Unit 5 Cities in China

Grade Level: Grade Three

Unit Description
In this five-day unit, students will learn and get familiar with the names of five principle directions and five famous Chinese cities Students will be able to provide simple responses to the questions “Where is Beijing?” “How do you go to Beijing?” and “What are there in Beijing?”

Essential Question:
What do you know about the cities in China and how to say directions and locations?

Performance Outcomes:
What will students know?
1. The geographical locations of five cities in China;
2. Vocabulary of five principle directions and five cities in China;
3. Phrases: Q: Where is …? A: … is in … of …
   Q: How do you go to …? A: I go to … by …
   Q: What are there in …? A: … are in …

What will students be able to do?
1. Identify and write Chinese characters of five principle directions;
2. Name five cities in China and introduce landmarks in each city;
3. Introducing the locations and landmarks of the cities in China and America.

Unit schedule:
This module of Unit 5 assumes instruction is provided 5 days per week for 30 minutes per day. Teachers on a non-traditional schedule should make the necessary adjustments for their scheduling configuration. Encourage students to teach the vocabulary they are learning to someone at home. Ask students to return the Home Speaking Exercise.

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<td>Home connection*</td>
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* Please make sure to follow protocol according to your school when communicating with parents who speak other languages.
Georgia Performance Standards and Elements for Modern Languages

The following list is intended to guide instruction and assist you with your planning of Unit 5, based on the current Georgia Performance Standards and Elements for Modern Languages, Grade Three Level. It is important to remember that typical Grade Two students will exhibit varying levels of proficiency.

<table>
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<tr>
<th>Interpersonal Mode of Communication (IP)</th>
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</table>
| **MLE3.IP1** | Students exchange simple spoken language in the target language, utilizing cultural references where appropriate. Students:  
**MLE3.IP1E.** give simple descriptions.  
**MLE3.IP1F.** comprehend basic directions.  
**MLE3.IP1G.** provide responses based on topics such as self, family, school, etc. |

| **MLE3.IP2** | MLE3.IP2C. demonstrate proficiency in oral exchanges with respect to proper pronunciation and intonation |

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<tr>
<th>Interpretative Mode of Communication (INT)</th>
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</table>
| **MLE3.INT1** | Students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. Students:  
**MLE3.INT1A.** identify main ideas and some details when reading and listening.  
**MLE3.INT1B.** comprehend simple, culturally authentic announcements and/or messages.  
**MLE3.INT1C.** understand simple instructions, such as classroom procedures.  
**MLE3.INT1D.** demonstrate proficiency in listening and reading comprehension. |

| **MLE3.INT2** | |

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<th>Presentational Mode of Communication (P)</th>
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| **MLE3.P1** | Students present brief material orally in the target language. Students:  
**MLE3.P1B.** share information and give brief descriptions on a variety of topics such as self, family, school and leisure activities. |

| **MLE3.IP2** | MLE3.IP2B. label pictures, write captions and create storyboards. |

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<tr>
<th>Cultural Perspectives, Practices, and Products (CU)</th>
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</table>
| **MLE3.CU1** | Students demonstrate an awareness of perspectives, practices, and products of the cultures where the target language is spoken. Students:  
**MLE3.CU1A.** demonstrate knowledge of typical practices and products of target cultures.  
**MLE3.CU1C.** identify selected symbols and landmarks of target cultures.  
**MLE3.CU1D.** identify significant people from the target language cultures.  
**MLE3.CU1E.** identify similarities and differences among a variety of cultures. |

| **MLE3.CCC1** | Students make links between the target language and other subjects. Students:  
**MLE3.CCC1B.** connect skills learned in other subjects with skills learned in the target language. |
**Vocabulary and Language Structures**

