

## Grade 2 Theme 2.B: What do we do in our homes?

### *Draft Chinese Curriculum*

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**Grade Level: Second Grade**

**Thematic Unit: 2. A. What do we learn in our schools?**

**Stage 1: Identify Desired Results:**

***A. Established Goals.***

*See Unit 2.A Section A for a description of Established goals.*

***B. Enduring Understandings of Focus in this Theme:***

*As a result of this theme students will understand that:*

Across cultures there is a special place called home where families live and love.

***C. Essential Questions of Focus in this Theme:***

*The following questions will foster student inquiry, understanding, and transfer of learning in this theme:*

Who are our family members and what do they do?

**Note:** Questions to address in the lessons that lead to the thematic unit essential questions:

Who are our family members?

How are families same and different in US and in China?

What do families do in US?

What do families do in China?

What are our homes like?

How are homes same and different in US and in China?

***D. Outcomes of Focus for this Theme:***

*As a result of this theme students will gain the following knowledge and skills:*

## 1. *Communication (Interpersonal, Interpretive, and Presentational Modes)*<sup>1</sup>

- 1.1 Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (Interpersonal Mode).<sup>1</sup>
  - 1.1.a **Identify and name** family members and rooms in a home;
  - 1.1.b **Ask for/give** information about nationality, family members, and homes;
  - 1.1.c **Use** language structures such as have/not have, to be/not to be, and like to verify information about family members, homes, and to express likes.
  
- 1.2 Understand and interpret written and spoken language on a variety of topics (Interpretive Mode).<sup>1</sup>
  - 1.2.a **Identify** family members, rooms in a home, and common family sports or recreational activities in China and US;
  - 1.2.b **Understand and interpret** simple descriptions of families and homes
  
- 1.3 Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (Presentational Mode).<sup>1</sup>
  - 1.3.a **Present** information about the students' own families in the US and their friends' families in US and China
  - 1.3.b **Present** information about the students' homes and their friends' homes in U.S. and in China

## 2. *Culture*

**2.1 Practices and Perspectives:** Understand that that the communities in China share similarities and differences in practices with their own community as reflected in songs, games, foods, and holiday celebrations.

- 2.1.a Sing songs from China used by caregivers with young children;
- 2.1.b Use greetings and leave-taking behaviors appropriate to the students in the Chinese culture;

**2.2. Products and Perspectives:** Understand that communities in China share similarities and differences in products with their own community.

- 2.2.a Identify common first names for boys and girls in China;
- 2.2.b Demonstrate understanding of selected common gestures from China;
- 2.2.c Identify members and roles of families in US and China;

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<sup>1</sup> National Standards in Foreign Language Education Project. (2006). *Standards for Foreign Language Learning in the 21<sup>st</sup> Century*. Lawrence, KS: Allen Press.

2.2.d Identify common living areas within shelters in US and China;

### 3. *Connections*

**3.1 Making Connections:** Identify members and roles of families;

**3.2. Acquiring Information:** Identify ways in which cultures are the same and different in regards to families, homes, and leisure activities.

### 4. *Comparisons*

**4.1 Language Comparisons:** Develop an emerging understanding of the differences between English and Chinese in terms of sound and writing system.

**4.2. Culture Comparisons:** Describe similarities and differences in regards to family members and homes in the U.S. and in China.

### 5. *Communities*

**5.1 School and Community:** Describe for their own families what they have learned about families and homes in China and the similarities and differences with families and homes in US.

**5.2 Lifelong Learning:** Sing songs, listen to, and/or dramatize folk chants from the target culture.

**Stage 2: Determine Acceptable Evidence of Student Understanding *What evidence will show that students understand?***

***Theme Performance Tasks:***

#### **Interpretive:**

- a) Interpretive assessment: Whose family are they? The purpose of this task is to assess if students understand simple descriptions of a family in terms of whose family they are and how they relate to a student. Pass out the “Whose family are they” worksheets and students’ family drawings. Hold up a student’s name as you say who his/her family members are as indicated by their family drawings. As you say this, have students work individually to write down the students’ names in the blanks next to their family drawings.
- a) Interpretive assessment task: Whose home is this? The purpose of this task is to assess if students understand simple descriptions of a home in terms of whose home it is and what the rooms are in this home. Pass out the “Whose home is this” worksheets. The worksheets should have 3-4 line drawings of the rooms in different homes and a blank next to each drawing, as well as a list of student names at the very top. The first item on this worksheet should be a practice item. Hold up the name of a student and present the rooms in his/home orally. Model writing down the student’s name in the blank next the

line drawing in the practice question. Make sure that students understand how they will complete this task. Begin the assessment by holding up a student's name while presenting whose home it is and what rooms are in his/her home. Allow students time to write down the name in the corresponding blank on the worksheet.

- a) Interpretive assessment task: Whose family is this? The purpose of this task is to assess if students understand simple descriptions of family members and what they like to do as a recreational activity. Pass out the "Whose family is this?" worksheets to students. The worksheet shows 3-4 families performing their favorite sports or recreational activities. At the top of the worksheet is a practice item. Hold up a student name while saying who his/her family members are and what sports or recreational activities they like to do. When you are finished with the description, write down the student's name in the blank next to the practice item and hold the worksheet up for students to see what you have written down. Make sure that the students understand what they need to do. Begin the assessment by holding up one student's name and describing who his/her family members are and what they like to do. Allow students time to write down students' name in the corresponding blank.

### **Interpersonal:**

- a) Interpersonal assessment task: "Who are in \_\_\_\_'s family". The purpose of this task is to assess if students can ask and answer questions to find out who are a student's family members and use this information to complete a checklist. Pair up the students according to your estimation of their proficiency level. Pass out drawings/pictures of Chinese students' families with the Chinese students' name written on the top and drawings/pictures of American students' families with the students' names written on the top. Mark one of the drawings with a star. Have students put up a barrier between them so that they don't see each other's drawing/picture. Pass out the "who are in \_\_\_\_ family" worksheets. The worksheet has pictures/drawings of family members in one column and a blank column marked with a "check mark" in the second column. Have the students take turns asking who the family members are in each other's drawing, beginning with the student whose drawing/picture has a star start. Have them check off the family members named by the other student.
- b) Interpersonal assessment task: Where is the bear? The purpose of this task is to assess whether or not students can ask questions using language structures that they have learned and rooms in a home vocabulary to find out in which room his/her partner hides a bear. First model this task with a student in your class so that the students understand what they need to do. Share the rubric that you will use to assess their performance on this task with the students and model each level to make sure that they understand what the levels mean. Pair students up according to their proficiency level. Hand the "Where is the bear" worksheets, line drawings of rooms in a home, and stuffed panda bear or brown bear to the first pair of students. Have students put up a barrier in-between them so that they do not see each other's line drawing. Gesture for

the students to hide his/her bear. Explain that the purpose of the task for students to find out where his/her partner hides the bear. Explain also that the student whose worksheet has a star on it should begin the dialogue. Remind them that when they find out in which room the bear hides, they should mark the room with a check mark.

- c) Interpersonal communication assessment task: Tell me about your friend's family. The purpose of this task is to assess whether or not students can use the language structure that they have learned and family members vocabulary to find out who a student's family members are and what they like to do as a recreational activity. First model this task with a student so that the students understand how to complete this assessment. Pair students up according to your estimation of their proficiency level. Hand a set of "Tell me about your friend's family" worksheets to the first pair of students. On one side of the sheets are the pictures/drawings of a family and family members performing their favorite sport. On the other side of the sheets is a matrix with family members in the first column on the left and pictures/drawings of common family sports or recreational activities in the top row. Have students put up a barrier in-between them so that they do not see each other's worksheet. Have the students whose worksheet has a star on it begin speaking first and ask questions about the pictures of the family and their favorite sports or recreational activities on his partner's worksheet while also noting down this information by marking the corresponding grid with a "X". Gesture for the second student to ask questions and complete the worksheet.

**Presentational:**

- a) Presentational task "Let me introduce my family": The purpose of this task is for the students to present their family members. Pass out the rubric for assessing the students' performance on this task to the students and students' family drawings. Model the levels described in the rubric to make sure that students understand what the levels mean. Have the students take turns speaking to a microphone linked to free recording software such as Vokie to introduce their family members. When the student finishes his/her presentation, have the software play the presentation so that s/he can hear what s/he has said. Rate their performance on the rubric sheet.
- b) Presentational task: My home. The purpose of this task is for the students to present their homes and rooms in their homes. Pass out students' drawings of the rooms in their home and the rubric that you will use to assess their performance on the presentational task and interpersonal task. Model what each level looks like in the presentational task described in the rubric and make sure that they students understand what they mean. Next have students take turns speak to the microphone connected to free recording software on your laptop and present their drawings of the rooms in their homes. Have them say This is my home, followed by the infidel rooms in their homes. When the students finish their presentation, play the recording for the students to hear their own presentation while rating their performance on this presentational task.

**Self-Assessment:**

- a) Students individually reflect on what they have learned in this unit and complete the can do self-assessment worksheets.

**Stage 3: Plan Learning Experiences**

*What learning experiences and instruction will enable students to achieve the desired results in a Lesson?*

**Lesson 1: I Love My Family!**

Outcomes of focus in this lesson: Students will present their family members.

**1. Language:**

Functions:

Greetings  
Leave-taking terms  
Asking for / giving information

Vocabulary:

一家人 (yìjiārén; a family)  
中国人 (zhōngguó rén; Chinese)  
美国人 (měiguó rén; Americans)  
家庭 (jiāting; families)

Key Linguistic Structures:

哪国人 (nǎguó rén; What nationality are they?)  
\_\_\_\_ 一家 (\_\_\_\_ yìjiā; \_\_\_\_ [name of the student]'s family)  
这是我的 \_\_\_\_ (zhèshìwǒde \_\_\_\_ [家庭成员的名称])

**2. Content:**

**3. Culture:**

**Materials:**

- a) Pictures of US and Chinese families
- b) Picture/drawing of the teacher's family
- c) PowerPoint presentation of members in a family
- d) "My Family" worksheets enough for a class of 25-30 students

**Procedures:**

1) Opening/Warm-up

Show pictures of families in China and U.S. Point to the pictures and say: 一家人 (yìjiārén; a family). Have student volunteers sort the pictures into American families and Chinese families.

