

Animals and Pets

Grade Level: Grade Two

Unit Theme: Animals and Pets

Ohio Standards Connection: Foreign Language

Standard: Communication: Communicate in languages other than English.

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 J: Tell or retell stories.

Indicator 13: Retell or dramatize a poem, rhyme or familiar children's story.

Standard: Connections: Connect with other disciplines and acquire information.

Benchmark B: Identify viewpoints of the target culture through authentic sources and expressive products.

Indicator 4: Listen to an adapted story or folktale from the target culture and retell the story using visual cues and verbal prompts.

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

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

Indicator 3: Identify and describe cultural patterns, behaviors and activities (e.g., families, schools).

Standard: Communities: Participate in multilingual communities and cultures at home and around the world.

Benchmark B: Perform for a school or community event.

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

Unit mode(s) of focus: Interpretive and Presentational

Unit Description

In this multiple-day unit, students will gain the ability to name and describe some behaviors of popular animals and pets and gain knowledge and understanding of Chinese pet culture. First they will react to pictures of single or multiple animals, then give simple descriptions of depicted animal activities. Finally, they will learn the story “坐井观天 Zuò Jǐng Guān Tiān” or 小羊的好朋友 XiǎoYáng de Hǎo Péngyǒu, and perform with animal masks and other props.

Performance Outcomes: Students will be able to:

- Name animals and pets correctly
(e.g., 牛 niú *cow*, 马 mǎ *horse*, 羊 yáng *goat*, 鸟 niǎo *bird*, 鱼 yú *fish*, 金鱼 jīnyú *goldfish*, 乌龟 wūguī *turtle*, 青蛙 qīngwā *frog*, 兔子 tùzi *rabbit*);
- Correctly state numbers of pets (两条金鱼 liǎng tiáo jīnyú *two goldfish*, 一只青蛙 yì zhī qīngwā *one frog*);
- State what pets eat using “吃 chī” (*eat*) and “剩菜剩饭 shèng cài shèngfàn” (*leftovers/table scraps*);
- State jobs of animals, such as 狗看家 gǒu kàn jiā (*The dog guards the house*), 猫捉老鼠 māo zhuō lǎoshǔ (*The cat catches mice*);
- Role play one or more well-known Chinese children’s stories
- Speak clearly and understandably with peers and teacher
- State at least one similarity and difference between pet-keeping in China and in their own culture.

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

General Tips from the Writers

- Play different games to make sure students master the words and patterns (go fish, bingo, and memory games)
- Present the children’s story at an open house or other community event.

Feedback from Pilot Teachers

There are many English children’s story books with the theme of animals that can be easily adapted and incorporated into this unit. To name a few, I have tried *The Turtle and the Hare*, *It’s Mine*, and *Let’s Take a Walk*. The children love acting out the story and they learn most effectively when they are having fun. How do you choose a good story and incorporate new words and sentences into the “role play” activity? It certainly takes a lot of time and preparation from the teachers. I think one of the stories provided in this unit “Zuò Jǐng Guān Tiān (sitting inside of well, then watch the sky)” is a little too hard for young children to understand because of its philosophical meaning/concept behind the story. The other one “XiǎoYáng de Hǎo Péngyǒu (a little goat’s best friend)” is much more age-appropriate.

Pre-Assessment

- Pass out Attachment A, Pre-Assessment Activity Worksheet to students
- Discuss with students what they think is depicted in each of 10 pictures.

- In random order, say and visually demonstrate the following words:

牛 niú	<i>cow</i>
马 mǎ	<i>horse</i>
羊 yáng	<i>goat</i>
鸟 niǎo	<i>bird</i>
鱼 yú	<i>fish</i>
金鱼 jīnyú	<i>goldfish</i>
乌龟 wūguī	<i>turtle</i>
青蛙 qīngwā	<i>frog</i>
看 kàn	<i>watch</i>
捉 zhuō	<i>catch</i>

- Have the students circle or place an “X” on the corresponding visual in each set that best correlates to the expression that was given to demonstrate their recognition of these objects.

Pre-Assessment Scoring Guidelines:

Collect the students’ pre-assessment worksheets and use the following scale to evaluate their background knowledge of objects.

