



快乐幼儿华语

My First Chinese Words

Sampler Pack

样书



BETTER CHINESE

Founder: Li-hsiang Yu 虞丽翔
Publisher: Chi-kuo Shen 沈启国

Illustrations by Better Chinese Ltd.
Published by Better Chinese Ltd.

MY FIRST CHINESE WORDS BETTER CHINESE BEGINNER LEVEL CURRICULUM

Sampler Pack
~Not for Sale or Distribution~

Copyright © 2009 Better Chinese Ltd. All rights reserved.



Better Chinese Ltd.

美国
USA
P. O. Box 695
Palo Alto, CA 94302
Tel. +1-650-384-0902
Email: usa@betterchinese.com

香港
Hong Kong
111 Leighton Road, 3/F
Causeway Bay
Tel. +852-2523-3899
Email: hk@betterchinese.com

目 录

Contents

Introduction to Better Chinese	1
K-12 Curriculum Overview	6
K-12 Curriculum Articulation	8
My First Chinese Words Program Description	10
Series Overview	11
Component Features	12
Sample Lessons	
Book 1 我爱我的家 I Love My Family	15
a. Student Book	15
b. Teacher's Guide	19
c. Workbook	27
d. Activity Sheets	31
Book 2 这是谁? Who Is This?	35
a. Student Book	35
b. Teacher's Guide	39
c. Workbook	47
d. Activity Sheets	51
e. Writing Practice Sheets	55

Book 3	你叫什么名字? What Is Your Name?	57
	a. Student Book	57
	b. Teacher's Guide	61
	c. Workbook	69
	d. Activity Sheets	73
	e. Writing Practice Sheets	77
Sample Online Components	79

Introducing Better Chinese...

Dear Fellow Educator,

Thank you for picking up one of our books! As a teacher or administrator, we know that you're on an exciting path to offering and nurturing a Chinese language program. Your challenge is to make your class or program an exciting, relevant and accessible place for your students. We are excited and honored to be a part of your journey. Let us tell you a bit about ours...

Learning Chinese should be pleasurable and accessible! Better Chinese was founded with this singular goal as our inspiration. Our mission is to develop and provide high-quality resources to facilitate the learning of Chinese language and culture. Our unique approach to learning Chinese is to do so through stories and through multiple forms of media. We specialize in helping learners in non-native Chinese environments develop comfort with and affection for both Chinese language and culture.

Language and cultural understanding have always been imperative in our lives. With personal and professional backgrounds in diplomacy, we have always believed deeply in the importance of communication. Our own children grew up relishing reading and clamoring after books of all kinds. The Chinese books and educational texts that were available to them as they were growing up paled in comparison to books in English and other languages. In 1997, we set out to tackle this challenge.

We traveled near and far to select materials for our first Book Club in Hong Kong and strove to offer children high quality literary choices and alternatives to traditional textbooks. With the help of fellow parents and teachers, we started a non-traditional after-school Mandarin learning center for families in Hong Kong. Students loved learning Chinese through our method based on storytelling and story-enacting. Our website dedicated to sharing stories was a natural extension of this environment beyond class hours, and was founded shortly thereafter.

For the last several years we have been working hard with a team of teachers, schools, artists, and engineers to build our complete preschool to grade 12 curriculum for Chinese as a Foreign Language students. This process, like life and all learning, has been challenging, joyful and fulfilling for us. We hope you and your students experience the same enjoyment with our products as we have in their creation. We wish you happy teaching and learning!

和谐!幸福!

Li-hsiang Yu
Chi-kuo Shen

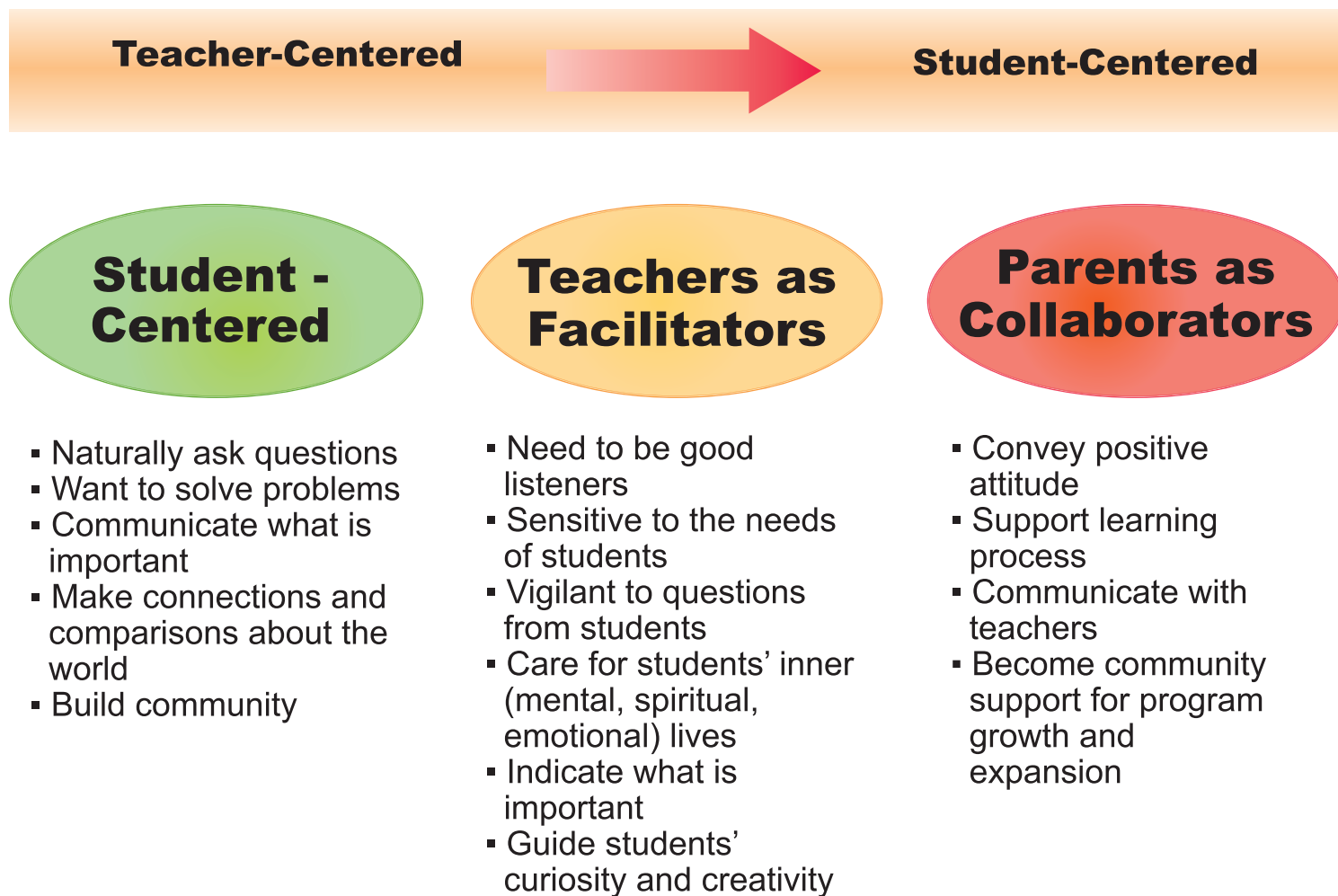
虞麗翔 沈啓國



Company Philosophy & Pedagogy

We hold fast to the belief that learners respond and develop best when presented with materials that are relevant to their lives and accessible to their learning styles. Materials that spark the interest of learners and engage them in a learning experience that is involved, fun and satisfying prove to be the most effective for today's learners. Our materials and the language learning activities in them reflect this basic belief.

Shifting from a Teacher-Centered to Student-Centered Approach



Better Chinese puts students in the center of our curriculum. Traditionally, Chinese textbooks have focused on self-study, drills and testing, techniques that benefit teachers more than students who find such methods alienating and under-stimulating. Our curriculum shifts Chinese language learning from a teacher-centered to a student-centered approach.

Curricular Methodology

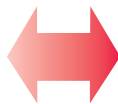
Becoming bilingual is not merely a linguistic event or series of events; for young learners especially, it is a social, psychological and emotional event, which underpins the growth of the whole individual. Language is experienced by the student, rather than learned from the teacher. Language is best acquired by learning through the language rather than learning about the language.

The pillars of our methodology are to encourage inquiry-based and story-centered learning. These two methods elicit the full potential of students' natural curiosity, creativity and innate abilities.

Alignment with the National Standards for Foreign Language Learning - the 5 C's

BetterChinese Paradigm

Inquiry-Based Story-Centered



U.S. National Standard's 5C's

- **Communication 沟通**
Heart of language learning
- **Cultures 文化**
Gains understanding and masters cultural context
- **Connections 贯连**
Additional bodies of knowledge
- **Comparisons 比较**
Multiple ways of viewing the world
- **Communities 社区**
Participates in global cultures

Inquiry-Based

Through inquiry-based activities, we encourage students by fostering exploration, varied repetition, provocation, mastery, friendship, interaction and collaboration. These classroom values are cultivated through a wide range of speech events: role-play, drama, interactive activities, games and arts and crafts projects, creating a solid foundation for Mandarin acquisition.

Story-Centered

The design of our textbooks creates a culture-rich, activity-rich curriculum built on stories and a multi-channelled, multi-media learning environment. Stories encourage students to ask questions about themselves, their lives, other people and the world around them. Stories impart experiences, help students develop abstract thinking about cultures, connections, comparisons and communities and act as an important contextualization for language learning.



Why Better Chinese?

Our company and materials are built on the simple goal of making Chinese language learning fun, relevant and easy for students. We believe passionately in the importance, power and joy of learning a new language and getting to know a different culture. As the only Chinese as a Foreign Language publisher with an articulated K-12 program that also offers comprehensive online support, we continue to innovate and work with schools and educators to create the most appropriate and effective materials for students, teachers and the rest of the Chinese language learning community.



- Student-centered materials
- Engaging and relevant
- Fun and effective
- Articulated K-12 progression
- Complete teacher support
- Integrated supplementary materials

COMPLETE K-12 CFL MATERIALS



ONLINE LEARNING BEYOND THE CLASSROOM

- Extend learning through online lessons, stories and homework
- Open-ended and authentic tasks
- Classroom Management System for school accounts
- Lesson history and student status reports



TEACHER SUPPORT & LESSON PLANNING TOOLS

- Lesson planning in 10 minutes!
- 1,400 + stories for use in the classroom
- Teaching aids and in-class supplementary games
- Professional development seminars for educators

Spiral-Up Approach

- Builds vocabulary and sentences upon each other
- Helps students review prior learning and lays strong language foundation
- New sentence structures immediately followed by practice opportunities
- Grammar and syntax are practiced through class activities to reinforce communication

Multimedia Learning

- Students are encouraged to learn beyond the classroom
- Access to the most comprehensive online resources available
- Interactive lesson modules and homework practice to sustain learning in non-heritage environments
- 1,400+ cultural stories available to expand language learning

Assessments

- Challenge sections in textbooks
- Workbook exercises
- Online homework assignments
- Activities in the Teacher's Guides
- Paper-based assessment and expanded online assessment options available in the near future

Our curricular series are built upon each other to allow for a fully articulated K-12 Mandarin learning program, giving teachers and administrators Mandarin programs with longevity, growth, and continued effectiveness from year to year.

Professional Development Workshop

Better Chinese is pleased to offer Professional Development Workshops to better support our teachers and schools. Workshops are designed to empower teachers with the right skills to plan for, teach, and assess students in non-Chinese environments for both Chinese language and cultural learning. Our trainings focus on creating fun, engaging, and classroom-proven activities based on the Better Chinese curriculum to make learning Chinese effective and enjoyable! Students will learn to communicate and express themselves in Chinese instead of merely memorizing vocabulary. No more boring texts! Our student-centered and story-based method is both exciting and relevant to students. Give your teaching skills an edge and see results immediately in your classroom. We strive to make sure your students love learning Chinese and recruit their parents to be your biggest supporters.

For more information and to offer workshops at your school, please contact the Better Chinese Professional Development Team
Tel: 650-384-0902 Email: profdev@betterchinese.com



Complete Preschool to Grade 12 Chinese

Preschool - Lower Elementary



My First Chinese Words

快乐幼儿华语

36 Story Books

I Love Chinese

我爱华语

12 Story Books

Beginner

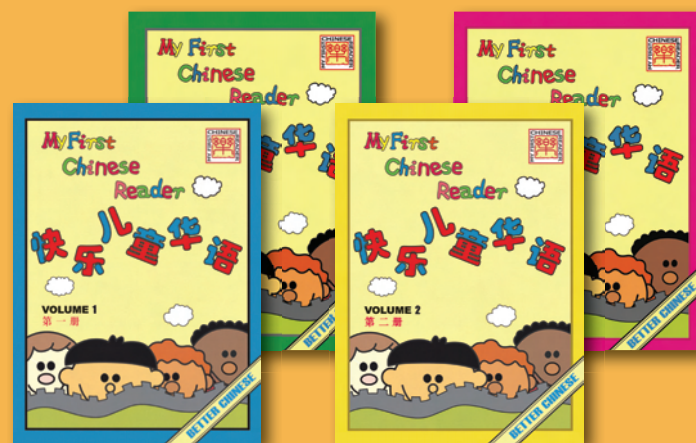
These are not textbooks! My First Chinese Words and I Love Chinese are 48 child-sized readers meant to be used as storybooks for the very young learner. Stories are the best way for children to acquire experiences and thereby make sense of what they learn. All stories cover topics taken directly from the lives of children with fun and surprising endings. These sets of engaging readers also use overlapping content and a predictable narrative structure to provide a springboard for creative play-acting and allow children to quickly apply words they have learned to real-life situations and start speaking Chinese right away. Covers 30+ fundamental sentence patterns and 350+ essential vocabularies.

