

Unit 6: School Buildings and the Building Blocks of Learning
 Lesson 1: Places in the School

Recommendation:

Read the supporting document, “How to Use These Lessons,” for suggestions to help achieve successful implementation of this curriculum. It’s listed in the Instructional Resources in this lesson.

Standards

California World Language Standards - Stage I
<p>Content</p> <p>1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.</p> <p style="padding-left: 20px;">1.1 Students address discrete elements of daily life, including:</p> <p style="padding-left: 40px;">i. School, classroom, schedules, subjects, numbers, time, directions</p>
<p>Communication</p> <p>1.0 Students use formulaic language (learned words, signs [ASL], and phrases).</p> <p>1.1 Engage in oral, written, or signed (ASL) conversations.</p> <p>1.2 Interpret written, spoken, or signed (ASL) language.</p> <p>1.3 Present to an audience of listeners, readers, or ASL viewers.</p>
<p>Functions</p> <p>1.4 List, name, identify, enumerate.</p> <p>1.5 Identify learned words, signs (ASL), and phrases in authentic texts.</p> <p>1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.</p>
<p>Cultures</p> <p>1.0 Students use appropriate responses to rehearsed cultural situations.</p> <p>1.1 Associate products, practices, and perspectives with the target culture.</p> <p>1.2 Recognize similarities and differences within the target cultures and among students’ own cultures.</p> <p>1.3 Identify cultural borrowings.</p>
<p>Structures</p> <p>1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.</p> <p>1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.</p> <p>1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.</p>
<p>Settings</p> <p>1.0 Students use language in highly predictable common daily settings.</p> <p>1.1 Recognize age appropriate cultural or language use opportunities outside the classroom.</p>

Objective

Students will be provided with the big picture of schools, both as physical places and as learning communities. Students describe their schools and gain an overview of school facilities and structures in China for students who are their same age, comparing and contrasting their school to a similar Chinese school.

Student Work

Interpersonal	Presentational	Interpretive
Students listen and speak to others to communicate knowledge, feelings, and opinions, or to negotiate meaning.	Students speak and write language to express information or opinions to an audience.	Students individually listen to, read, and view content without interpersonal interaction.

Domains of Language

Listening	Speaking	Reading	Writing
<p>Students as a whole class listen to teacher give a contextualized mini-lecture.</p> <p>Students listen to the teacher say a sequence of Mandarin words, holding up a “tone card” to identify which tone they hear.</p> <p>Students also demonstrate listening comprehension by pointing at pictures or <i>realia</i> or otherwise indicating their understanding.</p> <p>Students listen to each other in pairs, during teamwork, and to group presentations to the class.</p>	<p>Students speak to each other in pairs and teams using key vocabulary words and phrases.</p> <p>Students speak to the teacher and frequently present to the class with partners or teams.</p>	<p>Students read four to six new Chinese characters in simplified Chinese.</p> <p>Students read short class-generated stories written in pinyin based on the unit theme and/or lesson.</p>	<p>Students write pinyin phrases to describe storyboards created with teacher or team or partner collaboration.</p> <p>Students write four to six Chinese characters in simplified Chinese.</p>

Evidence of Learning – Assessment

Informal or Formal
<p>Informal assessments include teacher visual observations as students identify which tone they hear in newly learned words by using hand gestures.</p> <p>Teacher asks students to express their understanding of the meaning of a new word by saying its translation in English. During this check for understanding the teacher allows students time for metacognition and reflection if there is disagreement and provides immediate feedback on the correct tone.</p> <p>The teacher checks student listening comprehension by having students make gestures to indicate their understanding (using agreed-upon signals to represent the words). A variation is having students close their eyes and respond with such hand gestures to the words they hear, so the teacher can see which ones have and have not acquired the target vocabulary.</p> <p>Assessment of students interacting in pairs or teams during interpersonal communication includes “kidwatching,” as described by Yetta Goodman (<i>Notes from A Kidwatcher: Selected Writings of Yetta M. Goodman</i>, edited by Sandra Wilde and published by Heinemann, Portsmouth, NH, 1996). The teacher moves about the classroom and listens in on student conversations. The teacher records observations of student practice, notes misunderstandings or errors to emphasize in future mini-lessons, and guides students who need assistance or encouragement.</p>

The teacher assesses student reading comprehension by asking students to verbally read pinyin and Chinese characters projected on a screen or written on poster-sized charts, and when reading their storyboards. The teacher gives immediate feedback by asking the student to read again, asking another student, or giving the correction. In the beginning stages of second language acquisition in Chinese, students are expected to recognize Chinese characters by associating them with English translations.

