

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

Draft Chinese Curriculum

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Grade Level: First Grade

Unit: 1.A Who Are Our Friends?

Theme: 1.A.1. Who Are Our Friends at School?

Stage 1: Identify Desired Results

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

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

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

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

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

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

Implementation of the standards: As a result of this theme students will (a) identify, introduce, greet, and express thanks to friends in school and identify the locations in which these friends work, their roles, and the activities that the students participate in when they are in these locations; and (b) describe similarities and differences of their friends in school with the friends of their partner school companions (1.1; 1.2; 1.3).

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

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

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

Kindergarten – Grade 1 and 2 Core Objectives

Daily Life Patterns

Students will:

- Identify the day, date, and month using a target culture calendar
- Use greeting and leave taking behaviors appropriate to target cultures
- Identify and name foods that are common in target cultures and compare and contrast these with common foods in U.S.
- Identify leisure activities popular with peers in selected target cultures

- Demonstrate understanding of selected school terminology and routines typical of U.S. and target culture schools (e.g., rooms in schools, classroom supplies, titles of school personnel, etc.)
- Demonstrate understanding that peers in target culture countries go to school and learn many of the same subjects as U.S. students

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

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

Implementation: As a result of this theme students will understand that schools in other cultures share similarities and differences with their own school with respect to the people, their roles and activities, and key locations at school. (2.1).

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

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

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

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

Implementation of the standards: As a result of this theme students will understand that friendship is an important part of school life; (b) friends are not only their classmates but many people in their school; (c) students in their partner school are their friends (3.1).

Social Studies.

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

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

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

Implementation of the standards: As a result of this theme students will explore the people, their roles, activities, and locations in their own school and in their partner school.

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 standard: As a result of this theme, students will compare people, roles, locations, and activities in their own school and that of their partner school by first identifying similarities and then differences (4.2; 5.1).

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

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

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

Implementation of the standard: As a result of this theme, students will share with their own families what they have learned about the people, their roles, locations and activities in their partner school and the similarities and differences with their own school (e.g., take turns sharing a class photograph or class book of their Chinese partner class with their families) (5.1)

B. Enduring Understandings of Focus in this Theme:

Students will understand that:

school is a friendly learning community and people in the school care for each other and make the school a special place.

C. Essential Questions of Focus in this Theme:

Who are our friends in school?

How are our friends at school similar or different from your friends at school?

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

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

a. Functions:

identifying (people, their roles, and places, in the school)

asking for/giving information
introducing people
describing
greetings
expressing appreciation (thanks)

b. Vocabulary:

中文 (zhōng wén; Chinese)
音乐 (yīn yuè; music)
体育 (tǐ yù; physical education)
数学 (shù xué; math) (new vocabulary)
语文 (yǔ wén; language arts) (new vocabulary)
教室 (jiào shì; classroom) (spiraled vocabulary)
办公室 (bàn gōng shì; office) (spiraled vocabulary)
几个/间? (jǐ gè / jiān; How many?) (spiraled vocabulary)
(Common Chinese family names) 王 (wáng; Wang); 李 (lǐ; Li); 张 (zhāng; Zhang); 刘 (liú; Liu) (new vocabulary)
秋千 (qiū qiān; swing) (new vocabulary)
跳绳 (tiào shéng; jump the rope) (new vocabulary)
滑梯 (huá huá tī; slide) (new vocabulary)
打球 (dǎ qiú; play ball games) (spiraled vocabulary)
操场 (cāo chǎng; playground) (new vocabulary)
踢毽子 (tī jiàn zi) (new vocabulary)
跳绳 (tiào shéng; jump the rope) (new vocabulary)
打乒乓球 (dǎ pīng pāng qiú; play table tennis) (spiraled vocabulary)
找朋友 (zhǎo péng yǒu; Looking For a Friend) (new vocabulary)
餐厅 (cān tīng; cafeteria) (new vocabulary)
三明治 (sān míng zhì; sandwich) (new vocabulary)
色拉 (sè lā; salad) (new vocabulary)
[米]饭 ([mǐ] fàn; rice) (new vocabulary)
菜 (cài; dishes) (new vocabulary)
筷子 (kuài zi; chopsticks)

c. Key Linguistic Structures:

这是谁? (zhè shì shuí; Who is this?).
这是 xxxx, ____ 老师。(zhè shì xxxx; ____ lǎoshī; This is Mr./Ms. xxx.
S/he is a ____ teacher.)
什么课? (shén me kè; What class is this?).
____ 课。(____ kè; ____ class).
这是谁? (zhè shì shuí; Who is this?)
____ 老师 (____ lǎo shī; ____ teacher)

_____小学到了。(_____ xiǎo xué dào le; Here is the _____
Elementary School.)

什么老师? (shén me lǎo shī; What does s/he teach?) (new structure)

_____老师。(_____ lǎoshī; _____ teacher) (new structure)

教什么? (jiào shén me; What does s/he teach?) (new structure)

教_____。(jiào _____; What does s/he teach?) (new structure)

[今天是]第__天 ([jīn tiān shì] dì _____ tiān; Today is Day _____)

_____点_____分 ([xiàn zài] shì _____ diǎn _____ fēn; It is now
_____ [hour] _____ [minutes]).

[我们]去__教室。([wǒ men] qù _____ jiàoshì; We are going to _____
classroom.)

玩什么? (wán shén me; What do you want play?)

玩_____。(wán _____; Let's play).

吃什么? (chī shén me; What do you like to eat?)

吃_____。(chī _____; eat _____)

校车 (xiào chē; school bus)

司机 (sī jī; driver)

Chant 1:

语文课上写写写, (yǔ wén kè shàng xiě xiě xiě; In a language arts class
we write, write, write;)

数学课上算算算, (shù xué kè shàng suàn suàn suàn; In a math class we
calculate, calculate, and calculate.)

体育老师跑跑跑, (tǐ yù lǎo shī pǎo pǎo pǎo; Physical education
teachers run, run, run;)

音乐老师唱唱唱。(yīn yuè lǎo shī chàng chàng chàng; Music teachers
sing, sing, sing;)

歌之一: 找朋友 (gē zhī yī: zhǎo péng yǒu; Song 1: Looking for a Friend)

找呀找呀找朋友, (zhǎo ya zhǎo ya zhǎo péng yǒu; Looking, Looking, I
am looking for a friend)

找到一个好朋友, (zhǎo dào yí gè hǎo péng yǒu; And here s/he is, my
good friend)

敬个礼呀, 握握手, (jìng gè lǐ ya, wò wò shǒu; We salute, and we
shake hands.)

我是你的好朋友。(wǒ shì nǐ de hǎo péng yǒu; I am your good friend.)

歌之二: 放学歌 (gē zhī èr: fang xué gē; Song 2: Dismissal Song)

我们放学了, (wǒ men fang xué le; We are dismissed.)

我们放学了, (wǒ men fang xué le; We are dismissed.)

司机说, 大家好, (sī jī shuō, dà jiā hǎo; Our bus driver say: Hi Everyone!)

我们放学了。(wǒ men fang xué le; We are dismissed.)

2. Culture

- a. Identify people in their school as their friends, including classmates, teachers, and staff, and recognize that friendship is an important part of school life.
- b. Identify students in their partner school and recognize them as friends.
- c. Identify locations, activities, and roles associated with selected teachers and staff in their own school.
- d. Describe similarities and differences among the people, their roles, locations and activities in their own school and the people, their roles, locations and activities in their partner school.

3. Connections:

- a. Identify selected people in their school, including classmates, teachers, and staff, identify the location in which they work and recognize that their role and activities are an important part of school life.

4. Comparisons:

- a. Describe similarities and differences among the people, their roles, locations and activities in their own school and the people, their roles, locations and activities in their partner school.

5. Communities:

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

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

Theme Performance Tasks:

Interpretive:

- a) Display enlarged digital photos of students, teachers, staff, school locations and activities from (a) their own school and then (b) and emailed from the partner school (or photos from google.cn). Ask students to identify people, locations, and activities (e.g., Where is the principal? It's time for lunch, where should we go? Where do we go for recess?)

Interpersonal:

- a) Given pictures of their teachers, class schedule marked with symbols for different classes, and floor plan of the key locations in the school marked with symbols for different classes and activities, students working in pairs ask and answer questions that help them identify what the classes are, what class they have in a given location/classroom, and what subject their teachers teach.
- b) Given pictures of foods and games, students working in pairs ask and answer questions about games popular among children in their school and their partner school and common foods in their school and their partner school.

