

## Pastimes and Hobbies

**Grade Level:** Grade Two

**Unit Theme:** Hobbies

**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 questions about likes and dislikes (e.g., What is your favorite color? / ¿Cuál es tu color favorito? What fruit don't you like? / Welche Frucht hast du nicht gern?).

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

**Indicator 7:** Identify accurate and inaccurate descriptions of people and objects (e.g., Snow is cold. The ball is square.).

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

**Indicator 12:** Recite a poem or rhyme with body movement

**Standard:** Culture:

**Benchmark B:** Identify and imitate gestures and oral expressions to participate in age-appropriate cultural activities.

**Indicator 3:** Sing/sign songs, play games and celebrate events from the target culture.

**Standard:** Communities:

**Benchmark B:** Perform for a school or community event.

**Indicator 2:** Perform songs, poetry and stories for classroom, school or community events.

### Unit Description

In this unit the students will learn vocabulary for hobbies and the sentence pattern for: “他（她）在做什么？他（她）在\_\_。Tā zài zuò shénme? Tā zài \_\_。What is he (she) doing? He (she) is doing \_\_.” This unit reviews vocabulary for sports and also recycles the vocabulary for days of the week, weather, seasons, and family members. (e.g., “星期天我打乒乓。” “春天，我喜欢打太极。” “I play ping pong on Sunday.” “In spring, I like to do tai chi”) Students will also review math concepts by graphing

information about likes and dislikes in relation to sports and hobbies. Initially, students will interpret and react to pictures, stories, illustrations, and audio clips. Then, students will interact with their teacher and classmates by identifying hobbies and asking about and telling their own hobby. Students will learn a few rhymes of hobbies and one popular Chinese sing-along game. At the conclusions of this unit, students will have a presentation about their own hobby (show and tell or a poster), and perform the rhymes in front of the class or for a school or community event.

### **Performance Outcomes**

The student will be able to

- Identify hobbies based on the pictures;
- Ask and tell about his or her own hobby;
- Tell what hobby someone is doing;
- Write one sentence about a hobby starting with “我喜欢 I like to ...” (e.g. 我喜欢打乒乓 I like to play ping-pong.);
- Recite rhymes with appropriate body movement and sing a song;
- Perform the show in front of the class or at local community or school event; and
- Graph information on likes and dislikes of sports and hobbies

**Time Frame/Estimated Duration:** *Eight classes / Four hours*

### **General Tips from the Writers**

- Modify the time needed for this unit based on the class size and the time it takes to move through the activity sequence.
- Change names and pictures of famous athletes as they become outdated.

### **Feedback from Pilot Teachers**

My students enjoyed this unit!

### **Pre-Assessment**

- Distribute Attachment A, Pre-Assessment: Hobbies. Explain that you will say the name of a hobby and the students are to circle the picture that represents it.
- Repeat the name of each hobby several times before moving on to the next one.
- Review the answers as a class.

### **Scoring Guidelines:**

The Pre-Assessment shall not be scored. Use it to guide your instruction.

### **Post-Assessment:**

There are two parts to the Post-Assessment. You may need more than one day to complete the assessment, depending upon the number of students and amount of time you have per class.

### **Part One:**

Have students show they can recognize the characters by matching them with pictures of sports and hobbies. Have a worksheet listing all the characters of hobbies in this unit on

one side and all pictures on other side. Ask students to draw a line between the character and the picture corresponding to the character

Have students write a whole sentence starting with “我喜欢 I like . . .” and completing it with a hobby or sport word.

**Scoring Guidelines:**

Use the following rubric to score Part One of the Post-Assessment.

	4	3	2	1
Recognize the characters	Student able to recognize all characters	Student able to recognize most of the characters	Student able to recognize some of the characters	Student unable to recognize all the characters
By using the pattern of “I like _____.” write a complete sentence.	Student able to write the sentence without assistance from the teacher.	Student able to write the sentence with little assistance from the teacher.	Student able to write the sentence with some assistance from the teacher.	Student unable to write the sentence even with assistance from the teacher.

**Part Two:**

Pair up the students to conduct a speaking assessment. Have each student show that he or she is able to identify the hobbies and sports by using the pattern of “他（她）在做什么？ 他（她）在\_\_。 Tā zài zuò shénme? Tā zài \_\_What is he doing? He is doing...”

Using a set of pictures of hobbies from this unit, give the set of pictures to one student.

This student will pick up the pictures one at a time and ask the question of “他（她）在做什么？ Tā zài zuò shénme? What is he/she doing?” After looking at picture, another student should use the pattern “他（她）在\_\_。 Tā zài \_\_He/she is ...” to answer the question. Then have the second student take a turn.

**Scoring Guidelines:**

Use the following rubric to assess this activity.