Student written production of pinyin is informally assessed by peers and the teacher reading their storyboard descriptions and giving oral feedback.

When students are presenting their knowledge either orally or in writing, it is based upon a teacher- and class-generated rubric. Refer to the “Strategies Matrix: Teaching Strategies for World Language Classrooms,” in Instructional Resources for this lesson.

Formal assessments will be conducted at the end of each unit of study to ascertain internalization of key vocabulary words and phrases.

Background on Teaching Tones with Color-coding and Kinesthetics to Aid Long-term Memory

Color-coding Scheme for Mandarin Tones

*(Teacher demonstrates each and asks students to say the following and show the associated **kinesthetic gesture**)*

1st oral: “First tone – **blue, up high, like the clear, blue sky.**”

[hand at forehead level, palm down, flat] examples in pinyin: **gōng cāo**

2nd oral: “Second tone – **green, going up, like a tree reaching to the sun.**”

[hand at nose goes upward] examples in pinyin: **xué tóng**

3rd oral: “Third tone – **brown, swinging down and up, like a monkey in a tree.**”

[hand starts near mouth, goes down below chin, then up to nose level] examples in pinyin: **yǒu lǐ**

4th oral: “Fourth tone – **red, like an angry slap on the top of your head.**”

[hand does slap movement from forehead to chin levels] examples in pinyin: **bù jiào zhè**

5th oral: “Fifth tone – **neutral black, like a gentle tap.**”

[fingers of hand close as hand makes tap movement] examples in pinyin: **mén, zì** and **dé**

Important Note: The Mandarin third tone is rare in speech. In conversation, it is cut in half, the “half dip,” and only the lower rising half (the second half) is heard. The full dip is only fully pronounced in a few circumstances:

- For emphasis
- At the end of a sentence
- List of individual words

Warm Up with Language through Repetition-Rhythm-Rhyme

Poems, Chants, and Songs

English	Chinese Characters	Pinyin
Chants (with clapping) for this lesson:		
School, school, school! Grade school, elementary! Classrooms, auditorium. Playground, cafeteria.	学校，学校，小学校！ 有教室，有礼堂； 有餐厅，有操场！	xué xiào, xué xiào, xiǎo xué xià yǒu jiào shì, yǒu lǐ táng; Yǒu cān tīng, yǒu cāo chǎng!
Poems for this lesson:		
My school has many buildings. Each building has many rooms. Each room was built for a purpose, So my academic brain blooms. Outside it there's a playground Where my friends and I have fun. There's lots of room to play games Opportunities to run.	我们学校有很多房子， 每幢房里有很多屋子。 屋子的功能是不同的， 学习的内容是不同的。 外面是操场，我们快乐地奔跑。 里面是教室，我们快乐地游戏。	wǒ men xué xiào yǒu hěn duō fáng zi, měi zhuàng fáng zi lǐ yǒu hěn duō wū zi. wū zi de gōng néng shì bù tóng de, xué xí de nèi róng shì bù tóng de. wài miàn shì cāo chǎng, wǒ men kuài lè de bēn pǎo, lǐ miàn shì jiào shì, wǒ men kuài lè de yóu xì.
Song for this lesson (can be sung to the tune of “Twinkle, Twinkle Little Star”):		
There is my scho-ol! Elementary scho-ol! It has rooms and offices. Some rooms are classrooms, An auditor-ium I like the library a lot. This is my lunchroom, My cafeter-ia, There's a kitchen and cashier I eat my lunch, then I go outsi-de On the playground I have fun.	这是我的学校，它是一所小学 有些屋子是办公室，有些屋子是教 室。还有礼堂和阅览室。 这是餐厅，还有厨房和收款机。 我在吃午饭，然后到操场做游戏。	zhè shì wǒ de xué xiào, zhè shì wǒ de xué xiào, tā shì yī suǒ xiǎo xué, yǒu xiē wū zi shì bàn gōng shì, yǒu xiē wū zi shì jiào shì. hái yǒu lǐ táng hé yuè lǎn shì. zhè shì cān tīng, zhè shì cān tīng, hái yǒu chú fáng hé shōu kuǎn jī. wǒ zài chī wǔ fàn, wǒ zài chī wǔ fàn, rán hòu dào cāo chǎng zuò yóu xì.

