

Weather and Seasons

Grade Level: Kindergarten

Unit Theme: Weather and Season

Ohio Standards Connection: Foreign Language

Standard: Communication

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

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

Benchmark E: Respond appropriately to requests accompanied by gestures and other visual or auditory cues, and follow directions.

Indicator 6: Respond to simple requests (e.g. stand up, Raise your hand, walk/Zǒu).

Benchmark F: Identify people and objects based on descriptions.

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

Indicator 8: Arrange objects in a floor or table graph according to likes or dislikes (e.g., I like the color red. I hate spinach.).

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

Indicator 11. Recite short poems/rhymes or sing/sign songs with appropriate body movements.

Standard: Cultures

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

Indicator 1: Identify items or pictures relating to celebrations, traditions, holidays or events of the target culture (e.g., birthdays, the New Year).

Kindergarten Math Connections to Focal Points

Data Analysis: Children sort objects and use one or more attributes to solve problems.

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

Unit Description

In this multiple-day unit, students will gain the ability to use appropriate words and phrases to identify weather and seasons and to share their preferences about the topic. Students will orally identify the seasons as well as in writing as they practice tracing the characters for each. Students will learn when the Spring and Moon festivals are celebrated and will be able to identify the season in which they take place. Students will also have opportunities to review previously learned months, colors, and numbers by singing songs and reciting rhymes.

Performance Outcomes

Students will be able to:

- Identify and name the four seasons-春天 chūn tiān (Spring), 夏天 xià tiān (Summer), 秋天 qiū tiān (Autumn), 冬天 dōng tiān (Winter).
- Identify and name the basic weather in each season-下雨了 xià yǔ le (It is raining), 下雪了 xià xuě le (it is snowing), 热 rè (hot) and 冷 lěng (cold).
- Place two major Chinese festivals correctly in the proper seasons:春节 chūn jié (Spring Festival) celebrated in winter and 中秋节 zhōng qiū jié (Moon Festival) celebrated in fall.
- Express likes and dislikes related to seasons and weather – 我喜欢春天。Wǒ xǐhuān chūn tiān, I like Spring 。我不喜欢冬天。Wǒ bù xǐhuān dōng tiān. (I dislike/don't like Winter.)
- Trace characters for the seasons and explain the character stories to their families and friends.

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

General Tips from the Writers

- Adjust the time based on class size and activities needed for each session.
- Be sure to recycle vocabulary and structures from earlier units where possible.
- Surround students in the language by identifying snowmen, flowers, and other common referents, but do not hold them accountable for production.
- Be aware of any food allergies or restrictions that students might have prior to offering samples of food. Check with parents and the school nurse if you have questions about particular students.

Feedback from Pilot Teachers

- The topic seemed a little bit hard for K. Older students liked it much more.

Pre-Assessment

Assessing their prior knowledge of months and seasons will enable you to connect to this background information to the target language expressions for months, seasons and weather in the target language.

- Show a monthly calendar and have students repeat the names of the months in Chinese. Repeat this several times.

- Then, show pictures of different seasons and state, “Zhè shì dōng tiān.” (This is winter.), etc., until the students have seen all the seasons. Have them repeat the name of each season after you. Use appropriate gestures to assist in their recall, such as wiping your brow to indicate it is hot. NOTE: “This” indicates the picture. The correct English should be “It is Winter.”
- Next, prompt the students to indicate what season it is in certain months based on their prior knowledge using the following months: January, April, July, and September. For example, hold up the visual for summer, then ask, “Zhè shì xià tiān ma?” (In January, is it summer?). Students should respond with “No.” Continue asking in this manner until they have correctly matched each season.

Pre-Assessment Scoring Guidelines

The Pre-Assessment is not scored. Listen as students recite the names of the months. If most of the class can recite the names of the months, proceed. If not, review the names of the months again by teaching the rhyme in Attachment A, Counting Knuckles Rhyme. If the students had difficulty matching the seasons and months, then spend some time discussing what happens in each season. Coordinate this instruction with the classroom teacher.

Unit Assessments and Scoring Guidelines

- Make a class roster to note students’ scores.
- The Interpretive and Interpersonal Assessments shall be conducted at the same time. However, separate scoring guidelines are provided below.

