



## A Guide for Chinese Exchange Teachers

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National Committee on United States-China Relations (NCUSCR)



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The National Committee on U.S.-China Relations (NCUSCR) uses this guide in operating the U.S.-China Teachers Exchange Program. It also is available online for other interested parties. Please contact the National Committee for permission to cite or quote from the guide.

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# Table of Contents

Introduction.....	1
Preparing for the Exchange.....	2
Make Plans for This New Teaching Experience .....	2
Develop Skills and Knowledge for the Exchange .....	3
Gather Information and Materials That Will Support Your Teaching.....	3
Participating in the Exchange Experience .....	4
Be Personable.....	5
Communicate with Your School Hosts.....	5
Be Open to New Experiences.....	5
Teaching in U.S. Schools.....	6
Draw on Your Experience as a Teacher .....	7
Ask Questions .....	7
Look for Other Teaching Opportunities .....	7
Make Classes Engaging to Students .....	8
Explore Different Ways of Teaching.....	9
Help Future Exchange Teachers .....	9
Managing Students and Classroom Discipline.....	10
Set Up and Enforce Classroom Rules.....	10
Ask for Help.....	10
Establish Rapport with Students .....	10
Solving Common Classroom Challenges.....	11
Handling Classroom Management and Discipline.....	12
Engaging Students' Interest in China .....	18
Adapting Your Teaching Style to the Needs of American Students.....	19
Dealing with Differences between Chinese and American Schools.....	21
Helping Students with Difficulties in Learning the Chinese Language .....	23
Teaching Students at Different Levels of Learning.....	24
Finding Teaching Materials .....	25
Improving Your English Language Skills .....	26
Conclusion .....	26

...Table of Contents continued on next page

## ***Table of Contents (cont.)***

Appendix A: Slang Terms and Phrases .....	27
Appendix B: Selected Reference Materials on Current Topics in American Education .....	29
General Education Resources .....	29
Teaching and Learning .....	29
Assessment and Grading .....	31
Classroom Management.....	32
Cooperative Learning.....	32
Special Education.....	33
Appendix C: Suggestions of Gifts for Americans .....	34
Appendix D: Topics Taught by Chinese Exchange Teachers .....	35
Chinese Language Topics.....	35
Chinese Culture Topics .....	37
Appendix E: Lesson Plans Taught by Chinese Teachers .....	41
Body Parts .....	41
Naming Body Parts (1) (Elementary) .....	41
Naming Body Parts (2) (6th grade).....	41
Naming Body Parts in Pinyin (High School).....	42
Naming Facial Parts (1) (Middle School).....	42
Naming Facial Parts (2) (7th grade) .....	42
Parts of the Body (All grades).....	43
Chinese Culture.....	43
Calligraphy Painting for Four Seasons (Middle School)).....	43
Designing Movie Posters (Chinese 3).....	45
Chinese Language and Characters.....	45
Chinese Characters (High School) .....	45
Chinese Sentences (High School Honors) .....	46
Communicating in Chinese (High School).....	46
Chinese Language Sentence Patterns.....	46
Using Descriptive Words (High School) .....	46
Using Directions (High School) .....	47
Using Likes and Dislikes for Food (3rd grade).....	47

## **Table of Contents (cont.)**

Measure Words (Elementary) .....	48
Using Present Progressive Tense (High School).....	49
Chinese Numbers.....	49
Counting to 10 in Chinese: Recognize & Write Number Characters (3rd - 5th grades)	49
Numbers 1-20 (High School) .....	50
One to Ten in Daily Life (Middle School).....	50
Recognize Numbers 1-5 in Chinese by Learning a Song (3rd - 5th grades).....	51
Reinforcing Numbers 1-10 (All grades).....	52
Color Words.....	52
Color Words.....	52
Family.....	53
Family Members (6th grade) .....	53
My Pets (6th grade).....	54
Picture Book (High school).....	54
Food .....	54
Chinese Food and Using Chopsticks (3rd grade) .....	54
Fruit (High School).....	55
Going Out to Dinner: A Multiple Intelligence, 4-Day Lesson (11 - 12th grades).....	56
Shopping with Chinese Money (High School) .....	58
Geography .....	59
Chinese Geographic Features (5th grade).....	59
Continents and Countries (7th grade).....	60
Diverse Geographic Land Forms in China (4th grade) .....	61
Greetings and Introductions .....	64
Chinese Greeting Words (2) (High School).....	64
Chinese Greeting Words (2) (Elementary) .....	64
Introducing Yourself (8th grade) .....	65
History .....	65
Contemporary History of China (High School) .....	65
History of Modern China (High School).....	66
The Great Wall and Other Historic Places (3rd - 5th grades).....	66

## ***Table of Contents (cont.)***

Holidays, Festivals and Seasons.....	67
Activities and Language Related to the Chinese New Year (Chinese 1).....	67
Celebrating the Chinese New Year (6th grade).....	69
Spring Festival (All grades).....	69
Springtime (8th grade).....	69
Inventions.....	70
Chinese Inventions and Customs (3rd - 5th grade) .....	70
Listing Chinese Inventions (Middle School).....	70
School.....	71
School Subjects and School Life (Chinese 4).....	71
Sports and Exercise.....	72
Tai Chi (High School) .....	72
Vocabulary Development .....	71
Using Slides (High School) .....	71
Using Sports (Middle School) .....	73
Vocabulary Groups (High School).....	71
Writing in the Air (High School).....	71
Zodiac Animals.....	74
Zodiac Animals.....	74

## Introduction

**Y**ou are about to begin an exciting and challenging year as a teacher in the U.S.-China Teachers Exchange Program (TEP). This program is funded by the Freeman Foundation and administered by the National Committee on United States-China Relations (NCUSCR) and, in China, by the China Education Association for International Exchange (CEAIE). It focuses on the following three goals:

1. enriching teacher and student understanding of the other country and culture;
2. introducing or strengthening Chinese studies in U.S. schools; and
3. helping to improve English language instruction in participating Chinese middle schools.

The purpose of this guide is to provide you with information to enhance your exchange experience in the United States and, in so doing, strengthen Chinese studies in your host school. It is based on the experiences of previous Chinese exchange teachers and teachers from U.S. host schools.

The guide offers suggestions on preparations to make while still in China, hints for teaching in U.S. schools, and ways to manage the classroom. In the final section, it gives ideas for solving common classroom challenges in a question-and-answer format. Appendix A contains definitions of American slang, Appendix B is a selected list of resources on various topics in American education today, and Appendix C is a list of suggested gifts for Americans. Appendix D contains lists of language and culture topics taught by former Chinese exchange teachers and Appendix E contains lesson plans used by former Chinese exchange teachers. They are included for guidance; you are not required or expected to use any of the them.

The U.S.-China Teachers Exchange Program (TEP) addresses these three goals:

1. enriching teacher and student understanding of the other country and culture;
2. introducing or strengthening Chinese studies in U.S. schools; and
3. helping to improve English language instruction in participating Chinese middle schools.

### Preparing for the Exchange

**W**hile you are still in China, you can begin to prepare for the classes you will teach in the United States. There will be significant differences between your teaching assignments in the two countries. In China, many of you teach the English language. In the United States, you will be expected to teach the Chinese language and/or a variety of topics about China, such as history, culture, geography, and other topics.

Although most of you teach secondary school students in China, in the United States you may teach children who range in age from 4 to 18 years. Some of you will teach elementary school students who are approximately 4 to 11 years of age. Some may teach middle school students, who are approximately 11 to 14 years of age. Some may teach high school students who are approximately 14 to 18 years of age. Depending on the district to which you are assigned, you may find yourself teaching two or even all three of these levels.

The following suggestions from previous exchange teachers will help you to prepare, while still in China, for teaching in the United States.

#### Make Plans for This New Teaching Experience

Write out your professional goals for the exchange year. What do you want to learn about teaching and education while in the United States?

- ✿ If you know that you are going to be teaching in an elementary school in the United States, you will find it particularly useful to have visited elementary school classrooms while still in China. In order to gain some perspective on teaching young children, observe classrooms of younger children in China.
- ✿ Consider how you would teach the Chinese language at an introductory and advanced level.
- ✿ Talk in person or by e-mail with a former exchange teacher; if possible, one who has been in your host school. Do not wait for them to contact you but seek them out. They are valuable sources of information about teaching in the United States.
- ✿ Think about ways that you could teach about China in various curricular areas, for example, math and science.

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**“Get ready** for the challenge physically and psychologically. It is not as hard as you have expected and not as easy as they have described. Keep alert and try to obtain as much as you can and clear away barriers you have imagined.” — *Chinese exchange teacher*

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### Develop Skills and Knowledge for the Exchange

- ✿ If you are not already familiar with it, learn to use e-mail. E-mail is a convenient way to communicate with colleagues and family in China and with exchange teachers in other areas of the United States. It also is frequently used for communication within schools in the United States.
- ✿ Develop your computer skills. If you bring a laptop computer with you, also bring your unpirated program disks and an appropriate adaptor for use in the United States.
- ✿ Develop your English language skills. The better they are, the easier it will be for you to communicate. Appendix A provides a brief look at some of the slang terms you may encounter. You may also want to obtain a dictionary of American slang or access one online.
- ✿ If you do not already know how to cook Chinese food, learn how to make one or two dishes so that you can prepare them for your American colleagues and hosts.
- ✿ Increase your understanding of American education, students, and teaching by reading. While you are not required or expected to read them all, some suggested resources are provided in Appendix B.

### Gather Information and Materials That Will Support Your Teaching

- ✿ Think about your own areas of expertise, how you might use these in your host school, and what materials you need to take with you. For example, if you perform Chinese dance, pack the appropriate clothes and music in order to do this at your host school.
- ✿ Reflect on what American students and teachers might want to know about your life and about modern China. Be prepared to share stories and pictures about your life, family, school, and community.
- ✿ Enrich your knowledge about China, including Chinese history, dynasties, geography, current events, and art.
- ✿ Prepare a video of your school and class in China. Include segments that show you teaching and interacting with your students. Also consider filming segments that show your city, where you live, and how you get to school. These videos will help you to tell teachers and students in your host school about your life in China. Make sure to use a format compatible with American machines.

## Preparing for the Exchange

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**“Prepare** some materials about modern China, such as photos or disks or DVDs about Chinese people’s daily life, including cities and countryside, modern and backwards. ” – *Chinese exchange teacher*

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- ✿ Collect various objects, pictures, CDs, DVDs, and other materials about China to enhance your lessons. In the United States, you will not necessarily have a textbook as you do in China. Think about what materials you might want to take with you from China to show to your students and colleagues.
- ✿ Be prepared to share information related to Chinese festivals and holidays. In particular, be ready to do activities or create displays related to the Chinese New Year, as most schools want to celebrate the Chinese New Year in some way.
- ✿ Refresh your knowledge of various Chinese games (e.g., card games, jump rope) and bring any needed materials for these games.
- ✿ Take the email addresses of your Chinese students with you so you can keep in touch with them and possibly set up email exchanges with American students.
- ✿ Bring small gifts from home that are representative of your local culture. See Appendix C for a list of gifts that have been brought by past Chinese teachers.
- ✿ Review and practice your pinyin.

In this guide it is not possible to address all of the questions you might have about preparations for your year in the U.S. Since customs vary in schools and communities across the U.S., other topics (e.g., appropriate clothing for the classroom) will be discussed at the pre-departure orientation in China.

## ***Participating in the Exchange Experience***

**Y**ou are part of an exchange program and communication is important. It is expected that you will learn about America and share about China. Your American hosts will expect you to talk with them and ask questions. The following hints focus on helping you participate fully in the exchange experience.

### Be Personable

- ✿ Show an interest in learning about America. Take advantage of this opportunity to learn about education and life in America.
- ✿ Be an ambassador for your country. Smile, participate, be aware of others, and be willing to share information about yourself and your culture.
- ✿ Be friendly and open to casual conversation with your colleagues. Plan to spend time with teachers and students.
- ✿ Early on you will receive invitations to social events and offers of transportation. Accept these offers. If you refuse invitations, your hosts may not continue making the offers.
- ✿ Take the initiative to “break the ice” with Americans rather than waiting for them to approach you.
- ✿ Try not to spend too much time alone in your room. Spend time socializing and taking part in family life with your hosts.
- ✿ Get to know the members of your host family and ask them to introduce you to their friends. As the year progresses, you may come to consider yourself a part of this larger community.

### Communicate with Your School Hosts

- ✿ Inform the school of your areas of interest and expertise so the school can decide how best to use your talents.
- ✿ If your hosts ask you to do something with which you are unfamiliar, say so. For example, if you don’t know how to cook, tell them.
- ✿ Be ready to speak your mind, ask questions, and take advice. Do not hesitate to ask other teachers for help regarding teaching problems.
- ✿ Make use of every opportunity to talk with teachers and students. Be willing to make mistakes, especially in speaking English. Ask people to repeat themselves if you don’t understand what they say. Don’t try to fake it.

### Be Open to New Experiences

- ✿ Be flexible, adventurous, and willing to change.

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“Try to make as many friends as you can while you are working here, then you will have a wonderful life here. They can give you a lot of help and you can introduce them to something about China. Be sincere and helpful to your host family members, and they’ll be very friendly to you. Participate in the activities held by your host school as much as possible, and you’ll have more opportunities to get to know them. Make good preparations for your lessons and the students will show respect to you.” — *Chinese exchange teacher*

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## Participating in the Exchange Experience

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**“Don't hesitate** to ask any question about your work and life for one whole school year in America.” — *Chinese exchange teacher*

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**“The first** few weeks we do everything we can to show them what's available and introduce them to as many people as possible.” — *U.S. host school representative*

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- ✿ Be a problem solver. Look for innovative and creative ways to work with students.
- ✿ Be willing to try new things. Be open to new experiences and people, both in and out of school.
- ✿ If someone says something negative, don't become defensive. Accept the comment and consider why people might perceive things that way.
- ✿ Be willing to express your opinions and honestly say what you are thinking.
- ✿ Take advantage of travel opportunities within the U.S. whenever you can. You may choose to travel with American teachers, other Chinese exchange teachers, your host family, or by yourself. Traveling is one of the best ways to learn about a wide variety of American lifestyles, customs and geography.
- ✿ Feel free to rely on a broad base of people to assist you with your transportation needs. While your transport to and from school each day will become routine, you may need to call on additional people so you can take advantage of other opportunities to explore.
- ✿ Give American food a chance. Chinese food at restaurants in the U.S. may not be what you expect and Chinese ingredients may not be readily available in local markets. Be prepared to make adjustments in preparation and consumption.

## Teaching in U.S. Schools

**O**ne U.S. teacher said, “I think that the Chinese teachers who have the best experiences are the ones who have made strong connections and relationships with the kids...[and] who love their profession not because of the curriculum but because of their contact and relationships with kids. That is an important part here.” The following hints are provided to help you enhance your teaching.

## Draw on Your Experience as a Teacher

- ✿ Be confident in yourself as an experienced teacher.
- ✿ Take the classes seriously. You are a teacher, not a guest. Recognize that there are specific expectations regarding teaching.
- ✿ Develop a syllabus for your classes and plan ahead for what and how you are going to teach each day.
- ✿ Be yourself. You can't simply follow the book or do as another teacher does. Infuse your own personality into your teaching.
- ✿ If possible, access the teaching content from the previous year. It may provide a basis for planning your own lessons.

## Ask Questions

- ✿ Recognize that even though you are an experienced teacher, you might feel inexperienced in this new situation. Be willing to ask for assistance.
- ✿ Make certain that you know which teacher is to serve as your mentor during the year. If you have not been assigned a mentor, ask who you should go to with questions about teaching and classroom activities.
- ✿ Clarify any questions about teaching with your mentor and keep him/her informed about what is happening in your classes. Ask for help – do not expect that someone will come to you to offer assistance.
- ✿ You might be asked to teach topics with which you are not familiar. Talk with your mentor about this, and remember that having grown up in China, you know a lot more about the country and culture than your students and most colleagues.

## Look for Other Teaching Opportunities

- ✿ Share teaching ideas and questions with other Chinese exchange teachers via e-mail.
- ✿ Be willing to visit and make presentations in other schools and grade levels.

