

Getting Around My Neighborhood

Grade Four

Unit Theme: Places and directions

Ohio Standards: Communication

Benchmark E: Respond appropriately to requests accompanied by gestures and other visual or auditory cues, and follow directions.

Indicator 6: Follow a short series of requests or instructions (e.g., draw a picture, organize materials for a craft, TPR storytelling).

Benchmark F: Identify people and objects based on descriptions.

Indicator 7: Create and use graphic organizers based on oral and written texts with teacher assistance (e.g., KWL charts, Venn diagrams).

Ohio Standards: Connections

Benchmark A: Describe concepts and use skills from across disciplines.

Indicator 2: Name and locate on a map the country/countries where the target language is used.

Unit Description

Students will be able to identify some common neighborhood places and locations. They also will ask for and give simple directions to familiar places. They will create a poster/3D model of their own neighborhood with their homes at the center and label the places with Chinese characters. They will use their visuals to share information about their neighborhoods.

Performance Outcomes

Students will be able to:

- Identify places in their neighborhoods;
- Match Chinese characters with pictures of neighborhood places;
- Ask for and give directions to neighborhood places;
- Create a poster/3D model of their neighborhood with their home at the center; and
- Ask for and give peer directions from one neighborhood place to another with the visual aid of the poster/3D model.
- Recite a popular clap chant.

Time Frame/Estimated Duration: Eight classes/ 4 hours

General Tips from the Writers

- The speed of lesson progress should be based on the site situation.

- The poster could be a drawing, collage, photos or some other form.
- Instead of making a poster, students can also make a 3D model of neighborhood places to produce a small exhibit.
- There are many ways to help students to learn neighborhood places, to tell locations, and to give directions. Be creative in designing learning activities.

Pre-Assessment

Show pictures or a map with the images of neighborhood places. You may also use Attachment A: Neighborhood Places---Map. Ask students questions, like zhè shì shén me? 这是什么? (What is this?).

Pre-Assessment Scoring Guidelines

The Pre-Assessment shall not be scored. Use it to guide your instruction.

Unit Assessments and Scoring Guidelines

Interpretive Assessment

1. Each student holds a word card, two students will hold the same card. They will stand in a circle with one student standing in the middle of the circle, students standing in circle will say: 大风吹 dà fēng chuī (Blow the Wind) together, the student standing in the middle will say: 吹动物园 , chuī dòng wù yuán (Blow the Zoo) which should be different from the one in his/her hand. Students who have 动物园 chuī dòng wù yuán (zoo) in hand will walk in the middle of the circle and the student who was in the middle will switch places.
2. Ask nine students to hold the pictures of the places and stand at the front of the class; have other nine students match their flashcards with the pictures. Then put the pictures of the places or a map of neighborhood places on the board (pictures have magnets or tape on the back), ask students to find the right picture and put their flashcards next to the picture

Interpretive Assessment Scoring Guidelines

Score the interpretive assessment by correction of the response from students:

- | | |
|------|--|
| 8-9 | Strong understanding of topic |
| 6-7 | Adequate understanding of topic |
| 4-5 | Poor understanding of topic/ Needs remediation |
| 1- 3 | Insufficient understanding of topic/ Needs remediation |

Interpersonal Assessment

At the conclusion of this unit, students will perform their conversation about Panda's trip and chant about directions on a video that could be sent to a partner class at a sister school in an area where Chinese is spoken. Each child will have the opportunity to present with a classmate without any assistance from the teacher. Students will be required to use culturally appropriate gestures as they converse.

Interpersonal Assessment Scoring Guidelines

Review each child's contribution to the video and evaluate his or her performance based on the criteria found in Attachment G, Post Assessment Scoring Rubric. Based on the rubric, each student's performance can be rated according to the following:

25 - 22	Highly Proficient
21 - 18	Proficient
17 - 15	Minimally proficient
14 - 0	Needs remediation

Presentational Assessment

Students create a poster/3D model of their neighborhood with their home at the center;. They ask for and give peers directions from one neighborhood place to another with the visual aid of the poster/3D model.

