

My Friend

Grade Level: Grade Three

Unit Theme: Describing a friend, “我的 朋友 Wǒ de péngyou (My Friend)”

Ohio Standards Connection: Foreign Language

Standard: Communication: Communicate in languages other than English.

Benchmark B: Exchange personal information.

Indicator 3: Exchange brief, guided messages with friends (e.g., introductions, postcards, e-mails).

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

Indicator 10: Dramatize songs, poetry, short personal stories or dialogues.

Unit mode(s) of focus: Interpersonal and Presentational

Unit Description

In this multi-day unit, students will learn to describe their friends' physical features and personalities. Students also will be able to talk about their friends' hobbies and likes/dislikes. Students will learn that it is culturally impolite both in China and the U.S. to laugh at or make fun of people's physical features. Students will be able to describe their friends in sufficient detail so that others can determine who they are describing.

Performance Outcomes

Students will be able to

- Briefly describe their friends' physical features;
- Briefly describe their friends' hobbies and interests;
- Understand their classmates' descriptions in order to guess who is being described; and
- React politely to given descriptions.
- Dramatize a song.

Time Frame/Estimated Duration: *Seven classes / Three and one-half hours*

General Tips from the Writers

- As teachers, we need to tell our students that they are not supposed to laugh at or make fun of their friends when they are trying to describe them, because it'll be considered offensive and impolite both in the US and in China.
- Modify the time needed for this unit based on class size and time it takes to move through the activity sequence.

- Review and introduce the words needed to describe students in the class using photos and pictures.

Pre-Assessment

- See how well students remember the vocabulary from the first grade unit, Describing Family and Friends.” Ask students questions, “Do you have friends? What does a friend mean to you?”
- Bring some pictures of people with different physical features. Show the pictures to students and ask them to describe the different physical features of the people. For example, point to a tall person in the picture, students will say, “他、她个子高 tā gèzi gāo。 He/She is tall.” Point to a short person in the picture, students will say, “他、她个子矮 tā gèzi ǎi。 He/She is short.”
- Bring some pictures of different people, including teachers, doctors, students’ family members, neighbors, and classmates. Ask students, “这些人中谁是你的朋友? zhè xiē rén zhōng shuí shì nǐ de péngyou? Who are your friends among these people? 你的朋友是什么样子? nǐ de péngyou shì shénme yàngzi? What does your friend look like? 你的朋友有什么爱好? nǐ de péngyou yǒu shénme àihào? What are your friend’s hobbies? 平常你和朋友在一起做什么? píng cháng nǐ hé péngyou zài yì qǐ zuò shénme? “What do you usually do with your friends?”

Pre-Assessment Scoring Guidelines

The following scale can be used to determine the students’ familiarity with their friends, their friends’ physical features and their personalities:

- | | |
|------------------------|--|
| 7 - 8 correctly stated | Students are very familiar with the description of friends.
No remediation is necessary. |
| 5 - 6 correctly stated | Students are somewhat familiar with the description of friends.
Minor remediation may or may not be needed. |
| 3 - 4 correctly stated | Students are slightly familiar with the description of friends.
Remediation is needed. |
| 0 - 2 correctly stated | Students have no idea how to describe friends.
Students need significant remediation. |

Unit Assessments and Scoring Guidelines

Interpersonal Assessment

Have students introduce a friend to the class by describing that person’s physical characteristics, personality, hobbies, and interests. Have the students in the class guess who is being described.

Interpersonal Assessment Scoring Guidelines

Score students on the accuracy of their descriptions, the amount of vocabulary used, and whether or not the students can accurately guess who is being described.

Presentational

In small groups, have students sing the song to the class or to another world languages class.

Presentational Assessment Scoring Guidelines

Score the students on their ability to accurately sing the song and the accuracy of their pronunciation.

Vocabulary and Structures

English words	Pinyin (phonetics)	Chinese words
hair	tóufa	头发
smart	cōngming	聪明
lively	huópo	活泼
lovely	kě'ài	可爱
beautiful	piàoliàng	漂亮
neat	zhěngqí	整齐
handsome	xiāosǎ	潇洒
kind	shànliáng	善良
confident	zìxìn	自信

Introduce or review as needed other words for physical features and hobbies in order to describe the students in the class. Refer to the grade one unit “Describing Family and Friends.”

Materials, Resources and Useful Web Sites

- Pictures of people with different physical features.
- Chinese song: “Find a friend”. <http://www.youtube.com/watch?v=sho4H3AO6-Q>

Sequence of Activities

Day One

- Conduct the Pre-Assessment. Ask students questions, “Do you have friends? What does a friend mean to you?”
- Bring some pictures of people with different physical features. Show the pictures to students and ask them to describe the different physical features of the people. E.g. Point to a tall person in the picture. Students will say, “他、她个子高 tā gèzi gāo. He/She is tall.” Point to a short person in the picture. Students will say, “他、她个子矮 tā gèzi ǎi. He/She is short.”
- Bring some pictures of different people, including teachers, doctors, students’ family members, neighbors, and classmates. Ask students, “这些人中谁是你的朋友? zhè xiē rén zhōng shuí shì nǐ de péngyou? Who are your friends among these people? 你的朋友是什么样子? nǐ de péngyou shì shénme yàngzi? What does your friend look like? 你的朋友有什么爱好? nǐ de péngyou yǒu shénme àihào? What are

your friend's hobbies? 平常你和朋友在一起做什么? píng cháng nǐ hé péngyou zài yīqǐ zuò shénme? "What do you usually do with your friends?"

