

## Weather and Activities

**Grade Level:** Grade Three

**Unit Theme:** Weather, seasons, calendar, when to do various activities

**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:** Exchange information by asking and answering questions (e.g., weather, common occupations, family members, ages, birthdays).

**Indicator 2:** Share likes/dislikes and simple preferences in everyday situations (e.g., favorites, hobbies, school).

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

**Indicator 12:** Show and tell likes and dislikes (e.g., I like my teddy bear./Me gusta mi osito. I don't like spinach./Horenso wa kirai desu.)

**Standard:** Cultures: Gain knowledge and understanding of other cultures.

**Benchmark A:** Observe, identify and describe simple patterns of behavior of the target culture.

**Indicator 1:** Tell about typical daily activities of target language peers (e.g., school, home).

**Standard:** Connections: Connect with other disciplines and acquire information.

**Standard:** Comparisons: Develop insight into the nature of language and culture.

**Benchmark C:** Identify and describe patterns of behavior in various cultural settings.

**Indicator 5:** Identify and compare behavior patterns of the target culture and students' own culture (e.g., clothing, school routines, family rituals).

**Unit mode(s) of focus:** Interpretive, Interpersonal, and Presentational

### Unit Description

In this multi-day unit, students will continuously recycle words, phrases and sentences they learned in previous units regarding weather, seasons and the calendar. They will learn to write characters of the four seasons 春 chūn spring、夏 xi àsummer、秋 qiū

autumn、冬 dōng winter; and revisit when to observe three major traditions in Chinese culture, Spring Festival 春节(chūn jié), Moon Festival 中秋节(zhōng qiū jié), and The Pure Brightness Day 清明节(Qīngmíng jié). Students will learn to assemble known characters into new phrases and sentences conjunctively and expressively. For instance, they will describe when they typically do certain things, such as their favorite sports or when to celebrate their birthdays.

### Performance Outcomes

Students will be expected to be able to:

- Speak and place Chinese characters 今天 jīn tiān (today), 明天 m íng tiān (tomorrow), 昨天 zu ó tiān (yesterday), 前天 qi á n tiān (the day before yesterday) and 后天 h òu tiān (the day after tomorrow) on a calendar in relation to their birthdays;
- Write the characters of the four seasons 春 chūn spring、夏 xi à summer、秋 qiū autumn、冬 dōng winter, and understand the stories related to the structures of the characters;
- Locate three major Chinese cultural events in correct seasons: 春节 chūn jié (Spring Festival) celebrated in winter, 中秋节 zhōng qiū jié (Moon Festival) celebrated in fall, and 清明节 Qīngmíng jié (The Pure Brightness Day) observed in spring;
- Speak in complete sentences combining information about days, weather, and activities. For instance: 今天是我的生日 jīn tiān shì wǒ de shēng r ì (Today is my birthday). 今天是晴天, 暖和 jīn tiān shì qíng tiān, nuǎn huo (It is sunny and warm today). 昨天是阴天 zu ó tiān shì yīn tiān (Yesterday was cloudy). 前天下雨了 qi á n tiān xià yǔ le (It rained the day before yesterday). 明天我踢足球 m íng tiān wǒ tī zú qi ú (Tomorrow I will play soccer). 后天我去唱歌 h òu tiān wǒ qù chàng gē (The day after tomorrow I will go singing); and
- Orally regroup phrases and make new sentences related to the seasons, weather and what to do. For instance: 春天暖和, 花很美 chūn tiān nuǎn huo, huā hěn měi. (Spring is warm; flowers are beautiful.), 夏天热, 我想去游泳 xi à tiān rè, wǒ xiǎng qù yóu yǒng (Summer is hot; I want to swim), 秋天凉快, 我去打太极/踢足球 qiū tiān liáng kuài, wǒ qù dǎ tài chí / tī zú qi ú (Autumn is cool; I want to practice tai chi /play soccer, etc.) or 冬天很冷, 会下雪 dōng tiān hěn lěng, huì xià xuě (Winter is very cold; it may snow).

**Time Frame/Estimated Duration:** *Nine classes / Four and one half hours*

### General Tips from the Writers

- This unit is a comprehensive review and practice of vocabulary and structures learned in grades K – 2. Encourage students to make new sentences by assembling words, phrases and sentences learned in previous sessions.
- Bring in visuals relating to the calendar, seasons, weather and activities in school or home to assist students’ engagement in practicing the vocabulary and structures.

### **Tips from Pilot Teachers**

Student enjoyed acting and then guessing the weather and activities for the weather. We also did the season journal writing with the season pictures and activities for illustration.