	4	3	2	1
Speaking vocabulary correctly	Student able to speak all vocabulary correctly without assistance from the teacher.	Student able to speak most of vocabulary correctly with little to no assistance from the teacher.	Student able to speak vocabulary correctly some of the time with some assistance from the teacher.	Student unable to speak vocabulary correctly even with assistance from the teacher.

Asking “What is he/she doing” and Answering “He (she) is ...”	Student able to ask and answer questions all of the time without assistance from the teacher.	Student able to ask and answer questions most of the time with little to no assistance from the teacher.	Student able to ask and answer questions some of the time with some assistance from the teacher.	Student unable to ask and answer questions even with assistance from the teacher.
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### Vocabulary and Structures

爱好	ài hào	(hobbies)
运动	yùn dòng	(sports)
游泳	yóu yǒng	(swimming)
玩游戏	wán yóuxì	(play a game)
唱歌	chàng gē	(singing)
跳舞	tiào wǔ	(dancing)
弹钢琴	tán gāng qín	(playing the piano)
拉小提琴	lā xiǎo tí qín	(playing the violin)
画画	huà huà	(drawing)

Review the first grade vocabulary and structure of “I like/dislike...”

#### Structures

他（她）在做什么？ Tā zài zuò shénme? What is he/she doing?” (What is he/she doing?)

他（她）在\_\_。 Tā zài \_\_He/she is ...” (He/she is playing)

### Materials, Resources and Useful Web Sites

- Flash cards of hobbies.
- Chinese sing along game “Dropping the Handkerchief:
- Attachment E
- Songs and rhymes that highlight vocabulary expressions targeted in this unit (Attachment D and E)
- Video clips of native speakers (captured from TV programs or taken of the Internet) using the vocabulary and appropriate gestures
- Stories of Yao Min and Jet Li; a few pictures of Yao Min and Jet Li, collected from magazines,
- Access to related electronic equipment.

### Sequence of Activities

#### Day One

- Conduct the Pre-Assessment. Distribute Attachment A, Pre-Assessment Activity Response Sheet. Explain that you will say the name of a hobby and the students are to circle the picture that represents it.
- Repeat the name of each hobby several times before moving on to the next one.

Introduce the new vocabulary: 游泳 yóu yǒng (swimming), 玩游戏 wán yóuxì (play a game) 唱歌 chàng gē (singing), 跳舞 tiào wǔ (dancing), and 画画 huà huà (drawing). Say the names of the hobbies and sports in Chinese one at a time by holding up the pictures one at a time.

- Have students repeat as a class first, then individually.
- Learn the song of “我画画 Wǒ huà huà I Draw” ( see attachment D).
- Tell the stories about Yao Min and Jet Li. (emphasizing recycled vocabulary and patterns of sentences)
- Have prepared a writing work sheet. Design the work sheet so that on the left is Yao’s picture and Li’s picture, and on the right is a variety of pictures of sports and hobbies including basketball and kung-fu.
- Have students match the people with the sport they play.

## Day Two

- Review the song “我画画 Wǒ huà huà I Draw.”
- Conduct a quick oral review of the vocabulary by using flash cards and having students say the names that correspond to the pictures that are shown. Call on the whole class at first and later on individual students.
- Learn the new vocabulary: 爱好 ài hào (hobbies), 运动 yùn dòng (sports), 弹钢琴 tán gāng qín (playing the piano), 拉小提琴 lā xiǎo tí qín (playing the violin)
- Point out the different characters of “play” for playing the violin and piano in Chinese: 弹钢琴 tán gāng qín (playing the piano), 拉小提琴 lā xiǎo tí qín (playing the violin)
- . In order to help students understand the concepts of hobby and sport, make a chart to show the hobby group and the sport group.)
- Have students trace the characters of the hobbies.
- Play a game with “你喜欢什么运动/你有什么爱好? What sport/hobby do you like?” Have students sit in a circle. Have available a ball or some object that students can hold when it is their turn to speak. Model a sentence, “我喜欢踢足球 I like to play soccer.” Pass the ball to the student on your left. Ask her or him if she likes to play soccer. The student might answer “我喜欢踢足球 I like to play soccer.” or merely “是的 Yes.” She or he is then to pass the ball or object to the student to her or his left. Ask the same question of that student. Continue in this fashion until all students have answered the warm-up question. Then, ask each student to tell you what her or his favorite sport or hobby is by asking, “你喜欢什么运动/你有什么爱好? What sport/hobby do you like?” Be sure to pass the ball or object to the student who is to respond. Prompt that student to then ask a classmate the same question. She or he is to then pass the ball or object to that student before she or he answers. Assist students as necessary in forming the question for their peers. The last student to answer will then ask the teacher the same question, making sure to pass the ball or object while doing so. Answer the student’s question. Repeat this activity asking a different question: “你喜欢打羽毛球吗? Do you like playing badminton?” Students may respond with either “我喜欢打羽毛球 I like playing badminton.” or “我不喜欢

打羽毛球 I don't like playing badminton.” Again, be sure to pass the ball or object as students ask and answer each other.

