

Getting to Know You

Grade Level: Grade Three

Unit Theme: Greetings/Saying Goodbye/Songs/Classroom expressions

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: Exchange information by asking and answering questions (e.g., weather, common occupations, family members, ages, birthdays).

Benchmark G: Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondences and contextual cues.

Indicator 8: Identify the meaning of unfamiliar words using decoding skills (e.g., prefixes and suffixes, compounds, knowledge of word families).

Unit Mode(s) of Focus: Interpersonal and Interpretive

Unit Description

In this multiple-day unit, students will review what they have learned before about greetings in a school setting and learn new terms for greeting seniors in a more traditional way. Students will also learn some appropriate phrases to greet new classmates and friends and exchange personal information. The sentences used frequently in class will also be reviewed and extended for improving students' class survival skills.

Performance Outcomes

Students will be able to:

- Ask and answer questions about one's name, age, and birthday;
- Formally greet family members and seniors according to the time of the day;
- Express one's pleasure of meeting someone in Chinese;
- Ask permission politely to go to the bathroom, drink water, and sharpen a pencil;
- Ask permission to use other's study tools or possessions; and
- Correctly place first and last names and titles when greeting people.

Time Frame/Estimated Duration: *Seven classes / Three and one-half hours*

General Tips from the Writers

- You may need to review vocabulary and structures taught in previous grades, such as greetings, asking about and telling names, classroom commands and courtesy expressions, family members, numbers, and the calendar.

- Third grade is the first year of upper primary and is likely to have many new and old students in the same class. Before teaching new vocabulary and sentences, it is important to review what had been taught in order to reach our goal of successful learning.
- You may choose to add favorite colors and animals into the self introduction. Animal and color related topics are taught in Kindergarten and grades one and two. This should not increase the academic difficulty for continuing students. Students new to the program may need smaller doses of language at a time.

Feedback from Pilot Teachers

- We invited students, teachers, and guests to class and then had students interview them for the questions in this unit. The students showed great interest. They first needed to have questions written in hand and then tried to ask questions from memory.
- Although some of the basic words and phrases have been introduced in previous grade levels and students are probably familiar with them already, you may need to limit the number of words and sentence patterns you work with on each day based on your students. In Chinese, “Good morning” (Good afternoon, Good evening, too) can be expressed in two ways, depending where you are from (Taiwan or Mainland China). I think individual teacher can make his/her own decision on which one to use.
- For third graders, I feel it is not necessary to emphasize the difference between “What is your name?” and “What is your family name?” The question of “Ni jiao shénme míngzi ?” (What is your name?) can usually be answered with either a full name or with just a first name and should be sufficient for young students to communicate with people on a daily basis.
- I suggest providing more interesting and meaningful activities to enrich the students’ learning experience. As for teaching classroom expressions, I think the teacher can choose a few most commonly used ones and practice them during the class whenever situations are appropriate and gradually incorporate them into a routine. For example, let the students practice greeting the teacher in the beginning of each class and thanking/saying good-bye to the teacher at the end of the class, too. My students enjoyed doing these routines very much.
- Both the homework activity sheet and extended speaking activity 2 contain sentences in three forms (Chinese characters, Chinese Pinyin, and English translation) with many blanks to fill. I suggest explaining and showing the students clearly how to complete the worksheet or conduct the speaking activity to eliminate confusion and frustration.

Pre-Assessment

On the first day of class, display on the white board the questions and answers listed in Attachment A, Pre-Assessment, which students have learned in Kindergarten, first, and second grades. Instead of checking attendance by calling a student’s name, ask these questions to individual students. After this informal interview, review class rules.

Pre-Assessment Scoring Guidelines

The Pre-Assessment is not formally scored. Observe how much the students have retained from previous learning and use the results to determine how much review is necessary and how quickly you can move through the activity sequence.

