

## Pastimes and Sports

**Grade Level:** Grade One

**Unit Theme:** Pastimes and sports

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

**Indicator 6:** Follow simple oral or signed directions (e.g., Bring me the book/Bring mir das buch. Qǐng gěi wǒ nǎběn shū.)

**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 roten Apfel.).

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

**Indicator 14:** Describe characteristics of pictures to others (e.g., a big yellow bus/un camión grande y amarillo; a red triangle/Hóng sān jiǎo).

**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.

**Indicator 2:** Sing/sign songs, play games and celebrate events from the target culture.

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

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

**Indicator 4:** Count forward to 100.

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

**Benchmark A:** Identify and describe linguistic structures and writing systems of the target language and English.

**Indicator 1:** Identify and describe writing systems of the target language and English (e.g., alphabet symbols, reading system-right to left/left to right).

**Unit Mode(s) of Focus:** Interpretive and Interpersonal

### Unit Description

In this multiple-day unit, students will gain the ability to use some age-appropriate sport language in Chinese. Students will interpret and react to pictures, illustrations, audio clips, and rhymes; Students will interact with their teacher and classmates by responding to requests, asking and answering questions, and doing game activities. Students will recognize some Chinese characters of the popular sports in China and will be able to trace or write characters and phrases where the character itself has fewer than five strokes. Students will be able to present their personal information in front of the class.

### Performance Outcomes

Students will be able to:

- Identify the sports 乒乓 pīngpāng (ping pong) 羽毛球 yǔmáoqiú (badminton), 足球 zúqiú (soccer), 篮球 lánqiú (basketball), 功夫 gōngfū (kung fu), and 太极 tàijí (tai chi);
- Ask about and respond with their preferences regarding sports;
- Read the rhymes;
- Trace, write and memorize the phrase 打乒乓 pīngpāng (play ping pong);
- Recognize the characters of “踢 tī” (kick) and “练 liàn” (exercise) and six phrases in writing;
- Use culturally appropriate gestures in response to each sport; and
- Speak clearly and understandably with peers and teacher.

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

### General Tips from the Writers

- Adjust instructional time based on class size and the time it takes to move through the activity sequence.
- Be sure to recycle vocabulary and structures from previous units whenever possible.

### Feedback from Pilot Teachers

- Students enjoyed learning the sports vocabulary and imitating playing the sports. Some vocabulary we omitted and will keep learning next school year after review and then build up more vocabulary.
- I brought to class real balls, made a graph to have students list their favorite sports, and discussed a true story of a young Chinese girl who lost one of her legs in the earthquake but performed a dance (that fulfilled her dream) in the Para-Olympics 2008 opening ceremony. Students responded positively to this unit and activities.

### **Pre-Assessment**

Set out a basket of balls that represent each sport being studied. Pass out Attachment A, Pre-Assessment Activity Response Sheet 1. Have students circle or mark with an X the appropriate sport based on the teacher's statements. Put out the pictures of Kong fu and Tai chi and pass out Attachment B, Pre-Assessment Activity Response Sheet 2. Have students circle or mark with an X the appropriate sport based on the teacher's statements.

### **Pre-Assessment Scoring Guidelines**

Collect the students' pre-assessment worksheets and use the following scale to evaluate their background knowledge of sports.

10 - 12 of 12	Strong understanding of the topic
7 - 9 of 12	Adequate understanding of the topic
4 - 6 of 12	Poor understanding of the topic / Needs remediation
0- 3of 12	Insufficient understanding of topic / Needs remediation

### **Unit Assessments and Scoring Guidelines**

#### **Interpretive**

Using the same attachments as for the Pre-Assessment, have students circle or mark with an X the appropriate sport based on the teacher's statements.

#### **Interpretive Assessment Scoring Guidelines**

Use the guidelines below to score the interpretive assessment

10 - 12 of 12	Strong understanding of the topic
7 - 9 of 12	Adequate understanding of the topic
4 - 6 of 12	Poor understanding of the topic / Needs remediation
0- 3of 12	Insufficient understanding of topic / Needs remediation

#### **Interpersonal**

At the conclusion of the unit, students will be paired up to perform a conversation with one another.

