

Teacher's Manual

Galal Walker
Huanzhen Zhao

Chinese Out of the BOX



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CHINESE

OUT OF THE BOX

Performance-based K-5 Chinese Curriculum

K-12 Chinese Flagship Program

The Ohio State University

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Chinese language –An integrated curriculum for elementary school – English. I. Title: Chinese out of the box. II. Huanzhen Zhao 1963- III. Title.

Short description:

An integrated set of lesson plans, teacher’s manual, family workbook, vocabulary tools, Smart Board activities, animated Flash sequences, songs and cartoons designed for use by teachers in teaching beginning Chinese language and culture to elementary-age English-speaking children.

Contents:

1. Lesson plans with assessment guide
2. Teacher’s manual
3. Family guide
4. Flashcards
5. Cartoon package
6. Music package
7. Multi-media resources (animated flash sequences, Smart Board activities, self-pronouncing vocabulary slides, pedagogically selected cartoon clips)

Lesson Plan books

Galal Walker 1945-

Chinese out of the box: a curriculum in Chinese for elementary school students: lesson plans / Galal Walker, Huanzhen Zhao,

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Chinese language –An integrated curriculum for elementary school – English. I. Title: Chinese out of the box: lesson plans. II. Huanzhen Zhao 1963- III. Title.

Short description:

A comprehensive set of lesson plans which provides teachers with detailed instructions for conducting class sessions using the resources included in the Chinese Out of the Box kit. Resources include instructional guides, family workbook, vocabulary tools, Smart Board activities, animated Flash sequences, songs and cartoons. Assessment guides are provided to assist teachers in evaluating student progress.

Teacher's Manual:

Galal Walker 1945-

Chinese out of the box: a curriculum in Chinese for elementary school students: teacher's manual / Galal Walker, Huanzhen Zhao
ISBN XXX-X-XXXXX-XXX-X

Chinese language –An integrated curriculum for elementary school – English. I. Title: Chinese out of the box: teacher's manual. II. Huanzhen Zhao, 1963- III. Title.

Short description:

An overview for teachers on how to use the resources included in the Chinese Out of the Box kit. Resources include instructional guides, family workbook, vocabulary tools, Smart Board activities, animated Flash sequences, songs and cartoons. Includes an explanation of the methodological approach required for successful teaching and learning experiences.

Family Guide:

Galal Walker 1945-

Chinese out of the box: a curriculum in Chinese for elementary school students: family guide / Galal Walker, Huanzhen Zhao
ISBN XXX-X-XXXXX-XXX-X

Chinese language –An integrated curriculum for elementary school – English. I. Title: Chinese out of the box: family guide. II. Huanzhen Zhao, 1963 III. Title.

Short description:

A unit-by-unit guide to help parents reinforce classroom lessons at home. Includes lesson overviews and performance expectations, games, activities and worksheets.

Flashcards:

Galal Walker 1945-

Chinese out of the box: a curriculum in Chinese for elementary school students: flashcards / Galal Walker, Huanzhen Zhao
ISBN XXX-X-XXXXX-XXX-X

Chinese language –An integrated curriculum for elementary school – English. I. Title: Chinese out of the box: flashcards. II. Huanzhen Zhao, 1963- III. Title.

Short description:

Unit-by-unit flashcards to assist the learning of vocabulary. Cards include pictures and Chinese characters, pinyin transliterations and English translations.

Acknowledgments

The foundation for this curriculum is Galal Walker's Performed-Culture pedagogical innovation. His support and guidance have been invaluable throughout this project.

This Phase I curriculum would not have been possible without several individuals who contributed in various ways by extending their valuable assistance in its development and completion. First and foremost, our sincere gratitude goes to the graduate and undergraduate students from Chinese Flagship Program and Department of East Asian Languages and Literatures at the Ohio State University, Nan Meng, Hui Li, Xinzhen Qin, Jia Yang for their ideas and suggestions in writing, proofreading, and editing the Lesson Plan activities, Donny Newman, Hui Li, and Mina Shyu for laying the groundwork for success in developing the Vocabulary PowerPoint, Andrew Perry for proofreading it, Kathryn Nute's help with proofreading the Lesson Plans and editing the Teacher's Manual and Shaun Newcomer for cutting and editing the cartoon clips. Ryan Zakes has been a great help in checking for errors and mishaps and an indefatigable proofreader of lesson plans and the other detailed-oriented components of our curriculum. Thanks also to Heima Sritharan, Nicole Lee, Simran Khaira and Kevin Slaten for their assistance with proofreading.

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We also thank Chris Farrar and Minru Li for their assistance with arrangements for the publication of these materials.

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Introduction



In the modern classroom, there is a desperate need for foreign language curricula that are both compelling to young students and powerful teaching tools. This need has existed for years, but it's been a gap that few have attempted to fill. We've watched teachers and students alike struggle through Chinese language curricula, expending time and energy for marginal gains. Chinese is a beautiful language, but one of the most demanding to master for Western students. Traditional grammar and drill-based educational models are not effective with Chinese learners, which is why we've created a new curriculum for K-5 Chinese instruction. Using proven teaching techniques explained in this manual, teachers will be able to cultivate a child's language ability in an entertaining and supportive atmosphere.

Our Performed Culture Method is a performance-based pedagogy with two central concepts designed to help students build a comprehensive, authentic, practical and functional Chinese language base. The two central concepts are as follows: First, the classroom must function as a legitimate cultural environment for the target language. Second, students must perform in a culturally-appropriate manner in that environment. Our approach works to create real-world Chinese experiences through staged performances. In this method, the focus is not on students learning the Chinese equivalent of English words, but rather on allowing students to directly connect a concrete meaning with the Chinese word. We rigorously avoid any translation practices in the classroom as they slow down the learning process and create imperfections in definition. Chinese is a very context-sensitive language, and because of this we believe one must approach learning the language by recreating the original usage context.

Learners of foreign languages understand that the best learning method is to personally experience the target language by immersing oneself in the cultural environment. When learning Chinese in the United States, the best method to accomplish this is to bring culture, environment and authentic language into the classroom together. Too often, foreign language curriculum is limited to dry drills, long lists of unrelated vocabulary and basic grammar analysis. In this traditional educational method, culture is separated from language (if the former is taught at all), and vocabulary sets are often unusable in daily life. In view of these defects, we created a new system that integrates linguistic and cultural learning, creating a more effective foreign language classroom model and more practical training for using the target language in daily life.

National Standards: The 5Cs

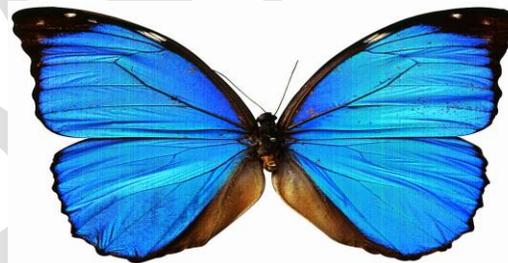
Students will learn how to really communicate in the target language by using a combination of both national and state standards (Ohio) for 5C foreign language instruction. This means understanding culture, communication, community, comparisons and connections. In effect, the 5Cs of foreign language learning mean learning the 5Ws: How to say *What* they want to express, *When* and *Where* to express themselves, *Why* to communicate and to *Whom* to speak.

