Pets and Animals

Grade Level: Kindergarten

Unit Theme: Learning about Pets and Animals

Ohio Standards Connection: Foreign Language

Standard: Communication: Communicate in languages other than English.

Benchmark A: Ask and answer questions and share preference on familiar topics.

Indicator 1: Ask simple questions about personal information and other familiar topics (e.g. name, age, favorite, color, birthday, month, day of the week, weather).

Benchmark F: Identify people and objects based on description.

Indicator 7: Identify and/or match pictures relating to oral or signed descriptions.(e.g., Point to a man. Find an apple.).

Indicator 8: Arrange objects in a floor or table graph according to likes or dislikes (e.g., I like the color red./ Wǒ xǐhuān hóngsè. I hate spinach./ Wǒ bù xǐhuān bōcài.)

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 simple songs for classroom, school or community events.

Unit Mode(s) of Focus: Interpretive, Interpersonal, and Presentational

Unit Description
In this multiple-day unit, students will gain the ability to use age-appropriate expressions to express their likes and dislikes regarding common pets and animals. Initially, students interpret and react to pictures, stories, illustrations, and songs. Then, students will interact with their teacher and classmates by asking and telling about their pets, and identify pictures about the animals. Students will also use rudimentary graphing to begin categorizing their animal likes and dislikes. At the conclusion of this unit, students will be ready to perform an animal song for a school or community event.

Performance Outcomes
Students will be able to:
- Identify common animals;
- Ask and tell about their pets; and
- Perform animal songs written for Chinese children.

Time Frame/Estimated Duration: *Eight classes / Four 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.
- Teachers may choose to use stuffed animals as props throughout this unit.
- Instructors may also download Chinese animal sounds to interest students in making comparisons.

Feedback from Pilot Teachers
- The curriculum is constructed around performance-based pedagogy. One key dimension of it is learning language through doing. Another key one is culture learning. In this unit, we combined Chinese zodiacs with pets and animals to create fun and to learn Chinese language and culture.
- The students enjoyed this unit. I had a lot of fun in teaching and my students had a lot in learning.
- Based on 12 zodiac animals introduced during the Chinese New Year period, we did specific study on Panda.
- My students enjoyed the unit, especially when they act like the animals and make the animal sound. And they understand "This is" sentence pattern better than "I like…" I will reinforce more with the verb "like".
- Vocabulary is appropriate. We have a stuffed animal day when they bring their animals and identify them in Chinese. We only covered the verbs "have" and "don't have" to review the verb "have" that we learned in the family unit. Also, I introduced the question "Do you have?"
- Each teacher will have his or her own way in teaching every unit. Animals are a topic students show great interest in. I think in this unit if " to have" is seen as a main sentence pattern to learn, we'd better not learn another sentence structure" I love..." It is not easy for the kids to get so much in one unit. But anyway nine periods perhaps will do.

Pre-Assessment
The purpose of the pre-assessment is to learn about the students' previous knowledge of animals and animal sounds. Instead of using the attached worksheet, the teacher may use toys or stuffed animals.
- Distribute Attachment A, Pre-Assessment Activity Worksheet.
- Discuss with students what they think is in each of the three pictures. Ask them in English what sounds each of the animals makes.
- Ask the students if they think these animals make sounds "in Chinese," too. Confirm that they do. Inform the students that you will make the animal sounds as they are would be understood by native Chinese speakers. Then select one sound to make for each number on Attachment A.
  - Wāng! Wāng! Wāng! (for dog)   (汪, 汪, 汪)
  - Miāo! Miāo! Miāo!   (for cat)   (喵, 喵, 喵)

- Miē! Miē! Miē!   (for sheep)   (咩, 咩, 咩)

- Have the students circle or place an "X" on the corresponding animal in each set that makes each of these sounds.
- Collect and score these to determine the extent of your students' background knowledge on the topic of animals and their sounds in order to determine their need for remediation on these topics.

