

LET'S GO!

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Module Overview

Target Language: Chinese	Grade Level: K-1
Proficiency Level: Junior Novice Low	
Summary: Students will demonstrate an understanding of how transportation helps us go to places near and far, which involves different modes of transportation.	
Enduring Understanding: There are many different ways to go from one place to another.	
Essential Questions: Why do people want to go from one place to another? How do people travel?	

Standards Targeted	
5C – World Language Standards	5E – STEM Standards
Communication <ul style="list-style-type: none">Engage in brief exchanges about personal interests in the target language(1.1A)Understand spoken and written language on very familiar topics related to transportation (1.2A)Make short oral presentations or performances on learned topics (1.3A)Using visuals and basic written language to make a presentation on learned topics (1.3B)	Math Common Core Geometry K.G. <p>Identify and describe shapes.</p> <ol style="list-style-type: none">Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.Correctly name shapes regardless of their orientations or overall size. <p>Analyze, compare, create, and compose shapes.</p> <ol style="list-style-type: none">Model shapes in the world by building shapes from components and drawing shapes.
Cultures <ul style="list-style-type: none">Identify practices, products, and/or perspectives of the culture studied (2.1A)	Social Studies Grade K <p>Standard 2.0 Peoples of the Nation and World Students will understand how people in Maryland, the United States, and around the world are alike and different.</p> <p>TOPIC A. Elements of Culture</p> <p>Indicator</p> <p>Identify similarities and differences in people’s characteristics, habits, and living patterns to describe how they meet the same needs.</p>
Connections <p>Recognize and name modes of transportation and concepts learned in math, science and geography (3.1A)</p>	

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Knowledge: Students will know...	Skills: Students can...
Vocabulary <ul style="list-style-type: none"> • Vehicles • Shapes Expressions and patterns <ul style="list-style-type: none"> • Be able to make simple reasoning statements • Be able to ask and answer simple questions • Be able to tell similarities and differences between two objects 	<ol style="list-style-type: none"> 1. Identify and name vehicles 2. Describe each vehicle's appearance 3. Express the cultural effect on the technology (of transportation)

Module Duration and Lessons: Five 30-minute lessons

Lesson 1 - How Do People Travel? 人用什么交通工具?

Lesson 2 - What Make Vehicles Go? 车子为什么会动?

Lesson 3 - Same or Different? 一样还是不一样?

Lesson 4 - Go To School. 去学校。

Lesson 5 - My Own Car 我的车子 (Performance Assessments)

Performance Assessment:	What culminating performance tasks will provide evidence that students have achieved the program learning objectives? Consider providing opportunities for students to be assessed for each mode of communication through interpretive, interpersonal and presentational performance tasks. However, for students at this age group, assessment may be integrated.
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Materials/Resources:

- Visual Aids: Toy airplane, bicycle, car, boat, bus, and train, preferably in different colors. At least the car (and preferably other vehicles) should have doors that open and close and a hood that opens to reveal the engine.
- Pictures and name cards for the vehicles
- Materials to make toy cars (Need to have a set for each student)
 - Paper towel tubes
 - Straws
 - Colored tape
 - Worksheets 1a, 1b, 1c, 1d
 - Worksheets 2a, 2b, 2c
 - Worksheet 3a
 - Worksheets 4a, 4b

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STEM Background for Teachers:

All objects have some kind of force operating on them. A force is a push or pull. A force can make an object start moving, stop moving, change speed, or change direction. For example, when you start to skate, you apply a force to the ground. Your skates push backward on the ground. That force makes you move forward. When you pedal a bike, you can change the speed of the bike by pedaling faster or by braking. You put force on the pedals or the brakes. There are four main forces that affect objects: gravity, buoyant force, magnetic force, and friction.

Language notes for teachers:

In the scripting for some of these lessons you will note that there is a lot of teacher talk, surrounding students with language, even though the students may not understand every word that is said. This is an important feature of instruction for young language learners. In this way, new language, especially those meaningful formulaic chunks repeatedly used in different ways, is always placed in a context.

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Lesson 1 - How Do People Travel?

人用什么交通工具？

Lesson 1 of 5		Duration: 30 Minutes
Objectives	<p>I Can:</p> <p>Oral language:</p> <ul style="list-style-type: none"> Name modes of transportation: 飞机，自行车，车，船，巴士和火车。 <p>Literacy:</p> <ul style="list-style-type: none"> Recognize transportation words: 飞机，自行车，车，船，巴士和火车。 <p>STEM and Other Subject Areas:</p> <ul style="list-style-type: none"> Express an understanding of basic engineering design; e.g., round shape helps things to move. 	
Performance Assessment Task	Students will recognize different vehicles and the shapes that are used to design them.	
Vocabulary and Expressions	<p>Recycled</p> <p>形状</p> <p>圆形</p> <p>正方形</p> <p>三角形</p> <p>长方形</p> <p>句型</p> <p>这那是什么。。。。</p> <p>我有。。。。</p> <p>他/她有。。。</p> <p>我看到</p> <p>Students should be able to write their own names in the target language</p>	<p>New</p> <p>飞机</p> <p>自行车</p> <p>汽车</p> <p>船</p> <p>校车</p> <p>火车</p> <p>骑</p> <p>飞</p> <p>坐</p> <p>划船</p> <p>交通工具</p>
Materials/Resources	<ul style="list-style-type: none"> Bag – large enough to hold some small toy vehicles Toy vehicles Book: <i>Transportation</i> by Clare Beaton or other similar books Cardstock shapes of various colors Envelope large enough to hold shapes (class set) Glue Worksheet 1a (Cut into poster size for teacher and flash-card size: 	

