

Our Bodies

Grade Level: Kindergarten

Unit Theme: Learning about Body Parts

Ohio Standards Connection: Foreign Language

Standard: Communication: Communicate in languages other than English.

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

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

Benchmark F: Identify people and objects based on description.

Indicator 7: Identify and/or match pictures relating to oral or signed descriptions.(e.g., Point to a man. Find an apple.).

Standard: Cultures: Gain knowledge and understanding of other cultures

Benchmark B: Identify and imitate gestures and oral expressions to participate in age-appropriate cultural activities.

Indicator 2: Sing/sign songs, plays games and celebrate events from the target culture.

Standard: Communities: Participate in multilingual communities and cultures at home and around the world.

Benchmark B: Perform for a school or community event.

Indicator 2: Perform simple songs for classroom, school or community events.

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

Unit Description

In this multiple-day unit, students will gain the ability to use age-appropriate expressions to identify and exchange information about basic body parts. Students interpret and react to pictures, stories, illustrations, stuffed animals, and songs. Then, students will interact with their teacher and classmates regarding the location and number of specific body parts. Students will identify pictures that show studied vocabulary based on oral directions. At the conclusion of this unit, students will perform a song that will be recorded and which can be shared at a school or community event at a later date.

Performance Outcomes

Students will be able to:

- Identify basic body parts: eyes, nose, ears, mouth, hands, feet;
- Ask and answer simple questions about body parts (What is this?/This is...);
- Tell how many body parts they have (e.g., two eyes, one nose);
- Perform songs written for Chinese children.
- Be able to do the eye exercises, which is a very traditional exercise among the elementary and middle school.

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

General Tips from the Writers

- Modify the time needed for this unit based on class size and time it takes to move through the activity sequence.
- Instructors may wish to download Chinese eye exercise music to enhance the student experience.
- The classroom, school or community event does not necessarily need to take place during the timing of the unit, but may instead take place at a later time.

Feedback from Pilot Teachers

- My students never felt tired in singing the song "head, shoulders, knees and toes". The song helps them to know the words so easily.
- I added additional group activities for this unit and used PPT slides for an oral assessment.
- For kindergarteners, the differences between a human's body parts which are shown on Attachment A and animals' body parts which the six stuffed animals possess may cause some problems. [The authors attempted to connect the earlier unit on pets and animals. Adjust as you see fit.] On Day Three, it would be sufficient for the teacher just to use hand gestures to demonstrate the action for "point to." On Day Five and Day Six, many suggested activities are useful and effective. Students can usually engage in these activities with much interest and enthusiasm. Provide a more detailed instruction on "Eye Exercises" such as the information at this site: <http://www.eye-exercises-for-good-vision.com/chinese-eye-exercises.html>. Teachers who are not originally from China and interested in teaching this exercise may have a difficult time figuring out the exercises just from the unit attachment. In my school, stuffed animals are not allowed to be used in classrooms due to the problems of head lice. So I used pictures of body parts and students' own body parts for activities and practices. It worked very effectively, especially when I held group activities with some kinds of competition involved. My students love the song "Clay Doll". There are also some nice video clips on this song that you can find on "YouTube". Teach some action words related to the body parts. For example, "I have eyes. I can see", "I have ears. I can hear." and "I have feet. I can run," etc. A lot of fun activities can be designed and applied using TPR.
- Using game and music to teach students is good idea and good way.

Pre-Assessment

The purpose of the pre-assessment is to learn about the students' previous knowledge of body parts.

- Have available six different stuffed animals with a small bandage over six different body parts (e.g., eye, nose, mouth) in a big bag.
- Explain to students that you have some friends with “boo-boos” who need to see a doctor. The students will need to be able to indicate where the “boo-boo” is so the doctor can help these friends.
- Distribute Attachment A, Pre-Assessment Activity Worksheet.
- Ask the students to show or point to their own body parts as you review Attachment A together.
- Next, pull one stuffed animal out of the bag. Ask, “Boo-oo 在哪里?” “Boo-oo z ă năli?” (Where is the “boo-boo?”).
- Have students circle or place an “X” on the corresponding body parts as the stuffed animal's bandage. For example, if the first stuffed animal has a bandage on its eye, the students should circle or place an “X” on the eye among number one's set of body parts.