Presentational:

- a) Using student-made big books about their school, and a Powerpoint about their partner school in China, students identify and name friends at school locations, and foods and games popular among children at school in China and the U.S. in a presentation to the another class in the school, their parents, or a community group.
- b) In one group, students sing the “Looking for a Friend” song and the “Dismissal Song” while acting out the lyrics.
- c) In one group, students chant the “Good Friends” chant while acting it out.

Note: Questions to address in the lessons that lead to the thematic unit essential questions:

Where is our classroom?

Who are our friends at school?

Who is our teacher?

Who are our classmates?

What other locations are in our school?

What activities do we do in these locations?

What people work in these locations?

What do these people do?

Stage 3: Plan Learning Experiences

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

Lesson 1: First Day at School

Outcomes of focus in this lesson: Students will learn the concept of friends at school.

1. **Language:**

Functions:

Greeting
Identifying
Describing

Vocabulary:

老师 (lǎo shī; teachers) (spiraled review)
同学 (tóng xué; classmates) (spiraled review)
大朋友 (dà péng yǒu; adult friends) (spiraled review and new)
小朋友 (xiǎo péng yǒu; little friends) (spiraled review and new)

Key Linguistic Structures:

欢迎 (huān yíng; Welcome!) (spiraled review)
欢迎来到____。(huān yíng lái dào _____; Welcome to _____) (new vocabulary)

2. **Content:**

3. **Culture:**

Materials:

- Picture/poster of little Panda biting at a bamboo stick in a bamboo woods in China
- Poster/digital photo of your school;
- Pictures of all teachers; picture of bus and bus driver
- Picture of students in their class;
- Picture of students in the partner school class;
- Individual pictures of selected teachers and students in your school and in your partner school.
- Puppet or doll or photograph of Andrew/Andrea

Procedures:

- Opening/Warm-up
 - Act surprised and say: 小熊猫? 小熊猫在哪里? (xiǎo xióng māo? xiǎo xióng māo zài nǎ li; Where is Little Panda?). Look for Little Panda everywhere in the class until you find him in a poster biting at a bamboo stick in a bamboo woods in China. Place a map of China next to the poster and say: 小熊猫在中国。小熊猫回家了。(xiǎo xióng māo zài zhōng guó, xiǎo xióng māo huí jiā le; Little Panda is back in China; Little Panda is back at home.). Have class say goodbye to Little Panda.
 - Introduce a little friend (a doll or puppet) whose name is Andrew/Andrea to the class. Have him greet students: 小朋友们, 你们好! 我叫 Andrew/Andrea。(xiǎo péng yǒu men, nǐ men hǎo! wǒ jiào Andrew/Andrea;

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Hello, little friends! My name is Andrew/Andrea.). Have students greet Andrew/Andrea: 你好, Andrew/Andrea! (nǐ hǎo, Andrew/Andrea; Hi, Andrew/Andrea!)

2) Routines

- a) Have students look at a poster/digital photo of your school taken from a distance. Put the poster/digital photo next to a U.S. map and say: ____ [小学的名称] 小学, 在美国。(____ [xiǎo xué de míng chēng] xiǎo xué, zài měi guó; ____ [name of the elementary school] elementary school, it is in the U.S.).
- b) Have students look at a calendar. Point to the date and say: ____ 月 ____ 日 (____ yuè ____ rì; ____ [month] ____ [day]). Help students say the month and the day. Next, point to the day on which your class meets and ask Andrew/Andrea: [今天] 星期几? ([jīn tiān] xīng qī jǐ; What day is today?). Have Andrew/Andrea reply: [今天] 星期__。([jīn tiān] xīng qī __; Today is ____.) Ask students: [今天] 星期几? ([jīn tiān] xīng qī jǐ; What day is today?). Help students say: [今天] 星期__。([jīn tiān] xīng qī __; Today is ____.)

Or have students look at a wall clock and say: [现在是]__点__分 ([xiàn zài] shì __ diǎn __ fēn; It is now ____ [hour] ____ [minutes]).

3) Review

Review class rules learned in Kindergarten.

4) Instructional Activities

- a) Set in the front of the class a photo/poster of the school bus and bus driver. Dramatize Andrew/Andrea getting off the school bus and saying goodbye to the bus driver. Have teachers and the principle greet him as he lines up and heads for his class: 欢迎, 欢迎, 欢迎来到__小学。(huān yíng, huān yíng, huān yíng lái dào ____ xiǎo xué; Welcome! Welcome to ____ [name of your elementary school]!). Greet the class and say: 欢迎, 欢迎, 欢迎来到__小学。(huān yíng, huān yíng, huān yíng lái dào ____ xiǎo xué; Welcome! Welcome to ____ [name of your elementary school]!).
- b) Place a picture of all teachers at your school and a picture of little friends at your school and your partner school side by side in the center of the classroom. Point to the pictures of teachers and have Andrew/Andrea say, 老师, 大朋友 (lǎo shī, dà péng yǒu; teachers, adult friends) while gesturing adults. Next point to the pictures of little friends and have Andrew/Andrea say, 同学, 小朋友 (tóng xué, xiǎo péng yǒu; classmates, little friends), while gesturing little children. Help students say adult friends and little friends while pointing to the pictures.

- c) Have Andrew/Andrea show several individual pictures of teachers and little friends. Say the name of teachers or little friends, and ask students, xxx [人名], 大朋友 ([name of a person] dà péng yǒu; adult friends)? 小朋友 (xiǎo péng yǒu; little friends)? Have student volunteers say adult friends or little friends and give them the pictures.
- d) Have students chant the following chant while holding up pictures of adult friends and little friends. Have them gesture friendship by holding hands together and swinging from side to side.

大朋友，小朋友，(dà péng yǒu, xiǎo péng yǒu; Big friends, little friends)
 我的朋友在哪里？(wǒ de péng yǒu zài nǎ li; Where are you, my friends?)
 在美国，在中国，(zài měi guó, zài zhōng guó; In the U.S., in China)
 我们都是好朋友，好朋友。(wǒ men dōu shì hǎo péng yǒu, hǎo péng yǒu;
 We are all good friends, good friends.)

5) Closure

Collect pictures from students. As their homework, assign students to draw pictures of their school and tell students that they will turn it in next time the class meet. Explain to the students that you will select some of their drawings, scan them, and send them to their friends in China. Have Andrew/Andrea and students say goodbye to each other. Say Goodbye to Andrew/Andrea and students.

Lesson 2: Let's Meet Our Adult Friends!

Outcomes of focus in this lesson: Students will learn that teachers are their adult friends.

1. Language:

Functions:

Greeting
 Identifying
 Describing

Vocabulary:

中文 (zhōng wén; Chinese)
 音乐 (yīn yuè; music)
 体育 (tǐ yù; physical education)

Key Linguistic Structures:

这是谁？(zhè shì shuí; Who is this?).
 这是 xxxx, ____老师。(zhè shì xxxx; ____lǎoshī; This is Mr./Ms. xxx.
 S/he is a ____ teacher.)
 什么课？(shén me kè; What class is this?).

_____ 课。(_____ kè; _____ class).

2. **Content:**

3. **Culture:**

Materials:

- a) Calendar
- b) Picture of a big ball and a small ball
- c) Class schedule
- d) Individual pictures of teachers in your school, principal, school bus, back pack
- e) Posters of music teacher's classroom (if there is one) and the gym/all-purpose room or wherever the P.E. teacher has indoor classes
- f) Puppet or doll or photograph of Andrew/Andrea

Procedures:

1) Opening/Warm-up

- a) Dramatize Andrew/Andrea, wearing his backpack, getting off the school bus. Have school principal greet Andrew/Andrea: 你好, Andrew/Andrea! (nǐ hǎo, Andrew/Andrea; Hi, Andrew/Andrea!). Have Andrew/Andrea greet his school principal, 你好, xxx 校长! (nǐ hǎo, xxx xiào zhǎng; Hi, Mr./Ms. xxx!).
- b) Use old clothes and new clothes to review 新 (xīn; new) and 旧 (jiù; old). Introduce another doll or puppet, Emily/Evan/Evan, as a new student, 这是 Emily/Evan, 新同学。(zhè shì Emily/Evan, xīn tóng xué; This is Emily/Evan. Emily/Evan is a new student.). Have Emily/Evan greet the class, 小朋友们, 你们好! 我叫 Emily/Evan。(xiǎo péng yǒu men, nǐ men hǎo! wǒ jiào Emily/Evan; Hello, little friends! My name is Emily/Evan.). Have students greet Emily/Evan, 你好, Emily/Evan! (nǐ hǎo, Emily/Evan; Hi, Emily/Evan!).

