

# My House

**Grade Level:** Grade Two

**Unit Theme:** My House

**Ohio Standards Connection:** Foreign Language

**Standard:** Communication: Communicate in languages other than English.

**Benchmark D:** Give and follow a short sequence of instructions.

**Indicator 4:** Make simple requests for peers to follow (e.g., Stand up./Tatte kudasai. Steh auf. Turn around./Da la vuelta. Listen./tīng.).

**Benchmark K:** Present information orally, signed or in writing.

**Indicator 15:** Label familiar objects or people (e.g., school supplies, family members, geometric shapes) and share with others.

**Unit mode(s) of focus:** Interpretive and Presentational

## Unit Description

In this multi-day unit, students will gain the ability to identify different rooms and match furniture or objects appropriately with the rooms in Chinese. Students will be able to understand the story of Goldilocks and the Three Bears in Chinese. Students will be able to identify Chinese language speaking cities in the United States of America. Finally, students will label a diagram of their home and explain it to their peers.

## Performance Outcomes

Students will be able to:

- Identify the rooms of the house;
- Match the labels of the rooms with the appropriate furniture and objects;
- Answer questions about Goldilocks and the Three Bears in Chinese;
- Express themselves answering the question, “我住哪? Ni zhù nǎ? Where do you live?”
- Say the names of the cities in the United States where Chinese is spoken by many people; and
- Be aware that the majority of Chinese people reside in high-rise apartment buildings, whereas most Americans in Ohio live in houses. Students will also be aware that geographical expression of a residence is expressed differently; e.g. the biggest place comes first and the smallest one comes next in Chinese versus the smallest goes first and the biggest goes last in English.
- Label and present their homes to peers.

**Time Frame/Estimated Duration:** *Five classes / Two and one-half hours*

### **General Tips from the Writers**

Modify the time needed for this unit based on class size and time it takes to move through the activities.

### **Pre-Assessment**

- Display a picture of a house so you see a kitchen, a bedroom, a bathroom, and a living room.
- Have two or three pictures of furniture items, or use play furniture, for each of the rooms (e.g., a table and a chair for the kitchen; a bed, teddy bears, toys, pillows, comforters for the bedroom; a toilet and towels for the bathroom; a TV, a telephone, an electronic game machine, and a computer for the living room).
- Create a context where you need to place the items in the correct room. For example, the child is helping an aging grandparent with housecleaning. Call on individuals to place the items correctly as you say the name of the items.
- Observe and correct placement as needed. If objects are placed correctly, continue. If not, do another sorting exercise to ensure that learners understand sorting by room.

### **Pre-Assessment Scoring Guidelines**

The Pre-Assessment shall not be scored. Use it to guide your instruction in terms of pacing.

### **Unit Assessments and Scoring Guidelines**

#### **Interpretive Assessment**

Observe students as they place objects in the correct rooms of the house and act out Goldie Locks and the Three Bears.

#### **Interpretive Assessment Scoring Guidelines**

Use Attachment A, Student Checklist, to keep track of scores.

#### **Presentational Assessment**

- Students will present their home diagrams to peers. Conduct the post assessment. There are two parts to the Post-Assessment. Each part may take quite some time to complete, depending upon the number of students. Be sure to plan appropriately so that if you are working with individuals or pairs of students the others are working on something as well. Use Attachment A, Student Checklist, to keep track of scores.
- For the Post-Assessment, provide students with large pieces of paper. Have them draw a house with a kitchen, bedroom, bathroom, and living room.
- Have a handout (Attachment B, Post-Assessment: Furniture) with black and white pictures of all of the pieces of furniture or objects reviewed during the unit. Explain that they are to select at least two pieces to cut and paste into the appropriate room. As an example, they could cut out a picture of a bed and paste it into the bedroom they drew on the large piece of paper.
- Once they have completed this, provide them with a handout with labels for each of the five rooms (Attachment C, Post-Assessment: Labels). Have them cut out and

paste the appropriate label for each room. For example, the label for bathroom should be placed where they have pasted items for a bathroom (toilet and towels). Note: If students learn to write the four room names themselves, have them label in characters.

- Have students present and describe their houses to the class, to you or to small groups of students.

