

Classroom and Courtesy Expressions

Grade Level: Kindergarten

Unit Theme: Classroom Commands & Courtesy Expressions

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: Follow simple classroom instructions (e.g., Sit down. Be quiet. Go to the board.).

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

Indicator 6: Respond to simple requests (e.g., Stand up./Lev ántate. Raise your hand./ Leve la main. Walk./ Zou.).

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 3: Imitate classroom gestures and courtesy expressions commonly used in target culture (e.g., greet teacher, wave goodbye, say thank you).

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: Distinguish between sounds of the target language and English.

Indicator 2: Imitate sounds of the target language.

Ohio Standards Connection: English Language Arts

Standard: Oral and Visual Standard

Benchmark D: Speak clearly and at an appropriate pace and volume.

Indicator 4: Speak clearly and understandably.

Unit Mode(s) of Focus: Interpersonal and Interpretive

Unit Description

In this multiple day unit, students will first gain the ability to recognize and respond to classroom commands. Students will then learn to recognize and use common courtesy expressions. Students will initially react to picture cards, use total physical response, and sing songs to demonstrate their comprehension of the new concepts. Later students will respond interpersonally to classroom commands and courtesy expressions. This unit will concurrently reinforce the general rules and manners of the classroom. Finally, cultural norms will be emphasized that reflect patterns of thinking and behavior that are distinctly representative of the communities in which the target language is used (e.g., stand up tall and straight when answering teacher's questions).

Performance Outcomes:

Students will be able to:

- Follow the teacher's commands correctly (e.g.站起来 Zhàn qǐ lái Stand up; 坐下 Zuò xià Sit down; 安静 ān jìng Be quiet; 请举手 Qǐng jǔ shǒu Please raise your hand; 注意听 Zhùyì tīng Listen carefully; 请看 Qǐng kàn Look; 说大声点儿 Shuō dà shēng diǎnr Speak a little louder; 跟我读 Gēn wǒ dú Repeat after me.)
- Use culturally appropriate gestures in response to classroom commands (e.g., stand up tall and straight when answering teacher's questions);
- Speak clearly and understandably with peers and teacher; and
- Say 谢谢 Xièxiè Thank you; 不客气 Bú kèqì You're welcome; 对不起 Duì bùqǐ Sorry; 没关系 Méi guānxi That's alright/ok.

Time Frame/Estimated Duration: *Eight classes / Four hours*

General Tips from the Writers

- Make sure all students have the opportunity to take turns being "the teacher" and giving classroom commands on Day 3.
- 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

- My kindergarten students are especially interested in the TRP activities in this unit. And it's also very effective for them to learn with the consideration of their short attention spans. 2. I go back and review this classroom commands every day and they enjoy it every day. 3. I record the "Shang ke ge" and "Li mao ge" in the ipods. And have my students listen to them and repeat softly after me. The kids enjoyed them too.
- I arranged some of these command phrases in a rhymed chant for students. It worked effectively not only for them to learn the phrases but also to have them quiet down.

Pre-Assessment

- Pass out Attachment A, Pre-Assessment Activity Response Worksheet, to students.
- Discuss with students what they think is happening in each of the 10 sets of pictures.
- In random order, say and visually demonstrate the following words using culturally appropriate gestures:

• 站起来	Zhàn qǐ lái	Stand up
• 坐下	Zuò xià	Sit down
• 安静	ān jìng	Be quiet
• 请举手	Qǐng jǔ shǒu	Please raise your hand
• 注意听	Zhùyì tīng	Listen carefully
• 请看	Qǐng kàn	Look
• 说大声点儿	Shuō dà shēng diǎnr	Speak a little louder
• 跟我读	Gēn wǒ dú	Repeat after me
• 谢谢	Xièxie	Thank you
• 不客气	Bú kèqì	You're welcome
• 对不起	Duì bùqǐ	Sorry
• 没关系	Méi guānxi	That's alright/ok.

- Have the students circle or place an “X” on the corresponding visual in each set that best correlates to the expression that was given to demonstrate their initial recognition of classroom commands and courtesy expressions that are accompanied by a culturally appropriate gesture.

Pre-Assessment Scoring Guidelines:

Collect the students' pre-assessment worksheets and use the following scale to evaluate their background knowledge of classroom commands and courtesy expressions.

