

Mother's Day

Grade Level: Grade Three

Unit Theme: Mother's Day

Ohio Standards Connection: Foreign Language

Standard: Communication: Communicate in languages other than English

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

Indicator 10: Dramatize songs, poetry, short personal stories or dialogues.

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

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

Indicator: 5. Identify and describe characteristics of products and symbols of the target culture (e.g., kinds of food, styles of clothing, types of dwellings, modes of transportation, types of monuments, colors of flags).

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

Benchmark C: Identify and describe patterns of behavior in various cultural settings.

Indicator 5: Identify and compare behavior patterns of the target culture and students' own culture (e.g., clothing, school routines, family rituals).

Unit mode(s) of focus: Interpretive and Presentational

Unit Description

In this multiple-day unit, students will not only learn to say, read and write simple messages for Mother's Day, but also know about the famous story 孟母三迁 mèng mǔ sān qiān (Meng' mother moves three times), and learn to sing “我的好妈妈 wǒ de hǎo māma,” My Dear Mom.”

Performance Outcomes

Students will be able to:

- Say mǔqīn jī éku ài 母亲节快乐 (*Happy Mother's Day*);
- Recall and pronounce wǒ 我 (I), ài 爱 (love), nǐ 你—you, nǐ 你 and kuài 快乐 (happy) correctly;
- Write a short message expressing “我爱你 Wǒ ài nǐ I love you” in characters;
- Retell the famous story about a dedicated mother: 孟母三迁 mèng mǔ sān qiān (Mother Meng moved three times);

- Sing “My Dear Mom” 我的好妈妈. Wǒ de hǎo māma; and
- Explore one kind of Chinese folk art by making paper folding flowers (Attachment E).

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

General Tips from the Writers

- Coordinate with the homeroom teacher and modify activities accordingly.
- You may need to adjust timing of the activities depending on time allowed and class size.

Feedback from Pilot Teachers

Using craft of folding flowers and writing “Happy Mother's Day” in characters were good ideas and my students liked this very much.

Pre-Assessment

- Pass out Attachment A, Pre-Assessment Activity Response Sheet to students or project images.
- Discuss with students what they think is depicted in each of the four pictures.
- In random order, say and visually demonstrate the following words associated with the pictures:
 - Mǔqīnjié kuài lè 母亲节快乐 (Happy Mother's Day)
 - Shēng rì kuài lè 生日快乐 ((Happy Birthday))
 - nǚ ér 女儿(daughter)
 - ér zǐ 儿子(son)
 - ài 爱 (love)
- Have students identify the pictures associated with what you say by pointing, circling, agreeing or disagreeing with thumbs up/down.

Pre-Assessment Scoring Guidelines:

The Pre-Assessment shall not be scored. Use student responses to guide your instruction.

Unit Assessment and Scoring Guidelines:

Interpretive and Presentational Assessment

Students will demonstrate their oral and writing ability of target vocabulary phrases by designing Chinese Mother's Day cards, as well as recognizing the character “ài-love” in both traditional and simplified style.

Interpretive Assessment Scoring Guidelines

- 5 Student identifies all items correctly
- 4 Student identifies most items correctly
- 3 Student identifies some items correctly
- 2 Student identifies few items correctly.
- 1 Student identifies one item correctly.

Presentational Assessment Scoring Guidelines:

Use Attachment B

Vocabulary and Structures

- mother.....mǔqīn 母亲
- daughter.....nǚér 女儿
- son.....érzi 儿子
- festival.....jié 节
- I love you.....Wǒ ài nǐ 我爱你

Materials, Resources and Useful Web Sites

- Picture cards that depict vocabulary words and phrases
- Children’s song that highlight vocabulary expressions in this unit: “我的好妈妈 wǒ de hǎo māma” My Dear Mom”
- <http://www.qbaobei.com/htm/erge/FZEG/144517410.htm>)
- Access to related electronic equipment.
- Photo in Attachment F

