

Chinese World

Grade Level: Grade Two

Unit Theme: Countries/Cities/Geography

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 questions about likes and dislikes (e.g., What is your favorite color?/¿Cuál es tu color favorite? What fruit don't you like?/Welche Frucht hast du nicht gern?).

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

Indicator 9: Answer simple questions concerning essential elements of a story (e.g., who? what? when? where? how?).

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

Indicator 15: Label familiar objects or people (e.g., school supplies, family members, geometric shapes) and share with others.

Benchmark L: Apply age-appropriate writing process strategies to write short, guided paragraphs on various topics.

Indicator 16: Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to simple sentences.

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

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

Indicator 1: Identify appropriate patterns of behavior (e.g., gestures used with friends and family).

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

Indicator 3: Sing/sign songs, play games and celebrate events from the target culture.

Benchmark C: Observe, identify, describe and reproduce objects, images and symbols of the target culture.

Indicator 4: Make a tangible cultural product (e.g., a craft, toy, food, flag).

Indicator 5: Identify characteristics of cultural items (e.g., toys, clothing, foods).

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

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

Indicator 2: Locate target language country/countries on the globe or world map, using a visual or oral cue.

Benchmark B: Identify viewpoints of the target culture through authentic sources and expressive products.

Indicator 5: Listen to music from the target culture and name the instruments used.

Unit Mode(s) of Focus Interpretive and Presentational

Unit Description:

In this multiple-day unit, students will gain the ability to ask and answer questions about likes and dislikes of certain countries, cities or towns, flowers and foods. Students will learn to locate several areas in which Chinese is spoken and will review names of relatives and tell the geographic location in which they live. The learners will also recognize the city, regional, or country flags and official flowers. Through class discussion, students will find the characteristics of Chinese staple crops, popular drinks and culture. Students will also be able to recognize the stories about how cities derive their names. Students will have opportunities to appreciate traditional Chinese music and instruments.

Performance Outcomes

Students will be able to:

- Say the names of major Chinese speaking cities, countries, and areas.
- Identify the flag and official flower of China, Hong Kong SAR, Taiwan and Singapore.
- Tell the geographic location of China, Hong Kong, Taiwan and Singapore.
- Recognize the stories about how cities of Shanghai, Hong Kong, San Francisco derive their names.
- Recognize traditional Chinese music and instruments.
- Sing a traditional Chinese song
- Recognize the method of cooking rice with a rice cooker
- Differentiate the Chinese and western gestures of “come over” to humans and animals.
- Demonstrate the courtesy of serving and being served tea.

Time Frame/Estimated Duration: *Eleven classes / Five and one half-hours*

General Tips from the Writers

- Under this unit topic there are many things to teach and to learn. It is hard to choose what to focus on within this broad material. Age and student background should guide the focus of the content. Adjust the number of sentence patterns as needed.
- Vancouver has one of the largest Chinese population and Chinatowns outside of Asia. Therefore, Vancouver has been included in this lesson.
- The Day 11 celebration could be a tea party, serving Chinese pastry instead of rice. Be sure to ask parents to volunteer to prepare dishes to be served and to serve as assistants at the celebration.
- The flute in China could be called 箫 (簫) xiao (vertical flute) or 笛子 di zi (horizontal flute). Although their sounds are similar, the looks of the instruments and the way to play them are different. Sometimes they are called “橫笛、直箫 (簫)” héng dí zhí xiāo which means horizontal “dī”, vertical “xiāo”. This is an easy way to tell the differences between the 笛 and 箫 (簫).
- Rice is a staple crop in China but residents of the northern part of China often prefer food made of wheat 面 (麵) rather than rice 饭 (飯). Therefore 面 (麵) was brought up in Day Eight Example #2.
- Drinking tea depends on time and the location often means a different level of social activity. A typical Cantonese morning tea in a restaurant is a pot of tea and two plates of pastries. A noon tea means a lunch with variety of pastries and snack foods. An afternoon tea could be an early light dinner with pastries and snacks, similar to high tea but serving Chinese food.
- When talking about tea, students probably will mention some tea varieties. At this moment, it is a good time to explain to students that fermentation is very important in food process development. Basically there are only two categories of tea: unfermented (green tea) and fermented (the rest of tea varieties). Soybeans fermented become soy sauce. Grapes and other fruits are fermented to make wine. Businessmen mainly name their products after the name of a mountain, the name of a town, appearance of the processed tea, or ingredients added or the taste of the tea.
- Some people may think that 东 (東) 部 and 东 (東) 方 are similar or with very subtle differences, but 東部 means eastern part of the piece of land, 东 (東) 方 means at the east side direction which may or may not connect in the same piece of land and even be quite far away.