Interpretive

Have students identify the four seasons and learned weather expressions by having them point to or touch the appropriate visual flash card according to your oral directions. Students will then arrange these visuals into a table graph indicating personal likes and dislikes.

Interpretive Assessment Scoring Guidelines

- 3 Student appropriately identifies season and weather visuals all of the time.
Student appropriately arranges visuals according to her/his stated likes and dislikes.
- 2 Student appropriately identifies season and weather visuals most of the time.
Student appropriately arranges visuals according to her/his stated likes and dislikes most of the time.
- 1 Student unable to identify seasons and weather visuals.
Student unable to arrange visuals according to her/his stated likes and dislikes.

Interpersonal

Using pictures illustrating the weather and seasons, ask students to talk about their likes and dislikes of the seasons and weather.

Interpersonal Assessment Scoring Guidelines

- 3 Student appropriately responds to questions about likes and dislikes related to seasons and weather all the time.
- 2 Student appropriately responds to questions about likes and dislikes related to seasons and weather most of the time.
- 1 Student has difficulty responding to questions about seasons and weather.

Presentational

Students perform a song (the “Light Rain” Song) using movements.

Presentational Assessment Scoring Guidelines

- 3 Student able to independently perform the song.
- 2 Student able to perform the song with some help.
- 1 Student unable to perform the song.

HUI CHEN: Take out the parentheses on these, please. Then erase my note here.

Vocabulary and Structures

1. New vocabulary:	春天	chūn tiān	Spring
	花	huā	Flower
	雨/下雨了	yǔ / xià yǔ le	Rain/raining
	夏天	xià tiān	Summer
	太阳	tài yáng	sun
	热	rè	Hot
	秋天	qiū tiān	Autumn
	风	fēng	Wind
	月亮	yuè liàng	Moon
	中秋节	zhōng qiū jié	Moon Festival
	冬天	dōng tiān	Winter
	雪/下雪了	xuě / xià xuě le	Snow/snowing
	雪人	xuě rén	Snowman
	冷	lěng	Cold
	春节	chūn jié	Spring Festival

2. This is + name of the season.

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

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

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

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

3. Name of the Season + weather.

夏天热。xià tiān rè. Summer is hot.

冬 天 冷. dōng tiān lěng. Winter is cold.

4. I like/dislike + name of season or weather.

我 喜 欢 冬 天 。 wǒ xǐ huān dōng tiān I like Winter.

我 不 喜 欢 夏 天 。 wǒ bù xǐ huān xià tiān. I don't like Summer.

Materials, Resources and Useful Web Sites

- Pictures: Flowers, bright sun, a raining day, falling leaves, snowman,
A child who's hot (sweating under the bright sun)
A child thriving on a snowing day
- Detachable monthly calendar
- Envelopes with months (visuals and characters)
- Flash cards with four seasons and two Festivals (characters at one side, pictures or pinyin on the other side)
- Paper, poster board, glue and tape.
- Happy or Thumbs up and Sad or Thumbs down visuals to convey like and dislike
- Visuals to show Spring Festival including a picture of a “red envelop” containing luck money for kids, “jiǎo zǐ” – food for a family reunion dinner, “firecracker”, dragon dance, etc., and samples of “red envelop”, paper-cut, ornament, etc.
- Visuals to show Moon Festival including pictures or cartoons: to show full moon and legend stories – *cháng é* and *hòu yì* (stories can be narrated in English), “moon cake” – a traditional treat for the festival, and if possible, samples of a “moon cake” for students to taste.

Sequence of Activities

Day One

- Conduct the pre-assessment. Determine whether further review of the months and seasons is needed.
- Teach the Counting Knuckles rhyme in Attachment A. Have students repeat this with you several times.
- Have available four large sheets of paper and markers at the front of the class. At the top of each paper, write “It is” and the name of each season. Model tracing the characters for each season as you pronounce it for the class. Invite students to trace the characters with their fingers in the air.
- For each season, brainstorm with the students what they do or see in that season. As an example, on the paper marked “Zhè shì dōng tiān.” (It is winter.), draw those things that students mention when prompted, “Dōng tiān lěng. Nǐ dōng tiān zuò shénme?” (Winter is cold. What do you do or see in winter?). Give several examples, “Wǒ huá xuě.” (I ski.) and then draw skis and poles, then say, “Wǒ huá bīng.” (I skate.) and draw ice skates. Allow the students to give you ideas of things to draw in English and then provide the expression in Mandarin. The purpose here is to allow them to

associate their knowledge of seasons with the expressions: It is Winter/Spring/Summer/Fall.

