

Unit 5: Having Fun at Home and Elsewhere
Lesson 1: Leisure Time Hobbies and Activities

Recommendation:

Read the supporting document, “How to Use These Lessons,” for suggestions to help achieve successful implementation of this curriculum. It’s listed in the Instructional Resources in this lesson.

Standards

California World Language Standards - Stage I
<p>Content</p> <p>1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.</p> <p style="padding-left: 20px;">1.1 Students address discrete elements of daily life, including:</p> <p style="padding-left: 40px;">g. Leisure, hobbies and activities, songs, toys and games, sports</p>
<p>Communication</p> <p>1.0 Students use formulaic language (learned words, signs [ASL], and phrases).</p> <p>1.1 Engage in oral, written, or signed (ASL) conversations.</p> <p>1.2 Interpret written, spoken, or signed (ASL) language.</p> <p>1.3 Present to an audience of listeners, readers, or ASL viewers.</p>
<p>Functions</p> <p>1.4 List, name, identify, enumerate.</p> <p>1.5 Identify learned words, signs (ASL), and phrases in authentic texts.</p> <p>1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.</p>
<p>Cultures</p> <p>1.0 Students use appropriate responses to rehearsed cultural situations.</p> <p>1.1 Associate products, practices, and perspectives with the target culture.</p> <p>1.2 Recognize similarities and differences within the target cultures and among students’ own cultures.</p> <p>1.3 Identify cultural borrowings.</p>
<p>Structures</p> <p>1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.</p> <p>1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.</p> <p>1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.</p>
<p>Settings</p> <p>1.0 Students use language in highly predictable common daily settings.</p> <p>1.1 Recognize age appropriate cultural or language use opportunities outside the classroom.</p>

Objective

Students describe several ways people in China who are their same age have fun through hobbies and activities and express their own leisure interests.

Student Work

Interpersonal	Presentational	Interpretive
Students listen and speak to others to communicate knowledge, feelings, and opinions, or to negotiate meaning.	Students speak and write language to express information or opinions to an audience.	Students individually listen to, read, and view content without interpersonal interaction.

Domains of Language

Listening	Speaking	Reading	Writing
<p>Students as a whole class listen to teacher give a contextualized mini-lecture.</p> <p>Students listen to the teacher say a sequence of Mandarin words, holding up a “tone card” to identify which tone they hear.</p> <p>Students also demonstrate listening comprehension by pointing at pictures or realia or otherwise indicating their understanding.</p> <p>Students listen to each other in pairs and during teamwork and to group presentations to the class.</p>	<p>Students speak to each other in pairs and teams using key vocabulary words and phrases.</p> <p>Students speak to the teacher and frequently present to the class with partners or teams.</p>	<p>Students read four to six new Chinese characters in simplified Chinese.</p> <p>Students read short class-generated stories written in pinyin based on the unit theme and/or lesson.</p>	<p>Students write pinyin phrases to describe storyboards created with teacher or team or partner collaboration.</p> <p>Students write four to six Chinese characters in simplified Chinese.</p>

Evidence of Learning – Assessment

Informal or Formal
<p>Informal assessments include teacher visual observations as students identify which tone they hear in newly learned words by using hand gestures.</p> <p>Teacher asks students to express their understanding of the meaning of a new word by saying its translation in English. During this check for understanding the teacher allows students time for metacognition and reflection if there is disagreement and provides immediate feedback on the correct tone.</p> <p>The teacher checks student listening comprehension by having students make gestures to indicate their understanding (using agreed-upon signals to represent the words). A variation is having students close their eyes and respond with such hand gestures to the words they hear, so the teacher can see which ones have and have not acquired the target vocabulary.</p> <p>Assessment of students interacting in pairs or teams during interpersonal communication includes “kidwatching,” as described by Yetta Goodman (<i>Notes from A Kidwatcher: Selected Writings of Yetta M. Goodman</i>, edited by Sandra Wilde and published by Heinemann, Portsmouth, NH, 1996). The teacher moves about the classroom and listens in to student conversations. The teacher records observations of student practice, notes misunderstandings or errors to emphasize in future mini-lessons, and guides students who need assistance or encouragement.</p> <p>The teacher assesses student reading comprehension by asking students to verbally read pinyin and Chinese characters projected on a screen or written on poster-sized charts, and when reading their storyboards. The teacher</p>

gives immediate feedback by asking the student to read again, asking another student, or giving the correction. In the beginning stages of second language acquisition in Chinese, students are expected to recognize Chinese characters by associating them with English translations.

