

## **Kindergarten Theme D: Who Are We?**

**Grade Level:** Kindergarten

**Unit:** D. Culmination of Kindergarten Units

**Theme:** D. Who are we?

### **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 places and people at school and 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 understand that holiday celebrations are an important aspect of a given culture.

**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.*

Implementation of the standards: As a result of this theme, students will identify repeating patterns represented by objects that symbolize the Chinese culture.

***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/>*

Implementation of the standards: As a result of this theme, students will learn that different holidays are observed in China than in the U.S. and that there are similarities and differences between U.S. and Chinese practices for celebrating holidays.

**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 children in China and the U.S. celebrate holidays in ways that are similar and different.

**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 share with their families and friends how Chinese communities celebrate the Dragon Boat Festival.

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

*Students will understand that: Who are we?*

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

Who are we?

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: describe activities, food, express intention
- b. Vocabulary:
  - 夏令营 (xia ling ying; summer camp); 粽子(zongzi), 龙舟赛 (long zhou sai; dragon boat race)端午节(duan wu jie; dragon boat festival)
- c. Key Linguistic Structures:
  - 过... (Let's celebrate ... [name of a festival])
  - 吃... (eat ...[name of a food])
  - ...赛

2. **Culture**

Students will:

- a. Understand that Dragon Boat Festival is celebrated in Spring in Chinese communities (dragon boat race, zong zi, drumming, etc.)
- b. Compare important cultural artifacts for three holidays: Thanksgiving, the Chinese New Year, and the Dragon Boat Festival.

3. **Connections:**

Students will recognize various patterns as represented by dragons, and other culturally appropriate Chinese and American symbols.

4. **Comparisons:**

Students will identify similarities and differences between Chinese New Year and the Dragon Boat Festival (food, activities, etc.), and Thanksgiving.

5. **Communities:**

Students will share with their families and friends how Chinese communities celebrate the Dragon Boat Festival.

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

**Theme Performance Tasks:**

**Interpretive:**

- a. In groups of four, students mime sports activities described by the teacher.
- b. Students imitate, complete, and initiate repeating patterns using large and small dragons of different colors.

**Interpersonal:**

- a. Working in pairs and using a map of the Little Dragon Summer Camp, students ask and answer questions about the different places at the camp.
- b. Prompted by picture cards, students ask and answer questions about sports.
- c. Working in pairs, students express their preferences for sports.

**Presentational:**

- a. Students name and describe a community worker that they have made a paper doll for.
- b. Some students chant a Gouin series about Dragon Boat Festival while others act it out.
- c. Students perform actions for sports in response to this question, What is this?

*Selected Lesson Assessment Strategies and means of recording assessment outcomes:*

- a. Given a drum, a gong, or a paddle, students will act out a Gouin series that describes the Dragon Boat Race. Observation
- b. Students will repeat previously learned chants and perform appropriate gestures that are aligned with the meaning of the chants. Observation
- c. Given a collection of items that represent the Chinese New Year, the Dragon Boat Festival, and Thanksgiving, students will classify the items according to the holiday. Checklist
- d. Given a map of the Little Dragon Summer Camp, students will identify and name different places at the camp. Observation/checklist
- e. Given pictures of community workers, students will match each worker with his/her tool or symbol representing the worker's career. Observation/checklist
- f. 6. Students will follow teacher's directions to draw a community worker of their choice.

**Stage 3: Plan Learning Experiences**

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

**Lesson 1** Welcome to the Little Dragon Summer Camp

Outcomes of focus in this lesson: Students will learn about Little Dragon Summer Camp.

**1. Language:**

Functions:

Socializing: greeting

Exchanging information: identifying, describing

Vocabulary:

小龙 (xiao long; little dragon); 夏令营 (xiao ling ying; summer camp)

爸爸 (ba ba; father), 妈妈 (ma ma; mother); 爷爷 (ye ye; grandma); 奶奶 (nai nai; grandma); 哥哥 (ge ge; older brother); 姐姐 (jie jie; older sister); 妹妹 (mei mei; younger sister); 弟弟 (di di; younger brother)  
小猫 (xiǎomāo; little cat); 小狗 (xiǎogǒu; little dog)

Key Linguistic Structures:

欢迎 (huan ying; Welcome)

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

2. **Content:** Students will review family members and visit Little Dragon Summer Camp with Panda.

3. **Culture:** Students will review the names of members of the extended Chinese family.

**Materials:**

- a) picture cards/photos of family members
- b) students' family pictures
- c) poster of a school bus
- d) poster of the gate of the Little Dragon Summer Camp with its name written on the top
- e) Little Dragon puppet
- f) Little Dragon's family picture
- g) bamboo stick (snack for Panda)

**Procedures:**

- 1) Opening/Warm-up
- 2) Routines
- 3) Review
  - a) Display picture cards of family members: 爸爸 (ba ba; father), 妈妈 (ma ma; mother); 爷爷 (ye ye; grandma); 奶奶 (nai nai; grandma); 哥哥 (ge ge; older brother); 姐姐 (jie jie; older sister); 妹妹 (mei mei; younger sister); 弟弟 (di di; younger brother). Have Panda look at each picture acting as if he saw a friend and say: Oh, look, this is \_\_\_\_\_ father. (hesitating so that students have the opportunity to help him) and then finish his sentence to provide review for all students. After Panda has reviewed all members of the family, have him ask students randomly, 这是谁 (zhèshishuí; Who is this?). Alternatively, have Panda invite students to help him ask 这是谁 (zhèshishuí; Who is this?) and identify students in the class to identify the family member. Or, should students demonstrate that they do not recall the names of family members, have Panda ask questions and have students point at the cards, for example, 爸爸在哪里 (bàbazàinǎli; Where is father).

