Level:  2

Date: Tuesday, June 30, 2009

Theme:  Focusing on the Mid-summer celebrations in Chinese culture – Celebrations in daily life

Target Proficiency Level:   Novice Low to Novice Mid

Time Frame:  4.5 hours

Brief Description of Standards/Goals:

1. Major Standards:  1.1, 1.2, 1.3, 2.1, 2.2

2. Supporting Standards: 4.1, 4.2

Content:

Knowledge:

- Identify dates, solar/lunar calendars, days of the week, schedules, times for different holidays and celebrations

Key Vocabulary:

- 看书 to read
- 做功课 to do homework, assignment
- 写字 to write
- 放风筝 to fly a kite
- 喝茶 to drink tea
- 下棋 to play Chinese chess
- 跳舞 to dance
• 看小人儿书  to read children’s books
• 起床  to get up, to get out of bed
• 听音乐  to listen to music
• 吃早饭  to eat breakfast
• 上学  to go to school
• 吃午饭  to eat lunch
• 放学  to get out of school
• 吃晚饭  to eat dinner
• 睡觉  to go to sleep
• 看电影  to watch a movie
• 两点一刻  2:15
• 两点半  2:30

Chinese characters:
• 在  in, at
• 做  to do
• 看  to look, to read
• 书  book
• 写  to write
• 字  word, character
• 现  to appear
• 点  dot, hour, o’clock
• 分  minute, to separate
• 半  half
• 了  particle (completion)
• 下  bottom, down, after
• 午  noon
• 早  early, morning
• 晚  late, evening
Input/Language Use:
  PowerPoint presentation: (Setting the Stage, Comprehensible Input) Narrate a student’s school day and weekend day to introduce key vocabulary and sentence patterns to be used by students to describe their own lives

Inst. Delivery/Learning Activities:
  1. PowerPoint: Setting the Stage and Comprehensible Input—A day in the life of a Chinese student
  2. From previous day, review of Guided Practice patterns- Cue cards
  3. Listen to people discussing their daily routine and identify the person (WB 12D)
  4. Conduct survey of students’ habits by interviewing their classmates (WB 13E)
  5. Students will discuss daily routines with partners who will type information into a Word document (WB 14F)
  6. Students will reflect on their daily routine and decide if they could change anything in their daily lives, what would that be. (Journal entry) This will later be recorded using iPods

Cultural Integration:
  The relationship between the solar and lunar calendars will help students to understand why Chinese festivals occur at different times each year. The different terminology in referring to solar and lunar dates will distinguish the two calendars and provide students with the culturally correct vocabulary. Chinese terminology for times of the day, especially Noon will explain how Chinese traditionally told time

Differentiation: Activities focusing on various modalities will help students to comprehend and learn Chinese terminology and concepts through visual, aural, oral, and kinesthetic perceptual means

Assessment: Formative: All activities will be assessed as to the degree of accomplishment of the tasks. There will be frequent comprehension checks to assure that students are comprehending the new terminology and not falling behind.

The students will have opportunity to demonstrate their knowledge of new cultural concepts, ability to comprehend spoken language and reproduce newly acquired vocabulary and sentence patterns
Materials/Technology:

- Reading/Listening materials on the topic introduced
- White boards to practice new vocabulary and characters
- OHP Overhead Projector transparencies of teacher-introduced material and student-made samples of their production
- Laptop computers (NBC) to prepare their daily schedules
- Computer Lab (CR) to begin preparation of a unit project on a student’s day