- 东部 (dōng bù, the eastern part)
- 南部 (nán bù, the southern part)
- 西部 (xī bù, the western part)
- 北部 (běi bù, the northern part)
- 中部 (zhōng bù, the middle part)
- 上海 (Shànghǎi)
- 北京 (Běijīng)
- 香港 (Xiānggǎng)
- 哈尔滨 (Hā'ěrbīn)
- 武汉 (Wǔ hàn)
- 华盛顿 (Huàshèngdùn, Washington D. C.)
- 洛杉矶 (Luòshānjī, Los Angeles)
- 芝加哥 (Zhījiāgē, Chicago)
- 丹佛 (Dānfó, Denver)
- 休士顿 (Xiūshìdùn, Huston)
- 长城 (Chángchéng, the Great Wall)
- 外滩 (Wàitān, the Bund)
- 迪斯尼 (Dīsīnì, Disney World)
- 熊猫 (Xióngmāo, panda)
- 樱花 (Yīnhuā, cherry blossom)

**Character Writing:** 东，西，南，北

**Review and New:**

Q: 北京在北京的北部。(Běijīng zài zhōngguó de běibù. Beijing is in the north of China.)
A: 北京在中国的北部。(Běijīng zài zhōngguó de běibù. Beijing is in the north of China.)

Q: 你怎么去北京？(Nǐ zěnmé qù Běijīng? How do you go to Beijing?)
A: 我坐飞机去北京。(Wǒ zuò fēijī qù Běijīng. I go to Beijing by airplane.)

Q: 北京有什么？(Běijīng yǒu shénme? What are there in Beijing?)
A: 北京有长城。(Běijīng yǒu Chángchéng. The Great Wall is in Beijing.)

**Materials, Resources and Useful Links**

- Pictures of panda, tiger, monkey, horse and alligator
- Pictures of landmarks in different cities
- Maps of China and America (large and small)
- Flash cards
- Color tape
- Construction paper
- Videos of different cities
- Sound effects of different vehicles
- Children’s picture book *Cities in China*

**Differentiated Instructional Support**

*Instruction is differentiated according to individual needs to help all learners either meet the intent of the specified performance standard(s) or, if the standard is already met, to advance beyond the specified performance standard(s). Different learning needs and different learning styles can be accommodated in group activities.*

Allow students who are initially hesitant in responding to questions with complete sentences to use word or phrase utterances. Partner hesitant students with students that are a stronger role model.

Prepare a non-technological option when designing an activity incorporating technology.
Performance Based Assessments

Assessments conducted throughout the course of Unit 5 provide you with evidence to make decision on how well students attained of the learning objectives. Students may also evaluate themselves to see what they have achieved.

### Formative Assessment and Scoring Guidelines

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<tr>
<th>Standards</th>
<th>Assessment</th>
<th>Scoring Guidelines</th>
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<tbody>
<tr>
<td>MLE3.IP1E</td>
<td>Conduct the pre-assessment. Show students a map of the U.S.A., which has five cities highlighted. Based on your description about the direction/location of an American city, students respond with the correct city name. Repeat doing this with the other four cities. Observe students’ concept of directions.</td>
<td>See Step 1 on Day 1. See Attachment G3.U5.D1.A.</td>
</tr>
<tr>
<td>MLE3.IP1F</td>
<td>Conduct the presentational assessment. Distribute Attachment G3.U5.D2.C. Pair students up and finish the puzzle first, and then have them practice the phrases with the new words learned today. Model the dialogue by yourself first and then ask a volunteer student to converse with you. Then have students practice it with each other. Example: Q: 成都在哪儿? (Chéngdū zài nǎr? Where is Chengdu?) A: 成都在中国的西部。(Chéngdū zài zhōngguó de xībù. Chengdu is in the western part of China.) Each pair of students will present their map puzzle and also the dialogue in front of the class. Assess the performance of students according to the scoring rubrics.</td>
<td>See Step 4 on Day 2. See Attachment G3.U5.D1.C.</td>
</tr>
<tr>
<td>MLE3.IP1E</td>
<td>Conduct the interpretive and presentational assessment. Prepare flight tickets and train tickets depicting different departure cities and destinations, and have each student draw one ticket. Then pair students up and have them practice the dialogue using the information on their tickets. Model the dialogue by yourself first and model one more time with a volunteer student. Then have students practice it with each other. Assess their performance according to the scoring rubrics. Example: Q: 你去哪儿? (Nǐ qù nǎr? Where are you going?) A: 我去北京。(Wǒ qù Běijīng. I am going to Beijing.) Q: 你怎么去北京? (Nǐ zěnmé qù Běijīng? How will you go to Beijing?) A: 我坐飞机去北京。(Wǒ zuò fēijī qù Běijīng. I’ll go to Beijing by air.)</td>
<td>See Step 4 on Day 3. See Attachment G3.U5.D3.D</td>
</tr>
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### Summative Assessment and Scoring Guidelines