8 - 10	Strong understanding the topic
6 - 7	Adequate understanding of topic
4 - 5	Poor understanding of topic / Needs remediation.
0 - 3	Insufficient understanding of topic / Needs remediation.

Unit Assessment and Scoring Guidelines

Interpretive Assessment

Using the same worksheet which students used to complete the pre-assessment (Attachment A, Pre-Assessment Activity Response Worksheet), students will demonstrate their recognition of target vocabulary phrases by circling the picture in each of the ten sets that corresponds to the randomly selected classroom commands and courtesy expressions given by the teacher for each set. The teacher will not use gestures during this assessment.

Interpretive Assessment Scoring Guidelines

The same scale used in the pre-assessment can be used to score the interpretive assessment:

4	Student able to orally recognize expressions all of the time
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- 3 Student able to orally recognize expressions most of the time
- 2 Student able to orally recognize expressions some of the time
- 1 Student unable to orally recognize expressions

Interpersonal Assessment

There are two parts to this assessment. First, each student is paired up with a partner, contextualized prompts are given, and the students use appropriate courtesy expressions with one another based on the prompts. Then, each student is asked to take turns “being the teacher.” Each student is given four picture cards that depict different commands. Each student then commands his or her partner to do the actions based on his or her cards. The partner responds by doing what he or she is commanded to do. Make sure each child is given a different set of cards.

Interpersonal Assessment Scoring Guidelines

The teacher assesses each student’s oral proficiency during these verbal exchanges of courtesy expressions and commands as well as the appropriateness of his or her responses to them using Attachment B, Post-Assessment Scoring Rubric.

Vocabulary and Structures

- 站起来 Zhàn qǐ lái Stand up
- 坐下 Zuò xià Sit down
- 安静 ān jìng Be quiet
- 请举手 Qǐng jǔ shǒu Please raise your hand
- 注意听 Zhùyì tīng Listen carefully
- 请看 Qǐng kàn Look
- 说大声点儿 Shuō dà shēng diǎnr Speak a little louder
- 跟我读 Gēn wǒ dú Repeat after me
- 谢谢 Xièxiè Thank you
- 不客气 Bú kèqì You’re welcome
- 对不起 Duì bùqǐ Sorry
- 没关系 Méi guānxi That’s alright/ok.

Materials, Resources and Useful Web Sites

- Picture cards that clearly depict command phrases and courtesy expressions. The total number of command cards should match the largest total number of students in your classes.
- Teacher-made rhymes that highlight vocabulary expressions in this unit (see Attachment C, Teacher-Made Rhymes).
- Video clips of native speakers (captured from TV programs, taken from the Internet, or “homemade”) using the vocabulary and culturally appropriate gestures
- Access to related electronic equipment

Sequence of Activities

Day One

- Greet students using appropriate expressions and gestures. Have them repeat after you.

- Pass out Attachment A, Pre-Assessment Activity Worksheet, to students.
- Discuss with students what they think is happening in each of the 10 sets of pictures.
- Have a brief discussion with the class on classroom commands and courtesy expressions that includes the correct sequence of events and occasions when these events take place.
- Have the students circle or place an “X” on the corresponding visual in each set that best correlates to the expression that was given to demonstrate their initial recognition of classroom commands and courtesy expressions that are accompanied by a culturally appropriate gesture.
- Collect and score these to determine the extent of the students’ background knowledge on this topic and the need for remediation. Adjust your instruction accordingly.

Day Two

- Greet the students.
- Using picture cards, present the new vocabulary : qǐng 请(please), tīng 听(listen), kàn 看(look), shuō 说(speak), Gēn wǒ dú 跟我读(repeat after me) and have students repeat, as a class and individually, each word or phrase to practice pronunciation. Present each new word or phrase with a culturally appropriate gesture. Repeat this several times.
- Conduct a Total Physical Response (TPR) activity in which students listen to each expression and demonstrate their comprehension by reacting with the appropriate gesture.
- Pass out a picture card to each of the students. Say a command. Ask students who hold cards matching your command to stand up and show the class their cards.

Day Three

- Greet the students as they enter the classroom.
- Conduct a quick oral review of the vocabulary by using picture cards and having students say the expressions that correspond to the pictures they are shown. Call on the whole class at first and later on individual students.
- Choose students to act as the teacher. Give them a command picture card and instruct them not to show it to the class. Ask them to give the classroom commands that are depicted on their cards. Have their classmates demonstrate their comprehension by acting out the desired action.
- Teach four more classroom commands incorporating appropriate gestures when possible: { Zhàn qǐ lái 站起来(stand up), Zuò xià 坐下(sit down), Qǐng jǔ shǒu 请举手 (Please raise your hand), ānjìng 安静 (be quiet) }
- At the end of class, review all of the vocabulary learned thus far.