### Day Three

- Review the song “我画画 Wǒ huà huà I Draw”.
- Conduct a quick oral review of the vocabulary by showing the characters of hobbies and having students pronounce the characters. Call on the whole class at first and later on individual students.
- Do a matching activity: Put all characters of the hobbies on the left side of the sheet with all the pictures of the hobbies on the right side of the sheet. Have students draw a line between the matching pair.
- To present the pattern of “他（她）在做什么？他（她）在\_\_。Tā zài zuò shé nme? Tā zài \_\_。What is he/she doing?” “He/she is doing...” use a set of flash cards of hobbies. Hold up one flash card (e.g., a dancing girl), and ask, “他（她）在做什么？”（“What is she doing?” in Chinese）with body language expression or a question sign. Then answer, “他（她）在跳舞 Tā zài tiào wǔ”。(She is dancing with body movements.)
- Have students recognize the correct vocabulary by saying “是 Yes” or “不是 No” as you describe what is being done on the flashcards. For example, with a picture of the dancing girl, say “他在游泳。He is swimming.” The students should answer, “不是 No.”
- To have students practice the pattern, hold up a flash card, ask and answer the question. Then, students repeat until all cards are done. Next, have students ask the question and you respond.
- Have students in pairs practice the pattern taking turns to ask and answer.
- Watch a video clip of a ping-pong game. Ask some questions reviewing the vocabulary and sentence patterns (e.g.他们在做什么？What are they doing?) Students are expected to answer, “他们在打乒乓。They are playing ping pong.”)

### Day Four

- Review the song “I Draw”.
- Learn the rhyme “Ping-pong Game”. See attachment E. Say it with body movements and then let students follow. Repeat several times.
- Write down the rhyme on the board. Read the rhyme. Have students repeat several times.
- Have students make a graph to connect to math concepts. Have students graph information about their classmates’ likes and dislikes of sports and hobbies. Have students ask the class, “你喜欢...Do you like ...?” for each sport and hobby. Have students raise their hands if they would answer yes. Have students take turns asking the questions, counting the responses and recording the information on a graph on the board.
- To practice writing a sentence on likes and dislikes, use a teacher designed worksheet with the characters of the sports and hobbies and an uncompleted sentences, “我喜

欢...I like to . . .” Have students complete and trace the sentence. Ask students to choose the characters of his or her favorite to fill in the sentence.

- Have students copy the completed sentence several times.

### **Day Five**

- Review the song “I Draw”.
- Review the rhyme “Ping-pong Game”.
- Introduce the Chinese sing along game, “Dropping the Handkerchief”. Make sure that students understand the meaning of the song. First, have students sing the song after you several times. When students are comfortable with the song, play the game. Have students sit in a circle. One volunteer starts the game first. The volunteer walks around the circle and hides a handkerchief in his or her hand while the whole class sings the song “Dropping the handkerchief”. He or she quickly drops the handkerchief behind student A and tries to come back to catch that student. Nobody should tell student A. If the volunteer comes back and catches student A, student A loses the game. If student A finds out about the handkerchief before being caught, student A wins. But no matter who loses or wins, student A will be a dropper and start the game. Continue the game until everybody gets a turn to be a dropper.
- To practice writing a sentence about hobbies, play a puzzle game. Model the sentence first, then give students the parts of sentences, and then let them arrange the sentence puzzle correctly (e.g. 我 /喜欢/唱歌。 Wǒ xǐ huān chàng gē。 I like singing. 他/在游泳 Tā zài yóu yǒng。 He is swimming.) ) Students may be divided into small groups to play the puzzle.

### **Day Six**

- Review the songs (“I Draw” and “Dropping the Handkerchief”) and the rhyme (“Ping pong Game”).
- Conduct a quick oral review of the vocabulary by using characters of the hobbies and sports.
- Have each student present to the class “My favorite hobby” or “My favorite sport” in front of the class (Be sure to give parents at least one week notice in order to collect the necessary information for the activity.)
- Play the sentence puzzle game again. Give students the parts of sentences, and then let them complete the sentence puzzle. Students may be divided into small groups to play.

### **Day Seven**

- Review the songs (“I Draw” and “Dropping the Handkerchief”) and the rhyme (“Ping pong Game”).
- Have various groups of students perform the songs and rhyme for the class. If possible, plan to perform the songs and the rhyme for an event later.
- Conduct a review of the vocabulary by using the characters of hobbies and sports.
- Conduct Part One of the Post-Assessment.

