

My Neighborhood

Grade Level: Grade Three

Unit Theme: Places in the neighborhood and directions

Ohio Standards Connection: Foreign Language

Standard: Communication: Communicate in languages other than English.

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

Indicator 6: Follow a short series of requests or instructions (e.g., draw a picture, organize materials for a craft, TPR storytelling).

Benchmark K: Present information orally, signed or in writing.

No pertinent indicator at grade level.

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).

Ohio Standard: Comparisons: Develop insight into the nature of language and culture.

Benchmark B: Recognize that linguistic structures carry meaning and vary across languages.

Indicator 2: Identify cognates, word elements (e.g., prefixes, suffixes, word roots, radicals) and/or borrowed words (e.g., Me gusta el chocolate; J'aime danser; hanbaagaa; tofu; aus-, be-, vers-, wider - + sprechen; -ion suffix for feminine words).

Unit Mode(s) of Focus: Interpretive and Presentational

Unit Description

In this multi-day unit, students will learn the names of various places in their neighborhoods. They will also learn to recognize the Chinese characters for those words. Students will learn to describe the location of a place or a person. Students will make and share with the class a poster of their neighborhoods and describe in Chinese the locations of various places in that neighborhood.

Performance Outcomes

Students will be able to

- Tell some common places in the neighborhood in Chinese;

- Match Chinese written words with the pictures of the places in the neighborhood;
- Recognize fifteen written Chinese words, and know the sound and meaning of each;
- Create a poster or 3D model of students' own neighborhood with their homes at the center, labeling the places with the written Chinese words; and
- Share descriptions of the students' own neighborhood places in Chinese with the visual aid of the poster using the three sentence patterns and the new and recycled vocabulary.

Time Frame/Estimated Duration: *Eight classes / Four hours*

General Tips from the Writers

- The speed of lesson progress should be based on the site situation and the needs of the students.
- The poster could be a drawing, a collage or in some other form.
- Using 3D objects to introduce the words of locations is preferred.
- Instead of making a poster, students can also make a 3D model of neighborhood places. After presentation, the class can have a small exhibit.
- If students live in a rural area or in a neighborhood that does not have many of the places studied, allow them to make a poster of an imaginary neighborhood.

Feedback from Pilot Teachers

The unit covers the information which the students need, but we embedded it in language use in authentic contexts. For example, “Where are you going?” “I'm going to China/Beijing (by a plane).” So it's useful and fun.

Pre-Assessment

Show pictures or a map of neighborhood places. Ask the students questions like “Zhè shì shénme? (What is this?)” and “Nǐ jiā zài nǎlǐ? (Where is your home?)” Assess their recall of familiar words, such as school and home.

Pre-Assessment Scoring Guidelines

Informally assess the students as to their knowledge of the names of the places in Chinese. Use this information to guide your instruction.

Unit Assessments and Scoring Guidelines

Interpretive Assessment

Assess the students as they complete the various TPR activities and the matching games. Watch to see if they can successfully match the character with the word and if they can appropriately demonstrate the location words.

Interpretive Assessment Scoring Guidelines

Using a checklist of the students, record which words the students have mastered and which need more practice. Score using the following guidelines:

- | | |
|---------------|-------------------------------------|
| 14 – 15 of 15 | Outstanding knowledge of the topic |
| 12 – 13 of 15 | Satisfactory knowledge of the topic |

10 – 11 of 15
0 – 9 of 15

Adequate knowledge of the topic
Inadequate knowledge of the topics/ Needs remediation

Presentational Assessment

Have students make then share with the class a poster of their neighborhoods. Each student's home should be at the center. As the students describe their neighborhoods, encourage students in the class to ask questions about the locations of the various places they have learned during the lesson.

Presentational Assessment Scoring Guidelines

Score each student on the neatness of his or her poster and the student's ability to describe the places and their locations. Use the following scoring guidelines.

13 – 15 of 15	Outstanding knowledge of the topic
10 – 12 of 15	Satisfactory knowledge of the topic
7 – 9 of 15	Adequate knowledge of the topic
Below 7	Inadequate knowledge of the topics/ Needs remediation

Vocabulary and Structures

Vocabulary

- | | |
|---------------------|-----------------------|
| 1. 图书馆 túshūguǎn | (library) |
| 2. 商店 shāngdiàn | (store) |
| 3. 车站 chēzhàn | (bus/train station) |
| 4. 邮局 yóujú | (post office) |
| 5. 动物园 dòngwùyuán | (zoo) |
| 6. 电影院 diànyǐngyuàn | (movie theatre) |
| 7. 体育馆 tǐyùguǎn | (gym) |
| 8. 公园 gōngyuán | (park) |
| 9. 在 zài | (to be at/in/on...) |
| 10. 哪里 nǎlǐ | (where) |
| 11. 旁边 pángbiān | (next to) |
| 12. *前边 qiánbiān | (in front of) |
| 13. *后边 hòubiān | (behind) |
| 14. *左边 zuǒbiān | (left side) |
| 15. *右边 yòubiān | (right side) |
| 16. *的 de | ('s; of) |
| 17. *我家 wǒ jiā | (my house; my family) |

