

ABOUT THIS BOOK
关于本书

This volume is the third book in a larger theme of “Global Citizen.” The sub-theme of this book, along with the other two Grade 2 books, is “My School Is a Community for Learning,” and its underlying concept is “I Am Part of a School Community.” This book describes a classroom of children learning Chinese who share their skills to create a talent show for their parents and the school community. Intended to be the first one used in the second grade, this book provides framing and structure for Laoshi to review expressions, words, and *hanzi* extensively at the beginning of the school year, but because it is a new book it will challenge students to use these in a new context and with a new theme. The subject and structure of the book encourage Laoshi to develop a collaborative relationship with other teachers in their school in order to emphasize the “community for learning” theme.

The first lesson reintroduces a group of children who are studying Chinese in a North American school classroom, the character Sun Wukong, and their Chinese teacher. The second lesson sets up the idea that these various children will volunteer to perform for classmates to show their talents, as the class prepares for a talent show that they will perform for their parents and record on video. The following five lessons provide various items that can be performed in a Chinese class talent show, as the children in the book volunteer to perform skills that can be related to Chinese language or culture. At the end of each of these five lessons, the little girl, Lily, comments on her friends’ performances and worries about what she can do. At the end of each of these middle lessons, Lily calls to Sun Wukong to come back and help her figure out what to do, repeating “Where are you?” and “I need help.” The final lesson (Lesson 8) shows the class presenting the talent show to their parents and community and it is time for Lily to perform. She begins to tell a story about Sun Wukong and suddenly, he appears.

As a result of these lessons and their own development of a talent show, second grade level students in a Chinese language class can learn about different cultural activities that Chinese children engage in and that can display their talents.





They will also learn to respect each other's individual skills and knowledge and to understand that these diverse skills are the result of the guidance of several teachers with different areas of expertise. Children can understand that as a class, they can create a better talent show if they collaborate with one another and bring their different skills to the task. By using careful planning and communication with other teachers in the school, Laoshi also can use this book as a vehicle for allowing children (and collaborating teachers in the school) a concrete experience that will demonstrate the Grade 2 theme that a school is a community for learning.

In addition to teaching the Chinese language, this book reinforces the social studies curriculum of the second grade. The themes in this A series follow the progression of most elementary social studies curricula from the individual (Kindergarten) to the family (Grade 1) to the school as a community in Grade 2.

Bringing children to an understanding of this theme requires that Laoshi plan carefully in advance. The book does not mention that the school is a community for learning, but it provides a context where children can experience the school as a community for learning. In order for the students to experience this sense of community, Laoshi must plan carefully long before beginning to teach the unit that uses this book. See the section below with the title, "Understanding by Design: the School as a Community for Learning."

本书的主要题材是“世界公民”。它的中心思想和其他两本二年级课本一致，同为“我的学校是学习的社区”，基本概念则是“我是学校社区的一员”。本书是描述一班学习中文的同学向家长和社区展现他们的语言能力和表演天份。作为二年级的第一本课本，本书在新学年一开始给老师们提供了很好的语词复习和汉字延展的框架和结构。由于是学生首次面对如此的新挑战，本书在主题和形式的安排上将有助于鼓励老师们与同校其他老师们合作教学，进而强化“学习社区”的主题。

本书第一课介绍在北美地区某学校学习中文的一班小学生，孙悟空和他们的老师。第二课是这些小学生讨论要在学校举办的才艺表演中表演什么节目。接下来的五课是介绍各式结合中国语言和文化的才艺表演项目。每一课结束时，小女孩莉莉总要提到同学的表演并担心自己想不出要表演什么节目。在这当中，莉莉不断地仰天请求孙悟空回来帮忙她准备表演。她不断地说：“你在哪里？我需要你帮忙！”最后一课是才艺表演那天，在快要轮到莉莉表演的时候，她悠悠地开始讲述孙悟空的故事，突然间，孙悟空出现了！

从这些介绍学生才艺表演的课程中，二年级的学生将会学习与中华文化有关的儿童才艺项目，也会了解每个人都有不同的才华特长。学生们会了解到如果大家合作，互相帮忙，他们的才艺

将会得到更好的发挥。经由细心的规划和与其他老师们的沟通互动，中文班的老师可以引用本书作火车头动力，帮助学生具体地实践二年级课程的大主题 - “学习社区环境”。

除了学习语言之外，本书也强化二年级自然科学的课程。A系列的课本遵循小学课程由个人（幼儿园）到家庭（一年级）以至学校社区（二年级）的顺序。

要让学生了解到学校环境的功能，必要建立在老师们事先的细心规划。虽然本书未曾提到学校是一个学习环境，但是书中内容提供这些引导和经验。为了让学生们体验学校的学习环境，老师们必须在使用本书之前早作筹划。详细内容请参照以下“反向设计：学校是学习环境”。

CONTENT OVERVIEW: A BIG PERFORMANCE 大表演

Grade 2 Theme: My School is a Community for Learning

Theme of This Book: I Am a Part of a School Community

Enduring Understanding of This Book: Students will understand that the school community can help everyone to develop their own talents.

Essential Questions of This Book: What special talents do I have? What can I learn from others in the school.

二年级主题：我的学校是学习的社区

本书主题：我是学校社区的一员

本书恒久性的理解：了解学校环境能够帮助个人发展才艺

本书的重点问题：我个人有什么才艺？我能够在学校里向其他人学到什么？

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 review the character Sun Wukong and the stories used in earlier books in the series (KA and 1A), as well as new ones. They will also learn a famous Tang poem and a Chinese folk sport (Chinese Yo-yo). (复习飞向中文系列KA和1A所介绍的孙悟空和其他的故事。他们也会学习一首唐诗和扯铃的相关知识。)
- **Connections (贯连):**
Strong connections are possible with the classroom teachers in the areas of social studies, math, language arts, music and physical education. (与其他班级老师包括社会科学，数学，语文，音乐和体育老师们的紧密合作。)
- **Comparisons (比较):**
Students will continue to develop the ability to differentiate tones in combination instead of in isolation. They will sharpen their learning strategies for recognizing and memorizing *hanzi* by paying attention to radicals of *hanzi* they have learned before. (从单音节持续发展多音节混合音调的辨别能力并加强学习汉字的部首以辅助认字。)
- **Communities (社区):**
The class may share what they learn in class with other children and their families through their own talent show. (通过才艺表演来与其他同学，家长分享学习成果。)

Expected Outcomes (欲达成果)

Oral language objectives: Students will be able to:

- (1) tell someone that they miss them (1.1)
- (2) ask someone to write to them (1.1)
- (3) ask what someone is going to do or going to perform (1.1)
- (4) tell someone their name and what they will perform (1.3)
- (5) say that they need help (1.1)