Vocabulary and Structures

叫 jiào (call)

什麼(么) shén me (what)

名字 míng zi (name)

姓名 xìng míng (full name)

姓 xìng (surname)

年級 nián jí (grade)

哪天 nǎ tiān (which day)

衛(卫)生紙(纸) wèi shēng zhǐ (tissue)

廁(厕)所 cè suǒ (bathroom)

洗手間(间) xǐ shǒu jiān (bathroom)

削鉛筆(铅笔) xiāo qiān bǐ (sharpening a pencil)

早安 zǎo an (good morning)

午安 wǔ an (good afternoon)

晚安 wǎn an (good evening)

高興(兴) gāo xìng (glad; happy)

認識(认识) rèn shì (acquaint; recognize; know;)

幾歲(几岁) jǐ suì (how many years old)

明天見! míng tiān jiàn miàn (See you tomorrow!)

星期天見! xīng qī tiān jiàn! (See you on Sunday!)"

你叫什麼名字? nǐ jiào shén me míng zi? (What is your name?)

你爸爸叫什麼名字? nǐ bà ba jiào shén me míng zi? (What is your father's name)

你的學(学)校叫什麼名字? nǐ de xuéxiào jiào shén me míng zi? (What is the name of your school?)

你姓什麼？ nǐ xìng shén me? (What is your surname?)

你幾歲？ nǐ jǐ suì? (How old are you?)

你的奶奶幾歲？ nǐ de nǎi nai jǐ suì? (How old is your grandma?)

你弟弟多大了？ nǐ dì di duō dà le? (How old is your younger brother?)

你家有幾個(个)人？有誰(谁)？ nǐ jiā yǒu jǐ ge rén? yǒu shéi (How many family members are there in your home? Who are they?)

我家有____個人。我有____, ____ , ____和____。 wǒ jiā yǒu ____ ge rén 。 wǒ yǒu ____ , ____ hé ____ (There are ____ members in my home. I have ____ , ____ , ____ and ____)

很高興認識你。 Hěn gāo xìng rèn shì nǐ . (I am glad to meet you.)

你上幾年級？ nǐ shàng jǐ nián jí? (What grade are you in?)

我上三年級。 wǒ shàng sān nián jí . (I am in third grade.)

我可以上洗手間/廁所嗎(吗)？ wǒ ké yǐ shàng xǐ shǒu jiān/ cè suǒ ma ? (May I go to the bathroom?)

我可以去削鉛筆嗎？ wǒ ké yǐ qù xiāo qiān bǐ ma? (May I go to sharpen my pencil?)

我可以用衛生紙嗎？ wǒ ké yǐ yòng wèi shēng zhǐ ma? (May I use a tissue?)

Materials, Resources and Useful Web Sites

Construction paper, large Post-it notes or and easel pad

Sequence of Activities

Day One

- On the first day of the class, display the following questions and answer forms on the white board:

你叫什麼名字？ nǐ jiào shén me míng zi? (What is your name?)

你幾歲？ nǐ jǐ suì? (How old are you?)

你的生日是哪天？ nǐ de shēng rì shì nǎ tiān ? (Which day is your birthday?)

我叫____。 wǒ jiào ____ . (I am called ____ . / My name is ____.)

我____歲。 wǒ ____ suì (I am ____ years old.)

我的生日是__月__日/號(号)。 wǒ de shēng rì shì __yuè __rì /hào (My birth date is on ____.)

- These three questions will serve as an evaluation/pre-assessment of how much students have retained from the previous study and prepare students to re-apply the

sentences for the purpose of asking and answering questions about one's name, age and birthday.

- Instead of the traditional check of attendance by calling the students names, ask these questions to individual students. The students will eventually be aware and recall what you want them to do.

