

Unit 6: School Buildings and the Building Blocks of Learning
 Lesson 2: Classrooms and their Furnishings

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: **zhuō dǎo**

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

[hand at nose goes upward] examples in pinyin: **hái péng máo**

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] example in pinyin: **juǎnbǐ**

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: **jiàoshì dào chù**

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

[fingers of hand close as hand makes tap movement] examples in pinyin: **de, ge** and **ma**

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

Poems, Chants, and Songs		
English	Chinese Characters	Pinyin
Chants (with clapping) for this lesson:		
Chairs and tables! Floors and rugs! Maps and globes! Chairs and desks! Windows and curtains! Scissors and rulers! Books and papers! Pens and pencils! Boards and posters! Computers, too! Sharpeners, too! Dictionaries, too!	椅子和桌子！ 地面和地毯！ 地图和地球仪！ 椅子和书桌！ 窗户和窗帘！ 剪子和尺子！ 书和纸！ 钢笔和铅笔！ 黑板和海报！ 还有计算机！ 还有卷笔刀！ 还有字典！	yǐzi hé zhuōzi dìmiàn hé hītǎn dìtú hé dìqiúyí yǐzi hé shūzhuō chuānghù hé chuānglián jiǎnzi hé chǐzi shū hé zhǐ guāngbǐhé qiānbǐ hēibǎn hé hǎibào háiyǒu jìsuànjī háiyǒu juǎnbǐdāo háiyǒu zìdiǎn
Poems for this lesson:		
I know a classroom in America, Furnished with tables and chairs for teams to work together, With computers and technology to access the world. I know a classroom in America, where I go to school. I know a classroom in China, Supplied with books and resources for students to study, With special brushes, xuan rice paper, and ink wells for calligraphy. I know a classroom in China, where my friends go to school.	我知道美国的教室， 里边有桌子和椅子供小组活动， 有电脑和多媒体和世界沟通。 我知道美国的教室，那是我上课的地方。 我知道中国的教室， 有学生学习用的书和其他的材料， 有毛笔、宣纸、墨汁用来练习书法。 我知道中国的教室，那是我的朋友上课的 地方。	Wǒzhīdào měiguó de jiàoshì Lǐbiān yǒu zhuōzi hé yǐzi gòng xiǎozǔ huódòng Yǒu diànnǎo hé duōméitǐ hé shìjiè gōutōng Wǒzhīdào měiguó de jiàoshì, nà shì wǒ shàngkè de dìfāng Wǒzhīdào zhōngguó de jiàoshì Yǒu xuéshēng xuéxí yòng de shū hé qítā de cáiliào Yǒu máobǐ xuānzhǐ mòzhǐ yònglái liànxí shūfǎ Wǒzhīdào zhōngguó de jiàoshì, nà shì wǒ de péngyǒu shàngkè de dìfāng
Song for this lesson (can be sung to the tune of “Frère Jacques”):		
Classroom furnishings, classroom furnishings School supplies, schools supplies Things to help me study Things to help me learn Here and there, here and there.	教室里的家具，教室里的家具 学习用品，学校设备 帮助我学习 帮助我学习 到处都是，到处都是。	Jiàoshì lǐde jiājù, jiàoshì lǐde jiājù xuéxí yòngpǐn, xuéxiào shèbèi bāngzhù wǒ xuéxí bāngzhù wǒ xuéxí Dàochù dōushì, dàochù dōushì

Teacher Modeling of Communication followed by Student’s Structured Practice

Message Functions/Structure	Key Vocabulary/Phrases	Strategies for Oral Practice
<p>Knowledge questions and answers</p>	<p>What is this? [Hold up a picture file card or an item or walk around the classroom touching things – place labels with characters and pinyin large, English translation very small if at all.] zhèshìshénme 这是什么？ This is a(n) _____. zhèshì _____ 这是_____。</p>	<p>Students in pairs or triads may take turns holding up picture file cards or realia, or they may <u>walk the walls</u>, walk around the classroom touching things and naming them, and keeping a list of what they’ve labeled or filling a small vocabulary booklet.</p> <p><i>(Refer to the Instructional Resources of this lesson to access the Strategies Matrix: Teaching Strategies for World Language Classrooms, which describes the underlined strategies.)</i></p>
<p>Classifying and discriminating</p>	<p>Is this a school furnishing or a supply? zhèshì xuéxiào shèbèi háishì xué xí yòngpǐn 这是学校的设备还是学习用品？</p> <ul style="list-style-type: none"> • Pencil (supply) qiānbǐ 铅笔 • Computer (furnishing) jìsuànjī 计算机 • Table (furnishing) zhuōzi 桌子 • Sharpener (furnishing) juǎnbǐdāo 卷笔刀 • Rug (furnishing) dìdiàn 地垫 • Ink (supply) mòshuǐ 墨水 • Calligraphy brush (supply) máobǐ 毛笔 • Flags (furnishing) 	<p>Students ask and answer this basic question at least ten times, using the strategy <u>envelope sort</u>, in which small papers with the words in the center column are mixed up in the envelope. Using a T-graph chart with a “furnishings” column and a “supplies” column, pairs or teams discuss the word cards and decide whether each item is a furnishing or a supply. This is a revisiting of the teacher input via “contextualized mini-lecture” so students can refer to the teacher’s chart when in doubt.</p> <p>In their primary language, they may discuss why an item fits in one column versus another. Then, each pair or team comes to a consensus and practices answering the two bottom questions (The important characteristic of furnishings is _____ and the important characteristic of supplies is _____.)</p>

