





Grade Level Samples for Grade 6

Applications	520
Language Competence	574
Global Citizenship	622
Strategies	658

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the program of studies.

<p style="text-align: center;">Applications</p>  <p>Students will use Chinese in a variety of situations and for a variety of purposes.</p> <p>A-1 to receive and impart information A-2 to express emotions and personal perspectives A-3 to get things done A-4 to form, maintain and change interpersonal relationships A-5 to extend their knowledge of the world A-6 for imaginative purposes and personal enjoyment</p>	<p style="text-align: center;">Language Competence</p>  <p>Students will use Chinese effectively and competently.</p> <p>LC-1 attend to form LC-2 interpret and produce oral texts LC-3 interpret and produce written and visual texts LC-4 apply knowledge of the sociocultural context LC-5 apply knowledge of how discourse is organized, structured and sequenced</p>
<p style="text-align: center;">Global Citizenship</p>  <p>Students will acquire the knowledge, skills and attitudes to be effective global citizens.</p> <p>GC-1 historical and contemporary elements of Chinese culture GC-2 appreciating diversity GC-3 personal and career opportunities</p>	<p style="text-align: center;">Strategies</p>  <p>Students will know and use strategies to maximize the effectiveness of learning and communication.</p> <p>S-1 language learning S-2 language use S-3 general learning</p>

Applications

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-1 to receive and impart information**SPECIFIC OUTCOMES**

Students will be able to:

- a. describe people, places, things and series or sequences of events or actions

A-1.1
share factual information

SAMPLE TEACHING AND LEARNING ACTIVITIES

➤ **My Hobby**

Ask the students to prepare presentations entitled “My Hobby” in which they describe their favourite hobbies. Have them select a medium—visual (e.g., a drawing, pictures, poster, photographs, video, diorama), oral or written (e.g., digital slide show presentation, report).

➤ **Travel Tips**

Invite the students to use a variety of resources (e.g., books, magazines, brochures, CD-ROM encyclopedia, Internet) to research a Chinese-speaking country. Ask the students to each collect and present descriptions of ten things to see, things to eat or places to stay.

➤ **Chinese Festivals**

Have the students choose Chinese festivals of personal interest and then form groups according to the festivals they chose. Have the student groups conduct research using a variety of sources and develop presentations describing the festivals and a sequence of the events during the celebration; e.g., Chinese New Year—on the first day you wear new clothes, on the second day you go out and visit people, and so on.

➤ **Chinese Yo-yo (Pull Bell)**

After watching a video on Chinese yo-yo *Chě líng* 扯铃, have the students draw pictures and write out the procedure of how to play with the 扯铃/空竹. Encourage the students to draw pictures to accompany their descriptions.

Caution

Students should be monitored when they use the Internet.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-1 to receive and impart information**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- describe people, places, things and series or sequences of events or actions?

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they prepare a presentation on their hobbies. Use the rubric to evaluate how well students are able to describe people, places, things and series or sequences of events or actions (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ **Anecdotal Notes**

Observe the students as they present their travel tips. Record anecdotal notes of the extent to which students are able to describe people, places, things and series or sequences of events or actions (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they research and describe a Chinese festival. Use the checklist to assess if students are able to describe people, places, things and series or sequences of events or actions (see sample blackline master in Appendix E: Observation Checklist).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they write instructions on how to play with the yo-yo. Use the rating scale to assess how well students are able to describe people, places, things and series or sequences of events or actions (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

- Materials for presentations.

- Various reference materials.

- Various research materials.

- Video on the Chinese yo-yo.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-2 to express emotions and personal perspectives**SPECIFIC OUTCOMES**

Students will be able to:

- a. inquire about and express likes and dislikes

A-2.1
share ideas, thoughts, opinions, preferences

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Class Surveys**

Have the students create simple surveys regarding topics such as sport preferences; e.g.,

学生名字 (Student)	羽毛球 (Badminton)	棒球 (Baseball)	游泳 (Swimming)	足球 (Soccer)	冰球 (Hockey)
Sylvie					
Aline					
Ming					

Have the students circulate and ask their classmates questions such as 你喜欢打羽毛球吗? (Do you like badminton?) The respondents answer in complete sentences, and the interviewer marks the box under 喜欢 (like) or 不喜欢 (don't like). Ask the students to then create bar graphs representing the various likes and dislikes of class members.

► **What I Like to Do**

Present the students with a variety of pictures depicting hobbies. Ask the students which activities they prefer, using questions such as 你喜欢 _____ 还是 _____? *Nǐ xǐ huān _____ hái shì _____?* (Do you like _____ or _____?) The student replies, 我喜欢 _____ 因为... *Wǒ xǐ huān _____ yīn wèi ...* (I like _____ because ...)

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-2 to express emotions and personal perspectives**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- inquire about and express likes and dislikes?

➤ **Anecdotal Notes**

Observe students as they survey their classmates and compile the results on their likes and dislikes. Record anecdotal notes of the extent to which students are able to inquire about and express likes and dislikes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Self-assessment Checklist and Goal Setting**

Create an outcome-based self-assessment checklist and share it with students before they state the hobbies they prefer. Students use the checklist to determine if they are able to inquire about and express likes and dislikes. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

MATERIALS

- Graph paper.

- Pictures and photographs of hobbies.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-2 to express emotions and personal perspectives

SPECIFIC OUTCOMES

Students will be able to:

A-2.1
share ideas, thoughts, opinions, preferences

- b. record and share thoughts and ideas with others

SAMPLE TEACHING AND LEARNING ACTIVITIES

- **My Diary**
Have the students write in a diary for a week about any events that happen from Monday to Friday, during or after school. On the following week, have the students share their thoughts and ideas with small groups or partners. The listening students respond to the diary entries by expressing their thoughts and opinions.
- **Music Appreciation Centres**
Set up a variety of music appreciation centres. Include classical and contemporary Chinese music and instruments from China. Have the students record their thoughts and opinions on the music and instruments and share them with others in groups.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-2 to express emotions and personal perspectives**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- record and share thoughts and ideas with others?

➤ Checklist and Comments

Create an outcome-based checklist and share it with students before they share their diary entries in groups. Use the checklist to assess if students are able to record and share thoughts and ideas with others (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ Anecdotal Notes

Observe students as they record and share their thoughts and opinions on the music they listened to in the centres. Record anecdotal notes of the extent to which students are able to record and share thoughts and ideas with others (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- None required.

- Variety of recordings of contemporary and classical Chinese music, listening centres, variety of musical instruments from China.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-2 to express emotions and personal perspectives**SPECIFIC OUTCOMES**

Students will be able to:

- a. inquire about, record and share personal experiences involving an emotion or feeling; e.g., happiness, anger

A-2.2
share emotions, feelings

SAMPLE TEACHING AND LEARNING ACTIVITIES► **Show and Tell**

Ask the students to bring in photographs of important personal experiences; e.g., receiving an award, holding a new baby sibling, opening gifts. Have the students then share, orally and in writing, basic information about the event and how they felt about it. For example:

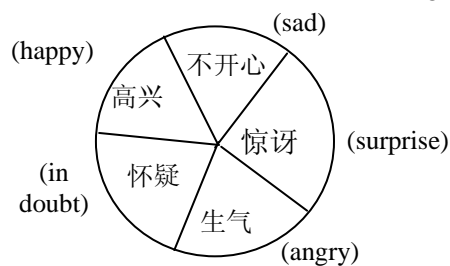
- 这是我和弟弟。(This is my brother and I.)
- 他是个小宝宝。(He is a baby.)
- 他在 2004 年 10 月 7 日出生。(His birthday is October 7, 2004.)
- 我很高兴。(I am very happy.)
- 我觉得又骄傲又兴奋。(I am also proud and excited.)
- 他很可爱! (He is very cute!)

► **Skits**

Have the students act out various scenarios involving emotions; e.g., my birthday party, when I lost something important, a time when I was in danger. Have the students use their words and nonverbal behaviours to express emotion and to tell how they are feeling.

Alternative Activity

Provide the students with a wheel that is divided into five or six sections, each labelled with a different emotion. Have the students spin the wheel and then act out a scenario involving the emotion.



General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-2 to express emotions and personal perspectives**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- inquire about, record and share personal experiences involving an emotion or feeling?

➤ **Anecdotal Notes**

Observe students as they share information about their experiences during show and tell. Record anecdotal notes of the extent to which students are able to inquire about, record and share personal experiences involving an emotion or feeling (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they act out scenarios involving emotions. Use the rubric to evaluate how well students are able to inquire about, record and share personal experiences involving an emotion or feeling (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

- Photographs from home.

- List of scenarios, various props, emotions wheel.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done**SPECIFIC OUTCOMES**

Students will be able to:

- a. encourage or discourage others from a course of action

A-3.1
guide actions of others

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Classroom Rules**

Review some imperative forms of common verbs and teach phrases such as:

- 不要! (Don't do that!)
- 停! (Stop!)
- 开始吧! (Go ahead!)
- 对了! (Yes, that's right!)

Create a list of classroom rules and post it in the classroom.

Encourage the students to refer to the list throughout the year and to encourage other students to follow the rules.

► **Teamwork**

Divide the students into teams and set up an obstacle course in the classroom or schoolyard. Have each group decide on one member to wear a blindfold. Blindfold the “listeners” and then have each team instruct their listener through the obstacle course using verbal instructions, encouragement and discouragement.

For example:

- 往前走。(Go forward.)
- 向右拐。(Turn right.)
- 向左拐。(Turn left.)
- 小心。(Watch out/be careful.)
- 太好了! (Very good!)

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- encourage or discourage others from a course of action?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they review a list of classroom rules. Use the checklist to assess if students are able to encourage or discourage others from a course of action (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe the students as they give directions through the obstacle course to their teammates. Record anecdotal notes of the extent to which students are able to encourage or discourage others from a course of action (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Chart paper, markers.

- Obstacle course, blindfolds.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done**SPECIFIC OUTCOMES**

Students will be able to:

- b. give and follow a simple sequence of instructions

A-3.1
guide actions of others

SAMPLE TEACHING AND LEARNING ACTIVITIES

➤ **Treasure Hunt**

Divide the class into two teams and have each team hide an item and write simple instructions for how to find to find it. Have each team then exchange instructions and follow them to find the hidden treasures.

➤ **Recipes**

Have the students follow simple recipes for making Chinese tea, wonton or other traditional Chinese foods.

➤ **Follow the Leader**

Arrange the students into small groups and take them to the gymnasium or a large play area outside. Invite the students to play a game of follow the leader, with one student leader giving commands, e.g., raise your right hand, touch your right ear, raise both hands, turn your head to the left, and the others following.

➤ **Row Races**

Divide the students into teams based on their desk rows. Have all the students from the front of the rows come to the front of the classroom. Give a simple sequence of actions to be performed. The students return to their rows and tell the next students in the rows these instructions. The sequence of actions is verbally relayed down the rows. The last students in the rows listen and perform the sequence of actions.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- give and follow a simple sequence of instructions?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they write instructions for another group to follow to find a hidden object. Use the checklist to assess if students are able to give and follow a simple sequence of instructions (see sample blackline master in Appendix E: Observation Checklist).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they follow simple recipes. Students use the checklist to determine if they are able to give and follow a simple sequence of instructions (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they engage in a game of follow the leader. Students use the checklist to determine if their peers are able to give and follow a simple sequence of instructions (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Anecdotal Notes**

Observe students as they give the instructions to others on their teams and follow them. Record anecdotal notes of the extent to which students are able to give and follow a simple sequence of instructions (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Objects to hide.

- Recipes, various ingredients, cooking utensils.

- None required.

- None required.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done**SPECIFIC OUTCOMES**

Students will be able to:

- a. make an offer and an invitation, and respond to offers and invitations made by others in familiar situations

A-3.2
state personal actions

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **You Are Invited To ...**

Have the students create formal and informal invitations on paper and in e-mails and send them to you and to each other. Ask the recipients to respond to the offers by accepting or declining the invitations.

Extension

Have the students practise the language needed to invite another person to a party by role-playing in pairs.

► **Potluck**

Have a potluck day when students bring in various cultural dishes related to a celebration. Have the students practise offering one another their food and accepting or declining the offers. For example:

- 你想尝尝吗? (Would you like to have a taste?)
- 谢谢, 很好吃! (Thank you, it's delicious!)
- 谢谢, 我现在不想吃。 (Thank you, I don't want to eat now.)
- 多一点? (More?)
- 够了, 谢谢。 (That's enough, thank you.)
- 不客气! (Don't mention it! [You're welcome!])

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- make an offer and an invitation, and respond to offers and invitations made by others in familiar situations?

➤ **Anecdotal Notes**

Observe students as they create, send and respond to invitations. Record anecdotal notes of the extent to which students are able to make an offer and an invitation, and respond to offers and invitations made by others in familiar situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they offer each other food during a potluck day. Use the checklist to assess if students are able to make an offer and an invitation, and respond to offers and invitations made by others in familiar situations (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

- Invitation templates, markers, e-mail and printer.

- Various cultural foods.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done**SPECIFIC OUTCOMES**

Students will be able to:

- b. inquire about and express ability and inability to do something

A-3.2
state personal actions

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Collage**

Have the students create collages of the activities that they are able to do. To accompany the collage, have the students write summary paragraphs describing the activities they are able to do.

► **Ability Survey**

Create a chart listing specific actions; e.g.,

你会不会 ...? / *Nǐ huì bú huì ...?* (Do you know how to ...?)

活动 (Activity)	<i>Huì</i> 会 (Know)	<i>Bu huì</i> 不会 (Do Not Know)
1. 游泳 (swim)		
2. 打篮球 (play basketball)		
3. 踢足球 (play soccer)		

After practising the question 你会 ...? (Can you ...?) and practising possible responses as a class, have the students gather in an area of the classroom. Have the students ask each other questions based on the chart; for example, 你会游泳吗? (Can you swim?) The other students respond using complete sentences: 我会游泳。(I can swim.) or 我不会游泳。(I can't swim.) The goal of the activity is to find students in the class who can perform each of the activities listed in the chart. Afterward, review the results as a class; e.g., 我们班上有五个人(同学)会打冰球, 有十个人(同学)不会。(We have five classmates who can play hockey and ten who cannot.)

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- inquire about and express ability and inability to do something?

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they create collages of activities they are able to do. Use the rubric to evaluate how well students are able to inquire about and express ability and inability to do something (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ **Anecdotal Notes**

Observe students as they survey classmates about what they are able to do. Record anecdotal notes of the extent to which students are able to inquire about and express ability and inability to do something (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Magazines, scissors, glue, markers.

