

Kindergarten Theme A.1 Who are we in our Chinese classroom?

Draft Chinese Curriculum

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Table of Contents

Grade Level: Kindergarten	2
Thematic Unit: K.A.1 Who are we in our Chinese classroom?	2
Stage 1: Identify Desired Results	2
A. Established Goals:	2
<i>As a result of this theme students will:</i>	2
B. Enduring Understandings of Focus in this Theme:	3
C. Essential Questions of Focus in this Theme:	3
D. Outcomes of Focus for this Theme:	3
<i>As a result of this theme what knowledge and skills will students gain?</i>	3
Stage 2: Determine Acceptable Evidence of Student Understanding <i>What evidence will show that students understand?</i>	4
Stage 3: Plan Learning Experiences	5
<i>What learning experiences and instruction will enable students to achieve the desired results in a Lesson?</i>	6
Lesson 1 Hello and Class Rules	6
Lesson 2 Month and Days on the Calendar	8
Lesson 3 Colors on the Panda, White	10
Lesson 4 Colors on the Panda, Black	12
Lesson 5 A Handsome Panda	15
Lesson 6 Formative Assessment: Colors on the Panda	17
Lesson 7 One Two Three Four Five	19
Lesson 8 The Number Chant	21
Lesson 9 Panda’s Backpack	23
Lesson 10 How old are you, Haohao?	26
Lesson 11 Colors in the Classroom	28
Lesson 12 Who are we at School?	31
Appendix I Vocabulary List.....	35
Appendix II Songs and Chants	37

Grade Level: Kindergarten

Thematic Unit: K.A.1 Who are we in our Chinese classroom?

Stage 1: Identify Desired Results

A. Established Goals:

As a result of this theme students will:

- 1. Communicate in languages other than English*** (Goal 1: Communication)¹
 - 1.1 Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (Interpersonal Mode).¹
 - 1.2 Understand and interpret written and spoken language on a variety of topics (Interpretive Mode).¹
 - 1.3 Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (Presentational Mode).¹
- 2. Gain knowledge and understanding of other cultures*** (Goal 2: Culture)¹
 - 2.1 Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.¹
 - 2.2 Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.¹
- 3. Connect with other disciplines and acquire information*** (Goal 3: Connections)¹
 - 3.1 Reinforce and further their knowledge of other disciplines through the foreign language (Making Connections).¹
 - 3.2 Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures (Acquiring Information).¹
 - 3.2.a Understand that similarities and differences exist in the way groups, societies, and cultures address similar human needs and concerns (Standard I.a).²

¹ National Standards in Foreign Language Education Project. (2006). *Standards for Foreign Language Learning in the 21st Century*. Lawrence, KS: Allen Press.

² National Council for the Social Studies. (2006). Curriculum Standards for Social Studies. *Standards 1. Culture; Early Grades a.*, <http://www.socialstudies.org/standards/>

4. *Develop insight into the nature of language and culture* (Goal 4: Comparisons)¹
 - 4.2 Demonstrate understandings of the concept of culture through comparisons of the cultures studied and their own.¹
5. *Participate in multilingual communities at home and around the world* (Goal 5: Communities)¹
 - 5.1 Use the language both within and beyond the school setting.

B. Enduring Understandings of Focus in this Theme:

As a result of this theme students will understand that:

Panda is a symbol of China and the Chinese culture and understanding them helps us understand ourselves better.

C. Essential Questions of Focus in this Theme:

The following questions will foster student inquiry, understanding, and transfer of learning in this theme:

Who are Panda Meimei and Panda Haohao and who are we at school?

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

Who are Panda Meimei and Panda Haohao?

What does a panda symbolize?

What does a panda eat?

What does a panda have in his backpack?

Who are we at school?

What are the common places at school?

D. Outcomes of Focus for this Theme:

As a result of this theme what knowledge and skills will students gain?

1. *Communication (Interpersonal, Interpretive, and Presentational Modes)*³

1.1 Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (Interpersonal Mode).³

1.1.a **Identify and name** basic colors, numbers, classroom objects, school personnel and school locations;

1.1.b **Ask for/give** information about age and location;

1.1.c **Use** simple daily greetings.

1.2 Understand and interpret written and spoken language on a variety of topics (Interpretive Mode).³

1.2.a **Identify** basic colors, numbers, classroom objects, school personnel, and school locations;

1.2.b **Understand and interpret** simple classroom rules and classroom commands.

1.3 Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (Presentational Mode).³

1.3.a **Present** information to identify oneself, including age, home country, and identity;

1.3.b **Present** information about basic colors on the Panda.

2. *Culture*

2.1 Practices and Perspectives: Understand that Panda symbolizes China.

2.1.a Sing songs about Panda;

2.1.b Use daily greetings appropriate to the students in the Chinese culture;

2.2. Products and Perspectives: Understand that communities in China share similarities and differences in products with their own community.

2.2.a Demonstrate understanding of cultural symbols from China;

3. *Connections*

3.1 Making Connections: Demonstrate that animals eat special kinds of foods;

3.2. Acquiring Information: Identify ways in which cultures are the same and different with regards to animals and their basic foods.

³ National Standards in Foreign Language Education Project. (2006). *Standards for Foreign Language Learning in the 21st Century*. Lawrence, KS: Allen Press.

4. *Comparisons*

4.1 Language Comparisons: Develop an emerging understanding of the differences between English and Chinese in terms of sound and writing system.

4.2. Culture Comparisons: Describe similarities and differences in regards to symbols of culture.

5. *Communities*

5.1 School and Community: Describe for their own families what they have learned about Pandas and what they symbolize in China.

5.2 Lifelong Learning: Sing songs, listen to, and/or dramatize folk chants from the target culture.

Stage 2: Determine Acceptable Evidence of Student Understanding

What evidence will show that students understand?

Theme Performance Tasks:

Interpretive:

- a) Have students sit in a large circle on the floor. Give to each student one black and one white circle that is a die-cut and laminated or two small fans (one black and one white) each made from half of a laminated circle and a tongue depressor. Demonstrate that the students are to lay the two circles in front of them on the floor. Say 白色 (bái sè; White) and model lifting up a large white circle. Encourage the students to do the same. Now say 黑色 (hēi sè; Black!) but don't hold up a circle, just encourage students to show the black circle. Repeat, varying the order of the colors and note which students have difficulty responding correctly. If many students cannot complete the task, re-teach the colors. If most do well, continue teaching new colors. Provide additional attention for students who have difficulty.

Interpersonal:

- a) Students will be able to exchange simple daily greetings amongst themselves.

Presentational:

- a) Students will be able to chant the “Panda Song”;
- b) Students will be able to chant the “Number Chant”.

Selected Lesson Assessment Strategies and means of recording assessment outcomes:

Selected Lesson Assessment Strategies and means of recording assessment outcomes:

Stage 3: Plan Learning Experiences

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

Lesson 1 Hello and Class Rules

Outcomes of focus in this lesson: Students will be able to understand and follow basic classroom rules.

1. Language:

Functions:

Introducing oneself

Vocabulary:

你好 (nǐhǎo; Hello!)

谢谢 (Xiè xie; Thank you)

再见 (Zài jiàn; Goodbye)

__老师 (__lǎoshī; Mr./Mrs./Ms. _____ [family name])

熊猫 (xióng māo; panda)

手 (shǒu; Hands)

腿 (tuǐ; lap)

中国 (Zhōng guó; China)

听! (Tīng; Listen.)

看 (Kàn; Look)

走 (Zǒu; March)

跳 (Tiào; Jump)

停 (Tíng; Stop)

举手! (Jǔ shǒu; Raise your hand.)

拍拍手 (Pāi pāi shǒu; Clap)

Key Linguistic Structures:

我是_____ (Wǒ shì _____ ; I am a _____)

我叫_____ (wǒ jiào _____ ; My name is _____).

我从_____来 (Wǒ cóng _____ lái; I come from _____.)

把_____放在_____上! (Bǎ _____ fàng zài _____ shàng; Put _____.)

2. Content:

3. Culture:

Materials:

- Panda hand puppet
- Nametag for Panda, teacher (both in Chinese)
- World map or globe
- Student name tags (in English)
- Poster of classroom rules in Chinese with a visual reminder of each rule
- CD of Chinese music and a CD player

Procedures:

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1) Opening/Warm-up

- a) Greet students and say, 你好 (nǐhǎo; Hello!). Tell them your teacher name ___ 老师 (__lǎoshī; Mr./Mrs./Ms. _____ [family name]) and show them your nametag.
- b) From a beautiful or interesting Chinese box pull out a Panda and introduce “Panda” to the class. (It is suggested that a Panda hand puppet be introduced first to the class because it allows you to use the puppet to manipulate items).
- c) Have Panda say in Chinese: 我是熊猫 (Wǒ shì xióng māo; I am a panda), 我叫美美 (wǒ jiào Měiměi; My name is Meimei). Put a nametag on Panda.
- d) Have Panda 美美 (Meimei) tell students in Chinese, 我从中国来 (Wǒ cóng Zhōng guó lái; I come from China.). Have Panda point to China on a world map or globe. Point to China several times, naming it each time.
- e) Hand out each student’s nametag and say the student’s name in English. Note that one side of the nametag is in English, and the other side is in Chinese.

