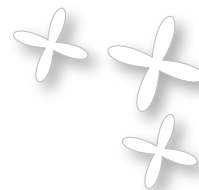


ABOUT THIS BOOK  
关于本书**Introduction**

This volume is the third book in a larger theme of “Cultural Heritage.” The sub-theme of this book is “My School is a Community for Learning,” and its underlying concept is “Going to School With Chinese Friends.” Centered on an American second grader, Mary, who reluctantly moves to China with her family, this book follows her psychological journey as well as her physical adjustment to a new environment. Through the letters that she writes to her classmates in the U.S., Mary narrates her new daily life, while sharing her experiences and perspective on attending school in China.

Mary’s experiences allow students to learn about the academic life of another culture. Using this storyline, the book also describes an elementary school in China in terms of the following topics:

- (1) the daily schedules and subject matter of a typical second grade student in Beijing, China;
- (2) the special physical exercises that Chinese students do in school;
- (3) some of the activities that Chinese students enjoy during recess;
- (4) typical traditional Chinese musical instruments; and
- (5) the discipline, courtesy and school cleaning activities that Chinese students practice on a daily basis.

Most important are the feelings that Mary experiences in the process: being upset about moving out of her familiar community, being scared about moving into a new country, being shy and embarrassed about making some cultural mistakes,



and finally feeling accepted as part of the new community. The readers, including her American teacher and classmates as well as learners who are using this book, are curious and motivated to find out more about her school life and her change in attitude towards her new school and classmates.

本书是根据“文化遗产”为大标题所发展出的第三本书。本书的主要题材是“每个人都有其文化遗产”，副主题为“我的学校是学习的社区”，其主要的基本概念则为“和中国朋友一起上学”。

本书的主角是一位美国小学二年级的学生——玛丽。玛丽的爸爸被公司派到北京，她和妈妈得跟着爸爸搬去北京。玛丽非常不愿意离开她在美国的朋友，也不喜欢去一个新的国家。本书把她不情愿离开朋友，害怕到陌生的中国小学读书，以及慢慢适应新环境的种种心路历程以故事的方式写出来。

玛丽每个星期写信给她在美国的朋友，讲述她的新生活，分享她的新经验以及对中国学校的种种看法。透过玛丽的经验，学生可以知道中国儿童的学校生活。本书把下列五个重要主题串连起来，以故事方式来介绍中国小学生的学校生活。这五个重要的主题是：

- (1) 中国小学二年级学生的课程和作息时间；
- (2) 中国学校特殊的早操和眼操；
- (3) 中国学生的课间休息活动；
- (4) 中国的传统乐器；以及
- (5) 中国学生的常规训练和劳动服务。



本书的读者——玛丽的美国老师和同学以及正在使用这本书的学生，对玛丽在中国学校的情形充满了好奇心，都想更进一步了解玛丽对她的新学校和新同学在态度上有些什么样的改变。

**Theme:** My School is a Community for Learning — What if I went to a school in China.

**Enduring Understanding:** Students will understand that all schools are places for learning, although schools may be different.

**Essential Questions:** What can I learn in a Chinese school? How would it be the same as or different from my school?

**主题：**我的学校是学习的社区——如果我到中国上学，我会学到什么？

**恒久性理解：**学生将理解学校是学习的场所，虽然每个学校都各有不同。

**重点问题：**我在中国的学校可以学到什么？中国的学校跟我在美国的学校又有什么相同和不同的地方？



## National Foreign Language Goals Targeted (本书预达之国家外语标准)

1. **Communication (沟通):** Students will learn how to communicate in Chinese by using learned vocabulary and expressions in the interpersonal, interpretive and presentational modes. They will learn how to retell a story or event, with support from the teacher, using visual and nonverbal cues.
2. **Cultures (文化):** Students will learn about the special subjects, activities, disciplines and musical instruments that Chinese students have in China.
3. **Connections (贯连):** Students will learn about the Chinese school community in general, such as what music instruments Chinese students learn in school and what activities or games Chinese students play during recess.
4. **Comparisons (比较):** In terms of language, students will continue to develop the ability to differentiate tones in combination instead of in isolation. They will learn how to control their tones in speaking Chinese just as they control their tones in English. They will continue to sharpen their learning strategies in recognizing and memorizing *hanzi* by paying attention to radicals or *hanzi* they have learned before. Under the guidance of the teacher, students will be able to see how radicals help them learn Chinese, just as prefixes, roots, and suffixes help them learn English. In terms of culture, students will compare a second grade student's day in the U.S. and in China.
5. **Communities (社区):** They will share what they have learned in class with other children and their families.



