# Week 1: Getting acquainted

<table>
<thead>
<tr>
<th></th>
<th>7/6</th>
<th>7/7</th>
<th>7/8</th>
<th>7/9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td>Students will be able to greet each other in Chinese</td>
<td>Students will pronounce and write more greeting phrases</td>
<td>Students will say how old they are</td>
<td>Students will identify 5 continents and name more than 1 country from each continent.</td>
</tr>
<tr>
<td><strong>Function/structures</strong></td>
<td>你好，我叫</td>
<td>你好吗？还可以</td>
<td>你几岁？</td>
<td>我住在 USA and other countries</td>
</tr>
<tr>
<td><strong>Period 1</strong></td>
<td>Opening ceremony</td>
<td>❖ Review greeting, pinyin and writing more greeting phrases</td>
<td>❖ Review Numbers 1 to 100</td>
<td>❖ Review Role play: meeting in Shanghai</td>
</tr>
<tr>
<td><strong>Period 2</strong></td>
<td>❖ Introduce each other</td>
<td>❖ Chinese names and classroom expressions on posters</td>
<td>❖ Writing numbers dialogue: 你几岁？</td>
<td>❖ Write and print out one paragraph about yourself</td>
</tr>
<tr>
<td><strong>Period 3</strong></td>
<td>Lab survey</td>
<td>❖ Character writing: radicals Character relay</td>
<td>❖ write and print out one paragraph about yourself</td>
<td>❖ Prepare an interview sheet Interview L3 (?)</td>
</tr>
<tr>
<td><strong>Period 4</strong></td>
<td>❖ Character writing: stroke order</td>
<td>❖ Type the words learned</td>
<td>❖ Character writing radicals</td>
<td>❖ Make costumes Class introduction review</td>
</tr>
<tr>
<td>Video on character typing and websites</td>
<td>from yesterday Listening activity for greeting, record greetings between partners</td>
<td>Number game Hand write your introduction on poster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 5</td>
<td>Cultural activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Daily journal entry and making flashcards</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Handouts and Worksheets**

**PHOTOS OF MY CLASS**

**APPOINTMENT CLOCK**

**JOURNAL BOOKS FOR EACH STUDENT**

**GROUP STUDENTS INTO 5 GROUPS REPRESENTING 5 CONTINENTS**

**Pinyin (an initial, a final and a tone mark)**

1) Pinyin Song
2) Pinyin chart (initials and finals)
3) Tone sheet (different tone, different meaning) – Hanyu
4) Huanying P7: mark the tones and children’s rhyme
   - Huanying P11+12: Listening practice I, II
   - Huanying P 23 I+II: circle the syllable
   - Huanying P 37: I+II
   - Huanying P 55: III +IV
   - Huanying P 75: I+II
5) Daily tone time
Introduction to Chinese character
1) Power point: Structure of characters
2) Stroke order (to be made)
3) Radicals (students work in pairs and quiz the meaning of the radicals)
4) Students pick a character and design a poster

Greeting
1) Greet each other (day 1): 你好，我是 陈老师。你呢？ How many people can you greet?
2) Role play: going to EXPO, introducing each other
3) Write down the introduction, record the introduction, make a Power point of introduction
4) Greeting Card: make a greeting card in Chinese to a friend who you just met in STARTALK
5) Read greeting card on line

Chinese Name
1) Choose a name
2) The Name Game; Huanying P. 17
3) Poster of your name

Numbers, date and month
1) Number worksheet, magic squares, all numbers on slide and teacher calls out, students circle
2) July calendar
3) Pair work: 几月几号？ Hanyu P61
4) Number bingo: Huanying P95-96

Countries in the world:
1) 5 continents
2) 2 countries from each continents

Interview:
1) Pair work: practice asking questions about each other
2) Interview L3 students
3) Pick a picture of a classmate and write/ask as many questions as you can
## Week 2  Family

