

I Don't Feel Well

Grade Level: Grade Four

Unit Theme: Explaining what hurts and how you feel

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 questions about personal needs and wants (e.g., school supplies, food, health).

Benchmark C: Request clarification.

Indicator 3: Ask questions to clarify information (e.g., ask questions about a story, video, demonstration).

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

Indicator 7: Decode the meaning of phrases and sentences from contextual cues.

Benchmark K: Present information orally, signed or in writing.

Indicator 11: Write and share lists, phrases and sentences about pictures or everyday topics (e.g., animals, family members, numbers, primary/secondary colors).

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

Benchmark C: Observe, identify, describe and reproduce objects, images and symbols of the target culture.

Indicator 5: Identify, read about or participate in expressive products of target culture peers (e.g., selections from children's literature, types of artwork, dances).

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

Unit Description

In this unit, students will learn to talk about their health as they review words, phrases and sentences learned in previous units, such as body parts and dates. They will be directed and encouraged to articulate the physical feelings comprehensively using extended vocabulary. They will also learn the concept of radicals (偏旁 piān páng) and practice writing the radical representing "sickness 疒" and a few words related to illness,

such as 病 sick *b òng*, 疼 pain/hurt *téng*, 痛 pain/hurt *tòng*. Culturally, students will learn one Chinese traditional medicine in diet therapy 红糖姜水 (*hōng táng jiāng shuǐ*, ginger boiled with brown sugar) that is commonly used to alleviate cold or flu. They will understand its use and introduce it to family and relatives. At the end of this unit, students are expected to be able to present what they learned in class regarding their own or a particular given health condition.

Performance Outcomes

Students are expected to be able to:

- identify and match Chinese characters/phrases to pictures illustrating the body parts;
- answer questions with complete sentences to tell their physical conditions, particularly the illness and which body part hurts;
- learn the concept of radicals (偏旁 *piān páng*);
- practice writing the radical representing “sickness 疒”, and understand the structure of a few words related to illness, such as 病 sick *b òng*, 疼 pain/hurt *téng*, 痛 pain/hurt *tòng*;
- speak and write two characters: 病 *b òng* (sick), 疼 *téng* (ache/pain) (optional: 痛 *tòng*, ache/pain – it is the same as 疼); and
- learn a Chinese recipe 红糖姜水 (*hōng táng jiāng shuǐ*, ginger boiled with brown sugar) widely used to alleviate or diminish the development of the common cold and sometimes flu.

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

General Tips from the Writers

- This unit teaches the expression of feelings based on physical conditions. Encourage students to practice the conversations using alternatives (He/she/they) to replace I/you, for instance, when discussing the figures illustrated in cartoons or pictures.
- Always encourage students to explore further, for instance, what they want to do while they are not feeling well, such as a foot hurts so they want to sit down.
- Adjust the time needed to move through the sequence of activities based on class size and time available for each session.
- Always revisit vocabulary and structures learned from previous units.
- This would be a good time to introduce or reinforce Chinese eye exercises.

Feedback from Pilot Teachers

This is the unit that my students enjoyed most and learned super fast. I put them in a scenario of visiting the doctor’s office in groups. It amazed me that they remembered the pains all over the body in two periods of classes. The patients were acting very vividly.

Pre-Assessment

Using the pictures in Attachment A, Pre-Assessment Activity, pass out pictures or drawings to students and ask students to say the body parts in Chinese. For instance, head, eyes, nose, mouth, hands, feet.

Pre-Assessment Scoring Guidelines

Use the following guidelines to score the students.

- | | |
|-----|--|
| 3 | correctly identify and say more than five body parts in Chinese. |
| 1-2 | able to identify, but only say 2-3 body parts in Chinese. |
| 0 | no knowledge of the topic. |

Unit Assessments and Scoring Guidelines

Interpretive Assessment

Have students match the characters to the drawings or cartoon pictures that mimic the feelings of certain physical conditions, such as headache, foot hurt, etc.

