

Unit 3: My Home and Neighborhood Compared to  
 Chinese Homes and Neighborhoods  
 Lesson 2: Rooms in My Home

**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 home and neighborhood.</p> <p>Communication 2.1 Students engage in oral, written or signed (ASL) conversations.</p> <p>Communication 3.2 Students interpret written, spoken or signed (ASL) language.</p>	<p>Communication 1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>Communication 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>

**Objectives**

Students will learn the vocabulary words of different type of rooms.  
 Students will learn the function of each room in a home.

**Student Work**

Interpersonal	Presentational	Interpretive
Students ask and answer each other's questions about the type of rooms in which they live.	Students express the differences between different types of rooms.	Students listen to the teacher explaining the differences between rooms.

**Domains of Language**

Listening	Speaking	Reading	Writing
Listen to the words and phrases about the rooms in a home.	Ask each other about the rooms they have at home.	Recognize the vocabulary related to rooms in a home.	Create a pop-up book project involving using and writing Chinese characters of rooms in a home.

**Evidence of Learning - Assessment**

<input checked="" type="radio"/> Informal or <input checked="" type="radio"/> Formal (Circle the appropriate form of assessment)
<p>The assessment will be conducted informally throughout the lesson by teacher observation and monitoring through practice and presentation activities.            The assessment will be conducted formally by grading students' pop-up book projects.</p>

**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
你好吗？ 最近怎样？	早上好。你好吗？ 下午好。今天你好吗？

**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.

Teacher shows a few pictures of different types of homes. Today we will learn the rooms in a home.

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

Message Functions/Structures	Key Vocabulary/Phrases	Strategies for Oral Practice
Master the names of different types of rooms.	客厅, 厨房, 卧室, 卫生间, 书房。	Use pictures of different types of homes.  Repetition.
Describe the function of the rooms.	睡觉, 娱乐, 吃饭, 读书。	Student survey.  Students pair and practice.

Message Functions/Structures	Key Vocabulary/Phrases	Strategies for Oral Practice
Tell the differences among different types of rooms.	这是什么房间？ 这是我的_____。	Repetition using the sentence pattern.

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

1. Using pictures, the teacher introduces the vocabulary for various rooms.
2. Students repeat after the teacher to pronounce the new vocabulary.
3. Students practice matching the vocabulary with pictures.
4. Fly swatter game: students practice listening and reading related to new vocabulary.
5. Students create a pop-up book to show different rooms in a house.

**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’ question what rooms are missing which they like to include in their homes.

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

Ask students to interview their friends about their favorite room at home.

**Instructional Resources & References**

Pictures of rooms in a home  
 Construction paper  
 Glue  
 Scissors