Structures

- *这是什么? Zhè shì shénme? (What is this?)
- *这是 zhè shì X. (This is X.) e.g., 这是图书馆。zhè shì túshūguǎn (This is the library); zhè shì dòngwùyuán (this is the zoo)
- X 在哪里? X zài nǎlǐ (Where is X?) e.g., 图书馆在哪里? túshūguǎn zài nǎlǐ? (Where is the library?)

- X在__。X zai __ (X is at/in/on ____.) e.g., 图书馆在左边。Túshūguǎn zài zuǒ biān (The library is on the left);
- X在y的__。X zai Y de __. (X is at/in/on Y's ____ . X is at/in/on ____ of Y) e.g., 图书馆在公园的左边 Túshūguǎn zài gōngyuán de zuǒbiān. (The library is at the library's left side/The library is at the left side of the park.)

Materials, Resources and Useful Web Sites

- Map of neighborhood places
- Pictures of the neighborhood places
- Flashcards of Chinese characters
- Toys or other objects
- Construction paper, scissors, glue etc. for poster
- Teachers can make a poster or slide show with pictures of the places in the unit and use those pictures for the Pre-Assessment and classroom activities.
- Attachment A map

Sequence of Activities

Day One

- Introduce the unit by asking questions like: What places and facilities are there in our neighborhood? Where are the places and facilities located (use the school as the center)?
- Conduct the Pre-Assessment using pictures or a map of neighborhood places. Point at the picture of the places and ask questions like “这是什么? Zhè shì shénme? (What is this?)” to see if students know the names of the places in Chinese. Assess students' readiness based on their responses.
- Introduce new Chinese characters with flashcards and pictures.

1. 图书馆 túshūguǎn (library)
2. 商店 shāngdiàn (store)
3. 车站 chēzhàn (bus/train station)
4. 邮局 yóujú (post office)

- recycle the words
 1. 家 jiā (home; family)
 2. 我 wǒ (I; me)
 3. 我家 wǒ jiā (my home; my family)
- Review the sentence patterns and practice the newly learned and recycled words. Ask students “这是什么? Zhè shì shénme? (What is this?)” Have them respond “这是 zhè shì X. (This is X.) ”.

Day Two

- Review the characters from Day One with flashcards and pictures asking, “这是什么? Zhè shì shénme? (What is this?)” Have them respond “这是 zhè shì __. (This is __)”

- Play a game to match pictures and characters (suggestions: a. ask students to hold the pictures and stand at the front of the class; ask other students to match the flashcards with the pictures; b. put the pictures or a map of the places on the board (pictures should have magnets on the back), ask students to match flashcards with the pictures (flashcards should have magnets on the back).
- Introduce the new Chinese characters with flashcards and pictures.
 1. 动物园 dòngwùyuán (zoo)
 2. 电影院 diànyǐngyuàn (movie theatre)
 3. 体育馆 tǐyùguǎn (gym)
 4. 公园 gōngyuán (park)
- Use the sentence pattern from Day One to practice the new words.

Day Three

- Review the vocabulary and structures from Days One and Two.
 1. Review the characters with flashcards and pictures;
 2. Show the pictures or a map of neighborhood places and ask, “这是什么? Zhè shì shénme? (What is this?)” The students should respond, “这是 zhè shì _____. (This is ____.)”
 3. Play the game from Day Two matching pictures and characters.
- Introduce the new Chinese characters 旁边 páng biān (next to) and 一边 biān (side; suffix)
- Recycle the words learned before: 前 qián (front), 后 hòu (back), 左 zuǒ (left), and 右 yòu (right).
- Introduce suffix 一边 biān with 前 qián, 后 hòu, 左 zuǒ, 右 yòu: 前边 qián biān (in front of), 后边 hòu biān (behind), 左边 zuǒ biān (left side), and 右边 yòu biān (right side).
- Use toys or other objects to demonstrate the locations; e.g., toy house and school or two stuffed animals (Mama and baby bear, for example).
- Using TPR, practice the location words. When you say 前边 qiánbiān (front side), have the students respond by moving their hands to the front.

