

Colors and Fruits

Grade Level: Kindergarten

Unit Theme: Fruits and Colors

Ohio Standards Connection: Foreign Language

Standard: Communication: Communicate in languages other than English.

Benchmark A: Ask and answer questions and share preferences on familiar topics.

Indicator 1: Answer simple questions about personal information and other familiar topics (e.g., name, age, favorite color, birthday month, day of the week, weather).

Benchmark C: Request clarification.

Indicator 4: Respond to questions seeking clarification (e.g., Do you want red or blue? Do you understand? What is this?).

Benchmark K: Present information orally, signed or in writing.

Indicator 13: Name or place labels on common objects/places.

Ohio Standards Connection: Science

Standard: Physical Sciences

Benchmark A: Discover that many objects are made of parts that have different characteristics. Describe these characteristics and recognize ways an object may change.

Indicator 3: Describe and sort objects by one or more properties (e.g., size, color and shape).

Standard: Curriculum Focal Points for Mathematics

Connections to Focal Points: Algebra – Children identify, duplicate, and extend simple number patterns and sequential and growing patterns (e.g., patterns made with shapes) as preparation for creating rules that describe relationships.

Unit Mode(s) of Focus: Interpersonal, Interpretive, and Presentational

Unit Description

In this multi-day unit, students will gain the ability to identify different fruits and colors in Chinese. Students will ask and respond to simple questions about fruits and colors. Students also will express whether they like or dislike specific fruits and colors. Students will practice sorting according to colors in addition to recording data of class likes and dislikes of colors and fruits. Finally, students will learn culturally appropriate times to

serve fruit (e.g., at the end of formal meals, family gatherings, restaurant meal, parties) and the cultural relevance of certain fruit (e.g., peaches represent longevity).

Performance Outcomes

Students will be able to:

- Identify and name common fruits, such as apples, peaches, pears, grapes, watermelons, oranges, pineapples, peaches and bananas;
- Identify and name common colors, such as red, yellow, blue, green, orange, and purple;
- Express their preferences related to fruits and colors;
- Ask and answer questions about their preferences for different fruits and colors.

Time Frame/Estimated Duration: *Ten classes / Five hours*

General Tips from the Writers

- Modify the time needed for this unit based on class size and the time it takes to move through the activity sequence.
- Using fresh fruits and allowing students to handle them is a very appropriate technique to use at the kindergarten level. Be sure to be aware of any food allergies or restrictions students might have.

Feedback from Pilot Teachers

- For this unit, I adapted to my students by only teaching the colors of different balloons so that the kids needn't deal with too many new words at the same time with the concepts of different colors for different fruits. And I will teach different fruits for next unit at the same time to review the color words by using some activities in this unit. We also learn the "The balloon flew away" song to practice the color words.
- My students like to color the fruit basket and find the colors in the classroom. They enjoyed the unit.
- We used the book "Brown Bear, Brown Bear, What do You See?" to learn and/or review both the color and animals topics [in Chinese of course!]
- Overall, it was a well-organized and easy to follow unit. The explanation for procedure was clear and the activities provided fun and effective learning experience for young children. Here are some issues I found: One fruit (blueberry) from the vocabulary list was not included anywhere in the nine-day lesson plans, while one fruit (strawberry) mentioned on Day Seven was not one of the fruits on the list, nor was it included in any lesson plans. On Day Two, five fruits were placed in the fruit basket, and only four were used for presenting and practicing. I think the fifth one (peach) which was in second group of four that were presented on Day Three was on Day Two's plan by mistake. On Day Six, the four displayed fruit used for reviewing their names and colors were slice of watermelon, banana, a red apple and a yellow apple. I think the yellow apple there may be a mistake because the four colors being reviewed were red, yellow, green and brown. If banana was representing the color "yellow", a green apple instead of a yellow apple would be needed to represent the color "green". Also, using watermelon seeds to teach the color "brown" may cause some confusion, because some students may think they were "black" instead of "brown". I would suggest using a brown pear or pits of peaches. As for color of a

