

Unit 6: School Buildings and the Building Blocks of Learning
 Lesson 4: Building Blocks of Learning

Recommendation:

Read the supporting document, “How to Use These Lessons,” for suggestions to help achieve successful implementation of this curriculum. It’s listed in the Instructional Resources in this lesson.

Standards

California World Language Standards - Stage I
<p>Content</p> <p>1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.</p> <p style="padding-left: 20px;">1.1 Students address discrete elements of daily life, including:</p> <p style="padding-left: 40px;">i. School, classroom, schedules, subjects, numbers, time, directions</p> <p>Communication</p> <p>1.0 Students use formulaic language (learned words, signs [ASL], and phrases).</p> <p>1.1 Engage in oral, written, or signed (ASL) conversations.</p> <p>1.2 Interpret written, spoken, or signed (ASL) language.</p> <p>1.3 Present to an audience of listeners, readers, or ASL viewers.</p> <p>Functions</p> <p>1.4 List, name, identify, enumerate.</p> <p>1.5 Identify learned words, signs (ASL), and phrases in authentic texts.</p> <p>1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.</p> <p>Cultures</p> <p>1.0 Students use appropriate responses to rehearsed cultural situations.</p> <p>1.1 Associate products, practices, and perspectives with the target culture.</p> <p>1.2 Recognize similarities and differences within the target cultures and among students’ own cultures.</p> <p>1.3 Identify cultural borrowings.</p> <p>Structures</p> <p>1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.</p> <p>1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.</p> <p>1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.</p> <p>Settings</p> <p>1.0 Students use language in highly predictable common daily settings.</p> <p>1.1 Recognize age appropriate cultural or language use opportunities outside the classroom.</p>

Objective

Students discuss studying and how people learn. They learn about Confucius to gain an understanding about the approach to education in China. Students write in their learning logs to show their learning and express opinions about their understanding of Confucius’ statements.

Student Work

Interpersonal	Presentational	Interpretive
Students listen and speak to others to communicate knowledge, feelings, and opinions, or to negotiate meaning.	Students speak and write language to express information or opinions to an audience.	Students individually listen to, read, and view content without interpersonal interaction.

Domains of Language

Listening	Speaking	Reading	Writing
<p>Students as a whole class listen to teacher give a contextualized mini-lecture.</p> <p>Students listen to the teacher say a sequence of Mandarin words, holding up a “tone card” to identify which tone they hear.</p> <p>Students also demonstrate listening comprehension by pointing at pictures or <i>realia</i> or otherwise indicating their understanding.</p> <p>Students listen to each other in pairs, during teamwork, and to group presentations to the class.</p>	<p>Students speak to each other in pairs and teams using key vocabulary words and phrases.</p> <p>Students speak to the teacher and frequently present to the class with partners or teams.</p>	<p>Students read four to six new Chinese characters in simplified Chinese.</p> <p>Students read short class-generated stories written in pinyin based on the unit theme and/or lesson.</p>	<p>Students write pinyin phrases to describe storyboards created with teacher or team or partner collaboration.</p> <p>Students write four to six Chinese characters in simplified Chinese.</p>

Evidence of Learning – Assessment

Informal or Formal
<p>Informal assessments include teacher visual observations as students identify which tone they hear in newly learned words by using hand gestures.</p> <p>Teacher asks students to express their understanding of the meaning of a new word by saying its translation in English. During this check for understanding the teacher allows students time for metacognition and reflection if there is disagreement and provides immediate feedback on the correct tone.</p> <p>The teacher checks student listening comprehension by having students make gestures to indicate their understanding (using agreed-upon signals to represent the words). A variation is having students close their eyes and respond with such hand gestures to the words they hear, so the teacher can see which ones have and have not acquired the target vocabulary.</p> <p>Assessment of students interacting in pairs or teams during interpersonal communication includes “kidwatching,” as described by Yetta Goodman (<i>Notes from A Kidwatcher: Selected Writings of Yetta M. Goodman</i>, edited by Sandra Wilde and published by Heinemann, Portsmouth, NH, 1996). The teacher moves about the classroom and listens in on student conversations. The teacher records observations of student practice, notes misunderstandings or errors to emphasize in future mini-lessons, and guides students who need assistance or encouragement.</p> <p>The teacher assesses student reading comprehension by asking students to verbally read pinyin and Chinese characters projected on a screen or written on poster-sized charts, and when reading their storyboards. The teacher</p>

gives immediate feedback by asking the student to read again, asking another student, or giving the correction. In the beginning stages of second language acquisition in Chinese, students are expected to recognize Chinese characters by associating them with English translations.

