# Daily Class Plan: MySpace YourSpace

## 2.1 My Family and My Pet

<table>
<thead>
<tr>
<th>Daily Class Plan</th>
<th>Unit 2: Your Family, My Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson</td>
<td>2.1 My Family and My Pet, Day 1</td>
</tr>
<tr>
<td>Date</td>
<td>3 hours, 30-minute break, total teaching time: 150 min</td>
</tr>
<tr>
<td>Class</td>
<td>Novice Medium</td>
</tr>
</tbody>
</table>
| Objectives       | 1. Able to state/ask family information  
                     2. Learn the measure word for people  
                     3. Learn the question “Ni ne”? (What about you?)  
                     4. Understand the simplified and traditional characters  
                     5. Understand the traditional family structure and current one-child policy in China |
| Vocabulary       | 家,兩個,爸爸,媽媽,哥哥,姐姐,弟弟,妹妹,和,呢,個 |
| Sentences        | • 你家有幾個人？  
                     • 我家有四個人,你呢？  
                     • 你家有誰？  
                     • 你有幾個_____？ |
| Materials needed | 2.1 Text for narration and dialogues, Power Point Presentation, YouTube Video, song lyrics, signs, recordings, photos, character cards, vocabulary list |

## Class Procedure

### Warm up/Do Now
- **Activity 1.1**
  - Explain the function of measure words and the word order (number + measure word + people/animals/objects)  
  - Review counting 1-10  
  - Introduce ge for people/objects and zhi for animals, use L2.1 PPT |

### Review Quiz
- **Activity 2.1**
  - Ask where they have learned 几 before and what does it mean (你几岁？)  
  - Show the dialogues with the photo in PPT, ask them to guess the meaning of 'ji.'  
  - Use the following slide to practice the questions with ‘ji’ and responses. |

### Objective 3
- **Activity 2.2**
  - Pair activity: How many do you have?  
  - Give students a form 'Thing that I have' to fill out (see the form below)  
  - Students in pair to find out what his/her partner has and how many does she/he has.  
  - Teacher selects several students to report their findings. |

### Present new words for family members
### Activity 3.1
15 min.
- Use Video_family.wmv to demonstrate family terms
- Use the photo of family to introduce all family members in Chinese, pointing at the father and saying ‘ta shi baba’, pointing at mom and saying ‘ta shi mama’...etc. Using the Teacher’s own family photo is even better.

### Activity 3.2
- Use family photos to prompt students to practice family term (see L2.1PPT)
- Listening activity: Review the family member terms. Use sticker_sheet and family_flashcard. When Teacher says jiejie, students should place the sister drawing on the correct box of the sticker_sheet.

### Objective 4
**Present the question:** Ni jia you ji ge ren? You shei?

### Activity 4.1
- Show the photo of Simpson Family with the question and let students to respond.
- Use a couple of family photos to ask the same questions.

### Activity 4.2
- Teacher asks a couple of students: Ni jia you ji ge ren? You shei?
- Students in pair to find out each other’s family. (Ask students to bring their family photos on the previous day, so that they can introduce their family with the photo.)
- Teacher selects several students to report their findings.

### Activity 4.3
Learn “Ni ne” through reading the dialogues in L2.1 (Also PPT 11, 12)

### Activity 4.4
The song of 小娃娃(video clips below)
- Ask them what family terms mentioned in the song
- What does 小娃娃 mean?
- How is setting different from the usual Chinese families that you are familiar? (or use the song 泥娃娃 or 我爱我的家)

### Objective 5
- **Understand the traditional family structure and current one-child policy in China**
- **Why one-chile policy**
  - The population in China population in USA
  - The size of China and USA

### Exit tickets
10 min.
Students have to respond: Ni jia you ji ge ren? You shei?

### Assignment
- Write a paragraph (with a photo attached) about your family member and share with classmates next time. The paragraph should include the information: how many are there in your family and who they are. It should include each family member’s name, age, birthday, and the food/sport that they like or dislike.
- Bring the pictures of your pet(s) for next class. If you do not have a pet, you can either draw one that you would like to have or draw one that your friend/neighbor has.