Interpretive Assessment Guidelines

Score students using the rubric given in Attachment B, Post-Assessment Scoring Rubric

Interpersonal Assessment

Have students use drawings or cartoon pictures to represent themselves, and answer questions “How are you feeling?” with a standard sentence “I am not feeling well. My tummy hurts.”

Interpersonal Assessment Guidelines

Score students using the rubric given in Attachment B, Post-Assessment Scoring Rubric

Presentational Assessment

At the end of this unit, students are expected to be able to 1) use extended vocabulary and words to describe how they feel that day (or days before, etc.), and share in class by saying the phrases or sentences learned in this unit. (See Attachment C-2); and 2) write two Chinese characters: 病 *bìng*, sick, 疼 *téng*, ache/pain. Divide students into groups of two or three and have them present a skit in which one student pretends to be ill. The other student asks questions about his or her health and the first should respond appropriately using the vocabulary and sentences learned in this unit.

Presentational Assessment Guidelines

Score students using the rubric given in Attachment B, Post-Assessment Scoring Rubric

Vocabulary and Structures:

Vocabulary:

Review vocabulary

matter	怎么了	zěn ma le
head	头	tóu
eyes	眼睛	yǎn jing
ear	耳朵	ěr duo
nose	鼻子	bí zi
mouth	嘴	zuǐ

tooth/teeth	牙	yá
back	背	běi
hand	手	shǒu
foot/feet	脚	jiǎo

New Vocabulary

ill/sick	病	bìng
ache/pain/hurt	疼	téng.
	痛	tòng, (It is the same as 疼.)
tummy/stomach	肚子	dù zi
arm	胳膊	gē bo
leg	腿	tuǐ
finger	手指	shǒu zhǐ
thumb	大拇指	dà mǔ zhǐ
pinky	小拇指	xiǎo mǔ zhǐ

Sentence Structures

I. Review what students have learned in Kindergarten:

How are you?	你好吗?	nǐ hǎo ma?
I am fine. Thank you.	我很好。谢谢!	wǒ hěn hǎo.

II. New sentence pattern:

II-1. When the person appears ill:

Ask: How are you feeling (today)?

你(今天)感觉怎么样? nǐ (jīn tiān) gǎn jué zěn ma yàng?

Or: What's the matter with you? Are you all right?

你怎么了? nǐ zěn ma le?

Answer: I am not feeling well. 我不舒服。 Wǒ bù shū fu.

Or: I feel sick. 我病了。 Wǒ bìng le.

My tummy hurts. 我肚子疼。 Wǒ dù zi téng.

Or: I have stomach-ache.

I have headache. 我头疼。 Wǒ tóu téng.

My eyes hurt. 我眼睛疼。 Wǒ yǎn jīng téng.

My ear hurts. 我耳朵疼。 Wǒ ěr duo téng.

My nose hurts. 我鼻子疼。 Wǒ bí zi téng.

My mouth hurts. 我嘴疼。 Wǒ zuǐ téng.

My tooth hurts. 我牙疼。 Wǒ yá téng.

My back hurts. 我背疼。 Wǒ bèi téng.

My hand hurts. 我手疼。 Wǒ shǒu téng.

My fingers hurt. 我手指疼。 Wǒ shǒu zhǐ téng.

My thumb hurts. 我大拇指疼。 Wǒ dà mǔ zhǐ téng.

My pinky hurts.	我小拇指疼。	Wǒ xiǎo mǔ zhǐ téng.
My foot hurts.	我脚疼。	Wǒ jiǎo téng.
My leg hurts.	我腿疼。	Wǒ tuǐ téng.

II-2. To follow up the health status:

Ask: Are you feeling better (today)?

你(今天)感觉好些么? nǐ (jīn tiān) gǎn jué hǎo xiē ma?

Answer: I am much better (today). 我(今天)好多了。wǒ (jīn tiān) hǎo duō le.

II-3. To the third party:

Ask: What's the matter with her? Is she all right?

她怎么了? tā zěn ma le?