Day Four

- Conduct a quick oral review of the vocabulary.
- Conduct an activity using picture cards in which students say the expressions that correspond to the pictures they are shown. Call on the whole class and then individual students.

- Show video clips of native speakers (captured from TV programs, taken from the Internet, or “homemade”) using the vocabulary and culturally appropriate gestures. Have students demonstrate comprehension by doing the gestures they’ve learned.

Day Five

- Conduct a quick oral review of classroom commands with appropriate actions.
- Introduce Xi èxie 谢谢(Thank you), B úk àqi 不客气(You’re welcome), Du ì b ùqǐ 对不起(Sorry), Méi guānxi 没关系(That’s ok/alright), and use naturally in the course of conducting the class.
- Introduce the rhyme of “Lǐ mào gē” (see Attachment C), which uses courtesy expressions. Repeat the rhyme several times until the students repeat it accurately. You may want to have an enlarged copy of the characters in order to show the students what the written form of the rhyme looks like as they “read along”/repeat the rhyme.

Day Six

- Greet students as they enter the classroom.
- Model complete exchanges of courtesy expressions in daily situations with individual students by using Xi èxie 谢谢(Thank you), B úk àqi 不客气(You’re welcome), Du ì b ùqǐ 对不起(Sorry), Méi guānxi 没关系(That’s ok/alright). Then have student pairs perform the exchanges. Make sure all of the students get a turn.
- Review the rhyme learned from Day Five. Have students repeat several times.

Day Seven

- Introduce the rhyme of “Shàng kè gē” (see Attachment C). Repeat the rhyme several times until the students repeat it accurately. You may want to have an enlarged copy of the characters in order to show the students what the written form of the rhyme looks like as they “read along”/repeat the rhyme.
- Conduct a quick review of all the classroom commands by giving a command and having students act it out.
- Then, call on individual students to give you a command and you act it out.
- Conduct the Interpretive Assessment. Pass out the same worksheet that students used to complete the Pre-Assessment activity (Attachment A). For each set of images, randomly give a classroom command or courtesy expression. Students will demonstrate their recognition of the expressions by circling the picture that corresponds to the expression they hear.
- Review the rhyme learned at the beginning of class.

Day Eight

- Conduct a quick review of the classroom commands and the courtesy expressions using the picture cards or a song.
- Conduct the Interpersonal Assessment. Pair each student up with a partner, give contextualized prompts (e.g. have one student give a wrapped gift to the other, have one student “bump into” the other), and ask the students to use appropriate courtesy expressions with one another based on the prompts. Then, each student is asked to

take turns “being the teacher.” Each student is given four picture cards that depict different commands. Each student then commands his or her partner to do the actions based on his or her cards. The partner responds by doing what he or she is commanded to do. Make sure each child is given a different set of cards.

- Give the other students a coloring sheet of the Great Wall (or, China flag, etc.) while you are working with the partners.
- Assess each student’s oral proficiency during these verbal exchanges of courtesy expressions and commands as well as the appropriateness of his or her responses to them using Attachment B.

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).

- Teach heritage students to write/trace basic characters for classroom commands (e.g., zuò xià 坐下, kàn 看, shǒu 手, dàshēng 大声, wǒ 我, tīng 听) with pencil/crayon.
- Partner students who are having difficulties with ones you have identified as being able to provide a strong model. Provide help in class if necessary.

Extensions and Home Connections

- Encourage students to ‘be a teacher’ to parents, friends, dolls, teddy bears, pets, etc., by using the target language. Students must bring back a signed copy of Attachment D, Speaking Extension Activity, stating that the student attempted to use the vocabulary/expressions. Students who do so may be rewarded with items from the class ‘treasure box’, or in some other way.
- Encourage students to use courtesy expressions at home and in other settings (Chinese restaurant, etc.)
- Teachers should remember to praise or even reward students who proactively continue to apply the expressions in appropriate situations in and out of the classroom.

