Household Chores

Grade Level: Grade Four

Unit Theme: Household Chores

Ohio Standards Connection: Foreign Language

Standard: Communication: Communicate in languages other than English

Benchmark D: Give and follow a short sequence of instructions.

Indicator 4: Give and follow a sequence of instructions (e.g., how to play a game; how to get to a certain place).

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).

Unit mode(s) of focus: Interpretive and Interpersonal

Unit Description

In this multi-day unit, students will gain the ability to give and follow a short sequence of instructions to do household chores for children. In addition, they will recycle the words previously taught, such as kitchen, bedroom, living room, comforter, table and the sentence structures "What is ...?" and "Is there...?"

Performance Outcome

Students will be able to:

- identify common household chores;
- follow a series of instructions to do household chores for children;
- check off the simple household chore list
- be aware that there are different kinds of household chores in China and in America.

Time Frame/Estimated Duration: Six classes / Three

General Tips from the Writers

- Modify the time needed for this unit based on class size and the time it takes to move through the activity sequences.
- Be sure to include pictures of typical homes in cities, towns, and villages in the Chinese-speaking world to build awareness about chores here and there.

Pre-Assessment

Have visuals with a messy bed, a littered living room floor, a sink jammed with dirty plates and bowls, books scattered on a desk in the study, and a trash can filled to brim in the kitchen. Using TPR, have students match the situation with the kitchen, the living room, the bedroom, and the study.

Pre-Assessment Scoring Guidelines

Record the students' correct responses on Attachment A, Pre-Assessment Scoring Guide. The following scale can be used to determine the students' familiarity with the household chores

4-5 correctly matched Students are very familiar with the concept.

No remediation is necessary.

3-4 correctly matched Students are moderately familiar with the concept.

Minor remediation may or may not be needed.

2-3 correctly matched Students are slightly familiar with the topic.

Remediation is needed.

Unit Assessments and Scoring Guidelines

Interpretive Assessment

With students in small groups, pairs or individually, ask students to perform the tasks taught in the unit.

Interpretive Assessment Scoring Guidelines

Score students according to the guidelines below.

4-5 correctly performed Students are very familiar with the concept.

No remediation is necessary.

3-4 correctly performed Students are moderately familiar with the concept.

Minor remediation may or may not be needed.

2-3 correctly performed Students are not understanding the topic.

Remediation is needed.

Interpersonal Assessment

Pair students up and have them act out the dialogues by using the flash cards or performing the tasks. One student can play the parent; the other the child. Have them switch roles if time permits.

Interpersonal Assessment Scoring Guidelines

Using Attachment B, Final Assessment Scoring Guide, record students' responses. The following scale can be used to determine the students' familiarity with the household chores.

4-5 correctly matched Students are very familiar with the concept.

No remediation is necessary.

3-4 correctly matched Students are moderately familiar with the concept.

Minor remediation may or may not be needed.

2-3 correctly matched Students are not understanding the topic.

Remediation is needed.

Vocabulary and Structures

Full 满 mǎn trash 垃圾 lā jī

trash can 垃圾桶 lā jī tǒng study room 书房 shū fáng

out of order 乱 luàn floor 地 dì

plates 盘子 pán zi bowls 碗 wǎn

Please empty the trash. 请倒垃圾。Qǐng dào lā jī。

Please shake the comforter and make it flat. 请抖毯子并把它铺平。Qǐng dǒu tǎn zi bìng bǎ tā pū pīng。

Please put the books in order. 请把书摆整齐。Qǐng bǎ shū bǎi zhěng qí。

Please sweep or clean the floor. 请扫地。Qǐng sǎo dì。

Please wash or do the dishes. 请洗碗。Qǐng xǐ wǎn。

Materials, Resources and Useful Web Sites

- Flash cards, a poster of a house, a comforter, a broom;
- The Cat in the Hat, in Chinese or with English blocked out; and
- Props for giving and following instructions, including "adult" clothing, and articles from unit (e.g., trashcan).

Sequence of Activities

Day One

- Do the Pre-Assessment by asking students to match flashcards with household rooms and use Assessment A, Pre-Assessment Scoring Guide, to record students' responses.
- Show the *Cat in the Hat* and ask learners what kind of problem he causes. Relate the fact that he makes messes to the theme of the unit to pique students' interest. You may wish to dramatically tell part of the story that relates to the unit, in Chinese as you show the pictures.
- Teach the new words by showing flash cards or pictures to the entire class, small groups and individual students. Teach the following words: Full 满 mǎn, trash 垃圾 lā jī, trash can 垃圾桶 lā jī tǒng, empty the trash 倒垃圾 Dào lā jī。
- Use the new words in the sentence patterns by acting out the conversation with a fast learner as a demonstration and then pair students up to practice the new words in the patterns. Use the following sentence patterns: What is this room? 这是什么房间? Zhè shì shén me fáng jiān? It is the -------: 这是------- zhè shì -------; Is there a trashcan? 有垃圾桶吗?Yǒu lā jī tǒng ma? Is the trashcan full? 垃圾桶满了吗?lā jī tǒng mǎn le ma?); Please empty it. 请倒垃圾。Qǐ ng dào lā jī。Finally, have

students look for the trashcan in the class and have one student empty it while practicing the sentence patterns.

• Ask individuals if their own trashcans in their rooms need emptying.

Day Two

- Teach the class the new words "shake the comforter 抖毯子 dǒu tǎn zi" and "make it flat 把它铺平 Bǎ tā pū pīng。" by using flash cards and performing the act of shaking the comforter and making it flat with the actual items.
- Practice the sentence patterns by acting out the conversation with flash cards and the actual comforter. Use the following conversation as a pattern.

```
What is this room? 这是什么房间? Zhè shì shén me fáng jiān?
```

```
It is the ------:这是----- zhè shì ------
```

Is there a comforter on the bed? 床上有毯子吗? Chuáng shàng yǒu tǎn zi ma? Yes. 有 yǒu

Is the comforter flat? 毯子铺平了吗? Tǎn zi pū pī ng le ma?