Presentational Assessment Scoring Guideline

See Attachment G

Vocabulary and Structures

Vocabulary

cān tīng	
餐 厅	(restaurant)
lǚ guǎn	
旅 馆	(hotel)
yī yuàn	
医 院	(hospital)
jiào táng	
教 堂	(church)
fēi jī chǎng	
飞 机 场	(airport)
bó wù guǎn	
博 物 馆	(museum)
tíng chē chǎng	
停 车 场	(parking lot)
zěn me	
怎 么	(how)
zǒu	
走	(walk)
xiàng	
向	(toward)
zhuǎn	
转	(turn)
páng biān	
旁 边	(next to)

qián	
前	(front)
hòu	
后	(back)
zuǒ	
左	(left)
yòu	
右	(right)
tú shū guǎn	
图书 馆	(library)
shāng diàn	
商 店	(store)
chē zhàn	
车 站	(bus/train station)
yóu jú	
邮 局	(post office)
dòng wù yuán	
动 物 园	(zoo)
diàn yǐng yuàn	
电 影 院	(cinema)
tǐ yù guǎn	
体 育 馆	(gym)
gōng yuán	
公 园	(park)

Structure

- Ask and give directions

zěn me zǒu	
怎 么 走?	(How to get to ____?)
xiàng zuǒ zhuǎn / xiàng yòu zhuǎn	
向 左 转 / 向 右 转	(Turn left/right.)
xiàng qián / xiàng hòu	
向 前 / 向 后	(Go forward/backward.)

- Ask and tell neighborhood places

zhè shì shén me ?	
这 是 什 么 ?	(What is this?)
zhè shì	
这 是_____.	(This is_____.)

- Ask and tell locations

_____ zài nǎ lǐ	
_____ 在 哪 里 ?	(Where's _____.)

_____ zài _____ de _____ 。 (_____ is at/in/ on _____ of _____.)

Materials, Resources and Useful Web Sites

- A map with the images of neighborhood places (see Attachment A)
- Pictures of the neighborhood places (see Attachment B)
- Flashcards of Chinese characters (see Attachment C)
- Toys /objects
- Construction paper, scissors, glue for poster, thick papers for 3-D model

Sequence of Activities

Day One

- Introduce the unit by asking questions like: What places and facilities are there in our neighborhood? Where are the places and facilities located? How do you get there? (Use the school or important building as the center.)
- Pre-assessment: Use the pictures or a map with the images of neighborhood places, point at the pictures by asking students questions like zhè shì shén me? 这是什么? (What is this?). Check if students know the places in Chinese and evaluate students basee on their responses.
- Introduce new words of places with flashcards and pictures:
 - cān tīng
餐 厅 (restaurant)
 - lǚ guǎn
旅 馆 (hotel)
 - yī yuàn
医 院 (hospital)
- Recycle the words of places
 - tú shū guǎn
图 书 馆 (library)
 - shāng diàn
商 店 (store)
 - chē zhàn
车 站 (bus/train station)
 - yóu jú
邮 局 (post office)
- Recycle the sentence patterns of asking and telling places
 - zhè shì shén me ?
这 是 什 么 ? (What is this place?)
 - zhè shì _____ . (This is _____.)
- Practice sentence patterns with the words newly learned and recycled.

Day Two

- Review words of places with flashcards and pictures:

cān tīng	
餐 厅	(restaurant)
lǚ guǎn	
旅 馆	(hotel)
yī yuàn	
医 院	(hospital)
tú shū guǎn	
图 书 馆	(library)
shāng diàn	
商 店	(store)
chē zhàn	
车 站	(bus/train station)
yóu jú	
邮 局	(post office)

- Practice the sentence patterns with the words of places newly learned and recycled in day one.

zhè shì shén me ?