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<tr>
<td>MLE3.IP1F</td>
<td>Conduct the summative assessment. Have students show their display boards in front of the class and introduce the details using the terms and phrases learned in this unit. Give students a model by presenting your display board. Use the scoring rubric to assess the performance of students. Example: A: 这是北京。(Zhè shì Běijīng. This is Beijing.) B: 北京在哪儿? (Běijīng zài nǎr? Where is Beijing?) A: 北京在中国的北部。(Běijīng zài zhōngguó de běihù. Beijing is in the northern part of China.) B: 你怎么去北京? (Nǐ zěnmé qù Běijīng? How do you go to Beijing?) A: 我坐飞机去北京。(Wǒ zuò fēijī qù Běijīng. I go to Beijing by airplane.) B: 北京有什么? (Běijīng yǒu shénme? What are there in Beijing?) A: 北京有长城。(Běijīng yǒu Chángchéng. The Great Wall is in Beijing.)</td>
<td>See Step 2 on Day 5.</td>
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**Unit 5 Cities in China**

**Day 1: Five Principle Directions**

Review “Q: …在哪儿? (… zài nàr? Where is …?) A: …在这儿。(... zài zhèr. … is here.)” Introduce students with five principle directions. Teach students how to use combined direction words with a direction term, for instance 中 (zhōng, middle) followed by 部 (bù, part/section), a character equivalent to a suffix. Thus 中部 (zhōng bù) means the middle part.

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<tbody>
<tr>
<td>MLE3.IP1E</td>
<td>1. Conduct the pre-assessment. Show students a map of U.S.A., which has five cities highlighted. Based on your description about the direction/location of an American city, students respond with the correct city name. Repeat doing this with the other four cities. Observe students’ concept of directions.</td>
<td>5 minutes</td>
<td>See Attachment G3.U5.D1.A</td>
</tr>
<tr>
<td>MLE3.IP1F</td>
<td>2. Prepare a map of China with the images of tiger on the east; monkey on the south; panda on the west; horse on the north and alligator in the middle part of China. Ask a volunteer student “熊猫在哪儿? (Xióngmāo zài nàr? Where is panda?)” and the student may respond “熊猫在这儿。(Xióngmāo zài zhèr. Panda is here.)” while pointing at the location of the panda. Introduce 西部 by saying “熊猫在西部。(Xióngmāo zài xībù. Panda is in the west.)” several times while pointing at the west part of China on the map. Place the flash card of the character 西 (xī, west) on the map next to the panda. Have students repeat it after you twice and trace the character in the air with their index fingers. Emphasize the difference between 西 (xī, west) and 西部 (xī bù, the western part), and introduce 部 (bù) means region/part. Introduce the other four directions in the same way. Distribute Attachment G3. U5. D1.B, and have students fill out the blanks with corresponding characters.</td>
<td>9 minutes</td>
<td>See Attachment G3.U5.D1.B</td>
</tr>
<tr>
<td>MLE3.INT1A</td>
<td>3. Outline a big map of China on the ground with a color tape. Prepare the pictures of the five representative animals mentioned above. Ask the location of each animal and have volunteer students place the pictures on the corresponding regions while answering “[Animal] 在 [direction] 部。([Animal] zài [direction] bù. [Animal] is in the [direction].)” Keep playing this game until every student participates.</td>
<td>5 minutes</td>
<td>The picked student will ask the location of a different animal.</td>
</tr>
<tr>
<td>MLE3.INT1D</td>
<td>4. Use the map again and have one volunteer student stand on any one of the five regions, and then ask the class the location of the student. The expected answer should be “Sb. 在部。（Sb. is in the ____）” Keep playing this game until every student participates.</td>
<td>6 minutes</td>
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</tr>
<tr>
<td>MLE3.CU1A</td>
<td>6. End the lesson by reading the children’s picture book Cities In China.</td>
<td>3 minutes</td>
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Day 2: I Know Where The Cities Are.
Review the five principle directions learned on Day 1. Introduce and familiarize students with the terms 上海 (Shànghǎi), 成都 (Chéngdū), 香港 (Xiānggǎng) and 武汉 (Wǔhàn), and phrases “Q: 北京在哪儿? (Běijīng zài nǎr? Where is Beijing?) A: 北京在中国的北部。(Běijīng zài zhōngguó de běibù. Beijing is in the northern part of China.)”

