

THEMATIC UNIT Weather/Time/Shopping/Visiting Families/Dining at Restaurant

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Unit title: Weather/Time/Shopping/Visiting/Dining

Grade: 9-12

Level: Novice-mid to Novice-high

Subject/Topic Area(s):

1. **Calendar:** year, month, date, weekday, segment of a day, hour, minute, today, tomorrow, yesterday, day after tomorrow, day before yesterday
2. **Season:** Spring, Summer, Fall, Winter
3. **Weather:** sunny, overcast, rainy, snowy, thundering, lightening
4. **Colors:** red, blue, black, green, pink, yellow, white, purple, orange, brown
5. **Fruits:** apple, orange, watermelon, grape, lychee, strawberry, banana, grape
6. **Clothes:** shirt, t-shirt, pants, hat, shoes, skirt, dress
7. **Money:** dollar, cent, getting changes, bargaining, purchasing
8. **Sightseeing:** Beijing, Great Wall, Forbidden City (Palace Museum), TianTan, TianAnMen, Bird Nest, QiPao, TangZhuang, Chopsticks, Pop Culture

Key words:

- **Weather:** 天气 预报 四季 春天 夏天 秋天 冬天 晴天 阴天 多云 下雨 下雪 冷 热 暖和 刮风 打雷 闪电 比 更 会
- **Time:** 昨天 今天 明天 前天 后天 星期 日 月 年 早上 上午 下午 晚上 半夜 点 分 刻 半 几 号 差 以前 以后
- **Shopping:** 买东西 卖 颜色 黄 红 黑 白 蓝 咖啡 穿 条 件 双 号 中 贵 钱 块 毛 分 百 找售货员 衣服 衬衫 裤子 鞋 裙子 牛仔裤 T恤衫 帽子 水果 苹果 桔子 草莓 葡萄 西瓜 果汁 荔枝 短 长 便宜 售货员 一共 大小 合适 不用 找钱 对 错 筷子 唐装 旗袍 书包
- **Sightseeing:** 长城 故宫 鸟巢 天安门广场 天坛

Standards:

National Foreign Language Standards: 5 C's and 3 modes

1.1 Interpersonal:

1.2 Interpretive:

1.3 Presentational:

2.1 Culture (Practice) - greeting

2.2 Culture (Product) – calendar, fortune cookies

3.1 Connection (Language) – Math.

3.2 Connection (Language/Culture)

4.1 Comparison (Language) – date format

4.2 Comparison (Language/Culture) – date format

5.1 Community (Beyond school) – homework assignment

5.2 Community (Lifelong learning)

Brief Summary of Unit (including curricular context and unit goals)

The thematic unit is comprised of 5 days of a 150-minute block per day.

This unit is designed for non-heritage high school students who will learn about the weather, four seasons, express likes/dislikes, calendar, time, shopping and bargaining for fruits and clothes. They will also learn about some major tourist attractions in Beijing and describe their trip experience.

Number of days for activity: 4 instructional days and 2 review days.

Materials and resources (including technology and multimedia):

1. PowerPoint slides
2. Play money
3. Birthday chart
4. Realia: clothes, fruits, jellybeans, fortune cookies
5. Authentic material: Chinese calendar
6. Video from YouTube, music from Internet
7. Vocabulary, grammar handouts

Identifying Desired Results:

What enduring understandings are desired?

1. How we support and encourage each other in a group.
2. It is not necessary to know all the words in order to understand the main idea in an exchange. Using comprehensible input and body languages, it is possible to infer meanings and intents.
3. It is important to listen and watch actively as speakers often convey meaning via body languages, gestures, and tones in a voice.
4. When learning a second language, it is important to actively participate without the fear of making error, and to practice it in a meaning context as often as possible.

What essential questions will guide this unit and focus teaching/learning?

1. How to communicate with native speakers when additional clarification is need?
2. How to differentiate the Chinese and English concepts of telling the date and the time of a day.
3. How to recognize the steps of a negotiating process?
4. How the Chinese language has some words used in spoken Chinese while some in written Chinese?

What key knowledge and skill will students acquire as a result of this unit?

A. Students will know

1. Vocabulary listed above.
2. Grammatical structures:
 - 几月几号、星期几
 - “穿” 与戴的区别
 - 量词总结
 - “要” 与 “想” 的区别
 - 跟 / 和。。。 (不) 一样
 - 可是
 - “比” 字句

B. Students will be able to:

1. Tell date using year, month, date and weekday in a correct order.
2. Tell time using segment of the day, then hour and minute.
3. Plan and describe daily schedule.
4. Ask and answer questions about one's birthday.
5. Describe if a given month is cold or hot.
6. Describe the months within each season.
7. Shop intelligently by asking about the price, and by negotiating the price in a culturally appropriate way.
8. Identify famous tourist attractions in Beijing.
9. Participate in casual conversations pertaining to daily life.