- (6) praise someone's performance (1.1)
- (7) say a Chinese riddle (1.3)
- (8) comprehend and retell a Tang poem (1.2, 1.3)
- (9) sing a Chinese song that describes a scene and create a picture that illustrates a comprehension of its meaning (1.2, 1.3)
- (10) count from 1 to 51 in Chinese (with an understanding of the meaning of the numbers expressed by jumping while counting) (1.1, 1.2)
- (11) describe something as being special (1.1)
- (12) recognize more Chinese characters in the book (1.2)
- (13) tell a Monkey King story (1.3)
- (14) participate in dialogues, rhymes, chants, and songs (1.1, 1.3)

Literacy objectives: Students will be able to:

- (1) recognize the form, meaning, and pronunciation of the 16 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) recognize a number of *hanzi* previously studied (1.2)

Cultural objectives: Students will be able to:

- (1) learn about a Chinese folk sport (Chinese Yo-Yo)
- (2) participate in literary traditions such as children's rhymes and songs (2.1, 2.2)
- (3) name Sun Wukong and some aspects of this figure from traditional Chinese literature and opera
- (4) practice the use of chopsticks and understand that they work to pick up small pieces, but not for liquids

Content related objectives: Students will be able to:

- (1) experience the school as a community of learning (see theme)
- (2) use numbers meaningfully up to 51 (3.1)



Comparison objectives: Students will be able to:

- (1) pronounce tones in combination instead of in isolation (4.1)
- (2) control their tones in speaking Chinese as in controlling their intonations in speaking English (4.1)
- (3) recognize *hanzi* by pointing out familiar components such as radicals or a previously-learned *hanzi*, by relating this ability to recognize some root words, prefixes or suffixes in English (4.1)

Community objectives: Students will be able to:

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

目标

口语目标:

- (1) 表达想念某人
- (2) 请某人回信
- (3) 询问某人要表演什么
- (4) 告知名字和表演的节目内容
- (5) 说明需要帮忙
- (6) 称赞某人的表演
- (7) 说谜语
- (8) 了解和背诵唐诗
- (9) 唱中文歌并能描述歌词里的情景和意思
- (10) 从一数到五十一 (了解边跳边数数的意义)
- (11) 说明某事与众不同
- (12) 认识更多书中的故事人物
- (13) 说一个孙悟空的故事
- (14) 参与会话练习, 儿歌, 朗诵韵文, 唱歌等



读写目标:

- (1) 认读本书的16个汉字包括形、音、义
- (2) 从课文前后、告示或课堂标语等来协助发展识字能力
- (3) 认读以前学过的汉字

文化目标:

- (1) 学习中国的民俗童玩 – 扯铃
- (2) 学习儿歌和童谣
- (3) 从古文和传统戏剧里辨识孙悟空以及相关的故事
- (4) 学习运用筷子并了解它的正确使用功能

其他学科目标:

- (1) 体验学校的学习环境
- (2) 实际应用1-51的数字

语言文化比较目标:

- (1) 多元音与单元音的音调比较
- (2) 中文的四声音调和英文的音调高低比较
- (3) 认识中文汉字部首与学习英文的字根、字首和字尾的比较

**社区使用目标:**

- (1) 与家人或朋友分享所学到的知识



Planning a Unit with A Big Performance

A) Understanding by Design: the School as a Community for Learning

反向设计：学校是一个学习环境

- **Preparing well ahead of time for collaboration with other teachers (事先筹划和其他老师合作教学)**

Laoshi should look carefully at the non-Chinese language skills called for in lessons 3, 4, 5, 6, & 7 and identify which teachers in the school or community could be asked to help teach these skills in coordination with Laoshi's planned use of them in the unit.

Laoshi should then propose collaboration to these other teachers. The form that this collaboration will take will depend on the school and the teachers in it.

老师仔细检查本书与哪些学科有关，并有哪些科目的老师可以讨论合作教学，以加强中文和其他学科的学习。拟订与有关学科老师的合作教学计划。

- **Suggestions for collaboration (合作教学的建议)**

1. Classroom teacher who teaches the children math (数学老师 – 第4, 5课)
Logical lesson collaboration(s): Lessons 4 and 5
Can suggest review math activities that reinforce the math program in the school and can be done in Chinese. (藉由第3, 4课的合作教学可以用中文强化数学课程。)
2. Classroom teacher who teaches the children language arts(语文老师 – 第3课)
Logical lesson collaboration(s): Lesson 3
Can teach some lessons on poetry in the English language arts program that will help children understand the nature of poetic image and metaphor in general. Haiku might be especially helpful. (藉由第3课来教导小朋友中英文诗有关的概念和比喻，例如绝句的写法。)
3. Music teacher (音乐老师 – 第3, 4, 5, 6, 7课)
Logical lesson collaboration(s): Lesson 6 and “Lily's song” in Lessons 3, 4, 5, 6, 7
Laoshi will need to teach proper pronunciation of the words for the song before the music teacher can work with it, but the music teacher can help the children to prepare a good performance. The melody for “Lily's Song”, a song introduced in the Teacher

Guide, is suitable for performance as a round. The music teacher might enjoy helping children prepare it for performance. (在第6课和其他课文里“莉莉的歌”的合作教学中，老师必须事先教导歌词的正确发音，然后可以请音乐老师指导学生作更好的表演准备。)

4. Art teacher (美术老师 – 第3, 6课)

Logical lesson collaboration(s): Lesson 6

Creating a picture of the scene described is a comprehension check activity for the song in Lesson 6, for which the Teacher Guide provides additional verses that make other scenes. An art teacher, working in art class, could be a creative collaborator by providing children with skills for drawing the different elements described. (创作一幅图画来表达对第6课歌曲中描写的情景。教师指引提供更多的情境，美术老师可以指导小朋友的画图技巧，激发创造力。)

5. Physical education teacher (体育老师 – 第5, 7课)

Logical lesson collaboration(s): Lessons 5 and 7

Jumping rope, especially as described in the rhyme on page 29, requires a skill level and a space that Laoshi probably cannot provide in the normal classroom setting. Many physical education teachers like to work with jumping rope in elementary programs, so collaboration with a P.E. teacher could provide what the children need.

The skill of using a Che Ling (扯铃), also called Chinese Yo-Yo, is considered to be a traditional sport. Laoshi could introduce it to a P.E. teacher to have Che Ling included in the P.E. curriculum.

跳绳，尤其是书中第29页童谣中描述的跳绳方式，需要比较大的空间，而一般的课堂可能不够大。因此可以和体育老师合作完成这项教学活动。扯铃是一项传统民俗活动。中文老师可以向体育老师介绍扯铃，请他们把扯铃纳入体育的教学项目，可以和中文教师合作教学。

6. Any one else from the school staff or the community who knows how to use the Che Ling could help Laoshi teach the children how to do it for Lesson 7. (如果有学校教职员或社区人士懂得扯铃，也可以请他们来协助老师完成第7课的教学。)

- **Establishing a schedule for the unit that uses this book, *Flying with Chinese 2A*, in collaboration with other teachers (制作与其他学科老师合作教学的课程表)**

Laoshi should carefully construct a schedule and calendar that reflects when each teacher will participate. Then Laoshi should schedule a “visit (访问)” to each Laoshi with the class



toward the end of Lesson 2. This is like a “field trip (课外教学)” during class time, and like all field trips requires prior planning and arrangements. This is described in greater detail in the suggestions for Lesson 2.

