

An Original Play “Rabbit and Wolf”

Grade Level: Grade Four

Unit Theme: Performing the play “Rabbit and Wolf”

Ohio Standards Connection: Foreign Language

Standard: Communication: Communicate in languages other than English.

Benchmark I: Dramatize songs, short stories, poetry or activities.

Indicator 9: Explain an everyday activity to peers through actions and words (e.g., making a sandwich, washing your face).

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 3: Participate in cultural activities (e.g., games, songs, holiday celebrations).

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

Benchmark B: Perform for a school or community event.

Indicator 3: Perform songs, poetry, stories, skits or plays for classroom, school or community events.

Unit mode of focus: Presentational

Unit Description:

In some schools, the highest upper primary level is the fourth grade. It is a good opportunity for fourth year Mandarin participants to present what they have learned in the past years. This unit focuses on a Mandarin drama presentation. This play is composed with the purpose of reviewing previously learned sentences about getting acquainted with others by asking and answering questions, dramatizing children’s rhymes, and emphasizing the traditional family values of caring, responsible parents and respectful, obedient children. Through the performance, students will gain confidence in and enthusiasm for learning Mandarin.

Performance Outcomes

Students will be able to:

- ask and respond to questions in order to identify strangers or visitors;

- be aware of the dangerous result if one becomes greedy toward food from an unknown party;
- trust and bear in mind parental warnings for security;
- present dialogues in front of audiences; and
- recite new rhymes, use expressions and sentences, and review the previously studied Mandarin.

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

General Tips from the Writers

- This play includes ten characters: one narrator, two wolf parents, two little wolves, two rabbit parents, and three little rabbits. According to class size you can easily adjust the number of little animals. However, when combining or expanding the lines, keep in mind the students' language ability and make dialogues meaningful and related to daily life.
- Adjust the speed at which you move through the lines of the play according to the abilities and experience of the students in the class. You may need more days to complete and perform the play.
- To enjoy this play, it is not necessary for students to have too much sympathy for the rabbits. The herbivore rabbit, because of its size, often becomes a meal for many other carnivore animals, such as a wolf or a tiger. However, from a farmer's perspective, a vegetable-stealing and garden-trampling rabbit would not be considered a victim at all. The fast running rabbit is small in size. There is a Chinese proverb that tells the rabbit's survival strategy: “狡兔三窟 jiǎo tù sān kū” (A clever/cunning rabbit has three dens.) To be fair to all animals we should mention some other facts:
 - Boy Scouts use the wolf pack for its group unity.
 - Not all rabbits have white fur; every kind of animal has its own beauty.
 - Dishes made of rabbit meat are listed in menus of some gourmet restaurants.
 - An animal killing another kind of animal for food is part of food chain.
 - All animals must learn to protect themselves in order to survive.
- Let students tell what they know about the theories of the food chain. Every animal has its purpose of living in this world. The tag of good or bad depends on from whom and where it is added. The idea that parents love and care for their children is universal, yet to be respectful and obedient is the children's responsibility.

Pre-Assessment

See Attachment A, Pre-Assessment, for instructions on conducting the Pre-Assessment.

Pre-Assessment Scoring Guidelines

The Pre-Assessment is not scored. Use the results to guide the manner and the pace of introducing and practicing the play.

Unit Assessments and Scoring Guidelines

Presentational Assessment

Students will present the play to their own or another class, the school or a community event.

Presentational Assessment Guidelines

Use Attachment B, Post-Assessment Scoring Rubric to score the students on their presentation of the play.

Vocabulary and Structures

New vocabulary and new expressions:

很 餓	hěn è	(very hungry)
好 吃 的	hǎo chī de	(something good to eat)
等 一 等	děng yī děng	(wait for a while)
我 們 走 吧 ！	wǒ men zǒu ba ！	(Let's go)
已 經	yǐ jīng	(already)
找 好 吃 的	zhǎo hǎo chī de	(to look for something delicious)
出 門	chū mén	(left the house)
看 我 的	kàn wǒ de	(watch me)
鄰 居	lín jū	(neighbor)
搬 家	bān jiā	(family relocation; move house)
叔 叔	shū shū	(father's younger brother; uncle; a form to address for a man about one's father's age)
讓 我 來 吧 ！	ràng wǒ lái ba ！	(Allow me!)
好 久 不 見	hǎo jiǔ bú jiàn	(long time no see)
胡 蘿 蔔	hú luó bo	(carrot)
真 的 嗎 ？	zhēn de ma ？	(Is it true?)
外 面	wài miàn	(outside)
真 的 有	zhēn de yǒu	(really have)
不 行	bù xíng	(no)
你 走 吧 ！	nǐ zǒu ba ！	(you better go away!)
不 夠	bù gòu	(not enough)
不 給	bù gěi	(not giving)
不 夠 朋 友	bù gòu péng yǒu	(not friendly enough to be called a friend)

New sentence pattern and structure:

... 給 ... 帶 來 了 gěi ... dài lái le ...
(giver + give + receiver + brought in + item/present)
(A person brought in something for some one)

不...就不...了。bù ... jiù bù ... le 。
(no ... then no...)
(If you don't honor my request, then I don't provide the favor.)

See Attachment C, Text of the Play, for the play itself.