Day Two

- Write a few names of famous Chinese people on the white board to play a guessing game: which is the first name and which is the family name. Explain the following facts:
- Chinese people officially place the family name before the first name, such as 孫中山 sūn zhōng shān, 李小龍 lǐ xiǎo lóng, 姚明 yǎo míng 貝聿銘 bèi yù míng.
- The family name always comes before a title or a profession. For example, 龍校長 lóng xiào zhǎng (Principal Long), 馬老師 má lǎo shī (Teacher Ma), 牛律師 niú lǜ shī (Lawyer Niu)
- The name or relation/title comes before the greeting. For example, 爺爺，早安。 yé ye zǎo an (Good morning, grandpa.), 奶奶，午安。 nǎi nai wǔ an (Good afternoon, grandma.), 媽媽，晚安。 mā ma wǎn an (Good night, mom.), 老師，再見 lǎo shī zài jiàn (Goodbye teacher.)
- Remind the class that students in China stand up and bow to the teacher at the beginning and end of each class period and have them do this routinely.
- Have students volunteer to be elderly and authority figures and practice using greetings during different times of the day. Use clothing and props.
- Ask students to compare the order of a Chinese name and an American name. Display two previously learned characters; 「女」 nǚ (female) and 「生」 shēng (born) and ask students to guess the meaning of the two words, then guess the meaning of the character 「姓」. Explain that in ancient times, China was a female-centered society, and people often identified a person by his/her mother. Therefore, the compound word of 姓 [「女」 nǚ female + 「生」 shēng born = 姓] means surname. Therefore, character 「姓」 xìng- surname is under the radical of 「女」 nǚ female.
- Have students practice using the following sentences: 你姓什麼？ nǐ xìng shén me? (What is your family name?) and 我姓____。 wǒ xìng _____. (My family name is_____.)
- Review the three sentences from Day One, and add “你姓什麼？ nǐ xìng shén me?” right after “What is your name?” Students will learn how to clarify family name from the first name.

Day Three

- Start language practice with flash cards of : 叫 jiào (call), 什麼(么) shén me (what), 名字 míng zi (name), 姓名 xìng míng (full name), 姓 xìng (surname), 年級 nián jí

n jí (grade), 哪天 nǎ tiān (which day), 衛(卫)生紙(纸) wèi shēng zhǐ (tissue), 廁(厕)所 cè suǒ / 洗手間(间) xǐ shǒu jiān (bathroom), 削鉛筆(铅笔) xiāo qiān bǐ (sharpening a pencil), 早安 zǎo an (good morning), 午安 wǔ an (good afternoon), 晚安 wǎn an (good evening), 高興(兴) gāo xìng (glad, happy), 認識(认识) rèn shì (acquaint, recognize, know), 幾歲(几岁) jǐ suì (how old), 上學 Shàng xué (go to school), 上課 Shàng kè (go to class), 上三年級 Shàng sān nián jí (go to third grade), 上廁所 Shàng cè suǒ (go to the bathroom), 去喝水 qù hē shuǐ (go to get a drink of water), 上洗手間 Shàng xǐ shǒu jiān (go to the bathroom).

- While reviewing the vocabulary, focus on the word “上 Shàng” which means “up” as well as “to, go up to”. Practice the following questions: 你上幾年級? nǐ shàng jǐ nián jí? (What grade are you in?) 我上三年級。 wǒ shàng sān nián jí. (I am in third grade.) 你家有幾個(个)人? 有誰(谁)? Nǐ jiā yǒu jǐ ge rén? yǒu shéi? (How many family members are there in your home? Who are they?) 我家有___個人。我有___, ___, ___和___。 wǒ jiā yǒu ___ ge rén 。 wǒ yǒu ___, ___ hé ___ (There are ___ members in my home. I have ___, ___, ___ and ___.)
- Set up some scenarios likely to be encountered by young learners and have them practice meeting each other. For example:
 - Two students meet each other for the first time in third grade
 - A student meets a heritage Mandarin speaking child in a local restaurant
 - Two new teachers meet the first day of school.

