

Daily Routine

Grade Level: Grade Four

Unit Theme: Daily routine

Ohio Standards Connection: Foreign Language

Standard: Communication: Communicate in languages other than English.

Benchmark B: Exchange personal information.

Indicator 2: Exchange information about personal interests (e.g., likes, dislikes, what they are doing, what they are planning to do).

Benchmark C: Request clarification.

Indicator 3: Ask questions to clarify information (e.g., ask questions about a story, video, demonstration).

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

Indicator 6: Write and share lists, phrases, and sentences about pictures or everyday topics (e.g., animals, family members, numbers, primary/secondary colors).

Standard: Cultures: Gain knowledge and understanding of other cultures.

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

Indicator 3: Participate in cultural activities (e.g., games, songs, holiday celebrations).

Unit mode(s) of focus: Interpersonal, Interpretive and Presentational

Unit Description

Through this unit, students will review the vocabulary and structures learned in the time and clock units and other units related to daily life (e.g., sports, hobbies). Students will share their daily life information. Also, students will learn how to do the Chinese Morning Exercise (早操 zǎocāo or 广播体操 guǎng bō tǐcāo). At the end of the unit, students will present a dialogue about their daily lives in front of the class and perform a Chinese Morning Exercise for a school or community event. They also will write a short description about their daily lives.

Performance Outcomes

Students will be able to:

- ask and answer questions about their daily lives;
- make their own daily schedule in Chinese;

- recognize expressions related to daily routine;
- participate in an impromptu dialogue about their daily lives in front of the class; and
- perform a Chinese morning exercise.

Time Frame/Estimated Duration: *Six classes / Three 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 activities sequence.

Tips from Pilot Teachers

- Per students’ request, we learned this unit, but at a complexity-reduced level. We made content connections by comparing two charts, side-by-side, of the daily lives of American and Chinese students.
- When I taught daily life, I reviewed time and students gave me sentences by combining daily life activities with the time.

Pre-Assessment

- Distribute Attachment A, Pre-Assessment Activity Sheet.
- Ask students to draw a line from the picture to the sentence/phrase that matches it.
- Review the answers as a class.

Pre-Assessment Scoring Guidelines

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

Unit Assessments and Scoring Guidelines

Interpretive Assessment

Using Attachment A, Pre-Assessment Activity Sheet, make an evaluation form. Ask students to draw a line between the picture and matching sentence. Students will demonstrate their recognition of characters and sentence patterns of daily life.

Interpretive Assessment Scoring Guidelines

Use the following scale to score the Interpretive Assessment.

- 7-8 Strong understanding of topic
- 4-6 Adequate understanding of topic
- 0-3 Insufficient understanding of topic

Presentational Writing Assessment

Students will write five sentences describing their daily routines and post these in the classroom.

Presentational Writing Assessment Scoring Guidelines

Score these sentences on the accuracy of the characters, vocabulary and sentence patterns.

Interpersonal Speaking Assessment

At the end of the unit, give students the opportunity to do impromptu dialogues in front of the class based on their written descriptions.

Interpersonal Assessment Scoring Guidelines

Use Attachment B, Post-Assessment Scoring Rubric to score the students.

Vocabulary and Structures

我的一天	wǒ de yì tiān	my daily routine
时间表	shíjiān biǎo	schedule
每天	měitiān	everyday
早上	zǎoshàng	morning
晚上	wǎnshàng	evening
起床	qǐchuáng	get up
早饭	zǎofàn	breakfast
上学	shàngxué	go to school
放学后	fàng xué hòu	after school
睡觉	shuìjiào	sleep
早操/广播体操	zǎo cāo, or guǎng bō tícāo	Morning Exercise
看电视	kàn diàn shì	watch TV
做作业	zuòzuóyè	do homework
看电影	kàn diàn yǐng	go to a movie
看书	kàn shū	read a book
马步	mǎ bù	Horse standing pasture
伸长运动	shēnzhǎng yùndòng	stretch exercise
扩胸运动	kuòxiōng yùndòng	expanding chest exercise

Sentence Patterns

1. 你每天几点起床? 我每天七点起床。 Nǐ měitiān jǐ diǎn qǐchuáng? Wǒ měitiān qī diǎn qǐchuáng。 (When do you get up everyday? I get up at 7:00.)
2. 怎么做马步? 你能示范一下吗? 没问题。 Zěnmē zuò mǎ bù? Nǐnéng shìfàn yí xià ma? Měi wèntí。 (How do you do a horse standing in a pasture? Can you show?)
3. 放学后, 你做什么? 放学后, 我打篮球。 fàng xué hòu , nǐ zuò shénme? fàng xué hòu, wǒ dǎ lánqiú, (What do you do after school? I play basketball after school.)

