

My School Schedule

Grade Level: Grade 3

Unit Theme: School Subjects/Time

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 2: Share likes/dislikes and simple preferences in everyday situations (e.g., favorites, hobbies, school).

Benchmark B: Exchange personal information.

Indicator 3: Exchange brief, guided messages with friends (e.g., introductions, postcards, e-mail).

Unit mode(s) of focus: interpretative and interpersonal

Unit Description

In this multiple-day, students will gain the knowledge of school subjects through using certain basic and useful sentence patterns, vocabulary, and time expressions. As a result, students will be able to express their likes, dislikes, or favorite subjects together with time expressions. The teacher may recycle the vocabulary and structures from previous units, such as calendar, greetings, and classroom expressions.

Language Outcomes

- Identify school subjects using pictures: Math – 数学 shù xué Language arts – 语文课 yǔ wén kè, Painting – 图画 tú huà 美术课 měi shù kè, Music – 音乐课 yīn yuè kè P.E – 体育课 tǐ yù, Geography--地理 dì lǐ, Social Studies – 社会 shè huì
- Ask and tell about their favorite subject: My favorite subject is math (我最喜欢数学课。wǒ zuì xǐ huan shù xué kè。
His favorite subject is PE (他最喜欢体育课。tā zuì xǐ huan tǐ yù kè。
- Learn to use ‘上 structure’ to express likes or dislikes:
I like math /Chinese (我喜欢上数学课。wǒ xǐ huan shàng shù xué kè)
- Learn to use ‘想 xiǎng +do structure’:
I want to learn swimming (我想学游泳。wǒ xiǎng xué yóu yǒng 。)
- Introduce the structure to form ‘negative sentence pattern’ by using ‘不’。
I don’t like math/Chinese (我不喜欢上数学课/中文课。wǒ bù xǐ huan shàng shù xué kè /zhōng wén kè 。)

- Express what grade she or he is in: I am in 5th grade (我上五年级。wǒ shàng wǔ nián jí。)
- Recycle the structure of likes and dislikes of one's subject using the following sentence pattern:
I like math (我喜欢数学课。wǒ xǐ huan shù xué kè。). He likes Chinese (他喜欢中文课。tā xǐ huan zhōng wén kè。.)
I like math /Chinese (我喜欢上数学课。wǒ xǐ huan shàng shù xué kè。)
- Learn to use '有 structure' and recycle the days of the week.
每天上午有数学课、语文课和体育课。měi tiān shàng wǔ yǒu shù xué kè、yǔ wén kè hé tǐ yù kè。Everyday morning have math, Chinese and P.E.
每天下午有.....měi tiān xià wǔ yǒu
Everyday afternoon have.....
星期一我们有数学课、语文课和体育课。xīng qī yī wǒ men yǒu shù xué kè、yǔ wén kè hé tǐ yù kè。On Monday, we have math, Chinese and P.E.
星期二我们有.....xīng qī èr wǒ men yǒu
Tuesday we have.....
星期三.....xīng qī sān.....
Wednesday.....
星期四.....xīng qī sì.....
Thursday.....
星期五.....xīng qī wǔ.....
Friday.....

Culture Outcomes

Students will be able to recite and play Chinese jump rope game:

tiào pí jīn 跳 皮 筋

xiǎo pí qiú, xīn jiāng lí /xià jiǎo tī,

小 皮 球, 新 疆 梨 /下 脚 踢,

Little leather ball, Xinjiang Pear/ kicking the ball

mǎ lán kāi huā èr shí yī,

马 兰 开 花 二 十 一,

Horse Orchid blossom twenty one,

èr wǔ liù, èr wǔ qī,

二 五 六, 二 五 七,

Two five six, two five seven,

èr bā, èr jiǔ, sān shí yī,

二 八, 二 九, 三 十 一,

two eight, two night, thirty one

sān wǔ liù, sān wǔ qī,

三 五 六, 三 五 七,

three five six, three five seven,

sān bā sān jiǔ , sì shí yī ,
三 八 三 九 , 四 十 一 ,
three eight three night, forty one.....

