

CPI Unit Plan

Target Students: elementary school students high school students

Target Proficiency Level: Novice-Low (ages 5-7)

Unit Theme: Basic vocabulary for beginning learners of Elementary school students

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Brief Description of the Unit:

In this unit, Novice-Low students (grades k-2) will demonstrate understanding and use of vocabulary related to the unit theme through the three-mode communication activities in the following contexts:

- Food and drinks
- fruit and vegetables

Desired Enduring Understandings:

Students will understand:

appropriate manners at the table, ways to live a healthy life, and cultural differences between American and Chinese food.

Essential Questions that Guide this Unit and Focus Teaching/Learning:

- Why is it important to have good manners?
- Why is it important to eat healthy?
- What are the differences of American food vs. Chinese food?
- How to appropriately request food and drink.

National Foreign Language Standards:

1.1, 1.2, 1.3, 2.1, 2.2; 3.1; 4.1, 4.2; 5.1

Content Knowledge:

- Express hunger and thirst
- Items of fruits and vegetables
- Good manners when eating

Key Linguistic Structures/Grammar and Vocabulary:

Key Structures/Grammar	Key Vocabulary
我饿了 我渴了 我喜欢	Food: 米饭, 面条, 饺子, 冰激凌, 汉堡包, 薯条, 面包
我要吃 我要喝 我要	Expression: 饿了, 渴了, 痛, 我饱了
你要。。。还是。。。 请给我 你喜欢什么水果?	Drinks: 水, 牛奶, 果汁, 茶, 可乐, 咖啡 Fruits 水果, 苹果, 香蕉, 梨, 葡萄, 木瓜
肚子痛 真好吃	Vegetables 蔬菜, 萝卜, 青菜, 土豆, 西红柿, 黄瓜, To be added: special food students wish to know (e.g. ice cream).

Skills:

- Talk about basic wants and needs (e.g. hunger and thirst).
- Identify common fruit and vegetables
- Talk about manners in Chinese and American culture.
- Talk about common food people eat in America and China.
- Talk about meanings of some Chinese food.
- Present basic facts about living a healthy life

Connections to Other Disciplines:

- Health: how to live a healthy life
- Social studies: how to show respect and manners
- Math: counting and measuring
- Art: creating books about food they eat and making posters
- Music: nursery rhymes and songs about fruits

Technology Integration:

- Power point presentations, CDs with the target vocabulary and sentences recorded.

Assessments:Performance tasks

- labeling in Chinese
- Simple presentations (e.g. role play, puppet show, or skits) on:
 - a. Manners appropriate in Chinese culture
 - b. Healthy living
 - c. Special food people eat in China and the meanings
- Talking with a classmate about their favorite fruit and vegetables
- Making a book about the food each student likes to eat and present to the class

Quizzes, Tests, Prompts, Work Samples

- Listening comprehension
- Posters on healthy food versus junk food
- Posters with pictures that illustrate good manners
- Poster with pictures that illustrate the differences of American food and Chinese food

Unprompted Evidence (observations, dialogues)

- Classroom participation
- Performance in guessing games, activities and presentations

Can Do Statements based on Linguafolio

- I can understand and answer simple questions and give simple responses;
- I can identify common food items (fruits, vegetables, drinks);
- I can identify three ways to show good manners during mealtime;
- I can understand the importance of eating healthy
- I can identify two ways of how to live a healthy life;
- I can express what I like and do not like;
- I can name food I eat everyday;
- I can express meanings of food in Chinese cultures.

Required Resources:

- Pictures and objects (toys or authentic items) of food and drink items
- Video clips that demonstrate common manners
- CD of the nursery rhymes and target vocabulary, phrases and sentences
- Computer with internet connection
- Posters, colored markers, color construction paper
- Grocery Ads

Differentiation of Instruction:

- To meet the needs of different learning styles, new language items are presented with various forms of assistance such as visual aids, written language, body movements, audio tapes, videos and manipulative.
- Students of different abilities in the same class have the flexibility to adjust or surpass the expectations for learning tasks so that every student can maximize his/her growth and individual success.

Instructional Strategies:

- Scaffolding
- Teacher student interaction through questions and classroom discussions
- Pair work and group work
- Dialogues and presentations
- Role playing
- Use of gestures and sign language
- Hands on activities
- Games and competitions
- Video watching and music appreciation
- Self-assessment

Prior knowledge that will help students learn the new information:

- Greeting and polite words
- Family members
- Colors
- Counting and numbers
- Days of the week
- Qualitative and quantitative concepts (big/little, more/less)
- Nationalities

Links to relevant web sites:

- <http://www.shinfanchang.com/resources/Microsoft+Word+-+Manners+in+Chinese+culture.pdf> (common manners in Chinese culture)
- http://www.education-world.com/a_tsl/archives/99-1/lesson0030.shtml (Nutrition lesson plans)
- <http://www.5aday.nhs.uk/topTips/default.html> (5 great reasons to eat 5 portions of fruit and vegetables)
- <http://www.shinfanchang.com/7.html> (Standards for being a good student and child)

Lessons that support the unit:

Activities for Essential Question 1

Why is it important to have good manners?

