

My Family

Grade Level: Kindergarten

Unit Theme: My Family

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

Benchmark G: Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondence and contextual clues.

Indicator 9: Understand new words from the use of pictures within a text.

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

Indicator 13: Name or place labels on common objects /places.

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.

Standard: Comparisons: Develop insight into the nature of language and culture.

Benchmark C: Identify and describe patterns of behavior in various cultural settings.

Indicator 4: Identify common names and naming practices between the target culture and students' own culture (e.g., how to address the teacher, patronymics).

Unit Description

In this multiple-day unit, students will be able to identify immediate family members in photographs and pictures accompanied by written characters. They will be able to answer questions about the number of brothers and sisters they have and describe their families orally to the teacher and peers. They will be introduced to the Chinese way of talking about older and younger siblings. Students will label a visual and present their families to

the class.

Performance Outcomes

Students will be able to:

- Identify immediate family members in visuals;
- Tell about their family members;
- Label a visual of their families with the correct character for each member and describe their visual to the class;
- Speak clearly and understandably with peers and the teacher.

General Tips from the Writers

- Assemble a variety of pictures of families of all sizes and ethnicities prior to this unit. Or, ask parents to send in magazine pictures with their children.
- Prior to starting this unit, create your own Big Book called *My Family*, which contains most to all of the targeted language and structures of this unit. You will be able to read it again and again to the class during and after the unit. Also, students will later be able to read it on their own as a reading activity.
- Send a note home to parents on the first day of the unit asking for a photograph of the children's immediate family members.

Feedback from Pilot Teachers

- The students like the topic. They like the song "I love my family."
- I used the students themselves to make a family rather than using the pictures of family members. The students become the family and they identify themselves to each other. Also I introduced the verb "I have" so that they can say "I have an older brother", etc. Sometimes they say "I don't have". I also teach them "I am" instead of "this is". Also here, I reinforce the numbers. "I have two brothers", etc. I don't teach son and daughter, but I have students greet their parents and brothers and sisters every day when they go home.
- For all the attachment pictures even in the previous units, when we print them out black and white, it's not clear and too small for the visual attractive effect. [Test out a page and enlarge if needed.] 2. For the more complicated sentence patterns, such as "how many people in your family?" "My family has" it's hard for me to cover this for my students. 3. I also use the "Better Chinese" sentence patterns such as "I love my family", "I love my mom", "I love my dad" and learn to sing the easy song "I love my family".
- Because Thanksgiving Day and Christmas were coming, I taught students family members and how to say "I love my dad/my family." Teach them to sing the songs about family. This unit is easy for the students.
- My overall comments/suggestions: 1. Need more variations in activities. 2. Avoid too much emphasis on characters. 3. When teaching yes/no question, use grammatically appropriate structure (i.e. add "ma" to the end of the phrases) 4. Avoid using different forms of question/answer at the same time. Provide a lot of opportunity or practice before conducting question and answer activities.
- Lesson 4 of Kuaile Hanyu CD-ROM can be a great help in teaching this unit.

Pre-Assessment

- Show a family photo to students and tell them who is in the picture in Chinese. Say, “这是爸爸，这是妈妈。” “Zhè shì bàba, Zhè shì māma.” (This is father. This is mother.). “这是儿子” “Zhè shì érzi.” (This is son.)
- Then, take out three stuffed animals representing a mother, father, and child. Shrug your shoulders as you ask, “这是谁？” “Zhè shì shuí ?” (Who is this?). Look at and point to each animal as you ask this same question.
- Next, pick up one of the animals and ask, “这是爸爸？这是妈妈？” “Zhè shì bàba? Zhè shì māma?” (Is this father? Is this mother?). Show a thumbs up or thumbs down hand sign and ask, “对？” “Dui?” (Is that right?).
- Repeat enough times so that each child responds to your questions at least once.

Pre-Assessment Scoring Guidelines

Use your judgment as to whether students understand the concept of family. If most can identify mother and father, no remediation is needed.

Unit Assessments and Scoring Guidelines

Interpretive

Using Attachment A, Identifying Family Members, have students circle the correct family member as you describe one person in each picture.