2) Routine



- a) Show pictures of American families and ask students: 哪国人 (nǎguórén; what nationality are they?). Help students say: 美国人 (měiguórén; Americans).
- b) Show picture of Chinese families and ask students: 哪国人 (nǎguórén; what nationality are they?). Help students say: 中国人 (zhōngguórén; Chinese).
- 3) Review  
Review family members.
- 4) Instructional Activities
- a) Show picture or drawing of your family. Say to the students: \_\_老师一家 (\_\_\_lǎoshīyìjiā; Ms. \_\_\_'s family). Show picture of one of your students' family and say: \_\_\_一家 (\_\_\_yìjiā; \_\_\_[name of the student]'s family).
- b) Show PowerPoint presentation of one family photo. Guide students through identifying and naming the family members. Help students say: 这是我的\_\_\_. (zhèshìwǒde\_\_\_[家庭成员的名称]; This is my \_\_\_[name of the family member].)
- c) Pass out the “My Family” worksheets. Have students work independently to draw a family picture.
- d) Invite students to share his/her drawing with the class. Use one drawing as an example to present the student's family members.
- e) Assign students to work in pairs and present drawings to each other. Circulate among the students and observe them presenting their family to each other. Provide help when necessary. Have student volunteers present their family drawings to the class.
- f) If time, introduce students to the chant: I Have a Family!
- 我有一个家, (wǒyǒuyígejiā; I have a family)  
 幸福的家, (xìngfúdejiā; A happy family)  
 爸爸和妈妈, (bàbāhémāmā; My mom and my dad)  
 哥哥和姐姐, (gēgēhéjiějiě; My older brother and older sister)  
 弟弟和妹妹, (dìdìhémeimèi; My younger brother and younger sister)  
 还有我自己。 (háiyǒuwǒzìjǐ; And me myself)  
 我爱我的家。 (wǒàiwǒdejiā; I love my family).

5) Closure

Collect pictures and students' drawings. Signal the end of the class by saying: 下课 (xiàkè; Class is over!). Gesture for the students to stand up and say goodbye to the students: 同学们再见! (tóngxuémenzàijiàn; Goodbye students!). Have the students say goodbye to you.

## Lesson 2: Let Me Introduce My Family!

Outcomes of focus in this lesson: Students will introduce their family members to their friends in the U.S. and in China.

### 1. Language:

Functions:

Greeting  
Identifying  
Describing

Vocabulary:

美国人 (měiguórén; Americans)

中国人 (zhōngguórén; Chinese)

家 (jiā; families)

幸福 (xìngfú; happy)

我 (wǒ, me)

爸爸 (bàba; dad)

妈妈 (māmā, mom)

哥哥 (gēgē; older brother)

姐姐 (jiějie; older sister)

弟弟 (dìdì; younger brother)

妹妹 (mèimèi; younger sister)

Key Linguistic Structures:

哪国人 (nǎguórén; What country are they from?)

这是\_\_\_\_一家。(zhèshì \_\_\_\_ [name of the student] yījiā; This is \_\_\_\_'s family)

### 2. Content:

### 3. Culture:

**Materials:**

- Pictures of American and Chinese families
- Students' family drawings

**Procedures:**

- Opening/Warm-up

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As you read each student's name, have the student raise his/her hand and say: 到 (dào; I am here). Stamp the students' nametag. Count how many students are in class and how many are not.

## 2) Routine

- a) Show pictures of American families and ask students: 哪国人 (nǎguórén; What country are they from?). Help students say: 美国人 (měiguórén; Americans).
- b) Show picture of Chinese families and ask students: 哪国人 (nǎguórén; What country are they from?). Help students say: 中国人 (zhōngguórén; Chinese).

## 3) Review

Show one student's family picture. Have the student act out a family member. Have the other students guess that this person is. Also have other students act out their family members for others to guess who they are.

## 4) Instructional Activities

- a) Show one student's drawing. Introduce his family members by saying: 这是 \_\_\_\_\_ 一家。(zhèshì \_\_\_\_\_ [name of the student] yījiā; This is \_\_\_\_\_'s family). Introduce all of his/her family members.
- b) Pass out students' drawings. Have students stand in two lines facing each other. Have them use their drawings as a reference and introduce their family members to each other or to their friends in their partner school in China.
- c) Have the students in one line rotate, with the student at the head of the line moving to the end of the line each time. Continue till the students are back in their original position.
- d) Observe students present their family members to each other. Provide help when necessary.
- e) Reintroduce the chant "I Have A Family".  
我有一个家, (wǒyǒuyígejiā; I have a family)  
幸福的家, (xìngfúdejiā; A happy family)  
爸爸和妈妈, (bàbāhémāmā; My mom and my dad)  
哥哥和姐姐, (gēgēhéjiějiě; My older brother and older sister)  
弟弟和妹妹, (dìdìhémèimèi; My younger brother and younger sister)  
还有我自己。(háiyǒuwǒzìjǐ; And me myself)  
我爱我的家。(wǒàiwǒdejiā; I love my family).

## 6) Closure

Collect pictures and students' drawings. Signal the end of the class by saying: 下课 (xiàkè; Class is over!). Gesture for the students to stand up and say goodbye to

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the students: 同学们再见！(tóngxuémenzàijiàn; Goodbye students!). Have the students say goodbye to you.

### Lesson 3: Who are your family?

Outcome of focus in this lesson: Students will use 有 (yǒu; have) to say who their family members are.

#### 1. Language:

Functions:

Greeting  
Leave-taking  
Asking for and giving information

Vocabulary:

美国人 (měiguó rén; Americans)  
中国人 (zhōngguó rén; Chinese)  
家 (jiā; families)  
幸福 (xìngfú; happy)  
我 (wǒ, me)  
爸爸 (bàba; dad)  
妈妈 (māmā, mom)  
哥哥 (gēgē; older brother)  
姐姐 (jiějie; older sister)  
弟弟 (dìdì; younger brother)  
妹妹 (mèimèi; younger sister)

Key Linguistic Structures:

哪国人 (nǎguó rén; What country are they from?)  
你家里有谁? (nǐjiālǐyǒushuí; Who are your family members?)  
有\_\_\_\_\_ (yǒu\_\_\_\_\_ [家庭成员的名称]; They are \_\_\_\_\_ [address terms for the family members].)  
有\_\_\_\_\_[数量词]个\_\_\_\_\_[哥哥或姐姐或弟弟或妹妹] (yǒu\_\_\_\_\_[shùliàngcí] gè\_\_\_\_\_[gēgēhuòjiějiěhuòdìdìhuòmèimèi]; I have \_\_\_\_\_ [numerals] \_\_\_\_\_ [address terms for the siblings])

#### 2. Content:

#### 3. Culture:

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## Materials:

- a) Pictures of American and Chinese families
- b) Students' family drawings
- c) "Who are your family" checklists for a class of 25-30 students

## Procedures:

- 1) Opening/Warm-up
  - a) As you read each student's name, have the student raise his/her hand and say: 到 (dào; I am here). Stamp the students' nametag. Count how many students are in class and how many are not.
  - b) Have a couple of students take their drawings and introduce their family members to the class. Have them say this is my family first, followed by all family members.
- 2) Routine
  - a) Show pictures of American families and ask students: 哪国人 (nǎguórén; What country are they from?). Help students say: 美国人 (měiguórén; Americans). Put the pictures next to a U.S. map.
  - b) Show picture of Chinese families and ask students: 哪国人 (nǎguórén; What country are they from?). Help students say: 中国人 (zhōngguórén; Chinese). Put the pictures next to a Chinese map.
- 3) Review

Review the chant "I Have a Family!"
- 4) Instructional Activities.
  - a) Introduce the "Who are your family" skit. Have one student come to the front of the classroom and hand him his family drawing. Show the "Who are your family" checklist that you need to complete.
  - b) Without seeing the student's drawing, think aloud and model a friend in China asking the students about his/her family members: 你家里有谁? (nǐjiālǐyǒushuí; Who are your family members?). Model holding the drawing and say: 有\_\_\_\_\_ (yǒu\_\_\_\_\_ [家庭成员的名称]; They are \_\_\_\_\_ [address terms for the family members].).
  - c) Also model quantifying the number of older/younger brothers or sisters by saying: 有\_\_\_[数量词]个\_\_\_ [哥哥或姐姐或弟弟或妹妹](yǒu\_\_\_ [shùliàngcí]gè\_\_\_ [gēgēhuòjiějiěhuòdìdìhuòmèimèi]); I have \_\_\_[numerals] \_\_\_[address terms for the siblings]). Check off the family members on the checklist as you say who they are. Write the number of siblings next to the check marks.
  - d) Pass out students' family drawings and "Who are your family?" checklists. Guide students through the same process. Allow students to consult their family drawings. Prompt students to say: 有\_\_\_[数量词]个\_\_\_ [哥哥或姐姐

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- e) Have students chant the chant: I Have a Family! Include members of extended family if time allows.

我有一个家, (wǒyǒuyígèjiā; I have a family)

爸爸和妈妈, (bàbāhémāmā; My mom and my dad)

哥哥和姐姐, (gēgēhéjiějiě; My older brother and older sister)

弟弟和妹妹, (dìdìhémèimèi; My younger brother and younger sister)

还有我自己。 (háiyǒuwǒzìjǐ; And me myself)

我爱我的家。 (wǒàiwǒdejiā; I love my family).

- f) Transition to Chinese families. Show family pictures of students in your partner school. Have students look at the pictures and ask them: \_\_\_\_\_ 家里有谁? (\_\_\_\_\_ jiālǐyǒushuí; Who are \_\_\_\_\_'s family?)

5) Closure:

Collect pictures and students' drawings. Signal the end of the class by saying: 下课 (xiàkè; Class is over!). Gesture for the students to stand up and say goodbye to the students: 同学们再见! (tóngxuémenzàijiàn; Goodbye students!). Have the students say goodbye to you.

#### Lesson 4: Who are my Chinese friends' families?

Outcomes of focus in this lesson: Students will use 有 (yǒu; have) to say who their Chinese friends' family members are.

##### 1. Language:

Functions:

Greeting

Leave-taking terms

Asking for / Giving Information

Vocabulary:

美国人 (měiguó rén; Americans)

中国人 (zhōngguó rén; Chinese)

家 (jiā; families)

幸福 (xìngfú; happy)

我 (wǒ, me)

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爸爸 (bàba; dad)  
妈妈 (māmā, mom)  
哥哥 (gēgē; older brother)  
姐姐 (jiějiě; older sister)  
弟弟 (dìdìhé; younger brother)  
妹妹 (mèimèi; younger sister)

Key Linguistic Structures:

\_\_\_\_\_ 家里有谁? (\_\_\_\_\_ jiālǐyǒushuí; Who are \_\_\_\_\_'s family members?)  
有\_\_\_\_\_ (yǒu\_\_\_\_\_ [家庭成员的名称]; They are \_\_\_\_\_ [address terms for the family members].)  
有\_\_\_\_\_[数量词]个\_\_\_\_\_ [哥哥或姐姐或弟弟或妹妹](yǒu\_\_\_\_\_[ shùliàngcí]gè\_\_\_\_\_ [ gēgēhuòjiějiěhuòdìdìhuòmèimèi]; I have \_\_\_\_\_ [numerals] \_\_\_\_\_ [address terms for the siblings])

**2. Content:**

**3. Culture:**

**Materials:**

- a) Pictures of American and Chinese families
- b) Pictures of the family of the students in China
- c) "Who Are My Chinese Friends' Family" worksheets for a class of 25-30 students

**Procedures:**

- 1) Opening/Warm-up
  - a) As you read each student's name, have the student raise his/her hand and say: 到 (dào; I am here). Stamp the students' nametag. Count how many students are in class and how many are not.
  - b) Have a couple of students take their drawings and introduce their family members to the class. Have them say this is my family first, followed by every family member.
- 2) Routines
  - a) Show pictures of American families and ask students: 哪国人 (nǎguó rén; What country are they from?). Help students say: 美国人 (měiguó rén; Americans). Put the pictures next to a U.S. map.
  - b) Show pictures of Chinese families and ask students: 哪国人 (nǎguó rén; What country are they from?). Help students say: 中国人 (zhōngguó rén; Chinese). Put the pictures next to a Chinese map.
- 3) Review

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Review the chant “I Have a Family”.

