

GRADE 2- 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
 - What color do you like? 你喜欢什么颜色?
 - Do you like the blue backpack or not? 你喜欢不喜欢蓝色的书包?
 - What is he wearing today? 他今天穿什么?
 - Will you wear a skirt to school tomorrow? 你明天穿裙子上学吗?
 - His hair is very long. 他的头发很长。
 - The principal's house is very big. 校长的家很大。
 - What sport do you like the most? 你喜欢什么运动?
 - Do you know how to play basketball? 你会不会打篮球?
 - Who is there in Dazhong's family? 大中家有什么人?
 - There are his father, mother, elder brother and younger brother in his family. 他家有爸爸, 妈妈, 哥哥和弟弟。
 - How do you get there? 你坐什么车去?
 - She came to China five years ago. 她来中国五年了。

- 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—
 - Color preferences: She likes red.她喜欢红色。
 - Describing clothing: Younger brother is wearing a white top and brown pants. 你的弟弟穿白上衣，咖啡色的裤子。
 - Describing appearance: His hair is very short. 他的头发很短。
 - Stating preferences in sports: I do not like to play basketball. I like to play table tennis. 我不喜欢打篮球。 我喜欢打乒乓球。
 - Telling about pets: He doesn't have pets at home. 他家没有小动物。
 - Talking about going somewhere: I will ride my bike to his house.我骑车去他家。

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 ge (个) minute (分) o'clock(点钟) week(星期) dollar (元)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 Development

Concepts About Print

- Read independently
- Begin to use table of contents, indexes and appendices to locate information in the reference section
- Recognize high frequency characters and words within familiar topic areas

Phonemic Awareness

- 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)

- 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
- Differentiate radicals within words
- Identify radicals, word origins and synonyms to determine meanings
- Analyze radicals and components of Chinese characters to decode meanings

Vocabulary and Concept Development

- Apply knowledge of radicals, word origins and synonyms to determine the meanings of unknown characters within a passage
- Recognize vocabulary used in content areas with strong contextual clues
- Recognize words on familiar topics
- Begin to use dictionaries and other reference works

Reading Comprehension (Communication: Interpretive)

Structural Features of Information materials

- Identify structures of various written forms such as stories, letters, and poems

- Identify high-frequency words including measure words, location phrases, and time phrases to comprehend dialogues, information, or stories
- Understand Chinese conventions for creating sentences and paragraphs

Comprehension and Analysis of Grade-Level-Appropriate Text

- Distinguish among fiction, nonfiction, and various genres (e.g. folktales, fables, poetry, and myth)
- Identify key terms associated with main ideas
- Understand the plot by analyzing characters and the problems to be solved
- Use of context clues to resolve ambiguities about sentence and paragraph meanings
- 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

a 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
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Evidence

Evidence Student work

- Reading logs
- Reading test
- Anecdotal records
-

Written and Oral Mandarin Chinese Language Conventions

Written Communication: Interpersonal, Presentational)

(Condition grade students will...

See

Written and Oral Mandarin Chinese Conventions

Sentence Structure

- Combine sentences to form simple short paragraph delivering a familiar topic, such as discussing one's school:
 - 我是大华小学的学生。我的学校很大，学校里有很多教室，也有很多老师和学生。

我和姐姐天天坐校车去上学。学校的老师，有的坐公车来学校，有的开车来学校，也有的老师坐火车来学校。没有人坐飞机来上学，也没有人坐船来上学。我家没有车，我喜欢骑车去公园。公园里有小动物，我最喜欢公园里的小鸟，飞来飞去，很可爱。

- I am a student at Dahua Elementary School. My school is very large, there are many classrooms in the school and also many teachers and students.
Every day my older sister and I ride the school bus to school. Some teachers ride public buses to school, some drive to school and others take the train to school. There are no teachers who ride a plane to school and no teachers who ride a boat to school either.
Our family doesn't have a car, I like to ride my bike to the park. In the park there are many small animals. I like the little birds the best (because) they fly back and forth and are very cute.

- 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)

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

Speaking (Communication: Interpersonal and Presentational)

Third 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 beginning to use longer sentences with supporting details
- Relate important personal experience in sequence
- Provide descriptions with sensory details
- Provide relevant feedback to peer's speech
- Begin to create own story with teacher support

Evidence

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

Writing (Communication: Presentational)

When writing, students will...

