

Family Pictures

Beginning/Emerging Level Unit

Introducing the Story:



- 1) Read aloud Power point of Family Pictures from the NE World Language web site.
2. The teacher draws a web on the board with the word "Family Traditions" in the center circle. Students brainstorm the family traditions that they have in their family.
- 3) Students jigsaw information about the family in China.

Jigsaw

This is an excellent way for students to read information and share with each other what they learn. The teacher divides the information to be read into three, four or five parts. The class is divided into study teams of three, four, five students depending upon how many parts the reading is divided into. Each person is assigned a part of the reading. After the student reads that part and determines what he/she considers important, all students who have read that same part join together to discuss the important aspects. Each student then returns to his/her study group and shares the important points from his/her reading.

- 4) The teacher draws a web on the board with the word "Family Traditions" in the center circle. Students brainstorm the family traditions that they read about in the jigsaw activity.
- 5) The teacher shares examples of his/her own family traditions.

Chinese Language Sample Unit Plan

The sample lesson plan below is meant to be integrated into the daily content lesson plan. The number of days and activities are suggestions for the teacher. Each teacher will individualize the approach. The lesson plan takes students from the silent period of language production to actively using the language. This same procedure can be used to introduce any vocabulary in a second language.

Activity Sequence

Stage One: Preproduction or Silent Period (Day 1)

The teacher shows visuals that represent a father, mother, grandfather, grandmother, son and daughter while modeling the phrase in Chinese that represents each visual. Review several times.

1. Visual of father - “This is the dad/father.” (zhè shì bà bà)
2. Visual of mother – “This is the mom/mother.” (zhè shì mā mā)
3. Visual of grandfather – “This is the grandfather.” (zhè shì yé yé)
4. Visual of grandmother – “This is the grandmother.” (zhè shì nǎi nǎi)
5. Visual of son – “This is the son.” (zhè shì ér zǐ)
6. Visual of daughter – “This is the daughter.” (zhè shì nǚ ér)

TPR (Total Physical Response) (Day 1)

1. Place the family visuals on the chalkboard, wall, etc. Demonstrate the meaning of the Chinese command word “Touch (mō)” For example, say “Touch the grandmother. (mō nǎi nǎi)” and touch the visual of the grandmother. Model the “Touch (mō)” command with the remaining family members.

Review (Day 2)

Repeat Day 1 procedures. Next, ask a pair of students to come to the front of the room and point to the family member according to the command given by the teacher. Ex. “Touch the son. (mō ér zǐ)” Continue practicing the family members until all children have had a turn to identify the family members. (Note: A class set of the family visuals could be made so all the students at their desks could practice the vocabulary simultaneously with the pair of students at the front of the room.

Charades (Day 3)

After a brief review, the teacher does the following steps:

1. The teacher says one of the family phrases and does an appropriate action to represent the phrase. For example, mow the lawn for dad, jump rope for daughter etc. The teacher models the phrase and action until all family members have practiced.
2. The students do the actions and phrases with the teacher.
3. The teacher says the family phrase in Chinese while the students do the action.

Stage 2: Early Speech Production – Yes-No Questions (Day 4)

The teacher calls six students to the front of the room and gives each student one of the family members. The teacher points to one of the visuals a child is holding and asks, “Is it _____(family member in Chinese) (tā shì _____ me ?)” “Yes or no? (shì ,hái shì bú shì ?)”

If the statement is true, the students respond with “Yes. (shì de.)” If the statement is false the students respond with “No. (bù shì.)” Continue until all students have had a turn.

Either-Or Questions (Day 5)

The teacher holds up one of the family visuals and asks an either-or question regarding what the visual represents. The students answer with the appropriate family member phrase. For example: The teacher holds up the visual of the grandmother and asks, “Is it the son or the grandmother? (tā shì ér zǐ hái shì nǚ nǚ ?)” The students should answer with “It is the grandmother. (tā shì nǚ nǚ.)”

Single Word Answers (Day 6)

1. The teacher calls six students to the front of the room and gives each student one of the family members.
2. The teacher ask, “Who has _____(family member in Chinese)? (shuí yǒu ?)”
3. Students answer with the name of the student who is holding the appropriate family visual. Continue practicing until all students have had a chance to participate.

Stage Three – Speech Emerges (Day 7)

1. The teacher holds up the family visuals and the students identify each in Chinese.
2. The students identify the family members in Chinese from their Family pictures stories.
3. The students construct a family tree identifying their father, mother, and grandparents. The students tell a partner in Chinese who each of the family members are.

Games – Play games such as “Memory” to practice the Chinese family vocabulary.

Family Questions

Ask students the following questions. The questions are written with the words in Chinese. Also, students may ask each other these questions, or each student can be given a question and then survey the rest of the class and report the results using some type of graph.

1. What is the name of your bà bà (father)?
2. What is the name of your mā mā (mother)?
3. How many xiōng dì (brothers) and jiě mèi (sisters) do you have?
4. What are the names of your xiōng dì and jiě mèi?

5. Where do your nǎi nǎi (grandmother) and your yé yé (grandfather) live?
6. What do you like most about visiting your nǎi nǎi and yé yé?
7. What is the name of your favorite táng (biǎo) xiōng dì (boy cousin) or táng (biǎo) jiě mèi (girl cousin)?
8. What do you like to do when you visit you shū shū (uncles) and ā yí (aunts)?
9. Do you have a jì mǔ (step mother) or a jì fù (step father)?
10. Do you have any tóng mǔ yì fù xiōng dì , tóng fù yì mǔ xiōng dì (half brothers) or tóng mǔ yì fù jiě mèi , tóng fù yì mǔ jiě mèi (half sisters)?

Family Photos

Students bring photos of their family or an imaginary family that they wish they had, and then tell about the family in Chinese. This activity can be done at any level. First year students can simply identify the family members, and students at upper levels can describe and give other information about each family member.