

Integrated Performance Assessment (IPA) Part Two

Introduction

Two interpretive tasks provide an opportunity for students to demonstrate listening and reading comprehension skills with a new chapter of the Juan Daniel story. Because this chapter book is designed at an “instructional level,” the teacher has read most of Chapters 1-6 aloud to students and provided extensive scaffolding for meaning. As the class begins Chapter 7 of this eight-chapter story, students are familiar with language related to the main characters, settings, story topics and events from earlier chapters. They are now ready to demonstrate their abilities to interpret orally presented and written language for meaning.

To begin, students will listen as the teacher reads aloud the beginning section of Chapter 7 from the Juan Daniel story. Chapter 7 is about the events of Juan Daniel’s championship soccer game. After listening twice to the same section of the chapter, students will be asked to complete IPA 2-1: *Listening Comprehension Assessment [Interpretive Task (Listening comprehension)]*. This assessment involves tasks such as picture sequencing, multiple choice, true/false, and making predictions about future story events. Teacher will then ask students to exchange papers for peer correcting and will review and debrief answers and predictions with the whole class. It is important that all students understand this section of the story before moving on to the second interpretive task that assesses reading comprehension skills.

Once the teacher is confident that the whole class clearly understands the beginning events of Chapter 7, students will be asked to finish reading the chapter on their own and then to complete IPA 2-2: *Reading Comprehension Assessment [Interpretive Task (Reading comprehension)]*. In this part of the story the main character, Juan Daniel, applies the engineering design process to win the championship soccer game. Students are asked to demonstrate use of reading comprehension strategies and demonstrate comprehension of main events and supporting details. Teacher will collect and grade student work. After returning graded work to students, teacher and students will review and discuss answers, and call attention to important reading comprehension strategies. Finally, the class will brainstorm other examples of how useful it is to apply what we learn in one situation (example here: engineering design process) to a different one (example here: Juan Daniel’s championship game).

Part Two: Interpretive Tasks
(associated with JD Chapter 7)

Assessment Topic: What methods do engineers use to solve problems? How can what we learn in one situation help us in another? What listening and reading strategies can we use to help us understand a new chapter?

DESIRED RESULTS (教学目标)

Academic Content Assessment Objectives: Students can...

Chinese Language Arts

- Actively listen to and accurately interpret the main idea and relevant details of a short passage
- Recall and use prior learning to prepare for listening and reading comprehension tasks
- Actively engage in the reading process
- Comprehend grade-appropriate text (that has not been previewed)
- Distinguish between use of two homophones, 的 and 得, in written text
- Use context cues and character analysis to infer meaning of unfamiliar words
- Identify key words and construct a written chapter summary in a few sentences
- Demonstrate reading comprehension by answering literal, inferential, interpretive and evaluative questions
- Make and evaluate predictions about a story

Science and Engineering

- Analyze the relationship between the engineering design process and Juan Daniel's game strategy

Learning Strategies: Students can...

- Ask questions to find information you are seeking
- Transfer knowledge about other languages to target language
- Use visualization
- Use selective attention (key words)
- Make inferences (context, text analysis and picture cues)
- Make predictions

Chinese Language Objectives: Students can...***Functions and Forms*****Content-obligatory (CO)**

- Recount events in simple past time using action verbs with 了 (temporal marker) and dependent time phrase/clause in complex sentence
- Express location using 在 [zài] in a locative phrase
- Ask and answer questions using question words
- Order a series of events using sequencing adverbs
- Construct characters to form words and phrases adhering to character structure rules and stroke order guidelines
- Identify and construct semantic radicals as separate characters or as part of another character
- Predict degree of probability of something using auxiliary “helping” verbs
- Describe emotional states of main characters using adjectives or adverbs
- Describe actions of main characters using verb + resultative complements (directional)

Content-compatible (CC)

- Report events/results in past time using adverbs of time
- Make inferences based on visual clues
- Express a personal opinion
- Accept feedback/advice/idea
- Ask for clarification about feedback/advice/idea
- Negotiate turn-taking

Vocabulary

	Recognize (了解)	Produce (识记)
Content-obligatory	<p>Story-Related 同意 to agree, agreement, 表示 to express, 吃惊 to be shocked, 死死地 tightly like a dead knot, 扑了个空 to go flying toward the ground, 平衡 balance, 欢呼 to cheer</p> <p>Interpretive Assessment Key Words 冠军赛 championship game, 半场 halftime, 领先两个球 winning by two goals, 常规锻炼 running drills, 欺负 to bully, 领先 ahead, 落后 behind, 传球 to pass, 射门 to make a goal, 进攻 attack; to attack, 策略 strategy, 拦截 to block, 速度 speed, 防守 to defend, 把比分扳平 to tie the score, 冲刺 to rush out, 控制 to control, 闪开 to dodge, 受伤 to get hurt, 冠军 champion, 赢 to win, 踢 to kick</p>	<p>Professional People 工程师 engineer, 生物工程师 bioengineer, 科学家 scientist</p> <p>Engineering Design Process 工程设计步骤 Engineering Design Process, 提问 ask, 思考 imagine, 设计 plan, 制作 create, 改进 improve, 步骤 step, 设计 to design, 模型 to model/modeling, 工程师 engineer, 实验 experiment, 科学家 scientist, 薄膜 membrane, 结果 result, 变化 changes (noun), 去解决实际问题 to solve real-world problems, 试一试新的想法 to try out new ideas, 运用想象力 to use imagination</p> <p>Story Elements/Literacy Terms 章节 chapter, 人物 characters, 和结局 solution, 主要人物 main character, 主体思想 main idea, 细节 details, 问题 problem, 比较 to compare/contrast, 推测 to predict/prediction</p> <p>Team-Related 队 team, 团队精神 team solidarity, 队友 teammates, 合作 teamwork</p>

	Recognize (了解)	Produce (识记)
Content-compatible	<p>Assessment Words 制定 to draft/make, 测试 assessment, 反馈 feedback, 反馈圈 feedback loop, 综合的 integrated, 表现 performance, 理解的 interpretive, 表达的 presentational, 交流的 interpersonal, 同学评估 peer evaluation, 自我评估 self-assessment, 评分表 rubric, 复合句 compound sentence, 比较级 comparative expression, 视觉接触 eye contact, 评估 to evaluate, 标准 criterion, 质量 quality, 数量 quantity,</p> <p>Assessment Activities 全班 whole class, 小组 small group “圈出” “Circle the letter”, 思考-搭配-分享 think-pair-share</p> <p>Literacy Terms 做推断/推测 To make inference, 关键字 key words, 听力理解 listening comprehension, 阅读理解 reading comprehension, 推断/推测 prediction</p> <p>Mind Maps® 圆圈图 Circle Map®</p> <p>Story-Related 布满 to be covered with, 充满 to be filled with, 兴奋 excitement, 决心 determination, 日常 daily, 锻炼 body exercise, 转眼 instant like a blink of an eye, 舒舒服服 comfortable, 不相上下 equally matched, 精彩的 wonderful, 又凉快又舒服 not only cool but also comfortable, 停顿 to pause</p>	<p>Adjectives 真/对 true, 假/错 false</p> <p>Adverbs/Adverb Phrases 慢 slow, 中 medium, 快 fast, 全部 all, 部分 some, 没有 none, 太多 too much, 太少 too little, 正好 just right/exact amount, 最多 at most, 更 even more, 约 approximately, 一.....就..... as soon as</p> <p>Job Cards/Roles 中文督察员 Chinese Champion, 材料管理员 Magnificent Materials Manager, 记录员 Remarkable Recorder, 工作管理员 Terrific Taskmaster, 演示质检员 Polished Presenter</p>

Note: In the **Language-Function-Form-Vocabulary Connection** section you will find additional vocabulary that is directly supportive of the various language functions. The particular words and phrases you choose to target will depend on your students' proficiency levels. Because of this, we have not included all vocabulary here. At the end of this lesson, you will find a table that provides more detailed information about the lesson vocabulary identified above.

PREPARATION (教学准备)**Materials Needed for IPA 2**

- MMIC IPA 2-IWB: *Interactive Whiteboard Pages*
- “Juan Daniel” story text for Chapter 7
- MMIC IPA 2-1-TG: *Listening Comprehension Assessment—Teacher Guide*
- MMIC IPA 2-1: *Listening Comprehension Assessment*
- MMIC IPA 2-2: *Reading Comprehension Assessment*
- Decks of story picture cards for story retell activity (see Lesson 3)
- Cross-cultural chart

IPA ACTIVITIES

Preview Phase—“Intro” activity

Students will debrief Part One of the IPA and review the main events of Chapters 2-3 in Juan Daniel storybook as a way to reactivate knowledge of earlier story events and basic soccer vocabulary.

Time: 45 minutes

Interpretive Task #1 Activity 1: Listening Comprehension

1. Display page 1 of MMIC IPA 2-IWB. During a Think-Pair-Share activity, elicit from students what they remember doing for Part One of the IPA, the oral presentational task and assessment.

Chinese	English
你们在综合能力测试（一）的时候做了哪些准备活动？	What did you prepare to do for Part One of the IPA?
在这个部分里你们得会说哪些中文字词和短语？	What did you need to be able to say in Chinese for this part?

2. Display page 2 of MMIC IPA 2-IWB, the visual overview of the IPA, and introduce Part Two of the IPA, the interpretive tasks. Suggested teacher language:

Chinese	English
综合能力测试接下来的这个部分会带你们回到《Juan Daniel 和他的幸运蛙》的故事。你们（学生们）会听并且阅读第七章。通过完成一些笔试题，你们会有机会展示一下你们听懂和读懂的东西。	This next part of the IPA will take us back to the storybook, <i>Juan Daniel's Fútbol Frog</i> . You (students) will be expected to listen to and read portions of chapter 7. You will have a chance to show me your understanding of what you listened to and read by completing written tests.

Note: To prepare for this portion of the IPA, it is important to review the beginning of the story—especially the events of the soccer game from Chapters 2-3.

