

GRADE K- 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 simple 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
 - Hello, class! 同学们好!
 - Good-bye, teacher! 老师再见!
 - What is your name? 你叫什么名字?
 - Her name is Mali Bai. 她叫白玛丽。
 - How old are you? 你几岁?
 - I am eight years old, and you? 我八岁, 你呢?
 - What is your nationality? 你是哪国人?
 - I am American. 我是美国人。
 - Which grade are you in? 你上几年级?
 - I go to Dahua Elementary School, he also goes to Dahua Elementary School.
我上大华小学, 他也上大华小学。
 - Who is this? 这是谁?
 - I love my family. 我爱我的家。
- 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:
 - Asking and telling name 你叫什么名字? 我叫李大中。
 - Asking and telling age 你几岁? 我五岁。
 - Asking and telling nationality 你是哪国人? 我是美国人。
 - Asking and naming school and grade 你上哪个学校? 我上大华小学。
 - Asking and naming family members 你家有几个人? 我家有四个人。

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 response

Reading (Communication: Interpretive)

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

Word Analysis, Fluency, and Systematic Vocabulary Development

Concepts About Print

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

Phonemic Awareness (End of Grade One)

Decoding and Word Recognition- Pīnyīn (alphabet) (End of Grade One)

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 Analysis

Narrative Analysis of Grade-Level-Appropriate Texts

- Interpret characters and events
- Identify plot, the sequence of main events, the characters, and the climax
- 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 K grade students will...

Written and Oral Mandarin Chinese Conventions

Sentence Structure

- Combine sentences to form a simple short paragraph delivering a familiar topic, such as introducing yourself—
 - I am Chinese. There are five people in my family, they are: father, mother, older brother, older sister and me. I am in the 2nd grade at Dahua Elementary School. My older brother is in the 5th grade at Dahua Elementary School; my older sister is also at Dahua Elementary School and she is in the 3rd grade. Father and mother love us and we love them.
 - 我是中国人。我家有五个人，他们是：爸爸，妈妈，哥哥，姐姐和我。我上大华小学二年级，哥哥上大华小学五年级，姐姐也上大华小学，她上三年级。爸爸妈妈爱我们，我们也爱他们。

- Use high frequency expressions or memorized expressions in daily communication
- Use appropriate Chinese conventions to communicate in oral forms
- Begin to use a variety of sentence structures

Spelling (Pinyin) Orthography (Hanzi- Chinese characters) (Grade One)

Speaking (Communication: Interpersonal and Presentational)

Grade K grade students will...

Speaking Strategies

Organization and Focus

- Speak clearly and audibly
- Pronounce words accurately
- Demonstrate accurate tones with limited teacher support
- Read aloud fluently with teacher modeling
- Use high frequency expressions to communicate, assisting with body language or 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 familiar 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 using simple sentences with supporting details
- Relate important personal experience in sequence

Evidence

- Oral presentations
- Interaction with teacher and peers
- Whole class discussions
- Small group discussions

Writing (Communication: Presentational) (Grade One)

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
 - Greetings 你好！老师好！Hello! Hello, teacher!
 - Leave-taking 再见！老师再见！Good-bye! Good-bye, teacher!
 - Asking questions 她是老师吗？Is she a/ the teacher?
 - Exchanging names 你叫什么名字？What is your name?
 - Asking and telling age 你几岁？How old are you?
 - Introducing self 我叫李大中。我六岁。My name is Dazhong Li. I am six-years old.
 - Asking and telling nationality 你是哪国人？我是美国人。What is your nationality? I am an American.
 - Asking and telling school 你上哪个学校？我上大华小学。Which school do you go to? I go to Dahua Elementary School.
 - Asking and telling grade in school 你上几年级？我上一年几。Which grade are you in? I am in the first grade.

- Asking and telling preferences 你喜欢吃什么？我喜欢吃水果。What do you like to eat? I like to eat fruit.
- 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)

- 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 A, Simplified Chinese Characters (ISBN13: 978-962-978-129-3;ISBN10:962-978-129-8)

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

GRADE K – My First Chinese Reader, Volume One, Lessons 1-6

LESSON/TITLE	TOPICS, OBJECTIVES, IDIOMS	VOCABULARY	SENTENCE PATTERNS	CULTURAL NOTES
1 Hello! 第一课: 你好!	<u>Greetings and Manners</u> -How to greet people in Chinese -Basic terms used in the classroom -How to change statements into questions -How to change singular to plural forms	<u>Reading</u> 你, 好, 见再, 我, 很, 谢, 吗, 同, 学, 们, 老, 师	-你好 How to greet people -再见 Leave-taking -吗 Asking questions -们 Singular and plural nouns	-Greetings in Chinese -Manners in Chinese culture
2 /What is Your Name? 第二课: 你叫什么名字?	<u>Greetings and Manners</u> -How to exchange names with other people -Understand Chinese names	<u>Reading</u> 她, 他, 名, 字, 叫, 什么, 王, 小, 文, 李, 中, 白, 大, 卫, 玛, 丽	-你叫什么名字? Noting that verbs are not conjugated -她/他 Gender-specific pronouns -我, 你 and 她/他 Chinese pronouns, nouns; no case changes	-How to understand Chinese names
3 How Old Are You? 第三课: 你几岁?	<u>Greetings and Manners</u> -How to ask someone's age -How to introduce yourself -How to count numbers in Chinese -Chinese number hand gestures	<u>Reading</u> 一, 二, 三, 四, 五, 六, 七, 八, 九, 十, 几, 岁, 呢	-几 Different way of asking age for different ages -呢 particle for questions or emphasis -Counting in Chinese	-Using Chinese hand gestures for numbers
4 What is Your Nationality? 第四课: 你是哪国人?	<u>Nationalities</u> -Ask about someone's nationality -Know the names for various countries in Chinese	<u>Reading</u> 是, 不, 人, 大, 中, 小, 哪, 国, 美, 英, 法, 加, 拿, 大, 日, 本, 澳, 洲	-哪 Inquiring about something -是 the verb 'to be' -不 verb negation - [verb] 不 [verb] question form	-Names of other countries in Chinese

<p>5 Go to Dahua Elementary School</p> <p>第五课：我上大 华小学</p>	<p><u>School</u></p> <p>-How to name your school and grade</p>	<p><u>Reading</u> 上， 个，也，华 校，年，级</p>	<p>- 上 usage of “to attend” or “go to” vs. “up”</p> <p>-哪 use of “which” when combined with (measure) word 个</p> <p>-也 use and placement of 也</p> <p>-学 means to study, learn. It is combined with other characters to form school and study-related words</p>	<p>-Background on the Chinese writing system</p>
<p>6 Love My Family</p> <p>第六课：我愛我的家</p>	<p><u>Food</u></p> <p>-How to inquire about and express preferences</p> <p>-Identify different foods</p>	<p><u>Reading</u> 谁，的，有， 爸，妈，家 爱，哥，姐， 弟，妹</p>	<p>- Further practice with dropping possessive 的</p> <p>-这是谁？ “Who is this?”</p> <p>-是不是？ question form</p> <p>- Flexible use of possessive word 的； when to use and when to omit</p> <p>- Measure and counting word 个； concept of measure words</p>	<p>-Different Chinese cuisines</p>