Unit 6: School Buildings and the Building Blocks of Learning
Lesson 2: Classrooms and their Furnishings

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

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

**Objective**
Students will be provided with the big picture of schools, both as physical places and as learning communities. Students describe their schools and gain an overview of school facilities and structures in China for students who are their same age, comparing and contrasting their school to a similar Chinese school.
### Student Work

<table>
<thead>
<tr>
<th>Interpersonal</th>
<th>Presentational</th>
<th>Interpretive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students listen and speak to others to communicate knowledge, feelings, and opinions, or to negotiate meaning.</td>
<td>Students speak and write language to express information or opinions to an audience.</td>
<td>Students individually listen to, read, and view content without interpersonal interaction.</td>
</tr>
</tbody>
</table>

### Domains of Language

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students as a whole class listen to teacher give a contextualized mini-lecture.</td>
<td>Students speak to each other in pairs and teams using key vocabulary words and phrases.</td>
<td>Students read four to six new Chinese characters in simplified Chinese.</td>
<td>Students write pinyin phrases to describe storyboards created with teacher or team or partner collaboration.</td>
</tr>
<tr>
<td>Students listen to the teacher say a sequence of Mandarin words, holding up a “tone card” to identify which tone they hear.</td>
<td>Students speak to the teacher and frequently present to the class with partners or teams.</td>
<td>Students read short class-generated stories written in pinyin based on the unit theme and/or lesson.</td>
<td>Students write four to six Chinese characters in simplified Chinese.</td>
</tr>
<tr>
<td>Students also demonstrate listening comprehension by pointing at pictures or realia or otherwise indicating their understanding.</td>
<td>Students individually listen to, read, and view content without interpersonal interaction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students listen to each other in pairs, during teamwork, and to group presentations to the class.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Evidence of Learning – Assessment

#### Informal or Formal

Informal assessments include teacher visual observations as students identify which tone they hear in newly learned words by using hand gestures.

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.

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.

Assessment of students interacting in pairs or teams during interpersonal communication includes “kidwatching,” as described by Yetta Goodman (Notes from A Kidwatcher: Selected Writings of Yetta M. Goodman, 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.
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 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.

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**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: zhuō dāo

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

[hand at nose goes upward] examples in pinyin: hái péng máo

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] example in pinyin: juānbǐ

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: jiàoshǐ dàochù

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**

<table>
<thead>
<tr>
<th>English</th>
<th>Chinese Characters</th>
<th>Pinyin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairs and tables!</td>
<td>椅子和桌子！</td>
<td>yízi hé zhuòzi</td>
</tr>
<tr>
<td>Floors and rugs!</td>
<td>地面和地毯！</td>
<td>dìmiàn hé diàntān</td>
</tr>
<tr>
<td>Maps and globes!</td>
<td>地图和地球仪！</td>
<td>dìtū hé qióngliúyí</td>
</tr>
<tr>
<td>Chairs and desks!</td>
<td>椅子和书桌！</td>
<td>yízi hé shūzhuō</td>
</tr>
<tr>
<td>Windows and curtains!</td>
<td>窗户和窗帘！</td>
<td>chuānghù hé chuānlán</td>
</tr>
<tr>
<td>Scissors and rulers!</td>
<td>剪子和尺子！</td>
<td>jiǎnzi hé chǐzi</td>
</tr>
<tr>
<td>Books and papers!</td>
<td>书和纸！</td>
<td>shū hé zhǐ</td>
</tr>
<tr>
<td>Pens and pencils!</td>
<td>钢笔和铅笔！</td>
<td>gāngbǐ hé piān bǐ</td>
</tr>
<tr>
<td>Boards and posters!</td>
<td>黑板和海报！</td>
<td>hěibǎn hé hào bāo</td>
</tr>
<tr>
<td>Computers, too!</td>
<td>还有计算机！</td>
<td>hái yǒu jiànnì</td>
</tr>
<tr>
<td>Sharpeners, too!</td>
<td>还有卷笔刀！</td>
<td>hái yǒu juánbǐdāo</td>
</tr>
<tr>
<td>Dictionaries, too!</td>
<td>还有字典！</td>
<td>hái yǒu zìdiǎn</td>
</tr>
</tbody>
</table>

### Poems for this lesson:

**I know a classroom in America,**

Furnished with tables and chairs for teams to work together, With computers and technology to access the world.

