Thematic Unit for 北京十日游
2014 Virginia STARTALK Chinese Student Academy

By Mei Hu, Hua yi Zhang, and Hui Chen

**Topic/Sub-theme:** (Day 2, June 24) Family
**Proficiency Level:** Novice
**Grade Level:** Group 1: 13-15 years old; Group 2: 16-17 years old & above

**Period 1:**
**Time frame:** 9:00-9:50AM

**Learning Objectives:** Students will be able to

a. Identify and say different kinship terms 哥哥 (older brother), 姐姐 (older sister), 弟弟(younger brother), 妹妹(younger sister) in Chinese culture
b. Ask for/give information regarding family members

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

**Materials:**
Authentic materials: Chinese songs about greetings and family (你好吗？我很好，谢谢，再见；我爱我的家；family photos (teachers’ & students’); PowerPoint slides; Class handout; Worksheet

**Key Vocabulary/structures:**

a. Asking “Who is this person?”
   这是谁？这是我的爸爸。
b. The usage of “有”；“没有” and “和”
   我家有哥哥和姐姐。我没有妹妹。

**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. One student talks about his/her phone number, and other students write and talk about the phone number the student says

**Practice:**

1. The teacher shows her own family photo and elicits different kinship terms related to immediate family members from students by using the “这是谁?” structure.
2. The teacher demonstrates the usage of “有” and “没有”
3. Interpersonal activity
   1) The teacher models how to complete the interview activity related to family members
   2) Students bring their family pictures (online or hard copies) to work with a partner and ask/answer questions about their family members.
   3) Students walk around to interview three classmates and write down the information on the interview worksheet.

4. Interpretive activity
   Students listen to a song on “I love my family members” (我爱我的家), and the teacher checks on learners’ comprehension

5. Presentational activity
   1. Students present their family picture and introduce their family to the class. While introducing their family members, students have to tell the class how many family members they have.
   2. Each student takes turns to present the results of the interview

Closure:
Everyone sings along with the song and move around by using their body language.

Assessment & Rubrics
   1. Listen and sing along
      Students listen to two Chinese songs, sing along, and use body language/gestures while singing.
      2. Students orally report their interview about their classmates’ family members.
      3. Use checklist

Before-class:
Students will look for one family photo (digital or photo) and bring to class
Preview Day 2’s materials. See the VSCSA program website
http://uvastartalk14.weebly.com

After-class:
   1. Teach one of my 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 3 grammatical structures/content
**Take notes while watching the video, and answer 3 questions after watching the video

Period 2 By Huayi Zhang

Time frame: 10:00-10:50AM

Learning Objectives: Students will be able to
a. Identify the different kinship terms of 哥哥 (older brother), 姐姐 (older sister), 弟弟 (younger brother), 妹妹 (younger sister) in Chinese culture

b. Ask for/give information regarding to family members

**Standards:** 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.1

**Authentic Materials:** Instructors’ family photos & each student’s family photos, name tags, PowerPoint, Working sheets

**Key vocabulary/structures:**

**Vocabulary:**
家，有/没有，几，个，谁，这是，那是，这个人，那个人

**Structures:**
The usage of“有”
Measure words “个”
The particle“的”： ...possesive
The question word “几”

**Procedures:**

1. **Warm up:**

   Students and teacher greet each other. Teacher show the picture from “Good Luck, Charlie”. Students answer the teacher’s questions.

2. **Practice:** (The following activities categorized by 3 modes)

   **Interpersonal**
   1. Students bring their family pictures to work with a partner and ask/answer questions about their family members.
   2. Students interview their classmates regarding to their family members.

   **Interpretive reading/listening:**
   3. Students write down his/her classmates family members after listening their classmates’ report.
   4. Students project their family picture and introduce their family to the class. While introducing their family members, students have to tell the class how many family members they have.
Presentational speaking:

5. Students do a survey about all his/her classmates’ family member, and find out the one who has 5 family members, then report the findings in front of the class.

3. Closure:
   Teacher pronounce the winner of the game.

Assessment & Rubrics

Assessment 1: Listen and Speak

One student will give presentation in Chinese in front of the class to introduce their own family member by using required structures. The rest of the students will listen and then answer questions about presenter’s family member information.

Assessment 2: Check list

The teacher will check the findings of the students by checking with the students who he/she interviewed to confirm whether the results are correct. For example, whether the student get the right number of the family members.

Before-class/After-class planning

Before-class:
Students were assigned to complete Before-class tasks for Day 2.

After-class:
Students will
1.) Teach one of family members/friends how to say different kinship terms in Chinese:
2.) Practice writing characters on the character worksheets
3.) Watch a video to preview Day 3 grammatical structures/content and Day 3 dialogues online/hard copies

Period 3

Time frame: 11:00-11:50AM

Learning Objectives: Students will be able to
   a. Ask for/give information regarding the occupations of family members
   b. Introduce yourself and your family to a classmate in Chinese
   c. Introduce one of your classmates and his/her family to the class in Chinese

Standards: 1.1, 1.2, 1.3, 4.2, 5.1

Authentic Materials: Instructors’ family photos & each student’s family photos, PowerPoint, pencils, markers

Key vocabulary/structures:

   做, 工作, 什么, 医生, 律师, 商人, 工程师, 家庭主妇, 中学生, 大学生, 小学生
a. The usage of “做” for inquiring occupation but the usage of “是” for answering the question
   你做[什么]工作？Nǐ zuò [shén me] gōng zuò?
   我是[中学生。Wǒ shì zhōng xué shēng.

Procedures:

1. The teacher uses the student’s previous knowledge (老师 and 中学生) to introduce the question “他做什么工作?” and answer “他是老师.”
2. Introduce vocabulary: 大学生, 中学生, 小学生, 家庭主妇, 律师, 商人, 工程师, 医生, 律师助理, 司机, 客服人员．
3. Activity
   1) The teacher models how to complete the interview activity related to parents’ occupation.
   2) Students will work with a partner and ask/answer questions about each person’s occupation in the picture they have brought.
   3) Students walk around to interview three classmates and two teachers about their parents’ occupations and write down the information on the survey form.
4. Interpretive activity
   Students listen to the presentations of other students and the teacher checks on the learners’ comprehension.
5. Presentational activity
   Students take turns to talk about their family and parents’ occupation.

Closure:
   Every student talks about one of the parents of one of his/her classmate.

Assessment & Rubrics

Students take turns to talk about his/her family information in front of the class; the rest of the students will record the information. Later on the teacher will ask questions about the information they just recorded to check for understanding.

**The teacher will observe students’ performance.

Before-class/After-class planning

Before-class:
1.) Teach one of his/her family member/friends how to say numbers from 0-10 in Chinese
2.) Practice writing characters on the character worksheets
3.) Watch a video to preview Day 2 grammatical structures/content
4.) Preview Day 2 dialogues online
   http://uvastartalk14.weebly.com

After-class:
Students will
1.) Teach one of his/her family members/friends how to say different kinship terms in Chinese
2.) Practice writing characters on the character worksheets
3.) Watch a video to preview Day 3 grammatical structures/content
4.) Preview Day 3 dialogues online