



Teach Chinese Mandarin to non-Chinese speaking students with picture-books

Jessica Zhang

Overview

Why do we use picture books?

What picture books do we use?

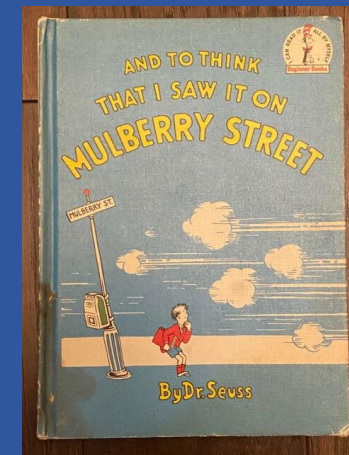
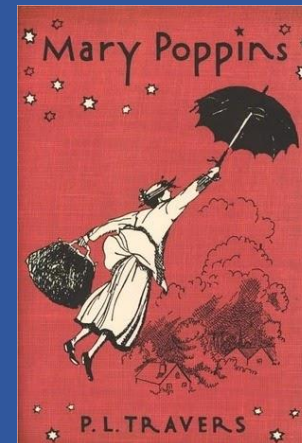
- Picture Books by Eric Carle

How to teach with Picture books?

- using The Very Hungry Caterpillar as an example

What is a picture book?

- A standard picture book is 32 pages long
- It combines visual and verbal narratives
- It can be with or without text
- It use illustrations which are colourful
- It can be soft cover or hard cover
- The characters are lovable and identifiable
- It has patterns and/or repetition; it rhymes and re-readable



Why do we use picture books?



Highly engaging and motivating

Provide exposure to different ideas, cultures, places and customs.

The relationship between text and image in picture books assist students in making connections with new vocabulary

Expose students naturally to authentic conversation, grammatical forms and dialogue.

Language in picture books is mostly related to daily life. Students can learn languages that can be used every day.

Repeated words and language patterns in the story that makes learning a new language easy.

Research shows that teaching the second language with picture books is effective

Warwick Elley summed up best how picture books have the potential to help develop language acquisition in 5 points (1991).

Firstly, picture books allow the students to be immersed in meaningful text.

Secondly, children can acquire new language and vocabulary from the context of a book as opposed to a carefully planned and structurally sequenced grammar or vocabulary textbook.

Thirdly picture books integrate oral and written language.

Fourthly, picture books allow for a focus on meaning rather than on form.

Lastly, picture books are highly motivating.

Research shows that teaching the second language with picture books is effective

Carol Lynch-Brown and Carl Tomlinson nicely summed up the value of picture books in the classroom as:

Help children learn to read and value reading;

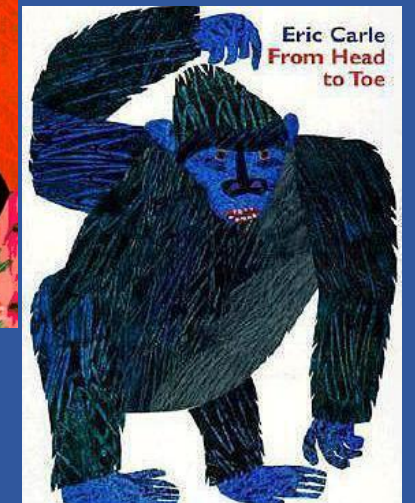
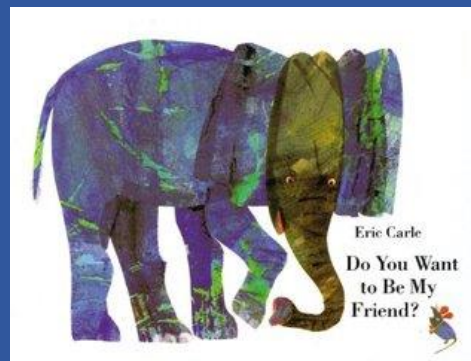
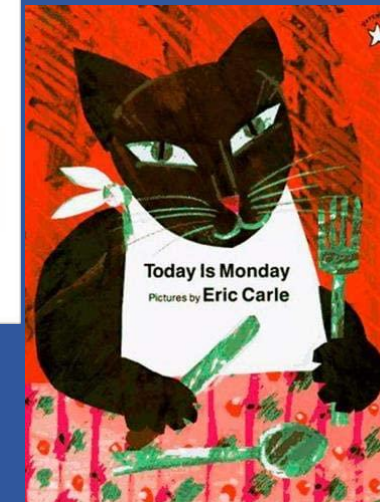
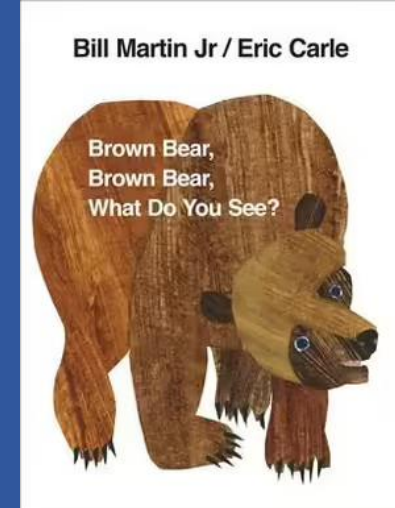
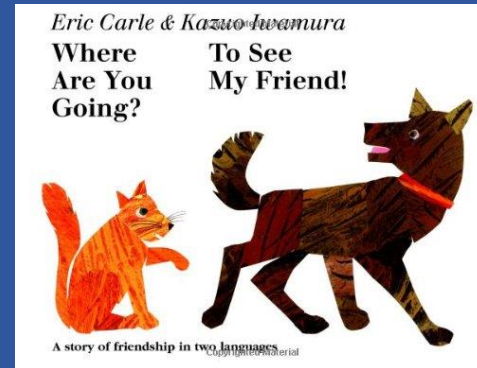
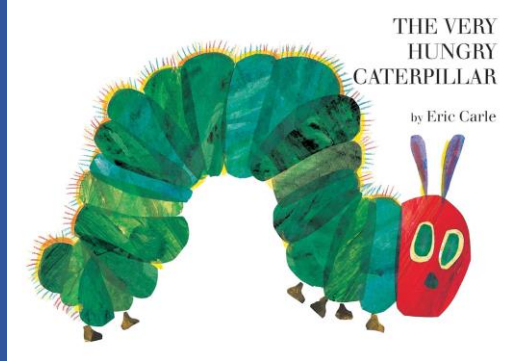
Foster language development;

Foster in children an appreciation of art; and

Enjoy pictures by themselves (1993).

What picture books do we use?