- | | |
|--------------------------|--------------------------|
| 1. 这是爸爸. Zhè shì bàba. | This is father. |
| 2. 这是妹妹. Zhè shì mèimei. | This is younger sister. |
| 3. 这是妈妈. Zhè shì māma. | This is mother. |
| 4. 这是弟弟. Zhè shì dìdì. | This is younger brother. |
| 5. 这是哥哥. Zhè shì gēge. | This is older brother. |
| 6. 这是姐姐. Zhè shì jiějie. | This is older sister. |

Interpretive Assessment Scoring Guidelines

- | | |
|-------------|--|
| 4 of 6 | Strong understanding of topic |
| 3 of 6 | Adequate understanding of topic |
| 2 of 6 | Poor understanding of topic/needs remediation |
| Less than 2 | Insufficient understanding of topic /needs remediation |

Interpersonal

At the conclusion of this unit, students will converse with a classmate about his or her family. Showing his or her family photo to classmates, each student will ask and answer questions about family members in Chinese. For example, one student might ask, Nǐ jiā yǒu jǐ kǒu rén? (How many people are in your family?), to which the other responds, Wǒ jiā yǒu sì kǒu rén. (I have four family members.). Students might also ask, Zhè shì shuí? (Who is this?), to which the other might respond, Zhè shì bàba. (This is father.).

Interpersonal Assessment Scoring Guidelines

The teacher will observe and evaluate each child’s contributions and each student’s performance can be rated according to the following criteria:

- 4 Pronounces correctly and speaks at a normal rate of speed

- Uses correct vocabulary and phrasing all of the time
- 3 A few minor pronunciation errors and hesitations, but comprehensible
Uses correct vocabulary and phrasing most of the time
- 2 Several pronunciation errors and hesitations make speech difficult to comprehend
Uses correct vocabulary and phrasing some of the time
- 1 Many errors in pronunciation and unnatural hesitations. Needs remediation
Unable to use correct vocabulary and phrasing

Presentational

Have each child label and present a family photo without any assistance from you or peers.

Presentational Assessment Scoring Guidelines

Use the same rubric as you did for the Interpersonal Assessment

Vocabulary and Structures

爸爸 bāba	father
妈妈 māma	mother
哥哥 gēge	older brother
弟弟 dìdì	younger brother
姐姐 jiějie	older sister
妹妹 mèimei	younger sister
我 wǒ	I

你家有几口人? Nǐ jiā yǒu jǐ kǒu rén? How many people in your family?

我家有___口人? Wǒ jiā yǒu ___ kǒu rén。 I have ___family members.

我有一个弟弟。 Wǒ yǒu yī ge dìdì I have one younger brother

这是谁? Zhè shì shuí? Who is this?

这是爸爸。 Zhè shì bàba. This is dad.

Materials, Resources and Useful Web Sites

- Family photos or picture cards;
- Kindergarten level picture /story books with related illustrations;
- Stuffed animal families;
- Index cards that depict vocabulary words;
- Written characters of vocabulary with Velcro or other adhesive on the back;
- Classroom set of hand puppets;
- Children's song that highlights vocabulary expressions targeted in this unit.

Sequence of Activities

Day One

- Conduct the pre-assessment as outlined, above.

- Have students sit in a circle for a read aloud. Read the Big Book you made called *My Family*.
- Next, introduce the family words 爸爸 b àba, 妈妈 māma, and 我 wǒ (father, mother, and I) by using the pages from the Big Book, or a visual or an enlarged photo of your own family. Have students say the new words after you several times.
- Ask yes/no, choice, and who questions to ensure that students know the vocabulary. For example, if you show a picture of a man, then ask, “Zhè shì shuí?” (Who is this?) “Zhè shì māma?” (Is this mother?). Students should respond appropriately according to your question and the visual you show.
- Continue in this fashion until all students have had a chance to respond to several questions.
- Send a note home to parents asking that they send in a photo with immediate family members. Make sure they know that they will be returned with labels in Chinese characters glued onto them.

