

Backward Planning

Kindergarten Theme B.3: What Do We Know About Our Families?

Grade Level: Kindergarten

Unit: B.3. Culmination of Unit B. Who are we at home? Kindergarten Units

Theme: B. What do we know about our families?

Stage 1: Identify Desired Results

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

1. Communication: Communicate in languages other than English

- 1.1 Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Understand and interpret written and spoken language on a variety of topics.
- 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 a) identify and name homes and symbols/activities associated with birthday celebrations b) say short birthday-celebration phrases. (1.1; 1.2; 1.3)

2. Culture: 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.

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 a) understand and experience how Chinese peers celebrate birthdays; b)

sing songs in Chinese related to birthday celebrations; c) play simplified versions of age-appropriate Chinese games, e.g., rock paper scissors; and d) identify selected foods from target cultures that are often present at birthday celebrations.

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. 13, 15. Rockville, MD; Montgomery County Public Schools.)

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.

Social Studies. Understand that similarities and differences exist in the way groups, societies, and cultures address similar human needs and concerns.

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

Standard 2.0 Peoples of the nation and the world.

Students will understand how people in [State Name], the United States and around the world are alike or different.

Standard 3.0 Geography

Students will use geographic concepts and processes to understand location and its relationship to human activities.

Voluntary State Curriculum: Social Studies, Grade K. Retrieved March 27, 2008 from http://mdk12.org/instruction/curriculum/social_studies/standard1/gradeK.html

Implementation of the standards: As a result of this theme, students will a) identify families and family members; b) compare birthday celebrations in China and US; c) compare birthday celebrations and Chinese New Year celebrations; d) identify different types of homes; and e) play a game that is common to Chinese and US students.

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 sing and recognize the same tune for a Happy Birthday song in Chinese. (4.2; 5.1).

B. Enduring Understandings of Focus in this Theme:

Students will understand that:

US and Chinese families share similarities and differences in how they celebrate birthdays.

C. Essential Questions of Focus in this Theme:

What do we know about our families?

Topical EQs: Based on each lesson

D. Outcomes of 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:

Exchanging information
Introducing (family members and friends);
Understand directions (cut, color, glue);
Thanking.

Vocabulary:

妈妈 (māma; mother), 爸爸 (bāba; father), 宝宝 (bǎobao; baby), 爷爷 (yéye; grandpa), 奶奶 (nǎinai; grandma), 姐姐/妹妹 (jiějiě/mèimèi; older/younger sister), 哥哥/弟弟 (gēgē/dìdì; older/younger brother), 猫 (māo; cat), 狗 (gǒu; dog), 我家 (wǒjiā; my family).
队 (duì; teams/family)
几个人 (jǐ gè rén; How many)?
家 (jiā; home); Where I live..., as opposed to naming house, apartment, mobile home, etc)
红包 (hóngbāo; red envelope), 对联 (duìlián; scrolls), 老鼠 (lǎoshǔ; rat), 饺子 (jiǎozi; dumplings), 龙 (lóng; dragon), 鞭炮 (biānpào; firecracker), 灯笼 (dēnglong; lantern).
石头 (shítou; rock), 纸 (zhǐ; paper), 剪子 (jiǎnzi; scissors)

b. Key Linguistic Structures:

在哪里 (zài nǎ li; Where is.....)?
这是谁 (zhè shì shuí; Who is this)?
这是... (zhè shì; This is ... ; introduction).
我喜欢... (wǒ xǐ huan; I love...)
你有... (nǐ yǒu; You have....).
你没有... (nǐ méi yǒu; You have not...)
你几岁 (nǐ jǐ suì; How old are you)?
我...岁 (wǒ...suì; I am ...years old).

c. Expressions:

生日快乐 (shēngrikuaìlè; Happy Birthday)!

欢迎欢迎，小朋友们 (huānyíng huānyíng, xiǎo péngyǒu men; Welcome, little friends).
吹蜡烛 (chuī làzhú; Blow the candles).
吃蛋糕 (chī dàngāo; Eat the cake).
打开礼物 (dǎkāi lǐwù; Open gifts).
小朋友们一起玩 (xiǎo péngyǒu men yì qǐ wán; Play with friends).
新年快乐 (xīnnián kuàilè; Happy New Year)!

2. Culture

Students will:

- Understand and experience how Chinese peers celebrate birthdays.
- Sing songs in Chinese related to birthday celebrations
- Play simplified versions of age-appropriate Chinese games, e.g., 石头 (shítou; rock), 布 (bù; cloth), 剪刀 (jiǎndāo; scissors)¹.
- Learn about selected foods from target cultures that are often present at birthday celebrations.
- Compare items commonly a part of Chinese New Year and Birthday celebrations.

3. Connections:

Students will:

- Use color and size to copy and construct repeating patterns (Math).
- Understand that the structures of families are often similar (Social Studies).

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

Theme Performance Tasks:

Interpretive: Students will demonstrate understanding and identify family members by displaying pictures of family members named by teacher or other students.

Interpersonal: Students will ask and answer question about their age with peers.

Presentational: Students will gesture and say short phrases as part of a Gouin series to illustrate a simple birthday celebration.

Students will sing Happy Birthday in Chinese.

Stage 3: Plan Learning Experiences

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

¹ This is the Chinese equivalent game of “Rock, Paper, and Scissors”. “Cloth” is equivalent to “paper”.

Lesson 1

Outcomes of focus in this lesson: Students will review previously learned names of family members.

1. Language:

Functions:

Exchanging information (identifying)

Vocabulary:

一家 (yī jiā; family), 妈妈 (māma; mother), 爸爸 (bāba; father), 弟弟 (dìdì; younger brother), 哥哥 (gēge; older brother), 猫 (māo; cat).

Key Linguistic Structures:

这是谁 (zhè shì shuí; Who is this)? 几个人 (jǐ gè rén; How many)?
这是 (zhè shì; This is...)

2. **Content:** Students will review family members. Social studies.

