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## Jose's Chinese New Year 荷西的中国新年

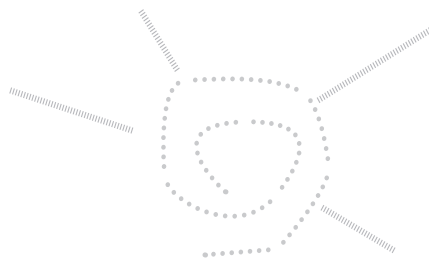
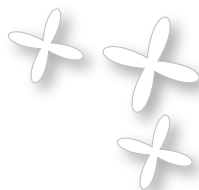
### ABOUT THIS BOOK 关于本书

This volume is the third book designed for Grade 1 students, and it is the second Student Book in the series within the larger theme of “Culture Heritage.” The sub-theme of this book is “All About Families,” and its underlying concept is “A New Year’s Visit to a Chinese Family.” The book’s theme and material provide much of what Laoshi needs to teach a unit about the celebration of Chinese New Year.

If this is the first book in the *Flying with Chinese* series that you have used, please read the *Introduction to Flying with Chinese* carefully. It describes a system of teaching languages to children that uses the target language as much as possible, that carefully crafts lesson plans to make maximum use of learners’ attention spans, and that uses a variety of classroom activities that are well described and modeled. This text was created for use within this kind of a teaching methodology.

Through Jose’s visit to a Chinese family for the New Year celebrations, students will learn how Chinese people celebrate their New Year. Six major strands weave through this book:

- (1) New Year decorations and good luck signs;
- (2) foods served for Chinese New Year’s Eve and their symbolic meaning;
- (3) the Chinese legend of the New Year Monster;
- (4) congratulating one another for Chinese New Year and the gifts given to children;
- (5) arts; and
- (6) songs that relate to Chinese New Year.



Using Jose's visit to a Chinese family for the Chinese New Year celebration as the context, the children learn the language and courtesy of being a guest and a host. Through the excitement of being part of Chinese New Year celebration, the simple dialogues, pictures, and the mythical story about the New Year Monster, children not only learn the vocabulary and expressions specifically related to Chinese New Year celebration, but the vocabulary and expressions in daily life as well. At the same time, children learn how Chinese people celebrate their new year.

本书简介：

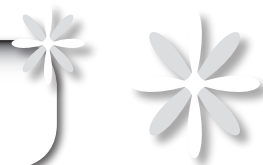
本书的主要题材是“家庭”，基本概念则为“过新年”。本书以荷西到中国朋友家过年为场景，把中国最大的节庆介绍给读者。本书由以下六个重要支线串连而成：

- (1) 过年的装饰，如春联和“春”字“福”字；
- (2) 年夜饭和过年时的应景食物及其特别的意义；
- (3) 过年的传说——年兽的故事；
- (4) 拜年和压岁钱(红包)；
- (5) 新年祝贺的词语和歌曲；和
- (6) 新年歌。

本书以简单对话的方式，生动活泼的人物造型，传奇的年兽故事，引发学生对中国新年的浓烈好奇心，更增添本书的趣味性。学生学完本书后，除了学习到日常生活里常用的词语，新春拜年的贺语，应景食品和装饰的词汇以外，同时还了解中国人怎么过新年。



## CONTENT OVERVIEW: JOSE'S CHINESE NEW YEAR 荷西的中国新年



**Grade 1 Theme:** All About Families

**Theme of This Book:** A New Year's Visit to a Chinese Family – Chinese New Year Celebration

**Enduring Understanding:** Students will understand that Chinese New Year is the biggest celebration for Chinese families.

**Essential Questions:** How do Chinese families celebrate Chinese New Year, and why is it so important to Chinese people?

一年级主题：我们的家庭

本书主题：与中国家庭共度新年 —— 中国新年

本书恒久性的理解：学生将理解，中国新年是中国人最大的节庆。

本书的重点问题：中国人如何庆祝新年？为什么中国新年对他们那么重要？



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

- **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 particular emphasis on the products, practices, and perspectives of Chinese New Year.
- **Connections (贯连):**  
Students will learn about customs and celebrations different from their own and experience them through the eyes of another child.



- **Comparisons (比较):**

Students recognize that dates, customs, experiences, and legends associated with holidays may be the same or different from culture to culture. They will continue to develop the ability to differentiate single tones and understand the importance of tones in the Chinese language, as well as the awareness of intonation in English and understand that different intonations may indicate different meanings. They become more aware of the fact that Chinese characters (*hanzi*) are not random. Although *hanzi* is not based on alphabet, students begin to recognize certain recurring elements (radicals).

- **Communities (社区):**

They will share what they learn in class with other children and their families.

## **Expected Outcomes**

### **Oral language objectives: Students will be able to:**

- (1) greet people with special expressions and gestures during Chinese New Year (1.1)
- (2) identify and name the decorations and lucky signs used for Chinese New Year (1.1)
- (3) name the special food served for Chinese New Year's eve and express their special meaning (1.1)
- (4) retell the story of New Year Monster with the assistance of props and gestures (1.3)

### **Literacy objectives: Students will be able to:**

- (1) recognize the form, meaning, and pronunciation of eight Chinese characters associated with the story (1.2)
- (2) demonstrate that *hanzi* are written with strokes that follow a proper order (1.2)
- (3) recognize some *hanzi* from the text and from signs or labels in the classroom as they develop their sight vocabulary (1.2)

