

## What I Like to Eat and Drink

**Grade Level:** Grade One

**Unit Theme:** Foods and Drinks

**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 simple questions about personal information and other familiar topics (e.g., family members, weather, today's date, pets, school supplies).

**Benchmark F:** Identify people and objects based on description.

**Indicator 8:** Sort words and phrase into categories (e.g., animals that live on the farm, in the jungle).

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

**Indicator 12:** Role play simple messages (e.g., It's hot/Hace calor. The baby cries./Das baby weint.).

**Benchmark K:** Present information orally, signed, or in writing.

**Indicator 14:** Describe characteristics of pictures to others (e.g., a big yellow bus/un camión grande y amarillo; a red triangle/Hóng sān jiǎo).

**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 4:** List examples of cultural items (e.g., food, clothing, toys).

**Benchmark D:** Identify distinctive contributions made by people in the target culture.

**Indicator 6:** Identify major contributions from the target culture (e.g., food, sports, music).

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

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

**Indicator 3:** Categorize foods into groups (e.g., fruits, vegetables, grains, meat).

**Unit Mode(s) of Focus:** Interpersonal, Interpretive, and Presentational

## **Unit Description**

In this multiple-day unit, students will gain the ability to recognize Chinese characters of multiple types of foods and drinks and use this vocabulary in expressions of identification, description, volition, and general communication. Initially, students will interpret and react to pictures, stories and illustrations, and audio clips. Then, students will interact with their teacher and classmates by identifying foods, asking for a variety of foods and drinks, and describing the foods. At the conclusion of this unit, students will present a menu as if in a restaurant to order simple foods by preference in Chinese.

## **Performance Outcomes**

Students will be able to:

- Identify and recognize foods and drinks;
- Describe foods and drinks, e.g., impressions;
- Learn simple expressions of volition;
- Communicate orally with teachers and classmates; and

**Time Frame/Estimated Duration:** *Ten classes / Five 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 activity sequence.

## **Feedback from Pilot Teachers**

I also introduced some sound translation vocabulary such as chocolate, ice-cream, coke, etc.

## **Pre-Assessment**

The purpose of this pre-assessment is to find out previous knowledge about foods and drinks, along with various expressions with which the students are already familiar. Simply ask the students to identify at least five various foods by showing them a picture

## **Pre-Assessment Scoring Guidelines**

Evaluate the pre-assessment by observing the number of correct identifications of each student in the classroom and score with a point-scale similar to the following:

- 4-5 of 5    strong understanding of topic
- 3 of 5      adequate understanding of topic
- 2 of 5      poor understanding of topic / needs remediation
- 0-1 of 5    insufficient understanding of topic / needs remediation

## **Unit Assessments and Scoring Guidelines**

### **Interpretive Assessment**

Students will demonstrate their recognition of at least fifteen (15) target vocabulary words by identifying the appropriate pictures of foods and drinks.

### **Interpretive Assessment Scoring Guidelines**

Use a point-scale similar to the following to evaluate an individual student's results. The evaluation should be based on the number of correct identifications.

|             |   |
|-------------|---|
| 13-15 of 15 | strong understanding of topic                           |
| 9-12 of 15  | adequate understanding of topic                         |
| 5-8 of 15   | poor understanding of topic / needs remediation         |
| 0-4 of 15   | insufficient understanding of topic / needs remediation |

### **Interpersonal Assessment**

Have pairs of students practice mock-dialogues, in a question-and-answer format, with the learned vocabulary, e.g., “你要吃什么？” “我要吃\_\_” “Nǐ yào chī shénme?” “Wǒ yào chī \_\_”(“What do you want to eat?” “I want ...insert food or drink”) The teacher should be nearby to evaluate the conversations.

### **Interpersonal Assessment Scoring Guidelines**

Use a point-scale similar to the following to evaluate an individual student's results. The evaluation should be based on the fluency, pronunciation, correctness of vocabulary, and accurate usage of the appropriate sentence structures.

|            |   |
|------------|---|
| 8-10 of 10 | strong understanding of topic                           |
| 6-7 of 10  | adequate understanding of topic                         |
| 3-5 of 10  | poor understanding of topic / needs remediation         |
| 0-2 of 10  | insufficient understanding of topic / needs remediation |

### **Presentational Assessment**

Have each student make a small menu including his or her food and drink preferences and present it to the class in a descriptive presentation. The presentation should be in Chinese, using expressions like “这些是我喜欢吃的。。。 ” “zhè xiē shì wǒ xǐhuān chī de。 ” “我喜欢。。。 ” “Wǒ xǐhuān。。。 ” “These are the foods I like to eat. I like...(insert food or drink).” The menu should consist of Chinese characters that will be provided by the teacher. Students should draw, make, or cut out pictures to put on their menus and match each character with its respective picture on the menu.

