

# Kindergarten Theme C: What People and Places are in our Community?

## *Draft Chinese Curriculum*

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

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## **Kindergarten Theme C: What People and Places are in our Community?**

**Grade Level:** Kindergarten

**Unit:** C. Who are we in the community?

**Theme:** C. What people and places are in our community?

### **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 21<sup>st</sup> Century. Lawrence, KS: Allen Press.*

Implementation of the standards: As a result of this theme, students will identify and name people, places, and activities in the community (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 21<sup>st</sup> 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. 13, 15. Rockville, MD: Montgomery County Public Schools.)*

Implementation of the standards: As a result of this theme, students will a) understand that communities with people, places, and activities are integral components of the Chinese culture; b) play Chinese and American 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 21<sup>st</sup> 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 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](http://mdk12.org/instruction/curriculum/social_studies/standard1/gradeK.html)

Implementation of the standards: As a result of this theme students will identify the location of China and the U.S. on a world map (3.1).

**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 21<sup>st</sup> Century. Lawrence, KS: Allen Press.*

Implementation of the standards: As a result of this theme, students will understand a) that communities look different in different cultures (4.2); b) communities across cultures share commonalities in terms of people, places, and activities (4.2); c) primary means of transportation are different in different cultures (4.2); d) cultures have special preferences for sports (4.2).

**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 21<sup>st</sup> 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 community (e.g., to go to a restaurant for a birthday party) (5.1).

### ***B. Enduring Understandings of Focus in this Theme:***

*Students will understand that:*

We live in a neighborhood, and there are many different people, places, and services that help us.

### ***C. Essential Questions of Focus in this Theme:***

What peoples and places are in our neighborhood?

Topical EQs: Based on each lesson

### ***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:**

Greeting

Introducing

Thanking

Identifying (people and places in the neighborhood)

Describing

Asking for/giving information

Expressing likes/preferences

##### **b. Vocabulary:**

社区 (shè qū; community); 美国 (měi guó; the United States); 中国 (zhōng guó; China); 房子 (fáng zi; house or building); 公园 (gōng yuán; park); 饭店 (fàn diàn; restaurant); 图书馆 (tú shū guǎn; library); 警察局 (jǐng chá jú; police station); 消防站 (xiāo fang zhàn; fire station); 警察 (jǐng chá; policeman); 消防员 (xiāo fang yuán; fireman); 学校 (xué xiào; school); 医院 (yī yuàn; hospital); 老师 (lǎo shī; teacher); 医生 (yī shēng; doctor); 篮球 (lán qiú; basketball); 棒球 (bàng qiú; baseball); 乒乓球 (pīng pāng qiú; table tennis); 羽毛球 (yǔ máo qiú; shuttlecock or badminton)

##### **c. Key Linguistic Structures:**

(这是) 哪里? ([zhèshì] nǎli; What is this [place]?)

(这里) 是…。 ([zhèlǐ] shì …? [This is a] ….)

…到了。 (…dàole; Here we are at …)

…在哪里? (…zài nǎ li; Where is …?)

…在…。 (…zài …; …is/are in …)

去哪儿（过生日）？(qù nǎ er [guòshēngrì]; Where are we going [to celebrate XXX's birthday?])

这是谁？(zhè shì shuí; Who is this?)

打…（球类）(dǎ…[qiú lèi]; play …[ball games])

喜欢打…球。(xǐ huan dǎ…qiú; like to play …[name of a ball game])

## 2. Culture

Students will:

- a. Play sports that are common in China and U.S.;
- b. Understand that people in China use bicycles as a primary means of transportation.

## 3. Connections:

Students will:

- a. Identify the location of China and the U.S. on a world map (Geography);
- b. Understand that communities in China and the U.S. are similar and different (Social Studies).

## 4. Comparisons:

- a. Understand that communities in China and the U.S. look different;
- b. Identify similarities and differences between sports popular in China and the U.S.

## 5. Communities:

- a. Identify the functions of people and places in a community in China and the U.S.

## **Stage 2: Determine Acceptable Evidence of Student Understanding**

*What evidence will show that students understand?*

*Theme Performance Tasks:*

### **Interpretive:**

- a. Use an environmental print or large poster and ask students to identify people and places (e.g., Where is a firefighter? It's my birthday, where should we go? Where can we go to celebrate Panda's birthday?)
- b. Given paper dolls, students identify and name community workers (e.g. firefighter, police officer, teacher, doctor)
- c. Given picture cards, students match community workers with the workplace.

### **Interpersonal:**

Prompted by question marks and picture cards, students ask and answer questions about places and people.

**Presentational:**

- a. Using picture cards, students identify who they are and where they are.
- b. Students chant chants about communities in China and the U.S., places, and community workers.

Examples:

Chant 1: Communities in China and the U.S.

一二三四五六七, (yī èr sān sì wǔ liù qī; One two three four five six seven)

社区社区在哪里? (shè qū shè qū zài nǎ li; Community, community, where is it?)

社区社区在美国。(shè qū shè qū zài měi guó; It's in the U.S.)

社区社区在哪里? (shè qū shè qū zài nǎ li; Community, community, where is it?)

社区社区在中国。(shè qū shè qū zài zhōng guó; It's in China.)

Chant 2: Community Workers Part I

这里这里是警察局, (zhè lǐ zhè lǐ shì jǐng chá jú; This here is the police station.)

警察警察在这里。(jǐng chá jǐng chá zài zhè lǐ; Policemen, policemen, they are here.)

这里这里是消防站, (zhè lǐ zhè lǐ shì xiāo fang zhàn; This here is the fire station.)

消防员消防员在这里。(xiāo fang yuán xiāo fang yuán zài zhè lǐ; Firefighters, firefighters, they are here.)

警察警察谢谢你, (jǐng chá jǐng chá xiè xiè nǐ; Thank you thank you, policemen.)

消防员消防员谢谢你。(xiāo fang yuán xiāo fang yuán xiè xiè nǐ; Thank you thank you firefighters.)

Chant 3: Community Workers Part II

这里这里是学校, (zhè lǐ zhè lǐ shì xué xiào; This here is the school.)

老师老师在这里; (lǎo shī lǎo shī zài zhè lǐ; Teachers, teachers, they are here.)

这里这里是医院, (zhè lǐ zhè lǐ shì yī yuàn; This here is the hospital.)

医生医生在这里; (yī shēng yī shēng zài zhè lǐ; Doctors, doctors, they are here.)

老师老师谢谢你, (lǎo shī lǎo shī xiè xiè nǐ; Teachers, teachers, thank you.)

医生医生谢谢你。(yī shēng yī shēng xiè xiè nǐ; Doctors, doctors, thank you.)

#### Chant 4: Sports Part I

篮球, 篮球, 打篮球, (lán qiú, lán qiú, dǎ lán qiú; basketball, basketball, let's play basketball)

棒球, 棒球, 打棒球, (bàng qiú, bàng qiú, dǎ bàng qiú; baseball, baseball, let's play baseball)

大家一起来打球, (dà jiā yì qǐ lái dǎ qiú; Come on, let's play ball games.)