- Do this same activity for each season. Keep these papers for use throughout the unit.
- End class by reciting the Counting Knuckles rhyme.

Day Two

- Begin by having students recite the rhyme learned in the last class.
- Take out the season papers you brainstormed together last class. Quickly review the phrases for each season (It is Winter/Spring/Summer/Fall.) as you point to each paper. Ask the students to repeat after you and to trace the characters in the air.
- Ask individual students to come to the front and provide the name of each season as she or he points to the paper. Have the student trace the characters on the paper using her/his finger.
- Next, have an envelope, which you prepared earlier, with flash cards for each month. These flash cards will have visuals on one half and the characters on the other half. Pull out each flash card and ask students to repeat the name after you. Repeat this several times.
- Take the flash cards and then use adhesive to attach them to the large paper as you state aloud how you are sorting the months. For example, you might take the flash card for January and say, “Zhè shì chūn tiān? Zhè shì xià tiān? Zhè shì qiū tiān? Zhè shì dōng tiān?” (January. Is it in the Spring? Is it in the Summer? Is it in the Fall? Or is it in the Winter?). Hold the flash card in front of each large paper as you ask a question, and pause to allow the students time to think and respond. Encourage students to respond using the entire expression you have modeled: *It is* If they provide part of the correct response, then rephrase using the complete sentence for all students to hear.
- Continue in this fashion until all the months of the year have been sorted according to season. Review the months and their seasons afterwards.

Day Three

- Review the months and seasons the class worked on last time. Use the large paper to recap the vocabulary as a class. Ask volunteers to name the months or seasons individually. Ask students to use their fingers to trace in the air the characters for each season.
- Then teach students the first seven sentences in Attachment C, Season and Weather Sentences. Have them repeat them several times after you. Point to the large paper as you do this, or show the flash cards, so students will be able to associate the oral and visual cues.
- Verify their comprehension by asking yes/no, choice, then short-answer questions after two or three visuals are introduced. For example, ask, “zhè shì shén me? 这是什么?” (What is this?) while pointing to picture/flash card. Students should answer, “zhè shì xià tiān. 这是夏天。” (This/It is Summer).
- Next, ask individual students to come forward. Present the flash cards, but have the image and characters facing away from the student. Have her or him select one card. She or he must then show it to the class while you ask, “zhè shì shén me? 这是什么?” (What is this?). She or he must then respond correctly, “zhè shì ...” (This/It is ...).

Assist the students as necessary in recalling the new phrases and vocabulary and in stating a full sentence.

- Teach the song “Light Rain” (Attachment B, Light Rain Song) as you point to “Spring” on your calendar, and show the visuals of raining and seeds.

Day Four

- Review the “Light Rain” song, but add hand and body movements.
- Review the first seven phrases from Attachment C learned in the last class. Use flash cards and other visuals to help students recall the new phrases and vocabulary. Consider including a gesture (e.g., wiping brow, hugging arms) while you say each term for the weather. Have students mimic these gestures. Practice this as a class and then call on individuals to demonstrate the gestures.
- Ask yes/no, choice, then short-answer questions after two or three visuals are introduced. As an example, you might show a picture of a sunny beach and ask, “zhè shì shén me? 这是什么?” (What is this?) while you point to picture/flash card. Students then should answer, “zhè shì xià tiān. 这是夏天。 xià tiān rè. 夏天热。” (This/It is Summer. Summer is hot.). Encourage students to use the gestures when saying the weather.
- Display one of the large chart or butcher papers you have prepared in advance and explain the meaning of the characters together and as radicals. Have students come forward to trace the characters. Each prepared paper has the name of every season written in large font. As an example, present “Spring” to the class and ask for a few volunteers to come forward to use their finger to trace the characters. Hold the visual you have been using in class that matches the season being presented. Ask the rest of the class to participate by using a finger to trace the characters in the air.
- Then, have students sit at their tables/desks. Distribute large font handouts of one of the seasons. If you just presented “Spring,” then the handout should have spring on it. Have some visual or image on the handout so the students will be able to associate the characters with the season, in addition to having something to color. For example, at the edges of the handout for “Spring,” you might have images of flowers or birds’ nests.
- End class by singing the “Light Rain” song using the movements.