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	<p>one for each student)</p> <ul style="list-style-type: none"> ○ Worksheet 1b ○ Worksheet 1c ○ Worksheet 1d ○ Useful websites to learn more about Total Physical Response (TPR): ○ http://www.colorincolorado.org/educators/content/oral ○ http://www.tprsource.com/asher.htm
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Key Elements	Lesson 1 Procedures
<p><i>Engagement</i></p> <ul style="list-style-type: none"> ● Object, event or question used to engage students. ● Connections facilitated between what students know and can do 	<p>Introduce vehicles names: airplane, bicycle, car, boat, bus, train</p> <p>T: 小朋友，今天我的袋子里有六样东西 (Rummaging in bag) 我们来看看，我的袋子里有什么？哦，你看！这是什么？这是车子。</p> <p>S: (Answer appropriately.)</p> <p>T: 我有一部汽车，我的汽车是_____ [color]. 你家有汽车吗？(Calls on several students as they volunteer, asking) 你家的车是什么颜色？</p> <p>T: 我们来开车，嘟嘟嘟 (Or other culturally typical sound. Pantomimes moving a steering wheel back and forth, indicating for class to follow.) 我们开车开得很好。</p> <p>T: 我们来看看我的袋子里还有什么？</p> <p>S: (Answers appropriately.)</p> <p>T: 我有一部自行车，我的车是 _____ [color].</p> <p>T: 谁家有自行车？(Calls on several students as they volunteer, asking) 你的车是什么颜色？</p> <p>T: 我们来骑自行车。</p> <p>T: 我们骑自行车去_____. [Location] 骑呀骑，骑呀骑，铃铃铃 (Students suggest and teacher leads, holding imaginary bike handles and pedaling up and down with the feet.)</p> <p>T: (Gestures as if putting the bicycle down in front of class or in the middle of the circle and now taking an airplane toy from the “magic” bag.) 这是什么？这是飞机。我没有飞机，你有飞机吗？</p> <p>Ss: 我没有！我也没有！</p> <p>T: (Employing prompts to elicit student responses) 这飞机是什么颜色？嗯，飞机是不是要飞到中国？我们来开飞机。(Holding arms straight out to the sides and swaying back and forth) 飞呀飞，飞呀飞，咻咻咻。</p> <p>T: (Gestures as if putting the airplane down in front of class or in the middle of the circle.) 我们看看我的袋子里还有什么？哦，还有一部火车。</p> <p>T: 小朋友，大家站起来，我们来开火车。</p> <p>T: (Gestures as if putting the train down in front of class or in the middle of the circle.)</p> <p>Note: Use similar procedures and language to introduce a boat.</p> <p>Make a train! 火车轰隆隆隆，轰隆隆隆，呜！呜！</p>

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Key Elements	Lesson 1 Procedures
	<p>(This time standing in place) Drive a car! 我们来开车，嘟嘟嘟，嘟嘟嘟 Fly an airplane! 飞机，飞呀飞，飞呀飞 Ride a bicycle! 骑自行车，踩呀踩，踩呀踩，铃铃铃 Row a boat! 划船，划呀划，划呀划。</p> <p>Note: Follow the same type of procedures for the bus and the boat. Suggested motions:</p> <p>Bus: Sit down in the bus. 坐校车 (Desired behavior in a school bus.) Boat: Row the boat. 划船</p> <p>Each time go back and give the commands for the earlier vehicles.</p> <p>Optional Activities: After teaching train, 老师可以看情形试教儿歌：火车快飞 After teaching airplane, 老师可以看情形试教儿歌：造飞机</p> <p>T: (Introducing the remainder of the vehicles) Drive the ____! (Hesitating before the name of the vehicle to see if students will supply the word. If they do not, simply supply the word and move on.)</p> <p>Note: This can become an opening routine for the next four days, and by the second or third day the teacher can invite students to “be the teacher” and give some of the commands.</p>
<p><i>Exploration</i></p> <ul style="list-style-type: none"> • Objects and phenomena are explored. • Hands-on activities, with guidance. 	<p>Making connection between the spoken and written word</p> <p>T: (Referring to Worksheet 1a) 小朋友，我们来看看我们还记得不记得我们该怎么说这些交通工具。</p> <p>S: (Responding as a class, students identify each picture.)</p> <p>T: (Repeating vehicle name with picture.)</p> <p>T: (Picking up cut-up words for vehicles from Worksheet 1b.) 现在，我们看看我有什么？</p> <p>T: (Reading the name of a vehicle) 汽车。这是一部汽车。 _____ [names student]。 哪一个是汽车？</p> <p>S: (Repeats word and makes match.)</p> <p>T: (Continues with all 6 vehicles, posting them on the board as they are identified.)</p> <p>T: (Once more leading class to repeat the word/vehicle association)</p> <p>S: (Repeat names of vehicles)</p> <p>T: (Now removing pictures, leads students to say the names of the six vehicles.) 这是什么？</p> <p>S: (Reading names, they return the pictures to the board.) 汽车。。。 </p> <p>T: (Again taking the pictures away, and now shuffling the order of the words) 我把字混合一下，你们可以自己重新排排吗？把字和图像放在一起。</p>

