

GRADE 1- MANDARIN CHINESE -LANGUAGE ARTS

Listening (Communication: Interpretive)

When listening to grade level appropriate materials, students will...

Word Analysis, Fluency, and Systematic Vocabulary Development

Concepts About Aural Comprehension

- Demonstrate comprehension of complex commands and directions in the correct sequence
- Demonstrate comprehension of multiple-step instructions with teacher support
- Demonstrate comprehension of information, events, or stories presented orally
- Demonstrate comprehension of predictable questions and statements in familiar topic areas with strong contextual clues

Awareness of differences in tones and meanings of words

- Recognize tonal differences implying differences in meaning
- Recognize word clusters, intonation, and abbreviations
- Recognize familiar homonyms with contextual support

Vocabulary and Concept Development

- Understand high frequency words and expressions in familiar topic areas, such as
 - Where do you live? 你住在哪里?
 - Teacher Wang lives at 52 Park Road. 王老师住在公园路 52 号。
 - When is your birthday? 你的生日是几月几号?
 - My birthday is March 29th. 我的生日是三月二十九号。
 - What day is it today? 今天是星期几?
 - No, tomorrow will not be Saturday. Tomorrow will be Friday. 不是，明天不是星期六。明天是星期五。
 - Whose classroom is that? 那是谁的教室?
 - There are desks, chairs and a whiteboard in the classroom. 教室里有桌子，椅子和白板。
 - What kind of fruit do you like to eat? 你喜欢吃什么水果?
 - I like to eat bananas very much. 我很喜欢吃香蕉。
 - I am hungry. 我饿了。
 - Do you all want to eat sandwiches? 你们想不想吃三明治?

- Understand words in grade appropriate content areas, such as-- numerals from 1-10,000 (一到一万), four digit numbers (四位数), multiplication (乘法), division(除法), fraction(分数), decimal(小数点), area (面积), sun (太阳), moon (月亮), star (星星), cold (冷), hot (热), light (光), games (游戏), sports (体育活动) or exercises(运动)
- Comprehend simple statements in grade appropriate contents, such as:
 - I live at 10 Dahua Street. 我住在大华街 10 号。
 - Today is June 8th. 今天是六月八号。
 - Yesterday was Friday. 昨天是星期五。
 - This is my backpack. 这是我的书包。
 - I like to eat apples and also like to eat pears. 我喜欢吃苹果，也喜欢吃梨。
 - She wants to eat ice cream. 她想吃冰淇淋。

Listening Comprehension (Communication: Interpretive)

Listening Strategies

- Listen attentively
- Use contextual clues to comprehend instructions, questions or commands
- Listen to key words for meanings

Structural Features of Information Materials

- Identify structural patterns for questions and statements
- Identify high frequency expressions in daily conversations
- Comprehend level appropriate measurement words such as gè 个, zhī 只, tiáo 条 and syntax for meaning

Comprehension and Analysis of Grade-Level-Appropriate Listening Materials

- Use appropriate strategies when listening
- Make predictions by using prior knowledge and contextual clues
- Follow multiple-step instructions
- Follow and respond to complex commands and directions
- Follow oral information, events, or stories on familiar topics

Evidence

- Student physical response
- Student oral or written response

Reading (Communication: Interpretive)

When reading grade level appropriate materials, students will...

Word Analysis, Fluency, and Systematic Vocabulary DevelopmentConcepts About Print

- Read independently
- Recognize high frequency characters and words within familiar topic areas

Phonemic Awareness – Begin at Grade One

- Recognize and name all the letters of the pinyin alphabet
- Distinguish initials and finals of compounds
- Begin to identify words with singles or compounds in pinyin

Decoding and Word Recognition- Pīnyīn (alphabet) – Begin at Grade One

- Use of pictures and context to recognize words with pinyin
- Read high frequency words written in pinyin
- Use pinyin to pronounce new words
- Match pinyin with words to determine meaning

Decoding and Word Recognition-Hànzì (Chinese characters)

- Match spoken language with printed words

Vocabulary and Concept Development

- Recognize vocabulary used in content areas with strong contextual clues
- Recognize words on familiar topics

Reading Comprehension (Communication: Interpretive)

Structural Features of Information materials

- Identify high-frequency words including measure words, location phrases, and time phrases to comprehend dialogues, information, or stories

Comprehension and Analysis of Grade-Level-Appropriate Text

- Identify key terms associated with main ideas
- Confirm predictions by identifying key sentences
- Rely on prior knowledge to comprehend textual information

Literary Response and AnalysisNarrative Analysis of Grade-Level-Appropriate Texts

- Interpret characters, events, and concepts
- Identify plot, the sequence of main events, the characters, and the climax

- Reflect upon intentions of authors and illustrators for story meaning
- Compare and contrast ideas in stories
- Make predictions regarding stories
- Relate what is read to one's own life and community

Evidence

- Student work
- Reading test
- Anecdotal records

Written and Oral Mandarin Chinese Language Conventions

(Communication: Interpersonal, Presentational)

Grade One students will...

