

The Jianfengling Rainforest

尖峰岭热带雨林

A thematic curriculum unit about the rainforest
for beginning Mandarin Chinese Language Learners



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Unit Objectives

Colors

- The students will recognize the color vocabulary and be able to use it in communicative/functional situations.
- The students will recognize several commands and be able to use them in communicative/functional situations.
- The students will recognize the question words and be able to use them in communicative/functional situations.

Animals

- The students will recognize some animal vocabulary and be able to use it in communicative/functional situations.
- The students will recognize more commands and be able to use them in communicative/functional situations.
- The students will recognize some adjectives and be able to use them in communicative/functional situations.

Nature

- The students will recognize the plants and environment vocabulary and be able to use it in communicative/functional situations.
- The students will recognize some vocabulary of position/location and be able to use it in communicative/functional situations.

Fruit

- The students will recognize some fruit vocabulary and be able to use it in communicative/functional situations.
- The students will recognize some vocabulary of position/location and be able to use it in communicative/functional situations.
- The students will recognize the question words and be able to use them in communicative/functional situations.
- The students will recognize some more adjectives (of taste) and be able to use them in communicative/functional situations.

Lesson #1: Colors

Language

colors:

red	红色	hóngsè
orange	橘色 / 橙色	júsè/chéngsè
yellow	黄色	huángsè
green	绿色	lùsè
blue	蓝色	lánsè
purple	紫色	zǐsè
pink	粉红色	fěnhóngsè
brown	棕色 / 咖啡色	zōngsè/kāfēisè
black	黑色	hēisè
white	白色	báisè

questions:

why?	为什么?	wèishénme?
where?	哪里?	nǎlǐ?
who?	谁?	shéi?
what?	什么?	shénme?

verbs:

to bring	拿来	ná lái
to have	有	yǒu
to be	是	shì

commands:

put	放	fang
point to	指	zhǐ
give	给	gěi
color	着色	zhúo sè

Materials:

- activity sheet #1
- magic box
- tree frog drawings colored in the various colors and cut into small cards (see appendix A)

Activity:

1. The teacher asks for volunteers to pull the various "secret" items from the magic box.
2. As each colored frog card is pulled from the box, the teacher asks the following questions *in Chinese*:
 - a. *Who has the red frog?*
 - b. *Does Alex have the red frog?*
 - c. *Does Alex have the red frog or the blue frog?*
 - d. *What does Alex have?*(repeat for all objects in the box)
3. The teacher continues to practice the color words by interspersing these commands *in Chinese* throughout the lesson:
 - a. *Point to the red frog.*
 - b. *Put the red frog on your head.*
 - c. *Give the red frog to Michelle.*
4. Continue the practice of the colors by asking *in Chinese* "Who is wearing something red today?" (cover all colors). If the student is wearing red, he/she should stand up.

Homework:

Activity sheet #1: The students should color in the drawing of the rainforest. They should then fill in the sentences at the bottom of the page according to the colors they used.

Lesson #2: Colors

Language

colors:

red	红色	hóngsè
orange	橘色 / 橙色	júsè/chéngsè
yellow	黄色	huángsè
green	绿色	lùsè
blue	蓝色	lánsè
purple	紫色	zǐsè
pink	粉红色	fěnhóngsè
brown	棕色 / 咖啡色	zōngsè/kāfēisè
black	黑色	hēisè
white	白色	báisè

animals:

animal	动物	dòngwù
anteater	食蚁兽	shíyǐshòu
tree frog	树蛙	shùwā
leopard	豹	bào
gibbon	猿	yuán
elephant	象	xiàng
ant	蚂蚁	mǎyǐ
tiger	老虎	lǎohǔ
python	巨蟒	jùmǎng
cicada	蝉	chán
tapir	貘	mò
hornbill	犀鸟	xīniǎo
tarantula	毒蜘蛛	dú zhīzhū

questions:

why?	为什么?	wèishénme?
where?	哪里?	nǎlǐ?

who?	谁?	shéi?
what?	什么?	shénme?

verbs:

to have	有	yǒu
to be	是	shì

commands:

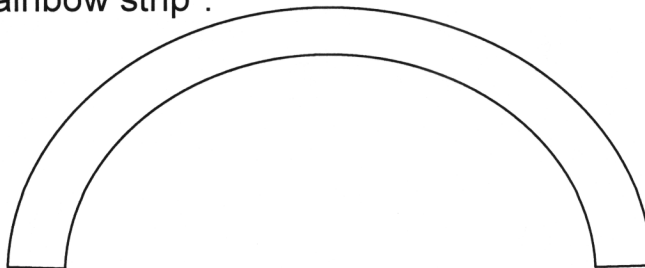
put	放	fang
cut out	剪	jiǎn

Materials:

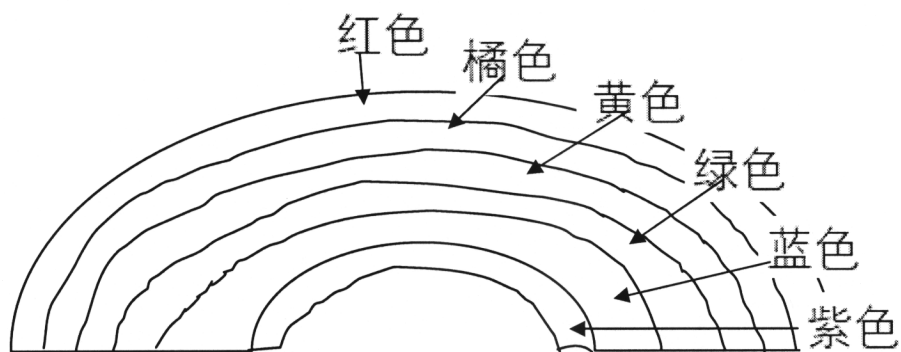
- activity sheet #1
- activity sheet #2
- magic box
- small frog cards
- 10 "rainbow strips" cut out from large paper
- old magazines

Activity:

1. In pairs, the students go over the homework (activity sheet #1) by first pronouncing *in Chinese* all the names of the items and the colors they each used. Students can ask:
 - a. *What color is the flower?*
 - b. *What color is the tree? (etc.)*
2. Divide the students into several small groups. Give each group a colored frog card. Ask each group to look for items of that particular color in a magazine and to paste them onto a "rainbow strip".



3. The teacher collects the different strips by asking in Chinese “*who has the red strip?*” (repeat with all colors).
4. The strips are connected to form a rainbow and labeled with the color words. (This rainbow can be hung in the classroom for the students to refer to).



Homework: Activity sheet #2: Have students match the animal drawing to the appropriate vocabulary word in Chinese.

Lesson #3: Animals

Language

colors:

red	红色	hóngsè
orange	橘色 / 橙色	júsè/chéngsè
yellow	黄色	huángsè
green	绿色	lùsè
blue	蓝色	lánsè
purple	紫色	zǐsè
pink	粉红色	fěnhóngsè
brown	棕色 / 咖啡色	zōngsè/kāfēisè
black	黑色	hēisè
white	白色	báisè

animals:

animal	动物	dòngwù
anteater	食蚁兽	shíyǐshòu
tree frog	树蛙	shùwā
leopard	豹	bào
gibbon	猿	yuán
elephant	象	xiàng
ant	蚂蚁	mǎyǐ
tiger	老虎	lǎohǔ
python	巨蟒	jùmǎng
cicada	蝉	chán
tapir	貘	mò
hornbill	犀鸟	xīniǎo
tarántula	毒蜘蛛	dú zhīzhū

questions:

why?	为什么?	wèishénme?
where?	哪里?	nǎlǐ?
who?	谁?	shéi?

what? 什么? shénme?

verbs:

to have 有 yǒu

to be 是 shì

commands :

put 放 fang

point to 指 zhǐ

give 给 gěi

cut out 剪 jiǎn

Materials:

- magic box
- animal drawings colored-in and cut into small cards (see appendix B)
- activity sheet #2
- activity sheet #3
- activity sheets #4 and 5

Activity:

1. The teacher asks for volunteers to pull the various "secret" items from the magic box.
2. As each animal is pulled from the box, the teacher asks the following questions *in Chinese*:
 - a. *Who has (i.e. :) the gibbon?*
 - b. *Does Alex have the gibbon?*
 - c. *Does Alex have the gibbon or the leopard?*
 - d. *What does Alex have?*
3. The teacher continues to practice the animal words by interspersing these commands *in Chinese* throughout the lesson:

- a. *Point* to the tree frog.
 - b. *Put* the leopard on your head.
 - c. *Give* the hornbill to Michelle.
4. Continue the practice of the animals (and the colors) by asking the students "*What color is the hornbill?*" (repeat for all animals).
 5. The students should work on activity sheet #3 in pairs by telling the other the animals they have on their sheets *in Chinese*:

Student #1: "*I have a hornbill, a tarantula and an elephant.*"

Student #2: "*I have an ant, a gibbon and a hornbill.*"

In this case, the partners have different animals so they circle "d" (for *different*). If the students have the same animals, they circle "s" (for *same*).

Homework: Activity sheets #4 and #5: The students should color in the drawings of the rainforest and the animals. They should then cut out the animals and paste them into the scene as they want.

Lesson #4: Animals

Language

animals:

animal	动物	dòngwù
anteater	食蚁兽	shíyǐshòu
tree frog	树蛙	shùwā
leopard	豹	bào
gibbon	猿	yuán
elephant	象	xiàng
ant	蚂蚁	mǎyǐ
tiger	老虎	lǎohǔ
python	巨蟒	jùmǎng
cicada	蝉	chán
tapir	貘	mò
hornbill	犀鸟	xīniǎo
tarántula	毒蜘蛛	dú zhīzhū

verbs:

to be	是	shì
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commands:

put	放	fang
cut out	剪	jiǎn

adjectives:

big	大	dà
small	小	xiǎo
beautiful	美	měi
ugly	丑	chǒu
ferocious	凶恶	xīong è
calm	安静	ānjìng
favorite	最喜爱	zuì xǐ ài

- Materials:**
- magic box
 - small animal cards
 - chart paper for graph
 - activity sheet #5
 - activity sheet #6

- Activity:**
1. In pairs, the students share their homework sheets by asking each other what colors their animals are: *What color is the hornbill?* etc.
 2. The teacher asks for volunteers to pull the various "secret" items from the magic box.
 3. As each animal is pulled from the box, the teacher asks the following questions *in Chinese*:
 - a. *Is the tree frog small?*
 - b. *Is the tree frog big?*
 - c. *Is the tree frog big or small?*
 - d. *Is the tree frog beautiful?*
 - e. *Is the tree frog ugly?*
 - f. *Is the frog beautiful or ugly?*
 4. The class then fills out a graph on chart paper with their opinions about the animals *in Chinese*.

动物	大	小	美	丑
树蛙				
豹				
象				
巨蟒				
...				

5. The students then create a "language experience story" *in Chinese* using the information from the chart: i.e.: *The python is big and ugly. The tree frog is small & beautiful... etc.*
6. The students continue to practice the adjectives by writing an adjective on a piece of paper for their classmate to act out.
7. The students, organized in pairs, should act out the adjectives for another pair of students. (i.e.: for *big/small*, one student could crouch down and the other stand on tip-toes).

Homework: Activity sheet #6: The student will survey a member of their family about their favorite animal.

