More Weather and Seasons

Grade Level: Grade One

Unit Theme: Weather and Seasons

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 simple 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 homme. Find the red apple./Finde den rotten Apfel.).

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

Indicator 9: Identify and say alphabet and sound-symbol correspondence (e.g., "b" as in "bateau," "n" as in HET).

Benchmark H: Identify the main idea and describe characters and setting in oral, signed or written narratives.

Indicator 10: Identify main ideas from oral, visual or written sources (e.g., listen and supply the missing word, draw pictures, answer simple questions).

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

Indicator 12: Role play simple messages (e.g., It's hot./Hace calor. The baby cries./Das Baby weint.).

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

Benchmark A: Observe, identify and describe simple patters of behavior of the target culture.

Indicator 1: Name important traditions, holidays or events.

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

Indicator 3: Observe and imitate appropriate patterns of behavior (e.g., gestures used with friends and family) of the target culture.

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

Benchmark A: Describe concepts and use skills from across disciplines.

Indicator 5: Identify elements (e.g., shape, color) in their own and others' artwork.

Unit mode(s) of focus

Interpretive, Interpersonal, and Presentational

Unit Description

In this multiple-day unit, students will practice what they learned in Kindergarten – words, phrases and sentences to identify weather and seasons and simple expressions of their feelings to the seasons. Additionally, students will learn more vocabulary related to the weather in each season. Finally, students will be introduced to the tradition of $Q\bar{\imath}ngming$ $ji\ \acute{e}$ (The Pure Brightness Day) observed in spring.

Performance Outcomes

Students will be able to:

- Identify and speak clearly the basic weather: 晴天 *q úg tiān* (sunny), 阴天 *yin tiān* (cloudy), 暖和 *nuăn huo* (warm),很热 *hěn rè* (very hot),很冷 *hěn lěng* (very cold), 刮风 *guā fēng* (windy),雾/有雾 wù/yǒu wù (foggy), etc.
- Speak using the complete model sentences:刮风了 *guā fēng le* (It is windy); 下雪了 *xià xuě le* (it is snowing).
- Ask and answer simple questions about seasons and weather pointing to picture/flash card: 这是什么季节? zhèshìshén me jìji ệ? (What is this?), zhè shì chūn tiān. 这是春天。(This/It is spring), 春天 chūn tiān (spring), 夏天 xià tiān (summer), 秋天 qiū tiān (autumn), 冬天 dōng tiān (winter). Using extended vocabulary about the weather, the answers can be "这是云(雲)zhèshìy ứn. (This is cloudy.)" "这是雨 zhèshìyǔ. (This is rain.)"
- Learn a conversational dialogue to discuss the weather on that day: "今天天气好吗? (How is the weather today?)" "好,今天是晴天 (Good, it is a nice day.)." "不好,今天下雨. (Not good, it is raining.)"
- Express themselves using like and dislike sentences using the new vocabulary learned in this unit: "晴天 *q ńg tiān* (I like sunny weather)", "阴天 *yin tiān*. (I dislike/don't like cloudy weather.)

Culture Outcomes

Students will be able to:

• Place three major Chinese festivals correctly in the proper seasons: 春节 *chūn jié* (Spring Festival) celebrated in winter, 中秋节 *zhōng qiū jié* (Moon Festival) celebrated in fall, and 清明节 *Qīngming jié* (The Pure Brightness Day) observed in spring.

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

General Tips from the Writers

- Review and practice the vocabulary and structures learned in Kindergarten.
- Use visuals, pictures and flash cards to assist students in identifying a sunny day, a cloudy day, a foggy day, etc.
- Encourage students to write the radical "雨" in this unit. Characters that share the same radical include: 雲(云 cloud),雪 (snow),雷 (thunder),雾 (fog),霜 (frost),and,雹 (hail). Do not hold students accountable for reading all these characters as long as they get to know the radical in the characters represents "precipitations" from the sky.

Pre-Assessment

Hand out four characters and four pictures that represent the four seasons (See Attachment A, Pre-Assessment Activities), and ask students to match the characters to the corresponding season.

