

# Greetings!

**Grade Level:** Kindergarten

**Unit Theme:** Greetings, Introductions and Goodbyes

**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. Answer simple questions about personal information and other familiar topics (e.g., name, age, favorite color, birthday month, day of the week, weather).

**Benchmark:** B. Exchange personal information.

**Indicator:** 3. Exchange greetings.

**Benchmark:** G. Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondence and contextual clues.

**Indicator:** 9. Understand new words from the use of pictures within a text.

**Standard:** Cultures: Gain knowledge and understanding of other cultures.

**Benchmark:** B. Identify and imitate gestures and oral expressions to participate in age-appropriate cultural activities.

**Indicator:** 3. Imitate classroom gestures and courtesy expressions commonly used in the target language (e.g., greet teacher, wave goodbye, say thank you).

**Ohio Standards Connection:** English Language Arts

**Standard:** Oral and Visual Standard

**Benchmark:** D. Speak clearly and at an appropriate pace and volume.

**Indicator:** 4. Speak clearly and understandably.

**Unit Mode(s) of Focus:** Interpretive and Interpersonal

## Unit Description

In this multiple-day unit, students will gain the ability to use culturally appropriate greetings, phrases of introduction and leave-taking expressions. Initially, students will interpret and react to pictures, illustrations, rhymes and audio clips. Then, students will interact with their teacher and classmates by greeting one another, asking for and telling their names and saying goodbye. At the conclusion of this unit, students will present their conversation with culturally appropriate gestures.

**Performance Outcomes:** Students will be able to:

- Use culturally appropriate greetings (e.g., hello)
- Ask and tell their name
- Say goodbye
- Use culturally appropriate gestures for greeting and saying goodbye to others
- Recognize the characters and phrases
- Speak clearly and understandably with peers and teacher

**Time Frame / Estimated Duration:** 6 classes / 3 hours

### **General Tips from the Writers**

- It is very important for our kindergarteners to have a comfortable environment on the first day of Chinese class. You may wish to provide some animal masks for students to wear or hold.
- 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**

- For the time allocation of the cutting and pasting activity, we only have 35 minutes a day for the K-2 students. And we could only finish part of the work and left the rest of them as homework. I also add the "Hi teacher, hi class" rhyme from "Chinese Made Easy" for kids for some review and reinforcement of the learned vocabularies.
- The kids like the unit. They would like to greet in Chinese to each other, to me, also to other teachers.

### **Pre-Assessment:**

- Pass out Attachment A, Pre-Assessment Activity Worksheet, to students.
- Discuss with students what they think is happening in each of the three pictures (saying hello in the first one, saying their names in the second, saying goodbye in the third). You will probably need to read the names in the dialogue boxes aloud in the middle picture.
- In random order, say and visually demonstrate the following words using culturally appropriate gestures:

“你好!”

“Nǐ hǎo!” (*Hello!*)

“你叫什么名字?”

“Nǐ jiào shénme míngzì?” (*What is your name?*)

“我叫...”

“Wǒ jiào \_\_\_\_.” (*My name is \_\_\_\_.*)

“我是...”

“Wǒ shì \_\_\_\_.” (*I am \_\_\_\_.*)

“再见!”

“Zàijiàn!” (*Goodbye!*)

“同学们好!”

“Tóngxuémen hǎo!” (*Hello, Class!*)

“老师好!”

“Lǎoshī hǎo!” (*Hello, Teacher!*)

- Have 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 greetings, name exchanges and goodbyes.

### **Pre-Assessment Scoring Guidelines:**

Collect the students' pre-assessment worksheets and use the following scale to evaluate their background knowledge of greetings, name exchanges and goodbyes:

- 4-5 of 5 = Strong understanding of topics
- 3 of 5 = Adequate understanding of topics
- 2 of 5 = Poor understanding of topic / Needs remediation
- 0-1 of 5 = Insufficient understanding of topic / Needs remediation

### **Unit Assessments and Scoring Guidelines:**

- **Interpretive Assessment**

Using the same worksheet that students used to complete the pre-assessment (Attachment A, Pre-Assessment Activity Score Sheet), students will demonstrate their understanding of target vocabulary phrases by circling the picture that corresponds to the teacher's random pronunciation of a greeting, name exchange or goodbye.

