

Unit 8: People Young and Old Have Jobs to do
Lesson 1: Jobs in the School and Classroom

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;">k. Jobs</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 understand the big picture of jobs in general via a timeline graphic organizer input chart, then list school-related jobs in the target language, comparing and contrasting them with school-related jobs in the United States.

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 <i>realia</i> or otherwise indicating their understanding.</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</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 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, flat sky.”

[hand at forehead level, palm down, flat] examples in pinyin: **shēng gōng**

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

[hand at nose goes upward] examples in pinyin: **xué xí**

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

[hand starts at mouth level, goes down below chin, then up to nose level] examples in pinyin: **zhǎng zhǐdǎo**

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

[hand does slap movement from forehead to chin levels] example in pinyin: **bùyào**

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

[fingers of hand close as hand makes tap movement] example in pinyin: **de me men le** (no written accent mark)

Important Note: The Mandarin third tone is rare in normal 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
Chants (with clapping) for this lesson:		
Work in the school! Work in the school! Lots of people work in the school! Students work, learning! Teachers work, teaching! Secretaries work, keeping records! Principals work, directing! Custodians work, cleaning! Cafeteria workers work, serving food!	在学校工作！在学校工作！很多人在学校工作！ 学生的工作是学习！ 老师的工作是教书！ 秘书的工作是记录！ 校长的工作是指导！ 工友的工作是清扫！ 食堂工人的工作是做饭！	zàixuéxiào gōngzuò zài xuéxiào gōngzuò hēnduōrén zàixuéxiào gōngzuò xuéshēngde gōngzuò shì xuéxí lǎoshīde gōngzuò shì jiāoshū Mìshū de gōngzuò shì jìlù Xiàozhǎngde gōngzuò shì zhǐdǎo gōngyǒu de gōngzuò shì qīngsǎo Shítáng gōngrén de gōngzuò shì zuòfàn
Poems for this lesson:		
Do not distract me! I have work to do! Do not tease me! I have work to do! Do not bother me! I have work to do! Hey, what's the matter? You have work to do, too!	不要分散我的注意，我有工作要做！ 不要逗我，我有工作要做！ 不要打扰我，我有工作要做！ 嘿，怎么了？你也有工作要做！	bù yào fēnsàn wǒ de zhùyì, wǒ yǒu gōngzuò yàozuò bù yào dòuwǒ, wǒ yǒu gōngzuò yàozuò bù yào dǎrǎowǒ, wǒ yǒu gōngzuò yàozuò hēi, zěmele nǐ yěyǒu gōngzuò yàozuò
Song for this lesson (can be sung to the tune of "The Mexican Hat Dance"):		
Work in the school! Work in the school! Lots of people work in the school! Students work, learning! Teachers work, teaching! Secretaries work, keeping records! Principals work, directing! Custodians work, cleaning! Cafeteria workers work, serving food! Work, work, work! We all have work to do! Work, work, work! We all have work to do!	在学校工作！在学校工作！很多人在学校工作！ 学生的工作是学习！ 老师的工作是教书！ 秘书的工作是记录！ 校长的工作是指导！ 工友的工作是清扫！ 食堂工人的工作是做饭！ 工作！工作！工作！我们都有工作！ 工作！工作！工作！我们都有工作！	zài xuéxiào gōngzuò zài xuéxiào gōngzuò hēnduōrén zàixuéxiào gōngzuò xuéshēngde gōngzuò shì xuéxí lǎoshīde gōngzuò shì jiāoshū Mìshū de gōngzuò shì jìlù Xiàozhǎngde gōngzuò shì zhǐdǎo gōngyǒu de gōngzuò shì qīngsǎo Shítáng gōngrén de gōngzuò shì zuòfàn gōngzuò gōngzuò gōngzuò wǒmen dōuyǒu gōngzuò gōngzuò gōngzuò gōngzuò wǒmen dōuyǒu gōngzuò

