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| **Teacher:** Hui-yen Huang  | **Grade/Course: 2nd/** Chinese literacy  | **Week**: 16th 12/07/2015 – 12/11/2015  |

**Text books:**

* Better Chinese Vol. 2 & 3
* ZhongWen vol. 2 (<http://www.hwjyw.com/textbook/dzjc/zh/cd2/default.htm>)

**Topics:**

* Better Chinese Reader Topic 24: 第24课-比一比 (To have a comparison)
* Better Chinese Words Topic 33大和小**(**Big And Small)
* YCT Level 1 vocabulary review

**Content Objective(s):**

* Students will identify, read, and/or write key terms.
* Students will join groups and play conversation game to ask and answer question.

**Language Objective(s):**

* Students can write part of and recognize all key terms (listening/reading).
* Students can say comparison.
* Student can ask if other is taller (older...).

**Key terms:**

比 (to compare); 比一比 (to have a comparison); 多(more); 少 (less); 快 (fast); 慢 (slow); 高 (tall/high); 矮 (short); 胖 (fat); 瘦 (slim/lean); 長 (long); 短 (short); 大(big); 小(small)
每周一句 (sentence of the week): 我比妹妹(弟弟\哥哥\姐姐)高/矮; I am taller/shorter than my younger sister/younger brother/older brother/ older sister).
本周考試單字 (Test vocabulary for this week): 多(more); 少 (less); 長 (long); 短 (short); 大(big); 小(small)
上周考試單字(Test vocab. from last week) : 晴天 (sunny day); 阴天 (cloudy day); 雨天 (rainy day); 下雪天(snowy day); 刮大風(windy day)