2) Routines

- a) Have students look at a calendar. Point to the date and say: ____ 月 ____ 日 (____ yuè ____ rì; ____ [month] ____ [day]). Help students say the month and the day. Next, point to the day on which your class meets and ask Andrew/Andrea: [今天] 星期几? ([jīn tiān] xīng qī jǐ; What day is today?). Have Andrew/Andrea reply: [今天] 星期__。([jīn tiān] xīng qī __; Today is ____.) Ask students: [今天] 星期几? ([jīn tiān] xīng qī jǐ; What day is today?). Help students say: [今天] 星期__。([jīn tiān] xīng qī __; Today is ____.)

Or have students look at a wall clock and say: [现在是] ____ 点 ____ 分 ([xiàn zài] shì ____ diǎn ____ fēn; It is now ____ [hour] ____ [minutes]).

- b) Have students look at a kindergarten classroom and a first-grade classroom. Ask students: (你今年) 几年级? ([nǐ jī nǐ nián] jǐ nián jí; which grade [are you in this year]). Point to the kindergarten classroom and ask, 幼儿园 (yòu éryuán; kindergarten)? And to the first-grade classroom and ask, 一年级 (yī nián jí; first grade)? Help students say: 一年级 (yī nián jí; first grade).

3) Review

Write down 大 (dà; big) and 小 (xiǎo; small) on the white board, illustrated with a picture of a big ball and a picture of a small ball. Place individual pictures of teachers and students at school face up on a large colored paper in the center of the classroom. Have students sit in a circle around the pictures. Call out teachers/adult friends or classmates/little friends and have randomly selected student volunteers choose a picture that matches the word said. Next help the students tape the pictures next to the corresponding character(s) on the whiteboard. Keep track of students' correct/incorrect responses by noting them down in a class record book.

4) Instructional Activities

- a) Place a class schedule for the current cycle side by side with individual pictures of the teachers at your school on the document projector or the white board. The types of classes should be marked with symbols such as Chinese characters, music scores, and/or symbols for sports such as those used for the Olympics in Beijing in 2008. Have students look at the calendar. Point to the Chinese class and ask Andrew/Andrea: 什么课? (shén me kè; What class is this?). Have Andrew/Andrea say, 中文课 (zhōng wén kè; Chinese class). Next have Andrew/Andrea point to you and your picture: xx 老师, 中文老师 (xxx lǎo shī, zhōng wén lǎo shī; Mr./Ms. xxx, Chinese teacher). Point to the Chinese class and ask students: 什么课? (shén me kè; What class is this?). Have students say, 中文课 (zhōng wén kè; Chinese class).
- b) Next point to the music class and physical education class on the calendar and ask Andrew/Andrea the same questions. Have Andrew/Andrea say, 音乐课 (yīn yuè kè; music class), while singing the "Good Friends" song, and 体育课 (tǐ yù kè; physical education class), while acting running around and playing ball games. Have Andrew/Andrea also identify and name music teacher and physical education teacher in the pictures.
- c) Assign one student to be the music teacher and have him/her stand next to the picture/poster of the music teacher's classroom, and another student to be a physical education teacher and have him/her stand next to the picture/poster of the physical education teacher's classroom. Have the class take the new student Emily/Evan on a walking tour of these two classrooms. At each place, have Emily/Evan ask students: 这是谁? (zhè shì shuí; Who is this?). Help students say: 这是 xxxx, 音乐/体育老师。 (zhè shì xxxx; yīn yuè/tǐ yù lǎo shī;

This is Mr./Ms. xxx. S/he is a music/physical education teacher.) Have Emily/Evan and the teachers greet each other. Have the teachers say a warm welcome and hug Emily/Evan.

Alternatively, have the class play the “Musical Chairs” game. Label three chairs with the names of the school principal, the music teacher, and the physical education teacher. Randomly choose four students and have them compete for the seats. Next have the students introduce themselves as the principal, the music teacher, and the physical education teacher. Repeat this game in this class or on other days as a review so that all students have a chance to introduce themselves as the principal or the teachers.

5) Closure:

Collect the pictures/posters. Assign students to draw pictures of their music teacher and physical education teacher and label the pictures with their names. Have Andrew/Andrea, Emily/Evan, and students say goodbye to each other.

Lesson 3: Adult Friends, Where Are You?

Outcomes of focus in this lesson: Students will learn to locate the teachers in their classrooms.

1. **Language:**

Functions:

Greeting
Identifying
Describing

Vocabulary:

数学 (shù xué; math) (new vocabulary)
语文 (yǔ wén; language arts) (new vocabulary)

Key Linguistic Structures:

什么课? (shén me kè; What class is this?)
_____课 (_____ kè; _____ class).
这是谁? (zhè shì shuí; Who is this?)
_____老师 (_____ lǎo shī; _____ teacher)
_____在哪里? (_____ zài nǎ li; Where is _____ teacher?)
_____在这里。 (_____ zài zhè lǐ; _____ is here.)

2. **Content:**

3. **Culture:**

Materials:

- a) Picture of all teachers
- b) Individual pictures of teachers
- c) Floor plan of your school

Procedures:

1) Opening/Warm-up

Dramatize Andrew/Andrea and Emily/Evan getting off the school bus. Have the school principal and teachers greet them: 你好, Andrew/Andrea! (nǐ hǎo, Andrew/Andrea; Hi, Andrew/Andrea!) and 你好, Emily/Evan! (nǐ hǎo, Emily/Evan; Hi, Emily/Evan!). Have Andrew/Andrea and Emily/Evan greet the school principal and the teachers, 你好, xxx! (nǐ hǎo, xxx; Hi, Mr./Ms. xxx!).

2) Routines

- a) Have students look at a calendar. Point to the date and say: ___ 月 ___ 日 (___ yuè ___ rì; ___ [month] ___ [day]). Help students say the month and the day. Next, point to the day on which your class meets and ask Andrew/Andrea: [今天] 星期几? ([jīn tiān] xīng qī jǐ; What day is today?). Have Andrew/Andrea reply: [今天] 星期__。 ([jīn tiān] xīng qī __; Today is ___.) Ask students: [今天] 星期几? ([jīn tiān] xīng qī jǐ; What day is today?). Help students say: [今天] 星期__。 ([jīn tiān] xīng qī __; Today is ___.)

Or have students look at a wall clock and say: [现在是] ___ 点 ___ 分 ([xiànzài shì] ___ diǎn ___ fēn; It is now ___ [hour] ___ [minutes]).

- b) Have students look at a kindergarten classroom and a first-grade classroom. Ask students: (你今年) 几年级? ([nǐ jīn nián] jǐ nián jí; which grade [are you in this year]). Point to the kindergarten classroom and ask, 幼儿园 (yòu ér yuán; kindergarten)? And to the first-grade classroom and ask, 一年级 (yī nián jí; first grade)? Help students say: 一年级 (yī nián jí; first grade).
- c) Have students look at the class schedule and ask them: [今天上] 什么课? ([jīn tiān shàng] shén me kè; What classes [do we have today]?). Have Andrew/Andrea and students say the names of the classes as they point out the classes on the schedule.

3) Review

Place symbols for the classes (see Lesson 2 #4.a.) in one column on one side of the whiteboard and the names/pictures of the teachers teaching these classes in another column on other side. Have student volunteers match the names with the symbols. Randomly call on one student and ask him/her: 这是谁? (zhè shì shuí; Who is this?). Help him/her identify the teacher(s). Note down student responses in the class record book.

Alternatively, assign students to work in groups of three. Give each of them a picture of their Chinese teacher, music teacher, and physical education teacher. Call out the name of one of the teachers and have students hold up his/her picture high above his/her head and say 音乐/体育/中文老师 (yīn yuè/tǐ yù/zhōng wén lǎo shī; music/physical education/Chinese teacher). Or, as the teacher, simply say a type of teacher, 音乐/体育/中文老师 (yīn yuè/tǐ yù/zhōng wén lǎo shī; music/physical education/Chinese teacher), and have the student with the corresponding picture hold his/her picture high above his/her head and say: 在这里 (zài zhè lǐ; S/he is here.).

