

LESSON PLAN

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DATE: July 7, 2010

Theme: Family

Proficiency Level: Novice Low

Grade Level: High School Juniors/Seniors

Class Time: Three classes 150 minutes

Objectives: Students will be able to (See “I can do statements” from LinguaFolio)

1. Employ basic kinship terms of family members;
2. Introduce family members;
3. Acquire information about other’s family structure
4. Identify boys and girls;
5. Ask someone’s professions;
6. Say some common professions;
7. Describe the level of education;

Standards:

1.1 Interpersonal: see info below

1.2 Interpretive: see info below

1.3 Presentational: see info below

2.1 Culture (Practice) – kinship terms: 爸爸、妈妈、哥哥、姐姐、弟弟、妹妹、爷爷、奶奶、外公、外婆

2.2 Culture (Product) – kinship terms: 爸爸、妈妈、哥哥、姐姐、弟弟、妹妹、爷爷、奶奶、外公、外婆

3.1 Connection (Language) – Math.: 一、二、三、四、五、六、七、八、九、十

Social Studies: comparison of China one child family to American family.

Technology: input Pinyin and type Chinese

3.2 Connection (Language/Culture) – kinship terms: 爸爸、妈妈、哥哥、姐姐、弟弟、妹妹、爷爷、奶奶、外公、外婆

4.1 Comparison (Language) – the kinship terms in Chinese and American

4.2 Comparison (Language/Culture) – number of child in Chinese family vs. number of child in American family

5.1 Community (Beyond school) – homework assignment

5.2 Community (Life-long learning)

Materials:

1. Poster: family tree chart
2. Document Camera: family pictures
3. Power Point
4. Youtube for authentic family picture
5. Handout class work
6. Internet to search family pictures
7. Palm Phone

Key vocabulary/structures:

家、有/没有、几、个、家人、爷爷、奶奶、外公、外婆、爸爸、妈妈、哥哥、姐姐、弟弟、妹妹、孩子、女、男、儿子、女儿、我们、医生、律师、、商人、工程师、家庭主妇、高中生、大/中/小学生、谁、工作、家、做、什么、的、年级、

1. Who is **he/she**?
2. What is his/her name?
3. How many people are in your family?
4. Do you have (**older/younger**) **brother** or (**older/younger**) **sister**?
5. How many (**older/younger**) **brother** or (**older/younger**) **sister** do you have?
6. Are you a **boy** or a **girl**?
7. Who are your parents' **sons/daughters**?
8. What **grade** are you in?
9. What are your parents' professions?

Procedures:

1. Every teaching point has either a poster chart, PowerPoint slide or a paper visual to illustrate the vocabulary and sentence pattern.
2. Teacher scaffolding a task or an activity before asking the students to repeat.
3. Teacher student interaction through questions and answers.
4. Pair work, group work and interview
5. Presentations
6. Hands on activities

Class #1: Kinship terms of family

1. Warm up: (2 minutes)

1. Get acquainted with students and telling my name.
2. Sing the class song together.

2. Practice: (45 minutes)

A. Teach: **new vocabulary of kinship terms** (20 minutes)

- a. With Power Point Slides and family tree chart on wall, the words “家、家人、爸爸、妈妈、哥哥、姐姐、弟弟、妹妹” with pinyin and authentic picture of the images will be introduced to students.
- b. Have students repeated those new words, as a class and individually, to practice pronunciations. (5 minutes)

- c. Interpretive Activity: with the provided authentic family picture, students should be able to identify every family member according to the kinship terms. (3 minutes)
- d. Continue teaching “爷爷、奶奶、外公、外婆” as procedures in a, b and c. (5 minutes)
- e. With another authentic family picture and PPT, students learn the sentence structure as following (2 minutes):

He is my father 他是我爸爸. His name is他叫.....
 She is my mother 她是我妈妈. Her name is.....她叫.....
 He is my younger brother 他是我弟弟. His name is他叫.....
 She is my elder sister 她是我姐姐. Her name is.....她叫.....
 He is my grandfather (from father side) 他是我爷爷. His name is他叫.....
 She is my grandmother (from father side) 她是我奶奶. Her name is.....她叫.....