3. Display page 3 of MMIC IPA 2-IWB, four pictures from Chapters 1-3 of the JD story. Then, ask students to look at the pictures and think back to the beginning of the story.
4. Ask them to listen carefully to the questions you ask and without talking to see what they remember, see what other pictures they see in their heads. Tell them you will wait to talk about what they remember until after they hear all the questions. Then ask:

Chinese	English
Juan Daniel 准备好要做什么?	What was Juan Daniel getting ready to do?
他从哪离开、到哪去?	From where did he leave and to where was he going?
他要去见谁?	Who was he going to meet there?
Juan Daniel 到达的时候发生了什么?	What happened when Juan Daniel arrived?
Juan Daniel 怎么会在凳子上休息?	How did Juan Daniel end up sitting on a bench?

Note: Make sure to pause after each question to allow students time to think and remember.

5. Ask students to individually jot down a few words and phrases of anything they recall about the beginning chapters. Tell them that they will be exchanging their words and phrases with a classmate.
6. Display page 4 of MMIC IPA 2-IWB, have students find a partner, exchange papers and read what each other wrote. After reading the words and phrases, ask them to talk about what they remembered about the beginning of the story. Then, ask them to return to their desks and add any new words or phrases they would like to their original list.
7. Repeat this same process (exchange papers, read silently, discuss, add new words or phrases) by having pairs of students form small groups of four students (Met's Modified Think-Pair-Share, 2008).
8. Debrief the main events of the first soccer game by creating a circle map of the first soccer game on page 5 of the whiteboard as a whole class. Make an effort to elicit and record as much vocabulary about soccer as possible (goal, captain, forward, defender, etc.).
9. Display pages 6-7 of MMIC IPA 2-IWB. Put students in pairs and give each pair a set of 10 story cards that were used in lesson 3. As before, invite students to play the "card game" with the picture cards and retell the main events of the first soccer game. Refer to Lesson 3, Learning Activity 6, #4.

Language Function-Form-Vocabulary Connections (Activity 1)		
CO IPA 2.1.1	Recount events in simple past time using action verbs with 了 (temporal marker) and dependent time phrase/clause in complex sentence	
For example:		
Approaching	Attaining	Expanding
Juan Daniel 跟朋友一起去踢球了。 Juan Daniel went to play soccer with his friends.	足球比赛的时候, José Eduardo 把 Juan Daniel 推倒了, Juan Daniel 的胳膊受伤了。 While at the soccer game José Eduardo pushed Juan Daniel down and Juan Daniel's arm was hurt.	正当 Juan Daniel 鼓足劲儿要出脚的时候, 突然有人用力地推了一下他的肩膀。 When Juan Daniel was about to kick the soccer ball, someone shoved his shoulder hard.
Simple past time using action verb with temporal marker 了	Use of dependent time phrase in complex sentence and temporal marker 了	Use of dependent time clause in complex sentence and temporal marker 了
Form focus: Formation of past tense		
1. Use of 了 as temporal marker		
Simple past time can be communicated using 了 (temporal marker), e.g., action verb + 了 (temporal marker). The temporal marker “了” is positioned either immediately after the main verb or at the end of the sentence/clause.		
2. Use of dependent time phrase/clause in complex sentence		
Mandarin uses adverbs of time and adverb of time phrases to connect two clauses and form one complex sentence. The first clause may consist of <ul style="list-style-type: none"> • An adverb of time placed at the end of the first clause [noun + adverb of time 的时候], e.g., 足球比赛的时候, (While at the soccer game, ...) • or an adverb of time phrase that is separated into two parts [当 (part 1) + simple SVO sentence + 的时候 (part 2)], e.g., 当我们测试尼龙纱窗布的时候, (When we tested the nylon screen,...). For example, Noun/simple SVO sentence + adverb of time phrase 以后.....后 (after), + main clause. Noun/simple SVO sentence + adverb of time 以前 (before), + main clause. Noun/simple SVO sentence + adverb of time phrase 当.....的时候 (when/while at), + main clause.		

Noticing and awareness spotlight:
Use of temporal marker “了” with “verb + verb complement” structure
When a two-character “verb + verb complement” structure is used, the temporal marker “了” must be placed after the verb complement. For example, [我] 看到了。(I saw.) However, if the verb complement consists of two characters instead of just one, then “了” can be placed either after the one-character first main verb or after the two-character verb complement. For example, 他走了出来。(He walked out of there.) 他走出来了。(He walked out of there.)

CO IPA 2.1.2	Express location using 在 [zài] in a locative phrase		
For example:			
Approaching	Attaining	Expanding	
在这儿 (here [vernacular]) 在这里 (here, this place) 在那儿 (there [vernacular]) 在那里 (there, that place) 在家 (home) 在饭馆儿 (restaurant) 在足球场 (soccer field) 在热带雨林里 (rain forest)	在...前边/面/头 (in front of) 在...后边/面/头 (behind) 在...上边/面/头 (above) 在...下边/面/头 (below) 在...里边/面/头 (inside) 在...外边/面/头 (outside)	在这两个部分的中间 (in the center of these two sections/parts/areas) 在又热又干燥的地方 (on the hot, dry place)	
在 (zài) + adverb of location (here, there)/noun (home, restaurant, soccer field, country)	在 (zài) + noun + locative particle	在 (zài) + modifying phrase + 的 + noun OR 在 (zài) + modifying phrase + 的 + noun + locative particle	
Form focus			
1. Formation of locative phrase: “在 (zài) + noun + locative particle”			
To express location Chinese speakers use a locative phrase that begins with the coverb 在 (zài). For example, “在 zai + concrete noun + locative particle” 在守门员后面: behind the goalie 在足球场上: on the soccer field			

To provide more detail within a locative phrase, we can add a modifying phrase, for example, “在 (zài) + modifying phrase + (的) + noun (+ locative particle).”

There are a few different ways to construct a modifying phrase:

1. Adj + 的: For example, 在又热又干燥的足球场上 (on the hot, dry soccer field)
2. Noun phrase + 的: 在这两个部分的中间 (in the center of these two sections)

2. Placement of locative phrase

Unlike in English, a locative phrase is placed either at the beginning of the sentence or before the main verb, NOT at the end of the sentence.

A locative phrase, e.g., “在 zai + concrete noun + locative particle,” can be placed in a sentence as follows:

1. Directly before the main verb. (Typical placement)
我们在咖啡过滤纸上放了一块海绵。We put a sponge on the coffee filter.
(Subj + locative phrase + verb + past tense marker + object.)
2. At the beginning of the sentence and set off by a comma. (for emphasis)
在咖啡过滤纸上, 我们放了一块海绵。On the coffee filter, we put a sponge.
(Locative phrase, subj + verb + past tense marker + object.)
3. After main verb in a 把-construction (giving emphasis to the direct object)
我们把一块海绵放在咖啡过滤纸上了。We placed a sponge on the coffee filter.
(Subj + 把-construction [把 + object + verb + complement] + past tense marker.)

Noticing and awareness spotlight: Use of suffixes 边、面、头

Locative particles such as 前 (in front of) and 后 (behind) will typically be used with one of the following suffixes: 边 (-bian)、面 (-mian)、头 (-tou) and become, for example, 前边/面/头。





The following adverbs of location can be used interchangeably:

这儿 (here [vernacular]); 这里 (here, this place)
那儿 (there [vernacular]); 那里 (there, that place)

CO IPA 2.1.3	Ask and answer questions using question words	
For example:		
Approaching	Attaining	Expanding
..... 吗? Use of ma 是不是.....? Is or is not?	谁.....? (Who) 什么.....? (What) 哪里.....? (Where) 什么时候.....? (When) 怎么.....? (How) 为什么.....? (Why)	几/多少? (How many) 哪(些).....? (Which)

Form focus: Placement of question words
<p>Most question words in English occur at the beginning of a sentence. However, question words in Chinese occur in a variety of positions. Generally, question words appear in the same position as the grammatical function they serve in the sentence.</p> <p>For example: 谁参加足球比赛? (Who is going to play the soccer game? [“Who” occurs in subject position]) 你看见几个足球运动员? (How many soccer players did you see? [“How many” is in the # position of the noun phrase # + classifier + noun])</p>
Noticing and awareness spotlight: Use of 吗? 吧? 呢?
<p>A few particles are commonly used at the end of questions.</p> <p>吧? is used to invite agreement. 呢? is a tag question meaning “, and you?” 吗? is a question particle that is used when one expects a “yes” or “no” response.</p>

CO IPA 2.1.4	Construct characters to form words and phrases adhering to character structure rules and stroke order guidelines	
For example:		
Left-right: 叫、场		
Top-bottom: 吉、只		
Left, middle, right: 树、谁		
Top, middle, bottom: 复、常		
One-part, totally enclosed: 国、回		
Partially enclosed: 用, 原		
Approaching	Attaining	Expanding
<p>One- and two-part characters</p> <p>One-part character 我、生</p> <p>One-part, totally enclosed 国、回</p> <p>Two-part characters Left-right: 叫、场 Top-bottom: 吉、只</p>	<p>Three-part characters</p> <p>Left, middle, right: 树、谁 Top, middle, bottom: 复、常 Left, top-right, bottom-right: 锋、纷 Top-left, bottom-left, right: 部、剂、劲 Left-top, right-top, bottom: 然、赞 Top, left-bottom, right-top: 死、前</p>	<p>Four + part characters</p> <p>Left-top, right-top, left-bottom, right bottom: 能、舒 Left, top-right, middle-right, bottom-right: 慢、镜 Left, middle, top-right, bottom-right: 游 Left, middle-top, middle-bottom, right: 湖</p>

Form focus: Formation of Chinese characters
1. Character structure rules
<p>Chinese characters are called “square” characters because no matter how simple or complex, each character fits inside a square. Characters can usually be divided into different parts. These parts form character structures. There are four main structures: one-part structure, two-part structure, three-part structure, and four-part structure. These structures can be further divided into sub-parts.</p> <p>For example,</p> <p>Two-part structures:  (top/bottom),  (left/right)</p> <p>Three-part structures:  (left, top-right, bottom-right),  (top-left, bottom-left, right), etc.</p>
2. Stroke order guidelines
<p>General rules for writing Chinese characters are:</p> <ol style="list-style-type: none"> 1. Horizontal first, then vertical. 2. Top first, then bottom. 3. Left first, then right. 4. Left-slanted first, then right-slanted. 5. Outside first, then inside. 6. Center first, then both sides. 7. With “closed” characters, enter character first, then close it up.