- Survey chart.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done

SPECIFIC OUTCOMES

Students will be able to:

A-3.3
manage group actions

- a. encourage other group members to participate

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Offering Encouragement**

Introduce encouragement phrases such as:

- 一起做! (Join us!)
- 到你啦。(It's your turn.)
- 走吧! (Let's go!)
- 你可以的! (You can do it!)

Have the students use these phrases to encourage others to participate in activities such as playing a game, reading a poem, making a craft.

Extension

Have the students create inspirational posters for the classroom using these encouragement phrases.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- encourage other group members to participate?

➤ Checklist and Comments

Create an outcome-based checklist and share it with students before they practise the encouragement phrases. Use the checklist to assess if students are able to encourage other group members to participate (see sample backline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

- Poster materials.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done

SPECIFIC OUTCOMES

Students will be able to:

- b. assume a variety of roles and responsibilities in a group

A-3.3
manage group actions

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Group Roles**

When the students are preparing a project in groups, assign specific roles to each member of the group. Assign set tasks and provide vocabulary for each role; e.g., facilitator, recorder, timekeeper, summarizer, presenter. Rotate the roles within each group.

► **Classroom Helpers**

Encourage the students to assist in classroom chores; e.g.,

- 发作业 (distributing classroom materials)
- 在板上写作业 (writing homework on the board)
- 在板上写日期 (writing the date on the board)
- 擦白板 (cleaning the board)
- 收拾教室图书柜/箱 (tidying the class library).

Assign weekly roles on a class chart.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- assume a variety of roles and responsibilities in a group?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they are assigned roles in their groups. Students use the checklist to determine if they are able to assume a variety of roles and responsibilities in a group (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Anecdotal Notes**

Observe students as they assume weekly classroom responsibilities. Record anecdotal notes of the extent to which students are able to assume a variety of roles and responsibilities in a group (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- None required.

- Posted chart of classroom chores.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done

SPECIFIC OUTCOMES

Students will be able to:

- c. negotiate in a simple way with peers in small group tasks

A-3.3
manage group actions

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Negotiating with Others**

Review vocabulary and expressions that could be used when working or playing with others in a group; e.g.,

- 我是第一个? (Am I first?)
- 我可以先走吗? (May I go first?)
- 你先来吧。(Go ahead.)
- 我先走, 然后到你走, 好吗? (Can I move first and then your turn, is it alright?)

Lead a class discussion on negotiation and why it is important when working or playing with others. Have the students share stories of times when they have negotiated. Encourage the students to use these phrases when trying to work through small group tasks or when playing in groups.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- negotiate in a simple way with peers in small group tasks?

➤ Anecdotal Notes

Observe students as they share stories of when they negotiated with others. Record anecdotal notes of the extent to which they are able to negotiate in a simple way with their peers in small group tasks (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- None required.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done

SPECIFIC OUTCOMES

Students will be able to:

A-3.3
manage group actions

- d. offer a simple explanation or clarification

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Offering an Explanation**

Teach the students phrases such as 我来说说。(I can explain.) or 我可以说明吗?(Can I explain?) and other phrases related to giving explanations. Have the students add these phrases to their personal dictionaries. Encourage the students to use these phrases to offer explanations when their peers need assistance.

Divide the students into partners and have them take turns giving instructions on how to make a paper airplane or some other simple task. Encourage the students to offer to clarify or explain when the need arises; e.g., 先做这一步跟着做下一步。(Do this step first and then the following step.)

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- offer a simple explanation or clarification?

➤ Checklist and Comments

Create an outcome-based checklist and share it with students before they give instructions and clarify their instructions as needed. Use the checklist to assess if students are able to offer a simple explanation or clarification (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

- Personal dictionaries.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES

Students will be able to:

- a. talk about themselves, and respond to the talk of others by showing attention and interest

A-4.1
manage personal relationships

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Inside–Outside Circles**

Have the students form two circles, one inside the other. Have the students talk with the people opposite them. Discussion could be focused on weekend activities, daily routine, favourite foods and so on. Encourage the students to take turns speaking and listening.

After the students have spoken for two to three minutes, have members of the outer circle move clockwise. Have the students begin new discussions with their new partners.

► **Drawing Topics**

Write several different topics on pieces of paper and put them in a bag; e.g., 我爱玩的运动 (sports that I play), 我爱听的音乐 (music that I like), 今天我吃的东西 (what I ate today), 我的小宠物 (pets I have/had), 今天的天气 (the weather today), 周末我做的事情 (what I did on the weekend). Have each student draw a piece of paper from the bag and then find the students with the same topic. Have the students then discuss the topic, taking turns speaking and listening. After several minutes, collect the slips of paper and have the students draw new topics.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-4 to form, maintain and change interpersonal relationships**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- talk about themselves, and respond to the talk of others by showing attention and interest?

➤ Observation Checklist

Create an outcome-based checklist and share it with students before they engage in discussions during the Inside–Outside Circles activity. Use the checklist to assess if students are able to talk about themselves, and respond to the talk of others by showing attention and interest (see sample blackline master in Appendix E: Observation Checklist).

➤ Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they find their groups and discuss various topics. Students use the rating scale to assess how well they are able to talk about themselves, and respond to the talk of others by showing attention and interest (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

- None required.

- Small pieces of paper with topics written on them, bag.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-4 to form, maintain and change interpersonal relationships**SPECIFIC OUTCOMES**

Students will be able to:

- b. make and break social engagements
(continued)

A-4.1
manage personal relationships

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **See You There!**

Have the students write informal, brief notes inviting classmates to an imaginary event. Ask the students to pass their notes through a message board or in e-mails. Encourage the students to respond by accepting or declining.

► **Reservations and Appointments**

Have the students practise telephone calls in which they make reservations at a restaurant. For example:

Student A (waiter): 喂! 你好, _____ 餐馆。

(Good afternoon! name of restaurant.)

Student B (customer): 喂! 你好, 请问今天晚上有十个人的桌子吗? (Hello! Do you have a table for 10 tonight?)

Student A: 请等一等, 有! (One moment please—yes, we do!)

请问你姓什么? (What is your last name?)

Student B: 我姓 _____。 (My last name is _____.)

Student A: 今天晚上几点来?

(What time are you coming tonight?)

Student B: 今天晚上七点。 (Seven o'clock.)

Student A: 好的! 谢谢, 再见!

(No problem! Thank you, good-bye!)

Student B: 再见, 谢谢! (Thank you, good-bye!)

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-4 to form, maintain and change interpersonal relationships**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- **make and break social engagements?**

➤ **Anecdotal Notes**

Observe students as they write notes inviting classmates to imaginary events and respond to these invitations. Record anecdotal notes of the extent to which students are able to make and break social engagements (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Checklist and Comments**

Create an outcome-based checklist and share it with students before they practise conversations in which they make and break appointments. Use the checklist to assess if students are able to make and break social engagements (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➤ None required.

➤ None required.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES

Students will be able to:

- b. make and break social engagements

A-4.1
manage personal relationships

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Cancelling Reservations**

Have the students practise telephone calls in which they cancel a previously made reservation. For example:

- Student A (waiter): 喂! 你好! _____ 餐馆。
(Good evening! name of restaurant.)
- Student B (customer): 喂! 你好! 我中午 (的时候) 打电话来订了今天晚上十个人的桌子。
(Hello! I called this afternoon to reserve a table for 10.)
- Student A: 是, 你姓什么? (What is your last name?)
- Student B: 我姓 _____. 今天晚上不能来因为 _____ 对不起!
(My last name is _____. I'm sorry that I have to cancel my reservation tonight!)
- Student A: 没事! 再见! (That's fine! Good-bye!)

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-4 to form, maintain and change interpersonal relationships**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- **make and break social engagements?**

➤ Anecdotal Notes

Observe students as they practise telephone calls to cancel reservations. Record anecdotal notes of the extent to which students are able to make and break social engagements (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- None required.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p data-bbox="269 495 553 527"><i>Students will be able to:</i></p> <p data-bbox="269 663 578 793">a. explore alternative classification systems and criteria for categories</p> <p data-bbox="185 852 250 1098" style="writing-mode: vertical-rl; transform: rotate(180deg);">A-5.1 discover and explore</p>	<p data-bbox="613 663 902 695">➤ Class Classification</p> <p data-bbox="656 699 1414 831">Discuss various criteria for classifying the students in the class; e.g., 衣物, 高度, 头发的颜色, 等等 (clothes, height, colours of hair). Have the students organize and reorganize themselves into groups based on the different criteria.</p> <p data-bbox="613 869 911 900">➤ Organizing Animals</p> <p data-bbox="656 905 1443 1108">Display a poster of various animals and their names in Chinese. Have the students classify the animals according to criteria of their choosing; e.g., 大/小, 深/浅颜色, 高/矮, 多少条腿, 能走/游泳/飞 (small/big, dark/light coloured, tall/short, number of legs, walk/swim/fly). Have them create charts to display their classifications and then share their work with partners.</p> <p data-bbox="613 1146 805 1178">➤ Who Am I?</p> <p data-bbox="656 1182 1433 1419">Place the names of animals on the backs of the students. Have the students circulate, asking each other questions to determine what animals are on their backs. Once all of the students have discovered what they are, have them organize themselves in various ways; e.g., 住在郊野的/城市的动物 (animals that live in the country/in the city), 大/小动物 (big animals/small animals), 住在水里的/陆地上的动物 (water animals/land animals).</p>

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore alternative classification systems and criteria for categories?

➤ **Anecdotal Notes**

Observe students as they organize themselves into different categories. Record anecdotal notes of the extent to which students are able to explore alternative classification systems and criteria for categories (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Self-assessment Checklist and Goal Setting**

Create an outcome-based self-assessment checklist and share it with students before they create charts to categorize animals. Students use the checklist to determine if they are able to explore alternative classification systems and criteria for categories. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they organize themselves based on different criteria. Use the checklist to assess if students are able to explore alternative classification systems and criteria for categories (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

- None required.

- Animal posters.

- Animal picture or word cards, tape.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world**SPECIFIC OUTCOMES**

Students will be able to:

- b. discuss relationships and patterns

A-5.1
discover and explore

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Seasonal Temperatures**

Create a chart showing the high/low temperatures of cities in China and cities in Canada with the months across the top and the cities down the side. Ask the students to investigate which Canadian cities and Chinese cities have similar high and low temperatures. Have the students then compare the temperatures in various ways; e.g.,

- 哪个城市最热? (Which city has the hottest temperature?)
- 哪个城市最冷? (Which city has the coldest temperature?)
- 哪个国家平均气温最冷/暖和? (Which country, on average, is the coldest/warmest?)
- 你看到这两国的天气有什么规律? (What patterns do you notice in the weather?)

► **Family Tree**

Show the students several examples of family trees written in Chinese. Model how to create a family tree and encourage the students to identify the relationships between themselves and their family members. For example:

- 这是我的爷爷。他是我爸爸的爸爸。(This is my grandfather. He is my father's father.)
- 这是我的姑姑。她是我爸爸的妹妹。(This is my aunt. She is my father's sister.)

Have the students create their own family trees and present them to the class. Work with students who have non-traditional families.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- discuss relationships and patterns?

➤ **Anecdotal Notes**

Observe students as they review the chart showing seasonal temperatures in China and Canada. Record anecdotal notes of the extent to which students are able to discuss relationships and patterns (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they create and present their family trees. Use the rating scale to assess how well students are able to discuss relationships and patterns (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

- Weather information for China and Canada.

- Sample family trees.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world**SPECIFIC OUTCOMES**

Students will be able to:

- a. compare and contrast items in simple ways

A-5.2
gather and organize information

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Shoobox Objects**

Divide the students into small groups and give each group a shoebox filled with a variety of objects that they can name. Have each student in turn pull an object from the box, saying 这是一个大/小_____。(This is a large/small _____.)

Direct all groups to sort their box of objects in various ways; e.g.,

- 大/小 (big/small)
- 长/短 (long/short)
- 轻/重 (light/heavy)

Have the students then take out two contrasting items and compare them using a complete sentence. For example: 这个苹果比这块橡皮大。(This apple is larger than the eraser.) 这支铅笔比这支原子笔长。(This pencil is longer than the pen.)

► **Classroom Line Ups**

Direct the students to use questions, answers and statements to organize themselves into one line according to specific criteria, such as 鞋号, 体高 (shoe size, height). Have them use vocabulary such as A 比 B 大/A 比 B 小 (A is larger than B/A is smaller than B) and supporting questions like 你穿几号鞋? (What shoe size do you wear?)

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- compare and contrast items in simple ways?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they choose items from the shoebox to compare. Use the checklist to assess if students are able to compare and contrast items in simple ways (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they organize themselves into a line according to specific criteria. Record anecdotal notes of the extent to which they are able to compare and contrast items in simple ways (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Variety of objects of different sizes, shoeboxes.

- None required.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world**SPECIFIC OUTCOMES**

Students will be able to:

- b. compose questions to guide research

A-5.2
gather and organize information

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **5Ws and 1H**

- Assign research topics, then have the students compose 什么 (what), 在哪儿 (where), 在什么时候 (when), 谁 (who), 为什么 (why) and 怎么样 (how) questions to guide their research; e.g.,
- 加拿大的人怎么样过新年? (How do people in Canada celebrate new year?)
 - 他们吃什么? (What do they eat?)
 - 他们做什么? (What do they do?)

Have the students research to find answers to these questions, organize their information and present their findings orally using visuals such as pictures, photographs and real objects.

► **KWL Chart**

Have the students use a KWL chart (see Appendix D: Graphic Organizers) to guide their research on a specific topic; e.g.,

What I Know	What I Want to find out	What I Learned
China is in Asia. Chinese is the official language.	How big is it? How many people live there? How far is it from Canada?	

Have the students use the questions from the middle section of their charts to guide their research and revise and add to these questions as they go.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- **compose questions to guide research?**

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they use the 5Ws and 1H to guide their research. Use the rubric to evaluate how well students are able to compose questions to guide research (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before they use a KWL chart to research a specific topic. Students use the rating scale to assess how well they are able to compose questions to guide research (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

- Various resources for research; e.g., reference material, the Internet, videos.