Organization of the Curriculum

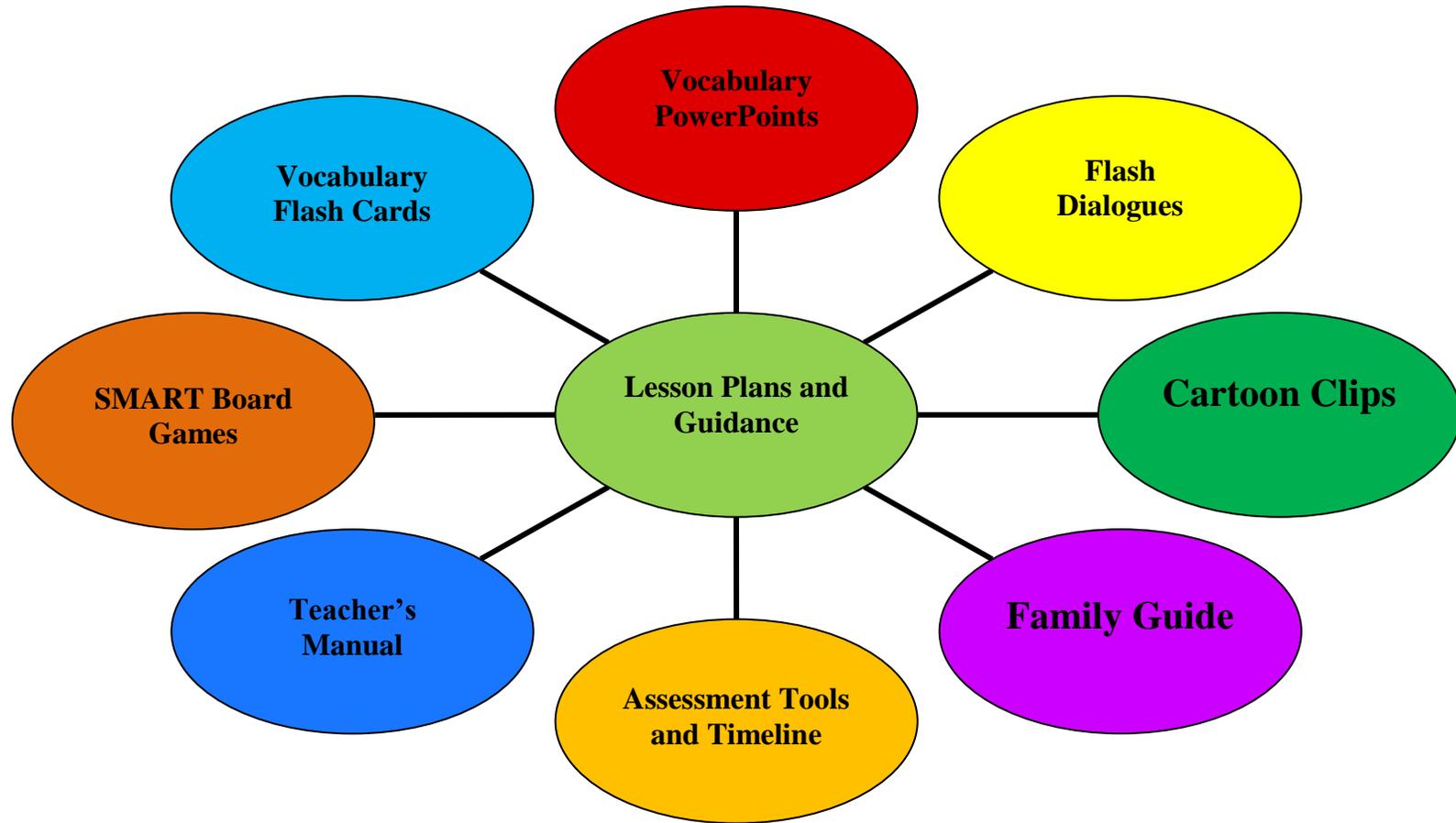
Phase I curriculum – “Chinese Out of the Box” is divided into fifteen Stages, each built around a particular social and linguistic context. These contextual themes include such things as meeting, greeting and exchanging names; introducing people to each other; going to places like the zoo; eating at home and in restaurants and so forth. Each stage is further divided into five Instructional Sessions plus a SMART Board Activity Session.

Curriculum Components

“Chinese Out of the Box” has the following nine components: Lesson Plans and Guidance, Flash Dialogues, Vocabulary Power Points, Vocabulary Flash Cards, SMART Board Games, Cartoon Clips, Family Guide, Teacher’s Manual, and Assessments.



Components of Chinese out of the Box



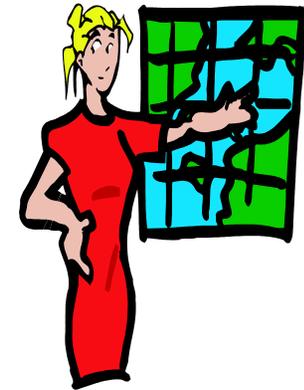
Component Descriptions

A. Lesson Plans and Guidance

Clear objectives are provided at the beginning of each stage, and all classroom activities in each session are organized around these objectives. We designed each session with warm-up activities, reinforcing the themes, vocabulary, and cultural points from previous classes. A practice of the basic dialogue then follows, which includes the target vocabulary and structures we wish students to learn. A matching activity then follows to reinforce dialogue content. The final session of each stage revolves around cartoon clips and smart board games which were designed to reflect and enhance the content of the basic dialogue of each stage. So the classroom teacher may deliver this material as effectively and efficiently as possible, both lesson plans and guidance are provided for every session and have been crafted into an easily digestible format. Lesson plans provide teachers with every detail they need to carry out the day's lessons, while the guidance offers exactly what the name implies -- what the teacher, student and parent should prepare for each particular class.

B. Vocabulary PowerPoints and Flash Cards

To help students master the vocabulary in each stage, we've created interactive vocabulary PowerPoints. In these PowerPoints, vocabulary words are presented in both Pinyin and Hanzi, paired with graphics that illustrate them, then read aloud in a pre-recorded sound file. Each stage has two sets: a PowerPoint slide presentation which introduces the new words, and paper flash cards which actively engage students in review. The Chinese characters and Pinyin for each vocabulary word can be viewed or reviewed and listened to in each introduction PowerPoint, and we encourage teacher also to use flash cards to test student's grasp of the vocabulary and pronunciation and tones without listening to or looking at the PowerPoint slide.



C. Flash Animation: Basic Dialogues

All children love cartoons! Recognizing this, we've animated the basic dialogue for each stage into a Flash animation to engage young Chinese language learners as much as possible. These Flash animations are built into the lesson plans for each stage so that children are exposed to them on a daily basis. We've also incorporated them into the Family Guide so that children can view the materials at home with their friends and family. Through repeated exposure to these fun and interactive Flash cartoons, children are able to learn the target vocabulary and sentence structures without realizing that they're learning.