Materials, Resources and Useful Web Sites

- Flash cards for character learning.
- Copies of the four class work sheets for pronunciation and comprehension exercises (See Attachments F, G, H and I).
- Masks or pictures of wolves and rabbits.
- Cosmetics for facial make-up.
- The rabbit family in this play can be gray, brown, or white rabbits. The outfits could be a jump suit similar to baby pajamas with two long ears or a mask with long ears. A hair band with rabbit ears might be found at a store. For the wolf outfit, grey and brown are the most common colors. A painted wolf mask is essential. A wolf hat might be found on the Internet on a site.

Sequence of Activities

Day One

- After reviewing names of vegetables and animals, present carrot and lettuce for students to guess which animals like them the best.
- Direct the discussion toward the rabbit and its hunters. Refer to the section “General Tips from the Writers” for information about the background the students should have before beginning this play. Review that background and the Chinese proverb, 狡兔三窟 jiǎo tù sān kū” (A clever/cunning rabbit has three dens.) with the students.
- Have students tell what they know about the food chain.
- Remind students that every animal has its purpose of living in this world. The tag of good or bad depends on from whom and where it is given.
- Remind students that parents loving and caring for their children is universal, yet being respectful and obedient is the children’s responsibility.
Teach the radical of 儿 ér (son) 、犬 quǎn(dog) and character of 兔 tù (rabbit)、狼 láng (wolf).

Day Two

- Use masks to introduce the characters of the wolf and rabbit families.
- Display flash cards written with Mandarin key words related to the situation in the wolf family. While you are telling the story, pay attention to student response in order to observe their listening comprehension.
- Repeat the key words with a physical expression or gesture, then let students guess which flash card has the right words.
- The key words for this day are:

很 餓	hěn è	(very hungry)
好 吃 的	hǎo chī de	(something good to eat)
等 一 等	děng yī děng	(wait for a while)
我 們 走 吧 ！	wǒ men zǒu ba ！	(Let’s go)
已 經	yǐ jīng	(already)
找 好 吃 的	zhǎo hǎo chī de	(to look for something delicious)

出 門 chū mén (left the house)
看 我 的 kàn wǒ de (watch me)

Day Three

- Explain the meaning of the rhymes, then practice the rhymes and the singing by the wolf father and rhymes and singing by the little rabbits.

〔狼爸爸唱 láng bà ba chàng〕 : (Wolf Father sings:)

小兔子乖乖，把門兒開開，
xiǎo tù zi guāi guāi , bǎ mén ér kāi kāi ,
(The cute little rabbit, open the door,)

快點兒開開，我要進來！
kuài diǎn ér kāi kāi , wǒ yào jìn lái !
(Hurry up open the door, I want to come in!)

〔小兔子們唱 xiǎo tù zi men chàng〕 :
(Rabbit 1, 2, 3 sing)

不開，不開，不能開。 bù kāi , bù kāi , bù néng kāi 。
(No, no, I can not open.)

媽媽不回來，誰也不能開。 mā mā bù huí lái , shuí yě bù néng kāi 。
(Until my mother comes back, I will not open the door for any one.)

Day Four

- Review what was learned on Days Two and Three.
- Continue telling the story about the encounter between the wolf father and the three little rabbits. While teaching the dialogues, remind students when (the Mandarin level), where (the topic or unit) and the situation in which they had learned these sentences before.
- Send home Attachment D, Performance Extension Activity

- Introduce new vocabulary:

鄰 居	lín jū (neighbor)
搬 家	bān jiā (family relocation; move house)
叔 叔	shū shū (father's younger brother; uncle; younger man)

- Introduce the next section of the play. Have students practice the conversation between the wolf father and the little rabbits.

〔狼爸爸 láng bà ba〕 : :

□小兔子，快開門！
xiǎo tù zi , kuài kāi mén !

(Wolf Father : Little Rabbit, open the door quickly!)

[小兔子一 xiǎo tù zi yī] : 你是誰? nǐ shì shuí ?
(Rabbit 1: Who are you)

[狼爸爸 láng bà ba] :
我是你的鄰居。
wǒ shì nǐ de lín jū 。
(Wolf Father : I am your neighbor.)

[小兔子二 xiǎo tù zi èr] :
你叫什麼名字 ?
nǐ jiào shí me míng zì ?
(Rabbit 2): What is your name?

[狼爸爸 láng bà ba] :
我是你爸爸的朋友，鄰居叔叔。
wǒ shì nǐ bà ba de péng yǒu , lín jū shū shū 。
(Wolf Father : I am your father's friend, neighboring uncle.)

[小兔子三 xiǎo tù zi sān] :
不對，我們的鄰居叔叔搬家了。
bú duì. wǒ men de lín jū shū shū bān jiā le 。
(Rabbit 3 : It's not right, Our neighboring uncle has moved away.)

- Give students Attachment F, Student Worksheet One, to practice the characters and their meanings.

Day Five

- Review the Day Four learning.
- Have students role play the dialogue between the wolf father and the little rabbits.
- Continue the story about the mother wolf's new strategy of approaching her target prey.
- Introduce new vocabulary:

讓 我 來 吧 !	ràng wǒ lái ba ! (Allow me!)
好 久 不 見	hǎo jiǔ bú jiàn (long time no see)
胡 蘿 蔔	hú luó bo (carrot)
真 的 嗎 ?	zhēn de ma ? (Is it true ?)

Introduce the new sentence pattern:
... 給 ... 帶 來 了 gěi ... dài lái le ...