Materials, Resources and Useful Web Sites

- Kuaile Hanyu vol. 2, published by The People's Education Press, P.R China.
- <http://www.youtube.com/watch?v=zuiKDPoQoz4>

Sequence of Activities

Day One

- Conduct the Pre-Assessment activity. Distribute Attachment A, Pre-Assessment Activity Sheet, to determine vocabulary and structures students already know related to daily life. (Differentiate the items on the pretest according to students' language level or ability if necessary).
- Review the time and clocks with the whole class by using a big clock: 一点 yì diǎn, , 二点 liǎng diǎn, , 三点 sān diǎn, , 四点 sì diǎn, , 五点 wǔ diǎn, , 六点 liù diǎn, , 七点 qī diǎn, , 八点 bā diǎn, , 九点 jiǔ diǎn, , 十点 shí diǎn, , 十一点 shíyī diǎn, and , 十二点 shíèr diǎn . (one o'clock, two o'clock, three o'clock, four o'clock, five o'clock, six o'clock, seven o'clock, eight o'clock, nine o'clock, ten o'clock, eleven o'clock, twelve o'clock)
- Review the pattern, 几点了? jǐ diǎn le? (What time is it?). Set a time on the big clock, then ask students to answer the questions.
- Have the whole class watch a video clip of “早操 zǎocāo /广播体操 guǎng bō tǐcāo” (Chinese Morning Exercise).

Day Two

- Review time period words with the whole class by using flash cards or a big clock. Review 上午 shàngwǔ (morning), 中午 zhōngwǔ (noon), 下午 xiàwǔ (afternoon), and 晚上 wǎnshàng (evening). Review the daily action words by using flash cards. Review 起床 qǐ chuáng (get up), 上学 shàngxué (go to school), 做作业 zuòzuóyè (do homework) and, 睡觉 shuìjiào (sleep).
- Learn new words: 我的一天 wǒ de yì tiān (my daily routine) and 时间表 shíjiān biǎo (schedule).
- Learn the structure, 你每天几点起床? 我每天七点起床。 Nǐ měitiān jǐ diǎn qǐchuáng? Wǒ měitiān qī diǎn qǐchuáng. (When do you get up everyday? I get up at 7:00.) You may use different words to replace the underlined words above when you ask the question.
- Pair up students to practice asking and answering using the pattern until everyone feels comfortable with it.
- Following the video clip, learn the first two sections of “广播体操 guǎng bō tǐcāo” (Chinese Morning Exercise).

Day Three

- Review the first two sections of “广播体操 guǎng bō tǐcāo” (Chinese Morning Exercise).
- Learn the terms 马步 mǎ bù (Horse standing in pasture) 伸长运动 shēnzhǎng yùndòng (stretch exercise), and 扩胸运动 kuòxiōng yùndòng (expanding chest exercise). Show appropriate body movements along with the terms.

- Learn the structure, “怎么做马步? 你能示范一下吗? 没问题! Zěnmē zuò mǎ bù? Nǐnéng shìfàn yíxià ma? Měi wèntí. (How do you do a horse standing? Can you show? No problem!)”.
- Using “伸长运动 shēnzhǎng yùndòng” (stretch exercise) and “扩胸运动 kuòxiōng yùndòng” (expanding chest exercise), replace “马步 mǎ bù” and repeat the pattern.
- Following the video clip, learn the second two sections of “广播体操 guǎng bō tǐcāo” (Chinese Morning Exercise).