Student written production of pinyin is informally assessed by peers and the teacher reading their storyboard descriptions and giving oral feedback.

When students are presenting their knowledge either orally or in writing, it is based upon a teacher- and class-generated rubric. Refer to the “Strategies Matrix: Teaching Strategies for World Language Classrooms,” in Instructional Resources for this lesson.

Formal assessments will be conducted at the end of each unit of study to ascertain internalization of key vocabulary words and phrases.

Background on Teaching Tones with Color-coding and Kinesthetics to Aid Long-term Memory

Color-coding Scheme for Mandarin Tones

*(Teacher demonstrates each and asks students to say the following and show the associated **kinesthetic gesture**)*

1st oral: “First tone – **blue, up high, like the clear, blue sky.**”

[hand at forehead level, palm down, flat] examples in pinyin: **kāixīn huān**

2nd oral: “Second tone – **green, going up, like a tree reaching to the sun.**”

[hand at nose goes upward] examples in pinyin: **pái hái**

3rd oral: “Third tone – **brown, swinging down and up, like a monkey in a tree.**”

[hand starts near mouth, goes down below chin, then up to nose level] examples in pinyin: **bǎi gǔ**

4th oral: “Fourth tone – **red, like an angry slap on the top of your head.**”

[hand does slap movement from forehead to chin levels] examples in pinyin: **yùnnqì sè**

5th oral: “Fifth tone – **neutral black, like a gentle tap.**”

[fingers of hand close as hand makes tap movement] examples in pinyin: **de, ge** and **ma**

Important Note: The Mandarin third tone is rare in speech. In conversation, it is cut in half, the “half dip,” and only the lower rising half (the second half) is heard. The full dip is only fully pronounced in a few circumstances:

- For emphasis
- At the end of a sentence
- List of individual words

Warm Up with Language through Repetition-Rhythm-Rhyme

Poems, Chants, and Songs

English	Chinese Characters	Pinyin
Chants (with clapping) for this lesson:		
<p>One, two, three, four, five, six, seven, eight! Nine and ten, let's start over again!</p> <p>Ten, twenty, thirty, forty, fifty, sixty, seventy! Eighty, ninety, one hundred! One hundred, two hundred, three hundred, four, all the way to a thousand!</p> <p>One plus two equals three! Four plus five equals nine! Six plus seven equals thirteen! Eight plus ten equals eighteen!</p> <p>Twenty minus nineteen equals one! Eighteen minus sixteen equals two! Seventeen minus fourteen equals three! Fifteen minus eleven equals four! Thirteen minus five equals eight! Twelve minus six equals six! Eleven minus seven equals four! Ten minus ten equals zero!</p> <p>Two times two equals four! Four divided by two equals two! Three times three equals nine! Nine divided by three equals three!</p>	<p>一 二 三 四 五 六 七 八！九 和 十，让 我 们 重 新 开 始！</p> <p>十，二 十，三 十，四 十，五 十，六 十，七 十！八 十，九 十，一 百！</p> <p>一 百，两 百，三 百，四，直 到 一 千！</p> <p>一 加 二 等 于 三！四 加 五 等 于 九！六 加 七 等 于 十 三！</p> <p>八 加 十 等 于 十 八！</p> <p>二 十 减 十 九 等 于 一！十 八 减 十 六 等 于 二！十 七 减 十 四 等 于 三！十 五 减 十 一 等 于 四！十 三 减 五 等 于 八！十 二 减 六 等 于 六！十 一 减 七 等 于 四！十 减 十 等 于 零！</p> <p>二 乘 二 等 于 四！四 除 二 等 于 二！</p> <p>三 乘 三 等 于 九！九 除 三 等 于 三！</p>	<p>yī èr sān sì wǔ liù qī bā! jiǔ hé shí, ràng wǒmen chóngxīn kāishǐ! shí, èr shí, sān shí, sì shí, wǔ shí, liù shí, qī shí! bā shí, jiǔ shí, yī bǎi! yī bǎi, liǎng bǎi, sān bǎi, sì, zhí dào yī qiān!</p> <p>yī jiā èr děngyú sān! sì jiā wǔ děngyú jiǔ! liù jiā qī děngyú shí sān! bā jiā shí děngyú shí sān!</p> <p>èr shí jiǎn shí jiǔ děngyú yī! shí bā jiǎn shí liù děngyú èr! shí qī jiǎn shí sì děngyú sān! shí wǔ jiǎn shí yī děngyú sì! shí sān jiǎn wǔ děngyú liù! shí èr jiǎn liù děngyú liù! shí yī jiǎn qī děngyú sì! shí jiǎn shí děngyú líng!</p> <p>èr chéng èr děngyú sì! sì chū èr děngyú èr! sān chéng sān děngyú jiǔ! jiǔ chū sān děngyú sān!</p>
Poems for this lesson:		
<p>Stand up, sit down! Stand up, sit down! Come on in! Come on in! Thumbs up, thumbs down! Thumbs up, thumbs down! Look at me! Let's begin!</p> <p>Highlight, take notes! Highlight, take notes! Study with friends! Study with friends! Think about connections! Make your own reflections! Learning never ends!</p> <p>Write your answer, write your answer!</p>	<p>站 起 来，坐 下 来！站 起 来，坐 下 来！</p> <p>进 来！进 来！</p> <p>好，好！不 好 不 好！看 我！开 始！</p> <p>画 重 点，做 笔 记！画 重 点，做 笔 记！</p> <p>和 朋 友 一 起 学 习！和 朋 友 一 起 学 习！</p> <p>想 想 联 系！多 思 考！学 习 永 无 止 境！</p>	<p>zhàn qǐlái, zuò xiàlái! zhàn qǐlái, zuò xiàlái! jìnlái! jìnlái! hǎo, hǎo! bù hǎo bù hǎo! kàn wǒ! kāishǐ!</p> <p>huà zhòngdiǎn, zuò bǐjì! huà zhòngdiǎn, zuò bǐjì! hé péngyǒu yīqǐ xuéxí! hé péngyǒu yīqǐ xuéxí! xiǎng xiǎng liánxì! duō sīkǎo! xuéxí yǒng wú zhǐjìng!</p> <p>xiě xià dáàn, xiě xià dáàn! jǔ</p>

Raise your hand! Line up, stand straight! Line up, stand straight! School is grand!	写下答案，写下答案！举手！排队，站好！排队，站好！学校很大。	shǒu! páiduì, zhàn hǎo! páiduì, zhàn hǎo! xuéxiào hěn dà.
Song for this lesson (can be sung to the tune of “Twinkle, Twinkle Little Star”):		
We can help ourselves to learn, If we study and reflect. Thinking as we read our books, Wondering if it really makes sense. We can help ourselves to learn, Negotiating meaning with our friends.	我们可以互相帮助，我们要边学边想， 就像我们在读书时，思考这是不是有道理。 我们可以帮助自己学习，和朋友一起讨论。	wǒmen kěyǐ hùxiāng bāngzhù, wǒmen yào biān xué biān xiǎng, jiù xiàng wǒmen zài dúshū shí, sīkǎo zhè shì bùshì yǒu dàolǐ. wǒmen kěyǐ bāngzhù zìjǐ xuéxí, hé péngyǒu yìqǐ tāolùn

Teacher Modeling of Communication followed by Student’s Structured Practice

Message Functions/Structure	Key Vocabulary/Phrases	Strategies for Oral Practice
Solving problems: addition and subtraction	____ plus ____ equals ____. 加 等于 jiā děngyú ____ minus ____ equals ____. 减 等于 jiǎn děngyú	Students ask and answer these questions using the <u>clipboard</u> strategy. <i>(Refer to the Instructional Resources of this lesson to access the Strategies Matrix: Teaching Strategies for World Language Classrooms, which describes the underlined strategies.)</i>
Solving problems: multiplication and division	____ times ____ equals ____. 乘 等于 chéng děngyú ____ divided by ____ equals ____. 除 等于 chú děngyú	
Ordering and sequencing	Who is first in line? Who is second? Third? Fourth? Fifth? Sixth? Seventh? Eighth? Ninth? Tenth? Last? 谁是第一？shuí shì dì yī? 谁是第二？shuí shì dì èr?	