Pre-Assessment Scoring Guidelines

Collect the students' pre-assessment worksheets and use the following scale to evaluate their background knowledge of these body parts:

4	(6 of 6)	Strong understanding of topic
3	(4 of 6)	Adequate understanding of topic
2	(2 of 6)	Poor understanding of topic/ Needs remediation
1	(0 of 6)	Insufficient understanding of topic/ Needs remediation

Interpretive Assessment

Using the same worksheet that students used to complete the pre-assessment (Attachment A, Pre-Assessment Activity Score Sheet), students will demonstrate their recognition of target vocabulary by circling the picture that corresponds to the body part named by the teacher.

Interpretive Assessment Scoring Guidelines

The same scale used in the pre-assessment can be used to score the interpretive assessment:

4	(3 of 3)	Strong understanding of topic
3	(2 of 3)	Adequate understanding of topic
2	(1 of 3)	Poor understanding of topic / Needs remediation
1	(0 of 3)	Insufficient understanding of topic/Needs remediation

Interpersonal Assessment

At the conclusion of this unit, students will interact with a partner using studied structures and vocabulary to indicate knowledge of the location of body parts while using a stuffed

animal. Students are to perform without any assistance from the teacher or peers. Students will be required to use culturally appropriate structures and gestures as they converse with each other.

Interpersonal Assessment Scoring Guidelines

The teacher will evaluate student performance based on the following criteria:

- 4 Strong understanding of topic
Pronounces correctly and speaks at a normal rate
- 3 Adequate understanding of topic
A few minor pronunciation errors and hesitations
- 2 Poor understanding of topic
Many pronunciation errors and hesitations
- 1 Poor understanding of topic
Needs remediation

Presentational Assessment

Students will perform a children's song in small groups. The performance shall be recorded so that it can be shared at a later time with fellow students and school community members.

Presentational Assessment Guidelines

Use the following guidelines to assess student performance of the children's song:

- 4 Pronounces correctly and speaks at a normal rate
- 3 A few minor pronunciation errors and hesitations
- 2 Many pronunciation errors and hesitations
- 1 Needs remediation

Vocabulary and Structures

鼻子	bízi	nose
嘴	zuǐ	mouth
眼睛	yǎnjīng	eye
耳朵	ěrdou	ear
手	shǒu	hand
脚	jiǎo	foot
数字一到五	shù zì yī dào wǔ	numbers 1-5
棕色	zōng sè	brown
黑色	hēi sè	black
蓝色	lán sè	blue
绿色	lǜ sè	green

你有多少.....?	Nǐ yǒu duō shǎo?	How many _____ do you have?
你有.....?	Nǐ yǒu.....?	Do you have _____?
我有鼻子。	Wǒ yǒu <u>bízi</u> .	I have <u>(a nose)</u> .

你没有耳朵。	Nǐ mǎ yǒu ěrduo.	You don't have (an ear).
这是那里?	Zhè shì nǎlǐ?	Where is ...?
这是什么?	Zhè shì shénme?	What is this?
这是什么颜色?	Zhè shì shénme yánsè?	What color is this?
你的眼睛是什么颜色的?	Nǐ de yǎn jīng shì shénme yánsè de?	What color eyes do you have?
我的眼睛是棕色的。	Wǒ de yǎn jīng shì zōng sè de	I have <u>brown</u> eyes.
这是.....	Zhè shì ..	This is ...
指向....	zhǐ xiàng	Point to ...
Draw	huà	画.....

Materials, Resources and Useful Web Sites

- At least six stuffed animals with bandages covering certain body parts;
- Kindergarten level picture/story books with related illustrations;
- Picture cards that depict vocabulary words;
- Classroom set of hand puppets;
- Children's song that highlights vocabulary expressions targeted in this unit. The song: 两只老虎 Liǎng Zhī Lǎo Hǔ (Two Tigers);
- Large butcher or chart paper.