### **Presentational Assessment Scoring Guidelines**

To score the Post-Assessment, use the rubric given in Attachment D, Post-Assessment Scoring Guidelines

### **Vocabulary and Structures**

卧室 wòshì bedroom

床 chuáng bed

厕所 cèsuǒ bathroom

椅子 yǐzi chair

计算机 jìsuànjī computer

厨房 chúfáng kitchen

生活区 shēnghuǒ qū living room

枕头 zhěntóu pillow

桌子 zhuōzi table

熊 xióng teddy bear

电话 diànhuà telephone

马桶 mǎtǒng toilet

毛巾 máojīn towels

玩具 wánjù toys

电视 diànshì TV

我在房子里的什么地方? Wǒ zài fángzi lǐ de shénme dìfāng? Where am I in my house?

我住哪? Ni zhù nǎ? Where do you live?"Wǒ zhù ..."

### **Materials, Resources and Useful Web Sites**

Flash cards, a picture of a house section, play furniture, teacher-made character labels, a map of USA

Book of Goldilocks and the Three Bears

[www.flacity.cn/flash/1/13/116/200611185997.html](http://www.flacity.cn/flash/1/13/116/200611185997.html)

### **Sequence of Activities**

#### **Day One**

- Conduct the Pre-Assessment.
- Display the picture of a house section such that you see a kitchen, bedroom, bathroom, and living room.

- Have available labels for each room that you can attach to the different rooms in the house. As you review the layout of the house, have students repeat the names as you show the labels you attach. Repeat the names several times for each room. Ask students to raise their hands to answer the question, “这是什么？ Zhèshìshén me? What is this?” as you point to a picture of an item. Call on individuals who volunteer. Prompt their attempts to say the words as necessary.
- Ask yes/no, choice, and identification questions.

### Day Two

- Ask students, “这是什么？ Zhèshìshén me? What is this?” while holding up a picture of table and chairs. Then ask, “这两件是呆在厨房吗？ zhè liǎng jiàn shì dāi zài chúfáng ma? Do those two items stay in the kitchen?” Repeat using the pictures of the items learned in Day One.
- Repeat the question-and answer activity as many times as you think necessary until students are ready for a game called “我在房子里的什么地方？ Wǒ zài fángzi lǐ de shénme dì fāng? Where Am I in the House?”
- With the picture of the kitchen, bathroom, bedroom, and living room, ask for a volunteer (A) to sit on a chair with his back facing the board and then have another volunteer (B) say: “我有一件食用家具 Wǒ yǒu yī jiàn shí yòng jīājù。 I have a piece of furniture for eating food. What is it?”
- When volunteer A responds, Volunteer B should place the picture in kitchen. Repeat the same activity with the class until the vocabulary of all the rooms is covered.

### Day Three

- Review the vocabulary from Day Two by asking, “这是什么？ Zhèshìshén me? What is this?” while holding up the pictures the various items.
- Read the book “格蒂拉柯和三只熊 Goldilocks and the Three Bears” to the class. During the reading, check on students’ understanding on the matching up of the rooms with the furniture and objects appropriately.
- Have different students act out the story.
- Have strip sentences of the story that you will put in order as a class based on visuals.

### Day Four

- Put up a map of US and start a quick review of the characters of north, south, east and west. Introduce the major cities in the US where there are many Chinese speakers.
- Guide students to guess which city you are talking about by stating: “这城市在美国的东北。多数人讲国语。我奶奶/外婆住在那儿。这是什么城市？ The city is in the northeast of the US。 Its people there speak Mandarin. My grandma lives there. What is that city?” The class or individuals respond, “它是波士顿 It is Boston.”
- Play a game where a student asks, “我的奶奶/外婆住在哪儿？ Where does my grandma live?” Others guess, “你的我的奶奶/外婆住在波士顿 Your grandma lives in Boston.” You may need to review this previously taught vocabulary before playing the game.

- Have the class repeat the same activity until the places of San Francisco and New York are covered.
- Briefly introduce the concept of how to form addresses in Chinese and talk about where one is from.