CO IPA 2.1.5	Identify and construct semantic radicals as separate characters or as part of another character	
For example:		
<p>言 (yán, speech), when used as a semantic radical, turns into 讠, e.g., 说 (to speak)</p> <p>牛 (niú, ox), when used as a semantic radical, has two forms: 牜, e.g., 物 (object) or 𠂇, e.g., 告 (to tell)</p>		
Approaching	Attaining	Expanding
<p>Some semantic radicals can be stand-alone characters and do not change form when used as part of another character:</p> <p>大 (big), 天 (sky/heaven/day)</p> <p>虫 (insect), 蛙 (frog)</p> <p>Some semantic radicals can only be part of other</p>	<p>Some semantic radicals change form when used as part of another character:</p> <p>手 (hand) could be in the forms of 扌 → 把 (“bǎ”) or 扌 → 看 (look)</p> <p>金 (gold) will be in the form of 钅 → 锻炼 (exercise)</p>	<p>Some less commonly used semantic radicals:</p> <p>矢 (shǐ, arrow) as in 矮 (short)</p> <p>身 (shēn, body) as in 躺 (to lie down)</p>

characters: 疒 (sick), 病 (illness, sick) 艹 (grass), 草 (grass)		
Form focus		
1. Semantic radicals		
<p>There are about 201 semantic radicals used in 7,000 characters listed in the <i>Statistics of Commonly Used Characters</i> 《现代汉语通用字表》 (1998). Among 201 radicals, 100 are frequently used in high frequency characters (Shen, 2007). Historically, semantic radicals are all integral characters. Take the above mentioned character 蛙 as an example: the left part of the character 虫 (insect) is a semantic radical and it suggests the meaning of this character "tadpole." However, 虫 by itself is also an independent character. A few semantic radicals, however, no longer appear as independent characters in modern Chinese.</p> <p>Semantic radicals can cue the meaning of the compound characters. For example, more than 90% of compound characters with the semantic radical 手 (hand) have their meanings related to the hand or to the action of the hand (Jin, 1985). However, the semantic radical suggests only a general category of meaning of the compound; it does not provide a specific meaning or definition. Take the character 河 (river) for example: the semantic radical in this character is 氵 (water), which suggests that its meaning has some relationship only to water; it does not provide the exact meaning <i>river</i>.</p>		
2. Placement of semantic radicals		
<p>There are rules of thumb for where to place radicals:</p> <ol style="list-style-type: none"> 1. Left part of the character 2. Right part of the character 3. Top part of the character 4. Bottom part of the character 5. Whole-word frames: 口 (surround), totally enclosed, and 疒 (sickness) or 辶 (to go, movement), examples of partially enclosed 		

CO IPA 2.1.6	Order a series of events using sequencing adverbs		
Approaching	Attaining	Expanding	
第一、第二、第三..... Ordinals: first, second, third... 首先,, 然后,, 最后,, First, ..., later, ..., finally, ...	首先,, 再,, 接下来,, Initially, ..., then, ..., next, ... 起先、起初 in the beginning	于是 consequently, as a result 总之 in conclusion	

开始 in the beginning 先.....,后..... ...before..., ...after...	后来 later on 那以后 after that 结束 at the end	稍后 afterwards 最终 at the end
For example:		
第一步是.....。在第一步里，我们.....。 第二步是.....。在第二步里，我们.....。 第三步是.....。在第三步的时候，我们打算用.....。 The first step was _____. In the first step, we _____. The second step was _____. In the second step, we _____. The third step is _____. In the third step, we plan to use _____.	冠军赛的时候，Juan Daniel和队友们起初落后，后来他们想出了一个取胜的好办法，最后他们赢了。 In the championship game, Juan Daniel's team was losing at the beginning, later on they came up with a plan, and finally, they won the game.	上星期冠军赛的时候，Juan Daniel和队友们起初落后，稍后他们用工程设计程序制定了一个取胜的好办法，于是他们取得了胜利。 In the championship game last week, Juan Daniel's team was losing at the beginning, afterwards they came up with a plan using the engineering design process, and finally, they won the game.
Form focus: Placement of sequencing adverbs		
Sequencing adverbs are usually placed at the beginning of the sentence and set off with a comma.		

CC IPA 2.1.7	Report events/results in past time using adverbs of time	
For example:		
Approaching	Attaining	Expanding
星期一、星期二、星期三、星期四、星期五、星期六、星期天(日) seven days of the week 昨天 yesterday	上个星期/上个月 last week/last month 去年 last year 上次 last time	上半个星期/月 earlier this week/month 上半天/年 earlier in the day/year 前天 day before yesterday

第一、第二、第三..... ordinals: first, second, third... 今天早上 this morning	第一次 the first time 以前, 这次, before, this time, ... # 天(以)前 # days ago 过去 in the past	前年 year before last year
Form focus: Formation of past tense		
Simple past time can be communicated using 了 (temporal marker), an adverb of time, or both: Option 1: Action verb + 了 (temporal marker) Option 2: Adverb of time + action verb Option 3: Adverb of time + action verb + 了 (temporal marker)		
Noticing and awareness spotlight		
1. Placement of adverbs of time and impact on meaning		
Adverbs of time are typically placed either at the beginning of the sentence or after the subject and before the main verb. Adverb placement is also affected by the type of time described. For example, when the adverb of time indicates a specific point in time , e.g., 三点 (at 3 o'clock), it is positioned after the subject and before the verb . However, when the adverb of time describes an activity that occurs over a more general period of time , e.g., 我睡了三个小时。 (He slept for three hours.), then the adverb will be placed after the verb . In this case, 了 is more likely to be used.		
2. Timeline as a vertical (above/below) and horizontal (before/after) concept		
Vertical conceptualization of time with 星期 (week) and 月 (month): 上个星期 (last week), 上个月 (last month) Horizontal conceptualization of time with 天 (day) and 年 (year): 前天 (day before yesterday), 后天 (day after tomorrow)		
3. Use of character 以		
以前 can be used as a stand-alone adverb or a linking word meaning "in the past" or "before." In such cases, the character 以 must be used. However, when a specific amount of time [三天(以)前 (three days ago)] is referenced, then use of the character 以 is optional.		
4. 天 (day) and 年 (year) use similar adjectives to form adverbs of time, except for 去年 (last year)		
天 (day): 前天 (day before yesterday)、昨天 (yesterday)、今天 (today)、明天 (tomorrow)、后天 (day after tomorrow)		

年 (year): 前年 (the year before last)、去年 (last year)、今年 (this year)、明年 (next year)、后年 (the year after next)

CC IPA 2.1.8	Make inferences based on visual clues		
	Approaching	Attaining	Expanding
	我猜/想 I guess /think 也许/可能..... Maybe/ Perhaps... 在我看来..... It seems to me that .../In my opinion, ...	我敢肯定..... I bet that... 图中的.....告诉我们..... The ... in the picture tells us that...	我估计/推断/猜测..... I expect/deduce/suppose that ... 似乎..... It seems as if... 从第七章中可以看到...../如第七章所示..... As is seen from chapter 7...

CC IPA 2.1.9	Express a personal opinion		
	Approaching	Attaining	Expanding
	我觉得/想 I feel like/think... 也许/可能 (maybe, perhaps)	在我看来..... It seems to me like... 对我来说, In my opinion, ... 我认为..... I believe/think ...	我建议..... I suggest... 我的看法是..... My thoughts are... 我是说..... What I mean is...

CC IPA 2.1.10	Accept feedback/advice/idea		
For example:			
	Approaching	Attaining	Expanding
	行。 OK.	不错。 Not bad.	高明。 Brilliant.

好主意。 Good idea.	你说得对。 You are correct.	多谢指教。 Thank you for your advice.
可以。 Yes, I can.	我会照做。 I will do as you say.	我会吸取你的建议。 I will accept your suggestion.

CC IPA 2.1.11	Ask for clarification about feedback/advice/idea	
For example:		
Approaching	Attaining	Expanding
你说什么? What did you say? 我不懂。 I didn't understand that. 什么意思? What does it mean?	我没听懂, 请你再说一次。 I didn't understand, could you please say it again? 你是不是说..... Did you say... 你说的是.....的意思吗? Does what you said mean...?	你可不可以重复一遍? Could you repeat it one more time? 请你再跟我讲一讲。 Please explain it to me one more time. 你可以给我解释一下吗? Could you explain that to me?
Form focus: Nominalization using 的 (e.g., 你说的是.....)		
A verb/verb phrase can become a noun by placing the particle 的 (de) after it. For example, the verb phrase 你说 (you say) can function as a noun phrase 你说的, meaning "what you say" in 你说的是 (What you say is...).		
Noticing and awareness spotlight: Use of 吗? 吧? 呢?		
A few particles are commonly used at the end of questions. 吧? is used to invite agreement. 呢? is a tag question meaning "..., and you?" 吗? is a question particle that is used when one expects a "yes" or "no" response.		

CC IPA 2.1.12	Negotiate turn-taking	
For example:		
Approaching	Attaining	Expanding
该我了! My turn!	下一个该轮到谁了? Who is the next?	如果你不赶紧, 我们都不能往下进行。

到你了! Your turn!	我觉得该你了。 I think it's your turn.	If you don't hurry, none of us can move on to the next.
下一个是谁? Who's next?	大家都在等你呢! All of us are waiting for you!	
下一个是你吗? Are you the next one?		

Focused Assessment Phase—“Through” activities

Using text from Chapter 7 of Juan Daniel’s Fútbol Frog, the teacher will engage students in two interpretive tasks, one listening and one reading comprehension. This will comprise the interpretive portion of the IPA for this unit.

Time: Interpretive Task #1 Activity 2—45 minutes
Interpretive Task #2 Activity 3—30 minutes

Interpretive Task #1 Activity 2: Listening Comprehension

1. Remind students that today’s portion of the IPA will consist of listening to and reading the next chapter of Juan Daniel. First, they will complete the listening comprehension assessment. Unlike the group presentations where each group achieved the same grade, this test is individual, and students may not ask each other (or adults) for answers.
2. Listening Comprehension Assessment: Display page 8 of MMIC IPA 2-IWB. Give each student a copy of IPA 2-1: *Listening Comprehension Assessment*. Invite students to look it over and ask any questions they have about the assessment. This assessment has four parts: Part A involves sequencing three pictures that correspond to a teacher read aloud. Parts B and C are multiple choice and true-false items. Part D asks students to select two of five predictions about what will happen next in the story. Only Parts A-C will be graded.

