

CPI Unit Plan My Family

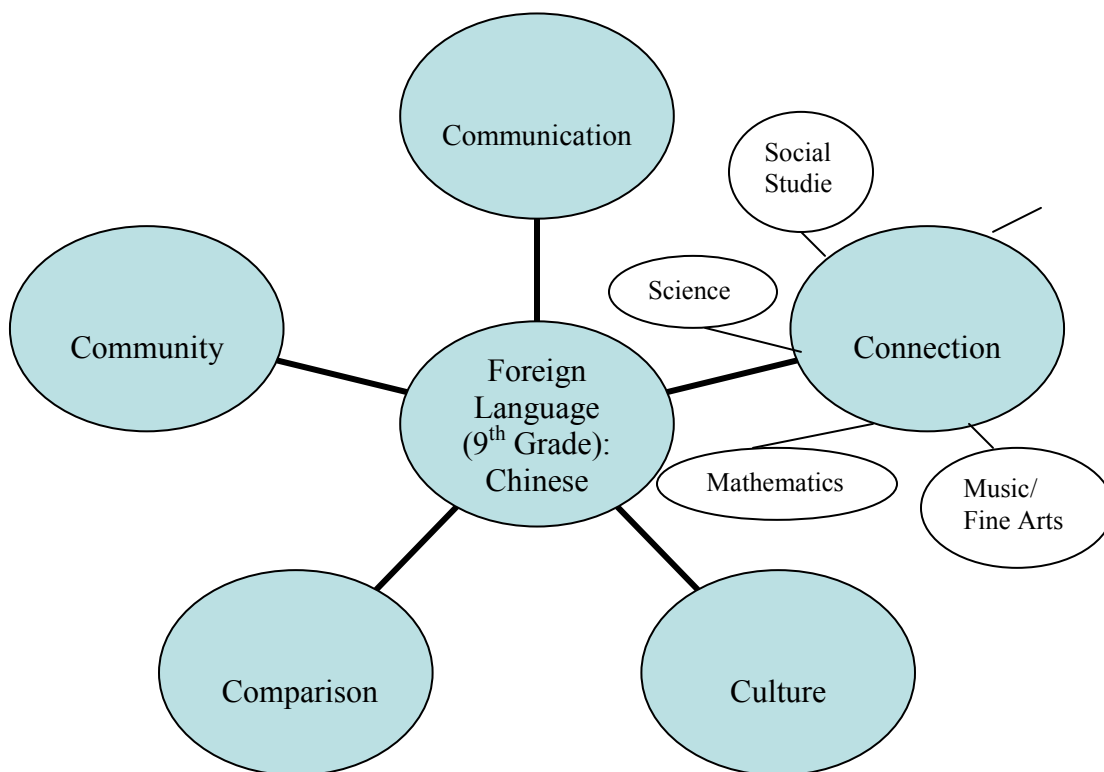
Target Students: middle school students high school students

Target Proficiency Level: Novice-Low to Novice-Mid

Unit Theme: My Family

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Graphic Organizer



Brief Description of the Unit:

In this unit, Novice-Low to Novice-Mid students will research issues related to the unit theme through the three-mode communication activities in the following contexts:

- Names of Chinese family tree
- Asking ages
- Chinese Zodiac years and birthday
- Names of profession
- Hobbies
- Comparisons of the these topics in two societies/cultures

Desired Enduring Understandings:

Students will understand:

We live in a diverse but increasingly interrelated world in which we need to learn, understand, respect and appreciate different values and cultures.

Essential Questions that Guide this Unit and Focus Teaching/Learning:

- To what extent or in what ways is Chinese family different from my family?
- How do Chinese people think of ages and numbers?
- How do Chinese people think of their zodiac year and their personalities?
- What do Chinese people do after work (school)?

National Foreign Language Standards:

1.1, 1.2, 1.3, 2.1, 2.2; 3.1; 4.1, 4.2; 5.1

Content Knowledge:

- Names of Chinese family tree
- Age and the 12 Zodiac animals
- Hobbies

Key Linguistic Structures/Grammar and Vocabulary:

Key Structures/Grammar	Key Vocabulary
我叫 我姓 我是 你有...吗? 你有没有...? Use of 两/二 我有... 这是..... 我的 (family member)叫..... 你今年多大? 我 岁。	Numbers: 1 to 100 爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹, 奶奶, 姥姥, 爷爷, 姥爷, 我们的, 你们的, 他们的, 都, 也, 中国, 美国, 有, 有没有, 人, 年, 月, 日, 学生, 朋友, 两, 属, 猪, 鼠, 牛, 虎, 兔, 龙, 蛇, 马, 羊, 猴, 鸡, 狗, 做, 什么, 医生, 老师, 律师, 学生 (中学生, 大学生), 自由职业, 作家, 工程师, 艺术家, 护士, 银行家, 喜欢, 打球 (篮球, 棒球, 网球, 高尔夫球, 乒乓球), 唱歌, 跳舞, 听音乐, 上网, 看电视, 看书, 打游戏, 游