### **Day Five**

- Take a picture of a cat and tell students it is hiding from them. It wants to play a game. Lead the class to play the game of “我在房子里的什么地方? Wǒ zài fángzi lǐ de shénme dì fāng? Where Am I in the House?” Have students guess where the cat is.
- Conduct the post assessment. There are two parts to the Post-Assessment. Each part may take quite some time to complete, depending upon the number of students. Be sure to plan appropriately so that if you are working with individuals or pairs of students the others are working on something as well. Use Attachment A, Student Checklist, to keep track of scores.
- For the Post-Assessment, provide students with large pieces of paper. Have them draw a house with a kitchen, bedroom, bathroom, living room.
- Have a handout (Attachment B, Post-Assessment: Furniture) with black and white pictures of all of the pieces of furniture reviewed during the unit. Explain that they are to select at least two pieces of furniture to cut and paste into the appropriate room. As an example, they could color a picture of a bed, cut it out and paste it into the bedroom they drew on the large piece of paper.
- Once they have completed this, provide them with a handout with labels for each of the rooms (Attachment C, Post-Assessment: Labels). Have them cut out and paste the appropriate label for each room. For example, the label for bathroom should be placed where they have pasted items for a bathroom (toilet and towels).
- Have students present and describe their houses to the class, to you or to small groups of students.
- To score the Post-Assessment, use the rubric given in Attachment D, Post-Assessment Scoring Guidelines

### **Differentiated Instructional Support**

*Instruction is differentiated according to learner needs to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s). Different learning needs and different learning styles can be accommodated in group activities.*

- Pair students who are struggling with stronger students to provide help.
- Allow struggling students to respond with single words while encouraging other to respond with as complete a sentence as possible.
- Encourage heritage speakers to describe additional items in their homes.

### **Extensions and Home Connections**

- Ask heritage students to play the game “Where Am I?” with their parents at home adding one or two more items in each room.

- Ask heritage students to play the game “Where do I live?” with their parents at home adding one or two more places.
- Encourage all students to label the rooms and items in each room at home and teach his or her family the words.

**List of Attachments**

Attachment A, Student Checklist

Attachment B, Post-Assessment: Furniture

Attachment C, Post-Assessment: Labels

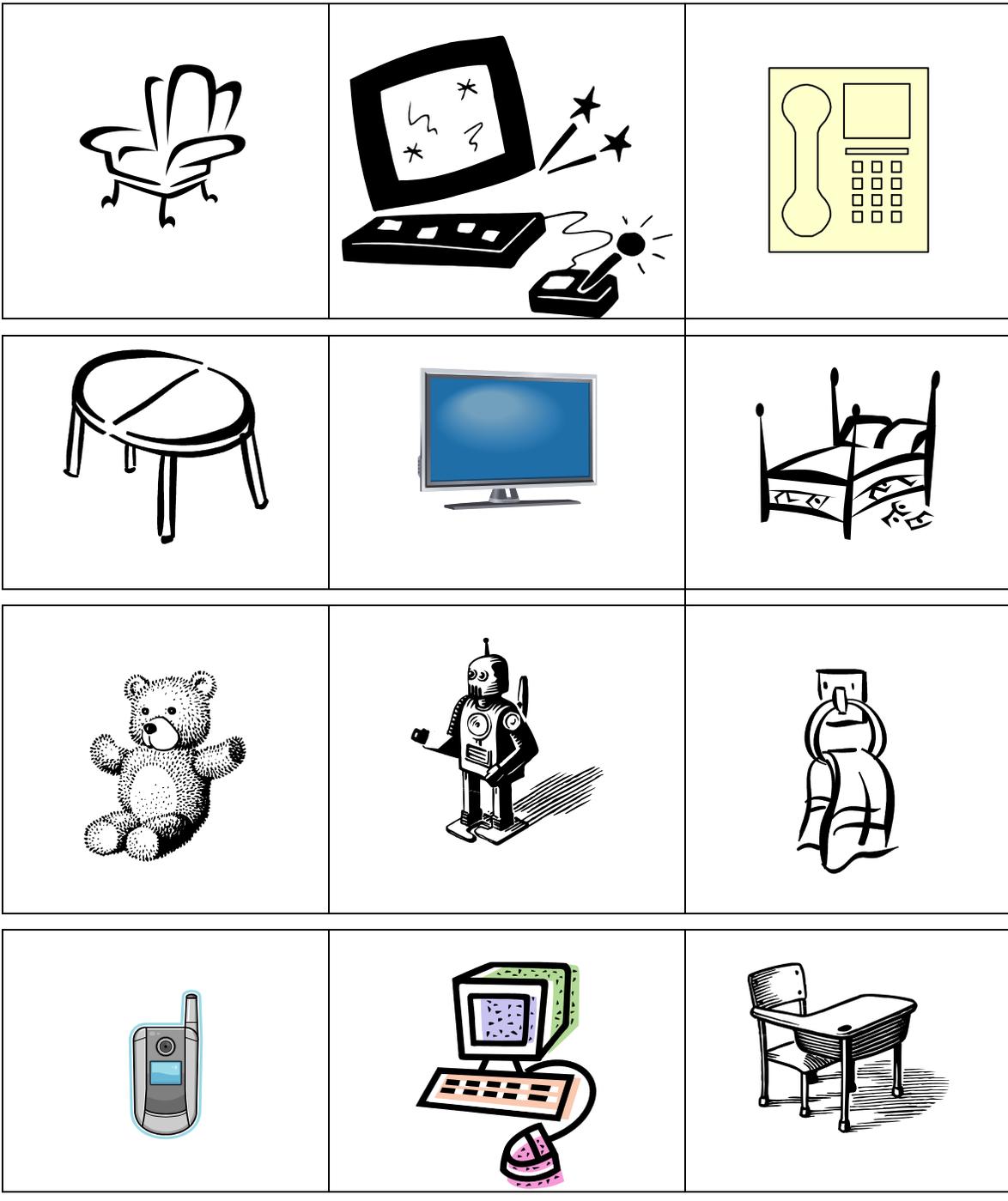
Attachment D, Post-Assessment Scoring Guidelines