Note: Be sure to review the IPA 2-1-TG: *Listening Comprehension Assessment-Teacher Guide in advance*. It includes more information about the assessment procedures and suggests language for giving students directions for each section.

3. In Part A, students will listen as the teacher reads the first three paragraphs of Chapter 7 aloud. Following standard classroom procedure, the teacher will first read the title, then start with “On the morning of the big game...” (p. 45 in MMIC Chinese storybook), and read up to “...left Juan Daniel’s team two goals behind. (p.47 in MMIC Chinese storybook).” Give students time to complete the assessment. Encourage students to listen carefully and check their ordering of events on the handout after they’ve had time to listen a second and third time and think.
4. Continue with Parts B-D.
5. Teacher will ask students to exchange papers for peer correcting and will then review and debrief answers with the whole class. To provide immediate feedback to students, the teacher will re-read the listening section and go over the answers using the whiteboard to model correct answers. It is important that all students understand this section of the story before moving on to the second interpretive task that assesses reading comprehension skills.

Interpretive Task #2 Activity 3: Reading Comprehension

1. Reading Comprehension Performance Assessment (individual assessment): Hand out IPA 2-2: *Reading Comprehension Assessment*. Ask students to look it over carefully. Once they have done so, ensure that students understand what will be expected of them on the reading comprehension assessment and allow them to ask any questions they may have.
2. Ask students to open their stories to page 34 (p. 46 in MMIC Chinese storybook starting on the 3rd line). Ask them to read the rest of the chapter quietly. Remind them that there will be words that they do not know in the chapter—that's normal. Encourage them to use the strategies they have been practicing in class to understand what they are reading.

Note: The final question (#12) on the reading comprehension assessment involves the homophones 的/得. Have students close their books before answering this question. Display page 9 of MMIC IPA 2-IWB (see below). Ask students to write the correct character for “de” in the space provided on the assessment.

“的”还是“得”？

在横线上写出正确的“de”。（每题 3 分，共 6 分）

老师注意：请朗读以下句子两遍。

- a. Juan Daniel 突然觉_____有点儿紧张。
- b. Juan Daniel _____球队落后两分。

3. Once all papers have been turned in, use the whiteboard to check the answers with the class to give students immediate feedback on how they did.

Language Function-Form-Vocabulary Connections (Activity 2-3)		
CO IPA 2.2-3.1	Predict degree of probability of something using auxiliary “helping” verbs	
For example:		
Approaching	Attaining	Expanding
我猜他告诉朋友他赢了。 I guess he told friends that he won.	我觉得/想他会/要给 Peters 女士写一封信。 I feel like/think he will write a letter to Ms. Peters.	你觉得 Juan Daniel 会不会/要不要给 Peters 女士写一封信? Do you think Juan Daniel will or will not write a letter to Ms. Peters?
我猜/想 I guess /think 也许/可能..... Maybe/ Perhaps... 在我看来..... It seems to me that .../In my opinion, ...	我敢肯定..... I bet that... 图中的.....告诉我们..... The ... in the picture lets me know/makes me think that...	我估计/推断/猜测..... I expect/deduce/suppose that ... 似乎..... It seems as if... 从第七章中可以看到...../如第七章所示..... As is seen from chapter 7...
Form focus		
1. Auxiliary “helping verbs”		
In Mandarin, auxiliary “helping verbs” indicate the ability, possibility, intention or desire to carry out an action. The following are examples of auxiliary “helping verbs”: 会 ‘will likely + verb’, 会 ‘will know + verb’, 能/可以 ‘able to + verb’, 要/应该 ‘ought to + verb’, 要/想 ‘want to + verb’, 可以 ‘allow to + verb’, 不可以 ‘prohibited to + verb’		
2. How auxiliary “helping verbs” are same/different from other verbs		
Like other verbs, auxiliary verbs...		
<ul style="list-style-type: none"> a. occur as the A element in A-not-A questions, for example, 要不要给 Peters 女士写一封信? (Do you think that Juan Daniel will write a letter to Ms. Peters or not?) b. can be negated, or example: 他明天不会踢足球。 (He will not play soccer tomorrow.) 		
Unlike other verbs, auxiliary verbs ...		
<ul style="list-style-type: none"> a. must co-occur with a verb or an assumed verb; For example, 薄膜的孔应该不应该很小? (Should the holes of a membrane be small?) b. does not take aspect markers such as 了(le), 过(guò), 着 zhe; c. cannot be modified by intensifiers, such as 很 (very) or 更 (even more); 		

d. cannot be nominalized; e. cannot occur before the subject; f. cannot take a direct object.
3. Three uses of character 会
a. 会 as a verb (to know). For example: 我会中文。(I know Chinese.) b. 会 as an auxiliary + verb (specifies a learned, acquired and usually mental ability: “know how to” or “to learn how”). For example: 我会踢足球。(I know how to play soccer.) c. 会 as an auxiliary + verb (refers to the likelihood of the occurrence of an event: “will”, “most likely”). For example: 冠军赛明年会在这里举行。(The championship game will be held here next year.)
4. Two uses of the character 要
a. 要 as an auxiliary + verb (refers to the likelihood of the occurrence of an event: “will”, “most likely”). For example: 冠军赛明年要在这里举行。(The championship game will be held here next year.) b. 要 as a verb (to want, need). For example: 我要两张咖啡过滤纸。(I want two coffee filters.)

CO IPA 2.2-3.2	Recount events in simple past time using action verbs with 了 (temporal marker) and dependent time phrase/clause in complex sentence	
For example:		
Approaching	Attaining	Expanding
Juan Daniel 跟朋友一起去踢球了。 Juan Daniel went to play soccer with his friends.	足球比赛的时候, José Eduardo 把 Juan Daniel 推倒了, Juan Daniel 的胳膊受伤了。 While at the soccer game José Eduardo pushed Juan Daniel down and Juan Daniel’s arm was hurt.	正当 Juan Daniel 鼓足劲儿要出脚的时候, 突然有人用力地推了一下他的肩膀。 When Juan Daniel was about to kick the soccer ball, someone shoved his shoulder hard.
Simple past time using action verb with temporal marker 了	Use of dependent time phrase in complex sentence and temporal marker 了	Use of dependent time clause in complex sentence and temporal marker 了
Form focus: Formation of past tense		
1. Use of 了 as temporal marker		
Simple past time can be communicated using 了 (temporal marker), e.g., action verb + 了 (temporal marker). The temporal marker “了” is positioned either immediately after the main verb or at the end of the sentence/clause.		

2. Use of dependent time phrase/clause in complex sentence

Mandarin uses prepositions as linking words to connect two clauses and form one complex sentence. When the first clause is dependent on the second clause to complete its meaning, prepositions will be placed at the end of the first clause. The first clause may consist of a time phrase [noun + preposition] (e.g., 足球比赛的时候,) or a time clause [simple SVO sentence + preposition] (e.g., 正当他鼓足劲儿要出脚的时候,).

For example,

Noun/simple SVO sentence + 以后 (after), + main clause.

Noun/simple SVO sentence + 以前 (before), + main clause.

Noun/simple SVO sentence + 的时候 (when/while at), + main clause.

Noticing and awareness spotlight:

Use of temporal marker “了” with “verb + verb complement” structure

When a two-character “verb + verb complement” structure is used, the temporal marker “了” must be placed after the verb complement.

For example,

[我] 看到了。(I saw.)

However, if the verb complement consists of two characters instead of just one, then “了” can be placed either after the one-character first main verb or after the two-character verb complement.

For example,

他走了出来。(He walked out of there.)

他走出来了。(He walked out of there.)

CO IPA 2.2-3.3	Order a series of events using sequencing adverbs		
Approaching	Attaining	Expanding	
第一、第二、第三..... Ordinals: first, second, third...	首先,, 再,, 接下来, Initially, ..., then, ..., next, ...	于是 consequently, as a result	
首先,, 然后,, 最后, First, ..., later, ..., finally, ...	起先、起初 in the beginning	总之 in conclusion	
开始 in the beginning	后来 later on	稍后 afterwards	
.....先.....,后..... ...before..., ...after...	那以后 after that	最终 at the end	

	结束 at the end	
For example:		
<p>第一步是……。在第一步里，我们……。</p> <p>第二步是……。在第二步里，我们……。</p> <p>第三步是……。在第三步的时候，我们打算用……。</p> <p>The first step was _____.</p> <p>In the first step, we _____.</p> <p>The second step was _____.</p> <p>In the second step, we _____.</p> <p>The third step is _____.</p> <p>In the third step, we plan to use _____.</p>	<p>冠军赛的时候，Juan Daniel和队友们起初落后，后来他们想出了一个取胜的好办法，最后他们赢了。</p> <p>In the championship game, Juan Daniel's team was losing at the beginning, later on they came up with a plan, and finally, they won the game.</p>	<p>上星期冠军赛的时候，Juan Daniel和队友们起初落后，稍后他们用工程设计程序制定了一个取胜的好办法，于是他们取得了胜利。</p> <p>In the championship game last week, Juan Daniel's team was losing at the beginning, afterwards they came up with a plan using the engineering design process, and finally, they won the game.</p>
Form focus: Placement of sequencing adverbs		
Sequencing adverbs are usually placed at the beginning of the sentence and set off with a comma.		