Feedback from Pilot Teachers

This theme is broad and informational. Instead of telling the information to students, it helps to provide videos about Chinatown in the USA and other Chinese speaking cities and countries.

Pre-Assessment

- Pre-decorate the classroom with pictures of peonies, plum blossoms, Dendrobium orchids, Bauhinia, the Dragon Dance, the Lion Dance, a Chinese New Year parade and flags of China, Hong Kong SAR, Taiwan and Singapore. Include pictures of Chinatowns or Chinese cities. Large maps of North America, China and Asia are preferable to a terrestrial globe.

- Ask students the question “这（這）是什么（麼）？zhè shì shén me？”(What is this?), while pointing to a landmark picture of a city, a national flower, a map of U.S., China, or Asia. Students can also ask back “那是什么（麼）？Nà shì shén me” (What is that?) Encourage students to share or discuss whatever they know about the pictures.
- Students’ responses and discussion about the pictures and flags will indicate how much they know about the region and the vocabulary or phrase used in answering the questions. These provide a good guideline for the teacher to adjust the content of the unit.

Pre-Assessment Scoring Guidelines

Use the rubric below to score the Pre-Assessment.

3 of 3	Strong understanding of topics
2 of 3	Adequate understanding of topics
1 of 3	Poor understanding of topic/Needs remediation
0 of 3	Insufficient understanding of topic /Needs remediation

Interpersonal Assessment

Have students in pairs ask and answer questions about likes/dislikes of cities or flowers and ask and answer questions about the geographic locations of San Francisco, Boston, China, Hong Kong.

Interpersonal Assessment Guidelines

Use Attachment E, Post-Assessment Checklist to record students’ answers. Score according to the rubric below.

20-15	Highly proficient
15-10	Proficient
10-5	Minimally proficient
5-0	Needs remediation

Presentational Assessment

- Have each student stand in front of class and do the following:
 - use the map of U.S. on the white board to point out and say aloud the names of three of the largest Chinatowns in the U.S.
 - use the map of China to point out and say aloud the four Chinese cities
 - use the map of Asia to point out and say aloud the names of China, Hong Kong, Taiwan and Singapore and place the flags at the correct location on the map.
- Also, have students write a paragraph using the worksheet given in Attachment C2 which is a form with blanks to be filled.
- Have students sing the Mandarin song “Black Bamboo Tune”. (See Home Connections.)

Presentational Assessment Guidelines

Use Attachment E, Post-Assessment Checklist to record the students’ answers. Score according to the rubric below.

20-15	Highly proficient
15-10	Proficient

10-5 Minimally proficient
5-0 Needs remediation

Vocabulary and Structures

在	zài	(use as a preposition, such as in, on, at)
哪兒(哪儿) ar = 哪裡(哪里) nǎ lǐ		(where)
東(东)	dōng	(east)
西	xī	(west)
南	nán	(south)
北	běi	(north)
部	bù	(part)
方	fāng	(direction)
東(东) 部	dōng bù	(eastern part)
東(东) 方	dōng fāng	(east side; east direction)
中	zhōng	(middle)
亞(亚) 洲	yà zhōu	(Asia; Asian continent)
中國(国) 城	zhōng guó chéng	(Chinatown)
茶	chá	(tea)
簫(萧)	xiāo	(vertical flute)
笛子	dí zi	(horizontal flute)

Sentence Structures

1. Name of a city/country + at where?

Where is China?	中國在哪兒(哪儿)?	Zhōng guó zài nar ?
Where is Hong Kong?	香港在哪兒?(哪儿)	Xiāng gǎng zài nar ?
Where is Taiwan?	台灣(湾)在哪兒(哪儿)?	Tái wān zài nar?
Where is Singapore?	新加坡在哪兒(哪儿)?	Xīn jiā pō zài nar ?
Where is Beijing?	北京在哪兒(哪儿)?	Běi jīng zài nar ?
Where is Shanghai?	上海在哪兒(哪儿)?	Shàng hǎi zài nar ?
Where is Xi'an?	西安在哪兒(哪儿)?	Xī ān zài nar ?
Where is San Francisco?	舊金山在哪兒(哪儿)?	Jiù jīn shān zài nar ?
Where is Boston?	波士頓在哪兒(哪儿)?	Bō shì dùn zài nar ?
Where is New York?	紐約在哪兒(哪儿)?	Niǔyuē zài nar ?
Where is Vancouver?	溫哥華在哪兒(哪儿)?	Wēn gē huā zài nar ?

