

Making Friends and Sharing Likes and Dislikes

Grade Level: Grade 4

Unit Theme: Making Friends

Ohio Standards Connection: *Foreign Language*

Standard: Communication: Communicate in languages other than English.

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

Indicator 1: Ask and answer questions about personal needs and wants (e.g., school supplies, food health).

Benchmark B: Exchange personal information.

Indicator 2: Exchange information about personal interests (e.g., likes, dislikes, what they are doing, what they are planning to do)

Standard: Cultures: Gain knowledge and understanding of other cultures.

Benchmark B: Identify and imitate gestures and oral expressions to participate in age-appropriate cultural activities.

Indicator3: Participate in cultural activities (e.g., games, songs, holiday celebrations).

Unit mode(s) of focus: Interpersonal and Presentational

Unit Description

In this multiple-day unit, students will recycle the words from K-3 and to use age-appropriate expressions to express their likes and dislikes to make friends, and gain the ability to introduce their friends. Initially, students review previous vocabulary by doing the activity using Attachment A, *Find Someone Who*, and recycle the words of weather, seasons, time, pets, color, hobby, and fruit. Then students will review the song called “找朋友” “Looking for a friend.” Students will interact with their classmates by interviewing them and seeking information, such as, “我喜欢... 我更喜欢... 我最喜欢...” “I like... I like ... more, I like ... the most. Students will also review the children game with the song call “丢手绢” “Dropping my handkerchief”. And students will learn a new song called “小草” (xiǎo cǎo) in order to recycle the words for nature. Moreover, students will recycle how to write some simple characters of the things they like or dislike. At the conclusion of this unit, students will be ready to introduce themselves and their friends to others.

- **Language Outcomes:** Students will mainly recycle the words learned from K-3 regarding topics they like or dislike, and they also learn some new words of introducing their friends.
- **Culture Outcomes:** Students will get to know a traditional Chinese children’s game, the Chinese way to greet their friends by shaking hands, and the manners of meeting a new friend.

Performance Outcomes

Students will be able to:

- Talk about weather, seasons, animals, color, and fruits.
- Introduce their friends, 也 also, 介绍 introduce.
- Tell what they like 更 gèng, more and 最 zuì most.
- Play the traditional children game, “丢手绢” “Dropping my handkerchief” and play the game by sitting in a circle as well as singing the song.
- Introduce themselves and their friends to others by telling whether he/she likes/dislikes certain things in daily life.
- Sing another popular Chinese song “小草” (xiǎo cǎo) in order to recycle the words for nature.

Time Frame/Estimated Duration: 30 minutes a day/6 days

General Tips from the Writers

- Modify the time needed for this unit based on class size and the time it takes to move through the activity sequence.
- If the weather and time permit, teachers may choose to bring students out of the classroom for the *Dropping my handkerchief* game.

Pre-Assessment

- The purpose of the pre-assessment is to help learners recall all the vocabulary learned from kindergarten to third grade. Hand out Attachment A, Pre-assessment *Find Someone Who* to each student.
- Ask students to stand up and move around to interview the other students about the questions in the chart. Let the interviewee who says “yes” write down his/her name in the square, and then move to another person to continue the interview until one student fills all squares.
- Make sure all students start with the game sheet and a pencil and that all stay involved asking and answering in Chinese.

Pre-Assessment Scoring Guidelines

The pre-assessment is not formally scored. Ask different students to read the questions and tell who does what.

Unit Assessments and Scoring Guidelines

- **Interpersonal**

Start the interpersonal assessment by using Attachment B, *We Are Friends*. Hand out the attachment to students, and arrange a partner for each of them. Students take turns interviewing their partner. As all the questions are written just in Chinese, it requires at least one of them to be able to recognize the characters in order to understand the meaning of the questions. (Adjust for difficulty by adding pinyin, if desired.)

Give students 10 minutes to interview each other. (Set a timer.) After they finish note taking and have asked all the questions, ask some groups to repeat their conversation in front of the class. As the same time, the others may try to understand their conversation and will be asked questions by the performers after their dialogue.