While establishing this schedule, Laoshi should keep in mind that this book uses an episodic story form in the middle Lessons 3, 4, 5, 6, and 7. The beginning of the story, Lessons 1 and 2, must begin the unit and Lesson 8 presents the end of the story and must be taught after the other lessons. However, Lessons 3-7 could be taught in any order, if necessary for scheduling the collaborating teachers.

如果有其他学科老师的合作，中文老师可以在第二课结束以前做一张课程表，让这些“访问老师”知道何时合作。就像“课外教学”一样，与其他学科老师的合作教学也需要做事前的精心策划。关于这点在本书第二课的指引中有更详细的说明。

当老师安排合作教学的课程表时，请切记本书是以连续剧式的铺排，由第一课和第二课起头，而在第八课结束。因此第三课到第七课的顺序，如有必要的话，可以依合作老师的时间来调动，但第八课必须留到最后做总结。

- **Part I: The Beginning (开头)**

Lesson 1: Review and introduction to the new book. No collaboration needed yet. (复习前面学过的以及新课本的介绍。尚不需要合作教学。)

Lesson 2: Introduction to the idea of the talent show and the theme of my school is a community for learning. All collaborating teachers need to be prepared for the visit of the class to ask for their help. This visit needs to be scheduled at a good time for each collaborating teacher. If schedules don't permit a visit, the class can write a letter to them. (In Chinese, of course. See Lesson 2.) (介绍才艺表演以及学校是一个学习环境的概念。所有合作教学的老师都是这个学习环境的一环。)

- **Part II: The Middle (教学期间)**

Lessons 3, 4, 5, 6 and 7 in any order, depending on when collaborating teachers can provide the help. (第三、四、五、六、七课的顺序，依合作教学的老师所能提供协助的时间而定。)

Notes to Laoshi if the order is changed (次序改变的教学重点):

- When changing the order, try to keep Lessons 4 and 5 together. There is an opportunity to review the numbers and math in the context of Lesson 4 that should make Lesson 5 easier. (如果必须调动顺序, 请将第四课和第五课连在一起。因为第四课介绍的数字和数学演算将会使第五课学起来容易些。)
- Lessons 3 and 6 have the most memorization and similar activities so it is good to keep them separated a lesson or two, but they could easily switch places. (第三课和第六课包含最多的背诵和相类似的活动。因此最好能间隔开一两课, 不过两课互换顺序亦可。)
- Each of these middle lessons follows the same order. First, a child in the classroom volunteers to perform, introduces him/herself, and performs the talent; then, the other children comment and Lily worries about what she will do and asks Sun Wukong to help her. Each of these lessons provides repetition and practice of the following language functions (中间的几课依循相同的次序。首先, 由一个同学先表演, 自我介绍, 表演才艺。然后其他同学讲评, 莉莉担心她的表演并请求孙悟空帮忙。每一课都依下面的语言功能不断地反复和练习):
 - self introduction (自我介绍)
 - declaration of what one intends or wants to perform (说明将要表演的内容)
 - audience reaction (praise comments) (观众反馈)
 - asking for help by saying, “I need help.” (诉求协助, 表达: “我需要帮忙!”)
- The Teacher Guide suggestions for working with this repeated material is described in Lesson 3, because it is the first time it appears. If another order is followed, Laoshi should consult TG Lesson 3 guide for the talent show role play activity. This role play should be introduced in the ending section of whichever middle lesson is scheduled to be taught first, and then repeated and developed in each lesson that follows. Laoshi should also remember to keep using “Lily’s Song” which is introduced in the Teacher Guide for Lesson 2. (教师指引所建议的关于这类重复性的活动都写在第三课。老师请参考第三课关于才艺表演的角色扮演活动的指引, 角色扮演必须在每课结束前进行, 并且在下一课复习并延续到下一课。请记得重复使用本指引第二课所推荐的“莉莉的歌”。)

• Part III: The End (结束)

Lesson 8: The class performance for the children in the book. (第八课全班才艺大表演。)

Lesson 9: The class performance and assessment for the students in the class using the book. Laoshi must plan enough time for this closure to be done well. Collaborating teachers might enjoy being invited to the program and participating in the assessment of the skills that the



children learned from them. As a final activity, after the performance, the class might watch the video (that the class pretends it is sending to Sun Wukong). Laoshi could return to the letter from Sun Wukong in the first lesson and work with the class to create a letter to Sun Wukong about their own performance. (第九课大家一起来学生表演及评鉴 – 老师必须有充裕的时间把这个总结的教学部分做好。其他科目老师将会乐意评鉴由他们指导的学生们的能力表现。才艺表演结束后, 学生们可以一起观赏为孙悟空录制的录影带。老师可以拿出孙悟空的来信与全班一起回信给孙悟空。)

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

Follow the Daily Lesson Outline explained in Chapter 3. Pay attention to the fact that each lesson is a unit that must consist of the principles of Understanding by Design and Story Form. The instructional flow on the unit and daily basis must have a beginning, middle, and end. 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. (如第三章提到, 每一课都是一个单元, 所以必须包含反向设计的原则和故事的形态。每天的教学活动都必须有开始、中间和结束的部分。课堂操练对二年级的学生还是很重要的。因此, 每一天的上课内容都必须有卖关子或复习, 课堂活动, 声调和汉字练习, 总结和收场等。)

Hanzi flash cards and Radical Bank (部首银行): There is a slight increase in attention to literacy practice in Grade 2, with twice as many *hanzi* per book to learn to recognize, understand, and say. In terms of literacy development, it is appropriate to call students' attention to radicals because radicals serve as the basic component of many compound *hanzi*, in which a signifier (radical) is combined with a phonetic. There are more than one hundred radicals still in use in modern Chinese. For students in Grade 2, we suggest the following radicals that are related to *hanzi* already introduced in this series (随着学习中文的继续延伸, 认识部首变得逐渐重要。因为部首是组成汉字的部件。现代汉语包含一百多个部首。我们建议二年级的课本应该包含下面的部首):

口	目	扌	月	亻
足	卜	女	辶	大
讠	日	山	彳	艹
小	虫	木	衤	糸

These are the *hanzi* that students will be expected to learn to recognize in book 2A:

Lesson 1 朋、回	Lesson 2 同、学	Lesson 3 山、河	Lesson 4 爱、有
Lesson 5 左、右	Lesson 6 花、红	Lesson 7 文、国	Lesson 8 又、目

B) Materials needed for teaching this book (所需教材)

1. Stick Puppets (纸偶) – Laoshi will distribute pictures of characters in the Student Book on 8½ x 11 heavyweight paper to each student in the class. After coloring and cutting out the pictures, students will paste them on craft sticks to make hand-held stick puppets. Because these hand-held stick 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 the Appendix of this TG. For more detailed directions see the introduction to Lesson 1.

