CPI Unit Plan My School Life

**Target Students:** □ Middle school students □ high school students

**Target Proficiency Level:** Novice-Low to Novice-Mid

**Unit Theme:** Time and Date

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**Brief Description of the Unit:** This unit teaches students how to ask and answer questions related to the time and date in their life.

- understand and be able to state time
- describe daily routine
- know the names of school subjects and describe the class schedule
- know the names of after-class activities especially for weekends; describe as well as ask permissions for their weekend activities
- students will be able to state no-school dates that are related to major holidays. Students will be able to ask why there is no school and be able to explain the reason.

**Desired Outcome:**
Students will be able to state time, talk about their daily routine, their class schedules, weekend activities, and no-school holidays.

**National Foreign Language Standards:**
1.1, 1.2, 1.3, 2.1, 2.2; 3.2; 4.1, 4.2

**Content Knowledge:**

**Key Linguistic Structures/Grammar and Vocabulary:**

<table>
<thead>
<tr>
<th>Key Structures/Grammar</th>
<th>Key Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>请问，现在几点？/ 几点</td>
<td>Key numbers: 1~59</td>
</tr>
<tr>
<td>-你今天上午做什么？ / 做；the</td>
<td>-点，分，刻，两，现在，请问</td>
</tr>
<tr>
<td>position of time word</td>
<td>-上午，中午，下午，晚上，上课，下课，上学，放学，起床，睡觉，回家，吃饭，学习</td>
</tr>
<tr>
<td>-你今天上什么课？；你八点上什么课？ /</td>
<td>-数学，英文，中文，科学，物理，化学，历史，体育，音乐，艺术</td>
</tr>
<tr>
<td>-上课vs.上……课；上课=去学校</td>
<td>-周末，想，去，看电影，打球，功</td>
</tr>
</tbody>
</table>
球吗？
去；可以吗=可以不可以
-星期五我不上课，因为是圣诞节；
为什么；因为……所以

Content Knowledge:
- Basic facts about Chinese school subjects and students class schedule.
- Mayor holidays in U.S. and China.

Skills:
- Ask and answer questions about time
- Plan for their daily routine
- Talk about school subjects and class schedule.
- Design time table
- Talk about common after-school activities.
- Plan and ask permissions for their weekend activities
- Talk about major holidays in U.S. and China
- Identify symbols for Chinese spring festival

Connections to Other Discipline:
Language: word orders in English and Chinese
History : the origin of Chinese spring festival.
Fine arts: paper cut 福

Technology Integration:
- Power point presentations, videos, and internet research on Chinese major holidays.

Assessments:
Performance tasks
- Act out scenes according to words they have learnt
- Role play
- Act out the scenes of making phone calls according to the scripts provided

Quizzes, Tests, Prompts, Work Samples
- Listening comprehension
• Class schedule of a Chinese student
• Fill in blanks about their daily routine
• Each student design his own time table
• Students schedule sheet

Unprompted Evidence (observations, dialogues)
• Classroom participation
• Performances in acting out games, interviews, and presentations

Can Do Statements from Linguafolio

I can
• I can ask and answer simple questions about time;
• I can ask and answer simple questions about daily routine.
• I can describe my class schedule and design my own time table
• I can talk about weekend plans and explain the reason
• I can ask and answer why there is no class

Required Resources:

• Authentic class schedule of a Chinese student
• Video clip of 小明的一天, 春节
• Computer with internet connection
• Posters, colored markers, color construction paper
• Paper cut materials

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 (pinyin and characters), body movements, audio tapes, videos and real objects.
• 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
• Hands on activities
• Games and competitions
• Video watching and music appreciation
• Self-assessment
Prior knowledge that will help students learn the new information:

- Know how to read a round clock
- Common knowledge of U.S. major holidays
- Basic computer skills to design a time table.
- Basic paper cutting skills

Lessons that support the unit:

Activities for Essential Question 1
How to ask and tell the time in a polite way?

- Acting out scenes according to the skits provided by asking the questions in a polite way.
- Game 1: One student throws a ball at another student while asking a question about time politely, the student who catches the ball gets to answer the question and then throw the ball at another student.
- Game 2: Man-made time. Students are given numbers to make out the time according to the teacher’s instructions.
- Role play: acting out two situational scenes.

Activities for Essential Question 2
How to use time to describe daily routine?

- Competition game: Two students are called to play competition game. Teacher announces the time, and the students compete to find the right time on board, the one circles the right time first wins a point.
- Game: Arranging words and phrased to make sentences: Students are separated in two groups. Each group is given cards on which subjects, time and action is written. The two groups then compete to make as many sentences as they can in 3 minutes.
- Class Activity: interview and report about a classmate’s daily routine.
- Class Activity: Have students watch a video clip 小明的一天, and ask students to describe 小明的一天.

Activities for Essential Question 3
How to describe your time table?
• Activity 1: Ask students to act-out new words by using the body language or the objects; when one student is doing the silent action, the rest of students guess the name of the subjects.
• Students are called to the board to fill out their time table.
• Students are given an authentic time table of a Chinese student and then try to compare it with their own.
• Home work: Each student is to design his own time table.

Activities for Essential Question 4
What is your weekend plan?
• Activity: Each student is given a card on which is written an activity. Students then set out to ask each other question. Students who are going to do same activity on the weekend are
• Role play: each pair of students is to play out a scene according to the teacher’s clue.
• Home work: Ask 5 students and find out what they are going to do during the weekend. Write down dialogues between you and your classmate, and also you or your classmate with parents if involved.

Activities for Essential Question 5
How to ask why there is no class and give the reason?
• Play a clip of video about Chinese Spring Festival and have the class discuss about the differences between Christmas and spring Festival.
• Activity: Making a phone call. (Script 1: You know Thanksgiving is coming, you have planned to watch a movie with your friends on that day. You call your friend Xiaoyue and ask her what she wants to do on Thursday. (Your friend has totally forgotten it) She asks why you don’t go to class. You tell her you don’t go to class because Thursday is Thanksgiving. You tell her you want to go to watch a movie tomorrow. She agrees. Script 2; your cousin who lives in China calls you. After chatting for a while, he asks you what time you go to school tomorrow, you tell him you don’t go to class tomorrow because tomorrow is Christmas. You ask your cousin if they have Christmas, he says no. He says they have the Spring Festival. You ask when it is Spring Festival. He tells you the date; you state you want to go to sleep. You say goodbye to each other.