

Unit 1: My Daily World Compared to My Chinese World Lesson 1: Greetings – Formal and Casual

Room Environment

The language classroom should be rich with literacy, with visuals, words, charts, diagrams, timelines, etc., figuratively dripping from the walls. Ideally, a high proportion of these visuals should be created in front of the students' eyes for "brain imprinting" and a "vested interest" in the charts, so the beginning of the year or series will have fewer visuals than the end.

Standards

World Language Content Standards (California Department of Education)	Standards for Foreign Language Learning (American Council on the Teaching of Foreign Languages)
<p>Content 1.1 Students address discrete elements of daily life, including greetings and introductions.</p> <p>Communication 1.0 Students use formulaic language.</p> <p>Cultures 1.0 Students use appropriate rehearsed cultural situations.</p> <p>Settings 1.0 Students use language in highly predictable common daily settings.</p>	<p>Communication 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Comparisons 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p>

Objective

Students will identify and use appropriate greetings in a conversation.

Student Work

Interpersonal	Presentational	Interpretive
Students will be able to carry on a conversation using greeting words.	Students will be able to produce the greeting words in Chinese.	Students will be able to recognize the greeting words in Chinese.

Domains of Language

Listening	Speaking	Reading	Writing
Listen to teachers' greeting and other students'.	Greet other students.	Read greeting words in Chinese characters.	Practice writing Chinese characters of greeting words.

Evidence of Learning - Assessment

Informal or Formal (Underline the appropriate form of assessment)

The assessment will be conducted informally throughout the lesson by teacher observation, students' presentation, and pair sharing exercise.

Greetings at the Door

Always begin with a smile. Every student is greeted by the teacher in the target language and is encouraged to respond in the target language, too. These greetings should be charted and kept near the door, so students can refer to the chart to remember how to respond. The chart should indicate at least two settings: common, casual settings and a more formal setting. The chart stays up or is accessible all year and new ideas are added.

Casual Everyday Greetings	Formal, Polite Greetings
你好！	你好吗？ 我很好。你呢？ 马马虎虎。 我不好。

Warm Up with Language Through Repetition-Rhythm-Rhyme

Repetition of songs, chants, and poems should be a daily routine in the world language classroom. Ideally, the song or chant should be related to the content or cultural aspects being studied, although some that are just for fun will also be useful. Authentic chants, poems, and songs from the home culture of the target language should be used whenever appropriate, although Stage I learners may need to start with simplified chants based on songs or patterns they already know in their home language.

Warm-Up: Review ways that students may say "Hello" to a new friend.
 Write the ideas on the blackboard.
 Some responses might be "How are you?" "What is your name?" or simply "Hi."

Teacher Modeling of Communication Followed by Student's Structured Practice

Message Functions/Structures	Key Vocabulary/Phrases	Strategies for Oral Practice
Greetings in the classroom.	起立。 同学们好！ 老师好！ 请坐。	Practice with TPR.

Message Functions/Structures	Key Vocabulary/Phrases	Strategies for Oral Practice
Greeting when friends meet.	早上好！ 你好吗？我很好。你呢？（马 马虎虎；我不好）	Students pair up and greet each other in Chinese.

Teacher Bridges to the Content Connection or Builds Schema for Students (Direct Instruction: Age and Stage-appropriate)

- 1) Practice daily routine. The teacher says “起立”; students stand up. The teacher greets students “同学们好” and students greet the teacher “老师好”. The teacher says “请坐”.
- 2) Use hand gesture to introduce “你好”. Use different gesture to show the difference of “你好” and “您好”. Give a few situations and let students figure out which one to use.
- 3) Students pair up to greet each other.
- 4) Inside-outside circle practice.
- 5) Introduce the written characters of greeting words.

Debrief in English

Debrief in English what was learned in the target language and have students plan what they will teach their parents or siblings for homework. Have a “School-Home Connection” form for parents to write and students to sketch and write what they talked about together. The teacher will have created a prompt for the student to discuss with family members so the words in the target language will be connected to the learning.

Lesson allows focus on which specific connections, similarities, and differences?

The teacher explains why Chinese use “你好” as greeting word.

The teacher introduces the old way of greeting in Chinese “吃了吗?”

Extend the Learning: School-Home Connection

Ask students to teach their family members or friends how to greet in Chinese.

End with a Good-bye Chant or Song! “See You Next Time!”

再见！明天见。