Instructional Tip:

Provide the explanation of the meaning of each radical and how they come to mean each season when put together. The character of winter is composed of two Chinese radicals: the first part is “long time/period” and the second part is “ice.” The character for spring is composed of 3 Chinese radicals: the first part is the number “3,” the second part is “person,” and the third part is the “sun.” Summer is composed of three radicals: long period + 100 days + growing. The character for fall is formed by two radicals: Rice plant + Fire. Explain too about the farming cycle: in the spring you sow the seeds, in the summer the seeds grow into plants, in autumn, the harvest takes place, and after the harvest, farmers burn the left-over rice stalks to make fertilizer for next year’s crop, and finally, in the winter you eat the food that was harvested.

Day Five

- Call out the weather and have students make the appropriate gestures.
- Have available a calendar large enough for all to see. Review the names of the months with the students in Mandarin.
- Using the large paper from Day One, review the names of the seasons together, as well.
- Next, take a visual for the Spring Festival and dramatically place it in the correct month. Have students repeat the name of festival. Describe the festival briefly in English to students so they understand the cultural significance.
- Do the same for the Moon Festival.
- After, remove both festival visuals and stick them randomly on the calendar, asking “duì” (Correct) or “bù duì” (Not correct). Repeat this several times as a class. Be sure to land on correct months by end of practice.
- Place several of the month, season and weather visuals on the bulletin or chalkboard. These should be visible to the entire class. Review these visuals as a class.
- Next, explain that you will say one of the phrases learned and that you will ask individuals to point to/indicate the matching visual. As an example, you might say, “Zhè shì qiū tiān.” (This is Autumn.). The student you call on should stand up and point to the appropriate visual. Every student should have a turn to point to a visual.
- Use this as an opportunity to informally assess the students. Use their performance as a guideline for adjusting instruction. Additional review may or may not be necessary.

Day Six

- Review the weather expressions by pointing to visuals and making the gestures.
- Present another large font paper with the characters for a different season (e.g., “Summer”), and explain the meaning of the characters together and as radicals. Ask for volunteers to come forward and trace the characters on the paper while the rest of the class traces in the air.
- Introduce the expressions “wǒ xǐ huān” (I like) and “wǒ bù xǐ huān” (I dislike) in relation to the weather and seasons. Use a happy/sad or thumbs up/down visual to convey meaning.
- Ask individual students if they like certain seasons and weather as you point to the visuals. Encourage each student to respond using a complete sentence.
- Next, teach the final nine phrases from Attachment C. Use the same techniques as in Day Four to teach and review these new phrases.
- Have students go to their tables/desks to trace the characters and color the images for the season you highlighted today.

Day Seven

- Review the structures “wǒ xǐ huān” (I like) and “wǒ bù xǐ huān” (I dislike) with students.
- Review the newly learned nine phrases as a class using all necessary visuals.
- Call on individuals to answer questions such as: Do you like Winter? Is this (a picture of) Summer? Is this (a picture of) a flower? Assist students as necessary in their recall. If individuals have problems answering, ask their classmates to help them out.

- Next, have available all of the visuals and flashcards from the unit and some kind of adhesive. Using large chart paper, or the chalkboard, draw two table graphs. You may also indicate these on the class carpet using tape. Above each table graph, place a symbol (a heart or smiling face) and the characters: “wǒ xǐ huān” (I like) and “wǒ bù xǐ huān” (I dislike) so students will be able to easily distinguish the two.
- Distribute one visual to each student. Then ask her or him, “Zhè shì shén me? 这是什么?” (What is this?) while you point to picture/flash card. The student should answer, “Zhè shì ...” (This/It is ...), providing the appropriate response.
- Next, ask her or him if she or he likes or dislikes that month, season, weather or festival: “Nǐ xǐ huān ...?” She or he should respond appropriately in a complete phrase: “Wǒ xǐ huān ...” (I like ...) or “Wǒ bù xǐ huān ...” (I dislike ...). Assist individuals as necessary and encourage them to create a complete sentence by modeling if they provide only partial phrases.
- Then, ask, “Zài nǎ lǐ?” (Where does it go?). Have her or him place the visual on the correct table according to their response. So, if she or he said that she or he likes that month, season, weather or festival, the visual should be placed on the table indicating “likes” as opposed to “dislikes,” and vice versa.
- If time allows, redistribute the visuals to display different opinions held by the students.

