

## GRADE 3- 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:
  - How do I get to Dahua Elementary School? (请问，去大华小学怎么走？)
  - This book is too expensive! (这本书太贵了！)
  - We all like to play table tennis and basketball. (我们都喜欢打乒乓球和篮球。)
  - Yesterday was cloudy, it was very windy in the morning. (昨天是阴天，上午刮大风了。)
  - Which animal has a long nose?(什么动物鼻子长？)
  - Older sister is taller than younger sister (姐姐比妹妹高。)
- 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 giving directions to a place. (怎么走？)
  - Asking and giving prices (多少钱？)
  - Countries and languages spoken (我是中国人，我会说话语和英语。)

- Weather and seasons (今天天气很好。今天是晴天。)
- Animals and insects (什么动物耳朵长?)
- Let's compare.(飞机比火车快。)

### **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 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

- 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 logs
- Reading test
- Anecdotal records

## Written and Oral Mandarin Chinese Language Conventions

### (Communication: Interpersonal, Presentational)

Third grade students will...

### Written and Oral Mandarin Chinese Conventions

#### Sentence Structure

- Combine sentences to form simple short paragraph delivering a familiar topic, such as discussing people—
  - My older brother is 15 years old. I am nine years old and my younger brother is four. My older brother is bigger than me, I am bigger than my younger brother and my younger brother is the smallest. My older brother has many friends. I have fewer friends than my older brother and my younger brother has fewer friends than my older brother as well.
  - 我的哥哥今年十五岁，我今年九岁，弟弟四岁。哥哥比我大，我比弟弟大，弟弟最小。哥哥有很多朋友。我的朋友比哥哥的朋友少，弟弟的朋友也比哥哥的朋友少。
- 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 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 themes in the target culture and one's native culture
- Initiate and respond to routine courtesy exchanges
- Demonstrate proper behavior and speech in introduction, apology, request, making phone call, invitation, food ordering etc., such as
  - Excuse me, how do I get to...(请问, 去《location》怎么走? ),

- What would you like to buy? 请问，你要买什么？
- What language do the Chinese speak? 中国人说什么语？
- How is the weather today? 今天天气怎么样？
- 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 B, Simplified Chinese Characters (ISBN 962-978-181-6)

My First Chinese Reader, Volume II, Teacher’s Guide, English Version (ISBN-13: 978-1-60603-112-4)

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

GRADE THREE – My First Chinese Reader, Volume Two, Lessons 19-24

LESSON/TITLE	TOPICS, OBJECTIVES, IDIOMS	VOCABULARY	SENTENCE PATTERNS	CULTURAL NOTES
19 How Can I Get There? 第 十九 课 怎 么 走?	Directions -How to ask for and give directions -七上八下	Written 请, 问, 怎, 东 Reading -谢谢, 不客气 走, 往, 直, 转, 就, 到, 左, 右, 第	-怎么走 Asking for directions 十九 -到 Destination -Four directions -Polite interjections - Ordinal numbers -Counting and -要 Expressing desires -可以 Giving permission, possibilities -不客气, 不谢 Answering questions politely -The auxiliary word 吧 -会[verb] to be able to	Bicycles in China
20 How Much? 第 二十 课 多 少 钱?	Shopping -How to inquire about prices -How to answer questions politely -讨价还价	Written 少, 钱, 要, 买 Reading 卖, 块, 给, 以, 太, 贵, 客, 气, 吧	-要 Expressing desires -可以 Giving permission, possibilities -不客气, 不谢 Answering questions politely -The auxiliary word 吧 -会[verb] to be able to	Shopping in China
21 I Can Speak Chinese. 第二十一课 我 会 说 中 文。	Nationalities -Countries and languages -Written vs spoken language names -Describing abilities -五湖四海	Written 文, 说, 点 Reading 语, 韩, 班, 牙, 写, 都, 读, 朋, 友, 德	-都 All-encompassing statements -语 spoken 文 written languages - use of 一点 and 一点点 - Variations in pronunciation of 法国	Interest in Chinese-language learning

<p>22 The Weather Today Is Very Nice 第二十二课 今天天气很好。</p>	<p><u>Weather and Seasons</u> -Discussing the weather -Describing an incident -Describing a change -三言两语</p>	<p><u>Written</u> 雨, 风, 午, 阴 <u>Reading</u> 样, 晴, 下, 刮, 雪, 冷, 晚, 后</p>	<p>-Use of question, exclamation marks -怎么样? asking how something is - Using 会 to discuss future - The particle 了 -后天 day after tomorrow, 下星期 next week</p>	<p>Climate in China</p>
<p>23 Which Animal Has A Long Nose? 第二十三课 什么物鼻子长?</p>	<p>Animals and Insects Health and Body -Animal names and body parts -Describing animals -鸡毛蒜皮</p>	<p><u>Written</u> 动, 物, 尾, 长 <u>Reading</u> 脖, 身, 体, 象, 兔, 颈, 鹿, 蛇, 猴</p>	<p>-Review use of 什么 -The adj.长 -The suffix 动</p>	<p>China's wildlife</p>
<p>Comparisons 24 二十四课 比 第一</p>	<p><u>Comparisons</u> -Making comparisons -夜长梦多</p>	<p><u>Written</u> 快, 比, 朋, 友 <u>Reading</u> 高, 胖, 矮, 瘦, 慢</p>	<p>-Using 比 to compare -Alternate meaning of 没有 -Using 大小 to compare age -[subject] 比 [object] [adj.]+ [amount] -Alternative meaning of 花 -短 vs 矮 -Review similar-looking characters</p>	<p>Facts about China</p>