这 是 什 么 ? (What's this place?)

zhè shì

这 是_____. (This is_____.)

- Introduce new Chinese characters with flashcards and pictures.

jiào táng

教 堂 (church)

fēi jī chǎng

飞 机 场 (airport)

bó wù guǎn

博 物 馆 (museum)

tíng chē chǎng

停 车 场 (parking lot)

- Recycle the words of places

dòng wù yuán

动 物 园 (zoo)

diàn yǐng yuàn

电 影 院 (cinema)

tǐ yù guǎn

体 育 馆 (gym)

gōng yuán

公 园 (park)

- Practice the sentence patterns with the words newly learned and recycled at this point

zhè shì shén me ?

这 是 什 么 ? (What's this place?)

zhè shì

这 是_____. (This is_____.)

Suggested activities: 大风吹 dà fēng chuī (Blow the Wind game)

Each student holds a word card, two students will hold the same card. They will stand in a circle with one student standing in the middle of the circle. Students standing in the circle will say: 大风吹 dà fēng chuī (Blow the Wind) together, the student standing in the middle will say: 吹动物园 chuī dòng wù yuán (Blow the Zoo) which should be different from the one in his/her hand. Students who have 动物园 dòng wù yuán (zoo) flash card in hand will walk in the middle of the circle and the student who was in the middle will switch places.

Day Three

- Review the words of places with the flashcards and pictures.
Game: Match pictures and characters (suggestions: a. ask nine students to hold the pictures of the nine place words and stand at the front of the class; ask other students to match their flashcards with the pictures; b. put the pictures of the places or a map of neighborhood places on the board (pictures have magnets on the back/ or use tape, ask students to find the right picture and put their flashcards next to the picture .
- Use a map with images of neighborhood places, practice the sentence patterns with the words of places newly learned and recycled in day one and two.
zhè shì shén me ?
这是 什 么 ? (What's this place?)
zhè shì
这是_____. (This is _____) Recycle the words of locations.
- Teach the direction by using TPR. Say and do the following, repeating often enough so that students eventually can state the phrases and gesture. One arm stretch forward with all fingers pointing to front: qián 前 (front); then rising the arm by keeping the arm and hand straight until fingers pointing to the ceiling: shàng 上 (up); same as the other directions.

qián	
前	(front)
hòu	
后	(back)
zuǒ	
左	(left)
yòu	
右	(right)
shàng	
上	(up)
xià	
下	(down)

- Practice the words of directions by playing “___ says” “___ laoshi shuo”. It’s the same game as “Simon says”: wú lǎo shī shuō qián miàn 吴老师说前面: teacher says qián miàn 前面(front side); students respond by moving their hands and claps in the front. Teacher may speed up gradually to test students’ reaction.
- Teach a popular Chinese children’s game by using Attachment D: Directions Songs. Suggestion: You could hold a competition to evaluate the chant and correct hand claps.
- End class by using a map with the images of neighborhood places and practice and review the sentence patterns with the words of places and locations newly learned and recycled.

Day Four:

- Review the words of the neighborhood places by playing “苍蝇拍 flyswatter” game. Direction of playing this game: Put different words on the screen or blackboard then choose two or three students to go to the front. Say the sentence “医院在这里。” “The hospital is here.” in Chinese. The students who hold the flyswatters will pat the word that they heard in the sentence. Whoever was the first to pat the word wins. Then the winner will ask the other students questions: “医院在哪里? Where’s the hospital?” to review the words of location, the other two students who lost will answer the question.
- TPR: review words of locations, e.g. teacher says qián 前 (front), hòu 后(back), zuǒ 左 (left), yòu 右 (right). Students respond by clapping their hands to the front with their mouth closed.
- Introduce new words:

zěn me	
怎 么	(how)
zǒu	
走	(walk)
xiàng	
向	(toward)
zhuǎn	
转	(turn)
páng biān	
旁 边	(next to)
shàng	
上	(up)
xià	
下	(down)
- Introduce the sentence patterns of giving directions:

xiàng zuǒ zhuǎn	
向 左 转	(turn left)

xiàng yòu zhuǎn
向 右 转 (turn right)

