Lesson 6: "A Helpful Visit"
(associated with EiE® story *Juan Daniel's Fútbol Frog*, Chapter 4)

Lesson Topic: Juan Daniel receives a helpful visit from a bioengineer.

DESIRED RESULTS (教学目标)

Academic Content Objectives: Students can…

Chinese Language Arts

- Actively listen for the main idea in a text
- Summarize with one written sentence the main idea in a text
- Infer meaning of complex vocabulary

Science and Engineering

- Observe the visible characteristics of various biological membranes
- Identify the properties and functions of a membrane
- Compare properties of four common household objects to the properties of a natural membrane
- Make connection between the property of "blocking" in membranes and the act of "blocking" in soccer
- Co-construct a definition of the concept of "membrane"
- Infer the meaning of "antimicrobial properties," "bacteria," "viruses," and "vaccines"
- Recognize the discovery of "antimicrobial properties" (science) and the later invention of "vaccines" (bioengineering) as an example of bioengineering technology that helps people solve health problems

Social Studies and Culture

- Identify cultural symbols, practices and perspectives of luck in El Salvador, China and the US

Learning Strategies: Students can…

- Use a graphic organizer to define a concept
- Cooperate/work in pairs and small groups
- Summarize the main events in a story
- Act out the main events in a story

Chinese Language Objectives: Students can...

Functions and Forms

Content-obligatory (CO)

- Identify similarities and differences between two things using topic as noun/verb phrase at sentence beginning
- State use/function of something using purpose verb phrase, 来 + verb + object
- Predict degree of probability of something using auxiliary "helping" verbs
- Use a developing understanding of basic units of word formation in Chinese to infer and construct meaning with written text
- Construct characters to form words and phrases adhering to character structure rules and stroke order guidelines
- Describe attributes of person/place/thing using modifying phrases
- State or identify what/who something is like/ is not like using a stative verb phrase 像……一样
- Support ideas/opinions using compound sentences with adverb 因此
- Give emphasis to the specific direct object by using 把 or 让/使 construction and placing the direct object before the verb
- Recount events using action verbs and dependent time phrase/clause in complex sentence
- Recount a series of events using adverbs of time
- Describe actions of main characters using verb + resultative complements (directional)
- Distinguish the superlative degree among two or more things/ideas within a topic using a locative phrase 在…里/在…中 to identify the whole topic, and the superlative verb 最
- Identify and construct semantic radicals as separate characters or as part of another character
- Order a series of events using sequencing adverbs

Content-compatible (CC)

- Express a personal opinion
- Ask for clarification about feedback/advice/idea
- Negotiate turn-taking
- Express a personal opinion and request agreement
- Express agreement/disagreement
- Accept feedback/advice/idea
- Give a command using serial verb construction
- Give an example

- Negotiate to reach consensus

Vocabulary

	了解 Recognize	识记 Produce
Content-obligatory	**Literacy Terms** 关键词 key words, 推断 inference **Membrane Properties** 保护 to protect, 把有害的东西挡在外面 to keep harmful things out, 挡住灰尘 keep dirt out, 盾牌 to shield, 让别的东西经过 to let things pass through **Biology Terms** 抗菌性 anti-microbial properties, 细菌 bacteria, 病毒 virus, 疫苗 vaccine	**Story Elements/Literacy Terms** 章节 chapter, 叙述 narrative, 场景 setting, 人物 characters, 所发生的事件 events leading to a problem, 和结局 solution, 主要人物 main character, 主要问题 main problem, 主体思想 main idea, 细节 details, 概要 summary **Fields of Study** biology 生物学, science 科学, 数学 mathematics, 工程 engineering **Objects Like/Not Like Membranes** 咖啡过滤纸 coffee filter, 保鲜膜 plastic wrap, 铝箔纸 aluminum foil, 纱布 cheesecloth **Membrane Properties** 洞 holes, 孔 small holes, 薄 thin, 厚 thick, 阻挡 to block, 薄膜 membrane **Professional People** 生物工程师 bioengineer, 科学家 scientist **Basic Needs of a Frog** 基本需求 basic needs, 湿润的皮肤 moist skin, 和水 water, 吸 breathe, 空气 air **Action Words** 吸收 to absorb **Cross Cultural Chart** 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

了解 Recognize	识记 Produce
Soccer Terms 足球 soccer ball, 队 team, 队友 teammates, 进球 goal, 守门员 goalie, 防守 to block the shot, 让别的东西经过 to let some things pass through, 踢球 kick the ball, 入球 score a goal **Cross Cultural Chart** symbols of luck **Symbols of Luck** frog, 婴儿穿的红袜子 red socks on babies, 一分钱 a penny, 兔子的脚 a rabbit's foot, 福 fu **Instructional Activities** 角色练习 role play, 荧光笔 highlighter marker, Post-It Notes®, 全班 whole class, 小组 small group, 伙伴 partner, 活动小组 station (as in classroom stations)	**Science Terms** 观察 observation **Objects Like/Not Like Membranes** 茶叶包 tea bag, 有盖子塑料水瓶 plastic water bottle with cap, 东西、物体 object **Describing Words** 相似的 similar, 不同的 different **Vocabulary for Planning a Role-Play** 你说 you say…, 我会说 I'll say…, 你走了以后, …来了 then/after, you leave, and ___ arrives… **Mind Maps®** 圆圈图 circle map, 集中智慧 to brainstorm **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

The Content-compatible label appears rotated along the left side of the table.

*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 6: MMIC 6-IWB
- Highlighters for marking key words in Learning Activity 1, one per pair
- 6 objects: Coffee filter, tea bag, piece of plastic wrap and a plastic water bottle (teacher-supplied), aluminum foil, cheesecloth
- A sign (8.5 x 11") with the corresponding characters for each object: 咖啡过滤纸 (Coffee filter), 茶叶袋 (tea bag)，一块保鲜膜 (a piece of plastic wrap)，一个塑料 水瓶 (a plastic water bottle)，铝箔纸 (aluminum foil), 和纱布 (cheesecloth)
- Cross-cultural wall chart
- 36 Post-it notes (4" x 4" size or larger) and 6 large sheets of flipchart paper to hang around the room for the story summary activity
- Handouts**:**
    a. MMIC 6-1: *Describing Six Objects,* one copy per each of six groups
    b. MMIC 6-2: *Role-Play Roles*, cut into strips and put into envelopes, one envelope per group. (Roles: Mamá Tere, Juan Daniel, Ms. Peters, Scientist 1, Scientist 2)
    c. MMIC 6-3-TG: 圆圈图实例 (*Circle Map* example)

LEARNING ACTIVITIES (教学活动)

Preview Phase— "Into" Activities

The teacher will reinforce the idea that living organisms are different in some ways but the same in others. Students will work together to describe, define, and develop an understanding of the concept "membrane."

Time: Learning Activity 1—20 minutes
        Learning Activity 2—25 minutes

<u>Learning Activity 1</u>

1. Ask students to talk with a partner and produce examples of how, on the surface, living things look and act differently, but at a basic level many things also have things in common. Students may think-pair-share using the following language:

中文	English
你能说出生物体有哪些相似的地方和哪些不同的地方吗?	Think of examples of how living things can be similar and how they can be different.

2. Display page 1 of MMIC 6-IWB: Picture of a frog and the word "薄膜 (membrane)" pointing to the frog's skin. Ask for student volunteers to tell what they learned in yesterday's lesson about frogs' skin and water: 青蛙用皮肤来喝水。(Frogs absorb water through their skin.) 青蛙的皮肤是一个薄膜。(Frog skin is a membrane.)
3. Engage students in making connections between character elements of "membrane" and character meaning.
4. Have students open their Juan Daniel books to Chapter 4, page 20 (page 26 in the Chinese version of the book), where Ms. Peters explains to Juan Daniel that frog skin is a membrane. Have them work with a partner or small group to read the paragraph on page 20 (page 26 in the Chinese version of the book) that starts at "青蛙的皮肤很特别。(Frog skin is pretty neat.)" Ask them to use highlighters to highlight key words and phrases from that paragraph that will help create a definition of what a membrane is.