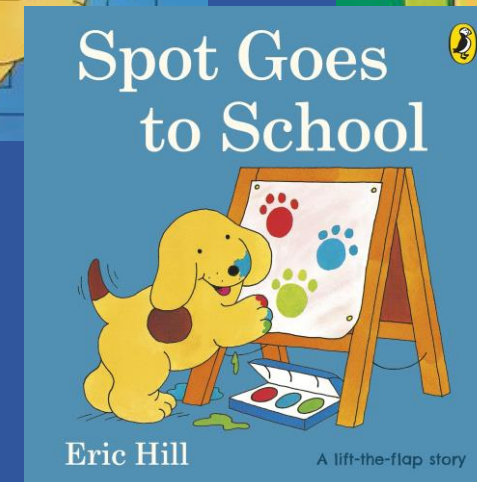
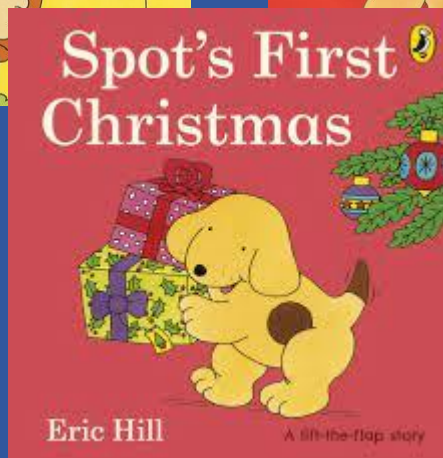
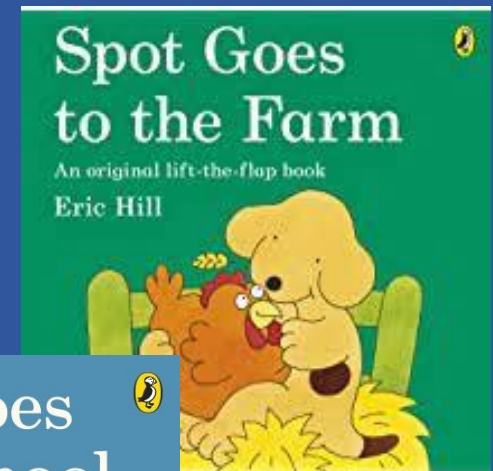
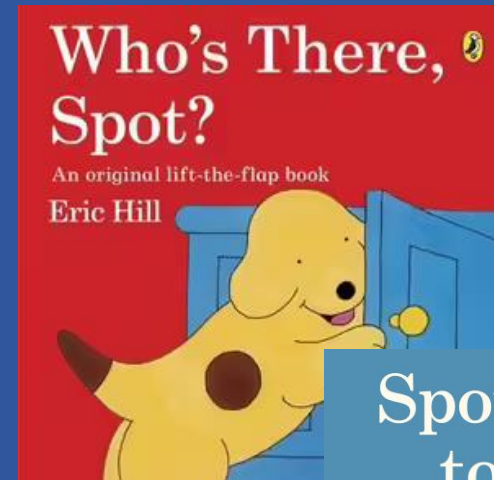
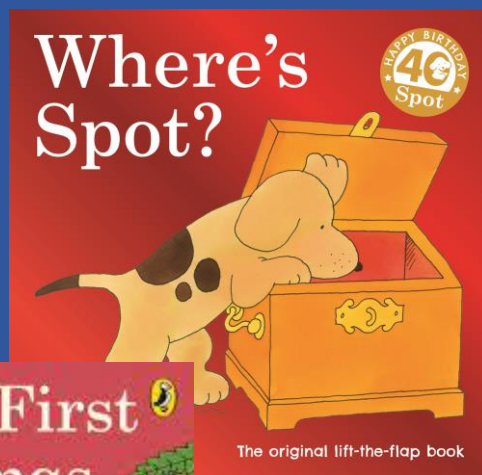
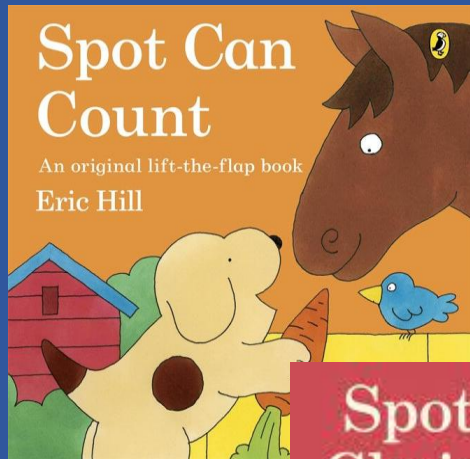
Picture Books written by Eric Carle



What picture books do we use?

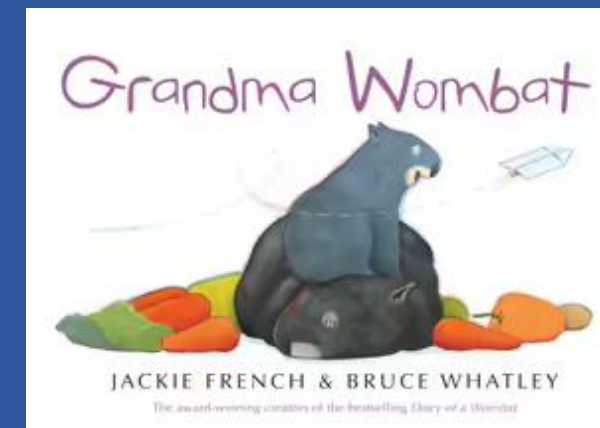
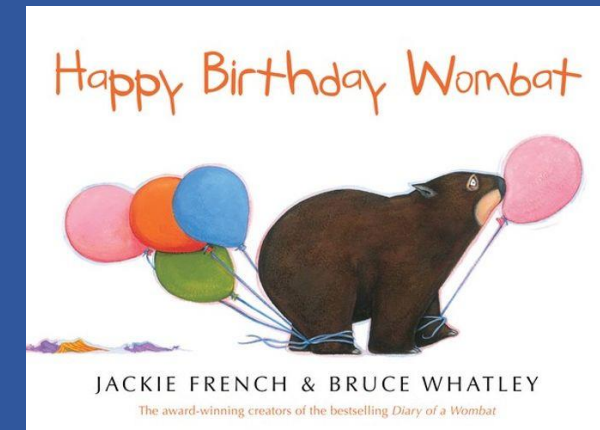
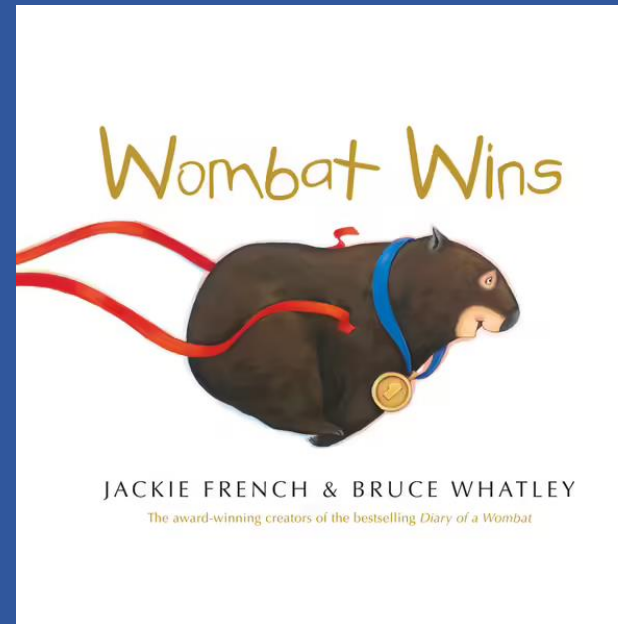
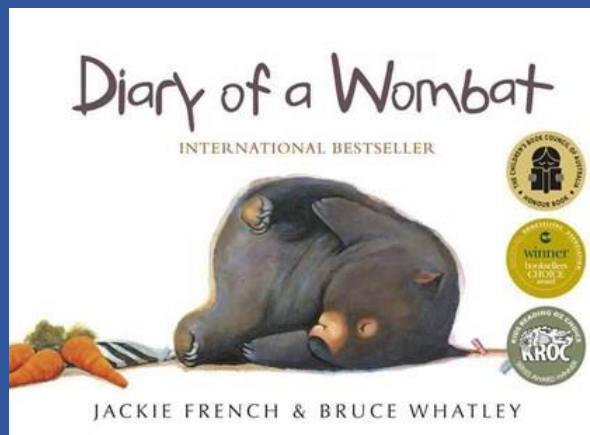
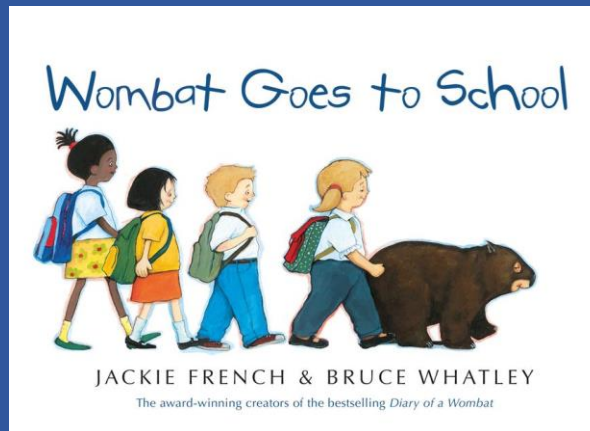