2) Routines

Teach a variety of classroom routines in this first class.

- a) Sing the 你好 (Nǐhǎo; Hello) song to the tune of Frère Jacques 两只老虎 (liǎng zhī lǎo hǔ; Two tigers) using gestures to help clarify the meaning of the song.

你好, 你好! (Nǐhǎo, Nǐhǎo; Hello! Hello!)

你好吗? 你好吗? (Nǐhǎo ma? Nǐhǎo ma; How are you? How are you?)

你好, 谢谢。你好, 谢谢 (Nǐhǎo, Xiè xie! Nǐhǎo, Xiè xie; Hello! Thank you! Hello! Thank you!)

再见! 再见! (Zài ~ jiàn. Zài ~jiàn; Goodbye! Goodbye!)

- b) Introduce the classroom rules. (If your school has a standard set of rules, follow them.) Use a poster that displays a visual reminder and the Chinese characters for each rule, for example, use a picture of an ear to indicate “listen.”

- c) To clarify the meaning of each rule, use a hand signal to reinforce the meaning of the rule, for example, gesture the meaning of “listen” by dramatically cupping your hand to your ear to help clarify this meaning. As you create the rules, use gestures together with meaningful phrases, such as: Eyes, eyes, look at the teacher. Ears, ears, listen to the teacher. Possible rules are:

听! (Tīng; Listen.)

把手放在自己的腿上! (Bǎ shǒu fàng zài zì jǐ de tuǐ shàng; Hands in your lap.)

看老师! (Kàn lǎo shī; Look at the teacher.)

举手! (Jǔ shǒu; Raise your hand.)

- d) Teach verbal commands. Play music and clap to establish the rhythm. Demonstrate the meaning of simple verbal commands to students in time to the music, repeating them frequently, for example:

走 (Zǒu; March)
停 (Tíng; Stop)
跳 (Tiào; Jump)
停 (Tíng; Stop)
拍拍手 (Pāi pāi shǒu; Clap)
停 (Tíng; Stop)

3) Closure

- a) Have Panda 美美 (Meimei) collect the nametags and say 谢谢 (Xiè xie; Thank you) to each student. Have Panda put all of the nametags in a special place such as a basket or box to save them for the next class.
- b) Have Panda say 再见 (Zài jiàn; Goodbye) to the students. As the teacher, also say 再见 (Zài jiàn; Goodbye) to the students.

Lesson 2 Month and Days on the Calendar

Outcomes of focus in this lesson: Students will say the name of the month and day of the week when the teacher points to the month and day of the class on the calendar.

1. Language:

Functions:

Introducing oneself
Naming

Vocabulary:

你好 (nǐhǎo; Hello!)
谢谢 (Xiè xie; Thank you)
再见 (Zài jiàn; Goodbye)
__老师 (__lǎoshī; Mr./Mrs./Ms. _____ [family name])
熊猫 (xióng māo; panda)
中国 (Zhōng guó; China)
美国 (Měiguó; U.S.)
九月 (jiǔ yuè; September)
星期三 (xīng qī sān; Wednesday)
看 (Kàn; Look)
走 (Zǒu; March)
转 (Zhuàn; Turn around)
跳 (Tiào; Jump)
停 (Tíng; Stop)

Key Linguistic Structures:

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Interpretive listening comprehension

我是_____ (Wǒ shì _____ ; I am a _____)

我叫_____ (wǒ jiào _____ ; My name is _____).

我从_____来 (Wǒ cóng _____ lái; I come from _____.)

2. **Content:**

3. **Culture:**

Materials:

- a) Panda hand puppet
- b) Nametag for Panda and teacher
- c) World map or globe
- d) Student nametags
- e) Poster of classroom rules in Chinese with a visual reminder of each rule
- f) a CD of Chinese music and a CD player
- g) a blank calendar of the month, a symbol for the month, such as a picture of the full moon, and a symbol to mark the day, such as a colored dot or a copy of a Chinese symbol (such as a small Panda)

Procedures:

1) Opening/Warm-up

- a) Greet students and say 你好 (nǐhǎo; Hello). Remind them of your teacher name ____老师 (____ Lǎoshī; Mr./Mrs./Ms. _____[family name]) while showing them your nametag.
- b) b. Bring out Panda and remind them of Panda's name, 我是熊猫(Wǒ shì xióng māo; I am a panda) and 我叫美美 (Wǒ jiào Měiměi; My name is Meimei.) Put the nametag on Panda.
- c) Using the map or globe, tell students that they are from the U.S. while pointing at them, then to the U.S. several times. Have Panda remind the class that he is from China by having him point to the map/globe. Have Panda place labels with Chinese characters 中国 (Zhōngguó; China) and 美国 (Měiguó; U.S.) in the correct places on the map/globe.
- d) Have Panda hand out each student's nametag and say 你好 (nǐhǎo; Hello) to each student.

2) Routines

- a) Sing the 你好 (nǐhǎo; Hello) song.
- b) Repeat the classroom rules with the poster that has visual reminders and Chinese characters for each rule. Use hand signals to reinforce the meaning of the rules. After reviewing the rules several times, encourage the students to do the hand signals as you say each rule. Review the rules in order and, when students are ready, out of order.
- c) Play music, clapping to establish a rhythmic sound. Say and demonstrate each command to students in time to the music. Demonstrate the meaning of

each command introduced in the last lesson repeating them frequently and encourage students to participate with you. Introduce a new command:

转! (Zhuàn; Turn around)

走 (Zǒu; March)

停 (Tíng; Stop)

跳 (Tiào; Jump)

停 (Tíng; Stop)

拍拍手 (Pāi pāi shǒu; Clap)

转 (Zhuàn; Turn around)

停 (Tíng; Stop)

3) Instructional Activities

- a) Show a blank calendar of the month. Have Panda 美美 (Měiměi; Meimei) put the symbol for the month on the top of the calendar, a picture that represents the full moon, and say, 九月 (jiǔ yuè; September). Repeat the month several times and encourage students to repeat it with you. (Note: Remember that Monday is the first day of the week in Chinese calendar. It is suggested that you do not have numbers on the calendar at this point.)
- b) Put the name of this, the second day of class (for example, Wednesday) on the calendar and have Panda say and repeat several times 星期三 (xīng qī sān; Wednesday). Place a colored dot or a Chinese symbol (such as a small Panda) of your choice to mark the day on the calendar.

4) Closure

- a) Have Panda 美美 (Měiměi ; Meimei) collect the nametags and say 谢谢 (Xiè xie; Thank you) to each student. Have Panda put all of the nametags in a special place to save them for next time.
- b) Say 再见 (Zài jiàn; Goodbye) to Panda. Have Panda say 再见 (Zài jiàn; Goodbye) to the students. Say 再见 (Zài jiàn; Goodbye) to the students.

Lesson 3 Colors on the Panda, White

Outcomes of focus in this lesson: Students will identify and name the color “white”.

1. Language:

Functions:

Introducing oneself

Naming

Vocabulary:

你好 (nǐhǎo; Hello!)

谢谢 (Xiè xie; Thank you)

再见 (Zài jiàn; Goodbye)

__老师 (__lǎoshī; Mr./Mrs./Ms. _____ [family name])

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熊猫 (xióng māo; panda)
中国 (Zhōng guó; China)
美国 (Měiguó; U.S.)
九月 (jiǔ yuè; September).
星期一 (xīng qī yī; Monday)
月亮 (yuè liàng; moon)
白色 (bái sè; White)
是 (Shì; Yes)
不是 (Bú shì; No)
拍拍手 (Pāi pāi shǒu; Clap your hands).
跳 (Tiào; kump)

Key Linguistic Structures:

我是_____ (Wǒ shì _____ ; I am a _____)
我叫_____ (wǒ jiào _____; My name is _____).
我从_____来 (Wǒ cóng _____ lái; I come from _____.)