Pre-Assessment Scoring Guidelines
Collect the students' pre-assessment worksheets and use the following scale to evaluate their background knowledge of dog, cat, and sheep:
- 4 (3 of 3)   Strong understanding of topic
- 3 (2 of 3)   Adequate understanding of topic
- 2 (1 of 3)   Poor understanding of topic/ Needs remediation
- 1 (0 of 3)   Insufficient understanding of topic/ Needs remediation

Interpretive Assessment
Using Attachment B, Interpretive Assessment Response Sheet, students will demonstrate their recognition of target vocabulary and phrases by following the teacher's instruction to circle pictures of animals using specific colors.

Interpretive Assessment Scoring Guidelines
The same scale used in the pre-assessment can be used to score the interpretive assessment.

Interpersonal Assessment
At the conclusion of this unit, students will perform their conversation and the performance of the song with a classmate on a video that could be sent to a partner class at a sister school in an area where Chinese is spoken. Each student will have the opportunity to present with a classmate without any assistance from the teacher or peers. Students will be required to use culturally appropriate gestures as they converse with each other.

Interpersonal Assessment Scoring Guidelines
The teacher will review each student's contribution to the video and evaluate his or her performance based on following:
- 4   Strong understanding of topic
           Language is accurate, culturally appropriate & easily understood
- 3   Adequate understanding of topic
           Language is mostly accurate, culturally appropriate & fairly comprehensible
- 2   Poor understanding of topic
           Language is somewhat accurate, culturally appropriate & difficult to understand
- 1   Insufficient understanding of topic/ Needs remediation
           Language is inaccurate, culturally inappropriate & is not comprehensible

Presentational Assessment

The teacher will ask the students to sing the song they learned over the course of the unit, *Little Good Rabbit*, with a partner. The teacher may choose to videotape their performance at the same time the Interpersonal Assessment is taped. Evaluate each student's performance according to the same rubric used in the Interpersonal Assessment.

Vocabulary and Structures

狗	gǒu	dog
猫	māo	cat
羊	yáng	sheep
兔子	tùzi	rabbit
大熊猫	dàxióngmāo	panda
小熊	xiǎoxióng	teddy bear

我有猫。	Wǒ yǒu <u>māo</u>.	I have <u>(a cat).</u>
我没有猫.	Wǒ méi yǒu <u>māo</u>.	I don't have <u>(a cat).</u>
你有狗吗？	Nǐ yǒu gǒu ma?	Do you have <u>(a dog)?</u>
我喜欢我的羊。	Wǒ xǐhuān <u>yáng</u>.	I like <u>(sheep).</u>
我不喜欢羊.	Wǒ bù xǐhuān yang. Nǐ ne?	I don't like <u>(sheep).</u> 你呢？ And you?
我喜欢兔子，你呢？	Wǒ xǐhuān <u>tùzi</u>, nǐ ne?	I like <u>(rabbits),</u> and you?
我有小熊，你呢？	Wǒ yǒu <u>xiǎoxióng</u>, nǐ ne?	I have <u>(a teddy bear),</u> and you?
你喜欢狗吗?	Nǐ xǐhuān gǒu ma?	Do you like <u>(dogs)?</u>
我喜欢大熊猫。	Wǒ xǐhuān <u>dàxióngmāo</u>.	I like <u>(pandas).</u>

Materials, Resources and Useful Web Sites
- "Magic box" filled with stuffed animals being studied in this unit.
- Kindergarten level picture/story books with related illustrations.
- Recording of animal sounds.
- Picture cards that depict vocabulary words.
- Classroom set of hand puppets.
- Children's song that highlights vocabulary expressions targeted in this unit. The song: 小兔子乖乖 Xiǎo tùzi Guāi guāi (*Little Good Rabbit*，see Attachment C, Children's Song)
- –Prepared animal Bingo cards (which can be made using Attachment D, Bingo Card Template)

Sequence of Activities

Day One
- Use hand puppets to greet each student in Chinese. Quickly review greetings from Unit 1 and any other concepts studied to date.

