## Daily Class Plan

### Lesson 1.2 What is Your Name? Day1

<table>
<thead>
<tr>
<th>Date</th>
<th>Each day 3 hours, 30-minute break, total teaching time: 150 min</th>
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<tbody>
<tr>
<td>Class</td>
<td>Beginning</td>
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<table>
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<tr>
<th>Objectives of Lesson 1.2</th>
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<tbody>
<tr>
<td>1. √ Able to say/ask one’s name</td>
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<tr>
<td>2. √ Understand tones</td>
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<tr>
<td>3. √ Understand Chinese last name and first name</td>
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<td>4. √ To count number 11-20</td>
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<tr>
<td>5. √ Able to say/ask one’s age</td>
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<tr>
<td>6. √ Able to say/ask one’s Chinese zodiac</td>
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<tr>
<td>7. √ Write characters: 六, 七, 八, 九, 十</td>
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<tr>
<td>8. Character Composition: 月, 日</td>
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### Vocabulary

- Pronouns "you," "I," "he/she/it."
- 11-20.
- The 12 zodiac animals.

### Sentences

- 你叫什么名字？Wǒ jiào …
- 你几岁？Wǒ … suì.
- 你属什么？Wǒ shǔ …

### Materials needed

1. Lesson 1.2 text file eStroke, song 十个小朋友, 1-10 song
2. Famous people name.ppt, tones.ppt, 11-20.ppt, age.ppt, zodiac.ppt
3. handout:
   a) quiz1.doc page 1
   b) zodiac survey form (zodiac.ppt page 4)
   c) Number_writing_sheet.pdf
4. 11-20 number cards

### On classroom wall:

1. previously learned numbers/characters: 一, 二, 三, 四, 五. 好
2. pinyin of 1-10

### Class Procedure: Can alternate writing among activities

- Wrap up with Pin yin song

#### Warm Up/ Do Now

- Review writing pinyin and characters 一, 二, 三, 四, 五. 好 eStroke:
  - Youtube Pinyin song and review 1-10 (see PPT, Lesson 1.2_overview)

#### Review Quiz/activity

- Select several students to show finger gestures of numbers and the other speak out the number in Chinese.
- Match the 一, 二, 三, 四, 五. 好 to definition/pinyin.
- Dictation 一, 二, 三, 四, 五. Students exchange papers to check.

- Give three students different zip code numbers. Each student reads aloud the zip code while other students write the zip code down. Teacher checks the correctness.
### Objective 1
Able to say/ask one's name

#### Activity 1.1 5 min
Do a rap of 我们三个印地安 to teach the 3 pronouns.

1-4 counts Clap hands
- Teacher (point to oneself): 我们 我们 我们 我们
- Student repeat: 我们 我们 我们 我们
- Teacher (point to students): 我们 我们 我们
- Student repeat: 我们 我们 我们
- Teacher (point to others): 他们 他们 他们
- Student repeat: 他们 他们 他们
- Teacher (alternate movement): 我们 他们 他们
- Student repeat: 我们 他们 他们

#### Activity 1.2 10 min
Present/Model: Target Language Input
Show photos of popular figures (famous people name.ppt) to introduce the sentence pattern: 他们叫 Obama. Ask students to figure out what ‘他们叫 Obama’ in English.

Model: whole class, continue to use famous people name.ppt
Explain the meaning of 他们 and 叫
Introduce the question “他们叫什么名字?” with more photos

#### Activity 1.3 10 min
Present/Model: Target Language Input
1. Ask students “你叫什么名字?” and they answer 我叫 ...
2. Reverse role and students ask teacher “你叫什么名字?” Ask a few students to ask their neighbor 你叫什么名字?” and their neighbor answers 我叫 ...
3. Ask each student to find out 3 students' names using 你叫什么? After survey, ask some students to introduce their friends, such as 他 叫Peter, 她 叫Lucy.
4. Pair work: give each student a name card, such as 李晶, 王鹏 etc. Ask students to find out each other's "new name" and introduce their friends to the class.
5. Teacher models a dialogue. The student in pairs practice and make their own dialogue.

