

Unit Example: What is Family?

Thematic Unit Plan

| Contextual Information | |
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| Language | Mandarin, Chinese |
| Student Grade/Age | Middle School |
| Student Proficiency Level | Novice High to Intermediate Mid |
| Timing | Nine lessons, 50 minutes per lesson |
| Content Nucleus | |
| Theme | What is family? |
| Essential Questions | <ul style="list-style-type: none"> ● How does the way we categorize family relate to our values? ● How do we know when someone is family? ● Was China's One Child-Policy effective? Why or why not? |
| Enduring Understandings | <ul style="list-style-type: none"> ● Families can come in different shapes and sizes, blood or non-blood related. ● Families can undergo outside stressors that lead to hard life decisions (such as the One Child-Policy). |
| Summative IPA Prompts | <ul style="list-style-type: none"> ● Interpretive Task: Students will have 30 minutes to watch this video on the One Child-Policy and complete the comprehension guide. They can watch and rewatch the video however many times they want. ● Interpersonal Task: In pairs, compare and contrast the different ways we talk about family in China and the US and come to an agreement which system is better. ● Presentational Task: Interview a student in China and then create a family tree of their family. Include at least six family members. Ask for basic information on each person (birth date, likes and dislikes) and describe the relationship of each person. You will then present the information to your class. Your presentation can be in the form of a Powerpoint slide or a poster board. |
| Content and Language Integrated Architecture | |

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| Skills Goals | <ul style="list-style-type: none"> ● Identify the differences between Chinese family member terms ● Describe their family ● Explain the cultural values behind the organization amongst the Chinese family member terms ● Evaluate the effectiveness of the one-child policy |
| Knowledge Goals | <ul style="list-style-type: none"> ● The different vocabulary terms used to classify family members ● Argumentative grammar structures, such as compare and contrast grammar structures like A 比 B adj. A 没有 B (那么) adj. A 跟 B 一样 adj ● Opinion statement grammar structures, e.g. "我觉得..." ● Reasons why the Chinese government implemented the one-child policy and why they ended it ● How the one-child policy affected the people in China |
| Formative Assessment Procedures | <ul style="list-style-type: none"> ● Observations of student content and language performance in class ● In-class completion of activities ● Homework ● Exit Tickets |

First Lesson Plan

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| Objectives | |
| <ul style="list-style-type: none"> ● SWBAT label and identify family members in Chinese ● SWBAT use the grammar structure "你的家有幾口人？有#口人" to inquire more information from peers ● SWBAT discuss what makes someone family | |
| Materials | |
| <ul style="list-style-type: none"> ● PPT ● Vocabulary worksheet ● Exit Ticket | |
| Procedures | |
| Opening Activities | <ul style="list-style-type: none"> ● Engage in chit-chat. Ask students how they are doing, how their weekend went, etc. (5 minutes) ● Watch this five-minute minute video. (6 minutes) <ul style="list-style-type: none"> ○ Before watching, ask the students "As you view |

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| | <p>this video, look at the people and tell me what type of relationship they have.”</p> <ul style="list-style-type: none"> ○ After watching the video, ask students what they observed/think about the video. The teacher can follow up by asking students why they think that. Ask students to guess what we will be learning in the new unit. ● Say we will be learning about family and write the essential questions on the board. (2 minutes) ● Call on a student to read aloud the objectives for today’s lesson. (2 minutes) |
| Main Activities | <ul style="list-style-type: none"> ● Teach vocabulary and grammar (10 minutes) <ul style="list-style-type: none"> ○ Give students the vocabulary worksheet (Appendix A). ○ Using the Harry Potter Family tree, ask students to say who is which family member (L1 is okay). ○ Give students a chance to write down the vocabulary. ● Check for understanding (10 minutes) <ul style="list-style-type: none"> ○ Use the Smith family tree to review family members. ○ Using other pictures ask students to match the vocabulary words to the family members in the pictures. ○ Ask students to group up into at least three people per group, and come up with another family tree of a different fictional character. Before students leave to go off into groups, call on a student to summarize the instructions. (5–7 minutes) <ul style="list-style-type: none"> ■ The teacher will walk around and check-in with groups and give feedback. ● Introduce the food for thought (10 minutes) <ul style="list-style-type: none"> ○ Show this clip of Lilo and Stitch. ○ Write the following gambits on the board with the characters, pinyin and English meaning: "差不多 chà buduō almost, just, about, more or less, 一般来说 yì bān lái shuō generally speaking , 对我来说 duì wǒ lái shuō, in my own opinion..." <ul style="list-style-type: none"> ■ Explain the meaning of each gambit and give example sentences. ○ Ask students to discuss in groups "What makes Stitch family?" using the gambits on the board. |

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| | <ul style="list-style-type: none"> ■ The teacher will walk around and check-in with groups and give feedback. ○ Come back as a group and share some ideas. |
| Closing Activities | <ul style="list-style-type: none"> ● Have students label family vocabulary on the Lilo and Stitch family photo. The exit ticket (Appendix B) is used to see students practice character writing and also see how they view Lilo and Stitch's family. The teacher will later use the exit tickets to create a graphic chart to use in the opening of the next class, hopefully to further discussion on the idea of family. 3 minutes) ● Explain the homework. (2 minutes) |
| Homework | |
| Create a one-to-two minute Flipgrid video describing your family. Details must include how many family members they have and who they are. For example: 我的家有三口人, 爸爸、妈妈和我。 | |

Appendix A: Vocabulary Worksheet

名字: _____

| 汉字/ 漢字 | 拼音 Pinyin | 英文 English Meaning |
|--------|-----------|--------------------|
| 姐姐 | | |
| 妹妹 | | |
| 弟弟 | | |
| 哥哥 | | |
| 妈妈/ 媽媽 | | |
| 爸爸 | | |
| 奶奶 | | |
| 爷爷 | | |
| 外婆 | | |
| 外公 | | |

Appendix B: Exit Ticket

名字: _____

Directions: Label Lilo and Stitch family picture using the family terms we learned and then answer the question.

Word Bank:

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|----|----|----|--------|----|
| 爷爷 | 弟弟 | 哥哥 | 爸爸 | 外公 |
| 奶奶 | 妹妹 | 姐姐 | 妈妈/ 媽媽 | 外婆 |



Lilo and Stitch的家有几口人? _____