

Let's Go Shopping!

Grade Level: Fourth Grade

Unit Theme: Currency and Shopping

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 questions about personal needs and wants (e.g., school supplies food, health).

Benchmark E: Respond appropriately to requests accompanied by gestures and other visual or auditory cues, and follow directions.

Indicator 5: Follow a series of requests or instructions (e.g., make a sandwich, follow a treasure hunt map).

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

Indicator 11: Write and share lists, phrases and sentences about pictures or everyday topic (e.g., animals, family members, numbers, primary/secondary colors).

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

Benchmark A: Describe concepts and use skills from across disciplines.

Indicator 2: Use skills (e.g., classifying, labeling, organizing data) in target language.

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

Benchmark D: Identify and describe products of the target culture and students' own culture.

Indicator 6: Identify and describe similarities and differences between products (e.g., toys, games, clothing) of the target culture and students' own culture.

Unit Mode(s) of Focus

Interpersonal, Interpretive, Presentational

Unit Description

In this multiple-day unit, students will initially learn how to recognize and describe the similarities and differences between American and Chinese currency. They will comprehend basic goods and purchases at a store. Students will learn the common phrases necessary in

expressing wants and needs, exchanging currency, asking for prices, bargaining prices, and calculating change. Through a treasure hunt and listening/reading stations, they will show comprehension of vocabulary and sentence patterns. They also will review vocabulary from earlier units (foods, fruits, school supplies, numbers 1-100, etc.). At the end of this unit, students will be able to visit stores and communicate their thoughts with basic dialogues.

Performance Outcomes

Students will be able to:

- Recognize common souvenirs and products in a Chinese store
- Identify and recognize the currency of China and the US
- Ask to exchange currency
- Speak clearly and understandably with the salesmen to ask for a price, bargain a price, and calculate the total and change
- Review and recognize vocabulary from previous units, e.g., foods, fruits, school supplies, and numbers (1-100), to apply in the shopping unit
- Add and subtract in Chinese for the total price and resulting change

Time Frame/Estimated Duration: 9 classes /4.5 hours

General Tips from the Writers

Modify the time needed for this unit based on class size and time it takes to move through the activity sequence.

Feedback from Pilot Teachers

I think letting students act how to buy something it is good idea.

Pre-Assessment

For the Pre-Assessment, prepare flashcards with pictures of all the individual vocabulary. Ask students to try and identify two to three flashcards in Mandarin Chinese. The flashcards should be chosen at random. Ask the entire class or each individual student. If you select the former, then this activity should take no more than one or two minutes. If the latter, then the activity should take around 30-45 seconds per student. Keep a record of how many were correct and who has appropriated identified the items.

Pre-Assessment Scoring Guidelines

For the scoring, merely take a percentage of correct answers in all the questions asked. Hopefully, students will be able to identify 80% of previously learned items. If not, be sure to play a variety of games to do so before moving on. For example, “What’s missing,” “Touch the...,” or “Sort into ...” Keep in mind the guiding assumption that these units are intended for non heritage speakers of Chinese. Of course heritage speakers of Mandarin Chinese should be able to identify most of the items for purchase.

Unit Assessments and Scoring Guidelines

Interpretive

Set up listening or reading stations around the room to reflect different stores. Prepare a worksheet where learners will choose the correct response after participating in each task. See example in Day Seven.

Interpretive Assessment Scoring Guidelines

9-10 Excellent

7-8 Good

5-6 Passing

3-4 Needs remediation

0-2 Serious intervention and re-teaching needed

Interpersonal

Students will “visit” a shop to buy something that they need or want. They have to be able to express their thoughts and volitions, exchange currency, ask for prices, bargain, and calculate total prices.

Interpersonal Assessment Scoring Guidelines

The students should be assessed on the accuracy of their vocabulary and sentence structures in expressing their opinions and needs, exchanging currency, asking for prices, bargaining, and calculating total prices. Monitor pronunciation and fluency in expressing such ideas.

Presentational

Students will role play scenarios in stores involving currency and shopping. They will have to find a way to successfully integrate the vocabulary and sentence structures into their skit.

Presentational Assessment Scoring Guidelines

See Attachment A, Presentational Assessment Scoring Rubric.