Sequence of Activities

Day One

- Have available six different stuffed animals with a small bandage over six different body parts (e.g., eye, nose, mouth) in a big bag.
- Explain to students that you have some friends with “boo-boos” who need to see a doctor. The students will need to be able to indicate where the “boo-boo” is so the doctor can help these friends.
- Distribute Attachment A, Pre-Assessment Activity Worksheet.
- Ask the students to show or point to their own body parts as you review Attachment A together.
- Next, pull one stuffed animal out of the bag. Ask, ‘Boo-oo zài nǎlǐ?’ (Where is the “boo-boo”?).
- Have students circle or place an “X” on the corresponding body parts as the stuffed animal's bandage. For example, if the first stuffed animal has a bandage on its eye, the students should circle or place an “X” on the eye among number one's set of body parts.
- Collect and score these to determine the extent of your students' background knowledge on the topic of body parts. Adjust instruction accordingly.

Day Two

- Using picture flash cards, present the new vocabulary. Have students repeat each word or phrase as a class and individually to practice pronunciation and intonation. Repeat this several times.

- Then, ask students to stand and point to their own body parts as you present the vocabulary flash cards again.
- Next, pull out one of the stuffed animals you used in the last class. Review the vocabulary using the stuffed animal by pointing to each body part as you pronounce the vocabulary using a full sentence. Have the class repeat as a group. As an example, ask, “Zhè shì shénme?” (What is this?). Model the correct response in a full sentence, but allow the students to respond with just the vocabulary: “Zhè shì ěrduo” (These are ears.) Continue in this fashion with several stuffed animals.
- After, ask for four to six volunteers to stand before the class. Give each one a stuffed animal.
- Instruct them to use the stuffed animal to indicate the body part you call out. Name a few body parts and then ask for new volunteers. Continue in this fashion until all students have had a chance to do this activity.
- To close, use a stuffed animal to review the structures “What is this? This is…” again. Have everyone repeat the complete phrases for the question and response as you point to different body parts on the animal.

Day Three

- Conduct a quick oral review of the vocabulary using a stuffed animal or the picture flash cards by showing two pictures at a time and asking students to point to the one you name. As an example, you might show a picture of an ear and an eye, and then say to the class or an individual student, “Zhè shì yǎnjīng.” (This is an eye.). The class or student should then indicate which is the correct picture. You might choose to use the command, “Zhǐ xiàng” (Point to…) to introduce another structure.
- Then, divide the class into two groups using any method you prefer. Have the students line up in two rows face to face.
- Conduct an activity called “Lǎo shī shuō:” (Teacher says:), which is similar to the game “Simon says”. The teacher will give the commands about which body parts to touch and the students are to follow the directions and then close their eyes while one student from each team verifies the responses from the other team. If a student indicates the incorrect body part, they will be asked to sit down. For example, when the teacher says: ”Mō ěrduo!” (Touch the ear.), all students should touch an ear and then close their eyes. The teacher selects one student from each team to verify the opposing team’s responses. These “examiners” will tap the shoulders of those students who have incorrectly indicated the named body part. Those students receiving a tap on the shoulders are to sit down.
- Continue in this way until one team is eliminated or you have completed five rounds.
- After that, have the students sit in a circle. Have them listen to the children’s song called “Two Tigers” (see Attachment B, Children’s Song: Two Tigers). When they have finished listening, ask them to guess which body parts are mentioned in the song. Listen to the song a second and third time to check their guesses. Then, ask the children to sing the song with you once or twice.
- To close, review the picture flash cards and have the students provide the vocabulary. Ask for group and individual responses.

