

Welcome to My Home

Grade Level: Grade Three

Unit Theme: Activities in various rooms of the house

Ohio Standards Connection: Foreign Language

Standard: Communication: Communicate in languages other than English.

Benchmark A: Ask and answer questions and share preferences on familiar topics.

Indicator 1: Exchange information by asking and answering questions (e.g., weather, common occupations, family members, ages, birthdays).

Indicator 2: Share likes/dislikes and simple preferences in everyday situations, (e.g., favorites, hobbies, school).

Benchmark B: Exchange personal information

Indicator 3: Exchange brief, guided messages with friends (e.g. introductions, postcards, e-mail).

Unit mode(s) of focus: Interpersonal

Unit Description

In this multi-day unit, students will gain the ability to identify the functions of the four rooms which were taught in the second grade unit called My House and exchange preferences of the rooms during a house tour for their classmates.

Performance Outcomes:

Students will be able to:

- Identify the basic functions of the four rooms of the house;
- Express their preferences of the four rooms and tell what they can do in the rooms;
and
- Conduct a tour of their houses for their classmates.

Time Frame/Estimated Duration: *Six classes / Three 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.

Tips from Pilot Teachers

We also can talk about tree house / home house / home person, etc.

Pre-Assessment

- Display a picture of a house section that includes a kitchen, living room, bedroom, and bathroom.
- Have available labels for each room that you can attach to the different rooms in the house.
- Have students recall the names as you attach the labels to the rooms.
- Have available the essential furniture for each room which was taught in the second grade unit called My House.
- Have students recall the names of the various pieces of furniture as you put them in the appropriate rooms.

Pre-Assessment Scoring Guidelines

The Pre-assessment shall not be scored. Use the results to determine the amount of review of the room and furniture vocabulary that is needed.

Unit Assessments and Scoring Guidelines

Interpersonal

Have students give a house tour of their house to their friends as a host and as a guest respectively.

Interpersonal Assessment Scoring Guidelines

Use Attachment A, House Tour Assessment Rubric to assess the students' conversations.

Vocabulary and Structures

睡觉	shu jiào	sleep
吃	chī	eat
看电视	kàn diànshì	watch TV
玩电脑	wán diànnǎo	play computer
洗澡	xǐzǎo	take a shower
刷牙	shuāyá	brush teeth
参观	cān guān	tour
欢迎	huān yíng	welcome

他们在哪儿？ Tāmen zài nǎr? Where are they?

他们在 ____。 Tāmen zài ____。 They are in the ____.

他们在 ____ 做啥？ Tā men zài ____ zuò sha? What are they doing in the ____?

他们在 (正) 在 ____。 Tā men zài (zhèng) zài ____。 They are ____ing in the ____.

我最喜欢的房间是 ____。 Wǒ zuì xǐhuān de fángjiān shì ____ My favorite room is ____.

Materials, Resources and Useful Web Sites

- flash cards of the activities
- a picture of a house section

- photos of a family and various family members
- play furniture
- teacher-made character labels
- Berenstain Bears book about the rooms of the house, or a similar children's book that deals with the unit vocabulary

Sequence of Activities

Day One

- Conduct the Pre-Assessment.
- Place the picture of a family eating at the table in the kitchen and then have students repeat the word 吃饭 chīfàn. After the students repeat the two words several times, put the words in the sentence: “他们在厨房吃饭 tāmen zài chú fǎng chīfàn. (They are eating in the kitchen)” Place the picture of a family watching TV sitting on a sofa in the living room then playing computer at the computer desk. Have students repeat the word 看电视 kàn diàn shì and 玩电脑 wán diàn nǎo. After the students repeat the new words several times, put the words in the sentence: “他们在客厅看电视“tā men zài kè tīng kàn diàn shì and “他们在客厅玩电脑 tāmen zài kè tīng wán diàn nǎo.”
- Pair students up to act out the following conversation:
 - 这是什么房间? zhè shì shén me fáng jiān? What is this room?
 - 这是厨房 zhè shì chú fǎng zhè shì chú fǎng.. It is a kitchen.
 - 他们在厨房做什么? tā men zài chú fǎng zuò shén me? What are they doing in the kitchen?
 - 他们在厨房吃饭 tā men zài chú fǎng chī fàn. They are eating in the kitchen.