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**"We encourage** the exchange teachers to share their interests and talents with their classrooms whenever possible. They all come with their unique talents and interests. For example, this year the teacher liked to do a lot of paper cutting, also a little bit of calligraphy.... So a lot depends on the interest of the exchange teacher." — *U.S. host school representative*

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### Culture Topics

The culture topics taught by former Chinese exchange teachers at the elementary, middle school, and high school levels about China included the following:

Calligraphy

Cuisine

Everyday Life

Festivals

Flag

Giant Pandas

History

Literature

Music

Paper Folding and Paper Cutting

Places of Interest/Travel

Schools

Stories and Films

Symbols

- ✿ Consider ways that you can use your expertise in other classes. For example:
  - ❖ Consider teaching a Chinese poetry unit in a Literature class.
  - ❖ Consider teaching Tai Chi or Chinese dance in a Physical Education class.
  - ❖ Consider teaching calligraphy in an Art class.
  - ❖ Consider teaching Chinese cooking in a Life Skills class.
  - ❖ Consider teaching about Chinese scientists, mathematicians, and inventors in Science and Math classes.
  - ❖ Tell family stories such as stories about the Cultural Revolution or other historical events in China in History classes.
  - ❖ Share your knowledge of Chinese morning exercises and eye exercises.
  - ❖ If time allows, consider teaching Chinese language and culture classes to adults in the community or tutoring students in your community who do not have Mandarin instruction in their schools. Do not expect to be paid for such “extra” work. It violates your visa status to receive monetary compensation outside of the source(s) written on your DS-2019 visa form. Violation may have serious consequences including deportation, denial of visas to the United States in the future, and revocation of National Committee authorization to issue DS-2019 forms in the future. It’s serious!

### Make Classes Engaging to Students

- ✿ Demonstrate a passion for teaching and enjoy your students.
- ✿ Be willing to develop lessons that are visually stimulating and engaging. Include activities, pictures, PowerPoint presentations, projects, and other means to keep the class “lively.”
- ✿ As you plan, think about how the students might respond to the lesson you are preparing. For example, will they find it engaging?

## Explore Different Ways of Teaching

- ✿ Take advantage of this year to learn new ways of teaching that you can incorporate into your own teaching.
- ✿ Try cooperative learning, hands-on activities, and student-centered activities and teaching concepts.
- ✿ Observe classes whenever possible. Gather information from other teachers and online. Then create lessons and test them out in your classroom.
- ✿ Work to understand and use teaching strategies that you learned at orientation.
- ✿ As you learn about your students and U.S. education, adjust your teaching style to better fit your students.
- ✿ Consider using audio-visual materials and technology frequently in your teaching.
- ✿ Incorporate technology as a vehicle for presenting lessons. CDs, DVDs and PowerPoint can all enliven lessons. With your home and host schools' approval, you might also consider the possibilities of YouTube; Chinese television or commercials; iPods; and email or blogging to build e-pal connections between American and Chinese students.

## Help Future Exchange Teachers

- ✿ During the year, keep a professional journal of the classes you teach. Include your lesson plans, a list of topics covered and materials used, and any other information that you think would be useful to future Chinese exchange teachers.
- ✿ During the year, prepare a video of yourself teaching and interacting with students in your host school. Give this to the incoming Chinese exchange teacher and keep a copy to show back in China.
- ✿ At the end of the year, provide your host school with the information covered in your professional journal. Also, leave a list of materials that are available and suggestions for materials that the school should obtain related to China.

## Language Topics

The language topics taught by former Chinese exchange teachers at the elementary, middle school, and high school levels include the following:

Animals  
 Body Parts  
 Chinese Names  
 Chinese Pinyin System  
 Clothing  
 Colors  
 Family Members  
 Greetings  
 Likes and Dislikes  
 Numbers  
 Places  
 Plants  
 Nationalities

## Managing Students and Classroom Discipline

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**“First of all,** our English skills have greatly improved in an English-speaking country. Our program provided us a golden opportunity to better understand the culture, traditions, and present situation of the United States. We are exposed to American teaching methods, which helps us upgrade our professional skills and will have a profound effect on English teaching in our home school in China.” — *Chinese exchange teacher*

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**“Students** all over the world are the same. Remember you are teachers and they are kids. Every classroom needs rules and here is not an exception.” — *Chinese exchange teacher*

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**T**here is considerable student diversity in most American classes. Expect to have students from various ethnic and economic backgrounds as well as students with a range of abilities. Some will have difficulty paying attention for long periods of time; some will learn the material more slowly than others. Be prepared to interact with your students because American students are accustomed to interacting with their teacher during classes. The following hints are provided to help you manage your American classrooms.

### Set Up and Enforce Classroom Rules

- ✿ Set classroom rules at the beginning of the year or semester. Kids are kids wherever they are, and they need guidelines and consequences. Enforce these behavior standards with your students.
- ✿ Treat all students alike regardless of their color, ethnicity, class, ability, or gender.
- ✿ Be aware of the school rules and policies that apply to all students. Enforce them consistently.

### Ask for Help

- ✿ If difficulties arise with a student, ask for help before things escalate. Remember that discipline issues are not a reflection on you – but are how a student chooses to behave.
- ✿ Observe other teachers in your host school to see how they interact with students in their classes.

### Establish Rapport with Students

- ✿ Establish rapport with students, but maintain appropriate boundaries between yourself and the students.
- ✿ Engage your students by being personable and dynamic and by creating interactive lessons.
- ✿ Get to know your students as soon as possible. Consider all aspects of school as places to meet students and introduce them to China.



- ✿ Be respectful of students.
- ✿ Be open to student involvement in your classes.
- ✿ Ask your students what they want to know about the Chinese language and culture.
- ✿ If a student does not want to participate in an activity, provide positive encouragement and help him/her become involved.
- ✿ Be patient with students and their pace of learning. Adjust your teaching in order to help all students learn.

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**"Kids are kids.**

They have a lot in common, either American kids or Chinese kids. Don't feel lost about what to do when the kids have behavior problems. You are an experienced teacher. Be confident."  
— Chinese exchange teacher

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## Solving Common Classroom Challenges

**A**t various times the Chinese exchange teachers have reported on challenges they have encountered in their U.S. classrooms.

In this section, you will find a list of challenges teachers have faced and ideas for dealing with them. Teachers often encountered similar issues across grade levels. A question-and-answer format is used below to raise the common concerns and pose solutions to consider for your classroom. More suggestions for handling these challenges can be found in the resources listed in Appendix B. You may also make use of local city or university libraries, as well as the Internet, for resources on theory and practice in American education.

The challenges are grouped into the following eight categories:

- ✿ Handling classroom management and discipline
- ✿ Engaging students' interest in China
- ✿ Adapting your teaching style to the needs of American students
- ✿ Dealing with differences between Chinese and American schools
- ✿ Helping students with difficulties in learning the Chinese language
- ✿ Teaching students at different levels of learning
- ✿ Finding teaching materials
- ✿ Improving your English language skills

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**"You can be**

friendly, but you must have a set of rules. When students break those rules, you must have consequences and you must apply those consequences consistently." — U.S. host school representative

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### Handling Classroom Management and Discipline

High school and middle school teachers, in particular, raise concerns about classroom management. The American approach to classroom management is different from the Chinese approach. In addition, some students have special needs that can create difficulties in the classroom and between students, and some students are “famous” in the school for their difficult behavior. The beginning of the class period can be particularly difficult for some students; others talk or interrupt during class.

#### Question #1

How do I deal with students who are not settling down to work or who are talking at inappropriate times during class?

#### Answer

##### Beginning of Class

Some students do have difficulty settling down at the beginning of class. You can avoid some problems by establishing a daily routine for students to follow when they enter the classroom. The following are suggested routines to gain students’ attention and help them focus on the lessons.

- ✿ Begin class as you would in China. This will show American students what Chinese students do and get American students’ attention. (high school)
- ✿ Begin class with a song or clapping. (elementary school)
- ✿ Design “Do Now” board activities that students complete when they enter the classroom. Some activities teachers have used include:
  - ❖ Write five words in both Chinese and English on the board. Ask students to copy these into their binder when they arrive at the class. Then teach the Chinese words. Review the “Do Now” activities by (a) randomly selecting students to display their work on the board for the class to review, or (b) collecting the work, grading it or writing a comment on it, and returning the work the following day. After completing the “Do Now” activity, have students write down the homework assignment that you have also written on the board.
  - ❖ Have students write two sentences in five minutes while you take attendance, return papers, etc.
  - ❖ Write a dialogue on the board. Have students do the dialogue with a partner as soon as they come into class.

If students continue to talk rather than begin their work, talk aloud to yourself in Chinese or turn to the wall and talk in Chinese. Usually students become interested in what you are saying, stop talking, and focus on you. If some of your students know Mandarin, speak in a dialect instead so they do not understand you.

If students continue to talk rather than begin their work, talk aloud to yourself in Chinese or turn to the wall and talk in Chinese. Usually students become interested in what you are saying, stop talking, and focus on you. If some of your students know Mandarin, speak in a dialect instead so they do not understand you.

Specific students may need individualized responses to deal with their behavior. For example, one teacher had a student who would not sit down when he came into class. Neither asking him to sit down nor sending him out of class changed his behavior. The teacher talked with the school social worker and together they developed a plan for this specific student who likes to write Chinese characters. Each day the teacher gives him a sheet of characters to copy when he comes into class. The student now takes his seat quietly and copies the characters.

If students are bringing issues from other classes into yours, incorporate what was going on into a warm-up or do-now activity. For example, if students are talking about someone getting married, show them the Chinese word for “marriage.”

### Talking or Interrupting Class

During the class period, there will be times when students will talk or interrupt the class in other ways. Begin by assessing when and why students are not paying attention and then address those situations. To decrease difficult behavior, keep the students actively engaged in learning activities. The following are four examples given by Chinese exchange teachers:

- ❁ One class had a particularly difficult time focusing on Mondays and Fridays. In response, the teacher asked the students to list the things about China in which they were most interested. Their interests were in videos, drawing, crafts, games, and food. The teacher then planned the lessons so that the items of most interest were included on Mondays and Fridays. On Mondays, the teacher often provided worksheets that included beautiful pictures for them to color. On Fridays, the teacher showed videos of places of interest in China or about Chinese history, followed by a discussion of the video. Students also were given worksheets to complete about the video.
- ❁ Include activities that students enjoy, for example, paper cutting, Chinese folk dance, Chinese folk and popular songs, use of an abacus, and Chinese food.

Include activities that students enjoy, for example, paper cutting, Chinese folk dance, Chinese folk and popular songs, use of an abacus, and Chinese food.

- ✿ One teacher had interesting activities for the students. After describing the activity she would ask, “Would you like to do it?” She was shocked when some students said, “No.” To avoid this she now says, “Let’s do it and have fun together.”
- ✿ Another teacher provided the following strategy that he used with high school students: “In the first few weeks I had some difficulty working with one of the four classes because the kids were freshmen and they found everything new and strange in the high school. They ran on talking to each other instead of concentrating on class. However, I figured out at last how to solve the problem. I asked a girl, obviously the head of them, to be my assistant and told her what I was going to do in the week. I made her design the teaching plan. To my great surprise and even joy, she did a good job. In fact, she liked the kids to follow her. After that, everything went so smoothly that the class became my honors one.”

In spite of your best teaching, students will at times be disruptive. Based on the grade level you are teaching and the specific situation, consider using some of the following suggestions:

- ✿ Use body language to show disapproval.
- ✿ Turn the lights off for a few seconds to get students’ attention during the class.
- ✿ Separate students who continue to talk or otherwise disrupt class by changing their seat assignments.
- ✿ Sit or walk near students who are talking.
- ✿ Play music whenever the students are restless and let them move around for a few minutes.
- ✿ Understand key slang expressions so you can get a sense of what is going on around you (see Appendix A).
- ✿ Ask those who are talking to assist you because this helps students to feel important and useful (e.g., collect crayons, write Chinese characters on the board).
- ✿ Set up a code of classroom behavior and consequences for violating the code. For example, give two grades – one for behavior and one for class participation.

- ✿ Develop a set of disciplinary steps such as (1) giving an oral or visual warning; (2) placing a paper with “warning” written on it on the student’s desk; (3) quietly asking to see the student after class; and (4) referring the student to the person in charge of discipline.
- ✿ If it is a continuing problem with one student, ask for assistance, as necessary, from the counselor, another teacher, or parents.
- ✿ Ask your mentor about any standard procedures for dealing with disruptive students. Some schools have specific steps they suggest teachers follow.

### Question #2

How do I keep the focus on the lesson when students continue to ask questions that are unrelated to the lesson?

#### Answer

Do not lose control of or change lesson plans to address questions that are not related to the lesson. Specify a time to answer the questions. For example, ask the students to hold their questions until the last five to ten minutes of the class or until a specified question day. Or ask students to write down their questions and put them in a specified place to deal with later.

### Question #3

Some students become overly excited by certain activities or even start fighting if, for example, they do not win a game or do well in an activity. How do I help such students?

#### Answer

If you are using games, consider the following suggestions from your colleagues:

- ✿ Provide clear, specific rules before the game begins. Clearly state the consequences for breaking a rule (e.g., a student will lose one point if they speak English during the game).
- ✿ Stop the game and remind students of the rules. If necessary, end the game for the day and explain why you are doing that.

Do not lose control of or change lesson plans to address questions that are not related to the lesson. Specify a time to answer the questions. For example, ask the students to hold their questions until the last five to ten minutes of the class or until a specified question day.

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*“First of all, take the classes seriously yourself. Second, be strict with all of them from the very beginning. Remember you are not a guest, but a real teacher.” — Chinese exchange teacher*

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## Solving Common Classroom Challenges

If students are fighting, do not take sides in the fight or argument. Say, "I'm a teacher, not a judge. I don't want this happening in my class." Or offer to discuss the issue after class. Say, "I understand your frustration. We can talk after class, but I have to teach now."

### Question #4

What do I do when students begin fighting, pushing one another, or throwing things?

### Answer

If students are fighting, do not take sides in the fight or argument. Say, "I'm a teacher, not a judge. I don't want this happening in my class." Or offer to discuss the issue after class. Say, "I understand your frustration. We can talk after class, but I have to teach now."

At times when students begin arguing, other students will encourage them to keep arguing and possibly to fight. If this occurs, take away the audience, preferably by removing the quarreling students. If it is not possible to remove them, ask one or two of your cooperative students to take a seat. If no one listens, send two reliable students with a pass to your supervisor's office or the security office. A teacher cannot let a situation get to the point where students are not listening. Later ask yourself why this is happening.

If a student complains that another student is bothering him/her, move the student who is uncomfortable. Let the student know that this is not a punishment, but simply a way to allow him/her to be in a comfortable location in the class.

If students are throwing objects, take the object and say, "It is mine now." You can return the object to the student after class if it seems appropriate to do so.

In any of these instances, remember that race or ethnicity is not the issue. The issue is that students are not behaving as directed. Do not make comparisons between schools (e.g. "The students at A High School are better than those at B High"). There may be class and/or ethnic rivalries of which you are not aware.

### Question #5

Students at times tease one another or pick on a particular student. How to I keep this from happening?

### Answer

Develop class rules or a code of conduct with your students at the beginning of the year or semester. Alternatively use the Chinese New Year as a time to make new resolutions as a class. Inform the students that a class is a learning community and teasing and insults are not allowed.

### Question #6

Some students seem bored and are not paying attention, especially during student presentations. Others complete their work quickly and they are bored waiting for others to finish the assignment. How do I keep them engaged in learning?

### Answer

To encourage listening to student presentations, videos, readings, etc., ask the student presenter to prepare a series of questions that s/he will ask prior to the presentation. After the presentation, have the presenter check to see if the class has answered the questions correctly. Then include this information on quizzes and tests.

For those students who have completed their assignments, provide additional learning activities. For example, have the students do extended research on a topic in which they are interested and prepare a presentation for the class. Be careful not to single out only one student to do presentations as this pulls the student away from the class and the learning community.

### Question #7

Students can become very frustrated or angry at times about their work or other students. How can I help students so this does not occur?

### Answer

Some students become frustrated more easily than others, sometimes because they cannot do things well. Encourage students to try new things even if they cannot always do them properly. Also you might help students to save face by having them buddy up with another student when displaying boardwork. This way the pressure of “getting it right” is shared.

Students with some types of learning disabilities may struggle with their work and become frustrated. Ask your mentor about the students before school begins. If students with disabilities are in your class and if the information is available, read about these students before school starts. Based on this information, adjust your lessons for them and provide different ways to approach the work so students can see what works best for them.

### Question #8

Students want to eat candy and chew gum in class. I do not think it is polite. What should I do?

## Solving Common Classroom Challenges

Begin the school year, the semester, or the Chinese New Year, by building a foundation and purpose for your course. Involve the students in activities that raise their interest. Infuse pride by letting them know that they are learning things that others don't know. Be sure to connect the lessons to something that relates to the students. For example, indicate that they will be able to order in Chinese at a restaurant.

### Answer

Some schools have rules that prohibit students from having food or gum in classrooms. Other schools leave it to the individual teacher to decide if food or gum is allowed. First, find out what the school rules are. If food and gum are prohibited then remind students of the school rule. If it is up to the individual teacher, decide what you prefer in your classroom, discuss it with your students, and establish the rules for your classroom.

