Lesson 2: "Game Day"
(associated with EiE® *Juan Daniel's FútbolFrog*, Chapter 1)

Lesson Topic: Students will read Chapter 1 of *Juan Daniel's Fútbol Frog* and explore the geography and culture of El Salvador.

DESIRED RESULTS (教学目标)

Academic Content Objectives: Students can…

Chinese Language Arts

- Use story pictures to infer and make predictions about the story *Juan Daniel*
- Synthesize inferences from two pictures and report summary predictions
- Give reasons for inferences and predictions
- Listen for key words and relevant information
- Confirm/disconfirm predictions
- Generate and answer literal questions to demonstrate understanding of story characters and setting as presented in Chapter 1
- Write a sentence in the past tense about events of Chapter 1

Math

- Compare and contrast the population and size of El Salvador, US, and China using appropriate units of measurement

Social Studies and Culture

- Recall what they know and identify what they want to know about the country of El Salvador in the following categories: geography, climate, food, sports
- Make predictions about El Salvador, Salvadoran people and culture
- Make cross-cultural connections between El Salvador, US and China
- Use map reading vocabulary and skills (map title, map key or legend, cardinal rose, map scale, latitude and longitude, equator)
  - to locate a country (El Salvador/US/China) and its coordinates
  - to identify a variety of geographic features
  - to make comparisons between location of Minnesota, El Salvador and China (proximity to equator, continent, nearby ocean(s), etc.)
- Estimate size of these countries by using a map scale and measuring length and height of approximate country "rectangle" (**Challenge activity)

Learning Strategies: Students can…

- Make predictions
- Use graphic organizers
- Use selective attention
- Skim and scan for information
- Cooperate when working in pairs and small groups

Chinese Language Objectives: Students can...

Functions and Forms

Content-obligatory (CO)

- Make inferences based on visual clues
- Support ideas/opinions using compound sentences with adverb 因此
- Identify similarities and differences between two things using topic as noun/verb phrase at sentence beginning
- Construct characters to form words and phrases adhering to character structure rules and stroke order guidelines
- Identify and construct semantic radicals as separate characters or as part of another character
- State or identify what/who something is or is not
- Use a developing understanding of basic units of word formation in Chinese to infer and construct meaning with written text
- Describe attributes of persons/places/things using modifying phrases
- Ask and answer questions using question words
- Express location using 在 [zài] in a locative phrase

Content-compatible (CC)

- Express agreement/disagreement
- Negotiate to reach consensus
- Accept feedback/advice/idea
- Ask for clarification about feedback/advice/idea
- Negotiate turn-taking

Vocabulary

	了解 Recognize	识记 Produce
Content-obligatory	**Story Elements** 人物 character, 场景 setting, 事件 events, 总结 summary **Possible Story Settings** 饭馆 restaurant, 足球场 soccer field **Oceans** 太平洋 Pacific Ocean, 大西洋 Atlantic Ocean **Geographic Terms** 热带雨林 rain forest **Map Symbols** 图例 legend, 地图的比例尺 map scale, 罗盘 compass rose, 纬线 latitude line, 经线 longitude line, 赤道 equator, 首都 capital city, 地图标题 map title **Word Knowledge** 音节 syllable, 音素 sound, 押韵 rhyme/to rhyme, 音调 tone, 发音 to pronounce **Cross Cultural Chart** 大陆 continent, 气候 climate, 人口 population	**Continents** 北美洲 North America, 亚洲 Asia **Country Names** 萨尔瓦多 El Salvador **Nationality Adjectives** 萨尔瓦多的 Salvadoran **Adjectives** 相似的 similar, 不同的 different **Directions** 西北 northwest/东北 east, 西南 southwest/东南 east **Units of Measurement** 英里 miles, 平方英里 square miles, 公里 kilometers, 平方公里 square kilometers **Soccer Terms** 踢足球 to play soccer **Cross Cultural Chart** 流行的运动 popular sports, 语言 language, 食物 food
Content-compatible	**Family Relationships** 侄子／外甥子 nephew,侄女／外甥女 niece **Restaurant People** 老板 owner, 顾客 customer **Soccer Gear** 水瓶 water bottle, 袋子 duffel bag, 恤衫 T-shirt, 毛巾 towel, 运动鞋 sports shoes, 短裤 shorts **Continents** 南美洲 South America, 非洲 Africa, 欧洲 Europe, 澳洲 Australia, 南极洲 Antarctica **Countries neighboring the U.S., El Salvador and China** 加拿大 Canada, 墨西哥 Mexico, 洪都拉斯 Honduras, 危地马拉 Guatemala,	**Family Relationships** 亲戚 relative，母亲 mother, 父亲 father, 兄弟 brother, 儿子 son, 女儿 daughter, 奶奶／外婆 grandmother,爷爷／外公 grandfather, 孙子 grandson **Restaurant People** 厨师 cook, 服务员 server **Action Words** 坐 to sit, 站 to stand, 说话 to talk, 吃 to eat, 煮 to cook, 跑步 to run, 喝 to drink, 招呼 to serve, 帮助 to help, 收拾 to pack, 拿 to carry, 微笑 to smile, 离开 to leave, 打招呼 to greet, 想 to think, 猜 to guess, 相信 to believe, 看 to look, 看见 to see **Possible Story Settings (Place)** 学校 school, 房 house, 商店 store, 场 field,

	了解 Recognize	识记 Produce
Content-compatible	朝鲜 North Korea, 蒙古 Mongolia, 印度 India, 越南 Vietnam **Geographic Terms** 平原 plain, 火山 volcano **Adjectives** 远 far **Other Key Words** 谜语 riddle **Job Cards/Roles** 中文督察员 Chinese Champion, 材料管理员 Magnificent Materials Manager, 记录员 Remarkable Recorder, 工作管理员 Terrific Taskmaster, 演示质检员 Polished Presenter	果园 orchard **Possible Story Setting (Time)** 时间 time of day, 季节 season, 月 months **Time of day** 上午 morning, 下午 afternoon, 中午 noon, 夜晚 night **Seasons** 秋天 fall, 夏天 summer, 春天 spring, 冬天 winter **Months** 一月 January, 二月 February, etc. **Climate** 热 hot, 暖 warm, 凉 cool, 多云 cloudy **Country Names** 美国 United States, 中国 China **Nationality Adjectives** 中国的 Chinese, 美国的 American **Languages** 西班牙语 Spanish, 中文 Chinese, 英文 English **Directions** 北 north, 南 south, 东 east, 西 west **Geographic Terms** 山 mountain, 河流 river, 湖泊 lake **Pronouns** 这 this, 这些 these, 那 that, 那些 those

*Note: In the **Language Function-Form-Vocabulary Connection** section you will find additional vocabulary that is directly supportive of the various language functions. The particular words and phrases you choose to target for this lesson will depend on your students' proficiency levels. Because of this, we have not included all vocabulary here. Also, at the end of this lesson you will find a table that provides more detailed information about the lesson vocabulary identified above.*

PREPARATION (教学准备)

Materials Needed for Instruction

- MMIC 2-IWB: Interactive whiteboard pages for Lesson 2
- MMIC *Juan Daniel* CH: Mandarin Chinese version of *Juan Daniel* story
- Highlighters, 2 different colors, one set per pair
- One orange and markers in 3 different colors for each student
- 2-3 different maps of each of El Salvador, US, and China
- Cross-cultural wall chart
- Handouts:
    a. MMIC 2-1: *Picture for Look, Think, Guess,* one copy per pair
    b. MMIC 2-2: *Look, Think, Guess*, one copy per pair
    c. MMIC 2-2-TG: *Look, Think, Guess*, Teacher Guide
    d. MMIC 2-3: *Juan Daniel story picture page 2*, copied on blue paper, one copy per pair for half the class
    e. MMIC 2-4: *Juan Daniel story picture page 4*, copied on green paper, one copy per pair for half the class
    f. MMIC 2-5: *Key Word Summary,* one per student
    g. MMIC 2-6: *Chapter 1: Reading for Meaning*, one per student
    h. MMIC 2-7: *The Common Language of Maps*, one per pair
    i. MMIC 2-8A: *Mapping Infogap Student A,* one yellow copy for Student A in pair activity
    j. MMIC 2-8B: *Mapping Infogap Student B,* one pink copy for Student B in pair activity
    k. MMIC 2-9: *Learning with Maps,* one copy per group
    l. MMIC 2-10-TG: *Sample Cross Cultural Chart*, Teacher Guide
    m. Laminated group job cards

LEARNING ACTIVITIES (教学活动)

Preview Phase—"Into" Activities

Students will use pictures from Chapter 1 of the *Juan Daniel* story to predict what the story will be about and share those predictions with classmates. They will then listen to the story and see whether their predictions were correct.

Time: Learning Activity 1—45 minutes
Learning Activity 2—30 minutes

Learning Activity 1

1. Tell students that they will be reading a story about a boy named Juan Daniel. In a large-group discussion, ask them to share strategies that they use to predict what will happen in a story. If no one says, "look at pictures," be sure to offer that strategy as well.
2. Guide students through the *Look, Think, Guess* activity by working together as a class to complete the model for the activity. Display page 1 of MMIC 2-IWB and pass out MMIC 2-1: *Picture,* one to each pair. Then display MMIC 2-2, *Look, Think, Guess,* page 2 of MMIC 2-IWB and complete the chart together.
3. Brainstorm possible vocabulary for story characters, settings, time (seasons/time of day/special holiday), parts of world (continents/countries/cities/regions), and typical activities of characters. See content-compatible vocabulary for possible words.

Note: Use MMIC 2-2 TG: Look, Think, Guess as a reference to get an idea of what students might say about the picture. Answers will vary.

4. Ask students to find a partner to work together on another *Look, Think, Guess* chart.
5. Distribute MMIC 2-3 and MMIC 2-4: *Juan Daniel story pictures*, each copied in a different color. Give MMIC 2-3 to half the pairs in the class and MMIC 2-4 to the other half of the pairs.
6. Ask pairs to complete MMIC 2-2: *Look, Think, Guess*, answering the following questions by looking at their picture:

中文	English
这些人之间有什么关系？	How might these people be related?
他们是干什么的？	What might they be doing?
这个故事发生在什么地方？	Where might this story take place?
他们住在世界上的什么地方？	Which part of the world might they live in?
这个故事发生在什么时间或什么季节？	What time of day / year might this be?
这个小男孩接下来要做什么？	What might the boy be going to do next?

| 这个故事写的是什么? | What might this story be about? |

7. Refer to content-obligatory forms and functions, *CO: LP 2.1.1 and CO: LP 2.1.2*, at the end of this activity description. Make sure students use a sentence frame such as the one below as they complete the chart and share their ideas about the picture:

Chinese	**English**
因为我看到...所以我想/我觉得/我猜...	Because we see _____, therefore we guess/think/believe that…

8. Ask each pair to then find another pair that has a different picture than they do.
9. Once students are in groups of four, pass out job namecards. Discuss the four job duties and remind students about the sentence starter ideas on the back of each job namecard: **Chinese Champion (中文督察员), Remarkable Recorder (记录员), Magnificent Materials Manager (材料管理员),** and **Terrific Taskmaster (工作管理员).**
10. In groups, have students compare and contrast their pictures and charts and complete a Venn diagram or Double Bubble Thinking Map (if this parallels site/district-required Thinking Maps). Ask the **Remarkable Recorder** to draw his/her own diagram on a clean piece of paper.
11. Students should note similarities and differences between the two pictures, responding to all questions on handout MMIC 2-2: *Look, Think, Guess*. (See *CO: LP 2.1.3*). Ask students to create an oral summary prediction about what the story will be about to share with the whole class.
12. Display pages 3-4 to use as a reference point. Invite groups to orally report their predictions of what the story will be about. Ask each group to report on at least one of the question areas from the *Look, Think, Guess* handout, using language forms and functions found in *CO: LP 2.1.1, CO: LP 2.1.2, CO: LP 2.1.3.*
13. Record student predictions on page 5 of the whiteboard (new blank version of *Look, Think, Guess* handout) while they present.