D. Big-Headed Son, Small-Headed Dad: Cartoon Clips

While searching for the perfect cartoon to pair with our curriculum, we came across *Big-Headed Son, Small-Headed Dad/ Datou Xiaotou* 《大头儿子和小头爸爸》, a wonderful Chinese cartoon series about a precocious little boy and his doting father. At the end of each stage, we incorporated several carefully-chosen clips of this cartoon into the lesson plan, which serves to reinforce the language and cultural points covered in each stage. In these cartoon sessions, children are exposed to authentic language patterns and cultural behaviors, which they then perform in class – essentially, they learn by doing! Moreover, we hope that by exposing our students to authentic Chinese culture, we can also engender cultural understanding and a sense of curiosity. This is a fantastic opportunity to discuss parallels between Chinese and American children, thereby making a foreign culture more tangible.

Instructors should be sure to preview all cartoon clips before classroom use. Like any cartoon series, Datou Xiaotou has its own idiosyncrasies that should be differentiated from cultural information. For example, in episode XX, Datou’s mother begins sneezing in a restaurant, which causes them to leave. Inquiring young minds may seek to create a connection between the sneezing and Chinese culture, when in fact the incident was created for entertainment value only.



E. SMART Board Games

Children always enjoy participating in interactive, collaborative, fun and engaging activities. In an effort to create flexible and engaging resources for teachers and students, a collection of SMART Board games is included in the curriculum to engage young learners as much as possible through sound, color, and touch. With the use of this specialized computer display, students may experience a larger variety of environments in which to practice their new skills. Moreover, it gives our students an opportunity to interact with their classmates as well as act independently and actively during drills and activities. SMART Board applications provide a much-needed element of flexibility, allowing instructors to modify games or activity content in mere moments, thereby saving time and maintaining momentum. SMART Board software also allows teachers to develop their own interactive activities for the classroom.

F. Family Guide

Our curriculum team recognizes that a child’s family plays a critical role in learning. Our aim then is to have the child’s family *actively* involved in the child’s learning as much as possible, and we’ve made this easy with the Family Guide. The guide includes an introduction to the curriculum, general suggestions for families to help their children succeed and colorful activity pages. Each stage has one activity page designed to clearly explain the specific objectives for each stage and provide family-oriented activities which will help to reinforce what students have learned in the classroom. Home activities include but are not limited to singing Chinese children’s songs, watching Flash Dialogues and the cartoons included in the curriculum, or dining at a Chinese restaurant together.



Family can always be creative when it comes to helping a child with learning this fascinating language – Chinese. We hope that parents will create chances for their children to use Chinese outside the classroom. By engaging the parents as well as the

children, we increase our chances of creating the most successful Chinese learners possible. To this end, we have made the Parent Guide as convenient and attractive as possible. We want parents and family members to look through the Family Guide and be eager to do these activities with their Chinese learners.

G. Assessments

Assessment is based on performance rather than traditional written tests. We recommend that assessments be conducted at the end of each stage, or in the middle of the stage. We call this on-going or daily assessment. Assessment also can be conducted after two or three stages. Our intent is to have students grasp not only the target vocabulary and word structures, but also the cultural meaning—essentially, we want students to learn how to do things in a Chinese way, so that they will feel comfortable interacting with Chinese people in a culturally natural way. Therefore, students are assessed on their ability to “perform” what they’ve learned.

H. Prop List

Prop list actually is not one of the components, and the reason we list it here is because we want to remind the instructors the important role that props play during the instruction. We’ve provided instructions for fun classroom activities in every lesson plan, most of which integrate the use of props or toys to enhance the effectiveness of teaching and learning. Stage 1 lesson plan activities, for instance, call for the use of a puppet, a toy drum, prop flowers, a soft ball, stuffed animals, just to name a few. The props definitely enrich the students’ experiences of learning Chinese when the teacher can do some preparation with the props before each class.

Instructional Theory and Structure

ACT vs. FACT and Culture Instructional Sessions

We believe that performance-based teaching is the best instructional approach to prepare students to use the target language as a true form of communication. It is assumed that learners of Chinese are not learning words, grammar and culture just for the sake of learning, but because in the future they would like to use these skills to communicate with Chinese people. In our curriculum, instruction is broken into three different types, ACT, FACT and Culture Classes as described below. These three types of classes in our curriculum enable instructors to seamlessly integrate foreign language learning into the classroom. This approach is not necessarily limited to the progression we have listed here. If you find that working with vocabulary before reviewing the dialogue works well with your students, please do so. As long as warm-ups are held at the very beginning and expansion exercises are held later in the class, the instruction will have the desired effect. This instructional approach has been designed to be flexible and should be modified where necessary to meet the needs of each classroom.

The Phase One ACT sessions begin by guiding students in Chinese through a story that takes place in common daily-life environments. The story has been cut down into small, digestible clips and spread out among the stages. Each stage is then broken down into individual sessions, which reinforce essential vocabulary and grammar, as well as building upon earlier class structures, lesson formats, and activities. This produces a seamless, unbroken connection between previous lessons and new material.

A. ACT CLASS

The “ACT” name alludes to the performance-based nature of the instruction during warm-ups, dialogue/rehearsal, drills, exercises and review. In an ACT instruction, no English is to be spoken. Although in the early stages of Chinese language learning some English may be necessary for classroom instruction, it is in the best interest of students that the class be conducted using as much Chinese as possible, ideally above ninety percent. Linguistic absorption for new learners begins low, therefore consistent immersion levels must be high.

Ninety per cent or more of ACT instructional sessions for K-5 students should be in Chinese, with English being used only for classroom management and the most crucial instructional purposes. During ACT sessions it is essential to keep English language usage to a minimum as it disrupts the learning process and robs the students of the opportunity to learn valuable classroom and instructional vocabulary.