What do they already know that will help them learn new information?

1. Greet others, express and acknowledge thanks.
2. Perform self introduction with name, age and where they live.
3. Describe their family and tell the age of each member, and ask others for similar information.
4. Ask about and express likes and dislikes.
5. Name a few sports and describe hobbies.

Where and when did they learn it?

1. During the previous week of the Academy.

Determining Acceptable Evidence

A. What evidence will show that students understand?

a. Performance Tasks:

i. Interpersonal tasks:

1. Students will be able to discuss and plan a travel itinerary.
2. Students will ask each other's likes and dislikes.
3. Students will ask if a storekeeper has a certain item and negotiate a price.

ii. Interpretive tasks:

1. Students will retell what they hear or read from a weather forecast.
2. Students will read a question and respond appropriately and correctly.

iii. Presentational tasks:

1. Students will conduct self introduction and also introduce other family members.
2. Students will orally report their discussion and outcome.
3. Produce and present a travel itinerary.

b. Other evidence:

1. Works Samples,
2. Oral Presentations,
3. Role play

c. Unprompted Evidence (Observations, dialogues):

Teacher will observe the students' classroom participation and their willingness to try. Teacher will assess the students' ease of creating an utterance by not only what they produce, but also by their body language and their circumlocution.

B. Student Self-Assessment –

Students will self-assess daily by writing journal entries describing what they learn using 'Can do statements' from Linguafolio. e.g.

Interpersonal Speaking

1. I can take an active part in spontaneous discussions in familiar contexts involving weather, schedule, colors, shopping, clothes, fruits, and some tourist attractions in Beijing.

Interpretive Listening

1. I can understand the speaking and follow discussions that are based on familiar topics.

Interpretive Reading

1. I can understand the writing that are based on familiar topics.

2. I can pick up words that I am familiar with from magazines and newspapers.

Presentational Speaking

1. I can present orally and respond to questions on familiar topics.

Presentational Writing

1. I can write simple characters pertaining to topics that I am familiar with.

Lessons:

- Lesson 1: Weather, season
- Lesson 2: Calendar, Time
- Lesson 3: Review (Lessons 1 – 2)
- Lesson 4: Shopping
- Lesson 5: Sightseeing
- Lesson 6: Review (Lessons 1 – 6)

Links to Relevant Web Sites:

<http://www.koubei.com/city/weatherinfo.html?name=%B1%B1%BE%A9>

<http://www.youtube.com/watch?v=xHhIdA4N4to>

<http://www.youtube.com/watch?v=1XctmWgXzn4&feature=related>

<http://www.youtube.com/watch?v=G7Kjc404pXc>

http://www.youtube.com/watch?v=NBHRHAuR_TI&feature=related

<http://www.youtube.com/watch?v=mIIRM4zF6gU&feature=related>

Assessment Blueprint (Performance Tasks)

Task Title: Bargaining for a better price

Approximate Time Frame: after 700 minute

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

Purpose: (Check those that apply)

Summative assessment: an integrated performance task.

Description of Task:

Each student is given a checklist of items to be packed for the trip, and a collection of some of these 'items'. You notice that you are missing a few items that you will need to purchase to complete the packing. To complete this task, you will need to go to the 'store' to ask for the item(s), find out about the price, bargain for a price favorable to you, pay and get change (if necessary). Be sure the changed is correct.

Evidence of desired understanding:

Student is able to

1. read and check items from the check list,
2. ask for the item availability at the store,
3. ask about the price, and negotiate,
4. count money and verify correct change.

Criteria of judgments: Task completion, pronunciation, grammar, clarity and volume, Teamwork.

Evaluative Tools:

Analytic Rubric

Name:	1. Need improvement Task incomplete with several significant errors. No attempt to use tones.	2. Fair Complete task minimally with some errors that obscure meaning, Little attempt to use tones and many are incorrect.	3. Good Complete most of the task effectively and clearly with no significant errors, make occasional attempts for correct tones.	4. Excellent Complete task confidently and fluently with minimal to no error, Make attempts for correct tones.
Preparedness and ease				
Pronunciation/ tones				
Words / grammar				
Clarity and volume				
Team work				