

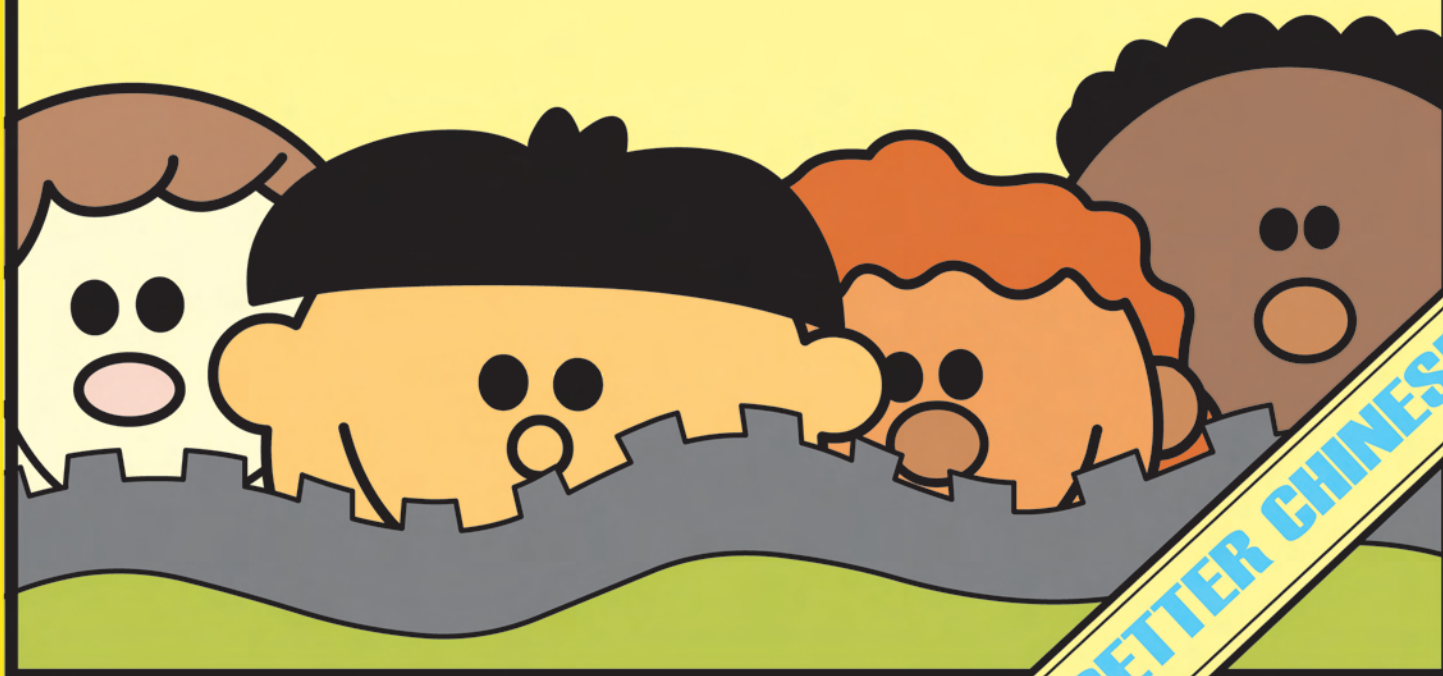
My First Chinese Reader



Sampler Pack

快乐儿童华语

样书



BETTER CHINESE



《快乐儿童华语》

- 课本的好伴侣，教师的好助手。
- 内容丰富，解说详细。
- 针对不同主题提供不同教学方式。
- 丰富的课堂教学活动，使中文教学不再枯燥。

My First Chinese Reader

- Research-based and classroom-tested
- Rich and innovative resources
- Detailed explanation with differentiated teaching methods
- Chinese Teaching and Learning made fun and easy

大 千 世 界
华 夏 文 化
风 姿 绰 约
采 撷 精 品

Additional support is available at:
www.BetterChinese.com



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

Illustrations by Better World Ltd.
Published by Better World Ltd.

MY FIRST CHINESE READER BETTER CHINESE BEGINNER LEVEL CURRICULUM

Sampler Pack
~Not for Sale or Distribution~

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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 沈啟國



My First Chinese Reader

快乐儿童华语

PROGRAM DESCRIPTION

The *My First Chinese Reader* series is designed for beginner level elementary school students in non-Chinese environments. This 4-volume (12 lessons each) series develops students' understanding of Chinese language and culture with themes and subjects relevant to their daily lives.

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 lessons build vocabulary and sentences upon each other in a spiral-up approach that helps students review and lays a strong language foundation. Most importantly, the lessons are student-centric to help prepare the learners for real-life communication.

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.” With a wide range of speech events, such as role playing, drama, activities, and games, we form a foundation for Mandarin acquisition. Furthermore, we encourage learning beyond the classroom with the most comprehensive online resources (www.BetterChinese.com) for students that do not readily have access to a Mandarin language environment.

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

My First Chinese Reader

快乐儿童华语

SERIES OVERVIEW

Volume 1 Vocabulary Table

Lesson	Lesson Title	Radicals (23)	Written Vocabulary (72)	Reading Vocabulary (89)
1	你好	人 目	你好见	再我很谢吗同学们老师
2	你叫什么名字?	女 戈	我她他名字	叫什么王小文李中白大卫玛丽
3	你几岁?		一二三四五六七八九十	几岁呢
4	你是哪国人?	大 小	是不人大中小	哪国美英法加拿日本
5	我上大华小学	艹 宀	上个也华	校年级
6	我爱我的家	口 言	谁的有爸妈和家	爱哥兄弟姐妹这
7	你住在哪里?	衣 老 土	在哪里住老师	长路公园街楼号
8	今天是几月几号?	日 月	日月生今年	天祝快乐
9	今天是星期几?	马 金	明昨天星期吗	零
10	书包里有什么?	木 辶 (辶)	这那书包白本	子铅笔橡皮教室桌椅板
11	我喜欢吃水果	水 火	吃水果很多喜欢	苹梨香蕉草莓西瓜葡萄橘
12	你想吃什么?	心 食	想什么饿喝渴了	饭治薯条汉堡可汁冰淇淋饺

Volume 2 Vocabulary Table

Lesson	Lesson Title	Radicals (26)	Written Vocabulary (48)	Reading Vocabulary (94)
13	她喜欢红色	纟 刀	红黄绿色	黑咖啡蓝颜
14	他今天穿什么?	穴 西 子	穿西衣子	装短裙裤鞋
15	她的眼睛很大	耳 鼻	头耳朵鼻	发眼睛嘴巴口长
16	我喜欢运动	日 王 手	最打球冰会	游泳自行车篮足网乒乓跑步运 动骑踢
17	可爱的小动物	鸟 鱼	可爱只没	物鸟鱼猫狗
18	我们坐校车去上学	禾 舟	来去出坐	开飞机火船租
19	怎么走?	门 车	请问怎东	走往直转就到左右第
20	多少钱?	夕 贝	少钱要买	卖块给以太贵客气吧
21	我会说中文	文 讠	文说点	语韩班牙写都读朋友德
22	今天天气很好	雨 风	雨风午阴	样晴下刮雪冷晚后
23	什么动物鼻子长?	牛 力	动物尾长	脖身体象兔颈鹿蛇猴
24	比一比	比 又	快比朋友	高胖矮瘦慢

Volume 3 Vocabulary Table

Lesson	Lesson Title	Radicals (24)	Written Vocabulary (47)	Reading Vocabulary (94)
25	它们在哪里?	卜 鼠	后面外鼠	前箱电脑下它
26	她的爸爸做什么工作?	匚 广	商医学	工作还爷奶庭主妇做
27	我的一天	乚 工	现分早半	起床放功课睡觉
28	这是谁的房间?	冫 衤	看玩写马	房间沙架柜具
29	他们在做什么?	示 音	电做们听	视音戏乐
30	打电话	竹 父	找空对话	喂等关系
31	你今天上了什么课?	攵 羊	数英美每	程表科社术育休息场朗阅图馆
32	我用眼睛看一看	用 齿	用拍牙	闻咬齿双手脚
33	这是李老师的家	户 厂	房间厅洗	居卧厨浴花树
34	动物园	走 毛	又还起园毛	虎狮袋斑熊趣因为漂亮
35	请你来我家玩	虫 米	先再事太	蛋糕
36	到中国饭馆吃饭	石 巾	菜主肉饭	迎光临位饮料橙单古宫爆鸡 丁兰食米结帐共您百

Volume 4 Vocabulary Table

Lesson	Lesson Title	Radicals (12)	Written Vocabulary (48)	Reading Vocabulary (176)
37	中国的节日	山	灯节元正	饼初春端过候历农秋时汤圆圆粽
38	去商店买东西	彳	百深以行	便店粉浅试宜紫
39	爷爷的生日会	亼	爷给高兴	菠夹件健康克礼荔萝亲送桃 真枝
40	一年有四季	弓	花草因为	冬堆凉旅暖热夏
41	我病了	疒	病疼应该	肚发服感喉咳量咙冒烧舒嗽温药
42	我喜欢我的学校	爪	楼但馆场	办棒餐常池处栋而剧且院
43	运动会	气	运第开远	参得记赛所跳投
44	我的社区	阂	店得完忘	边超带地方画寄局力哦旁巧区市 些信业银影邮
45	你有什么爱好?	冫	唱歌跳队	除弹夫钢合拉末目片琴提团舞周
46	十二生肖	犛	牛羊猪狗	诚聪道敢龙勤神实顺相肖性勇征 知种属
47	我的假期	牙	假暑寒海	帮城度各故观滑化活久理聊令陪 晒算阳义营照整
48	认识中国	龙	山口江河	报北部定港告迹积介界京孔平其 千认绍诗识史世哇万雅亚亿于源 洲资

My First Chinese Reader

快乐儿童华语

COMPONENT FEATURES

TEXTBOOK

Full-Color Illustrations

- Fun, vividly colored illustrations
- Age-appropriate, depicting characters interacting in familiar everyday situations
- Cartoon-style pictures ease students' apprehension about learning Chinese, a seemingly difficult and challenging language

Grammar Practice

- No heavy and intimidating grammar explanations as young learners can simply pick up on the simple grammar structure in Chinese
- Immediate practice opportunities in-line for class review of the grammatical concepts and phrases

Reading Challenges

- Beginning in Lesson 3, Reading Challenges are included in every lesson.
- Each challenge is composed of characters students have seen previously.
- Challenges allow students to read previously learned characters in new contexts are an excellent review/assessment opportunity.

Vocabulary

- New vocabulary learned in each lesson are listed along with Pinyin and English definitions.

Pinyin

- Pinyin is included for all new characters, but removed after its first appearance.
- 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.

Writing and Typing

- Designated characters are broken down in their correct stroke order sequence.

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.

WORKBOOKS

A set of 2 Workbooks for each volume offers immediate practice opportunities for vocabulary and grammar learned in each lesson.

- Workbook A focuses on writing practice
- Workbook B includes exercises that allow students to practice character recognition, reading comprehension and writing.
- Tear-out word cards (not included in this Sampler Pack) cover all vocabulary learned in each volume and are an handy tool for various classroom activities.

WORKSHEETS

Several worksheets tailored to each lesson can be used in a variety of ways to let students gain additional practice of learned vocabulary and sentence structures. Worksheets can be handed out as homework, used for differentiated in-class individual or group activities, used as bell drills or even given as forms of assessment. Different worksheets feature grammar practice, reading comprehension, writing practice or interactive oral communication.

WRITING WORKSHEETS

Vocabulary in *My First Chinese Reader* is designated as either characters students should be able to speak and read, or ones that they should learn how to write as well. In addition to writing exercises in the Workbooks, Writing worksheets for each Writing Character give students ample opportunity to master correct strokes and build confidence in students' writing abilities.

ASSESSMENTS

Paper-based unit tests, mid-terms and final examinations have been created to facilitate teachers in assessing student progress. Used in conjunction with other assessment tools such as textbook reading challenges, workbook or worksheet exercises, suggested activities and online homework, these pen-and-paper tools act as ready-made summative assessment resources.

Each volume features 7 tests:

- One unit test for every three lessons (4 per volume)
- A mid-term for the initial six lessons (1 per volume)
- A final examination that covers material from all twelve lessons (1 per volume)

Tests include numerous question types:

- Listening comprehension
- Reading comprehension questions
- Character writing
- Grammar assessment
- Oral exam components

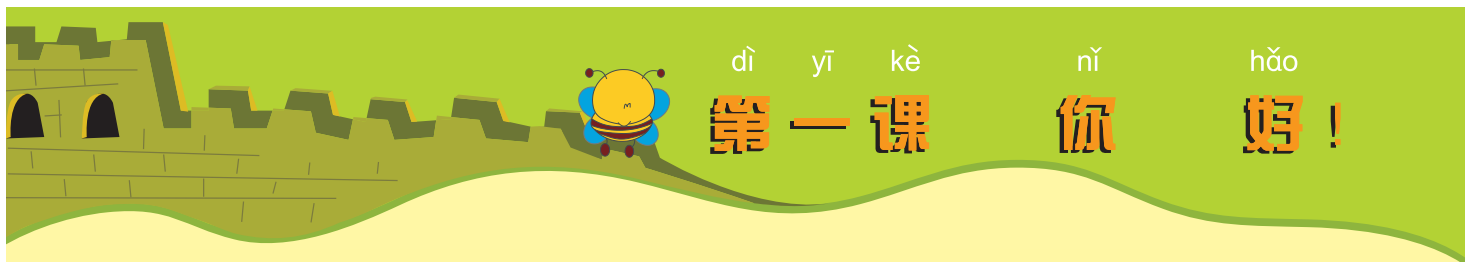
ONLINE COMPONENTS

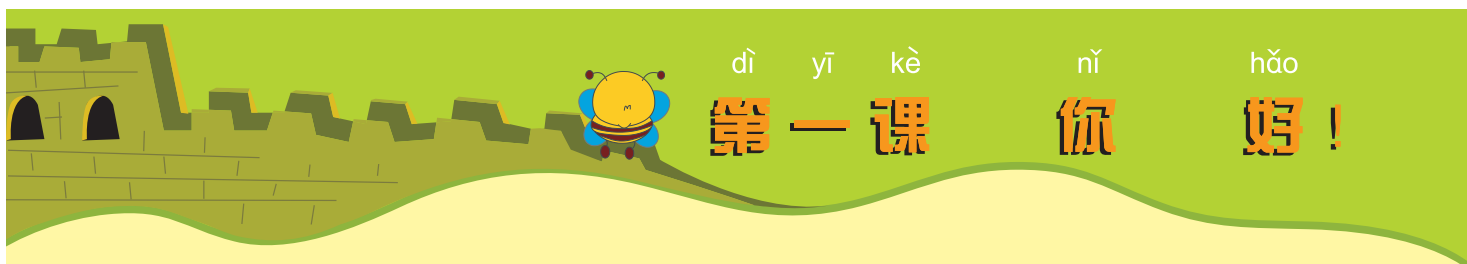
Each *My First Chinese Reader* lesson is fully-supported by interactive online modules at www.BetterChinese.com. Online modules for each lesson include

- **Lesson Story**
Animated lessons that allow for interactive in-class learning and continued practice beyond the classroom.
- **Interactive Exercises**
Interactive activities and games to practice the Chinese language follow each Lesson Story; 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**
20 Gradeable online homework questions that assess students' skills in listening, reading, logic, grammar and syntax.
- **Projects**
5 Performance-Based, Free-Response questions give students practice in speaking, writing, and making connections and comparisons.
- **Voice Recorder**
Allows additional speaking practice for students based on class-relevant topics.
- **Writing Pad**
 - Provides additional writing practice on specific characters assigned by teachers.
 - Includes playback function to check for correct stroke order sequence.
- **Composition**
Allows extra speaking practice for students based on class-relevant topics.

ADDITIONAL SUPPLEMENTAL RESOURCES

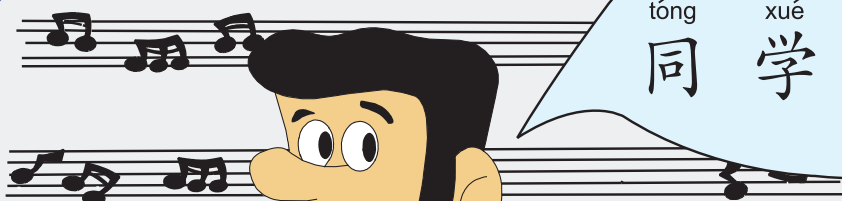
A variety of additional resources such as downloadable podcasts, CD-ROMs, Audio CDs, Game Cards, Flash Cards, a set of Classroom Posters, a tailored Dictionary, Pinyin Book, Online Story Libraries and cultural products are available to supplement the *My First Chinese Reader* curriculum. Please see our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





dì yī kè
第一课

nǐ hǎo
你好!



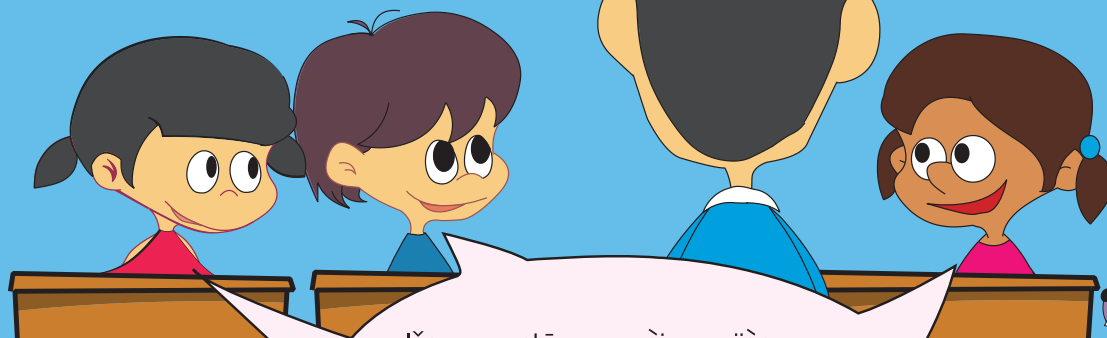
tóng xué men hǎo
同学们好!

老师好!

lǎo shī hǎo
老师好!

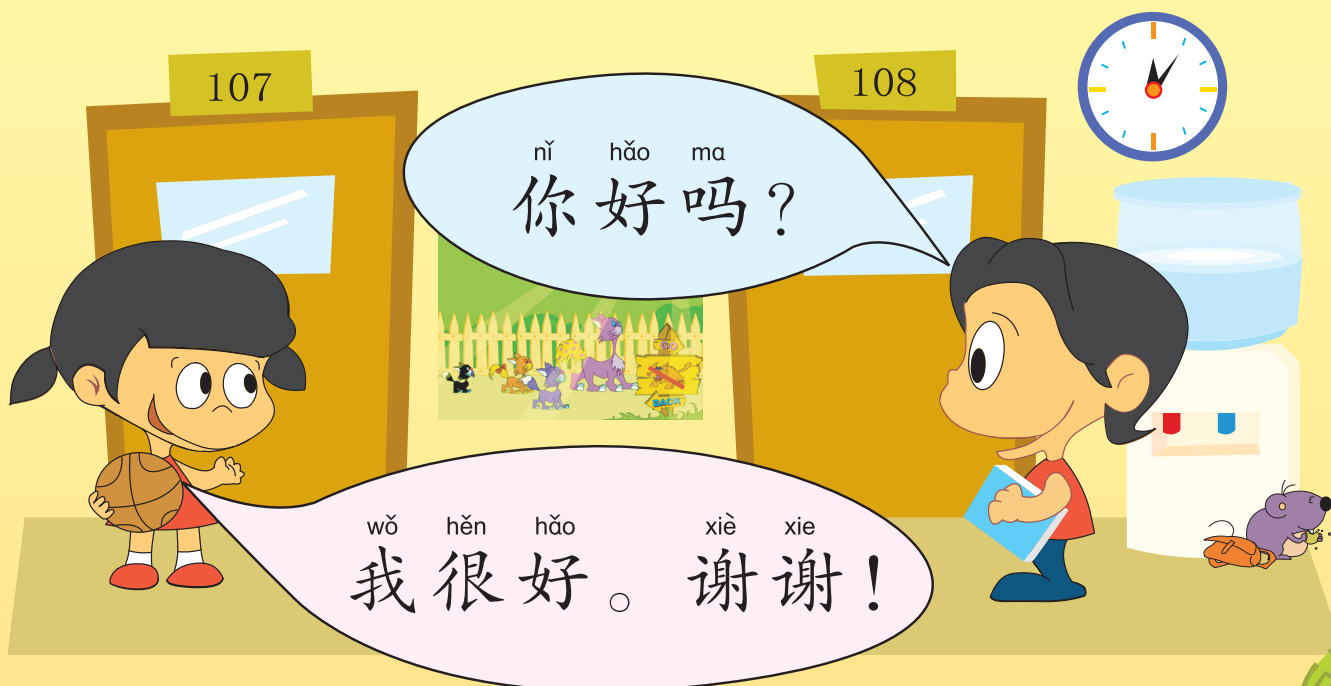
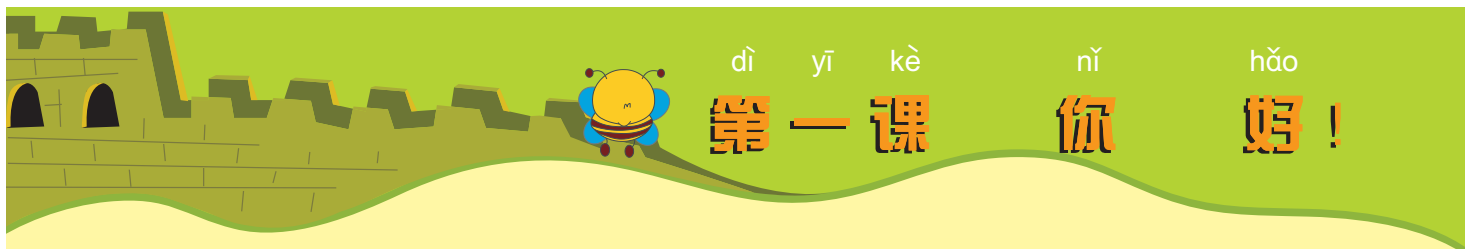
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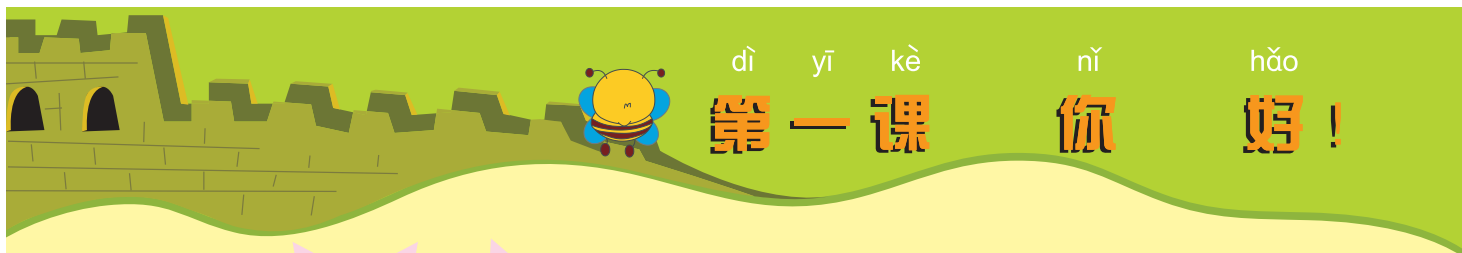
tóng xué men zài jiàn
同学们再见!



