

What I See in Nature

Grade Level: Grade Three

Unit Theme: Nature

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: Exchange information by asking and answering questions (e.g., weather, common occupations, family members, ages, birthdays).

Benchmark G: Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondences and contextual cues.

Indicator 8: Identify the meaning of unfamiliar words using decoding skill (e.g., prefixes and suffixes, compounds, knowledge of word families).

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

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

Standard: Communities: Participate in multilingual communities and cultures at home and around the world.

Benchmark B: Perform for a school or community event.

Indicator 2: Perform songs, poetry, stories skits or plays for classroom, school or community events.

Unit mode(s) of focus: Interpretive, Interpersonal, and Presentational

Unit Description

In this multiple-day unit, students will be able to identify some words of nature in photographs and pictures accompanied by characters. Initially, students interpret what they can see from pictures. Then, students will interact with their teacher and classmates by playing the game called “I see ...” by adding the words of nature one after another. Students will also learn one famous poem related to rice fields and a song related to trees, and will be able to write/recognize some pictographs. Students will also recycle the words related with nature. At the conclusion of this unit, students will be ready to perform a song or act out a poem for a school or community event.

Performance Outcomes

Students will be able to:

- Learn/recognize the characters from pictures: flower 花 (huā), grass 草 (cǎo), tree 树 (shù), wood 木 (mù), mountain 山 (shān), water 水 (shuǐ), stone 石 (shí), river 河 (hé), pond 池塘 (chí táng), rice field 稻田 (dàotián), and forest 森林 (sēnlín);
- Recite one the famous Chinese poem Pity the Farmer 悯农 (Mǐn nóng), and sing a song called Little Pine Tree 小松树 (xiǎosōngshù);
- Use the recycled vocabulary about animals, colors, weather, season, the sun, the moon, and the stars;
- Organize a game called “I see...” by asking students to say the nature words during a field trip to a park or a walk around the school grounds; and
- Be familiar with the very famous craft, a kite.

Time Frame/Estimated Duration: *Seven classes / Three and one-half 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.
- Introduce the evolution of some Chinese characters 水 shuǐ, 山 shān, 田 tián, and let the students know the basic format of the ancient Chinese poem.
- If time permits, introduce “kite” in great detail or do some activities related to a kite.

Pre-Assessment

- Using the photos and Chinese characters given in Attachment A, Pre-Assessment Photos and Chinese Characters as examples, prepare several sets of pictures of nature including flowers, grass, woods, trees, mountains, water, a stone, and fields. On separate papers, write down all the Chinese characters of these nature items (花, 草, 木, 树, 山, 水, 石, 田).
- Separate the student into groups by asking them to count off in Chinese.
- Hand out a set of the pictures and characters to each group. Give students five minutes to match the pictures with the appropriate character. See which group is able to match the most pictures. Encourage the students to use their knowledge of Chinese characters studied previously to help them guess the matches.

Pre-Assessment Scoring Guidelines

The Pre-Assessment shall not be scored. Use it to guide your instruction. Since this is primarily new vocabulary, use the interaction as an opportunity to see how well they do with the new words. Be sure to ask why they matched each character to see how their understanding of roots and radicals is developing.

Unit Assessments and Scoring Guidelines

Interpretive Assessment

Using a worksheet with the same characters that students used to complete the Pre-Assessment (such as in Attachment A, Pre-Assessment Photos and Chinese Characters),

have students demonstrate their recognition of the target vocabulary by marking the characters that correspond to your random showing of the pictures.

Interpretive Assessment Scoring Guidelines

Score the students using the first part of the rubric given in Attachment F, Post-Assessment Scoring Rubric.

Interpersonal Assessment

Using a large picture of nature, have students come forward in pairs and take turns asking and answering, “What can you see? 你能看见什么? Nǐ néng kànjiàn shénme?” and “I can see (). 我能看见 ()。 Wǒ néng kànjiàn ().”

Interpersonal Assessment Scoring Guidelines

Score the students using the second part of the rubric given in Attachment F, Post-Assessment Scoring Rubric.

Presentational Assessment

Have sing the Little pine tree song and recite the famous Chinese poem *The peasants’ lot*. You may choose to have them sing/recite as a group, then in partners or individually. If desired, videotape their performance while you work with the class on kites. Hint: Ask for a parent volunteer to film and/or help with the kites.

Presentational Assessment Scoring Guidelines

Use Attachment F, Post-Assessment Scoring Rubric to score the recitations.