- Practice the direction words by teaching students taiji. (Please see Attachment E)
Check the website for the video:
<http://www.youtube.com/watch?v=nmM4F1RpVOg>

Day Five:

- Review the neighborhood places vocabulary by quickly showing the flash cards (see Attachment C) and review the children's chant learned two days ago. You may stand in front of them and ask students to play together with you.
- Review the sentence patterns of telling directions:
xiàng zuǒ zhuǎn
向 左 转 (turn left)
xiàng yòu zhuǎn
向 右 转 (turn right)
- TPR: practice the sentence patterns with the words of locations newly learned and recycled (e.g., 向 左 转 (xiàng zuǒ zhuǎn) / 向 右 转 (xiàng yòu zhuǎn) (Turn left/right.) 向 前 (xiàng qián) / 向 后 (xiàng hòu) (Go forward/backward.).
- Introduce the sentence pattern of asking directions:
zěn me zǒu
怎 么 走? (How do you get to ____?)
Practice the sentence pattern with the pictures of places (e.g., jiào táng 教堂 (church), 怎么走? zěn me zǒu?).
- Introduce and put the sentence patterns of asking and giving directions together:
zěn me zǒu (How do you get to ____?)
xiàng zuǒ zhuǎn / xiàng yòu zhuǎn (Turn left/right.)
向 左 转 / 向 右 转
xiàng qián / xiàng hòu (Go forward/backward.)
向 前 / 向 后
- Use a map or Attachment A with the images of places and practice the sentence patterns of asking and giving directions with the words of places newly learned and recycled.
zhè shì shén me ? (What is this place?)
这 是 什 么 ?
zěn me zǒu (How do you get to ____?)
怎 么 走?

- Wrap up the lesson by using the flash cards to review all the new vocabulary.
- Hand out the flash cards to students then ask them to tell how to get to the places from a designated location in the room or on a map.

Day Six:

- Review the words of places and direction words by playing Jeopardy game on the screen, which is made by PowerPoint.

The Jeopardy PowerPoint game can be downloaded at this website:

<http://jc-schools.net/tutorials/ppt-games/>

- Review the sentence patterns of telling places:

zhè shì shén me ?

这是什么？ (What's this place?)

zhè shì

这是_____。(This is_____.)

- Practice the sentence patterns with the words of places

tú shū guǎn zài nǎ lǐ ?

图书馆在哪里？ (Where's the library?)

tú shū guǎn zài

图书馆在_____。(The library is _____)

zěn me zǒu

怎么走？ (How can I get there?)

xiàng

向_____。(Go_____)

(Substitute tú shū guǎn 图书馆 (library) with other places that students have already learned under this topic to practice this sentence pattern in pairs.)

- Story telling:

This activity is designed to help students practice the sentence by telling a story of animals asking for directions.

Directions: a. Divide students in pairs

b. Give each student a panda doll or paper panda and other animals.

c. Demonstrate the conversation with two dolls in hand. Please see Attachment F (The words in red and blue can be substituted with other words that they learned in this unit.

d. Have students practice with each other with the map in Attachment A

Day Seven:

- Provide students with a list of Chinese written words of neighborhood places

cān tīng

餐厅 (restaurant)

lǚ guǎn

旅馆 (hotel)

yī yuàn	
医 院	(hospital)
jiào táng	
教 堂	(church)
fēi jī chǎng	
飞 机 场	(airport)
bó wù guǎn	
博 物 馆	(museum)
tíng chē chǎng	
停 车 场	(parking lot)
tú shū guǎn	
图 书 馆	(library)
shāng diàn	
商 店	(store)
chē zhàn	
车 站	(bus/train station)
yóu jú	
邮 局	(post office)
dòng wù yuán	
动 物 园	(zoo)
diàn yǐng yuàn	
电 影 院	(cinema)
tǐ yù guǎn	
体 育 馆	(gym)
gōng yuán	
公 园	(park)

- Have students create a poster or 3-D model of the places in their own neighborhood, with the school or important town building at the center. Label the places with the written Chinese words. Each poster has to use more than five new vocabulary words about the places.