3. **Culture:** Students will learn some common Chinese names for peers. (e.g., 兰兰 (Lán Lan), 丹丹 (Dān Dan), 东东 (Dōng Dong), 亮亮 (Liàng Liang))

Materials:

Family cards from the partner/gap activity from the theme Who are our families? A large poster or picture of a Chinese family, that has been covered with varying shaped pieces of colored paper so that as you remove each piece of colored paper, a new family member is revealed to the class. (Before any of the family members are revealed, the picture/poster looks like a puzzle.)

Procedures:

- 1) Opening/Warm-up
- 2) Routines
- 3) Review

Using large, individual family pictures from the theme “Who are our families?”, have Panda show the class pictures of the following members of the family (while helping students name them): 妈妈 (māma; mom), 爸爸 (bāba; dad), 弟弟 (dìdì; younger brother), 哥哥 (gēge; older brother), and 猫 (māo; cat). Divide the class into pairs and distribute one family card game (with only cards for the family members just reviewed). Ask students to spread the cards out, picture side up on a sheet of colored paper that serves as their work surface. Have Panda randomly first call out the name, and then show students one of the family members. Show students that they should take turns alternating with their partner picking up the appropriate card for the family member, holding it up so that you can see the picture (to check accuracy).

- 4) Instructional Activities

Have Panda point to the photo/picture puzzle that you have prepared prior to class, asking, 这是谁 (zhè shì shuí; Who is this)? Have Panda mysteriously remove the puzzle piece of colored paper that is hiding mama. Ask the class, 这是谁 (zhè shì shuí; Who is this)? who is this, helping them if no one recalls. Ask the question several times for practice. Continue in a similar fashion until 妈妈 (māma; mama), 爸爸 (bāba; papa), 弟弟 (didi; younger brother), and 哥哥 (gēge; older brother) are uncovered. (Note: the entire picture will not be visible at this time, as other family members will still be covered with puzzle pieces.) Have Panda tell the students: 这是亮亮一家 (zhè shì liàngliàng yì jiā; This is the Liang Liang's family [name of one of the brothers]). 几个人 (jǐ gè rén; How many)? Have Panda help students to count the number of family members in the picture who can be seen.

5) Closure

Lesson 2

Outcomes of this lesson: Students will review previously learned names of family members.

1. Language:

Functions: Exchanging information (identifying)

Vocabulary:

一家 (yìjiā; Family), 弟弟 (dìdì; younger sister), 姐姐 (jiějie; older sister), 奶奶 (nǎinai; grandma), 爷爷 (yéyé; grandpa), 猫 (māo; cat).

Family names: 丹丹 (dāndān); 妹妹 (mèimèi; younger sister), 兰兰 (lánlán); 姐姐 (jiějie; older sister)

Key Linguistic Structures:

这是谁 (zhè shì shuí; Who is this)? 几个人 (jǐ gè rén; How many)?

2. Content: Students will review family members. Social studies: families

3. Culture: Students will learn some common Chinese names for peers.

Materials:

Family cards from the partner/gap activity from the theme Who are our families? A large poster or picture of a Chinese family used in Lesson 1. Note that some of the family members were revealed in Lesson 1 and some of the family members will be covered as a puzzle at the beginning of Lesson 2. class. (Before any of the family members are revealed, the picture/poster looks like a puzzle.) Two large pictures of each family member for a Concentration game.

Procedures:

- 1) Opening/Warm-up
- 2) Routines
- 3) Review

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No specific review activities as the entire lesson is a review leading up to a formative assessment.

4) Instructional Activities

- a) Show students the large photo/picture puzzle from the previous lesson, with the family members discussed uncovered. Have Panda point to each family member, asking, 这是谁 (zhè shì shuí; Who is this)? Next, have Panda point to one of the puzzle pieces that is still attached to the photo/picture and ask, 这是谁 (zhè shì shuí; Who is this)? Encourage student volunteers to “predict” which family member might be hidden under the paper by asking, 妈妈 (māma; mom)? 爸爸 (bāba; dad)? 姐姐 (Older sister)? After several “predictions”, have Panda dramatically remove the paper, asking, 这是谁 (zhè shì shuí; Who is this)? so that students can see which predictions are accurate. Continue in a similar fashion until all members of the family are revealed. Have Panda ask the class, 这是兰兰一家吗 (zhè shì lánlán yijiā ma; Is this Lan Lan’s family)? While encourage students to say, 是 (Yes) or 不是 (No). Tell the students: 这是兰兰一家 (zhè shì lánlán yijiā; This is Lan Lan’s family). Have Panda ask the class, 几个人 (jǐ gè rén; How many)? while encouraging students to count the members of the family.
- b) Concentration game with all family members
- c) Formative assessment: Using large, individual family pictures from the theme *Who are our families?* have Panda review family members reintroduced in the previous lesson: 妈妈 (māma; mom), 爸爸 (bāba; dad), 弟弟 (didi; younger brother), 哥哥 (gēge; older brother), and 猫 (māo; cat). Next, add the following family members: 妹妹 (mèimèi; younger sister), 姐姐 (jiějie; older sister), 奶奶 (nǎinai; grandma), 爷爷 (yéyé; grandpa), and 狗 (gǒu; dog). Divide the class into pairs and distribute one family card game (with all cards for the family members). Ask students to spread the cards out, picture side up on a sheet of colored paper that serves as their work surface. Have Panda randomly first call out the name, and then show students one of the family members. Show students that they should take turns alternating with their partner picking up the appropriate card for the family member, holding it up so that you can see the picture (to check accuracy). Encourage student to name the family members.

5) Closure

Lesson 3

Outcomes of this lesson: Students will begin to learn about US and Chinese birthday celebrations.

1. Language:

Functions: Exchanging information (asking for/giving information)

Vocabulary:

一家 (yìjiā; family), 妈妈 (māmā; mom), 爸爸 (bāba; dad), 弟弟 (dìdì; younger brother), 哥哥 (gēge; older brother), 妹妹 (mèimèi; younger sister), 姐姐 (jiějie; older sister), 奶奶 (nǎinai; grandma), 爷爷 (yéyé; grandpa), 狗 (gǒu; dog), 猫 (māo; cat), 蛋糕 (dàngāo; cake).