### **Pre-Assessment**

- See Attachment A, Pre-Assessment Activity.

### **Pre-Assessment Scoring Guidelines**

- 2 Able to correctly identify and match more than two items under each season
- 1 Able to identify and match at least one item under each season
- 0 Has no knowledge of weather and seasons

### **Unit Assessments and Scoring Guidelines**

#### **Interpretive Assessment**

Have students match the characters 春 chūn spring、夏 xi àsummer、秋 qiū autumn、冬 dōng winter with specified weather illustrated in pictures.

#### **Interpretive Assessment Scoring Guidelines**

Use the rubric in Attachment B, Post-Assessment Scoring Rubric to score this assessment.

#### **Interpersonal Assessment**

Have students answer questions in relation to birthdays, festivals, or other important dates based on adjacent days on the calendar. (See attachment C-3, II.)

#### **Interpersonal Assessment Scoring Guidelines**

Use the rubric in Attachment B, Post-Assessment Scoring Rubric to score this assessment.

#### **Presentational Assessment**

Have students describe the weather illustrated in pictures, or the weather on that day to the class and have the students write the character for the season. Encourage students to re-group characters into new phrases or sentences that describe the weather in each season.

#### **Presentational Assessment Scoring Guidelines**

Use the rubric in Attachment B, Post-Assessment Scoring Rubric to score this assessment.

### **Vocabulary and Structures**

#### **Vocabulary:**

##### Review vocabulary

Today	今天 jīn tiān
Tomorrow	明天 m íng tiān

Yesterday            昨天 zuótiān

Newly assembled vocabulary

the day before yesterday            前天 qián tiān  
the day after tomorrow.            后天 hòu tiān

New Vocabulary

Cool                                    凉快 liáng kuài  
Beautiful                              美 měi (pictorial illustration: goat and big)

**Sentence Structures:**

I. Review sentence structure

How old are you?                    你几岁了?            nǐ jǐ suì le?  
I am seven.                            我七岁。            wǒ qī suì  
See you tomorrow.                    明天见。            míng tiān jiàn.

II. Extended sentences

When is your birthday?              你的生日是哪天?    nǐ de shēng rì shì nǎ tiān?  
1) My birthday is today.              我的生日是今天。    wǒ de shēng rì shì jīn tiān.  
    Or: Today is my birthday.          今天是我的生日。    jīn tiān shì wǒ de shēng rì  
2) My birthday was yesterday.        我的生日是昨天。    wǒ de shēng rì shì zuótiān.  
    Or: Yesterday was my birthday.    昨天是我的生日。    zuótiān shì wǒ de shēng rì  
3) My birthday was the day before yesterday.  
    我的生日是前天。    wǒ de shēng rì shì qián tiān.  
    Or: The day before yesterday was my birthday.  
    前天是我的生日。    qián tiān shì wǒ de shēng rì  
4) My birthday is tomorrow.  
    我的生日是明天。    wǒ de shēng rì shì míng tiān  
    Or: Tomorrow is my birthday.  
    明天是我的生日。    míng tiān shì wǒ de shēng rì  
5) My birthday is the day after tomorrow.  
    我的生日是后天。    wǒ de shēng rì shì hòu tiān.  
    Or: The day after tomorrow is my birthday.  
    后天是我的生日。    hòu tiān shì wǒ de shēng rì

See you tomorrow.                    明天见                    míng tiān jiàn.  
See you the day after tomorrow.    后天见                    hòu tiān jiàn.

III. Newly assembled sentence structures – Calendar, weather and activities

1) How is the weather today? 今天天气怎样? jīn tiān tiān qì zěnyàng?  
    Today is sunny. Or: It is sunny today. 今天是晴天。 jīn tiān shì qíng tiān.  
2) How was the weather yesterday? 昨天天气怎样? zuótiān tiān qì zěnyàng?  
    Yesterday was cloudy. Or: It was cloudy yesterday. 昨天是阴天。 zuótiān shì

yī n tiān。

- 3) How was the weather the day before yesterday? 前天天气怎样? qíán tiān tiān qì zěnyàng?

The day before yesterday it rained. Or: It rained the day before yesterday. 前天下雨了。 qíán tiān xià yǔ le.

- 4) How is the weather going to be tomorrow? 明天天气怎样? míng tiān tiān qì zěnyàng?

Tomorrow will be warm. Or: It will be warm tomorrow. 明天会暖和。 míng tiān huì nuǎn huo。

- 5) How is the weather going to be the day after tomorrow? 后天天气怎样? hòu tiān tiān qì zěnyàng?