### Question #9

Some students use “bad” or inappropriate words in class. How do I stop them from doing this?

### Answer

Offensive language is generally not permitted in schools. Find out what the school rules and consequences are regarding such language and make clear to students what your expectations are in your classroom. In spite of this, some students might use inappropriate language (children often think that cursing makes them seem sophisticated). The following are two ways in which Chinese exchange teachers involved the principal in the solution:

- ✿ The bad language used by one student bothered the teacher and students in the class. The student would not stop when asked. The teacher finally sent the student to the principal, who talked with the parents and sent the student home.
- ✿ A high school student enjoyed using “dirty” words in Chinese that he had learned from a Chinese student. One day he brought a list of these words to class. The teacher asked him if he would like to read the words to the principal and have the teacher interpret. The student was embarrassed and never used these words again.

## Engaging Students' Interest in China

### Question

Some middle and high schools students see no purpose in learning Chinese or show little interest in China. Elementary school students in one school studied China in previous years and have lost their curiosity about China. Other students have an initial fascination, but lose interest when the work becomes difficult. How do I engage my students in learning about China?



## Answer

Begin the school year, the semester, or the Chinese New Year, by building a foundation and purpose for your course. Involve the students in activities that raise their interest. Infuse pride by letting them know that they are learning things that others don't know. Be sure to connect the lessons to something that relates to the students. For example, indicate that they will be able to order in Chinese at a restaurant.

One high school teacher recognized the importance of students taking responsibility for their learning, but was unsure how to accomplish this. This teacher observed other teachers' classes as a way to learn teaching strategies that helped to engage students.

An elementary school teacher designed a teaching plan that included games, drawings, and competitions – activities that students this age typically enjoy. For example, when she taught the verbs, such as “pao3” (“run”), “zou3” (“walk”), and “zuo4” (“sit”), the teacher adapted the musical chairs game that was familiar to the children. Rather than using music, the children had to follow the teacher's directions to run, walk, or sit. This same teacher used the game of hide and seek when she taught the words “na3 er” (“where”), “zhe4 er” (“here”), “na4 er” (“there”) and sentences such as “wo3 bu zhi1 dao4” (“I don't know”), and “wo3 zhi1 dao4” (“I know”). The student who was trying to find the hidden item had to keep asking the other students “where” (in Chinese) and the students responded with “I don't know” (in Chinese) or “I know” (in Chinese), “but I won't tell you” (in English). If the seeker failed to find the item in the two minutes allowed, the student who hid the item would tell the seeker “here” or “there” (both in Chinese) until it was found. The teacher reported that students used these games at home to teach Chinese to their parents.

## Adapting Your Teaching Style to the Needs of American Students

### Question

Chinese exchange teachers have described the Chinese classroom as “teacher-centered,” a place where the teacher has absolute authority and students are expected to listen, take notes, and complete homework on time. In contrast, they describe American students as being creative, eager to express individual opinions, and reluctant to memorize facts. American students not only do not want to listen for long periods of time, but also find it boring. The emphasis in American schools is on having the teacher

## Solving Common Classroom Challenges

Chinese exchange teachers have described the Chinese classroom as “teacher-centered,” a place where the teacher has absolute authority and students are expected to listen, take notes, and complete home-work on time. In contrast, they describe American students as being creative, eager to express individual opinions, and reluctant to memorize facts. American students not only do not want to listen for long periods of time, but also find it boring. The emphasis in American schools is on having the teacher do less and the students do more and for students to take responsibility for their own learning.

do less and the students do more and for students to take responsibility for their own learning. How do I adapt my teaching to American students?

### Answer

Attempt to learn different teaching styles by observing the classes of American teachers and talking with mentors or returned American teachers. If courses on teaching methodology are offered, take advantage of them. For example, Primary Source offers a course in the Boston area on teaching thematic units.

Previous Chinese exchange teachers offer the following ideas for teaching American students.

- ✿ Be clear about what you are going to teach.
- ✿ Choose topics of interest to your students and connect the topic to the students’ daily lives.
- ✿ Include creative, fun activities that are connected to the lesson content.
- ✿ Change topics, activities, or teaching methods during the class period.
- ✿ Use visual aids such as the overhead projector, computers, TV, flash cards, PowerPoint slides, and pictures.
- ✿ Assign projects about the topic they are learning.
- ✿ Assign a reasonable quantity of homework.
- ✿ Give the quizzes and tests necessary to diagnose where students are having problems.
- ✿ Praise and encourage students for their effort. Let them enjoy their success.
- ✿ Talk with students, develop a relationship with them, and show them respect.
- ✿ Do not compare students.
- ✿ Be patient.
- ✿ Periodically ask your students for feedback about your teaching.

The following are examples of activities and projects that Chinese teachers assigned to their students:

- ✿ Develop a dialogue or give a performance related to the lesson.

- ✿ Make the dish learned in a Chinese cooking lesson.
- ✿ Go to a Chinese restaurant and order in Chinese.
- ✿ Make a zodiac card for a lesson on animals.
- ✿ Draw a map of China to learn significant places.
- ✿ Create a Chinese menu.
- ✿ Make a calendar to learn the days and months.
- ✿ Paint a mask from the Beijing opera as a way to learn about the opera and the Chinese words for colors. (Other aspects of lessons on the Beijing opera can include an introduction to the opera, a video, music from the opera, and the main roles of the opera.)
- ✿ Teach. Have students practice in pairs. Review. Practice again.
- ✿ Have the students use their hands to show the tones when they learn Chinese.

## Dealing with Differences between Chinese and American Schools

### Question #1

Chinese teachers have noted that a primary difference between Chinese and American schools is that in China the emphasis is on “what” to learn and in the United States it is on “how” to learn. These differences influence how teachers conduct classes and how students respond. How can I deal with these differences in my classroom?

### Answer

Consider your class as a learning community in which you are creating an atmosphere to encourage learning. Even though you are an exchange teacher you are the teacher who has the right and responsibility to teach, to expect appropriate behavior, and to stop inappropriate activities by the students. Both structure and spontaneity are needed and having a structure will help to avoid problems.

In working with the students, remember that they are human beings who have sunny days and gloomy days like everyone else. Be assertive, firm, and caring. For example, say “I cannot accept this” rather than “You are wrong.” Say “Let’s talk about . . .” rather than “Today, I’m teaching you . . .” Encourage the students directly. For example, “It really brightens my day when you follow the rules.” Or “Your improved behavior is out of this

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*“When in Rome,  
do as the Romans do. Life will  
be difficult being so far  
away from home, but when  
you go back home, you will  
find it is worthwhile to do it.”*  
— Chinese exchange teacher

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world. Thank you!”

If students are arguing, do not make judgments or take sides in the argument. If students do not stop their inappropriate behavior, give them a choice between going to the principal’s (or dean’s) office or remaining in the class to learn. If they choose to go to the principal’s (or dean’s) office, explain that they cannot go alone and after class you will take them there.

Maintain control of yourself even when the students are not in control of themselves. Exit difficult situations gracefully. For example, say “I’m disappointed that . . .” or “I don’t know the solution now, but this should be solvable. Let’s talk about it later. I have to teach now.”

### Question #2

It can be difficult to deal with the numerous differences in the everyday life of Chinese and American schools. These are some of the differences noted by the Chinese exchange teachers:

- ✿ American schools lack standard syllabi and expectations. In America, teachers are not supposed to move forward in the textbook until the students have learned the material. In China, teachers are expected to move through the material at a set pace.
- ✿ In China, teachers use teachers’ reference books with examples. American schools lack these reference books.
- ✿ It is different to teach classes of 25 students or less rather than the 60 students in Chinese classes.
- ✿ In the United States, teachers are expected to operate copy machines and language lab equipment. In China, these tasks are handled by a specific teacher.
- ✿ The A, B, C, D, E, F grading system used in the United States is different from the 5 to 100 grading system used in China.

### Question #3

How do I deal with the many differences between the two school systems?

### Answer

The following are suggestions for dealing with the various differences at any grade level.

- ✿ Work with a mentor or returned American teacher.
- ✿ Observe experienced teachers’ classes. Collaborate with American teachers.

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**“In the very** beginning, the exchange teacher observed other language teachers’ classes in the department so that she could see them first hand and witness what a typical foreign language class is like here in the United States. I think that helped her a lot. She couldn’t get over how much students are involved. The give-and-take of teacher and students is the thing that surprised her.”  
— U.S. host school representative

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- ✿ Keep clearly in mind the goals and principles of teaching.

The following suggestions are particularly appropriate for coping with differences at the middle and high school levels:

- ✿ Make a clear syllabus with exact expectations for the entire year.
- ✿ Be clear about what you are going to teach, the structure of the textbook, and the connections between units.
- ✿ Assign a reasonable quantity of quality homework each day.
- ✿ Give quizzes and tests frequently to assess student learning.
- ✿ Ask your students to give you feedback about your teaching.

## Helping Students with Difficulties in Learning the Chinese Language

### Question #1

Chinese characters are more difficult to learn than English words. Students have difficulty forging connections between the Chinese characters and English meanings of descriptive words. How can I help my students with their difficulties in learning Chinese?

### Answer

Give the students sufficient time to learn the material and to practice because it is difficult to learn Chinese characters. For students who are having difficulty with abstract words, use visuals and games. The following two games were used with high school students.

*I first present what is supposed to be learned for today — ten descriptive words in Chinese. [I] write the ten English words on the board, then I draw ten amazing cartoon pictures and ask them to match the pictures and the ten words. Then I remove the words and change them to Chinese characters with pinyin; read them to the students three times for them to observe; ask them to practice reading after me; I point to the words and they read. Then I point to the words and they act out the meanings.*

*I designed a competition. I ask them to find a partner, and a pair comes to the board. I prepare two fly swatters for them and ask them to stand in the middle of the room. When I read one word on the board in English, they run to the board and swat the Chinese word. The one who finds the word first wins the game.*

When you are uncertain about how to teach diverse groups of students, talk with your mentor, the guidance counselor, or fellow teachers. Patience is also a necessary ingredient in working with students at various levels.

### Question #2

Some students are not doing well in the class. How do I explain the grades that I give?

### Answer

Before giving grades, check on the school's grade standards and process. Taking into consideration the school's standards, make clear to the students your own standards for grades based on student learning. Keep records! It is critical to have clear grades for every project, homework assignment, quiz, test, and classroom participation.

If it is necessary to talk with parents about their child's grade, review the student's grade prior to seeing the parents so you can explain why the particular grade was given. Begin the conversation by indicating something the student does well. Then point out the area of difficulty, suggest ways the student can overcome that difficulty, and indicate your own willingness to help the student.

## Teaching Students at Different Levels of Learning

### Question

Chinese exchange teachers often face a considerable diversity of students within U.S. classrooms. At one high school, students with no Chinese language background and students who had a semester or two of Chinese were in the same class. A teacher at an elementary level found she not only had to teach each class from kindergarten through fifth grade, but she also had Chinese immersion classes and regular (non-immersion) classes. Other teachers have classes in which there are students with special learning needs. How do I teach a class where students are at such different levels of learning and understanding?

### Answer

When you are uncertain about how to teach diverse groups of students, talk with your mentor, the guidance counselor, or fellow teachers. Patience is also a necessary ingredient in working with students at various levels.

The Chinese exchange teacher who was faced with a class of high school students who had different prior knowledge of Chinese sought the assistance of the guidance counselor. The solution was setting up separate classes for those students with a background in Chinese and those with no Chinese. The teacher preferred this even though it meant an additional class for him to teach.

One Chinese exchange teacher in an elementary school described the solution to the problem of teaching diverse groups of students as “different objectives of teaching with different content and different teaching methods.” She prepared different lessons for various grade levels and also coordinated her work with that of the classroom teachers. The following is her description of the variations she developed for lessons on the theme of Spring.

*Spring in China is a very important season. The Spring Festival is the first day of Spring by the Chinese lunar calendar. Spring is coming. Flowers bloom. Swallows come back from the south. I taught the younger kids the Chinese painting “Swallows and Weeping Willows.” In addition, the younger Immersion kids learned to write the Chinese character “chun1” (“spring”) with brushes. Meanwhile I let the regular kids enjoy the Chinese children’s song “Little Swallows” and the Immersion kids sang with me. The older regular kids told me they saw the flowering plum trees blooming in early Spring. So I taught them Chinese brush calligraphy “mei2 hua1” (“plum bloom”) and colored the picture of plum blooms. I taught the older Immersion kids how to paint plum trees and blooms. I also helped them to review the famous Chinese poem “Plum Bloom,” which I’ve taught them before.*

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**“I am not sure** how my English has improved, but I have less difficulty in communicating with the students. I found my best teachers—the students—can teach me a lot and make my teaching more effective. Teaching helps learning and learning can make teaching better.” —  
*Chinese exchange teacher*

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### Finding Teaching Materials

#### Question

One teacher ran into difficulty when she attempted to teach her elementary students how to use chopsticks because there were not enough chopsticks available for each student. In addition, she had difficulty finding food that students could have in class to practice using their chopsticks. What do I do if I do not have the materials I need for a lesson?

#### Answer

Tell your mentor and other teachers what materials you need. They often can help find what you need. In this example, the teacher took advantage of community and teacher resources. The owner of a Chinese restaurant gave the school enough chopsticks for each student in the class. The American teachers helped find things for students to pick up with their chopsticks. Initially students picked up pieces of cat food and small pieces of wood that are used for counting. The American teachers then provided popcorn, which the students could both pick up and eat.

### Improving Your English Language Skills

#### Question

Some Chinese exchange teachers need to become more fluent in English and to learn contemporary English. The speed with which some students speak English and their use of slang makes it difficult for some teachers to understand the students. How can I improve my English while teaching?

#### Answer

The children will help you! Ask them what words mean, and encourage them to correct your pronunciation. One teacher wrote, “I have learned a lot from [the students.] Whenever I have pronunciation mistakes, they will help me.” Previous exchange teachers have improved their English by visiting English teachers’ classes and taking night courses in English if they are available in their area. Others have simply hung out with American teachers, such as in the cafeteria, or become involved in various school and out-of-school activities.

## Conclusion

**W**e hope that you will use this guide to enhance your teaching experience in the United States. To that end, we have suggested ways you can prepare for the exchange while still in China and strategies for teaching and managing students in American classrooms. We also wanted to provide you with more specific ideas about topics and lessons for your classrooms. Appendix D contains lists of language and culture topics that have been taught by the exchange teachers, giving you a sense of the range of topics; you may think of others. Appendix E contains lesson plans that Chinese teachers have used successfully in their U.S. classrooms. These lessons are provided as examples. You are not expected or required to use them. Over the year, we hope that you, too, will develop lessons that can be added to this guide for the benefit of future exchange teachers.



## Appendix A:

## Slang Terms and Phrases

**F**ormer Chinese exchange teachers have suggested that slang terms and phrases be included and explained in the guide. Some of the terms and phrases listed below are used in more than one way, for example, sarcastically or seriously. Explanations of these various usages are provided. Definitions of other slang terms may be found at: <http://www.ocf.berkeley.edu/~wrader/slang/>. Be aware that this website includes both common and vulgar expressions.

Term	Definition
Big deal	(sarcastic) "I don't care." "So what?" (serious) Important matter or event; something that means a lot.
Blast	(n.) Good time; fun.
Break a leg	Idiom: "Good luck."
Buck	Dollar
Call it a day	Stop working; go home.
Chill out	"Relax." (Usually used when someone seems overly tense about something)
Cook with gas	Accomplish a task quickly or efficiently; do a good or better job than expected (usually used when work on a task that was difficult or slow at the beginning becomes easier as it progresses).
Diss	Disrespect
Dog days	Days that are very hot and uncomfortable; the hottest part of the summer.
Don't knock it	"Don't criticize it." Idiom variant: "Don't knock it 'til you try it."
Foul	Very dirty; offensive to the senses.
Foul play	Unfair or treacherous behavior.
Foul up	Cause a problem; make a mistake.
Have a ball	Good time; fun.
Have a good day	Goodbye
Hit the road	This means to leave. It can be used to indicate you are leaving (I'm going to hit the road now.) or as a way to firmly tell someone else to leave ("It's time for you to hit the road.")
I ain't gonna go	"I am not going to go." "I will not go."
Jerk	Foolish or annoying person.
Loser	A person without merit.
Nerd	A person who is socially awkward; a person who is involved in academics to the exclusion of social interactions.

