

Movements and Directions

Grade Level: Grade Two

Unit Theme: Movements and directions

Ohio Standards Connection: Foreign Language

Standard: Communication: Communication in languages other than English

Benchmark D: Give and follow a short sequence of instructions.

Indicator 4: Make simple requests for peers to follow (e.g. Stand up. Tatte kudasai. Steh auf. Turn around. Da la vuelta. Listen. Tī ng).

Benchmark E: Respond appropriately to requests accompanied by gestures and other visual or auditory cues, and follow directions.

Indicator 5: Respond to a sequence of requests (e.g., Go to the door and knock three times./Camina a la puerta y toca tres veces.).

Benchmark I: Dramatize songs, short stories, poetry or activities.

Indicator 12: Recite a poem or rhyme with body movements.

Unit mode(s) of focus: Interpretive and presentational

Unit Description

In this multiple-day unit, students will gain the ability to make use of some basic verbs related to body movements by reacting to demonstrations and interpreting pictures. Students will also be able to gain the knowledge of directions and be able to combine the movements with directions.

Performance Outcomes

Students will be able to:

- Do the corresponding movement, such as stand, sit, walk, run, jump, crouch, look, listen, shake hands, clap hands, etc.;
- Identify the different directions as up, down, left, right, front, and back;
- Combine movements with directions;
- Sing the song “If you are happy and you know it” with body movements; and
- Perform the ping pang rhyme and frog rhyme reinforcing the concept of directions.

Time Frame/Estimated Duration: *Six classes / Three hours*

General Tips from the Writers

- Modify the time needed for this unit based on class size and time it takes to move through the activity sequence.
- Depending on the number of students in the class, you may need more than one day to complete the assessments.

Feedback from Pilot Teachers

- My students enjoy moving their bodies and hands during any activity. They also like different tempos and speeds of a song or chant.
- We review the movements and directions in Chinese as warm-up exercises every day and kids enjoy it every time. This is a unit pretty easy to follow and really good for my second graders.

Pre-Assessment

Play “山姆说 Simon Says” / “老师说 Lǎo shī shuō /Teacher says” with the vocabulary students learned in kindergarten such as stand, sit, look and listen.

Pre-Assessment Scoring Guidelines

Determine students’ need for remediation on their ability to comprehend and speed to react.

Unit Assessments and Scoring Guidelines

Interpretive Assessment

Students will demonstrate their concept of body movements and directions by reacting to orders you give while doing the assessment, and also by being able to give orders to other students.

Interpretive Assessment Scoring Guidelines

Base your scoring on the following guidelines:

8-10	strong understanding of topic
5-7	adequate understanding of topic
2-4	poor understanding of topic, and
0-1	Insufficient understanding of topic/Needs remediation

Presentational Assessment

At the end of the unit, students will recite two rhymes, the ping pang rhyme and the frog rhyme. Students will also be able to sing the song “If You’re Happy and You Know It” with corresponding body movements.

Presentational Assessment Scoring Guidelines

Base your scoring on the following guidelines:

- 4 Good pronunciation
- 3 Good pronunciation, but with minor tone problem
- 2 Poor pronunciation with quite a few tone problems
- 1 Needs remediation

Vocabulary and Structures

- 看 kàn/听 tīng look/listen
- 站 zhàn/坐 zuò stand/sit
- 走 zǒu/跑 pǎo walk/run
- 跳 tiào/蹲 dūn jump/crouch
- 拍手 pāi shǒu /握手 wò shǒu clap hands/shake hands
- 上 shàng/下 xià up/down
- 左 zuǒ/右 yòu left/right
- 前 qián/后 hòu front/back

Materials, Resources and Useful Web Sites

- Pictures of a frog jumping up, down, left, right, front and back
- Materials to make ping pang rackets

Sequence of Activities

Day One

- Conduct the Pre-Assessment activity.
- Teach the new words 走 zǒu walk, 跑 pǎo run, 跳 tiào jump, 蹲 dūn crouch, 拍手 pāi shǒu clap hands and 握手 wò shǒu shake hands by demonstrating the movements and letting students guess the meaning accordingly.
- Practice these new words by having students demonstrate the action as you say the word.
- Play the game “Simon Says” using the new words.

Day Two

- Teach the Chinese version of the song “If You’re Happy and You Know It”. See Attachment A. Encourage students to do the corresponding body movements when singing the song.
- Review the words learned yesterday.
- Sing this song again replacing the actions with the verbs that were learned yesterday.