B. FACT CLASS

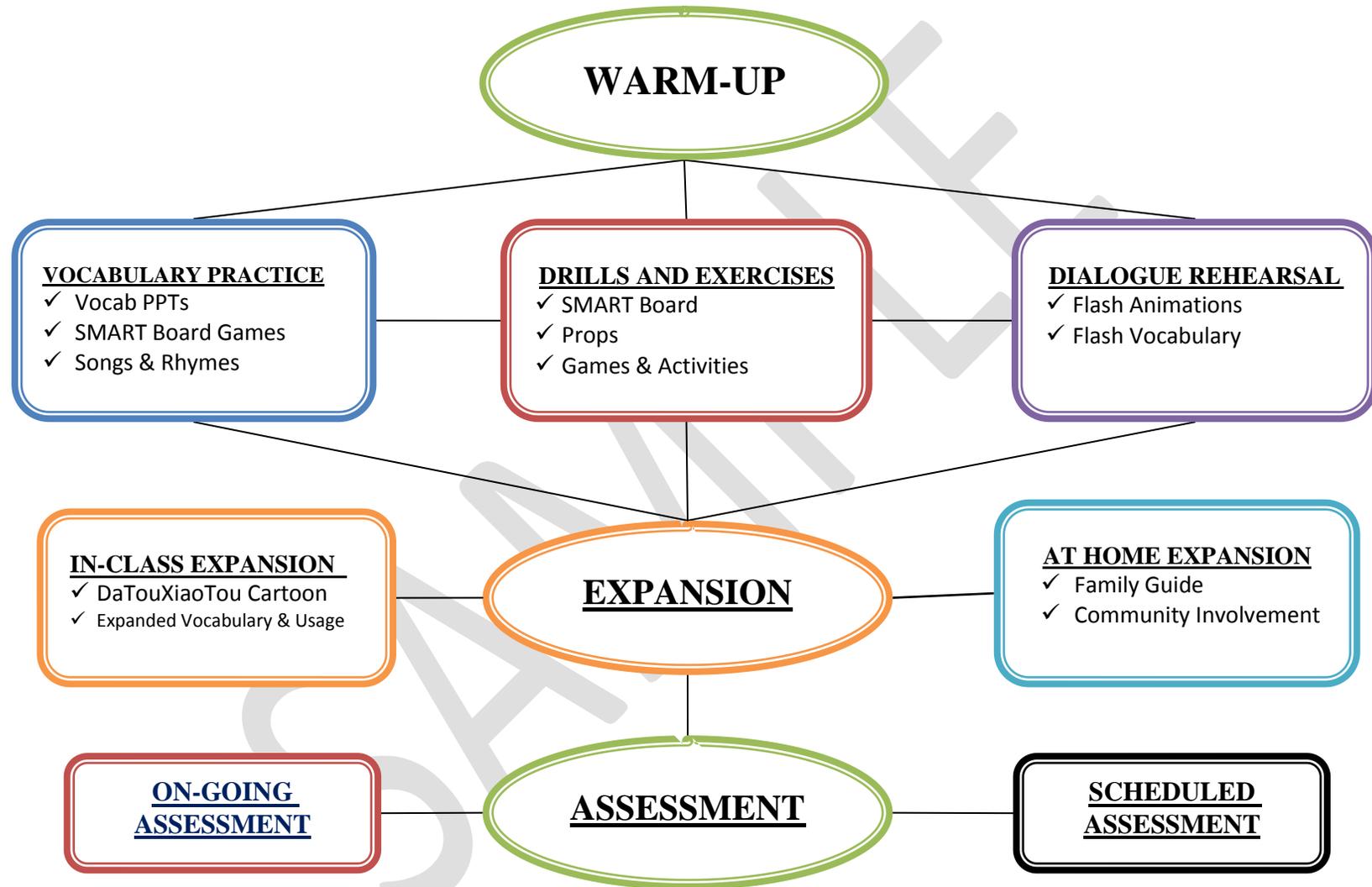
FACT instruction is similar in name to ACT, but completely opposite in practice. In FACT instructional sessions, students will have time to ask questions in their native language and instructors will be able to respond briefly in English. FACT instructional sessions are necessary, but they should never take precedence over ACT instruction. It is important to keep ACT and FACT instruction completely separate and distinct to ensure full language immersion during ACT sessions. Total FACT instruction time should be limited to less than five minutes of any 45-minute class. In an effort to keep English instruction and communication from overflowing into the class environment as a whole, we suggest holding FACT sessions near the end of the class time. In this way, instructors may effectively separate and delineate English and Chinese language usage.

C. CULTURE CLASS

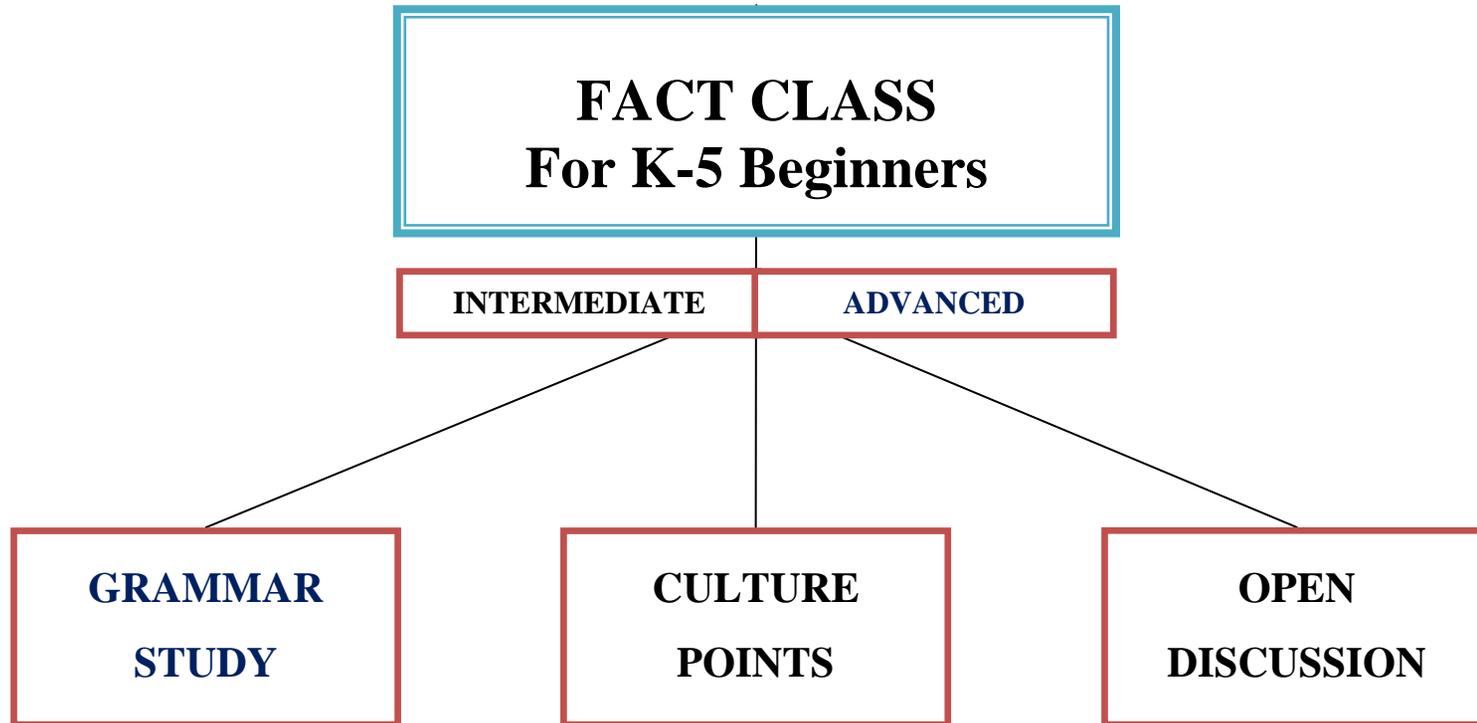
Culture Classes may be taught in either the target language or mother language and should cover information about both ancient and modern culture, as well as history. It is our hope that connections can be made between language and culture, thereby enriching the language learner’s experience and understanding of the linguistic and cultural environment as a whole.