#### **Interpersonal Assessment Scoring Guidelines**

Rate each student's performance according to the following:

25 - 28	Highly Proficient
20 - 24	Proficient
15 - 19	Minimally proficient
14 - 0	Needs remediation

### **Vocabulary and Structures**

乒乓	pīngpāng	pingpong
羽毛球	yǔmáoqiú	badminton
足球	zúqiú	soccer
籃球	lánqiú	basketball
功夫	gōngfū	kung fu

太极 tàijí tai chi

**New phrases:**

打乒乓	dǎ pīngpāng	play pingpong
打羽毛球	dǎ yǔ máo qiú	play badminton
打篮球	dǎ lánqiú	play basketball
打太极	dǎ tàijí	do tai chi.
踢足球	tī zúqiú	play soccer
练功夫	liàn gōngfū	do kung fu

**The structures**

你喜欢打乒乓/羽毛球/篮球/太极吗?

Nǐ xǐhuān dǎ pīngpāng/ yǔ máo qiú/ lánqiú/ tàijí ma?

Do you like to play pingpong/ badminton/ basketball/ tai chi?

你喜欢踢足球吗?

Nǐ xǐhuān tī zúqiú ma? Do you like to play soccer?

**Review:**

这是什么?	Zhè shì shì shénme?	What is this?
这是 ...	Zhè shì ...	This is ...
我要...	Wǒ yào ...	I want
我不要...	Wǒ bú yào ...	I don't want ...
我有...	Wǒ yǒu...	I have...
我没有...	Wǒ méi yǒu...	I don't have...
我喜欢...	Wǒ xǐhuān ...	I like...
我不喜欢...	Wǒ bù xǐhuān ...	I don't like...

**Materials, Resources and Useful Web Sites**

- Visual objects such as balls used in ping pong, badminton, soccer, basketball
- Flash cards of the sports ping pong, badminton, soccer, basketball, tai chi, kung fu
- Teacher-made rhymes that highlight vocabulary expressions targeted in this unit
- Video clips of native speakers (captured from TV programs or taken of the Internet) using the vocabulary and appropriate gestures
- Access to related electronic equipment

**Sequence of Activities**

**Day One**

- Conduct the Pre-Assessment using Attachment A, Pre-Assessment Activity Response Sheet 1.
- Make a statement about one of the sports shown for each number and have students circle or place an X on the appropriate sport.
- Show the pictures of Kong fu and Tai chi and pass out Attachment B, Pre-Assessment Activity Response Sheet 2.

- Again, make a statement about one of the sports shown and have students circle or place an X on the appropriate sport.
- Collect and score these to determine the extent of the students' background knowledge on this topic and the need for remediation.
- Holding up the appropriate ball, say the names of the sports in Chinese: 乒乓 pīng pāng (table tennis), 羽毛球 yǔmáoqiú (badminton), 足球 zúqiú (soccer), 篮球 lánqiú (basketball).
- Explain to students that the words for the sports are the same words for the balls used to play those sports.
- Have students repeat the names of each sport as a class, in small groups, then individually.
- Review the phrases: 我有/没有...我喜欢/不喜欢 (I have/don't have ...I like/don't like.) Using flash cards as a clue put the names of the sports into the phrases and make complete sentences (e.g., 我有一个篮球。Wǒ yǒu yī ge lánqiú. I have one basketball). Give a model first, and then have the students say the complete sentences together and individually later.
- Play a game of "Who is faster?" Dump the balls out of the basket on the floor. Ask two students to come up. Says the name of a sport, and have students pick up the ball that represents the sport said. See who is faster. Make sure everybody gets a turn.

## Day Two

- Conduct a quick oral review of the vocabulary by using flash cards and having students say the names that correspond to the pictures shown. Call on the whole class at first and later call on individual students.
- Introduce the Chinese characters of 乒乓球 (ping pong ball), 羽毛球 (badminton ball), 足球 (soccer ball) and 篮球 (basketball) to the students.
- Holding a flash card with a picture of one of the balls, ask students, “这是什么? Zhèshì shénme?” (What is this?)
- After the students answer the question in Chinese, write the Chinese character of this ball on the board large enough for all to see easily.
- Put the picture of the ball beside the Chinese character
- Say the name of this ball in Chinese while pointing to the character. Have students repeat the word.
- Repeat this with the flashcard picture of each ball.
- Play a practice activity called “Do the teacher a favor”. Use the flash cards with characters of the balls on them.
  - Put the flash cards on the table;
  - Say, “我要一个篮球” “Wǒ yào yī ge lánqiú.” “I want a basketball.”
  - Have a group of students, without any other hint, go find the basketball flash card and bring it to you.
  - Say, “谢谢” (Thank you) and have students respond “不客气” (You are welcome!)
  - Repeat this activity until all the kinds of balls have been taken.
- Have students trace the characters of 乒乓