peach, I found out that most students identified it with the color “pink” which was not included in this unit’s word list. Holding a discussion on “culturally appropriate times for eating fruit in China” was, in my opinion, not necessary. To provide information about certain fruits and their symbolism, on the other hand, was appropriate and interesting. Suggestions: Since colors and fruits were taught in the same unit, why not combine them to form new words? Instead of asking “What color is the apple?” (Pingguo she shenme yangse?). teach students directly to identify the fruit and color at the same time. For example, show them a picture, a real or a play fruit and teach them to say “red apple” “yellow banana” (hong pingguo, huang xian jiao). Use these basic words to extend practice on sentences and questions.(What is this? This is green grapes). Some of the activities I used for this unit Chain Practice using the sentence: “I like apple, how about you?” Mysterious Fruit- A guessing game. Create a fruit basket on paper – A craft activity. Label the fruit using the artwork students created. Name the color –association game using other objects to practice on colors and expressing preferences (candy, toys, markers, classroom objects).

Pre-Assessment

- Have visuals of a cut apple, a whole apple, a cut orange, a whole orange, a cut pear, a whole pear, a cut watermelon, a whole watermelon, a banana and a bunch of bananas, a grape, and a bunch of grapes, a cut peach, a whole peach, a cut pineapple and a whole pineapple. Have students match the cut fruit with the whole fruits.
- Ask students, “这是什么？” “Zhè shì shénme?” (What is it?) each time you show a visual. Once they say the correct name in English (or Chinese), provide them with the vocabulary in a complete sentence, for example: “这是苹果。” “Zhè shì píngguǒ.” (This is an apple.).
- Distribute Attachment A, Pre-Assessment Coloring Worksheet (it’s already shaded), and discuss with the students the images they see. First, ask them what each of the pictures depicts “这是什么？” “Zhè shì shénme?” (What is it?); “这是苹果。” “Zhè shì píngguǒ.” (This is an apple.). Then ask them what generally all of the objects represent (fruits).
- Pass out packets of crayons containing only the following colors: yellow, red, green, purple, orange, and brown.
- Ask students to color the fruits using their natural colors. Do not give students any assistance in picking out the colors.
- When students are finished, collect their work and assess their ability to correctly match fruits with their natural colors.
- Record their scores on Attachment B, Pre-Assessment Scoring Sheet.

Pre-Assessment Scoring Guidelines

The following scale can be used to determine the students’ familiarity with fruits and their colors:

7 - 8 correctly colored	Student is very familiar with the concept; No remediation is necessary.
5 - 6 correctly colored	Student is somewhat familiar with the concept. Minor remediation may or may not be needed.
3 - 4 correctly colored	Student is slightly familiar with the topic.

0 - 2 correctly colored	Remediation is needed. Student has little or no prior knowledge of concept Students need significant remediation.
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Unit Assessments and Scoring Guidelines

Interpretive and Interdisciplinary Assessments

- Distribute Attachment A. Have students color the fruits in their natural colors.
- Then, distribute Attachment C, Fruit and Color Sorting Grid. Ask students to cut and paste their colored fruit from Attachment A into the appropriate color grid. For example, if one student colored the apple green, then she would cut and paste it onto the grid marked green, but if another student colored the apple red, then he would cut and paste it onto the grid marked red.
- Students will turn in the completed Attachment C, and then begin working on Attachment D, Math Connections Assessment, where they complete the pattern of fruit series. They are to turn this in once completed.
- Note their scores on Attachment E, Student Performance Chart.

Instructional Tip:

Prior to distributing Attachment C, color in the box next to each name of the color category for that grid. This will help the students with their sorting since they will only be slightly versed in reading the characters. Or, you may decide to color them together as a class prior to beginning the cut and paste portion of the assessment. This is good listening practice; but make sure that everyone has listened carefully and followed directions.

Interpretive Assessment Scoring Guidelines

- 4 pts (6 of 8) Strong understanding of colors and fruits
- 3 pts (4 of 8) Adequate understanding of colors and fruits
- 2 pts (2 of 8) Poor understanding of colors and fruits / Needs remediation
- 1 pt (0 of 8) Insufficient understanding of colors and fruits / Needs remediation

Interpersonal Assessment

Ask students questions about their color and fruit preferences based on visuals you hold up. Make sure students get to express their own meaning.