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Key Elements	Lesson 1 Procedures
	<p>S: (Reading word with teacher assistance as needed, they again make the word/picture match.)</p> <p>T: 很好。 非常好。</p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> • Students explain their understanding of concepts and processes. • New concepts and skills are introduced as conceptual clarity and cohesion are sought. 	<p>Making connections with shapes</p> <p>T: (Referring to pictures of vehicles on Worksheet 1a and pointing to the wheels) 谁记得这叫什么？它有没有轮子？</p> <p>S: (Respond.)</p> <p>T: 我们看看自行车，自行车有两个轮子。(Pointing and counting) 一，二。(Setting down the bicycle and picking up the car.) 汽车有轮子吗？(Students respond) 汽车有几个轮子，我们来数数看 (Leading students) 一，二，三，四。</p> <p style="padding-left: 40px;">这有轮子吗？它有几个轮子？</p> <p style="padding-left: 40px;">自行车有几个轮子？</p> <p style="padding-left: 40px;">汽车有几个轮子？</p> <p style="padding-left: 40px;">校车有几个轮子？</p> <p style="padding-left: 40px;">飞机有几个轮子？</p> <p style="padding-left: 40px;">船有几个轮子？</p> <p>S: (Answering appropriately with teacher prompts as needed)</p> <p>T: 很好，嗯，我们来看看轮子是什么样子？轮子是什么形状？</p> <p>T: (Referring to Worksheet 1c) 轮子是四方形吗？(Pointing to the squares.)</p> <p>S: 不是。</p> <p>T: 是三角形吗？</p> <p>S: 不是。</p> <p>T: (Continuing with shapes, leaving circles for last.)</p> <p>也许我们可以从这儿找到轮子的形状 (Referring to picture.) Can anyone find a circle on this bicycle? 谁可以从这自行车上找到有圆形？(Calls on student to come forward and find a circle.) 对，自行车上的轮子是圆形。</p> <p>T: (Speaking to class) What other vehicles have circles? 还有什么车辆有圆形？(If no students respond with words, invite them to come and hold up a vehicle. Teacher names it.)</p> <p>T: (Repeating with other shapes until all students are holding pictures of vehicles.)</p> <p>T: (At the end, pointing to the bus) 校车有什么形状？有圆形吗？有三角形吗？有四方形吗？</p> <p>S: (Name all the shapes they can find.)</p> <p>T: What do the wheels on the bus do? They go round and round because they are circles! 轮子做什么？轮子回转，因为它是圆形。(Begins to lead students to sing the Wheels on the Bus Go Round and Round)</p>
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> • Activities allow 	<p>Finding the Shapes</p> <p>T: (Each student receives Worksheet 1d and matches the shape according to</p>

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Key Elements	Lesson 1 Procedures
<p>students to apply concepts in contexts, and build on or extend understanding and skill.</p>	<p>the missing part on each vehicle.) T: (Referring to the car) 小朋友，我们来看第一个图，有谁知道它少了什么？ S: 圆形/车轮/轮子。 T: Right! The circle. Draw a line from the circle to the car. What about the next picture? 对了，圆形。现在我们帮它画上轮子（圆形）。我们再看下一个图。。。. T: (Continuing until all missing shapes have been identified.)</p>
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness. 	<p>Students will be able to identify and name the vehicle and the shapes they find Students will name the vehicle and the shapes they find.(Worksheet 1c) T: (Using Worksheet 1b, students will match each vehicle with its correct name.) T: Let's see what we have now. (Modeling with one picture) I have a _____name of vehicle. It needs a _____ (shape). T: (To individual students) What do you have?</p>

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Teacher Reflection on Lesson 1 - <i>How Do People Travel?</i>	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	

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Lesson 2 - What Make Vehicles Go?

Lesson 2 of 5		Duration: 30 Minutes
<i>Objectives</i>	<p>I Can:</p> <p>Oral language:</p> <ul style="list-style-type: none"> Name 车轮，车辆和引擎 Tell what makes a vehicle go <p>Literacy:</p> <ul style="list-style-type: none"> Recognize words run, vehicle, and wheel(s). <p>STEM and Other Subject Areas:</p> <ul style="list-style-type: none"> Recognize that wheels are circular Express that various vehicles need wheels in order to move. Develop an understanding of some of the attributes of design such as wheels are circular and engines help many vehicles move. 	
<i>Performance Assessment Task</i>	Students will be able to use problem solving skills to evaluate a vehicle's ability to be driven.	
<i>Vocabulary and Expressions</i>	Vehicle 车辆 跑 wheel(s) 轮子/车轮 引擎 看起来像	
<i>Materials/Resources</i>	<ul style="list-style-type: none"> ○ Bag with toy vehicles (car, bus, train, bicycle, boat, airplane) ○ Worksheet 2a - Vocabulary word: Vehicle ○ Pictures of vehicles depicted with no wheels. ○ Worksheet 2b - All missing wheels ○ Resources: Tell Me Why Airplanes Fly ○ http://wondertime.go.com/learning/article/why-airplanes-fly.html 	