2. Content:

3. Culture:

Materials:

- a) Panda hand puppet
- b) Nametag for Panda and teacher
- c) Student nametags
- d) Poster of classroom rules in Chinese
- e) a magic box filled with white objects, such as a white strip of crepe paper or a white scarf
- f) a blank calendar of the month, a symbol for the month, such as a picture of the full moon, and a symbol to mark the day, such as a colored dot or a copy of a Chinese symbol (such as a small Panda)

Procedures:

- 1) Opening/Warm-up
 - a) Greet students and say 你好 (nǐhǎo; Hello). Remind them of your name _____ 老师 (_____ Lǎoshī; Mr./Mrs./Ms. _____ [family name]) and show them your nametag.
 - b) Have Panda say in Chinese, 我是熊猫 (Wǒ shì xióng māo; I am a panda), 我叫美美 (Wǒ jiào Měiměi; My name is Meimei.). Put the nametag on Panda.
 - c) Have Panda hand out each student's nametag and say 你好 (nǐhǎo; Hello) to each student.
- 2) Routines
 - a) Sing the 你好 (nǐhǎo; Hello) song.

- b) Remind students of the classroom rules with a poster. Use hand signals to reinforce meaning.
 - c) Display the calendar. Have Panda point to the symbol for the month and say 九月 (jiǔ yuè; September) and point to the picture that represents the full moon and say 月亮 (yuè liàng; moon).
 - d) Put the name of the third day of class (for example, Monday) on the calendar and have Panda say and repeat several times: 星期一 (xīng qī yī; Monday). Have Panda place a colored dot/Chinese symbol to mark the day.
- 3) Instructional Activities
- a) With great drama have Panda pull a white strip of crepe paper from the magic box and say: 白色 (bái sè; White). Next, have Panda pull a white scarf from the magic box and say again: 白色 (bái sè; White). Have Panda place the two white objects next to the white part of its body and say again: 白色 (bái sè; White).

Have Panda search for and find (with the help of the students) white objects in the classroom by laying the white objects from the magic box next to other white objects and saying again: 白色 (bái sè; White). Have Panda lay the white objects next to other colored objects and have Panda say: 不是 (Bú shì; No). Now have Panda continue similarly with other white objects saying: 是 , 白色 (Shì, bái sè; Yes, white) and colored objects, saying: 不是白色 (Bú shì bái sè; It is not white.) in the room.
 - b) Show a large white circle and say 白色 (bái sè; White). Place the circle on the floor and say to Panda: 跳! 白色 (Tiào! Bái sè; Jump on white.) Applaud when it jumps on the circle and invite students to applaud with you saying: 拍拍手 (Pāi pāi shǒu; Clap your hands.) Next tell Panda: 谢谢! (xièxiè; Thank you.) after which it leaves the circle. Repeat this pattern several times. Invite several students to stand by the circle and repeat the pattern with them.
- 4) Closure:
- a) Have Panda collect the name tags and say 谢谢 (xièxiè; Thank you) to each student. Have Panda put all of the name tags in a special place in the classroom to save for next time.
 - b) Say 再见 (Zài jiàn; Goodbye) to Panda. Say 再见 (Zài jiàn; Goodbye) to the students. Say 再见 (Zài jiàn; Goodbye) to the students.

Lesson 4 Colors on the Panda, Black

Outcomes of focus in this lesson: Students will identify and name the color “black”.

1. Language:

Functions:

Introducing oneself

DRAFT

Naming

Vocabulary:

你好 (nǐhǎo; Hello!)

谢谢 (Xiè xie; Thank you)

再见 (Zài jiàn; Goodbye)

__老师 (__lǎoshī; Mr./Mrs./Ms. _____ [family name])

熊猫 (xióng māo; panda)

中国 (Zhōng guó; China)

美国 (Měiguó; U.S.)

九月 (jiǔ yuè; September)

月亮 (yuè liàng; moon)

白色 (bái sè; White)

黑色 (hēisè; Black)

是 (Shì; Yes)

不是 (Bú shì; No)

拍拍手 (Pāi pāi shǒu; Clap your hands.)

跳 (Tiào; kump)

Key Linguistic Structures:

我是_____ (Wǒ shì _____; I am a _____)

我叫_____ (wǒ jiào _____; My name is _____).

2. Content:

3. Culture:

Materials:

- Panda hand puppet
- Nametag for Panda and teacher
- Student nametags
- Poster of classroom rules in Chinese with a visual reminder of each rule
- a magic box filled with black and white objects, such as black and white strips of crepe paper or black and white scarves
- a blank calendar of the month, a symbol for the month, such as a picture of the full moon, and a symbol to mark the day, such as a colored dot or a copy of a Chinese symbol (such as a small Panda)

Procedures:

1) Opening/Warm-up

- Greet students and say 你好 (nǐhǎo; Hello). Remind them of your name __老师 (__Lǎoshī; Mr./Mrs./Ms. _____ [family name]) and show them your nametag.
- Have Panda say in Chinese, 我是熊猫 (Wǒ shì xióng māo; I am a panda), 我叫美美 (Wǒ jiào Měiměi; My name is Meimei.). Put the nametag on Panda.

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- c) Have Panda hand out each student's nametag and say 你好 (nǐhǎo; Hello) to each student.
- 2) Routines
- a) Sing the 你好 (nǐhǎo; Hello) song.
 - b) Have Panda demonstrate a Chinese version of the game "Simon Says," using classroom rules as directives. Have Panda introduce the game using 2-3 rules and gradually expand it to include all classroom rules. Have the students follow Panda's directions. Then, throughout the class period, whenever appropriate, remind students of the classroom rules using the poster and hand signals to reinforce meaning.
 - c) Display the calendar. Have Panda point to the symbol for the month and say 九月 (jiǔyuè; September) and point to the picture that represents the full moon and say, 月亮 (yuèliàng; moon).
 - d) Name the day of the week and ask a student to place a colored dot/Chinese symbol to mark the day.
- 3) Review
- a) With great drama have Panda pull a white strip of crepe paper and a white scarf out of the teacher's desk drawer (or some other surprising place) and say: 白色 (báisè; White). Place the white objects next to the white part of Panda's body and pause to see if any students say: 白色 (báisè; White). If they do, praise them by holding up a thumb and saying 好! (hǎo; Good). If not, say 白色 (báisè; White) and invite them to say it as a group.
- 4) Instructional Activities
- a) With great drama have Panda pull a black strip of crepe paper from the magic box and say: 黑色 (hēisè; Black). Next, have Panda pull a black scarf from the magic box and say again: 黑色 (hēisè; Black). Have Panda place the two black objects next to the black part of its body and say again: 黑色 (hēisè; Black).
 - b) Have Panda search for and find (with the help of the students) black objects in the classroom by laying the black objects from the magic box next to other black objects and saying again: 黑色 (hēisè; Black). Have Panda lay the black objects next to other colored objects and have Panda say: 不是 (Bú shì; No). Now have the Panda continue similarly with other black objects saying: Shì, hēi sè. 是, 黑色 (shì, hēisè; Yes, black) and colored objects, saying: 不是黑色 (Bú shì hēisè; It is not black.) in the room.
 - c) Show a large black circle and say 黑色 (hēisè; Black). Place the circle on the floor and say to Panda: Tiào! Hēi sè. 跳! 黑色 (tiàohēisè; Jump on black.) Applaud when it jumps on the circle and invite students to applaud with you saying: 拍拍手! (Pāi pāi shǒu; Clap your hands). Next tell Panda: 谢谢! (xièxiè; Thank you), after which you have it leave the circle. Repeat this

pattern several times. Invite several students to stand by the circle and repeat the pattern with them.

5) Closure:

- a) Have Panda collect the name tags and say 谢谢 (xièxiè; Thank you) to each student. Have Panda put all of the name tags in a special place in the classroom to save for next time.
- b) Say 再见 (Zài jiàn; Goodbye) to Panda. Have Panda say 再见 (Zài jiàn; Goodbye) to the students. Say 再见 (Zài jiàn; Goodbye) to the students.

Lesson 5 A Handsome Panda

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

1. Language:

Functions:

Naming
Describing

Vocabulary:

你好 (nǐhǎo; Hello!)
谢谢 (Xiè xie; Thank you)
再见 (Zài jiàn; Goodbye)
熊猫 (xióng māo; panda)
九月 (jiǔ yuè; September).
月亮 (yuè liàng; moon)
白色 (bái sè; White)
黑色 (hēisè; Black)
好 (hǎo; Good)
真好看 (zhēn hǎo kàn; handsome)

Key Linguistic Structures:

我是_____ (Wǒ shì _____; I am a _____)

我叫_____ (Wǒ jiào _____; My name is _____)

2. Content:

3. Culture:

Materials:

- a) Panda hand puppet
- b) Nametag for Panda and teacher
- c) Student nametags
- d) Poster of classroom rules in Chinese with a visual reminder of each rule

- e) a blank calendar of the month, a symbol for the month, such as a picture of the full moon, and a symbol to mark the day, such as a colored dot or a copy of a Chinese symbol (such as a small Panda)

Procedures:

1) Opening/Warm-up

- a) Greet students singing the 你好 (nǐhǎo; Hello).
- b) Have Panda say in Chinese, 我是熊猫(Wǒ shì xióng māo; I am a panda), 我叫美美 (Wǒ jiào Měiměi; My name is Meimei.). Put the nametag on Panda.
- c) Have Panda hand out each student's nametag and say 你好 (nǐhǎo; Hello) to each student.

