

Dining Out for Grandma's Birthday

Grade Level: Grade Three

Unit Theme: Learning about Dining Out

Ohio Standards Connection: Foreign Language

Standard: Communication: Communicate in languages other than English.

Benchmark A: Ask and answer questions and share preference on familiar topics.

Indicator 1: Exchange information by asking and answering questions (e.g., weather, common occupations, family members, ages, birthdays).

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

Benchmark D: Give and follow a short sequence of instructions.

Indicator 5: Give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities (e.g., simple cooking, crafts, folk dancing).

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

Indicator 6: Follow a short series of requests or instructions (e.g., draw a picture, organize materials for a craft, TPR story telling).

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 5: Identify and describe characteristics of products and symbols of the target culture (e.g., kinds of food, styles of clothing, types of dwellings, modes of transportation, types of monuments, colors of flags).

Unit Mode(s) of Focus: Interpretive and Interpersonal

Unit Description

In this unit, students will gain the ability to use age-appropriate expressions to identify and exchange information about major foods in Chinese. This unit reviews vocabulary for family, numbers, time, months, and days of the week. Students will be able to connect to other previously learned units in order to further reinforce the vocabulary learned here.

Initially, students interpret and react to food items in pictures. Then, they interact with their teacher and classmates by asking and telling about their food preferences. Students will learn how to use chopsticks, basic table manners (no one should begin to eat until the oldest family member picks up his/her chopsticks), and the symbolic cultural practice of eating noodles for birthday celebrations.

Performance Outcomes

Students will be able to:

- Identify the names of common foods in Chinese and use them in meaningful contexts;
- Ask and tell about foods they want;
- Express likes and dislikes;
- Use chopsticks to pick up food items; and
- Describe proper table manners.

Time Frame/Estimated Duration: *Eight classes / Four 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.
- Teachers may show real foods and tell the names of each.
- A cooking lesson on how to make dumplings could be considered if feasible.

Pre-Assessment

The purpose of the pre-assessment is to learn about students' previous knowledge of Chinese food. Instead of using the attached worksheet, you may use plastic foods.

- Project Attachment A, Pre-Assessment Activity Worksheet.
- Discuss with students what they think is in each of the pictures A through E. Ask them whether the item is common to their culture or to Chinese.
- Have students draw a line to connect the corresponding Chinese food items and American food items.

Pre-Assessment Scoring Guidelines

Collect the students' pre-assessment worksheets and use the following scale to evaluate their background knowledge of Chinese foods:

- 4 of 4 Strong understanding of topic
- 3 of 4 Adequate understanding of topic
- 2 of 4 Poor understanding of topic/ Needs remediation
- 0-1 of 4 Insufficient understanding of topic/ Needs remediation

Unit Assessments and Scoring Guidelines

Interpretive Assessment

Using Attachment B, Post-Assessment Response Sheet, have students identify the various food items as you say the word for those items or as you use it in a sentence.

Interpretive Assessment Scoring Guidelines

Use the following scale to score the interpretive assessment:

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

Interpersonal Assessment

Have students role-play a birthday dinner party in class using the vocabulary and sentence structures learned in previous units. Be sure to remind students of proper table manners. Record a video of students' performances.

Interpersonal Assessment Scoring Guidelines

Review the videos of each student's performance and evaluate it based on the criteria found on Attachment C, Post-Assessment Scoring Rubric. Based on the rubric, each student's performance can be rated according to the following:

14 - 15	Highly Proficient
12 - 13	Proficient
9 - 11	Minimally proficient
0 - 8	Needs remediation

Vocabulary and Structures

I eat <u>vegetables</u> .	Wǒ chī qīngcài.	我吃青菜。
I eat meat.	Wǒ chī ròu.	我吃肉。
I drink <u>water</u> .	Wǒ hē shuǐ.	我喝水。
What do you like to eat?	Nǐ xǐhuān chī shénme?	你喜歡吃什麼？
I like to eat <u>dumplings</u> ?	Wǒ xǐhuān chī jiǎozi.	我喜歡吃餃子。
I also like to eat fried rice.	Wǒ yě xǐhuān chī chǎofàn.	我也喜歡吃炒飯。
I want to eat <u>noodles</u> .	Wǒ yào chī miàn.	我要吃麵。
Please give me the menu.	Qǐng nǐ gěi wǒ càidān.	請你給我菜單。
<u>Grandma</u> , happy birthday.	Nǎinai, zhù nǐ shēngrì kuàilè.	奶奶，祝你生日快樂。
Thank you	Xièxie.	謝謝。

Materials, Resources and Useful Web Sites

- Real or plastic foods.
- Chopsticks for the entire class
- Picture cards that depict vocabulary words.

