

## Lesson 5: Pre-Reading for “A Helpful Visit”

(associated with EiE® story *Juan Daniel’s Fútbol Frog*, Chapter 4)

**Lesson Topic:** Making connections between the *Juan Daniel* story characters and their jobs and the basic needs of humans and animals in preparation for reading *Juan Daniel*, Chapter 4 during Lesson 6

### DESIRED RESULTS (教学目标)

#### Academic Content Objectives: Students can...

##### *Chinese Language Arts*

- Recall main events of a story
- Read and comprehend written statements about the basic needs of humans/frogs/crayfish/Bess beetles and the different ways each organism meets those needs

##### *Science and Engineering*

- Identify the match between descriptive statements to organism described
- Identify the responsibilities of scientists and biologists
- Identify the responsibilities of engineers

##### *Social Studies and Culture*

- Distinguish between the roles and responsibilities of various professional community members, e.g., an engineer, a bioengineer and a scientist
- Compare and contrast the roles and responsibilities of several story characters and professionals such as biologist, engineer, teacher, etc.

#### Learning Strategies: Students can...

- Underline words and phrases from a story text as evidence to support the answer to a comprehension question about the story
- Use a chart to organize information
- Cooperate/work in small groups

**Chinese Language Objectives: Students can...*****Functions and Forms*****Content-obligatory (CO)**

- Ask and answer questions using question words
- Express location using 在 [zài] in a locative phrase
- Describe attributes of person/place/things using modifying phrases
- State use/function of a thing or an action using purpose verb phrase, 来 + verb + object
- Describe emotional states of main characters using adjectives or adverbs
- Recount events in simple past time using action verbs with 了 (temporal marker) and dependent time phrase/clause in complex sentence
- State or identify what/who something is or is not
- Describe attributes of something/someone using a predicative adjective(s) construction with the main noun modified by a relative clause
- Recognize and interpret characters that form words and phrases adhering to character structure rules and stroke order guidelines
- Use a developing understanding of basic units of word formation in Chinese to infer and construct meaning with written text
- State use/function of something using nominalization and purpose verb phrase, 来 + verb + object
- Give emphasis to the specific direct object by using 把 or 让/使 construction and placing the direct object before the verb
- Support ideas/opinions using compound sentences with adverb 因此

**Content-compatible (CC)**

- Express a personal opinion and request agreement
- Express agreement and disagreement
- Negotiate to reach consensus
- Negotiate turn-taking

**Vocabulary**

	了解 Recognize	识记 Produce
Content-obligatory	<p><b>Instructional Activities</b>            比较 compare, 比较 contrast, 相同 in common, 角色 role, 责任 responsibility, 全班 whole class, 小组 small group, 伙伴 partner</p>	<p><b>Biology</b>            基本需求 basic needs, 人类 human, 青蛙 frog</p> <p><b>Professional People</b>            工匠 artisan, 技工 technician, 工程师 engineer, 教师 teacher</p> <p><b>Action Words</b>            踢足球 to play soccer, 展示 to show, 发明 to invent, 设计 to design</p> <p><b>Adverbs of Frequency</b>            通常 mostly, 有时 sometimes</p> <p><b>Instructional Activities</b>            搭配 match</p> <p><b>Cross Cultural Chart</b>            大陆 continent, 气候 climate, 语言 language, 食物 food, 流行的运动 popular sports, 运动偶像 sports idol, 人口 population, 首都 capital city, 热带雨林 rain forest</p>

	了解 Recognize	识记 Produce
Content-compatible	<p><b>Body Parts</b> 肺 lung, 鳃 gills, 触觉 antenna, 嘴巴 mouth, 牙齿 teeth, 钳子 pincers, 舌头 tongue, 下巴 jaws</p> <p><b>Biology</b> 寻找水源 search for water, 喝水 drink water, 产卵 lay eggs, 咀嚼食物 chew food, 捕捉食物 catch food, 撕裂食物 tear food</p> <p><b>Other Key Words</b> 朽木 rotting logs</p> <p><b>Instructional Activities</b> 强调 underline, 全班 whole class, 小组 small group</p>	<p><b>Biology</b> 蜣螂 Bess beetle, 小龙虾 crayfish, 呼吸 breathe, 吃 eat, 喝 drink, 生存 live, 水 water, 食物 food, 阴凉处 shade, 植物 plants, 空气 air, 躲避处 shelter,</p> <p><b>Shelter</b> 房子 house, 公寓 apartment, 河 river, 池塘 pond, 住 live, 栖息 inhabit</p> <p><b>Restaurant Terms</b> 饭馆业主 restaurant owner, pupusa, 厨房 kitchen, 锅 pots</p> <p><b>Soccer Terms</b> 入球 goal, 吉祥物 mascot, 胜利 victory, 队长 team captain, 守门员 goalie, 球队前锋 team forward, 队友 teammate, 好运 good luck (the mascot brings this)</p> <p><b>Action Words</b> 带领 to lead, 阻止 to block, 工作 to work, 使用 to use, 修理 to fix, 带来 to bring, 入球 to score, 拥有 to own, 支持 to support, 帮助 to help</p> <p><b>Job Cards/Roles</b> 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</p>

**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 will depend on your students' proficiency levels. Because of this, we have not included all vocabulary here. 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 *Juan Daniel* CH: Mandarin Chinese version of the *Juan Daniel* story
- Interactive whiteboard pages for Lesson 5
- Handouts:
  - a. MMIC 5-1a: *People Cards*, copied on colored paper, enough for half the class
  - b. MMIC 5-1b: *Job Cards*, copied on a different color paper than MMIC 5-1a, enough for half the class
  - c. MMIC 5-2-TG: *Basic Needs Chart*, Teacher Guide
  - d. MMIC 5-3: *Four Corners Charts*, enlarged and copied onto poster board or copied by hand onto poster board, one copy of each of the 4 charts
  - e. MMIC 5-4: *Four Corners Basic Needs Sentence Strips*, cut into sentence strips, one sentence strip per student
  - f. MMIC 5-4-TG: *Four Corners Basic Needs Sentences*, Teacher Guide

**LEARNING ACTIVITIES (教学活动)****Preview Phase—“Intro” Activities**

Students will review the main story information and vocabulary from *Juan Daniel*, Chapters 2-3. They will also preview vocabulary for main story characters - their roles and responsibilities as community members—in order to scaffold introductions of professional community members - “bioengineer,” “scientist,” “restaurant owner” - that students encounter in Lesson 6 (*Juan Daniel*, Chapter 4).

**Time:** Learning Activity 1—40 minutes  
Learning Activity 2—30 minutes

**Learning Activity 1**

1. Review story information from *Juan Daniel*, Chapters 2-3 using a “集思广益 (Numbered Heads Together)” activity (Kagan, 1992):
  - a. Put students into groups of 3-4.
  - b. Have students count off so that each student in the group has a number (1-3 or 1-4, depending on the number of students in each group).
  - c. Have students open their packets to *Juan Daniel*, Chapters 2-3.
  - d. Display page 1 of MMIC 5-IWB, a list of questions regarding chapter 2-3 of the *Juan Daniel* story. Ask groups to work together, using story texts to find the answer to the question. Have them underline the words in the text that contain the information that they need to answer the question. The goal of this cooperative learning activity is for each student to ensure that all group members are able to respond to the question if called on. Each student should underline the information in his/her own story packet.
  - e. Choose a number (1-3 or 1-4) at random and have the student with that number in each group stand up. Choose one of those students to orally answer the question for the whole class and show where in the text they found the information.
  - f. When all students have communicated agreement/disagreement with the answer, move on to the next question and ask groups to use their story texts to find the answer to this question. Have each student underline the words in the text that contain the information that they need to answer the question. Choose a different number (1-3 or 1-4) and have the student with that number in each group stand up. Choose one of those students to orally answer the question for the whole class and show where in the text they found the information.
  - g. Continue asking and answering questions using the “Numbered Heads Together” format until all questions have been answered. The questions are as follows:

中文	English
谁是 Juan Daniel? 他为什么没在场上踢足球?	Who is Juan Daniel and why is he not playing in the soccer game?

Juan Daniel 在足球场边上发现了什么?	What does he find on the soccer field?
那只青蛙长的是什麼样子? 那只青蛙有什么不对劲儿?	What does the frog look like? What is wrong with the frog?
Juan Daniel 说青蛙通常住在哪里?	Where does Juan Daniel say a frog usually lives?
谁是 Carlos? 为什么 Carlos 的爸爸认为在 El Salvador, 有的动物住在它们不应该住的地方?	Who is Carlos and why does Carlos' dad think that animals in El Salvador are sometimes living in the wrong place?
那只青蛙和 Juan Daniel 有什么相同之处?	What does the frog have in common with Juan Daniel?
Juan Daniel 怎样帮助那只青蛙?	How does Juan Daniel help the frog?
在比赛最后几分钟时, Juan Daniel 看见他的队友 Ernesto 累了, Juan Daniel 想要做什么?	With just a few minutes left in the game, Juan Daniel sees that his teammate Ernesto is tired. What does Juan Daniel want to do?
谁得分了? 是谁帮他得了分?	Who makes the goal? Who helps him?
谁变成球队的新的吉祥物? 谁可以想得出其他一些球队的吉祥物?	Who will be the team's new mascot? Who can think of any other team mascots?
球队如何庆祝他们的胜利? 你和你的好朋友们如何庆祝胜利?	How does the team celebrate the victory? What kinds of things do you and your friends do to celebrate a victory?