Interpersonal Assessment Scoring Guidelines

Use the same rubric as Interpretive Assessment Scoring Guidelines.

Presentational Assessment

Students will be paired up to act out a conversation in front of class.

Presentational Assessment Scoring Guidelines

- Use Attachment E to keep track of students' scores.
- The teacher will evaluate students based on the following criteria:
 - 4 Pronounces correctly and speaks at a normal rate
 - 3 A few minor pronunciation errors and hesitations
 - 2 Many pronunciation errors and hesitations

Vocabulary and Structures

Chinese characters	Pinyin words	English words
水果	shuǐguǒ	fruits
苹果	píngguǒ	apple
橙子	chéngzi	orange
梨子	lízi	pear
西瓜	xīguā	Watermelon
香蕉	xiāngjiāo	banana
葡萄	pútáo	grape
桃子	táozǐ	peach
菠萝	bōluó	pineapple
蓝莓	lánméi	blueberry

颜色	yánsè	colors
红色	hóngsè	red
橙色	chéngsè	orange
黄色	huángsè	yellow
绿色	lǜsè	green
紫色	zǐsè	purple
蓝色	lánsè	blue
棕色	zōngsè	brown

Chinese Sentence patterns	Pinyin words	English
这是什么？	Zhè shì shénme?	What is this?
这是什么颜色？	Zhè shì shénme yánsè?	What color is this?
这是 ...。	Zhè shì ...。	This is
你最喜欢的水果是什么？	Nǐ zuì xǐhuān de shuǐguǒ shì shénme?	What is your favorite fruit?
你最喜欢的颜色是什么？	Nǐ zuì xǐhuān de shuǐguǒ shì shénme?	What is your favorite color?
下一个是什么？	Xià yí ge shì shénme?	What comes next?
你喜欢.....？	Nǐ xǐhuān?	Do you like ...?
我喜欢.....	Wǒ xǐhuān	I like ...
我不喜欢	Wǒ bù xǐhuān	I don't like/dislike
“是”还是“不是”？	Shì háishì búshì?	Yes or No?

Materials, Resources and Useful Web Sites

- Visuals/flash cards, pictures
- Fresh fruits
- Construction papers of different colors
- Crayons
- Teacher-made song recording

Sequence of Activities

Day One

- Have visuals of a cut apple, a whole apple, a cut orange, a whole orange, a cut pear, a whole pear, a cut watermelon, a whole watermelon, a banana and a bunch of bananas, a grape, and a bunch of grapes, a cut peach, a whole peach, a cut pineapple and a whole pineapple. Have students match the cut fruit with the whole fruits.
- Ask students, “这是什么？” “Zhè shì shénme?” (What is it?) each time you show a visual. Once they say the correct name in English (or Chinese), provide them with the vocabulary in a complete sentence, for example: “这是苹果。” “Zhè shì píngguǒ.” (This is an apple.).
- Distribute Attachment A, Pre-Assessment Coloring Worksheet (it’s already shaded!), and discuss with the students the images they see. First, ask them what each of the pictures depicts “Zhè shì shénme?” (What is it?); “Zhè shì píngguǒ.” (This is an apple.). Then ask them what generally all of the objects represent (fruits).
- Pass out packets of crayons containing only the following colors: yellow, red, green, purple, orange and brown.
- Ask students to color the fruits using their natural colors. Do not give students any assistance in picking out the colors.
- When students are finished, collect their work and assess their ability to correctly match fruits with their natural colors.
- Inform students that you will be studying fruits and colors and learning that fruit is served on special occasions and certain fruit has special meaning in Chinese culture.
- Record the students’ scores on Attachment B, Pre-Assessment Scoring Sheet.