Student written production of pinyin is informally assessed by peers and the teacher reading their storyboard descriptions and giving oral feedback.

When students are presenting their knowledge either orally or in writing, it is based upon a teacher- and class-generated rubric. Refer to the “Strategies Matrix: Teaching Strategies for World Language Classrooms,” in Instructional Resources for this lesson.

Formal summative assessments will be conducted at the end of each unit of study to ascertain internalization of key vocabulary words and phrases.

Background on Teaching Tones with Color-Coding and Kinesthetics to Aid Long-term Memory

Color-coding Scheme for Mandarin Tones

*(Teacher demonstrates each and asks students to say the following and show the associated **kinesthetic gesture**)*

1st oral: “First tone – **blue, up high, like the clear, blue sky.**”

[hand at forehead level, palm down, flat] examples in pinyin: **kāixīn huān**

2nd oral: “Second tone – **green, going up, like a tree reaching to the sun.**”

[hand at nose goes upward] examples in pinyin: **pái hái**

3rd oral: “Third tone – **brown, swinging down and up, like a monkey in a tree.**”

[hand starts near mouth, goes down below chin, then up to nose level] example in pinyin: **bǎi gǔ**

4th oral: “Fourth tone – **red, like an angry slap on the top of your head.**”

[hand does slap movement from forehead to chin levels] examples in pinyin: **yùnnqì sè**

5th oral: “Fifth tone – **neutral black, like a gentle tap.**”

[fingers of hand close as hand makes tap movement] examples in pinyin: **de, ge** and **ma**

Important Note: The Mandarin third tone is rare in speech. In conversation, it is cut in half, the “half dip,” and only the lower rising half (the second half) is heard. The full dip is only fully pronounced in a few circumstances:

- For emphasis
- At the end of a sentence
- List of individual words

Warm up with Language through Repetition-Rhythm-Rhyme

Poems, Chants, and Songs

English	Chinese Characters	Pinyin
Chant (with clapping) for this lesson:		
Let's have fun today!	让我们今天玩得 开心	ràng wǒmen jīntiān wán de kāixīn!
Poems for this lesson:		
Leisure, Hobbies and activities, songs! Toys and games, sports!	休闲, 爱好和活动, 歌曲! 玩具及游戏 运动!	xiūxián, àihào hé huódòng, gēqǔ! wánjù hé yóuxì, yùndòng!
Mah jong, dice, dominoes! Games of luck and strategy! Fun to play, good for the brain!	麻将, 骰子, 骨牌! 游戏 的运气 和策略! 好玩的 游戏, 对大脑好!	májiàng, shǎizi, gǔpái! yóuxì de yùnqì hé cèlǜ! hǎowán de yóuxì, duì dànnǎo hǎo!
Song for this lesson (can be sung to the tune of “Frère Jacques”):		
<p>First Verse Mah jong, dice, Mah jong, dice, dominoes! dominoes! Games of luck Games of luck and strategy!</p> <p>Second Verse Mah jong, dice, Mah jong, dice, dominoes! dominoes! Fun to play, Fun to play, good for the brain!</p>	<p>First Verse 麻将, 骰子, 麻将, 骰子, 骨牌! 骨牌! 游戏 的运气 游戏 的运气 和策略!</p> <p>Second Verse 麻将, 骰子, 麻将, 骰子, 骨牌! 骨牌! 好玩的 游戏 好玩的 游戏 对大脑好!</p>	<p>First Verse májiàng, shǎizi, májiàng, shǎizi, gǔ-ǔ pái! gǔ-ǔ pái! yóuxì de yùnqì yóuxì de yùnqì hé cè lǜ!</p> <p>Second Verse májiàng, shǎizi, májiàng, shǎizi, gǔ-ǔ pái! gǔ-ǔ pái! hǎowán de yóuxì, hǎowán de yóuxì, duì dà nǎo hǎo!</p>

