

Essential Questions – Dragon’s Tears

Inquiring into essential questions gives teaching and learning purposeful, meaningful and “big picture” focus for learning details and ideas. It engages higher mental and emotional capacities at a time when “high stakes” testing trivializes students’ thinking and learning.

Essential questions are “important questions that recur throughout all our lives.” They are “broad in scope and timeless by nature.”

Essential questions point to core, big ideas.

They hook and hold the attention of your students.

In posing essential questions of this type, we teach our students that “education is not just about learning ‘the answer’ but about learning how to learn.”

Help students to personalize the questions. Have them share examples, personal stories, and articles.

Dragon’s Tears

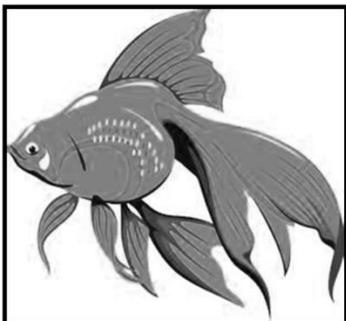
Introductory Activity

The essential question is asked and then it is personalized.

Brainstorm some beliefs about luck or fortune in your culture? What are some of your personal beliefs?

Closing Activity

What aspects in the story relate to luck? How do these aspects relate to the Chinese culture?



Backward Design – Dragon’s Tears

Begin with the end in mind.

What do you want students to know and do?

Step 1. Identify Desired Results – what do you want your students to know and be able to do? These are your lesson objectives.

Step 2. Determine Acceptable Evidence – Assess the students’ performance of the objective with oral questions, observations, dialogues, or traditional quizzes and tests.

Step 3. Plan Learning Experiences and Instruction – What activities, materials, and resources will be used to help the student learn and reach the desired results?

Objective – Desired Results

- The students can act out command words in the story.
- The students can count to 10.
- The students can describe the color of the foods in the story.
- The students can identify the foods in the story.
- The students can retell the story.
- The students can recognize the cultural aspects of the story.

Assessments – Acceptable Evidence

- As the teacher says a command, the student will act it out.
- The student will count to 10.
- The student will say the color of the food as the teacher holds up the picture.
- The student will match a food picture with its correct word.
- The student will retell the story to a partner.
- The student will list the cultural aspects found in the story.

Objective

Learning Experience

The students can to act out the command words in the story.	<ul style="list-style-type: none">• TPR action with each verb.• Simon Says• Verb charades• Lingo with verbs• Flyswatter game
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TPR Action

Assign an action for each of the verbs in the story. Model that action for the students and then have them practice the action several times.

Simon Says

Divide the students into pairs or three in a group. One student in the pair or group says the verb, and his/her partner does the actions.

Charades

Divide the class into teams. One person on a team gets a verb. That person acts out the verb, and his teammates try to guess which verb he is acting out. If the team is successful, a point is awarded to the team. Play continues until all of the verbs are acted out, and the winner is the team with the most points.

Lingo

Follow the rules of Bingo only using words instead of numbers.

Flyswatter Game

Write all the verbs from a unit on the board. Divide the class into two teams. Give the first member from each team a flyswatter (small ones are the best). The teams stand behind a mark on the floor. When the teacher says the word in English, one member from each team tries to hit the corresponding word in the target language on the board. The first person to hit the word wins.

Act Out the Verb

As the teacher reads the story, students act out the verbs in the story.

Objective

Learning Experience

The students can count to 10.	<ul style="list-style-type: none">• Rhyme• Footprint walk• Pipe Cleaner Numbers• Numbers Around the World• Number Ball Game
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Footprint Walk

Numbers are put on shoe prints and taped to the floor. They are not in order. Students take turns saying the numbers as they go from footprint to footprint. The teacher can time the students to see who can do it the quickest.