Teacher Modeling of Communication followed by Student's Structured Practice

Message Functions/Structure	Key Vocabulary/Phrases	Strategies for Oral Practice
<p>COMMUNICATIVE: Greetings and leave-taking, common courtesy</p>	<p>Hello. How are you? I'm doing a survey of people who work in my school. hēi nǐhǎoma wǒzài diào chá wǒmen xuéxiào de gōngzuò rényuán 嘿，你好吗？我在调查我们学校的工作人员。</p>	<p>Practice these phrases using strategies such as <u>lines of communication</u>, <u>inside-outside circle</u>, or <u>elbow partners</u> before surveying the school workers (teacher: make sure these workers don't mind having your students interview them. If they prefer, invite them to class to have the questions answered just once, although each student could ask chorally).</p> <p><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></p>
<p>COMMUNICATIVE: Requesting help</p>	<p>May I ask you a question? What are your job duties? How did you get your job? Which aspect of your job is the most fun? Why? Which part of your job is the hardest? Why? wǒ néngwèn nǐyīgèwèntí ma? Nǐ shì zuò shénme gōngzuòde? Nǐ de gōngzuòde nǎgè fāngmiàn shì zuì yǒuyìsi de? Wèi shénme? Nǐ de gōngzuòde nǎgè fāngmiàn shì zuì nánde? Wèi shénme? 我能问你一个问题吗？你是做什么工作的？你是怎么样得到这份工作的？你的工作的哪个方面是最有意思的？为什么？你的工作的哪个方面是最难的？为什么？</p>	<p><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></p>
<p>COMMUNICATIVE: Expressing feelings and opinions</p>	<p>Based on my survey, the job in the school I'm most interested in is _____. In my opinion, being a _____ would be fun and interesting because _____. gēnjù wǒde diào chá, xuéxiào lǐde gōngzuò, wǒ zuì gǎnxìngqù de shì _____. Wǒ rèn wéi zuò yīgè _____ huì hěnyǒu yìsi, yīn wéi _____. 根据我的调查，学校里的工作，我最感兴趣的是_____。我认为做一个_____会很有意思，因为_____。</p>	<p>Teacher models completing the sentence frames. Students brainstorm possible phrases for the blanks, teacher charts these possible phrases. Teacher provides worksheet with the sentence frames for students to fill in with their choices from the brainstormed options (or others, if a particular student can create another option).</p>
<p>ACADEMIC: Ordering and sequencing</p>	<p>In order of my personal preference, of the jobs in my school _____ is most interesting to me, followed by _____, _____, then _____, and finally _____, which is the least interesting to me. gēnjù wǒde xǐài chéngdù, xuéxiào lǐde gōngzuò, duìwǒ láishuō _____ shì zuì yǒuyìside, rán hòu shì _____, zuì hòu shì _____. Wǒ duì zhègè gōngzuò zuì bù gǎn xìngqù _____. 根据我的喜爱程度，学校里的工作，对我来说_____是最有意思的，然后是_____，然后是_____。</p>	<p>Teacher provides strips of paper with this sentence, which students complete according to their personal preference. To practice saying their sentence, teacher may choose the <u>snowballs</u> or <u>kaffee klatsch</u> strategy.</p>

	_____,最后是_____.我对这个工作最不感兴趣。	
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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. Other items named may be found in the Lesson Materials at the end of this lesson.

Students will brainstorm, in teams, lists of job titles they know about. [Give instructions in target language and contextualize, hint, or otherwise confirm understanding, accepting student use of L1 to show you they get it.] Using novel ideas only strategy, teams will stand and recite “Our team says one example of a job title for work people young and old in California do is _____.” If students are able to do this in the target language, they should be encouraged to do so. The teacher will chart several of their ideas and provide the Mandarin translation and a sketch or icon. These charts 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” note or other literacy related item, such as a pencil, notepad, bookmark, etc. (See “materials.”)

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. 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. (See “materials.”) 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...)

[Signal word – students repeat it, do kinesthetic, and are allowed to say the English translation if they need confirmation.]

[During this input or direct instruction, the observers are 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” slip to someone who has **earned** it, and tell specifically what they saw the person do that earned it!]

“Return to your seats to 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, “Our school’s secretary works in the school office.” “我们学校的秘书在学校的办公室工作。”
wǒmen xuéxiào de mìshū zài xuéxiào de bàngōngshìgōngzuò

Teacher pre-teaches the phrase, making sure everyone knows what each word means by sketching icons or showing picture file cards and/or agreeing on gestures to indicate key words, such as pointing at a picture of the school for “our school,” showing a picture of the school secretary for “secretary,” etc. Then the teacher starts to “circle” the phrase, first circling the subject, then the verb, and finally the rest of the predicate. The students’ job is 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] “Our school’s secretary works in the school office.”

Class, does our school’s secretary work in the school office? [Yes]
 Yes, you’re right! Our school’s secretary works in the school office.

Does President Obama work in the school office? [No]
 No, President Obama does not work in the school office.

Does President Obama or our school’s secretary work in the school office? [our school secretary]
 Right, our school’s secretary works in the school office.

Who works in the school office? [our school secretary]
 Correct! Our school’s secretary works in the school office.

Where does our school’s secretary work? [in the school]
 Very good! Our school’s secretary works in the school office.

What does our school secretary do in the school office? [works]
 That’s it! Our school’s secretary works in the school office.

Who works in the school office? [our school secretary]
 Exactly, our school’s secretary works in the school office.

[closing statement, circle completed]

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

SCHOOL-HOME CONNECTION

Students survey people who work in their school to gather information about their job duties and how they got their job. For each person, after writing the job title in the grid in English, then making a sketch to represent it, the student also writes the Mandarin word if known. Then the students will ask the person which aspect of their job is the most fun and why, and put a star on it, and which part of their job is the hardest, and why, and put a determined face on it. Students will share their findings with other students on their team the next day, writing the job titles in Mandarin when possible and asking the teacher for translations when it's a word they don't know. Points are earned for the team for bringing in their survey results and sharing them.

