Meet My Grandparents

Grade Level: Grade One

Unit Theme: Family

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 simple questions about personal information and other familiar topics (e.g. family members, weather, today's date, pets, school supplies).

Benchmark B: Exchange personal information.
Indicator 3: Copy and exchange simple messages (e.g., holiday greetings, thank you notes, birthday wishes).

Benchmark G: Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondences and contextual cues.
Indicator 9: Identify and say alphabet and sound-symbol correspondence (e.g., "b" as in "bateau", "n" as in HET)**.**

Benchmark K: Present information orally, signed or in writing.
Indicator 14: Describe characteristics of pictures to others (e.g., a big yellow bus/un camion grande y amarillo; a red triangle/Hóng sān jiǎo).

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

Benchmark A: Observe, identify and describe simple patterns of behavior of the target culture.
Indicator 1: Name important traditions, holidays or events.

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

Benchmark A:. Describe concepts and use skills from across disciplines.
Indicator 4: Count forward to 100.

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

Benchmark C: Identify and describe patterns of behavior in various cultural settings.
Indicator 3: Identify and describe cultural patterns, behaviors and activities (e.g., holidays, mealtimes).

Unit Mode of Focus: Interpretive, Interpersonal, and Presentational

Unit Description
This unit will gain the ability to identify members of their families. Students will begin to understand the cultural differences between Chinese and American families. The unit will reinforce the curriculum of kindergarten with counting numbers. Finally, the students will use the vocabulary and patterns learned to introduce their families to the class.

Performance Outcomes
Students will be able to
- Use culturally appropriate ways to ask for the information about family;
- Ask and tell their family members; and
- Speak clearly and understandably with peers and teacher.

Time Frame/Estimated Duration: *Eight classes/Four hours*

General Tips from the Writers
- Have prepared ahead of time several photos of families that include the various vocabulary taught.
- Have flash card of various family member prepared.
- Have the flashcards of the Chinese characters prepared ahead of time.

Feedback from Pilot Teachers
The students enjoyed this unit, especially the family tree activities. I also used hand puppets and had students perform dialogs to meet each other's grandparents.

Pre-Assessment
Show a family photo to students and ask questions like, "Who is this?" "Is this mom?" "Is this grandpa?" "How many people are there in the picture?"

Pre-Assessment Scoring Guidelines
Pre-assessment will be scored by teacher observation in the classroom.
    3 of 3   Strong understanding of topics
    2 of 3   Adequate understanding of topics
    1 of 3   Poor understanding of topic/Needs remediation
    0 of 3   Insufficient understanding of topic /Needs remediation

Unit Assessments and Scoring Guidelines

Interpretive Assessment
Using the same photo used to complete the pre-assessment, students will demonstrate their recognition of target vocabulary by circling the picture that corresponds to the teacher's random pronunciation of the family members.

Interpretive Assessment Scoring Guidelines
    3 of 3   Strong understanding of topics

2 of 3   Adequate understanding of topic
1 of 3   Poor understanding of topic/Needs remediation
0 of 3   Insufficient understanding of topic /Needs remediation

Interpersonal Assessment

Students will exchange information about their families with a partner. Using their family trees, each will describe the members of his or her family to a partner (e.g., My family has __ people, I have a dad, I have a mom, etc.). Encourage the students to also ask questions about the partner's family.

Interpersonal Assessment Scoring Guidelines

The teacher will observe and evaluate each child's performance rating each according to the following scale:

20-15   Highly proficient
15-10   Proficient
10-5   Minimally proficient
5-0   Needs remediation

Presentational Assessment

At the conclusion of this unit, each child will have the opportunity to present her or his family tree poster in the classroom without any assistance from the teacher or peers. Each student will introduce his or her family members to classmates in Chinese (e.g., my family has __ people; This is dad; This is my grandpa; I have a dad, a mom, etc.).

Presentational Assessment Scoring Guidelines

The teacher will observe and evaluate the presentation of each child to see how much information he or she can provide with the family tree poster and be rated according to the following scale:

20-15   Highly proficient
15-10   Proficient
10-5   Minimally proficient
5-0   Needs remediation

Vocabulary and Structures

爷爷	yéye	(paternal) grandpa
奶奶	nǎinai	(paternal) grandma
外公	wàigōng	(maternal) grandpa
外婆	wàipó	(maternal) grandma
叔叔	shūshu	uncle （dad's younger brother）
阿姨	ā yí	aunt （mom' sister ）
我的	wǒ de	my; mine
个	ge	a common measure word; people; object
人	rén	person; people

我家　wǒjiā　　　　my family
我有　Wǒ yǒu＿＿＿　I have <u>family members</u>.
我家有#个人 Wǒ jiā yǒu＿＿ge rén.　　　My family has <u># people</u>.
这是谁？　　Zhè shì shuí？　　　Who is＿＿＿ ?
这是 <u>family members</u>. Zhè shì ＿＿＿　This is ＿＿＿＿.
这是我的 <u>family members</u>. Zhè shì wǒ de＿＿.　　This is my ＿＿＿＿.

Materials, Resources and Useful Web Sites
family photos;
First grade level picture /story books with related illustrations;
fluffy animal families;
picture cards that depict vocabulary words and phrases
classroom set of hand puppets
children's song that highlights vocabulary expressions targeted in this unit
video clips of native speakers using the target vocabulary
a children's book that highlights vocabulary expressions targeted in this unit
www.betterchinese.com

Sequence of Activities
Day One
- Conduct the Pre-assessment
- Review vocabulary learned in kindergarten
    - 爸爸　　　　　father
    - 妈妈　　　　　mother
    - 哥哥　　　　　older brother
    - 弟弟　　　　　younger brother
    - 姐姐　　　　　older sister
    - 妹妹　　　　　younger sister
    - 我　　　　　　I
- Use a family picture to introduce the new words with the focus of sounds：爷爷 grandpa，奶奶 grandma，叔叔 uncle（dad's younger brother），阿姨ā yí aunt（mom' sister）.
    The students repeat the sound of new words after teacher
- Introduce the new characters with flash cards
- Review the pattern with the words learned in kindergarten.
    - 我有＿＿＿.　　　I have ＿＿ .
- Do the pattern drill with the new words
    - 我有爷爷。　　　I have a grandpa.
    - 我有奶奶。　　　I have grandma.
    Match game: picture and character

Day Two
- Review the new words learned in day one with flash cards.