- Various resources for research; e.g., reference material, the Internet, videos.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world**SPECIFIC OUTCOMES**

Students will be able to:

- c. identify sources of information

A-5.2
gather and organize information

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Chinese Food**

Ask the students to research the question “What traditional dishes do Chinese people eat?” Have the class brainstorm and list possible sources of information. Have each student then choose one source of information to use to find answers to the question. Later, have each student describe the resource they used to the class and summarize the information that it contained. Encourage the students to use a variety of information sources, such as magazines, books, information sheets, Internet, Chinese people that they know, videos and restaurants.

► **Where Can I Find ...**

Provide the students with a list of questions, for example:

- 谁是中国的主席？ (Who is the president of China?)
- 你的属相是什么？ (What year were you born in [i.e., year of the rooster, monkey, bull]?)
- 中国的万里长城是何时建造的？ (When was the Great Wall of China built?)
- 哪个城市是中国人口最多的城市？ (What is the most populated city in China?)
- 目前，中国最受欢迎的电视节目是什么？ (Currently, what is the most popular television show in China?)

Have the students brainstorm where they could find the answers to these questions, such as a dictionary, the Internet, books, magazines. Have the students then decide where the best place is to find the answer to each question and use that resource to find the answer.

Caution

Students should be monitored when they use the Internet.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify sources of information?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they research what Chinese people eat. Use the checklist to assess if students are able to identify sources of information (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they brainstorm sources of information to answer the questions. Record anecdotal notes of the extent to which students are able to identify sources of information (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- A wide variety of resources on the topic.

- A wide variety of resources on the topic.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world

SPECIFIC OUTCOMES

Students will be able to:

d. record observations

A-5.2
gather and organize information

SAMPLE TEACHING AND LEARNING ACTIVITIES

➤ **Watching a Video**

Prior to watching a video, provide the students with appropriate background information. As they watch the video, have the students check off the key ideas and information mentioned in the video.

➤ **Classroom Records**

Create a class chart for recording various pieces of daily or weekly information, such as the game results of a local sports team, the local weather, the weather in a city in China, the number of students in class that day and so on. Have the students take turns recording the information in the class chart.

➤ **Peer Observations**

During role-play activities, have the students record their observations based on each group's role-play. For example:

- I noticed that Jenna was speaking very softly.
- I noticed that Raúl spoke with excellent intonation.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- record observations?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they watch a video. Students use the checklist to determine if they are able to record observations (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Anecdotal Notes**

Observe students as they record various daily or weekly information. Record anecdotal notes of the extent to which students are able to record observations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with the students before they make observations on their peers' performances. Use the checklist to determine how well the students are able to record observations (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

- Video in Chinese.

- Wall chart, markers.

- None required.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world**SPECIFIC OUTCOMES**

Students will be able to:

- a. understand and use steps in a problem-solving process

A-5.3
solve problems

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Problem-solving Scenarios**

Present a simple problem-solving model to the class. Divide the students into groups and provide each group with a number of scenarios that involve a problem that requires a solution. For example:

- Your parents have chosen a particular type of summer vacation, but you would like a different type of vacation.
- You want to borrow a book from a library, but you do not have a library card.
- You and your friends want to play soccer, but the field is not available.

Have the students brainstorm various possible solutions for the problem and then choose the best one. Have each group then create a skit based on the scenario and their solution. For example:

Student 1 我们不可以踢球因为没有场地，但是我们可以到我家去看电影。(We can't play soccer because the field is not available, but we can watch a movie at my house.)

Student 2 我不要看电影。(I don't want to watch a movie.)

Student 3 我们可以到我家附近的草地去踢球。(We can go to the field close to my house and play soccer.)

Students 1 and 2 好吧！我们就到你家附近的草地去踢球。(Alright! Let's go to the field close to your house and play soccer.)

► **Problem-solving Chart**

Display a problem-solving chart and encourage the students to solve simple problems using a set process; e.g.,

- 问题是什么？(What is the problem?)
- 你有什么资料？(What information do you have?)
- 你的计划是？(What is your plan?)
- 行动！(Do it!)
- 结果好吗？(Did you get positive results?)

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- understand and use steps in a problem-solving process?

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before they solve a problematic situation. Students use the rating scale to assess how well they are able to understand and use steps in a problem-solving process (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they follow the steps to solve a problem. Use the checklist to assess if students are able to understand and use the steps in the problem-solving process (see sample blackline master in Appendix-E: Observation Checklist).

MATERIALS

- Problematic situations.

- Chart paper, markers.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world

SPECIFIC OUTCOMES

Students will be able to:

- a. express their views on a variety of topics within their direct experience

A-5.4
explore opinions and values

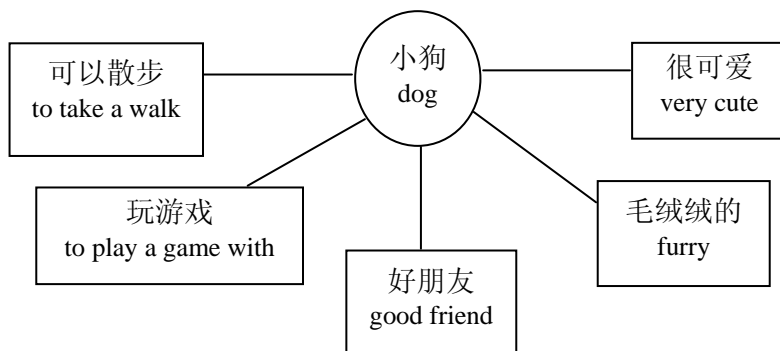
SAMPLE TEACHING AND LEARNING ACTIVITIES

► **My Hobbies**

As part of a discussion about 爱好 (hobbies), have the students individually choose one hobby that they would like to try; e.g., 听音乐, 游泳, 看书, 画画 (listening to music, swimming, reading, drawing). Ask the students to write three reasons why they have chosen a particular hobby. Have the students then work in partners or in groups of three or four to share the reasons for their choices.

► **Which Pet Is Best?**

Give the students a choice of pets they could have. Have them use a web to record their views on why they would choose a particular pet or why they would not choose a particular pet.



General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- express their views on a variety of topics within their direct experience?

➤ Learning Log

After discussing hobbies they would like to try, students reflect on their learning and on how well they were able to express their views on a variety of topics within their direct experience.

➤ Observation Checklist

Create an outcome-based checklist and share it with students before they express their views on a particular pet. Use the checklist to assess if students are able to express their views on a variety of topics within their direct experience (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➤ None required.

➤ None required.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world**SPECIFIC OUTCOMES**

Students will be able to:

- b. gather opinions on a topic within their direct experience

A-5.4
explore opinions and values

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **School Hot Topic**

Discuss a topic that is currently a hot topic around the school; e.g., 恶霸, 衣着规定, 丢垃圾行为, 新的校规, 学校活动 (bullying, dress code, littering, a new school policy, a school event). Write any difficult or new vocabulary on the board. Divide the students into groups and have each member of the group record his or her own opinion on the topic. Have the students share their opinions with their groups and create group summaries of the different opinions. Ask all the groups to then present their summaries to the class.

► **Buy It?**

Display pictures of various things from magazine advertisements; e.g., 球鞋, 游戏, 玩具, 衣物 (running shoes, games, toys, clothing). Ask the students to say whether they would buy it or would not buy it and why (e.g., like the colour, too expensive). Have the students record the opinions of their classmates on a class chart.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- gather opinions on a topic within their direct experience?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they discuss their opinions on a school hot topic. Use the checklist to assess if students are able to gather opinions on a topic within their direct experience (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they give their opinions on items from advertisements. Record anecdotal notes of the extent to which students are able to gather opinions on a topic within their direct experience (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- None required.

- Various magazine advertisements.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-6 for imaginative purposes and personal enjoyment**SPECIFIC OUTCOMES**

Students will be able to:

- a. use the language for fun and to understand simple humour

A-6.1
humour/fun

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Comic Strips**

Read various comic strips in Chinese. Discuss with the class how humour is presented in the comic strips. Then have the students develop and create their own simple comic strips. Encourage them to use humour, puns and jokes in their comics.

► **Tongue Twisters**

Invite the students to practise simple tongue twisters or silly rhymes and present them to the class or in small groups. For example:

画花 huà huā

huà	lǐ	huà	huā
画	里	画	花
huā	lǐ	yǒu	huà
花	里	有	画
huà	de	shì	huā
画	的	是	花
huā	yě	shì	huà
花	也	是	画

试一试 shì yì shì

sì shì sì

四是四

shí shì shí

十是十

sī shí jiǎn shí sì zài chéng sì shí sì

四十减十四再乘四十四

shì yī qiān yī bǎi sì shí sì

是一千一百四十四

qǐng nǐ shì yì shì

请你试一试

Have the students work in groups to create simple tongue twisters.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use the language for fun and to understand simple humour?

➤ Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist before they create their own comic strips. Students use the checklist to determine if their peers are able to use the language for fun and to understand simple humour (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ Anecdotal Notes

Observe the students as they say the tongue twisters and create new tongue twisters. Record anecdotal notes of the extent they are able to use the language for fun and to understand humour (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Simple comic strips in Chinese.

- Chinese tongue twisters and silly rhymes.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES

Students will be able to:

- b. use the language creatively and for aesthetic purposes

A-6.2
creative/aesthetic purposes

SAMPLE TEACHING AND LEARNING ACTIVITIES

- **Word Posters**
Have the students create artistic posters of various vocabulary words and phrases. Encourage the students to play with font, colour and the aesthetics of the Chinese characters.
- **Picture Me**
Ask the students to create pictures using words such as their names, ages, favourite colours and favourite activities. Have the students use the Chinese characters to create a visual image that represents themselves. For example, a student who loves reading can draw himself or herself as the character 书 (book), a student who is a fast swimmer can draw himself or herself as the character 鱼 (fish). Post the pictures in a display in the classroom or elsewhere in the school.
- **Collage**
Ask the students to create and present word and picture collages based on a lexical field, such as food and nutrition, holidays and festivals, transportation, hobbies and pastimes.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-6 for imaginative purposes and personal enjoyment**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use the language creatively and for aesthetic purposes?

➤ **Anecdotal Notes**

Observe students as they create artistic vocabulary posters. Record anecdotal notes of the extent to which students are able to use the language creatively and for aesthetic purposes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they create images of themselves incorporating characters. Use the checklist to assess if students are able to use the language creatively and for aesthetic purposes (see sample blackline master in Appendix E: Observation Checklist).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they create and present collages based on a lexical field studied. Use the rating scale to assess how well students are able to use the language creatively and for aesthetic purposes (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

- Poster materials.

- None required.

- Magazines, pictures, photographs, scissors, glue, markers.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES

Students will be able to:

- c. use the language for personal enjoyment

A-6.3
personal enjoyment

SAMPLE TEACHING AND LEARNING ACTIVITIES

- **Music Videos and CDs**
Provide Chinese music videos or audio CDs for the students to watch or listen to during unstructured classroom time. Have the students keep records of what they have watched or listened to and discuss the videos or music as a class.
- **Opportunities for Enjoyment**
Challenge the students to use Chinese for personal enjoyment once a week. Suggested personal enjoyment opportunities include watching a film or video, reading a magazine, listening to music, sending an e-mail, writing a note or card to a friend, looking at an Internet site, listening to a radio program, learning a new expression to say in Chinese. Have the students note their use of Chinese for enjoyment in their learning logs.

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A-6 for imaginative purposes and personal enjoyment**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use the language for personal enjoyment?

➤ Observation Checklist

Create an outcome-based checklist and share it with students before they discuss the videos or music. Use the checklist to assess if students are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Observation Checklist).

➤ Learning Log

Students reflect on their learning and on how well they were able to use the language for personal enjoyment. Have the students record activities they have enjoyed during the week in their learning logs; e.g.,

- I used Chinese for fun when I ...
- Next week, I would like to try ...

MATERIALS

- Chinese music videos, audio CDs, viewing and listening stations.

- None required.

Language Competence

General Outcome for Language CompetenceStudents will use Chinese **effectively** and **competently**.**LC-1 attend to form****SPECIFIC OUTCOMES***Students will be able to:*LC-1.1
phonology

- a. combine initials and basic finals

SAMPLE TEACHING AND LEARNING ACTIVITIES► **Flash cards**

Review 声母 (initials)—*zh, ch, sh, z, c, s, r, j, q, x*—and 韵母 (finals). Have the students review words that contain initials and finals. Hold up a flash card with an initial on it and ask the students to provide a vocabulary word that contains the final.

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-1 attend to form**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- combine initials and basic finals?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they provide vocabulary words based on various initials. Students use the checklist to determine how well they are able to combine initials and basic finals (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

- Flash cards of initials and basic finals.

General Outcome for Language CompetenceStudents will use Chinese **effectively** and **competently**.**LC-1 attend to form****SPECIFIC OUTCOMES***Students will be able to:*

- b. recognize some of the effects that intonation and stress have in different situations

LC-1.1
phonology

SAMPLE TEACHING AND LEARNING ACTIVITIES► **Poetry**

Read a repetitive poem using a particular intonation and stress. Read the poem again with a different intonation and stress. Discuss the differences in meaning between the two readings. Divide the students into groups and have them play with intonation and stress to change the meaning of the poem.

► **Intonation and Stress**

Have the students practise using the comparative structure 最 (most) to construct sentences orally, focusing on the effects that intonation and stress have on meaning; e.g.,

小光喜欢吃苹果。(Xiaoguang likes to eat apples.)
他也喜欢吃香蕉。(He also likes to eat bananas.)
但是他最喜欢吃(水果)! (But he likes [fruit] the most!)

► **Which Words to Stress?**

Provide a simple, short text for the students and have the students tell you which words to stress in every sentence. Read the text with the stresses indicated by the students. Discuss how stress affects meaning, then make changes to the words that are stressed and reread the text.

General Outcome for Language CompetenceStudents will use Chinese **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize some of the effects that intonation and stress have in different situations?

➤ Observation Checklist

Create an outcome-based checklist and share it with students before they play with intonation and stress when they read a poem. Use the checklist to assess if students are able to recognize some of the effects that intonation and stress have in different situations (see sample blackline master in Appendix E: Observation Checklist).

➤ Anecdotal Notes

Observe students as they practise intonation and stress. Record anecdotal notes of the extent to which students are able to recognize some of the effects that intonation and stress have in different situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Rating Scale

Create an outcome-based rating scale and share it with students before they indicate which words to stress and discuss the effects of stress on meaning. Use the rating scale to assess how well students are able to recognize some of the effects that intonation and stress have in different situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

- Repetitive poem.

- None required.

