

Numbers 1-10

Grade Level: Kindergarten

Unit Theme: Let's have fun with numbers.

Ohio Standards Connection: Foreign Language

Standard: Communication: Communication in languages other than English

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

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

Benchmark I: Dramatize songs, short stories, poetry or activities.

Indicator 11: Recite short poems/rhymes or sing/sign songs with appropriate body movements.

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 2: Sing/sign songs, plays games and celebrate events from the target culture.

Benchmark C: Observe, identify, describe and reproduce objects, images and symbols of the target culture.

Indicator 5: Make or imitate simple culture items (e.g., flag, song).

Unit mode(s) of focus: Interpretive and Presentational

Unit Description

Students will be able to recognize, say out loud, rhyme, and sing the numbers from 0-10. Initially, students will interpret and react to signs, songs and games. Then students will interact with teachers and classmates by engaging in activities related to numbers.

Performance Outcomes

Students will be able to:

- Finger count from 0-10 on one hand
- Count aloud from 0-10
- Count from 0-10 by rhyming and singing out numbers
- Lay out Chinese character numbers from 0-10 with Q-tips, matches or toothpicks.

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.

Feedback from Pilot Teachers

- It is a wonderful unit for the kids to learn Chinese. The rhyme called “Hunting Tigers” is hard for the kids to chant. I adapted the activities. The kids enjoy the unit.
- If you want activities for this, the students really enjoyed guessing how many pencils I was holding behind my back. They have to make their guesses in Chinese and they compete to see which group gets the most correct guesses.
- The students learn the numbers very fast. We used the rhyme "yi er san, san er yi" from Chinese Made Easy for Kids instead of the two rhymes "Hunting tigers" since there are too many vocabularies involved before the kids are ready to get used to the long rhymes after only three weeks’ exposure to Chinese learning. [For counting practice, we used abacus and jump rope game in addition to "ti jian zi".
- I could not teach them "point to me" because it was too difficult for the students to change their focus to something totally different. I just taught the numbers 0-10. I also introduced 100 and 1000 since the students are working on this in English in their math classes. We spent one hour concentrating on numbers only.
- In doing the numbers, use as much visual teaching aids as possible, such as power point, smart board.

Pre-Assessment

- Count students, objects, or pictures by pointing to students, objects or pictures from 1-10. Repeat several times. Ask the question, “有多少?” “Yǒu duōshǎo?” (How many are there?). Use Attachment A, Pre-Assessment Activity Sheet, if you find it useful. Be sure to say the name of the thing being counted, even though this is not part of the lesson. Stress the numbers.
- Encourage students to count aloud with you if they desire.
- Give each student a number card in both Chinese characters and English numbers.
- Then have students line up in the correct number sequence, 1-10. Review the numbers orally as a class.

Pre-Assessment Scoring Guidelines

The Pre-Assessment is not scored. Based on students’ ability to line up correctly, modify the lesson to include more counting practice or more focus on learning the Chinese terms.

Unit Assessments and Scoring Guidelines

Interpretive Assessment

Students will demonstrate their recognition of the numbers 0-10 by finger counting the numbers as you say them out loud in order and by pointing to visuals with the correct number of objects as directed. Create a class roster and rate individual students by

circulating around the room as they are working on their character posters at the end of the unit.

Interpretive Assessment Scoring Guidelines

- 8-10 Student able to independently finger count and orally interpret numbers all the time
- 5-7 Student able to independently finger count and orally interpret numbers most of the time
- 2-4 Student able to independently finger count and orally interpret numbers some of the time
- 0-1 Student unable to independently finger count and orally interpret numbers

Presentational Assessment

At the end of the unit, students will recite their rhymes and sing the number song. Create a class roster and rate individual students as small groups of students come up to you during poster work.

Presentational Assessment Scoring Guidelines

- 4 Good pronunciation of the numbers
Student able to perform songs and rhymes without teacher assistance
- 3 Good pronunciation, but with minor tone problem
Student mostly able to perform songs and rhymes with little teacher assistance
- 2 Poor pronunciation with quite a few tone problems
Student somewhat able to perform songs and rhymes even with teacher assistance
- 1 Incomprehensible pronunciation / Needs remediation
Student unable to perform songs and rhymes without teacher assistance

Vocabulary and Structures

零到十	l íng dào sh í	0-10
朋友	péngyǒu	Friend
有多少?	Yǒu duōshǎo?	How many _____ are there?
指给我看	Zhǐ gěi wǒ kàn	Point to / Show me

Materials, Resources and Useful Web Sites

- Number song: www.ups.edu/faculty/perry/Chinesesongs/children/home.htm
- Big poster board
- Cotton swabs, wooden craft sticks, or toothpicks
- Glue
- Markers, crayons, or paint to color characters for numbers

Sequence of Activities

Day One

- Conduct the pre-assessment activity.
- Teach the numbers from 1-5 by using flash cards. Have students repeat each number as a class and individually. Attachment A may be used for this purpose.