Language Function-Form-Vocabulary Connections (Activity 1)		
CO LP 5.1.1	Ask and answer questions using question words	
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		
<p>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.</p> <p>For example:</p> <p>谁参加足球比赛? (Who is going to play the soccer game? [“Who” occurs in subject position])</p> <p>你看见几个足球运动员? (How many soccer players did you see? [“How many” is in the # position of the noun phrase # + classifier + noun])</p>		
Noticing and awareness spotlight: Use of 吗? 吧? 呢?		
<p>A few particles are commonly used at the end of questions.</p> <p>吧? is used to invite agreement.</p> <p>呢? is a tag question meaning “, and you?”</p> <p>吗? is a question particle that is used when one expects a “yes” or “no” response.</p>		

CO LP 5.1.2	Express location using 在 [zài] in a locative phrase	
Approaching	Attaining	Expanding
在这儿 (here [vernacular]) 在这里 (here, this place) 在那儿 (there [vernacular]) 在那里 (there, that place) 在家 (home) 在饭馆儿 (restaurant) 在足球场 (soccer field) 在这个部分 (this section)	在...前边/面/头 (in front of) 在...后边/面/头 (behind) 在...上边/面/头 (above) 在...下边/面/头 (below) 在...里边/面/头 (inside) 在...外边/面/头 (outside)	在这两个部分的中间 (in the center of these two sections/parts/areas)  在又热又干燥的足球场上 (on the hot, dry soccer field)



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
<b>Form focus</b>		
1. Formation of locative phrase: “在 (zài) + noun + locative particle”		
<p>To express location Chinese speakers use a locative phrase that begins with the coverb 在 (zài). For example, “在 zai + concrete noun + locative particle”</p> <p>在守门员后面: behind the goalie 在足球场上: on the soccer field</p> <p>To provide more detail within a locative phrase, we can add a modifying phrase, for example, “在 (zài) + modifying phrase + (的) + noun (+ locative particle).”</p> <p>There are a few different ways to construct a modifying phrase:</p> <ol style="list-style-type: none"> <li>1. Adj + 的: For example, 在又热又干燥的足球场上 (on the hot, dry soccer field)</li> <li>2. Noun phrase + 的: 在这两个部分的中间 (in the center of these two sections)</li> <li>3. Relative clause: See CO 4.1.3</li> </ol>		
2. Placement of locative phrase		
<p>Unlike in English, a locative phrase is placed either at the beginning of the sentence or before the main verb, NOT at the end of the sentence.</p> <p>A locative phrase, e.g., “在 zai + concrete noun + locative particle,” can be placed in a sentence as follows:</p> <ol style="list-style-type: none"> <li>1. Directly before the main verb. (typical placement) 我们在咖啡过滤纸上放了一块海绵。We put a sponge on the coffee filter. (Subj + locative phrase + verb + past tense marker + object.)</li> <li>2. At the beginning of the sentence and set off by a comma. (for emphasis) 在咖啡过滤纸上, 我们放了一块海绵。On the coffee filter, we put a sponge. (Locative phrase, subj + verb + past tense marker + object.)</li> <li>3. After main verb in a 把-construction (giving emphasis to the direct object) 我们把一块海绵放在咖啡过滤纸上了。We placed a sponge on the coffee filter. (Subj + 把-construction [把 + object + verb + complement] + past tense marker.)</li> </ol>		
<b>Noticing and awareness spotlight:</b> Use of suffixes 边、面、头		
<p>Locative particles such as 前 (in front of) and 后 (behind) will typically be used with one of the following suffixes: 边 (-bian)、面 (-mian)、头 (-tou) and become, for example, 前边/面/头。</p>		

The following adverbs of location can be used interchangeably:

这儿 (here [vernacular]); 这里 (here, this place)  
 那儿 (there [vernacular]); 那里 (there, that place)

CO LP 5.1.3	Describe attributes of person/place/things using modifying phrases		
For example:			
有很多植物的热带雨林 (the rain forest that has lots of plants)			
绿色的、提供栖息地的热带雨林 (the rain forest that is green and provides shelter)			
Approaching	Attaining	Expanding	
热的 (hot) 多雨的 (rainy) 绿色的 (green) 湿的 (wet) 好 (good/nice) 坏 (bad/mean) 热心 (warmhearted) 高 (tall) 矮 (short)	有很多植物的 (that has lots of plants) 有很少植物的 (that has few plants) (没)有帮助的 (that is helpful/not helpful)	提供栖息地的 (that provides shelter) 踢足球踢得好的 (that is good at soccer) 跑得快的 (that runs fast)	
是+ 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			
There are several ways to describe nouns using modifying phrases. Modifying phrases can be attributive adjectives, e.g., 多雨的 (rainy) or relative clauses, e.g., 有 (have) 很多植物 (lots of plants) + 的 (that has lots of plants). Modifying phrases are placed typically in front of the noun they describe (e.g., 提供栖息地的热带雨林).			
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			
Adjective repetition occurs frequently in Chinese. There are different ways to do this: <ol style="list-style-type: none"> <li>“aa” form, e.g., 长长 (very long), 厚厚 (thick)、薄薄 (thin)*;</li> <li>“abb” form, e.g., 白皑皑 (snow-white, pure white, as very white as snow), 毛茸茸 or 毛茸茸 (hairy or downy), 亮晶晶 (glistening, sparkling, shining), 湿漉漉 (wet, moist);</li> </ol>			

3. “aabb” form, e.g., 清清楚楚 (clear), 恍恍惚惚 (in a trance, absent-minded), 红红火火 (as very red/warm as fire).

\* Use of double adjectives is typical for young children.

### 3. The “monosyllabic” rule and use of 的

When describing persons, places and things, the use of 的 between adj. and noun will occur if the adjective is made up of more than one syllable, for example, 两只有蹼的脚 (two webbed feet).

However, use of 的 between the adjective and noun is omitted if the adjective is only one syllable. For example, 两只大眼睛 (two big eyes).

CO LP 5.1.4	Describe emotional states of main characters using adjectives or adverbs		
	Approaching	Attaining	Expanding
	高兴 (happy) 伤心 (sad) 累 (tired) 害怕 (afraid/scared) 生气 (angry) 紧张 (nervous) 不好意思 (embarrassed) 平静 (calm) 兴奋 (excited) 骄傲 (proud) 惊讶 (amazed) 满足 (satisfied)	高兴的脸 (happy face) 高兴地说 (speak happily)  伤心的男孩 (sad boy) 伤心地哭 (cry sadly)  愉快的歌 (joyful song) 愉快地唱 (sing joyfully)  不好意思的表情 (embarrassed expression) 不好意思地笑 (smile embarrassedly)	迷惑 (confused) 失意 (frustrated) 焦虑 (anxious) 感激 (grateful) 痛苦 (agonized) 愉快 (amused) 惊愕 (astonished) 精疲力尽 (exhausted) 雄赳赳, 气昂昂 (cocky)
Juan Daniel 很伤心。  Juan Daniel is very sad.	Juan Daniel 有(一)点儿紧张, 可是他很快地平静下来。  Juan Daniel was a little bit nervous, but he quickly calmed down.	Juan Daniel 踢足球踢得精疲力尽。  Juan Daniel played soccer so hard that he was exhausted.	
Subj. + “very” + adj., (“be” verb is omitted in Chinese.)	..., Subj. + adv. + “地” (de) + Verb	Subj. + Verb + Object + Verb (same as before) + “得” + complement	

<b>Form focus: use of 的、地、得</b>							
<p>的 (de) is used when an adjective and/or a pronoun modifies a noun. The form is: Adj./pron. + 的 + Noun, for example, 炎热的夏天 (sweltering summer), 我们的薄膜模型 (our model membrane design)</p>							
<p>地 (dì) is used when an adverb modifies a verb. The form is: Adv. + 地 + Verb (unlike in English!), for example, 高兴地欢呼 (cheer happily)</p>							
<p>得 (de) is used when a verb complement is used after the main verb. The form is: Verb + 得 + Adv., for example, 我跑得快。 (I ran fast.) Sometimes, the main verb can be repeated if there is an object following the main verb. The form is: Verb + Object + Verb + 得 + adv., for example, 我踢足球踢得好。 (I kick the soccer ball well.)</p>							
<b>Noticing and awareness spotlight</b>							
1. 落 as polyphone							
<p>To be a polyphone, “duō yīn zì” (多音字) in Chinese, a character must have two or more pronunciations and multiple meanings. Each pronunciation goes with one meaning. For example:</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="padding-right: 10px;">落</td> <td style="padding-right: 10px;">luò</td> <td>落后 verb, meaning “fall behind, fall down”</td> </tr> <tr> <td></td> <td>là</td> <td>落下 verb, meaning “forget, leave behind”</td> </tr> </table>		落	luò	落后 verb, meaning “fall behind, fall down”		là	落下 verb, meaning “forget, leave behind”
落	luò	落后 verb, meaning “fall behind, fall down”					
	là	落下 verb, meaning “forget, leave behind”					
2. use of “有 + (一)点儿” structure							
<p>“Be” verb is sometimes translated into “have/has” when “(一)点儿” is used in front of an adj., e.g., 我有一点儿累。 (I am a little tired.) The structure is: Subj. + 有(have/has) + “(一)点儿” + adj.</p>							

CO LP 5.1.5	State use/function of a thing or an action using purpose verb phrase, 来 + verb + object	
Approaching	Attaining	Expanding
Juan Daniel 和队友们庆祝胜利。  Juan Daniel and his teammates celebrated the victory.	Juan Daniel 和队友们到奶奶的饭馆儿来庆祝胜利。  Juan Daniel and his teammates went to Mamá Tere’s restaurant to celebrate the victory.	为了庆祝胜利, Juan Daniel 和队友们到奶奶的饭馆儿吃饭。  To celebrate the victory, Juan Daniel and his teammates went to Mamá Tere’s restaurant to eat.