Picture Books written by Eric Hill



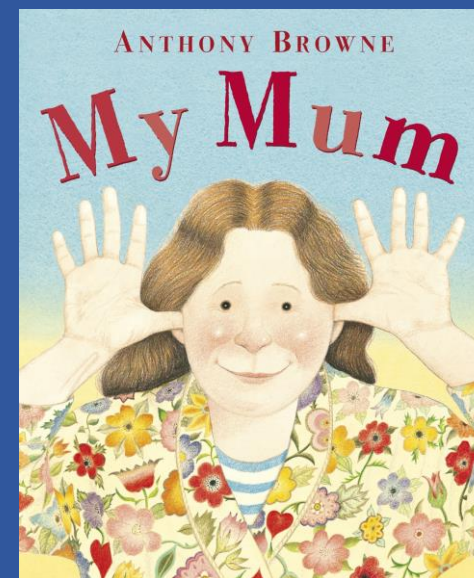
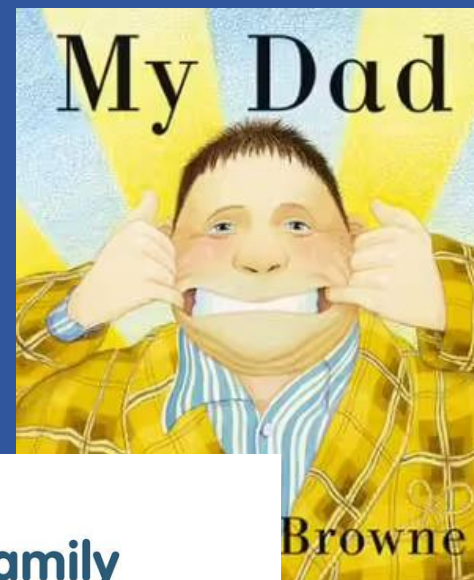
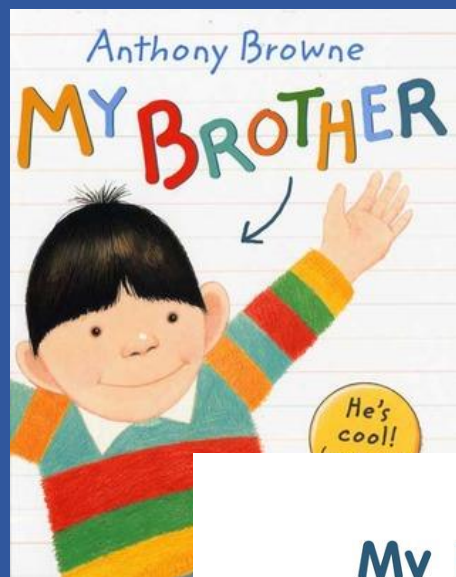
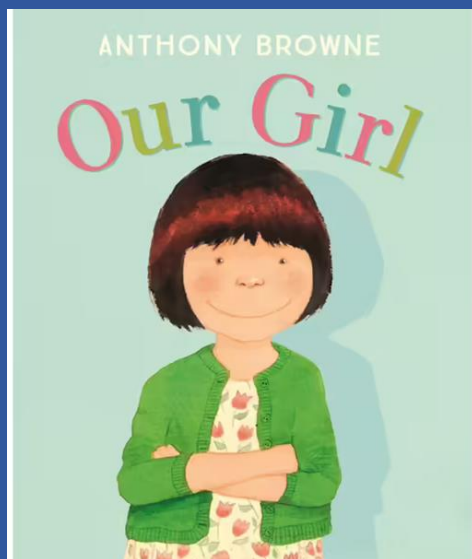
What picture books do we use?