- **Interpersonal Assessment Scoring Guidelines**

	5	3	1
Clarity of speech (pronunciation, intonation, Fluency/Flow)	Student's remarks are easily understood by a native speaker.	Student's remarks are understood, but with some difficulty by a native speaker.	Student's remarks are not comprehensible to a native speaker.

- **Presentational (Optional assessment)**

Have students sing the popular Chinese song “小草” (xiǎo cǎo). Use Attachment C to teach the new words that appear in the song and Attachment D the note-sheet of Little Grass asking students who can play music instrument to play. You may wish to videotape their performance and show to them.

- **Presentational Assessment Scoring Guidelines**

	5	3	1
Sing the song	Student sang all parts of the song on the first try.	Student sang all parts of the song at the second or third try.	Student attempted to perform the song, but did not succeed.

Vocabulary and Structures

1. “我喜欢... 我更喜欢... 我最喜欢...”
“I like... I like ... more, I like ... the most.”
2. “我有... 我还有...”

- “I have... I also have...”
3. “我是... 你也是... 我们都是...”
“I am... you are also... we are all...”

Materials, Resources and Useful Web Sites

<http://www.bydxxg.com/main/music/lrc.asp?song=%D0%A1%B2%DD>

<http://www.stsky.com/Words/177326.htm>

Sequence of Activities

Day One

- Greet the students, and then hand out the pre-assessment to start the “Find Someone Who?” activity. You may wish to use a timer and make sure all of the students are involved in the activity.
- Follow the directions for the pre-assessment, above.
- Conclude the activity by having students share their responses. Ensure understanding of the meaning and recycled vocabulary with a focus on color, fruits, body parts, and animals.

Day Two

- Quickly review the vocabulary of colors, fruits, body parts, and animals. Just select several common, useful words.
- Sing the children song 找朋友 “Looking for a friend” with the body language as salute and shake hands. Let students end the song with a friend in the classroom. You may also participate in the activity in case there is odd number of students.
- With their partners they will start a conversation by using the sentence pattern “我喜欢... 我更喜欢... 我最喜欢... 你呢?” “I like... I like ... more, I like ... the most. And you?”
- Let students ask different topics and take turns. You may give the category to students, such as seasons, sports, or food.

Day Three

- Start the class by reviewing the sentence pattern “我喜欢... 我更喜欢... 我最喜欢... 你呢?” learned from formal lesson. Quickly review the vocabulary of seasons, sports, and food.
- If the weather permits, have an outside class with the students sitting on the grass. Otherwise, just let the students sit in a circle in the classroom.
- Review the children song “丢手绢” “Dropping my handkerchief,” and play the game as taught in earlier units by having the rest of the students singing the song.
- Recycle the words of family members, hobbies, Zodiac by interviewing their partners.
- End the class by counting the number from zero to 100.

Day Four

- Start the class by asking questions about the time, date, weather, etc., such as 现在几点? “What’s the time now?”; 今天几月几号? “What’s the date today?”; 今天天气怎么样? “How is the weather like today?”
- Separate the students into several groups by counting number, each group may have four students.
- Show them the sentence patterns by poster or PowerPoint, “我有... 我还有...” “I have... I also have...” “我是... 你也是... 我们都是...” “I am... you are also...we are all...” Let them make their own dialogue by using these sentence patterns, one of them role playing a new friend.
- Move around from group to group to help and correct the students’ dialogues.
- At the end of class, let each group perform their dialogue in front of the class, and then let them ask questions about their dialogues to check whether the rest of the class can understand them.
- End the class by reviewing what was learned today.

Day Five

- Start the class by recycling the names of Chinese traditional festivals, such as 春节 Spring Festival, 中秋节 Mid-autumn Day, 端午节 Dragon Boat Festival, and also the special foods for these festivals.
- Hand out Attachment B, *We Are Friends* to students. Arrange partners for each of them. Students take turns interviewing their partners by asking the questions on the paper sheet. As all the questions are written just in Chinese, it requires that one of them recognize the characters in order to understand the meaning of the questions. You may choose to add the pinyin.
- Give students 10 minutes to interview each other. (Set a timer.) Score the assessment using the rubric provided.
- After they finish note taking and have asked all the questions, ask some groups to repeat their conversation in front of the class. As the same time, the others may try to understand their conversation and will be asked questions by the performers.