- Simple text, whiteboard, markers.

General Outcome for Language CompetenceStudents will use Chinese **effectively** and **competently**.**LC-1 attend to form****SPECIFIC OUTCOMES***Students will be able to:*

- a. recognize and use some basic conventions of mechanics

LC-1.2
orthography**SAMPLE TEACHING AND LEARNING ACTIVITIES**► **Punctuation Comparison**

Give each student a copy of a paragraph written in Chinese and a paragraph written in English. Discuss the punctuation used in both languages and the similarities and differences between English and Chinese punctuation.

Extension

Provide simple sentences in Chinese for students to punctuate correctly.

► **Sentence Strips**

Provide cut-up sentences strips for the students to rearrange to create sentences with punctuation; e.g.,

你	喜欢	吃	香蕉	、	苹果	、
橙子	还是	梨子	?	我	吗	和

Example of sentences:

我喜欢吃苹果。

你喜欢吃苹果吗？

我喜欢吃橙子和香蕉。

你喜欢吃香蕉、苹果还是梨子？

General Outcome for Language CompetenceStudents will use Chinese **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize and use some basic conventions of mechanics?

➤ Rubric

Collaboratively create an outcome-based rubric with the students before they compare the punctuation of sentences in English and Chinese. Use the rubric to evaluate how well students are able to recognize and use some basic conventions of mechanics (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ Observation Checklist

Create an outcome-based checklist and share it with students before they create complete sentences from the cut-up strips. Use the checklist to assess if students are able to recognize and use some basic conventions of mechanics (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

- Simple paragraphs in Chinese and English.

- Sentence strips, pocket chart.





General Outcome for Language CompetenceStudents will use Chinese **effectively** and **competently**.**LC-1 attend to form****SPECIFIC OUTCOMES***Students will be able to:*

- b. apply stroke order in forming simplified characters

LC-1.2
orthography

SAMPLE TEACHING AND LEARNING ACTIVITIES► **Strokes**

Brainstorm a list of strokes that students have learned and write the strokes in a chart. Encourage the students to refer to the chart and form familiar characters using the appropriate stroke order.

Do you form the strokes in the right sequence?
from top to bottom? ↓
from left to right when there is a combination of parts? →
form join stroke without lifting pencil? 
form 
form 
form 
form the smallest part last?
print legibly?

► **Calligraphy**

Distribute calligraphy worksheets and have the students form the simplified characters.

► **Happy Face Race**

Review key vocabulary for the parts of a face. Divide the class into two teams and play a game of creating a happy face. Draw two large circles on the board. One member from each team comes up to get a word card and writes the word on the board. If the stroke order is correct, the students add one feature to the face. The team that completes the happy face wins the game.

General Outcome for Language CompetenceStudents will use Chinese **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- apply stroke order in forming simplified characters?

➤ Observation Checklist

Create an outcome-based checklist and share it with students before they form familiar characters. Use the checklist to assess if students are able to apply stroke order in forming simplified characters (see sample blackline master in Appendix E: Observation Checklist).

➤ Learning Log

After practising calligraphy, students reflect on their learning and on how well they were able to apply stroke order in forming simplified characters. Sample sentence starters include:

- I was best at ...
- I found it difficult to ...

➤ Anecdotal Notes

Observe the students as they play the happy face race. Record anecdotal notes of the extent to which they are able to apply stroke order in forming simplified characters (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Chart paper, markers, *chūn lián*, video, posters.

- Calligraphy worksheets.

- Whiteboard, markers.

General Outcome for Language CompetenceStudents will use Chinese **effectively** and **competently**.**LC-1 attend to form****SPECIFIC OUTCOMES***Students will be able to:*

- a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:
- hobbies
 - sports/games (cultural)
 - pets/animals
 - any other lexical fields that meet their needs and interests

LC-1.3
lexicon**SAMPLE TEACHING AND LEARNING ACTIVITIES**► **Expressions of Time**

Review expressions of time; e.g., *shàng wǔ* (上午), *zhōng wǔ* (中午), *xià wǔ* (下午), *wǎn shàng* (晚上), *nián* (年), *yuè* (月), *rì* (日). Have the students write and illustrate their daily routines or other series of events.

► **Where Are You, Mr. Wolf?**

Play a modified game of “What time is it, Mr. Wolf?” in which the students ask, “Where are you, Mr. Wolf?” and the wolf answers with a place; e.g., 我在公园。(I am in the park.) Tape pictures of various places around the classroom and when the wolf answers the question, the students stand underneath the picture.

► **Is It True?**

Review vocabulary for 对 (true) and 错/不对 (false). Have the students create a list of five statements about themselves (four true and one false). Encourage them to use vocabulary and phrases from their personal dictionaries. Then divide the students into pairs and have the students read their statements to their partners, who then guess which statement is false.

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-1 attend to form**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields?

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they describe and illustrate events in their daily lives. Students use the checklist to determine if their peers are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they play the Mr. Wolf game. Use the checklist to assess if students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they say statements about themselves and try to guess which statements are false. Record anecdotal notes of the extent to which students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- None required.

- Pictures of various places, tape.

- Personal dictionaries.

General Outcome for Language CompetenceStudents will use Chinese **effectively** and **competently**.**LC-1 attend to form**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p><i>Students will be able to:</i></p> <p>a. use, in modelled situations,★ the following grammatical elements:</p> <p>Adverbs 副词 – 也 – 都</p> <p>Auxiliary Verbs 助词 – 会 – 可以</p> <p>Conjunction 关连词 – A 还是 B ...</p> <p>得 Used After Verb to Introduce Complement of Degree “得”作程度补语标识</p> <p>Expression of Time 时间的表示方式 – subject + time + verb – time + subject + verb (现在)</p> <p>Grammatical Marker Indicating Action Completed 语法标识表示动作的完成 – 了</p> <p>Imperatives 祈使短语 – 不要/别 + verb</p> <p>Measure Words 量词 – 只</p> <p>The Use of 在 as a Verb to Indicate Location “在”作动词表示地点 – 在 + place</p> <p>Sentence Pattern 句型 – subject + 在 + place + verb + (object)</p>	<p>Activity Charts Have the students make charts to show different activities performed during different time periods of the day. They can add pictures to their charts. Divide the students into groups of three and have them take turns sharing their activity charts.</p> <p>Sentence Patterns Read several sentences and have the students identify the specific structure; e.g., subject + 在 + place + verb + object. Have the students use the same pattern to create new sentences of their own.</p> <p>★ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in limited situations. Limited fluency and confidence characterize student language.</p>

General Outcome for Language CompetenceStudents will use Chinese **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use, in modelled situations, the [given] grammatical elements?

➤ **Anecdotal Notes**

Observe the students as they create charts describing the various activities performed throughout the day. Record anecdotal notes of the extent to which students are able to use, in modelled situations, the given grammatical elements; e.g., expressions of time (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they create sentences based on the pattern. Use the checklist to assess how well students are able to use, in modelled situations, the given grammatical elements; e.g., creating new sentences based on a sentence pattern (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

- Magazine, pictures, scissors, glue.

- None required.

General Outcome for Language CompetenceStudents will use Chinese **effectively** and **competently**.**LC-1 attend to form**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p data-bbox="267 495 553 527"><i>Students will be able to:</i></p> <p data-bbox="267 663 618 758">b. use, in structured situations,★ the following grammatical elements:</p> <p data-bbox="315 760 483 787">Auxiliary Verbs</p> <p data-bbox="315 789 367 816">助词</p> <p data-bbox="315 819 383 846">– 会</p> <p data-bbox="315 848 483 875">Basic Adjectives</p> <p data-bbox="315 877 391 905">形容词</p> <p data-bbox="315 907 516 934">Expression of Time</p> <p data-bbox="315 936 483 963">时间的表示方式</p> <p data-bbox="315 966 561 993">– subject + time + verb</p> <p data-bbox="315 995 561 1022">– time + subject + verb</p> <p data-bbox="367 1024 440 1052">(现在)</p> <p data-bbox="315 1054 440 1081">Imperatives</p> <p data-bbox="315 1083 412 1110">祈使短语</p> <p data-bbox="315 1113 483 1140">Measure Words</p> <p data-bbox="315 1142 367 1169">量词</p> <p data-bbox="315 1171 428 1199">– 支、张</p> <p data-bbox="315 1201 472 1228">Modal Particle</p> <p data-bbox="315 1230 391 1257">语气词</p> <p data-bbox="315 1260 383 1287">– 吧</p> <p data-bbox="315 1289 383 1316">Nouns</p> <p data-bbox="315 1318 367 1346">名词</p> <p data-bbox="315 1348 488 1375">Positional Nouns</p> <p data-bbox="315 1377 412 1404">方位名词</p> <p data-bbox="315 1407 583 1434">– 上/下; 左/右; 前/后</p> <p data-bbox="315 1436 412 1463">Pronouns</p> <p data-bbox="315 1465 367 1493">代词</p> <p data-bbox="315 1495 488 1522">Sentence Pattern</p> <p data-bbox="315 1524 367 1551">句型</p> <p data-bbox="315 1554 578 1581">– subject + verb + object</p> <p data-bbox="315 1583 488 1610">– subject + verb</p> <p data-bbox="315 1612 586 1640">The Use of 在 as a Verb to Indicate Location</p> <p data-bbox="315 1642 537 1669">“在”作动词表示地点</p> <p data-bbox="315 1671 456 1698">– 在 + place</p> <p data-bbox="315 1701 383 1728">Verbs</p> <p data-bbox="315 1730 367 1757">动词</p>	<p data-bbox="695 428 1386 459">SAMPLE TEACHING AND LEARNING ACTIVITIES</p> <p data-bbox="649 663 870 695">➤ Cloze Activity</p> <p data-bbox="695 697 1435 831">Develop cloze worksheets that involve familiar scenarios and vocabulary. Encourage the students to use their knowledge of the specific grammatical elements to predict the missing words in the cloze passage.</p> <p data-bbox="649 963 886 995">➤ Sentence Strips</p> <p data-bbox="695 997 1435 1163">Prepare sentence strips to use with a pocket chart that include various grammatical elements, such as measure words and positional nouns. Show how to use the strips to create a variety of sentences. Have the students take turns using the sentence strips to create sentences in the pocket chart.</p> <p data-bbox="649 1232 1016 1264">➤ Positional Musical Chairs</p> <p data-bbox="695 1266 1435 1440">Have the students play a game of modified musical chairs to demonstrate their understanding of positional nouns; e.g., 上/下. For example, when the music stops, say, 走到椅子的左边。(Go to the left side of the chairs.) The students would run to the left hand side of a chair and sit down.</p> <p data-bbox="649 1608 1435 1797">★ Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.</p>

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-1 attend to form**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use, in structured situations, the [given] grammatical elements?

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they complete a cloze passage. Use the rating scale to assess how well students are able to use, in structured situations, the given grammatical elements; e.g., basic, adjectives, verbs, nouns (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ **Anecdotal Notes**

Observe students as they create sentences using the pocket chart. Record anecdotal notes of the extent to which students are able to use, in structured situations, the given grammatical elements; e.g., measure words, positional nouns (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Informal Observation**

Observe the students as they play musical chairs. Make mental notes of the extent to which students are able to use, in structured situations, the given grammatical elements; e.g., positional nouns.

MATERIALS

- Cloze paragraph.

- Sentence strips, pocket chart.

- Chairs, music.

General Outcome for Language CompetenceStudents will use Chinese **effectively** and **competently**.**LC-1 attend to form****SPECIFIC OUTCOMES***Students will be able to:*

- c. use, independently and consistently,* the following grammatical elements:

Basic Adjectives

形容词

Interrogative

Words/Phrases

疑问词/短语

- 谁? 是不是? 好不好?
- 对不对?

Imperatives

祈使短语

Measure Words

量词

- 个、本

Modal Particles

语气词

- 吗、呢

Negation

否定

- 不 + adjective
- 不 + verb
- 没有 + noun

Nouns

名词

Possessive Indicator

助词

- 的

Pronouns

代词

Sentence Pattern

句型

- subject + verb + object
- subject + verb

Verbs

动词

SAMPLE TEACHING AND LEARNING ACTIVITIES➤ **Paragraph Presentation**

Have the students write simple paragraphs for oral presentations on a familiar topic; e.g., 爱好, 假日, 运动/游戏 或 宠物/动物 (hobbies, holidays, sports/games or pets/animals). Before presenting, have the students edit their paragraph for grammar and spelling. Post the written paragraphs in a class display.

➤ **Charades**

Prepare some sports activities picture cards with Hanyu pinyin. Divide the class into two teams. Have one member of each team randomly pick a card and act out the activity. Have the students' team members use phrases such as 是不是...? (Is it ...?) and 对不对? (Correct or not?) to guess the answer. One point will be given to the team that guesses correctly.

- ★ **Independently and Consistently:** This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

LC-1.4
grammatical elements

General Outcome for Language CompetenceStudents will use Chinese **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use, independently and consistently, the [given] grammatical elements?

➤ Rubric

Collaboratively create an outcome-based rubric with the students before they use their editing skills to polish a piece of writing for a presentation and publication. Use the rubric to evaluate how well students are able to use, independently and consistently, the given grammatical elements; e.g., nouns, verbs, adjectives (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ Anecdotal Notes

Observe students as they guess the activities using interrogative phrases during the game of charades. Record anecdotal notes of the extent to which students are able to use, independently and consistently, the given grammatical elements; e.g., interrogative words/phrases such as 是不是 ...? (Is it ...?), 对不对? (Correct or not?) (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➤ None required.

➤ None required.

General Outcome for Language CompetenceStudents will use Chinese **effectively** and **competently**.**LC-2 interpret and produce oral texts****SPECIFIC OUTCOMES***Students will be able to:*

- a. understand short, simple oral texts in guided and unguided situations

LC-2.1
aural interpretation

SAMPLE TEACHING AND LEARNING ACTIVITIES► **School Announcements**

Record sample school activity announcements; e.g., basketball match, book fair, bake sale. Have the students individually identify the key information provided. Invite the students to share their answers with partners.

