

Grade 1 Theme 1.A.2: Who Are Our Friends at Home?

Draft Chinese Curriculum

Center for Applied Linguistics and National K-12 Foreign Language Resource Center, Iowa State University

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Grade Level: First Grade

Unit: 1.A Who Are Our Friends?

Theme: 1.A.3. Who Are Our Friends in the Community and in the World?

Stage 1: Identify Desired Results

A. Established Goals: As a result of this theme students will:

1. *Communication:* Communicate in languages other than English.

Standard 1.1 Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2 Understand and interpret written and spoken language on a variety of topics.

Standard 1.3 Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

*National Standards in Foreign Language Education Project. (2006).
Standards for Foreign Language Learning in the 21st Century.
Lawrence, KS: Allen Press.*

Implementation of the standards: As a result of this theme, students will identify and name family and friends at home. (1.1; 1.2; 1.3).

2. *Cultures:* Gain knowledge and understanding of other cultures.

Standard 2.1: Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Kindergarten – Grade 1 and 2 Core Objectives

The Arts

Students will:

- Listen to and demonstrate understanding of simplified short narratives and/or folk tales from target cultures
- Dramatize simplified, authentic folktales from target cultures

Daily Life Patterns

Students will:

- Participate in age-appropriate games from target cultures

*National Standards in Foreign Language Education Project. (2006).
Standards for Foreign Language Learning in the 21st Century.
Lawrence, KS: Allen Press.*

Montgomery County Public Schools. Teaching Culture in Grades K-8: A Resource Manual for Teachers of Spanish, Kindergarten, Grades 1 and 2 Core Objectives, p. 20. Rockville, MD; Montgomery County Public Schools.)

Implementation of the standards: As a result of this theme, students will (a) understand that friendships in the home setting look the same and different in different cultures (2.1); (b) friendships across cultures share commonalities in terms of people and activities (2.1); (b) cultures have special preferences for sports (2.1).

3. Connections: Connect with other disciplines and acquire information.

Standard 3.1: Reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

National Standards in Foreign Language Education Project. (2006). Standards for Foreign Language Learning in the 21st Century. Lawrence, KS: Allen Press.

Implementation of the standards: As a result of this theme students will understand that in diverse cultures, friends, home, and daily life activities exist that are similar and different from our own. (3.1).

Social Studies.

Standard I.a. Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.

Standard IV.b. Describe personal connections to place—especially place as associated with immediate surroundings.

Standard IV.e. Identify and describe ways family, groups, and community influence the individual life and personal choices.

National Council for the Social Studies. (2006). Curriculum Standards for Social Studies. Standards 1. Culture; Early Grades a., <http://www.socialstudies.org/standards/>

Voluntary State Curriculum: Social Studies, Grade K. Retrieved July 18, 2008 from http://mdk12.org/instruction/curriculum/social_studies/standard1/gradeK.html

4. Comparisons: Develop insight into the nature of language and culture.

Standard 4.2: Demonstrate understandings of the concept of culture through comparisons of the cultures studied and their own.

*National Standards in Foreign Language Education Project. (2006).
Standards for Foreign Language Learning in the 21st Century.
Lawrence, KS: Allen Press.*

Implementation of the standards: As a result of this theme students will compare friendships and activities in the home setting (4.2; 5.1).

5. **Communities:** Participate in multilingual communities at home and around the world.

Standard 5.1 Use the language both within and beyond the school setting.

*National Standards in Foreign Language Education Project. (2006).
Standards for Foreign Language Learning in the 21st Century.
Lawrence, KS: Allen Press.*

Implementation of the standards: As a result of this theme students will recognize the connection between people, places, and things they do in the home (e.g., family, friends and activities at home) (5.1)

B. Enduring Understandings of Focus in this Theme:

Students will understand that:

We live in a home, and there are many different people who are our friends and with whom we do things.

C. Essential Questions of Focus in this Theme:

Who are our friends at home?

D. Outcomes of Focus for this Theme: *As a result of this theme what knowledge and skills will students gain?*

1. **Language** (Interpersonal, Interpretive, Presentational Related to Specific Established Goals)

- a. Functions:

identifying
asking for/giving information
introducing people
describing
greetings

- b. Vocabulary:

一家 (yìjiā; family) (new vocabulary; optional)
家庭 (jiāting; family) (new vocabulary; optional)
名字 (míngzì; name) (new vocabulary; optional)
xxx[学生的名字]的家 (xxxx [xuéshēngdemíngzì] dejiā; xxx's [name of a student] house)
幸福 (xìngfú; happy) (new vocabulary)

不幸福 (búxìngfú; unhappy) (new vocabulary)

拍拍手 (pāipāishǒu; clap your hands) (spiraled vocabulary)

跺跺脚 (duòduòjiǎo; stomp your feet) (new vocabulary)

伸伸腰 (shēnshēnyāo; stretch your arms) (new vocabulary)

挤挤眼 (jǐjǐyǎn; blink your eyes) (new vocabulary)

拍拍肩 (pāipāijiān; pat your shoulders) (new vocabulary)

星期六 (xīngqīliù; Saturday) (new vocabulary)

厨房 (chúfáng; kitchen) (new vocabulary)

做早饭 (zuòzǎofàn; I am fixing breakfast.) (new vocabulary)

吃早饭 (chīzǎofàn; have breakfast!) (new vocabulary)

起床 (qǐchuáng; get up) (new vocabulary)

看电视 (kàndiànshì; watch TV) (new vocabulary)

打太极 (dǎtàijí; play Taiji) (new vocabulary)

回来了 (huíláile; come home) (new vocabulary)

皮球 (píqiú; bouncy ball) (new vocabulary)

足球 (zúqiú; soccer) (spiraled vocabulary)

风筝 (fēngzhēng; kite) (new vocabulary)

老鹰 (lǎoyīng; the eagle)

小鸡 (xiǎojī; little chicken)

抓 (zhuā; catch)

抓不着 (zhuābùzháo; can not catch)

得胜利 (déshènglì; gain victory)

烧烤 (shāokǎo; barbecue) (new vocabulary)

木炭 (mùtàn; charcoal) (new vocabulary)

烧烤炉 (shāokǎolú; barbecue grills) (new vocabulary)

烧烤架 (shāokǎojià; barbecue grids) (new vocabulary)

牛排 (niúpái; steak) (new vocabulary)

香肠 (xiāngcháng; sausage) (new vocabulary; optional)

灯会 (dēnghuì; lantern fair) (new vocabulary)

逛灯会 (guàngdēnghuì; visit a lantern fair) (new vocabulary)

龙灯 (lóngdēng; dragon lantern) (new vocabulary)

凤灯 (fèngdēng; phoenix lantern) (new vocabulary)

莲花灯 (liánhuādēng; lotus lantern) (new vocabulary)

看 (kàn; look) (spiraled vocabulary)

晚饭 (wǎnfàn; dinner) (new vocabulary)

吃晚饭 (chīwǎnfàn; have dinner) (new vocabulary)

刀 (dāo; knives) (new vocabulary)

叉 (chā; forks) (new vocabulary)
汤 (tāng; soup) (spiraled vocabulary)
菜 (cài; dishes) (spiraled vocabulary)
甜点 (tiándiǎn; dessert) (new vocabulary)
碗 (wǎn; bowls) (new vocabulary)
筷子 (kuàizǐ; knives) (spiraled vocabulary)
汤 (tāng; soup) (spiraled vocabulary)
菜 (cài; dishes) (spiraled vocabulary)
饭 (fàn; rice) (new vocabulary)

c. Key Linguistic Structures:

你叫什么名字? (nǐ jiào shénmēi míngzì; What is your name?)
我叫 xxx (wǒ jiào xxx; my name is xxx.)
你住在哪里? (nǐ zhù zài nǎ lǐ; Where is your house?) (new structure;
optional)
我住在_____ (wǒ zhù zài _____; I live in _____) (new structure;
optional)
xxx [学生的名字] 的家 (xxx [xuéshēngdemíngzì] de jiā; xxx's [students'
name] house) (spiraled structure)
xxxx [学生的名字] 的家在 _____ [城市的名字] (xxx
[xuéshēngdemíngzì] de jiā zài _____
[chéngshìdemíngzì]; xxxx's [students' name] house is in
_____) (spiraled structure)
不上学 (búshàngxué; No school) (new structure)
呆在家里 (dāi zài jiā lǐ; We are at home on Saturday) (new
structure)
你早! (nǐ zǎo; Good morning!) (new structure)
和 xxx [家人的名称] 一起玩什么? (hé xxx [jiāréndemíngchēng] yì qǐ
wán shénme; what do you play with xxx [family members]?) (new
structure)
和 xxx [家人的名称] 一起玩 xxx (hé xxx [jiāréndemíngchēng] yì qǐ wán
xxx; play xxxx with xxx [family members]) (new structure)
几家人玩 xxx [运动的名称]? (jǐ jiā rén wán xxx [yùndòngdemíngchēng];
How many people play [name of the sports]) (new structure)
xxx [家人的名称] 在 xxx [活动的名称] (xxx [jiāréndemíngchēng] zài xxx
[huódòngdemíngchēng]; xxx [family member] is xxx [name of the
activity]) (new structure)
xxx [孩子的名字] 在玩什么? (xxx [hái zǐ demíngzì] zài wán shénme; What
is xxx [name of the child] playing?) (spiraled structure)

xxx [孩子的名字] 在玩_____ [球类的名称] (xxxx [háizidemíngzì]
zàiwán_____ [qiúlèidemíngchēng]; xxxx [name of the sports] is
playing _____ [name of the sports]) (spiraled structure)

歌曲：幸福拍手歌 (xìngfú pāishǒu gē; If you're happy and you know it
clap your hands)

如果感到幸福你就拍拍手, (rúguǒ gǎndào xìngfú nǐ jiù pāipāishǒu; If you
are happy and you know it, clap your hands)

如果感到幸福你就拍拍手, (rúguǒ gǎndào xìngfú nǐ jiù pāipāishǒu; If you
are happy and you know it, clap your hands)

如果感到幸福就快快拍拍手, (rúguǒ gǎndào xìngfú nǐ jiù kuàikuài pāipāishǒu;
If you are happy and you know it, hurry up and clap your hands)

看哪大家一齐拍拍手。(kàn nǎ dà jiā yì qí pāipāishǒu; Look, we're all
clapping our hands)

如果感到幸福你就跺跺脚, (rúguǒ gǎndào xìngfú nǐ jiù duò duò jiǎo; If
you're happy and you know it, stomp your feet)

如果感到幸福你就跺跺脚, (rúguǒ gǎndào xìngfú nǐ jiù duò duò jiǎo; If
you're happy and you know it, stomp your feet)

如果感到幸福就快快跺跺脚, (rúguǒ gǎndào xìngfú nǐ jiù kuàikuài duò duò jiǎo; If
you're happy and you know it, hurry up and stomp your feet)

看哪大家一齐跺跺脚。(kàn nǎ dà jiā yì qí duò duò jiǎo; Look, we're all
stomping our feet)

如果感到幸福你就伸伸腰, (rúguǒ gǎndào xìngfú nǐ jiù shēnshēnyāo; If
you're happy and you know it, stretch your arms)

如果感到幸福你就伸伸腰, (rúguǒ gǎndào xìngfú nǐ jiù shēnshēnyāo; If
you're happy and you know it, stretch your arms)

如果感到幸福就快快伸伸腰, (rúguǒ gǎndào xìngfú nǐ jiù kuàikuài shēnshēnyāo; If
you're happy and you know it, hurry up and stretch your arms)

看哪大家一齐伸伸腰。(kàn nǎ dà jiā yì qí shēnshēnyāo; Look, we are all
stretching our arms.)