Day Two

- Use finger counting to teach 1-5. Model Attachment B, Finger Counting. You may wish to project these for easier viewing, or to have enlarged copies made into flash cards.
- Ask individual students to demonstrate their understanding by pointing to the correct image of a number as you ask, “Zhǐ gěi wǒ kàn.” (Point to / Show me the number five).
- Chant the rhyme called “Hunting Tigers” to reinforce the pronunciation of the numbers.

一 二 三 四 五， Yī èr sān sì wǔ, (One two three four five)
 上山打老虎， Shàng shān dǎ lǎohǔ, (go to the mountain to hunt for the tiger)
 老虎没打到/老虎不在家， Lǎohǔ méi dǎ dào/bú zài jiā. (The tiger isn't home)
 打到小松鼠/碰到小松鼠， Dǎ dào xiǎo sōngshǔ. (Meet the squirrel)
 松鼠有几只， Sōngshǔ yǒu jǐ zhī? (How many squirrels are there?)
 让我数一数， Ràng wǒ shǔ yī shǔ? (Let me count.)
 数来又数去， Shǔ lái yòu shǔ qù. (Count back and forth.)
 一 二 三 四 五。 Yī èr sān sì wǔ. (One two three four five)
 五 四 三 二 一， Wǔ sì sān èr yī, (Five four three two one)
 一 二 三 四 五。 Yī èr sān sì wǔ. (One two three four five)

Day Three

- Review numbers from 1-5 by having students repeat the “Hunting Tigers” rhyme and by responding through finger counting.
- Teach the numbers from 6-10 by using flash cards, and then have students repeat each number as a class and individually. Use finger counting to teach these numbers.
- Review the students’ learning by saying, “Zhǐ gěi wǒ kàn.” (Show me number one).
- Continue in this fashion with numbers 1-10 in order.
- Teach students the following song called “Ten Little Friends”.

一个，两个，三个小朋友， Yīge liǎngge sānge xiǎo péngyǒu
 One, two, three little friends
 四个，五个，六个小朋友， Sìge wǔge liùge xiǎo péngyǒu
 Four, five, six little friends
 七个，八个，九个小朋友， Qīge bāge jiùge xiǎo péngyǒu
 Seven, eight, nine little friends
 第十个小朋友握握手/点点头。 Dì shíge xiǎo péngyǒu wòwò shǒu/diǎndian tóu.
 The tenth little friend shakes hands/nods head.

Day Four

- Review numbers from 1-10 by finger counting, singing songs, and chanting the rhyme.
- Teach the number 0 by showing OK gesture, then together with the 10 numbers.
- Game: 踢毽子 tījiànzi (Chinese Shuttlecock) (Due to the fact that the children at this age are still developing their fine and gross motor skills, the shuttlecock should be tied to a piece of string so that it is easier for them to handle the shuttlecock). Through this game the sequence and pronunciation of the numbers are reinforced. Have students kick and count.

Day Five

- Craft Sticks/Cotton Swabs Number Activity: Show students a model poster where you have made all the number characters, 0-10. Have students count aloud with you as you point to each number character.
- Demonstrate how to lay out the ten numbers by using either craft sticks or cotton swabs according to the form and stroke of the numbers.
- Have available poster board or large sheets of paper on which you have already labeled each stroke for each number character. Have enough posters so that students may work in groups of twos or threes.
- Explain that the students will be gluing the sticks or swabs to form each number character. Put them into groups according to your preferred method.
- Circulate to assist as necessary.
- If needed, have students finish their posters during the next class.

Day Six

- Have students continue to lay out Chinese character numbers from 0-10 on a big poster in their small groups.
- Once this is finished, have students color them with their favorite colors.
- While students are working, have small groups of students come to you to sing or say out loud the number songs and the rhyme. Score their performance using the Presentational Scoring Guidelines.
- Next conduct the Interpretive Assessment with that same group of students by asking them to show you how to finger count 1-10. If you feel justified, consider having them point to a visual that has a certain number of objects in it, such as Attachment A. Use the Interpretive Scoring Guidelines to score their performance.
- If time permits, have pairs of students hold up their posters and say the numbers. Display the posters around the classroom or out in the hall.

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.

- For students needing additional practice recognizing number characters, have them create their own set of large flash cards. They can put a number character on each flash card using craft sticks or cotton swabs, and on each card draw their own

pictures. The end product will look similar to those images on Attachment A. Encourage students to use culturally relevant images.

