



“Brown Bear, Brown Bear, what do you see there?”
“zōng xióng , zōng xióng , nǐ kàn dào shén me?”

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 “Goldilocks and the Three Bears” by acting out the story as it is told in Chinese.
- apply knowledge of colors and animals by creating an alternative version of “Brown Bear.”

zōng xióng , zōng xióng , nǐ kàn dào shén me?

Anticipatory Set

1. Guide students through the creation of a paper bag bear puppet with brown paper bags, glue, and cut out body parts. Use Chinese to guide them through the creation.
2. Ask them what they are creating – **shī zi, xīng xing, cháng jǐng lù.**
3. Explain we will read the book after doing some activities for preparation.

zhǐ dài xióng

<http://www.dltk-kids.com/crafts/teddy/mbearbag.html>

1. **bǎ yì bù fèn de zuǐ tiē zài zhé xiàn de shàng miàn.** – Glue a part of the mouth under the flap of the bag.
2. **bǎ yì bù fèn de zuǐ tiē zài zhé xiàn de xià miàn.** – Glue the other part of the mouth on the flap.
3. **bǎ bí zi tiē zài zhuǐ shàng.** – Glue the nose on the head above the mouth.

4. **bǎ yǎn jīng tiē zài bí zi shàng.** – Glue the eyes on the head above the nose.
5. **bǎ liǎn dàn hé méi máo tiē zài tóu shàng.** – Glue the cheeks and eyebrows on the head.
6. **bǎ xiōng tiē zài shēn shàng.** – Glue the chest on the body at the bottom of the bag.
7. **bǎ lǐng jié tiē zài nán hái xióng de zuǐ xià , tiē zài nǚ hái xióng de tóu shàng** – Glue the bow under the mouth for a boy bear and on the head for a girl bear.
8. **bǎ shǒu tiē zài dài zi liǎng biān.** – Glue the arms into the sides of the bag.

TPR Story

1. TPR the following words: **qù** – goes, **yào** – wants, **chī** – eats, **hěn è** – is very hungry, **dú** – reads, **xiě** – is written, **zuò xià** – sits down
2. **fēi cháng jī è de xióng**
yì zhī xióng hěn è 。 xióng qù le mò xī gē , tā hěn xiǎng chī dōng xī , yīn wéi tā hěn è 。 zhè zhī xióng qù le fàn diàn , dàn shì tā dú bù dòng cài dān , yīn wéi cài dān shì fǎ yǔ , tā kàn bù dòng fǎ yǔ 。 xióng chī le cài dān , yīn wéi tā hěn è 。

xióng yòu qù le niǚ yuē de yī ge fàn diàn 。 tā kàn bù dòng cài dān , yīn wéi cài dān shì rì wén , tā kàn bù dòng rì wén 。 xióng chī le cài dān , yīn wéi tā hěn è 。

xióng hěn è , tā qù le měi guó nèi bù lā sī jiā 。 zài mài dāng lǎo lǐ , cài dān shì xióng de wén zì , xióng hěn gāo xìng , tā chī le hěn duō dōng xi 。

Activity Sequence

Input

1. Complete the Frayer Vocabulary Model using the words from the story.
2. Give each student a sheet of white paper with nine squares. Tell the students an animal from the story, and the students draw that animal using the color indicated. They then pass the paper to their right. Tell the students to draw another animal from the story 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 nine squares with the animals from the story. These may then be cut up and used as flash cards.
3. Go over the memory chant of numbers and actions.
4. TPR
Write the following words on the board and demonstrate them using TPR

nǐ kàn – you see

kàn wǒ – looks at me

5. Visuals
Read the story showing visuals to aid in comprehension.
6. Rhythmic Reading
Read with the students selected phrases slowly and then more quickly as a train would sound.

Guided Practice

1. Living Order
Students do a living order of the visuals.
2. Matching Cards
In small groups, students match the picture with the correct corresponding word in Chinese.
3. Group Story Sequence
Put all visuals on the floor. As a group, students put the cards in the correct order.
4. Story Sequence Cards
In small groups, students sequence the cards in the order they appear in the story.
5. Color Hunt
Individual students or small groups of students find three things in the classroom that are the color of their color card in Chinese. They then draw the three objects and have other groups guess their color from the objects drawn.
6. Touch Blue Not On You
All of the students stand up. The teacher says a color, and each student must touch that color. However, the color cannot be on themselves.
7. Color the Picture
Pass out the animal template and tell the students to color each animal a different color from that in the story. For example, you might say **bǎ mǎ tú chéng huáng sè; bǎ qīng wā tú chéng lǜ sè** etc.
8. Other color activities
 - Four Corners Activity: The teacher picks four colors from the story and then asks the students to go to the corner of the color they like best or the color that they are wearing etc.
 - Show Me Activity: The teacher gives the students swatches of color or color samples from a paint store and then says different colors as the students hold up the correct color from their swatches or samples.
 - TPR Activity: The teacher says the following: “Those students with **hóng yī fu** stand up. Those students with **hóng yī fu** stand up.
9. Memory Number Chant