Sequence of Activities

Day One

- Using Attachment D, Mingming's Family Photo, review and identify members of the family.

- Ask students to count how many people are in the picture. Ask the question: Mingming de jiā yǒu jǐ kǒu rén? 明明的家有几口人? Yī, èr, sān, sì. 一、二、三、四 (How many people in her family? one, two, three, four.....)
- Ask one or two students: 你家有几口人? Nǐ jiā yǒu jǐ kǒu rén? (How many people are in your family?) Then, in pairs let students ask each other “你家有几口人? Nǐ jiā yǒu jǐ kǒu rén?”
- Ask students: 他们是谁 Tāmen shì shuí? (Who are they?) The answer should be “Zhè shì Mingming, tā shì Mingming de bàba, tā shì Mingming de māma, Tāshì Mingming de dìdì, Tā shì Mingming de nǎinai, Tāshì Mingming de yéye. 这是明明, 他是明明的爸爸, 他是明明的妈妈, 他是奶奶, 他是爷爷, (This is Xiaoming’s father, mother, brother, grandma, and grandpa).”
- Ask students “明明和他的家人在做什么?” (Mingming hé tā de jiā rén zài zuò shénme? What is Mingming’s family doing? 他们在中国饭馆吃饭。Tā men zài Zhōngguó fànguǎn chī fàn They are eating food at a Chinese restaurant.
- Begin the pre-assessment activity by passing out Attachment A, Pre-Assessment Activity Worksheet.
- Discuss with students what they think is in each of the pictures on the right column. Ask them if they know which ones are Chinese foods. Use a Chinese and American flag so that you don’t need to translate.

Day Two

- Have students take picture cards from a magic bag. Point at each picture saying the name of the food item. Go around class asking who has 青菜 qīngcài. (vegetables), 肉 ròu. (meat), 饺子 jiǎozi (dumpling), 米饭 mǐ fàn (rice), 面 miàn (noodles), 水 shuǐ (water), etc. Ask questions in the following sequence: 谁有米饭? Shuí yǒu mǐ fàn? (Who has rice?), 你喜欢吃肉还是吃青菜? Nǐ xǐ huān chī ròu háishì chī qīngcài? (Do you like to eat meat or vegetables?), 你喜欢吃什么? Nǐ xǐ huān chī shénme? (What do you like to eat?)
- Have students draw and color pictures of their favorite food at your prompting.
- With students in pairs and face-to-face, use different picture cards and have them ask each other and answer the questions: “你喜欢吃面吗? Nǐ xǐ bù xǐ huān chī miàn? (Do you like to eat noodles?)”; “你要不要吃饺子? Nǐ yào bú yào chī jiǎozi (Do you want to eat dumplings?).

Day Three

- Conduct a quick oral review of the vocabulary with picture cards.
- Have students come up to the center of the classroom and quickly sit down in a circle. Show a picture of cake (or a plastic cake), ask students how old are they 你几岁? (Nǐ jǐ suì?). Show the picture of Mingming’s family. Review the family members and talk about their ages. Then show the picture of Mingming’s grandma with a birthday cake. (See Attachment E, Mingming’s Grandma and Birthday Cake)
- Use a Chinese calendar to show the birthday of Mingming’s grandma. First flip through the months of the year 一月 (yī yuè (January), 二月 èr yuè (February), 三月

sān yuè (March), 四月 sì yuè (April)..., then, point at today's date on the calendar and ask one or two students to point to the date of their birthdays.

- Ask students to line up by their birthday according to the sequence of month and day. They will form a human graph doing so and must ask neighbors in Chinese to accomplish this task.
- Ask students to write down the names of family members he or she wants to invite to a birthday party.