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Key Elements	Lesson 2 Procedures
<p><i>Engagement</i></p> <ul style="list-style-type: none"> Object, event or question used to engage students. Connections facilitated between what students know and can do 	<p>Reviewing what students already learned</p> <p>Note to teacher: Repeating the activity from Lesson 1, direct students to drive, ride, fly, etc.; mix up and vary the commands. The first time through, put a card with the name of the vehicle on the board or into the circle each time the command is given. Hold up the name card each time the name appears in one of the commands. Invite a student to give the commands.</p> <p>T: (Putting pictures of the vehicles on the board) 我们来看。这是 _____ (pause to let students fill in the name).</p> <p>T: (Holding up one of the word cards) Who can put the word with the right vehicle? 谁能把字和图形对起来?</p> <p>S: (Volunteer to match the word with picture.)</p> <p>T: 很好. 这是一辆 _____.</p> <p>T: (Repeating until all the pictures match with the correct words.)</p> <p>T: <i>Look at all these vehicles!</i> (Pointing out one by one) 自行车，汽车 校车， 火车 都是车辆 (Wait for student response. If none is forthcoming) 车辆</p> <p>T: (Placing the new word card from Worksheet 2a above the pictures and word cards: <i>vehicles</i>.)</p>
<p><i>Exploration</i></p> <ul style="list-style-type: none"> Objects and phenomena are explored. Hands-on activities, with guidance. 	<p>What do vehicles do?</p> <p>T: What do you think all the vehicles do? 车辆是做什么的? (Pause) Do people ride them? 人用车辆吗?</p> <p>S: 是的。</p> <p>T: 人利用车辆从一个地方到另一个地方。</p> <p>T: 汽车是车辆吗?</p> <p>S: Yes. 是的</p> <p>T: 对了， 汽车是车辆。 汽车带人到不同的地方。 你要去哪里? 你去学校吗 (商店, 图书馆 and so forth, supported with teacher-made pictures).</p> <p>T: 这个呢 (Pointing to the bus) 它是车辆吗?</p> <p>S: 这是校车， 它是车辆。</p> <p>T: Right, a bus is a vehicle too. A bus takes lots of people to places. 对了， 校车是车辆。 校车带很多学生去学校或是回家。</p> <p>T: 你们谁坐校车去学校? 有几个人坐汽车去学校?</p> <p>T: 这些是什么? (Pointing at all the cars, buses, ...)</p> <p>S: 车辆</p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> Students explain their 	<p>Students explain the relationship between vehicles and wheels</p> <p>Introduce wheel/s</p> <p>T: 这些车辆都有什么? (Guiding students to come to the conclusion that</p>

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Key Elements	Lesson 2 Procedures
<p>understanding of concepts and processes.</p> <ul style="list-style-type: none"> • New concepts and skills are introduced as conceptual clarity and cohesion are sought. 	<p>they all have wheels.)</p> <p>T: (Holding a toy car) 这是什么？</p> <p>S: 汽车</p> <p>T: (Now, pointing at the wheel) 这又是什么？</p> <p>S: 车轮</p> <p>T: 一部车子有几个车轮？</p> <p>S: 四个</p> <p>T: Right! Let's look at the other vehicles. What other vehicles have wheels? 对，让我们来看看其他的车辆。还有什么车辆都有车轮？</p> <p>S1: 自行车。</p> <p>T: How many wheels does the bicycle have? 自行车有几个车轮？</p> <p>S: Two! 两个</p> <p>T: (Continuing with other vehicles)</p> <p>T: 对，很好！我们来看看，一部车子，自行车，火车，和飞机它们都有什么？</p> <p>S: 车轮</p> <p>T: 它们都有车轮，车轮做什么？ (Starting to sing The Wheels of the Bus...)</p> <p>S: They go round and round. 车轮是圆的，圆的会转动。</p> <p>T: 是的，车轮很重要，它使车辆转动，帮我们从一个地方带到另一个地方。</p> <p>T: (Moving a toy car along the floor.) 我们看看车轮怎么帮车子转动 (Gliding a car on the floor) 嘟嘟嘟</p> <p>T: Now we know how a car, a bus, a train, an airplane and a bicycle move. 我们现在知道为什么汽车，校车，飞机，自行车会动。(Pause) What helps them move? 是什么使车辆动？</p> <p>S: Wheels, wheels help move a car. 轮子，轮子使车子转动</p> <p>T: (Showing students a picture of a vehicle without wheels - Worksheet 2a) 这能动吗？</p> <p>S: 不能。</p> <p>T: 为什么呢？</p> <p>S: 因为没有轮子。</p> <p>T: 对了，因为少了轮子所以不能动。</p>
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> • Activities allow students to apply concepts in contexts, and build on or extend understanding 	<p>How do airplanes fly and boats go?</p> <p>T: 但是，什么使车轮动呢？如果我推车的话 (demonstrating) 车轮转，车子动。如果我不推车的话，车轮不动，车也不动。这是玩具，谁知道真正的车子为什么会动呢？ (Referring to Worksheet 2c) A real car has an engine. The engine makes the car move. What other vehicle has an engine?</p> <p>S: (Responding with other vehicle names.)</p> <p>T: 没错，车子有引擎</p> <p>T: (Holding up the bicycle) 自行车有引擎吗？</p>