#### 4) Instructional Activities

- a) Panda puts on his backpack and say goodbye to his mom and dad, 再见, 爸爸 (zai jian, babao; Bye bye, Dad), and 再见, 妈妈 (zai jian, ma ma; Good bye, Mom). Panda walks over to a poster of a school bus gets on the bus. While on the bus, Panda chants, 小龙夏令营 (xiao long xia ling ying; Little Dragon Summer Camp). As Panda arrives at the camp, have him point to the poster of the camp gate and say excitedly, 夏令营到了 (xia ling ying dao le; We are at the summer camp!), 小龙夏令营 (xiao long xia ling ying; Little Dragon Summer Camp), repeating excitedly, 夏令营 (xia ling ying; Summer camp!), 夏令营 (xia ling ying; Summer camp!). Show surprise, and ask students, 小熊猫呢? (xiǎoxióngmāone; Where is Panda?) Help them say, 在这里 (zàizhèlǐ; He is here), 在夏令营里 (zàixiàlingyínglǐ; He is at the summer camp).
- b) Have Little Dragon hug Panda and saying, 欢迎, 欢迎, 小熊猫 (huan ying, huan ying; Welcome, Welcome, Little Panda). Little Dragon introduces himself 我是小龙 (ni hao, xiao xiong mao, wo shi xiao long; Hi, Little Panda. I am Little Dragon). Have Panda greet Little Dragon by saying, 小龙, 你好! (xiǎolóng, nihǎo; Hello, Little Dragon!). Have Little Dragon greet students, 小朋友们, 你们好! (xiao peng you men, ni men hao; Hello, little friends). Have students greet Little Dragon by saying in a chorus, 小龙, 你好! (Ni hao, xiao long! Hello, Little Dragon!). Have Little Dragon say welcome to everyone: 欢迎欢迎, 欢迎来到小龙夏令营 (huānyíng huānyíng, huānyíng lái dào xiǎo lóng xià líng yíng).
- c) Ask for student volunteers to role play members of Little Dragon's family, by holding pictures of mother, father, brothers, sisters, etc. Have Little Dragon point to the students who are role playing members of his family and say 我们全家 (wo men quan jia; My family). Using a cue card (large white card with dialogue bubble that surrounds a large question mark) and pointing to classmate who is role playing a family member, have Little Dragon ask students, 这是谁? (zhèshìshuí; Who do you think this is?). If students do not respond, have Little Dragon give students choices in the form of questions, 爸爸 (bàba; Is it Dad)? 妈妈 (māmā; Is it Mum)?

#### 5) Closure

Panda takes snack, gets on the bus, and goes home.

### Lesson 2

Outcomes of focus in this lesson: Students will identify places at the Little Dragon Summer Camp.

#### 1. Language:

Functions:

Socializing: greeting

Exchanging information: identifying

Vocabulary:

爸爸 (ba ba; father), 妈妈 (ma ma; mother); 爷爷 (ye ye; grandma); 奶奶 (nai nai; grandma); 哥哥 (ge ge; older brother); 姐姐 (jie jie; older sister); 妹妹 (mei mei; younger sister); 弟弟 (di di; younger brother), 小猫 (xiǎomāo; little cat); 小狗 (xiǎogǒu; little dog)

Places at Camp Little Dragon: offices, bathroom, and nurse' room and park.

Key Linguistic Structures:

What is this place?

Who is this?

Where is (Little Dragon)?

2. **Content:** Students will review different places at the Little Dragon Summer Camp.

3. **Culture:** Students will review names of members of an extended Chinese family.

**Materials:**

- a) picture cards of family members
- b) envelopes with the smaller versions of the same pictures of family members used to review the family; an 8 ½ X 11 sheet of paper to serve as a work area (enough for whole class to work in pairs)
- c) poster of the gate of a summer camp with the name “小龙夏令营” (xiao long xia ling ying; Little Dragon Summer Camp) written on the top
- d) large pictures of places in a summer camp: camp office, bathroom, nurse' room (these should be the same places in a school)
- e) Little Dragon and Panda pictures for students to hold
- f) Picture of Little Dragon's Family

**Procedures:**

- 1) Opening/Warm-up
- 2) Routines
- 3) Review
  - a) Have Panda pull out a picture card of a family member from the magic box and ask, Who is this? Encourage students to name the family member. Next, have Panda invite a student to pull out a picture card and identify the family member.
  - b) Summative assessment: Assign students to work in pairs, giving each pair an envelope with the same pictures of family members used above and an 8 ½ X 11 sheet of paper to serve as a work area. Have Panda show and ask students to place all family members' pictures on their work area. Have Panda

identify the correct picture as students will do. Reach into the container and select the picture of a family member, and initially, without showing the picture, call out the family member's name. Have Panda hold up the correct picture, at which point you show the selected picture. Tell students that they will take turns doing this. Use a checklist to note which students experience difficulty selecting the correct family member's picture.

- c) End the activity by showing students the picture of Little Dragon's family. Have Panda look very excited as he asks students to name Little Dragon's family members. Finally, have Panda say, Let's go to Little Dragon Summer Camp.

#### 4) Instructional Activities

- a) Have Panda return to 小龙夏令营 (xiao long xia ling ying; Little Dragon Summer Camp) for a second day. Have Little Dragon greet Panda by saying, 你好, 小熊猫 (ni hao, xiao xiong mao; Hello, Little Panda). Have Little Panda greet Little Dragon by saying, 你好, 小龙! (ni hao, xiao long; Hello, Little Dragon). Have Little Dragon Greet the class by saying, 小朋友们, 你们好! (xiao peng you men, ni men hao; Hello Little Friends). Have students greet Little Dragon by saying, 你好, 小龙 (ni hao, xiao long; Hello, Little Dragon!).
- b) Using a floor map to represent the camp, have Little Dragon show Little Panda important places in the camp: offices, bathroom, nurse' room and park area by saying, 这是办公室/洗手间/医务室 (zhe shi ban gong shi/xi shou jian/yi wu shi; This is the office/the bathroom/the nurse' room.). Once the places have been introduced to students, place Little Dragons in various locations, asking each time, Where is Little Dragon? Have Panda help students reply.
- c) Divide students into two groups. Have Little Dragon model and lead the activity, using the floor map of the Camp. First, have Little Dragon pass out 8/5 X11 maps of Little Dragon Summer Camp, that are copies of the floor map used to introduce places at Little Dragon Summer Camp. Have Little Dragon, alternate asking students to point to the places that he calls out, asking, Where is the office? Etc.

#### 5) Closure

Have Little Dragon model and sing the "Little Dragon" song with gestures to the tune of "Twinkle, Twinkle Little Stars." Have Little Dragon invite students to join in singing and with gestures.

小龙小龙真强壮,  
夏令营呀真好玩。  
小龙小龙真强壮,  
夏令营呀真好玩。

小龙小龙真强壮，  
夏令营呀真好玩。

(Gestures with the song: Clench fist to show off arm muscles, clap hands.)

### **Lesson 3 Sports Day**

Outcomes of focus in this lesson: Students will learn about sports at Little Dragon Summer Camp.

#### **1. Language:**

Functions:

Exchanging information: identifying; inquiring about or expressing likes/dislikes/preferences

Vocabulary:

basketball, baseball, table tennis, and badminton

喜欢

Key Linguistic Structures:

What is this?

Do you like...?

I like..... I don't like.....

2. **Content:** Students will review sports learned previously.