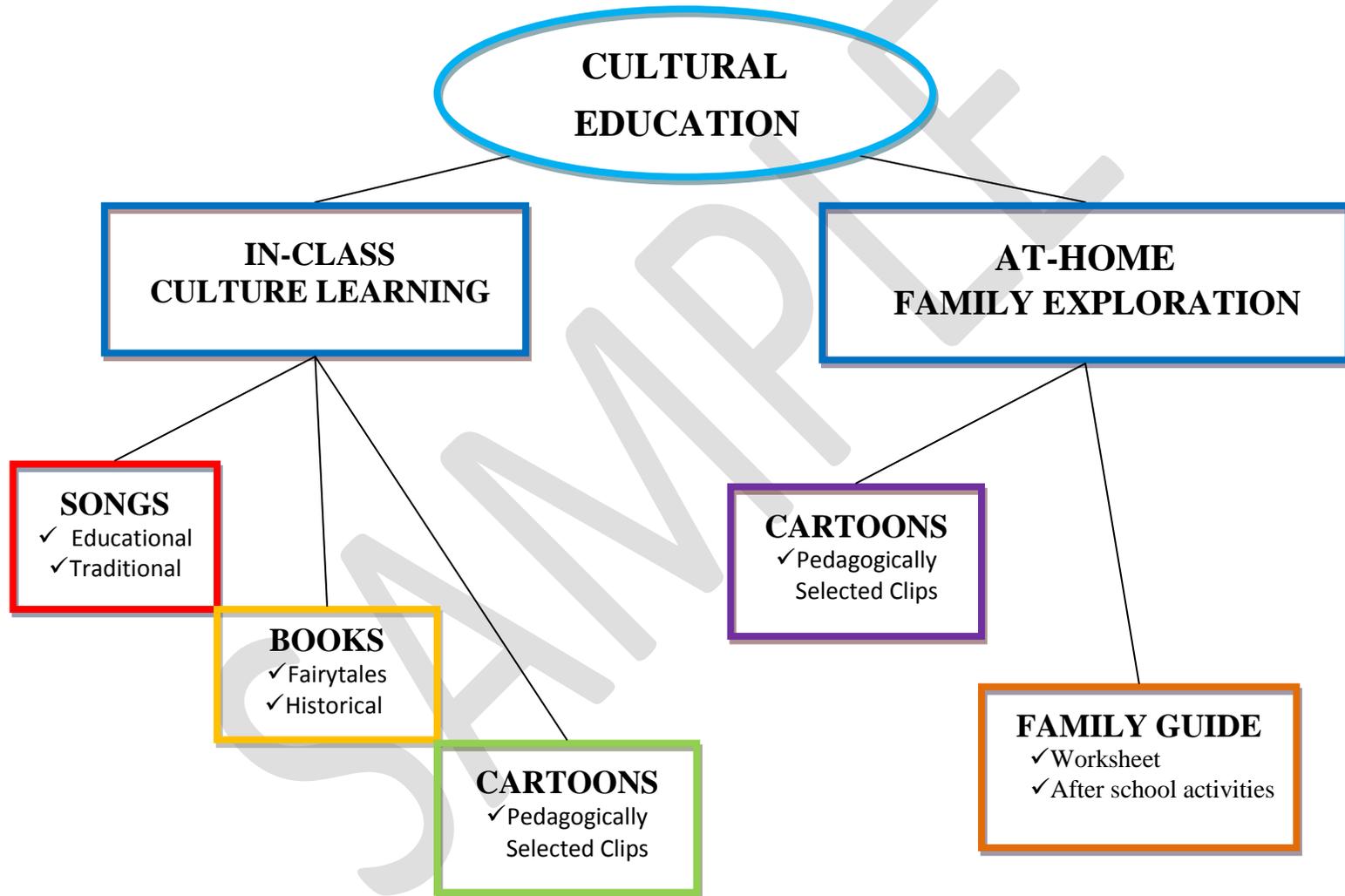
ACT CLASS COMPONENTS



FACT CLASS COMPONENTS



CULTURE CLASS



Teaching Strategies

Effective teaching strategies PROMOTE active student participation and engagement

A. The Warm-up

First in the daily cycle is the warm-up. This familiarizes the children with the context of the target performance and reviews what they learned the previous day. Review should be emphasized as it is meant to give the students time to adapt to the change in the linguistic and cultural environments and to refresh the basics so new information may be built up during the day. Warm-up practices should be well-structured and include habitual classroom practices such as greetings, roll call, self-introductions, rhymes and songs. These activities ideally should relate to the day's new lesson, introducing the lesson by building upon current knowledge. The warm-up has another function: to help reduce students' anxiety, stress, and worries when it comes to learn a new lesson.

B. Dialogue Presentation and Rehearsal

Once the stage has been set and the context has been established in the warm-up, it is time to unveil the new target performance. This can be done in a variety of ways, but one of the best ways is using cartoon Flash animation. This medium is typically appealing to children, as it keeps their attention and enables them to learn the target performance in an enjoyable manner. However, the main advantage of using video is that it preserves the original context and language. This is especially important if the instructor is not a native speaker.

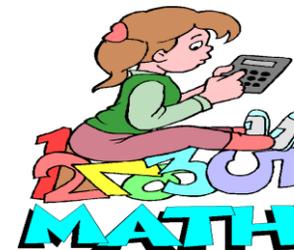


We realize that in-class time may not be sufficient for complete memorization of the target performance through dialogue rehearsal alone. However, please encourage students to preview the lesson the night before and/or review it after school by watching the Flash animation. Complete memorization is something to be desired because this memorization of real world conversations will build up an authentic automatic response in students. When confronted with a similar situation in the future, they won't have to think about how to respond—they will automatically recall the information learned in class. Instructors should also use dialogue rehearsal time to correct each student's pronunciation and tones.

One part of dialogue rehearsal that shouldn't be overlooked is the performance space. The performance space or stage is where students become confident in the material that they have learned or are learning. Building up instantaneous, native-speaker reaction times and using the language to comfortably handle real-world situations will occur on this stage. The stage should be front and center in the classroom with the rest of the chairs in a half-circle at the back of the classroom. Try not to change this format as this helps build connections to the class schedule and creates a shared understanding of what is expected to take place in each space. Furthermore, using different drilling techniques, such as backwards buildup with the dialogue, will greatly improve memory performance.

C. Vocabulary PowerPoints and Flash Cards

To create more interactive vocabulary learning, we've created vocabulary PowerPoints with images, sounds, and multiple linguistic forms of each new vocabulary word. Instructors should avoid teaching a word through translation, instead allowing students to relate the Chinese word directly to its graphic representation. Allowing students to see and identify objects, imitate movements and learn through tactile exploration will enrich their learning experiences and help create long-term memory of each word.



Notice that there isn't necessarily a set time that vocabulary must be "learned"; this is because the performance-based learning approach predicts that the student will learn the vocabulary based on setting, props, and other non-verbal signals. For more abstract ideas this can be difficult, but for K-5 level vocabulary this method matches perfectly. Their young minds are still absorbing many words and ideas through environmental osmosis. As always, students should be encouraged as much as possible to preview the material at home using the interactive DVD provided with this box. From the box, the teacher can find the flash cards and use them effectively to help enhance the long-term memory of the words.

D. Drills and Activities

The drills and activities that we have designed for this curriculum have three important characteristics: scaffolding, cultural context and suggested props. Each of these special attributes is designed to create a strong base to make it easier for students to assimilate greater linguistic and cultural data. Remember to make adjustments to fit your students when choosing to use the activities.