Pre-Assessment Scoring Guidelines

- 3 Able to identify four seasons matched by characters
- 2 Able to identify 2-3 seasons matched by characters
- 1 Has difficulty identifying more than one season with correct characters
- 0 Has no knowledge of seasons

Unit Assessments and Scoring Guidelines

Interpretive Assessment

Using drawings or cartoon pictures, students will be able to match Chinese characters to specified weather illustrated in pictures.

Interpretive Assessment Scoring Guidelines

Use the appropriate section of Attachment C, Post-Assessment Scoring Rubric

Interpersonal Assessment

Given drawings or cartoon pictures illustrated weather, students will be able to respond questions: 1) "What is this?" 这是什么 zhèsh ìsh án me? Answer: It is cloud 这是云 (雲) zhèsh ìy ún. 2) How is the weather today 今天天气好吗? Answer: Good, it is a fine (sunny) day 好,今天是晴天. Not good, it is raining 不好,今天下雨。It is windy. 刮风了. guā fēng le. etc.

Interpersonal Assessment Scoring Guidelines

Use the appropriate section of Attachment C, Post-Assessment Scoring Rubric

Presentational Assessment

At the end of this unit, students are expected to be able to describe the weather in pictures using expanded vocabularies, and recite sentences learned in this unit and in Kindergarten (e.g., "It is cloudy." "It is windy." I like a sunny day; I don't like a foggy day." (See Attachment B) They will be able to describe the weather in their drawings and express their feelings towards the season and weather (我喜欢 wǒ xǐ huān I like or 我不喜欢 wǒ bù xǐ huān I don't like).

Presentational Assessment Scoring Guidelines

Use the appropriate section of Attachment C, Post-Assessment Scoring Rubric

Vocabulary and Structures

Vocabulary:

季节 jìjié season 晴天 q íng tiān sunny 云(雲) yún cloud

阴天 or 多雲 yin tiān or duō yún cloudy 雷 thunder 暖和 nuăn huo warm 很热 hěn rè very hot 很冷 hěn lěng very cold 风 wind fēng

刮风/有风 guā fēng or yǒu fēng windy

雾 wù fog

雾(天)/有雾 wù tiān or yǒu wù foggy

Sentence structure 1:

这是什么 zhèsh ìsh én me? What is this? 这是云(雲)。 zhèsh ìy ún. This is a cloud. 这是风。 zhè shì fēng. This is wind. 这是雾。 zhèsh ìw ù. This is fog.

这是什么季节 *zhèsh ìsh én me j ìji é*? What is this season?

这是春天。 *zhè shì chūn tiān*. This is spring. 这是夏天。 *zhè shì xià tiān*. This is summer. 这是秋天。 *zhè shì qiū tiān*. This is autumn. 这是冬天。 *zhè shì dōng tiān*. This is winter.

Sentence structure 2:

今天天气好吗 jīn tiān tiān qì hǎo ma? How is the weather today? (Note: It can also translate as 今天天气怎样 jīn tiān tiān qì zĕn yàng?)

This is (or It is) + term of the weather. (sunny, cloudy, windy, foggy)

这是晴天。 zhè shì qíng tiān. This/It is sunny. 这是阴天。 zhè shì yin tiān. This/It is cloudy. 今天是晴天. jīn tiān shì qíng tiān.It is sunny (today). 今天暖和. jīn tiān nuǎn huo. It is warm (today).

下雨了. xià yǔ le. It is raining. 下雪了. xià xuě le. It is snowing. 下雾了. xià wù le It is foggy. 打雷了 dǎ léi le. It is thundering. 刮风了. guā fēng le; It is windy.

今天刮风了. jīn tiān guā fēng le. It is windy today. 这是刮风天。 zhè shì guā fēng tiān. It is a windy day. 今天有雾。 jīn tiān yǒu wù It is foggy today.

Sentence structure 3:

It is a sunny day; a sunny day is warm.

今天是晴天, 晴天暖和. jīn tiān shì qíng tiān, qíng tiān nuǎn huo.

