

# Things in My Backpack

**Grade Level:** First Grade

**Unit Theme:** Things in My Backpack

**Ohio Standards Connection:** Foreign Language

**Standard:** Communication: Communicate in languages other than English.

**Benchmark A:** Ask and answer questions and share preferences on familiar topics.

**Indicator 1:** Ask and answer questions about personal information and other familiar topics (e.g., family members, weather, today's date, pets, school supplies).

**Benchmark F:** Identify people and objects based on descriptions.

**Indicator 7:** Identify people and objects based on detailed oral or signed descriptions (e.g., Point to a tall man./Montre-moi un grand home. Find the red apple./Finde den rotten apfel.).

**Standard:** Connections: Connect with other disciplines and acquire information.

**Benchmark B:** Identify viewpoints of target culture through authentic sources and expressive products.

**Indicator 7:** Identify and demonstrate use of realia (e.g., simple musical instruments, craft materials, cooking/eating utensils).

**Unit mode(s) of focus:** Interpersonal and Interpretive

## Unit Description

In this multiple-day unit, students will gain the ability to identify and ask for common school bag and classroom objects, and give and respond to commands having to do with these materials.

## Performance Outcomes:

Students will be able to:

- Name things in his/her backpack correctly (e.g., 铅笔 -- *pencil*, 蜡笔-- *crayon*, 橡皮 --*eraser*, 书-- *book*, 尺--*ruler*, 文具盒-- *pencil box*, 胶水 -- *glue*, 书包-- *backpack*, 毛笔-- *writing brush*);
- State possession with 有 *yǒu* (*have/ has*) and 没有“*méiyǒu* (*don't/doesn't have*);
- Ask and respond to questions with “你有...吗?” “*Nǐ yǒu...ma?*” or, “你有没有....?” “*Nǐ yǒu méiyǒu ...?*” (*Do you have...?*);
- Trace simple characters using a writing brush.

**Time Frame/Estimated Duration:** *Nine classes/ Four and one half hours*

### **General Tips from the Writers**

Play different games to make sure students master the words and patterns (e.g., go fish, bingo, memory games)

### **Feedback from Pilot Teachers**

- My students like playing "Object Identification Game". They are learning by playing.
- In the unit some of the content is hard for most of the kids. Some kids they are doing amazing. I adapt the unit daily plans to meet the needs of all my students. They enjoyed the unit.
- The Chinese Bingo game worked well.
- The structure "have or not have" was modified to "have, not have" separately. The students enjoy the units with the real objects and cartoon picture we have in "Better Chinese."
- I use the teaching steps and assessment but made some change accordingly. If there is a comparison between the things in the backpack of the students in the US and China, that will be helpful to understand the culture differences.
- I just give them some papers to introduce the four treasures of the study in China. So, I explored the Chinese Culture in this theme. And I gave each student's feedback to parents; they will help them practice. So, this new school year, everything is more organized and well-prepared.
- I also have my students make a guess of what is in my book bag. I put one thing in the bag each time. Students are divided into four groups and they discuss within their group and come to one decision. Everybody likes to guess, so they are all eager to say their guess. This way they are all engaged to say the things in the book bag eagerly.
- I made the students guess what I hid behind my back so they would keep saying pencil, eraser or backpack over and over without getting bored. I combined this unit with "Things in My Classroom."

### **Pre-Assessment**

- Pass out Attachment A, Pre-Assessment Activity Response Sheet, to students.
- Discuss with students what they think is depicted in each of nine pictures.
- Have the students circle or place an "X" on the corresponding visual that they believe belongs in a backpack.

### **Pre-Assessment Scoring Guidelines:**

The Pre-Assessment shall not be scored as it merely explores student familiarity with items that belong in a school backpack. Use student performance to adjust your instruction.

## Unit Assessment and Scoring Guidelines

### Interpretive Assessment

Use Attachment B, Interpretive Assessment Response Sheet, to have students demonstrate their recognition of target vocabulary phrases by circling the pictures that correspond to the teacher's pronunciation of object words for each set of images.