Key Linguistic Structures: 生日快乐 (shēngrìkuàilè; Happy Birthday). 妹妹过生日 (mèimèi guò shēngrì; This is younger sister's birthday). 丹丹过生日 (dāndān guò shēngrì; This is Dan Dan's birthday). 你几岁 (nǐ jǐ suì; How old are you)? 我__岁 (wǒ__suì; I am __ years old).

2. **Content:** Students will review family members. Social studies: families and peers.

3. Culture:

Materials:

Mystery box with two birthday cakes to be placed on Chinese calendar.

Large cards with question marks on them as cues for asking questions. Large cards with 5 and 6 written in Chinese as cues to tell age.

Procedures:

- 1) Opening/Warm-up
- 2) Routines
- 3) Review
 - a) Review all family members using the individual picture cards of the family from previous lessons in this theme. Ask students, 这是谁 (zhè shì shuí; Who is this)? And at the end of the review, 几个人 (jǐ gè rén; How many)?
- 4) Instructional Activities
 - a) Have Big Panda show students the Mystery Box and ask, 这是什么 (zhè shì shénme; What is this)? Next have Big Panda dramatically reach into the box and remove a small birthday cake, showing it to students and miming silence to indicate that the cake is a secret. Have Big Panda place the birthday cake on the calendar the class uses for opening routine on a day that is the birthday of a child in the class. Have Panda tell the class, XXX 过生日 (XXXX guò shēngrì; This is XXX's birthday). Have Panda sing a short version of Happy Birthday to the student, with the rest of the class joining in if they already know the song. Next, have Panda return to the Mystery Box, and look in a second time, and dramatically pull out another cake. Have Panda place the second cake on another date on the class calendar, pointing to Dan Dan's picture and telling the class, 妹妹过生日 (mèimèi guò shēngrì; This is younger sister's birthday)! 丹丹过生日 (dāndān guò shēngrì; This is Dan Dan's birthday). 她六岁 (tā liù suì; She is 6 years old)! Have Big Panda ask Little Panda, 你几岁 (nǐ jǐ suì; How old are you)? Have Little Panda reply, 我五岁 (wǒ wǔ suì; I am 5 years old). Have Little Panda ask students, 你几岁 (nǐ jǐ suì; How old are

you)? Help them reply, 我__岁 (wǒ __ suì; I am __ years old) (using the culturally appropriate gesture for the numbers.).

- b) Divide the class into two groups, and seat the two groups each in a long line, facing one another. Give one group a large question mark. Give the other group cards with the characters for the numbers 5 and 6 (corresponding to possible ages in the class). The “age” cards may be passed along from student to student. Have Little Panda help the question group ask together, 你几岁 (nǐ jǐ suì; How old are you)? Help the first student in the “age” group respond, 我__岁 (wǒ __ suì; I am __ years old). Continue with the question group asking students in the “age” group until all students have had a chance to respond. Then, switch roles for each of the groups, with the question group becoming the “age” group and the “age” group asking the question, 你几岁 (nǐ jǐ suì; How old are you)?

5) Closure

Lesson 4

Outcomes of this lesson: Students will learn about the similarities between birthday celebrations in the US and China.

1. Language:

Functions: Exchanging information (asking for/giving information)

Vocabulary:

蛋糕 (dàngāo; cake)

吃蛋糕 (chī dàngāo; eat cake)

Key Linguistic Structures:

- i. 生日快乐 (shēngrì kuàilè; Happy Birthday).
 - ii. 吹蜡烛 (chuī làzhú; Blow the candles).
 - iii. 吃蛋糕 (chī dàngāo; Eat the cake).
 - iv. 打开礼物 (dǎ kāi lǐ wù; Open gifts).
 - v. 一起玩 (yì qǐ wán; Play with friends).
- 生日歌 (shēngrì gē; Happy Birthday song)
- 你几岁 (nǐ jǐ suì; How old are you)?
- 我__岁 (wǒ __ suì; I am ____ years old).

2. Content:

3. **Culture:** American and Chinese birthday celebrations for children.

Materials:

Gouin series with illustrations for each of the Key Linguistic Structures 1-5.

Pictures of Children in Chinese family, labeled with age: 丹丹 (dāndān; Dan

Dan)=5 years; 兰兰 (lánlán; Lan Lan) =8 years; 弟弟 (dìdì; younger brother) – 东东 (dōngdōng; Dong Dong); 哥哥 (gēgē; older brother)=亮亮 (liàngliàng; Liang Liang).

Procedures:

- 1) Opening/Warm-up
- 2) Routines
- 3) Review
 - a) Have Big Panda ask Little Panda 你几岁 (nǐ jǐ suì; How old are you)? Have Little Panda answer, 我五岁 (wǒ wǔ suì; I am 5 years old). Next ask several students in the class 你几岁 (nǐ jǐ suì; How old are you)? Have pairs of students ask and answer the question of one another.
 - b) Post pictures of the children from the 丹丹 (dān dān; Dan Dan's) family (younger brother 3 years old, older brother 10 years old, Dan Dan 5 years old and Lan Lan 8 years old). Label each picture with the child's age. Have Big Panda ask for 4 volunteers from the class, each student holding a picture of one of the children so that they may role play. Next have Big Panda and the class ask each one of the children, 你几岁 (nǐ jǐ suì; How old are you)? Help the students respond with the age of the family member whose picture they are holding. Next, have the students hand the picture of the family member to another student in the class and have Big Panda select a student to ask the question to the new set of students. Continue this procedure several times.
- 4) Instructional Activities
 - a) Show students the calendar, pointing to the date that is marked with a birthday cake for the child in the class who will or who recently celebrated a birthday. Have Baby Panda say, XXX 过生日 (XXX guòshēng rì; XXX's Birthday)! And then sing Happy Birthday in Chinese. Next, have the class stand in a circle, with the student with a recent birthday in the center. Have Baby Panda sing the song line by line, gesturing to student to repeat each line with him, after he has modeled it. Have students move rhythmically to the right and then to the left, alternating directions for each line. If students already know the birthday song from opening routines. Add, 你几岁 (nǐ jǐ suì; How old are you)? (repeated two times).
 - b) Next, show students the calendar a second time, pointing to the date marked with a cake that is 丹丹 (dān dān; Dan Dan's) birthday, saying, This is younger sister's birthday. This is Dan Dan's birthday. Have students stand up in a circle, placing Dan Dan's picture in the center of the circle. Have Baby Panda sing the song, encouraging students to sing along. Adjust the pace of the song if students are just learning the song.
 - c) Using a set of picture cards representing activities in a birthday celebration, demonstrate the following Gouin series:

- i. XXXX 生日快乐 (XXXX shēngri kuàilè; Happy Birthday XXXX)! (student in class) (Students simulate giving or receiving a birthday cake.)
- ii. 吹蜡烛 (chuīlàzhú; Blow the candles). (Students simulate blowing out candles)
- iii. 吃蛋糕 (chīdàngāo; Eat the cake). (Students simulate eating cake.)
- iv. 打开礼物 (dǎ kāi lǐ wù; Open gifts). (Students simulate opening gifts.)
- v. 一起玩 (yì qǐ wán; Play with friends). (Students simulate hide and seek, covering and uncovering faces)
- vi. XXXX 生日快乐 (XXXX shēngri kuàilè; Happy Birthday XXXXXX)! (student in class)

d) Formative assessment:

Use a list of class names to note students who appear to have difficulty either asking or answering the question.

Divide the class into two groups, and seat the two groups each in a long line, facing one another. Give one group a large question mark. Give the other group cards with the characters for the numbers 5 and 6 (corresponding to possible ages in the class). The “age” cards may be passed along from student to student. Have Little Panda help the question group ask together, 你几岁 (nǐ jǐ suì; How old are you)? Help the first student in the “age” group respond, 我__岁 (wǒ __ suì; I am __ years old). Continue with the question group asking students in the “age” group until all students have had a chance to respond. Then, switch roles for each of the groups, with the question group becoming the “age” group and the “age” group asking the question, 你几岁 (nǐ jǐ suì; How old are you)?

5) Closure

Lesson 5

Outcomes of this lesson: Students will learn the Chinese game Rock, Paper, Scissors.

1. Language:

Functions: Exchanging information (identifying, describing)

Vocabulary:

石头 (shítou; rock), 布 (bù; cloth), 剪刀 (jiǎndāo; scissors)

Key Linguistic Structures:

XXXX 生日快乐 (XXXX shēngri kuàilè; Happy Birthday XXXX)

吹蜡烛 (chuīlàzhú; Blow the candles).

吃蛋糕 (chīdàngāo; Eat the cake).

打开礼物 (dǎ kāi lǐ wù; Open gifts).

一起玩 (yì qǐ wán; Play with friends).

XXXX/丹丹生日快乐 (XXXX/ dāndān shēngrì kuàilè; Happy Birthday XXXXXX or Dan Dan)!

你几岁 (nǐ jǐ suì; How old are you)?

生日歌 (shēngrìgē; Happy Birthday song).

2. Content:

3. Culture: Students will learn a Chinese game that is also common for many students in the US.

Materials:

Gouin series picture cues to illustrate birthday celebrations. Two birthday cakes to be placed on the calendar. Picture to represent Dan Dan.

Two rock, two pairs scissors and two pieces of paper.

Procedures:

1) Opening/Warm-up

2) Routines

3) Review

- a) Show students the calendar, pointing to the date that is marked with a birthday cake for a student in the class. Have Baby Panda say, XXX 过生日 (XXX guòshēngrì; This is XXX's birthday) and then have the class and Baby Panda sing Happy Birthday to the student. Next have Baby Panda say, This is younger sister's birthday. 丹丹过生日 (dāndān guòshēngrì; This is Dan Dan's birthday), and then sing Happy Birthday with the class in Chinese. Next, as in the previous lesson, have students stand up in a circle, placing the picture of Dan Dan in the center of the circle. Have students move rhythmically to the right and then to the left, alternating directions for each line. If students already know the birthday song from opening routines, as a last line in the song, add, 你几岁 (nǐ jǐ suì; How old are you)? (repeated two times).
- b) Using a set of picture cards representing activities in a birthday celebration, demonstrate the following Gouin series (two times, once for a student in the class and once for Dan Dan):
 - i. XXXX 生日快乐 (XXXX shēngrì kuàilè; Happy Birthday XXXX)! (student in class) (Students simulate giving or receiving a birthday cake.)
 - ii. 吹蜡烛 (chuīlàzhú; Blow the candles). (Students simulate blowing out candles)
 - iii. 吃蛋糕 (chīdàngāo; Eat the cake). (Students simulate eating cake.)

- iv. 打开礼物 (dǎ kāi lǐ wù; Open gifts). (Students simulate opening gifts.)
- v. 一起玩 (yì qǐ wán; Play with friends). (Students simulate hide and seek, covering and uncovering faces)
- vi. XXXX 生日快乐 (XXXX shēngrì kuàilè; Happy Birthday XXXXXX)! (student in class)

4) Instructional activities

- a) Have Panda show students the cue card. Play with friends from the Gouin series Birthday celebration, saying Play with friends. Next have Panda show the class a 2 rocks, 2 pair of scissors and 2 pieces of paper, naming each item as he shows it! Seat students in a circle. Sit on the floor, facing Panda, each with 1 rock, 1 pair scissors and 1 piece of paper, as you are going to demonstrate the game Rock, Paper and Scissors, with real items. Tell students, Panda, and gesture to Panda to select one of the three items. Have Panda place a rock on the floor, saying 石头 (shítou; rock). Next, tell students, paper, and place the paper over the rock, using gestures to show that paper covers the rock. Show students thumbs up to indicate that you think that you have bested Panda. Say, 熊猫 (xióngmāo; Panda)? and gesture for him to select an item. Have Panda select the scissors and show the class that scissors cut paper and gesture that he has won. Using the objects, repeat this process several times to demonstrate all the possibilities. (Rock crushes, paper covers and scissors cut.)
- b) Invite several pairs of students to play the game in front of the class, using the real objects to ensure that they understand the concepts presented. Finish by showing students the Gouin series and stopping at the picture cue for Play games to help students make the connection between the game and the birthday celebration.