Summer can be very hot. 夏天会很热 xià tiān hui hěn rè Winter can be very cold. 冬天会很冷. dōng tiān hui hěn lěng.

This/It is The Pure Brightness Day. 这是清明节。 zhèsh ìQīngmíng jié.

Materials, Resources and Useful Web Sites

- Pictures or cartoons that symbolize weather and seasons, e.g. flowers, bright sun, cloud, rain, thunder, fog, blowing leaves, a snowman, a child who's hot (sweating under the bright sun), a child shivering on a snowing day
- Flash cards with four seasons and three cultural events (characters at one side, pictures or pinyin on the other side)
- Paper or poster board, glue or tape.
- Happy or Thumbs up and Sad or Thumbs down visuals to convey like and dislike
- Drums in small size (or anything that could mimic the sound of thunder)

Sequence of Activities

Day One

- Using Attachment A, Pre-Assessment Activities, conduct the pre-assessment.
- Review vocabulary and sentences learned in Kindergarten (See Attachment B-1) using pictures, drawings, and flash cards to match characters.
- Play the song "Light Rain" 春雨:

小雨, 小雨, 洒洒洒, 洒洒洒。 xiǎo yǔ, xiǎo yǔ, sā sā sā.

种子, 种子, 在说话, 在说话。zhŏng zi, zhŏng zi, zài shūo huà, zài shūo huà 哎呀呀! 雨水真甜。 ai ya ya! yǔ shuǐ zhēn tián.

哎哟哟! 我要长大。 ai yo yo! wǒ y ào zhǎng dà

(Light rain, light rain is sprinkling, sprinkling.

Seeds, seeds are talking, talking.

Ai ya ya, the rain water is really sweet.

Ai you you, I want to grow up.)

Day Two

• Introduce the new vocabulary: sunny, cloud, cloudy, thunder, and warm.

• Introduce eight sentences from sentence structure 1 and 2.

这是云(雲)。 zhèsh ìy ún. This is a cloud. 这是风。 zhèsh ìfēng. This is wind. 这是雾。 zhèsh ìw ù. This is fog.

今天是晴天. jīn tiān shì *q ńg* tiān. It is sunny (today). 今天暖和. *jīn tiān nuăn huo*. It is warm (today).

下雨了. xià yǔ le. It is raining. 下雪了. xià xuě le. It is snowing. 打雷了 dǎ léi le. It is thundering.

• Replay the song "Light Rain" 春雨.

Day Three

• Introduce the new vocabulary: wind, windy, fog, foggy, very hot, and very cold.

• Introduce the remaining sentences listed in structure 2.

• Learn and play the rhyme "风来啦" fēng lái la (Wind comes)

风来啦, 雨来啦, fēng lái la, yǔ lái la, Wind comes, rain comes.

雷公背着鼓来啦! léi gōng bēi zhe gǔ lá la! Grandpa thunder comes with a drum. 你敲敲,我敲敲,nǐ qiāo qiāo, wǒ qiāo qiāo, You beat the drum, I beat the drum, 敲得雷公弯了腰。qiāo de léi gōng wān le yāo. Beat Grandpa Thunder bends his waist.

你砸砸,我砸砸,nǐ zázá, wǒ zázá, You hit it, I hit it,

砸得雷公龇了牙。záde léi gōng zī le yá Beat Grandpa Thunder bares his teeth.

Day Four

- Review the rhyme "风来啦" *fēng lái la* (Wind comes). Add hand and body movements.
- Practice the vocabulary. Have students raise flash cards or pictures to match the weathers while speaking each word or phrase.
- Practice conversations. Use the weather visuals or cartoons and ask questions: "zhèshì shén me? 这是什么?" (What is this?) and "jīn tiān qì hǎo ma 今天天气好吗 (How is the weather today?)" Students might answer, "zhè shì fēng. 这是风。 (This/It is wind)".

• Lead students to practice sentences listed in structure 3: "这是夏天。(It's summer.)and "xià tiān huì hěn rè 夏天会很热 (Summer can be very hot.)" etc.