Day Eight

- Begin class by singing the “Light Rain” song, using the movements.
- Next, display the large font paper for “Autumn.” Ask for volunteers to come forward to trace on the paper as the rest of the class traces in the air. Hold up an appropriate, accompanying image.
- Then, present the large font paper for “Winter.” Proceed in the same manner as before.
- Review all of the phrases learned thus far by placing the flash cards in a bag and pulling out one at a time.
- Put them back into the bag. Ask for volunteers to come and take one out of the bag and then present it to the class. If it is of a weather expression, encourage the student to use the learned gestures.
- Finally, put students in groups of two to four. Have them perform the “Light Rain” song in front of the class. Assess each student according to the Presentational Scoring Guidelines.

Day Nine

- Have students draw a picture that represents each season on four separate sheets of white paper. Once their picture is completed, they will cut out and glue the characters for that season onto the correct page. These characters will have been traced in marker or crayon. See Attachment D, Season Tracings, for the handout to provide.
- Conduct the interpretive and interpersonal assessments while students are working at their desks on their season drawings by calling individuals to a table with you. Have ready all the visuals from the unit placed to one side of the table. At the other side of the table, have the table graphs taped or depicted so that each student can arrange visuals according to likes and dislikes.

- Next, ask the student questions learned during the unit, such as: Do you like Winter? Is this (a picture of) Summer? Is this (a picture of) a flower? Point to the Spring Festival. Ask as many questions as necessary to give you an idea of the student's abilities. Students should respond appropriately and accordingly.
- From time to time, after asking an identification question, follow it up with a "Do you like/dislike..." question. Then ask the student to appropriately arrange the visual in the table graph. For example, ask, "Nǐ xǐ huān chūn tiān?" (Do you like Spring?). The student might respond, "Wǒ xǐ huān chūn tiān." (I like Spring.). Then say, "Zài nǎ lǐ?" (Where does it go?). The student should then place the visual in the appropriate table.
- Score each student according to the Scoring Guidelines.

Day 10

- Finish any remaining interpretive and interpersonal assessments.
- Have students finish any drawing, cutting and pasting necessary.
- Attach each student's papers together (e.g., staple), and have each write her or his name on the back of the last sheet.
- Ask each student to briefly present her or his drawings in Mandarin.

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.

- For those heritage students who celebrate the Spring Festival (Lunar New Year) at home, we suggest they share their experiences with the class. Use "Show and Tell", for instance family pictures, to show the New Year outfit, house decorations, or community and social activities. Teachers may want to encourage them to present more of the language by extending the related vocabularies and phrases. Some ideas here include, New Year Parades, dragon dance, firecrackers, and *jiǎozi*, etc. Similarly, during the Fall, when Mid-Autumn Festival is celebrated, heritage students may bring pictures or cartoons to tell the legendary stories or prepare samples of moon cake to share in the class. This should be done in Day Five.
- The "Snowflake" rhyme is a riddle. Heritage students may help the teacher draw or spread out the "paper snowflakes" as the teacher points to a winter visual where it is "snowing." (It is not mandatory for every student to memorize the rhyme.)

“Snowflakes” 雪 花
xuě huā

一 片, 一 片, 又 一 片,
yí piàn, yí piàn, yòu yí piàn,

两 片, 三 片, 四 五 片,
liǎng piàn, sān piàn, sì wǔ piàn,

六 片，七 片，八 九 片，
lìù piàn, qī piàn, bā jiǔ piàn,

落 入 水 中 看 不 见。
luòrùshuǐ zhōng kàn bù jiàn.

(One flake, one flake, and once again,
Two flakes, three flakes, four and five,
Six flakes, seven flakes, eight and nine,
Falling into the water without any sign.)