The day after tomorrow will be cold. Or: It will be cold the day after tomorrow. 后天会冷。 hòu tiān huì lěng。

- 6) Tomorrow I will play soccer. 明天我踢足球 míng tiān wǒ tī zúqiú。

- 7) The day after tomorrow I will go singing. 后天我去唱歌 hòu tiān wǒ qù chàng gē。

#### IV. Regroup phrases and make new sentences about the season, weather and what to do

- 1) Spring is warm; flowers are beautiful.

春天暖和，花很美。 chūn tiān nuǎn huo, huā hěn měi。

- 2) Summer is hot, I want to swim. (Or: It is hot in summer; I want to go swimming.)

夏天热，我想去游泳 xià tiān rè, wǒ xiǎng qù yóu yǒng。

- 3) Autumn is cool; I want to play soccer or practice tai chi. (or: It is cool in autumn.)

秋天凉快，我去踢足球/打太极。 qiū tiān liáng kuài, wǒ qù tī zú qiú/ dǎ tài chí

- 4) Winter is cold; it may snow.

冬天冷，会下雪。 dōng tiān lěng, huì xià xuě。

#### V. Cultural events in connection to seasons

- 1) When is the Spring Festival?

春节是(在)什么时候? chūn jié shì(zài) shíhòu?

The Spring Festival is in winter.

春节是在冬天。 chūn jié shì zài dōng tiān.

- 2) When is the Moon Festival?

中秋节是(在)什么时候? zhōng qiū jié shì(zài) shíhòu?

The moon festival is in autumn.

中秋节是在秋天。 zhōng qiū jié shì zài qiū tiān.

- 3) When is Pure Brightness Day?

清明节是(在)什么时候? qīngmíng jié shì(zài) shíhòu?

The Pure Brightness Day is in spring.

清明节是在春天。 qīngmíng jié shì zài chūn tiān.

- 4) When is the beginning of school?

学校什么时候开学? xuéxiào shíhòu kāixué?

School will start next Monday.

学校下星期一开学。 xuéxiào xià xīngqī yī kāixué

(Note: character 开 *kāi* has a number of combinations that result in different meanings. For instance, 开门 *kāi mén* –(open the door), 开始 *kāi shǐ* (start); 开心 *kāi xīn* (happy). If the character hasn't been taught previously, this sentence may be omitted from this unit. Alternatively, it can be introduced as an extension for heritage speakers.)

### Materials, Resources and Useful Web Sites

- Markers, crayons, or paint to color characters
- Calendar, paper or poster board, glue or tape, string
- Pictures or cartoons that symbolize weather and seasons, e.g., flowers, bright sun, cloud, rain, thunder, fog, windy leaves, snowman, a child who's hot (sweating under the bright sun), a child shivering on a snowy day
- Flash cards with the four seasons and three cultural events (characters on one side, pictures or pinyin on the other side)
- Happy or thumbs up and sad or thumbs down visuals to convey like and dislike
- Drums in small size (or anything that could mimic the sound of thunder)

### Sequence of Activities

#### Day One

- Conduct the Pre-Assessment.
- Review vocabulary and sentences learned in kindergarten, first and second grade. (See Attachment C-1, Review of Kindergarten Unit: Vocabulary and Sentence Structures.) Use pictures, drawings, flash cards to assist the description of the calendar, seasons, and weather.
- Introduce stories of 春 *chūn* spring、夏 *xià* summer、秋 *qiū* autumn、冬 *dōng* winter
  - 春 *chūn* spring is structured by “三人日 three, person, sun”. It illustrates that in spring people take a walk under the sun.
  - 秋 *qiū* autumn is composed of “禾 and 火”. “禾” represents rice, crops, plants, while “火” represents fire. It was a common practice in China a long time ago that in the autumn, farmers would burn the residues of crops after the harvest season
  - 冬 *dōng* winter has the top part similar to “久” that means a long time. The bottom part of the character has two dots that represent “frozen liquid”. Therefore, the long frozen time is winter 冬.
- Teach students how to trace or write the characters of 春 *chūn* spring、夏 *xià* summer、秋 *qiū* autumn、冬 *dōng* winter

#### Day Two

- Practice writing the characters 春夏秋冬
- Introduce new vocabulary 前天 *qián tiān* (the day before yesterday) and 后天 *hòu tiān* (the day after tomorrow).
- Review sentences learned in previous units. (See Attachment C-3, Sentence Examples Regarding Weather, Seasons, Calendar, When to Do Something, Part I.)
- Introduce extended sentences listed in Attachment C-3, II.