► **Poetry**

Read a short poem and ask the students to identify the rhyming words and explain their meanings. The following is a sample poem that could be used:

四季歌 *sì jì gē*

chūn tiān lǐ dōng fēng duō
春 天 里, 东 风 多,
chuī lái yàn zǐ zuò xīn wō
吹 来 燕 子 做 新 窝。
xià tiān lǐ nán fēng duō
夏 天 里, 南 风 多,
chuī de tài yáng xiàng pén huǒ
吹 得 太 阳 像 盆 火。
qiū tiān lǐ xī fēng duō
秋 天 里, 西 风 多,
chuī shú zhūang jià chī shú guǒ
吹 熟 庄 稼 吃 熟 果。
dōng tiān lǐ běi fēng duō
东 天 里, 北 风 多,
chuī de xuě huā fēn fēn luò
吹 得 雪 花 纷 纷 落。

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-2 interpret and produce oral texts**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- understand short, simple oral texts in guided and unguided situations?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they listen to a recorded announcement and summarize the main idea. Students use the checklist to determine if they are able to understand short, simple oral texts in guided and unguided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Anecdotal Notes**

Observe students as they listen to a short poem and identify the rhyming words. Record anecdotal notes of the extent to which students are able to understand short, simple oral texts in guided and unguided situations (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Recorded announcements, listening station.

- Poem.

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-2 interpret and produce oral texts

SPECIFIC OUTCOMES

Students will be able to:

- a. produce short, simple oral texts in guided situations

LC-2.2
oral production

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Dialogues**

Read a sample dialogue based on a familiar setting; e.g., 在购物中心里, 在超级市场里, 在宠物店里 (at the shopping centre, a visit to the grocery store, pet store). Divide the students into pairs or groups and have them use the dialogue as a model for their own dialogues by adding or substituting words, phrases or sentences.

► **Descriptions**

Review various vocabulary and sentence structures used for descriptive texts; e.g., 颜色, 号码大小, 动作 (colour, size, actions). Have the students look at various pictures, paintings and artifacts and take turns describing the objects to others in their groups. Consider video recording students' descriptions for review by the students.

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-2 interpret and produce oral texts**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- produce short, simple oral texts in guided situations?

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they present their dialogues. Use the rubric to evaluate how well students are able to produce short, simple oral texts in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they take turns describing the objects. Students use the checklist to determine if their peers are able to produce short, simple oral texts (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

- Sample dialogue.

- Various pictures, paintings and artifacts.

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-2 interpret and produce oral texts

SPECIFIC OUTCOMES

Students will be able to:

- a. engage in simple interactions

LC-2.3
interactive fluency

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Daily Questions**

Ask the students informal questions before, during and after class. Use a class list to keep track of who you talked to each day.

► **Games**

Invite the students to play a variety of board games, card games or matching games with each other during which they must speak only in Chinese.

► **Role-plays**

Divide the students into groups and have them present various role-plays in which people engage in simple interactions with employees of various businesses; e.g., store clerk, receptionist, taxi driver, bus driver. Have the groups present their role-plays and video record them for viewing by the students.

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-2 interpret and produce oral texts**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- engage in simple interactions?

➤ **Anecdotal Notes**

Observe students as they answer informal questions during the day. Record anecdotal notes of the extent to which students are able to engage in a variety of simple interactions (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Self-assessment Checklist and Goal Setting**

Create an outcome-based self-assessment checklist and share it with students before they play various board games in Chinese. Students use the checklist to determine if they are able to engage in simple interactions. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they present role-plays that depict interactions with various business people. Students use the checklist to determine if their peers are able to engage in simple interactions (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

- Class list.

- Various games.

- Various props, video camera, viewing station (optional).

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-3 interpret and produce written and visual texts

SPECIFIC OUTCOMES

Students will be able to:

- a. understand short, simple written texts in guided and unguided situations

LC-3.1
written interpretation

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Riddles**

Have the students read a variety of riddles in Chinese and try to figure out the answers; e.g.,

人人都有的: (Everyone has one:)

- 姓名 (a name).

► **Comic Strips**

Invite the students to read comic strips from Chinese publications. Divide the students into groups and have them act out the comics.

► **Following Directions**

Have the students follow simple written instructions for getting ready for recess; e.g.,

穿好外套。(Put on your jacket.)

戴好帽子和手套。(Put on your toque and mittens.)

穿上室外球鞋。(Put on outside shoes.)

出去玩。(Go outside and play.)

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-3 interpret and produce written and visual texts**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- understand short, simple written texts in guided and unguided situations?

➤ **Anecdotal Notes**

Observe the students as they read and try to solve the riddles. Record anecdotal notes of the extent to which students are able to understand short, simple written texts in guided and unguided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they act out the comic strips. Students use the checklist to determine if their peers are able to understand short, simple written texts in guided and unguided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they read and follow the instructions. Use the checklist to assess if students are able to understand short, simple written texts in guided and unguided situations (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

- Various Chinese riddles.

- A variety of comic strips in Chinese.

- Simple instructions written in Chinese.

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-3 interpret and produce written and visual texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p><i>Students will be able to:</i></p> <p>a. produce short, simple written texts in guided situations</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">LC-3.2 written production</p>	<p>➤ Greeting Cards Show the students samples of Chinese greeting cards. Ask the students to make their own greeting cards, edit them for grammar and exchange them with partners.</p> <p>➤ Line by Line Stories Provide the students with the basic elements of a story; e.g., 地点, 人物, 事件 (places, people, events). Have one student start the story by writing the first line on a piece of paper. This is passed on to the next student, who writes a second line and folds the paper so that only the latest line is visible. Each student writes a line but is only able to see the previous line written. After the last line is written, read the story to the class.</p> <p>➤ My Family Have the students create texts that describe their families, where they live and what their families like to do. Have the students follow the writing process (prewriting, planning, writing, revision, correction and publication) and include illustrations or photographs with their texts.</p>

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-3 interpret and produce written and visual texts**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- produce short, simple written texts in guided situations?

➤ **Checklist and Comments**

Create an outcome-based checklist and share it with students before they create Chinese greeting cards. Use the checklist to assess if students are able to produce short, simple written texts in guided situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ **Anecdotal Notes**

Observe students as they write sentences to build a story. Record anecdotal notes of the extent to which students are able to produce short, simple written texts in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they describe their families. Use the rubric to evaluate how well students are able to produce short, simple written texts in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

- Sample Chinese greeting cards.

- None required.

- Students' photographs (optional).

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-3 interpret and produce written and visual texts

SPECIFIC OUTCOMES

Students will be able to:

- a. derive meaning from the visual elements of a variety of media in guided and unguided situations

LC-3.3
viewing

SAMPLE TEACHING AND LEARNING ACTIVITIES

- **Without the Sound**
Play a Chinese commercial or cartoon without the volume and have the students discuss its meaning in groups. Have the students watch it again with the volume on to verify its meaning.

- **What's in a Photograph?**
Display a variety of photographs from several magazines. Arrange the students into small groups and give each group a few pictures. Encourage groups to describe what they think is happening in the pictures.

- **School Map**
Review places in the school in Chinese. Arrange the students into small groups and provide each group with a school map in Chinese and assign a destination; e.g., gym, lunch room, office. Have the students look at the map and describe how to get there from the classroom.

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-3 interpret and produce written and visual texts**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- derive meaning from the visual elements of a variety of media in guided and unguided situations?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they view Chinese programs without the sound. Students use the checklist to determine if they are able to derive meaning from the visual elements of a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Anecdotal Notes**

Observe students as they review pictures and describe them. Record anecdotal notes of the extent to which students are able to derive meaning from some visual elements of a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they use a map to determine the best way to get from one place to another. Use the checklist to assess if students are able to derive meaning from the visual elements of a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

- Chinese commercials or cartoons, viewing station.

- Pictures from a variety of magazines.

- School maps in Chinese.

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-3 interpret and produce written and visual texts

SPECIFIC OUTCOMES

Students will be able to:

- a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

LC-3.4
representing

SAMPLE TEACHING AND LEARNING ACTIVITIES

- **Collage**
Have the students create word and picture collages depicting their hobbies and pastimes. Encourage the students to combine the pictures and words in a way that shows how the students feel about their hobbies and pastimes.
- **Dance**
Invite the students to watch videos of traditional Chinese dances. Discuss the history and the meaning of the dances with the class. Prepare short segments of Chinese music and distribute them to student groups. Have the student groups of three or four create dances to match the music selections that convey a story or message. Consider video recording the dance performances for viewing by the students.

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-3 interpret and produce written and visual texts**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- express meaning through the use of visual elements in a variety of media in guided and unguided situations?

➤ **Anecdotal Notes**

Observe students as they create collages on hobbies and pastimes. Record anecdotal notes of the extent to which students are able to express meaning through the use of some visual elements in a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they create and perform dances. Students use the checklist to determine if they are able to express meaning through the use of visual elements in a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

- Various pictures, scissors, markers, glue.

- Video of Chinese dances, video camera (optional), viewing station.

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES

Students will be able to:

- a. experiment with and use informal language in familiar contexts

LC-4.1
register

SAMPLE TEACHING AND LEARNING ACTIVITIES

➤ **Comic Strips**

Review vocabulary and phrases related to informal conversation. Ask the students to create comic strips that depict an informal event with friends; e.g., 去看电影, 到购物中心, 看运动比赛, 去露营 (going to the movies, going to the mall, going to a sporting event, going camping). Have the students write informal conversations that might occur during the outing in the speech bubbles.

➤ **Classroom Café**

Set up the classroom like a café and serve juice and pastries. Place cards with topics of interest at each table. Invite the students to sit at the tables and enjoy their snacks while using informal language to converse on the chosen topics. Chinese-speaking guests could be invited to join the students.

➤ **Role-play**

Divide the students into pairs and have them role-play situations using informal language; e.g., making plans with a friend, asking a classmate for help, arguing with a sibling.

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-4 apply knowledge of the sociocultural context**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- experiment with and use informal language in familiar contexts?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they create comic strips using informal language. Use the checklist to assess if students are able to experiment with and use informal language in familiar contexts (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they participate in the classroom café. Record anecdotal notes of the extent to which students are able to experiment with and use informal language in familiar contexts (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they role-play scenarios in which informal language is used. Students use the checklist to determine if their peers are able to experiment with and use informal language in familiar contexts (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

- None required.

- Drinks, snacks, topic cards, Chinese-speaking guests (optional).

- Various props.

General Outcome for Language CompetenceStudents will use Chinese **effectively** and **competently**.**LC-4 apply knowledge of the sociocultural context****SPECIFIC OUTCOMES***Students will be able to:*

- a. use learned idiomatic expressions to enhance communication

LC-4.2
idiomatic expressions

SAMPLE TEACHING AND LEARNING ACTIVITIES► **Poster Display**

Have the students choose one of the idiomatic expressions that they have learned and, with their partners, design posters that depict these expressions in a humorous way; e.g.,

- 你跟我开玩笑。(You are pulling my leg.)
- 时间就是金钱。(Time is money.)

► **Idiom Role-plays**

Write idiomatic expressions that students have studied on a set of blank cards. Arrange the students into small groups and give each group member an idiomatic expression card. Have the student groups role-play situations in which members use idiomatic expressions to enhance communication. Expressions to use include:

Idiomatic Expressions	Literal Meaning	Figurative Meaning
三心二意	Three hearts and two minds	Undecided
乱七八糟	Chaotic seven and messy eight	Very messy
拔苗助长	Pull the seedlings to help them grow faster	Haste could ruin the plan
独木不成林	A single tree cannot form a forest	Group effort usually leads to a bigger success
水落石出	The stone will come out after water is poured in	The truth will be out
临渴掘井	Start digging a well after feeling thirsty	Last minute manoeuvre
百尺竿头, 更进一步	Move one more step on top of a hundred-foot post	Keep learning and striving for knowledge

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-4 apply knowledge of the sociocultural context**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use learned idiomatic expressions to enhance communication?

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they create posters. Use the rubric to evaluate how well students are able to use learned idiomatic expressions to enhance communication (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they role-play using the idioms. Students use the checklist to determine if their peers are able to use learned idiomatic expressions to enhance communication (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

- Poster materials, various Chinese idioms.

- Various Chinese idioms written on cards.

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES

Students will be able to:

- a. experience a variety of accents, variations in speech and regional variations in language

LC-4.3
variations in language

SAMPLE TEACHING AND LEARNING ACTIVITIES

- **Video Clips**
Play Chinese video clips from a variety of regions and countries so that the students can be exposed to different ways of speaking and different accents. Discuss the variations as a class.
- **Audio Recordings**
Listen to radio broadcasts or announcements in Chinese and have the students discuss the different types of accents they heard and how much they understood. Discuss strategies for understanding people with different accents.
- **Same Story, Different Sound**
Invite the students to listen to recordings of the same story read by two different readers. Have the students use Venn diagrams to compare the two readings.

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-4 apply knowledge of the sociocultural context**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- experience a variety of accents, variations in speech and regional variations in language?

➤ **Learning Log**

After listening to the various speakers, students reflect on their learning and on how well they were able to experience a variety of accents, variations in speech and regional variations in language.

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they listen to various accents. Use the checklist to assess if students are able to experience a variety of accents, variations in speech and regional variations in language (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they listen to the same story read by two different readers. Record anecdotal notes of the extent to which students are able to experience a variety of accents, variations in speech and regional variations in language (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Video clips of speakers from various regions and countries.
- Audio recordings of radio broadcasts or announcements in Chinese, listening station.
- Recordings of the same story read by two different speakers.

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES

Students will be able to:

LC-4.4
social conventions

- a. recognize verbal behaviours that are considered impolite

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Classroom Rules**

Present a recording of people using verbal behaviours that are considered impolite; e.g., 你干嘛呢? (What do you think you are doing?) Discuss the impolite behaviours and brainstorm to create a class list of impolite verbal behaviours. Encourage the students to refrain from using these impolite behaviours in class and at home.

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-4 apply knowledge of the sociocultural context**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize verbal behaviours that are considered impolite?

➤ Rating Scale

Create an outcome-based rating scale and share it with students before they listen to audio recordings of impolite behaviours. Use the rating scale to assess how well students are able to recognize verbal behaviours that are considered impolite (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

- Recordings of people using impolite verbal behaviours, chart paper, markers.

General Outcome for Language CompetenceStudents will use Chinese **effectively** and **competently**.**LC-4 apply knowledge of the sociocultural context****SPECIFIC OUTCOMES***Students will be able to:*

- b. recognize simple social conventions in informal conversation

LC-4.4
social conventions

SAMPLE TEACHING AND LEARNING ACTIVITIES► **Classroom Conversation Chart**

Post pictures that show different social conventions; e.g., handshake, wave hands to say hello or goodbye, turn-taking, raising hands and waiting to speak. With the class, create a triple-T chart (see Appendix D: Graphic Organizers) to show what informal social conventions look like, sound like and feel like. For example:

Informal conversation:

looks like ...	sounds like ...	feels like ...
<ul style="list-style-type: none"> • heads nodding • people are interested • people leaning forward • people taking turns • people looking at each other. 	<ul style="list-style-type: none"> • one person is talking at a time • people disagreeing politely • questions and answers • different people talking • soft, low voices. 	<ul style="list-style-type: none"> • ideas are respected • relaxed and friendly.