Extensions and Home Connections

- Have students complete Attachments E, Speaking Extension Activity One, and Attachment F, Speaking Extension Activity Two, and Attachment G, Speaking Extension Activity Three, at home. Have parents sign the form before returning it. Remove the pinyin prior to sending the sheets home!
- Have students make their own flash cards of seasons and festivals. Then ask them to share them at home and to teach family and friends in which seasons the Spring Festival (Lunar New Year) and the Mid-Autumn Festival are celebrated.

Technology Connections

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

List of Attachments

Attachment A, Counting Knuckles Rhyme

Attachment B, Light Rain Song

Attachment C, Season and Weather Sentences

Attachment D, Season Tracings

Attachment E, Speaking Extension Activity One

Attachment F, Speaking Extension Activity Two

Attachment G, Speaking Extension Activity Three

Attachment A
Counting Knuckles Rhyme

Counting Knuckles

一月大，二月小，
yī yuè dà, èr yuè xiǎo,

三月大，四月小，
sān yuè dà, sì yuè xiǎo,

五月大，六月小，
wǔ yuè dà, liù yuè xiǎo,

七月大，八月大，
qī yuè dà, bā yuè dà,

九月小，十月大，
jiǔ yuè xiǎo, shí yuè dà

十一月小，十二月大。
shí yī yuè xiǎo, shí èr yuè dà.

January is big month, February is small month,
March is big month, April is small month,
May is big month, June is small month,
July is big month, August is big month,
September is small month, October is big month,
November is small month, December is big month.

Attachment B
Light Rain Song

Light Rain 小 雨
xiǎo yǔ

小 雨，小 雨，洒洒洒，洒洒洒。
xiǎo yǔ, xiǎo yǔ, sā sā sā, sā sā sā,
(Light rain, light rain, are sprinkling, sprinkling.)

种 子，种 子，在 说 话，在 说 话。
zhǒng zi, zhǒng zi, z ài shuō hu à z ài shuō hu à
(Seeds, seeds are talking, talking)

哎 呀 呀！雨 水 真 甜。
ai ya ya! yǔ shuǐ zhēn tián
(Ai ya ya, the rain water is really sweet.)

哎 哟 哟！我 要 长 大。
ai yo yo! wǒ yào zhǎng dà
(Ai you you! I want to grow up.)

Attachment C
Season and Weather Sentences

Students will be able to state the following sentences by the unit's end.

Note: "This" indicates the picture. The correct English should be "It is Spring."

这是春天。
zhè shì chūn tiān

1. This is Spring.

下雨了。
xià yǔ le.

2. It is raining

这是夏天。
zhè shì xià tiān

3. This is Summer.

夏天热。
xià tiān rè

4. Summer is hot.

这是秋天。
zhè shì qiū tiān

5. This is Autumn.

这是冬天。
zhè shì dōng tiān.

6. This is Winter.

冬天冷。
dōng tiān lěng

7. Winter is cold.

这是花。
zhè shì huā.

8. This is flower

这是太阳。
zhè shì à yáng.

9. This is sun.

这是月亮。
zhè shì yuè liàng

10. This is moon.

这是雪人。
zhè shì xuě rén

11. This is snowman.

下雪了。
xià xuě le.

12. It is snowing.

我不喜欢夏天。
wǒ bù xǐ huān xià tiān

13. I don't like Summer.

我喜欢中秋节。
wǒ xǐ huān zhōng qiū jié

14. I like Moon Festival.

我喜欢春节。
wǒ xǐ huān chūn jié.

15. I like Spring Festival.

这是风。
zhè shì fēng

16. This is wind.

Attachment D
Season Tracings

Note: The order here is Spring, Summer, Autumn, Winter. The characters have been put into gray scale 50% so that when copied, students will be able to see them well enough to trace them. You may want to enlarge this sheet again depending upon the fine motor skills of your students.

这 是 春 天。

这 是 夏 天。

这 是 秋 天。

这 是 冬
天。

Attachment E
Speaking Extension Activity One

In our Mandarin language class, we are doing a unit on the seasons and weather. The students have been learning about: the four seasons, months in Spring, months in Summer, months in Autumn and months in Winter, and the seasons for Mid-Autumn and Spring Festival. Please help me to encourage your child to share their learning with you and friends at home.