如果感到幸福你就挤挤眼, (rúguǒ gǎndào xìngfú nǐ jiù jǐjǐ yǎn; If
you're happy and you know it, blink your eyes.)

如果感到幸福你就挤挤眼, (rúguǒ gǎndào xìngfú nǐ jiù jǐjǐ yǎn; If
you're happy and you know it, blink your eyes.)

如果感到幸福就快快挤挤眼, (rúguǒ gǎndào xìngfú nǐ jiù kuàikuài jǐjǐ yǎn; If
you're happy and you know it, blink your eyes.)

看哪大家一齐挤挤眼。(kàn nǎ dà jiā yì qí jǐjǐ yǎn; Look, we are all
blinking our eyes.)

如果感到幸福你就拍拍肩, (rúguǒgǎndào xì ngfú nǐ jiùshēnshēnyāo; If you're happy and you know it, pat your shoulder.)
如果感到幸福你就拍拍肩, (rúguǒgǎndào xì ngfú nǐ jiùshēnshēnyāo; If you're happy and you know it, pat your shoulder.)
如果感到幸福就快快拍拍肩, (rúguǒgǎndào xì ngfú nǐ jiùshēnshēnyāo; If you're happy and you know it, hurry up and pat your shoulder.)
看哪大家一齐拍拍肩。(kàn nǎ dà jiā yì qí pāi pāi jiān; Look, we are all patting our shoulders.)

如果感到幸福你就拍拍手, (rúguǒgǎndào xì ngfú nǐ jiù pāi pāi shǒu; If you are happy and you know it, clap your hands)
如果感到幸福你就拍拍手, (rúguǒgǎndào xì ngfú nǐ jiù pāi pāi shǒu; If you are happy and you know it, clap your hands)
如果感到幸福就快快拍拍手, (rúguǒgǎndào xì ngfú nǐ jiù pāi pāi shǒu; If you are happy and you know it, hurry up and clap your hands)
看哪大家一齐拍拍手。(kàn nǎ dà jiā yì qí pāi pāi shǒu; Look, we're all clapping our hands)

Breakfast chant:

妈妈、妈妈在哪里? (māmā, māmā zài nǎ lǐ; Mom, where are you?)
妈妈、妈妈在哪里? (māmā, māmā zài nǎ lǐ; Mom, where are you?)
妈妈、妈妈在这里。(māmā māmā zài zhè lǐ; Mom, Mom is here.)
妈妈、妈妈早上好。(māmā māmā zǎo shàng hǎo; Good morning, Mom.)
妈妈、妈妈做早饭, (māmā māmā zuò zǎo fàn; Mom is fixing breakfast.)
早饭、早饭真好吃, (zǎo fàn zǎo fàn zhēn hǎo chī; It's very delicious.)
早饭、早饭真好吃。(zǎo fàn zǎo fàn zhēn hǎo chī; It's very delicious.)

拍球 (pāi qiú; pat the ball) (new structure)
扔球 (rēng qiú; throw the ball) (new structure)
接球 (jiē qiú; catch the ball) (new structure)
抱着球 (bào zhe qiú; hold the ball) (new structure)

儿歌: 老鹰抓小鸡¹ (ér gē lǎo yīng zhuā xiǎo jī; The eagle tries to catch little chicken)
老鹰抓小鸡, (lǎo yīng zhuā xiǎo jī; The eagle tries to catch little chicken)
老鹰抓小鸡, (lǎo yīng zhuā xiǎo jī; The eagle tries to catch little chicken)
哎呦呦, 老鹰跑来又跑去, (āi yōu yōu, lǎo yīng pǎo lái yòu pǎo qù; The eagle runs here and there)

¹ This is adapted from a Chinese children's song 老鹰抓小鸡. Watch a video presentation of this song at: <http://you.video.sina.com.cn/b/744072-1272184507.html>.

老鹰抓鸡，抓不着呀，(lǎoyīngzhuājī zhuābùzháo ya; The eagle could not catch any one of them)

哈哈，哈哈，(hāhāhāhāhā; Hurray)

小鸡小鸡得胜利呀，得呀得胜利，(xiǎojī xiǎojī déshènglì ya, déyadéshènglì; Little chicken win)

哈哈哈哈哈。(hāhāhāhāhā; Hurray)

烧好木炭 (shāohǎomùtàn; burn the charcoal) (new structure)

放烧烤架 (fàngshāokǎojià; put the barbecue grids on) (new structure)

摆好牛排 (bǎihǎoniú pái; put the steak on) (new structure)

烤好了！(kǎohǎole; The food is ready!) (new structure)

好吃极了！(hàochījíle; It's very delicious!) (spiraled structure)

Chant: 《红灯笼》² (hóngdēnglóng; Red Lantern)

红灯笼，高高挂。(hóngdēnglóng, gāogāoguà; Red lantern is hung high above.)

眨着眼睛要说话。(zhǎzhuóyǎnjīngyào shuō huà; It blinks its eyes as if it has something to tell.)

它要告诉小朋友，(tāyào gào sù xiǎo péng yǒu; It says to little friends.)

很快就要过节了。(hěn kuài jiù yào guò jié le; A festival is coming soon.)

摆好刀和叉 (bǎihǎodāo hé chā; lay down plates, knives, and forks) (new structure)

上汤 (shàngtāng; serve the soup) (new structure)

上菜 (shàngcài; serve the dishes) (new structure)

上甜点 (shàngtiándiǎn; serve the dessert) (new structure)

真好吃 (zhēnhàochī; Yummy) (new structure)

摆好碗和筷子 (bǎihǎowǎn hé kǎizi; lay down plates, bowls, and chopsticks) (new structure)

上菜 (shàngcài; serve the dishes) (spiraled structure)

上汤 (shàngtāng; serve the soup) (spiraled structure)

盛饭 (chéngfàn; serve the rice) (new structure)

真好吃 (zhēnhàochī; Yummy) (spiraled structure)

² Access http://blog.sina.com.cn/s/blog_4be2487201007w49.html for a video presentation of this chant chanted by a group of Chinese children.

2. Culture

- a. Students will identify and name sports and leisure activities in which Chinese and American families participate.
- b. Describe similarities and differences among the people and activities in their own families and the people and activities in the homes of the students in their partner school.

3. Connections:

- a. Identify selected people in their own homes and recognize that their roles and activities are an important part of family life.

4. Comparisons:

- a. Describe similarities and differences among the people and activities in their own families and the people and activities in the families of the students in their partner school.

5. Communities:

- a. Describe for their own families what they have learned about the people and activities in the families of the students in their partner school and the similarities and differences with their own families.

Stage 2: Determine Acceptable Evidence of Student Understanding *What evidence will show that students understand?*

Theme Performance Tasks:

Interpretive:

- a) Display enlarged digital photos and pictures cards of selected people and activities of (a) their own families and (b) the families of the students in their partner school (or photos from google.cn). Ask students to identify people and activities (e.g., What do families do on Sundays?)

Interpersonal:

- a) Given pictures of people and activities in a U.S. family and a Chinese family, students working in pairs ask and answer questions to identify people and activities.

Presentational:

- a) In one group, students sing the “If you are happy and you know it clap your hands” song.
- b) Students play and chant a simplified version of the game/song “The Eagle Tries to Catch Little Chicken”.

- c) In one group and prompted by teacher miming, students chant the “The Red Lantern” chant.
- d) Prompted by picture cards, students present the steps for a family barbecue.
- e) Prompted by picture cards, students present the steps for serving a family dinner.

Selected Lesson Assessment Strategies and means of recording assessment outcomes:

1. Students describe pictures with various family members engaged in activities.
2. Given bingo cards that represent people in a home, students will identify the people and activities.
3. Given a series of activity pictures in the home, students identify and name games and activities.
4. Students will follow teacher’s directions to mime the activities from the home.

Stage 3: Plan Learning Experiences

What learning experiences and instruction will enable students to achieve the desired results in a Lesson?

Lesson 1: Happy Families

Outcomes of focus in this lesson: Students will sing the 幸福拍手歌³ (xì ngfúpāishǒugē; If you’re happy and you know it clap your hands!)

1. Language:

Functions:

Identifying
Describing

Vocabulary:

一家 (yìjiā; family) (new vocabulary; optional)
 家庭 (jiāting; family) (new vocabulary; optional)
 名字 (míngzì; name) (new vocabulary; optional)
 xxx[学生的名字]的家 (xxxx [xuéshēngdemíngzì] dejiā; xxxx’s [name of a student] house)
 幸福 (xìngfú; happy) (new vocabulary)
 不幸福 (búxìngfú; unhappy) (new vocabulary)

拍拍手 (pāipāishǒu; clap your hands) (spiraled vocabulary)
 跺跺脚 (duòduòjiǎo; stomp your feet) (new vocabulary)
 伸伸腰 (shēnshēnyāo; stretch your arms) (new vocabulary)
 挤挤眼 (jǐjǐyǎn; blink your eyes) (new vocabulary)

³ This is a Chinese song translated from the English song “If you’re happy and you know it, clap your hands!”

拍拍肩 (pāipāijiān; pat your shoulders) (new vocabulary)

玩球 (wánqiú; play ball games) (spiraled vocabulary)

Key Linguistic Structures:

你叫什么名字? (nǐ jiào shénmēi míngzì; What is your name?)

我叫 xxx (wǒ jiào xxx; my name is xxx.)