**Class website: (Week 16: 12/07 – 12/11)**

http://2ndchinesedli.weebly.com/week-16-1207---1211.html

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| Key # | Components | M | T | W | Th | F |
| 1 | Standards, Objectives, Purpose | **Standard 1** (Oral Language): Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting. Objective 1 Develop language through listening and speaking. Objective 2 Develop language through viewing media and presenting. **Standard 2** (Concepts of Print): Students develop an understanding of how printed language works. Objective 1 Demonstrate an understanding that print carries “the” message. Objective 2 Demonstrate knowledge of elements of print within a text. **Standard 8** (Writing): Students write daily to communicate effectively for a variety of purposes and audiences. Objective 1 Prepare to write by gathering and organizing information and ideas (pre-­‐writing). |
| 2 | Anticipatory Set (engagement) | **Videos：**Topic related videos (stories or/and songs) | **Videos：**Topic related videos (stories or/and songs) | **Videos：**Topic related videos (stories or/and songs) | **Videos：**Topic related videos (stories or/and songs) | **Videos：**Topic related videos (stories or/and songs) |
|  | Strategies, Skills, Learning Activities | Whole Class/Tier 1**Songs:** 1. 上下左右歌(up, down, left, and right song)2. 月份歌(12 month song)3. 水果冰淇淋數字歌(Number song) **Computer Games:** 1. Comparison matching game **Activities:**1. Watch topic related videos 2. Students point out and say what they see in the videos – to test on their language and content knowledge from previous lessons. Also if they can name the animals and their characters. 3. Message passing game (speaking & Writing) – to see if students can pass the word correctly in speaking and writing4. Sentence reorder game: put new learned sentence in order.5. Vocabulary heart attack game 6. I am a super star game (ask and answer question practice)7. Pick the right word game (have all vocabulary cards on floor and have students to pick the right one that teacher says.8. Gomoku game: 2 students in a group and say the new vocabulary/ YCT vocabulary in the chart and mark in O or in X. The first student has his/her words crossed in a row wins. 9. Draw and guess game 10. Writing practice with teacher 11. Students make a sentence with the vocabulary we just learned. | Whole Class/Tier 1**Songs:** 1. 上下左右歌(up, down, left, and right song)2. 月份歌(12 month song)3. 水果冰淇淋數字歌(Number song) **Computer Games:** 1. Comparison matching game **Activities:**1. Watch topic related videos 2. Students point out and say what they see in the videos – to test on their language and content knowledge from previous lessons. Also if they can name the animals and their characters. 3. Message passing game (speaking & Writing) – to see if students can pass the word correctly in speaking and writing4. Sentence reorder game: put new learned sentence in order.5. Vocabulary heart attack game 6. I am a super star game (ask and answer question practice)7. Pick the right word game (have all vocabulary cards on floor and have students to pick the right one that teacher says.8. 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| 3 | Differentiation RTI/Enrichment | IntensiveOffer extra support: Wait for longer time or repeat slowly for intensive students.  | IntensiveOffer extra support: Wait for longer time or repeat slowly for intensive students.  | IntensiveOffer extra support: Wait for longer time or repeat slowly for intensive students.  | IntensiveOffer extra support: Wait for longer time or repeat slowly for intensive students.  | IntensiveOffer extra support: Wait for longer time or repeat slowly for intensive students.  |
|  | StrategicIn whole group settings but use i+1 ((language input should slightly higher than students language level).) strategy for students | StrategicIn whole group settings but use i+1 ((language input should slightly higher than students language level).) strategy for students | StrategicIn whole group settings but use i+1 ((language input should slightly higher than students language level).) strategy for students | StrategicIn whole group settings but use i+1 ((language input should slightly higher than students language level).) strategy for students | StrategicIn whole group settings but use i+1 ((language input should slightly higher than students language level).) strategy for students |
| BenchmarkUse i +1 strategy + use higher level questioning such as “why” “how”… | BenchmarkUse i +1 strategy + use higher level questioning such as “why” “how”… | BenchmarkUse i +1 strategy + use higher level questioning such as “why” “how”… | BenchmarkUse i +1 strategy + use higher level questioning such as “why” “how”… | BenchmarkUse i +1 strategy + use higher level questioning such as “why” “how”… |
| 4 | Vocabulary | 比 (to compare); 比一比 (to have a comparison); 多(more); 少 (less); 快 (fast); 慢 (slow); 高 (tall/high); 矮 (short); 胖 (fat); 瘦 (slim/lean); 長 (long); 短 (short); 大(big); 小(small)每周一句 (sentence of the week): 我比妹妹(弟弟\哥哥\姐姐)高/矮; I am taller/shorter than my younger sister/younger brother/older brother/ older sister).本周考試單字 (Test vocabulary for this week): 多(more); 少 (less); 長 (long); 短 (short); 大(big); 小(small)上周考試單字(Test vocab. from last week) : 晴天 (sunny day); 阴天 (cloudy day); 雨天 (rainy day); 下雪天(snowy day); 刮大風(windy day) | 比 (to compare); 比一比 (to have a comparison); 多(more); 少 (less); 快 (fast); 慢 (slow); 高 (tall/high); 矮 (short); 胖 (fat); 瘦 (slim/lean); 長 (long); 短 (short); 大(big); 小(small)每周一句 (sentence of the week): 我比妹妹(弟弟\哥哥\姐姐)高/矮; I am taller/shorter than my younger sister/younger brother/older brother/ older sister).