

LESSON PLAN TEMPLATE for 北京十日游
2014 Virginia STARTALK Chinese Student Academy
By Huayi Zhang

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

Proficiency Level: Novice

Grade Level: Group 2: 16-17 years old & above

Time frame: 10:00-10:50AM

Learning Objectives: Students will be able to

- a. Identify the different kinship terms of 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 to family members

Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.1

Authentic Materials: Instructors' family photos & each student's family photos
, name tags, PowerPoint, Working sheets

Key vocabulary/structures:

Vocabulary:

家, 有\没有, 几, 个, 谁, 这是, 那是, 这个人, 那个人

Structures:

The usage of“有”

Measure words “个”

The particle“的”: ...possesive

The question word “几”

Procedures:

1. Warm up:

Students and teacher greet each other. Teacher show the picture from “Good Luck, Charlie” .
Students answer the teacher's questions.

2. Practice: (The following activities categorized by 3 modes)

Interpersonal

1. Students bring their family pictures to work with a partner and ask/answer questions about their family members.

2. Students interview their classmates regarding to their family members.

Interpretive reading/listening:

3. Students write down his/her classmates family members after listening their classmates' report.
4. Students project 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.

Presentational speaking:

5. Students do a survey about all his/her classmates' family member, and find out the one who has 5 family members, then report the findings in front of the class.

3. Closure:

Teacher pronounce the winner of the game.

Assessment & Rubrics

Assessment 1: Listen and Speak

One student will give presentation in Chinese in front of the class to introduce their own family member by using required structures. The rest of the students will listen and then answer questions about presenter's family member information.

Assessment 2: Check list

The teacher will check the findings of the students by checking with the students who he/she interviewed to confirm whether the results are correct. For example, whether the student get the right number of the family members.

Before-class/After-class planning

Before-class:

Students were assigned to complete Before-class tasks for Day 2.

After-class:

Students will

- 1.) Teach one of family members/friends how to say different kinship terms in Chinese:
- 2.) Practice writing characters on the character worksheets
- 3.) Watch a video to preview Day 3 grammatical structures/content and Day 3 dialogues online/hard copies

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Topic/Sub-theme: (Day 5, June 27) Meeting your Chinese family

Proficiency Level: Novice

Grade Level: Group 1: 13-15 years old;

Time frame: 10:00-10:50AM

Learning Objectives: Students will be able to

- a. Act in a culturally appropriate way to visit a Chinese home: giving your host presents.
- b. Express your likes and dislikes
- c. Give and respond to compliments in Chinese culture

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

Authentic Materials: Different kinds of presents, different kinds of drinks

Key vocabulary/structures:

1. What would you like to drink?

你想喝什么？

2. Adjectives as Predicates “很”

你家很漂亮。

Procedures:

Warm up: Review Day One's learned materials

Go over the words taught last class

Student ask the other student “what would you like to drink” one by one

Practice:

Interpersonal

1. Pair work : Find out your partner's favorite beverage and the least favorite beverage. Then give an oral report to the class. (Presentational)

2. Students are divided into groups to perform a short skit on visiting a Chinese host family. The host will welcome the visitors and ask them to have a seat and then offer a variety of beverages. The visitors will ask the host for their favorite beverages. The visitors will compliment the host's house and give the host a gift.

Interpretive reading/listening/viewing

Activity 1

The teacher shows a video clip of Jay Chou and Kobe Bryant 2012 Sprite Commercial from YouTube and then pause the video to ask students what kind of beverage that Kobe would like to drink and what he likes to drink. Previously learned words and phrases pertaining to personal background information will be recycled and integrated along with targeted words and phrases.

Activity 2

Each pair of students are given a number of sentences which are used in the conversation of visiting a friend's scenario. They work together to place the sentences at the right place and stick them to the corresponding blank boxes in different pictures.

Presentational speaking

Pair work : Find out your partner's favorite beverage and the least favorite beverage. Then give an oral report to the class.

3. Closure:

Students have to act out the conversation in front of the class.

Assessment & Rubrics

The acted conversation must include greeting, complimenting, giving gifts, offer drinks and say good bye.

Students have to put the giving sentences in the right order.

Before-class:

Preview Day 5's materials. See the VSCSA program website

<http://uvastartalk14.weebly.com>

After-class:

1. Practice writing characters on the character worksheet (See Day 5 on packet)
 2. Watch a video to **preview** Day 6 grammatical structures/content
- **Take notes while watching the video, and answer 3 questions after watching the video