歌曲: 幸福拍手歌 (xìngfú pāishǒu gē; If you're happy and you know it clap your hands)

如果感到幸福你就拍拍手, (rúguǒ gǎndào xìngfú nǐ jiù pāi pāi shǒu; If you are happy and you know it, clap your hands)

如果感到幸福你就拍拍手, (rúguǒ gǎndào xìngfú nǐ jiù pāi pāi shǒu; If you are happy and you know it, clap your hands)

如果感到幸福就快快拍拍手, (rúguǒ gǎndào xìngfú nǐ jiù kuài kuài pāi pāi shǒu; If you are happy and you know it, hurry up and clap your hands)

看哪大家一齐拍拍手。(kàn nǎ dà jiā yì qí pāi pāi shǒu; Look, we're all clapping our hands)

如果感到幸福你就跺跺脚, (rúguǒ gǎndào xìngfú nǐ jiù duò duò jiǎo; If you're happy and you know it, stomp your feet)

如果感到幸福你就跺跺脚, (rúguǒ gǎndào xìngfú nǐ jiù duò duò jiǎo; If you're happy and you know it, stomp your feet)

如果感到幸福就快快跺跺脚, (rúguǒ gǎndào xìngfú nǐ jiù kuài kuài duò duò jiǎo; If you're happy and you know it, hurry up and stomp your feet)

看哪大家一齐跺跺脚。(kàn nǎ dà jiā yì qí duò duò jiǎo; Look, we're all stomping our feet)

如果感到幸福你就伸伸腰, (rúguǒ gǎndào xìngfú nǐ jiù shēn shēn yāo; If you're happy and you know it, stretch your arms)

如果感到幸福你就伸伸腰, (rúguǒ gǎndào xìngfú nǐ jiù shēn shēn yāo; If you're happy and you know it, stretch your arms)

如果感到幸福就快快伸伸腰, (rúguǒ gǎndào xìngfú nǐ jiù kuài kuài shēn shēn yāo; If you're happy and you know it, hurry up and stretch your arms)

看哪大家一齐伸伸腰。(kàn nǎ dà jiā yì qí shēn shēn yāo; Look, we are all stretching our arms.)

如果感到幸福你就挤挤眼, (rúguǒ gǎndào xìngfú nǐ jiù jǐ jǐ yǎn; If you're happy and you know it, blink your eyes.)

如果感到幸福你就挤挤眼, (rúguǒ gǎndào xìngfú nǐ jiù jǐ jǐ yǎn; If you're happy and you know it, blink your eyes.)

如果感到幸福就快快挤挤眼, (rúguǒ gǎndào xìngfú nǐ jiù kuài kuài jǐ jǐ yǎn; If you're happy and you know it, blink your eyes.)

看哪大家一齐挤挤眼。(kànnǎdàjiāyì qíjǐjǐyǎn; Look, we are all blinking our eyes.)

如果感到幸福你就拍拍肩,(rúguǒgǎndào xìngfú nǐ jiùshēnshēnyāo; If you're happy and you know it, pat your shoulder.)

如果感到幸福你就拍拍肩,(rúguǒgǎndào xìngfú nǐ jiùshēnshēnyāo; If you're happy and you know it, pat your shoulder.)

如果感到幸福就快快拍拍肩,(rúguǒgǎndào xìngfú nǐ jiùshēnshēnyāo; If you're happy and you know it, hurry up and pat your shoulder.)

看哪大家一齐拍拍肩。(kànnǎdàjiāyì qí pāipāijiān; Look, we are all patting our shoulders.)

如果感到幸福你就拍拍手,(rúguǒgǎndào xìngfú nǐ jiùpāipāishǒu; If you are happy and you know it, clap your hands)

如果感到幸福你就拍拍手,(rúguǒgǎndào xìngfú nǐ jiùpāipāishǒu; If you are happy and you know it, clap your hands)

如果感到幸福就快快拍拍手,(rúguǒgǎndào xìngfú nǐ jiùpāipāishǒu; If you are happy and you know it, hurry up and clap your hands)

看哪大家一齐拍拍手。(kànnǎdàjiāyì qí pāipāishǒu; Look, we're all clapping our hands)

2. Content:

3. Culture:

Materials:

- a) Poster displaying pictures of four families: a nuclear family in China, an extended family in China, a traditional U.S. family, and a non-traditional U.S. family;
- b) Sticky nametags for students;
- c) Pictures of students' houses;
- d) Cards of family members that were used in K.B.1;
- e) Card with your name written on it;
- f) Picture cards of people/cartoon figure feeling upset and unhappy;
- g) Picture cards of happy and sad faces.

Procedures:

- 1) Opening/Warm-up
 - a) Dramatically show a big poster that displays pictures of a nuclear Chinese family, an extended Chinese family, a traditional U.S. family, and a non-traditional U.S. family. Note that these could be your students' family pictures or family pictures of the students in your partner school in China. Point to the pictures and say: xxx [学生的名字] 一家 (xxxx [xuëshēngdemíngzì] yìjiārén; xxxx's [name of the student] family). Help students say them together with you.

- b) Have student volunteers label the pictures with a U.S. map or a Chinese map. Point to the U.S. families and say: 在美国 (zàiměiguó; They are in the U.S.) or 美国家庭 (měiguójiāting; U.S. family). Point to the Chinese families and say 在中国 (zàizhōngguó; They are in China.) or 中国家庭 (zhōngguójiāting; Chinese family). Help students say them together with you.

2) Routines (Optional)

- a) Have students put a sticky nametag on the front of their clothes. Display your name written on a card and say: 名字 (míngzì; name). Also point to their nametags and say: 名字 (míngzì; name). Ask students: 你叫什么名字? (nǐ jī àoshénmemíngzì; What is your name?). If the students need a prompt, point to their nametag. Help students say: 我叫 xxx (wǒ jiào xxx; my name is xxx.).
- b) Next display a picture of a student's house, or your own house and say: xxxx 的家 (xxxx dejiā; xxxx's house) or 我的家 (wǒ dejiā; my house). Randomly select a student's house and have the students say: xxxx 的家 (xxxx dejiā; xxxx's house).

3) Review

Arrange the picture cards of family members that students learned in Kindergarten Theme K.B.1 face down in a grid. Label the grid horizontally with numbers 1-4, and vertically with alphabets A-D. Divide the class into two groups. Have one volunteer from each group taking turns selecting a card for the students in the other group to name, by using a combination of a letter and a number. For example, if the student says A4, the card in the cell A4 should be turned face up for the students in the other group to name. Note down the cards that are correctly or incorrectly identified. At the end of the game, reward all students with a sticker for their participation in the game while also announcing the winning team of the day.

4) Instructional Activities

- a) Assign every student a happy or a sad face. Point to pictures of happy family members that the students have reviewed and say: 幸福 (xìngfú; happy). Also display pictures of people or cartoon figures feeling upset and unhappy and say: 不幸福 (búxìngfú; unhappy). Randomly select pictures of happy family members and unhappy people/cartoon figures and ask students: 幸福不幸福? (xìngfúbúxìngfú; happy or unhappy). Help students identify them as either 幸福 (xìngfú; happy) or 不幸福 (búxìngfú; unhappy) by holding up the happy or sad face.
- b) Have students watch the cartoon: 幸福拍手歌 (xìngfú pāishǒu gē; If you're happy and you know it clap your hands) available at: <http://www.youtube.com/watch?v=8wRLzKlmdos>. Stop in-between the lines and say the following vocabulary aloud while acting them out: 拍拍手 (pāipā

ishǒu; clap your hands); 跺跺脚 (duòduòjiǎo; stomp your feet); 伸伸腰 (shēnshēnyāo; stretch your arms), 挤挤眼 (jǐjǐyǎn; blink your eyes), and 拍拍肩 (pāipāijiān; pat your shoulders). Encourage the students to follow along. Next, say the actions aloud several times for the students to repeat and perform as a group.

- c) Play the 幸福拍手歌 (xìngfú pāishǒu gē; If you're happy and you know it clap your hands) song so that students become familiar with the tune (access the tune for this song at:

http://www.gushi160.com/ergezaixian/ergest.asp?st_id=88&er_id=79). Say the lyrics of this song⁴ aloud while performing actions described in the lines. Encourage the students to follow along. Next, have students practice singing as well performing the song. Also have students watch a video of this song played in English at:

<http://www.youtube.com/watch?v=FrsM9WggCdo&feature=related>. Access the lyrics and the tune of the English version of this song at:

<http://kids.niehs.nih.gov/lyrics/happyand.htm>.

如果感到幸福你就拍拍手, (rúguǒ gǎndào xìngfú nǐ jiù pāi pāi shǒu; If you are happy and you know it, clap your hands)

如果感到幸福你就拍拍手, (rúguǒ gǎndào xìngfú nǐ jiù pāi pāi shǒu; If you are happy and you know it, clap your hands)

如果感到幸福就快快拍拍手, (rúguǒ gǎndào xìngfú nǐ jiù kuài kuài pāi pāi shǒu; If you are happy and you know it, hurry up and clap your hands)

看哪大家一齐拍拍手。(kàn nǎ dà jiā yì qí pāi pāi shǒu; Look, we're all clapping our hands)

如果感到幸福你就跺跺脚, (rúguǒ gǎndào xìngfú nǐ jiù duò duò jiǎo; If you're happy and you know it, stomp your feet)

如果感到幸福你就跺跺脚, (rúguǒ gǎndào xìngfú nǐ jiù duò duò jiǎo; If you're happy and you know it, stomp your feet)

如果感到幸福就快快跺跺脚, (rúguǒ gǎndào xìngfú nǐ jiù kuài kuài duò duò jiǎo; If you're happy and you know it, hurry up and stomp your feet)

看哪大家一齐跺跺脚。(kàn nǎ dà jiā yì qí duò duò jiǎo; Look, we're all stomping our feet)

如果感到幸福你就伸伸腰, (rúguǒ gǎndào xìngfú nǐ jiù shēn shēn yāo; If you're happy and you know it, stretch your arms)

如果感到幸福你就伸伸腰, (rúguǒ gǎndào xìngfú nǐ jiù shēn shēn yāo; If you're happy and you know it, stretch your arms)

⁴ Sections of this song could be selected and taught depending on the length of the class.

如果感到幸福就快快伸伸腰, (rúguǒgǎndàoxì ngfúni jiùshēnshēnyāo; If you're happy and you know it, hurry up and stretch your arms)

看哪大家一齐伸伸腰。(kànnǎdàjiāyì qí shēnshēnyāo; Look, we are all stretching our arms.)

如果感到幸福你就挤挤眼, (rúguǒgǎndàoxì ngfúni jiùshēnshēnyāo; If you're happy and you know it, blink your eyes.)

如果感到幸福你就挤挤眼, (rúguǒgǎndàoxì ngfúni jiùshēnshēnyāo; If you're happy and you know it, blink your eyes.)