### Day Three

- Conduct a quick oral review of the vocabulary by using flash cards and having students say the names that correspond to the cards they are shown. Call on the whole class at first and later on individual students.
- Write down the rhyme of 我有/没有...我喜欢/不喜欢...“I have/don’t have... I like/don’t like...” (see Attachment E) on the board with large font, then let the students repeat each line after the teacher.
- Play a counting game with a basketball. Divide the students into two groups. Start with one student from each group and have that student dribble the ball while all count the number of bounces in Chinese. Once a student has failed to bounce the ball, rotate to the next student in line and continue counting. The first team to 100 wins.
- To practice recognizing the characters, hand out a worksheet with all characters of the balls on the left side of the sheet and all the pictures of the balls on the right side of the sheet. Have students draw a line matching the character to the appropriate ball.

### Day Four

- Learn the new phrases: 打乒乓 dǎ pīngpāng (play pingpong), 打羽毛球 dǎ yǔ máo qiú (play badminton), 打篮球 dǎ lánqiú (play basketball), 打太极 dǎ tàijí (do tai chi) by using sports game pictures and appropriate gestures.
- Have students repeat as a class and then individually each phrase to practice pronunciation and intonation with an appropriate gesture.
- Write down the phrases on the board with a large font. Read the phrases using a pointer to indicate each word. Have students repeat each several times.
- Using flash cards, present the phrases with a culturally appropriate gesture.
- Explain to student the difference between the English word of play and Chinese word of play in sports: In English all sports can use the word “play”, but in Chinese “playing games with feet, like soccer, should use “踢 tī” (kick) ; Playing games with hands, like the sports of ping pong, badminton, basketball use “打 dǎ” (beat)
- Introduce the Chinese radicals of 足 ( foot) and 手 (hand) 。
- Play a ping pong game: Divide the students into two groups. Start with one student from each group. The student will start to move forward by holding a ping pong paddle with a ping pong ball on top and simultaneously counting in Chinese. Have students try to keep the ping pong ball on the paddle. Once the ball drops off the paddle, rotate to the next student in line and continue counting. First team to 100 wins.
- Practice the different usages of 打 dǎ (beat) and 踢 tī (kick), then have students trace the characters: “打” and “乒乓”.

### Day Five

- Conduct a quick oral review of the vocabulary by showing appropriate gestures and having students say the names that correspond to the teacher’s gestures.
- Introduce the sports of 太极 tàijí (tai chi), 功夫 gōngfū (kung fu) by using pictures and appropriate gestures.
- Have students repeat after the teacher with an appropriate gesture.

- Write down the Chinese characters of 太极 tàijí (tai chi), 功夫 gōngfū (kung fu) on the board with a large font. Put the pictures of tai chi and kung fu on the board beside the corresponding character.
- Say the name tai chi and kung fu in Chinese while pointing at the characters. Have students repeat with an appropriate gesture.
- Show video clips of tai chi and kung fu (captured from TV programs or taken from the Internet) and have students demonstrate comprehension by doing the gestures they have learned.

### Day Six

- To learn the rhyme of “我喜欢打...我喜欢练...我喜欢踢...” (I like to play...) (see Attachment F), post on the wall a copy of the rhyme in Chinese written large enough for all to see. Lead students in reading using appropriate gestures. Repeat the rhyme several times until the students read it accurately.
- Ask a volunteer to write the phrase “打乒乓” (play ping pong) on the board. Have other students copy the phrase “打乒乓” (play ping pong)
- Play a puzzle game. Have copies of the rhyme “我喜欢打...我喜欢练...我喜欢踢...” (I like to play...) cut into three parts. Give each pair of students a full set of the parts of the rhyme. Have the paired students complete the puzzle by putting the parts in the correct order.
- Have students present a conversation in front of the class. Pair up the students. Using a list of six sports in Chinese writing, have one student start by asking: “你喜欢打/踢...吗?” (Do you like to play...). The other student will answer the question starting with: “我喜欢...” or “我不喜欢...” (I like to play... or I don't like to play...) Have the students take turns until they finish all the sports on the list.

