

Week 1: All about me

Week's Objectives (MLOs): (MO CLEs)

- **Communication 1.a:** Ask and answer questions about very familiar topics.
- **Communication 1.b:** Engage in common classroom interactions such as, greetings, stating needs and preferences.
- **Communication 1.e:** Use common social amenities such as please, thank you, excuse me.
- **Cultures 1.a:** Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
- **Cultures 1.b:** Describe the practices of common cultural activities and holiday celebrations.
- **Cultures 1.c:** Identify common social etiquette within the cultures studied.
- **Cultures 2.b:** Identify objects and symbols commonly used to represent the culture studied.
- **Cultures 2.c:** Identify important historical and contemporary figures and events of the culture studied.
- **Connections 2.b:** Broaden understanding of world culture through authentic spoken and written information.
- **Comparisons 1.a:** Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
- **Comparisons 1.b:** Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages can not be interpreted literally.
- **Comparisons 1.c:** Report similarities and differences between the sound and writing system of target and native language.
- **Comparisons 2.b:** Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.
- **Comparisons 2.c:** Demonstrate an awareness of the role of gestures and nonverbal cues in communication.
- **Communities 1.a:** Recognize the target language when encountered outside the world language classroom.
- **Communities 1.b:** Recognize words borrowed from the target language.

Lesson Title: Introduction to Chinese and Chinese characters (Day 1)

Learning Targets: (I can statements)

- I can identify a country that speaks Chinese.
- I can explain a Chinese character.

Material and Resources:

Teacher: Resource on Schoology and Google Drive

Display/ Presentation Resources: Schoology

Activity materials needed:

- Large 14 x 17 paper (2 sheets) for country demonstration
- Colored markers
- Chinese calligraphy words.jpg

Student Handouts:

- ❖ Chinese character practice
 - good
 - me
 - home
 - fish
 - boat
- ❖ Practice paper

Instructional Plan and Pacing Guide:

- I. (10 min)Introduction of Classroom Routines: Your partner teacher will help you to explain and teach the students the routine that will begin and end your Chinese class everyday. It is a cultural expectation in classes in China to greet the teacher and begin the class this way.
 - A. Review Classroom expectations and any cultural changes particular to the language.
 - B. Share Learning Targets.
- II. (10 min)Explain that today we will begin to learn about Mandarin Chinese (Today we will learn...)
 - A. It's doubtful many of the kids will have any background in Chinese, so you could ask what they know about China.
 - B. As a demonstration, lay out a big piece of construction paper on the floor. Tell student is represents the United States and have one student stand on it. Now, lay down a different color of the same size. Tell student the second sheet of paper represents China. Have four students stand on the

second sheet of paper. Discuss the impact of living that closely together.

III. The Chinese Language

1. Explain that Chinese does not have an alphabet with sounds, that its characters represent ideas and pictures. Traditional Chinese characters are pictograms, which means the writing system is based on pictures not sounds, like English. Open the Chinese characters folder. Watch the first 3 minutes for an explanation of Chinese characters: Part 1: Introduction to Chinese Characters (<https://www.youtube.com/watch?v=s0h18Rdhh44>) If students are interested, you can watch the rest at a later time.
2. Calligraphy in China: The art of writing was a visual art form that was prized above all others in traditional China.
 - a. View "What's so special about Chinese calligraphy?"
<https://www.youtube.com/watch?v=Vw2L6UdAXBs>
 - b. View Slide show of Calligraphy from the Metropolitan Museum of Art (Thematic Essay) http://www.metmuseum.org/toah/hd/chcl/hd_chcl.htm
Make sure you drag the mouse over the calligraphy for the author's name and the date it was created. Then, use what you know from the first video to figure out which pieces were the most popular. (red seals)
 - c. Handout: Chinese character for Fish/boat/ good/ home/ me and let students practice with markers. Copy the chinese practice paper on the back of each of the character pages (so they have more room to practice) and show on Schoology the Chinese calligraphy words for more practice words.

Lesson Title: Pinyin, Greetings and phrases (Day 2)

Learning Targets: (I can statements)

- I can explain what pinyin is used for and what a tone in Chinese is.
- I can say hello and goodbye to someone my age.
- I can say hello and goodbye to an adult.
- I can say my name and ask someone's name.
- I can say how I am doing today when asked.

Material and Resources:

Teacher: Resource on Schoology and Google Drive

Display/ Presentation Resources: Schoology

Activity Resources:

Student Handouts:

- Pinyin Chart PDF
- Chinese Introductions Quizlet list
- Chinese Conversation Quizlet list

Instructional Plan and Pacing Guide:

1. Yesterday, we learned about the Chinese characters. Today we will learn about Pinyin. Pinyin is a system that helps western people learn Chinese. It is a sound system that uses our alphabet and marks above the letters to let us know how to pronounce the word. Pinyin is most commonly used in Mainland China for teaching school children to read and it is also widely used in teaching materials designed for Westerners who wish to learn Mandarin.
 - a. To demonstrate the four tones, show the video
https://www.youtube.com/watch?v=3f9CVsDM_iQ
 - b. Hand out the PDF chart of the pinyin table (it is not the full chart).
 - c. Click on the link Chinese Pinyin Chart in Schoology.
<https://chinese.yabla.com/chinese-pinyin-chart.php> Choose a simple sound (two letters) and click on all four tones. Choose a longer sound and do the same. Let students choose some sounds to play with on the chart. If they have their iPads, the students can access the chart by themselves.