Note: *Displaying the class predictions will allow the class to be able to return to the predictions later.*

Language Function-Form-Vocabulary Connections (Activity 1)		
CO **LP 2.1.1**	**Make inferences based on visual clues**	

For example:

Approaching	Attaining	Expanding
我猜/想 I guess /think 也许/可能…… Maybe/ Perhaps… 在我看来…… It seems to me that …/In my opinion, …	我敢肯定…… I bet that… 图中的……告诉我们…… The … in the picture tells us that…	我估计／推断／猜测…… I expect/deduce/suppose that … 似乎…… It seems as if… 从第七章中可以看到……／如第七章所示…… As is seen from chapter 7…

CO **LP 2.1.2**	**Support ideas/opinions using compound sentences with adverb 因此**

For example:

Approaching	Attaining	Expanding
我们认为她／他是……，**因为**……。 We think s/he is……, because…	这个人做饭／端菜，**因此**，我们认为……。 This person makes/serves, as a result, we think…	**由于**这个人做饭／端菜，**因此**，我们认为……。 Due to this person makes/serves, as a result we think s/he is …
……，因为 (because)…… 因为 (because)……，所以 (so)……	……，因此 (as a result, therefore), ……	由于 (due to)……，因此 (as a result, therefore), ……
Form focus: ……，因此 (as a result, therefore), ……		
因此 (as a result, therefore) is an adverb that can be used instead of the conjunction 因为 in the second clause.		
Noticing and awareness spotlight: Use of 由于 (due to)		
由于 (due to)……, reflects a more formal register and is more likely to be used in written communication.		

CO LP 2.1.3	Identify similarities and differences between two things using topic as noun/verb phrase at sentence beginning		

For example:

Approaching	Attaining	Expanding
中国的食物和/跟萨尔瓦多的一样/不一样，因为… A and B are the same/ different because…	关于第一个问题，图 A 和图 B 很相似/不同，因为… With regards to the first question, X is/are similar to/different from Y because…	关于第一个问题，图 A 和图 B 大同小异/大相径庭，因为… With regards to the first question, X is/are generally the same but little bit different from/ dramatically different from Y because…
A + 和/跟 (and) + B + 一样 (same)/不一样 (different).	Coverb 关于 + topic [noun phrase] + "，" + sentence (picture A and picture B + [是 assumed] intensifier + adj.).	Coverb 关于 + topic [noun phrase] + "，" + sentence (picture A and picture B + [是 assumed] + four-character idiomatic expressions.

Form focus: Topic as noun/verb phrase at sentence beginning

In Mandarin, expressing the topic (what the sentence is about) is very important. The topic usually refers to something that the speaker and hearer already know about. The topic of the sentence does not need to have a direct relationship with the main verb as would a subject.

The topic or that which is being discussed is usually placed at the beginning of the sentence and set off by a comma. It can be either a noun phrase or a verb phrase.

For example,
Noun phrase: 人们喜欢的运动，在中国和在美国很相似/不同。(The sports people enjoy in China are similar to/different from the sports people enjoy in the U.S.)
Verb phrase: 运用工程设计程序，工程师们需要遵循这些步骤。(Using the engineering design process, engineers need to follow these steps.)

Noticing and awareness spotlight:
1. Use of "noun + 的 + noun" to express possession

To indicate ownership/possession, the structure is "noun + 的 + noun", for example, 中国**的**食物 means China's food or Chinese food.

Learning Activity 2

1. Ask students to listen carefully as *Juan Daniel* Chapter 1 is read aloud (books closed). Encourage students to listen for key words that they understand and think might give them good information about the story. Ask them to listen for words that help to answer these questions, displayed on page 6 of MMIC 2-IWB:

中 文	**English**
故事里的人物都是谁?	Who are the characters?
故事发生在什么地方?	Where does the story take place?
故事发生在什么时间或什么季节?	What time of day/year is it?
在这一章里，发生了什么事?	What is happening in this chapter?

2. Pause as needed to allow students to listen for clues and make mental notes of answers to these questions.
3. Distribute MMIC 2-5: *Key Word Summary*, one per student. Ask students to listen again while the chapter is *reread*. As students listen, they should write down key words and important phrases that provide good information about the questions on their handout (with characters or pinyin, if necessary). See *CO: 2.2-3.1* and call attention to/review some aspect of character structure and formation relative to the words they are writing.
4. Read Chapter 1 a third time, making sure to give students time to write more key words and phrases.
5. Allow students to share what they've written.
6. In groups of 4 (same groups as for Activity 1), have students exchange ideas from their handouts to see if they can confirm or contradict the predictions that their group had made during Learning Activity 1. (See *CO: 2.2-3.3 — CC: 2.2-3.6*).

Teacher Tip: Groups may use highlighters to mark the ideas that they made in Activity 1 on the Venn diagram or Double Bubble, indicating which ideas they believe are correct or not, now that they have heard the chapter. For example they may use one color for "correct" and a different color for "incorrect."

7. Lead a whole-class debriefing of what students now know about the story. Allow students to revise any displayed predictions.
8. Check in and reinforce with students how helpful pictures can be when trying to predict what a story will be about.

Focused Learning Phase-- "Through" activities

The teacher will read *Juan Daniel,* Chapter 1 aloud to the students and scaffold story comprehension with visuals and props, then check for understanding with a reading comprehension activity.

Time: Learning Activity 3—45 minutes

Learning Activity 3

1. Read Chapter 1 aloud while the students follow along with the story text displayed on the whiteboard. Allow students to help act out the story using props and whiteboard visuals (pages 7-9 of MMIC 2-IWB) to reinforce meaning as needed.
2. After reading the chapter, invite students to complete (individually) MMIC 2-6: *Chapter 1: Reading For Meaning*.
3. Direct students to return to the same small groups of 4. Small-group "job" roles should be the responsibilities of the same students that held them during the prior activities. Students should check and compare individual responses and discuss the match between their earlier predictions and the story. They should focus on how the people in this story are related (characters) and where the story takes place (setting). See *CO: 2.2-3.2.*
4. Ask students in their small groups to construct two or three story summary sentences for the bottom section of MMIC 2-5: *Key Word Summary,* which they started in Learning Activity 2.
5. When completed, collect and review MMIC 2-5*: Key Word Summary* and MMIC 2-6: *Reading For Meaning* as evidence of learning.

Language Function-Form-Vocabulary Connections (Activity 2-3)	
CO **LP 2.2-3.1**	**Construct characters to form words and phrases adhering to character structure rules and stroke order guidelines**

For example:

Left-right: 叫、场

Top-bottom: 吉、只

Left, middle, right: 树、谁

Top, middle, bottom: 复、常

One-part, totally enclosed: 国、回

Partially enclosed: 用，原

Approaching	Attaining	Expanding
One- and two-part characters	**Three-part characters**	**Four + part characters**
One-part character 我、生 One-part, totally enclosed 国、回 Two-part characters Left-right: 叫、场 Top-bottom: 吉、只	Left, middle, right: 树、谁 Top, middle, bottom: 复、常 Left, top-right, bottom-right: 锋、纷 Top-left, bottom-left, right: 部、剂、劲 Left-top, right-top, bottom: 然、赞 Top, left-bottom, right-top: 死、前	Left-top, right-top, left-bottom, right bottom: 能、舒 Left, top-right, middle-right, bottom-right: 慢、镜 Left, middle, top-right, bottom-right: 游 Left, middle-top, middle-bottom, right: 湖

Form focus: Formation of Chinese characters

1. Character structure rules

Chinese characters are called "square" characters because no matter how simple or complex, each character fits inside a square. Characters can usually be divided into different parts. These parts form character structures. There are four main structures: one-part structure, two-part structure, three-part structure, and four-part structure. These structures can be further divided into sub-parts.

For example,

Two-part structures: ☐ (top/bottom), ☐ (left/right)

Three-part structures: ☐ (left, top-right, bottom-right), ☐ (top-left, bottom-left, right), etc.

2. Stroke order guidelines
General rules for writing Chinese characters are: 1. Horizontal first, then vertical. 2. Top first, then bottom. 3. Left first, then right. 4. Left-slanted first, then right-slanted. 5. Outside first, then inside. 6. Center first, then both sides. 7. With "closed" characters, enter character first, then close it up.

CO LP 2.2-3.2	State or identify what/who something is or is not	
For example:		
Approaching	**Attaining**	**Expanding**
这(不)是房子／饭馆。 这 (不)是一个家／妈妈／邻居。	这个地方(不)是房子／饭馆。 这个 人(不)是一个妈妈／邻居。 这些人(不)是家人。	这个地方 (不)是房子／饭馆。 这位女士／男士(不)是一个妈妈／邻居。
This is/is not house/restaurant. This is/is not a family／mother／neighbor.	This place is/is not house/restaurant. This person is/is not a mother／neighbor. These people are family members。	This place is/is not house/restaurant. This lady/gentleman is/is not a mother／neighbor.
Pronoun (这) + Verb (是) + noun.	Pronoun (这) + (CL + subj) + Verb (是) + noun.	Pronoun (这) + (CL + subj.) + Verb (是) + noun.
Form focus		
不 (bú) is an adverb that means "not." Like most adverbs, 不 (bú) always appears before the verb, in this case, 是. 这 is a pronoun and means "this, these." It may or may not be followed by a classifier (CL) and a noun, for example, 这个人是工程师. (This person is an engineer.) 这是工程师. (This is an engineer.)		

Noticing and awareness spotlight： 个人/ 东西 vs. 位女士／男士
The classifier 个 is the most commonly used classifier when referring to people or things. To indicate more respect for the person being referred to, use 位女士／男士, a more formal classifier + noun for people.

CO **LP 2.2-3.3**	**Make inferences based on visual clues**

For example:

Approaching	**Attaining**	**Expanding**
我猜/想 I guess /think 也许/可能…… Maybe/ Perhaps… 在我看来…… It seems to me that …/In my opinion, …	我敢肯定…… I bet that… 图中的……告诉我们…… The … in the picture tells us that…	我估计／推断／猜测…… I expect/deduce/suppose that … 似乎…… It seems as if… 从第七章中可以看到……／如第七章所示…… As is seen from chapter 7…

CO **LP 2.2-3.4**	**Support ideas/opinions using compound sentences with adverb** 因 此

For example:

Approaching	**Attaining**	**Expanding**
我们认为她／他是……，**因 为**……。 We think s/he is……, because…	这个人做饭／端菜，**因 此**，我们认为……。 This person makes/serves, as a result, we think…	**由于**这个人做饭／端菜，**因 此**，我们认为……。 Due to this person makes/serves, as a result we think s/he is …
……, 因为 (because)…… 因为 (because)……, 所以 (so)……	……， 因此 (as a result, therefore), ……	由于 (due to)……, 因此 (as a result, therefore), ……
Form focus: ……， 因 此 (as a result, therefore), ……		
因此 (as a result, therefore) is an adverb that can be used instead of the conjunction 因为 in the second clause.		

Noticing and awareness spotlight: Use of 由于 (due to)
由于 (due to)……, reflects a more formal register and is more likely to be used in written communication.

CC **LP 2.2-3.5**	**Express agreement/disagreement**	
For example:		

Approaching	**Attaining**	**Expanding**
好。 Good. 我同意。 I agree. 我也是／同意。 I also + verb (am/agree). 对。 Exactly/Correct.	你说得对。 You are correct. 你完全正确。 You're absolutely right. 我也是这么认为的。 I think so too. 我也不这么认为。 I don't think so either.	我的想法跟你的一样。 I share your thoughts. 我赞成。 I agree (more formal). 我完全赞同。 I agree with you entirely.
不。 No. 不好。 Not good。 不同意。 I don't agree with you. 不对。 Not exactly.	我不是这么认为的。 I don't think so. 是，可是你不觉得……? Yes, but don't you think… 我觉得我不同意。 I'm afraid I have to disagree。	我的意见跟你的不同。 My suggestions are different from yours. 我想和你讨论讨论…… I must take issue with you on that. 然而 However

CC **LP 2.2-3.6**	**Negotiate to reach consensus**	
For example:		

Approaching	**Attaining**	**Expanding**
好吧。 OK. 我同意。 I agree.	我同意你的想法。 I agree with your idea. 我也一样。 Same here.	不约而同。 We reach the consensus without consulting with each other.

Expansion Phase--"Beyond" activities

The teacher will guide students through mapping activities and begin working with a chart that the class will fill in to facilitate cross-cultural comparisons among El Salvador, the US/Minnesota, and China during the course of this unit.

