

GRADE 4- 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 with correct sequence
- Demonstrate comprehension of multiple-step instructions
- Demonstrate comprehension of information, events, or stories presented orally
- Demonstrate comprehension of questions and statements in familiar topic areas with ease

Awareness of differences in tones and meanings of words

- Recognize tone differences implying meaning differences
- Recognize word clusters, such as—Swim together (一起游泳); intonation, such as—There are so many people in the park! (公园里的人真多呀!) You are too thin! (你太瘦了!); abbreviations, such as -- 小巴 (Small bus), 饭前 (Before the meal) 室外 (Outside of the room)
- Recognize homonyms, such as long (长)and often (常), or have (有) and friend (友); synonyms, such as-- happy (高兴 and 快乐), beautiful (漂亮 and 美丽); antonyms, such as – long and short (长 and 短) cold and hot (冷 and 热)within familiar topic areas

Vocabulary and Concept Development

- Understand high frequency expressions and idioms in familiar topic areas, such as—My room has a Yao Ming poster. (我的房间里有一张姚明的海报). My younger brother and his good friend are playing computer games together. (弟弟和他的好朋友在一起玩电脑游戏。). Please have her call me back. (请她给我回电话好吗?)
- Understand words and complex statements in grade appropriate content areas

Listening Comprehension (Communication: Interpretive)

Listening Strategies

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

Structural Features of Information Materials

- Identify important terms and sentences for meaning negotiation
- Identify high frequency expressions in daily conversations

- Recognize complex sentence patterns for meanings

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 information, events, or stories with 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 reference section
- Recognize high frequency characters and words within grade appropriate content areas
- Differentiate spoken and written words, phrases, and statements about familiar topics, such as— Wish you best 祝福你 (written words) 希望你过得很好 (spoken words); Meet again 重逢 (written words) 又见面了 (spoken words)

Phonemic Awareness

- Recognize and name all the letters of the pinyin alphabet
- Distinguish initials and finals of compounds
- Recognize words with singles or compounds in pinyin
- Use pinyin to pronounce and to type characters correctly

Decoding and Word Recognition- Pīnyīn (alphabet)

- Use pinyin to pronounce new words correctly
- Match pinyin with words
- Understand pinyin is tool for pronunciation and not for word recognition
- Recognize and pronounce familiar words without pinyin

Decoding and Word Recognition-Hànzì (Chinese characters)

- Match spoken words with printed words
- Differentiate radical from other components of a character
- Use radicals, word origins and synonyms to determine meanings
- Use radicals and components to decode unknown characters and determine meanings

Vocabulary and Concept Development

- Distinguish and interpret characters or words with multiple meanings
- Use synonyms and antonyms
- Apply knowledge of radicals, word origins and synonyms to determine the meanings of unknown characters
- Recognize vocabulary used in content areas
- Recognize idioms within familiar topics, such as 熟能生巧 (Practice makes perfect), 一天到晚 (From morning to night), 欢天喜地 (overjoyed)
- Use Chinese-English/English-Chinese dictionaries

Reading Comprehension (Communication: Interpretive)

Structural Features of Information materials

- Identify structures of various written forms such as letters, poems, stories, and plays
- Identify parts of speech including measure words, location and time phrases to comprehend dialogue in fiction
- Understand Chinese conventions for sentences and coherent paragraphs

Comprehension and Analysis of Grade-Level-Appropriate Text

- Distinguish fiction, nonfiction, and various genres (e.g. folktales, fables, fantasy, legends, and myths)
- Identify plot, the sequence of main events, the characters, and the climax
- Identify key sentences associated with main ideas
- Use context to resolve ambiguities about sentence and paragraph meanings
- Confirm predictions by identifying key sentences
- Relate prior knowledge to textual information
- Skim text for global meanings
- Use references, including dictionary, online resources, and multimedia for comprehension

Literary Response and Analysis

Narrative Analysis of Grade-Level-Appropriate Text

- Interpret complex characters, events, problems, and solutions
- Reflect intentions of authors and illustrators for story

- Compare and contrast ideas and concepts in story
- Identify themes of stories
- Make predictions about a story
- Recall main ideas and important details from reading materials
- Organize information and categorize grade-appropriate words
- Relate what is read to one's own life and community

Evidence

- Student work
- Reading logs
- Reading tests
- Anecdotal records

Written and Oral Mandarin Chinese Language Conventions (Communication: Interpersonal, Presentational)

Fourth grade students will...