**I know a classroom in China,**

Supplied with books and resources for students to study, With special brushes, xuan rice paper, and ink wells for calligraphy.

**I know a classroom in America,**

where I go to school.

**I know a classroom in China,**

where my friends go to school.

### Song for this lesson (can be sung to the tune of “Frère Jacques”):

**Classroom furnishings, classroom furnishings**

**School supplies, schools supplies**

**Things to help me study**

**Things to help me learn**

**Here and there, here and there.**

**教室里的家具，教室里的家具**

**学习用品，学校设备**

**帮助我学习**

**帮助我学习**

**到处都是，到处都是。**
**Teacher Modeling of Communication followed by Student’s Structured Practice**

<table>
<thead>
<tr>
<th>Message Functions/Structure</th>
<th>Key Vocabulary/Phrases</th>
<th>Strategies for Oral Practice</th>
</tr>
</thead>
</table>
| Knowledge questions and answers | What is this? **zhèshì** **shénme**  
                     这是什么？  
                     This is a(n) ___________. **zhèshí** _______  
                     这是________。 | Students in pairs or triads may take turns holding up picture file cards or **realia**, or they may **walk** the walls, walk around the classroom touching things and naming them, and keeping a list of what they’ve labeled or filling a small vocabulary booklet.  
                     *(Refer to the Instructional Resources of this lesson to access the Strategies Matrix: Teaching Strategies for World Language Classrooms, which describes the underlined strategies.)* |
| Classifying and discriminating | Is this a school furnishing or a supply? **zhèshì** **xuéxiào** **shèbèi** **hái** **shì** **xué** **xí** **yòngpín**  
                     这是学校的设备还是学习用品？  
                     • Pencil (supply) **qiānbi**  
                     铅笔  
                     • Computer (furnishing) **jísuànjí**  
                     计算机  
                     • Table (furnishing) **zhuō** **zì**  
                     桌子  
                     • Sharpener (furnishing) **juān** **bídāo**  
                     卷笔刀  
                     • Rug (furnishing) **dìdiàn**  
                     地垫  
                     • Ink (supply) **mòshuǐ**  
                     墨水  
                     • Calligraphy brush (supply) **máobi**  
                     毛笔  
                     • Flags (furnishing)  
                     | Students ask and answer this basic question at least ten times, using the strategy envelope sort, in which small papers with the words in the center column are mixed up in the envelope. Using a T-graph chart with a “furnishings” column and a “supplies” column, pairs or teams discuss the word cards and decide whether each item is a furnishing or a supply. This is a revisiting of the teacher input via “contextualized mini-lecture” so students can refer to the teacher’s chart when in doubt.  
                     In their primary language, they may discuss why an item fits in one column versus another. Then, each pair or team comes to a consensus and practices answering the two bottom questions *(The important characteristic of furnishings is _____ and the important characteristic of supplies is _____;)*  
                     *(Refer to the Instructional Resources of this lesson to access the Strategies Matrix: Teaching Strategies for World Language Classrooms, which describes the underlined strategies.)* |
<table>
<thead>
<tr>
<th>furnishings</th>
<th>supplies</th>
</tr>
</thead>
</table>
| • Flag (supply)  
旗  
qi |  
Paper (supply)  
zhǐ  
纸  
• Calligraphy rice paper (supply)  
宣纸  
xuānzhǐ |  
• Chair (furnishing)  
yǐzǐ  
椅子 |  
• Erasers (supply)  
qiānbǐ  
铅笔 |

What is an important characteristic of furnishings? What is an important characteristic of supplies?