- f. Interpersonal and Presentation Communicative Activity (Task 1) (5 minutes):
 Students need to draw their own family picture and label all the family members with the provided kinship terms stickers. In addition, student needs to write down each family member's name. Then student will share his/her picture to his/her classmate by describing of the family member with kinship terms.

B. Teach: He 他 and She 她, two 两 vs 二, measure word 个, has/have/had 有 and don't have 没有, how many 几(25 minutes)

- a. Students learn the differentiation between 他 he and 她 she. With PPT shows a family picture and sentence structure as following (5 minutes):

He is my father 他是我爸爸.
 She is my mother 她是我妈妈.
 He is my elder brother 他是我哥哥.
 She is my younger sister 她是我妹妹.

By enlarging those two words “他” and “她” in each sentence, correlated to kinship terms, students will understand the differentiation between 他 he and 她 she. As the matter of fact, when teacher calls “姐姐 older sister”, students will call “她 She/her”. When teacher says “弟弟 younger brother”, students will say “他 He/him”.

- b. By singing the number song, students review the number from one to ten. Then comparison the differentiation of “liang 两” and “er 二”. (5 minutes)

Teacher will count students in the class with “一、二、三、四.....”

Then teacher will say “两个老师、两个学生、两个弟弟.....”

With the emphasis tone on 两个, and body gesture, students will get the ideas about the differentiation between “liang 两” and “er 二”. “liang 两” is used for quantity and followed by measure word. “er 二” is used for counting.

- c. Then a measure word 个 will be introduced. Short sentence structure of using this measure word of 个 will be demonstrated to the students. (5 minutes)

一个爸爸、三个姐姐、四个妹妹.....

By showing the previous family picture with seven people, teacher model the sentence pattern - “There are seven peoples in teacher’s family 老师家有七口人” in Chinese.

Interpersonal Activity: with student’s drawing of his/her family picture, students take turn to introduce his/her family by using sentences as teacher just demonstrated.

- d. Through PPT and the authentic family picture, sentences with “have/has/had 有” and “don’t have , 没有” will demonstrate to the students as (5 minutes):
- I have a father. I have an older sister and I have a younger brother. I don’t have older brother or younger sister either. 我有爸爸，我有姐姐，我有弟弟，我没有哥哥，我没有妹妹。
 - Do you have an older brother? 你有哥哥吗?
No, I don’t have older brother. 我没有哥哥。
Do you have a younger brother? 你有弟弟吗?
Yes, I have a younger brother. 有，我有弟弟。

After teacher model the sentence, students in pairs, take turn to converse with their family picture to each other.

- e. Continually with PPT and authentic family picture, teacher teach “How many people do you have in your family 你家有几个人？” Then with interpersonal activity and the teacher-front centered, each student will take turn to answer the question with their family pictures. (5 minutes)

C. Closure: Interpersonal and Presentation Communicative Activity (Task 2) (3 minutes)

Two students work as a team. Use the provided picture pretends it is his/her family picture and takes turn to describe his/her family by using the following sentence structures.

- How many people do you have in your family 你家有几个人?
- Do you have.....? 你有.....吗? (use any kinship terms)
- I do have 我有.....。 (use any kinship terms)
- I don’t have我没有.....。 (use any kinship terms)

Class #2: Gender and identity

1. Warm up: (5 minutes)

1. Ask students take turn to read out the kinship terms.
2. Interpersonal Activity:

Use Qs & As to assess students’ performance.

Teacher asks one of the following questions and randomly calls a student to answer the question.

- How many people do you have in your family 你家有几个人?
- Do you have.....? 你有.....吗? (use any kinship terms)
- I do have 我有.....。 (use any kinship terms)
- I don’t have我没有.....。 (use any kinship terms)

2. **Practice:** (45 minutes)

A. Teach: **Who 谁?** (15 minutes)

- a. Teacher model the sentence patterns – “Who are he/she? 他/她是谁?” by pointing a member in the family picture. Teacher will ask one of the students to answer the question as “He/She is my (kinship terms) 他/她是我（家庭成员）。”
- b. Interpersonal Activity:
Students were asked to find a NEW partner. Two students work as a team. Shows partner his/her family picture and answer partner’s question.
他是谁? Tā shì shéi?
他 / 她是…… Tā shì ………
- c. Presentation Activity:
By looking at a provided family picture, two students work as a team. One student pretends the one being circled in the picture and need to describe all the family members in the picture to partner with all the grammar sentences learned in class #1.