2) Routines

- a) Remind students of the classroom rules using the poster and hand signals to reinforce meaning. Throughout the class period, refer to the poster when necessary.
- b) Display the calendar. Have Panda point to the symbol for the month and say jǐu yuè 九月 (jiǔyuè; September). Repeat the name of the month and encourage students to repeat it with you. Have Panda applaud the students' effort and say 好 (hǎo; Good).
- c) Name the day of the week and ask a student to place a colored dot/Chinese symbol to mark the day.

3) Review

- a) Hold Panda and point to the white part of his body and say 白色 (báisè ; White); repeat with the black part 黑色 (hēisè; Black). Point to other white and black objects in the room to reinforce the color names.

4) Instructional Activities

- a) Holding Panda, chant or sing the 熊猫歌 (Xióng māo gē; Panda song). Point to the colors and do the actions as the song indicates:

熊猫，熊猫，转转转，转转转，

(Xióng māo, xióng māo, zhuàn zhuàn zhuàn, zhuàn zhuàn zhuàn; Panda, Panda, turn around)

白色黑色白色，白色黑色白色，真好看，真好看！

(Bái sè hēi sè bái sè, bái sè hēi sè bái sè, zhēn hǎo kàn, zhēn hǎo kàn; White and black, you look very handsome)

Note: Tune of “Liǎng zhī lǎo hǔ 两只老虎”

熊猫，熊猫，转转转，转转转，

(Xióng māo, xióng māo, zhuàn zhuàn zhuàn, zhuàn zhuàn zhuàn; Panda, Panda, turn around)

白色黑色白色，白色黑色白色，真好看，真好看！

(Bái sè hēi sè bái sè, bái sè hēi sè bái sè, zhēn hǎo kàn, zhēn hǎo kàn; White and black, you look very handsome)

Note: Tune of “Frere Jacques”

Sing the song still pointing to the colors and doing the actions.

Invite the students to stand up and complete the actions with you as you repeat the song again several times. Invite them also to sing along with you.

5) Closure:

- a) Have Panda collect the nametags and say 谢谢 (xièxiè; Thank you) to each student. Have Panda put all of the name tags in a special place in the classroom to save for next time.
- b) Say 再见 (Zài jiàn; Goodbye) to Panda. Have Panda say 再见 (Zài jiàn; Goodbye) to the students. Say 再见 (Zài jiàn; Goodbye) to the students.

Lesson 6 Formative Assessment: Colors on the Panda

Outcomes of focus in this lesson: Students will be able to distinguish between the colors “white” and “black”.

1. **Language:**

Functions:

Naming
Identifying

Vocabulary:

你好 (nǐhǎo; Hello!)
谢谢 (Xiè xie; Thank you)
再见 (Zài jiàn; Goodbye)
熊猫 (xióng māo; panda)
九月 (jiǔ yuè; September)
月亮 (yuè liàng; moon)
白色 (bái sè; White)
黑色 (hēisè; Black)
拍拍手 (Pāi pāi shǒu; Clap your hands)
跳 (Tiào; kump)

Key Linguistic Structures:

我是_____ (Wǒ shì _____; I am a _____)

我叫_____ (Wǒ jiào _____; My name is _____)

2. **Content:**

3. **Culture:**

Materials:

- a) Panda hand puppet
- b) Nametag for Panda and teacher
- c) Student nametags
- d) Poster of classroom rules in Chinese
- e) a blank calendar of the month, a symbol for the month, such as a picture of the full moon, and a symbol to mark the day, such as a colored dot or a copy of a Chinese symbol (such as a small Panda)
- f) a large white circle
- g) a large black circle
- h) small black and white circles or fans made from laminated circles and tongue depressors

Procedures:

- 1) Opening/Warm-up
 - a) Greet students singing the 你好 (nǐhǎo; Hello).
 - b) Have Panda say in Chinese, 我是熊猫 (Wǒ shì xióng māo; I am a panda), 我叫美美 (Wǒ jiào Měiměi; My name is Meimei.). Put the nametag on Panda.
 - c) Have Panda hand out each student's nametag and say 你好 (nǐhǎo; Hello) to each student.
- 2) Routines
 - a) Remind students of the classroom rules using the poster and hand signals to reinforce meaning. Throughout the class, refer to the poster when necessary.
 - b) Display the calendar. Have Panda point to the symbol for the month and say 九月 (jiǔ yuè; September). Repeat the name of the month and encourage students to repeat it with you. Have Panda applaud the students' effort and say 好 (hǎo; Good).

Name the day of the week and ask a student to place a colored dot/Chinese symbol to mark the day.
- 3) Review
 - a) Show a large white circle and say 白色 (bái sè; White). Place the circle on the floor and say to Panda: 跳! 白色! (Tiào! Bái sè; Jump on white.) Applaud when it jumps on the circle and invite the students to applaud with you saying: 拍拍手! (Pāi pāi shǒu; Clap your hands.) Next tell Panda: 谢谢 (xièxiè; Thank you), after which you have it leave the circle.
 - b) Show a large black circle and say 黑色 (hēi sè; Black). Place the circle on the floor and say to Panda: 跳! 黑色! (Tiào! Hēi sè; Jump on black.) Applaud when it jumps on the circle and invite students to applaud with you saying: 拍拍手! (Pāi pāi shǒu; Clap your hands.). Next tell Panda: 谢谢 (xièxiè; Thank you), after which it leaves the circle.
 - c) Invite several students to stand by the circles and repeat the pattern with them.
- 4) Formative Assessment:

- a) Have students sit in a large circle on the floor. Give to each student one black and one white circle that is a die-cut and laminated or two small fans (one black and one white) each made from half of a laminated circle and a tongue depressor. Demonstrate that the students are to lay the two circles in front of them on the floor. Say 白色 (bái sè; White) and model lifting up a large white circle. Encourage the students to do the same. Now say 黑色 (hēi sè; Black!) but don't hold up a circle, just encourage students to show the black circle. Repeat, varying the order of the colors and note which students have difficulty responding correctly. If many students cannot complete the task, re-teach the colors. If most do well, continue teaching new colors. Provide additional attention for students who have difficulty.

5) Closure:

- a) Sing the song 熊猫歌 (xióngmāogē; Panda song).
 b) Have Panda collect the name tags and says 谢谢 (xièxiè; Thank you) to each student. Have Panda put all of the name tags in a special place in the classroom to save for next time.
 c) Say 再见 (Zài jiàn; Goodbye) to Panda. Panda says 再见 (Zài jiàn; Goodbye) to the students. Say 再见 (Zài jiàn; Goodbye) to the students.

Lesson 7 One Two Three Four Five

Outcomes of focus in this lesson: Students will be able to count to five.

1. **Language:**

Functions:

Describing

Vocabulary:

你好 (nǐhǎo; Hello!)

谢谢 (Xiè xie; Thank you)

我(wǒ; I)

饿 (è; hungry)

竹子 (Zhú zi; Bamboo)

一 (yī; 1)

二 (èr; 2)

三 (sān; 3)

四 (sì; 4)

五 (wǔ; 5)

Key Linguistic Structures:

你___吗? (Nǐ ___ ma; Are you ___?)

是, 我___了 (Shì, wǒ ___ le; Yes, I am ___) / 不是 (Bú shì; No)

2. **Content:**

3. **Culture:**

Materials:

- a) Panda hand puppet
- b) Nametag for Panda and teacher
- c) Student nametags
- d) a blank calendar of the month, a symbol for the month, such as a picture of the full moon, and a symbol to mark the day, such as a colored dot or a copy of a Chinese symbol (such as a small Panda)
- e) five bamboo sticks
- f) candy bar

Procedures:

- 1) Opening/Warm-up
 - a) Greet students singing the 你好 (nǐhǎo; Hello) song.
 - b) Show students your nametag and remind them of your name ____ 老师 (____ lǎoshī; Mr./Mrs./Ms ____). Put the nametag on Panda and have it remind them of its name.
 - c) Introduce a second Panda 好好 (Hǎohǎo; Haohao) to the class. Have the students greet the new Panda 好好 (Hǎohǎo; Haohao) singing the 你好 (nǐhǎo; Hello) song. (It is suggested that the medium-sized Panda be introduced to the class at this time.)
 - d) Invite two students to each hold one of the two Pandas and help hand out the students' nametags, saying 你好 (nǐhǎo; Hello) to each student.
- 2) Routines
 - a) Display the calendar. Have a Panda point to the symbol for the month and say the name of the month in Chinese. Repeat the name of the month and encourage students to repeat it with you. Have Panda applaud the students' effort and say 好 (hǎo; Good).

