

***A Butterfly's Life* 一只蝴蝶的生活**
Integrated Performance Assessment
Chinese, Grade 2, Hall Elementary School, Year End

IB Theme: Nature: Sharing Our Beautiful Earth

Enduring Understanding:

- The practices, products and perspectives of a culture are related and reflect each other.

Important Questions:

- How do we observe changes in the natural world?
- How do we make healthy choices that help us grow?

Learning Targets:

Students can:

1. Understand a simple story and identify foods that a caterpillar eats each day. (Interpretive Communication)
2. Describe the four stages of a butterfly's life. (Presentational Communication)
3. Ask and answer questions about food likes and dislikes. (Interpersonal Communication)

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Summary of Performance Assessment Tasks and Standards Addressed

Communication	Interpretive task
	<ul style="list-style-type: none"> Listen to a story adapted from “The Very Hungry Caterpillar” by Eric Carle. Circle pictures on a calendar to match the days of the week to the foods the caterpillar eats during the week.
	Presentational task
	<ul style="list-style-type: none"> Create a poster and draw pictures that show the life cycle of a butterfly and present it orally in Chinese to their class.
	Interpersonal task
	<ul style="list-style-type: none"> Interview a partner, ask and answer questions to compare each other’s favorite foods. Fill in a Venn diagram to compares the food like s and dislikes.
Culture	<ul style="list-style-type: none"> A butterfly song in Chinese. Chinese calendar Typical Chinese foods
Connections	<ul style="list-style-type: none"> Second grade science unit of the Life Cycle of the Butterfly.
Comparisons	<ul style="list-style-type: none"> Calendar Typical foods
Communities	<ul style="list-style-type: none"> Students perform the Chinese butterfly song for other classes in the school and present the story to parents.

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Communication: Interpretive	Performance Assessment Task 1
<p>This assessment is at the beginning of the unit.</p> <p>Students have learned and practiced words from the story:</p> <ul style="list-style-type: none"> • Foods • Days of the week • Ordinal numbers • Size – big, little • Colors • Caterpillar, butterfly • Hungry/not hungry • Wants to eat • Leaf 	<p>Listen as the teacher presents an adaptation of the story “The Very Hungry Caterpillar” by Eric Carle with pictures. (This story is simplified in Chinese to be comprehensible to beginning students. The teacher presents the story in Chinese while point to the pictures and providing comprehensible input, such as asking questions that scaffold comprehension.)</p> <p>Then, the teacher retells the story in Chinese, but changes the order of the foods that the caterpillar eats on different days. The students match the foods to the days of the week when the caterpillar eats them.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Listen to the teacher tell the story of “The Very Hungry Caterpillar”. 2. The teacher will retell the story and make some changes to the story, changing which foods the caterpillar eats on certain days. 3. Listen carefully and match the day of the week with the food that the caterpillar eats on that day.

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Communication: Presentational	Performance Assessment Task 2
<p>This assessment is in the middle of the unit. Students prepare presentational tasks for performance to an audience.</p> <p>Students have learned and practiced words from the story:</p> <p>Essential vocabulary:</p> <ul style="list-style-type: none"> • Foods • Days of the week • Ordinal numbers • Size – big, little • Colors • Caterpillar, butterfly • Hungry/not hungry • Wants to eat... • Leaf 	<p>In a small group, create a poster with drawings that show each stage in the life cycle of a butterfly. Use a template provided by the teacher. Describe the drawings on the poster orally to show the life cycle of the butterfly to the class audience.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Use the template provided by the teacher to draw a poster that shows each stage of the life cycle of a butterfly. 2. Talk about each stage of the life cycle in Chinese. Take turns in the group to present the life cycle in order. Show on the poster what stage you are presenting about.

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Communication: Interpersonal	Performance Assessment Task 3
<p>This assessment is at the end of the unit.</p> <p>Students have learned and practiced: Communicating in a un-rehearsed conversation.</p> <p>All of the above essential vocabulary, plus review of:</p> <ul style="list-style-type: none"> • Foods • Days of the week • Ordinal numbers • Size – big, little • Colors • Caterpillar, butterfly • Hungry/not hungry • Wants to eat 	<p>Interview a partner about their favorite foods. Ask and answer questions to fill in a Venn diagram that compares the foods you and your partner like and dislike.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Make a list of five or more foods that you like in Chinese. 2. Tell your partner a food that you like and ask if he/she likes a food that food. Take turns asking each other about foods you like or dislike 3. Listen for the answers of your partner and mark the foods you both like in the space where the two circles intersect.