- For students who enjoy working with their hands, explore making numbers using uncooked spaghetti or even modeling clay. Students can even do this at home with a family member to practice and share what they have learned in class.
- For students who easily grasp the unit's content, have them continue on to learn higher numbers.

Extensions and Home Connections

- Students can review their numbers characters by playing a game and by teaching family members and friends. See Attachment C, Speaking Extension Activity One, and Attachment D, Chinese Number Board, for details. Have parents sign and return the form indicating that their child has shared their classroom learning.
- Students can practice one of the number songs learned in class by teaching family members and friends. See Attachment E, Speaking Extension Activity Two, for details. Have parents sign and return the form indicating that their child has shared their classroom learning.

Technology Connections

Below are some suggested web sites that might prove useful as you instruct this unit.

- <http://www.61flash.com/flash/1848.htm>
- www.ups.edu/faculty/perry/Chinesesongs/children/home.htm
- <http://www.61flash.com/flash/1849.htm>
- http://www.askasia.org/kids/language_song_activities/chinese_numbers/one-new.php
- <http://www.mandarintools.com/numbers.html>
- <http://www.raft.net/ideas/Chinese%20Number%20Dice.pdf>
- http://www.drivingannex.com/numbers_game.html

List of Attachments:

Attachment A, Pre-Assessment Activity Sheet

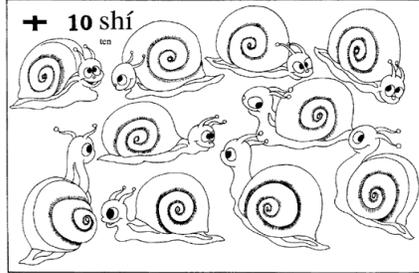
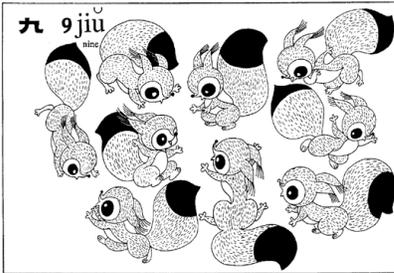
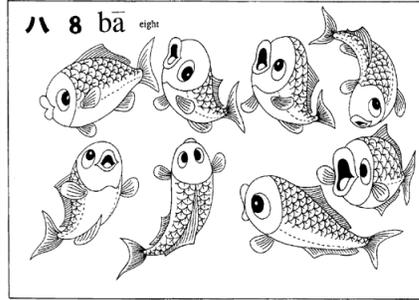
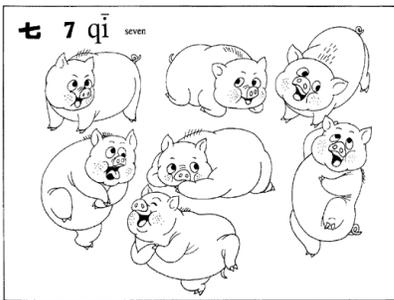
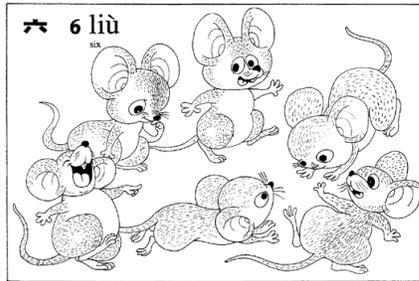
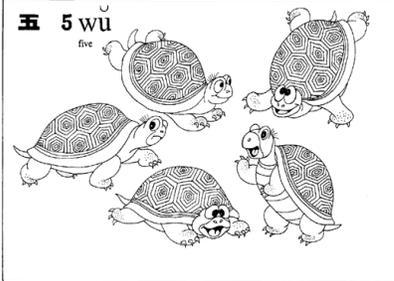
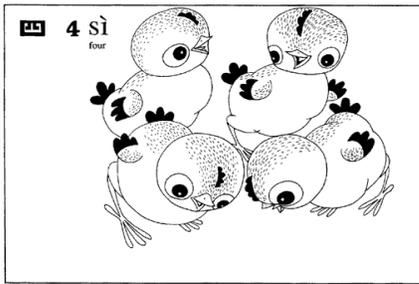
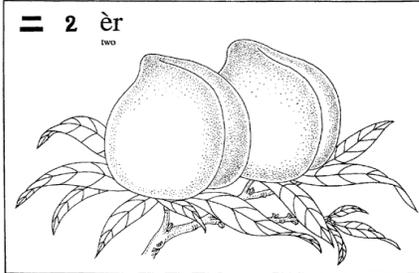
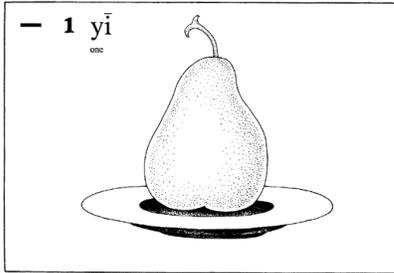
Attachment B, Finger Counting