4) Instructional Activities

- a) Show students pictures of the family of their friends in their partner school in China. Help students say: \_\_\_\_ 一家 (\_\_\_\_ yìjiā; \_\_\_\_'s family).
- b) Introduce the “Who Are My Chinese Friend’s Family” skit. Invite one student to work with you. Show the “Who Are My Chinese Friend’s Family” skit. Have him/her take the student’s family picture and hide it from you.
- c) Ask the student, \_\_\_\_ [学生的名字] 家里有谁? (\_\_\_\_ [xuéshēngdemíngzì] jiālǐyǒushuí; Who are \_\_\_\_'s family?). Have the student look at the picture and say: 有 \_\_\_\_。 (yǒu \_\_\_\_; S/he has \_\_\_\_). Use “check mark” to indicate who the student’s family members are.
- d) Use another family picture as an example, and guide students through the same process.
- e) Assign students to work in pairs. Pass out the “Who are my Chinese friends’ family?” worksheet and family pictures of the students in your partner school in China. Have the students ask each other questions to find out who their family members are. Use check marks to indicate who they are.
- f) Walk around and observe students working in pairs. Provide help when necessary.

5) Closure:

Collect pictures and students’ drawings. Signal the end of the class by saying: 下课 (xiàkè; Class is over!). Gesture for the students to stand up and say goodbye to the students: 同学们再见! (tóngxuémenzàijiàn; Goodbye students!). Have the students say goodbye to you.

**Lesson 5: Let’s find out who has...**

Outcome of focus in this lesson: Students will use the question 你有 \_\_\_\_? (nǐ yǒu \_\_\_\_; Do you have \_\_\_\_?) to find out who are in their friends’ family and who are in the family of their friends in their partner school in China.

1. **Language:**

Functions:

Greeting  
Leave-taking  
Asking for / giving information

Vocabulary:

美国人 (měiguó rén; Americans)  
中国人 (zhōngguó rén; Chinese)

Key Linguistic Structures:

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哪国人 (nǎguó rén; What country are they from?)  
你有\_\_\_\_(家庭成员的名称)?  
(nǐ yǒu \_\_\_\_\_ [jiā tíng chéng yuán de míng chēng])  
谁有\_\_\_\_? (shuí yǒu \_\_\_\_\_; Who has \_\_\_\_\_)

**2. Content:**

**3. Culture:**

**Materials:**

- a) Family pictures
- b) Students' family drawings
- c) "Let's find out who has ..." surveys enough for a class of 25-30 students

**Procedures:**

- 1) Opening/Warm-up
  - a) As you read each student's name, have the student raise his/her hand and say: 到 (dào; I am here). Stamp the students' nametag. Count how many students are in class and how many are not.
  - b) Have a couple of students take their drawings and introduce their family members to the class. Have them say this is my family first, followed by introducing their family members.
- 2) Routine
  - a) Show pictures of American families and ask students: 哪国人 (nǎguó rén; What country are they from?). Help students say: 美国人 (měiguó rén; Americans). Put the pictures next to a U.S. map.
  - b) Show picture of Chinese families and ask students: 哪国人 (nǎguó rén; What country are they from?). Help students say: 中国人 (zhōngguó rén; Chinese). Put the pictures next to a Chinese map.
- 3) Review

Show family pictures. Cover up one family member and ask students: 谁不见了? (shuí bú jiàn le; Who is missing?). Have the students take turn guessing who is missing.
- 4) Instructional Activities
  - a) Introduce the "Find out who has ..." survey that has no more than six questions about families of the students in your class and in your partner school. Model asking one student (who happens to have the family member in the example) the example question on the worksheet: 你有\_\_\_\_(家庭成员的名称)? (nǐ yǒu \_\_\_\_\_ [jiā tíng chéng yuán de míng chēng]); Do you have a \_\_\_\_\_ [family member address terms]?). Write down the student's name in the blank next to the question.

- b) Have a number of students act as their friends in their partner school in China. Put a Chinese nametag on them and pass out their family pictures. Have the other students act as themselves.
  - c) Pass out the “Find out who has...” surveys. Have the students walk around in the classroom, and ask each other question: 你有\_\_\_\_\_? (nǐyǒu \_\_\_\_\_; Do you have a \_\_\_\_\_). Include pets if possible. Have the students who act as their Chinese friends consult the family pictures handed to them.
  - d) Have the students write down their findings in the blanks next to the questions on the worksheet. Allow students time to finish the survey. Have student volunteers share their findings with the rest of the class.
  - e) Transition to the “Whose family are they” interpretive assessment. Pass out the “Whose family are they” worksheets that have four family pictures on them and a list of student names. As you introduce one student, and his/her family, instruct the students to work individually and write down the student’s name in the blank next to his/her family members. Make sure that students understand how to complete the worksheets.
- 5) Closure:
- Collect the surveys. Signal the end of the class by saying: 下课 (xiàkè; Class is over!). Gesture for the students to stand up and say goodbye to the students: 同学们再见! (tóngxuémenzàijiàn; Goodbye students!). Have the students say goodbye to you.

### **Lesson 6: Assessment of Presentational and Interpretive Communication: Let me introduce my family and Whose family are they?**

Outcomes of focus in this lesson: Student will complete an interpretive task and a presentational task.

#### **1. Language:**

Functions:

- Greeting
- Leave-taking terms
- Asking for / giving information

Vocabulary:

Vocabulary learned in Lessons 1-5.

Key Linguistic Structures:

Key linguistic structure learned in Lessons 1-5.

#### **2. Content:**

#### **3. Culture:**

#### **Materials:**

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- a) Rubrics for assessing the presentational task
- b) Students' family drawings
- c) "Whose family are they" worksheets enough for a class of 25-30 students
- d) "Who are in \_\_\_\_'s family" worksheet
- e) Family drawing of an American student and a Chinese student
- f) Laptop
- g) Microphone

**Procedures:**

1) Opening/Warm-up

As you read each student's name, have the student raise his/her hand and say: 到 (dào; I am here). Stamp the students' nametag. Count how many students are in class and how many are not.

2) Instructional Activities

- b) Presentational task "Let me introduce my family": Pass out the rubric for assessing the students' performance on this task to the students and students' family drawings. Model the levels described in the rubric to make sure that students understand what the levels mean. Have the students take turns speaking to a microphone linked to free recording software such as Vokie to introduce their family members. When the student finishes his/her presentation, have the software play the presentation so that s/he can hear what s/he has said. Rate their performance on the rubric sheet.
- c) Interpretive assessment: Whose family are they? Pass out the "Whose family are they" worksheets. Hold up a student's name as you say who his/her family members are as indicated by their family drawings. As you say this, have students work individually to write down the students' names in the blanks next to their family drawings. Collect the worksheets.
- d) Introduce the "Who are in \_\_\_\_'s family" interpersonal assessment task. Model the task with a student. Take a drawing of a Chinese student's family with the Chinese student's name written on the top. Have the student take the family drawing of an American student's family with the American student's name written on the top.
- e) Pass out the "who are in \_\_\_\_'s family" worksheet. The worksheet has pictures/drawing of family members in one column and a blank column marked with a "check mark" in the second column. Model asking the student: \_\_\_\_ 家里有谁? (\_\_\_\_ jialiyǒushuí; Who are in \_\_\_\_'s family). Have the student look at the family drawing and say: 有 \_\_\_\_ (yǒu \_\_\_\_; S/he has \_\_\_\_). Check off the family members named by the student.
- f) Repeat this with additional volunteers so that they become familiar with what they are going to do. Go over the rubric for assessing their performance on this task. Make sure that you model each of the levels in the rubric.

3) Closure:

Signal the end of the class by saying: 下课 (xiàkè; Class is over!). Gesture for the students to stand up and say goodbye to the students: 同学们再见! (tóngxuémenzàijiàn; Goodbye students!). Have the students say goodbye to you.

## **Lesson 7: Assessment of Interpersonal Communication: Who are your friend's family?**

Outcomes of focus: Students will complete an interpersonal assessment task.

### **1. Language:**

Functions:

Greeting  
Leave-taking terms  
Asking for /giving information

Vocabulary:

Vocabulary learned in lesson 1-5

Key Linguistic Structures:

Key linguistic structures learned in lesson 1-5.

### **2. Content:**

### **3. Culture:**

### **Materials:**

- a) Who are in \_\_\_\_'s family" worksheets
- b) Family drawings of American and Chinese students
- c) Pictures of homes in US and in China

### **Procedures:**

#### **1) Opening/Warm-up**

As you read each student's name, have the student raise his/her hand and say: 到 (dào; I am here). Stamp the students' nametag. Count how many students are in class and how many are not.

#### **2) Interpersonal performance assessment:**

- a) "Who are in \_\_\_\_'s family" interpersonal assessment task: Pair up the students according to your estimation of their proficiency level. Pass out drawings/pictures of Chinese students' families with the Chinese students' name written on the top and drawings/pictures of American students' families with the students' names written on the top. Mark one of the drawings with a star. Have students put up a barrier between them so that they don't see each other's drawing/picture.

- b) Pass out the “who are in your family” worksheets. The worksheet has pictures/drawings of family members in one column and a blank column marked with a “check mark” in the second column.
  - c) Have the students take turns asking who the family members are in each other’s drawing. Have the student whose drawing/picture has a star start first. Have them check off the family members named by the other student.
  - d) If time, transition to homes by showing pictures of homes in U.S. and China.
- 3) Closure:

Signal the end of the class by saying: 下课 (xiàkè; Class is over!). Gesture for the students to stand up and say goodbye to the students: 同学们再见! (tóngxuémenzàijiàn; Goodbye students!). Have the students say goodbye to you.

## Lesson 8: This is My Home!

Outcome of focus in this lesson: Students will say the names of the rooms in their homes.