Day Two

- Bring some pictures of people with different physical features. Show the pictures of people with different physical features. Review or introduce the words necessary to describe their physical features. After students are comfortable with the new words, ask students to briefly describe the people's physical features, E.g., 他、她个子高 tā gèzhi gāo. He/She is tall." "他、她个子矮 tā gèzhi ǎi. He/She is short."
- Show students a picture of a student or other child. Be sure to choose one who has the physical features just learned.
- Ask students to describe the physical features.
- Remind students that laughing at or making fun of someone because of their physical features is impolite.

Day Three

- Ask students to introduce a classmate by describing his or her physical features.
- When students are comfortable with the descriptions, play a game in which one student describes a classmate (For example, "他个子高 tā gèzhi gāo He is tall. 他的头发是黑色的。Tā de tǒufa shì hēisè de. His hair is black. 他的眼睛是黑色的。Tā de yǎnjīng shì hēisè de. His eyes are black.") and have the other students guess who he or she is.
- Have all students describe a classmate. Be sure all students are described by someone.
- Introduce the song, "我的朋友在那里? Wǒ de péngyou zài nǎlǐ? Where Are My Friends?" as given in Attachment A, Song 1. Have the students sing the song after you have presented it.

Day Four

- Review the words for physical characteristics. Introduce any new words needed.
- Have a group competition.
- Divide the students into two or more groups. Have each group select a student as a representative of this group. This student describes one student in his/her group. The students in the other groups guess who he/she is.
- As an alternative practice activity, distribute pictures to pairs of students and have them describe and draw the picture, without looking (Rose technique sitting back to back).
- The representative of the group will be considered doing a good job if the other student(s) can guess/draw who he/she is easily.
- Review the song "我的朋友在那里? Wǒ de péngyou zài nǎlǐ? Where Are My Friends?"

Day Five

- Review vocabulary for personalities and hobbies. Determine which words to review by the personalities and interests of the students in the class.

- Ask students to introduce a friend or classmate by describing their personalities and/or hobbies.
- Ask one student to describe his/her friend's personalities and/or hobbies, e.g., “他/她很聪明 cōngmíng, 善良 shànliáng, 创造性 chuàngzàoxìng, 运动素质 yùndòng sùzhi, 滑稽 huáji, 可爱 kěài, 幽默 yōumò, 漂亮 piàoliàng, 自信 zìxìn, 潇洒 xiāosǎ, 整齐 zhěngqí, He/She is smart, kind, creative, athletic, funny, lovely, humor, beautiful, confident, handsome, neat etc. 他喜爱的颜色是红色/蓝色/绿色/黄色 Tā xǐ ài de yánsè shì hóngsè/lánsè/lǜsè/huángsè, His/her favorite color is red, blue, green, yellow etc. 他喜欢踢足球/打乒乓/打太极/打篮球/拉小提琴/唱歌/跳舞/画画。Tā hěn xǐ huān tī zúqiú/dǎ pīngpāng/dǎ tàijí/dǎ lánqiú/lā xiǎotí qín/chàng gē/tiàowu/huahua. He/She really likes to play soccer/pingpong/taichi/basketball/violin/singing/dancing/drawing/painting etc.” Ask other students to guess who he/she is.
- Ask another student to do the same thing.
- Introduce the song, “找朋友 zhǎo péngyou, “Looking for a Friend” given in Attachment B, Song 2. Have the students sing the song.

Day Six

- Have a group competition.
- Divide the students into two or more groups. Each group selects a student as a representative of this group. This student describes the personality and/or hobbies of one student in his/her group. The students in other groups guess who he/she is.
- The representative of the group will be considered doing a good job if the other students can guess who he/she is easily.
- Review the song, “找朋友 zhǎo péngyou, “Looking for a Friend.”

Day Seven

- Have each student describe a classmate to the class or small group. Have the class/small group guess who is being described by writing down the answer. Use the scoring guidelines to assess students.
- Have students sing the two popular Chinese songs “Where are My Friends” and “Looking for a Friend”.

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 the students who are initially hesitant to use basic phrases and words that correctly respond to questions. Partner these students in subsequent activities with students who you have identified that can provide a strong model.
- Encourage heritage speakers to describe their friends and classmates in greater detail.

Extensions and Home Connections

- Have students teach a parent or a sibling how to describe a family member.

- Have heritage speaking students play a game with their families in which the student describes a family member or a friend and the others guess who is being described.

Technology Connections

- Windows 2003 XP or later versions for typing and printing Chinese characters and Pinyin tone markers.

List of Attachments

Attachment A, Song 1

Attachment B, Song 2

Attachment A
Song 1

Wǒ de péngyou zài nǎlǐ?
我的 朋友 在哪里

--- Where Are My Friends?

Yī èr sān sì wǔ liù qī,
一 二 三 四 五 六 七,

--- One two three four five six seven,

Wǒ de péngyou zài nǎlǐ?
我的 朋友 在哪里?

--- Where are my friends?

Zài Běijīng, zài Shànghǎi,
在 北京, 在 上 海,

--- In Beijing, in Shanghai,

Wǒ de péngyou zài zhèlǐ.
我的 朋友 在这里。

--- My friends are here.

Attachment B
Song 2

Zhǎo péngyou
找 朋 友

--- Looking for a Friend

zhǎo ya zhǎo ya zhǎo péngyou,
找 呀 找 呀 找 朋 友, --- Look for and look for, look for a friend,

zhǎo dào yī gè hǎo péngyou.
找 到 一 个 好 朋 友。 --- Find a good friend.

Jìng gè lǐ ya wò wò shǒu,
敬 个 礼 呀 握 握 手, --- Salute and shake hands,

nǐ shì wǒ de hǎo péngyou,
你 是 我 的 好 朋 友, --- You are my good friend,

zài jiàn!
再 见! --- See you!