如果感到幸福就快快挤挤眼, (rúguǒgǎndàoxì ngfúni jiùshēnshēnyāo; If you're happy and you know it, blink your eyes.)

看哪大家一齐挤挤眼。(kànnǎdàjiāyì qí jǐ jǐ yǎn; Look, we are all blinking our eyes.)

如果感到幸福你就拍拍肩, (rúguǒgǎndàoxì ngfúni jiùshēnshēnyāo; If you're happy and you know it, pat your shoulder.)

如果感到幸福你就拍拍肩, (rúguǒgǎndàoxì ngfúni jiùshēnshēnyāo; If you're happy and you know it, pat your shoulder.)

如果感到幸福就快快拍拍肩, (rúguǒgǎndàoxì ngfúni jiùshēnshēnyāo; If you're happy and you know it, hurry up and pat your shoulder.)

看哪大家一齐拍拍肩。(kànnǎdàjiāyì qí pāipāijiān; Look, we are all patting our shoulders.)

如果感到幸福你就拍拍手, (rúguǒgǎndàoxì ngfúni jiùpāipāishǒu; if you are happy and you know it, clap your hands)

如果感到幸福你就拍拍手, (rúguǒgǎndàoxì ngfúni jiùpāipāishǒu; if you are happy and you know it, clap your hands)

如果感到幸福就快快拍拍手, (rúguǒgǎndàoxì ngfúni jiùpāipāishǒu; if you are happy and you know it, hurry up and clap your hands)

看哪大家一齐拍拍手。(kànnǎdàjiāyì qí pāipāishǒu; Look, we're all clapping our hands)

5) Closure

Collect the pictures and picture cards. Say Goodbye to students. Have students say goodbye to each other.

Lesson 2: It's breakfast time (U.S.)!

Outcomes of focus in this lesson: Students will identify and describe activities that usually occur around breakfast time in a U.S. family.

1. Language:

Functions:

Greeting
Identifying
Describing

Vocabulary:

星期六 (xīngqīliù; Saturday) (new vocabulary)

厨房 (chúfáng; kitchen) (new vocabulary)

做早饭 (zuòzǎofàn; I am fixing breakfast.) (new vocabulary)

吃早饭 (chīzǎofàn; have breakfast!) (new vocabulary)

Key Linguistic Structures:

你住在哪里? (nǐ zhùzài nǎlǐ; Where is your house?) (new structure; optional)

我住在_____ (wǒ zhùzài _____; I live in _____) (new structure; optional)

xxx [学生的名字] 的家 (xxx [xuésēngdemíngzì] de jiā; xxx's [students' name] house) (spiraled structure)

xxxx [学生的名字] 的家在_____ [城市的名字] (xxx [xuésēngdemíngzì] de jiā zài _____ [chéngshìdemíngzì]; xxxx's [students' name] house is in _____) (spiraled structure)

不上学 (búshàngxué; No school) (new structure)

呆在家里 (dāi zài jīa lǐ; We are at home on Saturday) (new structure)

你早! (nǐ zǎo; Good morning!) (new structure)

Breakfast chant:

妈妈、妈妈在哪里? (māmā, māmā zài nǎlǐ; Mom, where are you?)

妈妈、妈妈在哪里? (māmā, māmā zài nǎlǐ; Mom, where are you?)

妈妈、妈妈在这里。 (māmā māmā zài zhèlǐ; Mom, Mom is here.)

妈妈、妈妈早上好。 (māmā māmā zǎoshang hǎo; Good morning, Mom.)

妈妈、妈妈做早饭, (māmā māmā zuò zǎofàn; Mom is fixing breakfast.)

早饭、早饭真好吃, (zǎofàn zǎofàn zhēn hǎo chī; It's very delicious.)

早饭、早饭真好吃。 (zǎofàn zǎofàn zhēn hǎo chī; It's very delicious.)

2. Content:

3. Culture:

Materials:

- Digital photos of your students' houses;
- Family pictures of your students;

- c) Pictures of the cities where your students' houses are located;
- d) Calendar;
- e) Four pictures of a traditional and a non-traditional U.S. family before and after breakfast time;
 - i. Picture 1 shows a U.S. child waking up in bed and looking for his/her mother;
 - ii. Picture 2 shows mom preparing breakfast in the kitchen;
 - iii. Picture 3 shows the child and his/her siblings greeting and talking to his/her mom and/or dad in the kitchen;
 - iv. Picture 4 shows the family having breakfast together, and a little cat crouching under the dinner table;
- f) Smaller sets of the four pictures enough for a class of 25-35 students.

Procedures:

- 1) Opening/Warm-up
 - a) Redisplay the digital photos of your students' houses. Place family pictures of your students next to their houses and have students identify them and say: xxx [学生的名字] 的家 (xxx [xuésēngdemíngzì] dejiā; xxxx's [students' name] house).
 - b) Next display pictures of the cities where the houses are located and have students say the name of the cities. Place the pictures next to the pictures of the houses and have students say: xxxx [学生的名字] 的家在 _____ [城市的名字] (xxx [xuésēngdemíngzì] dejiāzài _____ [chéngshìdemíngzì]; xxxx's [students' name] house is in _____).
 Alternatively, display the calendar and point to all the days of the week. Have students say the names of the days of the week, beginning on Monday. When the students arrive at Saturday, gesture stop and show a photo of the school and say: 星期六, 不上学 (xīngqīliùbù, shàngxué; No school on Saturday). Show a picture of a student's home and say: 星期六呆在家里 (xīngqīliùdāizàijiālǐ; We are at home on Saturday).
- 2) Routines (optional)
 - a) Ask students: 你叫什么名字? (nǐ jiào shénmēi míngzì; What is your name?). If the students need a prompt, point to their nametag. Help students say: 我叫 xxx (wǒ jiào xxx; my name is xxx).
 - b) Next display the pictures of the cities where their houses are located and ask a student volunteer: 你住在哪里? (nǐ zhù zài nǎ lǐ; Where is your house?). Help students say: 我住在 _____ (wǒ zhù zài _____; I live in _____). Prompt him/her with a picture of his/her house placed next to the picture of the city where s/he lives if necessary.

3) Review

Review the 幸福拍手歌 (xìngfú pāishǒugē; If you're happy and you know it clap your hands) song that the students have learned in Lesson 1.

4) Instructional Activities

- a) Display four pictures of a traditional and non-traditional U.S. family before and after breakfast time on Saturday morning.
 - i. Picture one shows a U.S. child waking up in bed and looking for his/her mother. The text says: 妈妈, 妈妈, 你在哪儿? (māmā, māmā, nǐ zài nǎr; Where are you Mom?).
 - ii. Picture two shows mom preparing breakfast in the kitchen. The text say: 我在厨房, xxx [孩子的名字], 我在做早饭。(wǒ zài chúfáng, xxx [háizidemíngzì], wǒ zài zuò zǎofàn; I am in the kitchen, xxx. I am fixing breakfast.)
 - iii. Picture three shows the child, his/her siblings greeting and talking to his/her mom and/or dad in the kitchen. The text say: 你早, 妈妈! (nǐ zǎo, māmā; Good morning, Mom!), 你早, 爸爸! (nǐ zǎo, bàba; Good morning, Dad!) and/or 你早, xxx [孩子的名字]! (nǐ zǎo, xxx [háizidemíngzì]; Good morning, xxx [name of the child/sibling!]).
 - iv. Picture four shows the family having breakfast together, and a little cat crouching under the dinner table. The text says: 我们一起吃早饭 (wǒ men yì qǐ chī zǎofàn; We are having breakfast!).
- b) Randomly select one picture and have students identify the character in the picture. Prompt the students by asking: 这是谁? (zhè shì shuí; Who is this?) or 她/他在干什么? (tā/tā zài gàn shén me; what is s/he doing?). While display pictures two and four, help students identify and name the activities as 做早饭 (zuò zǎofàn; fix breakfast) and 吃早饭 (chī zǎofàn; eat breakfast).
- c) As a group, display the four pictures and say aloud the text that accompanies the pictures while acting them out. Help students say the text and mime the actions together with you. Next divide the class into four groups. Assign the groups to be the mother, the child, the sibling, and the father. While displaying the pictures, say and act out the corresponding text and help the corresponding group follow along.
- d) Assign students to work in groups of four and play the different roles in a family. Pass out smaller copies of the four pictures to the students. Have the students work as a group, and place the picture in the correct order. Next have each student role play the text and activities in the pictures.

e) Have the groups present their play to the class. Encourage them by saying: 对, 好极了! (duì, hǎojí le; You're right! Great!). Provide help when necessary.

f) If time permits, have students act out and chant the following chant:

妈妈、妈妈在哪里? (māmā, māmāzàinǎli; Mom, where are you?)

妈妈、妈妈在哪里? (māmā, māmāzàinǎli ; Mom, where are you?)

妈妈、妈妈在这里。(māmāmāmāzàizhèlǐ; Mom, Mom is here.)

妈妈、妈妈早上好。(māmāmāmāzǎoshanghǎo; Good morning, Mom.)

妈妈、妈妈做早饭, (māmā māmāzuòzǎofàn; Mom is fixing breakfast.)

早饭、早饭真好吃, (zǎofànzhēnhàochī; It's very delicious.)

早饭、早饭真好吃。(zǎofànzhēnhàochī; It's very delicious.)

5) Closure:

Collect the pictures and the picture cards. Say goodbye to your students. Have students say goodbye to each other.

Lesson 3: Family Sports in the U.S.

Outcomes of focus in this lesson: Students will learn to identify and describe family sports in the U.S.

1. Language:

Functions:

Greeting
Identifying
Describing

Vocabulary:

玩球 (wánqiú; play ball games) (spiraled vocabulary)

跑步 (pǎobù; jogging) (new vocabulary)

骑车 (qíchē; cycling) (new vocabulary)

Key Linguistic Structures:

xxx [学生的名字] 的家 (xxx [xuéshēngdemíngzì] dejiā; xxxx's [students' name] house) (spiraled structure)

xxxx [学生的名字] 的家在 _____ [城市的名字] (xxx [xuéshēngdemíngzì] dejiāzài _____ [chéngshìdemíngzì]; xxxx's [students' name] house is in _____) (spiraled structure)

不上学 (búshàngxué; No school) (spiraled structure)

呆在家里 (xīngqīliùdāizàijiālǐ; We are at home on Saturday) (spiraled structure)

和 xxx [家人的名称] 一起玩什么? (hé xxx [jiārèndemíngchēng] yì qǐ wán shénme; what do you play with xxx [family members]?) (new structure)

和 xxx [家人的名称] 一起玩 xxx (hé xxx [jiārèndemíngchēng] yì qǐ wán xxx; play xxxx with xxx [family members]) (new structure)

几家人玩 xxx [运动的名称]? (jǐ jiārén wán xxx [yùndòng demíngchēng]; How many people play [name of the sports]) (new structure)

2. **Content:**

3. **Culture:**

Materials:

- a) Digital photos of your students' houses;
- b) Family pictures of your students;
- c) Pictures of the cities where your students' houses are located;
- d) Calendar;
- g) Four pictures of a traditional and a non-traditional U.S. family before and after breakfast time;
 - i. Picture 1 shows a U.S. child waking up in bed and looking for his/her mother;
 - ii. Picture 2 shows mom preparing breakfast in the kitchen;
 - iii. Picture 3 shows the child and his/her siblings greeting and talking to his/her mom and/or dad in the kitchen;
 - iv. Picture 4 shows the family having breakfast together, and a little cat crouching under the dinner table;
- e) Pictures of children in the U.S. playing baseball and basketball;
- f) Pictures of U.S. families cycling and jogging;
- g) "Family Sports" worksheets enough for a class of 25-35 students.