B. Teach: **One Child policy and comparison Chinese family vs. American family** (5 minutes)

- a. Four family pictures were showed to the class with different timeline. With interpretive communicative approaching skill, students should notice that the family size was downward. With the social study knowledge, students should be able to realize that the downward of the family size is related to the one child policy in China.
- b. Comparison the Chinese family picture with American family picture, students should easily notice the difference in size of the family.

C. Teach: **Gender – female 女 and male 男, kid 孩子, boy 男孩子 and girl 女孩子, son 儿子 and daughter 女儿** (20 minutes)

- a. Throughout PPT, a lot of signs represents female and male were introduced to students. By looking at all these signs, students get the ideas and learn about the words “female 女” and “male 男”.
- b. Again with PPT, teacher teaches “child/children 孩子” with images of kids. With the combination of “女 + 孩子” which becomes “女孩子 girls” and “男 + 孩子” becomes “男孩子 boys”.
- c. Then have students repeated those new words, as a class and individually, to practice pronunciations and to memorize the meaning.
- d. Interpersonal Activity: Teacher models the sentence pattern say - “Teacher is a girl 老师是女孩子” Then teacher asks every students take turn to imitate the sentence pattern with his/her gender.
- e. With the PPT chart, teacher teaches the class two more vocabulary “son 儿子” and “daughter 女儿”. Students will repeat those new words, as a class and individually, to practice their pronunciations.

- f. Interpersonal and Interpretive Activity: After teacher models the sentence pattern say –
 Older brother is dad's son 哥哥是爸爸的儿子
 Younger sister is mom's daughter 妹妹是妈妈的女儿
 Younger brother is mom's son 弟弟是妈妈的儿子

Then students need to complete few questions by determined the kinship terms in the family.
 Questions would look like:

1. Father's father is 爸爸的爸爸是 _____
2. Older sister is mom's 姐姐是妈妈的 _____
3. Younger sister is dad's 妹妹是爸爸的 _____
4. Grandmother from mom's family is 外婆是妈妈的 _____
5. I am my father's 我是爸爸的 _____
6. Older brother is dad's 哥哥是爸爸的 _____
7. Mother is grandpa's (mother side) 妈妈是外公的 _____
8. Younger brother is mom's 弟弟是妈妈的 _____
9. Father is grandma's (father side) 爸爸是奶奶的 _____
10. Grandpa (mother side) is mom's 外公是妈妈的 _____

D. Teach: Sentence structure “...is 是” and “...both/all are 都是” (5 minutes)

- a. Teach the sentence structure of using “...is 是” and “...also is 都是”

Teacher model the sentence patterns –

- 1) Older brother is a boy 哥哥是男孩子, Younger brother is a boy 弟弟是男孩子,
They both are boys. 他们都是男孩子。
- 2) I am a student 我是学生, You are a student 你是学生, We all are students 我们
都是学生。
- 3) She is younger sister 她是妹妹, You are younger sister 你是妹妹, You all are
younger sisters 你们都是学生。
- 4) Yao ming is a Chinese 姚明是中国人, Miss Chen is also a Chinese 陈老师也是中国
人, We all are Chinese 我们都是中国人。

Interpersonal Activity: Students will make up their sentences with the instructed sentence
 format. Then teacher is going to randomly call the students to present
 their sentences.

Class #3: Grade level and Professions

1. Warm up: (3 minutes)

1. Interpretive Activity: Ask students to sort the people into two groups according to gender with
 the provided stickers.

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2. **Practice:** (22 minutes)

A. Teach: **Grade level** (12 minutes)

- a. Teacher teaches new vocabulary of “college/university 大学, college student/university students 大学生, high school 高中, high school student 高中生, middle/high school 中学, middle school/high school student 中学生, elementary school 小学, elementary school student 小学生”

With PPT showing the different level of the schools and their students, teacher introduces the ideas of new vocabulary with pinyin. Then have students repeated those new words, as a class and individually, to practice pronunciations and to memorize the meaning.