1. Four Seasons:

春 天, 夏 天, 秋 天, 冬 天.
chūn tiān, xià tiān, qiū tiān, dōng tiān.
(Spring, summer, autumn, winter)

2. Months in different seasons:

三 月 四 月 五 月 是 春 天,
sān yuè, sì yuè, wǔ yuè shì chūn tiān,

六 月 七 月 八 月 是 夏 天,
liù yuè, qī yuè, bā yuè shì xià tiān,

九 月 十 月 十 一 月 是 秋 天,
jiǔ yuè, shí yuè, shí yī yuè shì qiū tiān,

十 二 月 一 月 二 月 是 冬 天。
shí èr yuè, yī yuè, èr yuè shì dōng tiān.

(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. Seasons for Festivals:

秋 天 有 中 秋 节。
qiū tiān yǒu zhōng qiū jié.

冬 天 有 春 节。
dōng tiān yǒu chūn jié.

(Mid-Autumn Festival is celebrated in Autumn; Spring Festival is celebrated in Winter.)

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

Student Name: _____

Parent Signature: _____

Date: _____

Attachment F
Speaking Extension Activity Two

In our Mandarin language class, we have been practicing a rhyme and a song as part of our unit on seasons and weather. Please help me to encourage your child to share their learning with you and friends at home.

1. Counting Knuckles

一月大, 二月小,	yī yuè dà, èr yuè xiǎo,
三月大, 四月小,	sān yuè dà, sì yuè xiǎo,
五月大, 六月小,	wǔ yuè dà, liù yuè xiǎo,
七月大, 八月大,	qī yuè dà, bā yuè dà,
九月小, 十月大,	jiǔ yuè xiǎo, shí yuè dà,
十一月小, 十二月大。	shí yī yuè xiǎo, shí èr yuè dà

January is big month, February is small month,
March is big month, April is small month,
May is big month, June is small month,
July is big month, August is big month,
September is small month, October is big month,
November is small month, December is big month.

2. Song “Light rain” 小雨:

小雨, 小雨, 洒洒洒, 洒洒洒。 xiǎo yǔ, xiǎo yǔ, sā sā sā, sā sā sā.
种子, 种子, 在说话, 在说话。 zhǒng zǐ, zhǒng zǐ, zài shuō huà zài shuō huà
哎呀呀! 雨水真甜。 ai ya ya! yǔ shuǐ zhēn tián .
哎哟哟! 我要长大。 ai yo yo! wǒ yào zhǎng dà

Light rain, light rain are sprinkling, sprinkling.
Seeds, seeds are talking, talking.
Ai ya ya, the rain water is really sweet.
Ai you you, I want to grow up.

After you have verified that your child has shared the above with a member of the household or a friend, please sign this form and have your child return it to me. If you happen to know these songs and rhymes, please participate with them; they would enjoy that very much.

Student Name: _____

Parent Signature _____ Date _____

Attachment G
Speaking Extension Activity Three

In our Mandarin language class, we are doing a unit on the seasons and weather. The students have been learning about the four seasons and how to write the characters. They have also learned about the farming cycle, which helps us understand why certain festivals are held in certain seasons. Please help me to encourage your child to share their learning with you and friends at home. Ask them to talk about the farming cycle and what each Chinese radical means in each word for each season. Here is the information we discussed in class.

Spring	(chūn tiān	春天)
Summer	(xià tiān	夏天)
Autumn	(qiū tiān	秋天)
Winter	(dōng tiān	冬天)

The character of winter is composed of two Chinese radicals: the first part is “long time/period” and the second part is “ice.” The character for spring is composed of 3 Chinese radicals: the first part is the number “3,” the second part is “person,” and the third part is the “sun.” Summer is composed of three radicals: long period + 100 days + growing. The character for fall is formed by two radicals: Rice plant + Fire. Explain too about the farming cycle: in the spring you sow the seeds, in the summer the seeds grow into plants, in autumn, the harvest takes place, and after the harvest, farmers burn the left-over rice stalks to make fertilizer for next year’s crop, and finally, in the winter you eat the food that was harvested.

After you have verified that your child has shared the above with a member of the household or a friend, please sign this form and have your child return it to me.

Student Name: _____

Parent Signature _____ Date _____