Day Three

- Introduce the concept of directions by showing pictures of a frog jumping up, down, left, right, front and back.
- Practice these new words by having the students demonstrate the action as you say the word.
- Do the “Jumping Frog Chant” as seen in Attachment B.

Day Four

- Review the words learned so far, allowing students to give the orders if they feel confident enough.
- Learn the rhyme called Ping Ping Pang Pang as seen in Attachment C.

- Have students make Ping Pong rackets and play the game while practicing the rhyme.

Day Five

- Play the game 听我说 Tīng Wǒ Shuō (Listen to me). Ask one student to come to the front to give orders to the rest or to individuals, like 向上跳 xiàng shàng tiào jump up/向左看 xiàng zuǒ kàn look to the left/杰克拍手 Jack pāi shǒu. Jack clap hands, etc. Allow other students to volunteer to give the orders

Day Six

- Assess movement and directions by playing the game 听我说 Tīng Wǒ Shuō (Listen to me) again. Incorporate orders with two required movements. Use Attachment D, Post-Assessment Scoring Rubric to record each student’s responses.
- Ask students to stand in one or two lines by listening to instructor’s orders that include movements and directions.
- Staying in the lines, have students sing the song “If You’re Happy and You Know It” with corresponding body moments. Use Attachment D, Post-Assessment Scoring Rubric to record each student’s responses.

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).

- Encourage heritage speakers to play the role of the teacher when playing the game “Simon Says”.
- Allow less confident students to simply demonstrate the actions and encourage more confident students to play the role of giving the orders.

Extensions and Home Connections

Encourage students to teach the Mandarin words to their parents, siblings or friends at home and play “Simon Says” with them using those words.

Technology Connections

List of Attachments

Attachment A, If You’re Happy and You Know It
 Attachment B, Jumping Frog Chant
 Attachment C, Ping Pong Ping Pong
 Attachment D, Post-Assessment Scoring Rubric

Attachment A
If You're Happy and You Know It

拍手歌

如果感到幸福你就拍拍手, 如果感到幸福你就拍拍手, 如果感到幸福就快快拍拍手呀, 看哪大家一齐拍拍手。

如果感到幸福你就握握手, 如果感到幸福你就握握手, 如果感到幸福就快快握握手呀, 看哪大家一齐握握手。

如果感到幸福你就看一看, 如果感到幸福你就看一看, 如果感到幸福就快快看一看呀, 看哪大家一齐看一看。

如果感到幸福你就听一听, 如果感到幸福你就听一听, 如果感到幸福就快快听一听呀, 看哪大家一齐听一听。

如果感到幸福你就站一站, 如果感到幸福你就站一站, 如果感到幸福就快快站一站呀, 看哪大家一齐站一站。

如果感到幸福你就坐一坐, 如果感到幸福你就坐一坐, 如果感到幸福就快快坐一坐呀, 看哪大家一齐坐一坐。

如果感到幸福你就跳一跳, 如果感到幸福你就跳一跳, 如果感到幸福就快快跳一跳呀, 看哪大家一齐跳一跳。

如果感到幸福你就蹲一蹲, 如果感到幸福你就蹲一蹲, 如果感到幸福就快快蹲一蹲呀, 看哪大家一齐蹲一蹲。

rúguǒ gǎndào xìngfú nǐ jiù pāi pāi shǒu, rúguǒ gǎndào xìngfú nǐ
jiù pāi pāi shǒu, rúguǒ gǎndào xìngfú jiù kuàikuai pāi pāi shǒu,
u, ya,

kànna dàjiā yīqǐ pāi pāi shǒu。

rúguǒ gǎndào xìngfú nǐ jiù wò wò shǒu, rúguǒ gǎndào xìngfú nǐ
jiù wò wò shǒu, rúguǒ gǎndào xìngfú jiù kuàikuai wò wò shǒu,
u, ya,

kànna dàjiā yīqǐ wò wò shǒu。

rúguǒ gǎndào xìngfú nǐ jiù kàn yī kàn, rúguǒ gǎndào xìngfú nǐ
jiù kàn yī kàn, rúguǒ gǎndào xìngfú jiù kuàikuai kàn yī kàn
ya, kànna dàjiā yīqǐ kàn yī kàn。

rúguǒ gǎndào xìngfú nǐ jiù tīng yī tīng, rúguǒ gǎndào xìngfú nǐ jiù tīng yī tīng, rúguǒ gǎndào xìngfú jiù kuàikuai tīng yī tīng ya, kànna dàjiā yīqǐ tīng yī tīng。