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Key Elements	Lesson 2 Procedures
<p>and skill.</p>	<p>没有， 自行车没有引擎。自行车没有引擎，那么什么使自行车前进呢？我们怎么骑自行车？(Modeling) 我用我的脚，我的脚，踩呀踩，我的脚是自行车的引擎。</p> <p>T: 什么使车辆动？</p> <p>S: 车轮</p> <p>T: 那是什么使这些车辆动呢？ (Pointing to all but the bicycle) move?</p> <p>S: (With prompting, as necessary)引擎</p> <p>T: 对了， 飞机有轮子吗？</p> <p>S: 是的， 飞机有轮子。</p> <p>T: Yes, wheels help an airplane go. Engines make the airplane go fast. The wind goes under its wings and lifts the plane into the sky. (TPR, gestures, and a toy airplane are necessary.)</p> <p>T: (Ask a volunteer student demonstrate what they just learned.)</p> <p>Note: Teachers may make origami or paper planes. Demonstrate how a plane flies by blowing air under the plane that helps the plane float and “fly” in the air.</p> <p>T: (Holding the picture of a row boat, Worksheet 1a) What about a boat. Does a boat have wheels? How can a boat go through the water? (Pause) You have to row!</p> <p>Lead students to sing Row, Row, Row Your Boat.</p>
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness. 	<p>Students make conclusion on how vehicles move</p> <ul style="list-style-type: none"> Each student will be given an exit ticket. It will be a picture of vehicles. For instance: A car with a missing wheel... The student must tell the correct shape they would use to fix the car. (Worksheet 2b)

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Teacher Reflection on Lesson 2 - <i>What Make Vehicles Go?</i>	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	

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Lesson 3 - Same or Different

Lesson 3 of 5		Duration: 30 Minutes
<i>Objectives</i>	<p>I Can:</p> <p>Oral language:</p> <ul style="list-style-type: none"> Recognize the words 一样 and 不一样 Tell the difference between things that are the same and things that are different <p>Literacy:</p> <ul style="list-style-type: none"> Recognize the words 门 and 屋顶 <p>STEM and Other Subject Areas:</p> <ul style="list-style-type: none"> Develop an understanding of the characteristics & scope of technology 	
<i>Performance Assessment Task</i>	Students will learn to use Venn Diagrams show all possible logical relations between two vehicles.	
<i>Vocabulary and Expressions</i>	一样 不一样 门 屋顶	
<i>Materials/Resources</i>	<ul style="list-style-type: none"> Venn Diagram Worksheet 1d Worksheet 3a: Vocabulary cards: Engine and No Engine Picture cards for 6 cars that are the same, one that is very different—perhaps a Jeep with no doors or roof, of a different color and style. 	

Key Elements	Lesson 3 Procedures
<p><i>Engagement</i></p> <ul style="list-style-type: none"> Object, event or question used to engage students. Connections facilitated between what students know and can do 	<p>Reviewing what students already learned</p> <p>T: (Inviting students to volunteer giving the commands related to vehicles in motion from lessons 1 and 2)我们现在是火车，大家排成一排。</p> <p>Ss: (Going through the motions, they pretend to be a train.)</p> <p>T: What are you? 我们是什么？</p> <p>Ss:火车</p> <p>T: (As a variation, holding up the name of the vehicle and having the class do the motions and say the command)</p>

LET'S GO!

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Key Elements	Lesson 3 Procedures
	<p>Make a train! 火车轰隆隆隆，轰隆隆隆，呜！呜！ Drive a car! 我们来开车，嘟嘟嘟，嘟嘟嘟 Fly an airplane! 飞机，飞呀飞，飞呀飞 Ride a bicycle! 骑自行车，踩呀踩，踩呀踩，铃铃铃 Row a boat! 划船，划呀划，划呀划。</p> <p>T: (Referring to vehicle pictures and putting the two flashcards, Worksheet 2a, side by side: Engine and No Engine) 我们看看我们的车子，哪些有引擎，哪些没有引擎。(Pointing to the respective flashcard) T: (Taking the car) Let's see. ...does it have an engine, or no engine? 我们看看，这个车子有没有引擎？(Expect students to answer) Right. The car has an engine.有，这个车有一个引擎。(Place the car under the Engine flashcard.)</p> <p>Invite volunteers to take another vehicle and place it under the right flashcard, prompting them, if necessary, to say: The (vehicle name) has an engine/has no engine. (Continue until all the vehicles are sorted.)</p> <p>Learn door and roof</p> <p>T: (Holding a toy car and pointing at the car door) We know that the car has an engine and wheels. 我们知道车子引擎和轮子。这个车子还有门。你看我可以开门，关门。这个车子有几个门？我们来数一数。(Pointing and counting with the class) T: 谁能找到其它有门的车子？在哪儿呢，指给我们看看。 S: (Response) T: 这个有门吗？有几个门？(Have the students count the doors on the vehicle, pointing to each one, repeating until all vehicles with doors have been identified.) T: 谁能告诉我这个教室的们在那里？(Invite a student volunteer to locate a door, perhaps the classroom door, perhaps another door.) 对，我们教室也有门，你能把门打开吗？很好。现在请你把门关起来。 T: (Pointing the top of a car) 这个车子有个屋顶。还有那个车有屋顶？(Follow similar procedure as with the door, asking how many there are a couple of times, and then pointing out that there is only one roof.) T: (Picking up a bicycle) Now, where is the roof? 自行车的屋顶在哪儿？ S: 没有屋顶。 T: Right, a bicycle does not have a roof; does a bicycle have a door? 自行车没有屋顶，自行车有门吗？ S: 没有。 T: 我们再来看看飞机。(Picking up the airplane) 飞机有屋顶吗？ S: 有。 T: 飞机有门吗？ S: 有</p>

