

Expressing Time

Grade Level: Grade Four

Unit Theme: Time and Clocks

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 personal needs and wants (e.g., school supplies, food, health).

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

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

Indicator 2: Use skills (e.g., classifying, labeling, organizing data) in the target language.

Unit mode(s) of focus: Interpretive and Interpersonal

Unit Description

In this multi-day unit, students will review the time periods (morning, noon, afternoon and evening) and will be able to identify detailed time periods (hours and minutes). Students will ask and respond to simple questions about time. Finally, students will recall appropriate times of their daily routines (getting up, breakfast, going to school, lunch, after school activities, going home, dinner, doing homework, going to bed, etc.) and describe this to a friend.

Performance Outcomes

Students will be able to:

- tell time periods— early morning, morning, noon, afternoon, evening;
- ask and respond to simple questions about time;
- tell the time (hours and minutes) from a clock; and
- describe their daily routines.

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 the time it takes to move through the activity sequence.
- Help students realize that time is precious so that they know they are supposed to make full use of time every day.

Feedback from Pilot Teachers

- Students were very fast to learn this unit since they know the Chinese numbers so well by now. We also played the game “What time is it, Old Wolf?” to reinforce expressing time.
- The lesson plans are in general easy enough to follow. The vocabulary and sentence structures are selected appropriately.
- Since telling the time requires using numbers from 1 to 59, I suggest doing some reviewing activities on numbers before asking students to answer the question “What time is it?”
- If possible, incorporate the concepts of “half” for 30 minutes and “quarter” for 15/45 minutes into the lesson and introduce the corresponding Chinese words when giving the answers about the time.
- Provide more visuals or other kinds of hints when introducing the new words for “morning”, “noon”, “afternoon” and “evening.”
- On Day Three, the game requires at least 14 students to represent the twelve hours and three hands. It also requires a large area to form a circle for 12 people. It will be hard to play the game if the class size is medium or small. Also the two people that represent the hands will need some types of signs to distinguish themselves from one another. Instead, I would suggest using some worksheets to practice listening skills (teacher says the time and students draw on the clock face on paper) and speaking skills (each student draws a different time on clock face and lets other(s) tell the time he/she draws.
- Another activity using TPR is to let a student using his/her two arms represent the two hands of the clock and move the arms to different positions on an imaginary clock to let other students guess what time it is.

Pre-Assessment

- Ask students the question, “几点了? jǐ diǎn le? What time is it?”
- Using the pictures in Attachment A, Pre-Assessment as examples, prepare some pictures of different time periods in a day. In the picture, the location of the sun or the pictured activity will indicate the time periods of a day. Ask students what time period it is for each picture.
- Bring a clock to class, ask students, “What time is it?” Students may answer in English. This will help you know whether the students are able to recognize time on a clock.

Pre-Assessment Scoring Guidelines

The following scale can be used to determine the students’ familiarity with time periods.

7-8 correct - Students are very familiar with the time periods.

- No remediation is necessary.

5-6 correct - Students are somewhat familiar with the concept.

- Minor remediation may or may not be needed.

3-4 correct - Students are slightly familiar with the topic.

- Remediation is needed.

1-2 correct - Students have little or no prior knowledge of concept.

- Students need significant remediation.

Unit Assessments and Scoring Guidelines

Interpretive

Say a time or a time period in Chinese. Have students make the appropriate time on a clock with moveable hands.

Interpretive Assessment Scoring Guidelines

The following table can assess students' understanding of times in Chinese.

| Basic Knowledge | Intermediate Knowledge | Good Knowledge |
|--|--|--|
| Students know the time periods, such as Zǎoshàng (early morning), Shàngwǔ (morning), Zhōngwǔ (noon), Xiàwǔ (afternoon) and Wǎnshàng (evening). | Students know the specific time point, such as 8:15, 10:30, 15:45, 22:00, etc. | Students know the time periods and the specific time points, such as 8:15am, 10:30am, 3:45pm, 22:00pm. |

Interpersonal

Have students write down their daily schedules. Then ask students to tell the others about their schedules in Chinese. Have the others ask the student some questions about his/her schedule.