Pipe Cleaner Numbers

The teacher calls up a student to the front of the room and whispers to him/her a numeral between 1 and 10. The student has to use the pipe cleaner to form that number. Once he/she has done so, the teacher asks the class in Chinese “What number is this?” The class looks at the pipe cleaner numeral and makes a guess until the correct number is said. The person who guesses correctly comes up to be the next “pipe cleaner number.”

Numbers Around the World

Students play the game “Around the World” and must answer the question “What number is this?” (said in Chinese) according to the number flashcard that the teacher shows to the competing pair. The student who answers the question correctly first moves on to the next student. The student who misses sits down.

Number Ball Game

Throw the ball to a person. The person who catches the ball must say one Chinese. This continues until a desired number is reached. Counting may also be done in different multiples such as by 3’s or 10’s etc.

Objective

Learning Experience

The students can describe the color of the foods in the story.	<ul style="list-style-type: none">• Guess the Color• Color Trio Game• M & M’s• What color are you wearing?
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Guess the color

Students are given a 3X5 card with a color in Chinese written on it. Taking turns, each student must touch three things of that color in the room. The class guesses which color the student has on his/her car.

Color Trio Game

The teacher divides the class into groups of three. Each group is given a set of color cards or crayons (11 colors in all). The teacher names a series of three colors in Chinese. Each group must find those three colors in the order said to the class. For example, the teacher says in

Chinese, “Red, green, and white.” The teams need to stand and hold up the red, green and white cards or crayons in that order. Each team member must be holding on to a card or crayon. The teacher observes the cards or crayons as they are held up.

M & M’s

Give the students a small pack of M & M’s. As the teacher calls out a color, the students are allowed to eat that color.

What Color Are You Wearing?

The teacher says a color in Chinese, and the students wearing that color stand up.

Objective

Learning Experience

The students will be able to identify the foods in the story.	<ul style="list-style-type: none">• Corners• Hot and Cold• I like or I don’t like• What’s in the Bag?
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Corners

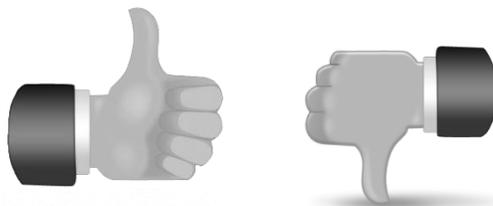
The teacher hangs four to eight pictures of the food vocabulary. The teacher or a student hides his/her eyes and counts to 10. The rest of the class moves quietly to one of the food pictures. The teacher or student keeps his/her eyes closed and calls out the name of one of the foods. All students at that location must sit down and the game continues until one student remains.

Hot or Cold

After a student leaves the room, the teacher hides the picture of the food. The student returns to the classroom and searches for the picture. As the student gets closer to the picture, the other students say louder the food item in Chinese. As the student moves away from the picture, the other students say the food item in Chinese in a softer and softer voice.

I Like, I Don’t Like

Students are given pictures of foods from the story. The class is divided into pairs. One student asks the other student in Chinese, “Do you like _____?” The other student answers in Chinese, “I like _____ or I don’t like _____.” The student asking the question then crosses out that particular food item. This activity continues until each food item is crossed off the paper.



What's in the Bag?

I also like to place many foods in a bag. The students sit in a circle. I grab something from the bag and then say in Chinese, "I have...(an apple). Then the next student grabs something from the bag and says in Chinese, "You have an apple and I have an orange." This continues until all have something.

Objective

Learning Experience

The students can retell the story.	<ul style="list-style-type: none">• Using the Power point the teacher tells the story and the students act out the verbs.• As the teacher reads the story, the students do a living order.• Matching visuals to words.• Draw the story.• Ask questions about the story.• Teacher retells story as students fill in the blank.• With a partner, students retell story using prompts.
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Objective

Learning Experience

Students can recognize cultural aspects in the story.	<ul style="list-style-type: none">• With a partner list the cultural aspects found in the story.• Make a class list of all the cultural aspects.• Divide the students into groups of three, and assign each student a cultural aspect to research and present research to the class.• In groups, create a visual of the cultural aspect.
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