Topic/Sub-theme: Family
Proficiency Level: Novice
Grade Level: 8th-11th grade
Time frame: 3 class periods, 50 minutes per period

Period 1

Learning Objectives – Students will be able to
a. Identify the different kinship terms of 爸爸 (dad), 妈妈 (mom), 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, 4.1

Authentic Materials: Instructors’ family photos & each student’s family photos, name cards, map of China, poker cards, PowerPoint, pencils, markers, and ball

Key vocabulary/structures:
爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹, 有, 几
a. What family members 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 activity
   a. Students bring their family pictures (online or hard copies) to work with a partner and ask/answer questions about their family members.
b. Students interview 2 classmates and 2 teachers and collect information about their family members.

   Interpretive activity
   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 activity
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 circle to practice counting from 1-99

**Assessment & Rubrics**

**Assessment 1: Listen and Speak**
One student will give a presentation in Chinese in front of the class and introduce their own family members by using the required structures. The rest of the students will listen and then answer questions about the presenter’s family member information.

**Assessment 2: Create family tree and Exchange information**
Students will create their own family tree with all the requested information, including the relations to each other.

**Period 2**

**Learning Objectives** – Students will be able to
a. Identify the different kinship terms of 爸爸(dad), 妈妈(mom), 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

**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’), name tags, PowerPoint, Worksheets

**Key vocabulary/structures:**
家, 有, 没有, 几, 个, 谁, 这是, 那是, 这个人, 那个人
a. The usage of “有”
我家 有 六个人。
b. Asking “who is this person?”
这是谁？

**Procedures:**
1. **Warm up: Review Day One’s learned materials**
   a. Listen to a Chinese song on 1234, 你好吗？我很好！谢谢！再见！, students sing along and move around
   b. One student talks about his/her phone number, and other students write and talk about the phone number the student says

2. **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”

**Interpersonal activity**
a. The teacher models how to complete the interview activity related to family members
b. Students walk around to interview three classmates and write down the information on the interview worksheet.

Presentational activity
a. Each student takes turns to present the results of their interview
b. The entire class sings along while clapping their hands

Interpretive activity
Students write down his/her classmates’ family members after listening their classmates’ report. Students listen to a song on “I love my family members” (我爱我的家), and the teacher checks on the learners’ comprehension

3. Closure:
Everyone sings along with the song and moves around.

Period 3

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
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:
a. 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.”
b. 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.

1. Practice:

Interpersonal activity
a. The teacher models how to complete the interview activity related to the parents’ occupation.
b. Students will work with a partner and ask/answer questions about each person’s occupation in the picture they have brought.
c. Students will walk around to interview three classmates and two teachers about their parents’ occupations and write down the information on the survey form.
**Interpretive activity**
Students listen to the presentations of other students and the teacher checks on the learners’ comprehension.

**Presentational activity**
Students take turns to talk about their family and parents’ occupation.

2. **Closure:**
   Every student talks about one of the parents of one of his/her classmates.

**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

**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