Directions:

- a. Students will get display board, construction papers, scissors, colored pens, glue sticks and markers.
- b. Divide students into groups.
- c. Students will work in groups to design a poster or 3-D neighborhood by drawing the pictures and writing down the Chinese words of different places. (Please check the example pictures in Attachment G.)

Day Eight

- Student presentations: Use the poster/3D model created by students. Have students practice giving presentation in Chinese with the words and sentence patterns newly learned and recycled.

zhè shì
这 是_____。(This is _____.)

zhè zài
这 在_____。(This is on/at/in _____.)

zhè zài wǒ jiā de
这 在 我 家 的_____。(It's on/in/at_____ of my home.)

- Answer peers' questions: after each student completes his/her presentation, class members will have the chance to ask questions.

Example:

A classmate can choose a standing point on the poster, ask student A, _____ zěn me zǒu? _____ 怎么走? (How do you get to _____?), the student can respond by using the sentence patterns of directions: xiàng zuǒ /xiàng yòu zhuǎn 向左 / 向右转 (turn left/right); xiàng qián /xiàng hòu /xiàng shàng /xiàng xià 向前 / 向后 / 向上 / 向下 (Go ahead/ Turn back/ Go up/ Go down).

- You may use DVD to videotape students' presentations. You may share with a partner school or to showcase learners' abilities at a community open house.
- Use the scoring rubric in Attachment H.

Differentiated Instructional Support

- Ask questions in accordance with each student's level in Chinese language.
- Allow students to respond to questions in words or phrases if they have difficulties making a complete sentence.
- Partner hesitant students with the students who can provide a strong model and encourage students to respond to questions with the words and expressions beyond what have learned in the classes.

Extensions and Home Connections

- At home, students also can design and create their own ideal neighborhood places and label with Chinese characters.
- Encourage students to walk, ride bicycles or take a ride in cars with their parents and siblings around the neighborhood. Give students a reward if they can bring back a parent's signature indicating that during the walk or ride around neighborhood, they taught the vocabulary and expressions to members of the family.

Technology Connections:

- Windows 2007 XP or later versions for typing and printing Chinese characters and Pinyin tone markers
- Use this Internet site to get the pinyin and tones: <http://py.kdd.cc/index.asp>
- Use Power Point to teach and review lessons.