- Take turns having every student practice and be able to identify and place the Chinese characters on the right days on the calendar (今 jīn, 昨 zuó, 明 míng, 前 qián, 后 hòu)
- Introduce and play the game: “小熊在哪里? Where Is Little Bear?” Have learners move the bear on the calendar as you all recite this poem.

昨天小熊不在家,      zuótiān xiǎo xióng bu zài jiā,  
 今天小熊在家。      jīn tiān xiǎo xióng zài jiā.  
 明天小熊不在家,      míng tiān xiǎo xióng bu zài jiā,  
 后天小熊又回家。      hòu tiān xiǎo xióng yòu huí jiā.

Yesterday the little bear was not home.  
 Today the little bear is home.  
 Tomorrow little bear is gone,  
 The day after tomorrow he is back home.

### Day Three

- Introduce the new vocabulary 凉快 liáng kuài (cool) and 美 měi (pictorial illustration: goat and big) (beautiful).
- Review sentences of weather and seasons learned in second grade. (See Attachment C-2, Review: Extended Expressions of Weather.)
- Introduce newly assembled sentences regarding calendar, weather and what to do in certain weather (Attachment C-3, III-IV).
- Say and play the rhyme learned in second grade “风来啦 fēng lái la (Wind Comes)”.

#### 风来啦” fēng lái la Wind Comes

风来啦, 雨来啦, fēng lái la, yǔ lái la,	Wind comes, rain comes.
雷公背着鼓来啦! léi gōng bēi zhe gu lái la!	Grandpa thunder comes with a drum.
你敲敲, 我敲敲, nǐ qiāo qiāo, wǒ qiāo qiāo,	You beat the drum, I beat the drum,
敲得雷公弯了腰。 qiāo de léi gōng wān le yāo.	Beat Grandpa Thunder bends his waist.
你砸砸, 我砸砸, nǐ zǎ zǎ wǒ zǎ zǎ	You band it, I band it,
砸得雷公龇了牙。 zǎ de léi gōng cī le yá	Beat Grandpa Thunder bare his teeth.

### Day Four

- Continue practicing the writing of the characters 春 chūn spring、夏 xià summer、秋 qiū autumn、冬 dōng winter
- Review and practice sentences learned so far (Attachment C-1, C-2 and C-3, I-IV)
- Review the rhyme “Wind Comes 风来啦”: add hand and body movements.

### Day Five

- Continue practicing the writing of the characters 春夏秋冬.
- Practice dialogues learned since Day Two. (See Attachment C-3.)

- Introduce newly assembled sentences to review seasons and cultural events in a conversation. (See Attachment C-3, V.)
- Review what to do during the three traditional cultural events, Spring Festival, Moon Festival, and The Pure Brightness Day
- Play a match up game. Have students repeat the names of the three cultural events then have students match each festival/event to the correct season characters. Remove the festival visuals and stick them randomly on the season characters, asking 对 or 不对 duì or bù duì, right or wrong. Repeat several times to ensure students are able to place the correct season characters onto the cultural event at the end of practice.

### Day Six

- Continue practicing the writing of characters 春夏秋冬
- Continue practicing the dialogues learned since Day Two. (See Attachment C-3.)
- Revisit the expressions 我喜欢/不喜欢 wǒ xǐ huān or wǒ bù xǐ huān I like/don't like in relation to the weather and seasons. Use pictures to help convey the meaning.
- Continue practicing sentences using extended weather vocabulary. For example, ask individual students if they like certain seasons and weather by pointing to the visuals. (See Attachment C-2.)
- Review the calendar and seasons through games and rhyme, such as the game “Where Is Little Bear?” and the rhyme “Months in Different Seasons”

#### Months in Different Seasons

sān yuè, sì yuè, wǔ yuè shì chūn tiān,	三月四月五月是春天,
liù yuè, qī yuè, bā yuè shì xià tiān,	六月七月八月是夏天,
jiǔ yuè, shí yuè, shí yī yuè shì qiū tiān,	九月十月十一月是秋天,
shí èr yuè, yī yuè, èr yuè shì dōng tiān.	十二月一月二月是冬天。

(March, April, and May fall in Spring; June, July, and August fall in Summer; September, October, and November are in Autumn; December, January, and February are in Winter.)

### Day Seven

- Continue practicing the writing of the characters 春夏秋冬.
- Continue practicing the extended vocabularies and expression of weather. (See Attachment C-2.)
- Continue practicing the dialogues learned since Day Two. (See Attachment C-3.)
- Review the rhymes “Months in Different Seasons and “Wind Comes 风来啦”.