4) Instructional Activities

- a) Place a big poster of the class schedule side by side with a picture of selected teachers and/or staff and a floor plan of the school displaying key locations where the selected teachers/staff work. Point to the math and language arts classroom and ask Andrew/Andrea: 什么课? (shén me kè; What class is this?). Have Andrew/Andrea reply: 数学 (shù xué; math) or 语文 (yǔ wén; language arts) and use magnets of mathematic symbols and English characters to demonstrate the concepts. Ask students: 什么课? (shén me kè; What class is this?). Help students say: 数学 (shù xué; math), and 语文 (yǔ wén; language arts). Have Andrew/Andrea look puzzled and ask: 谁是 (一年级) 老师? (shuí shì [yī nián jí] lǎo shī; Who is first grade teacher?). Have Andrew/Andrea and students look closely at the staff picture and identify the teachers. Name the person and their role: xxx (人名), 一年级老师 (xxx [rén míng], yī nián jí lǎo shī; xxx [person name], first grade teacher). Have Andrew/Andrea/Emily/Evan label the first grade classroom with a picture of the first grade teacher.
- b) Assign students to work in groups of four. Give each group a floor plan with key classrooms labeled with teachers' symbols/names. Give each student in the group a picture of the teachers they have learned. Help students identify the teachers first. Have Andrew/Andrea prompt them by asking: 这是谁? (zhè shì shuí; Who is this?). Help students say: Mr./Ms. xxx, ___ 老师 (Mr./Ms. xxx, ___ lǎo shī; Mr./Ms. xxx, ___ teacher.). Next have students take turns laying the picture of the teachers on the classrooms where they teach.
- c) Help student volunteers display their floor plan with the classrooms clearly labeled with teachers' pictures. Prompt them by asking: ___ 老师在哪里? (___ lǎo shī zài nǎ lǐ; Where is ___ teacher?). Help students say Mr./Ms. xxx, ___ 老师在这里 (Mr./Ms. xxx, ___ lǎo shī zài zhè lǐ; Mr./Ms. xxx, ___ teacher is here).

5) Closure:

Collect the pictures and floor plans from students. As their homework, assign students to draw a picture of their first grade teacher and label it with his/her name. Tell students that they will turn in the picture next time their class meet. Have Andrew/Andrea, Emily/Evan, and students say goodbye to each other.

Lesson 4: Little Friends' School in China

Outcomes of focus in this lesson: Students will learn about their little friends' school in China.

1. Language:

Functions:

Greeting
Identifying
Describing

Vocabulary:

教室 (jiào shì ; classroom) (spiraled vocabulary)
办公室 (bàn gōng shì ; office) (spiraled vocabulary)
几个/间 ? (jǐ gè / jiān ; How many?) (spiraled vocabulary)

Key Linguistic Structures:

_____小学到了。(_____ xiǎo xué dào le; Here is the _____
Elementary School.)

2. **Content:** Students will learn to count the number of classrooms and offices in their school. (Math)

3. **Culture:**

Materials:

- PowerPoint or digital photos about the partner school in China;
- Poster of the front gate of the partner school in China;
- Big floor plan of your school;
- Small floor plans of your school;
- Math worksheets for counting the number of classrooms and offices

Procedures:

1) Opening/Warm-up

Have Andrew/Andrea use a real picture of a student from your partner school and introduce him/her to the class. Tell the class that this is his little friend in China and his/her name is Dongdong/Dandan, as an example. Place Dongdong/Dandan's picture next to the map of China and say: 这是中国小朋友冬冬/丹丹。(zhè shì dōng dōng/ dān dān, zhōng guó xiǎo péng yǒu; This is my

little friend in China, Dongdong/Dandan.). Have Dongdong/Dandan greet students: 小朋友们, 你们好, 我是冬冬/丹丹。(xiǎo péng yǒu men, nǐ men hǎo, wǒ shì dōng dōng/ dān dān; Hi, little friends! I am Dongdong/Dandan.). Have students say: 冬冬/丹丹, 你好! (dōng dōng/ dān dān, nǐ hǎo; Hi, Dongdong/Dandan!).

2) Routines

- a) Have students look at a calendar. Point to the date and say: ___ 月 ___ 日 (___ yuè ___ rì; ___ [month] ___ [day]). Help students say the month and the day. Next, point to the day on which your class meets and ask the class: [今天] 星期几? ([jīn tiān] xīng qī jǐ; What day is today?). Help the class reply: [今天] 星期__。([jīn tiān] xīng qī __; Today is __.) Ask students: [今天] 星期几? ([jīn tiān] xīng qī jǐ; What day is today?). Help students say: [今天] 星期__。([jīn tiān] xīng qī __; Today is __.)

Or have students look at a wall clock and say: [现在是] ___ 点 ___ 分 ([xiànzài shì] ___ diǎn ___ fēn; It is now ___ [hour] ___ [minutes]).

- b) Have students look at a kindergarten classroom and a first-grade classroom. Ask students: (你今年) 几年级? ([nǐ jīn nián] jǐ nián jí; which grade [are you in this year]). Point to the kindergarten classroom and ask, 幼儿园 (yòu'ér yuán; kindergarten)? And to the first-grade classroom and ask, 一年级 (yī nián jí; first grade)? Help students say: 一年级 (yī nián jí; first grade).
- c) Have students look at the class schedule and ask them: [今天上] 什么课? ([jīn tiān shàng] shén me kè; What classes [do we have today]?). Help students say the names of the classes.

3) Review

Tape pictures of teacher's face down in a grid on the whiteboard. Touch pictures with a magic stick and ask students: 猜猜, 这是谁? (cāi cāi zhè shì shuí; Who is this? Make a guess.). Have student volunteers make a guess. Turn the picture face up and say: 对/不对, 这是 xxx, ___ 老师。(duì / bú duì, zhè shì xxx, ___ lǎo shī; Yes/No, this is xxx, ___ teacher.). Note down correct/incorrect responses to the picture of the teacher in the class record book.

4) Instructional Activities

- a) Place in the front of the class a large poster that displays an elementary classroom in your partner school in China. Have the poster display the name of your partner school in China and the classroom: ___ 小学, 一年级 ___ [几] 班 (___ xiǎoxué, yī nián jí ___ [jǐ] bān; ___ Elementary School, Grade One Class ___ [number]).

- b) Have Dongdong/Dandan get off the passenger seat on his mother's motorbike. Have him stop at the poster and say the name of the school: _____小学到了。(_____ xiǎo xué dào le; Here is the _____ Elementary School.) and say goodbye to his mother.
- c) Display a PowerPoint entitled: My Friends At School. This should display pictures/student drawings of your partner school, little friends in the classroom, their adult friends (teachers), and little friends on the playground. Point to a page that has the picture/drawing of the classroom and say: [我的] 教室 (wǒ de jiào shì; The classroom!). Picture should display the interior of the classroom, including the blackboard, the teacher's desk, students' desks, and the back/side wall showing student work, drawings, and pictures. Point to the Chinese language classroom and say: [中国小朋友的] 教室 ([zhōng guó xiǎo péng yǒu de] jiào shì; [our little Chinese friends'] classroom).
- d) Turn to the page that displays teachers, and say: 老师, 大朋友。(lǎo shī, dà péng yǒu; Teachers, Adult Friends!). Next point to the office shared by all first grade teachers and the principal's office and say: [老师/校长] 办公室 ([lǎo shī/ xiào zhǎng] bàn gōng shì; teachers' office).
- e) Point to the classrooms labeled with teachers' pictures used in Lesson Three on the floor plan and ask students: 教室? [还是] 办公室? (jiào shì? [hái shì] ban gōng shì; Is this a classroom or a teachers' office?). Help students identify them as classrooms. Next, ask the students 几个/间 [教室]? (jǐ gè / jiān jiào shì; How many [classrooms]?). Have a volunteer say the number of classrooms on the floor plan.
- f) Have two student volunteers come to the front of the class. Have them look at the big floor plan of your school labeled with teachers', the principal's, and students' pictures. Have them use little icons representing a classroom and an and identify the rooms as a classroom or an office. As they put little icons on the classrooms and offices on the floor plan, ask other students in the class: 对不对? (duì bu duì; Is this correct?). Help students identify the classrooms and offices. Next display a large question mark and ask all students, 几个/间 [教室/办公室]? (jǐ gè / jiān jiào shì/ ban gōng shì; How many [classrooms/offices]?). Pass out math worksheets and have students write down the numbers of offices and classrooms on the floor plan. Have student volunteers share the numbers they write on the worksheet with other students.
- 5) Closure:
Collect the floor plans and worksheets from students. Say goodbye to students. Have students say goodbye to each other.

Lesson 5: Adult Friends in China

Outcomes of focus in this lesson: Students will learn how to address teachers and identify the content taught by selected teachers in the partner school in China.