Technology Connections

<http://www.wku.edu/~yuanh/AudioChinese/teachers.htm> (Classroom commands)

List of Attachments

Attachment A, Pre-Assessment Activity Response Worksheet

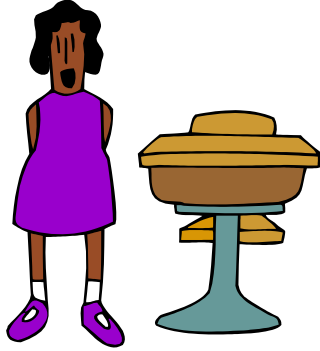
Attachment B, Post-Assessment Scoring Rubric

Attachment C, Teacher-Made Rhymes

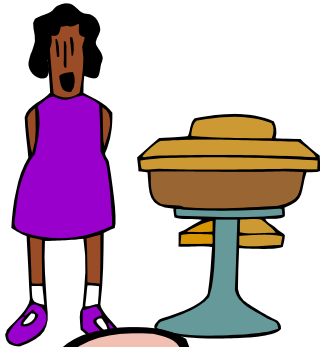
Attachment D, Speaking Extension Activity

Attachment A
Pre-Assessment Activity Response Worksheet

1.



2.



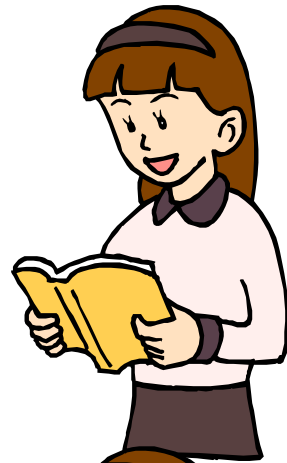
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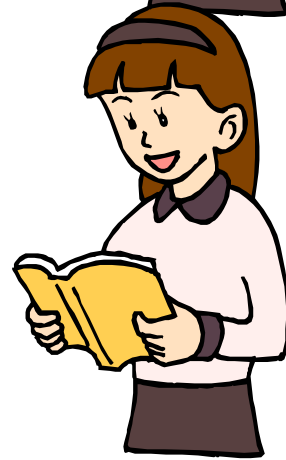
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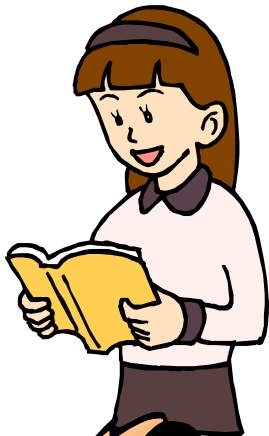
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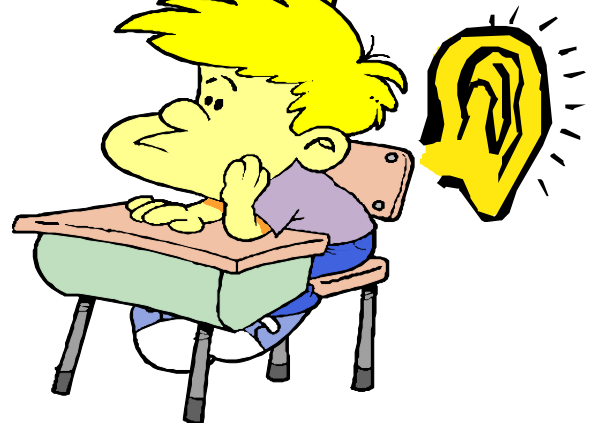
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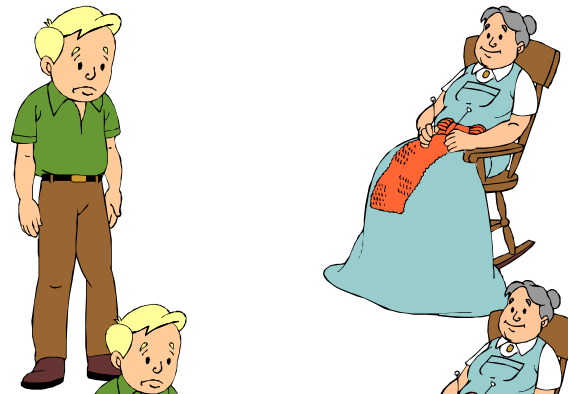
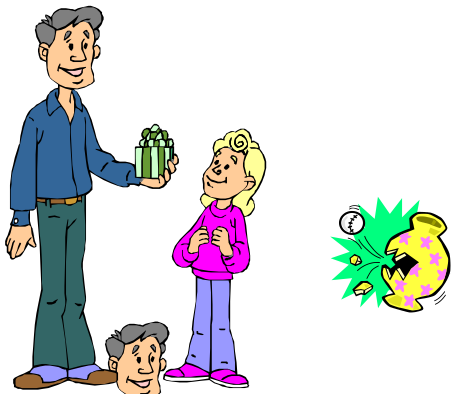
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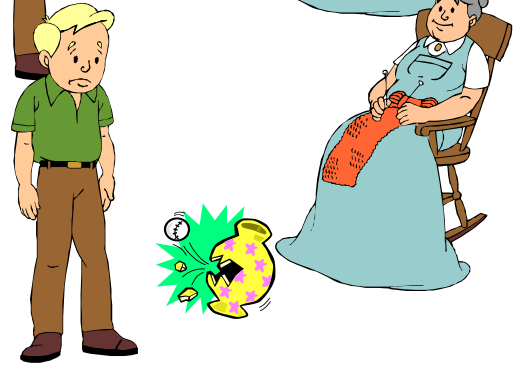
8.