	<p>qí 旗</p> <ul style="list-style-type: none"> • Paper (supply) zhǐ 纸 • Calligraphy rice paper (supply) xuānzhǐ 宣纸 • Chair (furnishing) yǐzi 椅子 • Erasers (supply) qiānbǐ 铅笔 <p>What is an important characteristic of furnishings? What is an important characteristic of supplies?</p>	
Reporting Information	<p>Finally, each pair or team says this sentence reporting about their T-graph: <i>These go in the furnishings column because they all _____</i> [example: stay in the room and get used year after year]. <i>These go in the supplies column because they all _____</i> [example: get used up and replaced regularly].</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.

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,” when the teacher needs to occasionally turn his/her back in order to write on a chart, 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” note or other literacy related item, such as a pencil, notepad, bookmark, etc. (See “materials.”)

On large chart paper, or butcher paper, the teacher will have prepared, in advance, a lightly-penciled version of the blackline master for this lesson (see later page). If you don’t think you can copy it freehand, make an overhead transparency or send it through your computer and shine it through an LCD projector onto the big chart or butcher paper and trace it. This particular lesson is easy because it’s really a T-graph with a visual word bank of the key vocabulary. (See “materials.”) Following is a suggested script to go with it based on Mandarin:

Draw a large T-graph chart you pre-labeled “School Furnishings” on one side and “School Supplies” on the other, saying what you’re doing in the target language, such as, *“I’m drawing a line down the center of this chart because we are going to categorize our new vocabulary in two ways, “school furnishings” [write it over your penciled notes in target language, using one color marker for that whole column – “say it with me”] and “school supplies” [write it over*

your penciled notes in target language, using another color marker for that whole column – “say it with me”). Explain the difference between furnishings (“things in the classroom that are used year after year with many groups of students”) and supplies (“things in the classroom that are used up by this year’s group of students and need to be replaced regularly”). These two definitions should also be written next to the title, or you could prepare them on cardstock in advance and just post it next to each column. “*Classrooms everywhere have some **furnishings** [point to the word already written – “read it with me” – repeat it], and some **supplies** [point to the word already written – “read it with me” – repeat it] to help **students study** [write it over your penciled notes in target language – “say it with me”] and learn at school, because **schools are for learning**” [write it over your penciled notes in target language – “say it with me” – show a picture file card].*

Use a bag full of items to pull out one piece of *realia* or a picture file card at a time to introduce it. Name it in the target language and list it on the T-graph as follows: [if you pull out a miniature table or picture file card of a table] “*An example of a typical furnishing in a school is the **table** students sit at [write the word – “read it with me” – sketch a table or show and post a picture file card of a student table – repeat it]. [Pull from the bag of stuff again, or have a student reach in — if you pull out a chair, say...] Another example of a typical furnishing in a school is the **chair** students sit on [write the word – “read it with me” – sketch a chair or show and post a picture file card of a student chair – repeat it]. [Pull from the bag of stuff again, or have a student reach in — if you pull out a pencil, say...] On the other side, an example of a typical supply in a school is the **pencil** students use for writing [write the word – “read it with me” – sketch a pencil or show and post a picture file card of a student’s pencil – repeat it]. [Pull from the bag of stuff again, or have a student reach in — if you pull out a piece of paper, say...] Another example of a typical supply in a school is the **paper** students write on [write the word – “read it with me” – sketch a piece of paper or show and post a picture file card of a piece of paper – repeat it].*

[Pause for a 10/2 so students can confirm and reinforce their learning and understanding by processing it with a partner. Give a prompt such as, “When I give you the signal word, tell a partner what you think is more important, furnishings or supplies. SIGNAL WORD!” Give a sentence starter (“What do you think is more important?”) if necessary, and allow primary language for this thinking aloud. Let them talk for two minutes or so, listening in on their conversations to get feedback about how well they’re understanding the mini-lecture. Then take a minute for the observers. During this input or direct instruction, the observers are watching for students making good decisions, showing respect and/or solving problems, 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!]