1. **Language:**

Functions:

Greeting
Identifying
Describing
Asking for / giving information

Vocabulary:

(Common Chinese family names) 王 (wáng; Wang); 李 (lǐ; Li); 张 (zhāng; Zhang); 刘 (liú; Liu) (new vocabulary)

Key Linguistic Structures:

什么老师? (shén me lǎo shī; What does s/he teach?) (new structure)
____老师。 (____ lǎoshī; ____ teacher) (new structure)
教什么? (jiào shén me; What does s/he teach?) (new structure)
教____。 (jiào ____; What does s/he teach?) (new structure)

2. **Content:**

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

Materials:

- a) Picture cards of classrooms and offices
- b) Class schedule
- c) Symbols marking the kinds of classes
- d) Pictures of selected teachers in your partner school

Procedures:

1) Opening/Warm-up

Show students a poster of the gate of your partner school and say: ____小学 (____ xiǎo xué; ____ Elementary School.). Ask students: (这所小学) 在哪里? (zhèsuǒxiǎo oxuézài nǎlǐ; Where is this elementary school?). Display a map of China and help students say: 在中国 (zài zhōng guó; It is in China).

2) Routines

- a) Have students look at a calendar written in Chinese. Point to the date and say: ____月 ____日 (____ yuè ____ rì; ____ [month] ____ [day]). Help students say the month and the day. Next, point to the day on which your class meets and ask: [今天] 星期几? ([jīn tiān] xīng qī jǐ; What day is today?). Help students reply: [今天] 星期____。 ([jīn tiān] xīng qī ____; Today is ____). Ask

students: [今天] 星期几? ([jīn tiān] xīng qī jǐ; What day is today?). Help students say: [今天] 星期__。 ([jīn tiān] xīng qī __; Today is ____).

Or have students look at a wall clock and say: [现在是]__点__分 ([xiànzài] shì __ diǎn __ fēn; It is now __[hour]__[minutes]).

- b) Have students look at a kindergarten classroom and a first-grade classroom. Ask students: (你今年) 几年级? ([nǐ jīn nián] jǐ nián jí; which grade [are you in this year]). Point to the kindergarten classroom and ask, 幼儿园 (yòu ér yuán; kindergarten)? And to the first-grade classroom and ask, 一年级 (yī nián jí; first grade)? Help students say: 一年级 (yī nián jí; first grade).
- c) Have students look at the class schedule written in Chinese and ask them: [今天] 上什么课? ([jīn tiān] shàng shén me kè; What classes [do we have today]?). Have students say the names of the classes.

3) Review

Mix picture cards of classrooms and teachers' and principal's offices in your school and your partner school and place them on a colored sheet of paper in the center of the classroom. Have students sit in a circle around the pictures. Assign students to work in two groups. Have one student from one group call out: 教室 (jiào shì; classroom) or [老师/校长] 办公室 ([lǎo shī/xiào zhǎng] bàn gōng shì; teachers'/principal's office), and have him/her call on a student in the other group to pick up a card that matches what s/he has said. If s/he is right, let him/her say classroom or office and call on another student in the other group to pick up a corresponding card. Continue this activity so that all students have his/her turn. Note down team scores on the white board. Also note down correct/incorrect responses in the class record book.

4) Instructional Activities

- a) Display the picture of selected teachers in the partner school in the PowerPoint. Have him identify four teachers as 王老师 (wáng lǎo shī; Mr. / Mrs. Wang), 李老师 (lǐ lǎo shī; Mr./Ms. Li), 张老师 (zhāng lǎo shī; Mr./Ms. Zhang), and 刘老师 (liú lǎo shī; Mr./Ms. Liu). Ask students: 这是谁? (zhè shì shuí; Who is this?). Help students say these address terms.
- b) Assign Mr./Mrs. Wang symbols of music scores and ask students, 什么老师/教什么? (shén me lǎo shī/jiào shén me; What does s/he teach?). Place pictures of students next to the music class on the class schedule and say: 音乐老师/教音乐 (yīn yuè lǎo shī/jiào yīn yuè; music teacher/S/he teaches music.).
- c) As a class, have students look at the class schedule marked with symbols indicating what the classes were. Point to one of the symbols and ask students: 什么课? (shén me kè; What class is this?). Help students say: __课。

(____ kè; ____ class). Next display a picture of the teacher marked with a different symbol for the same class, and ask students: 什么老师/教什么? (shén me lǎo shī/jiào shén me; What does s/he teach?). Help students say, __老师/教__ (____ lǎo shī/jiào ____; ____ teacher/S/he teaches ____). Have a student volunteer tape the picture next to the class that s/he teaches.

- d) Assign students to work in groups of four. Pass out pictures of the teachers, symbols representing what they teach, and the class schedule with the alternative symbols indicating what classes are scheduled for that day. Have each group glue the pictures next to the classes that the teachers teach. Next have the groups take turns describing who these teachers are or who teaches what, e.g., 王老师, 音乐老师 (wáng lǎo shī, yīn yuè lǎo shī; Mr./Ms. Wang, music teacher), or 王老师, 教音乐 (wáng lǎo shī jiào yīn yuè; Mr./Ms. Wang teaches music.).
- e) Walk around in the classroom and encourage correct responses by saying: 对了, 好极了。(duì le, hǎo jí le; That's right! Good job!).

5) Closure:

Collect class schedules and pictures from students. Have students say goodbye to each other.

Lesson 6: Summative Assessment I

Outcomes of focus in this lesson:

1. Language:

Functions:

Greeting
Describing
Identifying
Asking for / giving information

Vocabulary:

中文 (zhōng wén; Chinese)
音乐 (yīn yuè; music)
体育 (tǐ yù; physical education)
数学 (shù xué; math)
语文 (yǔ wén; language arts)

Key Linguistic Structures:

什么老师? (shén me lǎo shī; What does s/he teach?)
____老师。(____ lǎoshī; ____ teacher)

语文课上写写写, (yǔ wén kè shàng xiě xiě xiě; In a language arts class we write, write, write;)

数学课上算算算, (shù xué kè shàng suàn suàn suàn; In a math class we calculate, calculate, and calculate.)

体育老师跑跑跑, (tǐ yù lǎo shī pǎo pǎo pǎo; Physical education teachers run, run, run;)

音乐老师唱唱唱。 (yīn yuè lǎo shī chàng chàng chàng; Music teachers sing, sing, sing;)

2. **Content:**

3. **Culture:**

Materials:

- a) Symbols indicating the kinds of classes;
- b) Individual pictures of the teachers in their school.

Procedures:

1) Instructional Activities

- a) Have students sit in a circle around a colored piece of paper in the center of the classroom. Place symbols representing the kinds of classes face up on the sheet of paper. Use a big “K” to represent kindergarten class and a big “1” to represent first grade class. Have students take turns randomly picking up a symbol for a class and call on other students to identify the class by its name, e.g., music class.
- b) Have a student volunteer come to the front of the classroom. Have him/her close his/her eyes while turning a card face up and identifying the teacher in the card by the class that s/he teaches. Turn the card face down and tell the student to open his/her eyes. Say _____ 老师 (_____ lǎoshī; _____ teacher) and gesture for the student to mime movements characterizing that teacher or pick up the picture card for him/her.
- c) Assign students to work in pairs. Give them 8 picture cards of selected teachers in their school and in their partner school labeled with symbols marking the type of class that they teach. Have them take turns secretly looking at a picture card and identifying a teacher in the picture card by the type of class s/he teaches or acting out movements characterizing the teacher. Assign students a grade of 2 for correctly naming the teacher(s) in the picture card or displaying comprehension of the type of teacher that his/her partner has named each time. Rate each student on a scale of 0 – 8, where 0 indicates no comprehension/oral language ability, 8 indicates a perfect grade, and 5 indicates a passing score. Write each students score on a rating sheet.
- d) Have students sit in a circle and chant the following chant, while demonstrating activities typical of the teachers:

语文课上写写写, (yǔ wén kè shàng xiě xiě xiě; In a language arts class we write, write, write;)

数学课上算算算, (shù xué kè shàng suàn suàn suàn; In a math class we calculate, calculate, and calculate.)

体育老师跑跑跑, (tǐ yù lǎo shī pǎo pǎo pǎo; Physical education teachers run, run, run;)

音乐老师唱唱唱。 (yīn yuè lǎo shī chàng chàng chàng; Music teachers sing, sing, sing;)

2) Closure:

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

Lesson 7: Summative Assessment II

1. Language:

Functions:

Greeting
Identifying
Describing
Asking for /giving information

Vocabulary:

教室 (jiào shì; classroom)
办公室 (bàn gōng shì; office)

Key Linguistic Structures:

今天是第__天 (jīn tiān shì dì ___ tiān; Today is Day ___)

__点__分 ([xiàn zài]shì ___ diǎn ___ fēn.; It is now ___[hour]___[minutes]).

我们去__教室。(wǒ men qù ___ jiàoshì; We are going to ___ classroom.)