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<tr>
<td>MLE3.IP1E</td>
<td>1. Place the map of China on the whiteboard. Call out one direction and have a volunteer student place the corresponding flash card with the Chinese character on the corresponding area. Review all the words learned on Day 1 using this method and the picked student may call out another direction for next student.</td>
<td>5 minutes</td>
<td></td>
</tr>
<tr>
<td>MLE3.IP1F</td>
<td>2. Have students review the song 北京欢迎你 (Běijīng huānyíng nǐ, Beijing welcomes you). Introduce and familiarize students with 上海 (Shànghǎi), 成都 (Chéngdū), 香港 (Xiānggǎng) and 武汉 (Wǔhàn) using flash cards and videos. Have students repeat each city name three times.</td>
<td>5 minutes</td>
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<tr>
<td>MLE3.INT1B</td>
<td>3. Ask the class “北京在哪儿? (Běijīng zài nǎr? Where is Beijing?)”, and the volunteer student may respond with “北京在这儿。(Běijīng zài zhèr. Beijing is here.)” while pointing at the location of Beijing. Circle your hand over Beijing and say “北京在中国的北部。(Běijīng zài zhōngguó de běibù. Beijing is in the northern part of China.)” Have students repeat after you several times and ask the locations of the other four cities. Pair up students and have them practice the dialogue using the map of China.</td>
<td>7 minutes</td>
<td>Model the dialogue by yourself first.</td>
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<tr>
<td>MLE3.INT1D</td>
<td>4. Conduct the presentational assessment. Distribute Attachment G3.U5.D2.D. Pair up students and assemble the jigsaw first, and then have them practice the phrases with the new words learned today. Model the dialogue by yourself first and then ask a volunteer student to perform it with you. Then have students practice it with each other. Example: Q: 成都在哪儿? (Chéngdū zài nǎr? Where is Chengdu?) A: 成都在中国的西部。(Chéngdū zài zhōngguó de xībù. Chengdu is in the western part of China.) Each pair of students will present their map jigsaw and also the dialogue in front of the class. Assess the performance of students according to the scoring rubrics.</td>
<td>10 minutes</td>
<td>See Attachment G3.U5.D2.D.</td>
</tr>
<tr>
<td>MLE3.IP1F</td>
<td>6. End the lesson by reading the children’s picture book Cities In China.</td>
<td>3 minutes</td>
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</table>
Day 3: How Do You Go to Beijing?

Introduce Chinese names for 华盛顿 (Huáshèngdùn, Washington D. C.), 洛杉矶 (Luòshānjī, Los Angeles), 芝加哥 (Zhījiāgē, Chicago), 丹佛 (Dānfó, Denver) and 休士顿 (Xiūshìdūn, Huston).

Have students review the terms and phrases learned on Day 1 and Day 2, and have them review the transportations and the phrases “Q: 你怎么去北京? (Nǐ zěnme qù Běijīng? How do you go to Beijing?) A: 我坐飞机去北京。(Wǒ zuò fēijī qù Běijīng, I go to Beijing by airplane.)”