Day Five

- Call out the weather and have students raise flash cards, cartoons or pictures, or make gestures while speaking each character or phrase.
- Ask and answer questions as in Day Four. (See Attachment B 2 for vocabulary and structures)
- Review two traditional holidays, Spring Festival and Moon Festival
 - o Discuss in which season each festival is celebrates
 - o Discuss what to do in each festival and season
- Introduce 清明节 *Qīngming jié* (The Pure Brightness Day).
 - o Briefly describe the event in English to students
 - o Take a visual for The Pure Brightness Day, and place it in the season.
- Have students repeat the names of the three cultural events.
 - o Match each festival/event to the appropriate season. Remove festival visuals and stick them randomly on the season characters, asking 对 or 不对 du ìor bú du ì (yes or no) Repeat several times. Be sure to land on correct season characters by the end of practice.
 - Practice the names of the three traditional events and the corresponding seasons through games (e.g. playing pair-match)
 - o Practice the sentences "春天有清明节,秋天有中秋节,冬天有春节" (Spring has The Pure Brightness Day, Autumn has the Moon Festival, and Winter has the Spring Festival.) also by playing games.

Day Six

- Review the weather expressions by pointing to visuals and speaking the terms.
- Revisit the expressions 我喜欢/不喜欢 wǒ xǐ huān or wǒ bù xǐ huān (I like/I don't like) in relation to the weather and seasons. Use visual pictures to convey meaning
- Continue learning and practicing sentences using extended weather vocabulary. Ask individual students if they like certain seasons and weather by pointing to the visuals.
- Review the rhyme "风来啦 fēng lái la (Wind comes)".

Dav Seven

- Review 我 (不) 喜欢 wǒ (bù) xǐ huān (I like/I don't like)with students. Point to a season or weather visual, say the words, and have children say whether they like or dislike what you are pointing to. Repeat until all seasons and weather are reviewed.
- Review TPR motions with students related to the weather.
- Review the rhyme "风来啦 fēng lái la (Wind comes)".

Day Eight

- Have students draw their favorite weather and season and speak out the corresponding terms to rehearse a presentation.
- Conduct the interpretive and interpersonal assessments while students are practicing.

Day Nine

- Finish any remaining interpretive and interpersonal assessments.
- Conduct the presentational post-assessment. Have students describe the weather illustrated in pictures, or the weather on that day to the class.

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). Different learning needs and different learning styles can be accommodated in group activities.

- For heritage students who observe The Pure Brightness Day at home, have them share their experiences with the class. Use "Show and Tell" with family pictures, perhaps, to show what the family prepares (food, fake money, flowers, etc.) to visit their ancestor's tomb, what to wear for the event, etc. Encourage them to speak with more vocabulary and phrases related to the event.
- Encourage students to write the radical "雨" in this unit. Characters that share the same radical include: 雲(云 cloud),雪 (snow),雷 (thunder),雾 (fog),霜 (frost) and 雹 (hail). Please do not hold students accountable for reading all these characters, as long as they get to know the radical in the characters represents "precipitations" from the sky.

Extensions and Home Connections

- Have students complete Attachment D at home and have it signed by parents. Remove the pinyin prior to sending home!
- Have students take home the envelopes with flash cards of seasons and cultural events
 to teach parents in which seasons the Spring Festival (Lunar New Year) and the MidAutumn Festival are celebrated, and in which season The Pure Brightness Day is
 observed.

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.
 - In using MS Word to type Chinese characters the recommended font is SimSun.
 - The four tone marks in Pinyin can be found under "Insert Symbol"
- Twin Bridge: a Chinese software
 - o Recommended Fonts are:
 - TSC UKai M TT
 - TSC USong S TT

List of Attachments

Attachment A: Pre-Assessment Activity,

Attachment B 1: Review of Kindergarten Vocabulary and Sentence Structures

Attachment B 2: Extended expressions of weather and standard sentences

Attachment C: Post-Assessment Scoring Rubric Attachment D, Speaking Extension Activity.

Attachment A Pre-assessment Activities

Match the character 春, 夏, 秋, 冬 to each of the following pictures.