5) Closure

Lesson 6

Outcomes of this lesson: Students will learn about the similarities between birthday celebrations in the US and China.

1. Language:

Functions: Exchanging information (describing)

Vocabulary:

一家 (yī jiā; family), 生日蛋糕 (shēngrì dànɡāo; birthday cake), 礼物 (lǐ wù; gift) (BD symbols); 中国 (zhōngguó; China), 美国 (měiguó; US)

Key Linguistic Structures:

XXXX 过生日 (XXXX guòshēngrì; This is XXXX's birthday).

生日歌 (shēngrìgē; Happy Birthday song).

这是什么 (zhèshìshénme; What is this)?

中国过生日, 美国过生日, 一样。(zhōngguó guòshēngrì, měiguó guòshēngrì, yíyàng; Birthday in China. Birthday US. The same).

2. Content:

3. Culture: Students will compare birthday celebrations in China and the US.

Materials:

Gouin series picture cues to illustrate birthday celebrations. Two birthday cakes to be placed on the calendar. Picture to represent Dan Dan.

Two rock, two pairs scissors and two pieces of paper. Two hula hoops for Venn diagrams. Small map of China and US, along with Chinese characters for each country.

Procedures:

1) Opening/Warm-up

2) Routines

3) Review

a) Show students the calendar, pointing to the date that is marked with a birthday cake for a student in the class. Have Baby Panda say, 东东过生日 (dōngdōng guòshēngrì; This is Dong Dong's birthday) and then have the class and Baby Panda sing Happy Birthday to the student. Next have Baby Panda say, 弟弟过生日 (dìdìguòshēngrì; This is younger brother's birthday). 东东过生日 (dōngdōngguòshēngrì; This is Dong Dong birthday), and then sing Happy Birthday with the class in Chinese. Next, as in the previous lesson, have students stand up in a circle, placing the picture of younger brother in the center of the circle. Have students move rhythmically to the right and then to the left, alternating directions for each line. If students already know the birthday song from opening routines, as a last line in the song, add, 你几岁 (nǐ jǐ suì; How old are you)? (repeated two times).

4) Instructional activities

a) Show Big Panda the Gouin series cue for Play with friends and have him say 一起玩 (yì qǐ wán; Play with friends). Next, have Panda show the class 2 Rocks, 2 pair of scissors and 2 pieces of paper, naming each item as he shows it! With students seated in a circle, and sit on the floor, facing Panda, each with 1 rock, 1 pair scissors, and 1 sheet paper, as you review the game Rock, Paper and Scissors, first with real items, and then with hand gestures to replace the items. Play the game once with Panda, using the real items. Next, show students the hand gestures that represent each item: rock=a fist, cloth=a flat hand; and scissors=index and middle finger cutting gesture. Gesture to Panda to begin the game and play using only gestures. Be sure to name each one of the items and encourage students to name them along with you as the game progresses. Invite two students to the front of the class to play the game with gestures, continuing to name

each item as the gesture is used. Each time, use the thumbs up gesture to indicate the winner.

- b) Do a whole class review of the birthday celebration Gouin series.

Have Panda place two hula hoops on the floor with students seated in a circle. Label one circle China and the other US, using a small map, and as well as the Chinese characters for each country. Prior to class, place in a large Mystery Bag, two of the following items: Picture representing 丹丹 (dāndān; Dan Dan) and picture representing US child; birthday cakes; pictures of gifts; pictures of children playing; pictures of children singing Happy Birthday (Chinese characters of Happy Birthday, a cake and musical notes floating out of students' mouths.) Either have Panda select the pictures from the Mystery Bag or invite students to do so. Ask students, 这是什么 (zhèshìshénme; What is this)? Then ask them, 中国 (zhōngguó; China)? 美国 (měiguó; US)? Each circle will have exactly the same items, with the possible exception of the children's pictures. Tell students, 中国过生日, 美国过生日, 一样 (zhōngguó guòshēngrì, měiguó guòshēngrì, yíyàng; Birthday in China. Birthday US. The same).

5) Closure

Lesson 7

Outcomes of this lesson: Students will review symbols associated with Chinese New Year and compare these with symbols associated with birthday celebrations.

1. Language:

Functions: Exchanging information (identifying/asking for information)

Vocabulary:

家 (jiā; family), 礼物 (lǐwù; gift), 蛋糕 (dàngāo; cake), 游戏 (yóuxì; game).

New Year's items: 红包 (hóngbāo; red envelope), 对联 (duìlián; scrolls), 老鼠 (lǎoshǔ; rat), 饺子 (jiǎozi; dumplings), 龙 (lóng; dragon), 新年好 (xīnnián hǎo; Happy New Year), 鞭炮 (biānpào; firecracker), 灯笼 (dēnglong; lantern), 旧衣服 (jiùyīfu; old clothes), 新衣服 (xīnyīfu; new clothes).

Key Linguistic Structures:

这是什么 (zhèshìshénme; What is this)? 熊猫在哪儿 (xióngmāozài nǎr; Where is Panda)? 绿灯走 (lùdēngzǒu; Green go)! 红灯停 (hóngdēngtíng; Red stop)! 新年好 (xīnnián hǎo; Happy New Year)! 生日快乐 (shēngrikuaile; Happy Birthday).

2. Content:

3. Culture:

Materials:

Chinese New Year items from Theme K.B.2, How do Families Celebrate?
Items that represent birthday celebrations. Pictures of New Year celebrations symbols to construct a floor board game. A die with Chinese numbers 1 – 6 for the board game.