LET'S GO!
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Key Elements	Lesson 3 Procedures
	<p>T: 我们来数一数，飞机有几个门。 S: (Counting the doors)</p>
<p><i>Exploration</i></p> <ul style="list-style-type: none"> • Objects and phenomena are explored. • Hands-on activities, with guidance. 	<p>Same and Different 一样和不一样 Before class, place several additional duplicate pictures of the car around the classroom, in fairly obvious places.</p> <p>T: 看，我有一张汽车的照片。谁可以告诉我哪里是屋顶？ S: (Students correctly identify doors and roof) T: 这儿也有一张照片，这个车子和那张照片的车子一样。(Holding up the two pictures) 你看—它们两个车子的门和屋顶都一样。那里还有一样的车子？ T: (Calling on volunteers to find one picture at a time, until all or most of the pictures have been retrieved) 对，这个车子也跟那个一样。</p> <p>T: (Holding up the picture of the car that is very different, Worksheet 1d) 看，这是车子吗？ S: 是，这是车子。 T: 这个车子和其它的车子一样吗？ S: 不一样。 T: 答对了，这个车子和其它的车子不一样。它有屋顶吗？ S: 没有。 T: 它们的颜色一样还是不一样？ S: (Respond) T: (Continuing with pictures of other vehicles)</p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> • Students explain their understanding of concepts and processes. • New concepts and skills are introduced as conceptual clarity and cohesion are sought. 	<p>Same or different: vehicles T: (Holding a toy car in one hand and holding a toy bus in the other) 这两个车子一样吗？ S: 不一样。一个是汽车，一个是校车。 T: Right, they are different. One is a car and one is a bus. But, they have some things that are the same.对，它们不一样。一个是汽车，一个是校车。可是它们也有很多一样的地方。(Pause) 他们两个车子哪些一样？ S: 门，屋顶，车轮。 T: 那些不一样。 S: 校车大，汽车小。 (Teacher continues comparing other vehicles.)</p>
<p><i>Elaboration</i></p>	<p>Identify and compare two vehicles and use the Venn Diagram T: (Placing a large piece of newsprint on the center of the floor and draw a</p>

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Key Elements	Lesson 3 Procedures
<ul style="list-style-type: none"> Activities allow students to apply concepts in contexts, and build on or extend understanding and skill. 	<p>Venn Diagram Worksheet 3b. Write the word “car” on one side and “not car” on the other side, accompanied by a picture of each.)</p> <p>T: (Pointing the circles) 小朋友，请把车子的图片放在这儿，不是车子放在那儿。</p> <p>T: (Reinforce as necessary) 这儿是什么？</p> <p>S: 车子。</p> <p>T: 这儿是什么？ (Pointing to the other circle)</p> <p>S: 飞机。。。</p> <p>T: 车子在这儿，飞机在那儿。它们不一样。(Pause) 它们也有一样的地方。</p> <p>T: (Pointing to area in middle) 它们有什么一样？</p> <p>S: 轮子，屋顶。。。</p> <p>T: 答对了。(Drawing pictures of wheels, roof, door...etc., whatever students say.)</p> <p>T: Let's try to compare two other vehicles. Which ones should we use? (Students suggest, choose. Proceed as with the car and the airplane.) Continue with another comparison, with increasing student leadership.</p>
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness. 	<p>Students evaluate each other's understanding as they compare any two vehicles</p> <p>T: Now let's see if you can draw some same and different pictures.</p> <p>Students draw pictures on their own Venn Diagrams with teacher guidance. Students evaluate each other's understanding after they compare any two vehicles.</p>

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Teacher Reflection on Lesson 3 - <i>Same or Different</i>	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	

LET'S GO!