Name the day of the week and ask a student to place a colored dot/Chinese symbol to mark the day.
- 3) Review
 - a) Review 熊猫歌 (xióngmāogē; Panda song) with one of the Pandas.
- 4) Instructional Activities
 - a) Have a Panda wave to get the teacher's attention, call the teacher by name, whisper in the teacher's ear. Have Panda rub his stomach. Using gestures, the teacher asks, 你饿吗? (Nǐ è ma; Are you hungry?) Have Panda reply, 是, 我饿了 (Shì, wǒ è le; Yes, I am hungry.) Look concerned and search your cart to find a candy bar and offer it to Panda. Have Panda say, 不是 (Bú shì; No) several times. Search further until you find a bamboo plant hidden on your cart and exclaim 竹子 (Zhú zi; Bamboo). Offer the bamboo to Panda. Have him clap saying 谢谢 (xièxiè; Thank you) and pretend to eat the bamboo. Repeat 竹子 (Zhú zi; bamboo) several times, inviting the students to repeat the word.

- b) Have Panda continue to pretend to pull off and eat pieces of bamboo. Count with the traditional Chinese hand gestures 一, 二, 三, 四 and 五 (yī, èr, sān, sì, wǔ; 1-2-3-4-5) as Panda eats 5 pieces of bamboo. Repeat counting several times inviting the students to join in. Exclaim: 五 (wǔ; Five).
 - c) Have Panda stretch and lie down, fall asleep, and snore quietly. Cover the bear with a tiny blanket and gesture “Quiet!” to the class. Hum a Chinese lullaby.
- 5) Closure:
- a) Encourage the students to take off their nametags quietly and name two children to collect and store the nametags in their usual place.
 - b) Encourage the students to pretend like they are sleeping as she leaves the room waving goodbye to the students.

Lesson 8 The Number Chant

Outcomes of focus in this lesson: Students will be able to say the number chant.

1. Language:

Functions:

Naming

Vocabulary:

你好 (nǐhǎo; Hello!)

谢谢 (Xiè xie; Thank you)

我 (wǒ; I)

饿 (è; hungry)

竹子 (Zhú zi; Bamboo)

一 (yī; 1)

二 (èr; 2)

三 (sān; 3)

四 (sì; 4)

五 (wǔ; 5)

拍拍手 (Pāi pāi shǒu; Clap your hands.)

跳 (Tiào; kump)

走 (zǒu; March)

跳 (tiào; jump)

转 (zhuàn; turn around)

Key Linguistic Structures:

你___吗? (Nǐ ___ ma; Are you ___?)

是, 我___了 (Shì, wǒ ___ le; Yes, I am ___) / 不是 (Bú shì; No)

2. Content:

3. Culture:

Materials:

- a) Panda hand puppets
- b) Nametag for Panda and teacher
- c) Student nametags
- d) A blank calendar of the month, a symbol for the month, such as a picture of the full moon, and a symbol to mark the day, such as a colored dot or a copy of a Chinese symbol (such as a small Panda)
- e) Five bamboo sticks place in Panda's backpack
- f) Large laminated cards showing Chinese characters for numbers 1-5
- g) Paper, books, pencils, five of each

Procedures:

- 1) Opening/Warm-up
 - a) Greet students singing the 你好 (nǐhǎo; Hello) song.
 - b) Show students your nametag and remind them of your name (surname and 老师). Put the nametag on Panda have it remind them of its name.
 - c) Have the students greet the two Pandas singing the 你好 (nǐhǎo; Hello) song. One Panda has on a backpack.
 - d) Invite two students to each hold one of the two Pandas and help hand out the students' nametags, saying 你好 (nǐhǎo; Hello!) to each student.
- 2) Routines
 - a) Display the calendar. Have a Panda point to the symbol for the month and say the name of the month in Chinese. Repeat the name of the month and encourage students to repeat it with you. Have Panda applaud the students' effort and say 好! (hǎo; Good).
 - b) Name the day of the week and ask a student to place a colored dot/Chinese symbol to mark the day.
- 3) Review
 - a) Have Panda notice the bamboo plant on the cart and say excitedly 竹子! (zhú zi; Bamboo). Using gestures, the teacher asks, 你饿吗? (Nǐ è ma; Are you hungry?) Have Panda reply, 是, 我饿了。 (Shì, wǒ è le; Yes, I am hungry). Have Panda take off his backpack as it continues to repeat 竹子 (zhú zi; Bamboo). Have Panda open the backpack and pull out 5 bamboo sticks from a lunch bag. Have Panda count out the bamboo sticks one-by-one: 一, 二, 三, 四 and 五 (yī, èr, sān, sì, wǔ; 1-2-3-4-5) and eat the bamboo sticks while students are counting.
 - b) Have Panda review the numbers by displaying in order large laminated cards on each of which there is a Chinese character for a number (using numbers 1-5). Have Panda count the numbers again using the cards, and encourage the students to count with him. Display the numbers as a number line, in order, as done in mathematics, so that Panda can refer to them throughout the rest of the lesson.

4) Instructional Activities

- a) Have Panda flex his muscles to indicate that it is time for him to exercise. Before exercising, have Panda again demonstrate counting one through five as he points to the number line on display: 一, 二, 三, 四, and 五 (yī, èr, sān, sì, wǔ; 1-2-3-4-5). Have Panda chant at a slow pace:

走, 走, 走, 一二三四五, (Zǒu, zǒu, zǒu, yī èr sān sì wǔ; March, march, march, 1, 2, 3, 4, 5)

跳, 跳, 跳, 一二三四五, (Tiào, tiào, tiào, yī èr sān sì wǔ; Jump, jump, jump, 1, 2, 3, 4, 5.)

转, 转, 转, 一二三四五, (Zhuàn, zhuàn, zhuàn, yī èr sān sì wǔ; Turn around, turn around 1, 2, 3, 4, 5.)

拍拍手, 一二三四五。(Pāi pāi shǒu, yī èr sān sì wǔ; Clap, clap, clap, 1, 2, 3, 4, 5.)

Have Panda invite students to join it in chanting and exercising.

- b) Count from one to five demonstrating traditional Chinese hand gestures for each number. Have the students count all together, from one to five imitating your hand gestures. Have Panda look into his backpack and pull out five pencils and then have him count all five items 一, 二, 三, 四, 五 (yī èr sān sì wǔ; 1-2-3-4-5). Next, have Panda look into his backpack and pull out five crayons and count each one: 一, 二, 三, 四, 五 (yī èr sān sì wǔ; 1-2-3-4-5). Have Panda look into his backpack and pull out five sheets of paper and count each one: 一, 二, 三, 四, 五 (yī èr sān sì wǔ; 1-2-3-4-5). Finally, have Panda look into his backpack and pull out five books and count each one: 一, 二, 三, 四, 五 (yī èr sān sì wǔ; 1-2-3-4-5). Encourage students to count along with Panda as it removes items from the backpack.

5) Closure:

- a) Sing the 熊猫歌 (xióngmāogē; Panda song) one more time.
- b) Panda collects the name tags and says 谢谢 (xièxiè; Thank you) to each student. Panda puts all of the name tags in a special place in the classroom to save for next time.
- c) Say 再见 (Zài jiàn; Goodbye) to Panda. Have Panda say 再见 (Zài jiàn; Goodbye) to the students. Says 再见 (Zài jiàn; Goodbye) to the students.

Lesson 9 Panda's Backpack

Outcomes of focus in this lesson: Students will be able to understand common classroom objects.