Day Four

- Play the song Two Tigers while the students move to sit in a circle. Teach the students to sing the song. Lead them in the singing of it a number of times.
- Use TPR story telling to illustrate the story of the song. You could ask the classroom teacher to help you perform, with one acting the tiger with eyes and the other acting as the tiger without ears. Costumes and props will make the story even more animated and fun for the students.
- Next, review the body parts using a stuffed animal. Model the question and response structures: “Zhè shì shénme?” (What is this?), and “Zhè shì ...” (This is ...). As you point to different body parts on a stuffed animal, ask the class the question: “Zhè shì shénme?” (What is this?); they should respond appropriately. Call on individuals to respond as well. Encourage the students to respond in a full sentence. For example, if you point to an ear and ask, “Zhè shì shénme?” (What is this?), encourage the student or students to respond with, “Zhè shì ěrduo.” (This is an ear.). Model and assist the students as necessary to respond in a full sentence.
- Have the students count one through five with you using one hand. Repeat this several times until you feel they have a good grasp of these numbers.
- After, ask the question, “Nǐ yǒu jǐ zhǐ ěrduo?” (How many eyes do you have?). Help students as necessary to say the number.
- Continue with these questions until you have asked about each body part.
- At the end of the class, have the students sing the Two Tigers song one more time.

Day Five

- Start class by counting one through five. Pose questions about the number of body parts the students have: “Nǐ yǒu wǔ gè bízi ma?” (Do you have five noses?). Students might reply with “Yǒu/Méi yǒu” (Yes/No), or with the correct number of the body parts that one has. Or you can introduce and model the structure, “Wǒ méi yǒu ...” (I don’t have ...). Compare the number of body parts the stuffed animals have with the number of body parts the students have. As an example, ask, “Nǐ yǒu jǐ zhǐ jiǎo?” (How many feet do you have?), and then ask, “Gǒu yǒu jǐ zhǐ jiǎo?” (How many feet does a dog have?)
- Continue to pose questions about all the body parts you have studied.
- Have available magazines and catalogues that students may cut up, along with glue, scissors and construction paper. Explain that the students will cut out pictures of the different pictures to create a face. Then they will cut and paste them onto a piece of construction paper. Students are to select: eyes, a nose, a mouth, and ears. Present a model so the activity will be clear to all. You can decide if you want this to be a creative project (e.g., imaginary creature) or if you want them to make their pictures anatomically correct.
- While students are working on this, call on individual students to conduct the interpretive assessment with you at another table. Have available the picture flash cards and Attachment C, Student Assessment Checklist.
- Using the picture flash cards, present two body parts and ask them to indicate the one you name. For example, you might show a picture of an eye and a mouth and then ask, “Zhè shì yǎnjīng.” (This is an eye.). The student should then indicate which is the

correct picture. Ask the students to identify as many body parts as you feel provides the most accurate idea of that student's abilities.

Instructional Tips:

- If students have already been introduced to multiple colors prior to this unit, you may use, Attachment D, Alternative Interpretive Assessment Worksheet, to assess the students. This alternative assessment requires them to color body parts according to your instructions.
- An alternate class activity would be to have the students color a picture of a dog or a cat, which they would present to the class at the next lesson.
- Finally, ask all students to turn write their names on the back of their face collage sheet (or alternative animal coloring sheet) and to turn it in at the end of class.

Day Six

- Begin class by asking students to present their face collages (or alternative animal coloring sheet). Ask them to point to each face feature and to say, “Zhè shì ...” (This is ...). Collect their papers at the end of their presentations and display them in the classroom or hallways.
- After, have a large piece of butcher paper or chart paper displayed in front of the class. Have available at least two markers for students to use. Draw a circle and a stick figure (torso, arms, legs) on the sheet.
- Ask two volunteers to come up and draw according to your directions. Alternate having each student draw body parts. For example, ask Student A to draw eyes, “Huà liǎng zhī yǎn jīng” (Draw two eyes). Then ask Student B to draw a nose, “Huà yī gè bí zǐ” (Draw one nose).
- Continue alternating instructions until the face is completed. Then ask students to draw hands and feet.
- Ask for two more volunteers to come up front and complete the same activity until all students have had a chance to draw body parts. Draw a new circle (head) and stick figure (torso, arms, legs) for each group of two.
- Next, form two rows of students by having students find a partner. Ask them to sit across from their partners on the carpet.
- Distribute a stuffed animal to each student in one row (Student A). Lead Student B in pointing to different body parts of the stuffed animal and asking, “Zhè shì shénme?” (What is this?). Student A should then respond in a full sentence with the appropriate vocabulary, “Zhè shì ...” (This is ...). Assist as needed. This exercise is in preparation for their upcoming interpersonal assessment.
- Then, have students switch roles. Assist as needed with vocabulary, pronunciation, intonation, and in responding in a full sentence.
- Close class by reading a children's story that is about body parts. *Go Away, Big Green Monster*, by Edward R. Emberley, is a wonderful book to use as each page focuses on a particular facial feature. Consider using books in English and merely covering the text with a Chinese translation. Or consider making your own book based on this suggestion or on another one of your favorite children's books that is perhaps more traditionally Chinese.