- Both traditional & simplified characters
- Vocabulary acquired: 350+
- Sentence patterns: 30+

Complete set includes

- 36 small storybooks + audio CD set
- 12 I Love Chinese storybooks + audio CD set
- Matching exercise books
- Parent/Teacher's Guide
- Activity sheets
- Animated 36-lesson CD-ROM
- Integrated Internet lessons and activities
- Matched 4 CD set of Sing Along songs
- Card games to learn Chinese!

Elementary School



My First Chinese Reader

快乐儿童华语

4 Volumes

Beginner – Intermediate

My First Chinese Readers are targeted at young students with no previous exposure to Chinese. This 4-volume curriculum introduces students to Chinese language and culture in daily situations. Student-centric themes, a spiral-up approach, and motivational design encourage students to learn Chinese with enthusiasm. 12 lessons per volume build upon each level with comprehensive sentence patterns and syntax lessons.

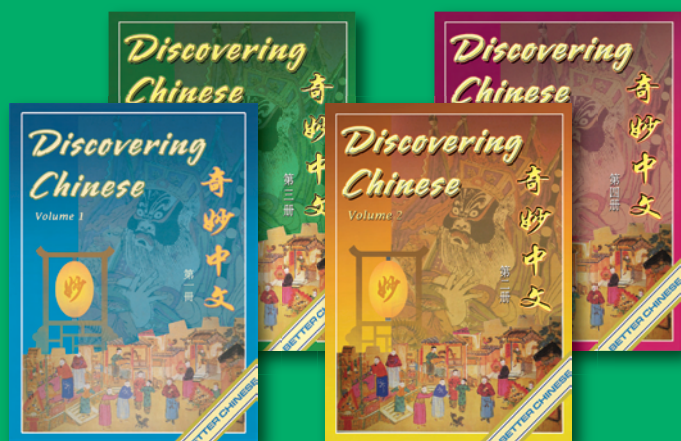
- Both traditional & simplified characters
- Vocabulary acquired: 650+
- Builds to SAT2 Level readiness

Complete set includes

- Student books (1-4)
- Set of 2 exercise books (1-4)
- Teacher's guides (1-4)
- Activity sheets
- Assessment options
- Lesson audio CDs (1-4)
- Animated lesson CD-ROMs (1-4)
- Integrated Internet lessons and activities (1-4)
- Matched thematic posters (20)

as a Foreign Language Curriculum

Middle - High School



Discovering Chinese 奇妙中文 4 Volumes

Beginner – Intermediate

Discovering Chinese is designed for beginning-level young adults in non-Chinese environments. This series of 4 volumes builds students' understanding of Chinese language and culture with themes and subjects that are relevant to their daily lives. Through 12 lessons in each volume, students build up their vocabulary and repertoire of sentence patterns. Students also learn from Chinese cultural lessons ranging from Chinese idioms to the origins of various Chinese characters to typing Chinese on computers.

- Both traditional & simplified characters
- Vocabulary acquired: 850+
- Builds to SAT2 Level readiness

Complete set includes

- Student books (1-4)
- Exercise books (1-4)
- Teacher's guides (1-4)
- Worksheets
- Assessment options
- Lesson audio CDs (1-4)
- Animated lesson CD-ROMs (1-4)
- Integrated Internet lessons and activities (1-4)

Middle - High School



MAGICAL TOUR OF CHINA 奇妙中国游 4 Volumes

Intermediate – Advanced

Magical Tour of China follows the story of three families who visit China for the first time. This 4-volume cultural series uses story-based episodes as springboards for advanced Chinese learning. Students will acquire language and cultural knowledge along with the families portrayed in the stories, starting from trip planning to their new experiences in Beijing. Nine episodes per volume emphasize communication and include varied authentic content such as literary excerpts, modern texts, and idioms. This advanced learning text goes beyond language to educate students about Chinese culture.

- Simplified characters
- Vocabulary acquired: 2,000+
- Volumes 3 and 4 build to Advanced Placement (AP) Level readiness

Complete set includes

- Student books (1-4)
- Exercise books (1-4)
- Teacher's guides (1-4)
- Worksheets
- Lesson audio CDs (1-4)
- Animated lesson CD-ROMs (1-4)
- Cultural lesson videos (1-4)
- Chinese idioms videos (1-4)
- Integrated Internet lessons and activities (1-4)

Integrated and Easy Articulation:



Advanced

My First Chinese Reader 快乐儿童华语

My First Chinese Reader 3 & 4

- Intermediate Level
- Elementary School

Intermediate

My First Chinese Words 快乐幼儿华语

I Love Chinese

我爱华语

Beginner



My First Chinese Words &
I Love Chinese Sets

- Beginner Level
- Preschool ~ Lower Elementary



My First Chinese Reader 1 & 2

- Beginner Level
- Elementary School

Complete K-12 Progression

MAGICAL TOUR OF CHINA

奇妙中国游

Discovering Chinese 奇妙中文

Discovering Chinese 3 & 4

- Intermediate Level (SAT2)
- Middle or High School



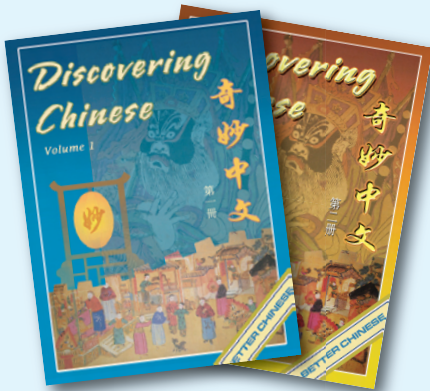
Magical Tour of China 1 & 2

- Intermediate Level (SAT2)
- Middle or High School



Magical Tour of China 3 & 4

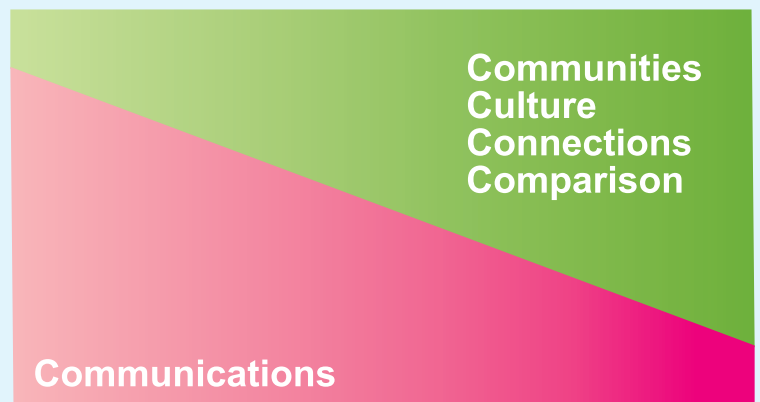
- Advanced Level (AP)
- Middle or High School



Discovering Chinese 1 & 2

- Beginner Level
- Middle or High School

Our curricular materials include all elements of the National Standards for Foreign Language Learning



Beginner

Advanced

The teaching emphasis in our materials shifts from Communications to Communities, Culture, Connections and Comparison as students advance

My First Chinese Words

快乐幼儿华语

PROGRAM DESCRIPTION

The *My First Chinese Words* series is designed for beginner level pre-school to early elementary students in non-Chinese environments. The 36 child-sized readers in the set are meant to be used as storybooks for the very young learner. Stories are the best way for children to acquire experiences and thereby make sense of what they learn. All stories cover topics taken directly from the lives of children with fun and surprising endings. This set of engaging readers uses overlapping content and a predictable narrative structure that gets children reading along immediately.

We built our company and all of our materials on the simple goal of making Chinese language learning fun, relevant, and easy for students. Our curricular materials are inquiry-based and story-centered to ensure that not only are they interesting but also culturally enriching. The readers build vocabulary and sentences upon each other in a spiral-up approach that helps students review and lays a strong language foundation.

In our classrooms, we encourage teachers to foster an environment of exploration, repetition, provocation, mastery, friendship, interaction, and collaboration. Our design creates a culture-rich, activity-rich curriculum built on stories and provides a multi-channeled, multi-media learning environment. We create a desire within students for meaningful and interesting communication and emphasize the relevance of “here and now.” The stories provide a springboard for creative play-acting and allow children to quickly apply words they have learned to real-life situations and begin speaking Chinese right away. Additional songs, games, drama, activities, and crafts projects form the foundation for interactive Mandarin acquisition.

Beyond the classroom, we encourage learning through engaging and comprehensive online resources (www.BetterChinese.com) that give students easy access to a Mandarin language environment at home even if no one at home speaks Mandarin.

My First Chinese Words is available in both traditional and simplified Chinese characters. This Sampler Pack includes only Simplified character versions of our materials.

My First Chinese Words

快乐幼儿华语

SERIES OVERVIEW



1. I Love My Family
2. Who Is This?
3. What Is Your Name?
4. How Old Are You?
5. The Balloons Flew Away
6. What Is In The School Bag?
7. What Is Your Nationality?
8. I Am Hungry
9. Buying Stuff
10. At School
11. Putting Clothes On
12. What Is That?
13. What Is In There?
14. Sports Meet
15. What Time Is It, Old Wolf?
16. When Will The Red Flower Bloom?
17. My Family
18. My Home
19. Animals' Homes
20. Where Do You Live?
21. Where Are You From?
22. Drawing
23. Is This Yours?
24. Where Is The Banana?
25. What Are You Doing?
26. I Can Crawl
27. Mirror
28. Whose Mittens Are These?
29. I Go To School
30. I Want Friends
31. School Is Fun
32. What Is The Monkey Doing?
33. Big And Small
34. It Is Raining
35. Where Is The Kitten?
36. Going To The Supermarket

My First Chinese Words

快乐幼儿华语

COMPONENT FEATURES

STUDENT BOOKS

- Fun, vividly colored illustrations
- Repetitive narrative structure teaches a single sentence structure in each book and encourage students to read along
- Surprising endings include humor and builds affinity with students
- Pinyin is included for all new characters, but removed after its first appearance. The early inclusion of Pinyin allows students to practice the correct tones of pronunciation and begin reading, while its removal prevents students from relying on Pinyin instead of characters to read Chinese.

TEACHER'S GUIDE

The Teacher's Guide is a comprehensive manual to potential learning and activities for each lesson individually and the series as a whole.

Features such as a thorough "Introduction to Chinese" section on Pinyin and Chinese character strokes, as well as several Appendices on Teaching Tools, additional idioms and colloquial phrases, Chinese crafts and projects provide teachers with a wealth of ideas for extension activities.

Teaching Objectives, Points of Inquiry, Socio-Emotional Development Objectives, Language Objectives and Suggested Activities offer specific support and guidance in lesson planning.

Teacher's Guide content focuses on an inquiry-based, active and communicative approach to helping students learn Chinese while engaging in interesting and enjoyable activities. Activities are largely focused on interactive presentational communication opportunities and allow students to practice the language and teachers to observe and assess student progress. Each activity includes an objective and check-in suggestions to help teachers in their assessment.

Supplemental stories, **Extended Learning** ideas and **Additional resources** available for each lesson are also listed in the Teacher's Guide.

WORKBOOK

Workbook exercises offer immediate practice opportunities for vocabulary and grammar learned in each lesson. Exercises allow students to practice character recognition, reading comprehension and character writing.

ACTIVITY SHEETS

Each *My First Chinese Words* book is accompanied by four Activity Sheets

- Listening & Speaking
- Reading & Writing
- Game/Fun
- Coloring Sheet

WRITING PRACTICE SHEETS

Emphasis is placed on learning one radical for each *My First Chinese Words* book.

ONLINE COMPONENTS

Each *My First Chinese Words* book is fully-supported by interactive online modules at www.BetterChinese.com. Online modules for each book include

- **Lesson Story**

Animated lessons that allow for interactive in-class learning and continued practice beyond the classroom.

- **Interactive Exercises**

Child-friendly activities and games to practice the Chinese language; work exceptionally well in Smart board enabled classrooms.

- **Magical Chinese Character Story**

Black and white, non-narrated flash stories for young learners to enjoy a humorous story-based context for character learning in a non-threatening way.

- **Fun Story**

Additional flash story that utilizes an appropriate language level and allows for additional, entertaining listening practice.

- **Song/Rhyme**

Animated to flash illustrations to create an engaging, active classroom environment as well as encourage TPR activities.

- **Homework Questions**

Gradeable online homework questions that assess students' skills in listening, reading, logic, grammar and syntax.

-20 Single-Response questions test various language and logic skills.