9.



10.



Attachment B
Post-Assessment Scoring Rubric

- 4 Student uses all vocabulary expressions correctly.
Student speaks clearly with good pronunciation and intonation.
Student speaks at an appropriate pace and volume.
Student uses culturally appropriate gestures when needed.
Student responds appropriately to courtesy expressions and commands, both verbally and nonverbally.
Student is highly proficient overall.
- 3 Student uses most vocabulary expressions correctly.
Student speaks clearly most of the time with adequate pronunciation and intonation.
Student speaks at a mostly appropriate pace and volume.
Student's verbal and nonverbal responses to courtesy expressions and commands are mostly appropriate.
Student attempts to use gestures when needed and mostly succeeds.
- 2 Student uses some - but not all - vocabulary expressions correctly.
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.
Student attempts to use appropriate gestures but most attempts result in failure.
Student's verbal and nonverbal responses to courtesy expressions and commands are inconsistent in their appropriateness.
Student requires minor remediation.
- 1 Student fails to use the majority of the vocabulary correctly.
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.
Student does not attempt to use any gestures when speaking or the gestures used are not appropriate.
Student's verbal and nonverbal responses to courtesy expressions and commands are mostly inappropriate.
Student is not proficient and requires extensive remediation.

Attachment C
Teacher-Made Rhymes

1. The class song Shàng kè gē 上课歌

Let's start our class, Please sit down; Straighten your body, Don't lean forward or back.	Shàng kè le, qǐng zuò xià; shēn tǐ zhèng, bú luàn wāi	上课了, 请坐下; 身体正, 不乱歪。
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Ask a question, Please raise hand first; When standing up, make sure your body is straight.	yǒu wèn tí qǐng jǔ shǒu; Zhàn qǐ lái, rén yào zhí	有问题, 请举手; 站起来, 人要直。
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With no talking, Listen carefully; Look closely, Then read after me.	Bú shuō huà, Zhùyì tīng; zǐ xì kàn, Gēn wǒ dú.	不说话, 注意听; 仔细看, 跟我读。
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2. The manner song Lǐ mào gē 礼貌歌

Thank you, You are welcome;	xiè xiè nǐ, Bú kè qì;	谢谢你, 不客气;
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Sorry, That's OK;	Duì bù qǐ, Méi guān xi;	对不起, 没关系。
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Good manners speech, Keep in mind	lǐ mào yǔ, jì xīn lǐ.	礼貌语, 记心里。
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Attachment D
Speaking Extension Activity

In our Mandarin language class, we have been learning phrases that are typically heard in the classroom. I am encouraging the students to practice their learning outside of the classroom by acting as a teacher to a family member, friend, or his or her favorite stuffed animal by using the 12 vocabulary words or phrases currently being studied. These words and phrases are:

English

1. Stand up
2. Sit down
3. Be Quiet
4. Please raise (your) hand
5. Listen carefully
6. Please look
7. Please speak a little louder
8. Please repeat after me
9. Thank you
10. Welcome
11. Sorry
12. It's alright

Please trust 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.

Once you have verified that your child has taught a family member, friend, or his or her favorite stuffed animal the above 10 vocabulary words or phrases, sign this form and have your child return it to me.

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. Thank you for supporting our language program.

Xi èxie!
(Thank you!)

Student Name _____

Parent Signature _____ Date _____