Answer: She is not feeling well. 她不舒服。 tā bù shū fu.

Her tummy hurts. 她肚子疼。 tā dù zi téng.

She has a headache. 她头疼。 tā tóu téng.

II-4. Note to teacher:

“I/my” can be replaced by “he/his, she/her, it/its”

我 wǒ, 他/她/它 tā

II-5. Review the sentence structure previously learned

For example: I was not feeling well yesterday. I am much better today.

我昨天不舒服。我今天好多了。

Wǒ zuó tiān bù shū fu. wǒ jīn tiān hǎo duō le.

Materials, Resources and Useful Web Sites

- Markers, crayons, or paint to color characters
- Calendar, paper or poster board, glue or tape
- Pictures or cartoons or drawings that show body parts: head/face, hand/fingers, leg, feet
- Flash cards with characters on one side, pictures or pinyin on the other side
- Happy or thumbs up and sad or thumbs down visuals to convey emotions related to the health status
- *The Very Hungry Caterpillar* book or DVD in Chinese

Sequence of Activities

Day One

- Use cartoons or drawings to conduct the Pre-Assessment (See Attachment A, Pre-Assessment Activity).
- Review body parts vocabulary (Refer to Attachment C-1, Review - Description of body parts and health status) by playing a game in which the students match the characters to the body parts.

- Play another game in which one student says the word and others point to the body parts (one to one, or one to multiple).
- Quickly read/show the story of *The Very Hungry Caterpillar* in Chinese through when the caterpillar has a stomach ache. Children should be able to follow along if you show the pictures. Solicit days of the week and known foods from them.
- Introduce the radical representing “sickness 疒”

Day Two

- Practice writing the radical “sickness” 疒
- Introduce and teach students to trace two characters: 病 *b òng* (sick) and 疼 *téng* (ache/pain).
- Introduce the sentences from Attachment C-2, Part II.
- Have students draw body parts and match with the characters. You may wish to have them start to write their own children’s book modeled on *The Very Hungry Caterpillar*, but with vocabulary and sentence patterns from the curriculum. For example, On Monday, I went to school. I had a headache. They would then incorporate the character for head and a visual with the pinyin.

Day Three

- Practice writing the strokes of 病 *b òng* (sick) and 疼 *téng* (ache/pain).
- Review phrases and sentences learned on Day One and Day Two.
- Continuously introduce sentences from Attachment C-2, Review - Extended expression of physical conditions in connection with when and what to do, Part II.
- Allow students to draw body parts and match with characters or work on their books.

Day Four

- Practice writing the strokes of 病 *b òng* (sick) and 疼 *téng* (ache/pain).
- Review phrases learned in Day One through Three. Have students match cartoons or drawings to each character/phrase (Refer to Attachment C-2, Parts I & II).
- Group students three per group. Have student one demonstrate which body part hurts by acting. Have student two ask an appropriate question. Have student three answer the question.
- Introduce the Chinese recipe 红糖姜水 (*hōng táng jiāng shuǐ*) ginger boiled with brown sugar) widely used to alleviate or diminish the development of the common cold or sometimes flu.

Day Five

Prepare ginger tea for the students ahead of time and serve as they are working on the following:

- Practice writing the strokes of 病 *b òng* (sick) and 疼 *téng* (ache/pain).
- Continuously play with the words, phrases, and sentences learned in Days One through Four.
- Review the extended vocabulary (See Attachment C-1), and then try the sentence group in Part III of Attachment C-2.

- Allow children to work on their books.

Day Six

- Practice writing the strokes of 病 *b òng* (sick) and 疼 *téng* (ache/pain).
- Have students act out the dialogues presented in Day Four using all vocabulary and sentences learned up till now.
- Have them work on their books when finished.

