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Cuisine

IB MYP Mandarin Phases 1, 3 (Grade 9)



Language acquisition: Chinese

MYP

Year
4

Duration

8 weeks
30 hours

Start Date

W2
Jan

Term 3
(Dec 2016 - Mar 2017)



Inquiry: Establishing the purpose of the unit

Key concept



Culture

Related concept(s)



Language acquisition: Phases 1–2

- Conventions
- Form



Language acquisition: Phases 3–4

- Conventions
- Idiom

Global context



Orientation in space and time

- Chinese: Exploration: cultural heritage

Statement of inquiry

“ Careful attention to the use of idioms, a form of expression, lead us to understand cultural heritage and social conventions. ”

Inquiry questions



Factual



Conceptual



Debatable



(Phase 1) What are the food-related expressions? What are the social conventions of meal orders?

- Students will explore the conventions and forms of food-related expressions.

(Phase 3) What are idiomatic expressions? What conventions of the language do idiomatic expressions follow?

- Students will explore how idiomatic expressions reflect cultural heritage and gives a local culture specific identity.

How do cultural heritage and social conventions express a local culture's value, attitude and/or belief?

- Students will explore food-related idiomatic expressions and summarize how they convey a local culture's value, attitude and/or beliefs.

To what extent does a local culture's value, attitude and/or belief can be conveyed through cuisine?

- Students will discuss whether a local culture's attitude and/or belief can be conveyed through cuisine.

Summative assessment

Assessment Criteria

A

Comprehending spoken and visual text



B

Comprehending written and visual text



C

Communicating in response to spoken and/or written and/or visual text



D

Using language in spoken and/or written form



Class mean of Assessed Criteria

Objectives

A Comprehending spoken and visual text

Phase 1

- i. identify basic facts, messages, main ideas and supporting details in everyday situations
- ii. recognize basic conventions

Tasks in all classes

QR

Relationship between summative assessment task(s) and statement of inquiry:

Assessment of criteria A and B: The students will demonstrate their receptive language skills by viewing and responding to (1) a tv show of cooking competition; (2) a blog post consist of the written text and visual text. Both comprehension tasks allow students to demonstrate their understanding of how cultural heritage and social conventions is expressed through cuisine. The video and the reading text used are authentic materials, which provide students with opportunities to interpret conventions and engage with the texts.

Assessment of criteria C and D: The student will demonstrate their productive language skills by describing a visual stimulus followed by an interactive conversation. Students will be asked to explain what they know about cultural heritage and social conventions are expressed via Chinese cuisine. Idiomatic expressions should be used and explained by Phase 3 students so that they can demonstrate a further understanding of the topic.







Comprehension A

MLB PHASE 1 Aural comprehension task

🕒 11:30 AM





Assessment Criteria	Tasks in all classes	QR
<ul style="list-style-type: none"> iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>Phase 3</p> <ul style="list-style-type: none"> i. show understanding of information, main ideas and supporting details, and draw conclusions in familiar and some unfamiliar situations ii. understand conventions iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <p>B Comprehending written and visual text</p> <p>Phase 1</p> <ul style="list-style-type: none"> i. identify basic facts, messages, main ideas and supporting details ii. recognize basic aspects of format and style, and author's purpose for writing iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>Phase 3</p> <ul style="list-style-type: none"> i. show understanding of information, main ideas and supporting details, and draw conclusions ii. understand basic conventions including aspects of format and style, and author's purpose for writing iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <p>C Communicating in response to spoken and/or written and/or visual text</p> <p>Phase 1</p> <ul style="list-style-type: none"> i. respond appropriately to simple short phrases ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics iv. communicate with a sense of audience. <p>Phase 3</p> <ul style="list-style-type: none"> i. respond appropriately to spoken, written and visual text in a range of familiar and some unfamiliar situations ii. interact in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations 	<p>Responding to a video and answer comprehension questions. https://goo.gl/uL2oyW This is a language learning video. The story in the video was about two friends meeting in a Chinese restaurant. St...</p> <p>Mon 27 Feb 2017</p> <p>Comprehension A MLB PHASE 3 Aural comprehension task</p> <p>Responding to a tv show video. This is a TV show relating to cooking competition. Students will watch the video and answer comprehension questions related to both spoken and written text. Student...</p>	<p>🕒 11:30 AM</p> 
<p>Phase 1</p> <ul style="list-style-type: none"> i. identify basic facts, messages, main ideas and supporting details ii. recognize basic aspects of format and style, and author's purpose for writing iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>Phase 3</p> <ul style="list-style-type: none"> i. show understanding of information, main ideas and supporting details, and draw conclusions ii. understand basic conventions including aspects of format and style, and author's purpose for writing iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <p>C Communicating in response to spoken and/or written and/or visual text</p> <p>Phase 1</p> <ul style="list-style-type: none"> i. respond appropriately to simple short phrases ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics iv. communicate with a sense of audience. <p>Phase 3</p> <ul style="list-style-type: none"> i. respond appropriately to spoken, written and visual text in a range of familiar and some unfamiliar situations ii. interact in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations 	<p>Fri 3 Mar 2017</p> <p>Comprehension B MLB Phase 3 Written comprehension task</p> <p>Read a text and answer comprehension questions relating to the written and visual text. This text was revised based on a blog post. In this text, the author shared her experience with Chinese cui...</p>	<p>🕒 10:35 AM</p> 
<p>Phase 1</p> <ul style="list-style-type: none"> i. respond appropriately to simple short phrases ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics iv. communicate with a sense of audience. <p>Phase 3</p> <ul style="list-style-type: none"> i. respond appropriately to spoken, written and visual text in a range of familiar and some unfamiliar situations ii. interact in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations 	<p>Fri 3 Mar 2017</p> <p>Comprehension B MLB Phase 1 Written comprehension task</p> <p>Read a text and answer comprehension questions The text was in a diary form. It was about a dining experience in a Chinese restaurant in China town.</p>	<p>🕒 10:40 AM</p> 
<p>Phase 1</p> <ul style="list-style-type: none"> i. respond appropriately to simple short phrases ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics iv. communicate with a sense of audience. <p>Phase 3</p> <ul style="list-style-type: none"> i. respond appropriately to spoken, written and visual text in a range of familiar and some unfamiliar situations ii. interact in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations 	<p>Wed 22 Mar 2017</p> <p>Interactive oral MLB Oral task</p>	<p>🕒 10:40 AM</p> 



Assessment Criteria	Tasks in all classes	QR
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- iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations
- iv. communicate with a sense of audience and purpose.