- Watch a video about manners expected in Chinese culture. (Video: common manners)
- Present important information about how to polite in Chinese culture. (Create a poster with visuals to show the rules)
- Role play appropriate and inappropriate actions when eating in Chinese and American cultures

Activities for Essential Question 2

Why is it important to eat healthy?

- Use a modified version of the story “The Hungry Caterpillar” as an example to talk about the consequences of overeating.
- Talk about healthy food versus junk food.
- Talk about why fruits and vegetables are good for us.
- Create posters to be displayed in my Community. (Make posters about healthy verses junk food and eating 5 portions of fruit and vegetables per day).
- Make a presentation from the posters created

Activities for Essential Question 3

What are the differences of American food vs. Chinese food?

- Interview one of your classmates about his or her favorite food.
- Identify American food versus Chinese food.
- Create a poster to be displayed in my Community. (talk about the differences of American food versus Chinese food).

Activities for Essential Question 4

How to appropriately request food and drink?

- Bag activity: Putting food items in a bag and letting students taking items one at a time.
- Using grocery Ads and have students create their own books about food they want and like.
- Using puppet show and role play to model how to request for food and drink.
- The teacher read a modified version of the story “The Hungry Caterpillar”
- Students will play games (e.g. Bingo, bowling) to name various items of food.
- Students will create a book about food they eat.
- The class will create a modified version of “The Hungry Caterpillar”

Day One

Lesson Objectives: Students can identify and name 6 food items

Learning Outcomes: Students will be able to know appropriate Chinese table manners;
Students will be able to know the difference between Chinese food and American food.

Standards: interpersonal communication interpretive communication presentational communication cultures connections comparisons communities

Purpose/Time	Procedure with detailed description and examples/questions	Props/Notes/Reflections
Setting the stage/ review (5 minutes)	<ol style="list-style-type: none"> daily routine: greeting and homework checking review of family members and body parts 	Pictures (e.g. family and body parts)
Comprehensible input (8 minutes)	Teacher uses a modified version of the hungry caterpillar story to demonstrate “饿了”, “我要吃”, “我饱了 and food items such as “米饭, 面条, 饺子, 汉堡包, 面包”. Teacher talks about washing hands before mealtime and not to overeat, as the caterpillar has a stomachache from eating too much.	Stuffed animals, food objects, picture of washing hands
Guided practice (15 minutes)	<ol style="list-style-type: none"> Teacher uses body language and the hungry caterpillar to teach “饿了”, “我要吃.” Teacher asks yes/no questions related to appropriate table manners. The students answer by standing on the side that corresponds to the correct answer. 	Pictures of family members
Application and extension (15 minutes)	<ol style="list-style-type: none"> Teacher will first let students request the pictures of food items on a big plate. Then the students can ask for food by saying 我要吃. Teacher calls items of food and asks whoever has the item to raise their hands. Then count the items together. Role play: Teacher talks to students about good table manners. For example, the elderly should go first. Making dumplings using play dough (Optional) Teaching Chinese characters 米, 子. 	Plate stickers of family members
Assessment and wrap-up (5 minutes)	Prepare a dinner for our parents. Teacher asks students who should sit down first during mealtime. Students circle on the worksheet or use the pictures to answer.	Pictures of people
Homework/ preview (2 minutes)	<ol style="list-style-type: none"> Write each characters 10 times. Have students find the food pictures on grocery Ads, cut them out, and then stick on the first page of the story papers. Listen to the tape recorded previously online or CD. Ask students to bring their own cup for the next day. 	Assignment paper, first page of story book, CD. Handout 1,2,3

Day Two

Lesson Objectives: ____ Students could identify and name three drink item _____

Learning Outcomes: __ Students will be able to talk about the differences between Chinese tea and American drinks; Students can express desire for drinks. _____

Standards: interpersonal communication interpretive communication presentational communication cultures connections comparisons communities