Note: Key words/phrases will probably be 保护 (to protect)，把有害的东西挡在外面 (keep harmful things out)，挡住灰尘 (keep dirt out)，让某些东西经过 (let things pass through)，空气 (air)，和水 (water).

5. Display page 2 of MMIC 6-IWB, MMIC 6-3-TG: the Circle Map example, to record students' key words/phrases. Outside the circle, students can offer resources where they can find information about membranes.

Note: Key ideas from the paragraph are: 薄膜把有害的东西挡在外面，例如灰尘 (Membranes protect by keeping harmful things out, like dirt)；可以让别的东西经过，像空气或者水 (and they let some things pass through, like air and water). MMIC 6-3-TG shows a sample "frog membrane" circle map.

Teacher tip: *Make a connection between membranes blocking harmful things and the "blocking" in soccer, which came up in an earlier lesson. Goalies let some things pass through (teammates) and block others (soccer balls, players from the opposing team). A characteristic of a membrane is that it also "blocks."*

6. Ask students:

中文	English
薄膜如何让某些东西经过?	How does a membrane let some things pass through?

7. Use that question to guide students to the idea that membranes like teabags have holes. Add the word "holes" (洞) to the Circle Map. Ask students:

中文	English
你觉得那些洞是大还是小? (那些洞应该很小。)	Do you think the holes ought to be big or small? (The holes ought to be tiny.)

8. Add adjective "tiny" (小/ 微小/ 细小) to the Circle Map. Ask students:

中文	English
你觉得薄膜应该是薄的还是厚的? (薄膜应该是薄的。这样它才能让某些东西经过。)	Do you think the membrane ought to be thick or thin? (A membrane ought to be thin to let things pass through.)

9. Add "薄 (thin)" to the Circle Map.
10. Ask students to continue to write phrases that describe what membranes are like on the circle map, for example, "让别的东西经过 (let some things pass through.)"

Language Function-Form-Vocabulary Connections (Activity 1)		
CO **LP 6.1.1**	**Identify similarities and differences between two things using topic as noun/verb phrase at sentence beginning**	

For example:

Approaching	**Attaining**	**Expanding**
青蛙的基本需要和/跟小龙虾的一样，因为它们都需要水、空气和食物。	关于基本需要，青蛙和/跟小龙虾一样，因为它们都需要水、空气和食物。	关于基本需要，青蛙和/跟小龙虾一模一样，因为它们都需要水、空气和食物。
A frog's basic needs and a crayfish's are the same, because they both need water, air and food.	With regards to basic needs, a frog and a crayfish are the same, because they both need water, air and food.	With regards to basic needs, a frog and a crayfish are exactly the same, because they both need water, air and food.
A + 和/跟 (and) + B + 一样 (same)/不一样 (different), conjunction 因为 + subject +adj. + verb + object.	Coverb 关于 + topic [noun phrase] + "," + sentence (A and B + [是 assumed] intensifier + adj., conjunction 因为 + subject + +adj. + verb + object.	Coverb 关于 + topic [noun phrase] + "," + sentence (A and B + [是 assumed] + four-character idiomatic expression, conjunction 因为 + subject + +adj. + verb + object.

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, 青蛙的基本需要 means a frog's basic needs.

CO LP 6.1.2	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。 The crayfish uses pincers to tear food.	我是用舌头来捕捉食物的。 I use my tongue to catch food.	青蛙需要用皮肤来喝水。 The frog needs to use its skin to drink water.
	Subj. + $Verb_1$ + $Object_1$ + $Verb_2$ + $Object_2$ [$Verb_1$ and $Verb_2$ are parallel verbs. They are both actions performed by the same Subj.]	Subj. + Verb 是 + nominalization [$Verb_1$ 用 + $Object_1$ + 来 + $Verb_2$ + $Object_2$ + 的].	Subj. + $Verb_1$ 需要 + $Verb_2$ 用 + $Object_1$ + purpose verb phrase [来 + $Verb_3$ + $Object_3$]

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!)

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 6.1.3	**Predict degree of probability of something using auxiliary "helping" verbs**

For example:

Approaching	**Attaining**	**Expanding**
我想那些洞很小。 I think those holes are very tiny.	我想那些洞应该很小。 I think those holes ought to be tiny.	我想薄膜应该有很多小孔。 I think a membrane ought to have small holes.
Subj + verb + object phrase (subj + [是 assumed] + intensifier + adj.)	Subj + verb + object phrase (subj + auxiliary 应该 + main verb [是 assumed] + intensifier + adj.)	Subj + verb + object phrase (subj + auxiliary 应该 + main verb + intensifier + adj. + object)

Form Focus: 应该 as an auxiliary verb
1. How 应该 is similar to verbs

应该 as auxiliary verb may …
- a. occur as the A element in A-not-A questions, for example, 薄膜的孔应该不应该很小？ (Should the holes of a membrane be small?);
- b. can be negated, or example: 薄膜的孔不应该很大。 (The holes of a membrane should not be big.)

2. How 应该 is different from verbs

应该 as auxiliary verb …
- a. must co-occur with a verb or an assumed verb;
  For example, 薄膜的孔应该不应该很小？ (Should the holes of a membrane be small?)
- b. does not take aspect markers such as 了(le), 过(guò), 着 zhe;
- c. cannot be modified by intensifiers, such as 很 (very) or 更 (even more);
- d. cannot be nominalized;
- e. cannot occur before the subject;
- f. cannot take a direct object.

CO LP 6.1.4	**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.).

Learning Activity 2

1. Now students will have an opportunity to look at six objects and see how they are like or are not like a membrane. Divide the class into six groups. To make stations that student groups will visit later in the activity, put one object at each of six tables:
   1. 茶叶袋 (tea bag)
   2. 咖啡过滤纸 (coffee filter)
   3. 保鲜膜 (plastic wrap)
   4. 有盖子塑料水瓶 (plastic water bottle with cap)
   5. 铝箔纸 (aluminum foil)
   6. 纱布 (cheesecloth)
2. Begin by interacting with students about each of the objects while showing the object, and referring to the character (on a large card next to the object at each table or cluster of desks), and having students see/hear/use the word. Ask for student volunteers to use the words in a sentence. (For example: "My mom uses a tea bag every morning.")
3. To ensure everyone recognizes and can say the words for each object, ask student pairs to use the words in meaningful sentences before continuing. Call on several students to share their sentences.

Note: Keep the circle map up on the whiteboard as students study the six objects so that they can recall the features of a membrane.

4. Put students in six groups of four. Pass out group job cards (minus 演示质检员 **[Polished Presenter]**). Assign or allow students to choose group jobs.
5. Pass out MMIC 6-1: *Describing Six Objects,* one per group. The handout will have questions for group members to complete about the six objects*:*

中文	English
它是厚的还是薄的?	Is it thick or thin?
它上面有没有眼睛可以看见的小洞?	Does it have tiny holes that you may or may not see?
水可以穿过它吗?	Can water pass through it?
它可以阻挡什么东西穿过? 请举一个例子。	Does it block anything? Give an example.

6. Students should pay attention to the job description on each job card and the suggested sentence starters; in brief, 材料管理员 (**Magnificent Materials Manager)** is in charge of monitoring materials, as well as carrying the worksheet, 中文督察员 **(Chinese Champion)** helps with Chinese words/phrases, 计录员 (**Remarkable Recorder**) writes all group answers on the worksheet, and 工作管理员 (**Terrific Taskmaster)** keeps the group moving in a timely fashion through the objects displayed on six tables.