Written and Oral Mandarin Chinese Conventions

Sentence Structure

- Combine sentences to form simple short paragraph delivering a familiar topic, such as discussing food likes and dislikes:
 - I am not hungry, I don't want to eat steamed dumplings. I am thirsty and want to drink water. I don't like to drink cola, I want to drink fruit juice. What kinds of fruit juice do you have? Do you have grape juice? Do you have orange juice? Is the orange juice tasty?
I eat lunch at school and have a sandwich and apple juice in my backpack. I like to eat steamed dumplings, don't like to eat hamburgers, and don't like to eat sandwiches either. I like to eat ice cream, drink fruit juice, but don't like to drink coke.
 - 我不饿，我不想吃包子，。我渴了，想喝水。我不喜欢喝可乐，我想喝果汁。有什么果汁？有葡萄汁吗？有桔子汁吗？桔子汁好喝吗？我在学校吃中饭，我的书包里有三明治和苹果汁。我喜欢吃包子，不喜欢汉堡，也不喜欢三明治。我喜欢吃冰淇淋，喝果汁，我不喜欢喝可乐。
- Use high frequency expressions or memorized expressions in daily communication
- Use appropriate Chinese conventions to communicate in oral and written forms
- Begin to use a variety of sentence structures
- Use correct Chinese punctuation when writing

Spelling (Pinyin) Orthography (Hanzi- Chinese characters) –Begin at Grade One

- Use pinyin for correct pronunciation
- Write characters in the correct sequential strokes

Speaking (Communication: Interpersonal and Presentational)

Grade One students will...

Speaking Strategies

Organization and Focus

- Read aloud fluently with teacher modeling
- Use high frequency expressions to communicate, assisting with body language and native language
- Make requests for clarification, permission, and confirmation Attempt to create longer sentences within familiar topic areas Give short presentations using visuals and body language
- Summarize short stories in memorized expressions or short sentences
- Stay on topic when speaking
- Use age and level appropriate Chinese when speaking about or presenting topics

Speaking Applications (Genres and Their Applications)

- Respond to who, what, when, where, and how questions Recite poems, rhymes, and songs
- Read aloud text or story in accurate pronunciation and tones
- Retell story by beginning to use longer sentences with supporting details
- Relate important personal experience in sequence
- Begin to create own story with teacher support

Evidence

Oral presentations

Interaction with teacher and peers

Writing (Communication: Presentational) – Begin at Grade One

When writing, students will...

Writing Strategies

Organization and Focus

- Generate and organize ideas around one topic independently
- Use appropriate words and expressions in context

Penmanship (Calligraphy)

- Write independently
- Write legible characters, words, sentences, and short paragraphs

Writing Applications (Genres and Their Characteristics)

- Begin to write simple reports
- Begin to write personal thoughts and choices with supportive details

Evidence

- Writing samples

Culture (Practices)

- Recite simple Chinese poems
- Practice age-appropriate songs, rhymes, dances, and games for children of the target language
- Initiate and respond to routine courtesy exchanges
- Demonstrate proper behavior and speech in inquiring about and telling locations, asking about and telling the date, time, day of the week and months, describing objects, inquiring and telling about food and expressing preferences, such as
 - Where do you live? I live at 10 Dahua Street N 你住在哪里? 我住在大华街 10 号。
 - When is your birthday? My birthday is March 29. 你的生日是几月几号? 我的生日是三月二十九号。
 - What day of the week is today? Today is Wednesday. 今天是星期几? 今天是星期三。
 - What is this? It's a backpack. 这是什么? 这是书包。
 - What fruit do you like to eat? I like to eat bananas. 你喜欢吃什么水果? 我喜欢吃香蕉。
 - What would you like to eat? I would like to eat a hamburger. 你想吃什么? 我想吃汉堡。

- Participate in age appropriate cultural activities, such as making Chinese knots or making Beijing Opera masks for Monkey King.
- Differentiate between age-appropriate Chinese practices and native-cultural practices

