

Calendar

Grade Level: Kindergarten

Unit Theme: On the Calendar

Ohio Standards Connection: Foreign Language

Standard: Communication: Communication in languages other than English

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

Indicator 1: Answer simple questions about personal information and other familiar topics (e.g., name, age, favorite color, birthday month, day of the week, weather).

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 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).

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

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

Indicator 1: Use numbers to count (1-31), add (1-9) and tell the date.

Unit mode(s) of focus: Interpersonal and Presentational

Unit Description

Students will review numbers from 1-10 and easily learn new numbers from 11-31 according to the Chinese number system. This will enable them to talk about months, dates and the days on the week on a calendar. 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 and new words that are used on the calendar.

Performance Outcomes

Students will be able to:

- Count aloud numbers from 11-31
- Learn three Chinese characters and trace them. 日 rì (sun/date/day), 月 yuè (moon/month), 星 xīng (star/ the first part of week in Chinese)

- Sing songs about the 12 months and 7 days of the week
- Talk about the months, dates and days of the week
- Make a Chinese calendar of the month and ask each other information about it

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 time it takes to move through the activities sequence.

Feedback from Pilot Teachers

- We review the calendar every day as a warm-up exercise. It's easy for the kids to say the single phrase, such as “27th,” however, it's so hard to say “Today it's June 27th, 2009,” which might result from their cognitive level in the Kindergarten level.
- The unit is hard for the first year learning Chinese. I adapted the content and activities. The kids like the unit, but it's not their favorite.
- Whenever we have the chance, we practice the numbers. Even so, we still need time to practice all these numbers. It's easy for the kids to count the numbers by the sequence, but not so easy using in real situations.

Pre-Assessment

- Count 1-10 as a class using the finger signs. Students should count aloud with you and make the signs at the same time.
- Play the number cycle game. Have students sit or stand in a circle. Go around the circle and have each student say the correct number based on what the student to her or his left has said. Each student will have a turn to “count.” If a student says a number out of sequence (e.g., 1, 2, 4), then that student is out of the game, and the next student begins at “1” again. The last student standing is “the winner.”

Pre-Assessment Scoring Guidelines

The Pre-Assessment is not scored. Based on students' ability to remember and pronounce the numbers, modify the lesson to include more counting practice or give more finger signs hints.

Unit Assessments and Scoring Guidelines

Interpersonal Assessment

Students will demonstrate their ability to count aloud from 1-31. They will be able to talk about months, dates and days of the week by interacting with the teacher and classmates.

Interpersonal Assessment Scoring Guidelines

- 4 Strong understanding of topic
Correctly answers questions about month, date and day all of the time
- 3 Adequate understanding of topic
Correctly answers questions about month, date and day most of the time
- 2 Poor understanding of topic

Correctly answers questions about month, date and day some of the time

1 Insufficient understanding of topic

Student unable to answer questions about month, date and day

Presentational Assessment

At the end of the unit, students will sing songs about the months and days of the week, and create an example of one month from a Chinese calendar.

Presentational Assessment Scoring Guidelines

- 4 Good pronunciation of numbers and months, dates and days of the week
Calendar correctly completed
- 3 Good pronunciation, but with minor tone problem
Calendar completed and mostly correct
- 2 Poor pronunciation with quite a few tone problems
Calendar partially completed and somewhat correct
- 1 Needs remediation
Calendar incomplete and incorrect

Vocabulary and Structures

- 日 rì sun/date/day
- 月 yuè moon/month
- 星 xīng star/ the first part of week in Chinese
- 今天 jīn tiān today
- 几 jǐ how many
- 一月 yī yuè January
- 二月 èr yuè February
- 三月 sān yuè March
- 四月 sì yuè April
- 五月 wǔ yuè May
- 六月 liù yuè June
- 七月 qī yuè July
- 八月 bā yuè August
- 九月 jiǔ yuè September
- 十月 shí yuè October
- 十一月 shí yī November
- 十二月 shí èr yuè December
- 星期一 xīng qī yī Monday
- 星期二 xīng qī èr Tuesday
- 星期三 xīng qī sān Wednesday
- 星期四 xīng qī sì Thursday
- 星期五 xīng qī wǔ Friday
- 星期六 xīng qī liù Saturday
- 星期日 xīng qī rì Sunday

- 今天几月几日? Jīn tiān jǐ yuè jǐ rì? What is the month and date is it today?

Materials, Resources and Useful Web Sites

- Ask students each to bring a calendar in English, or make copies of one for them
- Construction paper to make the Chinese calendar
- Markers, crayons, or paint to color characters for numbers and related words

Sequence of Activities

Day One

- Conduct the pre-assessment activity.
- Introduce the numbers from 11-31 by using the classroom 0-100 number chart as a visual. Ask students to repeat the numbers as a class and individually.
- Encourage the students to figure out the rules of the formation of numbers from 11 to 31. Explain the rules as necessary to help them see patterns.

Day Two

- Review new numbers 11-31 by playing the Number cycle game again, but this time, use numbers from 1-31.
- Play Bingo. See attachment A, Bingo Card. Have available bingo markers or squares of paper for students to use. Play until several students “win.”
- Teach the three characters 日, 月, 星 (sun, moon, star) by using pictures that show the formation of the characters according to the shape of the objects.
- Teach the song “Twelve Months” using the tune of Ten Little Indians.