7. Student groups will rotate through six stations (tables), labeling their worksheet with the specific object at that station: 咖啡过滤纸 (coffee filter)，茶叶袋 (tea bag)，一块保鲜膜 (a piece of plastic wrap)，一个塑料水瓶 (a plastic water bottle), 铝箔纸 (aluminum foil)，和纱布 (cheesecloth). At each station, they should move through the four questions, adhering to job responsibilities and writing down their answers.

8. When students arrive at the sixth table, they should talk about and decide if that object is **or** is not like a membrane. Using the language at the end of the worksheet, they should complete the following sentence (display page 3 of MMIC 6-IWB):

中文	English
＿＿＿＿＿像薄膜一样，因为……	The ＿＿＿＿＿ is like a membrane because…
＿＿＿＿＿不像薄膜，因为……	The ＿＿＿＿＿ is not like a membrane because…

9. Invite student groups to report their findings for their table's object to the class. Each student in the group, 中文督察员 (**Chinese Champion**) should share one idea.

Teacher Tip: As groups are reporting, demonstrate for the class what happens when you pour water on or through each object so that they can see what can or cannot pass through; point out that this is the work that scientists do to test their ideas.

10. Pair task: Using the information recorded on the circle map displayed on the whiteboard (page 2 of MMIC 6-IWB), ask students to work with a partner to co-construct a definition of a membrane. Then, have pairs share their definitions as the whole class works together to formulate the best definition of a membrane. Make sure the final definition is prominently displayed for the remainder of the unit. (Example definition: 薄膜是一种很薄的但可以保护生物体的结构，它让一些东西通过并把有害的东西挡在外边。[A membrane is a thin structure that protects a living thing by letting some things pass through and by blocking things that would be harmful.])

11. Have students copy the definition into their science notebooks.

Language Function-Form-Vocabulary Connections (Activity 2)	
CO **LP 6.2.1**	**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 One-part character 我、生 One-part, totally enclosed 国、回 Two-part characters Left-right: 叫、场 Top-bottom: 吉、只	**Three-part characters** 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	**Four + part characters** 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.

Adaptation of EiE® story *Juan Daniel's Fútbol Frog*, Chapter 4

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 6.2.2	Describe attributes of persons/places/things using modifying phrases		
For example: 　　有小孔的茶叶袋 (the tea bag that has tiny holes) 　　光亮的、保护食物的铝箔纸 (the aluminum foil that is shiny and protects food)			
Approaching	**Attaining**		**Expanding**
热的 (hot) 多雨的(rainy) 绿色的(green) 湿的(wet) 好 (good/nice) 坏 (bad/mean) 光亮的 (shiny) 厚厚的 (thick) 薄的 (thin)	有小孔的 (that has tiny holes) 有很少植物的 (that has few plants) (没)有帮助的 (that is helpful/not helpful)		让水通过的 (that allows water to pass through) 阻挡某些东西通过的 (that blocks some things from passing through)
Attributive adjective [adj. + 的] + Head noun	Relative clause [(没)有 + noun + 的] + Head noun		Relative clause [verb + noun + 的] + Head noun
Form focus: Modifying phrases			
There are several ways to describe nouns using modifying phrases. Modifying phrases can be 　　1. attributive adjectives followed by the particle 的 , e.g., **薄的**铝箔纸 (a thin piece of aluminum foil); 　　2. relative clauses [verb + noun + 的] + head noun. 　　　　• For example, **有小孔的** + 茶叶包 = (有 (have) 小孔 (tiny holes) + 的 (particle) + 茶叶包 (teabag) Modifying phrases are typically placed 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: 　1.　"aa" form, e.g., 长长 (very long), 厚厚 (thick)、薄薄 (thin)*; 　2.　"abb" form, e.g., 白皑皑 (snow-white, pure white, as very white as snow), 毛绒绒 or 毛茸茸 (hairy or downy), 亮晶晶 (glistening, sparkling, shining), 湿漉漉 (wet, moist); 　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 6.2.3**	**State or identify what/who something is like/ is not like using a stative verb phrase 像……一样**	
For example:		
Approaching	**Attaining**	**Expanding**
这(不)跟薄膜一样。	咖啡过滤纸像薄膜一样。	铝箔纸不像薄膜。
This is/is not like a membrane.	The coffee filter is like a membrane.	Aluminum foil is not like membrane.
Pronoun (这) + ["be" verb 是] (assumed) + 跟 + noun + 一样.	Noun₁ + Verb (像) + Noun₂ + 一样.	Noun₁ + 不 + Verb (像) + Noun₂ (do not use "一样").
Form focus: 像……一样 and 不像……		
1. Stative verbs		
Stative verbs are used to describe situations that do not involve action. Examples include 喜欢 'to like,' 爱 'to love,' 像 'to resemble,' 想 'to want,' 要 'to want,' 需要 'to need,' 怕 'to		

fear,' 尊敬'to respect,' 感谢 'to appreciate,'懂 'to understand,'信 'to believe,' and 想念 'to miss.'

这个人像工程师. (This object resembles a membrane.)

Stative verbs can be modified by adverbs of degree. The adverb will be placed directly in front of the stative verb. For example,

这个物品很像飞机. (This object looks a lot like an airplane.)

Noticing and awareness spotlight
1. Use of negation adverb 不 (bú) with stative verbs
不 (bú) is an adverb that means "not." Like most adverbs, 不 (bú) always appears before the verb, in this case, 像, a stative verb. For example, 这个人不像工程师. (This person does not seem like an engineer.)
2. Use of "像……一样" and 不像……
To describe similarities, use"像……一样" structure To describe A is not like B, use 不像……; "一样" is no longer used.

CO LP 6.2.4	Support ideas/opinions using compound sentences with adverb 因此

For example:

Approaching	Attaining	Expanding
我们认为这个东西(不)跟薄膜一样，**因为**…..。 We think this object is/is not like a membrane, because….	这个茶叶袋让水通过，**因此**，我们认为它是…… This tea bag allows water to pass through, as a result we think it is ……	**由于**这个人造的东西阻挡有害的东西，**因此**，我们认为这是…… Due to this human-made object keeping harmful things out, as a result we think it 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 6.2.5	**Give emphasis to the specific direct object by using 把- or 让/使-construction and placing the direct object before the verb**		
	Approaching	**Attaining**	**Expanding**
	薄膜阻挡有害的东西在外面，例如灰尘。 Membranes block/stop harmful things outside.	薄膜把有害的东西挡在外面，例如灰尘。 Membranes protect by keeping harmful things out.	薄膜让别的东西经过，像空气或者水。 Membranes let some things pass through.
	Subj. + Verb + Object + Complement (adv.).	Subj. + 把-construction [把 + object + verb + adv. phrase [得 (adv. marker) + adv.]].	Subj. + 让/使-construction [让/使 + direct object + verb].
Form focus			
Similar to "把-sentence," the "让/使-construction" allows one to place the direct object in front of the main verb, which is not typical word order in Chinese. This draws more attention to what is happening to the object itself.			
1. Use of 把-construction vs. simple SVO (Subj-verb-direct object)			
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. If a sentence *communicates something that happens to the direct object*, then use of the 把-construction is appropriate. For example, - 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. - 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. However, if there is *no additional information given as to what has happened to the direct object*, 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.			