一起玩得真开心。(yì qǐ wán dé zhēn kāi xīn; Let's enjoy our time together.)

#### Chant 5: Sports Part II

乒乓球呀乒乓球, (pīng pāng qiú ya pīng pāng qiú; table tennis, table tennis.)

羽毛球呀羽毛球, (yǔ máo qiú ya yǔ máo qiú; badminton, badminton)

大家一起来打球, (dà jiā yì qǐ lái dǎ qiú; Come on, let's play ball games.)

一起玩得真开心。(yì qǐ wán dé zhēn kāi xīn; Let's enjoy our time together.)

### Stage 3: Plan Learning Experiences

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

#### Lesson 1 Our Community

Outcomes of focus in this lesson: Students will identify the location of a Chinese community and the local community on a world map.

##### 1. Language:

Functions:

Greeting  
Identifying  
Describing

Vocabulary:

社区 (shè qū; community)  
美国 (měi guó; the United States)  
中国 (zhōng guó; China),

Key Linguistic Structures:

…在哪里? (…zài nǎ li; Where is …?)  
…在…。 (…zài…; …is/are in …)

2. **Content:**

3. **Culture:**

**Materials:**

- a) poster/digital photo of a U.S. community
- b) picture cards of people, places, and activities typical of your local community
- c) picture cards of people, places, and activities typical of the community where your partner school is located
- d) medium size maps of China and the U.S.

**Procedures:**

1) Opening/Warm-up

Have Panda greet students and say, 小朋友们, 你们好! (xiǎo péng yǒu men, nǐ men hǎo; Hi, little friends!). Help students say, 小熊猫, 你好! (xiǎo xióng māo, nǐ hǎo; Hi, little Panda!).

2) Routines

Display an environmental print/large poster of a modern U.S. community. The first time you introduce this to the class, show them the community and point to a map or globe indicating the location of the U.S. Tell the class: 社区, 在美国。 (shè qū, zài měi guó; This community is in the U.S.).

3) Review

4) Instructional Activities

- a) Have Panda dramatically show a poster/digital photo of the local community in which your school is located and say, xxxxxx, 社区 ([name of the community] shè qū; a community). Next, have Panda place the poster/photo next to China on a world map and ask students, 在中国? (zài zhōng guó; Is it in China?). Help students say, 不是 (bú shì; No, it isn't). Have Panda place the poster/photo next to the U.S. on a world map and ask students, 在美国? (zài měi guó; Is it in the United States?). Help students say, 是 (shì; Yes, it is.). Point to the poster/photo and ask students, 在哪里? (zài nǎ li; Where is it?). Have a student volunteer answer this question.
- b) Mix picture cards of different places, people, and activities typical of the community where your school is located and of the community where your partner school is located in the magic box. Cards may display places such as a grocery store and a school. It may also display community workers such as policemen or fire fighters and activities such as children playing on the playground and families barbecuing in the park. Give each student a medium size map of China or the U.S.
- c) Have Panda reach into the magic box and take out a picture card. Look puzzled and ask students, 在哪里? (zài nǎ li; Where is this?), or 在中国? (zài zhōng guó; Is this in China?), 在美国 (zài měi guó; Is this in the U.S.?)

Have Panda take a close look at the picture card, dramatically hold the map that matches the card high above his head, and say very excitedly, 在中国/美国 (zài zhōng guó / měi guó; It's in China/the U.S.).

d) Repeat this activity with all students. Give the card to one of the students who correctly identifies the country and gesture for him/her to hold his/her map high above his/her head and say 在中国/美国 (zài zhōng guó / měi guó; It's in China/the U.S.). Have Panda clap hands and praise the student by saying, 好极了 (hǎo jí le; Great!). Continue this activity till all pictures in the magic box are identified.

e) Have the students sit in a circle around the maps and the cards and chant the following chant:

一二三四五六七, (yī èr sān sì wǔ liù qī; One two three four five six seven)  
社区社区在哪里? (shè qū shè qū zài nǎ li; community, community, where is it?)

社区社区在美国。(shè qū shè qū zài měi guó; It's in the U.S.)

社区社区在哪里? (shè qū shè qū zài nǎ li; Community, community, where is it?)

社区社区在中国。(shè qū shè qū zài zhōng guó; It's in China.)

#### 5) Closure

Have Panda say 再见, 社区! (zài jiàn shè qū; Goodbye, my community.) to the poster/print. Have Panda say 小朋友们再见! (xiǎo péng yǒu men zài jiàn; Goodbye, little friends!) to students. Collect the maps and the cards from students.

## Lesson 2 What are the places in my community?

Outcomes of focus in this lesson: Students will learn about the places in their local community.

### 1. Language:

Functions:

Greeting  
Identifying

Vocabulary:

房子 (fāng zi; house or building), 公园 (gōng yuán; park), 饭店 (fàn diàn; restaurant), 图书馆 (tú shū guǎn; library).

Key Linguistic Structures:

\_\_\_\_\_到了 (\_\_\_\_\_ dào le; Here is the \_\_\_\_\_)

### 2. Content:

Students will identify the location of a Chinese and U.S. community on a world map.

### 3. Culture:

Students will identify the most essential component of a given culture: community.

#### Materials:

- a) four sets of picture cards of a library, a restaurant, a park, and a house in the local community
- b) large pictures/posters of a library, a restaurant, a park, and a house.

#### Procedures:

##### 1) Opening/Warm-up

Have Panda greet students and say, 小朋友们, 你们好! (xiǎo péng yǒu men, nǐ men hǎo; Hi, little friends!). Help students say, 小熊猫, 你好! (xiǎo xióng māo, nǐ hǎo; Hi, little Panda!).

##### 2) Routines

Display an environmental print/large poster of a modern U.S. community. The first time you introduce this to the class, show them the community and point to a map or globe indicating the location of the U.S. Tell the class: 社区, 在美国。(shè qū, zài měi guó; This community is in the U.S.).

##### 3) Review

- a) Show the picture of the local community or the picture of the community where your partner school is located. Hold it in hand and ask students, 社区, 在中国? (shè qū, zài zhōng guó; community, is it in China) or 社区, 在美国? (shè qū, zài měi guó; Community, is it in the US). Help students reply, 不是/是, 在中国/美国 (búshì/shì, zàizhōngguó/měiguó; Yes/No, it is in China/the U.S.).
- b) Tape to a whiteboard a map of China and a map of the U.S. Draw one card from the stack of cards used in the previous lesson and give it to one of the students. Help the student tape the card next to one of the two maps and have him/her identify where the people/places/activities are by saying 在中国/美国(zài zhōng guó/měi guó; It's in China/the U.S.).

##### 4) Instructional Activities

- a) Place in four corners large posters/digital photos of four places in your local community: a house, a park, a restaurant, and a library. Randomly assign students into five groups. Assign four of the groups to be passengers waiting at one of the four corners. Give each member a picture card that matches the place represented by the corner and have him/her hold it in hand. Next have each of the four groups stand next to one poster/digital photo that they have a picture for.
- b) Have Panda hold a paperboard wheel in his hand and dress up as the school bus driver. Assign the fifth group to be passengers travelling with Panda.

