



**STARTALK Student Program Curriculum
Dallas, DC, Houston
Teaching Chinese Resource and CLTA-TX**

Theme: *My Space Your Space*

Target Proficiency Level:

Novice Low to Novice Mid

Number of Hours: 45 Hours

Brief Description of Thematic Unit:

In the unit of *Your Space My Space*, students will explore their own spaces and compare with the spaces of Chinese young people in the spheres of life style, personal preferences, family structure, school activities, through songs, poems, ads and video clips on YouTube.

What Enduring Understandings are Desired:

Students will learn that individual spaces of young people reflect the cultural and social uniqueness, as well as the similar exciting energy, free spirit, and wild creativity.

What Essential Questions Will Guide this Program and Focus Teaching/Learning:

- What are the characteristics of my space?
- How is my space similar to or different from the young people's in Taiwan and China?
- To what extent or in what ways one's space is shaped by culture and society?

Sub-theme(s)/unit(s)

Sub-unit: *All About Me and All About You*

Sub-unit: *Your Family, My Family*

Standards/Goals: Culture, Communication, Comparison, Connection, Community

Content:

Students will have the opportunity to compare themselves with the middle/high school students in Taiwan and China with respect to personal preferences, life style, family structure and school activities. They will also understand the change of the family structure, from multi-generation to the current one-child policy in China as well as the education system in Taiwan and China.

Key sentence patterns/vocabulary:

1. Vocabulary

Vocabulary related to self introduction, personal preferences, family, school activities

2. Sentence Patterns

Statements with: 叫, 是, 喜欢, 吃, 喝, 有, 很+adjective, 在+place, time+activity

Questions with: 吗, 几, 多少, 什么, 哪里, 谁

Skills

- To introduce oneself
- To express one's personal preferences
- To describe one's family
- To ask questions and find out others' families/personal preferences
- To identify the similarities and differences between themselves and their counterparts in China/Taiwan with respect to family and preferences
- To capture key words when scanning authentic materials (songs, poems, short texts)
- To use conversation strategies (ask for repetition, explanation, definition, negotiate meaning, use gestures) to sustain brief exchanges
- To present formally in front of the class
- To find materials related to the unit online

Connections to Other Disciplines:

- music: songs focusing on family and the life of middle/high students
- social studies: understanding one-child policy, Chinese zodiacs
- education: familiar with the education system in China and Taiwan
- fine art: making family albums and posters of "All about me", using calligraphy, paper cutting and paper folding

Technology Integration:

- Online research
- Using online dictionary
- PowerPoint presentations
- Audio/video presentations

Assessments:

Performance tasks

- Interpersonal
 - interview/survey classmates as reporters and compile/report the information
 - role-playing for a given situation
 - oral interview at the end of the unit
- Interpretive
 - read short descriptions, identify main ideas and support details
 - listen to and grasp the main ideas of songs
 - view and grasp the main ideas video clips
- Presentational
 - produce/present family albums
 - *All about Myself* poster
 - write/perform a skit

Quizzes, Tests, Prompts, Work Sample

- Everyday class exit: short exchanges with the teacher
- Quizzes on vocabulary
- Quizzes on listening comprehension
- Family albums
- Self-portrait posters

Unprompted Evidence (observations, dialogues)

- Classroom observation of small and group works
- Writing daily journal entries to do self-assessment and self-reflection
- Describing their learning using “Can do statements” from Linguafolio.

Can do Statements From Linguafolio

I can

- introduce myself and others using basic culturally appropriate greetings;
- ask simple questions and give simple responses on topics of self-introduction, personal preferences, family, daily routines;
- understand and say numbers in simple situations;
- understand and ask prices of goods;
- identify 30 characters
- understand main ideas of a short text and audio/video clips related to the theme of this unit
- write a short text about one’s family and what one likes or does not like in combination of characters and pinyin;

Required Resources:

The teaching materials, classroom tasks, cultural activities for 3-week Student Program will be developed during the Teacher Program by the trainees with the guidance of Meng Yeh. The design is based on the theme ‘*Your Space My Space*’ as well as the enduring understanding and essential questions of the theme.