### Day Eight

- Conduct the interpretive and interpersonal assessments with pairs or small groups of students.
- Have the other students continue practicing until it is their turn to be assessed.

### Day Nine

- Finish any remaining interpretive and interpersonal assessments.

- Conduct the presentational post-assessment. Have students describe the weather illustrated in pictures, or the weather on that day to the class and have them write the character for the correct season.

### **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).*

- Encourage heritage students to explore further by making sentences using more extended vocabulary such as the following:
  - 前一天      qí ān yī tiān (the day before one day)
  - 后一天      hòu yī tiān (the day after one day)
  - 上星期      shàng xīng qī (last week)
  - 下星期      xià xīng qī (next week)
  - 上个月      shàng gè yuè (last month)
  - 下个月      xià gè yuè (next month)
  - 上一年      shàng yī nián (the last year)
  - 下一年      xià yī nián (the next year)
  - 去年      qù nián (last year)
  - 明年      míng nián (next year)
  - 前年      qián nián (the year before last year)
  - 后年      hòu nián (the year after next year)
- Allow less confident students to work with more confident students providing help.

### **Extensions and Home Connections**

- Have students complete Attachment D1-3 at home and have it signed by parents. You may wish to remove the pinyin prior to sending home.
- Have students show and play the game (Attachment D3) to parents to practice front, rear, today, tomorrow, and the day after tomorrow, etc.)
- Have students take home the envelopes with flash cards of seasons and cultural events to show their parents in which seasons Spring Festival (Lunar New Year) and Mid-Autumn Festival are celebrated, and in which season The Pure Brightness Day is observed.

### **Technology Connections**

- Window XP
  - Chinese Language setting: from Control Panel, click “Regional and Language options”, then follow the instructions to add Chinese as an alternative language.
  - - Using MS Word to type Chinese characters: recommended Font is SimSun.
  - - Four tone marks in Pinyin can be found under “Insert – Symbol”
- Twin Bridge: a Chinese software
  - Recommended Fonts are TSC UKai M TT and TSC USong S TT

**List of Attachments**

Attachment A, Pre-Assessment Activity,

Attachment B, Post-Assessment Scoring Rubric

Attachment C-1, Review of Kindergarten Unit: Vocabulary and Sentence Structures

Attachment C-2, Review: Extended Expressions of Weather

Attachment C-3, Sentence Examples Regarding Weather, Seasons, Calendar, When to Do Something

Attachment D, Speaking Extension Activity 1

Attachment E, Speaking Extension Activity 2

Attachment F, Speaking Extension Activity 3

The rhyme in Attachment E is selected from 童谣三百首 (Children's Nursery Rhymes Three Hundred Pieces), 浙江少年儿童出版社(Zhejiang Youth Publisher, 2000).

## Attachment A Pre-Assessment Activity

- Provide the characters 春 chūn spring、夏 xi àsummer、秋 qiū autumn、冬 dōng winter in a big font.
- Distribute pictures or cartoons that illustrate weather, activities and symbolic objects (e.g., pumpkin, Christmas tree, etc.) to students.
- Ask students to first identify the characters of the four seasons 春 chūn spring、夏 xi àsummer、秋 qiū autumn、冬 dōng winter, and then to group the words, phrases or symbolic items under each season.

For example:

春 chūn spring: 花 flower, 暖和 warm, 刮风 windy

夏 xi àsummer: 热 hot, 游泳 swimming

秋 qiū autumn: 落叶 falling leaves, 南瓜 pumpkin

冬 dōng winter: 冷 cold, 雪 snow, 圣诞树 Christmas tree

**Attachment B**  
**Post-Assessment Scoring Rubric**

<b>Performance Outcome</b>	<b>5</b>	<b>3</b>	<b>1</b>
<b>Identify and place Chinese characters in right days on calendar</b> (今 jīn, 昨 zuó, 明 m íng, 前 qi án, 后 h òu)	Correctly placed 4-5 character in right days on calendar	Correctly placed 2-3 character in right days on calendar	Had difficulty placing more than one character on calendar
<b>Write 春夏秋冬 and match three major Chinese cultural events with correct season characters</b>	Correctly wrote at least three season characters and match them with the right events	Correctly wrote at least two season characters and match them with the right events	Had difficulty writing characters, but could identify the characters and match them with appropriate events
<b>Speak in complete sentences expressing a combination of days and weather, or days and activities on and before and after one's birthday</b>	Able to peak more than 4 complete sentences in this practice	Able to speak 2-3 complete sentences in this practice	Had difficulty speaking more than one complete sentence in this practice
<b>Performance of presentation</b>	Able to make more than 4 sentences to describe what to do in particular season or weather	Able to make 2-3 sentences to describe what to do in particular season or weather	Had difficulty making more than one sentence to describe what to do in particular season or weather

