

**Unit 5: Having Fun at Home and Elsewhere**  
**Lesson 2: Songs, Toys, Games, Sports**

**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><b>Content</b></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><b>Communication</b></p> <p>1.0 Students use <b>formulaic language</b> (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><b>Functions</b></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><b>Cultures</b></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><b>Structures</b></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><b>Settings</b></p> <p>1.0 Students use language <b>in highly predictable common daily settings</b>.</p> <p>1.1 <b>Recognize</b> age appropriate cultural or language use opportunities outside the classroom.</p>

**Objective**

Students list and describe fun songs, games, sports, and toys from people in China who are their same age and express their own favorite songs, games, sports, and toys.

**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 listen to each other in pairs, 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 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.</p>

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 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**)

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

**[hand at forehead level, palm down, flat]** examples in pinyin: **gē mā**

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

**[hand at nose goes upward]** examples in pinyin: **yóu má**

3<sup>rd</sup> 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]** examples in pinyin: **hǎo nǐ**

4<sup>th</sup> 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: **xì chàng**

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

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

**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
<b>Chants (with clapping) for this lesson:</b>		
Let's sing a song today! Let's play with toys today! Let's play a game today! Let's play sports today!	让我们唱支歌吧！ 让我们一起玩玩具吧！ 让我们一起玩游戏吧！ 让我们一起运动吧！	ràng wǒmen chàng zhī gē ba! ràng wǒmen yīqǐ wán wánjù ba! ràng wǒmen yīqǐ wán yóuxì ba! ràng wǒmen yīqǐ yùndòng ba!
<b>Poems for this lesson:</b>		
Singing songs! Playing with toys! Playing games! So fun to be in sports!	唱歌！ 玩玩具！玩游戏！ 体育里面有乐趣！	chànggē！ wán wánjù！ wán yóuxì！ tǐyù lǐ miàn yǒu lèqù！
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 cèlüè! hǎowán de yóuxì, duì dànnǎo hǎo!
<b>Song for this lesson (can be sung to the tune of "Twinkle, Twinkle Little Star"):</b>		
Sing! Sing! Play with toys! Sing! Sing! Play games! It's fun to play sports. It's fun to play sports. Sing! Sing! Play with toys! Sing! Sing! Play games!	唱歌！唱歌！玩玩具！ 唱歌！唱歌！玩游戏！ 体育里面有乐趣， 体育里面有乐趣。 唱歌！唱歌！玩玩具！ 唱歌！唱歌！玩游戏！	chànggē！ chànggē！ wán wánjù！ chànggē！ chànggē！ wán yóuxì！ tǐyù lǐmiàn yǒu lèqù, tǐyù lǐmiàn yǒu lèqù！ chànggē！ chànggē！ wán wánjù！ chànggē！ chànggē！ wán yóuxì！

**Teacher Modeling of Communication followed by Student’s Structured Practice**

Message Functions/Structure	Key Vocabulary/Phrases	Strategies for Oral Practice
Asking a yes/no question	Do you like to sing? 你喜欢唱歌吗？ <b>nǐ xǐhuān chàngē ma?</b>	Students ask and answer these yes/no questions at least ten times, using the strategy <u>lines of communication</u> .  (Refer to the Instructional Resources of this lesson to access the Strategies Matrix: Teaching Strategies for World Language Classrooms, which describes the underlined strategies.)
Answering yes/no questions	Yes, I do like to. 是的，我喜欢。 <b>Shì de, wǒ xǐhuān.</b> No, I don't like to. 不，我不喜欢。 <b>bù, wǒ bù xǐhuān.</b>	
Asking which one	Which do you like best? 你最喜欢什么运动？ <b>nǐ zuì xǐhuān shén me yùndòng.</b>	<u>Beach ball</u> or <u>Nerf ball</u> toss with a partner to ask the “which” question, partner states preference, asks his/her partner’s preference, then states next preference in order, ask partner’s next preference, and on to the third in order.
Ordering and Sequencing; Soliciting Partner’s Ordering or Sequencing	My favorite song is __ . And yours? 我最喜欢 __。你呢？ <b>Wǒ zuì xǐhuān __. Nǐ ne?</b>  My next favorite song is __ . And yours? 我第二喜欢__。你呢？ <b>Wǒ dì èr xǐhuān __. Nǐ ne?</b>  My third favorite song is __ , And yours? 我第三喜欢__。你呢？ <b>Wǒ dì sān xǐhuān __. Nǐ ne?</b>  My favorite toy is __ . And yours? 我最喜欢的玩具是__。你呢？ <b>Wǒ zuì xǐhuān de wánjù shì __. Nǐ ne?</b>  My next favorite toy is __ . And yours? 我第二喜欢的玩具是__。你呢？ <b>Wǒ dì èr xǐhuān de wánjù shì __. nǐ ne?</b>  My third favorite toy is __ . And yours? 我第三喜欢的玩具是__。你呢？ <b>Wǒ dì sān xǐhuān de wánjù shì __. Nǐ ne?</b>  My favorite game is __ . And yours? 我最喜欢的游戏是__。你呢？	

