

Unit 4: Special Times Throughout the Year - Here and in China
 Lesson 1: Numbers

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 numbers.</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>

Objective

Students will learn the numbers from zero to ninety-nine in Chinese.

Student Work

Interpersonal	Presentational	Interpretive
Students ask and answer regarding each other's phone number.	Students read the poem related to numbers from one to ten.	Students understand numbers in forms of phone number, hand gesture, credit card number, and simple arithmetic.

Domains of Language

Listening	Speaking	Reading	Writing
Listen to the words and poem about numbers in Chinese.	Answer questions related to numbers. Recite the poem.	Recognize the Chinese characters for numbers.	Practice Chinese character writing with numbers.

Evidence of Learning - Assessment

<input type="radio"/> Informal or <input 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 reviewing and grading 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 poster and provides an overview of the numbers in Chinese to let students know the topic of the lesson.

Teacher Modeling of Communication Followed by Student's Structured Practice

Message Functions/Structures	Key Vocabulary/Phrases	Strategies for Oral Practice
Master the numbers from one to ten.	一，二，三，四，五，六，七，八，九，十。	Use hand gestures (TPR) to remember numbers. Visuals.
Master the number zero.	零。	Repetition.
Master the numbers from eleven to nine hundred ninety nine.	二十五，四十，九十九。	Students pair up to practice.

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

1. Teacher shows hand gestures to introduce numbers one to five.
2. Teacher shows the Chinese way to show hand gestures from numbers six to ten.
3. Teacher shows hand gestures and students answer in Chinese.
4. Practice numbers using phone numbers and zip code.
5. Practice numbers using basic arithmetic in Chinese.
6. Practice numbers using Sudoku game in Chinese.
7. Practice numbers using poem.

山村咏怀 邵康（宋代）

一望二三里，烟村四五家。

亭台六七座，八九十枝花。

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?

- What’s the lucky number in Chinese?
- 四四如意，六六大顺

Extend the Learning: School-Home Connection

Ask students to recite the numbers in Chinese while working through a Sudoku game at home.

Instructional Resources & References

Vocabulary cards
Sudoku game
Worksheet