Procedures:

- 1) Opening/Warm-up
- 2) Routines
- 3) Review
 - a) New Year's items: 红包 (hóngbāo; red envelope), 对联 (duìlián; scrolls), 老鼠 (lǎoshǔ; rat), 饺子 (jiǎozi; dumplings), 做, 包, 煮, 吃 (zuò, bāo, zhǔ, chī; I make, I wrap, I cook, I eat), 龙 (lóng; dragon), 新年快乐 (xīnniánkuàilè; Happy New Year), 鞭炮 (biānpào; firecracker), 灯笼 (dēnglong; lantern), 旧衣服 (jiùyīfu; old clothes), 新衣服 (xīnyīfu; new clothes). Use at least two pictures or items of New Year's celebrations. Divide the class into two teams and have students sit on the floor. Review the names of the items by asking students 这是什么 (zhèshìshénme; What is this?) as you place the picture on the floor in the shape of a large board game. Include some "cards" that send the players back to the beginning or back one or two places. Use a large foam rubber cube as a die, labeled with felt numbers in Chinese (1-6). Assign Big Panda to one team and Little Panda to the other. Mark the beginning of the New Year's circuit with a picture of a traffic light with a green light (Green go!) and the end of the circuit with a red traffic light (Red stop!). Have two students from each team take turns rolling the die and moving Panda around the circuit. As each Panda lands on a location, have the other team ask in unison the question: 熊猫在哪儿 (xióngmāozài nǎr; Where is Panda?) Help one student or the entire team answer the question.
- 4) Instructional activities (you may want to include some pictures that do not fit into either category of New Years or Birthday to see if students recognize this.
 - a) Have Panda show students a series of objects that represent a birthday celebration: picture of a family, gifts, birthday cake, little friends playing a game. As Panda shows each item or picture, have him encourage students to name the item. Have Panda look puzzled and ask students, 新年好 (xīnnián hǎo; Happy New Year)? Or 生日快乐 (shēngrìkuàilè; Happy Birthday)? Leave these items displayed to distribute them to students in the following activity.
 - b) From a large collection of duplicate representations of the New Year and Birthday celebration, distribute one item to each child in the class. In one corner of the room, show students a birthday cake with the Chinese characters for Happy Birthday. In another corner of the room, show students firecrackers with the Chinese characters for Happy New Year. Have Panda show one of the pictures, looking at his picture, naming

it, scratching his head and questioning aloud, 生日快乐 (shēngrikùailè; Happy Birthday)? Or 新年好 (xīnnián hǎo; Happy New Year)? Have Panda look to the class for an answer and encourage students to tell Panda in which corner he should stand.

- c) Next, ask students, one at a time, 这是什么 (zhèshìshénme; What is it)? helping them name their object or asking classmates to assist each other. As each student names the item, he/she should then say either 生日快乐 (shēngrikùailè; Happy Birthday) or 新年好 (xīnnián hǎo; Happy New Year) and walk to the correct corner or area of the class.

5) Closure

Lesson 8

Outcomes of this lesson: Students will compare Chinese New Year and birthday celebrations.

1. Language:

Functions: Following directions (pick up)

Vocabulary:

家 (jiā; family), 礼物 (lǐwù; gift), 蛋糕 (dàngāo; cake), 游戏 (yóuxì; game).

New Year's items: 红包 (hóngbāo; red envelope), 对联 (duìlián; scrolls), 老鼠 (lǎoshǔ; rat), 饺子 (jiǎozi; dumplings), 龙 (lóng; dragon), 新年好 (xīnnián hǎo; Happy New Year), 鞭炮 (biānpào; firecracker), 灯笼 (dēnglong; lantern), 旧衣服 (jiùyīfu; old clothes), 新衣服 (xīnyīfu; new clothes).

Key linguistic structure

新年好 (xīnnián hǎo; Happy New Year)! 生日快乐 (shēngrikùailè; Happy Birthday)!

2. Content:

3. Culture:

Materials:

Two hula hoops for a Venn diagram. Cake to label birthday category of Venn diagram; firecracker to label New Year's category of Venn diagram.

Procedures:

- 1) Opening/Warm-up
- 2) Routines
- 3) Performance assessment with observation checklist for each class.
 - a) Have Panda place enough Birthday and New Year items in a large container so that each member of the class may have one. Items should be the same as those that were used for the overall review from the previous

lesson. You may also want to include items that do not belong to either category. Next, place two hula hoops in the center of the circle and label one Happy Birthday with a cake symbol, and the second one Happy New Year with a firecracker symbol. Have Panda demonstrate what student will do by dramatically shaking the container with the pictures and distributing one picture to each child. Ask Panda, 这是什么 (zhèshìshénme; What is it)? so that he can name the item. Then ask, 生日快乐 (shēngrikǜàilè; Happy Birthday) or 新年好 (xīnnián hǎo; Happy New Year)? In response, have Panda place the item correctly, saying the correct greeting. Continue this procedure in a similar fashion with students. Be sure to assist those students who experience difficulty in either naming or placing the item, as well as hesitation with the appropriate greeting. Note pictures that do not belong in either category should be placed on the outside of the circles. Use an observation checklist with students' names to note areas of difficulty or hesitation.

4) Review

- a) Have students assist you in picking up the items from the Venn diagrams by asking, __ 拿起来 (__ nǎqǐ lái ; Pick up the _____).
- b) Have students sing the 生日快乐 (shēngrikǜàilè; Happy Birthday song) with gestures. Next, have them sing 新年好 (xīnnián hǎo; Happy New Year song).

5) Closure

Lesson 9

Outcomes of this lesson: Students will learn about different types of homes.

1. Language:

Functions: Getting things done (following directions, place, point to, turn over)

Vocabulary:

石头 (shítou; rock), 布 (bù; cloth), 剪刀 (jiǎndāo; scissors).

家 (jiā; family), 妈妈 (māmā; mama), 爸爸 (bàba; papa), 弟弟 (dìdì; younger brother), 哥哥 (gēgē; older brother), 妹妹 (mèimèi; younger sister), 姐姐 (jiějiě; older sister), 奶奶 (nǎinai; grandma), 爷爷 (yéyé; grandpa), 狗 (gǒu; dog), 猫 (māo; cat). 家 (jiā; Homes). 颜色 (yánsè; Colors).

Key Linguistic Structures: 拿起来 (nǎqǐ lái; pick up)

2. Content:

3. Culture:

Materials:

Six families labeled with numbers. At least 6 different kinds of homes from US and China. If possible these homes should be easily identifiable with a distinctive, dominant colors.