-5 Performance-based, Free-Response questions give students practice in speaking, writing, making connections and comparisons, and cultural understanding

ADDITIONAL SUPPLEMENTAL RESOURCES

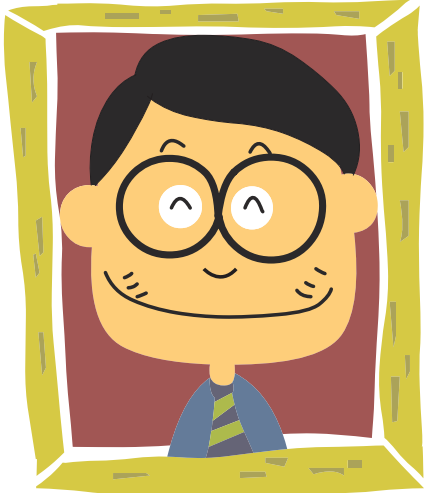
A variety of additional resources such as downloadable matched songs, CD-ROMs, Audio CDs, Game Cards, a tailored Dictionary, Pinyin Book, Online Story Libraries and cultural products are available to supplement the *My First Chinese Words* curriculum. Please see our catalog for more information.

Book 1 我爱我的家 I Love My Family



Book 1 我爱我的家 I Love My Family

2



wǒ ài wǒ de bà ba
我爱我的爸爸。

3



mā ma
我爱我的妈妈。

4



gē ge
我爱我的哥哥。

5



jiě jie
我爱我的姐姐。

Book 1 我爱我的家 I Love My Family

6



我爱我的弟弟。
dì dì

7



我爱我的妹妹。
mèi mei

8



我爱我自己。
zì jǐ



Theme

Family

Book 1: I Love My Family

我爱我的家

Contents:

I love my dad.	我爱我的爸爸
I love my mom.	我爱我的妈妈
I love my elder brother.	我爱我的哥哥
I love my elder sister.	我爱我的姐姐
I love my younger brother.	我爱我的弟弟
I love my younger sister.	我爱我的妹妹
I love myself.	我爱我自己

Vocabulary:

mom	mā ma	妈妈	dad	bà ba	爸爸
older sister	jiě jie	姐姐	older brother	gē ge	哥哥
younger brother	dì di	弟弟	younger sister	mèi mei	妹妹
myself	zì jǐ	自己	I	wǒ	我
to love	ài	爱	family	jiā	家
possessive my	wǒ de	我的			

Sentence Structure:

I love my... 我爱我的_____

Teaching Objectives:

1. Students will be able to understand names of family members.
2. Students will be able to say the names of family members.
3. Students will be able to ask a classmate about his/her family makeup.

Points of Inquiry:

1. Why do the Chinese have different names for each member of the family.
2. Families are a basic unit of organization in many cultures.

Socio-Emotional Development:

1. Why is it important to get along well with your family?
2. How do you express your feelings and emotions?

Language Objectives:

1. Become familiar with pronoun/name + 的 (possessive word).
2. Be able to use the sentence: "I love my ____ (family member)."

Online Resources:



■ Online Song 1

❖All

➤5 min.

Song: "I love My Family" 我爱我的家

www.BetterChinese.com, Level 1, Lesson 1, "Song/Rhyme"; See also "Song 1"

Objective: A fun song about family, using the sentence "I love my ____."

Assessment Check In: Check if students readily substitute members of their own family into the songs



■ Online Story 1

❖All

➤3 - 5 min.

"The Story of Woof!" 汪汪的故事

www.BetterChinese.com, Level 1, Lesson 1, "Fun Story"

Objective: Learn of a story about a family of cats who encounter a dog, with a language-learning moral at the end.

Assessment Check In: Check if the student understands the meaning of the story by asking them to tell the story in their own words. Role-play the story too.



■ Online Story 2

❖All

➤3 min.

Magical Chinese Character: I, me 我

www.BetterChinese.com, Level 1, Lesson 1, "Magical Character"

Objective: Students learn the origin of Chinese character "我" through a story.

Assessment Check In: Check if the students could understand the meaning the story. Ask them to retell the story in their own words. Check if the students could write the character 我 with the correct stroke order.

Songs and Rhymes:



■ Song 1 *I Love My Family* 我爱我的家

❖All

➤5 - 10 min.

I love my dad, I love my mom, I love my older brother, I love my older sister, I love my family.

CD: Sing With Better Chinese, Vol. 1, Song 1

我爱我的爸爸，我爱我的妈妈，我爱我的哥哥，我爱我的姐姐，我爱我的家。

Objective: Students will be able to musically express their family makeup and practice family members' vocabulary.

Assessment Check In: Check if students readily substitute members of their own family into the songs.



■ Rhyme 1 *Baby and Mama* 娃娃和妈妈

❖3 - 5

➤5 - 10 min.

Objective: Students will be able to musically express the story of the baby and the mama.

Rhyme:

My good mom, has a good baby. Baby loves mom, mom loves baby.

我的好妈妈，有个好娃娃，娃娃爱妈妈，妈妈爱娃娃。

You can substitute with other family members:

My good dad, has a good baby. Baby loves dad, dad loves baby.

我的好爸爸，有个好娃娃，娃娃爱爸爸，爸爸爱娃娃。

Assessment Check In: Check if students can substitute the rhyme with other family members.

Games and Activities:



■ Activity 1 "I Love My Family" 我爱我的家

❖All

➤20 - 30 min.

Supplies:

- Cards created in *Book 1, Project 3*
- Paper heart with the word "love" [爱] (template provided)

Objectives: Let students practice reading and saying family members' names; use the different family member to creating new sentences.

Instructions:

1. Place paper heart on the table.
2. Student places different family member cards on the left and right side of the heart, creating and saying the sentences: "___ 爱 ___", e.g. "I love my mom," "dad loves younger sister," "older brother loves me," etc.
3. You can also place cards on table and have students say the sentences.

Assessment Check In: Check if the students could readily recognize the card and say the word with correct pronunciation and tones.



Activity 2 “Who Do You Love?” 你爱谁?

❖3 - 5

➤5 - 10 min.

Supplies:

- MFCW Audio CD
- Stereo

Objective: Use music and song to practice the sentence structure “我爱我的____” (I Love My ____).

Instructions:

1. Play the game in *Book 1, Activity 1* and follow the cues on the CD as they are read out.

Assessment Check In: Check if the students can substitute the vocabulary correctly.



Activity 3 Bingo

❖All

➤5 - 10 min.

Supplies:

- MFCW game cards

Objective: To help students review the combination of words. Use the Bingo Cards to practice the sentence structure and practice reading and saying.

Instructions:

1. Give each student a different bingo card template and some small markers (coins, game chips, etc.)
2. Pick a card from the deck and call out the family member on the card.
3. Students place a marker on each family member as they are called out.
4. The first student to get 3 in a row has to say “bingo!” and wins the game.

Assessment Check In: Check if the students can substitute the vocabulary correctly.



Activity 4 Dominoes

❖All

➤5 - 10 min.

Supplies:

- Cards created in *Book 1, Project 3*

Objective: To allow students to practice saying in Chinese the names of their family members and build up the various orders by themselves.

Instructions:

1. Students place family member cards in various orders based on your cues:
Examples:
 - Oldest to youngest
 - First to get up in the morning - last to get up
 - First to go to bed at night - last to go to bed

Assessment Check In: Check if the students can substitute the vocabulary correctly.



Activity 5 Pairing Game

❖All

➤5 - 10 min.

Supplies:

- MFCW word cards

Objective: To help students to review more vocabulary. Students will understand the relationship between different family members.

Instructions:

1. Students use the cards to pair up family members and explain the reasoning behind their pairing. (They can make their explanations in English).

Examples:

- 妈妈和爸爸 (Mom and dad) – They are married
- 爷爷和我 (Grandpa and me) – We both like to go fishing
- 爸爸和哥哥 (Dad and older brother) – They like to play basketball
- 妈妈和姐姐 (Mom and sister) – The written characters share the same radical
- 妈妈, 爸爸... (Mom, Dad...) Characters with “a” sound or with “e” sound lesson)

Assessment Check In: Check if the students can pair the family members and explain their relationship correctly.



Activity 6 Role Playing

❖3 - 5, 5 - 8

➤5 - 10 min.

Supplies:

- Various costume props, e.g. tie, doll, earrings

Objective: To find the different family members' characteristics. Students will practice the vocabulary and sentence structure through Playing.

Instructions:

1. Students role play various family members by putting on costume accessories.

Examples:

- Put on a tie and say “我爱我的爸爸” (“I love my dad”)
- Pick up the doll and say “我爱我的妹妹” (“I love my younger sister”)
- Put on a pair of earrings and say “我爱我的妈妈” (“I love my mom,”) etc.

Assessment Check In: Check if the students can express the family member's characteristics correctly, and organize the sentence correctly.



Activity 7 Hand Gestures - TPR

❖3 - 5, 5 - 8

➤5 - 10 min.

Objective: Students will use hand gestures to strengthen vocabulary recognition.

Instructions:

1. Teach students various hand gestures to identify family members and say 我爱我的____ (“I love my ____.”)

- “我爱我的爸爸” (dad). Use index fingers to draw two strokes above your lip
- “我爱我的妈妈” (mom). Pull your ears as if you have earrings on
- “我爱我的哥哥” (older brother). Raise your left hand above your head
- “我爱我的弟弟” (younger brother). Lower your left hand below your knee
- “我爱我的姐姐” (older sister). Raise your right hand above your head
- “我爱我的妹妹” (younger sister). Lower your right hand below your knee
- “我爱我自己” (myself). Hug yourself and sway from side to side

Assessment Check In: Check if the students can do the correct hand gestures .



Activity 8 Sing Your Own Song

❖All

➤5 - 10 min.

Objective: Students will practice vocabulary learned through songs, using their favorite objects, friends or family members.

Instructions:

1. Students make up their own versions of *Song 1 "I Love My Family"* by using the names of their favorite toys, friends and family members.

Assessment Check In: Check if students integrate members of their own family into the songs.



Activity 9 "The Wind Blows"

❖All

➤5 - 10 min.

Supplies:

- MFCW game cards of 4 family members
- Corresponding name tags for students to wear

Objective: Understanding and complying with the rules of the game. Students engage in an active, energetic game requiring vocabulary recall, speed and quick-thinking.

Instructions:

1. Place 1 family member card on the wall in each corner of the classroom.
2. Give each student a name tag with a family member on it.
3. Call out: "大风吹快回家!" ("Big wind blows! Hurry home!")
4. Students run to the corner of the room that corresponds with their name tag.
5. Students can switch cards with each other to play again, and you can eliminate students who reach their homes last.

Assessment Check In: Check if the students could do the right action in the game.

Arts and Crafts:



Project 1 "My Chinese Book" 我的中文书

❖All

➤20 - 30 min.

Supplies:

- Scrapbook with blank pages – select a scrapbook larger than 8.5x11
- Scissors
- Glue
- Paper that easily allows students to glue on pictures, glitter, string and other decorations
- Crayons or colored pens/pencils
- Construction paper

Objectives: Record the progress the students made in Chinese and develop a good habit of taking notes. Practice reading the sentence "我的____"(My ____).

Instructions:

Each student prepares a journal to be used for the duration of the course. The journal will serve as a record of the student's progress throughout the year.

1. Students decorate the first page or cover page of the scrapbook.
2. Draw a self portrait or paste a photograph of the student on the cover page.
3. Students practice saying "我的中文书". ("My Chinese Book").

Assessment Check In: Check if the students could follow the teacher's instructions and make their own book in Chinese.



Project 2 “My Family Page” 我的家页

❖All

➤20 - 30 min.

Supplies:

- Paper that easily allows students to glue on pictures, glitter, string and other decorations
- Paper Hearts template
- Crayons or colored pens/pencils
- Construction paper
- Glue, scissors

Objectives:

Students will practice learned vocabulary, bringing one's own life background into this arts and crafts activity. Students will also share with others their projects.

Instructions:

1. Students draw pictures of their family members or paste photographs in the hearts (template provided).
2. Help students put their new family page in their “My Chinese Book”.
3. Students practice saying the Chinese names of family members.

Assessment Check In:

Check if the students could complete the Family Page with their own family members.



Project 3 “My Family Cards” 我的家卡片

❖All

➤5 - 10 min.

Each student makes cards of their family members to use in other activities and games

- Scrapbook page
- Scissors
- Tape
- Glue
- Magnets
- Paper heart with the word “love” [爱] (template provided)

Objectives: Students will artistically express family members and their characteristics.

Instructions:

1. Students draw portraits of family members or glue photographs of family members in the hearts (template provided).
2. Help students glue or tape each portrait onto a piece of card stock.
3. Students practice saying the Chinese names of family members while going through their cards.
4. Help students use the template provided to cut out a pocket for a scrapbook page. Help students tape the pocket onto the page to store cards in their “My Chinese Book” or you can stick magnets to the back of the hearts and give them to students as decorations they can use at home

Assessment Check In: Check if the students can create the Family Cards that correctly reflect their family’s situation.

Supplemental Stories:

- Supplemental Story 1 抱抱
- Supplemental Story 2 小毛，不可以
- Supplemental Story 3 我家是动物园
- Supplemental Story 4 爸爸（台英）

Homework:

- **Assignment 1**
Say “I love you” “我爱你” to your parents, toys or pets in Chinese
- **Assignment 2**
Make up your own version of the song “I love my family”. Add the name of your favorite toy or best friend to the song.
- **Assignment 3**
Read MFCW Book 1 “I Love My Family” “我爱我的家” to your parents, toys or pet.
- **Assignment 4**
Review MFCW Book 1 “I Love My Family” “我爱我的家” on your CD-Rom or on www.BetterChinese.com
- **Assignment 5**
Bring photos of family members, including brothers and sisters and grandparents for projects in future lessons.