Lesson #5: Animals

Language

animals:

animal	动物	dòngwù
anteater	食蚁兽	shíyǐshòu
tree frog	树蛙	shùwā
leopard	豹	bào
gibbon	猿	yuán
elephant	象	xiàng
ant	蚂蚁	mǎyǐ
tiger	老虎	lǎohǔ
python	巨蟒	jùmǎng
cicada	蝉	chán
tapir	貘	mò
hornbill	犀鸟	xīniǎo
tarántula	毒蜘蛛	dú zhīzhū

verbs:

to be	是	shì
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commands:

pass	传	chuan
draw	画	huà
color	着色	zhúo sè

adjectives:

big	大	dà
small	小	xiǎo
beautiful	美	měi
ugly	丑	chǒu
ferocious	凶恶	xīong è
calm	安静	ānjìng
favorite	最喜爱	zùi xǐ ài

- Materials:**
- activity sheet #6
 - activity sheet #7
 - white card stock
 - different colored markers
 - small animal cards

- Activity:**
1. Go over the homework surveys (#6) by playing "guess who?". In small groups, the students read their essays, leaving out the sentence "*Her/His favorite animal is_____.*" The other students try to guess the animal by hearing the description *in Chinese* only.
 2. The group votes on one story to read to the class and then the students can complete a graph based on the homework surveys.
 3. Each student is given a sheet of white card stock on which to draw a portrait of his/her favorite animal. Pictures of the animals (small animal cards) can be provided as a guide.
 4. The students should work in groups to share the markers. They should request the pens by saying "*pass the red marker*" *in Chinese*.
 5. After completing their tiles, each student should briefly describe the animal they have created *in Chinese*:
 - a. *It is a tiger.*
 - b. *It is beautiful.*
 - c. *It's big.*
 - d. *It is ferocious.*
 - e. *It is my favorite animal.*
 6. Display the finished portraits around the classroom.

Homework: Activity sheet #7: The students should place an "x" through the plant or zone in which they think each animal lives.

Lesson #6: Nature

Language

nature:

habitat	聚居	jùjū
leaf	叶子	yèzi
tree	树	shù
flower	花	huā
plant	植物	zhíwù
bush	灌木	guānmù
water	水	shuǐ
earth	土地	tǔdì
air	空气	kōngqì
seed	种子	zhǒngzi

questions:

where?	哪里?	nǎlǐ?
who?	谁?	shéi?

verbs :

to have	有	yǒu
to live	住	zhù
to be	是	shì

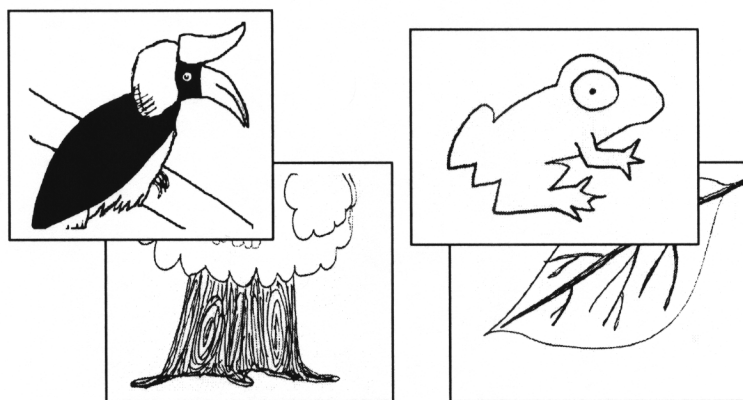
Materials:

- plants and zones drawings colored-in and cut into small cards (see appendix C)
- activity sheet #7
- activity sheet #8
- magic box
- small animals cards

Activity:

1. The teacher asks for volunteers to pull the various "secret" items from the magic box.

2. As each plant/zone is pulled from the box, the teacher asks the following questions *in Chinese*:
 - a. *Who has the seed?*
 - b. *Does Michelle have the seed?*
 - c. *Does Michelle have the seed or the leaf?*
 - d. *What does Michelle have?*
3. The teacher reviews the answers to the homework sheet by asking *Where does the python live?*" (until all animals are covered). The students answer by saying *in Chinese* "The python lives in the tree." etc.
4. In small groups, the students are given a set of the small animal, plants and zones cards. The students are then asked to match the plants and animals to their zones/habitats.



5. The groups then report back to the class" i.e.: "The hornbill lives in the tree", etc.
6. In pairs, the students play "Silly Story" (Activity sheet #8) by filling-in the sentences with words *in Chinese*.

Homework: Activity sheet #8: The students should complete the sheet by illustrating their Silly Story paragraph.

Lesson #7: Nature

Language

nature:

habitat	聚居	jùjū
leaf	叶子	yèzi
tree	树	shù
flower	花	huā
plant	植物	zhíwù
bush	灌木	guānmù
water	水	shuǐ
earth	土地	tǔdì
air	空气	kōngqì
seed	种子	zhǒngzi

questions:

where?	哪里?	nǎlǐ?
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verbs :

to be	是	shì
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prepositional phrases of location :

in front	前面	qiánmiàn
behind	后面	hòumiàn
next to	旁边	pángbian
under	底下	dǐxià
on top	上面	shàngmiàn
to the right	右边	zuǒbian
to the left	左边	yòubian

commands :

put	放	fang
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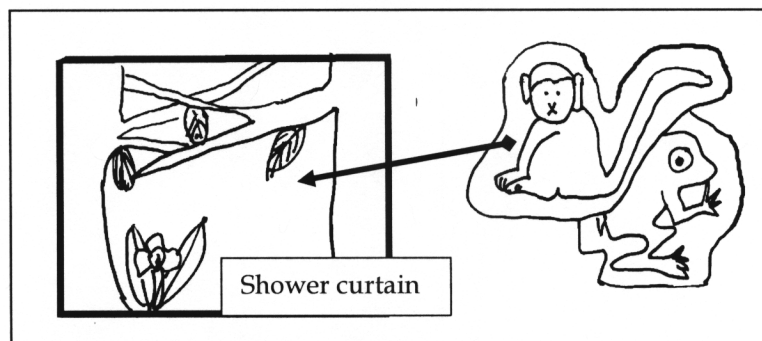
Materials:

- activity sheet #8
- activity sheet #9
- white plastic shower curtain liners
- permanent magic markers
- small plants and zones cards
- small animals cards
- brown paper bags

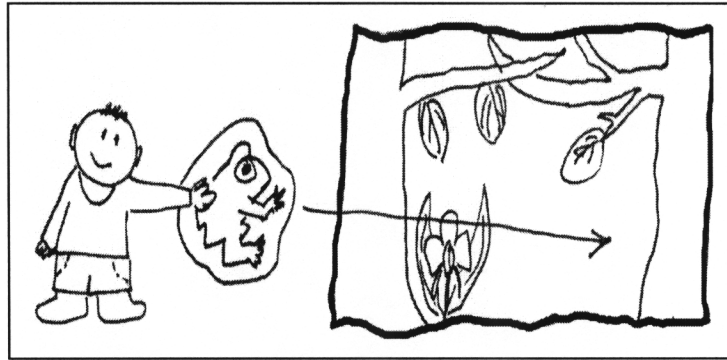
Activity:

1. The teacher asks for volunteers to read their Silly Story responses and show their drawings to the class.
2. Using TPR (Total Physical Response), the teacher will act out the positions while asking the students to copy the actions.
3. The teacher should then arrange the students into two groups:

Group A will draw scenes of the rainforest on the shower curtain with markers and *Group B* will draw and cut out rainforest animals



4. After hanging the curtain on the wall, the students should command each other to place the different animals in the rainforest scene: i.e.: *"Put the tree frog to the right of the tree"*, etc. (in Chinese).



5. The teacher then asks the students where the animals are: *Where is the tree frog?* (repeat with all animals)

Homework: Activity sheet #9: The students cut out and color various animals and arrange them in a diorama.

Lesson #8: Nature

Language

nature:

habitat	聚居	jùjū
leaf	叶子	yèzi
tree	树	shù
flower	花	huā
plant	植物	zhíwù
bush	灌木	guānmù
water	水	shuǐ
earth	土地	tǔdì
air	空气	kōngqì
seed	种子	zhǒngzi

questions:

where?	哪里?	nǎlǐ?
--------	-----	-------

verbs :

to be	是	shì
-------	---	-----

prepositional phrases of location :

in front	前面	qiánmiàn
behind	后面	hòumiàn
next to	旁边	pángbian
under	底下	dǐxià
on top	上面	shàngmiàn
to the right	右边	zuǒbian
to the left	左边	yòubian

commands :

put	放	fang
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Materials:

- activity sheet #5
- activity sheet #10
- animal/location graph
- activity sheet #9
- activity sheet #11
- small frog cards

Activity:

1. In pairs, the students share their dioramas by asking each other the locations of the animals and plants *in Chinese*: i.e.:

Student #1: *Where is the gibbon?*

Student #2: *It is in the tree.*

2. "Simon Says": The teacher uses commands *in Chinese* using the position words and a small frog card for each student:

Put the tree frog on top of the desk.

Put the tree frog under your book, etc.

3. The students should go back to activity sheet #5 and, in pairs, point out the positions of all the animals and plants.
4. Activity sheet #10: *Where is it?*
In pairs, the students try to find the animals in their drawings. The students will have two versions of the pictures with different animals missing. They must end up with the same picture at the end of the activity. After they are finished they should answer the questions.
5. The pairs should each take turns reporting on the location of one of the animals to the class as the teacher fills in a graph *in Chinese*.
 - a. The python is to the left of the tree.
 - b. The cicada is on top of the leaf. etc.

Homework:

Activity sheet #11: Students color, cut out and paste the fruit pictures in the positions as indicated.

Lesson #9: Fruit

Language

fruits:

papaya	木瓜	mùgūa
mango	芒果	mángguǒ
coconut	椰子	yēzi
pineapple	菠萝 / 凤梨	bōluó / fènglí
mangosteen	山竹	shānzhú
banana	香蕉	xiāngjiāo
durian	榴莲	liúlián
guava	番石榴	fānshíliu
tamarind	罗望子	luówàngzǐ
orange	橘子	júzi
lichee	荔枝	lìzhī

verbs:

to have	有	yǒu
to be	是	shì

prepositional phrases of location:

in front	前面	qiánmiàn
behind	后面	hòumiàn
next to	旁边	pángbian
under	底下	dǐxià
on top	上面	shàngmiàn
to the right	右边	zuǒbian
to the left	左边	yòubian

questions:

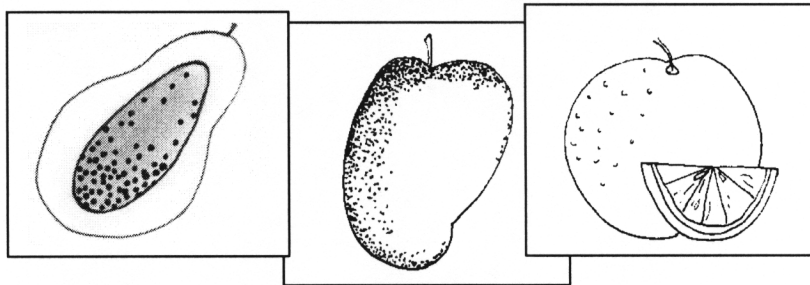
why?	为什么?	wèishénme?
where?	哪里?	nǎlǐ?
who?	谁?	shéi?
what?	什么?	shénme?