Differentiation of Instruction:

- The material developed during the workshop is for Novice-Low/Mid students which are the majority of our Student Programs.
- Extra topics related to ‘Your Space My Space’ added for Novice-High
- Use a variety of activities to motivate students with different learning styles
- Use different types of texts, such as poems, songs, ads, short film, cards, to capture students’ various interests

Instructional Strategies:

- Student-centered
- Pair and small-group work: survey, information gap, role-play
- Whole-class activities: TPR, games, working on one project
- Tasks relevant to students
- Impromptu dialogues in a given real-world situation
- Use short films, songs and Powerpoint
- Individual presentation: Show and tell, introducing one’s family

What do they already know that will help them learn new information?

- Common knowledge of the Chinese language, such as tones and characters

- Common knowledge of the Chinese people: Yao Ming, Jackie Chan, Confucius
- 2008 Olympic Game in Beijing
- Some knowledge about the Chinese New Year
- Chinese Zodiacs

Links to relevant web sites:

- YouTube, <http://www.youtube.com/>
- ChinesePod, <http://chinesepod.com/>
- Songs online: <http://www.chinese-tools.com/songs>
- Flash/animation: <http://flash.ent.tom.com/>

Lessons that support the subtheme/unit:

All the materials, activities and lesson plans are designed by the trainees, guided by Meng Yeh, in the Teacher Professional Workshops (Dallas, Houston, DC) for the 3-week Thematic Unit—*Your Space My Space*.

Samples:

1. Textbook Cover for *Your Space My Space*
2. Table of Lessons
3. Lesson Plans for subunit: *All About Me; All About You*
What is your Name?
Happy Birthday!



Dallas Chinese Summer Program
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My Space Your Space



drawing
by Catalina Aiyun Parra

星谈暑期中文

Meng Yeh
Rice University

My Space Your Space

Table of Content

Unit One: All About Me, All About You

- 1.1. Hello, Ni Hao
- 1.2. What is your Name?
- 1.3. Happy Birthday!
- 1.4. I am an American.
- 1.5. I like ice cream!
- 1.6. My favorite sport is baseball.
- 1.7. Do you like Jackie Chan's movies?

Unit Two: Your Family, My Family

- 2.1. My Family and My Pet
- 2.2. Where do you live?
- 2.3. My Day
- 2.4. Chinese New Year and Christmas
- 2.5. Summer Fun

Sample 3

Theme: *Your Space, My Space*

Sub-unit (1): *All About Me and All about You*, Day 1-7

Daily Schedule : 8:30-11:30 (language and culture lesson)

11:30-12:30 (cultural activity: calligraphy, paper cutting, paper folding...)

Daily Lesson Plan	<i>All About Me and All About You</i> 1.2. What is your Name? 1.3. Happy Birthday!	
Date:	3 hours, 20-minute break, total teaching time: 160 min	
Class:	Novice Low	
Objectives:	<ul style="list-style-type: none"> ➤ Understand tones ➤ Number 11-31 ➤ Able to state/ask one's name ➤ Able to state/ask one's age ➤ Able to state/ask one's birthday ➤ Introduce Chinese zodiacs ➤ Write/recognize character你, 月, 日, 6-10 	
Grammar	我的/你的, 我叫, 什麼, 幾歲, 幾月幾號	
Vocabulary	11-31, 我, 他, 叫, 什麼, 名字, 月, 日, 生日	
Sentences	<p>Narration: 你好, wǒ jiào Jack. wǒ 十六suì. wǒ de shēng rì shì 二月九hào .</p> <p>Dialogue: Jack : wǒ jiào Jack, ta shì wǒ de 好 péngyou . Katty : 你jiào shénme? John : wǒ jiào John. 你jiào shénme? Katty : wǒ jiào Katty. wǒ 十七suì. 你jǐ suì? John : wǒ 十八suì. wǒ de shēng rì shì 三月五hào . 你de shēng rì shì jǐ yuè jǐ hào? Katty : wǒ de shēng rì shì 一月四hào .</p>	
Characters to write	六, 七, 八, 九, 十, 月, 日, 你	
Materials needed	<ol style="list-style-type: none"> 1. 4 tones' poster (一, /, ✓, \) 2. prepare Quiz (連連看) for characters 1-5 3. characters 6-10, 月, 日, 你in cards/sheets 4. audio/video file: DVD (文字的演變), number 11-31 5. Chinese zodiac power point 6. small posters for calendar 7. color papers for paper cutting 8. Happy Birthday song in Chinese 9. Chinese paper cutting templates (猴, 雞, 狗, 豬, 鼠) 	
Class Procedure		
Warm up Do Now	20 min	<ul style="list-style-type: none"> • review day 1 lesson • ask students' feed back • 5 minutes quiz (連連看) connect the correct number characters 1-5 to the right pictures (五 with 5 dogs)