## Appendix A: Slang Terms

Term	Definition
No kidding	(sarcastic) "I already knew that." "It is obvious." (serious) "I really mean it." "It is hard to believe but it is true." "It is surprising."
No way	(sarcastic) An expression of disbelief: "It is hard to believe but it is true." (serious) Absolutely will not allow.
Oh, man!	Expression of surprise: "That didn't go the way I wanted it to!" "It is hard to believe that happened!"
One good turn deserves another	Idiom: "If I do something nice for you, you should do something nice for me."
Out of it	Not aware of what is happening; altered, possibly due to sleep deprivation, sickness, substance abuse, etc.
Pain in the neck	Annoying person. A less polite version is "pain in the ass."
Pass the buck	Shift the blame or responsibility to another person
Pissed off	(vulgar) A way to indicate you are angry.
Play it by ear	Idiom: Improvise
Puke	(v.) to vomit. Indicates disgust with something.
Run around with one's head cut off	Frantically busy. Implies actions taken without direction or purpose. Idiom variant: "Run around like a chicken with its head cut off."
Shuteye	Sleep
Suck	(vulgar) Not good or pleasing (as in "You suck" or "That sucks")
Tight	(adj.) In an effective, coherent condition (when used to describe a presentation or other project)  (adj.) Emotionally close or good (when used to describe a friendship); in tune with what is going on (similar slang terms: hip, cool, together).  (adj.) drunk or intoxicated
Yes, dear	(sarcastic) "Yes, but stop asking me because your request is bothersome to me." "I'm not really listening to you."
You bet	"Yes." "Sure." "Certainly."
You can say that again	Idiom: Use this phrase when you want to agree with what someone has just said.
What goes around comes around	Idiom: What you do to others, whether good or bad, will come back to you.
What the heck	Used with an exclamation point (What the heck!) mean it doesn't matter or isn't important. Used with a question mark (What the heck?) indicates puzzlement.
Wicked	A substitute for "very" as in "wicked good" (something that is very good and effective) or "wicked cool" (something that is very cool).

## Appendix B:

## Selected Reference Materials on Current Topics in American Education

Chinese exchange teachers have found it beneficial to read about American education before and during their time in the U.S. The following selection of materials has been compiled to provide you with resources from respected organizations and authors on various education topics. Included are references related to many topics that you will hear mentioned in your schools, such as differentiated instruction, backward design, multiple intelligences, assessment, cooperative learning, and inclusion. Definitions of these terms are included with the references below.

## General Education Resources

Association for Supervision and Curriculum Development (ASCD)  
[www.ascd.org](http://www.ascd.org)

ASCD is a professional organization for educators and focuses on effective teaching and learning. Numerous publications can be accessed on the website for free or for a fee, including articles from *Educational Leadership*, the journal published by ASCD.

The Future of Children  
[www.futureofchildren.org](http://www.futureofchildren.org)

This organization provides information on various topics related to policies and programs for children, including education. Themed issues of *The Future of Children* can be downloaded free.

## Teaching and Learning

Concept to classroom: A series of workshops  
[www.thirteen.org/edonline/concept2class/index.html](http://www.thirteen.org/edonline/concept2class/index.html)

This website includes free tutorials on assessment, evaluation, cooperative learning, multiple intelligences, curriculum redesign, and other topics in education.

Corbett, D., Wilson, B., & Williams, B. (2005). No choice but success. *Educational Leadership*, 62(6), 8- 12. ASCD.

This article focuses on the importance of teachers having high expectations of all students and believing that all students can learn.

Nordlund, Marcie. (2003). *Differentiated instruction: Meeting the educational needs of all students in your classroom*. Scarecrow Education.

“Differentiated instruction” means adjusting instruction for a range of students including those identified as having cognitive, learning and attention differences, not proficient in English, and not achieving as expected. Nordlund provides suggestions for how to differentiate instruction in the classroom.

## Appendix B: Reference Materials

Tomlinson, Carol Ann. (2001). *How to differentiate instruction in mixed-ability classrooms*. ASCD.

Tomlinson presents strategies to match instructional approaches to students with a range of interests and abilities. She describes learning centers, hands-on activities, contracts, and investigative projects as well as ways of scaffolding the lesson content and processes. Scaffolding means to sequence the lesson in order to help students move from what they know through the next step of learning needed to master the lesson content.

Tomlinson, Carol Ann. (1999). *The differentiated classroom: Responding to the needs of all learners*. ASCD.

The author provides strategies for matching instructional approaches to the needs and interests of every student at any grade level.

Tomlinson, Carol Ann & McTighe, Jay. (2006). *Integrating differentiated instruction & understanding by design: Connecting content and kids*. ASCD.

Tomlinson and McTighe focus on developing lessons that teach essential knowledge to all students. Lesson design strongly influences student understanding. The authors address how to design lessons to strengthen understanding.

Wiggins, Grant & McTighe, Jay. (2005). *Understanding by design*. ASCD.

The authors explain the importance of intentionally designing lessons based on what you want students to be able to know and do at the completion of a lesson. Wiggins explains “backward design,” is a process of lesson design in which the educator identifies the desired end-result as the first step in designing the lesson. Guidelines, templates and tips are provided to help teachers create lessons, units, and courses that lead to improved student learning.

Armstrong, Thomas. (2000). *Multiple intelligences in the classroom*. ASCD.

Armstrong provides new ideas about Howard Gardner’s theory of multiple intelligences. This theory states that students learn in different ways and that teachers need to design lessons that address the various ways that students learn. Armstrong considers multiple intelligences in relation to educational technology, special education, and career development. Nine different perspectives on problem solving, including spatial, mathematical, and interactive approaches, are explained.

Campbell, Linda, Campbell, Bruce, & Dickinson, Dee. (1996). *Teaching and learning through multiple intelligences*. Allyn & Bacon.

The authors review Howard Gardner’s theory of multiple intelligences and provide effective teaching strategies that emphasize team teaching, student strengths, curriculum, and assessment.

Gardner, Howard. (1993). *Frames of mind: The theory of multiple intelligences*. Basic Books.

In this book, Gardner introduces his multiple intelligences theory, explaining that people learn in different ways. He presents seven different types of intelligence that work together for each learner.

## Assessment and Grading

Grading is a traditional part of assessing students. Most schools use a grading scale that includes the grades A, B, C, D, and F. A grade of C is generally considered average or passing, with A indicating excellent work and F indicating Failure. Grading on an A to F scale remains the standard procedure in many American schools. Typically these grades are based on students' performance on homework and written tests. However, in recent years, critics have advocated other means of assessing student work, such as the use of student portfolios and rubrics, to replace this traditional grading system. These types of "authentic" assessment focus on a review of various types of student work, such as a portfolio collection of a student's work over time, presentations, and demonstrations. The student's work is judged against a rubric. A rubric is a set of criteria that describes different levels of quality of student work.

Allen, David. (Ed.). (1998). *Assessing student learning: From grading to understanding*. Teachers College Press.

Leading educators provide guidance on how to review student work to determine if they are developing an understanding of important skills, knowledge, and concepts. Strategies and activities to use with elementary through high school students include portfolios, visual work,

Marzano, Robert. (2000). *Transforming classroom grading*. ASCD.

Marzano addresses the purpose of grades, what to include in determining student grades, tracking achievement, and assigning final grades. He also addresses other means to assess achievement. ([www.ascd.org](http://www.ascd.org))

McTighe, J., & O'Connor, K. (2005). Seven practices for effective learning. *Educational Leadership*, 63(3), 10-17.

The authors address the use of three types of assessments—diagnostic, formative, and summative—for effective instruction and learning. Diagnostic assessments provide an understanding of what students know before beginning a new lesson or unit. Formative assessments are used to assess student learning at various points in a unit. Summative assessments provide evidence of whether or not students have mastered the lesson/unit objectives, i.e., they know and can do what is expected.

Saphier, Jon & Gower, Robert. (1997). The skillful teacher: Building your teaching skills. *Research for Better Teaching*.

This is a practical teaching guide for new and experienced teachers. The authors aim to broaden teaching skills in 17 critical areas including classroom management and climate, discipline, assessment, curriculum design, and teacher beliefs. ([www.rbteach.com](http://www.rbteach.com))

Weber, Ellen. (1999). *Student assessment that works: A practical approach*. Allyn & Bacon.

Weber focuses on making assessment more relevant to students. Student interest and abilities are combined with curriculum goals in these authentic assessment activities. ([www.ablongman.com](http://www.ablongman.com))

## Appendix B: Reference Materials

### Classroom Management

Classroom management is dependent upon several interdependent components: 1) an engaging curriculum; 2) student behavior and attitudes; 3) robust instruction; 4) teacher beliefs and attitudes, and 5) teacher's classroom management skills. All components need to be addressed in the classroom.

Danforth, S., & Smith, T. J. (2005). *Engaging troubling students: A constructivist approach*. Corwin Press.

"Troubling students" are those who behave in ways that teachers and administrators find problematic or troubling. The authors provide guidance in developing a participatory classroom in which students are engaged in "constructing" their knowledge, and building strong relationships with students as a means to having a significant impact on students' learning and wellbeing. In addition, the authors provide historical background on issues related to student behavior.

Kraut, Harvey. (2000). *Teaching and the art of classroom management*. Aysa.

Kraut, a secondary school principal, writes for novice teachers and those preparing to teach. This practical book focuses on setting up and managing the classroom, developing lessons, testing, and classroom discipline, among other topics.

Marazano, R. J., Marazano, J. S., & Pickering, D. J. (2003). *Classroom management that works: Research-based strategies for every teacher*. ASCD.

Using real classroom situations, the authors illustrate successful actions that teachers can take to create and manage their classrooms and provide an effective learning environment for students.

### Cooperative Learning

Cooperative learning involves the use of various structures and activities that encourage students to work together to maximize learning by pooling materials, sharing ideas, and drawing on the strengths of individuals within the group.

Kagan, Spencer. (1993). *Cooperative learning*. Kagan Cooperative Learning.

A comprehensive book on cooperative learning, this book includes strategies for forming compatible, diverse, and productive groups of learners; and team and class building activities. Kagan also addresses assessment, thinking skills, and lesson planning. ([www.kaganonline.com](http://www.kaganonline.com))

Slavin, Robert. (1994). *Cooperative learning: Theory, research, and practice*. Allyn & Bacon.

Slavin presents a concise guide to research on cooperative learning, including essential elements of cooperative learning. ([www.ablongman.com](http://www.ablongman.com))

### Special Education

Since 1975 U.S. federal legislation has mandated a “free appropriate education” to all children with disabilities and required schools to educate students in the “least restrictive environment.” To the greatest extent possible children with disabilities are to be educated alongside their peers without disabilities. As a result, many American schools use an “inclusion” model for educating students with special learning needs. Inclusion is the practice of educating all or most children in the same classroom, including children with physical, mental, and developmental disabilities.

Hammeken, Peggy.(2000). *Inclusion: 450 strategies for success: A practical guide for all educators who teach students with disabilities*. Peytral Publications.

This book provides guidelines for setting up an inclusive education program as well as many strategies for addressing the instruction of children with disabilities in various content areas.

Winebrenner, Susan. (1996). *Teaching kids with learning difficulties in the regular classroom*. Free Spirit Publishing.

This is a practical book for teachers. It includes various teaching methods and strategies for differentiating the curriculum in all subject areas. The focus is on meeting the needs of all learners including those who are considered to have disabilities, who live in poverty, who are not proficient in English, and others who struggle in the classroom.

## Appendix C: Suggestions of Gifts for Americans

**D**uring the 2004-05 and 2005-06 school years, the Chinese exchange teachers listed the gifts that they had brought and noted how successful these gifts were. In some cases, one teacher listed an item as one of her least successful gifts and another teacher found the same gift to be well received. It is important to keep in mind the advice of one teacher, “You need to figure out what kind of gifts go to what people.” The alphabetized list of gifts includes a notation of those that were not enthusiastically received in some situations.

Banners	Embroidery (cushions, shoes, jewelry box)	Paintings (*Chinese, peasant, farmers' hand paintings)
Beijing opera masks	*Fans	Pens
Bookmarks	Flashlights	Pictures of peonies
Books	Jewelry (e.g., with Chinese characters, pearl earrings and necklace,* jade bracelets, pins, beads, cloisonné, traditional blue bracelets, Tibetan earrings)	Posters
Bottle case/cover	Home-town items unique to your area	Purses
Calendars (Chinese)	Key rings	Red envelopes for Chinese New Year
Calligraphy	Kites	Scholars table, four treasures on
Cards (birthday, postcards)	Lacquers	School souvenirs
*Cashmere scarf	Lanterns (Chinese, red folding)	Shuttlecock
CDs, DVDs	Map of China	Silk (scarves, purses, napkins, ties, *handkerchiefs)
Chinese brush pens	Mouse pad	Stamps
Chinese currency, coins	Nanjing Yun brocade	Stationery
Chinese dolls	Notebooks	Table runner/set
Chinese handicrafts	*Paper cuttings	Tie pins
*Chinese knots	Paper folding paper	Tissue boxes
Chinese teapot, tea		Wooden combs
Chinese traditional clothing		Zodiac items
*Chopsticks		
Cotton (100%) sheets, pillowcases		
Cushions/cushion covers		

\*Those with an asterisk are ones that at least one teacher found to be a “least successful” gift.

*“We don't need to give every teacher a gift, ... but we should give gifts to whoever helps us to show our appreciation. It is good to give some nice gifts to your host family members and your mentor. Traditional stuff is popular. However, please note that most of the people you know have gotten some Chinese gifts already.” — Chinese exchange teacher*



## Appendix D: Topics Taught by Chinese Exchange Teachers

**F**ormer Chinese exchange teachers were asked to list topics that they taught in their classes. The topics were grouped into two categories — language and culture — for each of the three levels of elementary, middle and high school. The lists of topics appear below. They will give you a sense of the topics that you might be called upon to address in your classes. You can also use them to guide your preparations while still in China. No matter what level you are teaching, you might discover useful topics from other grade levels as well.

### Chinese Language Topics

#### Chinese Language Topics Taught by Former Chinese Exchange Teachers

Elementary School	Middle School	High School
Animals of the Chinese zodiac	Animals of the zodiac	Animals
Body parts	Body parts	Body parts — e.g., head, foot, shoulder, ears, nose, eyes
Chinese names	Chinese names	Chinese names
Chinese pinyin system	Chinese pinyin system	Chinese pinyin system
Clothing	Clothing	Clothing – e.g., shoes, shirts, pants
Colors	Colors	Colors
Family members	Family members and family tree	Family members
Family members	Family members	Family members
Greetings ❖ Chinese New Year greetings ❖ Introducing self	Greetings	Greetings ❖ Introducing self
Likes and dislikes	Likes and dislikes	Likes and dislikes ❖ “My favorite...is...”
Numbers and number songs	Numbers	Numbers
Places	Places ❖ Country names: China, America	Places ❖ Oceans and continents
Plants: Vegetables	Plants: bamboo, lotus, chrysanthemum, plum	Plants: Flowers
Nationalities and countries	Nationalities and language	Nationalities and minorities
	Calendar ❖ Day, month, year ❖ Seasons	Calendar ❖ Day and time
Expressive feelings	Feelings	

## Appendix D: Topics to Teach

### Language Topics (continued)

Elementary School	Middle School	High School
Conversations <ul style="list-style-type: none"> <li>❖ Conversing at the airport</li> <li>❖ Giving compliments</li> <li>❖ Introducing family members and friends</li> <li>❖ Saying thank you, sorry, goodbye</li> </ul>		Conversations <ul style="list-style-type: none"> <li>❖ Introducing self</li> <li>❖ Asking directions</li> <li>❖ Making appointments</li> <li>❖ Telephone use</li> </ul>
Food and/or talking about meals <ul style="list-style-type: none"> <li>❖ Fruit</li> <li>❖ Ordering food</li> <li>❖ Recipes</li> <li>❖ Tea party</li> </ul>		Food – e.g., various fruits, eggs, soup, rice, vegetable
Weather		Weather
	Basic sentence structure	Past tense and future tense
Holidays and Festivals	Birthday	Holidays and Festivals
	Vocabulary <ul style="list-style-type: none"> <li>❖ Country names: China, America</li> <li>❖ Hen 3 (adverb)</li> <li>❖ Hui4/Bu2Hui4</li> <li>❖ Shi(4)/Bu2Shi4</li> <li>❖ Xi3 Huan1/Bu4 Xi3 Huan1</li> <li>❖ Ye3</li> <li>❖ You3/Mei2 You3</li> </ul>	Vocabulary <ul style="list-style-type: none"> <li>❖ Tongue twisters</li> </ul>
Counting and buying things		
Entertaining guests		
Transportation		
	Gender	
	School - things in the classroom	
	Sizes	
	Writing: Students use Chinese characters to describe U.S. Life	
		Age
		Shopping
		Sports