### Interpretive Assessment Scoring Guidelines:

Use the following rubric to score the students' performance:

8 of 9	Strong understanding the topic
6- 7 of 9	Adequate understanding of topic
4 - 5 of 9	Poor understanding of topic/ Needs remediation
0 - 3 of 9	Insufficient understanding of topic/ Needs Remediation

### Interpersonal Assessment

Pair each student with a partner; have one ask the other if he or she has certain object “你有没有...?” “Nǐ yǒu méiyǒu ...?” (Do you have...?); the other student then either answers “有” “Yǒu”(yes/have) and shows the object, or, “没有” “méiyǒu”(no /don't have) with her or his hands spread out.

### Interpersonal Assessment Scoring Guidelines

Use Attachment C, Post-Assessment Scoring Rubric, to evaluate student performance.

### Vocabulary and Structures

• 铅笔	qiánbǐ	pencil
• 蜡笔	làbǐ	crayon
• 书	shū	book
• 橡皮	xiàngpí	eraser
• 文具盒	wénjùhé	pencil box
• 尺	chǐ	ruler
• 胶水	jiāoshuǐ	glue
• 书包	shūbāo	backpack
• 毛笔	máobǐ	writing brush
• 你有...吗?	Nǐ yǒu...ma?	Do you have...?
• 你有没有....?	Nǐ yǒu méi yǒu....?	Do you have...?
• 有	yǒu	have/ has
• 没有	méiyǒu	don't/doesn't have
• 这是什么?	Zhèshìshénme?	What is it?

### Materials, Resources and Useful Web Sites

- Objects that depict vocabulary words
- Children's rhymes or books that highlight vocabulary expressions in this unit

- Video clips of classrooms in China (e.g., “Big Bird in China” has a clip of Big Bird visiting an Elementary Chinese class while students use writing brushes.)
- Access to related electronic equipment

## Sequence of Activities

### Day One

- Pass out Attachment A, Pre-Assessment Activity Response Sheet, to students.
- Discuss with students what they think is depicted in each of eight pictures.
- Have the students place an “X” on the corresponding visual that they believe belongs in a backpack.
- Collect their papers and quickly review them in class.
- Next, have a brief discussion with the class on things that go in a backpack. Have a backpack available filled with the actual items the students will study during this unit, including writing brushes. Explain that Chinese students use writing brushes for their *shūfǎ* (-*calligraphy*) class.
- Present the vocabulary by pulling out one item at a time from the backpack. Have students repeat as a whole group. Pass the items around so students can look at them up close. Present the Chinese versions of these objects (those made and used by students in China) if possible.
- Close class by reading aloud a book (either made or purchased) that shows the backpack vocabulary in picture and written form in the target language.

### Day Two

- Using the backpack from last class, focus on some of the vocabulary 铅笔 *qiānbǐ* (*penci*), 蜡笔 *làbǐ* (*crayon*), 书 *shū* (*book*), 橡皮 *xiàngpí* (*eraser*), 尺 *chǐ* (*ruler*). Have students repeat, as a class and individually, to practice pronunciation.
- Play the “Object Identification Game” in which the class listens to each expression and individuals demonstrate their comprehension by coming forward and selecting the named object. A variation on this game would be to divide the class into two groups and have representatives from each group come forward to select the named object (e.g., 红队 *Hóngduì* (*red team*), and 白队 *Báiduì* (*white team*); or, 女队 *Nǚduì* (*Girls’ team*), 男队 *Nánduì* (*Boys’ team*)).

### Day Three

- Conduct a quick oral review of the vocabulary by using objects from students’ desks. Call on the whole class at first and later on individual students.
- Teach the rest of the words for things in the backpack: 胶水 *jiāoshuǐ* (*glue*), 文具盒 *wénjùhé* (*pencil box*), 书包 *shūbāo* (*backpack*), 毛笔 *máobǐ* (*writing brush*). Also, teach the structure: “你有没有。。。？” “Nǐ yǒu méiyǒu ....?” (*Do you have....?*)
- Play the same object identification game using all the objects learned.
- Close class by reading the backpack book.

### Day Four

- Conduct a quick oral review of all the vocabulary.
- Play “Aural Bingo” (see Attachment D, Aural Bingo Card). Give students handouts with a nine-box square and instruct them to copy down (or have them draw) nine objects in any order (in English). Then, choose a pattern that will “win” if a student has all the named images aligned as such (e.g., T, L, H, X). Say “Nǐ yǒu méiyǒu ...?” (*Do you have....?*) showing one object at a time. The students circle or otherwise mark the pictures/words that match the objects they are shown. The first person to complete the selected pattern shouts ‘Bingo’ and “wins.” Have them repeat back to you the names of the objects they had that led to their win so as to practice pronunciation. Play until most or all students have completed the pattern.
- Close class by showing video clips of Chinese students using writing brush. These videos might be captured from ‘Big Bird in China’ or taken from the Internet.