	<p>第三？ dì sān?</p> <p>第四？ dì sì?</p> <p>第五？ dì wǔ?</p> <p>第六？ dì liù?</p> <p>第七？ dì qī?</p> <p>第八？ dì bā?</p> <p>第九？ dì jiǔ?</p> <p>第十？ dì shí?</p> <p>最后？ zuì hòu?</p> <p>Which _____ comes before the _____? What item is first? What item is second? What item is last?</p> <p>什么在_____什么之前？ shénme zài_____ shénme zhī qián?</p> <p>什么是第一？ shénme shì dì yī?</p> <p>什么是第二？ shénme shì dì èr?</p> <p>什么是最后？ shénme shì zuì hòu?</p>	
<p>Evaluating</p>	<p>Which way do you learn best, by listening, seeing, or doing?</p> <p>那种方法你学的最好，听，看，还是做？ Nà zhǒng fāngfǎ nǐ xué de zuì hǎo, tīng, kàn, háishì zuò?</p>	<p>Teacher models how s/he learns and studies best, and how other people learn and study best, writing sentence stems on the board or a chart so that students can choose an answer for themselves and practice saying it to a partner or two.</p>

	<p>What's your most effective way to study?</p> <p>什么是最有效率的学习方法？</p> <p>shénme shì zuì yǒu xiào lǚ de xué xí fāng fǎ?</p>	
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**Teacher Bridges to the Content Connection or Builds Schema for Students
 (Direct Instruction: Age and Stage-appropriate)**

Please refer to the compilation, “Strategies Matrix: Teaching Strategies for World Language Classrooms” for detailed explanations of how to deliver the underlined strategies. It’s listed in the Instructional Resources of this lesson. Other items named may be found in the Lesson Materials at the end of this lesson.

Students will brainstorm, in teams, lists of ways they study for a test. [Give instructions in target language and contextualize, hint, or otherwise confirm understanding, accepting student use of L1 to show you they get it.] Using novel ideas only strategy, teams will stand and recite “Our team says one example of a way to study for a test is _____.” The teacher will chart several of their ideas and provide the Mandarin translation. These charts will stay on the wall for students to refer to during the unit.

Teacher brings students close to the front of the room to be seated on the rug for a short, contextualized “mini-lecture” in the target language. As with all input such as “mini-lectures,” two students are selected to serve as “observers” and will acknowledge good learning behaviors (making good decisions, solving problems, and showing respect) they notice their friends engaging in by awarding them a “Mandarin Miscellany” award card or other literacy related item, such as a pencil, notepad, bookmark, etc.

On large chart paper, or butcher paper, the teacher will have prepared, in advance, a lightly-penciled version of the blackline master for this lesson. If you don’t think you can copy it freehand, make an overhead transparency or send it through your computer and shine it through an LCD projector onto the big chart or butcher paper and trace it. (See “materials.”) Following is a suggested script to go with it based on Mandarin:

(Look at the list of brainstormed ideas and incorporate some of them into this contextualized mini-lecture...) Draw a quick eyeball, ear, and pair of hands, saying what you’re doing in the target language, such as, “Here’s an **eyeball** [say it with me] to represent the **sense of sight** [say it with me], here’s an **ear** [say it with me] to represent the **sense of hearing**, and here’s a **pair of hands** [say it with me] to represent the **sense of touch** [say it with me],” etc. Write the characters and pinyin for the bolded words.

Go back to the eyeball and draw the book, the poster, and the face with the light bulb, saying: “People who favor the sense of sight (track the words) in their learning style are called **visual learners** [say it with me].” Teacher writes the term and makes sure students understand it. “Visual learners like to learn by **reading** [say it with me, point to the book], looking at **pictures or diagrams** [say it with me, point to the poster], and making a picture in their **mind’s eye** [say it with me, point to the child thinking].”

Go back to the ear and draw the talking head, the musical notes, and the face with the thought bubble, saying: “People who favor the sense of hearing (track the words) in their learning style are called **auditory learners** [say it with me].” Teacher writes the term and makes sure students understand it. “Auditory learners like to learn by **talking** [say it with me, point to the talking head], **chanting and singing** [say it with me, point to the musical notes], and thinking in words in their **mind** [say it with me, point to the child’s thought bubble].”

