Preface

Flying with Chinese is a series designed to make the most of children's natural ability to learn language by creating meaningful contexts for learning and guiding them towards language proficiency, literacy development and cultural appreciation. Each book is based on a theme and integrated with other subject areas in the elementary school curriculum.

Flying with Chinese is standards-based and focuses on learners' performance. Some of the important elements in this series include the following:
1. Thematic planning and instruction, with emphasis on the principles and structure of a good story;
2. "Standards for Chinese Language Learning," which is part of the *Standards for Foreign Language Learning in the 21st Century*;
3. Principles of *Understanding by Design*;
4. Matching languages with children (*Languages and Children: Making the Match*).
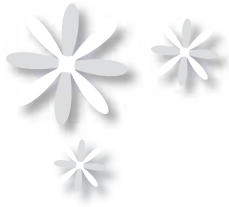
Under three umbrella themes, each book in the series takes on a different but related sub-theme. These themes are interesting to the learners, connect with the curriculum of the elementary school, promote understanding of Chinese culture, and provide a context for language use.

The Student Book provides the basic story for the lessons, while the Workbook gives learners the opportunity to practice the language and use the concepts presented in the Student Book. The Teacher Guide suggests activities for each day and indicates when the Workbook pages are to be used.

Flying with Chinese focuses on a group of children who are learning Chinese together. These children and their families come from a wide range of backgrounds, and several are heritage Chinese speakers. One member of the group goes to China with her family, where she attends a Chinese school and shares her experiences with her former classmates. Throughout the series learners are introduced to legends, real and fictional characters of importance to Chinese culture, and significant customs, celebrations, and other elements of the Chinese way of life.

Flying with Chinese can be used independently or as part of a sequence of study in a program. Just as a child can fly a kite on his own or in a group, we hope that children will have fun flying these Chinese kites while gaining insight into the Chinese-speaking world.

Contents

Introduction to *Flying with Chinese*

飞向中文介绍

Children are natural language learners. Although Chinese may be considered very difficult by adults who do not speak it, children can learn it as naturally and joyfully as they learn any other language, including their own. This series is designed to make the most of the children's natural language learning ability, by creating meaningful contexts for learning and guiding them toward language proficiency and cultural appreciation. Each book is organized around a theme and integrated with other content areas in the elementary school curriculum.

The books and lessons in *Flying with Chinese* are standards-based, designed thematically, and focused on students' performance. The following elements have guided the development of this program:

1. Thematic planning and instruction
2. "Standards for Chinese Language Learning," part of the *Standards for Foreign Language Learning in the 21st Century*
3. Principles of *Understanding by Design*, 2nd Edition
4. Principles and structure of story form
5. Curriculum Development Framework for Language Learning
6. Making the match between languages and children (*Languages and Children: Making the Match,* 3rd Edition)

要点说明

"飞向中文"的课本和课程是按照教学标准，紧扣主题设计，着重于学生的表现。这个项目是根据以下这些原则进行的:

1. 课文内容与教学紧扣主题
2. 遵循《21世纪外语学习标准》的"中文学习标准"
3. 体现《从设计到理解》(第二版)原则
4. 以故事形式来体现教学原则、组织课文结构
5. 使用循序渐进的课程框架进行语言学习
6. 找到语言和儿童之间的契合点(《语言与儿童：契合点》(第三版))

THEMATIC PLANNING
紧扣主题的课文内容

Organizing units and lessons around a theme has a number of important benefits.

- It connects content, language, and culture to a "big idea," or enduring understanding, as recommended by *Understanding by Design*. (see discussion below)

- It makes instruction easy to understand for students, because the theme creates a meaningful context.

- It changes the instructional focus from the language itself to the use of language to achieve meaningful goals.

- It provides a rich context for standards-based learning. (see discussion below)

- It involves the students in real language use in a variety of situations, modes, and text types.

- It involves activities or tasks that can engage the students in complex thinking and sophisticated use of language, even at early stages of instruction.

- It is "brain-friendly," as it takes advantage of the natural ability of the brain to make connections in the process of learning.

- It links language instruction to the philosophy and content of the general elementary school curriculum.

要点说明

围绕主题组织教学单元和课程有许多益处:

- 按《从设计到理解》的构思,将内容、语言和文化与"主要思想"或恒久性理解挂钩。(见下文叙述)
- 使教学变得更容易让学生理解,因为紧扣主题能创造有意义的情境。
- 将教学重心从语言自身转变为语言的使用,以达到有意义的目标。
- 为以标准为基础的学习提供丰富的情境。(见下文叙述)
- 通过一系列情境、模式和课文类型,让学生接触真实生活中的语言使用。
- 创造活动和任务,让学生即便是在教学早期也能进行复杂思考,使用复杂语言。
- 有利于脑部发育,在学习过程中使用大脑的自然能力进行思考联系。
- 将语言教学与小学课程的理念和内容联系起来。

STANDARDS AND CURRICULUM
标准和课程

The *Standards for Foreign Language Learning in the 21st Century* (《21世纪外语学习标准》), of which the Chinese standards are a part, serves as a guide to what is important in the language classroom. They emphasize student performance and the actual use of language in meaningful ways. The *Communication* (沟通) standards remind us to give students experiences and assessments that focus on comprehension and presentation of information as well as on interaction. The *Cultures* (文化) and *Connections* (贯连) standards call for the creation of rich contexts for language learning, drawn from the cultures being taught and from the general curriculum. The *Comparisons* (比较) standards encourage teachers to help students better understand their own language and culture as they begin to understand the new language and cultures. In the *Communities* (社区) standards, teachers are reminded of the most important goals of language learning: real use of the new language beyond the classroom and development of a life-long interest and enthusiasm for language learning. Together, the standards emphasize the importance of assessment of student performance.

A summary of the standards is provided here to make the planning of lessons convenient. For further information, including Chinese language examples, please see *Standards for Foreign Language Learning in the 21st Century*. (2006) 3rd Edition. Revised. Alexandria, VA: National Standards in Education Project. Information on ordering the series can be found at www.actfl.org.
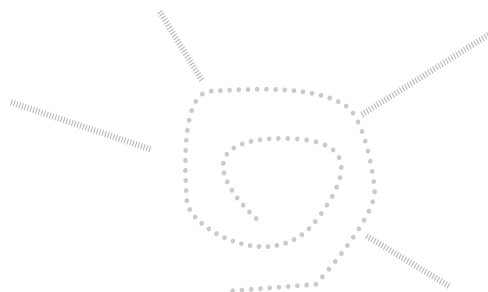
STANDARDS FOR CHINESE LANGUAGE LEARNING

Goal One: Communication

Communicate in Chinese

Standard 1.1
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

Standard 1.2
Students understand and interpret written and spoken language on a variety of topics in Chinese.

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

Goal Two: Cultures

Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World

Standard 2.1
Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese-speaking world.

Standard 2.2
Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese-speaking world.

Goal Three: Connections

Connect with Other Disciplines and Acquire Information

Standard 3.1
Students reinforce and further their knowledge of other disciplines through the study of Chinese.

Standard 3.2
Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

Goal Four: Comparisons

Develop Insight into the Nature of Language and Culture

Standard 4.1
Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

Standard 4.2
Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

Goal Five: Communities

Participate in Multilingual Communities at Home and Around the World

Standard 5.1
Students use the Chinese language both within and beyond the school setting.

Standard 5.2
Students show evidence of becoming life-long learners by using Chinese for personal enjoyment and enrichment.

中文学习标准

目标一：沟通

运用中文沟通

标准 1.1 — 语言沟通

学生以交谈方式，询问或提供讯息、交换意见、表达感情。

标准 1.2 — 理解诠释

学生明白和领会不同题材的书写(文字或拼音)与口语的表述。

标准 1.3 — 表达演示

学生能将不同主题的信息、想法及理念，充分表达给听众或读者。

目标二：文化

获取中华文化知识，理解中华文化

标准 2.1 — 文化习俗

理解中华文化习俗和观念的关系。

标准 2.2 — 文化产物

理解中华文化传承和观念的关系。

目标三：贯连

对其他学科触类旁通，增广见闻

标准 3.1 — 触类旁通

由于学习中文，而加强或扩展其它学科的知识领域。

标准 3.2 — 博闻广见

学生能得到唯有学中文才能获得的特殊观点与体认。

目标四：比较

发展语言文化洞察力

标准 4.1 — 比较语言

学生比较中文与其母语，而促进对语言本质的了解。

标准 4.2 — 比较文化

学生比较中国文化与其本国文化，而达成对文化本质的了解。

目标五：社区

参与国内和国际的多元文化社区

标准 5.1 — 学以致用

学生可以在校内与校外使用中文。

标准 5.2 — 学无止境

学生将中华语言文化溶入日常生活，充实生活，增进乐趣。

UNDERSTANDING BY DESIGN/BACKWARD DESIGN AND CURRICULUM
从设计到理解 / 反向设计和课程设计

The principles of backward planning/backward design, as developed in the popular book *Understanding by Design* (Wiggins and McTighe, 1998, 2005), guide the planning process for this program and for the language classroom. Like the Standards, backward design involves first deciding the desired results of instruction, and then planning the content and the activities necessary to prepare students to achieve these results.

As a first step, the planner decides the enduring understanding, or "*big ideas* (主要思想)," that make this particular lesson or set of materials important enough to teach. An "*Enduring Understanding* (EU)" (恒久性理解) goes beyond the Chinese classroom to have lasting value in the lives and learning of the students. It is most clearly expressed in a sentence that begins, "Students will understand that..." For example, the EU for the first unit in this program is: Students will understand that they can use Chinese to make friends.

Once this EU has been identified, the actual goal of the unit is stated as an "*Essential Question* (EQ)" (重点问题). This question is usually stated in terms that a student will understand. For example, the EQ for the first unit in this program is: What do my new friends want to know about me? The EQ helps to clarify both the purpose and the goal of the unit.

The next step is to decide what *evidence* (证据) the teacher needs to be sure that students have successfully learned the material of the unit and gained the enduring understanding. This is usually expressed as one or more final products or *performances* (表现) (performance assessments) which the students are working towards throughout the unit. In this assessment, the emphasis is on performance, actually demonstrating the new learning and understanding, and not just passing a test or telling what has been learned. In our standards-based curriculum, these performances include interpersonal, interpretive, and presentational communication. In addition to the final performance, or summative assessment, there will also be formative assessments along the way to help the teacher track the progress of individual students toward the unit's goal.
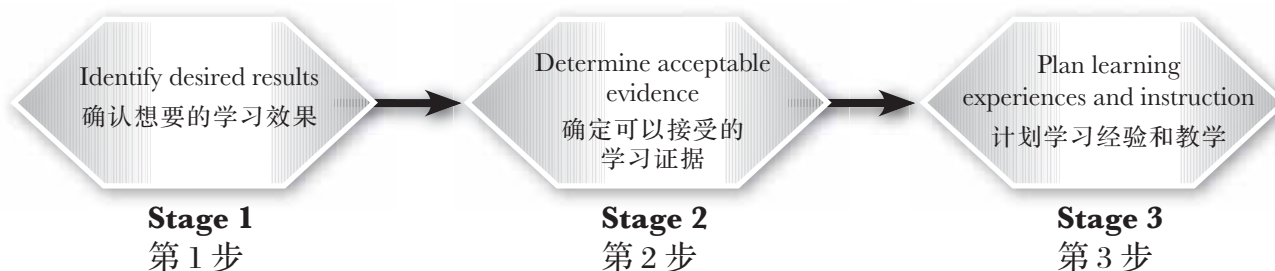
In the *Flying with Chinese* program, the enduring understanding, essential questions, and performance assessments for each book guide the choice of all the materials and activities within the book, the Workbook, and the Teacher Guide. Together they serve as a kind of magnetic pole, defining "true North" for the textbook writers and for the Chinese teacher. When the Chinese teacher plans lessons and activities, he or she will use some of his or her own activities and resources in addition to the Teacher Guide, the Workbook, and the Student Book. These activities and resources can be chosen with confidence when they are always tested for their contribution to bringing students to the goal(s) described by the EU, the EQ, and the final assessment. The enduring understanding, essential questions, themes and sub-themes of this series are listed in the next chapter.