Vocabulary and Structures

Vocabulary (Nouns)

- 巧克力	qiǎo kè lì	chocolate
- 棒棒糖	bàng bàng táng	lollipop
- 娃娃	wá wa	doll
- 中國	zhōng guó	China
- 扇子	shàng zi	(hand) fan
- 印章	yìn zhāng	stamp/seal
- 茶葉	cá yè	tea leaves
- 筷子	kùai zi	chopsticks
- 毛筆	máo bǐ	brush pen

- 墨	mò	ink stick
- 紙	zhǐ	rice paper
- 硯台	yàn tái	ink stone
- 圓 (元)	yúan	Chinese dollar
- 錢	qián	money

Vocabulary (Verbs)

- 買	mǎi	to buy
- 不買	bù mǎi	to not buy
- 賣	mài	to sell
- 不賣	bù mài	to not sell
- 給	gěi	to give/pay
- 找	zhǎo	to give change

Vocabulary (Adjectives and Other Words)

- 多	dūo	many
- 少	shǎo	few
- 和	hàn	and
- 一共	yí gòng	in total
- 貴	guì	expensive
- 便宜	pián yí	cheap
- 請問...	qǐng wèn...	may I.../excuse me...

Sentence Structures

- ___ 多少錢? duō shǎo qián ? How much is ___ ?
- ___ 和 ___ 一共多少錢? _hé_ yí gòng duō shǎo qián How much in total is ___ and ___ ?
- 請問這是什麼? qǐng wèn zhè shì shí me? Excuse me, what is this?
- 我要買 ___ . wǒ yào mǎi ___ . I want to buy ___ .
- 我們不賣 ___ . wǒ men bú mài ___ . We don't sell ___ .
- 太貴了! tài guì le ! It's too expensive!
- 很便宜! hěn pián yí ! It's so cheap!
- 給你 ___ 圓 (元). gěi nǐ ___ yuán I give you/pay you ___ dollars.
- 找你 ___ 圓 (元). zhǎo nǐ ___ yuán . I give you ___ change.

Materials, Resources, and Useful Web Sites

Most pictures and images of basic objects and currency can be easily found under images.google.edu. Use these images to make personalized flashcards.

Sequence of Activities

Day One

- Begin with the Pre-Assessment described under “Pre-Assessment and Scoring Guidelines.” Review vocabulary from previous units, such as fruits, foods, and school supplies.
- Then, review counting numbers from 1 to 100, with flashcards if necessary. There should be special emphasis on the numbers 1, 5, 10, 50, and 100, since they are common values used in currency.

Day Two

- Set up a market in your classroom that reflects the types of stores/stalls that typify a street market or a big department store.
- Introduce the names of each type of store/section, such as bookstore, souvenir shop, fruit section.
- Through physical response, call out the name of a store/section and have learners move to that section.
- Using visuals associated with each type of store, say “I want to buy some ...” and have students go to the proper location to do so.
- Once they are quite comfortable with the names of the stores/sections, practice “___ 多少錢? (How much is ___ ?),” replacing the blank with any familiar vocabulary. Continue to have students move to the proper location to ask their questions.
- Perform a dialog in Chinese that incorporates the new sentence patterns and vocabulary and use puppets to recite it. Be sure to use visuals so that learners understand. For example:
 - Excuse me, I’d like to buy ___
 - Here are the _____. How many do you want?
 - I want one. How much it is?
 - 20 yuan.
 - Oh! That’s too expensive. 10 yuan.
 - 15 yuan.
 - Here is 20. Give me 5.

Day Three

- Review the dialog from yesterday. Have students repeat parts after you chorally, then by one half the room playing the shopper and the other the storekeeper. Finally, have a few pairs of students who excel perform the dialog. Emphasize the culturally appropriate use of “請問...” (Excuse me...).
- The theme of today’s scenarios will be visiting a souvenir store, so review previous pertinent vocabulary, like paintings.
- New vocabulary includes: 毛筆 (brush pen), 墨 (ink stick), 紙 (rice paper), and 硯台 (ink stone). The new vocabulary should be introduced with actual objects; however, use flashcards and pictures if necessary.
- Once you have sufficiently incorporated the new vocabulary into the dialog framework, students should practice in groups.

- If time permits, talk about the four treasures of a Chinese study, the new vocabulary of the day, and the significance of them in Chinese culture. These terms were already introduced in Grade One, so students may be able to actively contribute to the talk.