Sequence of Activities

Day One

- Conduct the Pre-Assessment.
- Using pictures or illustrations, tell the story 孟母三迁 mèng mǔ sān qiān (Mother Meng moved three times).
- Conduct a quick review of words “māma 妈妈 mom, wǒ 我 I, nǐ 你 you, kěài 可爱 lovely, hǎo 好 good, kuài 快乐 happy, huā 花 flower with old pictures or flashcards.
- Teach the new words and phrases mǔqīn 母亲 (mother), jié 节 (festival), Mǔqīnjié kuài 母亲节快乐 (Happy Mother’s Day), Wǒ ài nǐ 我爱你 “I love you”. Have students repeat, as a class and individually, each word or phrase to practice pronunciation and intonation.

Day Two

- Conduct a quick oral review of the vocabulary.
- Show learners examples of authentic Mother’s Day cards in Chinese.
- Make Mother’s Day cards:
 - Copy messages “母亲节快乐! mǔqīn jié kuài (Happy Mother’s Day)!” on the cover and “Māma, wǒ ài nǐ 妈妈, 我爱你 (Mama, I love you)” inside.
 - Decorate the card inside and outside.

Day Three

- Conduct a quick oral review of the vocabulary and phrases.

- Let students come to the front of the classroom to present their creative work/cards 贺卡 hè kǎ. Assess their presentations using the rubric given in Attachment B, Post-Assessment Scoring Rubric.
- Make paper folding flowers (Attachment E).

Day Four

- Conduct a quick review of the vocabulary from the cards.
- Show flash 儿歌 “我的好妈妈” , then pass out the print-outs of the song “我的好妈妈 wǒ de hǎo māma (My Dear Mom)” in Attachment D and repeat the song several times until the students sing it accurately.
- Play musical chairs with the words and phrases used in the cards.

Day Five

- Conduct a quick oral review of the words and expressions.
- Lead the students in singing the song learned on Day Four.
- Conduct the interpretive assessment using the same sheet as in the Pre-Assessment. Students will demonstrate their recognition of the expressions by circling the picture that corresponds to the expression they hear.

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).

Extensions and Home Connections

- Encourage students to ‘be a teacher’ to parents, dolls, teddy bears, pets, etc. using the target language. Students must bring back Attachment C, Speaking Extension Activity, from home stating that the student attempted to use the vocabulary and expressions. Students who do so may be rewarded with items from class ‘treasure box’, or in some other way.
- Encourage students to extend the expression “wǒ ài nǐ” to other family members, friends & pets.
- Encourage heritage speakers to master all the characters.

Technology Connections

<http://www.qbaobei.com/htm/erge/FZEG/144517410.htm>)

List of Attachments

Attachment A, Pre-Assessment Activity Response Sheet

Attachment B, Post-Assessment Scoring Rubric

Attachment C, Speaking Extension Activity

Attachment D, Song: “My Dear Mom 我的好妈妈 wǒ de hǎo māma”

Attachment E, Making paper folding flowers

Attachment F, Mother’s Day Display Photo

Attachment A
Pre-Assessment Activity Response Sheet

1.



2.



3.



4.



5.



6.

simplified



Attachment B
Post-Assessment Scoring Rubric

- 4 Student uses all vocabulary expressions correctly.
Card is neat and appealing.
Characters are correct.
Student speaks clearly with good pronunciation and intonation.
Student speaks at an appropriate pace and volume.
Student is highly proficient overall.
- 3 Student uses most vocabulary expressions correctly.
Card is fairly neat and somewhat appealing.
Slight errors with characters.
Student speaks clearly most of the time with adequate pronunciation and intonation.
Student speaks at a mostly appropriate pace and volume.
- 2 Student uses some - but not all - vocabulary expressions correctly.
Card is a bit messy and not very appealing.
Characters need work, but are legible.
Student makes some minor pronunciation and/or intonation errors.
Student may speak too rapidly or too slowly. Student's volume may be too soft to hear or too loud for the situation.
- 1 Student fails to use the majority of the vocabulary correctly.
Card is sloppy and unappealing.
Characters are difficult to recognize.
Student makes major pronunciation and/or intonation errors.
Student speaks too rapidly or too slowly. Student's volume is too soft or too loud for the situation.