## Expected Outcomes (欲达成果)

**Oral language objectives (口语目标):** Students will be able to:

- (1) ask questions to learn facts about something or someone (1.1)
- (2) comprehend and talk about the subjects and activities that children in the second grade have in China (1.2, 1.3)
- (3) ask and tell where someone comes from and where they are going (1.1)
- (4) name the rooms or facilities in a school (1.3)
- (5) express the feelings of embarrassment, loneliness or silliness (1.1, 1.3)
- (6) participate in dialogues, rhymes, chants, and songs related to school (1.3)

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

- (1) recognize the form, meaning, and pronunciation of the 14 Chinese characters (*hanzi*) associated with the story (1.2)
- (2) recognize some *hanzi* from the text and from signs or labels in the classroom as they develop their sight vocabulary (1.2)
- (3) begin to use the *hanzi* that they have learned to make short notes or flash cards to communicate (1.1, 1.3)

**Content related objectives (其它学科目标):** Students will be able to:

- (1) locate China on the world map; locate Beijing on the map of China (3.1)
- (2) identify and name several traditional Chinese musical instruments (1.3)
- (3) sing the song called “We are all good friends” (1.3)

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

- (1) explain what Chinese children do to respond in class (1.1, 2.1)
- (2) demonstrate the morning physical exercises and eye exercises that Chinese students do (2.1)
- (3) name at least two Chinese musical instruments (2.2)
- (4) use Chinese calligraphy to write the *hanzi* learned in this book (2.1, 1.3)
- (5) participate in literary traditions such as children’s rhymes and songs (2.1)

**Comparison objectives (语言文化比较目标):** Students will be able to:

- (1) pronounce tones in combination instead of in isolation (4.1)
- (2) control their tones in speaking Chinese as they control intonation in speaking English (4.1)
- (3) recognize *hanzi* by pointing out familiar components such as radicals or a previously-learned *hanzi*, and relate this ability to recognizing root words, prefixes or suffixes in English (4.1)
- (4) compare the life of a second grade student in the U.S. and in China (4.2)

**Community objectives (社区使用目标):** Students will be able to:

- share what they have learned or can do in Chinese with their friends and families (5.1)

## Materials for Reinforcing Related Concepts 强化语言及观念学习之教材:

1. **Stick Puppets (纸偶):** At the beginning of each lesson, after introducing a new character, Laoshi will distribute a picture of the puppet (on an 8 x 11 size heavy weight paper) to each student in the class. After coloring and cutting out the pictures, students will paste them on a craft stick to make hand-held paper puppets. Because these hand held paper puppets will be used throughout this book, Laoshi should provide each student a large zip lock plastic bag to store them. The pictures are provided in Appendix A of this Teacher Guide. If time is rushed, this activity may be done as homework.

The use of paper stick puppets will allow students to:

- (1) apply the Chinese language they have learned to talk about their own school life;
  - (2) expand their perspective from that of Mary, an American child, looking at a Chinese school to that of a newly arrived Chinese student being introduced to their own school; and
  - (3) increase their sensitivity and empathy for a newcomer. For example, the students can greet a Chinese character “扁大力” (see 2. below) and ask him questions. Laoshi will answer the questions while pretending to use the “visitor’s” voice.
2. **“Flat Stanley” visitor (访客: 扁大力):** Prepare a two-dimensional picture of a Chinese child, preferably a boy, to be used as a visitor who can be introduced to the local school and homes. This figure should be about the size of an 11 x 14 inches piece of paper and be laminated for durability. The idea is based on a children’s book and has been used in elementary school classrooms throughout the U.S. (See the Internet for examples of how Flat Stanley has been used.) The class can take photographs or draw pictures of the visitor as they introduce him throughout the school and take him home to “introduce” him to families. If Laoshi has developed a relationship with a class in China, they might exchange “flat” visitors as an extension of the experiences described in this book. (A character of a boy is recommended because the main character in the Student Book is a girl, and so is her new friend. Using a male “visitor” will be more engaging to the boys in the class.) The “flat visitor” will be introduced in Lesson 2, with the arrival of the first letter from Mary.
  3. **School Map (学校地图):** Using a large piece of plain wrapping paper for packages or paper often used for art classes, Laoshi leads students to make a map of their own school or an imaginary school. Students can draw or paste pictures of a library, classroom, gym, cafeteria, music room, computer room, art room, and/or playground. This map could be as big as the size of a wall in the classroom, or as small as a poster. It can be hung on the wall or placed on the floor.

Through using these materials and activities, students can follow the storyline in this book, while applying what they have learned to their own school context and life.



4. **Pictures or videos from the Internet or other resources of (图片, 录像影片, 或海报):**
  - (1) Beijing;
  - (2) Chinese elementary schools; and
  - (3) the city/town and elementary schools where the class is located. If possible, Laoshi should post these pictures on the walls of the classroom.

We strongly suggest that Laoshi take advantage of what the Internet can offer in order to enrich the curriculum and instruction, while bringing the world of China into the classroom. For example, by using search engines, Youtube ([www.youtube.com](http://www.youtube.com)) or Teachertube ([www.teachertube.com](http://www.teachertube.com)), Laoshi can easily access materials free of charge.

5. **Regular Monthly Calendar (月历):** We suggest the use of a big poster-size laminated monthly calendar with days of the week identified. The dates are like loose flash cards with which students may stick onto the poster. Students may use the calendar activity to compare and contrast school days in China and the U.S.
6. **Weather Wheel (天气大转盘):** See extensive explanation in Daily Classroom Routine in Chapter Three.
7. **Flashcards (字卡):** 有, 没有, 要, 不要, 是, 不是



## Special Notes for Additional Instructional Strategies for Grade 2 (二年级教学策略补充)

1. Follow the Daily Lesson Outline explained in Chapter 3. Routines are still very important for students of this grade level; therefore, it is important to make sure that the lesson of each day will include the opening, big event, literacy practice, and closing routines.
2. Radical Bank (部首银行): In terms of literacy development, it is appropriate to call students' attention to radicals because radicals serve as the basic components of many compound *hanzi*, in which a signifier (radical) is combined with a phonetic indicator.