1) Scaffolding

Each stage comes with several activities or drills starting from the relatively simple and progressing to harder target performance levels. The activities included in this curriculum not only maintain this focus on language but also are meant to keep the students entertained and interested. Repetition of the activities is important because of this scaffolding of skills. This puts the focus back on learning the language and not learning a myriad of games. Using familiar activities to practice new vocabulary or structure patterns will allow more time for language learning and is a better use of class time. While activities should be repeated and built upon, adding new elements to activities to keep them "fresh" is encouraged, and some activities may even be reintroduced at higher levels for different purposes.

2) Context

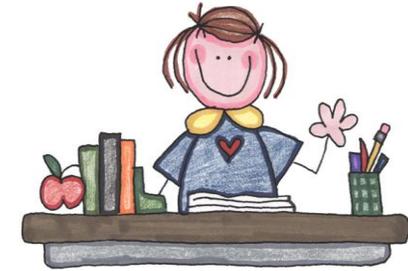
Many of the activities in our curriculum directly mirror Chinese culture, which will help set the atmosphere, environment, and context for the exercise. The teacher shouldn't focus too much attention on these cultural themes as they are included in the Flash animations DVD. Encourage students to watch the corresponding Flash animations and become familiar with the setting, context, and language before coming to class. It is understood that these children are K-5 and may have trouble doing this, but it will add depth to your classroom discussions and lead to a more effective use of classroom time.

3) Teaching Props

For the hands-on aspect of the performed culture approach, it is strongly suggested instructors maintain a set of permanent props such as puppets, dolls, fruit and vegetable toys and posters. These permanent characters/props will allow students to focus on new vocabulary in the target language rather than spending energy adapting to new environments and actors.

E. Dialogue Performance

The next and most important step is to achieve a target performance through using Flash animation - our joint audio-lingual and hands-on method. When the students have thoroughly reviewed the material and are comfortable with the entire dialogue, they are ready to perform. Using visual and physical aids to set up the context, the students are given the chance to act out the story on their own. During this stage, it is important for the teacher to be vigilant in giving constructive criticism and praise in Chinese to encourage the children. This is the climax of class, where the language the children have been learning will become fixed in their minds. The automatic responses they have just memorized should now be expanded upon. Although they may need some guidance, having students respond appropriately based on the automatic responses they have built up is true language learning success.



These performances use props to represent the real world connection between the words being spoken and their meanings. By using physical objects to create environments, we're creating a kinesthetic learning environment or context which mirrors real-life usage. The instructor will help students craft culturally appropriate Chinese answers for each situation and provide positive reinforcement for correct responses. This combination of audio-lingual and hands-on learning is a central part of the Performed Culture Approach. The Performed Culture Approach is designed to focus on performances of interpersonal communication, and thus the class activities (games, songs, and multimedia materials) are meant to facilitate learning through performance.

F. Expansion

Expansion exercises are relatively simple to design, but have a dramatic impact on the long-term memory and understanding of learned language for students. Most expansion exercises use the target performance as the base design and make a few substitutions. For example, changing some parts of the context or even the target performance would be adequate as an expansion exercise. For K-5 levels, this would mean instead of the child saying hello and good morning to his teacher, he is now saying hello and good afternoon to his friend. These changes will help a student understand appropriate interactions in the target language and culture.



Regardless of age, developing a foreign language learner's speaking and listening abilities is a long process. However, a solid foundation in speaking and listening will enable the learner to progress at a faster rate with reading and writing aspects later on. This method gives the student the necessary tools to embark on a later journey of self study if he or she so desires.



Chinese Learning Environment

A. CHINESE CLASSROOM ENVIRONMENT

We want to make creating a Chinese classroom environment as simple as possible. To this end, we've provided everything a teacher needs to outfit the classroom – signs to label objects, posters, charts, bulletin board decorations and more. Our aim is to provide everything -- so that only the teachers and students are needed to complete the classroom environment.



B. SCHOOL MINI-LIBRARY

The goal of the School Mini-Library is to provide every participating school with a small library which will contain both Chinese language books and English language books concerning Chinese topics. We want to provide children with access to books that are not necessarily being used in class so students may continue to develop their interest in Chinese during time outside of the classroom. Ideally, the books we provide will serve as a starter collection. What we'd like to see is for schools to build on this collection, taking the stories and subjects in which students are interested into consideration.

C. CHINESE NAMES FOR STUDENTS

There are many benefits for giving students a Chinese name and using them in Chinese classes. For example, when learning their own and others' Chinese names, it is the students' first experience with Chinese pronunciation. Instructors can use this opportunity to coach their learners to properly vocalize Chinese syllables, and explain to them why it is important to get the tones right. Using a Chinese name in class draws the students further into the language study as well as the culture and society studies. Culturally, this is also a good time for instructors to introduce to them the Chinese name system which is so different from their own. The rule of thumb for creating a Chinese name from a student's English one are the following:

1. Surname: Take a syllable or a consonant from the family of the student and match it to a Chinese surname that sounds similar. E.g.: 谢 for Shepherd, 毕 for Philippi, 安 for Anderson.
2. First name: Take one or two syllables or consonants from his or her given name and match it/them to one or two characters that have similar sound. E.g.: 勒 for Tyler, 康瑞 for Carlene, 丹宁 for Dennis.
3. Consider picking names that are rather difficult to pronounce for the students, such as Xue 薛, yu 余, zhou 周, so that students can hear them and use them on a daily basis. More difficult sounds for American beginning Chinese learners are j, q, x, y, v, and zh, especially with the vowel combinations of u, ü and i.
4. It is recommended that instructors give the students authentic names appropriate for a Chinese adult. However, it is appropriate to use a Chinese nickname for each student for use in the classroom, but the nicknames should be chosen according to his/her real Chinese name. This will ensure that students who go on to use their language skills with native speakers will bypass the embarrassment of awkwardly transliterated names.



SAMPLE LESSON PLAN: STAGE SIX

Phase I - Stage Six: Review Part 1

Stage Objectives

- Students review previous stages
- Students are able to address adults politely outside their family
- Students are able to say and use numbers from 1-40
- Students are able to do simple adding with numbers 1-6
- Students are able to use ordinal numbers from 1st to 10th

Themes

- Addressing adults outside of the family
- Using numbers 1-40
- Mid-phase review

Cultural Points

- Use “叔叔” (uncle) and “阿姨” (aunt) to address adults

Place

- Home

Roles

- Children and adults

Previously Studied Structures and Vocabulary

- Family members
- Introductions
- Greetings
- Ages
- Asking and answering questions

Each Stage's themes and cultural points are listed together so that they may be addressed concurrently. Place which is the same as context is listed in each stage, reminding teacher where the story is happening.

Sentence Structures

Chinese	Pinyin	English
叔叔好。 阿姨好。	Shūshu hǎo. Āyí hǎo.	Hello, uncle. Hello, aunt.

Sentence Structures are listed here for preview and later review. These expressions and structures are the basic linguistic data for Stage-End assessments.

