

Describing Family and Friends

Grade Level: Grade One

Unit Theme: Physical Features

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 simple questions about personal information and other familiar topics (e.g., family members, weather, today's date, pets, school supplies).

Benchmark F: Identify people and objects based on descriptions.

Indicator 7: Identify people and objects based on detailed oral or signed descriptions (e.g., Point to a tall man./Montre-moi un grand homme. Find the red apple./Finde den roten Apfel.).

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

Indicator 14: Describe characteristics of pictures to others (e.g., school supplies, family members, geometric shapes) and share with others.

Ohio Standards Connection: Science

Standard: Physical Sciences

Benchmark A: Discover that many objects are made of parts that have different characteristics. Describe these characteristics and recognize ways an object may change.

Indicator 3: Describe and sort objects by one or more properties (e.g., size, color and shape).

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

Unit Description

In this multi-day unit, students will gain the ability to describe different physical features of family members and friends in Chinese. Students will ask and respond to simple questions about physical features. Students will also express their own descriptions regarding the physical features of family members and friends. Finally, students will be able to compare different physical features of family members and friends in Chinese.

Performance Outcomes

Students will be able to:

- Identify the physical features of family and friends, such as tall, short, fat, thin, old and young;
- Ask and answer questions about the physical features of family and friends; and
- Describe the basic physical features of family and friends.

Time Frame/Estimated Duration: *Seven classes / three and one half 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 activity sequence.
- Have pictures or drawings of a family and of various people with the physical characteristics being taught.
- Have students bring in a family photo or a drawing of their families.

Feedback from Pilot Teachers

- Some of the activities are very creative, fun and age appropriate.
- Student can use words to describe their friends, drawing pictures and writing Chinese characters. Using TPR is a good idea.

Pre-Assessment

Using pictures of families and friends with different features (heights, body type and ages) and through TPR, have students act out the features (heights, body types and ages) of the people in the pictures

- Pass out Attachment A, Pre-Assessment Comparison, and discuss with the students the images they see. First, ask them to introduce the family members or friends. Then ask them to point out who is tall in the picture, who is short, who is fat, who is thin, who is old and who is young. You may need to act out the words as you say them to facilitate the students' understanding.
- Using two students with different heights to stand in front of the class. Ask students who is tall and who is short.
- Repeat with body types and ages.

Pre-Assessment Scoring Guidelines

The following scale can be used to determine the students' knowledge of people's physical features.

- 6 correctly compared - Students are very familiar with the concept.
- No remediation is necessary.
- 4-5 correctly compared - Students are somewhat familiar with the concept.
- Minor remediation may or may not be needed.
- 2-3 correctly compared - Students are slightly familiar with the topic.
- Remediation is needed.
- 0-1 correctly compared - Students have little or no prior knowledge of concept.
- Students need significant remediation.

Interpretive Assessment

Using Attachment A, Pre-assessment Comparison worksheet, have students indicate who is tall, who is short, etc.

Interpretive Assessment Scoring Guidelines

- 6 of 6 = Strong understanding of features
- 4-5 of 6 = Adequate understanding of features
- 2-3 of 6 = Poor understanding of features / Need remediation
- 0-1 of 6 = Insufficient understanding of features / Need remediation

Interpersonal Assessment

Ask students questions about their physical features such as heights, body types and ages. Make sure students get to express their own meaning.

Interpersonal Assessment Scoring Guidelines

Use the Interpretive Assessment Scoring Guidelines

Presentational Assessment

Students will be paired up to act out a conversation in front of class.

Presentational Assessment Scoring Guidelines

Listen as the students describe the physical features of their family members and friends. Mark a check on Attachment C based on students' performances. The teacher will evaluate students based on the following criteria:

- 6 Pronounces correctly and speaks at a normal rate
- 4-5 A few minor pronunciation errors and hesitations
- 2-3 Many pronunciation errors and hesitations
- 0-1 Needs remediation

Vocabulary and Structures

Physical Features Chinese characters	Pinyin words	English words
高	gāo	Tall
矮	ǎi	Short
胖	pàng	Fat
瘦	shòu	Thin
年纪大(老)	niánjì dà (lǎo)	Old
年轻	niánqīng	Young

Chinese characters	Pinyin words	English
谁个子高/矮?	Shuí gèzi gāo/ǎi?	Who is tall/short?
谁长得胖/瘦?	Shuí zhǎngde pàng /shòu?	Who is fat/thin?