“*Let’s go back to our T-graph chart and our bag of stuff. [Pull from the bag of stuff again, or have a student reach in—if you pull out a miniature computer or picture file card of a computer, say...] Another example of a typical furnishing in a school is the **computer** students use [write the word – “read it with me” – sketch a computer or show and post a picture file card of a student table – repeat it]. [Pull from the bag of stuff again, or have a student reach in — if you pull out a sharpener, say...] Another example of a furnishing in a school is the **sharpener** students use to sharpen their pencils [write the word – “read it with me” – sketch a sharpener or show and post a picture file card of a sharpener – repeat it]. [Pull from the bag of stuff again, or have a student reach in — if you pull out a calligraphy brush, say...] On the supply side of the T-graph, an example of a supply in a school is the **calligraphy brush** students use in China for writing Chinese characters [write the word – “read it with me” – sketch a pencil or show and post a picture file card of a calligraphy brush – repeat it]. [Pull from the bag of stuff again, or have a student reach in — if you pull out a bottle of ink, say...] Another example of a supply in a school in China is the **ink** students use for their calligraphy [write the word – “read it with me” – sketch an inkwell or show and post a picture file card of an inkwell– repeat it]. [Pull from the bag of stuff again, or have a student reach in — if you pull out a miniature rug or picture file card of a rug or carpet, say...] Another furnishing in a school is the **rug** on the floor students sometimes sit on [write the word – “read it with me” – sketch a rug or show and post a picture file card of a classroom rug – repeat it]. [Pull from the bag of stuff again, or have a student reach in — if you pull out a miniature flag, say...] One last example of a typical furnishing in a school is the **flag or flags** in the room for the pledge of allegiance – although the flags are different in China and America [write the word – “read it with me” – sketch an American flag or show and post a picture file card, and then sketch a Chinese flag or show and post a picture file card – repeat it]. [Pull two items from the bag of stuff again, or have a student reach in to pull out the final two items, a piece of rice paper and an eraser, say...] On the supply side, our last two examples of typical school supplies are the **rice paper** students in China use for calligraphy [write the word – “read it with me” – sketch a sheet of rice paper or show a sample or post a picture file card of rice paper – repeat it] and an **eraser** students use to erase mistakes made in pencil” [write the word – “read it with me” – sketch an eraser or show and post a picture file card of a*

student's eraser – repeat it].

[Pause for a 10/2 so students can confirm and reinforce their learning and understanding by processing it with a partner. Give a prompt such as, “When I give you the signal word, tell a partner the name of three classroom furnishings and three classroom supplies. SIGNAL WORD!” Give a sentence starter (“Three classroom furnishings are _____. Three classroom supplies are _____.”) if necessary, and encourage using as much of the new vocabulary as they can by referring back to the T-graph chart. Let them talk for two minutes or so, listening in on their conversations to get feedback about how well they’ve understood the mini-lecture. Then take a minute for the observers. During this input or direct instruction, the observers are watching for students making good decisions, showing respect and/or solving problems, 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 T-graph chart with at least three items on each side.”

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 in China and America have furnishings and supplies in their classrooms.”

Teacher pre-teaches the sentence, making sure everyone knows what each word means and agreeing on gestures to indicate each word, such as pointing to China on the world map for “China” and to America on the world map for “America,” the American Sign Language sign for “have” (two hands out, palms up, reaching toward self, sort of like a toddler saying “gimme, gimme”), etc. 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 or indicate comprehension of by shaking or nodding their heads, or making kinesthetic gestures:

[opening statement, circling begins] “Students in China and America have furnishings and supplies in their classrooms.”

Do students in China and America have furnishings and supplies in their classrooms? [yes/no]

Yes, students in China and America have furnishings and supplies in their classrooms.

Do students in China and America have no furnishings or supplies in their classrooms? [yes/no]

No, students in China and America do have furnishings and supplies in their classrooms.

Do students in China and America have furnishings and supplies in their classrooms or do they have chocolate furniture and soda pop in their classroom? [either/or]

Students in China and America have furnishings and supplies in their classrooms, not chocolate furniture and soda pop.

Do students in China and America have furnishings and supplies in their classrooms, or do students on the moon and Mars have furnishings and supplies in their classrooms? [either/or]

Right, students in China and America have furnishings and supplies in their classrooms, not students on the moon and Mars! In fact, there are no students on the moon or Mars, as far as we know!

Who has furnishings and supplies in their classrooms? [interrogatory]

Exactly, students in China and America have furnishing and supplies in their classrooms.

What do students in China and America have in their classrooms? [interrogatory]

You're right! Students in China and America have furnishings and supplies in their classrooms.