Day Two

- Put a fruit basket that contains apples, oranges, pears, peaches, and a small watermelon on a surface where all the students can see it.
- Hold up an example of each fruit and ask the students “这是什么水果？” “Zhè shì shénme shuǐguǒ?” (What is this fruit?). Use gestures and facial expressions to help students understand what you are asking.
- As students call out names in English, clearly pronounce the words for these four items in Mandarin: 苹果 píngguǒ (apple), 橙子 chéngzi (orange), 梨子 lízi (pear) and 西瓜 xīguā (watermelon).
- Have students repeat the names of each fruit in Chinese as a class until you are satisfied with their pronunciation.
- Ask choice, yes/no, then completion questions about the fruit. You might hold up an apple and ask, “Zhè shì shénme? (What is this?). Or you might hold up an orange and say, “这是橙子。是不是？” “Zhè shì Chéngzi. Shì háishì búshì?” (This is an orange. Yes or No?).

- Next, place the fruits in a row on a desk or a table. As you pronounce the name of each different fruit, ask members of the class to come forward, point to it (or pick it up), and say its name to demonstrate recognition of the new vocabulary terms. Give each child the opportunity to identify a fruit. Provide assistance as necessary.
- Ask students when they eat fruit. Is it served only at special times in their homes? Solicit some responses. Inform students of the culturally appropriate times to serve fruit (e.g., at the end of formal meals, parties) in China. This discussion may be conducted in English.
- Conclude class by holding up a different fruit each time and asking individual members of the class to say the name of the fruit in Chinese as a review of the day's lesson.

Day Three

- Put a fruit basket that contains the four fruits studied in the last class where all of the students can see it. Quickly review the vocabulary by holding up each fruit and pronouncing each word with the class. Then ask, “Zhè shì shénme (这是什
么)?”(What is this?), “Zhè shì píngguǒ.” (This is an apple.). Ask individual students to say the name of each fruit.
- Then ask students if they like the fruit by modeling the questions and responses: “Zhè shì shénme ?” (What is this?), “Zhè shì píngguǒ.” (This is an apple.) “Wǒ xǐhuān píngguǒ” (I like an apple.). Use gestures and facial expressions to help students understand. Continue this model of explanation/presentation with each fruit so that the students can hear the vocabulary many times.
- Then expand the language content to include the students' opinions by saying: “Zhè shì shénme ?”(What is this?), “Zhè shì píngguǒ.” (This is an apple.), “Wǒ xǐhuān píngguǒ.” (I like an apple.), “Nǐ xǐhuān píngguǒ ma?” (Do you like an apple?). Use gestures and facial expressions to help students understand. Call on individuals and assist them as necessary in responding either “Wǒ xǐhuān ...” (I like....) or “Wǒ bù xǐhuān” (I dislike/don't like....).
- Next, introduce more fruit vocabulary by placing a new fruit basket on the table that contains bananas, grapes, peaches and pineapples.
- Hold up an example of each of these new fruits and ask the students “Zhè shì shénme shuǐguǒ?” (What is this fruit?)
- As students call out names in English, clearly pronounce the words for these four items in Mandarin: 香蕉 xiāngjiāo (banana), 葡萄 pú táo (grape(s)), 桃子 táozi (peach), and 菠萝 bōluó (pineapple). Have students repeat the names of each fruit in Chinese as a class until you are satisfied with their pronunciation.
- Ask choice, yes/no, and completion questions about the fruit.
- Place the fruit in a row on a desk or table. As you pronounce the name of each different fruit, ask members of the class to come forward, point to it (or pick it up), and say its name to demonstrate recognition of the new vocabulary terms. Give each child the opportunity to identify a fruit.
- Conclude class by holding up a different fruit each time and asking individual members of the class to say the name of the fruit in Chinese.

Day Four

- Quickly review the fruit vocabulary learned thus far using flash cards. Then engage the students in a discussion about the cultural meaning of certain fruits in various Chinese-speaking areas. For example, oranges symbolize good luck at the New Year, peaches are a symbol of longevity, and sometimes the apple represents peace. This discussion may take place in English. Ask students to think about comparisons in America.
- Next, put a fruit basket that contains the fruit studied during the previous two classes where all of the students can see it. Quickly review the vocabulary by holding up each fruit and pronouncing each word with the class. Then hold up individual fruits and ask in Chinese “ Zhè shì shénme (What is this?). Call upon individual students to say the name of the fruit you hold up. Be sure to also ask, “Nǐ xǐhuān?” (Do you like?) to review the structure for “Wǒ xǐhuān / bù xǐhuān ” (I like / dislike...). Assist students as necessary in recalling the vocabulary and structures.
- Next, put the fruit away and give each student a set of laminated colored paper, which includes the colors red, yellow, green and brown. Ask students not to bend or tear their colored paper. Have them spread their colored paper out in front of them on their table or desk.
- Hold up your own examples of red, yellow, green and brown, and say the colors in Chinese. Have the students hold up their own matching color cards and repeat the names of each color as a class until you are satisfied with their pronunciation.
- Next, as you pronounce each color word, ask students to silently hold up the correct colored paper to demonstrate their comprehension.
- Finally, have students put their colored paper away. Hold up your own colored paper one at a time, and ask the students to say the name of the colors together as a class.
- Finish by asking individual students to tell you the names of the colors you hold up one at a time.