要点说明

- 和中文学习标准一样，反向设计首先要决定欲达到的教学效果，其次是计划教学内容和必要的活动来促使学生达到学习目标。
- 在"飞向中文"系列教材中，每本书所涵盖的恒久性理解、重点问题和表现评估方面的设计都经由不同形式的教材和活动具体而微地呈现在本系列教材的所有学生课本、练习册和教师指引用书中。
- 同时，这些核心部分扮演着磁极的角色，是教材作者和老师的指南。老师备课和准备课堂活动时，除了教师指引、练习册和学生课本中提供的活动之外，也可以使用自己的活动，调动自己的资源。

The steps in this backward design process are summarized here:
反向设计过程有以下几个步骤:

Identify desired results 确认想要的学习效果	Determine acceptable evidence 确定可以接受的 学习证据	Plan learning experiences and instruction 计划学习经验和教学
Stage 1 第 1 步	**Stage 2** 第 2 步	**Stage 3** 第 3 步

Stages in the Backward Design Process

Stage 1: Identify desired results
  • What is worthy and requires of understanding? ("Students will understand that…")

Stage 2: Determine acceptable evidence
  • What is evidence of understanding? (Final product or performance)

Stage 3: Plan learning experiences and instruction (Always guided by "true North" , the EU and the EQ)
  • What learning experiences and teaching promote understanding, interest and excellence?

要点说明

反向设计过程步骤:

第1步: 确认想要的学习效果
  • 什么是要求理解的?("学生将会理解……")

第2步: 确定可以接受的学习证据
  • 什么是已经理解的证据?(最终产品或表现)

第3步: 计划学习过程和教学步骤(参照每本书的指导原则, 也就是"恒久性理解"和"重点问题"的指导)
  • 什么学习经验和教学方式能够促进理解, 提高学习兴趣和获得优秀学习效果?

STORY FORM AND LESSON PLANNING
以故事形式备课

Story Form (故事形式) is a term developed by Kieran Egan, a Canadian researcher, and described in a number of his books, including *Teaching As Storytelling*: *An Alternative Approach to Teaching and Curriculum in the Elementary School* (1986). The authors of *Flying with Chinese* believe that good units, lessons, or activities all share the characteristics of a good story, including elements such as suspense, humor, surprise, and appeal to the emotions. Perhaps most importantly, there should be a clear-cut beginning, middle, and end, and the end point should provide students with a sense of completion, success, and pride. The most successful activities, lessons, and units should "land" in much the same way as a gymnast "sticks" a landing.

Story Form Structure

Beginning

- Motivation
- Engagement of the Learner

Middle

- Activity Toward a Goal
- Participation by the Learner

End

- Outcome
- Product
- Solution
- Resolution
- Achievement of Goal by the Learner

故事形式结构

开场

- 热身
- 激发学生兴趣和注意力

中场

- 朝向目标的活动
- 学生参与

收场

- 结果
- 产品
- 解决方案
- 解决
- 学生达到学习目标

In his "Story Form Framework" for primary school students (p.41), Egan suggests that planners always begin with these three questions, to determine what is most important in the material to be taught. For example:

Question from Story Form Framework	Example for the topic "family"
1. *What is most important about this topic (for this unit or this lesson)?*	Family members help and support each other in many different ways.
2. *Why should it matter to children (or learners)?*	All children are part of some kind of family, and learning about other families helps them understand their own family situation.
3. *What is affectively engaging about it?*	The emotions associated with family relationships are among the deepest and the most basic, especially for children. "Helping" and "not helping" can be very emotional, especially among siblings.

故事形式结构问题	"家庭"主题举例
1. 这个主题最重要的地方是什么? (在本单元或本课中)	家庭成员互相帮助、互相支持。
2. 为什么它对儿童(或学生)很重要?	儿童来自各种家庭环境，了解其他的家庭有助于他们了解自己的家庭环境。
3. 什么是最能动感情的激发方式?	与家庭相关的感情是最深厚，也是最基本的情感。尤其对于儿童，特别是在兄弟姐妹间，"帮助"与"不帮"可以是非常情绪化的话题。

We encourage teachers to begin the planning of every lesson with these three questions, as we have tried to do in these Chinese materials.

The planning process for the teacher is very demanding, requiring numerous decisions at every step. Dahlberg has organized these teacher decisions in a graph that shows how all of the key decisions relate to one another (see the next page). Throughout the planning, every aspect of the unit and the lesson are brought together by the thematic center: Theme, Enduring Understandings/Essential Questions, Standards, and Outcomes (Objectives).

Some of the resources for the planner, as recommended for the framework, include the following:

- *Standards*, local and state curriculum guides/frameworks
- Lists of language functions (language in use): see example in the next page
- Culture Framework; symbols, products, practices (available for K-8 from Montgomery County Public Schools; 850 Hungerford Dr., Rockville, MD 20850 phone: 301-279-3911)
- Content guides for other curriculum areas
- ACTFL Student Performance Guidelines (See Appendix, *Languages and Children* or order from the ACTFL website: www.actfl.org)

In the books of the *Flying with Chinese* series, many of the themes have been based on stories chosen and developed to bring Chinese culture and history to life.

要点说明

由大纲推荐的备课资源包括以下内容:

- 《中文学习标准》、本地和国家课程指南或大纲
- 语言功能表(应用语言):见以下举例
- 文化认知纲要;符号、产品、练习(可参见位于850 Hungerford Dr., Rockville, MD 20850 的马州蒙郡公立学校的 K-8教程,电话: 301-279-3911)
- 其他课程的内容指南
- 学生表现指南(见《语言与儿童》附录或向ACTFL网站www.actfl.org订购。)
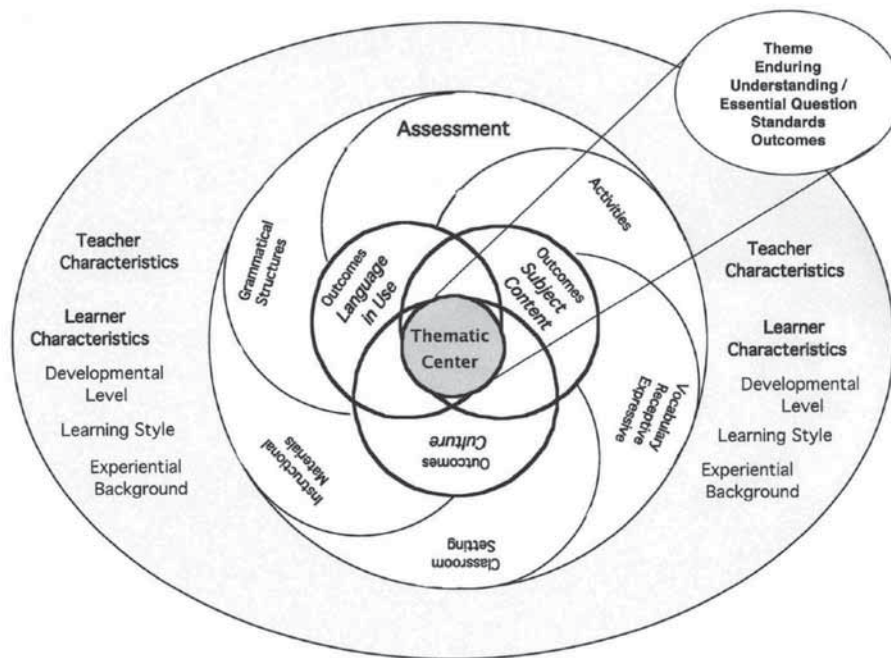
A CURRICULUM DEVELOPMENT FRAMEWORK FOR LANGUAGE LEARNING
Carol Ann Dahlberg • cadahlbe@cord.edu

Communicative Functions (**Language in Use**)
Australian Language Levels Stages B - D (**Middle Primary**)
(both initiating and reacting)

Socializing • using different modes of address • inquiring about health • greeting • introducing • thanking *Exchanging information* • identifying • asking for/giving information • describing • narrating personal experiences • inquiring about or expressing knowledge • inquiring about or expressing opinions • asking for /giving permission • stating necessity and need • inquiring about or expressing likes / dislikes / preferences • inquiring about or expressing wishes	*Getting things done* • requesting • suggesting • making arrangements • reacting to offers, requests, suggestions, invitations • inviting • instructing *Expressing attitudes* • expressing admiration • expressing approval/disapproval • expressing interest/disinterest • expressing friendship • expressing regret • expressing apology • expressing need	*Organizing and maintaining communication* • attracting attention • expressing lack of comprehension • asking for repetition or rephrasing • asking how to say something in the target language • asking how to spell something mentioned • asking someone to explain what they had just said

Australian Language Levels Guidelines, Book 2: Syllabus Development and Programming.
Woden, A. C. T. : Curriculum Development Centre, 1988, pg 69

语言沟通功能（应用语言）
澳洲B至D阶段（小学中年级）语言能力分级
（主动和被动）

社交
- 使用不同的称呼
- 询问健康状况
- 问候
- 自我介绍
- 感谢

交换信息
- 识别
- 请教/提供信息
- 描绘
- 叙述个人经验
- 询问或表达知识
- 询问或表达意见
- 请教／同意
- 表达需要
- 询问或表达喜欢/不喜欢/偏爱
- 询问或表达希望

行事
- 要求
- 建议
- 做安排
- 回应好意、要求、建议、邀请
- 邀请
- 指示

表达态度
- 表达羡慕
- 表达同意/不同意
- 表达兴趣/不感兴趣
- 表达友谊
- 表达遗憾
- 表达歉意
- 表达需要

组织与保持沟通
- 吸引注意力
- 表达未听懂意思
- 请求重复或另行措辞
- 询问在目标语言如何叙说某事物
- 询问如何拼写所提到的某事物
- 请求他人解释他们刚说过的话

澳洲语言分级指南, 第二册：《发展与计划纲要》。

澳大利亚:课程发展中心， 1988，第69页

GUIDING PRINCIPLES FOR *FLYING WITH CHINESE*
《飞向中文》的主导原则

Teachers will have the greatest success with these materials if they follow these guidelines:

1. Teach 98 to 100 per cent of the time in Chinese.

2. Use Chinese for classroom management as well as for instruction.

3. Surround students with Chinese and give them extended listening experiences, through use of storytelling, story reading, Total Physical Response (TPR) activities, explanations, descriptions, and demonstrations. The language for these activities should be directed to the students' current comprehension level and slightly above (i+1).

4. Avoid translating from English to Chinese or from Chinese to English, and do not encourage students to translate. Clarify meaning through the use of visuals, gestures, physical activity, and clear context. Check for understanding using the same tools, and by asking students to perform with the new language.

5. Present vocabulary in functional chunks and in context, rather than as isolated words or lists.

6. Plan lessons that include a variety of activities, student groupings, and types of interaction that will appeal to differing learner interests and learning styles.