Picture Books written by Jackie French



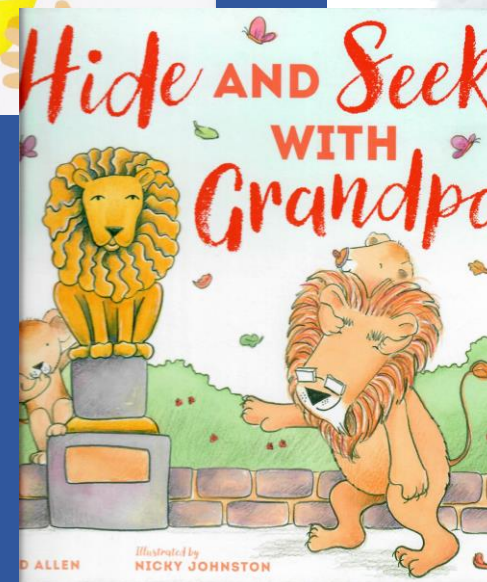
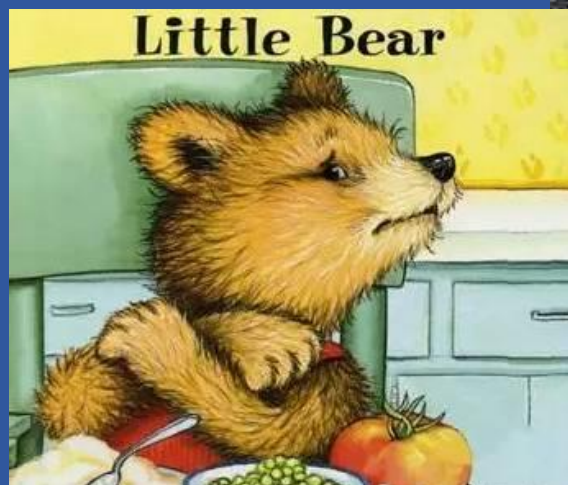
What picture books do we use?

Picture Books written by Anthony Brown



What picture books do we use?

Other picture books



What picture books do we use?

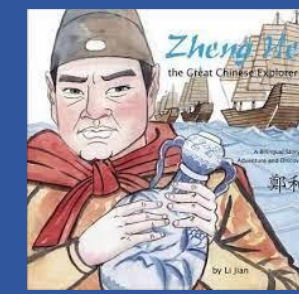
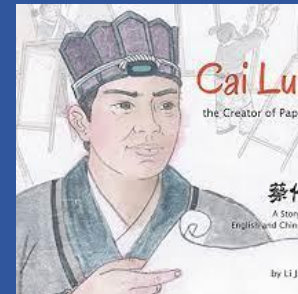
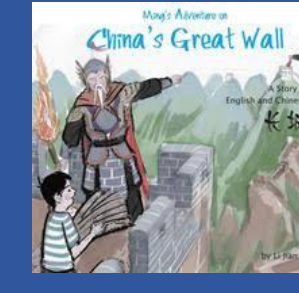
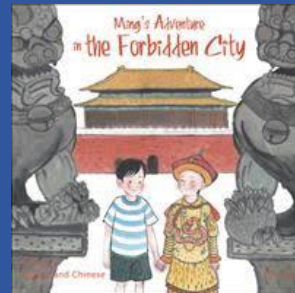
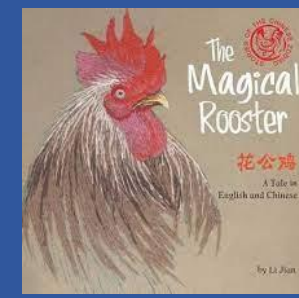
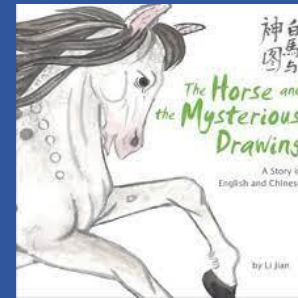
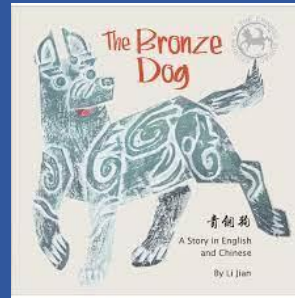
Book that students can learn about Chinese Culture

Books by Li Jian

Chinese Zodiac Series

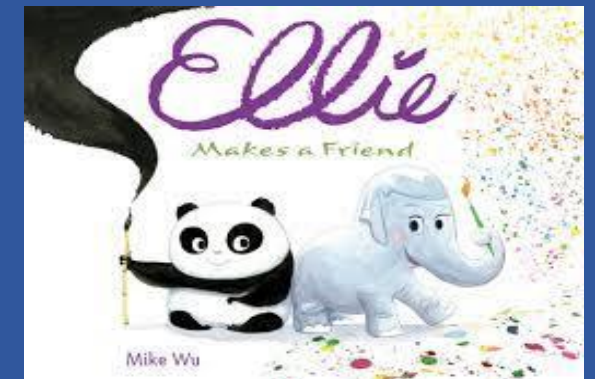
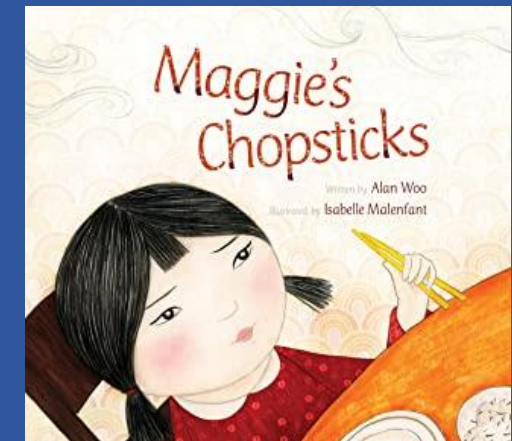
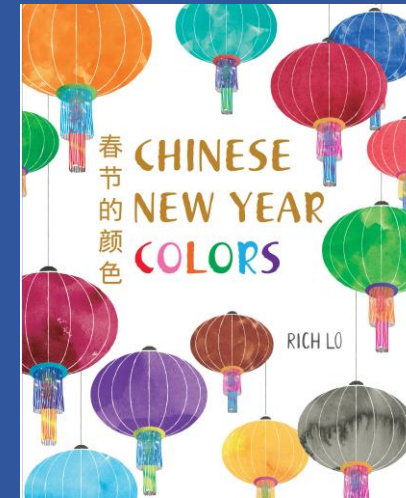
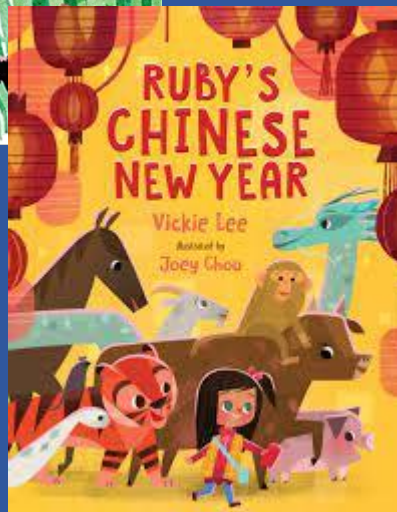
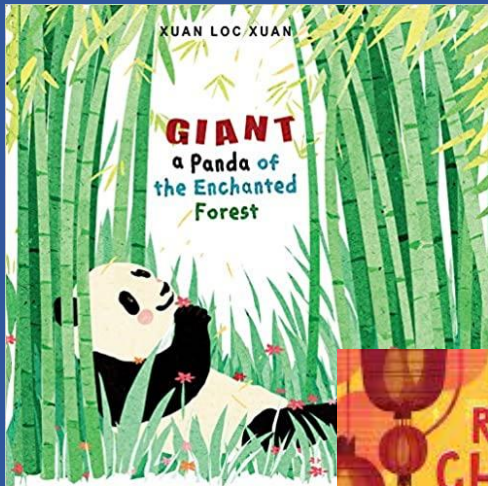
Chinese Culture Series

Chinese people series



What picture books do we use?