Materials:

- magic box
- fruit drawings colored-in and cut into small cards (see appendix D)
- activity sheet #11
- activity sheet #12

Activity:

1. The teacher asks for volunteers to pull the various "secret" items from the magic box.
2. As each fruit is pulled from the box, ask the following questions *in Chinese*:
 - a. *Who has (i.e. :) the papaya?*
 - b. *Does Alex have the papaya?*
 - c. *Does Alex have the papaya or the mango?*
 - d. *What does Alex have?*
3. Review the answers to the homework sheet by asking "*Where is the mango?*" (until all fruits are covered). Students answer by saying "The mango is next to the papaya."
4. In small groups, the students get a set of the small fruit cards and are asked to sort the fruits by color.
5. The groups report to the class in Chinese:
i.e.: *The mangosteen is purple.*
The coconut is brown, etc.



orange fruit

Homework:

Activity sheet #12: Have students match the fruit drawing to the appropriate vocabulary word *in Chinese*.

Lesson #10: Fruit

Language

fruits:

papaya	木瓜	mùgūa
mango	芒果	mángguǒ
coconut	椰子	yēzi
pineapple	菠萝 / 凤梨	bōluó / fènglí
mangosteen	山竹	shānzhú
banana	香蕉	xiāngjiāo
durian	榴莲	liúlián
guava	番石榴	fānshíliu
tamarind	罗望子	luówàngzǐ
orange	橘子	júzi
lichee	荔枝	lìzhī

verbs:

to have	有	yǒu
to be	是	shì

prepositional phrases of location:

in front	前面	qiánmiàn
behind	后面	hòumiàn
next to	旁边	pángbian
under	底下	dǐxià
on top	上面	shàngmiàn
to the right	右边	zuǒbian
to the left	左边	yòubian

questions:

why?	为什么?	wèishénme?
where?	哪里?	nǎlǐ?
who?	谁?	shéi?
what?	什么?	shénme?

commands :

taste 尝 cháng

adjectives:

sour 酸 suān

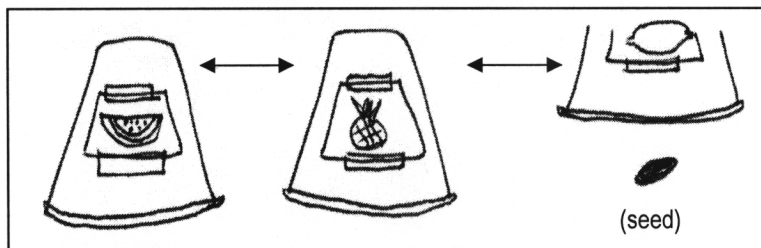
sweet 甜 tián

Materials:

- three paper cups
- small fruit cards
- some large fruit seeds
- examples of all the fruits (substitute Goya juices for those fruits which are not readily available.)
- activity sheet #12
- activity sheet #13
- activity sheet #14

Activity:

1. Prepare the three cups by taping a different small fruit cards to each of the three cups.
2. Arrange the students into small groups.
3. One student hides the seed underneath a cup and moves them in an attempt to confuse his/her fellow students as to its location.



4. The other students try to locate the seed by guessing *in Chinese* under which “fruit” (cup) it is hidden:

Student #1: *Where is the seed?*

Student #2: *It's under the mango...*

Student #1: (lifts the mango): *No! It's under the durian.* (etc.)

5. The students should go over the matching activity in pairs while the teacher cuts the fruit into bite-sized pieces and positions the pieces to practice all the position phrases *in Chinese* (i.e.: *the papaya on top of the mango*).
6. The teacher starts by asking one student *in Chinese*: "try the fruit to the right of the mango." That student then decides whether the fruit is sweet or sour and proclaims that decision to the class. The students then circle the appropriate choice on their activity sheets (#13). Continue with all fruits.

Homework: Activity sheet #14: The students should look for magazine photos (or draw pictures) of sweet and sour foods and place them into the appropriate columns on the chart.

Lesson #11: Fruit

Language

fruits:

papaya	木瓜	mùgūa
mango	芒果	mángguǒ
coconut	椰子	yēzi
pineapple	菠萝 / 凤梨	bōluó / fènglí
mangosteen	山竹	shānzhú
banana	香蕉	xiāngjiāo
durian	榴莲	liúlián
guava	番石榴	fānshíliú
tamarind	罗望子	luówàngzǐ
orange	橘子	júzi
lichee	荔枝	lìzhī

verbs:

to have	有	yǒu
to be	是	shì

prepositional phrases of location:

in front	前面	qiánmiàn
behind	后面	hòumiàn
next to	旁边	pángbian
under	底下	dǐxià
on top	上面	shàngmiàn
to the right	右边	zuǒbian
to the left	左边	yòubian

questions:

why?	为什么?	wèishénme?
where?	哪里?	nǎlǐ?
who?	谁?	shéi?
what?	什么?	shénme?

commands :

taste	尝	cháng
wash	洗	xǐ
cut	剪	jiǎn
open	打开	dǎkāi
mix	和	hùo
pour	倒	dào

adjectives:

sour	酸	suān
sweet	甜	tián

Materials:

- fruits
- a knife
- two cans of condensed milk
- a large mixing bowl
- sweet/sour chart
- activity sheet #14
- activity sheet #15

Activity:

1. The teacher should go over the homework by creating a class chart of sweet/sour foods *in Chinese*.

水果	酸	甜
橘子		X
菠萝		X
荔枝	X	

2. The teacher uses a Gouin series *in Chinese* to create a fruit salad as follows:
 - a. first present the series orally with props.
 1. *Wash the papaya.*
 2. *Cut the papaya.*
 3. *Put the papaya in the bowl.*
(continue with all the fruits).
 4. *Mix the fruit.*
 5. *Try the fruit salad.*
 - b. then repeat a second time (orally) as the class joins in with the pantomime.
 - c. the third time, the teacher does not pantomime along with the class.
 - d. now the teacher requests volunteers to pantomime, as the teacher repeats orally.
 - e. Finally, the class performs the steps orally and physically. The students should be organized into small groups, each with a different fruit to cut. As they are working, they should repeat the steps of the Gouin series orally.
3. All students should taste the salad and decide whether it is sweet or sour ("*It tastes sweet.*" or "*It tastes sour.*").

Homework: Activity sheet #15: The students should choose their favorite fruit, draw a picture of it and describe their reasons for liking the fruit in several sentences.

Lesson #12: Fruit

Language:

fruits:

papaya	木瓜	mùgūa
mango	芒果	mángguǒ
coconut	椰子	yēzi
pineapple	菠萝 / 凤梨	bōluó/fènglí
mangosteen	山竹	shānzhú
banana	香蕉	xiāngjiāo
durian	榴莲	liúlián
guava	番石榴	fānshíliu
tamarind	罗望子	luówàngzǐ
orange	橘子	júzi
lichee	荔枝	lìzhī

verbs:

to be	是	shì
-------	---	-----

commands:

color	着色	zhúo sè
pass	传	chuan
paint	涂	tú

questions:

why?	为什么?	wèishénme?
where?	哪里?	nǎlǐ?

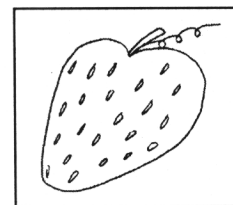
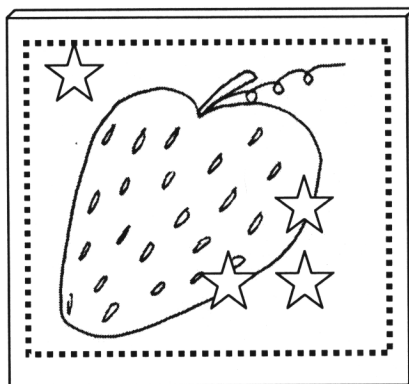
adjectives:

big	大	dà
small	小	xiǎo
beautiful	美	měi
ugly	丑	chǒu
ferocious	凶恶	xīong è

calm	安静	ānjìng
favorite	最喜爱	zuì xǐ ài
sour	酸	suān
sweet	甜	tián

- Materials:**
- activity sheet #15
 - activity sheet #16
 - white card stock
 - different colored markers
 - small fruit cards

- Activity:**
1. Go over the homework surveys by playing "guess who?" *in Chinese*. A volunteer student reads his/her essay, leaving out the sentence "My favorite fruit is ____." The students try to guess what fruit is being described.
 2. Each student is given a sheet of card stock on which to draw his/her favorite fruit. Pictures of the fruits should be provided for use as a guide (use small fruit cards).



fruit card

3. The students should work in groups to share the markers. They should request the pens by saying "pass the red marker" *in Chinese*.

4. After completing their tiles, each student should briefly describe the fruit they have created *in Chinese*:
 - a. *It is a mango.*
 - b. *The mango is beautiful.*
 - c. *The mango is small.*
 - d. *It tastes sweet.*
 - e. *The mango is my favorite fruit.*
5. The tiles can be displayed in the classroom.

Homework:

Activity sheet #16: The students should fill in the first two columns of the K-W-L (**K**now – **W**ant to **K**now – **L**earned) chart. The first column should have bulleted information *in Chinese* about what they *already know* about the Jianfengling rainforest. The second column should have bulleted questions *in Chinese* expressing what they *want to know* about the Jianfengling rainforest. They should leave the third column empty (to be filled in during the following day's activities).

Lesson #13: Jianfengling National Park

Language

fruits:

papaya	木瓜	mùgūa
mango	芒果	mángguǒ
coconut	椰子	yēzi
pineapple	菠萝 / 凤梨	bōluó/fènglí
mangosteen	山竹	shānzhú
banana	香蕉	xiāngjiāo
durian	榴莲	liúlián
guava	番石榴	fānshíliu
tamarind	罗望子	luówàngzǐ
orange	橘子	júzi
lichee	荔枝	lìzhī

colors:

red	红色	hóngsè
orange	橘色 / 橙色	júsè/chéngsè
yellow	黄色	huángsè
green	绿色	lùsè
blue	蓝色	lánsè
purple	紫色	zǐsè
pink	粉红色	fěnhóngsè
brown	棕色 / 咖啡色	zōngsè/kāfēisè
black	黑色	hēisè
white	白色	báisè

nature:

habitat	聚居	jùjū
leaf	叶子	yèzi
tree	树	shù
flower	花	huā
plant	植物	zhíwù

bush	灌木	guānmù
water	水	shuǐ
earth	土地	tǔdì
air	空气	kōngqì
seed	种子	zhǒngzi

animals:

animal	动物	dòngwù
anteater	食蚁兽	shíyǐshòu
tree frog	树蛙	shùwā
leopard	豹	bào
gibbon	猿	yuán
elephant	象	xiàng
ant	蚂蚁	mǎyǐ
tiger	老虎	lǎohǔ
python	巨蟒	jùmǎng
cicada	蝉	chán
tapir	貘	mò
hornbill	犀鸟	xīniǎo
tarántula	毒蜘蛛	dú zhīzhū

adjectives:

big	大	dà
small	小	xiǎo
beautiful	美	měi
ugly	丑	chǒu
ferocious	凶恶	xīong è
calm	安静	ānjìng
favorite	最喜爱	zùi xǐ ài
sour	酸	suān
sweet	甜	tián

questions:

why?	为什么?	wèishénme?
------	------	------------

where?	哪里?	nǎlǐ?
who?	谁?	shéi?
what?	什么?	shénme?