Additional Lesson Resources:

- **Print Resources**
 - MFCW Student Workbook (Third Edition, 2007) pp. 9-12
 - Part+Part=Whole
 - Who does this belong to?
 - Amusing Muze
 - Create your rainbow Character
 - MFCW Worksheets
 - Listening & Saying worksheet
 - Reading & Writing worksheet
 - Game worksheet
 - Coloring worksheet
 - MFCW Writing Practice Sheets

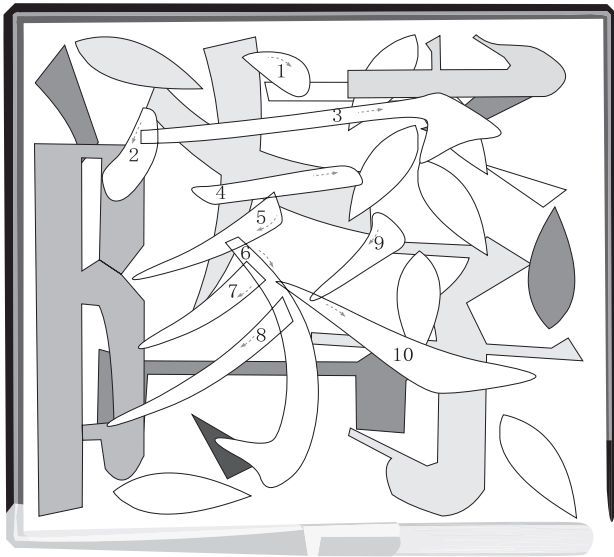
Book 1 我爱我的家 I Love My Family

我爱我的家



Exercise 1: Fun with stroke order

Color the strokes in the order they are numbered. Then link the colored characters into the sentence.



我 _____ 我的 _____ 。

1

See key on page 64.

Book 1 我爱我的家 I Love My Family

★ 1 我爱我的家

Exercise 2: Matchmaker

Link the words with the right pictures.

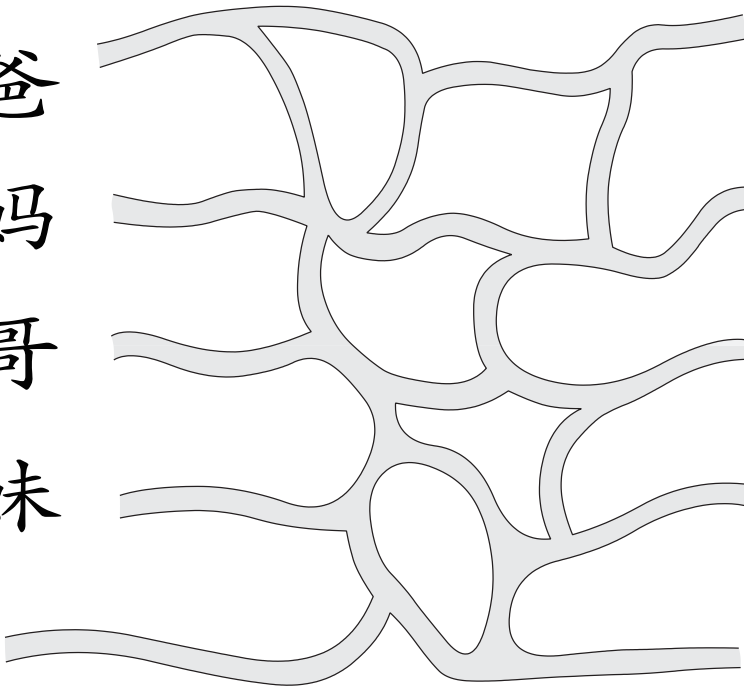
爸爸

妈妈

哥哥

妹妹

我



2

Book 1 我爱我的家 I Love My Family

我爱我的家

1

Exercise 3: Word Puzzle

Circle the following words and phrases in the puzzle box.

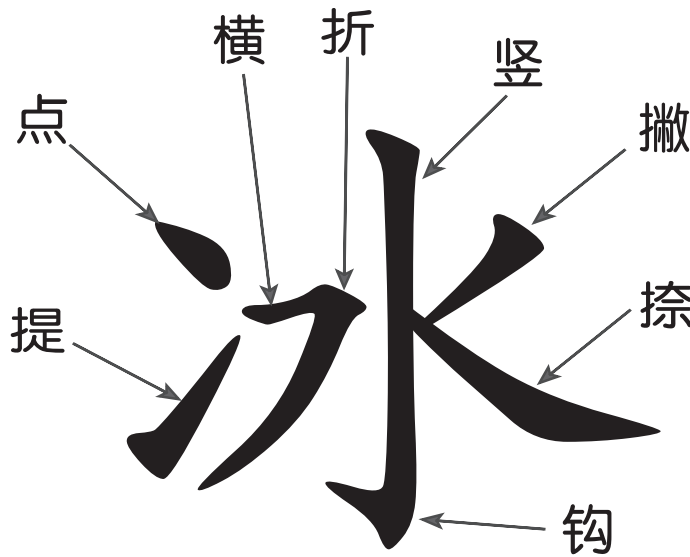
爸爸
妈妈
哥哥
妹妹
自己
弟弟
姐姐
我的
我爱



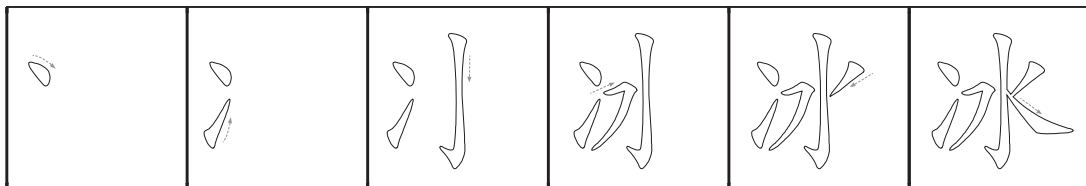
我	弟	弟	我	己	爱
哥	爱	的	自	妈	妈
哥	妹	我	爱	我	妹
的	爱	妹	的	姐	姐
我	妈	妹	爸	爸	的
的	妈	弟	哥	的	爸

3

Book 1 我爱我的家 I Love My Family



The origin of Chinese characters can be traced back to the Shang Dynasty (1600 to 1100 B.C.). The ancient Chinese carved words on tortoise shells or on animal bones. These inscriptions are known as Jia Gu Wen. In the beginning, Chinese characters resembled pictures. They are called pictographs. It took over 3000 years for Chinese characters to evolve into their present-day forms. There are 26 letters in the alphabet of the English language, however, only 8 basic strokes make up all the characters in the Chinese language.



姓名: _____

班级: _____

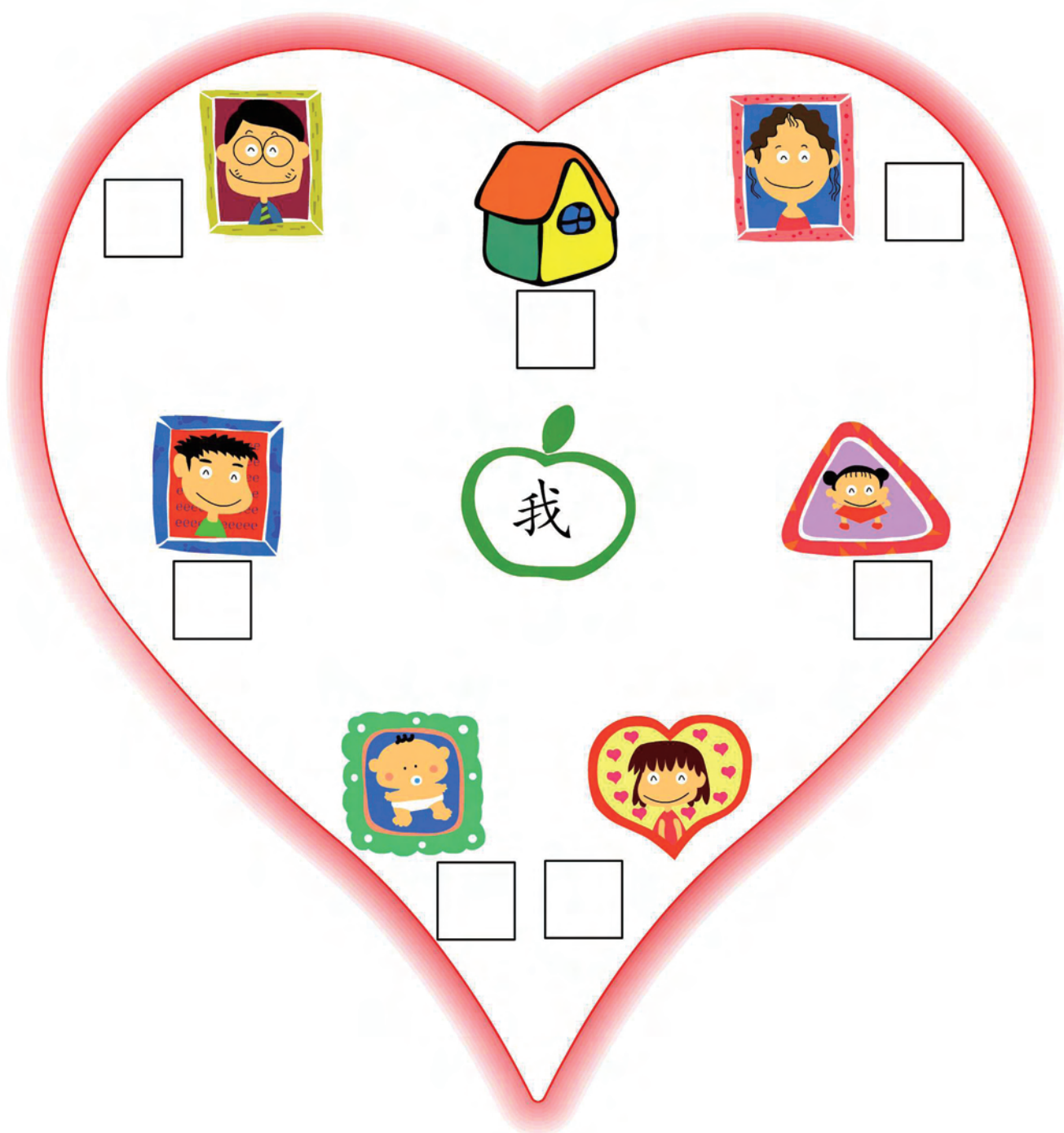
日期: _____

Lesson 1

我爱我的家

Worksheet A 听说练习

Look at the pictures in the big heart. Number each picture according to your teacher's instruction.



姓名: _____

班级: _____

日期: _____

Worksheet B 读写练习

Connect the pictures with the correct words and read the sentences out loud.

我爱我的



• 妈妈

我爱我的



• 家

我爱我的



• 哥哥

我爱我的



• 爸爸

我爱我的



• 妹妹

我爱我的



• 弟弟

姓名: _____

班级: _____

日期: _____

Worksheet C 游戏练习

Cut and paste and read aloud.