Subj. + Verb + Object	Subj. + Verb <sub>1</sub> + Object <sub>1</sub> + purpose verb phrase [来 + Verb <sub>2</sub> + Object <sub>2</sub> ]	Preposition/coverb (为了/for the purpose of) + Verb phrase [verb + object], Subj. + Serial verb construction [Verb <sub>1</sub> + Object <sub>1</sub> + Verb <sub>2</sub> + Object <sub>2</sub> ]
<b>Form focus</b>		
1. Multiple uses of 来		
<ol style="list-style-type: none"> <li>“来” as an action verb, meaning “to come”. e.g., 他昨天来过两次。(He came twice yesterday.)</li> <li>“来” is used to replace the verb in previous sentence. e.g., 把这杯茶喝完, 我们再来一瓶! (Drink up this cup of tea, we will drink another!)</li> <li>“来” is placed in front of a verb phrase, indicating purpose. e.g., Juan Daniel 需要水杯来喝水。(Juan Daniel needs a water bottle to drink water.)</li> <li>“来” is used to indicate the direction of an action verb. e.g., 你把那本书拿来! (Bring that book over here!)</li> </ol>		
2. Serial verb construction [Verb <sub>1</sub> + Object <sub>1</sub> + Verb <sub>2</sub> + Object <sub>2</sub> ]		
A serial verb construction refers to a sentence with two or more verbs that are connected by one and the same event. In this type of serial verb construction the second verb is a verb phrase that functions as the object of the sentence.		
<b>Noticing and awareness spotlight: Placement of preposition/coverb</b>		
Prepositions/coverbs such as 为了 (for the purpose of) introduce a noun phrase. Together, the preposition + noun phrase combination are typically placed before the main SVO in the sentence. In sentence initial position they add emphasis.		

<b>CO LP 5.1.6</b>	<b>Recount events in simple past time using action verbs with 了 (temporal marker) and dependent time phrase/clause in complex sentence</b>	
<b>Approaching</b>	<b>Attaining</b>	<b>Expanding</b>
Juan Daniel 跟朋友一起去踢球了。	足球比赛的时候, José Eduardo 把 Juan Daniel 推倒了, Juan Daniel 的胳膊受伤了。	正当 Juan Daniel 鼓足劲儿要出脚的时候, 突然有人用力地推了一下他的肩膀。
Juan Daniel went to play soccer with his friends.	While at the soccer game José Eduardo pushed Juan Daniel down and Juan Daniel’s arm was hurt.	When Juan Daniel was about to kick the soccer ball, someone shoved his shoulder hard.

Simple past time using action verb with temporal marker 了	Use of dependent time phrase in complex sentence and temporal marker 了	Use of dependent time clause in complex sentence and temporal marker 了
<b>Form focus</b>		
1. Use of 了 as temporal marker		
Simple past time can be communicated using 了 (temporal marker), e.g., action verb + 了 (temporal marker). The temporal marker “了” is positioned either immediately after the main verb or at the end of the sentence/clause.		
2. Use of dependent time phrase/clause in complex sentence		
Mandarin uses adverbs of time and adverb of time phrases to connect two clauses and form one complex sentence. The first clause may consist of		
<ul style="list-style-type: none"> <li>• An adverb of time placed at the end of the first clause [noun + adverb of time 的时候], e.g., 足球比赛的时候, ..... (While at the soccer game, ...)</li> <li>• or an adverb of time phrase that is separated into two parts [当 (part 1) + simple SVO sentence + 的时候 (part 2)], e.g., 当我们测试尼龙纱窗布的时候, ..... (When we tested the nylon screen,...).</li> </ul>		
For example, Noun/simple SVO sentence + adverb of time phrase 以后.....后 (after), + main clause. Noun/simple SVO sentence + adverb of time 以前 (before), + main clause. Noun/simple SVO sentence + adverb of time phrase 当.....的时候 (when/while at), + main clause.		
<b>Noticing and awareness spotlight:</b>		
Use of temporal marker “了” with “verb + verb complement” structure		
When a two-character “verb + verb complement” structure is used, the temporal marker “了” must be placed after the verb complement. For example, [我] 看到了。(I saw.) However, if the verb complement consists of two characters instead of just one, then “了” can be placed either after the one-character first main verb or after the two-character verb complement. For example, 他走了出来。(He walked out of there.) 他走出来了。(He walked out of there.)		

CC LP 5.1.7		Express a personal opinion and request agreement		
Approaching		Attaining		Expanding
我觉得／想 ....., 你呢? I feel like/think....., and you? 也许／可能, 你呢? Maybe/perhaps....., and you?		在我看来..... ....., 你也同意吗? It seems to me like..., do you agree? 对我来说, ....., 你也同意吗? In my opinion, ....., do you agree?  我认为....., 你也同意吗? I believe/think ..., do you agree?		我建议....., 你也是这么想的吗? /吧? I suggest..., do you think so?  我的看法是....., 你也是这么想的吗? /吧? My thoughts are....., do you think so?  我是说....., 你也是这么想的吗? /吧? What I mean is....., do you think so?
<b>Noticing and awareness spotlight:</b> 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 5.1.8		Express agreement/disagreement		
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.		我不是这么认为的。 I don't think so.		我的意见跟你的不同。 My suggestions are different from yours.

<p>不好。 Not good。</p> <p>不同意。 I don't agree with you.</p> <p>不对。 Not exactly.</p>	<p>是，可是你不觉得.....? Yes, but don't you think...</p> <p>我觉得我不同意。 I'm afraid I have to disagree。</p>	<p>我想和你讨论讨论..... I must take issue with you on that.</p> <p>然而 However</p>
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**Learning Activity 2**

1. Begin by telling the students that in today’s lesson, they will be getting ready to read the next chapter, Chapter 4, of *Juan Daniel’s Fútbol Frog*. In this chapter, they will meet some people who do different types of jobs. Ask questions that will lead students to make a connection between the “jobs” they have during group work and other kinds of jobs, professional roles, household chores, jobs/roles on a sports team, etc.
2. Ask students to discuss (in pairs or small groups) what story characters that they have already met and what kind of “job” they do. Be sure to remind students that soccer positions may be considered “jobs” too.
3. After paired/small group conversations, write the following team positions on page 2 of MMIC 5-IWB as you ask the correlating questions. Record student answers as well.

中文	English
队长 队长做什么? (带领球队)	<b>Team captain</b> What does a team captain do? (Leads the team.)
守门员 守门员做什么? (守门)	<b>Goalie</b> What does a goalie do? (Blocks shots.)
球队吉祥物 吉祥物的用途是什么? (带来好运)	<b>Team mascot</b> What does a team mascot do? (Brings good luck.)

4. Distribute MMIC 5-1a, *People Cards*, to half the class and MMIC 5-1b, *Job Cards*, to the other half of the class. The *People Cards* will be printed on one color paper and the *Job Cards* on another color paper. On each card is either a person or a correlating job. Ask students to walk around asking questions to classmates who hold a different color card than theirs. Students must find someone who has a card that “补充 (complements)” their card (a person + his/her job). Tell students to hold cards to their chests after they’ve look at them; they need to use language to communicate what is on their card. Model for the students what they could say/ask during this activity, using the following interaction frames (page 3 & 4 of MMIC 5-IWB):

中文	English
<b>互动框架 #1</b> <u>学生 1</u> 我是一个____。你是做什么的? 或者 我是做____的, 你的职业是什么?	<b>Interaction Frame #1</b> <u>Student 1</u> I am a ____ . What do you do? OR I ____ [job]. Who are you?

<p><u>学生 2</u> 我是一个___。 或者 我是做___的。</p> <p><u>学生 1</u> 对, 我觉得我们可以搭配。 或者 不对, 我觉得我们不能搭配。</p>	<p><u>Student 2</u> I am a ____. OR I ____ [job].</p> <p><u>Student 1</u> Okay, I think we are a match. OR Okay, I think we are not a match.</p>
<p><b>互动框架 #2</b></p> <p><u>学生 1</u> 我的卡片上是一个(人)。你的卡片上有什么? 或者 我的卡片上是一个在...(做某件事情)人。</p> <p><u>学生 2</u> 我的卡片上是一个(人)。 或者 我的卡片上是一个在...(做某件事情)的人。</p> <p><u>学生 1</u> --你觉得我们可以搭配吗? 或者 --我觉得我们的卡片可以凑成一对, 你觉得呢?</p>	<p><b>Interaction Frame #2</b></p> <p><u>Student 1</u> My card shows a [person]. What is on your card? OR My card shows someone who...[job description].</p> <p><u>Student 2</u> My card shows a [person]. OR I ____ [job]. My card shows someone who...[job description].</p> <p><u>Student 1</u> Do you think we are a match? OR I think we are a good match, do you?</p>

5. When students find a match, they must connect arms to show that they have made a match and prepare to share with the class who they are and what they do. Once everyone has made a match, have each pair tell the class who they are and what they do:

中文	English
我是一名 _____, 我 _____。	I am a _____, and I _____.