### **Cultural objectives: Students will be able to:**

- (1) identify and name the decorations, foods and gifts used for Chinese New Year (2.1)
- (2) participate in some cultural practices of the Chinese New Year celebration and name the associated products (2.1, 2.2)
- (3) express why red spring couplets are pasted on the door and why the characters "spring" and "lucky" are upside down (2.1, 2.2)
- (4) identify special New Year rice cake, fish, dumplings and oranges and explain some meanings (2.1, 2.2)
- (5) participate in literary traditions such as children's rhymes and songs (2.1)
- (6) recognize the idea that tones are important for understanding and speaking Chinese (2.1)



**Content related objectives: Students will be able to:**

- (1) identify the food decorations used for Chinese New Year and explain their meaning (3.1)
- (2) sing Chinese New Year songs (3.1)

**Comparisons objectives: Students will be able to:**

- (1) recognize that Chinese and English languages are written in different ways, but both have rules to follow (4.1)

**欲达成果**

**口语目标:**

- (1) 能说出新年吉祥的话语和做出应有的手势 (1.1)
- (2) 能说出新年装饰用的春联和“春”字“福”字 (1.1)
- (3) 能说出年夜饭吃的食物及其特殊的意义 (1.1)
- (4) 能说出年兽的故事 (1.3)



**读写目标:**

- (1) 能辨识并发出本书中八个汉字的正确读音 (1.2)
- (2) 知道汉字有一定的笔划顺序 (1.2)
- (3) 可辨识教室中张贴的标语或海报上的汉字 (1.2)

**文化目标:**

- (1) 能说出跟新年有关的装饰品, 食物和礼物的名称 (2.1)
- (2) 能说明新年的习俗是怎么来的, 以及为何要用某种特别的東西 (2.1, 2.2)
- (3) 能说明新年要贴春联和“春”字“福”字, 以及“春”字“福”字为何要倒贴的原因 (2.1, 2.2)
- (4) 说明新年吃年糕、鱼、饺子和桔子的特别意义 (2.1, 2.2)
- (5) 能朗诵所学过的中国传统童谣及唱儿歌 (2.1)
- (6) 了解声调对听说中文的重要性 (2.1)

**其他学科目标:**

- (1) 能辨识新年用的装饰品和吃的食物, 及说明其意义 (3.1)
- (2) 能唱新年歌 (3.1)

**语言文化比较目标:**

- (1) 了解即使中文和英文的书写方式不同, 但都要遵行一定的规则 (4.1)

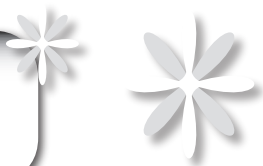


## Materials for Reinforcing Related Concepts (强化语言学习之教材):

1. Objects and symbols that are closely related to Chinese New Year will bring this book to life. We suggest that they be kept in a large bag or box that is clearly labeled with “春节” and “新年” so that Laoshi can bring them out dramatically as they are needed. The following should be included:
  - spring couplets (春联): one small set (for Puppet’s “house”) and one large set
  - spring and happiness signs (春字、福字): one small pair (for Puppet’s “house”) and one large pair
  - New Year’s treats tray (pictured in the book, but not kept in bag or box) (新年应景甜点)
  - red envelope for lucky money (红包)
  - Chinese dragon (mask or figure) (龙面具)
  - a set of paper masks kept together in a zip-lock bag (一组面具放在塑胶袋里)
    - a mask for Nian
    - a mask for the old man
    - several other masks for villagers, men, women, girls, boys
    - masks for the animals in the village pictures: a dog, chickens, and birds
  - a red lantern and some paper “flames”(triangles of orange paper with the *hanzi* for fire on them) (红灯笼和假火焰)
  - fake red firecrackers (假鞭炮)
  - prop food items (食物教具): either plastic replicas, or good photographs that have been laminated so they can be handled:
    - dumplings (饺子)
    - New Year cakes (年糕)
    - fish (鱼)
    - mandarin oranges (桔子)
2. Monthly calendar (月历): We suggest the use of a big monthly calendar that includes the Chinese calendar and Chinese special holidays. Students will see that the first day of Chinese lunar calendar is not on January first. Also, children will learn that Chinese call their first month “正月” or “一月”.
3. Weather Wheel (天气大转盘) or other weather-related visuals: See extensive explanation in Daily Classroom Routine in Chapter 3.



JOSE'S CHINESE NEW YEAR  
荷西的中国新年  
LESSON PLANS



As described above, the suggestions will be primarily indicated on a page-to-page basis and Laoshi will have to decide how much will be covered on a given day and plan the opening and the closing of the daily class with appropriate activities to support the theme and content of the daily lesson. Most suggestions are conceived as being a part of a 10-week unit. The individual Laoshi will have to make adjustments in the lesson and unit schedule depending on the situation where Laoshi is teaching.

## Lesson 1: Celebrate Chinese New Year 过新年

### Objectives (教学目标)

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

- make a suggestion by using “would you...?” (你要不要……?) (1.1)
- use “太好了” to express excitement and happiness (1.1)
- say “明天见” to their teacher and their friends when they go home from school (1.1)
- tell people that the other name for Chinese New Year is “春节” (1.1)

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

- trace and copy learned *hanzi* (描红) (1.2)
- recognize the form, meaning, and pronunciation of “年” (认“年”字的形，意义，和发音) (1.3)
- recognize some *hanzi* from the textbook and different sources (1.2)

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

- understand that Chinese New Year is a different date from Western New Year and is a special Chinese holiday prior to spring (2.1)

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

- identify calendar dates and years (3.1)
- say when American New Year is celebrated and when in the year Chinese New Year is celebrated (3.1)