7. Use songs, rhymes, chants, and games to practice language and reinforce concepts.

8. Choose authentic songs, games, stories, and rhymes in preference to translations whenever possible.

9. Provide opportunities for learners to express personal meaning from the earliest stage of the program.

10. Encourage growing independence and independent language use on the part of students, moving them toward increased expression of individual ideas and opinions.

要点说明

教师若能运用以下的方式进行教学，将达到最大的理想效果：

1. 98%–100%的时间用中文教学。

2. 课堂管理和教学都用中文。

3. 通过讲故事、读故事、TPR活动、解释、描述和演示等形式，给学生创造一个中文使用环境，训练学生的听力。在这些活动中所使用的语言应切合学生现有的理解程度，稍微高于(i+1)。

4. 避免将英文翻译为中文，或将中文翻译为英文，也不鼓励学生翻译。通过可视手段、手势、身体活动以及清楚的上下文语境让学生明白意思。使用同样的方式检查学生是否已理解，并要求学生用新学的语言将意思表演出来。

5. 将要学的单词通过一系列功能性语言或上下文意思，而不是使用单独的单词或词汇演示出来。

6. 备课时要准备适合不同兴趣和学习方式的学生的各种活动、学生分组和互动方式在课堂教学中使用。

7. 使用歌曲、韵文、吟诵和游戏来练习语言使用和加强概念。

8. 如果有可能，尽量选择原汁原味的，而不是翻译过来的歌曲、游戏、故事和韵文。

9. 从教学早期开始就为学生提供表达个人意愿的机会。

10. 鼓励学生培养独立使用语言的能力，一步一步培养学生表达个人思想和意见的能力。

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Overview of Language and Literacy Development in *Flying with Chinese*
飞向中文口语与书写能力发展总览

HOW TO USE THIS PROGRAM
如何使用本套教材

Flying with Chinese provides materials for Kindergarten up to Grade 6. The complete program consists of 21 Student Books, each with an accompanying Workbook and a Teacher Guide. Each lesson in the Student Book and Workbook is intended to provide materials for one week of classes that meet daily for 30 minutes. The Teacher Guide gives teachers the background to the program and general suggestions for planning and managing the classroom when teaching Chinese.

Each of the books in this program is organized around a different theme. The themes have been selected for the value of their interest to the learners, their connections to the curriculum of the elementary school, their potential for creating understanding of Chinese culture, and the usefulness of the language related to the theme. The Student Book provides the basic story for the lessons, while the Workbook gives students the opportunity to practice the language and use the concepts presented in the Student Book. The Teacher Guide suggests activities for the main portion of the class for each day and indicates when to use the Workbook pages.

The Student Book and Workbook are interrelated in a complementary fashion. The Student Book introduces the language and concepts, while the Workbook reinforces them. The Workbook can be used as material for classroom activity or preparation for assessment. It can also function as homework to be applied in family and community situations. As emphasized throughout the entire series of *Flying with Chinese,* classroom activities, learning, instruction, and application of the Chinese language and culture are not limited to paper and pencil. Particularly suited for young learners is the notion of listening for an extended period of time and natural language use in real life situations. Therefore, the use of Student Books and Workbooks must be embedded in a rich context of games, songs, rhymes, and other interactive activities.

要点说明

- "飞向中文"系列提供从幼儿班到六年级的全套教材,一共21本。每本学生课本附带练习册和教师指引。每一单元设计内容适合每天30分钟教学及一周使用。教师指引为老师们提供本套教材的教学背景、教案设计的方法以及教学进行中的活动提示等。

- 每本书涵概不同的主题,以学童的兴趣和年龄认知为主轴。内容呼应主流小学课程,启发学童创作力、引导学童对语言的应用和文化的了解。

- 课本和练习册互为补充。课本介绍语言和概念,练习册帮助学生巩固所学知识。练习册可以用来做课堂活动材料,或测验的准备,也能用作家庭作业。

- 整个"飞向中文"教材系列所强调的,包括所有的课堂活动、学习、教学提示以及中华语言和文化的应用都不局限于纸和笔的使用。尤其是强调听力,不但延展学生的听力锻炼,并且积极与日常生活中的自然语言结合使用,特别适合小朋友学习。

- 因此,学生课本和练习册的使用必需配合丰富的教学活动,例如游戏、儿歌,童谣以及其他互动性强的活动。

The overview of the books (pg. 20-29) summarizes the themes, oral language and literacy development for each of the books and provides a suggested layout from Kindergarten up to Grade 6. Programs that begin later than Kindergarten, or that have more or less intensity than 30 minutes per day, can use the same materials over a longer or shorter period of time.

要点说明

- 第20–29页的书名一览表综览幼儿班到六年级每本书的课文主题、以及口语与书写能力发展要求。

- 如果有中文课程是在幼儿班以后才开始的，或者每天上课时间多于或少于30分钟,也可以使用此系列的教材，不过需要在学习时间的长短上斟情做适度的调整。

Themes and Titles
主题与书名一览表

	Kindergarten Level	Grade 1	Grade 2
Theme Focus 主题	All About Me in My Chinese World 我和我的中文世界	All About Families 我们的家庭	My School Is a Community of Learning 我的学校是学习的社区
Theme A Global Citizen 世界公民 including topics on • Geography • History • Civics	Just Imagine! An Introduction to Chinese 想像一下，中文入门 Sun Wukong Comes to Visit Me 孙悟空来看我	Families Help Each Other 家人之间互相帮助 My Uncle's Wedding 舅舅的婚礼	I Am Part of a School Community 我是学校社区的一员 A Big Performance 大表演
Theme B Global Responsibilities 世界责任 including topics on • Science • Environment • Health • Mathematics	My Body Connects Me to My World 我的身体把我与外界联接起来 My Friend Pingping 我的朋友平平	There Are All Kinds of Families 各式各样的家庭 The Amazing Animal Race 动物大赛跑	I Can Discover How the World Works 我能发现世界是怎么运行的 Little Silk Worms, Big Discovery 小小蚕，大发现
Theme C Cultural Heritage 文化遗产 including topics on • Arts • Music • Geography • History	Let Me Tell You Who I Am 让我告诉你我是谁 My Birthday Party 我的生日会	A New Year's Visit to a Chinese Family 与中国家庭共度新年 José's Chinese New Year 荷西的中国新年	Going to School With Chinese Friends 和中国朋友一起上学 Letters from Mary 玛丽的信

Grade 3*	Grade 4*	Grade 5*	Grade 6*
I Am Important to My Community	I Can Explore My World Outdoors	I Am a Citizen of My Country	I Am Part of a Wide, Wide World
我对大家很重要	我能在家门外探险	我是我国的公民	我是大大世界的一份子
In a Community We Work Together 我和大家一起工作	What Can I Discover Beyond My Community? 在我们的社区外我还能发现什么？	What Does It Mean to Be a Good Citizen? 什么样的人是好公民？	Finding My Place in the Wide World 在广阔天地中找到我的位置
Helping People is the Source of Happiness 助人为快乐之本	Home is my Heart 心中的家园	Vote for me 投我一票	A Trip to China 中国游
I Live with Many Different Systems 我和许多系统住在一起	In What Ways Do Living Things Need Each Other? 生物是怎样互相依靠的？	My Environment and I Influence Each Other 我影响环境，环境也影响我	Our Worlds Are Connected Through Time and Space 世界是由时间和空间连接起来的
Looking at Stars, Searching for Systems 看星星，找系统	Save the Pandas! 保护熊猫	The Waste Detectives 环保侦探	Treasure Hunt 寻宝
Communities Work and Play Together 大家一起工作一起玩	Finding China–China Finds the World 找到中国——中国找到世界	What Is Culture? What Happens When People of Different Cultures Meet? 文化是什么？来自不同文化背景的人见面时会发生什么？	Let's Go! - Going Places with Chinese 我们出发吧！说中文游世界
The Unforgettable Dragon Boat Festival 难忘的端午节	Heroes of the Open Sea 航海探险家	Travelers on the Silk Road 丝路旅人	Flying With Chinese 飞向中文
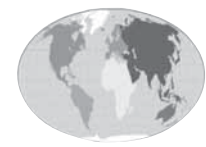
(***** Covers subject to change 封面设计有待确定)

Scope and Sequence of Oral Language and L

Development from Kindergarten to Grade 6

Grade	K	Grade 1	Grade 2
Expected Oral Language Proficiency Level	**JR. NOVICE-LOW**	**JR. NOVICE-MID**	**JR. NOVICE-MID – JR. NOVICE-HIGH**
	Comprehension Recognizes isolated words and high-frequency expressions.	**Comprehension** Understands predictable questions, statements, and commands in familiar topic areas, supported by contextual clues, repetition at slower rate of speech.	**Comprehension** Understands predictable questions, statements, and commands in familiar topic areas, and some new information supported by contextual clues, repetition, and rephrasing at slower rate of speech.
	Functional Ability Produces isolated words and/or high-frequency expressions. Has no functional communicative ability.	**Functional Ability** Uses a limited number of words and phrases, and some longer memorized expressions within predictable topic areas. Makes attempts to create with the language, but is unsuccessful. May use native language. Often makes long pauses.	**Functional Ability** Uses high-frequency expressions and other memorized expressions. Signs of originality and spontaneity begin to emerge. Makes attempts to create with language with more success, but unable to sustain speech.
	Vocabulary Recognizes and uses words and expressions related to concrete objects and actions on learned topics.	**Vocabulary** Uses specific words, high-frequency expressions, and other longer, memorized expressions in a limited number of topic areas. Frequent searches for words.	**Vocabulary** Uses vocabulary centering on basic objects, actions, places, and common kinship terms, adequate for minimally elaborating utterances in predictable topic areas.
	Grammar Uses memorized chunks accurately, but lacks grammar awareness.	**Grammar** Uses memorized expressions accurately. Attempts at putting together two or three word phrases. Limited grammar awareness.	**Grammar** Relies on memorized expressions. Creates some sentence-level speech. Attempts to use verbs.

Literacy

Grade 3	Grade 4	Grade 5	Grade 6
JR. NOVICE-HIGH-JR. INTERMEDIATE-LOW	**JR. INTERMEDIATE-LOW – JR. INTERMEDIATE-MID**	**JR. INTERMEDIATE-MID – JR. INTERMEDIATE HIGH**	**JR. INTERMEDIATE HIGH OR INTERMEDIATE MID**
Comprehension Understands new information and oral messages in a limited number of areas with contextual support. Follows conversation at a fairly normal rate of speech.	**Comprehension** Understands information and messages in new contexts though some slow down may be necessary. May show some difficulty in unfamiliar topics.	**Comprehension** Understands speech at normal speed most of the time. Fewer comprehension problems. Understands longer stretches of connected discourse on a number of topics.	**Comprehension** Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging.
Functional Ability Able to handle a limited number of every day social interactions. Maintains simple conversations. Creates with language, although in a restrictive and reactive manner.	**Functional Ability** May initiate talk without relying on questions and prompts. Shows evidence of spontaneity. Gives simple descriptions successfully.	**Functional Ability** Maintains conversations with increasing fluency. Uses language creatively to initiate and sustain talk.	**Functional Ability** Speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.
Vocabulary Has sufficient vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating them.	**Vocabulary** Has basic vocabulary for discussions of a personal nature and on limited topics. Gaps may exist for speaking about topics of general interest. Attempts circumlocution.	**Vocabulary** Has a broad enough vocabulary for discussing simple social and academic topics in generalities, but lacks detail. Achieves successful circumlocution.	**Vocabulary** Has a broad enough vocabulary for discussing simple social and academic topics in generalities, but lacks detail. Achieves successful circumlocution.
Grammar Goes beyond memorized utterances to create with the language. Uses verbs. Speech may contain many grammatical inaccuracies.	**Grammar** Maintains simple conversation, may attempt longer and complex sentences with few connectors. Many grammatical inaccuracies.	**Grammar** Connected discourse is beginning to emerge in descriptions and narratives. Grammatical inaccuracies present.	**Grammar** Their speech may contain pauses, reformulations and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. Because of inaccuracies in their vocabulary and/or pronunciation and/or grammar and/or syntax, misunderstandings can occur, but Intermediate-Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