Day Seven

- Begin by singing the Two Tigers song as a class. Ask for volunteers (three or four) to lead the class in singing it.
- Then, explain that you will videotape the entire class singing the song, in addition to groups of three to four students singing the song. Have the videotape already set up in the room.
- Arrange the students so all are visible in the video and record the class singing the song.
- Next, have groups of three to four students stand at the front of the class and sing it together. Record their performance.
- Continue in this fashion until all students have sung in a small group and the recordings are completed.
- At another time, assess the students individually on their ability to perform the song. Record their scores on Attachment C. Present the video at a community or school event, which may occur at another time than when the unit is taught.
- Then, read the story you read in the last class. As you read, encourage the students to read aloud with you.

Day Eight

- Using color flash cards, teach/review the colors black, brown, blue and green. Have students repeat the names of each color several times after you.
- Hold up the flash cards one at a time and ask the class, Zhè shì shénme yánsè? (What color is this?). They should respond appropriately. Call on individuals to respond, as well.
- Next, point to items in the classroom and ask the same question. Again, students should respond appropriately.
- After the students feel comfortable with the names of the colors, then, show pictures of various celebrities from China and America (e.g., Jackie Chan,). Ask the question, ‘Tā de yǎn jīng shì shén me yán sè de (What color eyes does she/he have?). Model the response, “Tā de yǎn jīng shì zōng sè de” (She/he has brown eyes.). Allow students to respond as a group and individually.
- Then, ask the students, “Nǐ de yǎn jīng shì shén me yán sè de?” (What color eyes do you have?). Model the response, “Wǒ de yǎn jīng shì zōng sè de” (I have brown eyes.). Ask the question of individual students. Allow them to respond using just the name of the color, but model the whole sentence back for all to hear.
- On the floor or using large chart paper, create a bar graph. At the bottom of the graph, place pictures of eyes cut from different colors of construction paper (blue, green, brown, black). The class will chart their eye colors.
- Have available several squares of construction paper in each color. If using chart paper, have some adhesive available to attach the color squares to the paper. Call students up individually and ask, “Nǐ de yǎn jīng shì shén me yán sè de?” (What color eyes do you have?). Encourage students to respond in complete sentences, “Wǒ de yǎn jīng shì zōng sè de” (I have brown eyes.). Then, have that student select a color square that matches their eye color and place/attach it above the image of the same colored eye.

- Repeat this for each student. Have the students place the squares in a column (one above the other) to create a bar graph.
- Once the graph is complete, review it as a class. Practice counting aloud together as you point to the number of squares (people) with each color of eyes.

Day Nine

- Have students sit on the class carpet. Begin class by counting one through five and by quickly playing “Lǎo shī shuō:” (Teacher says:) with students sitting where they are.
- Next, have students form two rows on the carpet.
- Distribute a stuffed animal to each student in one row (Student A). Remind the class of the structures for saying, “Zhè shì shì shénme?” (What is this?) and “Zhè shì ...” (This is ...).
- Have individuals in the other row (Student B) point to different body parts of the stuffed animal and ask, “Zhè shì shì shénme?” (What is this?). Have students speak one at a time to allow you to properly evaluate them. Once prompted, Student A should then respond in a full sentence with the appropriate vocabulary, “Zhè shì ...” (This is ...). Allow students to produce as much as possible on their own.
- Continue in this fashion until the entire row of students has asked about at least two to three different body parts.
- Then, switch roles and have the other row of students (Student A) ask the questions and the Student B row will respond.
- Assess the students as you conduct the activity. Record their scores on Attachment C.
- Lastly, introduce the traditional Eye Exercises and how to conduct them. See Attachment E, Traditional Eye Exercise.
- Explain that usually in the classroom of primary and middle schools there is a picture on the wall of how to do eye exercises. Then show a sample picture (Attachment E).
- Go on to explain that each day, students do their eye exercises while listening to music during the morning break. This set of eye exercises is derived from the Chinese medical massage experience for the protection of the eyes. Facts show that doing eye exercises regularly can help relax the optic nerve, protect vision health and prevent eye diseases.
- Have everyone practice doing the Eye Exercise. After this unit has been taught, you will be able to practice the Eye Exercise at any point during any other units or lessons.
- Finally, sing the Two Tigers song.