Written and Oral Mandarin Chinese Conventions

Sentence Structure

- Use high frequency expressions or memorized expressions in daily communication
- Begin to create own sentences in speech
- Use appropriate linguistic forms to communicate
- Write short paragraphs using appropriate conjunctions, such as not only... but also (不但...而且), after... (...以后), because.... (因为), therefore (所以)
- Combine sentences to form paragraph delivering a familiar topic, such as—
 My family bought a new house. I would like to invite my good friends over to visit. I called Mingming and Lili on the telephone and invited them to come to my house next Saturday morning. Mingming said that she is free because his grandfather and grandmother are coming to Beijing. Their family is planning to go to the Great Wall and the Forbidden City. Lili said that she is free to come over. I am very happy because we can go swimming together and also play computer games.
 (我家买了新房子。我想请我的好朋友到我的新房子玩。我给明明和丽丽打电话，请他们下星期六上午来我家。明明说他没空，因为他的爷爷和奶奶要来北京。他们一家人要去长城和故宫玩。丽丽说她有空，可以来。我很高兴，因为我们可以一起游泳，也可以一起玩电脑。)
- Use a variety of sentence structures
- Use correct Chinese punctuation when writing

- Use correct Chinese words and structures when writing

Spelling (Pīnyīn) Orthography (Hànzì - Chinese characters)

- Use pinyin to pronounce correctly
- Write characters in sequential strokes

Speaking (Communication: Interpersonal and Presentational)

Fourth grade students will...

Speaking Strategies

Organization and Focus

- Speak clearly and audibly
- Pronounce accurately
- Demonstrate accurate tones
- Read aloud fluently
- Use high frequency expressions to communicate
- Make request for clarification, permission, and confirmation
- Attempt to create longer sentences within familiar topic areas
- Plan, organize, and deliver oral presentations in small groups and individually
- Summarize short stories using own 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, songs, and stories
- Read aloud text or story using accurate pronunciation and tones
- Retell story by using longer sentences with supporting details
- Relate important personal experiences in sequence
- Provide descriptions with sensory detail
- Provide relevant feedback
- Begin to create own story with teacher support
- Participate in large and small group discussions
- Express thoughts and ideas 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 focus and an organizational structure when writing
- Begin to write multiple-paragraph compositions
- Write for a variety of purposes and audiences
- 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)

- Begin to write narratives relating to ideas, observations, or recollection of an event or experience
- Provide a context for reader comprehension
- Use sensory details
- Begin to use metaphors and similes
- Begin to use simple idioms in paragraph writing
- Write simple summaries containing the main ideas and important details
- Write simple informational reports including issues, facts, and results
- Write journals, letters, and emails

Evidence

- Writing samples
- Journals
- Portfolios

Culture (Practices)

- Recite Chinese poems

- Practice age-appropriate songs, rhymes, dances, and games for children of the target language, such as Chinese chess (象棋), or Chinese Yo-Yo (扯铃).
- Recognize commonly used idioms in familiar topic areas
- Compare and contrast treatment of a similar theme in target culture and native culture, such as birthday celebrations or New Year's celebrations
- Initiate and respond to routine courtesy exchange
- Demonstrate proper behavior and speech in introduction, apology, request, making phone call, invitation, food ordering etc.
- Participate in age-appropriate cultural activities, such as paper cutting (剪纸) or calligraphy (书法)
- Differentiate between age-appropriate Chinese practices and native cultural practices
- Compare and contrast Chinese practices and native culture practices
- Recognize viewpoints and attitudes of people in both Chinese cultural- and native cultural-settings

Evidence

- Cultural behavior in classroom
- Cultural presentations

Culture (Products)

- Locate the places where the Chinese language is spoken and identify major geographical features of the places
- Recognize important figures and major events in Chinese history
- Identify artwork as a representation of the target culture
- Recognize products important to Chinese culture
- Participate in making Chinese artwork for festivals
- Read a variety of age-appropriate Chinese literary works
- Read stories about Chinese idioms and recognize the main ideas

Evidence

- Student cultural products

Technology (Computer applications in Mandarin Chinese)

