

**LESSON PLAN TEMPLATE for 北京十日游**  
**2014 Virginia STARTALK Chinese Student Academy**  
**By Hu Mei & Du Jianhui**

**Topic/Sub-theme:** (Day 2, June 24) Family

**Proficiency Level:** Novice

**Grade Level:** Group 1: 13-15 years old; Group 2: 16-17 years old & above

**Time frame:** 9:00-9:50AM

**Learning Objectives:** Students will be able to

- a. Identify and say different kinship terms 哥哥 (older brother), 姐姐 (older sister), 弟弟 (younger brother), 妹妹 (younger sister) in Chinese culture
- b. Ask for/give information regarding family members

**Standards:** 1.1, 1.2, 1.3, 2.1, 2.2, 3.1

**Materials:**

Authentic materials: Chinese songs about greetings and family (你好好吗? 我很好, 谢谢, 再见; 我爱我的家; family photos (teachers' & students'); PowerPoint slides; Class handout; Worksheet

**Key Vocabulary/structures:**

- a. Asking “Who is this person?”  
这是谁? 这是我的爸爸。
- b. The usage of “有”; “没有” and “和”  
我家有哥哥和姐姐。我没有妹妹。

**Procedures:**

**Warm up: Review Day One's learned materials**

1. Listen to a Chinese song on 1234, 你好好吗? 我很好! 谢谢! 再见!, students sing along and move around
2. One student talks about his/her phone number, and other students write and talk about the phone number the student says

**Practice:**

1. The teacher shows her own family photo and elicits different kinship terms related to immediate family members from students by using the “这是谁?” structure.
2. The teacher demonstrates the usage of “有” and “没有”
3. Interpersonal activity

- 1) The teacher models how to complete the interview activity related to family members
- 2) Students bring their family pictures (online or hard copies) to work with a partner and ask/answer questions about their family members.
- 3) Students walk around to interview three classmates and write down the information on the interview worksheet.

#### 4. Interpretive activity

Students listen to a song on “I love my family members” (我爱我的家), and the teacher checks on learners’ comprehension

#### 5. Presentational activity

1. Students present their family picture and introduce their family to the class. While introducing their family members, students have to tell the class how many family members they have.
2. Each student takes turns to present the results of the interview

#### **Closure:**

Everyone sings along with the song and move around by using their body language.

#### **Assessment & Rubrics**

1. Listen and sing along

Students listen to two Chinese songs, sing along, and use body language/gestures while singing.

2. Students orally report their interview about their classmates’ family members.
3. Use checklist

#### **Before-class:**

Students will look for one family photo (digital or photo) and bring to class

Preview Day 2’s materials. See the VSCSA program website

<http://uvastartalk14.weebly.com>

#### **After-class:**

1. Teach one of my family members/friends how to say different kinship terms in Chinese
  2. Practice writing characters on the character worksheet (See Day 2 on packet)
  3. Watch a video to **preview** Day 3 grammatical structures/content
- \*\*Take notes while watching the video, and answer 3 questions after watching the video