## Materials Needed (主要教学教材)

- 1) A special puppet for this book – a dragon puppet is recommended, with a slightly crabby (but affectionate) personality. (特殊的纸偶 – 建议用龙)
- 2) A house for the special puppet that can be decorated for New Year. (布置好庆祝春节的纸偶房子)
- 3) Props for the puppet : cleaning cloths. (纸偶用的清洗用具)
- 4) A large red box or bag for all the props related to the different lessons of the book (see list in introduction). (装教具用的红色的大盒子/百宝箱)
- 5) Paper or card stock pictures of Wang Dayong and Jose, crayons or markers, and scissors to make puppets. (王大永和荷西的图片, 作纸偶用的蜡笔, 彩色笔, 剪刀)
- 6) Craft sticks and stapler for making the puppets. (劳作用小棒棒, 订书机)
- 7) Enough zip-lock bags for each student to have one to store the stick puppets. (贮存东西的塑胶袋)
- 8) Monthly calendars, including both the regular and Chinese calendars. (有阴历的月历)
- 9) Cards with the *hanzi* for “新年” and “春节”, sized so that they will fit on the calendar.

## Extended Activities Used in this Teacher Guide for Lesson 1 (延伸活动)

- I. **The Character Puppet (纸偶角色):** For this lesson there should be a new puppet for the children, representing a wise older presence with a Chinese cultural heritage. We recommend a dragon puppet, and the dialogue in the Teacher Guide suggests a crusty, blustery, affectionate personality. Laoshi should choose a name; the Teacher Guide refers only to “Puppet”.
- II. **Puppet’s House:** Puppet needs a house with doors and windows that can be decorated for Chinese New Year.

## Page by Page Guide (每页课堂活动指引)

### Page 1

#### Materials necessary for this page

##### 此页所需教材

- The puppet and puppet house described in the previous page:
  - Puppet is inside the house and not visible.
- The Student Books for *Flying with Chinese 1C* for distribution in class.
- Monthly calendars, including both the regular and Chinese calendars. (有阴历的月历)
- 1C Teacher CD with song on page 43 of Student Book (1C Teacher CD, Track 68) playing quietly as children enter.
- CD player.

#### Key points

##### 教学重点

- Introduction to the theme of the book and the unit: Chinese New Year.
- Introduction of the new character puppet for the unit.
- Beginning to form the concept that Chinese New Year is a special holiday.

#### Directions

##### 教学指引

1. Entering the room (进入教室): Laoshi has the music playing for the song on page 43 of the Student Book. It would help if Laoshi has re-recorded it in order to cause it to repeat without Laoshi having to go to the CD player and repeat it.
  - As children enter, Laoshi greets them and directs them to sit in the class circle.
  - Laoshi sits and sings along with the song on the phrases that mention “新年”.
  - Laoshi stops the music playing for the song and greets the children.
  - Laoshi repeats the words “新年” a couple of times.
  - Laoshi picks up a copy of 1C Student Book, Jose’s Chinese New Year and says, “This is our new book. It’s about Chinese New Year. (这是我们的新书，介绍中国新年的书。)” Laoshi holds up the card with the *hanzi* “春节” and then say, “Chinese New Year is a special day in China. (在中国，春节是一个非常特别的日子。)”
  - Laoshi asks children to look around the room and say, “What else is new here? (这里有什么是新的?)” If children don’t notice the Puppet’s house, Laoshi can point at it. Laoshi repeats the question, “What is new here? (看看！这里有什么是新的?)”



- If children can answer the question, Laoshi remarks, “Excellent! Yes! This house is new! I wonder if somebody lives here. Come, let’s see. (好极了! 房子是新的! 不知道谁住在里面? 来, 我们去看看。)”
2. The children meet Puppet. (拜访纸偶 “龙奶奶” )
- Laoshi says, “I see a new house! I wonder who is in the house. (我看到新房子。不知道谁住在里面? )”
  - Laoshi can ask the children to guess who lives in the house.
  - Laoshi then walks over to Puppet’s house and “knocks” on a hard surface.
  - Laoshi puts a hand in the house and removes Puppet.
  - Puppet stretches as if waking up from a nap.
  - Puppet is surprised to see Laoshi and the class.
  - Laoshi talks to Puppet and tells Puppet that her house is in a school and the children are her new friends.
  - Laoshi explains that he/she is Laoshi and that there 1,2,3,... (counting) children.
  - Laoshi presents him/herself to Puppet formally. (老师自我介绍。)
  - Laoshi shows the children how to present themselves to the puppet with a bow. Children are told to line up and introduce themselves one by one to Puppet then to go back to sit in a circle. (学生轮流自我介绍。)
  - Laoshi coaches the children to invite Puppet: “Do you want to come over to our circle? (你要不要来我们的圈圈? )” Laoshi takes the Puppet to join the seated children in the circle.
3. Introducing the main idea of this book “过新年”: Laoshi tells Puppet that the class is learning about the Chinese New Year and asks if Puppet wants to learn and celebrate it with the class. (我们在学中国新年。你要不要跟我们一起过新年? )
- Puppet begins a chant: “New Year is coming! New Year is coming! (新年来了, 新年来了! )” Laoshi and the children join the chant.

### Interpretive and textual reading

#### 课文导读

Laoshi now introduces the new book, Jose’s Chinese New Year.

- Laoshi takes out a copy of the book and sits so that the children can see the picture on the front of the book and looks at the pages in Lesson 1 quickly.
- Laoshi points to the pictures of the two boys on the cover of the book and says, “This story is about two friends, Jose Martinez and Wang Dayong. (这本书有两个朋友。一个是荷西, 一个是王大永。)”
- Laoshi reads page 1 aloud with the children, following the procedure in Chapter 3.



### **Tone practice**

#### **声调练习**

After reading page 1, Laoshi should pause and do the tone practice for that page, which is for the *hanzi* “年”.

