

Theme 3- All Alive! (Animals and Human Body Parts) + Chinese New Year

Week 1 –

Learning goals:

- ✓ Name animals and be able to use the key vocab to form the correct sentence structure.
- ✓ Understand the background and relevant knowledge of Chinese 12 zodiac and be able to name the 12 animals.

Sentence structure in Chinese:

- K-2nd grade
I saw (name of the animal)
Ex: I saw a panda bear / 我看到了大熊猫。
- 3rd – 5th grade (or extension for K-2nd grade students who want to be challenged)
I saw (name of the animal) was eating (name of the food)
Ex: I saw a panda bear was eating bamboo / 我看到了大熊猫正在吃竹子。

List of Vocabulary / Expressions

Animal动物:

New Vocab: black bear, lion, elephant, giraffe, gorilla, panda, rat, bees

Review: fish, bird, cat

12 Zodiac十二生肖:

rat, cow, tiger, rabbit / 鼠 牛 虎 兔

dragon, snake, horse, goat / 龙 蛇 马 羊

monkey, chicken, dog, pig / 猴 鸡 狗 猪

Week 2-

Learning goals:

- ✓ Name an animal, tell where it lives in its habitat.
- ✓ Describe an animal based on physical features (size and colors)

Sentence structure in Chinese:

➤ K-2nd grade

1. (Name of the animal) live in (name of the habitats)

Ex: Camel lives in the desert. / 骆驼住在沙漠里。

2. The animal is (adjectives: big, small, long, short, many, few) ex: the black snake is long / 黑蛇很长。

➤ 3-5th grade (extension if your child wants to be challenged)

Adjectives: big, medium, small, long, short, skinny, fat, high, low

List of Vocabulary / Expressions

Habitat 栖息地

Forest 森林 : bird, bear, fish, wolf*, frog* / 鸟, 熊, 鱼, 狼, 青蛙

Rainforest 雨林: snake, tiger, lion, panda, monkey, spider*, alligator/ 蛇, 老虎, 狮子, 熊猫, 猴子, 蜘蛛, 鳄鱼

Ocean 海洋: sea turtle, sea stars, whale*, shark*, fish, dolphin, / 海龟, 海星, 鲸鱼, 鲨鱼, 鱼, 海豚

Desert 沙漠: snake, lizard*, camel*, rat, / 蛇, 蜥蜴, 骆驼, 老鼠

Grassland 草原: cheetah/leopard, giraffe, elephant, horse, deer / 豹, 长颈鹿, 大象, 马, 鹿

Farm & domestic animals: horse, cow, sheep/goat, pig, cat, duck, owl, dog,

bunny, chicken

Descriptive Words (opposite words) 形容词 (相反词)

big, medium, small, long, short, fat, skinny, high, low, many, few / 大 中 小 长 短

胖 瘦 高 矮 多 少

Week 3/4 and 1st week of Feb. – Chinese New Year Cultural Experience

Learning goals:

Students will be able to ...

- ✓ recognize that different groups of people celebrate holidays unique to them.
- ✓ demonstrate their understanding of the concept of Chinese New Year traditions by participating authentic Chinese New Year activities.
- ✓ locate the year they (and members of their family) were born on a Chinese zodiac chart and determine if the characteristics of the animals are an accurate portrayal of their personalities.

Sentence structure in Chinese:

1. (Name of the festival/holiday) is coming soon!

Ex: Chinese New Year is coming soon! / 中国新年(春节)快到了!

2. Chinese New Year Greetings ~

- ◆ gōng xǐ fā cái 恭喜发财
- ◆ dà jí dà lì 大吉大利
- ◆ nián nián yǒu yú 年年有余
- ◆ suì suì píng ān 岁岁平安
- ◆ hóu nián dà jí 猴年大吉
- ◆ xīn nián kuài lè 新年快乐

Legends and customs: 1) story of Nian, 2) Lunar calendar, 3) Symbols/colors

Projects and activities:

- ◆ Lion dance
- ◆ Chinese calligraphy: making spring couplets
- ◆ Red envelop making
- ◆ Paper firecracker making
- ◆ Paper cutting for “spring” sign
- ◆ Festive food tasting
- ◆ Paper lantern making for Lantern Festival