Procedures:

- 1) Opening/Warm-up
 - a) Redisplay the digital photos of your students' houses. Place family pictures of your students next to their houses. Help students identify them and say: xxx [学生的名字] 的家 (xxx [xuésēngdemíngzì] dejiā; xxxx's [students' name] house).
 - b) Next display pictures of the cities where the houses are located and have students say the name of the cities. Place the pictures next to the pictures of the houses and have students say: xxxx [学生的名字] 的家在 _____ [城市的名字] (xxx [xuésēngdemíngzì] dejiā zài _____ [chéngshìdemíngzì]; xxxx's [students' name] house is in _____).

Alternatively, display the calendar and point to all the days of the week. Have students say the names of the days of the week, beginning on Monday. When the students arrive at Saturday, gesture stop and show a photo of the school and say: 星期六, 不上学 (xīngqīliùbú, shàngxué; No school on Saturday). Show a picture of a student's home and say: 星期六呆在家里 (xīngqīliùdāizàijiālǐ; We are at home on Saturday).

2) Routines (optional)

- a) Ask students: 你叫什么名字? (nǐ jiào shén me míng zì; What is your name?). If the students need a prompt, point to their nametag. Help students say: 我叫xxx (wǒ jiào xxx; my name is xxx.).
- b) Next display the pictures of the cities where their houses are located and ask a student volunteer: 你住在哪里? (nǐ zhù zài nǎ lǐ; Where is your house?). Help students say: 我住在_____ (wǒ zhù zài _____; I live in _____). Prompt him/her with a picture of his/her house placed next to the picture of the city where s/he lives if necessary.

3) Review

- a) Set in the front of the class four pictures that were used in Lesson 2. The pictures should be arranged in the correct order. Assign students to work in four groups and have each group play the family member(s) in each picture by taping a sticky nametag with the name of the family (members) written on it in the front of their clothes. While directing students' attention to the picture(s), encourage the corresponding group to say the corresponding text. Prompt them by asking appropriate questions, if necessary. Next, have students review the chant if they learned it in Lesson 2.
- b) Also review the U.S. ball games that the students learned in K.C. What people and places are in our community? Display pictures of the ball games and have students identify and name them as a group while miming the actions associated with the ball games.

4) Instructional Activities

- a) Have students point to all the days of the week, using the calendar. Have them say the names of the days of the week, beginning on Monday. When students arrive at Saturday, gesture stop and show a picture of a family playing sports in the yard. Help students say: 星期六, 和爸爸/妈妈/哥哥/姐姐/弟弟/妹妹一起玩球。(xīngqīliù, hé bàba/māmā/gēgē/jiějiě/dìdì/mèimèiyì qǐ wánqiú; On Saturday, I play ball games with my mom/dad/older brother/older sister/younger brother/younger sister.).
- b) Redisplay the picture cards of the ball games that U.S. children play and have students identify and name them as a group. Also display picture cards of U.S.

families jogging and cycling. Help students say: 跑步 (pǎobù; jogging) and 骑车 (qíchē; cycling).

- c) Display a large question mark. Point to Saturday on the calendar and ask students, 星期六, 和爸爸/妈妈/哥哥/姐姐/弟弟/妹妹一起玩什么? (xīngqī liù, hé bàba/māmā/gēgē/jiějiě/dìdì/mèimèiyì qǐ wán shénme; On Saturday, what do you play with your mom/dad/older brother/older sister/younger brother/younger sister?). Have student volunteers pick a card and say the sports that s/he plays with his/her family while acting out the movements.
- d) Assign students to work in pairs. Pass out the worksheet for the students to indicate family sports. Have them take turns asking and answering the other student the question while acting out the actions for playing the sport. Also have them put a check next to their family sports.
- e) Collect the worksheets from the students. Ask two student volunteers to check the worksheets and count the number of checks that the students have put next to a specific kind of sports. Have them write down the count next to the ball game on the white board. Invite another pair of students to check and count the number of students who play a different sport.
- f) After the students have finished checking the count, have students look at the results. Ask students, 几家人玩 xxx [运动的名称]? (jǐjiārén wá nxxx[yùndòngdemíngchēng]; How many people play [name of the sports]). Have student volunteers answer the question.

5) Closure:

Collect the picture cards and worksheets from the students. As their homework, assign students to draw a picture of their family playing the family sports. Tell students that they will turn in the picture next time their class meets and that you will scan their drawings and send them to their partner school in China. Say goodbye to the students and have students say goodbye to each other.

Lesson 4: It's breakfast time (in China)

Outcomes of focus in this lesson: Students will name and describe activities that occur during breakfast time in an extended family in China.

1. Language:

Functions:

Greeting
Identifying
Describing
Asking for / Giving Information

Vocabulary:

起床 (qǐ chuáng; get up) (new vocabulary)

看电视 (kàndiànshì; watch TV) (new vocabulary)
打太极 (dǎtàiji; play Taiji) (new vocabulary)
回来了 (huílái; come home) (new vocabulary)

Key Linguistic Structures:

xxx [家人的名称]在 xxx [活动的名称] (xxx [jiāréndemíngchēng] zài xxx [huódòngdemíngchēng]; xxx [family member] is xxx [name of the activity]) (new structure)

2. Content:

3. Culture:

Materials:

- a) Digital photos of the houses of the students in your partner school;
- b) Family pictures of the students in your partner school;
- c) Pictures of the cities where the houses of the students in your partner school are located;
- d) Calendar;
- h) Six pictures of a nuclear and extended Chinese family before and after breakfast time;
 - i. Picture 1 shows a Chinese child waking up in bed and looking for his/her mother;
 - ii. Picture 2 shows mom preparing breakfast in the kitchen;
 - iii. Picture 3 shows dad watching TV in the living-room;
 - iv. Picture 4 shows grandpa and grandma playing taiji in the park;
 - v. Picture 5 shows Grandpa and Grandma coming home;
 - vi. Picture 6 shows the family having breakfast in the dining room.
- i) Smaller copies of the pictures enough for the students paired up in your class.

Procedures:

- 1) Opening/Warm-up
 - a) Display the digital photos of the houses of your students in your partner school in China. Place family pictures of the students next to their houses and have students identify them and say: xxx [学生的名字] 的家 (xxx [xuéshēngdemíngzì] dejiā; xxxx's [students' name] house).
 - b) Next display pictures of the city where the houses are located and help students say the name of the cities. Place the pictures next to the pictures of the houses and have students say: xxxx [学生的名字] 的家在 _____ [城市的名字] (xxx [xuéshēngdemíngzì] dejiāzài _____ [chéngshìdemíngzì]; xxxx's [students' name] house is in _____).

Alternatively, display the calendar and point to all the days of the week. Have students say the names of the days of the week, beginning on Monday. When

the students arrive at Saturday, gesture stop and show a photo of the school and say: 星期六，不上学 (xīngqīliùbù, shàngxué; No school on Saturday). Show a picture of a student's home and say: 星期六呆在家里 (xīngqīliùdāizàijiālǐ; We are at home on Saturday).

2) Routines

- a) Ask students: 你叫什么名字? (nǐ jiào shén me míng zì; What is your name?). If the students need a prompt, point to their nametag. Help students say: 我叫xxx (wǒ jiào xxx; my name is xxx.).
- b) Next display the pictures of the cities where their houses are located and ask a student volunteer: 你住在哪里? (nǐ zhù zài nǎ lǐ; Where is your house?). Help students say: 我住在_____ (wǒ zhù zài _____; I live in _____). Prompt him/her with a picture of his/her house placed next to the picture of the city where s/he lives if necessary.

3) Review

Assign each student a number of 1 or 2. Have all 1s sit in an inner circle, and have all 2s sit in an outer circle. Pair up 1s and 2s and have them sit face to face. Place a stack of cards of all of the sports that the students have learned in K.C. and in Lesson 3 on a big colored paper for each pair. Help them understand that they will play a game in which the 1s will compete with the 2s to identify the sports. Those who correctly identify and name the sports first will win one point. Have students self-record the points earned on a worksheet. Call out the name of a sport for each pair to identify. At the end of the game, collect all worksheets and calculate the total points that the 1s and 2s will have earned. Announce the winner and reward both teams with stickers for their participation in the game.

4) Instructional Activities

- a) Display big pictures of the following activities that normally take place in an extended family in China.
 - i. Picture 1 shows the child waking up in bed and look for his/her mom. The text says: xxx [孩子的名字] 起床了. (xxx[háizide míng zì] qǐ chuáng le; xxx [name of the child] gets up.)
 - ii. Picture 2 shows mom preparing breakfast in the kitchen. The text says: 妈妈在做早饭. (māmā zài zuò zǎo fàn; Mom is fixing breakfast.)
 - iii. Picture 3 shows dad watching TV in the living-room. The text says: 爸爸在看电视. (bàbā zài kàn diàn shì; Dad is watching TV).
 - iv. Picture 4 shows grandpa and grandma playing taiji in the park. The text says: 爷爷和奶奶在打太极. (yéyé hé nǎinǎi zài dǎ tài jí; Grandpa and grandma are playing taiji).