<table>
<thead>
<tr>
<th></th>
<th>7/12</th>
<th>7/13</th>
<th>7/14</th>
<th>7/15</th>
<th>7/16</th>
</tr>
</thead>
</table>
| **Objectives** |  Students will name basic family members  
 Students will describe what family members they have | Students will ask questions about family members | Students will read and write an introduction about themselves and their family | Students will introduce themselves and their family member through power point |
| **Structure/function** | 家庭成员  
我有 x 个 xx，两 | 你家有几个人？  
他们是谁？几岁？做什么？哪国人？ | 我想去上海。  
他不想去上海。他很忙。 |
| **Period 1** | Review greeting  
Role-play: Meeting in Shanghai | Construct questions for family members  
Occupation  
Nationality | Power point project  
listening activity | Review  
Share your writing with your classmates |
| **Period 2** | Lab:  
Chinese family tradition  
**Power point project on family – Family Album** | Peer conversation about family members  
Role play to introduce family members | Talk about the trip  
Review occupation and nationality  
**Write a paragraph about you and your family** | Chinese song “爸爸妈妈去上班”  
Compare and contrast: Chinese and American family |
| **Period 3** | Family Members Character writing  
**Power point project**  
Listening activity |  |  | Print out your introduction about your family  
Power point due |
| **Period 4** | Instrument Demonstration class presentation: Introduce your family in Chinese Summary |  | Interview your classmate s about their | power point presentation |
families: 你想去上海吗？
Peer role play

Period 5
- Review family members
- Use “have” to introduce family members
- Preparation for NYC China Town trip
- Expo theme song

Period 6

Handouts and Worksheets

PROJECT: FAMILY ALBUM WITH RECORDING -- POWER POINT PRESENTATION OF FAMILY

MY OWN FAMILY ALBUM

SONG: 爸爸妈妈去上班

Family Members
1) Character writing 家，爸爸，妈妈，哥哥，姐姐，弟弟，妹妹
2) Match family members with pictures
3) Fly swatting game

我有两个哥哥。
1）measure word 个
2）两
3）Pair activity
**Describe your family**
1) Age: 几岁?
2) 住在哪儿？ 中国，美国，康州，北京，上海，西安
3) occupations 爸爸妈妈做什么？ 老师，学生，护士，医生，（Huanying book P69）
4) 他们在哪儿工作？
5) 你哥哥想去上海吗？

**Constructing questions**
1) Questions words: 几岁，什么，哪儿
2) Mini-interviews: Huanying P80-81

**Role play: Who are you?** (Huanying P81-82)

**Powerpoint presentation**
# Week 3: Food in Shanghai

<table>
<thead>
<tr>
<th>Date</th>
<th>7/19</th>
<th>7/20</th>
<th>7/21</th>
<th>7/22</th>
<th>7/23</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td>Students will learn food items, cooking methods and reading Chinese menu</td>
<td>Students will read authentic Chinese menu and order Chinese food</td>
<td>Students will learn Chinese menu tradition and dish combination</td>
<td>Students will learn to order food and drink</td>
<td>Students will give personal comments on Shanghai dishes</td>
</tr>
<tr>
<td><strong>Structure/function</strong></td>
<td>鸡肉, 牛肉, 猪肉, 虾, 鱼，</td>
<td>小笼包子, 狮子头 馅饼</td>
<td>小菜, 汤, 主菜, 甜点</td>
<td>您想点什么菜？想喝点什么？</td>
<td>你觉得怎么样？好吃，不好吃，还可以，非常好吃</td>
</tr>
<tr>
<td><strong>Period 1</strong></td>
<td>孔子的话</td>
<td>Like/dislike</td>
<td>Lab: Design a set of menu for family of four or six</td>
<td>Write a skit for ordering food in Shanghai restaurant</td>
<td>How to comment on food</td>
</tr>
<tr>
<td></td>
<td>❖ 孔子的话</td>
<td>喜欢喝不喜欢</td>
<td>要一个+菜名</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>❖ Introduce vocabulary of food items</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>❖ Find items on Chinese menu</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Period 2</strong></td>
<td>Make flashcards for materials used in Chinese dishes</td>
<td>Students will work on a worksheet of popular dishes</td>
<td>Work on poster project</td>
<td>Role play ordering food in restaurant</td>
<td>lab: Print out your menu for poster project</td>
</tr>
<tr>
<td><strong>Period 3</strong></td>
<td>Search food items and Chinese menu search popular Chinese dishes</td>
<td>Role play: Order food in a Shanghai restaurant</td>
<td>Present individual menu</td>
<td>Lab: Work on the menu</td>
<td>Role play: 我不喜欢这道菜</td>
</tr>
<tr>
<td></td>
<td>打字练习</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Period 4</strong></td>
<td>Create a name for your dish (chef’s special)</td>
<td>❖ search a typical Shanghai dish, its</td>
<td>❖ How to make dumplings</td>
<td>dumpling making</td>
<td></td>
</tr>
</tbody>
</table>
### Handouts and worksheets