prepositional phrases of location :

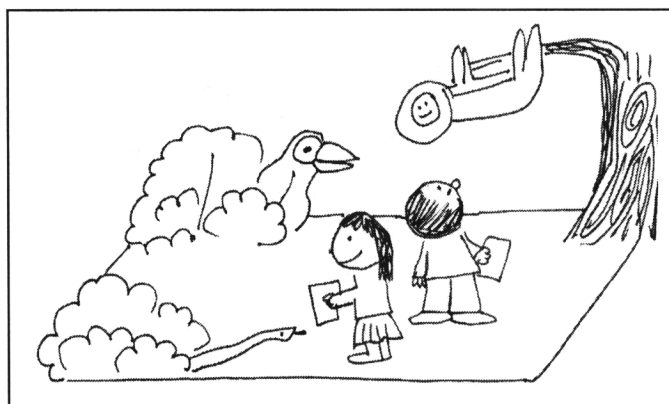
in front	前面	qiánmiàn
behind	后面	hòumiàn
next to	旁边	pángbian
under	底下	dǐxià
on top	上面	shàngmiàn
to the right	右边	zuǒbian
to the left	左边	yòubian

verbs :

to taste	尝	cháng
to have	有	yǒu
to bring	拿来	ná lái
to live	住	zhù
to be	是	shì
to walk	走	zǒu
to listen	听	tīng
to look	看	kàn

- Materials:**
- activity sheet #16
 - the student-made animals (see lesson #8)
 - fruits (drawings or real ones)

- Activity:**
1. The animals and fruits should be carefully placed in the trees, on the ground, etc. before the lesson, so as to practice all the position vocabulary.



2. The teacher should go over the K and W columns from activity sheet #16 with the students. Students share their information as the teacher creates one big class K-W-L chart on the board or on chart paper.
3. Escort students to the “rainforest” area. Upon arrival at the “rainforest”, the students should be encouraged to walk around in pairs. As they walk around, have students fill in the “L” column of the K-W-L chart with new information that they learned from their “trip.”
4. Students share their charts with the class.

Performance Assessment: Have students create a print and a video advertisement for Jianfengling National Park. They should include the habitat, animals and fruits that a visitor might see in the park. The print advertisement should include text and visuals. A video (or in-class oral) presentation should show the student performing a skit or other dialogue in which s/he invites visitors to visit Jianfengling National Park. (For grading rubric, see Appendix E).



Activity Sheets

名字 _____

日期 _____

Activity #1: Color this drawing of the tropical rainforest:



Fill in the spaces with the colors that you used:

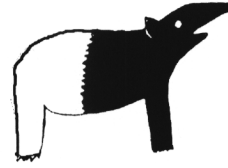
1. 树是 _____ 色的, 巨蟒是 _____ 色的。
2. 獾是 _____ 色的。
3. 叶子是 _____ 色的, 蚂蚁是 _____ 色的。
4. 猴是 _____ 色的。
5. 毒蜘蛛是 _____ 色的。
6. 犀鸟是 _____ 色的, 树蛙是 _____ 色的。
7. 豹是 _____ 色的。

名字 _____

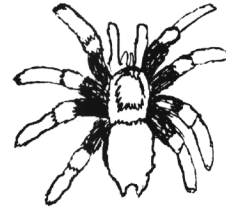
日期 _____

Activity #2: Match the word to the picture.

老虎



獾



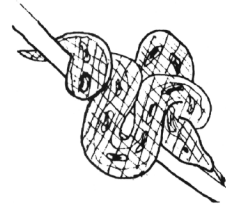
猿



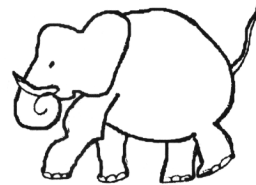
巨蟒



象



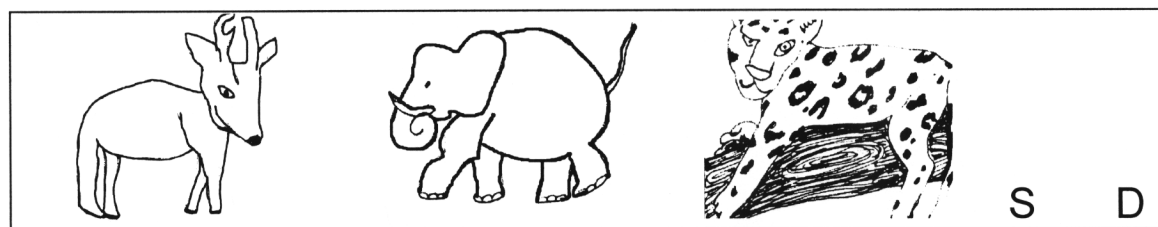
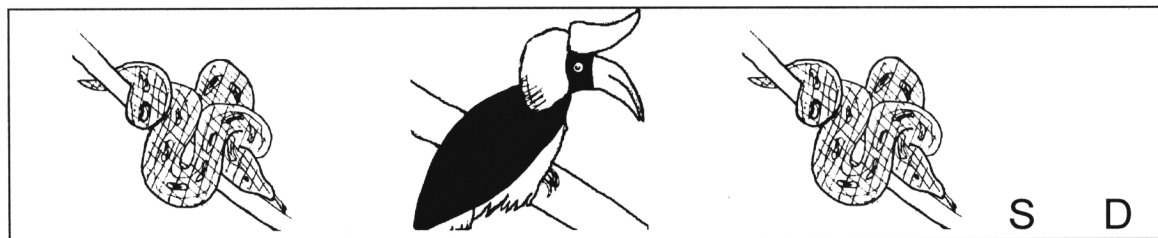
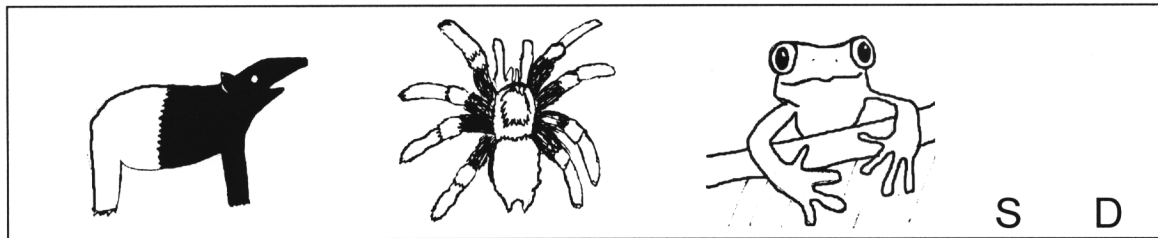
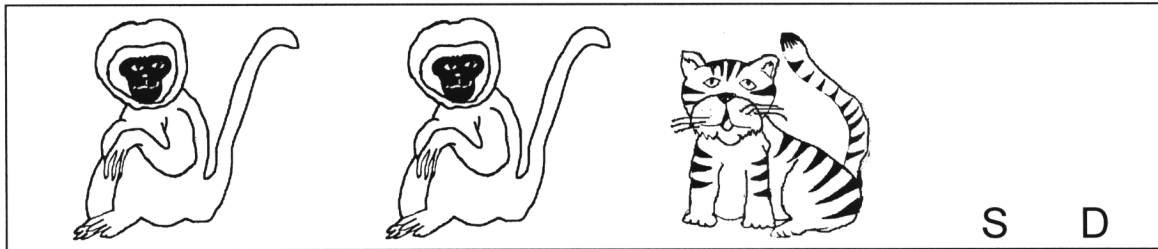
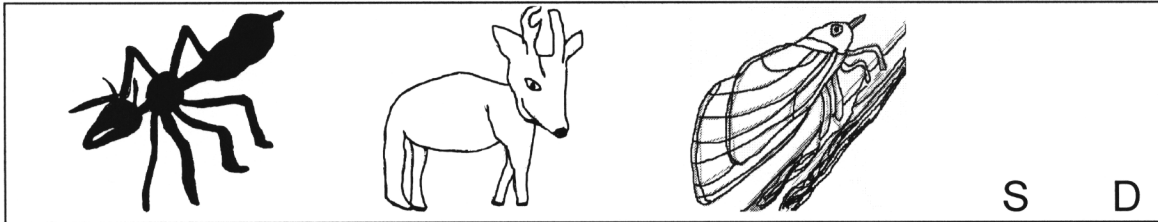
毒蜘蛛



名字 _____

日期 _____

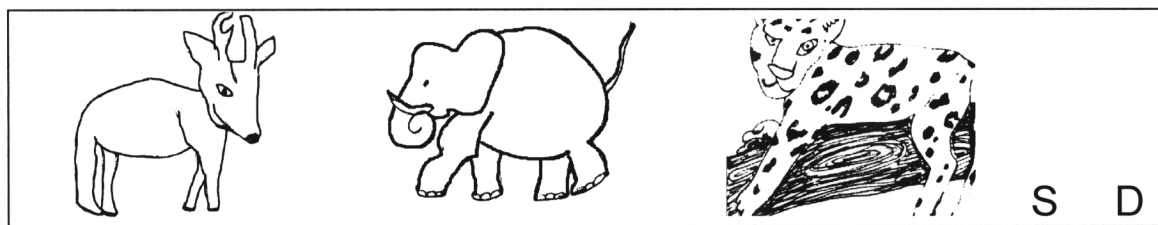
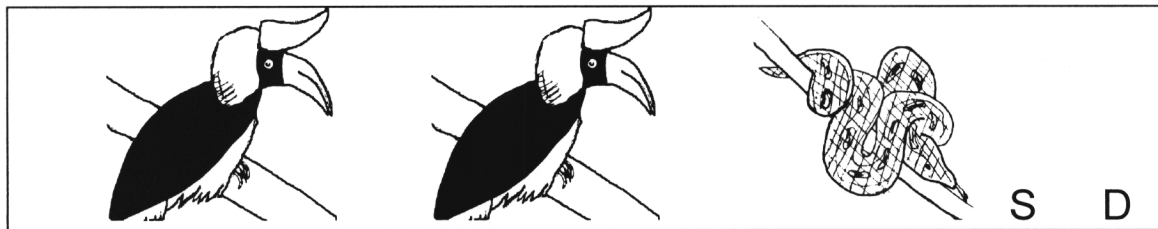
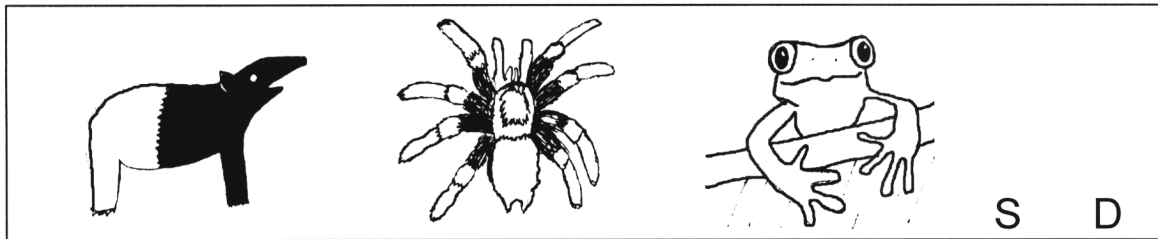
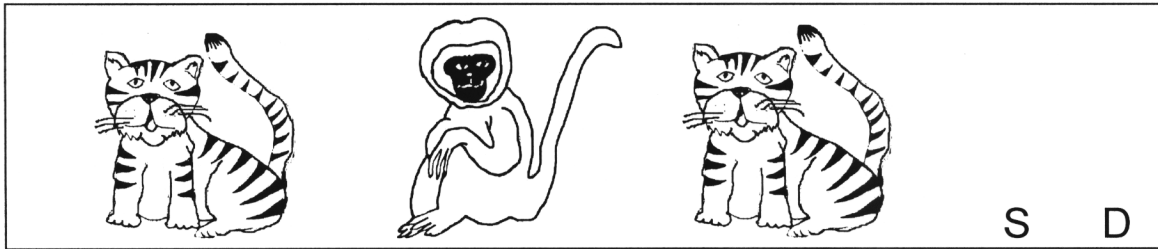
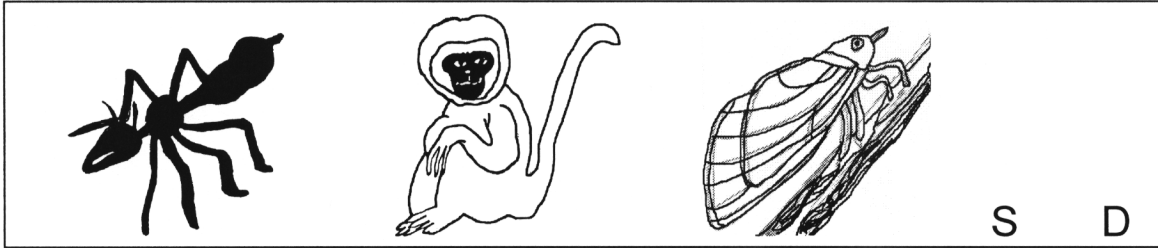
Activity #3 (a): Describe the drawings that you have on your sheet to your partner. If you partner has the same drawings, circle the letter "S" (= same). If you partner has different drawings, circle the letter "D" (= different).