Objective1		Able to pronounce 4 tones Use number 1-10 to practice the 4 tones with the hand movement
Activity1.1	20 min	How to teach ? <ul style="list-style-type: none"> • Introduce 4 tones use 4 tones' poster • Use number 1-10 to practice 4 tones with the hand movement (TPR) <ul style="list-style-type: none"> • Use — (horizontal hand) to teach 一聲yì sheng • Use / (bottom to top hand) to teach 二聲èr sheng • Use ✓ (checker hand) to teach 三聲sān sheng • Use \ (chop hand) to teach 四聲sì sheng
Objective2	15 min	Able to ask/state one's name
Activity 2.1		<ul style="list-style-type: none"> • Explain the question 你叫什么名字? • Ask students to use 你叫什么名字to find out his neighbors' names. Use several famous persons' photos and ask students 他叫什么名字?
Objective 3		Able to ask/state one's age
Activity 3.1	20 min	<ul style="list-style-type: none"> • Explain the question word 几 • Explain the question: 你几岁? • Use famous persons and ask students to guess how old they are: 她几岁 • Ask students to find out each other's age
Objective 4		Write/recognize 月, 日, 你, 6-10
Activity 4.1	20 min	How to teach? <ul style="list-style-type: none"> • Introduce the characters 月, 日, 你, 6-10 using pinyin • Explain月, 日, 你's meaning and how they are created • Show DVD (文字的演變) • Give character sheets, follow the teacher • Pay attention to stroke order
Lesson5		To state/ask one's birthday
Activity 5.1	20 min	<ul style="list-style-type: none"> • Introduce January to December • Activate students prior knowledge about 1-10, asking them what possible way to sound 11 -19, 20-31 • Explain the question word 几 • Explain the question: 你的生日是几月几号?
Activity 5.2	20 min	<ul style="list-style-type: none"> • Students in pair practice narration • Teacher asks students about the narration • Students in pair practice dialogues • Students interview each other and find out each other's age and birthday • Whole class: to find out how many people's birthdays are in May, August and December
Activity 5.3	15 min	<ul style="list-style-type: none"> • Ask students to make a calendar for their birthday month • Ask students to write characters 1-31 and 月, 日in their calendar • Ask students to highlight and decorate their birthday (*save the final product for the poster "All about Me" project)
Lesson6		know your own Zodiac Able to say the 12 animals use pinyin
Activity 6.1	15 min	How to teach? <ul style="list-style-type: none"> • Students will use their prior knowledge to guess the 12 animals and

		<p>where they have seen Chinese zodiacs</p> <ul style="list-style-type: none"> • watch a power point about Chinese Zodiacs • Students will learn their Zodiac.
Exit Tickets	15 min	<p>Students can do</p> <ul style="list-style-type: none"> • Ask/Reply questions (2 tickets) 你叫什么名字? 你几岁? 你的生日是几月几号? • Count 1-31 (1 ticket)
Homework		<ol style="list-style-type: none"> 1. Write your father's and mother's birthday in Chinese. 2. Write the following sentences about yourself, filling in your information: 你好 , wǒ jiào _____。 Wǒ _____ suì。 Wǒ de shēng rì shì 二月九hào 。 3. Find photos of your birthdays and bring them to class.
Cultural Activity		Chinese Paper Cutting of 12 zodiacs
Reflection		<p>Difficulties encountered? How can I improve?</p>