Chinese Culture Topics

Chinese Culture Topics Taught by Former Chinese Exchange Teachers

Elementary School	Middle School	High School
<p>Animals</p> <ul style="list-style-type: none"> <li>❖ Giant panda</li> <li>❖ Horoscope and Chinese zodiac - animals and animal traits</li> </ul>	<p>Animals</p> <ul style="list-style-type: none"> <li>❖ Panda and animals in different regions</li> <li>❖ Chinese zodiac</li> </ul>	<p>Animals</p> <ul style="list-style-type: none"> <li>❖ Chinese zodiac</li> </ul>
<p>Calligraphy</p> <ul style="list-style-type: none"> <li>❖ Chinese writing brush</li> </ul>	<p>Calligraphy</p> <ul style="list-style-type: none"> <li>❖ Ink sticks and ink stones</li> </ul>	<p>Calligraphy &amp; how to use Chinese brush</p>
<p>Cuisine of China</p> <ul style="list-style-type: none"> <li>❖ Chinese tea</li> <li>❖ Chopsticks</li> </ul>	<p>Cuisine of China</p> <ul style="list-style-type: none"> <li>❖ How to use chopsticks</li> <li>❖ Introduction</li> <li>❖ Recipes</li> <li>❖ Tea Party</li> <li>❖ Wrapping dumplings</li> </ul>	<p>Cuisine of China</p> <ul style="list-style-type: none"> <li>❖ Chinese tea</li> </ul>
<p>Everyday life</p>	<p>Everyday life</p> <p>People and their life</p>	<p>Everyday life</p> <ul style="list-style-type: none"> <li>❖ Procedures for going to the hospital in China</li> <li>❖ City life and country life</li> <li>❖ Travel in China</li> <li>❖ Weddings</li> <li>❖ Comparison of lucky and unlucky items in China and United States</li> </ul>
<p>Festivals</p> <ul style="list-style-type: none"> <li>❖ Chinese holidays and American holidays</li> <li>❖ Chinese New Year – food and decorations</li> <li>❖ Chinese New Year and Christmas</li> <li>❖ Dragon Boat Festival</li> </ul>	<p>Festivals</p> <ul style="list-style-type: none"> <li>❖ Chinese New Year</li> <li>❖ Dragon Boat Festival</li> <li>❖ Lantern Festival</li> <li>❖ Moon Festival</li> <li>❖ Pure and Bright Festival</li> <li>❖ Spring Festival</li> <li>❖ Chinese National Day</li> </ul>	<p>Festivals</p> <ul style="list-style-type: none"> <li>❖ Chinese New Year</li> <li>❖ Dragon Boat Festival</li> <li>❖ Lantern Festival</li> <li>❖ Moon Festival</li> </ul>
<p>Flag of China</p>	<p>Flag of China</p>	<p>Flag of China</p>
<p>Music of China</p> <ul style="list-style-type: none"> <li>❖ Chinese songs: “Pass, Pass, Pass;” “Piggy Sleeps;” “To Celebrate Chinese New Year;” “The Butterfly Lovers” and its story</li> <li>❖ Chinese operas and facial masks</li> <li>❖ Beijing Opera – make opera painted faces</li> <li>❖ Spring Festival</li> </ul>	<p>Music of China</p> <ul style="list-style-type: none"> <li>❖ Chinese songs</li> <li>❖ Number songs</li> <li>❖ Chinese songs: “The Piglet Is Sleeping;” “Where Can We Enjoy the Full Moon;” “Where is Spring”</li> <li>❖ Chinese operas and facial masks</li> <li>❖ Spring Festival</li> <li>❖ Chinese National Day</li> </ul>	<p>Music of China</p> <ul style="list-style-type: none"> <li>❖ Beijing opera</li> <li>❖ Chinese songs</li> <li>❖ Musical instruments of China</li> <li>❖ Traditional music</li> </ul>

## Appendix D: Topics to Teach

### Culture Topics (continued)

Elementary School	Middle School	High School
<p>History</p> <ul style="list-style-type: none"> <li>❖ Silk Road</li> </ul>	<p>History</p> <ul style="list-style-type: none"> <li>❖ Dynasties</li> <li>❖ Emperor Shi Huangdi of Qin and the Terra Cotta army</li> </ul>	<p>History</p> <ul style="list-style-type: none"> <li>❖ Chinese dynasties</li> <li>❖ Beginning of the civilization in the Yellow River</li> <li>❖ Dayu controls flood</li> <li>❖ Puyi – the last emperor (and movie)</li> <li>❖ Qin Shi Huang</li> <li>❖ Cultural Revolution</li> <li>❖ Silk Road</li> <li>❖ Purple Forbidden City</li> <li>❖ Hmong people in China</li> <li>❖ Kangxi/Qianlong</li> <li>❖ Pan gu kai tian</li> <li>❖ International relations, particularly relations between China and Japan</li> <li>❖ Anti-Japanese War</li> <li>❖ Modern China</li> <li>❖ Tibet</li> </ul>
<p>Literature of China</p> <ul style="list-style-type: none"> <li>❖ Classical China</li> </ul>	<p>Literature of China</p> <ul style="list-style-type: none"> <li>❖ Poetry of China: “Spring Morning” by Meng Haoran; “Thoughts on a Silent Night” by Li Bai</li> </ul>	<p>Literature of China</p> <ul style="list-style-type: none"> <li>❖ Poems and Drama</li> <li>❖ The Four Great Novels</li> </ul>
<p>Paper folding and paper cutting:</p> <ul style="list-style-type: none"> <li>❖ butterfly, crane, fish, goose</li> </ul>	<p>Paper folding and paper cutting:</p> <ul style="list-style-type: none"> <li>❖ butterfly, cat, crane, dragon, fish, goose, lucky stars</li> </ul>	<p>Paper folding and paper cutting:</p> <ul style="list-style-type: none"> <li>❖ bird, clothes, crane, double happiness, dragon, fish, flower basket, kites, mushrooms</li> </ul>
<p>Places of interest and/or travel in China</p> <ul style="list-style-type: none"> <li>❖ Beijing</li> <li>❖ Great Wall</li> <li>❖ Suzhou’s bridges</li> <li>❖ Suzhou’s classical gardens</li> <li>❖ Suzhou Experimental Elementary School</li> </ul>	<p>Places of interest and/or travel in China</p> <ul style="list-style-type: none"> <li>❖ Beijing</li> <li>❖ Great Wall</li> <li>❖ Shanghai</li> <li>❖ Suzhou’s classical gardens</li> <li>❖ Three Gorges Dam</li> </ul>	<p>Places of interest and/or travel in China</p> <ul style="list-style-type: none"> <li>❖ Beijing</li> <li>❖ Dalian</li> <li>❖ Great Wall</li> <li>❖ Nanjing</li> <li>❖ Shanghai</li> </ul>
<p>School life</p> <ul style="list-style-type: none"> <li>❖ Traditional China</li> </ul>	<p>Schools in China</p> <ul style="list-style-type: none"> <li>❖ Comparison of American and Chinese schools</li> </ul>	<p>Schools in China</p> <ul style="list-style-type: none"> <li>❖ School system in China and school life</li> <li>❖ Comparison of American and Chinese schools</li> </ul>

Culture Topics (continued)

Elementary School	Middle School	High School
<p>Stories and films of China</p> <ul style="list-style-type: none"> <li>❖ “Monkey King” (story and movie)</li> <li>❖ “Suzhou Gardens in Six Chapters” (movie)</li> <li>❖ “The Tale of Cat and Rat”</li> <li>❖ “Zhao Xuan at School” (movie)</li> <li>❖ “Chinese Dragon” (dragon story and four rivers in China)</li> <li>❖ “Spring Festival”</li> </ul>	<p>Stories and films of China</p> <ul style="list-style-type: none"> <li>❖ “Monkey King” (story and movie)</li> <li>❖ “Iron and Silk”</li> <li>❖ “Moon Fairy”</li> <li>❖ “Mu Lan”</li> <li>❖ “Not One Less”</li> <li>❖ “Painting Faces”</li> <li>❖ “Six Chapters on Suzhou Gardens”</li> <li>❖ “Spicy Love Soup”</li> <li>❖ “Spirited Away”</li> <li>❖ “Steel Silk” (champion acrobats of China)</li> <li>❖ “The Great Wall”</li> <li>❖ “The King of Masks”</li> </ul>	<p>Legendary stories related to Chinese customs and traditions</p>
<p>Symbols – special meaning of “crane” and “pine tree” in China</p>	<p>Symbolic plants of the four seasons</p>	<p>Symbols of China</p>
<p>Games of China</p> <ul style="list-style-type: none"> <li>❖ Chinese checkers</li> <li>❖ Chinese chess</li> <li>❖ Cutting the watermelon</li> <li>❖ Shuttlecocks</li> <li>❖ Chinese kites</li> <li>❖ Chinese New Year Cards</li> </ul>	<p>Games of China</p> <ul style="list-style-type: none"> <li>❖ Number game</li> <li>❖ Shuttlecocks</li> <li>❖ Skipping rubber band</li> <li>❖ Chinese Chess</li> </ul>	
<p>Silk</p> <ul style="list-style-type: none"> <li>❖ Suzhou silk and embroider</li> <li>❖ Silkworms (silk)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Silk</li> </ul>	
<p>Architecture of China</p>		<p>Architecture of China</p>
<p>Chinese Painting</p> <ul style="list-style-type: none"> <li>❖ Bamboo</li> <li>❖ Cactus</li> <li>❖ Ladybug</li> <li>❖ Swallow</li> </ul>		<p>Chinese Painting</p>

## Appendix D: Topics to Teach

### Culture Topics (continued)

Elementary School	Middle School	High School
<ul style="list-style-type: none"> <li>❖ Geography</li> <li>❖ Adaptations</li> <li>❖ Landforms</li> <li>❖ Shelter</li> <li>❖ Vegetation</li> <li>❖ Weather</li> <li>❖ Map of China</li> </ul>		<ul style="list-style-type: none"> <li>❖ Geography</li> <li>❖ Chinese map and main cities</li> <li>❖ General geography of China</li> <li>❖ Where is China and who are the Chinese?</li> <li>❖ Minority Groups</li> </ul>
Sports – kids’ sports in China		Sports in China – e.g., ping-pong diplomacy
	Customs of China	Customs and traditions of China
	Dialects	Where are the Chinese and their dialects
	Inventions of China	Inventions of China
	Money of China	Money of China
	Philosophies of China <ul style="list-style-type: none"> <li>❖ Confucianism</li> <li>❖ Daoism</li> </ul>	Philosophies of China <ul style="list-style-type: none"> <li>❖ Confucianism</li> <li>❖ Buddhism</li> <li>❖ Daoism</li> </ul>
	Transportation	Travel in China
Acrobatics		
	Chinese yin and yang	
		Clothing
		Origin of Chinese writing and changes in Chinese characters from ancient to modern times
		Taiji/Qigong

## Appendix E:

# Lesson Plans Used by Chinese Exchange Teachers

Over the past few years, the Chinese exchange teachers were asked to share some lessons that they thought worked effectively with their students. A number of Chinese teachers have submitted successful lessons. In these lessons, you will see how your colleagues used activities, games, projects, and other approaches to engage students in learning about Chinese culture and language. See the Table of Contents for topics and page numbers.

**Reminder:** These lessons are provided as examples. You are not required to use them.

## Body Parts

### Lesson Plan: Naming Body Parts (1)

Grade Level: Elementary

#### Teaching Objective

Students will learn the Chinese words for human body parts.

#### Procedure

Have students touch the body part and say the Chinese word for it. Sing body part songs.

*(Submitted by Ms. Jin Xuemei, Academy of Accelerated Learning, Milwaukee, WI)*

### Lesson Plan: Naming Body Parts (2)

Grade Level: 6th grade

#### Teaching Objective

Students will learn the Chinese words for body parts.

#### Procedure

Lesson taught in three periods.

First period: I showed them the pictures of main human body parts and taught them how to say these body parts in Chinese. When most of them had good recognition, I played a Bingo game with them.

Second period: I taught them how to describe the human body parts using “big eyes”, “small mouth” “pointed nose” and “long hair”. I asked them to draw a picture according to my description.

Third period: I set up some activities: such as point at body parts and write a description of a peer.

*(Submitted by Mr. Li Chong, Quincy Upper School, Boston, MA)*

## Appendix E: Lesson Plans

### Lesson Plan: Naming Body Parts in Pinyin

Grade Level: High school

#### Teaching Objective

Students learn body parts in pinyin.

#### Procedure

Play the game called “Simon says” in Chinese. One of the students acts as Simon and gives orders. If the order starts with “Simon shuo (different body parts)”, the rest of them need to touch the part they hear. If the order doesn’t start with “Simon shuo” but just the pinyin for body parts, they can’t touch that part or they’ll be kicked out. After four or five rounds, they can remember almost 15 different body parts. It’s easier for them to remember the head parts than the main body and lower body parts.

*Submitted by Wang Fangqiong, Whitman-Hanson Regional High School, Whitman MA*

### Lesson Plan: Naming Facial Parts (1)

Grade Level: Middle school

#### Teaching Objective

Students will identify facial parts.

#### Procedure

Divide the class into two groups. Ask them to stand facing each other. Name a facial part in Chinese and have students put their index finger on that part. If someone does it wrong all the others will see and laugh, so everyone is very focused.

*(Submitted by Mr. Ni Jintao, Milwaukee School of Languages, Milwaukee, WI)*

### Lesson Plan: Naming Facial Parts (2)

Grade Level: 7th grade

#### Teaching Objective

Students will identify body parts.

#### Activities:

1. Play a game of “Simon says”.
2. Fold a Chinese origami of “face” and have students label each item in Chinese.
3. Create a booklet with at least 12 pictures of the body parts in it.

*(Submitted by Ms. Wang Yu, Royal Oak Public Schools, Royal Oak, MI)*



## Lesson Plan: Parts of the Body

Grade Level: All

### Teaching Objectives

Students will practice naming and identifying body parts in Chinese.

### Procedure

1. Teacher says the name of a body part in Chinese and taps it. Students copy.
2. Teacher says the name of the body part in Chinese and the whole class tries to tap that part on their own body.
3. Teacher says the name of the body part in Chinese and calls on individual students to tap that body part on themselves.
4. Break students into pairs or small groups. Students take turns saying the name of the body part while partners try to tap it on their own bodies and the teacher circulates to check.

### Extension:

Play Simon Says: Teacher says the name of the body part to the whole class. Those students who touch the wrong body part must sit down. The last student standing is the winner.

*(Submitted by Li Yuemin, Central High School, La Crosse, WI)*

## Chinese Culture

### Lesson Plan: Calligraphy Painting for Four Seasons

Grade Level: Middle school – 6th to 8th Grades

Duration: Five classes (about 40 minutes each)

#### 1st Class: Step One

To warm up the class, have the students talk about their impressions of the four seasons in terms of color, smell, sound, special food, activities, and holidays. Meanwhile, share with the students what is special about different seasons in China. This is a good time to review any cultural information and Chinese characters you have taught before.

#### 1st Class: Step Two

Teach the Chinese characters for spring, summer, fall, and winter as well as their pinyin. Write them on the board and have the students copy them into their notebook. After several practices, give the students a little oral quiz on the pronunciation of the four seasons.

#### 1st Class: Step Three

1. Write down the Chinese character for bamboo on the board. Have the students guess what kind of spring plant the character looks like to them. Explain that bamboo is associated with spring be-

- cause of its tender green leaves and new shoots. Draw on the board a bamboo shoot and explain how fast they grow in spring especially after rain. Tell the students that the bamboo shoots are edible. If possible, get a bamboo shoot from the Asian market as a visual aid and introduce some ways of cooking the bamboo shoots. Mentioning the Chinese movie “Crouching Tiger/Hidden Dragon” might be more vivid to most American students. Bamboo is considered a lucky plant because its second section is usually longer than its first one, indicating people’s living condition is getting higher and higher. Chinese scholars admire the personality of the bamboo because of its strength and durability. Bamboo will bend with the wind, but does not break easily. Besides, bamboo keeps growing upright and remains hollow inside, indicating one should stay modest and be upright in their life. Have the students copy the word and read aloud with you.
2. Write down the Chinese character for lotus on the board. Check out whether there are any students in the class who have seen this flower before. Have them guess its color, size, fragrance, and the places it grows. Show them a picture of a lotus flower. Explain that the lotus is associated with summer when it is in full bloom. Draw on the board a lotus flower with its lotus root in the mud and its stem above the water, and make sure you include the part where the lotus seeds will be after the flower withers. Tell the students that the lotus root and its seeds are edible while its big leaves used to be served as fragrant wrappers for some kinds of food. Chinese scholars admire the personality of the lotus flower because of its purity and perfection. The large blossoms rise out of the mud in shallow water, but remain pure and beautiful. Lotus flowers are the forever theme for Chinese poetry and prose. Have the students copy the word and read aloud with you.
  3. Write down the Chinese character for chrysanthemum on the board. Have the students compare a person’s life with the four seasons. Check out what age group they think belongs to fall. Share with the students the general age group for retirement in China. Chrysanthemum is associated with retirement and a life of ease because the flowers bloom in fall, late in the year, just like a person should enjoy the beauty of life in his or her “fall” year. Have the students copy the word and read aloud with you.
  4. Write down the Chinese character for plum on the board. Have the students guess how many petals a plum blossom has. Explain that a plum tree is considered a lucky plant because its flowers have five petals indicating five blessings in one’s life – wisdom, love of virtue, longevity, prosperity and natural death. Plum blossoms appear on leafless and gnarled old trees in late winter, so plum blossoms represent strength and long life.

