

Numbers and the Calendar

Grade Level: Grade Two

Unit Theme: Numbers and the Calendar

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 favorito? What fruit don't you like?/ Welche Frucht hast du nicht gern?).

Unit Mode(s) of Focus: Interpretive and Interpersonal

Unit Description

This unit reviews and expands upon numbers. This unit also connects to math concepts by assisting students with counting by tens and ones. Any manipulatives or signs used in kindergarten and first grade lessons can be reused here. To achieve the unit's objectives, be sure to consistently build up the students' skills and to recycle the concepts. You can use the post-assessments as formative assessments to decide if students have met the objectives or if they need more practice.

Performance Outcomes

Students will be able to:

- Share likes and dislikes;
- Identify the numbers from 0 to 100;
- Identify the three basic days: yesterday, today and tomorrow;
- Ask and answer questions about someone's birthday;
- Tell people the dates of the three basic days: yesterday, today and tomorrow;
- Tell people his or her birthday;
- Label images (not necessarily write the words);
- Read high frequency words related to the calendar;
- Count by tens and ones.
- Participate in school or community activities (This can happen at a later time in the school year; many schools have a spring program for parents and friends.)

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

General Tips from the Writers

- Modify the time needed for this unit based on class size and the time it takes to move through the activity sequence.
- Playing number games is an efficient way to help students learn and review numbers.

Feedback from Pilot Teachers

- The Chinese number system is in general much easier than the English one. This is a good chance to advertise that Chinese is not all that hard.
- My students like visual learning materials. Songs are great to help them to learn.

Pre-Assessment:

- Have a large calendar grid (either on a felt board or on large butcher paper) set up in front of the class (See Attachment A, Pre-Assessment: Example Calendar Grid).
- Using self-sticking labels and numbers, ask students to help you complete the monthly calendar (See Attachment B, Pre-Assessment: Example Calendar Labels). Have students help you place the days of the week on the grid, prompting them only when they have trouble remembering the names of each day. Place the correct labels on the grid as the students instruct you.
- Place the name of a month that has an obvious season (e.g., in Ohio, December = winter; July = summer).
- Distribute the numbers 1-31 to the students. Explain that at the right moment, the students are responsible for placing their number(s) on the calendar and saying the number aloud.
- Once the calendar grid is filled in, review it with students. Have them name the month, the day of the week, and count aloud all the numbers for the dates.
- Finally, present the four options of seasons using self-sticking cards with images and words representing the seasons: winter, spring, summer, and autumn. Ask the students to select the appropriate label for that month.

If this exercise goes quickly, repeat it using a month that is different. For example, if you began with a winter month, then present a summer month. If you used a month with 31 days (e.g., October), then present a month with fewer days (e.g., February).

Pre-Assessment Scoring Guidelines:

The Pre-Assessment shall not be scored. Use it to guide your instruction. For example, if students generally still need to review their numbers 1-30, then spend some time doing this before moving on to the higher numbers.

Instructional Tip:

Most K-2 teachers keep track of the number of days at school so as to eventually celebrate 100 days of school. To assist you in reviewing the numbers, and units of tens, refer to the classroom calendar of days in school. This will save materials preparation time and will allow students to use something familiar.

Unit Assessments and Scoring Guidelines

Post-Assessment

There are three parts to the Post-Assessment. Each part may take several days to complete, depending upon the number of students and the amount of time you have per class. Be sure to plan appropriately so that if you are working with individuals or pairs of students the others are working on something as well. Use Attachment C, Student Checklist, to keep track of student scores.

Part I

- Students shall learn one song and one rhyme or poem with body movements related to numbers, the days of the week, months of the year, or the seasons. This should be taught during the course of the unit and practiced often.
- Students shall perform the song and the rhyme or poem for other students or for the community (e.g., festival, singing program). The timing of the community event need not fall within the time frame of the unit, but may occur at a later time.

Scoring Guidelines:

Part I of the Post-Assessment shall not be scored unless you feel the need to do so.

Part II

- Have pairs of students fill in the calendar grid used during the unit with a month, days of the week and by selecting the appropriate season. Assess student ability to label a calendar by reading and selecting the words for the days of the week, the months of the year, and the seasons based on your prompts. For example, you might say, “Marie, label the calendar as December.” Marie should select the correct word and correctly place it on the calendar grid. Then, you might say, “David, label the days Monday and Tuesday.” David should then select the correct words and correctly label the calendar grid. Continue in this fashion for all the days of the week and for the dates until the calendar is completely filled in.
- Ask students to select the label for the season related to that month.

Scoring Guidelines:

Use the following rubric to assess Part II of the Post-Assessment.

	4	3	2	1
Vocabulary Knowledge, Reading and Identification	Student able to correctly label the calendar as instructed (e.g., month, dates, days of week) without any teacher prompting.	Student able to correctly label most of the calendar as instructed (e.g., month, dates, days of week) with little to no teacher prompting.	Student able to correctly label some of the calendar as instructed (e.g., month, dates, days of week) with some teacher prompting.	Student unable to correctly label the calendar as instructed (e.g., month, dates, days of week) even with teacher prompting.