名字 _____

日期 _____

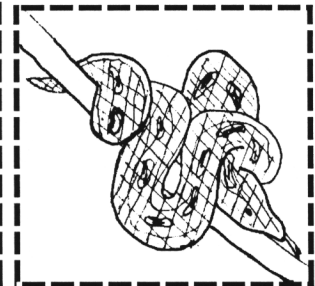
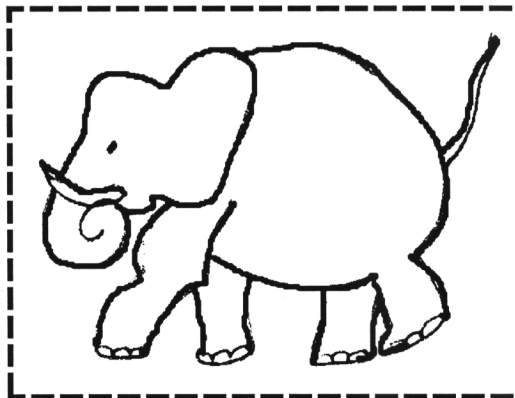
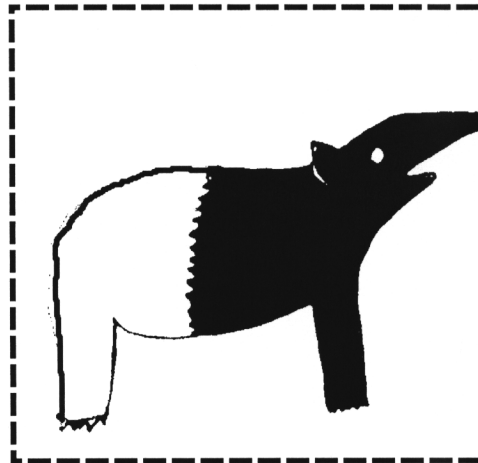
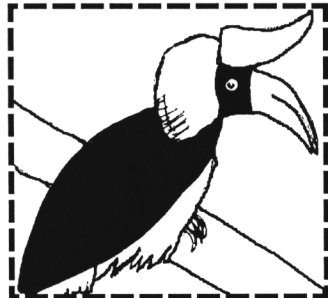
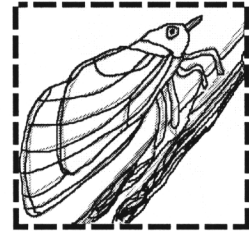
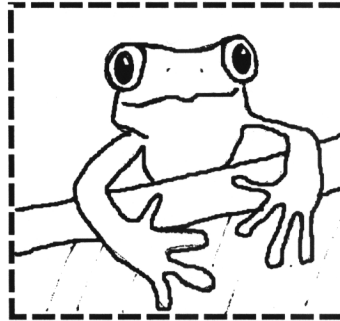
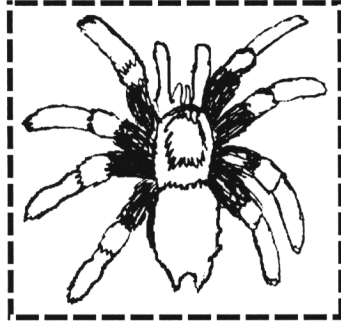
Activity #3 (b): Describe the drawings that you have on your sheet to your partner. If you partner has the same drawings, circle the letter "S" (= same). If you partner has different drawings, circle the letter "D" (= different).



名字 _____

日期 _____

Activity #4: Color in these animals. Cut them out and paste them into the scene in the worksheet for Activity #5.



名字 _____

日期 _____

Activity #5

Jianfengling Rainforest



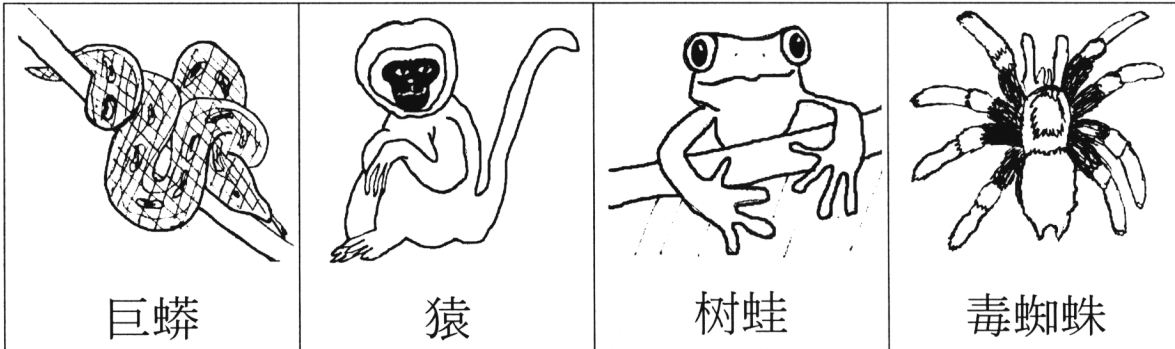
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日期 _____

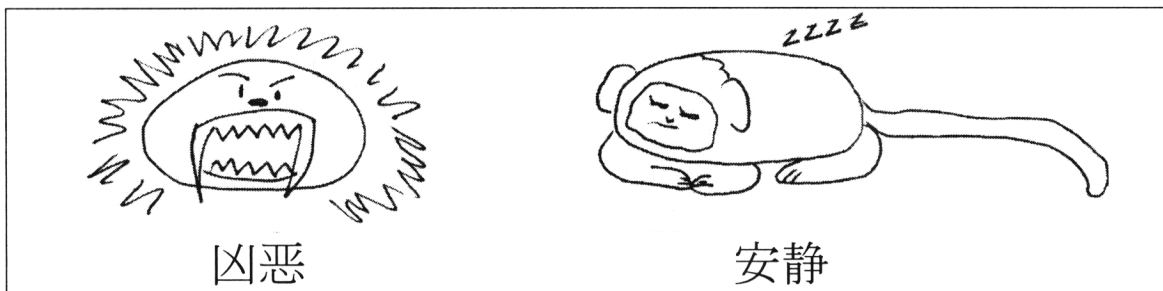
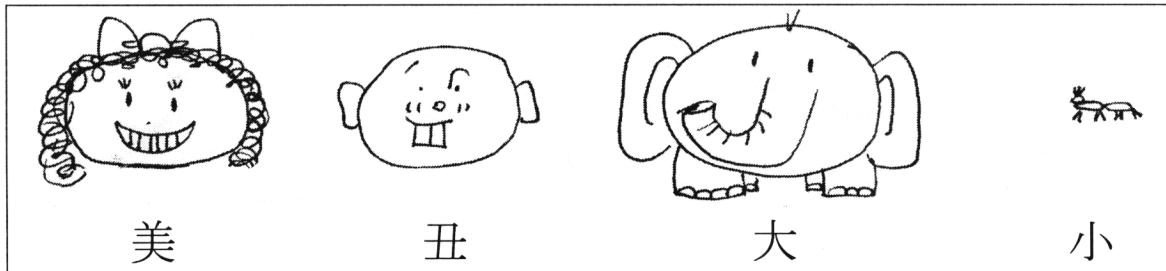
Activity #6: SURVEY: Ask a friend or relative to take this survey. Put a circle around the answer to each question.

Name: _____ Relationship: _____

Which is your favorite animal?



Why do you like that animal?



Fill in the blanks with information from the survey:

His/Her favorite animal is _____.

He/She likes it because it's _____ and _____.

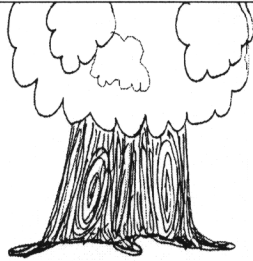
名字 _____

日期 _____

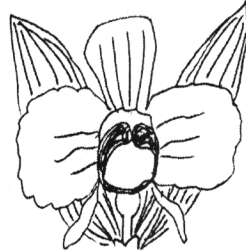
Activity #7: *Guess where these animals live. Put an "x" on the drawing of the habitat of each animal.*



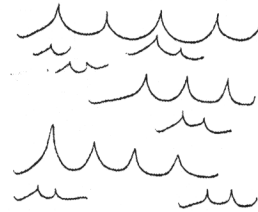
树蛙



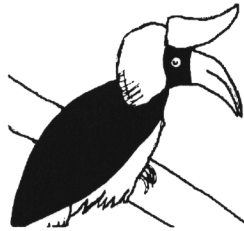
树



花



水



犀鸟



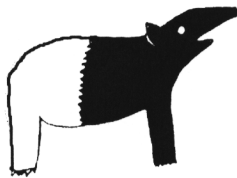
空气



叶子



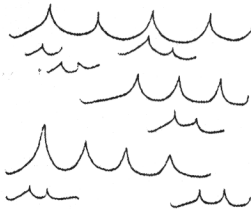
花



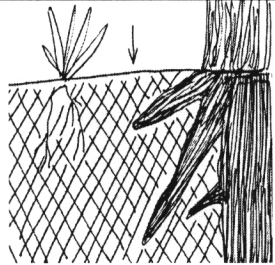
獭



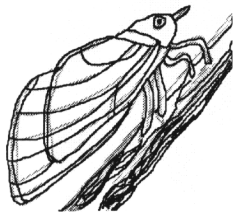
空气



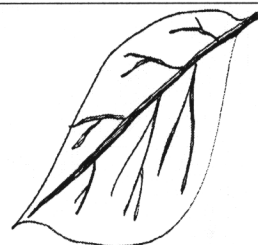
水



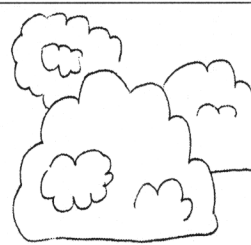
土地



蝉



叶子



空气



花

名字 _____

日期 _____

Activity #8: Write your own "Silly Story". Fill the spaces with the appropriate type of word.