### 1st Class: Step Four

If time permits, you can do different kinds of activities to help the students identify the words they learned today, or you can save the activities till the beginning of each following class as a warm-up section before they do the painting.

### 2nd through 5th Classes

Prepare calligraphy brush, ink, water, paper, and pictures of bamboo, lotus, chrysanthemum, and plum tree. Have the students practice on a used newspaper and then do a rough draft on a white piece of paper. Play some Chinese classical music to add some atmosphere. Walk around the classroom to give the students individual help. Try to help build their confidence and interest. When they feel more confident, have them draw on a piece of paper as the final work that they will hand

in. Make sure they include in each of their four paintings their Chinese name, the date in Chinese, and the characters for spring bamboo, summer lotus, autumn chrysanthemum, and winter plum. Prepare a black or gray piece of paper a little larger than the white paper as a background paper for their paintings. Paste their paintings on the background paper with glue. If you feel comfortable, it is always a good idea to demonstrate on the board for each painting. Also, the students will find it more challenging if you give some prizes for their paintings.

*(Submitted by Liu Junhong, Jackson Middle School, Portland, OR)*

## Lesson Plan: Designing Movie Posters

Grade Level: Chinese 3

### Objective:

Students will learn to make up sentences in Chinese as they learn about different types of movies (e.g., romance, detective, action, tragedy, comedy)

### Procedures:

Students design posters of different types of movies and write at least two sentences in Chinese about their poster.

*(Submitted by Du Ruirui, Snowden International School, Boston MA)*

## Chinese Language and Characters

### Lesson Plan: Chinese Characters

Grade Level: High school

### Teaching Objectives

Students will increase ability to recognize and speak Chinese characters.

### Procedure

Step 1: Explain each character including meaning, culture connection, structural composition, and sound.

Step 2: Make a card for each character with a picture on the other side.

Step 3: In a group discuss all the factors of the character on the card one-by-one. Try to recognize each character by sound.

Step 4: Show cards one-by-one (both the character and the picture). Ask the students to speak the Chinese word for the picture as fast as they can. They all love the method and it is effective.

*(Submitted by Ms. Liang Feng, School District of La Crosse, La Crosse, WI)*

## Appendix E: Lesson Plans

### Lesson Plan: Chinese Sentences

Grade Level: High School Honors

#### Teaching Objectives

Students write original, creative sentences using Chinese characters.

#### Procedure

1. Each student gives a verb and an adjective in Chinese. I, the teacher, write them down on the board.
2. I make sure everybody knows the meanings of the words and how to use them.
3. They each write a passage with these words.
4. They read their writing in class by themselves.
5. They hand in the writing for further correction.

In this way, we can leave a lot of space for the kids to use their creativity and imagination when writing. They like it and are very active.

*(Submitted by Yang Shoufeng, Brookline High School, Brookline, MA)*

## Chinese Language Sentence Patterns

Two elementary and four high school teachers provided lessons related to teaching sentence patterns. One elementary teacher used students' prior learning about likes and dislikes, and foods to work on sentence patterns. The other focused on using songs to reinforce the use of measure words. Lessons aimed at high school students offer suggestions for active lessons about using descriptive words, giving directions, forming the present progressive tense, and creating original sentences. In each case, these lessons provide strategies that can be adapted to other topics in the study of Chinese language and culture.

### Lesson Plan: Using Descriptive Words

Grade Level: High School

#### Teaching Objectives

1. Teach the students sentence pattern: "I'm (not) also...;" "He/She is (not) also...;" and "You're (not) also...."
2. Teach Chinese characters: "xuesheng" = "student," "laoshi" = "teacher"
3. Let students know that Chinese people show respect to old people.

#### Procedure

Have students face each other. Prepare some cards with Chinese characters and Pinyin on one side and English translations on the other. Students have learned the following words: "I," "you," "she," "hungry," "tired," "thirsty," "American," "am," "is," "are," "Chinese."

At the beginning of my class, I ask the students to copy my teaching objectives from the right top of the board in order to get all of them settled in and into the mood of the class. I call this DO NOW, which takes three to five minutes. While they are doing this, I do the bubble sheet for their attendance.

Then I ask them questions in Chinese such as, “Are you American?” “How about her/him/me?” Because we have learned the sentence patterns in Chinese the day before, I call this WARM UP. After I know that they can answer these questions in Chinese, I raise a new question: How to say “He is also American/Chinese?”. I say it slowly and let them listen and try to follow. After four times, I point out the difference between “He is American” and “He is also American” in Chinese, and the meaning of “ye.” I then let them compare the word order difference between English and Chinese. Each student has a chance to give their opinion, and draw a conclusion about it.

After all of them know how to speak the sentences, I give them more practice. I call this practice PATTERN DRILLS. Each student is given a few cards which I prepared before class. I speak Chinese and they stand in line according to what I say. In this way, I can see whether they remember the Chinese words we learned before, and I can find out how well they can respond to Chinese. When I find they have no problems doing this, I join them because I hold a word “Bu” = “not.” I ask them where am I supposed to stand if I want to say, “I’m also not American”? I then explain that in a negative sentence “bu” is supposed to be put in this order “ye bu shi....”

After all the students have learned this, I teach them two new words “xuesheng” = “student” and “laoshi” = “teacher” and let them make up sentences with the two new words. They can make up a lot of them, such as positive, negative, with or without “ye.” That is very interesting.

At almost the end of the class, I introduce to the students the idea that Chinese people show respect to the old people, that is why we call teacher “LAO SHI,” as she or he has just graduated from college.

I show them other examples:

1. “Foreigners” = “Lao wai”
2. “The old horse knows the way/An old hand is always a good guide.” = “Lao ma shi tu,” which is an idiom.
3. “The older the ginger is, the hotter it is./The older a person is, the more experienced he/she is.” = “Jiang shi lao de la,” which is also an idiom.

I sum up what we have learned and assign homework for them. I do think this class is a successful class, thank you.

*(Submitted by Yu Bo, Benjamin Banneker Academy, Brooklyn, NY)*

## Lesson Plan: Using Directions

Grade level: High School-Chinese 2

### Teaching Objectives

Students will practice asking for and giving directions.

## Appendix E: Lesson Plans

### Procedure

1. Learn It: Teach students new words and structures for a given situation. For example: How do I come to school every day?
2. Make It Mine: Every student tells the class the location of their home and how they come to school using the structures and words learned.
3. Ours: Break the class into pairs. Students ask and answer the given question in pairs.

### Extension:

I call this method I-M-O (It-Mine-Ours): Learn it, make it mine, make it ours by sharing information. I-M-O can be used with a variety of situations to teach vocabulary and sentence structure.

*(Submitted by Zhu Wanli, Brookline High School, Brookline, MA)*

### Lesson Plan: Using Likes, Dislikes, and Food

Grade Level: 3rd Grade

The third grade students had learned to say in Chinese, “I like to eat...;” “I don’t like to eat...;” and “Do you like to eat...?” They also knew the names of many foods. I used this knowledge to focus on sentence patterns. I divided them into three groups, eight or nine people to a group. After about five minutes of practice saying the sentences, students began to work on the survey that they needed to fill out. One was a survey about food, such as orange, apple, strawberry, watermelon, cherry, bread, noodle, cheese, chocolate, ice cream, chicken, and beef. Each group was expected to ask for information in Chinese instead of English. They were devoted to their job, although some needed my help with their sentences.

After a short evaluation, I came down to our traditional game called “cai1 yi cai1.” I picked three contestants from each group. These three stood in line while another volunteer, the chairman, sat on a chair, facing backward. I asked the chairman, “ni3 ai4 chi1 xi1 gua ma?” Before getting the answer from the chairman, the three contestants had to guess what the chairman’s response to my question might be by saying, “shi de” or “bu shi.” I kept track of each group until the time was almost up. The winning team received a Chinese gift.

Kids like it. I think it is an effective way to motivate them to move on.

*(Submitted by Ma Yinghui, Academy of Accelerated Learning, Milwaukee, WI)*

### Lesson Plan: Using Measure Words

Grade Level: Elementary School

### Teaching Objectives

Students will use measure words in order to form grammatically correct sentences.

### Procedure

1. It is sometimes difficult for American students to remember to use “个” “只” such small measure words, when they say “two dogs” or “three children” in Chinese.

2. After learning Chinese numbers, teach students two songs: “十个小朋友” and “两只老虎” with the help of a movie. Students like these songs and learn them quickly.
3. Every time students forget to use these small measure words, begin to sing one of those songs. This turns out to be very effective.

### Extensions

These songs are also very effective to help students remember some vocabulary like body parts and verbs.

*(Submitted by Shang Yuanyuan, Keller Elementary School, Royal Oak, MI)*

### Lesson Plan: Using Present Progressive Tense

Grade Level: High School

#### Teaching Objectives

Students will read Chinese sentences and act them out.

#### Procedure

1. Teach the Chinese present progressive tense, telling the students the sentence structure.
2. Write ten sentences on ten slips of paper.
3. Ask one student to come to the front and choose one slip.
4. The student should then act out the sentence. The other students need to guess what the right sentence is. If students find this too difficult, write the sentences on the board and have the class guess by matching the act to the correct sentence.
5. Students come to the front and act out in turn. By using games and activities, students feel interested and meanwhile grasp the sentence pattern.

*(Submitted by Song Lingyan, Brookline High School, Brookline, MA)*

## Chinese Numbers

### Lesson Plan: Counting to 10 in Chinese; Recognize and Write Number Characters

Grade Level: 3-5

#### Teaching Objective

Students will learn to count from one to ten in Chinese.

#### Procedure

1. Guide the students to read the numbers many times.

## Appendix E: Lesson Plans

2. Divide the class into groups of five.
3. Activity: Have each student hit a ping-pong ball with a paddle in turn while all the students in the group count in Chinese the number of times the ball is hit.

*(Submitted by Mr. Wang Baoping, Whitman-Hanson School District, Whitman, MA)*

### Lesson Plan: Numbers 1-20

Grade Level: High School

#### Teaching Objectives

Students will practice saying the numbers 1-20 in Chinese using a game.

#### Procedure

1. Play a clapping game. Count the numbers aloud one by one and clap your hands when you reach three, the multiples of three, or numbers that include three.
2. Try clapping the numbers to a beat without speaking. Only speak aloud when you reach multiples of three.

#### Extension

Write down the telephone numbers you hear.

*(Submitted by Zeng Xiaomin, St. Edward's School, Vero Beach, FL)*

### Lesson Plan: One to Ten in Daily Life

Grade Level: Middle School

#### Teaching Objectives

Teach pronunciation and gestures for Chinese numbers 1-10.

#### Teaching Aids

Basic art supplies, such as crayons and drawing paper

#### Procedure

1. I taught the students about the numbers in Chinese. First I taught them how to count the numbers from 1 to 10.
2. I showed them how to use the gestures and then let the students practice.
3. After getting familiar with the numbers, I let them use their imagination and think of how numbers are used in our daily life. They thought of different things, such as telephone numbers, room numbers, bus numbers, street numbers, numbers on T-shirt, etc.
4. Then I taught them how to say these numbers in Chinese. In this way, we practiced the numbers.



5. I told them some numbers are considered lucky numbers and unlucky ones. The students also compared these with the lucky and unlucky numbers in America.
6. Later, I asked the students to take a piece of paper [and] draw a picture according to what I said. I told them to draw something with different numbers, of course, such as “yi1 ke1 shu 4, san1 zhi1 laohu3,” etc. In this way the kids practiced listening to numbers again.
7. If time permitted, I could also teach them a story of “hou4 yi4 she4 ri4,” which is about a strong young man who is good at archery. He shoots nine suns in the sky with the bow, so I drew ten suns on the board and let the students count the numbers of the suns, “yi, er, san, si,” etc. Then I pretended to shoot the suns, one by one, and let the kids count the remaining suns. Lower grade students really enjoyed doing this and they quickly learned how to count the numbers.
8. Of course to learn the numbers well, I still spent several hour-classes on it.

*(Submitted by Du Min, Milwaukee School of Languages, Milwaukee, WI)*

## Lesson Plan: Recognize Numbers 1-5 in Chinese by Learning a Song

Grade Level: 3-5

### Teaching Objectives

Students will learn to count numbers in Chinese and be able to recognize and write number characters from one to five.

Students become perfect in singing the famous folk song—“Jasmine Flower”

Language point: Chinese numbers: 一 二 三 四 五 .....要 ..... 铅笔

### Procedures:

1. Greet students in Chinese.
2. Review by asking students what we learned last time, like “我 (不) 爱 ... .. / 我 (不) 喜欢 ... .. / 我 (不) 是 ... .. ” and things in the “Jasmine Flower” song.
3. Write any number from 0 to 1000 on the board, and have students read the number. The one who gives the quickest response will get a sticker as a reward.
4. Ask students to find “爱 ” on the board, and see who can read it correctly. Then ask students to make sentences like “我要西瓜 .....and challenge them to say “我不要 .....”.
5. Raise a pencil, say---铅笔 , let students follow, and ask students how they can get 铅笔 . Students begin to say---我要铅笔 。 T: 给你 。 S: 谢谢 。 T: 不用谢 。
6. Group work: Two students work together by putting down what they hear on the piece of paper. Teacher gives five numbers from 0 to 1000.
7. After collecting paper and pencils, let students sing the song “Jasmine Flower” to relax.
8. Show students the word card “一 ”, since we have learned that in “Jasmine Flower” song, they can read it correctly. And then show them “二 、 三 、 四 、 五 ”, let them guess what they are. Let students grasp these characters by changing the orders.

## Appendix E: Lesson Plans

9. Challenging question---put the five characters away, and ask who can write the character “一”, and then ask for the others.
10. Post the cards on the board. Have two students at a time play a game called “Fly Swatter”.

*(Submitted by Mr. Gao Jianwei, Irving Middle School. Norman, OK)*

### Lesson Plan: Reinforcing Numbers 1-10

Grade Level: All

#### Teaching Objectives

Students will practice words for the numbers 1-10 in Chinese.

#### Procedure

1. Teach students to say the numbers from 1-10.
2. Demonstrate the traditional Chinese way of showing these numbers with five fingers. Students will find this interesting and fun to practice on their own. Say the number in Chinese and have students show it using their fingers.
3. Display pictures with groups of items. Have students identify the number of objects in each picture using Chinese, first by counting and then by simply naming the total number.
4. Teach a song about numbers.

*(Submitted by Yu Ping, John Stark Regional High School, Weare, NH)*

## Color Words

### Lesson Plan: Color Words

Grade Level: Elementary School-Grades 1-3

#### Teaching Objectives

Students will connect colors with words. When given colors, students can speak words.

#### Procedure

1. Opening routines:
  - a. Greeting: Begin every class with greetings in the Chinese way.
  - b. Warm-up: Review the words we have learned by competition and song.
  - c. Incentive: Draw two monkey faces on the smart board. Tell the students that whoever can do good jobs this class will be chosen to play the game of finding noses for the monkeys at the end of class.

2. Show colors and speak Chinese words. First, teacher says and whole class repeats. Next, teacher shows color and calls on individual students to say the Chinese word. Then, students may work in pairs or groups to identify colors and say words.
3. The teacher speaks color words and challenges the students to find the exact color in the classroom quickly. The first person, group, or pair to find the color wins.
4. Play the game, “passing the hot potatoes.” The teacher shows the color, the student speak the word. (The teacher can repeat the words and correct the students’ pronunciation)
5. Closing: Students who have shown good participation and class performance can find nose for the monkey face as promised at the start of class.

*(Submitted by Chen Tingting, Madison Elementary, Norman OK)*

## Family

### Lesson Plan: Family Members

Grade Level: 6th Grade

This is the first year of Chinese language study for the 6th graders. At the beginning of the semester, we paid more attention to the pronunciation “Pinyin.” Now when I teach new phrases or sentences, I always begin with Pinyin. Students do not have textbooks, so I prepare cards and pictures.