(giver + give + receiver + brought in + item/present)
(A person brought in something for some one)

- Introduce the conversation between the wolf mother and the little rabbits.

Narrator:

□〔狼妈妈小聲對狼爸爸說： 讓我來吧！〕

〔láng mā ma xiǎo shēng duì láng bà ba shuō : ràng wǒ lái ba ! 〕

(The mother wolf said to the father wolf in a low voice: Allow me!)

〔狼妈妈 láng mā ma 〕：

嗨，小兔子，好久不見。你好嗎？

hāi , xiǎo tù zi , hǎo jiǔ bú jiàn 。 nǐ hǎo ma ?

(Wolf Mother : Hi, Little Rabbit, long time no see. How are you?)

〔小兔子三 xiǎo tù zi sān 〕：

我很好。請問，你是誰？

(Rabbit 3) : wǒ hěn hǎo 。 qǐng wèn , nǐ shì shuí ?

(I am fine. May I ask, who are you?)

〔狼妈妈 láng mā ma 〕：

我是你們的好朋友，小白兔的媽媽。

wǒ shì nǐ men de hǎo péng yǒu , xiǎo bái tù de mā ma 。

(Wolf Mother: I am the mother of your good friend, little white rabbit.)

〔小兔子三 xiǎo tù zi sān 〕：

真的嗎？ zhēn de ma ? (Is it true?)

〔狼妈妈 láng mā ma 〕：

是真的。 shì zhēn de 。 (It is true.)

我給你們帶來了好吃的胡蘿蔔。

wǒ gěi nǐ men dài lái le hǎo chī de hú luó bo 。

(Wolf Mother : I have brought you some delicious carrots.)

請開門好嗎？

qǐng kāi mén hǎo ma ?

(Would you please open the door?)

- Give students Attachment G, Student Worksheet Two, to practice the characters and their meanings.

Day Six

- Explain that the mother wolf's new strategy seems to work very well. Especially, carrots placed in front of the rabbits' door convinced the little rabbit about her goodwill. Now it is the critical time for the rabbits to make a decision whether to open the door or not.
- Lead students in a discussion of the reasons and consequences of opening or not opening the door before continuing the story.
- Have students rehearse the rhymes.
- Introduce new vocabulary:
外 面 wài miàn (outside)
真 的 有 zhēn de yǒu (really have)
不 行 bù xíng (no)
- Introduce and practice the next section of the play where the two rabbits discuss the carrots and opening or not opening the door.

〔小兔子二 xiǎo tù zi èr〕：

〔小聲地〕哥哥，你看。〕

〔 xiǎo shēng dì 〕 gē ge ， nǐ kàn

(Rabbit 2: You see, elder brother in a low voice)。

外面真的有胡蘿蔔。

wài miàn zhēnde yǒu hú luó bo 。

(There are really some carrots outside.)

〔小 兔 子 一 xiǎo tù zi yī〕：

〔小聲地〕不行，不行。

〔 xiǎo shēng dì 〕 bù xíng ， bù xíng 。

(Rabbit 1:No, No.(in a low voice)

媽媽說過：「媽媽不回來，誰也不能開〕

mā mā shuō guò ： 「 mā mā bù huí lái ， shuí yě bù néng kāi 〕

(Mother told us, "Do not open the door for any one, until mom comes back.")

〔狼妈妈唱 láng mā mā chàng〕：(Wolf Mom sings:)

小兔子乖乖，把門兒開開，

xiǎo tù zi guāi guāi ， bǎ mén ér kāi kāi ，

(The cute little rabbit, open the door,)

快點兒開開，我要進來！

kuài diǎn ér kāi kāi ， wǒ yào jìn lái ！

(Hurry up open the door, I want to come in!)

〔 小 兔 子 們 唱 xiǎo tù zi men chàng 〕：

(Rabbit 1, 2, 3 sing)

不 開, 不 開, 不 能 開。
bù kāi , bù kāi , bù néng kāi 。
(No, no, I can not open.)

媽 媽 不 回 來, 誰 也 不 能 開。
mā mā bù huí lái , shuí yě bù néng kāi 。
(Until my mother comes back, I will not open the door for any one.)

- Give students Attachment H, Student Worksheet Three, to practice the characters and their meanings.

Day Seven

- Conduct a class reading to review the previous days' learning.
- Guide students in comparing the different manner in which the wolf father and the wolf mother talk to the rabbits.
- Compare the responses of the rabbits toward the two different approaches by the wolves.
- Explain to students that this is the negotiation between the wolf mother and the rabbits. They both change their friendly attitude into a beneficial negotiation. To the rabbits, this is a matter of life or death even though they seemed to not have recognized their enemy's disguise. To the wolf, this is simply to get a meal or not.
- After telling today's portion of story, bring up the following two questions for students to discuss:

1. What if one of the rabbits did not obey the order and opened the door?
2. What is the important reason/facts for the little rabbits survive?

- Pair students up to role play the negotiation dialogues.
- Introduce the new expressions:

你 走 吧 !	nǐ zǒu ba ! (you better go away!)
不 夠	bù gòu (not enough)
不 給	bù gěi (not giving)
不 夠 朋 友	bù gòu péng yǒu (not friendly enough to be called a friend)

- Introduce the new sentence pattern:
不...就不...了。bù ... jiù bù ... le 。
(no ...then no...)