Time: Learning Activity 4—30 minutes
            Learning Activity 5—20 minutes
            Learning Activity 6—20 minutes
            Learning Activity 7—20 minutes
            Learning Activity 8—20 minutes

Learning Activity 4

1. Display two phrases that include the adjective "Salvadoran" (萨尔瓦多人) and (萨尔瓦多的食物) on page 10 of MMIC 2-IWB and ask the students to talk with a neighbor about what these phrases might mean and how they are similar and different. See *CO: 2.4.3*. Choose volunteers to share their definitions.
2. Display the map in Chapter 2 on page 11 of MMIC 2-IWB. Ask the students to study the map and see if they can find the country where this story takes place. Guide students to use the similarity of the characters in "Salvadoran" (萨尔瓦多人) or (萨尔瓦多的) and "El Salvador" (萨尔瓦多) to identify the country.
3. Draw students' attention to the difference between country as a name "El Salvador" （萨尔瓦多） and as an adjective ＋ 人 " Salvadoran"（萨尔瓦多人）or (萨尔瓦多的). Ask students if anyone knows two different ways to form adjectives to describe people and things from USA (美国) and China (中国). Elicit adjectives for a few other countries that they might know, too: e.g., Mexico, Canada, Taiwan, Japan, etc.
4. Use a pen to highlight on the whiteboard the two lines that connect the map of Central America with the enlarged map of El Salvador and ask:

中文	English
你认为这两张图之间有什么联系?	What do you think might be the relationship between these two maps?

5. Guide students to an understanding that some maps enlarge a particular area to provide more detailed information about the area. Use map legends to compare map scales among maps in the classroom (most likely wall maps and globes, plus any other available maps).
6. Ask students to work in their small groups (same roles) to write as many sentences as they can about El Salvador by looking carefully at this map. Enlist student suggestions to create a list of questions that will help them compose sentences. Examples: Guide students with some questions such as the following:

中文	English
萨尔瓦多在美国的北边还是南边?	Is El Salvador north or south of the US?
萨尔瓦多是大国还是小国?	Is this country large or small?
它的首都是什么?	What is the capital city?
它的四周是陆地、水，还是都有?	Is this country surrounded by land, water, or both?

7. Circulate as students work, asking them to share both their informational sentences and their strategies for constructing sentences based on what they saw on the map.
8. Next, invite students to share some of their sentences and strategies with the whole class.
9. Ask students:

中文	English
我们从地图中能学到什么东西?	What kinds of things can we learn from a map?

Record their responses on the board.
10. Now display another map of El Salvador on page 12 of MMIC 2-IWB.

Note: Locate other maps of El Salvador here:
http://www.worldmapfinder.com/Cn/North_America/El_Salvador/

11. Ask students:

中文	English
这张地图展示一样的信息还是不一样的信息?	Does this map give us the same or different information?
请举例说明。	What evidence do you have?
我们从张地图中能学到什么?	What kind of things can we learn from this map?
它的四周是陆地、水，还是都有?	Is this country surrounded by land, water or both?

12. Add students' responses to the list on the board. Remind students that there are many kinds of maps for many different purposes.
13. Ask students to think of different kinds of maps they have seen. Have student groups construct the "longest list" of different map types they can within 3 minutes. Invite student groups to share some different maps. Possible responses: world map of continents, road map, state/city/country map, street map, map of neighborhood, etc.

14. Point out that while there are many different kinds of maps, people who make maps (制图人) use a common symbol system to help people understand the information displayed on a map.

15. Call students' attention to specific parts of this map on page 12 of MMIC 2-IWB and introduce the new map vocabulary: 图例 legend, 比例尺 map scale, 指北标 compass rose, 图标 map symbols.

16. Review the four directions by inviting students to stand and play a quick game of "Simon Says".

Note: Be sure students know which way the walls of their classroom are positioned. If you have al, use that to orient them. Review "north, south, east, west" and practice those; then teach "northwest, southeast" etc., pointing out that the word order is different in English.

中 文	English
西门说转向北	Simon says turn and face north
西门说转向东	(Simon says) turn and face east
西门说转向西南	(Simon says) turn and face southwest
西门说转向北东北	(Simon says) turn and face northeast etc.

Language Function-Form-Vocabulary Connections (Activity 4)	
CO **LP 2.4.1**	**Identify and construct semantic radicals as separate characters or as part of another character**

For example:

言 (yán, speech), when used as a semantic radical, turns into 讠, e.g., 说 (to speak)

牛 (niú, ox), when used as a semantic radical, has two forms: 牜 , e.g., 物 (object) or 牛, e.g., 告 (to tell)

Approaching	Attaining	Expanding
Some semantic radicals can be stand-alone characters and do not change form when used as part of another character: 大 (big), 天 (sky/heaven/day) 虫(insect), 蛙 (frog) Some semantic radicals can only be part of other characters: 疒 (sick), 病 (illness, sick) 艹 (grass), 草 (grass)	Some semantic radicals change form when used as part of another character: 手 (hand) could be in the forms of 扌→ 把 ("bǎ") or 龵→看 (look) 金 (gold) will be in the form of 钅→锻炼 (exercise)	Some less commonly used semantic radicals: 矢 (shǐ, arrow) as in 矮 (short) 身 (shēn, body) as in 躺 (to lie down)

Form focus

1. Semantic radicals

There are about 201 semantic radicals used in 7,000 characters listed in the *Statistics of Commonly Used Characters* 《现代汉语通用字表》 (1998). Among 201 radicals, 100 are frequently used in high frequency characters (Shen, 2007). Historically, semantic radicals are all integral characters. Take the above mentioned character 蛙 as an example: the left part of the character 虫 (insect) is a semantic radical and it suggests the meaning of this character "tadpole." However, 虫 by itself is also an independent character. A few semantic radicals, however, no longer appear as independent characters in modern Chinese.

Semantic radicals can cue the meaning of the compound characters. For example, more than 90% of compound characters with the semantic radical 手 (hand) have their meanings related to the hand or to the action of the hand (Jin, 1985). However, the semantic radical suggests only a general category of meaning of the compound; it does not provide a specific meaning or definition. Take the character 河 (river) for example: the semantic radical in this character is 氵 (water), which suggests that its meaning has some relationship only to water; it does not provide the exact meaning *river*.

2. Placement of semantic radicals

There are rules of thumb for where to place radicals:

1. Left part of the character
2. Right part of the character
3. Top part of the character
4. Bottom part of the character
5. Whole-word frames: 囗 (surround), totally enclosed, and 疒 (sickness) or 辶 (to go, movement), examples of partially enclosed

CO LP 2.4.2	**Use a developing understanding of basic units of word formation in Chinese to infer and construct meaning with written text**
	Form focus: radical → character → compound/word

1. radical
A radical is the smallest meaningful orthographic unit in compound characters, for example, 虫 (insect) is used in the character 蛙 (frog). 虫 (insect) can also be a stand-alone character. There are three types of radicals: semantic (give information about character meaning) [手 (hand)], phonetic (give information about character pronunciation) [分 (fen) in the compound 纷 (one after another)], and perceptual (do not give information about character meaning or pronunciation, instead function as visual fillers) [此 (this, these in classical Chinese), however, in the compound 嘴 (mouth) the radical 此 functions as a perceptual radical providing information about neither meaning nor pronunciation].

2. character
A Chinese character is a meaningful orthographic unit that is always pronounced as one syllable. Chinese characters have evolved as a writing system over millennia and have developed in various ways. Some characters are **pictographs** that were originally drawings of concrete objects, for example, 雨 (rain), the four dots depicting the rain coming down from the sky; others are better described as **ideographs** because they were created as graphic representations of more abstract ideas such as the notion of "above", 上, the stroke above the horizontal line indicating the idea of "above" or "up." Another way to create characters was to combine two or more pictographs or ideographs to portray a new meaning, for example, 休 (to rest), a combination of the pictographs for person, 人, and a person leaning against a tree, 木. These types of characters are referred to as **ideogrammatic characters**. Over 90% of Chinese characters were created as **phono-semantic compound characters** and are made up of a combination of semantic and phonetic radicals. For example，控 (to control), the semantic radical on the left side,手 (hand) , indicates that the word meaning will include an action with a hand, and the phonetic radical on the right side 空 (kōng), helps the reader with character pronunciation "kòng."

3. compound
Compounds consist of at least two characters, neither of which is an affix, a character that on its own lacks meaning but when added to other characters becomes a meaningful unit. Most Chinese words are compounds. Compounds have various types of syntactic relationships. A few compound types: *Verb-Object:* 踢足球 (to kick soccer ball)、 开球 (to kick of)、 发誓 (to pledge) *Verb-Complement*: 摔倒 (to fall down)、 改进 (to improve and get better)、 进来 (to come in) *Subject-Predicate*: 天亮 (bright [sky is bright]) *Number-Classifier*: 各种 (various kinds)、 一道 (a ray of…)、 一片 (a patch of…) *Adverb-Verb*: 慢跑 (to jog [to run slowly])、 快走 (to hurry [to walk fast]) *Verb-Verb-Noun*: 栖息地 (habitat [to stay and rest at a place]) *Adjective-Adjective-Noun*: 浅桃色 (light peach color)、 吉祥物 (mascot [happy and auspicious object])
4. word
A word is written with one or more Chinese characters. A word can consist of a single character (脚, foot), a compound (幸运, lucky), a duplicate (招招手, to wave), or an affixed form (第一, first， 第二, second, etc.).

CO LP 2.4.3	**Describe attributes of persons/places/things using modifying phrases**		
For example: 　　有小孔的铝箔纸 (the aluminum foil that has tiny holes) 　　厚厚的、用塑料做的海绵 (the sponge that is thick and made of plastic)			
Approaching	**Attaining**	**Expanding**	
萨尔瓦多的 (Salvadoran) 美国的 (American) 中国的 (Chinese) 洪都拉斯的 (Honduran) 危地马拉 的 (Guatemalan) 墨西哥地的 (Mexican) **放大的** (enlarged)	有热带雨林的 (that has a rain forest) 没有热带雨林的 (that does not have a rain forest)	Mamá Tere 开的饭馆 (restaurant opened by Mamá Tere)	
Attributive adjective [adj. + 的] + Head noun	Relative clause [(没)有 + noun + 的] + Head noun	Relative clause [proper noun + verb + 的] + Head noun	

Form focus: Relative clause [verb + noun + 的] + Head noun
Modifying phrases can be either attributive adjectives, e.g., **放大的** (enlarged) or relative clauses, e.g., 有 (have) 热带雨林 (rain forest) + 的 (that has a rain forest). Modifying phrases are placed in front of the head noun (e.g., 有热带雨林的国家).
Noticing and awareness spotlight
1. The negation of 有 (have) is 没有
The negative particle 没 (méi), not 不 (bù), must be used to negate 有 (yǒu) [have]. 没 can be used by itself to express 没有 (méi yǒu). If 没 is used by itself, 有 is assumed such that 没 = 没有.
2. Adjective repetition
厚厚的 (thick)、薄薄的 (thin) Use of double adjectives is typical for young children.

CO LP 2.4.4	Express location using 在 [zài] in a locative phrase

For example:

Approaching	Attaining	Expanding
在北面 (north) 在南面 (south) 在东面 (east) 在西面 (west) 在西北 (northwest) 在东北 (northeast) 在西南 (southwest) 在东南 (southeast)	在…北面/南面 (to the north/south of) 在…旁边 (next to) 在…上边/面/头 (above) 在…下边/面/头 (below)	在这些国家的中间 (in the center of these countries) 在放大的萨尔瓦多地图上 (on the enlarged map of El Salvador)
在 (zài) + adverb of location (here, there)/noun (home, restaurant, soccer field, country)	在 (zài) + noun + locative particle	在 (zài) + modifying phrase + 的 + noun OR 在 (zài) + modifying phrase + 的 + noun + locative particle

Form focus
1. Formation of locative phrase: "在 (zài) + noun + locative particle"
To express location Chinese speakers use a locative phrase that begins with the coverb 在 (zài). For example, "在 zai + concrete noun + locative particle" 在洪都拉斯和危地马拉下边： below Honduras and Guatemala

To provide more detail within a locative phrase, we can add a modifying phrase, for example, "在 (zài) + modifying phrase + (的) + noun (+ locative particle)."