我爱我的
Family

我爱我的
Animals

我爱我的
Things in my school bag

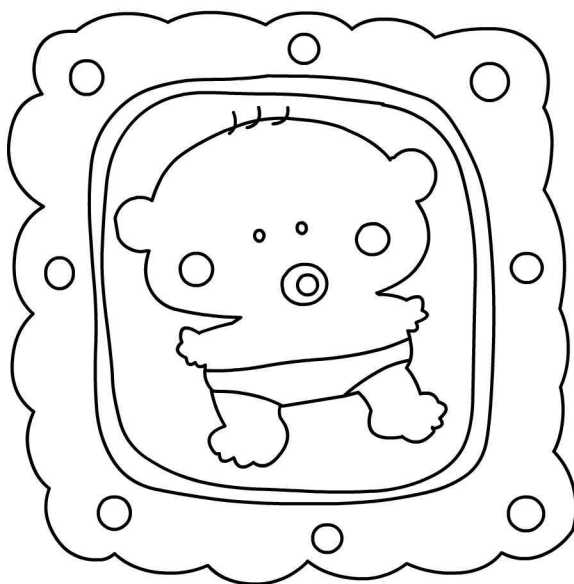
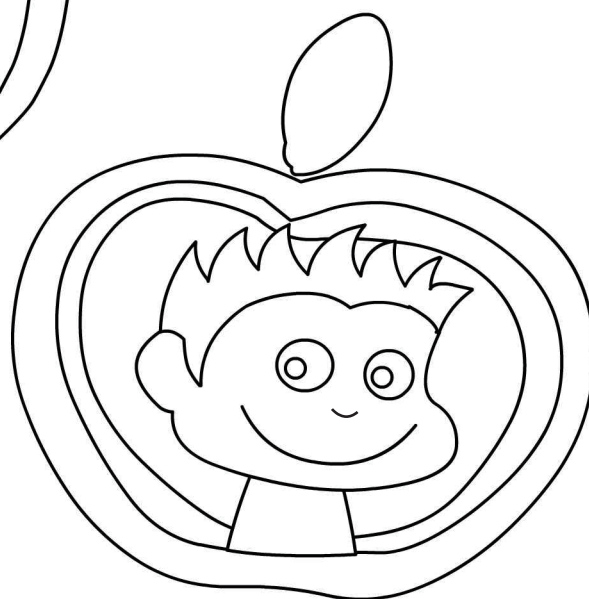
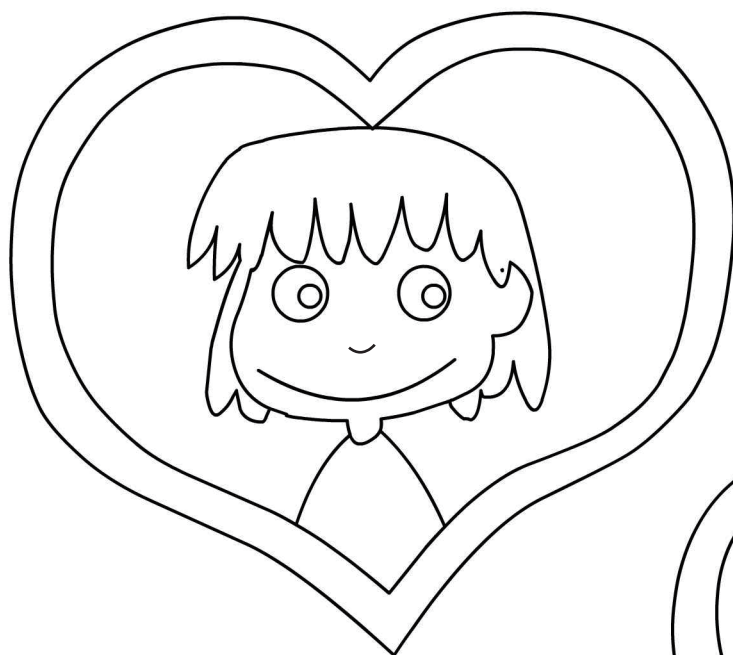


姓名: _____

班级: _____

日期: _____

Worksheet D 涂色



01. Who do you see?
02. Do you have sisters or brothers?
03. Do you love your sister(s)/brother(s)?

Book 2 这是谁? Who Is This?



Book 2 这是谁? Who Is This?

2



zhè shì wǒ de bà ba

这是我的爸爸。

3



mā ma

这是我的妈妈。

yé ye

这是我的爷爷。



4

5

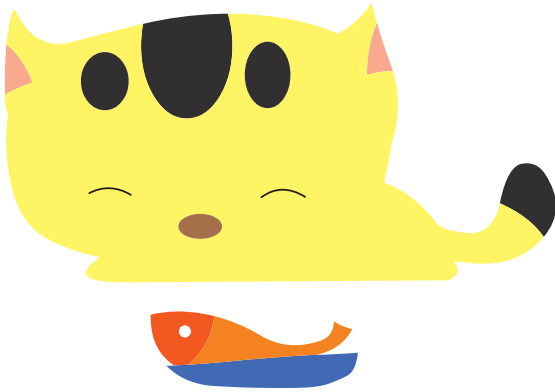


nǚ nai

这是我的奶奶。

Book 2 这是谁? Who Is This?

6



xiǎo māo

这是我的小猫。

7



gǒu

这是我的小狗。

8



这是我。



Contents:

This is my dad.	这是我的爸爸
This is my mom.	这是我的妈妈
This is my grandpa.	这是我的爷爷
This is my grandma.	这是我的奶奶
This is my little cat.	这是我的小猫
This is my little dog.	这是我的小狗
This is me.	这是我

Vocabulary:

grandpa (paternal)	yé ye	爷爷	grandma (paternal)	nǚ nai	奶奶
little	xiǎo	小	cat	māo	猫
dog	gǒu	狗	who	shuí	谁

**Sentence
Structure:**

Who is this ? 这是谁?
This is my _____. 这是我的 _____。

**Teaching
Objectives:**

1. Students will be able to say the given names of each family member.
2. Students will be able to say the names of their pets.
3. Students will be able to ask a classmate about his/her family makeup.

**Points of
Inquiry:**

1. Everybody has a different type of family, with different family members in it
2. Families are a basic unit of organization in many cultures.

Socio-Emotional Development:

1. Why do people like to have pets?
2. How important are your pets to you?
3. How do you take care of your pet?

Language Objectives:

1. Students will be able to ask: "Who is this?" 这是谁?
2. Students will be able to answer: "This is my ____." 这是我的 ____。
3. Students will use the question word "吗" at the end of the question. Is this your ____?
这是你的 ____ 吗?
4. Students will learn how to ask others questions and give answers about family members and pets
5. Review: I love my _____. 我爱我的 ____ (family member)

Online Resources:



Online Lesson Story

❖ All

➤ 5 min.

"Who Is This?" 这是谁?

MFCW 1-12, Lesson 2, "Lesson Story"

Objective: Students will read a fun story about family, testing their listening comprehension and ability to use the sentences "Who is this?" and "This is my ____" to answer questions.

Assessment Check In: Check if students readily substitute members or pets of their family into the sentence.



Online Song

❖ All

➤ 3 - 5 min.

Song: "Little Flower Girl" 花房小女
孩

MFCW 1-12, Lesson 2, "Song/Rhyme"

Objective: A song about a Little Flower Girl and students will learn to use the sentence "你是谁?".

Assessment Check In: Check if the students could sing the song and read the sentence "你是谁?" "这是_____."



Online Story 1

❖ All

➤ 3 - 5 min.

"Who Is This?" 这是谁?

MFCW 1-12, Lesson 2, "Fun Story"

Objective: Students will hear a fun story about the little girl and Benny the Mouse. The story reviews the sentence "你是谁?" "这是_____."

Assessment Check In: Check if students could understand the story, and know the relationship between grandparents and parents.



■ Online Story 2

❖5-8, 8+

➤3 min.

Magical Chinese Character: small 小

MFCW 1-12, Lesson 2, “Magical Character”

Objective: Students learn the story and the origin of the character 小.

Assessment Check In: Check if the students could understand the meaning of the story in their own words. Check if the students could write the character “小” in the correct stroke order.



■ Online Exercise 1

❖5-8, 8+

➤3 min.

Picture Identification: Who Is This?

MFCW 1-12, Lesson 2, immediately following “Lesson Story”

Objective: To practice the sentence, “Who is this?” and be familiar with the vocabulary and sentence structure.

Assessment Check In: Check if the students could identify the picture and read them correctly.



■ Online Exercise 2

❖5-8, 8+

➤3 min.

Reading Practice: This is my ____.

MFCW 1-12, Lesson 2, immediately following “Lesson Story”

Objective: To practice the sentence “This is my ____”

Assessment Check In: Check if the students could use their own family members or pets in the sentence.



■ Online Exercise 3

❖5-8, 8+

➤3 min.

Building Characters

MFCW 1-12, Lesson 2, “Exercise” – Exercise 1; See also MFCE Vol. 1, Page 5

Objective: Help students to know the structure of Chinese characters. Students will know that Chinese characters are made up of different parts such as left/right and top/bottom structure.

Assessment Check In: Check if students could choose the right Chinese characters’ structure.



■ Online Exercise 4

❖5-8, 8+

➤3 - 5 min.

The Hen or the Rooster

MFCW 1-12, Lesson 2, “Exercise” – Exercise 2; See also MFCE Vol. 1, Page 6

Objective: Help students to review the character and match the radical with its right pair.

Assessment Check In: Check if the students could choose the right radical.



Online Exercise 5

❖All

➤3 - 5 min.

Find the Owners

MFCW 1-12, Lesson 2, “Exercise” –
Exercise 3; See also MFCE Vol. 1, Page 7

Objective: Students will practice using the words and sentence, and understand the different behaviors between of persons and animals.

Assessment Check In: Check whether the students could find the right owners and read them correctly.

Songs and Rhymes:



Song 1 *Little Spotty Dog* 小花狗 ❖All

➤5 - 10 min.

One little spotted dog, standing at the gate, with
pitch dark eyes. He wants to eat a bone.

CD: Sing With Better Chinese,
Vol. 1, Song 2

一只小花狗，站在大门口，眼睛黑黝黝，想
吃肉骨头。

Objective: Students will learn a popular song about a little spotty dog who wants to eat a bone.

Assessment Check In: Check if students could understand the song and enjoy singing it. Check if students could substitute their own pets into the song.

Games and Activities:



Activity 1 Total Physical Response (TPR) – Animal Sounds

❖All

➤5 - 10 min.

Objective: Help students enjoy making different animal sounds. Note the animals' characteristic voice and behavior.

Instructions:

1. Students imitate the sounds different animals make while acting them out.
Others have to guess what animal it is and say its Chinese name.

Assessment Check In: Check if the students could answer the animal's name correctly, and say its Chinese name with right pronunciation.

Activity 2 “This is my ____.” 这是我的。

❖All

➤5 - 10 min.

Supplies:

- MFCW picture cards – “people” and “animals”

Objective: Review the vocabulary, and practice the sentence “This is my ____.” “这是我的____。”

Instruction:

1. Take out the cards for 爷爷, 奶奶, 小狗, and 小猫.
2. Students practice identifying the characters and saying their Chinese names.

Assessment Check In: Check if the students could identify the characters and saying their Chinese names correctly.





Activity 3 “Who’s the Turtle?” 抽乌龟

❖ 5 - 8, 8 +

➤ 5 - 10 min.

Supplies:

- 4 sets MFCW picture cards – “people”

Objectives: Students will become familiar with the names of family members and pets. Help students practice their pronunciation.

Instructions:

1. Combine and shuffle the sets of cards.
2. Remove a single card from the deck without looking at it (this will leave its pair as the odd one out so that it becomes the “turtle”).
3. Divide cards equally among players.
4. Cards in each player’s hand that can be paired should be set aside first.
5. Beginning with the dealer and going clockwise, players take turns drawing a card the person to his/her left.
6. If a pair is formed from this drawing, both cards should be set aside. Otherwise, the card should be kept in the player’s hand.
7. Game ends when one person is left with the “turtle” card.
8. Students can practice identifying the Chinese names of the pairs they put down.
9. The student left with the “turtle” at the end can say a Chinese word, phrase or sentence.

Assessment Check In: Check if students could play game by the rules. Check if students could read the words correctly.



Activity 4 “Go Fish” 去钓鱼

❖ 5 - 8, 8 +

➤ 5 - 10 min.

Supplies:

- 2 sets of MFCW picture cards

Objective: Students will review the vocabulary of this lesson, and develop a good habit of playing the game by the rules.

Instructions:

1. Each player is dealt 4 cards. The remaining cards are placed in a pile on the table face down, forming a pool from which players will “go fish.”
2. Play commences from the dealer. Moving clockwise, each player takes turns asking the neighbor to his/her left for any card he/she needs the pair of by saying, “[neighbor’s name], 你有没有 [desired card]?”
3. The player who is asked to give up a card must do so if he/she has it in his/her hand by saying “有.” The player receiving the card must put the matching cards down on the table.
4. If the player who is asked does not have the card, he/she must say: “对不起, 我没有, 去钓鱼.” The player requesting the card must then go to the pool and take the top card as well as get rid of one of his/her cards by putting it at the bottom of the pile.
5. The next player then must “go fish” from his/her neighbor.
6. The player who makes 4 pairs first wins.

Assessment Check In: Check if students could play the game by its rules. Check if students could read the words correctly.





Activity 5 Pairing Game

❖ 5 - 8, 8 +

➤ 5 - 10 min.

Supplies:

- MFCW picture cards – “people” and “animals”

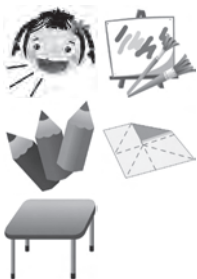
Objective: Students will review vocabulary and understand the relationship between different family members. Help students differentiate between animals/people, male/female, adults/children.

Instructions:

1. Shuffle the picture cards and lay them out face up.
2. Students create pairs and explain why they have put them together.
 - animals, people
 - male, female
 - adults, children
3. Students find all the words with the same phonetic sound “a”.

Assessment Check In: Check if the students can pair the family members and explain relationship.

Arts and Crafts:



Project 1 “My Pet” 我的小动物

❖ All

➤ 5 - 10 min.

Supplies:

- Colored pens/pencils

- Drawing paper or “I Love My _____” template

Objective: Help students to practice the name of the pets and express their feeling about the pets.

Instructions:

1. Students draw a picture of his/her pet or the pet he/she would like.
2. Tell each student how to say the name of his/her pet in Chinese.
3. Add picture to students' “My Chinese Book”.

Assessment Check In: Check if students could read the name of the pets correctly, and finish the work by themselves.

Project 2 “My Grandparents” 我的家爷爷奶奶

❖ All

➤ 10 - 15 min.

Supplies:

- Colored pens/pencils

- Drawing paper or “I Love My _____” template

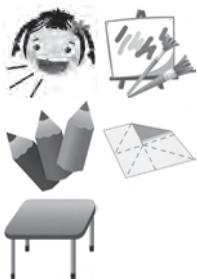
Objective: To practice the sentence “我爱我的_____”, and express the interesting and meaningful things they do together.

