

TEL 5091 Module 4
Original Contribution
Learn Chinese numbers

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Introduction

This lesson is for high school students with no Chinese language background. This lesson target audience is for a level 1 students. There are 25 students in the class. I will teach the lesson three: The Chinese numbers. The classroom environment is nice and quite and the students feel comfortable. This lesson will cover one class period of 40 minutes and will reach the various learning styles and multiple intelligences of each of the students in my class.



Goals and objectives.



- ▶ Students will learn words, sounds and symbols for numbers and how to count from 1 to 10 in Chinese
- ▶ Student will learn the things related to numbers.(topic t a situation in their lives)
- ▶ The culture of numbers in China .for example lucky and unlucky numbers and age sign.

This lesson will continue to reinforce these skill sets
As well give students a real-world account of events.

Outcomes



Upon completion of this lesson students will be able to

- ▶ Students can tell their age in Chinese
- ▶ Students can count money in Chinese
- ▶ Students can talk about time including: clock, year, month and day.
- ▶ Students can say their body temperature, height and weight.
- ▶ Students can understand numbers related cultures of Chinese.

Teaching Strategies: Use the new concept of technology to teach the lessons

- Use technology of SAMR, TPACK, Sense & Meaning and Primacy/Recency to teach the lesson.



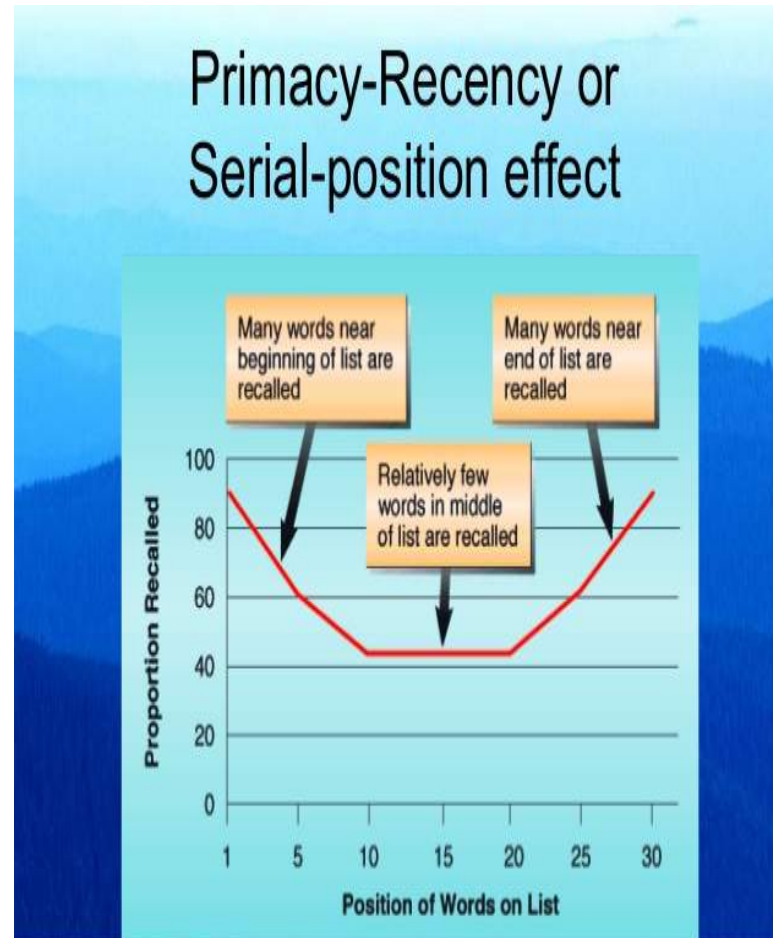
Sense and meaning.



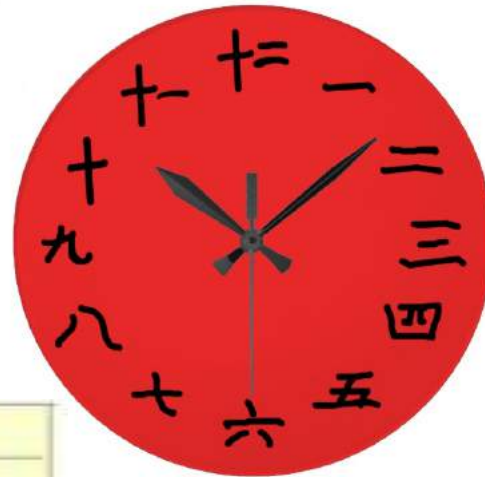
- ▶ 1) Does this Lesson make sense to the students?
- ▶ 2) Does this Lesson have meaning to the students?

