Sarah's Spanish School

FREE SAMPLE · MUNDIAL MANDARIN · MIDDLE ELEMENTARY

我的家人

Wǒ de jiārén · My Family

IB PYP theme: Who We Are | Level 2B · Grades 2–3 | Unit 1 of 6

5 lessons · about 40 min · once a week | 90%+ in Mandarin



Yang Yang (阳阳), a panda from Sichuan, on his blue electric scooter

Students describe their families and make simple comparisons, learning that Chinese has different words for grandparents on each side of the family, and for older and younger siblings. Yang Yang introduces his family, and the unit ends with a short presentation: 我家有___个人。这是我的___。

Inside this sample

1. Unit overview with IB PYP connections
2. Sample Lesson 1
3. Sample Lesson 5 (Display of Learning)

Every Mundial unit has this same shape in Spanish, French, and Mandarin.

IB PYP Connections

Aligned with the six transdisciplinary themes, one unit per theme each year

Who We Are | Where We Are in Place and Time | How We Express Ourselves | How the World Works | How We Organize Ourselves | Sharing the Planet

CENTRAL IDEA Every family is unique.

Essential question: 你家有几个人？ *Nǐ jiā yǒu jǐ ge rén?* (How many people are in your family?)

Lines of inquiry

- Who is in our families and how they live
- How families shape who we are
- How families are different and unique

Key concepts

Form What makes up a family and family structure

Connection How families influence identity and relationships

Perspective How families can look different around the world

Responsibility How we support, respect, and care for our family members

Learner profile attributes

Caring Show empathy and consideration for family members

Communicators Describe and share information about our families

Open-minded Appreciate and respect different types of families

Reflective Think about the role our family plays in our life

Principled Respect family diversity and cultural traditions

Approaches to learning (ATL skills)

Thinking Compare family structures; connect our experience to others; reflect on what makes a family unique

Communication Share descriptions of our families; listen to classmates; use oral, written, and visual language

Social Work together on family projects; respect differences in classmates' families

Self-management Organize materials for a family presentation; manage time; stay focused

Language & Learning

ACTFL-aligned can-dos · Level 2B · Grades 2–3

Can-do statements

1. I can understand short sentences about a family and who the members are.
2. I can understand simple descriptions of age, personality, and likes.
3. I can make basic comparisons between family members.
4. I can ask and answer questions about a family.
5. I can present a few connected sentences about my family.

Culture

Family words that show who is who. Chinese has different words for grandparents on each side of the family (爷爷、奶奶 *yéye, nǎinai* on dad's side, 外公、外婆 *wàigōng, wàipó* on mom's side) and for older and younger siblings. Many grandparents live with or help raise their grandchildren. Character moment: 人 *rén* (person) and 大 *dà* (big) began as pictures.

Where: China

Key structures

这是我的___。 *Zhè shì wǒ de __.*	This is my ___.
爸爸 · 妈妈 *bàba · māma*	dad · mom
爷爷 · 奶奶 · 外公 · 外婆 *yéye · nǎinai · wàigōng · wàipó*	grandparents (dad's side · mom's side)
哥哥 · 姐姐 · 弟弟 · 妹妹 *gēge · jiějie · dìdi · mèimei*	older / younger brother · sister
你家有几个人? *Nǐ jiā yǒu jǐ ge rén?*	How many people are in your family?
___岁 · 喜欢 · 比___高 *__ suì · xǐhuan · bǐ __ gāo*	age · likes · taller than

Simplified characters with Hanyu Pinyin. Level 2: short, supported sentences.

The unit story: 阳阳的家人 *Yángyáng de jiārén* (Yang Yang's Family) · told a little each lesson in StoryTime

Day 1
Yang Yang's grandpa and grandma, dad's side.
这是阳阳的爷爷和奶奶。
Zhè shì Yángyáng de yéye hé nǎinai.

Day 2
Yang Yang's grandpa and grandma, mom's side.
这是阳阳的外公和外婆。
Zhè shì Yángyáng de wàigōng hé wàipó.

