

## Transportation

**Grade Level:** Grade Three

**Unit Theme:** Transportation

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

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

**Indicator 10:** Dramatize songs, poetry, short personal stories or dialogues.

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

**Indicator 12:** Show and tell likes and dislikes (e.g., I like my teddy bear./Me gusta mi osito. I don't like spinach./Horenso wa kirai desu.)

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

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

**Indicator 2:** Name and locate on a map the country/countries where the target language is used.

**Benchmark B:** Identify viewpoints of the target culture through authentic sources and expressive products.

**Indicator 5:** Use illustrations, graphics and other visuals to explain how people and places differ (e.g., habitats, transportation, shops).

**Standard:** Communities: Participate in multilingual communities and cultures at home and around the world.

**Benchmark G:** Work cooperatively in groups to accomplish a task.

**Indicator 7:** Work in small groups to make a cultural product.

**Indicator 8:** Design a product that requires consideration of specific needs (e.g., habitat based on animal heights, clothing based on geographical location).

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

### **Unit Description**

In this multiple-day unit, students will be able to recognize and remember a moderate quantity of vocabulary regarding transportation and movement in society. Students will initially be able to comprehend the vocabulary orally and visually and express themselves via speaking and writing. Students will learn common phrases that are necessary to express ideas regarding transportation as well as incorporate and review vocabulary from earlier units (including animals, numbers, dates, times, food, nationalities, countries, families, colors and sizes). At the end of this unit, students will be able to use the new information in dialogues regarding moving from location to location in a Mandarin Chinese environment.

### **Performance Outcomes**

Students will be able to:

- Recognize the vocabulary of common modes of transportation;
- Communicate opinions and needs in Mandarin Chinese;
- Understand the most convenient and common modes of transportation in China; and
- Speak clearly and understandably.

**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 activity sequence.

### **Feedback from Pilot Teachers**

The kids love to learn the names of transportation.

### **Pre-Assessment**

For the Pre-Assessment, prepare flashcards (See Attachment A, Pre-Assessment Sample Flashcard) with pictures of all the individual vocabulary. Ask students to try to identify two to three flashcards in Mandarin Chinese. The flashcards should be chosen at random. The instructor can ask the entire class or each individual student. If the instructor selects the former, then this activity should take no more than one or two minutes. If the instructor selects the latter, then the activity should take around 30-45 seconds per student. Keep record of how many were correct and who had answered the questions.

### **Pre-Assessment Scoring Guidelines**

For the scoring, merely take a percentage of correct answers in all the questions asked. Also note which students gave correct answers. Keep in mind the need to adjust instruction for learners who are heritage speakers of Mandarin Chinese.

### **Unit Assessments and Scoring Guidelines**

#### **Interpretive Assessment**

The interpretive part of the assessment is a teacher designed worksheet to assess if the students can match the characters and the pictures of the various types of transportation.

### **Interpretive Assessment Scoring Guidelines**

Score the worksheet on the students' abilities to accurately match the vocabulary with the characters.

### **Interpersonal Assessment**

The interpersonal grading will come from daily classroom participation and activities. The students practice dialogues with the class, teacher, and partners during classes, and they learn to have person-to-person question-and-answer dialogues. Their participation and pronunciation in games and classroom activities, such as responses to teacher's questions, should also be considered.

### **Interpersonal Assessment Scoring Guidelines**

The interpersonal scoring is daily and is to be graded according to the students' performance and pronunciation during participation. Grade the students individually and not dependent on the performance of other students.

### **Presentational Assessment**

The presentational part of the assessment involves making a poster and writing sentences. Students will make a world map poster with thumb tacked or labeled routes, following their assigned countries. The map should be neat, organized, and creative. Then, students will prepare a written explanation of their routes and using all the transportation vocabulary learned in this unit. Students will give an oral presentation to the class using their poster and explanation. The presentation should be around three to four minutes, and group members should take turns contributing to the explanation.

### **Presentational Assessment Scoring Guidelines**

Score the poster on neatness, organization, accuracy to the directions, and creativity. Score the sentences on whether or not students used all the transportation vocabulary (and wrote it in complete sentences) and the accuracy of the characters, syntax, and sentence structures. In the presentation, grade students on pronunciation and accuracy of speech. Students should be able to pronounce all learned vocabulary accurately and with complete sentences. Also, grade students on eye contact, fluency of speech, and accuracy with the directions and the project. Grade students independently of the group on pronunciation and speech, but as a group in organization and poster presentation.