6. Primacy / Recency?

- ▶ Prime time 1
- ▶ Down time
- ▶ prime time 2



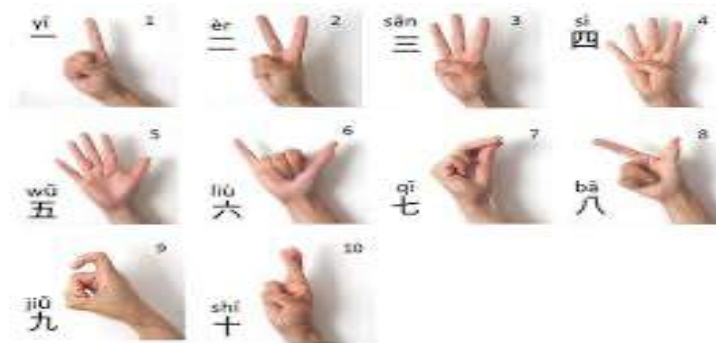
Prime time 1



1	一	yī	一				
2	二	èr	一	二			
3	三	sān	一	三	三		
4	四	sì	一	四	四	四	四
5	五	wǔ	一	五	五	五	
6	六	liù	一	六	六	六	
7	七	qī	一	七			
8	八	bā	一	八			
9	九	jiǔ	一	九			
10	十	shí	一	十			

Down time

<https://www.youtube.com/watch?v=2eLP3FuuEVs>



Prime time 2

Culture background 1

<https://www.youtube.com/watch?v=QwvlAbisiRc>



The 12 Animals of the Chinese Zodiac Couture background 2



The 12 Animals of the Chinese Zodiac and the years

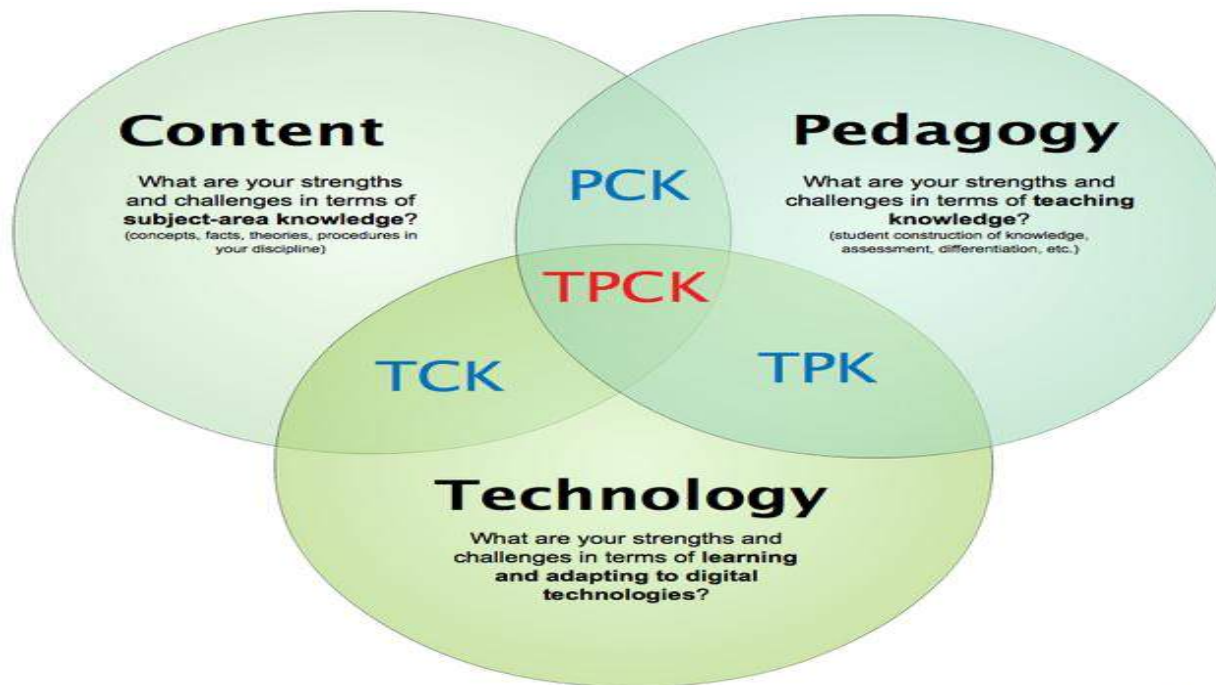
子 鼠	丑 牛	寅 虎	卯 兔	辰 龙	巳 蛇	午 马	未 羊	申 猴	酉 鸡	戌 狗	亥 猪
1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911
1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923
1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935
1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947
1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959
1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971
1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983
1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043
2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055
2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067
2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079
2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091
2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103
子 鼠	丑 牛	寅 虎	卯 兔	辰 龙	巳 蛇	午 马	未 羊	申 猴	酉 鸡	戌 狗	亥 猪

