

Topic 1: Family Photo

What will students be able to do by the end of the topic?

Speaking/ Listening (interpersonal and presentational)	<ul style="list-style-type: none"> I can demonstrate understanding when others talk about their family members' ages and relationships to them. I can ask and answer questions about my family members, including their names, relationship to me, and ages.
Reading (interpretive)	<ul style="list-style-type: none"> I can recognize characters for family members
Writing (presentational)	<ul style="list-style-type: none"> I can write about my family including their names, relationships to me, and ages.

Vocabulary	Phrases	Grammar/Structures
Father 爸爸 Mother 妈妈 Older brother 哥哥 Older sister 姐姐 Younger sister 妹妹 Younger brother 弟弟 Have 有 Do not have 没有 Dog 狗 Cat 猫 Measure word for dog and cat 只 Who 谁 Family 家 Two 两 Love 爱 This 这 Cute 可爱 <i>Supplementary</i> Also 也	I love my family. 我爱我的家人。 How many people in your family? 你的家有几口/个人? My family has X people. 我的家有X口/个人。 How many sisters do you have? 你有几个姐姐? I have two sisters. 我有两个姐姐。 Who is this? 这是谁? This is mom. 这是妈妈。 Mom' s name is XX 妈妈的名字是XX。 Mom is X years old. 妈妈X岁。 I have a dog. 我有一只狗。 I do not have a cat. 我没有猫。 Culture Connection	Measure Word: 只 (for dogs and cats), 口/个 Question (Who): 这是谁? 这是____。 Possession: 我的/你的/他的 Questions have/Don' t have: 有没有

<p>Same 一样 Grandparents (father' s side) 爷爷, 奶奶 (mother' s side) 外公, 外婆 儿子、女儿</p>	<p>Differences between the names of Chinese grandparents and western grandparents</p> <ul style="list-style-type: none"> Extended family vs. core family 	
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<p>Planning for Instruction</p>
<p>What instructional activities will be used?</p>
<p>Lesson 1: Students ask and answer questions about the size of their families.</p> <p><i>Vocabulary and Structure</i> : 家, 两, 个/口 你的家有几口/个人? 我的家有X口/个人</p> <p><i>Teach Vocabulary</i>: My Family Has 3 People PPT 我家有三个人 “一个人” “两个人” “三个人.”</p> <p><i>Activity A</i>: Each student interviews classmates to find out how many family members their classmates have. Use Family Survey Chart. See Family Survey Instructions.</p>

<p>Planning for Instruction</p>
<p>What instructional activities will be used?</p>
<p>Lesson 2: Students can talk about how many family members (sisters big/little, brothers big/little etc.</p> <p><i>Vocabulary and Structure</i>:爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹 你有(family member)吗? 我有/没有(family member); 我有(number)个(family member)</p> <p><i>Teach Vocabulary</i>:</p> <ul style="list-style-type: none"> My Family Photo PPT 我的家. Teacher uses PPT to review family members. Teacher and students connect language with sign/body language (TPR). For example, the sign for mother is rocking a child, the sign for father is patting a child' s head, the sign for big sister is long hair, the sign for little brother is a baseball cap etc. Flashcards Vocabulary List

Activity A:

[Play Simon "Teacher" Says](#)

Activity B:

[Who is this? Instructions](#)

[Who is this? PPT](#)

Planning for Instruction

What instructional activities will be used?

Lesson 3: Students can talk about how many brothers (big-little) and sisters (big/little) they have. Students can write some basic characters from this lesson.

Vocabulary/Phrases: 你有几个姐姐？我有两个姐姐，也

Teach Vocabulary:

- Review PPT: [My Family Photo PPT 我的家](#). Practice family pets and their measure words. See slides 12-14, “我有一只狗；我没有狗。我爱我的狗”.
- Review PPT: [Who is this? PPT](#)
” Teacher models asking and answering
“你有几个姐姐/哥哥/弟弟/妹妹？”

Activity A:

Students conduct a class survey using [“How Many? 几个？” Data Gathering Chart](#) to find out who has the same number of 姐姐/哥哥/弟弟/妹妹. See [“How Many 几个？ Data Gathering Instructions](#)

Activity B:

Review characters by having the students practice flashcards [Character/Pinyin Flashcards](#)

[Character Scramble Activity Instructions](#) Students practice writing sentences.

Planning for Instruction

What instructional activities will be used?

Lesson 4: Students can exchange basic information about their family members such as relationship and age. Students can write a simple paragraph about their family.

Vocabulary/Phrases: 这, 和, 这是我的家, 我有 xxx 个兄弟姐妹。这是我的 xxx 和 xxx; 这是 xxx 的家, 他/她爸爸妈妈只有 一个儿子、女儿。 , 他/她今年 xxx 岁。

Teach/Review Vocab: Review PPTs

[My Family Photo PPT](#) [我的家](#).

[How Many People Does Your Family Have? PPT](#)

[Family Conversation Video Clip](#). Choose which clips are appropriate for your students.

Activity A: [Introduce your Family Instructions](#) Students draw and introduce their families.

Activity B: [Family Tree Activity Instructions](#) Students interview and write about a partner's family.

[Family Tree Handout](#)

Extension Activity: Students work in groups to [Create a Family](#) to create a family. Students will present this new family to the whole class. Students can add as much extra information as possible. See [Video](#)

Planning for Instruction

What instructional activities will be used?

Extension Lesson

Lesson 5: Students can identify extended Chinese family vocabulary

Vocabulary and Structure: 爸爸, 妈妈, 爷爷, 奶奶, 叔叔, 舅舅, 小阿姨, 大阿姨

Teach Vocabulary: Teacher uses the handout [Chinese Extended Family Rap Handout](#) to teach students the different names for relatives on both the mother and father's side.

<http://www.youtube.com/watch?v=nCFRoILS1jY>

Activity A:

[Chinese Extended Family Rap Instructions](#)

See [Video](#)

Adapted from Jefferson County Public Schools, KY, 2011