There are more than one hundred radicals that are still in use in modern Chinese. For students in Grade 2, we suggest the following radicals that are related to the *hanzi* already introduced in this series. The first twenty radicals listed below were introduced in 2A and 2B, and we include them here for Laoshi to help students review while introducing five new ones.

口	目	扌	月	亻
足	卜	女	辶	大
讠	日	山	彳	艹
小	虫	木	礻	糸
土	宀	钅	子	门

The Appendix of this Teacher Guide also lists these *hanzi* radicals that can be made into flashcards.



## Lesson 1: I Don't Want To Go To China! 我不要去中国!

### Objectives (教学目标)

#### Oral Language (语言功能) — Students will be able to:

- ask or respond to questions about where someone is going, and for how long (你要去哪儿? 要去多久? ) (1.3)
- tell someone that they don't want to go to some places (1.1, 1.3)
- express that they have to do something by using “得” (1.1)
- express concern and ask for help or suggestions with the expression “怎么办呢?” (1.1)
- tell someone not to worry (不要担心) (1.1)
- agree with someone's suggestion by using “好吧!” (1.1)
- recognize the *hanzi* “要” and “去”, know what they mean and how to say them (1.2)

#### Literacy: Pre-Reading and Pre-Writing (读写能力) — Students will be able to:

- trace and copy learned *hanzi* (1.3)
- recognize the form, meaning, and pronunciation of “要” and “去” (1.2)
- recognize some *hanzi* from the textbooks and other sources (1.2)
- use previously learned *hanzi* to make notes or flashcards to communicate (1.1, 1.3)

#### Culture (文化) — Students will be able to:

- associate Beijing with China (北京与中国的关系) (2.2)
- identify buildings with Chinese architecture (2.2)
- associate chopsticks with Chinese culture (2.1, 2.2)

#### Connections (贯连) — Students will be able to:

- locate China and Beijing on the map (中国在哪儿? 北京在哪儿? ) (3.1)

### Materials Needed (主要教学教材)

- 1) World map & a map of China. (世界地图, 中国地图。)
- 2) Familiar puppet for modeling dialogues, preferably Xiaolong (小龙). (In this Teacher Guide, it is referred to as “Puppet.”)



- 3) Pictures or models of famous Chinese buildings such as the Forbidden City, the Temple of Heaven and the Great Wall. (具有代表性的中国著名建筑物图片或模型, 如紫禁城、天坛、长城。)
- 4) Chopsticks, dumplings, Chinese desserts. (筷子, 饺子, 中式点心。)
- 5) Large flashcards and small flashcards of pictures for the “Going Places” game. These should include a map of China, a school, a mountain, and two or three other appropriate “destinations” that are already in the vocabulary of the class, such as the zoo, store, supermarket, etc.. (老师用的大图片卡和学生用的小图片卡。卡片上印有中国地图、学校、山、动物园和几个已学过的地方。让学生用这些图片卡玩“到哪儿去?”的游戏。)
- 6) A letter from China, including a real Chinese postage stamp and return address (if possible). (由中国寄来的信和贴有邮戳和邮票的信封。)
- 7) Flashcards representing one day, one week, one year, with *hanzi* captions.
- 8) Pictures of schools in China and a typical American school. (中国学校的图片及典型美国学校的图片。)
- 9) Picture of the Chinese school from the Student Book.
- 10) If possible, a picture of the local school.
- 11) Flashcards, enough for each student to have a set. (字卡: 有, 没有, 要, 不要, 是, 不是。最好是准备每个学生一套。)
- 12) Stick puppets for Mary, Katie, and Laoshi. (玛丽, 凯蒂和老师的纸偶。)

### Page by Page Guide (每页课堂活动指引)

#### Pages 1 – 2

#### Key points

#### 教学重点

- Review the location of China and name the country. (指出中国的地理位置及说出中国的名字。)
- Ask or respond to questions about where someone is going, and for how long. (你要去哪儿? 要去多久?)
- Tell someone that he or she wants to or does not want to go to some places. (要去, 不要去)



## Directions

### 教学指引

Before the class, Laoshi puts cards representing several destinations in different corners of the room, including a mountain, a school, a sign representing a nearby town, a river, etc.

1. Greetings, TPR sequence with many familiar actions and then include, first “Point to... (location)” for the whole class, and then “...(name of student), go to...(location).” (先互相问好，再用TPR复习一系列熟悉的动作词汇，然后指向教室图片卡的地方，对一位学生说：“……[学生名字]，你去……[地方]。”) )
2. Laoshi brings out Puppet and have the class greet the puppet. Laoshi tells the class, “Puppet (Xiaolong) wants to go someplace, but Puppet won’t tell me where. Let’s see if we can find out. (小龙要去一个地方，可是他不告诉我他要去哪儿。我们来猜猜看。)”
  - Laoshi begins by pointing to the picture cards around the room, and ask about each one, for example, “Puppet, do you want to go to school? (小龙，你要去学校吗? )”
  - Puppet replies, “No, I don’t want to go to school. (不，我不要去学校。)”
  - Continue with all the cards, ending with the card with the map of China. Laoshi asks, “Puppet, do you want to go to China? (小龙，你要去中国吗? )”
  - Puppet replies, “Yes, I want to go to China. (是的，我要去中国。)”
  - Laoshi asks, “Do you know where China is? (Pointing to the world map.) (中国在哪儿? )”
  - Puppet says, “No, I don’t know. Is this China? (Pointing to the United States.) (不，我不知道。这是中国吗? )”
  - Laoshi asks the class, “Is that China? (那是中国吗? )” The class will probably respond, “No, not China! (不是! )”
  - Continue to have the puppet make several other wrong choices.
  - Finally, Laoshi tells the class, “Puppet can’t find China. Who can show Puppet where China is on the map? (小龙不知道中国在哪儿，谁来指给他看。)” Laoshi calls on a volunteer to find China on the map. Laoshi responds enthusiastically, “Yes, this is China! (对了！中国在这儿。)”
3. Game: Where are you going? (游戏：你要去哪儿? )
  - Laoshi takes the pack of small cards with the same pictures as the large picture cards, shows them to the class and says, “Let’s see. Where do I want to go? Do I want to go to...? (猜猜看，我要去哪儿？我要去学校/ 动物园/ ……吗? )” (Repeat the same question with each of the cards.)