8 - 10 of 10	Strong understanding of topic
7 of 10	Adequate understanding of topic
4 - 6 of 10	Poor understanding of topic/ Needs remediation
0 - 3 of 10	Insufficient understanding of topic/ Needs remediation

Unit Assessment and Scoring Guidelines:

Interpretive

Using the same worksheet that students used to complete the pre–assessment (Attachment A, Pre–Assessment Activity Score sheet), have students demonstrate their recognition of target vocabulary by circling the pictures that correspond to the teacher’s random pronunciation of animal/pet vocabulary or associated jobs.

Interpretive Assessment Scoring Guidelines:

The scale given below can be used to score the interpretive assessment:

9 of 10	Strong understanding the topic
6-8 of 10	Adequate understanding of topic
4 - 5 of 10	Poor understanding of topic/ Needs remediation
0 - 3 of 10	Insufficient understanding of topic/ Needs remediation

Presentational Assessment

Have students role-play one of the children’s stories in Attachment D.

Presentational Assessment Scoring Rubric

See Attachment B, Post-Assessment Scoring Rubric.

Vocabulary and Structures

牛 niú *cow*

马 mǎ *horse*

羊 yáng *goat*

鸟 niǎo *bird*

鱼 yú *fish*

金鱼 jīnyú *goldfish*

乌龟 wūguī *turtle*

青蛙 qīngwā *frog*

看 kàn *watch*

捉 zhuō *catch*

剩菜剩饭 shèng cài shèng fàn *leftovers/table scraps*

吃 chī *eat*

Materials, Resources and Useful Web Sites

- Pictures that depict vocabulary words and flashcards with characters/pinyin.
- Children's stories that highlight vocabulary expressions in this unit (“青蛙歌 Qīngwā gē frog song” Zhongguo tong Stages A & B)
- Video “Chinese Word for Horse”
- Access to related electronic equipment

Sequence of Activities

Day One

- Pass out Attachment A, Pre-Assessment Activity Worksheet to students.
- Discuss with students what they think is depicted in each of the 10 sets of pictures.
- Have the students circle or place an “X” on the corresponding visual in each set that matches the object that was shown to demonstrate their initial recognition of animals and pets.
- Collect and score these to determine the extent of the students' background knowledge on this topic and the need for remediation.
- Share some similarities and differences between Chinese and American cultures in regards to pets and animals. For example, taking birds for a walk in their cages.

Day Two

- Using pictures, present the vocabulary (niú 牛—cow, mǎ 马—horse, yáng 羊—goat, niǎo 鸟—bird, yú 鱼—fish, jīnyú 金鱼—goldfish, wūguī 乌龟—turtle, qīngwā 青蛙--frog) and have students repeat, as a class and individually, to practice pronunciation.
- Play a memory game in which students try to match the character/pinyin flash cards with the right pictures.

Day Three

- Conduct a quick oral review of the vocabulary by using pictures and flashcards. Call on individual student at first and later have the whole class repeat.
- Play the game -- 猜一猜，我是什么？ (cāi yī cāi wǒ shì shenme? *Guess what am I?*) Divide the class into two groups, one imitates animals, the others guess what kind of animals they are by saying its Chinese name, then rotate.
- Play and sing the song: Qīngwā Gē (青蛙歌) Zhōngguótōng Stages A & B.

Day Four

- Sing the song learned on Day Three
- Conduct a quick oral review of the vocabulary.
- Show some more pictures of animals eating table scraps and doing their jobs.
- Using the same pictures, present the new vocabulary (chī 吃—*eat*, gǔtóu 骨头—*bone*, zhuō 捉—*catch*, kàn 看—*watch*; shèng cài shèng fàn 剩菜剩饭—*leftovers/table scraps*). Call on the individual students at first and have whole class repeat.
- Play the matching game by using two groups of pictures, one food and jobs, the other animals.
- Show video clips of a pet market in China (“Dragon’s Tongue”) or Power Points of photos taken from trips or from other sources.