Key Vocabulary

Chinese	Pinyin	English
叔叔 阿姨	shūshu āyí	uncle (for addressing young to middle-aged adult male) aunt (for addressing young to middle-aged adult female)

Supplemental Vocabulary from Flash Dialogue

Chinese	Pinyin	English	Chinese	Pinyin	English
礼物	lǐwù	gift	篮子	lǎzi	basket
地毯	dìtǎn	carpet	鞋	xié	shoes
玩具车	wánjù chē	toy car	壁炉	bìlú	fireplace
玩具熊	wánjù xióng	teddy bear			

In later sessions, Key Vocabulary and grammar structures will be listed and reviewed at the beginning of each Stage. All information will be listed in Hanzi, Pinyin, and English.

Basic Dialogue

Basic Dialogue and Context

(飞飞爸爸提着两个购物袋开门进来)

飞飞: 爸爸。
爸爸: 飞飞, 这是?
飞飞: 爸爸, 这是鹏鹏。鹏鹏, 这是我爸爸。
鹏鹏: 叔叔好。
爸爸: 你几岁了?
鹏鹏: 我六岁。

Wang Feifei?

Supplemental Vocabulary is listed to help instructors integrate words and phrases from Flash Dialogues. This vocabulary, while not required, will enrich the classroom environment.

The basic dialogue is printed at the beginning of every session for easy access.

Feifei

Suggested student and parent preparation is listed for every session to remind instructors to encourage their students to continue learning at home.

Student/Parent Preparation

- Watch the Flash Dialogue
- Students introduce a classmate to their parents
- Students greet their neighbors

Session 1

Warm-up Activity	Teacher Preparation
<p>1. 唱歌表演《家族歌》</p> <p>爸爸的爸爸叫什么？爸爸的爸爸叫爸爸。爸爸的叔叔叫什么？爸爸的叔叔叫叔叔。 爸爸的哥哥叫什么？爸爸的哥哥叫哥哥。爸爸的姑姑叫什么？爸爸的姑姑叫姑姑。 爸爸的姐妹叫什么？爸爸的姐妹叫姐妹。爸爸的舅舅叫什么？爸爸的舅舅叫舅舅。 妈妈的妈妈叫什么？妈妈的妈妈叫妈妈。妈妈的叔叔叫什么？妈妈的叔叔叫叔叔。 妈妈的姐妹叫什么？妈妈的姐妹叫姐妹。妈妈的舅舅叫什么？妈妈的舅舅叫舅舅。</p> <p>Sing and perform “Family Song.”</p> <div data-bbox="674 467 1234 683" style="border: 2px solid black; background-color: yellow; padding: 5px; margin: 10px auto; width: fit-content;"> <p><i>All media files and clips have location listings to avoid frustrating file searches.</i></p> </div>	<p>家族歌 http://www.tudou.com/programs/view/-g6l_mteTEA/</p>
Classroom Activities	Teacher Preparation
<p>1. 看动漫对话，学习对话，着重复习之前学习过的爸爸，介绍第三者，问候，年龄等。</p> <p>Watch the Flash Dialogue and practice the Basic Dialogue. Focus on the previously studied vocabulary for “father”, introducing others, greetings, and asking about someone’s age.</p>	<p>Computer Projector Flash Dialogue</p>
<p>2. 生词 PPT for Stage 1-6: 播放生词 PPT，带领学生学习 PPT 中的生词、发音及声调。特别要注意常见声调错误，一定要及时纠正并注意纠正方法。</p> <p>Show the Vocab PowerPoints for Stage 1-6 and help students review the vocabulary. Pay attention to pronunciation.</p>	<p>Vocab PowerPoints for Phase One, Stages 1-6</p>
<p>3. 老师准备与动漫对话内容相关问题 - 培养、训练学生回答及提问的能力。</p> <p>The teacher prepares questions related to the Flash Dialogue and helps students practice asking and</p>	<p>List of Flash Dialogue Questions</p>

<p>answering questions.</p>	
<p>4. 木偶剧场</p> <p>a) 老师准备小龙家庭成员的面具（爷爷、奶奶、爸爸、妈妈、叔叔、阿姨、哥哥、姐姐、弟弟、妹妹等），木偶小龙和丽丽，以及木偶剧场展示版（背景是小龙的家）。</p> <p>b) 老师手拿木偶小龙和丽丽，戴上爷爷的面具，站在展示版的后面。</p> <p>c) 小龙、丽丽和小龙爷爷对话：</p> <p>小龙：爷爷！这是丽丽。 丽丽：爷爷好！ 爷爷：丽丽，你好！你几岁了？ 丽丽：我____岁了。</p> <p>d) 对话结束后，老师把木偶丽丽传给同学 A，自己手拿木偶小龙并且戴上奶奶的面具，然后重复之前的对话。</p> <p>小龙：奶奶！这是丽丽。 同学 A(丽丽)：奶奶好！ 奶奶：丽丽，你好！你几岁了？ 同学 A(丽丽)：我____岁了。</p> <p>e) 对话结束后，同学 A 把木偶丽丽传给同学 B，老师则把木偶小龙传给同学 A，老师戴上爸爸的面具，和两位同学完成对话，对话内容同上。</p> <p>f) 对话结束后，同学 B 把木偶丽丽传给同学 C，同学 A 把木偶小龙传给同学 B，同学 A 戴上妈妈的面具，和同学 B、C 完成对话，对话内容同上。依次类推，继续对话，直到所有同学都参加过对话。</p> <p>The teacher uses the Puppet Stage, Xiao Long, Lily and masks for members of the family. With the puppet of Xiao Long in one hand, the puppet of Lily in the other, and a mask of Xiao Long's grandfather, the teacher stands behind the puppet stage and acts out the dialogue of the three characters. After the dialogue, the teacher gives the role of Lily to a student, switches to a mask of a different family member and repeats the dialogue. Once again, after the dialogue, the teacher includes another student with the first student switching to a new role. The teacher</p>	<p>Xiao Long and Lily</p> <p>Masks of Xiao Long's and Lily's Family Members</p> <div data-bbox="1113 373 1858 625" style="border: 1px solid black; background-color: #d8bfd8; padding: 5px;"> <p><i>Full model dialogues are provided for activities. While these models are our preferred dialogues, instructors are welcome to adjust this structure to better meet the needs of their individual classrooms.</i></p> </div> <div data-bbox="1050 1161 1680 1380" style="border: 1px solid black; background-color: #00ff00; padding: 5px;"> <p><i>Highly detailed instructions are listed for activities in each session to guide instructors through expansion exercises step-by-step.</i></p> </div>

rotates students into the performance until all students have participated.

Session 2

Warm-up Activity

Teacher Preparation

1. 播放卡通，唱歌“我有一个幸福的家。”

我爱我的爸爸，
也爱我的妈妈，
爸爸妈妈都爱我呀，
我有一个幸福的家。

老师也可以将爷爷、奶奶、姐姐、妹妹等家庭成员替换进去，帮助同学复习家庭成员名称。

Sing the song “I Have a Happy Family.” Review the names for different family members.