Day Four

- Have students stand in two lines and face each other to practice questions and answers for exchanging one’s name, age, grade, birth date and end the conversation with 很高興認識你。 hén gāo xìng rèn shì nǐ. (I am glad to meet you.)
- Have students in one line stay put while the students in the other line move over one person. The student at the end of the line moves to the other end, so that every student will have a new partner to practice with.
- Have students fill in the worksheet in Attachment B, Homework Activity Sheet to prepare for home extension assignment.
- Send students home with a copy of Attachment C, Speaking Extension Activity 1 for them to complete and have a parent or guardian sign that they have completed the activity.

Day Five

- Introduce the sentence pattern of 我可以_____嗎? wǒ kě yǐ _____ ma? lǎo shī wǒ kě yǐ _____ ma? (Teacher, may I _____?) Some examples of how that structure can be used are listed as follows: 我可以上洗手間

嗎？ wǒ ké yì shàng xǐ shǒu jiān ma? (May I go to the bathroom?) 我可以去削鉛筆嗎？ wǒ ké yì qù xiāo qiān bǐ ma? (May I go to sharpen my pencil?) 我可以用衛生紙嗎？ wǒ ké yì yòng wèi shēng zhǐ ma? (May I use a tissue?)

- Have students pair up to play teacher and student and practice the sentences.

Day Six

- Review sentences and phrases from previous lessons and add classroom phrases as follow: 站起來 Zhàn qǐ lái (Stand up), 坐下 Zuò xià (Sit down), 安靜 ān jìng (Be quiet), 請舉手 Qǐng jǔ shǒu (Please raise your hand.), 跟我讀 Gēn wǒ dú (Repeat after me), 不行 bù xíng (you are not allowed, cannot), and 不可以 bù ké yì (you may not/you are not allowed).
- Send home with each student a copy of Attachment D, Speaking Extension Activity 2 and have them complete with a parent or guardian.

Day Seven

- Conduct the Post – Assessment and score according to Attachment D, Post-Assessment Check List.
- Prepare the following five English sentences on different pieces of paper and spread them face down on a table. Have students turn the papers one by one and say the following sentences in Chinese.
 - May I go to bathroom/toilet?
 - May I go to drink water?
 - May I go to sharpen the pencil?
 - May I use the tissue paper?
 - May I use your pen?
- Have students pair up to ask and answer questions about one's name, age, birthday and express one's pleasure at meeting one another in Chinese.
- Students of heritage background are encouraged to add more questions about grade, family members, favorite color and animal.
- Prepare a couple of character writing and compound word exercise sheets to keep students occupied while they are waiting for the test or have finished the test.

Differentiated Instructional Support

- As students practice the various questions and answers, pair less confident students with those who are more confident to provide help.
- Pair heritage speakers and encourage them to use additional questions and answers. Encourage them to use the phrases listed as follows: The common way to ask one's age in Chinese is: 你幾歲？ nǐ jǐ suì? (How many years of age are you?) but we can also ask a young child's age by: 你多大了？ nǐ duō dà le? (How big are you?) Traditionally, we simply ask a person's age with “How many years of age are you?” Ask a child “How big are you?” but never ask an older person “多老了？ duō lǎo le? How old are you?”

Extensions and Home Connections:

- Have students complete the extension speaking activities given in Attachments C and D.

Technology Connections

- Use cartoon or video segments that accompany major textbooks to practice many of the conversations. For example, www.activechinese.com

List of Attachments:

Attachment A, Pre-Assessment

Attachment B, Homework Activity Sheet

Attachment C, Speaking Extension Activity 1

Attachment D, Speaking Extension Activity 2

Attachment E, Post-Assessment Checklist

Attachment A
Pre-Assessment

Display on the white board the following questions and answers which students have learned in Kindergarten, first and second grades.

Ask these questions to individual students as you take attendance.

After this informal interview, then review class rules.

你叫什麼名字？ nǐ jiào shén me míng zi? (What is your name?)