Instructions:

1. Students draw a picture of what they like to do with their grandpa or grandma or a picture of what their grandpa or grandma like to do.
2. Have the students describe their picture by saying:

我爱和爷爷_____. I love to _____ with grandpa.
 我爱和奶奶_____. I love to _____ with grandma.
 爷爷爱_____. Grandpa loves to _____.
 奶奶爱_____. Grandma loves to _____.

Assessment Check In: Check if students use the correct sentence to describe the picture.





Project 3 “I Love My Family House” 我爱我的家 ❖All

➤15 - 20 min.

Supplies:

- I Love My Family House template
- Scrapbook page
- Scissors
- Tape
- Photographs of family members & pets
- Crayons or colored pens/pencils
- Construction paper
- Glue

Objective: Talk to students about the pictures they choose to build their own family.

Instructions:

Students make a portrait of their family in a house to put in their “My Chinese Book.”

1. Help students use the provided templates to cut out a roof, windows, and doors on colored construction paper.
2. Help students glue the house template onto the scrapbook page and add the roof.
3. Help students fold over the edge of the door and each window where indicated and glue the edges to the house where indicated.
4. Help students cut out family member or pet photographs and stick them behind the door, windows, and around the house.
5. Have students decorate their collage and add it to the scrapbook.
6. Have students practice identifying each family member in Chinese.

Assessment Check In: Check if students succeeded in building a wonderful family. Check if students could describe the family members correctly.

Supplemental Stories:

■ **Supplemental Story 1** 猜猜我有多爱你

■ **Supplemental Story 2** 魔奇魔奇树

Homework:

■ Assignment 1

❖All

Give your grandpa and grandma a call and tell them you love them. “我爱我的爷爷，我爱我的奶奶。”

■ Assignment 2

❖All

Review MFCW Book 2 “Who Is This?” “这是谁?” on their CD-Rom or on www.BetterChinese.com.

■ Assignment 3

❖All

Bring photos of family members, including brothers, sisters, and grandparents for use in future lessons.

■ Assignment 4

❖5 - 8, 8 +

Read MFCW Book 2 “Who Is This?” “这是谁?” to your parents, toys, or pet.

■ Assignment 5

❖5 - 8 , 8 +

Pour your grandpa and grandma a cup of tea, saying, “grandpa please, grandma please.” “爷爷请, 奶奶请.”

Additional Lesson Resources:

■ Print Resources

MFCW Student Workbook (Third Edition, 2007) pp. 5-8

Building Characters

The Hen or the Rooster

Find the Owners

Create your Rainbow Character

MFCW Worksheets

Listening & Saying worksheet

Reading & Writing worksheet

Game worksheet

Coloring worksheet

MFCW Writing Practice Sheets

Book 2 这是谁? Who Is This?

★ 2 这是谁?

Exercise 2: The Hen or the Rooster

Match the 2 building block radicals with its right pair in the eggs.
Then, match the characters with the right pictures.

Match the 2 building block radicals with its right pair in the eggs.

Then, match the characters with the right pictures.

Radicals in eggs: 巴, 乃, 且, 马, 未, 下, 父, 父.

Characters to match: 女 (female), 父 (father).

Characters in boxes: 女, 女, 女, 女, 父, 父.

Characters in pictures: 女 (girl), 女 (girl), 女 (girl), 女 (girl), 父 (father), 父 (father).

6

See key on page 64.

Book 2 这是谁? Who Is This?

这是谁?

2

Exercise 3: Find the Owners

Link the right answers to the questions on the left. Can you read them out loud?

这是谁的



?

这是小猫的。

这是谁的



?

这是爷爷的。

这是谁的



?

这是爸爸的。

这是谁的



?

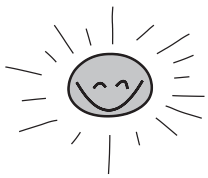
这是妈妈的。

7

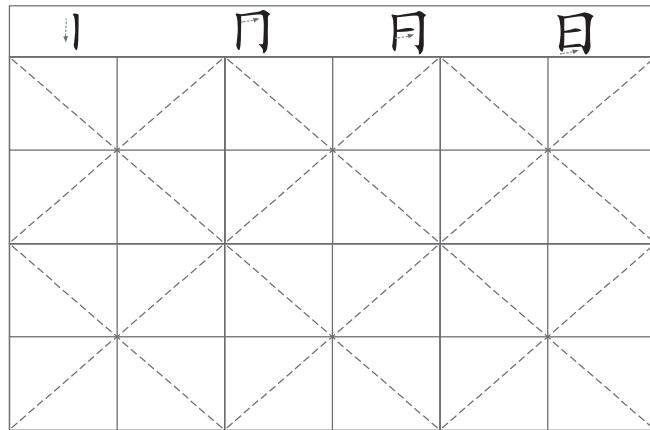
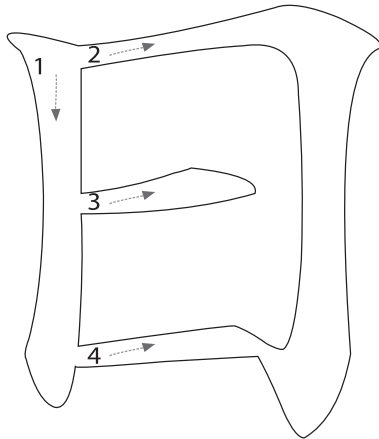
Book 2 这是谁? Who Is This?

Create Your Rainbow Character

日 rì (sun)



Follow the stroke order and make a rainbow character by using a different color each time.



Sun: Many of the most frequently used characters were used to form part of other characters. They are known as "radicals".

Words with the sun radical have to do with the sun, light, or time.

Example: 早 (zǎo) (early); 暖 (nuǎn) (warm).

姓名: _____

班级: _____

日期: _____

Worksheet A 听说练习

Have a friend point to a picture and ask “这是谁？” You should answer using the sentence pattern “这是我的_____。” If you can identify all the pictures in the house correctly, your partner should color in the chimney of the house for you. When you have finished talking about all the pictures, switch roles and you ask your partner the questions.



姓名: _____

班级: _____ 日期: _____

Worksheet B 读写练习

Cut out the sentences below and paste them under the right pictures.



这是我的家

这是我自己

这是我的奶奶



这是我的爷爷

这是我的爸爸



我爱我的妈妈

这是我的小猫

这是我的小狗

姓名: _____

班级: _____

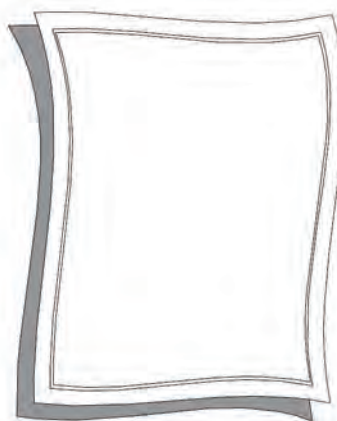
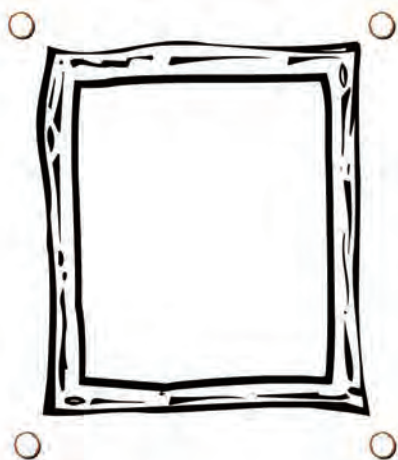
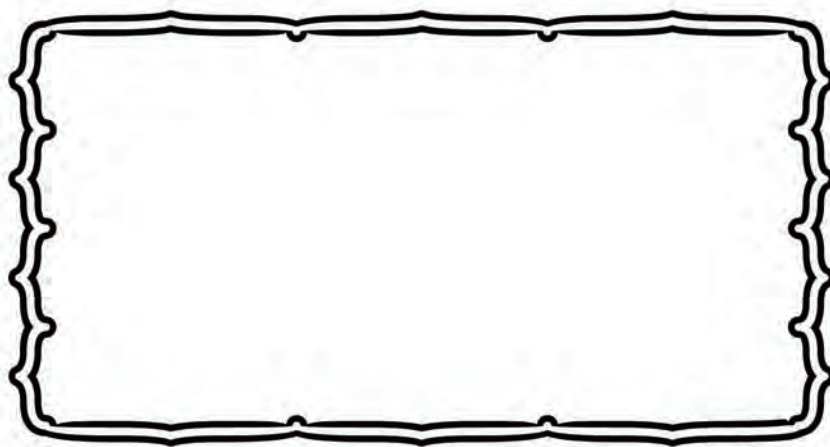
日期: _____

Lesson 2

这是谁?

Worksheet C 游戏练习

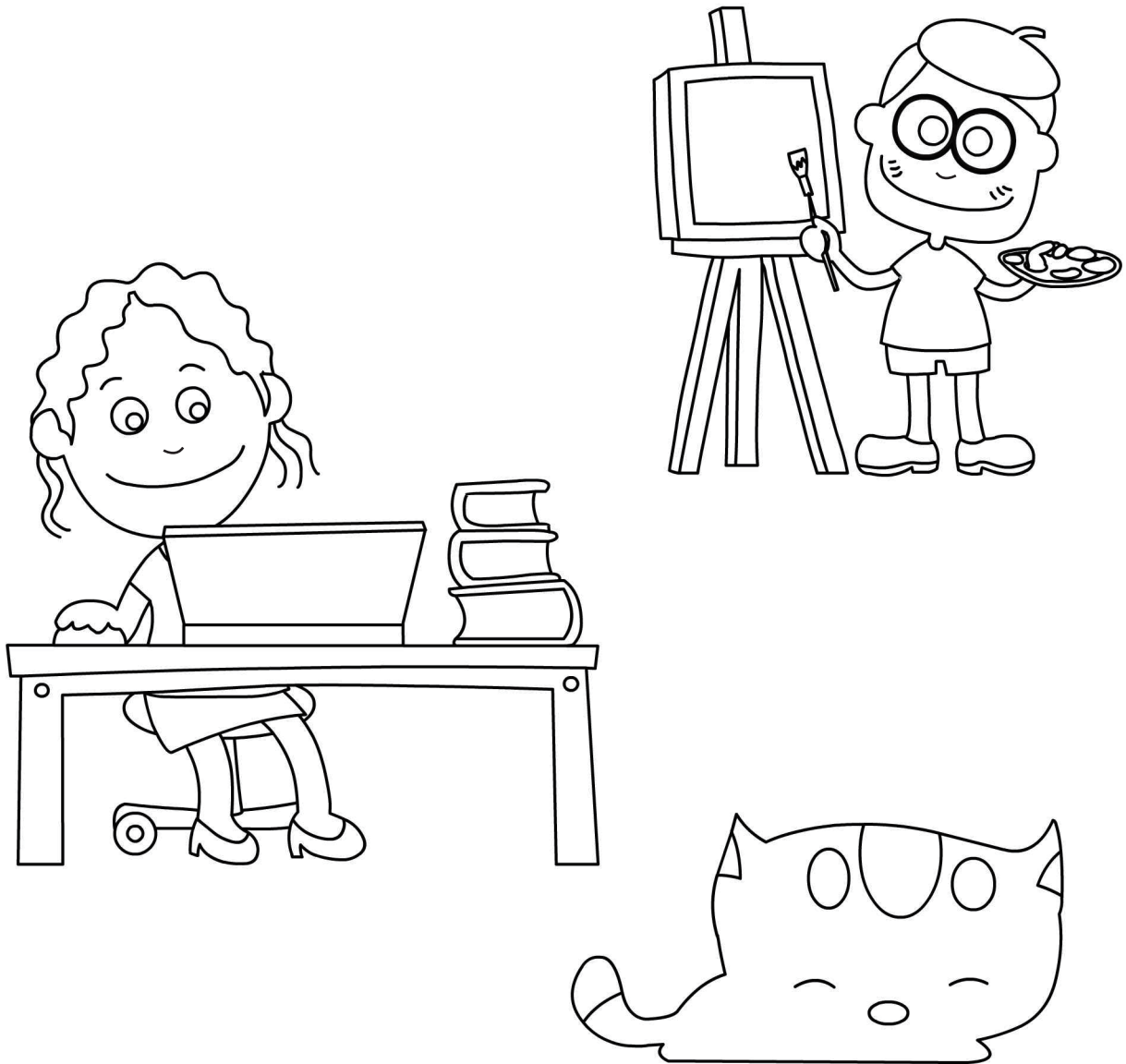
Color in the picture frames. Cut out the pictures below and paste them in the frames.
You may also paste in your own photos.