Day Five

- Create a bar graph on large butcher paper, or on the chalkboard. At the bottom of the paper, attach visuals of all the fruits that you have studied thus far.
- Use the chart to review vocabulary and to pose questions about the fruit and colors. For example, you can ask such questions as: “Zhè shì shénme?” (What is this?); “Nǐ xǐhuān pútáo ma? ” (Do you like grapes?); “Shénme shuǐguǒ shì huángsè de? (What fruit is yellow?); “Zhè ge shuǐguǒ shì shénme yánsè de?” (What color is this fruit?); “Shuí bù xǐhuān píngguǒ?” (Who dislikes apples?). Ask for choral and individual responses.
- Next, have the students share their personal likes and dislikes. Using pieces of paper with adhesive on the back and a picture of a heart on the front (to symbolize liking something), ask each student to come forward and place a “heart” above the fruit that she or he likes. As they come forward and decide which fruit is their favorite, you can ask, “Nǐ zuì xǐhuān de shuǐguǒ shì shénme?” (What is your favorite fruit?). Once they have attached their “heart,” have them say which fruit they like: “Wǒ xǐhuān” (I like).
- Be sure to ask the students to place their “heart” one on top of the other so as to create a bar graph effect. This is a great way to introduce this concept of categorizing and representing information.

- Once all students have had a chance to place their “heart” on the chart, review the results as a class. You can practice counting aloud as a group as you review the bar graph of how many people like each fruit.
- As time allows, complete the same exercise using a crossed out heart (to represent disliking something). You may also consider repeating the exercise using colors in lieu of the fruit.

Day Six

- Place a cut pear, a slice of watermelon, a banana, a red apple and a yellow apple on a desk or table in front of the class. First, pick up the apple and ask, “Zhè shì shénme shuǐguǒ?” (What fruit is this?), and allow the students to respond. Then point to the inside of the fruit, and ask “Zhè shì shénme yánsè?” (What color is this?). Students should respond with “hóngsè” (red).
- Next, point to a seed and ask, “Zhè shì shénme yánsè?” (What color is this?). Students should respond, “Zōngsè” (brown).
- Repeat this procedure with the other displayed fruits and with the other fruit vocabulary already learned in order to review the names of the fruits that have been learned in conjunction with their colors.
- After, put the fruit away and give each student a set of laminated colored paper, which include the colors blue, green, orange, and purple. Ask students not to bend or tear their colored paper. Have them spread their colored paper out in front of them on their table or desk.
- Hold up your own examples of blue, green, orange, and purple and say the colors in Chinese. Have students hold up their own matching color cards and repeat the names of each color as a class until you are satisfied with their pronunciation.
- Next, as you pronounce each color word, ask students to silently hold up the correct colored paper to demonstrate their comprehension.
- Finally, have students put their colored paper away. Hold up your own colored paper one at a time and ask students to say the name of the colors together as a class.
- Finish class by asking individual students to tell you the names of the colors you hold up one at a time. Consider asking students, “Nǐ xǐhuān?” (Do you like?). This will reinforce the “I like / I dislike” structure already learned.