Purpose/Time	Procedure with detailed description and examples/questions	Props/Notes/Reflections
Setting the stage/ review (5 minutes)	1. Ask students to show their pictures and present what he/ she eats yesterday (from homework) and have students write characters on the white board.	Pictures
Comprehensible input (8 minutes)	1. Teacher introduces the new vocabulary and sentences: “我肚子痛”, “我渴了”, “我要喝, 水, 牛奶, 果汁, 茶, 可乐” by using the story of The hungry caterpillar (modified version). The caterpillar ate too much yesterday. Today he can only drink water. Teacher briefly talks about don't overeat. 2. Teacher talks more about table manners (e.g. do not make noise when drinking) 5. Teaching Chinese characters 水, 牛.	Drinking bottles and cups
Guided practice (15 minutes)	1. Students repeat the target vocabulary after the teacher. 2. The teacher asks the students what they want to drink and have students express what they want to drink using the target phrase: 我要喝_____.	PPT
Application and extension (15 minutes)	1. Bowling game Teacher uses bowling game to practice target vocabulary. Place cards with target vocabulary under the bowling pins. 2. Using paper cups and having students to say “我渴了 to ask for drinks. “我渴了”, “我要喝_____” 3. Scavenger hunt: Teacher turns off the light and let students to find cards or objects 4. Students practice writing the Chinese characters: 水, 牛 by holding up their hands in the air and then on the sand.	Bowling balls, cups, and drinks. Sand
Culture(3 minutes)	Talk about tea culture and the difference with American drinks. Discuss healthy drinks.	Tea set
Assessment and wrap-up (5 minutes)	Students tell the class the drinks they have. Identify what are some healthy drinks (coke versus water).	
Homework/ preview (2 minutes)	1. Students are asked to cut out pictures of drinks and glue them together on another sheet of paper to be included in their book. 2. Homework sheet for character writing practice.	Handout 1,2

Day Three

Lesson Objectives: Students can identify and name 5 fruit items.

Learning Outcomes: Students can ask and answer questions about what fruit they want using “和”. Students understand the differences of healthy food versus junk food. Students understand the special meanings of the fruit (apples, peach) in Chinese culture.

Standards: x interpersonal communication interpretive communication presentational communication x cultures x connections x comparisons x communities

Purpose/Time	Procedure with detailed description and examples/questions	Props/Notes/Reflections
Setting the stage/ review (5 minutes)	1. Review previous learned vocabulary. The teacher will review some of the vocabulary learned in the previous class by using puppet and expressing hunger. Students will tell the class what he/she ate and drank yesterday. Then talk about the caterpillar is now feeling better and wanting to eat some fruits.	Puppets, Pictures
Comprehensible input (8 minutes)	1. Introduce the fruit vocabulary (苹果, 香蕉, 梨, 葡萄, 木瓜) by showing the items (e.g real or toys) and then teach the word 水果. Briefly talk about healthy diet. The teacher pulls out one item to model and then have a student who is sitting nicely to take the next item to model names of fruit to feed the caterpillar. 2. The teacher will teach “你要什么? 我要___和___.” by modeling target questions using TPR and objects. 3. Teach writing characters: 木, 果 by reviewing previous learned words (田) first.	Fruit toys and pictures, bag
Guided practice (15 minutes)	1. Students repeat the target vocabulary after the teacher. 2. The teacher asks the students what they want and have the students name 2 items using the target phrase: 我要___和___ before giving them to the students. 3. Students practice writing the words by holding up their hands in the air and then on their paper.	fruit
Application and extension (15 minutes)	The teacher asks students to respond to what fruit each student wants. Students work in small groups to role play shopping in the grocery store (a mother with 1-2 children). The children need to request what fruit she/he wants when shopping.	toys (e.g. grocery shopping cart, food)
Culture (3 minutes)	Talk about special meanings of the fruit (apples, peaches) in Chinese culture. Start creating a poster about special meanings of Chinese food as a class.	Pictures or items
Assessment and wrap-up (5 minutes)	Students tell the class the fruits they eat. Students create a poster about healthy food versus junk food and a poster on special meanings of some Chinese food.	Pictures of fruits (e.g. grocery aids)
Homework/ preview (2 minutes)	Students are asked to cut out pictures of fruits they eat and glue them on a sheet of paper to be included in their book. Homework sheet for character writing practice.	

Day Four

Lesson Objectives: Students can identify and name 5 vegetable items.

Learning Outcomes: Students can ask and answer questions about what vegetables they likes using “和”. Students understand the importance of eating 5 portions of fruit and vegetables. Students can talk about 3 things related to good manners at the table and one difference of the American versus Chinese culture.