3. **Culture:**

#### **Materials:**

- a) picture cards of: basketball, baseball, table tennis, and badminton
- b) large poster of the camp gate with the words 小龙夏令营 (xiao long xia ling ying; Little Dragon Camp) on it
- c) 8/5 X11 maps of Little Dragon Summer Camp, that are identical to the floor map of the camp (enough for pairs of students in each class)
- d) a floor version board game made up of picture cards of sports
- e) Cue cards for I like/I do not like: one card with a heart to show, I like; one card with a heart crossed off with an X to show, I do not like.

#### **Procedures:**

- 1) Opening/Warm-up
- 2) Routines
- 3) Review
  - a) Summative assessment: Lead the class in a quick review of the important places at Camp Little Dragon, using the floor map. Move Little Dragon around the camp and ask students Where is Little Dragon? Have Little Dragon pass out 8/5 X11 maps of Camp Little Dragon that are copies of the

floor map from the previous lesson. Have Little Dragon ask students to point to the places that he calls out, asking, Where is the office? Etc. Use a checklist to note which students experience identifying locations.

- b) Have Panda help students review the chant (learned in K.A.1) below with gestures and then play Simon Says:

走, (zou; march)

停, (ting; stop)

跳, (tiao; jump)

停, (ting; stop)

拍拍手, (pai pai shou; clap)

转, (zhuan; turn around)

停。(ting; stop)

#### 4) Instructional Activities

- a) Have Panda arrive at Camp Little Dragon, greeted by Little Dragon holding pictures of a basketball, baseball, badminton racket, and table tennis racket. As Panda and Little Dragon are greeting each other, have Little Dragon drop all of these items on the ground. Have Panda pick up each one to hand to Little Dragon, asking excitedly each time, What is this? Review sports previously learned with a floor version of a board game. Have Little Dragon name each of the sports and place them in four corners in the classroom as Panda hands them to him. Next, divide the class into six different teams, asking each team to sit together and then assigning them a color name, distributing one small square of the team's color to each member (this will help you monitor student movement during the activity). Randomly pull a picture of one of the sports from a bag, and say, Red team Baseball. Have Little Dragon help the red team go to the baseball corner. When all teams are at a sport, have Little Dragon go around and ask each team to show the rest of the class gestures or actions that are associated with their sport. Repeat the process so that student teams move to another sport.
- b) Have students come together again as a class, and have Panda look puzzled, saying, Hmmm, what sports do I like? As cues to meaning, give Panda two index cards: one card with a heart to show, I like; one card with a heart crossed off with an X to show, I do not like or a smile face and sad face to represent Like And Dislike.. Using the pictures of the sports for reinforcement, ask Panda Do you like basketball? Have Panda respond, using the index cards to reinforce his message, I like basketball. Continue in a similar manner with the other sports, alternating between affirmative and negative responses (baseball, table tennis, badminton). Next, Have Panda ask the class, Do you like basketball? Calling on several volunteers to answer and offering the two index cards to help students show their answer by taking a card, so that Panda can help them respond to the question.

- c) Give each student an index card a smile face on one side and a sad face on the other. Ask students: Do you like baseball? They can choice and show the face. Then pick a few students to show their answer and say: I like/don't baseball.
  - d) Put the picture of baseball, football, basketball on the white board. Ask students to put the smile face on the sport they like and say: I like ...., put sad face on the sport they don't like and say: I don't like...
- 5) Closure

Have Panda review the chant and gestures that students learned in K.C.1. Next have Panda encourage students to join in. (Chengbin, Can we pull in something about Camp Little Dragon here?)

Chant 1:

足球，足球，踢足球，  
 篮球，篮球，打篮球，  
 棒球，棒球，玩棒球，  
 大家一起来玩球，  
 一起玩得真开心。

#### **Lesson 4 Family Sports Day at Camp Little Dragon**

Outcomes of focus in this lesson:

##### **1. Language:**

Functions:

Exchanging information: identifying, describing

Vocabulary:

basketball, baseball, table tennis, and badminton

Key Linguistic Structures:

我喜欢...。你呢？(wo xi huan...。Ni ne; I like .... What about you?)

我不喜欢...。(wo bu xi huan...; I don't like to play...)

play basketball (baseball, table tennis, badminton)

##### **2. Content: Students will review sports**

##### **3. Culture:**

**Materials:**

- a) Two identical sets of photos of family members playing a ball game (This can be done by placing a ball, etc. next to the hands of the family member)
- b) Multiple copies of picture cards of sports

- c) a floor version board game made up of picture cards of sports
- d) Large die for board game

**Procedures:**

- 1) Opening/Warm-up
- 2) Routines
- 3) Review
  - a) Have ready sets of pictures of each of the following sports: 篮球 (lan qiu; basketball), 棒球 (bang qiu; baseball), 羽毛球 (yu mao qiu; badminton), and 乒乓球 (ping pang qiu; table tennis). Mix the pictures and place them on the floor in the shape of a board game.
  - b) Divide the class into two teams, a dragon team, and a panda team. Have the two teams sit on either side of the board. Roll a die and look at the number on the front side of the die. Have one student from each team count the number from their side of the board, stop, and identify the sports represented by the picture card that s/he stops at. If s/he can do this correctly, his or her team continues the game. Keep a record of how students correctly or incorrectly identify the sports, and praise students from both teams. Collect pictures at the end of the game.
  - c) Have Little Dragon lead students in a Simon Says activity to review the sports games. If needed, use picture cues to help students remember the sports:
    - 打打棒球 (da da bang qiu; hit the baseball)
    - 停 (ting; stop)
    - 打打篮球 (da da lan qiu; play basketball)
    - 停 (ting; stop)
    - 拍拍手 (pai pai shou; clap your hands)
    - 打打乒乓球 (da da ping pang qiu; play table tennis)
    - 停 (ting; stop)
    - 拍拍手 (pai pai shou; clap your hands)
    - 好极了(hao ji le; Great!)
- 4) Instructional Activities
  - a) Have Panda arrive at Camp Little Dragon with his mom and dad. Have Little Dragon greet Panda and Panda's mom and dad, saying, Today is Family Day at Camp Little Dragon! Assign family roles of Panda, mom or dad to students giving each a label in Chinese with a picture to go with it. Next, randomly distribute a picture of one of the sports to each student in the class. With students seated in a circle, have Little Dragon say: Pandas stand up.

Have the students show the picture of their sport and walk around the circle, stopping at each Panda and have Little Dragon ask, What sport is this? Or giving students a choice, Is this badminton or baseball? Help students say, Panda plays baseball. Follow the same procedure for the mom group and the dad group.