Day Five

- Conduct a quick oral review of the vocabulary.
- Play Bingo. Give students laminated cards with nine animal pictures. Then, choose a pattern (e.g., a T, L, H, X pattern). Say one animal at a time. Students use coins or other markers that match the animals they hear. The first person who completes the selected pattern shouts “Bingo”.
- Tell one of the puppet stories in Attachment D: “坐井观天 Zuò Jǐng Guān Tiān” (Watching the sky from the bottom of a well) or “小羊的好朋友 Xiǎo Yáng de Hǎo Péngyǒu” (a little goat’s best friend).

Day Six

- Conduct a quick review of animals by playing a memory game.
- Tell again the puppet story from Day Five repeating the activities in Attachment D.
- Play Concentration through electronic white board. Students match animals with jobs/foods and state what matches.
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Day Seven

- Conduct a review of what the animals eat and their jobs. Make both accurate and inaccurate statements and have the students answer yes or no.
- Conduct the Interpretive Assessment. Pass out the same worksheet that students used to complete the pre-assessment activity (Attachment A, Pre-Assessment Activity Score Sheet). Randomly pronounce an object word. Have students demonstrate their recognition of animals by circling the pictures that match the animal they hear.
- Have students practice their role play.

Day Eight

- Conduct a quick review of animals. For example, hide an animal and ask which one is missing. Or, play a guessing game where students state the job of the animal and others guess what it is.
- Have children practice their role play in groups one last time.
- Conduct Presentational Assessment. Score using Attachment B.
- Perform role play for 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). Different learning needs and different learning styles can be accommodated in group activities.

- Teach heritage students to write all the animal characters.
- Partner students who are having difficulties with ones who you have identified that can provide a strong model. Provide help in class if it is necessary.

Extensions and Home Connections

- Encourage students to ‘be a teacher’ to parents, dolls, teddy bears, pets, etc. using target language. Students must bring back Attachment C, Speaking Extension Activity, from home stating that the student attempted to use the vocabulary/expressions. Students who do so may be rewarded with items from ‘treasure box’, or in some other way.
- Encourage students to give their pet(s) Chinese name by using the words they learned; for example, Xiǎobái 小白 (*Little white*) for a small white dog.
- Teachers should remember to praise or even reward students who proactively continue to apply the expressions in appropriate situations.

List of Attachments

Attachment A, Pre-Assessment Activity Response Sheet

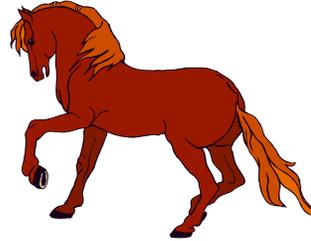
Attachment B, Post-Assessment Scoring Rubric

Attachment C, Speaking Extension Activity

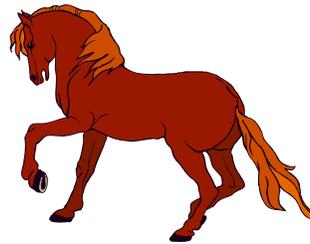
Attachment D, 坐井观天 Zuò Jǐng Guān Tiān (sitting inside of well, then watch the sky), 小羊的好朋友 XiǎoYáng de Hǎo Péngyǒu (a little goat’s best friend)