Criteria for Assessing Integrated Performance Tasks

- How will you know how well students understand?
 - Use the **interpretive task rubric** for Novice with students.
- How will you know how well students can express ideas and give information to others?
 - Use the **presentational task rubric** for Novice with students.
- How will you know students can interact with other in the target language?
 - Use the **interpersonal task rubric** for Novice with students.

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Language components and teaching resources			
Language Functions	Key Structures	Key Vocabulary	Materials/ Resources
<ul style="list-style-type: none"> • Ask and answer basic questions • Tell likes and dislikes • Identify parts of body • Tell what day it is • Describe a sequence in the life of a butterfly 	<ul style="list-style-type: none"> • Adjectives, verbs, adverbs • Asking Yes/No, either/or questions: Are you hungry, not hungry? 餓不餓? (Are you hungry?) • Like, not like? 喜歡不喜歡? (Do you like...?) Want to eat, not want to eat? 想吃不想吃? (Do you want to eat...?) • Asking information questions: Where? Why? When? • “I on Tuesdays eat strawberries.” • 我星期二吃草莓。 • “I like_____.” “I don’t like_____.” • 我喜歡____。我不喜歡____。 • “I want to eat_____.” “I don’t want to eat_____.” • 我想吃____。我不想吃____。 • “What is this? This is _____.” • 這是什麼? 這是_____。 • “Who is this? This is_____.” • 這是誰? 這是_____。 	<p>Essential to know:</p> <ul style="list-style-type: none"> • Foods –food item from <u>The Very Hungry Caterpillar</u> Book • Days of the week • Stages of life cycle of a butterfly – egg 卵, cocoon 蛹, caterpillar 毛毛蟲, butterfly 蝴蝶. • Adjectives: big, small; beautiful, ugly 大小美麗漂亮醜 • Question words – Who, what, where and when? • Numbers 1-10 <p>Nice to know:</p> <ul style="list-style-type: none"> • Weather- • Seasons • Measurement terms - kilogram, meter, liter • Names of typical snacks from China and Taiwan 	<ul style="list-style-type: none"> • Pictures, stories, online resources, videos, games • Book: “好餓的毛毛虫” The Very Hungry Caterpillar” by Eric Carle, in Chinese • Comprehension worksheet (Appendix 1) • Template, graphic organizer for the butterfly’s life cycle (Appendix 2) • Photo flashcards of foods • Venn diagram with labels: “A” likes/ Both like/ “B” likes • Authentic snacks from China and Taiwan

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Description of sample lessons and formative assessment for *beginning, middle, and end* to teach the unit

<p style="text-align: center;">Beginning</p> <p>Review:</p> <ul style="list-style-type: none"> • Introductions and good-byes; • Names and ages/numbers; • Questions, i.e. what do you like? <p>Introduce:</p> <ul style="list-style-type: none"> • Are you hungry? • Do you want to eat? • Days of the week • Months of the year • What does the caterpillar eat? 	<p>“Hook” students; get them interested in the topic.</p> <ul style="list-style-type: none"> • Introduce essential, important questions, or a related question. e.g. Who gets very hungry? • Introduce questions and increase the number, such as “I can answer one question- Are you hungry?” “I can answer two questions, “Do you like__?””, and “Do you want to eat __?””. Continue increasing the number of questions, and repeating the previous questions (1st question, 2nd question, etc...). Use more food items, such as ice cream or cake. <p>Key elements of the lessons</p> <p>Introduce vocabulary:</p> <ul style="list-style-type: none"> • TPR - students do actions; students follow commands; use humorous, bizarre commands (i.e. sit on the table, sit under the table) • Use photo flashcards of foods • Use Personalized Questions and Answers (PQA) to ensure the questions are comprehensible to the students. • Use a variety of techniques and comprehension checks. • Use food items, such as chocolate or lollipop to maintain students’ motivation. • All food items are vocabulary from the book, <u>The Very Hungry Caterpillar</u>, by Eric Carle, in Chinese. • Introduce 5 – 7 fruits, including those from the book <u>The Very Hungry Caterpillar</u>. • Play memory games. • Learn “Days of the Week” and “Seasons of the Year” song. • <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • Teacher asks personalized questions to students about foods they like and dislike • Make a graph of the students’ responses, i.e. How many students like apples? • Practice with a partner asking “Do you like? Use a handout with pictures.
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Sample formative assessments:

- Tell a story by asking personalized questions.
- Use comprehension checks, i.e. thumbs up/thumbs down; what percentage of description did you understand, show 8 fingers for 80%; TPR commands- “Point to the apple. Touch the pear.
- Have students fill in a Venn of foods and snacks from China and from the U.S.
- Have students hold pictures of food and line up in the sequence that the caterpillar eats these. Do a similar sequence line-up with days of the week. Then students with foods can stand next to the day of the week that the caterpillar ate this food.
- Respond to visuals - yes/no; choice (is it X or Y?; who, what, where, when?)
- Line up in sequence holding the words for the days of the week, and seasons of the year.

