



The Little White Rabbit's Tail



Standards Met

- 1.1: Communication – Interaction
- 1.2: Communication – Interpretation
- 1.3: Communication – Production
- 3.1: Connections – Reinforce other content areas
- 4.1: Comparisons – Chinese language patterns
- 5.1: Use Chinese beyond school

Objectives:

The students will...

- demonstrate knowledge of commands through actions.
- demonstrate comprehension of “The Little White Rabbit’s Tail” by acting out the story as it is told in Chinese.
- apply knowledge of colors, numbers and nature by creating an alternative version of The Little White Rabbit’s Tail.”

Anticipatory Set

1. Guide students through the creation of an envelope rabbit. Use simple Chinese to guide them through the creation.
2. Ask them what they are creating – **shī zi, xīng xing, wū guī.**
3. Explain we will read the story after doing some activities for preparation.

http://www.amazingmoms.com/htm/holiday_easter_bunny_crafts.htm - the envelope rabbit craft

Activity Sequence

Input

1. TPR the following words: **chī** (eat – put fingers to mouth), **yóu yǒng** (swim – move arms in swimming motion), **kàn** (see – form a pair of glasses with your hands), **shuō** (says – movement of hand by mouth indicating talking), **shǔ** (count – show one finger, then two fingers, then three fingers), **tiào** (jump – do a little jump), **lái** (come – motion with index finger toward yourself), **zhuā** (grab – do grabbing motion with your hand)
2. Read through the story, showing visuals and having students do TPR actions (point to words on board if students have trouble remembering the actions)
3. Circle using yes/no questions about the story

Guided Practice

1. Living Order
Students do a living order of the visuals of the story.
2. Hand out the visuals of the story. Students hold up correct visuals as the teacher reads the story.
3. As a whole class, play a memory card game with large cards that have the vocabulary from the story. Students match the picture with its corresponding word in Spanish. La Memoria is just like the game Concentration
4. Put a word from the story on the back of each student. By asking only yes/no questions, the student will try to find out which word is on his/her back. When a student thinks that he/she has the correct answer, he/she asks someone to verify that answer. If the answer is correct, he/she removes the paper and places it in correct category on the board (semantic mapping). This may also be done in pairs or small groups.
5. Hide a picture of a vocabulary word while one student is out of the room. The student tries to find the picture with the help of the class. As the student gets closer to the picture, his/her classmates say the name of the animal in Spanish louder and louder. When the student goes away from the picture, the name is said softer and softer
6. Exchange Places
Students are in a circle. Each student is given a magic marker of a different color. Students say in Chinese what color they have. The student in the center of the circle names two colors. Students having these two colors must exchange places as the student in the center tries to take the place of one of the students in the outer circle.
7. 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 card.
8. Color Charts
Have two color charts and two teams. Ask the first person in each group to go the color chart. The teacher calls out the color in Chinese and the first to point to the color gets a point for his/her team.
9. Other color activities
 - Color Bingo
On a sheet with nine spaces, students color each space with a different color. The teacher calls out the colors in Chinese, and the students mark that color on their sheets with an X. When a student has marked all squares in a row horizontally, vertically, or diagonally, he/she wins.
 - My Rainbow
Color your rainbow with the special colors that make up just you. No two rainbows are exactly alike because no two people are exactly alike.
Color your rainbow as follows: Color of your eyes, Color of your hair, Color of your skin, Your favorite color, Your favorite food color.
 - M & M's come in a variety of colors and are fun to eat too!

10. Fast Race

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.

11. Numbers Around The World

Students play the game “Around the World” and must answer the question “*shén mé shù zì?*” according to the numeral 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.

12. Living Numbers

Divide the class into two teams. Hand out one number to each player on each team. (If less than 20 players, some will need to take more than one number.) The teacher will call out a number in Chinese. Members from both teams that have the needed digits run to the front of the room and try to form the number as quickly as possible. The first team to make the number correctly gets a point.

13. Other Number Activities

- Join the Dots

Join the dots following the different numbers to make the shape of an animal etc. I also have photos that one student can say the number and the other student connects the dots to make a picture.

- Body Numerals

The teacher calls up a pair of students and whispers to them a numeral between 11 and 20. The team has to use their bodies to form that numeral. Once they have done so, the teacher asks the class “*shén mé shù zì?*” The class looks at the team’s body numeral and makes a guess until the correct number is said. The person who guesses correctly comes up with a partner chosen by the teacher to be the next “body numerals.”

- BINGO

Younger students (middle level) love playing BINGO and they like winning so that they can call out numbers for the class. There are never enough markers for the entire class, so I use beans.

14. Draw that Picture

Give each student a sheet of white paper with nine squares. Tell the students something from nature such as a *lán sè de hé* (blue river), and the students draw what the teacher indicated. They then pass the paper to their right. Tell the students to draw something else from nature in a second square and then again pass the paper to the right. Continue this procedure until all squares are filled. Each student will then have six squares with objects from nature. These may then be cut up and used as flash cards

15. Other Nature Activities

- Nature Pictionary

Write the nature vocabulary in Chinese on 3 X 5 cards, a separate word on each card. Divide the students into two teams A and B. The first person on a team A takes a card and draws what is written on the card. His teammates try to guess what nature vocabulary word he/she is drawing. If the team guesses

correctly, the team gets two points. If not, team B gets a chance to earn one point if they guess the word correctly.

- **Find Your Match**

Draw several different pictures of nature on 3 X 5 cards, and then make an exact duplicate of each card. For example, one card may contain a mountain with snow; another may contain a white cloud with lightening coming from it etc. Distribute the cards to the class. Students then must find their exact match by only speaking in Chinese.

Extension

1. Complete a class picture dictionary.

Evaluation

1. Students perform sentences that the teacher says such as *tù zǐ shù wū guī*. (The rabbit counts the turtles.)
2. Check comprehension with simple yes/no questions or either/or questions.
3. Do a stand and share activity where the students each share one part of the story.

Closure

1. Retell the story one last time. Students will fill in the blanks when the teacher pauses.

Connection Activities

Math

1. Create a class counting book using other animals.
2. Create word problems from the story and solve these problems using manipulatives

Language Arts

1. Dramatize the story.
2. Write a concrete nature poem
3. Create own animal from things in nature and write a story about that animal.
4. Analyze the moral of the story.

Science

1. Complete a KWL chart about the animals in the story.
2. Discuss the importance of ecology in nature and create your own ecology plan.

Art

1. Make a mobile with items from the story.

Social Studies

1. 2011 is the year of the rabbit in the Chinese zodiac calendar. Research the Chinese zodiac calendar and its importance to Chinese culture.

<http://www.china.mrdonn.org/zodiac.html> - lots of information specifically for kids – excellent source

<http://www.chinesezodiac.com/calendar.php> - information about the Chinese zodiac calendar

<http://www.c-c-c.org/chineseculture/zodiac/zodiac.html> - background, information, Chinese art representing the specific animals, cultural insight of the zodiac calendar

<http://www.chinese.new-year.co.uk/calendar.htm> - history of the Chinese zodiac calendar