	<p><b>Wǒ zuì xǐhuān de yóuxì shì ____ . Nǐ ne?</b></p> <p>My next favorite game is ____ . And yours?                  我第二喜欢的游戏是____。你呢？</p> <p><b>Wǒ dì èr xǐhuān de yóuxì shì ____ . Nǐ ne?</b></p> <p>My third favorite game is ____ . And yours?                  我第三喜欢的游戏是____。你呢？</p> <p><b>Wǒ dì sān xǐhuān de yóuxì shì ____ . Nǐ ne?</b></p> <p>My favorite sport is ____ . And yours?                  我最喜欢的运动是____。你呢？</p> <p><b>Wǒ zuì xǐhuān de yùndòng shì ____ . Nǐ ne?</b></p> <p>My next favorite sport is ____ . And yours?                  我第二喜欢的运动是____。你呢？</p> <p><b>Wǒ dì èr xǐhuān de yùndòng shì ____ . Nǐ ne?</b></p> <p>My third favorite sport is ____ . And yours?                  我第三喜欢的运动是____。你呢？</p> <p><b>Wǒ dì sān xǐhuān de yùndòng shì ____ . Nǐ ne?</b></p>	
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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. Refer to Lesson Materials for other items mentioned.*

Students will share, in teams, lists of their favorite songs, toys, games, and sports. [Teacher models own list first for the whole class, in a compare-contrast matrix called a “kid grid,” then gives instructions in target language and contextualizes, hints, or otherwise confirms understanding, accepting student use of L1 to show you they get it.]

“KID GRID”	歌 gē Song	玩具 wánjù Toy	游戏 yóuxì Game	体育 tǐyù Sport
Teacher’s Name	Sunrise, Sunset	Yo-yo	Scrabble	Tennis
Student #1				
Student #2, etc.				

After they share orally, each student comes to the “kid grid” and writes the word of his/her favorite in the appropriate box, while the teacher tells him/her how to say that in Mandarin. The teacher will write the Chinese character and pinyin next to the English written by the student. This “kid grid” chart will stay on the wall for students to refer to during the unit.

Teacher brings students close to the front of the room to be seated on the rug for a short, contextualized “mini-lecture” in the target language. As with all input such as “mini-lectures,” two students are selected to serve as “observers” and will acknowledge good learning behaviors (making good decisions, solving problems, and showing respect) they notice their friends engaging in by awarding them a “Mandarin Miscellany” award card or other literacy related item, such as a pencil, notepad, bookmark, etc.

On large chart paper, or butcher paper, the teacher will have prepared, in advance, a lightly-penciled version of the

blackline master for this lesson (a Venn diagram or a T-graph) in order to deliver an input chart. If you don't think you can copy it freehand, make an overhead transparency or send it through your computer and shine it through an LCD projector onto the big chart or butcher paper and trace it. 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 four quick Venn diagrams named “songs,” “toys,” “games,” and “sports.”] *“People like to have **fun** [write it – “say it with me” – repeat it], **by singing songs** [put picture file card of people singing next to the “songs” Venn diagram], **playing with toys** [put picture file card of people playing with toys next to the “toys” Venn diagram], **playing games** [put picture file card of people playing games next to the “games” Venn diagram], and **playing sports** [put picture file card of people playing sports next to the “sports” Venn diagram]. *Let's look first at songs* [“say it with me” – repeat it]. *On this side let's list some songs we know in English* [solicit names of songs and write them on the left side]. *Now, let's list songs we know from China* (if any; if not, teacher tells one or two examples). *Are there any songs sung in both places?* *Now, let's look at toys* [“say it with me” – repeat it]. *On this side let's list some toys we know in America* [solicit names of toys and write them on the left side]. *Now, let's list toys we know about from China* (if any; if not, teacher tells one or two examples). *Are there any toys played with in both places?* *Now, let's look at games* [“say it with me” – repeat it]. *On this side let's list some games we know in America* [solicit names of games and write them on the left side]. *Now, let's list games we know about from China* (if any; if not, teacher tells one or two examples). *Are there any games played in both places?* *Now, let's look at sports* [“say it with me” – repeat it]. *On this side let's list some sports we know in America* [solicit names of games and write them on the left side]. *Now, let's list sports we know about from China* (if any; if not, teacher tells one or two examples). *Are there any sports played in both places?”**

Teacher revisits the new vocabulary on the T-graph or Venn diagrams, and sketches icons or posts picture file cards related to the songs, toys, sports, and games in the U.S. and China as s/he explains and makes gestures so students understand. Students repeat the gestures and otherwise indicate their understanding as the new words are repeated.