Procedures:

- 1) Opening/Warm-up
- 2) Routines
- 3) Review
 - a) Using the real items, have Panda review 石头 (shítou; rock), 布 (bù; cloth), 剪刀 (jiǎndāo; scissors), inviting students to the front of the class to demonstrate. Demonstrate several times using the gestures only, but showing students the real objects to reinforce understanding. Pair students and have Panda lead them through the game several times, inviting students to name their choice of one of the three objects as they work with their partner.
 - b) Have Panda use the 兰兰 (lánlán; Lan Lan's) family pictures to review the roles and family names that were introduced for review in the beginning lessons of this theme.
- 4) Instructional Activities
 - a) Show students photos or pictures of families from your school and the Chinese partner school, asking 这是谁 (zhèshìshuí; Who is this)? And helping students identify the pictures as 家 (jiā; family). Next, show students a series of homes of different kinds, beginning with images that represent homes in their community. Point from the families to the pictures and tell students, Homes! Ask students, 几个 (jǐ gè; How many)? and help them count the number of homes displayed. Ask students, 什么颜色 (shénmeyánsè; What color)? And help students identify the colors of some of the homes.
 - b) Place a Post-it on each one of the family pictures with a number for identification purposes. Tell Panda, 三号, 拿起来 (sānhào, náqǐ lái; Pick up family # 3). Ask Panda, 几个人 (jǐ gè rén; How many)? Have Panda count the number of family members, gesturing to students to join in. 三号, 红房子 (sānhào, hóngfángzi; Place Family # 3 in the red house/home). Continue in a similar fashion, directing students to pick up a family and place it in a home designated by color.
- 5) Closure

Lesson 10

Outcomes of this lesson: Students will identify and describe big and little homes of different colors.

1. Language:

Functions:

Exchanging information (identifying and describing). Getting things done (following directions)

Vocabulary:

大 (dà; big), 小 (xiǎo; little), 家 (jiā; home)

Key Linguistic Structures:

Materials:

Class sets of card games comprised of 7 families labeled with numbers and 7 small homes of different colors. An 8 1/2 x 11 sheet of colored paper as a work space. Ten big and ten small houses of different colors. Sets of families and homes (big and small) of different colors. Pictures of big and little homes. Bean/sand bag for toss game. Masking tape.

Procedures:

- 1) Opening/Warm-up
- 2) Routines
- 3) Review
 - a) Using the pictures of families marked with numbers and pictures that represent homes, ask students to place families in homes.
 - b) Divide students in to pairs, giving each pair the following materials: an 8 1/2 x 11 sheet of colored paper to serve as a work space; one envelope with 7 separate mini-family portraits, each with a number noted; and one envelope with small homes, each one of a different color (red, black, yellow, green, blue, white, purple). Have Panda demonstrate with a student.
 - i. Two students sit facing one another with workspace in between.
 - ii. Panda places all the families on the workspace.
 - iii. The other student places all the homes on the workspace.
 - iv. First Panda tells the other student, Pick up Family 1. 几个人 (jǐ gè rén; How many)? The other student replies. Panda says, 一号, 黄房子 (yīhào, huángfángzi; Place Family 1 in yellow house). Next, Panda and the student reverse their roles. Circulate as students work together to offer assistance.
- 4) Instructional Activities – attributes
 - a) Review the concept and language for 大 (dà; big) and 小 (xiǎo; little) using the two panda bears (Theme 1B Who are our friends?). Write the character 大 (dà; big) on the board. Be sure to write it very large. Pointing to the two pandas, ask students, 哪只熊猫 (nǎzhī xióngmāo; Which panda)? Ask a student volunteer to place the correct Panda near the word. Ask students to stand up and to say 大 (dà; big) and imitate the character with their whole body. Next, write the character 小 (xiǎo; little) on the board and place little Panda or a picture under it. Be sure to write it noticeably smaller in size than the character for big. Ask the students to

stand up and as you point to the character 小 (xiǎo; small), repeat 小 (xiǎo; small) with the students and imitate the form of the character with their bodies.

- b) Show students a picture of a BIG house, asking, 这是什么 (zhèshìshénme; What is this)? Have Panda tell you, 这是房子 (zhèshìfángzi; This is a house). Ask Panda and the class, 小 (xiǎo; Little)? 大 (dà; Big)? Next, show students a picture of a little house, asking 这是什么 (zhèshìshénme; What is this)? Have Panda tell you, 这是房子 (zhèshìfángzi; This is a house). Ask Panda and the class, 小 (xiǎo; Little)? 大 (dà; Big)? From the magic box, remove one at a time, laminated pictures of big houses of different colors (red, black, yellow, green, blue, white, purple). Invite the class to identify and describe each house as you attach it to the floor with a small round of masking tape. Place the pictures of the big houses so there are spaces to place small houses and that the final configuration of all houses is a square or rectangle on the floor. Continue with the magic box, removing one at a time, pictures of little houses of different colors (red, black, yellow, green, blue, white, purple). Invite the class to identify and describe each house as you attach it to the floor with a small round of masking floor. Show students a small bean/sand bag and demonstrate tossing the bag, describing the house on which it falls. For example, 黄色的小房子 (huángsèdèxiǎofángzi; a small yellow home). Or 黄色 (huángsè; Yellow). 小 (xiǎo; small). Divide the class into two teams and have students sit by teams so they may observe and help their team mates describe the house each time they toss the bean bag.

5) Closure

Lesson 11

Outcomes of this lesson: Students will describe homes by color and size.

1. Language:

Functions: Exchanging information (describing)

Vocabulary:

大 (dà; big), 小 (xiǎo; little), 家 (jiā; homes), 队 (duì; teams. families)

Key Linguistic Structures:

这是什么 (zhèshìshénme; What is this)? 红队在哪儿 (hóngduì zài nǎ er; Where is red team's home)? 什么颜色 (shénmeyánsè; What color)?

2. Content

3. Culture

Materials:

Eights teams (families) and eight homes, so that there is a match between a team and a home.