0-3 岁宝宝童谣
CD C, Track 14

Teacher Preparation

1. 看动漫对话，学习对话。

Watch the Flash Dialogue and

*Necessary technology and prop
preparation is clearly listed for each
activity*

Computer

Projector

Flash Dialogue

2. 生词 PPT of Stage 1-6: 播放生词 PPT，带领学生学习 PPT 中的生词、发音及声调。特别要注意常见声调错误，一定要及时纠正并注意纠正方法。

Show the Vocab PowerPoints for Stages 1-6, and help students review the vocabulary. Pay attention to pronunciation.

Vocab PowerPoints for Phase
One, Stages 1-6

Session 5 – Cartoon

Theme	Script Dialogue	Key Words	Activity	Teacher Preparation
Greeting (at the door)	<p>[故事 7 学礼貌的故事 0:00-0:34]</p> <p>(家中) 大头儿子推开门进来: “围裙妈妈我要看电视!”</p> <p>围裙妈妈: “你怎么又忘了。妈妈跟你说过了, 进门的时候要先敲门, 这是礼貌, 记住了吗?”</p> <p>(大头儿子走出房间带上门, 敲门)</p> <p>围裙妈妈: “请进。” (大头儿子进屋, 小头爸爸把他抱起来)</p> <p>小头爸爸: “这才是懂礼貌的好孩子! 爸爸陪你一起去看电视, 啊。”</p>	<p>敲门</p> <p>请进</p> <p>礼貌</p>	<ul style="list-style-type: none"> 播放片段。 Play the clip. 老师准备有关问题, 培养同学们提问和回答问题的能力。 Prepare questions related to the clip and help students practice asking and answering questions. 引导同学描述场景, 人物和故事。 Guide students in describing the scene, the characters, and telling the story. 模拟一道门, 或者用真的门。让同学们一个一个敲门, 问候。复习你好, 你叫什么名字, 你几岁, 你家有几个人等短语。 Simulate a door with a big piece of cardboard. Have students knock on the door one by one and greet visitors. <p>Review greeting phrases, such as “Hello”, “What is your name?”, “How old are you?”, “How many people are in your family”, etc.</p>	<p>Cartoon Clips</p> <p>Simulate a door with a big piece of cardboard</p>

All cartoons are marked with a full listing for easy usage, along with a transcript of the dialogue as well as suggested activities.

SMART Board Applications

Classroom Activities

1. 中文大冒险 Jeopardy

复习活动。将同学们分成两组并选出队长。每次每组选一题回答。答对得分，答错机会让给另一组。老师确认同学们都了解活动规则。可先简单复习 Flash Dialogue 和单词。

Review activity. Divide students into two groups and assign a team leader. The two groups then take turns answering questions. If correct, the team earns a point. If wrong, the other team can answer the question.

Detailed instructions are listed for all SMART Board activities, including step by step guidance for creating the perfect activity for individual classes!

Look at the picture and ask your team who they are. Please use complete sentences to ask and answer questions.

爷爷 yéye 妈妈 māma 叔叔 shùshu 爸爸 bàba 阿姨 āyī
 姐姐 jiějie 小龙 xiǎolóng

Teacher Preparation

1. Search “Question page” in Notebook gallery and drag and drop onto file.
 2. Drag and drop picture for different dialogue settings.
 3. Add sounds if possible for reinforcing students’ listening.
 4. Create hyperlink to each question pages by right clicking mouse, choose “Link...,” click on “Page in this file,” and choose desired question page.
 5. Search “Score board” in Notebook gallery and drag and drop onto first page for recording each team’s score.
- * Ready-to-use file is in Stage 6 & 7 folder.

2. 单词复习

老师可以用 Flash Dialogue 练习单词，数字和顺序。当同学们熟悉后，由老师带领问题“第几个是 ___?”，同学们回答“第三个是 ___”。有按钮可让同学们听到声音。同学们回答后，老师带领问“对不对?”

Before the activity, teacher can use the Flash Dialogue to review vocabulary, numbers, and order prepositions. Then the teacher uses the question “Which one is ...?” to lead students answer “The third one is...” Press button or vocabulary square for sounds to help students recognize items. Encourage “Yes/No” question and answer.

1. Search “Question page” in Notebook gallery and drag and drop onto file.
2. Use pictures in gallery or other resources.
3. Double click title word box to edit question.
4. Lock any item by right clicking mouse, and choose “Lock”, “Lock in place.”



SMART Board previews and screen captures are included in every section to help instructors visualize possible setups.

National Standards: The Five Cs in Foreign Language Education



Ohio Standards Connection Foreign Language – Chinese

Standard: Communication — Communicate in languages other than English

Benchmark: A Indicator: 1	Ask and answer questions and share preferences on familiar topics. Answer simple questions about personal information and other family topics (e.g., name, age, favorite color, birthday months, day of the week, weather).
Benchmark: B Indicator: 3	Exchange personal information. Exchange greetings.
Benchmark: C Indicator: 4	Request clarification. Respond to questions seeking clarification (e.g., Do you want red or blue? Do you understand? What is it?).
Benchmark: D Indicator: 5	Give and follow a short sequence of instruction. Follow simple classroom instructions (e.g., Sit down. Be quiet. Go to the board.)
Benchmark: E Indicator: 5	Respond appropriately to requests accompanied by gestures and other visual or auditory cues, and follow directions. Respond the simple requests (e.g., Stand up. Raise your hand. Walk.)

Standard: Cultures — Gain knowledge and understanding of other cultures

Benchmark: B	Identify and imitate gestures and oral expressions to participate in age-appropriate cultural activities.
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Indicator: 3	Sing/sign songs, play games and celebrate events from the target culture.
Benchmark: C	Observe, identify, describe and produce objects, images and symbols of the target culture.
Indicator: 3	Identify characteristics of cultural items (e.g., toys, clothing, foods).

Standard: Connections — Connect with other

Benchmark: A	Describe concepts and use skills from across disciplines.
Indicator: 1	Use numbers to count (1-30), add (1-9) and tell the date.
Indicator: 3	Sort objects according to attributes (e.g., color, shape, length).
Benchmark: B	Identify viewpoint from target culture through authentic sources.
Indicator: 3	Watch a video segment or demonstration of a target culture practice (e.g., celebration, food preparation) and name the key steps or elements involved using visual cues and verbal prompts.

These Guidelines meet the National and State Requirements for foreign language learning. We've listed them at the end of every stage to help instructors maintain 5C instruction standards.

Standard: Comparisons — Develop insight into the nature of language and culture

Benchmark: A	Identify and describe linguistic structures and writing systems of the target language and English.
Indicator: 1	Distinguish sounds of the target language and English.
Indicator: 2	Imitate sounds of the target language.
Benchmark: B	Recognize that linguistic structures carry meaning and vary across languages.
Indicator: 2	Identify levels of politeness, and formal and informal language (e.g., greetings, titles).

Standard: Communities — Participate in multilingual communities and cultures at home and around the world

Benchmark: A	Present information about the target language and culture to others.
Indicator: 1	Participate in activities for the school or community (e.g., make simple bulletin board displays, display artwork in community locations).
Benchmark: D	Use various products and media from the target culture and language for personal enjoyment.
Indicator: 4	Use various media in the target language for study or pleasure (e.g., stories, children's magazines, music, songs, art).