- ▪ Distribute Attachment A, Pre-Assessment Activity Worksheet.
- ▪ Discuss with students what they think is in each of the three pictures. Ask them in English what sounds each of the animals makes.
- ▪ Ask the students if they think these animals make sounds "in Chinese," too. Confirm that they do. Inform the students that you will make the animal sounds as they are would be understood by native Chinese speakers. Then select one sound to make for each number on Attachment A.
  - o Wāng! Wāng! Wāng! (for dog)   (汪, 汪, 汪)
  - o Miāo! Miāo! Miāo!   (for cat)   (喵, 喵, 喵)
  - o Miē! Miē! Miē!   (for sheep)   (咩, 咩, 咩)

- ▪ Have the students circle or place an "X" on the corresponding animal in each set that makes each of these sounds.
- • Collect and score these to determine the extent of your students' background knowledge on the topic of animals and their sounds in order to determine their need for remediation on these topics.
- • You may want to play recordings of true animal sounds from the Internet. See Technology Connections below for a recommended Web site.
- • Read a children's book (either purchased or made) about farm animals and the sounds they make. If you make the book, be sure that a dog, a cat and a sheep are in it.
- • Conclude today's class by practicing the animal sounds in Chinese. Hold up a matching stuffed animal as you make each animal and have the class repeat. Then, simply hold up the animal and have either the class or individuals make the animal sound.

Day Two
- • Have available a "magic box" filled with the following stuffed animals:狗 *Gǒu* (dog), 猫 *Māo* (cat), 兔子 *Tùzi* (rabbit), 羊 *Yáng* (sheep), 小熊 *Xiǎoxióng* (teddy bear), and 大熊猫 *Dàxióngmāo* (panda). Since the students will be learning about only a few animals in this unit, be sure to have multiples of the same animal so there is one for each student in the class.
- • Walk around the classroom and ask students to pick one animal out of the box. Have students show the animal to the entire class as you say the name of the animal. Then, have students repeat the name of each animal after you.
- • Next, call out the name of one of the animals and have those students holding that animal raise it up high (or stand up with it) so all can see. Then have the entire class repeat the name of the animal. Remember to call out the names of all of the stuffed animals you have distributed. Assist students as necessary in pronouncing the vocabulary.
- • As there will be multiples of each animal, you can also use this time to review counting from one through five. Once you call the name of an animal and students either raise them up high or stand up with them, take a moment to count aloud the number of rabbits, or cats, etc. You could introduce the structure, "有几只?" "Yǒu jǐzhī?" (How many are there?) as you do this.

- After, review the animal sounds associated with a dog, a cat, and a sheep. Ask students to hold up each animal when they hear the sound that they make. Since all of the students will not have a stuffed dog, cat, or sheep, ask the students to trade their stuffed animals with a neighbor so that everyone will have a chance to demonstrate their recognition of the animal sounds.
- As time allows, reread the children's story you read in the last class.

Day Three
- Conduct a quick oral review of the vocabulary using picture flash cards. Have the students come up to the front of the classroom and quickly pick out a stuffed animal from the magic box and then line up in two rows.
- Conduct an activity in which each student takes a turn telling to the partner facing him or her what animal they are holding: "*Wǒ yǒu gǒu.*" (I have <u>a dog</u>). Students then pass their animal to the person on their right and practice using the same sentence pattern but substituting for the name of the stuffed animal they are now holding. The student on the far right end of the row will walk to the other end of his or her row in order to pass of his or her stuffed animal. This way each child will speak with a different partner each time. Practice these directions with the students prior to beginning the activity.
- Next demonstrate the question pattern by adding "你" "*nǐ*" and "吗" "*ma*": "*Nǐ yǒu gǒu ma?*" (Do you have a dog?). Students ask the question of the partner they are facing. Encourage students to respond to their partners using full sentences.
- Finally, have the students sit in a circle. Have them listen to Attachment C, Children's song – *Little Good Rabbit.* When they have finished listening, ask them to guess which animal is mentioned in the song. Play it again and confirm or counter their reponses.