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Lesson 4 - Going to School

Lesson 4 of 5		Duration: 30 Minutes
<i>Objectives</i>	<p>I Can:</p> <p>Oral language:</p> <ul style="list-style-type: none"> Identify different ways of going to school. <p>Literacy:</p> <ul style="list-style-type: none"> Recognize words for vehicles <p>STEM and Other Subject Areas:</p> <ul style="list-style-type: none"> Develop an understanding of the role of society in the development and use of technology 	
<i>Performance Assessment Task</i>	This will be connected to their understanding that there are different methods for going to school. Students will tell how students in different areas or countries go to school.	
<i>Vocabulary and Expressions</i>	走路 骑 马车 你怎么去学校? 有	
<i>Materials/Resources</i>	<ul style="list-style-type: none"> Pictures across the board or along the floor representing modes of transportation, for use as a chart. Toy vehicles 	

Key Elements	Lesson 4 Procedures
<p>Engagement</p> <ul style="list-style-type: none"> Object, event or question used to engage students. Connections facilitated between what students know and can do 	<p>Introduce transportation to school</p> <p>Begin class with the vehicle commands, this time led by student volunteers.</p> <p>T: (Using pictures to show how students get to school. Worksheet 4a) T: 你怎么去学校? 汽车, 火车, 走路, 骑自行车? 坐校车? S: (Answers vary) T: Who comes to school in a car? 谁坐汽车来学校? S: (Raise hands). T: (Inviting students) 坐汽车来学校的站在这里。 T: Who comes to school in a bus? 谁坐校车来学校? S: (Students raise hands). 坐校车来学校的小朋友站在这里坐汽车来的前</p>

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Key Elements	Lesson 4 Procedures
	<p>面。</p> <p>T: 谁坐船/火车/飞机来学校? (Probably nobody) 没有人坐船/火车/飞机来学校。我想想看,我还忘了什么?哦,对了。</p> <p>T: 谁走路来学校? (Pantomimes walking)</p> <p>S: (Raise hands)</p> <p>T: (Inviting students) 走路来学校的站在老师的前面。</p> <p>T: by 我们现在来数一数有多少人坐汽车/校车/火车/骑自行车/走路来学校。</p> <p>T: 我们有#__ 学生坐__来学校, 我们有#__ 学生坐__来学校, 我们有#__ 学生坐__来学校, 。。。</p>
<p>Exploration</p> <ul style="list-style-type: none"> ● Objects and phenomena are explored. ● Hands-on activities, with guidance. 	<p>Students will survey each other asking and answering the question</p> <p>T: (Modeling “partners” with one of the students. Everyone find a partner. Who is Partner 1 and who is Partner 2? Partner 1, raise your hand. Teacher looks around to make sure everyone has a partner.)</p> <p>T: (Modeling with a student as Partner 1 and 2)</p> <p>P1:你怎么来学校?</p> <p>P2:我_____来学校。你怎么来学校呢?</p> <p>P1: 我_____来学校。</p> <p>S: (Practicing with each other)</p> <p>T: Now find a different partner. Decide who Partner 1 is and who Partner 2 is. (Proceed as above, modeling the lines, for several partners. If students seem ready, invite them to ask the questions without your modeling) Partner 1...? Partner 2...? And so on</p> <p>P1: (Asking each other) 你怎么来学校呢?</p> <p>P2: 我_____来学校。</p>
<p>Explanation</p> <ul style="list-style-type: none"> ● Students explain their understanding of concepts and processes. ● New concepts and skills are introduced as conceptual clarity and cohesion are sought. 	<p>Talk about different ways to go to school</p> <p>T: Some children cannot walk, or ride in a car or bus. 有些学生不是走路, 汽车, 或是坐汽车来学校。(Pause) 你们知道为什么吗?有的是住很远, 天气不好, 住在偏僻的地方, 或是他们的家和学校之间有水。</p> <p>T: (Showing pictures of non-traditional ways to school) 他们就得坐船, 飞机, 或是马车上学。</p> <p>S: 他们坐船, 飞机, 或是马车上学。</p> <p>T: (Holding a picture of water) 这个学生怎么去学校?</p> <p>S: 坐船(坐飞机。。。)</p> <p>T: 很好, 也有学生坐马车上学。(Teacher shows students pictures, Worksheet 4a, of the horse and buggy) 让我们来看看马车和汽车。它们有什么一样的地方?他们都有什么?</p>

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Key Elements	Lesson 4 Procedures
	<p>S: (Responding with teacher guidance as needed) T: 什么使车子动? S: 引擎 T: 但是什么使马车动? 马使轮子动, 轮子使马车动。</p>
<p>Elaboration</p> <ul style="list-style-type: none"> Activities allow students to apply concepts in contexts, and build on or extend understanding and skill. 	<p>Children from Around the World T: (Using Worksheet 4a or one of the following resources to show students some different ways that children get to school, asking relevant questions to reinforce the concepts from the lesson:) Book: This is the Way We Go to School: A Book About Children Around the World http://www.epinions.com/review/This Is the Way We Go to School by Edith Baer and illustrated by Steve Bjorhman/content 421270097540 Internet Using cable system: http://www.youtube.com/watch?v=ZNw5RAB-BBU Using boat to school: http://tapchidientu.net/1866/Central-students-forced-to-travel-to-school-by-boat.html http://www.youtube.com/watch?v=w_ntMhqNBkk</p>
<p>Evaluation</p> <ul style="list-style-type: none"> Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness. 	<p>Students demonstrate their understanding of the ways their classmates go to school T: (Using pictures from Worksheet 4a) 你怎么来学校的呢? S1: 你怎么来学校的呢? (Prompting) 你是坐车火车骑自行车。。。? S2: 我坐汽车。(Answers vary) Using picture prompts, mark the answers. (Worksheet 4b) S: I have #__walk to school, #__ go to school by bus, #__ go to school by car.....我们有__个学生走路上学, 有__个学生坐校车上学, 有__个学生骑自行车上学, 有__个学生坐马车上学, 有__个学生坐飞机上学。。。。。</p>

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Teacher Reflection on Lesson 4 - <i>Going to School</i>	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	

LET'S GO!