**Note:** If students are unfamiliar with one of the jobs, this is a great opportunity to teach them.

6. After each pair says who they are and what they do, they should go to page 5 of MMIC 5-IWB and find the correct character(s) for their person along with the correct character(s) for what they do and match them up so that the whole class can see the written form that goes

with the spoken form. Below is a chart with the “people” and their “jobs” used in this activity.

中文	English
队长 + 我带领球队去比赛。	Team captain + I lead a team.
守门员 + 我守门，用手阻挡对方进球。	Goalie + I block shots and can use my hands.
工匠 + 我用双手制作工艺品、工具和物品。	Artisan + I work with my hands to build and create things.
技工 + 我修理机器，让它们运转。	Technician + I fix machines or make them work.
工程师 + 我用数学和科学知识来设计并解决问题。	Engineer + I use math and science to design things that solve problems.
球队吉祥物 + 我给球队带来好运。	Team Mascot + I bring good luck to the team.
前锋 + 我射门得分。	Team Forward + I score goals with well-placed kicks.
队友 + 我们相互支持。	Teammate + I support my team.
餐厅老板 + 我经营一家卖 pupusas 的餐厅。	Restaurant owner + I own a restaurant that serves pupusas.
老师 + 我帮助学生知识。	Teacher + I help students learn new things.

Language Function-Form-Vocabulary Connections (Activity 2)		
CO LP 5.2.1	Ask and answer questions using question words	
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		
<p>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.</p> <p>For example:</p> <p>谁参加足球比赛? (Who is going to play the soccer game? [“Who” occurs in subject position])</p> <p>你看见几个足球运动员? (How many soccer players did you see? [“How many” is in the # position of the noun phrase # + classifier + noun])</p>		
Noticing and awareness spotlight: Use of 吗? 吧? 呢?		
<p>A few particles are commonly used at the end of questions.</p> <p>吧? is used to invite agreement.</p> <p>呢? is a tag question meaning “, and you?”</p> <p>吗? is a question particle that is used when one expects a “yes” or “no” response.</p>		

CO LP 5.2.2	State or identify what/who something is or is not	
Approaching	Attaining	Expanding
我(不)是工程师/技工/工匠/艺人。	我(不)是工程师/技工/工匠/艺人。	这位女士/男士(不)是工程师/技工/工匠/艺人。
I am (not) an engineer/technician/craftsman/artisan.	I am (not) an engineer/technician/craftsman/artisan.	This lady/gentleman is/is not an engineer/technician/craftsman/artisan.
Pronoun (这) + Verb (是) + noun.	Pronoun (这) + (CL + subj) + Verb (是) + noun.	Pronoun (这) + (CL + subj.) + Verb (是) + noun.

<b>Form focus</b>
<p>不 (bù) is an adverb that means “not.” Like most adverbs, 不 (bù) always appears before the verb, in this case, 是.</p> <p>这是 a pronoun and means “this, these.” It may or may not be followed by a classifier (CL) and a noun, for example,</p> <p>这个人 是 球队吉祥物。 (This person is team mascot.)            这是 餐厅老板。 (This is a restaurant owner.)</p>
<b>Noticing and awareness spotlight: 个人/东西 vs. 位女士/男士</b>
<p>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.</p>

<b>CO LP 5.2.3</b>	<b>Describe attributes of something/someone using a predicative adjective(s) construction with the main noun modified by a relative clause</b>		
<b>Approaching</b>	<b>Attaining</b>	<b>Expanding</b>	
<p>前锋射门得分。 A forward kicks the ball and scores goals.</p> <p>水瓶盛水。 A water bottle carries water.</p> <p>Subject noun + action verb + direct object</p>	<p>守门员是用手阻挡射门的人。 A goalie is someone who uses his hands to block shots.</p> <p>水瓶是一种人造的可以盛水的技术。 A water bottle is a man-made technology that can carry water.</p> <p>Main noun + “be” verb + modifying phrase [verb + object + 的] + noun</p>	<p>阻挡射门的守门员是足球运动员一种。 A goalie who blocks shots is one kind of soccer player.</p> <p>可以盛水的水瓶是技术的一种。 A water bottle that can carry water is one kind of technology.</p> <p>Modifying phrase for subject [verb + object + 的] + subject noun + “be” verb + noun phrase [noun + 的 + noun]</p>	
<b>Form focus: Use of verb phrase or relative clause to describe main noun</b>			
<p>There are several ways to describe persons/places/things. One way is to use a verb phrase and tell what the person/thing does, i.e., what function it serves. For example,            前锋 + 射门得分。 A forward kicks the ball and scores goals.            水瓶 + 盛水。 A water bottle carries water.</p> <p>Another way to describe something/someone is to use a relative clause: a nominalized verb + object + 的 clause placed in front of the noun being modified.</p>			

For example,

一个设计科技的 + 人 - “someone who designs technology”

设计宇宙飞船的 + 航空工程师 - “An aerospace engineer who designs spaceships”

A third way to describe someone/something is to use the “是 + attributive adjective + 的” construction either by itself or in combination with a relative clause.

An example of the latter is,

一种人造的 + 可以盛水的 + 技术 - “a man-made technology that can carry water”

**Noticing and awareness spotlight:** Use of “noun + 的 + noun” to express possession


To indicate ownership/possession, the structure is “noun + 的 + noun”, for example, 工程师的一种/技术的一种 means “one kind of engineer/technology.”



CO LP 5.2.4	State use/function of a thing or an action using purpose verb phrase, 来 + verb + object	
Approaching	Attaining	Expanding
Juan Daniel 和队友们庆祝胜利。  Juan Daniel and his teammates celebrated the victory.	Juan Daniel 和队友们到奶奶的饭馆儿来庆祝胜利。  Juan Daniel and his teammates went to Mamá Tere’s restaurant to celebrate the victory.	为了庆祝胜利, Juan Daniel 和队友们到奶奶的饭馆儿吃饭。  To celebrate the victory, Juan Daniel and his teammates went to Mamá Tere’s restaurant to eat.
Subj. + Verb + Object	Subj. + Verb <sub>1</sub> + Object <sub>1</sub> + purpose verb phrase [来 + Verb <sub>2</sub> + Object <sub>2</sub> ]	Preposition/coverb (为了/for the purpose of) + Verb phrase [verb + object], Subj. + Serial verb construction [Verb <sub>1</sub> + Object <sub>1</sub> + Verb <sub>2</sub> + Object <sub>2</sub> ]
Form focus		
1. Multiple uses of 来		
1. “来” as an action verb, meaning “to come”. e.g., 他昨天来过两次。(He came twice yesterday.) 2. “来” is used to replace the verb in previous sentence. e.g., 把这杯茶喝完, 我们再来一瓶! (Drink up this cup of tea, we will drink another!) 3. “来” is placed in front of a verb phrase, indicating purpose. e.g., Juan Daniel 需要水杯来喝水。(Juan Daniel needs a water bottle to drink water.) 4. “来” is used to indicate the direction of an action verb. e.g., 你把那本书拿来! (Bring that book over here!)		

<b>2. Serial verb construction [Verb<sub>1</sub> + Object<sub>1</sub> + Verb<sub>2</sub> + Object<sub>2</sub>]</b>
A serial verb construction refers to a sentence with two or more verbs that are connected by one and the same event. In this type of serial verb construction the second verb is a verb phrase that functions as the object of the sentence.
<b>Noticing and awareness spotlight: Placement of preposition/coverb</b>
Prepositions/coverbs such as 为了 (for the purpose of) introduce a noun phrase. Together, the preposition + noun phrase combination are typically placed before the main SVO in the sentence. In sentence initial position they add emphasis.

<b>CC LP 5.2.5</b>	<b>Recognize and interpret characters that form words and phrases adhering to character structure rules and stroke order guidelines</b>	
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		
<b>Approaching</b>	<b>Attaining</b>	<b>Expanding</b>
<b>One- and two-part characters</b>	<b>Three-part characters</b>	<b>Four + part characters</b>
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
<b>Form focus: Formation of Chinese characters</b>		
<b>1. Character structure rules</b>		
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.

