

K Unit 5 Connecting Meaning with Print Activities:

(Less demanding examples)

1. Connecting focus characters to pictures. (Matching game/hide & seek/苍蝇拍 /goose, goose, duck/bicycle chain/in and out circles....)
2. Listen and do the right actions of “马, 牛, 羊, 鸟, 虫”.
3. Look, listen and sing the song with the lyrics of “王老先生有块地”
4. Connecting Chinese characters to correct pictures.
5. Oral Sentences to print.
6. Illustrate the meaning from the text.
7. Role-Play narrative.
8. Act out the story under teacher’s instructions.
9. Share and tell.

(More demanding examples)

These activities need to help us know if they can understand the print, not the pictures. It has to demonstrate they can interpret meaning from the text when it’s out of context from the pictures.

1. Yes or no question activities.
2. Wh questions: What, When, Who, Why....
3. Students can recognize focus characters in different text: students can find the correct characters and highlight them with the highlight tape.
4. Students read, sequence and make a sentence by using the phrase cards.
5. “Where is My Friend?” game: use flash cards’ names to instead of friend in the song.
6. Re-tell the story by using their own words. Try to use focus characters of this unit as much as possible. Like: “这不是我的鞋子。我的鞋子是黑色和红色的。我的鞋子上有一只狗。小丽，这是你的鞋子。” ...
7. Draw their own pictures and write down the sentences according to the pictures (making sentences or writing a journal)