(If you don't honor my request, then I don't provide the favor.)

- Practice the next section of the play.

□〔狼 妈妈 láng mā ma 〕:

小兔子, 你们真的不要胡萝卜吗?

〔láng mā ma 〕: xiǎo tù zi , nǐ men zhēn de bú yào hú luó bo ma ?

(Wolf Mother) (Little Rabbits, are you sure you don't want the carrots?)

〔小兔子 — xiǎo tù zi yī 〕:

你走吧！胡蘿蔔留下。

[xiǎo tù zì yī] : nǐ zǒu ba ! hú luó bo liú xià 。

(Rabbit 1) (Leave the carrots, but you better go away.)

[狼妈妈 láng mā ma] :

你們不夠朋友。不開門胡蘿蔔就不給你了。

nǐ men bù gòu péng yǒu , bù kāi mén hú luó bo jiù bù gěi nǐ le 。

(Wolf Mother): (You are not friendly. If you don't open the door, I am not giving you the carrots.)

- Give students Attachment I, Student Worksheet Four, to practice the characters and their meanings.

Day Eight

- Review and read aloud the previously learned sections of the play.
- If possible, have parents as guest actors come to the class with make-up, performing the rabbit-parent roles. If no parent volunteer wants to be the bad wolf, you will have to take that role. Or, have your most proficient learners play the adult roles.
- You can provide a basket of carrot sticks and some carrot cake for a learning celebration.
- Introduce the new expressions:

□壞狼 huài láng (bad wolf)
快走吧！ kuài zǒu ba ! (Get out of here quickly!)
後門 hòu mén (back door)
欺騙 qī piàn (cheat; lie and to trick)
聽話的好孩子 tīng huà de hǎo hái zi (obedient good children)

- Introduce new sentence pattern:
把...也帶走！ bǎ ... yě dài zǒu !
(take...away together with the person who is supposed to go away.)
- Send home Attachment E, Speaking Extension Activity for students to tell the story of the rabbits and the wolves to parents or siblings.
- Introduce and practice the last section of the play.

[兔爸爸 tù bà ba] :

[大 聲 地] 你 們 是 壞 狼

[dà shēng dì] nǐ men shì huài láng

， 快 走 吧 ！ 把 胡 蘿 蔔 也 帶 走 ！

[dà shēng dì] nǐ men shì huài láng , kuài zǒu ba ! bǎ hú luó bo yě dài zǒu !

(Rabbit Father): (Loudly) You are the bad wolves, get out of here now! Take your carrots with you too!

[兔媽媽 tù mā mā] :

〔大聲地〕不要再到這兒欺騙小兔子了。

〔 dà shēng dì 〕 bú yào zài dào zhè ér qī piàn xiǎo tù zi le 。

(Rabbit Mother) (Don't come here again to lie and to trick the little rabbits.)

〔小兔子們〕：

噢，太好了！爸爸、媽媽，回來了！

〔 xiǎo tù zi men 〕： ō ,tài hǎo le ! bà ba 、 mā mā ， huí lái le !

(Rabbit1, 2, 3): (Oh, great! Mom and Dad are home!)

〔兔爸爸 tù bà ba 〕：

看見那兩隻壞狼在我們家門口，我們就從後門回來了。

kàn jiàn nà liǎng zhī huài láng zài wǒ men jiā mén kǒu ， wǒ men jiù cóng hòu mén huí lái le 。

(Rabbit Father) (We saw the two bad wolves in front of our home, so, we came home through the back door.)

〔兔媽媽 tù mā mā 〕：

孩子們，你們真是聽話的好孩子。

hái zi men ， nǐ men zhēn shì tīng huà de hǎo hái zi 。

(Rabbit Mother) (Children, you are truly obedient, good children.)

Day Nine

- Conduct the presentational assessment. Have students choose their favorite character to act out with correct lines. This assessment also can serve as audition for the future performance at the open house or community activities. Use Attachment B, Post-Assessment Scoring Rubric for performance criteria and to score the students.
- If possible, present the play to another class, to a school gathering or at a community event.

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.

- Partner weaker or hesitant students in practice activities with students who you have identified that can provide a strong model.
- For more advanced students and for heritage speakers, explain in more detail the following:

To express that one is hungry, a native speaker might say, “我肚子餓了 wǒ dù zi è le (My stomach is hungry)” or “我快要餓死了 wǒ kuài yào è sǐ le (I am almost hungry to death)” instead of “我好餓、我很餓。 wǒ hǎo è 、 wǒ hěn è 。

“餓 è” which is a compound word formed by 食 shí (food) and 我 wǒ (I) which means “I want the food” or “I want to eat.”