你幾歲？ nǐ jǐ suì? (How old are you?)

你的生日是哪天？ nǐ de shēng rì shì nǎ tiān ? (Which day is your birthday?)

我叫_____。 wǒ jiào _____. (I am called _____. / My name is _____.)

我_____歲。 wǒ _____suì (I am _____ years old.)

我的生日是__月__日/號(号)。 wǒ de shēng rì shì __yuè__rì/hào (My birth date is on ____.)

Attachment B
Homework Activity Sheet

我叫_____。 wǒ jiào_____. (I am called _____. / My name is _____.)

我_____歲。 wǒ_____suì (I am _____ years old.)

我的生日是__月__日/號(号)。 wǒ de shēng rì shì __yuè__rì/
hào (My birth date is on ____.)

我上三年級。 wǒ shàng sān nián jí. (I am in third grade.)

我家有_____個人。我有_____, _____, _____和_____。 wǒ jiā yǒu_ ge
rén 。 wǒ yǒu _____, _____hé_____(There are _____members in my home. I
have _____, _____, _____and _____.)

Attachment C
Speaking Extension Activity 1

As an extension of student's learning in Mandarin, your child has been given the opportunity to greet senior family members in the formal way according to the time of the day.

爺爺，早安。 yéye zǎo an (Good morning, grandpa.)

奶奶，午安。 nǎi nai wǔ an (Go od afternoon, grandma.)

媽媽，晚安。 mā ma wǎn an (Good night, mom.)

爸爸，晚安。 - bà ba wǎn an (Good night, Dad.)

Your child will also take this chance to ask your permission in Mandarin to get a drink of water, to go to the bathroom, to use Kleenex and to go sharpen a pencil.

我可以上洗手間嗎？ wǒ ké yi shàng xǐ shǒu jiān ma ? (May I go to the bathroom?)

我可以去削鉛筆嗎？ wǒ ké yi qù xiāo qiān bǐ ma? (May I go to sharpen my pencil?)

我可以用衛生紙嗎？

wǒ ké yi yòng wèi shēng zhǐ ma? (May I use a tissue?)

Once you have heard your child said the greetings and questions in Mandarin, please ask your child the meaning of each phrase or sentence, then sign this form and return to the teacher.

Parent Signature: _____

Date: _____

Attachment D
Speaking Extension Activity 2

As an extension of student's learning in Mandarin, your child has been given the opportunity to present a self-introduction to family members. This self-introduction will include your child's name, age, grade, family members, favorite color, favorite animal and birthday.

我叫_____。 wǒ jiào_____. (I am called _____. / My name is _____.)

我_____歲。 wǒ_____suì (I am _____ years old.)

我的生日是__月__日/號(号)。 wǒ de shēng rì shì __yuè__rì/
hào (My birth date is on ____.)

我上三年級。 wǒ shàng sān nián jí. (I am in third grade.)

我家有_____個人。我有_____, _____, _____和_____。 wǒ jiā yǒu _____
ge rén 。 wǒ yǒu _____, _____hé_____ (There are _____ members in my home. I
have _____, _____, _____and _____.)

我喜歡_____色。 wǒ xǐ huan _____ sè (I like _____ color.)

我喜歡_____。 wǒ xǐ huan (name of an animal) (I like
_____)

When you have seen your child's presentation of this Mandarin self-introduction, please sign the form and return it to the teacher.

Parent Signature: _____

Date: _____

Attachment E
Post-Assessment Check List

<u>Student names</u>																				
Performance Outcome																				
Formally greet family members or seniors according to the time of the day.																				
Ask permission to use other's study tools or belongings																				
Ask permission politely to go to the bathroom, drink water and sharpen a pencil.																				
Ask and answer questions about one's name, age and birthday.																				
Express one's pleasure at meeting someone in Chinese.																				
Completed home connection assignment #1																				
Completed home connection assignment #2																				