### Cultural Activity
- Play Chinese Yo-Yo or making a card about the family
## Day 2

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Lesson</td>
<td>2.1 My Family and My Pet, Day 2</td>
</tr>
<tr>
<td>Date</td>
<td>3 hours, 30-minute break, total teaching time: 150 min</td>
</tr>
<tr>
<td>Class</td>
<td>Novice Medium</td>
</tr>
</tbody>
</table>
| Objectives       | 1. Able to say the names of some pets  
|                  | 2. Character Composition: 家,馬,媽  
|                  | 3. Traditional vs Simplified characters |
| Grammar          | How and when to use 個,隻,很 |
| Vocabulary       | 隻,寵物,馬,天竺鼠,兔子,狗,貓,豬,蜥蜴,魚,烏龜,熊貓 |
| Sentences        | 你有沒有寵物？  
|                  | 你有幾隻寵物？  
|                  | 我有兩隻貓,你呢？  
|                  | 你有沒有寵物？ |
| Materials Needed | 2.1 Text for narration and dialogues, Power Point Presentation, YouTube Video, song lyrics, signs, recordings, photos, character cards, vocabulary words on the bingo card |
| Class Procedure  | |

### Warm up/Review quizi (10 min.)

Use 王力宏’s family photo on PPT. Ask students to response the following questions, base on the photo, in pinyin. (Play a song of Wang Lihong…)

Tā yǒuméiyǒu jiējie?  
Tā jià yǒu jī ge rén?  
Tā yǒu jī ge mèimei?  
Tā you jī ge dǐdǐ?

### Objective 1

- **Able to say the names of some pets**
- **Able to use the measure word zhi for animal**

### Activity 1.1

Use PowerPoint, cards, or TPR to present the names of the animals

### Activity 1.2

Game = Broken Telephone

1. Have the students form three lines before each side of the chalk board. Give the farthest student in each line two sentences (different for each line) related to animals. 我有两只兔子，三只猫。

2. The farthest student will then whisper the two sentences to the next people in line, until the answer reaches the end.

3. The student at the end of the line will rush to the board and write down the two sentences in English. Which lines write the English sentences correctly and fast wins.

### Activity 1.3

- Show the preview of ‘Trail of the Panda Trailer’
- Students in pair read the text of ‘Trail of the Panda Trailer’ L2.1 p. 31
- Teacher asks questions to evaluate their comprehension
- Students in pair read the narration p.28

### Activity 1.4

Scavenge Hunt: whole class

- The goal of this game is that each student has to find the number of animals
that he/she is instructed to.

- Prepare photos of various animals (separate the photos) and distribute to the students. Each student has some animals with various numbers.
- Give each student a slip of paper in which states you need to find 'liang zhi mao, san zhi tuzi.' Each student has slips with different instructions. Students have to go around the classroom, asking their classmates:
  A: Ni youmeiyou gou?
  B: you.
  A: Wo you san zhi gou.
  B: Gei wo liang zhi gou. (If B has the instruction to get two dogs)

Or
  A: Ni youmeiyou gou?
  B: meiyou (Then, A will ask if B has other animals)

Need to students how to say ‘gei’ (to give). Whoever gets the number of animals required on the slip wins.

Activity 1.5
My pet(s)
Students in pairs show the pictures or drawings of the pets that they prepared. Find out from each other the name and age of the pets. Find out what the pets like to drink/eat. Find out if the pets are big, small, cute, mean…?

Objective 2
Review question patterns

Activity 2.1
15 min.
- Prepare ‘question cards’. Each card contains a question, such as How people are there in your family? What is your father’s name? How old are you? What does your mother like to eat? Do you have an older brother? Do you have a dog? Is your teacher nice? Do you like swimming? and etc.
- Students take turn picking up a card to ask the question on the card in Chinese. Students can choose anyone to answer.

