

Unit 1: My Daily World Compared to My Chinese World
 Lesson 3: Family Members and Relationships

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)
Content 1.1 Students address discrete elements of daily life. Communication 1.0 Students use formulaic language.	Communication 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Comparisons 4.2 Students demonstrate understanding of the concepts of culture through comparisons of the cultures studied and their own.

Objective

Students learn how to describe family members in Chinese and how to describe family relationships in Chinese.

Student Work

Interpersonal	Presentational	Interpretive
Students can label family members in Chinese.	Students carry on simple conversations talking about family.	Students understand basic vocabulary and expressions in Chinese.

Domains of Language

Listening	Speaking	Reading	Writing
Understand family member vocabularies in Chinese.	Introduce family members.	Recognize Chinese characters of family members.	Practice writing of family members.

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 game.

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。 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.

Preview the Lesson in Primary Language

Today we will learn how to describe family members in Chinese. You will also be able to say what family members you have in Chinese.

Teacher Modeling of Communication Followed by Student's Structured Practice

Message Functions/Structures	Key Vocabulary/Phrases	Strategies for Oral Practice
Describe family members.	爸爸，妈妈，爷爷，奶奶，哥哥，姐姐，弟弟，妹妹，我的。	Repetition Games

Message Functions/Structures	Key Vocabulary/Phrases	Strategies for Oral Practice
Share what family members I have.	有 我有.....哥哥 (姐姐 , 弟弟 , 妹妹)	Pair the students up and practice the sentence: 我有.....
Share what family members I don't have.	没有 我没有.....哥哥 (姐姐 , 弟弟 , 妹妹)	Students say this sentence in the classroom and other students figure out the information.

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

- 1) The teacher shows a picture that represents a father, mother, grandfather, grandmother, sisters, and brothers while modeling the vocabulary in Chinese on the board. Review several times.
- 2) Have students repeat after teacher each family member vocabulary introduced.
- 3) Ask two students to come up to the board. The teacher provides the students with a family member name in Chinese and students point to the right person in the picture.
- 4) The teacher calls six students to the front of the room and gives each student one of the family member's picture. The teacher calls out the family member word in Chinese and the student holds up the correct picture.
- 5) The teacher guides students to practice the writing of Chinese characters for the vocabulary.
- 6) Fly swatter game: Put vocabulary words on the board. Ask two students to come up to the board at a time. The teacher gives the vocabulary in Chinese and students hit the word with fly swatter. The first student who hits the correct word gets a point. The student who first accumulates five points wins.

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?

Point out the different words for grandfather and grandmother from the student's father's side and mother's side.

Extend the Learning: School-Home Connection

Ask students to find an online audio family member lesson and share it with the others the second day.

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

再见！明天见。

Instructional Resources & References

Family pictures. Fly swatters.