**Reporting Information**

Finally, each pair or team says this sentence reporting about their T-graph: *These go in the furnishings column because they all ________* [example: stay in the room and get used year after year]. *These go in the supplies column because they all __________* [example: get used up and replaced regularly].

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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.*

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,” when the teacher needs to occasionally turn his/her back in order to write on a chart, 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” note 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 (see later page). If you don’t think you can copy it free hand, 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. This particular lesson is easy because it’s really a T-graph with a visual word bank of the key vocabulary.

Following is a suggested script to go with it based on Mandarin:
Draw a large T-graph chart you pre-labeled “School Furnishings” on one side and “School Supplies” on the other, saying what you’re doing in the target language, such as, “I’m drawing a line down the center of this chart because we are going to categorize our new vocabulary in two ways, “school furnishings” [write it over your penciled notes in target language, using one color marker for that whole column – “say it with me”] and “school supplies” [write it over your penciled notes in target language, using another color marker for that whole column – “say it with me”].

Explain the difference between furnishings (“things in the classroom that are used year after year with many groups of students”) and supplies (“things in the classroom that are used up by this year’s group of students and need to be replaced regularly”). These two definitions should also be written next to the title, or you could prepare them on cardstock in advance and just post it next to each column. “Classrooms everywhere have some furnishings [point to the word already written – “read it with me” – repeat it], and some supplies [point to the word already written – “read it with me” – repeat it] to help students study [write it over your penciled notes in target language – “say it with me”] and learn at school, because schools are for learning” [write it over your penciled notes in target language – “say it with me” – show a picture file card].

Use a bag full of items to pull out one piece of realia or a picture file card at a time to introduce it. Name it in the target language and list it on the T-graph as follows: [if you pull out a miniature table or picture file card of a table] “An example of a typical furnishing in a school is the table students sit at [write the word – “read it with me” – sketch a table or show and post a picture file card of a student table – repeat it]. [Pull from the bag of stuff again, or have a student reach in — if you pull out a chair, say…] Another example of a typical furnishing in a school is the chair students sit on [write the word – “read it with me” – sketch a chair or show and post a picture file card of a student chair – repeat it]. [Pull from the bag of stuff again, or have a student reach in — if you pull out a pencil, say…] On the other side, an example of a typical supply in a school is the pencil students use for writing [write the word – “read it with me” – sketch a pencil or show and post a picture file card of a student’s pencil – repeat it]. [Pull from the bag of stuff again, or have a student reach in — if you pull out a piece of paper, say…] Another example of a typical supply in a school is the paper students write on [write the word – “read it with me” – sketch a piece of paper or show and post a picture file card of a piece of paper – repeat it].

[Pause for a 10/2 so students can confirm and reinforce their learning and understanding by processing it with a partner. Give a prompt such as, “When I give you the signal word, tell a partner what you think is more important, furnishings or supplies. SIGNAL WORD!” Give a sentence starter (“What do you think is more important?”) if necessary, and allow primary language for this thinking aloud. Let them talk for two minutes or so, listening in on their conversations to get feedback about how well they’re understanding the mini-lecture. Then take a minute for the observers. During this input or direct instruction, the observers are watching for students making good decisions, showing respect and/or solving problems, 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!]