Teacher Modeling of Communication followed by Student’s Structured Practice

Message Functions/Structure	Key Vocabulary/Phrases	Strategies for Oral Practice
Asking questions soliciting descriptions	1. What does your school look like? 你的学校什么样？ nǐ de xué xiào shén me yàng? 2. How big is your school? 你的学校有多大？ nǐ de xué xiào yǒu duō dà?	Students practice asking these questions with a partner using the <u>inside-outside circles</u> strategy with students using a typed worksheet with the questions and the cloze responses to hold as a support.

	<p>3. How many classrooms are in your school? 你的学校有多少个教室? nǐ de xué xiào yǒu duō shǎo gè jiào shì?</p> <p>4. Is there an auditorium and a cafeteria in your school? 你的学校有礼堂和餐厅吗? nǐ de xué xiào yǒu lǐ tang hé cān tīng ma?</p> <p>5. Does your school have a library? 你的学校有图书馆吗? nǐ de xué xiào yǒu tú shū guǎn ma?</p>	<p>(Refer to the Instructional Resources of this lesson to access the Strategies Matrix: Teaching Strategies for World Language Classrooms, which describes the underlined strategies.)</p>
<p>Describing</p>	<p>CLOZE RESPONSES:</p> <p>1. My school's name is _____. It is _____ (1 story/2 stories, etc.) and it is painted _____ (color). It has _____ (trees/grass/flowers/etc.) and _____ (playground equipment/picnic tables/etc.)</p> <p>我的学校叫 _____. 它有 _____ 层楼。它是 _____ 色的。学校有 _____ (树/草/花) 和 _____ (操场设施/餐桌)。</p> <p>Wǒ de xué xiào jiào _____ . Tā yǒu _____ céng lóu. Tā shì _____ sè de. xué xiào yǒu _____ (shù/ cǎo/ huā) hé _____ (cāo chǎng shè shī/ cān zhuō)</p> <p>2. My school has _____ students in grades _____ through _____. There are _____ teachers, a principal/vice principal/nurse/librarian/school secretary/etc. The school sits on _____ acres of land.</p> <p>我的学校从 _____ 年级到 _____ 年级一共有 _____ 个学生。老师、校长、副校长、护士、图书管理员和秘书一共有 _____ 个人。学校占地 _____ 英亩。</p> <p>Wǒ de xué xiào cóng _____ nián jí dào _____ nián jí yī gòng yǒu _____ gè xué shēng. Lǎo shī, xiào zhǎng, fù xiào zhǎng, hù shì, tú shū guǎn lǐ yuán hé mì shu yī gòng yǒu _____ gè rén. xué xiào zhàn dì _____ yīng mǔ.</p> <p>3. There are _____ classrooms in my school. 我的学校一共有 _____ 个教室。 Wǒ de xué xiào yī gòng yǒu _____ ge jiào shì.</p> <p>4. My school _____ (does/does not) have a library. 我的学校 _____ (有/没有) 图书馆。</p>	