### 1. Language:

Functions:

Greeting  
 Leave-taking  
 Describing  
 Asking for / giving information

Vocabulary:

家 (jiā; home)  
 餐厅(cāntīng; dining room)  
 厨房 (chúfáng; kitchen)  
 客厅 (kètīnghé; living room)  
 卧室 (wòshì; bedroom)  
 地下室 (dìxiàshì; basement)

Key linguistics structures:

\_\_\_\_\_的家 (\_\_\_\_\_ dejiā; \_\_\_\_\_’s home)

2. Content:

3. Culture:

### Materials:

- a) Pictures of homes from around the world, including US and China
- b) Picture of a typical US house
- c) PowerPoint presentation of rooms in a house

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## Procedures:

### 1) Opening/Warm-up

- a) As you read each student's name, have the student raise his/her hand and say: 到 (dào; I am here). Stamp the students' nametag. Count how many students are in class and how many are not.
- b) Show pictures of homes from around the world. Ask students what they are. Help students say: 家 (jiā; homes).

### 2) Routine

Show pictures of students' homes in China and US. Put family pictures next to their homes. Help students remember and say: \_\_\_\_\_的家 (\_\_\_\_\_dejiā; \_\_\_\_\_'s home).

### 3) Review

Review family members.

### 4) Instructional Activities

- a) Focus students' attention on one student's home or a typical U.S. house. Put a family picture next to the home. Ask students what it is. Help students remember: 家 (jiā; home) and \_\_\_\_\_[学生的名字]的家 (\_\_\_\_\_ [xuéshēngdemíngzì] dejiā; \_\_\_\_\_'s[name of the student] home).
- b) Go over the rooms in the house on a PowerPoint presentation or use picture cards. The rooms are: living room, kitchen, dining room, bedroom, and hallway.
- c) Hide pictures of the rooms in the house in a mystery box. Act mysterious and pull them out. Have the students identify and name them.
- d) Introduce the "This is my home" chant. Show pictures of the corresponding rooms as you say the chant to help students understand it.

这是我的家, (zhèshìwǒdejiā; This is my home.)

餐厅和厨房, (cāntīnghé chúfáng; This is the dining room and the kitchen)

客厅和卧室, (kètīnghé wòshì; This is the living room and the bedroom)

还有地下室, (háiyǒudìxiàshì; There is also a basement)

我爱我的家。(wǒ ài wǒ de jiā; I love my home.)

### 5) Closure:

Signal the end of the class by saying: 下课 (xiàkè; Class is over!). Gesture for the students to stand up and say goodbye to the students: 同学们再见! (tóngxuémen zài jiàn; Goodbye students!). Have the students say goodbye to you.

## Lesson 9: What is my home like?

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Outcomes of focus in this lesson: Students will say a chant about their homes.

1. **Language:**

Functions:

Greeting  
Leave-taking terms  
Describing  
Asking for / giving information

Vocabulary:

家 (jiā; home)  
餐厅(cāntīng; dining room)  
厨房 (chúfáng; kitchen)  
客厅 (kètīnghé; living room)  
卧室 (wòshì; bedroom)  
地下室 (dìxiàshì; basement)

Key Linguistic Structures:

在\_\_\_\_\_里吗? (zàikètīnglǐma; Is it in \_\_\_\_\_?)  
在/不在 (zài/bùzài; Yes/No)

2. **Content:**

3. **Culture:**

**Materials:**

- Pictures of homes from around the world, including China and US
- Picture of a typical US house
- “Rooms in the house” worksheets enough for a class of 25-30 students
- Stuffed teddy bears

**Procedures:**

- Opening/Warm-up
  - As you read each student’s name, have the student raise his/her hand and say: 到 (dào; I am here). Stamp the students’ nametag. Count how many students are in class and how many are not.
  - Show pictures of homes from around the world. Ask students what they are. Help students say: 家 (jiā; homes).
- Routine

Show pictures of students’ homes in China and US. Put family pictures next to their homes. Help students remember and say: \_\_\_\_\_的家 (\_\_\_\_\_dejiā; \_\_\_\_\_’s home).
- Review

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Place picture of rooms in the house face down in a grid on the whiteboard. Have student volunteer come to the front of the whiteboard and touch the pictures with a magic stick for the other students in the room to guess. Turn the picture face up to let students verify whether their guesses are correct.

#### 4) Instructional Activities

- a) Re-introduce the rooms in a home wall dictionary and go over them on a PowerPoint presentation. Help students name the rooms as you go over them.
- b) Re-introduce the “This is my home” chant. Encourage students to point to the pictures on the wall as they chant the words. Help students follow along.  
这是我的家, (zhèshìwǒdejiā; This is my home.)  
餐厅和厨房, (cāntīnghéchúfáng; This is the dining room and the kitchen)  
客厅和卧室, (kètīnghéwòshì; This is the living room and the bedroom)  
还有地下室, (háiyǒudìxiàshì; There is also a basement)  
我爱我的家。(wǒàiwǒdejiā; I love my home.)
- c) Introduce the “Where is teddy bear” skit. Show two “rooms in a home” worksheets and two cute teddy bears. Invite a student volunteer to the front the class and hand him/her the worksheet and teddy bear. Secretly hide the teddy bear in one of the rooms. Also gesture for the student to hide his/her bear in one of the rooms.
- d) Without seeing where the student hides his/her teddy bear, model asking the student: 小熊在哪里? (xiǎoxióngzàinǎli; Where is the teddy bear?). Model guessing where the teddy bear is: 在客厅里吗? (zài kètīng lǐ ma; Is it in the living room?). Help the student say: 在/不在 (zài/bùzài; Yes/No). Continue guessing till you find out where the teddy bear hides.
- e) Model this with additional students. Next assign students to work in pairs. Pass out the “Where is the teddy bear?” worksheets and stuffed teddy bears. Guide students through the same process. Ask students where the teddy bear is and help them say: 在/不在 (zài/bùzài; Yes/No).

#### 5) Closure:

Signal the end of the class by saying: 下课 (xiàkè; Class is over!). Gesture for the students to stand up and say goodbye to the students: 同学们再见!  
(tóngxuémenzàijiàn; Goodbye students!). Have the students say goodbye to you.

### Lesson 10: Where is the teddy bear?

Outcome of focus in this lesson: Students will use 在 (zài; to be) or 不在 (bùzài; not to be) to verify where someone/something is.

#### 1. Language:

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Functions:

Greeting  
Leave-taking  
Describing  
Asking for / giving information

Vocabulary:

家 (jiā; home)  
餐厅 (cāntīng; dining room)  
厨房 (chúfáng; kitchen)  
客厅 (kètīnghé; living room)  
卧室 (wòshì; bedroom)  
地下室 (dìxiàshì; basement)

Key Linguistic Structures:

这是\_\_\_\_\_ (zhèshìwǒdejiā; This is \_\_\_\_\_)  
在\_\_\_\_\_里吗? (zàikètīnglǐma; Is it in \_\_\_\_\_?)  
在/不在 (zài/bùzài; Yes/No)  
\_\_\_\_\_是什么样? (\_\_\_\_\_shìshé meyang; What is/are \_\_\_\_\_ like?)

2. Content:

3. Culture:

**Materials:**

- Pictures of homes from around the world, including China and US
- “Rooms in the house” picture dictionary
- “Rooms in the house” worksheets enough for a class of 25-30 students
- Stuffed teddy bears

**Procedures:**

1) Opening/Warm-up

- As you read each student’s name, have the student raise his/her hand and say: 到 (dào; I am here). Stamp the students’ nametag. Count how many students are in class and how many are not.
- Show pictures of homes from around the world. Ask students what they are. Help students say: 家 (jiā; homes).

2) Routine

Show pictures of students’ homes in China and US. Put family pictures next to their homes. Help students remember and say: \_\_\_\_\_的家 (\_\_\_\_\_dejiā; \_\_\_\_\_’s home).

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### 3) Review

Review the chant: This is my home.

### 4) Instructional Activities

- a) Reintroduce the “rooms in my house” picture dictionary. Show pictures of the rooms in a house and help student remember their names.
- b) Reintroduce the “where is the teddy bear” skit. Hide a stuffed teddy bear in one of the rooms. Without showing the where it hides, model asking 小熊在哪里? (xiǎoxióngzàinǎli; Where is the teddy bear?). 在客厅里吗? (zàikètīnglǐma; Is it in the living room?). Model saying 在/不在 (zài/bùzài; to be/not to be) till you find the teddy bear.
- c) Assign students to work in pairs. Pass out the “where is the teddy bear” worksheets and stuffed teddy bears. Have the students put up a barrier in between them so that they could not see where their partner hides the bear. Guide students through the same process. Prompt the students to say 在/不在 (zài/bùzài; to be/not to be) till they find the teddy bear.
- d) Model presenting “My Home”. Show a picture of your home and rooms in your home. Say 这是我家 (zhèshìwǒdejiā; This is my home). Also model introducing the individual rooms in the house. Put a heart next to the pictures and say: 我爱我的家 (wǒàiwǒdejiā; I love my home).
- e) Transition to homes of students in China. Show pictures of their homes. Act curious and say: 中国小朋友的家是什么样? (zhōngguóxiǎopéngyǒudejiāshìshé yàng; What are our Chinese friends’ homes like?). Go over the rooms in their homes on a PowerPoint or using a picture dictionary.

### 5) Closure:

Signal the end of the class by saying: 下课 (xiàkè; Class is over!). Gesture for the students to stand up and say goodbye to the students: 同学们再见! (tóngxuémenzàijiàn; Goodbye students!). Have the students say goodbye to you.

## Lesson 11: Where is the panda bear?

Outcome of focus in this lesson: Students will use 在 (zài, to be) or 不在 (bùzài; not to be) to verify where someone or something is.

### 1. Language:

Functions:

- Greeting
- Leave-taking
- Describing
- Asking for/giving information

DRAFT

Vocabulary:

- 家 (jiā; home)
- 餐厅(cāntīng; dining room)
- 厨房 (chúfáng; kitchen)
- 客厅 (kètīnghé; living room)
- 卧室 (wòshì; bedroom)

Key Linguistic Structures:

- 在\_\_\_\_\_里吗? (zàikètīnglǐma; Is it in \_\_\_\_\_?)
- 在/不在 (zài/bùzài; Yes/No)
- 哪里一样/哪里不一样? (nǎliyíyàng/nǎlibùyíyàng; How are they the same?/How are they different?).

2. **Content:**

3. **Culture:**

**Materials:**

- a) Pictures of homes from around the world, including China and US
- b) PowerPoint presentation of “rooms in a Chinese house”
- c) Poster of rooms in a Chinese house
- d) Stuffed panda bears
- e) Picture cards of rooms in a Chinese home
- f) Picture cards of rooms in a US home

**Procedures:**

- 1) Opening/Warm-up
  - a) As you read each student’s name, have the student raise his/her hand and say: 到 (dào; I am here). Stamp the students’ nametag. Count how many students are in class and how many are not.
  - b) Have a couple of students show pictures of their homes and present the homes to the class.
- 2) Routine

Show pictures of students’ homes in China. Put family pictures next to their homes. Help students remember and say: \_\_\_\_\_的家 (\_\_\_\_\_dejiā; \_\_\_\_\_’s home).
- 3) Review

Play a game. Have one student take the “where is the teddy bear?” worksheet, and secretly hide the teddy bear in one of the rooms. Ask questions about where the teddy bear is till you find it. Allow students the opportunity to lead the game.
- 4) Instructional Activities
  - a) Reintroduce rooms in a Chinese home. Go over the rooms on a PowerPoint or using picture cards.