**Food items**

1. 面条, 米饭, 饺子, 馄饨, 汤
   - 肉类: 鸡肉, 牛肉, 猪肉
   - 海鲜: 鱼, 虾

   饮料: 水, 茶, 可乐, 果汁, 汽水

   小菜: 小笼包, 春卷, 花生米, 豆腐干

   汤: 蛋花汤, 馄饨汤, 酸辣汤

   主菜: 红烧鱼, 红烧肉, 家常豆腐, 五香牛肉, 狮子头, 炒大虾, 炒青菜

   甜点: 红豆汤, 芝麻汤圆, 冰激淋, 水果

**Project: My own restaurant (Huanying workbook2 P172)**

Imagine you and your partner are going to open a restaurant. How would you tailor the menu to appeal to your target customers?
Design your menu including restaurant name, appetizers, main courses, desserts and beverages. It should be completed with graphic design.

Design a class menu, including favorite dishes from the class.

**Cooking methods**

炒，煎，煮，烤，蒸

**Chinese menu: bring in Chinese menu, print out some Shanghai restaurant menu**

**Ordering food**

你们想点什么菜？

我想要

你们想喝点什么？

你们想要什么汤？

Role play: ordering food (Huanying workbook 2 P167-168)

Handouts from Chinese treasure Chest 天天小馆

Bring in table cloth, paper cups and bowels, chopsticks and play-doh pretend dishes/glue images of dishes on white paper plate for the skit

**Making dumplings**

1. Power point presentation
   Play-do demonstration

**Worksheet**

2. Word hunt
3. Worksheet for lab – power point or quia
4. Say the following dishes in Chinese
**Pair work**

1. Print out some dishes and glue them on hard paper, in pair practicing saying the name of dishes
2. One say the ingredients, the other say name of the dish

**Class rap**

**Game:**

1. In group of five, one student starts to say his/her favorite dish from the list, the second student repeats what the first student has said, before say his /her favorite dish. The last person has to say all of the dishes.
2. Go Around the world with the visuals of Chinese dishes which students have learned.
## Week 4: Transportation for Shanghai EXPO

<table>
<thead>
<tr>
<th></th>
<th>7/26</th>
<th>7/27</th>
<th>7/28</th>
<th>7/29</th>
<th>7/30</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td>Types of transportation</td>
<td>Describe Shanghai EXPO Taxi</td>
<td>Ask for directions</td>
<td>Summary and reflection on students’ learning experience</td>
<td>Presentation to parents</td>
</tr>
<tr>
<td><strong>Structure/function</strong></td>
<td>火车，公共汽车，出租车，地铁，水上巴士</td>
<td>颜色，车的部位名</td>
<td>司机，乘客，怎么去？</td>
<td></td>
<td>Survey</td>
</tr>
<tr>
<td><strong>Period 1</strong></td>
<td> typing exercise</td>
<td>Describe EXPO taxi</td>
<td>世博会怎么走？</td>
<td>fun music</td>
<td>Tour for parents</td>
</tr>
<tr>
<td></td>
<td> EXPO transportation project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Period 2</strong></td>
<td> review for last week</td>
<td>Lab: research on EXPO taxi</td>
<td>Role play: taking taxi to EXPO</td>
<td>lab: finish all the project</td>
<td>closing ceremony</td>
</tr>
<tr>
<td></td>
<td> 6 types of transportation used in Shanghai</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Period 3</strong></td>
<td>Make a poster of EXPO taxi</td>
<td>lab: record the role play</td>
<td>lesson for parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Period 4</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Period 5</strong></td>
<td>performance rehearsal</td>
<td></td>
<td></td>
<td></td>
<td>rehearsal</td>
</tr>
</tbody>
</table>
Handouts and materials

**Project:** Design a postcard for Shanghai EXPO, using Window Publisher

Design a poster of STARTALK vehicle

**Types of transportation**

EXPO Taxi

Taking a taxi to EXPO