Instructional Tip:

Conduct this portion of the Post-Assessment over the course of several days. This serves to reinforce the content and to make the assessing more manageable for you.

Part III

- Using either the class calendar for counting the days of school, or one that you create, ask individual students to count by ones and tens from 1-100. As an example,

you might point to each number from 41-50 and have individual students count. Then ask her or him to count by tens from 10-100.

- Ask each student which season she or he likes and dislikes. As an example, ask, “喀若琳，你喜欢哪个季节？Caroline, which season do you like?” to which she might respond, “我喜欢冬天。I like winter.” Then ask her, “哪个季节你不喜欢？Which season do you dislike?” to which she might respond, “我不喜欢春天。I dislike spring.” Consider prompting students by asking which month or day of the week they like and dislike.

Instructional Tip:

Again, conduct this portion of the Post-Assessment over the course of several days. This serves to reinforce the content and to make the assessing more manageable for you.

Scoring Guidelines:

Assign a score according to the rubric below.

	4	3	2	1
Counting	Student able to correctly count numbers ranging from 1-100 by tens and ones.	Student mostly able to correctly count numbers ranging from 1-100 by tens and ones.	Student somewhat able to correctly count numbers ranging from 1-100 by tens and ones.	Student unable to correctly count numbers ranging from 1-100 by tens and ones.
Sharing likes and dislikes	Student able to express a like and dislike using studied vocabulary and structures.	Student mostly able to express a like and dislike using studied vocabulary and structures.	Student somewhat able to express a like and dislike using studied vocabulary and structures.	Student unable to express a like and dislike using studied vocabulary and structures.
Asking/answering birthdays	Students able to ask and answer about birthdays.	Students mostly able to accurately ask and answer about birthdays.	Students somewhat able to accurately ask and answer about birthdays.	Students unable to ask or answer about birthdays.

Vocabulary and Structures

Three basic days		
English words	Pinyin words	Chinese characters
Yesterday	zuó tiān	昨天
Today	jī n tian	今天
Tomorrow	mí ng tiān	明天

Ask and answer people's birthdays?		
English	Pinyin words	Chinese characters
When is your birthday?	Nǐ de shēngrì shì shénme shí hòu?	你的生日是什么时候?
Month date	... yu è... hào	... 月... 号。

Targeted Language and Structures:

- 我喜欢 Wǒ xǐ huān I like
- 我不喜欢 Wǒ bù xǐ huān I don't like
- Numbers 1-100: counting by ones and by tens
- 月 yu è Months of year
- 星期 xīng qī Days of week
- 季节 jì ji é Seasons

Materials, Resources and Useful Web Sites

- Visuals/flash cards, pictures
- Calendars.

Sequence of Activities

Day One

- Conduct the Pre-Assessment.
- Bring flash cards of numbers from 0 to 31 and weekdays from Sunday to Saturday. Help students review numbers from 0 to 31 and weekdays.
- Pass out Attachment A and Attachment B. First, discuss with the students the Example Calendar Grid. Then ask them try to put the stickers on the correct grid, including dates and weekdays.
- Ask them “几月几号? Jǐ yuè jǐ hào? What is the date?” and “今天是几月几号 Jīn tiān shì jǐ yuè jǐ hào? What day it is today?”

Day Two

- Review by asking students ““几月几号? Jǐ yuè jǐ hào? What is the date?” and “今天是几月几号 Jīn tiān shì jǐ yuè jǐ hào? What day it is today?”
- Have flashcards with pictures that represent the seasons. Review the words for the seasons using these.
- Ask students “你喜欢哪个季节? Which season do you like?” and “你不喜欢哪个季节? Which season do you dislike?”
- Bring flash cards of numbers from 32 to 49.
- Tell students that the Chinese numbers are logical. Ask students to try to could count from 32 to 39.
- Introduce number 40 to the students. Like 20 and 30, number 40 is formed by number 4 and number 10.
- Ask students to try to count from 40 to 49.

- Record students' performances on Attachment C.

Day Three

- Bring flash cards of numbers from 50 to 69.
- Tell students that the tens of Chinese numbers are logical. Ask students to try to say the number 50. If they can't, ask them to think how the tens like 20, 30 and 40 are formed.
- Introduce number 50 to the students. Like 20, 30 and 40, number 50 is formed by number 5 and number 10.
- Ask students to try to count from 50 to 59.
- Ask students to try to say the number 60. If they can't, ask them to think how the tens like 20, 30, 40 and 50 are formed.
- Ask students to try to count from 60 to 69. Record students' performances on Attachment C.
- Review asking and answering “几月几号? Jǐ yuè jǐ hao? What is the date?” and “今天 是几月几号 Jīn tiān shì jǐ yuè jǐ hào? What day it is today?”; “你喜欢哪个季 节? Which season do you like?” and “你不喜欢哪个季节? Which season do you dislike?”
- Record students' performances on Attachment C.