Yī xiàng qiān bǐ xì yòu cháng ,

Èr xiàng xiǎo yā shuǐ shàng piāo ,

Sān xiàng ěr duō tīng shēng yīn ,

Sì xiàng chéng gōu chéng dōng xi ,

Wǔ xiàng yī gōu guà yī mào ,
Liù xiàng kǒu shào tīng kǒu lìng ,
Qī xiàng lián dāo gē qīng cǎo ,
Bā xiàng hú lu gāo gāo guà ,
Jiǔ xiàng qì qiú suí fēng piāo ,
Shí xiàng qiān bǐ jiā jī dàn 。

10. Show Me the Number

Students hold up the correct number of fingers as the teacher calls out a number.

11. **duō / shǎo**

Each student has a large number on his/her back. The student does not know what that number is. He or she must then ask other students **duō** or **shǎo** to determine that number

12. Number Problems

Students will be given a number so that everyone can see it. The "+", "-", and "=" signs are posted at the front of the room. The teacher gives an answer such as 2, and the students must find other students to create a problem that will equal that answer.

13. Partner Number Problems

One partner holds up fingers. The other partner then adds or subtracts the numbers to arrive at the correct answer. The partner must say the number problem as well as the answer in the target language.

14. Write the Number

Students write the number in the air or in shaving cream on the desk as the teacher says it in the target language.

15. Pipe Cleaner Activity

The teacher says a number in the target language, and the student creates that number behind his/her back with a pipe cleaner.

16. Guess the Animal

Get cheap stuffed animals at garage sales or use picture of animals and put them in a bag. Describe the animal and have the students guess which animal in the bag you are describing. Extend the language as appropriate to the age and knowledge of the teacher and students.

17. Animal Jeopardy

Ask the students questions in English, and have them guess which animal you are describing. (Example questions are at the end.)

18. Question Activity

Put an animal on the back of each individual. Students try to determine the animal by asking only yes/no questions.

19. Animal Match

Color the animals, the same on both sides of the handout. Cut the handouts in two and pass out to the students. Students must find their match by asking other students only using the target language.

20. Other Animal Activities

- Animal Capsules: Using the capsules in hot water that turn into animals, have the students guess what animal it will be.
- Create a New Animal: Using parts from different animals, create a new animal.
- Animal Action: Give each student a picture of an animal. Students pass the picture and put an action with it.
- Question Circle: The teacher will ask simple questions such as **shuí yǒu sān zhī gǒu?** The students will step forward if yes and backward if no.

21. Categories

Sort words in the packet into categories: colors, numbers, animals. Don't tell the students what the categories are, just tell them to sort the words into categories.

22. Retell Story

Using visual prompts, students retell the story as a group or they may retell the story to a partner.

Extensions

1. Alphabet Activity

A-Z - say and repeat the alphabet in Chinese

On the alphabet worksheet, students fill in the words in Chinese that they remember.

2. Original Story

In pairs, students create their own stories. They may include other animals in Chinese. They need to select a color for their animal. Remember in "Brown Bear" the author included a purple cat. They may draw illustrations of their animals. Select one or two groups to tell their stories.

bān mǎ – zebra **láo shǔ** – rat **niú** – bull **dài shǔ** – kangaroo

lǎo hǔ – tiger **shī zi** – lion **hóu zi** – monkey **lú zi** – donkey

shé – snake **kūn chóng** – insect **è yú** – crocodile

dà xiàng – elephant **xīng xìng** – giraffe **yuán hóu** – gorilla

luò tuo – camel **zhū** – pig

Closure

One last retell of the story with the students filling in the blanks when the teacher pauses.

Animal Jeopardy

1. _____ This animal has wool.
2. _____ This animal swims in rivers and lakes.
3. _____ This animal barks.
4. _____ This animal flies.
5. _____ This animal quacks.
6. _____ This animal lives in a cave.
7. _____ People ride this animal.
8. _____ This animal does not like mice.
9. _____ This animal hops.
10. _____ This animal says meow.