CC LP 6.2.6	Give an example	

For example:

Approaching	Attaining	Expanding
薄膜阻挡有害的东西在外面，**例如**灰尘。 Membranes block/stop harmful things outside, for example, dirt.	薄膜把有害的东西挡在外面，**例如/像**灰尘。 Membranes protect by keeping harmful things out, for example, dirt.	薄膜让别的东西经过，**举个例子**空气和水。 Membranes let some things pass through, such as air and water.
Subj. + Verb + Object + Complement (adv.), for example, …	Subj. + 把-construction [把 + object + verb + adv. phrase [得 (adv. marker) + adv.]], for example, …	Subj. + 让/使-construction [让/使 + direct object + verb], such as, …

Noticing and awareness spotlight: Words/phrases used to give an example

There are different phrases used to give an example. These phrases are usually set off with a comma.

例如/譬如 (for example, for instance)
像 (like, such as)
举个例子来说 (to illustrate this)
换句话说 (in other words, to put it another way)
就是说 (that is to say)
好像 …… 似的 (just as/like… [used as simile])

CC LP 6.2.7	Express a personal opinion	

For example:

Approaching	Attaining	Expanding
我觉得／想 …… I feel like/think… 也许／可能 (maybe, perhaps)	在我看来…… It seems to me like… 对我来说，…… In my opinion, … 我认为…… I believe/think …	我建议…… I suggest… 我的看法是…… My thoughts are… 我是说…… What I mean is…

CC LP 6.2.8	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 6.2.9	Negotiate turn-taking	

For example:

Approaching	Attaining	Expanding
该我了！ My turn! 到你了！ Your turn!	下一个该轮到谁了？ Who is the next? 我觉得该你了。 I think it's your turn.	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.

下一个是谁? Who's next? 下一个是你吗? Are you the next one?	大家都在等你呢! All of us are waiting for you!	

CC **LP 6.2.10**	**Express a personal opinion and request agreement**

For example:

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?
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 6.2.11	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
Noticing and awareness spotlight: 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 read *Juan Daniel*, Chapter 4 to the students as they follow along in their packets. The teacher will guide students in creating a one-sentence summary for each section of the story. Students will then work together to create a written summary for the chapter.

Time: Learning Activity 3—40 minutes
Learning Activity 4—40 minutes

<u>Learning Activity 3</u>

1. Have students open their packets to *Juan Daniel,* Chapter 4. Do a quick oral review of what happened in the first three chapters. Use story elements to guide the review: Setting, characters, problem, and solution.
2. Read Chapter 4 aloud to students, one section at a time, as they follow along in their packets. The chapter is divided into the following six sections:

> Section 1: 从"庆祝晚餐后，……"到"……穿着正式的萨尔瓦多人。"("Later that day, …Juan Daniel walked over to take their order.")
> Section 2: 从"那位萨尔瓦多男子说……"到"……变成了球队的吉祥物。"("I think that with one more trip…his team's lucky mascot.")
> Section 3: 从"'我很高兴它给你带来好运。'……"到"……不是来听你讲故事的吧。"("I'm glad he brought you good luck…not to have you talk their ears off.")
> Section 4: 从"'没关系。'……"到"……新药物和疫苗。"("'It's OK,' said Ms Peters…create new medicines or vaccines.")
> Section 5: 从"Juan Daniel 点点头说，……"到"……'我还没想好。'Juan Daniel 说。"("Juan Daniel nodded…'I haven't thought much about it yet,' said Juan Daniel")
> Section 6: 从"我有一个想法，……"到"……我家这个 El Salvador 的一个小镇。"("I have an idea that might…like my little town in El Salvador?")

3. At the end of each section, ask the students to draw a line to mark the end of the section and to number that section (1-6). At the end of each section, with a partner, students should work together to decide what the most important event or information was in that section and to prepare a one-sentence oral summary to share. Then invite pairs to share their oral summary sentences with the class.

Note: See Learning Activity 4 below for some possible sentence summaries for each section that you can use as a guide.

4. Continue reading to the class, section by section, asking pairs to create their oral summary sentence when you reach the end of each section. This is an oral activity that will prepare students to do the written activity in Learning Activity 4.

Note: Please include the following as you read Section 3 and Section 4 to the class:

5. In Section 3, Juan Daniel tells Ms. Peters how his frog brought good luck to the soccer team. Add cultural symbols of luck to the cross-cultural chart displayed in the classroom, providing examples on page 4 of MMIC 6-IWB and eliciting examples from students of symbols of luck from the three cultures.

    Here are a few examples:

Country	Symbol of Luck	Meaning
El Salvador	• Juan Daniel's frog • Virgin de Guadalupe •婴儿穿的红袜子 (Red socks on babies)	• Team mascot that brings good luck to their game • Keep people safe from the evil eye
US	• Finding a 一分钱 (penny) • Finding a 四片叶子的三叶草 (4-leaf clover) • 兔子的脚 (Rabbit's foot)	• Traditional rhyme: "See a penny, pick it up, and all the day you'll have good luck" • Pick it, and it will bring good luck • Good luck and protection from harm or accidents. Some people carry one on their key chain or put one in their baby's crib.
China	福 (Fu) • 穿红衣服 (Wearing red) • 喜鹊 (Magpie) • 佛手 Buddha's hand	Blessing, good fortune, good luck. "福 (fú)" is a very popular Chinese character for Chinese New Year. It is often posted upside down on the front door of a home. The upside down "福 (fú)" means good luck came to the house, since the character for "倒过来 (upside down)" in Chinese sounds the same as the character for "来 (came)". • Bring good luck

6. In Section 4, spend some time deciphering the membrane paragraph for students. Discuss some of the complex vocabulary like "anti-microbial properties" (抗菌特性), "bacteria" (细菌), "viruses" (病毒), and "vaccines" (疫苗), using visuals displayed on page 5 of MMIC 6-IWB and lots of examples. Students will have already become familiar with the concept of "membranes" in Learning Activities 1-2. Be sure to make reference to this prior knowledge.

Learning Activity 4

1. Divide the class into six groups. Give each group six post-it notes (4" x 4" size or larger). Have each group number each of the 6 post-its from 1-6.
2. Ask students to read *Juan Daniel* Chapter 4 again, and this time; write a one-sentence summary of the most important thing that happened in each of the six sections of the story. Have them use one post-it note for each section: Put Section 1 summary sentence on post-it note #1, Section 2 summary sentence on post-it note #2, etc. Remind students that their one-sentence summaries should be a paraphrase (not copied directly from the text). Encourage them to think back to their oral paraphrases from Learning Activity 3. Here are some examples of possible summary sentences to help you as you guide students through this activity:

Section #	Chinese	English
Section 1	当 Juan Daniel 忙着招待客人的时候，Pupuseria 餐厅来了三名陌生人。	While helping Mamá Tere serve "pupusas" in the restaurant, Juan Daniel sees three strangers come into the restaurant.
Section 2	当 Juan Daniel 听见三名陌生人谈论青蛙时，他告诉他们他在足球场边上发现了一只青蛙。	When Juan Daniel hears the three strangers talking about frogs, he tells them about the frog that he found on the soccer field.
Section 3	Peters 女士告诉 Juan Daniel 保持青蛙皮肤的湿润非常重要，这样它才能吸收空气到体内。	Ms. Peters tells Juan Daniel that it is important to keep his frog's skin moist so that he can absorb air into his body.
Section 4	Peters 女士向 Juan Daniel 讲解青蛙的皮肤就是一层薄膜，它能使一些东西穿过，可是阻挡另一些东西。	Ms. Peters explains to Juan Daniel that frog skin is a membrane that lets some things pass through and blocks other things.
Section 5	Peters 女士告诉 Juan Daniel 她是一名生物工程师，用数学和科学知识来解决人类和动物的问题，比方说，青蛙。	Ms. Peters tells Juan Daniel that she is a bioengineer, who uses math and science to solve problems for people and for animals like his frog.
Section 6	Peters 女士建议 Juan Daniel 到大自然中走走，看看能不能想出一些保持青蛙皮肤湿润的方法。	Ms. Peters suggests that Juan Daniel take a walk in nature to see if he can find some ideas for a way to keep his frog's skin moist.