- Use a family picture to introduce the new words (外公 maternal grandpa and 外婆 maternal grandma) with the focus of the sounds. The students repeat the sound of new words after teacher
- Introduce the new characters with the flash cards
- Do pattern drill with the new words and the day one words.
    - I have 外公。I have a grandpa (mom's father)
    - I have 外婆。I have a grandma (mom's mother)
    - I have 爷爷。I have a grandpa (dad's father)
    - I have 奶奶。I have a grandma (dad's mother)
    - I have 叔叔。I have an uncle (dad's younger brother)
    - I have 阿姨。I have an aunt (mom's sister)
- Point out that the size of Chinese families has changed in the modern time. Use visuals to show differences.
- Match game; picture and character

Day Three
- Review the new words in day one and two lessons with flash cards
- Use a family photo to review the pattern learned in kindergarten:
    - 这是谁？这是__. Who is this？This is ___.
- Do the pattern drill with the words learned in kindergarten.
- Do the pattern drill with the words newly learned.
    - 这是谁？这是爷爷。Who is this? This is grandpa.
    - 这是谁？这是奶奶。Who is this? This is grandma
    - 这是谁？这是外公。Who is this? This is grandpa
    - 这是谁？这是外婆。Who is this? This is grandma
- Learning activity: Call 4 students, each with a character card. The teacher asks the class "Who is this? The class will answer the question based on the information on the cards and use the pattern 这是__.

Day Four
- Review the new words learned day one and two with the flash cards
- Use a family photo to review the word 我 (I; me) learned in kindergarten and introduce the new word 我的 (my; mine) with the focus on the sound; The students repeat the sound of new words after teacher
- Review and do the pattern drill:
    - 这是谁？这是__.   Who is this? This is ___.
    - 这是谁？这是爷爷。   Who is this? This is grandpa.
    - 这是谁？这是奶奶。   Who is this? This is grandma.
    - 这是谁？这是外公。   Who is this? This is grandpa.
    - 这是谁？这是外婆。   Who is this? This is grandma.
- Introduce the new pattern:
    - 这是谁？这是我的___. Who is this? This is my __.
- Do the pattern drill with new words.

o 这是谁？这是我的爷爷。Who is this? This is my grandpa.
- Compare the two patterns
    o 这是谁？这是__.
    o 这是谁？这是我的__.
- Do the two pattern drills with the new words.

Day Five
- Review day four lesson
- Use a family picture to introduce the new words (我家 my family; 有 have; 人 person; people) with the focus of the sounds; the students repeat the sound of new words after teacher
- Introduce the new characters with the flash cards
- Review Chinese song of numbers learned in kindergarten. yī ge gēge，liǎng ge dìdi, sān ge jiějie and sì ge mèimei …(one older brother; two younger brothers, three older sisters; four younger sisters…)
- Connect numbers with the counting of people (_个人)
- Use Chinese song of numbers to reinforce the counting of people; e.g., yī ge rén, liǎng ge rén，sān ge rén，and sì ge rén… (one person; two people; three people, four people…)
- Use a family picture to introduce the new pattern:
    o 我家有__个人。   My family has __ people.
- Do the pattern drill with the family photos
- Take turns to ask students to tell how many people are there in their families and students give answers in the form of "My family has # people. "

Day Six
- Review the patterns and words learned on Day Five
- Use flash cards to review the newly learned words.
- Show the family pictures and practice the following patterns:
    - 这是谁？这是__. Who is this? This is ___.
      这是谁？这是我的__. Who is this? This is my ___.
    - 我家有__个人。   My family has__ people.
- Play the match game, matching picture and character

Day Seven
- Have students work on a family tree project.
- Have students bring in a family photo or a copy of a family photo
- Have students draw and cut a piece of construction paper into the shape of a tree.
- Have students cut out and paste the photo of each family member to the family tree.
- Have students then cut and paste the characters to the family tree making sure each character matches the right person.
- Encourage students to freely decorate their family trees.

- As students finish their family trees, have them work in pairs asking and answering questions about their family trees (e.g., 这是谁？这是我的妈妈。Who is this? This is my mom. 这是谁？这是我的哥哥。Who is this? This is my older brother.).

Day Eight
- Using the family tree poster and the new words and sentence patterns learned, have each student introduce his or her family to the class in Chinese without any assistance from the teacher or peers.
- Observe and assess the presentation of each child.
- After the presentation, post the family tree posters created by students in the classroom or hallway.

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). Different learning needs and different learning styles can be accommodated in group activities.

Allow students who are initially hesitant in responding to the name question with complete sentences to use single 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.

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 a parent's signature on a form stating that the student attempted to recite the expressions to another family member.
- Students can sing and dramatize the song at home that they learned in class. Again, students who bring back a parent's signature stating that the student sang and dramatized the song would receive a reward such as a sticker.

Technology Connections
- Windows 2006 XP: for typing Chinese characters and adding tone marks to pinyin.
- Internet: search for related websites.
- www.betterchinese.com

List of Attachments
Teachers can make their own form of pre-assessment, post-assessment and the scoring guidelines based on the instructional needs.