**Attachment C-1**  
**Review of Kindergarten Unit: Vocabulary and Sentence Structures**

**Vocabulary:**

Review vocabulary

Today	今天 jīn tiān
Tomorrow	明天 míng tiān
Yesterday	昨天 zuó tiān

Newly assembled vocabulary

the day before yesterday	前天 qián tiān
the day after tomorrow.	后天 hòu tiān

New Vocabulary

Cool	凉快 liáng kuài
Beautiful	美 měi (pictorial illustration: goat and big)

Simple sentences

This is Spring (zhè shì chūn tiān). 这是春天。

– Note: “This” indicates the picture. The correct English should be “It is Spring.”

This is a flower (zhè shì huā). 这是花。

It is raining (xià yǔ le). 下雨了。

This is Summer (zhè shì xià tiān). 这是夏天。

This is the sun (zhè shì ài yáng). 这是太阳。

Summer is hot (xià tiān rè). 夏天热。

I don't like Summer (wǒ bù xǐ huān xià tiān). 我不喜欢夏天。

This is Autumn (zhè shì qiū tiān). 这是秋天。

This is wind (zhè shì fēng). 这是风。

This is the moon (zhè shì yuè liàng). 这是月亮。

I like Moon Festival (wǒ xǐ huān zhōng qiū jié). 我喜欢中秋节。

This is Winter (zhè shì dōng tiān). 这是冬天。

It is snowing (xià xuě le). 下雪了。

This is snowman (zhè shì xuě rén). 这是雪人。

Winter is cold (dōng tiān lěng). 冬天冷。

I like Spring Festival (wǒ xǐ huān chūn jié). 我喜欢春节。

**Attachment C-2**  
**Review: Extended Expressions of Weather**

**Part 1.** Question: What is this? 这是什么 *zhè shì shén ma?*  
Answer: This is (or It is) + (a cloud, wind, fog, etc.)

This is a cloud.	这是云（雲）。	<i>zhè shì yún.</i>
This is wind.	这是风。	<i>zhè shì fēng.</i>
This is fog.	这是雾。	<i>zhè shì wù.</i>

**Part 2.** Question: How is the weather today? 今天天气好吗 *jīn tiān tiān qì hǎo ma?*  
(Note: It can also translate as 今天天气怎样 *jīn tiān tiān qì zěnyàng?*)  
Answer: This is (or It is) + term of the weather. (sunny, cloudy, windy, foggy)

This/It is sunny.	这是晴天。	<i>zhè shì qíng tiān.</i>
This/It is cloudy.	这是阴天。	<i>zhè shì yīn tiān.</i>
It is windy.	刮风了。	<i>guā fēng le;</i>
It is raining.	下雨了。	<i>xià yǔ le.</i>
It is snowing.	下雪了。	<i>xià xuě le.</i>
It is foggy.	下雾了。	<i>xià wù le</i>
It is thundering.	打雷了	<i>dǎ léi le.</i>
It is warm today.	今天暖和。	<i>jīn tiān nuǎn huó.</i>
It is a windy day.	这是刮风天。	<i>zhè shì guā fēng tiān.</i>
It is windy today.	今天刮风了。	<i>jīn tiān guā fēng le.</i>
It is a foggy day.	这是雾天。	<i>zhè shì wù tiān</i>
It is foggy today.	今天有雾。	<i>jīn tiān yǒu wù.</i>

**Part 3.** Simple description of weather in the seasons

It is a sunny day; a sunny day is warm.	今天是晴天, 晴天暖和。	<i>jīn tiān shì qíng tiān, qíng tiān nuǎn huó.</i>
Summer can be very hot.	夏天会很热	<i>xià tiān huì hěn rè</i>
Winter can be very cold.	冬天会很冷。	<i>dōng tiān huì hěn lěng).</i>
I like a sunny day.	我喜欢晴天。	<i>wǒ xǐ huān qíng tiān.</i>
I don't like a foggy day.	我不喜欢雾天。	<i>wǒ bù xǐ huān wù tiān.</i>
This/It is The Pure Brightness Day.	这是清明节。	<i>zhè shì qīngmíng jié.</i>
Spring has The Pure Brightness Day.	春天有清明节。	<i>chūn tiān yǒu qīngmíng jié.</i>
Autumn has the Moon Festival.	秋天有中秋节。	<i>qiū tiān yǒu zhōngqiū jié.</i>
Winter has the Spring Festival.	冬天有春节。	<i>dōng tiān yǒu chūn jié.</i>

### Attachment C-3

#### Sentence Examples Regarding Weather, Seasons, Calendar, When to Do Something

##### I. Review sentence structure

How old are you? 你几岁了? nǐ jǐ suì le?  
I am seven. 我七岁。 wǒ qī suì  
See you tomorrow. 明天见。 mǐng tiān jiàn.