Vocabulary and Structures

Flower	花	huā
Grass	草	cǎo
Tree	树	shù
Woods	木	mù
Mountain	山	shān
Water	水	shuǐ
Stone	石	shí
River	河	hé
Pond	池塘	chítáng
rice field	稻田	dàotián
forest	森林	sēnlín

Materials, Resources and Useful Web Sites

- Enlarged pictures or photos of the various nature items
- Children’s song
<http://www.520music.com/play/79458.htm>
<http://www.123qupu.com/ertong/2007/920/3T2RMUD6T0NXQgz.html>
- Chinese Poem and explanation
<http://www.wyrj.com/study/gefu/scdq/28894.html>

Sequence of Activities

Day One

- Conduct the Pre-Assessment by using the characters and photos given in Attachment A, Pre-Assessment Photos and Chinese Characters.
- Separate the student into groups by asking them to count off in Chinese.
- Hand out a set of the photos and characters to each group. Give them five minutes to match the pictures with the characters. Check to see which groups could match the most pictures. Ask learners why they chose their matches to see if they have a sense of character development based on previously learned material.
- After the Pre-Assessment, explain to students the evolution of the Chinese characters by showing them Attachment B, The Evolution of Chinese Characters.
- Conclude today's class by practicing with the students the characters only.

Day Two

- Review recognizing the Chinese characters taught in Day One by showing the pictures of the nature items.
- Teach the characters: flower 花 huā; grass 草 cǎo; tree 树 shù; wood 木 mù; mountain 山 shān; water 水 shuǐ; stone 石 shí by showing the pictures. Ask students to trace the characters.
- Recycle the color words. Prepare several colored pictures of the nature or forest. Then conduct an activity in which each student takes a turn saying a phrase or a sentence. In the phrases and sentences they have to use one of the nature words. 红色的花, hóng sè de huā (red flower); 绿色的树, lǜ sè de shù (green tree).
- Finally, have the students sit in a circle. Have them listen to a children's song, *Xiǎo sōng shù*. Refer to Attachment C, Children's Song---*Xiǎo sōng shù*, for the lyrics to this song. When they are finished listening, ask them to guess which nature word is mentioned in the song.

Day Three

- Play the *Xiǎo sōng shù* song while the students move to sit in a circle.
- Teach the students to sing the song *Xiǎo sōng shù*. Lead them in the singing of the song a number of times. You can lead the song yourself, or you can play an audio recording of the song.
- Recycle the words for weather, the sun, the moon, and the star as there are rain 雨 (yǔ) and sun 阳光 (yáng guāng) in the lyrics.
- Review the characters learned on Day Two. Teach the new words for nature: river 河 (hé); pond (池塘) chí táng; rice field (稻田) dào tián; forest 森林 (sēn lín) by showing the pictures. Start teaching the components of the characters, such as the three points on the left hand means the character is related to water, e.g. 河 (hé) and 池 (chí).
- End the class by singing the *Xiǎo sōng shù* song together. Let the students stretch their arms and legs acting as a growing pine tree.

Day Four

- Let two or three students come to the front of the classroom to sing the song *Xiǎo sōng shù*. Have the rest of the class follow them by acting like the growing pine tree.
- Review all the nature words learned in the first three days.
- Introduce the ancient poem 悯农 (Mǐn nóng) Pity the Farmers by handing out Attachment D, Chinese Ancient Poem--- Mǐn nóng 悯农.

chú hé rì dāng wǔ,
锄禾日当午,
hàn dī hé xià tǔ;
汗滴禾下土;
shuí zhī pán zhōng cān ,
谁知盘中餐,
Lì lì jiē xīn kǔ.
粒粒皆辛苦.

Toiling Farmers

Farmers weeding at noon
Sweat down the field soon
Who knows food on a tray
Thanks to their toiling day

- Explain the poem by using the pictures to tell the story. The website provided in the section “Useful Websites” has a detailed explanation of the poem 悯农 (Mǐn nóng). If time permits, introduce the pattern of a Chinese ancient poem.
- Hand out Attachment E, Speaking Extension Activity, for homework.

Day Five

- Collect the homework and demonstrate the sentence pattern, I can see (flowers). 我能看见 (花) . Wǒ néng kàn jiàn huā.
- Separate students into four groups by counting one to four in Chinese. Nominate a leader, a secretary, a timer, and all of group member are presenters in each group.
- Take students to a metro park or just go outside of the building. Give them ten minutes to practice describing what they see using the sentence pattern, “我能看见 () . Wǒ néng kàn jiàn ()”. The leader in each group should make sure each member says a sentence in that pattern and the secretary needs to take a pen to record what they have seen in nature. The timer needs to make sure they finish within the time allotted.
- Bring the students back to the classroom. Ask each group to present what they have seen.

Day Six

- Review the poem and the song.

