Sarah's Spanish School

FREE SAMPLE · MUNDIAL MANDARIN · UPPER ELEMENTARY

# 去唐人街

*Qù Tángrénjiē* · A Trip to Chinatown

IB PYP theme: How We Organize Ourselves | Level 3A · Grades 4–5

Unit 5 of 6 | 5 lessons · about 40 min · once a week | 90%+ in Mandarin



*Yang Yang (阳阳), a cheerful panda from Sichuan, on his blue electric scooter*

Students plan a trip to Chinatowns in the United States, beginning with San Francisco and New York City. They answer travel questions, compare trips, follow and give directions, and talk about a route and what they see, then write and present their own trip. Yang Yang flies to San Francisco, walks through the Dragon Gate, and finds bun shops, tea shops, and red lanterns.

### Inside this sample

1. Unit overview with IB PYP connections
2. Sample Lesson 1
3. Sample Lesson 5 (Display of Learning)

Every Mundial unit has this same shape in Spanish, French, and Mandarin.

## IB PYP Connections

Aligned with the six transdisciplinary themes, one unit per theme each year

| Who We Are | Where We Are in Place and Time | How We Express Ourselves | How the World Works | **How We Organize Ourselves** | Sharing the Planet |
|---|---|---|---|---|---|

**CENTRAL IDEA** — **Planning and preparing help people travel efficiently and reach their destination.**

**Essential question:** 从一个地方去另一个地方，我们要做哪些决定？ *Cóng yí ge dìfang qù lìng yí ge dìfang, wǒmen yào zuò nǎxiē juédìng?* (What decisions do we make when we go from one place to another?)

### Lines of inquiry

- How we plan to get from one place to another
- What tools or rules help us move safely and efficiently
- How planning affects travel and arrival

### Key concepts

**Function** How navigation and planning systems work

**Connection** How routes, maps, and transportation are linked

**Causation** How good planning leads to efficient and safe travel

**Responsibility** How following rules and instructions keeps us safe

### Learner profile attributes

**Thinkers** Plan and problem-solve travel challenges

**Inquirers** Ask questions about routes, maps, and navigation

**Principled** Follow rules for safe and fair movement

**Open-minded** Consider many ways to reach a destination

**Reflective** Evaluate plans and improve them

### Approaches to learning (ATL skills)

**Thinking** Analyze routes and maps; predict and decide on the best way to travel

**Communication** Use descriptive language to explain directions and plans; listen to and interpret instructions

**Social** Plan together, respect others' suggestions, solve navigation challenges as a team

**Self-management** Organize materials for a trip; follow procedures during movement activities

## Language & Learning

ACTFL-aligned can-dos · Level 3A · Grades 4–5

### Can-do statements

1. I can answer travel questions and say where I am going.
2. I can compare and describe different trips.
3. I can follow and give directions and say where a place is.
4. I can talk about a trip route: places, distances, and what I see.
5. I can write and present my trip.

### Culture

**Chinatowns in the United States.** San Francisco's Chinatown, the oldest in North America, and its Dragon Gate; Manhattan's Chinatown in New York City; then Chinatowns in Chicago, Los Angeles, Boston, Philadelphia, Seattle, and Washington, D.C. (the Friendship Archway). Bakeries, dim sum, and Lunar New Year parades.

**Where:** Chinese communities in the United States

### Key structures

| | |
|---|---|
| 我要去___。<br>*Wǒ yào qù __.* | I'm going to ___. |
| 坐飞机 · 坐火车 · 坐地铁<br>*zuò fēijī · zuò huǒchē · zuò dìtiě* | by plane · by train · by subway |
| 往前走 · 左转 · 右转<br>*wǎng qián zǒu · zuǒ zhuǎn · yòu zhuǎn* | go straight · turn left · turn right |
| ___离这里远吗?<br>*__ lí zhèli yuǎn ma?* | Is ___ far from here? |
| 唐人街有___。<br>*Tángrénjiē yǒu __.* | Chinatown has ___. |
| 我坐___去。那里有___。<br>*Wǒ zuò __ qù. Nàlǐ yǒu __.* | I go by ___. There is/are ___ there. |

Simplified characters with Hanyu Pinyin. In Level 3, reading and writing grow step by step.