Interpersonal Assessment Scoring Guidelines

Use the following table to assess students' abilities of using times in Chinese.

| Basic Knowledge | Intermediate Knowledge | Good Knowledge |
|---|--|--|
| Students can describe their schedules with the time periods, such as “Jīntiān shàngwǔ wǒ yǒu Zhōngwǔ énkè” (I have Chinese class this morning.) | Students can describe their schedules with specific time points, such as “Jiǔdiǎn bàn dào shí diǎn yī kè shì Zhōngwǔ énkè.” (The Chinese class is from 9:30 to 10:15.) | Students can describe their schedules with the time periods and the specific time points, such as “Jīntiān shàngwǔ jiǔdiǎn bàn dào shí diǎn yī kè shì Zhōngwǔ énkè.” (The Chinese class is from 9:30am to 10:15am this morning.) |

Vocabulary and Structures

| Chinese words | Pinyin (phonetics) | English words |
|---------------|--------------------|---------------------------------------|
| 早上 | zǎoshàng | early morning (usually before 9:00am) |
| 上午 | shàngwǔ | morning/am |

| | | |
|------|----------|--------------|
| 中午 | zhōngwǔ | noon |
| 下午 | xiàwǔ | afternoon/pm |
| 晚上 | wǎnshàng | evening |
| 小时 | xiǎoshí | hour |
| 点 | diǎn | o'clock |
| 分/分钟 | fēnzhōng | minute |
| 秒 | miǎo | second |

| Chinese sentences | Pinyin (phonetics) | English sentences |
|-------------------|-----------------------|------------------------|
| (现在)几点了? | (Xiànzài) jǐ diǎn le? | What time is it (now)? |
| (现在)…点…分。 | (Xiànzài) …diǎn …fēn. | It's … |

Materials, Resources and Useful Web Sites

- Visuals/pictures
- Handouts
- A big, real clock with moveable hands

Sequence of Activities

Day One

- Conduct the Pre-Assessment. Bring some pictures of different time periods in a day. In the picture, the location of the sun will indicate the time periods of a day. Make sure the students understand what the picture is representing then ask students to identify in Chinese what time period it is for each picture.
- Bring a clock to class. Ask students what time it is. Have students answer in English. You will know whether the students are able to recognize the time on the clock.
- Write down some basic numbers 1-60 on the board. Ask students to recognize those numbers.

Day Two

- Bring a clock to class. Ask students, “现在几点(钟)了? Xiànzài jǐ diǎn (zhōng) le?” (What time is it now?)” Students may answer in English at first.

- Teach students the Chinese character “点 diǎn” (measure word for hours) and “分 fēn” (measure word for minutes). 现在 Xi àn z ài (now)... 点 diǎn ...分 fēn. (It's ...now.)
- Using Attachment B, In Class Activity 1 as an example, have students show on a clock the time you say.
- Adjust the clock to a different time, ask students to ask, “现在几点(钟)了? Xi àn z ài jǐ diǎn (zhōng) le? (What time is it now?) Students will answer in Chinese. 现在 Xi àn z ài ... (the number of hours) 点 diǎn ...分 fēn (the number of minutes).
- Adjust the clock to a different time. Ask students what time it is. Continue with this activity until you are confident that students can respond.

Day Three

- Arrange twelve students to make a circle to represent the face of a clock, each student represents one, two, three through twelve o'clock, respectively.
- Choose two more students to act as the hour and minute hands. Ask these two students to move like the hour and minute hands. Suddenly ask the moving students to stop. Ask the students to tell the time they form. Have students move and stop again and tell the time.
- The students who are forming the face of the clock can change their roles with students acting as the hour and minute hands. Make sure each student has a chance to play the different roles.

Day Four

- We know there is a difference between 9 am and 9 pm. Adjust the clock to 9am first, and ask students, “现在几点(钟)了? Xi àn zài jǐ diǎn (zhōng) le?” Students might answer, “现在 (是) 九点 Xi àn z ài (shì) jiǔ diǎn.” Teach students to add “上午 shàngwǔ” before 九点 jiǔ diǎn. “现在 (是) 上午九点。Xi àn z ài (shì) shàngwǔ jiǔ diǎn”. [As per pilot teacher’s tip, add visuals to help clarify AM and PM.]
- Adjust the clock to 12pm, ask students, “现在几点(钟)了? Xi àn zài jǐ diǎn (zhōng) le?” (What time is it now?) Students might answer, “现在 (是) 十二点了。Xi àn z ài (shì) shí’èr diǎn.” (It is 12 o’clock). Teach students to add “中午 zhōngwǔ “noon” before “十二点 shí’èr diǎn 12o’clock”. “现在是中午十二点了。Xi àn z ài shì zhōngwǔ shí’èr diǎn. It is 12:00pm now.”
- Adjust the clock to 3pm, ask students, “现在几点(钟)了? Xi àn zài jǐ diǎn (zhōng) le? What time is it now?” Students might answer, “现在是三点。Xi àn z ài (shì) sān diǎn. It’s three o’clock now.” Teach students to add “下午 xi ànwǔ afternoon” before “三点 sān diǎn three o’clock”. “现在几点(钟)了? 现在是下午三点。Xi àn z ài shì xi ànwǔ sān diǎn It is 3:00pm now”.
- Adjust the clock to 9pm, ask students, “现在几点(钟)了? Xi àn zài jǐ diǎn (zhōng) le? What time is it now?” Students might answer, “现在是九点。Xi àn z ài (shì) jiǔ diǎn.” Teach students to add “晚上 wǎnshàng evening” before “九点 jiǔ diǎn”. “现在是晚上九点 Xi àn z ài shì wǎnshàng jiǔ diǎn. It is 9:00pm”.

