

Unit 4: Special Times Throughout the Year - Here and in China
 Lesson 4: Seasons of the Year and the Weather

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 weather and seasons.</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 engage in simple daily conversations and social interactions related to the seasons and weather.

Student Work

Interpersonal	Presentational	Interpretive
Students will provide and exchange information about weather and seasons.	Students describe pictures related to weather and seasons.	Students will read the weather forecast in Chinese. Students will match different weather with different pictures.

Domains of Language

Listening	Speaking	Reading	Writing
Listen to the teacher describing the weather and seasons in Chinese.	Describe weather according to pictures provided by the teacher.	Read the weather section on a Chinese Web site.	Practice Chinese character writing about seasons and weather.

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 through the results of a quiz.</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 pictures and leads a discussion to preview 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 vocabulary of the four seasons.	春天，夏天，秋天，冬天。 季节，四季。	Pictures. Matching game. Repetition.
Express weather.	天气，晴天，下雨，多云，阴天， 下雪，刮风。 今天天气怎么样？ 今天_____。	Flyswatter game. Repetition.

Message Functions/Structures	Key Vocabulary/Phrases	Strategies for Oral Practice
Master the weather transition word.	转	Students pair up to practice. Pictures.

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

1. Teacher asks students 5 to 10 questions in English regarding the weather.
2. Teacher presents pictures of the four seasons and describes the different types of weather.
3. Teacher uses picture/word cards to instruct students on new vocabulary and weather expressions.
4. Students play picture puzzles.
5. Students play flyswatter game.
6. Students finish graphic organizer-word web.
7. Students complete a short quiz to review the vocabulary.
8. Students draw pictures of the different types of weather.
9. Teacher use Chinese weather Web site to show several cities' weather around the world.

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?
 Students understand the difference between "Celsius" and "Fahrenheit."

Extend the Learning: School-Home Connection

Students find a Chinese newspaper and read the weather section.

Instructional Resources & References

Vocabulary cards
 Puzzles
 Flyswatter
 Markers