Post the chart in the classroom for future reference. Encourage the students to use these social conventions and model these behaviours throughout the year.

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-4 apply knowledge of the sociocultural context**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize simple social conventions in informal conversation?

➤ **Anecdotal Notes**

Observe students as they create a triple T-chart to show what informal conversation looks, sounds and feels like. Record anecdotal notes of the extent to which students are able to recognize simple social conventions in informal conversation (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Pictures that show different social conventions, chart paper.

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="text-align: center;"><i>Students will be able to:</i></p> <p>a. use appropriate nonverbal behaviours in a variety of familiar contexts</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">LC-4.5 nonverbal communication</p>	<p>➤ Preparing for Guests Before a guest speaker arrives, discuss proper etiquette and body language used to show respect and make the speaker feel welcome. Also discuss the importance of attentive listening; e.g., eye contact, shaking hands, greeting with a kiss on one or both cheeks.</p> <p>Extension Have the students compare two videos showing a typical Chinese greeting and a typical Canadian greeting. Have the students compare and contrast the different greetings using Venn diagrams.</p> <p>➤ Group Work Encourage the class to use appropriate nonverbal behaviours during group work. Video record the students as they work together. Play the video recording of the class, pausing once in a while to ask the students to describe the nonverbal behaviours shown.</p> <p>➤ Role-play Have the students do a role-play on the use of appropriate and inappropriate nonverbal behaviours. Ask the students in the audience to identify the inappropriate nonverbal behaviours and explain why they are inappropriate.</p>

General Outcome for Language CompetenceStudents will use Chinese **effectively** and **competently**.**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use appropriate nonverbal behaviours in a variety of familiar contexts?

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before they listen to the guest speaker. Students use the rating scale to assess how well they are able to use appropriate nonverbal behaviours in a variety of familiar contexts (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they use appropriate nonverbal behaviours during group work. Use the checklist to assess if students are able to use appropriate nonverbal behaviours in a variety of familiar contexts (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they role-play appropriate and inappropriate nonverbal behaviours. Record anecdotal notes of the extent to which students are able to use appropriate nonverbal behaviours in a variety of familiar contexts. Offer feedback, encouragement and praise as needed.

MATERIALS

- Video of Chinese and Canadian greetings (optional), viewing station (optional).

- Video camera, viewing station.

- None required.

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-5 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p data-bbox="267 493 553 525"><i>Students will be able to:</i></p> <p data-bbox="267 661 574 724">a. link several sentences coherently</p> <p data-bbox="181 829 245 1060">LC-5.1 cohesion/coherence</p>	<ul style="list-style-type: none"><li data-bbox="613 661 1442 787">➤ Cloze Passage Distribute a cloze passage that has several linking words missing. Ask the students to fill in the missing words using words from their personal dictionaries.<li data-bbox="613 892 1442 1123">➤ Rewriting Text Brainstorm with the students to create a list of common linking words. Write a paragraph on the board using short sentences and no connectors. Have the students improve this paragraph by inserting some of these linking words and combining sentences in a meaningful way. After discussing the revised text, give them a new text to complete with a partner.<li data-bbox="613 1165 1442 1333">➤ Link Them Up! Divide the class into two teams. One at a time, present each team with a pair of sentences and have the teams join the two sentences using appropriate linking words. If an appropriate linking word is used, the team scores a point. The team with the most points wins.

General Outcome for Language CompetenceStudents will use Chinese **effectively** and **competently**.**LC-5 apply knowledge of how discourse is organized, structured and sequenced****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- link several sentences coherently?

➤ Rating Scale

Create an outcome-based rating scale and share it with students before they complete a cloze passage. Use the rating scale to assess how well students are able to link several sentences coherently (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ Anecdotal Notes

Observe students as they complete a dialogue using linking words. Record anecdotal notes of the extent to which students are able to link several sentences coherently (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist before they play the game. Students use the checklist to determine if their peers are able to link several sentences coherently (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

- Cloze passage, personal dictionaries.

- None required.

- A variety of sentence pairs.

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-5 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p data-bbox="267 493 552 525"><i>Students will be able to:</i></p> <p data-bbox="267 661 560 756">a. use some simple text forms in their own productions</p> <p data-bbox="181 850 243 966">LC-5.2 text forms</p>	<p data-bbox="609 661 1429 829">➤ Making Games Divide the students into groups and have them create board games using vocabulary from their personal dictionaries. The groups write the rules and instructions for playing the games, then exchange them with another group.</p> <p data-bbox="609 892 1396 1029">➤ Maps Ask the students to make maps to show their classmates how to get to a place in the community from school; e.g., library, pool, park, store.</p> <p data-bbox="609 1144 1421 1281">➤ Event Posters Ask the students to create posters advertising special events; e.g., school concert, dance recital, multicultural festival, cultural celebrations.</p>

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-5 apply knowledge of how discourse is organized, structured and sequenced**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use some simple text forms in their own productions?

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they create board games. Use the rating scale to assess how well students are able to use some simple text forms in their own productions (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they create community maps. Students use the checklist to determine if their peers are able to use some simple text forms in their own productions (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they create posters advertising special events. Use the rubric to evaluate how well students are able to use some simple text forms in their own productions (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

- Cardboard, markers, scissors, glue.

- None required.

- Poster materials.

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-5 apply knowledge of how discourse is organized, structured and sequenced

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p>LC-5.3 patterns of social interaction</p>	<p><i>Students will be able to:</i></p> <p>a. use simple conventions to open and close conversations and to manage turn taking</p>	<p>► Turn Taking Review a turn-taking strategy in which students must wait until they have an object or “talking stick” before they can share with the group. Divide the students into groups and have them decide on the best place to go on vacation. Ensure each student is given the opportunity to give his or her suggestion by using the talking stick.</p> <p>► Role-play Have the students role-play situations in which people are meeting for the first time. Review opening and closing questions and comments that could be used to start or end a conversation.</p>

General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

LC-5 apply knowledge of how discourse is organized, structured and sequenced**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use simple conventions to open and close conversations and to manage turn taking?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they discuss as a group where to go on vacation. Students use the checklist to determine if they are able to use simple conventions to open and close conversations and to manage turn taking (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Anecdotal Notes**

Observe students as they role-play meeting someone for the first time. Record anecdotal notes of the extent to which students are able to use simple conventions to open and close conversations and to manage turn taking (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Talking stick.

- None required.

Global Citizenship

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Chinese culture

SPECIFIC OUTCOMES

Students will be able to:

- a. compare some elements of Chinese culture with their own culture

GC-1.1
accessing/analyzing cultural knowledge

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Chinese New Year**

Ask the students to research how people in their community celebrate Chinese New Year and compare this to communities in China. For example, in some parts of Canada, Chinese New Year is cold, while in Taiwan it is quite warm and spring-like, therefore Chinese New Year is also called 春节 (Spring Festival).

► **Venn Diagram**

Have the students read stories from two different cultures that have a common theme and compare the setting, the problem and the characters. Ask them to use Venn diagrams to represent the differences and similarities.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Chinese culture**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- compare some elements of Chinese culture with their own culture?

➤ Learning Log

After researching how Chinese New Year is celebrated in different cultures, students reflect on their learning and on how well they were able to compare some elements of Chinese culture with their own culture. For example:

- This is similar to ...
- This is different from ...

➤ Anecdotal Notes

Observe students as they compare stories from different cultures and report their findings in Venn diagrams. Record anecdotal notes of the extent to which students are able to compare some elements of Chinese culture with their own culture (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Reference materials on Chinese New Year.

- Similar stories from China and Canada.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Chinese culture**SPECIFIC OUTCOMES**

Students will be able to:

- a. explore some elements of Chinese culture

GC-1.2
knowledge of Chinese culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Chinese Songs**

Recite or play recordings of traditional rhymes and songs and have the students explore the Chinese cultural elements of the song; e.g.,

踏雪寻梅 *tà xuě xún méi*

xuě jì tiān qíng lǎng là méi chù chù xiāng
雪 霁 天 晴 朗，腊 梅 处 处 香，
qí lú bǎ qiáo guò líng ér xiāng dīng dāng
骑 驴 灞 桥 过，铃 儿 响 叮 当

xiǎng dīng dāng xiǎng dīng dāng
响 叮 当，响 叮 当
xiǎng dīng dāng xiǎng dīng dāng
响 叮 当，响 叮 当

hǎo huā cǎi dé píng gōng yǎng
好 花 采 得 瓶 供 养，
bàn wǒ shū shēng qín yùn, gòng dù hǎo shí guāng
伴 我 书 声 琴 韵，共 度 好 时 光

► **Chinese Symbols**

Review material about traditional Chinese legendary animals, such as 龙 (dragon) and 凤 (phoenix), and have the students research what each animal represents. Create a classroom display with the information.

► **Clothing**

Review resources on traditional Chinese clothing and explore the differences and similarities between Chinese and western clothing. Investigate the cultural significance of the colours, fabrics, styles and accessories.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Chinese culture**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore some elements of Chinese culture?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they explore a Chinese song. Use the checklist to assess if students are able to explore some elements of Chinese culture (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they research Chinese legendary animals and their traditional meanings. Record anecdotal notes of the extent to which students are able to explore some elements of Chinese culture (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

After comparing traditional and western Chinese clothing, students reflect on their learning and on how well they were able to explore some elements of Chinese culture. For example:

- I learned ...
- I would like to know more about ...

MATERIALS

- Song; e.g., *Ta Xue Xun Mei*.

- Pictures of dragons and other animals or symbols, poster materials.

- Various reference materials on Chinese clothing.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Chinese culture

SPECIFIC OUTCOMES

Students will be able to:

- b. identify some things they have in common with people their own age who live in the Chinese culture

GC-1.2
knowledge of Chinese culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

➤ **Chinese Cartoons and Comics**

Play videos of Chinese cartoons and read Chinese comics as a class. Divide the students into groups to discuss what they enjoyed about the comics. Discuss why these cartoons and comics are appealing to young people in China and in Canada.

➤ **A Day in the Life**

Ask the students to use reference materials, videos and the Internet to research the daily routines of their peers in Chinese-speaking countries.

Have the students draw different parts of the routine on poster-sized paper. When students are done drawing, arrange the pictures randomly at the front of the class. Ask the students to then rearrange the pictures in the correct order.

➤ **Pen Pals/E-pals**

Organize pen pals or e-mail pals from a Chinese-speaking country or from a Chinese bilingual class in another school. Have the students write short descriptions in Chinese about themselves and ask questions about the other students. Encourage the students to maintain their pen-pal/e-pal relationships throughout the year.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Chinese culture**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify some things they have in common with people their own age who live in the Chinese culture?

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they watch Chinese cartoons or read Chinese comics. Students use the checklist to determine if their peers are able to identify some things they have in common with people their own age who live in the Chinese culture (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they research and depict the daily routines of Chinese students. Use the checklist to assess if students are able to identify some things they have in common with people their own age who live in the Chinese culture (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they interact with pen pals or e-mail pals. Record anecdotal notes of the extent to which students are able to identify some things they have in common with people their own age who live in the Chinese culture (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Videos of Chinese cartoons, viewing station, Chinese comics.

- A variety of reference materials.

- Pen pals/e-mail pals.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Chinese culture

SPECIFIC OUTCOMES

Students will be able to:

GC-1.3
applying cultural knowledge

- a. identify commonalities and differences between Chinese culture and their own culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Comparing Games**

Ask the students to make checklists of the pastimes, hobbies, sports and games they enjoy and use these checklists to identify commonalities and differences between Chinese culture and their own.

► **Comparing Traditional Stories**

Review traditional Western and Chinese fairy tales or stories with the students. Discuss commonalities and differences between them; e.g., characters, themes, symbols, settings. Have the students use Venn diagrams to identify commonalities and differences between the Chinese stories and Western stories.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Chinese culture**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify commonalities and differences between Chinese culture and their own culture?

➤ **Anecdotal Notes**

Observe students as they use a checklist to compare activities popular in their own culture and those popular in Chinese culture. Record anecdotal notes of the extent to which students are able to identify commonalities and differences between Chinese culture and their own (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they compare fairy tales from both cultures. Use the rating scale to assess how well students are able to identify commonalities and differences between Chinese culture and their own (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

- None required.

- Chinese and Western fairy tales and stories.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Chinese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="text-align: center;"><i>Students will be able to:</i></p> <p>GC-1.3 applying cultural knowledge</p> <p>b. apply knowledge of Chinese culture to interpret similarities and differences between Chinese culture and their own culture</p>	<p>► Birthdays Comparison Review Chinese traditions related to celebrating a birthday and have a class birthday celebration; e.g., ask a parent to come to the classroom to give a red pocket to a student who is having a birthday, give a birthday student a red egg, drumstick or noodles. Discuss what the students usually do for their birthday celebrations, e.g., eat birthday cake, get presents, and have the students compare the different traditions using a graphic organizer (see Appendix D: Graphic Organizers).</p> <p>► Colours Review the colours of clothing that Chinese people wear during special occasions; e.g., red for happy occasions (wedding), white for funerals. Have the students compare these traditions with their own; e.g., white for weddings, black for funerals.</p> <p>Extension Have the students look at Chinese art and use their understanding of the traditional meanings associated with colour to interpret the pieces.</p>

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Chinese culture**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- apply knowledge of Chinese culture to interpret similarities and differences between Chinese culture and their own culture?

➤ **Anecdotal Notes**

Observe students as they compare birthday celebrations. Record anecdotal notes of the extent to which students are able to apply knowledge of Chinese culture to interpret similarities and differences between Chinese culture and their own (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they compare the traditional meanings of colours. Use the checklist to assess if students are able to apply knowledge of Chinese culture to interpret similarities and differences between Chinese culture and their own (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

- Reference material about Chinese birthday celebrations.

