

# **OLP 2023 - Hands On Activities for Badge/CEU Credit**

--- Learning Chinese characters via an online-course

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## **1.A learner Profile**

I am teaching level 1 Chinese at a community college. I have roughly 20 students with different backgrounds. Some of them have Chinese background, some of them are diligent students without any Chinese background, some of them are busy but still trying to learn some Chinese, and some of them are weak and have no plenty of time to spend on the course. Several of my students have no cameras and refuse to have any camera at all.

## **2. The learning objective**

In order to improve my student's learning characters I have three learning goals for this lesson plan:

- a) Help student recognize the Chinese characters and know how to read them without Pinyin
- b) Students can understand the meaning of the characters, know their radicals, and make some words.
- c) Students know how to use them in a sentence.

In order to make this lesson plan more practical, I want to list the specific words I want to teach

那个, 这个, 的, 照片, 爸爸, 妈妈, 女孩子, 谁, 她, 姐姐, 男, 弟弟, 他, 大哥, 儿子, 女儿, 没有。

And review these words of previous lesson:

老师, 学生, 也, 人, 中国, 美国,

### 3. Lesson Modules & Learning Activities

#### Module 1, knowing the character individually

I will use the website, “yellowbridge”

(<https://www.yellowbridge.com/chinese/character-stroke-order.php?word=%E7%94%B5%E8%84%91>) to help students learn each character.

By searching each character on this website, students need to know the pronunciation, the stroke order, the radicals, and the meaning of the characters.

#### Module 2, knowing the character as a word

I will use the tool Jamboard to help students get familiar with the characters. I can use PowerPoint to separate the radical apart from the other part of the character and then put both parts onto Jamboard to use them. For instance, the character 妈 can be separated into two parts: 女 and 马. I will put 女 and 马 onto Jamboard and ask students to put them together and read it aloud. I can also give student the radical 女 and ask them to fill in the other part, i.e 姐, 妹, 她.

#### Module 3, Put the character into a sentence

I will still use Jamboard to help student use the characters/words in sentences. I can give students a sentence with a blank/blanks and ask them to fill in the blanks. For instance, here are three sentences and students are supposed to fill in the blanks by the hint.

1)Q: 这个\_\_\_\_\_是谁? (girl)

A: \_\_\_\_是我\_\_\_\_ (older sister )

2) Q: 你大哥有\_\_\_\_ 吗? (daughter)

A: 他没有\_\_\_\_\_。

3) Q: 白英爱, 你家有几口人?

A: 我家有六口人, 我\_\_\_\_、我\_\_\_\_、一个\_\_\_\_、两个\_\_\_\_和我。

### 4. Plan for Interactivity

**Activity 1, Communication:** I will let students ask each other the following questions and answer them.

- a) 你有姐姐吗?
- b) 你家有几口人, 是谁?
- c) 这个女孩子是谁?
- d) 你爸爸是老师吗?

**Activity 2, Introduction.** I ask student to fill out the following form and use it to introduce his/her partner's situation to the whole class

名字	爸爸	妈妈	姐姐/妹妹	哥哥/弟弟
A	老师 (是/不是)	美国人(是/不是)	有/没有	有/没有

## 5, Assessment and feedback

I think online teaching gives us more opportunities to ask students to practice Chinese and make some more interesting assessments. I will use Jamboard and Kahoot to design some activities.

### 1) Jamboard game (language practice)

The game includes two parts, one part is writing Chinese characters interactively. I ask one student to write a pinyin or an English meaning and other students to write the Chinese character. I can also ask one student to write a radical like 女, and let other students write the character by using this radical.

During the process, I will ask students to check whether his/her classmate writes an accurate character, if the character is wrong, what is the right character. More important, it is very common that students make mistakes about the order of the strokes. Other student needs to find whether the character is written in a right order, if not, what is the right order of writing. At the same time, I can introduce the principle of the stroke order in Chinese writing and write a character by myself. When we work on the characters with the same radical, students can discuss how to write and memorize the related characters.

This interactive writing process can make student get familiar with the pronunciation, meaning of the characters, and build up the connection among several characters. I also hope students are the major part of the writing practice. They can correct each other's mistakes, share their understanding of the characters, and show how they write the characters.

The other part of the game is using the characters in a sentence. I will give several words of one sentence and place them in a disorder way on Jamboard. Students are supposed to reorder the words and read loud the final sentences. For instance, the words “有 他 妹妹 一个 姐姐 没有” can form a sentence i.e “他有一个妹妹，没有姐姐。” or “他没有妹妹，有一个姐姐”。 Students can try different ways of form a sentence. They can also check each other's sentences.

## 2) Kahoot game (competition)

After the Jamboard games I will give an online Kahoot game to finally assess students' learning about these words. I will divide students into ten groups and play a Kahoot game. I can design roughly ten questions about the meaning, pronunciations, stroke order, radicals of the characters, words and sentences. And ask each group tries to answer the question. The group get the most accurate answers can be the winner group and get a small gift. Most time, my students are come from different schools with different backgrounds, a team game will help them know each other better and talk more bravely.

By practicing using the characters at various situations and with different tools, I believe students will have much better understanding, knowledge, and memories of these characters.