Activity 2.2
Match questions with responses (see below)

Objective 3
Learn the simplified and traditional characters 家,馬,媽

Activity 3
20 min.
- present sets of simplified and traditional characters, and ask them to match.
- explain why two sets of characters
- explain that in China and Taiwan, only characters are used.
- write the characters

Exit tickets
10 min.
Show a photo of John’s pets. Ask students
John you shenme chongwu?
Ta you ji zhi gou ?
Ta you ji zhi wugui?
<table>
<thead>
<tr>
<th>Image</th>
<th>Sport</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Volleyball" /></td>
<td>wǎngqiú</td>
</tr>
<tr>
<td><img src="image2" alt="Baseball" /></td>
<td>zúqiú</td>
</tr>
<tr>
<td><img src="image3" alt="Football" /></td>
<td>pīngpāngqiú</td>
</tr>
<tr>
<td><img src="image4" alt="Kung Fu" /></td>
<td>gànlnánqiú</td>
</tr>
<tr>
<td><img src="image5" alt="Yumao" /></td>
<td>yǔmáoqíú</td>
</tr>
<tr>
<td><img src="image6" alt="Basketball" /></td>
<td>báiqíú</td>
</tr>
<tr>
<td><img src="image7" alt="Swimming" /></td>
<td>lánqíú</td>
</tr>
<tr>
<td><img src="image8" alt="Badminton" /></td>
<td>bàngqíú</td>
</tr>
<tr>
<td><img src="image9" alt="Tennis" /></td>
<td>gōngfu</td>
</tr>
<tr>
<td><img src="image10" alt="Ping Pong" /></td>
<td>yóuyǒng</td>
</tr>
</tbody>
</table>
Quiz on L1.5

Use Chinese sentence(s) (in pinyins) to describe the following pictures.

1. Use a Chinese sentence (in pinyins) to describe the following pictures

<table>
<thead>
<tr>
<th>Judy</th>
<th>Sentence</th>
<th>Judy</th>
<th>Sentence</th>
</tr>
</thead>
</table>

2. Use a Chinese sentence (in pinyins) to describe the following pictures

<table>
<thead>
<tr>
<th>Tom</th>
<th>Sentence</th>
<th>Tom</th>
<th>Sentence</th>
</tr>
</thead>
</table>

3. Use three Chinese sentence (in pinyins) to describe the looks of King Kong.

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Sentences</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>a.</td>
<td>a.</td>
</tr>
<tr>
<td>b.</td>
<td>b.</td>
<td>b.</td>
</tr>
<tr>
<td>c.</td>
<td>c.</td>
<td>c.</td>
</tr>
</tbody>
</table>

Form: Things/animals that I have

Choose 3 things/animals from the list and decide how many that you want to have.

I have number things/animals.

Use the following conversational patterns in Chinese to find out what your partner has and how many does he has.

A: Nǐ yǒu shénme?
B: Wǒ yǒu zúqiú.
A: Nǐ yǒu jǐ ge zúqiú?
B: Wǒ yǒu sān ge.

Your partner has

<table>
<thead>
<tr>
<th>Things/animals</th>
<th>How many?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Matching: Questions to Responses

你 jiā yǒu jī ge 人？ liǎng zhī.

Tā yǒu jī zhī mao？ Méiyǒu

Nǐ yǒu mèimei ma？ wǔ ge rén.

traditional and simplified characters

妈  龍
国  愛
猫  媽
马  帅
帅  國
龙  貓
爱  馬

Trail of the Panda Trailer - Disney 2009 熊猫回家路预告片
http://www.youtube.com/watch?v=05j_1Ual0r4

小娃娃，吉祥三宝 (family with one child, Mandarin + Mongolian)
http://www.youtube.com/watch?v=e_ZpATBywNM

我爱我的家
http://v.ku6.com/show/x7V6oMSJxwLvB8Zt.html

Mulan – 泥娃娃(Chinese Children Song) pinyin with English Subs
http://www.youtube.com/watch?v=MpMCoavHQws
Song: 两只老虎
http://www.youtube.com/watch?v=CEQRr3I7PhQ&feature=related

老鹰捉鱼
http://www.youtube.com/watch?v=c6NVIJ-yRoI