“Let’s go back to our T-graph chart and our bag of stuff. [Pull from the bag of stuff again, or have a student reach in — if you pull out a miniature computer or picture file card of a computer, say…] Another example of a typical furnishing in a school is the computer students use [write the word – “read it with me” – sketch a computer or show and post a picture file card of a student computer – repeat it]. [Pull from the bag of stuff again, or have a student reach in — if you pull out a sharpener, say…] Another example of a furnishing in a school is the sharpener students use to sharpen their pencils [write the word – “read it with me” – sketch a sharpener or show and post a picture file card of a sharpener – repeat it]. [Pull from the bag of stuff again, or have a student reach in — if you pull out a calligraphy brush, say…] On the supply side of the T-graph, an example of a supply in a school is the calligraphy brush students use in China for writing Chinese characters [write the word – “read it with me” – sketch a pencil or show and post a picture file card of a calligraphy brush – repeat it]. [Pull from the bag of stuff again, or have a student reach in — if you pull out a bottle of ink, say…] Another example of a supply in a school in China is the ink students use for their calligraphy [write the word – “read it with me” – sketch an inkwell or show and post a picture file card of an inkwell – repeat it]. [Pull from the bag of stuff again, or have a student reach in — if you pull out a miniature rug or picture file card of a rug or carpet, say…] Another furnishing in a school is the rug on the floor students sometimes sit on [write the word – “read it with me” – sketch a rug or show and post a picture file card of a classroom rug – repeat it]. [Pull from the bag of stuff again, or have a student reach in — if you pull out a miniature flag, say…] One last example of a typical furnishing in a school is the flag or flags in the room for the pledge of allegiance – although the flags are different in China and America [write the word – “read it with me” – sketch an American flag or show and post a picture file card, and then sketch a Chinese flag or show and post a picture file
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, “Students in China and America have furnishings and supplies in their classrooms.”

Teacher pre-teaches the sentence, making sure everyone knows what each word means and agreeing on gestures to indicate each word, such as pointing to China on the world map for “China” and to America on the world map for “America,” the American Sign Language sign for “have” (two hands out, palms up, reaching toward self, sort of like a toddler saying “gimme, gimme”), etc. 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] “Students in China and America have furnishings and supplies in their classrooms.”
Do students in China and America have furnishings and supplies in their classrooms? [yes/no]  
Yes, students in China and America have furnishings and supplies in their classrooms.

Do students in China and America have no furnishings or supplies in their classrooms? [yes/no]  
No, students in China and America do have furnishings and supplies in their classrooms.

Do students in China and America have furnishings and supplies in their classrooms or do they have chocolate furniture and soda pop in their classroom? [either/or]  
Students in China and America have furnishings and supplies in their classrooms, not chocolate furniture and soda pop.

Do students in China and America have furnishings and supplies in their classrooms, or do students on the moon and Mars have furnishings and supplies in their classrooms? [either/or]  
Right, students in China and America have furnishings and supplies in their classrooms, not students on the moon and Mars! In fact, there are no students on the moon or Mars, as far as we know!

Who has furnishings and supplies in their classrooms? [interrogatory]  
Exactly, students in China and America have furnishing and supplies in their classrooms.

What do students in China and America have in their classrooms? [interrogatory]  
You're right! Students in China and America have furnishings and supplies in their classrooms.

[Closing statement, circle completed.]

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

**SCHOOL-HOME CONNECTION**

Students write the names of school furnishings and supplies on a sheet of paper and ask their parents and older family members whether they can think of any additional items to include on the list. Students will share their findings with other students the next day. Points are earned for the team for bringing in their survey results and sharing them.

**ADDITIONAL ACTIVITIES**

Another day, students may be asked to do some Internet or library research with a parent or older sibling about schools in China or Taiwan, looking specifically for evidence of furnishings or supplies that may be similar or different from classrooms in America. They either print out or write down some of the facts and ideas they get from their research for “show and tell” to their team.

**CLASS PROJECTS**

Each student is given an item that is considered either a classroom furnishing or supply (*realia*), or is assigned a picture file card of something that’s too big to carry. Using the structure, “stand up, hand up, pair up,” students stand up and mingle around the room when the music is on (or they’re singing a Chinese song) until the music stops (or the teacher gives a “stop” signal). Then they put their hand up and look around for the closest person to them to do a “high five” and pair up. Then, using sentence frames and word banks to talk to each other about the item they have, they use as much of the target language as they can without putting a damper on the fun! At a minimum, they will practice saying, “I have a _____. What do you have?” before the music starts again and they have to shake hands and say, “thank you, good-bye” and move around the room to find another partner when the music stops.