Day Seven

- Practice writing the strokes of 病 *b òng* (sick) and 疼 *téng* (ache/pain).
- Prepare and conduct the Post-Assessment (See Attachment B, Post-Assessment Scoring Rubric).
- First, have students match the characters to the drawings or cartoon pictures that mimic the feelings of certain physical conditions, such as headache or foot hurt.
- Next, have students use drawings or cartoon pictures to represent themselves, and answer questions “How are you feeling?” 你(今天)感觉怎么样? *nǐ (jīn tiān) gǎn jué zěn ma yàng?* with a standard sentence “I am not feeling well. My tummy hurts.” 我不舒服。 *Wǒ bù shū fu.* 我肚子疼。 *Wǒ dù zi téng.*
- Have students write and say the characters of 病 *b òng* (sick) and 疼 *téng* (ache/pain) or incorporate this task into the book.

Day Eight

- Complete the Post-Assessment (See Attachment B, Post-Assessment Scoring Rubric). Divide students into groups of two or three and have them present a skit in which one student pretends to be ill or hurt. The other student asks questions about his or her health and the first should respond appropriately using the vocabulary and sentences learned in this unit. Encourage each student to ask questions to help clarify the health situation and what should be done.
- Allow students to work on their books when time permits throughout the curriculum.

Differentiated Instructional Support

- Encourage heritage students to explore further by making sentences using more extended vocabulary such as the following:

I was not feeling well yesterday. I am much better today.

我昨天不舒服。我今天好多了。

Wǒ zuó tiān bù shū fu. wǒ jīn tiān hǎo duō le.

I had a headache last week; I didn't play soccer.

我上星期头疼,没去踢足球。

Wǒ shàng xīng qī tóu téng, méi qù tí zú qiú.

I am much better this week; I'll go to play pingpang.

我这星期好多了,我要去打乒乓。

Wǒ zhè xīng qī hǎo duō le, Wǒ yào qù dǎ pingpang

My brother was sick the day before yesterday. He is recovered now.

弟弟前天病了。他今天好了。

Didi qī ān tiān b hǎo le. Tā jīn tiān hǎo le.

My foot hurts; I want to sit down.

我脚疼, 我要坐下。

Wǒ jiǎo téng, Wǒ yào zuò xià.

I caught a cold; I want to drink the broth of ginger boiled with brown sugar.

我感冒了, 我要喝红糖姜水。

Wǒ gǎn mào le, wǒ yào hē hōng táng jiāng shuǐ.

Extensions and Home Connections

- Have students complete Attachment D, Speaking Extension Activity, at home and have it signed by parents. Remove the pinyin prior to sending home!
- Have students take home the Chinese recipe 红糖姜水 (*hōng táng jiāng shuǐ*, ginger boiled with brown sugar) widely used to alleviate or diminish the development of the common cold or sometimes flu.
- Have heritage speakers learn and use the following vocabulary in the sentences.

index finger (2nd finger)

食指

shí zhǐ

ring finger (4th finger)

无名指

wú míng zhǐ

toe

脚趾

jiǎo zhǐ

Technology Connections

- [How to Treats Colds With Ginger Tea | eHow.com](http://www.ehow.com/how_2075260_treats-colds-ginger-tea.html#ixzz12Y3hc9ge)
http://www.ehow.com/how_2075260_treats-colds-ginger-tea.html#ixzz12Y3hc9ge
Ginger tea is one of the effective treatments to alleviate colds, according to traditional Chinese medicine. It has strong yang energy and warms the stomach and lungs. The Chinese have been using it for 2,500 years to treat congestion, sinus pain and sore throat.
- Window XP
 - Chinese Language setting: from Control Panel, click “Regional and Language options”, then follow the instructions to add Chinese as an alternative language.
 - - Using MS Word to type Chinese characters: recommended Font is SimSun.
 - - Four tone marks in Pinyin can be found under “Insert – Symbol”
- Twin Bridge: a Chinese software
 - Recommended fonts are:
 - TSC UKai M TT
 - TSC USong S TT