[During this input or direct instruction, the observers were watching for students making good decisions, showing respect and/or solving problems, so be sure to take a minute to let each one award a “Mandarin Miscellany” award card to someone who has **earned** it, and tell specifically what they saw the person do that earned it!]

Now the teacher will provide some picture file cards and/or sing or play an audio file to present a Chinese song (such as 茉莉花 **mò lì huā** **Jasmine Flower**), toy (such as a shadow puppet), game (such as shuttlecock), and sport (such as ping pong), explaining a little about each item and posting the picture or realia on the Venn diagrams.

*“Return to your seats to complete your learning log by duplicating the four Venn diagrams, sketching the pictures, and adding any other information you may already know.”*

## 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, “ \_\_\_\_ (a famous person the class likes or one of the students in the class)’s favorite toy is a yo-yo.” 他最喜欢的玩具是溜溜球。 **Tā zuì xǐhuan de wánjù shì liūliū qiú.**

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,” putting a finger for #1 to the heart for “favorite,” and moving hands up and down for “yo-yo” or using a real one or showing a picture. Then the teacher starts to “circle” the phrase, with the students’ job to make the gestures and respond in English or Mandarin to indicate their understanding.

**The following is a short example of circling in English (which should go on for approximately ten minutes or when the teacher has repeated the key vocabulary 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. The following example might go through the “circle” a few times and the teacher would respond to the students’ answers making it fun and surprising:

*[opening statement, circling begins]* \_\_\_\_ ’s favorite toy is the yo-yo. (i.e., Justin Bieber’s favorite toy is the yo-yo.)

Is \_\_\_\_ ’s favorite toy the yo-yo? [yes/no]

**Right, \_\_\_\_ ’s favorite toy is the yo-yo.**

\_\_\_\_ ’s favorite toy is not the yo-yo? [yes/no]

**I can’t trick you! \_\_\_\_ ’s favorite toy is the yo-yo.**

Is \_\_\_\_ ’s favorite toy the yo-yo or the ping pong ball? [either/or]

**Correct, \_\_\_\_ ’s favorite toy is the yo-yo.**

Is the yo-yo \_\_\_\_ ’s favorite toy or favorite book? [or say something funny so they shout out “favorite toy!”]

**You got it, \_\_\_\_ ’s favorite toy is the yo-yo.**

What is \_\_\_\_ ’s favorite toy, a yo-yo or a basketball?

**Right again, \_\_\_\_ ’s favorite toy is the yo-yo.**

Where is \_\_\_\_ ’s favorite toy? Is \_\_\_\_ ’s favorite toy in a toy store or a restaurant?

**Very good, \_\_\_\_ ’s favorite toy is the yo-yo so it’s in a toy store.**

So, is \_\_\_\_ ’s favorite toy a yo-yo or a shadow puppet?

**Oh, \_\_\_\_ ’s favorite toy is the yo-yo.**

*[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 their favorite songs, toys, games, and sports. They make a matrix similar to the class's "kid grid" to organize the data they collect. Students will share their findings with other students the next day. Points are earned for the team for bringing in their matrices and sharing them.

### ADDITIONAL ACTIVITIES

Another day, students may be asked to think about their favorite toy and either 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. Similarly, another day the assignment might be to think about their favorite sports to play or watch and draw/label something related to that, or survey their friends and family about preferences among various sports.

### CLASS PROJECTS AND ACTIVITIES

Using the "kid grid," students may be assigned in pairs or teams to create a booklet describing and illustrating one or two of their classmates and their favorite activities, comparing and contrasting them. The teacher provides sentence frames and starters to scaffold the project. Various ways of reading the finished booklets, including ear-to-ear reading and choral reading, or reading aloud to another class will really take them to a higher level!

Also, students should be given the opportunity to play a Chinese game like shuttlecock or ping pong, using sentence frames and word banks on large, easy-to-read posters for quick reference, to use as much of the target language as they can without putting a damper on the fun!

## 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.

### Songs, Games, Toys, and Sports

Children's songs with lyrics and audio files

<http://www.chinese-tools.com/songs/children.html>

Folk and pop song lyrics for free download

<http://www.chineselearner.com/songlyrics/folksongs/01.html>

Information on Chinese traditional games

[http://www.activityvillage.co.uk/traditional\\_chinese\\_games.htm](http://www.activityvillage.co.uk/traditional_chinese_games.htm)

<http://www.chcp.org/games.html>

<http://www.chinese-holistic-health-exercises.com/chinese-traditional-games.html>

Information on Chinese traditional sports

<http://www.travelchinaguide.com/intro/focus/sport-land.htm>

<http://tiyubocai.net/>

[http://en.wikipedia.org/wiki/Wushu\\_%28sport%29](http://en.wikipedia.org/wiki/Wushu_%28sport%29)