- b) Introduce the “Where is the Panda bear” skit. Place posters of the rooms in a Chinese home in the corners of the classroom. Have one student come to the front of the class and hide stuffed panda bear in one of the corners. Model asking the student: 小熊猫在哪里? (xiǎoxióngmāozàinǎli; Where is the panda bear?), 在客厅里吗? (zàikètīnglǐma; Is it in the living room?). Model saying: 在/不在。(zài/bùzài; Yes, it is/No, it isn't). Ask if the panda bear hides in other rooms till you find where the panda bear is.
- c) Play the “Where does the panda bear hide?” game. Divide the students into two teams. Have one student from each team act as two hosts for this activity. Have them each take a stuffed panda bear, walk around the room and secretly hide it behind one of the posters. Have student volunteers from each group take turns asking the host of the other team where the panda bears hides. Set a time limit. Those who find out where the panda bear hides within the time limit become new hosts.
- d) Introduce the “What is same/different about our homes” skit. Place picture cards of the rooms in the home of a student in China and the rooms in the home of a student in your class next to each other. Ask students, 哪里一样/哪里不一样? (nǎliyíyàng/nǎlibùyíyàng; How are they the same?/How are they different?). Think aloud and compare the Chinese and American homes.
- 5) Closure:  
Signal the end of the class by saying: 下课 (xiàkè; Class is over!). Gesture for the students to stand up and say goodbye to the students: 同学们再见! (tóngxuémenzàijiàn; Goodbye students!). Have the students say goodbye to you.

## Lesson 12: What is the same and different about our homes?

Outcome of focus in this lesson: Students will use a ven diagram and “有” to tell the similarities and differences between a Chinese home and an American home.

### 1. Language:

Functions:

Greetings  
Leave-taking terms  
Describing  
Asking for/giving information

Vocabulary:

家 (jiā; home)  
餐厅 (cāntīng; dining room)  
厨房 (chúfáng; kitchen)

DRAFT

客厅 (kètīnghé; living room)

卧室 (wòshì; bedroom)

地下室 (dìxiàshì; basement)

Key Linguistic Structures:

哪里一样/不一样? (nǎliyíyàng/bùyíyàng; How are they the same/different?)

\_\_\_\_的家有/没有\_\_\_\_[房间的名称](\_\_\_\_  
dejiāyǒu/méiyǒu\_\_\_\_[ fángjiāndemíngchēng]; \_\_\_\_'s home has/does  
not have \_\_\_\_[names of the rooms]

2. Content:

3. Culture:

**Materials:**

- a) Pictures of students' homes in China
- b) Pictures of the rooms in a Chinese home
- c) Pictures of rooms in an American home
- d) Line drawings of the rooms in a Chinese student's home and an American student's home enough for a class of 25-30 students
- e) "What is the same and different" ven diagrams for students to compare the rooms in an American home and the rooms in a Chinese home

**Procedures:**

- 1) Opening/Warm-up
  - a) As you read each student's name, have the student raise his/her hand and say: 到 (dào; I am here). Stamp the students' nametag. Count how many students are in class and how many are not.
  - b) Have a couple of students show pictures of their homes and present the homes to the class.
- 2) Routine

Show pictures of students' homes in China. Put family pictures next to their homes. Help students remember and say: \_\_\_\_的家 (\_\_\_\_dejiā; \_\_\_\_'s home).
- 3) Review

Show pictures of the rooms in a Chinese home arranged in a grid on the whiteboard. Remove one picture at a time and have students tell what room is missing. Allow every student the opportunity to say the name of the rooms.
- 4) Instructional Activities
  - a) Reintroduce the "What is the same/different about our homes" skit. Take pictures of the rooms in a Chinese home and an American home and place them on your desk.

- b) Place two hoola hoops on the floor. Label them respectively with a Chinese map and a US map. Have students take turns picking up the cards, name them and place them in one of the hoola hoops.
- c) Pull hoops closer so that they overlap a lot. While pointing to the overlap, ask students: 哪里一样? (nǎliyíyàng; How are they the same?). Pick up pictures of the rooms that are in both homes in the overlapping part between the two hoops while saying: \_\_\_的家有\_\_\_\_\_[房间的名称](\_\_\_\_dejiāyǒu\_\_\_\_\_[ fángjiāndemíngchēng]; \_\_\_'s home has \_\_\_\_\_[names of the rooms]) and \_\_\_的家也有\_\_\_\_\_[房间的名称](\_\_\_\_dejiāyěyǒu\_\_\_\_\_[ fángjiāndemíngchēng]; \_\_\_'s home has \_\_\_\_\_[names of the rooms] too). Help students follow along.
- d) Next ask students, 哪里不一样? (nǎlibùyíyàng; How are they different?). Pick up pictures of the room/place that only the Chinese home or American home has in one of the hoops while saying \_\_\_的家没有\_\_\_\_\_[房间的名称](\_\_\_\_dejiāméiyǒu\_\_\_\_\_[ fángjiāndemíngchēng]; \_\_\_'s home does not have \_\_\_\_\_[names of the rooms]). Help students follow along.
- e) Assign students to work in pairs. Hand out line drawings of the rooms in a Chinese student's home and an American student's home to the students. Also hand out the “what is the same and different” venn diagrams. Have the student cut out the rooms that both homes have in the overlapping part in the venn diagram. Also help them correctly place the rooms that belong only to the Chinese home or an American home.
- f) Circulate among the students and help them talk about the differences and similarities. If time, allow students to present their venn diagram to the class.
- 5) Closure:
- Signal the end of the class by saying: 下课 (xiàkè; Class is over!). Gesture for the students to stand up and say goodbye to the students: 同学们再见! (tóngxuémenzàijiàn; Goodbye students!). Have the students say goodbye to you.

### **Lesson 13: Assessment of Interpretive and Presentational Communication: This is my home and Whose home is this?**

Outcomes of focus in this lesson: Students will complete an interpretive and presentational assessment task.

#### **1. Language:**

Functions:

Vocabulary:

Vocabulary learned in Lessons 8-12

Key Linguistic Structures:

Key Linguistic Structures learned in Lesson 8-12.

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2. Content:
3. Culture:

**Materials:**

- a) Students' drawings of the rooms in their homes
- b) Rubric for assessing the presentational and interpersonal assessment task
- c) Whose home is this worksheets enough for a class of 25-30 students
- d) Where is the bear sample worksheets
- e) Stuffed panda bear or brown bears

**Procedures:**

1) Opening/Warm-up

As you read each student's name, have the student raise his/her hand and say: 到 (dào; I am here). Stamp the students' nametag. Count how many students are in class and how many are not.

2) Assessment Activities

- b) Presentational task: My home. Pass out students' drawings of the rooms in their home and the rubric that you will use to assess their performance on the presentational task and interpersonal task. Model what each level looks like in the presentational task described in the rubric and make sure that students understand what they mean. Next have students take turns speak to the microphone connected to free recording software on your laptop and present their drawings of the rooms in their homes. Have them say This is my home, followed by the individual rooms in their homes. When the students finish their presentation, play the recording for the students to hear their own presentations while rating their performance on this presentational task.
- c) Interpretive assessment task: Whose home is this? Pass out the "Whose home is this" worksheets. The worksheet should have several line drawings of the rooms in different homes and a blank next to each drawing, and a list of student names at the very top. The first item on this worksheet should be a practice item. Hold up the name of a student, while presenting the rooms in his/home. Model writing down the student's name in the blank next the line drawing in the practice question. Make sure that students understand how to complete this task. Next, hold up a student's name while whose home it is and what rooms are in his/her home. Allow students time to write down the name in the corresponding blank on the worksheet.
- d) If time, introduce the interpersonal assessment task: Where is the bear? Model this task with a student in your class. Hand him/her one "Where is the bear" worksheet, a line drawing of rooms in a home, and a stuffed panda bear while also taking a copy of each yourself. Put up a barrier in between you and the student. Act very excited and say: 把小熊藏起来 (bǎxiǎoxióngcángqǐlái; I am going to hide the bear) while hiding it in one of the rooms. Show where you hide the bear to all other students but not the student with whom you model the task. Gesture for the student to hide his/her bear and show where s/he hide

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it to the class but not you. Show the class that your worksheet has a star on it, indicating that you will ask question first. Begin by asking the student where the bear is and whether or not it is in the living room, for example. Help the student verify or negate your guesses. Keep the dialogues going till you find out in which room the bear hides and mark the room with a check mark. Show this to the class. Gesture that it is now the student's turn to ask you questions. Model this with additional students if necessary to make sure that students understand what they need to do.

3) Closure:

Signal the end of the class by saying: 下课 (xiàkè; Class is over!). Gesture for the students to stand up and say goodbye to the students: 同学们再见! (tóngxuémenzàijiàn; Goodbye students!). Have the students say goodbye to you.

### Lesson 14: Assessment of Interpersonal Communication: Where is the bear?

Outcomes of focus in this lesson:

1. **Language:**

Functions:

Vocabulary:

Vocabulary learned in Lessons 8-12

Key Linguistic Structures:

Key Linguistic Structures learned in Lesson 8-12.

2. Content:

3. Culture:

**Materials:**

- a) Rubric for assessing the presentational and interpersonal assessment task
- b) Whose home is this worksheets enough for a class of 25-30 students
- c) Where is the bear sample worksheets
- d) Stuffed panda bear or brown bears

**Procedures:**

1) Opening/Warm-up

As you read each student's name, have the student raise his/her hand and say: 到 (dào; I am here). Stamp the students' nametag. Count how many students are in class and how many are not..

2) Interpersonal Assessment Task:

- a) Interpersonal assessment task: Where is the bear? Re-model this task with a student in your class if necessary to make sure that students understand what

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they need to do. Also show the rubric that you will use to assess their performance on this task to the students and model each level to make sure that they understand what the levels mean.

- b) Pair students up according to their proficiency level. Hand the “Where is the bear” worksheets, line drawings of rooms in a home, and stuffed panda bear or brown bear to the first pair of students. Put up a barrier between the students so that they will not see where their partner hides the bear. Gesture for the students to hide his/her bear. Explain that the purpose of the task for students to find out where his/her partner hides the bear. Explain also that the student whose worksheet has a star on it should begin the dialogue. Remind them that when they find out in which room the bear hides, they should mark the room with a star.
  - c) Continue with other students while also rating their performance on this task on the rubric.
  - d) Transition to what families like to do by showing a picture of a family playing their favorite sport or doing their favorite recreational activity. Ask students: \_\_\_\_\_一家喜欢什么? (\_\_\_\_\_ yìjiā xǐhuān shénme; What do \_\_\_\_\_’s family like?).
- 3) Closure:

Signal the end of the class by saying: 下课 (xiàkè; Class is over!). Gesture for the students to stand up and say goodbye to the students: 同学们再见! (tóngxuémen zài jiàn; Goodbye students!). Have the students say goodbye to you.