	wǒ de xué xiào _____ (yǒu/ méi yǒu) tú shū guǎn.
Comparing and Contrasting	<p>My school is _____ (bigger/smaller) than _____ (sister school in China). There are _____ students in my school and there are _____ students in our sister school in China. There are _____ classrooms in my school and _____ classrooms in our sister school in China.</p> <p>我的学校比我们中国的友谊校 _____ (大/小)。我的学校一共有 _____ 个学生，我们的友谊校一共有 _____ 个学生。我的学校有 _____ 个教室，我们的友谊校有 _____ 个教室。</p> <p>Wǒ de xué xiào bǐ wǒ men zhōng guó de yǒu yí xiào _____ (dà/ xiǎo). Wǒ de xué xiào yī gòng yǒu _____ ge xué shēng, wǒ men de yǒu yí xiào yī gòng yǒu _____ ge xué shēng. Wǒ de xué xiào yǒu _____ ge jiào shì, wǒ men de yǒu yí xiào yǒu _____ ge jiào shì</p>
Analyzing	<p>By looking at a map of my school, I notice _____ buildings. The buildings are shaped like _____ (rectangles/square/circles/etc.). I see _____ entrances and a parking lot for _____ cars.</p> <p>通过查看地图，我看到学校的房子是 _____ 形的 (长方形/正方形/圆形)。我看到入口和停车场。</p> <p>Tōng guò chá kàn dì tú, wǒ kàn dào xué xiào de fang zi shì _____ xíng de (cháng fāng xíng/ zhèng fāng xíng/ yuán xíng). wǒ kàn dào rù kǒu hé tíng chē chǎng.</p>

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

Please refer to the compilation, “Strategies Matrix: Teaching Strategies for World Language Classrooms” for detailed explanations of how to deliver the underlined strategies. It’s listed in the Instructional Resources of this lesson. Other items named may be found in the Lesson Materials at the end of this lesson.

Students will brainstorm, in teams, two lists: of places and buildings in their school; and of subjects they study in their school. [Give instructions in target language and contextualize, hint, or otherwise confirm understanding, accepting student use of L1 to show you they get it.] Using novel ideas only strategy, teams will stand and recite chorally, “Our team says one place or building in our school is _____ and one subject we study is _____.” The teacher will chart several of their ideas and provide the Mandarin translation. These charts will stay on the wall for students to refer to during the unit. This bridging activity may be done in primary language, or in Chinese if the teacher provides sentence starters and support with new vocabulary. The team may begin by

reciting, “wǒmen de tuánduì shuō: _____ 我们的团队说 : _____ “ and say the rest in English, or say the whole phrase in Chinese with just the brainstormed word in English, which the teacher then provides in Chinese, writing it on a “unit vocabulary” chart with pinyin, character, and sketch or English translation (very small, just as a reminder/scaffold).

Teacher brings students close to the front of the room to be seated on the rug for a short, **contextualized “mini-lecture”** in the target language. As with all input such as “mini-lectures,” two students are selected to serve as “observers” and will acknowledge good learning behaviors (making good decisions, solving problems, and showing respect) they notice their friends engaging in by awarding them a “Mandarin Miscellany” award card or other literacy related item, such as a pencil, notepad, bookmark, etc.

On large chart paper, or butcher paper, the teacher will have prepared, in advance, a lightly penciled version of a **map of their school**. If you don’t think you can plan it freehand (which is fine, it doesn’t need to meet a cartographer’s standard), make an overhead transparency of an official school site plan or send it through your computer and shine it through an LCD projector onto the big chart or butcher paper and trace it. (See “materials.”) Following is a suggested script to go with it based on Mandarin:

(Look at the list of brainstormed ideas and incorporate some of them into this contextualized mini-lecture...) [Begin marking over the pencil lines to draw the map of the school, saying what you’re doing in the target language, such as, “*Here’s the parking lot, here’s the school secretary’s desk, the principal’s office,*” etc. Write the characters and pinyin for the most important places.] “*Our school is made of **buildings*** [write it – “say it with me” – repeat it, add a picture file card and point to the building in it, and perhaps show some other picture file cards that have other types of buildings in them], *and open areas like the **playground*** [write it – “say it with me” – repeat it, add a picture file card] *and **lunch area*** [write it – “say it with me” – repeat it, add a picture file card]. *Our school has places for large groups to assemble like the **auditorium*** [write it – “say it with me” – repeat it, add picture of your actual auditorium] *and the **cafeteria*** [write it – “say it with me” – repeat it, add a picture file card of your school’s cafeteria, if there is one]. *In the buildings are **offices, classrooms, storage rooms, and closets, and even a teacher’s lounge*** [write it each one – “say it with me” – repeat it, add a picture file card of each kind of place]. *Here is the **girls’ bathroom*** [write it – “say it with me” – repeat it, add a picture file card] *and here is the **boys’ bathroom*** [write it – “say it with me” – repeat it, add a picture file card]. You may also periodically pause, have the students think about what they understand about the lesson so far, then put their heads together with a partner (tóu jìn - 头近) and make sure every child has a chance to tell a partner what they think the teacher is telling them in Chinese. The teacher listens in on these mini-conversations and collects feedback on what is being understood correctly, either for an instant replay/reteach or amplification of the lesson’s key concepts.