There are a few different ways to construct a modifying phrase:

1. **Adj + 的**: For example, 在放大的萨尔瓦多地图上：on the enlarged map of El Salvador
2. Noun phrase +的：在这些国家的中间：in the center of these countries

Noticing and awareness spotlight: Use of suffixes 边、面、头

Locative particles that communicate cardinal directions such as 北/南 (north/south) will typically be used with one of the following suffixes: 边 (-bian)、面 (-mian) and become, for example, **在…北面/南面**. However, more general locative particles such as as 下 (below) / 上 (above) can use the following three suffixes: 边 (-bian)、面 (-mian)，头 (-tou) and become, for example, **在…上边/面/头** (above), **在…下边/面/头** (below).

CO **LP 2.4.5**	**Ask and answer questions using question words**

For example:

Approaching	**Attaining**	**Expanding**
…… 吗? Use of ma …… 是不是……? Is or is not?	谁……? (Who) 什么……? (What) 哪里……? (Where) 什么时候……? (When) 怎么……? (How) 为什么……? (Why)	几/多少? (How many) 哪(些)……? (Which)

Form focus: Placement of question words

Most question words in English occur at the beginning of a sentence. However, question words in Chinese occur in a variety of positions. Generally, question words appear in the same position as the grammatical function they serve in the sentence.
For example:
它的首都是**什么**? (What is the capital city? ["What" occurs in predicate position])
萨尔瓦多的 北边有**几个国家**? (How many countries are north of El Salvador? ["How many" is in the # position of the noun phrase [# + classifier + noun])

Noticing and awareness spotlight: Use of 吗? 吧? 呢?

A few particles are commonly used at the end of questions.
吧? is used to invite agreement.
呢? is a tag question meaning ", and you?"
吗? is a question particle that is used when one expects a "yes" or "no" response.

Learning Activity 5

1. Display the globe on page 13 of MMIC 2-IWB. Introduce the following words: north pole (北极), south pole (南极), equator (赤道), line of latitude (纬线), and line of longitude (经线). With the classroom globe or the clear picture of a globe on page 13 of MMIC 2-IWB, talk about the north and south poles and show students where they are. Move the word labels to the corresponding part of the globe as you introduce each term.
2. Give each student an orange. Using a black pen or marker, mark the north and south poles on the orange with a black dot. Ask students to do the same. Then introduce the concept of the equator first on the globe and then by drawing a circle around the center of the orange using the black marker. Students should do this with their mini-globe (orange), and then label the equator (赤道).
3. Show the lines of latitude and longitude on the globe and ask students to use two different colored markers, one to draw lines of latitude and the other to draw lines of longitude. Review the meaning of each new word as they are introduced.

Note: If this is the students' first introduction to latitude, longitude, the equator, etc., they will need more practice conceptualizing and identifying lines of latitude and longitude. You may need to pull together outside resources to provide a more in-depth introduction.

4. Distribute MMIC 2-7: *The Common Language of Maps*, one copy per pair. Have students work with a partner to complete the phonemic awareness activities on this handout. Display the task directions on page 14 of MMIC 2-IWB.

Note: The word riddles introduced on this handout are designed to raise students' phonemic awareness about the make-up of individual characters. You will need to introduce the concept of "syllable" as a phonological way to think about a character.

5. Once finished, ask each pair to find another pair to check and compare their answers. See *CC: 2.5.1 and 2.5.2* for ideas of new phrases to introduce as students engage in this activity using Chinese.
6. Collect handouts as evidence of learning.

Language Function-Form-Vocabulary Connections (Activity 5)		
CC LP 2.5.1	**Express agreement/disagreement**	

For example:

Approaching	Attaining	Expanding
好。 Good. 我同意。 I agree. 我也是／同意。 I also + verb (am/agree). 对。 Exactly/Correct.	你说得对。 You are correct. 你完全正确。 You're absolutely right. 我也是这么认为的。 I think so too. 我也不这么认为。 I don't think so either.	我的想法跟你的一样。 I share your thoughts. 我赞成。 I agree (more formal). 我完全赞同。 I agree with you entirely.
不。 No. 不好。 Not good。 不同意。 I don't agree with you. 不对。 Not exactly.	我不是这么认为的。 I don't think so. 是，可是你不觉得……? Yes, but don't you think… 我觉得我不同意。 I'm afraid I have to disagree。	我的意见跟你的不同。 My suggestions are different from yours. 我想和你讨论讨论…… I must take issue with you on that. 然而 However

CC LP 2.5.2	**Negotiate to reach consensus**	

For example:

Approaching	Attaining	Expanding
好吧。 OK. 我同意。 I agree.	我同意你的想法。 I agree with your idea. 我也一样。 Same here.	不约而同。 We reach the consensus without consulting with each other.

Learning Activity 6

1. Lead students in an "information gap activity" focusing on map skills. This activity is designed at two different levels, with a "challenge" activity on the backside that may be required if differentiation based on proficiency level is necessary.
2. Put students in pairs and distribute MMIC 2-8A: *Mapping Infogap Student A* to the student who will play the role of Student A and MMIC 2-8B: *Mapping Infogap Student B* to their partner who will play Student B. Make sure that Student A and Student B handouts are printed on different colored paper. This makes it much easier for students to identify a partner. Ask students to not look at his/her partner's map during the activity.
3. Model the activity for students before they begin:

   Basic level: Ask student pairs to sit back-to-back in such a way that they can both see page 14 of MMIC 2-IWB, where the sentence frames are displayed. Model the first question and answer exchange with a student volunteer. Play the role of the Student B with Map B, and have the student volunteer play the role of Student A with Map A.

   Ask:

中文	English
你的地图有图例吗?	Does your map have a legend?

4. The student with Map B looks at his/her map and answers:

中文	English
对, 我的地图有图例。	Yes, my map has a legend.
或	Or
不对, 我的地图没有图例。	No, my map does not have a legend.

5. If the answer is "yes", ask:

中文	English
它在地图的什么位置?	Where is it on your map?

6. The student with Map B answers:

中文	English
它在地图的东北角。	It is in the ___ (ex., northeast) corner of the map.

7. Show the class how to write the character for "legend" in the correct spot on the blank "map" (the box on the bottom of the handout), based on where the student said the legend was located. Now the student with Map B will ask the same question about his/her partner's map:

中文	**English**
你的地图有图例吗?	Does your map have a legend?

8. Students must continue taking turns asking and answering questions about their maps (without looking at the other's map) until they have asked about all of the items on their lists and finished drawing where they are all located in the box on their handout. When they have finished, they should look at their partner's map and compare their drawings with the actual map to see how they did.

   Challenge level: Assign students to read through directions on the back of MMIC 2-8A/8B: *Map of El Salvador*, talk about the directions with their partners, and rephrase the directions for you. Next, help them sit back-to-back so they cannot see their partner's map. The student with Map A should ask the first question. The student with Map B will then look at his/her map to see if s/he has the answer to the question. If so, s/he will share the information. Next, the student with Map B will ask a question. The partner will look at his/her map to see if s/he has the answer. Instruct the pairs to continue like this until they have answered all seven questions on the handout and can put their information together to tell a "brother" the best and safest way to get home. They may then look at both maps to verify their solution.

Learning Activity 7

1. Students should return to the same small groups as in the last activity. Student "jobs" should rotate within the group. Ask students to pass the namecards to the new person.
2. Assign one country (El Salvador, China, or the US) to each group. Give each group 1-2 different maps of their assigned country. Be sure that the maps that you give students contain the information that students will need for this activity (MMIC 2-9).

Note: Suggested website for maps of US and El Salvador in Chinese: map.gogocn.com

3. Have students explore these different types of maps to see if they can find and use symbols and other information on the maps to learn more about one of the countries.
4. Distribute the appropriate sheet (El Salvador, China or US) of MMIC 2-9: *Learning with Maps*, one copy per group. Using their group's maps, students will work together to write answers to the questions about their country. Display page 15 of MMIC 2-IWB, a map showing all of the continents. Below are the questions on the handouts.

中 文	English
该国在哪个大陆板块上(北美、南美、澳大利亚、非洲、欧亚大陆, 还是两极)? 注: 萨尔瓦多是在北美洲, 还是南美洲?	On which continent is this country located? (North America, South Amer*ica*, *Australia, Africa,* Asia, Antarctica, or Europe) ***Note***: *El Salvador is located in North America, not South America*
该国在赤道以北还是赤道以南?	Is this country located north of the equator or south of the equator?
它的首都和所处经纬度是什么?	What is the name of the capital city and what are its latitude and longitude coordinates?
它的邻国有哪些?	What are some of its neighboring countries?
该国相连的海洋是哪个? 它在哪?	What ocean(s) touch this country and where are they located?
这个国家有什么, 河流, 湖泊, 山脉, 火山, 森林, 还有平原?	Which of these are found in this country? Rivers, lakes, mountains, volcano, forests, plains?
它从南到北有多长? 从东到西又有长? 挑战: 把两数相成, 估计它的面积。	Approximately how many miles long is this country from north to south? And from east to west? ***Challenge:*** *Multiply these two numbers and see if you can estimate the total square miles or square kilometers in this country.*

Learning Activity 8

1. Show page 16 of MMIC 2-IWB, the sample cross-cultural chart (see MMIC 2-10 TG: *Sample Cross Cultural Chart*) that will be used to compare what the class knows/learns about El Salvador, the US/Minnesota, and China during this unit. On large poster paper that will be kept up in the classroom during this unit, create a cross-cultural chart with the class and continue to add more information to the chart with the reading of each chapter of the story.
2. Enlist students' help to start to fill in the chart with what the class has already learned/knows about El Salvador, China and the US from Chapter 1, the map activities and the country questionnaires:
   a. Continent (North America; Asia)
   b. Climate (El Salvador has a tropical climate, with a rainy and a dry season; Minnesota has a continental climate, with 4 distinct seasons; China's climate is very diverse: Tropical in the south to subarctic in the north
   c. Location relative to the equator (north, south)
   d. Language (Spanish in El Salvador; English in Minnesota; Chinese in China)
   e. Food (e.g., pupusa, pancake, bao zi)
   f. Popular sports (soccer in El Salvador, baseball/football/basketball in the US, ping pong in China).
   g. Population:
      a. El Salvador: 6,227,000
      b. US: 312,587,000
      c. China: 6,974,100,000
   h. Capital city (San Salvador, Washington DC, Beijing).
3. Invite students to share their estimates of total square miles for the three countries. Compare their estimates to the actual numbers and congratulate any students who took on the extra challenge question on the country questionnaire:
   a. El Salvador land area: 8,124 sq mi; 21,041 sq km
   b. US land area: 3,717,813 sq mi; 9,629, 091 sq km
   c. China land area: 3,722,029 sq mi; 9,640,011 sq km

Language Function-Form-Vocabulary Connections (Activity 6-8)	
CO **LP 2.6-8.1**	**Identify and construct semantic radicals as separate characters or as part of another character**

For example:

言 (yán, speech), when used as a semantic radical, turns into 讠, e.g., 说 (to speak)

牛 (niú, ox), when used as a semantic radical, has two forms: 牛, e.g., 物 (object) or 牛, e.g., 告 (to tell)

Approaching	Attaining	Expanding
Some semantic radicals can be stand-alone characters and do not change form when used as part of another character: 大 (big), 天 (sky/heaven/day) 虫(insect), 蛙 (frog) Some semantic radicals can only be part of other characters: 疒 (sick), 病 (illness, sick) 艹 (grass), 草 (grass)	Some semantic radicals change form when used as part of another character: 手 (hand) could be in the forms of 扌 → 把 ("bǎ") or 手→看 (look) 金 (gold) will be in the form of 钅→锻炼 (exercise)	Some less commonly used semantic radicals: 矢 (shǐ, arrow) as in 矮 (short) 身 (shēn, body) as in 躺 (to lie down)

Form focus

1. Semantic radicals

There are about 201 semantic radicals used in 7,000 characters listed in the *Statistics of Commonly Used Characters* 《现代汉语通用字表》 (1998). Among 201 radicals, 100 are frequently used in high frequency characters (Shen, 2007). Historically, semantic radicals are all integral characters. Take the above mentioned character 蛙 as an example: the left part of the character 虫 (insect) is a semantic radical and it suggests the meaning of this character "tadpole." However, 虫 by itself is also an independent character. A few semantic radicals, however, no longer appear as independent characters in modern Chinese.

