

Rooms in My School

Grade Level: Grade Two

Unit Theme: Rooms in a school

Ohio Standards Connection: Foreign Language

Standard: Communication: Communicate in languages other than English.

Benchmark C: Request clarification.

Indicator 3: Ask questions for clarification about daily activities and classroom routines (e.g., What's for lunch? Who's the line leader?).

Benchmark F: Identify people and objects based on descriptions.

Indicator 7: Identify accurate and inaccurate descriptions of people and objects (e.g., Snow is cold. The ball is square.).

Standard: Comparisons: Develop insight into the nature of language and culture.

Benchmark C: Identify and describe patterns of behavior in various cultural settings.

Indicator 3: Identify and describe cultural patterns, behaviors and activities (e.g., families, schools).

Benchmark D: Identify and describe products of the target culture and students' own culture.

Indicator 4: Identify similarities and differences between tangible products of the target culture and students' own culture (e.g., school supplies, toys).

Unit mode(s) of focus: Interpretive and Interpersonal

Unit Description

In this multiple-day unit, students will gain the ability to identify rooms or places in their school, and state various activities related to them. Students will first react to pictures of rooms, and then will use the target language to describe going to and performing activities in these locations in response to pictures and questions. Students will gain an understanding of similarities and differences between their school and schools in the target culture.

Performance Outcomes

Students will be able to:

- Label different rooms in the school (e.g. 食堂 shí táng cafeteria/

体育馆 tǐ yùguǎn gymnasium /library 图书馆 túshūguǎn/auditorium 礼堂 lǐ táng/classroom 教室 jiàoshì /bathroom 厕所 cèsuǒ/hallway 走廊 zǒuláng/playground 操场 cāochǎng/office 办公室 bàngōngshì/ clinic 医务所 yīwùsuǒ);

- Speak clearly and understandably with peers and teacher; and
- Describe activities related to these rooms and places in the school by recycling previously learned sports and foods (e.g., We eat lunch in the cafeteria 我们在食堂吃中饭。Wǒ mén zài shí tíng chī fàn。 / Our library has a lot of books 我们图书馆有很多书。Wǒ mén túshūguǎn yǒu hěn duō shū。 /I want to go to the bathroom 我要上厕所 Wǒ yào shàng cèsuǒ。 /Let's go to the playground to play soccer.我们去操场踢足球。Wǒ mén qù cāochǎng tī zúqì u。)

Time Frame/Estimated Duration: *Eight classes / Four hours*

General Tips from the Writers

- Prepare picture cards for each of the rooms studied.
- Modify the time needed to move through the sequence of activities as needed based on the number of students in the class and the ease with which they can do the activities.

Pre-Assessment

- Pass out Attachment A, Pre-Assessment Activity Response Sheet, to students
- Discuss with students what they think is in each of the ten pictures.
- In random order, say and visually demonstrate the following words:
 - shí táng 食堂 (cafeteria)
 - tǐ yùguǎn 体育馆 (gymnasium)
 - 图书馆 túshūguǎn (library)
 - 礼堂 lǐ táng (auditorium)
 - 教室 jiàoshì (classroom)
 - 厕所 cèsuǒ (bathroom)
 - 走廊 zǒuláng (hallway)
 - 操场 cāochǎng (playground)
 - 办公室 bàngōngshì (office)
 - 医务所 (clinic)
- Have students circle or place an “X” on the corresponding visual in each set that best correlates to the expression that was given to demonstrate their recognition of various room names.

Pre-Assessment Scoring Guidelines:

Collect the students' pre-assessment worksheets and use the following scale to evaluate their background knowledge of school room names.

8 of 10 = Strong understanding of topic

6- 7 of 10 = Adequate understanding of topic

4 - 5 of 10 =Poor understanding of topic / Needs remediation

0 - 3 of 10 = Insufficient understanding of topic / Needs remediation

Unit Assessments and Scoring Guidelines

Interpretive Assessment

Using the same worksheet the students used to complete the Pre-Assessment (Attachment A, Pre-Assessment Activity Response Sheet), have students demonstrate their recognition of target vocabulary phrases by circling the pictures that correspond to the teacher's description of activities related to that room or location.

Interpretive Assessment Scoring Guidelines

The same scale used in the Pre-Assessment can be used to score the interpretive assessment:

- 8 of 10 = Strong understanding of topic
- 6- 7 of 10 = Adequate understanding of topic
- 4 - 5 of 10 = Poor understanding of topic / Needs remediation
- 0 - 3 of 10 = Insufficient understanding of topic / Needs Remediation

Interpersonal Assessment

Pair each student with a partner. Have one hold a picture card of a location and ask the other where they are going or where they are 你去哪儿? Nǐ qù nǎr? or 他在哪儿? Tā zài nǎr? The other student then answers, 我去 I go...or 他在 Ta zai... according to the visual. Have students add what someone would do in that room using previously learned and reviewed vocabulary and phrases.