- v. Picture 5 shows Grandpa and Grandma coming home. The text says: 爷爷奶奶回来了 (yéyé nǎinai huí lái le; Grandma and Grandpa are back at home.).
- vi. Picture 6 shows the family having breakfast in the dining room. The text says: 我们一起吃早饭 (wǒmen yì qǐ chī zǎo fàn; We are having breakfast!).
- b) Display picture cards of the child getting up in the morning, Dad watching TV, and grandparents playing Taiji. Mime and say 起床 (qǐ chuáng; get up), 看电视 (kàn diàn shì; watch TV), and 打太极 (dǎ tài jí; play Taiji) and help students say them together with you. Also display the picture of grandparents returning home. Say 回来了 (huí lái le; come home) and help students say it together with you.
- c) Randomly select one picture and have students identify the character in the picture. Prompt the students by asking: 这是谁? (zhè shì shuí; Who is this?) or 她/他在干什么? (tā/tā zài gàn shén me; what is s/he doing?). While displaying the pictures, help students identify and name the activities. Repeat this activity so that the students become fluent in describing the activities.
- d) Assign students to work in pairs. Have one student look away while the other student looks at one picture and describe the activity. Have the other student pick a card of the family member who performs the activity and act it out. Have the students take turns describing and acting out the activities. Walk around and help students do the description when necessary. Note down correct and incorrect questions and responses to notice patterns of errors. Provide corrective feedback when these errors occur.
- e) After the students finish describing all activities, have them place the pictures in a desirable sequence.
- f) Invite individual pairs to present their pictures to the class. Praise them by saying: 好极了! (hǎo jí le; Great job!) or 你们真棒! (nǐ men zhēn bàng; You are great!).

5) Closure:

Collect the picture cards from the students. Say goodbye to students. Have students say goodbye to each other.

Lesson 5: Family Sports in China

Outcomes of focus in this lesson: Students will name and describe family sports in China.

1. **Language:**

Functions:

Greeting
Identifying

Describing
Asking for / giving information

Vocabulary:

皮球 (píqiú; bouncy ball) (new vocabulary)
足球 (zúqiú; soccer) (spriled vocabulary)
风筝 (fēngzhēng ; kite) (new vocabulary)

Key Linguistic Structures:

拍球 (pāiqiú; pat the ball) (new structure)
扔球 (rēngqiú; throw the ball) (new structure)
接球 (jiēqiú; catch the ball) (new structure)
抱着球 (bàozheqiú; hold the ball) (new structure)
xxx [孩子的名字] 在玩什么? (xxx [háizidemíngzì] zàiwánshénme; What is xxx[name of the child] playing?) (spiraled structure)
xxx [孩子的名字] 在玩_____ [球类的名称] (xxxx [háizidemíngzì] zàiwán _____ [qiúlèidemíngchēng]; xxxx [name of the sports] is playing _____ [name of the sports]) (spiraled structure)

2. **Content:**

3. **Culture:** Students will learn to address teachers in China.

Materials:

- a) Digital photos of the houses of the students in your partner school;
- b) Family pictures of the students in your partner school;
- c) Pictures of the cities where the houses of the students in your partner school are located;
- d) Calendar;
- j) Six pictures of an extended Chinese family before and after breakfast time;
 - i. Picture 1 shows a Chinese child waking up in bed and looking for his/her mother;
 - ii. Picture 2 shows mom preparing breakfast in the kitchen;
 - iii. Picture 3 shows dad watching TV in the living-room;
 - iv. Picture 4 shows grandpa and grandma playing taiji in the park;
 - v. Picture 5 shows Grandpa and Grandma coming home;
 - vi. Picture 6 shows the family having breakfast in the dinning room.
- k) Pictures of children in China playing table tennis and badminton;
- l) Pictures of children in China playing bouncy ball, kite, and soccer at home;
- m) Pictures of a Chinese girl playing bouncy ball with her friends available at: <http://photo.163.com/photos/tianshixueermama/>;
- n) Bouncy ball available in a toy store.

Procedures:

- 1) Opening/Warm-up

a) Display the digital photos of the houses of your students in your partner school in China. Place family pictures of the students next to their houses and have students identify them and say: xxx [学生的名字] 的家 (xxx [xuëshēngdemíngzì] dejiā; xxx's [students' name] house).

b) Next display pictures of the city where the houses are located and help students say the name of the cities. Place the pictures next to the pictures of the houses and have students say: xxxx [学生的名字] 的家在 _____ [城市的名字] (xxx [xuëshēngdemíngzì] dejiāzài _____ [chéngshìdemíngzì]; xxxx's [students' name] house is in _____).

Alternatively, display the calendar and point to all the days of the week. Have students say the names of the days of the week, beginning on Monday. When the students arrive at Saturday, gesture stop and show a photo of the school and say: 星期六，不上学 (xīngqīliùbù, shàngxué; No school on Saturday). Show a picture of a student's home and say: 星期六呆在家里 (xīngqīliùdāizàijiālǐ; We are at home on Saturday).

2) Routines

a) Ask students: 你叫什么名字? (nǐ jiào shén me míng zì; What is your name?). If the students need a prompt, point to their nametag. Help students say: 我叫 xxx (wǒ jiào xxx; my name is xxx.).

b) Next display the pictures of the cities where their houses are located and ask a student volunteer: 你住在哪里? (nǐ zhù zài nǎ lǐ; Where is your house?). Help students say: 我住在 _____ (wǒ zhù zài _____; I live in _____). Prompt him/her with a picture of his/her house placed next to the picture of the city where s/he lives if necessary.

3) Review

Assign each student a number of 1 or 2. Have all 1s sit in an inner circle, and all 2s sit in an outer circle. Pair up 1s and 2s and have them sit face to face. Place a stack of cards of the breakfast-time activities that the students have learned in Lesson 4 on a big colored paper for each pair. Help them understand that they will play a game in which the 1s will compete with the 2s to identify the activities. Those who correctly identify and name the activities first will win one point. Have students self-record the points earned on a worksheet. Call out the name of an activity for each pair to identify. At the end of the game, collect all worksheets and calculate the total points that the 1s and 2s will have earned. Announce the winner and reward both teams with stickers for their participation in the game.

4) Instructional Activities

a) Display pictures of family sports that students in your partner school play in China. These are identical to the sports that students learned in K.C. You could also be pictures that parents post on children's blogs (access:

<http://photo.163.com/photos/tianshixueermama/> for an example). Help children identify and name the sports in the pictures.

- b) Display pictures of students in your partner school in China playing 皮球, (píqiú; bouncy ball), 足球 (zúqiú; soccer), 风筝 (fēngzhēng ; kite) and the ball games that they learned in K. C. with his/her parents. Ask students: xxx [孩子的名字] 在玩什么? (xxx [háizidemíngzì] zàiwánshénme; What is xxx[name of the child] playing?). Help students say: xxx [孩子的名字] 在玩 _____ [球类的名称](xxxx [háizidemíngzì] zàiwán _____ [qiúlèidemíngchēng]; xxxx [name of the sports] is playing _____ [name of the sports]).
- c) Invite one student to play the bouncy ball with you. Act playing the bouncy ball. Perform movements for playing the ball while saying them aloud: 拍球 (pāiqiú; pat the ball), 扔球 (rēngqiú; throw the ball), 接球 (jiēqiú; catch the ball), and 抱着球 (bàozheqiú; hold the ball). Assign the students to work in pairs and follow along while doing this.
- d) Have students work in pairs. Have them take turns acting out the movements for the other student to name. Walk around in the classroom and encourage correct responses by saying: 对了, 好极了。(duì le, hǎo jí le; That's right! Good job!). Provide help when necessary. Also note down patterns of errors on a notebook and provide corrective feedback when these errors keep occurring. Invite students to perform and name the actions in class.

5) Closure:

Collect the maps and picture cards from students. Say goodbye to the students and have students say goodbye to each other.

Lesson 6: Let's Play "The Eagle Tries to Catch Little Chicken!"⁵

Outcomes of focus in this lesson: Students will dramatize a Chinese song/game "The eagle tries to catch little chicken!"

1. Language:

Functions:

- Greeting
- Describing
- Identifying
- Asking for / giving information

Vocabulary:

⁵ Access <http://video.cctv.com/opus/163328.html> to watch the game played by Yao Ming, the famous Chinese football player who plays for "Houston Rocket" and a group of Chinese elementary school students.

老鹰 (lǎoyīng; the eagle)
小鸡 (xiǎojī; little chicken)
抓 (zhuā; catch)
抓不着 (zhuābùzháo; can not catch)
得胜利 (deshènglì; gain victory)

Key Linguistic Structures:

儿歌：老鹰抓小鸡⁶ (ér gē lǎo yīng zhuā xiǎo jī; The eagle tries to catch little chicken)
老鹰抓小鸡, (lǎoyīngzhuāxiǎojī; The eagle tries to catch little chicken)
老鹰抓小鸡, (lǎoyīngzhuāxiǎojī; The eagle tries to catch little chicken)
哎呦呦, 老鹰跑来又跑去, (āiyōuyōu, lǎoyīngpǎoláiyòupǎoqù; The eagle runs here and there)
老鹰抓鸡, 抓不着呀, (lǎoyīngzhuājī zhuābùzháoya; The eagle could not catch any one of them)
哈哈, 哈哈, (hāhāhāhāhā; Hurray)
小鸡小鸡得胜利呀, 得呀得胜利, (xiǎojī xiǎojī deshènglì ya, déyadeshènglì; Little chicken win)
哈哈哈哈哈。 (hāhāhāhāhā; Hurray)

2. Content:

3. Culture:

Materials:

- a) Video clip “老鹰抓小鸡” (available at: <http://you.video.sina.com.cn/b/744072-1272184507.html>);
- b) Sticky nametags with the images of a hen, little chicken, and an eagle on them enough for all the students in your class;
- c) Picture cards illustrating the story behind 儿歌：老鹰抓小鸡 (ér gē lǎo yīng zhuā xiǎo jī; The eagle tries to catch little chicken).

Procedures:

1) Instructional Activities

- a) Have students watch a video presentation of the song 老鹰抓小鸡 (lǎoyīngzhuāxiǎojī; The eagle tries to catch little chicken) so that the students become familiar with the tune of this song. Pause the video for the students to see the eagle, the mother chicken, and the little chicken. Name them and encourage students to follow along.

⁶ This is adapted from a Chinese children’s song 老鹰抓小鸡. Watch a video presentation of this song at: <http://you.video.sina.com.cn/b/744072-1272184507.html>.

- b) Have students watch a video of this game played by children in China and understand how it is played. Help the students name the game as they watch it.
 - c) Divide students into four groups and have them wear name tags that carry the images of the eagle, the hen, and little chicken. Point to the images on their nametags and name them.
 - d) Wear the “eagle” and the “little chicken” nametag to act out the lines in this song while saying them aloud. Try to catch the little chicken (played by one student) while chanting the first two lines in the song. To demonstrate the third line in the song, act running around and trying to catch the little chicken (played by the student). Say the third line aloud while miming the action. Next act feeling frustrated and not being able to catch the little chicken in the fourth line. Switch to the “little chicken” nametag, laugh, and gesture victory to demonstrate lines five, six, and seven.
 - e) Act out the song several times while singing it. Invite the children to follow along and sing the song.
 - f) Model playing the game with two students. Assign students to play the game in their groups.
- 2) Alternative Instructional Activities
- a) Display picture cards that demonstrate lines 1 and 2, 3, 4, and 6 in the song. Help the students to chant the chant first for several times. Next sing the song and help the students sing along while acting out the lines.
 - b) Assign student to work in groups of four or five. Model playing the game with two students so that the students understand how it is played. Next have the student play the game in their groups.
- 3) Closure:
- Collect the cards and pictures. Say goodbye to students and have students say goodbye to each other.