<p>你属什么？我属_____</p> <p>你的生日是几月几号？</p> <p>你的(family member)今年多大？</p> <p>我的(family member)今年_____岁</p> <p>你的(family member)属什么？</p> <p>你的(family member)的生日是几月几号？</p> <p>你做什么工作？</p> <p>我是_____.</p> <p>你的(family member)做什么工作？</p> <p>他/她是_____.</p> <p>你喜欢什么？</p> <p>你喜欢做什么？</p> <p>你的(family member)喜欢做什么？</p> <p>我喜欢</p> <p>我爱</p> <p>我会</p> <p>The word order for 年月日</p>	<p>泳, 购物, 聊天, 看电影, 做饭</p>
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Skills:

- Ask questions about age, birthday, profession and hobbies.
- Introduce herself/himself (name, age, birthday, profession, and hobbies).
- Introduce her/his family members/family tree (name, age, birthday, profession, and hobbies).
- Identify the 12 Chinese Zodiac animals.
- Discuss the differences between a Chinese family and an American family
- List the names of a Chinese family tree.

Connections to Other Disciplines:

- Social studies: cultural awareness, family values, customs, diversity, and other issues
- Science: 12 animals
- Mathematics: numbers
- Physical Education: hobbies--sports
- Geography: locating China and the U.S. on the map
- Fine art: Chinese calligraphy and drawings
- Music: Birthday song

Technology Integration:

- Power point presentations, videos and internet research on Chinese family and related topics.

Assessments:

Performance tasks (in target language)

- Introducing the names of the Chinese family tree
- Asking name, age, zodiac year, birthday, and hobbies
- Talking with a classmate about a my age, birthday, and my hobbies
- Simple presentations on:

- a. Family member with age, profession and hobbies
- b. Zodiac animals of my family
- c. Comparisons of Chinese family and American family

Quizzes, Tests, Prompts, Work Samples

- Vocabulary quizzes
- Listening comprehension
- Posters on my family
- Chinese calligraphy of Chinese characters
- Pamphlets on the twelve zodiac animals in the community

Unprompted Evidence (observations, dialogues)

- Classroom participation
- Performances in guessing games, interviews, and presentations

Can Do Statements from Linguafolio

I can

- understand and answer simple questions and give simple responses;
- name the family members of the family tree
- use and say numbers in simple situations;
- express what I like and do not like;
- express what my family member likes and does not like
- name the twelve zodiac animals;
- tell the names of professions; and
- understand the purpose of simple everyday materials.

Required Resources:

- Pictures of twelve zodiac animals with descriptions
- Family pictures
- Computer with internet connection
- Posters, colored markers, color construction paper
- OHP/Smart board

Differentiation of Instruction:

- To meet the needs of different learning styles, new language items are presented with various forms of assistance such as visual aids, written language (pinyin and characters), body movements, audio tapes, videos and manipulatives.
- Students of different abilities in the same class have the flexibility to adjust or surpass the expectations for learning tasks so that every student can maximize his/her potential growth and individual success.

Instructional Strategies:

- Scaffolding
- Teacher student interaction through questions and classroom discussions
- Pair work and group work
- Dialogues and presentations
- Role playing
- Hands on activities

- Games and competitions
- Video watching and music appreciation
- Self-assessment

Prior knowledge that will help students learn the new information:

- Students can count from 1-10 in Chinese
- Students learned some Chinese characters such as 这， 这是， 那， 那是， 我， 你， 他， 她，
- Common knowledge of family member tree
- Interest in Chinese language and Chinese culture will serve as the motivation of this unit
- Basic knowledge about China

Links to relevant web sites:

- <http://www.LiveABC.com> (我的家人)
- <http://www.c-c-c.org/chineseculture/zodiac/zodiac.html> (12 zodiac animals)

Lessons that support the unit:

Activities for Essential Question 1

To what extent or in what ways is Chinese family different from my family?

- Use photos/pictures of Chinese families to show cultural differences (the order of the surname and given name, relations between the family members, size the family, living conditions, etc.)
- Guest speakers from the community to reveal the family value.
- Family size, one Child policy and transition of Chinese family value.