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

General Tips from Writers:

Modify the time needed for this unit based on the class size and the time it takes to move through the activity sequence.

Pre-Assessment

- Make big flashcards of Attachment A Pre-Assessment Activity Worksheets.
- In random order, say and visually demonstrate the following words:
 - Math – 数学 shù xué
 - Language arts – 语文课 yǔ wén kè,
 - Painting – 图画 tú huà / 美术课 měi shù kè,
 - Music – 音乐课 yīn yuè kè,
 - P.E – 体育课 tǐ yù,
 - Geography--地理 dì lǐ,
 - Social Studies – 社会 shè huì
- Have students demonstrate their recognition of the subjects by raising thumbs up or down when you say one of the subjects in random order.

Pre-Assessment Scoring Guidelines

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

Unit Assessments and Scoring Guidelines

Interpretive Assessment

At the end of the unit, assess learners’ understanding of school subjects. To do so, make up 10 to 15 sentences about pictures you have used in the unit and have learners identify the picture you are describing (out of three). For example, you might say, 我不喜欢上数学课 (wǒ bù xǐ huan shàng shù xué kè。) I don’t like math. Learners choose the number of the correct visual related to math. You also can make a worksheet with visuals for this assessment.

Interpretive Assessment Scoring Guidelines

___ of 15 correct. Use percentages or a scale from excellent to needs remediation.

Interpersonal Assessment

Call on pairs of learners to ask and answer questions practiced during the Day Six interpersonal activity. This should not be rehearsed in a role play sense. Learners should be able to answer questions truthfully.

Interpersonal Assessment Scoring Guidelines

Exceeds expectations	Meets expectations	Below expectations
Student can ask and answer questions with ease. Easily understood by a native speaker.	Student can ask and answer questions, but may hesitate a bit. A sympathetic native speaker can understand.	Student unable to ask or answer questions. Incomprehensible to a native speaker.

Vocabulary

Math shù xué 数 学

Natural Science zì rán 自 然

PE tǐ yù 体 育

Music yīn yuè 音 乐

Painting měi shù 美 术

Geography dì lǐ 地 理

Language arts yǔ wén 语 文

Structures

我喜欢 wǒ xǐ huan..... I like.....

我不喜欢 wǒ bù xǐ huan..... I don't like.....

我最喜欢 wǒ zuì xǐ huan..... My favorite subject.....

我想学 wǒ xiǎng xué..... I want to learn.....

Materials, Resources and Useful Web Sites

- Flashcards with pictures, characters, and pinyin of school subjects to play matching games.
- Questions and sentence patterns/school subject/time strips in envelopes for groups of learners to use on Day Six. Prepare seven laminated sets, cut into strips.

Sequence of Activities

Day One

- Pass out Attachment A, Pre-Assessment Activity Worksheet to students.
- Have the students circle or place an “X” on the corresponding visual in each set that matches your oral description of the subject.
- Use the attachment to have students repeat, as a class and individually, to practice pronunciation.
- Use the attachment to have students recognize, as a class and individually, the characters.

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Day Two

- Conduct an oral review of the vocabulary by using flash cards and having students say the names that correspond to the pictures that are shown. Call on the whole class at first and later on individual students.