CC LP 5.2.6	Express a personal opinion and request agreement		
Approaching	Attaining	Expanding	
我觉得／想 ....., 你呢? I feel like/think....., and you?	在我看来..... ....., 你也同意吗? It seems to me like..., do you agree?	我建议....., 你也是这么想的吗? /吧? I suggest..., do you think so?	
也许／可能, 你呢? Maybe/perhaps...., and you?	对我来说, ....., 你也同意吗? In my opinion, ....., do you agree?	我的看法是....., 你也是这么想的吗? /吧? My thoughts are....., do you think so?	
	我认为....., 你也同意吗? I believe/think ..., do you agree?	我是说....., 你也是这么想的吗? /吧? What I mean is....., do you think so?	
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 5.2.7	Express agreement/disagreement	
Approaching	Attaining	Expanding
<p>好。 Good.</p> <p>我同意。 I agree.</p> <p>我也是 / 同意。 I also + verb (am/agree).</p> <p>对。 Exactly/Correct.</p>	<p>你说得对。 You are correct.</p> <p>你完全正确。 You're absolutely right.</p> <p>我也是这么认为的。 I think so too.</p> <p>我也不这么认为。 I don't think so either.</p>	<p>我的想法跟你的一样。 I share your thoughts.</p> <p>我赞成。 I agree (more formal).</p> <p>我完全赞同。 I agree with you entirely.</p>
<p>不。 No.</p> <p>不好。 Not good.</p> <p>不同意。 I don't agree with you.</p> <p>不对。 Not exactly.</p>	<p>我不是这么认为的。 I don't think so.</p> <p>是，可是你不觉得.....? Yes, but don't you think...</p> <p>我觉得我不同意。 I'm afraid I have to disagree.</p>	<p>我的意见跟你的不同。 My suggestions are different from yours.</p> <p>我想和你讨论讨论..... I must take issue with you on that.</p> <p>然而 However</p>
<b>Noticing and awareness spotlight:</b> Repetition of verb		
Repetition of a verb, e.g., 讨论讨论 (to discuss), can be used to soften the tone of voice.		

### Focused Learning Phase-- “Through” activities

The teacher will guide students to make a connection between the different roles and functions of *Juan Daniel* characters and their basic needs. Students will then identify basic needs (food, water, air and shelter) of humans, frogs, crayfish and Bess beetles, and clarify what needs all four have in common. Students will also identify *how* humans, frogs, crayfish and Bess beetles meet their basic survival needs. This lays the foundation for students to understand the concept of “membrane,” which will be formally presented in Lesson 6.

**Time:** Learning Activity 3—30 minutes

### Learning Activity 3

1. Through oral questioning, assist students in making a connection between the story characters’ many different roles and their basic needs. Ask:

中文	English
Juan Daniel 做什么? (他踢足球。)	What does Juan Daniel do? (He plays soccer.)
踢足球, 需要什么? (足球、球鞋、水、足球场、队友...)	What does he need in order to play soccer? (ball, shoes, water, field, teammates, ...)
Juan Daniel 的青蛙做什么? (它能给球队带来好运。)	What does Juan Daniel’s frog do? (It brings good luck to the team.)
青蛙需要什么才能生存? (水、食物、植物、荫凉...)	What does it need in order to live? (water, food, plants, shade...)
Mamá Tere 做什么? (她做 <i>pupusas</i> 。)	What does Mamá Tere do? (She cooks <i>pupusas</i> .)
做 <i>pupusas</i> , 需要什么? (厨房、食物、锅...)	What does she need in order to cook? (kitchen, food, pots...)

**Note:** Students already brainstormed some basic needs of soccer players and frogs in Lesson 4. If following FOSS® curriculum, students may have previously studied crayfish and Bess beetles. However, if your students studied different animals, we suggest that you replace crayfish and Bess beetles with those that are familiar to your students.

2. To review the basic needs of 人类 (people), 青蛙 (frogs), 小龙虾 (crayfish) and 蜣螂 (Bess beetles) in preparation for the next learning activity, guide the class in completing the following chart on page 6 of MMIC 5-IWB. Ask:

中文	English
人类/青蛙/小龙虾/蜣螂 用什么来饮水/呼吸空气/吃东西? 它们住在什么地方呢?	What do humans/frogs/crayfish/Bess beetles use to drink <b>water</b> /breathe <b>air</b> / eat <b>food</b> ? Where do they find <b>shelter</b> ?

3. Write key words on the blank chart (page 6 of MMIC 5-IWB) as students suggest answers for each area on the chart. See MMIC 5-2-TG, *Basic Needs Chart*, Teacher Guide for a completed chart.

基本需要 Basic Need	人类 Humans	青蛙 Frogs	小龙虾 Crayfish	蜣螂 Bess Beetles
水 Water	They use...to drink. 他们用.....喝水。			
空气 Air	They use...to breath. 他们用.....呼吸。			
食物 Food	They use...to eat. 他们用.....吃东西。			
栖息地 Shelter	They live... 他们住在哪儿?			

**Note:** Turn off the whiteboard before continuing with this activity.

4. Students will participate in a “四角 (Four Corners)” activity in which they will be matching humans, frogs, crayfish and Bess beetles to how they meet their basic needs for water, air, food and shelter.
- a. Post MMIC 5-3: *Four Corners Charts*, enlarged and copied onto poster board or copied by hand onto poster board. One copy of each of the four charts should be placed in the four corners of the classroom. Each chart represents one of the four basic needs: 水 (water), 空气 (air), 食品 (food), 栖息地 (shelter). Here is an example of the Four Corners chart for water. Use only Chinese in the actual chart!

水 (Water)	
青蛙 (Frog)	蜣螂 (Bess Beetle)

小龙虾 (Crayfish)	人类 (Human)
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- b. Before starting the activity, ensure that students are confident of the vocabulary words, 水 (water), 空气 (air), 食品 (food), 栖息地 (shelter), and the names of the four “animals”, so that they will have the language they need to speak only Mandarin during the activity. Allow students to act out, illustrate, or “shout out” the correct words, depending on visuals and time available.
- c. Model the activity for the students. Choose one of the sentence strips from handout MMIC 5-4: *Four Corners Basic Needs Sentence Strips*, and read it to the class. Thinking out loud as you look for the correct basic needs corner, demonstrate that students will *first* read their card and *then* go to the corresponding “basic needs” corner. (For example, with “我用嘴巴喝水。 [I use my mouth to drink.]” a student should go to the “water” corner.) Show students that once in the correct corner, they must *next* read the statement from their card to their group members. *Finally*, together the group will discuss and come to consensus about which animal (青蛙 [frog], 小龙虾 [crayfish], 蟋蟀 [Bess beetle], or 人类 [human]) their statement best describes.

**Note:** While modeling this activity, be sure to elicit from students the language they will need to discuss and reach consensus so that they will continue to speak Mandarin during the activity.

- d. Distribute MMIC 5-4: *Four Corners Basic Needs Sentence Strips*, already cut out, one sentence strip per student.
- e. See MMIC 5-4-TG, *Four Corners Basic Needs Sentences*, Teacher Guide, for a list of all of the statements in this activity, their corresponding basic needs, and “animals.”
- f. Students should stay in their corners for the next activity.

**Note:** In the next lesson, students will learn how frogs drink water through their skin: Frog skin is a membrane.

Language Function-Form-Vocabulary Connections (Activity 3)	
CO LP 5.3.1	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	
<p>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].</p>	
2. character	
<p>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 <b>pictographs</b> 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 <b>ideographs</b> 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 <b>ideogrammatic characters</b>. Over 90% of Chinese characters were created as <b>phono-semantic compound characters</b> 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.”</p>	
3. compound	
<p>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.</p> <p>A few compound types:</p> <p><i>Verb-Object</i>: 踢足球 (to kick soccer ball)、开球 (to kick off)、发誓 (to pledge)</p> <p><i>Verb-Complement</i>: 摔倒 (to fall down)、改进 (to improve and get better)、进来 (to come in)</p> <p><i>Subject-Predicate</i>: 天亮 (bright [sky is bright])</p>	

<p><b>Number-Classifier:</b> 各种 (various kinds)、一道 (a ray of...)、一片 (a patch of...)</p> <p><b>Adverb-Verb:</b> 慢跑 (to jog [to run slowly])、快走 (to hurry [to walk fast])</p> <p><b>Verb-Verb-Noun:</b> 栖息地 (habitat [to stay and rest at a place])</p> <p><b>Adjective-Adjective-Noun:</b> 浅桃色 (light peach color)、吉祥物 (mascot [happy and auspicious object])</p>
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 5.3.2	State use/function of something using nominalization and purpose verb phrase, 来 + verb + object		
Approaching	Attaining	Expanding	
<p>小龙虾用它的钳子撕开食物。</p> <p>The crayfish uses pincers to tear food.</p>	<p>我是用舌头来捕捉食物的。</p> <p>I use my tongue to catch food.</p>	<p>青蛙需要用皮肤来喝水。</p> <p>The frog needs to use its skin to drink water.</p>	
<p>Subj. + Verb<sub>1</sub> + Object<sub>1</sub> + Verb<sub>2</sub> + Object<sub>2</sub> [Verb<sub>1</sub> and Verb<sub>2</sub> are parallel verbs. They are both actions performed by the same Subj.]</p>	<p>Subj. + Verb 是 + nominalization (Verb<sub>1</sub> 用 + Object<sub>1</sub> + purpose verb phrase [来 + Verb<sub>2</sub> + Object<sub>2</sub>] + 的).</p>	<p>Subj. + Verb<sub>1</sub> 需要 + Verb<sub>2</sub> 用 + Object<sub>1</sub> + purpose verb phrase [来 + Verb<sub>3</sub> + Object<sub>3</sub>]</p>	
Form focus			
1. Multiple uses of 来			
<ol style="list-style-type: none"> <li>“来” as an action verb, meaning “to come”. e.g., 他昨天来过两次。(He came twice yesterday.)</li> <li>“来” is used to replace the verb in previous sentence. e.g., 把这杯茶喝完, 我们再来一瓶! (Drink up this cup of tea, we will drink another!)</li> <li>“来” is placed in front of a verb phrase, indicating purpose. e.g., Juan Daniel 需要水杯来喝水。(Juan Daniel needs a water bottle to drink water.)</li> <li>“来” is used to indicate the direction of an action verb. e.g., 你把那本书拿来! (Bring that book over here!)</li> </ol>			

## 2. Nominalization using 的

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...).