### **Closing routine**

#### **收场**

- Laoshi says, “Shhh...Look, Puppet is asleep. It is time for Puppet to go to her home now. (嘘……你们看，龙奶奶睡着了。龙奶奶回家的时间到了。)”
- The children and Laoshi go together to put Puppet gently into Puppet’s house.
- Laoshi tells the children “Shhh...Say goodbye quietly to Puppet. (嘘……轻轻地跟龙奶奶说再见。)”
- Children whisper “See you tomorrow. (明天见。)”
- Laoshi says, “Please get your books and put them away. (请你们把书收起来。)”
- A goodbye song can be sung quietly as children gather their books and get ready for transition to the next part of their day.

## **Page 2**

### **Materials necessary for this page**

#### **此页所需教材**

- The puppet and puppet house:
  - Puppet is inside the house and not visible.
  - Puppet will need a small “dusting rag”.
- Some dusting rags to “clean house” for the New Year.
- Monthly calendars, including both the regular and Chinese calendars. (有阴历的月历)
- 1C Teacher CD with song on page 43 of Student Book (1C Teacher CD, Track 68) playing quietly as children enter.

### **Key points**

#### **教学重点**

- Contrast of New Year dates between China and U.S.
- Idea of “getting ready” for the New Year.



## Directions

### 教学指引

1. Using the big year and monthly calendars, Laoshi reviews language used to talk about year, month, dates, and days of the week; e.g., “What year is this? What month is this? What is today’s date? What day is today? (今年是哪一年? 现在是几月? 今天是几月几日? 今天是星期几? )”
  - Then Laoshi begins with the current month and has the children tell the month and the year. Turn the calendar page month by month, continuing to ask the month and the day. Make a dramatic point of turning to January and announcing, “This is a new year, 20XX! What day is New Year’s Day on this calendar? (这是新的一年, 20xx! 新年是哪一天? )”
  - Have children point to January 1, New Year’s Day. Laoshi tells the class, “This is New Year in America, January 1. Chinese New Year is later, in the spring. In [current year] Chinese New Year is/was on [date and month]. Who can find [New Year’s date] on the calendar? (这是美国人的新年。中国人的新年在春天。今年的中国新年是在 x 月 x 日。谁可以在月历上找出 x 月 x 日? )”
  - Volunteer finds date, with Laoshi’s help, if needed. Laoshi says, “Yes, Chinese New Year is a special day at the end of winter, the beginning of spring. Our new book is about Chinese New Year. Let’s find out more about it. (对了, 中国新年是个很特别的日子, 它是在春天要来的时候。我们一起来找吧! )”
2. New Year is coming. (新年到了)
  - Laoshi and children go to Puppet’s house and knock. (老师和学生去敲龙奶奶的房子。)
  - Puppet (with a small cleaning cloth) emerges from Puppet’s house to say hello to the children. (龙奶奶探出头来向大家问好。)
  - Puppet says, “New Year is coming!” Laoshi and children repeat the chant. (龙奶奶说 “新年到了!” 老师和学生跟着说 “新年到了!” )
  - Puppet complains to Laoshi that there is too much to do to get ready. Puppet says she needs Laoshi and the children to help get ready. (龙奶奶抱怨说她有很多准备过年要做的事。)
  - Laoshi says to the class, “Let’s help Puppet. Let’s prepare for New Year, ok? (我们来帮龙奶奶吧! 我们来准备过新年, 好吗? )”
  - Laoshi distributes dust cloths and uses TPR to direct a quick and thorough “cleaning” of the classroom area.
  - Laoshi inspects and calls over children to clean again in areas that are “dirty”.
  - Laoshi tells children and Puppet that it is lesson time now. They should put away the cloths and come sit in the circle with their books.





### Interpretive and textual reading

#### 课文导读

Laoshi reads page 2 aloud with the children, following the procedure in Chapter 3.

### Tone practice

#### 声调练习

After reading page 2, Laoshi should pause and do the tone practice for that page, which is for the *hanzi* “过”.

### Closing routine

#### 收场

Laoshi begins the closing routine by asking children to put the books away and come back to the circle to sing a song. Laoshi has the children hold hands and walk in a circle while Laoshi begins to sing the New Year song very quietly and invites children to sing along. Laoshi points to Puppet's house and says, “Shhh...remember, Puppet is asleep. (嘘……龙奶奶在睡觉。)”

## Page 3

### Materials necessary for this page

#### 此页所需教材

- The red New Year bag or box containing special items.
- Puppet & Puppet's house.
- 1C Teacher CD for the book with the New Year song (page 43) with a CD player.

### Key points

#### 教学重点

- Children become curious about Chinese New Year and the items connected with it.
- Children become aware of the importance of the color “red” for Chinese New Year decorations.

### Directions

#### 教学指引

1. Laoshi greets the children and invites them to join Laoshi in the circle.
  - After children greet each other, Laoshi has them stand and form a circle with Laoshi to



continue learning the New Year song on page 43 of the Student Book. Laoshi may lead the singing or may wish to sing along with the CD.

- Laoshi stops the CD so that they can sing without it. With Laoshi leading the singing, Laoshi should:
  - stop after the words “我们唱歌” and sing “la la la”, then have children sing “la, la, la” with you;
  - stop after the words “我们跳舞” and dance in a circle, with children.
- Laoshi should sing the song with the children again with only a brief stop this time for singing and dancing. The children are invited to sit in the circle.