Day Four

- The theme of today's scenarios is still visiting a souvenir store, but with different objects.
- Review previous vocabulary and sentence structures.
- New vocabulary includes: 中國娃娃 (Chinese doll), 扇子 (hand) fan, 印章 (stamp/seal), 茶葉 (tea leaves), 筷子 (chopsticks), 巧克力 (chocolate) and 棒棒糖 (lollipop). Use flashcards or real objects to teach the vocabulary.
- The vocabulary should be introduced with actual objects or pictorial flashcards.
- Be sure to practice the sentence structures:
 - “我要買 ____ . (I want to buy ____ .)”
 - “我們不賣 ____ . (We don't sell ____ .)”
 - “太貴了! (It's too expensive!),” and
 - “很便宜! (It's so cheap!).”
- You should create dialogues and situations with different vocabulary involving these sentences.
- At the end of class, have a few students come up to buy what they might really want from you.

Day Five

- Place small objects or flashcards of the previously learned vocabulary in a large bag.
- Have several students come up and choose an object, then ask to buy it from you. Be sure they incorporate previously learned expressions. You may wish to model an exchange before having students do this task.
- The theme of today's scenarios will be visiting a bookstore, so review school supplies from earlier grades. Possible vocabulary includes: book bag, pens, pencils, books, etc.
- Introduce two new sentence structures:
 - “給你 ____ 圓 (元). (I give you/pay you ____ dollars.)” and
 - “找你 ____ 圓 (元). (I give you ____ change.)” replacing the blanks with a number representing the total price or change.
- Keep rotating between different objects and values. Students should once again practice the sentences structures as a class or in pairs or groups.
- The vocabulary should be introduced with actual objects or flashcards.

Day Six

- Prepare a treasure hunt for learners based on stores and objects they might buy at each store. For example, based on the market scenes you already have on hand, learners read that they must find a red fruit. But, purposely place objects in the wrong locations! They might then write apple/bookstore on their paper. Be sure that all objects and stores are labeled clearly so that learners experience success with this activity and can copy the characters correctly.

- You might wish to have one half of your learners do the treasure hunt while the other half begins to work on the role play, Presentational assessment from Day Eight. If so, prepare basic props, such as shopping baskets or money.
- Switch half way through the time or when the hunters are done.

Day Seven

- Set up learning stations around the classroom that reflect the different stores/sections of stores.
- At each station, set up a listening or reading activity where learners circle or choose correct objects based on what they hear or read. For example, in the fruit store, they might hear:
 - Excuse me, I would like to buy a pear. How much?
 - 5 yuan for each. How many do you want?
 - That's too much. Give me two pears for 5 yuan. (Student would then circle two pears on his/her sheet and move to the next station.)
- As learners move to the stations, have them stop at your station to choose an object they want to buy. Engage them in the Interpersonal communication task and rate them on how well they do following a rubric based on the Scoring Guidelines. Tailor your interaction to the level of each student.
- If time remains, have students work on their Presentational task.

Day Eight

- Students prepare the Presentational task. Refer to “Unit Assessments and Scoring Guidelines” for further information on grading and develop an appropriate rubric.
- Grading should be focused on fluency, pronunciation, accents, accuracy of vocabulary, sentence structure, syntax, effort, and creativity.
- The class should be divided into approximately five equal groups and each group should make a short role play of a visit to a store. Each group should be assigned or select a different store.
- Set expectations. All students should use at least each sentence structure once in their presentation, and each student should be required to contribute by speaking a certain minimal number of sentences.
- Students should be able to memorize such short dialogues. The groups will present during Day Nine.

Day Nine

- Students present their role plays.
- Grading should be focused on fluency, pronunciation, accents, accuracy of vocabulary, sentence structure, syntax, effort, and creativity.

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 participate in activities or have trouble responding with complete sentences to use word expressions that correctly respond to the questions.
- Partner these students in subsequent activities with students who you have identified that can provide a strong model.

Extensions and Home Connections

- Encourage students to teach someone at home, e.g., a parent or sibling, the vocabulary that they are learning. Students attempted to teach the words might be rewarded in some way.
- Parents and families may bring students to these select areas (restaurants, markets, bookstores, Chinatown, Asian stores, etc.) and have the students practice their vocabulary.

Technology Connections

- “Learn Chinese Characters”: <http://www.zhongwen.com>
- “BetterChinese”: <http://www.betterchinese.com>
- Google videos: buying souvenirs in China

List of Attachments

Attachment A, Presentational Post-Assessment Scoring Rubric

Attachment B, Sample Flash Cards

Attachment A
Presentational 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 uses 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 use of gestures is inappropriate.
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.

Attachment B
Sample Flash Cards

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