- Then Laoshi says, “I know! (Secretly taking a card out of the set of small cards.) Where do I want to go? (我知道了! [老师偷偷地抽出一张卡] 我要去哪儿?)” Laoshi prompts volunteers to ask, “Do you want to go to...? (你要去……?)” Use the pictures to remind themselves of the possible guesses. After incorrect guesses, Laoshi always respond with, “No, I don’t want to go to... (不, 我不要去……)”
  - When a student guesses correctly, Laoshi holds up the card and replies, “Yes, I want to go to ...! (是的, 我要去……)” Laoshi holds the deck of little cards and asks the volunteer, “Where do you want to go? (你要去哪儿?)” The volunteer chooses a card, and the game continues.
4. Introduce duration - one day, one week, one year.
- Laoshi holds up a big calendar, pointing at any day and says, “One day. (一天。)”
  - Next, point at the whole week and say, “One week. (一个星期。)”
  - Introduce one year in the same way.
  - Use calendar and yes/no and either/or questions to reinforce the concept of one day, one week, and one year. For example, point to one week and ask, “Is this one day? (这是一天吗?)” Students say, “No. (不是。)” Laoshi next asks, “Is this one week? (这是一个星期吗?)” Students say, “Yes. (是。)” Next, Laoshi point to one year and asks, “Is this one week? (这是一个星期吗?)” Students say, “No. (不是。)”
  - Extend the activity by asking, “Is this one week or one year? (这是一个星期还是一年?)” Students answer, “One year. (一年。)”
  - Be sure to include some “yes” questions in the yes/no examples.
5. Laoshi holds up the big flashcard with the phrase, “For how long? (要去多久?)” and says, “要去多久?” Ask students to repeat. After several times, post the big flashcard on the board.
- Laoshi points to the destinations on the board and invites a volunteer to the front and asks, “Where are you going? (你要去哪儿?)”
  - After the student responds, Laoshi asks, “For how long? (你要去多久?)” At the same time, Laoshi points to one day on the calendar and asks, “For one day? (一天吗?)” Next, Laoshi points to the whole week and asks, “For one week? (一个星期吗?)” and etc. The volunteer will nod or shake the head and say “Yes (是)” or “No (不是)”, depending on whether the amount of time is appropriate.
  - Another example, if the student says, “I want to go to the zoo, (我要去动物园。)” Laoshi asks, “For one year? (一年吗?)” The student will probably say “No, (不是)” Laoshi can respond, “You are right! One year is too long for the zoo! (对了! 去动物园一年, 太久了。)” Laoshi should comment on each volunteer’s choice each time.
  - Praise the class that they did a great job.



### Interpretive and textual reading

#### 课文导读

Pointing at pictures on this page, Laoshi reviews the key points of the lesson. Follow the usual procedures described in Chapter Three.

### Tone practice

#### 声调练习

要去, 4-4 tone.

多久, 1-3 tone.

### Additional practice or formative assessment

#### 课堂习作或评估

Hand every student two cards, one for “要” and the other for “不要”. Laoshi says, “你要去中国吗?” and students hold up the word card “要” or “不要”. Repeat with other destinations, writing the number of “要” cards for each one. After each response is tallied, Laoshi comments, for example, “12 classmates want to go to the zoo and 13 do not want to go to the zoo. (12个同学要去动物园, 13个同学不要去动物园。)”

### Closing routine

#### 收场

Finish with usual closing routines.

## Page 3

### Key points

#### 教学重点

- Revisit the use of the possessive word “的” (我的朋友, 爸爸的公司, 凯蒂的家, 中国的学校……)
- Introduce the expression “I have to do something” using “得.”