Content:

2. Culture:

Materials:

- a) Floor plans
- b) Class schedule

Procedures:

- 1) Instructional Activities

- a) Display pictures of classrooms and offices and ask students: 教室? (jiào shì; classroom), 办公室? (bàn gōng shì; office). Help students make the correct identification.
- b) Assign students to work in pairs. Pass out floor plans with key classrooms and offices labeled with little icons and pictures of their teachers. Next pass out a class schedule that lists the classes for a given cycle, with symbols indicating what the classes are. For an example of the class schedule, access: http://www.wayzata.k12.mn.us/oakwood/index.php?option=com_content&task=view&id=100&Itemid=237. Replace the classes in the schedule with the symbols marking each class. The classrooms and offices should match the classes listed in the class schedule.
- c) Assign pairs to be different days/dates in a give cycle in the class schedule. For example, Pair No. One could be Day One/July 8. Pair No. Two could be Day Two/July 9. Pass out two sets of numbers to each pair. Have them work together and number the classes on their day in a chronological order. Have them then assign the classrooms/teachers on the floor plan a number that matches the number they assign to the classes.
- d) Have the pairs use pencils or crayons to mark their trip to the classrooms on their day following the order that they put the classrooms in.

Have the pair of students present their trip for the day by showing their tracing on the floor map and saying: 今天是第__天 (jīn tiān shì dì ___ tiān; Today is Day __) and __点__分, 我们去__教室 ([xiàn zài]shì ___ diǎn ___ fēn, wǒ men qù ___ jiàoshì ; It is now ___[hour]___[minutes] and we are going to ___ classroom).

- e) Assign each pair a score of 1 for correctly numbering one classroom or naming the day or one of the classrooms. The total number of scores that they could earn depends on the number of classes listed for a given day in the class schedule.

2) Closure:

Collect the icons, floor plans, and pictures and say goodbye to students.

Lesson 8: It's Game Time!

Outcomes of focus in this lesson: Students will learn popular games played in their school.

1. Language:

Functions:

Greeting
Identifying

Describing
Asking for / giving information

Vocabulary:

秋千 (qiū qiān; swing) (new vocabulary)
跳绳 (tiào shéng; jump the rope) (new vocabulary)
滑滑梯 (huá huá tī; slide) (new vocabulary)
打球 (dǎ qiú; play ball games) (spiraled vocabulary)

Key linguistics structures:

玩什么? (wán shén me; What do you want play?)
玩____。 (wán ____; Let's play).

2. **Content:**

3. **Culture:**

Materials:

- a) picture cards showing the kinds of games
- b) class schedule for their own school

Procedures:

1) Opening/Warm-up

Look at the wall clock and say the time, e.g., 10:00 a.m. and point to the class schedule that displays the scheduled recess. Announce: [10:00], [课间] 休息时间快到了。(10:00, [kè jiān] xiū xī shí jiān dào le; 10:30, it's almost recess time!)

2) Routines

- a) Have students look at a calendar written in Chinese. Point to the date and say: ____月 ____日 (____ yuè ____ rì; ____ [month] ____ [day]). Help students say the month and the day. Next, point to the day on which your class meets and ask Dongdong/Dandan: [今天] 星期几? ([jīn tiān] xīng qī jǐ; What day is today?). Have Dongdong/Dandan reply: [今天] 星期__。 ([jīn tiān] xīng qī __; Today is ____). Ask students: [今天] 星期几? ([jīn tiān] xīng qī jǐ; What day is today?). Help students say: [今天] 星期__。 ([jīn tiān] xīng qī __; Today is ____).
- b) Have students look at a kindergarten classroom and a first-grade classroom. Ask students: (你今年) 几年级? ([nǐ jīn nián] jǐ nián jí; which grade [are you in this year]). Point to the kindergarten classroom and ask, 幼儿园 (yòu ér yuán; kindergarten)? And to the first-grade classroom and ask, 一年级 (yī nián jí; first grade)? Help students say: 一年级 (yī nián jí; first grade).

- b) Have students look at the class schedule written in Chinese and ask them: [今天上] 什么课? (jīn tiān shàng shén me kè; What classes [do we have today]?). Have students say the names of the classes.
- 3) Review
Review ball games learned in Kindergarten.
- 4) Instructional Activities
- a) Place picture cards showing the kinds of games that students play at recess face down in a grid on the whiteboard. Cards may display activities such as jumping the rope, ball games, swing, slide, and tag and should be labeled with Chinese characters.
- b) Point to the pictures in the grid and say the name of the games. Mime playing these games as you name them. Encourage students to say the names together with you. Point to one picture and ask students: 跳绳 (tiào shéng; jump the rope)? 滑滑梯 (huá huá tī; slide)? Help students say the name of the game in the picture card.
- c) Have Andrew/Andrea ask Emily/Evan: [课间休息时间到了]玩什么? ([kè jiān xiū xī shí jiān dào le], wán shén me; It's recess time. What do you want play?). Have Andrew/Andrea then point to each of the cards on the white board and say: [玩] 这个? ([wán]zhè ge; Play this?). Have Andrew/Andrea turn the cards face up and say the name of the game in the card, e.g., 跳绳 (tiào shéng; jump the rope). Have Emily/Evan see that it is not the game that she wants to play and say: 不是 (bú shì; No). Repeat till Andrew/Andrea turns the very last card face up that shows the swing. Have Emily/Evan announce cheerfully: 秋千 (qiū qiān; swing), 玩秋千 (wán qiū qiān; Let's play the swing.).
- d) Assign students to work in groups of four or five. Secretly assign each group a game that they will play during the recess time. Prompt the groups by giving them a paper clock that points to the time for recess. Give members in each group a card of the game they are assigned to play.
- e) Next have one member from each group come together so that they form a new group. Help them take turns asking each other: 玩什么? (wán shén me; What do you want to play?). Have the other students in the group reply by holding up their cards and say: 玩____。 (wán ____; Let's play). Alternatively, have the students in each group take turns to demonstrate the game they want to play and have other students tell the group what it is.
- f) Walk around and encourage correct responses by saying: 对了, 好极了。(duì le, hǎo jí le; That's right! Good job!).
- 5) Closure:

Collect cards from students. As their homework, assign students to draw a picture of their favorite part of recess time from which some of them will be selected for scanning and sending to their partner school. Tell students that they will turn it in next time the class meet. Say goodbye to the students and have them say goodbye to each other.

Lesson 9: Let's Play "Looking for a Friend!"

Outcomes of focus in this lesson: Students will learn popular games played in the partner school in China.

1. Language:

Functions:

Greeting
Identifying
Describing
Asking for / giving information

Vocabulary:

操场 (cāo chǎng; playground) (new vocabulary)
踢毽子 (tījiànzi) (new vocabulary)
跳绳 (tiào shéng; jump the rope) (new vocabulary)
打乒乓球 (dǎ pīng pāng qiú; play table tennis) (spiraled vocabulary)
找朋友 (zhǎo péng yǒu; Looking For a Friend) (new vocabulary)

Key Linguistic Structures:

玩什么? (wán shén me; What do you want to play?)
玩___ (wán ___ ; play ___)
找呀找呀找朋友, (zhǎo ya zhǎo ya zhǎo péng yǒu; Looking, Looking, I am looking for a friend)
找到一个好朋友, (zhǎo dào yí gè hǎo péng yǒu; And here s/he is, my good friend)
敬个礼呀, 握握手, (jìng gè lǐ ya, wò wò shǒu; We salute, and we shake hands.)
我是你的好朋友。 (wǒ shì nǐ de hǎo péng yǒu; I am your good friend.)
(Note: Access the tune and the lyrics for this song at:
<http://www.qbaobei.com/htm/erge/FZEG/161140838.htm>)

2. Content:

3. Culture:

Materials:

- a) Picture cards of students playing different kinds of games

- b) PowerPoint, digital photos, or video of students playing games popular in China

Procedures:

1) Opening/Warm-up

Point to a break time on a class schedule from your partner school illustrated with symbols for different classes and break time and say: [课间] 休息时间到了。
([kè jiān] xiū xī shí jiān dào le; It's time for a break.)