Day Four

- Review the first four sections of “广播体操 guǎng bō tǐcāo” (Chinese Morning Exercise).
- Learn the structure “放学后, 你做什么? 放学后, 我打篮球。 fàng xué hòu, nǐ zuò shénme? fàng xué hòu, wǒ dǎ lánqiú (What do you do after school? I play basketball after school.) Use different words to replace the underlined words when you ask the question, such as 看电视 kàn diàn shì (watch TV), 做作业 zuòzuóyè (do homework), 看电影 kàn diàn yǐng (go to a movie), and 看书 kàn shū (read a book).
- Following the video clip, learn the fourth, fifth, and sixth sections of “广播体操 guǎng bō tǐcāo” (Chinese Morning Exercise).

Day Five

- Review the first through the sixth sections of “广播体操 guǎng bō tǐcāo” (Chinese Morning Exercise).
- Pair up the students to practice the three patterns of sentences learned on Days Two, Three and Four: 你每天几点起床? 我每天七点起床。 Nǐ měitiān jǐ diǎn qǐchuáng? Wǒ měitiān qī diǎn qǐchuáng. (When do you get up everyday? I get up at 7:00), 怎么做马步? 你能示范一下吗? 没问题。 Zěnmē zuò mǎ bù? Nǐnéng shìfàn yí xià ma? Měi wèntí. (How do you do a horse standing in a pasture? Can you show?), and 放学后, 你做什么? 放学后, 我打篮球。 fàng xué hòu, nǐ zuò shénme? fàng xué hòu, wǒ dǎ lánqiú (What do you do after school? I play basketball after school).
- Conduct the Interpretive Assessment using Attachment A.
- Have students write five sentences describing their daily routine using the vocabulary and sentence patterns learned in Days One through Five. Post these in the classroom.
- Learn the seventh and eighth sections of “广播体操 guǎng bō tǐcāo” (Chinese Morning Exercise).

Day Six

- Review several of the written daily lives schedules that students prepared or give them time to finish if they need to do so.
- Have students work in pairs to carry out an impromptu dialogue about their daily lives. Have them use the sentences they wrote in Day Five as a basis for the conversation. Encourage students to ask each other questions to clarify each other's

daily routine. Score their presentations using the rubric in Attachment B, Post-Assessment Scoring Rubric.

- Review all sections of “广播体操 guǎng bō tǐcāo” (Chinese Morning Exercise). Have the students perform the exercise at a school or community event.

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 basic phrases and words that correctly respond to the questions. Partner these students in subsequent activities with students who you have identified that can provide a strong model.
- Make sure that students with strong 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.

Technology Connections

<http://www.youtube.com/watch?v=zuiKDPoQoz4>

List of Attachments

Attachment A, Pre-Assessment Activity Sheet

Attachment B, Post- Assessment Scoring Rubric for Speaking

Attachment A

Pre-Assessment Activity Sheet
(Making a line between a match set)



我每天七点起床。Wǒ měitiān qī diǎn qǐchuáng。



做作业 zuòzuóyè



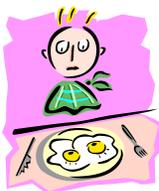
看书 kàn shū



早饭 zǎofàn



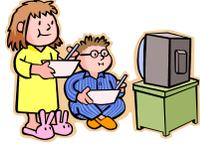
看电视 kàn diàn shì



看电影 kàn diàn yǐng



放学后，我打篮球。Fàng xué hòu, wǒ dǎ lánqiú。



上学

shàngxué

Attachment B
Post-Assessment Scoring Rubric for Speaking

- 4 Student uses all vocabulary expressions correctly.
Student speaks clearly with good pronunciation and intonation.
Student speaks at an appropriate pace and volume.
Student uses culturally appropriate gestures when needed.
Student is highly proficient overall.

- 3 Student uses most vocabulary expressions correctly.
Student speaks clearly most of the time with adequate pronunciation and intonation.
Student speaks at a mostly appropriate pace and volume.
Student attempts to use gestures when needed and mostly succeeds.

- 2 Student uses some but not all vocabulary expressions correctly.
Student makes some minor pronunciation and/or intonation errors.
Student may speak too rapidly or too slowly. Student's volume may be too soft to hear or too loud for the situation.
Student requires minor remediation.

- 1 Student fails to use the majority of the vocabulary correctly.
Student makes major pronunciation and/or intonation errors.
Student speaks too rapidly or too slowly. Student's volume is too soft or too loud for the situation.
Student is not proficient and requires extensive remediation.