老师再见!

lǎo shī zài jiàn
老师再见!





dì yī kè
第一课

nǐ
你

hǎo
好!

jù
句

xíng
型

你好!

Hello.

老师好!

Hello, teacher.

同学们好!

Hello, class.

再见!

Good-bye.

老师再见!

Good-bye, teacher.

同学们再见!

Good-bye, class.

jù
句

xíng
型

你好吗?

How are you?

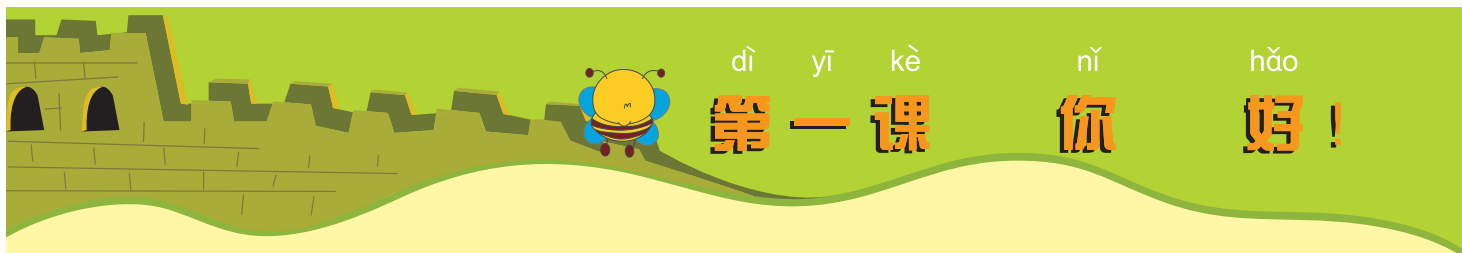
我很好。谢谢!

I am fine. Thanks!

你好!

你好!





你好吗?

老师 → _____

同学们 → _____

你好。

老师 → _____

同学们 → _____

谢谢你。

老师 → _____

同学们 → _____





dì yī kè
第一课

nǐ hǎo
你好!

rèn

认

dú

读

zì

字

cí

词

你

nǐ

you [singular]

好

hǎo

good, well, fine

你好

nǐ hǎo

hello, how are you

再见

zài jiàn

good-bye

同学

tóng xué

classmate, schoolmate

们

men

[used after a pronoun
or noun to indicate plural]

老师

lǎo shī

teacher

吗

ma

[ending word of
a question]

我

wǒ

I, me

很

hěn

very

谢谢

xiè xie

thanks

6

xí

习

xiě

写

zì

字

你

nǐ
you

你 你 你 你 你 你

好

hǎo
good
well, fine

好 好 好 好 好 好

见

jiàn
to see

见 见 见 见 见 见

Theme

Greetings and Manners

Lesson 1

Hello! 你好

Contents:

Hello!	你好!
Good Bye!	再见!
Hello/Good Bye, Students!	同学们好/再见!
Hello/Good Bye, Teacher!	老师好/再见!
How are you?	你好吗?
I am fine.	我很好。
Thank you!	谢谢!

Vocabulary:

你	nǐ	you [singular]	老师	lǎo shī	teacher
好	hǎo	good, well, fine	吗	ma	[ending word of a question]
你好	nǐ hǎo	hello, how are you?	我	wǒ	I
再见	zài jiàn	good-bye	很	hěn	very
同学	tóng xué	classmate, schoolmate	谢谢	xiè xie	thanks
们	men	[used after a pronoun or noun to indicate plural]			

Sentence Structures:

Hello ____ (person) : ____ 好

How are you, ____ (person)? : ____ 好吗?

Thanks, ____ (person) : 谢谢 ____

Good bye, ____ (person)! : ____ 再见!

Teaching Objectives:

1. Students learn to respectfully greet the teacher and each other.
2. Students are able to apply greetings in different situations.

Points of Inquiry:

1. Why is courtesy so important?
2. Are there differences between how Chinese greet people and how you greet people?

Socio-Emotional Development:

1. Why is making friends important?
2. How can I effectively make friends?

Language Objectives:

1. Proactively say hello and goodbye to each other.
2. Respectfully say hello and goodbye to the teacher.
3. Politely answer to other's greetings of oneself.

Online Resources:



■ Online Lesson Story

你好 Hello!

❖All ➤3 - 5 min.
www.BetterChinese.com, MFCR 1,
Lesson 1, "Lesson Story"



■ Magical Chinese Characters

Magical Chinese Character 我 I, me

❖All ➤3 - 5 min.
www.BetterChinese.com, MFCR 1,
Lesson 1, "Magical Chinese"



■ Online Story

坏狐狸 "A Bad Fox"

❖All ➤3 - 5 min.
www.BetterChinese.com, MFCR 1,
Lesson 1, "Fun Story"



■ Online Song/Rhyme

下雪了 "It's Snowing"

❖All ➤3 - 5 min.
www.BetterChinese.com, MFCR 1,
Lesson 1, "Song/Rhyme"

Songs & Rhymes:

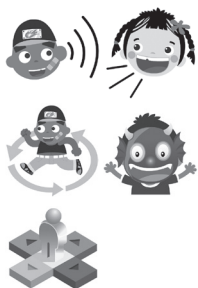


■ Rhyme 1 你好, Hello

❖All ➤5 - 15 min.

你好, Hello!
再见, Goodbye!
你好就是 hello
再见就是 goodbye
老师好 means "Hello Teacher"
同学们好 means "Hello Students"
老师再见 "Goodbye Teacher"
同学们再见 "Goodbye Students"
But (可是), 你好吗 means "How Are You?"
我很好, 谢谢你. I'm fine, thank you.

Games & Activities:



■ Activity 1 Drama – Acting Out The Lesson ❖All ➤5 - 10 min.

Objective: Develop students' interpersonal communication skills through role-play.

Supplies:

- MFCR Volume 1 Textbook Lesson 1
- Masks or props to play different roles

Instructions:

1. Act out the lesson by yourself or with a student.
2. Act out the lesson with various students.
3. Invite student volunteers to act out the lesson.
4. Assign students to different animals or persons and assess their responses.
5. Other variations: 小狗, 小猫, 爷爷, 奶奶, 爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹... + 你好/再见/你好吗/我很好

Assessment Check In: Students participate actively and enthusiastically in role play activity and are able to speak clearly with the correct pronunciation.



■ Activity 2 你好, Hello Rhyme ❖Elementary ➤10 min.

Objective: Use hand gestures, song and rhyme to practice lessons vocabulary.

Supplies:

- Large piece of construction paper with Chinese lyrics on one side and English lyrics on the other.
- Handout of the rhyme

Instructions:

1. Sing/say the lyrics while making animated gestures.
2. Teach students the song and the gestures by having students echo and copy what you say or do.
3. As students get more comfortable with the song, sing/say the first part and have students sing/say the second part, and vice versa along with the gestures.

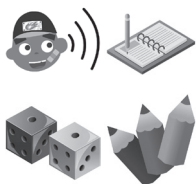
Examples:

Teacher: 你好 Students: Hello

Teacher: 再见 Students: Goodbye

4. You can break the rhyme into pieces to teach in conjunction with the learning pace of the class.

Assessment Check In: Students sing the rhyme with the appropriate hand gestures.



■ Activity 3 Vocabulary Writing Game

❖All

➤10 - 15 min.

Objective: Use a fast-paced group activity to reinforce vocabulary learned and practice character writing.

Supplies:

- Whiteboard and markers

Instructions:

1. Split students into 2 teams, each team taking turns going up to the whiteboard.
2. Say a word and its definition and the team representatives have to write the word accurately on the whiteboard.
3. If the team representative writes the word correctly, his/her team wins a point.
4. The team that gets the most points wins.

Assessment Check In: Students write characters correctly.



■ Activity 4 Vocabulary Card Game #1

❖All

➤10 - 15 min.

Objective: Simple character construction review and practice.

Supplies:

- MFCR V1 L1 vocabulary cards

Instructions:

1. Say a word and have the students find the characters to assemble the word.
Example- 老师 – Students need to find 老 and 师 and then assemble them in the correct order

Assessment Check In: Students understand vocabulary presented and create their own vocabulary words.



■ Activity 5 Vocabulary Card Game #2

❖All

➤10 min.

Objective: Simple and engaging vocabulary review.

Supplies:

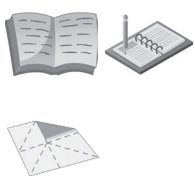
- MFCR V1 L1 vocabulary cards

Instructions:

1. Ask the students questions and have them find the answers using word cards.
Example- What do you say when you want to know how someone is doing? – Students need to find cards for 你好吗? and assemble the characters together in the correct order.

Assessment Check In:

1. Students identify scenarios and the appropriate response.
2. Students recognize vocabulary learned and can combine words to create sentences.



Activity 6 Chinese Character Build-Up

❖All

➤10 - 15 min.

Objective: Practice recognizing and identifying written characters built into words and complete sentences.

Supplies:

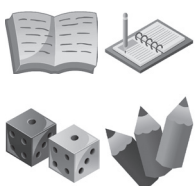
- Multipurpose Grid Chart

Instructions:

1. Teach students the following rules/format for this exercise:
 - a. Begin with one character in the first line
 - b. With each following line, build the given word/phrase up into longer words/phrases
 - c. Example:

你
你好
你们好
你们很好
 - d. Other words to use: 见, 吗, 好

Assessment Check In: Students assemble characters and/or words into appropriate sentence patterns.



Activity 7 Sentences Practice

❖All

➤20 - 30 min.

Objective: Interactive writing practice using “们” and “吗” to make sentences.

Supplies:

- Construction Paper
- Pens or Markers

Instructions:

1. Split the class into 2~4 teams depending on its size. Have the students practice using the plural word “们” by listing as many “words + 们” as possible to indicate plural nouns.
2. Ways to win:
 - a. Competitive: the team that gets the most “们” words wins and only the winning team gets prizes.
 - b. Non-competitive: when each person in the team says a “们” word, everyone gets a prize.
3. Variation #1: Have students list out as many questions ending with “吗” as possible using the same activity.
4. Variation #2: Have students list out as many phrases with ____ 好吗?
5. Variation #3: Have students list out as many phrases with ____ 好.
6. Variation #4: Have students list out as many phrases with 谢谢 ____.

Assessment Check In: Students recognize and are able to write vocabulary words and sentence structures from the lesson.



Activity 8 Classroom Greetings

❖All

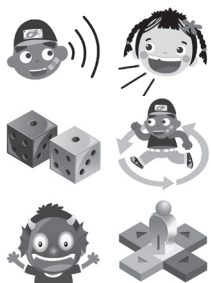
➤10 min.

Objective: Familiarize students with sentence structure and practice usage of daily classroom greetings and phrases.

Instructions:

1. Have students speak the basic terms accompanied by different gestures.
For example:
 - a. Raising both hands with all ten fingers clasped can mean “谢谢” (Thank You).
 - b. Raising the right hand, with palm welcoming students is “你好” (Hello).
 - c. Clapping means “很好” (Very good).
 - d. Waving means “再见” (Goodbye).
2. Alternatively, the class can all stand and split into several teams.
3. Quickly say the terms learned while students respond with the correct gesture.
4. Teams with incorrect responses lose and must sit down.

Assessment Check In: Students respond readily with correct sentences and are able to pronounce tones accurately.



Activity 9 Changing Sides

❖ 5 - 10

➤ 15 min.

Objective: Practice phrase recall with a fun and competitive activity.

Supplies:

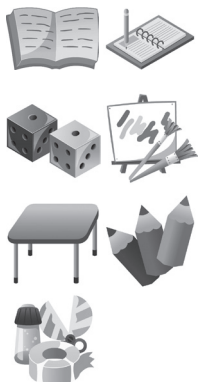
- Index cards

Instructions:

1. Divide students into two groups.
2. Taking turns, each group should send a representative up to meet a person from the other group.
3. One student starts by speaking the first phrase of a pair learned from the book.
4. The other student must quickly respond with the correct counterpart. If they respond correctly, the first person must join the group of the second student. If they don't respond correctly, the second person joins the group of the first.
5. Each group takes turns starting and tries to win by getting the most people to join their group.

Assessment Check In: Students ask and answer questions correctly.

Arts & Crafts:



Project 1 My Word Bank

❖ All

➤ 15 - 20 min.

Supplies:

- Pencils
- Index Cards
- Glue
- Illustrations for certain words
- Crayons or colored pens/pencils
- Index card filing box (alphabetical order or by lesson number)

Instructions:

1. Write the word/phrase on one side of the index card and the definition on the other (optional to include illustrations – either drawn or extracted from Better Chinese lesson books)

2. Examples of the words/phrases are: 你, 我, 老师, 同学, 们 (你们, 我们, 他们, noun+ 们), 好, 你好, 再见, 你好吗, 我很好.
3. You and a classmate can quiz each other by looking at the definition and illustration to decide what the Chinese word/phrase is or vice versa.



■ Project 2 My Classroom Cards

❖All

➤20 min.

Make game cards of members of your classroom (name of member and whether the person is a teacher or student).

Supplies:

- Cardstock, cut into squares
- Crayons or colored pens/pencils
- Construction paper
- Pocket template
- Scrapbook page
- Scissors
- Glue or tape

Instruction:

1. Draw portraits or get photographs of classroom members.
2. Glue or tape each portrait onto a piece of cardstock and label it as student or teacher in Chinese.
3. Practice saying the Chinese names of classmates and teachers.
4. Use template provided to cut out a pocket for the cards and tape the pocket onto your scrapbook page to store the cards.

Homework:

■ Assignment 1

❖All

Say “hello, goodbye, how are you, I am fine, thanks, 你好, 再见, 你好吗, 我很好, 谢谢.” to your parents, toys or pets in Chinese.

■ Assignment 2

❖All

Practice saying and writing the rhyme and act out the rhyme to your parents.

■ Assignment 3

❖All

Read MFCR V1 L1 “Hello” “你好” to your parents, toys or pet, acting as different roles/characters

Extended Learning:

■ Making Connections and Comparisons: Let's Discuss!

Engage your students in the following discussion questions to help them think about culture, Chinese language and the world around them. Modify the questions based on your students' age and interest; discussions can be held in English or Chinese.

1. How do you greet your good friends? How is it different from the way you greet people you don't know as well? Are there many different ways of greeting people at your school?
2. Why do you think people greet each other differently in different languages, countries and cultures?

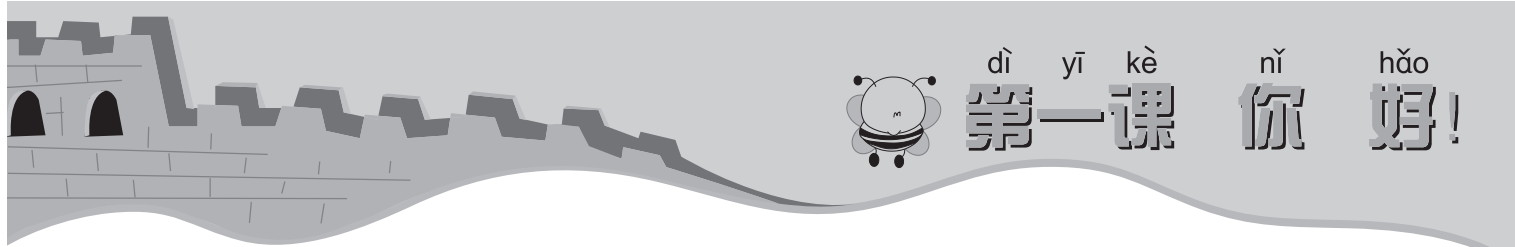
■ Cultural Spotlight on China

The Chinese greeting *nǐ hǎo* literally translates to “you good,” and is a way of asking how someone is doing. However, there is no need to respond “fine,” and “*nǐ hǎo*” is used in the same way that “hello” is used in English. The phrase “*nǐ hǎo ma?*” (how are you?) is used less frequently and is generally something you would only ask friends or family members. If you ask a Chinese person “*nǐ hǎo ma?*” they will not automatically say “fine” and will provide a more detailed answer than an English speaker would.

■ Additional Vocabulary

Students may be interested in the following list of additional related vocabulary/phrases:

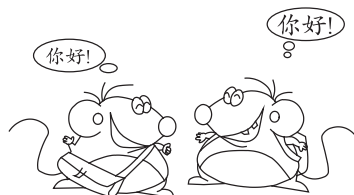
• 您	you [polite form, a courteous way of addressing people]
• 她	she, her
• 他	he, him
• 嗨	“hi” [borrowed word]
• 拜拜	“bye-bye” [borrowed word]
• 早上好	good morning
• 晚安	goodnight
• 不客气	you’re welcome
• 一会儿见	see you later



dì yī kè nǐ hǎo
第一课 你好!

dú yì dú shì yí shì
读一读，试一试

Read and Try

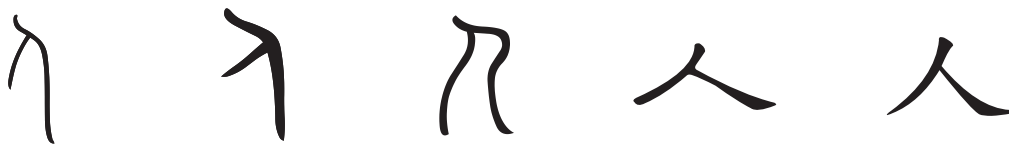


	diǎn 点	dot
	héng 横	horizontal stroke
	shù 竖	vertical stroke
	piě 撇	throw stroke
	nà 捺	right-falling stroke
	tí 提	rising stroke
	zhé 折	turning stroke
	gōu 钩	hook stroke

1

xiě yì xiě bù shǒu
写一写部首

How to write stroke by stroke



人	rén	people, person	人	人	人	人	人	人	人



dì yī kè
第一课

nǐ hǎo
你好!

xiě yì xiě bù shǒu
写一写部首

How to write stroke by stroke



目	mù	eye(s)	↓	目	目	目	目	目

2

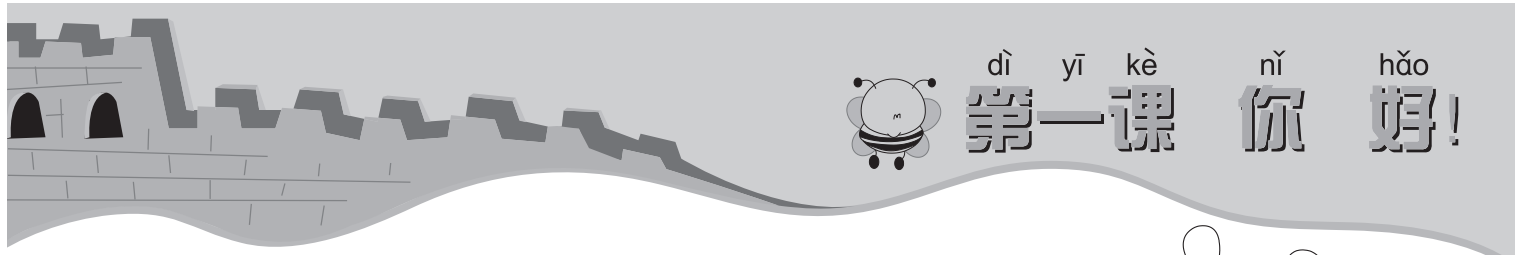
xiě yì xiě dú yì dú
写一写，读一读

Read and Write

New Words 生字	Radicals 部首	Write the characters 写一写						Read aloud 读一读
nǐ	rén	nǐ						nǐ men
你	亻	你						你们
hǎo	nǚ	hǎo						hěn hǎo
好	女	好						很好
jiàn	jiàn	jiàn						zài jiàn
见	见	见						再见

jiā zhǎng yì jiàn
家长意见:
Parent's Comment:

qiān míng
签名:
Signature: _____

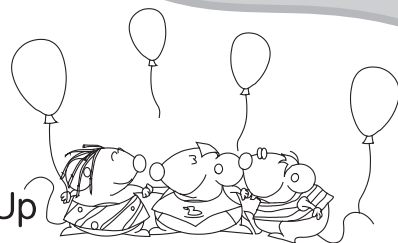


dì yī kè nǐ hǎo
第一課 你好!