Evidence

- Culturally-appropriate behavior in class
- Cultural presentations

Culture (Products)

- Recognize places and people speaking the target language
- Identify artwork as a representation of the target culture
- Participate in making Chinese artwork for festivals
- Read a variety of Chinese simple literary works

Evidence

- Cultural products

Technology (Computer applications in Mandarin Chinese)

- Begin to use computers as a writing tool
- Use software to understand the stroke order of character
- Use relevant online resources to reinforce word recognition, Chinese conventions, and culture awareness
- Use Better Chinese online resources to practice, review and reinforce instruction in class

Evidence

- Projects and activities using technology

Materials used:

My First Chinese Reader, Volume I (Lessons 19-24) Simplified Characters (ISBN-13:978-962-978-026-5; ISBN-10:962-978-026-7)

My First Chinese Reader, Volume I, Workbook B, Simplified Chinese Characters (ISBN13: 978-962-978-132-3;ISBN10:962-978-132-8)

My First Chinese Reader, Volume I, Teacher's Guide, English Version (ISBN-13: 978-1-60603-111-7; ISBN10:1-60603-111-2)

Pin-Yin for Everyone (ISBN 962-978-378-9)

GRADE ONE – My First Chinese Reader, Volume One, Lessons 7-12

LESSON/TITLE	TOPICS, OBJECTIVES, IDIOMS	VOCABULARY	SENTENCE PATTERNS	CULTURAL NOTES
7 Where Do You Live? 第七课: 你住在 哪里?	<u>Directions</u> -Inquire about locations and addresses -Give addresses in Chinese	<u>Written</u> 在, 哪, 里, 住, 老, 师 <u>Reading</u> 长, 路, 公, 园, 街, 楼, 号	-哪儿 usage; addition of 儿 -Locative preposition 在 -Colloquial use of 哪儿 and 哪里 -Chinese address formats -Flexible use of 号 -Flexible use of 楼 -长 :Multiple meanings & pronunciation ⁿ	-Major Chinese cities
8 What Date Is It Today? 第八课: 今天是 几月 几号?	<u>Date and Time</u> -How to ask for/tell the date -Understand the words for the months of the year -How to wish someone a happy birthday	<u>Written</u> 日, 月, 生, 今, 年 <u>Reading</u> 天, 祝, 快, 乐	-Counting word 日 -Use of 祝, to wish -Numbering of months in Chinese -Interchangeable use of 日 and 号 -Use of 是 when describing time and dates -Saying dates in Chinese	-The development of Chinese characters
9 What Day Is It Today? 第九课: 今天是 星期 几?	<u>Date and Time</u> -How to ask for/say days of the week -Words for months and days of the week	<u>Written</u> 明, 昨, 星, 期, 吗 <u>Reading</u> 零	-Asking about days of the week -Pronunciation of 星期 in Mainland China and elsewhere -星期一 vs. 一星期 -Words for day, week, month and year	-Learn more about the lunar calendar
10 What Is In The Backpack? 第十课: 书包里 有什么?	<u>School</u> -Describe objects in the backpack	<u>Written</u> 这, 那, 书, 包, 白, 本 <u>Reading</u> 子, 铅, 笔, 橡, 皮, 教, 室, 桌, 椅, 板	-Further uses of 这 -Use of 那 -Counting words 那个 and 这个 -。。。里有什么 asking what is inside	-The legacy of education in China

<p>11 I Like Fruit 第十一课: 我喜欢吃水果</p>	<p><u>Food, Preferences</u> -How to express likes and dislikes -Describe different fruit</p>	<p><u>Written</u> 吃, 水, 果, 很, 多, 喜, 欢 <u>Reading</u> 苹, 梨, 香蕉, 草, 莓, 西, 瓜, 葡, 萄, 桔</p>	<p>-喜欢 Expressing likes and dislikes -喜欢[verb] - Usage and placement of adverb 最 -Expanded version of affirmative – negative question forms 是不是 and 喜欢不喜欢</p>	<p>-The importance of food in Chinese culture</p>
<p>12 What Do You Want To Eat? 第十二课: 你想吃什么?</p>	<p><u>Food</u> -How to inquire about and express preferences -Identify different foods</p>	<p><u>Written</u> 想, 什, 么, 饿, 喝, 了 <u>Reading</u> 饭, 治, 薯, 条, 汉, 堡, 可, 汁, 冰, 淇, 淋, 饺, 渴</p>	<p>-我[adjective]了 -我不[adjective] -我想[verb] 什么 -想不想 question form</p>	<p>-Different Chinese cuisines</p>