### Day Five

- Conduct a quick oral review of the vocabulary by using objects from students’ desks. Call on the individual students at first and have whole class echo/repeat.
- Next, circulate with the items in the backpack. Have individual students pull something from the backpack and then ask, “你有没有铅笔？” “Nǐ yǒu méi yǒu ...?” (Do you have a pencil?). The student should respond appropriately depending upon the item she or he pulled from the backpack. If the item they hold is not what you asked about, then ask them what they do have, “这是什么？” “Zhè shì shénme?” (What is it?). Encourage the student to respond accurately using a complete sentence.
- Demonstrate how to use the writing brush with an enlarged illustration. Show students how to hold the brush and have them count the strokes aloud with you. Demonstrate several simple words that appear on the handout you will distribute.
- Next, distribute calligraphy papers with simple Chinese words (e.g., numbers, 山 mountain, 人 person). Instruct students to trace the words using writing brushes at their desks. Have them take the papers home.

### Day Six

- Read the backpack book as a group. Ask individuals to read a page. Provide additional review of all vocabulary as you feel is necessary.
- Demonstrate how to use the writing brush with an enlarged illustration. Show students how to hold the brush and have them count the strokes aloud with you. Demonstrate several simple words that appear on the handout you will distribute.
- Next, distribute more calligraphy papers with different simple Chinese words (e.g., 友 friend, 月 moon, 日 sun, 木 wood, 火 fire, etc.) and instruct students to trace them using writing brushes at their desks.

### Day Seven

- Conduct a quick review of things in the backpack.

- Conduct the Interpretive Assessment using Attachment B. Randomly pronounce an object word from each set of images. Students will demonstrate their recognition of objects by circling the pictures that match the object they hear.
- Next, put students into groups of three using any preferred method. Explain that each student will ask the other members in their groups the question: “Nǐ yǒu méiyǒu ...?” “你有没有...?” (*Do you have...?*) to which they must respond appropriately. If the person who is asking does not name the item the other student has, she or he will respond with méiyǒu (I don't have.), and the student must ask again using another vocabulary word until she or he gets the response: yǒu (I have.) Then, give an object to each student. Instruct students to keep their object behind their backs until the others have correctly asked what they have.
- Play until everyone has had a chance to ask and answer several times.
- If time allows, redistribute the items again, or even switch group members, and continue to play.

### **Day Eight**

- Conduct a quick review of things in the backpack.
- Conduct the Interpersonal Assessment. Assess each student's oral proficiency during these verbal exchanges of things in the backpack as well as the appropriateness of his or her responses to them using Attachment C.
- Have students practice tracing the same characters while you are assessing partners.

### **Differentiated Instructional Support**

*Instruction is differentiated according to learner needs to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).*

- Teach heritage students to write/trace basic characters of things in the backpack (e.g., 书 shū, 尺 chǐ, 笔 bǐ, 有 yǒu, 你 nǐ) with pencil/crayon.
- Partner students who are having difficulties with ones who you have identified that can provide a strong model. Provide helping class if it is necessary.

### **Extensions and Home Connections**

- Encourage students to ‘be a teacher’ to parents, dolls, teddy bears, pets, etc. using the target language. Students must bring back Attachment E, Speaking Extension Activity, from home stating that the student attempted to use learned vocabulary and expressions. Students who do so may be rewarded with items from class ‘treasure box’, or in some other way.
- Encourage students to ask for things they need for their backpacks using the target language at home and in other settings.

### **Technology Connections**

- Window XP
  - Chinese Language setting: from Control Panel, click “Regional and Language options”, then follow the instructions to add Chinese as an alternative language.