List of Attachments

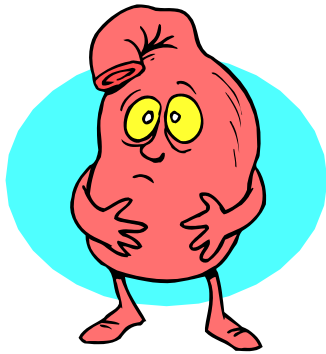
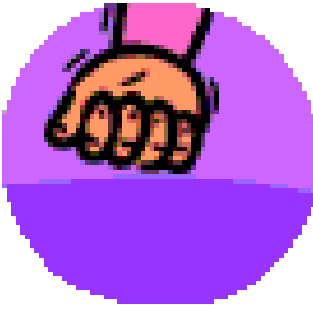
Attachment A, Pre-Assessment Activity

Attachment B, Post-Assessment Scoring Rubric

Attachment C-1, Review - Description of Body Parts and Health Status
Attachment C-2, Review - Extended Expression of Physical: When and What to Do
Attachment D, Speaking Extension Activity.

Attachment A
Pre-Assessment Activity

Identify and tell the body parts in Chinese.



Attachment B
Post-Assessment Scoring Rubric

Performance Outcome	5	3	1
To identify and match Chinese characters/phrases to the pictures illustrated the body parts	Correctly identify more than 6 Chinese characters/phrases to match the body parts	Correctly identify more 3-5 Chinese characters/phrases to match the body parts	Have difficulty to identify more than two Chinese characters/phrases to match the body parts
Answer questions to express feelings based on physical conditions in complete sentences	Speak correctly with more than 6 sentences	Speak correctly 3-5 sentences	Have difficulty to speak more than two sentences
Speak and write two characters: 病 <i>b òng</i> and 疼 <i>t éng</i>	Correctly speak and write the two words	Correctly speak and write one word	Correctly speak but can't write the two words
Performance of presentation	Correctly describe the health condition using more than three extended sentences	Correctly describe with two to three extended sentences	Have difficulty describing with more than two extended sentences

Attachment C-1

Review: Description of Body Parts and Health Status

Vocabulary:

Review vocabulary

matter	怎么了	zěn ma le
head	头	tóu
eyes	眼睛	yǎn jing
ear	耳朵	ěr duo
nose	鼻子	bí zi
mouth	嘴	zuǐ
tooth/teeth	牙	yá
back	背	běi
hand	手	shǒu
foot/feet	脚	jiǎo

Today	今天	jīn tiān
Tomorrow	明天	míng tiān
Yesterday	昨天	zuó tiān

Extended vocabulary

前一天	qián yī tiān	(the day before one day)
后一天	hòu yī tiān	(the day after one day)
上星期	shàng xīng qī	(last week)
下星期	xià xīng qī	(next week)
上个月	shàng gè yuè	(last month)
下个月	xià gè yuè	(next month)

New Vocabulary

ill/sick	病	bìng
ache/pain/hurt	疼	téng.
	痛	tòng, (It is the same as 疼.)
tummy/stomach	肚子	dù zi
arm	胳膊	gē bo
leg.	腿	tuǐ
finger	手指	shǒu zhǐ
thumb	大拇指	dà mǔ zhǐ
pinky	小拇指	xiǎo mǔ zhǐ

Attachment C-2

Review: Extended Expression of Physical Conditions: When and What do Do

Sentence Structures:

Part I. Review what have learned in Kindergarten:

How are you? 你好吗? nǐ hǎo ma?
I am fine. Thank you. 我很好。谢谢! wǒ hěn hǎo.

Part II. New sentence pattern:

II-1. When the person appears ill:

Ask: How are you feeling (today)?

你(今天)感觉怎么样? nǐ (jīn tiān) gǎn jué zěn ma yàng?

Or: What's the matter with you? Are you all right?

你怎么了? nǐ zěn ma le?

Answer: I am not feeling well. 我不舒服。 Wǒ bù shū fu.

Or: I feel sick. 我病了。 Wǒ bìng le.

My tummy hurts. 我肚子疼。 Wǒ dù zi téng.