- If the subject is expressed in the verb phrase 你说 (you say), it is likely that the noun phrase, 你说的 (what you say), will function as the direct object in the sentence, in this case, the “what” you say.

If the direct object is expressed in the verb phrase, e.g., 种水果 (grow fruit), it is likely that the noun phrase, 种水果的, will function as the subject of the sentence, as that is the information that is lacking.

CO LP 5.3.3	Express location using 在 [zài] in a locative phrase		
Approaching	Attaining	Expanding	
在这儿 (here [vernacular]) 在这里 (here, this place) 在那儿 (there [vernacular]) 在那里 (there, that place) 在家 (home) 在饭馆儿 (restaurant) 在足球场 (soccer field) 在这个部分 (this section)	在...前边/面/头 (in front of) 在...后边/面/头 (behind) 在...上边/面/头 (above) 在...下边/面/头 (below) 在...里边/面/头 (inside) 在...外边/面/头 (outside)	在这两个部分的中间 (in the center of these two sections/parts/areas)  在又热又干燥的足球场上 (on the hot, dry soccer field)	
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” 在守门员后面: behind the goalie 在足球场上: on the soccer field			
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, 在又热又干燥的足球场上 (on the hot, dry soccer field)			

2. Noun phrase +的: 在这两个部分的中间 (in the center of these two sections)
3. Relative clause: See CO 4.1.3
2. Placement of locative phrase
Unlike in English, a locative phrase is placed either at the beginning of the sentence or before the main verb, NOT at the end of the sentence.
A locative phrase, e.g., “在 zai + concrete noun +locative particle,” can be placed in a sentence as follows:
1. Directly before the main verb. (typical placement) 我们在咖啡过滤纸上放了一块海绵。We put a sponge on the coffee filter. (Subj + locative phrase + verb + past tense marker + object.)
2. At the beginning of the sentence and set off by a comma. (for emphasis) 在咖啡过滤纸上, 我们放了一块海绵。On the coffee filter, we put a sponge. (Locative phrase, subj + verb + past tense marker + object.)
3. After main verb in a 把-construction (giving emphasis to the direct object) 我们把一块海绵放在咖啡过滤纸上了。We placed a sponge on the coffee filter. (Subj + 把-construction [把 + object + verb + complement] + past tense marker.)
<b>Noticing and awareness spotlight:</b> Use of suffixes 边、面、头
Locative particles such as 前 (in front of) and 后 (behind) will typically be used with one of the following suffixes: 边 (-bian)、面 (-mian)、头 (-tou) and become, for example, 前边/面/头. The following adverbs of location can be used interchangeably: 这儿 (here [vernacular]); 这里 (here, this place) 那儿 (there [vernacular]); 那里 (there, that place)

CO LP 5.3.4	Support ideas/opinions using compound sentences with adverb 因此		
Approaching	Attaining	Expanding	
我们放这个句子条在“青蛙”这个部分, 因为青蛙用皮肤来喝水。 We put this sentence strip in the frog section, because frogs use their skin to drink water.	青蛙用皮肤来喝水, 因此, 我们把这个句子条放在“青蛙”这个部分。 Frogs use their skin to drink water, as a result, we put this sentence strip in the frog section.	由于..., 因此, 我们把这个句子条放在“XX”这个部分。 Due to ..., as a result, we put this sentence strip in the XX section.	
....., 因为 (because)..... 因为 (because)....., 所以 (so) + simple SVO (Subj-verb-direct object)	....., 因此 (as a result, therefore), subj +把 + direct object noun phrase + verb + locative complement	由于 (due to)....., 因此 (as a result, therefore), subj +把 + direct object noun phrase + verb + locative complement	



<b>Form focus</b>
1. ...., 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. Emphasis is given by setting the adverb off with a comma.
2. Placement of locative phrase
Unlike in English, a locative phrase is placed either at the beginning of the sentence or before the main verb, NOT at the end of the sentence.
A locative phrase, e.g., “在 zài + concrete noun +locative particle,” can be placed in a sentence as follows:
<ol style="list-style-type: none"> <li>1. Directly before the main verb. (Typical placement) 我们在咖啡过滤纸上放了一块海绵。We put a sponge on the coffee filter. (Subj + locative phrase + verb + past tense marker + object.)</li> <li>2. At the beginning of the sentence and set off by a comma. (for emphasis) 在咖啡过滤纸上, 我们放了一块海绵。On the coffee filter, we put a sponge. (Locative phrase, subj + verb + past tense marker + object.)</li> <li>3. After main verb in a 把-construction (giving emphasis to the direct object) 我们把一块海绵放在咖啡过滤纸上了。We placed a sponge on the coffee filter. (Subj + 把-construction [把 + object + verb + locative phrase as complement] + past tense marker.)</li> </ol>
<b>Noticing and awareness spotlight: Use of 由于 (due to)</b>
“由于 (due to)....., 因此 (as a result, therefore), .....” reflects a more formal register and is more likely to be used in written communication.

CO LP 5.3.5	<b>Give emphasis to the specific direct object by using 把 or 让/使 construction and placing the direct object before the verb</b>	
Approaching	Attaining	Expanding
我们放这个句子条在“青蛙”这个部分。  We put this sentence strip in the frog section.	青蛙用皮肤来喝水, 因此, 我们把这个句子条放在“青蛙”这个部分。  We put this sentence strip in the frog section.	我们把这个句子条放在“XX”这个部分。  We put this sentence strip in the XX section.
simple SVO (Subj-verb-direct object)	Subj + 把 + direct object noun phrase + verb + locative complement	Subj + 把 + direct object noun phrase + verb + locative complement

Form focus
1. Use of 把-construction vs. simple SVO (Subj-verb-direct object)
<p>A 把-construction (including 把 + direct object + verb + complement) will typically reference something specific that the speaker thinks the hearer knows about, not something unknown to the hearer.</p> <p>If a sentence <i>communicates something that happens to the direct object</i>, then use of the 把-construction is appropriate.</p> <p>For example,</p> <ul style="list-style-type: none"> <li>Juan Daniel 把球踢进了。(Subj +把 + direct object noun phrase + verb + directional complement + past tense marker.) Juan Daniel kicked the soccer ball in.</li> <li>我们把这个想法放/写在这个部分。(Subj +把 + direct object noun phrase + verb + locative complement.) We wrote/put our ideas in this section.</li> </ul> <p>However, if there is <i>no additional information given as to what has happened to the direct object</i>, use of a 把-construction is incorrect. For example, in the sentence below, the 把-construction is not allowed: Juan Daniel 想他的青蛙。(Subj. + verb + direct object noun phrase) Juan Daniel misses his frog.</p>
2. Placement of locative phrase
<p>Unlike in English, a locative phrase is placed either at the beginning of the sentence or before the main verb, NOT at the end of the sentence.</p> <p>A locative phrase, e.g., “在 zài + concrete noun +locative particle,” can be placed in a sentence as follows:</p> <ol style="list-style-type: none"> <li>Directly before the main verb. (Typical placement) 我们在咖啡过滤纸上放了一块海绵。We put a sponge on the coffee filter. (Subj + locative phrase + verb + past tense marker + object.)</li> <li>At the beginning of the sentence and set off by a comma. (for emphasis) 在咖啡过滤纸上，我们放了一块海绵。On the coffee filter, we put a sponge. (Locative phrase, subj + verb + past tense marker + object.)</li> <li>After main verb in a 把-construction (giving emphasis to the direct object) 我们把一块海绵放在咖啡过滤纸上了。We placed a sponge on the coffee filter. (Subj + 把-construction [把 + object + verb + locative phrase as complement] + past tense marker.)</li> </ol>

CC LP 5.3.6	Negotiate to reach consensus		
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.	

**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.

**Expansion Phase-- “Beyond” activities**

Students review the four basic needs of animals and how each of them uses their body to satisfy their needs.

**Time:** Learning Activity 4—20 minutes

**Learning Activity 4**

1. Ask the students in each corner to take turns and orally present their reasons for placing the sentence strips where they did while stating how frogs, humans, crayfish and Bess beetles meet their basic needs. Students should use the sentence frame below. It is also displayed on page 7 of MMIC 5-IWB:

中文	English
青蛙用皮肤来喝水，因此，我们把这个句子条放在“青蛙”这个部分。  .....，因此 (as a result, therefore), subj +把 + direct object noun phrase + verb + locative complement	Example: Frogs use their skin to drink water, as a result, we put this sentence strip in the frog section.

2. End the lesson by counting students off 1-4, assigning them an animal (for example, “All ‘1s’ are humans, all ‘2s’ are crayfish,” etc.). All like animals should then find each other and restate at least one of their basic needs. Every person in like groups must recite one sentence before the lesson closes. For example, 我是用舌头来捕捉食物的。(I use my tongue to catch food.)

