

Unit 1: My Daily World Compared to My Chinese World  
 Lesson 5: Friends Matter – Ways We Help Each Other

**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.	Communication 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

**Objectives**

Students will understand other students introducing friends.  
 Students will introduce their friends in Chinese.  
 Students will sing the song “looking for friends.”

**Student Work**

Interpersonal	Presentational	Interpretive
Students ask and answer the question, “Is this your friend?”	Students introduce each other as friends.	Students understand others introducing friends.

**Domains of Language**

Listening	Speaking	Reading	Writing
Listen to others introducing friends.	Introduce friends.	Read Chinese characters related to friends.	Practice writing characters related to friends.

**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’ ability to introduce their friends, and checking students’ understanding of their classmates introducing their friends.

**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 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**

The people other than family members who are important to us are friends. Today we will learn basic friends-related vocabulary and phrases in Chinese.

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

Message Functions/Structures	Key Vocabulary/Phrases	Strategies for Oral Practice
Identify (good) friends.	朋友 我的 好  我的朋友 我的好朋友	Repetition following the teacher.
Introduce friends.	这是  这是你的朋友吗？ 这是我的朋友。	Role play: each student selects two classmates as friends and refers to them in the target language.
Describe friends.	中学生 他（她）是中学生	Role play: Pair off as friends. One describes another.

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

- 1) On the Smartboard, teacher shows a picture of himself with a few friends. The teacher introduces and describes the friends.
- 2) Students repeat after the teacher using the new vocabulary.
- 3) Ask a few volunteers to walk around the classroom and find two friends and refer to them in the target language after the teacher models the sentence.
- 4) Role play: Students form pairs and introduce each other as friends.
- 5) Students learn to sing the song “looking for friends.”  
找啊找啊找朋友，找到一个好朋友。  
敬个礼啊握握手，你是我的好朋友。
- 6) Ask student volunteers to act out the lyrics of the song.

### 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?

- Answer questions that students might have regarding the lesson.

Does everyone understand the following words: 朋友，好朋友，他，她，是，中学生？

### Extend the Learning: School-Home Connection

- Have students teach one of their family members with \_\_\_\_朋友\_\_\_\_in Chinese.
- Sing the song “looking for friends” to one of the friends or family members.

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

再见！明天见！

### Instructional Resources & References

Smartboard, pictures of friends.