Lesson 7: Summative Assessment I

1. Language:

Functions:

Greeting
 Identifying
 Describing
 Asking for /giving information

Vocabulary:

New vocabulary learned in lessons 1-5

Key Linguistic Structures:

Structures in lessons 1-5

2. Content:

3. Culture:

Materials:

- a) Hula hoops (2);
- b) Picture cards of breakfast time activities in a U.S. family used in lessons 2 and 3;
- c) Picture cards of breakfast time activities in a Chinese family used in lessons 4 and 5;
- d) Pictures cards of U.S. sports used in lessons 2 and 3;
- e) Picture cards of family sports in China used in lessons 4 and 5.

Procedures:

1) Instructional Activities

Assign every student either a Chinese map or a U.S. map and pair them up. Prepare two versions of 4 x 4 bingo cards that display 16 family members/activities students have learned in the previous lessons in 16 squares and give them to each pair. Have them sit back to back and take turns playing the caller and naming the family members/activities on one of the cards for the other to mark with a sticker. The first player to line up four stickers down, across, or diagonally yells “bingo”. (Source: <http://kids.nationalgeographic.com/Activities/MoreActivities/Candy-hearts-bingo>)

Alternatively, place 16 cards face down on a grid on the whiteboard. Randomly select a student and have him/her select a picture. Turn the picture face up for the students to name them. Give them choices if they need a prompt.

2) Closure:

Collect the cards and worksheets. Say goodbye to the students and have students say goodbye to each other.

Lesson 8: Family Barbecue

Outcomes of focus in this lesson: Students will describe family barbecue.

1. Language:

Functions:

- Greeting
- Identifying
- Describing
- Asking for / giving information

Vocabulary:

- 烧烤 (shāokǎo; barbecue) (new vocabulary)
- 木炭 (mùtàn; charcoal) (new vocabulary)
- 烧烤炉 (shāokǎolú; barbecue grills) (new vocabulary)
- 烧烤架 (shāokǎojià; barbecue grids) (new vocabulary)
- 牛排 (niúpái; steak) (new vocabulary)
- 香肠 (xiāngcháng; sausage) (new vocabulary; optional)

Key linguistics structures:

- 烧好木炭 (shāohǎomùtàn; burn the charcoal) (new structure)
- 放烧烤架 (fàngshāokǎojià; put the barbecue grids on) (new structure)
- 摆好牛排 (bǎihǎoniúpái; put the steak on) (new structure)
- 烤好了! (kǎohǎole; The food is ready!) (new structure)
- 好吃极了! (hàochījíle; It's very delicious!) (spiraled structure)

2. Content:

3. Culture:

Materials:

- a) Poster of a U.S. family barbecuing in the yard;
- b) Pictures of commonly-used barbecue tools: charcoal, barbecue grills, and barbecue grids;
- c) Pictures of common barbecue foods: steak and sausage;
- d) picture cards of the following barbecue activities:
 - i. burning charcoal;
 - ii. putting the barbecue grids on the grill;
 - iii. putting raw steak on the grids;
 - iv. barbecue foods being ready;
 - v. a U.S. family enjoying the barbecue foods.

Procedures:

1) Opening/Warm-up

Display a large poster/digital photo of a student's family barbecuing in the yard. Help students say: 烧烤 (shāokǎo; barbecue) or xxx [学生的名字] 一家在烧烤 (xxx [xuéshēngdemíngzì] yìjiāzàishāokǎo; xxxx [name of the student]'s family are barbecuing.)

2) Routines

- a) Ask students: 你叫什么名字? (nǐjiàoshénmemíngzì; What is your name?). If the students need a prompt, point to their nametag. Help students say: 我叫xxx (wǒjiào xxx; my name is xxx.).

- a) Next display the pictures of the cities where their houses are located and ask a students volunteer: 你住在哪里? (nǐ zhù zài nǎ lǐ; Where is your house?).
Help students say: 我住在_____ (wǒ zhù zài _____; I live in _____).
Prompt him/her with a picture of his/her house placed next to the picture of the city where s/he lives if necessary.

3) Review

Review the “The eagle tries to catch little chicken” chant that the students have learned in Lesson 6. Display the picture cards while helping students chant the text that goes with the pictures.

4) Instructional Activities

- a) Set in the background a big poster of a student’s family barbecuing in the yard. Display pictures of commonly-used barbecue tools: 木炭 (mù tàn; charcoal), 烧烤炉 (shāo kǎo lú; barbecue grills), and 烧烤架 (shāo kǎo jià; barbecue grids). Help students identify and name these tools. Also display pictures of common barbecue foods, such as 牛排 (niú pái; steak), and 香肠 (xiāng cháng; sausage). Help students name and identify these foods.
- b) While displaying pictures of the activities associated with family barbecue, say them aloud while acting them out. Encourage students to follow along.
烧好木炭 (shāo hǎo mù tàn; burn the charcoal);
放烧烤架 (fàng shāo kǎo jià; put the grids on the grill);
摆好牛排 (bǎi hǎo niú pái; put the steak on the grids);
烤好了! (kǎo hǎo le; The food is ready!)
好吃极了! (hǎo chī jí le; It’s very delicious!)
- c) Assign student to work in pairs. Have them take turns selecting a picture and say the text that illustrates the picture for the other student to act out. Next have them put the pictures in the correct order.
- d) Walk around and encourage correct responses by saying: 对了, 好极了。(duì le, hǎo jí le; That’s right! Good job!). Note down patterns of errors that occur among the students and provide corrective feedback when necessary.

5) Closure:

Collect the picture cards from your students. Say goodbye to the students and have them say goodbye to each other. Assign students to draw a picture of family barbecue and tell them that the pictures need to be turned in the following week and that selected pictures will be scanned and sent to the students in your partner school in China.

Lesson 9: Family Outing: Lantern Fair

Outcomes of focus in this lesson: Students will chant the “The Red Lantern” chant with appropriate gestures.

1. Language:

Functions:

Greeting
Identifying
Describing
Asking for / giving information

Vocabulary:

灯会 (dēnghuì; lantern fair) (new vocabulary)
逛灯会 (guàngdēnghuì; visit a lantern fair) (new vocabulary)
龙灯 (lóngdēng; dragon lantern) (new vocabulary)
凤灯 (fèngdēng; phoenix lantern) (new vocabulary)
莲花灯 (liánhuādēng; lotus lantern) (new vocabulary)
看 (kàn; look) (spiraled vocabulary)

Key Linguistic Structures:

《红灯笼》⁷ (hóngdēnglóng; Red Lantern)
红灯笼，高高挂。(hóngdēnglóng, gāogāoguà; Red lantern is hung high above.)
眨着眼睛要说话。(zhǎzhuóyǎnjīngyàoshuōhuà; It blinks its eyes as if it has something to tell.)
它要告诉小朋友，(tāyàogàosùxiǎopéngyǒu; It says to little friends.)
很快就要过节了。(hěnkuàijiùyàoguòjiéle; A festival is coming soon.)

2. Content:

3. Culture:

Materials:

- a) Big picture/poster of a student in your partner school in China visiting a lantern fair;
- b) Pictures of commonly-used barbecue tools: charcoal, barbecue grills, and barbecue grids;
- c) Pictures of common barbecue foods: steak and sausage;
- d) picture cards of the following barbecue activities:
 - i. burning charcoal;

⁷ Access http://blog.sina.com.cn/s/blog_4be2487201007w49.html for a video presentation of this chant chanted by a group of Chinese children.

- ii. putting the barbecue grids on the grill;
 - iii. putting raw steak on the grids;
 - iv. barbecue foods being ready;
 - v. a U.S. family enjoying the barbecue foods;
- e) Picture cards of three kinds of lanterns: dragon lantern, phoenix lantern, and lotus lantern;
- f) Picture card of a Chinese family enjoying the lantern fair:
- i. Picture 1 displays the family arriving at the lantern fair;
 - ii. Picture 2 shows dad looking at a dragon lantern;
 - iii. Picture 3 shows the mother looking at the phoenix lantern;
 - iv. Picture 4 shows grandpa and the child looking at a lotus lantern.

Procedures:

1) Opening/Warm-up

Display a large poster/digital photo of a student in your partner school in China visiting a lantern fair. Help students say: 灯会 (dēnghuì; lantern fair) or xxx [学生的名字] 一家在逛灯会 (xxx [xuéshēngdemíngzì] yì jiāzài guàngdēnghuì; xxxx [name of the student]'s family are visiting a lantern fair.).

2) Routines (optional)

- a) Ask students: 你叫什么名字? (nǐ jiào shénmēi míngzì; What is your name?). If the students need a prompt, point to their nametag. Help students say: 我叫 xxx (wǒ jiào xxx; my name is xxx.).
- b) Next display the pictures of the cities where their houses are located and ask a student volunteer: 你住在哪里? (nǐ zhù zài nǎ lǐ; Where is your house?). Help students say: 我住在 _____ (wǒ zhù zài _____; I live in _____). Prompt him/her with a picture of his/her house placed next to the picture of the city where s/he lives if necessary.

3) Review

Display the pictures used in Lesson 8 and ask students questions about individual pictures. Invite student volunteers to answer your questions. Note down student responses and provide corrective feedback when necessary.

4) Instructional Activities

- a) Display pictures of three different kinds of lanterns characteristic of the Chinese culture: 龙灯 (lóngdēng; dragon lantern), 凤灯 (fèngdēng; phoenix lantern), and 莲花灯 (liánhuādēng; lotus lantern). Have student identify them and name them.
- b) Display four picture cards of an extended family touring a lantern fair in the city where your partner school is located. Picture 1 displays the family arriving at the lantern fair. The text say: xxx [学生的名字] 一家逛灯会 (xxx

[xuéshēngdemíngzì] yìjiāguàngdēnghuì; the xxxx [name of a student]'s family is touring the lantern fair). Picture 2 shows dad looking at a dragon lantern. The text say: 爸爸在看龙灯。(bàbāzàikànlóngdēng; Dad is watching the dragon lantern.). Picture 3 shows the mother looking at the phoenix lantern. The text say: 妈妈在看凤灯。(māmāzàikànfèngdēng; Mom is looking at a phoenix lantern.). Picture 4 shows grandpa and xxx looking at a lotus lantern. The text says: 爷爷和 xxx [学生的名字] 在看莲花灯。(yéyéhé [xuéshēngdemíngzì] zàikànliánhuādēng; Grandpa and xxx [name of the student] are looking at a lotus lantern.