- b) Assign students to two groups Group A and B, and have the two groups sit in a line facing the other group. Pass out two identical sets of picture cards showing family members playing a sport. Have one student in Group A hold up the card and have Panda help the student say, 爸爸打篮球 (ba ba da lan qiu; Dad plays basketball.). Have the student name a student in Group B to see if s/he has the identical card. If s/he does not, then s/he holds up his/her picture card and describe it. For example, Mama plays table tennis. Have him/her name another student in Group A to see if someone has the same card. Continue the activity till an identical card is found and the match is placed between the two teams.

5) Closure

Have Panda review the chant and gestures that students learned previously. Next have Panda encourage students to join in.

乒乓球呀蹦蹦跳,  
羽毛球呀飞得高,  
大家一起打排球,  
一起玩得真开心。

### **Lesson 5 Career Day or Community Day at Little Dragon Summer Camp**

Outcomes of focus in this lesson: Students will review community workers.

#### **1. Language:**

Functions:

Exchanging information: identifying

Vocabulary:

Baseball, basketball, table tennis and badminton

nurse, teacher, doctor, firefighter, and policeman

Key Linguistic Structures:

Who is this?

This is.....

#### **2. Content:**

#### **3. Culture:**

#### **Materials:**

- a) Picture cards of community workers: doctor, teacher, firefighter, policeman (a simple way to make “puppets” is to place an easily identifiable picture of each worker on a paper plate, and then attach the paper plate to a medium-length stick or dowel. Be sure that the symbol associated with each community worker is detachable. Use Velcro to make sure that it stays attached to the worker. )
- b) poster displaying sports students have learned
- c) Floor map of Little Dragon Summer Camp
- d) Panda puppet

**Procedures:**

- 1) Opening/Warm-up
- 2) Routines
- 3) Review
  - a) Have Little Dragon lead students in a Simon Says activity to review the sports games. If needed, use picture cues to help students remember the sports:
    - 打打棒球 (da da bang qiu; hit the baseball)
    - 停 (ting; stop)
    - 打打篮球 (da da lan qiu; play basketball)
    - 停 (ting; stop)
    - 拍拍手 (pai pai shou; clap your hands)
    - 打打乒乓球 (da da ping pang qiu; play table tennis)
    - 停 (ting; stop)
    - 拍拍手 (pai pai shou; clap your hands)
    - 好极了(hao ji le; Great!)
  - b) Summative assessment: Assign students to groups of four as teams, giving each team a color (red team, etc.). Continue asking students to mime sports as in the Simon Says activity, except call on teams of students so that you can observe and note students’ understanding. During the assessment, ask students to mime the sport without showing the picture cue, however, once students have responded, reinforce the correct response with the picture cue. Use a class list to note which students are successful and those who experience difficulty.
  - c) c. Alternate Summative assessment: Display a sports poster that includes the sports that students are learning. Have Panda point to the sports learned asking students, 这是篮球吗? (zhe shi lan qiu ma; Is this basketball?). Help students say, 是, 这是篮球。(shi, zhe shi lan qiu; Yes, this is basketball) or 不是, 这是...球 (bus hi, zhe sh ... qiu; No, this is ...). Use a class list to note which students are successful and those who experience difficulty.
- 4) Instructional Activities
  - a) Have Panda arrive at Little Dragon Summer Camp with pictures of community workers (nurse, teacher, doctor, firefighter, and policeman) on

the bus with him. Have Little Dragon greet Panda and the community workers, saying, Today is Community Day (Neighborhood Day) at Little Dragon Summer Camp.

- b) Show pictures of a teacher (holding textbooks), a doctor (holding a stethoscope), a firefighter (holding a hat), and a policemen (with a badge or hat) as they get off the bus, having Little Dragon greet each one. Following each greeting, have Little Panda hold the picture in his hand and ask students: 这是谁? (zhe shi shui; Who is this?) Help students respond by saying: 这是... (zhe shi; This is ...).
- c) Using the floor map of Camp Little Dragon, have Little Dragon show the community workers around the camp. Select one student in the class to hold the picture of each of the community workers. As the group “visits” each site at the camp, stopping at the office etc., have Little Dragon ask students to help him identify the name of the place. At the end of the visit of Camp Little Dragon, have each of the community workers “discover” that they have lost their “symbol” (teacher-textbooks, doctor-stethoscope; firefighter-hat and policeman-badge). Have Little Dragon show that he is very upset, but tell and gesture to the community workers and class that since the bus is waiting, they will look for the symbols the next day/next class period. Have Little Dragon point to the calendar to indicate that they will search at camp during the next class. Have Little Dragon say good-bye to the community workers and Panda as they get on the bus.

#### 5) Closure

### **Lesson 6 Community workers at Little Dragon Summer Camp**

Outcomes of focus in this lesson: Students will review community workers.

#### **1. Language:**

Functions:

Exchanging information: identifying, inquiring about or expressing likes/dislikes/preferences

Vocabulary:

nurse, teacher, doctor, firefighter, and policeman

Key Linguistic Structures:

Where is....?

Who is....?

I like....

I don't like...

**2. Content:** Students will review community workers.

**3. Culture:**

**Materials:**

- a) paper policeman's badge or hat, firefighter's hat, nurse' hat, paper stethoscope, and a teacher's pointer
- b) Floor map of Little Dragon Summer Camp
- c) paper dolls with blank face
- d) envelopes with small pictures of the community workers and their "symbols" as well as an 8 ½ X 11 work area (enough for all classes to work on pairs)

**Procedures:**

- 1) Opening/Warm-up
- 2) Routines
- 3) Review
  - a) Have Little Dragon greet Panda and the community workers as they get off the bus at Little Dragon Summer Camp. As Little Dragon greets each worker, have him use gestures to show that he is sorry that each one lost his/her symbol or working tools during the previous visit. Select one student in the class to hold the picture of each of the community workers. Using the floor map, as the group "visits" each site at the camp, stopping at the office etc., have Little Dragon ask students to help him identify the name of the place. Then, at each site, have Little Dragon ask, Which ones? (Meaning workers tools or symbols) At each site at the camp, one of the community workers will discover his/her tools with the help of students. Have each community worker thank the class and Little Dragon for their help. Have the community workers say good bye and leave.
  - b) Summative Assessment: Assign students to work in pairs, giving each pair an envelope with small pictures of the community workers and their "symbols" as well as an 8 ½ X 11 work area. Show and ask students to place the pictures of the community workers and their symbols on their work space. Show and tell students that they will take turns. First ask students, Which one? questions, so that they can point to the community workers. Next, ask students to match up the workers and their symbols. Finally, ask students, "Who is...?" questions, pointing to community workers. Use a class list to note students' level of understanding and production of language.
- 4) Instructional Activities
  - a) Using the floor map of Camp Little Dragon, have Panda take a nap. Gesture to students to be very quiet so as not to awaken Panda. Show Panda dreaming of becoming a policeman when he grows up. Use a cut-out picture displaying a grown Panda, wearing a policeman's hat and a policeman's uniform. As Little Panda sleeps, have him touch his heart and say and say, I like policeman. Have Little Panda wake up, look around and say to the class, I like policeman. Repeat the same process with the other community

workers, having Panda go back to sleep each time and wake up to share his dream with the class.