老师分发印有书中人物的厚图纸给班上同学。涂好色并剪下图形后，贴在小棍棒上做成纸偶。由于纸偶将反复使用，老师必须提供一个带拉链的大塑胶袋给每一个学生。相关图片见教师指引附录部份。详细解说请参考第一课。

2. Pictures and video clips identified from the Internet or other resources related to each of the lessons (从网络及其他相关资源取得图片或录影短片) – If possible, Laoshi should post these pictures on the walls of the classroom. If not, Laoshi can put them into an album or a poster. (可能的话，老师应该把这些图片展示在课堂上，或者把它们收集成册或制成海报。)
3. 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 that students may stick onto the poster. See Lesson Plans for Kindergarten Teacher Guide for more details. This should be part of the daily routine. (我们建议使用海报大小的上光的月历。日期是活动的字卡，学生可以随意换贴。详情请参考K教师指引。这应作为每天的固定课堂练习。)
4. Weather Wheel (天气大转盘) – See extensive explanation in Daily Classroom Routine in Chapter Three.



5. At least one Chinese Yo-Yo (Che Ling 扯铃) with instructions and pictures of it in use – Whether or not Laoshi is able to show the children how to play with the Chinese Yo-yo, Laoshi should have one to use as a prop for the lesson. This toy is known as Che Ling (扯铃). Web sites where they are available for purchase also call it a Chinese Yo-Yo.
6. Picture books of story episodes about Sun Wukong. (和孙悟空有关的故事书)
7. Sun Wukong puppet or small soft monkey dressed to look like Sun Wukong. (孙悟空玩偶或类似猴子玩偶)
8. Other props for reviewing vocabulary, such as the following (其他道具):
 - Color circles. (不同颜色的圆形)
 - Multiple pairs of chopsticks, one pair per student, if possible. (可能的话, 每个学生一双筷子)
 - Plastic flowers of different colors. (各种颜色的塑胶花)
 - Classroom objects. (教室用品)
 - Small plastic or stuffed animals whose names the children have previously learned. (小朋友熟悉的塑胶或玩具小动物)
 - Flyswatters for playing the flyswatter game (recognition of *hanzi*). (苍蝇拍)
 - Pictures of other teachers in the school, especially those who have agreed to collaborate with Laoshi on certain lessons in this unit. (学校其他老师们的照片, 尤其是那些同意合作教学的老师)
 - A simple map of the layout of the school. (学校平面图)
9. A book and CD of songs in Chinese for children learning Chinese (see note below). (儿童歌唱课本和CD [参考下面说明])
10. A portable CD player to use with the CD of songs and 2A Teacher CD that accompanies this book. (录音机和配合本书的录音光碟)

Note on songs (关于儿童歌曲):

Because singing is such an important element of language learning for children of this age, this TG recommends the use of additional songs throughout the lessons, whenever they introduce, review, or support the practice of important language. Many of the songs from earlier books in the *Flying with Chinese* series will fit well with this book. Another resource from the same publisher: *Chinese123 – I Sing Along (儿歌123)*, by Marisa Fang and Helen Jung (Panpac Education

ISBN: 978-981271541-8), contains many songs that could be used and would enrich the lessons in 2A. Suggested songs from these two resources are listed in the chart below, together with the vocabulary and phrases for which they might be useful. Laoshi may have already taught or chosen songs from other sources that would fit well with these lessons.

下面所列歌曲是我们建议老师作为后面几课的补充教学。当我们采用歌曲作为辅助教学时，将考量歌曲中提供的词语复习及其他教学重点能够辅助老师在众多类似的歌曲中选择一首以便达到相同的教学目标。

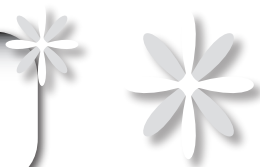
Useful songs from *Chinese 123 – I Sing Along* and earlier books in *Flying with Chinese*:

Song title	Vocabulary reviewed	Location
欢迎，谢谢，再见 Welcome, Thank You, Good-bye	Greetings.	Chinese 123 – I Sing Along page 2
十个小朋友 Ten Little Friends	Numbers 1-10, friends.	Flying with Chinese KC Student Book page 11 Chinese 123 – I Sing Along page 16
生日快乐 Happy Birthday	Vocabulary introduced in KC (useful for class birthdays).	Flying with Chinese KC Student Book page 41 Chinese 123 – I Sing Along page 9
来来来，朋友们 Come, Come, Come, My Dear Friends	Right hand, left hand, right foot, left foot, turn, whole self, etc.	Chinese 123 – I Sing Along page 86
头，肩膀，膝盖， 脚指头 Heads, Shoulders, Knees & Toes	Parts of the body: head, shoulders, knees, feet, eyes, ears, mouth and nose.	Chinese 123 – I Sing Along page 58



我的朋友在哪里? Where is my friend?	Numbers 1, 2, 3, 4, 5, 6, 7 & expression “Where is my friend?” with substitutions possible.	Flying with Chinese KC Student Book page 25 Chinese 123 – I Sing Along page 36
我家门前有小河 A Little River Runs By My House	Vocabulary introduced in 2A, Lesson 6.	Chinese 123 – I Sing Along page 114
两只老虎 Two Tigers	Parts of the body.	Chinese 123 – I Sing Along page 52
泥娃娃 My Clay Doll	Parts of the body: eyes, mouth, nose. Family members: father, mother, baby.	Chinese 123 – I Sing Along page 134

A BIG PERFORMANCE 大表演 LESSON PLANS



As described above, the suggestions below are primarily indicated on a page by page basis. Laoshi will have to decide how much to cover on a given day and to plan the opening and 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 10-12 week unit. Individual Laoshi will have to make adjustments depending on the teaching situation.

Lesson 1: A Letter From Sun Wukong 孙悟空的一封信

Introduction

This book introduces children to the Grade 2 theme, “My School is a Community for Learning.” The *Flying with Chinese* series introduces children to social studies through gradually larger models for social and physical organization, beginning with the individual in Kindergarten, continuing to the family unit in Grade 1, and moving to the school as a community in Grade 2. In *Flying with Chinese 2A, A Big Performance*, the school community presented is primarily that of the individual classroom.

Lesson 1 presents a Laoshi, a diverse group of children with a common history (previous books in the series), and their absent friend, Sun Wukong. Page 1 establishes that this group is a community because they have received a letter from Sun Wukong addressed to them as a group. Page 1 also shows pictures of most of the characters in the book, children who, working together, will create a “Big Performance.”