Have the group line up after Panda. Have Panda start from the front of the class and ride toward one of the four corners in the classroom. Have Panda merrily make the sound of a bus engine as he heads toward the first corner.

- c) As Panda and his group of passengers stop at the first corner, have Panda announce the name of the place represented by that corner. For instance, if the first corner on the route is a house, have Panda point to the poster/photo and say: 房子 (fángzi; house), 房子到了 (fángzidào; This is the house). Help students hold up the picture and say, 房子 (fángzi; house). Pick up the group of who are waiting in the corner.
- d) Continue riding on and repeat the same activity with the other three groups waiting at the other three corners by having Panda announce the name of the community places represented by the other three corners.
- e) Take cards from the students and mix them up. Redistribute the cards among the students and have them form four new groups representing the four places. Have Panda go on a second round visiting the places. Help students understand that they will now leave for the places that they have a picture for. Have the four groups line up behind Panda. Have Panda merrily make the sound of a bus engine as they start the second round of bus tour. As they reach the first corner, help the group who have the picture cards of the place represented by that corner say excitedly, \_\_\_\_到了 (\_\_\_\_dào; Here is the \_\_\_\_). If the students need prompt, have Panda ask students, 哪里 (nǎli; Where is this?). Help the students say, \_\_\_\_到了 (\_\_\_\_dào; Here is the \_\_\_\_). Have the group stay in that corner. Continue this activity till all four groups have reached their destination.

5) Closure:

Have Panda collect the cards from the students. Have students say, 社区再见 (shèqūzàijiàn; Goodbye, my community) and say goodbye to Panda, 小熊猫再见 (xiǎoxióngmāozàijiàn; Goodbye, little Panda)! Have Panda say goodbye to the students, 再见, 小朋友 (zàijiàn, xiǎopéngyǒu; Goodbye, little friends)!

### Lesson 3 What are the places in my friends' community?

Outcomes of focus in this lesson: Students will learn about places in a community in China.

#### 1. Language:

Functions:

Greeting  
Identifying  
Asking for/giving information

Vocabulary:

房子 (fángzi; house or building), 公园 (gōng yuán; park), 饭店 (fàn diàn; restaurant), 图书馆 (tú shū guǎn; library).

Key Linguistic Structures:

(这是) 哪里? ([zhè shì ] nǎ li; What is this [place]?)

(这里是)…。 ([zhè lǐ ] shì …? [This is a] ….)

**2. Content:**

**3. Culture:**

**Materials:**

- a) four sets of picture cards of a library, a restaurant, a park, and a house in the community next to your partner school in China
- b) large pictures/posters of a library, a restaurant, a park, and a house in the community next to your partner school in China
- c) paper-cut question marks

**Procedures:**

1) Opening/Warm-up

Have Panda greet students and say, 小朋友们, 你们好! (xiǎo péng yǒu men, nǐ men hǎo; Hi, little friends!). Help students say, 小熊猫, 你好! (xiǎo xióng māo, nǐ hǎo; Hi, little Panda!).

2) Routines

Display an environmental print/large poster of a modern community next to your partner school in China. The first time you introduce this to the class, show them the community and point to a map or globe indicating the location of China. Tell the class: 社区, 在中国。(shèqū, zài zhōngguó; This community is in China.).

3) Review

Place the picture cards used in Lesson 2 face down on a large sheet of colored paper in the center of the classroom. Have students sit in a circle around the paper. Randomly select a card and without looking at it, encourage a student volunteer to venture a guess, or give him/her choices as prompts, e.g., 房子 (fángzi; house)? 公园 (gōngyuán; park)? Show the picture on the card and have students name the place. Have the student reply, 是\_\_ (shì \_\_; It is \_\_) or 不是, 是\_\_( búshì, shì \_\_; No, it is \_\_). Continue this activity till every student has had the opportunity to name a place.

4) Instructional Activities

- a) Have Panda ride an imaginary bike into the classroom very excitedly. Have him dramatically reach into his backpack and take out a picture card of the community where your partner school in China is located and say, 社区, 在中国 (shèqū, zài zhōngguó; Community, it's in China).
- b) Place in four corners large poster/digital photos of the four places in the Chinese community. Have half of the students dress up as little visitors

visiting the places in the Chinese community. Have them hold little U.S. flags and a paper-cut big question mark in their hands. Assign all other students to work in four groups representing the four different places in the community next to your partner school. Have members of the same group sit next to the large poster/digital photo of the place that they represent and hold a picture card of the place in their hands or wear a large sticky name tag that has a drawing of the place on it.

- c) Have Panda randomly choose two visitors. Have Panda and the little visitors merrily cycle around the classroom and stop at the first corner. Have Panda display a big question mark and ask the group sitting in that corner: (这是)哪里? (zhè shì nǎ li; Where is this?). Help the group hold up the cards in their hands and say the name of the place, for example, 公园 (gōng yuán; park). Gesture for the little visitors to hold up the question mark and ask the same question. Help the group say the name of the place again. Continue this activity with the other corners/places by choosing other visitors.
- d) Have the visitors and the hosts sit in a circle. Pair students up so that one of them is a visitor/questioner and the other is a host. Have the pair exchange their question mark/U.S. flag and the picture card. Gesture for the little visitor to hold up the question mark and ask: (这是)哪里? (zhè shì nǎ li; Where is this?). Help the other student say the name of the place on the card. Have Panda walk around and encourage students by saying: 对, 好极了 (duì, hǎo jí le; That's right! Good job!).

5) Closure:

Have Panda collect the cards and question marks from the students. Have students say, 中国社区再见 (zhōng guó shè qū zài jiàn; Goodbye, community) and say goodbye to Panda, 小熊猫再见 (xiǎo xióng māo zài jiàn; Goodbye, little Panda)! Have Panda say goodbye to the students, 再见, 小朋友 (zài jiàn, xiǎo péng yǒu; Goodbye, little friends)!

#### **Lesson 4 What are the places and people in my community?**

Outcomes of focus in this lesson: Students will learn about important places in their local community and their workplace.

1. **Language:**

Functions:

Greeting  
Identifying  
Asking for/giving information

Vocabulary:

警察局 (jǐng chá jú; police station); 消防站 (xiāo fang zhàn; fire station);  
警察 (jǐng chá; policeman); 消防员 (xiāo fang yuán; fireman)

Key Linguistic Structures:

(这是) 哪里? ([zhèshì ]nǎli; What is this place?)

(这是) …。 ([zhè shì]…? This is a ….)

…在哪里? (…zàinǎli; Where is …)

…在这里? (…zàizhèlǐ; …is here)

…到了 (…dàole; Here we are at …)

2. **Content:**

3. **Culture:**

**Materials:**

- a) picture cards of firemen and policemen in the local community
- b) large pictures/posters of a police station and a fire station in the local community

**Procedures:**

1) Opening/Warm-up

Have Panda greet students and say, 小朋友们, 你们好! (xiǎo péng yǒu men, nǐ men hǎo; Hi, little friends!). Help students say, 小熊猫, 你好! (xiǎo xióng māo, nǐ hǎo; Hi, little Panda!).