- A: 你好，你叫什么名字？
- B: 我叫 Jason.
- A: 谢谢。
- B: 再见。

### Objective 2
understand tones

#### Activity 2.0 5 min
Present/Model: tones.ppt
Preview tones with My Teacher Rap ...老师不胖, ...老师不高, ...老师很忙, ...老师很好.

#### Activity 2.1 10 min
Present/Model:
| Activity 2.2 | 5 min | Guided Practice:  
1. Divide students into 4 groups, each group assigned a tone: mā mā mā mā. When the teacher points at the group of mā, the students in that group sound out mā. So, the teacher is like a conductor, pointing at different group to get different pitch note. Groups rotate in tone assignment.  
2. The 4 groups try the text tongue twister, each group representing a tone of "ma." The 4th group representing non-"ma" words of "qí" "mǎn"

| Activity 2.3 | 8 min | Guided Practice: (tones.ppt page 6)  
1. 1-10 with intonation  
   - 1st tone: 1, 3, 7, 8…  
   - 2nd tone: 10  
   - 3rd tone: 5, 9  
   - 4th tone: 2, 6  
2. ppt with 1-10 intonation, practice with arm gesture  
3. Divide students into 4 groups, each group assigned a tone. When the teacher points at the group of 1st tone, the group sounds out 1, 3, 7, 8. Groups rotate in tone assignment.

| Activity 2.4 | 2 min | Review My Teacher Rap with emphasis on intonation (tones.ppt page 7)  
…Lǎo shī bù pāng,…lǎo shī bù gāo,…lǎo shī hěn mǎng, lǎo shī hěn hǎo

Objective 3  
**Understand Chinese last name and first name**

**Activity 3.1**  
5 min  
1. Use name.ppt pages 9, 10.  
2. Explain the Chinese last/first name. Give them a list of Chinese names in pinyin and ask students to pronounce the names Yao Ming, Cheng Long, etc. and ask them to identify their family name xìng. Highlight the difference in family name position between Chinese and English.

Objective 4  
**To Count Numbers 11-20**

**Activity 4.1**  
5 min  
1. Review 1-10  
   十個小朋友  [http://www.youtube.com/watch?v=YWrXsl1OrW0](http://www.youtube.com/watch?v=YWrXsl1OrW0)  
2. In pairs, ask them to tell each other their home phone number.

**Activity 4.2**  
5 min  
Introduce 11 (10+1), 12 (10+2) on pg 8 and let students guess how to say 13-19. Rehearse 11-20 with the whole class, half class alternating
| Activity 4.3 | 10 min | Guided Practice:  
1. Count something in the room, whole class, in groups eg. # of words on the wall, # of girls in class, # of boys in class, # of people wearing sneakers, # of people wearing flip flops, # of people carrying cell phones, etc.  
2. Show number cards and ask students to say 11-20 |
| Activity 4.4 | 5 min | Game: Divide students to 2 team playing Estimation tournament. The teams will view a Powerpoint page and estimate the number of objects on the page. To verify the number, the whole class counts out loud in Chinese. ("11-20.ppt" pages 23-53) |
| Objective 5 |  | Able to ask one's age |
| Activity 5.1 | 5 min | 1. Present photos of popular youngsters and say 'Tā 16 suì.' Do so for 3 photos.  
2. Ask if students figure out what's meant by Tā…sui. Point at more photos and ask 他幾嵗？Answer 他十六嵗。After several more repetitions, point at a student and ask 你幾嵗？Practice answering 我…嵗. |
| Activity 5.2 | 5 min | Guided Practice: Ask students of the same age to raise hands, count out loud in Chinese the number of students; use tally mark to jot down. Ask the whole class to ask the group 你幾嵗? The whole single-age group answers 我…嵗. Repeat the same exercise for other age groups. |
| Objective 6 |  | Able to say one's Chinese zodiac |
| Activity 6.1 | 5 min | Present/Model:  
1. Look at Chinese Zodiac placemat and recite Chinese names while seeing pinyin for those animals. Teacher imitates animal sound as onomatopoeia that resembles the Chinese names of those animals to help students memorize the names.  
2. Tell students 我屬…… Ask several students 你屬什麽？ |
| Activity 6.2 | 15 min | Present/Model/Guide Practice:  
1. Give students zodiac survey form. Ask if students can fill out the zodiac info for oneself and ones' parents. Let the class watch a video clip, introducing Chinese zodiac with English caption to help students fill the zodiac question form.  
2. Teacher asks students 你屬什麽？and ask for hands of other students of the same zodiac. Count aloud and put tally mark. Do the same thing for 你爸爸屬什麽？你媽媽屬什麽？ |
| Activity 6.3 | 10 min | Task: Students try to complete their zodiac survey chart by finding a classmate whose father's zodiac matches that of his father's, a second classmate whose mother's zodiac matches that of his/her mother, and a 3rd student whose both parents have the same zodiac as that of the student's two parents. Student who can first complete the chart wins and top 5 students get to present their findings. |
|  |  | Students are in pairs. Provide each pair a card with information of two famous people, such as Yao Ming, |
Make a simple dialogue such as:

tā jiào shén me míng zì?
What is his name?
tā jiào chéng lóng.
他叫成龙。
His name is Cheng Long
tā jǐ suì?
他几岁？How old is he?
tā wǔ shí wǔ suì.
他五十五岁。He is 55 years old.
tā shǔ shén me？
他属什么？What is his zodiac?
tā shǔ mǎ.
他属马。He belongs to a horse

Let the students find a partner and practice this dialogue. Teacher will hand out a notes with someone’s name, age and zodiac on it to let the students practice this dialogue again base on the new data on the note. Teacher will randomly call the students in pairs to make this dialogue.