##### II. Extended sentences

When is your birthday? 你的生日是哪天? nǐ de shēng rì shì nǎ tiān?  
1) My birthday is today. 我的生日是今天。 wǒ de shēng rì shì jīn tiān.  
Or: Today is my birthday. 今天是我的生日。 jīn tiān shì wǒ de shēng rì  
2) My birthday was yesterday. 我的生日是昨天。 wǒ de shēng rì shì zuó tiān.  
Or: Yesterday was my birthday. 昨天是我的生日。 zuó tiān shì wǒ de shēng rì  
3) My birthday was the day before yesterday.  
我的生日是前天。 wǒ de shēng rì shì qián tiān.  
Or: The day before yesterday was my birthday.  
前天是我的生日。 qián tiān shì wǒ de shēng rì  
4) My birthday will be tomorrow.  
我的生日是明天。 wǒ de shēng rì shì míng tiān.  
Or: Tomorrow will be my birthday.  
明天是我的生日。 míng tiān shì wǒ de shēng rì  
5) My birthday will be the day after tomorrow.  
我的生日是后天。 wǒ de shēng rì shì hòu tiān.  
Or: The day after tomorrow will be my birthday.  
后天是我的生日。 hòu tiān shì wǒ de shēng rì

See you tomorrow. 明天见 mǐng tiān jiàn.  
See you the day after tomorrow. 后天见 hòu tiān jiàn.

##### III. Newly assembled sentence structures – Calendar, weather and activities

1) How is the weather today? 今天天气怎样? jīn tiān tiān qì zěnyàng?  
Today is sunny. Or: It is sunny today. 今天是晴天。 jīn tiān shì qíng tiān.  
2) How was the weather yesterday? 昨天天气怎样? zuó tiān tiān qì zěnyàng?  
Yesterday was cloudy. Or: It was cloudy yesterday.  
昨天是阴天。 zuó tiān shì yīn tiān.  
3) How was the weather the day before yesterday? 前天天气怎样? qián tiān tiān qì zěnyàng?  
The day before yesterday it rained. Or: It rained the day before yesterday.  
前天下雨了。 qián tiān xià yǔ le.  
4) How is the weather going to be tomorrow? 明天天气怎样? míng tiān tiān qì zěnyàng?  
Tomorrow will be warm. Or: It will be warm tomorrow.  
明天会暖和。 míng tiān huì nuǎn huo.

5) How is the weather going to be the day after tomorrow?

后天天气怎样? hòu tiān tiān qì zěnyàng?

The day after tomorrow will be cold. Or: It will be cold the day after tomorrow.

后天会冷。 hòu tiān huì lěng.

6) Tomorrow I will play soccer. 明天我踢足球 míng tiān wǒ tī zú qiú.

7) The day after tomorrow I will go singing. 后天我去唱歌 hòu tiān wǒ qù chàng gē.

**IV. Regroup phrases and make new sentences about the season, weather and what to do**

1) Spring is warm; flowers are beautiful.

春天暖和, 花很美。 chūn tiān nuǎn huó, huā hěn měi.

2) Summer is hot, I want to swim. (Or: It is hot in summer; I want to go swimming.)

夏天热, 我想去游泳 xià tiān rè, wǒ xiǎng qù yóu yǒng.

3) Autumn is cool; I want to play soccer or practice tai chi. (or: It is cool in autumn.)

秋天凉快, 我去踢足球/打太极。 qiū tiān liáng kuài, wǒ qù tī zú qiú/ dǎ tài jí

4) Winter is cold; it may snow.

冬天冷, 会下雪。 dōng tiān lěng, huì xià xuě.

**V. Cultural events in connection to seasons**

1) When is the Spring Festival?

春节是(在) 什么时候? chūn jié shì(zài) shíhòu ma shíhòu?

The Spring Festival is in winter.

春节是在冬天。 chūn jié shì zài dōng tiān.

2) When is the Moon Festival?