Teacher Modeling of Communication followed by Student’s Structured Practice

Message Functions/Structure	Key Vocabulary/Phrases	Strategies for Oral Practice
Requesting information	What game do you like to play more, dominoes or mah jong? 你更喜欢玩骨牌还是麻将? Nǐ gèng xǐ huān wán gǔ pái hái shì má jiàng?	Students ask and answer this question at least ten times, using the strategy, <u>clipboard survey</u> . <i>(Refer to the Instructional Resources of this lesson to access the Strategies Matrix: Teaching Strategies for World Language Classrooms, which describes the underlined strategies.)</i>
Providing information	I prefer to play dominoes. 我喜欢玩骨牌。 Wǒ xǐ huān wán gǔ pái。 I prefer to play mah jong. 我喜欢玩麻将。 Wǒ xǐ huān wán má jiàng。	
Reporting Information	____% of the people I surveyed prefer to play _____ over _____. 我调查的人中，喜欢玩_____的比喜欢玩_____多百分之_____。 Wǒ diào chá dē rén zhōng, xǐ huān wán _____ dē bǐ xǐ huān wán _____ duō bǎi fēn zhī _____。 Example: Sixty percent of the people I talked to prefer to play dominoes. 例如：我调查的人中，百分之六十喜欢玩骨牌。 Lìrú: Wǒ diào chá dē rén zhōng, bǎi fēn zhī liù shí xǐ huān wán gǔ pái。	
Describing	Domino tiles are black and white and red. 骨牌有黑色的、白色的和红色的。 Gǔ pái yǒu hēi sè dē, bái sè dē hé hóng sè dē。 Mah jong tiles have more colors. 麻将有很多颜色。 Má jiàng yǒu hěn duō yán sè。	Multiple choral readings of vocabulary charts with picture file cards. Along with the sentence here, read the poems and chants included at the beginning of this lesson. Vary the groups that read aloud chorally, for example by having posters on the wall of “north,” “east,” “west,” and “south” so you can have “people in the east, read the next phrase.” Also, posters around the room may show national flags, so “people in

		France, read the next sentence.”
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Teacher Bridges to the Content Connection or Builds Schema for Students (Direct Instruction: Age and Stage-appropriate)

Please refer to the compilation, “Strategies Matrix: Teaching Strategies for World Language Classrooms” for detailed explanations of how to deliver the underlined strategies. It’s listed in the Instructional Resources of this lesson.

Teacher models desired speech, giving oral examples of hobby he/she likes to do or that his/her friends like to do (can be first in Chinese and then in English). Then the teacher asks students to brainstorm in teams lists of things they like to do in their leisure or “free” time in English or home language. [Give instructions in target language as much as possible and contextualize, hint, or otherwise confirm understanding, accepting student use of home language to show you they get it.]

Using novel ideas only strategy teams stand and talk about their hobbies and interests in English, using academic language. “Our team says one example of a hobby, activity, or game people in California do in their free time is _____.” The teacher charts ideas and provides the Mandarin translation. These charts stay on the wall for students to refer to during the study of this unit.

Teacher shares cultural or other related information with students in the form of a mini-lecture. The teacher uses the 10/2 or 5/1 to solicit personal interaction on hobbies, games, and other leisure activities in China, comparing and contrasting with their hobbies, games, etc. The teacher writes their ideas on a chart and then weaves student-generated/brainstormed ideas into the mini-lecture as compare and contrast or validation.

Award cards are used to help build positive group behaviors. Each time there is a mini-lecture or other whole class activity, two students are selected to serve as observers to acknowledge students demonstrating the three classroom standards and learning behaviors (the three standards are: making good decisions, solving problems, and showing respect). Students acknowledge desirable behaviors by handing out award cards or other literacy related items: Mandarin Miscellany notes in Materials section or pencil, notepad, bookmark, and so on. This practice is used to help all students develop good listening and speaking skills.

On large chart paper or butcher paper, prepared in advance, the teacher uses large colorful markers to trace over the lightly-penciled version of the blackline master for this lesson (see Lesson Materials) as a way to present the big idea of the lesson by “drawing” an input chart in front of the students’ eyes while talking about it in the target language.

Following is a suggested script to go with it based on Mandarin:

[Look at the list of brainstormed ideas and incorporate some of them into this contextualized mini-lecture. Draw a quick globe with Asia and the Americas visible.] Ask students to identify countries or talk about places that you’re drawing, “Here’s the east coast of China, here’s Taiwan, the Philippines,” etc. Write the characters and pinyin for the most important places.

With each new word (in bold) you introduce, use this method of introduction: write it in pinyin – ask students to “say it with me” – repeat it, and draw or show an image of it. “People everywhere like to enjoy their **free time** if they have any! Another word for free time is **leisure**, which means time off from **work** or **chores** or **study**. Historically, most people have had to work all day from **before sunrise to after sunset** with very little opportunity for leisure. Throughout history, only the very rich, wealthy people like **kings or emperors** have had time to relax and play. Kings and emperors kept their power by having an army or other military force work for them.