3. Hang six sheets of flipchart paper on the walls around the classroom. Label each sheet with the number 1-6 (for each of the six sections of the story). Ask each group to stick their six post-its to the corresponding charts (i.e., They would put their post-it with the sentence

summary for Section 1 onto flipchart paper #1, their post-it with the sentence summary for Section 2 onto flipchart paper #2, etc.).

4. Remove the six charts from the wall and give one chart to each of the six groups. In their groups, ask students to take turns reading all of the summary sentences for their section of Chapter 4. Then have them choose the one summary sentence that best summarizes their section, or combine parts of two or more post-its to make an even better sentence summary.

5. Going in order from 1-6, invite each group to read their summary sentence for their section. Write the sentences on the whiteboard as the students read them. When all six sentences are up on the whiteboard, the class will have created a great summary of Chapter 4.

Note: *This activity develops the skills of identifying main ideas in a text and summarizing.*

Language Function-Form-Vocabulary Connections (Activity 3-4)		
CO **LP 6.3-4.1**	**Recount events using action verbs and dependent time phrase/clause in complex sentence**	

For example:

Approaching	**Attaining**	**Expanding**
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' 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

Form focus
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.
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   - 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, …)   - 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,…).   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.

CO LP 6.3-4.2	Recount a series of events using adverbs of time	

For example:

Approaching	Attaining	Expanding
星期一、星期二、星期三、星期四、星期五、星期六、星期天(日) seven days of the week 昨天 yesterday 第一、第二、第三…… ordinals: first, second, third… 今天早上 this morning	上个星期/上个月 last week/last month 去年 last year 上次 last time 第一次 the first time ……以前，这次，…… … before, this time, … # 天 (以) 前 # days ago 过去 in the past	上半个星期/月 earlier this week/month 上半天/年 earlier in the day/year 前天 day before yesterday 前年 year before last year

Noticing and awareness spotlight

1. Placement of adverbs of time and impact on meaning

Adverbs of time are typically placed either at the beginning of the sentence or after the subject and before the main verb.

Adverb placement is also affected by the type of time described. For example, when the adverb of time indicates **a specific point in time**, e.g., 三点 (at 3 o'clock), it is positioned after the subject and *before* the verb. However, when the adverb of time describes an activity that occurs over a **more general period of time**, e.g., 我睡了三个小时。(He slept for three hours.), then the adverb will be placed *after* the verb. In this case, 了 is more likely to be used.

2. Timeline as a vertical (above/below) and horizontal (before/after) concept

Vertical conceptualization of time with 星期 (week) and 月 (month):
上个星期 (last week)，上个月 (last month)

Horizontal conceptualization of time with 天 (day) and 年 (year): 前天 (day before yesterday)， 后天 (day after tomorrow)
3. Use of character 以
以前 can be used as a stand-alone adverb or a linking word meaning "in the past" or "before." In such cases, the character 以 must be used. However, when a specific amount of time [三天 (以) 前 (three days ago)] is referenced, then use of the character 以 is optional.
4. 天 (day) and 年 (year) use similar adjectives to form adverbs of time, except for **去年** (last year)
天 (day): 前天 (day before yesterday)、昨天 (yesterday)、今天 (today)、明天 (tomorrow)、后天 (day after tomorrow) 年 (year): 前年 (the year before last)、**去年** (last year)、今年 (this year)、明年 (next year)、后年 (the year after next)

CO **LP 6.3-4.3**	**Describe actions of main characters using verb + resultative complements (directional)**	
Approaching	**Attaining**	**Expanding**
Type 1 For example: 跑来 (to run over here-toward the speaker) 跑去 (to run over there-away from the speaker) 跳来跳去 (to jump around) 看去 (look across) 走去 (walk across)	Type 2 For example: 带上 (bring along) 伸出 (stretch something out), 想出 (think of an idea, have an idea jump out) 跑回 (run back to some place)	Type 3 For example: 跑过来 (to run across) 跑过去 (to run across) 冲过来 (to dash over) 踢进去 (to kick in)
Form focus: Verb + Resultative complements (directional)		
In Chinese, each action verb communicates one specific action. For example, 看 (look) simply refers to the act of looking. To communicate that the looking resulted in seeing something, one needs to use a "verb + resultative complement" structure that will consist of an additional verb or adjective. For example, 看 (look) + 见 (perceive) = to see something. Other examples are 听 (listen) + 懂 (perceive) = to understand by listening, 打 (hit) + 倒 (down) = to push down. "Verb + resultative complement" structures are always composed of two elements. The second element indicates action resulting from the action or process communicated by the first element. For example: 他把门拉 (1. to pull) 开 (2. to open) 了。 [He pulled the door open.]		

There are several kinds of results that can be expressed by a "verb + resultative complement" structure. These include cause (我把茶杯**打破**了。[I broke the teacup.]), achievement (我把那个字**写清楚**了。[I wrote that character clearly.]), and direction (她**跳过去**了。[She jumped across.]).

Directional "Verb + resultative complement" structure:
The first verb in this structure indicates movement from one place to another, the second verb (which may consist of one to two verbs) communicates the direction in which the subject moves. There are three main types of directional verbs:

Type 1. Direction relative to the speaker
去 (go) indicates movement away from the speaker.
来 (come) indicates movement toward the speaker.
Type 2. Direction of the motion in space.
上 (shàng) [ascent – up] to climb
下 (xià) [descent – down] to decline or go downwards
进 (jìn) [enter – in] to enter
出 (chū) [exit – out] to go out (of a place)
起 (qǐ) [rise – up] to rise
回 (huí) [return – back] to return
过 (guò) [cross – over] to cross
开 (kāi) [open – apart, away] to start

Type 3. "Type 2 + Type 1" combination, direction of the motion relative to the speaker.
上来 (ascend-come= up toward the speaker)
上去 (ascend-go = up away from the speaker)
出来 (exit-come = come out)
出去 (exit-go = go out)

CO LP 6.3-4.4	Distinguish the superlative degree among two or more things/ideas within a topic using a locative phrase 在…里/在…中 to identify the whole topic, and the superlative verb 最

For example:

Approaching	Attaining	Expanding
在第四章里，我喜欢的部分是……。 In this section of Chapter 4, the part that I like is…	在第四章里，我最喜欢的部分是……。 In this section of Chapter 4, the most important idea is…	在第四章里，我没有比……更喜欢的部分了。 In this section of Chapter 4, I don't have any other main idea that I like better than ….

Topic as noun phrase (在 zài + noun + 里 lǐ), modifying noun phrase (subj + verb + 的) + main noun/subject + 是 (be verb) ….	Topic as noun phrase (在 zài + noun + 里 lǐ), modifying noun phrase (subj +最 superlative + verb + 的) + main noun/subject + 是 (be verb) …	Topic as noun phrase (在 zài + noun + 里 lǐ), subj. + negation + 比 (comparison marker) + noun phrase + 更 (than)…

Form focus

1. The superlative adverb 最
最 is an adverb that indicates the superlative form meaning "most," "-est" and is placed immediately before the verb/adjectival verb is modifies.

2. Use of "在 zài …. 里 lǐ" as topic phrase
在 zài …里 lǐ: describing time or location "in" or "inside of" • 在葡萄干实验里： in the raisin experiment • 在足球场上： on the soccer field

Noticing and awareness spotlight: Use of "没有比……更" expression
没有比……更(Don't have more … than …) Negative particle + verb + comparative Another way to express the superlative is to say there is nothing –er (better, bigger, worse, etc.).