<table>
<thead>
<tr>
<th>Objective 7</th>
<th>Write characters: 六, 七, 八, 九, 十</th>
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<tbody>
<tr>
<td>Activity 7.1</td>
<td>10</td>
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<tr>
<td></td>
<td>D:\Yuhsin\StarTalk\May20P1\number_wr</td>
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<tr>
<td></td>
<td>Introduce writing character 六, 七, 八, 九, 十 and do practice sheets Number_writing_sheet.pdf</td>
</tr>
<tr>
<td>Wrap UP</td>
<td>Give assignment</td>
</tr>
<tr>
<td></td>
<td>Sing PinYin Song</td>
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<tr>
<td>Exit tickets</td>
<td>Reply the following questions: &quot;what's your name?&quot;, &quot;how old are you?&quot; and &quot;what's your zodiac?&quot;. Each correct answer is awarded a ticket.</td>
</tr>
<tr>
<td>Assignment</td>
<td>1. Write out their phone number in Chinese and practice saying it fluently (Need to teach them how to say 0 'ling')</td>
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<tr>
<td></td>
<td>2. Make a Chinese name card for themselves (in Pinyin). Practice saying their own Chinese name.</td>
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### Daily Class Plan

**Lesson**  1.2 *What is Your Name?*  Day 2  
**Date**  Each day 3 hours, 30-minute break, total teaching time: 150 min  
**Class**  Beginning  

#### Objectives of Lesson 1.2

1. √ Able to say/ask one’s name  
2. √ Understand tones  
3. √ Understand Chinese last name and first name  
4. √ To count number 11-20  
5. √ Able to say/ask one’s age  
6. √ Able to say/ask one’s Chinese zodiac  
7. √ Write characters: 六, 七, 八, 九, 十  
8. √ Character Composition: 月, 日  

#### vocabulary

月, 日  Chinese characters for moon and sun  

#### Materials needed

Materials:  
- YouTube 月  http://www.youtube.com/watch?v=9N52FuSpDd  
- YouTube 日  http://www.youtube.com/watch?v=N4bwDfO2h28  
- 2. Computer file: 1.2 text file  
- 3. handout: quiz1.doc page 2  

On classroom wall:  
1. previously learned characters  
2. numbers 一 to 二十  
3. previously learned songs and raps  

#### Class Procedure - Use tone rap, pronoun rap with variation for transition  

| Warm Up | 5 min | Review writing in pinyin and characters 六, 七, 八, 九, 十  

| Objective 8 | 5 min | Character composition 月, 日  
| Animation for 月 composition  
| http://www.youtube.com/watch?v=9N52FuSpDdg  |

| Review Quiz | 5 min | Match the Chinese numbers to Arabic numbers/pinyin + dictation quiz1.doc page 2  
| D:\Yuhsin\StarTalk\May20PI\quiz1.doc  |

| Objective 9 | Review Objectives 1-8  

| Activity 9.1 | 5 min | 1. Introduce dialogue on Startalk text pg 5  
| 2. Call for volunteers to demonstrate the dialogue using their own Chinese names and personal information  |

| Activity 9.2 | 5 min | 1. Review strokes for 一 to 十.  
| 2. Ask students to write their phone numbers in Chinese & in Arabic. Exchange with a partner to check the correctness of the Chinese writing. |

| Activity 9.4 | 20 min | Each pair introduces their partner’s Chinese name, age, zodiac & teach the class a dance routine while counting 1-20. |
Homework Day 1

**Homework:**

1. Match the Chinese number to the proper Arabic number:
   - 六  6
   - 八  8
   - 五  5
   - 十  10
   - 九  9
   - 七  7

2. Write the following phone number into Chinese number style:
   - 214-469-1597
   - 501-802-9910

3. Do a web search and write down why number 6,8 are lucky number in Chinese Culture?

4. Use pinyin to answer the following questions (based on the photos):
   a. Nǐ jiào shénme míngzi? _____________________________

   ![Image](image-url)

   b. Tā jiào shénme míngzi?

   _____________________________

   ![Image](image-url)