Draw a timeline below the map of Earth, with 500 BCE, for Before the Common Era, at the left side and the target language word for today on the right side. “In **ancient China** [write in a few more dates up to 1000 CE] as in other ancient civilizations, both **board games** and **movement games** probably came from **war training**. Examples of

board games from China include: _____. Board games are ways for military people to practice strategy on the battlefield. Examples of board games from the USA include: _____. When I give you the signal word, turn to a neighbor and share the names of some board games you have played. [Signal word – students repeat it, do kinesthetic, and are allowed to say the English translation if they need confirmation. Pairs share what they know about board games, using home language is okay for this step. Teacher listens to students talk in pairs. Teacher follows up by asking one partner to share what the other partner talked about – checking for listening and speaking comprehension.

Movement games are ways for military people to build and maintain physical strength and skills for the battlefield. Examples of movement games from China include: _____. Examples of movement games from the USA include: _____. When I give you the signal word, turn to a neighbor and share the names of some movement games you have played. [Signal word – students repeat it, do kinesthetic, and are allowed to say the English translation if they need confirmation.] Teacher listens to students talk in pairs. Teacher follows up by asking one partner to share what the other partner talked about – checking for listening and speaking comprehension.

“Complete your learning log by duplicating the chart and completing the “text and you” columns — three facts in the “text” column and an opinion, comment, feeling, reflection, or preference in the “you” column.”

Debrief in English

One way to debrief this input chart listed in the direct instruction section is to review it by pointing and talking about it again in the target language, but having the students say chorally, in English, what they think you are saying. That way if they are misunderstanding something, the teacher may correct, clarify, and reinforce the correct meaning. Another way is to have students give a kinesthetic gesture to show they understand specific words. Students — as a whole group, pairs, or individuals — can also point to the appropriate spot on the chart as the teacher says key vocabulary. The teacher may also choose to briefly “put on his/her English hat” or “click on his/her English speech” and ask if there are any questions or clarifications needed.

TPRS – Total Physical Response Storytelling AKA Teaching Proficiency through Reading and Storytelling

Circling is an intentional strategy to repeatedly expose students to the target structures and attune their ear to pronunciation. The teacher states this circling pattern in Mandarin Chinese with students responding and the teacher repeating as a way of affirming their statements.

“Circling” on the phrase, “ ____ likes to play games.” ____ 喜欢玩游戏。 ____ **xǐ huān wán yóu xì**.

Teacher pre-teaches the phrase, making sure everyone knows what each word means and agreeing on gestures to indicate each word, such as pointing to the nose for “I,” pulling hands to the heart for “like,” excitedly waving hands for “play,” and showing visuals of various games or actually putting domino tiles down for “games.” Then, the teacher starts to “circle” the phrase with the students’ job only to make the gestures and respond in English or Mandarin to indicate their understanding.

The following is a short example of circling (which should go on for approximately ten minutes or when the teacher has repeated the key vocabulary in the area of 50-75 times) — focused on the teacher statements and questions — missing most of the parts the students either say or indicate comprehension of by shaking or nodding their heads, or making kinesthetic gestures:

[opening statement, circling begins] **Teacher states this circling pattern in Chinese**

____ likes to play games. (Could be “Justin Bieber likes to play games,” or Jackie Chan, or someone else the class likes to talk about.)

Does _____ like to play games?

Yes, _____ likes to play games.

_____ likes to play games, right?

Indeed, _____ likes to play games.

_____ does not like to play games?

No, _____ likes to play games.

Does _____ like to play games or play the piano?

_____ likes to play games.

_____ likes to play the piano?

No, _____ doesn't like to play piano, _____ likes to play games.

Does _____ like to play games or eat frogs?

No, _____ doesn't like to eat frogs, _____ likes to play games.

Who likes to play games?

_____ likes to play games.

Does President Obama or _____ like to play games?

_____ likes to play games.

Exactly right, _____ likes to play games.

[closing statement, circle completed]

Extend the Learning: School-Home Connection and Class Projects, Small Group Activities, Individual Practice

SCHOOL-HOME CONNECTION

Students survey family members and friends about whether they like to play dominoes or mah jong. They collect a list of five people they've surveyed including a short explanation of why they like to play the game (or why not).

[Teacher can prepare a survey list that students fill out at home after interviewing friends and family.]

Students share their findings with other students the next day. Points are earned for the team for bringing in their survey results and sharing them.