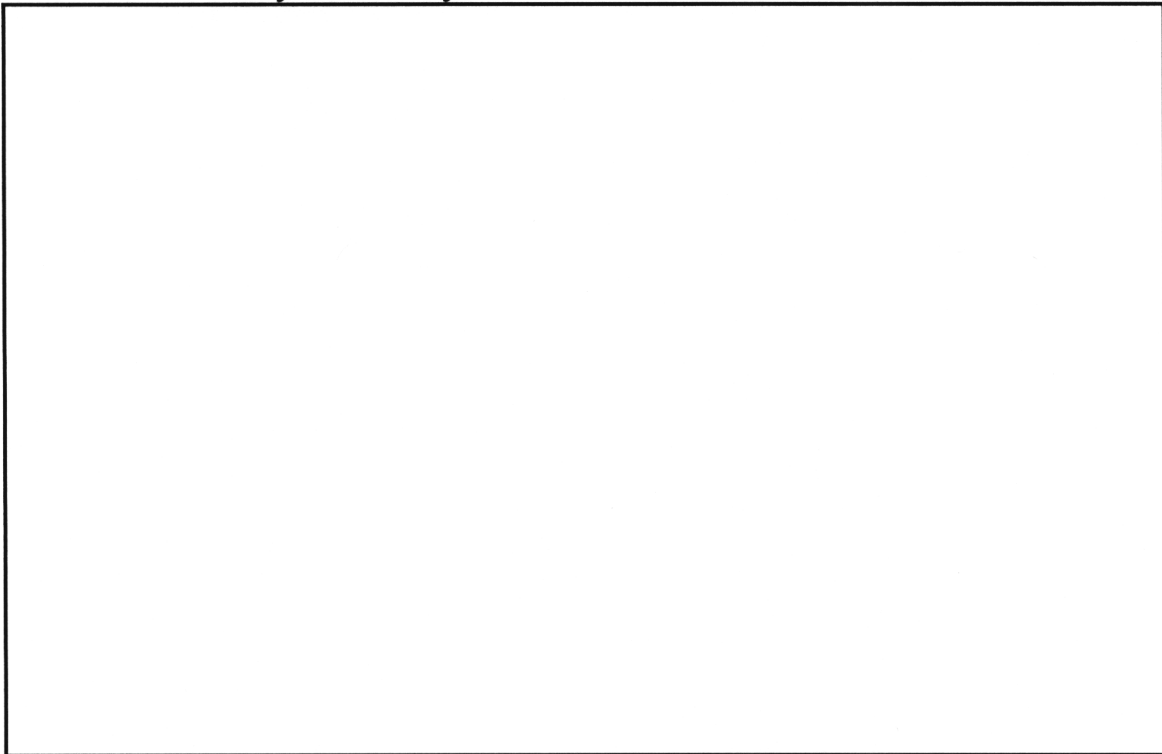
_____ 的 _____
颜色 动物

住在 _____ 里，可是在它现在在
植物/聚居

_____ 里。它很 _____ 可是不很
植物/聚居 形容词

_____。
形容词

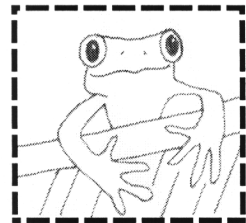
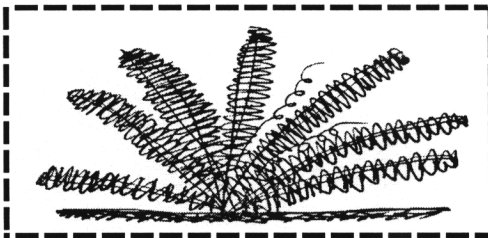
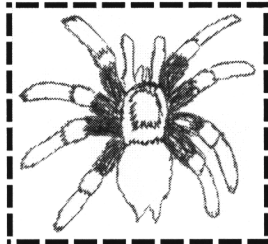
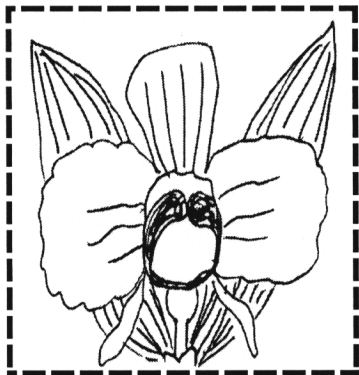
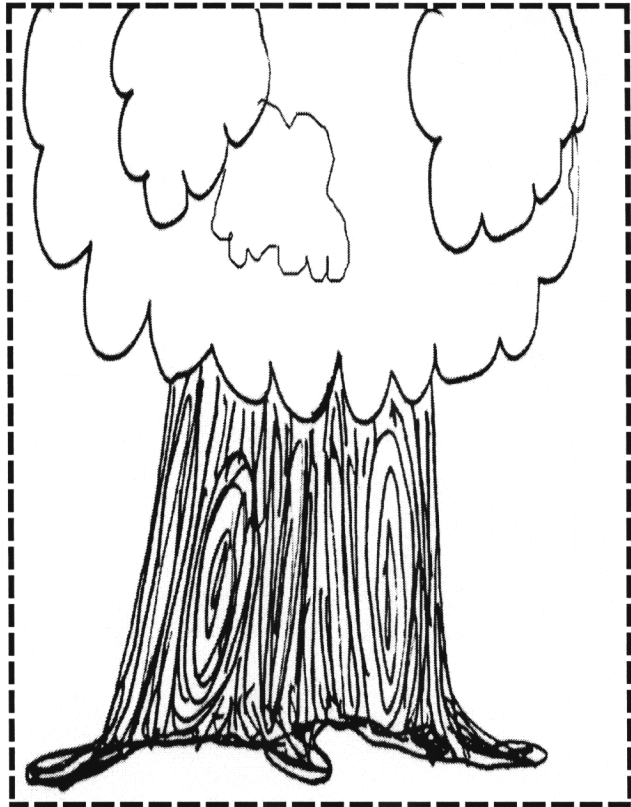
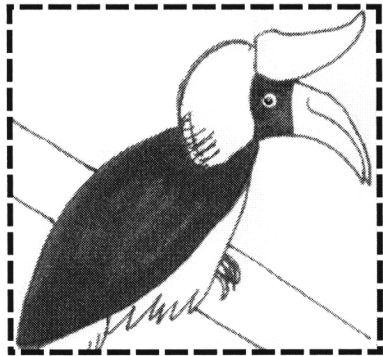
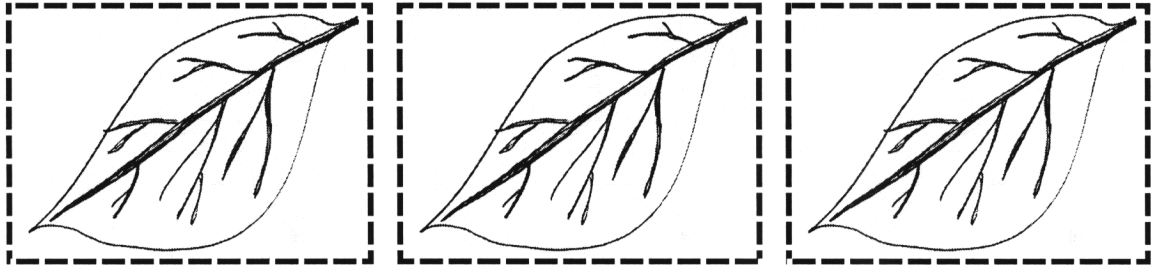
Now illustrate your story:



名字 _____

日期 _____

Activity #9: *Cut out and color in these animals and plants. Make a rainforest diorama by arranging the figures in a box.*



名字 _____

日期 _____

Activity #10 (a): Ask your partner where the animals are located in his/her drawing. Answer your partners' questions about your drawing.

In your drawing....

1. 犀鸟在哪儿？ 它在 _____ 里。
2. 树蛙在哪儿？ 它在 _____ 里。
3. 蚂蚁在哪儿？ 它在 _____ 里。
4. 象在哪儿？ 它在 _____ 里。



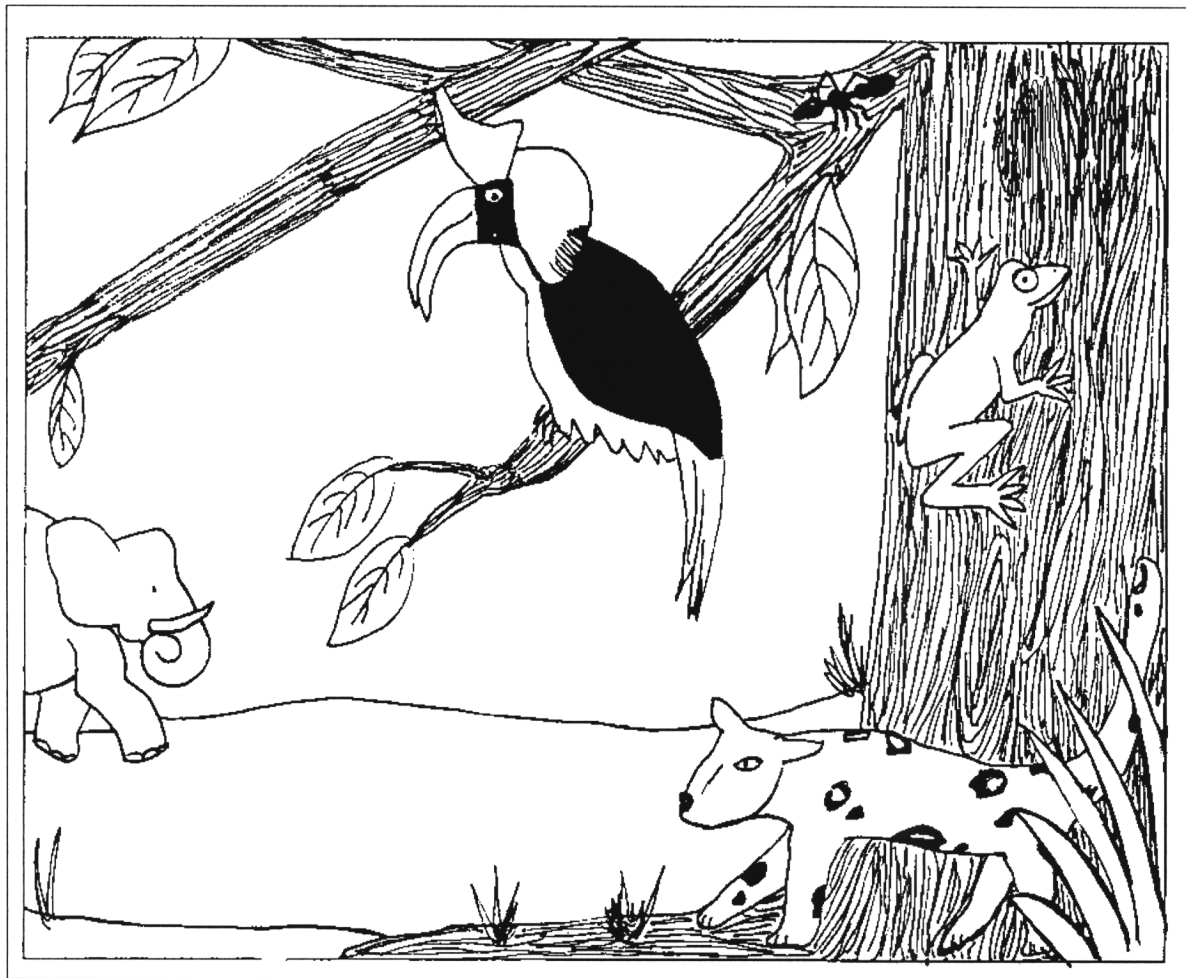
名字 _____

日期 _____

Activity #10 (b): Ask your partner where the animals are located in his/her drawing. Answer your partners' questions about your drawing.