Another project is to have teams create a collaborative map of their school with certain places (such as their classroom) detailed with placement of furniture, doors, windows, etc. This map can be presented through the “gallery walk” structure so students have the opportunity to explain how they decided what to represent, and students viewing their work have the opportunity to comment on it, ask questions, or make a suggestion.
### Instructional Resources and References

**How to Use These Lessons**

http://mandarin.sdcoe.net/cd4.html

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

**Strategies Matrix: Teaching Strategies for World Language Classrooms**

http://mandarin.sdcoe.net/cd4.html

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

**Classrooms and their Furnishings**

Online vendors of school furnishings and supplies to get ideas

http://www.coyoteschoolfurnishings.com/
http://www.directadvantage.com/
http://www.discountschoolsupply.com/
http://www.gramcoonline.com/
http://www.k12schoolsupplies.net/
http://www.lakeshorelearning.com/home/home.jsp

Information on school supplies in related to Chinese calligraphy

http://chinesecalligraphystore.com/catalog/calligraphy-supplies-c-38.html
http://www.houserice.com/japsumpainse.html
http://www.orientalartsupply.com/chinesepainting_home.cfm
Lesson Materials

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

<table>
<thead>
<tr>
<th>School Buildings and the Building Blocks of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Big Picture Contextualized Mini-Lecture for Unit 6, Lesson 2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Furnishings (Things in the classroom that last for years.)</th>
<th>School Supplies (Things in the classroom that get used up and replaced often.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>table (sketch, realia, or picture file card)</td>
<td>pencil (sketch, realia, or picture file card)</td>
</tr>
<tr>
<td>chair (sketch, realia, or picture file card)</td>
<td>paper (sketch, realia, or picture file card)</td>
</tr>
<tr>
<td>computers (sketch, realia, or picture file card)</td>
<td>calligraphy brushes (China) (sketch, realia, or picture file card)</td>
</tr>
<tr>
<td>sharpener (sketch, realia, or picture file card)</td>
<td>ink and ink well (China) (sketch, realia, or picture file card)</td>
</tr>
<tr>
<td>rug (sketch, realia, or picture file card)</td>
<td>xuan rice paper (China) (sketch, realia, or picture file card)</td>
</tr>
<tr>
<td>flags (sketch, realia, or picture file card)</td>
<td>erasers (sketch, realia, or picture file card)</td>
</tr>
</tbody>
</table>

(Put things and pictures in a Bag of Stuff and pull them out for dramatic effect, focus, and motivation.)
Add your own visuals (with your students) to make these award cards even more motivating for your students!

Chairs and tables!

椅子和桌子！

Yízi hé zhuōzi
Books and papers! Clock and pencil!

书和纸！钟和铅笔！

shū hé zhǐ! Zhōng hé qiānbǐ!

Computers for research and practice!

电脑用来练习和研究！

Diànnǎo yònglái liànxí hé yánjiū
Maps and globes help us get to know the world!

地图和地球仪帮助我们了解这个世界！

Dìtú hé diqiúyí bāngzhù wǒmen liǎojiě zhègè shìjiè
Xuan paper won the Golden Award at the Panama International Exposition held in San Francisco in 1915.

一九一五年，宣纸在旧金山举行的巴拿马国际博览会上获得世界金奖。

Yī jiǔ yī wǔ nián, xuānzhǐ zài jiùjīnshān jǔxíng de banámǎ guójì bólǎnhuì shàng huòdé shìjiè jīnjīJIăng.
Classrooms often have state and national flags in them.

教室里经常有国旗和州旗。

Jiàoshìlǐ jīngcháng yǒu guóqí hé zhouqí

**Picture File Cards** – Shrink or enlarge as needed for posters, playing cards, and so on.