2. Name of a city/country + at/in/on+ name of a continent/country/city/place + direction.

China is in the eastern part of Asia continent. (东) 部。zhōng guó zài yà zhōu dōng bù	中國(国) 在亞(亚) 洲東
Hong Kong is in the southern part of China.	香港在中國(国) 南部。

Xiāng gǎng zài zhōng guó nán bù Taiwan is in the East side of Hong Kong. 方。Tái wān zài Xiāng gǎng de dōng fāng Singapore is in the south-east side of Asia. (东) 南部。Xīn jiā pō zài yà zhōu de nán bù Beijing is in the northern part of China. Běi jīng zài zhōng guó běi bù Shanghai is in the southern part of China. Shàng hǎi zài zhōng guó nán bù San Francisco is in the western part of America. 部 Jiù jī n shān zài měi guó xī bù Boston is in the eastern part of America. (东) 部。Bō shì dùn zài měi guó dōng bù New York is in the eastern part of America. (东) 部。Nǚyuē zài měi guó dōng bù Vancouver is in the western part of Canada. 西部。Wēn gē huā zài jiā ná dà xī bù	台灣(湾)在香港的東(东) 新加坡在亞(亚)洲的東 北京在中國(国)北部。 上海在中國(国)南部。 舊(旧)金山在美國(国)西 波士頓(顿)在美國(国)東 紐約(纽约)在美國(国)東 溫(温)哥華(华)在加拿大
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3. Noun/pronoun + like + name of flower/city/country + question particle

Do you like peonies? huā ma?	你喜歡(欢)牡丹花嗎(吗)? Nǐ xǐhuān mǔdan huā ma?
Do you like plum blossoms? ma?	你喜歡(欢)梅花嗎(吗)? Nǐ xǐhuān méi huā ma?
Do you like bauhinia variegata? huā ma?	你喜歡(欢)紫荊花嗎(吗)? Nǐ xǐhuān zǐ jīng huā ma?
Do you like dendrobium orchids? jī hua ma?	你喜歡(欢)胡姬花嗎(吗)? Nǐ xǐhuān hé jī hua ma?
Do you like Shanghai? ma?	你喜歡(欢)上海嗎(吗)? Nǐ xǐhuān shànghǎi ma?

4. Your + name of relative + live in where?

Where does your mother's sister live? 你的阿姨住在哪兒(哪儿)/哪裡?	Nǐ de ā yí zhù zài nǎr/ nǎ li?
Where does your father's elder brother live? 你的伯伯住在哪兒(哪儿)?	Nǐ de bóbo zhù zài nǎr?
Where does your teacher live? 你的老師住在哪兒(哪儿)?	Nǐ de lǎo shī zhù zài nǎr
Where does your grandfather live? 你的爺爺住在哪兒(哪儿)?	Nǐ de yéye zhù zài nǎr

5. My + Name of relative + live in + Name of city/ country

My father's sister lives in Taiwan.

我的姑姑住在台灣（湾）。 Wǒ de gū gu zhù zài tāi wān

My father's younger brother lives in Boston.

我的叔叔住在波士頓（顿）。 Wǒ de shū shū zhù zài bō shì dùn

Lanlan's grand mother lives in Beijing.

蘭蘭的奶奶住在北京。 Lán lan de nǎi nai zhù zài běi jīng

My teacher lives in San Francisco.

