

Unit 2: Animals People Love and Take Care of as Pets  
 Lesson 4: Sounds Pets Make

**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 1.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.</p> <p>Cultures 1.1 Associate products, practices, and perspectives with the target language.</p>	<p>Communication 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Cultures 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p>

**Objective**

Students will be able to describe animals' sounds in different languages.

**Student Work**

Interpersonal	Presentational	Interpretive
Students play games through the sound of pets.	Students pronounce the sound a pet makes in English and in Chinese.	Students recognize typical pets' sounds in Chinese.

**Domains of Language**

Listening	Speaking	Reading	Writing
Listen to teacher mimicking the sounds of pets in Chinese.	Pronounce pets' sounds in English and in Chinese.	Recognize the Chinese characters of typical pets' sounds.	Practice Chinese character writing.

**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 teacher observation, and students' participation.

**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！  早上好！	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, 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**.

Review the names of animals. Teacher mimics sounds of animals and asks students what animals they are.

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

Message Functions/Structures	Key Vocabulary/Phrases	Strategies for Oral Practice
Share pets' sounds in Chinese.	喔喔喔。 汪汪。 喵喵。	Repetition.  Game.

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

- 1) Teacher asks students what a dog sounds like in English then introduces the sound in Chinese.
- 2) Teacher asks students what a cat sounds like in English then introduces the sound in Chinese.
- 3) Students select other animals to compare the animal's sound in English and Chinese.
- 4) Teacher asks students why there are different sounds of the same animal in each language.
- 5) Students play a game by identifying the pet through the sound.
- 6) Students play a game by expressing sounds of pets.

### 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 different pets sound in English and in Chinese.

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

再见。

明天见！

### Instructional Resources & References

Interactive Board  
Pets' pictures