Attachment C, Speaking Extension Activity One

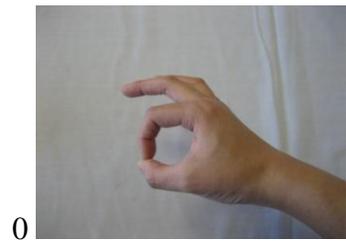
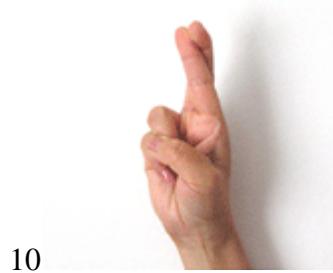
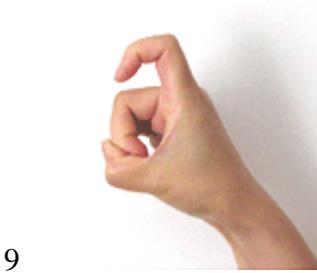
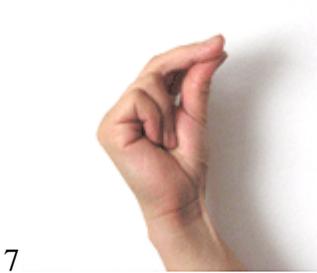
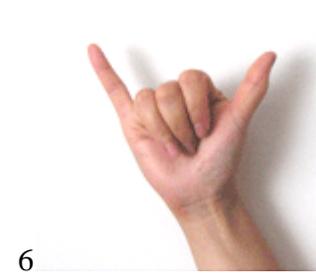
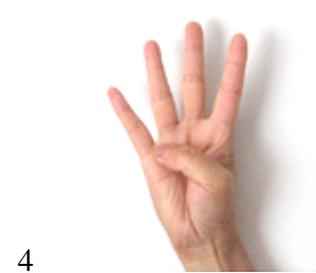
Attachment D, Chinese Number Board

Attachment E, Speaking Extension Activity Two

Attachment A
Pre-assessment Activity Sheet



Attachment B
Finger Counting



Attachment C
Speaking Extension Activity One

In our Mandarin language class, we have been learning our numbers 1-10 plus zero. These are the words for each number: 一, 二, 三, 四, 五, 六, 七, 八, 九, 十, and 零 (0). Below are two activities I am encouraging the students to do at home.

Activity 1: Number Game

The objective of the game is to put the numbers in Chinese on the number board (see Attachment E, Chinese Number Board in correct order from 1 to 10 *as fast as you can!* Keep time as your child plays. Encourage your child to focus on getting the numbers in their correct order as fast as possible. Keep practicing the game to become faster and faster.

We will play the same game in class and the top 5 scorers will be eligible to win a prize. Have fun!

Activity 2: Counting

Ask your child to teach family members and friends how to read these numbers in Chinese from 1-10. Tell them they are the teacher and they need to make sure their students' pronunciation is correct. Please trust that your child's pronunciation of the vocabulary is accurate. Young children have an amazing ability in learning any foreign languages.

Once you have verified that your child has completed the game, taught a friend or member of the household the Chinese numbers, please sign this form and have your child return it to me.

Remember, the more opportunities 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 _____

Attachment D
Chinese Number Board

10	18	16	8
12	5	14	3
15	4	11	6
17	2	9	20
7	13	19	1

Attachment E
Speaking Extension Activity Two

In our Mandarin language class, we have been learning about numbers through songs. I am encouraging all students to share what we have learned with family and friends. Please ask them to sing for you.

一个，两个，三个小朋友， Yīge liǎngge sānge xiǎo péngyǒu
One, two, three little friends

四个，五个，六个小朋友， Sìge wǔge liùge xiǎo péngyǒu
Four, five, six little friends

七个，八个，九个小小朋友， Qīge bāge jiǔge xiǎo péngyǒu
Seven, eight, nine little friends

第十个小朋友握握手。 Dì shíge xiǎo péngyǒu wòwo shǒu.
The tenth little friend shakes hands.

第十个小朋友， 拍拍手。 Dì shíge xiǎo péngyǒu pāipai shǒu.
The tenth little friend clap hands.

第十个小朋友， 点点头。 Dì shíge xiǎo péngyǒu diǎndian tóu.
The tenth little friend nods head.

Please trust that 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 friend or a member of the household the song by assisting that individual with his or her pronunciation and attempting to engage him or her in the complete task, please sign this form and have your child return it to me.

Remember, the more opportunities 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.

Xièxie!
(Thank you!)

Student Name: _____

Parent Signature _____ Date _____