Semantic radicals can cue the meaning of the compound characters. For example, more than 90% of compound characters with the semantic radical 手 (hand) have their meanings related to the hand or to the action of the hand (Jin, 1985). However, the semantic radical suggests only a general category of meaning of the compound; it does not provide a specific meaning or definition. Take the character 河 (river) for example: the semantic radical in this character is 氵 (water), which suggests that its meaning has some relationship only to water; it does not provide the exact meaning *river*.

2. Placement of semantic radicals
There are rules of thumb for where to place radicals: 1. Left part of the character 2. Right part of the character 3. Top part of the character 4. Bottom part of the character 5. Whole-word frames: 囗 (surround), totally enclosed, and 疒 (sickness) or 辶 (to go, movement), examples of partially enclosed

CO LP 2.6-8.2	Use a developing understanding of basic units of word formation in Chinese to infer and construct meaning with written text
Form focus: radical → character → compound/word	

1. radical
A radical is the smallest meaningful orthographic unit in compound characters, for example, 虫 (insect) is used in the character 蛙 (frog). 虫 (insect) can also be a stand-alone character. There are three types of radicals: semantic (give information about character meaning) [手 (hand)], phonetic (give information about character pronunciation) [分 (fen) in the compound 纷 (one after another)], and perceptual (do not give information about character meaning or pronunciation, instead function as visual fillers) [此 (this, these in classical Chinese), however, in the compound 嘴 (mouth) the radical 此 functions as a perceptual radical providing information about neither meaning nor pronunciation].

2. character
A Chinese character is a meaningful orthographic unit that is always pronounced as one syllable. Chinese characters have evolved as a writing system over millennia and have developed in various ways. Some characters are **pictographs** that were originally drawings of concrete objects, for example, 雨 (rain), the four dots depicting the rain coming down from the sky; others are better described as **ideographs** because they were created as graphic representations of more abstract ideas such as the notion of "above", 上, the stroke above the horizontal line indicating the idea of "above" or "up." Another way to create characters was to combine two or more pictographs or ideographs to portray a new meaning, for example, 休 (to rest), a combination of the pictographs for person, 人, and a person leaning against a tree, 木. These types of characters are referred to as **ideogrammatic characters**. Over 90% of Chinese characters were created as **phono-semantic compound characters** and are made up of a combination of semantic and phonetic radicals. For example，控 (to control), the semantic radical on the left side,手 (hand) , indicates that the word meaning will include an action with a hand, and the phonetic radical on the right side 空 (kōng), helps the reader with character pronunciation "kòng."

3. compound
Compounds consist of at least two characters, neither of which is an affix, a character that on its own lacks meaning but when added to other characters becomes a meaningful unit. Most Chinese words are compounds. Compounds have various types of syntactic relationships. A few compound types: *Verb-Object:* 踢足球 (to kick soccer ball)、 开球 (to kick of)、 发誓 (to pledge) *Verb-Complement*: 摔倒 (to fall down)、 改进 (to improve and get better)、 进来 (to come in) *Subject-Predicate*: 天亮 (bright [sky is bright]) *Number-Classifier*: 各种 (various kinds)、 一道 (a ray of…)、 一片 (a patch of…) *Adverb-Verb*: 慢跑 (to jog [to run slowly])、 快走 (to hurry [to walk fast]) *Verb-Verb-Noun*: 栖息地 (habitat [to stay and rest at a place]) *Adjective-Adjective-Noun*: 浅桃色 (light peach color)、 吉祥物 (mascot [happy and auspicious object])
4. word
A word is written with one or more Chinese characters. A word can consist of a single character (脚, foot), a compound (幸运, lucky), a duplicate (招招手, to wave), or an affixed form (第一, first， 第二, second, etc.).

CO LP 2.6-8.3	Describe attributes of persons/places/things using modifying phrases

For example:
    有小孔的铝箔纸 (the aluminum foil that has tiny holes)
    厚厚的、 用塑料做的海绵 (the sponge that is thick and made of plastic)

Approaching	Attaining	Expanding
萨尔瓦多的 (Salvadoran) 美国的 (American) 中国的 (Chinese) 洪都拉斯的 (Honduran) 危地马拉 的 (Guatemalan) 墨西哥地的 (Mexican) **放大的** (enlarged)	有热带雨林的 (that has a rain forest) 没有热带雨林的 (that does not have a rain forest)	Mamá Tere 开的饭馆 (restaurant opened by Mamá Tere)
Attributive adjective [adj. + 的] + Head noun	Relative clause [(没)有 + noun + 的] + Head noun	Relative clause [verb + noun + 的] + Head noun

Form focus: Relative clause [verb + noun + 的] + Head noun
Modifying phrases can be either attributive adjectives, e.g., **放大的** (enlarged) or relative clauses, e.g., 有 (have) 热带雨林 (rain forest) + 的 (that has a rain forest). Modifying phrases are placed in front of the head noun (e.g., 有热带雨林的国家).

Noticing and awareness spotlight
1. The negation of 有 (have) is 没有
The negative particle 没 (méi), not 不 (bù), must be used to negate 有 (yǒu) [have]. 没 can be used by itself to express 没有 (méi yǒu). If 没 is used by itself, 有 is assumed such that 没 = 没有.
2. Adjective repetition
厚厚的 (thick)、薄薄的 (thin) Use of double adjectives is typical for young children.

CO LP 2.6-8.4	Express location using 在 [zài] in a locative phrase

For example:

Approaching	Attaining	Expanding
在北面 (north) 在南面 (south) 在东面 (east) 在西面 (west) 在西北 (northwest) 在东北 (northeast) 在西南 (southwest) 在东南 (southeast)	在…北面/南面 (to the north/south of) 在…旁边 (next to) 在…上边/面/头 (above) 在…下边/面/头 (below)	在这些国家的中间 (in the center of these countries) 在放大的萨尔瓦多地图上 (on the enlarged map of El Salvador)
在 (zài) + adverb of location (here, there)/noun (home, restaurant, soccer field, country)	在 (zài) + noun + locative particle	在 (zài) + modifying phrase + 的 + noun OR 在 (zài) + modifying phrase + 的 + noun + locative particle

Form focus
1. Formation of locative phrase: "在 (zài) + noun + locative particle"
To express location Chinese speakers use a locative phrase that begins with the coverb 在 (zài). For example, "在 zai + concrete noun + locative particle" 在洪都拉斯和危地马拉下边： below Honduras and Guatemala To provide more detail within a locative phrase, we can add a modifying phrase, for example, "在 (zài) + modifying phrase + (的) + noun (+ locative particle)."

There are a few different ways to construct a modifying phrase:

1. Adj + 的：For example, 在放大的萨尔瓦多地图上： on the enlarged map of El Salvador
2. Noun phrase +的：在这些国家的中间： in the center of these countries

Noticing and awareness spotlight: Use of suffixes 边、面、头

Locative particles that communicate cardinal directions such as 北/南 (north/south) will typically be used with one of the following suffixes: 边 (-bian)、面 (-mian) and become, for example, 在…北面**/南面**. However, more general locative particles such as as 下 (below) / 上 (above) can use the following three suffixes: 边 (-bian)、面 (-mian)， 头 (-tou) and become, for example, 在…上边/面/头 (above), 在…下边/面/头 (below).

CO LP 2.6-8.5	Ask and answer questions using question words

For example:

Approaching	Attaining	Expanding
……吗? Use of ma ……是不是……? Is or is not?	谁……？ (Who) 什么……？ (What) 哪里……？ (Where) 什么时候……？ (When) 怎么……？ (How) 为什么……？ (Why)	几/多少？ (How many) 哪(些)……？ (Which)

Form focus: Placement of question words

Most question words in English occur at the beginning of a sentence. However, question words in Chinese occur in a variety of positions. Generally, question words appear in the same position as the grammatical function they serve in the sentence.
For example:
它的首都是**什么**? (What is the capital city? ["What" occurs in predicate position])
萨尔瓦多的 北边有**几个国家**？ (How many countries are north of El Salvador? ["How many" is in the # position of the noun phrase [# + classifier + noun])

Noticing and awareness spotlight: Use of 吗？ 吧？ 呢？

A few particles are commonly used at the end of questions.
吧？ is used to invite agreement.
呢？ is a tag question meaning ", and you?"
吗？ is a question particle that is used when one expects a "yes" or "no" response.

CC LP 2.6-8.6	Accept feedback/advice/idea	

For example:

Approaching	Attaining	Expanding
行。 OK.	不错。 Not bad.	高明。 Brilliant.
好主意。 Good idea.	你说得对。 You are correct.	多谢指教。 Thank you for your advice.
可以。 Yes, I can.	我会照做。 I will do as you say.	我会吸取你的建议。 I will accept your suggestion.

CC LP 2.6-8.7	Ask for clarification about feedback/advice/idea	

For example:

Approaching	Attaining	Expanding
你说什么？ What did you say? 我不懂。 I didn't understand that. 什么意思? What does it mean?	我没听懂，请你再说一次。 I didn't understand, could you please say it again? 你是不是说…… Did you say… 你说的是……的意思吗? Does what you said mean…?	你可不可以重复一遍？ Could you repeat it one more time? 请你再跟我讲一讲。 Please explain it to me one more time. 你可以给我解释一下吗? Could you explain that to me?

Form focus: Nominalization using 的 (e.g., 你说的是……)
A verb/verb phrase can become a noun by placing the particle 的 (de) after it. For example, the verb phrase 你说 (you say) can function as a noun phrase 你说的, meaning "what you say" in 你说的是 (What you say is…).

Noticing and awareness spotlight: Use of 吗？吧？ 呢 ？
A few particles are commonly used at the end of questions. 吧？ is used to invite agreement. 呢？ is a tag question meaning "…, and you?" 吗？ is a question particle that is used when one expects a "yes" or "no" response.

CC LP 2.6-8.8	Negotiate turn-taking	
For example:		
Approaching	**Attaining**	**Expanding**
该我了! My turn! 到你了! Your turn! 下一个是谁? Who's next? 下一个是你吗? Are you the next one?	下一个该轮到谁了? Who is the next? 我觉得该你了。 I think it's your turn. 大家都在等你呢! All of us are waiting for you!	如果你不赶紧，我们都不能往下进行。 If you don't hurry, none of us can move on to the next.

Evidence of learning

- ➤ Completed handouts:
  - ○ MMIC 2-2: *Look, Think, Guess*
  - ○ Student-created Venn diagram or Double Bubble
  - ○ MMIC 2-5: *Key Word Summary*
  - ○ MMIC 2-6: *Chapter 1: Reading for Meaning*
  - ○ MMIC 2-7: *The Common Language of Maps*
  - ○ MMIC 2-8A and 8B: *Mapping Infogap Student A/B*
  - ○ MMIC 2-9: *Learning with Maps*
- ➤ Informal observation of cross-cultural chart discussion

Vocabulary List

Content-obligatory

了解 Recognize			
Pīnyīn	**Characters**	**English meaning**	**Parts of speech**
chǎng jǐng	场景	setting	noun
chì dào	赤道	equator	noun
dà lù	大陆	continent	noun
dà xī yáng	大西洋	Atlantic Ocean	noun
dì tú biāo tí	地图标题	map title	noun
dì tú de bǐ lì chǐ	地图的比例尺	map scale	noun
fā yīn	发音	to pronounce	verb
fàn guǎn	饭馆	restaurant	noun
jīng xiàn	经线	longitude line	noun
luó pán	罗盘	compass rose	noun
qì hòu	气候	climate	noun
rè dài yǔ lín	热带雨林	rain forest	noun
rén kǒu	人口	population	noun
识记 Produce			
Pīnyīn	**Characters**	**English meaning**	**Parts of speech**
běi měi zhōu	北美洲	North America	noun
bù tóng de	不同的	different	adjective
dōng běi	东北	northeast	noun
dōng nán	东南	southeast	noun
gōng lǐ	公里	kilometers	noun
liú xíng de yùn dòng	流行的运动	popular sports	noun
píng fāng gōng lǐ	平方公里	square kilometers	noun
píng fāng yīng lǐ	平方英里	square miles	noun
sà ěr wǎ duō	萨尔瓦多	El Salvador	noun
shí wù	食物	food	noun
tī zú qiú	踢足球	to play soccer	verb phrase
xī běi	西北	northwest	noun
xī nán	西南	southwest	noun
xiāng sì de	相似的	similar	adjective
yà zhōu	亚洲	Asia	noun
yīng lǐ	英里	mile	noun
yǔ yán	语言	language	noun