CO IPA 2.2-3.4	Describe emotional states of main characters using adjectives or adverbs	
For example:		
Approaching	Attaining	Expanding
<p>高兴 (happy)</p> <p>伤心 (sad)</p> <p>累 (tired)</p> <p>害怕 (afraid/scared)</p> <p>生气 (angry)</p> <p>紧张 (nervous)</p> <p>不好意思 (embarrassed)</p> <p>平静 (calm)</p> <p>兴奋 (excited)</p> <p>骄傲 (proud)</p> <p>惊讶 (amazed)</p> <p>满足 (satisfied)</p>	<p>高兴的脸 (happy face)</p> <p>高兴地说 (speak happily)</p> <p>伤心的男孩 (sad boy)</p> <p>伤心地哭 (cry sadly)</p> <p>愉快的歌 (joyful song)</p> <p>愉快地唱 (sing joyfully)</p> <p>不好意思的表情 (embarrassed expression)</p> <p>不好意思地笑 (smile embarrassedly)</p>	<p>迷惑 (confused)</p> <p>失意 (frustrated)</p> <p>焦虑 (anxious)</p> <p>感激 (grateful)</p> <p>痛苦 (agonized)</p> <p>愉快 (amused)</p> <p>惊愕 (astonished)</p> <p>精疲力尽 (exhausted)</p> <p>雄赳赳，气昂昂 (cocky)</p>

Juan Daniel 很伤心。 Juan Daniel is very sad.	Juan Daniel 有(一)点儿紧张, 可是他很快地平静下来。 Juan Daniel was a little bit nervous, but he quickly calmed down.	Juan Daniel 踢足球踢得精疲力尽。 Juan Daniel played soccer so hard that he was exhausted.					
Subj. + “very” + adj., (“be” verb is omitted in Chinese.)	..., Subj. + adv. + “地” (de) + Verb	Subj. + Verb + Object + Verb (same as before) + “得” + complement					
Form focus: use of 的、地、得							
<p>的 (de) is used when an adjective and/or a pronoun modifies a noun. The form is: Adj./pron. + 的 + Noun, for example, 炎热的夏天 (sweltering summer), 我们的薄膜模型 (our model membrane design)</p> <p>地 (dì) is used when an adverb modifies a verb. The form is: Adv. + 地 + Verb (unlike in English!), for example, 高兴地欢呼 (cheer happily)</p> <p>得 (de) is used when a verb complement is used after the main verb. The form is: Verb + 得 + Adv., for example, 我跑得快。 (I ran fast.) Sometimes, the main verb can be repeated if there is an object following the main verb. The form is: Verb + Object + Verb + 得 + adv., for example, 我踢足球踢得好。 (I kick the soccer ball well.)</p>							
Noticing and awareness spotlight:							
1. 落 as polyphone							
<p>To be a polyphone, “duō yīn zì” (多音字) in Chinese, a character must have two or more pronunciations and multiple meanings. Each pronunciation goes with one meaning.</p> <p>For example:</p> <table border="1" style="margin-left: 20px;"> <tr> <td rowspan="2" style="vertical-align: middle; padding-right: 10px;">落</td> <td style="padding-right: 10px;">luò</td> <td>落后 verb, meaning “fall behind, fall down”</td> </tr> <tr> <td>là</td> <td>落下 verb, meaning “forget, leave behind”</td> </tr> </table>			落	luò	落后 verb, meaning “fall behind, fall down”	là	落下 verb, meaning “forget, leave behind”
落	luò	落后 verb, meaning “fall behind, fall down”					
	là	落下 verb, meaning “forget, leave behind”					
2. use of “有 + (一)点儿” structure							
<p>“Be” verb is sometimes translated into “have/has” when “(一)点儿” is used in front of an adj., e.g., 我有一点儿累。 (I am a little tired.) The structure is: Subj. + 有(have/has) + “(一)点儿” + adj.</p>							

CO IPA 2.2-3.5	Describe actions of main characters using verb + resultative complements (directional)		
Approaching	Attaining	Expanding	
<p>Type 1</p> <p>For example: 跑来 (to run over here-toward the speaker) 跑去 (to run over there-away from the speaker) 跳来跳去 (to jump around) 看去 (look across) 走去 (walk across)</p>	<p>Type 2</p> <p>For example: 带上 (bring along) 伸出 (stretch something out), 想出 (think of an idea, have an idea jump out) 跑回 (run back to some place)</p>	<p>Type 3</p> <p>For example: 跑过来 (to run across) 跑过去 (to run across) 冲过来 (to dash over) 踢进去 (to kick in)</p>	
Form focus: Verb + Resultative complements (directional)			
<p>In Chinese, each action verb communicates one specific action. For example, 看 (look) simply refers to the act of looking. To communicate that the looking resulted in seeing something, one needs to use a “verb + resultative complement” structure that will consist of an additional verb or adjective. For example, 看 (look) + 见 (perceive) = to see something. Other examples are 听 (listen) + 懂 (perceive) = to understand by listening, 打 (hit) + 倒 (down) = to push down.</p> <p>“Verb + resultative complement” structures are always composed of two elements. The second element indicates action resulting from the action or process communicated by the first element. For example: 他把门拉 (1. to pull) 开 (2. to open) 了。 [He pulled the door open.]</p> <p>There are several kinds of results that can be expressed by a “verb + resultative complement” structure. These include cause (我把茶杯打破了。 [I broke the teacup.]), achievement (我把那个字写清楚了。 [I wrote that character clearly.]), and direction (她跳过去了。 [She jumped across.]).</p> <p>Directional “Verb + resultative complement” structure: The first verb in this structure indicates movement from one place to another, the second verb (which may consist of one to two verbs) communicates the direction in which the subject moves. There are three main types of directional verbs:</p> <p>Type 1. Direction relative to the speaker 去 (go) indicates movement away from the speaker. 来 (come) indicates movement toward the speaker.</p>			

Type 2. Direction of the motion in space.

上 (shàng) [ascent – up] to climb

下 (xià) [descent – down] to decline or go downwards

进 (jìn) [enter – in] to enter

出 (chū) [exit – out] to go out (of a place)

起 (qǐ) [rise – up] to rise

回 (huí) [return – back] to return

过 (guò) [cross – over] to cross

开 (kāi) [open – apart, away] to start

Type 3. “Type 2 + Type 1” combination, direction of the motion relative to the speaker.





上来 (ascend-come= up toward the speaker)

上去 (ascend-go = up away from the speaker)

出来 (exit-come = come out)

出去 (exit-go = go out)

CO IPA 2.2-3.6	Construct characters to form words and phrases adhering to character structure rules and stroke order guidelines	
For example: Left-right: 叫、场 Top-bottom: 吉、只 Left, middle, right: 树、谁 Top, middle, bottom: 复、常 One-part, totally enclosed: 国、回 Partially enclosed: 用, 原		
Approaching	Attaining	Expanding
One- and two-part characters One-part character 我、生 One-part, totally enclosed 国、回 Two-part characters Left-right: 叫、场 Top-bottom: 吉、只	Three-part characters Left, middle, right: 树、谁 Top, middle, bottom: 复、常 Left, top-right, bottom-right: 锋、纷 Top-left, bottom-left, right: 部、剂、劲 Left-top, right-top, bottom: 然、赞 Top, left-bottom, right-top: 死、前	Four + part characters Left-top, right-top, left-bottom, right bottom: 能、舒 Left, top-right, middle-right, bottom-right: 慢、镜 Left, middle, top-right, bottom-right: 游 Left, middle-top, middle-bottom, right: 湖

Form focus: Formation of Chinese characters
1. Character structure rules
<p>Chinese characters are called “square” characters because no matter how simple or complex, each character fits inside a square. Characters can usually be divided into different parts. These parts form character structures. There are four main structures: one-part structure, two-part structure, three-part structure, and four-part structure. These structures can be further divided into sub-parts.</p> <p>For example,</p> <p>Two-part structures:  (top/bottom),  (left/right)</p> <p>Three-part structures:  (left, top-right, bottom-right),  (top-left, bottom-left, right), etc.</p>
2. Stroke order guidelines
<p>General rules for writing Chinese characters are:</p> <ol style="list-style-type: none"> 1. Horizontal first, then vertical. 2. Top first, then bottom. 3. Left first, then right. 4. Left-slanted first, then right-slanted. 5. Outside first, then inside. 6. Center first, then both sides. 7. With “closed” characters, enter character first, then close it up.

CO IPA 2.2-3.7	Identify and construct semantic radicals as separate characters or as part of another character	
<p>For example:</p> <p>言 (yán, speech), when used as a semantic radical, turns into 讠, e.g., 说 (to speak)</p> <p>牛 (niú, ox), when used as a semantic radical, has two forms: 牜, e.g., 物 (object) or 𠂇, e.g., 告 (to tell)</p> <p>Note: At the end of this lesson you will find a table that provides 50 most frequently used radicals.</p>		
Approaching	Attaining	Expanding
<p>Some semantic radicals can be stand-alone characters and do not change form when used as part of another character:</p> <p>大 (big), 天 (sky/heaven/day)</p>	<p>Some semantic radicals change form when used as part of another character:</p> <p>手 (hand) could be in the forms of 扌 → 把 (“bǎ”) or 扌 → 看 (look)</p>	<p>Some less commonly used semantic radicals:</p> <p>矢 (shǐ, arrow) as in 矮 (short)</p> <p>身 (shēn, body) as in 躺</p>

<p>虫(insect), 蛙 (frog)</p> <p>Some semantic radicals can only be part of other characters:</p> <p>疒 (sick), 病 (illness, sick)</p> <p>艹 (grass), 草 (grass)</p>	<p>金 (gold) will be in the form of 钅 → 锻炼 (exercise)</p>	<p>(to lie down)</p>
Form focus		
1. Semantic radicals		
<p>There are about 201 semantic radicals used in 7,000 characters listed in the <i>Statistics of Commonly Used Characters</i> 《现代汉语通用字表》 (1998). Among 201 radicals, 100 are frequently used in high frequency characters (Shen, 2007). Historically, semantic radicals are all integral characters. Take the above mentioned character 蛙 as an example: the left part of the character 虫 (insect) is a semantic radical and it suggests the meaning of this character "tadpole." However, 虫 by itself is also an independent character. A few semantic radicals, however, no longer appear as independent characters in modern Chinese.</p> <p>Semantic radicals can cue the meaning of the compound characters. For example, more than 90% of compound characters with the semantic radical 手 (hand) have their meanings related to the hand or to the action of the hand (Jin, 1985). However, the semantic radical suggests only a general category of meaning of the compound; it does not provide a specific meaning or definition. Take the character 河 (river) for example: the semantic radical in this character is 氵 (water), which suggests that its meaning has some relationship only to water; it does not provide the exact meaning <i>river</i>.</p>		
2. Placement of semantic radicals		
<p>There are rules of thumb for where to place radicals:</p> <ol style="list-style-type: none"> 1. Left part of the character 2. Right part of the character 3. Top part of the character 4. Bottom part of the character 5. Whole-word frames: 冂 (surround), totally enclosed, and 疒 (sickness) or 辶 (to go, movement), examples of partially enclosed 		

CC IPA 2.2-3.8		Accept feedback/advice/idea	
For example:			
Approaching	Attaining	Expanding	
行。 OK.	不错。 Not bad.	高明。 Brilliant.	
好主意。 Good idea.	你说得对。 You are correct.	多谢指教。 Thank you for your advice.	
可以。 Yes, I can.	我会照做。 I will do as you say.	我会吸取你的建议。 I will accept your suggestion.	