### **Presentational Assessment Scoring Guidelines**

Use a point-scale similar to the following to evaluate an individual student's results. The evaluation should be based on both the presentation and the menu he or she has created. The evaluation should not only be on fluency, pronunciation, and accurate usage, sentence structure, and vocabulary of the presentation, but also on the correctness and presentation of the menu. The two evaluative topics should be equally weighted, taking up half of the total points in the following scale:

|             |   |
|-------------|---|
| 16-20 of 20 | strong understanding of topic                           |
| 11-15 of 20 | adequate understanding of topic                         |
| 6-10 of 20  | poor understanding of topic / needs remediation         |
| 0-5 of 20   | insufficient understanding of topic / needs remediation |

## Vocabulary and Structures

### Drinks:

|    |         |       |
|----|---------|-------|
| 茶  | chá     | Tea   |
| 牛奶 | niú nǎi | milk  |
| 水  | shuǐ    | water |
| 可乐 | kě lè   | Coke  |
| 果汁 | guǒ zhī | juice |
| 汽水 | qì shuǐ | pop   |

### Foods:

|    |           |             |
|----|-----------|-------------|
| 饭  | fàn       | rice        |
| 面  | miàn      | noodles     |
| 鱼  | yú        | fish        |
| 鸡肉 | jī ròu    | chicken     |
| 牛肉 | niú ròu   | beef        |
| 猪肉 | zhū ròu   | pork        |
| 包子 | bāo zi    | steamed bun |
| 水饺 | shuǐ jiǎo | dumpling    |
| 春卷 | chūn juǎn | spring roll |

### Verbs:

|   |     |       |
|---|-----|-------|
| 吃 | chī | eat   |
| 喝 | hē  | drink |

### Sentence Structures:

|            |                      |                          |
|------------|----------------------|--------------------------|
| 请!         | Qǐng.                | Please.                  |
| 谢谢!        | Xièxie.              | Thank you.               |
| 这是什么?      | Zhè shì shēn me?     | What is this?            |
| 这是_____。   | Zhè shì _____.       | This is _____.           |
| 你要什么?      | Nǐ yào shēn me?      | What do you want? _____. |
| 我要_____。   | Wǒ yào _____.        | I want _____.            |
| 我不要_____。  | Wǒ bú yào _____.     | I don't want _____.      |
| 你喜欢什么?     | Nǐ xǐ huān shēn me?  | What do you like?        |
| 我喜欢_____。  | Wǒ xǐ huān _____.    | I like _____.            |
| 我不喜欢_____。 | Wǒ bù xǐ huān _____. | I don't like _____.      |

## Materials, Resources, and Useful Web Sites

- First grade level picture books with related illustrations
- Picture cards that depict vocabulary words and phrases
- Newspaper and magazine advertisements for grocery stores and restaurants
- Children's song that highlights vocabulary expressions targeted in this unit
- Video clips of native speakers using the target vocabulary

## Sequence of Activities

### Day One

- Conduct the Pre-Assessment (as shown under the heading “Pre-Assessment”) by bringing the pictures of various foods and asking the students to try to identify them. Try to use at least five pictures. Evaluate the knowledge of the class using the suggested point scale under “Pre-Assessment Scoring Guidelines.”

Begin teaching various drinks. Begin with the following vocabulary: 茶 ch á ( Tea ) , 牛奶 niú nǎi ( milk ) , 水 shuǐ ( water )

- Teach students by showing a picture and teaching them the word orally. The priority is pronunciation (speaking). Then, play a game by showing various cards and seeing how many people have learned it and can pronounce it. When asking them to identify, also do so by asking the question “Zhè shì shēn me?” They should reply with “(Zhè shì \_\_\_\_).” For example: What is this? “Zhè shì shēn me?” “ Zhè shì shuǐ.” (This is water.). Another method of teaching is to have the students try to trace the words with their finger on a desk or in the air (writing).
- Switch to the Chinese character and ask the students to pronounce the same vocabulary. The priority this time is still pronunciation, but also recognition (reading).
- Slowly work into various basic sentence structures. Begin teaching the verb 喝“hē” (to drink). Utilize it in a sentence, e.g., 我喝水。 Wǒ hē shuǐ. (I drink water.). Teach the sentence structure “ 我要\_\_ ” Wǒ yào \_\_\_\_ (“I want \_\_\_\_.”). Using water as an example, teach “ 我要水。 ” Wǒ yào shuǐ (“I want water”).