### Directions

#### 教学指引

1. Greetings.
  - Laoshi holds the puppet Mary and the picture card and says, “This is Mary’s school. (这

是玛丽的学校。)” Using Jose’s puppet, Laoshi says, “This is Jose’s school. (这是荷西的学校。)” Laoshi turns to a student and asks, “Is this your school? (这是你的学校吗?)” Students should respond with “No. (不是。)”

- Holding a picture of the local school, Laoshi asks, “Is this your school? (这是你的学校吗?)” The student should respond with “Yes. (是。)” Holding the first card, Laoshi then asks, “Whose school is this? (这是谁的学校?)” The student will say, “This is Mary’s school, (这是玛丽的学校。)” or “This is Jose’s school. (这是荷西的学校。)”
  - Laoshi holds a Chinese flag and the picture of the Chinese school from the book and says, “This is a Chinese school. (这是中国的学校。)” Laoshi holds an American flag and a picture of a school and have students repeat, “This is an American school. (这是美国的学校。)”
  - Laoshi takes out a bag with a picture of a house, a picture of a school, a Chinese flag, a U.S. flag, and stick puppets for Katie, Mary and Sam. Lay all the props on the desk. Laoshi uses various combinations of these items to create sentences. After one or two examples, Laoshi invites volunteers to create the sentences. For example:
    - This is Mary’s school. (这是玛丽的学校。)
    - This is an American school. (这是美国的学校。)
    - This is Katie’s flag. (这是凯蒂的国旗。)
    - This is a Chinese school. (这是中国的学校。)
  - Small group activity (optional): Laoshi gives each group a bag with the picture of a house, a picture of a school, Chinese flag, U.S. flag, puppets for Katie, Mary and Jose. Lay all the props on the desk. Laoshi asks a volunteer in each group to be a Laoshi. This little Laoshi will choose two objects from the desk (a flag and the picture of the school, for example). The little Laoshi will hold these two objects and have the rest of students say, “Chinese school. (中国的学校。)” The person who answered first will be the next Laoshi and he/she will choose two objects to have the rest of group answer. Give them 3 minutes to play this game.
2. Introduce “have to (得)” by using pictures to establish context.
- Laoshi holds up the picture of a school and says, “I have to go to school. Do you have to go to school? (Holding a picture of a baby.) Does the baby brother have to go to school? (我得去学校。你得去学校吗? 弟弟得去学校吗?)” Students will say, “No. (不必。)” Laoshi continues with the stick puppets of the children and Laoshi, as well as pictures of a senior citizen, a mother, and finally, a father.
  - Laoshi holds up the picture of a business (or company) and says, “Father doesn’t have to go to school. Father has to go to company. Do you have to go to company? (爸爸不必去学校, 他得去公司。你得去公司吗?)” Repeat with pictures of a baby and a child.



3. Reinforce the key words “have to (得)” and “will go (要去)”.
  - Laoshi holds up a picture of a senior citizen and asks, “Does a senior citizen have to go to school? (老人得去学校吗?)” Students will say, “No. (不必。)”
  - Laoshi holds up Mary’s puppet and asks, “Does Mary have to go to school? (玛丽得去学校吗?)” Students say, “Mary has to go to school. (玛丽得去学校。)”
  - Laoshi holds up Katie’s puppet and asks, “Does Katie have to go to school? (凯蒂得去学校吗?)” Students say, “Katie has to go to school. (凯蒂得去学校。)”
  - Laoshi next asks, “Who else has to go to school? (还有谁得去学校?)” Students volunteer responses and Laoshi helps them to shape correct responses, as needed.
  - If this name has not already come up, Laoshi asks, “Does the principal (or use the principal’s name) have to go to school? (校长得去学校吗?)” Students say, “The principal has to go to school. (校长得去学校。)”
  
4. Game: Who is correct? (游戏: 谁是对的?)
  - Divide students into two teams, Team A and Team B, and lined them up. Laoshi has two sets of picture cards. One set on people and the other set on places. Laoshi will randomly draw a card from the two sets.
  - After modeling first, Laoshi begins the game. If Team A speaks first, then the first person of Team A will ask a question, i.e. “Where is father going? (爸爸要去哪儿?)” The first person in Team B will answer, “Father wants to go to company, (爸爸要去公司。)” or “Father has to go to company. (爸爸得去公司。)”
  - If both teams are correct, then each team gets one point and they both go to the end of line. The second person in each team moves to at the front of the line, Laoshi randomly draws a picture from each set of pictures, and the game continues. The questions and answers will be, for example:
    - Q: Where is Mary going? (玛丽要去哪儿?)  
A: She has to go home. (她得回家。)
    - Q: Where is Jose going? (荷西要去哪儿?)  
A: He has to go to bathroom. (他得去厕所。)
    - Q: Where is principal going? (校长要去哪儿?)  
A: He has to go to school. (他得去学校。)
  
5. Skit time: Going to school. (角色扮演: 去上学)
  - Laoshi invites a volunteer to come to the front for a little skit with Laoshi. Give the volunteer a picture card of a school with the *hanzi* “学校” and the stick puppet of one of the children. Laoshi and the volunteer model the skit.



- Student: Hello, Laoshi. (老师, 你好。)
- Laoshi: Hello, ...(name of puppet). (……[纸偶名字], 你好。)
- Student: Where are you going? (你要去哪儿?)
- Laoshi: I have to go to school. How about you? (我得去学校。你呢?)
- Student: I have to go to school too. (我也得去学校。)
- Laoshi: See you later! (再见!)
- Student: See you later! (再见!)
- Laoshi asks for another 2 volunteers, one to act as father, the other to act as son. Have one volunteer hold a stick puppet of one of the children and a picture card of a school with *hanzi* “学校”, the other one holds a stick puppet of father and the picture card of company (公司). These two volunteers model the skit.
  - Father: Hello, ...(name of puppet). (……, 早。)
  - Son: Hello, Father. (爸爸, 早。)
  - Father: Where are you going? (你要去哪儿?)
  - Son: I have to go to school. How about you? (我得去学校。爸爸, 你呢?)
  - Father: I have to go to the company. (我得去公司。)
  - Father: See you later! (再见!)
  - Son: See you later! (再见!)
- Repeat with additional volunteers who hold different stick puppets and different destinations. Be sure to include a mother and a company, a teacher and the school, and so on.