- Show a big picture of nature in front of classroom, and ask students using the sentence pattern, “What can you see? 你能看见什么? Nǐ nǎng kànjiàn shénme?” Have students respond, “I can see (). 我能看见 ()。 Wǒ nǎng kànjiàn ().”
- Use Attachment F, Post-Assessment Scoring Rubric, to evaluate students’ interpersonal exchange.
- When students have finished with their assessments, have a quiet activity for them to work on, for example a character-tracing sheet or a story about Chinese kites (in English).
- Practice reciting the poem and singing the song.

Day Seven

- Practice reciting the poem and signing the song with the entire class.
- In small groups or individually, have students recite the poem/sing the song.
- Use the final two portions of the rubric given in Attachment F, Post-Assessment Scoring Rubric to evaluate the students’ presentations.
- If time permits, introduce “kite” in great detail or do some activities related to a kite.

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 use word utterances or short expressions that correctly respond to the questions. Partner these students in subsequent activities with students who can provide a strong model for complete sentences.

Extensions and Home Connections

- Encourage students to teach the vocabulary of nature to their parents or siblings at home.
- Students can sing and dramatize the song *Xiǎo sōng shù* to students in other world language classes or at a community or school event.

Technology Connections

- Windows 2003 XP or later versions for typing and printing Chinese characters and Pinyin tone markers; and
- Use Power Point to display large pictures of nature.

List of Attachments

Attachment A, Pre-Assessment Photos and Chinese Characters

Attachment B, The Evolution of Chinese Characters

Attachment C, Children’s Song---*Xiǎo sōng shù*

Attachment D, Chinese Ancient Poem--- *Mǐn nóng* 悯农, Pity the Farmer

Attachment E, Speaking Extension Activity

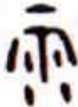
Attachment F, Post-Assessment Scoring Rubric

Attachment A
Pre-Assessment Photos and Chinese Characters



草
石
水
森
树
山

Attachment B
The Evolution of Chinese Characters

sun (日)						
moon (月)						
cloud (云)						
rain (雨)						

Attachment C
Children's Song

Xiǎo sōng shù
小松树



Xiǎo sōng shù kuài zhǎng dà
小松树 快长大
lǜ shù yè xīn zhī yá
绿树叶 新枝丫
yáng guāng yǔ lù bǔ yù tā
阳光雨露哺育它
kuài kuài zhǎng dà kuài kuài zhǎng dà
快快长大快快长大

Little pine tree grows up fast
New needles, new branches
received nutrition from sun and rain
May you grow up fast, fast.

Attachment D

Mǐn nóng
悯农

chú hé rì dāng wǔ,
锄禾日当午,
hàn dī hé xià tǔ;
汗滴禾下土;
shuí zhī pán zhōng cān ,
谁知盘中餐,
Lì lì jiē xīn kǔ.
粒粒皆辛苦.

Pity the Farmers
Farmers weeding at noon
Sweat down the field soon
Who knows food on a tray
Thanks to their toiling day



Attachment E
Speaking Extension Activity

As an extension of learning in this class, your child has been given the opportunity to teach a family member an ancient poem 悯农 (Mǐn nóng—Pity the Farmer):

chú hé rì dāng wǔ,
锄禾日当午,
hàn dī hé xià tǔ;
汗滴禾下土;
shuí zhī pán zhōng cān ,
谁知盘中餐,
Lì lì jiē xīn kǔ.
粒粒皆辛苦.

Once you have verified that your child has taught a member of the household the poem by assisting that individual with his or her pronunciation and attempting to engage him or her in the complete task, 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 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.

Xie xie!
(Thank you!)

Attachment F
Post-Assessment Scoring Rubric

Performance Outcomes	5	3	1
Match the characters with the pictures. (Interpretive Assessment)	Student matched all six characters with the pictures correctly.	Student matched three characters with the pictures correctly.	Student attempted to match at least one character with the picture correctly.
Told information about the nature words. (Interpersonal Assessment)	Student said the nature words indicated by the pictures on the first try.	Student said the nature words indicated by the pictures on a second or third attempt, or they used it in an incomplete sentence.	Student attempted to say the nature words indicated by the pictures in a complete sentence but did not succeed.
Recite an ancient poem. (Presentational Assessment)	Student completed all parts of the ancient poem on the first try.	Student completed all parts of the ancient poem at the second or third try.	Student attempted to perform the ancient poem but did not succeed.
Clarity of speech (pronunciation, intonation, Fluency/Flow)	Student's remarks are easily understood by a native speaker.	Student's remarks are understood with some difficulty by a native speaker.	Student's remarks are not comprehensible to a native speaker.