1. Language:

Functions:

Naming

DRAFT

Vocabulary:

你好 (nǐhǎo; Hello!)
谢谢 (Xiè xie; Thank you)
再见 (Zài jiàn; Goodbye)
一 (yī; 1)
二 (èr; 2)
三 (sān; 3)
四 (sì; 4)
五 (wǔ; 5)
拍拍手 (Pāi pāi shǒu; Clap your hands.)
跳 (Tiào; jump)
走 (zǒu; March)
跳 (tiào; jump)
转 (zhuàn; turn around)
纸 (zhǐ; paper)
蜡笔 (là bǐ ; crayon)
书 (shū; book)
铅笔 (qiān bǐ ; pencil)

Key Linguistic Structures:

2. **Content:**

3. **Culture:**

Materials:

- a) Panda hand puppets
- b) Nametag for Panda and teacher
- c) Student nametags
- d) A blank calendar of the month, a symbol for the month, such as a picture of the full moon, and a symbol to mark the day, such as a colored dot or a copy of a Chinese symbol (such as a small Panda)
- e) Large laminated cards showing Chinese characters for numbers 1-5
- f) Paper sheets, books, pencils, crayons, five of each

Procedures:

- 1) Opening/Warm-up
 - a) Greet students singing the 你好 (nǐhǎo; Hello) song.
 - b) Show students your nametag and remind them of your name (surname and 老师). Put the nametag on Panda and have it remind them of its name.
 - c) Have the students greet the two Pandas singing the 你好 (nǐhǎo; Hello) song. One Panda has one backpack.
 - d) Invite two students to each hold one of the two Pandas and help hand out the students' nametags, saying 你好! (nǐhǎo; Hello) to each student.

2) Routines

- a) Display the calendar. Have a Panda point to the symbol for the month and say the name of the month in Chinese. Repeat the name of the month and encourage students to repeat it with you. Have Panda applaud the students' effort and say 好! (hǎo; Good).

Name the day of the week and ask a student to place a colored dot/Chinese symbol to mark the day.

3) Review

- a) Review the marching chant introduced in the last class, referring to the number cards with Chinese characters for 1-5 that are displayed as a number line: (See Lesson 8)

走, 走, 走, 一二三四五, (Zǒu, zǒu, zǒu, yī èr sān sì wǔ; March, march, march, 1, 2, 3, 4, 5)

跳, 跳, 跳, 一二三四五, (Tiào, tiào, tiào, yī èr sān sì wǔ; Jump, jump, jump, 1, 2, 3, 4, 5.)

转, 转, 转, 一二三四五, (Zhuàn, zhuàn, zhuàn, yī èr sān sì wǔ; Turn around, turn around 1, 2, 3, 4, 5.)

拍拍手, 一二三四五。(Pāi pāi shǒu, yī èr sān sì wǔ; Clap, clap, clap, 1, 2, 3, 4, 5.)

4) Instructional Activities

- a) Count from one to five demonstrating traditional Chinese hand gestures for each number. Have the students count all together, from one to five imitating your hand gestures.
- b) Call five students to the front of the room and give each student a number card, keeping the numbers in order. Count again and have Panda help each student raise the number card above his/her head when it is named in the chant. Go slowly with the chant until the actions are familiar to the students and they respond easily. If time permits, repeat with a second group.
- c) Have Panda look into his backpack and pull out a pencil and say 铅笔 (qiān bǐ ; pencil). Have him continue pulling out one more pencil, repeating the word each time (instead of counting). Encourage students to repeat the word with him each time.
- d) Have Panda then pull out of his backpack and hold up one sheet of paper and say 纸 (zhǐ; paper). Next, have Panda look into his backpack and pull out three crayons and say 蜡笔 (là bǐ ; crayon) similarly. Similarly, have Panda pull out five books and say 书 (shū; book) similarly.
- e) Have Panda put all duplicate objects back in the backpack naming each. Have it lay out one of each object on the table. Have Panda lift up and name each object. Invite the students to say the names of the objects with him. One-by-one, have Panda put the objects back in its backpack.

5) Closure:

- a) Sing the 熊猫歌 (Panda song) one more time.
- b) Have Panda collect the name tags and say 谢谢 (xièxiè; Thank you) to each student. Have Panda put all of the name tags in a special place in the classroom to save for next time.
- c) Say 再见 (Zài jiàn; Goodbye) to Panda. Have Panda say 再见 (Zài jiàn; Goodbye) to the students. Say 再见 (Zài jiàn; Goodbye) to the students.

Lesson 10 How old are you, Haohao?

Outcomes of focus in this lesson: Students will say how old they are.

1. **Language:**

Functions:

Identifying

Naming

Vocabulary:

你好 (nǐhǎo; Hello!)

谢谢 (Xiè xie; Thank you)

再见 (Zài jiàn; Goodbye)

一 (yī; 1)

二 (èr; 2)

三 (sān; 3)

四 (sì; 4)

五 (wǔ; 5)

拍拍手 (Pāi pāi shǒu; Clap your hands.)

跳 (Tiào; kump)

走 (zǒu; March)

跳 (tiào; jump)

转 (zhuàn; turn around)

纸 (zhǐ; paper)

蜡笔 (là bǐ ; crayon)

书 (shū; book)

铅笔 (qiān bǐ ; pencil)

五岁 (wǔ suì; five-years old)

六岁 (liù suì; six-years old)

Key Linguistic Structures:

_____, 你几岁? (_____, nǐ jǐ suì; _____, how old are you?)

我____岁。(wǒ _____ suì; I am _____ years old)

2. **Content:**

3. **Culture:**

DRAFT

Materials:

- a) Panda hand puppets
- b) Nametag for Panda and teacher
- c) Student nametags
- d) A blank calendar of the month, a symbol for the month, such as a picture of the full moon, and a symbol to mark the day, such as a colored dot or a copy of a Chinese symbol (such as a small Panda)
- e) Large laminated cards showing Chinese characters for numbers 1-7
- f) Paper sheets, books, pencils, crayons placed in Panda's backpack
- g) Two pictures showing birthday cakes with 5 and 6 big candles visible

Procedures:

- 1) Opening/Warm-up
 - a) Greet students singing the 你好 (nǐhǎo; Hello) song.
 - b) Invite two students to each hold one of the two Pandas and help hand out the students' nametags, saying 你好 (nǐhǎo; Hello) to each student.
- 2) Routines
 - a) Display the calendar. Have a Panda point to the symbol for the month and say the name of the month in Chinese. Repeat the name of the month and encourage students to repeat it with you. Have Panda applaud the students' effort and say 好! (hǎo; Good).

Name the day of the week and ask a student to place a colored dot/Chinese symbol to mark the day.
- 3) Review
 - a) Review the classroom items (paper, crayon, pencil, book) by having Panda remove each item from its backpack, naming each item several times. Help Panda hold up two different objects. Name the objects and have the class repeat the names. Turn around and hide one object. Turn back to the class and ask 哪个不见了? (Nǎ gè bú jiàn le; Which one is missing?). Repeat this process with several different combinations of items. When the students are ready, add more items to the group.
 - b) Review the marching chant, displaying the number cards in a number line:

走, 走, 走, 一 二 三 四 五。 (March, march, march, 1, 2, 3, 4, 5)
跳, 跳, 跳, 一 二 三 四 五, (Jump, jump, jump, 1, 2, 3, 4, 5.)
转, 转, 转, 一 二 三 四 五, (Turn around, turn around, 1, 2, 3, 4, 5.)
拍拍手, 一 二 三 四 五。 (Clap, clap, clap, 1, 2, 3, 4, 5.)
- 4) Instructional Activities
 - a) Count from one to five using traditional Chinese hand gestures for each number and referring to the number cards with Chinese characters. Have the students count all together, from one to five imitating your hand gestures.

Introduce six and seven with traditional Chinese hand gestures. Count from one to seven several times. Encourage students to count with you, always using gestures. After several practices, add number cards for six and seven.

- b) Have Panda 美美 (měiměi; Meimei) pull out a picture/drawing from its backpack of its birthday showing a birthday cake with 5 big candles visible. Show the picture to the students and invite them to help you count the candles. Ask Panda 美美 (měiměi; Meimei): 美美, 你几岁? (Meimei, nǐ jǐ suì; Meimei, how old are you?). Have Panda 美美 (měiměi; Meimei) respond 五岁 (Wǔ suì; Five-years old.). Help the students repeat the expression.

Ask Panda 好好 (hǎohǎo; Haohao): 好好, 你几岁? (hǎohǎo, nǐ jǐ suì; Haohao, how old are you?) Have Panda 好好 (hǎohǎo; Haohao) respond: 六岁 (Liù suì; Six-years old) showing a picture of a birthday cake with 6 candles. Help the students repeat the expression.

- c) Have Panda 好好 (hǎohǎo; Haohao) ask the class 你几岁? (Nǐ jǐ suì; How old are you?). Have students (who are ready to respond) raise their hands. Have Panda 好好 (hǎohǎo; Haohao) ask individual volunteers how old they are. Repeat their age and go on to another student. Encourage students to show their age using Chinese hand gestures and/or referring to the Pandas' birthday cakes and/or the 1-7 number line to show their age.