Day Two

- Orally review the new vocabulary pictures you used in the previous lesson. Or you may decide to read the Big Book again.
- Then, introduce flash cards of characters while repeating the name of each family member introduced on Day One.
- While you say the names of the family members, attach the character flash cards below the pictures previously used: “Zhè shì māma. Zhè shì àba.” (This is mother. This is father.) Remove the character flash cards and call on individual students to place the labels correctly.
- Use a family picture to introduce the new words 哥哥 gēge and 弟弟 dìdi (older brother and younger brother). Have students repeat after you. Ask yes/no, choice, and who questions to ensure that students know the vocabulary, such as, “Zhè shì gēge? (Is this the older brother?).
- Explain how the characters resemble what they depict. For example, in English, explain how the shape of the “mother” character resembles a woman and how the shape of the “father” character resembles a man standing.
- Make up a chant using numbers of family members, such as:

Wǒ yǒu yī ge gēge; liǎng ge gēgē	我有一个哥哥,两个哥哥.	(I have one older brother; two older brothers)
Wǒ yǒu yī ge dìdi, liǎng ge dìdi	我有一个弟弟,两个弟弟.	(I have one younger brother, two younger brother)
Nǐ ne?	你呢?	(What about you?)

Day Three

- Review the chant from Day Two as a warm up.
- Then, using several different pictures of families, change the chant based on the actual number of older/younger brothers in the image
- Match the character flash cards for older/younger brother with the visual as you say “Zhè shì dìdi. Zhè shì gēge.” (This is the younger brother. This is the older brother.) Then, ask volunteers to match the character flash cards with the appropriate visual.

- With different visuals, tell students you have an older brother, younger brother. “Wǒ yǒu yī ge gēge. Wǒ yǒu yī ge dīdì.” (I have one older brother. I have one younger brother.) Ask students how many older/younger brothers they have. “Nǐ yǒu jǐ ge gēge? Nǐ yǒu jǐ ge dīdì?” (How many older brothers do you have? How many younger brothers do you have?). Be sure to model back answers including “Wǒ méi yǒu gēge. Wǒ méi yǒu dīdì.” (I have no older brothers. I have no younger brothers.)
- Use choral repetition to have students practice asking and answering the questions: “Nǐ yǒu jǐ ge gēge? Nǐ yǒu jǐ ge dīdì?” (How many older brothers do you have? How many younger brothers do you have?).
- Then, have students turn to the right and then to the left and ask each other how many older/younger brothers they have.

Day Four

- Review the family vocabulary learned thus far by orally reviewing the visuals and the character flash cards.
- Use a family picture to introduce the new words 姐姐 jiějie and 妹妹 mèimei (older sister and younger sister).
- Have students repeat the new words. Ask yes/no, choice, and who questions to ensure that students know the vocabulary, such as “Zhè shì jiějie? Zhè shì mèimei? (Is this older sister? Is this younger sister?). Assist students as necessary in responding appropriately.
- Repeat the vocabulary using hand puppets or animal “families.” Ask students to hold the animals as you chorally review the family vocabulary learned thus far.
- Match the characters for older/younger sister with the visual as you say “Zhè shì jiějie.” “Zhè shì mèimei.” (This is the older sister. This is the younger sister.). Then, ask volunteers to match the character flash cards with the appropriate visual.
- Remind and explain how the characters depict the word so students can make a connection between the written words and the person they represent.
- Make up a chant as in Day Two with older/younger sisters and have students repeat.
- Using visuals, tell students how many older/younger sisters you have. “Wǒ yǒu yī ge jiějie. Wǒ yǒu yī ge mèimei (I have one older sister. I have one younger sister.).
- Ask students how many older/younger sisters they have. “Nǐ yǒu jǐ ge jiějie? Nǐ yǒu jǐ ge mèimei?” (How many older sisters do you have? How many younger sisters do you have?). Be sure to model back answers including “Wǒ méi yǒu jiějie. Wǒ méi yǒu mèimei.” (I have no older sisters. I have no younger sisters.)
- Remind students to bring in family photo for tomorrow.
- Close by repeating the newly created chant. Or if time allows, read the Big Book.