Picture 1. _____

Picture 2. _____



Picture 3. _____



Picture 4. _____

Attachment B 1 Review of Kindergarten Vocabulary and Sentence Structures

spring	(chūn tiān	春天)
flower	(huā	花)
rain/raining	(yǔ / xià yǔ le	雨/下雨了)
summer	(xià tiān	夏天)
sun	(tàiyáng	太阳)
hot	(rè	热)
autumn	(qiū tiān	秋天)
wind	(feng	风)
moon	(yu è li àng4	月亮)
Moon Festival	(zhōng qiū jié	中秋节)
winter	(dōng tiān	冬天)
snow/snowing	(xŭe/ xià xuĕ le	雪/下雪了)
snowman	(xuĕ rén	雪人)
cold	(lěng	冷)
Spring Festival	(chūn jié	春节)

This is spring. (zhè shì chūn tiān). 这是春天。

- Note: "This" indicates the picture. The correct English should be "It is spring."

This is a flower. (zhè shì huā). 这是花。 It is raining. (xià yǔ le). 下雨了。

This is summer. (zhè shì xià tiān). 这是夏天。
This is the sun. (zhèsh ìt ài y áng). 这是太阳。
Summer is hot. (xià tiān rè). 夏天热。

I don't like summer. (wǒ bù xǐ huān xià tiān). 我不喜欢夏天。

This is autumn. (zhè shì qiū tiān). 这是秋天。
This is wind. (zhè shì fēng). 这是风。
This is the moon. (zhèsh ìyuèli àng). 这是月亮。
I like Moon Festival. (wǒ xǐ huān zhōng qiū jié).我喜欢中秋节。

This is winter (zhè shì dōng tiān). 这是冬天。
It is snowing. (xià xǔe le). 下雪了。
This is a snowman. (zhè shì xǔe rén). 这是雪人。
Winter is cold. (dōng tiān lěng). 冬天冷。
I like Spring Festival. (wŏ xǐ huān chūn jié). 我喜欢春节。

Attachment B-2 Extended expressions of weather and standard sentences

Part 1

Question: What is this? 这是什么 zhèsh ìsh én me?

Answer: This is (or It is) + (cloud, wind, fog, etc.)

This is a cloud. 这是云(雲)。 zhèsh ìy ún. This is wind. 这是风。 zhèsh ìfēng. This is fog. zhèsh ìwù.

Part 2

Question: How is the weather today? 今天天气好吗 jīn tiān tiān qì hǎo ma?

(Note: It can also translate as 今天天气怎样 jīn tiān tiān qì zĕn yàng?)

Answer: This is (or It is) + term of the weather. (sunny, cloudy, windy, foggy)

Answer: This is (or It is) + (cloud, wind, fog)

这是晴天。 This/It is sunny. zh èsh ì*q ng* tiān. This/It is cloudy. 这是阴天。 zh èsh ìyin tiān. It is windy. 刮风了. guā fēng le; 下雨了. It is raining. xià vǔ le. 下雪了. It is snowing. xià xuĕ le. 下雾了. xi à w ù le It is foggy. 打雷了 dă léi le. It is thundering.

It is warm (today). 今天暖和. jīn tiān nuǎn huo. It is a windy day. 这是刮风天。 zhèsh ìguā fēn tiān. It is windy today. 今天刮风了. jīn tiān guā fēng le. It is a foggy day. 这是雾天. zhèsh ìwù tiān lī is foggy today. 今天有雾。 jīn tiān yǒu wù.

Part 3

Simple descriptions of weathers in the seasons

It is a sunny day; a sunny day is warm.

今天是晴天, 晴天暖和. jīn tiān shì q ng tiān, q ng tiān nuǎn

huo.

Summer can be very hot. 夏天会很热 xià tiān *hui hěn rè* Winter can be very cold. 冬天会很冷. dōng tiān *hui hěn lěng*).

I like a sunny day. 我喜欢晴天。 wǒ xǐ huān *q ́ng* tiān. I don't like a foggy day. 我不喜欢雾天. wǒ bù xǐ huān *wù tiān*.