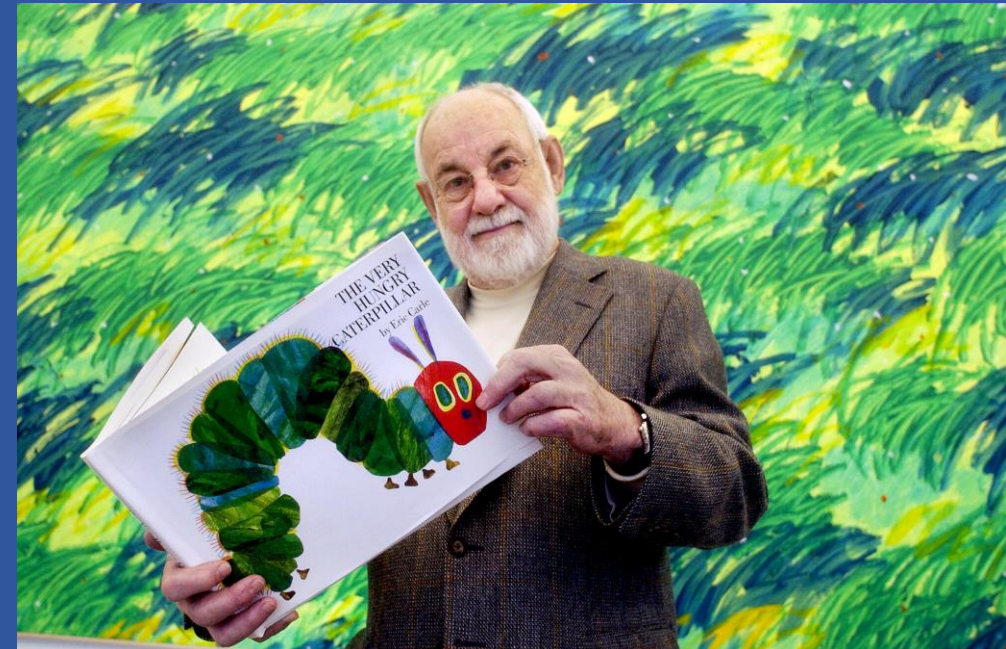
Book that students can learn about Chinese Culture



Picture Books by Eric Carle

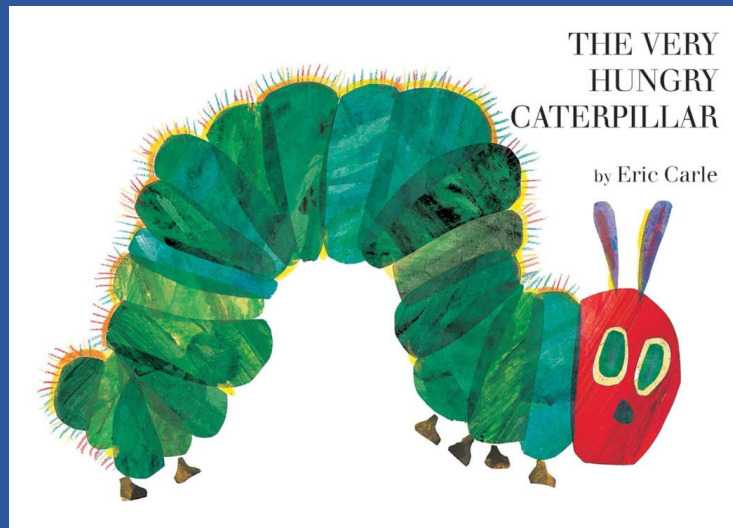


- Beautifully designed by Eric Carle in the same style
- Words used in the stories repeatedly.
- Easy beginner language that can be used in everyday life.
- Stories and content are somewhat related.
- Engaging stories.



Picture Books by Eric Carle

The very hungry caterpillar



Days of a week: 星期一 --- 星期天

Numbers: 1-10

Fruit names: 苹果、梨、李子、橘子、草莓、西瓜、

Sentence pattern: 星期.....它吃了.....但是它还是很饿。

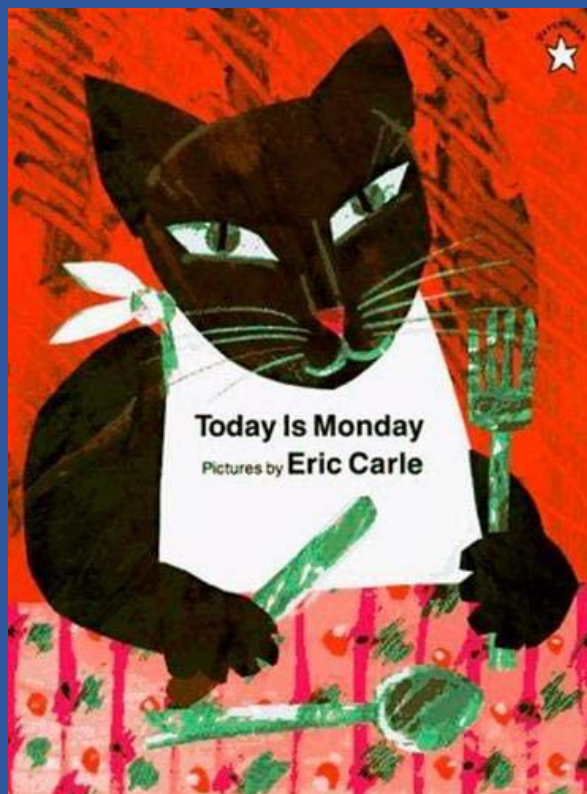
Evolution of butterfly

Healthy eating habit

Picture Books by Eric Carle



Today is Monday



Days of a week: 星期一 - 星期天

Animal names : 豪猪、蛇、大象、猫、鹈鹕、狐狸、猴子

Food: 长豆角、意大利面、浓汤、烤牛肉、鱼、鸡肉、冰激凌

Sentence pattern: 今天是星期一。我和豪猪一起吃长豆角。

Healthy eating habit

Picture Books by Eric Carle



Brown bear, brown bear, what do you see?