### **Vocabulary and Structures**

#### **Vocabulary (Nouns)**

汽車	qì chē	car/automobile
公共汽車	gōng gòng qì chē	public bus
校車	xiào chē	school bus
自行車	zì xíng chē	bicycle/bike
摩托車	muó tuō chē	motorcycle
火車	huǒ chē	train

飛機	fēi jī	airplane/plane
計程車	jì chéng chē	taxi
船	chuán	ship
卡車	kǎ chē	truck

### Vocabulary (Verbs)

坐	zuò	ride (in this context)
騎	qí	ride (a horse, bike, etc.)
開	kāi	drive (in this context)

### Sentence Structures

\_\_\_ 坐 \_\_\_. \_\_\_ zuò \_\_\_. \_\_\_ rides in/on \_\_\_ .

Example: 爸爸坐汽車. bà ba zuò qì chē. (Dad rides in a car.)

\_\_\_ 開 \_\_\_. \_\_\_ kāi \_\_\_. \_\_\_ drives \_\_\_ .

Example: 爸爸開汽車. bà ba kāi qì chē. (Dad drives a car.)

\_\_\_ 要坐 \_\_\_. \_\_\_ yào zuò \_\_\_. \_\_\_ wants to ride \_\_\_ .

Example: 爸爸要坐汽車. bà ba yào zuò qì chē. (Dad wants to ride in a car.)

\_\_\_ 要開 \_\_\_. \_\_\_ yào kāi \_\_\_. \_\_\_ wants to drive \_\_\_ .

Example: 爸爸要開汽車. bà ba yào kāi qì chē. (Dad wants to drive a car.)

Note: You may add locations and times to any of the above sentence structures. Also, 開 may be replaced with 騎 in any sentence structure as long as the mode of transportation agrees accordingly.

Example: 爸爸坐十點的火車去台北. (bà ba zuò shí diǎn de huǒ chē qù tái běi.)  
(Dad takes/rides the 10:00 train to Taipei.)

### Materials, Resources, and Useful Web Sites

- Images of modes of transportation. (Most pictures and images of transportation can be easily found under [images.google.edu](http://images.google.edu).)
- Flashcards using these images.
- Maps of countries for the children to use in dialogues and skits. (These can be found under the same site.)

### Sequence of Activities

#### Day One

- Begin the class by conducting the Pre-assessment.

- Ask how the students came to school today, i.e., mode of transportation. They will probably mention school buses or car rides with their parents/friends/neighbors. Mention how some students in the past used to ride on public buses.
- Introduce the vocabulary of the day: 汽車 automobile, 公共汽車 bus, and 校車 school bus. (For any questions regarding the pronunciation and definition of given vocabulary and sentence structures from now on, refer to the vocabulary list under the heading “Vocabulary and Structures.”) Use flashcards with pictures to teach the vocabulary visually.
- Introduce the sentence structure of the day: \_\_\_ 坐 \_\_\_. Possible subject nouns include the basic pronouns (I, you, he/she/it) and family members. Use all the vocabulary learned today to fill in the blank for the mode of transportation.

### Day Two

- Use two sets of flashcards, one with family members and one with the learned modes of transportation. Have each student draw a card from each set and make a correct sentence using yesterday’s sentence structure. Make sure students remember all the new vocabulary and the sentence structure.
- Teach about how students in China and East Asia go to school. Naturally, many walk to school, but most bike as well. Richer families may own motorcycles or have cars, so the parents can bring the children to school. Thus, the new vocabulary would include 自行車/腳踏車 bike, and 摩托車 motorcycle. Once again, use flashcards with pictures to teach the vocabulary visually.
- Introduce the sentence structure of the day: \_\_\_ 騎 \_\_\_. Change the subject nouns and modes of transportation as necessary in order to review the basic pronouns, family members and past transportation vocabulary. Incorporate locations and colors into the sentences to create a greater variety of sentence structures. Here is an example:
  - 我騎自行車.
  - 我騎自行車去學校.
  - 我騎紅色的自行車.
- Don’t forget to also change the subject nouns and modes of transportation. Here is another example:
  - 哥哥騎摩托車.
  - 哥哥騎摩托車去公園.
  - 哥哥騎黑色的摩托車.

### Day Three

- Review previous vocabulary and sentence structures in a similar format as before.
- Introduce the new verb and sentence structure: \_\_\_ 開 kāi drive \_\_\_. Change the subject nouns and modes of transportation as earlier. Incorporate locations and colors as necessary.
- For fun, review the animals of the zodiac and pets and pretend that they are driving different modes of transportation. For example, 大貓開車.dà māo kāi chē A big cat drives the car,
- Teach the remaining basic sentence structures: \_\_\_ 要坐 yào zuò \_\_\_ want to ride \_\_\_  
要開 yào kāi want to drive \_\_\_ .