Activities for Essential Question 2

How do Chinese people think of ages and numbers?

- Introducing Chinese culture. Asking one's age is not offensive in Chinese culture.
- The Chinese believe some number are lucky ones (6, 8, 9, 66, 88, 99), but some ones are bad (4, 7).
- Comparing different cultures in asking one's age and lucky/bad numbers in two cultures.
- Introducing family members by birthday and age, and the tradition to celebrate birthday.

Activities for Essential Question 3

How do Chinese people think of their zodiac year and their personalities?

- Create a pamphlet: 12 Chinese Zodiac animals. (Make a twelve-page pamphlet with each page for one of the twelve zodiac animals. For each animal, create a picture of the animal with the years and the illustrations of possible personalities of the people born in the year of that zodiac animal (e.g. picture of the animal and Chinese character of the animal).
- Interview three of your classmates about her/his birthday, zodiac animal, and if she/he believe what is said about the people born in that year. Why/Why not?

- Do a presentation on her/his family members' zodiac animals.

Activities for Essential Question 4

What do Chinese people do after work (school)?

- Present the daily schedule of a Chinese high school student to American students (movie, guest speaker, or the lecture)
- Ask students to present her/his daily schedule to the class.
- Interview five classmates about their hobbies
- Present her/his family members' respective jobs and hobbies.

Day One

Lesson Objectives: Family members

Learning Outcomes: Ss will be able to state their family members and their names.

Ss will be able to say how many siblings they have.

Standards: X interpersonal communication X interpretive communication X presentational communication X cultures X connections X comparisons X communities

Purpose/Time	Procedure with detailed description and examples/questions	Props/Notes/Reflections
Setting the stage/ review (5 minutes)	<ol style="list-style-type: none"> 1. Ask Ss to bring a picture of their family on the previous class; make a collage. 2. Post two different images of a typical home, one big and one small, on the whiteboard in order to introduce the family members and compare the traditional family with one-child family. 3. Greet students and ask them to guess from the pictures what they are going to learn today. 	Pictures
Comprehensible input (8 minutes)	<ol style="list-style-type: none"> 1. Introduce “jiā家” and family members: bàba, māma, gēge, dìdì, jiějie, mèimei, jiā 爸爸/妈妈/哥哥/弟弟/姐姐/妹妹...by using pictures of Simpson. Sentence structure: 这是 Simpson 的..... 2. Ask Ss to repeat after the teacher introduces each word. 3. Teacher shows a picture of her family and introduces her family members by using the same structure. 4. Clarify the difference between “哥哥” and “弟弟”, “姐姐” and “妹妹” by using Monica & Ross (Friends). 5. Ask individual S “这是你的.....?/这是我的...” on their own family picture. 	PPT
Guided practice (15 minutes)	<ol style="list-style-type: none"> 1. Game: Simons Says. Showing all the words 爸爸/妈妈/哥哥/弟弟/姐姐/妹妹 in Chinese characters and with pictures as a back-up. Ask Ss to use the flyswatter to hit the words whenever the teacher says “小明说, 爸爸/妈妈...” (Competition) 2. Ask Ss to introduce their family members on the picture to two of their classmates by using two sentence structures “这是我的...” “他/她叫...” 	two flyswatters

Application and extension (15 minutes)	<ol style="list-style-type: none"> Show Ss a video clip of “你有没有兄弟姐妹？” and ask Ss to interpret the content of the video. Introduce the sentence structure “你有没有兄弟姐妹” and “我没有兄弟姐妹/ 我有____个哥哥/姐姐/弟弟/妹妹 (emphasis on the usage of “个” as a measure word) Comparison: 二 和 两 ; Culture intro: one- child family Game: Throw the ball Divide Ss into several groups. Ask Ss to do a survey of how many siblings do their group members have and report to the whole class. 	Interactive Chinese (Tutorial DVD); handout 1
Assessment and wrap-up (4 minutes)	<ol style="list-style-type: none"> Ask Ss to discuss what they’ve learned today. Ask if they have questions related to the family members. 	
Homework/ preview (3 minutes)	<ol style="list-style-type: none"> Ask Ss to write a short paragraph introducing their classmates’ family members based on the survey they did in class. Tell Ss tomorrow we are going to learn ages. Ask them to review numbers 1-10 which have been learned before. Ask them if they know their family members’ ages. If not, let them ask because this information will be used tomorrow. 	Homework sheet

Day Two

Lesson Objectives : Ages

Learning Outcomes: (1) Ss will be able to state their ages and their family members’ ages

(2) Ss will be able to state their DOB and their family members’ DOB.

