Unit 4: Special Times throughout the Year – Here and in China
Lesson 1: Numbers

Room Environment
The language classroom should be rich with literacy, with visuals, words, charts, diagrams, timelines, etc., figuratively dripping from the walls. Ideally, a high proportion of these visuals should be created in front of the students' eyes for "brain imprinting" and a "vested interest" in the charts, so the beginning of the year or series will have fewer visuals than the end.

Standards

<table>
<thead>
<tr>
<th>World Language Content Standards (California Department of Education)</th>
<th>Standards for Foreign Language Learning (American Council on the Teaching of Foreign Languages)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content 1.0 Students acquire information, recognize distinct viewpoints and further their knowledge of other disciplines.</td>
<td>Communication 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</td>
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<tr>
<td>Communication 2.1 Students engage in oral, written or signed (ASL) conversations.</td>
<td>Comparisons 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</td>
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<tr>
<td>Communication 3.2 Students interpret written, spoken or signed (ASL) language.</td>
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</tbody>
</table>

Objectives
Students will learn how to count numbers in Chinese.
Students will learn how to use fingers to indicate different numbers.
Students will learn how to say time by using numbers.

Student Work

<table>
<thead>
<tr>
<th>Interpersonal</th>
<th>Presentational</th>
<th>Interpretive</th>
</tr>
</thead>
<tbody>
<tr>
<td>One student uses the finger to show different numbers and the other one will tell the number in Chinese.</td>
<td>Students make a clock and tell the time orally in Chinese and write down three different times in Chinese.</td>
<td>Students will recognize the Chinese characters about the numbers. They will create some situations to practice using the words.</td>
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</tbody>
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Domains of Language

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to the teacher speaking in Chinese and then listen to the other students during the pair activity.</td>
<td>One student asks what time it is and the other one tells the time in Chinese.</td>
<td>Recognize new vocabulary. Read the characters and the sentences and provide the meaning.</td>
<td>Students write down the pinyin for each character and write down the first ten numbers in Chinese.</td>
</tr>
</tbody>
</table>
Evidence of Learning - Assessment

<table>
<thead>
<tr>
<th>Informal</th>
<th>Formal</th>
<th>(Circle the appropriate form of assessment)</th>
</tr>
</thead>
</table>

The assessment will be conducted formally throughout the lesson by teacher observation and monitoring through practice, pair share, and presentation activities.

1. Written quiz: Finish the worksheet.
2. Oral quiz: Ask and answer the question in a pair or do the teacher-and-student drill.
   For example: Teacher: 现在几点？ Student: 现在十点。
   Student: 现在几点？ Teacher: 现在十一点半。

Greetings at the Door
Always begin with a smile. Every student is greeted by the teacher in the target language and is encouraged to respond in the target language, too. These greetings should be charted and kept near the door, so students can refer to the chart to remember how to respond. The chart should indicate at least two settings: common, casual settings and a more formal setting. The chart stays up or is accessible all year and new ideas are added.

<table>
<thead>
<tr>
<th>Casual Everyday Greetings</th>
<th>Formal, Polite Greetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>大家好！</td>
<td>同学们好！</td>
</tr>
<tr>
<td>大家早！</td>
<td>很高兴又见到你。你好吗？</td>
</tr>
</tbody>
</table>

Warm Up with Language Through Repetition-Rhythm-Rhyme
Repetition of songs, chants, and poems should be a daily routine in the world language classroom. Ideally, the song or chant should be related to the content or cultural aspects being studied, although some that are just for fun will also be useful. Authentic chants, poems, and songs from the home culture of the target language should be used whenever appropriate, although Stage I learners may need to start with simplified chants based on songs or patterns they already know in their home language.

Preview the Lesson in Primary Language, if Necessary
Give the big picture and/or bridge to prior knowledge so the students know what to expect in the lesson in the target language. Pre-teach vocabulary, too. Introduce today’s Signal Word.

