

Unit 3: My Home and Neighborhood Compared to
 Chinese Homes and Neighborhoods
 Lesson 4: Places in the Neighborhood

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 places in neighborhood.
 Students will learn the differences of neighborhoods in different countries.

Student Work

Interpersonal	Presentational	Interpretive
Students ask and answer a question about the location of a specific place.	Students design their own dream neighborhood and present these designs to the class.	Students listen to others' descriptions regarding the location of a specific place to show that they understand.

Domains of Language

Listening	Speaking	Reading	Writing
Listen to the words and phrases about the places in the neighborhood.	Share the places they have in their neighborhood.	Recognize the Chinese characters of places.	Practice Chinese character writing of the vocabulary describing places.

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 evaluating students' homework.</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. 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 names of different places in the neighborhood.	学校，公园，图书馆，商店，餐馆， 电影院，家。	Use photos of different places in the neighborhood. Repetition.
Ask the location of the place.	_____ 在哪儿？ _____ 在这（那）儿。	Students pair up and practice. Repetition.

Message Functions/Structures	Key Vocabulary/Phrases	Strategies for Oral Practice
Describe the distance of the place.	_____ 很远。 _____ 很近。	Repetition with same sentence pattern.

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

1. Teacher assigns students in groups to take pictures of different places in the neighborhood.
2. Students repeat after the teacher to pronounce the new vocabulary which matches with their pictures.
3. Students practice matching up the vocabulary cards with pictures.
4. Students construct a vocabulary book with drawings of the places.
5. Teacher teaches new sentences in a dialogue. Students pair up to practice.
6. Students organize the places in order according to the frequency they go to the place.
7. Students design their own dream neighborhood.

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?

- Teacher introduces the differences of neighborhood in the U.S. and in China.

Extend the Learning: School-Home Connection

Ask students to find a community map and label some of the places in Chinese.

Instructional Resources & References

Photos of places in a neighborhood
 Vocabulary cards