Standards: X interpersonal communication X interpretive communication X presentational communication X cultures X connections X comparisons X communities

Purpose/Time	Procedure with detailed description and examples/questions	Props/Notes/ Reflections
Setting the stage/ review (5 minutes)	<ol style="list-style-type: none"> Ask students to write down the year they were born and their ages on the board. And then Sign their Chinese name, either in Pinyin or in characters. Ask volunteer Ss to read their report (yesterday’s homework). (if possible show it to the whole class while he/she is reading) 	OHP/smart board
Comprehensible input	<ol style="list-style-type: none"> Introduce two sentence structures “我_____年出生” and “我 	

(8 minutes)	<p>今年_____岁” to Ss by using the teacher’s own pictures on the PPT.</p> <p>2. Ask Ss to repeat after the teacher introduces each “年” “出生” “今年” and “岁”. (provide English translation if necessary OR ask Ss to guess the meaning quickly)</p> <p>4. Ask Ss one by one“你呢? ” to encourage them produce the target sentence structures.</p> <p>5. Error correction.</p>	
Guided practice (15 minutes)	<p>1. Ask Ss to write down one of their family members’ year and age right next to their own year and age.</p> <p>2. Guessing Game: Who is this? Instructions: (1) Encourage the Ss to ask the writer if the person he/she just wrote down is his/her mom/dad/sister/brother/grandparents, etc by using 这是你的....吗? (2) After their classmates’ guessing, ask the writer introduce the person he/she wrote down on the board by using 这是我的....。她/他____年出生。她/他今年_____岁。</p> <p>PS: give Ss handout 1 which includes all the vocabularies and sentences structures they’ve learned from yesterday as a back-up resource.</p>	Handout 1
Application and extension (15 minutes)	<p>1. Teacher writes down the date of her birthday on the board, introducing “我的生日是_____”</p> <p>2. Show Ss a calendar, asking them to produce “____月____号”</p> <p>3. Jeopardy Game: practice “月, 号, 生日”</p> <p>4. Ask Ss to write their date of birth on the board ,and practicing the same sentence structure “我的生日是_____”</p> <p>5. Culture Introduction: Birthday tradition in China</p>	PPT
Assessment and wrap-up (5 minutes)	<p>Ask volunteer Ss (2-3) to do an overall introduction of themselves about their name, age and birthday.</p>	
Homework/ preview (2 minutes)	<p>1. Ask Ss to write down an overall introduction of themselves about their name, age and birthday; and one of their family members’ name, age and birthday</p> <p>2. Give Ss handout2, which includes general information about the Chinese zodiac animals.</p>	Handout 2

Day Three

Lesson Objectives: Chinese Zodiac Animals

Learning Outcomes: Students will be able to name some of the 12 zodiac animals; students will be able to state in which zodiac year they were born; Ss will be able state in which zodiac year their family members were born.

Standards: X interpersonal communication X interpretive communication X presentational X communication X cultures X connections X comparisons X communities

Purpose/Time	Procedure with detailed description and examples/questions	Props/Notes/Reflections
Setting the stage/ review (5 minutes)	1. Review: DOB 2. Ask Ss to write their birth year on the board. 3. Ask Ss what they've read yesterday.	
Comprehensible input (8 minutes)	1. Introduce zodiac animals that are related to students by showing them the sound of the animals. 2. Introduce sentence structures : “我属____”and “你属什么?”	PPT
Guided practice (15 minutes)	1. listening comprehension” (5 minutes) “他属什么? ”. 2. Activity: Throw the ball. Students practice “ 你属什么“and “我属_____“	Handouts 1 A ball
Guide Practice (15 minutes)	Activity: Interview & presentation Teacher give handout 2, asking students to circle their own zodiac year; then ask them to interview 3 of their classmates' zodiac year by using the structure “ 你今年多大” 和 “ 你属什么? ” ; ask volunteer to do an oral report. PS: teachers model first. Instructions: 1. Circle your zodiac year. 2. Find out 3 of your classmates zodiac year. Ask them how old they are; and what their zodiac animals are. Write their names down next to the zodiac animals. You have 5 minutes to finish this activity.	Handouts 2
Assessment and wrap-up (5 minutes)	Ask volunteer Ss to do a brief report about their classmates' zodiac year.	PPT

Homework/ preview (2 minutes)	1. Ask Ss to find out their family members' zodiac year. and write a report in Chinese by using the structures : 我的_____年出生。他/她 属_____.	Homework sheet

Day Four

Lesson Objectives: Professions

Learning Outcomes: In Chinese, students will be able to name the professions: student, college student, teacher, professor, doctor, lawyer, engineer, writer, news reporter, etc. Students will be able to ask and answer the question “What do you do?” “What does your father/mother/brother/sister do?”