Grade	K	Grade 1	Grade 2
Tones and Pinyin	*Tone exercise* • practices one single tone per day.	*Tone exercise* • practices one pair of two-tone combinations in meaningful words and phrases with no change in tone; • use only simple tone combinations.	*Tone exercise* • practices one pair in any combination of tone exercises in combinations in meaningful words and phrases.
	Pinyin system • has no introduction.	*Pinyin system* • has no introduction.	*Pinyin system* • has no introduction.
Reading and Writing Competencies	***Hanzi* acquisition–33 *hanzi* (one *hanzi* per lesson)** **Pre-Writing** • acts out or draws *hanzi* being introduced; • practices stroke order with the teacher and class (practices in the air, writing in sandbox or rice box); • traces and/or colors the *hanzi*. **Sight vocabulary development** • recognizes the Chinese names; • recognizes and says the *hanzi* specifically introduced in the lesson and shows understanding of meaning; for example, matches *hanzi* with pictures; finds learned *hanzi* in posters, signs, or labels; draws pictures representing what that *hanzi* means; • recognizes common classroom signs written in *hanzi*; • follows along when books written in Chinese are read aloud.	***Hanzi* acquisition–29 new *hanzi* (one *hanzi* per lesson, 62 running total)** **Pre-Writing** • includes all in the previous level; • copies and writes *hanzi* that have been learned. **Sight vocabulary development** • includes all in the previous level; • recognizes some *hanzi* from the textbooks; • recognizes some *hanzi* in signs and/or labels.	***Hanzi* acquisition–48 new *hanzi* (2 *hanzi* per lesson, 110 running total)** **Early Writing** • includes all in the previous level; • writes independently some *hanzi* that have been learned; • uses *hanzi* to express personal meaning. **Early Reading** • includes all in the previous level; • recognizes some *hanzi* in words, phrases, or expressions found in signs, labels, textbooks, fortune cookies, newspaper, brochures or magazines; • reads some story books written in Chinese of appropriate reading levels, or follows along when they are read aloud.

Grade 3	Grade 4	Grade 5	Grade 6
Pinyin system • introduces *Hanyu Pinyin*. • provides recognition and pronunciation of pinyin alphabets in isolation and in meaningful words, phrases, and expressions	*Pinyin system* • uses *pinyin* to support the learning and use of *hanzi*; • encourages students to write or keyboard on computer with *pinyin* as the input system; • produces *pinyin* and; can transcribe spoken Chinese into written text by using *Hanyu Pinyin* or combined with *hanzi*.	*Pinyin system* • is the same as above; • introduces use of Chinese dictionary.	*Pinyin system* • is the same as above; • introduces the use of Chinese dictionary.
Hanzi **acquisition–44 new hanzi** (**2** *hanzi* **per lesson, 154 running total**)	*Hanzi* **acquisition–63 new hanzi** (**3** *hanzi* **per lesson, 217 running total**)	*Hanzi* **acquisition–95 new hanzi** (**5 hanzi per lesson, 312 running total**)	*Hanzi* **acquisition–108 new hanzi** (**6** *hanzi* **per lesson, 420 grand total**)
Early Writing • includes all in the previous levels; • copies what the teacher writes or from a sign, poster, label, word bank, or textbook; • with the help of the teacher, creates a text together with the class; • uses a combination of *hanzi pinyin*, and/or pictures to write, following a pattern or format provided by the teacher (e.g. making a list, labeling a picture); • uses some *hanzi* that have been learned to write words, phrases, or expressions that would help to communicate.	**Early Writing** • includes all in the previous levels; • transcribes or inputs on the computer Chinese words, phrases, expressions, and sentences in *pinyin*; • uses a combination of *hanzi* and *pinyin* to write a shopping or to do list, message, poster, flyer, cards, postcards, or short note or letter.	**Writing** • includes all in the previous levels plus; • begins to write for an audience to communicate information, instructions, or experiences.	**Writing** • includes all in the previous levels; • begins to demonstrate competencies in writing for an audience, as evidenced in the quantity, fluency, and accuracy of the text.
Early Reading • includes all in the previous levels; • reads Chinese words or phrases written in *hanzi* or *pinyin;* • reads the textbook with the help of the teacher or another Chinese-speaking person; • reads aloud what has been written by oneself, friends, or class.	**Early Reading** • includes all in the previous levels; • reads the textbook with the help of technology, the teacher or another Chinese-speaking person, or with *pinyin*; • reads some books written in Chinese of appropriate reading levels, or follows along when they are read aloud.	**Reading** • includes all in the previous levels; • begins to read for information or enjoyment using materials appropriate for the age and reading level.	**Reading** • includes all in the previous levels; • begins to demonstrate competencies in reading for a purpose, as evidenced in the comprehension and interpretation of the text.

幼儿班至六年级口语与书写能力发展一览表

年级	K	1年级	2年级
预期口语能力	**低年级学生 — 低度表现**	**低年级学生—中度表现**	**低年级学生—中度表现至 低年级学生—高度表现**
	理解力 能认识单词和出现频率高的用语。	**理解力** 能借助上下文的情境或慢速重复理解日常主题范畴的简单问题、陈述以及指令。	**理解力** 能借助上下文的情境或慢速重复和改述，理解日常主题范畴的简单问题、陈述和指令，以及新信息。
	语言使用能力 能说出单词和/或出现频率高的用语。还不具备语言使用能力来交际沟通。	**语言使用能力** 能在简单的主题范畴内,使用有限的单词和短语，以及一些较长的已经学过的用语。虽然还不会说中文，但会努力试图使用中文。有时候需要使用母语。时常会有长时停顿。	**语言使用能力** 能轻松使用高出现率的用语和其他已学过的用语。开始出现原创性和自发性的语言使用。能试图更成功地创造语言，但还不能连贯地说话。
	词汇 能识别和使用与实体或具体行动有关的单词和用语。交际范围局限于学过的主题。	**词汇** 能使用个别单词、高出现率的用语，以及其他较长的已经学过的用语来表达有限的主题内容。经常会努力寻找合适的单词来表达。	**词汇** 能使用关于基本物体、行动、地点和常见亲戚关系的单词，词汇量已足以表达简单的主题内容。
	语法 能准确使用专门学过的用语，但还不具备语法意识。	**语法** 能准确使用学过的用语。试图将二或三个单词短语合起来使用。开始具备有限度的语法意识。	**语法** 能使用已学过的用语，创造一些句子。试图使用动词。

3 年级	4 年级	5 年级	6 年级
低年级学生—高度要求至中低年级学生—低度要求	**中低年级学生—低度要求至中低年级学生—中度要求**	**中低年级学生—中度要求至中低年级学生—高度要求**	**中低年级学生—高度要求或中年级学生—中度要求**
理解力 能借助上下文的情境，理解跟学过主题有关的新口头或书面的信息。能跟上正常语速的讲话。	**理解力** 允许慢速思考时，能理解新情况下的信息，虽然可能会在不熟悉的主题上出现理解困难。	**理解力** 能理解正常语速的话语。理解困难越来越小。跟一些所熟悉的主题有关的话题，可以听懂较长或连接起来的对话。	**理解力** 理解能力大体限于进行在目标文化中的简单和具体的交际活动；包括自我介绍、家庭、日常活动、兴趣和个人喜好的介绍，以及个体需要和社会需要的交流，例如食物、购物、旅游和住宿。
语言使用能力 能在日常社交和学校环境中进行互动交际。能进行简单对话。能进行有限度的和反馈性的对话。	**语言使用能力** 不必依靠问题和提示开始讲话。有自发性说话的迹象。能做出简单的描述。	**语言使用能力** 能更流利进行对话。能创造性地使用语言开始或进行谈话。	**语言使用能力** 语言使用一般还是反应的模式，例如，回答问题或提供信息。不过学习者已经可以进行一系列提问以满足基本需要，如问路、问价格或要求服务等功能。当执行高级程度功能或处理一些主题时，能够提供一些信息，但难于将思想联系起来、控制时间、使用诸如婉转用语的交流策略。
词汇 能具备讲话和进行基本社交和学校活动交流所需的词汇，但不具备解释或探索的能力。	**词汇** 能够用基本词汇讨论一些有关个人或熟悉的主题。在某些普通的话题上可能会出现障碍。试图使用不同的说法来表达。	**词汇** 具有足够词汇量进行简单社交或学校主题的讨论，但不能涉及细节。能使用婉转用语。	**词汇** 能具备足够词汇量用以讨论简单的社会和学校主题，但不能提供许多细节。能进行婉转说话。
语法 能在学过的表达方式之外创造语言。能使用动词。讲话可能包括许多语法错误。	**语法** 能进行简单对话，有时会试图用比较复杂的句子或连接词来表达，因此语法可能会出现许多不精确处。	**语法** 能使用联接词作比较长篇的描述或叙述，可能出现语法错误。	**语法** 说话可能包括停顿、重新措辞和更正，以寻找合适的单词和语言形式来进行表达。因为用词不准确和/或发音和/或语法和/或句法错误，可能会有误解发生，但是有耐心的交谈者通常能听懂中低年级学生 — 高度要求的说话者。

年级	K	1 年级	2 年级
音调和拼音	**音调练习** • 一天一调； • 不介绍拼音。	**音调练习** • 一对有意义的单词/短语的双音调组合，还没有音调变化； • 仅有简单的音调组合。	**音调练习** • 一对有意义的单词 / 短语的音调组合，还没有音调变化。
	拼音系统 • 不介绍拼音。	**拼音系统** • 不介绍拼音。	**拼音系统** • 不介绍拼音。
读写能力	**识字 — 33个汉字** **(一课一字)**	**汉字练习 — 29个新汉字** **(一课一字，总共62个)**	**汉字练习 — 48个新汉字** **(一课2字，总共110个)**
	预写 • 表演或画出要学的汉字； • 与老师和全班一起练习笔顺(空中书写、在沙箱或米箱中写字)； • 描红和/或给汉字上色。	**预写** • 所有前面年级的要求，以及； • 能够摹写学过的汉字。	**预写** • 所有前面年级的要求，以及； • 能自己写一些学过的汉字； • 能使用汉字表达个人意愿。
	即时识字 • 认识自己的中文姓名； • 认识并说出课文中介绍过的一些汉字并知道意思；例如，将汉字和图片配对；认识海报、标牌或标签上的汉字；能画出汉字代表的意思； • 能认识教室中部分以汉字书写的标语； • 如果有人朗读中文图书，能够跟着看书。	**即时识字** • 所有K级的要求，以及； • 能认识一些课本里的汉字； • 能认识一些标语和/或标签上的汉字。 （注：识别即可，不需要会写。）	**即时识字** • 所有前面年级的要求，以及； • 能从课本，标语、标签、饼干、报纸、手册或杂志上的单词、短语或用语，认出一些汉字； • 能阅览适合该程度儿童的中文故事书，或跟上朗读的进度。