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.

- Allow students who are initially hesitant to use word utterances or short expressions that correctly respond to the questions.
- Partner those students who are more timid or less confident with students who can provide a strong model for complete sentences.

Extensions and Home Connections

- Encourage students to share the song with their parents, siblings or friends at home. Students can return a signed copy of Attachment F, Speaking Extension Activity 1, to inform you of their sharing with family and friends. Consider encouraging students to share and practice at home by offering incentives, such as stickers.
- Encourage students to share the traditional eye exercises with their parents, siblings or friends at home. Students can return a signed copy of Attachment G, Speaking Extension Activity 2, to inform you of their sharing with family and friends. Consider encouraging students to share and practice at home by offering incentives, such as stickers.
- Students can sing and dramatize the song Two Tigers to students in other world language classes. Those students who have sung and dramatized the song to others would be awarded with small prizes.

Technology Connections

http://www.rapyy.com/hiphop_rap/maxam/006.wma

<http://www.qbaobei.com/htm/erge/FZEG/161752112.htm>

http://www.flash512.com/p610894316_a.shtml

List of Attachments

Attachment A, Pre-Assessment Response Sheet

Attachment B, Children's Song – Two Tigers

Attachment C, Student Assessment Checklist

Attachment D, Alternative Interpretive Assessment Worksheet

Attachment E, Traditional Eye Exercises

Attachment F, Speaking Extension Activity 1

Attachment G, Speaking Extension Activity 2

Attachment A
Pre-Assessment Response Sheet

Circle or mark X on the body parts that you can't see on the animal.

1.



2.



3.



4



5



6



Attachment B
Children's Song---Two Tigers



两只老虎
Liǎng zhī lǎo hǔ
跑得快
Pǎo de kuài
一只没有眼睛
Yī zhī méi yǎn jīng
真奇怪
Zhēn qíguài

两只老虎
Liǎng zhī lǎo hǔ
跑得快
Pǎo de kuài
一只没有耳朵
Yī zhī méi yǎn jīng
真奇怪
Zhēn qíguài

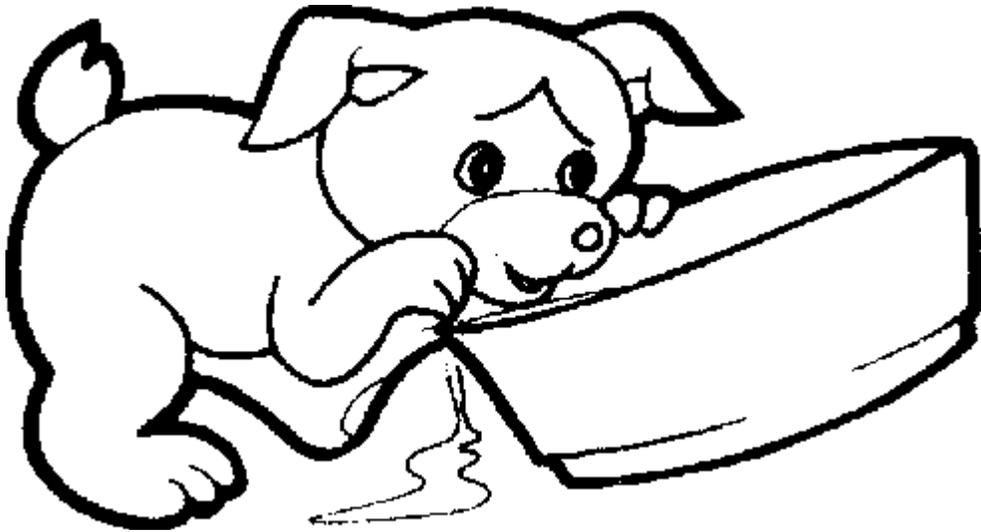
Two tigers are running fast
One has no eye, the other
has no ear. How strange!