Chinese Conversation

2. Now we are going to learn a simple conversation in Chinese. Open the folder : Chinese Conversation. Watch the two videos for greetings
<https://www.youtube.com/watch?v=m1LWu81kWqE> (greetings)
and My name is... <https://www.youtube.com/watch?v=dZfbkC9bTTc> (my name is)
 - Have students practice with the videos.

- a. Hand out the PDF with the vocabulary.
- b. Go to the Quizlet list link and click on the terms to have them pronounced.
Or students can do this independently on their iPads.
- c. Have students pair up and create the following conversation:

Person 1: Hello. My name is _____. What is your name?

Person 2: My name is _____. How are you?

Person 1: I'm very good, thank you. And you?

Person 2: I'm very good, thank you! Good-bye!

Person 1: Good bye!

- Let students perform the conversation for the class if there is time.

More info for the teacher about Pinyin:

Pinyin

Pinyin means to join together, or spell out, sounds. Pinyin was developed for Chinese speakers and those learning standard Chinese pronunciation, and is an efficient way of representing Chinese sounds with the Roman alphabet. It serves the same purpose as the international phonetic symbols used in dictionaries to show how English words are pronounced.

Pinyin was developed during the People's Republic of China era (from 1949). It was first approved by the Chinese government in 1958, and the International Organization for Standardization adopted it as a world standard in 1982.

It is obvious that pinyin wasn't developed for, and is often misunderstood by, the English-speaking world. This is in evidence whenever English speakers try to pronounce pinyin words without any previous study. About half the time letters in pinyin represent different sounds from what they would in a typical English word, and most of the time the vowels have peculiar sounds.

Pinyin is a very useful tool to learn to get around China. The Chinese view their characters as the true Chinese written language, but pinyin can be seen on many maps, road signs, and other notices. Pinyin is much easier to learn, use and remember than characters, particularly if tones are ignored. Pinyin notation can be thoroughly learnt in a few hours (though the tongue may not be fully trained in that time—that takes days or weeks of practice).

Chinese Syllables

The standard unit of the Chinese language is the syllable. Each Chinese character is spoken as one syllable. Chinese words are made up of one, two or more characters and hence one, two or more syllables.* Each syllable is either a 'final' or an 'initial' followed by a 'final'.

Lesson Title: Numbers 1-10 and review (Day 3)

Learning Targets: (I can statements)

- I can count from one to ten.
- I can count from one to ten using my fingers.
- I can name all four tones that pinyin uses.
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Material and Resources:

Teacher: Resource on Schoology and Google Drive

Display/ Presentation Resources: Schoology

Activity Resources:

- Website: How to write numbers in Chinese Characters
- Colored markers
- Blank 8.5 x 11 paper for drawing

Student Handouts:

- Quizlet list Numbers 1-100
- Chinese numbers with hand signs
- practice paper (1 - 2 sheets per student)

Instructional Plan and Pacing Guide:

1. Review the tones in Chinese. Use the prezi in Schoology to review the tones.

First Tone: ¯ This tone is designated by a straight line over the vowel (**mā**) and is pronounced flat and high like the "ma" in Obama.

Second Tone: ´ This tone's symbol is an upward slant from right to left over the vowel (**má**) and begins in the mid-tone, then rises to a high tone, as if asking a question.

Third Tone: ˇ This tone has a V-shape over the vowel (**mǎ**) and starts low then goes even lower before it rises to a high tone. This is also known as falling rising tone. It's as if your voice is tracing a check mark, starting at the middle, then lower then high.

Fourth Tone: ` This tone is represented by a downward slant from right to left over the vowel (**mà**) and begins in a high tone but falls sharply with a strong guttural tone at the end like you are mad.

Fifth Tone: This tone is also known as the neutral tone. Has no symbol over the vowel (**ma**) or is sometimes preceded with a dot (**·ma**) and is pronounced flatly without any intonation. Sometimes it's just slightly softer than first tone.

2. Then use the Quizlet flashcards (link from Day 2) to review vocabulary for greetings and to identify the tones on the words.
3. Have students greet several of their classmates. Let some groups perform the conversation for the class.

