

Expressing My Emotions

Grade Level: Grade Two

Unit Theme: Expressing feelings

Ohio Standards Connection: Foreign Language

Standard: Communication: Communicate in languages other than English.

Benchmark B: Exchange personal information.

Indicator 2: Exchange simple messages (e.g., telephone conversations, thank-you notes) following a model.

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

Indicator 8: Read high-frequency sight words using visual cues (e.g., diacritical marks, tone marks.)

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

Indicator 15: Label familiar objects or people (e.g., school supplies, family members, geometric shapes) and share with others.

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

Unit Description

In this multiple-day unit, students will learn to use appropriate words, phrases and sentences to express personal feelings. Students will gain the ability to say basic phrases and sentences to express happy or unhappy emotions. They will learn to write two Chinese characters 笑 *xi ào* (laugh) and 哭 *kū* (cry). At the end of this unit, students will share what they learned in class connected to their own feelings on a particular day. Students will also have opportunities to revisit previously learned likes or dislikes, etc.

Performance Outcomes

Students will be able to:

- Identify and match Chinese characters to facial expressions of good feelings (happy, laughing, smiling) and unhappy feelings (sad, mad, angry, afraid, scared);
- Orally express happy or unhappy feelings;
- say and write two characters: 笑 *xi ào* (laugh), 哭 *kū* (cry), (optional: 怕 *pà* afraid);
- understand the stories about how the three characters are constructed : 笑 *xi ào* (laugh), 哭 *kū* (cry), 怕 *pà* afraid;
- answer questions with patterned sentences, such as “She is happy” or “She is sad”, etc.; and

- recite one or two rhymes.

Time Frame/Estimated Duration: *Nine classes / Four and one-half hours*

General Tips from the Writers

This unit teaches the expression of feelings. The conversations introduced here are simple sentences. Students may need to justify why they are “happy or unhappy”. The teacher may encourage students to say more, such as “我很高兴，奶奶要来看我们。Wǒ hěn gāo xìng, Nǎinai yào lái kàn wǒ men. I’m happy because grandma will come to see us” “我不高兴，我的玩具坏了。Wǒ bù gāo xìng, wǒ de wán jù huài le. I’m unhappy because my toys are broken..” If students have not learned enough characters to tell the reasons in Chinese, it is acceptable to say the latter part in English.

- Alternative words such as he/she/they may be used to replace I/you when discussing the figures illustrated in cartoons or pictures.
- Adjust the time based on class size and activities needed for each session.
- Always revisit vocabulary and structures learned from earlier units.

Feedback from Pilot Teachers

I used Chinese musical performance and asked students to tell how they feel about the music. I found my students liked that activity a lot. (I also combined Expressing My Emotions and Chinese World units together).

Pre-Assessment

Using the pictures from Attachment A, Pre-Assessment Activity, pass out pictures or drawings to students and ask them to identify and re-group facial expressions of good feelings and unhappy feelings.

Pre-Assessment Scoring Guidelines

Use the guidelines below to score the Pre-Assessment.

- | | |
|----------|---|
| 3 of 3 | correctly identify and re-group the facial expressions to two categories. |
| 1-2 of 3 | partially identify and re-group the facial expressions to two categories. |
| 0 of 3 | no knowledge of the topic. |

Unit Assessments and Scoring Guidelines

Interpretive Assessment

Using drawings or cartoon pictures, have students match these to the appropriate Chinese character that expresses happy or unhappy feelings.

Interpretive Assessment Scoring Guidelines

Score this assessment using Attachment B, Post-Assessment Scoring Rubric.

Interpersonal Assessment

Have students use drawings or cartoon pictures to represent themselves and answer the question 你感觉怎么样? Nǐ gǎn jué zěn ma yàng? How are you feeling? with standard sentence “我高兴/难过/发疯/害怕/惊吓 I am happy. OR sad/angry/mad/afraid/scared”

Interpersonal Assessment Scoring Guidelines

Score this assessment using Attachment B, Post-Assessment Scoring Rubric.