Day Four
- Play a recording of the *Little Good Rabbit* song while the students move to sit in a circle.
- Teach the students to sing the *Little Good Rabbit.* 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.
- Next, sit in the middle of the circle and use a rabbit puppet to greet students using previously learned greetings.
- Orally demonstrate the new pattern "*Wǒ xǐhuān tùzi.*" (I like <u>rabbit(s).</u>) and use facial expressions (e.g., smiles) and gestures (e.g., hugs) that emphasize liking. Repeat the structure using different animals. Have students repeat each example after you as a group and as individuals.
- Then place all animals in the center of the circle. Ask different students to come to the center of the circle to pick up the stuffed animal that you name and repeat the phrase, "I like…".
- Next, orally demonstrate the pattern "*Wǒ bù xǐhuān tùzi.*" (I don't like <u>rabbit(s).</u>). Use facial expressions (e.g., frowns) and gestures (e.g., push-away) that emphasize disliking. Again have students come to the center of the circle to pick up stuffed animals and repeat the phrase for practice.

- Then place all animals in the center of the circle. Ask different students to come to the center of the circle to pick up the stuffed animal that you name and repeat the phrase, "I don't like…".
- After, have students return all animals to the center of the circle. Select a rabbit and add "*Nǐ ne?*" (And you?) at the end of the pattern "*Wǒ xǐhuān tùzi.*" (I like <u>rabbit(s)</u>). Have the class repeat after you. Use several animals as an example.
- Then model that students will ask the same question of the person on their right side: "*Wǒ xǐhuān xiǎoxióng, nǐ ne*?" (I like the teddy bear. And you?). Let the students hold the stuffed animal while asking their classmates the question. The person on the right should respond appropriately, either saying "*Wǒ xǐhuān xiǎoxióng.*" (I like the teddy bear.), or "*Wǒ bù xǐhuān xiǎoxióng.*" (I don't like the teddy bear.). Assist individual students as necessary with the structures. After responding, the animal shall be passed to that student, who will then get to ask the same question of the person on her or his right. Go around the circle until the animal comes back to the teacher.
- As time allows, ask a student to select an animal from the center and repeat the same exercise.

Day Five
- Prior to this class, make multiple bingo cards using Attachment D, Bingo Card Template. Organize the six animal pictures differently on each card in three lines with two animals per line.
- Begin class by quickly reviewing the animal vocabulary words. Hold up animal pictures and ask for a student volunteers to say the name of each animal. Then have the entire class pronounce that animal word.
- Integrate the newly learned structures: "*Nǐ xǐhuān….?; Wǒ xǐhuān ….; Wǒ bù xǐhuān…. ; Nǐ ne*?" (Do you like…?; I like…; I don't like; And you?) as you conduct this review.
- After, lead the students in the singing of the *Little Good Rabbit* song.
- Next, hand out the pre-made Bingo cards and buttons or even pieces of colored paper to use as Bingo markers. Be sure to have enough cards and Bingo markers for everyone in the class.
- Quickly explain the rules for playing Bingo as many of the children may never have played this game before. Ask students to place their buttons on the pictures of the animals as they hear you say each one. The first student to cover three animals in a straight line wins the Bingo game.
- Give the students several opportunities to practice their interpretive skills by playing several games prior to the conclusion of class.