D Using language in spoken and/or written form

Phase 1

- i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize basic information and use a range of basic cohesive devices
- iii. use language to suit the context.

Phase 3

- i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas and use a range of basic cohesive devices
- iii. use language to suit the context.

Oral task

You will be given a picture and required to speak about the photo. Phase 3 students speak for about 2-3 minutes. Phase 1 students you need to speak about 1-2 minutes. Before the assessm...

Approaches to learning (ATL)

II Collaboration skills

Working effectively with others

- Help others to succeed
- Take responsibility for one's own actions

Learning Experiences

In order for students use each other as a resource for effective learning, they will need to delegate and share responsibility for decision-making as well as help others to succeed. They skill strategy that will be explicitly taught and practiced is [Jigsaw reading](#).

This strategy will also help students to develop criteria A and B strands.

IV Affective skills

Managing state of mind

- Self-motivation
 - Practise managing self-talk

Learning Experiences

In order for students to develop self-confidence and motivation, they will need to practise managing self-talk. The skill strategy that will be explicitly taught and practised is [Positive Self Talk](#).



IX Creative thinking skills

Generating novel ideas and considering new perspectives

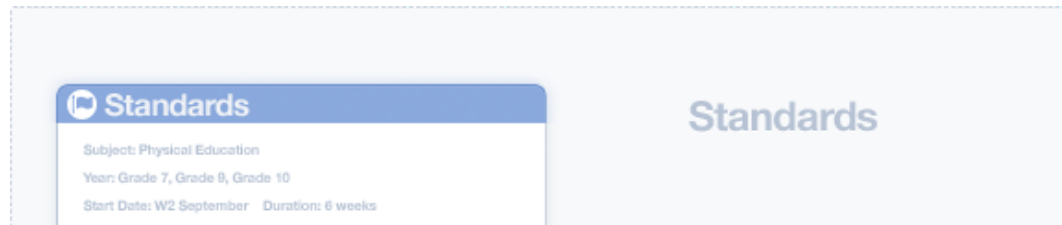
- Practise visible thinking strategies and techniques

Learning Experiences

In order for students to engage with the aural and visual text, and the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions, they will need to practise visible thinking strategies and techniques. The skill strategy that will be explicitly taught and practised is **See-Think-Wonder** visible thinking routine.

Action: Teaching and learning through inquiry

Standards



Knowledge & Skills

- Knowledge
- * Tradition and cultural trends through cuisine in China (addressing key concept, culture, and related concept, social convention)
- * Stories of Chinese cuisine (addressing related concepts and criterion B all strands)
- * Decipher Chinese cuisine from a Chinese menu based on the name of the dish (菜名还告诉了我们什么?) (addressing criterion Ai/Bi: show understanding of information, main ideas and supporting details, and draw conclusions; Aiii/Biii: engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions; key concept, culture, and related concept, idioms)
- * Social conventions through daily food preparation in China (addressing key concept, culture; related concept, conventions)
- * Cooking methods and recipes (criterion Ai/Bi: show understanding of information, main ideas and supporting details, and draw conclusion; Aii/Bii, understanding conventions; addressing related concept, pattern, and convention)
- * Characteristics of menus and recipes (addressing related concept, conventions)
- * Conventions of diary entry and blog post writing (criterion B all strands; addressing related concept, conventions)
- * Recognize popular regional cuisines (菜系) (addressing key concept, culture: cultural heritage)
- * Dining in a Chinese restaurant (addressing related concept: social conventions)



- Skills
 - * Interpret vocabulary gained through listening and reading (Criterion Ai and Bi)
 - * Demonstrate listening strategies (e.g. asking questions and take notes) to understand what is heard (criterion Ai,iii)
 - * Use details, examples and reasons to support central ideas or clarify a point of view.
 - * Stay focused on a topic and ask relevant questions
 - * Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning
 - * Begin to use idioms in conversations
 - * Read aloud with fluency
 - * Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings in speaking and writing experiences
 - * Use notes or other memory aids to structure a presentation
 - * Identify differences of various print formats
 - * Recognize purpose and uses for print conventions such as paragraphs, punctuation and bold print
 - * Relate prior knowledge of character form and function to infer information about the sound and meaning of unfamiliar characters

- Understanding
 - * Idiomatic expressions convey a local culture's values, beliefs, and/or attitudes
 - * Cultural heritage and social conventions can be conveyed through cuisine

Learner Profile

Communicators: There are several opportunities for students to practice communication skills and become a better communicator in this unit. Reading strategies, including chunking and coding, are used to help students become more efficient readers. Through jigsaw reading activity, students are responsible organize the content to teach others and most importantly, they also need to listen actively to understand the content delivered by their peers. In order to help students to write with an audience in mind and practice different writing formats, R. A. F. T writing strateg is also used.

Open minded: Cuisine refers to any style of cooking, including its practices, traditions, and recipes. A cuisine is usually associated with a specific culture. It is mainly influenced by the ingredients that are available to that culture. Through this unit, students have an opportunities to know more about Chinese cuisine and gain knowledge of how Chinese cuisine is prepared and compare to their own to find similarities and differences. Develop a further understanding of a local culture's value, attitude and belief through cuisine will allow students to become more open-minded.