我的老師住（住）在舊（旧）金山。 Wǒ de lǎo shī zhù zài jiù jīn shān

Materials, Resources and Useful Web Sites

- Map of North America
- Map of Asia and the Pacific rim
- Pictures of a peony, a plum blossom, a Dendrobium, a bauhinia, and black bamboo
- One DVD featuring Chinese flute and music
- Flags of China, Hong Kong Special Administration Region, Taiwan and Singapore.
- Printed small flags and flowers for the speaking extension activity
- Tea set and tea leaves
- Rice and rice cooker

Sequence of Activities

Day One

- Conduct the Pre-Assessment.
- Present the pictures of the Chinese New Year parade and major Chinatowns in North America. The three biggest Chinatowns in the United States are San Francisco, Boston and New York. Mark these on a large map of the United States. (The Chinese names of Boston – 波士頓 Bō shì dùn and New York – 紐約 Niǔyue are both translated based on the English sound, but the city of San Francisco has a meaningful Chinese name “舊金山, the old gold mountain”. During the gold rush period San Francisco was considered as a harbor city to enter the gold mountain by Chinese people as well as other gold miners.)
- Present the terms of “中國城 zhōng guó chéng” (Chinatown) and “舊金山 jiù jīn shān” (the old gold mountain). Present these for language practice and recognition. The characters of “中國” with stroke order will be part of the next day's exercises.
- Encourage learners with a heritage background to share their stories about family that lives in a Chinatown or other Chinese cities and countries.
- Have students share experiences of visiting, shopping, or dining in Chinatown, or Chinese cities.
- If time permits, present a pictographic mountain when explaining the Chinese name of San Francisco. “shan – mountain” is a radical related to many landscape words.

Day Two

- Review the Chinese name of 波士頓, 紐約 and 舊金山 (San Francisco).

Review the terms of 中國 (国) 城 zhōng guó chéng (Chinatown) and explain that the meaning of 城 chéng (town) also means castle and a solid wall. The sound and meaning of the word “chéng” will be a connector connecting 長城 cháng chéng the Great Wall. The Great Wall is in China.

- Present a map of Asia and the Pacific Rim to locate China, Hong Kong, Taiwan, and Singapore. Display the four flags representing the above mentioned four places in the appropriate areas.
- Explain to students that the Chinese name of “香港 – xiāng gǎng” (fragrant harbor) is derived from the fragrant trees that were exported from the island for refining perfume a long time ago. According to the Malaysian native language, “Singa” means lion. Therefore Singapore, besides its present translated name, 新加坡 Xīn jiā pō, people used to call it “獅子城 Xīn jiā pō shī zi chéng” (Lion town).
- Review the characters of the four directions and the names of Chinese cities and countries to tell the location: 在 zài (used as a preposition, such as in, on, at), 東 dōng (east), 西 xī (west), 南 nán (south), 北 běi (north), 部 bù (part), 方 fāng (direction), 東方 dōng fāng (east side; east direction), 中 zhōng (middle), 台灣 tái wān (Taiwan), 新加坡 xīn jiā pō (Singapore), 亞洲 yà zhōu (Asia; Asia continent), 北京 běi jīng (Beijing), 上 shàng hǎi (Shanghai), 西安 xī ān (Xi’an), and 東部 dōng bù (eastern part).

Day Three

- Review previously learned vocabulary on directions, Asia, and cities in China.
- Explain to students 哪兒 = 哪裡 (where). While people in northern China enjoy speaking with er sound (兒化音, 哪兒), southerners prefer to use (哪裡).
- Conduct a character writing exercise for 中國 zhōng guó, 在 zài (used as a preposition, such as in, on, at), 東 dōng (east), 西 xī (west), 南 nán (south), and 北 běi (north).
- Teach the questions and answers of where various places are located by using sentence structures 1 and 2
- Pair up the students and have them role play, taking turns asking and answering the questions.

Day Four

- To review the previous day’s learning have a student volunteer to be a teacher to teach the rest of class.
- Continue to teach question and answers of where about by using sentence structures 1 and 2.
- Have each student hold a card with the name of a city or a country written on it and stand in a circle. Have one student stand in the center holding a card saying “找朋友 zhǎo péngyǒu (looking for a friend)”.
- Have the group sing “一二三四五六七 Yī ěr sān sì wǔ liù qī One, two, three Four, five, six, seven”, and the student in the center sings “我的朋友在哪裡?”

Wǒ de péngyǒu zài nǎ lǐ? ” The students in the circle each wave his or her own card and sing “在這裡。Zài zhè lǐ。Here”

- Chose a student to start, then, going clockwise, have the students take turns stepping one step forward showing his or her card to every one. Have the group read aloud the Chinese name of the city or country.
- The student in the center then chooses one city or country then says “我的朋友在XX, Wǒ de péngyǒu zài XX” and exchanges cards and positions with that student so that everyone will be able to practice the language.