Presentational Assessment

Have students write two Chinese characters 笑 *xi ào* (laugh), 哭 *kū* (cry) to represent happy and unhappy respectively, and place drawings/pictures that belong to each category to express feelings that day (or days before, etc.). Student then share in class their responses by saying the phrases or sentences learned in this unit. Also have students recite one or both of the rhymes learned in this unit.

Presentational Assessment Scoring Guidelines

Score this assessment using Attachment B, Post-Assessment Scoring Rubric.

Vocabulary and Structures

Vocabulary:

Matter	怎么了 <i>zěn ma le</i>
Happy	高兴 <i>gāo xìng</i> , 快乐 <i>kuài lè</i> (a general description of feeling good)
Smile	微笑 <i>wēi xiào</i> (a polite gesture)
Laugh	笑, <i>xiào</i> , 大笑 <i>dà xiào</i> (laugh loudly)
Unhappy	不高兴 <i>bù gāo xìng</i> ,
Sad	难过 <i>nán guò</i>
Cry	哭 <i>kū</i> / 哭了 <i>kū le</i>
Mad	生气 <i>shēng qì</i>
Afraid	怕 <i>pà</i>
Scared	很怕 <i>hěn pà</i> , 害怕 <i>hài pà</i>
Not scared	不怕 <i>bù pà</i>

Structures:

Review what was learned in Kindergarten:

How are you?	你好吗?	Nǐ hǎo ma?
I am fine.	我很好。	Wǒ hěn hǎo.

New sentence pattern:

1) How are you?	你好吗?	Nǐ hǎo ma?
I am fine.	我很好。	Wǒ hěn hǎo.
I am (very) happy today.	我今天 (很) 高兴。	Wǒ jīn tiān (hěn) gāo xìng.
2) What's the matter with her (you)? Is she (Are you) all right?	她(你) 怎么了?	Nǐ zěn ma le?
She is (very) happy.	她 (很) 高兴/快乐	Tā (hěn) gāo xìng/ kuài lè.
She is (very) sad.	她 (很) 难过。	Tā (hěn) nán guò.
She is unhappy.	她不高兴。	Tā bù gāo xìng.

For reference: the following conversation may be used mostly when people are ill.

How are you feeling (today)? 你(今天)感觉怎么样? Nǐ (jīn tiān) gǎn jué zěn ma yàng?

I am not feeling well. 我不舒服。 Wǒ bù shū fu.

I am much better (today). 我(今天)好多了。 Wǒ (jīn tiān) hǎo duō le.

I am + (very) word of feeling. (happy, sad, mad, afraid, scared)

I am happy. 我高兴(快乐)。 Wǒ gāo xì ng (ku ài lè).

I am very happy. 我很高兴(很快乐) Wǒ hěn gāo xì ng (hěn kuài lè).

I am not happy. 我不高兴(不快乐) Wǒ bù gāo xì ng (bù ku ài lè).

I am sad. 我难过(不快乐)。 Wǒ nán gùo (bù ku ài lè).

I am very sad. 我很难过。 Wǒ hěn nán gùo.

I laugh. 我笑了 Wǒ xiào le.

I cry. 我哭了。 Wǒ kū le.

I am mad. 我生气(了)。 Wǒ shēng qì (le).

I am very mad. 我很生气。 Wǒ hěn hēng qì

I am afraid. 我怕。 Wǒ pà

I am scared. 我很怕。我害怕。 Wǒ hěn pà. Wǒ hǎi pà.

Note to teacher:

“I” can be replaced by “he, she, we, they”

我 wǒ, 他/她/它 tā, 我们 wǒ mén, 他们 tā mén

For example:

He smiles/laughs. 他笑了。 Tā xiào le.

She cries. 她哭了。 Tā kū le.

Review the sentence structure previously learned

I like / do not like + to laugh (smile, cry).

I like to laugh; I don't like to cry. 我喜欢笑; 我不喜欢哭。

Wǒ xǐ huān xiào; wǒ bù xǐ huān kū.

I like to smile; I don't like to laugh loudly. 我喜欢微笑; 我不喜欢大笑。

Wǒ xǐ huān wēi xiào; wǒ bù xǐ huān dà xiào.