Standards: X interpersonal communication X interpretive communication X presentational communication X cultures X connections X comparisons X communities

Purpose/Time	Procedure with detailed description and examples/questions	Props/Notes/Reflections
Setting the stage/ review (5 minutes)	1. Review the 12 Chinese Zodiac animals 2. Ask Ss to present the report on his/her family members' zodiac year and Chinese zodiac animal.	Pictures of the 12 Chinese Zodiac animals
Comprehensible input (15 minutes)	1. Introduce the new words on professions by PPT/pictures 2. Introduce the structure: Person + 做什么工作? 你/爸爸/妈妈/哥哥/姐姐 做什么工作? 我/他/她 是	PPT/Pictures: How people from different professions look like:
Guided practice (15 minutes)	1. Guessing Ask Ss to play the typical professional body language of different professions, and ask students to guess the “what profession it is”. A: 你做什么工作? B: Do not answer but act in the body language of a profession The class guess his/her profession> 2. “Profession” matching and translating Give Ss handouts and ask them to match name and picture of the listed professions, and translating them into Chinese 3. Pair work The teacher will show Ss how to use the following structures to make dialogues: 你/爸爸/妈妈/哥哥/姐姐 做什么工作? 我/他/她 是....	Handouts 1

Application and extension (8minutes)	Activities: Interview and presentation 1. Teacher gives handouts 2. Ss will interview five classmates, using: 你爸爸/妈妈做什么工作? 他/她 是.... Circle the corresponding profession and ask the interviewee sign the name.	Handouts 2
Assessment and wrap-up (5 minutes)	Ask volunteer Ss to report his/her classmates' family members' professions to the class.	PPT
Homework/ preview (2 minutes)	Ask Ss to find out their family members' professions, and write a report in Chinese by using the structures: 我爸爸/妈妈/哥哥/姐姐今年。。。岁, 他/她属。。。, 他/她是。。。 (profession)。	Homework sheet

Day Five

Lesson Objectives: Hobbies

Learning Outcomes: Ss will be able to state their hobbies; Ss will be able to state their family members' hobbies

Standards: X interpersonal communication X interpretive communication X presentational X communication X cultures X connections X comparisons X communities

Purpose/Time	Procedure with detailed description and examples/questions	Props/Notes/Reflections
Setting the stage/ review (5 minutes)	1. Ask Ss to draw a picture of their hobbies before class and put the pictures on the board. 2. Greet Ss and introduce today's topic.	Picture
Comprehensible input (8 minutes)	1. Introduce new vocabulary by using PPT: 打球 (篮球, 棒球, 网球, 高尔夫球, 乒乓球), 上网, 看电视, 看书, 打游戏, 游泳, 购物, 聊天, 看电影, 做饭 2. Introduce sentence structure: **喜欢...by using the teachers' own family photo which has been show on the very first day of this unit. (Note: make sure to include all the vocabulary words that on students' pictures.)	PPT

	3. Ask students to repeat after each word has been introduced.	
Guided practice (20 minutes)	<p>1. Game: Charades. Ask one volunteer student to come on the board and act-out the vocabulary word that he/she sees. Other Ss guess what that action is. Ask more volunteer students to do the same thing. Give each student 2 minutes. (p. s: give a sheet that includes all the new vocabulary words to Ss so that they have back-up resources)</p> <p>2. Game: Bingo. Ask Ss to fill out handout 2(a form of 4*4 blanks) by using the new vocabulary words on handout 1. Ask individual student say what they like by using “我喜欢.....”. Other students circle the word. Do the same thing until one student bingo.</p>	Handouts 1; Handout 2
Application and extension (10 minutes)	<p>1. Question practice: 你喜欢做什么? Ask all Ss to go on the board, standing next to their drawings. Teacher models and asks Ss to ask each other his/her hobbies by using the structure “你喜欢什么?”</p> <p>2. Teacher asks individual Ss to introduce a couple/three of their classmates' hobbies. (p. s: If time allows, challenge some students to sate all of their classmates' hobbies)</p>	
Assessment and wrap-up (5 minutes)	1. Do a wrap-up of the whole week's learning: Ask students to recall what have been learned during the past five days. Ask volunteer Ss to write down key sentence structures on the board.	PPT
Homework/ preview (2 minutes)	Ask Ss to write down an introduction of their family (members, age, birth date, zodiac year, profession and hobbies) by using all the key structures they have learned.	Homework sheet