谁年纪大/年轻?	Shuí niánjì dà/nián qīng?	Who is old/young?
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Family members		
爷爷/外公	yéye/wàigōng	Grandpa
奶奶/外婆	náinai/wàipó	Grandma
爸爸	bàba	Dad
妈妈	māma	Mother
我	wǒ	Me/I
兄弟	xiōngdì	Brother
姐妹	jiěmèi	Sister

Materials, Resources and Useful Web Sites

- Visuals/flash cards, pictures of families, and of people of varying physical features
- Students from the class or other people of different heights, body types and ages

Sequence of Activities

Day One

- Complete the pre-assessment activities.
- Hold up or post a picture of a family. Ask students to indicate who is tall/short? Use TPR to have students act out the physical features.
- Using Attachment A, Pre-Assessment Comparison, discuss with the students the images they see. Ask them 谁个子高/矮? Shuí gèzi gāo/ǎi? (Who is tall and who is short?) Students are to answer the questions in full sentences.
- Clearly pronounce the words 高 gāo (tall) and 矮ǎi (short).
- Have students repeat the words 高(tall) and 矮 (short) until you are satisfied with their pronunciation.
- Show students a picture of the NBA player Yao Ming, students are supposed to say 高 (tall). Show students some pictures of people with different heights. Ask students to say 高 (tall) or 矮 (short) according to people's heights.
- Record students' performances on Attachment B

Day Two

- Showing some of the photos used in Day One, review the new words with the students.
- Using Attachment A, Pre-Assessment Comparison, discuss with the students the images they see. Ask them 谁长得胖/瘦? Shuí zhǎngde pàng /shòu? (Who is fat and who is thin? Students are to answer the questions in full sentences.
- Clearly pronounce the words 胖 pàng (fat) and 瘦 shòu (thin).
- Have students repeat the words 胖(fat) and 瘦(thin) until you are satisfied with their pronunciation.

- Show students a picture of a sumo wrestler, have students say 胖(fat). Show students some pictures of fat or thin people. Ask students to say 胖 (fat) or 瘦 (thin) according to people's body types.
- Record students' performances on Attachment B

Day Three

- Showing some of the photos used in Day One and Two, review the new words. Using Attachment A, Pre-Assessment Comparison, discuss with the students the images they see. Ask them 谁年纪大/年轻? Shuí niánjì dà/niánqīng? (Who is old and who is young?) Students are to answer the questions in full sentences.
- Clearly pronounce the words 年纪大/老 niánjì dà (old) and 年轻 niánqīng (young).
- Have students repeat the words 年纪大/老 (old) and 年轻 (young) until you are satisfied with their pronunciation.
- Show students a picture of an old person. Have students say 年纪大/老 niánjì dà (old) then show students some pictures of old or young people. Have students say 年纪大/老 niánjì dà (old) or 年轻 niánqīng (young).according to people's ages.
- Record students' performances on Attachment B

Day Four

- Hold a picture of a family. Then ask the students, “谁个子高?”(“Who is tall?”) Ask individual student to answer the question in a full sentence in Chinese (e.g.,爸爸个子高。Bàba gèzi gāo 。 (Dad is tall.)).Then ask the students, “Shuí gèzi āi? ” “谁个子矮?” (“Who is short?”) Ask individual students to answer the question in a full sentence in Chinese (e.g., 我个子矮。Wǒ gèzi āi 。 (I'm short.)).
- Next, ask two students with different heights come to the front of the class. Then ask students, “谁个子高?”(“Who is tall?”) Ask individual students to answer the question in a full sentence in Chinese (e.g., 约翰个子高。John gèzi gāo/John is tall). Then ask the students, “谁个子矮?” (“Who is short?”) Ask individual students to answer the question in a full sentence in Chinese (e.g., 保罗个子矮。(Paul is short.)).
- Using a picture each student has brought in of their own family, have students work in pairs. One student may ask his partner with his partner's family picture, “谁个子高?” (“Who is tall?”) The other student needs to answer the question in a full sentence in Chinese. Have the students change the roles.
- Conclude class by asking some pairs of students to act out the dialogue in front of the class.

Day Five

- Hold up a picture of a family. Ask the students, “谁长得胖?” “Shuí zhǎngde pàng?” (“Who is fat?”) Ask individual students to answer the question in a full sentence in Chinese (e.g.,爸爸长得胖。Bàba zhǎngde pàng 。 (Dad is fat.)). Then ask the students, “谁长得瘦?” Shuí zhǎngde shòu? (“Who is thin?”) Ask individual students to answer the question in a full sentence in Chinese (e.g., 我长得瘦 Wǒ zhǎngde shòu/I'm thin).

- Next, ask two students with different figures come to the front of the class. Then ask students, “谁长得胖?” (“Who is fat?”) Ask individual students to answer the question in a full sentence in Chinese (e.g., 约翰长得胖. (John is fat.)). Then ask the students, “谁长得瘦?” (“Who is thin?”) Ask individual student to answer the question in a full sentence in Chinese (e.g., 保罗长得瘦/Paul is thin).
- Using the photos the students have brought in, again ask students to work in pairs. Have one student ask his partner, “谁长得胖?” (“Who is fat?”) The other student needs to answer the question in a full sentence in Chinese. Have students change roles.
- Conclude class by asking some pairs of students to act out the dialogue before class.