- In the first paragraph, the writer wrote 「一家三口的狼 yī jiā sān kǒu de láng (one family of three wolves)」和「一家五口的兔子 yī jiā wǔ kǒu de tù zi (one family of five rabbits)」，which is for personification. Some students bring up the question that the correct measure word for wolf and rabbit should be 「隻 zhī」(measure word for wolf, tiger, fox, rabbit...) and 「窩 wō」(den; nest)。If we use 「一窩三隻狼 yī wō sān zhī láng」和「一窩五隻兔子 yī wō wǔ zhī tù zi」，it will be hard to associate with the dialogues said by the animals. We should not forget the fact that the wolf may howl but rabbits have no voice.
- Another polite way to ask “Who are you?” in Chinese is 「請問，你是哪位？qǐng wèn , nǐ shì nǎ wèi ? 」。It is O.K. to say 「請問，你是誰？qǐng wèn , nǐ shì shuí ? 」。Children with a heritage background in Chinese would recognize both expressions.
- Students by grade four have used 男生、女生，爸爸、媽媽，父親、母親 nán shēng 、nǚ shēng , bà ba 、mā mā , fù qīn 、mǔ qīn (boy, girl, dad, mom, father,mother) to differentiate male and female. The real male and female for animals is identified by 公、母 gōng 、mǔ . Therefore 公狼 gōng láng is the male wolf and 母狼 mǔ láng is the female wolf. This is a good chance for students to learn “公的 gōng de” is used to refer to a male animal and “母的 mǔ de” to refer to a female animal. For human use, “男的 nán de” is for male and “女的 nǚ de” is for female.

Extensions and Home Connections

- Have students take home and complete Attachment D, Performance Extension Activity, to practice singing the rhymes and Attachment E, Speaking Extension Activity, to tell the story.
- If the student taking the role of Mother Wolf happens to be a good singer, you might add another song for her to sing and dance in front of the rabbit den as a sort of introduction for her disguise or enticing attention from the little rabbits. This song is:
 小兔子，白又白，兩隻耳朵豎起來。xiǎo tù zi , bái yòu bái , liǎng zhī ěr duǒ shù qǐ lái 。 (Little rabbit has white fur, with two ears straight up)
 他愛吃胡蘿蔔，他也很愛吃生菜。tā ài chī hú luó bo , tā yě hěn ài chī shēng cài (He loves to eat carrots, he also loves to eat lettuce.)
 你問他叫什麼名字，他的名字叫乖乖。nǐ wèn tā jiào shí me míng zì , tā de míng zì jiào guāi guāi (If you ask what is his name, his name is “Guai -Guai)

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
 - TSC USong S TT

List of Attachments:

Attachment A, Pre-Assessment

Attachment B, Post-Assessment Scoring Rubric

Attachment C, Text of the Play

Attachment D, Performance Extension Activity

Attachment E, Speaking Extension Activity

Attachment F, Student Worksheet One

Attachment G, Student Worksheet Two

Attachment H, Student Worksheet Three

Attachment I, Student Worksheet Four

Attachment A Pre-Assessment

Review the words for vegetables and for animals.

Present the words for carrot and lettuce and have students guess which animals like them the best.

Discuss the relationship between rabbits and hunters. Include that the rabbit, being an herbivore, is often the target meal of a carnivore, such as a wolf or a tiger, even humans.

Discuss that from a farmer's point of view, a vegetable-stealing and garden-trampling rabbit would not be considered a victim at all. There is a Chinese proverb that tells that the fast running rabbit has another survival strategy, “狡兔三窟 jiǎo tù sān kū (A clever/cunning rabbit has three dens.)”

Use masks to introduce the characters in the wolf and rabbit families. Display flash cards written in Mandarin with the outline of the story. While telling story, pay attention to students' responses to observe their listening comprehension. Repeat the key word with actual physical expressions, then let students guess which flash card has the right word. The words on the flash cards are the same sentences of the story outline.

狼餓了要吃兔子。公狼假裝是兔子的鄰居叔叔。

母狼假裝是兔子的朋友的媽媽。母狼帶了胡蘿蔔，要小兔子開門。小兔子不開門，因為媽媽說過：

「媽媽不回來，誰也不能開。」

最後三個小兔子的爸爸媽媽從後門回來了。

壞狼走了。

láng è le yào chī tù zǐ 。 gōng láng jiǎ zhuāng shì tù zǐ de lín jū shū shū 。
mǔ láng jiǎ zhuāng shì tù zǐ de péng yǒu de mā mā 。 mǔ láng dài le hú luó bo ， yào
xiǎo tù zǐ kāi mén 。 xiǎo tù zǐ bù kāi mén ， yīn wéi mā mā shuō guò ： 「 mā mā bù
huí lái ， shuí yě bù néng kāi 。 」

zuì hòu sān gè xiǎo tù zǐ de bà ba mā mā cóng hòu mén huí lái le 。 huài láng zǒu le
。

The hungry wolves wanted to eat rabbits.

The father wolf pretended to be a neighboring uncle of the rabbits.)

The mother wolf pretended to be the mother of the little rabbits' friend.

The mother wolf brought carrots and wanted the little rabbits to open the door.

Little rabbit did not open the door, because mother said before she left:

Until mother comes back, do not open the door for any one.

Finally, the rabbit parents returned home.

The bad wolves went away.

Attachment B
Post Assessment Scoring Rubric

Performance Outcome	3	2	1
Pronounce the sentences clearly with correct tone.	Student says all sentences clearly and correctly.	Student says the sentences with a few incorrect tones.	Student tries to remember the sentences but with incorrect tones.
Say the line fluently with coordinating body language	Student says the line correctly and fluently with feelings.	Student recites the line correctly but with lack of emotional expression.	Student attempts, but is unable to complete all the lines.
Interact well with other performers during the performance	Student clearly and correctly interacts with other performers.	Student attempts to respond, but some times forgets the words.	Student has difficulty responding at the right time with the right line of words.