[http://en.wikipedia.org/wiki/Dragon\\_boat\\_racing](http://en.wikipedia.org/wiki/Dragon_boat_racing)

Information on Chinese traditional toys

[www.chinatour360.com/culture/folk-toys.htm](http://www.chinatour360.com/culture/folk-toys.htm)

[http://www.china.org.cn/travel/beijingguide/2008-05/21/content\\_15374436.htm](http://www.china.org.cn/travel/beijingguide/2008-05/21/content_15374436.htm)

[http://www.travelchinaguide.com/intro/arts/folk\\_toys.htm](http://www.travelchinaguide.com/intro/arts/folk_toys.htm)

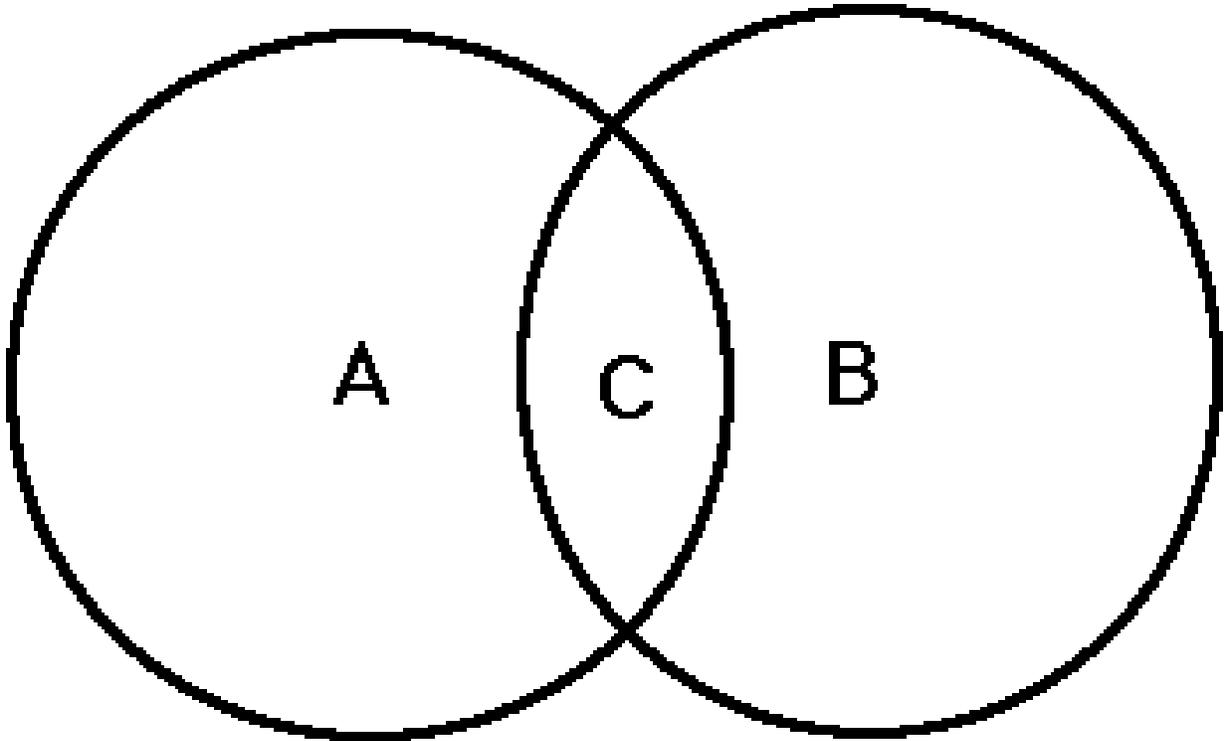
Music videos and songs (audio files)

[http://gosong.net/download/UnH7LiWCevc/Muo\\_Li\\_Hua\\_-\\_The.html](http://gosong.net/download/UnH7LiWCevc/Muo_Li_Hua_-_The.html)

## Lesson Materials

BLACKLINE MASTER: Venn diagram (grades 6-8)

Example: Toys (A=U.S. toys, C=both, B=Toys in China)



*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 sing a song today!

让我们唱支歌吧！

ràng wǒmen chàng zhī gē ba!

Let's play with toys today!

让我们一起玩玩具吧！

ràng wǒmen yīqǐ wán wánjù ba!

Let's play sports today!

让我们一起运动吧！

ràng wǒmen yīqǐ yùndòng ba!

Let's play a game today!

让我们一起玩游戏吧！

ràng wǒmen yīqǐ wán yóuxì ba!

Yo-yo

溜溜球

liū liū qiú

Shuttlecock

毽球

jiàn qíu

Ping Pong Ball

乒乓球

pīng pāng qiú

Dragon Boat Racing

# 赛龙舟

sài lóng zhōu

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