Day Five

- Display the four official flowers which represent China, Hong Kong, Taiwan and Singapore.
- From the aspect of each flower’s blooming season, explain its symbolic meaning.
- Pair up students to practice question and answers by using sentence structure 3
Character writing exercises: 市花 (city flower) 、國 (国) 花 (national flower) 、國 (国) 旗 (national flag)
- Have students color pictures of the flags and national or city flowers then play group matching games.

Day Six

- Explain the usage of “住 + 在 zhù + zài , live + in/on/at” both in questions and answers.
- Review and expand the names of relatives.
- Bring a chart with three generations in three rows with and English explanation.
Arrange the chart as follows:
 - The top row from left to right: 奶奶, 爷爷, 外公, 外婆
 - The second row: 姑姑, 叔叔, 伯伯, 妈妈, 舅舅, 阿姨
 - The third row: 堂妹, 堂弟, 堂姐, 堂哥, 我, 表哥, 表姐, 表弟, 表妹
 - Have students make their own relative chart in Chinese.
- Have students practice questions and answers about where a relative lives by using sentence structures 4 and 5.

Day Seven

- Review the words and structures from Day Four, Five, and Six. Have each student say in Mandarin at least one sentence about where his or her relatives and friends live.
- Present the stories of the discovery, the making and the serving of tea.
- Show students a tea set or picture of a special tea pot with long pouring device and tell the following story:

When Emperor Qian Long (The 5th Emperor of the Qing Dynasty) was visiting the southern part of China, he went one day in plain clothes with his servants to a tea house. Right after they were seated a “茶博士 - Tea Doctor” brought in a few tea cups, then, staying back several steps, lifted up a tea pot with a long spout demonstrating the high technical tea pouring. Qian Long was amazed to see the tea flow like a waterfall right into the tea cup on the table. Qian Long could not help but stand up and ask for the teapot. Following 茶博士’s posture he poured

the tea into the rest of cups on the table. The servants were astonished to see the Emperor serving tea to them. If they knelt down to thank their master like they would in the palace, they might be beheaded for exposing the Emperor's real status. At their wits' end, the servants made a gesture bending the pointing and middle fingers to as kneel down and knocked the table three times as for the sound of kowtow, so that people did not find out that Qing Long was their Emperor. The story prevailed and ordinary people try to copy this special way to express thanks to a host or friends who serve tea. Still today one can still see people practicing this particular rite in Chinese restaurants.

- Ask students a few questions about the story using who, what, and where questions.
- Chinese people serve tea at all occasions besides daily home living. Tea can be used to quench thirst, pay respect, show apology and even celebrate. In the traditional wedding, a part of important ceremony is for the new bride to serve sweet tea to the husband's family elders in hope of a respectful, good relationship. The elders usually give cash or jewelry as a present.
- Take this opportunity to explain the difference between the Chinese and western gestures of "come over" to humans and animals. Chinese people usually raise their hand to chest level, palm down and move four fingers (except thumb) up and down to call someone to come over. When Chinese people call an animal, they usually lower their hand to waist level, palm up and move four fingers (except thumb forward and back. Western style of come over is the opposite way.
- Have students practice character writing, 茶 chá (tea).

Day Eight

- To review previously learned sentence patterns, have students read aloud the Paragraph Writing Example #1 (see Attachment C 1).
- Have students use those sentences patterns to write paragraphs about where his or her relatives live, the geographic location, the name of favorite Chinese city, flower, food, drink and music.
- Use the format shown in Attachment C 1, Paragraph Writing Example to show students how to organize a paragraph that describes their feelings and preferences. Explain to students that they will replace the underlined words to form new sentences.
- Use the worksheet given in Attachment C 2 which is a form with blanks to be filled. The completed form will be a part of the assessment.

Day Nine

- Show in class a musical cartoon featuring a boy on an ox playing the flute.
- Explain to students that a Chinese flute is considered a convenient and grass rooted musical instrument. It could be made of a section of bamboo, metal, or jade.
- Teach the students that 簫 xiāo is a vertical flute, and 笛子 dí zi is a horizontal flute.
- Teach the Mandarin song "Black Bamboo Tune". Have students listen then sing along with a CD after learning the meaning of the song. 紫竹 in Chinese is literally purple bamboo, but in English it means black bamboo.