## 2. The New Year bag.

- Laoshi pulls out the bag or box containing New Year items.
- Laoshi copies onto the board or onto a large piece of paper the *hanzi* on the box that go with the song “新年好” (新年好呀, 新年好呀……) while softly singing or humming the opening line of the song on page 43.
- Laoshi takes Puppet out of its house. Puppet greets the class and Laoshi. Puppet comments that she has heard them singing and dancing to a New Year song.
- Puppet sees the sign/*hanzi* and reads it out loud slowly.
- Puppet says, “Oh, excellent! I just love Chinese New Year. But I usually call it ‘春节’. Exactly what should I say? (好极了! 我好爱中国新年, 可是我总是说“春节”。我到底要说什么呢? ‘新年好呀’ 还是 ‘春节好呀’ ? )”
- Laoshi says: “Both are right. See, we use both expressions here. ( “新年” 和 “春节” 两个都对。你们看! 我们说新年好, 也说春节好。 )”
- Laoshi holds up the New Year bag and tells Puppet: “See, we are getting ready for ‘春节’ and we have some things here. (我们在准备过春节。你们看, 这里有一些东西。 )”

### Interpretive and textual reading

#### 课文导读

Laoshi reads page 3 aloud with the children, following the procedure in Chapter 3.

### Tone practice

#### 声调练习

After reading page 3, Laoshi should pause and do the tone practice for that page, which is for the *hanzi* “节”.



- Laoshi opens the red New Year bag to look for items like those in the picture on page 3: a dragon mask, masks for the characters in Lessons 4 and 5, lantern and firecrackers.
- Laoshi can conduct a quick vocabulary exercise with these: show me the dragon, show me the lantern, show me firecrackers, etc. (给我看龙……, 给我看灯笼……, 给我看鞭炮……)
- Laoshi and class sing the New Year song together.

#### Page 4

#### Materials necessary for this page

##### 此页所需教材

- The red New Year storage bag.
- Puppet & Puppet's house.
- 1C Teacher CD for the book with the New Year song (page 43) with a CD player.
- Models for stick puppets of Jose and Dayong photocopied onto cardstock. (See Appendix of this Teacher Guide for the template. Heavy paper can work if Laoshi can laminate them.)
- Craft materials.
- An example of each of the figures colored, cut out, and showing Laoshi's name on the back as a model.
- One zip-lock bag (heavy duty, quart size) for each child.
- Craft sticks to put on the back of the puppets either in class or (as suggested below) between classes.
- Laoshi's book and Workbook, Student Books.

#### Key points

##### 教学重点

- Names and dialogue of Jose and Dayong.
- A TPR craft activity with some speaking, so children are immersed in comprehensible input.

#### Directions

##### 教学指引

1. Greetings in the circle, New Year, greetings to Puppet.
  - Using the big year and monthly calendars, Laoshi reviews days, dates, months and year.
  - Laoshi opens the Workbook to page 3. Pointing at the picture of the English language calendar on page 3, Laoshi asks, "What day is New Year's Day on this calendar? (在



这个月历上，新年是哪一天？)” Pointing at the Chinese calendar below it, ask, “When was Chinese New Year in 2007? (在2007年，中国新年是哪一天？)” (Use other years, as available.)

- Puppet says, “Every day I hear you talking about Jose and Dayong. I don’t see anybody here named Dayong or Jose. Where are they? (我每天听你们提到荷西和大永的名字，他们在哪儿？)”
- Puppet asks, “Who are Jose and Dayong? (谁是荷西和大永？)”
- Laoshi asks Puppet, “Would you like to meet Jose and Dayong? (你要跟荷西和大永见面吗？)”
- Puppet says, “Yes! (要！)”
- Laoshi says to Puppet, “You go to your house and sleep. We will look for Jose and Dayong. Then you can meet them. (你回去你的房子睡觉吧！我们去找荷西和大永，你们就可以见面了。)”
- Laoshi puts Puppet back in Puppet’s house and tells children to go to tables (or desks), saying “Shh...Puppet is going to sleep. (嘘……龙奶奶要睡觉了。)”

## 2. TPR craft activity.

- Children are seated at tables or desks with their Student Book and craft materials.
- Laoshi either has already placed the uncut and uncolored figures of Wang Dayong and Jose on the tables or distributes them while chanting “Wang Dayong and Jose Martinez.”
- Laoshi says, “Today you will make your own Wang Dayong and Jose Martinez. (今天你们要做你们自己的大永和荷西。)” Laoshi holds up the Wang Dayong example and says, “Who is this? Wang Dayong or Jose Martinez? (这是谁？王大永还是荷西？)”
- Laoshi holds up his Jose: “Who is this? Wang Dayong or Jose Martinez? (这是谁？王大永还是荷西？)”
- Laoshi, while opening a copy of the Student Book, says, “Open your books to page 1. (打开第一页。)”
- Laoshi: “Point to Wang Dayong, point to Jose. (指给我看，哪个是王大永？哪个是荷西？)”
- Laoshi: “Look at Wang Dayong. He looks happy. Look at the white snow. Wang Dayong is wearing winter clothing. What color is he wearing? Is he wearing red or blue? (Using color circles, if necessary.) (你看王大永。他看起来很开心。你看，白雪。王大永穿冬天的衣服。他穿什么颜色的衣服？红的还是蓝的？)”
- Laoshi: “Excellent, yes he is wearing blue. His jacket is blue. Now take your blue pencil/ marker and color Wang Dayong’s jacket blue.(好极了！他的夹克是蓝的。拿出蓝色笔，把大永的夹克涂上蓝色。)”



(Note: This kind of scaffolding dialogue continues through the activity with Laoshi eliciting the names of the colors then telling (TPR) children to color each of these parts of the figure with the same colors they have on page 1...his pants, and shoes, and the color of his hair.)