[Draw a graphic organizer below the map of the school (see blackline master below as a sample) and explain the building blocks of learning.] “*The reason our community built our school is to help each new generation of students learn **skills and knowledge*** (you may need to use L1 to translate this phrase, but do write it and add picture file cards to contextualize it) ***Skills** students develop in school include: **physical skills** such as **kicking, batting, and jumping*** [act out the verbs]; ***academic skills** such as **reading and writing*** [act out reading and writing]; *and **thinking skills** such as **focusing, gathering information, remembering, and organizing***; *and **social skills** like **cooperation, conflict management, and assertiveness** to prepare them to be good citizens to make good decisions, show respect for each other, and solve problems of the future.* [They will recognize these phrases from the three standards for individual behavior related to the award cards.] *For students to build skills they need to **practice***. [write it – “say it with me” – repeat it, add a picture file card of someone practicing piano or in batting practice] ***Knowledge*** [write it – “say it with me” – repeat it] *refers to things we know and understand like **facts, concepts, and experiences***. Sir Francis Bacon (show a picture file card) wrote, “**Knowledge is power**” in 1597 [Draw the head/brain with a light bulb and muscle arms – “say it with me, ‘knowledge is power’”]. Over 2000 years ago, Confucius (show a picture file card) said, “**You cannot open a book without learning something**” [Draw an open book with sparkles coming out of it– “say it with me, ‘you cannot open a book without learning something.’”]

“*Finally, here are some of the basic **building blocks of learning*** [write it – “say it with me” – repeat it, add a picture file card of building blocks] *in an elementary school: **math, reading, writing, spelling, science, social studies, music, art, and physical education***” [after each word, write it – “say it with me” – repeat it, add picture file cards to

contextualize it].

[**Signal word** – students repeat it, do kinesthetic, and are allowed to say the English translation if they need confirmation. In this first lesson, the signal word might be “school” in Mandarin with the students putting their hands out in front of them to represent a building, then move the hands to represent a book. Pairs share what they know about places in the school, using L1 in a whisper is okay for this step.]. *“When I give you the signal word, turn to a neighbor and share two facts about schools and learning that are most interesting to them.”* [Signal word – students repeat it, do kinesthetic, and are allowed to say the English translation if they need confirmation.]

[During this input or direct instruction, the observers were watching for students making good decisions, showing respect and/or solving problems, so be sure to take a minute to let each one award a “Mandarin Miscellany” slip to someone who has **earned** it, and tell specifically what they saw the person do that earned it!]

“Return to your seats to complete your learning log by duplicating the chart and completing the “text and you” columns — three facts in the “text” column and an opinion, comment, feeling, reflection, or preference in the “you” column.”

SIMILARITIES AND DIFFERENCES

On a different day, review this graphic with pictures of schools in China, to compare and contrast schools in America with schools in China.

Debrief in English

One way to debrief this input chart listed in the direct instruction section is to review it by pointing and talking about it again in the target language, but having the students say chorally, in English, what they think you are saying. That way if they are misunderstanding something, the teacher may correct, clarify, and reinforce the correct meaning. Another way is to have students give a kinesthetic gesture to show they understand specific words. Students — as a whole group, pairs, or individuals — may also point to the appropriate spot on the chart as the teacher says key vocabulary. The teacher may also choose to briefly “put on his/her English hat” or “click on his/her English speech” and ask if there are any questions or clarifications needed.

TPRS – Total Physical Response Storytelling AKA Teaching Proficiency through Reading and Storytelling

Circling is an intentional strategy to repeatedly expose students to the target structures and attune their ear to pronunciation. The teacher states this circling pattern in Mandarin Chinese with students responding and the teacher repeating as a way of affirming their statements.

Circling on the phrase, “Students learn in classrooms and other places in the school.”