5) Closure:

- a) Sing the 熊猫歌 (xióngmāogē; Panda song) one more time.
- b) Invite two students to help the Pandas collect the nametags and say 谢谢 (xièxiè; Thank you) to each student. Have the Pandas and students put all of the name tags in a special place in the classroom.
- c) Say 再见 (Zài jiàn; Goodbye) to the Pandas. Have the Pandas say 再见 (Zài jiàn; Goodbye) to the students. Say 再见 (Zài jiàn; Goodbye) to the students.

Lesson 11 Colors in the Classroom

Outcomes of focus in this lesson: Students will be able to say the name of common classroom objects and the basic colors.

1. **Language:**

Functions:

Naming
Describing

Vocabulary:

你好 (nǐhǎo; Hello!)
谢谢 (Xiè xie; Thank you)
再见 (Zài jiàn; Goodbye)
一 (yī; 1)

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二 (èr; 2)
三 (sān; 3)
四 (sì; 4)
五 (wǔ; 5)
白色 (bái sè; white)
黑色 (hēi sè; black)
红色 (hóng sè; red)
纸 (zhǐ; paper)
蜡笔 (là bǐ ; crayon)
书 (shū; book)
铅笔 (qiān bǐ ; pencil)
五岁 (wǔ suì; five-years old)
六岁 (liù suì; six-years old)

Key Linguistic Structures:

_____, 你几岁? (_____, nǐ jǐ suì; _____, how old are you?)
我____岁。(wǒ ____ suì; I am ____ years old)

2. **Content:**

3. **Culture:**

Materials:

- a) Panda hand puppets
- b) Nametag for Panda and teacher
- c) Student nametags
- d) A blank calendar of the month, a symbol for the month, such as a picture of the full moon, and a symbol to mark the day, such as a colored dot or a copy of a Chinese symbol (such as a small Panda)
- e) A basket of classroom objects: Paper sheets, books, pencils, crayons that are black, white, or red
- f) Sets of cards of the classroom objects: Paper sheets, books, pencils, crayons

Procedures:

- 1) Opening/Warm-up
 - a) Greet students singing the 你好 (nǐhǎo; Hello) song.
 - b) Invite two students to each hold one of the two Pandas and help hand out the students' nametags, saying 你好 (nǐhǎo; Hello) to each student.
- 2) Routines
 - a) Display the calendar. Have a Panda point to the symbol for the month and say the name of the month in Chinese. Repeat the name of the month and encourage students to repeat it with you. Have Panda applaud the students' effort and say 好! (hǎo; Good).
 - b) Name the day of the week and ask a student to place a colored dot/Chinese symbol to mark the day.

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3) Review

- a) Have Panda 好好 (hǎohǎo; Haohao) greet Panda 美美 (měiměi; Meimei), 你好! (hǎo; Hello.) Have Panda 美美 (měiměi; Meimei) respond: 你好! (Hello.) Have Panda 好好 (hǎohǎo; Haohao) ask Panda 美美 (měiměi; Meimei), 你几岁? (Nǐ jǐ suì; How old are you?). Have Panda 美美 (měiměi; Meimei) respond 五岁 (Wǔ suì; Five-years old). Have Panda 美美 (měiměi; Meimei) ask Panda 好好 (hǎohǎo; Haohao) 你几岁? (How old are you?). Have Panda 好好 (hǎohǎo; Haohao) respond 六岁 (Lìu suì; Six years old). Have the two Pandas say 再见! (Zài jiàn; Good bye). (Be sure to have the pictures of each Panda's birthday cake as a visual clue for students.)
- b) Have Panda 好好 (hǎohǎo; Haohao) ask the class 你几岁? (Nǐ jǐ suì; How old are you?). Have students who are ready to respond raise their hands. Have Panda 好好 (hǎohǎo; Haohao) ask individual volunteers how old they are. Repeat their age, hold up the number of fingers appropriate to the age, and repeat the age again. Go on to another student volunteer.
- c) Review the four classroom objects (paper, crayon, pencil, book) by holding up each object one-by-one and naming them. Invite students to help in the naming. Review the objects several times. Lay the objects out so they are visible on the floor or chalkboard. Name them again. Cover up the objects and remove one without students seeing which one is missing. Ask 哪个不见了? (Nǎ gè bú jiàn le; Which one is missing?). Repeat several times.

4) Instructional Activities

- a) Bring out a basket of classroom objects that are black or white. Name the objects with their color such as: 白色铅笔 (bái sè qiān bǐ; White pencil) or 黑色纸 (hēi sè zhǐ; Black paper). Bring out a set of red classroom objects and introduce the color red using: 红色蜡笔/红色铅笔/红色纸 / 红色书 (hóng sè là bǐ/ hóng sè qiān bǐ/hóng sè zhǐ/ hóng sè shū ; Red crayon, red pencil, red paper and red book). Continue similarly encouraging students repeat the objects with their associated colors easily.
- b) Tell students to pick up objects by color. Say: 拿白色铅笔 (Ná bái sè qiān bǐ; Pick up the white pencil.) and have Panda demonstrate the action by picking up the white pencil. Repeat, with the black paper and similarly with red objects. Have the students respond to similar commands.

5) Closure:

- a) Sing the 熊猫歌 (xióngmāogē; Panda song) one more time.

- b) Invite two students to help the Pandas collect the name tags and say 谢谢 (xièxiè; Thank you) to each student. Have the Pandas and students put all of the name tags in a special place in the classroom.
- c) Say 再见 (Zài jiàn; Goodbye) to the Pandas. Have the Pandas say 再见 (Zài jiàn; Goodbye) to the students. Say 再见 (Zài jiàn; Goodbye) to the students.
- 6) Extension Activity:

To extend activity 3.b. on this day or others, prepare in advance multiple sets of cards of the classroom objects so that students may work in pairs. (Note: To prepare the cards, use small note cards with one picture of an object on each card.)

Have Panda demonstrate the activity with one student. With your help, have Panda sit face-to-face with the student. Have Panda lay out all four cards face-up on the floor, as he names them. Next, have Panda demonstrate and/or tell the student to close his/her eyes. When the student's eyes are closed, have Panda remove one of the cards. Have Panda demonstrate and/or tell that the student should open his/her eyes. Have Panda say dramatically: 哪个不见了? (Nǎ gè bú jiàn le; Which one is missing?). Repeat this process over several class periods.

Next, have students, with your help, demonstrate and/or tell Panda to close his eyes, as a student takes a card away. Help them demonstrate and/or tell Panda to open his eyes and name the missing object.

When students have practiced the activity in the large group setting to the point that they are very comfortable with the activity, assign students to work in pairs, distributing one set of classroom object cards to each pair of students. Have Panda walk students through the process of working with a partner at least twice, giving each of the students the opportunity to remove an object and ask the question. Have students work independently in pairs for a short period of time. In most cases, students will require guidance in developing the skills needed to work in pairs and therefore short periods of practice are imperative to the success of this activity. It is best to end the activity when students are fully engaged and interest is high.

Lesson 12 Who are we at School?

Outcomes of focus in the lesson: Students will be able to name common school personnel and school locations.

1. Language:

Functions:

Naming

Vocabulary:

你好 (nǐhǎo; Hello!)

谢谢 (Xiè xie; Thank you)

再见 (Zài jiàn; Goodbye)

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白色 (bái sè; white)
黑色 (hēi sè; black)
红色 (hóng sè; red)
纸 (zhǐ; paper)
蜡笔 (là bǐ ; crayon)
书 (shū; book)
铅笔 (qiān bǐ ; pencil)
老师 (lǎo shī; classroom teacher)
校长 (xiào zhǎng; principal)
护士 (hù shì ; nurse)
中文老师 (zhōng wén lǎo shī; Chinese teacher)
学校 (xué xiào; school)
办公室 (xiào zhǎng bàn gōn shì; principal's office)
教室 (jiào shì; classroom)
洗手间 (xǐ shǒu jiān; bathroom).

Key Linguistic Structures:

_____ 在哪里? (_____ zài nà li; Where is the _____)
_____ 在这里 (_____ zài zhè lǐ ; Here he/she/it is)

2. Content:

3. Culture:

Materials:

- a) Panda hand puppets
- b) Nametag for Panda and teacher
- c) Student nametags
- d) A blank calendar of the month, a symbol for the month, such as a picture of the full moon, and a symbol to mark the day, such as a colored dot or a copy of a Chinese symbol (such as a small Panda)
- e) Black, white, and red circles
- f) Large drawing of classroom objects: Paper sheets, books, pencils, crayons, in white, black, or red
- g) Photos of school personnel that include classroom teacher, principal, nurse, and Chinese teacher in your school and in your partners school
- h) Photos of five school locations: school, principal's office, nurse's office, classroom, and bathroom

Procedures:

1) Opening/Warm-up

- a) Greet students singing the 你好 (nǐhǎo; Hello) song.
- b) Invite two students to each hold one of the two Pandas and help hand out the students' nametags, saying 你好 (nǐhǎo; Hello) to each student.