- Then do the following activity: What is your favorite subject? – 你喜欢上什么课? nǐ xǐ huan shàng shén me kè ?
 1. Have students sit in a circle. Have available a ball or some object that students can hold when it is their turn to speak. Question from teacher: What subject do you like? 你喜欢上什么课? nǐ xǐ huan shàng shén me kè ? Answer from a student, “I like language arts.” 我喜欢语文 wǒ xǐ huan yǔ wén.”
 2. Pass the ball to the student on your left. Ask her or him what subject he or she likes. The student might answer, “I like music”. She or he is then to pass the ball/object to the student to her or his left. Ask the same question of that student. Continue in this fashion until all students have answered the warm-up question. Then ask each student to tell you what her or his favorite subject is by asking, “你最喜欢上什么课?” nǐ zuì xǐ huan shàng shén me kè ? Answer to the question: 我最喜欢上音乐课。 wǒ zuì xǐ huan shàng yīn yuè kè。 Be sure to pass the ball/object to the student who is to respond.
 3. Prompt that student to then ask a classmate the same question. She or he is to then pass the ball/object to that student before she or he answers. Assist students as necessary in forming the question for their peers.
 4. The last student to answer will then ask the teacher the same question, making sure to pass the ball/object while doing so. Answer the student’s question.
- Repeat this activity until students feel comfortable with the structure.

Day Three

- To practice other sentence patterns, ask students to tell if they like or don’t like a certain subject. For example, “Do you like music?”– 你喜欢上音乐课吗? nǐ xǐ huan shàng yīn yuè kè ma ?
 1. Have students sit in a circle. Have available a ball or some object that students can hold when it is their turn to speak. Model - Question from teacher: Do you like music -你喜欢上音乐课吗? nǐ xǐ huan shàng yīn yuè kè ma ? Model the answer from a student, “我喜欢上音乐课/我不喜欢上音乐课” nǐ xǐ huān shàng yīn yuè kè ma ? Students may respond with either “I like music.” Or “I don’t like.” Again, be sure to pass the ball/object as students ask and answer each other.
 2. Pass the ball to the student on your left. Ask her or him if she likes what subject. The student might answer “I like music”. Or I don’t. She or he is then to pass the ball/object to the student to her or his left. Ask the same question of that student. Continue in this fashion until all students have answered the warm-up question. Then, ask each student to tell you if language art is her or his favorite subject by asking, “你最喜欢上音乐课吗?” “nǐ zuì xǐ huan shàng yīn yuè kè ma ? ” Answer to the question: 我最喜欢上数学课。 wǒ zuì xǐ huan shàng shù xué kè 。 Be sure to pass the ball/object to the student who is to respond.
 3. Prompt that student to then ask a classmate the same question. She or he is to then pass the ball/object to that student before she or he answers. Assist students as necessary in forming the question for their peers.
 4. The last student to answer will then ask the teacher the same question, making sure to pass the ball/object while doing so. Answer the student’s question.

- Repeat this activity with other subjects until students feel comfortable with the structure and expression.
- Introduce Chinese jumping rope game as time permits. Choose a few students to participate.

Day Four

- Arrange visuals of subjects in different areas of the room. Call on individual learners to go find the visual being described. For example, say something like “Lili likes music. 丽丽喜欢音乐 lì li xǐ huan yīn yuè.” The child must find the visual depicting music.
- Project or distribute the school schedule in Attachment B. Ask learners at what time certain classes are given. For example, “When is your math class?” 你们每天几点上数学课? nǐ men měi tiān jǐ diǎn shàng shù xué kè ? ” We have math at 9:00am every day.” 我们每天 9 点上数学课。 wǒ men měi tiān diǎn shàng shù xué kè
- Give the Interpretive Post-Assessment
- Play Chinese jumping rope game as time permits. Choose a few students who did not have a turn on Day Three to participate.

Day Five

- Find a typical elementary school schedule from a school in China/Taiwan/Singapore/or Hong Kong. Use it to compare and contrast the schedule in Attachment B.
 - Ask learners to pretend they are from a school abroad or from your home school. Have them describe their schedules. For example, “I have four classes every morning and they are math, Chinese, English and Chinese characters writing – 我(们) 每天上午上 4 节课, 他们是: 数学, 语文, 英语, 写字。 wǒ(men) měi tiān shàng wǔ shàng jié kè , tā men shì : shù xué , yǔ wén , yīng yǔ , xiě zì 。”
1. Teacher demonstrates the question: 你们每天上午上(有)几节课? nǐ men měi tiān shàng wǔ shàng (yǒu) jǐ jié kè ? Then students from group 1 ask the same question to group 2 and group 2 does the same question: 你们每天上午上(有)几节课? nǐ men měi tiān shàng wǔ shàng (yǒu) jǐ jié kè ? Students give the answer based upon the research or schedule