Day 3
His older sister is nine and likes to sing.
阳阳有一个姐姐。姐姐九岁，喜欢唱歌。 *Yángyáng yǒu yí ge jiějie. Jiějie jiǔ suì, xǐhuan chàng gē.*

Day 4
His sister is taller than Yang Yang!
姐姐比阳阳高！ *Jiějie bǐ Yángyáng gāo!*

Day 5
Six people in his family. He loves them!
阳阳家有六个人。阳阳爱他的家人！ *Yángyáng jiā yǒu liù ge rén. Yángyáng ài tā de jiārén!*

DISPLAY OF LEARNING · THE PERFORMANCE TASK IN LESSON 5

我的家人 Family presentation

Start
In Lesson 4, students choose family members and begin writing on the presentation page.

Write
With the teacher's help, they complete: 我家有___个人。这是我的___。他 / 她___岁。___比___高。

Present
In Lesson 5, each student presents a few connected sentences about their family, including a comparison, then answers a question.

The Unit at a Glance

5 lessons · Lesson 5 is the Display of Learning

LESSON 1 IN THIS SAMPLE
这是我的___
I can understand short sentences about who is in a family.

LESSON 2
他 / 她___岁
I can understand age, personality, and likes.

LESSON 3
___比___高
I can make basic comparisons between family members.

LESSON 4
你家有几个人?
I can ask and answer questions about a family.

LESSON 5 IN THIS SAMPLE
我的家人
I can present a few sentences about my family.

LESSON **1** of 5 · ~40 min

SAMPLE LESSON · MUNDIAL MANDARIN · LEVEL 2B · UNIT 1: 我的家人 MY FAMILY

这是我的___

Zhè shì wǒ de __ · This Is My… · Family members · grandparents on each side



上课啦! 5 min	今天的问题 5 min	阳阳的故事 6 min	动一动! 4 min	这是谁? 8 min	人 和 大 5 min	Check 3 min	Now You! 3 min	再见! 1 min

Lesson at a glance · about 40 minutes · IB PYP theme: Who We Are

Today's goal

I can understand short sentences about a family and who the members are.

Target structures

这是我的___。 ***Zhè shì wǒ de __.***
This is my ___.

这是谁? ***Zhè shì shéi?***
Who is this?

爷爷 · 奶奶 ***yéye · nǎinai***
grandpa · grandma (dad's side)

外公 · 外婆 ***wàigōng · wàipó***
grandpa · grandma (mom's side)

爸爸 · 妈妈 ***bàba · māma***
dad · mom

哥哥 · 姐姐 · 弟弟 · 妹妹 ***gēge · jiějie · dìdi · mèimei***
older brother · older sister · younger brother · younger sister

你家有几个人? ***Nǐ jiā yǒu jǐ ge rén?***
How many people are in your family?

人 · 大 ***rén · dà***
person · big

Materials

- Opening Ritual slides
- Family picture cards: 爸爸, 妈妈, 爷爷, 奶奶, 外公, 外婆, 哥哥, 姐姐, 弟弟, 妹妹
- Yang Yang story slides, Day 1
- Character cards for 人 and 大
- Now You! page: 这是我的___; crayons

1 上课啦! Opening Ritual — 5 min

- Welcome students and run the Opening Ritual slides: date, weather, and 你好! *Nǐ hǎo!*
- Introduce the unit's Essential Question in one line: 你家有几个人? *Nǐ jiā yǒu jǐ ge rén?*

2 今天的问题 Question of the Day — 5 min

ASK 你家有几个人? *Nǐ jiā yǒu jǐ ge rén?*

ANSWER 我家有___个人。 *Wǒ jiā yǒu __ ge rén.*

- Hold up fingers as you model: 我家有……一、二、三、四个人。 *Wǒ jiā yǒu… yī, èr, sān, sì ge rén.* Students tell a partner, then partners ask and answer. Call on several students.

EXTEND & ADAPT
Students who aren't ready to speak can hold up fingers for the number.