rúguǒ gǎndào xìngfú nǐ jiù zhàn yī zhàn, rúguǒ gǎndào xìngfú nǐ jiù zhàn yī zhàn, rúguǒ gǎndào xìngfú jiù kuàikuai zhàn yī zhàn ya, kànna dàjiā yīqǐ zhàn yī zhàn。

rúguǒ gǎndào xìngfú nǐ jiù zuò yī zuò, rúguǒ gǎndào xìngfú nǐ jiù zuò yī zuò, rúguǒ gǎndào xìngfú jiù kuàikuai zuò yī zuò ya, kànna dàjiā yīqǐ zuò yī zuò。

rúguǒ gǎndào xìngfú nǐ jiù tiào yī tiào, rúguǒ gǎndào xìngfú nǐ jiù tiào yī tiào, rúguǒ gǎndào xìngfú jiù kuàikuai tiào yī tiào ya, kànna dàjiā yīqǐ tiào yī tiào。

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rúguǒ gǎndào xìngfú nǐ jiù dūn yī dūn, rúguǒ gǎndào xìngfú nǐ jiù dūn yī dūn, rúguǒ gǎndào xìngfú jiù kuàikuai dūn yī dūn ya, kànna dàjiā yīqǐ dūn yī dūn 。

If you're happy and you know it clap your hands, If you're happy and you know it clap your hands, If you're happy and you know it, you should quickly clap your hands. Look, everybody claps hands.

If you're happy and you know it shake your hands, If you're happy and you know it shake your hands, If you're happy and you know it, you should quickly shake your hands. Look, everybody shakes hands.

If you're happy and you know it look around, If you're happy and you know it look around, If you're happy and you know it, you should quickly look around. Look, everybody looks around.

If you're happy and you know it listen up, If you're happy and you know it, If you're happy and you know it listen up, you should quickly listen up. Look, everybody listens up.

If you're happy and you know it sit down please, If you're happy and you know it sit down please, If you're happy and you know it, you should quickly sit down, Look, everybody sits down.

If you're happy and you know it stand up, If you're happy and you know it stand up, If you're happy and you know it, you should quickly stand up. Look, everybody stands up.

If you're happy and you know it jump up please, If you're happy and you know it jump up please, If you're happy and you know it, you should quickly jump up. Look, everybody jumps up.

If you're happy and you know it crouch down please, If you're happy and you know it crouch down, If you're happy and you know it, you should quickly crouch down. Look, everybody crouches down.

Attachment B
Jumping frog chant

青蛙跳

一只青蛙，
张大嘴巴。
向上跳，
向下跳，
向左跳，
向右跳，
向前跳，
向后跳。
蹦蹦跳跳，
真可笑。

Yī zhī qīngwā , zhāng dà zuǐba。 xiàng shàng tiào, xiàng xià
tiào, xiàng zuǒ tiào, xiàng yòu tiào, xiàng qián tiào, xiàng
hòu tiào, bèngbeng tiàotiao, zhēn kě xiào。

One frog with big opened mouth, jumps up, jumps down, jumps
left, jumps right, jumps front, jumps back. Jumps, jumps, How
silly is it.

Attachment C
Pīng Ping Pāng Pang

乒乒乓乓

乒乒乓乓，
乒乒乓乓。
上上下下，
左左右右，
前前后后。

Pīng Pāng Pīng Pāng
Pīng Pīng Pāng Pāng
shàngshàng xiàxià,
zuǒzuǒ yòuyòu
qiánqián hòu hòu

ping pong ping pong, up up down down, left left right right, front front back back.

注：使用时可借助乒乓球拍 tip: may teach with ping pong rack。

Attachment D
Post-Assessment Scoring Rubric

Performance Outcomes	5	3	1
Do the corresponding body movements	Student did the corresponding body movements on his or her first try.	Student did the corresponding body movements on a second or third attempt.	Student attempted to do the corresponding body movements but did not succeed.
Identify different directions	Student easily identified different directions on his or her first try.	Student attempted to identify different directions on his or her second or third try.	Student attempted to identify different directions but did not succeed.
Combine body movements with directions.	Student combined body movements with directions on his or her first try.	Student combined body movements with directions on a second or third attempt.	Student attempted to combine body movements with directions but did not succeed.
Sing the song (If you're happy and you know it) with body movement.	Student sang the song with body movement on his or her first try.	Student sang the song with body movement on his or her second or third try.	Student attempted to sing the song with body movement but did not succeed.
Clarity of speech (Pronunciation, Intonation, Fluency/Flow)	Student's remarks are easily understood by a native speaker.	Student's remarks are understood with some difficulty by a native speaker.	Student's remarks are not comprehensible to a native speaker.