ADDITIONAL ACTIVITIES

Another day, students may be asked to think about a school-related job they might be interested in doing, and draw a picture of themselves doing that job in the future, to present to the team. Similarly, another day the assignment might be to ask their parents or research some other way what education, skills, abilities, and experiences a person needs to be hired for the job they aspire to.

CLASS PROJECTS

If at all possible, students should be given the opportunity to role-play various scenes of jobs, occupations, and careers, using sentence frames and word banks to use as much of the target language as they can without putting a damper on the fun! One way to do that is for the teacher to "narrate" some action and the student role play what the teacher says.

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.

Jobs in the School and Classroom

General information on work, jobs, careers, and occupations

<http://en.wikipedia.org/wiki/Work>

History of work in the western hemisphere

<http://www.coe.uga.edu/~rhill/workethic/hist.htm>

Book on the history of work, from hunter-gatherers to dotcom telecommuters, deftly compresses thousands of years of human evolution into an incisive volume. It is a book about work, about the organization and management of work, but it is also a book about people. Originally published as *Blood, Sweat and Tears*, this is a new, updated edition of that classic work.

<http://www.palgrave.com/products/title.aspx?pid=382848>

Job titles from 16th century to present in many countries around the world

<http://historyofwork.iisg.nl/>

Lesson Materials

BLACKLINE MASTER for contextualized mini-lecture (with 10/2) for previous section: **Teacher Bridges to the Content Connection or Builds Schema for Students (Direct Instruction: Age and Stage-appropriate)**

People Young and Old Have Jobs to Do “Jobs in the School and Classroom” (Big Picture Contextualized Mini-Lecture for Unit 8, Lesson 1)



**Picture File
Cards** of these topics

Timeline of Human Work (The Big Picture):

Hunter/Gatherers shòuliè cǎijí 狩猎、采集	Early Civilization zǎoqīwénmíng 早期文明	Civilization/Colonies wénmíng zhímíngdì 文明、殖民地	Sovereign Nations zhǔquánguójiā 主权国家	United Nations liánhéguó 联合国
	Division of Labor fēngōng 分工	Class System jiējíchūxiàn 阶级出现	Emerging Democracies xīnxīngmínzǔ guójiā 新兴民主国家	High Technology gāokējì 高科技
Tribal Warfare bùluòzhànzhēng 部落战争	Armed Warfare wǔzhuāngzhànzhēng 武装战争	Armies jūnduì 军队	Armies and Navies jūnduì hé hǎijūn 军队和海军	Militaries jūnduì 军队
Early Agriculture zǎoqīnóngyè 早期农业	Agriculture nóngyè 农业	Agriculture nóngyè 农业	Agriculture (90% US workers) nóngyè de rén 农业 (90%的人)	Agriculture (5% US workers) nóngyè de rén 农业 (5%的人)
	Record keeping yǒujìlù 有记录	Religion/Schools zōngjiào xuéxiào 宗教、学校	Schools xuéxiào 学校	Service Industry fúwùyè 服务业
Subsistence shēngcún 生存	Storage of Grains chǔcángǔwù 储藏谷物	Trade (Silk Road) shāngyè (sīchóuzhìlù) 商业 (丝绸之路)	Trade (Worldwide) shāngyè (shìjièfànwéi) 商业 (世界范围)	Global Business quánqiúshāngwù 全球商务
----->				
10,000 years ago yīwànniánqián 一万年 前	5,000 years ago wǔqiānniánqián 五千年 前	1,000 years ago yīqiānniánqián 一千年 前	100 years ago yībǎiniánqián 一百年 前	now xiànzài 现在

After this timeline input chart, have the class brainstorm all the job titles of the people who work in the school:

Teacher	Principal	Secretary	Custodian	Lunch Worker
Instructional Aide	Assistant Principal	Office Clerk	Speech Therapist	Psychologist

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!

Students work at school by learning.

学生在学校学习

xuéshēng zài xuéxiào xuéxí

Teachers work at school by teaching.

老师在学校教书。

lǎoshī zài xuéxiào jiāoshū

Secretaries work at school by keeping records.

秘书在学校记录。

mìshū zài xuéxiào jìlù

Principals work at school by directing activities.

校长在学校指导活动。

xiàozhǎng zài xuéxiào zhǐdǎo huódòng

Custodians work at school by cleaning and repairing.

工友在学校清扫和修理。

gōngyǒu zài xuéxiào qīngsǎo hé xiūlǐ

Cafeteria workers work at schools by serving food.

食堂工人在学校做饭。

shítáng gōngrén zài xuéxiào zuòfàn

Picture File Cards – shrink or enlarge as needed for posters, playing cards, etc. Use your own pictures of people in your school or neighborhood or find more online by searching the Internet.



Cafeteria worker in middle school in California.

Photo by Sally Fox