本书介绍二年级的主题“我的学校是学习的社区”。《飞向中文》将小朋友带进社会科学的实际情境，由幼儿园的个人概念开始，慢慢延伸到一年级的家庭概念，以至于二年级的学校学习环境概念。在本书里，学校环境是经由一个中文班来呈现的。

第一课介绍一位老师，一群不同背景的小朋友（与前几册相同的故事人物）以及他们离开了的朋友，孙悟空。第一页是这一班同学收到孙悟空的来信。他们决定要举办一个才艺大表演。



Sun Wukong (孙悟空)

Lesson 1 of this book brings back the legendary Sun Wukong, who was central to the story in the KA book and who also appears in 1A book. In this lesson, the children receive a letter from their old friend, Sun Wukong, in which he remembers his earlier visit with the children. If the children did not use the KA book, Laoshi will want to fill in some of the rich background and recount some episodes of the saga of the Monkey King. Good pictures are available through many sources, and video clips of the Beijing Opera's acrobatic Monkey King can be found on the Internet. Either a Monkey King puppet or a stuffed monkey dressed in an outfit from Sun Wukong tradition can make a wonderful contribution to the classroom for the duration of this unit.

KA的故事主人翁孙悟空也曾在1A出现过，这回他又出现了。在本书第一课里，同学们收到孙悟空的来信，信中回想他们一起玩的趣事。如果学生们没有使用过KA的书，也许老师可以稍微介绍几段关于孙悟空的有趣的故事。老师可以很容易找到孙悟空的图片并可以从网络上找到孙悟空武打京剧的精彩录影片段。即使是一只孙悟空的小玩偶或是穿着孙悟空衣服的小猴子也都足以让小朋友增加学习的兴趣。

The following is a synopsis of the story of KA Student Book, where Sun Wukong visits the children: The story centers on 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 carries it home, where it magically transforms into Sun Wukong overnight. Sun Wukong then follows Lily's schedule and makes friends with her classmates. After the class has played and spent the day together, Sun Wukong becomes homesick and flies back to China.

在KA课本里孙悟空是主角。故事一开始，五岁的小女孩方莉莉把在沙滩上拣到的一颗石头带回家。第二天，石头变成了孙悟空。他随着莉莉到学校和小朋友们相处了一天。一天下来，孙悟空想家了，于是孙悟空飞回中国去了。



The learning center for Monkey King (孙悟空特展区)

The KA Teacher Guide suggested that Laoshi create a learning center where children can explore some of the rich tradition surrounding this favorite character from Chinese culture. The same idea and many of the same materials could reappear now to enrich this book. In Grade 2, such a center could contain a wider range of materials than the kindergarten center, such as Chinese language picture books, simple story books in English that children could read themselves, posters, puppets, You-Tube video clips of the Beijing Opera's acrobatic Monkey King, and other cartoon or opera videos with episodes from the Journey to the West.

在KA的教师指引里我们建议老师设置一个学习站，让这些小说故事人物环绕在小朋友手可及的周围。同样的题材我们也可以运用到这本书里。二年级可以稍加扩展教学的范围，例如中文图书，或是学生可以自己阅读的简单的英文故事书，海报，玩偶，网络上节录的京剧孙悟空武打的精彩片段，或者其他关于西游记的录影带等。

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

- **Stick puppets for Lesson 1 and model for other lessons' stick puppets (纸偶教学模式)**

The appendix to this TG contains 11 black line masters for stick puppets of the characters in the book. Laoshi should run these off onto card stock and have children make them as TPR craft activities. Children will color the puppets and cut them out, and then Laoshi should attach each one to a craft stick with a stapler, as glue will not hold.

It is recommended that the class make three puppets during the first lesson (Laoshi, Sun Wukong, and Lily) and then make additional ones as each of the characters is featured in a lesson. The stick puppets should be kept in a zip lock bag in the envelope. Depending on the classroom situation, Laoshi should either collect the envelopes each day or have a special bin or drawer where each group of children keeps their envelopes.

教师指引附录提供了十一个纸偶图案。老师可依需要印给小朋友制作TPR活动的道具。小朋友剪下图案，老师帮忙用订书机把图案订在手把上。我们建议第一课制作三个纸偶（老师、孙悟空和莉莉），然后依人物出现先后逐次增加。



- **Model to follow for making the puppets as a TPR craft activity (纸偶制作 TPR 模式)**

Note: Instead of repeating these directions with each character, this model will be referred to each time there is a puppet to be made. (为了避免重复解说每一个纸偶的制作过程, 本课所列模式将作为制作各纸偶的统一模式。)

Materials needed (所需材料):

- Photocopies of black line masters of the puppet pictures for the characters that will be made on this day. (制作纸偶的影印图案)
- Craft sticks to attach to the back of the puppets, 1 per puppet (for later use by Laoshi). (纸偶手把)
- Zip lock bags large enough to hold the entire set of 11 puppets. (有拉链的塑胶袋, 大小足够装进11个纸偶。)
- A pair of scissors and coloring pencils/markers in the colors necessary to color the puppets to match the colors in the pictures in the book. Please make sure there are enough scissors and coloring pencils/markers for each child. (一把剪刀与书中人物颜色相同的彩色铅笔或彩色笔。)

Procedure (步骤):

- Establishing the vocabulary for TPR craft. (介绍制作纸偶所需的词语)
Laoshi uses a series of natural approach and TPR commands to reactivate comprehension vocabulary necessary for TPR directions for making the puppets. For example, Laoshi asks children to point at various colors in the room by saying, "Show me red. Show me green." (以自然教学法或肢体全能反应法用浅显易懂的语言来指导纸偶的制作过程。例如: 老师指着教室里不同颜色的物品, 问学生: "什么东西是红色的? 什么东西是绿色的?")
- Laoshi can use "either/or" natural approach questions with color circles: "Is this blue or is this red?" (老师可以用不同颜色的圆形问“是/或是”问题, 如: 这是蓝的, 或是红的?)
- Laoshi can ask children to point to their hair, their clothes, their crayons, their scissors. Laoshi can ask children to pick up their scissors, to put them down, to pick up their red crayon, etc. (老师可以让学生指一指自己的头发、衣服、蜡笔、剪刀等。也可以让学生拿起剪刀, 放下剪刀; 拿起红蜡笔, 放下红蜡笔……等动作。)
- Laoshi should finish by reviewing which picture is which: "Show me the picture of Laoshi. Show me the picture of Lily." (On the card stock with the pictures to be colored.) (老师应该在结束前复习句子, 如: 哪一张图是老师? 哪一张图是莉莉? [用学生著色的图像])

Meeting the characters (与故事人物面对面):

- Children are seated at tables or desks with their Student Books, scissors, and markers. (学生围坐在桌旁, 桌上有课本, 剪刀和彩色笔。)
- Laoshi either has already placed the uncut and uncolored figures of Laoshi, Sun Wukong, and Lily on the tables or distributes them while chanting their names. (老师将未剪及未涂色的图稿事先放在桌上或者在上课时或点名时发给学生。)