List of Attachments

Attachment A: Neighborhood Places---Map

Attachment B: Neighborhood Pictures with Words

Attachment C: Flashcards

Attachment D: Direction Song

Attachment E: Taiji Pictures

Attachment F: Panda's Trip in China

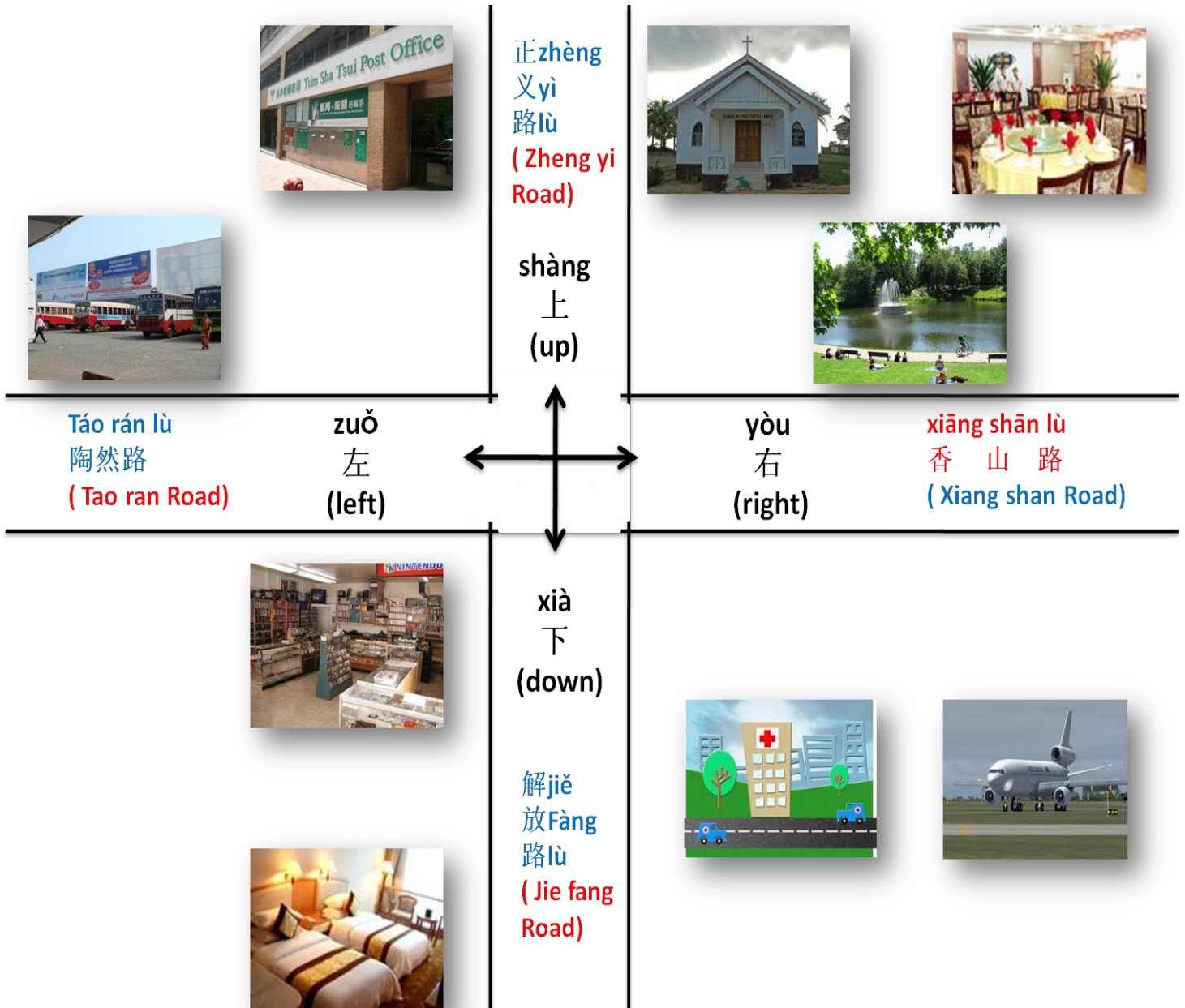
Attachment G: Posters and 3-D pictures of the Neighborhood

Attachment H: Post-Assessment Scoring Guidelines

Attachment I: Home Speaking Practice

Attachment A
Neighborhood Places---Map

Please look at the map and use the direction words to ask the way to different places on the map.



Attachment B
Pictures of Neighborhood places



dòng wù yuán
动物园
(zoo)



yóu jú
邮局
(post office)



diàn yǐng yuàn
电影院
(cinema)



jiào táng
教堂
(church)



cān tīng
餐厅
(restaurant)



chē zhàn
车站
(bus/train station)



tǐ yù guǎn
体育馆
(gym)



gōng yuán
公园
(park)



tíng chē chǎng
停车场
(parking lot)



bó wù guǎn
博物馆
(museum)



shāng diàn
商店
(store)



tú shū guǎn
图书馆
(library)



lǚ guǎn
旅馆
(hotel)



yī yuàn
医院
(hospital)



fēi jī chǎng
飞机场
(airport)

