Week One: 6/23-6/27/08

Overall Theme: 我的课余生活
  My Extra-curricular Life
Theme for week: My Daily Routine
Target Proficiency Level: Novice Low to Novice Mid

Number of Hours: 20 hours

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Brief Description of Program (including curricular context and goals)
At the end of the first-week session, students will be able 1) to talk about dates, friends’ and family members’ birthdays; to communicate about time, daily routines and express opinions about time; to discuss their home environment, including their house, rooms and furniture; to describe the condition and relative position of things; to talk about clothing, including colors and clothing types; to describe how clothes fit and how to tell about particular types of clothing they want.

What Enduring Understandings are Desired:
  Students will understand
  • Their and their friends commonalities regarding daily routines, clothing preferences, and their living environments and gain an appreciation for diverse lifestyles.

What Essential Questions Will Guide this Program and Focus Teaching/Learning:
  • To what extent or in what ways do Chinese and American daily routines parallel and differ?
  • How important is effective communication in building relationships and positively relating to peers as well as community members?
  • What role do cultural norms play in daily routines and in establishing effective communication with others?

Standards/Goals:
  1. Major Standards: C1.1, C1.2, C1.3
  2. Supporting Standards: C2, C3, C4, C5

Content:
  Knowledge:
  • Frequently-used language in daily life and extra-curricular activities.
  • Sentence patterns

Key Vocabulary:
Chinese characters: Characters introduced: yue, ri, hao, jin, ming, zuo, tian, xing, qi, dui, cuo, ke yi, xing, sheng
  月，日，号，今，明，昨，天，星，期，对，错，可，以，行，生
Characters introduced: zai, zuo, kan, shu, xie, zi, xian, dian, fen, ban, le, xia, wu, zao, wan
  在，做，看，书，写，字，现，点，分，半，了，下，午，早，晚
Characters introduced: chuan, yi, fu, xian, tai, hei, bai, hong, Huang, lan, lu, se, jian, ne, zha0
  穿，衣，服，先，太，黑，白，红，黄，蓝，绿，色，件，呢，找

High-frequency words and phrases:
今天是（几月）几号?
Jintian shi (jiyue) jihao? What’s the date today?
今天是星期几?
Jintian shi xingqi ji? What day is it today?
你是哪年生的?
Ni shi nanian shengde? What year were you born?
今天是不是三月五号?
Jintian shi bushi sanyue wuhao? Is today March 5th?
今天是五月六号，对不对?
Jintian shi wuyue liuhao, dui budui? Today is May 6th, isn’t it?
我明天去打球，可以吗?
Wo mingtian qu daqiu, keyi ma? May I play ball tomorrow?
你的生日是几月几号?
Nide shengri shi jiyue jihao? When is your birthday?
今天是二九九三年二月二十五日。

Sentence Patterns
你在做什么?
Ni zai zuo shenme? What are you doing?
现在几点?
Xianzai jidian? What’s the time?
你几点起床?
Ni jidian qichuang? What time do you get up?
你早上几点起床?
Ni zaoshang jidian qichuang? What time do you get up in the morning?
太好了!

Taihaole! That’s wonderful!
我不吃了。
Wo buchile. I won’t eat anymore.
现在几点了?
Xianzai jidianle? What time is it now?
该你了。
Gai ni le. It’s your turn now.
他来了。
Ta laile. He has arrived.

Sentence Patterns:

Zai che shangmian. On the car
Wode xie zai nar? Where are my shoes?
Wode xie ne? What about my shoes?
Ta zai keting zuo shenme? What is he doing in the living room?
Ta zai nark an dianshi? Where is he watching TV?
Zenme hui shi? What happened?
Ni zuotian wanshang shui nar? Where did you sleep last night?

Skills:
- Describe extra-curricular activities
- Engage in Chinese cultural activities
- Celebrate major personal and national holidays
- Participate in festival activities appropriate for different social events and holidays
- Plan a visit to a friend’s house and describe appropriate guest behavior

Connections to Other Disciplines:
- Mathematics
- VPA
- History/SS
- Science

Technology Integration: (Computer lab)
- Listening activities
- Timed-response activities
- I-Pod activities(Computer lab and home)
- PowerPoint presentations
- E-mail exchanges

Assessments:
- Students do Bell-work activities at beginning of class to assess prior knowledge
• Comprehension checks to ensure continuous understanding
• Pronunciation and tonal checks to ensure accurate production of sounds
• Recognition of Chinese characters (hanzi) introduced
• Writing of Chinese characters using correct stroke order
• Timed-response activities in computer lab
• Oral response activities to given prompts
• I-Pod based assignments to check comprehension beyond the classroom
• Stamp test for summative assessment

What evidence will show that students understand and can perform?