- **Interpretive Assessment Scoring Guidelines**

The same scale used in the pre-assessment can be used to score the interpretive assessment:

- 4-5 of 5 = Strong understanding of topics
- 3 of 5 = Adequate understanding of topics
- 2 of 5 = Poor understanding of topic / Needs remediation
- 0-1 of 5 = Insufficient understanding of topic / Needs remediation

- **Interpersonal Assessment**

Each student is paired up with a partner. Based on the prompts (e.g., two students meet each other for first time, student meets "teacher"), students present culturally appropriate conversation. The students will be required to use culturally appropriate gestures as they converse.

- **Interpersonal Assessment Scoring Guidelines**

The teacher assesses each student's oral proficiency during the conversations, based on the criteria found on Attachment B, Post Assessment Scoring Rubric. Based on the rubric, each student's performance can be rated according to the following:

- 25 - 22 = Highly Proficient
- 21 - 18 = Proficient
- 17 - 15 = Minimally proficient
- 14 - 0 = Needs remediation

### **Vocabulary and Structures:**

- 你好                      Nǐ hǎo!                      Hi! / Hello!
- 你                        nǐ                                you
- 我                         wǒ                                I

你叫什么名字?	Nǐ jiào shénme míngzì? ( <i>What is your name?</i> )
我叫...。	Wǒ jiào ____.” ( <i>My name is ____.</i> )
我是...。	Wǒ shì ____.” ( <i>I am ____.</i> )
再见!	Zàijiàn! ( <i>Goodbye!</i> )
同学	Tóngxué (classmate)
同学们好!	Tóngxuémen hǎo! ( <i>Hello, Class!</i> )
老师	lǎoshī (teacher)
老师好!	Lǎoshī hǎo! ( <i>Hello, Teacher!</i> )

### Materials, Resources and Useful Web Sites:

- Kindergarten level pictures/ with related illustrations
- Picture cards that depict vocabulary words and phrases
- Classroom set of hand puppets
- Teacher-made dialogues that highlight vocabulary expressions targeted in this unit (Attachment E and F: “Hello!” and “Hello, Teacher!”)
- Video clips of native speakers (captured from TV programs or taken off the Internet) using the vocabulary and culturally appropriate gestures
- Access to related electronic equipments

### Sequence of Activities:

#### Day One

- Have a brief discussion with the class on greetings, name exchanges and goodbyes that includes the correct sequence of events and occasions when these events take place.
- Using Chinese greetings, phrases for name exchange and goodbyes as well as culturally appropriate gestures, conduct the Pre-Assessment using Attachment A, Pre-Assessment Activity Response Sheet. Collect and score these to determine the extent of your students’ background knowledge on this topic and the need for remediation.
- Making a Chinese nametag: Have the students around the table color/decorate their own nametags (name in Chinese).

#### Day Two

Using picture cards, present the phrases with a culturally appropriate gesture:  
 “你好!” “Nǐ hǎo!”(Hello!)\_gesture: shake hands, “再见!” “Zàijiàn!” (Goodbye!)  
 gesture: wave hand;

- Have students repeat as a class and individually each phrase to practice pronunciation and intonation with a culturally appropriate gesture. Write “你好!” “Nǐ hǎo!”(Hello!), “再见!” “Zàijiàn!” (Goodbye!) on the board with large font. Read the phrases with a pointer. Have students repeat after you several times.
- Cutting and pasting Activity. Give students the pictures of hello and goodbye with a list of unit words and phrase and let students cut out the appropriate phrases and paste them onto the pictures.

### Day Three

- Conduct a quick oral review of the vocabulary. Have the students stand while they do this and use their gestures.
- Conduct an activity using picture cards in which students say the expressions that correspond to the pictures they are shown. Call on the whole class and then individual students.
- Using pictures, present phrases with a culturally appropriate gesture:  
“你叫什么名字? ” “Nǐ jiào shénme míngzì?” (*What is your name?*)
- Have students repeat as a class and individually each phrase to practice pronunciation and intonation with a culturally appropriate gesture.
- Write “你叫什么名字?” and “我叫...” on the board with large font. Read the phrases with pointer. Have students repeat after you several times.
- What’s-our-Name? Game. Put the students in one large circle or two smaller circles (depending on classroom space). State your name in a complete sentence, then throw a soft ball to a student and ask, “你叫什么名字?” (“What is your name?”) That student states his or her name, and the game continues when the student throws the ball to another student and asks, “你叫什么名字?” (“What is your name?”) Ensure that all students get to take a turn.