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<tbody>
<tr>
<td>MLE3.IP1E MLE3.IP1F MLE3.INT1C</td>
<td>1. Have students review the cities and phrases learned on Day 1 and Day 2 using flash cards and a map. Have them ask and answer about the locations of the cities in pairs.</td>
<td>4 minutes</td>
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</tr>
<tr>
<td>MLE3.IP1F MLE3.INT1C MLE3.CU1D</td>
<td>2. Place the map of America on the whiteboard and introduce 华盛顿 (Huáshèngdùn, Washington D. C.), 洛杉矶 (Luòshānjī, Los Angeles), 芝加哥 (Zhījiāgē, Chicago), 丹佛 (Dānfó, Denver) and 休士顿 (Xiūshìdūn, Huston) by showing videos and pictures. Pair up students and have them practice the following dialogue. Then have five pairs present the dialogue in front of the class. Example: Q: 华盛顿在哪儿? (Huáshèngdùn zài nǎr? Where is Washington D. C.?) A: 华盛顿在美国的东部。(Huáshèngdùn zài měiguó de dōngbù, Washington D. C. is in the eastern part of USA.)</td>
<td>6 minutes</td>
<td>Students will have a concept of transliteration and they are not required to memorize all the Chinese names for these cities.</td>
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</table>
| MLE3.CU1A MLE3.CU1D | 3. Review the transportations learned on Unit 4 of Grade 3. Play different sound effects of different vehicles, and then have students guess and tell what vehicle they hear in Chinese.
Have students review the phrase “你怎么去……? (Nǐ zěnme qù ...? How do you go to ...?)”. Model the dialogue first, and then ask students how they go to a city. Example: Q: 你怎么去纽约? (Nǐ zěnme qù Níyuē? How do you go to New York?) A: 我坐火车去纽约。(Wǒ zuò huǒchē qù Níyuē, I go to New York by train.) | 6 minutes | |
| MLE3.IP1F MLE3.INT1C | 4. Conduct the interpretive and presentational assessment. Prepare flight tickets and train tickets depicting different departure cities and destinations, and have each student draw one ticket. Then pair up students and have them practice the dialogue using the information on their tickets. Model the dialogue by yourself first and model one more time with a volunteer student. Observe students’ pronunciation and expression. Example: Q: 你去哪儿? (Nǐ qù nǎr? Where are you going?) A: 我去北京。(Wǒ qù Běijīng, I am going to Beijing.) Q: 你怎么去北京? (Nǐ zěnme qù Běijīng? How do you go to Beijing?) A: 我坐飞机去北京。(Wǒ zuò fēijī qù Běijīng, I go to Beijing by airplane.) | 9 minutes | See Attachment G3.U5.D3.F. |
| MLE3.IP1F MLE3.INT1C | 6. End the lesson by reading the children’s picture book Cities In China. | 3 minutes | |
Day 4: What Are There In Beijing?
Review the terms and phrases introduced on Day 1, Day 2 and Day 3. Introduce 长城 (Chángchéng, the Great Wall), 外滩 (Wàitān, the Bund), 迪斯尼 (Dísīnǐ, Disney World), 熊猫 (Xióngmāo, panda) and 樱花 (Yīnhuā, cherry blossom). Students should be able to converse with peers using “Q: 北京有什么? (Beijing yǒu shénme? What are there in Beijing?) A: 北京有长城。 (Beijing yǒu Chángchéng. There is the Great Wall in Beijing.)”.