- Using Attachment C, In Class Activity 2, have students practice asking and answering about time.

Day Five

- Using Attachment D, In Class Activity 3, have students say and practice the times that certain daily activities take place.
- Have students write down their daily schedules. Then ask students to tell the others about their schedules in Chinese. The others might ask the student some questions about his/her schedule.
- After sufficient practice, walk around the room as students are talking together to conduct a formative interpersonal assessment.

Day Six

- Using Attachment E, Unit Assessment, summarize and review telling time and the clock in Chinese. Use the visuals as an interpretive assessment first by having students letter the clocks in random order (for example, A would be 10:10; B would be 4:00).
- As an interpersonal assessment, have students take turns asking and telling the time they do certain activities based on the clocks shown.

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 the students who are initially hesitant to use basic phrases and words that correctly respond to questions. Partner these students in subsequent activities with students who you have identified that can provide a strong model.
- Make sure that students with background knowledge of Chinese follow along in class to ensure their vocabulary is solid and that they understand the topics you cover. Give them additional material outside of class if desired or necessary.

Extensions and Home Connections

- Encourage students to describe their daily activities and the times of those activities to family members.
- Have students teach a family member to say the time in Chinese.

Technology Connections

- <http://www.youtube.com/watch?v=gbpOCTmlOR8> (or go to www.youtube.com and search on “how to tell time in Chinese”.)
- DVD “Communicate in Chinese 1, Section 4 Time” from China Central Television 9, HUWA Golden International, Inc. For more information see www.huwadvd.com

List of Attachments

Attachment A, Pre-Assessment

Attachment B, In Class Activity 1

Attachment C, In Class Activity 2

Attachment D, In Class Activity 3
Attachment E, Unit Assessment

Attachment A
Pre-Assessment

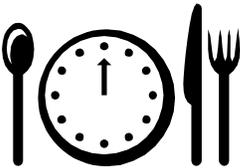
Prepare these pictures to show to the class. Have students identify the time period of the day illustrated.



(early morning)



(afternoon)



(noon)



(morning)



(evening)

Attachment B
In Class Activity 1

Activity I: Show the time with the clock hands.

Example:

Teacher: 八点一刻 (8:15)
 bā diǎn yī kè

Student: (The student moves the hour hand to 8 and minute hand to 3.)

Divide the class into two groups (or more if the class is large).

Give a time in Chinese, and have one student from each group correctly position the two clock hands on the clock face.

Attachment C
In Class Activity 2

Activity II: Have students make a dialogue according to the picture and following the example.

Example:

| |
|------|
| 8:30 |
|------|

Student A: 现在几点? Xi àn z à jǐ diǎn?

Student B: 八点半。Bā diǎn b àn.

| |
|------|
| 5:55 |
|------|

| |
|------|
| 9:05 |
|------|

| |
|------|
| 3:00 |
|------|

| |
|------|
| 7:10 |
|------|

| |
|-------|
| 11:15 |
|-------|

| |
|-------|
| 12:20 |
|-------|

Attachment D
In Class Activity 3

Activity III: Write down the time of the daily activity and say it out loud.

Example:



7:00am

Student: 我早上七点起床。 Wǒ zǎo shang qī diǎn qǐ chuáng. (I got up at 7:00 o'clock this morning.)



7:30am (having breakfast)



8:00am (going to school)



8:15am (attending classes)



12:00pm (having lunch)



3:30pm (going home)



7:00pm (having dinner)



10:00pm (going to bed)

Attachment E
Unit Assessment