### Day Seven

- Lead the students in the reading of the rhymes. (Attachments E and F).
- Conduct the Interpretive Assessment.
- Pass out the same worksheets that students used to complete the pre-assessment (Attachments A and B, Pre-Assessment Activity Score Sheet 1 and 2). Show the characters of the sports one at a time. Students will demonstrate their recognition of the Chinese characters of the sport by circling the picture that corresponds to the Chinese character they see.
- Conduct the Interpersonal Assessment. Pair each student up with a partner. Give the students the following phrases in Chinese writing:
 

○ 踢足球 tī zúqiú	play soccer
○ 打乒乓 dǎ pīngpāng	play pingpong
○ 打羽毛球 dǎ yǔ máo qiú	play badminton
○ 打篮球 dǎ lánqiú	play basketball
○ 打太极 dǎ tàijí	do tai chi.
○ 练功夫 lian gōngfū	do kung fu

- Have students present an appropriate conversation with each other using the phrases “Do you play...?” and the answer “I like to play...” or “I don’t like to play...”
- Assess each student’s proficiency by using Attachment C, Post Assessment Scoring Rubric.
- Have a “quiet” activity (coloring, drawing) for students to work on while you are working with the paired students.

**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.*

- Allow students who are initially hesitant in responding to the question with complete sentences to use word utterances that correctly respond to the questions. Partner these students in subsequent activities with students who you have identified that can provide a strong model.
- Have heritage students write/trace the characters/phrases.

**Extensions and Home Connections**

Encourage students to read to family members the rhymes they have learned at school.

**Technology Connections**

Additional websites are available for this unit at:

[www.chinesekungfu.com.au](http://www.chinesekungfu.com.au)

[www.sportschina.com](http://www.sportschina.com)

[www.cnkungfu.org](http://www.cnkungfu.org)

**List of Attachments**

Attachment A, Pre-Assessment Activity Response Sheet 1

Attachment B, Pre-Assessment Activity Response Sheet 2

Attachment C, Post-Assessment Scoring Rubric

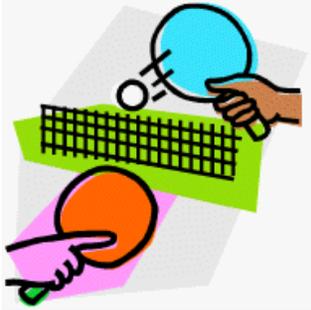
Attachment D, Speaking Extension Activity: Note to Parents

Attachment E, Teacher-made rhyme of “I have/don’t have...I like/don’t like...”

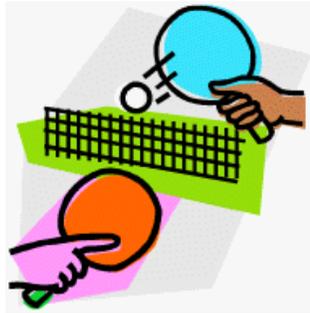
Attachment F, Teacher-made rhyme of “I like to play...”

**Attachment A**  
Pre-Assessment Activity Response Sheet 1

1.



2.



3.

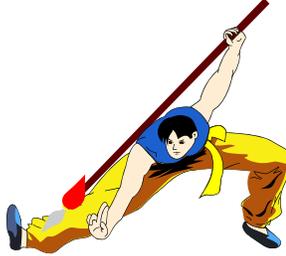


4.

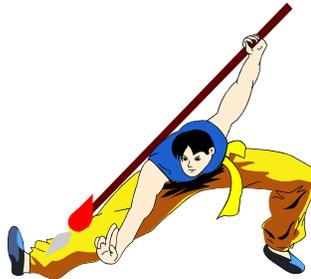


**Attachment B**  
Pre-Assessment Activity Response Sheet 2

1.



2.