Standards: x interpersonal communication interpretive communication presentational communication x cultures x connections x comparisons x communities

Purpose/Time	Procedure with detailed description and examples/questions	Props/Notes/Reflections
Setting the stage/ review (5 minutes)	Review previous learned vocabulary. The teacher will review some of the vocabulary learned in the previous class by using puppet and expressing hunger. Students will tell the class what fruit they ate yesterday. Then talk about the caterpillar is now eating healthy and wants to eat some vegetables.	Puppets, Pictures
Comprehensible input (8 minutes)	1. Introduce the vegetable vocabulary (蔬菜, 萝卜, 青菜, 土豆, 西红柿, 黄瓜) by showing the items (e.g real or toys) and then teach the word 水果. Briefly talk about the importance of eating 5 portions of fruit and vegetables. The teacher pulls out one item to model and then have a student who is sitting nicely to take the next item to model names of fruit to feed the caterpillar. 2. The teacher will teach 你喜欢什么蔬菜? 我喜欢____和____ by modeling target questions. 3. Teach writing characters: 土, 卜.	Fruit toys and pictures, bag
Guided practice (15 inutes)	1. Students repeat the target vocabulary after the teacher. 2. The teacher asks the students what they want and have the students name 2 items using the target phrase: 我要____和____ before giving them to the students. 3. Students practice writing the words by holding up their hands in the air and then on their paper.	fruit
Application and extension (15 minutes)	The teacher asks students to respond to what vegetables each student wants by using puppets. Students are paired up for this activity. Students request some vegetable items from a basket. The other student asks for 2-3 items he/she wants.	puppet
Culture (3 minutes)	Talk about 3 things related to good manners at the table in Chinese culture and in American culture. Students start creating a poster about special meanings of fruit.	Pictures or items
Assessment and wrap-up (5 minutes)	Students tell the class the vegetables and fruits they like to eat and whether or not they eat 5 portions per day. Students create a poster about good manners at the table.	Pictures (e.g. grocery aids)
Homework/ preview (2 minutes)	Students are asked to cut out pictures of vegetables they like to eat and glue them on a sheet of paper to be included in their book. Character writing practice.	Character writing, handout

Day Five

Lesson Objectives: Students can recall what they have learned so far.

Learning Outcomes: Students will be able to behave polite; be able to judge the difference between American food, drink and Chinese food, drink.

Standards: interpersonal communication interpretive communication presentational communication cultures connections comparisons communities

Purpose/Time	Procedure with detailed description and examples/questions	Props/Notes/Reflections
Setting the stage/ review (5 minutes)	1. Daily routine, greeting, and checking homework. Completing the book project as a class.	Homework from previous day.
Comprehensible input (8 minutes)	Asking students yes/no questions and have students respond by standing on the side that corresponds to the answer. Questions may include 1) proper manners at the table 2) American food versus Chinese food 3) special meanings of Chinese food.	Pictures/ PPT/ Video
Guided practice (20 minutes)	Presentation of books students made from the previous homework Each student will present their own book to the class.	Previous homework sheets
Application and extension (10 minutes)	Bingo game Teacher prepares a bingo sheet and let students write the characters in the boxes randomly. Students take turns to draw cards with written character on it.	Handouts 1 Bingo sheet
Assessment and wrap-up (5 minutes)	Preparing a party Teacher separates students into several groups and have students pretend to shop for a birthday party. Students are told that they need to find 3 healthy food items for the party and put them in the shopping baskets.	Handouts 2 Food toys
Homework/ preview (3 minutes)	Listen to the CD with vocabulary and target sentences recorded and read the book the student created him/herself.	

Sample letter to parents:

Dear Parents,

In our class, students are learning how to request food items, manners at the table, eating a healthy diet, and the differences of American versus Chinese food. We are going to make a book about food items that is relevant to your child's life.

Please help your child find pictures of food or drink items your child eats/drinks. Your child may draw pictures of food he/she eats instead of using pictures. You may include 1-2 items that are not on the list but are relevant to your life.

1st day--bread, rice, noodle

2nd day-- drinks

3rd day-- fruit

4th day--Vegetables

After each class, we would like for your child to find pictures of the items listed on the assignment sheet. Please help your child to glue the pictures on the page. At the end of the week (on ___date), we will compile all of the pages and your child will have a book.

Please feel free to contact me if you have any questions.

Sincerely,

Chinese teacher

Teaching Flow Chart

Days/Theme	Manners	health	Culture	Review/Assesment
Mon: food	Review: receive items with both hands Let elderly go first when eating	Wash hands before eating	Compare Chinese food vs. American food	Family members Days/week
Tue: drink	Do not make noise when drinking	Do not overeat Drink 8 glasses of water per day	Tea	Numbers More/less
Wed: fruit	Give bigger ones to your brother or sister	Healthy vs junk food	Meanings of Chinese food (apple, peach, dumplings)	Big/small
Thu: vegetables	Do not put your utensil in public dish	Eat 5 fruit and vegetables /day	Poster creation	
Fri: review	Q/A	Q/A Poster	Poster: student presentation	
Assessment Bingo Game	Poster	Poster	Role play/poster	

Sample homework for day 1 and day2 (for creating a book):

Xīngqī yī
星期 一

wǒ

Draw a picture
of yourself or
include your
picture here.

yào
要

chī
吃

Xīngqī èr

星期 二

wǒ

Child's picture
or drawing
goes here

yào
要

hē
喝