### **Lesson 15: What do my family like to do?**

Outcome of focus in this lesson: Students will use 喜欢 (xǐhuan; like) and 爱 (ài; like) to describe what sport /activity that members of their family like to do.

#### **1. Language:**

Functions:

Greeting

Leave-taking terms

Asking for/giving information

Vocabulary:

感恩节 (gǎnēnjiē; Thanksgiving)

幸福 (xìngfú; happy)

喜欢 (xǐhuan; like)

爱 (ài; like)

Key Linguistic Structures:

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\_\_\_\_\_喜欢什么? (\_\_\_\_\_ xǐhuānshénme; What does \_\_\_\_\_ like?)

\_\_\_\_\_喜欢\_\_\_\_\_ (\_\_\_\_\_ xǐhuan \_\_\_\_\_; \_\_\_\_\_ likes to \_\_\_\_\_).

\_\_\_\_\_爱\_\_\_\_\_ (\_\_\_\_\_ ài \_\_\_\_\_; \_\_\_\_\_ loves \_\_\_\_\_)

2. Content:

3. Culture:

### Materials:

- a) Calendar
- b) Pictures of families celebrating Thanksgiving
- c) Pictures of common family sports or recreational activities
- d) Picture card of your favorite sport or recreational activity
- e) “What do members of your family like to do” worksheets enough for a class of 25-30 students

### Procedures:

#### 1) Opening/Warm-up

As you read each student’s name, have the student raise his/her hand and say: 到 (dào; I am here). Stamp students’ nametag. Count how many students are in class and how many are not.

#### 2) Routine

Show pictures of families gathering together and celebrating Thanksgiving. Point to Thanksgiving day on the calendar. Help students say: 感恩节 (gǎnēnjiē; Thanks giving.). Put pictures of family celebrating Thanksgiving day next to the calendar and say: 一家人团圆的节日。(yìjiāréntuányuándejìrì; Families get together on this day.)

#### 3) Review

Review pictures of common family sports/activities. Place picture cards of Chinese and American families performing these sports/activities in a magic box. Act mysterious and pull cards out of the box. Have students name these activities as a group.

#### 4) Instructional Activities

- a) Hold picture card of your favorite sports or recreational activities in one hand and a big heart in the other. Model a student asking you: \_\_\_\_\_老师喜欢什么? (\_\_\_\_\_ lǎoshīxǐhuānshénme; What does Ms. \_\_\_\_\_ like?). Draw students’ attention to the picture card and say: \_\_\_\_\_老师喜欢\_\_\_\_\_ (\_\_\_\_\_ lǎoshīxǐhuan \_\_\_\_\_; Ms. - \_\_\_\_\_ likes to \_\_\_\_\_). Also act out the sport/activity and say: \_\_\_\_\_老师爱\_\_\_\_\_ (\_\_\_\_\_ lǎoshīài \_\_\_\_\_; Ms. \_\_\_\_\_ loves \_\_\_\_\_) while showing the big heart next to the sport/activity.
- b) Model this with a couple of students. Have the students pick one of his/her parents’ favorite sports or recreational activities. Model asking the students:

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你爸爸/妈妈喜欢什么? (nǐbàba/māmāmāxǐhuānshénme; What does your mom/dad like?). Have the students act out the sports/activities and say: 我爸爸/妈妈喜欢\_\_\_(wǒbàba/māmāmāxǐhuan\_\_\_; My mom/dad likes to \_\_\_). Also say: 我爸爸/妈妈爱\_\_\_(wǒbàba/māmāmāi\_\_\_; My mom/dad loves \_\_\_) while holding up a big heart.

- c) Assign students to work in pairs. Pass out “What do members of your family like?” worksheet. Have students take turns asking each other questions about the sports/activities that their family members like. Have the students complete the worksheets with the answers that their partner provides.
- d) Introduce the “I have a happy family”. Also have students listen to the tune of this song (available at: [http://www.tongzijun.com/erge/mp3\\_338.htm](http://www.tongzijun.com/erge/mp3_338.htm)) so that they become familiar with it. Use picture cards to help students understand the lines in this chant.

我有一个家, (wǒyǒuyígèjiā; I have a family)xì

幸福的家, (xìngfúdejiā; A happy family)

爸爸妈妈还有我, (bàbamāmāháiyǒuwǒ; There is my mom, my dad, and me)  
一个幸福的家。(yígèxìngfúdejiā; And we are a happy family).

爸爸爱\_\_\_, (bàbaài\_\_\_; Dad loves \_\_\_)

妈妈爱\_\_\_, (māmāài\_\_\_; Mom loves \_\_\_)

我们三人心连心, (wǒmensānrénxīnliánxīn; Our hearts are together)

一个幸福的家。(yígèxìngfúdejiā; And we are a happy family).

#### 5) Closure:

Signal the end of the class by saying: 下课 (xiàkè; Class is over!). Gesture for the students to stand up and say goodbye to the students: 同学们再见! (tóngxuémenzàijiàn; Goodbye students!). Have the students say goodbye to you.

### Lesson 16: I have a happy family!

Outcomes of focus in this lesson: Students will say the chant “I have a happy family”.

#### 1. Language:

Functions:

Greeting

Leave-taking terms

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## Asking for/giving information

### Vocabulary:

感恩节 (gǎnēnjiē; Thanksgiving)

幸福 (xìngfú; happy)

喜欢 (xǐhuan; like)

爱 (ài; like)

### Key Linguistic Structures:

\_\_\_\_在哪里? (\_\_\_\_ zàinǎli; Where is \_\_\_\_?)

\_\_\_\_在\_\_\_\_吗? (\_\_\_\_ zàinǎli? Zài \_\_\_\_ ma; Is s/he in the \_\_\_\_?)

在/不在 (zài/bùzài; Yes, s/he is. No, s/he is not.)

2. Content:

3. Culture:

### Materials:

- Calendar
- Pictures of families celebrating Thanksgiving
- “What do members of your family like” worksheets completed by students in the previous lesson
- Line drawing of rooms in an American house
- Pictures/drawings of family members

### Procedures:

1) Opening/Warm-up

As you read each student's name, have the student raise his/her hand and say: 到 (dào; I am here). Stamp students' nametag. Count how many students are in class and how many are not..

2) Routine

Show picture of families gathering together and celebrating Thanksgiving. Point to Thanksgiving day on the calendar. Help students say: 感恩节 (gǎnēnjiē; Thanks giving.). Put pictures of family celebrating Thanksgiving day next to the calendar and say: 一家人团圆的节日。(yìjiāréntuányuándējiérì; Families get together on this day.).

3) Review

Have students take turns acting out what sports/activities that their parents like to do for the rest of the class to name. Encourage students to speak in complete sentences.

4) Instructional Activities

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- a) Reintroduce the chant “I have a happy family”. Have the students act out the lines in this chant while saying it:
- 我有一个家, (wǒyǒuyígèjiā; I have a family)
- 幸福的家, (xìngfúdejiā; A happy family)
- 爸爸妈妈还有我, (bàbamāmāháiyǒuwǒ; There is my mom, my dad, and me)
- 一个幸福的家。(yígèxìngfúdejiā; And we are a happy family).
- 爸爸爱\_\_\_\_, (bàbaài \_\_\_\_; Dad loves \_\_\_\_)
- 妈妈爱\_\_\_\_, (māmāài \_\_\_\_; Mom loves \_\_\_\_)
- 我们三人心连心, (wǒmensānrénxīnliánxīn; Our hearts are together)
- 一个幸福的家。(yígèxìngfúdejiā; And we are a happy family).

- b) Model presenting “My family and what they like to do to” the class. Say 这是我们全家 (zhèshì wǒmenquánjiā; This is my family). Also say: 这是我\_\_\_\_ (zhèshìwǒ \_\_\_\_; This is my \_\_\_\_ ) and 我\_\_\_\_爱\_\_\_\_ (wǒ \_\_\_\_ ài \_\_\_\_; My \_\_\_\_ likes to \_\_\_\_). Make sure that you introduce both family members and what sport/activity they like.
- c) Have the students stand in two lines. Pass out the worksheets “What members of my family like” worksheets that their partners complete for them. Have the students say who their family members are and what they like. Next have the students standing at the end of one line move to the beginning position of the line. Repeat this till the students are back in their original position.
- d) Introduce the “Where is your \_\_\_\_” skit. Model this skit with one student. Show line drawing of rooms in an American house and hand it to the student. Have him/her select one family member and secretly hide him/her in one of the rooms. Model asking: \_\_\_\_在哪里? \_\_在\_\_\_\_吗? (\_\_\_\_ zàinǎli? Zài \_\_\_\_ ma; Where is \_\_\_\_? Is s/he in the \_\_\_\_-?). Model saying 在/不在 (zài/bùzài; Yes, s/he is. No, s/he is not.).
- e) Model this with additional students so that the students become very familiar with the skit.

5) Closure:

Signal the end of the class by saying: 下课 (xiàkè; Class is over!). Gesture for the students to stand up and say goodbye to the students: 同学们再见! (tóngxuémenzàijiàn; Goodbye students!). Have the students say goodbye to you.

## Lesson 17: Where are my family members?

Outcomes of focus in this lesson: Students will use 在/不在 (zài/bùzài; to be/not to be in [somewhere]) to verify the whereabouts of their family members in their home.

### 1. Language:

Functions:

Leave-taking

Describing

Asking for/Giving information

Vocabulary:

感恩节 (gǎnēnjiē; Thanksgiving)

幸福 (xìngfú; happy)

喜欢 (xǐhuan; like)

爱 (ài; like)

Key Linguistic Structures:

这是谁? (zhèshìshuí; Who is this? )

这是\_\_\_\_\_ (zhèshì\_\_\_\_; This is \_\_\_\_\_)

她/他喜欢什么? (tā/tāxǐhuānshénme; What does s/he like?).

她/他喜欢\_\_\_\_\_ ( tā/tāxǐhuan\_\_\_\_; S/he likes to \_\_\_\_\_)

### 2. Content:

### 3. Culture:

### Materials:

- Calendar
- Pictures of families celebrating Thanksgiving
- Line drawing of rooms in an American house enough for a class of 25-30 students
- Pictures/drawings of family members enough for a class of 25-30 students

### Procedures:

#### 1) Opening/Warm-up

- As you read each student's name, have the student raise his/her hand and say: 到 (dào; I am here). Stamp students' nametag. Count how many students are in class and how many are not.
- Have a couple of students present their family members and the sport/activity that they like to the class.

#### 2) Routine

Show picture of family gathering together and celebrating Thanksgiving. Point to Thanksgiving day on the calendar. Help students say: 感恩节 (gǎnēnjiē; Thanks

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giving.). Put pictures of family celebrating Thanksgiving day next to the calendar and say: 一家人团圆的节日。(yìjiārén tuányuán de jiérì; Families get together on this day.).