CO LP 6.3-4.5	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 One-part character 我、生 One-part, totally enclosed 国、回 Two-part characters Left-right: 叫、场 Top-bottom: 吉、只	**Three-part characters** 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	**Four + part characters** 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 6.3-4.6	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   , 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

CC **LP 6.3-4.7**	**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 6.3-4.8**	**Ask for clarification about feedback/advice/idea**	
For example:		

Approaching	**Attaining**	**Expanding**
你说什么？ What did you say?	我没听懂，请你再说一次。 I didn't understand, could you please say it again?	你可不可以重复一遍？ Could you repeat it one more time?
我不懂。 I didn't understand that.		

什么意思?	你是不是说……	请你再跟我讲一讲。
What does it mean?	Did you say…	Please explain it to me one more time.
	你说的是……的意思吗?	
	Does what you said mean…?	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 6.3-4.9	**Negotiate turn-taking**	
For example:		

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

Expansion Phase-- "Beyond" activities

Review the events of *Juan Daniel,* Chapter 4 by inviting students to create a role-play of the chapter.

Time: Learning Activity 5—30 minutes

Learning Activity 5

1. Lead the class in a role-play activity based on *Juan Daniel*, Chapter 4. Divide the class into groups of five. Distribute envelopes containing roles written on five slips of paper from MMIC 6-2: *Role Play Roles,* one envelope per group. Roles: Mamá Tere, Juan Daniel, Ms. Peters, Scientist 1, Scientist 2

Note: If it doesn't work to have 5 students per group, try using groups of three and give two students two roles to play.

2. Ask students to take turns pulling a character out of the envelope and then, once everyone has their character, to work together to prepare a role-play of Chapter 4 of the story.
3. Let students know that they can look at the class summary of the story that is on the whiteboard from the last activity to remember the main events from the chapter. Ask them to imagine a "play" with dialogue: What would each of these characters say in each section of the chapter? This is designed to be a spontaneous, oral role-play (no written script). Review useful expressions that students might need as they prepare their role-play (e.g., 你说 (You say…); 我会说 (I'll say…); "你走了以后, ……来了. (Then/after, you leave, and ___ arrives.)"
4. Give students about ten minutes to practice.
5. Put group numbers in a hat and choose one number; that group will begin the role-play. Continue pulling numbers from the hat to give as many groups as possible a chance to perform their "play" for the class.

Note: Another "performance" option would be to have one or two groups perform their "play" for the other Grade 3 class or for a class at another grade level.

Language Function-Form-Vocabulary Connections (Activity 5)		
CC **LP 6.5.1**	**Order a series of events using sequencing adverbs**	
Approaching	**Attaining**	**Expanding**
第一、第二、第三…… Ordinals: first, second, third… 首先，……，然后，……，最后，…… First, …, later, …, finally, … 开始 in the beginning ……先……，……后…… …before…, …after…	首先，……，再，……，接下来，…… Initially, …, then, …, next, … 起先、起初 in the beginning 后来 later on 那以后 after that 结束 at the end	于是 consequently, as a result 总之 in conclusion 稍后 afterwards 最终 at the end

CC **LP 6.5.2**	**Give a command using serial verb construction**	
For example:		
Approaching	**Attaining**	**Expanding**
你说一下吧！ You say this! 我们用/试一试海绵吧！ Let's use/try sponge!	我建议你说…… I suggest you say… 你可以说…… You may say……	为什么不用/试一试毡布？ Why don't you use/try the felt? 我们最好用/试一试毡布. You'd better use/try the felt.
Verb + noun + 吧 (ba)!	Subj. + Verb$_1$ + Verb phrase (verb$_2$ + noun phrase)	为什么不 (Why not) + Verb + Object
Form focus: Subj. + Verb$_1$ + Verb phrase (verb$_2$ + noun phrase)		
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.		
Noticing and awareness spotlight: Use of 吧 (ba)		
吧 (ba) is a particle which is used at the end of a sentence to indicate a suggestion.		

CC LP 6.5.3	Express a personal opinion		

For example:

Approaching	Attaining	Expanding
我觉得／想 …… I feel like/think… 也许／可能 (maybe, perhaps)	在我看来…… It seems to me like… 对我来说，…… In my opinion, … 我认为…… I believe/think …	我建议…… I suggest… 我的看法是…… My thoughts are… 我是说…… What I mean is…

CC LP 6.5.4	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

Noticing and awareness spotlight: Repetition of verb
Repetition of a verb, e.g., 讨论讨论 (to discuss), can be used to soften the tone of voice.

CC **LP 6.5.5**	**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.

CC **LP 6.5.6**	**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？ Do you 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…).   - 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.
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.

Evidence of learning

➢ Highlighted key words and phrases from *Juan Daniel,* Chapter 4
➢ Completed Circle Map of "membrane"
➢ Oral co-construction of the definition of "membrane"
➢ Class definition of "membrane" recorded in science journal
➢ Completed handouts:
  o MMIC 6-1: *Describing Six Objects*
➢ Oral sentence summaries of six sections of *Juan Daniel*, Chapter 4
➢ Written sentence summaries of six sections of *Juan Daniel,* Chapter 4
➢ Whole-class written summary of *Juan Daniel,* Chapter 4
➢ Informal observation of cross-cultural chart discussion of symbols of luck
➢ Role-play performance of *Juan Daniel,* Chapter 4

Vocabulary List

Content-obligatory (CO)

了解 Recognize			
Pīnyīn	**Characters**	**English meaning**	**Parts of speech**
bǎ yǒu hài de dōng xi dǎng zài wài miàn	把有害的东西挡在外面	to keep harmful things out	'ba' verb phrase
bǎo hù	保护	to protect	verb
bìng dú	病毒	Virus	noun
dǎng zhù huī chén	挡住灰尘	keep dirt out	verb
dùn pái	盾牌	to shield	noun
guān jiàn cí	关键词	Key words	noun
kàng jūn xìng	抗菌性	anti-microbial properties	noun
ràng bié de dōng xi jīng guò	让别的东西经过	to let things pass through	verb phrase
tuī duàn	推断	inference	noun
xì jūn	细菌	bacteria	noun
yì miáo	疫苗	Vaccine	noun
识记 Produce			
Pīnyīn	**Characters**	**English meaning**	**Parts of speech**
bǎo xiān mó	保鲜膜	plastic wrap	noun
bó	薄	Thin	adjective
bó mó	薄膜	membrane	noun
chǎng jǐng	场景	Setting	noun
dà lù	大陆	continent	noun
dòng	洞	Holes	noun
gài yào	概要	summary	noun
gōng chéng	工程	engineering	noun
hòu	厚	Thick	adjective
jī běn xū qiú	基本需求	basic needs	noun
jié jú	结局	Solution	noun
kā fēi guò lǜ zhǐ	咖啡过滤纸	coffee filter	noun
kē xué	科学	Science	noun
kē xué jiā	科学家	scientist	noun
kǒng	孔	small holes	noun
kōng qì	空气	Air	noun
liú xíng de yùn dòng	流行的运动	popular sports	noun
lǚ bó zhǐ	铝箔纸	aluminum foil	noun