Animal names: 鸭子、鸟、马、羊、熊、青蛙、猫、狗、鱼

Colours: 棕色、黄色、红色、紫色、黑色、白色、绿色、蓝色、金色

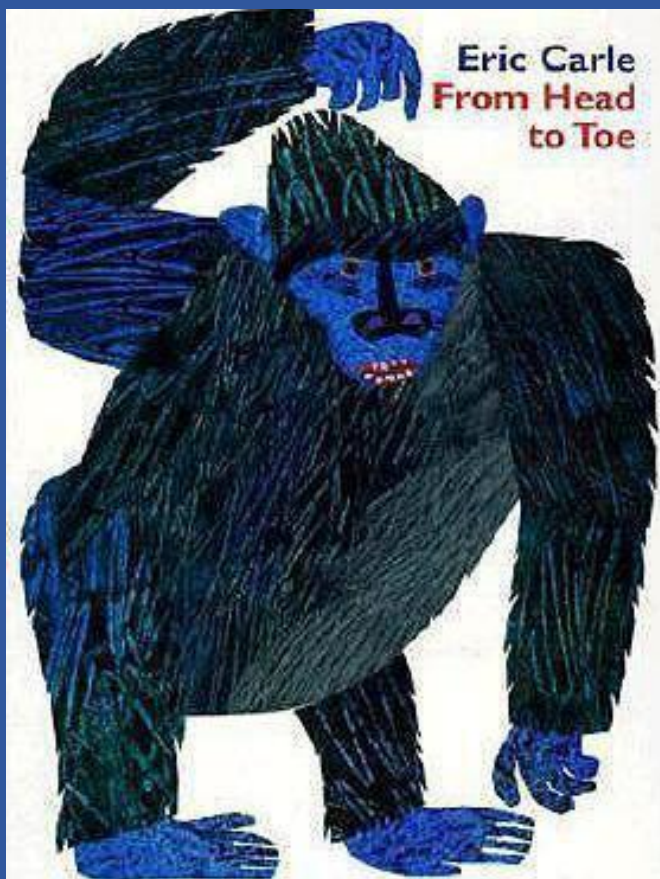
Sentence pattern: 棕色的熊，棕色的熊，你看见什么？我看见.....。

How to describe something with an adjective and noun structure:
黄色的鸭子、紫色的猫、绿色的青蛙，蓝色的马

Picture Books by Eric Carle



From head to toe



Animal names: 骆驼、长颈鹿、大猩猩、驴、野牛、猴子、鳄鱼、海豹、猫、企鹅、大象、鹦鹉

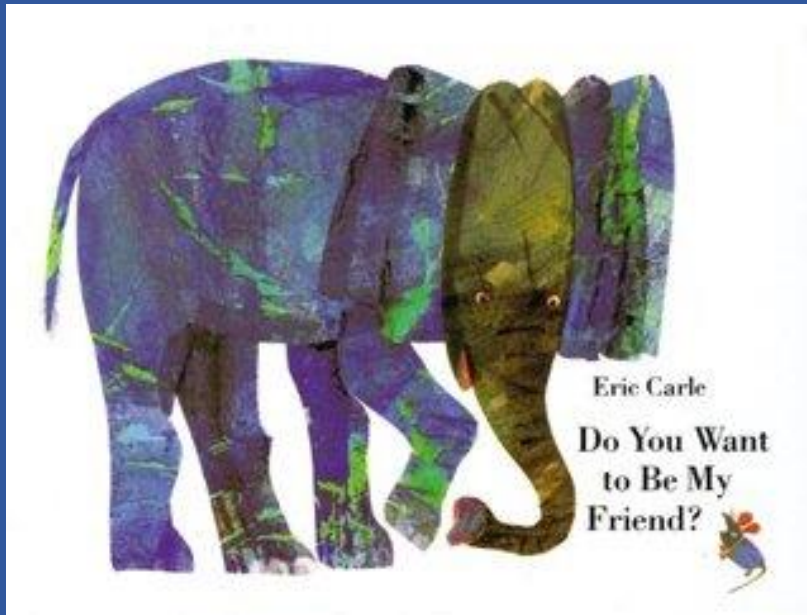
Body parts in Chinese: 头、脖子、手、肩膀、腿、胳膊、胸、背、屁股、脚趾头

Actions: 转头、弯脖子、拍手、耸肩膀、踢腿、摆动胳膊、捶胸、弓背、扭屁股、动动脚指头、跪下来

Sentence patterns: 我是企鹅。我会转头，你会吗？这个我会。

What picture books do we use?

Do you want to be my friend?



Animal names in Chinese: 马、鳄鱼、狮子、河马、海豹、蛇、老鼠、孔雀、狐狸、袋鼠、长颈鹿

Adjective and noun structure: : 棕色的马、金色的狮子、长着大嘴的河马、用手走路的猴子

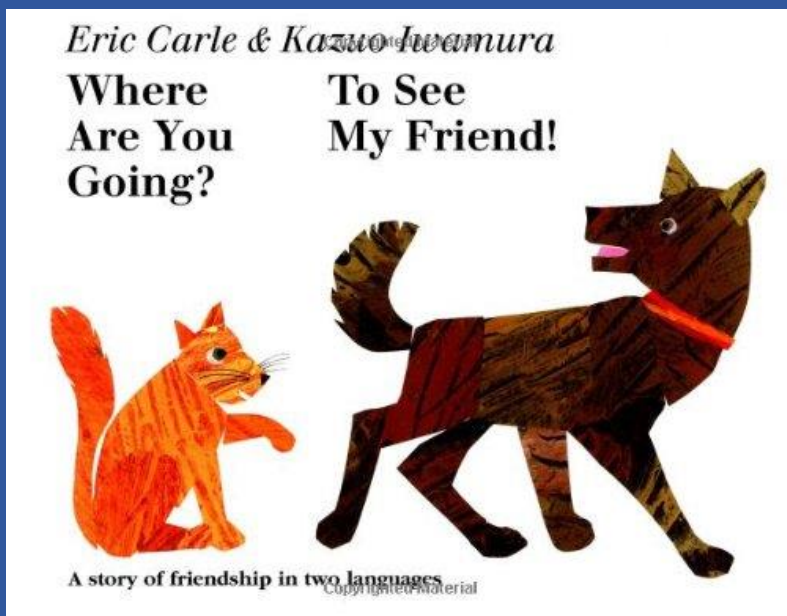
Sentence patterns: 你要做我的朋友吗?

Friendship

What picture books do we use?



Where are you going? To see my friend.