- - Using MS Word to type Chinese characters: recommended Font is SimSun.
- - Four tone marks in Pinyin can be found under “Insert – Symbol”
- Twin Bridge is a Chinese language software. Recommended Fonts are:
  - TSC UKai M TT
  - TSC USong S TT

**List of Attachments**

Attachment A, Pre-Assessment Activity Response Sheet

Attachment B, Interpretive Assessment Response Sheet

Attachment C, Post-Assessment Scoring Rubric

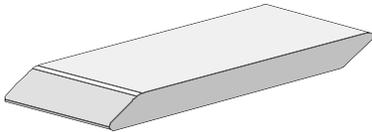
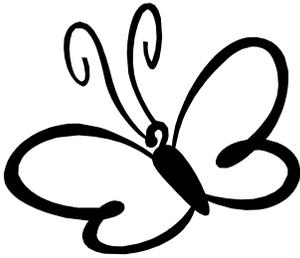
Attachment D, Aural Bingo Card

Attachment E, Speaking Extension Activity

**Attachment A**  
Pre-Assessment Activity Response Sheet

Name \_\_\_\_\_

Put an 'X' on those items that belong in a school backpack.



**Attachment B**  
Interpretive Assessment Response Sheet

Name \_\_\_\_\_

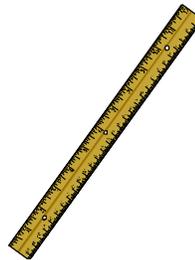
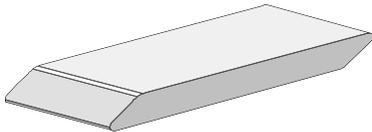
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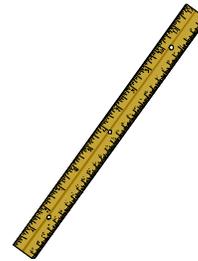
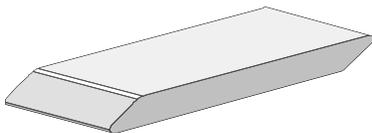
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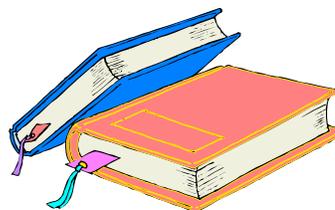
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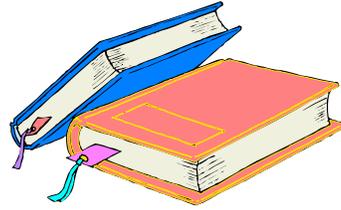
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5.



6.



7.



8.



9.



**Attachment C**  
Post-Assessment Scoring Rubric

- 4 Student uses all vocabulary expressions correctly.  
Student speaks clearly with good pronunciation and intonation.  
Student speaks at an appropriate pace and volume.  
Student identifies things in the backpack.  
Student is highly proficient overall.
  
- 3 Student uses most vocabulary expressions correctly.  
Student speaks clearly most of the time with adequate pronunciation and intonation.  
Student speaks at a mostly appropriate pace and volume.  
Student identifies most of things in the backpack.  
Student attempts to use gestures when needed and mostly succeeds.
  
- 2 Student uses some - but not all - vocabulary expressions correctly.  
Student makes some minor pronunciation and/or intonation errors.  
Student may speak too rapidly or too slowly. Student's volume may be too soft to hear or too loud for the situation.  
Student identifies some things in the backpack.  
Student requires minor remediation.
  
- 1 Student fails to use the majority of the vocabulary correctly.  
Student makes major pronunciation and/or intonation errors.  
Student speaks too rapidly or too slowly. Student's volume is too soft or too loud for the situation.  
Student does not identify any things in the backpack.  
Student is not proficient and requires extensive remediation.

**Attachment D**  
Aural Bingo Card


**Attachment E**  
Speaking Extension Activity

In our Mandarin language class, we have been learning about items found in our school backpack. I am encouraging all students to practice and share their learning at home with family and friends. Here is a list of words and phrases we have learned:

English

1. pencil
2. crayon
3. book
4. eraser
5. ruler
6. pencil box
7. glue
8. backpack
9. (Chinese) writing brush
10. I have ...
11. I don't have ...
12. Do you have ...?

Please trust your child's pronunciation of the vocabulary is accurate. Your children have an amazing ability to hear words and phrases and then pronounce them with great accuracy.

Once you have verified that your child has taught a family member or friend (including stuffed animals) the above vocabulary words or phrases sign this form and have your child return it to me.

Remember, the more opportunity your child has to practice his or her Chinese outside of class, the better the chance that he or she will retain the language. Thank you for supporting our language program.

Xièxie!  
(Thank you!)

Student Name \_\_\_\_\_

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_