Day Four

- Bring flash cards of numbers from 70 to 89.
- Since students know that the tens of Chinese numbers are logical. The teachers could ask students to try to say the number 70. If they can't, ask them to think how the tens like 20, 30, 40, 50 and 60 are formed.
- Introduce number 70 to the students. Like 20, 30, 40, 50 and 60. Number 70 is formed by number 7 and number 10.
- Ask students to try to count from 70 to 79.
- Ask students to try to say the number 80. If they can't, ask them to think how the tens like 20, 30, 40, 50, 60 and 70 are formed.
- Ask students to try to count from 80 to 89.
- Record students' performances on Attachment C.
- Teach students a song or a rhyme using days, seasons or numbers.

Day Five

- Bring flash cards of numbers from 90 to 100.
- Since students know that the tens of Chinese numbers are logical. The teachers could ask students to try to say the number 90. If they can't, ask them to think how the tens like 20, 30, 40, 50, 60, 70 and 80 are formed.
- Introduce number 90 to the students. Like 20, 30, 40, 50, 60, 70 and 80. Number 90 is formed by number 9 and number 10.
- Ask students to try to count from 90 to 99.
- Introduce the Chinese word “百 bǎi” (“hundred”) to students. Ask students to try how to say a hundred in Chinese.
- If students can't figure out how to say that, ask them to think how to say 100 in English. They will figure how to say 100 in Chinese.

- Record students' performances on Attachment C.
- Review the song or rhyme the students learned on Day Five.

Day Six

- Teach students the three basic days in Chinese, 昨天 zuó tiān (yesterday), 今天 jīn tiān (today), 明天 míng tiān (tomorrow).
- Ask students, “昨天是几月几号? What was the date yesterday?” and “What day was yesterday?”
- Ask students, “今天是几月几号? What is the date today?” and “What day is today?”
- Ask students, “明天将是几月几号? What will the date be tomorrow?” and “What day will tomorrow be?”
- Record students' performances on Attachment C.
- For heritage students, the teacher can teach them 前天 qián tiān (the day before yesterday) and 后天 hòu tiān (the day after tomorrow).
- Have students in groups perform the song or rhyme for the class.

Day Seven

- Bring a calendar.
- Teach students how to ask people's birthday: “你的生日是什么时候? Nǐ de shēngrì shì shénme shí hòu? (When is your birthday?).” Students know how to express months and dates so they can answer this question.
- Ask students to work in pairs. One asks, “你的生日是什么时候? Nǐ de shēngrì shì shénme shí hòu? (When is your birthday?)” The other answers, “... 月... 号。yuè ..hào.(e.g. .)” Then have students exchange roles.
- Students will be able to act out the above dialogue while the teacher assesses their performances using Attachment C.

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.

Provide heritage students with two more basic days: 前天 qián tiān (前天) (the day before yesterday), 后天 hòu tiān (后天) (the day after tomorrow). If the day is before yesterday or after tomorrow, use the month and date to describe the day.

Extensions and Home Connections

- Reinforcing Chinese zodiac signs will be interesting to American students.
- Encourage students to teach family members the basic days and numbers from 32 to 100 they have learned at school.
- Have students create their own season wheel out of paper plates and metal clasps to review the seasons through images and words. During class, you can name the season, and students will have to turn the arrow to the correct season. See Attachment D, Season Chart.

- Matching games (give some students a picture associated with a season and others the written word; have them circulate to find their matches; review as a class)
- Sing a song to help students remember numbers 1-100, the days of the week, the months of the year or the seasons. Make this part of the post-assessment that they will present to other classes, the school or community.
- Graph student likes and dislikes of the months, days of the week, and seasons. You can also chart student likes and dislikes of school supplies or any other vocabulary they already know well.

Technology Connections

www.youtube.com (Type in “Numbers” or “Calendar”, you may find relevant videos.)

DVD:

1. Mandarin Chinese Bilingual Language Learning DVD

(**MASTER COMMUNICATIONS**) (www.master-comm.com)

2. Communicate in Chinese (HUWA GOLDEN International, Inc.)

(www.huwadvd.com)

List of Attachments

Attachment A, Pre-Assessment Calendar Worksheet

Attachment B, Pre-Assessment Example Calendar Labels

Attachment C, Presentational Performance Chart

Attachment A
Pre-Assessment Calendar Worksheet

MONTH						
Day of Week						

Attachment B
Pre-Assessment: Example Calendar Labels

一月 JANUARY		星期一 MONDAY		春 SPRING
二月 FEBRUARY		星期二 TUESDAY		夏 SUMMER
三月 MARCH		星期三 WEDNESDAY		秋 AUTUMN
四月 APRIL		星期四 THURSDAY		冬 WINTER
五月 MAY		星期五 FRIDAY		6
六月 JUNE		星期六 SATURDAY		7
七月 JULY		星期天 SUNDAY		8
八月 AUGUST		1		9
九月 SEPTEMBER		2		10
十月 OCTOBER		3		11
十一月 NOVEMBER		4		12
十二月 DECEMBER		5		13
14		15		16

17		18		19
20		21		22
23		24		25
26		27		28
29		30		31