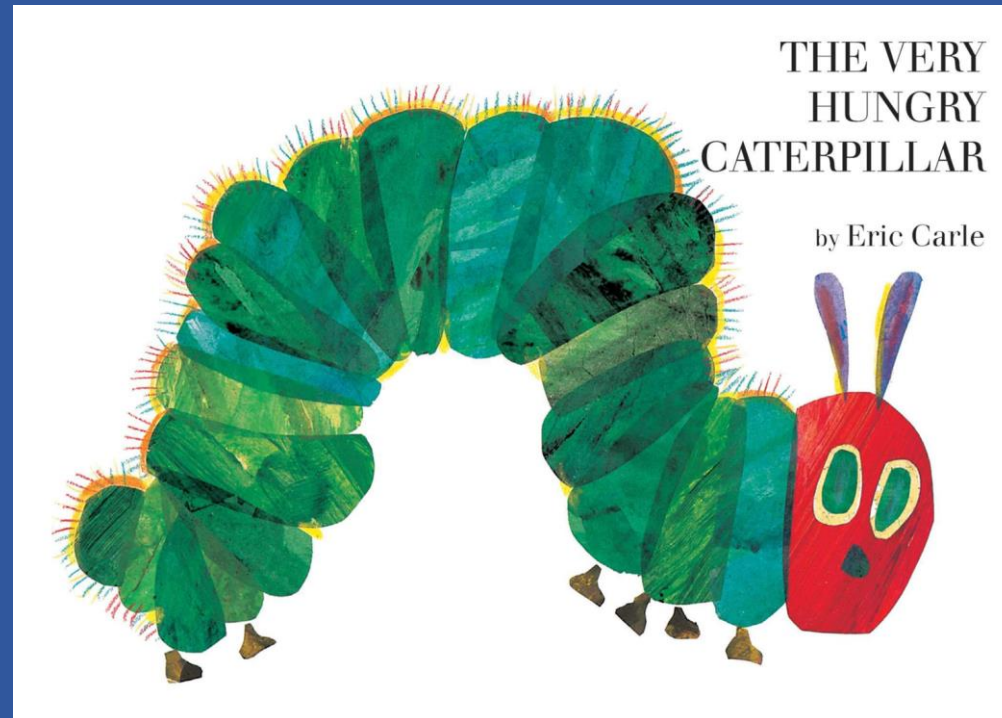
Animal names and their sound: 猫、狗、兔子、羊、公鸡

Sentence patterns: 你要去哪儿? 去见我的朋友。你的朋友
是什么样子? 他是一个很棒的歌手。我也喜欢唱歌。

Friendship

How to teach with Picture books?

Using “The Very Hungry Caterpillar” as an example.



Learning objectives



After learning the storybook, our students will be able to:

- Count numbers from 1 – 10 in Chinese
- Speak about the days in a week in Chinese
- Say the fruit names in Chinese and can recognize the Chinese characters
- Be able to use the sentence structure: 星期.....它吃了.....但是它还是很饿 to retell the story.
- Understand healthy eating habit
- Understand the evolution of a butterfly from a caterpillar.
- Be able to retell the story with the help of some pictures.

Session arrangement



Two sessions (45 minutes each):

Session one:

1. Story-telling (shared story reading)
2. Learn counting numbers from 1 – 10
3. Learn days of a week in Chinese

Session two:

1. Review the story
2. Learn fruit names: Bingo / Snake and letters / Tic Tac Toe
3. Craft and learn: caterpillar / butterfly / leaves / cocoon
4. Practice the sentence structure: 星期.....它吃了.....但是它还是很饿
5. Students retell the story with pictures

Session one plan



Session one:

1. Reading
 - 1) Shared storybook reading
 - 2) Reading the print: Track the print with fingers/ Point to print (important characters)
 - 3) Sequencing the story using pictures
 - 4) Group work: draw your own picture book.

2. Learn counting numbers from 1 – 10
 - 1) Finger dance
 - 2) Count the fruits in Chinese

3. Learn days of a week in Chinese
 - 1) Read the weekdays in a calendar.
 - 2) Create a calendar
 - 3) Read the prints and stick them back into the text.

2022年2月



星期日 星期一 星期二 星期三 星期四 星期五 星期六

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					



Facilitating reading comprehension



Monitoring comprehension is a process in which students/ participants determine whether they understand what they are reading or being read to.

Before reading:

- Background information check
 - Predicting

While reading

- Ask and answer questions
- Visualize

After reading

- Summarize

Facilitating reading comprehension



Background Information Check

Help children make connections between their existing knowledge, their personal experiences and what is encountered in texts.

Predicting

Encourage children to predict helps to build a sense of anticipation during shared book reading. When prompted, children learn to wonder and predict what might be coming next. As they read, they may mentally revise their prediction.

Visualizing:

Encourage children to visualize the text using their five senses can support their comprehension of the text. Studies have shown that students who visualise have a better recall than those who do not (Pressley, 1977)

Asking and answering questions while reading:

Educators can also prompt children to ask questions about the text as it is read. Children can be encouraged to wonder, inquire, and clarify ideas as they arise in the text.

Summarising:

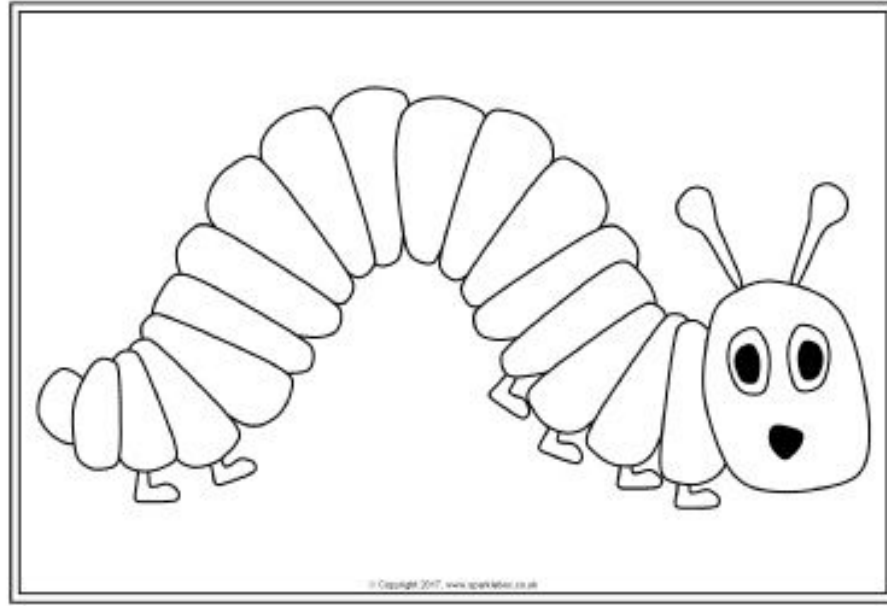
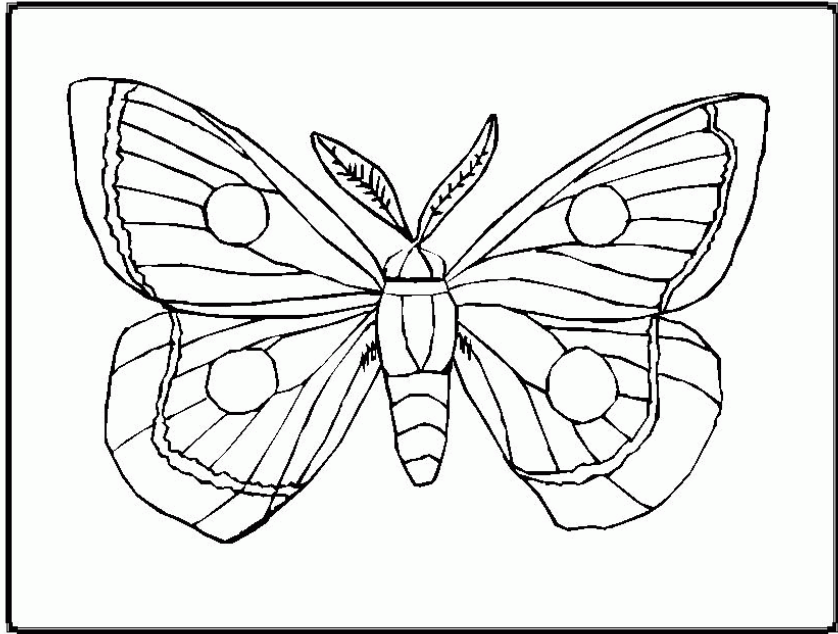
This involves children learning to talk about the main ideas, or the “essence” of a text.