2) Routines

a) Have students look at a calendar written in Chinese. Point to the date and say: ___ 月 ___ 日 (___ yuè ___ rì; ___ [month] ___ [day]). Help students say the month and the day. Next, point to the day on which your class meets and ask: [今天] 星期几? ([jīn tiān] xīng qī jǐ; What day is today?). Help students reply: [今天] 星期__。 ([jīn tiān] xīng qī __; Today is ___). Ask students: [今天] 星期几? ([jīn tiān] xīng qī jǐ; What day is today?). Help students say: [今天] 星期__。 ([jīn tiān] xīng qī __; Today is ___).

b) Have students look at a kindergarten classroom and a first-grade classroom. Ask students: (你今年) 几年级? ([nǐ jīn nián] jǐ nián jí; which grade [are you in this year]). Point to the kindergarten classroom and ask, 幼儿园 (yòu ér yuán; kindergarten)? And to the first-grade classroom and ask, 一年级 (yī nián jí; first grade)? Help students say: 一年级 (yī nián jí; first grade).

c) Have students look at the class schedule illustrated with symbols for the classes written in Chinese and ask them: [今天上] 什么课? (jīn tiān shàng shén me kè; What classes [do we have today]?). Have students say the names of the classes.

3) Review

Randomly select cards that show students playing various kinds of games on their own playground. Have student volunteers name the game. Prompt them, if necessary, by giving them choices, e.g., 秋千? (qiū qiān; swing), 跳绳? (tiào shéng; jump the rope). Use a class record book to note down correct/incorrect responses.

4) Instructional Activities

a) Point to the slides/photos that display students in your partner school playing games on the playground, such as 踢毽子 (tī jiàn zi), 跳绳 (tiào shéng; jump the rope), 打乒乓球 (dǎ ping pāng qiú; play table tennis), and 找朋友 (zhǎo péng yǒu; Looking For a Friend). Name these games as students look at them and encourage students to say the names together with you. Alternatively, have student watch a video of students in your partner school playing these games. Pause the video in-between the games and name the games. Encourage students to say the names together with you. Point to the playground and say:

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操场 (cāo chǎng; playground). Ask students: [小朋友们] 玩什么? ([xiǎo péng yǒu men] wán shén me; What are the little friends playing?) while pointing to the games. Help students name them.

- b) Help the class learn the song “Looking For a Friend”. Assign one student wearing a name tag that says: 好朋友 (hǎo péng yǒu; good friend) to greet a student of his/her choice, shake hands with him/her, and then join hands with the student. Have the class help them sing the “Looking For a Friend” song while they act out the movements.

找呀找呀找朋友, (zhǎo ya zhǎo ya zhǎo péng yǒu; Looking, Looking, I am looking for a friend)

找到一个好朋友, (zhǎo dào yí gè hǎo péng yǒu; And here s/he is, my good friend)

敬个礼呀, 握握手, (jìng gè lǐ ya, wò wò shǒu; We salute, and we shake hands.)

我是你的好朋友。(wǒ shì nǐ de hǎo péng yǒu; I am your good friend.)

(Note: Access the tune and the lyrics for this song at:

<http://www.qbaobei.com/htm/erge/FZEG/161140838.htm>)

- c) Have students form one big circle. Tape to the front of their clothes name tags of friends in China and the U.S. Have them join hands, swinging them from side to side while, salute the student next to him/her, and shake hands with each other while singing the song.

5) Closure:

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

Lesson 10: Let's Have Lunch Together!

Outcomes of focus in this lesson: Students will learn about common foods in their school and in their partner school in China.

1. Language:

Functions:

Greeting

Identifying

Describing

Asking for / giving information

Vocabulary:

餐厅 (cān tīng; cafeteria) (new vocabulary)

三明治 (sān míng zhì; sandwich) (new vocabulary)

色拉 (sè lā; salad) (new vocabulary)
[米]饭 ([mǐ] fàn; rice) (new vocabulary)
菜 (cài; dishes) (new vocabulary)
筷子 (kuài zǐ; chopsticks)

Key Linguistic Structures:

吃什么? (chī shén me; What do you like to eat?)
吃____。 (chī _____; eat _____)

2. Content:

3. Culture:

Materials:

- a) Class schedule
- b) Poster displaying foods in a grid
- c) Picture cards of common school foods and Chinese foods

Procedures:

1) Opening/Warm-up

Point to a class schedule and say, as you mimic eating, 午饭时间到了。(wǔ fàn shí jiān dào le; It's lunch time.)

2) Routines

- a) Have students look at a calendar written in Chinese. Point to the date and say: ____ 月 ____ 日 (____ yuè ____ rì; ____ [month] ____ [day]). Help students say the month and the day. Next, point to the day on which your class meets and ask: [今天] 星期几? ([jīn tiān] xīng qī jǐ; What day is today?). Have a student volunteer reply: [今天] 星期__。 ([jīn tiān] xīng qī __; Today is ____). Ask the class: [今天] 星期几? ([jīn tiān] xīng qī jǐ; What day is today?). Help students say: [今天] 星期__。 ([jīn tiān] xīng qī __; Today is ____).
- b) Have students look at a kindergarten classroom and a first-grade classroom. Ask students: (你今年) 几年级? ([nǐ jīn nián] jǐ nián jí; which grade [are you in this year]). Point to the kindergarten classroom and ask, 幼儿园 (yòu éryuán; kindergarten)? And to the first-grade classroom and ask, 一年级 (yī nián jí; first grade)? Help students say: 一年级 (yī nián jí; first grade).
- c) Have students look at the class schedule written in Chinese and ask them: [今天] 什么课? ([jīn tiān] shàng shén me kè; What classes [do we have today]?). Have students say the names of the classes.

3) Review

- a) Display cards showing games learned in the previous lesson. Have student volunteers name the game. Prompt them with choices if necessary. Note down correct/incorrect responses in a class record book.
 - b) Review the “Looking for a Friend” song.
 - c) Have student volunteers (or the whole class) play the game while singing the song.
- 4) Instructional Activities
- a) Look at the wall clock and ask for a student volunteer to tell the class the time. Point to the class schedule and say: 午饭时间到了。(wǔ fàn shí jiān dào le; It’s lunch time.). Point to the school cafeteria on the floor plan and say: 餐厅, [我们]去餐厅。(cān tīng, [wǒ men] qù cān tīng; cafeteria, let’s go to the cafeteria.). Help students say 餐厅 (cān tīng; cafeteria).
 - b) Display a photograph of the school cafeteria. Pretend to be in the cafeteria and sit at a table. Invite several student volunteers to sit with you . Ask them, 吃什么? (chī shén me; What do you like to eat?) while pointing to a poster displaying meals in a grid. Point to sandwich and salad and say: 三明治 (sān míng zhì; sandwich), 色拉 (sè lā; salad). Point to the picture of your partner school and a picture of students having lunch at home with their parents. Ask for additional volunteers to sit at a table. Show them the rice and dishes, and say: [米]饭 ([mǐ] fàn; rice), 菜 (cài; dishes). Go back and forth several times so students understand which foods represents which school.
 - c) Ask students: 中国小朋友吃什么? (zhōng guó xiǎo péng yǒu chī shén me; What do little friends in China eat?). Ask for students volunteers to label pictures of sandwich and salad with little maps of China while naming them. Also ask students: 美国小朋友吃什么? (měi guó xiǎo péng yǒu chī shén me; What do little friends in the U.S eat?). Ask for additional student volunteers to label pictures of rice and Chinese dishes with little U.S. maps.
 - d) Assign students to sit at the tables in groups of four or five. Pass out samples of rice and Chinese dishes. Also pass out chopsticks so that every student has one. Demonstrate to the students how they should use chopsticks to eat samples of rice and Chinese dishes while saying: (用筷子)吃饭 ([yòng kuài zǐ] chī fàn; use chopsticks to eat rice) and (用筷子)吃菜 ([yòng kuài zǐ] chī cài; use chopsticks to eat [Chinese] dishes). Say 真好吃! (zhēn hǎo chī; It’s very delicious.) after taking a bite. Walk around and help students practice using chopsticks to eat rice and Chinese dishes. Ask them: 用什么吃饭/菜 (yòng shén me chī fàn cài; What do you use to eat rice/dishes?). Help students say (用筷子)吃饭/菜 ([yòng kuài zǐ] chī fàn/cài; use chopsticks to eat rice/dishes). Also help them say 真好吃! (zhēn hǎo chī; It’s very delicious.) to each other.

5) Closure:

Collect student work and picture cards. As their homework, assign students to draw a picture of their school cafeteria. Tell the students that they will turn it in next time the class meet. Have students say goodbye to each other.

Lesson 11: It's Dismissal Time!

Outcomes of focus in this lesson: Students will be able to sing the dismissal song.