Day Four

- Review the words of the places with flash cards and pictures.
- Use TPR to review the words of locations. Have students place pictures of people at the appropriate place on the map of neighborhood places as you describe where they are.
- Introduce the new words zài (to be at/in/on...) and nǎli (where).
- Introduce the sentence pattern: X zài nǎli? (Where is X?); X zài _____. (X is at/in/on ____.)
- Use toys or other objects to practice the sentence patterns. For example, use Mama Bear and Baby Bear and ask the students, “Baby Bear zài nǎli? (Where is baby bear?)” Have students respond with the sentence pattern “Baby Bear zài _____. (Baby Bear is at/in/on ____.)”

- Use a map of neighborhood places to practice the sentence patterns and the words of places. For example:
 - Q: 图书馆 túshūguǎn zài nǎli? (Where is the library?)
 - A: 图书馆在左边。Túshūguǎn zài zuǒ biān (The library is on the left).
 - Q: 公园 gōngyuán zài nǎli? (Where is the park?)
 - A: gōngyuán zài yòubiān (The park is on the right side.)

Day Five

- Review the words of the neighborhood places with the flashcards, pictures, and the sentence patterns: “这是什么? Zhè shì shénme? (What is this?)” and “这是 zhè shì _____. (This is ____.)”
- Review the words of the location with the TPR activity.
- Review the sentence patterns learned in Day Four with toys or other objects. Ask students “X 在哪里? X zài nǎlǐ (Where is X?)” Have students respond “X 在___. X is at/in/on_____.”
- Show the map of neighborhood places. Ask the students, “X 在哪里? X zài nǎlǐ (Where is X?)” Have students respond, “X 在___. (X is at/in/on/ ____.)”
- Introduce the new sentence pattern, “X 在 y 的___. X zài Y de _____. (X is at/in/on Y’s _____. X is at/in/on _____of Y) ”
- Practice the new sentence pattern. For example, ask “小熊在哪里? Baby bear zài nǎlǐ? (Where is the baby bear?)” Have students respond, “小熊在妈妈的左边。Baby bear zài Mama bear de zuǒ bian. (Baby bear is on the left side of Mama bear.)”
- Use a map of the neighborhood places to practice the new words and new sentence pattern. Ask, “X 在哪里? X zài nǎlǐ (Where is X?) Have students respond, “X 在 y 的___. (X is at/in/on Y’s ____.)”

Day Six

- Review the vocabulary and structures from Days One through Five.
- Review the words of places with flash cards and the pictures.
- Play the games from Day Two to match pictures and characters.
- Review the words of location with flashcards and TPR
- Practice the words of location and sentence patterns with toys or other objects.
- Practice combining the new words of neighborhood places and the various sentence patterns. Use a map of the neighborhood places.

Day Seven

- Provide students with a list of the words of neighborhood places
 1. 图书馆 túshūguǎn (library)
 2. 商店 shāngdiàn (store)
 3. 车站 chēzhàn (bus/train station)
 4. 邮局 yóujú (post office)
 5. 动物园 dòngwùyuán (zoo)
 6. 电影院 diànyǐngyuàn (movie theatre)

- 7. 体育馆 tǐ yùguǎn (gym)
- 8. 公园 gōngyuán (park)
- 9. 我家 wǒ jiā (my house; my family)

- Have students create a poster or 3-D model of the places in their own neighborhoods. The students' homes (wǒ jiā) should be at the center. Have students label the places with the written Chinese words.

Day Eight

- Have students present their posters or 3D models. Have students give the presentation in Chinese using the new words, recycled words and the sentence patterns; 这是 x。Zhè shì X. (This is ___.); X 在__。 X zài ___; (X is at/in/on ___). X 在我家的__。 X zài wǒ jiā de___. (X is at/on/in my home's ____.) Encourage the other students in the class to ask the presenter questions about the locations of various places in his or her neighborhood. Assess the students as they share their posters.

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).

- Ask questions in accordance with each student's level in the Chinese language.
- Allow students to respond to questions in single words or short phrases if they have difficulty making complete sentences.
- Partner hesitant students with students who can provide a strong model.
- Encourage students to respond to questions with words and expressions beyond what they have learned in this unit.

Extensions and Home Connections

- At home, students can design and create their own ideal neighborhood places and label the places with Chinese written words.
- Encourage students to walk, ride bicycles or go in cars with their parents and siblings around the neighborhood. A student will be given a reward if he/she can bring back a parent's signature indicating that during the walk or ride around neighborhood, he/she taught the vocabulary and expressions to the members of the family.

Technology Connections:

- Windows 2003 XP or later versions for typing and printing Chinese characters and Pinyin tone markers;
- Use Power Point to teach and review lessons.

List of Attachments

Attachment A, Map

Attachment A: Map



商店

图书馆

动物园

电影院

我家

邮局

车站

公园

体育馆