- Use computer as a writing tool
- Use relevant online resources to reinforce word recognition, Chinese conventions, and culture awareness
- Use online Chinese references to extend knowledge in content area

Evidence

- Online work
- Typed work

Materials used:

My First Chinese Reader, Volume III (Lessons 25-30) Simplified Characters (ISBN 962-978-158-1)

My First Chinese Reader, Volume III, Workbook A, Simplified Chinese Characters (ISBN 969-978-182-4)

My First Chinese Reader, Volume III, Teacher’s Guide, English Version (ISBN-13: 9781-60603-113-1)

GRADE FOUR – *My First Chinese Reader, Volume Three, Lessons 25-30*

LESSON/TITLE	TOPICS, OBJECTIVES, IDIOMS	VOCABULARY	SENTENCE PATTERNS	CULTURAL NOTES
25 Where are They? 第二十五课 它们在哪里?	<u>Positions</u> -Learn terms for different positions -How to ask/say an object’s location -一日之计在于晨，一年之计在于春	<u>Written</u> 后，面，外，鼠 <u>Reading</u> 前，箱，电，脑，下，它	-在哪里? Ask where something is located -在+物体+方位词 How to describe where something is located - Colloquial use of 哪儿 and 哪里	About Beijing
26 What Does Her Father Do? 第二十六课 她爸爸做什么工作?	<u>Professions</u> -Learn occupation names -How to ask for/name someone’s profession -熟能生巧	<u>Written</u> 商，医，学 <u>Reading</u> 工，作，还，爷，奶，庭，主，妇，做	-做什么工作 Ask about occupations -是。。还是。。 the either-or question form - Different address for paternal and maternal grandparents in Chinese: 爷爷，奶奶，外公，外婆，姥姥，姥爷	Chinese shadow puppets
27 My Day 第二十七课 我的一天	<u>Date and Time</u> -How to ask for or tell time in Chinese -How to describe one’s daily schedule -一天到晚	<u>Written</u> 现，分，早，半 <u>Reading</u> 起，床，放，功，课，睡，觉	-点，分，半 are used to tell the time -几点? How to ask time in Chinese -Placement of the time in sentences - How time is divided in	Walking birds

			<p>Chinese</p> <ul style="list-style-type: none"> - The use of 两 and 岸 二 -Words for meals 	
<p>28. Whose Room is it? 第二十八课 这是谁的房间?</p>	<p><u>Home</u></p> <ul style="list-style-type: none"> -Learn terms for furniture -How to describe a room and its furniture arrangement -马到成功 	<p><u>Written</u></p> <p>看, 玩, 写, 马</p> <p><u>Reading</u></p> <p>房, 间, 沙, 架, 柜, 具</p>	<ul style="list-style-type: none"> -Use of 。。是谁的 to find out to whom something belongs -。。有什么? means "to have what?" - Borrowed word: 沙发 - The usage of 帽 and 帽子 	<p>Multi-generational households</p>
<p>29 What Are They Doing? 第二十九课 他们在做什么?</p>	<p><u>Activities and Hobbies</u></p> <ul style="list-style-type: none"> -Learn terms for activities -How to ask/explain what someone is doing -欢天喜地 	<p><u>Written</u></p> <p>电, 做, 们, 听</p> <p><u>Reading</u></p> <p>电, 视, 音, 戏, 乐</p>	<ul style="list-style-type: none"> -在做什么? How to ask someone what he/she is doing -The use of the preposition 在: "。。在。。 [verb]" -The use of the adverb 真 -The use of "。。来。。去" -The meaning of 一家人 	<p>Weekends in Beijing</p>
<p>30 Making a Phone Call 第三十课 打电话</p>	<p><u>Greetings and Manners</u></p> <ul style="list-style-type: none"> -Learn phone communication phrases -How to make a phone call in Chinese -废话连篇 -没完没了 	<p><u>Written</u></p> <p>找, 空, 对, 话</p> <p><u>Reading</u></p> <p>WEI, 等, 关, 系</p>	<ul style="list-style-type: none"> -The use of 以下 with verbs - 给 used either as a verb or preposition -Polite expressions: 谢谢, 不客气, 对不起, 没关系 -Multiple meanings of 下 and 打 	<p>The zither</p>