### Day Two

- Review the vocabulary covered yesterday by using the Chinese character flashcards and asking students to pronounce the word in Chinese correctly. Remember to use the question Zhè shì shēn me? You can also put the words or the flashcards on the board. Then, say one vocabulary word and ask the students to find the character or the object. This tests their “listening” ability.
- Review the various sentence structures as well, which were “This is \_\_\_\_.”(Zhè shì \_\_\_\_.), “I drink \_\_\_\_.” (Wǒ hē \_\_\_\_.), and “I want \_\_\_\_.” (Wǒ yào \_\_\_\_.).
- You may choose to revisit topics in kindergarten covered in kindergarten. Integrate them into the sentences, e.g., for family members, 爸爸喝水 Bàba hē shuǐ. (Dad drinks water.)
- Teach today’s new vocabulary: 可乐 kě lè (Coke) , 果汁 guǒ zhī (juice) , 汽水 qì shuǐ ( pop )
- Do so in format similar to Day One in the second and third bullet points.
- Utilize the same sentence structures as Day One in the fourth bullet point.
- Teach “ 我不要\_\_。 ” “Wǒ bú yào” (I don’t want \_\_\_\_.). Using water again as an example, teach them “ 我不要水。 ” Wǒ bú yào shuǐ. (“I don’t want water.”) Remember to utilize the new vocabulary learned today.
- Teach students the question “Nǐ yào shēn me?” (“What would you like?”) Present these in sentence sets. For example, ask, “What would you like?” (Nǐ yào shēn me?). The student should reply with “Wǒ yào \_\_\_\_.” or “ Wǒ bú yào \_\_\_\_.” e.g., “Wǒ yào shuǐ. ” or “ Wǒ bú yào shuǐ.”

### Day Three

- Before starting the food section, use a few games and activities to review the various sentence structures and drink vocabulary that were covered in Day One and Day Two. Review all the vocabulary and sentences in a format similar to Day Two. Students may practice the sentence structures in pairs. Then, begin conducting activities. The following are examples of activities that may be used:
  - Follow an oral quiz format. Pass out worksheets with various Chinese sentences on them. Then, say one of the sentences and have students circle the correct sentence. Collect and evaluate/grade as necessary. You may also choose to just use characters or pictures as opposed to sentences on the worksheet. Make the choice based on the general trend of abilities in the class.
  - Have multiple copies of your flashcards. Let each pair of students have a set to practice the vocabulary. Then, have students practice the sentence structures, asking questions and having the other respond, both positively and negatively. Observe and offer comments, praise, and ideas for improvement.
  - Make a song with the vocabulary and sentence structures, and have the students sing along. This helps the students remember the characters.
  - Ask the students to practice singing the songs at home.

### Day Four

- Begin the food topic. Bring real cooked/steamed rice 饭 fàn, noodles 面 miàn, and steamed buns 包子 bāo zi to class. These will serve as flashcards for the new vocabulary. Teach the vocabulary in a format similar to Day One. During this time, you may also mention the requirements for growing rice that make China a suitable environment, e.g., a warm climate.
- Utilize the same sentence structures as Day One (fourth bullet point) and Day Two (sixth and seventh bullet points). Remember to use the new vocabulary. Teach the verb 吃 “chī” (eat). The verb 喝 “hē” (drink) should now be replaced with the verb 吃 “chī” (eat). For example, the sentence now becomes 我吃\_。 Wǒ chī \_\_\_\_\_.

### Day Five

- Review the vocabulary covered in Day Four by using the Chinese character flashcards and asking students to pronounce the word in Chinese correctly. You may also choose to continue to use the actual objects. Remember to use the question Zhè shì shén me?). You can also put the words or the flashcards on the board (for actual objects, on a table). Then, say one vocabulary word and ask students to find the character or the object.
- Review the various sentence structures following the guidelines listed on Day Four (second bullet point).
- Review topic related topics learned in kindergarten. Integrate these into the sentences, e.g., 爸爸吃饭。 Bàba chī fàn 。 (Dad eats rice.)
- Teach the new vocabulary: 鸡肉 jī ròu (chicken), 牛肉 niú ròu (beef), and 猪肉 zhū ròu (pork). Do so in format similar to Day One (second and third bullet points). You may once again choose to use real objects. Review animals words learned in kindergarten.
- Utilize the sentence structures learned in the unit up to this point.