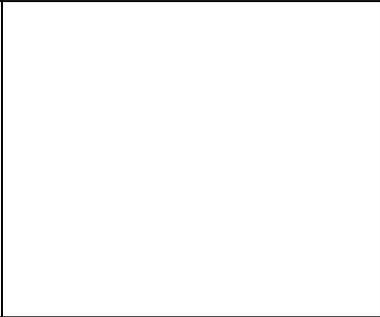
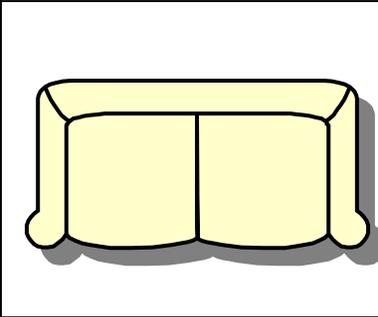
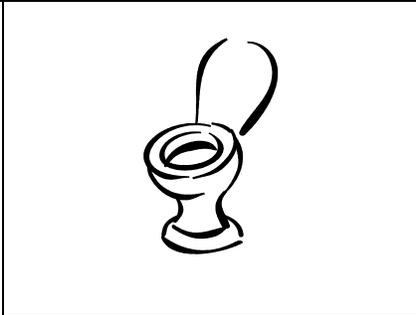


**Attachment B**  
Post-Assessment Part I: Furniture

Name: \_\_\_\_\_

Cut out the items below and paste those items on your drawing of a house in the correct room.





**Attachment C**  
Post-Assessment: Labels

Cut out the words below and glue them next to the correct picture on the attached sheet.  
You may wish to remove English first.

KITCHEN 厨房 ch ú f āng

BEDROOM 卧室 w ò sh ì

BATHROOM 厕所 c è suǒ

LIVING ROOM 生活区 sh ēnghuǒ qū

**Attachment D**  
Post-Assessment Scoring Guidelines

**Scoring Guidelines:**

Use the following rubric for the Post-Assessment.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Labeling	Student correctly labels all rooms.	Student correctly labels most rooms.	Student correctly labels some rooms.	Student correctly labels few to no rooms.
Vocabulary Knowledge	Student able to correctly recall the name of furniture and place items in rooms correctly	Student able to correctly recall the name of furniture and place items correctly most of the time.	Student able to correctly recall the name of furniture and place items correctly some of the time.	Student unable to correctly recall the name of furniture and place items correctly.
Pronunciation	Easily understood by others.	A few problems with comprehensibility, but generally understood.	Some problems with comprehensibility that impede comprehensibility.	Many errors that impede comprehensibility.