2) Routines

Display an environmental print/large poster of a modern U.S. community. The first time you introduce this to the class, show them the community and point to a map or globe indicating the location of the U.S. Tell the class: 社区, 在美国。 (shèqū, zài měi guó; This community is in the U.S.).

3) Review

Have students look at a large environmental print/line drawing of a Chinese community. Have them identify the places on the print/drawing by asking them this question: XX 在哪里? (XX zàinǎli; Where is the XX?). Have student volunteers point to the places on the print/drawing and say: XX 在这里 (XX zàizhèlǐ; XX is here.)

Or point to the places on the print/drawing and ask students, (这是) 哪里? (zhè shì nǎli; What is this place?). Have student volunteer(s) say the name of the place: (这里是)XX ([zhè lǐ shì ]XX; This is a XX).

4) Instructional Activities

- a) Place in the front of the class large photos/posters of the police station and the fire station in the local community. Have Panda Meimei wear a policewoman's hat and hide her behind the photo of the police station. Have Panda Haohao wear a fireman's hat and hide him behind the photo of the fire station. Walk into the classroom looking very concerned and ask students: 美美在哪里? (měi měi zài nǎ li; Where is Meimei?). Have a student volunteer

help look for Meimei till s/he finds her behind the photo of the police station. Point to Meimei's hat and say very excitedly, 美美在这里 (měiměizàizhèlǐ; Meimei is here), 美美, 警察 (měiměi, jǐngchá; Meimei, the policewoman).

- b) Next, ask students: 好好在哪里? (hǎohǎozàinǎli; Where is Haohao?). Have a second student volunteer look for Haohao till s/he finds him hiding behind the photo/poster of the fire station. Point to Haohao's hat and say very excitedly, 好好在这里 (hǎohǎozàizhèlǐ; Haohao is here), 好好, 消防员 (hǎohǎo, xiāofángyuán; Haohao, the fireman).
- c) Place Meimei and Haohao on the floor. Display a big heart and ask students: 喜欢谁? (xǐhuan shuí; Which one do you like?), 美美? 好好? (měiměi, hǎohǎo; meimei, haohao). Gesture for students to hold their hands up to show which one they like, Meimei the policewoman, or Haohao the fireman. Have students who like Meimei hold picture cards of a policeman in their hands and those who like Haohao hold little picture cards of a fireman in their hands. Say 警察 (jǐngchá; policeman) or 消防员 (xiāofángyuán; fireman) and gesture for them to hold up the cards.
- d) Have Meimei and Haohao take turns to drive the tour bus toward the police station and the fire station. Have Meimei merrily announce: 警察局到了 (jǐngchájúdàole; Here we are at the police station). Gesture for little policemen get off there, hold up the cards in their hands, and say 警察局到了 (jǐngchájúdàole; Here we are at the police station) along with Meimei.
- e) Repeat the same activity with Haohao and the fire station.
- f) Have students chant the following chant:

这里这里是警察局, (zhèlǐzhèlǐshìjǐngchájú; This here is the police station.)

警察警察在这里。 (jǐngchájǐngcházàizhèlǐ; Policemen, policemen, they are here.)

这里这里是消防站, (zhèlǐzhèlǐshìxiāofangzhàn; This here is the fire station.)

消防员消防员在这里。 (xiāofángyuánxiāofángyuánzàizhèlǐ; Firefighters, firefighters, they are here.)

警察警察谢谢你, (jǐngchájǐngcháxièxièni; Thank you thank you, policemen.)

消防员消防员谢谢你。 (xiāofángyuánxiāofángyuánxièxièni; Thank you thank you firefighters.)

##### 5) Closure:

Have Meimei and Haohao collect the cards from the students. Have students say, 社区再见 (shèqūzàijiàn; Goodbye, my community) and say goodbye to Panda, 小熊猫再见 (xiǎoxióngmāozàijiàn; Goodbye, little Panda)! Have Panda say goodbye to the students, 再见, 小朋友 (zàijiàn, xiǎopéngyǒu; Goodbye, little friends)!

## Lesson 5 What are the places and people in my friends' community?

Outcomes of focus in this lesson: Students will learn about important places in their friends' community in China and their workplace.

### 1. Language:

Functions:

Greeting  
Identifying  
Asking for/giving information

Vocabulary:

学校 (xué xiào; school); 医院 (yī yuàn; hospital); 老师 (lǎo shī; teacher);  
医生 (yī shēng; doctor)

Key Linguistic Structures:

(这是) 谁/哪里? (zhèshì shuí/nǎli; Who is this?/What is this place?).  
(这[里]是)XX ([zhè(lǐ)shì ]XX; This is a XX).  
我是 XX (wǒshì XX; I am XX),

### 2. Content:

Students will learn to match community workers with their workplace.

### 3. Culture:

Students will learn about places and people in their partner school's community in China.

### Materials:

- a) Sets of picture cards of a school, a police station, a fire station, and a hospital;
- b) Large pictures/posters of a school, a police station, a fire station, and a hospital.

### Procedures:

#### 2) Opening/Warm-up

Have Panda greet students and say, 小朋友们, 你们好! (xiǎo péng yǒu men, nǐ men hǎo; Hi, little friends!). Help students say, 小熊猫, 你好! (xiǎo xióng māo, nǐ hǎo; Hi, little Panda!).

#### 3) Routines

Display an environmental print/large poster of a modern Chinese community. The first time you introduce this to the class, show them the community and point to a map or globe indicating the location of China. Tell the class: 社区, 在中国。(shèqū, zài zhōngguó; This community is in China.).

#### 4) Review

Have students look at a large environmental print/line drawing of a Chinese community. Have them identify the places on the print/drawing by asking them this question: XX 在哪里? (XX zài nǎ lǐ; Where is the XX?). Have student volunteers point to the places on the print/drawing and say: XX 在这里 (XX zài zhè lǐ; XX is here.)

Or point to the places on the print/drawing and ask students, (这是) 谁/哪里? (zhè shì shuí/nǎ lǐ; Who is this/What is this place?). Have student volunteer(s) say the name of the place: (这[里]是)XX ([zhè(lǐ)shì ]XX; This is a XX).