### Day Six

- Review the vocabulary covered in Day Five by using the Chinese character flashcards and asking students to pronounce the word in Chinese correctly. You may also choose to continue to use the actual objects. Remember to use the question “Zhè shì shěn me?” You can also put the words or the flashcards on the board (for actual objects, on a table). Then, say one vocabulary word and ask the students to find the character or the object.
- Review the various sentence structures also in a manner similar to previous days.
- Teach today’s new vocabulary: 鱼 yú ( fish). Teach them the derivation of the characters by drawing the shape of a fish and then transforming it into the appropriate character.
- Practice this and other vocabulary words using the sentences learned in this unit.
- Review the vocabulary from previous days. Pass out worksheets with various Chinese sentences on them. Then, say one and have the students circle the correct phrases. Collect and evaluate/grade as necessary. You may also choose to just use characters or pictures as opposed to sentences on the worksheet. Make the choice based on the general trend of abilities in the class.

### Day Seven

- Teach today’s new vocabulary: 水饺 shuǐ jiǎo (dumpling) and 春卷 chūn juǎn (spring roll). Teach students the special meanings behind the foods. For example, for Chinese New Year’s Eve, the Chinese eat dumplings because they symbolize money. Also, mention Chinese contributions to the food we eat today, especially in modern American-Chinese restaurants.
- Practice the vocabulary and sentences structures as on previous days.
- Teach students using sentence structures of description. They are: Nǐ xǐ huān shěn me? Wǒ xǐ huān \_\_\_\_\_ and I Wǒ bù xǐ huān \_\_\_\_\_. You may replace the blanks with drinks or foods. For example, you may say, “I like water.” (Wǒ xǐ huān shuǐ.) or “I like rice.” (Wǒ xǐ huān fàn.).
- To practice and review the vocabulary, have students name a food that would fall into the category of food or drink that you name.
- Continue reviewing. Pass out a worksheet with scrambled sentences and have the students try to unscramble them. Collect and evaluate/grade as necessary.
- Remind students to bring pictures of the foods and drinks taught in this unit thus far. They can be from the Internet, magazines, newspapers, etc. They will be used in the project work on Day Eight.

### Day Eight

- Review all the vocabulary and sentences. Follow a format similar to Day Two (first and second bullet points).
- Teach students a new song using the food vocabulary. You may use the “Vegetable Song” and change the vocabulary to the foods covered.
- Begin work on the final project, described under “Unit Assessments and Scoring Guidelines” (Presentational). Bring prepared Chinese characters (the vocabulary) and give each student a copy. Have students begin working on the menu, matching each vocabulary item with a cut out of the pictures they should have brought to school. If a student forgot, or simply wants to,

allow them to draw the pictures themselves. Each page should have a different picture with its respective character(s). Continue work until the end of class.

### **Day Nine**

- Practice the food song. Make sure the students correctly pronounce the vocabulary.
- Teach the final two sentences: “请!” Qǐng (“Please!”) and “谢谢” Xièxie (“Thank you.”) Use them in two-part dialogues as before.
- Allow students to continue working on their projects until the end of class. They should finish the project for homework.

### **Day Ten**

- Have students make their presentations. Have them pretend to be in a restaurant environment and use their menus in their presentations. Students should also utilize at least five (5) different types of sentences. Observe and assess according to the section headed “Presentational Assessment Scoring Guidelines.”
- If time permits, end the unit with one last performance of a song of the students’ choice.

### **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.*

- Allow students who are initially hesitant to participating in earlier activities and responding with complete sentences to earlier questions to use word expressions that correctly respond to the questions.
- Partner these students in subsequent activities with students who can provide a strong model.

### **Extensions and Home Connections**

- Encourage the students to teach someone at home, e.g., a parent or sibling, the vocabulary that they are learning. Students who attempted to teach the words might be rewarded in some way.
- Students can sing and dramatize at home the song that they learned in class. Again, students who attempt this task would receive a reward.

### **Technology Connections**

- “Learn Chinese Characters”: <http://www.zhongwen.com>
- “BetterChinese”: <http://www.betterchinese.com>

### **List of Attachments**

The pre-assessment and post-assessment are both oral presentations with visual items. Flashcards should be bought or made by the teacher ahead of time. The menus will be created by the students themselves.