Numbers 1- 10

4. Today we are going to learn the numbers 1-10 in Chinese and how to count using our fingers. Watch the video and have the students repeat after Emma.
 - a. Then answer the following questions:
 - i. How many hands did she use to count all the way to ten?
 - ii. Which numbers use the same gesture as we use?
 - iii. Ask for any other differences/ similarities that the students noticed.
 - b. Hand out the paper with the gestures for the numbers. Have the students watch the video again and practice the gestures as they count.
 - c. Have students look at the image of the numbers in Chinese characters and pinyin. Have students identify the tones. Practice saying the numbers looking at the chart.
5. Let's practice writing numbers in Chinese characters. Give each student a marker and the Chinese character practice paper. Go to the website <http://www.learnchineseez.com/characters/learn-to-write-chinese/> and click on each of the blue numbers to show how the characters are written. Have students write one number per row. Allow students time to write all of the numbers across the pages.
6. If you have time left in class, you can scroll down the webpage and find Love, Beauty, etc. in small table. Give students a new blank sheet of paper and allow them to draw the character of choice in a large format in the center of the page. Allow the students time to decorate if they wish.

Lesson Title: Numbers 1 - 31 and "How old are You?" (Day 4)

Learning Targets: (I can statements)

- I can ask someone how old s/he is.
- I can tell someone how old I am
- I can count to 31 in Chinese.

Material and Resources:

Teacher: Resource on Schoology and Google Drive

Display/ Presentation Resources: Schoology

Activity Resources:

Student Handouts:

- Chinese numbers 0-31 Quizlet list (PDF)
- How old are you Quizlet list (PDF)

Instructional Plan and Pacing Guide:

Review

1. Open the Quizlet list for numbers 1-100 in the Numbers folder on Schoology. This list has Chinese characters and pinyin. Click on the flashcards box to change the format to flashcards. Have students pronounce the numbers 1-10 for review and to review the hand gestures for each number.
 - a. If you want to get fancy, you can go to card 37 and do the pinyin first. To do this easily, in the flashcards page, you have options on the right. Click on **flow** and scroll down to the pinyin. Click on zero and it will start the flashcards there. Click **Flip**. Click **Flow** and scroll all the way back to the top for the characters.
 - b. You can also show both sides of the flashcards using the options on the right side. Pretty cool, huh.
 - c. Students can also practice the numbers on their iPads using Quizlet. They just need to enter the address at the top of the Quizlet page.

Numbers 11 - 30

2. Watch the videos for counting 11-20 and 21-30. Have the students repeat the numbers. Ask students to pay attention to the spelling in pinyin and the characters.
 - a. After the 11-20 video, ask what the students noticed about the construction of the numbers 11-20.

- i. They should have noticed that the numbers have 10 (shí) and then the number 1(yi). So it is 10+1. They should have noticed the Chinese characters for 10 and 1 are next to each other.
 - b. After the 21-30 video, ask if the construction remained the same.
 - i. They should have noticed that Èr (2) is in front of (shí) and then the number, so it is (2 x 10 + 1)
3. Now watch the video about lucky numbers in China. Compare and contrast lucky numbers in the US and the ones in China.

How old are you?

1. Open the folder "How old are you?" Watch the 1st video and have students practice the question.
2. Have students watch the second video, which has a different version of the question, "What's your age?" Have students practice with the video.
3. Allow a minute or two for students to figure out the number for their age.
 - a. Then ask the question of several students (or use Quizlet to ask), having them answer in Chinese.
 - b. Have students choose a partner to practice asking and answering the question, using whichever version of the question. Have them ask several classmates.
4. If you have time, have students create a conversation (Review of Greetings) that reviews greetings and adds the new question. Students can perform the conversation for the class.

If you have more time: Video of Zhang Junhao, a three-year old who dances.

Lesson Title: Chinese names and days of the week (Day 5)

Learning Targets: (I can statements)

- I can tell someone some differences between Chinese names and English names.
- I can name the days of the week in Chinese.

Material and Resources:

Teacher: Resource on Schoology and Google Drive

Display/ Presentation Resources: Schoology

Activity Resources:

- True/False Quiz

Student Handouts:

- True/False Quiz (half sheet)
- Chinese Calendar Quizlet list
- Chinese Calendar Pinyin
- Chinese practice paper

Instructional Plan and Pacing Guide:

Review

1. Review the question, “How old are you?” and its answer.
2. Review the numbers by counting 1-31 (you can use the Quizlet lists)

English vs. Chinese names

1. Watch the video about English names vs. Chinese names.
 - a. Then have students take a quick quiz (T/F) about the differences.
 - b. Have a quick discussion about the differences. What surprised them about how children get their names in either country?

2. Students then can get their Chinese names. Need input from the Confucius Institute.

- a. Practice asking and answering, “What is your name?” with their Chinese names.

Days of the Week

3. Begin the video and have students repeat after the video.
 - Have students discuss the structure of the words for the days of the week.

- Use the Quizlet list to help students practice the vocabulary. Students can also do this individually on their iPads.
- Sing the Days of the Week song (audio on page). If the audio does not work, there is a link to the website. **Need help from Confucius Institute with writing out the lyrics**

If you have time left, students can practice writing their Chinese name on practice paper (Day 3 in Numbers folder)