- Chinese artwork.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Chinese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p><i>Students will be able to:</i></p> <p>a. identify commonalities and differences among diverse groups within Chinese culture</p> <p>GC-1.4 diversity within Chinese culture</p>	<p>➤ Guest Speakers Invite parents who have different cultural backgrounds, e.g., people from Vietnam, Singapore, Taiwan, Hong Kong, to be guest speakers. Have them speak about how they celebrated Dragon Boat Festivals and Mid-Autumn Festivals when they were young. Invite the students to identify commonalities and differences among the speakers.</p> <p>➤ Chinese Music Play dance music from different regions of China and then have students identify commonalities and differences among the music samples; e.g., happy fast tempo, slow and sad, simple, complex.</p> <p>➤ Regional Costumes Display pictures or photographs of ladies' and/or men's costumes and have the students identify the colours, styles and symbols associated with each costume. Ask the students to work in groups to make charts to display this information.</p>

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Chinese culture**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify commonalities and differences among diverse groups within Chinese culture?

➤ **Checklist and Comments**

Create an outcome-based checklist and share it with students before the guest speakers share how they celebrated various festivals. Use the checklist to assess if students are able to identify commonalities and differences among diverse groups within Chinese culture (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they listen to music from different regions of China. Use the checklist to assess if students are able to identify commonalities and differences among diverse groups within Chinese culture (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they compare regional costumes. Record anecdotal notes of the extent to which students are able to identify commonalities and differences among diverse groups within Chinese culture (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Guest speakers from different cultural backgrounds.
- Audio recordings of Chinese music from different regions, listening station.
- Pictures or photographs of costumes from various regions.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Chinese culture

SPECIFIC OUTCOMES

Students will be able to:

- a. identify similarities between themselves and people of Chinese culture

GC-1.5
valuing Chinese culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Web Site Comparison**

Have the students access Chinese language Web sites and look for similarities between Chinese-speaking people described in the Web sites and themselves. Have the students develop presentations and share their findings with the class.

Extension

Review teen magazines from China. Have the students look for topics that are popular in Canada and make comparisons between themselves and their peers in the Chinese-speaking world.

Caution

Teachers should monitor students while they use the Internet.

► **Advertising Analysis**

Invite the students to watch Chinese commercials of popular products also used by Canadians. Ask the students to look for and list other products that are used in China and in Canada.

► **Pen Pals/E-mail Pals**

Organize pen pals or e-mail pals from a Chinese-speaking country or from a Chinese bilingual class in another school. Have the students write short descriptions in Chinese about themselves and ask questions about the other students. Encourage the students to maintain their pen-pal/e-mail pal relationships throughout the year.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Chinese culture**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify similarities between themselves and people of Chinese culture?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they look for similarities between themselves and Chinese people described on the Web. Students use the checklist to determine if they are able to identify similarities between themselves and people of Chinese culture (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they investigate products that are used in China and Canada. Use the checklist to assess if students are able to identify similarities between themselves and people of Chinese culture (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they communicate with their pen pals or e-mail pals. Record anecdotal notes of the extent to which students are able to identify similarities between themselves and people of Chinese culture (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Chinese language Web sites, teen magazines.

- Videos of Chinese language commercials, viewing station.

- E-mail.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Chinese culture

SPECIFIC OUTCOMES

Students will be able to:

GC-1.5
valuing Chinese culture

- b. express an interest in finding out about people their own age who speak Chinese

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Pen Pals/E-mail Pals**

Organize pen pals or e-mail pals from China or from a bilingual class in another city. Have the students write short descriptions in Chinese about themselves and ask questions about the hobbies and pastimes of other students.

► **Guest Speakers**

Invite Chinese visitors or immigrants to show students pictures of their homelands; e.g., Hong Kong, Mainland China, Singapore, Malaysia, Vietnam. Encourage the students to ask questions about the region or country.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Chinese culture**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- express an interest in finding out about people their own age who speak Chinese?

➤ **Learning Log**

After exchanging letters with their pen pals, students reflect on their learning and on how well they were able to express an interest in finding out about people their own age who speak Chinese.

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they ask the guest speakers questions about their homelands. Students use the checklist to determine if they are able to express an interest in finding out about people their own age who speak Chinese (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

- Pen pals or e-mail pals.

- Guest speakers.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 appreciating diversity

SPECIFIC OUTCOMES

Students will be able to:

- a. identify similarities and differences between their first language (or dialect) and Chinese; e.g., different social conventions

GC-2.1
awareness of first language

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Comparing Languages**

Help the students identify the similarities and differences between their first languages and Chinese. If possible, record all the information on chart paper and display in the class.

For example: New Year

English

Happy New Year!
Wish you all the best.

Chinese

新年好!
恭贺新禧!
龙马精神!

**on Dad's side
of the family**

Grandmother
Grandfather

**on Mom's side
of the family**

Grandmother
Grandfather

父亲方面

祖父
祖母

母亲方面

外公
外婆

► **The Importance of Tone**

Review the Chinese sound-symbol system. Discuss how you can sound out Chinese words using the initial and finals, but you have to use the correct tone or the word could have a different meaning. Discuss the importance of tone intonation in English as compared to Chinese.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 appreciating diversity**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify similarities and differences between their first language (or dialect) and Chinese?

➤ Learning Log

After comparing their languages, students reflect on their learning and on how well they were able to identify similarities and differences between their first language (or dialect) and Chinese.

➤ Observation Checklist

Create an outcome-based checklist and share it with students before they discuss how tone can change the meaning of a word. Use the checklist to assess if students are able to identify similarities and differences between their first language (or dialect) and Chinese (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

- None required.

- None required.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 appreciating diversity**SPECIFIC OUTCOMES**

Students will be able to:

- a. recognize that in any language there are different words for the same thing

GC-2.2
general language knowledge

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **English in Different Countries**

Have the students create a three-column chart comparing English words used in Canada, the United States and the United Kingdom.

CANADA	U.S.A.	U.K.
elevator	elevator	lift
apartment	apartment	flat
icing	frosting	icing
pop	soda	pop

Discuss that in any commonly spoken language there are variations in vocabulary for different cultures. Distribute a text in British English and have students underline words that are different than Canadian English. Invite the students to then replace the underlined words with Canadian words.

► **Synonym Hunt**

Brainstorm with the students English synonyms; e.g., pants and trousers, trash and garbage, sneakers and runners, elastic and rubber band. Introduce synonyms in Chinese. Write the synonyms on cards and divide them into two piles. Distribute one of the piles to the students and place the other cards around the classroom. Have the students hunt for the synonyms of the words on their cards. Examples include:

赤、红 (red)
 凤梨、菠萝 (pineapple)
 番茄、西红柿 (tomato)
 奶酪、乳酪 (cheese)
 吐司、烤面包 (toast)

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 appreciating diversity**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize that in any language there are different words for the same thing?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they compare English words in different countries. Use the checklist to assess if students are able to recognize that in any language there are different words for the same thing (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they hunt for synonyms. Record anecdotal notes of the extent to which students are able to recognize that in any language there are different words for the same thing (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Chart paper, markers.

- Cards with pairs of synonyms written on them.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 appreciating diversity

SPECIFIC OUTCOMES

Students will be able to:

GC-2.3
awareness of own culture

- a. recognize and identify similarities and differences between their own culture and other cultures

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Food Field Trip**

Take the students on a field trip to a Chinese restaurant. Look at the various food items on the menu and notice ingredients that are similar and different to those common in their own culture. Encourage the students to make a list of the similarities and differences noted between the foods of the two cultures.

► **Cultural Comparison**

Invite the students from the class and school to present information on their customs and the traditions of their cultures. Have the students reflect on the presentations of the other students and compare their own cultures with the cultures of the other students.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 appreciating diversity**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize and identify similarities and differences between their own culture and other cultures?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they go to a restaurant and compare Chinese food items and those from their own cultures. Use the checklist to assess if students are able to recognize and identify similarities and differences between their own culture and other cultures (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they reflect on the customs and traditions of the other students. Record anecdotal notes of the extent to which students are able to recognize and identify similarities and differences between their own culture and other cultures (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- None required.

- None required.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 appreciating diversity**SPECIFIC OUTCOMES**

Students will be able to:

- a. recognize that speakers of the same language may come from different cultural backgrounds

GC-2.4
general cultural knowledge

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Classroom Interviews**

Arrange the students into partners and have them interview each other on their cultural backgrounds. For example:

1. 你的父母亲/祖父母从哪里来? (Where did your parents/grandparents come from?)
2. 你在家说什么语言? (What language do you speak at home?)
3. 你和家人有什么庆祝活动? (What special occasions do you celebrate at home?)
4. 你们怎样庆祝? (How do you celebrate these special occasions?)

Ask the students to then introduce their partners to the rest of the class. Lead a class discussion on the many different cultural backgrounds of the students of the class.

Caution

Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. An alternative activity may be necessary.

► **Language Map**

Have the students mark on a map of the world the different places where people speak Chinese. Look at the completed map and discuss the different cultural backgrounds of people who speak Chinese. The same activity could be completed for English or other first languages found in the classroom.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 appreciating diversity**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize that speakers of the same language may come from different cultural backgrounds?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they interview their peers. Use the checklist to assess if students are able to recognize that speakers of the same language may come from different cultural backgrounds (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they discuss the different cultural backgrounds of people who speak Chinese. Record anecdotal notes of the extent to which students are able to recognize that speakers of the same language may come from different cultural backgrounds (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- None required.

- Map of the world.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 appreciating diversity

SPECIFIC OUTCOMES

Students will be able to:

GC-2.4
general cultural knowledge

- b. recognize some of the factors that affect the culture of a particular region

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Brochures**

Provide appropriate resources about particular regions in China. Have the students work in groups to record important information on the regions; e.g., geography. Have the students then write descriptions of that particular region and some of the factors that affect the culture there; e.g.,

- Many of the people of the region are farmers because of rich soil, flat lands and water source.
- Many people do not take showers often because water sources are very scarce.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 appreciating diversity**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize some of the factors that affect the culture of a particular region?

➤ Rating Scale

Create an outcome-based rating scale and share it with students before they research regions of China and the factors that affect the culture there. Use the rating scale to assess how well students are able to recognize some of the factors that affect the culture of a particular region (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

- Various resources about the climate, geography and resources of a region, Internet.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 appreciating diversity

SPECIFIC OUTCOMES

Students will be able to:

- a. engage in activities that reflect other ways of doing things or other perspectives

GC-2.5
valuing diversity

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **New Year Celebration Comparison**

Read a story to the students on what people in China do for the New Year. Have the students compare and contrast what the people from other countries do to celebrate the New Year. Have the students then survey the class and record the different ways that the students celebrate the New Year.

► **Welcoming New Siblings**

Read stories about or have students share their family celebrations of the arrival of new siblings. Encourage students to discuss the similarities and differences of these activities from their own cultural ways of welcoming new siblings.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 appreciating diversity**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- engage in activities that reflect other ways of doing things or other perspectives?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they compare how the New Year is celebrated in different cultures. Use the checklist to assess if students are able to engage in activities that reflect other ways of doing things or other perspectives (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they discuss the similarities and differences of their cultural ways of welcoming new siblings. Record anecdotal notes of the extent to which students are able to engage in activities that reflect other ways of doing things or other perspectives (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Story that describes Chinese New Year customs, values and beliefs.

- Story that describes the arrival of new siblings.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 appreciating diversity

SPECIFIC OUTCOMES

Students will be able to:

- a. reflect on their actions and the consequences of their actions for others

GC-2.6
intercultural skills

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Cause and Effect**

Provide the students with positive and negative scenarios. Have the students fill out a cause and effect chart that shows the possible effects of the actions described in the scenarios. Possible scenarios include:

- greeting a classmate with a smile
- breaking a friend’s pencil by accident.

► **In Someone Else’s Shoes**

Arrange the students into small groups and have them participate in a game or free play outside. After ten minutes, stop the students and have them reflect on how they treated each other during game play. Encourage the students to consider how their actions affected their peers, both positively and negatively. For example, encouraging statements such as “You can do it!” versus discouraging statements such as “You’ll never make it!”

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 appreciating diversity**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- reflect on their actions and the consequences of their actions for others?

➤ **Anecdotal Notes**

Observe students as they fill out a cause and effect chart. Record anecdotal notes of the extent to which students are able to reflect on their actions and the consequences of their actions for others (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they engage in games and free play. Use the rating scale to evaluate how well students are able to reflect on their actions and the consequences of their actions for others (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

- Various positive and negative scenarios.

- Board games or a large playing area.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 appreciating diversity

SPECIFIC OUTCOMES

Students will be able to:

- b. explore how their perspective is shaped by a variety of factors

GC-2.6
intercultural skills

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Looking at Stereotypes**

- Provide a variety of examples of Chinese stereotypes; for example,
- all Chinese movies are Kung Fu movies and Chinese actors often play villains
 - foreign speakers who cannot speak English properly are used in comedy acts and in comic films and television shows
 - Chinese people excel at mathematics.

Have the students brainstorm in groups to come up with other examples. Discuss how these stereotypes affect what people think of Chinese people and Chinese culture.

► **Looking at Perspective**

Read a story about an event that is told from the point of view of one of the people involved. Have the students discuss their opinions on the events described in the story. Then read a story about the same event that is told from the point of view of a different person. Discuss how this story changes the students' opinions on the events. Discuss why the two people have different versions of the same events.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 appreciating diversity**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore how their perspective is shaped by a variety of factors?

➤ **Anecdotal Notes**

Observe students as they discuss different stereotypes and how they affect peoples' views on Chinese people. Record anecdotal notes of the extent to which students are able to explore how their perspective is shaped by a variety of factors (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before they discuss viewpoints and perspectives from the two stories. Students use the rating scale to assess how well they are able to explore how their perspective is shaped by a variety of factors (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

- None required.

- Two stories told from different perspectives.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-3 personal and career opportunities

SPECIFIC OUTCOMES

Students will be able to:

- a. identify some places that they could visit where Chinese is spoken

GC-3.1
Chinese language and culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Field Trip**

Have the students choose a location for a field trip; e.g., Chinatown, a Chinese bilingual school, Chinese restaurant, Chinese language radio station or grocery store. Prior to the field trip, have the students create a list of possible phrases that will be spoken in the specific setting. For example:

- 你好! (Hello!)
- 再见! (Good-bye.)
- 谢谢! (Thank you.)
- 请问你 ... (May I ask ...)

► **Brainstorm**

Divide the class in two or three groups and have each group brainstorm some of the places that they could visit where Chinese is spoken. Start with places in your community, then Alberta, then Canada, then the world. Share the results of the brainstorming as a class and create a wall display for the classroom.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-3 personal and career opportunities**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify some places that they could visit where Chinese is spoken?