1. **Language:**

Functions:

Greeting
Identifying
Describing
Asking for / giving information

Vocabulary:

校车 (xiào chē; school bus)
司机 (sī jī; driver)

Key Linguistic Structures:

我们放学了, (wǒ men fang xué le; We are dismissed.)
我们放学了, (wǒ men fang xué le; We are dismissed.)
司机说, 大家好, (sī jī shuō, dà jiā hǎo; Our bus driver say: Hi Everyone!)
我们放学了。(wǒ men fang xué le; We are dismissed.)

2. **Content:**

3. **Culture:**

Materials:

- a) Hula hoops
- b) Picture cards of foods
- c) Poster of school bus

Procedures:

1) Opening/Warm-up

Show a clock and set the time at the dismissal time at the students' school and say: 放学了 (fang xué le; It's dismissal time!). Show a picture of students lining up and waiting for the school bus and a picture of students waiting for their parents. Post both pictures and have students line up according to how they are going home. Graph this information on a bar chart indicating how many students take the school bus and how many students take their parents' vehicle. Show a picture

of their partner school and a picture of students waiting at the gate for their mothers.

2) Routines

- a) Have students look at a calendar written in Chinese. Point to the date and say: ___ 月 ___ 日 (___ yuè ___ rì; ___ [month] ___ [day]). Help students say the month and the day. Next, point to the day on which your class meets and ask: [今天] 星期几? ([jīn tiān] xīng qī jǐ; What day is today?). Have a student volunteer reply: [今天] 星期__。 ([jīn tiān] xīng qī __; Today is ___). Ask students: [今天] 星期几? ([jīn tiān] xīng qī jǐ; What day is today?). Help students say: [今天] 星期__。 ([jīn tiān] xīng qī __; Today is ___).
- b) Have students look at a kindergarten classroom and a first-grade classroom. Ask students: (你今年) 几年级? ([nǐ jīn nián] jǐ niánjí; which grade [are you in this year]). Point to the kindergarten classroom and ask, 幼儿园 (yòu'ér yuán; kindergarten)? And to the first-grade classroom and ask, 一年级 (yī nián jí; first grade)? Help students say: 一年级 (yī nián jí; first grade).
- c) Have students look at the class schedule written in Chinese and ask them: [今天] 什么课? (jīn tiān shàng shén me kè; What classes [do we have today]?). Have students say the names of the classes.

3) Review

- a) Place in the center of the classroom two hula hoops, one representing the students' school and the other your partner school in China.
- b) Pass out picture cards of foods learned in the previous lesson and have student volunteers identify them as one of the four foods learned in that lesson. Next have them take turns placing the cards in one of the hula hoops. Note down correct/incorrect placement in the class record book.

4) Instructional Activities

- a) Show a picture of students in the class/school leaving school and waving goodbye to the teacher/principal and getting on the bus. Point to the school bus, and say: 校车 [来了] ([xiào chē] lái le; Here comes our school bus!). Introduce the bus driver to students: 这是 [校车] 司机, xxx。 (zhè shì [xiào chē] sī jī, xxx [name of the bus driver]; this is our driver, Mr./Ms. xxx.). Have students say hello to their teacher/principal. Also have them say goodbye to their school.
- b) Have students sing the following “Dismissal Song” to the tune of “Let’s go to school!”.

我们放学了, (wǒ men fang xué le; We are dismissed.)

我们放学了, (wǒ men fang xué le; We are dismissed.)

司机说，大家好，(sī jī shuō, dà jiā hǎo; Our bus driver say: Hi Everyone!)
我们放学了。(wǒ men fang xué le; We are dismissed.)

(Note: Access the tune for this song at: http://www.tongzijun.com/erge/mp3_157.htm)

5) Closure:

Collect the poster and hula hoops. Say goodbye to students. As their homework, assign students to draw a picture of themselves going home and have them turn it in the next day. Tell students that you will select from their drawings and turn them into a big book that they will send to their friends in China. Also tell them that they will read this big book in class as if they were reading it to their friends in China and that this will be video taped and sent to their friends in China.

Lesson 12: We Are All Good Friends!

Outcomes of focus in this lesson: This culminating lesson reviews language and concepts learned in the previous lessons.

1. **Language:**

Functions:

Vocabulary:

Key Linguistic Structures:

2. **Content:**

3. **Culture:**

Materials:

- a) Picture cards of adult and little friends, foods, games, offices, and classrooms
- b) Two hula hoops
- c) Map of China and the map of U.S.
- d) Big books about the local school and the partner school in China

Procedures:

1) Opening/Warm-up

Have classmates join hands and say: [我们是] 好朋友。(wǒ men shì hǎo péng yǒu; We are good friends.) Show the picture of friends in their partner school and repeat again or hand out photos of individual students to students in the class and have them show the picture as they sing the song.

2) Routines

- a) Have students look at a calendar written in Chinese. Point to the date and say: ___ 月 ___ 日 (___ yuè ___ rì; ___ [month] ___ [day]). Help students say the month and the day. Next, point to the day on which your class meets and ask a volunteer: [今天] 星期几? ([jīn tiān] xīng qī jǐ; What day is today?).

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Have Dongdong/Dandan reply: [今天] 星期__。 ([jīn tiān] xīng qī __; Today is ____). Ask students: [今天] 星期几? ([jīn tiān] xīng qī jǐ; What day is today?). Help students say: [今天] 星期__。 ([jīn tiān] xīng qī __; Today is ____).

- b) Have students look at a kindergarten classroom and a first-grade classroom. Ask students: (你今年) 几年级? ([nǐ jīn nián] jǐ nián jí; which grade [are you in this year]). Point to the kindergarten classroom and ask, 幼儿园 (yòu éryuán; kindergarten)? And to the first-grade classroom and ask, 一年级 (yī nián jí; first grade)? Help students say: 一年级 (yī nián jí; first grade).
- c) Have students look at the class schedule written in Chinese and ask them: [今天] 什么课? (jīn tiān shàng shén me kè; What classes [do we have today]?). Have Dongdong/Dandan and students say the names of the classes.

3) Review

Use picture cards to review “school bus” and “driver”. Also review the “Dismissal Song” by having students sing it with you.

4) Instructional Activities

- a) Place picture cards of little friends and adult friends, foods, games, offices, and classrooms in your school and your partner school in the center of the classroom. Place next to them two hula hoops, one labeled with the map of China and the other labeled with the map of U.S. on each side. Have students take turns placing the picture cards into one of the loops, as they name the people, places, and activities in the cards.
- b) Bring to the class a big book created from selected drawings that the students have turned in throughout this theme. The cover of the big book should read: 看哪, 我的学校我的朋友! (kàn nǎ, wǒ de xué xiào hé wǒ de péng yǒ; Look, my school and my friends at school!) and should be a picture of the gate of the students’ school. Page One of the big book should be a student drawing of his/her school and should read: 这是我们的学校, ____ 小学。(zhè shì wǒ men de xué xiào, ____ xiǎo xué; This is our school, ____ Elementary School). Page Two should be a student drawing of their classroom teacher and should read: 看哪, _____, 我们的老师。(kàn nǎ, _____, wǒ men de lǎo shī; Look, this is Mr./Ms. _____, our classroom teacher.). Page Three should be a student drawing of their music teacher and should read: 看哪, _____, 音乐老师。(kàn nǎ, _____, yīn yuè lǎo shī; Look, this is Mr./Ms. _____, our music teacher.). Page Four should be a student drawing of their P.E. teacher and should read: 看哪, _____, 体育老师。(kàn nǎ, _____, tǐ yù lǎo shī; Look, this is Mr./Ms. _____, our P.E. teacher.). Page Six should be a student drawing of their cafeteria and should read: 看哪, 这是餐厅。(kàn nǎ, zhè shì cān tīng; Look, this is the school cafeteria.).

Seven should be a student drawing of the dismissal time and should read: 看哪, 放学了。(kàn nǎ, fang xué le; Look, this is the dismissal time!). Page Eight should be a picture of selected teachers and all 1st grade students and should read: 看哪, 我的朋友们! (kàn nǎ, wǒ de péng yǒu men; Look, these are my friends.) and 我爱我的朋友! 我爱_____小学。(wǒ ài wǒ de péng yǒu! wǒ ài _____ xiǎoxué; I love my friends at school; I love _____ Elementary School.).

- c) Tell students that they will read the big book to another class in the school, or their parents, or a community group. Have students practice reading the book to together as if they were reading it to their intended audience.
 - d) Toward the end, have student chant the Good Friends chant they learned in Lesson one or play the “Looking For a Friend” game they learned previously. Also have them demonstrate the lyrics of the song.
- 5) Closure:
- Collect the cards and hula loops. Have students say goodbye to each other. Have all of them say: Goodbye, my friends!