day3, June 25) Time and Dates/Dates and Day of the Week  
**Proficiency Level:** Novice  
**Grade Level:** Group 4: 16-17 years old  

**Time frame:** 10:00-10:50AM  
**Learning Objectives:** Students will be able to  
1. Ask and tell dates  
2. Ask and tell day of the week  
3. Understand cultural difference in telling Chinese date and American date  
4. Ask for/give information regarding to age & birth date.  

**Standards:** 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1  
**Authentic Materials:** Chinese songs about day of the week (星期一, 星期二, 星期三, 星期四, 星期五, 星期六, 星期日, 周末); Amazing Calendar; Chinese calendars.  

**Key vocabulary/structures:**  
**Vocabulary:**  
星期一, 星期二, 星期三, 星期四, 星期五, 星期六, 星期日  
一月, 二月, 三月, 四月, 五月, 六月, 七月, 八月, 九月, 十月, 十一月, 十二月, 号,  
昨天, 今天, 明天, 周末, 生日  

**Vocabulary and Structure:**  
1. Ask and tell date  
   今天/明天/昨天 是 ___月___号  
2. Ask and tell day of the week ___月___号 是星期几?  
3. Ask and tell ‘Is this day weekend?’  
   ___月___号 是周末?  
4. Ask and tell birth date  
   你的生日是几月几号?  

**Procedures:**  
**Warm up: Review Day three learned materials**  
1. Move the hour and minute hands on paper clock and ask students what time it is.  
2. Ask around about students’ age.  

**Practice:**  
1. The teacher uses Amazing Calendar to demonstrate how to ask and tell dates, days of the week, weekend and birth date.  
2. Students do pair work to ask and tell dates, days of the week, weekend and birth date.  
3. Interpersonal & presentational activity  
   1) The teacher models how to complete the interview activity related to their age and birth date.  
   2) Students walk around to interview all their classmates and write down the information on the interview worksheet.
3) Students summarize the information. Then each student takes turns to present the results of the interview.

4. Interpretive activity
   Students listen to a song ‘Hēisè xīngqíwǔ’ and fill in information on the worksheet. Before starting the activity, students are divided into group of two. Each student focuses on a half of the new words and count how many times they appeared in the lyric. Then the teacher checks on learners’ comprehension.

5. Presentational activity
   The entire class sings along “Xīngqí gē” (星期歌) while doing hand motions.

Closure:
Teacher point to certain dates on the calendar and everyone answers what day it is.

Assessment & Rubrics
1. Listen and sing along
   Students listen to ‘Xīngqí gē’, sing along and use hand motion while singing.
2. Report the survey result to the entire class.

Before-class:
Preview Day 3’s materials. See the VSCSAProgram website
http://uvastartalk14.weebly.com

After-class:
1. Teach one of my family members/friends how to say dates and time in Chinese
2. Practice writing characters on the character worksheet (See Day 3 on packet)
3. Watch a video to preview Day 4 grammatical structures/content
   ** Take notes while watching the video, and answer 3 questions after watching the video
4. Preview Day 4 dialogues online
   ** Listen, read, and say aloud
**Topic/Sub-theme:** (Day 3, June 25) Time & Dates/Chinese Zodiac  
**Proficiency Level:** Novice  
**Grade Level:** Group 4: 16-17 years old

**Time frame:** 11:00-11:50AM  
**Learning Objectives:** Students will be able to  
a. Ask for / give information regarding to age & birthdays  
b. Exchange information with their classmates on their and their family’s Chinese zodiac signs in Chinese  
c. Sing “Happy Birthday” in Chinese, and understand cultural practices related to Chinese birthday celebrations

**Standards:** 1.1, 1.2, 1.3, 2.1, 2.2, 3.1

**Authentic Materials:**  
1. Paper cuts of Chinese zodiac animals & paper placemat depicting the 12 Chinese zodiac animals  
2. Chinese Birthday song  
3. Survey & handouts (one for class survey and one for family members’ animal sign)

**Key vocabulary/structures:**  
祝你生日快乐, 十二生肖, 鼠, 牛, 虎, 兔, 龙, 蛇, 马, 羊, 猴, 鸡, 狗, 猪.

**Structures:**  
a. The usage of “属”  
   我属马。  
b. Wish someone have a happy birthday  
   祝你生日快乐

**Procedures:**  
**Warm up:** Review Day One and Day Two’s learned materials  
1. Sing the Chinese songs ‘我的朋友在哪里 (where are my friends)’ & ‘祝你生日快乐 (Happy birthday to you)’.  
2. Teacher introduce herself and had a Q/A session about students’ birth dates, dates and time.

**Practice:**  
1. The teacher shows her own basic information and introduce the concept about Chinese zodiac.  
2. Teacher introduce eight Chinese zodiac symbols, drill on vocabulary and pronunciation. Then the rest of the four zodiac symbols were introduced in the same procedures.  
3. Divide students into boy and girl groups and play a animal sound recognition game. Teacher asks’这是什么?’ and Students answer out loud in complete sentence such as ‘这是虎’.
4. Teacher demonstrates how to identify each person’s zodiac symbol by using the sentence ‘我属_____.’ Teacher practices speaking with each student and asks about his/her zodiac symbol using this sentence: ‘你属什么?’ Then, all students and teacher stand in a circle and throw a ball to different student to practice Q/A about their zodiac symbols.

5. Interpersonal activity
   1) Students and teacher stand in two lines to ask each other about his/her birth date, age, name, number of family members, time and zodiac symbols. Then students switch partners to repeat the same process until all has met all classmates on the opposite row.

6. Presentational activity
   1) Each student receives a handout and complete answering question regarding their name, age, birth date, zodiac, number of family member and complementary greeting.
   2) Student take turns to come to the front of the classroom to introduce themselves using the handout that they just completed in previous step as their guidance.

7. Interpretive activity
   1) Students listen to teacher’s self-introduction then answer the question about teacher’s basic information, and the teacher checks on learners’ comprehension.

Closure:
Each student passes a small doll and practices Q/A about zodiac symbols.

CONNECTIONS: MUSIC
Students learn to sing a Chinese “Happy Birthday” song. See Presentational Speaking activity.

CULTURE
1. Students acquire new information about their animal sign by browsing through a zodiac animal placemat.

Assessment & Rubrics
Listening comprehension and singing along.
Students answer teacher’s and classmates’ questions, or present in front of the class to introduce themselves.

Before-class:
Students will have the zodiac mat on their desks and look over them.
Preview Day 3’s materials. See the VSCSA program website http://uvastartalk14.weebly.com

After-class:
1. Students will share with their family members his / her zodiac symbol and identify for his/her zodiac symbol of their family members.
2. Students will teach his / her family members how to sing Chinese Happy Birthday song.
3. Practice writing characters on the character worksheet (See Day 3 on packet)
4. Watch a video to preview Day 4 grammatical structures / content
** Take notes while watching the video, and answer 3 questions after watching the video