1. Write Pinyin and make sure that all the students can read – “Ba4 ba,” “Ma1 ma,” “Ge1 ge,” “Jie3 jie,” “Di4 di,” “Mei4 mei.”
2. Present Chinese writing. The students may find out that some phrases have two of the same characters.
3. Explain the meaning with the picture of “Family Tree.” The students might ask a lot of questions such as “Ye2 ye,” “Nai3 nai,” “Wai4 Gong1,” “Wai4 Po2,” “Shu1 shu,” “A1 Yi2,” etc.
4. Use sentence structures “Zhe4, shi4...,” “Ta1...sui4,” “Ta1 Shi4...” as you present photographs of family members.
5. Cooperative work: Have students work in pairs – one student introduces his family members in Chinese, the other translates.
6. To help them remember the phrases, I sing a Chinese song. I have taught several Chinese songs and the students find it easier to remember by singing in Chinese.
7. Communicate with questions and answers “Ni3 Jia1 You3 Ji3 Ge4 Ren2?” “Ni3 You3 Ge1 ge Ma1?”. Since they haven’t learned too many sentences, it is difficult for them to make a dialogue by themselves.
8. Introduce something about family size in China.

*(Submitted by Zhang Weimin, Lincoln School, Brookline, MA)*

## Appendix E: Lesson Plans

### Lesson Plan: My Pets

Grade Level: 6th grade

#### Teaching Objective

Students will learn Chinese sentence patterns.

#### Procedure

Incorporate real life into what you teach to help students understand. For example, when I teach Lesson Seven, “My Pets,” in *Ni Hao 1*, I ask the students to draw pictures of their own pets and use the sentence patterns in this lesson to describe them. This is more effective and interesting than just reading them.

*(Submitted by Ms. Zou Renli, Gilmore Academy, Brockton, MA)*

### Lesson Plan: Picture Book

Grade Level: High School

#### Teaching Objectives

Students will create a children’s picture book.

#### Procedure

1. When I taught words for family members I asked students to bring a photo or scrapbook of their family and introduce their family to the class in Chinese.
2. When they had learned Chinese for about half year, I asked them to make a Chinese children’s picture book about their family. They have to use the very limited Chinese they have learned to make a story and draw pictures.

*(Submitted by Ni Qingrong, St. Edward’s School, Vero Beach, FL)*

## Food

### Lesson Plan: Chinese Food and Using Chopsticks

Grade Level: 3rd Grade

#### Teaching Objectives

1. Briefly introduce Chinese food and table manners.
2. Teach the students how to use chopsticks.

#### Teaching Aids

Computer, projector and chopsticks

## Procedures

1. I presented some pictures of different kinds of Chinese food.
2. I let the kids ask questions about Chinese food and listed them on the board.
3. I picked the questions I'd prepared to answer, saving the rest for the next class. The following were the topics I prepared to cover:
  - a. Main food in China
  - b. Cooking tool – wok
  - c. Lazy Susan
  - d. Table manners. I made 10 statements for the kids to judge true or false on PowerPoint. While showing the answer, both the kids and the teachers (including their home base teacher) discussed the differences and similarities between China and America.
4. After learning something about the food, it was time for kids to learn how to use chopsticks.
  - a. First, I asked the kids to take out two pencils, and explained why they have to be of the same length.
  - b. Then I used mine and the pictures downloaded on my laptop to show the correct way of holding chopsticks.
  - c. The next step was for the kids to practice. When they watched me, they thought it was so easy that they couldn't wait to try. After they tried, they found their fingers were stuck between the pencil-chopsticks.
  - d. Then it was time for me to tell them the key point—only move the upper chopstick as if you were writing with a pencil. Let the second one which is between your thumb and first finger always sit on your ring finger. The students got it and tried their pencil-chopsticks with great interest.

## Homework and Follow-Up

Since kids didn't have enough time to practice in class, they were told there would be a contest using real chopsticks. I suggested they do more practice at home until we would have the contest two days later. The kids were so excited about the competition!

*(Submitted by Hu Wei, Fairview Elementary School, Milwaukee, WI)*

## Lesson Plan: Fruit

Grade level: High School - Level One

### Objectives:

1. Students will learn Chinese words for fruit.
2. Talk about students' preference in fruit.

## Appendix E: Lesson Plans

### Language:

Vocabulary: pingguo, li(2)zi, taozi, xiangjiao, caomei, yingtao, juzi, li(3)zi, putao, xigua, hamigua, etc.

Structures: ni xihuan ... ma? wo tebie/hen/bu xihuan ..., ... youdayoutian / youxiaoyousuan / hen haochi / pianyi / ...qian yijin

### Procedure:

#### I. Warm-up

Talk with the students about the different colors they have learned. Then connect some colors with certain fruits, like red apples, yellow bananas, purple grapes, etc. Introduce the fruits they are going to learn using PowerPoint presentations

#### II. Activities

1. **Memory game.** After learning the vocabulary, show the students pictures only and ask them to use the Chinese words for the fruits, then read the characters.
2. **Competition.** Show the students a picture of fruit and award a prize to the student who says the Chinese word for the fruit first.
3. **Pair work.** In pairs, have students talk about their preference for certain fruit, asking and telling each other what kind of fruit they like and why.

#### III. Closure

Have a quick review of the fruits learned in the period and have one or two pairs have a conversation before the whole class.

*(Submitted by Ms. Li Li, Cascia Hall School, Tulsa, OK)*

## Lesson Plan: Going Out for Dinner, a Multiple Intelligence Four-Day Lesson

Grade Level: 11th and 12th Grade (10 students)

### Essential Questions

What are the elements needed to:

1. Describe the names of staple foods, dishes, and drinks?
2. Understand the language related to table manners in a restaurant?

### Materials

- ✿ Directions in Chinese
- ✿ Overhead projector/transparency
- ✿ Cards of Chinese calligraphy/flash cards
- ✿ Color pictures of food and drinks
- ✿ Pieces of paper for drawing and calculating

- ✿ Cassette tape for listening to material
- ✿ Videotape of eating in a Chinese restaurant
- ✿ Material for reading comprehension
- ✿ Test paper

### Intelligences Emphasized

- ✿ Bodily/Kinesthetic
- ✿ Intrapersonal
- ✿ Visual/Spatial
- ✿ Logical/Mathematical
- ✿ Linguistic
- ✿ Musical
- ✿ Interpersonal

### Procedures/Directions

#### Presentation 1

The teacher presents 28 new vocabulary words (foods and drinks). On a transparency the teacher has pictures of vocabulary items with their corresponding Chinese characters and Pinyin. Students have a photocopy of the transparency with only pictures of the vocabulary items. Students must label each picture with Chinese characters and Pinyin by copying it from the transparency while the teacher presents.

#### Activities

1. Ask the students to make a menu, classifying the words into three groups – staple food, dishes, and drinks.
2. Divide the students into three groups. Have them imagine they are running a restaurant using the above list of foods. Ask them to mark the price of each item and to name the restaurant.
3. Have each student act as a customer to do a survey in which they choose four dishes, one staple food, and a drink that they like. Ask them to exchange menus and calculate the total sum of money for the food they chose and then to find a restaurant that serves good food with low prices. **Dialogue:** Have students work in pairs to ask questions about the price and flavor of the dishes.
4. Ask the students what specific tasks are involved in having a meal in a restaurant. Students respond verbally in English. For each verbal response, the teacher shows its written Chinese equivalent on a card. The teacher presents each word by putting the cards on the blackboard. All words are written with a brush. (Examples: Choose a restaurant; look though the menu and talk about dishes; order dishes; settle the bill).
5. Listen to the tape of the text. Answer multiple choice comprehension questions based on the text.

## Appendix E: Lesson Plans

### Activity

Divide the ten students into pairs. Have each pair act out one part of the dialogue.

### Presentation 3

1. Listen to the tape again.
2. Watch the movie “Eating in a Chinese Restaurant” with Chinese classical music

### Activity

Role play (requirement to be listed later) going to a Chinese restaurant

### Homework

1. Give each student a form with the words “breakfast,” “lunch,” and “dinner” on it. The students are to plan breakfast, lunch, and dinner for their families for one day.
2. Based on new vocabulary and expressions presented in the dialogue, students will write a journal entry describing their experience eating in a Chinese restaurant.

### Test

1. Odd word out.
2. Recognize a portion of a menu.
3. Recognize a receipt from a cafeteria.
4. Reading comprehension: “Eating in China.”
5. Write a letter to a Chinese pen-friend in their sister school to tell them of their experience in a Chinese restaurant in the United States.

*(Submitted by Liu Hong, Brookline High School, Brookline, MA)*

## Lesson Plan: Shopping with Chinese Money

Grade level: High school

### Objectives:

1. Identify real shopping situations.
2. Know the process of shopping.
3. Master key words, expressions, and sentence structures.
4. Recognize the different values of China’s currency, and know how to use them.

### Procedure:

1. Create life-like shopping circumstances by changing the classroom into a shopping place.
2. Role-play by dividing the kids into several groups with different roles of customers, cashiers, assistants etc.
3. Play a Chinese money game by guessing how much I have in my hand.



4. Play an items-recognizing game by first showing the kids a collection of different items like types of fruits, stationary items, and food items and then getting them to write down as many names of the items as possible they have seen before. Lastly, read aloud the items they write out respectively.
5. Practice shopping process by groups.
6. Perform a role play.

In the whole process, the teacher needs to control the procedures and give those who need help immediate guidance.

*(Submitted by He Yeming, Bishop Kelley High School, Tulsa, OK)*

## Geography

Three teachers provided lessons for students related to world geography. The first lesson is aimed at the high school level and addresses the identification of the world's continents and countries. The second is an introductory lesson for elementary students on the geographic features of China. The third is a four-day unit addressing the landforms, weather, vegetation, shelters, and human adaptation to different geographic features.

### Lesson Plan: Chinese Geographic Features

Grade Level: 5th Grade

#### Teaching Objectives

Students will be able to identify some geographic features on the map of China, and make relevant comparisons between China and the United States.

#### Procedure

1. Show a map of the world and ask a student to come up and locate China and the United States.
2. Ask the students to write down the full names of the two countries, two continents, and the ocean between them.
3. Explain the time difference between China and the students' school. Set up a math problem to get them motivated (Can I call my friend in China now? Why not? It's \_\_\_ in New York City. What time is it in China now? What date?)
4. Give a small map of China to each student. Ask them to read the introduction and map signs. Offer help if they have trouble pronouncing the name of any place.
5. Draw a chart on the board. Ask the students to look at the map and fill in the chart. (Ask one or two to do it on the board and the rest to do it in their notebooks.) Include the following information on the chart.

## Appendix E: Lesson Plans

- |              |                           |
|--------------|---------------------------|
| * Full name  | * Capital                 |
| * China      | * Cities                  |
| * Location   | * Great man-made projects |
| * Area       | * Rivers                  |
| * Time zone  | * Mountains               |
| * Population | * Deserts                 |

6. Work on the chart with the students. Provide them with relevant information by telling stories, showing pictures, playing DVDs or videos, playing music, and showing different dialects.

7. Add the United States to the chart. Divide the students into groups and appoint a timer, a recorder, and a reporter in each group. Have them complete the chart with information about the United States.

- |                       |                           |
|-----------------------|---------------------------|
| * China/United States | * Capital                 |
| * Full name           | * Cities                  |
| * Location            | * Great man-made projects |
| * Area                | * Rivers                  |
| * Time zone           | * Mountains               |
| * Population          | * Deserts                 |

8. Encourage the students to find as much information as possible and share it with the whole class. If they do not complete it, they can do the rest of it as homework.

### Summary

1. Let the students put the small map of China under a page of their notebook and trace it.
2. Make a list of what else the students would like to know about the geographic features of China.

*(Submitted by Zhao Jie, P.S. 132, Springfield Gardens, NY)*

## Lesson Plan: Continents and Countries

Grade Level: Middle School - Grade 7

### Teaching Objectives

Make students familiar with the names of the countries on different continents. Focus on listening skills.

### Procedure

1. Preparations: Download the map of the world which includes outlines of the countries you will learn. Also download the maps of continents and the national flags of these countries. Cut out the continents and flags.

2. Post the world map at the front of the class.
3. Distribute flags and pictures of continents so that each student has one.
4. Call out the name of a country in Chinese. The student who has this country's flag should hold it up. The student holding that country's continent should also hold up the continent.
5. Call out the name of a continent in Chinese. The student holding that continent should hold it up, and all students holding flags of countries on that continent should also raise them.

### Extension

Cut out outlines of countries. Have students come up and stick these onto the world map as they name them in Chinese.

*(Submitted by Yang Ruiyu, Quincy Upper, Boston MA)*

## Lesson Plan: Diverse Geographic Land Forms in China

Grade Level: 4th Grade

Duration: Four 45-minute sessions

### Goals

- ✿ To show the location, size, and diversity of the landforms in China.
- ✿ To demonstrate how the geographic factors and human activities interact with each other.

### Teaching Objectives

Students will:

- ✿ Develop an understanding of the diverse landforms in China.
- ✿ Relate the geographic factors to weather, vegetation, and shelters.
- ✿ Formulate creative strategies for human adaptation to different geographic features.

### Materials

- ✿ A world map
- ✿ A big landform map of China
- ✿ China map booklet (including world map, landform map, climatic zones, and crops map)
- ✿ Crayons
- ✿ Colorful clay
- ✿ A projector for the PowerPoint presentation of shelters in different regions

## Appendix E: Lesson Plans

### Procedure

#### Day 1

1. Find China and the USA on the world map. Compare their sizes and latitudes.
2. Find China in the map booklet and color it red. What is the shape like?
3. Read big landform map on the blackboard and complete the following chart. (Those items under “Landform” are examples of what the students might fill in during class.)

Region	Landform
Northeast	Plain, mountain, desert
Northwest	Mountain, desert, basin
Southwest	Plateau, mountain (the roof of the world)
Southeast	River, lake, hill, plain, island

	United States	China
Total land	3.6 million square miles	3.7 million square miles
Population	306 million	1.3 billion
People per square mile	62	270
Arable land	25%	11%
Population density	Distributed on both coasts	90% concentrated on east coast

4. Find the Tibetan plateau, two deserts, and the two most important rivers on the landform map in the map booklet. Color them brown, orange, and blue respectively.
5. Use colorful clay to make a model of China.

#### Day 2

1. Review the landforms.
2. Pose the following questions for discussion:
  - a. Why can people find some Chinese characters in Japanese and Korean but not in English, Spanish, or Arabic?
  - b. Find Beijing on the map. Have you read any articles about the sandstorm in Beijing? Where do you think the sand comes from? What do you think the Chinese should do to improve the environment in Beijing?
  - c. Find the two primary rivers. Both run from west to east and provide people waterways from east to west. If the emperors in Beijing wanted to go to the south, what do you think they could do? Explain the Grand Canal.
  - d. Imagine what Yangzhou, located at the crossing of the Yangtze River and the Grand Canal, was like in the past and now. (It was very prosperous in the past.)
  - e. In what parts of China do the students prefer to live? Why?

3. Look at the following chart. Explain the importance of the one-child policy in China.
4. In order to feed such a large population, the Chinese farm every possible piece of land. Show pictures of terraced fields in the west.
5. Such a big population uses a large amount of power, so the Chinese constructed the Three Gorges Dam. Discuss the reasons and the potential problems.

### Day 3

1. What influences the weather? Compare the weather in Florida and that in Connecticut. Compare Florida's weather and Tibet's.
2. Figure out the weather in different geographic regions and fill in the chart. (Those items under "Weather" are examples of what the students might fill in during class.)
3. How is the vegetation affected by the climates? Fill in the following chart. (Those items under "Vegetation" are examples of what the students might fill in during class.)
4. Find different weather and vegetation on the climatic zones and main food crops maps. Color them.

### Day 4

1. Review the landforms, weather and vegetation.

Region	Landform	Weather	Vegetation
Northeast	Mountain, desert, basin	Long, cold winter, cool summer, dry	Corn, wheat, millet, soy-bean, coniferous forest
Northwest	Mountain, desert, basin	Extremely dry, very hot in daytime, temperatures drop a lot at night	Steppe, grassland, grapes Mainly pastoral
Southeast	Hill, river, plain	Warm, hot, wet	Rice, semi-annual crop Tea, annual crop Tropical rain forest, sub-tropical
Southwest	Plateau, mountain	Plateau: cold, covered with ice and snow, thin air; the harshest place Mountain: wet and warm	The rain forest, sub-tropical, harshest place

2. Why do people need shelter? Climate has a huge impact on the construction of Chinese houses.
3. Show the PowerPoint presentation of shelters in different regions. Ask the following questions:
  - a. Compare the different houses. What are the differences?
  - b. What might account for the differences?
  - c. Where do you think these houses are found?