[Pause for a 10/2 – ten minutes of teacher talk followed by two minutes of structured student talk – to make sure students are engaged and have a chance to process what they’re understanding. For example, have them turn to a partner and say whether they think they are visual or auditory learners. During this input or direct instruction, the observers are watching for students making good decisions, showing respect and/or solving problems, so be sure

to take a minute to let each one award a “Mandarin Miscellany” slip to someone who has **earned** it, and tell specifically what they saw the person do that earned it!]

Go back to the pair of hands and draw the bicycle, the gesturing hands, and the child making a model mission San Diego de Alcalá, saying: “People who favor the **sense of touch** (track the words) in their learning style are called **kinesthetic learners** [say it with me].” Teacher writes the term and makes sure students understand it. “Kinesthetic learners like to learn by **doing** [say it with me, point to the bicycle], **moving** and making **physical gestures** [say it with me, point to the gesturing hands], and **touching** or **making things** in the real world [say it with me, point to the child making the model].”

As Confucius said, “I hear and I forget. I see and I remember. I do and I understand.”

“So, when you study and learn, think about what works best for you so you can make good decisions about your own learning!!”

[During this input or direct instruction, the observers were watching for students making good decisions, showing respect and/or solving problems, so be sure to take a minute to let each one award a “Mandarin Miscellany” slip to someone who has **earned** it, and tell specifically what they saw the person do that earned it!]

“Return to your seats to complete your learning log by duplicating the chart and completing the “text and you” columns—three facts in the “text” column and an opinion, comment, feeling, reflection, or preference in the “you” column. Be sure to write about what Confucius said and whether you agree or not.”

Debrief in English

One way to debrief this input chart listed in the direct instruction section is to review it by pointing and talking about it again in the target language, but having the students say chorally, in English, what they think you are saying. That way if they are misunderstanding something, the teacher may correct, clarify, and reinforce the correct meaning. Another way is to have students give a kinesthetic gesture to show they understand specific words. Students — as a whole group, pairs, or individuals — may also point to the appropriate spot on the chart as the teacher says key vocabulary. The teacher may also choose to briefly “put on his/her English hat” or “click on his/her English speech” and ask if there are any questions or clarifications needed.

TPRS – Total Physical Response Storytelling AKA Teaching Proficiency through Reading and Storytelling

Circling is an intentional strategy to repeatedly expose students to the target structures and attune their ear to pronunciation. The teacher states this circling pattern in Mandarin Chinese with students responding and the teacher repeating as a way of affirming their statements.

“Circling” on the phrase, “When the teacher says ‘stand up,’ his/her cooperative students stand up!”

当老师说“站起来，”的时候，他 / 她的学生配合的站起来

Teacher pre-teaches the phrase, making sure everyone knows what each word means and agreeing on gestures to indicate each word, such as pointing to him- or herself for “the teacher,” imitating standing up or using hands to represent it, and pointing at the class for “cooperative students.” The sentence is written in large font on a poster with little sketches for understanding. Then the teacher starts to “circle” the phrase, with the students’ job only to make the gestures and respond in English or Mandarin to indicate their understanding.

The following is a short example of circling (which should go on for approximately ten minutes or when the teacher has repeated the key vocabulary in the area of 50-75 times) — focused on the teacher statements and questions — missing most of the parts the students either say or indicate comprehension of by shaking or nodding their heads, or making kinesthetic gestures:

[opening statement, circling begins] “When the teacher says ‘stand up,’ cooperative students stand up!”

When the teacher says ‘stand up,’ do cooperative students stand up? [yes]

Right you are! When the teacher says ‘stand up,’ cooperative students stand up!

When the teacher says ‘stand up,’ do cooperative students sit down? [no]

Absolutely not! When the teacher says ‘stand up,’ cooperative students stand up!

When the teacher says ‘stand up,’ do cooperative students stand up? [yes]

You are so right! When the teacher says ‘stand up,’ cooperative students stand up!

When the teacher says, ‘stand up’ or ‘sit down,’ do cooperative students stand up? [stand up]

Good answer! When the teacher says ‘stand up,’ cooperative students stand up!

When the teacher says ‘stand up,’ do cooperative or uncooperative students stand up? [cooperative students]

You got it! When the teacher says ‘stand up,’ cooperative students stand up!

Who says, ‘stand up?’ [the teacher]

Correct! When the teacher says ‘stand up,’ cooperative students stand up!