3 年级	4 年级	5 年级	6 年级
拼音系统 • 学习汉语拼音。 • 认识和读出单独的、单词里的、短语中的、用语中的汉语拼音字母。	**拼音系统** • 使用拼音来帮助汉字的学习和使用。 • 学生能书写或使用电脑键盘输入拼音。 • 能标注拼音。能使用汉语拼音和汉字来书写表达。	**拼音系统** • （同上） • 学习使用汉语字典。	**拼音系统** • （同上） • 学习使用汉语字典。
汉字练习 —— 44个新汉字 **（一课2字，总共154个汉字）**	**汉字练习 —— 63个新汉字** **（一课3字，总共217个汉字）**	**汉字练习 —— 95个新汉字** **（一课5字，总共312个汉字）**	**汉字练习 —— 108个新汉字** **（一课6字，总共420个汉字）**
早期书写 • 所有前面年级的要求，以及； • 能摹写老师写的，或标语、海报、标签、词库或课本中的汉字； • 全班同学能在老师的帮助下，共同使用所学过的词语组成一小段有意义的文字； • 能依照老师提供的模式或格式，使用汉字与拼音组合，或看着图片书写表达（例如列出清单、看图写短文）； • 能使用学过的汉字写单词、 短语，或日常用语来帮助交流沟通。	**早期书写** • 所有前面年级的要求，以及； • 能用拼音抄写或在电脑上输入中文单词、短语、用语或句子； • 能使用汉字和拼音组合书写购物清单或备忘清单、讯息、海报、传单、卡片、明信片，或短信。	**书写** • 所有前面年级的要求， 以及； • 开始进行人际交流、发出指示、体验描述等书写。	**书写** • 所有前面年级的要求，以及； • 开始能为不同的读者而书写的能力，在文字数量、流利程度和文字的精确度上达到某种要求。
早期阅读 • 所有前面年级的要求，以及； • 能阅读用汉字或拼音写的中文单词或短语； • 能在老师或其他说中文的人的帮助下阅读课本； • 能与朋友或同学一起朗读写下的文字。	**早期阅读** • 所有前面年级的要求，以及； • 能依靠电脑、老师或其他说中文的人，以及用拼音来帮助阅读课文或其他读物； • 能阅读适合该程度儿童的中文书，或跟上朗读的进度。	**阅读** • 所有前面年级的要求，以及； • 开始阅读适合该年龄组儿童的文字以获得信息和乐趣。	**阅读** • 所有前面年级的要求，以及； • 开始出现有目标性的阅读能力，在文字的理解和解释上达到要求。

Designing the daily lesson plan
设计每日教案

Each lesson in the Student Book and Workbook is intended to provide materials for one week of daily lessons for 30 minutes. Each class session should allow for both recycling of previously learned language and introduction and practice of new language, using a great variety of activities: songs, chants, fingerplays, rhymes, short conversations, TPR, partner activities, stories, culturally-based crafts, and other age-appropriate activities. Puppets, stuffed animals, and visuals of all kinds will enhance the lesson and encourage learners to participate. When planning the daily lesson, the teacher should keep in mind the importance of changing activities frequently, and of alternating high-energy activities with less intensive activities. Children in K-1 learn best when they are not expected to sit still for more than a few minutes at a time.

Brain research tells us that the first and last five minutes of a class period are prime learning times for our students, the best time for learning new material and making it memorable. At the same time, regular opening and closing routines are valuable for managing the classroom, making children comfortable, and giving essential practice. For this reason, the lesson template below limits the amount of time for opening and closing routines, and places the introduction of new material early in the lesson.

要点说明

《飞向中文》每篇的课文设计是以每天30分钟为标准，平均是一周上一课。每节课应复习前面学过的，练习新的语言知识，大量地运用活动:唱歌、吟诵、手指童谣、韵文、小对话、TPR、伙伴活动、故事、文化工艺品，以及适合小朋友年龄的其他活动。老师还要利用手偶、玩具动物以及各种的教学辅助用具来加强课文教学，鼓励学生参与。设计每日教案时，老师应注意经常更换活动，并注意交叉进行动态静态活动。当K-1的小朋友不需要安安静静地只坐不动的时候，他们的学习效果最好。

根据人脑学习的研究成果，每节课的头五分钟和最后五分钟是学生的最佳学习时间，也是学习新材料和记住新知识的最好时机。同时，有规律的开场和收场也非常有助于课室管理，既让小朋友有安全感，又给他们实质练习的机会。因此，下面的每日教案规定了简短而有规律的课堂开场和收场，并将新课文的学习放在每节课的早期进行。

Sun Wukong Comes to Visit Me

孙悟空来看我

> ### ABOUT THIS BOOK
> ### 关于本书

This volume is the first book in a larger theme of "All about Me in my Chinese World" (我和我的中文世界). The sub-theme of this book is "Global Citizen" (世界公民), and its underlying concept is "Just Imagine! An Introduction to Chinese" (想像一下，中文入门). The story is developed based on four major strands:

　　(1) daily greetings;

　　(2) telling people about my morning routines;

　　(3) asking for and offering something to eat; and

　　(4) suggesting that my friends do something with me.

Using the Chinese legend of Monkey King as the context, the story centers on two main characters: Sun Wukong (the Monkey King) and Fang Lily (a five year old girl). As the story opens, Lily finds a rock on the beach and gets to know who Monkey King is. Sun Wukong then follows Lily's schedule and makes friends with her classmates. Through natural interactions, these little friends are able to exchange greetings, ideas, and feelings and spend time doing things together. The readers will notice that this book does not take the traditional approach of teaching about daily routines and greetings. Instead, the concepts of greetings, taking leave, and expressing feelings are all integrated into a fantasy-like storyline. The author uses the story of Monkey King because Sun Wukong has been well-loved by all Chinese children for its keen intelligence, magic tricks and vivid personality. Using Sun Wukong as the main character of this volume will inspire young children's curiosity and imagination, thus making the learning of Chinese even more interesting and enjoyable.

本书借着传说中的孙悟空来穿插本书故事情节。书中有两个主要角色：孙悟空(美猴王)和方莉莉（五岁小女孩）。故事开场，莉莉在路上捡到一颗怪石头而得知孙悟空的故事。之后孙悟空跟随莉莉到学校和莉莉的同学们成了好朋友。经由自然的互动，小朋友彼此互相问候，传递思想和感情交流，共度快乐时光。读者将会发现，本书并未遵循传统式的教学法来教导日常的会话和作息。相反地，日常用语和情感的表达都依附在故事情节的主轴中进行。作者选择孙悟空是因为孙悟空的故事长久以来深受喜爱。他高超的智慧，魔术般的戏法以及栩栩如生的个性早已深入童心。用孙悟空作为本书的故事主人翁不但可以启发幼儿的好奇心和想像力，同时也增加了学习中文的兴趣和趣味性。

CONTENT OVERVIEW: SUN WUKONG COMES TO VISIT ME
孙悟空来看我

Kindergarten Theme: All about Me in my Chinese World

Theme of This Book: Just Imagine! An Introduction to Chinese

Enduring Understanding of this volume: Students will understand that they can use Chinese to make friends.

Essential Question of this volume: What do my new friends want to know about me?

幼儿班主题：我和我的中文世界
本书主题：想像一下，飞向中文
本书恒久性的理解：学生将了解他们可以用中文来结交朋友。
本书的重点问题：新朋友想要知道关于我的哪些事情？

National Foreign Language Goals Targeted (国家外语教学目标)

- **Communication (沟通)**: Students will learn how to communicate in Chinese by using learned vocabulary and expressions in the interpersonal, interpretive, and presentational modes.

- **Cultures (文化)**: Students will learn how to interact in a culturally appropriate Chinese manner with people in their immediate world, with special emphasis on introductions, following instructions, and greetings. They will learn about a famous, magical folklore figure, Sun Wukong, the Monkey King.

- **Connections (贯连)**: Students will learn the location of China, habits of personal hygiene, elements of school routine.

- **Comparisons (比较)**: Students will recognize that differences in tones have importance in Chinese. They will also recognize that *hanzi* are composed of strokes that must be written in certain ways. These strokes are different from English alphabets.

- **Communities (社区)**: They will share what they learn in class with other children and their families.

Objectives（目标）

Linguistic objectives (语言目标) — **Students will be able to:**

(1) recognize and use vocabulary and phrases related to the topics of food, personal hygiene, greetings and farewells, playtime activities, meeting personal needs;

(2) use basic sentences and simple expressions to talk about these topics.

Content related objectives (其他学科目标) — **Students will be able to:**

(1) locate China and their own home city or state on a map or globe (social studies);

(2) pantomime activities related to personal hygiene (health);

(3) respond to directions related to school routines.

Cultural objectives (文化目标) — **Students will be able to:**

(1) recognize the folk character Sun Wukong and his magical qualities;

(2) demonstrate classroom behavior that is appropriate to Chinese culture;

(3) participate in literary traditions such as children's rhymes and songs;

(4) recognize the idea that tones are important for understanding and speaking Chinese.

Literacy objectives (读写目标) — **Students will be able to:**

(1) recognize the form, meaning, and pronunciation of ten Chinese characters that derive from pictographs;

(2) know that *hanzi* is written with strokes that follow a certain order;

(3) recognize some *hanzi* from the text and from signs or labels in the classroom as they develop their sight vocabulary.

The Learning Center for Monkey King (孙悟空特展区)

As mentioned earlier, the story of this volume revolves around Sun Wukong, the Monkey King and a five-year old girl Fang Lily. When appropriate and feasible, Laoshi can set up a corner of the classroom as a learning center that contains picture books, story books, posters, puppets and videos about the Monkey King. It is encouraged that children be introduced the *Legend of the Monkey King* or *Journey to the West* at an early stage. There are several Chinese cartoons about Sun Wukong that would be appropriate for the classroom.

In some cases, if children want to know or use certain vocabulary or expressions that have not been introduced, simply supply them. When a context requires students to negotiate meaning, language learning becomes more interesting and purposeful. For example, if the focus is on what food children like to eat, Laoshi may bring some authentic food items or props and have students role play. Students are not required to memorize all the vocabulary or expressions taught, but they will develop a deep understanding that language is used for real communication. In real life, learners pick up words or expressions most naturally on the basis of need. In a standards and performance-based language classroom for young children, we try to simulate how languages are acquired in real life. In short, our purposes are two fold:

(1) use different actors/props to practice the vocabulary, expressions, or sentence structures; and

(2) transfer the learned vocabulary and expressions or concepts from Sun Wukong and Fang Lily to other actors and situations. In the process, the importance of listening to these stories is underscored for young learners.

如前文所述，本书主题环绕一个五岁小女孩方莉莉和孙悟空之间发生的故事。如果可能的话，老师可以在教室角落布置一个展示中心，陈列有关孙悟空的图画书，故事书，海报，玩偶或是录像带。老师可以介绍孙悟空或西游记前段的故事。目前市面上已有一些孙悟空的卡通录相带可辅助教学。

如果学生想知道或使用一些尚未学过的新词语，老师不妨简单稍做介绍。如果学生想要表达某种程度的意思，那么语言学习就变得有趣并且有意义。例如：如果主题是关于学生喜欢吃的食物，那么老师可以准备一些真的食品或道具，同时让学生扮演不同角色。仅管老师不需要求学生能记住所有词语，但却可以通过这个活动让学生理解语言实用的沟通功能。在日常生活中，学童基于基本的需要而自然地使用词语。在一个为幼儿特别设计的课堂中，我们尽可能模拟实际生活的语境，以求达成特定的学习目标和成果。简而言之，我们的目的有两方面：(1)利用不同角色、道具来练习词语或句子结构；(2) 将方莉莉和孙悟空的对话词语或意识转换成别的角色或情境。在此过程中，幼儿不知不觉地加强聆听故事的重要性。

Making Connections between Language Learning and Other Content Areas (语言学习与其他学科结合)

Because this volume is related to Monkey King, some basic knowledge of the geography of China can be appropriately addressed. Therefore, a simple, poster-sized map of China is recommended, as well as a map of the world on which children can locate China and the area where they live. It is also very valuable to have an inflatable globe which children can toss around the circle and also use to locate China and their home area.