Attachment C
Text of the Play

兔子和狼
tù zi hé láng
(Rabbit and Wolf)

很久很久以前，在柏克萊山頂上住了一家三口的狼，
hěn jiǔ hěn jiǔ yǐ qián , zài bǎi kè lái shān dǐng shàng zhù le yī jiā sān kǒu de láng ,
(Once upon a time, at the top of the Berkeley Hill, there lived a wolf family of three members.)

在半山上住了一家五口的兔子。有一天 zài bàn shān shàng zhù le yī jiā wǔ kǒu de tù zi 。 yǒu yì tiān :
(Half way up the hill, lived a rabbit family of five. One day:)

小狼: 媽媽，我好餓。我快要餓死了。
(Little Wolf) mā mā , wǒ hǎo è 。 wǒ kuài yào è sǐ le 。
(Mom, I am very hungry. I am almost hungry to death.)

有什麼好吃的嗎？ yǒu shí me hǎo chī de ma ?
(Is there any thing good to eat?)

狼媽媽: 噢，寶貝，等一等。
(Wolf Mother) ō , bǎo bèi , děng yī děng 。
(Oh, sweetheart, wait for a while.)
媽媽去給你們找好吃的。
mā mā qù gěi nǐ men zhǎo hǎo chī de 。
(I am going to look for something delicious for you.)

狼爸爸: 你看！那兩隻老兔子已經出門了。
(Wolf Father) nǐ kàn ! nà liǎng zhī lǎo tù zi yǐ jīng chū mén le 。
(Look! Those two old rabbits are leaving their home.)

狼媽媽: 我們走吧！
(Wolf Mother) wǒ men zǒu ba !
(Let's go!)

狼爸爸: 好，看我的。

(Wolf Father) hǎo , kàn wǒ de 。
(OK, watch me.)

〔狼爸爸唱〕：

(Wolf Father sings:) 小兔子乖乖，把門兒開開，
xiǎo tù zi guāi guāi , bǎ mén ér kāi kāi ,
(Cute little rabbit, open the door,)

快點兒開開，我要進來！
kuài diǎn ér kāi kāi , wǒ yào jìn lái !
(Hurry up, open the door, I want to come in!)

〔小兔子們唱〕：

(Rabbits 1, 2, 3 sing:) 不開，不開，不能開。
bù kāi , bù kāi , bù néng kāi 。
(No, no, I can not open.)
媽媽不回來，誰也不能開。
mā mā bù huí lái , shuí yě bù néng kāi 。
(Until my mother comes back, I will not open the door for any one.)

〔狼爸爸〕： 小兔子，快開門！
(Wolf Father) xiǎo tù zi , kuài kāi mén !
(Little Rabbit, open the door quickly!)

〔小兔子一〕： 你是誰？
(Rabbit 1) nǐ shì shuí ?
(Who are you?)

〔狼爸爸〕： 我是你的鄰居。
(Wolf Father)\ wǒ shì nǐ de lín jū 。
(I am your neighbor.)

〔小兔子二〕： 你叫什麼名字？
(Rabbit 2) nǐ jiào shí me míngzì ? (What is your name?)

〔狼爸爸〕： 我是你爸爸的朋友，鄰居叔叔。
(Wolf Father) wǒ shì nǐ bà ba de péng yǒu , lín jū shū shū 。
(I am your father's friend, neighboring uncle.)

〔小兔子三〕： 不對，我們的鄰居叔叔搬家了。

(Rabbit 3) bú duì , wǒ men de lín jū shū shū bān jiā le 。
(That's not right! Our neighboring uncle moved away.)

Narrator:

〔狼媽媽小聲對公狼說：讓我來吧！〕

láng mā mā xiǎo shēng duì gōng láng shuō : rang wǒ lái ba !
(The mother wolf said to the father wolf in a low voice: Allow me!)

〔狼媽媽〕 : 嗨，小兔子，好久不見。你好嗎？
(Wolf Mother) hāi , xiǎo tù zi , hǎo jiǔ bú jiàn 。 nǐ hǎo ma ?
(Hi, Little Rabbit, long time no see. How are you?)

〔小兔子三〕 : 我很好。請問，你是誰？
(Rabbit 3) wǒ hěn hǎo 。 qǐng wèn , nǐ shì shuí ?
(I am fine. May I ask, who are you?)

〔狼媽媽〕 : 我是你們的好朋友，小白兔的媽媽。
(Wolf Mother) wǒ shì nǐ men de hǎo péng yǒu , xiǎo bái tù de mā mā.
(I am the mother of your good friend, little white rabbit.)

〔小兔子三〕 : 真的嗎？
(Rabbit 3) zhēn de ma ?
(Is it true?)

〔狼媽媽〕 : 是真的。
(Wolf Mother) shì zhēn de 。
(It is true.)
我給你們帶來了好吃的胡蘿蔔。
wǒ gěi nǐ men dài lái le hǎo chī de hú luó bo 。
(I have brought you some delicious carrots.)

請開門好嗎？
qǐng kāi mén hǎo ma ?
(Would you please open the door?)

〔小兔子二〕 : 〔小聲地〕 哥哥，你看。
(Rabbit 2) 〔 xiǎo shēng dì 〕 gē ge , nǐ kàn 。
(You see, elder brother.) (in a low voice)

外面真的有胡蘿蔔。

wài miàn zhēn de yǒu hú luó bo 。
(There are really some carrots outside.)