紫竹調 zǐ zhú diào
(Black Bamboo tune)

一根紫竹直苗苗， yī gēn zǐ zhú zhí miǎo miao
(One stick of straight black bamboo,)

送給寶寶做管簫。 sòng gěi bǎo bao zuò guǎn xiāo
(Given to a boy for making a flute.)

簫兒對正口， xiāo er duì zhèng kǒu
(Have the flute facing right to the mouth.)

口兒對正簫， kǒu er duì zhèng xiāo
(Have the mouth place right to the flute.)

簫中吹出時新調。 xiāo zhōng chuī chū shí xīn diào
(The flute came out the modern tune.)

小寶寶，一滴一滴學會了。 xiǎo bǎo bao yī dī yī dī xué huì liào
(Little boy learn the tune while imitating the sound.)

Day Ten

- During the presentational assessment, you may have students listen to each other perform or if you prefer, have students draw and color a pot of black bamboo, peonies, bauhinia, orchids, plum blossoms and a bamboo flute for extra credit.
- In the presentation, have students:
 - Say the names of the three largest Chinatowns in the U.S. and the four Chinese cities and countries.
 - Place the flags of China, Hong Kong, Taiwan and Singapore at the right location on a map.
 - Ask and answer questions about likes/dislikes of cities or flowers.
 - Locate San Francisco, Boston, China, Hong Kong, Taiwan and Singapore.
 - Sing the Mandarin song “Black Bamboo Tune”.
- Have students complete and hand in the individual writing paragraphs.
- Students who have completed the home connection assignment should give you their signed papers.

Day Eleven

- Demonstrate cooking rice with a rice cooker. Explain how to measure rice with a measuring cup, wash the rice, then add the right amount of water before cooking rice with a rice cooker.
- Serve the rice with home cooked dishes such as stir-fry vegetables and meat or curry donated by parents to celebrate learning.
- Serve tea while sampling the Chinese meal.
- Have students sing “Black Bamboo tune” to entertain the volunteer parents.

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 the heritage students, encourage them to extend and apply some previously learned words in writing their paragraphs. For instance: cold and hot from weather and chubby from body parts.
- Students who initially have difficulty with the questions and answers could be paired with either a heritage student or a more proficient student.

Extensions and Home Connections:

- Encourage students who can play the flute well to demonstrate in class.
- See attachment B and D for other extension and home connection ideas.

List of Attachments:

Attachment A, Pre-Assessment

Attachment B, Speaking Extension Activity One

Attachment C-1, Paragraph writing examples

Attachment C-2, Worksheet for Writing a Guided Paragraph

Attachment D, Speaking Extension Activity Two

Attachment E, Post-Assessment Checklist

Attachment A
Pre-Assessment

Pre-decorate the classroom with pictures of peonies, plum blossoms, Dendrobium orchids, Bauhinia, the Dragon Dance, the Lion Dance, a Chinese New Year parade and flags of China, Hong Kong SAR, Taiwan and Singapore. Large maps of North America, China and Asia are preferred rather than a terrestrial globe.

Ask the students: 這是什麼? zhe shi shen me (What is this?)

那是什麼? na shi shen me (What is that?)

This is a familiar question for students to recall what they have learned.

Student's response to the teacher's question and discussion about the pictures and flags will indicate how much students know about the region. Those vocabulary words and phrases used by students in answering questions provide a good guideline for the teacher to adjust the content of the unit.

Attachment B
Speaking Extension Activity

As an extension of your child's learning in Mandarin, he or she has been given the opportunity to give a short presentation to family members about flags and official flowers of China, Hong Kong SAR, Taiwan, and Singapore.

這是中國國旗。

zhe shi zhong guo guo qi (This is the flag of China.)

這是牡丹花。

zhi shi mu dan hua (This is a peony.)

這是香港特別行政區旗。

zhe shi xiang gang te bie xing zheng qu qi (This is the flag of Hong Kong SAR,)

這是紫荊花。

zhi shi zi jing hua (This is Bauhinia.)

這是中華民國國旗。〔台灣〕

zhe shi zhong hua ming guo guo qi tai wan (This is the flag of the Republic of China "Taiwan")

這是梅花。

zhi shi mei hua (This is a plum blossom.)