Language Function-Form-Vocabulary Connections (Activity 4)		
CO LP 5.4.1	Support ideas/opinions using compound sentences with adverb 因此	
Approaching	Attaining	Expanding
我们认为她是....., 因为.....。	她/他/它是....., 因此, 我们认为.....	由于她/他/它是....., 因此, 我们认为.....
We think s/he is....., because....	She/he/it is..., as a result, we think.....	Due to she/he/it is..., as a result we think.....
....., 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), .....
<b>Form focus:</b> ....., 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.		
<b>Noticing and awareness spotlight:</b> 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 5.4.2	State use/function of something using nominalization and purpose verb phrase, 来 + verb + object	
Approaching	Attaining	Expanding
小龙虾用它的钳子撕开食物。	我是用舌头来捕捉食物的。	青蛙需要用皮肤来喝水。
The crayfish uses pincers to tear food.	I use my tongue to catch food.	The frog needs to use its skin to drink water.
Subj. + Verb <sub>1</sub> + Object <sub>1</sub> + Verb <sub>2</sub> + Object <sub>2</sub> [Verb <sub>1</sub> and Verb <sub>2</sub> are parallel verbs. They are both actions performed by the same Subj.]	Subj. + Verb 是 + nominalization [Verb <sub>1</sub> 用 + Object <sub>1</sub> + 来 + Verb <sub>2</sub> + Object <sub>2</sub> + 的].	Subj. + Verb <sub>1</sub> 需要 + Verb <sub>2</sub> 用 + Object <sub>1</sub> + purpose verb phrase [来 + Verb <sub>3</sub> + Object <sub>3</sub> ]

<b>Form focus</b>
<b>1. Multiple uses of 来</b>
<ol style="list-style-type: none"> <li>“来” as an action verb, meaning “to come”. e.g., 他昨天来过两次。(He came twice yesterday.)</li> <li>“来” is used to replace the verb in previous sentence. e.g., 把这杯茶喝完, 我们再来一瓶! (Drink up this cup of tea, we will drink another!)</li> <li>“来” is placed in front of a verb phrase, indicating purpose. e.g., Juan Daniel 需要水杯来喝水。(Juan Daniel needs a water bottle to drink water.)</li> <li>“来” is used to indicate the direction of an action verb. e.g., 你把那本书拿来! (Bring that book over here!)</li> </ol>
<b>2. Nominalization using 的</b>
<p>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...).</p> <ul style="list-style-type: none"> <li>If the subject is expressed in the verb phrase 你说 (you say), it is likely that the noun phrase, 你说的 (what you say), will function as the direct object in the sentence, in this case, the “what” you say.</li> </ul> <p>If the direct object is expressed in the verb phrase, e.g., 种水果 (grow fruit), it is likely that the noun phrase, 种水果的, will function as the subject of the sentence, as that is the information that is lacking.</p>

<b>CC LP 5.4.3</b>	<b>Negotiate turn-taking</b>		
<b>Approaching</b>	<b>Attaining</b>	<b>Expanding</b>	
该我了! My turn!	下一个该轮到谁了? Who is the next?	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.	
到你了! Your turn!	我觉得该你了。 I think it's your turn.		
下一个是谁? Who's next?	大家都在等你呢! All of us are waiting for you!		
下一个是你吗? Are you the next one?			

### Evidence of learning

- Oral responses to “Numbered Heads Together” questions about *Juan Daniel*, Chapters 2-3
- Correct matches and use of Mandarin only in the people + what they do activity
- Oral contributions to the basic needs chart discussion
- Correct matches and use of Mandarin only in the Four Corners activity
- Oral reporting of Four Corners statements of how each animal meets its basic needs

## Vocabulary List

## Content-obligatory (CO)

了解 Recognize			
Pīnyīn	Characters	English meaning	Parts of speech
bǐ jiào	比较	compare	verb
bǐ jiào	比较	contrast	verb
huǒ bàn	伙伴	partner	noun
jué sè	角色	role	noun
quán bān	全班	whole class	noun
xiāng tóng	相同	in common	adjective
xiǎo zǔ	小组	small group	noun
zé rèn	责任	responsibility	noun
识记 Produce			
Pīnyīn	Characters	English meaning	Parts of speech
dà lù	大陆	continent	noun
dā pèi	搭配	match	verb
fā míng	发明	to invent	verb
gōng chéng shī	工程师	engineer	noun
gōng jiàng	工匠	craftsman/artisan	noun
jī běn xū qiú	基本需求	basic needs	noun
jì gōng	技工	technician	noun
jiào shī	教师	teacher	noun
liú xíng de yùn dòng	流行的运动	popular sports	noun
qì hòu	气候	climate	noun
qīng wā	青蛙	frog	noun
rè dài yǔ lín	热带雨林	rain forest	noun phrase
rén kǒu	人口	population	noun
rén lèi	人类	human	noun
shè jì	设计	to design	verb
shí wù	食物	food	noun
shǒu dū	首都	capital city	noun
tī zú qiú	踢足球	to play soccer	Verb phrase
tōng cháng	通常	mostly	adverb
yǒu shí	有时	sometimes	adverb
yǔ yán	语言	language	noun
yùn dòng ǒu xiàng	运动偶像	sports idol	noun
zhǎn shì	展示	to show	verb



## Content-compatible (CC)

了解 Recognize			
Pīnyīn	Characters	English meaning	Parts of speech
bǔ zhuō shí wù	捕捉食物	catch food	verb phrase
chǎn luǎn	产卵	lay eggs	verb phrase
chù jué	触觉	antenna	noun
fèi	肺	lung	noun
hē shuǐ	喝水	drink water	verb phrase
jǔ jué shí wù	咀嚼食物	chew food	verb phrase
qiáng diào	强调	underline	verb
quán bān	全班	whole class	noun
sāi	鳃	gills	noun
shé tóu	舌头	tongue	noun
sī liè shí wù	撕裂食物	tear food	verb phrase
xià ba	下巴	jaws	noun
xiǎo zǔ	小组	small group	noun
xún zhǎo shuǐ yuán	寻找水源	search for water	verb phrase
yá chǐ	牙齿	teeth	noun
zuǐ ba	钳子	pincers	noun
zuǐ bā	嘴巴	mouth	noun
识记 Produce			
Pīnyīn	Characters	English meaning	Parts of speech
bāng zhù	帮助	to help	verb
cái liào guǎn lǐ yuán	材料管理员	Magnificent Materials Manager	noun
chī	吃	eat	verb
chí táng	池塘	pond	noun
chú fáng	厨房	kitchen	noun
dài lái	带来	to bring	verb
dài lǐng	带领	to lead	verb
duì yǒu	队友	teammate	noun
duì zhǎng	队长	team captain	noun
duǒ bì chù	躲避处	shelter	noun
fàn guǎn yè zhǔ	饭馆业主	restaurant owner	noun
fáng zi	房子	house	noun
gōng yù	公寓	apartment	noun
gōng zuò	工作	to work	verb
gōng zuò guǎn lǐ yuán	工作管理员	Terrific Taskmaster	noun

guō	锅	pots	noun
hǎo yùn	好运	Good luck (the mascot brings this)	noun
hé	河	river	noun
hē	喝	drink	verb
hū xī	呼吸	breathe	verb
jì lù yuán	记录员	Remarkable Recorder	noun
jí xiáng wù	吉祥物	mascot	noun
kōng qì	空气	air	noun
qī xī	栖息	inhabit	verb
qiāng láng	蜣螂	bess beetle	noun
qiú duì qián fēng	球队前锋	team forward	noun
rù qiú	入球	goal	verb
rù qiú	入球	to score	verb
shēng cún	生存	live	verb
shèng lì	胜利	victory	noun
shí wù	食物	food	noun
shǐ yòng	使用	to use	verb
shǒu mén yuán	守门员	goalie	noun
shuǐ	水	water	noun
xiǎo lóng xiā	小龙虾	crayfish	noun
xiū lǐ	修理	to fix	verb
yǎn shì zhì jiǎn yuán	演示质检员	Polished Presenter	noun
yīn liáng chù	荫凉处	shade	noun
yōng yǒu	拥有	to own	verb
zhī chí	支持	to support	verb
zhí wù	植物	plants	noun
zhōng wén dū chá yuán	中文督察员	Chinese Champion	noun
zhù	住	live	verb
zǔ zhǐ	阻止	to block	verb

队长

守门员

工匠

工程师

技工

吉祥物

前鋒

队友

饭馆老板

老师

# Team Captain

# Goalie



# Artisan

# Engineer

# Technician

# Team Mascot

# Team Forward

# Teammate

# Mamá Tere

# Teacher

我带领球队。

我负责守门。

我用双手制作各种各样的物品。

我用数学和科学的设计来解决问题。

我修理机器，让它们运转。

我给球队带来好运。

我射门得分。

我们相互支持。

我经营一家卖 pupusas  
的餐厅。

我帮助学生学习知识。

**I lead a team.**

**I block shots.**

I work with my hands to build and create.

I use math and science to design things that solve problems.



I fix machines or  
make them work.

I bring good luck  
to the team.

I score goals with  
well-placed kicks.

I support my  
team.

I own a restaurant  
that serves  
*pupusas.*

I help students  
learn new things.