Interpersonal Assessment Scoring Guidelines

Use Attachment B, Post-Assessment Scoring Rubric, to evaluate student performance.

Vocabulary

- | | |
|--------------------------------|---------------------------------|
| ○ cafeteria | shí táng 食堂 |
| ○ gymnasium | tǐ yùguǎn 体育馆 |
| ○ library | túshūguǎn 图书馆 |
| ○ auditorium | lǐ táng 礼堂 |
| ○ classroom | jiàoshì 教室 |
| ○ bathroom | cèsuǒ 厕所 |
| ○ hallway | zǒuláng 走廊 |
| ○ playground | cāochǎng 操场 |
| ○ office | bàngōngshì 办公室 |
| ○ clinic | yīwùsuǒ 医务所 |
| ○ Where is (person)? | (rén) zài nǎr? (人) 在哪儿? |
| ○ (person) is at (location) | (人 rén) 在 (地方) |
| ○ Where are (you, etc.) going? | (rén) qù nǎr? (人) 去哪儿? |
| ○ (person) is going to... | (rén) qù... (人) 去... |
| ○ What is/are (person) doing? | (rén) zài zuò shénme? (人) 在做什么? |
| ○ (person) is (action) | (rén) zài (dòngzuò) (人) 在 (动作) |

Materials, Resources and Useful Web Sites

- Picture cards that depict vocabulary words and phrases
- Video clips of schools in China (“Families of China” [DVD] / produced and written by Eleanor Betting Marquisee; Arden Films, Inc., Publisher: Master Communications, Inc., Cincinnati, Ohio: 2005, c1999. ISBN-13: 978-1-888194-61-6 ISBN-10: 1-888194-61-8)
- Access to related electronic equipment.

Sequence of Activities

Day One

- Have a brief discussion with the class on rooms in the school and activities done in each room.
- Conduct the Pre-Assessment using Attachment A, Pre-Assessment Activity Response Sheet. Collect and score these to determine the extent of your students’ background knowledge on this topic and the need for remediation.

Day Two

- Using picture cards, present the new vocabulary: shí táng 食堂 (cafeteria), tǐ yùguǎn 体育馆 (gymnasium), túshūguǎn 图书馆 (library), lǐ táng 礼堂 (auditorium), and cè suǒ 厕所 (bathroom). Have students repeat, as a class and individually, each word or phrase to practice pronunciation and intonation.
- Conduct Total Physical Response (TPR) activity in which students listen to each expression and demonstrate their comprehension by reacting with the appropriate gesture.
- Using one or more pictures, talk about people and activities in the cafeteria, gymnasium, library, auditorium, and bathroom (bathroom- talk about going to, bathroom pass, etc.) For example, using a picture of a teacher or students in the cafeteria ask, (pointing to teacher), “这是谁? zhè shì shuí? Who is this?” “她是谁? 她在哪儿? tā zài nǎr? Where is she? 她在做什么? tā zài zuò shén me? What is she doing?” (pointing to students) “学生在哪儿? xué shēng zài nǎr? Where are the students? 他们在做什么? tā men zài zuò shén me? What are they doing? 他们在吃什么? tā men zài chī shén me? What are they eating?”

Day Three

- Conduct a quick oral review of the vocabulary learned on Day Two with the same pictures.
- Using picture cards, present the new vocabulary: jiàoshì 教室 (classroom), zǒuláng 走廊 (hallway), cāochǎng 操场 (playground), bàngōngshì 办公室, (office), and yī wù suǒ 医务所 (clinic). Have students repeat, as a class and individually, each word or phrase to practice pronunciation and intonation.
- Using one or more pictures, talk about people and activities in the classroom, hallway, playground, office, and clinic (classroom- having class, hallway pass, etc.) For

example, using a picture of a teacher and students in a classroom, ask, “他们在做什么? tā mén zài zuò shén me? What are they doing?” (pointing to teacher) “她在做什么? tā zài zuò shén me? What is she doing?” (pointing to students) “他们在做什么? tā mén zài zuò shén me? What are they doing?”

Day Four

- Conduct a quick oral review of vocabulary by asking “Where is s/he?”
- Conduct an activity using picture cards in which students say the room or place that corresponds to the pictures they are given, first individual students, then have students pair up. Have students take turns asking, “Where are you going?”(你去哪儿? Nǐ qù nǎr?)
- Watch the school sections of “Families in China” (DVD/VHS) and explain about common school settings in China. Or, have a PowerPoint presentation of pictures of schools in China (taken during a China trip or from the Internet).