Attachment A
Pre-Assessment Activity Response Sheet

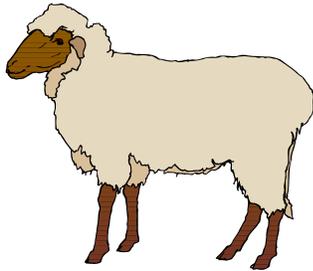
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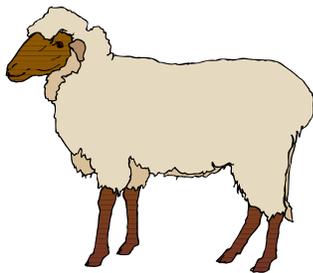
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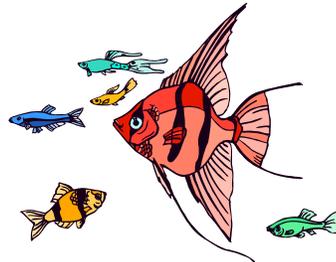
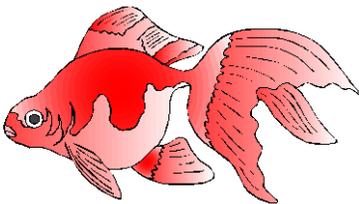
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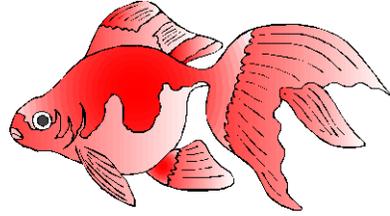
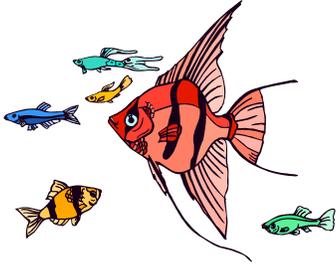
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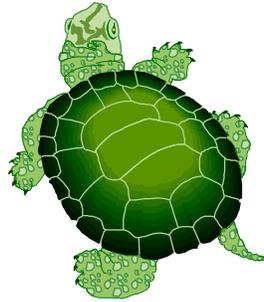
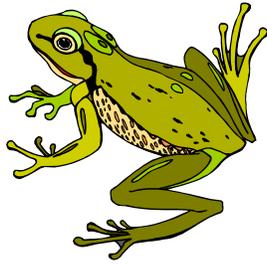
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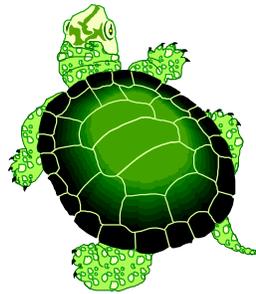
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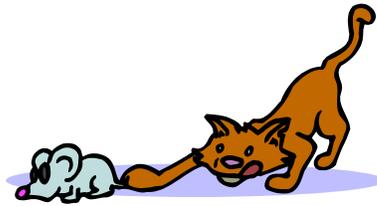
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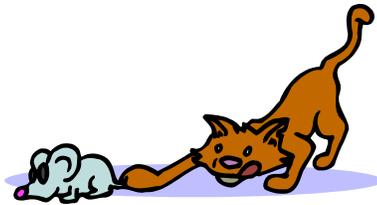
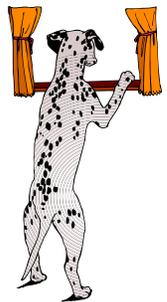
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9.



10.



Attachment B
Post-Assessment Scoring Rubric

- 4 Student uses all vocabulary expressions correctly.
Student speaks clearly with good pronunciation and intonation.
Student speaks at an appropriate pace and volume.
Student identifies animals/pets.
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 identifies most of animals/pets.
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 identifies some animals/pets.
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 does not identify any animals/pets.
Student is not proficient and requires extensive remediation.

Attachment C
Speaking Extension Activity

As an extension of his or her learning in Chinese class, your child has been given the opportunity to act as a teacher to a family member or his or her playmate/teddy bear by using the 10 vocabulary words and phrases currently being studied. These words and phrases are:

English

1. cow
2. horse
3. bird
4. goat
5. fish
6. goldfish
7. turtle
8. frog
9. watch
10. catch

Once you have verified that your child has taught a family member or his or her playmate/teddy bear above 10 vocabulary words or phrases sign this form and have your child return it to me.

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

Parent Signature _____ Date _____

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

Xièxie!
(Thank you!)

Attachment D

Zuò Jǐng Guān Tiān (坐井观天), Xiǎo Yáng de Hǎo Péngyǒu (小羊的好朋友)

Directions:

- (1) First, tell the story with felt board or in picture book format;
- (2) Then, have students make or supply them with simple props/animal masks;
- (3) Finally, role-play two or three times to get each child involved.

坐井观天

一只青蛙坐在井底。一只小鸟飞来，停在井边。

青蛙：“你从哪儿来呀？”小鸟：“我从很远的地方来。在天上飞了二百多里，口很渴，想找点水喝。”

青蛙：“朋友，别说大话了！天只有井口那么大，你怎么飞了那么远呢？”

小鸟：“你错了，天是没有边的。”

青蛙：“我天天坐在井里，一抬头就看见天。天只有井口那么大。”

小鸟：“你不信就跳出井口看一看吧。”

Yī zhī qīngwā zuò zài jǐng dǐ. Yī zhī xiǎo niǎo fēi lái, tíng zài jǐng biān.