Teaching reading and writing:

- Teach the character when the word is introduced
- Practice character recognition
- Students copy a character for vocabulary topic;

Do **interpretive** performance assessment task whens students are ready.

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<p style="text-align: center;">Middle</p> <ul style="list-style-type: none"> • What do you like? • I like / I don't like • More foods, desserts • Days of the week, months, seasons, dates • Butterfly song • Ordinal numbers: first, second, third, fourth 	<p>Transition and maintain students' interest in the topic.</p> <p>Key elements of the lessons</p> <ul style="list-style-type: none"> • Students choose some authentic Chinese food to compare with foods from U.S. • Fill in a Venn Diagram • Discuss with a partner • Ask students personalized questions: Do you eat leaves? Who eats leaves? Do you like ice cream? Do you like cookies? Does the teacher like to eat cake? • Read <i>The Very Hungry Caterpillar</i> book by Eric Carle. • Begin to make a student version of the <i>The Very Hungry Caterpillar</i> book. • Sing Chinese butterfly song and make the song personalized to students. • Sing the teacher-made songs about "season of the year" song, -made "months of the year" song. Use personalized questions and answers to introduce seasons and months with students/ • Introduce names of all desserts from the book. Personalize questions to students, "Is this a dessert (sweet) or not a dessert? Do you like....?" • Sing Chinese butterfly song and make the song personalized to students. • Introduce ordinal numbers - first, second, third and fourth. Line students up in sequence holding cards for seasons, days of the week, months, dates <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • Pair / Share: Say what season you like to your partner. Ask about all 4 seasons. • Practice saying names of seasons using flashcards and handout with your partner. • In pairs, categorize food items in the <u><i>Very Hungry Caterpillar</i></u> book, into desserts or not desserts, "Is this a dessert?" Yes/No. • Practice putting days of week, seasons, months in order with your partner, say which is first, second, third...etc. <p>Teaching reading and writing:</p> <ul style="list-style-type: none"> • Teach the character when the word is introduced • Practice character recognition • Students copy a character for vocabulary topic; <p>Do presentational performance assessment task when students are ready.</p>
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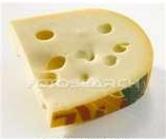
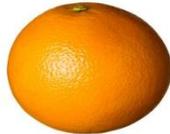
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<p>End</p> <ul style="list-style-type: none">• Stages of the Butterfly's Life Cycle• Ordinal numbers: first, second, third, fourth	<p>Wrap up the unit and revisit and answer the important questions.</p> <ul style="list-style-type: none">• TPR commands; tell students to put photo flashcards of the butterfly in various stages in sequential order.• Ask students: Are you big or little? Do you grow? How will you be different next year? Is the butterfly big or little? Did the butterfly grow? Is the butterfly beautiful?• Read The Very Hungry Caterpillar book.• Finish making students' The Very Hungry Caterpillar books.• Make presentational task poster.• Students present the life cycle of a butterfly, using ordinal numbers.• Sing the Butterfly song to other classes, parents. <p>Teaching reading and writing:</p> <ul style="list-style-type: none">• Teach the character when the word is introduced• Practice character recognition• Students copy a character for vocabulary topic; <p>Do interpersonal performance assessment task when students are ready.</p>
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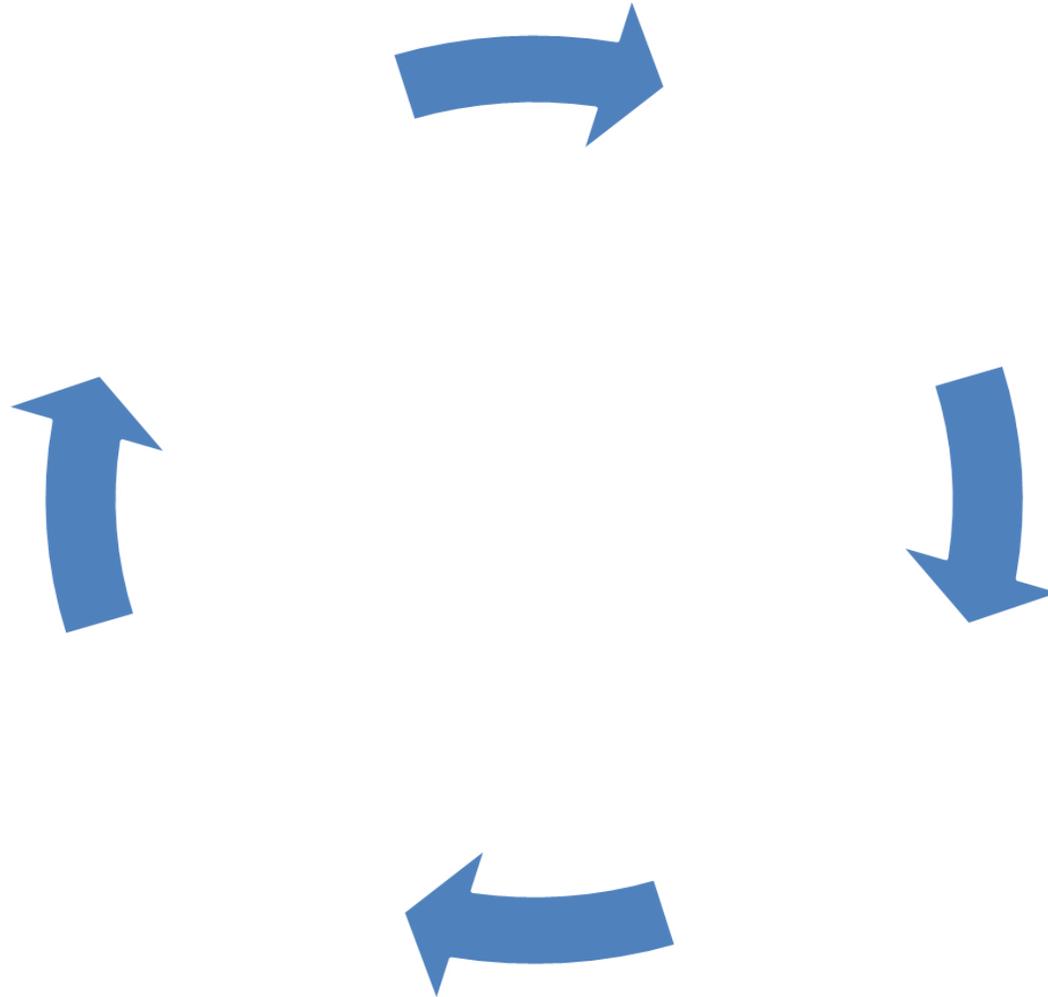
Appendix 1: Interpretive Task Comprehension check sheet