### Day Four

- Lead students in reading the dialogue in Attachment E. Repeat several times until the students read it accurately.
- Using picture cards, present the new characters/phrases with a culturally appropriate gesture: 老师 lǎoshī (teacher), 同学 tóngxué (classmate), “我是...” “Wǒ shì \_\_\_\_.” (*I am \_\_\_\_.*) “同学们好!” “Tóngxuémen hǎo!” (Hello, Class!). Gesture: Hold hands together with body slightly bent; “老师好!” “Lǎoshī hǎo!” (Hello, Teacher!) Gesture: Stand up.
- Write down “同学们好!” “我是。。。” “老师好!” on the board with large font and read each phrase with a pointer. Have students repeat several times.
- Have students repeat as a class and individually each character or phrase to practice pronunciation and intonation with a culturally appropriate gesture.
- Lead students in reading the dialogues of “Hello!” (Attachment E). Repeat it several times until the students read it accurately.
- Divide students into small groups. Give each student a turn practicing greetings between “teacher” and students.

### Day Five

- Lead the students in the reading of dialogues (Attachment F) written down on the board with large font.
- Show video clips of native speakers (captured from TV programs or taken off the Internet) using the vocabulary and culturally appropriate gestures and have

students demonstrate comprehension, either by doing the gestures they've learned or by answering simple questions.

- Model the complete conversation using two hand puppets - one on each hand. Modify your voice so that each puppet has a distinct voice of its own to capture students' attention. Then give students hand puppets and have them do the conversation several times, each time with a different partner. Circulate and provide feedback to students as needed.

### **Day Six**

- Lead students in the reading of Dialogues (Attachment E and F).
- Conduct the Interpretive Assessment. Pass out the same worksheet that students used to complete the pre-assessment (Attachment A, Pre-Assessment Activity Score Sheet). Randomly pronounce a greeting, a name exchange and a goodbye. Change the order from the pre-assessment. Students will demonstrate their recognition of target expressions by circling the picture that corresponds to the expression they hear.
- Conduct the Interpersonal Assessment. Pair each student up with a partner, give the prompts (e.g., two students first meet, a student meets a "teacher"), and have the students present an appropriate conversation with each other.
- Assess each student's proficiency using Attachment B, Post-Assessment Scoring Rubric.
- Have a "quiet" activity (coloring, drawing) for students to work on while you assess paired students.

**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 in responding to the name question with complete sentences to use word utterances that correctly respond to the questions. Partner these students in subsequent activities with students who you have identified that can provide a strong model.
- Teach heritage students to trace the characters in this unit.

### **Extensions and Home Connections**

- Encourage students to teach someone at home, for example a parent or sibling, the vocabulary that they are learning. Students must bring back Attachment C, Speaking Extension Activity from home stating that the student attempted to recite the expressions to another family member. Students who attempted to teach the words might be rewarded in some way (e.g., smiley face on chart).
- Students can present the dialogues at home that they learned in class and have parent/guardian sign Attachment D, Saying Extension Activity stating that the student presented the dialogues. Reward as above.

### **Technology Connections:**

Additional audio resources (sound bytes) are available for this unit at:

- [http://www.gigglepotz.com/chinese\\_one.htm](http://www.gigglepotz.com/chinese_one.htm)

- <http://www.wku.edu/~yuanh/AudioChinese/greeting.html>

**List of Attachments**

Attachment A, Pre-Assessment Activity Response Sheet

Attachment B, Post-Assessment Scoring Rubric

Attachment C, Speaking Extension Activity

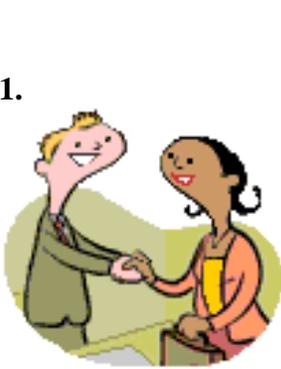
Attachment D, Saying Extension Activity

Attachment E, Teacher-made dialogues of “Hello!”