3) Review

Review the chant “I have a happy family”.

4) Instructional Activities

- a) Re-introduce the “Where is your \_\_\_\_” skit. Model this skit with one student. Show line drawing of an American house and hand it to the student. Have him/her select one family member and secretly hide him/her in one of the rooms. Model asking: \_\_\_\_在哪里? \_\_在\_\_\_\_吗? (\_\_\_\_ zàinǎli? Zài \_\_\_\_ ma; Where is \_\_\_\_? Is s/he in the \_\_\_\_-?). Model responding to the question by saying 在/不在 (zài/bùzài; Yes, s/he is. No, s/he is not.).
- b) Model this with additional students. Next assign students to work in pairs. Pass out pictures/drawings of family members, line drawings of the rooms in a home, and “where is your \_\_\_\_” worksheets. Have two students put up a barrier in-between then so that they could not see where their partners hide the family member. Have them secretly hide one family member in one of the rooms. Next have them ask each other questions about where they hide him/her. Have them complete the worksheets based on the responses that they receive from their partners.
- c) Circulate among the students and observe students performing this activity. Provide help when necessary.
- d) Introduce the “Let me tell you about my family” skit. Model the skit with a student volunteer. Show books that have blank pages with the sentence structures This is \_\_\_\_ and S/he likes to \_\_\_\_ written at the bottom. Have the students cut out drawings of individual members of the family and their favorite sports/activities and glue them into the book.
- e) While showing drawings of the student’s family members, and their favorite sport/activity, model asking the student: 这是谁? (zhèshìshuí; Who is this?) and 她/他喜欢什么? (tā/tāxǐhuānshénme; What does s/he like?). Model describing the drawings and say: 这是\_\_\_\_ (zhèshì \_\_\_\_; This is \_\_\_\_) and 她/他喜欢\_\_\_\_ (tā/tāxǐhuān \_\_\_\_; S/he likes to \_\_\_\_).

5) Closure:

Signal the end of the class by saying: 下课 (xiàkè; Class is over!). Gesture for the students to stand up and say goodbye to the students: 同学们再见! (tóngxuémen zàijiàn; Goodbye students!). Have the students say goodbye to you.

**Lesson 18: Let me tell you about my family!**

Outcomes of focus in this lesson: Students will use 是 (shì; is) and 喜欢(xǐhuan; like) to introduce their family members and their favorite sport/activity. .

1. **Language:**

Functions:

Greeting

Leave-taking

Describing

Asking for/Giving information

Vocabulary:

感恩节 (gǎnēnjiē; Thanksgiving)

幸福 (xìngfú; happy)

喜欢 (xǐhuan; like)

爱 (ài; like)

Key Linguistic Structures:

这是谁? (zhèshìshuí; Who is this? )

这是\_\_\_\_\_ (zhèshì\_\_\_\_; This is \_\_\_\_\_)

她/他喜欢什么? (tā/tāxǐhuanshénme; What does s/he like?).

她/他喜欢\_\_\_\_\_ ( tā/tāxǐhuan\_\_\_\_; S/he likes to \_\_\_\_\_)

2. Content:

3. Culture:

**Materials:**

- a) Calendar
- b) Pictures of families celebrating Thanksgiving
- c) Posters of rooms in a house
- d) Pictures/drawings of students' family members and their favorite sports or recreational activities
- e) Pictures/drawings of the family members of the students in China and their favorite sports or recreational activities

**Procedures:**

1) Opening/Warm-up

- a) As you read each student's name, have the student raise his/her hand and say: 到 (dào; I am here). Stamp students' nametag. Count how many students are in class and how many are not.
- b) Have a couple of students present their family members and the sport/activities that they like to do the class.

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2) Routine

Show picture of families gathering together and celebrating Thanksgiving. Point to Thanksgiving day on the calendar. Help students say: 感恩节 (gǎnēnjiē; Thanks giving.). Put pictures of family celebrating Thanksgiving day next to the calendar and say: 一家人团圆的节日。(yìjiāréntuányuándējiérì; Families get together on this day.).

3) Review

Put posters of room in a home in four corners of the room. Have student volunteers go to one of the corners and have other students say where the student is.

4) Instructional Activities

- a) Re-introduce the “Let me tell you about my family” skit. Model the skit with a student volunteer. Have the students continue cutting out drawings of members of their families and their favorite sports/activities and gluing them into the book.
- b) While showing drawings/pictures of the student’s family members, and their favorite sport or recreational activity, model asking the student: 这是谁? and 她/他喜欢什么? Model describing the person/activity in the drawings and say: 这是\_\_\_\_\_ and 她/他喜欢\_\_\_\_\_.
- c) Assign students to work in pairs. Have them take turns showing their family book to each other and asking who the persons in the drawings are and what sports/activities they like.
- d) Circulate among the students and observe them perform this task. Provide help when necessary.
- e) Transition to “Let me tell you about my Chinese friends’ families”. Model introducing the family of one of the students in your partner school in China while showing their pictures and pictures of them doing their favorite sport/activity.

5) Closure:

Signal the end of the class by saying: 下课 (xiàkè; Class is over!). Gesture for the students to stand up and say goodbye to the students: 同学们再见! (tóngxuémenzàijiàn; Goodbye students!). Have the students say goodbye to you.

### **Lesson 19: Let me tell you about my Chinese friends’ family**

Outcomes of focus in this lesson: Students will use 是 and 喜欢 to introduce their Chinese friends’ family and their favorite sport/activity.

1. **Language:**

Functions:

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Greeting  
Leave-taking  
Describing  
Asking for/Giving information

Vocabulary:

感恩节 (gǎnēnjiē; Thanksgiving)

幸福 (xìngfú; happy)

喜欢 (xǐhuan; like)

爱 (ài; like)

Key Linguistic Structures:

这是谁? (zhèshìshuí; Who is this?)

她/他喜欢什么? (tā/tāxǐhuanshénme; What does s/he like?).

这是\_\_\_\_\_ (zhèshì\_\_\_\_; This is \_\_\_\_\_)

她/他喜欢\_\_\_\_\_ ( tā/tāxǐhuan\_\_\_\_; S/he likes to \_\_\_\_\_)

2. Content:

3. Culture:

**Materials:**

- a) Calendar
- b) Pictures of families celebrating Thanksgiving
- c) Pictures/drawings of the family members of the students in China and their favorite sports or recreational activities
- d) “What do members of my family like” worksheet

**Procedures:**

1) Opening/Warm-up

- a) As you read each student’s name, have the student raise his/her hand and say: 到 (dào; I am here). Stamp students’ nametag. Count how many students are in class and how many are not.
- b) Have a couple of students present their family members and the sport/activity that they like to the class.

2) Routine

Show picture of family gathering together and celebrating Thanksgiving. Point to Thanksgiving day on the calendar. Help students say: 感恩节 (gǎnēnjiē; Thanksgiving). Put pictures of family celebrating Thanksgiving day next to the calendar and say: 一家人团圆的节日。(yìjiāréntuányuándējiérì; Families get together on this day.) .

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### 3) Review

Place pictures/cards of family sports or recreational activities that are popular in China face down in a grid on the whiteboard. Have student volunteers come to the front of the classroom and touch the pictures with a magic stick for the other students to say what it is.

### 4) Instructional Activities

- a) Pass out pictures of the family of the students China and family sports/activities. Have students work in pairs first to create the book: Let me tell you about my Chinese friends' family by cutting out drawings of the family members and sport/activities and glue them to the individual pages of the book.
- b) Assign students to work in pairs. Have one student act as a Chinese student and the other student be themselves. Have them take turns asking each other about who the family members are and what sport/activity that they like.
- c) Circulate among the students and observe them perform this task. Provide help when necessary.
- d) Introduce the interpretive listening assessment: "Whose family is this?" Pass out the "Whose family is this?" worksheets what has 3-4 pictures/drawings of family members and their favorite sports/activities and a list of student names at the top. The first item on this worksheet should be a practice item. Hold up a student name while describing who his/her family members are and what sports or recreational activities they like to do. Write down the student's name in the blank next to the practice item and hold it up for the class to see what you have written down.

### 5) Closure:

Signal the end of the class by saying: 下课 (xiàkè; Class is over!). Gesture for the students to stand up and say goodbye to the students: 同学们再见! (tóngxuémenzàijiàn; Goodbye students!). Have the students say goodbye to you.

## **Lesson 20: Assessment of Interpretive Communication: Whose family is this?**

Outcome of focus in this lesson: Students will complete the interpretive assessment task: Whose family is this?

### 1. **Language:**

Functions:

Vocabulary:

Vocabulary learned in lessons 15-19.

Key Linguistic Structures:

Key linguistic structures learned in lessons 15-19.

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2. Content:

3. Culture:

**Materials:**

- a) “Whose family is this?” worksheets enough for a class of 25-30 students
- b) Sample “Tell me about your friend’s family” worksheets
- c) Sample rubric for assessing the interpersonal communication assessment task

**Procedures:**

1) Opening/Warm-up

As you read each student’s name, have the student raise his/her hand and say: 到 (dào; I am here). Stamp students’ nametag. Count how many students are in class and how many are not.

2) Assessment Activities

b) Introduce the interpretive assessment task: Whose family is this? Pass out the “Whose family is this?” worksheets to students. The worksheet shows 3-4 families performing their favorite sports or recreational activities. At the top of the worksheet is a practice item. Hold up a student name while saying who are his/her family members and what sports or recreational activities that they like. When you are finished with the description, write down the student’s name in the blank next to the practice item and hold the worksheet up for students to see what you have written down. Make sure that the students understand what they need to do.

c) Begin the assessment by holding up a student name and describing who his/her family members are and what they like to do. Allow students time to write down the student’s name in the corresponding blank.

d) Introduce the interpersonal communication assessment task: Tell me about your friend’s family. Model this task with a student. Show “Tell me about your friend’s family” worksheets. On one side of the sheet are the pictures/drawings of a family and family members performing their favorite sports. On the other side of the sheet is a matrix with family members in the first column on the left and pictures/drawings of common family sports or recreational activities on the top row. Hand one sheet to the student. Put up a barrier in-between you and the student so that you do not see each other’s worksheet. Show the star on your worksheet to the class and explain that this means you should speak first. Ask questions about the pictures of the family and their favorite sports or recreational activities on your partner’s worksheet, while noting down this information by marking the corresponding grid with an “X”. Next gesture that it is your partner’s turn to ask questions. Repeat this with additional students so that they understand how to complete this task.

e) Show assessment rubric and model performance at each level so that students understand what they mean.

3) Closure:

Signal the end of the class by saying: 下课 (xiàkè; Class is over!). Gesture for the students to stand up and say goodbye to the students: 同学们再见! (tóngxuémenzàijiàn; Goodbye students!). Have the students say goodbye to you.

## **Lesson 21: Assessment of Interpersonal Communication:**

Outcomes of focus in this lesson:

### **1. Language:**

Functions:

Vocabulary:

Vocabulary learned in lessons 15-19.