Performance tasks
• Talking with classmate about extra-curricular activities
• Application of learned content in game format (i.e. Jeopardy)

Quizzes, Tests, Prompts, Work Samples
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Unprompted Evidence (observations, dialogues)
• Role plays
• Student interactions
• Students’ personal experiences in a Chinese restaurant during the program’s field trips

Can do Statements From Linguafolio (representative)
• Interpretive Listening
  I can follow a description of a typical day when visual support is provided
  I can follow a command, especially when people use gestures.
  I can understand the difference between a question and a statement.
  I can understand names of objects in my immediate environment such as words for familiar objects found in classrooms.

• Interpretive Reading
  I can connect some characters to their sounds and meanings.
  I can follow along on the page when something familiar is read out loud.
  I can identify months, days of the week and certain holidays/festivals in calendars
  I can interpret learned characters and reply with appropriate responses.

• Interpersonal Speaking
  I can introduce myself and others using basic culturally appropriate greetings.
  I can introduce myself and someone else.
  I can respond appropriate to an introduction (e.g. “I am happy to meet you.”).
I can share some information about me, other members of my family, friends and free-time activities with others.

- I can ask and tell about family members and their characteristics (e.g. tall, short, funny, serious.)
- I can ask and tell about friends, classmates, and teachers.

**Presentational Speaking**
I can present personal information about myself and others using words and simple phrases.

- I can state my name, age, and where I am from.
- I can give my phone number, home address, and email address.
- I can say things about my physical appearance.
- I can say things about my personality.
- I can say things about my and my immediate world.
- I can express my likes and dislikes.
- I can express which sports I like and don’t like.
- I can express my favorite free-time activities and those I don’t like.
- I can state my favorite foods and drinks and those I don’t like.
- I can express some of my personal likes and dislikes.

**Presentational Writing**
I can write about myself using learned phrases and memorized expressions.

- I can list my likes and dislikes.
- I can list my family members.
- I can list my free-time activities.
- I can list my favorite food and clothes.
- I can create a simple schedule or calendar with days and numbers.
- I can write phrases and simple sentences to describe aspects of my everyday life.
- I can write about me, my family, friends and my daily life

**Required Resources:**
Game Software

Language Lab equipped with computers, and iPods.

**Differentiation of Instruction:**

- Instruction will reflect the following strategies aimed at meeting students’ diverse-learning styles and academic abilities, such as
  - Collaborative group work
  - Paired work
  - Individualized work focusing on students’ strengths and needs
  - Use of visuals and gestures
  - Technology
  - Instructional strategies addressing multiple intelligences
  - Differentiated tasks to demonstrate student understanding

**Instructional Strategies:**
• Providing input in a contextualized manner to facilitate understanding and learning
• Frequent comprehension checks to check for understanding
• Guided practice to support students in apply new language and recycle previously-learned language
• Continuous formative assessment of student progress in acquiring the language and culture
• Opportunities to apply the language both in and outside of classroom settings
• Differentiated instruction and assignments based on students’ learning styles and academic abilities
• Employ real-world tasks to assess formative and summative student performance

What do they already know that will help them learn new information?
(May be assessed with surveys, background info given at the beginning of the course or a review of past work that the student presents)
• Diagnosis of previous student knowledge and skills, both at the beginning of each unit of instruction as well as each daily lesson

Links to relevant web sites:
    Chinese Pod
    Better Chinese

Sub-theme(s)/unit(s)
The program may consist of one or more sub-themes/units

Lesson 1 第一课
我的生日 Wode shengri
(My birthday)
1.1 What is the date?
1.2 What day is it today?
1.3 Today is my birthday.

Lesson 2 第二课
我的日常生活 Wode richang shenghuo
(My daily routine)
2.1 What are you doing?
2.2 What time is it?
2.3 What is your daily routine?

Lesson 3 第三课
小明的家 Xiaoming de jia
(Xiaoming’s home)
3.1 Where are they?
3.2 House Plan
3.3 What happened?
3.4 Xiaoming’s Sunday

Lesson 4 第四课
我的衣服
Wo de yifu
(My clothes)
4.1 What clothes do you they wear?
4.2 Do they fit?
4.3 What should I wear?
4.4 Where are my shoes?