**F-LAN CHINESE CURRICULUM PROJECT**

**CHINESE – Level 1 Topic Plan**

**Unit 2 Theme: My family . . .**

**Topic 1: Family Photo**

**What will students be able to do by the end of the topic?**

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| **Speaking/ Listening** (interpersonal and presentational) | * I can demonstrate understanding when others talk about their family members’ ages and relationships to them.
* I can ask and answer questions about my family members, including their names, relationship to me, and ages.
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| **Reading** (interpretive) | * I can recognize characters for family members
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| **Writing** (presentational) | * I can write about my family including their names, relationships to me, and ages.
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| **Vocabulary** | **Phrases** |  **Grammar/Structures** |
| Father 爸爸Mother 妈妈Older brother 哥哥Older sister 姐姐Younger sister 妹妹Younger brother 弟弟Have 有Do not have 没有Dog 狗Cat 猫Measure word fordog and cat 只Who 谁Family 家Two 两Love 爱This 这Cute 可爱***Supplementary***Also 也Same 一样Grandparents(father’s side)爷爷，奶奶(mother’s side)外公，外婆儿子、女儿 | I love my family.我爱我的家人。How many people in your family?你的家有几口/个人？My family has X people.我的家有X口/个人。How many sisters do you have?你有几个姐姐？I have two sisters.我有两个姐姐。Who is this?这是谁？This is mom.这是妈妈。Mom’s name is XX妈妈的名字是XX。Mom is X years old.妈妈X岁。I have a dog.我有一只狗。I do not have a cat.我没有猫。**Culture Connection** Differences between the names of Chinese grandparents and western grandparents* Extended family vs. core family
 | Measure Word: 只(for dogs and cats), 口/个 Question (Who): 这是谁？这是\_\_\_\_\_.Possession: 我的/你的/他的Questions have/Don’t have: 有没有 |

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| **Planning for Instruction** |
| **What instructional activities will be used?** |
| **Lesson 1: Students ask and answer questions about the size of their families.**[*Vocabular*](https://docs.google.com/file/d/0B5KiP84Gg1_KaFlqZG9YS0hnX0k/edit?usp=drive_web)*y and Structure ：* **家，两，个/口 你的家有几口/个人？ 我的家有X口/个人***Teach Vocabulary:* [*My Family Has 3 People PPT 我家有三个人*](https://docs.google.com/presentation/d/173iRYnx723__TJQo3J1aZM2HXVjPUP5rVC4xe98Nyoo/pub?start=true&loop=false&delayms=15000) “一个人” “两个人”“三个人.”  Activity A: Each student interviews classmates to find out how many family members their classmates have. Use [*Family Survey Chart*](http://clt7-12.org/sites/default/files/uploadfiles/FCap/L1Unit2/L1U2T1Lesson1AFamilySurveyChart.pdf)*.*See[*Family Survey Instructions.*](http://clt7-12.org/sites/default/files/uploadfiles/FCap/L1Unit2/L1U2T1Lesson1AFamilySurveyInstructions.pdf) |

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| **Planning for Instruction** |
| **What instructional activities will be used?** |
| **Lesson 2: Students can talk about how many family members (sisters big/little, brothers big/little etc.**[*Vocabular*](https://docs.google.com/file/d/0B5KiP84Gg1_KaFlqZG9YS0hnX0k/edit?usp=drive_web)*y and Structure:*爸爸，妈妈，哥哥，姐姐，弟弟，妹妹 你有(family member)吗？ 我有/没有(family member); 我有(number)个(family member)*Teach Vocabulary:* * [*My Family Photo PPT 我的家*.](https://docs.google.com/presentation/d/1B-GVQ2GE0lIjtZyl9oF1SLuIKiuCMo7UGbjziPONiH0/pub?start=true&loop=false&delayms=15000) Teacher uses PPT [to review fam](https://docs.google.com/file/d/0B5KiP84Gg1_KaFlqZG9YS0hnX0k/edit?usp=drive_web)ily members. Teacher and students connect language with sign/body language (TPR). For example, the sign for mother is rocking a child, the sign for father is patting a child’s head, the sign for big sister is long hair, the sign for little brother is a baseball cap etc.
* [Flashcards](https://drive.google.com/open?id=0B3aEXdi8FPrmNnN0cFVtaDlIYnc)
* [Vocabulary List](https://docs.google.com/document/d/1P2jDJKK-cI1lX2Z0FFsc5FgyZQpJ5U8hG8Suc5L7s-U/edit)

*Activity A:* [*Play Simon ”Teacher” Says*](http://clt7-12.org/sites/default/files/uploadfiles/FCap/L1Unit2/L1U2T1Lesson2ATeacherSaysGame.pdf)*Activity B:* [*Who is this? Instructions*](http://clt7-12.org/sites/default/files/uploadfiles/FCap/L1Unit2/L1U2T1Lesson2BWhoisthisPointandAskInstructions.pdf) [*Who is this? PPT*](https://docs.google.com/presentation/d/140fbOi38fKw5fWZZ5VblhSSVWxa7AwNkQ-o9Uueu54Q/pub?start=true&loop=false&delayms=15000) |

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| **Planning for Instruction** |
| **What instructional activities will be used?** |
| **Lesson 3: Students can talk about how many brothers (big-little) and sisters (big/little) they have. Students can write some basic characters from this lesson.** *Vocabulary/Phrases:* 你有几个姐姐？我有两个姐姐, 也 *Teach Vocabulary:* * Review PPT: [*My Family Photo PPT 我的家*.](https://docs.google.com/presentation/d/1B-GVQ2GE0lIjtZyl9oF1SLuIKiuCMo7UGbjziPONiH0/pub?start=true&loop=false&delayms=15000) Practice family pets and their measure words. See slides 12-14, “我有一只狗；我没有狗。我爱我的狗”.