## **Day Eight**

- Conduct a review of the vocabulary and sentence patterns.
- Conduct Part Two of the Post-Assessment. Be sure to plan appropriately so that if you working with pairs of students, the remaining students are working on something as well. You may need to plan some quiet activity.

**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 in responding to the question with complete sentences to use word utterances and phrases that correctly respond to the questions. Partner these students in subsequent activities with students who you have identified that can provide a strong model.

## **Extensions and Home Connections**

Encourage students to read or sing to family members the rhymes and songs they have learned at school.

## **List of Attachments**

Attachment A, Pre-Assessment Activity Response Sheet

Attachment B, Post-Assessment Scoring Rubric

Attachment C, Speaking Extension Activity - Note

Attachment D, Songs “I Draw” and “Dropping the Handkerchief”

Attachment E, Rhyme “Ping pong Game”

Attachment F, Yao Ming photo

**Attachment A**  
Pre-Assessment Activity Response Sheet

1.



2.



3



4



5



6



7.



**Attachment B**  
Post-Assessment Scoring Rubric

Use the following rubric for Part One of the Post-Assessment.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Recognize the characters	Student able to recognize all characters	Student able to recognize most of the characters	Student able to recognize some of the characters	Student unable to recognize all the characters
By using the pattern of “I like...” write a complete sentence.	Student able to write the sentence without assistance from the teacher.	Student able to write the sentence with little assistance from the teacher.	Student able to write the sentence with some assistance from the teacher.	Student unable to write the sentence even with assistance from the teacher.

Use the following rubric for Part Two of the Post-Assessment.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Speaking vocabulary correctly	Student able to speak all vocabulary correctly without assistance from the teacher.	Student able to speak most of vocabulary correctly with little to no assistance from the teacher.	Student able to speak vocabulary correctly some of the time with some assistance from the teacher.	Student unable to speak vocabulary correctly even with assistance from the teacher.
Asking what is he(he) doing and Answering he (she) is ...”	Student able to ask and answer questions all of the time without assistance from the teacher.	Student able to ask and answer questions most of the time with little to no assistance from the teacher.	Student able to ask and answer questions some of the time with some assistance from the teacher.	Student unable to ask and answer questions even with assistance from the teacher.

**Attachment C**  
**Speaking Extension Activity – Note**

As an extension of his or her learning in Chinese class, your child has been given the opportunity to perform rhymes and songs to family members. (See attachment D and F)

Once you have verified that your child has performed, sign this form and have your child return it to me.

Please trust that your child's pronunciation of the vocabulary is accurate. Young children have an amazing ability to hear words and phrases and then pronounce them with great accuracy.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Remember, the more opportunities your child has to practice his or her Chinese outside of class, the better the chance that he or she will retain the language.

Xiè xie!  
(Thank you!)

**Attachment D**  
Songs “I Draw” and “Dropping the Handkerchief”

I Draw

I draw Papa, Mama laughs.  
I draw Mama, Papa laughs.  
I draw myself, Papa and Mama both laugh.

Wǒ huà Bàba, Māma xiào. 我画爸爸，妈妈笑；  
Wǒ huà Māma, Bàba xiào, 我画妈妈，爸爸笑；  
Wǒ huà wǒ ya, Bàba Māma yī qǐ xiào, 我画爸爸妈妈一起笑；

Dropping the Handkerchief

Dropping the handkerchief, dropping the handkerchief,  
Quietly drop it behind my friend. Please don't tell and just catch my friend as quickly as you can.

丢手绢，丢手绢，轻轻地放在小朋友的后面，大家不要告诉他，快点快点抓住他（她），快点快点抓住他（她）。

Diū shǒu juàn, Diū shǒu juàn, qīng qīng dì fàng zài xiǎo péngyǒu de hòu miàn, dàjiā bú yào gào shù tā, kuàidiǎn kuàidiǎn zhuā zhù tā, kuàidiǎn kuàidiǎn zhuā zhù tā。

**Attachment E**  
Rhyme “Ping pong game”

Ping pong Game

Pingpong, pingpong, pingping pongpong;  
Up down, up down, up up down down;  
Left right, left right, left left right right;  
Little friends, come to play pingpong game.

Pīng Pāng , Pīng Pāng  
Pīng Pīng Pāng Pāng  
shàngxià, shàngxià,  
shàngshàng xiàxià,  
zuǒyòu, zuǒyòu,  
zuǒzuǒ yòuyòu  
Xiǎo péng yǒu,  
dàjiā lái dǎ pīngpāng qiú

乒乒，乒乒，乒乒乒乒；  
上下，上下，上上下下；  
左右，左右，左左右右；  
小朋友，大家来打乒乓球

Attachment F  
Yao Ming 2009  
By Guest Teacher Dai Huapeng