Day Seven

- Using visuals and color flash cards, quickly review the names of the different fruits and colors that the students have learned thus far. Assist with pronunciation where needed.
- Have available a bag with real or play fruit that the students will be able to easily recognize. In different parts of the classroom, have tables or desks available to place fruit onto.
- Begin by holding up a colored flash card that you can bend into two (like a table tent) so that when placed on a surface, it will stand on its own. Have the class say the name of the color. Then place the bent flash card onto an available table or desk. Once you have located several colors on tables around the room, then take out the real or play fruit.
- As you hold up each fruit, students should provide the name of it. Then ask where (on which table) it should go. For example, you might hold up a banana and ask, “Zhè shì

shénme?” (What is it?), to which students respond, “xiāngjiāo” (banana). Next you ask, “Zhè shì zǐsè?” (Is this purple?) as you walk over to the table with the purple flash card table tent. Students should respond “Bú shì ” (No.). Ask them if it is “Lǜsè” (green) or “hóngsè” (red) and walk to those respective tables. Then ask, “Zhè shì shénme yánsè?” (What color is this?). They should respond, “huángsè” (yellow). Then you can place it on the table with the correct color flash card.

- Proceed in this manner until you have sorted all of the fruit. Vary the interaction by having individual students come up and ask or respond to your questions prior to correctly categorizing the fruit.
- In preparation for the peer conversation, have two students ask and respond to each other about the fruit, its color, and whether or not she or he likes it before finally placing it on the correct color table. Provide assistance as necessary.
- Once all of the fruit has been sorted, review the fruit and the color flash card on each table. For example, the red table might include a red apple and a strawberry, while the green table might include grapes and a green apple.
- If time allows, ask individual students to present one table of items by saying the color of the flash card and the fruits that are on that table. Have the class ask the individual all of the pertinent questions to which she or he must respond: “Zhè shì shénme?” (What is it?); “Zhè shì shénme yánsè?” (What color is it?); “Nǐ xǐhuān?” (Do you like?); “Shì , Wǒ xǐhuān / Bu, Wǒ bù xǐhuān” (Yes, I like .../No, I don’t like ...); “Nǐ zuì xǐhuān de shuǐguǒ shì shénme?” (What is your favorite fruit?); “Nǐ zuì xǐhuān de shuǐguǒ shì shénme?” (What is your favorite color?).

Day Eight

- While holding up various fruits, review the structures: “Zhè shì shénme?” (What’s this?); “Zhè shì ...” (This is...); “Zhè shì shénme yánsè?” (What color is it?); “Nǐ xǐhuān?” (Do you like?); “Shì , Wǒ xǐhuān / Bu, Wǒ bù xǐhuān” (Yes, I like .../No, I don’t like ...); “Nǐ zuì xǐhuān de shuǐguǒ shì shénme?” (What is your favorite fruit?); “Nǐ zuì xǐhuān de shuǐguǒ shì shénme?” (What is your favorite color?).
- Call individual students to the front of the class. Select a fruit for her or him to present. Have the student practice asking the same questions of their classmates. Have each student ask at least one question of the class.
- Next, have available multiple visuals of the fruit and color flash cards studied thus far. At the chalkboard or magnetic board, attach the visuals and color flash cards in various patterns/series. Or, you might consider asking students to come forward and hold the cards for you. This exercise is in preparation for the Post-Assessment focusing on math concepts.
- Begin with a simple pattern using two alternating fruits. For example, attach/place visuals of a banana, an orange, and another banana on the board. As you point to each fruit, have the class say its name aloud, “xiāngjiāo, Chéngzi, xiāngjiāo” (banana, orange, banana). Then ask, “Xià yí ge shì shénme?” (What comes next?). The students should respond with “Chéngzi” (orange).
- Continue making different patterns/series and making them more and more complex. As an example, you might make a series of the visuals for watermelon, peach, peach, pear, watermelon, peach, and then ask the students to complete the next two fruits. Or

you might attach/place a visual of grape, pineapple, grape, pineapple, apple, grape, and then ask the students to complete it. Remember to point to each fruit and have the students say its name as the students think of how to complete the pattern/series.

- Ask individuals to come and create their own patterns and review the vocabulary with their classmates.
- You can create patterns/series from the color flash cards as well and review that vocabulary. Or you can vary the patterns/series by mixing the fruit visuals with the color flash cards.
- As a closing, sing one of the songs from Attachment F, Fruit Songs, and tell the class that they will learn the song the next time class meets.