Key Linguistic Structures:

Key linguistic structures learned in lessons 15-19.

### **2. Content:**

### **3. Culture:**

### **Materials:**

- d) “Tell me about your friend’s family” worksheets
- a) Rubric for assessing the interpersonal communication assessment task

### **Procedures:**

#### **1) Opening/Warm-up**

As you read each student’s name, have the student raise his/her hand and say: 到 (dào; I am here). Stamp students’ nametag. Count how many students are in class and how many are not.

#### **2) Assessment Activity**

- a) Interpersonal communication assessment task: Tell me about your friend’s family. Pair students up according to your estimation of their proficiency level. Hand a set of “Tell me about your friend’s family” worksheets to the first pair of students. On one side of the sheets are the pictures/drawings of a family and family members performing their favorite sport. On the other side of the sheets is a matrix with family members in the first column on the left and pictures/drawings of common family sports or recreational activities on the top row. Have students put up a barrier in-between them so that they do not see each other’s worksheet.
- b) Have the students whose worksheet has a star on it begin speaking first and ask questions about the pictures/drawings of the family and their favorite sports or recreational activities on his partner’s worksheet and note down this information by marking the corresponding grid with an “X”.

- c) Next, gesture for the second student to ask questions and complete the worksheet.
  - d) Rate the students' performance on the task and mark your rating in the rubric.
- 3) Closure:
- Signal the end of the class by saying: 下课 (xiàkè; Class is over!). Gesture for the students to stand up and say goodbye to the students: 同学们再见! (tóngxuémenzàijiàn; Goodbye students!). Have the students say goodbye to you.

## Lesson 22: What can I do in Chinese?

Outcomes of focus in this lesson: Students will complete the unit-level can do statements.

### 1. Language:

Functions:

Vocabulary:

Vocabulary learned in lessons 15-19.

Key Linguistic Structures:

Key linguistic structures learned in lessons 15-19.

2. Content:

3. Culture:

### Materials:

Can do statements for a class of 25-30 students.

### Procedures:

#### 1) Opening/Warm-up

As you read each student's name, have the student raise his/her hand and say: 到 (dào; I am here). Stamp students' nametag. Count how many students are in class and how many are not.

#### 2) Self-assessment Activity: What can I do?

- a) Continue with interpersonal communication assessment task if not finished in Lesson 21.
- b) Pass out the "I can do statements" to the students. Explain that they will use this to determine what they can say in Chinese.
- c) Guide the students through the statements. Model what each level means and make sure that the students understand them.
- d) Have the students work individually and help them think about what they have learned and what they can do with Chinese from learning the lessons in this unit.
- e) Allow students time to complete the statements.

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3) Closure:

Signal the end of the class by saying: 下课 (xiàkè; Class is over!). Gesture for the students to stand up and say goodbye to the students: 同学们再见! (tóngxuémenzàijiàn; Goodbye students!). Have the students say goodbye to you.

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**Appendix I Vocabulary List**

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## 1. Identifying and naming (listed by content area)

### People and Family

美国人 (měiguó rén; Americans)

中国人 (zhōngguó rén; Chinese)

家 (jiā; families)

幸福 (xìngfú; happy)

我 (wǒ, me)

爸爸 (bàba; dad)

妈妈 (māmā, mom)

哥哥 (gēgē; older brother)

姐姐 (jiějie; older sister)

弟弟 (dìdì; younger brother)

妹妹 (mèimèi; younger sister)

### Rooms in a home

家 (jiā; home)

餐厅 (cāntīng; dining room)

厨房 (chúfáng; kitchen)

客厅 (kètīnghé; living room)

卧室 (wòshì; bedroom)

地下室 (dìxiàshì; basement)

### Holiday

感恩节 (gǎnēnjiē; Thanksgiving)

### Action Verbs

喜欢 (xǐhuan; like)

爱 (ài; like)

### Expressing happiness

幸福 (xìngfú; happy)

## 2. Classroom Commands (Key Linguistic Structure)

### Classroom command/leave-taking terms

到 (dào; I am here)



下课 (xiàkè; Class is over!).

同学们再见! (tóngxuémenzàijiàn; Goodbye students!)

### Ask for/Give Information (Key Linguistic Structures)

哪国人 (nǎguórén; What country are they from?)

你家里有谁? (nǐjiālǐyǒushuí; Who are your family members?)

有\_\_\_\_ (yǒu\_\_\_\_ [家庭成员的名称]; They are \_\_\_\_ [address terms for the family members].)

有\_\_\_\_ [数量词]个\_\_\_\_ [哥哥或姐姐或弟弟或妹妹] (yǒu\_\_\_\_ [shùliàngcí] gè\_\_\_\_ [gēgēhuòjiějiěhuòdìdìhuòmèimèi]; I have \_\_\_\_ [numerals] \_\_\_\_ [address terms for the siblings])

你有\_\_\_\_ (家庭成员的名称)? (nǐyǒu\_\_\_\_ [jiātīngchéngyuándemíngchēng])

谁有\_\_\_\_? (shuíyǒu\_\_\_\_; Who has \_\_\_\_)

这是\_\_\_\_ (zhèshìwǒdejiā; This is \_\_\_\_)

在\_\_\_\_里吗? (zàikètīnglǐma; Is it in \_\_\_\_?)

在/不在 (zài/bùzài; Yes/No)

\_\_\_\_是什么样? (\_\_\_\_ shìshé meyang; What is/are \_\_\_\_ like?)

哪里一样/不一样? (nǎliyíyàng/bùyíyàng; How are they the same/different?)

\_\_\_\_的家有/没有\_\_\_\_ [房间的名称] (\_\_\_\_ dejiāyǒu/méiyǒu\_\_\_\_ [fángjiāndemíngchēng]; \_\_\_\_'s home has/does not have \_\_\_\_ [names of the rooms])

\_\_\_\_喜欢什么? (\_\_\_\_ xǐhuānshénme; What does \_\_\_\_ like?)

\_\_\_\_喜欢\_\_\_\_ (\_\_\_\_ xǐhuan\_\_\_\_; \_\_\_\_ likes to \_\_\_\_).

\_\_\_\_爱\_\_\_\_ (\_\_\_\_ ài\_\_\_\_; \_\_\_\_ loves \_\_\_\_)

\_\_\_\_在哪里? (\_\_\_\_ zài nǎlǐ; Where is \_\_\_\_?)

\_\_\_\_在\_\_\_\_吗? (\_\_\_\_ zài nǎlǐ? Zài \_\_\_\_ ma; Is s/he in the \_\_\_\_?)

在/不在 (zài/bùzài; Yes, s/he is. No, s/he is not.)

这是谁? (zhèshìshuí; Who is this?)

这是\_\_\_\_ (zhèshì\_\_\_\_; This is \_\_\_\_)

她/他喜欢什么? (tā/tāxǐhuānshénme; What does s/he like?).

她/他喜欢\_\_\_\_ (tā/tāxǐhuan\_\_\_\_; S/he likes to \_\_\_\_)

## Appendix II Chants

### Chant I I Have a Happy Family!

我有一个家, (wǒyǒuyígejiā; I have a family)

爸爸和妈妈, (bàbāhémāmā; My mom and my dad)

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哥哥和姐姐, (gēgēhéjiějiě; My older brother and older sister)  
弟弟和妹妹, (dìdìhémeimèi; My younger brother and younger sister)  
还有我自己。(háiyǒuwǒzìjǐ; And me myself)  
我爱我的家。(wǒàiwǒdejiā; I love my family).

### Chant II This is My Home

这是我的家, (zhèshìwǒdejiā; This is my home.)  
餐厅和厨房, (cāntīnghéchúfáng; This is the dining room and the kitchen)  
客厅和卧室, (kètīnghéwòshì; This is the living room and the bedroom)  
还有地下室, (háiyǒudìxiàshì; There is also a basement)  
我爱我的家。(wǒàiwǒdejiā; I love my home.)

### Song/Chant II I Have a Happy Family

我有一个家, (wǒyǒuyígejiā; I have a family)  
幸福的家, (xìngfúdejiā; A happy family)  
爸爸妈妈还有我, (bàbāmāmāháiyǒuwǒ; There is my mom, my dad, and me)  
一个幸福的家。(yíge xìngfúdejiā; And we are a happy family).  
爸爸爱\_\_\_\_, (bàbaài \_\_\_\_; Dad loves \_\_\_\_)  
妈妈爱\_\_\_\_, (māmāài \_\_\_\_; Mom loves \_\_\_\_)  
我们三人心连心, (wǒmensānrénxīnliánxīn; Our hearts are together)  
一个幸福的家。(yíge xìngfúdejiā; And we are a happy family).

## Appendix III Teacher Rubric for Assessing Presentational and Interpersonal Performance Task

Student Name: \_\_\_\_\_

Task: \_\_\_\_\_

	1	2	3	4
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<b>TASK COMPLETION FLUENCY, GRAMMAR VOCABULARY AND COMPREHENSIBILITY</b>	<b>no competency</b>  Student cannot ask or answer any questions; speaks with long pauses; inaccurately uses basic language structures and vocabulary; responses barely comprehensible.	<b>some competency</b>  Student can ask or answer one or more questions; speaks slowly with frequent pauses, somewhat inaccurately uses basic language structures and vocabulary; responses mostly incomprehensible.	<b>competency</b>  Student can ask or answer more than two questions; speaks with some hesitation but manages to continue, accurately uses basic language structures and vocabulary, responses mostly comprehensible.	<b>above-average competency</b>  Student can ask or answer many questions; speaks continuously with few pauses; features rich use of basic language structure and vocabulary; responses readily comprehensible.
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Adopted from 2004 *Foreign Language Program of Studies*, Fairfax County Public Schools and *New Ways of Classroom Assessment* by James Dean Brown (Editor)

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### Appendix IV What Can I Do in Chinese?

Circle the face that tells us how well you think can say the things that we have learned: ☺ ☹ ☺

*In Chinese I can ...*

- |   |   |   |   |
|---|---|---|---|
| 1. Address members of my family.              | ☺ | ☹ | ☺ |
| 2. Introduce my family or my friend's family. | ☺ | ☹ | ☺ |

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- |  |   |   |   |
|--|---|---|---|
| 3. Say how many siblings I have.                           | 😊 | 😐 | 😞 |
| 4. Ask if someone has siblings.                            | 😊 | 😐 | 😞 |
| 5. Ask and say what sport or activity someone likes to do. | 😊 | 😐 | 😞 |
| 6. Say the names the rooms in my house.                    | 😊 | 😐 | 😞 |
| 7. Ask and say where someone or something is.              | 😊 | 😐 | 😞 |
| 8. Ask questions to compare two people or things.          | 😊 | 😐 | 😞 |
| 9. Tell people about my home.                              | 😊 | 😐 | 😞 |
| 10. Ask who someone is.                                    | 😊 | 😐 | 😞 |

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