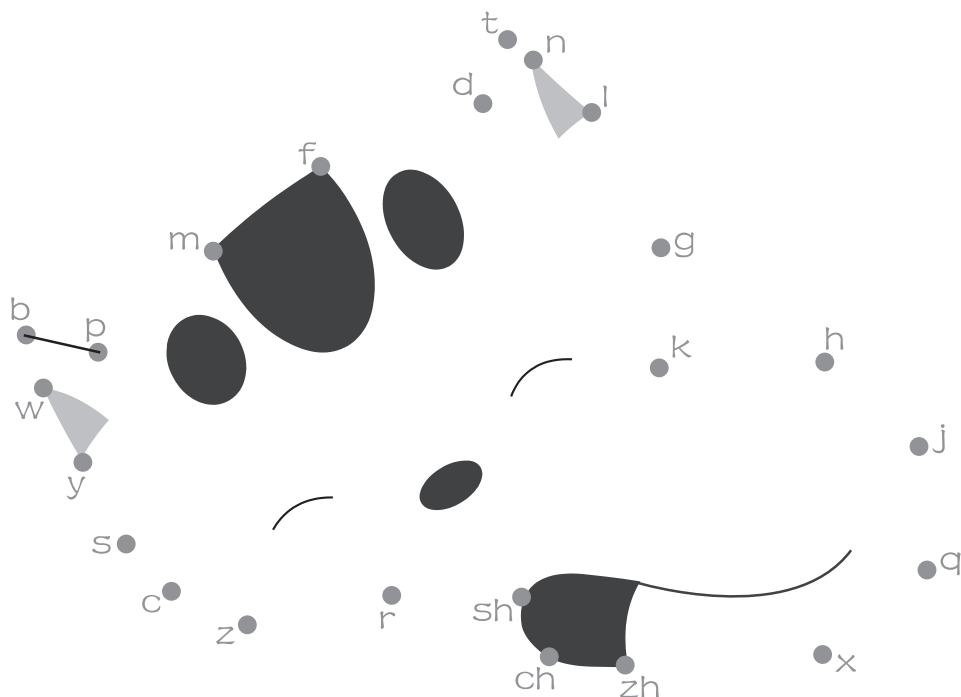


niàn yí niàn lián yì lián
念一念，连一连

Read and Link Up



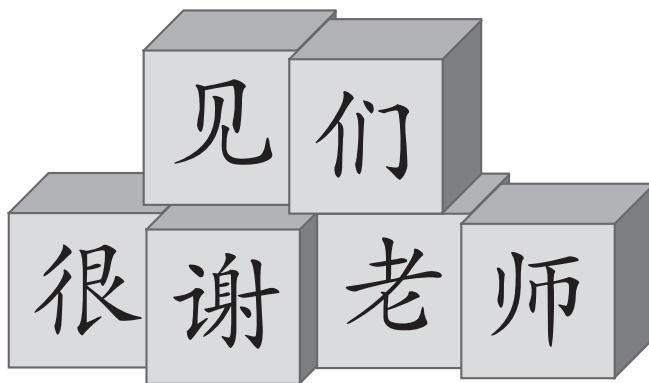
1. Link the dots together, starting from the first initial sound.

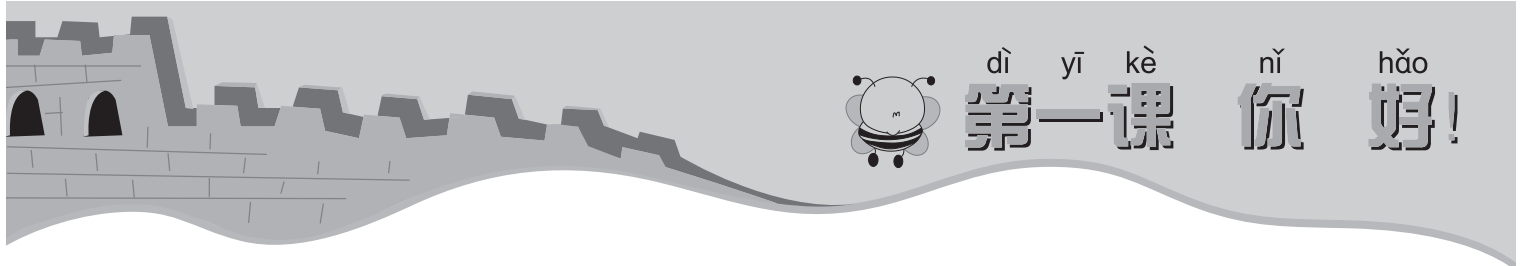


1

2. Link the Pinyin to its matching character.

xiè lǎo hěn jiàn men shī





dì yī kè nǐ hǎo
第一课 你好!

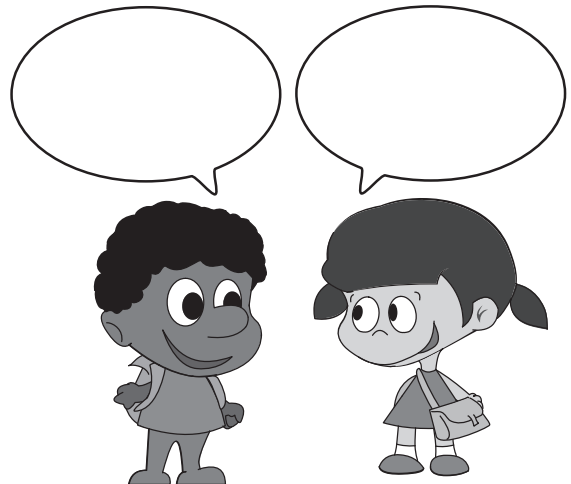
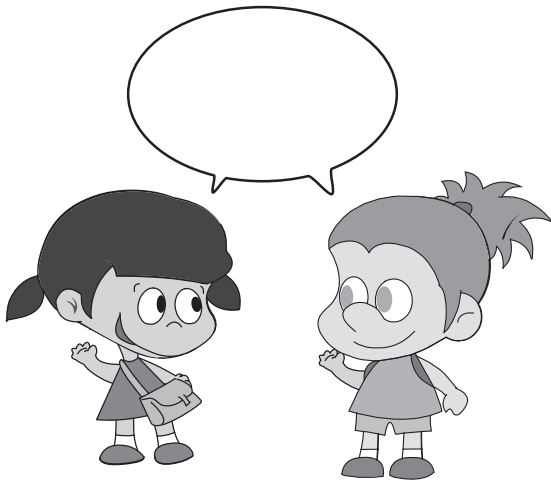


dú yì dú tián yì tián
读一读，填一填



Read and fill in the blanks

Match the sentence with the picture.



zài jiàn

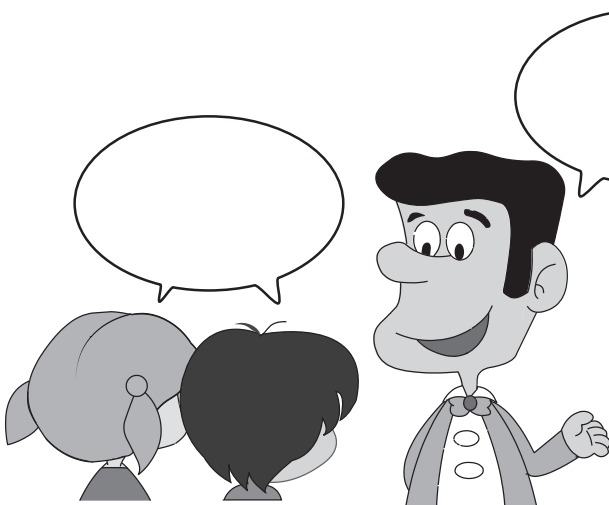
wǒ hěn hǎo

tóng xué men hǎo

lǎo shī hǎo

xiè xie

nǐ hǎo ma



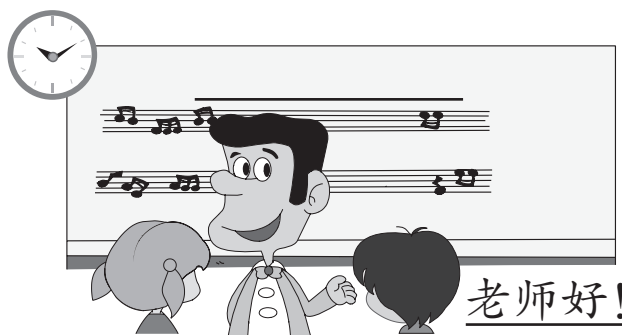
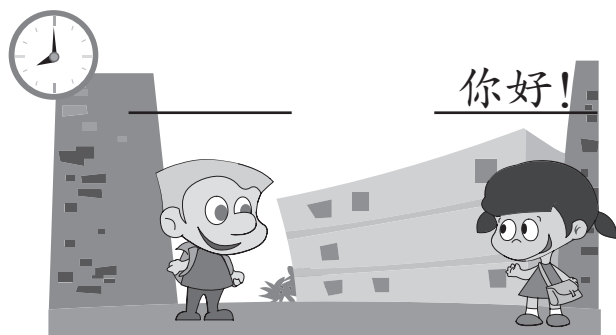
姓名: _____

班级: _____

日期: _____

Worksheet A 情景练习

Complete the dialogs with the best response. Write your answers in the space provided or cut and paste from below.



你好!

你好吗?

同学们好!

老师再见!

姓名: _____

班级: _____ 日期: _____

Worksheet B 句型练习

Complete the sentence in the correct pattern.

王小文再见!

1. 老 师 ➡ _____ !
2. 同学们 ➡ _____ !
3. 李大中 ➡ _____ !
4. _____ !

你好吗?

1. 老 师 ➡ _____ ?
2. 同学们 ➡ _____ ?
3. 王小文 ➡ _____ ?
4. _____ ?

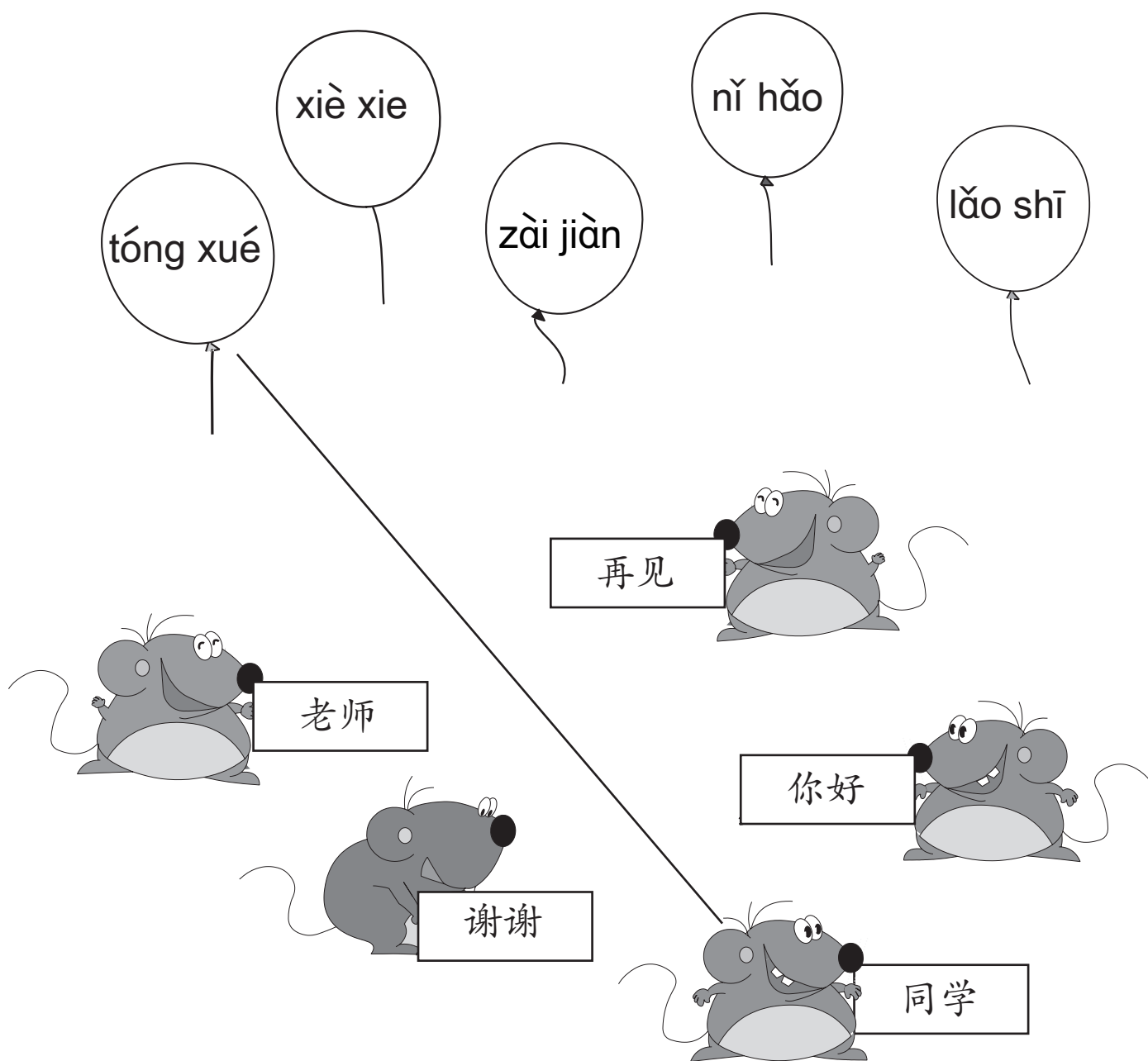
姓名: _____

班级: _____

日期: _____

Worksheet C 识字练习

Connect each mouse's sign with the correct Pinyin balloon.



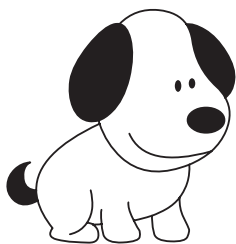
姓名: _____

班级: _____

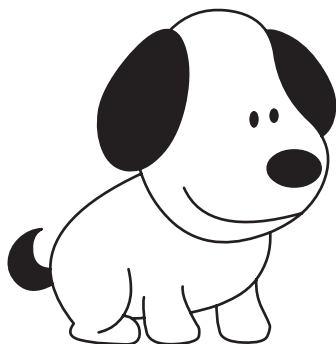
日期: _____

Worksheet D 习字练习

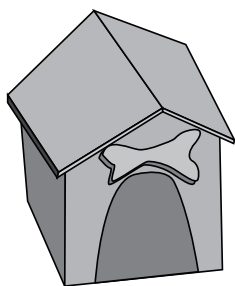
Connect the parts to make each character. Write out your characters.



女 亻 口 马 尔 子 亻 彳 讠 艮 门 射



你 好 吗 们 谢 很



很

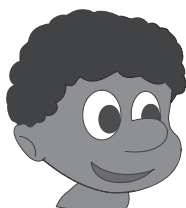
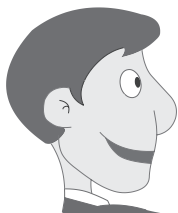
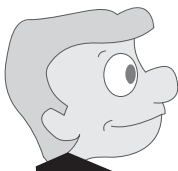
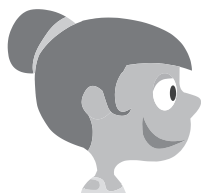
姓名: _____

班级: _____

日期: _____

Worksheet E 拼音练习

Read the characters and add tonal marks to the Pinyin.

你好ni hao再见zai jian同学tong xue老师lao shi谢谢xie xie我很好wo hen hao你好吗ni hao ma

姓名：_____

班级：_____

日期：_____

你

丿 丨 丨 丨 你 你 你 你

你	你	你	你	你
你				
你				

nǐ

Lesson 1 你好！

你													
你													
你													

姓名: _____

班级: _____

日期: _____

Lesson 1
你好!

月 晚 早 好 好 好

好

丶 女 女 女 好 好 好

好	好	好	好	好
好				
好				

hǎo

Lesson 1 你好！

好													
好													
好													

姓名: _____

班级: _____

日期: _____

Lesson 1
你好!

见

丨 冂 贝 见

见	见	见	见	见
见				
见				

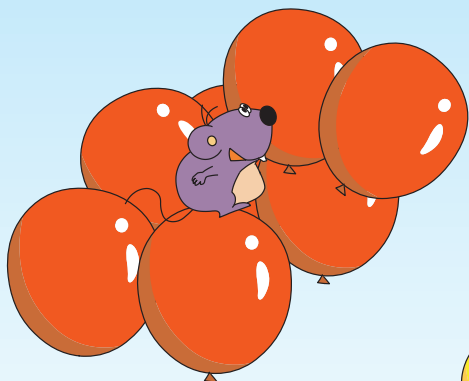
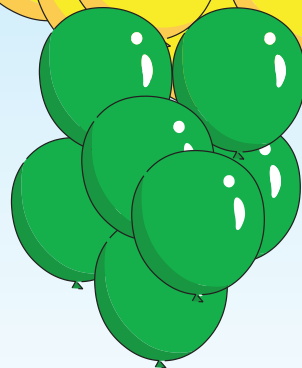
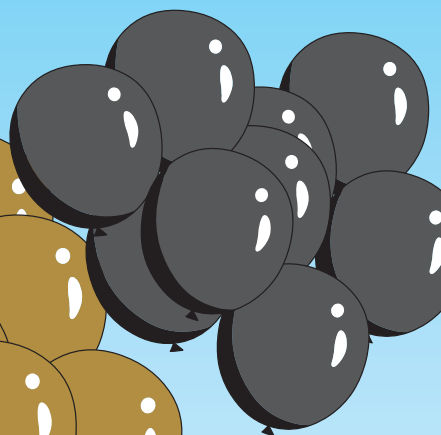
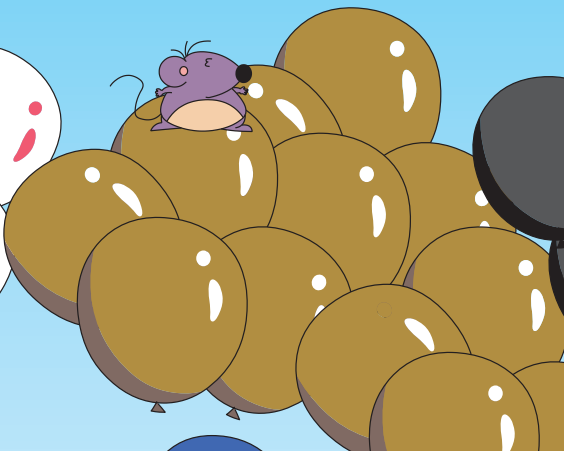
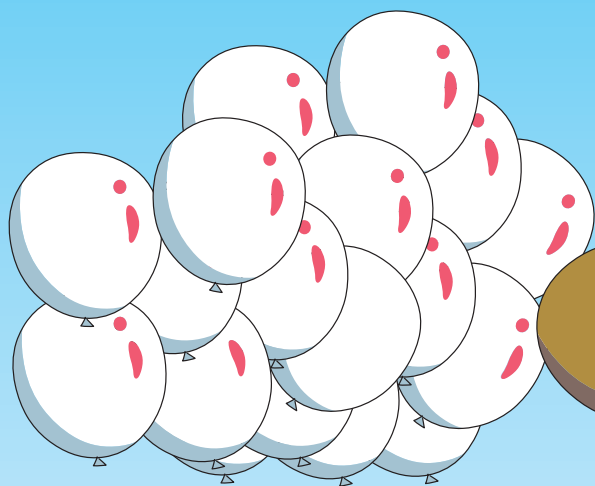
见

见

见



dì shí sān kè tā xǐ huan hóng sè
第十三课 她喜欢红色

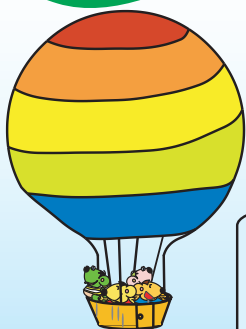


1





dì shí sān kè tā xǐ huan hóng sè
第十三课 她喜欢红色



yán sè
你喜欢什么颜色？

lán sè
我喜欢蓝色。

2
lán sè
白玛丽也喜欢蓝色吗？

lán sè
不，她不喜欢蓝色。
hóng sè
她喜欢红色。

yán sè
王老师喜欢什么颜色？

bái sè hēi sè kā fēi sè
她喜欢白色、黑色和咖啡色。



dì shí sān kè tā xǐ huan hóng sè
第十三课 她喜欢红色

yán sè
苹果是什么颜色的？

yǒu de hóng sè
有的苹果是红色的。
yǒu de huáng sè
有的苹果是黄色的。
yǒu de lǜ sè
有的苹果是绿色的。

yán sè
香蕉是什么颜色的？

huáng sè
香蕉是黄色的。

yán sè
草莓是什么颜色的？

hóng sè
草莓是红色的。

yán sè
你喜欢什么颜色的葡萄？

lǜ sè
我喜欢绿色的葡萄。

3



dì shí sān kè tā xǐ huan hóng sè
第十三课 她喜欢红色

shì
试

shì
试

kàn
看

Challenge

我今年上五年级，我的中文老师是李老师。李老师很喜欢白色，她的教室很大，学生很多。她天天吃很多水果，喝很多果汁。她住在公园路。

dú
读

yì
一

dú
读

我的教室有很多颜色，白板是白色的，桌子和椅子是咖啡色的，老师有红色、绿色、蓝色和黑色的笔。王小文有红色的书包，白大卫有蓝色的书包，李大中有黄色的书包，我的书包是黑色的，我喜欢黑色。

jù
句

xíng
型

你喜欢什么颜色？

What color do you like?

她喜欢什么颜色？

What color does she like?

王老师喜欢什么颜色？

What color does Teacher WANG like?

我喜欢蓝色。

I like blue.

她喜欢红色。

She likes red.

她喜欢咖啡色。

She likes brown.



dì shí sān kè tā xǐ huan hóng sè
第十三课 她喜欢红色

桌子是什么颜色的？

What color is the desk?

你喜欢不喜欢蓝色？

Do you like blue or not?

你喜欢不喜欢蓝色的书包？

Do you like the blue backpack or not?

桌子是咖啡色的。

The desk is brown.

我不喜欢蓝色。

I do not like blue.

我不喜欢蓝色的书包，
我喜欢黄色的书包。

I do not like the blue backpack.
I like the yellow backpack.

你也喜欢绿色吗？

Do you also like green?

白老师也喜欢白色吗？

Does Teacher BAI also like white?

我也喜欢绿色，
我哥哥也喜欢绿色。

I also like green.
My elder brother also likes green.