- b) Have students sit in a circle, placing the community worker puppets or pictures in the center of the circle. Have Little Panda ask the question, Who do you like? using gestures and the pictures from his dreams to convey the idea. Help students either point to the figure that represents the profession that they like, or present a more complete verbal response. Be prepared to expand the community workers to other professions, as some students will tell you a profession that is not among the ones that have been presented.
- c) Display the pictures of the community workers in front of the class. Invite one student to come to the front of the class and discuss with Panda which community work he/she likes. Have students use the index card to show like and dislike from lesson 2. Have Panda begin by pointing to one of the community workers and saying, I like .... And you?). Help the student respond by saying, 我喜欢... (I like ...too) Continue in a similar fashion with pairs of students in front of the class. If students easily interact with each other in Chinese, then assign students to pairs, giving each pair an envelope with a set of pictures of the community workers and an 8 ½ X 11 workspace. Have students continue identifying which community workers they like in pairs.
- d) Assign each student a role as a community helper, giving each one a sticker or an index card to help them identify with their role. Have Little Dragon ask students, Who are you? Help students answer according to assigned role; for example, I am Dr. Clay.

## 5) Closure

Have Panda review the chant and gestures that students learned previously. Next have Panda encourage students to join in.

警察, 警察, 在哪里?

警察, 警察, 在这里。

警察, 警察, 谢谢你。

警察, 警察, 谢谢你。

医生, 医生, 在哪里?

医生, 医生, 在这里。

医生, 医生, 谢谢你。

医生, 医生, 谢谢你。

消防员, 消防员, 在哪里?

消防员, 消防员, 在这里。

消防员, 消防员, 谢谢你。

消防员, 消防员, 谢谢你。

## Lesson 7 Community Workers

Outcomes of focus in this lesson: Students will review community workers.

## 1. Language:

Functions:

Exchanging information: identifying, inquiring about or expressing likes/dislikes/preferences

Getting things done: reacting to requests

Vocabulary:

nurse, teacher, doctor, firefighter, and policeman  
eyes, nose, mouth, hair

Key Linguistic Structures:

Who do you like?

I like...

I don't like...

Draw....

This is...

He/she has. ....

**2. Content:** Students will review community workers. Students will review patterns.

## 3. Culture:

### Materials:

- a) Pictures of community workers
- b) Go to kidspiration or clipart website and print out pictures of dragons of different sizes and colors. Alternatively, draw picture of them.
- c) envelopes with smaller pictures of the community workers and an 8 1/2X 11 sheet of colored paper as a work area (enough for all classes to work in pairs)

### Procedures:

- 1) Opening/Warm-up
- 2) Routines
- 3) Review
  - a) Have Panda arrive at Little Dragon Summer Camp, greeted by Little Dragon. Next, have Panda take multiple copies of large picture cards of the five professions or community workers out of his back pack. (From theme K.C.1). Have Panda arrange them in patterns on the floor, for example, 医生, 医生, 警察; 老师, 老师, 消防员 ( yi sheng, yi sheng, jing cha; , lao shi, lao shi, xiao fang yuan).
  - b) Summative assessment: Assign students to work in pairs and give each pair an envelope with smaller pictures of the community workers and an 8 1/2X 11 sheet of colored paper as a work area. Have Panda tell and show students that he would like them to imitate the pattern he has displayed in the center of the circle. Check to make sure that students are understanding and have Panda gather up the cards and display another pattern, saying the names of the workers aloud as he puts the pattern in place. Have students imitate the

pattern a second time. Next, have Panda begin a pattern with the community workers and invite a student to complete the pattern (i.e., repeat it). Finally, invite a student to begin a pattern so that the students might imitate and then complete the pattern. Be sure to have students say the names of the community workers aloud as they are constructing and finishing the patterns. Use a class list to note which students recognize the patterns, as well as the names of the community workers, and which students are say the name of the community workers.

#### 4) Instructional Activities

- a) Display the picture of little Panda dreaming that after he grows up, he becomes a policeman, as well as the other professions. The picture can show a cut out displaying a Big Panda wearing a policeman's hat and a policeman's uniform. Point to the picture and say, Little Panda likes policeman. Ask students, Who do you like? Use the index card prompts with smile faces or frowns to help students review I like and I do not like. Continue in a similar fashion until all the community workers have been reviewed.
- b) Give Panda a paper doll with a blank face. Have Panda scratch his head as if he is thinking. Ask Panda, What do you like? Pointing to the Panda dolls from the dream sequence when Panda dreamed about each of the professions. Show Panda the choices of symbols that he may select from for his paper doll (a policeman's hat, a firefighter's hat, a stethoscope, and textbooks.) Have Panda follow your directions to quickly complete a paper doll that represents one of the professions. Next, give each student a paper doll with a blank face. Also have them select one of the following things: a policeman's hat, a firefighter's hat, a nurse's hat, a stethoscope, and a pointer. Say to the students, 画眼睛 (hua yan jing; Draw eyes); 画头发 (hua tou fa; Draw hair); 画嘴巴 (hua zui ba; Draw a mouth); 画耳朵 (hua er duo; draw ears); 画鼻子 (hua bi zi; Draw a nose). Next say to the students: 把头发/眼睛涂上颜色 (ba tou fa/yan jing tu shang yan se; Color the eyes/hair). Next say to the students, 把帽子戴上 (ba mao zi das hang; Put the hat on); 把听诊器戴上 (bai ting zhen qi dais hang; Put the stethoscope on); or 把课本给她/他 (Give him/her the textbooks).
- c) When students complete their construction of the paper dolls, have several students describe their work to the whole class by displaying their paper dolls and say: 这是医生 (zhe shi yi sheng; This is a doctor); 他长着黑色的头发、黑色的眼睛 (ta zhang zhe hei se de tou fa, hei se de yan jing; He has black hair and dark eyes.) Some students may simply point to features on the face and say, "Nose.", etc.
- d) Assign students to work in pairs and have one of them describe the doll to the other.

#### 5) Closure

Have students line up and get ready to exit the classroom. Ask them to hold their paper dolls in hand and answer this question: Who do you like? Help students hold up their picture cards and say, I like .... Either collect the dolls for display or send them home with students.