Finger Gestures About Showing Numbers.
1-your index finger  2-your index finger together with your middle finger  
3-index finger, middle, and ring finger  4-all the fingers except your thumb  
5-all your five fingers of one hand  6-only your thumb and your little finger  
7-hold only your thumb with the index finger and the middle finger  
8-form the shape of a gun by using the thumb and the index finger  
9-bend the index finger while the other four fingers are curled  
10-put the thumb on the index finger when it is pointed straight so they are vertical
Teacher Modeling of Communication Followed by Student's Structured Practice

<table>
<thead>
<tr>
<th>Message Functions/Structures</th>
<th>Key Vocabulary/Phrases</th>
<th>Strategies for Oral Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn the numbers in Chinese.</td>
<td>一，二，三，四，五，六，七，八，九，十，十一，十二；现在，几点，分，秒，半，两。 --现在几点？ --现在八点二十分。 --（几点了？） --（八点二十分了。）</td>
<td>Repetition</td>
</tr>
<tr>
<td>Learn the new words about time.</td>
<td></td>
<td>Pair the students and practice asking and answering the question.</td>
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<tr>
<td>Learn the way to ask and answer time (formal way and the informal way).</td>
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<td>TPR</td>
</tr>
</tbody>
</table>

Teacher Bridges to the Content Connection or Builds Schema for Students (Direct Instruction: Age and Stage-appropriate)

1. Warm-Up
Begin a discussion about hobbies, family members, and the countries they have visited to introduce the new topic for today: numbers!
Teach the students the first twelve numbers: pronunciation and the Chinese characters.
Then teach the students the new vocabulary about time.

2. Comprehensive Input
Show the finger gestures indicating different numbers to the students to help them better memorize the numbers.
Introduce the sentence patterns: --现在几点？ --（几点了？）
--现在八点二十分。--(八点二十分了。)

3. Guided Practice
The teacher prepares a model of a clock.
The teacher places the hour hand and minute hand to the position corresponding to a specific time. Then the teacher asks the question “现在几点？”(What time is it now?). The teacher asks a student to answer the question.
Repeat the question-and answer drill.

4. Independent Practice
The teacher gives each of the students a white paper plate or a round piece of cardboard. The students mark the graduations of time on the plate according to the teacher’s demonstration. The students draw different patterns on the plates. The students make the hour hand and minute hand of a clock with the color cardboard, and fix them to the center of the plate with a needle and thread.
Every student displays his/her work to the class and reads out the time on the clock. Remember to reward the student with the best design.
Debrief in English

Debrief in English what was learned in the target language and have students plan what they will teach their parents or siblings for homework. Have a “School-Home Connection” form for parents to write and students to sketch and write what they talked about together. The teacher will have created a prompt for the student to discuss with family members so the words in the target language will be connected to the learning.

Lesson allows focus on which specific connections, similarities, and differences?
- Go over some of the confusing words, such as 二 and 两; 分 and 秒.
- Answer questions that students might have regarding the lesson.

Extend The Learning: School-Home Connection

Have students teach their family members to count the numbers in Chinese and say the time in Chinese.

End with a Song! “新年好”

新年好
新年好呀，新年好呀，祝贺大家新年好，
我们唱歌，我们跳舞，祝贺大家新年好。

Instructional Resources & References

Cultural Connections

Lucky and Unlucky Numbers
The Chinese like the concept of pairs, believing them auspicious for happy events. The symbol囍 (shuang xi, double happiness), is formed by joining two characters 喜(xi, happiness), and is used during wedding ceremonies to wish couples happiness for the future.

Five and six are also regarded as lucky numbers by Chinese, and are often used in phrases meaning lucky. Wu fu lin men (五福临门) (the arrival of five happiness) Liu liu da shun (六六大顺) (double lucky six). Some people like to choose telephone numbers ending with double six hoping that it will bring them luck. The number four—si(四)—is generally regarded to be unlucky as it has the same pronunciation, although a different tone, as the word for death—死 (死). People try to avoid using the number four for things associated with illness or danger. Some hospitals in Taiwan do not have a fourth floor as it would shock the patients’ families to hear that their loved ones were on the “death floor.” Some people also avoid car registration numbers ending in four. However, not all Chinese believe in this superstition, just as not all Westerners believe that the number thirteen is unlucky. Nowadays, more and more people prefer numbers like eight(八-ba), which sounds like(发-fa), means getting rich quickly, or number like seven(七-qi), which sounds like(起-qi), which means rise or getting a new turning point in life.