### The unit story: 阳阳去唐人街 *Yángyáng qù Tángrénjiē* (Yang Yang Goes to Chinatown) · told a little each lesson in StoryTime

**Day 1**
Yang Yang is going to Chinatown in San Francisco.
阳阳要去旧金山的唐人街。 *Yángyáng yào qù Jiùjīnshān de Tángrénjiē.*

**Day 2**
He goes by plane. San Francisco is far!
阳阳坐飞机去。旧金山很远！ *Yángyáng zuò fēijī qù. Jiùjīnshān hěn yuǎn!*

**Day 3**
Go straight, turn left! Yang Yang sees a big gate.
往前走，左转！阳阳看见一个大门。 *Wǎng qián zǒu, zuǒ zhuǎn! Yángyáng kànjiàn yí ge dà mén.*

**Day 4**
Chinatown has bun shops, tea shops, and red lanterns.
唐人街有包子店、茶店和红灯笼。 *Tángrénjiē yǒu bāozi diàn, chá diàn hé hóng dēnglong.*

**Day 5**
Next stop: Chinatown in New York!
下一站：纽约的唐人街！ *Xià yí zhàn: Niǔyuē de Tángrénjiē!*

**DISPLAY OF LEARNING · THE PERFORMANCE TASK IN LESSON 5**

### 我的唐人街之旅 My Chinatown Trip

**Plan**
Students choose a Chinatown, decide how to get there, and pick what they want to see, with a simple route map.

**Write**
Sentence frames: 我要去___。我坐___去。那里有___。 *Wǒ yào qù __. Wǒ zuò __ qù. Nàlǐ yǒu __.* Students write in characters with pinyin support from a word bank.

**Present**
Students present their trip and answer a partner's questions. Scored with a simple rubric.

## The Unit at a Glance

5 lessons · Lesson 5 is the Display of Learning

**LESSON 1** · IN THIS SAMPLE
你要去哪儿? **Where Are You Going?**
I can answer travel questions and say where I am going.

**LESSON 2**
不一样的旅行 **Different Trips**
I can compare and describe different trips.

**LESSON 3**
左转，右转 **Turn Left, Turn Right**
I can follow and give directions and say where a place is.

**LESSON 4**
唐人街有什么? **What's in Chinatown?**
I can talk about a trip route: places, distances, and what I see.

**LESSON 5** · IN THIS SAMPLE
我的唐人街之旅 **My Chinatown Trip**
I can write and present my trip.

LESSON 1 of 5 · ~40 min

SAMPLE LESSON · MUNDIAL MANDARIN · LEVEL 3A · UNIT 5: 去唐人街 A TRIP TO CHINATOWN

# 你要去哪儿?

*Nǐ yào qù nǎr?* · Where Are You Going? · Planning a class trip



| 上课啦! 5 min | 今天的问题 5 min | 阳阳的故事 7 min | 动一动! 3 min | 看一看! 14 min | Check 3 min | Now You! 2 min | 再见! 1 min |
|---|---|---|---|---|---|---|---|

Lesson at a glance · about 40 minutes · IB PYP theme: How We Organize Ourselves

**Today's goal**

**I can answer travel questions and say where I am going.**

## Target structures

你要去哪儿? *Nǐ yào qù nǎr?*
Where are you going?

我要去___。 *Wǒ yào qù __.*
I'm going to ___.

坐飞机 · 坐火车 · 坐地铁 *zuò fēijī · zuò huǒchē · zuò dìtiě*
by plane · train · subway

___离这里远吗? __ *lí zhèli yuǎn ma?*
Is ___ far from here?

很远 · 不远 *hěn yuǎn · bù yuǎn*
very far · not far

唐人街 *Tángrénjiē*
Chinatown

旧金山 · 纽约 *Jiùjīnshān · Niǔyuē*
San Francisco · New York

## Materials

- Opening Ritual slides
- Map of the United States and a world map
- Photo slides: Chinatowns in U.S. cities (gates, lanterns, bakeries)
- Yang Yang story slides, Day 1
- Now You! page (if time); pencils

## 1 上课啦! Opening Ritual — 5 min

- 同学们好! *Tóngxuémen hǎo!* → 老师好! *Lǎoshī hǎo!* Day, weather, and feelings in full sentences.
- Introduce the Essential Question in one line: 从一个地方去另一个地方，我们要做哪些决定?

## 2 今天的问题 Question of the Day — 5 min

**ASK** 你要去哪儿? *Nǐ yào qù nǎr?* **ANSWER** 我要去___。 *Wǒ yào qù __.*

- Model with the map (我要去纽约。 *Wǒ yào qù Niǔyuē.*). Students repeat, tell a partner, then partners ask and answer. Point to each place on the map as students answer.