〔小兔子一〕： 〔小聲地〕不行，不行。
(Rabbit 1) [xiǎo shēng dì] bù xíng , bù xíng 。
(No, no.)
媽媽說過：「媽媽不回來，誰也不能開。」
mā mā shuō guò : 「 mā mā bù huí lái , shuí yě bù néng kāi
(Mother told us, “Do not open the door for any one, until mom comes
back.”)

〔狼媽媽唱〕： 小兔子乖乖，把門兒開開，
(Wolf Mother sings) xiǎo tù zi guāi guāi , bǎ mén ér kāi kāi ,
(Cute little rabbit, open the door,)

快點兒開開，我要進來！
kuài diǎn ér kāi kāi , wǒ yào jìn lái !
(Hurry up, open the door, I want to come in!)

〔小兔子們唱〕：
(Rabbits 1, 2, 3 sing:) 不開，不開，不能開。
bù kāi , bù kāi , bù néng kāi 。
(No, no, I can not open.)
媽媽不回來，誰也不能開。
mā mā bù huí lái , shuí yě bù néng kāi 。
(Until my mother comes back, I will not open the door for any one.)

〔狼媽媽〕： 小兔子，你們真的不要胡蘿蔔嗎？
(Wolf Mother) xiǎo tù zi , nǐ men zhēn de bú yào hú luó bo ma ?
(Little Rabbits, are you sure you don't want the carrots?)

〔小兔子一〕： 你走吧！胡蘿蔔留下。
(Rabbit 1) nǐ zǒu ba ! hú luó bo liú xià 。
(Leave the carrots, but you better go away.)

〔狼媽媽〕： 你們不夠朋友，
(Wolf Mother) nǐ men bù gòu péng yǒu ,
(You are not friendly,)

不開門胡蘿蔔就不給你了。

bù kāi mén hú luó bo jiù bù gěi nǐ le 。

(If you don't open the door, I am not giving you the carrots.)

〔兔爸爸〕：〔大聲地〕你們是壞狼，快走吧！

(Rabbit Father) [dà shēng dì] nǐ men shì huài láng , kuài zǒu ba !
(You are the bad wolves, get out of here quickly!) (Loudly)

把胡蘿蔔也帶走！

bǎ hú luó bo yě dài zǒu !

(Take your carrots with you too!)

〔兔媽媽〕：〔大聲地〕不要再到這兒欺騙小兔子了。

(Rabbit Mother) [dà shēng dì] bú yào zài dào zhè ér qī piàn xiǎo tù zi le 。

(Don't come here again to lie and to trick the little rabbits.)

〔小兔子們〕： 噢，太好了！爸爸、媽媽，回來了！

(Rabbit1, 2, 3) ō , tài hǎo le ! bà ba 、 mā mā , huí lái le !
(Oh, great! Mom and Dad are home!)

〔兔爸爸〕：看見那兩隻壞狼在我們家門口，

(Rabbit Father) kàn jiàn nà liǎng zhī huài láng zài wǒ men jiā mén kǒu ,
(We saw the two bad wolves in front of our home,)

我們就從後門回來了。

wǒ men jiù cóng hòu mén huí lái le 。

(So, we came home through the back door.)

〔兔媽媽〕：孩子們，你們真是聽話的好孩子。

(Rabbit Mother) hái zi men , nǐ men zhēn shì tīng huà de hǎo hái zi 。

(Children, you are truly obedient, good children.)

Attachment D
Performance Extension Activity

As an extension of your student's learning in Mandarin, your child has been given the opportunity to sing Little Rabbit and Wolf rhymes in front of the family.

The rhymes are:

〔狼爸爸唱〕：

(Wolf Father sings:) 小兔子乖乖，把門兒開開，
xiǎo tù zi guāi guāi · bǎ mén ér kāi kāi ·
(Cute little rabbit, open the door,)

快點兒開開，我要進來！
kuài diǎn ér kāi kāi · wǒ yào jìn lái !
(Hurry up, open the door, I want to come in!)

〔小兔子們唱〕：

(Rabbits 1, 2, 3 sing:) 不開，不開，不能開。
bù kāi · bù kāi · bù néng kāi 。
(No, no, I can not open.)
媽媽不回來，誰也不能開。
mā mā bù huí lái · shuí yě bù néng kāi 。
(Until my mother comes back, I will not open the door for any one.)

Once you have heard your child's singing, please sign this form and return to the teacher.

Parent Signature: _____

Date: _____

Attachment E
Speaking Extension Activity

As an extension of your student's learning in Mandarin, your child has been given the opportunity to tell or read the story of "Rabbit and Wolf" to family members. The story is:

狼餓了要吃兔子。

láng è le yào chī tù zi 。

(The hungry wolves wanted to eat rabbits.)

公狼假裝是兔子的鄰居叔叔。

gōng láng jiǎ zhuāng shì tù zi de lín jū shū shū 。

(The father wolf pretended to be a neighboring uncle of the rabbits.)

母狼假裝是兔子的朋友的媽媽。

mǔ láng jiǎ zhuāng shì tù zi de péng yǒu de mā mā 。

(The mother wolf pretended to be the mother of the little rabbits' friend.)

母狼帶了胡蘿蔔，要小兔子開門。

mǔ láng dài le hú luó bo ， yào xiǎo tù zi kāi mén 。

(The mother wolf brought carrots and wanted the little rabbits to open the door.)