## **Lesson 8 Dragons, Dragons, Everywhere!**

Outcomes of focus in this lesson: Students will use attributes to classify dragons.

### **1. Language:**

Functions:

Exchanging information : identifying, describing.

Getting things done: reacting to requests.

Vocabulary:

big dragon/little dragon/red dragon/yellow dragon/blue dragon etc.

colors

端午节 (Duan wu jie; Dragon Boat Festival)

### **2. Key Linguistic Structures:**

这是...还是...? (zhe shi ...hai shi ...; Is this... or ...?)

Select.....

### **3. Content:** Students will describe dragons.

### **4. Culture:** Students will learn about the Dragon Boat Festival.

### **Materials:**

- a) Multiple pictures of dragons (large/small; different colors)
- b) Dragon stickers in different colors
- c) Floor map of Little Dragon Summer Camp

### **Procedures:**

- 1) Opening/Warm-up
- 2) Routines
- 3) Review
  - a) Have Little Dragon greet Panda as he gets off of the bus at Little Dragon Summer Camp. Have Little Dragon pull out many different pictures or cutouts of dragons of different size and color and show them to Panda very excitedly. Review big/little as well as the colors by having students participate in the same pattern activity, as in lesson 7, only this time using dragons to make the repeating patterns. Have Little Dragon lead this activity.
- 4) Instructional Activities
  - a) Using the floor map, have Panda walk around the camp and locate places where he has been before, such as the office, the bathroom, the park and the nurse' office, by saying: 这里是办公室 / 洗手间 / 医务室 (zhe li shi ban gong shi/xi shou jian/yi wu shi; This is the office/the bathroom/the nurse's

office.). As he walks around, have him notice that there are many dragons of different sizes and colors and say, 大龙 / 小龙 / 红色的龙 / 黄色的龙 / 蓝色的龙 等等. (da long/xiao long/hong se de long/ huang se de long/ lan se de long deng deng; big dragon/little dragon/red dragon/yellow dragon/blue dragon, etc.). Have him invite the dragons to come along with him on his walk, asking them to be his little friends.

- b) Have Panda look at all the different dragons and act surprised as he selects one large and one small. Next have Panda begin to put dragons together in groups according to their attributes (size and color), asking students for assistance. Once students demonstrate understanding, divide students into four to five groups, giving each group its own set of dragons. Place the dragons on tables in the center of the classroom or on the floor. Have Panda lead the activity, saying to students, 把红色的龙挑出来 (ba hong se de long tiao chu lai; select dragons that are red.), 把蓝色的大龙挑出来 (ba lan se de da long tiao chu lai; Select dragons that are big and blue), and 把黄色的小龙挑出来 (ba huang se de xiao long tiao chu lai; select dragons that are yellow and small).

#### 5) Closure

Exit students by asking them how many dragons are yellow, blue, red, or green. Have student line up in their groups and hold the dragons they have selected in their hand. Ask each group questions about how many dragons their group has that are big and blue, how many dragons their group has that are red, etc. Exit students.

### **Lesson 9 Dragon Boat Festival at Little Dragon Summer Camp**

Outcomes of focus in this lesson: Students will learn about the Dragon Boat Festival.

#### **1. Language:**

Functions:

Exchanging information: identifying, describing.

Getting things done: reacting to requests

Vocabulary:

big dragon/little dragon/red dragon/yellow dragon/blue dragon etc.

龙船 (long chuan; dragon boat)

龙船赛 (long chuan sai; dragon boat race)

端午节 (Duan wu jie; Dragon Boat Festival)

鼓 (gu; drum)

打鼓 (da gu; beat a drum)

锣 (duo; gong)

敲锣 (qiao luo; beat a gong).

Key Linguistic Structures:

Select...

这是...还是...? (zhe shi ...hai shi ...; Is this... or ...?)

What is this?

Gouin series:

龙船龙船赛龙船,

敲锣打鼓赛龙船,

一二三四五六七,

大家一起赛龙船。

2. **Content:** Students will make dragon boats.

3. **Culture:** Students will learn about the Dragon Boat Festival.

**Materials:**

- a) envelopes with many dragons, large and small of different colors, and an 8 ½ X 11 work space (enough for pairs of students in all classes).
- b) Several large posters depicting events from the Dragon Boat Festival
- c) Either a real or a paper gong, a paper drum/cookie tin and drumstick and a paddle.

**Procedures:**

- 1) Opening/Warm-up
- 2) Routines
- 3) Review
  - a) Have Panda get off the bus at Camp Little Dragon, greeted by Little Dragon and many of his little dragon friends. Have Panda look at all the different dragons and act surprised as he selects one large and one small. Next have Panda begin to put dragons together in groups according to their attributes (size and color), asking students for assistance. Review the sorting by attribute activity from the previous lesson.
  - b) Summative assessment: Divide the class into four groups or pairs, giving each group or pair an envelope with many dragons, large and small of different colors, and an 8 ½ X 11 work space. Have Little Dragon lead the activity, saying to students, 把红色的龙挑出来 (ba hong se de long tiao chu lai; select dragons that are red.), 把蓝色的大龙挑出来 (ba lan se de da long tiao chu lai; Select dragons that are big and blue), and 把黄色的小龙挑出来 (ba huang se de xiao long tiao chu lai; select dragons that are yellow and small). Tell and show students that they are to take turns sorting the dragons. Use a class list to note students' understanding.
- 4) Instructional Activities
  - a) Have Little Dragon call the class, Panda and his little dragon friends together. Have Little Dragon excitedly display a series of dragon boat festival posters. Have Little Dragon point to the dragon head of the boat and say 龙船 (long chuan; dragon boat). Point to the teams in the posters and say 龙船赛 (long chuan sai; dragon boat race). As Little Dragon goes from picture to picture,

looking for dragon boats and dragon boat races, have him invite students to find and name these two items with him. Have Little Dragon point to all pictures and say, 端午节 (Duan wu jie; Dragon Boat Festival), also pointing to a calendar to indicate the dates of the festival. (On the calendar, mark the dates of the Dragon Boat Festival with an appropriate symbol that will be easily understood by the students.)

- b) Have Little Dragon point to a drum in one of the pictures and ask What is this? Students may reply in English or Chinese, but Little Dragon should say, 鼓 (gu; drum). Have Little Dragon act as if he is beating a drum and say 打鼓 (da gu; beat a drum). Have Little Dragon point to a gong in the posters and say 锣 (luo; gong), and then act as if he is beating a gong, saying 敲锣 (qiao luo; beat a gong).
- c) Demonstrate the following Gouin series using either a real or a paper gong, a paper drum/cookie tin and drumstick and a paddle.