ADDITIONAL ACTIVITIES

Students think about their favorite board game and bring it in to present to the team or class as a "show and tell," or draw a picture of it to present to the team.

Students think about their favorite movement games and draw/label something related to that, or survey their friends and family about preferences among various games.

CLASS PROJECTS

Give students the opportunity to play a domino game or mah jong, using sentence frames and word banks to use as much of the target language as they can without putting a damper on the fun! Teacher and students can prepare the sentence frames and word banks in advance.

Instructional Resources and References

How to Use These Lessons

<http://mandarin.sdcoe.net/cd3.html>

Refer to the guide for using these lessons for more information.

Strategies Matrix: Teaching Strategies for World Language Classrooms

<http://mandarin.sdcoe.net/cd3.html>

This matrix offers a compendium of instructional strategies that accelerate language acquisition, ensure student engagement, and lead to high levels of student achievement.

Leisure Activities and Hobbies

University of Waterloo, Canada

<http://www.gamesmuseum.uwaterloo.ca/Archives/Culin/Dice1893/index.html>

Read a reprint of a historical description of Chinese games by American Stewart Culin from 1893 and explore related links explaining and illustrating Chinese games with dice and dominoes.

Wikipedia (English): Chinese Dominoes

http://en.wikipedia.org/wiki/Chinese_dominoes

Read a general history of Chinese dominoes.

Wikipedia (English): Mah Jong

http://en.wikipedia.org/wiki/Mah_Jong

Read a detailed description of the popular Chinese game mah jong.

Lesson Materials

BLACKLINE MASTER - Print out on transparency and trace from overhead projector with pencil onto big chart. Draw in marker in front of the students. Leave on wall for frequent reference.

Having fun at Home and Elsewhere

(Big Picture Contextualized Mini-Lecture for Unit 5, Lesson 1)

世界地图 **shìjiè dìtú**

WORLD MAP

在世界各地，人们通过历史找到了乐趣！

zài shìjiè gèdì, rénmen tōngguò lìshǐ zhǎodào le lèqù!

All over the world, people through history have found ways to have fun!

<p>LEISURE = FREE TIME, "NOT" work</p> <p>Historically, kings, emperors and very rich, powerful people had the luxury of leisure time</p>	<p>WORK = chores and homework</p> <p>WORK = thinking and learning at school</p> <p>WORK = a job or way to make money</p> <p>WORK = farmwork is taking care of plants (crops) and animals from sunrise to sunset every single day (Draw icons of rising and setting sun)</p>	<p>Picture File Cards</p>
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休闲 = 有时间，不工作 **xīu xián = yǒu shí jiān, bù gōng zuò**
 工作 = 家务和作业 **gōng zuò = jiā wù hé zuò yè**
 工作 = 思考和在学校学习 **gōng zuò = sī kǎo hé zài xué xiào xué xí**
 工作 = 工作或者挣钱的方式 **gōng zuò = gōng zuò hé zhèng qián de fāng shì**
 工作 = 农活，每天从日出到日落伺候植物（庄稼）和动物（画日出和日落的图标）
Gōng zuò = nóng huó, měi tiān cóng rìchū dào rìluò sì hòu zhí wù (zhuāng jià) hé dòng wù (huà chū rì chū hé rì luò de tú biāo)
 在历史上，国王、皇帝和有钱有势的人都有充足的休闲时间。

Zai li shi shang, guo wang, huang di he you qian you shi de ren dou you chong zu de xiu xian shijian.



Mandarin Miscellany 普通话集锦 pǔtōnghuà jíjīn

Add your own visuals (with your students) to make these award cards even more motivating for your students!

Let's have fun today!

让我们今天玩得 开心！

ràng wǒ men jīn tiān wán de kāi xīn!

leisure

休闲

xiū xián

hobbies and activities

爱好和活动

ài hào hé huó dòng

songs

歌曲

gē qǔ

toys and games

玩具及游戏

wán jù jí yóu xì

sports

运动

yùn dòng

mah jong

麻将

má jiàng

dice

骰子

shǎi zi

dominoes

骨牌

gǔ pái

games of luck and strategy

游戏的运气和策略

yóu xì de yùn qì hé cè lüè

fun to play

好玩的游戏

hǎo wán de yóu xì

good for the brain

对大脑好

duì dà nǎo hǎo

Picture File Cards – Shrink or enlarge as needed for posters, playing cards, etc. Use your own pictures or find online.

Be sure to search for related photos or take some of your own! Have students bring in pictures of games, hobbies, sports, etc., from home.



Photos by Sally Fox