

Unit 3: My Home and Neighborhood Compared to
 Chinese Homes and Neighborhoods
 Lesson 3: Furnishings 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 furniture.
 Students will learn how to express which room has what furniture.

Student Work

Interpersonal	Presentational	Interpretive
Students ask and answer what furniture exists in their rooms.	Students express the quantity and type of furniture in a room at different times.	Students listen to others describing furniture in their room.

Domains of Language

Listening	Speaking	Reading	Writing
Listen to the words and phrases about the furniture in different rooms.	Share the kind of furniture they have in their rooms.	Recognize the Chinese characters for furniture.	Write down new furniture vocabulary shared by other students.

Evidence of Learning - Assessment

Informal or Formal (Circle the appropriate form of assessment)
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 reviewing students' homework.

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. There are different types of homes and rooms inside of them. 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 vocabulary for different furniture.	沙发, 桌子, 椅子, 床, 柜子, 灯。	Use pictures of different furniture. Repetition.
Describe a specific room and the type of furniture in that room.	_____在_____里。 _____里(没)有_____。	Students pair and practice. Repetition.

Message Functions/Structures	Key Vocabulary/Phrases	Strategies for Oral Practice
Determine and describe whether two rooms have the same furniture.	不一样。 一样。	TPR: use thumb response to show same or different. Repetition with same sentence pattern.

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

1. Assign students in groups to take pictures of furniture in different rooms at home.
2. Students repeat after the teacher, pronouncing new vocabulary related to their pictures.
3. Students practice matching the vocabulary cards to the corresponding pictures.
4. Teacher holds a card of furniture and students answer to which room it belongs.
5. Students pair up and introduce to each other the furniture they have in their rooms.
6. Students recall and share the furniture they remember in someone else's room.
7. Students use a Venn diagram to compare and contrast the room they used to have as a child and the one they have now.
8. Ask students to research Van Gogh's *Bedroom in Arles* and write down the furniture in that painting in Chinese.
9. Ask students to research innovative or modern furniture and bring pictures to the class.

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 to compare the furniture in their room before and now.

Extend the Learning: School-Home Connection

Ask students to find a room described in a book/movie and identify the furniture in Chinese.

Instructional Resources & References

Pictures of furniture
 Vocabulary cards
 Venn diagram handout