龙船龙船赛龙船，  
敲锣打鼓赛龙船，  
一二三四五六七，  
大家一起赛龙船。

Ask students to join you in repeating the Gouin series along with the gestures.

- d) Point to the Dragon Boat teams in the posters, and then divide students into four or five teams, assigning each team a color name. Give each team a color swatch (i.e. small square of colored paper) to identify themselves. Make sure that members in each team have one of the following items in their hand: a paper gong, a paper drum/cookie tin and a drumstick, a paddle.
- e) Have Little Dragon lead this activity, calling out the Gouin series chant, while demonstrating the appropriate gestures with the instruments, and inviting students to join in.

#### 5) Closure

Exit students by having them identify what festival a picture card indicates.

### **Lesson 10 Dragon Boat Festival at Little Dragon Summer Camp**

Outcomes of focus in this lesson: Students will compare the Dragon Boat Festival with other festivals.

#### **1. Language:**

Functions:

Exchanging information: identifying, describing.

Getting things done: reacting to requests.

Vocabulary:

big dragon/little dragon/red dragon/yellow dragon/blue dragon etc.  
龙船 (long chuan; dragon boat)  
龙船赛 (long chuan sai; dragon boat race)  
端午节 (Duan wu jie; Dragon Boat Festival)  
鼓 (gu; drum)  
打鼓 (da gu; beat a drum)  
锣 (duo; gong)  
敲锣 (qiao luo; beat a gong)  
Dragon Boat Festival  
Chinese New Year  
Thanksgiving

**Key Linguistic Structures:**

Gouin series.  
龙船龙船赛龙船，  
敲锣打鼓赛龙船，  
一二三四五六七，  
大家一起赛龙船。

2. **Content:** Students will learn about the Dragon Boat Festival.

3. **Culture:** Students will compare three festivals.

**Materials:**

- a) Picture cards or posters of the three festivals students have learned: Dragon Boat Festival, Chinese New Year and Thanksgiving
- b) Posters of Dragon Boat Festival
- c) Paper gongs, paper drums/cookie tin, chopsticks, big paper paddles
- d) A collection of replicas of dragon boats in different sizes and colors.
- e) Either a real or a paper gong, a paper drum/cookie tin and drumstick and a paddle. (4-5 of each)
- f) A collection of items that symbolize each of the following festivals: Dragon Boat Festival, Chinese New Year and Thanksgiving.

**Procedures:**

- 1) Opening/Warm-up
- 2) Routines
- 3) Review
  - a) Have Panda arrive at Little Dragon Summer Camp, greeted by Little Dragon, who excitedly shows Panda his collection of Dragon boats (large/small and of different colors). Have Little Dragon engage students in a pattern of dragon boats, as described in Lesson 7. Have Little Dragon arrange the Dragon Boats into patterns, such as red dragon boat, red dragon boat, blue dragon boat; yellow dragon boat, yellow dragon boat, green dragon boat;

blue dragon boat, blue dragon boat, and yellow dragon boat. Give students a dragon boat and ask them finish the patterns.

- b) Have Little Dragon point to a drum in one of the pictures and ask What is this? Students may reply in English or Chinese, but Little Dragon should say, 鼓 (gu; drum). Have Little Dragon act as if he is beating a drum and say 打鼓 (da gu; beat a drum). Have Little Dragon point to a gong in the posters and say 锣 (duo; gong), and then act as if he is beating a gong, saying 敲锣 (qiao luo; beat a gong).
- c) Have Little Dragon invite students to join him in chanting and gesturing the following Gouin series.

龙船龙船赛龙船，  
敲锣打鼓赛龙船，  
一三四五六七，  
大家一起赛龙船。

- d) Point to the Dragon Boat teams in the posters, and then divide students into four or five teams, assigning each team a color name. Give each team a color swatch to identify themselves. Make sure that members in each team have one of the following things in their hand: a paper gong, a paper drum/cookie tin and a drumstick, a paddle.
- e) Have Little Dragon lead this activity, calling out the chant, while demonstrating the appropriate gestures with the instruments, and inviting students to join in.

#### 4) Instructional Activities

- a) Show students several pictures each for Chinese New Year, Dragon Boat Festival and Thanksgiving. Have Panda help students remember the festival names. Place one picture each of these three festivals in the middle of a circle and have students jump/hop/walk/ to one of the festivals by saying the following:

端午节，跳 (duan wu jie, tiao; Dragon Boat Festival, jump)

感恩节，蹦 (gan en jie, beng; Thanksgiving, hop)

- b) Have Panda pull out picture cards of Chinese New Year, and Thanksgiving from his backpack and telling students: 过节了 (Guo Jie le; It's festival time.) Have students identify the festival in the pictures by asking 春节? 中秋节? (chun jie, zhong qiu jie; Is this Spring Festival or Dragon Boat Festival?) or 感恩节? 春节? (gan en jie, chun jie; Is this Thanksgiving or the Dragon Boat Festival?) Next, show a poster of Dragon Boat Festival (dragon boat race) and say 端午节 (Duan wu jie; Dragon Boat Festival). Hold the poster in hand and encourage the students to say 端午节 (Duan wu jie; Dragon Boat Festival).

- c) Ask students to sit in a circle and display a collection of items associated with Chinese New Year, Thanksgiving and Dragon Boat Festival. Be sure to include dumplings for Chinese New Year and Zhong zi for the Dragon Boat Festival. (Note: the inclusion of Zhong zi in this lesson is intended only as an introduction to this traditional food. Students are not expected to learn its name. Time allotted during Chinese class does not permit a more meaningful experience which should include tasting and understanding what ingredients are used to make Zong zi. A more in-depth exploration of Zhong zi may be appropriate at an older age.)
- d) Have Panda look at the items, puzzled and ask students, What is that? (to gauge if students recall the items.) Have Panda help students name the items. Have Panda place medium sized pictures that clearly represent each of the following festivals: Chinese New Year, Thanksgiving, and Dragon Boat Festival. Next, have Panda select one of the items in the center of the circle and ask, Chinese New Year, Thanksgiving, Dragon Boat Festival? Selecting a student to help him place the item on the correct picture. Continue in a similar fashion, until all the items have been classified.

#### 5) Closure

As students line up to leave, help them identify one of the following elements in a poster of the Dragon Boat Festival: 龙船 (long chuan; dragon boat), 锣 (luo; gong), and 鼓 (gu; drum).

### Lesson 11 **Dragon Boat Festival at Little Dragon Summer Camp**

Outcomes of focus in this lesson: Students will learn about the Dragon Boat Festival.

#### **1. Language:**

Functions:

Exchanging information: identifying, describing.  
Getting things done: reacting to requests.

