

## Topic 1: Family Photo

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

<b>Speaking/ Listening</b> (interpersonal and presentational)	<ul style="list-style-type: none"> <li>I can demonstrate understanding when others talk about their family members' ages and relationships to them.</li> <li>I can ask and answer questions about my family members, including their names, relationship to me, and ages.</li> </ul>
<b>Reading</b> (interpretive)	<ul style="list-style-type: none"> <li>I can recognize characters for family members</li> </ul>
<b>Writing</b> (presentational)	<ul style="list-style-type: none"> <li>I can write about my family including their names, relationships to me, and ages.</li> </ul>

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 for dog and cat 只 Who 谁 Family 家 Two 两 Love 爱 This 这 Cute 可爱  <b>Supplementary</b> Also 也 Same 一样 Grandparents (father's side)	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。  <b>Culture Connection</b> Differences between the names of Chinese grandparents and western grandparents	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

爷爷, 奶奶 (mother's side) 外公, 外婆 儿子、女儿	<ul style="list-style-type: none"> <li>Extended family vs. core family</li> </ul>	
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<b>Planning for Instruction</b>
<b>What instructional activities will be used?</b>
<p><b>Lesson 1: Students ask and answer questions about the size of their families.</b></p> <p><i>Vocabulary and Structure</i> : 家, 两, 个/口 你的家有几口/个人? 我的家有X口/个人</p> <p><i>Teach Vocabulary:</i> <a href="#">My Family Has 3 People PPT</a> <a href="#">我家有三个人</a> “一个人” “两个人” “三个人.”</p> <p><i>Activity A:</i>          Each student interviews classmates to find out how many family members their classmates have. Use <a href="#">Family Survey Chart</a>. See <a href="#">Family Survey Instructions</a>.</p>

<b>Planning for Instruction</b>
<b>What instructional activities will be used?</b>
<p><b>Lesson 2: Students can talk about how many family members (sisters big/little, brothers big/little etc.</b></p> <p><i>Vocabulary and Structure:</i> 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)</p> <p><i>Teach Vocabulary:</i></p> <ul style="list-style-type: none"> <li>● <a href="#">My Family Photo PPT 我的家</a>. Teacher uses PPT to review family 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.</li> <li>● <a href="#">Flashcards</a></li> <li>● <a href="#">Vocabulary List</a></li> </ul> <p><i>Activity A:</i>  <a href="#">Play Simon "Teacher" Says</a></p>

*Activity B:*

[Who is this? Instructions](#)

[Who is this? PPT](#)

## 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](#). 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](#)  
”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](#) 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](#)

*Activity B:*

Review characters by having the students practice flashcards [Character/Pinyin Flashcards](#)  
[Character Scramble Activity Instructions](#). Students practice writing sentences.

## 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.](#)

[How Many People Does Your Family Have? PPT](#)

[Family Conversation Video Clip.](#) Choose which clips are appropriate for your students.

**Activity A:** [Introduce your Family Instructions](#) Students draw and introduce their families.

**Activity B:** [Family Tree Activity Instructions](#) Students interview and write about a partner's family.

[Family Tree Handout](#)

**Extension Activity:** Students work in groups to [Create a Family](#) 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](#)

## Planning for Instruction

### What instructional activities will be used?

#### Extension Lesson

#### Lesson 5: Students can identify 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](#) 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](#)

See [Video](#)

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