- Laoshi: “Now, where are your scissors? Pick up your scissors, put down your scissors. Now pick up your scissors and carefully cut out the figure of Wang Dayong. (你的剪刀在哪儿? 拿起你的剪刀, 放下你的剪刀。现在拿起你的剪刀, 小心地把荷西的图片剪下。)”
- Laoshi follows the same sequence suggested above for making the Jose puppet. Finding a picture, asking about colors, etc.
- At the end of the craft activity, Laoshi asks a volunteer, “(Name of child), please take this bag (or the wastebasket) from table to table to collect the little paper scraps. ([学生名字], 请你拿着这个袋子 / 垃圾桶到每个桌子去, 把碎纸片收集起来。)”
- Laoshi (holding up the model), “Now, write your name on the back of Wang Dayong and Jose Martinez. (好, 现在把你的名字写在大永和荷西的图片后面。)”
- Laoshi tells children to clean up desks and tables and to put away the crayons and scissors.
- Laoshi says, “Pick up your little Jose and Dayong, bring your Student Books and come sit in a circle. (拿着你的大永和荷西, 还有课本, 我们到圆圈圈去。)”

(Note to Laoshi: In order to save time, collect the colored card puppets with names of children on the back at the end of class and add the craft stick with a stapler or other means before the next class.)

### Interpretive and textual reading

#### 课文导读

- Children and Laoshi are seated in a circle.
- Laoshi tells the children to work in pairs as Laoshi reads. One child will follow the text and hold the book for the other one, who will use the two puppets to pretend to speak.
- Laoshi reads page 4 aloud with the children again, following the procedure in Chapter 3.

### Tone practice

#### 声调练习

After reading page 4, Laoshi should pause and do the tone practice for that page, which is for the *hanzi* “特”.

- Laoshi says, “Now it is time for Puppet to meet Wang Dayong and Jose. Puppet will be happy to see so many Joses and Dayongs. (现在轮到龙奶奶跟王大永和荷西见面了。龙奶奶要跟很多大永和很多荷西见面了。)”





- Laoshi “knocks” on Puppet’s door.
- Puppet comes out and asks, “Where are Jose and Dayong? (荷西和大永在哪儿? )”
- Laoshi laughs and gestures to the children, “Show Jose to Puppet. (给龙奶奶看荷西。)”
- Children lift up Jose.
- Laoshi says to the children, “Say ‘Hello, Puppet, I am Jose’. (好! 你们说 “龙奶奶, 你好, 我是荷西。” )”
- Children say (as voices for the Jose puppets), “Hello, Puppet, I am Jose. (龙奶奶, 你好, 我是荷西。)”
- Puppet says, “Hello, Jose. Where is Dayong? (荷西, 你好。大永在哪儿? )”
- Laoshi says to children, “Put down Jose and show Puppet your Dayong. (放下荷西, 给龙奶奶看大永。)”
- Children put down Jose and hold up their Dayong puppets.
- Laoshi says to the children, “Say, ‘Hello, Puppet, I am Dayong’. (好! 你们说 “龙奶奶, 你好, 我是大永。” )”
- Children, talking for Dayong, say, “Hello, Puppet, I am Dayong. (龙奶奶, 你好, 我是大永。)”
- Puppet says, “Hello, Dayong. (大永, 你好。)”
- Laoshi tells children, “Dayongs, say, ‘Good bye, Puppet, see you tomorrow.’ (大永说 “龙奶奶, 再见, 明天见。” )”
- Children say for their Dayongs, “Goodbye, Puppet, see you tomorrow. (龙奶奶, 再见, 明天见。)”
- Puppet says, “Goodbye, children. Goodbye Jose and Dayong, I’ll see you soon. (孩子们, 再见。大永和荷西, 再见! )”
- Laoshi says to the children, “Now put your puppets into these plastic bags. (现在把你们的纸偶放进塑胶袋里面。)” Laoshi passes around zip lock bags for each child to put the two card puppets. Then Laoshi collects the bags containing the puppets.

### **Closing routine**

#### **收场**

- Laoshi leads the children in singing the Happy New Year song as they put Puppet in Puppet’s house, put their books away, clean up the room, and get ready for transition to the next part of the day.

### Materials necessary for this page

#### 此页所需教材

- The red bag for Chinese New Year.
- The Puppet and Puppet's house, now decorated with small spring couplets and spring signs.
- Stick puppets in plastic bags.
- Calendars for different years, or cards with different year dates on them.
- 1C Teacher CD and CD player.
- 1C Student Books and Workbooks.
- 4 large pictures depicting the four seasons of a year.

### Key points

#### 教学重点

- Review of the dialogue of the lesson using the Jose and Dayong stick puppets.
- The idea that for Dayong, the New Year is Chinese New Year, a spring celebration.
- The expression "Would you like...? (你要不要……?)" and extensions of it, along with possible responses, and practice of some of the other "I can" functions.
- A picture of a house, a picture of a vacation resort, a glass of water (or a picture of one), and some stickers.

### Directions

#### 教学指引

1. Greetings in the circle, New Year.
  - Laoshi greets children and children greet Laoshi and fellow students.
  - Laoshi uses calendar to review days of the week, date, weather, and year.
  - Laoshi places the 4 pictures of the four seasons across the floor in the circle, saying, for example, "This is winter. It is cold in winter. Brrr. There is snow in winter," and "This is spring. In spring there are flowers and birds. In spring it is warm-not cold, not hot," and something similar for summer and fall. Laoshi accompanies each description with an appropriate gesture, and invites the children to imitate. (Note to Laoshi: Pictures and routines from *Flying with Chinese KB Student Book* would be helpful here.) (老师把四张画有春夏秋冬的四季图放在圆圈中心。老师说：“这是冬天。冬天冷。冬天有雪。这是春天。春天有花有鸟。春天暖，不冷也不热。”老师也用同样手法教夏天和秋天。老师一面叙述四季一面做动作。老师叫学生也跟着她做动作。)
  - Conduct an active TPR review of activities for the four seasons activities, with special emphasis on winter and spring. For example, Laoshi may say, "It is winter, everybody



make snowballs, throw snowballs, everybody ski. Now it is spring, everybody jump and skip, everybody plant seeds, everybody hoe. Now it is summer, everybody swim, everybody play tennis, etc” (老师利用TPR复习季节活动。老师说: “现在是冬天, 每个人做雪球, 丢雪球, 滑雪。现在是春天, 每个人跳, 每个人播种, 每个人锄地。现在是夏天, 每个人游泳, 每个人打网球, 等等。” )