Risk takers: Students will take risks to create a cooking tutorial video. Many students have never cooked in their context. They explore different recipes and decide a dish to try. Additionally, some of them have no experience with Chinese cuisine. They gain knowledge of Chinese cuisine through reading and taste Sichuan cuisine in a Sichuan restaurant.

Learning process

Formative Assessment

QR

Week 1

- (Pre-assessment) Think-Puzzle-Explore: The teacher introduces the new topic, Cuisine (料理), and encourage students to generate a list of ideas based on the following questions. (1) What do you **think** you know about this topic? (2) What questions or **puzzles** do you have? (3) What does the topic make you want to



Home work (FT HW)
MLB Chinese dining culture

🕒 9:00 AM





Learning process

Formative Assessment

QR

explore? Students first brainstorm individually and then share their ideas in their table groups. Groups collaboratively complete the Think-Puzzle-Explore graphic organizer.

• Introduce the texts. Phase 1 中国料理 Phase 3 好友饭馆 All students read individually and use chunking strategy to identify familiar and unfamiliar words. They work in three groups. Phase 1 group practice how to forming questions to monitor reading comprehension. One group of Phase 3 students work on creating three levels questions (factual question, inference questions and on my own questions). One group of Phase 3 students use highlight and say something strategy to develop an understanding of the text. In order to push students think deeper of the text, they are guided to brainstorm ideas related to the following aspects (Bi, Biii):

- Who are mentioned in the text? (谁)
- How do the characters feel? (emotion 心情)
- Where are they? Why are they there? What might be the occasion? (地方、节日)
- How do they get there? Why the choose this type of transportation?(交通工具)
- How is the weather today? What do they wear? (天气、衣服)
- What do you think they might be talking about?(正在说什么)
- What are they doing? (正在做什么活动)
- How is this place? (这个地方看起来怎么样?)
- What are their personalities? (性格)

• Vocabulary bootcamp: students take turns making a sentence based on a Chinese phrase from the Chinese cuisine (中国料理) vocabulary set. The teacher gives feedback regarding the use of the words and grammar points. Students continue to use four-column (Phrases-Pinyin-English-Sentence) strategy for vocabulary development. Meanwhile, they use Quizlet to practice new vocabulary (中国料理)

• After reading the text, Phase 1 students share factual questions that they formed (Bi). They then observed what food-related expressions are used in the text. Phase 3 students make connections with the text (Biii) and also based on the information identified from the text, they brainstorm what Chinese food cultural heritage they know about.

• Ask students to observe names of Chinese dishes and infer tastes of the dishes. (e.g. 酸辣汤- 又酸又辣). Students observe the picture in the article and make connections with self experiences, and then write down what they know about Chinese food culture (Bii). (在中国饭馆用餐，你知道哪些中国文化?)

Week 2

读完文章以后，你知道哪些有名的中国菜？这些菜有哪些味道？看看图片，在中国饭馆吃饭，你知道哪些文化？

Choose 6-10 Chinese words from the Chinese cuisine vocabulary list and make sentences by using the four-column vocabulary strategy.



Class work (FT CW)

🕒 10:40 AM

MLB Vocabulary test



Vocabulary dictation



Class work (FT CW)

🕒 11:35 AM

Vocabulary test: possible sentences



Vocabulary test (中国料理)

You will be given phrases and require to make possible sentences using the words.



Class work (FT CW)

🕒 9:00 AM

MLB Phase 1 Role play



1. Phase 1 students watch the video <https://goo.gl/6BvcSx> to learn how to order food in the Chinese restaurant. They first take notes and then take turns recap about what they think the video is ab...



Class work (FT CW)

🕒 9:00 AM

Phase 1 oral presentation



Phase 1 students survey three people from different cultural backgrounds about what they normally eat for their three meals of the day.



Learning process

- Vocabulary building: students take turns and make a sentence by using a target phrase.
- Phase 1 students read the text [去中国饭馆吃饭](#). Through this article, they acquire some basic knowledge of Chinese people's three meals of the day. They write with a similar structure to introduce their three meals of the day and explore cultural food heritages from different countries. (What people from different countries eat for their breakfast, lunch and dinner? What utensil do they use?)
- Introduce new texts: Phase 3 students read the text [团团圆圆吃年夜饭](#) and discuss what the social conventions are in Chinese dining culture when dining in a Chinese restaurant. From this text, students begin to develop knowledge of Chinese menu (凉菜、热菜、汤、主食、甜点). Students observe what specific food Chinese people eat during Chinese new year and why. What are the symbolic meaning? How is meaning conveyed through festival food? What are the idioms and expressions related to Chinese new year food?
- **Chalk-Talk** (formative assessment): After reading the two texts, students reflect on what they have learned and what they already knew and draw pictures or list ideas in responding to the topic: What social conventions and eating etiquette do I know concerning Chinese food culture? (关于中国饮食文化，我知道哪些社交礼仪和规范?)

Week 3

- Phase 1 students begin to understand menu. They first research pictures to find out the dishes listed on the menu [中国菜单](#). Teacher explains to students that normally a Chinese menu consists of the following categories: 凉菜、热菜、汤、主食、甜点、饮料. Students are asked to observe the menu and think about the question, "What can a Chinese menu tell us?" (从中国菜单中我们可以学到什么?) After students become more familiar with the menu, students work together to complete the dialogue concerning ordering meals in a Chinese restaurant. From this text, students also discuss social conventions in Chinese food and drink culture.
- Phase 1 students conduct a survey. They ask three people from different countries to investigate what they normally eat for their three meals in a day. [调查大家一日三餐吃什么?](#)
- Phase 3 students share their reflection what they know about Chinese food culture from the chalk-talk learning engagement.
- Phase 3 students use the [jigsaw reading protocol](#) to understand the text [菜名还告诉了我们什么?](#) Procedures of jigsaw reading:
 1. Divide the text into manageable sections.
 2. Each student is responsible for a section to read.