* Review PPT: [*Who is this? PPT*](https://docs.google.com/presentation/d/140fbOi38fKw5fWZZ5VblhSSVWxa7AwNkQ-o9Uueu54Q/pub?start=true&loop=false&delayms=15000)

 ”Teacher models asking and answering  “你有几个姐姐/哥哥/弟弟/妹妹？*Activity A:* Students conduct a class survey using [“How Many? 几个？” Data Gathering Chart](http://clt7-12.org/sites/default/files/uploadfiles/FCap/L1Unit2/HowManyDataGatheringChart.pdf) to find out who has the same number of 姐姐/哥哥/弟弟/妹妹. See [“How Many 几个？ Data Gathering Instructions](http://clt7-12.org/sites/default/files/uploadfiles/FCap/L1Unit2/HowManyDataGatheringInstructions.pdf)Activity B: Review characters by having the students practice flashcards [*Character/Pinyin Flashcards*](http://clt7-12.org/sites/default/files/uploadfiles/FCap/L1Unit2/L1U2T1Lesson3CharacterPinyinFlashcards.pdf) [*Character Scramble Activity Instructions*](http://clt7-12.org/sites/default/files/uploadfiles/FCap/L1Unit2/L1U2T1Lesson3BCharacterScrambleActivity.pdf)Students practice writing sentences. |

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| **Planning for Instruction** |
| **What instructional activities will be used?** |
| **Lesson 4: Students can exchange basic information about their family members such as relationship and age. Students can write a simple paragraph about their family.** *Vocabulary/Phrases:* 这，和, 这是我的家，我有 xxx 个兄弟姐妹。这是我的 xxx 和 xxx; 这是 xxx 的家，他/她爸爸妈妈只有 一个儿子、女儿。，他/她今年 xxx 岁。Teach/Review Vocab: Review PPTs [*My Family Photo PPT 我的家*.](https://docs.google.com/presentation/d/1B-GVQ2GE0lIjtZyl9oF1SLuIKiuCMo7UGbjziPONiH0/pub?start=true&loop=false&delayms=15000) [*How Many People Does Your Family Have? PPT*](https://docs.google.com/presentation/d/140fbOi38fKw5fWZZ5VblhSSVWxa7AwNkQ-o9Uueu54Q/pub?start=true&loop=false&delayms=15000)  [Family Conversation Video Clip](https://www.youtube.com/watch?v=bj_UKzNeDl4). Choose which clips are appropriate for your students.*Activity A:* [*Introduce your Family Instructions*](http://clt7-12.org/sites/default/files/uploadfiles/FCap/L1Unit2/L1U2T1Lesson2BWhoisthisPointandAskInstructions.pdf) Students draw and introduce their families. *Activity B:* [*Family Tree Activity Instructions*](http://clt7-12.org/sites/default/files/uploadfiles/FCap/L1Unit2/L1U2T1Lesson4BFamilyTreeActivityInstructions.pdf) Students interview and write about a partner’s family.[*Family Tree Handout*](http://clt7-12.org/sites/default/files/uploadfiles/FCap/L1Unit2/L1U2T1Lesson4BFamilyTree.pdf)   ***Extension Activity*:** Students work in groups to [*Create a Family*](http://clt7-12.org/sites/default/files/uploadfiles/FCap/L1Unit2/L1U2T1Lesson4ExtensionCreateaFamily.pdf)  to create a family. Students will present this new family to the whole class. Students can add as much extra information as possible. See [*Video*](https://www.youtube.com/watch?v=xuOzPlKtu_g&feature=youtu.be)  |

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| **Planning for Instruction** |
| **What instructional activities will be used?** |
| **Extension Lesson****Lesson 5: Students can identity extended Chinese family vocabulary***Vocabulary and Structure:* 爸爸，妈妈，爷爷，奶奶，叔叔，舅舅，小阿姨，大阿姨 *Teach Vocabulary:* Teacher uses the handout [Chinese Extended Family Rap Handout](http://clt7-12.org/sites/default/files/uploadfiles/FCap/L1Unit2/L1U2T1Lesson5ARap-ExtendedFamily.pdf) to teach students the different names for relatives on both the mother and father’s side. <http://www.youtube.com/watch?v=nCFRoILS1jY>*Activity A:* [*Chinese Extended Family Rap Instructions*](http://clt7-12.org/sites/default/files/uploadfiles/FCap/L1Unit2/L1U2T1Lesson5ExtensionLessonChineseExtendedFamilyRapInstructions.pdf) See [*Video*](https://www.youtube.com/watch?v=1TJ79rp7PCE&feature=youtu.be) |

 *Adapted from Jefferson County Public Schools, KY, 2011*