Attachment F, Teacher-made dialogues of “Hello, Teacher!”

Attachment A  
Pre-Assessment Activity Response Sheet

1.



2.



3.



4.



5.



**Attachment B**  
**Post-Assessment Scoring Rubric**

<b>Performance Outcomes</b>	<b>5</b>	<b>3</b>	<b>1</b>
Used a culturally appropriate greeting.	Student used a culturally appropriate greeting on his or her first try.	Student used a culturally appropriate greeting on a second or third attempt.	Student attempted to use a culturally appropriate greeting, but did not succeed.
Told his or her name correctly.	Student told his or her name in a complete sentence on the first try.	Student told his or her name on a second or third attempt or they used an incomplete sentence.	Student attempted to tell his or her name in a complete sentence, but did not succeed.
Used a culturally appropriate goodbye	Student used a culturally appropriate goodbye on his or her first try.	Student used a culturally appropriate goodbye on a second or third attempt.	Student attempted to use a culturally appropriate goodbye, but did not succeed.
Clarity of speech (Pronunciation, Intonation, Fluency/Flow)	Student's remarks are easily understood to a native speaker.	Student's remarks are understood with some difficulty to a native speaker.	Student's remarks are not comprehensible to a native speaker.
Use of culturally appropriate gestures	Student easily incorporated one or more authentic gestures into his or her presentation.	Student attempted to incorporate an authentic gesture into his or her presentation with limited success.	Student attempted to incorporate an authentic gesture, but did not succeed or did not attempt to incorporate a gesture at all.

**Attachment C**  
**Speaking Extension Activity – Note**

As an extension of his or her learning in Chinese class, your child has been given the opportunity to teach a family member a short conversation using the five vocabulary words or phrases currently being studied. These words and phrases are:

English

1. Hello!
2. What is your name?
3. My name is \_\_\_\_.
4. I am \_\_\_\_.
5. Goodbye!
6. Hello, Class!
7. Hello, Teacher!

Once you have verified that your child has taught a member of the household the conversation by assisting that individual with his or her pronunciation and attempting to engage him or her in the complete conversation, sign this form and have your child return it to me.

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

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

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

Xiè xie!  
(Thank you!)

**Attachment D**  
**Saying Extension Activity – Note**

As an extension of his or her learning in Chinese class, your child has been given the opportunity to teach a family member two rhymes that incorporate the seven vocabulary words or phrases currently being studied. These words and phrases are:

English

1. Hello!
2. What is your name?
3. My name is \_\_\_\_.
4. I am \_\_\_\_.
5. Goodbye!
6. Hello, Class!
7. Hello, Teacher!

Once you have verified that your child has performed the rhymes for a member of the household, sign this form and have your child return it to me.

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

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

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

Xi èxie!  
(Thank you!)

## Attachment E

Dialogue 你好! Nǐ hǎo! Hello!

宁宁: 你好!

“Nǐ hǎo!”

Hello!

铃铃: 你好!

“Nǐ hǎo!”

Hello!

你叫什么名字?

“Nǐ jiào shénme míngzi?” (*What is your name?*)

宁宁: 我叫宁宁。

“Wǒ jiào Níng níng.” (*My name is Níng níng.*)

你叫什么名字?

“Nǐ jiào shénme míngzi?” (*What is your name?*)

铃铃: 我叫铃铃。

“Wǒ jiào Líng líng.” (*My name is Líng líng.*)

铃铃: 宁宁再见!

“Níng níng zàijiàn!” (*Goodbye, Níng níng!*)

宁宁: 铃铃再见!

“Líng líng zàijiàn!” (*Goodbye, Líng líng!*)

## Attachment F

Dialogue 老师好! Hello, Teacher!

李老师: “同学们好!”

“Tóngxuémen hǎo!”(Hello, Class!)

同学们: “李老师好!”

“Lǐ lǎoshī hǎo!” (Hello, Teacher Li!)

李老师: “同学们再见!”

“Tóngxué men zàijiàn!”( *Goodby*, Class!)

同学们: “李老师再见!”

“Lǐ lǎoshī zàijiàn!” (*Goodbye*, Teacher Li!)