Theme: Family, Age, Occupation

Proficiency Level: Beginning

Grade Level: Group 1: 13-15 years old; Group 2: 16-17 years old & above

Time frame: 3 class periods, 50 minutes per period, 150 minutes total

Learning Objectives: students will be able to

- 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
- Ask for /give information regarding to family members
- Ask for/give information regarding to family members’ occupations
- Introduce yourself in Chinese to a future host family through telephone

Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1

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; name cards, map of China, poker cards, PowerPoint, pencils, markers, ball; Class handout; Worksheet

Key Vocabulary/structures:

爸爸，妈妈，哥哥，姐姐，弟弟，妹妹，和，个，两，家，有/没有，几，谁，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 “有”：我有一个哥哥。我家有三个人。我没有姐姐。
b. Measure words “个”：一个人；两个学生；三个老师
c. The usage of “二”和 “两”：两个…… 一，二，三，四，五，两个人，两个妹妹
d. The particle “的”：……possessive；我的妈妈，我的老师
e. The question word “几”：你有几个姐姐？
f. 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.
Period 1 by Jianhui Du

Topic/Sub-theme: (Day 2, June 24) Family

Proficiency Level: Novice

Grade Level: Group 1: 13-15 years old

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；家庭照片（老师和学生）；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 Xingxing Song

Topic/Sub-theme: (Day 2, June 24) Family

Proficiency Level: Novice

Grade Level: Group 1: 13-15 years old;

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 cards, map of China, poker cards, PowerPoint, pencils, markers, ball

Key vocabulary/structures:

a. What family member do you have? 你家有谁？
   b. I have... 我家有。。。
   c. How many family members do you have? 你家有几个人？
   d. I have five family members 我家有五个人

Procedures:

1. Warm up:

   Students sing the “Hello, friend” song to warm up and review what they have learned yesterday.

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

   Interpersonal
   1. Students bring their family pictures (online or hard copies) to work with a partner and ask/answer questions about their family members.

   2. Students interview 2 classmates and 2 teachers to collect information about family members.
Interpretive reading/listening:
Teacher and students work together to discuss and analyze their survey results. At the same time, the teacher demonstrates how to tally in Chinese by using the tally mark (正). The teacher asks questions and students answer questions based on the results of the survey.

Presentational speaking:
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.

3. Closure:
Students stand in a big cycle to practice counting number from 1-99

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: Create family tree and Exchange information
Students will create their own family tree with all requested information including family members’ number and information in Chinese and exchange with others.

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 by Ru-Miin Wang

Topic/Sub-theme: (Day 2, June 24) Family

Proficiency Level: Novice

Grade Level: Group 1: 13-15 years old

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, 校学生, 家庭主妇, 律师, 商人, 工程师, 厨师, 调酒师, 工友, 作家, 科学家, 保安, 军人.
3. Interpersonal 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