Procedures:

DRAFT

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- 1) Opening/Warm-up
- 2) Routines
- 3) Review
 - a) Using big and little houses from the previous lesson, review big, little, and the colors. Ask for volunteers or select students to ask the questions of the rest of the class: 这是什么 (zhèshìshénme; What is this)? 大 (dà; Big)? 小 (xiǎo; Little)? 什么颜色 (shénmeyánsè; What color)?
 - b) Divide the class into two teams and have students sit in teams. Randomly tape the big and little houses to the floor, so that students may toss a bean/sand bag and answer questions to describe the house on which the bag lands. Encourage students to observe and help their team mates describe the house on which the bean bag lands for each toss in an orderly way.
- 4) Instructional Activities
 - a) Matching game. Prepare a set of large cards with 8 families and 8 houses, both with matching colors. There will be a red team (red family - all members dressed in red) that will be a match for a red house. (green, blue, yellow, white, black, brown, purple). Display all of the houses on the floor in the middle of the circle. Have Panda show the families, one at a time to the class, asking, 红队在哪儿 (hóngduì zài nǎr; Where is the red team)? Ask for a student volunteer to show the class where the red team is. Help the student say, 在红房子里 (zài hóng fáng zi lǐ; In the red house). Or simply, 红房子 (hóng fáng zi; red house). Continue in a similar fashion, until all families are matched with their houses.
 - b) Have Panda dramatically mix the families and the houses in a big bag. Divide the class into two teams and have the teams seated on the floor, in two lines so that students are facing one another. Have Panda “deal” the cards to the two teams, giving a card to each student or to pairs of students. Be sure to show students that they are to NOT show the picture of the house or family to the other team. Have Panda help the first several students with the following procedure, looking for matching pairs of families and houses. First, have Panda survey the cards for Team 1, and if there are any matching pairs, have the students holding those cards stand up, show them to the class, with one student saying, 红房子 (hóng fáng zi; red team). And the other student saying, 红房子 (hóng fáng zi; red house). Then have Panda place the matched cards next to Team 1. Have Panda survey the cards for Team 2 and help the students find any matching pairs. If there are no matching pairs, have the first student from Team 1 stand up, and ask Team 2 for the matching pair of his/her card. For example, If Team 1 student has Green Team, he/she will stand up and ask, 绿房子在哪儿 (lǜ fáng zi zài nǎr; Where is Green house)? The Team 2 student with the Green house replies, 在这儿 (zài zhèr; The green house is here), and gives it to Team 1. Have Panda place the matching pair on the pile of matching cards for Team 1. A Team 1 student stands up and says, 红队在这儿 (hóng duì zài zhèr; Red Team is here). The Team 2 student

with the Red house replies, 红队在这儿 (hóngduì zàizhèr; The red house is here), and gives it to Team 1. The game continues until all families and houses are matched. Note: Once students have learned the routine of this game, pairs of students may play this with smaller decks of cards with families and houses.

5) Closure

Lesson 12

Outcomes of this lesson: Students will demonstrate their level of understanding in a task to identify family members.

1. Language:

Functions:

Vocabulary:

颜色 (yánsè; colors), 家 (jiā; home), 队 (duì; team, family).

妈妈 (māmā; mama), 爸爸 (bàba; papa), 妹妹 (mèimèi; younger sister), 姐姐 (jiějiě; older sister), 弟弟 (dìdì; younger brother), 哥哥 (gēgē; older brother), 奶奶 (nǎinai; grandma), 爷爷 (yéyé; grandpa), 猫 (māo; cat), 狗 (gǒu; dog).

Key Linguistic Structures:

_____在哪儿 (_____ zàinǎer; Where is...)?

2. Content:

3. Culture:

Materials:

Procedures:

- 1) Opening/Warm-up
- 2) Routines
- 3) Review

Matching game. Using a set of large cards prepared for lesson 11, with 8 teams and 8 houses, both with matching colors. There will be a red team (all members dressed in red) that will be a match for a red house (green, blue, yellow, white, black, brown, purple). Display all of the houses on the floor in the middle of the circle. Have Panda show the families, one at a time to the class, asking, 红队在哪儿 (hóngduì zàinǎer; Where is the red team)? Ask for a student volunteer to show the class where the red team is. Help the student say, 在红房子里 (zài hóngfángzǐlǐ; In the red house). Continue in a similar fashion, until all families are matched with their houses.

4) Performance Assessment:

Have Panda demonstrate the following activity for the class. Display a large, picture of 兰兰 (lánlán; Lan Lan's) family in front of the class, with crayons

or markers. Distribute an 8 ½ X 11 picture of 兰兰 (lánlán; Lan Lan's) family to students seated at tables. Tell students to write their names on their papers. Next, tell Panda, 绿色的蜡笔 (lǜsèdelàbǐ; green crayon). Have Panda write his name on the paper and tell you thank you. Have Panda show the crayon to students and gesture for them to take their green crayon as well. Ask Panda, 哥哥在哪儿 (gēgē zài nǎr; Where is older brother)? 哥哥在哪儿 (gēgē zài nǎr; Where is older brother)? Have Panda mark older brother with a green circle. Have Panda gesture to students to mark older brother with a green circle. Tell Panda, 蓝色的蜡笔 (lánsèdelàbǐ; blue crayon). Have Panda show the crayon to students and gesture for them to take their blue crayon as well. Ask Panda, 奶奶在哪儿 (nǎinaizài nǎr; Where is grandma)? 奶奶在哪儿 (nǎinaizài nǎr; Where is grandma)? Have Panda mark grandma with a green circle. Have Panda gesture to students to mark grandma with a green circle. After this demonstration, put Panda down and continue to give students in directions in a similar fashion. Each time that you designate a different color crayon, have them hold the crayon up to be sure that they have understood the color. Do not assist students in identifying the family member that you name, as this is the piece of information that you are assessing. Consider including a cat and a dog as part of the family portrait.

In all likelihood, some students will look at other students' papers to "copy". This is normal and although you will want to note which students may be looking to neighbors without making any comments.

5) Closure