Qīngwā: “Xiǎo niǎo, nǐ cóng nǎr lái ya?”

Xiǎo niǎo: “wǒ cóng hěn yuǎn de dì fāng lái. Zài tiān shàng fēi le èr bǎi duō lǐ, kǒu hěn kě, xiǎng zhǎo diǎn shuǐ hē.”

Qīngwā: “Péngyǒu, bié shuō dà huà le! Tiān zhǐ yǒu jǐng kǒu nàme dà, nǐ zěnme fēi le nàme yuǎn ne?”

Xiǎo niǎo: “Nǐ cuò le, tiān shì méiyǒu biān de.”

Qīngwā: “Wǒ tiāntiān zuò zài jǐng lǐ, yī tái tǒu jiù kàn jiàn tiān. Tiān zhǐ yǒu jǐng kǒu nàme dà.”

Xiǎo niǎo: “Nǐ bú xìn jiù tiào chū lái kàn yī kàn ba。”

A frog was sitting in the bottom of a well when a little bird flew over and perched on the edge of the well.

Frog: “Little bird, where are you from?”

Little bird : “I am from a far a way land. I have flown more than two hundred Li and feel thirsty. I want to find some water to drink.”

Frog : “ Don’t be horse talking! The sky is only as big as the mouth of the well. How can you come that far?”

Little bird: “You are wrong, the sky has no limit.

Frog: “I sit in the well everyday. Looking up at the sky, It ‘s no bigger than the mouth of the well.”

Little bird: “If you don’t believe me, just jump out of the well and have a look.”

小山羊的好朋友

小山羊去找小鸟。小鸟说：“来，来，来。请你吃虫子。”小山羊说：“对不起！我不吃虫子。”

小山羊去找小猫。小猫说：“来，来，来。请你吃鱼。”小山羊说：“对不起！我不吃鱼。”

小山羊去找小狗。小狗说：“来，来，来。请你吃骨头。”小山羊说：“对不起！我不吃骨头。”

小山羊去找小牛。小牛说：“来，来，来。请你吃青草。小山羊说：“谢谢！谢谢！”小山羊和小牛一起吃青草。

Xiǎo shānyáng qù zhǎo Xiǎo niǎo。 Xiǎo niǎo shuō: “lái, lái, lái。 Qǐng nǐchī chóng zi。” Xiǎo shānyáng shuō: “Duìbùqǐ! Wǒ bù chī chóng zi。”

Xiǎo shānyáng qù zhǎo Xiǎo māo。 Xiǎo māo shuō: “lái, lái, lái。 Qǐng nǐchī yú。” Xiǎo shānyáng shuō: “Duìbùqǐ! Wǒ bù chī yú。”

Xiǎo shānyáng qù zhǎo xiǎo gǒu。 xiǎo gǒu shuō: “lái, lái, lái。 qǐng nǐchī gǔtóu。” xiǎo shānyáng shuō: “duìbùqǐ! wǒ bù chī gǔtóu。”

xiǎo shānyáng qù zhǎo Xiǎo niú. Xiǎo niú shuō: “lái, lái, lái. Qǐng
nǐchī qīngcǎo。” Xiǎo shānyáng shuō: “Xièxie! Xièxie!”

Xiǎo shānyáng hé Xiǎo niú yī qǐ chī qīngcǎo。

Little goat goes to see Little bird. Little bird says: “Come, come, come.
Please have some worms.” Little goat says: “Sorry! I don’t eat worms.”
Little goat goes to see Little cat. Little cat says: “Come, come, come. Please
have some fish.” Little goat says: “Sorry! I don’t eat fish.”

Little goat goes to see Little dog. Little dog says: “Come, come, come.
Please have some bone.” Little goat says: “Sorry! I don’t eat bones.”

Little goat goes to see little cow. Little cow says: “Come, come, come.
Please have some green grass.” Little goat says: “Thank you! Thank you!”
Little goat and Little cow eat grass together.