### Interpretive and textual reading

#### 课文导读

Follow the routine.

### Tone practice

#### 声调练习

工作, 1-4 tone.

### Additional practice or formative assessment

#### 课堂习作或评估

Workbook activity (2C Workbook page 1) (2C Teacher CD1, Track 4)

Lead students to discuss the pictures on the Workbook. Play the CD for the listening activity.

### Closing routine

#### 收场

Finish with usual closing routines.



### Key points

#### 教学重点

- Review “want to go, do not want to go, where are you going? For how long?” (要去, 不要去, 你要去哪儿? 要去多久?)
- Comment that food is delicious with “好吃,” a place is fun with “好玩,” and someone’s Chinese has improved a lot with “你的中文进步很多!”

### Directions

#### 教学指引

1. Greetings.
2. Puppet comes to visit and greets Laoshi and the students. Puppet tells the class that he has to go. Students ask him, “Where are you going? (你要去哪儿?)” Puppet says, “I am going to a friend’s birthday party. My friend is from China. (我要去朋友的生日会。我的朋友是从中国来的。)” Students ask, “For how long? (要去多久?)” Puppet says, “One hour. (一个小时。)” Say goodbye each other.
3. Game: We can go together (游戏: 我们可以一块儿去)
  - Laoshi sets out the cards used previously for destinations, as well as cards showing one day, one week, one year. Briefly review the game in which Laoshi says, “I’m going someplace. Can you guess where I am going and for how long? (我要去一个地方。猜猜看, 我要去哪儿? 要去多久?)”
  - Volunteers ask the questions until they determine where Laoshi is going. Laoshi quickly has students repeat the questions and the answers as a review before introducing the game.
  - Laoshi gives each student a 3 inches by 5 inches index card (or larger) and invites them to choose one of the destinations, and draw a picture of it on the top half of the card. (Demonstrate with an example.) Then Laoshi tells the students to take a pencil and their cards and form two circles. The students in the inside circle face outward and those in the outside circle face inward.
  - Laoshi asks the students in the outside circle to walk clockwise and the students in the inside circle to walk counterclockwise until Laoshi says “stop (停)” and the students stop. The students in the inside circle ask the student opposite them in the outside circle two questions after they greet each other: “Where you want to go? (你要去哪儿?)” and “For how long? (要去多久?)” After they answer the questions, the students in the outside

circle ask the same questions. If they are going to the same place for the same length of time, they can say, "We can go together." Each student writes her or his name on the back of the other student's card, and then they say "Thank you, (谢谢)" and "Goodbye. (再见)" After that, the process will begin again. This time Laoshi has the outside circle move one, two, or three partners to the right (counterclockwise), and the questioning begins again.

- After several turns, Laoshi asks, "Who can go together? (谁可以一块儿去?)" If someone has found a partner, Laoshi asks, "Where are you going? For how long? (你要去哪儿? 要去多久?)"
  - The game can continue for several more turns. If desired, students can keep their cards so that they can play another time and find additional people going to the same place. Or Laoshi can keep the cards until the next time the game is played.
4. Puppet comes back again with a bag containing delicious treats and toys from China. Laoshi acts very surprised and asks Puppet, "You are back so soon. You were not at the party for an hour! What do you have there? (你那么早回来。你离开了一个小时啊! 你带什么回来?)"
- Puppet tells students, "I brought you some things from China. Look! What are these? (我给你们带了东西回来, 是中国的东西。看! 这是什么?)" Students say, "Oh! Great! Cookies, oranges, apples, bananas, long life noodles, chickens, cakes. (好棒! 饼干, 桔子, 苹果, 香蕉, 寿面, 鸡肉, 蛋糕。)" Puppet says "Mmmm... Delicious! Yummy! (嗯……好吃!)"
  - Puppet continues to say, "Come and look at this bag to see what else is inside. Wow! Toys! Panda, monkey, tangram... They are fun to play with. (来看! 这个袋子还有什么? 哇! 玩具! 熊猫, 猴子, 七巧板……玩具好玩!)"
  - Puppet holds the prop or picture card of cookies, oranges, apples, bananas, long life noodles, chickens or cakes and asks students, "What is this? Is this yummy/ delicious? (这是什么? 好吃吗?)" Students say, "Yummy/ delicious. (好吃。)" Have students rub their tummies and say "好吃." Review food items in the same way, and the expressions for yummy/ delicious and fun to play.
  - Puppet holds the toy panda and asks, "What is this? (这是什么?)" Students will say "It is panda. (熊猫。)" Puppet asks, "Is this yummy? (熊猫好吃吗?)" Students will laugh and say "No, you can't eat it. It is a toy. It is fun to play with. (不, 你不可以吃熊猫。熊猫是玩具。熊猫好玩。)" Puppet shows the cookies and asks students, "Are they fun to play with? (他们好玩吗?)" Students will say, "No, they are delicious (不, 他们好吃!)" and rub their tummies.