一月二月三月四月, yī yuè, èr yuè, sān yuè, sì yuè,
January, February, March, April

五月六月七月八月, wǔ yuè, liù yuè, qī yuè, bā yuè,
May, June, July, August

九月十月十一月十二月, jiǔ yuè, shí yuè, shí yī yuè, shí èr yuè,
September, October, November, December

一年共有十二个月。yī nián gòng yǒu shí èr gè yuè. (there are 12 months in a year.)

Day Three

- Sing the “Twelve Months” song at the beginning of class.
- Then, review numbers 1-31 by counting aloud as a group. When reviewing numbers, think of how to incorporate some math concepts by holding up flash cards with addition equations and ask students to say the answers in Mandarin. For example, hold up a flash card with “1 + 3 = ?” and ask students to provide the answer (4) in Mandarin.
- Next, teach the months and dates by using a big calendar. See Attachment B, Big Calendar.
- Introduce the question, 今天几月几日? Jīn tiān jǐ yuè jǐ rì? (What is the month and date today?). Encourage the students to answer, 今天...(Today is...) by modeling a complete sentence, and by rephrasing when partial answers are given.

- Ask the class and individual students this question several times before moving on to practicing in small groups or pairs.
- If students seem ready, have them practice the question and answer in pairs. Using a calendar, one student may point to any month and date she or he wishes, while the other student must respond accordingly to the question: 今天几月几日? Jīn tiān jǐ yuè jǐ rì? (What is the month and date today?). Encourage the students to answer, 今天... Jīn tiān (Today is...). Circulate to assist students in this task.

Day Four

- Review the question and answer about the dates by playing a game 今天几月几日? (What is the month and date today?). In this game, a student comes to the front, picks a date on the calendar, and then asks the question. The student who provides the correct answer then comes to the front to select a date and ask the question. Continue in this fashion.
- Next, teach the days of the week using the big calendar. 星期一, 星期二, 星期三, 星期四, 星期五, 星期六, 星期日。 (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday). Have students repeat as a group several times, then ask individuals to try. Assist students as necessary with pronunciation and vocabulary.
- Teach the song 星期歌 xīng qī gē (Song of Week), following the tune of the English song for days of the week (Monday Song, Tuesday Song, Wednesday Song, Thursday Song, Friday Song, Saturday Song, Sunday Song). 星期一, 星期二, 星期三, 星期四, 星期五, 星期六, 星期日。 .

Day Five

- Review the days of the week by singing the song 星期歌 xīng qī gē (Song of Week).
- Teach the question, 今天星期几? Jīn tiān xīng qī jǐ? (What day is it today?) and encourage students to respond using the structure, 今天...(Today is...)
- Practice the question and answer structures in pairs. By doing pair work, asking about the dates that they pick up randomly on each other's calendar.
- Next, work on combining the two questions together, 今天几月几日星期几? Jīn tiān jǐ yuè jǐ rì xīng qī jǐ? (What day is it today?), and 今天几月几日? Jīn tiān jǐ yuè jǐ rì? (What is the month and date today?). Encourage the students to answer using the structure, 今天...(Today is...). Have the group answer the questions with several examples prior to asking individuals to respond.
- Have students work in pairs to practice asking and answering these same questions.
- Close class with the singing of “Twelve Months” song.

Day Six

- Trace the three characters, 日, 月, 星 (sun, moon, star) on large chart paper displayed for all to see. Review each character by tracing with your finger and asking students to trace in the air using their finger. Practice several times.

- Next, model how to create a Chinese calendar by selecting a month with 31 days. Explain that students will create their own calendars to share at home using this as an example.
- As students begin to work on their calendars, call pairs of students aside to a table. Once they are there, show a calendar and ask each to name the month, date and day of the week that you indicate to her or him. Ask each one to count from 1-31 for you as well, in addition to answering simple addition problems (adding 1-9) from flash cards. Allow the students to look at a calendar to use as a visual cue. Score the students according to the Interpersonal Assessment Scoring Guidelines.
- Assist students as necessary in working on their calendars.

Day Seven

- Continue assessing pairs of students while the others work on their calendars.
- If students finish early with their calendars, have them practice tracing the three characters either with their finger on the large chart paper, or on a handout with a crayon or marker.
- Once all students have been completed the Interpersonal Assessment, then assess them on their performance of the two songs.
- Have groups of three to four students stand up or come to the front of the class to perform the songs. Assess them according to the Interpersonal Assessment Scoring Guidelines.

Day Eight

- Open class by counting as a class 1-31. Review using the flash cards with addition problems. Call on the class and individuals to answer.
- Ask any other groups that have not yet performed the two songs to do so and score them accordingly.
- Ask for volunteers to share their calendars. Collect them for display in the classroom or hallway prior to eventually sending them home with the students.
- Close class by playing the number cycle game.

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 to make a calendar of their birthday month, which clearly has much personal meaning.
- Encourage those who might need extra practice with the numbers to make flash cards for use at home.

Extensions and Home Connections

- Encourage student to share the two songs for their parents and friends at home.
- Send a note home encouraging parent to ask their child to share what she or he knows in Mandarin about the months, dates and days of the week using the home calendar.

Technology Connections

- <http://www.mandarintools.com/numbers.html>

List of Attachments:

Attachment A, Bingo Card

Attachment B, Big Calendar

Attachment A
Bingo Card

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				

Attachment B
Big Calendar

星期日	星期一	星期二	星期三	星期四	星期五	星期六
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		