#### 5) Instructional Activities

- a) Place in four corners large photos/posters of a police station, a fire station, a hospital, and your partner school in the community next to your partner school.
- b) Have Panda Meimei wear a lab coat and hide her behind the photo/poster of the hospital. Have Panda Haohao hold a big textbook in his hand and hide him behind the photo/poster of the school. Walk into the classroom looking very concerned and ask students: 美美在哪里? (měi měi zài nǎ lǐ; Where is Meimei?). Have a student volunteer help look for Meimei till s/he finds her behind the photo of the hospital. Point to Meimei's lab coat and say very excitedly, 美美在这里 (měiměi zài zhè lǐ; Meimei is here), 美美, 医生 (měiměi, jīngchǎ; Meimei, the doctor).
- c) Next, ask students: 好好在哪里? (hǎohǎo zài nǎ lǐ; Where is Haohao?). Have a second student volunteer look for Haohao till s/he finds him behind the photo/poster of the school. Point to the textbook and say very excitedly, 好好在这里 (hǎohǎo zài zhè lǐ; Haohao is here), 好好, 老师 (hǎohǎo, lǎoshī; Haohao, the teacher).
- d) Assign four students to be a policeman, a fireman, a teacher, and a doctor in the Chinese community. Assign all other students to be visitors visiting the community in China. Have the visitors hold little U.S. flags in their hands. Have Panda lead them on the bike tour. As students reach each corner, help students ask (这是) 谁/哪里? (zhè shì shuí/nǎ lǐ; Who is this?/What is this place?). Have student volunteer(s) say the name of the place: (这[里]是)XX ([zhè(lǐ)shì ]XX; This is a XX). Help the student sitting in that corner say: 我是 XX (wǒ shì XX; I am XX), or (这里是)XX (zhè lǐ shì XX; This is the XX).
- e) Have students chant the following chant:  
这里这里是学校, (zhè lǐ zhè lǐ shì xué xiào; This here is the school.)  
老师老师在这里; (lǎo shī lǎo shī zài zhè lǐ; Teachers, teachers, they are here.)  
这里这里是医院, (zhè lǐ zhè lǐ shì yī yuàn; This here is the hospital.)

医生医生在这里; (yī shēng yī shēng zài zhè lǐ; Doctors, doctors, they are here.)

老师老师谢谢你, (lǎo shī lǎo shī xiè xiè nǐ; Teachers, teachers, thank you.)

医生医生谢谢你。 (yī shēng yī shēng xiè xiè nǐ; Doctors, doctors, thank you.)

6) Closure:

Have Panda collect the flags from the students. Have students say, 中国社区再见 (zhōngguóshèqūzàijiàn; Goodbye, my community) and say goodbye to Panda, 小熊猫再见 (xiǎoxióngmāozàijiàn; Goodbye, little Panda)! Have Panda say goodbye to the students, 再见, 小朋友 (zàijiàn, xiǎopéngyǒu; Goodbye, little friends)!

### Lesson 6 Where do we go? It's Panda's Birthday!

Outcomes of focus in this lesson: Students will learn to associate activities with places in a community.

1. **Language:**

Functions:

Greeting  
Identifying  
Asking for/giving information

Vocabulary:

房子 (fángzi; house or building); 公园 (gōng yuán; park); 饭店 (fàn diàn; restaurant); 图书馆 (tú shū guǎn; library); 警察局 (jǐng chá jú; police station); 消防站 (xiāo fang zhàn; fire station); 学校 (xué xiào; school); 医院 (yī yuàn; hospital)

Key Linguistic Structures:

XXX 过生日 (XXX guòshēngrì; It's XXX's birthday)

去哪儿 (过生日)? (qù nǎr [guòshēngrì]; Where are we going [to celebrate XXX's birthday?])

去……。 (qù……。 We're going to ….)

2. **Content:**

3. **Culture:**

**Materials:**

- picture cards of a park, a school, a library, a police station, a fire station, a residential building, restaurant, hospital;
- picture cards of activities typical in these places;
- question marks.

**Procedures:**

1) Opening/Warm-up

Have Panda greet students and say, 小朋友们, 你们好! (xiǎo péng yǒu men, nǐ men hǎo; Hi, little friends!). Help students say, 小熊猫, 你好! (xiǎo xióng māo, nǐ hǎo; Hi, little Panda!).

2) Routines

Display environmental prints/large posters of the modern Chinese/U.S. community. As you re-introduce them to the class, show them the communities and point to a map or globe indicating the location of China and the U.S. Tell the class: 社区, 在中国/美国。(shèqū, zài zhōngguó/měiguó; This community is in China/the U.S.).

3) Review

Place picture cards face down on a white board. Cards display activities typical of the places learned in the previous lessons. Have a student volunteer touch one of the cards with a magic stick and help him/her ask: [这是]哪里 ([zhèshì] nǎlǐ; What is this place?). Have the student call on one other student to answer this question. Help the other student say 这里是... (zhèlǐ shì...; This is a ...). Prompt the student by naming two places for him/her to choose from if necessary. Give other student volunteers opportunities to ask questions if necessary. Keep a record of the correct and incorrect response produced by students.

4) Instructional Activities

a) Have Panda walk into the classroom wearing a birthday hat and merrily announce: 小熊猫过生日喽! (xiǎoxióngmāoguòshēngrì lou; It's Panda's Birthday). Next look at the picture cards on the white board and ask Panda, [过生日], 去哪里? (guòshēngrì, qù nǎlǐ; Where do we go to celebrate your birthday?). Have Panda pick the card that displays the restaurant and say, very excitedly, [过生日], 去饭店 (guòshēngrì, qù fàndiàn; Let's go to the restaurant [to celebrate my birthday]). Have the class sing birthday song for Panda.

b) Assign students to work in pairs. Have one of them hold a question mark. Place two stacks of cards on a colored paper in the center of the classroom. One stack of cards visibly displays the places. The other stack of cards should be placed face down on the paper and should display activities typical of these places. Help those who have the question marks randomly pick an activity card and act it out. Help the other student pick the card that matches the activity. For instance, a picture card of a park matches the card that displays Panda riding a bike. Also help him/her announce where s/he is heading by saying: 去\_\_\_ (qù\_\_\_; We are going to \_\_\_).

c) Have Panda walk around and encourage students by saying: 对, 好极了 (duì, hǎojí le; That's right! Good job!).

5) Closure:

Have Panda collect the cards from the students. Have students say, 社区再见 (zhōngguóshèqūzàijiàn; Goodbye, my community) and say goodbye to Panda, 小熊猫再见 (xiǎoxióngmāozàijiàn; Goodbye, little Panda)! Have Panda say goodbye to the students, 再见, 小朋友 (zàijiàn, xiǎopéngyǒu; Goodbye, little friends)!

### Lesson 7 Guess who I am?

Outcomes of focus in this lesson: Students will learn to identify who they are as community workers.

#### 1. Language:

Functions:

Greeting  
Identifying  
Asking for/giving information

Vocabulary:

医生 (yī shēng; doctor); 警察 (jǐng chá; policeman); 消防员 (xiāo fang yuán; firefighter); 老师 (lǎo shī; teacher)

Key Linguistic Structures:

猜猜我是谁? (cāi cāi wǒ shì shuí; Guess who I am?)  
这是谁? (zhè shì shuí; Who is this?)  
我是……。 (wǒ shì; I am a …)

#### 2. Content:

#### 3. Culture:

**Materials:**

- a) pictures cards of community workers: firefighters, policemen, teachers, doctors

**Procedures:**

#### 1) Opening/Warm-up

Have Panda greet students and say, 小朋友们, 你们好! (xiǎo péng yǒu men, nǐ men hǎo; Hi, little friends!). Help students say, 小熊猫, 你好! (xiǎo xióng māo nǐ hǎo; Hi, little Panda!).

#### 2) Routines

Display environmental prints/large posters of the modern Chinese/U.S. community. As you re-introduce them to the class, show them the communities and point to a map or globe indicating the location of China and the U.S. Tell the class: 社区, 在中国/美国。 (shèqū, zài zhōngguó/měiguó; This community is in China/the U.S.).