Day Four

- Have students sit in a circle on the floor. Sit in the middle of the circle. Show Attachment F, An Invitation from Mingming's Grandma. She is inviting the class to her birthday party next Saturday at a Chinese restaurant. (Please be sure to adjust the date on the invitation accordingly.)
- Ask students how to prepare for the dinner party. “我们怎么准备? Wǒmen zěnmě zhǔnbèi? (Should the class bring a present?)”
- Review clothing items by asking students: “你穿什么衣服去奶奶生日会? Nǐ chuān shénme yīfú qù Nǎinai de shēngrì huì? (What are you going to wear for Nainai's birthday dinner?)”
- Review shapes by showing students different shape of tables.
- Ask students if they have ever gone to a Chinese restaurant?
- Review food items learned on Day Two by asking students what food they would like to have at the Chinese restaurant. Talk about the significance of serving “noodles” for Nainai's birthday.
- As a class project, have students trace the character “寿” (shòu) for longevity and make a birthday card for Nainai.

Day Five

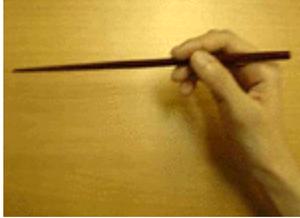
- Have students role play going to a restaurant for Nainai's birthday. You may do so by creating several “families” out of your students. Each child should have a role to play and at least one utterance. Use sentence strips and change up roles to create myriad possibilities.
- Have students come up with their own role-play and let them practice several times.
- Show different types of utensils: knife, forks, spoons, and chopsticks. Demonstrate quickly how to use chopsticks and ask students to bring them in if they have them at home.

Day Six

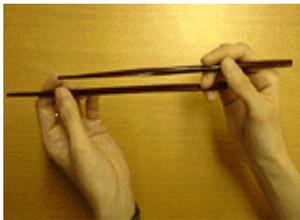
- Using a Gouin Series, have students learn how to hold chopsticks to pick up food.



1. 一、二、三、四、五，我有五只小手指 (yī èr sān sì wǔ, wǒ yǒu wǔzhǐ xiǎo shǒu zhǐ (One, two, three, four, five, I have five little fingers.)
2. 第一只、第二只、第三只、第四只、第五只都是好朋友。Dì yī zhǐ、dì èr zhǐ, dì sān zhǐ, dì sì zhǐ、dì wǔ zhǐ dū shì hǎo péngyǒu。 (the first, the second, the third, the fourth and the fifth ones, all are good friends)
3. 拿一根筷子 Ná yì gēn kuài zi。 (pick up one chopstick)
4. 放在第二和第三只中间 fàng zài dì èr hé dì sān zhǐ zhōng jiān。 (put it in between the second and the third fingers)



5. 再拿一根筷子 Zài na yì gen kuai zi。 (Pick up another chopstick)
6. 放在第四和第一只中间 fàng zài dì sì zhǐ hé dì yī zhǐ zhōng jiān。 (Put it in between the fourth and the first fingers)



7. 第一、第二、第三一起动、动、动 Dì yī、dì èr dì sān , yì qǐ dòng dòng dòng (the first, the second, and the third, move, move, move together)
8. 夹起_____来，吃一吃。jiā qǐ___lai, chī yì chī。 (Pick up (food item) _____ and eat it).



- Give students copies of Attachment G, How to Use Chopsticks, and encourage them to practice at home.
- If time allows, have learners practice their role play.

Day Seven

- Begin the class with a chopstick contest. Have students sit in two teams on the right and left side of the room and take turns going to the front to pick up M & M candies

or other similar items with chopsticks. They need to hold the chopsticks with the candy and turn around in a small circle once, then put the candy down in a small bowl. At the end, have each team count the candies in Chinese. (Extended activity: Ask students to count how many red, how many yellow, how many green, etc. and add the total at the end as a math task). The winning team will take fortune cookies home as a prize.

- Have students learn how to sing “Happy Birthday” in Chinese for Mingming’s Nainai.