我們走吧

Lesson 5 - My Own Car

Lesson 5 of 5		Duration: 30 Minutes
<i>Objectives</i>	<p>I Can:</p> <p>Oral language:</p> <ul style="list-style-type: none"> Name the vehicles <p>Literacy:</p> <ul style="list-style-type: none"> Describe the characteristics of his/her toy car <p>STEM and Other Subject Areas:</p> <ul style="list-style-type: none"> Design my own car 	
<i>Performance Assessment Task</i>	Students create and describe original designs for cars	
<i>Vocabulary and Expressions</i>	No new vocabulary or expressions are introduced.	
<i>Materials/ Resources</i>	<ul style="list-style-type: none"> Materials for making a car (Need for the whole class): A paper towel tube Cardstock for wheels 2 straws for a car Tape (colored tape for decorations) http://www.freekidscrafts.com/cardboard_tube_pt_cruiser-e947.html 	

Key Elements	Lesson 5 Procedures
<p><i>Engagement</i></p> <ul style="list-style-type: none"> Object, event or question used to engage students. Connections facilitated between what students know and can do 	<p>Opening and review</p> <p>Use the now-familiar procedure for opening the class, relying primarily on student direction. As an additional feature, have students draw a name flashcard from your hand/a hat and give a command involving that vehicle. Prompt or assist students as necessary.</p> <p>T: Now let's see if we can make our own cars. What do our cars need? 小朋友，我们今天每一个人要设计一个自己的车子。</p> <p>S: (Respond appropriately)</p>

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Key Elements	Lesson 5 Procedures
<p><i>Exploration</i></p> <ul style="list-style-type: none"> • Objects and phenomena are explored. • Hands-on activities, with guidance. 	<p>Teacher shows the model car and guides students to think about their own cars</p> <p>T: 这是我的车子。我的车子有 _____ (describe the car). 想一想，你的车子是什么样子？什么颜色？。。。</p> 
<p><i>Explanation</i></p> <ul style="list-style-type: none"> • Students explain their understanding of concepts and processes. • New concepts and skills are introduced as conceptual clarity and cohesion are sought. 	<p>Parts of the Car</p> <p>T: (Distributing the materials to the whole class and hold up a paper towel tube.) 这是车子的身体 (Holding the circles). 这些是轮子 (Holding the straws) These are the axels. We put the wheels on the axels.这是连接两个轮子一起，叫车轴。</p> <p>T: 这是什么？ (the body of the car) 这又是什么？ (holding other parts)</p> <p>S: (Answer)</p> <p>T: 我们来看看车身，它有四个洞。 (Counts with the students)</p> <p>T: 把车轴穿过洞。 (Demonstrates)</p> <p>T: 现在我们把轮子放进去。 (Guides students)</p> 
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> • Activities allow students to apply concepts in contexts, and build on or extend understanding and skill. 	<p>Decorate the Car</p> <p>T: 我们现在要设计车子的前面。 (Holding paper cone). 我们该怎么做？</p> <p>S: (Demonstrates by putting the cone in the tube to make the front of the car.)</p> <p>T: (Allows students to create and decorate their cars – they may want to add tails, as well). 别忘了图上你最喜欢的颜色。。。。</p> 

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Key Elements	Lesson 5 Procedures
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness. 	<p>Assessment</p> <p>Listening: Make a statement about a vehicle and students will have to mime it. For example: T: 我看到车子来了。。 (All students drive a car and make car sounds vroom, vroom, vroom...) 女孩子骑自行车。 (All girls will show the motion of riding a bike.) 男孩子划船。 (All boys will show the motion of rowing a boat.) 我现在要去学校，我要坐校车去。 (Students show they are getting on a bus, sitting there and looking out the window.)</p> <p>Reading: Put pictures of different vehicles on the board. Give students a bag of words for car, boat, bus, bike, train, and airplane. Students will go to the board to place the word card in front of the corresponding picture. This can be done individually, in small groups, or in whole class situation. Teacher may also call out the name of the objects and students hold up the corresponding cards.</p> <p>Presentation: T: (Addressing S1, 2, 3 etc.) _____ [Student name] 告诉我你的车子。 S1: (Describes car to class)</p> <p style="padding-left: 40px;">这是我的车子。 它的车轮是圆形。 我的车子有/没有引擎。 我的车子跑得很快/很慢。 我喜欢/不喜欢我的车子。</p>

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Teacher Reflection on Lesson 5 - <i>My Own Car</i>	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	