

Unit 4: Special Times Throughout the Year - Here and in China
 Lesson 2: Keeping Track of Time on the Calendar

Room Environment

The language classroom should be rich with literacy, with visuals, words, charts, diagrams, timelines, etc., figuratively dripping from the walls. Ideally, a high proportion of these visuals should be created in front of the students' eyes for "brain imprinting" and a "vested interest" in the charts, so the beginning of the year or series will have fewer visuals than the end.

Standards

World Language Content Standards (California Department of Education)	Standards for Foreign Language Learning (American Council on the Teaching of Foreign Languages)
<p>Content 1.1 Students address discrete elements of daily life, including calendar.</p> <p>Communication 2.1 Students engage in oral, written or signed (ASL) conversations.</p> <p>Communication 3.2 Students interpret written, spoken or signed (ASL) language.</p>	<p>Communication 1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>Communication 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>

Objective

Students will learn dates, month, year, and days of the week.

Student Work

Interpersonal	Presentational	Interpretive
Students have a dialogue about one another's birthday and birth year.	Students are able to share, in Chinese, the days of the week related to daily activities.	Students understand when the teacher is speaking about the dates, month, year, and days of the week in Chinese.

Domains of Language

Listening	Speaking	Reading	Writing
Listen to the specific date and days of the week.	Answer questions related to dates and days of the week.	Recognize the Chinese characters for dates.	Practice Chinese character writing with dates and days of the week.

Evidence of Learning - Assessment

<input checked="" type="radio"/> Informal or <input checked="" type="radio"/> Formal (Circle the appropriate form of assessment)
<p>The assessment will be conducted informally throughout the lesson by teacher observation and monitoring through practice and presentation activities. The assessment will be conducted formally by reviewing and grading students' homework.</p>

Greetings at the Door

Always begin with a smile. Every student is greeted by the teacher in the target language and is encouraged to respond in the target language, too. These greetings should be charted and kept near the door, so students can refer to the chart to remember how to respond. The chart should indicate at least two settings: common, casual settings and a more formal setting. The chart stays up or accessible all year and new ideas are added.

Casual Everyday Greetings	Formal, Polite Greetings
你好吗？ 最近怎样？	早上好。你好吗？ 下午好。今天你好吗？

Warm Up with Language Through Repetition-Rhythm-Rhyme

Repetition of songs, chants, and poems should be a daily routine in the world language classroom. Ideally, the song or chant should be related to the content or cultural aspects being studied, although some that are just for fun will also be useful. Authentic chants, poems, and songs from the home culture of the target language should be used whenever appropriate, although Stage I learners may need to start with simplified chants based on songs or patterns they already know in their home language.

Preview the Lesson in Primary Language, if Necessary

Give the big picture and/or bridge to prior knowledge so the students know what to expect in the lesson in the target language. Pre-teach vocabulary, too.

Teacher shows a calendar and previews key vocabulary with students to introduce the topic of the lesson.

Teacher Modeling of Communication Followed by Student's Structured Practice

Message Functions/Structures	Key Vocabulary/Phrases	Strategies for Oral Practice
Master the dates.	月，日。 今天是几月几日？ 今天是__月__日。	Develop questions about special days like Christmas, Spring break day, etc.
Master the year.	年。 二零一零年。	Questions about special year like birth year, graduation year, etc.

Message Functions/Structures	Key Vocabulary/Phrases	Strategies for Oral Practice
Master the days of the week.	星期。 今天是星期几？ 今天是 星期一……星期日	Students pair up to practice.

Teacher Bridges to the Content Connection or Builds Schema for Students (Direct Instruction: Age and Stage-appropriate)

1. Teacher introduces “月”and each month.
2. Students practice twelve months using key event (holiday) in each month.
3. Teacher introduces “日” and dates.
4. Students practice dates by guessing each other’s birthday using Chinese.
5. Teacher asks students to write down some special dates in both languages.
6. Teacher introduces “星期” and days of the week.
7. Students make calendar in Chinese.

Debrief in English

Debrief in English what was learned in the target language and have students plan what they will teach their parents or siblings for homework. Have a “School-Home Connection” form for parents to write and students to sketch and write what they talked about together. The teacher will have created a prompt for the student to discuss with family members so the words in the target language will be connected to the learning.

Lesson allows focus on which specific connections, similarities, and differences?

- Ask students to think about the logic pattern in Chinese language. For example, the vocabularies of days of the week have a similarity in Chinese but not in English.

Extend the Learning: School-Home Connection

Students share with each family member their birthday in Chinese.

Instructional Resources & References

Vocabulary cards
 Matching game cards
 Worksheet