Content-compatible

了解 Recognize			
Pīnyīn	**Characters**	**English meaning**	**Parts of speech**
zhí zi/wài shēng zi	侄子／外甥子	nephew	noun
zhí nǚ/wài shēng nǚ	侄女／外甥女	niece	noun
lǎo bǎn	老板	owner	noun
gù kè	顾客	customer	noun
shuǐ píng	水瓶	water bottle	noun
dài zi	袋子	duffel bag	noun
xù shān	恤衫	T-shirt	noun
máo jīn	毛巾	towel	noun
yùn dòng xié	运动鞋	sports shoes	noun
duǎn kù	短裤	shorts	noun
nán měi zhōu	南美洲	South America	noun
fēi zhōu	非洲	Africa	noun
ōu zhōu	欧洲	Europe	noun
ào zhōu	澳洲	Australia	noun
nán jí zhōu	南极洲	Antarctica	noun
jiā ná dà	加拿大	Canada	noun
mò xī gē	墨西哥	Mexico	noun
hóng dū lā sī	洪都拉斯	Honduras	noun
wēi dì mǎ lā	危地马拉	Guatemala	noun
cháo xiǎn	朝鲜	North Korea	noun
méng gǔ	蒙古	Mongolia	noun
yìn dù	印度	India	noun
yuè nán	越南	Vietnam	noun
píng yuán	平原	plain	noun
huǒ shān	火山	volcano	noun
yuǎn	远	far	adjective
mí yǔ	谜语	riddle	noun
zhōng wén dū chá yuán	中文督察员	Chinese Champion	noun
cái liào guǎn lǐ yuán	材料管理员	Magnificent Materials Manager	noun
jì lù yuán	记录员	Remarkable Recorder	noun
gōng zuò guǎn lǐ yuán	工作管理员	Terrific Taskmaster	noun
yǎn shì zhì jiǎn yuán	演示质检员	Polished Presenter	noun

识记 Produce			
Pīnyīn	**Characters**	**English meaning**	**Parts of speech**
bāng zhù	帮助	to help	verb
běi	北	north	noun
cāi	猜	to guess	verb
chǎng	场	filed	noun
chī	吃	to eat	verb
chú shī	厨师	cook	noun
chūn tiān	春天	spring	noun
dǎ zhāo hu	打招呼	to greet	verb
dōng	东	east	noun
dōng tiān	冬天	winter	noun
duō yún	多云	cloudy	adjective
èr yuè	二月	February	noun
ér zi	儿子	son	noun
fáng	房	house	noun
fù qīn	父亲	father	noun
fú wù yuán	服务员	server	noun
guǒ yuán	果园	orchard	noun
hē	喝	to drink	verb
hé liú	河流	river	noun
hú bō	湖泊	lake	noun
jì jié	季节	season	noun
kàn	看	to look	verb
kàn jiàn	看见	to see	verb
lí kāi	离开	to leave	verb
liáng	凉	cool	adjective
Měiguó	美国	United States	noun
měi guó de	美国的	American	adjective
mǔ qīn	母亲	mother	noun
ná	拿	to carry	verb
nà	那	that	pronoun
nà xiē	那些	those	pronoun
nǎi nai	奶奶／外婆	grandmother	noun
nán	南	south	noun
nǚ ér	女儿	daughter	noun
nuǎn	暖	warm	adjective
pǎo bù	跑步	to run	verb
qīn qì	亲戚	relative	noun

qiū tiān	秋天	fall	noun
rè	热	hot	adjective
sān yuè	三月	March	noun
shān	山	mountain	noun
shāng diàn	商店	store	noun
shàng wǔ	上午	morning	noun
shí jiān	时间	time of day	noun
shōu shi	收拾	to pack	verb
shuō huà	说话	to talk	verb
sūn zi	孙子	grandson	noun
wēi xiào	微笑	to smile	verb
xī	西	west	Noun
xī bān yá yǔ	西班牙语	Spanish	noun
xià tiān	夏天	summer	noun
xià wǔ	下午	afternoon	noun
xiǎng	想	to think	verb
xiāng xìn	相信	to believe	verb
xiōng dì	兄弟	brother	noun
xué xiào	学校	school	noun
yè wǎn	夜晚	night	noun
yé ye/wài gōng	爷爷／外公	grandfather	noun
yī yuè	一月	January	noun
yīng wén	英文	English	noun
yuè	月	months	noun
zhàn	站	to stand	verb
zhāo hu	招呼	to serve	verb
zhè	这	this	pronoun
zhè xiē	这些	these	pronoun
Zhōngguó	中国	China	noun
Zhōngguó de	中国的	Chinese	adjective
zhōng wén	中文	Chinese	noun
zhōng wǔ	中午	noon	noun
zhǔ	煮	to cook	verb
zuò	坐	to sit	verb

看图画、猜故事

图片里的人可能是什么关系？	他们可能在做什么？	这个故事可能发生在哪个地方？	故事中的人可能住在世界上哪个地方？	这个故事可能发生在一天中的哪个时候／一年的哪个季节？	故事中的男孩接下来可能要做什么？这是一个关于什么的故事？

Look, Think, Guess

How might these people be related?	What might they be doing?	Where might the story take place?	Which part of the world might they live in?	What time of day / year might this be?	What might the boy do next?	What might the story be about?

看图画、猜故事

图片里的人可能是什么关系？	他们可能在做什么？	这个故事可能发生在哪个地方？	故事中的人可能住在世界上哪个地方？	这个故事可能发生在一天中的哪个时候／一年的哪个季节？	故事中的男孩接下来可能要做什么？这是一个关于什么的故事？
我觉得他们是一家人，因为他们看起来像奶奶、爸爸、妈妈、儿子	因为我看到他们在修剪枝叶和仙人掌，所以我觉得他们可能在工作赚钱	因为我看到树和篱笆，所以我觉得可能在后院	因为我看到仙人掌，所以我觉得这是个在墨西哥（Mexico）发生的故事	因为太阳看起来很大，所以我觉得是白天	因为我看到地上有很多箱子，所以我觉得男孩要把箱子拿到卡车上

Look, Think, Guess

Note: Example to use as a model for Lesson 2, Learning Activity 1, #3

How might these people be related?	What might they be doing?	Where might the story take place?	Which part of the world might they live in?	What time of day / year might this be?	What might the boy do next?	What might the story be about?
Because I see a grandmother, father, mother and son, I think they are a family.	Because I see they are cutting cactus, I think they might be working.	Because I see there are trees and fences, I think it might take place in a backyard.	Because I see a cactus, I think they might live in Mexico.	Because the sun is shining, I think it might be the daytime during the summer.	Because I see boxes on the ground, I think the boy is going to take the suitcase or (boxes) to the truck.	Because I see a boy and adults, I think it might be about a family.

用关键词写大意

姓名＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿　日期＿＿＿＿＿＿＿＿＿＿

章节标题 ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

这个故事出现的人物有哪些？	这个故事发生在哪里？
这是一年当中的哪个季节？	这个故事接下来会发生什么事？

写出这个故事的大意
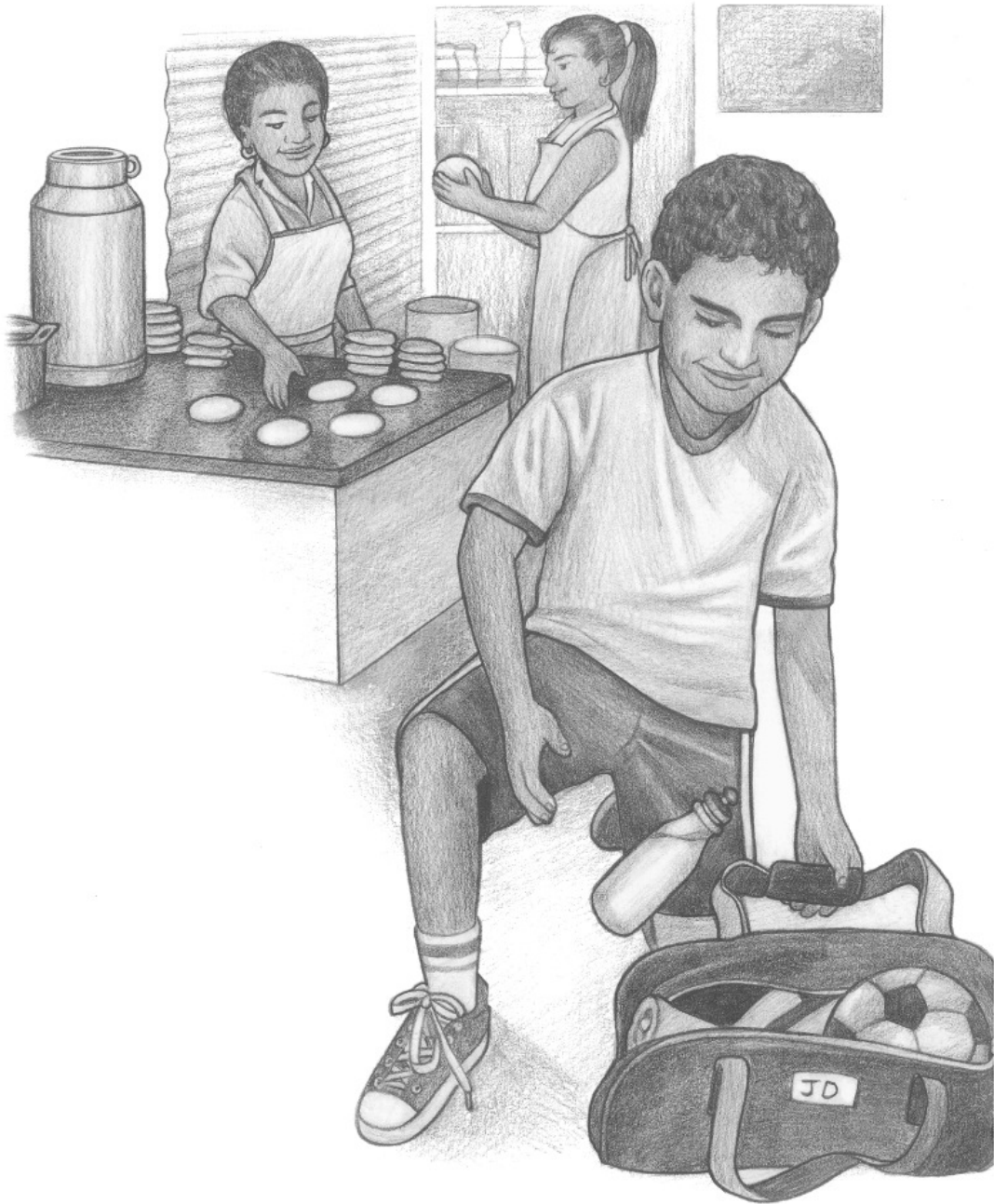
姓名＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿ 日期＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

第一章：　阅读理解小测验

当老师朗读完故事后，回想一下你对故事的预测，圈出一个和你预测结果很像的答案。写下从老师口中听到能帮助你猜答案的词。

1. 图片＃1 中的人是谁？他们是什么关系？
   a. 妈妈、儿子、女儿
   b. 奶奶、兄弟、姊妹
   c. 厨师、员工、厨师的儿子
   d. 姑姑、侄子、姪女

2. 图片＃2 中的人是谁？他们是什么关系？
   a. 妈妈、爸爸、儿子、女儿
   b. 奶奶、爷爷、兄弟、姊妹
   c. 厨师、员工、顾客、厨师的儿子
   d. 餐厅帮忙的人、老师、学生

3. 这个故事发生在什么地方？
   a. 小朋友的家里
   b. 餐厅
   c. 奶奶家
   d. 学校

4. 这个故事的人住在世界上哪一个地方?
   a. 美国
   b. 墨西哥
   c. 加拿大
   d. 萨尔瓦多

其它:

你觉得这个故事的主角是谁?

你觉得第一章中所讲的语言是什么?

写下有关第一章的一个问题问你的朋友?

Name: _____   Date:_____

Chapter One: Reading for Meaning

After reading along as the teacher reads the story aloud, revisit your earlier predictions. Circle the response that matches what you think. Write the words or phrases that support your thinking.

