

Unit 2: Animals People Love and Take Care of as Pets Lesson 1: Types of Pets

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 1.0 Students acquire information, recognize distinct viewpoints and further their knowledge of other disciplines. Content 1.1 Students address discrete elements of daily life, including pets.	Communication 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Comparisons 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Objective

Students will describe pets' names in Chinese.

Student Work

Interpersonal	Presentational	Interpretive
Students will ask and answer the question "What kinds of pets do you have?" in Chinese.	Students will express whether they have or don't have pets. And they can tell the names of the pets students in the classroom have.	Students recognize the pets' names classmates have. Students will understand who has what kind of pet.

Domains of Language

Listening	Speaking	Reading	Writing
Understand other students talking about their pets.	Express what kinds of pets they have.	Recognize the Chinese characters of pets classmates have.	Practice Chinese character writing with pet vocabulary.

Evidence of Learning - Assessment

<u>Informal</u> or Formal (Underline the appropriate form of assessment)
1. Whether students can express the pets they have. 2. Whether students can understand what pets other students have.

Always begin with a smile.

Greetings at the Door – 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？
早上好！	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, if Necessary

Give the big picture and/or bridge to prior knowledge so the students know what to expect in the lesson in the target language. Pre-teach vocabulary, too. Introduce today's **Signal Word**.

Ask the class the following questions: “Who has pets at home?” “What kinds of pets do you have?” “Do you love (like) your pets?”

Teacher Modeling of Communication Followed by Student’s Structured Practice

Message Functions/Structures	Key Vocabulary/Phrases	Strategies for Oral Practice
Share whether someone has or doesn't have pets.	我有宠物。 我没有宠物。	Teacher asks individual students a question and each student answers. Pair activity: Pair the students up and practice the sentence.
Describe specific pets someone has.	我有..... 我有狗（猫，鱼，兔子.....）	Use pictures and vocabulary cards and practice the sentence.

Message Functions/Structures	Key Vocabulary/Phrases	Strategies for Oral Practice
Express someone's feeling towards the pets.	我喜欢我的_____。 我爱我的_____。	Repetition with TPR movements.

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

Introduce vocabulary.

Have students repeat each phrase after you introduce it.

Pair up students to do role-play.

- 1) Teacher places a survey table on the board. The survey question is "Do you have pets?" both in English and Chinese.
- 2) Teacher introduces the word "有", "没有", and the sentence "_____(没)有宠物". Practice the sentence using the strategies described earlier in the table.
- 3) Teacher puts up another survey table on the board. The categories include student's name, whether he/she has or doesn't have pets, what kinds of pets, pet's name.
- 4) Teacher teaches the words in Chinese for the different pets to the whole class using repetition. The Internet is used to find pictures of different types of pets to practice.
- 5) Ask students to do interactive interviews to record the information from three students regarding their pet information and report this information back to the class. Teacher commends and clarifies students' oral expression.
- 6) Teacher uses body language to share the sentence "我喜欢 (爱) 我的宠物." Students figure out the meaning and learn the sentence.

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 document 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?

- Go over some of the confusing words, such as _____.
- Answer questions that students might have regarding the lesson.

Extend the Learning: School-Home Connection

- Have students teach one of their family members to _____ in Chinese. Practice _____ with the family member(s).
- Practice reading either a script (student generated) or a book to someone at home. Use a different voice for each character to make the script/story interesting. What was your favorite voice? Why?

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

再见。
明天见！

Instructional Resources & References

Interactive Board.
Pets' pictures.
Survey table template.