Attachment C
Flash Cards

<p>cān tīng 餐 厅</p>	<p>(restaurant)</p>
<p>lǚ guǎn 旅 馆</p>	<p>(hotel)</p>
<p>yī yuàn 医 院</p>	<p>(hospital)</p>
<p>jiào táng 教 堂</p>	<p>(church)</p>
<p>fēi jī chǎng 飞 机 场</p>	<p>(airport)</p>
<p>bó wù guǎn 博 物 馆</p>	<p>(museum)</p>
<p>tíng chē chǎng 停 车 场</p>	<p>(parking lot)</p>

<p>zěn me 怎 么</p>	<p>(how)</p>
<p>zǒu 走</p>	<p>(walk)</p>
<p>xiàng 向</p>	<p>(toward)</p>
<p>zhuǎn 转</p>	<p>(turn)</p>
<p>páng biān 旁 边</p>	<p>(next to)</p>
<p>qián 前</p>	<p>(front)</p>
<p>hòu 后</p>	<p>(back)</p>
<p>zuǒ 左</p>	<p>(left)</p>
<p>yòu 右</p>	<p>(right)</p>

<p>tú shū guǎn 图 书 馆</p>	<p>(library)</p>
<p>shāng diàn 商 店</p>	<p>(store)</p>
<p>chē zhàn 车 站</p>	<p>(bus/train station)</p>
<p>yóu jú 邮 局</p>	<p>(post office)</p>
<p>dòng wù yuán 动 物 园</p>	<p>(zoo)</p>
<p>diàn yǐng yuàn 电 影 院</p>	<p>(cinema)</p>
<p>tǐ yù guǎn 体 育 馆</p>	<p>(gym)</p>
<p>gōng yuán 公 园</p>	<p>(park)</p>

Attachment D
Direction Song

fāng wèi gē
方 位 歌

bīng bàng bīng bàng bīng bīng bèi ér bàng
冰 棒 冰 棒 冰 冰 背 儿 棒
shàng shàng xià xià zuǒ zuǒ yòu yòu qián qián hòu hòu
上 上 下 下 左 左 右 右 前 前 后 后
gū lū gū lū chuí ér gū lū gū lū chā
咕 噜 咕 噜 锤 儿 咕 噜 咕 噜 叉
gū lū gū lū yí gè gū lū gū lū sā
咕 噜 咕 噜 一 个 咕 噜 咕 噜 仨
gū lū gū lū sì gè gū lū gū lū bā
咕 噜 咕 噜 四 个 咕 噜 咕 噜 八
bā bā bā kàn shuí bào gè dà xī guā
八 八 八 看 谁 抱 个 大 西 瓜

Popsicle, popsicle, frozen popsicle, it tastes really good.
Up, up; down, down; left, left; right, right; front, front, back, back.
Roll it like a hammer, Roll it like a fork.
Roll, roll, one; Roll, roll, three.
Roll, roll, four; Roll, roll, eight.
Eight, eight, eight, let's see who will carry a big water melon.



Attachment E
Taiji Pictures



yù bèi
预备 (get ready)



shàng
上 (up)



xià
下 (down)



zuǒ
左 (left)



yòu
右 (right)



zhōng
中 (in the middle)

Attachement F
Panda Tuantuan's Trip in China



对话一（ Conversation One）：

Panda Tuantuan: nǐ hǎo , qǐng wèn , yóu jú zài nǎ lǐ ?
你好，请 问， 邮 局 在 哪 里 ？
(Hello. Could you please tell me where the **post office** is?)

Dog Xiao ming: yóu jú zài zuǒ biān 。
邮 局 在 左 边。
(It's on your **left** over there.)

Panda Tuantuan: zěn me zǒu ?
怎 么 走 ？
(How can I get there?)