In your drawing....

1. 猿在哪儿？ 它在 _____ 里。
2. 獾在哪儿？ 它在 _____ 里。
3. 毒蜘蛛在哪儿？ 它在 _____ 里。
4. 巨蟒在哪儿？ 它在 _____ 里。



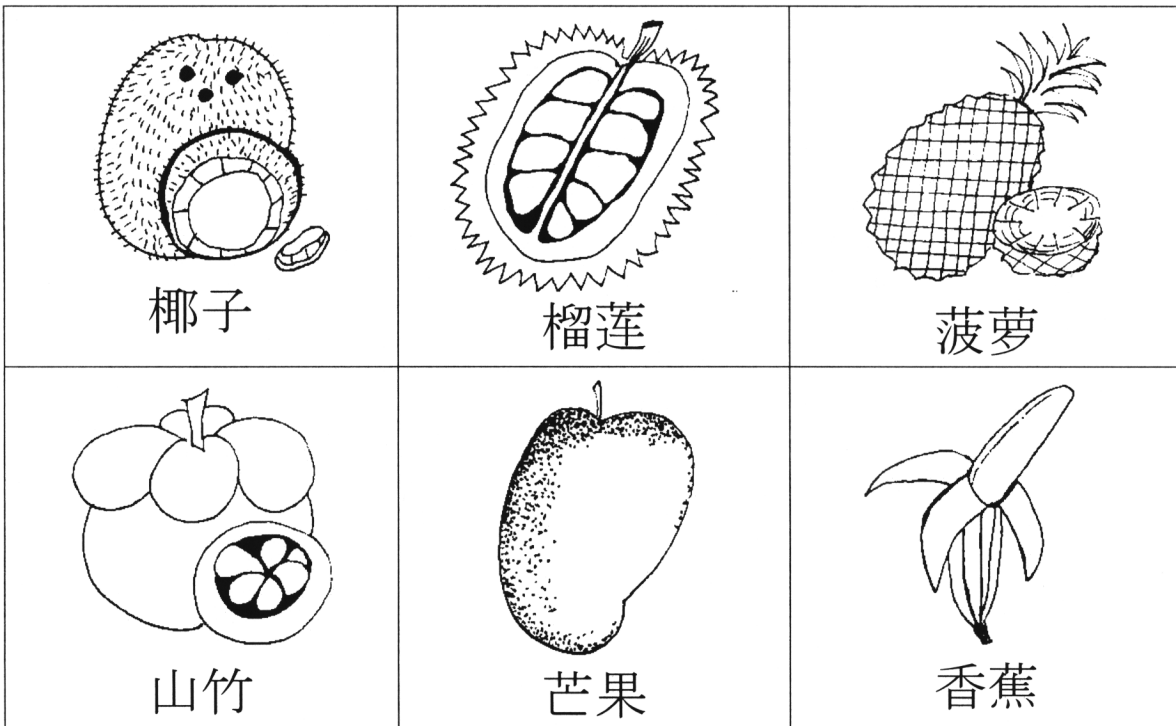
名字 _____

日期 _____

Activity #11: Color in and cut out these drawings. Paste them into the boxes below according to the descriptions.

菠萝在芒果的后边。 椰子在菠萝的右边。

香蕉在榴莲的前面。 山竹在榴莲的左边。



名字 _____

日期 _____

Activity #12: Match the word to the picture.

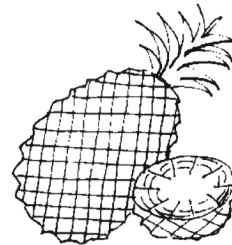
芒果



榴蓮



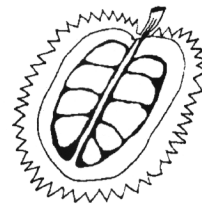
香蕉



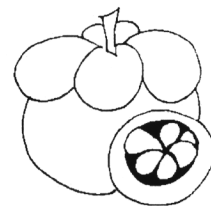
山竹



番石榴



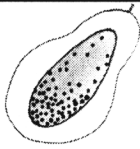


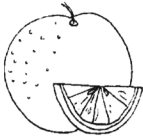
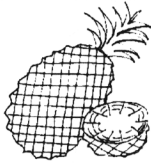
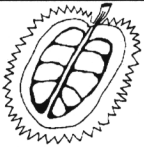


菠蘿



名字 _____

日期 _____

Activity #13: What do you think? Put an X in the column that best describes the taste of each fruit.