由于这本书是有关孙悟空的故事，对中国的一些基本地理常识可以适度的加以介绍。因此，教室里有必要准备一个简单、海报大小的中国地图和世界地图。学生可以在世界地图上寻找中国的地理位置以及他们所居住的地方。如果能够有一个吹气地球就更理想了。学生可以一边做游戏一边寻找中国的位置和他们的居住地方。

PRE-LESSON FOR KINDERGARTEN BOOKS
(One week for getting routines, rules and greetings established)

Objectives（目标）

Students will be able to:
- use appropriate bowing customs when greeting one another and greeting Laoshi;
- greet and say goodbye using correct Chinese terms and word order;
- respond to question "Ni hao ma" appropriately with words or gestures;
- understand the meaning of "thank you" and use it appropriately in the "Ni hao" song;
- sing "Ni hao" song using the complete set of words;
- understand and respond appropriately to the classroom rules; and
- respond appropriately to a number of TPR commands.

To Teacher (老师方面):

This lesson can be used at the beginning of any of the books at the Kindergarten level. It can be repeated with each new book, introducing different characters with each book. After the first time it is used, Laoshi may choose to use less practice and present the material over a shorter period of time. This lesson is usable at the beginning of any Chinese program, no matter which grade level is the starting point for the program.

Day 1

- Provide each child with a nametag as they come into the room.

- Using Chinese, gestures, and modeling, ask the children to stand up.

- Welcome children with "Ni hao," waving the open hand from left to right.

- Take out monkey stuffed animal, hand puppet, or stick puppet (see Appendix A). Introduce monkey by name, saying, "This is my friend, Sun Wukong," who says, "Ni hao" to children and waves his hand like Laoshi, first to the group and then individually. For example, "Justin, ni hao," or "Mary, ni hao." Some children may respond with "Ni hao" or "Sun Wukong, ni hao."

- Monkey turns to Laoshi and bows and says, "Laoshi, ni hao." Monkey turns to children and invites them to bow to Laoshi and say, "Laoshi, ni hao."

- Laoshi responds, " Xie xie nimen," and tells the children to sit down please, using a gesture to show what she means. When the children have followed directions, Laoshi responds with "Xie xie nimen. "

- Sing the song "Ni hao" to the tune of "Are you sleeping?" with the children. Model waving the hand to children around the room with each repetition of "Ni hao."

- Use TPR to introduce the following commands:

  ➢ Stand up

  ➢ Sit down

  ➢ Raise your hand

  ➢ Raise your foot

  ➢ Touch your head

  ➢ Touch your hand

  ➢ Touch your foot

- Introduce the rules of the classroom, using visuals, modeling, gestures (see suggestion in part 3 of the Introduction, pages 63-64). Repeat several times.

- Using the puppet again, model the new phrase "Zaijian" having each of the children say " Sun Wukong, zaijian." Have the children stand. Then the puppet models bow to Laoshi and say, " Laoshi, zaijian." The children are cued to say, " Laoshi, zaijian (with a bow)."

- End the class with the children singing "Zaijian" to the same tune as the "Ni hao" song.

- 给每一个学生准备一张名牌。
- 使用中文，手势或示范方式请学生站起来。
- 欢迎学生。一边挥手，一边说"你好"。
- 拿出猴子玩具、布偶或纸偶（见附录A）。介绍猴子的名字，并且说："这是我的朋友，孙悟空。""孙悟空"向大家说"你好"并且和老师一样挥挥手，先向大家然后向每一个学生挥手。例如，"贾斯丁，你好！""玛莉，你好。"有些学生也许能够回答"你好"或"孙悟空，你好！"
- 孙悟空转向老师，鞠躬并说"老师好！"孙悟空转向小朋友，请他们向老师鞠躬并说"老师好！"
- 老师回答"你们好！" 并用手势请小朋友坐下。当小朋友完成指示动作后,老师说"谢谢你们。"
- 接下来，用英文歌"Are You Sleeping?"的曲调唱"你好歌"。老师示范向教室里的小朋友挥手并重复地说"你好！"
- 另外老师可以用 TPR 介绍下面几个指令动作:
  - ➢ 站起来
  - ➢ 坐下
  - ➢ 举手
  - ➢ 抬起脚
  - ➢ 摸摸头
  - ➢ 摸摸手
  - ➢ 摸摸脚
- 用图片，海报，示范，手势等介绍课堂规矩(参考前文介绍，第63–64页)重复做几遍。
- 最后，拿出玩偶示范新词"再见"。让小朋友站起来向玩偶说"孙悟空，再见！"并让玩偶向老师鞠躬说"老师，再见！"跟著,小朋友也向老师鞠躬说"老师，再见！"
- 在结束前，大家一起用"你好歌"的曲调唱"再见歌"。

Day 2

- Begin the class with the "Ni hao" routine, using the monkey (or other) puppet to greet each of the children.

  ➢ Greet Laoshi.

  ➢ Stand up.

  ➢ Sit down.

  ➢ Sing the "Ni hao" song.

- Use the same TPR commands as yesterday, adding "bow" and mixing up the commands in as many ways as possible.

- Review the rules, using the same set of strategies as on Day 1.

- Introduce stick figure for Lily, saying, "Class, this is my new friend Lily." Lily first "bows" to the monkey, saying, "Ni hao," and then bows to the class. Lily greets each child in the class, and children respond with "Lily, ni hao."

- Use the same closing routine as on Day 1, have the children wave and say, " Lily, zaijian," and "Sun Wukong, zaijian." Each of the puppets models bowing to Laoshi and saying, " Laoshi, zaijian." Then the children are cued to say, "老师，再见。 (with a bow)"

- Close by singing "Zaijian " song.

第二天

- 以猴子或其他纸偶开场，向小朋友们一一问好。复习"你好"、"老师好！"、"站起来"、"坐下"和唱"你好歌"。

- 用和昨天相同的TPR指令，加上"鞠躬"并且尽量混合其他指令重复练习。

- 用和第一天相同的方式复习课堂规矩。

- 介绍莉莉的纸偶说"小朋友，这是我的新朋友，莉莉。"莉莉先向猴子纸偶鞠躬说"你好"，然后向全班鞠躬说"你好"。全班小朋友向莉莉说"莉莉，你好！"

- 如同第一天的收场顺序，让小朋友向莉莉挥手说"莉莉再见！"、"孙悟空再见！"每一个纸偶都向老师鞠躬说"老师再见。"然后，小朋友也向老师鞠躬说"老师再见。"最后，大家唱"再见歌"结束本课。

Day 3

- Begin the class with the "Ni hao" routine, using the monkey puppet and the Lily stick puppet to greet each of the children. (Since Lily is now familiar to the children, Laoshi moves her puppet back and forth instead of "bowing" it when she says "Ni hao.")

  ➢ Greet Laoshi.

  ➢ Stand up.

  ➢ Sit down.

  ➢ Sing the "Ni hao" song, while waving to one another.

- Do a quick TPR review, adding the command "point to" and use it with the monkey, Lily, Laoshi (Laoshi her/himself), various body parts, such as face, hands or feet.

- Review the rules, varying the routines with the rules.

- Prepare in advance the stick puppet figures of Lily and Sun Wukong for each child, using the cutout figures from the TG (Appendix A) and attaching them to wide craft sticks. (You may choose to have the children attach the puppets to the craft sticks, depending on time and materials available.) Give half the class Lily puppets and the other half Sun Wukong puppets, prompting each child to say, "Xie xie ni" after they receive the puppet (don't dwell on perfect pronunciation here). Model having the puppets greet each other by waving the puppet side to side as they say, "Lily, ni hao," and "Sun Wukong, ni hao." Then model having the puppets greet you, Laoshi, bowing (dipping down) and saying, "Laoshi, ni hao." Have the children make their puppets greet each other, and at the same time go around the class greeting puppets and having them greet you with a bow and say, "Laoshi, ni hao."

- Use the same closing routine as on Day 1, having children wave and say " Lily, zaijian," and "Sun Wukong, zaijian." Each of the puppets models bowing to Laoshi and saying, " Laoshi, zaijian." Children use their puppets to say goodbye to each other. Then the children are cued to say, " Laoshi, zaijian. (with a bow)" and have their puppets do the same. Close by singing " Zaijian" song. Collect the stick puppets as the children leave, or have them place them in their desks or another specified place.

- 以猴子玩偶和莉莉纸偶开场，向小朋友们问好。(由于莉莉此时和班上小朋友都已熟悉，在莉莉说"你好"的时候，老师只须把莉莉的纸偶前后晃动即可而不需要鞠躬。）接着复习"老师好！""站起来""坐下"和互相挥手唱"你好歌"。

- 很快地复习TPR指令。加上新词"指一指"(猴子，莉莉，老师自己，和身体各个部位如脸、手和脚)。

- 复习课堂规矩，变化操练方式来练习遵守规矩。

- 事先让每一个小朋友制作一份莉莉和孙悟空的纸偶。可以从教师指引的图稿剪下再贴在小木棒上（见附录A)。班上一半小朋友手持孙悟空纸偶，另一半持莉莉纸偶。每一位小朋友在收到纸偶时要说"谢谢你"(此时不必强迫发音正确)。老师示范手持纸偶向每一位小朋友挥手说"莉莉你好""孙悟空你好"然后让纸偶向你(老师)鞠躬并说"老师好"。让所有小朋友拿著纸偶在教室内走动互相说"你好"。并且让纸偶向你(老师)鞠躬说"老师好"。

- 如同第一天的收场顺序，让小朋友向莉莉挥手说"莉莉再见！""孙悟空再见！"每一个纸偶都向老师鞠躬说"老师再见。"之后纸偶互相鞠躬说"再见"。最后，大家唱"再见歌"。结束以前，老师将纸偶收回，或让小朋友们放在桌子里或其他特定的位置。

- Before class, prepare three plain paper plates with faces to represent 我很好 ☺ , 我不好 ☹ , and 马马虎虎 ☺ . It works well to cut out construction paper eyes, nose, and mouth and glue them on the plates.

- Begin the class with the "Ni hao" routine, using the monkey puppet and the Lily stick puppet to greet each of the children.

  ➢ Greet Laoshi.

  ➢ Sit down.

  ➢ Sing the "Ni hao" song, while waving to one another.

- Very brief TPR review, being sure to include bowing. Quick review of the classroom rules.

- Using the monkey puppet, ask, "Sun Wukong, ni hao ma?" Sun Wukong replies, "Wo hen hao." Hold up the smiling face and repeat "Sun Wukong, hen hao," while pointing to the smiling face. Sun Wukong nods and responds with "Wo hen hao," pointing to himself when he says "wo" and to the smiling face when he says "hen hao."

- Using the Lily puppet, repeat the same sequence used with Sun Wukong.

- Then have Sun Wukong ask Laoshi, "Laoshi, ni hao ma?" Respond with "Wo hen hao, xie xie ni," with a big smile and pointing to the smiling face. Prompt children to ask Sun Wukong, "Sun Wukong, ni hao ma?" and have Sun Wukong respond, "Wo hen hao." Repeat with Lily and with Laoshi. Ask the class "Ni hao ma?" Have them respond as a group and then volunteer to respond as individuals. Model a conversation between Sun Wukong and Lily.