- Laoshi holds up an example of each of the figures as a model, already colored and with Laoshi's name on the back. (老师把涂好颜色的每一个纸偶展示给学生做样本，样本后面有老师名字。)
- Laoshi says, "Today you will make your own Lily, Laoshi, and Sun Wukong." (老师说：“今天你们要自己做一个莉莉，老师和孙悟空。”)
- Laoshi holds up the model Lily puppet and says, "Who is this? Sun Wukong or Lily?" (老师拿起莉莉的纸偶问：“这是谁？是孙悟空或是莉莉？”)
- Children respond, "Lily." (学生回答：“莉莉。”)
- Laoshi holds up the model "Laoshi," asking: "Who is this?" etc. Laoshi points at a series of children, "Who is this?" or "Who are you?" and children answer appropriately. (老师拿起老师的纸偶问：“这是谁？”老师指着众多纸偶中的一个，问：“这是谁？”或“你是谁？”学生作答。)
- Laoshi continues to use a series of Natural Approach and TPR dialogues to direct the activity and elicit children speech in Chinese. (老师继续用自然教学法和全能肢体反应法的对话来引导学生认识故事人物并使用中文。)

Making the puppets (制作纸偶):

1. Sun Wukong (孙悟空)

- Laoshi (in Chinese, pointing at a copy of the Student Book): "Look at the picture on the cover of the book. Point to Lily, point to Sun Wukong. (看一看这张图。指着莉莉，指着孙悟空。)"
- Laoshi: "Look at Sun Wukong. He looks happy. What is he doing? (看一看孙悟空。他看起来很高兴。他在做什么？)" (Children reply: "He is jumping. (他在跳绳。)")
- Laoshi continue to ask: "What colors is he wearing? Is he wearing yellow or blue? (他穿什么颜色的衣服？是黄的？或是蓝的？)" (Using color circles, if necessary.) (Children reply: "Yellow. (黄的。)")
- Laoshi says: "Excellent, yes he is wearing yellow, a yellow shirt. This is a special color. Now take your yellow pencil/ marker and color Sun Wukong's shirt yellow. (太好了！对！他穿黄的。拿起黄色的笔/蜡笔，把他的衣服涂上黄色。)"
- Laoshi ask: "What other colors is he wearing? (他还穿什么颜色的衣服？)"
- This kind of scaffolding dialogue continues through the activity as Laoshi elicits the names of the colors and then uses TPR to tell children to color the figure with the same colors they have in the reference picture. He has boots, a tunic, a crown and a scarf. (老师在讲解人物和颜色的同时，不断地运用这一类的对话模式，并且有效地使用TPR的方法来引导学生涂上和书中人物相同的颜色。例如：他的靴子，短袍子，头箍，围巾。)
- Laoshi continue to say: "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 Sun Wukong."



(现在，你们的剪刀在哪里？拿起你们的剪刀。放下来。现在，拿起你们的剪刀并小心地把孙悟空的图剪下来。)”

2. **Laoshi (老师)** – Use the picture on page 1

- Laoshi follows the same sequence suggested above for making the Laoshi puppet, finding a picture, asking about colors, etc. (老师依照前面的顺序制作老师纸偶，找图案，颜色等。)

3. **Lily (莉莉)** – Use the pictures on pages 1 and 5

- Laoshi follows the same sequence suggested above for making the Lily puppet, finding a picture, asking about colors, etc. (老师依照前面的顺序制作莉莉纸偶，找图案，颜色等。)

Finishing up the craft activity (结束):

- Laoshi asks a volunteer: “ ___ would you take this bag from table to table to collect the little paper scraps? (___, 请你把这个袋子一桌一桌传下去，把小纸屑放在袋子里。)”
- Laoshi holds up the model and says: “Now, write your name on the back of Lily, Laoshi, & Sun Wukong. (现在，请你们在莉莉、老师和孙悟空的纸偶后面写上你的名字。)”

In order to save time, Laoshi should attach the card puppets to craft sticks between classes with a stapler, because this works better than paste or glue. (为了节省时间，老师最好使用订书机把小纸偶订在小棍棒手柄上。这比用浆糊粘贴来得牢固些。)

Objectives (教学目标)

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

- tell people that they miss them (表达想念某人) (1.1)
- ask people to write to them (请求某人回信) (1.1)
- tell things that they have done together with others (描述与朋友相处的情形) (1.1, 1.3)

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 “朋” and “回” (1.2)
- recognize some *hanzi* from the textbooks and other sources (1.2)

Culture (文化) — Students will be able to:

- recognize the parts of a Chinese letter and envelope (识别中文信封上的部分内容) (2.2)
- recognize the character Sun Wukong and retell some of his story, reviewed from KA (认识传说人物孙悟空并能复述它在KA所发生过的事) (2.2)

Connections (贯连) — Students will be able to:

- name most of the children in the class pictured in Lesson 1 (认出第一课里介绍的小朋友的名字)
- name many of the children in their own class (认出班上其他小朋友的名字)

Materials Needed (主要教学教材)

- 1) Black line master in Appendix to make stick puppets on card stock. (制作纸偶的厚纸板图案)
- 2) Sun Wukong puppet and “magic” baton. (孙悟空纸偶和金箍棒)
- 3) Pictures of Sun Wukong from other sources, some Sun Wukong story books. (孙悟空的图画故事书)
- 4) Copies of the letter from Sun Wukong to the class in the book. (See Appendix.) (孙悟空的来信)
- 5) Envelopes for the letter addressed to the class (lesson plan for page 2). (信封)



- 6) Copies of the rectangle with the address on it for the envelope on page 1 of the Workbook. (See Appendix and lesson plan for page 2.) (信封上的地址)
- 7) Plain paper and envelopes for page 5 activity along with address rectangles to send the letter to Sun Wukong. (See lesson plan for page 5.) (孙悟空的回信地址)

Lesson One: Tools For Planning For Understanding By Design
The “I can…” (我会……) statements for Lesson 1
Listed in Student Book page 6, Workbook page 4

“I can…” statements 我会……	Student Book pages	Workbook pages
❖ tell someone that I miss them	page 4	
❖ ask someone to write to me	pages 4, 5	
❖ say things that we have done together	page 3	page 2
❖ recognize the parts of a Chinese letter and envelope	see Workbook and Teacher Guide	page 1
❖ recognize the <i>hanzi</i> “朋” and “回”, know what they mean and how to say them	page 6 (first appearance in text: “朋” – page 4; “回” – page 5)	pages 3, 4

Page by Page Guide (每页课堂活动指引)

Page 1

Key points

教学重点

- Introduce the context of the new book and its characters. (认识新书的故事人物)
- Learn or review songs from *Flying with Chinese KC* “Where is my friend? (我的朋友在哪里?)” and “Ten Little Friends (十个小朋友).” (If children have not learned these songs, review or teach another song that Laoshi knows about little “friends.”)