Attachment D
Alternate Interpretive Assessment Worksheet

Name: _____

Color the body parts according to the teacher directions.



Attachment E

Traditional Eye Exercise

穴位示意图

眼睛保健操

yan jing bao jian cao

眼睛保健操是从我国小学中广泛推行的一种预防近视眼的方法。它的主要作用是增强眼部的血液循环，活跃神经，改善眼部营养，促进泪液分泌，改善睫状肌的舒缩功能，增强视力，预防近视眼的发生。在课间十分钟，做眼睛保健操，能使眼肌得到休息，解除眼疲劳，使眼内血液循环，从而起到消除疲劳，保护视力的作用。长期坚持，对预防近视眼，消除近视眼，尤其对青少年近视眼预防和治疗，都具有革命保护视力的意义。一九五五年，国家教育部正式颁布施行。特此介绍于全国各地区。





第一节 揉上眼睑（风赤点）

闭目，用左右手大拇指指尖轻轻揉擦上下眼睑七次，每次七下，每次七下，一息一息，一息一息，一息一息。



第二节 揉太阳穴（地胆穴）

左右手大拇指指尖轻轻揉擦太阳穴七次，每次七下，每次七下，一息一息，一息一息，一息一息。



第三节 挤闭眼睛（四白穴）

闭目，用左右手大拇指指尖轻轻揉擦四白穴七次，每次七下，每次七下，一息一息，一息一息，一息一息。



第四节 按太阳穴和眼眶

闭目，用左右手大拇指指尖轻轻揉擦太阳穴七次，每次七下，每次七下，一息一息，一息一息，一息一息。

[HTTP:// WWW.TTRAINS.COM](http://www.ttrains.com)

Attachment F
Speaking Extension Activity 1

We have been singing the song *Two Tigers* in class recently. Below are the lyrics.

两只老虎	两只老虎
Liǎng zhī lǎo hǔ	Liǎng zhī lǎo hǔ
跑得快	跑得快
Pǎo de kuài	Pǎo de kuài
一只没有眼睛	一只没有耳朵
Yī zhī méi yǎn jīng	Yī zhī méi yǎn jīng
真奇怪	真奇怪
Zhēn qí guài	Zhēn qí guài

We would like to encourage all students to practice their language skills outside of the classroom, and in particular to share what they have learned with their family members and friends. Please trust that your child's pronunciation of the vocabulary is accurate. Young children have an amazing ability to hear words and phrases and then pronounce them with great accuracy.

Remember, the more opportunities your child has to practice his or her Chinese outside of class, the better the chance that he or she will retain the language. I would appreciate knowing if your child has shared this song with you or other family members or friends. Please sign and return the portion below when she or he has done so.

Xiè xie!
(Thank you!)

----- ✂ -----

My child _____ shared the song *Two Tigers* with family and friends.

Parent Signature _____ Date _____

Attachment G
Speaking Extension Activity 2

As part of our unit on body parts, we have been performing a traditional eye exercise in class. This exercise is typically performed each morning in both elementary and middle school in China. There are 4 steps in all.

We would like to encourage all students to practice their language skills outside of the classroom, and in particular to share what they have learned with their family members and friends. Please trust that your child's pronunciation of the vocabulary is accurate. Young children have an amazing ability to hear words and phrases and then pronounce them with great accuracy.

Remember, the more opportunities your child has to practice his or her Chinese outside of class, the better the chance that he or she will retain the language. I would appreciate knowing if your child has shared this traditional activity with you or other family members or friends. Please sign and return the portion below when she or he has done so.

Xiè xie!
(Thank you!)

----- ✂ -----

My child _____ shared doing the traditional eye exercises with family and friends.

Parent Signature _____ Date _____