#### 3) Review

Place pictures cards face down on a white board. Cards display people that students have learned in the previous lessons. Have a student volunteer touch one of the cards with a magic stick and help him/her ask: [这]是谁 ([zhè]shì shuí;

Who is this?). Have the student call on one other student to answer this question. Help the other student say 这是\_\_ (zhèlǐ shì \_\_; This is a \_\_\_\_). Prompt the student by naming two kinds of community workers for him/her to choose from if necessary. Give other student volunteers opportunities to ask questions if necessary. Keep a record of the correct and incorrect responses produced by students.

#### 4) Instructional Activities

- a) Have Panda dressed up as a policeman and hide him behind the white board. Mock Panda knocking on the white board and ask the class, 猜猜, [我]是谁? (cāicāi, [wǒ]shìshuí; Who am I? Make a guess.). Have a volunteer make a guess. Have Panda emerge from behind the white board and say, 对了/不对, 我是警察 (duìle/búduì, [wǒ]shìjǐngchá; You're right/No, I am the policeman).
- b) Assign students to work in pairs. Have one of them pick a picture card and hide it behind his/her back. Have him/her ask the other student: 猜猜, [我]是谁? (cāicāi, [wǒ]shìshuí; Who am I? Make a guess.). Have the other student venture a guess. Have the one who asks for a guess respond by saying: 对了/不对, 我是\_\_ (duìle/búduì, [wǒ]shì \_\_\_\_; You're right/No, I am the \_\_\_\_).
- c) Switch turns so that everybody has the opportunity to ask and respond to the question.
- d) Have Panda walk around and encourage students by saying: 对, 好极了 (duì, hǎojíle; That's right! Good job!).

#### 5) Closure/Assessment:

Have Panda collect the cards from the students. Have students say, 社区再见 (zhōngguóshèqūzàijiàn; Goodbye, my community) and say goodbye to Panda, 小熊再见 (xiǎoxióngmāozàijiàn; Goodbye, little Panda)! Have Panda say goodbye to the students, 再见, 小朋友 (zàijiàn, xiǎopéngyǒu; Goodbye, little friends)!

### Lesson 8 Summative Assessment

Outcomes of focus in this lesson:

#### 1. Language:

Functions:

Greeting  
Identifying  
Asking for/giving information

Vocabulary:

房子 (fángzi; house or building); 公园 (gōng yuán; park); 饭店 (fàn diàn; restaurant); 图书馆 (tú shū guǎn; library); 警察局 (jǐng chá jú; police station); 消防站 (xiāo fang zhàn; fire station); 学校 (xué xiào; school);

DRAFT

医院 (yī yuàn; hospital)

Key Linguistic Structures:

[这] 是谁? ([zhè]shìshuí; Who is this?)

[这是]... (zhèshì; This is ...)

\_\_\_ 在哪里? (\_\_\_ zàinǎli; Where is the \_\_\_).

\_\_\_ 在 \_\_\_. (\_\_\_ zài \_\_\_; \_\_\_ is \_\_\_)

**2. Content:**

**3. Culture:**

**Materials:**

- a) paper dolls (policeman, firefighter, doctor, teacher)
- b) posters/large digital photos of a police station, a fire station, a hospital, and a school

**Procedures:**

1) Instructional Activities

- a) Place in four corners large posters/digital photos of the community workers: policemen, firefighters, doctors, and teachers.
- b) Place paper dolls face down on a white board. Looking very puzzled, use the magic stick to touch the paper dolls and ask students: [这] 是谁? ([zhè]shìshuí; Who is this?). Turn the dolls face up and have student volunteers name them. Next display a big heart and say, 喜欢\_\_ (纸娃娃所代表的职业的名称), 举手 (xǐ huan \_\_\_ [zhǐ wáwásuǒdàibǐàobèizhí yède], jǔshǒu; Raise your hand if you like \_\_\_ [name of the doll]). Give each student a paper doll that s/he likes.
- c) Next ask student volunteers to identify where the community workers that they have a doll for are: \_\_\_ 在哪里? (\_\_\_ zàinǎli; Where is the \_\_\_). Help them identify and name the places. Also help them stand next to the poster of that place.
- d) Next have students do the following Simon Says activity:
  - 警察, 跳, (jǐngchá, tiào; policemen, jump)
  - 警察, 停, (jǐngchá, ting; policemen, stop)
  - 消防员, 走, (xiāofángyuán, zǒu; firefighters, walk)
  - 消防员, 停, (xiāofángyuán, ting; firefighters, stop)
  - 医生, 转, (yīshēng, zhuǎn; doctors, turn around)
  - 医生, 停, (yīshēng, ting; doctors, stop)
  - 老师, 拍拍手, (lǎoshī, pāipāishǒu; teachers, clap your hands)
  - 老师, 停, (lǎoshī, ting; teachers, stop)
  - 小朋友们, 拍拍手。(xiǎopéngyǒumen, pāipāishǒu; little friends, clap your hands)
  - 小朋友们, 停。(xiǎopéngyǒumen, ting; little friends, stop)

2) Closure:

Have Panda collect paper dolls from the students. Have students say, 社区再见 (zhōngguóshèqūzàijiàn; Goodbye, my community) and say goodbye to Panda, 小熊猫再见 (xiǎoxióngmāozàijiàn; Goodbye, little Panda)! Have Panda say goodbye to the students, 再见, 小朋友 (zàijiàn, xiǎopéngyǒu; Goodbye, little friends)!

**Lesson 9 Let's play ball games (U.S.A)!**

Outcomes of focus in this lesson: Students will learn sports popular in the U.S.

1. **Language:**

Functions:

Greeting  
Identifying  
Asking for/giving information

Vocabulary:

篮球 (lánqiú; basketball); 棒球 (bàngqiú; baseball)

Key Linguistic Structures:

打… (球类) (dǎ …[qiúlèi]; play …[ball games])  
喜欢什么? (xǐ huān shénme; What do you like?)

2. **Content:**

Students will mime playing two popular sports in the U.S.

3. **Culture:**

**Materials:**

- a) toy baseball and basketball
- b) picture cards of basketball and baseball.

**Procedures:**

1) Opening/Warm-up

Have Panda greet students and say, 小朋友们, 你们好! (xiǎo péng yǒu men, nǐ men hǎo; Hi, little friends!). Help students say, 小熊猫, 你好! (xiǎo xióng mā o nǐ hǎo; Hi, little Panda!).

2) Routines

Display a poster with different ball games on it. Point to one of them and say, 这是… (zhè shì …; This is…)

3) Review

Place picture cards of the people and places that students have learned in previous lessons into a magic box. Pull out a card and ask students: 这是谁/哪里? (zhèshì shuí/nǎli; Who is this/What is this place?). Have student volunteers

name them. Chart correct/incorrect responses with a smiley/sad face on a record chart.