小兔子不開門，因為媽媽說過：

xiǎo tù zi bù kāi mén ， yīn wéi mā mā shuō guò ː

(Little rabbit did not open the door, because mother said before she left:)

「媽媽不回來，誰也不能開。」

「mā mā bù huí lái ， shuí yě bù néng kāi 。」

(Until mother comes back, do not open the door for any one.)

最後三個小兔子的爸爸媽媽回來了。

zuì hòu sān gè xiǎo tù zi de bà ba mā mā cóng hòu mén huí lái le 。

(Finally, the rabbit parents returned home.)

壞狼走了。

huài láng zǒu le 。

(The bad wolves went away.)

Once you have heard your child's story, please sign this form and return to the teacher.

Parent Signature: _____

Date: _____

Attachment F
Student Worksheet One

中文補充教材

日期: _____

學生姓名: _____

在英文前面寫出相同意思的中文。

Write the Chinese characters in front of English that has the same meaning.

兔子、已經、帶走、不要、真的、留下、我要、
外面、進來、不對、鄰居、好餓、叔叔、聽話、
不夠、後門、門口、欺騙、看見、寶貝、不能、
不夠朋友、誰也不能開、名字、壞狼、誰也、
一家三口、

_____ (in front of door) _____ (cheat) _____ (can not)
_____ (treasured object; daring; baby) _____ (no matter whom)
_____ (uncle) _____ (back door) _____ (not enough)
_____ (bad wolf) _____ (obedient) _____ (truly; really)
_____ (rabbit) _____ (already) _____ (take away)
_____ (name) _____ (I want) _____ (very hungry)
_____ (stay) _____ (neighbor) _____ (don't want)
_____ (out side) _____ (come in) _____ (not right; wrong)
_____ (see) _____ (a family of three)
_____ (not friendly enough)
_____ (no matter who can not open)

Attachment G
Student Worksheet Two

中文補充教材

日期: _____

學生姓名: _____

在英文前面寫出相同意思的中文。

Write the Chinese characters in front of English that has the same meaning.

不能開、真的嗎？你走吧！快走吧！好久不見、
請開門、餓死了、胡蘿蔔、一家五口、山頂上、
帶來了、搬家了、好孩子、快點兒、狼、好吃的、
你是誰？出門了、回來了、壞、半山上、住、乖、

_____ (came back) _____ (moved way) _____ (live)

_____ (you better leave!) _____ (carrot) _____ (bad)

_____ (hurry up) _____ (tasty food) _____ (wolf)

_____ (a family of five) _____ (well behaved; obedient; good)

_____ (long time no see) _____ (half way up the hill)

_____ (Is it true?) _____ (leave immediately)

_____ (please open the door) _____ (can not open)

_____ (good child) _____ (left one's house; went out)

_____ (brought in here) _____ (hungry to death)

_____ (Who are you?) _____ (on top of a hill)

Attachment H
Student Worksheet Three

中文補充教材

日期: _____

學生姓名: _____

在拼音前面寫出相同意思的中文。

Write the Chinese characters in front of the Pinyin.

兔子、已經、帶走、不要、真的、留下、我要、
外面、進來、不對、鄰居、好餓、叔叔、聽話、
不夠、後門、門口、欺騙、看見、寶貝、不能、
誰也、壞狼、名字、不夠朋友、誰也不能開、
一家三口、

_____ (mén kǒu)

_____ (qī piàn)

_____ (bù néng)

_____ (kàn jiàn)

_____ (bǎo bèi)

_____ (shuí yě)

_____ (shū shū)

_____ (hòu mén)

_____ (bù gòu)

_____ (huài láng)

_____ (tīng huà)

_____ (zhēn de)

_____ (tù zi)

_____ (yǐ jīng)

_____ (dài zǒu)

_____ (míng zì)

_____ (wǒ yào)

_____ (hǎo è)

_____ (wài miàn)

_____ (jìn lái)

_____ (bú duì)

_____ (liú xià) _____ (shuí yě bù néng kāi)

_____ (bú yào) _____ (bù gòu péng yǒu)

_____ (lín jū)

_____ (yī jiā sān kǒu)

Attachment I
Student Worksheet Four

中文補充教材

日期: _____

學生姓名: _____

在拼音前面寫出相同意思的中文。

Write the Chinese characters in front of the Pinyin.

不能開、真的嗎？你走吧！快走吧！好久不見、
請開門、餓死了、乖、胡蘿蔔、一家五口、住、
帶來了、搬家了、好孩子、快點兒、狼、好吃的、
你是誰？出門了、回來了、壞、半山上、山頂上、

_____ (huí lái le) _____ (bān jiā le) _____ (zhù)

_____ (nǐ zǒu ba) _____ (hú luó bo) _____ (huài)

_____ (kuài diǎn ér) _____ (hǎo chī de) _____ (láng)

_____ (dài lái le) _____ (è sǐ le) _____ (guāi)

_____ (bàn shān shàng) _____ (yī jiā wǔ kǒu)

_____ (zhēn de ma) _____ (kuài zǒu ba)

_____ (qǐng kāi mén) _____ (bù néng kāi)

_____ (hǎo hái zi) _____ (chū mén le)

_____ (nǐ shì shuí) _____ (shān dǐng shàng)

_____ (hǎo jiù bú jiàn)

Teacher Mei Yu Flanagan with Her Students
(Five non-heritage speakers and three heritage speakers)