白老师不喜欢白色，
她喜欢黑色。

Teacher BAI does not like white.
She likes black.

5

jù
句

xíng
型

liàn
练

xí
习

椅子是咖啡色的。

铅笔、红 → _____。

西瓜、绿 → _____。

香蕉、黄 → _____。

咖啡、咖啡 → _____。



dì shí sān kè tā xǐ huan hóng sè
第十三课 她喜欢红色

jù
句

xíng
型

liàn
练

xí
习

你喜欢蓝色吗?

你、红色 → _____?

你、咖啡色 → _____?

白大卫、白色 → _____?

妈妈、黑色 → _____?

你也喜欢吃葡萄吗?

他、喝可乐 → _____?

李校长、吃西瓜 → _____?

李大中、黄色 → _____?

你、住这里 → _____?

你喜欢不喜欢吃葡萄?

他、黑色 → _____?

王老师、喝咖啡 → _____?

王小文、学中文 → _____?

你、这个书包 → _____?



dì shí sān kè tā xǐ huan hóng sè
第十三课 她喜欢红色



rèn
认

dú
读



zì
字

cí
词



红
色
颜色
蓝
白
黑
咖啡色
有的
黄
绿

hóng
sè
yán sè
lán
bái
hēi
kā fēi sè
yǒu de
huáng
lǜ

red
color
color
blue
white
black
brown
some
yellow
green



xí
习

xiě
写

zì
字



红 hóng
red

ㄥ ㄥ ㄥ ㄥ 红 红

黄 huáng
yellow

一 十 廿 卅 卌 𠂇

昔 𦵏 𦵏 𦵏 𦵏 𦵏

绿 lǜ
green

ㄥ ㄥ ㄥ 𠂇 𠂇 𠂇

𠂇 𠂇 𠂇 𠂇 𠂇 𠂇

色 sè
color

ノ ㄥ ㄥ 𠂇 𠂇 𠂇

Themes

Color, School,
Preferences

Lesson 13

She Likes The Color Red 她喜欢红色

Contents:

你喜欢什么颜色? 我喜欢蓝色。
白玛丽也喜欢蓝色吗? 不, 她不喜欢蓝色。她喜欢红色。
王老师喜欢什么颜色? 她喜欢白色、黑色和咖啡色。
苹果是什么颜色? 有的苹果是红色, 有的苹果是黄色,
有的苹果是绿色。
香蕉是什么颜色? 香蕉是黄色。
草莓是什么颜色? 草莓是红色。
你喜欢什么颜色的葡萄? 我喜欢绿色的葡萄。

Vocabulary:

颜色	yán sè	color	咖啡色	kā fēi sè	brown
蓝	lán	blue	有的	yǒu de	some
色	sè	color	黄	huáng	yellow
红	hóng	red	绿	lǜ	green
黑	hēi	black			

Sentence Structures:

你喜欢什么颜色? 我喜欢__色, __色, 和__色。
What color do you like? I like (color), (color), and (color)
__是什么颜色? __是__色。What color is __? __ is (color).
__也喜欢__色吗? 不, 她不喜欢__色。
Does __ also like (color)? No, she does not like (color).
有的__是__色, 有的__是__色。
Some __ are (color), some __ are (color).

Teaching Objectives:

1. Students learn vocabulary for different colors.
2. Students learn how to express their color preferences.

Points of Inquiry:

1. How do I appreciate the colors that exist in my daily surroundings?
2. What colors are used in different celebrations and occasions?
3. How do people in Chinese and Western cultures feel about different colors?

Socio-Emotional Development:

1. What colors do you like?
2. What emotions do different colors represent?

Language Objectives:

1. Ask and respond to the question “What color do you like?” 你喜欢什么颜色?
我喜欢(color).
2. Ask and respond to the question: “Does __ also like (color)?”
3. Describe various colors in a list pattern. For example: 有的是__色, 有的是__色.

Online Resources:



Online Lesson Story

她喜欢红色 She Likes the Color Red

❖All >3 - 5 min.
www.BetterChinese.com, MFCR 2, Lesson 13, “Lesson Story”



Magical Chinese Characters

Magical Chinese Character: 祝 to wish

❖All >3 - 5 min.
www.BetterChinese.com, MFCR 2, Lesson 13, “Magical Chinese”



Online Story

一片叶子 “A Leaf”

❖All >3 - 5 min.
www.BetterChinese.com, MFCR 2, Lesson 13, “Fun Story”



Online Song/Rhyme

起床啦 “Getting Up”

❖All >3 - 5 min.
www.BetterChinese.com, MFCR 2, Lesson 13, “Song/Rhyme”

Songs & Rhymes:



Song 1 气球飞了 Balloons Fly Away

❖All >10 min.

CD: Sing With Better Chinese, Vol. 1, Song 5

大气球, 小气球, 红气球, 蓝气球, 飞到东, 飞到西, 飞, 飞, 飞到天空里。
Big balloon, small balloon, red balloon, blue balloon, fly to the east, fly to the west, fly fly fly up in the sky.



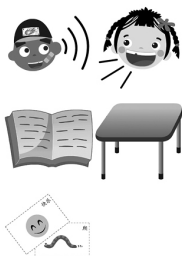
Song 2 小红花 Little Red Flower

❖All >10 min.

CD: Sing With Better Chinese, Vol. 3, Song 22

红橙黄绿青蓝紫, 花儿开得真美丽; 送你一朵小红花, 谢谢你的小红花。
Red, orange, yellow, green, blue, indigo, violet; flowers are blooming beautifully.
Here's a little red flower for you. Thank you for your little red flower.

Games & Activities:



Activity 1 The Color of Fruit

❖All

➤20 min.

Objective: Vocabulary review through a simple interactive exercise.

Supplies:

- MFCW Game cards

Instructions:

1. Place the color cards on the board with Chinese labels (in Pinyin and in Chinese characters).
2. Go over the pronunciation of each color.
3. Place the fruit cards on the board in the same section as the color they belong to.
4. Say “(Fruit) 是__色” and have the class repeat it.
5. After the students seem more familiar with different colors, ask a few students to respond to “你喜欢__色的 (fruit) 吗?” Have students practice asking one another.

Assessment Check In: Students are able to remember the correct pronunciation for some of the vocabulary as well as ask and answer questions with each other.



Activity 2 What Color Is __?

❖All

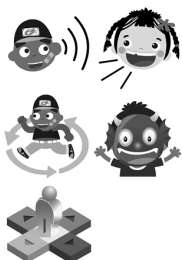
➤20 min.

Objective: Interpersonal communication practice through a simple, collaborative exercise.

Instructions:

1. Go over and explain the following conversation with the students, inserting items and colors in the blanks:
 - A. __是什么颜色? What color is __?
 - B. 有的__是__色, 有的__是__色. Some are __, some are __.
 - A. 你喜欢什么颜色的__? What colored __ do you like?
 - B. 我喜欢__色的__. I like __ colored __.
2. Have the students pair up and go over the conversation together using different items and colors, taking turns being A and B.
3. Have different pairs of students do a presentation of the conversation in front of the class.

Assessment Check In: Students work well together in practicing the sentences and are able to fill in the various blanks.



Activity 3 Drama – Acting Out The Lesson

❖All

➤20 min.

Objective: Develop students' interpersonal communication skills through role play.

Instructions:

1. Act out the lesson by yourself or with a student.
2. Act out the lesson with various students.
3. Invite student volunteers to act out the lesson.
4. Variation: make up/introduce new characters to the skit.

Assessment Check In: Students participate actively and enthusiastically in role play activity and are able to speak clearly with the correct pronunciation.



Activity 4 Reading Challenge

❖All

➤20 min.

Objective: Practice interpretive and presentational communication.

Instructions:

1. Ask for student volunteers to read the “Challenge” and 读一读.
2. Ask students to pair up and practice reading the “Challenge” and 读一读 with each other.
3. When finished, ask the class to read in unison and then ask for volunteers to translate each passage.
4. As homework or an in-class activity, students can modify relevant passages to talk about themselves.

Assessment Check In: Students read the text with accurate character recognition and pronunciation.



Activity 5 Sentence Structure Review

❖All

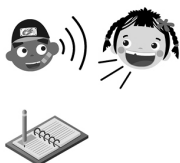
➤15 min.

Objective: Practice lesson sentence structures through a collaborative activity.

Instructions:

1. Have the students pair up and practice the sentence structure patterns.
2. Ask each pair to come up in front of the class and demonstrate their reading of sentence structures.

Assessment Check In: Students are able to create original sentences using the sentence pattern correctly.



Activity 6 Group Sentence Structure Practice

❖6 - 10

➤15 min.

Objective: Practice lesson sentence structures through a collaborative activity.

Instructions:

1. Have the students pair up and practice saying the sentences to each other.
2. Have the pairs come together into groups of four to practice applying these sentences structures.
3. Students take turns speaking while the other 3 team members serve as judges/teachers to listen for accuracy in tone and grammar.
4. Students help one another to write out these sentences in their textbook.

Assessment Check In: Students use sentence structures correctly and are able to provide feedback to each other when they find mistakes.



Activity 7 Treasure Hunt

❖All

➤15 min.

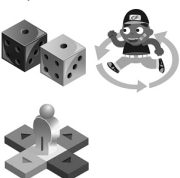
Objective: Review vocabulary with a fun, active and rewarding game.

Supplies:

- Picture representations of various vocabulary students have learned

Instructions:

1. Hide picture cards in different areas (under a chair, behind a desk, etc.)
2. Students try to find as many cards as possible.



3. When all the cards have been found, students can take turns saying, “我有____色的____。”
4. For each sentence the student says correctly with the card he/she finds, a small prize is given.

Assessment Check In: Students actively look for the various “treasures” and are able to name them appropriately.



Activity 8 Hot Pot

❖8 - 12

➤50 min.

Objective: Vocabulary review through a fun and rewarding treat. Introduction to Chinese food and culture.

Supplies:

- Hot Pot
- Paper plates or bowls
- Chopsticks
- Hot Pot Ingredients and Seasoning

Instructions:

1. Talk about what Chinese people do during the New Year: wearing red, placing “对联” on the door, families gathering to eat “hot pot,” etc. Explain that the tradition is similar to Thanksgiving in America.
2. Before cooking the food, ask the students to say the color of each ingredient. For example, red for meat, yellow for 蛋饺, black for soy sauce, etc.
3. Students can practice eating with chopsticks.

Assessment Check In: Students are engaged in the preparation for and consumption of the hot pot meal and name the colors of different foods.



Activity 9 Ask Around

❖10 - 18

➤15 min.

Objective: Allow students to practice listening and speaking skills as well as strengthen their focus and note-taking ability.

Instructions:

1. Ask students to say which colors they like and dislike, using the sentence structure “我喜欢____色，我不喜欢____色。”
2. When the whole class has finished, you can ask questions such as : “____(a student’s name) 喜欢什么颜色?” or “____(a student’s name)喜欢____色吗?” and ask a student to respond. Students should answer in complete sentences.
3. After a few rounds of questions, you can increase the level of difficulty, for example: “喜欢红色的有几个人?” “谁不喜欢蓝色?” etc. Students can raise their hands to answer but must answer in complete sentences. Incomplete sentences do not count.

Assessment Check In: Students are able to answer the question in the complete sentences and remember what their classmates’ preferences.



Activity 10 Finding Colors

❖10 - 18

➤15 min.

Objective: Lesson vocabulary and sentence pattern review through a simple and interactive exercise.

Supplies:

- Word cards

Instructions:

1. Show word cards pertaining to color words and ask students to find things around the room with those colors.
2. Students must then use the sentence structure “我找到了____色的____ (name of object)” to say what they see.
3. Turn the activity into a competition by seeing who finds the most items of each particular color.

Assessment Check In: Students use the correct sentence structures.



Activity 11 I Spy

❖3 - 5

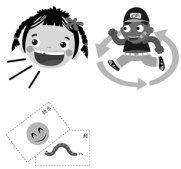
➤10 min.

Objective: Practice vocabulary with a simple interactive game that utilizes existing environment around student.

Instructions:

1. Each student secretly picks out an object and provides his/her classmates clues to guess the object: e.g. 我看见红色的东西。 “I spy something red.”
2. The other students try to identify the right object by asking: “Is it this?” “Is it this book?” “Is it that table?”

Assessment Check In: Students are able to ask and answer each others’ questions correctly.



Activity 12 A Colorful World

❖All

➤10 min.

Objective: Practice vocabulary with a simple, fun activity that utilizes students’ own creations and the surrounding environment.

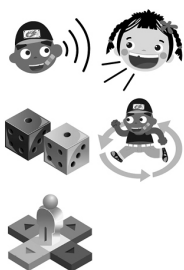
Supplies:

- MFCW game cards
- Colored Glasses made in Arts & Crafts Project 3

Instructions:

1. Students wear the glasses they made in the arts and crafts session and identify objects around the classroom or on their game cards: “I see a red book,” “I see a red dog,” etc.

Assessment Check In: Students find different objects and identify the colors and objects correctly in Chinese.



Activity 13 Big Wind Blows

❖ All

➤ 15 min.

Objective: Engage students with an active game that requires vocabulary recall, speed and quick-thinking.

Supplies:

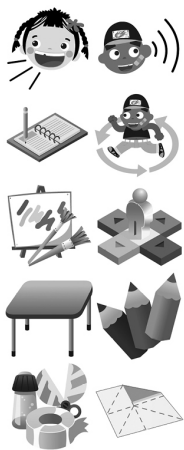
- Chairs or pillows (one less than the number of students in the class)

Instructions:

1. Arrange the chairs or cushions so that they are spread out in a large circle.
2. All but one student should take a seat.
3. The student without a seat stands in the middle and calls out: "大风吹!" ("The Wind Blows!")
4. The rest of the students call back: "吹什么?" ("What does it blow?")
5. The student in the middle makes up a rule and calls out: "吹穿红色的人" ("It blows all those who are wearing red!") or "吹有哥哥的人" ("Everyone who has an older brother!") (Give several examples at the beginning of the game.)
6. All those who match the condition stated have to get up and change seats, while the student in the middle runs to an empty seat.
7. The student left without a seat stands in the middle and repeats the call.

Assessment Check In: Students can correctly understand and say cues and act quickly to steal each others' seats.

Arts & Crafts:



Project 1 Chinese New Year Celebration!

❖ All

➤ 50 min

Supplies:

- Activity template
- Construction paper
- Scissors
- Red envelopes
- Chinese calligraphy brush, ink, and paper.
- Traditional Chinese New Year treats and candies

Pretend it is the New Year's Festival and teach the class some Chinese New Year traditions. Share some snacks/treats with the class.

Instructions:

1. Divide the class into 3 sections and have them rotate after a certain period of time:
 - a. One section makes 春 by folding a piece of red paper in half and cutting half a 春 to make one whole character after unfolding the paper.
 - b. Another section eats Chinese treats and candies, hears the story of the "Year" monster, and learns the importance and symbolism of the color red.
 - c. Another section practices writing Chinese calligraphy.

If you're the only instructor, the class can be split into three 10~15 minute sessions to cover these activities.

2. At the end, hand out a red envelope to each student and have everyone say, "恭喜发财, 万事如意," before receiving the red envelope.



■ Project 2 Rainbow Drawing

❖All

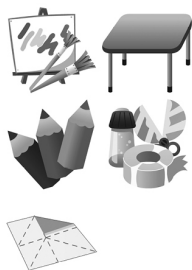
➤10 min.

Supplies:

- Drawing paper
- Colored pencils, markers or crayons

Instructions:

1. Draw a rainbow.
2. Practice reciting all the colors of the rainbow in Chinese to the teacher and other students.



■ Project 3 Colored Glasses

❖5 - 10

➤25 min.

Supplies:

- Colored cellophane
- Rubber bands
- Glue or tape or stapler
- Activity template
- Scissors
- Construction paper

Instructions:

1. Use template to trace glasses shape onto a piece of cardboard.
2. Cut out the glasses frame.
3. Cut out the glasses “lens” from a sheet of colored cellophane (each student should make different colored glasses if possible).
4. Glue cellophane lenses onto the frame and attach rubber bands as shown.

Homework:

■ Assignment 1

❖All

Practice asking and responding to “What color do you like?” and “Does ____ also like (color)?” with a friend or family member.

■ Assignment 2

❖All

Practice asking and responding to the short conversation in Activity #2 with a friend, family member, teacher, etc.

■ Assignment 3

❖All

Read MFCR V2 L13 “I like the color red” to your parents, toys or pet, acting as different roles/characters.

■ Assignment 4

❖All

MFCR V2 Workbook A L13 Vocabulary Practice 生字练习 and Workbook B L13 Practices 练习.

■ Assignment 5

❖All

Practice singing the nursery rhyme to your parents, toys, or pet.

Extended Learning:

■ Making Connections and Comparisons: Let's Discuss!

Engage your students in the following discussion questions to help them think about culture, Chinese language and the world around them. Modify the questions based on your students' age and interest; discussions can be held in English or Chinese.

1. What emotions do different colors represent?
2. What colors are used in different celebrations and occasions?
3. How do people in Chinese and Western cultures feel about different colors?

■ Cultural Spotlight on China

Colors in Chinese culture symbolize different things than they do in Western culture. Red is an auspicious color, symbolizing good luck and prosperity. Red is used in weddings, at birthdays, and is found everywhere during Chinese New Year celebrations. Gold is the traditional color of the Emperor, symbolizing royalty and wealth. White is the color of mourning and is worn at funerals.

■ Additional Vocabulary

Students may be interested in the following list of additional related vocabulary/phrases:

• 白色	white
• 棕色	brown [alternate name used in some Chinese-speaking communities]
• 紫色	purple
• 粉色	pink
• 灰色	grey
• 橙色	orange
• 深色	dark color
• 浅色	light color
• 米色	tan, beige
• 花色	multi-colored



dì shí sān kè tā xǐ huan hóng sè
第十三课 他喜欢红色

xiě yì xiě bù shǒu
写一写部首



纟

sī

silk

纟

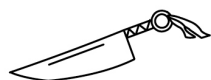
纟

纟

纟

纟

纟



刀

刀

刀

dāo

knife, blade

刀

刀

刀

刀

刀





dì shí sān kè tā xǐ huan hóng sè
第十三课 他喜欢红色

xiě yì xiě dú yì dú
写一写，读一读



New Words 生字	Radicals 部首	Write the characters 写一写						Read aloud 读一读
hóng	sī	hóng						hóng sè
红	纟	红						红色
huáng	bā	huáng						huáng sè
黄	八	黄						黄色
lǜ	sī	lǜ						lǜ sè
绿	纟	绿						绿色
sè	sè	sè						yán sè
色	色	色						颜色

2

jiā zhǎng yì jiàn
家长意见:
Parent's Comment:

qiān míng

签名:

Signature: _____



dì shí sān kè
第十三课

tā xǐ huan hóng sè
他喜欢红色



dú yì dú huà yí huà
读一读，画一画



Read the sentences and color the objects on the right accordingly.

红色的苹果
黄色的香蕉
绿色的西瓜
黑色的书包
蓝色的本子
白色的橡皮

1

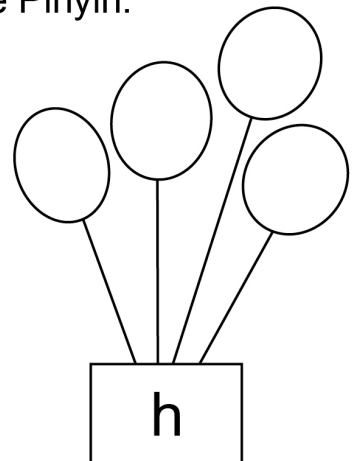
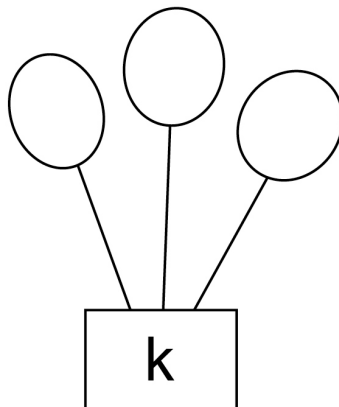
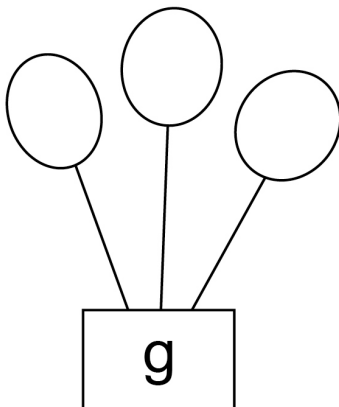


dú yì dú tián yì tián
读一读，填一填



Read the characters out loud, then group them with the same initial sounds and write them on the balloons. You may use Pinyin.

红 公
黄 咖
可 黑
国 哥
渴 号





dì shí sān kè tā xǐ huan hóng sè
第十三课 他喜欢红色

三

tián yì tián
填一填



Fill in the blanks with the appropriate words.

红色 颜色 绿色 黄色 白色

1. 草莓不是蓝色的，草莓是_____的。
2. 王老师喜欢_____。(white)
3. 苹果有什么_____的？
4. 香蕉是_____的，香蕉也有_____的。

2

四

dú yì dú lián yì lián
读一读，连一连



Match the questions to the right answers.

你喜欢吃什么水果？

不，她不喜欢红色。

他喜欢什么颜色？

我喜欢吃草莓。

香蕉是什么颜色的？

我不喜欢吃苹果。

你喜欢不喜欢吃苹果？

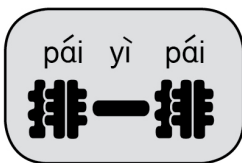
他喜欢红色。

她也喜欢红色吗？

香蕉是黄色的。



dì shí sān kè tā xǐ huan hóng sè
第十三课 他喜欢红色



Write sentences from the given characters according to the icons.