- c) Display the pictures and ask students: xxx [家庭成员的名字] 在看什么? (xxx [jiātingchéngyuándemíngzì] zàikànshénme; What is xxx [name of the family member] looking at?). Help student describe what they were looking at in the picture.
- d) Use a big red lantern (real object or a picture) and gestures to illustrate the lines in the following chant. Help students follow along.

《红灯笼》⁸ (hóngdēnglóng; Red Lantern)

红灯笼，高高挂。(hóngdēnglóng, gāogāoguà; Red lantern is hung high above.)

眨着眼睛要说话。(zhǎzhūoyǎnjīngyàoshuōhuà; It blinks its eyes as if it has something to tell.)

它要告诉小朋友，(tāyào gàosù xiǎopéngyǒu; It says to little friends.)

很快就要过节了。(hěnkuàijiù yào guòjiéle; A festival is coming soon.)

- e) Invite students to chant the chant while acting it out.

5) Closure:

Collect pictures from your students. Say goodbye to the students and have students say goodbye to each other.

Lesson 10: Family Dinner (U.S.)

Outcomes of focus in this lesson: Students will describe dinner-time activities that occur in a U.S. family.

1. Language:

Functions:

Greeting

Identifying

Describing

Asking for / giving information

⁸ Access http://blog.sina.com.cn/s/blog_4be2487201007w49.html for a video presentation of this chant chanted by a group of Chinese children.

Vocabulary:

- 晚饭 (wǎnfàn; dinner) (new vocabulary)
- 吃晚饭 (chī wǎnfàn; have dinner) (new vocabulary)
- 刀 (dāo; knives) (new vocabulary)
- 叉 (chā; forks) (new vocabulary)
- 汤 (tāng; soup) (spiraled vocabulary)
- 菜 (cài; dishes) (spiraled vocabulary)
- 甜点 (tiándiǎn; dessert) (new vocabulary)

Key Linguistic Structures:

- 摆好刀和叉 (bǎihǎodāohéchā; lay down plates, knives, and forks) (new structure)
- 上汤 (shàngtāng; serve the soup) (new structure)
- 上菜 (shàngcài; serve the dishes) (new structure)
- 上甜点 (shàngtiándiǎn; serve the dessert) (new structure)
- 真好吃 (zhēnhàochī; Yummy) (new structure)

2. Content:

3. Culture:

Materials:

- a) Big poster/picture of a student's family having dinner;
- b) Picture card of a Chinese family enjoying the lantern fair:
 - i. Picture 1 displays the family arriving at the lantern fair;
 - ii. Picture 2 shows dad looking at a dragon lantern;
 - iii. Picture 3 shows the mother looking at the phoenix lantern;
 - iv. Picture 4 shows grandpa and the child looking at a lotus lantern.
- c) Plastic knives and forks;
- d) Picture cards of soup, dishes, and desserts.

Procedures:

1) Opening/Warm-up

Display the big poster/digital photo of a student's family having dinner together. Help students say: 晚饭 (wǎnfàn; dinner) or xxx [学生的名字] 一家在吃晚饭 (xxx [xuésēngdemíngzì] yì jiāzài chī wǎnfàn; xxxx [name of the student]'s family are having dinner together.).

2) Routines

- a) Ask students: 你叫什么名字? (nǐ jiào shén me mí ngzì; What is your name?). If the students need a prompt, point to their nametag. Help students say: 我叫xxx (wǒ jiào xxx; my name is xxx.).
- b) Next display the pictures of the cities where their houses are located and ask a students volunteer: 你住在哪里? (nǐ zhù zài nǎ lǐ; Where is your house?). Help students say: 我住在_____ (wǒ zhù zài _____; I live in _____). Prompt him/her with a picture of his/her house placed next to the picture of the city where s/he lives if necessary.
- 3) Review
- Randomly display the picture cards of the Chinese family visiting the lantern fair. Depending on students' ability level, either have students describe who is watching what kind of lantern, or have them identify and name the lanterns. Note down correct and incorrect responses produced by the students.
- 4) Instructional Activities
- a) Assign students to work in groups of four or five and have the group role play members of a family: mom, dad, child, and his/her sibling. Point to the poster and say: 该吃晚饭了。(gāi chī wǎn fàn le; It's dinner time). Help the students say this together with you.
- b) Pass out plastic knives and forks among the students. Name the items as you pass them out: 刀(dāo; knives) and 叉(chā; forks). Also pass out picture of soup, dishes, and dessert and name them as you pass them out: 汤(tāng; soup), 菜(cài; dishes), and 甜点(tiándiǎn; dessert). Help students name them as they receive these items.
- c) Mime actions associated with laying the dinner table and say them aloud as you mime them. Say them aloud for the students to follow by saying them together with you and laying the utensils and food on the table:
摆好刀和叉(bǎi hǎo dāo hé chā; place knives and forks on the table);
上汤(shàng tāng; serve the soup);
上菜(shàng cài; serve the dishes);
上甜点(shàng tiándiǎn; serve the dessert);
真好吃(zhēn hǎo chī; Yummy).
- d) Have the group members take turns playing the caller and calling out the directions for the others in the group to follow while making sure that the directions are said in the correct order.
- e) Invite individual groups to present their family play to the class.
- 5) Closure:

Collect the utensils and cards from the students. Say goodbye to the students and have students say goodbye to each other.

Lesson 11: Family dinner at grandma's home (China)!

Outcomes of focus in this lesson: Students will describe dinner-time activities that occur in a Chinese family.

1. Language:

Functions:

Greeting
Identifying
Describing
Asking for / giving information

Vocabulary:

碗 (wǎn; bowls) (new vocabulary)
筷子 (kuàizi; knives) (spiraled vocabulary)
汤 (tāng; soup) (spiraled vocabulary)
菜 (cài; dishes) (spiraled vocabulary)
饭 (fàn; rice) (new vocabulary)

Key Linguistic Structures:

摆好碗和筷子 (bǎihǎopánzi, wǎnhé kuàizi; lay down plates, bowls, and chopsticks) (new structure)
上菜 (shàngcài; serve the dishes) (spiraled structure)
上汤 (shàngtāng; serve the soup) (spiraled structure)
盛饭 (chéngfàn; serve the rice) (new structure)
真好吃 (zhēnhàochī; Yummy) (spiraled structure)

2. Content:

3. Culture:

Materials:

- a) Poster/digital photo of a student in your partner school in China having dinner together with his/her family;
- e) Plastic knives and forks;
- b) Picture cards of soup, dishes, and desserts;
- c) Paper bowls and chopsticks;
- d) Pictures of soup, dishes, and rice characteristic of the Chinese culture.

Procedures:

- 1) Opening/Warm-up

Display a big poster/digital photo of a student in your partner school in China having dinner together with his/her family. Help students say: 晚饭 (wǎnfàn; dinner) or xxx [学生的名字] 一家在吃晚饭 (xxx [xuésēngdemíngzì] yì jiā zài chī wǎnfàn; xxxx [name of the student]'s family are having dinner together.).

2) Routines

- a) Ask students: 你叫什么名字? (nǐ jiào shén me míng zì; What is your name?). If the students need a prompt, point to their nametag. Help students say: 我叫 xxx (wǒ jiào xxx; my name is xxx.).
- b) Next display the pictures of the cities where their houses are located and ask a students volunteer: 你住在哪里? (nǐ zhù zài nǎ lǐ; Where is your house?). Help students say: 我住在_____ (wǒ zhù zài _____; I live in _____). Prompt him/her with a picture of his/her house placed next to the picture of the city where s/he lives if necessary.

3) Review

Randomly display the utensils and picture cards used in Lesson 10 and mime actions associated with laying the dinner table for the students to name and describe as a group. Note down correct and incorrect responses and provide prompt and corrective feedback when necessary.

4) Instructional Activities

- f) Assign students to work in groups of five and have the group role play members of an extended family in China: grandparents, mom, dad, and the child. Point to the poster and say: 该吃晚饭了。(gāi chī wǎnfàn le; It's dinner time). Help the students say this together with you.
- g) Pass out paper bowls and chopsticks among the students. Name the items as you pass them out: 碗 (wǎn; bowls) and 筷子 (kuàizi; knives). Also pass out pictures of soup, dishes, and rice and name them as you pass them out: 汤 (tāng; soup), 菜 (cài; dishes), and 饭 (fàn; rice). Help students name them as they receive these items.
- h) Mime actions associated with laying the dinner table and say them aloud as you mime them. Say them aloud for the students to follow by saying them together with you and laying the utensils and food on the table:
摆好碗和筷子 (bǎi hǎo wǎn hé kuàizi; lay down plates, bowls, and chopsticks);
上菜 (shàng cài; serve the dishes);
上汤 (shàng tāng; serve the soup);
盛饭 (chéng fàn; serve the rice);

真好吃 (zhēnhàochī; Yummy).

- i) Have the group members take turns playing the caller and calling out the directions for the others in the group to follow while making sure that the directions are said in the correct order.
 - a) Invite individual groups to present their family play to the class.
- 5) Closure:
- Collect the picture cards and utensils from the students. Say goodbye to the students and have students say goodbye to each other.

Lesson 12: Summative Assessment II

Outcomes of focus in this lesson: This culminating lesson reviews language and concepts learned in lessons 8-11.

1. Language:

Functions:

Vocabulary:

Key Linguistic Structures:

2. Content:
3. Culture:

Materials:

- a) Picture cards used in lesson 8-11.

Procedures:

- 1) Instructional Activities
 - a) Pass out the pictures used in lessons 8-11, so that each student has one. Describe each of the pictures for them to identify which one it is by holding it high above their head.
 - b) Have students walk around and find the pictures that tell the same stories/chant/activities. Students are expected to form groups that correspond to the stories / chant / activities.
 - c) Have the groups work together to sequence their pictures. Assign each group a score based on their performance in sequencing the pictures. The maximum score should be the number of pictures that each group has.
 - d) Have the groups take turns tell their stories or say their chant/activities. Provide help when necessary.
 - e) Rate each group on a scale of 0-5 based on their performance in the narration/description where 0 indicates no proficiency and 5 indicates the highest level of oral proficiency.

2) Closure:

Collect the cards from the students. Say goodbye to the students and have students say goodbye to each other.

DRAFT