➤ **Anecdotal Notes**

Observe students as they choose a location for a field trip and brainstorm phrases they may use there. Record anecdotal notes of the extent to which students are able to identify some places that they could visit where Chinese is spoken (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they brainstorm places they could visit where Chinese is spoken. Use the checklist to assess if students are able to identify some places that they could visit where Chinese is spoken (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

- None required.

- Poster materials.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-3 personal and career opportunities

SPECIFIC OUTCOMES

Students will be able to:

- a. identify some countries where there is significant linguistic and cultural diversity

GC-3.2
cultural and linguistic diversity

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Culture in my Community**

Have the students work as a class to create a cultural profile of their own community in which they indicate all of the different cultural groups that are represented there; e.g., Spanish, Latin American, Métis, French, Polish, Chinese, Irish, First Nations. If possible, have the students bring in pictures, menus or brochures from the various stores, businesses, churches and community buildings that represent the different cultures. Also have the students review local statistics related to cultural diversity if they are available. Create a wall display for the classroom and discuss the multicultural nature of Canada as a whole.

Extension

Celebrate Canada’s multiculturalism by inviting a variety of cultural groups to perform music and dance.

► **The Towns in Cities**

Divide the students into groups and have them choose a large city that is multicultural; e.g., Paris, Detroit, Los Angeles, New York, Mexico City, London. Have the students investigate the presence of cultural “towns” or neighbourhoods within the city; e.g., Chinatown, Spanish/Mexico town, Pakistani neighbourhoods. If possible, have them identify how many people of these different cultural groups live in the city.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-3 personal and career opportunities**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify some countries where there is significant linguistic and cultural diversity?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they create a cultural profile of their community. Students use the checklist to determine if they are able to identify some countries where there is significant linguistic and cultural diversity (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they research the cultural diversity of large cities around the world. Students use the checklist to determine if their peers are able to identify some countries where there is significant linguistic and cultural diversity (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

- Markers, photographs, cultural artifacts/realia from the community, tape, statistics Web site.

- References on various multicultural cities, Internet.

Strategies

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-1 language learning**SPECIFIC OUTCOMES**

Students will be able to:

- a. identify and use a variety of cognitive strategies to enhance language learning

S-1
cognitive

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Personal Dictionaries**

Encourage the students to keep a personal dictionary for reference for when working on writing and speaking projects. Encourage the students to illustrate their books and include examples of the words in sentences to provide context. Also invite the students to group the words in meaningful ways.

► **Vocabulary Game**

Divide the students into two or three teams. Have each team stand in a line so that the first person is in front of the board. Write some verbs or adjectives on the board; e.g., 去 (go). Provide the first person in each line with chalk or a marker. The first students then run to the board to add a word. As they add a word, they say it aloud. The next student then adds another word and says both words aloud. This continues until the first team has made a sentence with a subject, verb and object.

On the board: 去 (go)

First student: 我去。(I go.)

Second student: 我去公园。(I go to the park.)

Third student: 我天天去公园。(I go to the park everyday.)

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-1 language learning**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify and use a variety of cognitive strategies to enhance language learning?

➤ **Anecdotal Notes**

Observe students as they add new vocabulary to their personal dictionaries. Record anecdotal notes of the extent to which students are able to identify and use a variety of cognitive strategies to enhance language learning; e.g., make personal dictionaries (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they play the vocabulary game. Use the checklist to assess if students are able to identify and use a variety of cognitive strategies to enhance language learning; e.g., repeat words or phrases in the course of performing a language task (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

- Personal dictionaries.

- None required.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-1 language learning

SPECIFIC OUTCOMES

Students will be able to:

- a. identify and use a variety of metacognitive strategies to enhance language learning

S-1.2
metacognitive

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Learning Log**

At various stages of a unit (i.e., before, during and after), have the students write about their language learning in a log, including such things as:

Before beginning a unit:

- What do I think I will learn?
- What do I already know about the topic?
- What do I hope we will do during this lesson?

During the unit:

- What language skills can I use to improve my communication?
- What strategies can I use to remember what I am learning?
- What things am I having trouble with or need to work on?

After the unit:

- What communication skills do I still need to work on?
- What language learning strategies did I learn?
- How have I used what I learned outside of school?

► **Taking Notes**

Write a brief paragraph in Chinese on the board. Inform the students that they will be copying down the information into their notebooks and then checking their own work to determine how successful they were. Before students begin the activity, encourage them to identify the strategies they will use.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-1 language learning**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify and use a variety of metacognitive strategies to enhance language learning?

➤ Learning Log

After each stage of a unit, students reflect on their learning and on how well they were able to identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on learning tasks with the guidance of the teacher.

➤ Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they copy the information into their notebooks. Students use the rating scale to assess if they are able to identify and use a variety of metacognitive strategies to enhance language learning; e.g., check copied writing for accuracy (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

- None required.

- Brief paragraphs in Chinese.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-1 language learning

S-1.3 social/affective	SPECIFIC OUTCOMES
	<p><i>Students will be able to:</i></p> <p>a. identify and use a variety of social and affective strategies to enhance language learning</p>

SAMPLE TEACHING AND LEARNING ACTIVITIES

- **Group Reading and Summary**
 Divide the students into groups and have them work together to interpret a short text in Chinese. Ensure every student in the group takes a turn reading the text. Have the students summarize the text and present their summaries to the rest of the class.
- **Reporting**
 Divide a short paragraph into sentence strips. Divide the class into three groups. Have the groups discuss strategies for remembering the text; e.g., looking for key words. Then have students from the three teams take turns going to the front and reading a sentence of the text, return to their teams and report what they read. One team member records what has been recited. At the end of the activity, provide the students with the original text and have them compare it with their versions. Have the groups discuss how well their strategies worked and what they would do differently next time.
- **Rewarding Learning**
 Have the students brainstorm possible rewards they can provide themselves for achieving a set task or learning outcome. Have the students create a rewards list and encourage and remind the students to reward themselves when appropriate.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-1 language learning**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify and use a variety of social and affective strategies to enhance language learning?

➤ **Anecdotal Notes**

Observe students as they work with others to read and summarize a short text. Record anecdotal notes of the extent to which students are able to identify and use a variety of social and affective strategies to enhance language learning; e.g., participate in shared reading experiences (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they take turns reporting the sentences to their teammates. Students use the checklist to determine if they are able to identify and use a variety of social and affective strategies to enhance language learning; e.g., work cooperatively with peers in small groups (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they create a rewards list. Use the checklist to assess if students are able to identify and use a variety of social and affective strategies to enhance language learning; e.g., provide personal motivation by arranging your own rewards when successful (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

- Short text in Chinese.

- Simple paragraph in Chinese divided into sentences.

- Chart paper, markers.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-2 language use

SPECIFIC OUTCOMES

Students will be able to:

- a. identify and use a variety of interactive strategies to enhance language use

S-2.1
interactive

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Conversing in Groups**

Divide the students into groups and invite them to have short conversations with each other on topics such as pets, hobbies, sports. Encourage the students to use strategies such as using nonverbal cues (e.g., mime, pointing), asking for clarification or repetition and repeating part of what someone has said to confirm understanding.

► **Keep on Talking**

Pair the students and have them speak in Chinese to each other for as long as possible without using any English words. Have them use circumlocution (e.g., “the thing you hang the clothes on” for “hanger”), mime or point if they do not know the word, ask for clarification or repetition if they do not understand and ask follow-up questions to check for understanding (e.g., “Am I making sense?”).

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify and use a variety of interactive strategies to enhance language use?

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they have short conversations. Students use the checklist to determine if peers are able to identify and use a variety of interactive strategies; e.g., interpret and use a variety of nonverbal cues to communicate, ask for clarification or repetition when they do not understand (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Anecdotal Notes**

Observe the students as they attempt to keep talking for as long as possible. Record anecdotal notes of the extent to which students are able to identify and use a variety of interactive strategies; e.g., use circumlocution, ask for clarification, ask follow-up questions (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- None required.

- None required.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-2 language use**SPECIFIC OUTCOMES**

Students will be able to:

- a. identify and use a variety of interpretive strategies to enhance language use

S-3.2
interpretive

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Nursery Rhyme**

Have the students make predictions of what the nursery rhyme is about by the title; e.g.,

大公鸡你别叫

ā ā ā ā ā
啊，啊，啊，啊，啊，

dà gōng jī nǐ bié jiào

大 公 鸡 你 别 叫，

xiǎo huáng gǒu nǐ bié tiào

小 黄 狗 你 别 跳，

xiǎo māo lǎo shǔ bù yào nào

小 猫 老 鼠 不 要 闹，

ǎn de bǎo bao shuì zháo le

俺 的 宝 宝 睡 着 了

ā ā ā ā ā

啊，啊，啊，啊，啊。

Encourage the students to use contextual clues to interpret unknown vocabulary and to use illustrations to aid their reading comprehension.

► **Summarizing Text**

Divide the students into groups and have them read a text and summarize it. Encourage the groups to use strategies such as preparing questions to help them note information found in the text (e.g., 5Ws and 1H), looking for key words and rereading several times to improve understanding.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-2 language use**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify and use a variety of interpretive strategies to enhance language use?

➤ **Anecdotal Notes**

Observe students as they predict what the nursery rhyme is about and use strategies to interpret its meaning. Record anecdotal notes of the extent to which students are able to identify and use a variety of interpretive strategies; e.g., use illustrations to aid reading comprehension, look for key words (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they read and summarize the text. Use the checklist to assess if students are able to identify and use a variety of interpretive strategies; e.g., prepare questions to note information found in a text, look for key words, reread several times to understand complex ideas, summarize information gathered (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

- Illustrated nursery rhymes.

- Short texts in Chinese (one for each group).

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-2 language use

SPECIFIC OUTCOMES

Students will be able to:

- a. identify and use a variety of productive strategies to enhance language use

S-2.3
productive

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Repeating a Pattern**

Review various rhymes and songs that have repetitive sentence patterns. Read each line and have the students repeat it after you. Write the line on the board and have the students copy it. Complete an action for each line and have the students copy it. Then have the students use the sentence pattern to create their own rhymes and songs.

► **The Writing Process**

After viewing different examples of familiar basic fables or fairy tales, have the students create their own texts with illustrations following a chosen pattern. Have the students follow the writing process; e.g., prewriting, writing, revisions, correction and publication.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify and use a variety of productive strategies to enhance language use?

➤ **Anecdotal Notes**

Observe students as they say aloud, write and do the actions for the rhymes or songs. Record anecdotal notes of the extent to which students are able to identify and use a variety of productive strategies; e.g., use familiar repetitive patterns from stories, songs, rhymes or media, copy what others say or write (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they create their own texts. Use the rating scale to assess how well students are able to identify and use a variety of productive strategies; e.g., use writing process (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

- Various rhymes and songs with repetitive patterns.

- Examples of familiar fables or fairy tales.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-3 general learning

SPECIFIC OUTCOMES

Students will be able to:

- a. identify and use a variety of cognitive strategies to enhance general learning

S-3.1
cognitive

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Inquiry Process**

Have the students research a topic and create a presentation. Before beginning their research, have the students write questions to guide their research; e.g., using a KWL chart (see Appendix D: Graphic Organizers).

► **Picture Maps**

Have the students create picture maps of the various native animals of China. Students record information by putting pictures of the animals and their habitats on the map. Have the students also include brief descriptions of the animals.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-3 general learning**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify and use a variety of cognitive strategies to enhance general learning?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they research a topic and create a presentation. Use the checklist to assess if students are able to identify and use a variety of cognitive strategies to enhance general learning; e.g., use a KWL chart to formulate key questions to guide research (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe the students as they create picture maps of China. Record anecdotal notes of the extent to which students are able to identify and use a variety of cognitive strategies to enhance general learning; e.g., use graphic representations to make information easier to understand and remember (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Various information sources.

- Maps of China, various information sources, photographs, scissors, glue or tape.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-3 general learning

SPECIFIC OUTCOMES

Students will be able to:

- a. identify and use a variety of metacognitive strategies to enhance general learning

S-3.2
metacognitive

SAMPLE TEACHING AND LEARNING ACTIVITIES

- **Self-assessment**
Before beginning an activity, have the students develop criteria for evaluating their own work. Have the students record their criteria and use them later to assess their finished work.

- **Planning for a Task**
Before beginning a task, have the students plan the steps they will take to complete a task. For example, the students plan a visit to a Kindergarten or Grade 1 class to present a play, dance or song. They record the different jobs that need to be done and who is responsible for completing them; e.g., making the backdrop, getting materials. Ask the students to record the process in their learning logs and afterward check whether or not they have followed their plans.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-3 general learning**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify and use a variety of metacognitive strategies to enhance general learning?

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before they develop criteria for evaluating their own work. Students use the rating scale to assess how well they are able to identify and use a variety of metacognitive strategies to enhance general learning; e.g., develop criteria for evaluating their work (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ **Learning Log**

After planning and presenting to a Kindergarten or Grade 1 class, students reflect on their learning and on how well they were able to identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task.

MATERIALS

- None required.

- None required.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-3 general learning

SPECIFIC OUTCOMES	
<i>Students will be able to:</i>	
S-3.3 social/affective	a. identify and use a variety of social and affective strategies to enhance general learning

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Group Problem Solving**

In small groups, have the students brainstorm to decide on a project; e.g., designing board games for Kindergarten and Grade 1 classes, creating an advertisement for a product relating to a unit of study, making a display on Chinese culture.

Have the students make decisions on what materials they are going to use, the process involved in planning and so on. When they encounter an issue or problem, encourage them to follow a simple problem-solving model to find a solution.

► **Free Exploration**

Provide a variety of resources (e.g., multimedia, newspapers, magazines, videos, books, brochures, audio recordings, comics) on a variety of topics and allow the students to choose a topic of study and resources to support this study. Encourage the students to follow their own natural curiosity to choose a topic.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-3 general learning**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify and use a variety of social and affective strategies to enhance general learning?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they plan and complete a project. Students use the checklist to determine if they are able to identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group problem-solving processes, take part in group decision-making processes (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Anecdotal Notes**

Observe students as they choose a topic of study. Record anecdotal notes of the extent to which students are able to identify and use a variety of social and affective strategies to enhance general learning; e.g., follow their natural curiosity and intrinsic motivation to learn (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Project materials.

- Various resources on various topics.