Formative Assessment

QR



Home work (FT HW)

🕒 9:00 AM

MLB Oral formative assessment

Please applied what you have learned about Chinese cuisine and Chinese menus to describe the photo on Voicethread. Please as many details as you can. Use 5W1H to help you with basic description.

...



Class work (FT CW)

🕒 9:00 AM

MLB Recipe writing

Students discuss:

有什么不同形式的菜谱/食谱? (What are different forms of recipes?)
 菜谱/食谱有什么特色? (What are characteristics of a recipe?)
 写一个菜谱/食谱时，应该遵守什么规范? (When writing a recipe, what conventions should we f...



Home work (FT HW)

🕒 11:30 AM

MLB Brainstorm

Phase 3 students, please prepare to introduce Chinese cuisine culture. (请介绍中国饮食文化) You will need to speak for 1-2 minutes.

Phase 1 students, please applied your knowledge of vocabulary and diar...



Home work (FT HW)

🕒 10:40 AM

MLB Chinese character writing





Learning process

Formative Assessment

QR

- Students read their section independently looking for key points, new information, or answers to questions brainstormed earlier.
 - Each student shares their important points or summaries of their section of the text.
 - Students independently write/reflect on their own understanding after the discussion.
- Possible sentences** (Formative assessment): give each students two phrases and ask them to write a sentence that might appear in a text.

Week 4

- Rank-Talk-Write (review activity):** students looked through their notes individually and write down three big ideas that they have learned about Chinese cuisine culture. They share their ideas with their groups and rank each statement 1 as the most important idea, and "2" and "3" as the second and third important ideas. After that, they write a summary individually.
- Visual stimulus (formative assessment):** Both Phase 1 and 3 students applied their knowledge and language skills to describe the photo. 在小吃店用餐 They will first use **See-Think-Wonder strategy** to list ideas about the picture provided.
 - See: What do you see?
 - Think: What do you think about that?
 - Wonder: What does it make you wonder?
- Phase 3 students continue to their jigsaw reading activity. After reading, Phase 1 and 3 students **write a diary** (formative assessment) to describe a restaurant experience. Students discuss the format and characteristics of a diary. (What is the form and conventions of a diary?) The teacher show students [a diary example](#) first. In this text, the teacher provides sentence patterns for Phase 1 students to express an opinion: 我觉得/我认为/我想
- Peer assessment:** Students find their iPhone partner and take turns sharing their diary. They use **2 stars and 1 wish** to provide feedback to each other. Students then revise their own writing by using a different colour pen.
 - After Phase 3 students reading the text [菜名还告诉了我们什么?](#), the teacher point out the use of Chinese idioms. Students share their ideas about the question, "How does learning idioms and expressions help use understand a culture?"
 - Phase 1 students watch [this video](#) after reading the text 《中国菜单》. They take notes and use [turn and talk strategy](#) to share what they think the video is about (Ai). What is the type of this video? What are the conventions of the video (Aii) What do you think the author try to convey? (Aiii) How would you feel if the similar experience

Practice writing new Chinese characters one set each :
食材 : <https://goo.gl/McB9XH>
调味料 : <https://goo.gl/S5WGcR>



Class work (FT CW) 🕒 9:00 AM

MLB Jigsaw reading activity

Jigsaw reading
Read the paragraph that you are assigned.
Use chunking and coding reading strategies to help you develop an initial understanding of the text
From different levels of questions...



Home work (FT HW) 🕒 7:40 AM

MLB Cooking tutorial video

After learning different types of food and develop knowledge of Chinese cuisine. Your task is select one dish to cook and create a Youtube tutorial video to teach people how to cook this dish. In t...



Class work (FT CW) 🕒 9:00 AM

MLB List-Group-Label (vocabulary)

Vocabulary and content knowledge review

1. Reread all the texts and LIST about 30-40 words that you think/know is important to help you understand the content (料理) and concepts (culture 文化, con...





Learning process

Formative Assessment

QR

happen to you? (Aiii) After developing a understanding of the text, they work collaboratively to create a script for a role-play. Before creating the script, they need to create a menu first. Students perform the role-play to Phase 3 students.

- Students unpack the criteria for task specification.

Week 5

- Phase 1 and 3 students discuss questions on [Paddlet](#) "What is the form and convention of a recipe?" (What does a recipe look like? What are the rules we should follow when creating a recipe?) Students brainstorm individually and then read each other's ideas. They finally summarize 5 common ideas.
- Inform students the formative assessment project "Cooking tutorial video". Students discuss "What is a cooking tutorial?"(Form), "How to make a cooking video?" "What are the conventions?" (Conventions) After initial discussion, students watch this video "[How to make a cooking video](#)" (homework) to gain more ideas.
- Making a cooking tutorial project:
 1. First, identify form and convention of a recipe <https://goo.gl/cwNV4q>
 2. Begin to decide what dish you would like to try and cook
 3. Identify form and convention of a cooking tutorial video
 4. Discuss what makes a good cooking tutorial video
 5. Watch the example videos and jot down what you like and ways for improvement
 6. Here is two examples of the tutorial videos: <https://youtu.be/yauKESA6daM> (糖醋排骨); <https://goo.gl/ACVFia> (番茄炒蛋)
 7. Students read the text [麻婆豆腐食谱](#) and learn more about Chinese cooking and recipe writing
 8. Students research the dish that they would like to cook and start creating their recipes
 9. Use a storyboard to plan your video
 10. Students cook at home and videotape the process.
 11. Students edit their cooking tutorial video and share the link on Google classroom. After developing knowledge of Chinese cuisine and had a basic idea of how Chinese culture can be learned from different dishes, Phase 3 students begin to learn how to order a meal in a Chinese restaurant in a dialogue form. [菜名的故事](#) / [在餐厅点菜](#)

Week 6

- The teacher shows students a couple of [Chinese menu examples](#). Students create their Chinese menus and give an explanation of their work. Their menu must



Learning process

Formative Assessment

QR

include the following items: name of the restaurant, categories of types of Chinese dishes (凉菜, 热菜, 主食, 汤, 饮料), price, and address.