Day 6

- In the last day of this unit, teach another popular Chinese song “小草” (xiǎo cǎo) in order to recycle the words for nature.
- Use Attachment C to teach the new words that appear in the song, and also use Attachment D, the note-sheet of Little Grass, asking students who can play a musical instrument to play.
- Performance for another class or at a school event. Several students play the instruments while other sing the song. Videotape if desired.

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).

- Allow students who are initially hesitant to use word utterances or short expressions that correctly respond to the questions. Partner these students in subsequent activities with students who can provide a strong model for complete sentences.

Extensions and Home Connections

- Encourage students to teach the vocabulary that we recycle to their parents or siblings at home. Students can use Attachment B to talk about their friend's favorites.
- Students can sing and dramatize the song *Little Grass* to students in other world language classes. Those students who have sung and dramatized the song to others can be awarded a small prize.

Technology Connections

Students may be encouraged to create/update an avatar to review this previously learned material. This enables learners to listen to their peers' likes and dislikes and also to share their own. See, for example, <http://www.voki.com/>.

List of Attachments

Attachment A, Pre-assessment, *Find Someone Who*

Attachment B, Interpersonal-assessment, *We Are Friends*.

Attachment C, Children's Song—Little Grass 小草 xiǎo cǎo

Attachment D, Music notes for *Little Grass*

Attachment A
Pre-assessment Find Someone Who

喜欢吃葡萄	眼睛是蓝色的	喜欢吃春卷	知道端午节吃什么
喜欢绿色的衣服	头发是棕色的	喜欢打篮球	喜欢吃冰淇淋
知道今天几月几号	家里有五口人	属龙	喜欢拉小提琴
喜欢大熊猫	不喜欢夏天	有爷爷和奶奶	坐校车上学

Attachment B Interpersonal Assessment We Are friends

姓名： _____ 他/她几岁？ _____。

最喜欢的

颜色： _____。

动物： _____。

运动： _____。

节日： _____。

数字： _____。

季节： _____。

水果： _____。

食物： _____。

早上几点上学？ _____。

晚上几点睡觉？ _____。

家里有几口人？ _____。

Attachment C
Children's Song—Little Grass

小草

xiǎo cǎo

没有花香 没有树高

méi yǒu huā xiāng méi yǒu shù gāo

我是一颗无人知道的小草

wǒ shì yì kē wú rén zhī dào de xiǎo cǎo

从不寂寞 从不烦恼

cóng bù jì mò cóng bù fán nǎo

你看我的伙伴遍及天涯海角

nǐ kàn wǒ de huǒ bàn biàn jí tiān yá hǎi jiǎo

春风阿 春风 你把我吹绿

chūnfēng ā chūnfēng nǐ bǎ wǒ chuī lǜ

阳光阿 阳光 你把我照耀

yángguāng ā yángguāng nǐ bǎ wǒ zhào yào

河流阿 山川 你哺育了我

héliú a shānchuān nǐ bǔ yù liǎo wǒ

大地阿 母亲 把我紧紧拥抱

dàdì a mǔqīn bǎ wǒ jǐn jǐn yōng bào

Attachment D

Music notes for *Little Grass*

音色: 单簧管

节奏: 摇摆乐(Swing)

速度: ♩ = 86

小 草

www.123qpu.com
词: 何兆华 何彤
曲: 张卓娅 王祖皆

——歌剧《芳草心》插曲

没有花 香, 没有树 高, 我是一棵 无人知道的

小 草; 从 不 寂 寞, 从 不 烦 恼,

你 看 我 的 伙 伴 遍 及 天 涯 海 角。 春 风 啊 春 风 你
阳 光 啊 阳 光 你

把 我 吹 绿, 河 流 啊 山 川 你 哺 育 了 我,
把 我 照 耀,

大 地 啊 母 亲 把 我 紧 紧 拥 抱。 抱。

★ 本曲A段与B段之间有一个大九度的跳进“e1 ~ 1/2f2”，一定要准确找到音位。

★ 最后一小节上方的(Ending)意为插入“尾声的节奏花点”，节奏完后全曲便告结束。