Number and money. Recognize the Chinese money. Culture background3



8. Teaching technology-1 Tpack

TPACK, stands for technical teaching content knowledge. Koehler (2006) states this model reveals the content and methods of teacher teaching.



TPACK Activity

- ▶ Interpret Activity: Develop an Argument The student develops a mathematical argument related to why they think that something is true. Technology may help to form and to display that argument, specifically blogging.
- ▶ Produce Activity: Develop a Problem The student poses a mathematical problem that is illustrative of some mathematical concept, relationship, or investigative question.
- ▶ Apply Activity: Choose a Strategy The student reviews or selects a mathematics related strategy for a particular context or application.
- ▶ Apply Activity: Apply a Representation The student applies a mathematical representation to a real-life situation (table, formula, chart, diagram, graph, picture, model, animation, etc.).

TPACK framework in my classroom

I will arrange various activities by using different types of technologies such as flip camera, Voki speaking avatar and Voice Thread.



Teaching technology -2.

Use Voki Voice Thread to practice Chinese Speaking skill.

- ▶ Voki speaking avatar and voice thread can be used to teach Chinese; students can record their own voice and repeat new words. Students are able to use new vocabulary to make sentences. Hurteau(n,d.) states this teaching tool can also cultivate students' creativity. teachers should also link basic interpersonal skills (BICS), cognitive academic language skills (CALP) and natural ESL education methods.



9. Technology tools



- ▶ Bamboo Pen, play card, paper clock ,fake money, quizlet, google Docs, YouTube, computer/laptop

Multiples intelligence



Multiples intelligence to teach Chinese numbers

Gardner (1983) put forward the theory of multiple intelligences which focuses on human logic and language ability. This provides a basis for understanding the learning habits of students.



- Sensory input –
Understand students learning habits



- ▶ Use the Sensory information, Cerebral Lobe, Limbic system and information Processing Model to explain the concept to the students based on students different learning habits.

Students use five senses to learn Chinese



1. Students use eyes to watch the video.
2. Students use their ears to listen the sound.
3. Students use their mouth to repeat the numbers.
4. Students use their hands to count the number and touch the play cards.

1.Students use eyes to watch the video.

<https://www.youtube.com/watch?v=4aDdut0bpSY>



2. Students use their ears to listen the sound.

<https://www.youtube.com/watch?v=ejOXzbvsYK8>



3. Students use their mouth to repeat the numbers



4. Students use their hand to count the number and touch the Ma Jiang and play the cards.

- Students use their hands to practice various activities



Activities for kinesthetic learners



- ▶ Students roll the dices and tell the partner the total numbers in Chinese .
- ▶ They jump the rope and kick the shuttlecock . They count the numbers in Chinese to match the number they rolled when they participate the activities.



Chinese numbers-Counting numbers by hand



一
yī one



二
èr two



三
sān three



四
sì four



五
wǔ five



六
liù six



七
qī seven



八
bā eight



九
jiǔ nine



十
shí ten

Evaluation and Assessment



- ▶ Listening skill: The teacher will read a paragraph and ask students to write down all the numbers that they heard in Chinese.
- ▶ Speaking Skill: Divided Students into partners and have a conversation about their **Assigned** topic such as age, time and date.
- ▶ Reading Skill: Ask student read the story and answer teacher's questions.
- ▶ Writing skill: Ask students to write down what they learned in class.

Assessment: Count the numbers of animal in Chinese and put them in correct order according the story.



Conclusion



- ▶ Hammond (1999) states that teachers are facing huge challenges in today's society. Teachers should have high standards of teaching skills in order to adapt to the ever-changing social forms. Teachers need to understand the needs of students. Teachers should provide students with cultural background to understand students' cognitive and social abilities. Teachers also need to understand curriculum resources and techniques to stimulate students' exploration spirit. Teachers must also actively cooperate with parents and be able to get support from the school and the community. Teachers should continue to learn and collaborate with other teachers to continuously improve their teaching level.

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