1. Who are the people in the picture #1 and how are they related?
    a. Mother, son, daughter
    b. Grandmother, brother, sister
    c. Cook, employee, cook's son
    d. Aunt, nephew, niece

    _____

    _____

2. Who are the people in the picture #2 and how are they related?
    a. Mother, father, son, daughter
    b. Grandmother, grandfather, brother, sister
    c. Cook, employee, customers, cook's son
    d. Cafeteria helper, teacher, students

    _____

    _____

3. Where does this story take place?
    a. At the children's home
    b. At a restaurant
    c. At grandmother's house
    d. At a school

    _____

    _____

4. What part of the world do these people live in?
    a. In the U.S.
    b. In Mexico
    c. In Canada
    d. In El Salvador

    _____

    _____

    Extra:

    Who do you think will be the main character of this story?

    _____

    _____

    What languages are used in Chapter 1?

    _____

    _____

    Write a question for your classmates for Chapter 1.

    _____

    _____
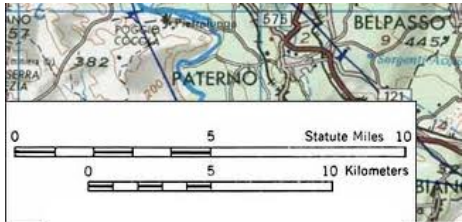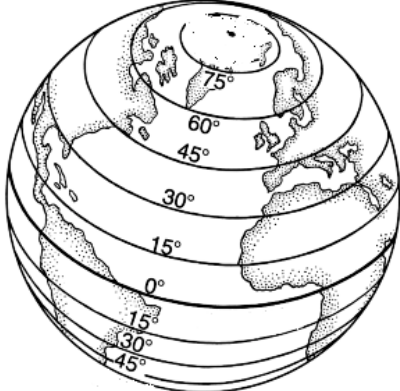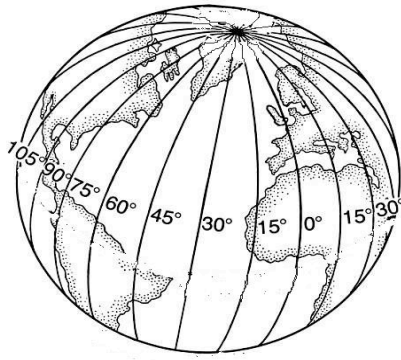
第二课：地图常用词的音节练习

姓名: _____ 日期: _____

练习 1: 词谜

说明：看一看以下的六副图片。它们代表六个生词。这些生词的线索已给出。这些线索都跟读音有关。根据每个生词的线索猜一猜这个生词是什么，把你的答案写在横线上。

1. 这个词
    a. 有两个音节。
    b. 第一个音节和"餐厅"的"厅"的声母一样，与"厨房"的"厨"同韵。
    c. 第二个音节和"美丽"的"丽"的发音一样。

    它是什么词? _____

2. 这个词
    a. 有五个音节
    b. 第一个音节和"第一"的"第"的发音一样。
    c. 第二个音节和"问题"的"题"的声母一样，与"湖"同韵。
    d. 第三个音节和"笔"的发音一样。
    e. 第四个音节和"力"的发音一样。
    f. 最后一个音节和"吃"的声母一样，与"纸"韵母相同。

    它是什么词? _____

3. 这个词
    a. 有三个音节。
    b. 第一个音节发音和"直"的声母一样，和"齿"同韵。
    c. 第二个音节发音和"困难"的"难"一样。
    d. 第三个音节和"知"的声母一样，和"恩"同韵。

    它是什么词? _____

4. 这个词
   a. 有两个音节。
   b. 第一个音节和"车"的声母一样，和"是"同韵。
   c. 第二个音节的发音和"到"一样。

   它是什么词? _____

5. 这个词
   a. 有两个音节。
   b. 第一个音节和"青蛙"的"蛙"的声母一样，与"美国"的"美"同韵。
   c. 第二个音节的发音像"先"，是第四声。

   它是什么词? _____

6. 这个词
   a. 有两个音节
   b. 第一个音节和"时间"的"间"声母一样，和"星"同韵。
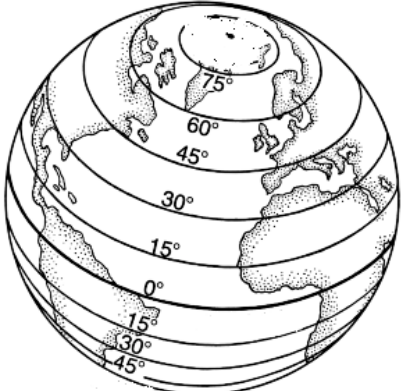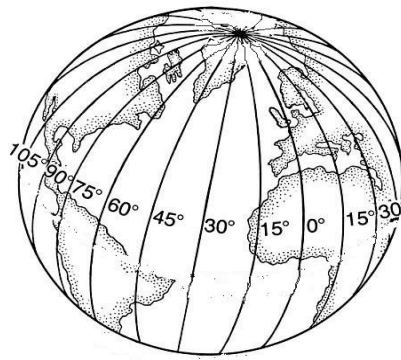   c. 第二个音节和"西"的声母一样，和"再见"的"见"同韵。

   它是什么词? _____
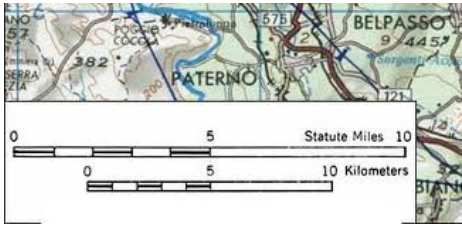
The Common Language of Maps
Phonemic Awareness Activity

Names: _____ _____ Date: _____

Activity 1: Word Riddles

Look at the pictures below. They represent new words. Read the word clues that follow the six pictures below for each of the new words. Each word clue gives information about the different sounds that together make up the new word. Use this information to write your best guess for the word in the space provided.

1. This word
   • Has two syllables.
   • The second syllable has the same initial as the second syllable of "cafeteria" and rhymes with the first syllable of "kitchen."
   • The second word is pronounced like "měi lì de lì."

What is it? _____   Key: Map legend

2. This word
   • Has five syllables.
   • The first syllable sound the same as the first syllable of "first."
   • The second syllable has the same initial as the second syllable of "problem" and rhymes with "lake."
   • The third syllable sounds the same as "pen."
   • The fourth syllable sounds the same as "strength."
   • The last syllable sounds like "eat" and has the fourth tone.

What is it? _____   Key: Map scale

3. This word
   • Has three syllables.
   • The first syllable has the same initial as "straight" and it rhymes with the first syllable of "teeth."
   • The second syllable sounds like the second word of "hard."
   • The third syllable has the same initial as "know" and rhymes with "privilege."

What is it? _____   Key: Compass rose

4. This word
   • Has two syllables.
   • The first syllable has the same initial as "car" and rhymes with "is."
   • The second syllable has the same sound as "arrive."

What is it? _____   Key: Equator

5. This word
   • Has two syllables.
   • The first syllable has the same initial as the second syllable of "frog" and rhymes with the first syllable of "America."
   • The second syllable sounds like the sequencing word "first" and has the fourth tone.

What is it? _____   Key: Line of latitude

6. This word
   • Has two syllables.
   • The first syllable starts with the same sound as the first part of the second word "time" and rhymes with "star."
   • The second syllable starts with the same initial sound as "west" and rhymes with the second syllable of "good-bye."

What is it? _____   Key: Line of longitude

学生 A 的名字：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿ 今天是＿＿＿＿年＿＿月＿＿日

我的同伴的名字：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

萨尔瓦多 (El Salvador) 地图 A

	"有" 还是 "没有"	在你的同伴的地图上，它在什么地方？把它写在下面的空白处相应的地方。
图例		
比例尺		
指南针		
纬线		
经线		
赤道		
山脉的图标		
首都的图标		

迎接挑战:标图

说明：两个人背对背坐。

你的哥哥现在要去圣洛伦索 (San Lorenzo) 拜访他的朋友，圣洛伦索是洪都拉斯 (Honduras) 靠太平洋海边的一个城市。根据预报，一座位于萨尔瓦多 (El Salvador) 境内的火山即将爆发，所有在火山范围 100 英里内的美国旅客都应该赶快回到美国。但是附近唯一可以回到美国的机场在萨尔瓦多的首都里。 你哥哥现在没有那附近的地图，所以打电话回家向你们两个求救，希望你帮他找到最快回家的路。 你们两人手上各有一张不同的萨尔瓦多地图，你们的任务是依照这张地图帮助哥哥回家。

你哥哥需要知道下面几个问题的答案，请依照你手上的地图，运用你的地图知识来帮助哥哥逃离险境。记住：不要看另一人手上的地图。

1. 从圣洛伦索(San Lorenzo) 到萨尔瓦多(El Salvador) 有多远?
2. 那座萨尔瓦多的火山在哪里? 叫什么名字?
3. 你哥哥要前往的首都叫什么名字?
4. 从圣洛伦索(San Lorenzo) 到首都有多远?
5. 这两个城市中间有任何公路或铁路连接吗?
6. 他应该要坐船? 开车? 还是搭火车?
7. 什么是最好、最安全的方法可以让他远离火山?

地图 A

Mapping Infogap Student A is _____ Today is _____

My partner's name is _____

Map A of El Salvador

	Yes or No?	Where is it on your partner's map? Place the word in the box below to show the item's location on the map.
Legend		
Map scale		
Compass rose		
Line of latitude		
Line of longitude		
Equator		
Map symbol for mountains		
Map symbol for capital city		

Challenge Mapping Task

Directions: Sit back-to-back.

You both have a brother who traveled to visit a friend in San Lorenzo, a city on the Pacific coast of Honduras. A volcano in nearby El Salvador will erupt very soon and all visitors from the US who are within 100 miles of this volcano must return to the US. The only airport with flights still going to the US is in the capital of El Salvador. Your brother does not have any maps of the area and has called home for help. He is talking to both of you on the telephone and needs you to help him find the best way to get home. Each of you has a map of El Salvador and you use your maps to help answer his questions so that he can return home safely.

Here is what your brother needs to know. Look at your map and use your map skills to find the answers. *Remember: You cannot see your partner's map!*

1. How far is San Lorenzo from El Salvador?
2. Where is the Salvadoran volcano located and what is it called?
3. What is the name of the capital city he needs to get to?
4. How far away is it?
5. Are there roads or railroads that he can use to get there?
6. Should he travel by car? By train? By boat?
7. What will be the safest and best way for him to get there so that he stays FAR AWAY from the volcano?

Map A

学生 B 的名字: _____   今天是_____年___月___日

我的同伴的名字: _____

萨尔瓦多(El Salvador)地图 B

	"有"还是"没有"	在你的同伴的地图上，它在什么地方？把它写在下面的空白处相应的地方。
图例		
比例尺		
指南针		
纬线		
经线		
赤道		
山脉的图标		
首都的图标		

迎接挑战：标图

说明：两个人背对背坐。

你的哥哥现在要去圣洛伦索 (San Lorenzo) 拜访他的朋友，圣洛伦索是洪都拉斯 (Honduras) 靠太平洋海边的一个城市。根据预报，一座位于萨尔瓦多 (El Salvador) 境内的火山即将爆发，所有在火山范围 100 英里内的美国旅客都应该赶快回到美国。但是附近唯一可以回到美国的机场在萨尔瓦多的首都里。 你哥哥现在没有那附近的地图，所以打电话回家向你们两个求救，希望你帮他找到最快回家的路。 你们两人手上各有一张不同的萨尔瓦多地图，你们的任务是依照这张地图帮助哥哥回家。

你哥哥需要知道下面几个问题的答案，请依照你手上的地图，运用你的地图知识来帮助哥哥逃离险境。记住：不要看另一人手上的地图。

1. 从圣洛伦索(San Lorenzo) 到萨尔瓦多(El Salvador) 有多远?
2. 那座萨尔瓦多的火山在哪里? 叫什么名字?
3. 你哥哥要前往的首都叫什么名字?
4. 从圣洛伦索(San Lorenzo) 到首都有多远?
5. 这两个城市中间有任何公路或铁路连接吗?
6. 他应该要坐船? 开车? 还是搭火车?
7. 什么是最好、最安全的方法可以让他远离火山?