Materials, Resources and Useful Web Sites

Cartoon pictures or drawings that show facial expression of happy (smile, laugh) and unhappy (sad, crying, angry, afraid, scared). You may want to search on the Internet to find celebrities' facial expressions or funny animal expressions to illustrate the facial expressions.

Sequence of Activities

Day One

- Use cartoons or drawings to conduct the Pre-Assessment (See Attachment A).
- Introduce two characters 笑 *xiào* (laugh) and 哭 *kū* (cry). You will use these two characters throughout the unit to represent happy or unhappy emotions.
- Introduce stories of 笑 *xiào* (laugh) and 哭 *kū* (cry)

- Character 笑 consists of two parts. The top radical means “bamboo”; the bottom part means “dead”. Traditionally, it is thought that bamboo is an evergreen plant and shall never die. So, the combination of “bamboo died” would sound like nonsense and that would make people laugh at the thought.
- Character 哭 also consists of two parts. The top has two “mouths”; the bottom is a symbol of “animal”. When the animal is howling, it is crying. (You may also use imagination to think of two “mouths” as two eyes and a drop of tear falls on a person’s shoulder.)
- Introduce phrases to express happy feelings: 高兴 *gāo xìng*, 快乐 *kuài lè*, happy, 微笑 *wēi xiào* smile 大笑 *dà xiào* laugh loudly
- Have students either draw or use cartoons to sort out facial expressions that belong to each category.

Day Two

- Practice writing the strokes of 笑 *xiào* (laugh) and 哭 *kū* (cry)
- Introduce sentences to express happy feelings:
I am happy. 我高兴 (快乐)。 *Wǒ gāo xìng (kuài lè).*
I am very happy. 我很高兴 (很快乐)。 *Wǒ hěn gāo xìng (hěn kuài lè).*
I laugh. 我笑了。 *Wǒ xiào le.*
- Practice and review likes and dislikes:
I like to laugh; I don’t like to cry. 我喜欢笑; 我不喜欢哭。
Wǒ xǐ huān xiào; wǒ bù xǐ huān kū.
I like to smile; I don’t like to laugh loudly. 我喜欢微笑; 我不喜欢大笑。
Wǒ xǐ huān wēi xiào; wǒ bù xǐ huān dà xiào.
- Have students draw facial expressions describing each kind of 笑 *xiào* laugh.

Day Three

- Practice writing the strokes of 笑 *xiào* (laugh) and 哭 *kū* (cry)
- Review phrases learned in Day One and Day Two
- Introduce phrases to express unhappy feelings: 不高兴 *bù gāo xìng*, 难过 *nán guò*, 哭了 *kū le*, 生气 *shēng qì*
I am not happy. 我不高兴 (不快乐)。 *Wǒ bù gāo xìng (bù kuài lè).*
I am sad. 我不高兴 (不快乐)。 *Wǒ bù gāo xìng (bù kuài lè).* *Wǒ nán guò.*
I am very sad. 我很不高兴 (很不快乐)。 *Wǒ hěn bù gāo xìng (hěn bù kuài lè).*
I cry. 我哭了。 *Wǒ kū le.*
I am mad. 我生气 (了)。 *Wǒ shēng qì (le).*
I am very mad. 我很生气。 *Wǒ hěn shēng qì*
- Have students draw facial expressions describing each kind of 哭 *kū* (cry).
- Introduce a rhyme: 小妹别生气 *xiǎo mēi bié shēng qì* (Little sister don’t be mad)
小妹小妹别生气, *xiǎo mēi xiǎo mēi bié shēng qì* Little sister don’t be mad,
明天带你去看戏, *míng tiān dài nǐ qù kàn xì* Tomorrow I’ll bring you to a movie,
你坐椅子我坐地, *nǐ zuò yǐ zi wǒ zuò dì* You sit on a chair I’m on the floor,

我吃香蕉你吃皮。 wǒ chī xiāng jiāo nǐ chī p í I eat a banana, you eat the peel.