Activity 2:

Each group member should have a copy of a Chinese school daily schedule as well as a schedule of your school

2. Group 1 will represent students from schools in China
3. Group 2 will represent students from schools in USA
4. Teacher demonstrates the question: 你们每天下午上(有)几节课? nǐ men měi tiān shàng wǔ shàng (yǒu) jǐ jié kè ? Then students from group 1 ask the same question to group 2 and group 2 does the same question: 你们每天下午上(有)几节课? nǐ men měi tiān shàng wǔ shàng (yǒu) jǐ jié kè ?

5. Students give the answer based upon the schedule. Include questions, such as: What classes do you have every Monday? 星期一你们有什么课? xīng qī yī nǐ men yǒu shén me kè ? We have classes such as.....星期一我们有.....xīng qī yī wǒ men yǒu

Day Six

- Divide students into pairs or groups of three.
- Distribute envelopes with question and answer strips. Have learners practice asking and answering questions about school subjects, likes and dislikes, and schedules. There should be infinite possibilities of answers for learners to make their own meaning.
- Circulate and monitor activity.
- Toward the end of class, call on pairs to interact spontaneously in front of the class. Give picture cues if they need help in generating questions.
- Rate interpersonal performance using the scoring guidelines.

Day Seven

- Complete interpersonal assessment.
- Play Chinese jump rope game if time permits.

Instructional Tip

See if the gymnasium or playground is available and collaborate with the physical education specialist to have a Chinese jump roping contest.

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).

- Encourage visual learners to make flashcards with characters and pictures for subjects.
- Encourage aural learners to interview others about favorite subjects.

Extensions and Home Connections

- Have learners ask their parents about their favorite school subjects.
- Have heritage learners with family in a Chinese-speaking area ask age mates about their school subjects and times and report back to the class.

Technology Connections

- http://images.google.com/images?um=1&tab=wi&hl=en&rlz=1T4SKPB_enUS214US217&q=quilt
- http://images.google.com/images?q=music&ndsp=18&svnum=10&um=1&hl=en&rlz=1T4SKPB_enUS214US217&start=108&sa=N
- <http://baike.baidu.com/pic/41/11867298090164845.jpg>
- [http://shop.8844.com/web/UserFiles/shop_20070524_101034_1\(1\)\(2\).jpg](http://shop.8844.com/web/UserFiles/shop_20070524_101034_1(1)(2).jpg)

- http://img.ffffound.com/static-data/assets/6/3a31817532ca6fe99d74352250fe4b9c9cb33d_m.jpg
- http://www.hawh.cn/admin/upload_file/img/2004-12/1104487126877.jpg
- http://www.esf.cn/upload/2005_10/05102111277819.jpg
- http://images.amazon.cn/b/ban_lwk_070718_wded7070071.jpg
- <http://www.celestecraig.us/language%20arts.gif>
- <http://yuwen.hnepu.com/upload/Book/Face/xyw5sface1.jpg>
- <http://www.mathworkbook.com/Test%20Img/Social/SS6cover.jpg>

List of Attachments

Attachment A, Pre-Assessment Activity Worksheet

Attachment B, School Schedule

Attachment A
Pre-Assessment Activity Worksheet



体育 TIYU/PE



音乐 YINYUE/Music



美术 MEISHU/Art



间操 JIANCAO/Morning Exercise

解三角形 (A)

班级_____姓名_____学号_____成绩_____

一、选择题:

1. 在 $\triangle ABC$ 中, 下列式子不正确的是

A. $a^2 = b^2 + c^2 - 2bc \cos A$ B. $a:b:c = \sin A:\sin B:\sin C$

C. $S_{\triangle ABC} = \frac{1}{2}|AB||BC|\sin A$ D. $b = 2R \sin B$

2. 在 $\triangle ABC$ 中, $A=15^\circ$, 则 $\sqrt{3} \sin A - \cos(B+C)$ 的值为

A. $\frac{\sqrt{2}}{2}$ B. $\frac{\sqrt{3}}{2}$ C. $\sqrt{2}$ D. 2

3. 在 $\triangle ABC$ 中, 若 $\overrightarrow{AB}^2 = \overrightarrow{AB} \cdot \overrightarrow{AC} + \overrightarrow{BA} \cdot \overrightarrow{BC} + \overrightarrow{CA} \cdot \overrightarrow{CB}$, 则 $\triangle ABC$ 是

A. 等边三角形 B. 直角三角形 C. 锐角三角形 D. 钝角三角形

4. $1 + \cos A = \frac{b+c}{c}$, 则三角形的形状为

A. 直角三角形 B. 等腰三角形或直角三角形 C. 正三角形 D. 等腰直角三角形

5. 在 $\triangle ABC$ 中, $a=2, b=\sqrt{2}, A=\frac{\pi}{4}$, 则B等于

A. $\frac{\pi}{3}$ B. $\frac{\pi}{3}$ 或 $\frac{2\pi}{3}$ C. $\frac{\pi}{6}$ D. $\frac{\pi}{6}$ 或 $\frac{5\pi}{6}$

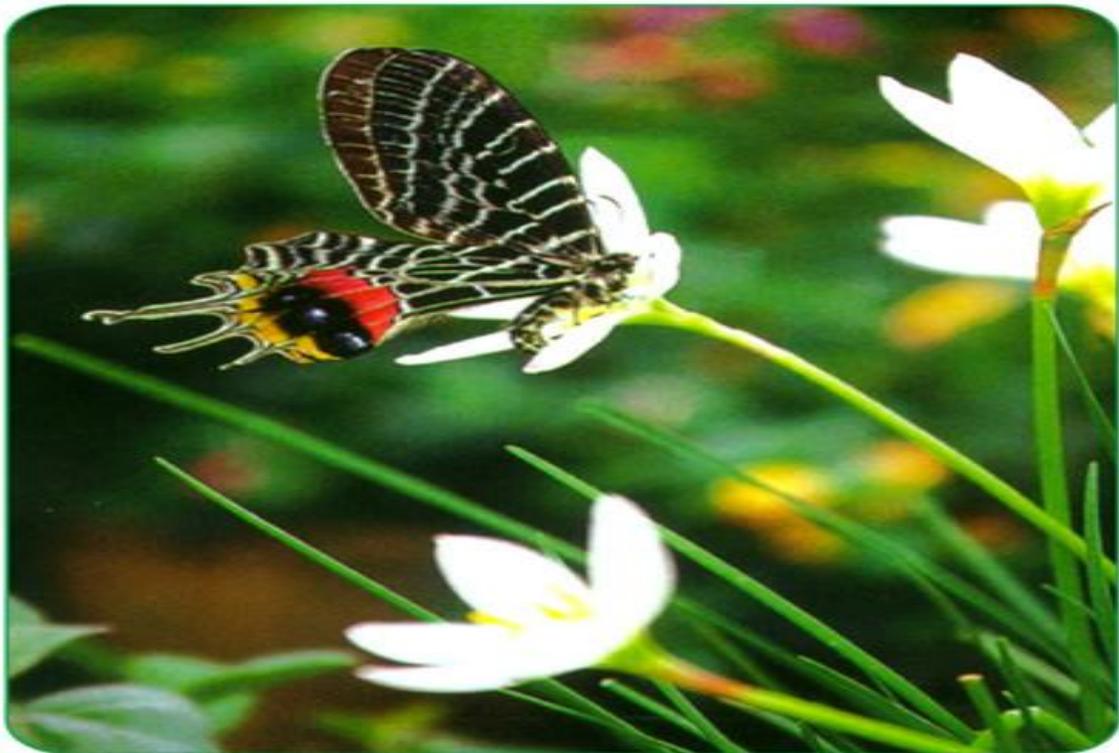
6. 在 $\triangle ABC$ 中, 已知 $(b+c):(c+a):(a+b)=4:5:6$, 则此三角形的最大内角是