5. Laoshi helps Puppet to serve some individually wrapped treats to students. Students will receive the treat with both hands and say, “Thank you. (谢谢。)” Laoshi responds with “You are welcome. (不客气。)” When students are eating, Laoshi asks the whole class “Yummy? (好吃吗?)” Students say, “Yummy! (好吃!)” Laoshi asks individual students “Yummy? (好吃吗?)” Students say, “Yummy! (好吃!)”

Note to Laoshi: Some schools do not allow teachers to give food to students. Check with the principal before bringing food to the class. Props or picture of food are OK for language practice.

6. Praise students that their Chinese has improved by saying, “你们的中文进步很多。”

### **Interpretive and textual reading**

#### **课文导读**

Follow the routine.

#### **Tone practice**

##### **声调练习**

进步, 1-4 tone.

### **Additional practice or formative assessment**

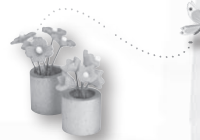
#### **课堂习作或评估**

Laoshi makes a set of “Yes (是)” and “No (不是)” flashcards for whole class using computer word processing. Laoshi says, for example, “Is this orange yummy? (Hold up a flashcard for 好吃) (桔子好吃吗?)” Students hold the card “是” or “不是” and say “是/不是”, “Yummy (好吃)” or “Fun to play with (好玩).” Laoshi repeats with pictures of other food and toys, always asking in a complete sentence, for example, “Is this banana fun to play with? (hold up a flashcard for yummy) (香蕉好玩吗?)” or “Is this tangram yummy? (hold up a flashcard for tangram) (七巧板好吃吗?)” Laoshi mixes up the items and the phrases, so that some are correct and others are incorrect.

### **Closing routine**

#### **收场**

Finish with usual closing routines.



### Key points

#### 教学重点

- Express concern or worry and ask for help or suggestions with the question “What can/should I do? (怎么办呢? )”
- Have and don't have. (有, 没有)

### Directions

#### 教学指引

1. Greetings.
2. Introduce the expression “怎么办呢? ”
  - Laoshi asks students to open the Student Book to page 5, points to the pictures and says “Mary is going to China but her friends are all in the U.S. What can she do? (玛丽要去中国, 可是她的朋友都在美国, 怎么办呢? )” Laoshi opens both arms and shows a worried facial expression, frowning and shrugging shoulders and says, “What can she do? (怎么办呢? )” Ask students to imitate the expression and the gesture and say, “怎么办呢? ”
  - Laoshi pantomimes that she is hungry but there is nothing left in the refrigerator or the snack bag. She then says, “怎么办呢? ” with the gesture. Have students say, “怎么办呢? ”
3. Game for “have and don't have” and “What to do?” (游戏: 有, 没有, 怎么办呢? )
  - Laoshi takes out one of the food items used for page 4, for example, a banana. Students stand in a circle with their hands behind them. They first practice passing the banana around the circle behind their backs, while chanting together, “I'm hungry! I'm hungry! What to do? What to do? (我饿了! 我饿了! 怎么办呢? 怎么办呢? )”
  - Then a volunteer (or Laoshi, for the first time) stands in the center, blindfolded (or with hands covering eyes). Laoshi hits a bell or a drum, and the students start the chant and pass the banana around. Laoshi hits the drum again, and the chant and passing stops. The student in the center asks one student at a time, “Can you help me? (你可以帮我吗? )” Laoshi prompts the student to answer, “Yes, I have a banana, (可以, 我有香蕉。)” or “No, I don't have a banana. (不可以, 我没有香蕉。)”
  - If the student in the center guesses correctly after four tries or less, the student with the banana goes to the center and the game begins again. If the student in the center does not guess correctly within four tries, that student stays in the center and the game begins again. To make the game more challenging, more than one of the foods used for page 4 might be passed around at the same time.



4. Laoshi leads the students in singing the “My Friend” song, but changes the words somewhat to suit the focus of this page. Students can also hold the Mary stick puppet to sing these two verses. They might create other verses to suit their own situation as well. Two such examples are given below:

- One two three four five six seven (一二三四五六七, )  
I have friends in the U.S. (我有朋友在美国。)  
In the U.S., in the U.S. (在美国, 在美国, )  
I have friends in the U.S. (我有朋友在美国。)
- One two three four five six seven (一二三四五六七, )  
I do not have friends in China (我没有朋友在中国。)  
In China, in China (在中国, 在中国, )  
I do not have friends in China (我没有朋友在中国。)

### **Interpretive and textual reading**

#### **课文导读**

Follow the routine.

### **Tone practice**

#### **声调练习**

学校, 2-4 tone.

### **Additional practice or formative assessment**

#### **课堂习作或评估**

Workbook activity (2C Workbook page 2) (2C Teacher CD1, Track 7)

Lead students to discuss the pictures on the Workbook. Play the CD for the listening activity.

### **Closing routine**

#### **收场**

Finish with usual closing routines.