Lily	: Sun Wukong, ni hao.
Sun Wukong	: Lily, ni hao.
Lily	: Sun Wukong, ni hao ma?
Sun Wukong	: Lily, wo hen hao, xie xie ni.
Sun Wukong	: Lily, ni hao ma?
Lily	: Wo hen hao, xie xie ni.
Lily	: Sun Wukong, zai jian.
Sun Wukong	: Lily, zai jian.

- Invite a volunteer to come to the front of the class to do the little conversation with Sun Wukong or Lily. Use as many volunteers as time allows, prompting the children when they have problems.

- Praise children for their efforts, using "hen hao" liberally.

- Use the same closing routine as on day 1, having children wave and say, "Lily, zaijian," "Sun Wukong, zaijian." Each of the puppets models bowing to Laoshi and saying, "Laoshi, xie xie ni. Laoshi, zaijian." Then the children are cued to say, "Laoshi, xie xie ni. Laoshi, zaijian (with a bow). " Close by singing "Zaijian" song.

- 上课之前，准备三个纸盘分别代表"我很好☺""我不好☹""马马虎虎😐"，可用彩纸剪出眼睛，鼻子，嘴巴然后贴在纸盘上。

- 以"你好"的固定活动开场。用猴子和莉莉纸偶向每一个小朋友问好。
  - ➢ 向老师问好
  - ➢ 坐下
  - ➢ 唱"你好歌"并互相挥手。

- 简短地复习TPR动作包括鞠躬。很快地复习课堂规矩。

- 拿起孙悟空纸偶问"孙悟空，你好吗？"孙悟空回答"我很好。"举起带微笑的纸盘，指著它说"孙悟空很好。"孙悟空点头回答"我很好。"说"我"时指着自己；说"很好"时指着微笑的纸盘。

- 拿起莉莉纸偶，重复孙悟空刚才的活动次序。

- 然后孙悟空问老师"老师，你好吗？"老师微笑并指着微笑纸盘回答"我很好，谢谢你。"接著让小朋友问孙悟空"孙悟空,你好吗？"孙悟空回答"我很好，谢谢你。"莉莉和老师重复相同的对话。然后问全班，"你好吗？"小朋友同声回答"我很好。"并征求志愿者单独回答。

- 示范孙悟空和莉莉之间的对话：

  莉莉　　：孙悟空，你好。

  孙悟空　：莉莉，你好。

  莉莉　　：孙悟空，你好吗？

  孙悟空　：我很好，谢谢你。

  孙悟空　：莉莉，你好吗？

  莉莉　　：我很好，谢谢你。

  莉莉　　：孙悟空，再见。

  孙悟空　：莉莉，再见。

- 邀请一个志愿者到前面来和孙悟空或莉莉对话。时间允许的话多邀请几名志愿者参与对话练习，老师随时在旁重点提示。

- 嘉奖学生的努力表现，并说"很好"。

- 如同第一天的收场顺序，让小朋友向莉莉挥手说"莉莉再见！""孙悟空再见！"每一个纸偶都向老师鞠躬说"老师，谢谢你。老师，再见。"之后小朋友向老师鞠躬说"老师谢谢你。老师再见"。最后，大家唱"再见歌"结束本课。

Day 5

- Begin the class with the "Ni hao" routine, using the monkey puppet and the Lily stick puppet to greet each of the children.

  ➢ Greet Laoshi.

  ➢ Sit down.

- Very brief TPR review, being sure to include bowing.

- Quick review of the classroom rules. Praise the children with "Ni hao."

- Using the monkey puppet, ask, "Sun Wukong, ni hao ma?" Sun Wukong replies, "Wo hen hao, xie xie ni," and points to the smiling face. Hold up the smiling face and repeat, "Sun Wukong, hen hao," while pointing to the smiling face. Sun Wukong responds with "(nodding) Wo hen hao," pointing to himself when he says "wo" and to the smiling face when he says "hen hao."

- Using the Lily puppet, prompt the class to ask, "Lily, ni hao ma?" This time Lily replies, "Wo bu hao" and points to the frowning face. Laoshi points to the frowning face. Laoshi says, "Lily bu hao." Laoshi holds up frowning face and says, "Lily bu hao." Laoshi holds up the smiling face and says, "Sun Wukong hen hao."

- Turn to the class and ask, "Ni hao ma?" Choose a child whose hand is raised and ask the child, "(Name), ni hao ma?" while holding up the plate. The child may attempt an oral response, in which case prompt or assist as needed. If the child just points to one of the faces, provide the language "(Name) hen hao," or "(Name) bu hao." Repeat with as many children as are willing to volunteer. After a few times, prompt the class to ask the question of the child.

- (If there is time, or in a later lesson, distribute the stick puppets again and have the children conduct conversations with them, using "Ni hao ma?" In a later lesson, introduce the response of "ma ma hu hu.")

- Sing the Ni Hao song for the children, this time using the entire text, and model one line at a time. Teach it as a call-and-response song; that is, Laoshi sings the first half of the line and the students respond with the second half of the line. At a later point they can put the whole song together, or the class can be divided in half and each half sings one half of the line.

  > Ni hao, ni hao
  >
  > Ni hao ma? Ni hao ma?
  >
  > Wo hen hao. Wo hen hao.
  >
  > Xie xie ni, xie xie ni.

- Close with the Zaijian routine as on previous days.

第五天

- 以"你好"的固定活动开场。用孙悟空和莉莉纸偶向每一个小朋友问好,再向老师问好,最后坐下。

- 唱"你好歌"并互相挥手。

- 简短地复习TPR动作包括鞠躬。很快地复习课堂规矩。嘉奖学生的努力表现,并说"很好"。

- 拿起孙悟空纸偶问"孙悟空,你好吗?"孙悟空回答"我很好。"举起带微笑的纸盘,指著它说"孙悟空很好。"孙悟空点头回答"我很好。"说"我"时指着自己;说"很好"时指着微笑的纸盘。

- 拿起莉莉纸偶,让班上小朋友问"莉莉,你好吗?"这一次,莉莉回答说"我不好。"并指着皱眉头的纸盘。老师指着皱眉头的纸盘说"莉莉不好。"。老师把纸盘举高说"莉莉不好。"接着又把微笑的纸盘举高说"孙悟空很好。"

- 然后老师转向全班问"你好吗?"点名一个举手的小朋友问"(名字)你好吗?"学生也许试图回答,必要时,老师可适时给予协助。如果学生指着其中的一个纸盘,老师可以帮忙说"(姓名)很好。"或"(姓名)不好。"尽可能多点名一些愿意回答的小朋友。重复几次以后,让全班问该小朋友。(如果有时间或在日后的课堂上可将纸偶发回给小朋友,让他们之间练习"你好吗?"的对话。在稍候的课堂上,再加入新词"马马虎虎"。)

- 唱"你好歌"这一回,把完整歌词唱完,同时一行一行地示范。像问答式的,老师唱第一句,学生唱下一句。最后,学生可以把整首歌从头唱到尾。或者可以把全班分两组,一组唱前半行,另一组唱后半行。

      你好,你好,
      你好吗?你好吗?
      我很好,我很好。
      谢谢你,谢谢你。

- 最后,如前几课一样,全班在"再见"的固定活动中结束本课。

In this section, the objectives, materials, and lesson outlines for all lessons in the accompanying Student Book are provided. The details of such a lesson plan are provided for Lesson One as an example. In subsequent lessons, there may be less detail for the Preview / Review / Teaser and for wrap-up review and other closing activities. Laoshi are encouraged to design their own activities for these portions of the class, and to adapt all suggestions for their own class situations, based on the models provided.

本章包含学生课本中所设定的教学目标、教材和教案大纲。第一课所提供的详细内容仅作示范。后面几课只有提供课堂活动和附加一些建议。老师们可以根据样本自行设计开场、卖关子、复习以及声调、认字和收场活动。

Lesson 1: What's This? 这是什么?

Objectives（目标）

Linguistic objectives（语言目标）— Students will be able to:
- ask what something is (Standard 1.1)

Cultural objectives（文化目标）— Students will be able to:
- demonstrate appropriate, customary Chinese classroom behavior for this age group (Standard 2.1)
- address teacher as 老师 (Laoshi)

Literacy objectives（读写目标）— Students will be able to:
- recognize the form, meaning, and pronunciation of 石
- recognize that Chinese language is different from English (Standard 4.1)

Materials Needed (教学材料)

1) A picture to make stick figure of mother.

2) A picture to make stick figure of Lily.

3) A "magic bag" (or box) for hiding objects and taking them out mysteriously. This will be used in many of the lessons.

4) Pencils, crayons, and other classroom objects, including at least one "strange" example of each.

5) Rocks of different colors and shapes, including a small rock, a big rock, and one rock that is "very strange".

6) Puppet.

7) A puppet house (made from shoebox or other materials).

8) A picture of several houses.

9) A completed origami paper house.

10) Papers for making origami paper houses.

11) A big flash card with the *hanzi* "石".

Lesson Outline (教学流程)

Day 1

Preview, review, and "teaser"
卖关子与复习
(8 min)
	a) Classroom routines: Greetings
	   • Stand up (起立)
	   • Sit down (坐下)
	   • Hello, Laoshi! (老师好！)
	   • Hello, children! (小朋友们好！)
	b) Review of classroom rules.
	c) Hello song (你好歌).
	d) Show stick figures of mother and Lily and introduce them to the class, as in the introductory lesson. Have the class greet them with "你好。"

The "Big Event" **课堂活动** **(15 min)**	**Page 1** a) Have the children sit down in a circle, with the teacher sitting with them in the circle. (Note to Laoshi: Laoshi should try to be at eye level with the children most of the time, and not tower over them.) b) Laoshi will show the children a bag and ask them "里面是什么呢？" Laoshi demonstrates by placing her hand into the magic bag and draw out an object. c) Laoshi then ask the class "这是什么？" The children are not expected to answer the question. d) Laoshi selects a child to begin the game. Hand the child the magic bag and ask him to draw out an object from the bag. e) Prompt the child to hold up the object and ask Laoshi the question "这是什么？" Laoshi should answer with "这是......" Be sure to include the most familiar and useful of the classroom objects in the bag. Also include some "very strange" examples of the classroom objects. f) Continue the game by asking the child to place the object back into the bag and hand the bag over to the person next to him. g) Continue in this manner until all children have their chance to practice asking the question. If the same object is drawn twice out of the bag, Laoshi may invite the class or volunteers to answer the question with "这是......" h) As the children seem confident, call two children and have them each draw an object from the bag. Prompt the children to ask each other the question "这是什么？" and answer "这是......" Assist as needed.
Tone practice **声调练习** **(2 min)**	妈，first tone (第一声).
Quick wrap-up/ **review** **总结 / 复习** **(3 min)**	Laoshi creates a naming game or chant, to string what the class has learned today together. For example, Laoshi leads the entire class, clapping hands, passing the rock and say, " 这是什么？" The class can recite the chant and continue to pass the rock. When the chant stops, the child holding the rock must answer "这是石头。" Repeat the game and chant a few times to review and wrap up.
Closing routine **收场** **(2 min)**	End the lesson with routine songs, chants, and farewell expressions. As part of the closing routine, always put the puppet away in a "Puppet House" (a shoe box or other place where this puppet "lives"). Tell the children "纸偶要回家了。" Have them say "再见" to the puppet.