**Attachment C**  
**Post-Assessment Scoring Rubric**  
 (Can/can't) check list

Can = 1 point

<b>Performance Outcomes</b>	<b>Clarity of Speech</b>	<b>Recognition Character /phrase</b>	<b>Product of writing</b>	<b>Making a complete sentence in speech</b>
打乒乓 dǎ pī ngpāng play pingpong				
打羽毛球 dǎ yǔ máo qiú play badminton			N/A	
打籃球 dǎ lánqiú ú play basketball			N/A	
踢足球 tī zúqiú play soccer			N/A	
打太极 dǎ tàijí play tai chi.			N/A	
练功夫 liàn gōng fū play kung fu			N/A	
你喜欢打/踢... 吗? Nǐ xǐhuān dǎ/ tī ... ma? Do you like to play...?			N/A	
我喜欢打/踢... Wǒ xǐhuān dǎ/ tī ... I like to play...			N/A	
我不喜欢打/ 踢... Wǒ bù xǐhuān dǎ / tī ... I don't like to play...			N/A	

**Attachment D**  
Speaking Extension Activity – Note to Parents

As an extension of his or her learning in Chinese class, your child has been given the opportunity to read to family members rhymes using vocabulary words or phrases currently being studied. These words and phrases are:

Sports:

乒乓 pīngpāng	pingpong
羽毛球 yǔmáoqiú	badminton
足球 zúqiú	soccer
篮球 lánqiú	basketball
功夫 gōngfū	kung fu
太极 tàijí	tai chi

Phrases:

打乒乓	dǎ pīngpāng	play pingpong
打羽毛球	dǎ yǔ máo qiú	play badminton
打篮球	dǎ lánqiú	play basketball
打太极	dǎ tàijí	do tai chi.
踢足球	tī zúqiú	play soccer
练功夫	liàn gōngfū	do kung fu

Once you have verified that your child has taught a member of the household the conversation by assisting that individual with his or her pronunciation and attempting to engage him or her in the complete conversation, sign this form and have your child return it to me.

Please trust that your child's pronunciation of the vocabulary is accurate. Young children have an amazing ability to hear words and phrases and then pronounce them with great accuracy.

Parent Signature \_\_\_\_\_ Date\_\_\_\_\_

Remember, the more opportunities your child has to practice his or her Chinese outside of class, the better the chance that he or she will retain the language.

Xie xie!  
(Thank you!)

### Attachment E

“我有/没有...我喜欢/不喜欢...” (I have/don't have...I like/don't like...)

I have a ping pong ball,  
But I don't have any basketballs;  
I like badminton,  
But I don't like soccer;  
I like kung fu,  
But I don't like tai chi  
Because it's so slow like a turtle!

Wǒ yǒu yī ge pīng pōng qiú,  
Dàn wǒ méi yǒu lán qiú;  
Wǒ xǐ huān yǔ máo qiú,  
Dàn wǒ bù xǐ huān zú qiú;  
Wǒ xǐ huān gōng fū,  
Dàn wǒ bù xǐ huān tài jí .  
Yīnwèi xíngdòng xiàng wū guī tài màn  
le!

我有/我没有...我喜欢/我不喜欢...

我有一个乒乓球，  
但我没有篮球；  
我喜欢羽毛球，  
但我不喜欢足球；  
我喜欢功夫，  
但我不喜欢太极。  
因为行动像乌龟\_\_太慢了！

## Attachment F

“我喜欢打...我喜欢练...我喜欢踢...”(I like to play...)

I like to play...

I like to play ping pong.

Wǒ xǐ huān dǎ pīng pāng qiú.

I like to play badminton.

Wǒ xǐ huān dǎ yǔmáo qiú.

I like to do Tai chi.

Wǒ xǐ huān dǎ tàijí

I like to play basketball

Wǒ xǐ huān dǎ lán qiú.

I like to do kung fu.

Wǒ xǐ huān liàn gōngfū

I like to play soccer.

Wǒ xǐ huān tī zúqiú.

“我喜欢打 我喜欢练...我喜欢踢...”

我喜欢打乒乓球。

我喜欢打羽毛球。

我喜欢打太极。

我喜欢打篮球。

我喜欢练功夫。

我喜欢踢足球。