Day Five

- Review chants from previous days, linking them all together to form a family chant.
- Use a family picture and review all relations to date. Be sure to label the visuals with character flash cards as you review them with the class.
- Call six volunteers up to the front of the class and distribute character flash cards to each one. Point to individual volunteers and ask the class, “Zhè shì shuí? (Who is

this?). The class response should match the character flash cards. Provide assistance when necessary, such as holding up a visual.

- Repeat this activity two or three times so that most students get the opportunity to hold up a character flash card.
- Read the Big Book as a class. You may consider asking individual students to read each page, or to have a student use a pointer for the characters as you read together chorally.

Day Six

- Have scissors and glue available for the students to use.
- Explain that students will be labeling their family photos by cutting and pasting them onto the photo. Show an example that you have made prior to today's lesson. Imitate what they will be doing.
- Distribute the students' family photos. Ask them to glue it to a piece of construction paper and then to write their name on the back of the construction paper.
- Distribute Attachment B, Family Names, and have students cut out and paste the strips of paper in order to label their photos from home with the correct characters for each person.
- Circulate to assist students with doing this.
- Collect their work at the end of class while singing the family chants you have created together over the past few lessons.

Day Seven

- Orally review the names of family members with the class.
- Conduct the Interpretive Assessment. Distribute Attachment A. Explain that students will need to listen to you in order to circle the correct family member you identify in each group. Collect the papers and evaluate according to the scoring guidelines.
- Next, have the students' labeled family pictures available. Call on individual students to come forward and describe their families in response to your questions. For example, you might ask, "John: Nǐ jiā yǒu jǐ kǒu rén?" (John: How many people are in your family?). Or, "Maria: Nǐ yǒu jiějie?" (Maria: Do you have an older sister?).
- Pair off students and have them practice asking and answering questions about their families. Circulate to assist students as needed.
- Next, form groups of four and have students ask and answer questions as you circulate to assess students. Switch groups once if necessary to assess all students.
- Close the lesson with the family chants.

Day Eight

- Review the family chant.
- Have students individually present their family photos to the class in Chinese without any assistance from you or peers. Observe and assess the presentation of each child using the rubric for presentational task. Score each student according to the guidelines.
- Close the unit by reading the Big Book as a class.

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 in responding to questions with complete sentences to use word or phrase utterances.
- Partner hesitant students with students who can provide a strong model.

Extensions and Home Connections

- Encourage students to teach someone at home, for example a parent or sibling, the vocabulary that they are learning. Ask students to return Attachment C, Home Speaking Practice, which should be signed by the parents and returned weekly.
- Students can sing and dramatize the song at home what they learned in class.

Technology Connections

- Windows XP: for typing Chinese characters and adding tone marks to pinyin.
- www.betterchinese.com

List of Attachments

Attachment A, Identifying Family Members

Attachment B, Family Names

Attachment C, Home Speaking Practice

Attachment A
Identifying Family Members

Circle the correct family member as I describe each picture.

1. 	2. 
3. 	4. 
5. 	6. 

Attachment B
Family Names

wǒjiā My family (我家)

bàba father (爸爸)

māmā mother (妈妈)

gēgē older brother (哥哥)

dìdì younger brother (弟弟)

jiějie older sister (姐姐)

mèimei younger sister (妹妹)

wǒ I (我)

Attachment C
Home Speaking Practice

Dear Parents:

I am encouraging the children to practice at home the Chinese we are learning in school. We have only just begun the language learning process so far this year, and like any other skill, students need to spend time and focused energy on those language skills to maintain and expand them.

I have asked them to practice speaking in Chinese with you, a family member or friend about anything that we are learning in class (e.g., greetings, numbers, colors). I would appreciate it if you would let me know if they are doing so by completing and then signing the following. Please have your child return this form to me on Fridays.

Thank you for supporting our Chinese language program.

My child _____

قا

practiced speaking in Chinese every day this week with a family member.

قا

practiced speaking in Chinese most days this week with a family member.

قا

practiced speaking in Chinese a few days this week with a family member.

قا

practiced speaking in Chinese this week once with a family member.

Parent Signature

Date