Teacher applies the new vocabulary into sentences. By looking at the PPT, students learn the sentence structure as following:

- My older brother is a college/university student. 我哥哥是大学生。
 - My older sister is also a college/university student. 我姐姐也是大学生。
 - My older brother and older sister are both college/university students. 我哥哥姐姐都是大学生。
 - They are all middle/high school students. 他们都是中学生。
- b. With PPT, teacher teaches new vocabulary “grade level 年级”. Have students repeated the pronunciation of the new vocabulary as a class and individually.

Then apply the new vocabulary 年级 into sentence as:

- My older brother is the year fourth college/university student. 我哥哥是大学四年级的学生。
- I am a high school eleventh grader. 我是中学十一年级的学生。
- My younger brother is elementary first grader. 我弟弟是小学一年级的学生。

Interpersonal Activity: Teacher model and ask students a question about their grade.

- Teacher: What grade are you in? 你上几年级?
- Student: I am a 11th grader. 我是中学十一年级的学生。

Students use the same sentence format and ask partner about his/her grade level.

B. Teach: **Professions** (10 minutes)

- a. With PPT, teacher teaches new vocabulary for professions such as “engineer 工程师, doctor 医生, lawyer 律师, housewife 家庭主妇”
- b. Then have students repeated those new words, as a class and individually, to practice pronunciations and to memorize the meaning.
- c. Learn the sentence structure to acquire other’s professions.
- What is your older brother’s profession? 你哥哥做什么工作?
My older brother is a doctor. 我哥哥是医生。
 - What is your mother’s profession? 你妈妈做什么工作?
My mother is a lawyer. 我妈妈是律师。

- d. Interpersonal Activity: Pair-up students and have them question each other about their family members' professions.

C. Reviewing a complete unit (20 minutes):

1. Interpersonal and Interpretive Activity (10 minutes)

- Two students do pair work. By exchanging information, student draws **PARTNER'S** family tree. Label the family members with the provided stickers.
- Write down each one of the family member's name in the family tree by finding out the information from your partner.
- Write down **PARTNER'S** grade level and his/her sibling(s) grade level in the family tree.
- Write down **PARTNER'S** family members' professions.

2. Presentation Activity (5 minutes)

- Invite students come to the front of the class and introduce his/her **PARTNER'S** family to the class.
- Use as much of the terminology which have been taught in this unit. Ten sentences is the minimum requirement to fulfill this task.

3. Interpersonal and Interpretive Activity (5 minutes)

Bingo game – Students need to find out all the answers for the questions from their classmates. Then teacher is going to read out the answer for students to check their bingo sheet. Whoever gets the three answers in a row will win the game.

3. **Closure:** (5 minutes)

A. Interpersonal Homework: Student needs to type pinyin and choose the correct characters to complete five sentences talk about own family with palm phone.

For examples:

i. My name is?

ii. I am a twelfth grader.

iii. There are five people in my family.

iv. I have a father, mother, older brother and younger sister.

v. I do not have a baby brother.

vi. My older brother is a university student.

vii. My mother is a doctor.

viii. My father is a lawyer.

ix. My brother is a boy. I am a boy. We all are boys.

x. My younger sister name is Susan.

Rubrics and Assessment:

Students are assessed continuously in the class. The main focus is on the Oral Presentation. The following rubrics are followed when assessing each student's oral presentation during individual work and pair work. A score of 4 is 'excellent', and 1 is 'needs improvement'.

| Name: | 1. Need improvement Task incomplete with several significant errors | 2. Fair Complete task minimally with some errors that obscure meaning | 3. Good Complete task effectively with no significant errors | 4. Excellent Demonstrates ability to complete task confidently with minimal to no error |
|----------------------------------|---|--|--|--|
| Preparedness and ease | | | | |
| Pronunciation/ tones | | | | |
| Words / grammar | | | | |
| Clarity and volume | | | | |
| Team work | | | | |