Day Four

- Practice writing the strokes of 笑 *xiào* (laugh) and 哭 *kū* (cry)
- Review phrases learned in Day One to Day Three. Match cartoons or drawings to each category.
- Introduce the phrases 怕 *pà* afraid., 害怕 *hài pà* / 很怕 *hěn pà* be scared,. Have students react to simple situations (e.g., show picture of a storm and the student says “I’m afraid!”).
- Introduce the story of 怕 *pà* afraid:
 - The character 怕 *pà* afraid consists of two parts. The left means “heart”; the right part is “white”, meaning “blank, empty”. When your heart is empty, it is scary.
- Practice the rhyme: 小妹别生气 *xiǎo mēi bié shēng qì* (Little sister don’t be mad).

Day Five

- Practice writing the strokes of 笑 *xiào* and 哭 *kū*, optional 怕 *pà*
- Have students group the phrases learned in Day One to Four under 笑 *xiào* and 哭 *kū*
- Introduce a new rhyme: 雨来了，我不怕 *yǔ lái le, wǒ bú pà* (Rain comes, I am not scared.)

雨来了，快回家！ *Yǔ lái le, kuài huí jiā!* Rain comes, hurry up to go home!

小乌龟，说不怕。 *Xiǎo wū guī, shuō bú pà* Little turtle (says he) is not scared.

我把房子背来啦！ *Wǒ bǎ fáng zi bēi lái la!* I have carried a shelter with me!

雨来了，快回家！ *Yǔ lái le, kuài huí jiā!* Rain comes, hurry up to go home!

小蘑菇，说不怕。 *Xiǎo mó gu, shuō bú pà* Little mushroom (says he) is not scared.

我已备好伞一把。 *Wǒ yǐ bǎo hǎo sǎn yī bǎ.* I have prepared an umbrella.

Day Six

- Practice writing the strokes of 笑 *xiào* and 哭 *kū*, optional 怕 *pà*
- Have students group the phrases learned in Day Two to Five under 笑 *xiào* and 哭 *kū*
- Introduce more sentences to express happy and unhappy feelings:

I laughed.	我笑了	<i>Wǒ xiào le.</i>
I cried.	我哭了。	<i>Wǒ kū le.</i>
I am mad.	我生气（了）。	<i>Wǒ shēng qì (le).</i>
I am very mad.	我很生气。	<i>Wǒ hěn shēng qì</i>
I am afraid.	我怕。	<i>Wǒ pà</i>
I am scared.	我很怕。	<i>Wǒ hěn pà.</i>
- Practice both rhymes: 1) 小妹别生气 *Xiǎo mēi bié shēng qì* (Little sister don’t be mad), 2) 雨来了，我不怕 *Yǔ lái le, wǒ bú pà* (Rain comes, I am not scared.)

Day Seven

- Practice writing the strokes of 笑 *xiào* and 哭 *kū*, optional 怕 *pà*
- Have students group all phrases learned up to now under 笑 *xiào* and 哭 *kū*.

- Practice sentences to express happy and unhappy feelings. Review like and dislike. “I” can be replaced by “he, she, we, they” 我 wǒ, 他/她/它 tā, 我们 wǒ mǎi, 他们 tā mǎi, etc.
- Practice both rhymes: 1) 小妹别生气 Xiǎo mēi bié shēng qì (Little sister don't be mad), 2) 雨来了, 我不怕 Yǔ lái le, wǒ bù pà (Rain comes, I am not scared.)

Day Eight

- Prepare and conduct Post-Assessment (See Attachment B, Post-Assessment Scoring Rubric).
- Have students place drawings or cartoon pictures of various facial expressions under the appropriate Chinese character for happy and unhappy.
- Have students use drawings or cartoon pictures to represent themselves and answer the question “How are you feeling?” with standard sentence “I am happy. OR sad/angry/mad/afraid/scared”

Day Nine

- Complete Post-Assessment (See Attachment B: Post-Assessment Scoring Rubric).
- Have students write two Chinese characters 笑 xiào (laugh), 哭 kū (cry) to represent happy and unhappy respectively. Have them place drawings/pictures that belong to each category to express feelings that day (or days before, etc.). Have students then share in class their responses by saying the phrases or sentences learned in this unit.
- Have students recite the rhymes learned.

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).