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<tr>
<td>MLE3.P2A</td>
<td>1. Have students review the words and phrases learned on Day 3 using the flight tickets and train tickets.</td>
<td>4 minutes</td>
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</tr>
<tr>
<td>MLE3.CU1A</td>
<td>2. Introduce 长城 (Chángchéng, the Great Wall), 外滩 (Wàitān, the Bund), 迪斯尼 (Dísīnǐ, Disney World), 熊猫 (Xióngmāo, panda) and 樱花 (Yīnhuā, cherry blossom) by showing videos and pictures. Have students repeat each word three times and match the cities with the landmarks.</td>
<td>5 minutes</td>
<td>See Attachment G3. U5.D4.H.</td>
</tr>
<tr>
<td>MLE3.INT1C</td>
<td>3. Using the flashcards, review the sentence pattern with students. Q: 你家附近有什么? (Nǐjiā fùjìn yǒu shénme? What is there in your neighborhood?) A: 我家附近有医院。 (Wǒjiā fùjìn yǒu yīyuàn. There is a hospital.)”. Post the pictures of the landmarks and local animals/plants on the wall. Pretend you are a guide and students are tourists. Model the dialogues by yourself first and then have students practice in pairs.</td>
<td>6 minutes</td>
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</tr>
<tr>
<td>MLE3.CCC1B</td>
<td>4. Prepare construction paper, small maps of China and America and pictures of the landmarks in these two countries. Pair up students and have them make a display board to introduce one city in each country. Show your display board as example.</td>
<td>11 minutes</td>
<td>See Attachment G3.U5.D4.I.</td>
</tr>
<tr>
<td>MLE3.IP1F</td>
<td>6. End the class by reading the children’s picture book Cities In China.</td>
<td>2 minutes</td>
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</table>
Day 5: Demonstration: Cities In China And In America.
Review all the terms and phrases learned in this unit. Conduct the summative assessment by have students present their display boards in front of the class and introduce the two cities of China and America that they picked.

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<tr>
<td>MLE3.IP1F MLE3.IP2C MLE3.INT1C</td>
<td>1. Orally review the terms and phrases learned in this unit using flashcards and maps.</td>
<td>5 minutes</td>
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</tr>
</tbody>
</table>
A: 这是北京。 (Zhè shì Běijīng. This is Beijing.)
B: 北京在哪儿? (Běijīng zài nǎr? Where is Beijing?)
A: 北京在中国的北部。 (Běijīng zài zhōng guó de běibù. Beijing is in the north of China.)
B: 你怎么去北京? (Nǐ zěnme qù Běijīng? How do you go to Běijīng?)
A: 我坐飞机去北京。 (Wǒ zuò fēijī qù Běijīng. I go to Běijīng by airplane.)
B: 北京有什么? (Běijīng yǒu shénme? What are there in Beijing?)
A: 北京有长城。 (Běijīng yǒu Chángchéng. The Great Wall is in Beijing.)

Scoring rubrics:
3 Exceeds Expectations (if a student expresses and pronounces correctly)
2 Meets Expectations (if there are a few errors in pronunciation and expressions)
1 Approaches Expectations (if it is difficult to comprehend a student)
0 Unsatisfactory (if no attempt was made)
| MLE3.IP1F MLE3.INT1C | 3. Have students read the children’s picture book *Cities In China*. | 3 minutes | |

Look at the map, listen and guess what city it is according to the teacher’s statements.

Fold here

For Teachers:

1. This city is in the east part of America. What city is it? (Washington, D.C.)

2. This city is in the north part of America. What city is it? (Chicago)

3. This city is in the west part of America. What city is it? (Los Angeles)

4. This city is in the south part of America. What city is it? (Houston)

5. This city is in the middle part of America. What city is it? (Denver)
Attachment G3.U5.D1.B: Where is the panda?

1. Practice the terms and phrases using the map.
2. Fill out the blanks with the characters of directions.
1. Trace 东 with your index finger. There are _______ strokes in 东.

2. Color the same part in 东 to the character on the left side.

3. Color 东 in your favorite color and then trace it with your pencil.

1. Cut along the dash line and mix the jigsaw pieces.
2. Assemble the map jigsaw with your partner.
3. Present a dialogue using the following phrases.

Example:
Q: 成都在哪儿? (Chéngdū zài nǎr? Where is Chengdu?)
A: 成都在中国的西部。(Chéngdū zài zhōngguó de xībù. Chengdu is in the western part of China.)

Scoring rubrics:
3 Exceeds Expectations (if a student expresses and pronounces correctly)
2 Meets Expectations (if there are a few errors in pronunciation and expressions)
1 Approaches Expectations (if it is difficult to comprehend a student)
0 Unsatisfactory (if no attempt was made)
1. Trace 南 with your index finger. There are _______ strokes in 南.

2. Color the radicals of 南.
   - 十…………蓝色
   - 门…………红色
   - ￥…………绿色

3. Trace 南 with your pencil.

Prepare a flight ticket and a train ticket depicting different departure cities and destinations, as shown below. Have each student draw one ticket and then converse with their partners about where they are going.