Session arrangement

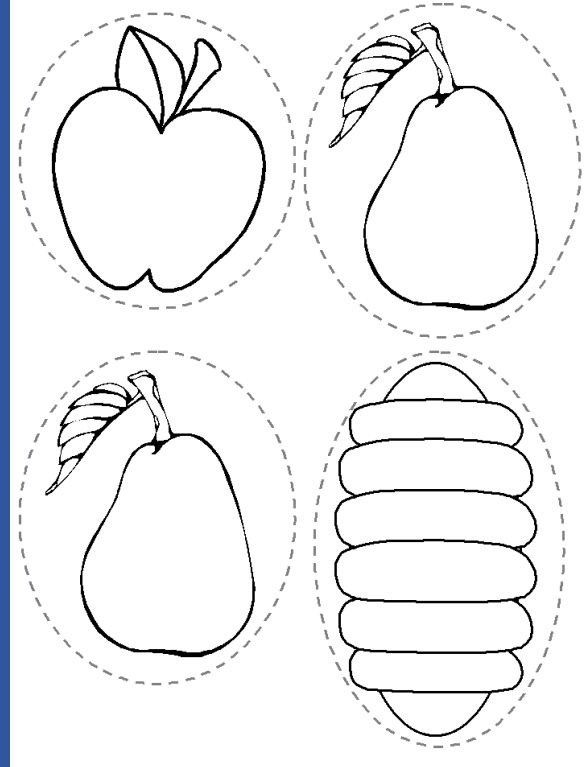
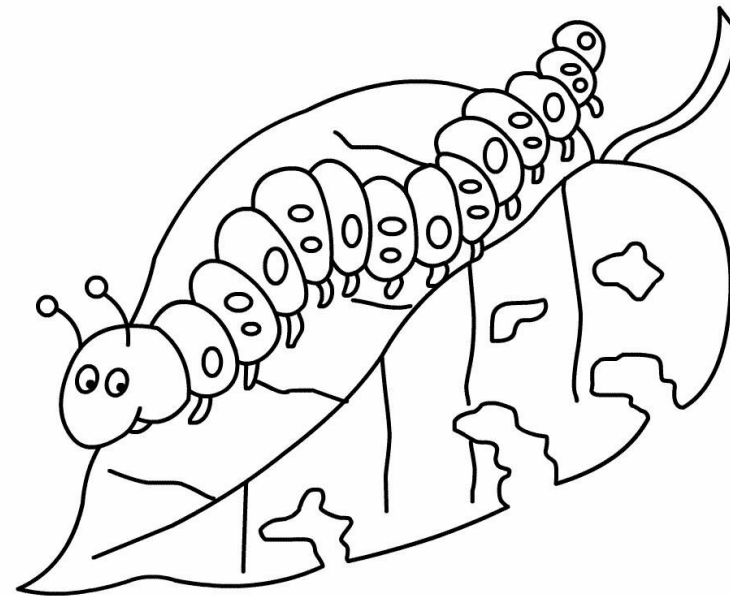
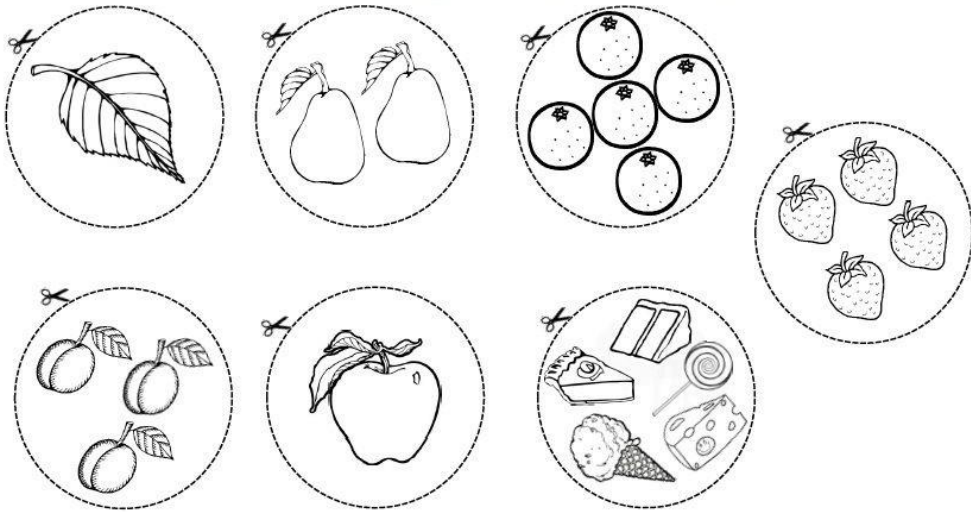


Session Two:

1. Learn fruit names: Bingo / Snake and ladders / Tic Tac Toe
2. Craft and learn: caterpillar / butterfly / leaves / cocoon
3. Review the story
 - 1) Shared book reading
 - 2) Match the prints with pictures and sequence the story in groups.
 - 3) Practice the sentence structure: 星期.....它吃了.....但是它还是很饿
 - 4) Tell the story in groups
4. Students retell the story by themselves: draw the story pages by themselves or use some graphs.



What and when did the caterpillar eat the food?
Cut. Listen to the teacher and glue it in the right order on the caterpillar.



讲故事

好饿的毛毛虫



星期一



一个



苹果



星期二



两个



梨



星期三



三个



李子



星期四



四个



橘子



星期五



五个



草莓



星期六

西瓜



星期天



讲故事

毛毛虫星期六/星期天吃了什么？



星期六

一块巧克力蛋糕

一根棒棒糖

一个冰淇淋蛋筒

一角樱桃馅饼

一个冰淇淋蛋筒

一段红肠

一条酸黄瓜

一只杯形蛋糕

一片瑞士奶酪

一块甜西瓜

一截萨拉米香肠



星期天

一片可爱的绿树叶





感谢大家关注！
希望与大家共同进步！

Thank you for your attention! Look forward to working together with everyone!