Teacher pre-teaches the phrase, making sure everyone knows what each word means and agreeing on gestures to indicate each word, such as pointing to each other for “students,” pointing to the head for “learn,” forming a square shape with hands for “classrooms,” and pointing several other directions for “other places in the school.” Then the teacher starts to “circle” the phrase, with the students’ job only to make the gestures and respond in English or Mandarin to indicate their understanding.

The following is a short example of circling (which should go on for approximately ten minutes or when the teacher has repeated the key vocabulary in the area of 50-75 times) — focused on the teacher statements and questions — missing most of the parts the students either say in response or indicate comprehension of by shaking or nodding their heads, or making kinesthetic gestures:

[opening statement, circling begins] “Students study in classrooms and other places in the school.”

Do students study in classrooms and other places in the school? [yes/no]

Yes, students study in classrooms and other places in the school.

Do students study in the auditorium? [yes/no]

No, students do not study in the auditorium. *Students study in classrooms and other places in the school.*

Do student study on the playground? [yes/no]

Not usually! Students do not study on the playground. *Students study in classrooms and other places in the school.*

Do students study in storage rooms and closets in the school? [yes/no]

No, students study in classrooms and other places in the school.

Do students study in the library? [yes/no]

Yes, students study in the library. *Students study in classrooms and other places in the school.*

Do students study in the library or in the bathroom? [either/or]

Yes, students study in the library, not the bathroom. *Students study in classrooms and other places in the school.*

Do students study in the library or eat hamburgers in the library? [either/or]

Right! Students study in the library, they don't eat hamburgers in the library. *Students study in classrooms and other places in the school.*

Who studies in classrooms and other places in the school? [interrogatory words]

Correct! Students study in classrooms and other places in the school. *Students study in classrooms and other places in the school.*

Do dogs and cats study in classrooms and other places in the school? [changed subject]

Of course not! Dogs and cats do not study in classrooms and other places in the school, students do. *Students study in classrooms and other places in the school.*

Where do students study? [another interrogatory]

Yes, that's where students study! Students study in the classroom. *Students study in classrooms and other places in the school.*

Where else do they study? [extending the interrogatory]

Yes, some students also study in the library. So, in conclusion, students study in classrooms and other places in the school.

[closing statement, circle completed]

Extend the Learning: School-Home Connection and Class Projects, Small Group Activities, Individual Practice

SCHOOL-HOME CONNECTION

Students survey family members and friends about what their elementary school was like and the places they used to study in the school. Students ask at least one of these people to draw a map of their elementary school from memory, labeling the areas (in English is fine). Students compile a list of at least two people they've surveyed including a short explanation of what they learned about their family's/friends' elementary schools. Students will share their findings with other students the next day. Points are earned for the team for bringing in their survey results and sharing them.

ADDITIONAL ACTIVITIES

Another day, students may be asked draw a map of their own school and label it in English and Mandarin. Similarly, another day the assignment might be to think about where they usually study outside of the school and draw a map of that place along with some thoughts about whether it's a good place for studying and why.

CLASS PROJECTS

If at all possible, students should be given the opportunity to go on a tour of their school, perhaps with prepared name cards in English and Mandarin, to label several places in the school. Upon return to their classroom, teams

can construct sentences about what places they visited and where they put their labels, using sentence frames and word banks to use as much of the target language as they can without putting a damper on the fun! Teams can also do a collaborative poster map of their school, labeling all the places they can, and identifying the “best” places to study, in their opinions. Of course, when the posters are hung for a gallery walk, each student must be able to explain the poster to visitors (when s/he is the docent) and tell how the team decided on the best places to study in the school.

Instructional Resources and References

How to Use These Lessons

<http://mandarin.sdcoe.net/cd3.html>

Refer to the guide for using these lessons for more information.

Strategies Matrix: Teaching Strategies for World Language Classrooms

<http://mandarin.sdcoe.net/cd3.html>

This matrix offers a compendium of instructional strategies that accelerate language acquisition, ensure student engagement, and lead to high levels of student achievement.

