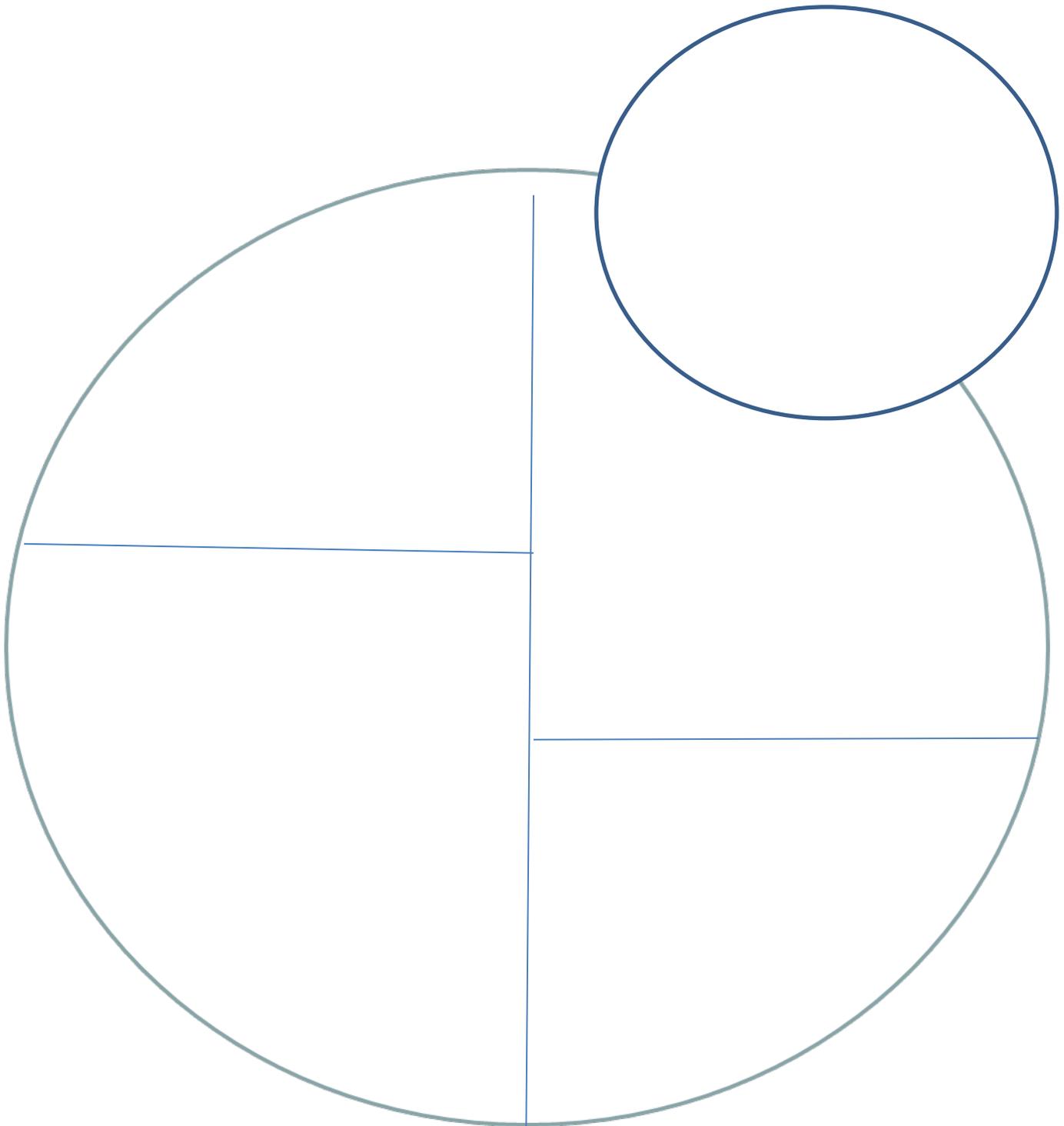


The Very Hungry Caterpillar

Anticipatory Set

Have students create My Plate by coloring and labeling the various food groups. They can review the colors and learn the words for the food groups.

My Plate



Essential Questions

- Important questions in all our lives
- Give purpose and meaning for students
- Grab students' attention

Why is it important to eat healthy?

Backward Design

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?

Review Vocabulary

Numbers

Dice Game

Partners roll two dice and state the number in Chinese. To extend this activity, one person rolls one die and the next person rolls the die again and either adds this number to the previous one or subtracts this number from the previous one.

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.

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

Divide your students so they are standing in a circle (or sitting if you prefer). One student says a number in Chinese and then bounces or rolls the ball across the circle to another student. Before the student catches or picks up the ball, he or she must say the next highest number. That student then picks any other random number and repeats the process. This forces the students to listen to each other and know their numbers.

Living Numbers

Call out a number. The students who have the number must hold it up. You can also do simple math problems with the students coming to the front of the room.

Colors

Touch Blue Not on You

The teacher says a color and the students must touch that color but not on themselves.

My Rainbow

Read a sentence in either English or Chinese (depending on level) and have the students fill in the correct color:

The grass is _____ The sun is _____ The sky is _____
Snow is _____ The fire truck is _____ Licorice is _____

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.