**Key points****教学重点**

- Review the important expressions learned in the previous classes.
- Tell someone not to worry. (不要担心。)

**Directions****教学指引**

1. Greetings.
2. Begin with a TPR sequence that includes “come, go (to various destinations around the room), read, write, sing” and other review verbs.
  - Then Laoshi takes out a letter from China and tells the class, “I received a letter from China today. Would you like to see it? (我收到一封信，是从中国寄来的。你们想看吗?)” Laoshi uses TPR to move the letter around the class, using commands such as, “Mary, give the letter to Kevin. Kevin, put the letter on John’s book. (玛丽，给Kevin 这封信。Kevin，把这封信放在John的书上。)” And so on.
  - Laoshi asks students to open Student Book to page 6 and reviews who is in the picture.
3. Laoshi asks students, “Where is Mary going? For how long? (玛丽要去哪儿？要去多久?)” Students answer, “Mary is going to China. For one year. (玛丽要去中国。要去一年。)”
  - Laoshi continues to ask:
    - “Does Mary want to go to China? (玛丽要去中国吗?)” [Students answer, “No. (不要。)”]
    - “Does Mary have a friend in China? (玛丽在中国有朋友吗?)” [Students answer, “No. (没有。)” ]
    - “Does Mary feel happy or sad? (holding up a happy face and a sad face) (玛丽高兴还是不高兴?)”
  - After students respond, Laoshi says, “That’s right. Mary is sad. Mary is worried. (Laoshi gestures to show worry.) What do you think she is worried about? (对了。玛丽不高兴。玛丽担心。你们觉得玛丽担心什么呢?)” Students may respond with ideas like, “Mary doesn’t have a friend in China. Mary is going to China. Mary has to go to school in China. (玛丽在中国没有朋友。玛丽要去中国。玛丽得去中国的学校。)” If they don’t respond, Laoshi can prompt them, by saying, “Mary doesn’t have a friend in China. Does she worry about that? (玛丽在中国没有朋友。玛丽担心在中国没有朋友。)” And so on.



4. Laoshi asks the students, “What can Mary do? She is so worried! (玛丽怎么办呢? 她很担心。)” Let students make suggestions and if they don’t, Laoshi suggests, “What do you think? Can she call? Can she come back for a week? Can her classmates go to China? Can she write a letter? Can she send pictures? (你想玛丽该怎么办? 她可以打电话吗? 她可以回来一个星期吗? 她的同学可以去中国看她吗? 她可以写信吗? 她可以寄照片吗?)” Laoshi extends the question to, “Imagine that you are going to move to China. What would you do? What would make you feel better? (如果你去中国, 你怎么办呢? 你怎么做才好呢?)” Then Laoshi says, “Let’s find out what Mary’s Laoshi tells her. What do you think she will say? (我们看玛丽的老师对她说什么? 你想她会说什么?)”

### Interpretive and textual reading

#### 课文导读

Follow the routine.

### Tone practice

#### 声调练习

担心, 1-1 tone.

### Closing routine

#### 收场

Finish with usual closing routines.

## Page 7

### Key points

#### 教学重点

- Agree with someone’s suggestion by using “好吧!”
- Trace, copy, and practice writing *hanzi* “要” and “去”.

### Directions

#### 教学指引

1. Greetings, TPR, weather, song introduced for page 5.
2. Laoshi and the class page through Lesson 1, looking at Mary and commenting on how she is feeling. Laoshi asks, “Is she worried? Is she sad? Is she happy? (玛丽担心吗? 玛丽不高兴吗? 玛丽高兴吗?)”



3. Laoshi and the class stop at page 6 and Laoshi asks, “What does Laoshi suggest? (老师对玛丽说什么?)” Students answer, “Mary can write a letter to the class. (玛丽可以写信给同学。)” Laoshi extends the activity by asking, “How often? One a day? One a week? One a year? Is that okay with Mary? What do you think? (多久? 一天一封信? 一个星期一封信? 一年一封信? 玛丽觉得写信好不好? 你觉得写信好不好?)”
4. Laoshi tells a student, “I need to take your book. Is that okay with you? (我要拿你的书, 好不好?)” Laoshi prompts the student to respond, “OK! (好吧!)” Laoshi continues around the class, asking for various items until Laoshi’s arms are full, always giving the students the chance to respond with “OK! (好吧!)”
5. Laoshi pretends to be struggling with the weight of all the things that have been gathered and says, “Oh, this is too much. I have to give these things back. ...(name of student), will you please give... (name of another student) back this book? (我的手有太多东西了! 我得还给你们。……[学生名字], 请你给……[另一个学生的名字]这本书。)” Student is prompted to say, “OK! (好吧!)” Continue in this manner until all the items have been returned.

### **Interpretive and textual reading**

#### **课文导读**

Follow the routine.

### **Tone practice**

#### **声调练习**

而且, 2-3 tone.

### **Additional practice or formative assessment**

#### **课堂习作或评估**

Workbook activity (2C Workbook page 3)

Use page 3 of Workbook: Follow the literacy writing instructions to introduce “要” and “去”.

Trace, copy, and practice writing them.



**Key points**

**教学重点**

- Review the entire lesson one more time. (复习全课。)

**Directions**

**教学指引**

Laoshi will:

- Lead the entire class to read the lesson page by page two times. (老师带领学生每页课文朗读两次。)
- Laoshi will read the pages, and students can act out either using puppets or role play. (老师读课文, 学生可用纸偶或角色扮演来加强所学。)
- Or, Laoshi can read part of the text to a student very quietly, and the student will act it out for the class to guess what he/she is doing, similar to a charades game. (比手划脚游戏) The more Laoshi can turn it into a game, the more fun it will be for students.
- Follow the pre-writing routine.

**Assessment**

**评估**

Use the “I can...” statements on page 4 in the Workbook to assess student learning.