姓名: _____

班级: _____ 日期: _____

Worksheet D 涂色



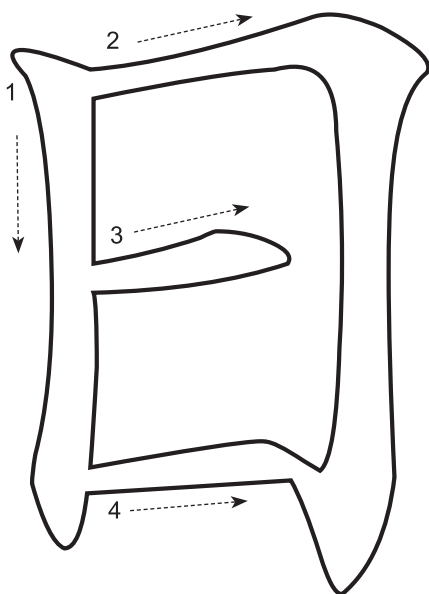
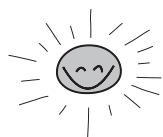
01. Look at the picture. What is dad doing? What is mom doing?
02. What is the kitten doing?
03. Do you have a pet at home? What is his/her name?

姓名: _____

班级: _____

日期: _____

Lesson 2 这是谁?



1 月 月 日



rì

Lesson 2 这是谁?

日

日

日

日

日

日

日

日

日

Book 3 你叫什么名字? What Is Your Name?



Book 3 你叫什么名字? What Is Your Name?



Book 3 你叫什么名字? What Is Your Name?



Theme(s)

Who Am I?
Animals

Book 3: What Is Your Name?

你叫什么名字?

Contents:

My name is Kitten.	我叫小猫
My name is Puppy.	我叫小狗
My name is Birdie.	我叫小鸟
My name is Chick.	我叫小鸡
My name is Bunny.	我叫小兔
My name is Little Fish.	我叫小鱼
What is your name?	你叫什么名字?

Vocabulary:

little cat	xiǎo māo	小猫	little dog	xiǎo gǒu	小狗
little bird	xiǎo niǎo	小鸟	little chicken	xiǎo jī	小鸡
little rabbit	xiǎo tù	小兔	little fish	xiǎo yú	小鱼

Sentence Structure:

What is your name? 你叫什么名字?
My name is _____. 我叫_____. (自己名字)
What is his name? 他叫什么名字?
What is your _____'s name? 你的_____叫什么名字?

Teaching Objectives:

1. Student will be able to learn the names of various animals.
2. Student will be able to learn the different sounds animals make in Chinese.
3. Student will be able to ask and answer simple questions.

Points of Inquiry:

1. What is the relationship between animals and people?

Socio-Emotional Development:

1. What is your favorite animal? Why?
2. Why are names so important and unique?

Language Objectives:

1. Students will learn the personal pronouns: I/you/he/she/it 我/你/他/她/它
2. Students will use the possessive: my/your/his/hers
3. Students can ask: "What Is Your Name?" 你叫什么名字?
4. Students will answer: "My name is ____." 我叫 ____。
5. Students will also review: I love my _____. 我爱我的 _____ (family member)

Online Resources:



Online Lesson Story

❖All

➤5 min.

"What Is Your Name?" 你叫什么名字? MFCW 1-12, Lesson 3, "Lesson Story"

Objective: A story about a little boy who meets his animals' friends. Students will also review the sentence "你叫什么名字?" "我叫____"

Assessment Check In: Check if students can understand the story and say the animals' names in Chinese.



Online Song

❖All

➤3 - 5 min.

Song: "Sister Weiwei" 微微妹妹

MFCW 1-12, Lesson 3, "Song/Rhyme"

Objective: Students hear a fun song about sister Weiwei to review the lesson's vocabulary on family members.

Assessment Check In: Check if students can sing the song and can substitute mentions of Sister Weiwei in the song with names of their own family members.



Online Story 1

❖All

➤3 - 5 min.

"I Will Not Cry" 我不哭

MFCW 1-12, Lesson 3, "Fun Story"

Objective: A fun story about some lovely animals who would not cry when they were in trouble.

Assessment Check In: Check if students can understand the story and say the animals name in Chinese.



Online Story 2

❖5-8, 8+

➤3 min.

Magical Chinese Character: fish 鱼

MFCW 1-12, Lesson 3, "Magical Character"

Objective: Students learn of the origin of the character 鱼.

Assessment Check In: Check if students can understand the story and write the character in the correct stroke order.



■ Online Exercise 1

❖5-8, 8+

➤3 min.

Picture Identification: Find the Correct Animal

MFCW 1-12, Lesson 3, immediately following “Lesson Story”

Objective: Students practice recognizing vocabulary.

Assessment Check In: Check if the students could identify the picture and read them correctly.



■ Online Exercise 2

❖5-8, 8+

➤3 min.

Reading Practice: Animals Party

MFCW 1-12, Lesson 3, immediately following “Lesson Story”

Objective: Help students recognize characters/words associated with different animals mentioned in this lesson.

Assessment Check In: Check if students could finished the exercise correctly, and read the animals’ name correctly.



■ Online Exercise 3

❖5-8, 8+

➤3 min.

Part+Part=Whole

MFCW 1-12, Lesson 3, “Exercise” – Exercise 1; See also MFCE Vol. 1, Page 9

Objective: Students learn to recognize the Chinese characters' structure and that characters are written in either left/right or top/down structure.

Assessment Check In: Check if students can properly compose the characters.



■ Online Exercise 4

❖5-8, 8+

➤3 - 5 min.

Who does this belong to?

MFCW 1-12, Lesson 3, “Exercise” – Exercise 2; See also MFCE Vol. 1, Page 10

Objective: Help students to study the words about animals

Assessment Check In: Check if students can match the animals with its corresponding characters.



■ Online Exercise 5

❖All

➤3 - 5 min.

Amusing Maze

MFCW 1-12, Lesson 3, “Exercise” – Exercise 3; See also MFCE Vol. 1, Page 11

Objective: Students follow the interactive trails of the maze to practice Chinese characters.

Assessment Check In: Check if students can reach the maze's goal and successfully recognize the written characters of the lesson.

Songs and Rhymes:



■ Song 1 *Farmer Wang Has A Plot of Land* 王老先生有块地

❖All

➤5 - 10 min.

Objective: Students review animal vocabulary and familiarize themselves with how animal noises are made in Chinese.

CD: Sing With Better Chinese, Vol. 1, Song 3

Song:

(Chinese version of “Old McDonald Has A Farm”)

Farmer Wang has a plot of land, yiya, yiya, yo

On his land he raised little chicks, yiya, yiya, yo

Here ji, ji, ji, there ji, ji, ji,

Here ji ji, there ji ji, everywhere jiji

Farmer Wang has a plot of land, yiya, yiya, yo

王老先生有块地，伊呀，伊呀，哟。

他在田里养小鸡，伊呀，伊呀，哟。

这里唧唧唧，那里唧唧唧，

这里唧唧，那里唧唧，到处都在唧唧。

王老先生有块地，伊呀，伊呀，哟。

Assessment Check In: Check if students sing the song and can readily substitute other animals into the song's lyrics.



■ Rhyme 1 *Little Cat and Little Dog* 小猫和小狗

❖All

➤5 min.

Objective: A song about a little cat and dog to help students learn the animal sounds in Chinese.

Rhyme:

Little Cat and Little Dog are good friends

Little Cat goes meow meow meow

Little Dog goes woof woof woof

Meow meow meow, woof woof woof, together they sing and clap

小猫小狗，是好朋友。小猫喵喵喵，小狗汪汪汪，喵喵喵，汪汪汪，一起唱歌拍拍手。

Assessment Check In: Check if students could sing the song correctly, and subtitle by their favorite animals.

Games and Activities:



■ Activity 1 Guess Who I Am?

❖All Ages

➤5 - 10 min.

Objective: Students engage in this game, practicing the lesson's vocabulary and learn to make the different animal sounds in Chinese.

Instructions:

1. Students take turns making animal sounds and asking “这是谁?” (“Who is this?”) and “你叫什么名字?” (“What is my name?”)
2. Other students have to guess what animal it is.

Assessment Check In: Check if the students can identify the different animals according to their peers' performances.



Activity 2 London Bridge

❖ All Ages

➤ 5 - 10 min.

Supplies:

- MFCW game cards

Objective: Students practice quick recognition of vocabulary learned in this lesson through this fast-paced card game.

Instructions:

1. Each student draws a card.
2. Call out the name of each animal.
3. As each student hears his/her animal, they have to step out of line.
4. Students form a train and play “London Bridge is Falling Down”

Assessment Check In: Check if students can say the animals’ name with correct pronunciation of tones.



Activity 3 “The Wind Blows”

❖ 5 - 8 , 8 +

➤ 10 - 15 min.

Supplies:

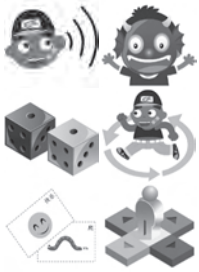
- MFCW game cards
- Book 3 “The Wind Blows” Animal Homes template
- Tape

Objective: Students participate in an active game requiring vocabulary recall, speed and quick-thinking.

Instructions:

1. Tape picture cards of animal homes on the wall in corners of the classroom. Determine how many corners to use depending on how many students are in the class. When there are 1, 2, 3 or 4 students in each corner, one corner should be left out.
2. Divide students so that there is an even number of students in each corner. Each student has the card of one animal. The odd student left out starts in the middle and has no card.
3. The odd student out calls out: “大风吹快回家!” (“Big wind blows! Hurry home!”)
4. The odd student out then has to run into one of the corners of the room.
5. The last student to run into his/her corner has to give the odd student out his/her animal card and then repeats the call.

Assessment Check In: Check if the students can identify the correct animals mentioned in the game.



Activity 4 Role Playing

❖ All Ages

➤ 5 - 10 min.

Supplies:

- MFCW picture cards

Objective: Through active role-play, students practice vocabulary, listening and quick-thinking.

Instructions:

1. You are the narrator while students listen and act out the cues.
2. Each student is assigned to play the role of a specific animal using the MFCW picture cards.
3. You say, “我邛我的狗出去散步，我的狗看见了一只兔子，兔子看见了一只鸟，鸟看见了一只猫，猫看见了一条鱼，鱼扑通一下跳井河里。” (“I take my dog out for a walk... My dog saw a rabbit... The rabbit saw a bird... The bird saw a cat... The cat saw a fish... The fish went “splash!”)
4. When the student hears the name of his/her animal, he/she has to stand up, turn around once, and sit down. Alternatively, the student can stand up, run around the other animal mentioned, and then sit down
5. Come up with a fun ending together as a class.

Assessment Check In: Check if students are listening and performing the correct role once their animal is called during the story.

Arts and Crafts:



Project 1 Animal Masks

❖ 3 - 5 , 5 - 8

➤ 15 - 20 min.

Supplies:

- Paper plates
- Crayons or colored pens/pencils
- Glue
- Construction paper
- Scissors
- Yarn, wiggle eyes, feather

1. Cut out eye-holes in the paper plate.
2. Make construction paper ears, nose, mouth, feathers, etc. Use yarn for whiskers.
3. Glue cutouts onto paper plate.
4. Use the mask to pretend you are a cat, dog, bird, or animal from Book 3.

Project 2 Paper Bag or Sock Animal Puppets

❖ 5 - 8 , 8 +

➤ 15 - 20 min.

Supplies:

- An old sock, buttons and felt
- Brown paper lunch bags
- Crayons or colored pencils/pens
- Glue
- Feathers, string and other decorations
- Wiggle eyes
- Construction paper
- Scissors

1. Cut out shapes of heads, bodies, legs, arms, ears, and tails for one or each animal featured in Book 3 (cat, bird, dog, bunny, chicken).
2. Glue the animal parts onto the paper bags. Use the bottom of the bag as the head and/or mouth of the puppet.
3. Alternatively, decorate an old sock to use as a puppet.
4. Use the puppets to act out the story in Book 3.
Each animal can ask the other animals, “你叫什么名字?” (“What is your name?”)



Supplemental Stories:

■ **Supplemental Story 1** 十二生肖

■ **Supplemental Story 2** 我家是动物园

Homework:

■ **Assignment 1** ❖All

Find out what your Chinese zodiac sign is.

■ **Assignment 2** ❖All

Ask your family members what their zodiac signs are. Record the zodiac signs on a chart to share with your classmates and teacher.

■ **Assignment 3** ❖All

Review MFCW Book 3 “你叫什么名字？” (“What Is Your Name?”) on your CD-Rom or on www.BetterChinese.com.

■ **Assignment 4** ❖All

Gather your stuffed animals and act out “这是谁？” and “你叫什么名字？” (“Who is this?” and “What is your name?”) with funny voices.

■ **Assignment 5** ❖All

Bring your favorite stuffed animal to the next class for “Show and Tell.”

■ **Assignment 6** ❖5 - 8 , 8 +

Read MFCW Book 3 “你叫什么名字？” (“What Is Your Name?”) to your parents, toys, or pet.

Additional Lesson Resources:

■ **Print Resources**

MFCW Student Workbook (Third Edition, 2007) pp. 9-12

Part+Part=Whole

Who does this belong to?

Amusing Maze

Create your Rainbow Character

■ **MFCW Worksheets**

Listening & Saying worksheet

Reading & Writing worksheet

Game worksheet

Coloring worksheet

■ **MFCW Writing Practice Sheets**

Book 3 你叫什么名字? What Is Your Name?

你叫什么名字?

3

Exercise 1: Part+Part=Whole

Put the parts together and make a character.

(see "cut and paste" page # 3.1)

犛 + 苗
➡

--	--

夕 + 口
➡

又 + 鸟
➡

--	--

宀 + 子
➡

9

Book 3 你叫什么名字? What Is Your Name?