- Create a cooking tutorial video (formative assessment)
- Introduce the text: 我们国家的菜没有四川菜那么辣 After this text, students develop basic knowledge of different types of Chinese cuisine and have an idea of what Sichuan cuisine might be like before their visit to the restaurant.
- **Practice positive talk:** Students feel quite overwhelmed with all the vocabularies they are studying and also dealing an increasingly harder texts. In order to reduce their anxiety, students discuss self-confidence to the class and practice using positive talk strategy.
- In small groups, students brainstorm a range of skills and activities that require confidence and an acceptance of mistake before success (playing an instrument, bike riding, skate boarding).
- Teacher facilitates a brief, whole-class discussion on each group's list, and links the skills listed with academic achievements.
- Teacher introduce the notion of positive self-talk, explaining the difference between positive and negative self-talk and the effects of each.
- Students brainstorms challenging situations that they might face and come up with negative talk and positive talk.
- After that, the teacher guide students to think how we can turn challenges into opportunities.

Week 7

- **Jigsaw reading:** Phase 3 students read the text 《中国饭菜》. Each student is assigned a paragraph and they will need to teach others the paragraph. Students are remind of the following questions when teaching their paragraph: a.) How can I explain this clearly? b.) Will I need visuals, examples, and/or analogies? c.) What keywords and definition should I explain? d.) What questions will I ask my 'students' to assess if they have understood? Before individual students teach other students, they will first use **coding strategy** to comprehend the text.
- Green color: words confuse me;
- Blue color: unfamiliar words but I can guess by using contextual clues;
- Yellow color: main idea;
- Red color: I learned something new;
- ?: I have a question.
- Students complete their recipe and watch other students' cooking tutorial videos, and provide feedback.
- Vocabulary and content review:



Learning process

Formative Assessment

QR

1. The teacher sets up Quizlet Live and students work in groups to practice and review vocabulary first.
2. List-Group-Label strategy:
 - Students reread all the texts and List about 30-40 words that they think/know is important to help them understand the content and concepts.
 - Group: Students organize words into subcategories.
 - Label: Students create a title or label for the groups of words that they have organized. Invite students to explain their reasoning for the grouping.
 - Follow-up activity: Students use these words to write about a topic by using R.A.F.T strategy.

Week 8

- Students visit the Sichuan Chinese restaurant and Thai-Chinese cultural center to learn how to make dumplings. After today's experience, they will write a diary to describe their experience. They have a choice to write their experience in the Chinese restaurant or dumpling making experience.
- Summative assessment week
- Student learning portfolio reflection

Differentiation

Describe how you will differentiate teaching & learning for this unit?

Content

A new student without any prior Chinese language learning joined in our class this term. In order to help the new student develop basic skills, such as learn how to use Pinyin to read and write, writing Chinese characters, developing knowledge of Chinese sentence structures, resources are put together to assist self learning. [Resources for Chinese language beginner](#)

Text materials are developed/provided to meet Phase 1 learning objectives. Phase 1 students focus on exploring the concepts of form and conventions. Phase 3 students focus on idioms and conventions. However, when both students share ideas and present information, they have opportunities to explore all the concepts.

Inquiry questions are differentiated to address related concepts.

Process

Quizlet Live! (an online flashcard vocabulary learning tool) is popular with students. This allows Phase 1 and Phase 3 students collaborate and review vocabulary together. Graphic organizers become a great tool for students to process information and organize their thinking.

The teacher assign suitable paragraph to individual students which help reduce anxiety. Students use reading strategy to comprehend the text and utilize various medium to teach the content to their friends. The teacher clarifies misunderstanding and ask questions to check understanding.



Role play activity helps Phase 1 students demonstrate how they understand a text. By creating a menu first before their role play (dining in a Chinese restaurant) contributes to their comprehension.

Language learning tutorial videos helps Phase 1 students for self-direct learning and enhancing their understanding of the content.

Utilize various Web tools help every student to practice language skills and share their ideas.

Product

Assessment of criterion A and B are designed separately to meet Phase 1 and Phase 3 task requirements and learning objectives. Assessment of criteria C and D is an interactive oral assessment. Students give an presentation about a visual stimulus and follow by the teacher-student interactive conversations. Questions are differentiated based on the criteria strands.

Resources

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Journal 0
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泰國必吃美食 | 超驚豔路邊攤小吃 Best Thai Street...

Video

Added by Alison Ya-Wen (Alison) Yang on April 20, 2017

Inquiry & Purpose

This video was made by a student who introduced local Thai food when traveling to Thailand. A good example to show students how to create a video to introduce a culture's food.



【东南亚美食】曼谷超便宜的上班族小吃

Video

Added by Alison Ya-Wen (Alison) Yang on April 20, 2017

Inquiry & Purpose

This video provides an example how to introduce a culture's local food.



Google Docs - create and edit do...

Website

Added by Alison Ya-Wen (Alison) Yang on April 19, 2017

Content

An example of a Chinese menu. In this text, there is a dialogue of ordering a meal in a Chinese restaurant.



Meet Google Drive – One place fo...

Website

Added by Alison Ya-Wen (Alison) Yang on April 19, 2017

Content

Phase 1 text (an introduction of Chinese meals and dining in a Chinese restaurant)



Meet Google Drive – One place fo...

Website

Added by Alison Ya-Wen (Alison) Yang on April 19, 2017



Google Docs - create and edit do...