- Ask students who wants to be the first driver. They should reply 我要開車 wǒ yào kāi chē. I want to drive, if they wish to be the first driver. Then, each student should pretend to be an animal. The driver asks a person whether or not they want to board the car, e.g., “小狗,你要坐車嗎? xiǎo gǒu nǐ yào zuò chē ma? The student should reply affirmatively, e.g., “我要坐車。” wǒ yào zuò chē. I want to ride. Then, the student becomes the driver and asks a different student, representing a different animal, if they wish to board the car, and so on.

#### Day Four

- Review the previous vocabulary and sentence structures in a similar format as before. Continue to use the flashcards. Have students go up to the blackboard and match the words to the characters to see if they remember them.
- Give students the interpretive portion of the assessment. Give them the worksheet designed to have students match the words and characters with pictures of the vocabulary studied. Make sure to include all the previously studied vocabulary and sentence structures.
- Play yesterday’s game again to review that sentence structure. Allow the children to reply affirmatively or negatively to the question.
- Split the students into groups and have them practice sentences structures and dialogues with each other. While they are split up into groups, you should visit each group to make sure the pronunciation and language is correct in the dialogues.

#### Day Five

- Ask students to talk about recent vacations and places they have visited. Make sure they mention the type of transportation that they have used on those trips. These will probably include trains, airplanes, taxis, and ships.  
Introduce the new vocabulary: 火車 huǒ chē train 飛機 fēi jī airplane/plane, 計程車 jì chéng chē taxi, and 船 chuán ship. Remember to use flashcards.
- Make sentences using different vocabulary, e.g., 我坐飛機去中國 Wǒ zuò fēi jī qù zhōng guó. I went to China by air.
- Students should be able to create a variety of sentences that review nationalities and countries as well.
- Utilize maps, reviewing the geography of China’s main cities, e.g., Beijing, Xi’an, Shanghai, etc. Construct sentences similar to the above structure, just with different cities.

#### Day Six

Discuss all the basic possible ways to transport goods from one place to another. Students should be able to mention airplanes, ships, trains, and definitely trucks. This leads to the final new vocabulary word: 卡車 kǎ chē truck

- Teach the new vocabulary word with flashcards and the techniques, above.
- Enlarge a picture of a truck and put it on the board. Put in a variety of animals, foods, etc. and have the children describe the truck. They should use the sentence structure: 卡車上有 \_\_\_ kǎ chē shàng yǒu \_\_\_. In the truck there is \_\_\_, filling in the blank with the appropriate nouns, allowing them to review previous vocabulary.

- Have students learn the new song in Attachment B: “火車快飛.” Sing it while dancing as well. Have two students form a tunnel, similar to a “London Bridge” activity, and have the students go through in a line holding each other’s shoulders and singing the song.

### Day Seven

- Have students begin working on their final project. Divide the students into four groups. Students should begin making a poster with a world map and create routes from place-to-place using Chinese vocabulary. The students should each be assigned different continents, e.g., America to Asia, America to Europe, America to Asia/China, and America to Africa. Have students label or “thumbtack” routes from main cities to other cities, e.g. Cleveland to Detroit, Detroit to Shanghai, etc. Have students include how the modes of transportation would differ on the various continents.
- Students need to be able to describe each route in Chinese using methods of transportation, e.g., 我坐火車去 Detroit。Wǒ zuò huǒchē qù Detroit。I went to Detroit by train. 我坐飛機去上海 Wǒ zuò fēi jī qù shànghai。I went to Shanghai by air. Have them write these sentences down.
- Students should make enough routes to their destination continent so that they will be able to utilize all the transportation vocabulary.
- Give them the entire day to work on their project. It is helpful to have a model available to that expectations are clear.

### Day Eight

- Have students give their presentations in groups, showing the poster to the class and explaining the different routes, in the format as practiced above.
- Have students hand in their sentences after their presentation.
- Follow the evaluation guidelines listed under the heading “Unit Assessments and Scoring Guidelines.”
- If time permits, play the “火車快飛 huǒ chē kuài fēi Hurry up, Train!” game again (in the classroom or in some open gym).