地图 B

Mapping Infogap Student B is _____ Today is _____

My partner's name is _____

Map B of El Salvador

	Yes or No?	Where is it on your partner's map? Place the word in the box below to show the item's location on the map.
Legend		
Map scale		
Compass rose		
Line of latitude		
Line of longitude		
Equator		
Map symbol for mountains		
Map symbol for capital city		

Challenge Mapping Task

Directions: Sit back-to-back.

You both have a brother who traveled to visit a friend in San Lorenzo, a city on the Pacific coast of Honduras. A volcano in nearby El Salvador will erupt very soon and all visitors from the US who are within 100 miles of this volcano must return to the US. The only airport with flights still going to the US is in the capital of El Salvador. Your brother does not have any maps of the area and has called home for help. He is talking to both of you on the telephone and needs you to help him find the best way to get home. Each of you has a map of El Salvador and you use your maps to help answer his questions so that he can return home safely.

Here is what your brother needs to know. Look at your map and use your map skills to find the answers. *Remember: You cannot see your partner's map!*

1. How far is San Lorenzo from El Salvador?
2. Where is the Salvadoran volcano located and what is it called?
3. What is the name of the capital city he needs to get to?
4. How far away is it?
5. Are there roads or railroads that he can use to get there?
6. Should he travel by car? By train? By boat?
7. What will be the safest and best way for him to get there so that he stays FAR AWAY from the volcano?

Map B

从地图学习地理知识： 萨尔瓦多

组员姓名: _____

日期: _____

提示：根据你所拿到的地图，和组员讨论后回答下列问题，然后将答案写成一个完整句子。

1. 这个国家在哪一洲：北美洲、南美洲、澳洲、非洲、亚洲、南极洲，还是欧洲？

2. 这个国家在赤道的南边还是北边？

3. 这个国家的首都在哪里？它位于的经度纬度？

4. 这个国家有哪些邻国？

5. 这个国家与哪个（些）海洋相接？那个（些）海洋在哪里？

6. 在这个国家的地图上可以找到：河流？湖泊？平原？森林？山？

7. 这个国家从北到南估计有多少公里 / 英里？从东到西有多少公里 / 英里？

**挑战题：将以上两个数字相乘，算出这个国家的面积大约是多少平方公里 / 平方英里？

从地图学习地理知识：　中国

组员姓名：　＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

日期：　＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

提示：根据你所拿到的地图，和组员讨论后回答下列问题，然后将答案写成一个完整句子。

1. 这个国家在哪一洲：北美洲、南美洲、澳洲、非洲、亚洲、南极洲，还是欧洲？

2. 这个国家在赤道的南边还是北边？

3. 这个国家的首都在哪里？它位于的经度纬度？

4. 这个国家有哪些邻国？

5. 这个国家与哪个（些）海洋相接？那个（些）海洋在哪里？

6. 在这个国家的地图上可以找到：河流？湖泊？平原？森林？山？

7. 这个国家从北到南估计有多少公里 / 英里？从东到西有多少公里 / 英里？

**挑战题：将以上两个数字相乘，算出这个国家的面积大约是多少平方公里 / 平方英里？

从地图学习地理知识: 美国

组员姓名: _____

日期: _____

提示：根据你所拿到的地图，和组员讨论后回答下列问题，然后将答案写成一个完整句子。

1. 这个国家在哪一洲：北美洲、南美洲、澳洲、非洲、亚洲、南极洲，还是欧洲？

2. 这个国家在赤道的南边还是北边？

3. 这个国家的首都在哪里？它位于的经度纬度？

4. 这个国家有哪些邻国？

5. 这个国家与哪个（些）海洋相接？那个（些）海洋在哪里？

6. 在这个国家的地图上可以找到：河流？湖泊？平原？森林？山？

7. 这个国家从北到南估计有多少公里 / 英里？从东到西有多少公里 / 英里？

**挑战题：将以上两个数字相乘，算出这个国家的面积大约是多少平方公里 / 平方英里？

Learning with Maps: El Salvador

Group Members: _____

Directions: After reviewing and discussing the maps, answer the following questions with complete sentences.

1. On which continent is this country located? On North America, South America, Australia, Africa, Asia, Antarctica, or Europe?

    _____

2. Is this country located north of the equator or south of the equator?

    _____

3. What is the name of the capital city and what are its latitude and longitude coordinates?

    _____

4. What are some of its neighboring countries?

    _____

5. What ocean touches this country's shores and where is it located?

    _____

6. Which of these are found in this country--rivers, lakes, mountains, volcano, forests, plains?

    _____

7. Approximately how many miles long is this country from north to south? And from east to west?

    _____

**Challenge activity: Multiply the two numbers from #7 and see if you can estimate the total number of square miles in this country.

                                                                _____

Learning with Maps: China

Group Members: _____

Directions: After reviewing and discussing the amps, answer the following questions with complete sentences.

1. On which continent is this country located? On North America, South America, Australia, Africa, Asia, Antarctica, or Europe?

   _____

2. Is this country located north of the equator or south of the equator?

   _____

3. What is the name of the capital city and what are its latitude and longitude coordinates?

   _____

4. What are some of its neighboring countries?

   _____

5. What ocean touches this country's shores and where is it located?

   _____

6. Which of these are found in this country--rivers, lakes, mountains, volcano, forests, plains?

   _____

7. Approximately how many miles long is this country from north to south? And from east to west?

   _____

**Challenge activity: Multiply the two numbers from #7 and see if you can estimate the total number of square miles in this country.

   _____

Learning with Maps: United States

Group Members: _____

Directions: After reviewing and discussing the amps, answer the following questions with complete sentences.

1. On which continent is this country located? On North America, South America, Australia, Africa, Asia, Antarctica, or Europe?

    _____

2. Is this country located north of the equator or south of the equator?

    _____

3. What is the name of the capital city and what are its latitude and longitude coordinates?

    _____

4. What are some of its neighboring countries?

    _____

5. What ocean touches this country's shores and where is it located?

    _____

6. Which of these are found in this country--rivers, lakes, mountains, volcano, forests, plains?

    _____

7. Approximately how many miles long is this country from north to south? And from east to west?

    _____

**Challenge activity: Multiply the two numbers from #7 and see if you can estimate the total number of square miles in this country.

    _____

文化比较表

	萨尔瓦多	美国 明尼苏达	中国
地理位置： 在哪一洲？			
气候			
语言			
食物			
热门运动			
其他			

Cross Cultural Chart Teacher Guide

How are these places, the people and the cultures the same or different?

	El Salvador	Minnesota, U.S.	China
Physical Location: Continent			
Climate			
Language			
Food			
Popular Sports			
Others to be added later…			

看图画，猜故事

图片里的人可能是什么关系？	他们可能在做什么？	这个故事可能发生在哪个地方？	故事中的人可能住在世界上哪个地方？	这个故事可能发生在一天中的哪个时候／一年的哪个季节？	故事中的男孩接下来可能要做什么？这是一个关于什么的故事？
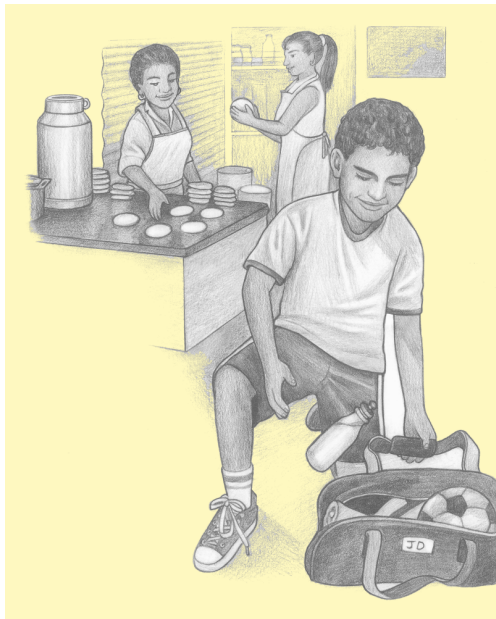
看图画，猜故事

图片里的人可能是什么关系？	他们可能在做什么？	这个故事可能发生在哪个地方？	故事中的人可能住在世界上哪个地方？	这个故事可能发生在一天中的哪个时候／一年的哪个季节？	故事中的男孩接下来可能要做什么？这是一个关于什么的故事？

因为我看到**……**，所以我想**/**我觉得**/**我猜**……**

听课文，回答问题
故事里的人物都是谁？
故事发生在什么地方？
故事发生在什么时间或什么季节？
在这一章里，发生了什么事？

第一章　比赛日

Juan Daniel把一个水瓶丢进他的旅行袋。他扫视了一下袋子里的其它物品，确保没有落下任何东西。"Gonzalez T恤？带了！毛巾呢？带了！一切就绪，可以出发了。"Juan Daniel把旅行袋往肩上一甩，一溜烟地穿过厨房，来到餐厅。餐厅里，朋友和邻居们正围坐在一张张小桌前，品尝着Mamá Tere做的可口的饭菜。每个周末的下午，Mamá Tere开的饭馆，pupusería，总是生意兴隆。Juan Daniel住在萨尔瓦多。萨尔瓦多的天气总是很炎热。Juan Daniel刚刚走出门，正要冲向球场，一个声音把他叫住。
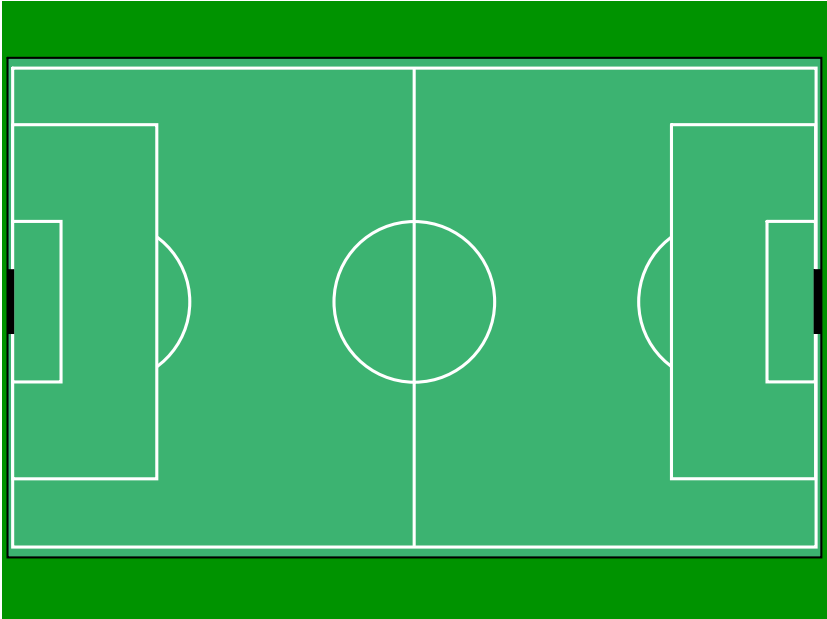
"要出门啦？Juan Daniel！过来亲亲奶奶再走！"Mamá Tere说。

Juan Daniel来了一个急煞车。他跑回屋里，亲了亲奶奶的脸颊，说："比赛一结束我就回来！"话音还没落，人又不见了。

"Buena suerte！"Mamá Tere说。她笑着摇摇头，继续招呼顾客。

萨尔瓦多人

萨尔瓦多的食物

另一张萨尔瓦多地图　　另一张

东　西　南　北

东南　东北　西南　西北

图例　　比例尺

地图标示　指南针

http://www.theodora.com/maps/new9/el_salvador_relief_map.jpg

3

经线

纬线

北极

南极

赤道

说明:
1. 和你的同伴背靠背坐好。注意：你们两个人都可以看到白板。
2. 看你的地图。注意：你的地图跟你同伴的地图不一样。
3. 只用语言交流，问一问你的同伴的地图上有什么图例。
4. 只用语言交流，问一问那些图例在你的同伴的地图的什么位置。
   比方说，地图的东北角。
5. 把图例的名称写在你的地图上的相应的位置。
6. 做完所有的图例之后，转过来面向对方一起看地图。
7. 检查检查你和你的同伴只用语言交流得准不准！

所用句型的例子：

| A: 你的地图有……吗? |
| B: 对, 我的地图有……
 或
 不对, 我的地图没有…… |
| A: 它在地图的什么位置? |
| B: 它在地图的……角 |

	萨尔瓦多	美国明尼苏达	中国
地理位置 在哪一洲?			
气候			
在赤道的哪一边?			
语言			
食物			
热门运动			
人口			
首都			
其他			