Directions

教学指引

Note: Unless otherwise stated, this class, like every class, should be conducted entirely in Chinese.

1. Class begins with a long warm-up and greeting routine, especially if this is the first book used at the beginning of Grade 2.
 - This should include a TPR activity that includes the following commands:
 - stand up (站起来)
 - turn around (向后转)
 - jump (跳)
 - dance (跳舞)
 - sing (唱歌)
 - bow (敬礼)
 - clap (拍手)
 - Then Laoshi uses TPR to bring the children to sit in a circle and watch while individual child are told to “get up (站起来),” “come here (来这里),” and then either “sing (唱歌),” “dance (跳舞),” or “jump (跳)” and then “bow (敬礼).” After each bow, the other children clap. (Laoshi can model this.)
2. With children sitting in a circle, Laoshi shows children the new book, *Flying with Chinese 2A*. Using the picture on the cover, Laoshi asks children to identify Lily and Sun Wukong. If the children have previously studied both the KA and the 1A books, they may be able to name these characters in response to “Who is this? (这是谁?)” Otherwise, Laoshi should use good Natural Approach either/or questions. Laoshi reminds the children that Lily and Sun Wukong are friends, and tells them, “We know some songs about friends. (我们学过一些朋友的歌。)” If the class has already sung the songs mentioned above, review them now. If not, teach one of them at this point.



3. Laoshi then distributes the Student Books to the children and has them open first to page 1, then page 43, then page 52, as Laoshi gives a quick description in Chinese of the book's content using these pictures.

Interpretive and textual reading

课文导读

- Laoshi asks children to look at page 1 and to point to Laoshi, to Lily, and then to Sun Wukong (pictured on the bulletin board.) (老师叫学生注意看第一页的人物，如老师、莉莉、还有孙悟空。)
- Using this picture, Laoshi can review vocabulary for the classroom, count the number of children in the picture, the number of girls and number of boys. This would also be a good time to introduce or review the names of the children in the class, beginning next to Laoshi on the left and moving clockwise. (复习课室用的语词，包括数小朋友，数女生，数男生。介绍书中人物的名字如下):
 - Lily (莉莉)
 - Dayong (大永)
 - Katie (凯蒂)
 - Jose Martinez (荷西)
 - Aiko (爱子)
 - Michael (麦克)
 - Jenny (珍妮)
 - Sam (山姆)
 - Mary (first appears on page 25) (玛丽)
- Following the procedure described in Chapter 3, Laoshi reads the text on page 1, making sure that the children know that Laoshi is speaking and that she has a letter from Sun Wukong in her hand. (依照第三章指示的步骤，老师念第一页课文，确认学生理解老师说的意思。老师手上拿着孙悟空的来信。)

Tone practice

声调练习

来信, 2-4 tone.

Make a stick puppet

制作纸偶

TPR craft activity: Sun Wukong (制作孙悟空纸偶)

For detailed directions, see introduction to Lesson 1.



Key points

教学重点

- Review of Sun Wukong stories from KA and 1A Student Books. (复习KA和1A学生课本里头孙悟空的故事。)
- Letter opening, the parts of a Chinese letter. (信头 – 中文信件的部分)
- Address on a Chinese envelope. (信封上的地址)

Directions

教学指引

Laoshi can review the names of the children. (老师复习学生名字。)

- Sun Wukong stories: Laoshi uses picture books, and KA and 1A Student Books in this series to review stories about Sun Wukong that the children have heard before. (老师用图画书和《飞向中文》KA和1A学生课本重温小朋友听过的孙悟空的故事。)
- Using the pictures, Laoshi can recount the actions in these stories. (复习动作名称。)
- Laoshi will distribute Sun Wukong puppets to the children who made them in the previous lesson. (将上一堂课做好的孙悟空纸偶分给学生们。)
- Laoshi will give TPR commands to the Sun Wukong puppets including “jumping very high, doing sommersaults, dancing, singing, etc.” (老师用TPR方法叫孙悟空跳高、翻跟斗、跳舞、唱歌等。)
- Laoshi summarizes: Sun Wukong is a special monkey who has magic powers. (老师总结说明：孙悟空真是一只特别的猴子。它有神奇的功夫。)

Interpretive and textual reading

课文导读

- Children receive a copy of the text of the letter from Sun Wukong. It should be photocopied onto stationary, folded like a letter, and placed in an envelope addressed to the children in the way that they will need to address the envelope on page 1 in the Workbook. Note the characteristic of the Chinese envelope: the address goes from general to specific – county, to region, to city, to building, and finally to person. (学生收到一封孙悟空的来信。信是影印好折成像信纸一样装在一个信封里。收信人的地址如下所示。学生须在作业本第一页的空格里注明。中国式信封的格式顺序是：国家、地区(省)、城市、住处路名号码、收件人姓名。)

中文班
各位小朋友 收



- Laoshi can have the children open the Student Book to page 2 and compare the beginning of their letter with the text on the book so they know that it is the same text, delivered in for the form of a letter. (老师让学生比较信的开头和课本第二页的内容，他们便会知道两者是同一封信。)
- Laoshi uses TPR commands to develop comprehension of the words in Chinese for letter & envelope: open the book/open the letter, etc. (老师用TPR帮助学生理解中文信和信封的概念：打开书、打开信封等。)
- Laoshi reads the text of page 2 while the children follow Laoshi's reading with the copy of the letter that they have, following the procedure described in Chapter 3. (老师带头念第二页的课文，学生跟读。)

Tone practice

声调练习

记得, 4-2 tone.

Additional practice or formative assessment

课堂习作或评估

Workbook activity (2A Workbook page 1) (2A Teacher CD, Track 3)

1. Listen, say and circle (听一听、说一说、圈一圈): Laoshi can use the picture to review vocabulary from the Sun Wukong story and the description of a letter. (老师可以用图画来复习孙悟空故事里的生字，以及描述来信。)
2. Write (写一写): Children should receive a photocopy of the correct address to cut out and paste into the box on the envelope. The black line master for this label is in the Appendix to this Teacher Guide. It matches the address pictured above for the envelope that children receive with their copy of the letter from Sun Wukong. (每一个学生应该有一份正确的地址可以剪贴在信封上的方格子里。地址附于教师指引附录A。)

Page 3

Key points

教学重点

- Review actions through TPR.
- How to say what we have done.