### 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 teach someone at home, for example a parent or sibling, the vocabulary that they are learning. Perhaps even have them practice saying whatever

transportation they are using at any time in their daily lives, e.g., they should say/teach 火車 to their parents when they are on a train.

- Students should practicing singing songs at home. Have parents reply with a note showing that the student has sung the song to them. Perhaps they can even teach the parents the songs.

### **Technology Connections**

Most pictures, maps, and resources can be found under Google image searches.

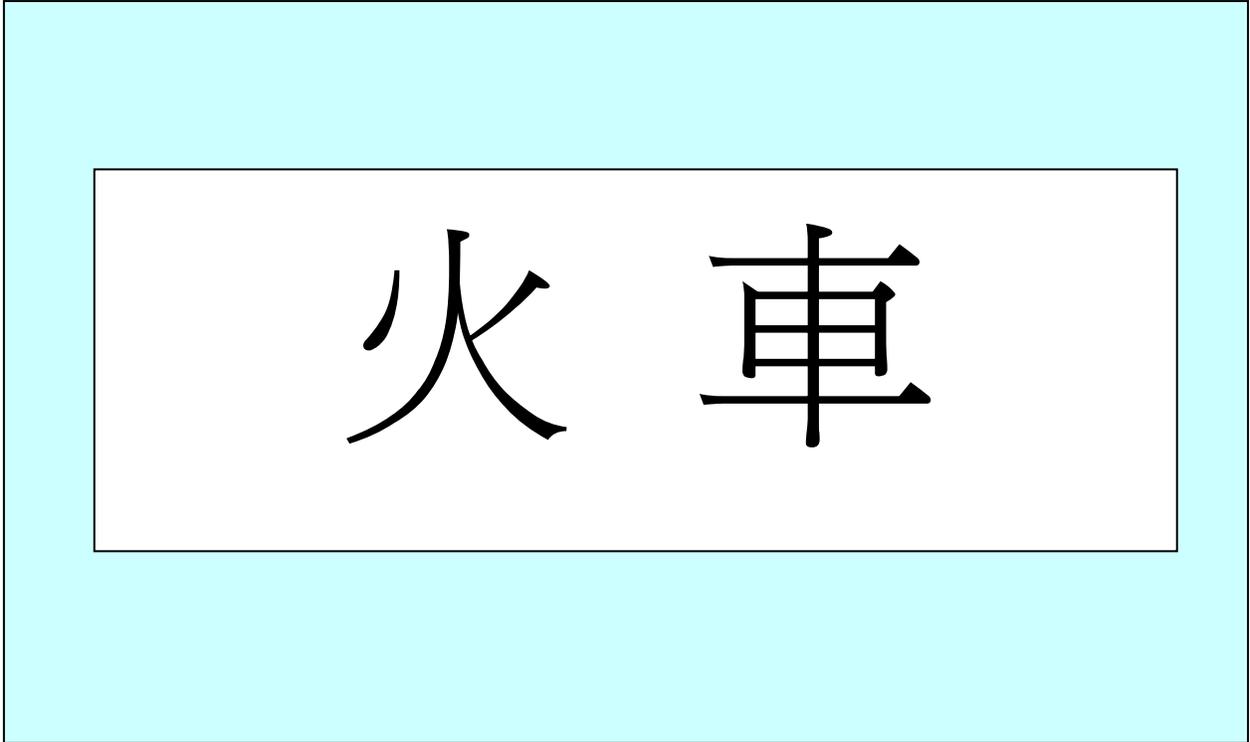
### **List of Attachments**

Attachment A, Pre-Assessment Sample Flashcard

Attachment B, Train Song

**Attachment A**  
Pre-Assessment Sample Flashcard

For the Pre-Assessment, prepare flashcards with pictures of all the individual vocabulary. Ask students to try to identify some of the flashcards in Mandarin Chinese. The flashcards should be chosen at random.



(Train)

**Attachment B**  
**Train Song**

火车快飞, 火车快飞, 穿过高山, 渡小溪, 不知走过几百里?  
快在家里, 快在家里, 妈妈见了真欢喜.

huǒ chē kuài fēi, huǒ chē kuài fēi, chuānguò gāo shān, dù guò xiǎoxī,  
bù zhī zǒu guò jǐ bǎi lǐ? Kuài dào jiā lǐ, kuài dào jiā lǐ, mā ma jiàn le  
zhēn huān xǐ。

Hurry up, hurry up, train, train, through the mountain, over the stream.  
Nobody knows how many hundreds of li you have run? Hurry up to home,  
hurry up to home, Mom will be truly happy to see you.