Ex. ● 1、他 2、喜欢 3、蓝色 4、不

😊 他喜欢蓝色。

😞 他不喜欢蓝色。

❓ 他喜欢不喜欢蓝色？

● 1、王小文 2、喜欢 3、吃 4、西瓜 5、不



● 1、喜欢 2、姐姐 3、不 4、红色



● 1、不 2、喜欢 3、喝 4、果汁 5、李校长



● 1、喜欢 2、她 3、绿色 4、葡萄 5、的 6、不



姓名: _____

班级: _____

日期: _____

Worksheet A 句型练习

Complete the sentence in the correct pattern.

你也喜欢红色吗?

1. 你妈妈, 喝果汁 ⇨ _____。

2. 她妹妹, 黄色 ⇨ _____。

3. 李大中, 吃苹果 ⇨ _____。

4. 他姐姐, 绿色 ⇨ _____。

5. 王老师, 吃水饺 ⇨ _____。

6. 王小文, 学华语 ⇨ _____。

7. _____。

8. _____。

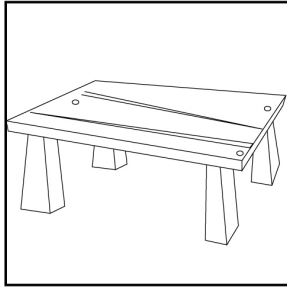
姓名: _____

班级: _____

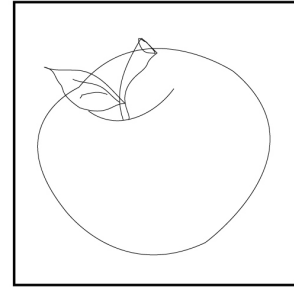
日期: _____

Worksheet B 识字练习

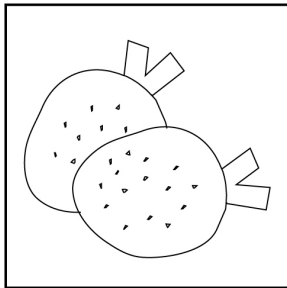
Color each picture according to the instructions.



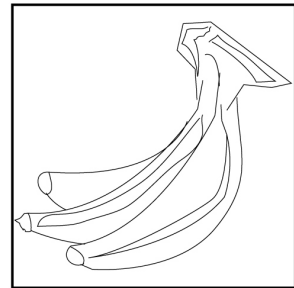
咖啡色的桌子



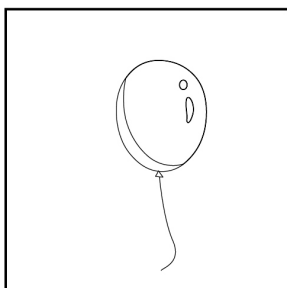
绿色的苹果



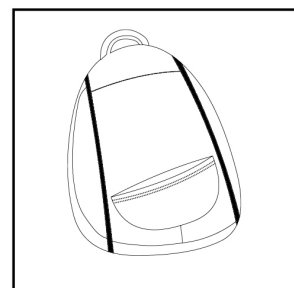
红色的草莓



黄色的香蕉



红色的气球



蓝色的书包

姓名: _____

班级: _____

日期: _____

Worksheet C 语法练习

Rearrange the words/phrases to form a sentence.

1. 喜欢, 红色的, 书包, 你, 吗⇒

_____?

2. 王老师, 绿色的, 喜欢, 苹果⇒

_____。

3. 草莓, 颜色, 什么, 是⇒

_____?

4. 苹果, 什么, 都, 颜色, 有⇒

_____?

5. 妹妹, 绿色的, 不喜欢, 葡萄⇒

_____。

6. 咖啡色, 教室里, 桌子, 的, 有⇒

_____。

7. 果汁, 想, 喝, 什么, 你⇒

_____?

姓名: _____

班级: _____

日期: _____

Worksheet D 口语练习

Tell us what you think!

1. 你喜欢什么颜色?

2. 你的书包是什么颜色的?

3. 有三种颜色的苹果, 红色的、黄色的、绿色的, 你喜欢哪一种?

4. 你的爸爸和妈妈都喜欢什么颜色?

5. 西瓜汁和橘子汁, 你喜欢哪一个?

6. 你的同学有喜欢咖啡色的吗?

姓名: _____

班级: _____

日期: _____

Worksheet E 阅读练习

Read the passage and answer the questions.

白美丽一家有六个人，爸爸、妈妈、哥哥、姐姐、弟弟和她。爸爸喜欢吃三明治，喝咖啡；妈妈喜欢吃水果，喝果汁。妈妈最喜欢的颜色是红色。哥哥喜欢吃汉堡，他喜欢黑色，他的书包和自行车都是黑色的。妹妹和妈妈一样，也喜欢红色，她喜欢红色的草莓和红色的苹果。白美丽不喜欢红色，她喜欢蓝色和绿色，她的书包都是蓝色的，她喜欢吃绿色的葡萄。

Q1.谁和谁都喜欢红色？

- A.白美丽和妈妈 B.妈妈和妹妹 C.妈妈和姐姐

Q2.白美丽喜欢什么颜色？

- A.黑色 B.红色 C.绿色

Q3.谁的书包是黑色的？

- A.哥哥 B.姐姐 C.弟弟

Q4.白美丽一家有几个人？

- A.五个人 B.六个人 C.七个人

姓名: _____

班级: _____

日期: _____

Worksheet F 词语练习

Combine the words in the box to make phrases.

颜	喜	果	书	的
欢	色	有	子	水
字	公	红	汁	快
铅	包	天	可	今
乐	名	笔	园	本

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

dì èr shí wǔ kè tā men zài nǎ lǐ
第二十五课 它们在哪里？





dì èr shí wǔ kè tā men zài nǎ lǐ
第二十五课 它们在哪里？



本子在哪里？

本子在桌子上面。^{miàn}

书包在哪里？

书包在椅子下面。^{miàn}

2



苹果在哪里？

苹果在冰箱里面。^{bīng xiāng lǐ miàn}

西瓜在哪里？

西瓜在冰箱外面。^{bīng xiāng wài miàn}



lǎo shǔ
小老鼠在哪里？

lǎo shǔ diàn nǎo qián miàn
小老鼠在电脑前面。

小猫在哪里？

diàn nǎo hòu miàn
小猫在电脑后面。



dì èr shí wǔ kè tā men zài nǎ lǐ
第二十五课 它们在哪里？

ér

gē

píng
平 板 歌

píng píng píng píng
平 板 平 板，平 平 板 板；

zhèng zhèng fǎn fǎn
正 正 反 反，里 里 外 外；

上 上 下 下，左 左 右 右；

前 前 后 后。

gū lu gū lu chuí gū lu gū lu chā
轱 辘 轱 辘 锤，轱 辘 轱 辘 叉；

gū lu gū lu
轱 辘 轱 辘 一个，轱 辘 轱 辘 仨。

jué chū shèng fù
决 出 胜 负 再 回 家。

3

shì
试

shì
试

kàn
看

Challenge

上面是书，下面是铅笔，
桌子的上上下下都有文具；
里面是苹果，外面是西瓜，
冰箱的里里外外都有水果；
前面是小猫，后面是小狗，
电视机的前前后后都有小动物。

生词：New Words 文具：stationery



dì èr shí wǔ kè
第二十五课

tā men zài nǎ lǐ
它们在哪里？

dú
读

yì

dú
读

chūn

春天在哪里？

chūn

春天在哪里？

chūn

春天在我们的眼睛里，

kàn kàn huā kàn cǎo
看见红的花，看见绿的草，

hái chàng gē bù gǔ
还有会唱歌的布谷鸟。

4

生词：New Words

春天：Spring 看见：to see 唱歌：to sing a song

布谷：cuckoo bird 花：flower 草：grass 还：also, still

jù
句

xíng
型

...在哪里？

本子在哪里？

Where is the notebook?

小狗在哪里？

Where is the puppy?

它们在哪里？

Where are they?

本子在桌子上面。

The notebook is on the desk.

小狗在椅子下面。

The puppy is under the chair.

它们在汽车里面。

They are in the car.



jù

句

xíng

型

liàn

练

xí

习

在桌子上面有一个本子。

椅子、下面、书包 → _____。

冰箱、里面、香蕉 → _____。

沙发、后面、篮球 → _____。

我家、前面、公园 → _____。

书包在椅子下面吗？

西瓜、冰箱、外面 → _____？

小狗、汽车、里面 → _____？

妹妹、门、外 → _____？

电脑前面是什么？

学校、后面 → _____？

本子、上面 → _____？

冰箱、外面 → _____？

桌子、下面 → _____？



dì èr shí wǔ kè tā men zài nǎ lǐ
第二十五课 它们在哪里？



它们
上面
下面
里面
外面
前面
后面
冰箱
老鼠
电脑

tā men
shàng miàn
xià miàn
lǐ miàn
wài miàn
qián miàn
hòu miàn
bīng xiāng
lǎo shǔ
diàn nǎo

[plural form of it]
on top, above
under, below
inside
outside
in front of
behind
refrigerator
mouse, rat
computer

6



后 hòu
back

一 厂 尸 斤 后 后

面 miàn
side

一 丿 冂 冂 而 而 而 面 面

外 wài
outside

丿 夕 夕 外 外

鼠 shǔ
mouse,
rat

丿 亠 𠂆 𠂆 𠂆 𠂆 𠂆 𠂆 𠂆
𠂆 𠂆 𠂆 𠂆 𠂆 𠂆 𠂆 𠂆

Theme

Positions

Lesson 25

Where Are They? 他们在哪里?

Contents:

本子在哪里?
本子本在桌子上面。
书包在哪里? 书包在椅子下面。
苹果在哪里? 苹果在冰箱里面。
西瓜在哪里? 西瓜在冰箱外面。
小老鼠在哪里? 小老鼠在电脑前面。
小猫在哪里? 小猫在电脑后面。

Vocabulary:

它们	tā men	[plural form of it]	里面	lǐ miàn	inside
上面	shàng miàn	above	前面	qián miàn	in front of
下面	xià miàn	below	后面	hòu miàn	behind
外面	wài miàn	outside	老鼠	lǎo shǔ	mouse
冰箱	bīng xiāng	refrigerator	电脑	diàn nǎo	computer

Sentence Structures:

你_____在哪里? Where is _____?
_____在_____的上/下/外/里/前/后面
_____ is above/below/outside/inside/in front of/behind _____

Teaching Objectives:

Students can describe positioning of various objects.

Points of Inquiry:

1. What are the functions of the objects in your classroom?
2. Why are they placed where they are?

Socio-Emotional Development:

Where are you in relation to the objects placed around you?

Language Objectives:

1. Become familiar with grammar structure used to find and identify locations.
2. Review & learn more object names and use them in sentences involving locations
3. Formulate the sentence: _____ is (location) of _____. _____在_____的上/下/外/里/前/后面.

Online Resources:



■ Online Lesson Story

他们在哪里? Where Are They?

❖All >3 - 5 min.

www.BetterChinese.com, MFCR 3, Lesson 25, "Lesson Story"



■ Magical Chinese Characters

Magical Chinese Character 一 二 三
one two three

❖All >3 - 5 min.

www.BetterChinese.com, MFCR 3, Lesson 25, "Magical Chinese"



■ Online Story

三个富翁 "Three Men of Wealth"

❖All >3 - 5 min.

www.BetterChinese.com, MFCR 3, Lesson 25, "Fun Story"



■ Online Song/Rhyme

茉莉花 "Jasmine"

❖All >3 - 5 min.

www.BetterChinese.com, MFCR 3, Lesson 25, "Song/Rhyme"

Games & Activities:



■ Activity 1 Where?

❖5 - 12 >15 min.

Objective: Review lesson vocabulary with a simple and interactive exercise.

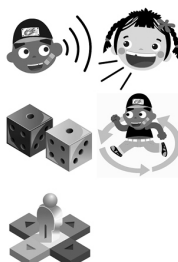
Supplies:

- Puppets or stuffed animals
- Word cards

Instructions:

1. Review the phrase "在哪里 (Where)?" and teach students the position words, one pair at a time (for example: above/below, outside/inside, in front of/behind).
2. After teaching each location pair, review the concept by asking "____在哪里" by holding the stuffed animal at a certain location relative to yourself. For example, hold the toy above your head and ask "____在哪里?"
3. Students reply by saying "____在 (position)____."
4. After going through all the locations by using the stuffed animal relative to yourself, become creative and take the stuffed animal to different locations relative to a particular student or other objects.

Assessment Check In: Students answer the question with the correct position word.



■ Activity 2 Opposite Positions

❖5 - 12 >25 min.

Objective: Review lesson vocabulary with a simple and interactive exercise.

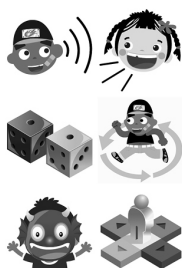
Supplies:

- Puppets or stuffed animals
- Word cards

Instructions:

1. Make a short sentence “___在___的 (location)” and place the stuffed animal relative to another object. Place the stuffed animal at the opposite position and have a student volunteer make the sentence.
2. After a few practices, pick students to say and respond to sentences and even have student volunteers place the stuffed animal in different positions.
3. Students can then use their own stuffed animal, pair up with someone, show and say their own position for the stuffed animal, and ask their partner to say the opposite phrase. The student that cannot respond with the opposite position phrase is out and the winners find a new partner with whom to compete. You can continue until you have a final winner.

Assessment Check In: Students fill in the blanks with the correct position word and cooperate well with each other while prompting each other for different position sentences.



Activity 3 Where is ____?

❖5 - 12

➤25 min.

Objective: Review lesson vocabulary with a simple and interactive exercise.

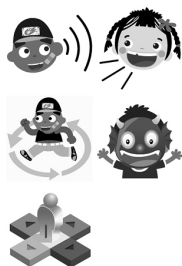
Supplies:

- Puppets or stuffed animals
- Word cards
- Various objects (simple classroom items will do) located at different “stations” in the classroom

Instructions:

1. Teach the set phrase “___在哪里?” and the proper response “在___的” + location.
2. Do Step #1’s Q & A several times. Have the class answer first in unison and then ask a few student volunteers to respond. Pick a few students to practice.
3. Separate the class into 3 groups and assign them to three stations where students can then pair up within the groups and practice asking and responding to the question as a pair, while the rest of the group members listen and help the pair ask and answer questions to the best of their abilities.
4. Go around to each station to listen to each pair ask and answer questions and then have all the pairs switch roles and practice again.
5. When you say “Please move to the next station/请到下一站!” students go to the next station and find a new partner and practice using the new objects in the new station. Repeat this process until all the groups visit each station.

Assessment Check In: Students answer the question with the correct position word and work together to help each other fill in the blanks in the sentence.



Activity 4 Drama – Acting Out The Lesson

❖6 - 10

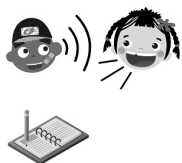
➤20 min

Objective: Develop students’ interpersonal communication skills through role-play.

Instructions:

1. Act out the lesson by yourself or with a student.
2. Act out the lesson with various students.
3. Invite student volunteers to act out the lesson.
4. Variation: make up/introduce new characters to the skit.

Assessment Check In: Students participate actively and enthusiastically in role play activity and are able to speak clearly with the correct pronunciation.



■ **Activity 5 Group Sentence Structure Practice** ❖6 - 10 ➤15 min.

Objective: Practice lesson sentence structures through a collaborative activity and develop students' ability to give constructive feedback and help one another.

Instructions:

1. Have the students pair up and practice saying the sentences to each other.
2. Have the pairs come together into groups of four to practice applying these sentences structures.
3. Students take turns speaking while the other 3 team members serve as judges/ teachers to listen for accuracy in tone and grammar.
4. Students help one another to write out these sentences in their textbook.

Assessment Check In: Students use sentence structures correctly and are able to provide feedback to each other when they find mistakes.



■ **Activity 6 Reading Challenge** ❖6 - 10 ➤20 min.

Objective: Practice interpretive and presentational communication.

Instructions:

1. Ask for student volunteers to read the "Challenge" and 读一读.
2. Ask students to pair up and practice reading the "Challenge" and 读一读 with each other.
3. When finished, ask the class to read in unison and then ask for volunteers to translate each passage.
4. As homework or an in-class activity, students can modify relevant passages to talk about themselves.

Assessment Check In: Students read the text with accurate character recognition and pronunciation.



■ **Activity 7 Sentence Structure Practice** ❖6 - 10 ➤15 min.

Objective: Practice lesson sentence structures through a collaborative activity.

Instructions:

1. Have the students pair up and practice the sentence structure patterns.
2. Ask each pair to come up in front of the class and demonstrate their reading of sentence structures.

Assessment Check In: Students are able to create original sentences using the sentence pattern correctly.



■ **Activity 8 Nursery Rhyme** ❖All ➤30 - 45 min.

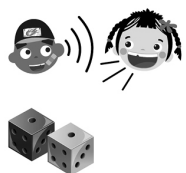
Objective: Use rhyme and repetition to help students master vocabulary in a fun and competitive game.



Instructions:

1. Teach the class how to read the nursery rhyme on the third page of Lesson 25 and explain the meaning by teaching the class the gestures for the rhyme (If you do not know the gestures you can create them. The main point is that the gulugulu portion of the rhyme is actually “rock, paper, scissors”).
2. As students become more familiar with the rhyme and gestures, have them form two groups, lining up and facing each other; the first two can play “rock, paper, scissors” while the entire class chants the rhyme in unison. The winner remains but goes to the end of their line and the loser goes to the side but still continues to chant the rhyme.
3. As the game continues the last student remaining wins a small prize.

Assessment Check In: Students are able to learn the rhyme and do the right gestures.



Activity 9 Vocabulary Contest

❖5 - 18

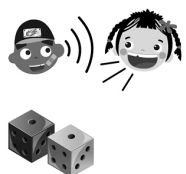
➤20 min.

Objective: Review vocabulary words learned in past lessons.

Instructions:

1. Divide the class into even-numbered groups. Each round is played with two small groups competing.
2. When you announce that the game will begin, the first person in the first group must immediately use English to say a word, (for example: television). The first person in the second group must quickly say the corresponding word in Chinese: “电视”. If the word is said incorrectly or not fast enough, 1 point is deducted from that group. The English words chosen must be words where the corresponding Chinese words have been taught and learned, otherwise 1 point will be deducted.
3. In the end, whichever group has the least number of points deducted wins. Start the game with 50 points for each group.

Assessment Check In: Students think of vocabulary words they have learned and are able to say them correctly in Chinese.



Activity 10 Detective

❖5 - 18

➤20 min.

Objective: Review old concepts and reinforce new content through a game requiring logical thinking skills and being a persuasive member of a group.

Instructions:

1. Write out numbers on small slips of paper, one for each student.
2. Each student randomly chooses a number and keeps it a secret. The person who chose number 1 is the detective, number 4 is the thief, and number 6 is the witness. You are the Narrator and must facilitate the game.
3. Ask the class to sit quietly and close their eyes. Ask the thief (number 4) and witness (number 6) only to open their eyes and acknowledge one another.
4. After they have done so, ask them to close their eyes again and then have everyone open their eyes together as a group.
5. The detective and the witness identify themselves, and the detective asks the

witness questions to try to find the thief. The detective can only use yes or no “是或不是” questions to ask the witness, for example: “她是不是女生? 他是不是穿红色的衣服? 他是不是坐在教室的前面? 他是不是坐在你的后面?” until he/she guesses who the thief is. The person who can find the thief with the least number of questions will win the Super Detective award “神探奖”.

6. A variant of this game known as “Mafia” to some students is one in which there is no witness.
 - a. The detective should not immediately reveal who they are and all students are able to discuss their ideas about who is the thief and vote on whether or not a person is the thief while that person can defend themselves. If they are correct, the thief loses the game. If they are not, they can discuss some more or “go to sleep” by closing their eyes during a night-time period.
 - b. During this time the thief can choose to “rob” someone by letting the Narrator know by pointing to that person. After they have done so, the Narrator can give the Detective the chance to open their eyes alone and point to who they think is the thief by pointing to that person. If the Detective is right, the thief loses and the game ends. If not, the game continues and the Narrator lets everyone know who has been robbed. That person must then sit out of the game and not say anything to anyone else.
 - c. The game proceeds until either everyone has been robbed, or the Thief is caught. If the Detective is robbed by the thief, the rest of the students must go on without having a Detective be able to guess during each night-time period. As the Narrator you have to continue pretending that the Detective is being invited to guess during that time, however. The thief should pretend as though they are also one of the regular people during any discussions.
 - d. Encourage students to use Chinese to ask each other questions and express their thoughts on who might be the thief.
7. There is an additional variant of this game in which there are two thieves and they are able to team up and secretly signal to each other who they would like to rob next.
 - a. When night comes, the Narrator must ask the thieves who also have their eyes closed who they have decided to rob – this can be done by asking them each person’s name and seeing if they raise their hands together at the right time.
 - b. If so, they have managed to successfully rob that person, if they don’t raise their hands at the same person’s name, they must wait until the next round.

Assessment Check In: Students are able to play the game and ask each other questions in Chinese.



Activity 11 What Position?

❖ 5 - 10

➤ 10 min.

Objective: Review lesson vocabulary with a simple and interactive exercise.

Instructions:

1. Place a small object in different positions around the table and have the students say aloud the position of the object relative to the table (up/above, down/below, inside, outside, etc.)

Assessment Check In: Students describe positions correctly.

Arts & Crafts:



■ Project 1 My Room

❖8 - 12

➤ 60 min.

Supplies:

- Colored pencils, markers or crayons
- Play-doh or modeling clay or plasticine
- Cardboard or posterboard
- Construction paper
- Glue, tape or stapler
- Scissors

Instructions:

1. Help students make a model of and write about their room at home.
 2. Ask them to write where 5 objects are relative to their bed.
 3. Have students present their model and report to family, friends, classmates, etc..
- Other variations: My living room, my study room, my refrigerator, etc.

Homework:

■ Assignment 1

❖10 - 14

Practice saying “___在___的 (location)” with a friend or family member.

■ Assignment 2

❖10 - 14

Practice the exercises in MFCR V3 L25 p3-5 with a friend, family member, teacher, etc.

■ Assignment 3

❖10 - 14

Read MFCR V3 L25 “Where are they” to your parents, by yourself, or with a friend, acting as different roles/characters.