3 你叫什么名字?

Exercise 2: Who does this belong to?

Look at the picture and complete the sentence, "My name is..."

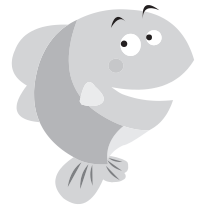
wǒ jiào
我叫 _____。



我叫 _____。



我叫 _____。



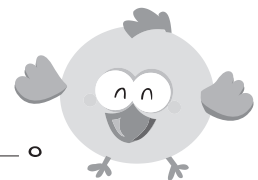
Example: 我叫 1 _____。



我叫 _____。



我叫 _____。



1. 小猫 2. 小兔 3. 小狗 4. 小鱼 5. 小鸡 6. 小鸟

Book 3 你叫什么名字? What Is Your Name?

你叫什么名字?

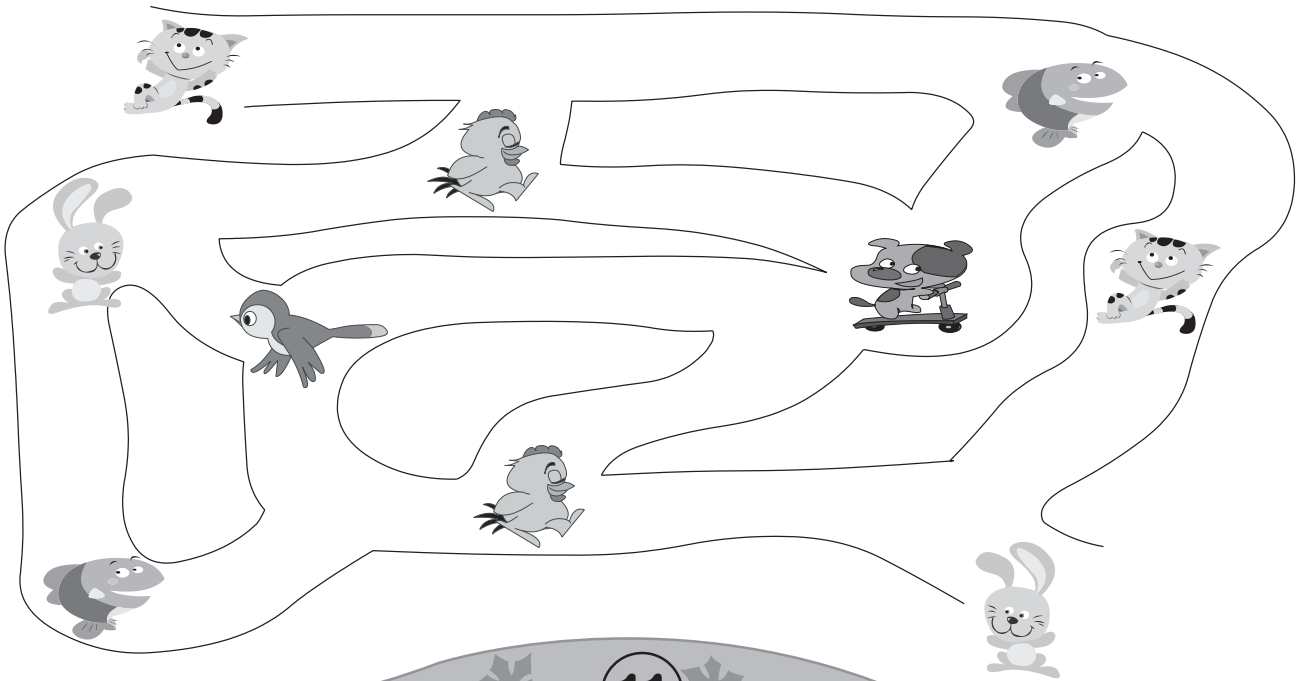
3

Exercise 3: Amusing Maze

Follow the direction to lead the animals out of the maze.

Direction:

小猫 → 小鱼 → 小狗 → 小鸟 → 小鸡 → 小兔

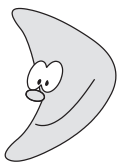


11

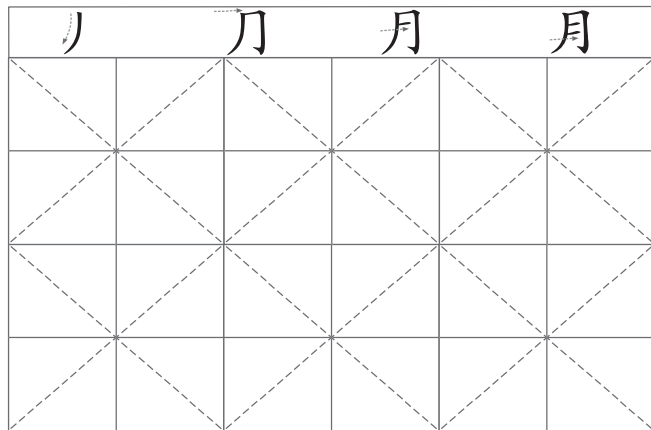
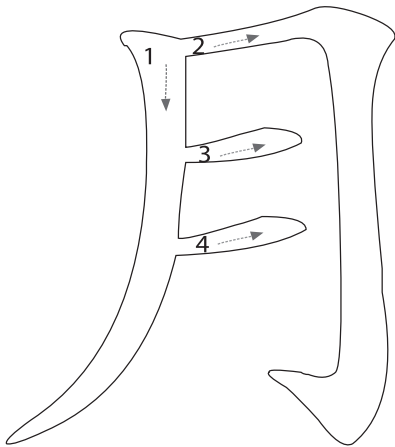
Book 3 你叫什么名字? What Is Your Name?

Create Your Rainbow Character

月 yuè (moon)



Follow the stroke order and make a rainbow character by using a different color each time.



Moon: The moon radical is linked to characters having to do with the moon or time. Example: 朝 (zhāo) (morning); 望 (wàng) (look at); 日 (sun) + 月 (moon) = 明 (míng) (bright).

姓名: _____

班级: _____

日期: _____

Lesson 3

你叫什么名字?

Worksheet A 听说练习

Walk around the classroom and ask your friends: “你叫什么名字?” Your friends have to answer “我叫_____” correctly. Ask them to sign their names in the boxes on your sheet of paper. Collect as many names as possible.

你叫什么名字?
我叫 _____

你叫什么名字?
我叫 _____

你叫什么名字?
我叫 _____

你叫什么名字?
我叫 _____

你叫什么名字?
我叫 _____

你叫什么名字?
我叫 _____

姓名: _____

班级: _____

日期: _____

Worksheet B 读写练习

Cut out the words or pictures below and paste them accordingly.



我叫_____



我叫小兔



我叫小狗



我叫_____



我叫小鱼



我叫_____



小鸡

小猫

小鸟

姓名: _____

班级: _____

日期: _____

Worksheet C 游戏练习

Help the animals find their names. Then draw their favorite food on the plates next to them.

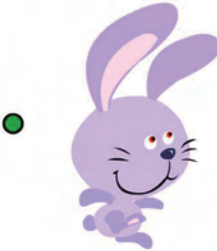
我叫小狗



我叫小猫



我叫小鸟



我叫小鱼



我叫小猫



我叫小兔

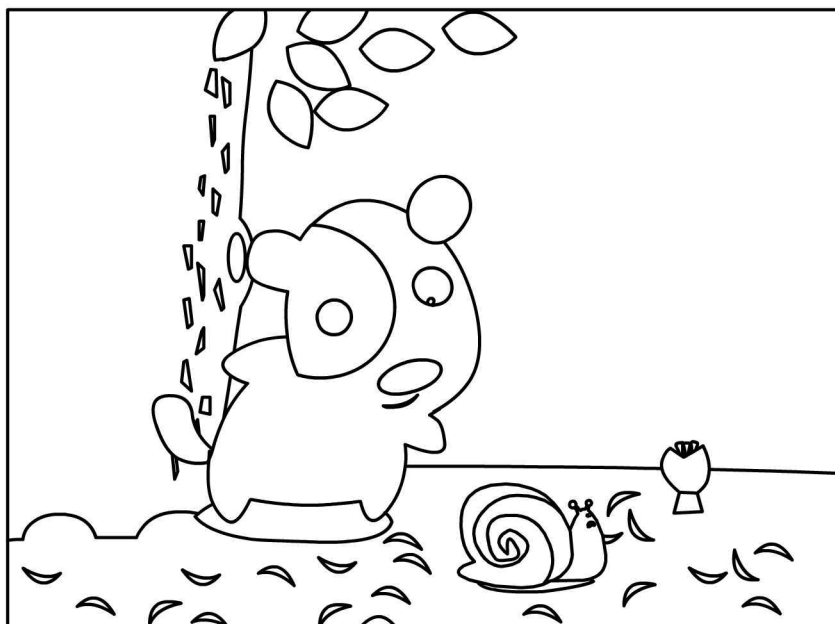


姓名: _____

班级: _____

日期: _____

Worksheet D 涂色



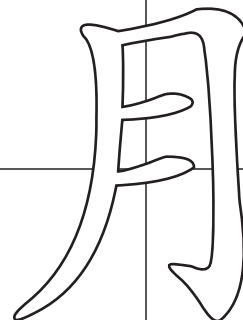
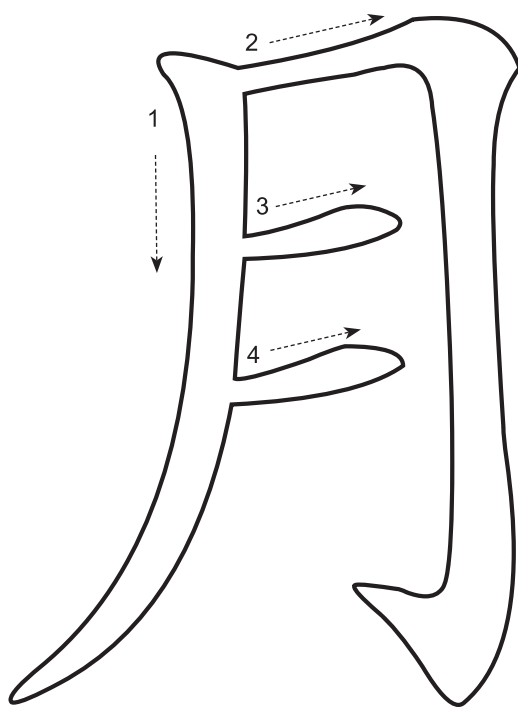
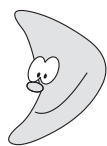
01. How many animals do you see in the pictures?

02. What kind of animal is your favorite animal? Why?

姓名: _____

班级: _____

日期: _____



Lesson 3 你叫什么名字?

yuè

月

月

月

月

月

月

月

月

月

Sample Online Components

Book 1 我爱我的家 I Love My Family

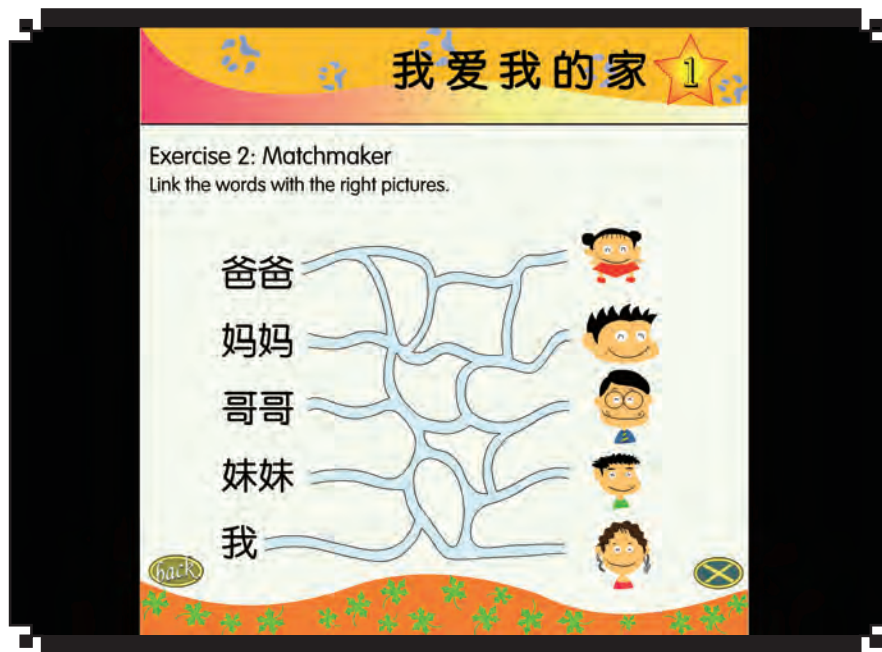
Lesson Story



Sample Online Components

Book 1 我爱我的家 I Love My Family

Online Exercises



Magical Chinese Character Story



Sample Online Components

Book 1 我爱我的家 I Love My Family

Fun Story



Song/Rhyme



Sample Online Components

Book 1 我爱我的家 I Love My Family

Online Homework - Single Response



Online Homework - Free Response





My First Chinese Words

大 千 世 界
华 夏 文 化
风 姿 绰 约
采 撷 精 品

Additional support is available at:

www.BetterChinese.com