- Lead children in a chant of the seasons plus New Year, alternating the names for New Year “新年” and “春节”.
  - Spring, Summer, Fall, Winter, New Year Yeah! (春, 夏, 秋, 冬, 新年呀! )
  - Spring, Summer, Fall, Winter, New Year Yeah! (春, 夏, 秋, 冬, 春节呀! )
- Laoshi says that “Happy New Year” can be January 1 or, for Chinese New Year, when it is almost spring. (老师说: “新年快乐是在一月一日。中国新年是在春天快来的时候。” )

2. Greeting Puppet: Children are seated in the class circle with Laoshi.

- Laoshi distributes the Jose and Dayong stick puppets to the children in their plastic bags.
- Laoshi says, “Take out Dayong. Let’s go say hello to Puppet. Where is Puppet today? (把大永拿出来。我们去跟龙奶奶问好吧! 龙奶奶在哪儿? )”
- Laoshi “knocks” at Puppet’s door and motions for the children to put the Dayong stick puppets up.
- Puppet emerges from Puppet’s house. (Laoshi has it on Laoshi’s hand.)
- Puppet complains, “Children are too loud. ‘Spring, Summer, Fall, Winter, New Year Yeah!’ How can anyone sleep? (孩子们太吵了! 春, 夏, 秋, 冬, 新年呀! 哪个人能睡呢? )”
- Puppet continues, “I am not a happy puppet. No Happy New Year today! I would like to sleep. Look at my home, it has spring couplets, and spring signs, I worked hard. I need to sleep now. (我不是个快乐的纸偶。今天没有新年快乐了。我要睡觉。你看我的家, 有春联和春字。我刚才努力工作, 现在我要睡觉了。)”
- Laoshi tells the children to hold up Dayong and say “Hello, Puppet. Your house is so pretty! (龙奶奶, 你好。你家好漂亮! )”
- Children say, with Dayong puppets up, “Hello, Puppet, your house is so pretty. (龙奶奶, 你好。你家好漂亮! )”
- Puppet looks and says, “Oh! Hello many Dayongs! Thank you. These are spring couplets and spring signs. I sleep now. Tomorrow we will talk. (大永, 你好。这是春联和春字。我现在要睡觉。明天再说吧! )”
- Laoshi says, “Puppet, your house is so pretty. We will see you tomorrow. (龙奶奶, 你家好漂亮! 我们明天见。)”
- Puppet says goodbye, children say goodbye.



3. Workbook activities (1C Workbook pages 1 – 3)

- Workbook page 1 (1C Teacher CD, Track 6)
  - Laoshi tells the children that they need to be quiet now for Puppet, and then tells them to sit in the circle with their Student Books and Workbooks.
  - First, Laoshi has the children open the Workbooks to page 1 and plays the CD for the children to listen and make the correct connection. Laoshi should walk among the children to verify their answers.
- Workbook page 2 (1C Teacher CD, Track 7)
  - Next, Laoshi has the children turn to page 2 for a listen and repeat activity.
  - This dialogue on page 2 is for Dayong only, so Laoshi has children take out the Dayong puppet and pretend that the puppet is speaking. Laoshi then has the children repeat the two questions with Dayong.
  - When the children have learned Dayong's "part", Laoshi says, "Now get out Jose too. Put Jose in one hand, Dayong in the other. Show me Jose. Good. Show me Dayong. Good. (现在把荷西拿出来。一手拿荷西，一手拿大永。告诉我哪个是荷西。很好。告诉我哪个是大永。很好。)"
- Extension of Workbook page 2
  - Laoshi puts a picture of a house in front of Laoshi on the floor and says, "Dayong asks Jose, 'Would you like to come to my home? (你要不要来我家? )' "
  - Make Dayong say, "Would you like to come to my home? (你要不要来我家? )" "
  - The children, speaking for Dayong, repeat the question.
  - Laoshi asks, "What does Jose say? Does Jose say 'Yes' or does Jose say, 'No' or does Jose say, 'I will ask my mother?' (荷西说什么? 荷西说“要”，“不要”或者说“我问我妈妈”?) "
  - Children practice "I will ask my mother," with Jose puppets. (学生拿着荷西纸偶练习说“我问我妈妈。”)
  - Laoshi have Dayong repeat the question and Jose answer it.
  - Laoshi models with Laoshi's two stick puppets:  
Dayong: "Would you like to come to my house?"  
Jose: "I will ask my mother."
  - Laoshi places a glass of water in front of the children. Laoshi says, "Now, in the other picture, what does Dayong ask Jose? Does Dayong ask Jose, 'Would you like to come to my house?' (大永问荷西什么? 大永是不是问荷西“你要不要来我家?”)" "
  - Children say "No. (不是。)"
  - Laoshi says, "Excellent. Would you like some water? (好极了! 你要不要喝水? )" "
  - Laoshi asks children to repeat the question with the Dayong puppet.