Day Eight

- Conduct the interpretive assessment by having students complete Attachment B, Post Assessment Response Sheet as you say the words for the various food items.
- Have students role-play the birthday dinner party in class using the vocabulary and sentence structures learned in previous units. Remind students of proper table manners: Children need to wait until Nainai (or the head of the family) picks up her chopsticks then everyone else can begin to eat. No one should insert their chopsticks into a bowl of rice. It is not polite to do so. Record a video of students’ performances. Using Attachment C, Post-Assessment Scoring Rubric, evaluate students’ performances based on their videotaped presentation.

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 students who are initially hesitant to use word utterances or short expressions that correctly respond to the questions. Partner these students in subsequent activities with students who can provide a strong model for complete sentences.

Extensions and Home Connections

- Encourage students to teach the vocabulary of foods to their parents or siblings at home. Students can teach the Chinese names of these foods to another family member and ask their parents for a signature. Students who complete this home connection task will be awarded with food stickers.

Technology Connections

<http://www.dollarimprint.com/cliparts/birthday.htm>

<http://school.discoveryeducation.com/clipart/category/food2.html>

http://www.musthavemenus.com/category/fast-food-clipart_2.html

<http://www.musthavemenus.com/?gclid=CJWSpbv2244CFQhtFQod9UnbAw>

http://www.discoverhongkong.com/eng/gourmet/dining/gp_dini_chin.jhtml

http://www.6to23.com/s8/s8d18/tp20011022124842_5.htm

<http://bbs.ifeng.com/fhbbs/viewthread.php?tid=2244562&page=1>

List of Attachments

Attachment A, Pre-Assessment Activity Worksheet

Attachment B, Post-Assessment Response Sheet

Attachment C, Post-Assessment Scoring Rubric

Attachment D, Mingming's Family Photo

Attachment E, Mingming's Grandma and Birthday Cake

Attachment F, An Invitation from Mingming's Grandma

Attachment G, How to Use Chopsticks

Attachment H, Children Showing Respect for Grandma

Attachment A
Pre-Assessment Activity Worksheet

Which one is Chinese food?

	<p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p> <p>E.</p>	    
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Attachment B
Post-Assessment Response Sheet

Listen to your teacher and write the number next to the food item.

A.



B.



C.



D.



E.



F.



G.



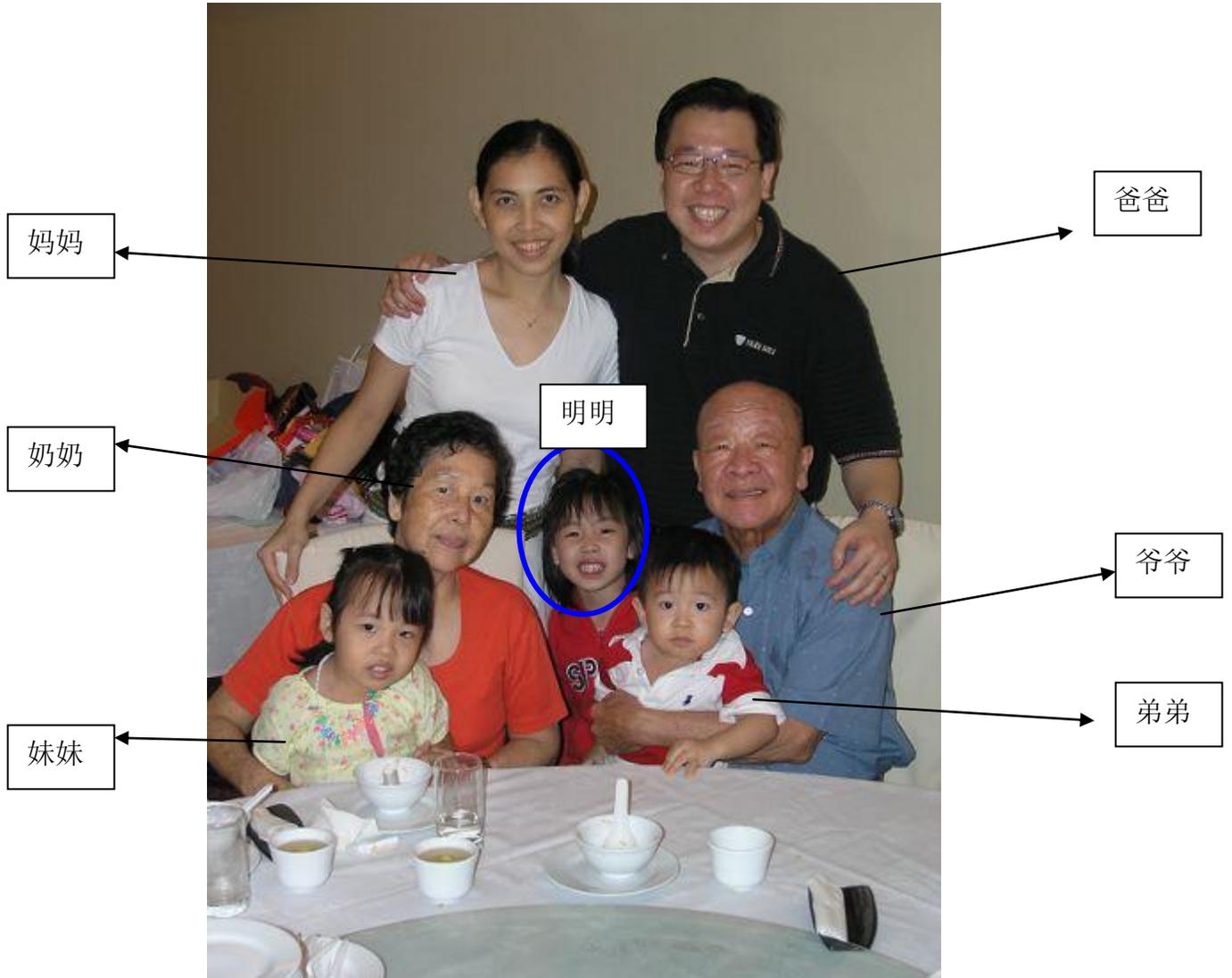
H.