3 阳阳的故事 阳阳 · Day 1 — 5–10 min

- Review who Yang Yang is: 这是阳阳。阳阳是熊猫。 *Zhè shì Yángyáng. Yángyáng shì xióngmāo.*
- Today's twist, pointing to the two grandparents on the slide: 这是阳阳的爷爷和奶奶。 *Zhè shì Yángyáng de yéye hé nǎinai.* Gesture "dad's side" clearly, and preview that tomorrow we will meet 外公和外婆 *wàigōng hé wàipó* — mom's side. Chinese has different words for each.
- Circle with questions: 这是谁? 爷爷还是奶奶? *Zhè shì shéi? Yéye háishi nǎinai?* End with a hook: 阳阳还有外公和外婆! 明天见! *Yángyáng hái yǒu wàigōng hé wàipó! Míngtiān jiàn!*

4 动一动! 家人 — 3–5 min

- Show a family card and do a big, clear gesture every time you say the word: 妈妈 *māma* (hands on heart) · 爸爸 *bàba* · 爷爷 / 奶奶 *yéye / nǎinai* · 外公 / 外婆 *wàigōng / wàipó* · 哥哥 / 姐姐 / 弟弟 / 妹妹 *gēge / jiějie / dìdi / mèimei*.
- Call them in a new order and speed up. Then hold up a card: students say the word and do the gesture.

5 看一看! 这是谁? — 8 min

- Show a family picture, covering the label: 这是谁? 是妈妈还是爸爸? *Zhè shì shéi? Shì māma háishi bàba?* Students answer 是妈妈。 *Shì māma.* Reveal the label to confirm.

- Give special care to the four grandparent words, sorting cards into two groups: dad's side (爷爷、奶奶 *yéye, nǎinai*) and mom's side (外公、外婆 *wàigōng, wàipó*). Then add siblings: 哥哥、姐姐、弟弟、妹妹 *gēge, jiějie, dìdi, mèimei*.
- Finish with a quick listen-and-point: say 这是阳阳的爷爷。 *Zhè shì Yángyáng de yéye.* and students point to the matching card.

PRO TIP
Keep the two sides of the family visually separate (two colors or two sides of the board). The words are easier when students can see the difference.

EXTEND & ADAPT
Model 这是我的妈妈。 *Zhè shì wǒ de māma.* then partners practice pointing to a card and naming the person.

6 看一看！ 人 和 大 — 5 min

- Show the character cards. 人 *rén* began as a picture of a person. Stretch both arms wide: now it is 大 *dà* — big. Students make the shapes with their bodies, then look back at 家人 *jiārén* and find 人 *rén* in the word.

7 Comprehension Check — 2–3 min

- Hold up two cards and ask either/or questions: 这是谁？是爷爷还是外公？ *Zhè shì shéi? Shì yéye háishi wàigōng?* · 是奶奶还是外婆？ *Shì nǎinai háishi wàipó?* Students answer and gesture.

8 Now You! Workbook, if time — 3 min

- 这是我的___. Students label family members on the page, then draw the people in their family and write 这是我的___。 / 我家有___个人。

9 再见！ — 1 min

- 谢谢！再见！ *Xièxie! Zàijiàn!* Students leave saying one family word of their choice: 妈妈！爷爷！

LESSON **5** of 5 · ~40 min

SAMPLE LESSON · MUNDIAL MANDARIN · LEVEL 2B · UNIT 1: 我的家人 MY FAMILY

我的家人 DISPLAY OF LEARNING

Wǒ de jiārén · My Family · Display of Learning



上课啦! 4 min	今天的问题 4 min	阳阳的故事 5 min	动一动! 3 min	阳阳的家人 6 min	写一写 7 min	说一说 9 min	Check 2 min	再见! 1 min

Lesson at a glance · about 41 minutes · IB PYP theme: Who We Are

Today's goal

I can present a few connected sentences about my family, including a comparison.

Target structures

我家有___个人。 ***Wǒ jiā yǒu __ ge rén.***
There are ___ people in my family.

这是我的___。 ***Zhè shì wǒ de __.***
This is my ___.

他 / 她___岁。 ***Tā __ suì.***
He / She is ___ years old.

他 / 她喜欢___。 ***Tā xǐhuan __.***
He / She likes ___.

___比___高。 ***__ bǐ __ gāo.***
___ is taller than ___.

阳阳爱他的家人！ ***Yángyáng ài tā de jiārén!***
Yang Yang loves his family!

Materials

- Opening Ritual slides
- Yang Yang story slides, Day 5
- Family picture cards from the unit
- Students' family photos or drawings (begun in Lesson 4)
- Student workbook Display of Learning page: 我的家人; pencils

1 上课啦! Opening Ritual — 4 min

- Run the Opening Ritual as usual. Preview today: 今天我们介绍家人！ *Jīntiān wǒmen jièshào jiārén!*

2 今天的问题 Question of the Day — 4 min

ASK 你家有几个人？ *Nǐ jiā yǒu jǐ ge rén?*

ANSWER 我家有___个人。 *Wǒ jiā yǒu __ ge rén.*

- A quick round: every student says how many people are in their family, holding up fingers. Keep it fast and celebrate each answer.