## 3 阳阳的故事 Yang Yang Goes to Chinatown · Day 1 — 5–10 min

- 阳阳要去哪儿? 要去北京吗? *Yángyáng yào qù nǎr? Yào qù Běijīng ma?* → 不是! *Bú shì!*
- 阳阳要去旧金山的唐人街! *Yángyáng yào qù Jiùjīnshān de Tángrénjiē!* Point to San Francisco on the map.
- Ask yes/no, then either/or: 旧金山在美国吗? *Jiùjīnshān zài Měiguó ma?* · 阳阳要去旧金山还是纽约? *Yángyáng yào qù Jiùjīnshān háishi Niǔyuē?*

## 4 动一动! How do we get there? — 3 min

- One move per way to travel: 坐飞机 *zuò fēijī* (arms out, glide) · 坐火车 *zuò huǒchē* (arms pump) · 坐地铁 *zuò dìtiě* (hold a strap and sway) · 骑电动车 *qí diàndòngchē* (Yang Yang's scooter). Call them faster and faster.

## 5 看一看! Plan a class trip to a Chinatown — 12–15 min

- Show photos of Chinatowns in U.S. cities: the Dragon Gate in San Francisco, Manhattan's streets, the Friendship Archway in Washington, D.C. Ask 这是唐人街吗? *Zhè shì Tángrénjiē ma?*
- The class plans one trip together. Students vote by moving to the left or right side of the room: 我们去旧金山还是纽约? · 旧金山离这里远吗? · 我们坐飞机还是坐火车?
- Sum up the class choices in Mandarin (我们要去纽约。我们坐火车去。 *Wǒmen yào qù Niǔyuē. Wǒmen zuò huǒchē qù.*) while a student scribe records every decision.

**PRO TIP**
Circle each answer with follow-up questions: 我们坐火车去。坐火车还是坐飞机? 坐火车!

**EXTEND & ADAPT**
Add a question about what to see (唐人街有什么? ) using the photos. After class, turn the decisions into a short reading for Lesson 2.

**6** **Comprehension Check** 对还是不对? *Duì háishi bú duì?* — 2–3 min

- 阳阳要去纽约。(不对! 旧金山) · 旧金山很远。(对!) · 我们坐飞机去。 (answer from today's vote)

**7** **Now You!** Workbook, if time — if time

- Students complete, with a pinyin word bank: 我要去___。我坐___去。

**8** **再见!** — 1 min

- 同学们再见! *Tóngxuémen zàijiàn!* → 老师再见! *Lǎoshī zàijiàn!*

LESSON **5** of 5 · ~40 min

SAMPLE LESSON · MUNDIAL MANDARIN · LEVEL 3A · UNIT 5: 去唐人街 A TRIP TO CHINATOWN

# 我的唐人街之旅 DISPLAY OF LEARNING

*Wǒ de Tángrénjiē zhī lǚ* · My Chinatown Trip · Display of Learning · project day



| 上课啦! 4 min | 今天的问题 4 min | 阳阳的故事 5 min | 动一动! 3 min | Plan + write 14 min | Present 6 min | Check 3 min | 再见! 1 min |
|---|---|---|---|---|---|---|---|

Lesson at a glance · about 40 minutes · IB PYP theme: How We Organize Ourselves

**Today's goal**

**I can write and present my trip.**

## Target structures

我要去___。 *Wǒ yào qù __.*
I'm going to ___.

我坐___去。 *Wǒ zuò __ qù.*
I go by ___.

那里有___。 *Nàlǐ yǒu __.*
There is/are ___ there.

___离这里很远。 *__ lí zhèli hěn yuǎn.*
___ is very far from here.

往前走，左转！ *Wǎng qián zǒu, zuǒ zhuǎn!*
Go straight, turn left!

包子店 · 茶店 · 红灯笼 *bāozi diàn · chá diàn · hóng dēnglong*
bun shop · tea shop · red lanterns

下一站 *xià yí zhàn*
next stop

## Materials

- Opening Ritual slides
- Yang Yang story slides, Day 5
- Arrow signs for a direction walk (forward, left, right)
- Display of Learning pages: 我的唐人街之旅 + rubric, with a pinyin word bank
- Maps; colored pencils

## 1 上课啦! Opening Ritual — 4 min

- Quick Opening Ritual. Preview today: it's project day!