■ Assignment 4

❖10 - 14

MFCR V3 Workbook A L25 Vocabulary Practice 生字练习 & Workbook B L25 Practices 练习.

■ Assignment 5

❖10 - 14

Share your room report with your family, friend, classmate, etc.

Extended Learning:

■ Making Connections and Comparisons: Let's Discuss!

Engage your students in the following discussion questions to help them think about culture, Chinese language and the world around them. Modify the questions based on your students' age and interest; discussions can be held in English or Chinese.

1. What's in the classroom? Where are they placed?
2. Do you tidy up your room? Describe the location of the objects in your room.
3. What kinds of food do you usually have in the refrigerator at your home? Where do you put them?

■ Cultural Spotlight on China

Square Beijing 方方正正的北京

Beijing is shaped rather like a big square slab of tofu. Everything from the wide boulevards to the narrow alleys run straight north and south and east and west. If you do find a road that is slanting, it will always be specially labeled. For example, "Yandai Crooked Street (烟袋斜街)." Streets and alleys divide Beijing into one square block after another. This grid of blocks not only influences the daily lives of Beijing people, but some people believe that it also influences Beijinger's thoughts!

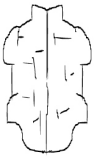
■ Additional Vocabulary

Students may be interested in the following list of additional related vocabulary/phrases:

- | | |
|----------|---------------------------------------|
| • 左面, 左边 | on the left side of, to the left of |
| • 右面, 右边 | on the right side of, to the right of |
| • 电视 | television |
| • 沙发 | sofa, couch |
| • 书桌 | desk |
| • 柜子 | chair |
| • 茶几 | coffee table (tea table) |
| • 微波炉 | microwave oven |
| • 洗衣机 | washing machine |
| • 台灯 | desk lamp |

dì èr shí wǔ kè tā men zài nǎ lǐ
第二十五课 它们在哪里?

xiě yì xiě bù shǒu
写一写部首



卜

卜

卜

卜

卜

卜

卜

bǔ

to predict

卜

卜

卜

卜

卜



鼠

鼠

鼠

鼠

鼠

鼠

shǔ

mouse, rat

鼠

鼠

鼠

鼠

鼠

鼠

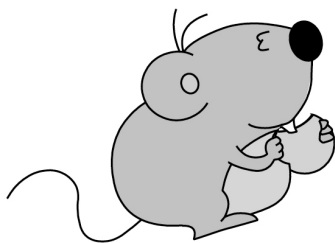
鼠

鼠

鼠

鼠

鼠



xiě yì xiě

dú yì dú

写一写，读一读

Read and Write

New Words 生字	Radicals 部首	Write the characters 写一写						Read aloud 读一读
hòu	piě	hòu						hòu miàn
后	丿	后						后面
miàn	yī	miàn						qián miàn
面	一	面						前面
wài	bǔ	wài						wài miàn
外	卜	外						外面
shǔ	shǔ	shǔ						lǎo shǔ
鼠	鼠	鼠						老鼠

jiā zhǎng yì jiàn

家长意见:

Parent's Comment:

qiān míng

签名:

Signature: _____



dì èr shí wǔ kè

第二十五课

tā men zài nǎ lǐ

它们在哪里?



tián yì tián

填一填



Indicate where the objects are.

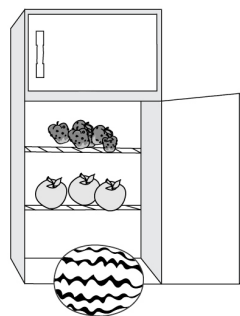
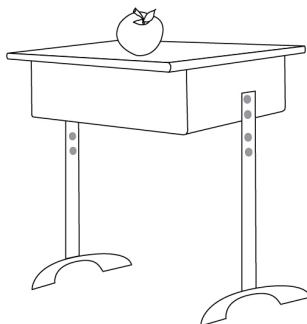
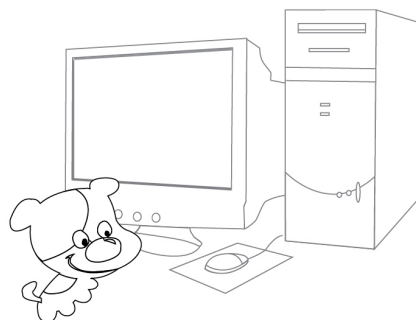
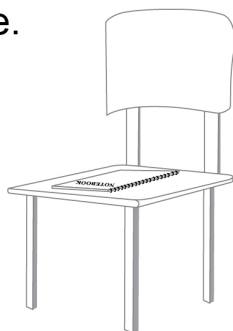
Sentences:

本子在_____子上面,

小狗在_____面,

_____在桌子_____面,

西瓜在_____面。



1



dú yì dú

读一读, 填一填

tián yì tián



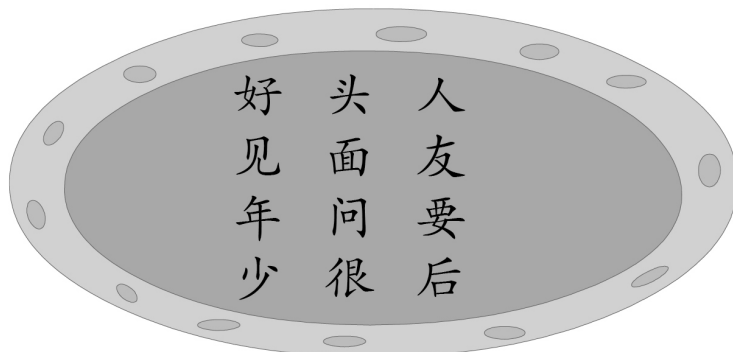
Read the characters out loud, group them with the same ending sounds and write them out.

ao:

ou:

an:

en:





tián yì tián

填一填



Fill in the blanks with the appropriate words.

前面 后面 上面 里面 外面 下面

1. 二楼在三楼的_____，四楼在三楼的_____。

2. 小鱼在水_____游泳。

3. 我坐在王小文的后面，王小文坐在我的_____。

4. 动物的尾巴在身体的_____。

2



lián yì lián

连一连



Match the questions with the right answers.

小老鼠在电脑前吗？

我要坐后面。

小猫在哪里？

是，它在电脑前。

请问去公园怎么走？

一直往前走，左转就到了。

你要坐前面还是后面？

有一个西瓜。

冰箱外面有什么？

小猫在椅子下面。



dì èr shí wǔ kè

第二十五课

tā men zài nǎ lǐ

它们在哪里？



pái yì pái
排一排



Unscramble the sentences.

● a、桌子 b、上面 c、书包 d、在

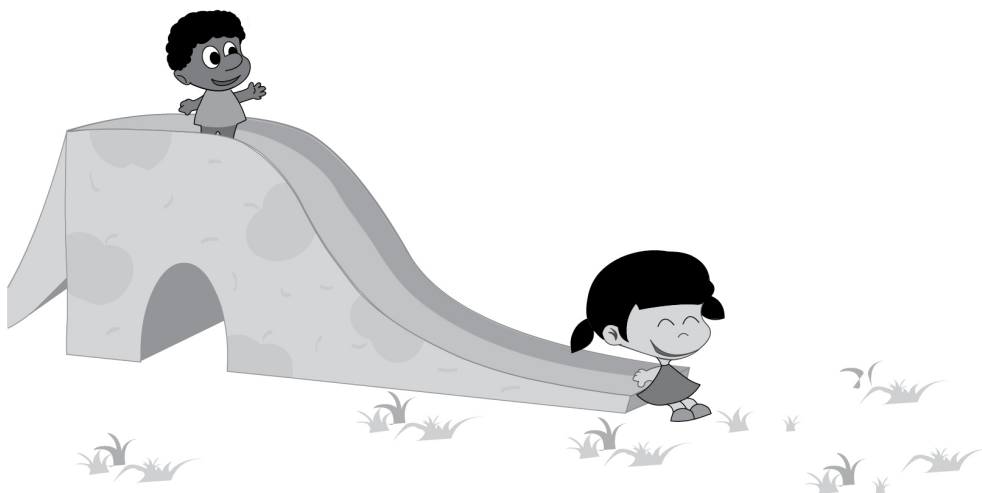
_____。

● a、香蕉 b、冰箱 c、不 d、里面 e、在

_____。

● a、小老鼠 b、书包 c、有没有 d、里面

_____？



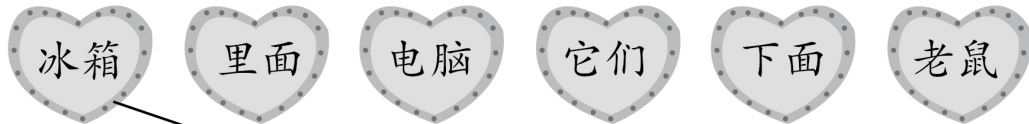
姓名: _____

班级: _____

日期: _____

Worksheet A 识字练习

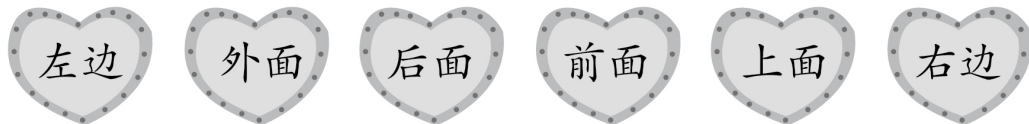
Match the Pinyin with the correct word.



tā men lǎo shǔ bīng xiāng diàn nǎo

wài mian lǐ mian xià mian shàng mian

yòu biān qián mian zuǒ biān hòu mian



姓名: _____

班级: _____ 日期: _____

Worksheet B 识字练习

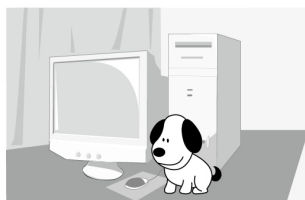
Look at the pictures and use the word bank below to fill in the blanks.

里面	后面	下面	左边
上面	右边	外面	前面



书包在桌子的_____。

小猫在桌子的_____。



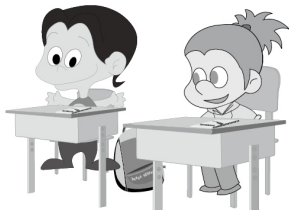
小狗在电脑的_____。

电脑在小狗的_____。



西瓜在冰箱的_____。

小猫在冰箱的_____。



哥哥坐在妹妹的_____。

妹妹坐在哥哥的_____。

姓名: _____

班级: _____

日期: _____

Worksheet C 句型练习

Complete the sentence in the correct pattern.

在自行车前面有一辆汽车。

1. 书包, 里面, 个, 苹果 ⇨ _____。

2. 学校, 后面, 个, 公园 ⇨ _____。

3. 冰箱, 上面, 只, 鸟 ⇨ _____。

4. 我家, 左边, 个, 学校 ⇨ _____。

5. 教室, 前面, 个, 白板 ⇨ _____。

6. 李大中, 右边, 个, 人 ⇨ _____。

7. _____。

8. _____。

姓名: _____

班级: _____

日期: _____

Worksheet D 习字练习

Write one sentence using each vocabulary word.

Example: 我的书包在桌子上面。

1. 上面: _____○

2. 下面: _____○

3. 前面: _____○

4. 后面: _____○

5. 外面: _____○

6. 里面: _____○

7. 左边: _____○

8. 右边: _____○

姓名: _____

班级: _____

日期: _____

Worksheet E 口语练习

What do you see?



Answer the questions.

1. Where is the football?
2. Where is the computer?
3. Where is the kitten?
4. Where is the fruit?
5. Who next to the kitten?

Challenge: What else can you see?

姓名: _____

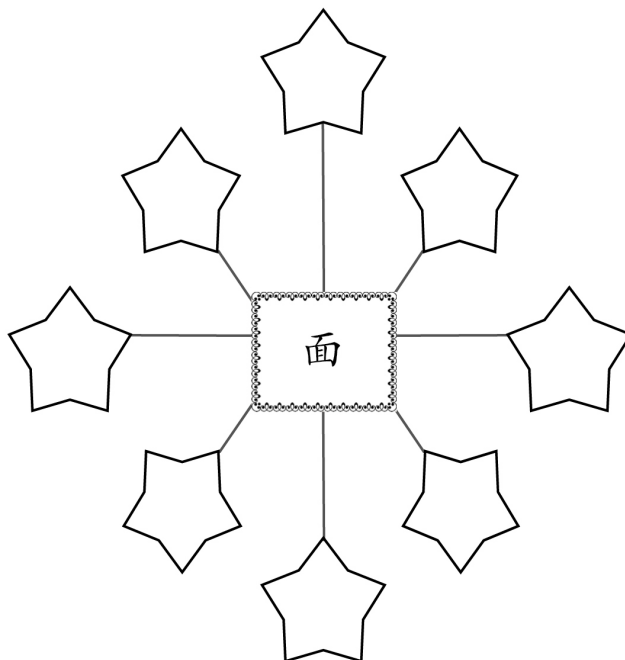
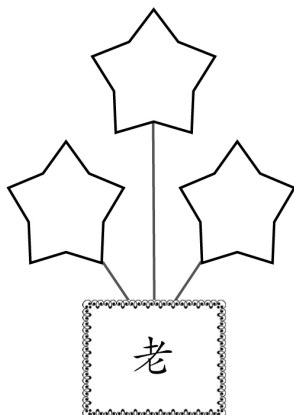
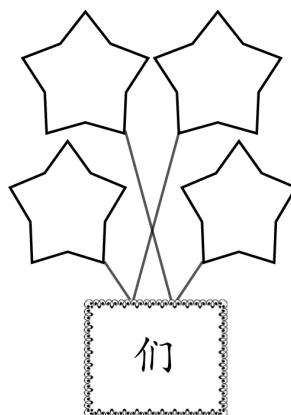
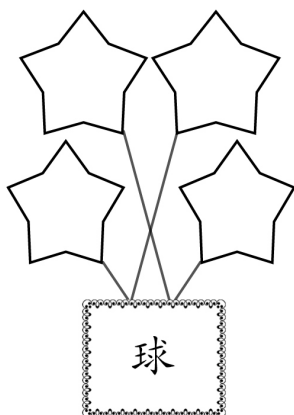
班级: _____

日期: _____

Worksheet F 词语练习

Use characters in the word bank below to help fill the stars with the correct vocabulary words.

她 鼠 后 里 冰 左 外 足 人 右
前 网 我 师 你 上 蓝 它 他 下



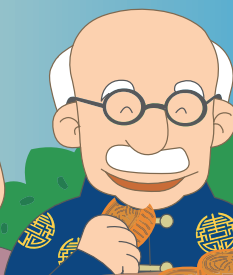
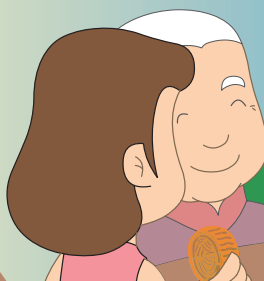
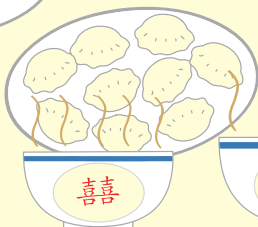
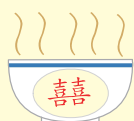
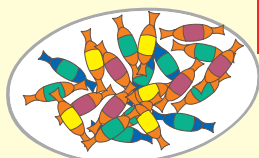
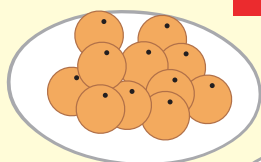
dì sān shí qī kè zhōng guó de jié rì
第三十七课 中国的节日



春满人间福满门



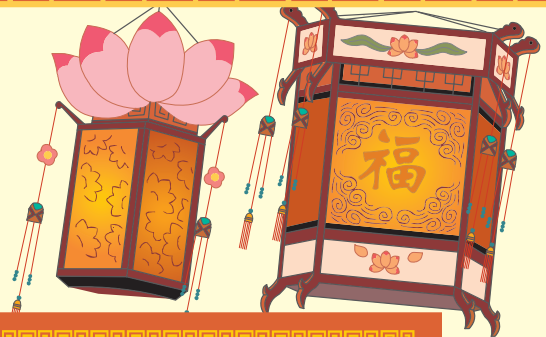
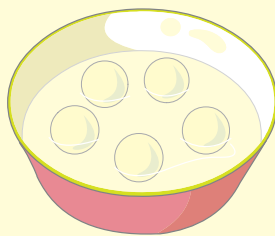
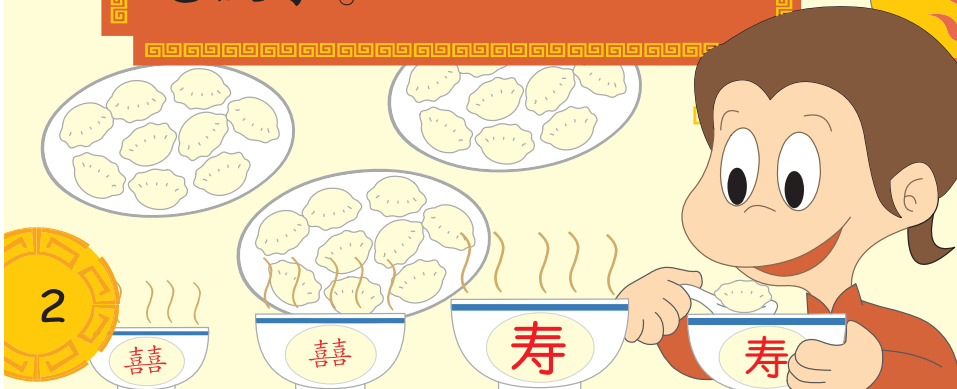
天增岁月人增寿





dì sān shí qī kè zhōng guó de jié rì
第三十七课 中国的节日

nóng lì zhēng yuè chū yī chūn jié
农历正月初一是春节。
guò chūn jié shí hou
过春节的时候，中国人
jiǎo zi
吃饺子。



nóng lì zhēng yuè yuán xiāo jié
农历正月十五是元宵节，
dēng jié guò yuán xiāo jié
也叫灯节。过元宵节的
shí hou tāng yuán
时候，中国人吃汤圆。



dì sān shí qī kè zhōng guó de jié rì
第三十七课 中国的节日

nóng lì chū duān wǔ jié
农历五月初五是端午节。
guò duān wǔ jié shí hou
过端午节的时候，中国人
zòng zi
吃粽子。



nóng lì zhōng qiū jié
农历八月十五是中秋节。
guò zhōng qiū jié shí hou
过中秋节的时候，中国人
yuè bǐng
吃月饼。





dì sān shí qī kè zhōng guó de jié rì 第三十七课 中国的节日

shì

试

shì

试

kàn

看

Challenge

4

今天是二零零八年二月七日。今天是农历正月初一，是春节。春节也叫农历^{xīn}新年，是中国人一年中最^{zhòng yào}重要的节日。过春节的时候，中国人吃饺子，^{fàng biān pào}放^{wǔ}鞭炮，舞狮子。我最喜欢过春节。我还喜欢过元宵节。农历正月十五是元宵节。元宵节也叫灯节。过元宵节的时候，中国人吃汤圆，^{shǎng}赏^{cāi mí}花灯，猜灯谜。汤圆^{tián tián}甜甜的很好吃。

你喜欢过什么节？

生词: New Words

新: new

重要: important

放鞭炮: to set off firecrackers

舞狮子: Lion Dance

赏花灯: to enjoy lanterns

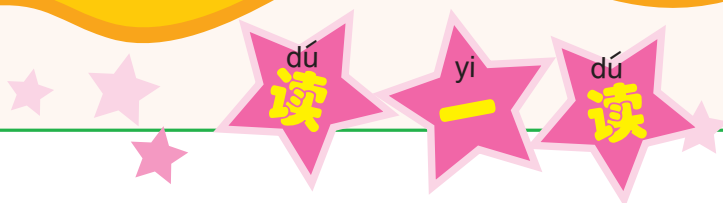
甜: sweet

猜: to guess

谜: riddle



dì sān shí qī kè zhōng guó de jié rì
第三十七课 中国的节日



I Can Read

卖汤圆，卖汤圆，
tián tián 甜甜的汤圆圆又圆。

wǎn 一碗汤圆三块钱，
tián 汤圆不甜不要钱。

卖汤圆，卖汤圆，
mǎn mǎn 满满的汤圆甜又甜。

wǎn 一碗汤圆三块钱，
mǎn 汤圆不满不要钱。

卖汤圆，卖汤圆，
tián tián 圆圆的汤圆甜又甜。

wǎn 一碗汤圆三块钱，
汤圆不圆不要钱。

生词: New Words

碗: bowl

满: full



5



dì sān shí qī kè zhōng guó de jié rì 第三十七课 中国的节日

dú
读

yī
一

dú
读

I Can Read

每条大街小巷，每个人的嘴里，

见面第一句话，就是恭喜恭喜！

恭喜恭喜恭喜你啊，

恭喜恭喜恭喜你！

生词： New Words

6

巷： alley 第一句话： the first sentence 恭喜： congratulations

jù
句

xíng
型

Sentence
Patterns

…的时候…

过春节的时候，中国人吃饺子。

During the Spring Festival, Chinese people eat dumplings.

过元宵节的时候，中国人吃汤圆。

During the Lantern Festival, Chinese people eat sweet glutinous rice balls.

上课的时候，请不要睡觉。

Please do not sleep during class.