This/It is The Pure Brightness Day. 这是清明节。 zhèsh ì*Qīngmíng jié*.

Spring has The Pure Brightness Day.春天有清明节。 chūn tiān yǒu *Qīngmíng jié*. Autumn has the Moon Festival. 秋天有中秋节。 qiū tiān yǒu *zhōng qiū jié*. Winter has the Spring Festival. 冬天有春节。 dōng tiān yǒu *chūn jié*.

Attachment C Post-Assessment Scoring Rubric

Performance	5	3	1
Outcome			
Match characters or	Correctly match 6	Correctly match 3-5	Unable to match
phrases to the correct	or more characters	characters/phrases to	more than 2
weather (sunny,	or phrases to the	the symbolized	characters/phrases
cloudy, windy, foggy,	symbolized weather	weather	to the symbolized
very cold, very hot,			weather
rainy, thunder)			
Presentation: Speak	Correctly speak 6	Correctly speak 3-5	Unable to speak
complete sentences	or more complete	complete sentences	more than two
	sentences with	with phrases to the	complete sentences
	phrases to the	symbolized weather	with phrases to the
	symbolized weather		symbolized weather
Match the cultural	Correctly match	Correctly match two	Correctly match one
events with the	three cultural	cultural events into	cultural events into
seasons	events into the	the appropriate	the appropriate
	appropriate season	seasons	season
Recite a rhyme: Wind Correctly speak and		Perform well though	Unable to recite
comes	perform the rhyme	not completely the	more than 1/3 of the
		rhyme	rhyme

Attachment D Speaking Extension Activity

1. Song "Light rain" 春雨:

小雨, 小雨, 洒洒洒, 洒洒洒。 xiǎo yǔ, xiǎo yǔ, sā sā sā.
种子, 种子, 在说话, 在说话。 zhǒng zi, zhǒng zi, z ài shūo hu à, z ài shūo hu à
哎呀呀! 雨水真甜。 ai ya ya! yǔ shuǐ zhēn ti án .
哎哟哟! 我要长大。 ai yo yo! wǒ y ào zhǎng d à

Light rain, light rain is sprinkling, sprinkling. Seeds, seeds are talking, talking. Ai ya ya, the rain water is really sweet. Ai you you, I want to grow up.

("Light rain" 春雨 by Traditional Chinese characters)

小雨,小雨,灑灑灑,灑灑灑。 種子,種子,在說話,在說話。 哎呀呀!雨水真甜。 哎喲喲!我要長大。

2. Rhyme: "Snowflakes" 雪花.

一片,一片,又一片, 两片,三片,四五片, 六片,七片,八九片, 落入水中看不见。

yī piàn, yī piàn, yòu yī piàn, liǎng piàn, sān pi àn, sì wǔ pi àn, liù pi àn, qī pi àn, bā jiǔ pi àn, luò rù shuǐ zhōng kàn bù jiàn.

One flake, one flake, and once again, Two flakes, three flakes, four and five, Six flakes, seven flakes, eight and nine, Falling into the water without any sign.

Attachment D

Speaking Extension Activity (continued)

3.	Rhyme:	"Wir	nd comes"	风来啦	fēng	g lái la
雷尔敲称	公背着鼓 鼓敲,我 诗雷公弯 咂砸,我	来啦! 敲敲, 了砸,	nĭ qiāo qiā	i zhe gŭ lái la o, wŏ qiāo qiā gōng wān le y ŏ zázá,	io,	Wind comes, rain comes. Grandpa thunder comes with a drum. You beat the drum, I beat the drum, Beat Grandpa Thunder bends his waist. You hit it, I hit it, Beat Grandpa Thunder bares his teeth.
and	return to	the te	eacher. If you	_	now	o a family member please sign this form these songs and rhymes, please sing learning.
Par	ent Signat	ture _				Date
The rhyme in Attachment D is selected from 《童谣三百首》(Children's Nursery Rhymes Three Hundred Pieces), 浙江少年儿童出版社(Zhejiang Youth Publisher, 2000)						