A. 120° B. 150° C. 60° D. 90°

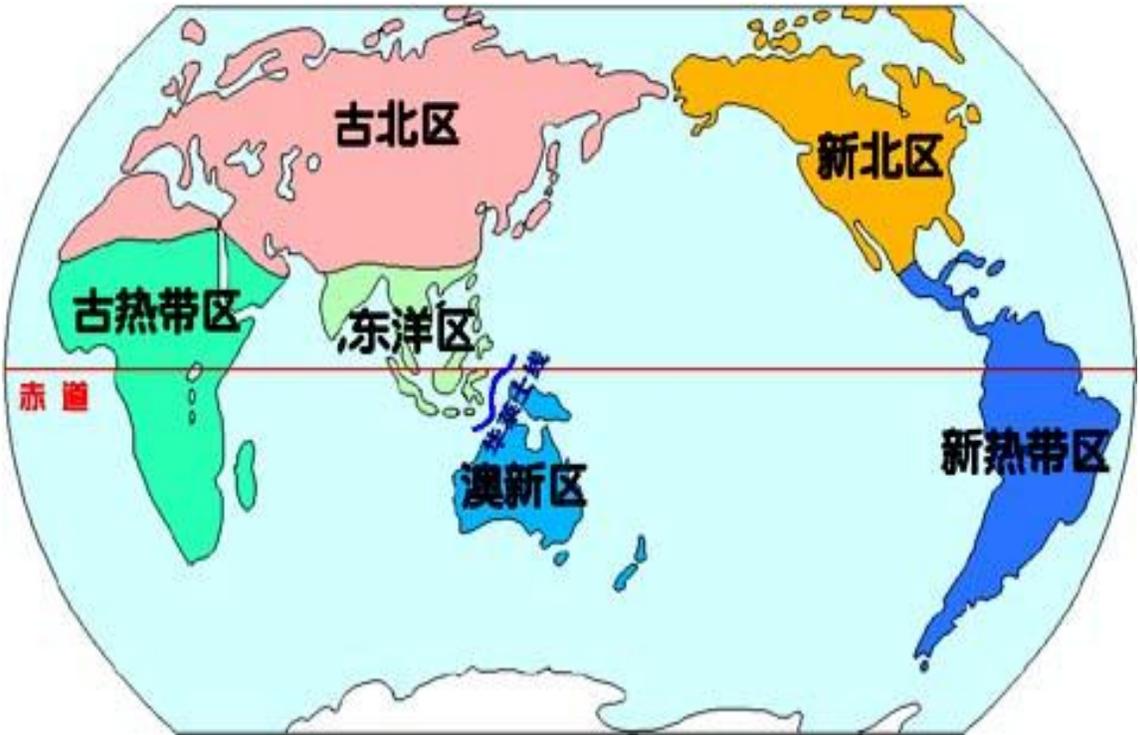
数学 SHUXUE/Math



语文/ YUWEN Language Arts



自然 ZHIRAN/Natural Science



地理 DILI/Geography

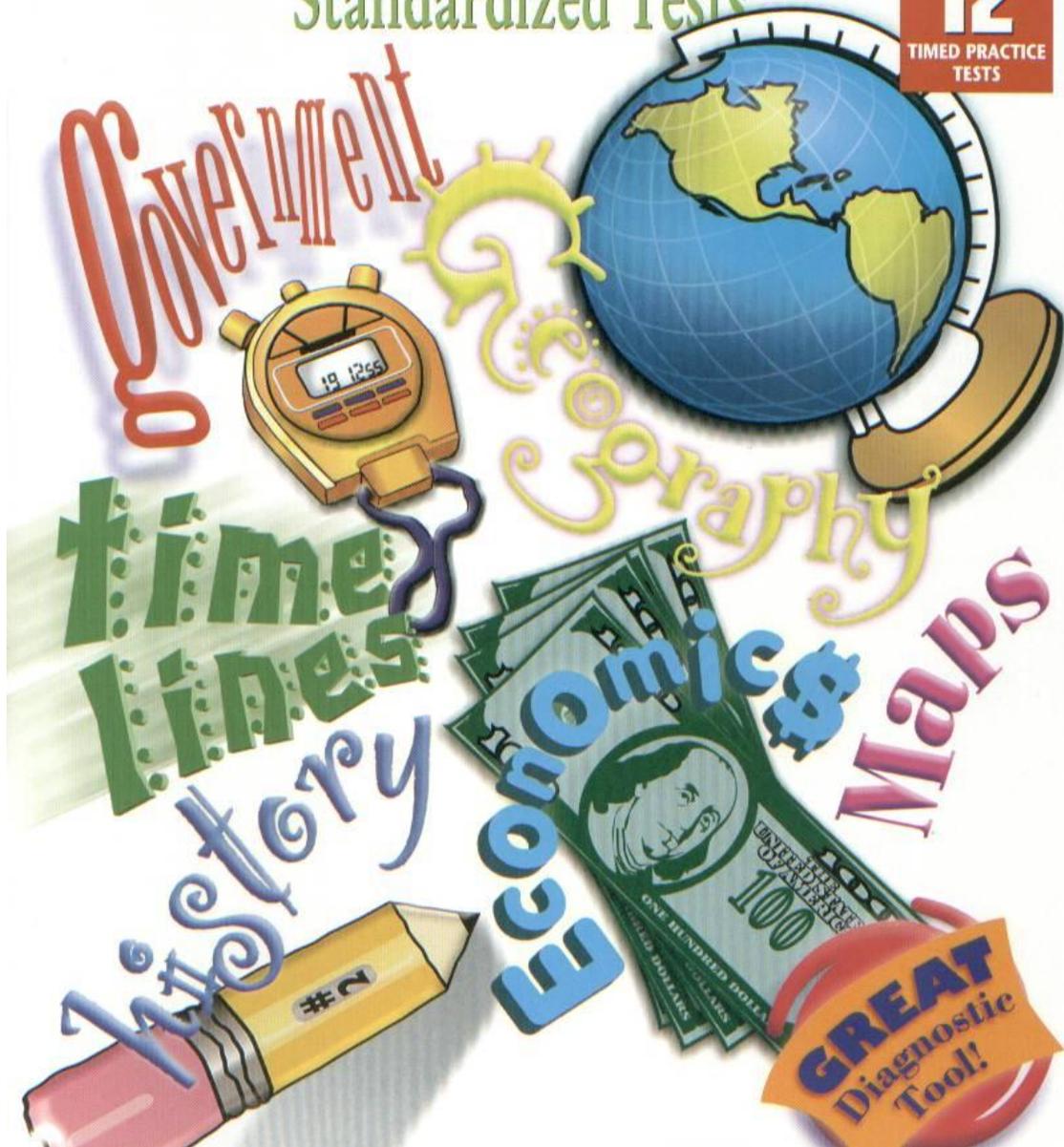
STECK-VAUGHN
SV-3445-2

Higher Scores on
Social Studies
Standardized Tests

6
GRADE

FOUR UNITS,
FIVE PRE- AND
POSTTESTS PLUS

12
TIMED PRACTICE
TESTS



社会 SHEHUI/Social Studies

Attachment B Schedule

一、课程表

一年级（2）班

课程 星期 节次		一	二	三	四	五
上 午	1 8:20am	语文	语文	数学	数学	数学
	2 9:20am	数学	数学	语文	语文	语文
	3 10:20am	英语	音乐	语文	体育	语文
	4 11:20am	写字	写字	写字	写字	班队
下 午	5 2:30pm	体育	语文	美术	英语	美术
	6 3:30pm	美术	活动	活动	美术	音乐