*(Submitted by Fan Duoxia, Westport Public Schools, Westport, CT)*

### Greetings and Introductions

#### Lesson Plan: Chinese Greeting Words (1)

Grade Level: High School

#### Teaching Objective

Students will practice greeting people using the traditional Chinese structure.

#### Procedure

1. Tell students that in English people put the greeting expression before the person's name and often use first names without titles. Usually Chinese people put the family name and title before the greeting expression.
2. Teach simple greeting expressions like 'ni hao (hello)'.
3. Teach students some common family names and titles in practice and dialogues.
4. Ask students to greet the teacher in the Chinese way every time they come into your class.

*(Submitted by Zhang Linchun, Stamford High School, Stamford, CT)*

#### Lesson Plan: Chinese Greeting Words (2)

**Teaching Objective:** Students will learn Chinese words for greeting.

Grade level: Elementary

#### Teaching Material:

- Two puppets: A giraffe and Spiderman
- A computer
- A PowerPoint of greeting words

#### Procedures:

1. Tell a story: One day, a giraffe was walking in the park. He met Spiderman and said: "Ni Hao!" Spiderman answered. "Ni Hao!" Then the giraffe asked, "Ni Jiao Shen Me?" and Spiderman answered: "Wo Jiao Bob. Ni Jiao Shen Me?" The giraffe answered, "Wo Jiao George." Then they said, "Zai Jian!" to each other.
2. Show the students the play using English first, then in Chinese.
3. Ask the students to come to the front of the classroom to give a performance.

The students are happy to go to the front of the classroom to give a performance, so they practice the greeting words. They are interested in the puppets and the story, which provides a language situation.

*(Submitted by Zhang Fang, Royal Oak Public Schools, Royal Oak, MI)*

## Lesson Plan: Introducing Yourself

Grade Level: Middle School-Grade 8, Chinese 2

### Teaching Objective

Students will be able to read a short paragraph (without pinyin) introducing someone and write a short paragraph (with as many Chinese characters as possible) to introduce themselves, including name, age, where he or she comes from, nationality, the number of family members and siblings as well as likes and dislikes.

### Procedure

1. Greeting and Warm-up: Students talk about Chinese celebrities they know.
2. Review (Speaking practice): Review the language they learned last week by competing to translate sentences from English into Chinese.
3. Reading practice: Students read a short paragraph about a celebrity -- Yao Ming, a famous basketball player from China. 他叫姚明 (Yao Ming) 他今年27岁了。他的生日是九月十二号。姚明是中国人，他从中国上海 (Shanghai) 来。姚明家有三口人，他爸爸、他妈妈和他。他没有哥哥、姐姐、弟弟和妹妹。他喜欢打篮球 (da lan qiu)。
4. Written Chinese: Help students write a short paragraph introducing themselves.

### Procedure

**Homework:** Introduce a celebrity you like to your peers in Chinese by writing a short paragraph.

*(Submitted by Li Xiaowen, Gilmore Academy, Brockton, MA)*

## History

### Lesson Plan: Contemporary History of China

Grade Level: High School

### Teaching Objectives

Students will research events in modern Chinese history.

### Teaching Aids

Timeline, access to sources for research, video

### Procedure

We taught the students contemporary history of China, starting from the May 4th Movement to the present. We gave the students some handouts with the history time line so that the students could have a brief idea about the main events over the period. They were particularly interested in the two parties of China, the last empire, the invasion of the Japanese, the civil war, the founding of PRC, and the Cultural Revolution, including the reform and opening policy after that. We divided the students

## Appendix E: Lesson Plans

into two groups and assigned research on some topics that most interested them. After their wonderful presentations, we showed the movie “Farewell, My Concubine” to reinforce the historical events. They had a quiz to make some comments on the movie by answering some open questions. The teaching turned out successfully.

*(Submitted by Qiao Feng, Staples High School, Westport, CT)*

### Lesson Plan: History of Modern China

Grade Level: Mixed group (from grades 9-12)

#### Teaching Objectives:

Familiarize students with the history of Modern China

#### Activities:

1. Watch the movie “To Live”
2. Surf the Internet about the history of this period and give presentations about it in groups of four.
3. Each group makes posters on one topic during this period of history, such as Mao Tse Dong, Cultural Revolution, etc.

*(Submitted by Tu Haiyan, Snowden Int'l. School, Boston, MA)*

### Lesson Plan: The Great Wall and Other Historic Places

Grade Level: 3rd – 5th Grade

#### Teaching Objectives

Introduce students to the Great Wall, one of the greatest constructions in the world, and its history through pictures and a documentary. Students will increase their understanding by doing projects.

#### Teaching Aids

Map, pictures, storybook, videotape, project materials

#### Procedures

1. Introduce Beijing: Show the kids the map of China. Beijing is the capital city of China. (What’s your capital city?). With about 12 million population, Beijing is one of the largest cities in China. It’s the center of politics and culture. (We’ve already talked about the Beijing Opera and opera painted faces.)
2. Introduce several famous historic places in Beijing: Show many pictures.
  - a. Tiananmen Square, located in the city center, is a symbol of both Beijing and China. It’s the largest city square in the world. Usually Chinese people hold important ceremonies there.



- b. Ornamental Column. Two pairs of Huabiao below the Tiananmen Tower are a symbol of authority. The material used in these columns is white marble. The column itself is cylindrical, with dragon-in-clouds coiling around the column forming the design. At the top, horizontal sculptures shaped like flying clouds suggest that the column does reach the sky — at least symbolically. Sitting on top of the whole thing is a lively lion.
  - c. The Forbidden City, the largest ancient architectural complex extant today, is a splendid crystallization of ancient Chinese architectural art. Walking in the city, one might find many places worth a second visit. These include mansions, gardens, gate towers, temples, former residences of celebrities, and places where many historical events took place. Every day, hundreds of thousands of people, domestic and foreign, come to Beijing to visit its grand palaces and graceful gardens and to enjoy its marvelous sites.
  - d. The Summer Palace is one of the most famous tourist sites in the world. The construction of the Summer Palace started in 1750. It can be divided into two parts: Longevity Hill and Kunming Lake. The layout includes three groups of architecture: palaces where the emperor attended to state affairs, resting places of the emperor and empress, and sightseeing areas.
  - e. The Temple of Heaven is one of the most strictly protected and preserved areas.
  - f. Learn how the Ming Dynasty took advantage of the Wall to defend the country against Mongolia.
1. Time for the kids to ask some questions.
  2. Do the project: The students build their own Great Wall with the materials provided. They reproduce, color, and cut out the Great Wall on paper. Each student adds his/her pieces to help build a great wall around the classroom.

*(Submitted by Cai Hongyu, Woodstock Elementary School, Portland, OR)*

## Holidays, Festivals and Seasons

Three lessons were submitted related to the Chinese New Year—one for middle school students, one for high school students, and one that could be adapted for all levels. The middle school lesson focuses primarily on the cultural aspects of the holiday while the high school lesson also addresses language related to the New Year celebration. The final lesson highlights the importance of hands-on experience for students at all levels.

### Lesson Plan: Activities and Language Related to the Chinese New Year

Grade Level: High School

#### **Class: Chinese I**

Materials

- ✿ Chinese traditional New Year's hangings

## Appendix E: Lesson Plans

- ✿ Upside down Double Happiness
- ✿ Spring couplets (3 pieces)
- ✿ Plastic firecrackers and stickman

### Step I: Presentation

Today let's learn something about Chinese New Year.

### Step II: Lead-in

Set the stage by asking some questions.

1. What is the most important festival in the United States?
2. What do the Americans do at this time?
3. Do you know what is the most important Chinese festival?
4. What do they do?

### Step III: Activities

1. Students silently read the Chinese New Year's passages (two).
2. Answer the following questions:
  - a. What does "Nian" mean?
  - b. When does Chinese New Year come?
  - c. What do they do?
3. Learn new words "xin nian," "guo nian," "bao jiaozi," "bian pao," "chun lian," "dao fu."
4. Use the fly swatter.

### Fly swatter game

I read for them to listen. They imitate and then play the game.

1. Two students stand in the middle of the room, each with a fly swatter.
2. I say a new word in English. The students run to the board and swat the Chinese words. The one who hits the word first wins. This student continues in the game. The one who loses goes back to his seat and hands the fly swatter to another volunteer.

### Step IV: Summary

1. I do a short summary of what has been learned.
2. I teach a song I have composed by removing the lyrics of a folk song and creating lyrics using the new words. The song is like this: "Yi yue er yue xin chun dao, Jia jia hu hu fang bian pao, Bao le jiao zi tian chun lian, Zhong guo ren guo nian zhen re nao!"

### Step V: Homework

1. Read the words you have learned again and again.
2. Try to sing the song well.

*(Submitted by Chen Zhiyun, Poudre School District, Fort Collins, CO)*

## Lesson Plan: Celebrating the Chinese New Year

Grade Level: 6th Grade

One of the successful lessons I taught is about the Chinese New Year. I taught this for 6th graders at the beginning of 2003. I use the overhead to show the whole process of Chinese people's celebrating the Chinese New Year. I explain the symbols of the Chinese New Year. I then ask the students to compare Christmas Day with Chinese New Year.

I explain the meaning of fish on Chinese New Year, show them how to say and write "fish," and how to say different colors of fish. I ask each of them to make a beautiful fish to hang up on the walls. I use the tapes to show the atmosphere of the Chinese New Year. I also give them a red envelope with Chinese lucky coins in it. I show them how to make the red envelope so that they can ask for lucky money from their parents. The students are very active in making these and learning how to say "Happy New Year" to each other.

*(Submitted by Shuping Yang, Milwaukee School of Languages, Milwaukee, WI)*

## Lesson Plan: Spring Festival

Grade Level: All

### Teaching Objectives

Students will learn about Chinese holidays through hands-on experience.

### Procedure

1. Before the Chinese Spring Festival, introduce some Chinese culture related to Spring Festival such as couplets, new year paintings, red lanterns, red envelopes and so on.
2. Students decorate the classroom with these items. Students will be excited about it and understand more about some traditional Chinese culture by touching these real things.

### Extension

High school students even wrote their own couplets with Chinese brushes (mao bi). Younger students could copy a single Chinese character.

*(Submitted by Li Xiao, Logan High School, La Crosse, WI)*

## Lesson Plan: Springtime

Grade level: Grade 8, Chinese 1

### Lesson Objectives:

1. Review colors.
2. Learn Chinese characters about spring.
3. Sing a song: 春天在哪里?
4. Arouse students' love for life.

## Appendix E: Lesson Plans

### Procedure:

1. Review colors.
2. Play a piece of music – *Voices of Spring* by Johann Strauss. After that, ask students to draw on the whiteboard what sounds they can hear in spring.
3. Teach the new characters, such as 河, 鸟, 太阳, 天空, 花, 草 . . . . .
4. Help Students say: 蓝色的天空, 绿色的草, 白色的云 . . . . .
5. Practice: Take students out of the building, to listen to the sounds of spring. As the teacher points to the sky, the students will respond with 蓝色的天空 . . . . .
6. Sing a song: 春天在哪里 ?

*(Submitted by Ms. Huang Jinjin, Lee's Summit School District, Lee's Summit, MO)*

## Inventions

### Lesson Plan: Chinese Inventions and Customs

Grade Level: 3rd - 5th Grade

#### Teaching Objectives

Teach something about the New Year and Chinese inventions

#### Procedure

I didn't tell the students the stories or the history. First I put all the key words into riddles and ask students to guess. For example:

1. The word begins with "d", it's a kind of Chinese food, Chinese people eat them on New Year. What is it? (Ask students to guess the word "dumpling", then explain why Chinese people like dumplings.)
2. The word begins with "C", it's a Chinese invention, and it can give you directions when you're traveling. It always points to the north, etc.
3. I make more than thirty words like: noodles, wok, tea, silk, Great Wall, fireworks, paper, scroll, Yellow River, Changjiang River, panda, emperor, chopsticks, fish, china, Asia, etc. All the students are interested in guessing the words and they also wanted to know what every word means. For the elementary school students, I think it's a good way to teach Chinese culture

*(Submitted by Li Hongxia, Academy of Accelerated Learning, Milwaukee, WI)*

## Lesson Plan: Listing Chinese Inventions

Grade Level: Middle School

### Teaching Objectives

Students will locate information about Chinese inventions.

### Teaching Aids

Access to library

### Procedure

Provide each pair of the students with a list of great inventions or innovations to research. They go to the library to find out when and where those inventions were made. The first pair to complete the task is awarded. Then each pair is assigned to look for more details of one on the list to share with the class.

*(Submitted by Xu Hong, Jackson Middle School, Portland, OR)*

## School

### Lesson Plan: School Subjects and School Life

Grade Level: Chinese 4

### Teaching Objectives:

To expand and use new vocabulary of subjects and school life.

To compare American students' school life with Chinese students'.

### Teaching Materials:

Paper and pencil

### Procedures

1. Show some pictures about students in different classes. Teach new words about subjects.
2. Group work. The students need to write down some teachers' names on a list when they hear the Chinese teacher say different subjects.
3. Encourage the students to say "I have Chinese, math, physics....." "I like math because....."
4. Online resource: Show a video about Chinese students' school life. Ask my students to compare it with their school life.
5. Homework: Everyone translates his own schedule into Chinese

*Submitted by Pan Huali, Saint Edward's School, Vero Beach FL*

## Appendix E: Lesson Plans

### Sports and Exercise

#### Lesson Plan: Tai Chi

Grade Level: High school

#### Teaching Objective:

Students will learn the basics of Tai Chi in order to help them be flexible, swift, and able to effectively protect themselves.

#### Procedure

1. Warm-up activities.
2. I demonstrated how to fight in teams with soft balls. I showed them how to fight safely and effectively by standing sideways and protecting their heads. All different parts of my body were busy while kicking the balls back, protecting my head, moving here and there at the same time. My students were amazed.

*(Submitted by Guo Xiaoling, Central High School, La Crosse, WI)*

### Vocabulary

#### Lesson Plan: Using Slides

Grade Level: High School

#### Teaching Objectives

Develop a strategy to remember pronunciation, Pinyin, and Chinese characters for new vocabulary-words.

#### Teaching Aids

Projector, slides

#### Procedure

I make slides, one picture with Chinese characters and Pinyin under it. The first time, show them both; the second time, delete the pinyin, only the characters; the third time, only the English. I find it very effective, for almost all my students can remember all the new words and phrases in class.

*(Submitted by Wang Ying, Saint Edward's School, Vero Beach, FL)*

## Lesson Plan: Using Sports

Grade Level: Middle School

### Teaching Objectives

Students will build Chinese vocabulary through the kinesthetic activity of charades.

### Procedure

1. Write the names of different kinds of sports on small slips of paper. Mix the slips of paper up in a small container.
2. Invite one student at a time to come up to the front and pick a piece of paper out of the container.
3. The student should use body language to act out the sport. The class must guess what sport is being acted out and give the name of that sport in Chinese.

### Extension

Repeat this activity in subsequent classes when teaching other vocabulary terms.

*(Submitted by Ma Chenghong, Milwaukee School of Languages, Milwaukee, WI)*

## Lesson Plan: Vocabulary Groups

Grade Level: High School

### Teaching Objectives

Review vocabulary words.

### Procedure

After teaching the students pinyin, I gave them a review lesson. I organized some classroom activities and asked them to work in groups. Each group had some words. They had to read the words, get the right pronunciation, and put them in the right order to form a very interesting sentence they had learned before. They worked so hard as a group together and tried to win the competition. It turned out to be very successful.

*(Submitted by Liu Wen, Beacon School, New York, NY)*

## Lesson Plan: Writing in the Air

Grade Level: High School

### Teaching Objectives

Students will practice reading and writing Chinese characters.

## Appendix E: Lesson Plans

### Procedure

1. Divide students into groups.
2. Each group chooses a student to write characters in the air using their fingers.

The rest in the group guess and speak out the characters. The group who guess the most wins.

*(Submitted by Wang Youhua, Bishop Kelly High School, Tulsa, OK)*

## Zodiac Animals

### Lesson Plan: Using Zodiac Animals

Grade level: 9th grade, Chinese 1

### Teaching Objectives:

Chinese 1: Students will learn to read the Chinese names of the twelve zodiac animals without pinyin.

### Procedure:

1. Play a Bingo game where OX is in the middle.  
兔 猪 蛇 龙 牛  
马 牛 虎 鼠 鸡  
羊 虎 羊 狗  
猴 龙 鼠 鸡 兔  
狗 猪 猴 蛇 马
2. Winners get lucky knots I brought from China.

The kids really enjoy playing this game.

*(Submitted by Chen Shengzhong, Kearsarge Regional High School, North Sutton, NH)*



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