#### 4) Instructional Activities

- a) Set in the background a poster displaying the park in your local community. Hide a toy basketball and a toy baseball inside a cart behind the whiteboard. Have Panda walk into the classroom appearing that he is looking for something. Have him search around while saying to himself: 籃球, 籃球在哪里? (lánqiú, lánqiúzàinǎli; Basketball, where is my basketball?), till he finds the toy basketball inside the cart. Have Panda announce very joyfully and excitedly: 籃球, 籃球在这里 (lánqiú, lánqiúzài zhèlǐ; Here it is, the basketball). Have Panda mime playing basketball and say: 籃球, 打籃球 (lánqiú, dǎlánqiú; basketball, play basketball).
- b) Gesture for students to mime after Panda and help them say: 籃球, 打籃球 (lánqiú, dǎlánqiú; basketball, play basketball).
- c) Repeat this activity with baseball.
- d) Display a big heart/smiley face and ask students, 喜欢什么, 籃球? 棒球? (xǐ huān shénme, lánqiú? bàngqiú?). Give those who like basketball a picture card of a basketball, and those who like baseball a picture card of a baseball.
- e) Have students do the following Simon Says activity while miming playing the ball games:

走走走, (zǒuzǒuzǒu; walk, walk, walk)

停, (ting; stop)

打棒球, (dǎbàngqiú; play baseball)

停, (ting; stop)

跳跳跳, (tiàotiàotiào; jump, jump, jump)

停, (ting; stop)

打籃球, (dǎbàngqiú; play basketball)

停, (ting; stop)

转转转, (zhuǎnzhuǎnzhuǎn; turn around and around)

停, (ting; stop)

拍拍手, (pāipāishǒu; clap your hands)

好极了。(hǎojíle; great)

Or have students chant the following chant while performing actions for playing basketball and baseball:

籃球, 籃球, 打籃球, (lán qiú, lán qiú, dǎ lán qiú; basketball, basketball, let's play basketball)

棒球, 棒球, 打棒球, (bàng qiú, bàng qiú, dǎ bàng qiú; baseball, baseball, let's play baseball)

大家一起来打球, (dà jiā yì qǐ lái dǎ qiú; Come on, let's play ball games.)

一起玩得真开心。(yì qǐ wán dé zhēn kāi xī n; Let's enjoy our time together.)

5) Closure:

Have Panda collect paper dolls from the students. Have students say, 社区再见 (zhōngguóshèqūzàijiàn; Goodbye, my community) and say goodbye to Panda, 小熊猫再见 (xiǎoxióngmāozàijiàn; Goodbye, little Panda)! Have Panda say goodbye to the students, 再见, 小朋友 (zàijiàn, xiǎopéngyǒu; Goodbye, little friends)!

**Lesson 10 Let's play ball games (China)!**

Outcomes of focus in this lesson: Students will learn sports popular in China.

1. **Language:**

Functions:

Greeting  
Identifying  
Asking for/giving information

Vocabulary:

乒乓球 (pīng pāng qiú; table tennis); 羽毛球 (yǔmáoqiú; shuttlecock or badminton);

Key Linguistic Structures:

猜猜, 是什么? (cāicāi, shìshénme; Guess what it is?)  
打... (球类) (dǎ...[qiúlèi]; play ...[ball games])  
喜欢什么? (xǐ huānshénme; What do you like?).

2. **Content:**

Students will mime playing two national sports in China.

3. **Culture:**

Students will learn about two sports that are popular in China.

**Materials:**

- a) table tennis; badminton; shuttlecock
- b) picture cards of children in China playing these sports (can be cut out from a magazine)

**Procedures:**

1) Opening/Warm-up

Have Panda greet students and say, 小朋友们, 你们好! (xiǎo péng yǒu men nǐ menhǎo; Hi, little friends!). Help students say, 小熊猫, 你好! (xiǎoxióngmāo, nǐ hǎo; Hi, little Panda!).

2) Routines

Display a poster with different ball games on it. Point to one of them and say, 这是… (zhèshì…; This is…).

### 3) Review

Place picture cards of basketball and baseball face down on a colored paper in the center of the classroom. Have students sit around the work area and ask them: 猜猜, 是什么? (cāicāi, shìshénme; Guess what it is?). Help students name them. Use a class chart to record student responses with a smiley/sad face.

### 4) Instructional Activities

a) Set in the background a poster of a park in your partner school's community in China. Have Panda walk merrily into the classroom miming playing table tennis while saying: 乒乓球, 打乒乓球 (pīngpāngqiú, dǎpīngpāngqiú; table tennis, play table tennis). Gesture for students to mime after Panda and help them say: 乒乓球, 打乒乓球 (pīngpāngqiú, dǎpīngpāngqiú; table tennis, play table tennis)

b) Repeat this activity with badminton.

c) Display a big heart/smiley face and ask students, 喜欢什么, 乒乓球? 羽毛球? (xǐhuānshénme, pīngpāngqiú, yǔmáoqiú; What do you like, table tennis, or badminton). Give those who like table tennis a picture card of a table tennis, and those who like badminton a picture card of a shuttlecock.

d) Have students do the following Simmons Says activity while miming the actions and playing the ball games:

走走走, (zǒuzǒuzǒu; walk, walk, walk)

停, (ting; stop)

打乒乓球, (dǎpīngpāngqiú; play table tennis)

停, (ting; stop)

跳跳跳, (tiàotiàotiào; jump, jump, jump)

停, (ting; stop)

打羽毛球, (dǎyǔmáoqiú; play badminton)

停, (ting; stop)

转转转, (zhuǎnzhuǎnzhuǎn; turn around and around)

停, (ting; stop)

拍拍手, (pāipāishǒu; clap your hands)

好极了。(hǎojíle; great)

Or have students chant the following chant while performing actions for playing basketball and baseball:

乒乓球呀乒乓球, (pīng pāng qiú ya pīng pāng qiú; table tennis,  
table tennis.)

羽毛球呀羽毛球, (yǔ máo qiú ya yǔ máo qiú; badminton,  
badminton)

大家一起来打球, (dà jiā yì qǐ lái dǎ qiú; Come on, let's play ball games.)  
一起玩得真开心。(yì qǐ wán dé zhēn kāi xīn; Let's enjoy our time together.)

5) Closure:

Have Panda collect picture cards from the students. Have students say, 社区再见 (zhōngguóshèqūzàijiàn; Goodbye, my community) and say goodbye to Panda, 小熊猫再见 (xiǎoxióngmāozàijiàn; Goodbye, little Panda)! Have Panda say goodbye to the students, 再见, 小朋友 (zàijiàn, xiǎopéngyǒu; Goodbye, little friends)!

## Lesson 11 What do we like to play?

### 1. Language:

Functions:

Greeting  
Identifying  
Asking for/giving information  
Expressing likes/preferences

Vocabulary:

国家 (guó jiā; country); 两个 (liǎng gè; two)

Key Linguistic Structures:

喜欢打…球。(xǐ huāndǎ …qiú; like to play …[name of a ball game])

### 2. Content:

### 3. Culture:

Students will learn the cultures' preferred sports are different and similar.