Attachment C
Post-Assessment Scoring Rubric

Performance Outcomes	5	3	1
Told information about foods they have.	Student told his/her food on the first try.	Student told his/her food on a second or third attempt.	Student attempted to tell his or her food but did not succeed.
Exchange information about their preference of food.	Student, on the first try, used culturally appropriate expressions when asking and giving information about his/her favorite foods.	Student, on a second or third try, used culturally appropriate expressions when asking and giving information about his/her favorite foods.	Student was unsuccessful using culturally appropriate expressions when asking and giving information about his/her favorite foods.
Clarity of speech (pronunciation, intonation, Fluency/Flow)	Student's remarks are easily understood by a native speaker.	Student's remarks are understood with some difficulty by a native speaker.	Student's remarks are not comprehensible to a native speaker.

Attachment D
Mingming's Family Photo



Attachment E
Mingming's Grandma and Birthday Cake



Attachment F
An Invitation from Mingming's Grandma



各位三年级的小朋友们：

下个星期六三月七日是我七十岁的生日。我想请你们的老师带你们来我的生日会。我下午五点半在中国饭店等你们。

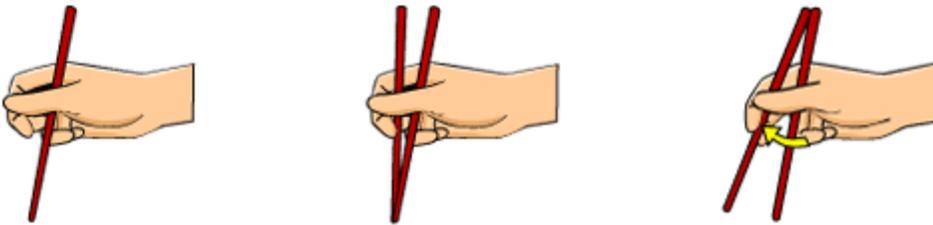
明明的奶奶

Attachment G How to Use Chopsticks



cordonnoir.com/Family_reunion_dinner__CordonN...

How to use chopsticks



http://www.discoverhongkong.com/eng/gourmet/dining/gp_dini_chin.jhtml

Attachment H
Children Showing Respect for Grandma
Li Luling's Photo 2010