Day 2

Preview, review, and "teaser" **卖关子与复习** **(8 min)**	a) Classroom routines: Greetings. 　•　Stand up (起立) 　•　Sit down (坐下) 　•　Hello, Laoshi! (老师好！) 　•　Hello, children! (小朋友们好！) b) Review of classroom rules: Introduce one of the passwords that asks for permission ("我可以上厕所吗？" would be a good one.) c) Hello song. d) Review: Have a puppet draw out a piece of rock from a bag and ask "这是什么？" Laoshi will answer with "这是石头。" Hand the rock to one of the students. e) Use TPR commands to move the rock around the room, for example, "把石头传给 Tammy。Tammy，站起来，把石头给 James。James, 把石头放在 Keesha 的脚上。" At the end of the "game," the rock is returned to Laoshi, who puts it on the desk. f) Laoshi takes out a puppet and has the puppet "discover" the rock on the desk. The puppet will ask the children "这是什么？" and the children will answer "石头."
The "Big Event" **课堂活动** **(15 min)**	**Page 2** a) Laoshi puts a hand in a bag, and ask students what is in the bag. b) Laoshi removes several rocks from the bag, each time asking "这是什么？" and counting the rocks as each new one is added. Comment on the small rock and the big rock. c) Laoshi removes one last rock from the bag, this one being very unusual, and says "啊！好奇怪的石头！" d) Laoshi will then hold a conversation with the puppet, "看！这是什么？啊！好奇怪的石头！" The puppet lays the rock down on the desk or in the middle of the circle, with the other rocks. e) Laoshi plays with the puppet, holding up the rocks one after another and asking "这是什么？" Puppet responds "这是石头。" Laoshi holds up the strange rock and says "这是什么？" Puppet responds "啊！好奇怪的石头！" Laoshi holds up rocks for the class to see and asks about them, class responds.

	f) Laoshi then turns to the class and asks "奇怪的石头在哪里？" The puppet finds the rock, holds it up, and says "啊！好奇怪的石头，" prompting the class to repeat the phrase.
	g) Laoshi invites volunteers to come to the front and find the strange rock and hold it up for the class.
	h) Role-play: Call volunteers to be Laoshi and student. Prompt them to have the following conversation, modeling it after the activity above: • "这是什么？" • "这是石头。" • "你看，这是什么？" • "啊！好奇怪的石头！" (Refer to KA Workbook, page 1's dialog practice and KA Teacher CD, Track 3.)
	i) Instruct students to complete the second part of activity on KA Workbook, page 1. Play KA Teacher CD (Track 4). Guide students to follow the instruction from the CD. Students are supposed to draw a piece of rock in the frame provided.
	j) Instruct students to complete the activity on KA Workbook, page 2. Students are supposed to listen to KA Teacher CD (Track 5) and say "好奇怪的石头," then complete the activity by coloring the rocks.
Tone practice 声调练习 (**2 min**)	石，second tone (第二声).
Quick wrap-up/ review 总结／复习 (**3 min**)	(Design your own activities or refer to page 92 for suggestions.)
Closing routine 收场 (**2 min**)	(Design your own activities or refer to page 92 for suggestions.)

Day 3

Preview, review, and "teaser" **卖关子与复习** **(8 min)**	a) Classroom routine: Greeting. b) Review of classroom rules, password. c) Review: Look in your bag and tell the class you have something in your bag. Have the class ask you "这是什么？" Pull out a rock and hide it, so they can't see it. Have them ask again "这是什么？" Hold it up and tell them "这是大／小石头。" Look in the bag again and tell them you have something else, too. Prompt them to ask again "这是什么？" d) Pull out the very strange rock and prompt them to say "啊！好奇怪的石头！" e) Teaser: Show the class a picture of several houses, identifying one of them as your own house. Place a completed origami house on the board and identify it as Lily's house and Mama's house.

The "Big Event"
课堂活动
(15 min)
	Page 3
	a) Teach the class to make an origami paper house. Begin by telling the class "我们一起来帮莉莉盖一间房子。" Give the directions in Chinese, modeling each step along the way and repeating very simple directions, such as the following:
	    • "把纸拿起来。"
	    • "把纸折成四方形／三角形。"
	    • "把纸翻过来。"
	    • "这样折。"
	    • "把纸打开。"
	b) If there is time, have children decorate their houses, or have them continue decorating their houses during their free time.
	c) Take the Lily stick puppet and move the puppet toward the house on the board, saying "莉莉要回家。" Repeat with the Mama stick puppet.
	d) Invite volunteers to the front and have them move the correct puppets to illustrate the sentences "莉莉要回家，" and "妈妈要回家。" Invite the volunteers to choose which puppet to move, asking them "莉莉要回家吗？" or "妈妈要回家吗？"
	e) Using the puppets and the little picture of the rock, act out the following little dialog:
	    • 莉莉说："妈妈，我可以带它回家吗？"
	    • 妈妈说："可以。"
	    • 莉莉说："太好了！"(Puppet moves with the stone to Lily's house)
	f) Ask volunteer students to come to the front and do the demonstration with the puppets as Laoshi repeats the dialog.

Tone practice 声调练习 (2 min)	我，third tone (第三声).
Quick wrap-up/ review 总结 / 复习 (3 min)	(Design your own activities or refer to page 92 for suggestions.)
Closing routine 收场 (2 min)	(Design your own activities or refer to page 92 for suggestions.)

Day 4

Preview, review, and "teaser" 卖关子与复习 (8 min)	a) Classroom routine: Greeting. b) Review all the classroom rules, the password for asking permission. c) Using the puppet and the bag, tell the puppet "这个袋子里藏着一样东西。" The puppet asks "是什么？" Pretend that you don't want to show/tell what is in the bag. Have the puppet prompt the children to ask with it "是什么？" Pretend to be unwilling again. Have the puppet prompt the children to ask again, louder "是什么?" Open the bag and pull out the very strange rock so that just a little bit of it shows. Say to the children "这是一个……" and let volunteers finish the sentence. If no one volunteers, finish the sentence "这是一个石头，一个很奇怪的石头。" d) Have the puppet respond "啊！好奇怪的石头！" Prompt the children to repeat. e) Review: Have the puppet take the rock and ask Laoshi "老师，我可以带它回家吗？" Laoshi says "可以，" and the puppet takes the rock to the puppet's "home." Laoshi tells the class "XX (纸偶名字) 把石头带回家了。他在睡觉。石头也在睡觉。"
The "Big Event" 课堂活动 (12 min)	**Page 4** a) Read the Student Book pages 1-3 with the children. Then turn to page 4 and talk about the picture: 莉莉正在睡觉。她有一个好奇怪的石头。莉莉很高兴。 b) TPR: Teach students to recognize the commands of "闭上眼睛" (close eyes) and "睡觉" (using the motion of hands placed together under cheek and head bowed to the side). c) Have children "睡觉" and then tell them to "醒来". Repeat this a few times, or practice it on different students. Make this a game.

Tone practice 声调练习 (2 min)	觉，fourth tone (第四声).
Literacy activity 读写练习 (3 min)	a) Show students a big flash card with *hanzi* 石. Have students find the *hanzi* 石 in the classroom. b) Use visuals, props, and gestures to recognize and practice tracing, coloring, or writing 石. c) Lead students to write 石 in the air. Emphasize the proper stroke and stroke order. Invite students to follow. Laoshi can make this part of learning like a game, asking students to write in the air or use a sandbox. d) Complete the Literacy activity in KA Workbook, page 3.
Quick wrap-up/ review 总结 / 复习 (3 min)	(Design your own activities or refer to page 92 for suggestions.)
Closing routine 收场 (2 min)	Use the *I Can Statements* in KA Workbook, page 3 (KA Teacher CD, Track 9) as assessment, have students make a check or copy today's date that Laoshi writes on the board next to the statements.

Lesson 10: I Can Do This! (Performance Assessment Tasks)
大家一起来！（评估）

Before the class, prepare Chinese name tags for about half the students in your class, using simple and popular Chinese names for boys and girls. You can find lists of names at the following websites:

http://www.chinesenames.org/chinese-name/boys.htm
http://www.chinesenames.org/chinese-name/girls.htm

Objectives （目标）

In this class period the children will experience an imaginary trip to China, to the Great Wall, where they will meet new Chinese friends, perform for them, and introduce themselves and each other.

Materials Needed (教学材料)

1) A large map of China, preferably in Chinese, on which Beijing and the Great Wall are indicated.

2) One or more pictures of the Great Wall itself to post on either side of the map (available on the Internet).

3) Several pictures of Chinese children (available on the Internet).

4) A headband and a magic wand for the monkey puppet (or for Laoshi).

Example picture of the map of China with Beijing indicated:

Alternatively, you may search for and download pictures from the internet. You may like to visit http://www.sanyachinatravel.com/images/chinesekids.jpg for an example of Chinese children.

Introduction (自我介绍) – Interpretive task

After greetings, TPR, Passwords, and review of several songs, the monkey puppet appears dressed as Sun Wukong, in a headband and waving a magic wand. (As an alternative, Laoshi may dress as Sun Wukong and put on a Sun Wukong name badge.) The puppet (or Laoshi) will say to the class "大家好，我是孙悟空。我什么都会！我们一起飞到天上去，我们飞到中国去。闭上你们的眼睛。(Models closing eyes.) 一、二、三、四、五 (waving wand)。"

After a few moments, the puppet (or Laoshi) continues to say "张开你们的眼睛 (still waving wand)。我们现在在中国的北京 (point to the map of China and to Beijing)。在中国，你要跟着我说的去做。好，现在你们都要闭上眼睛！"

Give a series of commands for the class to follow with their eyes closed, using the TPR commands that have been practiced throughout the book. Emphasize especially the commands for the morning routine and for singing, dancing and drawing. When the children's eyes are closed, it should be possible to notice any children who are not able to follow directions independently. At the end of the series of commands, tell the children to open their eyes and applaud for them!

Performance (表演活动) – Presentational task

Tell the class "我们现在要去看长城 (point to the pictures on the board)。它很高，很长 (trace the wall on the map)。我们要坐飞机到长城上。请跟我来。" Hold out your arms and pretend to be a plane flying, lead the children around the room and back to form a line. Have them "climb" up the "wall." To assist the imagination, you might create the outline of a wall using two lines of masking tape going down the side of the room.

Show the picture in the Student Book, pages 58-59, and tell the students that we are now in the picture. Show them additional pictures of Chinese children. Tell them that the Chinese little friends would like to hear the songs the class has learned, so we will sing for them. Ask for volunteers to suggest the songs (or chants) they would like to sing. "Perform" several songs, noting the level of participation of each of the class members.

Getting Acquainted (互相介绍) – Interpersonal task

Ask who would like to be a child from China, holding up nametags. As you hand out each name, say the name for the child and make sure the child can say his/her own name. Model a conversation with a puppet (or if Sun Wukong is giving the orders, model the conversation with another puppet) in which you greet and introduce one another, ask how the other person is, and suggest that you do something together. Pretend to do something and then say goodbye. After modeling with a puppet, model again with one of the classmates. Then place the children in pairs (Chinese child with American visitor) and have them do the same thing. Circulate among the children to assist and monitor as needed. Have the children move to new partners and repeat several times.

After several conversations have taken place and every child has been as successful as possible, call the children together and have them close their eyes while Sun Wukong magically flies them back home.

"I Can" statements 我会……

Turn the sign to English and have the children turn to page 68 in the Student Book (or prepare a separate sheet with the "I Can" statements for each child). Review and evaluate.

Final Stop

Based on the data of students' summative assessment, and reflecting on the National Goals and Performance Expectations identified for this volume, can you assess your teaching and students' learning?

1. Did students' performance demonstrate that you met your stated objectives and goals?

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2. How do you feel about your own teaching? In what way was it successful? In what way can it be improved?

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3. How would you improve your teaching in the next teaching cycle?

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