Vocabulary:

Dragon Boat Festival  
Chinese New Year  
Thanksgiving  
船 (chuan; boat),  
龙 (long; dragon)  
龙船 (long chuan; dragon boat).

Key Linguistic Structures:

端午节, 跳 (duan wu jie, tiao; Dragon Boat Festival, jump)  
Chinese New Year, walk)  
感恩节, 蹦 (gan en jie, beng; Thanksgiving, hop)  
这是什么? (zhe shi shen me; What's this?).

2. **Content:** Students will learn about the Dragon Boat Festival.
3. **Culture:** Students will make small Dragon Boats.

**Materials:**

- a) Posters of the Dragon Boat Festival, with dragon boats prominently displayed.
- b) Colored paper for making dragon boats
- c) Directions for making a paper boat: [www.highhopes.com/maverickboats.html](http://www.highhopes.com/maverickboats.html)
- d) Dragon stickers of an appropriate size to place on small boats made by students

**Procedures:**

- 1) Opening/Warm-up
- 2) Routines
- 3) Review
  - a) Have Panda arrive at Camp Little Dragon, getting off the bus and showing pictures of Chinese New Year, Thanksgiving, and Dragon Boat Festival from his backpack, telling students: 过节了(Guo Jie le; It's festival time.) Help students identify the festival in the pictures by asking 春节? 中秋节? (chun jie? zhong qiu jie; Is this Spring Festival or Mid-Autumn Festival? ) or 感恩节? 春节 (gan en jie? chun jie; Is this Thanksgiving or the Spring Festival). Next, show a poster of dragon boat festival (dragon boat race) and say 端午节 (Duan wu jie; Dragon Boat Festival).
  - b) Place a set of pictures showing these three festivals in different corners of the room and have students jump/hop/walk/ to one of the festivals by saying the following:  
端午节, 跳 (duan wu jie, tiao; Dragon Boat Festival, jump)  
Chinese New Year , walk)  
感恩节, 蹦 (gan en jie, beng; Thanksgiving, hop)
- 4) Instructional Activities
  - a) Have Little Dragon show students several of the large pictures of the Dragon Boat Festival, pointing out the boats and saying 龙船 (long chuan; dragon boat). Next, have Little Dragon briefly demonstrate the procedure for making a paper boat using a pre-marked sheet of colored paper. Give each student a piece of colored paper that is clearly marked with fold lines on them. After you demonstrate how to make a paper boat by using a large piece of colored paper and by sounding out how one makes it, such as 第一步 (di yi bu; first), 第二步 (di er bu; second) etc., walk students through the process, step by step, providing assistance for those who need it.
  - b) Point to the boats and say, 船 (chuan; boat), encouraging students to join in with you. Next have each student select one dragon sticker. Hold the dragon sticker in hand and ask students, 这是什么? (zhe shi shen me; What's this?). Help students say, 龙 (long; dragon). Help students stick the dragon onto one

side of the paper boat. Show the dragon boat to the class and say, 龙船 (long chuan; dragon boat).

#### 5) Closure

Do a Simon Says activity to check students' understanding of what they have learned about the Chinese New Year and the Dragon Boat Festival. Give students a picture card of: 饺子 (jiao zi; dumpling), 灯笼 (deng long; lantern), 春联 (chun lian; scrolls), 炮竹 (pao zhu; firecracker), 龙船 (long chuan; dragon boat), 锣 (luo; gong), 鼓 (gu; drum), and 舞狮子 (wu shi zi; lion dance).

Give the following commands and see if students could follow them:

饺子, 跳  
灯笼, 转  
舞狮子,  
赛龙船,  
敲锣,  
打鼓,  
春联, 蹦,  
拍拍手,  
好极了。  
Exit students.

### Lesson 12

Outcomes of focus in this lesson: Students will compare two important Chinese festivals, Dragon Boat Festival and Chinese New Year.

#### 1. Language:

Functions:

Exchanging information: identifying, describing.

Getting things done: reacting to requests.

Vocabulary:

Dragon boat

Team

Blow

Straw

Key Linguistic Structures:

Gouin series.

龙船龙船赛龙船,

敲锣打鼓赛龙船,

一二三四五六七,

大家一起赛龙船。

2. **Content:** Students will simulate a Dragon Boat Race.

**3. Culture:** Students will compare Chinese New Year and Dragon Boat Festival.

**Materials:**

- a) floor map of Little Dragon Summer Camp
- b) collection of items that represent Chinese New Year
- c) collection of items that represent Dragon Boat Festival
- d) each student's dragon boat
- e) one straw for each student (not flex)

**Procedures:**

- 1) Opening/Warm-up
- 2) Routines
- 3) Review
  - a) Have Little Dragon show students the floor map of Little Dragon Summer Camp, labeled with a festive banner for Dragon Boat Festival. Next, have Little Dragon show students a magic box and reach into the magic box and pull out pictures or objects that represent either the Dragon Boat Festival or Chinese New Year. As Little Dragon shows students each object, have him ask, Dragon Boat Festival or Chinese New Year? Asking a student volunteer to respond. Have Little Dragon place objects that relate to Dragon Boat Festival on the map of Little Dragon Summer Camp under the banner, and the objects or pictures that pertain to Chinese New Year off to the side of the map. Encourage and assist students in identifying the objects shown in the pictures by holding them up and say, 这是... (zhe shi...; This is...). Be sure to include a picture of dumplings for Chinese New Year and Zhong zi for the Dragon Boat Festival. (Note: the inclusion of Zhong zi in this lesson is intended only as an introduction to this traditional food. Students are not expected to learn its name. Time allotted during Chinese class does not permit a more meaningful experience which should include tasting and understanding what ingredients are used to make Zhong zi. A more in-depth exploration of Zhong zi may be appropriate at an older age.)
- 4) Instructional Activities
  - a) Have Little Dragon show the class his Dragon Boat and tell students that they are going to have a Dragon Boat Race. Divide the class into 4 to 5 teams, assigning each team a name and an icon, such as Little Red Dragon. Gather the class, by teams around a table. Mark the start line with green tape and the end line with red tape. Have Little Dragon carefully place his paper dragon boat on the start line, take a straw (not a flex straw) and look around excitedly. Have the class count from one to 5 and then signal Little Dragon to begin gently blowing under his dragon boat to move it from the start line to the finish line. Lead the class in the chant from the Gouin series to cheer Little Dragon on.
  - b) Next call one team at a time to the table so that they may practice moving their dragon boats from start to finish by blowing through the straw. As

each team practices, have the rest of the class count from one – five to signal the start and have them chant the Gouin series chant to cheer on their classmates.

- c) If there is time, you may decide to have a several actual dragon boat races among members of the teams.

5) Closure