Adaptation of EiE® story *Juan Daniel's Fútbol Frog*, Chapter 4

mián bù	纱布	cheesecloth	noun
qì hòu	气候	climate	noun
rè dài yǔ lín	热带雨林	rain forest	noun
rén kǒu	人口	population	noun
rén wù	人物	characters	noun
shēng wù gōng chéng shī	生物工程师	bioengineer	noun
shēng wù xué	生物学	biology	noun
shī rùn de pí fū	湿润的皮肤	moist skin	noun
shí wù	食物	food	noun
shǒu dū	首都	capital city	noun
shù xué	数学	mathematics	noun
shuǐ	水	water	noun
suǒ fā shēng de shì jiàn	所发生的事件	events leading to a problem	noun
xī	吸	breathe	verb
xì jié	细节	details	noun
xī shōu	吸收	to absorb	verb
xù shù	叙述	narrative	noun
yǔ yán	语言	language	noun
yùn dòng ǒu xiàng	运动偶像	sports idol	noun
zhāng jié	章节	chapter	noun
zhǔ tǐ sī xiǎng	主体思想	main idea	noun
zhǔ yào rén wù	主要人物	main character	noun
zhǔ yào wèn tí	主要问题	main problem	noun
zǔ dǎng	阻挡	to block	verb

Content-compatible (CC)

了解 Recognize			
Pīnyīn	**Characters**	**English meaning**	**Parts of speech**
duì	队	team	noun
duì yǒu	队友	teammate	noun
fáng shǒu	防守	to bock the shot	verb
fú	福	fortune	noun
huǒ bàn	伙伴	partner	noun
huó dòng xiǎo zǔ	活动小组	station(as in classroom stations)	noun
jìn qiú	进球	goal	noun
jué sè liàn xí	角色练习	role play	noun

quán bān	全班	whole class	noun
ràng bié de dōng xi jīng guò	让别的东西经过	to let some things pass through	verb
rù qiú	入球	to score	verb
shǒu mén yuán	守门员	Goalie	noun
tī qiú	踢球	to kick the ball	verb
tù zi de jiǎo	兔子的脚	a rabbit's foot	noun
xiǎo zǔ	小组	small group	noun
yì fēn qián	一分钱	a penny	noun
yīng ér chuān de hóng wà zi	婴儿穿的红袜子	red socks on babies	noun phrase
yíng guāng bǐ	荧光笔	highlighter marker	noun
zú qiú	足球	soccer ball	noun

识记 Produce			
Pīnyīn	**Characters**	**English meaning**	**Parts of speech**
bù tong de	不同的	different	adjective
cái liào guǎn lǐ yuán	材料管理员	Magnificent Materials Manager	noun
chá yè bāo	茶叶包	tea bag	noun
dōng xi, wù pǐn	东西、物体	Object	noun
gōng zuò guǎn lǐ yuán	工作管理员	Terrific Taskmaster	noun
guān chá	观察	Observation	noun
jì lù yuán	记录员	Remarkable Recorder	noun
jí zhōng zhì huì	集中智慧	to brainstorm	verb
nǐ shuō	你说	You say…	pronoun+verb
nǐ zǒu le yǐ hòu, …lái le	你走了以后，…来了	Then/after you leave, and___arrives…	Pronoun+verb
wǒ huì shuō	我会说	I'll say…	pronoun+verb
xiāng sì de	相似的	Similar	adjective
yǎn shì zhì jiǎn yuán	演示质检员	Polished Presenter	noun
yǒu gài zi sù liào shuǐ píng	有盖子塑料水瓶	plastic water bottle with cap	noun
yuán quān tú	圆圈图	circle map	noun
zhōng wén dū chá yuán	中文督察员	Chinese Champion	noun

描述六个物品

小组成员姓名:

_____

说明: 这些物品和真正的薄膜有什么相同和不同的地方?

物品名称: _____

    1. 它是厚的还是薄的?
    2. 它上面有没有用眼睛可以看得见的小洞?
    3. 水可以穿过它吗?
    4. 它可以阻挡什么东西穿过? 请举一个例子。

物品名称: _____

    1. 它是厚的还是薄的?
    2. 它上面有没有用眼睛可以看得见的小洞?
    3. 水可以穿过它吗?
    4. 它可以阻挡什么东西穿过? 请举一个例子。

物品名称: _____

    1. 它是厚的还是薄的?
    2. 它上面有没有用眼睛可以看得见的小洞?
    3. 水可以穿过它吗?
    4. 它可以阻挡什么东西穿过? 请举一个例子。

物品名称: ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

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＿＿＿＿＿＿＿＿ 像薄膜，因为……

＿＿＿＿＿＿＿＿ 不像薄膜，因为……

Describing Six Objects

Group Members_____

How are these objects similar to or different from a real membrane?

Name of object: _____

1. Is it thick or thin?
2. Does it have tiny holes that you may or may not see?
3. Can water pass through?
4. Does it block anything? Give an example.

Name of object: _____

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Name of object: _____

1. Is it thick or thin?
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3. Can water pass through?
4. Does it block anything? Give an example.

The _____ is like a membrane because...

The _____ is not like a membrane because...

角色扮演

说明：沿虚线剪出各个角色，并把它们分别装在一个信封里。

Juan Daniel
Peters 女士
Mamá Tere
科学家 1
科学家 2

Role Play Roles
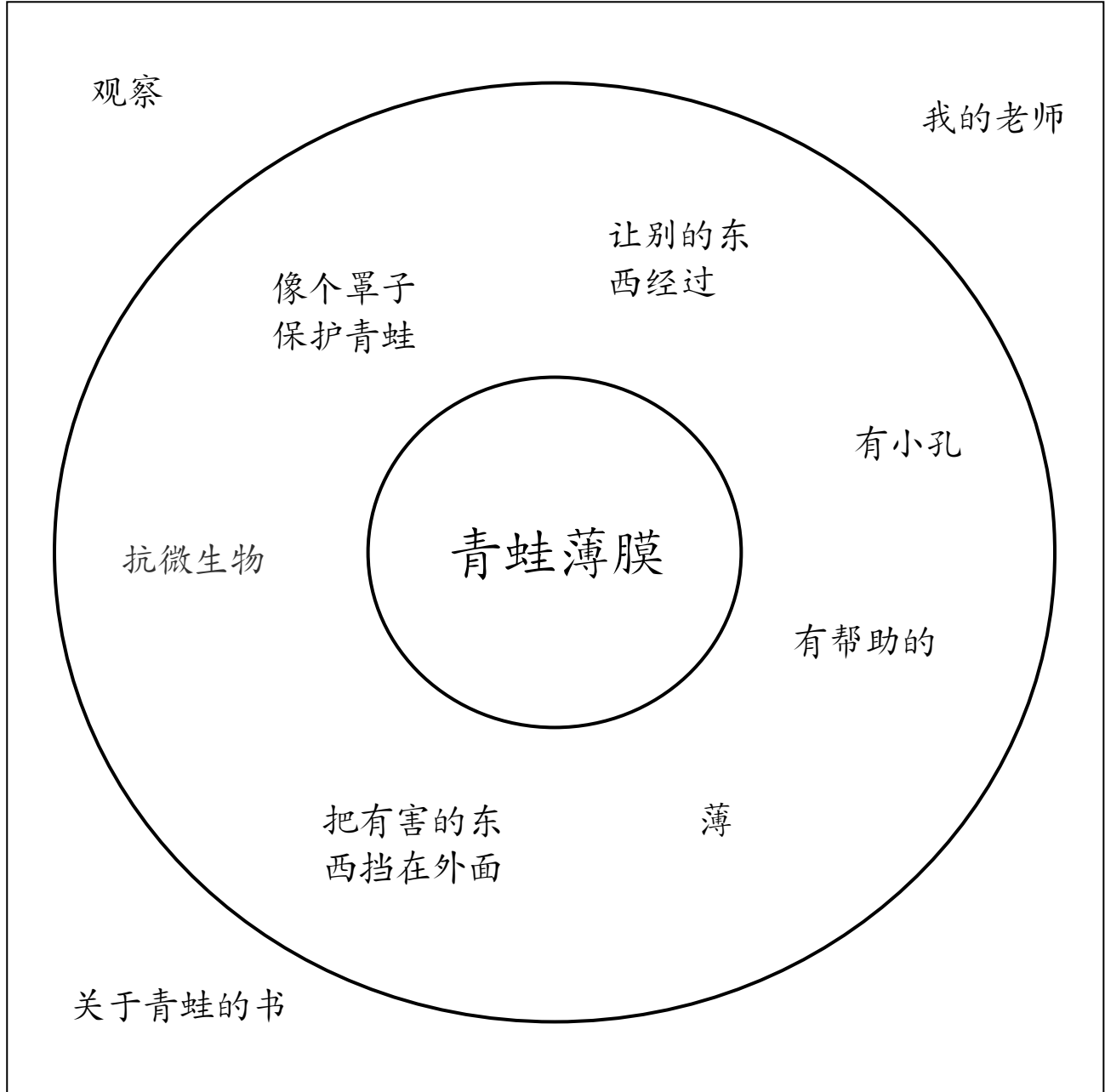**Directions:** Cut out and place strips in an envelope.