Sample Tickets:

**FLIGHT TICKET**

- **Name:** Weiling Gao
- **From:** Atlanta
- **To:** Beijing
- **Flight No.:** 1234
- **Class:** A
- **Date:** 31/12/15
- **Departure Time:** 02:44 PM

**BOARDING PASS**

- **Name of Passenger:** Weiling Gao
- **Flight to:** Beijing
- **Flight Date:** 31/12/15
- **From:** Atlanta
- **To:** Beijing
- **PNR No.:** 1234567
- **Boarding Time:** 02:14 PM
- **Gate:** B
- **Seat No.:** 002A

**AMTRAK**

- **Name:** Weiling Gao
- **Departure:** Washington, DC
- **Arrival:** New York, NY
- **Date:** September 17, 2018
- **Time:** 1:02 PM
- **Paid:** 200

**Scoring rubrics:**

3 Exceeds Expectations (if a student expresses and pronounces correctly)
2 Meets Expectations (if there are a few errors in pronunciation and expressions)
1 Approaches Expectations (if it is difficult to comprehend a student)
0 Unsatisfactory (if no attempt was made)

1. Trace 西 with your index finger. There are _______ strokes in 西.

2. Color 西 in your favorite color and then trace it with your pencil.

3. Make words with 西 or 南

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Attachment G3.U5.D4.H: What are there in these cities?

1. Match the landmarks with corresponding cities.
2. Cut these cards out, and introduce a city to your parents as home speaking exercise.

<table>
<thead>
<tr>
<th>Shanghai</th>
<th>Chengdu</th>
<th>Beijing</th>
<th>Wuhan</th>
<th>Hong Kong</th>
</tr>
</thead>
<tbody>
<tr>
<td>上海</td>
<td>成都</td>
<td>北京</td>
<td>武汉</td>
<td>香港</td>
</tr>
<tr>
<td>Shànghǎi</td>
<td>Chéngdū</td>
<td>Běijīng</td>
<td>Wǔhàn</td>
<td>Xiānggǎng</td>
</tr>
</tbody>
</table>
我坐火车去华盛顿。

华盛顿有白宫。

这是华盛顿。

华盛顿在美国东部。

这是北京。

北京在中国的北部。

我坐飞机去北京。

我坐火车去华盛顿。

北京有天安门。

北京有长城。

华盛顿 VS 北京
1. Trace 北 with your index finger. There are _____ strokes in 北.

2. Color the radicals of 北.

3. Trace 北 with your pencil.

Name: ___________________________ Date: ___________________________

Dear Parent or Family Partner,
In Chinese class we learned about cities in China. I hope you enjoy this activity with me. This assignment is due _______________________.

Sincerely,

___________________________
Student’s signature

I. REVIEW AND PRACTICE:

Introduce a city in China by showing the cards you cut out from Attachment G3.U5.D4.E.

Example:

这是北京。 (Zhè shì Běijīng. This is Beijing.)

北京在中国的北部。(Běijīng zài zhōng guó de běibu. Beijing is in the northern part of China.)

我坐飞机去北京。(Wǒ zuò fēijī qù Běijīng. I go to Beijing by airplane.)

北京有长城。(Běijīng yǒu Chángchéng. The Great Wall is in Beijing.)

II. HOME-TO-SCHOOL COMMUNICATION:

Dear Parent or Family Partner:
Please check one of the following options according to your child’s work on this activity:

_____ 1. O.K. My child understands this skill.
_____ 2. PLEASE CHECK. My child needs some help on this, but understands this skill.
_____ 3. PLEASE HELP. My child still needs instruction on this skill.
_____ 4. PLEASE NOTE. (Other) ____________________________________________

___________________________
Parent’s signature

Extensions: Encourage your child to introduce a city in China in Chinese and show what they learned in class.


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The characters 东, 南, 西, and 北

Name: ___________________________ Date: ___________________________

1. Trace 东, 南, 西, and 北.

2. Fill in the boxes with the directional words 东, 南, 西, 北, and 中.