CC IPA 2.2-3.9		Ask for clarification about feedback/advice/idea	
For example:			
Approaching	Attaining	Expanding	
你说什么? What did you say?	我没听懂, 请你再说一次。 I didn't understand, could you please say it again?	你可不可以重复一遍? Could you repeat it one more time?	
我不懂。 I didn't understand that.	你是不是说..... Did you say...	请你再跟我讲一讲。 Please explain it to me one more time.	
什么意思? What does it mean?	你说的是.....的意思吗? Does what you said mean...?	你可以给我解释一下吗? Could you explain that to me?	
Form focus: Nominalization using 的 (e.g., 你说的是.....)			
A verb/verb phrase can become a noun by placing the particle 的 (de) after it. For example, the verb phrase 你说 (you say) can function as a noun phrase 你说的, meaning "what you say" in 你说的是 (What you say is...).			
Noticing and awareness spotlight: Use of 吗? 吧? 呢?			
A few particles are commonly used at the end of questions.			
吧? is used to invite agreement.			
呢? is a tag question meaning "..., and you?"			
吗? is a question particle that is used when one expects a "yes" or "no" response.			

Feedback Phase— “Beyond” activity**Time:** 30 minutes**Activity 4**

1. After returning graded work to students, teacher and students will review and discuss answers. Respond to any questions the students might still have about the assessment.
2. Highlight #3 on MMIC IPA 2-2, *Reading Comprehension Assessment*, the idea that it is useful to apply what we learn in one situation (example here: engineering design process) to a different one (example here: championship game). Tell students about a situation in your own life where you can imagine how useful it would be to apply some of the steps in the engineering design process. Ask students if they can think of any other situations where they could apply the engineering design process in their lives as well, for example, with games that you play out at recess, with family or friends, etc.
3. Call attention to how Juan Daniel’s teammates showed solidarity 团队精神(culture objective) by putting their hands one on top of the other before they played the game.
4. Invite students to talk about their personal experiences with showing team solidarity. Add notes from this discussion to the cross-cultural chart.

Chinese	English
你和你的队友或者小组成员都做些什么样的事?	What kinds of things have you done with your teammates?
在美国你观察到团队或者小组都做些什么? 在其它国家呢? 在中国呢?	What have you observed other teams do in the U.S.? In other countries? In China?

Note: Many examples of online videos show team solidarity in a sporting event. Two possible examples are:

<http://www.youtube.com/watch?v=HA5daFvnJfk> (Chinese women volleyball)

<http://www.youtube.com/watch?v=woF81Lacsr4>

<http://www.youtube.com/watch?v=aGPJY2PMvms&feature=related>

Evidence of Learning

- Scored copies of IPA 2-1: *Listening Comprehension Assessment*
- Scored copies of IPA 2-2: *Reading Comprehension Assessment*
- Informal observation of Met's modified think-pair-share activity
- Circle map
- Cross-cultural chart

Vocabulary List

Content-obligatory (CO)

了解 Recognize			
Pīnyīn	Characters	English meaning	Parts of speech
bǎ bǐ fēn bǎn píng	把比分扳平	to tie the score	verb
bàn chǎng	半场	halftime	noun
biǎo shì	表示	to express	verb
cè luè	策略	strategy	noun
cháng guī duàn liàn	常规锻炼	running drills	noun
chī jīng	吃惊	to be shocked	verb
chōng cì	冲刺	to rush out	verb
chuán qiú	传球	to pass	verb
fáng shǒu	防守	to block the shot	verb
guàn jūn	冠军	champion	noun
guàn jūn sài	冠军赛	championship game	noun
huān hū	欢呼	to cheer	verb
jìn gōng	进攻	attack, to attack	noun/verb
kòng zhì	控制	to control	verb
lán jié	拦截	to block	verb
lǐng xiān	领先	ahead	adverb
lǐng xiān liǎng gè qiú	领先两个球	winning by two goals	verbal phrase
luò hòu	落后	behind	adverb
píng héng	平衡	balance	noun
pū le gè kōng	扑了个空	to go flying toward the ground	verbal phrase
qī fù	欺负	to bully	verb
shǎn kāi	闪开	to dodge	verb
shè mén	射门	to make a goal	verb
shòu shāng	受伤	to get hurt	verb
sǐ sǐ de	死死地	tightly like a dead knot	adverb
sù dù	速度	speed	noun
tī	踢	to kick	verb
tóng yì	同意	to agree, agreement	verb/noun
yíng	赢	to win	verb
识记 Produce			
Pīnyīn	Characters	English meaning	Parts of speech

bǐ jiào	比较	to compare/contrast	verb
biàn huà	变化	changes	noun
bó mó	薄膜	membrane	noun
bù zhòu	步骤	step	noun
duì	队	team	noun
duì yǒu	队友	teammates	noun
gǎi jìn	改进	improve	verbal phrase
gōng chéng shè jì bù zhòu	工程设计步骤	Engineering Design Process	noun
gōng chéng shī	工程师	Engineer	noun
hé zuò	合作	team work	noun
jié guǒ	结果	result	noun
jié jú	结局	solution	noun
kē xué jiā	科学家	Scientist	noun
mó xíng	模型	to model/modeling	verb
qù jiě jué shí jì wèn tí	去解决实际问题	to solve real-world problems	verbal phrase
rén wù	人物	characters	noun
shè jì	设计	to design	verb
shè jì	设计	plan	verbal phrase
shēng wù gōng chéng shī	生物工程师	Bioengineer	noun
shí yàn	实验	experiment	verb/noun
shì yí shì xīn de xiǎng fǎ	试一试新的想法	to try out new ideas	verbal phrase
sī kǎo	思考	imagine	verbal phrase
tí wèn	提问	ask	verbal phrase
tuán duì jīng shén	团队精神	team solidarity	noun
tuī cè	推测	to predict/prediction	verb/noun
wèn tí	问题	problem	noun
xì jié	细节	details	noun
yùn yòng xiǎng xiàng lì	运用想象力	to use imagination	verbal phrase
zhāng jié	章节	chapter	noun
zhì zuò	制作	create	verbal phrase
zhǔ tǐ sī xiǎng	主体思想	main idea	noun
zhǔ yào rén wù	主要人物	main character	noun

Content-compatible (CC)

了解 Recognize			
Pīnyīn	Characters	English meaning	Parts of speech
bǐ jiào jí	比较级	comparative expression	noun
biǎo dá de	表达的	presentational	adjective
biǎo xiàn	表现	performance	noun
biāo zhǔn	标准	criterion	noun
bù mǎn	布满	to be covered with	verb
bù xiāng shàng xià	不相上下	equally matched	adjective
cè shì	测试	assessment	noun
chōng mǎn	充满	to be filled with	verb
duàn liàn	锻炼	body exercise	noun
fǎn kuì	反馈	feedback	noun
fǎn kuì quān	反馈圈	feedback loop	noun
fù hé jù	复合句	compound sentence	noun
guān jiàn zì	关键字	key words	noun
jiāo liú de	交流的	interpersonal	adjective
jīng cǎi de	精彩的	wonderful	adjective
jué xīn	决心	determination	noun
lǐ jiě de	理解的	interpretive	adjective
píng fēn biǎo	评分表	rubric	noun
píng gū	评估	to evaluate	verb
quán bān	全班	whole class	noun
quān chū	圈出	Circle the letter	verb
rì cháng	日常	daily	noun
shì jué jiē chù	视觉接触	eye contact	noun
shù liàng	数量	quantity	noun
shū shū fú fú	舒舒服服	comfortable	adjective
sī kǎo-pèi duì-fēn xiǎng	思考—配对—分享	Think-Pair-Share	verb
tíng dùn	停顿	to pause	verb
tīng lì lǐ jiě	听力理解	listening comprehension	noun phrase
tóng xué píng gū	同学评估	peer evaluation	noun
tuī duàn/tuī cè	推断/推测	prediction	noun
xiǎo zǔ	小组	small group	noun
xīng fèn	兴奋	excitement	noun
yòu liáng kuài yòu shū fu	又凉快又舒服	not only cool but	adjective phrase

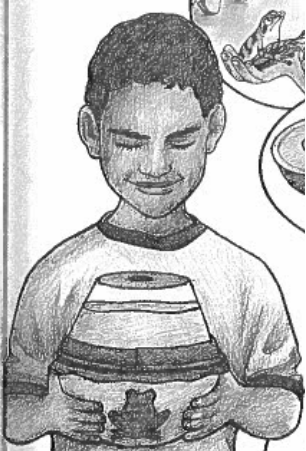

shū fu		also comfortable	
yuán quān tú	圆圈图	Circle map	noun
yuè dú lǐ jiě	阅读理解	reading comprehension	noun phrase
zhì dìng	制定	to draft/make	verb
zhì liàng	质量	quality	noun
zhuǎn yǎn	转眼	instant like a blink of an eye	adverb
zì wǒ píng gū	自我评估	self-assessment	noun
zōng hé de	综合的	integrated	noun
zuò tuī duàn/tuī cè	做推断/推测	to make inference	verb
识记 Produce			
Pīnyīn	Characters	English meaning	Parts of speech
bù fèn	部分	some	adverb
cái liào guǎn lǐ yuán	材料管理员	Magnificent Materials Manager	noun
gèng	更	even more	adverb
gōng zuò guǎn lǐ yuán	工作管理员	Terrific Taskmaster	noun
jì lù yuán	记录员	Remarkable Recorder	noun
jiǎ/cuò	假/错	false	adjective
kuài	快	fast	adverb
màn	慢	slow	adverb
méi yǒu	没有	none	adverb
quán bù	全部	all	adverb
tài duō	太多	too much	adverb phrase
tài shǎo	太少	too little	adverb phrase
yǎn shì zhì jiǎn yuán	演示质检员	Polished Presenter	noun
yī...jiù...	一...就...	as soon as	adverb phrase
zhēn/duì	真/对	true	adjective
zhèng hǎo	正好	just right/exact amount	adverb phrase
zhōng	中	medium	adverb
zhōng wén dū chá yuán	中文督察员	Chinese Champion	noun
zuì duō	最多	at most	adverb phrase

姓名: _____

日期: _____

听力理解

A. 排列顺序。仔细听老师读短文，在括号里写出下列图画的正确顺序。

	<p>Juan Daniel José Eduardo 的 球队 的 球队 4 2</p>	
<p>()</p>	<p>()</p>	<p>()</p>

<p>B. 圈出正确答案。</p> <p>1. a. b. c. d.</p> <p>2. a. b. c. d.</p> <p>3. a. b.</p>	<p>C. 对还是不对? 写下来。</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p>
<p>D. 圈出两个最可能发生的预测。</p> <p>7. a. b. c. d. e.</p>	

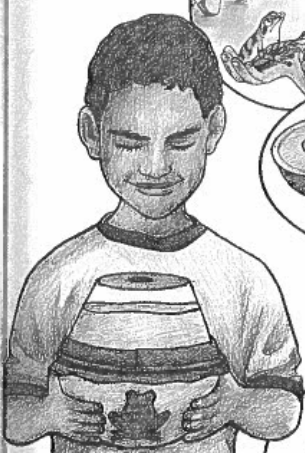

Total: _____/15

Name: _____

Date: _____

Listening Comprehension Assessment

A. Listen to the teacher and put numbers next to each picture to show the correct order of events in this part of the story.

