

Unit 2: Animals People Love and Take Care of as Pets
 Lesson 3: Pets' Names

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>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 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p>

Objective

Students will describe pets' Chinese names.

Student Work

Interpersonal	Presentational	Interpretive
Students ask and answer the question "Do your pets have names?" in Chinese.	Students express whether their pets have or don't have names. They also express "My pet is called....." in Chinese.	Students recognize the names, in Chinese, of typical pets. Students understand whether other students' pets have or don't have names.

Domains of Language

Listening	Speaking	Reading	Writing
Listen to teacher's introduction.	Share whether their pets have names.	Recognize the Chinese characters of typical pets' names.	Practice Chinese character writing.

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' participation, and games.

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？
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 questions, "Do we name our pets?" "How do we go about naming our pets?"

Teacher Modeling of Communication Followed by Student's Structured Practice

Message Functions/Structures	Key Vocabulary/Phrases	Strategies for Oral Practice
Share whether the pet has or doesn't have a name.	我的——有名字。 我的——没有名字。	Survey. Pair the students and practice the sentence.
Describe typical pets' names in Chinese.	汪汪；咪咪。 花花；小白；小黑；	Use pictures to show the meaning of the names. Repetition.

Message Functions/Structures	Key Vocabulary/Phrases	Strategies for Oral Practice
Share my pet's name.	我的宠物叫——.	击鼓传花 game. Pair activity.

TEACHER BRIDGES TO THE CONTENT CONNECTION or BUILDS SCHEMA for Students (Direct Instruction: Age and Stage-appropriate)

- 1) Teacher puts a survey table on the board. The survey question is, "Do your pets have a name?" both in English and Chinese.
- 2) Teacher introduces the word “有,” “没有,” and the sentence “我的_____(没)有名字.”
- 3) Students pair up to practice the sentence. Teachers ask pairs of students to share their dialogue with the classmates.
- 4) Teacher uses pets' pictures to introduce common pets' Chinese names.
- 5) Teacher asks students, “How do Americans name their pets?” Use Venn diagram to do the comparison and contrast.
- 6) Teacher introduces the sentence “我的宠物叫——。”
- 7) 击鼓传花. Students say “我没有宠物”或者“我的宠物叫……”

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?

- Answer questions that students might have regarding the lesson.

Extend the Learning: School-Home Connection

- Have students tell one of their family members how Chinese name their pets.

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

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明天见！

Instructional Resources & References

Interactive Board
 Pets' pictures