Day Nine

- Sing or play a recording of the song you sang at the end of last class.
- Using an echo method, sing each verse of the song and have the students repeat after you. Repeat the song using this method several times before singing the song all the way through as a class.
- Consider having the entire class sing together and then having only boys sing it, followed by only girls singing it, or one half of the room, and then the other half.
- Have students sit in two rows on the class carpet. They should be paired with someone sitting directly across from them.
- Once students are paired up, have the entire group practice using all of the structures from the unit: “Zhè shì shénme?” (What’s this?); “Zhè shì ...” (This is...); Zhè shì shénme yánsè?” (What color is it?); “Nǐ xǐhuān?” (Do you like?); “Shì , Wǒ xǐhuān/ Bù, Wǒ bù xǐhuān” (Yes, I like .../No, I don’t like ...); “Nǐ zuì xǐhuān de shuǐguǒ shì shénme?” (What is your favorite fruit?); “Nǐ zuì xǐhuān de shuǐguǒ shì shénme?” (What is your favorite color?). As you model, remind students of the cultural relevance of specific fruit, as you have previously discussed.
- Next, give a real or play fruit to all of the students in one row (Student A).
- Lead the individual partners (Student B) in asking the questions by modeling the question and having them repeat it.
- Then, lead Student A in responding by modeling an appropriate structure and allowing them to provide the appropriate vocabulary. While it may take a while to have pairs of students take turns in asking and responding, this offers lots of repetition for students, and is perfect practice for the individual performance assessment.
- Once the entire row of Student A has responded to Student B, have them switch roles. Redistribute the fruit and begin again.

Day 10

- Warm up as a class by having students call out the names of fruits and colors as you hold up visuals or flash cards.
- Next perform the Interpersonal Assessment in an informal way. Be sure to have Attachment E ready so you can score students as you go.
- Hold up visuals of fruit and colors and ask individual students any of the structures learned during this unit: “Zhè shì shénme?” (What’s this?); “Zhè shì ...” (This is...); Zhè shì shénme yánsè?” (What color is it?); “Nǐ xǐhuān?” (Do you like?); “Shì , Wǒ xǐhuān/ Bù, Wǒ bù xǐhuān” (Yes, I like .../No, I don’t like ...); “Nǐ

zuì xǐhuān de shuǐguǒ shì shénme?” (What is your favorite fruit?); “Nǐ zuì xǐhuān de shuǐguǒ shì shénme?” (What is your favorite color?).

- Students should respond appropriately. Ask as many questions as you feel necessary to give you a good idea of their level of comprehension and performance.
- Next have pairs of students come to the front of the class and use the same format of questions and responses practiced during the last class.
- Score and record each student’s performance.
- Remember that depending upon the number of students in the class, this post-assessment may take more than one day. Plan accordingly.
- Close class by singing the song from Days Eight and Nine.

Differentiated Instructional Support

Instruction is differentiated according to learner needs to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s). Different learning needs and different learning styles can be accommodated in group activities.

- Provide heritage students with the lyrics of the song used in class (Attachment F) so that they can teach their siblings or parents.

Extensions and Home Connections

- Play fruit and color bingo. Set up the bingo cards (a four row by four column grid) so that each column is a color and there are the various fruits in each row. Play bingo in class as a perfect review of the unit’s vocabulary.
- Students can make a set of their own fruit flash cards that they can share with family members at home.
- Encourage students to teach family members the fruit and colors they have learned at school.
- Have heritage students sing and dramatize the song at home that they learned in class.