		甜	酸
	木瓜		
	香蕉		
	番石榴		
	橘子		
	菠萝		
	榴莲		
	芒果		
	罗望子		

名字 _____

日期 _____

Activity #14: *Put your pictures under the appropriate column.*

甜

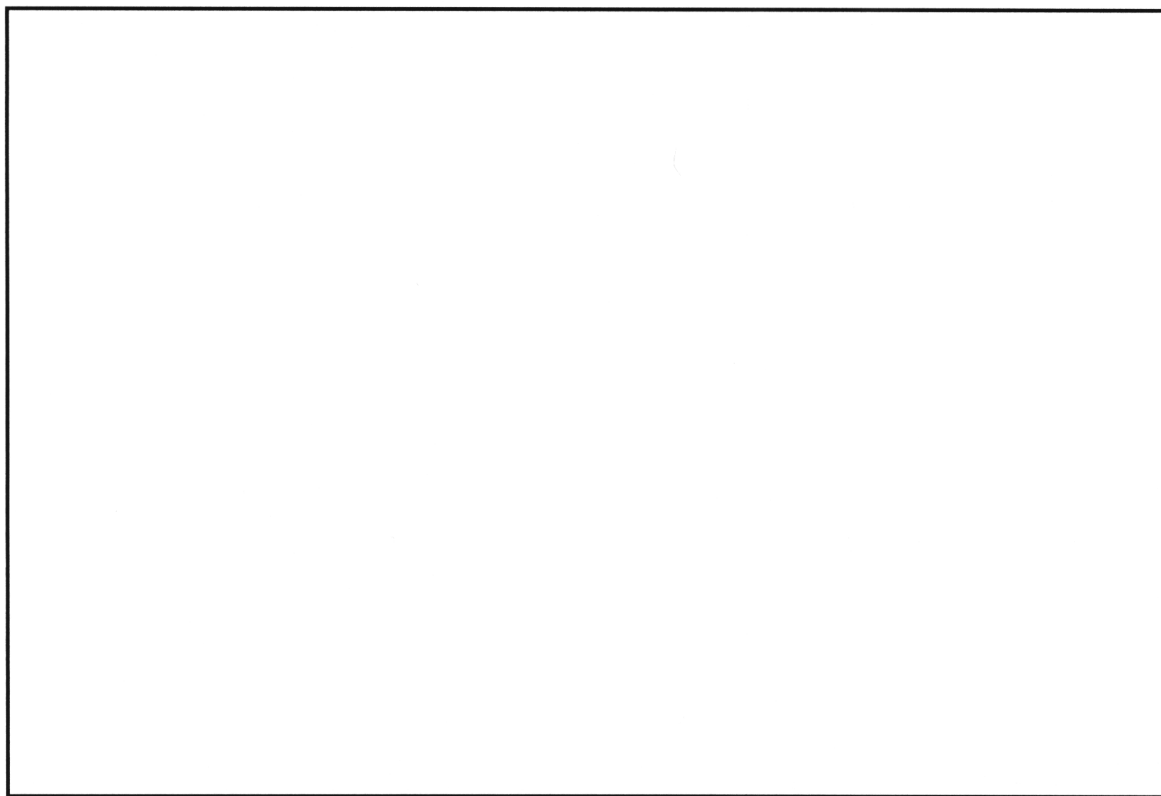
酸

名字 _____

日期 _____

Activity #15

我最喜欢的水果：



名字 _____

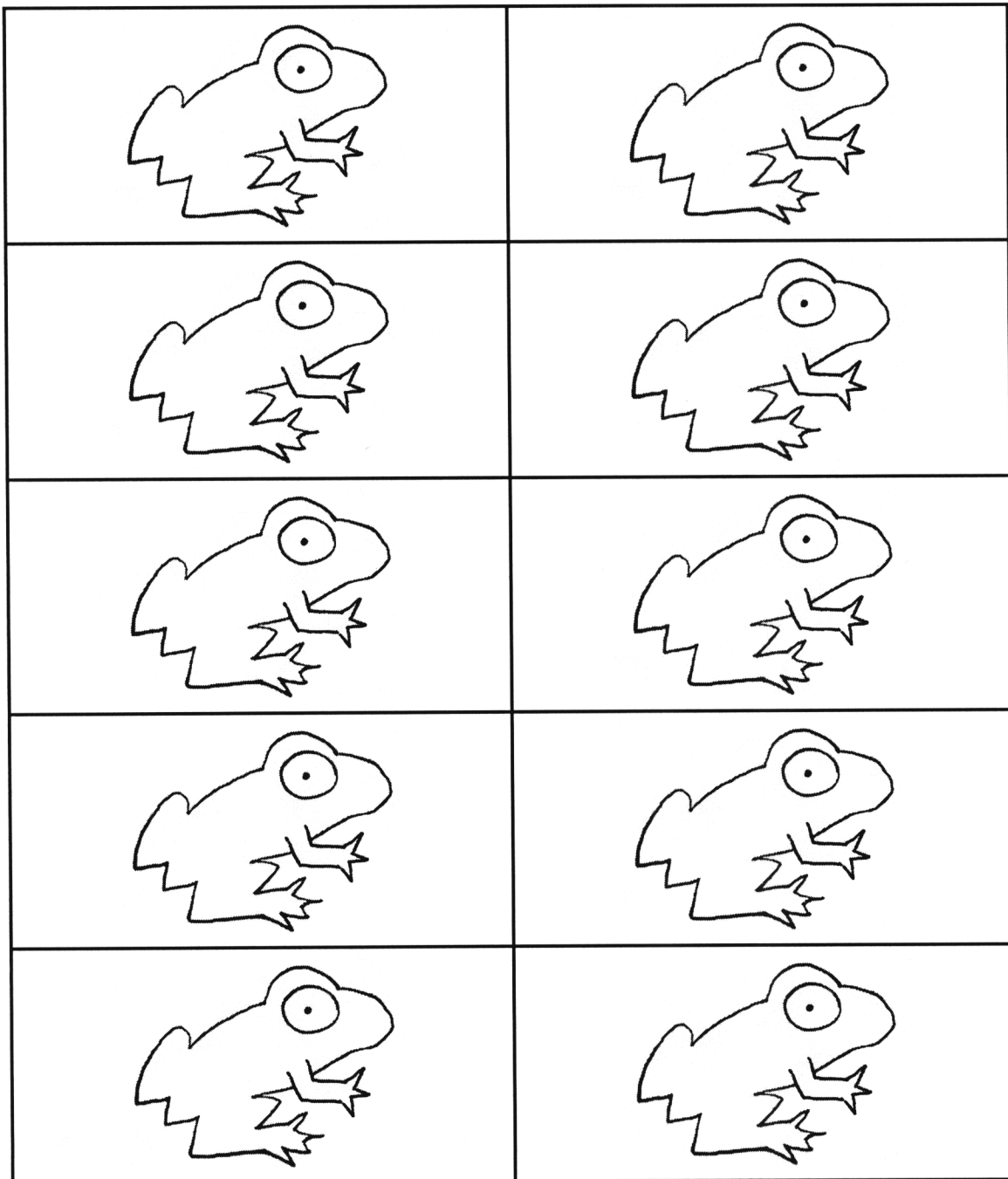
日期 _____

Activity #16: Fill in the K column with information about what you *already know* about the Jianfengling rainforest. Fill in the W column with information about what you *want to know* about the rainforest. Leave the L column blank.

K (know)	W (want to know)	L (learned)

APPENDIX A: Small Frog Cards

Color and cut these cards. You can ask your students for help in the coloring. You might want to make a many copies of this page so that all your students may have a set of cards.



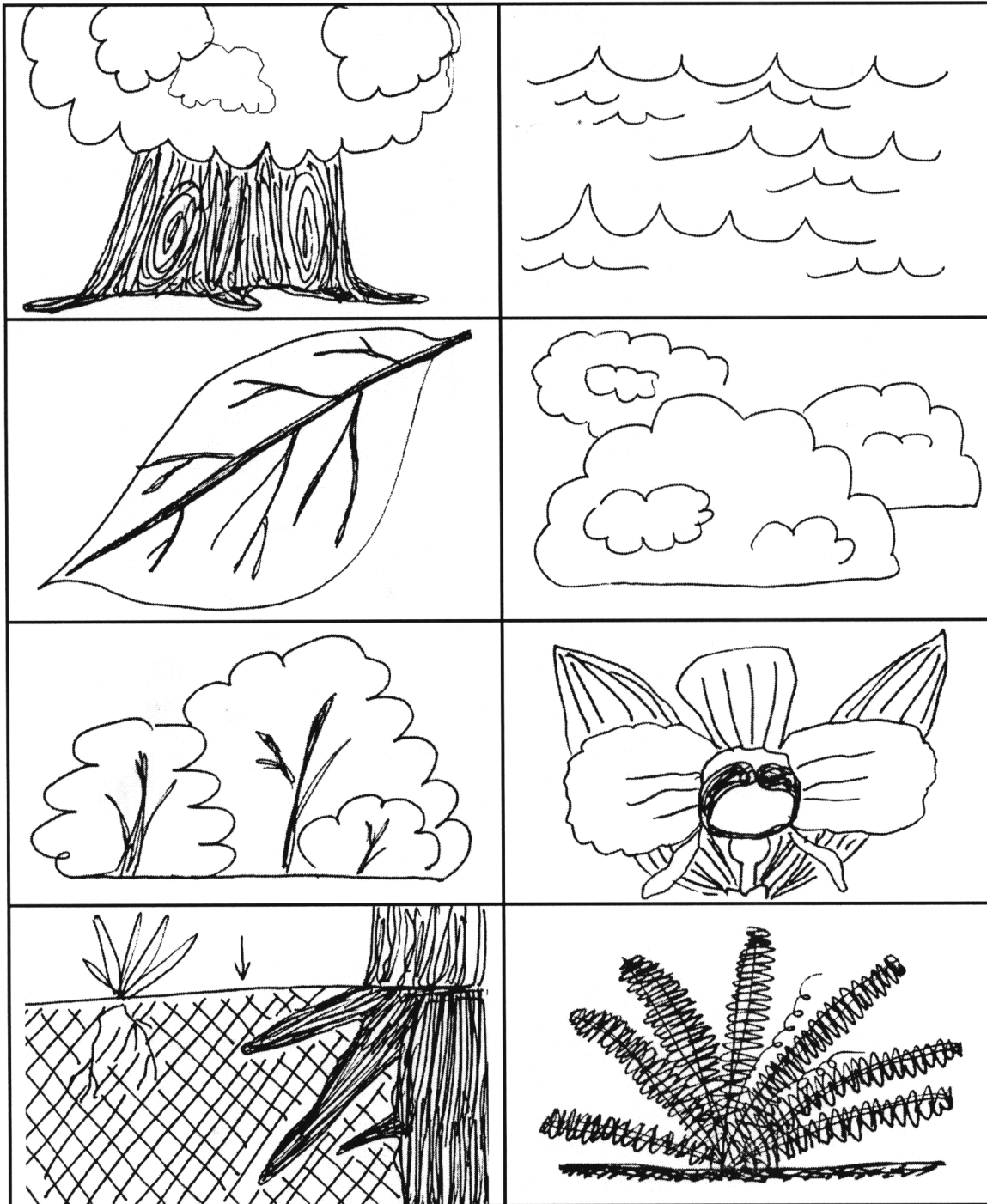
APPENDIX B: Small Animal Cards

Color and cut these cards. You can ask your students for help in the coloring. You might want to make a many copies of this page so that all your students may have a set of cards.



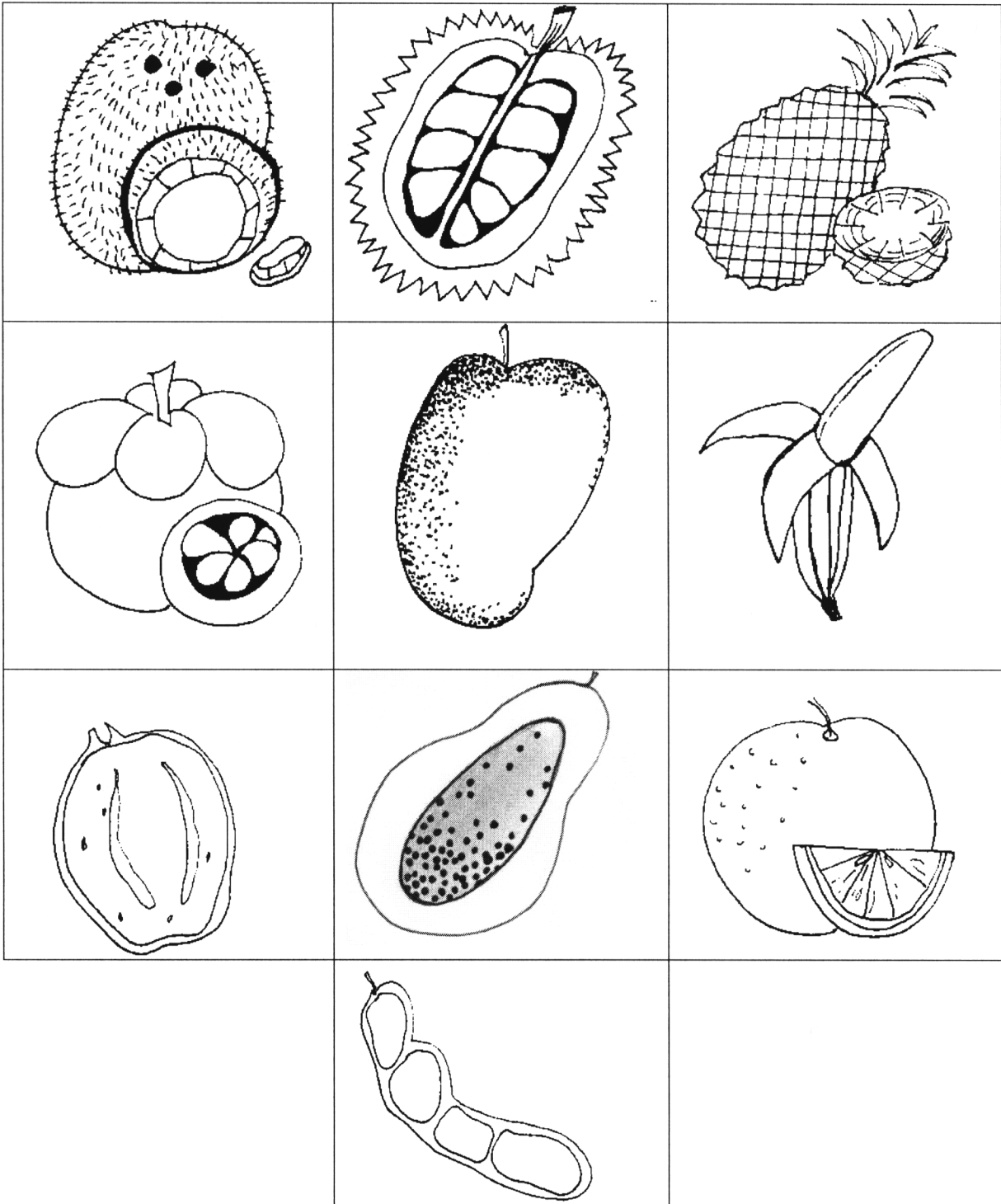
APPENDIX C: Small Plants and Habitat Cards

Color and cut these cards. You can ask your students for help in the coloring. You might want to make a many copies of this page so that all your students may have a set of cards.



APPENDIX D: Small Fruit Cards





















Color and cut these cards. You can ask your students for help in the coloring. You might want to make a many copies of this page so that all your students may have a set of cards.



APPENDIX E: Performance Assessment Rubric

Use this rubric in grading the students' performance assessment.

Front:

Jianfengling Rainforest Ad RUBRIC				
writing				
grammar				
speaking				
visuals				
 = exceeds expectations  = meets expectations  = approaches expectations  = does not meet expectations	<div style="border: 1px solid black; padding: 5px;"> <p>Grade:</p> <p>Comments:</p> </div>			

Back:

	Writing	Grammar	Speaking	Visuals
Exceeds Expectations	Contains all of the required information plus additional information	May have errors, but they <u>do not interfere</u> with communication	Any sympathetic listener should be able to understand all of the presentation. Speaks clearly with excellent intonation.	Visuals support the text and are stimulating, culturally appropriate and neatly done.
Meets Expectations	Contains all of the required information	May have errors, but they <u>rarely interfere</u> with communication	A sympathetic listener should be able to understand most of the presentation. Speaks clearly with good intonation.	Visuals support the text and are neatly done.
Approaches Expectations	Contains some of the required information	Has errors that interfere with communication	A sympathetic listener should be able to understand some of the presentation.	Visuals somewhat support the text and some are neatly done.
Does Not Meet Expectations	Supplies less effort than "Approaches Expectations"			