Places in the School

Information on “green” schools

<http://www.greenschoolbuildings.org/Homepage.aspx>

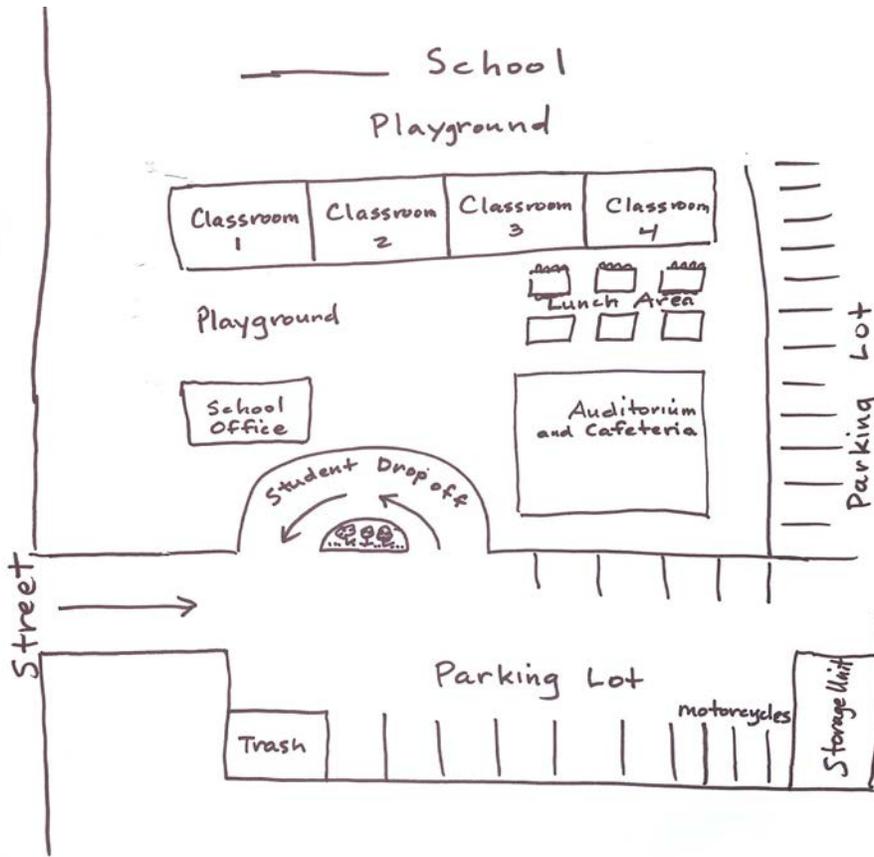
Note: The school district’s website may have maps and pictures of your school. This lesson is most effective when the teacher takes photos of the actual school and uses those as picture file cards.

Lesson Materials

BLACKLINE MASTER for contextualized mini-lecture (with 10/2) for previous section: Teacher Bridges to the Content Connection or Builds Schema for Students (Direct Instruction: Age and Stage-appropriate)

“School Buildings and the Building Blocks of Learning”

(Big Picture Contextualized Mini-Lecture for Unit 6, Lesson 1)



This is a “place holder” sample of a school map. You draw a map of your school.

Label everything in Mandarin as you go through the “script” in the suggested contextualized mini-lecture above.

Picture File
Cards

Don't forget the picture file cards, and take some photos of your actual school for the best contextualization.

S. R. Fox, SDCOE, 2011

Mandarin Miscellany

普通话集锦

pǔtōnghuà jíjīn

Add your own visuals (with your students) to make these award cards even more motivating for your students!

Here is a bird's eye view of a school.

这是一个学校的俯视图。

zhè shì yī ge xué xiào de fǔ shì tú

A student studies in the school library.

一个学生在图书馆学习

yī ge xué sheng zài tú shū guǎn xué xí.

Students listen to their teacher in the classroom.

学生们在教室里听老师讲课。

xué sheng men zài jiào shì lǐ tīng lǎo shī jiǎng kè.

A student is eating lunch in the school cafeteria.

一个学生在餐厅吃午饭。

yī ge xué sheng zài cān tīng chī wǔ fàn.

This classroom is empty.

教室是空的。

jiào shì shì kōng de.

A school bus is parked in front of the school.

一辆校车停在学校的前门。

Yī liàng xiào chē tíng zài xué xiào de qián mén.

Picture File Cards – Shrink or enlarge as needed for posters, playing cards, and so on. Use your own pictures as much as possible with place and people the students know, or search for some on the Internet.



Middle School in Fuzhou City, Fujian Province, China.

Photo by Sally Fox