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

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 gé” (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 gé’, 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 VSCSA program 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)  
**Proficiency Level:** Novice  
**Grade Level:** Group 1: 13-15 years old; Group 2: 16-17 years old & above

**Time frame:** 10:00-10:50AM  
**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:** (Day 3, June 25) Time & Dates

**Proficiency Level:** Novice

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

**Time frame:** 11:00-11:50AM

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

a. Ask for / give information regarding to age & birthdays
b. Exchange information with my classmates on my and my family’s Chinese zodiac signs in Chinese
c. Sing “Happy Birthday” in Chinese, and understand cultural practices related to Chinese birthday celebrations
d. Compare and contrast different birthday celebration customs in America and China.
e. Review all learned and new sentence patterns through playing a board game

**Standards:** 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.2.

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

**Key vocabulary:**
祝你生日快乐, 十二生肖, 鼠, 牛, 虎, 兔, 龙, 蛇, 马, 羊, 猴, 鸡, 狗, 猪, 吃, 蛋糕, 长寿面

**Structures:**

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

**Procedures:**

A. **Warm up:** Review Day One and Day Two’s learned materials
1. Play Chinese Happy Birthday song as background music.
2. Teacher greets students. Teacher says a few sentences to assess students’ listening comprehension (profession, name, nationality, today, yesterday, tomorrow). Teacher also has a simple Q/A session with students about time.

B. **Practice**
1. Teacher starts to introduce a new vocabulary “生肖” by displaying pictures of 12 Chinese zodiac animals.
2. The teacher goes over the pronunciation of the first six animals one by one and students repeat all six terms after teacher. Teacher practices sentence patterns of have or do / does not have (“有” and “没有”) by incorporating animal terms.
3. Teacher and students take turns reading years that are of a certain animal. Teacher then uses two examples to model saying one’s birthday and one’s animal sign. Teacher also asks what animal year this year is.
4. Interpretive reading activity
Students in pairs receive a Chinese zodiac table mat and a set of 4 celebrities’ pictures with their respective birthdays. Students work in pairs to match each celebrity’s birthday and zodiac sign correctly.

5. Presentational speaking activity
   Students then give a report on each celebrity’s birthday and his/her Chinese zodiac sign.

6. Interpersonal activity
   Every student is given an age / birthday / zodiac sign survey sheet. First, each student will fill in their own age, birthday, and zodiac sign on the survey sheet, and then walks around to ask all classmates to get needed information.

7. Interpersonal activity
   Students are given a handout to talk about their family members’ birthday and animal sign.

8. Teacher introduces new vocabulary “蛋糕”, “寿桃” and “长寿面” as typical food used to celebrate a birthday in America and China. Students practice in pairs to practice asking and confirming questions about their nationality, and food they eat to celebrate their birthday.

9. Presentational activity
   Teacher leads the students to pronounce new expression, “祝你生日快乐”. Teacher asks students to find out who has a birthday in June, July, and August. Students then sing “Happy Birthday” song for students who were born in June, July and August.

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.
2. Students identify typical Chinese food products that are used to celebrate a birthday.

COMPARISONS

Students and compare and contrast different celebration customs in America and China.

Closure: Interpersonal activity

If time allows, students play a board game in pairs to practice learned and new sentence patterns by rolling a dice, drawing a card from a pile of question cards and answering the question on the card to review all sentence patterns that they have learned for the last three days.

Assessment & Rubrics

Listening comprehension and singing along.
Students answer teacher’s and classmates’ questions, or report their findings after interpersonal and presentational activities.

Before-class:

Students will bring in a family photo (digital or photo) and collect information about all family members’ birthday.

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 animal sign.
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