I Have a Hidden Color

Cut shapes of each color. Hide them in a book and say in Chinese, "I have a hidden color." I let students guess the hidden color by having them ask in Chinese, "Is it red?" The lucky guesser gets to come up and choose a color for the next round. Now that student is in charge and must say back in Chinese, "No, it isn't red." or "Yes, it is red."

Animals

Frayer Model

Create flash cards using this model. This allows students to write the definition in their own words, to analyze and list characteristics, to have a personal connection and to create a visual.

Zut

For each small group in your class, prepare a paper bag. Inside each bag, photocopy a set of vocabulary cards in English and Chinese. Also inside each bag put two or three cards that say “Zut” in big letters. Students take turns drawing one item from each bag (they can play as individuals or form partners or teams.) They must correctly give the opposite language of the vocabulary on the card (if the word on the card is in English, they have to give Chinese, and vice versa). The other students will be the judge of whether the vocabulary is correct. If a student or team gets the word correct, a point is awarded. The bag is passed to the next individual or team. If a student draws a “Zut!” card, he/she loses his/her turn and all current points.

Animal Jeopardy

The teacher gives clues in English or Chinese depending on the level, and the students guess which animal is being described:

I mainly eat bamboo---

I am proud of my orange and black stripes---

I like to live in fresh water and I have big jaws---

I am very colorful---

I can move quickly & easily over difficult slopes---

I am small and nocturnal---

I weigh about 500 pounds and live in the water—

Who Am I?

Tape one label on the back of each student. Students need to determine who or what they are by asking yes/no questions. Students may not ask who or what animal specifically. They can only ask each person two questions.

Clothing

In My Suitcase

In this activity, the students are packing their suitcases for a trip. The first student begins by saying in Chinese, “I am packing my suitcase with a green shirt.” The next student says, “I am

packing my suitcase with a green shirt and a red sweater.” This activity continues with each student repeating all of the items and adding their own.

Pass the Bag

Put pictures of the clothing words in a bag. Students pass the bag while counting to ten in Chinese. The student who ends up with the bag on ten, reaches in, then pulls out a picture and says the word in Chinese. This activity may be varied by changing the number or playing music and stopping it randomly.

Password

Students are in partners. A student draws a clothing word from the pile. The student then gives clues either in English or Chinese to get his/her partner to say the word. The students cannot say the word in their clues.

I Spy

This game is a describing game that involves clothes and color vocabulary. The teacher can arrange the class in a circle. The teacher should say in Chinese, for example, “I see someone with brown shoes.” The students with brown shoes need to stand up.

Food

Flash

Each student must have a partner for this game. A group of three will work if there is an odd number. Each student must cut up a set of provided “Flash” cards. Each individual “Flash” card contains a vocab word in either English or Chinese. Each student must not mix their cards with their opponent’s cards. The students arrange their cards face-up within their own space. The teacher calls out one of the cards and the students look for the opposite language. The teacher must keep track of the cards called to avoid duplication. Students race to pick up the card, flash it to their partner and say the word on the card. Students will then place the card into the winning, losing or tie pile.

My Plate

Students are given a copy of My Plate and several food item words in Chinese. They must place each food item word in the correct food group on My Plate.

Odd Man Out

Three words are written and the student needs to guess which one doesn't belong.

Venn Diagram

Think about what people eat for breakfast, lunch and dinner. In the circle labeled breakfast, place all food words that correspond to foods people eat for breakfast. In the circle labeled lunch, place all food words that correspond to foods people eat for lunch and do the same for dinner. All foods that may be eaten for all three meals are placed in the overlapping areas.

Hot/Cold

A student leaves the room while the teacher hides a food vocabulary word. When the student returns, he/she tries to find the hidden item. As the student gets closer to the item, the class says the word in Chinese louder and louder. When the student gets farther away, the word is said softer and softer.

Hui's Hat

The teacher decides what food items are on Maria's hat. The students draw what the teacher says is on the hat. For example, the teacher might say in Chinese that Hui's hat has two pineapples, five potatoes etc. Color words may also be included.

Story

- 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.

Projects

- Allow student choice
- Build interest
- Include different learning styles and intelligences
- Enhance communicative skills
- Encourage creativity

- Show use of the language
- Accuracy, function, context

Food Project

Draw a food person. Label the foods used to create your food person. Write a story about your food person to present to the class.

_____ Drawing (10)
 _____ 20 foods labeled (15)
 _____ Sentences and Grammar (15)
 _____ Presentation (10)
 _____ Total (50)

Cartoon Dialog

Illustrate a food cartoon with a dialog between characters.

_____ Illustration (10)
 _____ Six panels pertaining to food (10)
 _____ Dialog between characters (20)
 _____ Presentation (10)
 _____ Total Points (50)

General Rubric

_____ Accuracy (15)
 _____ Function/Context for the unit (10)
 _____ Creativity (15)
 _____ Neatness (5)
 _____ Presentation (5)
 _____ Total Points (50)

Test

This test is to insure that your students know the correct grammar point on which you are focusing and the vocabulary for that unit

Frayer Model

Definition	Characteristics
Examples from Life	Drawing