### Materials:

- a) picture cards of children playing sports learned in previous lessons
- b) hula loops (two)
- c) world map (two)

### Procedures:

#### 1) Opening/Warm-up

Have Panda greet students and say, 小朋友们, 你们好! (xiǎo péng yǒu men nǐ men hǎo; Hi, little friends!). Help students say, 小熊猫, 你好! (xiǎoxióngmāo, nǐ hǎo; Hi, little Panda!).

#### 2) Routines

Display a poster with different ball games on it. Point to one of them and say, 这是… (zhèshì…; This is…).

### 3) Review

Place picture cards of basketball and baseball face down on a colored paper in the center of the classroom. Have students sit around the work area and ask them: 猜猜, 是什么? (cāicāi, shìshénme; Guess what it is?). Help students name them. Use a class chart to record student responses with a smiley/sad face.

### 4) Instructional Activities

- a) Have in one hand a map of China, and in the other hand a map of the U.S. Show the map of China and ask students, 哪里? (nǎli; Which country is this?). Help students say, 中国 (zhōngguó; China). Next show the map of U.S. and ask students the same questions. Help students say, 美国 (měi guó; the United States). Put the map of China and the map of U.S. together, show the index finger and the middle finger, and say 两个国家 (liǎng gè guó jiā; both countries). Encourage students to say this after you.
- b) Place side by side two Hula loops, one red loop, and on blue and red striped loop. Put at the top of the red loop a world map with China highlighted and at the top of the blue and red striped loop a world map with the U.S. highlighted. Give students picture cards of the ball games that they have learned in the previous lessons. Help students name the ball games as they place the card in one of the loops. The ball game shown in the picture should be a popular one in the country represented by the hula loop. Repeat the activity with all other students.
- c) Have students sit in a circle around the two hula loops. Using a big heart, help students say, 中国小朋友喜欢打乒乓球/羽毛球 (zhōngguóxiǎopéngyǒu xǐ huāndǎ pīngpāngqiúyǔ/máoqiú; Little friends in China like to play table tennis/badminton), and 美国小朋友喜欢打棒球。(měi guó xiǎo péng yǒu xǐ huān dǎ bàng qiú; Little friends in the U.S. like to play baseball.). Next place one loop partially on top of the other loop so that they overlap. Put the picture cards showing basketball and soccer in the overlapping portion and say to students, 两个国家的小朋友都喜欢打篮球。(liǎnggèguójiǎdexiǎopéngyǒudōu xǐ huāndǎlánqiú; Children in both countries like to play basketball.)

### d) Closure:

Have Panda collect picture cards from the students. Have students say, 社区再见 (shèqūzàijiàn; Goodbye, my community) and say goodbye to Panda, 小熊猫再见 (xiǎoxióngmāozàijiàn; Goodbye, little Panda)! Have Panda say goodbye to the students, 再见, 小朋友 (zàijiàn, xiǎopéngyǒu; Goodbye, little friends)!

## Lesson 12 Who are we?

1. **Language:**

Functions:

Greeting  
Identifying  
Asking for/giving information  
Expressing likes/preferences

Vocabulary:

社区 (shè qū; community); 美国 (měi guó; the United States); 中国 (zhōngguó; China); 房子 (fáng zi; house or building); 公园 (gōng yuán; park); 饭店 (fàn diàn; restaurant); 图书馆 (túshūguǎn; library); 警察局 (jǐngchájú; police station); 消防站 (xiāofángzhàn; fire station); 警察 (jǐngchá; policeman); 消防员 (xiāofángyuán; fireman); 学校 (xuéxiào; school); 医院 (yīyuàn; hospital); 老师 (lǎoshī; teacher); 医生 (yīshēng; doctor); 篮球 (lánqiú; basketball); 棒球 (bàng qiú; baseball); 乒乓球 (pīngpāngqiú; table tennis); 羽毛球 (yǔmáoqiú; shuttlecock or badminton)

Key Linguistic Structures:

\_\_\_(社区成员、地方或者是球类的名称) 在哪里? ([shèqūchéngyuán, dìfāng, huòzhěshì qiúlèidemíngchēng] zài nǎlǐ; Where is the [name of community workers, places, or ball games]

\_\_\_在这里 (\_\_\_ zài zhèlǐ; \_\_\_ is here)

我爱我的社区。(wǒ ài wǒ de shè qū; I love my community.)

2. **Content:**

3. **Culture:**

**Materials:**

- a) Picture cards of people, places, and activities used in the previous lessons
- b) Large posters of the communities in China and the U.S.

**Procedures:**

1) Opening/Warm-up

Have Panda greet students and say, 小朋友们, 你们好! (xiǎo péng yǒu men nǐ men hǎo; Hi, little friends!). Help students say, 小熊猫, 你好! (xiǎo xióng māo, nǐ hǎo; Hi, little Panda!).

2) Routines

Display environmental prints/large posters of the modern Chinese/U.S. community. As you re-introduce them to the class, show them the communities and point to a map or globe indicating the location of China and the U.S. Tell the class: 社区, 在中国/美国。(shèqū, zài zhōngguó/měiguó; This community is in China/the U.S.).

3) Review

Pull cards out from the magic box. Cards display various ball games that students have learned in previous lessons. Have student volunteers say the name

of the ball game shown in the card and ask them this question: 哪里的小朋友喜欢打\_\_球? (nǎlìdexiǎopéngyǒuxǐ huandǎ\_\_qiú; In which country do children like to play this?). If students need prompts, point to the map and ask them, 中国?美国? (zhōng guó? Měi guó; China or the U.S.?)

#### 4) Instructional Activities

- a) Place large posters/digital photos of the Chinese and U.S. communities and maps of the U.S. and China on the floor. Have students sit in a circle. Distribute among students cards displaying the people, places, and the ball games that students have learned and used in the previous lessons. Help students name them as they each receive a card.
- b) Have Panda ask students, \_\_ (社区成员、地方或者是球类的名称) 在哪里? (shèqūchéngyuán, dìfāng, huòzhěshì qiúlèidemíngchēng); Where is the \_\_ [name of the places, people, and ball games]). Help students identify the picture and say: \_\_在这里 (\_\_ zàizhèlǐ; \_\_ is here).
- c) Have Panda display a big heart or a happy face say, 我爱我的小区。(wǒàiwǒ àidexiǎoqū; I love my community.). Help students say this together with Panda.
- d) Have students chant the following chant by pointing the posters/photos and the maps:  
一 二 三 四 五 六 七, (yī èr sān sì wǔ liù qī; One two three four five six seven)  
社区社区在哪里? (shè qū shè qū zài nǎ li; community, community, where is it?)  
社区社区在美国。(shè qū shè qū zài měi guó; It's in the U.S.)  
社区社区在哪里? (shè qū shè qū zài nǎ li; Community, community, where is it?)  
社区社区在中国。(shè qū shè qū zài zhōng guó; It's in China.)

#### 5) Closure

Have Panda collect picture cards from the students. Have students say, 社区再见 (shèqūzàijiàn; Goodbye, my community) and say goodbye to Panda, 小熊再见 (xiǎoxióngmāozàijiàn; Goodbye, little Panda)! Have Panda say goodbye to the students, 再见, 小朋友 (zàijiàn, xiǎopéngyǒu; Goodbye, little friends)!