Directions

教学指引

1. Laoshi has children do a TPR activity including dancing, walking, running, painting and singing (as pictured on Student Book page 3).
2. Laoshi has children take their Sun Wukong puppets and gives the puppets a series of similar TPR commands, and then asks, “What did he do? (他做了什么?)” (Children reply, “He jumped, he danced, etc. (他跳了。他跳舞了。)”
3. Laoshi takes out the letter from Sun Wukong and reminds children that the children in the book received a letter. Laoshi asks, “Who wrote the letter?” (If they don’t respond, use Yes/No or either/or questions to establish that Sun Wukong wrote the letter.) (老师拿出孙悟空的来信并提醒同学书中的小朋友收到了一封信。老师问：“这封信是谁写的？”如果没有人回答，老师改用‘是/不是’，‘这个/那个’问题来引导学生明白信是孙悟空写的。)

Interpretive and textual reading

课文导读

- Following usual methodology, Laoshi should have children open the Student Books to page 2, rereads page 2, then continues to page 3, following the procedure described in Chapter 3. (依照平日的练习，老师让学生翻开课本第二页，再读一遍课文，接着继续念第三课。)
- Then Laoshi has children take out their letters from Sun Wukong and reads the same text aloud from the letter handout. (老师让学生拿出他们的信，大声朗读信的内容。)

Tone practice

声调练习

唱歌, 4-1 tone.

Follow up oral activity

口语练习

Laoshi repeats the TPR activities from earlier in the lesson, but does them along with the children. Laoshi stops after a few activities and says, “我们一起唱歌，一起跳舞，一起画画……” using the words for the activities. Laoshi can return to the TPR, and then ask the children, “What have we been doing? Have we been singing? (Yes/No) Have we been jumping or running? (either/or)”

Additional practice or formative assessment

课堂习作或评估

Workbook activity (2A Workbook page 2) (2A Teacher CD, Track 5)

1. Listen and say (听一听、说一说): Children are supposed to listen and repeat the vocabulary after the CD.



2. Listen and circle (听一听、圈一圈): Children will circle the picture that corresponds to what they hear.

Make a stick puppet

制作纸偶

TPR craft activity: Laoshi (制作老师纸偶)

For detailed directions, see Introduction to Lesson 1.

Page 4

Key points

教学重点

- Continue to work with reporting on activities. (继续报告活动项目)
- Continue to read the letter and study the envelope. (继续讨论来信的内容与信封格式)
- Expression: I really miss you... (我很想念你们)

Directions

教学指引

1. Sing songs about friends such as “我的朋友在哪里？” (Flying with Chinese KC Student Book page 25). Children can sing the song with their Sun Wukong paper puppet. Laoshi turns to page 1 and ask the children to name some of Sun Wukong’s friends. (学生和孙悟空纸偶一起唱歌。然后翻到第一页，请学生说出孙悟空好朋友的名字。)
2. Laoshi has children take out the letter from Sun Wukong. (老师拿出孙悟空的来信。)
3. The class follows along as the letter is read from the beginning through the body of the letter (through to page 4). (全班一起从第1页读到第4页。)
4. Laoshi repeats the phrase, “I really miss you. (我很想念你们。)”
5. Laoshi tells the children to turn to page 4 and look at the picture, then ask them, “Who is in the picture? Does Sun Wukong look happy?” (Children to reply “Yes/No.”) Laoshi reads the text on page 4 and repeats the phrase “我很想念你们” in a sad voice. (请翻到第4页，老师问：“图片中有哪些人？孙悟空高兴吗？” [学生回答：“高兴/不高兴。”] 老师念课文，并用难过的表情再说一遍“我很想念你们！”)

6. Laoshi has the children use their Sun Wukong puppets to sing the friends song, “我的朋友在哪里?” in a sad tone of voice two times, then add as a chant, “我很想念你们。”

Interpretive and textual reading

课文导读

Laoshi reads page 4 with the class, following the routine suggested in Chapter 3.

Tone practice

声调练习

想念, 3-4 tone.

Additional practice or formative assessment

课堂习作或评估

Use page 3 of Workbook: Follow the literacy writing instructions to introduce “朋”. Trace, copy, and practice writing it.

Page 5

Key points

教学重点

- Phrase from page 4 for “I can...” statement (请写信给我).
- Review key phrases. (复习重要语句。)

Directions

教学指引

1. Laoshi has children sing Sun Wukong’s song, “我的朋友在哪里?” and chant “我很想念你们”. Children can use their Sun Wukong stick puppets to perform the song and the chant. (学生用孙悟空纸偶表演唱歌, 并同声喊: “我很想念你们!”)
2. Laoshi has children take out the letter and rereads it as they follow. Certain words and expressions are highlighted for attention. Children repeat them with their Sun Wukong puppet. (老师叫学生把信拿出来再念一遍。老师强调一些特别的词语, 学生用孙悟空纸偶一起复习一遍。)



- 大家好！我是孙悟空。
 - 我们一起唱歌，一起跳舞，一起画画。
 - 我很想念你们！
 - 请写信给我。
3. Activity addressing an envelope to Sun Wukong. (信封上的收件人 – 孙悟空)
- Laoshi takes out the model Sun Wukong stick puppet and walks around the class saying, “请写信给我” while giving each child a blank piece of paper and a blank envelope. (老师拿着孙悟空纸偶在教室里来回走动，给每个学生一张白纸和信封，说：“请写信给我。”)
 - Laoshi then distributes pieces of paper with parts of the address that need to be cut and pasted onto the envelope. Laoshi should keep repeating, speaking for Sun Wukong. (然后老师分发印着地址的纸条给学生剪贴到信封上，并假装是孙悟空，不停地说：“请写信给我。”)
4. Laoshi uses TPR to direct the children to cut out and place these address elements in the correct places on their envelopes, modeling each step of the process. Children should recognize “中国” and “孙悟空” when read aloud. They can be led to understand “花果山” when Laoshi tells them to look on the mail box in the picture on page 4 of the Student Book. (老师用TPR动作来引导学生剪贴地址并示范给学生看。学生应该能大声念出并认得“中国”和“孙悟空”。然后老师带学生看课本第4页并在图片里的信箱上找出“花果山”的名字。)

花果山	中国	孙悟空
-----	----	-----

Interpretive and textual reading

课文导读

Laoshi reads page 5 with the class, following the routine suggested in Chapter 3.

Tone practice

声调练习

等着, 3-neutral tone.

Make a stick puppet

制作纸偶

TPR craft activity: Lily (制作莉莉纸偶)

For detailed directions, see Introduction to Lesson 1.

Additional practice or formative assessment

课堂习作或评估

Use page 3 of Workbook: Follow the literacy writing instructions to introduce “回”. Trace, copy, and practice writing it.

Page 6

Key points

教学重点

- Review the entire lesson one more time (复习全课), including the names of the 3 stick puppets and the song sung by Sun Wukong, “我的朋友在哪里?”

Directions

教学指引

Laoshi will:

- Play hide and seek in the circle with a Lily puppet and a Sun Wukong puppet, using the song, “我的朋友在哪里?” (全班围成一个圆圈, 拿着莉莉和孙悟空的纸偶唱“我的朋友在哪里?”的歌。)
- 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。)
- Follow the pre-writing routine. (写字前练习。)

Assessment

评估

Use the “I can...” statements on page 4 in the Workbook to assess student learning. The top of the page is a test of student recognition of the *hanzi* of the lesson. Children draw a line to match the picture and the *hanzi* for the object.