## 基本需要表

基本需要	人类	青蛙	小龙虾	蜣螂
水	他们用嘴巴喝水。	它们用皮肤，有时也嘴喝水。	它们用嘴喝水。它们也把蛋产(在池塘或着河里)。	它们用嘴喝水,并用触须找水。
空气	他们用肺和鼻子呼吸。	它们用皮肤呼吸(就像蝌蚪用鳃呼吸一样)。	它们用鳃呼吸。	它们用身体两边的小孔呼吸。
食物	他们用牙齿、舌头和嘴吃东西。	它们用舌头叼住食物,用牙齿咀嚼。	它们用钳爪把食物夹碎。	它们用六条腿挖找食物,用一个下巴咀嚼。
栖息地	他们住在房子或者公寓。	它们住在离池塘近的岸边(就像蝌蚪住在池塘里一样)。	它们住在河里。	它们住在腐木下面。

**Basic Needs Chart**

<b>Basic Need</b>	<b>Humans</b>	<b>Frogs</b>	<b>Crayfish</b>	<b>Bess Beetles</b>
Water	They use their mouths to drink	They use their skin and sometimes their mouths to drink	They use their mouths to drink. They also use water to lay their eggs [in a pond or river]	They use their mouths to drink and their antenna to find water
Air	They use their lungs and noses to breathe	They use their skin to breathe (as tadpoles, they used their gills to breathe)	They use their gills to breathe	They use little holes on the side of their bodies to breathe
Food	They use their teeth, tongues and mouths to eat	They use their tongues to catch food and their teeth to chew	They use their pincer claws for breaking and tearing food	They use their six legs to dig for food and one of their jaws for chewing
Shelter	They live in a house or apartment	They live on land near a pond (as tadpoles, they lived in a pond)	They live in a river	They live under rotting logs

# 水

青蛙

螭螂

小龙虾

人类

# 空气

青蛙

螭螂

小龙虾

人类

# 食物

青蛙

螭螂

小龙虾

人类



# 栖息地

青蛙

螭螂

小龙虾

人类

<b>Water</b>	
Frog	Bess Beetle
Crayfish	Human

<b>Air</b>	
Frog	Bess Beetle
Crayfish	Human

<b>Food</b>	
Frog	Bess Beetle
Crayfish	Human

<b>Shelter</b>	
Frog	Bess Beetle
Crayfish	Human

我用我的嘴来喝水；我将我的卵产在池塘或是河水里。

我用我的嘴来喝水。

我住在一栋房子或是公寓里。

我住在腐烂的枯木底下。

我用我的鼻子和肺来呼吸。

我用我身体旁边的一排洞来呼吸。

我用我的牙齿来咀嚼食物，用舌头来尝食物。

我用我的六条腿来挖泥土，找食物，用我的大下巴来撕裂和咀嚼食物。

我用我的嘴来喝水；我用我的触角来寻找水源。

通常我用我的皮肤喝水，有时我也用我的大嘴来喝水。

当我小的时候，我住在池塘或是河水里，当我长大后我住在离水源不远的陆地上。

我住在河里。

我用我的鳃来呼吸。

当我小的时候，我用鳃来呼吸，当我长大后我用皮肤来呼吸。

我用我像钳子一样的手来夹碎食物。

我用我的舌头来捕捉食物，并用牙齿来固定食物以便吞食。

I use my mouth to drink and I lay my eggs in water.

I use my mouth to drink and two antennae to find water.

I use my mouth to drink.

Mostly, I use my skin to drink and sometimes I use my big mouth.



I live in a house or apartment.

As a baby, I lived in a pond. As an adult, I live on the land near the pond.

I live under rotting logs.

I live in a river.

I use my nose and lungs to breathe.

I use my gills to breathe under water.

I use little holes on the side of my body to breathe.

As a baby, I used my gills to breathe. As an adult, I use my skin to breathe.

I use my teeth for chewing and my tongue for tasting.

I use my pincers for tearing what I eat.

I use my six legs to dig for what I eat and one of my jaws for chewing.

I use my tongue to catch what I eat and my teeth for chewing.

## 四角活动—基本需求

### 基本需求：水

- 我用我的嘴来喝水；我将我的卵产在池塘或是河水里。(小龙虾)
- 我用我的嘴来喝水；我用我的触角来寻找水源。(蛭螂)
- 我用我的嘴来喝水。(人类)
- 通常我用我的皮肤来喝水，有时我也用我的大嘴来喝水。(青蛙)

### 基本需求：栖息地

- 我住在一栋房子或是公寓里。(人类)
- 小时候当我是一只蝌蚪时，我住在池塘或是河水里，当我长大后我住在离水源不远的陆地上。(青蛙)
- 我住在腐烂的枯木底下。(蛭螂)
- 我住在河里。(小龙虾)

### 基本需求：空气

- 我用我的鼻子和肺来呼吸。(人类)
- 我用我的鳃来呼吸。(小龙虾)
- 我用我身体旁边的一排洞来呼吸。(蛭螂)
- 小时候当我是一只蝌蚪时，我用鳃来呼吸，当我长大后我用皮肤来呼吸。(青蛙)

### 基本需求：食物

- 我用我的牙齿来咀嚼食物，用舌头来尝食物。(人类)
- 我用我像钳子一样的手来夹碎食物。(小龙虾)
- 我用我的六条腿来挖泥土，找食物，用我的大下巴来撕裂和咀嚼食物。(蛭螂)
- 我用我的舌头来捕捉食物，并用牙齿来固定食物以便吞食。(青蛙)

## Four Corners Basic Needs: Teacher’s Guide

### Basic Need: Water

- I use my mouth to drink and I lay my eggs in water. (crayfish)
- I use my mouth to drink and two antenna to find water. (Bess beetle)
- I use my mouth to drink. (human)
- Mostly, I use my skin to drink and sometimes I use my big mouth. (frog)

### Basic Need: Shelter

- I live in a house or apartment. (human)
- As a baby, I lived in a pond. As an adult, I live on the land near the pond. (frog)
- I live under rotting logs. (Bess beetle)
- I live in a river. (crayfish)

### Basic Need: Air

- I use my nose and lungs to breathe. (human)
- I use my gills to breathe under water. (crayfish)
- I use little holes on the side of my body to breathe. (Bess beetle)
- As a baby, I used my gills to breathe. As an adult, I use my skin to breathe. (frog)


### Basic Need: Food

- I use my teeth for chewing and my tongue for tasting. (human)
- I use my pincers for tearing what I eat. (crayfish)
- I use my six legs to dig for what I eat and one of my jaws for chewing. (Bess beetle)
- I use my tongue to catch what I eat and my teeth for chewing. (frog)

谁是 <b>Juan Daniel</b> ? 他为什么没在场上踢足球?
<b>Juan Daniel</b> 在足球场边上发现了什么?
那只青蛙长的是个什么样子? 那只青蛙有什么不对劲儿?
<b>Juan Daniel</b> 说青蛙通常住在哪里?
谁是 <b>Carlos</b> ? 为什么 <b>Carlos</b> 的爸爸认为在 <b>El Salvador</b> , 有的动物住在它们不应该住的地方?
那只青蛙和 <b>Juan Daniel</b> 有什么相同之处?
<b>Juan Daniel</b> 怎样帮助那只青蛙?
在比赛最后几分钟时, <b>Juan Daniel</b> 看见他的队友 <b>Ernesto</b> 累了, <b>Juan Daniel</b> 想要做什么?
谁得分了? 是谁帮他得了分?
谁变成球队的新的吉祥物? 谁可以想得出其他一些球队的吉祥物?
球队如何庆祝他们的胜利? 你和你的好朋友们如何庆祝胜利?


队长
队长做什么?
守门员
守门员做什么?
球队吉祥物
吉祥物的用途是什么?

学生1: 我是一个\_\_\_。你是做什么的?  
或者  
我是做\_\_\_的, 你的职业是什么?




学生2: 我是一个\_\_\_。  
或者  
我是做\_\_\_的。

学生1: 对, 我觉得我们可以搭配。  
或者  
不对, 我觉得我们不能搭配。




学生1: 我的卡片上是一个(人)。你的卡片上有什么?  
或者  
我的卡片上是一个在...(做某件事情)的人。



学生2: 我的卡片上是一个(人)。  
或者  
我的卡片上是一个在...(做某件事情)的人。

学生1: 你觉得我们可以搭配吗?  
或者  
我觉得我们的卡片可以凑成一对, 你觉得吗?



	我带领球队去比赛。
	我守门，用手阻挡对方进球。
	我用双手制作工艺品、工具和物品
	我修理机器，让它们运转。
	我用数学和科学知识来设计并解决问题。
	我给球队带来好运。
	我射门得分。
	我们相互支持。
	我经营一家卖pupusas的餐厅
	我帮助学生来学习新知识。

队友    守门员    工匠    技工    球队吉祥物  
 餐厅老板    老师    队长    工程师    前锋

基本需求		人类	青蛙	小龙虾	蜣螂
					
	水				
	空气				
	食物				
	栖息地				

青蛙用\_\_\_\_来\_\_\_\_，\_\_\_\_，我们\_\_这个句子条放在“青蛙”这个部分。

青蛙用**皮肤**来**喝水**，**因此**，我们把这个句子条放在“青蛙”这个部分。