[closing statement, circle completed]

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

SCHOOL-HOME CONNECTION

Students write the names of school furnishings and supplies on a sheet of paper and ask their parents and older family members whether they can think of any additional items to include on the list. 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 to do some Internet or library research with a parent or older sibling about schools in China or Taiwan, looking specifically for evidence of furnishings or supplies that may be similar or different from classrooms in America. They either print out or write down some of the facts and ideas they get from their research for "show and tell" to their team.

CLASS PROJECTS

Each student is given an item that is considered either a classroom furnishing or supply (realia), or is assigned a picture file card of something that's too big to carry. Using the structure, "**stand up, hand up, pair up,**" students stand up and mingle around the room when the music is on (or they're singing a Chinese song) until the music stops (or the teacher gives a "stop" signal). Then they put their hand up and look around for the closest person to them to do a "high five" and pair up. Then, using sentence frames and word banks to talk to each other about the item they have, they use as much of the target language as they can without putting a damper on the fun! At a minimum, they will practice saying, "I have a _____. What do you have?" before the music starts again and they have to shake hands and say, "thank you, good-bye" and move around the room to find another partner when the music stops.

Another project is to have teams create a collaborative map of their school with certain places (such as their classroom) detailed with placement of furniture, doors, windows, etc. This map can be presented through the "gallery walk" structure so students have the opportunity to explain how they decided what to represent, and students viewing their work have the opportunity to comment on it, ask questions, or make a suggestion.

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.

Classrooms and their Furnishings

Online vendors of school furnishings and supplies, to get ideas

<http://www.coyoteschoolfurnishings.com/>

<http://www.directadvantage.com/>

<http://www.discountschoolsupply.com/>

<http://www.gramcoonline.com/>

<http://www.k12schoolsupplies.net/>

<http://www.lakeshorelearning.com/home/home.jsp>

Information on school supplies in related to Chinese calligraphy

<http://chinesecalligraphystore.com/catalog/calligraphy-supplies-c-38.html>

<http://www.aswexpress.com/discount-art-supplies/sumi-e-and-chinese-calligraphy.html>

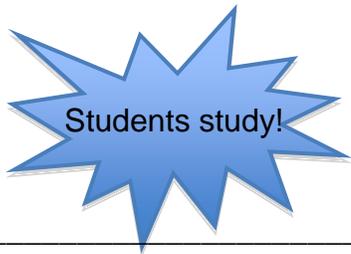
<http://www.houserice.com/japsumpainse.html>

http://www.orientalartsupply.com/chinesepainting_home.cfm

Lesson Materials

BLACKLINE MASTER for contextualized mini-lecture (with 10/2)

School Buildings and the Building Blocks of Learning
 (Big Picture Contextualized Mini-Lecture for Unit 6, Lesson 2)



School Furnishings
 (Things in the classroom that last for years.)

School Supplies
 (Things in the classroom that get used up and replaced often.)

table (sketch, realia, or picture file card)

pencil (sketch, realia, or picture file card)

chair (sketch, realia, or picture file card)

paper (sketch, realia, or picture file card)

computers
 (sketch, realia, or picture file card)

calligraphy brushes (China)
 (sketch, realia, or picture file card)

sharpener
 (sketch, realia, or picture file card)

ink and ink well (China)
 (sketch, realia, or picture file card)

rug (sketch, realia, or picture file card)

xuan rice paper (China)
 (sketch, realia, or picture file card)

flags (sketch, realia, or picture file card)

erasers (sketch, realia, or picture file card)



(Put things and pictures in the Bag of Stuff and pull them out for dramatic effect, focus, and motivation.)

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!

Chairs and tables!

椅子和桌子！

yǐzi hé zhuōzi

Books and papers! Clock and pencil!

书和纸！钟和铅笔！

shū hé zhǐ! zhōng hé qiānbǐ!

Computers for research and practice!

电脑用来练习和研究！

diànnǎo yòng lái liànxí hé yánjiū

Maps and globes help us get to know the world!

地图和地球仪帮助我们了解这个世界！

dìtú hé dìqiúyí bāngzhù wǒmen liǎojiě zhègè shìjiè

Xuan paper won the Golden Award at the Panama
International Exposition held in San Francisco in 1915.

一九一五年，宣紙在舊金山舉行的
巴拿馬國際博覽會上獲得世界
金獎。

Yī jiǔ yī wǔ nián, xuānzhǐ zài jiùjīnshān jǔxíng de banámǎ
guójì bólanhuì shàng huòdé shìjiè jīnjiǎng.

Classrooms often have state and national flags in them.

教室里经常有国旗和州旗。

jiàoshìlǐ jīngcháng yǒu guóqí hé zhōuqí

Picture File Cards – Shrink or enlarge as needed for posters, playing cards, and so on. Use your own photos with pictures of places and things in your own school, or search the Internet.