Attachment C
Speaking Extension Activity

As an extension of his or her learning in Chinese class, your child has been given the opportunity to act as a teacher to a family member or his or her playmate/teddy bear by using the following words currently and previously being studied. These words and phrases are:

English

1. mother 母亲 mǔqīn
2. festival 节 jié
3. daughter 女儿 nǚér
4. son 儿子 érzi
5. love 爱
6. I love you 我爱你
7. mom 妈妈 mama
8. happy 幸福 xìngfú

Once you have verified that your child has taught a family member or his or her playmate/teddy bear above 8 words and expressions sign this form and have your child return it to me.

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

Parent Signature _____ Date _____

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

Xièxie!
(Thank you!)

Attachment D

Song 歌: My Dear Mom 我的好妈妈

我的好妈妈

下班回到家

劳动了一天多么辛苦啊

妈妈妈妈快坐下

妈妈妈妈快坐下

请喝一杯茶

让我亲亲你吧

让我亲亲你吧

我的好妈妈

My dear mother
Comes home after work
All day long, how tiring!
Mama, sit down
Mama, sit down
Please drink a cup of tea
Let me kiss you
Let me kiss you
My dear mother

Attachment E Making Paper Folding Flowers

Materials for each student:

3 pieces of bright red tissue paper (2x1)

1 piece of light yellow tissue paper (3cm x 4)

1 dark green /brown pipe cleaner (or yarn, thick thread)

Instructions:

Picture (2): three pieces of red paper, fold red paper as illustrated

Picture (3): cut yellow paper into fine strips, then tie up red paper and yellow threads with pipe cleaner, yarn or thread

Picture (4): stretch each end as far as possible into a circle as illustrated

Picture (5): pull and separate each layer of red paper upward gently

Picture (1): flower should look like this

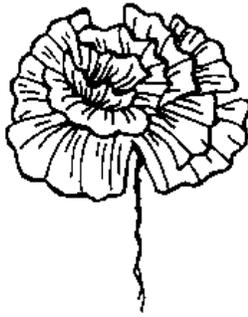


图 (1)

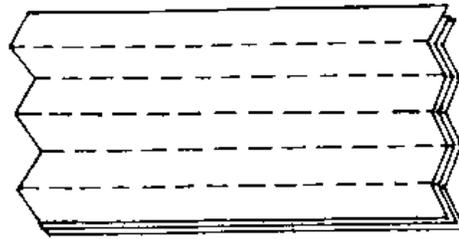


图 (2) 3片一组，正反折叠。

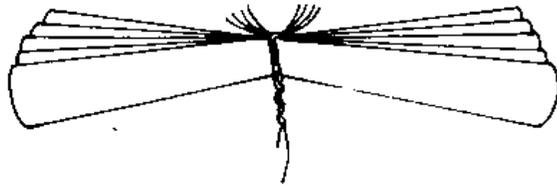


图 (3) 淡黄色纸剪细丝与红纸一起捆扎。

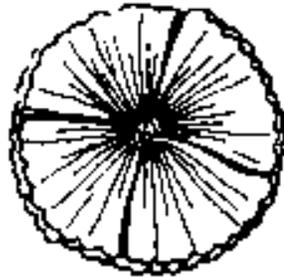


图 (4) 展开



图 (5) 分层拉起花瓣

Attachment F

Photo from author's Partner School in Guangzhou, China. It was a Mother's Day display on the blackboard at the back of the classroom. The three characters from the top to the bottom are "Mu Qin Jie" (Mother's Day).