Dog Xiao ming: wǎng zhèng yì lù shàng zǒu , zài nǐ de zuǒ biān 。
往 正 义 路 上 走 ， 在 你 的 左 边 。
(Go up this road until you reach the end of Zhengyi Road, it's on your **left**.)

Panda Tuantuan: xiè xiè 。
谢 谢。
(Thank you very much.)

Dog Xiao ming: bù yòng xiè 。
不 用 谢。
(You are welcome.)



对话二 (Conversation Two) :

Panda Tuantuan: nǐ hǎo 。
你好。(Hello.)

Rabbit Lili: nǐ hǎo 。
你好。(Hi.)



Panda Tuantuan: qǐng wèn zuì jìn de cān guǎn zěn me zǒu ?
请 问 最 近 的 餐 馆 怎 么 走?
(Could you show me the way to the nearest restaurant please?)

Rabbit Lili: chuān guò zhèng yì lù lù , nǐ huì kàn jiàn yí gè jiào táng ,
穿 过 正 义 路 路 , 你 会 看 见 一 个 教 堂
tā zài jiào táng de yòu biān 。
它 在 教 堂 的 右 边 。
(Go through Zhengyi Road, you will see a church, it's on the right side of the church.)

Panda Tuantuan: xiè xiè 。
谢 谢。
(Thank you very much.)

Rabbit Lili: bù yòng xiè 。
不 用 谢。
(You are welcome)

Panda Tuantuan: zài jiàn
再 见
(Goodbye.)

Rabbit Lili: zài jiàn
再 见
(Bye.)

Attachment G
Posters and 3D pictures of neighbourhood



Attachment H

Post-Assessment Scoring Guidelines

Scoring Guidelines:

Use the following rubric for the Post-Assessments.

Performance Outcomes	5	3	1
Numbered the pictures of places in sequence (Interpretive Assessment)	Student numbered all eight/nine location places in sequence correctly.	Student numbered seven to five location places in sequence correctly.	Student attempted to number at least two location places correctly.
Told information about “how to get _____?” by using zěn me zǒu 怎么走? (Interpersonal Assessment)	Student told the direction on the first try.	Student told the direction on a second or third attempt or they used an incomplete sentence.	Student attempted to tell the direction, but did not succeed.
Ask and answer the direction for Panda’s trip. (Interpersonal Assessment)	Student, on the first try, used culturally appropriate expressions when asking and giving information about directions.	Student, on a second or third try, used culturally appropriate expressions when asking and giving information about directions.	Student attempted to use culturally appropriate expressions when asking and giving information about directions, but did not succeed.
Perform the children’s direction chant. (Presentational Assessment)	Student completed all parts of the direction chant on the first try.	Student completed all parts of the direction chant at the second or third try.	Student attempted to perform the direction chant, but did not succeed.
Present 3-D/ Poster in class. (Presentational Assessment)	The characters on the 3-D/poster are correct. Students compete the presentation on the first try.	Most of the characters on the 3-D/poster are correct. Students compete the presentation on the second and third try.	There are more than 5 characters on the 3-D/poster are not correct. Students attempted to give presentation, 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 by a sympathetic native speaker.	Student’s remarks are not comprehensible to a native speaker.

Attachment I Home Speaking Practice

Dear Parents:

I am encouraging the children to practice at home the Chinese we are learning in school. Chinese language like any other skills, students need to spend time and focused energy on those language skills to maintain and expand them.

I have asked them to practice speaking in Chinese with you, a family member or friend about anything that we are learning in class (e.g., directions, neighbor places, ask and answer to certain places, etc). I would appreciate it if you would let me know if they are doing so by completing and then signing the following. Please have your child return this form to me by next Monday.

Thank you for supporting our Chinese language program.

My child _____

قا

practiced speaking in Chinese every day this week with a family member.

قا

practiced speaking in Chinese most days this week with a family member.

قا

practiced speaking in Chinese two days this week with a family member.

قا

practiced speaking in Chinese this week once with a family member.

Parent Signature

Date