

Indiana Language Roadmap Community Project 2023

“Supporting Secondary Educators in Globalizing Curriculum Using University World Language Festival Resources”

Center for Language Excellence / Center for Language Technology

Indiana University

Teacher Name: Hongzhi Wang School: Bloomington High School North Language: Chinese

Grade level(s): 10-12 Proficiency Level(s): Novice Mid

Lesson Topic: Measure Words in Chinese Breakfast Foods Length of lesson: 80 minutes

State Content Standard(s):

East Asian Languages: Novice Mid (NM)

Communication-interpersonal (1I):

- 1C.1I.NM. a- I can request and provide information by asking and answering a few simple questions on familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.
- 1C.1I.NM. b- I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions.
- 1C.1I.NM.c- I can express my own preferences or feelings and react to those of others. Using a mixture of practiced or memorized words, phrases, and questions.

Culture (2C) Intermediate

- 2C.CI.I.a- in my own and other cultures I can compare products related to everyday life and personal interests or studies.

Communities(5C) Performance Indicators(I)

- 5C.SG.N.a-I can form and sustain relationships with others in the target language in a social community
- 5C.SG.I.b- I can respond appropriately if others praise me in the target language.

Student Objectives (outcomes):

Students will be able to:

- Name some foods and dishes that are popular in China.
- Talk about what they eat for breakfast.
- Describe their and other people's food preferences.
- Discuss which foods and how much food to order (using measure words).
- Recognize some Chinese holiday foods.
- Use measure words to order food.

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Procedure		
Activity + Description	Time	Materials Required
<p>Bell ringer: Students review the vocabulary with Pinyin they learned from last week (Family members/ verbs).</p>	10 min	<ul style="list-style-type: none"> ● Chromebooks ● Students' notebooks ● Quizlet flashcards with pictures and words of family members: .https://quizlet.com/824183222/%E5%AE%B6%E5%BA%AD%E6%88%90%E5%91%98-flash-cards/ ● Family members vocabulary: <ol style="list-style-type: none"> 1. Xihuan 喜欢 like 2. Buxihuan 不喜欢 dislike 3. Chi 吃 eat 4. He 喝 drink

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		<p>5. Xiang 想 to think, want</p> <hr/> <p>6. Yao 要 want</p> <p>7. Mama 妈妈 mother</p> <p>8. Baba 爸爸 father</p>
<p>Activity 1: Guided Practice:</p> <ul style="list-style-type: none"> ● Introduce the lesson by asking students: What does the world eat for breakfast? ● Ask students if they have ever had Chinese breakfast and what they know about it. ● Verbal communication with students, and answer the questions on Canvas (Students answer questions in English. If they know any Chinese characters, they can try typing Chinese.) 	<p>10 min</p>	<ul style="list-style-type: none"> ● Chromebooks ● Video: What Does the World Eat for Breakfast? https://www.youtube.com/watch?v=ry1E1uzPSU0 ● Pictures and descriptions of traditional Chinese breakfast dishes (e.g., congee, steamed buns, soy milk...): https://quizlet.com/825245194/%E4%B8%AD%E5%BC%8F%E6%97%A9%E9%A4%90-flash-cards/?new ● Canvas questions: <ol style="list-style-type: none"> 1. Did you eat breakfast this morning? 1. If so, what did you eat? (Open questions for students of all all different backgrounds)

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		<ol style="list-style-type: none">2. Can you find a picture of breakfast you ate this morning? And name the breakfast. (Students choose a picture from a website, to match the food, they can translate into Chinese with Pinyin.)3. Have you ever had Chinese breakfast before?4. If so, find food pictures with Chinese characters with Pinyin.5. If not, choose one you want to try.6. Are there any foods that are an important part of holiday celebrations for your family?7. Does it take a long time to prepare these foods, or do you buy them pre-made?8. Do any of these foods have a special meaning or symbolism?9. What’s the difference between breakfast in the North and South of China?10. After you learn about breakfast around the world, you probably want to travel the world for food. Let’s start by traveling to China today, let’s see what kind of breakfast they eat every day.
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<p>Activity 2: New vocabulary for Chinese breakfast:</p> <ul style="list-style-type: none">● Students follow along as the teacher reads each vocabulary word aloud in Chinese (using Quizlet flashcards).● Students follow along as the teacher writes each vocabulary on notebook with pinyin and definition. Teacher will:<ul style="list-style-type: none">○ Demonstrate each stroke on the whiteboard.○ Draw cartoon food pictures on whiteboard. Students can also free draw cartoon food in their notebooks.● China has a lot of different types of breakfast, now you know the most popular breakfast in China.● What about if you want to order some of them, how do you say how many you want in Chinese?● We have been learning numbers in Chinese and these words:<ul style="list-style-type: none">○ “xiang想” to think, to want to○ “yao要” want○ “Chi吃” eat○ “He喝” drink	<p>20 min</p>	<ul style="list-style-type: none">● Chromebooks● Students’ notebooks● Quizlet flashcards: Chinese Breakfast 中式早餐: https://quizlet.com/825245194/%E4%B8%AD%E5%BC%8F%E6%97%A9%E9%A4%90-flash-cards/?new <ol style="list-style-type: none">1. You tiao 油条 fried dough sticks2. Bao zi 包子 steamed buns with meat3. Zhou 粥 congee4. Jiao zi 饺子 dumpling5. Cha 茶 tea
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Activity 3: Introduce measure words:

- To use numbers to order food and drink, we need to use measure words.
- A measure word is used to measure something or to count something.
- Number + measure word + noun
- The most common measure word is “ge个”
- To have a qualitative understanding of things, Chinese has a variety of measure words for every object you think of. Some you can translate to English; some cannot be directly translated.
- Watch video (Chinese Measure Words 量词):
 - During the video students write down 5 measure words which relate to food.
 - Teacher will write some food measure words on the whiteboard.
- Teacher passes out handout with measure words and vocabulary with pictures. Students match measure words to pictures.

- Video: Chinese Measure Words 量词 by Twin Cities Chinese Tutor: <https://www.youtube.com/watch?v=R4SN009e-Ps>




- Measure words:
 1. one steamed stuffed bun. 一个包子。
 2. two deep-fried twisted dough sticks. 两根油条。
 3. a bowl of congee. 一碗粥。
 4. a plate of dumplings. 一盘饺子
 5. A cup of tea. 一杯茶
- Handout: [Vocabulary and sentence lists](#)

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<p>Activity 4: Individual or Group Task:</p> <ul style="list-style-type: none"> • Instruct students to work on their picture book or comic book: <ul style="list-style-type: none"> ○ Picture books include 4 family members ordering Chinese food with measure words. ○ Teacher shows an example of a comic book in a Canvas assignment. • Students create their own picture book, featuring sentences incorporating family member vocabulary, verbs, measure words, and food vocabulary. Example: 爸爸+想吃+三个+包子。(Dad wants to eat 3 Baozi.) ____+____+____+____。 • Students should write both pinyin and English. 	<p>10 min</p>	<ul style="list-style-type: none"> • Google Slides • Canva • Picture book materials (papers, markers, color pencils, poster board, glue sticks) • Picture book example: https://mccsc.instructure.com/courses/76532/assignments/1752001 
<p>Activity 5: Presentation:</p> <ul style="list-style-type: none"> • Groups present their picture books. 	<p>25 min</p>	<ul style="list-style-type: none"> • Presentation rubric
<p>Summary: Verbally review the vocabulary, measure words, and grammar.</p> <ul style="list-style-type: none"> • Teacher provides a verbal summary of the lesson. • Teacher verbally identifies areas for further practice. 	<p>5 min</p>	
<p>Assessment: How did you evaluate students’ success?</p> <ul style="list-style-type: none"> • Observation Checklist: observe and assess students’ participation and cooperation within their groups. Take note of their use of Chinese vocabulary during the activities. (Assessment Criteria: Communication and Collaboration Skills, Language Proficiency) • Presentation Rubric: Assess the quality of each group’s presentation, including language fluency, accurate description of the dish, use of cultural references, and overall presentation skills. (Assessment Criteria: Language Fluency, Accuracy, Cultural Understanding, Presentation Skills) 		

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- Ongoing assessment (Class Discussion): Assess student participation and contributions to the class discussion, taking note of their reflections on the cultural aspects of Chinese breakfast. Engagement during class activities.
- Monitor the group’s progress, answer any questions, and provide feedback as needed.
- Encourage students to communicate and delegate tasks effectively, alternating between practice and performance.

Homework:

- Reading practice: flashcards on Quizlet
- Match the measure words with food.
- Read your own picture book to your family at home.

Next class:

- How to ask people what they like to eat: “你喜欢吃什么?”
- Using “this 这个” and “that”那个
- Using “or 还是/”