No. 没有。 Méi yǒu。

Please shake it and make it flat. 请抖毯子并把它铺平。Qǐng dǒu tǎn zi bìng bǎ tā pū pīng。

- Ask learners if their own bed needs shaking and making.
- With students working in pairs, have them practice giving and following. Allow them to assume the roles of parent and child as time permits. Have them also review the chores learned on Day One.

Day Three

- Teach the class the new words "floor 地 dì" and "clean and sweep the floor 扫地 sǎo dì" by acting out sweeping the floor with a broom in class.
- Use the words in the sentence patterns by pairing students up to sweep the class floor and saying the following conversation.

What is this room? 这是什么房间? Zhè shì shén me fáng jiān?

It is the -----. 这是----- Zhè shì ------

Is the living room floor clean? 客厅的地扫了吗? Kè tī ng de dì sǎo le mā?

No. 没有。 Méi yǒu。

Please sweep the floor. 请扫地。Qǐng sǎo dì。

• Review the words and sentence patterns from Days One and Two, asking learners if their own homes need cleaning.

Day Four

- Teach the class the new words, "plates 盘子 pán zi," "bowls 碗 wǎn," "sink 水池 shuǐ chí," "clean 干净 gān jì ng," "wash or do dishes 洗碗 xǐ wǎn," by using flashcards, gestures, or short videos.
- Use the words in the sentence patterns by acting out the conversation pointing to the flashcards in front of class. Use the following patterns:

What is this room? 这是什么房间? zhè shì shén me fáng jiān?

It is the -----. 这是----- zhè shì -----

Are there any plates and bowls in the sink? 水池里有盘子和玩吗? shuǐ chí lǐ y ǒu pǎn zi hé wǎn ma?

Yes. 有。Yǒu。

Are they clean? 它们干净吗? Tā měn gān jì ng ma?

No. 不干净。Bù gān jì ng。

Please wash the dishes. 请洗碗。Qǐng xǐ wǎn。

• Have students review the sentences and conversations learned in Days One through Three. Allow them to assume the roles of grandma/grandpa and child and have them give and follow chore instructions.

Day Five

- Teach the new words, "study room 书房 shū fáng," "out of order 乱 luàn," by using a flashcard and a messy table in class.
- Use the words in the sentence patterns by putting scattered books on the table in order. Use the following conversation as a pattern:

What is this room? 这是什么房间? Zhè shì shén me fáng jiān?

It is the -----. 这是----- Zhè shì ------

Are the books out of order? 书摆整齐了吗? Shū bǎi zhěng qí le ma?

Yes. 摆整齐了 Bǎi zhěng qí le.

Please put them in order. 请把书摆整齐。Qǐng bǎ shū bǎi zhěng qí。

- Once the vocabulary and patterns are fairly well-established, dress up like the Cat in the Hat (hat and whiskers). Create chaos that needs to be cleaned up. Put dishes in the trashcan, papers in the sink, etc., and have learners tell what needs to be done to clean up.
- Allow learners to assume the role of the Cat if you wish.
- Pair students up or allow them to choose their own roles to create an original chores conversation from the ones learned in the unit. You may wish to have them pick family members from a bag (i.e., father, mother, grandmother, grandfather) and two tasks (e.g., sweep the floor, wash the dishes) so that each chore instruction is a bit different. Give students time to practice with their partners before the assessment.

Day Six

- With students in small groups, pairs or individually, ask students to perform (act out) the chores taught in the unit. Score using the guide given under Interpretive Assessment Scoring Guidelines.
- After sufficient practice time, have them act out their giving and following chores instructions while you fill out Assessment B, Final Assessment Scoring Guide. Adapt the guide for each pair based on the roles and rooms chosen.

Differentiated Instructional Support

 Partner students according to their language competence, allowing more confident students to play the "adult" roles and pair with less confident learners who will play child roles.

Extensions and Home Connections

Encourage students to use the vocabulary and the sentence structures when they do the chores at home and to teach these words and phrases to a sibling or a parent.

Technology Connections

- Window XP
 - o Chinese Language setting: from Control Panel, click "Regional and Language options", then follow the instructions to add Chinese as an alternative language.
 - o Using MS Word to type Chinese characters: recommended Font is SimSun.
 - o Four tone marks in Pinyin can be found under "Insert Symbol"
- Twin Bridge: a Chinese software
 - o Recommended fonts are:
 - TSC UKai M TT
 - TSC USong S TT

List of Attachments

Attachment A, Pre-Assessment Scoring Guide Attachment B, Final Assessment Scoring Guide

Attachment A

Pre-Assessment Scoring Guide

Flash Cards 识字卡	Rooms 房间	Correctly Matched 做对
Messy bed 散乱的床	Bedroom 卧室	
Littered floor 到处是垃圾	Living room 客房	
的地板		
Dirty dishes 用过的餐具	Kitchen 厨房	
Filled up trash can 满满的	Kitchen 厨房	
垃圾桶		
Scattered books 到处是书	Study 书房	
Total		

Attachment BFinal Assessment Scoring Guide

Rooms 房间	Chores 家务	Points 得分
Kitchen 厨房	Empty trash can 倒垃圾	
Kitchen 厨房	Do the dishes 洗碗	
Bedroom 卧室	Shake it and make it flat 抖毯子并	
	铺平	
Living room 客房	Sweep the floor 扫地	
Study 书房	Put the books in order 把书放整齐	
Total		