Technology Connections

www.hua.umf.maine.edu

www.baidu.com

List of Attachments

Attachment A, Pre-Assessment Coloring Worksheet

Attachment B, Pre-Assessment Scoring Sheet

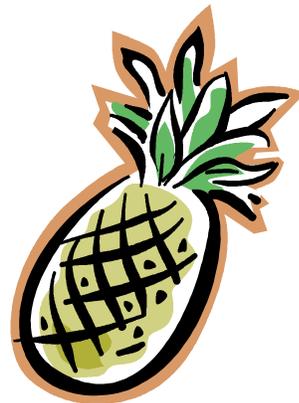
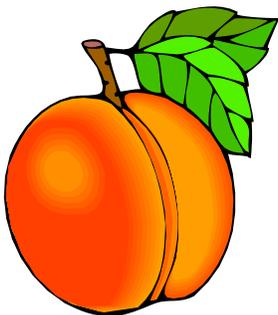
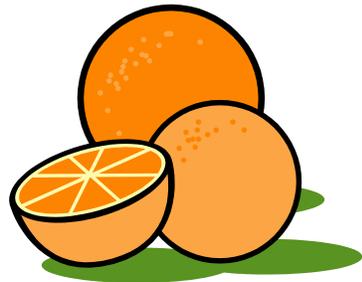
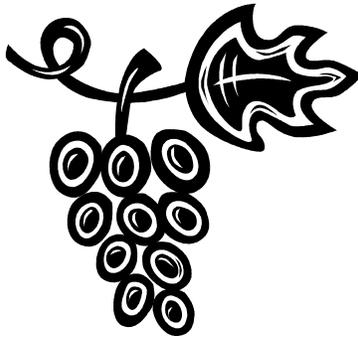
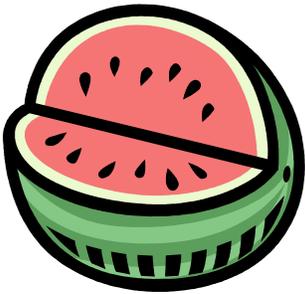
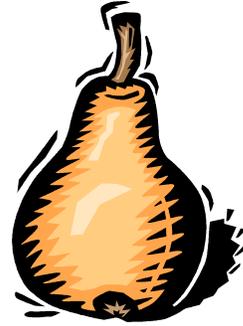
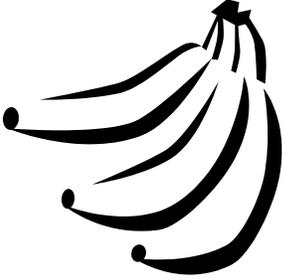
Attachment C, Fruit and Color Sorting Grid

Attachment D, Math Connections Assessment

Attachment E, Student Performance Chart

Attachment F, Fruit Songs

Attachment A
Pre-Assessment Coloring Worksheet



Attachment C
Fruit and Color Sorting Grid

YELLOW <input data-bbox="618 359 740 411" type="text"/>	RED <input data-bbox="1167 359 1289 411" type="text"/>
BLUE <input data-bbox="618 835 740 888" type="text"/>	ORANGE <input data-bbox="1229 835 1351 888" type="text"/>
GREEN <input data-bbox="618 1312 740 1365" type="text"/>	PURPLE <input data-bbox="1190 1312 1312 1365" type="text"/>

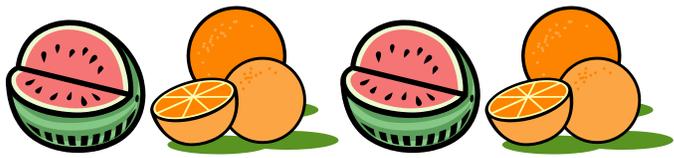
Attachment D
Math Connections Assessment

Name _____

Draw a line to the fruit that completes each pattern.













Attachment F
Fruit Songs

1. Zhǎo Píngguǒ

找 苹 果

Zhǎo ya zhǎo ya zhǎo píngguǒ, zhǎo dào yī ge hóng píngguǒ, xǐ yī xǐ ya,

找 呀 找 呀 找 苹 果, 找 到 一 个 红 苹 果, 洗 一 洗 呀,
cā yī cā, mǎ shàng yǎo shàng yī dà kǒu.

擦 一 擦, 马 上 咬 上 一 大 口。

2. Zhǎo Pú táo

找 葡 萄

Zhǎo ya zhǎo ya zhǎo pú táo, zhǎo dào yī chuàn zǐ pú táo, xǐ yī xǐ ya,

找 呀 找 呀 找 葡 萄, 找 到 一 串 紫 葡 萄, 洗 一 洗 呀,

cā yī cā, mǎ shàng chī shàng hǎo jǐ lì

擦 一 擦, 马 上 吃 上 好 几 粒。