Or: I have a stomach-ache.

I have headache. 我头疼。 Wǒ tóu téng.

My eyes hurt. 我眼睛疼。 Wǒ yǎn jīng téng.

My ear hurts. 我耳朵疼。 Wǒ ěr duo téng.

My nose hurts. 我鼻子疼。 Wǒ bí zi téng.

My mouth hurts. 我嘴疼。 Wǒ zuǐ téng.

My tooth hurts. 我牙疼。 Wǒ yá téng.

My back hurts. 我背疼。 Wǒ bèi téng.

My hand hurts. 我手疼。 Wǒ shǒu téng.

My fingers hurt. 我手指疼。 Wǒ shǒu zhǐ téng.

My thumb hurts. 我大拇指疼。 Wǒ dà mǔ zhǐ téng.

My pinky hurts. 我小拇指疼。 Wǒ xiǎo mǔ zhǐ téng.

My foot hurts. 我脚疼。 Wǒ jiǎo téng.

My leg hurts. 我腿疼。 Wǒ tuǐ téng.

II-2. To follow up the health status:

Ask: Are feeling better (today)?

你(今天)感觉好些么? nǐ (jīn tiān) gǎn jué hǎo xiē ma?

Answer: I am much better (today). 我(今天)好多了。 wǒ (jīn tiān) hǎo duō le.

II-3. To the third party:

Ask: What's the matter with her? Is she all right?

她怎么了? tā zěn ma le?

Answer: She is not feeling well. 她不舒服。 tā bù shū fu.

Her tummy hurts. 她肚子疼。 tā dù zi téng.

She has a headache. 她头疼。 tā tóu téng.

Part III. Extended sentence structures

I was not feeling well yesterday. I am much better today.

我昨天不舒服。我今天好多了。

Wǒ zuó tiān bù shū fu. Wǒ jīn tiān hǎo duō le.

I had a headache last week; I didn't play soccer.

我上星期头疼。没去踢足球。

Wǒ shàng xīng qī tóu téng. Méi qù tí zú qiú.

I am much better this week; I'll go to play ping pong.

我这星期好多了。我要去打乒乓。

Wǒ zhè xīng qī hǎo duō le. Wǒ yào qù dǎ pingpang.

My brother was sick the day before yesterday. He is recovered now.

弟弟前天病了。他今天好了。

Dìdì qián tiān bìng le. Tā jīn tiān hǎo le.

My foot hurt; I want to sit down.

我脚疼，我要坐下。

Wǒ jiǎo téng. Wǒ yào zuò xià.

I caught a cold; I want to drink the broth of ginger boiled with brown sugar.

我感冒了。我要喝红糖姜水。

Wǒ gǎn mào le. Wǒ yào hē hōng táng jiāng shuǐ.

Attachment D
Speaking Extension Activity

As an extension of his or her learning in Mandarin, your child has been given the opportunity to review the core sentences learned in this unit. Please have your child match the following sentences with appropriate cartoons.

1. 他背疼. Tā bei t éng. 2. 她眼睛不舒服. Tā yǎng jīng bù shū fu. 3. 他手疼.
Tā shǒu t éng. 4. 它腿不舒服. Tā tuǐ bù shū fu. 5. 他脚疼. Tā jiǎo téng.



(Answer key on next page.)

Once you have observed your child matches the sentences with the pictures, please sign this form and return to the teacher. If you happen to know these characters or sentences, please speak together with your child to reinforce your child's learning.

Parent Signature _____

Date _____

Answer Key

1. 他背疼。 Tā bei t éng. His back hurts. He has a backache.
2. 她眼睛不舒服。 Tā yǎng jīng bù shū fu. His eyes hurt. His eyes are feeling uncomfortable.
3. 他手疼。 Tā shǒu t éng. His hands hurt. His hands are sore.
4. 它腿不舒服。 Tā tuǐ bù shū fu. His leg hurts.
5. 他脚疼。 Tā jiǎo téng. Its feet hurt.