Website

Added by Alison Ya-Wen (Alison) Yang on April 19, 2017



Content

This text explains different Chinese dishes.

Content

This text helps students to explore different famous Cuisine and how they are named.



Meet Google Drive – One place fo...

Website

Added by Alison Ya-Wen (Alison) Yang on April 19, 2017

Content

This is teacher self-developed text material. It gives an introduction of dining in the Chinese restaurant.



Meet Google Drive – One place fo...

Website

Added by Alison Ya-Wen (Alison) Yang on April 19, 2017

Content

The text gives an introduction of Chinese New Year dinner and social conventions of dining.



讓人難以抵擋的港式小點 | 龍蝦 叉燒包 燒賣 | 郝毅博 Ben H...

Video

Added by Alison Ya-Wen (Alison) Yang on April 18, 2017

Assessment

This video gives an introduction to Cantonese food and Chinese dining culture.



劉一帆-黃金蛋炒飯

Video

Added by Alison Ya-Wen (Alison) Yang on April 18, 2017

Assessment

Criterion A summative assessment



堆糖404页面

Website

Added by Alison Ya-Wen (Alison) Yang on February 06, 2017

Teaching & Learning

Students explore a creative way for recipe writing



How to make a Cooking Video | Fo...

Website

Added by Alison Ya-Wen (Alison) Yang on February 06, 2017

Inquiry & Purpose

Use this video for students to explore form and convention of a cooking video



How To Write A Recipe Like A Pro...

Website

Added by Alison Ya-Wen (Alison) Yang on February 06, 2017

Inquiry & Purpose



FluentU: Dinner with a Friend (F...

Video

Added by Alison Ya-Wen (Alison) Yang on February 06, 2017

Assessment



This website provides ideas regarding creating a professional like recipe.



FluentU: Table for Two (Full)

Video

Added by Alison Ya-Wen (Alison) Yang on February 06, 2017

Assessment

Phase 1 aural comprehension task material



[小鲜厨房] #10 口水鸡 - Mouth-Watering ...

Video

Added by Alison Ya-Wen (Alison) Yang on February 02, 2017

Inquiry & Purpose

An example of cooking tutorial video



糖醋排骨

Video

Added by Alison Ya-Wen (Alison) Yang on February 02, 2017

Inquiry & Purpose

An example of cooking tutorial video



[Eng Sub]番茄炒蛋 Egg and Tomato Sti...

Video

Added by Alison Ya-Wen (Alison) Yang on February 02, 2017

Inquiry & Purpose

An example of cooking tutorial



Learn Chinese - Ordering Food in...

Video

Added by Alison Ya-Wen (Alison) Yang on January 29, 2017

Content

Phase 1 students watch this video after learning how the dialogue of how to order a meal in a Chinese restaurant.



Learn Business Chinese: How to O...

Video

Added by Alison Ya-Wen (Alison) Yang on January 29, 2017

Teaching & Learning

Phase 3 aural comprehension formative assessment task



FluentU Chinese: Dinner with a F...

Video

Added by Alison Ya-Wen (Alison) Yang on January 29, 2017

Assessment

Phase 1 aural comprehension summative assessment task



Learn Chinese with MTA - Orderin...

Video

Added by Alison Ya-Wen (Alison) Yang on January 29, 2017

Teaching & Learning

This video could be used for Phase 1 aural comprehension formative assessment task.



Homey Korean (Chinese 中文) Ep03 在...

Video

Added by Alison Ya-Wen (Alison) Yang on January 29, 2017

Inquiry & Purpose

This video support Korean students in developing their Chinese language skills and also help them to know how to express their cultural heritage.



Google Slides - create and edit ...

Website

Added by Alison Ya-Wen (Alison) Yang on January 29, 2017

Inquiry & Purpose

Use this presentation to help students understand how ingredients are prepared and different types of cooking techniques.



Google Slides - create and edit ...

Website

Added by Alison Ya-Wen (Alison) Yang on January 29, 2017

Inquiry & Purpose

Use this presentation to help students become familiar with different seasonings and tastes.



Google Slides - create and edit ...

Website

Added by Alison Ya-Wen (Alison) Yang on January 29, 2017

Inquiry & Purpose

Use the slides to introduce Chinese cooking ingredients



The art of Chinese cooking

doc • 80 KB

Added by Alison Ya-Wen (Alison) Yang on January 05, 2017

Teaching & Learning

A lesson plan for students to develop knowledge of Chinese regional cuisine and learn how to cook.



<http://school.huayuworld.org/moo...>

Website

Added on April 24, 2013



<http://www.youtube.com/watch?v=9...>

Video

Added on March 29, 2013



<http://www.youtube.com/watch?v=g...>

Video

Added on March 29, 2013

Reflection: Considering the planning, process and impact of the inquiry

⏪ Prior to teaching the unit



- Why do we think that the unit or the selection of topics will be interesting?
- What do students already know, and what can they do?

Based on the teacher's reflection from last year, students really enjoyed going to a Chinese restaurant and experienced how to order a meal and different types of cuisine. In previous years, students usually went to Peking Restaurant which are good for norther style Chinese cuisines. It is suggested to experience different type of Chinese cuisine, such as Sichuan style cuisine. I think this is a great suggestion and will try to arrange this trip.

To find out what students already knew about the topic and identify what they might be possibly interested in, I used Think-Puzzle-Explore visible thinking routines as a pre-assessment strategy. Some interesting inquiries emerged. Students wanted to know about the histories about Chinese cuisine, ways of Chinese cooking, why people from different cultural backgrounds like to eat different types of food, characteristics of Chinese cuisine, different types of cuisine and so on. To support this, I chosen a text that gave an introduction of some well-known Chinese dishes.

🕒 During teaching

- What resources are proving useful, and what other resources do we need?
- What student inquiries are emerging?
- What is the level of student engagement?

