

## Unit 1: My Daily World Compared to My Chinese World Lesson 4: My Family Tree in Chinese

### 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, including family and friends.	<p>Connections 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>Communities 5.1 Students use the language both within and beyond the school setting.</p>

### Objective

Students will be able to construct and present a family tree in Chinese.

### Student Work

Interpersonal	Presentational	Interpretive
Students ask and answer questions about family members.	Students construct the family tree in Chinese and present orally.	Students understand other students' introductions and are able to read others' family trees in Chinese.

### Domains of Language

Listening	Speaking	Reading	Writing
Listen to classmates' presentations.	Present family tree project.	Read classmates' presentations.	Construct family tree in Chinese.

### Evidence of Learning - Assessment

<u>Informal</u> or Formal (Underline the appropriate form of assessment)
The assessment will be conducted informally throughout the lesson by checking students' understanding, checking students' presentations, and checking each student's family tree assignment.

**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.

**Review the Previous Lesson**

Ask students to form pairs and describe each other's family members, then record what they have in common.

**Teacher Modeling of Communication Followed by Student's Structured Practice**

Message Functions/Structures	Key Vocabulary/Phrases	Strategies for Oral Practice
Describe family member.	家人。他们。 他们是我的家人。	Repetition.
Construct family trees in Chinese.	爸爸，妈妈，我，哥哥，姐姐， 弟弟，妹妹，爷爷，奶奶，外 公，外婆	Students present their family tree in small groups.

Message Functions/Structures	Key Vocabulary/Phrases	Strategies for Oral Practice
Ask who the person is in family tree.	他是谁？  她是谁？  他们是谁？  他，她，谁	Students ask each other the question according to the family tree.

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

- 1) The teacher shows a family tree in Chinese with pictures and models the language orally in Chinese. 他们是我的家人。
- 2) The teacher models the question “他是谁？” and answers the question “他是我的...”。
- 3) Assign students to do the family tree project with male members in one color and female members in another color.
- 4) Students get into groups of four. Each member of the group introduces his/her family members to the group.
- 5) Students pair up. One asks the question “他是谁？” and one answers.
- 6) The teacher asks a couple of students to demonstrate their conversations to the class in front of the classroom.

**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?

- Ask students which family member word is confusing in Chinese.
- Ask students if they know from which country their grandparents or distant relatives originated.

**Extend the Learning: School-Home Connection**

- Have students teach one of their family members to say one of the words for a sibling in Chinese.
- Create a YouTube Chinese lesson on family members as extra credit.

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

再见！明天见。

**Instructional Resources & References**

Construction paper. Color markers. Family tree pictures.