Who stands up when the teacher says to? [the cooperative students]

Right, again! When the teacher says ‘stand up,’ cooperative students stand up!

When do the students stand up? [when the teacher says, ‘stand up.’]

Thank you! When the teacher says ‘stand up,’ cooperative students stand up!

When the teacher says, ‘stand up,’ what do students do? [they stand up]

You are so right! When the teacher says ‘stand up,’ cooperative students stand up!

[closing statement, circle completed]

Extend the Learning: School-Home Connection and Class Projects, Small Group Activities, Individual Practice

SCHOOL-HOME CONNECTION

Students will draw pictures of twenty items in their homes and number them. Parents or family will sign verifying the student pointed and counted to twenty aloud at least five times.

ADDITIONAL ACTIVITIES

Another day, students may be asked to explain visual, auditory, and kinesthetic learning modalities to their family and then survey their parents on whether they think they favor one modality or another. Students also share the saying of Confucius: **“I hear and I forget. I see and I remember. I do and I understand.”** Students would then write a paragraph explaining their parents’ or family’s opinions about their learning styles and their reaction or reflection on the saying of Confucius.

我听到但是会忘记。我看到我就会记得。我做了我就会理解。

wǒ tīng dào dàn shì huì wàng jì. wǒ kàn dào wǒ jiù huì jì de. wǒ zuò le wǒ jiù huì lǐ jiě.

CLASS PROJECTS

If at all possible, students should be given the opportunity to play math games in order to interact with numbers in an authentic way, solving addition, subtraction, multiplication, or division problems and using sentence frames and word banks to facilitate use of the target language.

Instructional Resources and References

How to Use These Lessons

<http://mandarin.sdcoe.net/cd3.html>

Refer to the guide for using these lessons for more information.

Strategies Matrix: Teaching Strategies for World Language Classrooms

<http://mandarin.sdcoe.net/cd3.html>

This matrix offers a compendium of instructional strategies that accelerate language acquisition, ensure student engagement, and lead to high levels of student achievement.

Building Blocks of Learning

General information on learning modalities:

<http://web.cortland.edu/andersmd/learning/Modalities.htm>

<http://www.pbs.org/teachers/earlychildhood/articles/learningmodalities.html>

<http://www.slideshare.net/Renegarmath/learning-modalities>

Personality characteristics of learning modalities:

www.heartlanded.org/TTT/EAP_9/Learning_Modality.pdf

Study skills suggestions:

<http://www.how-to-study.com/study-skills/en/studying/33/becoming-a-flexible-reader/>

<http://www.suite101.com/content/teaching-study-skills-a125850>

Lesson Materials

BLACKLINE MASTER for contextualized mini-lecture (with 10/2)

Building Blocks of Learning

(Big Picture Contextualized Mini-Lecture for Unit 6, Lesson 4)



Mandarin Miscellany

普通话集锦

pǔtōnghuà jíjīn

Add your own visuals (with your students) to make these award cards even more motivating for your students!

Confucius said, "I hear and I forget. I see and I remember. I do and I understand."

我听到但是会忘记。

我看到我就会记得。

我做了我就会理解。

wǒ tīng dào dàn shì huì wàng jì. wǒ kàn dào wǒ jiù huì jì de.
wǒ zuò le wǒ jiù huì lǐ jiě.

Visual learning modality

视力学习类型

shì lì xué xí lèi xíng

Auditory learning modality

听力学习类型

tīng lì xué xí lèi xíng

Kinesthetic learning modality

运动学习类型

yùn dòng xué xí lèi xíng

Study skills help us build our brains.

学习技能帮助 我们多动脑。

xuéxí jìnéng bāngzhù wǒmen duō dòngnǎo.

Ten, nine, eight, seven, six, five, four, three, two, one...zero!

十，九，八，七，六，五，四，
三，二，一。零！

shí, jiǔ, bā, qī, liù, wǔ, sì, sān, èr, yī. . . líng!

Moving the chopsticks requires kinesthetic learning.

用筷子需要运
动学习能力。

yòng kuàizi xūyào yùndòng xuéxí nénglì.

Picture File Cards – Shrink or enlarge as needed for posters, playing cards, and so on. Use your own photos of places and things in your own school, or search the Internet for appropriate photos.



Middle School Bulletin Board

Photo by Sally Fox