	<table border="1"><tr><td>Juan Daniel's Team</td><td>José Eduardo's Team</td></tr><tr><td>2</td><td>4</td></tr></table>	Juan Daniel's Team	José Eduardo's Team	2	4	
Juan Daniel's Team	José Eduardo's Team					
2	4					
()	()	()				

<p>B. Circle the letter of the correct answer.</p> <p>1. a. b. c. d.</p> <p>2. a. b. c. d.</p> <p>3. a. b.</p>	<p>C. True or false?</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p>
<p>D. Circle the letter of the two predictions you believe are most likely. (No points)</p> <p>7. a. b. c. d. e.</p>	



Total: _____ /15

听力理解—教师参考

请老师注意：请大声阅读以下答题说明、问题、和答题选项。

A. 试题 A 有三个图片。仔细听老师阅读第七章的开始部分。请你在括号里写出下列图画的正确顺序。我会读两遍。（每空 2 分，共 6 分）

请老师注意：大声阅读第七章的前三段（第 45 页）。请读三遍。请鼓励学生仔细听并且认真检查。

	<table border="1"><tbody><tr><td>Juan Daniel 的球队 2</td><td>José Eduardo 的球队 4</td></tr></tbody></table>	Juan Daniel 的球队 2	José Eduardo 的球队 4	
Juan Daniel 的球队 2	José Eduardo 的球队 4			
()	()	()		

B. 圈出正确答案。（每空 2 分，共 6 分）

1. Juan Daniel 在比赛的那天早上做了什么？

- a. 他在阳光下走一走。
- b. 他生病了。
- c. Juan Daniel 来到屋外做日常锻炼。
- d. 他看着那只幸运蛙。

2. Juan Daniel 带了什么去冠军赛?

- a. 一个桃子
- b. 一个足球
- c. 一个朋友
- d. 一只青蛙

3. 下面的哪句话是正确的?

- a. 上半场结束的时候, Juan Daniel 的球队赢了两个球。
- b. 上半场结束的时候, José Eduardo 的球队赢了两个球。

C. 对还是不对? 写下来。(每空 1 分, 共 3 分)

- 4. 冠军赛的那天早上, Juan Daniel 在比赛之前拜访了奶奶。
- 5. Juan Daniel 上场的时候把他的幸运蛙放在一个盛满水的玻璃碗里。
- 6. 中场的时候, 只见幸运蛙在人造的薄膜下面又凉快又舒服。它在玻璃碗里跳来跳去。

D. 圈出两个最可能发生的预测。(不记分)

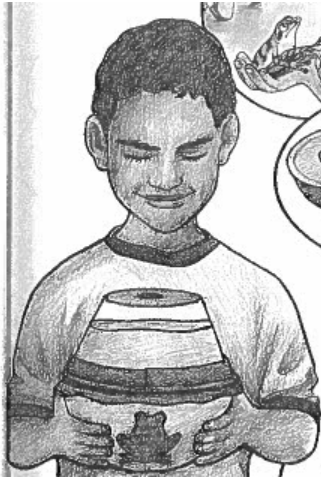

- 7. a. Juan Daniel 的球队会得冠军。
- b. José Eduardo 的足球队会得冠军。
- c. Juan Daniel 的幸运蛙会逃跑。
- d. Juan Daniel 和 José Eduardo 会成为朋友。
- e. Juan Daniel 的幸运蛙会被放生。

Listening Comprehension Assessment-Teacher Guide

Note to Teacher: Read the following directions, questions, and answers out loud.

- A. Look at the three pictures in part A of this assessment. Listen to the teacher read the beginning of Ch. 7 and put numbers 1, 2, or 3 next to each picture to show the correct order of events in this part of the story. I will read the same section of the story twice so you can check your work. (6 points: 2 each)

Note to Teacher: Read the first three paragraphs of Ch. 7 (p. 33) aloud. You will need to read them three times. Encourage students to listen carefully and check their answers.

	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Juan Daniel's Team</td> <td style="padding: 5px;">José Eduardo's Team</td> </tr> <tr> <td style="text-align: center; padding: 5px;">2</td> <td style="text-align: center; padding: 5px;">4</td> </tr> </table>	Juan Daniel's Team	José Eduardo's Team	2	4	
Juan Daniel's Team	José Eduardo's Team					
2	4					
()	()	()				

- B. Circle the letter of the correct answer. (6 points: 2 each)

1. What did Juan Daniel do on the morning of the big game?
 - a. He took a walk in the sun.
 - b. He was sick.
 - c. He practiced running drills.
 - d. He watched his frog.

2. What did Juan Daniel bring with him to the big game?
 - a. a peach
 - b. a fútbol
 - c. a friend
 - d. a frog

3. Which of the following statements is correct?
 - a. Juan Daniel's team is winning by two goals at the end of the first half.
 - b. José Eduardo's team is winning by two goals at the end of the first half.

C. True or false? Circle the correct answer. (3 points: 1 each)

4. On the morning of the big game, Juan Daniel visited his grandmother before going to the game.

5. Juan Daniel went to the field with his frog sitting in a bowl of water.

6. At halftime, the frog was still hopping around, cool and comfortable, under the human-made membrane.

D. Circle the letter of the **two** predictions you believe are most likely to happen next.

(No points)

7.
 - a. Juan Daniel's team will win the championship game.
 - b. José Eduardo's team will win the championship game.
 - c. Juan Daniel's frog will escape.
 - d. Juan Daniel and José Eduardo will become friends.
 - e. Juan Daniel's frog will be set free.

Total: _____/15

13-15 Exceeding 11-12 Achieving 10 Partially Achieving 0-9 Not Achieving

姓名: _____

日期: _____

阅读理解

1. 独立阅读，从第 46 页开始到第七章结束。按照故事的发展排列顺序。把下列句子从 1 到 5 排列起来。（共 5 分）

_____ Juan Daniel 的球队赢了。

_____ Juan Daniel 和队友们想出了一个取胜的好办法。

_____ José Eduardo 想欺负 Juan Daniel，可是扑了个空，失去平衡，倒在地上。

_____ Juan Daniel 带着幸运蛙回家了。

_____ 上半场结束的时候，Juan Daniel 的球队输了两个球。

2. 下半场比赛中，Juan Daniel 的球队进了几个球？圈出正确答案。（1 分）

1

2

3

姓名: _____

日期: _____

3. 连线题。读一读下面的句子，把它们相应的工程设计程序步骤连起来。（每个 2 分，共 6 分）

Juan Daniel 和队友们想出了一个取胜的好办法。
Carlos 负责防守 Angelo，阻拦传给 Angelo 的球。
这样的话，Juan Daniel 就可以得到球。

提问

José Eduardo 的球队用的是什么策略使他们可以得到并且控制球？他们把球传给谁射门？

思考

“我们要及时阻拦传给 Angelo 的球。让我们想一些好办法！……怎么样？”

设计

4. Juan Daniel 和队友们的计划成功了吗？圈出正确答案。（1分）

成功了

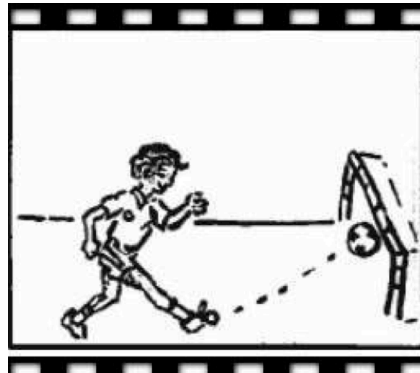
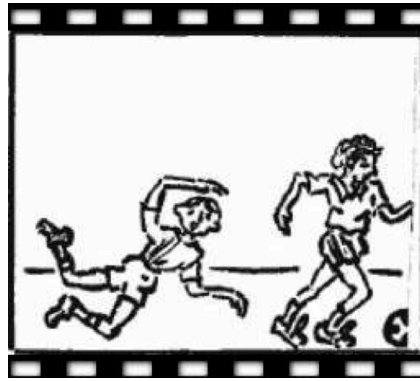
没有成功

5. 从第 50 页上找到一个词组或短语来说明你的答案。把它写下来。（1分）

姓名: _____

日期: _____

6. 再读一次这一段, 从第 49 页开始, “得到球以后, ……,” 到第 50 页, “……, 球进了!” 把下列图片从 1 到 5 排列起来。(共 5 分)



姓名: _____

日期: _____

7. 写出第七章里的五个关键词。(共 5 分)

8. 用以上五个关键词写出第七章的主题思想。(共 8 分)

5 分: 关键词和它们的意思是否用得正确? (每个用得正确的关键词 1 分)

3 分: 主题思想是否清楚、完整?

9. 看一看以下三个生字。任选两个, 写出或者画出它们的意思, 并且说明你是如何猜到的。(共 6 分)

...前锋... (p. 47)

我觉得它的意思是 _____, 因为 _____。

姓名: _____

日期: _____

...吃惊... (p. 48)

我觉得它的意思是 _____, 因为 _____。

...扑... (p. 50)

我觉得它的意思是 _____, 因为 _____。

10. 你预测 Juan Daniel 下一步会做什么? (共 2 分)

1 分: 所写的句子是否表达预见性?

1 分: 所用的字词正确吗?