下大雪的时候，我们可以不上学。

When it is snowing heavily, we do not have to go to school.



dì sān shí qī kè zhōng guó de jié rì
第三十七课 中国的节日

jù

句

xíng

型

liàn

练

xí

习

过春节的时候，中国人吃饺子。

过端午节、中国人吃粽子



_____ ○

过中秋节、我们吃月饼



_____ ○

吃饭、不要看书 → _____ ○

打网球、要穿球鞋 → _____ ○

7

rèn

认

dú

读

zì

字

cí

词

节日

jié rì

festival

农历

nóng lì

Lunar calendar

正月

zhēng yuè

the first month of
the Lunar year

初一

chū yī

the first day of each month



dì sān shí qī kè zhōng guó de jié rì
第三十七课 中国的节日



春节

chūn jié

Chinese New Year,
Spring Festival

过

guò

to celebrate, pass

时候

shí hou

time, occasion

饺子

jiǎo zi

dumpling

元宵节

yuán xiāo jié

Lantern Festival

灯节

dēng jié

Lantern Festival

汤圆

tāng yuán

sweet glutinous rice ball

端午节

duān wǔ jié

Dragon Boat Festival

粽子

zòng zi

glutinous rice wrapped
in bamboo leaves

中秋节

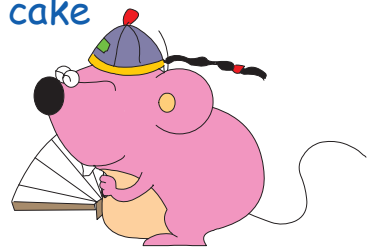
zhōng qiū jié

Moon Festival

月饼

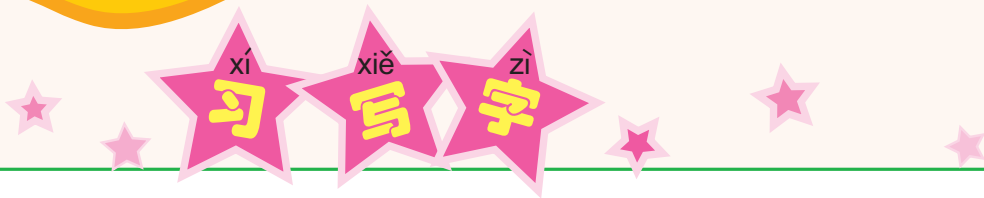
yuè bǐng

moon cake





dì sān shí qī kè zhōng guó de jié rì
第三十七课 中国的节日



灯 dēng
lantern,
light

丶 丶 丶 火 灯 灯

节 jié
festival

一 十 廿 节 节

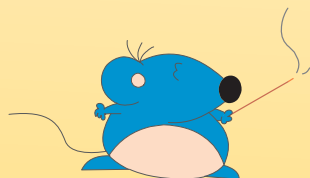
元 yuán
first,
[a monetary unit]

一 二 元 元

正 zhēng
the first
month

一 丁 下 正 正

9



Theme

Chinese Cultures, food

Lesson 37

Chinese Festivals 中国的节日

Contents:

农历正月初一是春节。过春节的时候，中国人吃饺子。
农历正月十五是元宵节，也叫灯节。
过元宵节的时候，中国人吃汤圆。
农历五月初五是端午节。
过端午节的时候，中国人吃粽子。
农历八月十五是中秋节。
过中秋节的时候，中国人吃月饼。

Vocabulary:

时候	shí hou	time, occasion
节日	jié rì	festival
农历	nóng lì	Lunar calendar
正月	zhēng yuè	the first month of the Lunar year
初一	chū yī	the first day of each month
春节	chūn jié	Chinese New Year, the Spring Festival
过	guò	to celebrate, pass
饺子	jiǎo zi	Chinese dumpling
元宵节	yuán xiāo jié	Lantern Festival
灯节	dēng jié	Lantern Festival
汤圆	tāng yuán	sweet glutinous rice ball
端午节	duān wǔ jié	Dragon Boat Festival
粽子	zòng zi	glutinous rice wrapped in bamboo leaves
中秋节	zhōng qiū jié	Moon Festival
月饼	yuè bǐng	moon cake

Sentence Structures:

_____ 的时候 (during _____) 。

Teaching Objectives:

Students learn names of Chinese festivals and their customary foods, practices and history.

Points of Inquiry:

Socio-Emotional Development:

Language Objectives:

1. Why are festivals important to a culture?
2. What are the significances of the different Chinese Festivals?

1. What Chinese festivals do you know?
2. What kinds of festivals do you celebrate in your home?
What are their customary practices and foods?

Be able to make sentences using the phrase: ...的时候...

Online Resources:



Online Lesson Story

中国的节日 Chinese Festivals

❖All ➤3 - 5 min.

www.BetterChinese.com, MFCR 4, Lesson 37, "Lesson Story"



Magical Chinese Characters

Magical Chinese Character 节 festival

❖All ➤3 - 5 min.

www.BetterChinese.com, MFCR 4, Lesson 37, "Magical Chinese"



Online Story

龟兔赛跑 "The Hare and the Tortoise"

❖All ➤3 - 5 min.

www.BetterChinese.com, MFCR 4, Lesson 37, "Fun Story"



Online Song/Rhyme

小小红孩会唱歌
"The Little Red Child Can Sing"

❖All ➤3 - 5 min.

www.BetterChinese.com, MFCR 4, Lesson 37, "Song/Rhyme"

Songs & Rhymes:



❖All ➤3 - 5 min.

一二三, 三二一, 一二三四五六七, 七六五四三二一. (chant together)

春节到, 过春节。 (chant together)

买新衣服穿新鞋。 (chant together)

春节过完什么节? (teacher asks)

春节过完是灯节。 (students respond)

过灯节, 吃什么? (teacher asks)

灯节到, 吃汤圆, (students respond)

全家团团又圆圆。 (chant together)

灯节过完什么节? (teacher asks)

灯节过完是端午。(students respond)
 端午节,做什么?(teacher asks)
 过端午,赛龙舟。(students respond)
 吃完粽子赛龙舟。(chant together)
 端午过完什么节?(teacher asks)
 端午过完是中秋。(students respond)
 中秋节,吃什么?(teacher asks)
 过中秋,吃月饼。(students respond)
 全家赏月真高兴!(chant together)

Games & Activities:



Activity 1 Getting To Know Chinese Festivals

◆5 - 12

➤30 min.

Objective: Expose students to various Chinese festivals and their associated foods and customs.

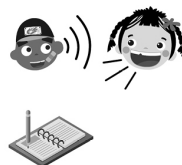
Supplies:

- Pictures of Chinese festivals
- www.BetterChinese.com Chinese festivals stories access or “Chinese Festivals” CD-ROM from Better Chinese

Instructions:

1. Introduce the four Chinese festivals covered in MFCR Lesson 37 and associated customs one by one by using the set phrase: ____节的时候, 中国人_____.
2. Alternatively, you can play one or more stories from the Better Chinese “Chinese Festivals” multimedia resources for your students.
3. Ask for students to share if they are familiar with any of these festivals and if they have experiences celebrating these festivals.
4. Ask students to take out their notebooks and write a sentence about what Chinese people do during each festival.

Assessment Check In: Students are able to remember and retell some interesting things about Chinese festivals and their associated customs.



Activity 2 The Chinese Calendar System ◆8 - 12

➤30 min.

Objective: Introduce students to the Chinese calendar system, teach them some of the differences between the Lunar (Chinese) and Gregorian (Western) systems.

Supplies:

- Better Chinese Calendar or another calendar that displays Chinese calendar dates

Instructions:

1. Show the class how a Chinese calendar looks like, what are some main components to the calendar, and how the dates/months are calculated.
2. Go over the four main Chinese festivals covered in Lesson 37 by showing where each is indicated on the Chinese calendar and by teaching the class when exactly each festival takes place.
3. With each festival shown on the calendar, ask students to take notes in their

- notebooks by jotting down the festival name and the date it takes place on.
- Go over a few more festivals/holidays and tell a few stories about the origin of these festivals.
 - You can also tell students about how Chinese people count age, and that some Chinese people refer to their lunar calendar birthdays as well as/instead of Western calendar birthdays.

Assessment Check In: Students grasp that there are different calendar systems used by different cultures and remember a few key features of the Chinese lunar calendar system.



■ Activity 3 Drama – Acting Out The Lesson ❖6 - 10 ➤20 min.

Objective: Develop students' interpersonal communication skills through role-play.

Instructions:

- Act out the lesson by yourself or with a student.
- Act out the lesson with various students.
- Invite student volunteers to act out the lesson.
- Variation: make up/introduce new characters to the skit.

Assessment Check In: Students participate actively and enthusiastically in role play activity and are able to speak clearly with the correct pronunciation.



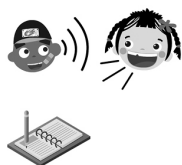
■ Activity 4 Reading Challenge ❖6 - 10 ➤20 min.

Objective: Practice interpretive and presentational communication.

Instructions:

- Ask for student volunteers to read the “Challenge” and 读一读。
- Ask students to pair up and practice reading the “Challenge” and 读一读 with each other.
- When finished, ask the class to read in unison and then ask for volunteers to translate each passage.
- As homework or an in-class activity, students can modify relevant passages to talk about themselves.

Assessment Check In: Students read the text with accurate character recognition and pronunciation.



■ Activity 5 Group Sentence Structure Practice ❖6 - 10 ➤15 min.

Objective: Practice lesson sentence structures through a collaborative activity and develop students' ability to give constructive feedback and help one another.

Instructions:

- Have the students pair up and practice saying the sentences to each other.
- Have the pairs come together into groups of four to practice applying these sentences structures.
- Students take turns speaking while the other 3 team members serve as judges/

- teachers to listen for accuracy in tone and grammar.
- Students help one another to write out these sentences in their textbook.

Assessment Check In: Students use sentence structures correctly and are able to provide feedback to each other when they find mistakes.



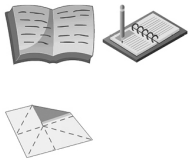
Activity 6 Sentence Structure Practice 6 - 10 ➤ 15 min.

Objective: Practice lesson sentence structures through a collaborative activity.

Instructions:

- Have the students pair up and practice the sentence structure patterns.
- Ask each pair to come up in front of the class and demonstrate their reading of sentence structures.

Assessment Check In: Students are able to create original sentences using the sentence pattern correctly.



Activity 7 Thinking About Festivals ❖ 10 - 18 ➤ 25 min.

Objective: Engage students in thinking about culture and bring in experiences from their own lives as well as their own perspectives.

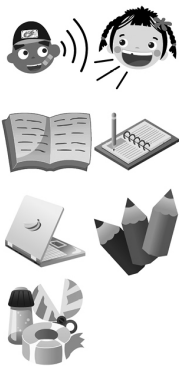
Supplies:

- Activity template

Instructions:

- Have students write about their feelings about holidays using the table in the activity template as a guide.

Assessment Check In: Students fill out the form with their observations and can differentiate between the various Chinese festivals mentioned.



Activity 8 Project - Chinese Festivals Report

❖ 5 - 12 ➤ 60 min.

Objective: Engage students in thinking about culture and bring in experiences from their own lives as well as their own perspectives.

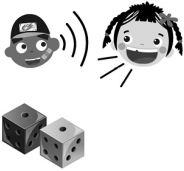
Supplies:

- Colored pencils, markers or crayons
- Drawing paper
- Construction paper
- Glue or tape or stapler

Instructions:

- Talk about the variety of festivals in China and lists out as many as 8 to 10 of them. You can also show them Better Chinese online or CD-ROM stories about “Chinese Festivals.”
- Break the class into 8 to 10 groups and assign each group a Chinese festival to research into and to create a short PowerPoint or poster presentation including when the festival takes place, what are some cultural traditions associated with the festival, what is the origin of the festival and any other interesting facts students find about the festival. The report must also include a few photos showing how the festival is celebrated.

- Students can also create a short PowerPoint or poster presentation about the festivals.
- Students can present their report to the class, friends, or parents.
- Older students can use the internet to do additional research about their cuisine type.



Activity 9 Vocabulary Contest

❖5 - 18

➤20 min.

Objective: Review vocabulary words learned in past lessons.

Instructions:

- Divide the class into even-numbered groups. Each round is played with two small groups competing.
- When you announce that the game will begin, the first person in the first group must immediately use English to say a word, (for example: television). The first person in the second group must quickly say the corresponding word in Chinese: “电视”. If the word is said incorrectly or not fast enough, 1 point is deducted from that group. The English words chosen must be words where the corresponding Chinese words have been taught and learned, otherwise 1 point will be deducted.
- In the end, whichever group has the least number of points deducted wins. Start the game with 50 points for each group.

Assessment Check In: Students think of vocabulary words they have learned and are able to say them correctly in Chinese.

Arts & Crafts:



Project 1 Celebrating Festivals

❖All

➤120 min.

Work together with students to set up a Chinese cultural festival celebration so students can experience a Chinese festivity. Have the students write down what they hear/see/taste/experience on a chart, then turning the chart into a short journal entry.

Supplies:

- Music associated with the festival
- Foods associated with the festival
- Costumes associated with the festival
- Pen/pencil

Instructions:

- Explain the purpose of the project – set up a Chinese cultural festival celebration so students can experience a Chinese festivity. Students then write down what they hear/see/taste/experience on a chart, then turning the chart into a short journal entry.
- With the students, pick an appropriate festival to celebrate, research about what needs to take place, then assign tasks (what to bring, make, which person is in charge of what, etc.) in order to ensure the celebration is successful.
- During the next lesson, devote $\frac{1}{4}$ of the time to set up the celebration, $\frac{1}{2}$ the time to celebrate, then $\frac{1}{4}$ the time for students to collaborate/brainstorm on the chart they're required to fill out.
- As homework, students can go home and write a journal entry about their Chinese cultural celebration experience.

Festival	What you saw		What you thought	How you felt
New Year	Saw			
	Heard			
	Played			
	Ate			
Lantern Festival	Saw			
	Heard			
	Played			
	Ate			
Dragon Boat Festival	Saw			
	Heard			
	Played			
	Ate			
Mid-Autumn Festival	Saw			
	Heard			
	Played			
	Ate			



Project 2 Chinese Paper Cutting

❖ 5 - 12

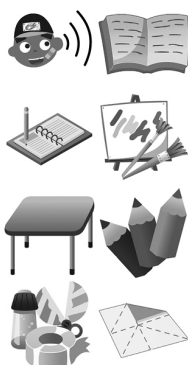
➤ 45 min.

Supplies:

- Activity template
- Drawing paper
- Chinese calligraphy brush sets
- Colored pencils, markers or crayons
- Glue, tape or stapler
- Construction paper
- Scissors

Instructions:

1. Explain to students that paper decorations are a must in celebrating the Chinese New Year Festival.
2. Tell students about the importance of using red and gold for such decorations.
3. Teach the class how to do simple Chinese paper cutting using paper cutting patterns. Students can cut out fish shapes or the Chinese character 春 “Spring”
4. Then, show the class how to use the Chinese calligraphy pen with ink to write a few words or phrases to celebrate the Chinese New Year.
5. Separate the class into two work stations for them to practice and have fun with both activities.



Project 3 Chinese Crafts: New Year Couplets

❖ 5 - 12

➤ 45 min.

Supplies:

- Activity template
- Chinese calligraphy brushes and ink
- Glue, tape or stapler
- Construction paper

- Colored pencils, markers or crayons
- Scissors

Instructions:

1. Using red paper, have students create couplets that they can hang on their own doors at home, or on classroom doors.
2. Teach students some commonly seen couplets and explain to them the meaning of the phrases. Examples: 年年有鱼, 万事如意, 恭喜发财, 吉祥如意, 马到成功, 岁岁平安.
3. Have students write and illustrate their couplets. They can also decorate them with shiny paper - be sure to let them know of the importance of the colors red and gold!
4. If appropriate, you can ask students to use traditional Chinese calligraphy brushes to write their couplets.

Homework:

Assignment 1

❖10 - 14

Practice writing sentences using the sentence pattern “during” 的时候….

Assignment 2

❖10 - 14

Practice the readings and exercises in MFCR V4 L37 p4-7 with a friend, family member, teacher, etc.

Assignment 3

❖10 - 14

Read MFCR V4 L37 “Chinese Festivals” to your parents, by yourself, or with a friend.

Assignment 4

❖10 - 14

MFCR V4 Workbook A L37 Vocabulary Practice 生字练习 & Workbook B L37 Practices 练习.

Assignment 5

❖10 - 14

Make sure you do your part in setting up/getting ready for the cultural celebration and write your journal entry afterwards.

Extended Learning:

Making Connections and Comparisons

◆ Let's Discuss!

Engage your students in the following discussion questions to help them think about culture, Chinese language and the world around them. Modify the questions based on your students' age and interest; discussions can be held in English or Chinese.

1. Briefly explain the holidays in your country with a focus on the holiday you like the most.
2. How are the customs of Chinese holidays the same and different from the holidays in your country?
3. Which Chinese holiday is your favorite? Why?
4. Which Chinese holidays have you celebrated? How did it feel?

◆ Families and Festivals

Students should understand the importance of festivals to the Chinese people. During festivals, especially for the Lunar (Chinese) New Year, the whole family usually spends time together.

◆ Festival Customs and Foods

For different festivals, Chinese people have different customs and traditional foods.

◆ Color Symbolism During Festivals

For Chinese New Year, Chinese people often wear new clothes, usually in bright colors to encourage a good and prosperous upcoming year.

◆ The legend of “年”

“年” was a very scary creature with horns on its head. When Winter turned into Spring, Nian would come out and do terrible things: stealing people’s food, and even eating humans! People were all very afraid of it. Then, people discovered that “年” was scared of the color red, fire, and loud noises.

So before “年” came each year, people put up red banners with blessings, lit bonfires and threw bamboo sticks into the fire so that the noise it made while burning would scare off “年”. After “年” was scared off, everyone celebrated together, shouting: “过年好!”, and would gather to eat good food. This way, after many years, it gradually became China’s most important holiday: the New Year. The New Year is also called “过年”. During this time, the most important thing to do is to 拜年 (visit others with well wishes and gifts) and wish each other “过年好” to express your well wishes for the New Year.

◆ Additional Stories

Please see Better Chinese’s CD-rom or online stories on Chinese Festivals for more information about this holiday and other Chinese festivals.

■ Cultural Spotlight on China

大年夜

大年夜又叫除夕夜，是中国农历十二月（腊月）的最后一夜，也是新年的前夕，是辞旧迎新的重要时刻。大年夜灯火通明，一家老小聚在一起吃年夜饭。到了半夜十二点，屋外鞭炮齐鸣，火树银花，人们喜气洋洋地迎来新的一年。

■ Additional Vocabulary

Students may be interested in the following list of additional related vocabulary/phrases:

• 腊月	the last month of the year (lunar calendar)	• 舞龙	dragon dance
• 新年	new year	• 舞狮	lion dance
• 除夕	new year’s eve	• 灯谜	lattern riddles
• 放鞭炮	to set off firecrackers	• 恭喜	congratulate
• 年夜饭	new year’s eve dinner	• 龙舟	dragon boat



dì sān shí qī kè
第三十七课

zhōng guó de jié rì
中国的节日

写一写部首



山

shān

mountain, hill



山

山

山

写一写，读一读



1

New Words 生字	Radicals 部首	Write the characters 写一写						Read aloud 读一读
dēng	huǒ	dēng						dēng jié
灯	火	灯						灯节
jié	cǎo	jié						jié rì
节	艹	节						节日
yuán	ér	yuán						yuán xiāo jié
元	儿	元						元宵节
zhēng	yī	zhēng						zhēng yuè
正	一	正						正月



dì sān shí qī kè
第三十七课

zhōng guó de jié rì
中国的节日

读一读，写一写



hóng dēng 红灯 red light	hóng dēng 红灯		
lǜ dēng 绿灯 green light	lǜ dēng 绿灯		
zhēng yuè 正月 the first month of the Lunar year	zhēng yuè 正月		
shí yuán 十元 10 yuan, Chinese monetary unit	shí yuán 十元		
jié rì 节日 festival	jié rì 节日		

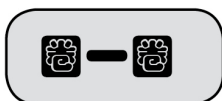
jiā zhǎng yì jiàn
家长意见:
Parent's Comment:

qiān míng
签名:
Signature: _____

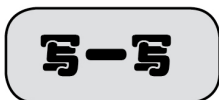
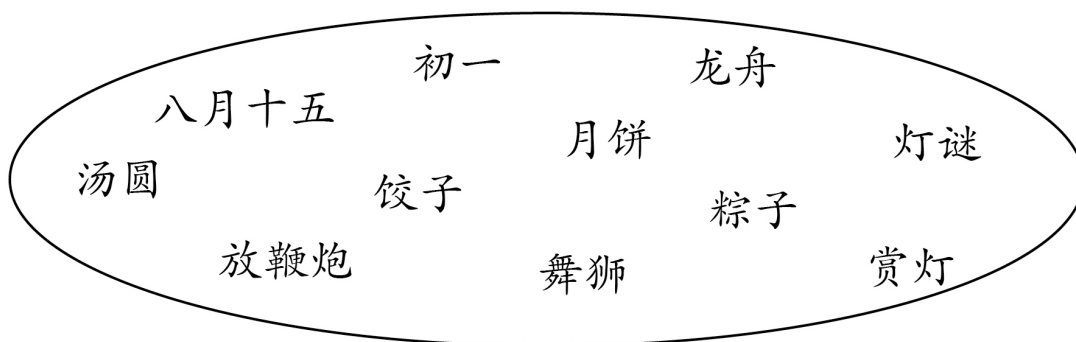


dì sān shí qī kè
第三十七课

zhōng guó de jié rì
中国的节日

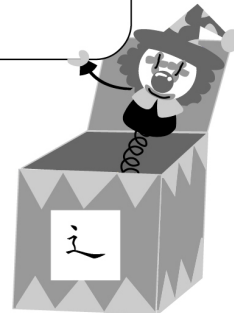
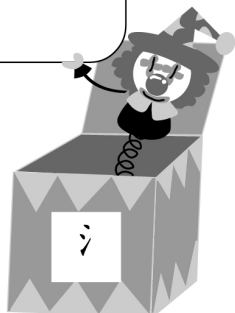


Circle the words related to 春节 in red.
Circle the words related to 元宵节 in blue.
Circle the words related to 端午节 in yellow.
Circle the words related to 中秋节 in green.



Write down characters you know that have the same radical as the one on the box.