Day Six
- Begin class by reading the children's book on farm animals. Review the names of animals and the sounds they make.
- Next, conduct the interpretive assessment. Distribute a copy of Attachment B and six different crayons or colored pencils. Ask students to write their names at the top. Have them put down the pencils.
- Explain that they are to listen for the name of an animal. They will circle the animal you name with the crayon/pencil color that you tell them. For example, say and hold

up a blue crayon/color pencil. Before saying the name of the animal, make sure that everyone has that color crayon in her or his hand. Then, call out "yáng" (sheep). Ask students to draw a specific color of circle around each animal picture.

- End today's class by using TPR story telling to illustrate the story of the *Little Good Rabbit* song. You could ask the classroom teacher to help with this performance; the classroom teacher could act as the little rabbit, and the Chinese teacher could act out the roles of the other animals.

Day Seven
- Prior to this class, mark off a two-part table graph on the floor where students can graphically categorize the animals that they like and dislike.
- As students enter the classroom, have them take a stuffed animal out of the "Magic box" and tell you its Chinese name before they sit in a big circle on the floor around the area you have graphed.
- Quickly review the vocabulary for the expressions *"Wǒ xǐhuān …"* (I like…) and *"Wǒ bùxǐhuān …"* (I don't like…) with the students. Ask them if they like or dislike the animal that they are holding and elicit either positive ("Yes, I like...") or negative ("I don't like...") responses.
- Conduct graphing activities in which you ask students with different animals to place their stuffed animals on one part of the graph if they like their animal or on the other part of the graph if they dislike their animal. For example, ask all of the students who are holding dogs, "Nǐ xǐhuān gǒu ma?" (Do you like dogs?). Have them respond aloud in a complete sentence and place their animal on the correct part of the floor graph. Then count the dogs in each portion of the graph aloud as a class. Decide whether more people like or dislike dogs.
- Repeat this activity with the other animals. If time permits, have the students exchange their stuffed animal for a different one and continue to discuss the likes and dislikes of the class.

Day Eight
- Quickly use the flash cards to review the names of the animals. Show the flash cards to the students one by one and ask them to pronounce the word in Chinese.
- Group students into pairs. Give each child two or three different stuffed animals. Using the vocabulary and target structures, model a complete dialogue based on the concepts of having and liking. You might consider using two different animal hand puppets or stuffed animals as you model the conversation. See Attachment E, Suggested Peer Conversation, for ideas.
- Ask the students to imitate your dialogue as a class and individually. Use different animal examples as you have the students practice.
- Be sure to review the structure "And you?" (*Nǐ ne?*) and encourage them to use it.
- Have students trade partners a couple of times to have the experience of talking with different classmates. By the end of class, students should be able to carry on this dialogue without teacher assistance.

Day Nine
- Quickly review the dialogue that students practiced in the previous class.

- Divide the class into groups of two. Give each child two or three different stuffed animals. Have the students perform the dialogues. Students should hold up the animals that they are asking their partners about.
- Videotape each pair of students.
- Next, videotape all of the students performing the song *Little Good Rabbit*.
- Review the recordings of the students' performances at a convenient time after class. Refer to the Scoring Guidelines when you assess. Show the videotape at an Open House, school assembly, or other school or community event, which might occur at a later date than when this unit is taught.
- When students have finished with their assessments, have a quiet activity for them to work on, for example, an animal coloring sheet or additional children's books about animals they can read.

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 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
- Continue graphing exercises with students, and when they are ready, assess them on their individual ability to arrange the animals in a floor graph according to color or size. (Ohio Mathematics Standards Connection, Data Analysis and Probability, Benchmark B, Indicator 2).
- Encourage students to teach the vocabulary of animals to their parents or siblings at home.
- Students can sing and dramatize the song *A Little Good Rabbit* to students in other world language classes.

Technology Connections
- Animal pictures and sounds:
  http://www.georgetown.edu/faculty/ballc/animals/chinese.html
- Children's songs/music:
  http://mp3.baidu.com/m?tn=baidump3&ct=134217728&lm=-1&li=510&word=%D0%A1%CD%C3%B6%F9%B9%D4%B9%D4

List of Attachments
Attachment A, Pre-Assessment Response Sheet
Attachment B, Interpretive Assessment Response Sheet
Attachment C, Children's Song - *Little Good Rabbit*
Attachment D, Bingo Card Template

Name: _____

Circle or mark X on the animal that makes the sound you hear.