## 2 今天的问题 Question of the Day — 4 min

**ASK** 你坐什么去? *Nǐ zuò shénme qù?* **ANSWER** 我坐___去。 *Wǒ zuò __ qù.*

- A quick round so every student says how they will travel before writing. Recast and extend: 你坐飞机去！纽约远吗?

## 3 阳阳的故事 Yang Yang Goes to Chinatown · Day 5 — 5 min

- The class helps retell Days 1–4 with gestures, then the ending: 下一站：纽约的唐人街！ *Xià yí zhàn: Niǔyuē de Tángrénjiē!* Ask 阳阳要去哪儿? (纽约！)

## 4 动一动! Direction walk — 3 min

- Call directions; students follow: 往前走！ *Wǎng qián zǒu!* · 左转！ *Zuǒ zhuǎn!* · 右转！ *Yòu zhuǎn!* Then a volunteer gives the directions.

## 5 我的唐人街之旅 Display of Learning · plan + write — 14 min

- **Plan.** Students choose a Chinatown, decide how to travel, and draw a simple route with what they want to see.
- **Write.** Students write with the frames: 我要去___。我坐___去。那里有___。 Characters with pinyin support from the word bank.
- **Stretch it.** Ready writers add detail: ___离这里很远 / 不远。· 往前走，左转…… · 我要吃包子!

**PRO TIP**
Read every direction aloud and show a finished model first. Keep the model and word bank on the board while students write.

## 6 Present Partner presentations — 6 min

- Partners take turns presenting. The listener asks at least two questions: 你要去哪儿? · 你坐什么去? · 那里有什么? · 远吗?
- Invite two or three volunteers to present to the class with their route.

## 7 Comprehension Check Self-check — 2–3 min

- Students show 1, 2, or 3 fingers: "How well can I tell about my trip in Mandarin?" Then return to the Essential Question.

## 8 再见! — 1 min

- 一路平安！再见！ *Yílù píng'ān! Zàijiàn!* (Have a safe trip! Goodbye!)

**SAMPLE STUDENT WRITING · A MODEL TO SHOW STUDENTS**

我要去纽约的唐人街。我坐火车去。纽约离这里很远！那里有包子店、茶店和红灯笼。我要吃包子！

*Wǒ yào qù Niǔyuē de Tángrénjiē. Wǒ zuò huǒchē qù. Niǔyuē lí zhèli hěn yuǎn! Nàlǐ yǒu bāozi diàn, chá diàn hé hóng dēnglong. Wǒ yào chī bāozi!*

## Quick rubric (sample)

| Criteria | Not yet | With help | Yes! |
|---|---|---|---|
| **Content**<br>Tells where I'm going, how I get there, and what is there | ◯ | ◯ | ◯ |
| **Language**<br>Uses the frames correctly; adds detail (distance, directions, what I want to do) | ◯ | ◯ | ◯ |
| **Presentation**<br>Presents clearly and answers a partner's questions in Mandarin | ◯ | ◯ | ◯ |

## Every Mundial lesson, same rhythm · a predictable routine keeps class in the target language

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **上课啦！ Shàngkè la!**<br>Opening Ritual<br>**5 min** | **今天的问题**<br>Question of the Day<br>**5 min** | **阳阳的故事**<br>StoryTime with Yang Yang<br>**5–10 min** | **动一动！**<br>Kinetic Comprehension<br>**3–5 min** | **看一看！· 玩一玩！· 唱一唱！**<br>Explore, Play, or Sing: one or two<br>**10–15 min** | **Comprehension Check**<br>Quick check<br>**2–3 min** | **Now You!**<br>Workbook page<br>**if time** | **再见！ Zàijiàn!**<br>Closing<br>**1 min** |

## Like what you see? Let's talk about your PYP program.

Mundial comes in Spanish, French, and Mandarin, with full K–5 units, slides, stories, workbooks, training, and ongoing support.

**sarahsspanishschool.com/ib**

This is a sample from a Mundial unit, shared for review by IB schools and districts. Lesson materials referenced here (slides, story slides, workbook pages) are included in the full curriculum. Mundial is developed by Sarah's Spanish School and aligned with the IB Primary Years Programme framework; it is not produced or endorsed by the International Baccalaureate Organization. © 2026 Sarah's Spanish School.