Day Five

- Conduct a quick oral review of rooms and activities in the school. Have students identify the location based on your description of an activity that takes place there.
- Play musical chairs with room and activity picture cards and Chinese music or songs.

Day Six

- Conduct a quick oral review of rooms and activities in the school.
- Play the Chinese version of “Around the World” (teacher can ask students about this- all primary grade students are quite familiar with it) with room and activity picture cards. Have students identify the activity that goes with the location and have them identify the location that goes with the activity.
- Conduct a video-conference with a sister school in China and have a visual tour.

Day Seven

- Lead the students in saying the rooms and activities in the school.
- Conduct Interpretive Assessment. Pass out same worksheet that students used to complete the pre- assessment (Attachment A, Pre- Assessment Activity Score Sheet). Randomly pronounce a room or an activity. Have students demonstrate their recognition of the expressions by circling the picture that corresponds to the expression they hear.

Day Eight

- Lead the students in saying the rooms and activities in the school.
- Conduct the Interpersonal Assessment. Pair each student with a partner; have one ask the other, “(Where are you going?) 你去哪儿 Nǐ qù nǎr?? ” Have the other student answer, “操场 cāochǎng” (playground), and show the picture, then, “做什么 zuò shénme? What is/are (person) doing? ” “踢足球 tī zúqiú. to play soccer”
- Assess each student’s oral proficiency during these verbal exchanges using Attachment B, Post-Assessment Scoring Rubric.

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).

- Encourage heritage speakers to explain in greater detail the activities in the various school locations studied.
- Partner students who are having difficulties with ones you have identified that can provide a strong model. Provide help in class if it is necessary.

Extensions and Home Connections

- Encourage students to ‘be a teacher’ to parents, dolls, teddy bears, pets, etc. using target language. Students must bring back Attachment C, Speaking Extension Activity, from home stating that the student attempted to use the vocabulary/expressions. Students who do so may be rewarded with items from class ‘treasure box’, or in some other way.
- Encourage students to use words & expressions at home and in other settings (restaurant, etc.)
- Remember to praise or even reward students who proactively continue to apply the expressions in appropriate situations.

List of Attachments

Attachment A, Pre-Assessment Activity Response Sheet

Attachment B, Post-Assessment Scoring Rubric

Attachment C, Speaking Extension Activity

Attachment A
Pre-Assessment Activity Response Sheet

1.



2.



3.



4.



5.



6.



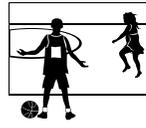
7.



8.



9.



10.



Attachment B
Post-Assessment Scoring Rubric

- 4 Student uses all vocabulary expressions correctly.
Student speaks clearly with good pronunciation and intonation.
Student speaks at an appropriate pace and volume.
Student identifies rooms in the school and describes the activities in each room.
Student is highly proficient overall.

- 3 Student uses most vocabulary expressions correctly.
Student speaks clearly most of the time with adequate pronunciation and intonation.
Student speaks at a mostly appropriate pace and volume.
Student identifies most of rooms in the school and some of activities done in each room.
Student attempts to use gestures when needed and mostly succeeds.

- 2 Student uses some - but not all - vocabulary expressions correctly.
Student makes some minor pronunciation and/or intonation errors.
Student may speak too rapidly or too slowly. Student's volume may be too soft to hear or too loud for the situation.
Student identifies some rooms/activities.
Student requires minor remediation.

- 1 Student fails to use the majority of the vocabulary correctly.
Student makes major pronunciation and/or intonation errors.
Student speaks too rapidly or too slowly. Student's volume is too soft or too loud for the situation.
Student does not identify any rooms in the school.
Student is not proficient and requires extensive remediation.

Attachment C
Speaking Extension Activity

As an extension of his or her learning in Chinese class, your child has been given the opportunity to act as a teacher to a family member or his or her playmate/teddy bear by using the ten vocabulary words currently being studied. These words and phrases are:

English

1. cafeteria
2. gymnasium
3. library/media center
4. auditorium
5. classroom
6. bathroom
7. hallway
8. playground
9. office
10. clinic

Once you have verified that your child has taught a family member or his or her playmate/teddy bear the ten words, above, sign this form and have your child return it to me.

Please trust your child's pronunciation of the vocabulary is accurate. Your children have an amazing ability to hear words and phrases and then pronounce them with great accuracy.

Parent Signature _____ Date _____

Remember, the more opportunity your child has to practice his or her Chinese outside of class, the better the chance that he or she will retain the language.

**Xièxie!
Thank you!**