1.
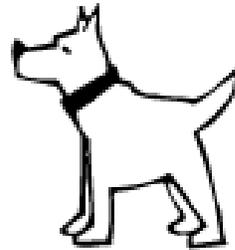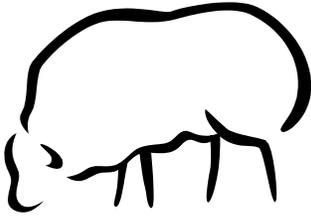
2.
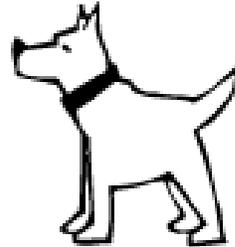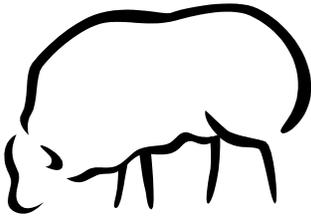
3.
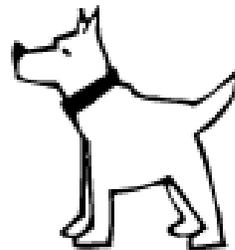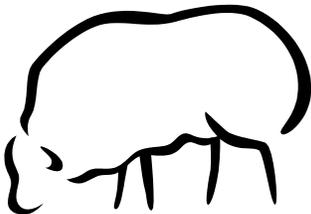
Attachment B
Interpretive Assessment Response Sheet

Name: _____

Listen to your teacher and circle each animal that you hear with the colored pencil your teacher tells you to use.
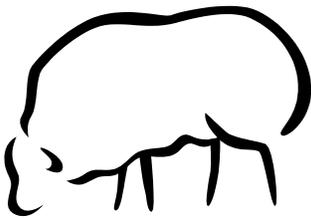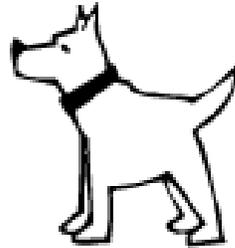
Children's Song – *Little Good Rabbit*

xiǎo tù zi guāi guāi
小兔子乖乖

xiǎo tù zi guāi guāi
小兔子乖乖
Little Good Rabbit

bǎ mén ěr kāi kāi
把门儿开开
open the door

kuài diǎn ěr kāi kāi
快点儿开开
hurry hury open the door

wǒ yào jìn lái
我要进来
I want to come in

bù kāi bù kāi
不开不开
don't open   don't open

wǒ bù kāi
我不开
I don't open the door

mā ma bù huí lái
妈妈不回来
mama has not returned

shuí lái yě bù kāi
## 谁来也不开
whoever comes I'll not open the door

BINGO	

Student A		Student B	
Hello (or other appropriate greeting)	Nǐ hǎo.	Hello	Nǐ hǎo.
Do you have a <u>rabbit</u>?	Nǐ yǒu tùzi ma?	Yes, I have a <u>rabbit</u>. OR No, I don't have a <u>rabbit</u>.	Wǒ yǒu tùzi. / Wǒ méiyǒu tùzi.
Do you like <u>rabbits</u>?	Nǐ xǐhuān tùzi ma?	Yes, I like <u>rabbits</u>. OR No, I don't like <u>rabbits</u>.	Wǒ xǐhuān tùzi. / Wǒ bù xǐhuān tùzi.
		And you?	Nǐ ne?
Yes, I like <u>rabbits</u>. OR No, I don't like <u>rabbits</u>.	Wǒ xǐhuān tùzi. / Wǒ bù xǐhuān tùzi.		