- Children repeat with Dayong, “Would you like some water?”
- Laoshi asks children, “What can Jose say? Does he say, ‘I’ll ask my mother?’ or does he say, ‘Yes, please?’ ”
- Laoshi creates a dialogue from the different applications of the question on page 2 of the Workbook, distinguishing between situations where a child should answer “I’ll ask my mother,” and where a simple “Yes, please,” is the appropriate answer.
- Workbook page 3 (1C Teacher CD, Track 8)
  - Guide children to complete the activity on this page by coloring the pictures and saying that New Year’s day is on the 1st January (每年的新年是一月一日), while the Chinese New Year is on the first of each Lunar New Year (中国的新年是在农历的正月初一).

### Interpretive and textual reading

#### 课文导读

Laoshi reads page 5 aloud with the children, following the procedure in Chapter 3. Have the children use their Dayong stick puppet as they repeat the phrases on page 5.

### Tone practice

#### 声调练习

After reading page 5, Laoshi should pause and do the tone practice for that page, which is for the *hanzi* “明”.

### Closing routine

#### 收场

- Laoshi asks children to look at page 5. Laoshi asks, “What is the weather in the picture? Do you see snow? Is it warm or cold? Is it summer or winter? (你们看第五页的图。这是什么季节? 你看到雪了吗? 是暖还是冷? 是夏天还是冬天? )”
- Laoshi continues to say, “Now look at the front of the book. (Showing the front of the book.) Do you see snow? No...do you see flowers? Yes. What season is it? Spring.”
- Laoshi says, “Chinese New Year is Spring Festival. (中国新年又叫春节。)”
- Sing Happy New Year song while Laoshi collects the bags with the stick puppets.



### Materials necessary for this page

#### 此页所需教材

- The red bag for Chinese New Year.
- Puppet and Puppet's house, now decorated for New Year.
- Stick puppets in plastic bags.
- 1C Teacher CD and CD player.
- Student Books and Workbooks for Laoshi and all students.

### Key points

#### 教学重点

- Review the entire lesson one more time.
- Assess student accomplishment of goals for Lesson 1.

### Directions

#### 教学指引

1. Opening activities.
  - Laoshi greets the children and invites them to join Laoshi in the circle with their Student Books and Workbooks.
  - Laoshi hand out the stick puppets in their bags.
  - Laoshi uses TPR to tell children to walk, jump, dance, run, sing, eat, etc. (走, 跳, 跳舞, 跑, 唱歌, 吃东西等。)
  - Laoshi can tell children to jump 6 times and count as they jump, etc.
  - Laoshi tells children to sit down and get out their Jose and Dayong stick puppets to say hello to Puppet.
  - Laoshi knocks on Puppet's door and takes out Puppet. Laoshi says, "Hello, Puppet. Your house is so pretty. I really like your red decorations. (龙奶奶, 你好。你家好漂亮。我很喜欢你的红色装饰。)"
  - Puppet is in a happy mood. Puppet says, "Hello Laoshi, Hello children. Where are Jose and Dayong? (老师, 你好。孩子们, 你们好。荷西和大永在哪儿?)"
  - Children put up the stick puppets, stick puppets say, "Hello, Puppet. (龙奶奶, 你好。)"
  - Puppet answers, "Hello Jose, Hello Dayong. (荷西, 你好。大永, 你好。)"
  - Puppet says, "I really like to make my house pretty for Chinese New Year. This is my spring sign, and this is my set of spring couplets. (我喜欢把我家装饰得很漂亮, 准备过年。这是我的春联。)"



- Puppet says, “I like spring, I like Spring Festival. It is really special. (我喜欢春天, 我喜欢春节。春节真的很特别。)”
- Puppet asks, “Dayong, do you like Spring Festival? (大永, 你喜欢春节吗? )”
- Laoshi has the children answer for Dayong. Laoshi says, “Make Dayong say ‘Chinese New Year is very special.’ (叫大永说: “中国新年很特别。” )”
- Laoshi has children speak for Dayong, “Would you like to come to my home for New Year’s eve dinner, Puppet? (龙奶奶, 你要不要来我家吃年夜饭? )”
- Puppet answers, “Thank you very much, Dayong. I will go to visit my family. I will go tomorrow. I’ll see you later, goodbye. (谢谢你, 大永。我要去看我的家人。我明天就去。再见。)”

## 2. Pre-writing, review and assessment.

- Laoshi teaches children to write the *hanzi* “年” following the procedure in Chapter 3.
- Laoshi reads through the entire lesson with children, inviting them to speak words along with the reading when they know what the words will be. Laoshi makes sure that children use the stick puppets to indicate who is speaking on each page. (老师和学生一起念课文。请学生念出他们认识的字。用纸偶表示谁在说话。)
- Laoshi asks children to look at page 6 in the Student Book and puts up the sign to indicate that English will be spoken. (老师请学生看第六页。)
- Laoshi reads the “I can...” statements aloud and asks children if they can do each of these things.
- Laoshi plays the CD for page 4 in the Workbook (1C Teacher CD, Track 10). Children listen with the Workbook open to page 4.
- Laoshi plays the CD, asking the “I can...” statements one by one. Give children enough wait time to think and provide answers. When children say that they can do it, and show that they can give the right answer, they can put a check in the box next to the statement.
- Repeat the process with each “I can...” statement.

## 3. Quick wrap-up/review. (总结)

- When the assessment is finished, Laoshi can offer each child a sticker, with the expression “你要不要……?” (评估完后, 老师问每个学生: “你要不要贴纸? ”)
- Sing the New Year song standing in a circle and dance with it.
- Laoshi and children say goodbye, see you soon. Laoshi collects the stick puppets in their bags. (老师和学生道别, 互相说再见。老师把纸偶收起来放进塑胶袋子里。)

