



Panda Mom
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Glue picture of child here.

Wǒ Shì
我是

Zhè Shì
这是

Dí Shū
的书.

Objectives

This story is designed to reinforce the grammar structure 我是 It continues to expose the reader to common characters in order to reinforce character recognition. Readers may begin to recognize more and more characters without needing the pronunciation guide.

Ideas for how to use this book:

- **Set the stage.** Before reading, ask your child “你是誰?” (Who are you.) Your child might say his name, his relationship to the family (youngest brother, oldest sister, etc.), or give you an example of the roles he/she plays (student, dancer, baseball player, etc.)
- **Provide a model.** Read the book once to your child. Point out familiar characters such as 大 和 人.
- **Echo Reading.** If your child can correctly identify pinyin but still needs practice sounding words together, consider reading the page to him/her while pointing to each word and then having him/her repeat it back to you.
- **Highlight Important Words.** Ask your child to look for certain sounds or characters and highlight them in the book.

Vocabulary

我- I
是- (the verb “to be”)

Insert picture of child with mom or dad.

Kě Shì Yǒu Yī Tiān
可是有一天,
Wǒ Huì Shì Dà Rén.
我会是大人.

Glue picture of child here.

Nǐ Hǎo Wǒ Shì
你好! 我是

Insert picture of child holding up fingers
to show how old he/she is.

Wǒ _____ Suì.
我_____岁.

Insert picture of child pretending to be an adult
(for example, dressed as an adult).

Wǒ Bù Shì Dà Rén.
我不是大人.

Insert picture of child with a friend.

Wǒ Shì Hǎo Dī Péng Yǒu
我是好的朋友。

Insert picture of child doing something
traditionally girl-ish or boy-ish such as:
dancing or baseball.

Nǚ Shēng
女生。

Wǒ Shì
我是

Nán Shēng
男生。

Insert picture of child doing
something in America.

Wǒ Shì
我是
Měi Guó Rén
美国人.

Insert picture of child doing something
in Taiwan/China or doing something Chinese-ish
such as celebrating Chinese New Year.

Wǒ Yě Shì
我也是
Zhōng Guó Rén
中国人.