- Encourage heritage speakers to answer using more extended responses with more details about how they feel and why.
- Allow students who are initially hesitant to use word utterances or short expressions that correctly respond to the questions. Partner these students in subsequent activities with students who can provide a strong model for complete sentences.

Extensions and Home Connections

Have students perform the two rhymes for friends or family members. Encourage students to have parents or guardians sign the form in Attachment C, Speaking Extension Activity and return it to you.

Technology Connections

- Window XP
 - Chinese Language setting: from Control Panel, click “Regional and Language options”, then follow the instructions to add Chinese as an alternative language.
 - - Using MS Word to type Chinese characters: recommended Font is SimSun.
 - - Four tone marks in Pinyin can be found under “Insert – Symbol”

List of Attachments

Attachment A, Pre-Assessment Activity

Attachment B, Post-Assessment Scoring Rubric

Attachment C, Speaking Extension Activity.

Attachment A
Pre-Assessment Activity

Group the drawings or cartoon pictures to show the following facial emotions:

Happy: smiling face ☺, big laugh
Unhappy: sad, crying, angry, afraid, scared.



Attachment B
Post-Assessment Scoring Rubric

Performance Outcome	5	3	1
To identify and match Chinese characters/phrases that express happy or unhappy feelings	Correctly identify more than 6 Chinese characters/phrases to match facial expressions	Correctly identify more 3-5 Chinese characters/phrases to match facial expressions	Have difficulty to identify more than two Chinese characters/phrases to match facial expressions
Orally express basic happy or unhappy feelings in phrases	Speak correctly more than 6 phrases of happy or unhappy feelings	Speak correctly 3-5 phrases of happy or unhappy feelings	Have difficulty to speak more than two phrase of happy or unhappy feelings
Recite rhyme	Correctly recite two rhymes	Recite one rhyme or two with some help	Unable to recite one rhyme completely
Say and write two characters: 笑 <i>xi ào</i> , 哭 <i>kū</i>	Correctly say and write the two words	Correctly say and write one word	Correctly say but not able to write the two words
Performance of presentation	Correctly describe the cartoon figure's feeling using more than three patterned sentences	Correctly describe with any 2-3 patterned sentences	Have difficulty to describe more than two patterned sentences

Attachment C
Speaking Extension Activity

As an extension of his or her learning in Mandarin, your child has been given the opportunity to give a short presentation by reciting two rhymes. These rhymes are:

(一) 小妹别生气 xiǎo m è bi éshēng q ì Little sister don't be mad

小妹小妹别生气， xiǎo m è xiǎo m è bi éshēng q ì Little sister don't be mad,
明天带你去看戏， m íng tiān dài nǐ qù kàn x ì Tomorrow I'll bring you to movie,
你坐椅子我坐地， nǐ zuò yǐ zi wǒ zuò d ì You sit on a chair I'm on floor,
我吃香蕉你吃皮。 wǒ chī xiāng jiāo nǐ chī p í I eat banana you eat the peel.

(二) 雨来了，我不怕 yǔ lái le, wǒ bù p à Rain comes, I am not scared.

雨来了，快回家！ yǔ lái le, kuài huí jiā! Rain comes, hurry up to home!
小乌龟，说不怕。 xiǎo wū guī, shuō bú p à Little turtle (says he) is not scared.
我把房子背来啦！ wǒ bǎ fáng zi bēi l á la! I have carried a shelter with me!
雨来了，快回家！ yǔ lái le, kuài huí jiā! Rain comes, hurry up to home!
小蘑菇，说不怕。 xiǎo mó gu, shuō bú p à Little mushroom (says he) is not scared.
我已备好伞一把。 wǒ yǐ b ǎ hǎo sǎn yī bǎ. I have prepared an umbrella.

(These two rhymes are selected from 《童谣三百首》(Children's Nursery Rhymes Three Hundred Pieces), 浙江少年儿童出版社(Zhejiang Youth Publisher, 2000))

Once you have heard your child's reciting to one of the family members, please sign this form and return to the teacher. If you happen to know these rhymes, please say together with your child to reinforce your child's learning.

Parent Signature _____

Date _____