

Chinese 3 /Unit 5--It's My Treat 今天我请客 Lesson A, B & C:

This is Unit 5 of 6 for the year. This is a 6-week unit. Students will learn and often understand words, phrases, and simple sentences related to supermarket, shopping, tableware and popular Chinese dishes, learn how to write an invitation, learn how to plan an event and learn how to discuss and make decisions. Students will be able to describe dishes and give comments.



Essential Questions:

- How do you write an invitation?
- How can you make shopping list?
- How do you make a guess?
- How do you plan an event?
- How do you describe dishes?
- How can you give comments?

Proficiency Target-Interpersonal Intermediate Mid (--)	Proficiency Target-Speaking Novice High	Proficiency Target-Listening Novice High	Proficiency Target-Reading Novice Mid (+)	Proficiency Target-Writing Novice Mid (+)
<p align="center"><u>I Can Statements</u></p> <ul style="list-style-type: none"> • I can participate in conversations on familiar topics using sentences and series of sentences. • I can give some information about something I plan to do. 	<p align="center"><u>I Can Statements</u></p> <ul style="list-style-type: none"> • I can present basic information about a familiar person, place, or thing using phrases and simple sentences. • I can tell how to prepare something simple to eat. 	<p align="center"><u>I Can Statements</u></p> <ul style="list-style-type: none"> • I can sometimes understand simple questions or statements on familiar topics. • I can understand simple information when presented with pictures and graphs. 	<p align="center"><u>I Can Statements</u></p> <ul style="list-style-type: none"> • I can recognize words, phrases, and characters with the help of visuals. • I can identify labeled aisles in a supermarket. 	<p align="center"><u>I Can Statements</u></p> <ul style="list-style-type: none"> • I can write about what I do on the weekends. • I can write a shopping list.

Assessments:

Diagnostic:	Formative:	Summative:
<ol style="list-style-type: none"> 1. Pre-assessment 2. Post assessment 3. Class participation 4. Q and A 5. Essential questions 	<ol style="list-style-type: none"> 1. Vocabulary quizzes 2. Oral dialogues/skit 3. Quizlet Games 4. Speaking and writing assignment 	<ol style="list-style-type: none"> 1. Unit test 2. Performance-based assessment – Speaking or Writing 3. Project

Standards to address in Unit:

Communication – Interpersonal Mode (IP)

MLIII.IP1 The students exchange spoken and written information and ideas in the target language, with some originality and spontaneity, utilizing cultural references where appropriate.

D. Give detailed descriptions.

MLIII.IP2 The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.

C. Exchange information through conversations, notes, letters, or e-mail on familiar topics.

Interpretive Mode of Communication (INT)

MLIII.INT1 The students understand spoken and written language on newly acquired and familiar topics presented through a variety of media in the target language, including authentic materials.

A. Identify main ideas and supporting details from a variety of sources.

B. Understand culturally authentic materials and information.

Communication - Presentational Mode (P)

MLIII.P1 The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences.

B. Produce brief oral presentations in the present with increasing proficiency, using visual and technological support as appropriate.

C. Write short, organized compositions in the present with increasing accuracy, using visual and technological support as appropriate.

MLIII.P2 The students present student-created as well as culturally authentic stories, poems, and/or skits in the target language.

Cultural Perspectives, Practices, and Products (CU)

MLIII.CU1 The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated.

A. Participate in real or simulated cultural events.

Connections, Comparisons, and Communities (CCC)

MLIII.CCC1 The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts.

MLIII.CCC3 The students strengthen knowledge of the English language through the study and analysis of increasingly complex elements of the target language

MLIII.CCC4 The students improve language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.

A. Extend target language skills and cultural knowledge through the use of media, entertainment, and technology.

Know:	Understand:	Do:
<p>Words, phrases, and simple sentences related to supermarket, shopping, tableware and describe dishes</p> <p>Terms related to plan an event, discuss and make decisions and do food preparation</p> <p>Names seasonings, seafood, desserts, popular Chinese dishes and vegetables</p>	<p>How to use the language patterns “既然 ... 就 ...”; “Adj. + 极了”; “V 起来”; “Adj. + 得要命”; “V 在 + place word”; “不是吗”; “幸亏 ... 要不然 ...”</p> <p>idioms “心灵手巧”</p> <p>Cultural information about Chinese Cooking, Chinese Mealtime Customs, Table Etiquette</p>	<p>Use the language patterns we learn from this unit to talk about supermarket and shopping, discuss and make decisions and describe dishes</p> <p>Listening practice the conversations related to food preparation an event planning</p> <p>Write a plan of an event and shopping list</p> <p>Write paragraphs that describe dishes and give comments</p>

Major Concepts: (Consider all 4/5 Cs)

<p align="center">Concept 1</p> <p align="center">Supermarket goods</p>	<p align="center">Concept 2</p> <p align="center">Different types of stores Culture: Chinese cooking</p>	<p align="center">Concept 3</p> <p align="center">Seasonings; Seafood Desserts Popular Chinese dishes</p>	<p align="center">Concept 4</p> <p align="center">Vegetables Tableware Food preparation</p>	<p align="center">Concept 5</p> <p align="center">Describe dishes Give comments</p>
<p>Essential Vocabulary:</p> <p>冷冻食品/乳制品/罐头/包装食品/零食/肉类/海鲜/蔬菜/水果/熟食/</p>	<p>Essential Vocabulary:</p> <p>超市/便利商店/市场/杂货店 块/双/丁/决定/菜单/附近/换/买菜</p>	<p>Essential Vocabulary:</p> <p>糖/盐/油/醋/酱油/胡椒/虾/龙虾/螃蟹/鱿鱼/扇贝/章鱼/蛋糕/布丁/派/糖醋鱼/芥蓝牛肉/左宗棠鸡/麻婆豆腐/宫保鸡丁/水煮鱼</p>	<p>Essential Vocabulary:</p> <p>筷子/碗/盘子/叉子/勺子/刀子/杯子/锅/切/削/烤/煎/煮/蒸/收拾/洗/放/玉米/黄瓜/土豆/胡萝卜/蘑菇/西红柿/芹菜/洋葱/蒜/摆</p>	<p>Essential Vocabulary:</p> <p>新鲜/味道/重要/希望/相信/重/信心</p>
<p>Essential Structure:</p> <p>这里/那里 在 有</p>	<p>Essential Structure:</p> <p>怎么做?</p>	<p>Essential Structure:</p> <p>None</p>	<p>Essential Structure:</p> <p>把 才</p>	<p>Essential Structure:</p> <p>既然...就 极了 看起来 得要命 幸亏...要不然</p>
<p>Text/Digital Resources</p>	<p>Text/Digital Resources</p>	<p>Text/Digital Resources</p>	<p>Text/Digital Resources</p>	<p>Text/Digital Resources</p>
<p>Artifact & Evidence:</p>	<p>Artifact & Evidence:</p>	<p>Artifact & Evidence:</p>	<p>Artifact & Evidence:</p>	<p>Artifact & Evidence:</p>