3 阳阳的故事 阳阳的家人 · Day 5 — 5 min

- Students help retell Days 1–4 with gestures and cards: 爷爷和奶奶…外公和外婆…阳阳有一个姐姐。姐姐九岁，喜欢唱歌。姐姐比阳阳高！ *Yéye hé nǎinai… wàigōng hé wàipó… Yángyáng yǒu yí ge jiějie. Jiějie jiǔ suì, xǐhuan chàng gē. Jiějie bǐ Yángyáng gāo!*
- Then the ending: 阳阳家有六个人。阳阳爱他的家人！ *Yángyáng jiā yǒu liù ge rén. Yángyáng ài tā de jiārén!*

4 动一动! Simon Says — 3 min

- Whole-unit review with picture cards: 老师说：指一指妈妈…老师说：爷爷…姐姐… *Lǎoshī shuō: zhǐ yi zhǐ māma… Lǎoshī shuō: yéye… jiějie…* Students point or gesture only when they hear 老师说 *Lǎoshī shuō*.

5 阳阳的家人 Describe and compare — 6 min

- Hold up the sister card next to Yang Yang. Model the presentation frames: 阳阳家有六个人。这是阳阳的姐姐。她九岁。她喜欢唱歌。姐姐比阳阳高。 *Yángyáng jiā yǒu liù ge rén. Zhè shì Yángyáng de jiějie. Tā jiǔ suì. Tā xǐhuan chàng gē. Jiějie bǐ Yángyáng gāo.*
- Invite a few volunteers to describe one person, with the class helping.

PRO TIP
Model a description plus ___比___高。 That is exactly what students will do next.

6 我的家人 Display of Learning · write — 7 min

- Read every frame on the workbook page aloud and point to its picture: 我家有___个人。这是我的___。他 / 她___岁。___比___高。
- Students complete the frames about their family (or a drawing / photo they prepared in Lesson 4). Help each student write at least two connected sentences, plus one comparison. Pinyin support stays on the page.

EXTEND & ADAPT
Ready writers add a like: 他 / 她喜欢___。 *Tā xǐhuan __.*

7 我的家人 Display of Learning · present — 9 min

- Students take turns (or work with a partner) showing their page and reading their sentences.
- The listener asks one question: 你家有几个人？ *Nǐ jiā yǒu jǐ ge rén?* · 这是谁？ *Zhè shì shéi?* The presenter answers in Mandarin.

8 Comprehension Check Essential Question — 2 min

- Return to the Essential Question. The class answers together, holding up their pages: 我家有___个人。我爱我的家人！ *Wǒ jiā yǒu __ ge rén. Wǒ ài wǒ de jiārén!*

9 再见！ — 1 min

- 谢谢！再见！ *Xièxie! Zàijiàn!*

SAMPLE PRESENTATION · A MODEL TO SHOW STUDENTS

我家有四个人。这是我的姐姐。她九岁。她喜欢唱歌。姐姐比我高。

Wǒ jiā yǒu sì ge rén. Zhè shì wǒ de jiějie. Tā jiǔ suì. Tā xǐhuan chàng gē. Jiějie bǐ wǒ gāo.

What to look for (Display of Learning)

- Presents a few connected sentences about the family
- Uses the frames 我家有___个人。 这是我的___。 他 / 她___岁。
- Makes a simple comparison with ___比___高。
- Answers a partner's question about the family

Every Mundial lesson, same rhythm · a predictable routine keeps class in the target language

上课啦! Shàngkè la!	今天的问题	阳阳的故事	动一动!	看一看! · 玩一玩! · 唱一唱!	Comprehension Check	Now You!	再见! Zàijiàn!
Opening Ritual	Question of the Day	StoryTime with Yang Yang	Kinetic Comprehension	Explore, Play, or Sing: one or two	Quick check	Workbook page	Closing
5 min	5 min	5–10 min	3–5 min	10–15 min	2–3 min	if time	1 min

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