2) Routines

- a) Display the calendar. Have a Panda point to the symbol for the month and say the name of the month in Chinese. Repeat the name of the month and encourage students to repeat it with you. Have Panda applaud the students' effort and say 好! (hǎo; Good.).

Name the day of the week and ask a student to place a colored dot/Chinese symbol to mark the day.

3) Formative Assessment

- a) Have Panda dramatically place a large drawing of a pencil in one corner of the room, repeating 铅笔, 铅笔, 铅笔 (qiānbǐ, qiānbǐ, qiānbǐ; Pencil, pencil, pencil) as he places it on the wall. Follow the same procedure with the paper, book, and crayon.
- b) Have Panda give directions to the teacher who is holding a white circle, saying: 白色 (báisè; White) ~ 书 (shū; Book). Holding the white circle and pretending to search, walk first toward the pencil and then change direction and go to the book. Have Panda say 好! (hǎo; Good). Demonstrate several times.
- c) Give three to five students colored circles of one color (black, white, or red). Have Panda give directions to the group of students, saying, 红色 (hóngsè; Red) ~ 书 (shū; book). Continue in a similar fashion with other items and with other groups.
- d) Observe students to see who hesitates and who goes directly to the named item. If many students cannot complete the task, re-teach these objects and colors. If most do well, continue teaching new objects. Provide additional attention for students who have difficulty.

4) Instructional Activities

- a) Use photos of your school and your partner's school of the four school personnel 老师 (lǎo shī; classroom teacher), 校长 (xiào zhǎng; principal), 护士 (hù shi; nurse), 中文老师 (zhōng wén lǎo shī; Chinese teacher), and five locations 学校 (xué xiào; school), 校长的办公室 (xiào zhǎng de bàn gōng shì; principal's office), 护士的办公室 (hù shi de bàn gōng shì; nurse's office), 教室 (jiào shì; classroom), and 洗手间 (xǐ shǒu jiān; bathroom). Add photos of Panda and Teddy Bear for a total of 20 cards. Make duplicates of personnel or location for your and your partner's school so that each student in the class is able to hold a photo and another child will have the matching personnel or location for the other school.
- b) Model that the principal of your school is paired with the principal of the partner school. Each personnel member and location has a pair/s in the partner school. Have students choose a photo without seeing what it is and without showing others. Call out a personnel or location, for example, "principal" 校长 (xiào zhǎng; principal). Gesture that students holding the principal should hold them up for all to see. Indicate that all students repeat

“principal” 校长 (xiào zhǎng; principal). Continue with other personnel and locations.

- c) Use the Thumbkin song that asks, ____ 在哪里? ____ 在哪里? 在这里, 在这里。 (____ zài nà lǐ? ____ zài nà lǐ? zài zhè lǐ, zài zhè lǐ; Where is ____, Where is ____, Here he/she/it is, Here he/she/it is.) Use personnel, locations, Panda and Teddy Bear. Model how to hold up the pictures.

5) Closure

- a) Sing the 熊猫歌 (xióngmāogē; Panda song).
- b) Invite two students to help the Pandas collect the name tags and says 谢谢 (xièxiè; Thank you) to each student. Have the Pandas and students put all of the name tags in a special place in the classroom.
- c) Say 再见 (Zài jiàn; Goodbye) to the Pandas. Have the Pandas say 再见 (Zài jiàn; Goodbye) to the students. Say 再见 (Zài jiàn; Goodbye) to the students.

Appendix I Vocabulary List

1. Identifying and Naming (listed by content area)

Action verbs

跳 (Tiào; jump)

走 (zǒu; March)

跳 (tiào; jump)

手 (shǒu; Hands)

腿 (tuǐ; leg)

听! (Tīng; Listen.)

看 (Kàn; Look)

停 (Tíng; Stop)

Age

五岁 (wǔ suì; five-years old)

六岁 (liù suì; six-years old)

Colors

白色 (bái sè; white)

黑色 (hēi sè; black)

红色 (hóng sè; red)

Classroom Objects

纸 (zhǐ; paper)

蜡笔 (là bǐ ; crayon)

书 (shū; book)

铅笔 (qiān bǐ ; pencil)

Calendar words

九月 (jiǔ yuè; September).

Describing

饿 (è; hungry)

Numbers

一 (yī; 1)

二 (èr; 2)

三 (sān; 3)

四 (sì; 4)

五 (wǔ; 5)

Panda words

熊猫 (xióng māo; panda)

竹子 (Zhú zi; Bamboo)

School Personnel

老师 (lǎo shī; classroom teacher)

校长 (xiào zhǎng; principal)

护士 (hù shi ; nurse)

中文老师 (zhōng wén lǎo shī; Chinese teacher)

School Locations

学校 (xué xiào; school)
办公室 (xiào zhǎng bàn gōn shì; principal's office)
教室 (jiào shì; classroom)
洗手间 (xǐ shǒu jiān; bathroom).

Other

中国 (Zhōng guó; China)
月亮 (yuè liàng; moon)
我 (wǒ; I)

2. Classroom Commands

举手! (Jǔ shǒu; Raise your hand.)
拍拍手 (Pāi pāi shǒu; Clap)
听! (Tīng; Listen.)
把手放在自己的腿上! (Bǎ shǒu fàng zài zì jǐ de tuǐ shàng; Hands in your lap.)
看老师! (Kàn lǎo shī; Look at the teacher.)
举手! (Jǔ shǒu; Raise your hand.)

3. Greetings

你好 (nǐ hǎo; Hello!)
谢谢 (Xiè xie; Thank you)
再见 (Zài jiàn; Goodbye)

4. Asking for and giving information

我是_____ (Wǒ shì _____; I am a _____)
我叫_____ (wǒ jiào _____; My name is _____).
我从_____来 (Wǒ cóng _____ lái; I come from _____.)
你_____吗? (Nǐ _____ ma; Are you _____?)
是, 我_____了 (Shì, wǒ _____ le; Yes, I am _____) / 不是 (Bú shì; No)
_____, 你几岁? (_____, nǐ jǐ suì; _____, how old are you?)
我_____岁。 (wǒ _____ suì; I am _____ years old)
_____在哪里? (_____ zài nà li; Where is the _____)
_____在这里 (_____ zài zhè lǐ; Here he/she/it is)

Appendix II Songs and Chants

Song I Hello

你好, 你好! (Nǐhǎo, Nǐhǎo; Hello! Hello!)
你好吗? 你好吗? (Nǐhǎo ma? Nǐhǎo ma; How are you? How are you?)
你好, 谢谢。你好, 谢谢 (Nǐhǎo, Xiè xie! Nǐhǎo, Xiè xie; Hello! Thank you!
Hello! Thank you!)
再见! 再见! (Zài ~ jiàn. Zài ~jiàn; Goodbye! Goodbye!)

Song II Panda Song

熊猫, 熊猫, 转转转, 转转转,
(Xióng māo, xióng māo, zhuàn zhuàn zhuàn, zhuàn zhuàn zhuàn; Panda,
Panda, turn around)
白色黑色白色, 白色黑色白色, 真好看, 真好看!
(Bái sè hēi sè bái sè, bái sè hēi sè bái sè, zhēn hǎo kàn, zhēn hǎo kàn; White
and black, you look very handsome)
Note: Tune of “Liǎng zhī lǎo hǔ 两只老虎”
熊猫, 熊猫, 转转转, 转转转,
(Xióng māo, xióng māo, zhuàn zhuàn zhuàn, zhuàn zhuàn zhuàn; Panda,
Panda, turn around)
白色黑色白色, 白色黑色白色, 真好看, 真好看!
(Bái sè hēi sè bái sè, bái sè hēi sè bái sè, zhēn hǎo kàn, zhēn hǎo kàn; White
and black, you look very handsome)
Note: Tune of “Frere Jacques”

Chant I The Number Chant

走, 走, 走, 一二三四五。 (March, march, march, 1, 2, 3, 4, 5)
跳, 跳, 跳, 一二三四五, (Jump, jump, jump, 1, 2, 3, 4, 5.)
转, 转, 转, 一二三四五, (Turn around, turn around, 1, 2, 3, 4, 5.)
拍拍手, 一二三四五。 (Clap, clap, clap, 1, 2, 3, 4, 5.)