Jigsaw reading activities went really well. Some students prepared slides and some students created illustrations to teach each other the paragraphs of the text that they were responsible for. The text 《菜名还告诉我们什么?》 helped students built knowledge of Chinese dishes, which will makes understanding Chinese menus easier.

Phase 1 students used similar sentence patterns from the text 《去中国饭馆吃饭》 to introduce their three meals of the day. This learning engagement was helpful and students developed more confidence in what they can do with Chinese language skills. Through this activity, students shared their three meals of a day and the concept of cultural heritage naturally emerged. We discussed utensils used and different types of food for breakfast, lunch and dinner. In order for students to explore more about the concept of cultural heritage, they were asked to interview three students from different cultural backgrounds and reported back to the whole class. Phase 1 students needed a bit more time to understand the Chinese menu. They worked together and researched photos of the dishes before they began to read the dialogue (ordering in the restaurant). This process definitely helped students to understand the process of ordering a meal in a Chinese restaurant.

The learning engagement, Possible sentences, worked really well. Students were pushed to apply the vocabulary in a sentence. Phase 3 students made an effort to expand their sentences and Phase 1 students practices using the basic structure pattern (Who+When+Where+What) to make sentences.

🕒➡ After teaching the unit

- What were the learning outcomes of this unit?
- What evidence of learning can we identify?
- Which teaching strategies were effective? Why?
- What will we do differently next time?
- How will we build on our experience to plan the next unit?

Through student feedback and reflection, Jigsaw reading activity contributed their understanding of the text as they were required to teach others about the paragraph assigned by using different medium, such as pictures, diagrams, slide shows or videos. However, this might create an anxiety of students. In order for this activity to be beneficial, it was important to give ideas on different ways to communicate important content to the audience. Strand ii of criterion A, understanding conventions. Through this unit, students



really enjoyed developing cultural understanding through cuisine, including beliefs and traditions behind it, the history, religion, ways of life, trends and social well-being of the culture, especially in the past.

In order to help students develop skills in describing an event, there were several writing and speaking practices. A few students felt that there should be a variety of different activities to achieve the same purpose. I think there is a need to explore different fun activities to develop students' skills in speaking and writing. In this unit, students practicing describing the photo with details. I noticed that some students tend to say the same thing and did not show any creativity. Before having students perform this activity, it will be important for students to brainstorm ideas and encourage them to think of a crazy plot to make this activity more fun and productive.

The field trip was successful. Students enjoyed dining in the Sichuan restaurant and had fun making dumplings in the Thai-Chinese cultural center. The chef and the restaurant waiters only spoke Mandarin and it provided an opportunity for students to use their Mandarin speaking and listening skills.

Assessment of criteria C and D could be changed from an interactive oral task to a writing task. Although follow-up interactive conversation for Phase 3 students included questions relating to idioms, it was challenging for students to use idioms in the oral task.

The video chosen for assessment of criterion A should be reconsidered and replaced. I used the video from the previous year and did not feel that it allowed students to show their knowledge of cultural heritage and social conventions of cuisine. Here might be a better video for the criterion A assessment: <https://goo.gl/gRB8Gz>. However, the biggest challenge was to find a video without any Chinese subtitle.

After the summative assessment, students made a video to introduce one local culture's food. It could be cuisine or local street food. The task helps students review what they learned and connects to the next unit, Travel. It is not graded. Example videos were shown. Students in general enjoyed doing this task and felt that it was meaningful.

Another improvement I will make is to encourage students to research cultural heritage and social conventions through cuisine in their own culture. This will allow students to share their home culture and allow them to observe if there is any pattern when a local culture's value, attitude and/or belief is conveyed through cuisine.



Appendices: Assessment Index

Assessment Tasks

Calendar Summary

● Summative ● Formative

Term 1



Semester 1



Term 3



Semester 2



IB MYP Mandarin Phases 1, 3 (Grade 9)

Assessment Criteria	Tasks	QR
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Home work (FT HW)
MLB Chinese dining culture

🕒 9:00 AM



读完文章以后，你知道哪些有名的中国菜？这些菜有哪些味道？
看看图片，在中国饭馆吃饭，你知道哪些文化？



Assessment Criteria	Tasks	QR
	Choose 6-10 Chinese words from the Chinese cuisine vocabulary list and make sentences by using the four-column vocabulary strategy.	
	<div data-bbox="1077 507 1200 628"> <p>Fri 20 Jan 2017</p> </div> <p>Class work (FT CW) MLB Vocabulary test Vocabulary dictation</p>	<p>🕒 10:40 AM</p> 
	<div data-bbox="1077 730 1200 852"> <p>Fri 27 Jan 2017</p> </div> <p>Class work (FT CW) Vocabulary test: possible sentences Vocabulary test (中国料理) You will be given phrases and require to make possible sentences using the words.</p>	<p>🕒 11:35 AM</p> 
	<div data-bbox="1077 1018 1200 1139"> <p>Tue 31 Jan 2017</p> </div> <p>Class work (FT CW) MLB Phase 1 Role play 1. Phase 1 students watch the video https://goo.gl/6BvcSx to learn how to order food in the Chinese restaurant. They first take notes and then take turns recap about what they think the video is ab...</p>	<p>🕒 9:00 AM</p> 
	<div data-bbox="1077 1305 1200 1426"> <p>Thu 2 Feb 2017</p> </div> <p>Class work (FT CW) Phase 1 oral presentation</p>	<p>🕒 9:00 AM</p> 