中秋节是(在) 什么时候? zhōng qiū jié shì(zài) shíhòu ma shíhòu?

The Moon Festival is in autumn.

中秋节是在秋天。 zhōng qiū jié shì zài qiū tiān.

3) When is Pure Brightness Day?

清明节是(在) 什么时候? qīngmíng jié shì(zài) shíhòu ma shíhòu?

The Pure Brightness Day is in spring.

清明节是在春天。 qīngmíng jié shì zài chūn tiān.

4) When is the beginning of school?

学校什么时候开学? xuéxiào shíhòu kāixué?

School will start next Monday.

学校下星期一开学。 xuéxiào xià xīngqī yī kāixué.

**Attachment D**  
**Speaking Extension Activity 1**

As an extension of students' learning in Mandarin, your child has been given the opportunity to teach family members what they have learned in the class: the four seasons; months in spring, months in summer, months in autumn, months in winter; and the seasons for the Mid-Autumn and Spring Festivals.

1. Four Seasons:

chūn tiān, xià tiān, qiū tiān, dōng tiān.      春天, 夏天, 秋天, 冬天.  
(Spring, summer, autumn, winter)

2. Months in different seasons:

sān yuè, sì yuè, wǔ yuè shì chūn tiān,      三月四月五月是春天,  
liù yuè, qī yuè, bā yuè shì xià tiān,      六月七月八月是夏天,  
jiǔ yuè, shí yuè, shí yī yuè shì qiū tiān,      九月十月十一月是秋天,  
shí èr yuè ,yī yuè, èr yuè shì dōng tiān.      十二月一月二月是冬天。

(March, April, and May fall in Spring; June, July, and August fall in Summer; September, October, and November are in Autumn; December, January, and February are in Winter.)

3. Special events in Seasons:

冬天有春节。dōng tiān yǒu chūn jié.  
秋天有中秋节。qiū tiān yǒu zhōng qiū jié.  
春天有清明节。chūn tiān yǒu Qīngmíng jié.

(Mid-Autumn Festival is celebrated in Autumn; Spring Festival is celebrated in Winter; The Pure Brightness Day is observed in Spring.)

After you have verified that your child has taught a member of the household the above lessons, please sign this form and have your child return to me. If your child has taught two different members at two different times, or has taught the same person two times, please marked 2X after your signature.

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Attachment E**  
**Speaking Extension Activity 2**

As an extension of students' learning in Mandarin, your child has been given the opportunity to teach family members what the students have learned in class: The song "Wind Comes 风来啦 fēng lái la"

"Wind Comes 风来啦                      fēng lái la"

风来啦, 雨来啦, fēng lái la, yǔ lái la,  
雷公背着鼓来啦! léi gōng bēi zhe gu lái la!  
你敲敲, 我敲敲, nǐ qiāo qiāo, wǒ qiāo qiāo,  
敲得雷公弯了腰。qiāo de léi gōng wān le yāo.  
waist.

你砸砸, 我砸砸, nǐ zǎ zǎ wǒ zǎ zǎ  
砸得雷公龇了牙。zǎ de léi gōng cī le yá

Wind comes, rain comes.  
Grandpa thunder comes with a drum.  
You beat the drum, I beat the drum,  
Beat Grandpa Thunder bends his

You band it, I band it,  
Beat Grandpa Thunder bare his teeth.

This rhyme is selected from 童谣三百首 (Children's Nursery Rhymes Three Hundred Pieces), 浙江少年儿童出版社(Zhejiang Youth Publisher, 2000)

Once you have heard your child's reciting to one of the family members, please sign this form and return to the teacher. If you happen to know this rhyme, please say it together with your child to reinforce your child's learning.

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

**Attachment F**  
**Speaking Extension Activity 3**

As an extension of students' learning in Mandarin, your child has been given the opportunity to teach family members what the students have learned in class: "Where Is Little Bear?"

Where Is Little Bear?

昨天小熊不在家，	zuó tiān xiǎo xióng bu zài jiā,
今天小熊在家。	jīn tiān xiǎo xióng zài jiā.
明天小熊不在家，	míng tiān xiǎo xióng bu zài jiā,
后天小熊又回家。	hòu tiān xiǎo xióng yòu huí jiā.

Yesterday little bear was not home.  
Today little bear is home.  
Tomorrow little bear is gone,  
The day after tomorrow he is back home.

Once you have heard your child reciting to one of the family members, please sign this form and return to the teacher. If you happen to know this song or rhyme, please say or sing it together with your child to reinforce your child's learning.

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_