本周考試單字 (Test vocabulary for this week): 多(more); 少 (less); 長 (long); 短 (short); 大(big); 小(small)上周考試單字(Test vocab. from last week) : 晴天 (sunny day); 阴天 (cloudy day); 雨天 (rainy day); 下雪天(snowy day); 刮大風(windy day) | 比 (to compare); 比一比 (to have a comparison); 多(more); 少 (less); 快 (fast); 慢 (slow); 高 (tall/high); 矮 (short); 胖 (fat); 瘦 (slim/lean); 長 (long); 短 (short); 大(big); 小(small)每周一句 (sentence of the week): 我比妹妹(弟弟\哥哥\姐姐)高/矮; I am taller/shorter than my younger sister/younger brother/older brother/ older sister).本周考試單字 (Test vocabulary for this week): 多(more); 少 (less); 長 (long); 短 (short); 大(big); 小(small)上周考試單字(Test vocab. from last week) : 晴天 (sunny day); 阴天 (cloudy day); 雨天 (rainy day); 下雪天(snowy day); 刮大風(windy day) | 比 (to compare); 比一比 (to have a comparison); 多(more); 少 (less); 快 (fast); 慢 (slow); 高 (tall/high); 矮 (short); 胖 (fat); 瘦 (slim/lean); 長 (long); 短 (short); 大(big); 小(small)每周一句 (sentence of the week): 我比妹妹(弟弟\哥哥\姐姐)高/矮; I am taller/shorter than my younger sister/younger brother/older brother/ older sister).本周考試單字 (Test vocabulary for this week): 多(more); 少 (less); 長 (long); 短 (short); 大(big); 小(small)上周考試單字(Test vocab. from last week) : 晴天 (sunny day); 阴天 (cloudy day); 雨天 (rainy day); 下雪天(snowy day); 刮大風(windy day) | 比 (to compare); 比一比 (to have a comparison); 多(more); 少 (less); 快 (fast); 慢 (slow); 高 (tall/high); 矮 (short); 胖 (fat); 瘦 (slim/lean); 長 (long); 短 (short); 大(big); 小(small)每周一句 (sentence of the week): 我比妹妹(弟弟\哥哥\姐姐)高/矮; I am taller/shorter than my younger sister/younger brother/older brother/ older sister).本周考試單字 (Test vocabulary for this week): 多(more); 少 (less); 長 (long); 短 (short); 大(big); 小(small)上周考試單字(Test vocab. from last week) : 晴天 (sunny day); 阴天 (cloudy day); 雨天 (rainy day); 下雪天(snowy day); 刮大風(windy day) |
| 5 | Resources (Technology, Other) | Text books:Better Chinese (online)ZhongWen (online) Videos: (links below)**1.** [比较大小！](https://www.youtube.com/watch?v=SjdUs5y6h3Y)**2.** [巧虎学汉字 大小多少高](https://www.youtube.com/watch?v=eS0awenIeRo) **3.** [智能啟發(二)-長短比一比](https://www.youtube.com/watch?v=IAxuQFSDFQ8) **4.** [和巧虎一起学：比长短](https://www.youtube.com/watch?v=-U1D0dkZdpE) **5.** [和巧虎一起学：从长到短排列](https://www.youtube.com/watch?v=FU6nucLOApg) **6.** [和巧虎一起学：从大到小排列](https://www.youtube.com/watch?v=EvThqgAoJbo) **7.** [和巧虎一起学：比多少](https://www.youtube.com/watch?v=fFjPGaIgN1o) **8.** [快慢 by Groovi Pauli & Friends](https://www.youtube.com/watch?v=yw6VhCZ8edY) **9.** [大小 by Groovi Pauli & Friends](https://www.youtube.com/watch?v=6B4hswa-fQY) **10.** [喜羊羊与灰太狼 302 快慢时间钟](https://www.youtube.com/watch?v=2c5CWVc3jP0) 11. [比较高矮](https://www.youtube.com/watch?v=Vqyr03bCQjY) 12. [( 巧虎 ) 快乐认知：比较](https://www.youtube.com/watch?v=2TPIPVsLSOU) Computer Games：1. Comparison matching 2. 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| 6 | Assessment | Informal: 1. See if students are able to point out things they know and say them in Chinese while watching videos.2. See if students are able to pass words correctly in both speaking and writing (message passing)3. See if students are able to put new learned sentence into right order.4. Daily oral and listening check5. check words on small whiteboard6. check daily homework7. See if students are able to pick the right word from many vocabulary Formal: 1. daily homework vocabulary test | Informal: 1. See if students are able to point out things they know and say them in Chinese while watching videos.2. See if students are able to pass words correctly in both speaking and writing (message passing)3. See if students are able to put new learned sentence into right order.4. Daily oral and listening check5. check words on small whiteboard6. check daily homework7. See if students are able to pick the right word from many vocabulary Formal: 1. daily homework vocabulary test | Informal: 1. See if students are able to point out things they know and say them in Chinese while watching videos.2. See if students are able to pass words correctly in both speaking and writing (message passing)3. See if students are able to put new learned sentence into right order.4. Daily oral and listening check5. check words on small whiteboard6. check daily homework7. See if students are able to pick the right word from many vocabulary Formal: 1. daily homework vocabulary test | Informal: 1. See if students are able to point out things they know and say them in Chinese while watching videos.2. See if students are able to pass words correctly in both speaking and writing (message passing)3. See if students are able to put new learned sentence into right order.4. Daily oral and listening check5. check words on small whiteboard6. check daily homework7. See if students are able to pick the right word from many vocabulary Formal: 1. daily homework vocabulary test | Informal: 1. See if students are able to point out things they know and say them in Chinese while watching videos.2. See if students are able to pass words correctly in both speaking and writing (message passing)3. See if students are able to put new learned sentence into right order.4. Daily oral and listening check5. check words on small whiteboard6. check daily homework7. See if students are able to pick the right word from many vocabulary Formal: 1. daily homework vocabulary test |
| 7 | Reflections, Modifications |  |  |  |  |  |

**\* The *input hypothesis*:**

This states that learners progress in their knowledge of the language when they comprehend language input that is slightly more advanced than their current level. Krashen called this level of input "i+1", where "i" is the learner's interlanguage and "+1" is the next stage of language acquisition. Source: <https://en.wikipedia.org/wiki/Input_hypothesis>

**YouTube links:**

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**10.** [喜羊羊与灰太狼 302 快慢时间钟](https://www.youtube.com/watch?v=2c5CWVc3jP0) https://www.youtube.com/watch?v=2c5CWVc3jP0
11. [比较高矮](https://www.youtube.com/watch?v=Vqyr03bCQjY) https://www.youtube.com/watch?v=Vqyr03bCQjY
12. [( 巧虎 ) 快乐认知：比较](https://www.youtube.com/watch?v=2TPIPVsLSOU) https://www.youtube.com/watch?v=2TPIPVsLSOU