Assessment Criteria	Tasks	QR	
	Phase 1 students survey three people from different cultural backgrounds about what they normally eat for their three meals of the day.		
	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;"> Fri 3 Feb 2017 </div>	<p>Home work (FT HW) 🕒 9:00 AM</p> <p>MLB Oral formative assessment</p> <p>Please applied what you have learned about Chinese cuisine and Chinese menus to describe the photo on Voicethread. Please as many details as you can. Use 5W1H to help you with basic description.</p> <p>...</p>	
	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;"> Mon 6 Feb 2017 </div>	<p>Class work (FT CW) 🕒 9:00 AM</p> <p>MLB Recipe writing</p> <p>Students discuss: 有什么不同形式的菜谱/食谱？(What are different forms of recipes?) 菜谱/食谱有什么特色？(What are characteristics of a recipe?) 写一个菜谱/食谱时，应该遵守什么规范？(When writing a recipe, what conventions should we f...</p>	
	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;"> Tue 7 Feb 2017 </div>	<p>Home work (FT HW) 🕒 11:30 AM</p> <p>MLB Brainstorm</p> <p>Phase 3 students, please prepare to introduce Chinese cuisine culture. (请介绍中国饮食文化) You will need to speak for 1-2 minutes.</p>	



Assessment Criteria	Tasks	QR	
	Phase 1 students, please applied your knowledge of vocabulary and diar...		
		<p>Home work (FT HW) 🕒 10:40 AM</p> <p>MLB Chinese character writing</p> <p>Practice writing new Chinese characters one set each : 食材 : https://goo.gl/McB9XH 调味料 : https://goo.gl/S5WGcR</p>	
		<p>Class work (FT CW) 🕒 9:00 AM</p> <p>MLB Jigsaw reading activity</p> <p>Jigsaw reading Read the paragraph that you are assigned. Use chunking and coding reading strategies to help you develop an initial understanding of the text From different levels of questions...</p>	
		<p>Home work (FT HW) 🕒 7:40 AM</p> <p>MLB Cooking tutorial video</p> <p>After learning different types of food and develop knowledge of Chinese cuisine. Your task is select one dish to cook and create a Youtube tutorial video to teach people how to cook this dish. In t...</p>	



Assessment Criteria				Tasks	QR
<p>A <input checked="" type="checkbox"/></p> <p>Comprehending spoken and visual text</p> <p></p>	<p>B <input type="checkbox"/></p> <p>Comprehending written and visual text</p> <p></p>	<p>C <input type="checkbox"/></p> <p>Communicating in response to spoken and/or written and/or visual text</p> <p></p>	<p>D <input type="checkbox"/></p> <p>Using language in spoken and/or written form</p> <p></p>	<p>Mon 27 Feb 2017</p> <p>Comprehension A MLB PHASE 1 Aural comprehension task</p> <p>Responding to a video and answer comprehension questions. https://goo.gl/uL2oyW This is a language learning video. The story in the video was about two friends meeting in a Chinese restaurant. St...</p> <p>L 11:30 AM</p>	
<p>A <input checked="" type="checkbox"/></p> <p>Comprehending spoken and visual text</p> <p></p>	<p>B <input type="checkbox"/></p> <p>Comprehending written and visual text</p> <p></p>	<p>C <input type="checkbox"/></p> <p>Communicating in response to spoken and/or written and/or visual text</p> <p></p>	<p>D <input type="checkbox"/></p> <p>Using language in spoken and/or written form</p> <p></p>	<p>Mon 27 Feb 2017</p> <p>Comprehension A MLB PHASE 3 Aural comprehension task</p> <p>Responding to a tv show video. This is a TV show relating to cooking competition. Students will watch the video and answer comprehension questions related to both spoken and written text. Student...</p> <p>L 11:30 AM</p>	
				<p>Tue 28 Feb 2017</p> <p>Class work (FT CW) MLB List-Group-Label (vocabulary)</p> <p>Vocabulary and content knowledge review</p> <p>1. Reread all the texts and LIST about 30-40 words that you think/know is important to help you understand the content (料理) and concepts (culture 文化, con...</p> <p>L 9:00 AM</p>	



Assessment Criteria				Tasks	QR
<p>A <input type="checkbox"/></p> <p>Comprehending spoken and visual text</p>	<p>B <input checked="" type="checkbox"/></p> <p>Comprehending written and visual text</p>	<p>C <input type="checkbox"/></p> <p>Communicating in response to spoken and/or written and/or visual text</p>	<p>D <input type="checkbox"/></p> <p>Using language in spoken and/or written form</p>	<p>Fri 3 Mar 2017</p> <p>Comprehension B MLB Phase 3 Written comprehension task</p> <p>Read a text and answer comprehension questions relating to the written and visual text. This text was revised based on a blog post. In this text, the author shared her experience with Chinese cui...</p>	<p>L 10:35 AM</p>
<p>A <input type="checkbox"/></p> <p>Comprehending spoken and visual text</p>	<p>B <input checked="" type="checkbox"/></p> <p>Comprehending written and visual text</p>	<p>C <input type="checkbox"/></p> <p>Communicating in response to spoken and/or written and/or visual text</p>	<p>D <input type="checkbox"/></p> <p>Using language in spoken and/or written form</p>	<p>Fri 3 Mar 2017</p> <p>Comprehension B MLB Phase 1 Written comprehension task</p> <p>Read a text and answer comprehension questions The text was in a diary form. It was about a dining experience in a Chinese restaurant in China town.</p>	<p>L 10:40 AM</p>
<p>A <input type="checkbox"/></p> <p>Comprehending spoken and visual text</p>	<p>B <input type="checkbox"/></p> <p>Comprehending written and visual text</p>	<p>C <input checked="" type="checkbox"/></p> <p>Communicating in response to spoken and/or written and/or visual text</p>	<p>D <input checked="" type="checkbox"/></p> <p>Using language in spoken and/or written form</p>	<p>Wed 22 Mar 2017</p> <p>Interactive oral MLB Oral task</p> <p>Oral task You will be given a picture and required to speak about the photo. Phase 3 students speak for about 2-3 minutes. Phase 1 students you need to speak about 1-2 minutes. Before the assessm...</p>	<p>L 10:40 AM</p>



Assessment Criteria

Tasks

QR