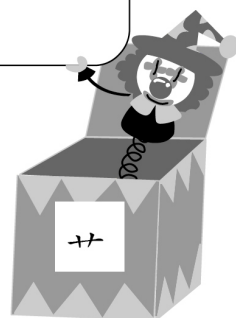
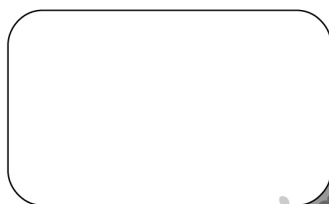
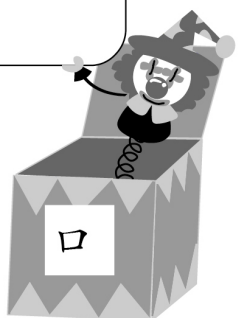
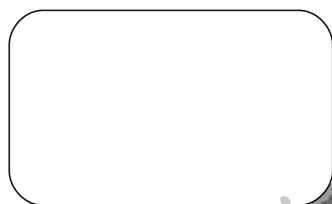
深





dì sān shí qī kè
第三十七课

zhōng guó de jié rì
中国的节日



2

三

填一填



Choose the appropriate words to fill in the blanks.

1. 好吃 2. 五月初五 3. 吃粽子
4. 端午节 5. 还要 6. 喜欢 7. 也



每年的农历_____是_____。端午节_____叫龙舟
节。这一天，中国人要_____, _____赛龙舟。粽子很_____
_____, 我_____吃粽子。



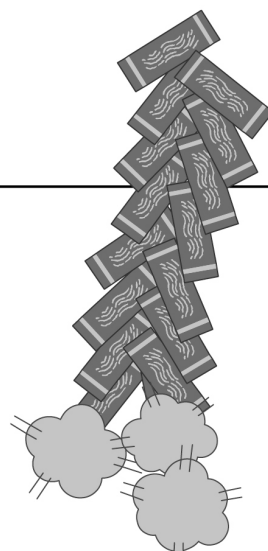


dì sān shí qī kè
第三十七课

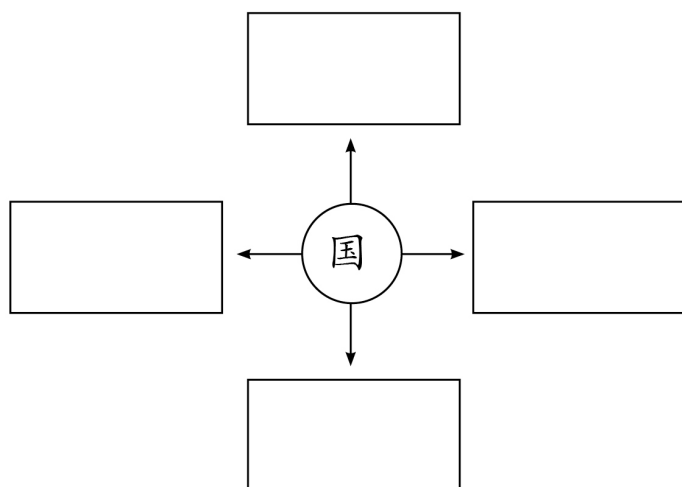
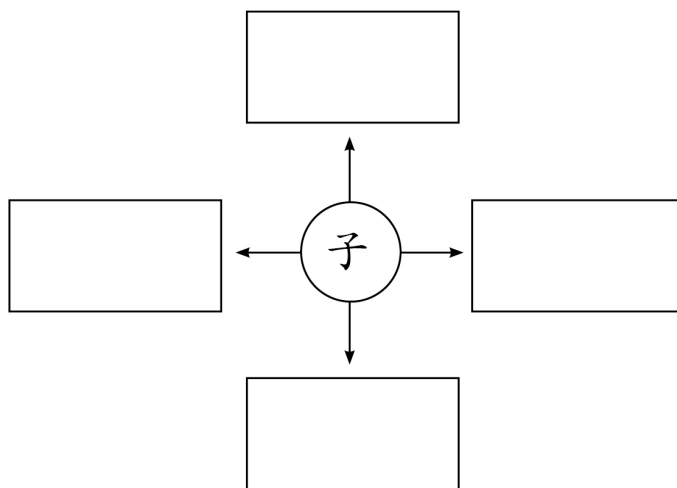
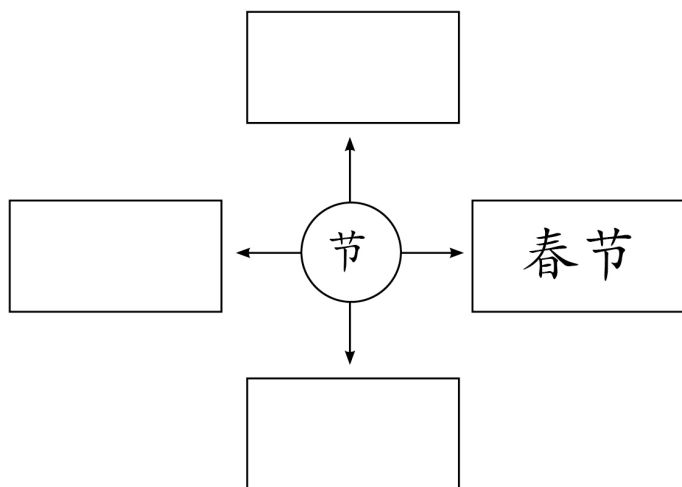
zhōng guó de jié rì
中国的节日



写一写



Make up words using the characters in the circles.



3



dì sān shí qī kè
第三十七课

zhōng guó de jié rì
中国的节日

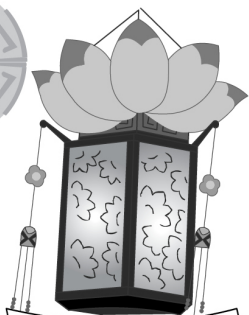
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猜灯谜



During the Lantern Festival, besides eating sweet glutinous rice balls, Chinese people have another traditional activity named "Guess the Riddles on the Lantern". They write the riddles on the lantern and try to solve them. Here are four riddles, how many of them can you guess?

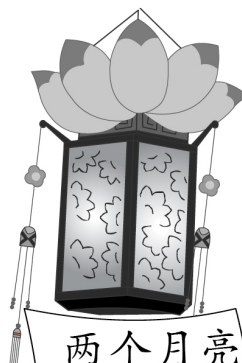
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上边毛，
下边毛，
中间一个
黑葡萄。
(Guess a
body part)



一人说话一
人听。两人
看不见，说
话听得见。
(Guess an
object used in
daily life.)



两个月亮
在一起。
(Guess a
Chinese
character)



五个好朋友，
天天在一起，
名字不一样，
高矮不一样。
(Guess a body
part)

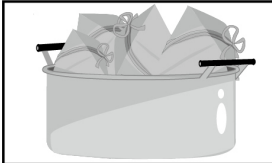
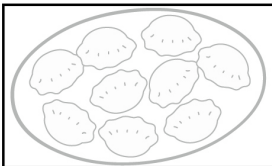
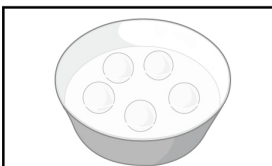
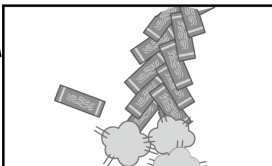
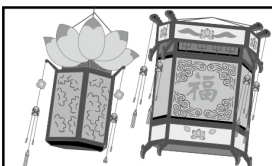
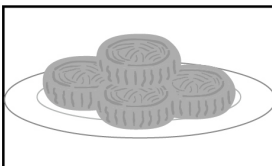
姓名: _____

班级: _____

日期: _____

Worksheet A 词语练习

Write the correct Chinese word according to the Pinyin and connect the pictures according to the words.

chūn jié	春节	
duān wǔ jié	_____	
jiǎo zi	_____	
dēng jié	_____	
zhōng qiū jié	_____	
tāng yuán	_____	
zòng zi	_____	

姓名: _____

班级: _____

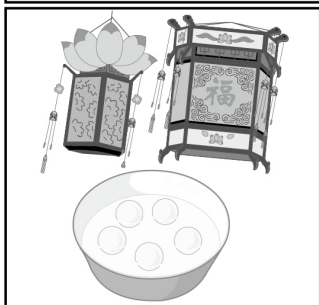
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Worksheet B 词汇练习

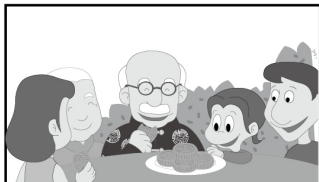
Fill in blanks with the correct words.



农历正月初一是_____, 是我最喜欢的节日。过春节的时候, 中国人吃_____, _____鞭炮。



农历_____是元宵节, 也叫_____。元宵节可以吃好吃的_____, 还可以猜灯谜, 赏_____。



农历八月十五是_____, 中国人吃_____。月饼甜甜的, 很好吃。



农历五月初五是_____, _____的时候, 中国人吃粽子。



十二月_____日是圣诞节(Christmas), 我们都很喜欢过圣诞节, 圣诞节的时候, 我们会说“_____”。

姓名: _____

班级: _____

日期: _____

Worksheet C 句型练习

Complete the sentence in the correct pattern.

农历八月十五是中秋节。

1. 农历五月初五, 端午节 ⇨ _____。
2. 昨天, 小丽的生日 ⇨ _____。
3. 这个教室, 李老师的 ⇨ _____。
4. 昨天, 农历正月初一 ⇨ _____。
5. 李校长, 我们的校长 ⇨ _____。
6. 农历正月十五, 元宵节 ⇨ _____。
7. 宫爆鸡丁, 中国菜 ⇨ _____。
8. 桌子上面, 电脑 ⇨ _____。
9. _____。
10. _____。

姓名: _____

班级: _____

日期: _____

Worksheet D 句型练习

Complete the sentence in the correct pattern.

过春节的时候, 中国人吃饺子。

1. 过端午节, 我们吃粽子 ⇨ _____。
2. 过中秋节, 大家一起吃月饼 ⇨ _____。
3. 打篮球, 要穿球鞋 ⇨ _____。
4. 骑车, 不要听音乐 ⇨ _____。
5. 元宵节, 姐姐带我们去看灯 ⇨ _____。
6. 农历新年, 中国人会放鞭炮 ⇨ _____。
7. 感冒, 要多喝水 ⇨ _____。
8. 过元宵节, 中国人吃汤圆 ⇨ _____。
9. _____。
10. _____。

[illegible]

姓名: _____

班级: _____ 日期: _____

Worksheet F 认知练习

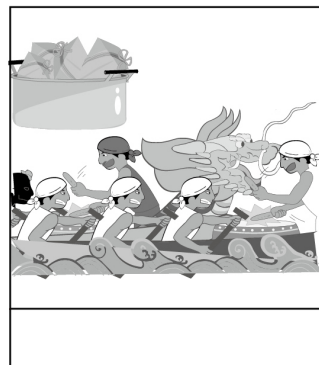
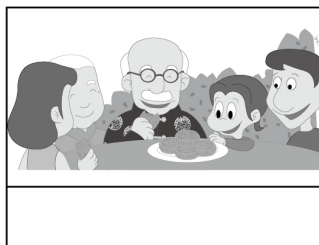
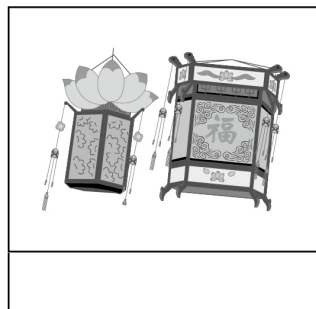
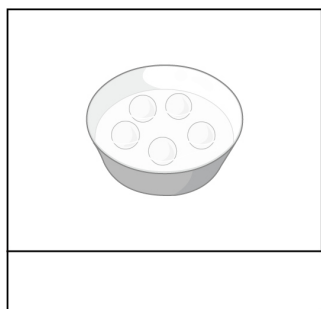
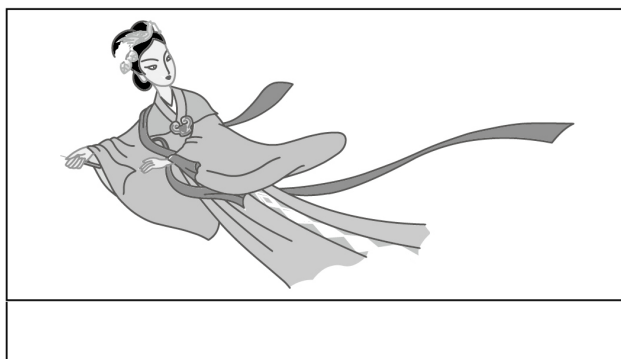
Get to know Chinese festivals. Write down the correct festival name under each picture.

春节

端午节

中秋节

元宵节



姓名: _____

班级: _____

日期: _____

Unit 1(Lesson 1—3)

三、Reading Comprehension 阅读

1. Mark each sentence as True \checkmark or False \times according to the picture.

根据图画，判断下列句子对错。

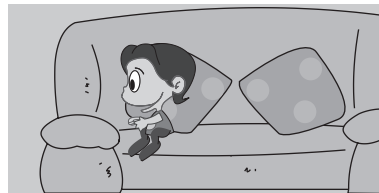
1) 再见！你好。 ()



2) 白大卫五岁。 ()



3) 她叫什么名字? ()



4) 老师好! ()



5) 同学们再见! ()



2. Complete each dialogue by choosing one of the sentences below and writing it in the blank. Each sentence can only be used but not all sentences will be used. 选择下列句子，完成对话。

- a. 再见!
- b. 谢谢你!
- c. 你几岁? 大卫呢?
- d. 白老师好吗?
- e. 你叫什么名字?
- f. 李老师好!
- g. 你好吗?

1) A: _____
B: 她很好，谢谢!

2) A: _____
B: 你好!

3) A: 再见!
B: _____

4) A: _____
B: 我叫王小卫。

5) A: _____
B: 我八岁。他七岁。

姓名: _____

班级: _____ 日期: _____

Unit 1(Lesson 1—3)

四、Oral Test 口语

1. Read the following Pinyin with the correct tones. 朗读下列拼音。

- a. bái sè
- b. xiè xie
- c. nǐ jǐ suì
- d. nǐ men
- e. dà mén

2. Read the following words out loud. 朗读下列词语。

名字 什么 他八岁 同学 老师

3. Introduce the following people using at least three sentences.

请用至少三句话介绍下列人物。

- a. 你的老师。
- b. 你的一个同学。

Unit 1 Test (Lessons 1-3)

Listening Script 听力题原文

1. Listen carefully, then choose the best answer for each question. 听一听，选择正确的答案。

- 1) 我四岁。
- 2) 他叫李老师。
- 3) 七个苹果
- 4) A: 王小文，你几岁？
B: 我六岁。
- 5) 我是白老师。我的电话是二二六 七六八六。

Answer Key 参考答案

Unit 1 Test (Lessons 1-3)

(Approximate duration ~40 minutes, Total Points: 100)

一、Listening Comprehension 听力

- | | | | | |
|----|-----------------|--------|---------------|--|
| 1. | 1) a . 我四岁。 | (4pts) | 3) X | (2pts) |
| | 2) b . 他叫李老师。 | (4pts) | 4) X | (2pts) |
| | 3) c . 七个苹果 | (4pts) | 5) √ | (2pts) |
| | 4) d . 王小文六岁。 | (4pts) | 2. | (Students can either write answers out, or fill in the correct letter choice, depending on time and ability) |
| | 5) b . 226-7686 | (4pts) | 1) d . 白老师好吗? | (2pts) |

二、Writing 书写

- | | | | | |
|----|----------------------------|---------|------------------|--------|
| 1. | 三 二 四 六 | (8pts) | 2) f . 李老师好! | (2pts) |
| 2. | 亻 山 亻 女 戈
木 女 口 亻 讠 | (10pts) | 3) a . 再见! | (2pts) |
| 3. | 1) 我叫王文中。 | (4pts) | 4) e . 你叫什么名字? | (2pts) |
| | 2) 她几岁? | (4pts) | 5) c . 你几岁? 大卫呢? | (2pts) |
| | 3) 白老师，你好吗? /
你好吗? 白老师。 | (4pts) | | |

三、Reading Comprehension 阅读

1. 1) X (2pts)
- 2) X (2pts)

四、Oral 口语

1. (Read Pinyin) (10pts)
2. (Read words) (10pts)
3. (Introduce the teacher and a classmate)(10pts)

Sample Online Components

Lesson 1 你好! Hello!

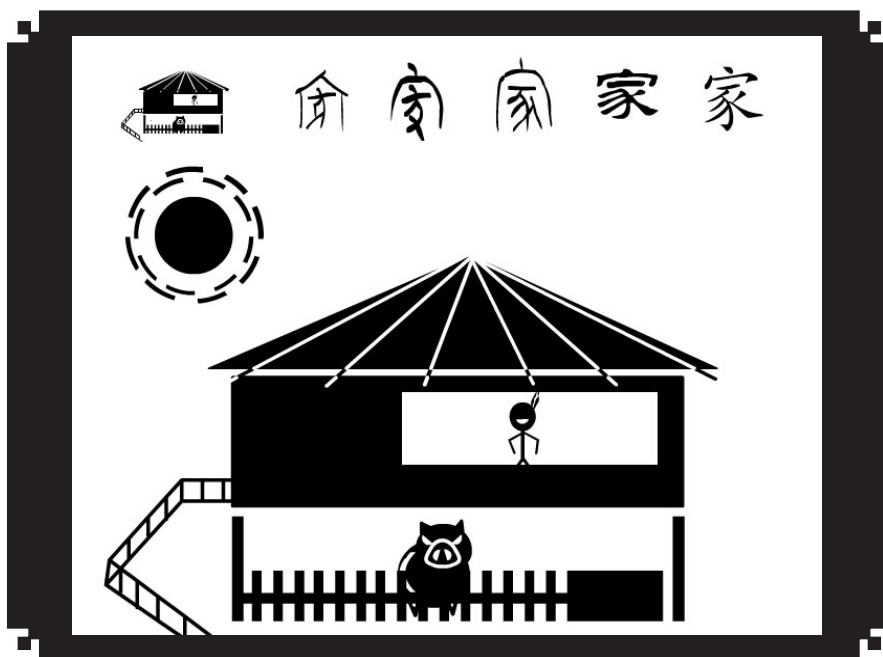
Lesson Story



Sample Online Components

Lesson 1 你好! Hello!

Magical Chinese Character Story



Fun Story



Sample Online Components

Lesson 1 你好! Hello!

Song/Rhyme



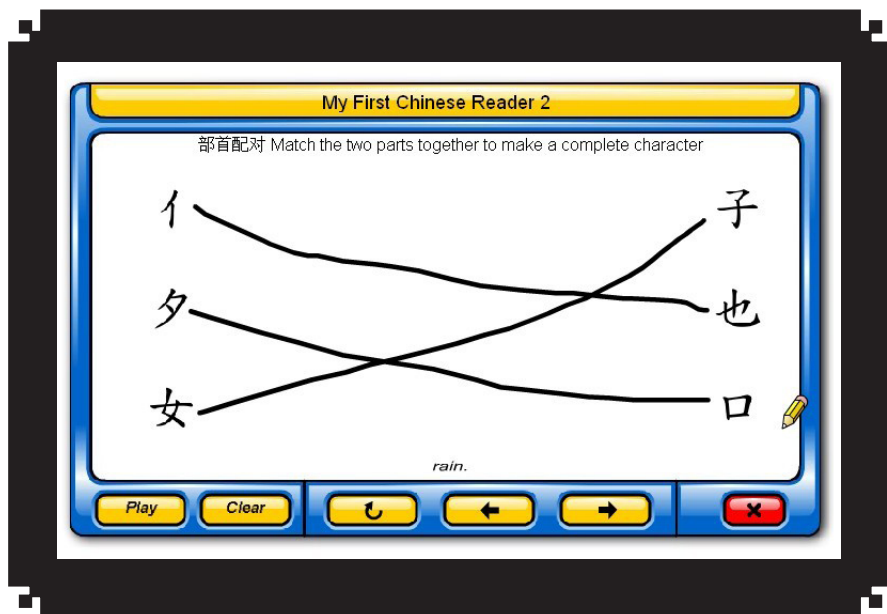
Homework



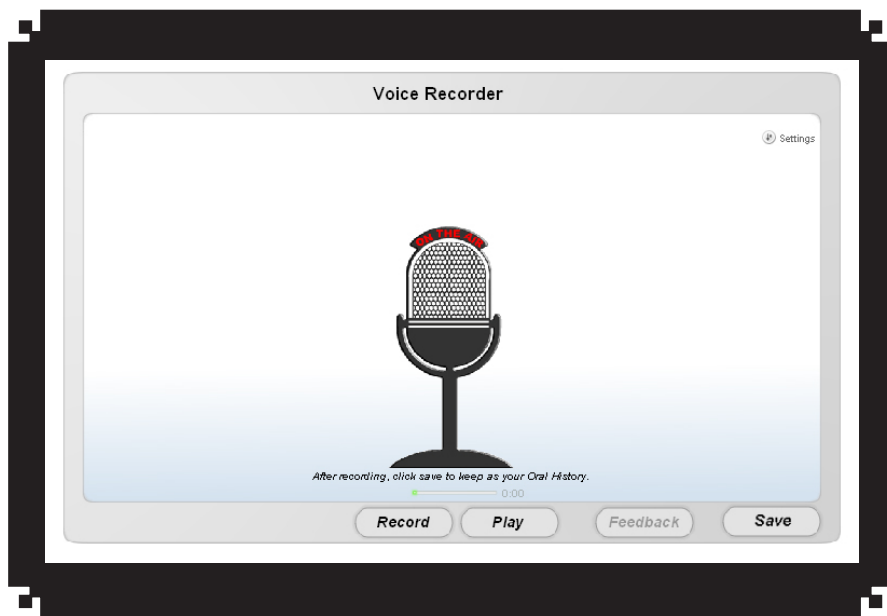
Sample Online Components

Lesson 1 你好! Hello!

Projects



Voice Recorder



Sample Online Components

Lesson 1 你好! Hello!

Composition

Composition

A: 你好吗?

B: 我很好, 谢谢! 你怎么样?

A: 我也很好!

Save

Writing Pad

Writing Pad



Play

Clear

Save



《快乐儿童华语》

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