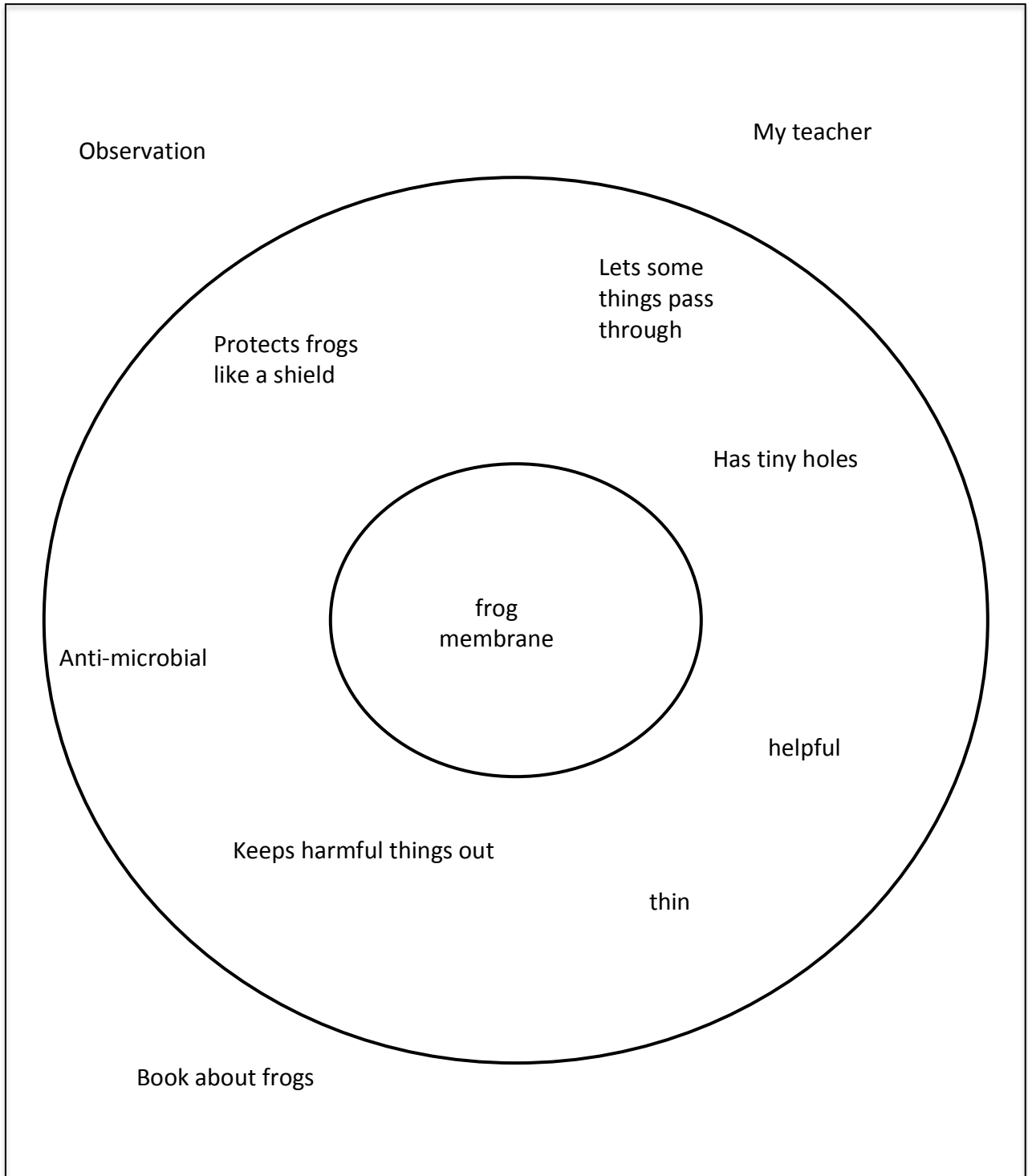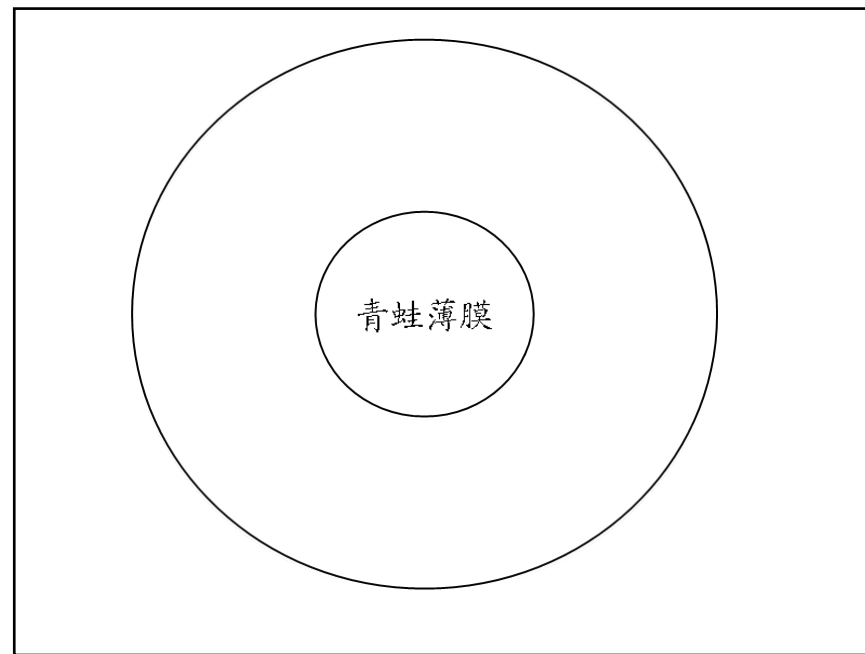# Juan Daniel

Ms. Peters

Mamá Tere

Scientist 1

Scientist 2

圆圈图实例

观察

我的老师

让别的东
西经过

像个罩子
保护青蛙

有小孔

抗微生物

青蛙薄膜

有帮助的

把有害的东
西挡在外面

薄

关于青蛙的书

Sample Circle Map:
Frog Membrane

Observation

My teacher

Lets some things pass through

Protects frogs like a shield

Has tiny holes

Anti-microbial

frog membrane

helpful

Keeps harmful things out

thin

Book about frogs

薄膜

青蛙薄膜

_____ 像薄膜一样，因为......

_____ 不像薄膜，因为......

幸运的象征

福

红色

婴儿的红袜子

喜鹊

幸运草

Vergin de Guadalupe

一分钱

兔子脚

佛手

参考资料（墨西哥瓜达佩鲁圣母的故事）：
http://tw.myblog.yahoo.com/2005f206mylymyly-20050206mylymyly/article?mid=1872&sc=1