Day Six

- Hold a picture of a family. Then ask the students, “谁年纪大?” (“Who is old?”) Ask individual student to answer the question in a full sentence in Chinese. Then ask the students “谁年轻?” (“Who is young?”) Ask individual student to answer the question in a full sentence in Chinese.
- Next, ask a student to come to stand beside you. Then, ask students, “谁年纪大?” (“Who is old?”) Ask individual student to answer the question in a full sentence in Chinese. Then ask the students, “谁年轻?” (“Who is young?”) Ask individual student to answer the question in a full sentence in Chinese.
- Using the photos the students have brought in, again ask students to work in pairs. One student may ask his partner with his partner’s family picture. “(谁年纪大)?” (“Who is old?”) The other student needs to answer the question in a full sentence in Chinese. Have students change roles.
- Conclude the class by asking some pairs of students to act out the dialogue before class.

Day Seven

- Use the following activities to review the unit vocabulary:
Say a word of people’s physical features: 高 (tall), 矮 (short), 胖 (fat), 瘦 (thin), 年纪大/老 (old), 年轻 (young), Students try to show the physical features with their gestures. When the teacher says 高 (tall), students could show the meaning with their gestures by raising their hands above the head; When you say 矮 (short), students could show the meaning with their gestures by squatting; When you say 胖 (fat), students could show the meaning by stretching out their arms with the hands towards the floor and when the teacher says 瘦 (thin), students can show the meaning by putting their arms by their sides, lower their shoulders, and maybe raise their chins. When you say 年纪大/老 (old), students can show the meaning by walking slowly. When you say 年轻 (young), the students can show the meaning by being dynamic.
- Use the following sentence patterns to review the unit vocabulary:
谁个子高/矮? Shuí gèzi gāo/ǎi? Who is tall/short?
约翰/凯蒂个子高/矮。John /Kate gèzi gāo 。 John/Kate is tall/short.
谁长得胖/瘦? Shuí zhǎngde pàng /shòu? Who is fat/thin?
爸爸/妈妈长得胖/瘦。Bàba/ māma zhǎngde pàng /shòu 。 Dad/Mom is fat/thin.
谁年纪大/年轻? Shuí niánjì dà/niánqīng? Who is old/young?

爷爷/外公年纪大。我年轻。Yéye/wàigōng niánjì dà 。 Wǒ niánqīng 。
Grandpa is old. I am young.

- Using the family photos and with students working in pairs, have students act out the conversations practice on Day s Four, Five, and Six for the class. Assess their performances using Attachment C.

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.

Provide heritage students with more detailed physical features such as 很高 *hen gāo* (very tall), like the NBA player Yao Ming, 有点高 *yǒudiǎn gāo* (a little bit tall), like the difference between classmates; 很矮 *hěn ǎi* (very short), and 有点矮 *yǒudiǎn ǎi* (kind of short). Then also present 很胖 *hěn pàng* (very fat), 有点胖 *yǒudiǎn pàng* (a little bit fat); 很瘦 *hěn shòu* (very thin), 有点瘦 *yǒudiǎn shòu* (a little bit thin), etc.

Extensions and Home Connections

Encourage students to teach family members the physical features they have learned at school.

Encourage students to describe the people in photos from magazines or newspapers to their family.

Technology Connections

List of Attachments

Attachment A, Pre-Assessment, Pre-Assessment Comparison

Attachment B, People's Physical Feature Grid

Attachment C, Presentational Performance Chart

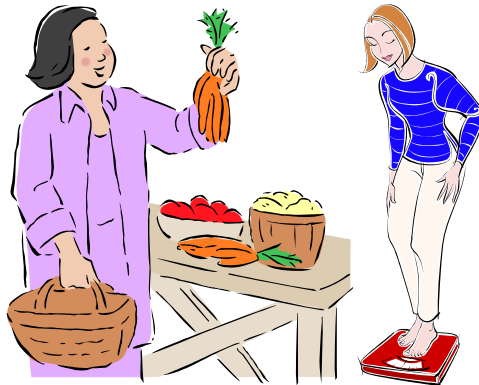
Attachment A Pre-Assessment Comparison

1. Use these photos to help you learn to describe the members of a family.





2. Use these to help you learn the words for the physical features.



Attachment B

People's Physical Feature Grid

生理特征 Physical features		得分 Point
高度 Height	高 Tall	
	矮 Short	
体型 Body type	胖 Fat	
	瘦 Thin	
年龄 Age	老/大 Old	
	年轻 Young	
总得分 Total points		

Attachment C

Presentational Performance Chart

Questions and answers	Physical features						Point
谁长得高/矮/胖/瘦 Who is tall/short, fat/thin, 谁年纪大/年轻 Who is old/young?	Height		Body type		Age		
	tall	short	fat	thin	old	young	
家庭成员 Family members							
朋友 Friends							
Total points							