Writing Strategies

Organization and Focus

- Select a theme and focus when writing
- Write with a clear beginning, middle, and ending
- Generate and organize ideas around one topic independently
- Use appropriate words and expressions in context
- Engage in all steps of the writing process
- Use dictionaries and other resources when writing

Penmanship (Calligraphy)

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

Writing Applications (Genres and Their Characteristics)

- Write a story with created characters and clear sequence of events
- Provide a context for reader comprehension
- Use sensory details
- Write with more details about life experiences
- Begin to write simple reports
- Begin to use similes and personification
- Begin to write personal thoughts and choices with supportive details
- Write journals, letters, and email messages

Evidence

- Writing samples
- Journals
- Portfolios

Culture (Practices)

- Recite simple Chinese poems
- Practice age-appropriate songs, rhymes, dances, and games for children of the target language
- Recognize idioms in familiar topic areas, such as In a frantic rush (手忙脚乱) Get to the point (开门见山) boundless joy (欢天喜地)
- Compare and contrast treatment of a similar theme in the target culture and one's native culture
- Initiate and respond to routine courtesy exchanges
- Demonstrate proper behavior and speech in asking and telling preferences, asking and telling what one is wearing, telling the appearance of someone or something, asking and telling likes and dislikes about sports, asking and telling if one can do something, asking and telling about pets, and asking and telling how someone goes somewhere, such as:
 - Do you like blue? No, I don't like blue. 你喜欢不喜欢蓝色? 我不喜欢蓝色。
 - What is father wearing today? Father is wearing a suit. 爸爸今天穿什么? 爸爸今天穿西装。
 - This park is also very large. 这个公园也很大。
 - Do you like to play tennis? I like to play tennis. 你喜欢不喜欢打网球? 我喜欢打网球。
 - Do you know how to play basketball? I don't know how to play basketball. 你会不会打篮球。我不会打篮球。
 - What pets do you have at home? I have a large dog. 你家有什么小动物? 我家有一只大狗。

- How do you get there? I take the train.你坐什么车去? 我坐火车去。
- 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
- Write a Chinese letter in the appropriate Chinese letter format

Evidence

- Cultural products

Technology (Computer applications in Mandarin Chinese)

- Continue 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 II (Lessons 19-24) Simplified Characters (ISBN 962-978-140-9)

My First Chinese Reader, Volume II, Workbook A, Simplified Chinese Characters (ISBN 962-978-180-8)

My First Chinese Reader, Volume II, Teacher's Guide, English Version (ISBN-13: 978-1-60603-112-4)
Pin-Yin for Everyone (ISBN 962-978-378-9)

GRADE TWO – *My First Chinese Reader, Volume Two, Lessons 13-18*

LESSON/TITLE	TOPICS, OBJECTIVES, IDIOMS	VOCABULARY	SENTENCE PATTERNS	CULTURAL NOTES
13 She Likes the Color Red 第十三课：她喜欢红色	<u>Colors, School, Preferences</u> -Identify colors -How to talk about color preferences -Color symbolism -五颜六色	<u>Written</u> 请, 问, 怎, 东 <u>Reading</u> 走, 往, 直, 转, 就, 到, 左, 右, 第	-No definitive articles in Chinese -Responding to questions -是。。。的 sentence pattern -Use of the word 色 -Borrowed word 咖啡	
14 What Is He Wearing Today? 第十四课：他今天穿什么?	<u>Clothing</u> -Describe clothing -Practice asking questions -Traditional Chinese clothing -七手八脚	<u>Written</u> 少, 钱, 要, 买 <u>Reading</u> 卖, 块, 给, 以, 太, 贵, 客, 气, 吧	-Describing different time frames -Functional word combination e.g. 上 combined with 衣	
15 Her Eyes Are Very Big 第十五课：她的眼睛很大	<u>Health and Body</u> -How to describe someone's appearance -How to use adjectives in descriptions -Chinese homonyms -一刀两断	<u>Written</u> 文, 说, 点 <u>Reading</u> 语, 韩, 班, 牙, 写, 都, 读, 朋, 友, 德	-Use of adjectives in descriptions Colloquial use of 嘴巴 and 口	
16 I Like Sports 第十六课：我喜欢运动	<u>Sports and Movement</u> -Learn the terms for different sports -Express likes and dislikes about sports -Popular Chinese sports and athletes -白日做梦	<u>Written</u> 雨, 风, 午, 阴 <u>Reading</u> 样, 晴, 下, 刮, 雪, 冷, 晚, 后	-打 Describing sports -运动 Sports vs exercise -最 Denoting superlative preferences Verb+ 不 +Verb question form	

<p>17 Lovely Pets 第十七课: 可爱的小动物</p>	<p><u>Animals and Insects</u> -Learn animal names -Learn measure words for various animals -Pets in China -三十六计, 走为上计</p>	<p><u>Written</u> 动, 物, 尾, 长 <u>Reading</u> 脖, 身, 体, 象, 兔, 颈, 鹿, 蛇, 猴</p>	<p>-有/没有 Affirmative-negative question -只, 条 Measure words for animals -它 Pronoun for animals and non-human objects - Differences between 哪 and 那</p>	
<p>18 We Go To School By School Bus 第十八课: 我们坐校车去上学</p>	<p>Transportation -How to identify different forms of transportation -Car ownership in China -不管三七二十一</p>	<p><u>Written</u> 快, 比, 朋, 友 <u>Reading</u> 高, 胖, 矮, 瘦, 慢</p>	<p>-怎么去 Asking directions -多 Estimating distances -有人。。。有人。。。, 还有人 Describing multiple groups -坐 to sit or to take -车 vehicle names</p>	