Listen to what the teacher reads about a caterpillar eating some food. Circle a correct picture of the food that the caterpillar ate on a correct day of the week.

星期日(天)	星期一	星期二	星期三	星期四	星期五	星期六
						
						
						
						

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Appendix 2: Graphic Organizer for drawing a butterfly's life cycle:



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LESSON PLANNING CHECKLIST

√	ITEM
STAGE ONE: LESSON GOALS	
	I have identified what I want students to know by the end of the lesson
	I have identified what I want students to be able to do by the end of the lesson
	I have identified the Standards that I am addressing in the lesson
STAGE TWO: CHECK FOR LEARNING	
	I know how students will show me that they have achieved the lesson goals by the end of the lesson
STAGE THREE: LESSON ACTIVITIES	
	I have thought about various activities that could be used to achieve the lesson goals
	From the activities I have thought about, I have carefully selected activities that hold the greatest promise for reaching the lesson goals
THE ACTIVITIES I HAVE SELECTED DO THE FOLLOWING:	
	Give students a reason for needing and wanting to pay attention, and being on-task
	Provide students with an authentic (real-world) purpose for using the language
	Make the learner—not the teacher—the active participant
	Engage all students as opposed to just one or two at a time
	Provide sufficient opportunities for input before expecting output
	Provide multiple, varied opportunities for students to hear new words and expressions in contexts that make meaning transparent
	Represent the best use of instructional time
	Take an appropriate amount of time considering the age of the learner
	Include enough variety to enable a lively pace for the lesson
	Vary in level of intensity and physical movement from one activity to the next

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