11. 你觉得幸运蛙的未来是什么? (共 2 分)

1 分: 所写的句子是否表达预见性?

1 分: 所用的字词正确吗?

姓名: _____

日期: _____

12. 完成 1 到 11 题以后, 把书合上, 等老师打开聪明板。第 12 题在聪明板上。

把你的答案写下来。(每题 3 分, 共 6 分)

a. _____

b. _____

总分 ___/48

44-48 优 39-43 良 34-38 及格 0-33 不及格

Name: _____

Date: _____

Reading Comprehension Assessment

1. Read from page 34 to the end of the chapter and number the following sentences from 1 to 5 in the correct order to show what happened in Chapter 7. (5 points)

- _____ Juan Daniel's team won the game.
- _____ Juan Daniel's team came up with a plan to win the game.
- _____ José Eduardo fell down when he tried to bully Juan Daniel.
- _____ Juan Daniel took his frog home.
- _____ At the end of the first half, Juan Daniel's team was two goals behind.

2. How many goals did Juan Daniel's team score in the second half of the game? Circle the correct answer. (1 point)

1

2

3

3. Now look at the sentences below and **draw a line to the engineering design process step** that best matches each sentence. (6 points: 2 each)

Juan Daniel's team came up with a way to defend their goal. Carlos would guard Angelo and block the pass so that Juan Daniel could get control of the ball.

Ask

What patterns (or "plays") has José Eduardo's team been using to get and keep the ball? Who do they keep passing the ball to for a goal?

Imagine

"We need to get there in time to block the pass to Angelo. Let's think of some good ideas! What if..."

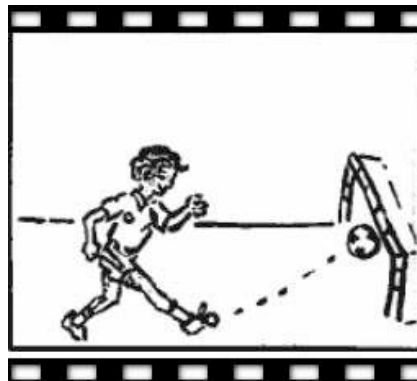
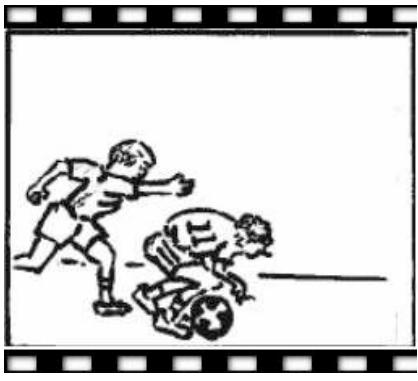
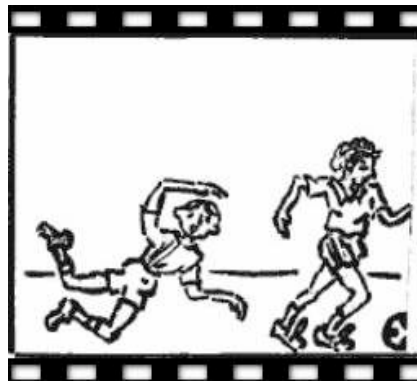
Plan

Name: _____

Date: _____

4. Did Juan Daniel's team's plan work? (1 point) **Yes** **No**
5. Find a word or phrase on page 37 that supports your answer and write it below.
(1 point)
- _____

6. Reread the paragraph that starts on page 36 with "Juan Daniel got control of the ball..." and ends on page 37 with "goal". Number the following pictures from 1 to 5 in the correct order to show what happened in this paragraph. (5 points)



Name: _____

Date: _____

7. Identify five key words from the chapter. (5 points)

8. Use the five key words from Question 7 above to write sentences about the main idea of the chapter. (8 total points)

5 points: Are the word *and* its meaning used correctly? (1 point per key word used correctly)

3 points: How well do these sentences communicate the main idea of the chapter?

9. These are three new characters in this chapter. Choose two, write or draw what you think they mean AND tell how you guessed what they mean. (6 points)

... 前锋... (p. 47) I think this means _____. I know this because I see _____.

... 吃惊... (p. 48) I think this means _____. I know this because I see _____.

... 扑... (p. 50) I think this means _____. I know this because I see _____.

Name: _____

Date: _____

10. What do you predict might happen to Juan Daniel in the future? (2 points)

1 point: How well do these sentences communicate the prediction?

1 point: Are the words used correctly?

11. What do you predict might happen to the frog in the future? (2 points)

1 point: How well do these sentences communicate the prediction?

1 point: Are the words used correctly?

12. When you have finished questions 1-11, close your books and wait for the teacher to show you the final question 12 on the whiteboard. Write your answers in the spaces below.

(6 points: 3 each)

a. _____

b. _____

Total ___/48

44-48 Exceeding

39-43 Achieving

34-38 Partially Achieving

0-33 Not Achieving

思考-找朋友-分享

你们在综合能力测试（一）的时候做了哪些准备活动？

在这个部分你们要用哪些中文字词短语？

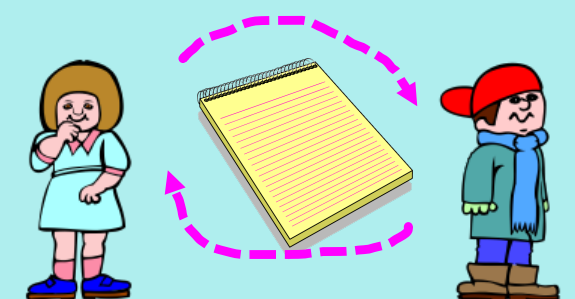
综合能力测试

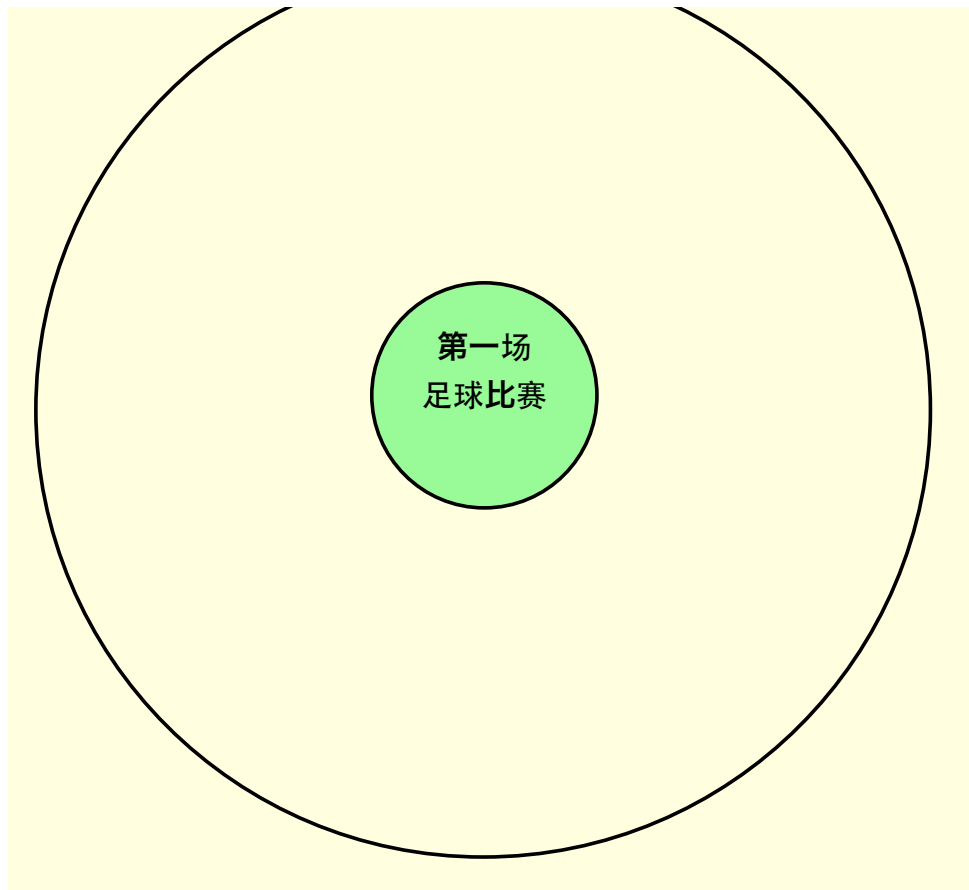
- 表达能力 (口头)**
 - 小组演示改进的薄膜模型
- 理解能力**
 - 仔细听老师朗读第七章并完成测试
 - 独立阅读第七章并完成测试
- 表达能力 (书面)**
 - 写一封电子邮件向访问工程师表示感谢
- 交流能力**
 - 按照工程设计程序两人一组排序
 - 两人一组讨论一下 *Juan Daniel* 的故事，然后问一问对方有关的文化知识



活动#1

1. 找一个伙伴
2. 交换练习
3. 读一读对方写的
4. 讨论
5. 把新的字词和短语列出来







活动#1说明

1. 发卡的人把十张卡片弄乱顺序, 然后给每人发五张。
2. 每个人按照故事的情节把五张卡片按次序摆好。
3. 每个人把卡片读给他/她的合作伙伴听。
4. 两人一组复述故事, 每个人按故事的情节讲述自己卡片上的情景。

姓名: _____ 日期: _____

听力理解

A. 排列顺序。仔细听老师读短文, 在括号里写出下列图画的正确顺序。

	<table border="1"> <tr> <td>Juan Daniel 的球队 2</td> <td>José Eduardo 的球队 4</td> </tr> </table>	Juan Daniel 的球队 2	José Eduardo 的球队 4	
Juan Daniel 的球队 2	José Eduardo 的球队 4			
()	()	()		

<p>B. 圈出正确答案。</p> <p>1. a. b. c. d.</p> <p>2. a. b. c. d.</p> <p>3. a. b.</p>	<p>C. 对还是不对? 写下表。</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p>
<p>D. 圈出两个最可能发生的预测。</p> <p>7. a. b. c. d. e.</p>	

Total: _____ /15

“的”还是“得”？

在横线上写出正确的“de”。（每题3分，共6分）

老师注意：请朗读以下句子两遍。

a. Juan Daniel 突然觉_____有点儿紧张。

b. Juan Daniel _____球队落后两分。

团队精神

活动#4

萨尔瓦多	美国	中国