這是新加坡國旗。

zhe shi xin jia po guo qi (This is the flag of Singapore.)

這是胡姬花。

zhi shi hu ji hua (This is a dendrobium orchid.)

Once you have seen your child's presentation about flags and flowers of China, Hong Kong SAR, Taiwan and Singapore, and your child has taught you the name of the flowers, please sign this form and return to the teacher.

Parent Signature: _____

Date: _____

Attachment C-1
Paragraph Writing Examples

Example #1

I live in Boston. Boston is in the eastern part of America.

我住在波士頓。波士頓在美國東部。

My grandfather lives in Singapore.

我的爺爺住在新加坡。

Singapore is in the south-east part of Asia. Singapore is not cold.

新加坡在亞洲的東南部，新加坡不冷。

Singapore has a lot of orchids. I like dendrobium orchids.

新加坡有很多蘭花。我喜歡胡姬花。

My parents like to drink tea, I don't like tea.

我爸爸、媽媽喜歡喝茶，我不喜歡喝茶。

I like to eat curry rice.

我喜歡吃咖哩飯。

Example # 2

My maternal aunt lives in San Francisco.

我的阿姨住在舊金山。

San Francisco is in the western part of America.

舊金山在美國西部。

I like San Francisco Chinatown.

我喜歡舊金山中國城。

My grandmother lives in Beijing. She likes peonies .

我奶奶住在北京。她喜歡牡丹花，

Beijing is in China. China has Great Wall. China is in the eastern part of Asia.

北京在中國，中國有長城。中國在亞洲東部。

I don't like to drink tea, I like to eat rice.

我不喜歡喝茶，喜歡吃飯。

My grandmother is a northerner.

我奶奶是北方人。

She doesn't like to eat rice, she likes to eat pasta.

她不喜歡吃飯，她喜歡吃麵。

My grandfather likes to eat both rice and pasta.

我爺爺喜歡吃飯，也喜歡吃麵，。

Attachment C-2
Worksheet for Writing a Guided Paragraph

I live in Boston. Boston is in the eastern part of America.

我住在_____。
_____在美國_____部。

My grandfather lives in Singapore.

我的_____住在_____。

Singapore is in the south-east part of Asia. Singapore is not cold.

_____在_____,
_____。

Singapore has a lot of orchids. I like dendrobium orchid.

_____的國花是_____。

我喜歡_____。

My parents like to drink tea, I don't like tea.

我_____喜歡喝茶, _____不喜歡喝茶。

I like to eat curry rice.

我 喜 歡 吃 _____ 飯。

Attachment D
Speaking Extension Activity

As an extension of student's learning in Mandarin, your child has been given the opportunity to sing Black Bamboo Tune in front of the family.
The song is:

紫竹調 zi zhu diao
(Black Bamboo tune)

一根紫竹直苗苗， yi gen zi zhu zhi miao miao
(One stick of straight black bamboo,)

送給寶寶做管簫。 song gei bao bao zuo guan xiao
(Given to a boy for making a flute.)

簫兒對正口， xiao er dui zheng kou
(Have the flute facing right to the mouth.)

口兒對正簫， kou er dui zheng xiao
(Have the mouth place right to the flute.)

簫中吹出時新調。 xiao zhong chui chu shi xin diao
(The flute came out the modern tune.)

小寶寶，一滴一滴學會了。 xiao bao bao yi di yi di xue hui liao
(Little boy learn the tune while imitating the sound.)

Once you have heard your child's singing, please sign this form and return to the teacher.

Parent Signature: _____

Date: _____

Attachment E
Post-Assessment Check List
 (A substitute for Scoring Rubric)

<u>Student names</u>																				
Performance Outcome																				
Say the name of 3 Chinatowns in US and 4 Chinese cities/countries (Interpretive)																				
Place the flags of China, Hong Kong, Taiwan and Singapore at the right location on a map. (Interpretive)																				
Ask and answer questions about likes/dislikes for a city or a flower in class. (Interpersonal)																				
Ask and answer questions about geographic locations of San Francisco, Boston, China, Hong Kong, Taiwan and Singapore.																				
Completed the individual writing paragraphs.																				
Completed home connection assignment #1																				
Completed home connection assignment #2 (Interpersonal)																				