

Shopping for School Supplies

Grade Level: Grade Three

Unit Theme: Shopping with Chinese money.

Ohio Standards Connection: Foreign Language

Standard: Communication: Communicate in languages other than English.

Benchmark D: Give and follow a short sequence of instructions.

Indicator 5: Give and follow simple instructions in order to participate in age-appropriate classroom and /or cultural activities (e.g., simple cooking, crafts, folk dancing).

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, color of flags).

Indicator 6: Discuss and reproduce a product from the target cultures (e.g., flags, foods, monuments).

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

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

Indicator 1: Investigate concepts from other disciplines (e.g., Fahrenheit versus Celsius thermometers, making change, telling time, names of planets).

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

Benchmark D: Identify and describe products of the target culture and students' own culture.

Indicator 6: Identify similarities and differences between basic products of the students' own culture and the target culture (e.g., food, shelter, transportation).

Unit mode(s) of focus: Interpretive and Interpersonal

Unit Description

In this unit, students will have a chance to know real Chinese currency, both paper money and coins. They will also be able to do some simple math in Chinese by doing some simple adding and subtracting, especially with Chinese money. And the end of the unit, students will be able to make their own Chinese money and use it to buy school supplies and other things like food and drink at a school fair designed for the class.

Performance Outcomes

Students will be able to:

- Do simple math in Chinese, namely, simple adding and subtracting;
- Use vocabulary of school supplies;
- Recognize Chinese money and the value of each kind;
- Make Chinese money by painting and copying;
- Use the money that they made to buy school supplies; and
- Sing a song 一分钱 yì fēn qián (A Penny).

Time Frame/Estimated Duration: *Six classes / three hours*

General Tips from the Writers

- Modify the time needed for this unit based on class size and time it takes to move through the activities sequence.
- Ask parents and the parent organizations to donate school supplies for the school fair.

Feedback from Pilot Teachers

Students especially enjoyed this unit with the scenario of shopping by using the Chinese money. And if they say the word correctly and get the correct amount of money, they could keep the school supplies.

Pre-Assessment

In order to verify the students know the numbers 1 – 100, play a type of Bingo game, using Chinese numbers from 1-100.

Pre-Assessment Scoring Guidelines

This assessment is not formally scored. Based on the results of this game, modify the lesson to include a review of numbers and more counting practice if needed.

Unit Assessments and Scoring Guidelines

Interpretive

Students will demonstrate their ability to do simple math, namely, adding and subtracting. They will also be able to recognize Chinese money, and tell the different values.

Interpretive Assessment Scoring Guidelines

- | | |
|------|-------------------------------------|
| 8-10 | strong understanding of topic |
| 5-7 | adequate understanding of topic |
| 2-4 | poor understanding of topic, and |
| 0-1 | insufficient understanding of topic |

Interpersonal

At the end of this unit, students will use the Chinese money and the related sentence structures they just learned to practice buying school supplies in the designed school supply fair, including the new school supplies vocabulary.

Interpersonal Assessment Scoring Guidelines

- 8-10 strong understanding of topic
- 5-7 adequate understanding of topic
- 2-4 poor understanding of topic, and
- 0-1 insufficient understanding of topic

Vocabulary and Structures

- 加 jiā add
- 减 jiǎn subtract
- 等于 dēng yú equal
- 元 yuán Chinese dollar
- 角 jiǎo Chinese dime
- 分 fēn Chinese cent
- 本子 běn notebook
- 笔 bǐ pen
- 纸 zhǐ paper
- 剪刀 jiǎn dāo scissors
- 文件夹 wén jiàn jiā folders
- 买 mǎi buy
- X 加/减 Y 等于 Z X jiā/jiǎn Y dēng yú Z X adds/ subtract Y equals Z
- 我买 wǒ mǎi I buy
- 多少钱 duō shǎo qián? How much?
- 一共 yí gòng total

Materials, Resources and Useful Web Sites

- Examples of Chinese currency, either real or photocopied
- Cards for the Bingo game using the numbers from 1 – 100.
- Simple arithmetic flash cards for addition and subtraction

Sequence of Activities

Day One

- Conduct the Pre-assessment activity.
- Using number flash cards, teach new vocabulary, 加/add, 减/subtract, 等于 equal 1+2=3, 3-2=1, etc.
- Play the game Around the World, practice adding and subtracting in Chinese.

Day Two

- Show real Chinese currency and teach students the value of each.
- Discuss the differences in the appearance of the Chinese money as compared to U.S. currency.
- Learn vocabulary of basic currency unit, such as 元 yuán 100 penny, 角 jiǎo 10 penny, 分 fēn penny
- Practice adding and subtracting with money.

Day Three

- Copy and paint Chinese paper money.
- Sing a song, 一分钱 yì fēn qián (A Penny) as seen in Attachment A, Song, A Penny
- Plan and make preparations for the coming school fair.

Day Four

- Recycle buying things and learn new patterns, 我买 wǒ mǎi (I buy), and 多少钱 duō shǎo qián? (How much?)
- Learn new vocabulary for school supplies.
- Practice buying new school supplies.
- Ask students to bring in school supplies (and other items they know how to talk about) that are suitable for the school fair.

Day Five

- Ask students to label the prices of the supplies that they bring to school.
- Lead students in a dialog about buying/selling. Call pairs of students up to practice.

Day Six

- Have students sing 一分钱 yì fēn qián (A Penny).
- Conduct the school supply fair.
- Divide the students into two groups. One group sells while the other buys for half of the time. Then exchange, vice versa.
- Observe and takes notes of the activity which serves as the assessment.

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).

Allow students who are initially hesitant to use word utterances or short expressions that correctly respond to the questions. Partner these students in subsequent activities with students who can provide a strong model for complete sentences.

Extensions and Home Connections

Encourage students to teach the numbers to parents or siblings. Encourage them to conduct a pretend store at home with items in the house to practice the phrases from this unit.

List of Attachments

Attachment A, Song, A Penny

Attachment B, Post-Assessment Scoring Rubric

Attachment A

Song: A penny

一分钱

我在马路边捡到一分钱，交到警察叔叔手里面。叔叔拿着钱，对我把头点。我高兴的说了声：“叔叔，再见！”

I found one cent along the street, put it on Uncle Policeman's hands. Uncle hold the penny, nodding his head. I said to him happily: "See you, Uncle!"

Point out that in Chinese culture, we always call policeman as "Uncle Policeman".

Attachment B
Post-Assessment Scoring Rubric

Performance Outcomes	5	3	1
Do some simple math in Chinese, adding and subtracting.	Student did some simple math in Chinese on his or her first try.	Student did some simple math in Chinese on a second or third attempt.	Student attempted to do some simple math in Chinese but did not succeed.
Recognize Chinese money and the value of each kind	Student easily recognized Chinese money and the value of each kind on his or her first try.	Student attempted to recognize Chinese money and the value of each kind on a second or third attempt.	Student attempted to recognize Chinese money and the value of each kind but did not succeed.
Sing a song 一分钱 yì fēn qián (A Penny).	Student sang this song on his or her first try.	Student sang this song on a second or third attempt.	Student attempted to sing this song but did not succeed.
Buy school supplies on a school fair.	Student easily sells/purchases supplies on his or her first try.	Student sells/purchases supplies on his or her second or third try.	Student attempted to participate in role play, but did not succeed.
Clarity of speech (Pronunciation, Intonation, Fluency/Flow)	Student's remarks are easily understood by a native speaker.	Student's remarks are understood with some difficulty by a native speaker.	Student's remarks are not comprehensible to a native speaker.