Day Two

- First, display a picture of a house section again and review the names of the rooms and the furniture in those rooms.
- Place the picture of a family sleeping in the bedroom and then have students repeat the word 睡觉 shuì jiào, sleep. Have student repeat the two new words several times, then use the words in the sentence: “他们在卧室睡觉 tā men zài wò shì shuì jiào. (They are sleeping in the bedroom.) ”
- Place the picture of people taking a shower and brushing their teeth in the bathroom and then have students repeat the words 洗澡 xǐ zǎo, take a shower and 刷牙 shuā yá, brush teeth. When the students are familiar with the new words, put the words in the sentence: “他们在卫生间洗澡和刷牙 tā men zài wèi shēng jiān xǐ zǎo hé shuā yá. (They are taking a shower and brushing their teeth in the bathroom.)”
- Pair students up to act out the following conversation:
 - 这是什么房间 zhè shì shén me fáng jiān? What is this room?
 - 这是卫生间 zhè shì wèi shēng jiān. It is a bathroom.
 - 他们在卫生间做什么 tā men zài wèi shēng jiān zuò shén me? What are they doing in the bathroom?

- 他们在卫生间洗澡和刷牙 tā men zài wèi shēng jiān xǐ zǎo hé shuā yá。 (They are taking a shower and brushing their teeth in the bathroom.)”

Day Three

- Introduce the words 欢迎 huān yíng “welcome” and 参观 cān guān “tour” to students.
- Pick one student to demonstrate to the class how to conduct a house tour by following the sentence patterns below:

House Tour Part I

- Teacher: 欢迎观临 huān yíng guān lín。 Welcome to my house.
 Student A: 谢谢 Xiè xie。 Thanks.
 Teacher: 我想带你参观一下我家 wǒ xiǎng dài nǐ cān guān yī xià wǒ jiā。
 I'd like to give you a tour to my house.
 Student A: 太好了! tài hǎo le! Great!
 Teacher: 这是厨房 zhè shì ích ú fāng。 This is the kitchen.
 Student A: 你们在厨房做什么 nǐ men zài chú fāng zuò shén me? ?
 What are you doing in the kitchen?
 Teacher: 我们在厨房吃饭。 wǒ men zài chú fāng chī fàn。 (We are eating in the kitchen.)

- Pair students up and have them act out House Tour Part I. Encourage students to take turns playing each part.
- With a volunteer student, demonstrate to the class House Tour Part II.

House Tour Part II

- Teacher: 这是生活区。 zhè shì shēng huó qū。 This is my living room.
 Student B: 真大! 你在 这做什么? zhēn dà! nǐ zài zhè zuò shén me? It is big! What do you do in your living room?
 Teacher: 我家人在这看电视和玩电脑。 wǒ jiā rén zài zhè kàn diàn shì hé wán diàn nǎo。 My family watches TV and plays computer here.

- Pair students up and have them act out House Tour Part II. Encourage students to take turns playing each part.

Day Four

- Using the same procedure used in Day Three, introduce the conversation House Tour Part III and House Tour Part IV.

House Tour Part III

- Teacher: 这是我的卧室。 zhè shì wǒ de wò shì。 This is my bedroom.
 Student C: 我喜欢你卧室里的大床。 wǒ xǐ huan nǐ wò shì lǐ de dà chuáng。 I like your big bed in the bedroom.

Teacher: 好。我 刚买了新毯子，床单和被子。hǎo。wǒ gāng mǎi le xīn tǎn zi, chuáng dān hé bèi zi. Good. I just bought the new blanket, bed sheet and comforter. (Words pertinent to the bed were taught in the first grade unit called “My Room”.)

Student C: 谁睡在这个卧室？shuí shuì zài zhè wò shì? Who sleeps in this bedroom?

Teacher: 我睡在这卧室。wǒ shuì zài zhè wò shì。 I sleep in this bedroom.

- Pair students up and have them act out House Tour Part III. Remind students to take turns playing each part.

House Tour Part IV

Teacher: 这是卫生间。zhè shì wèi shēng jiān。 This is the bathroom.

Student D: 我喜欢卫生间的大窗户。Wǒ xǐ huan wèi shēng jiān de dà chuāng hù。 I like the big window of the bathroom.

Teacher: 我家人在卫生间洗澡和刷牙 wǒ jiā rén zài wèi shēng jiān xǐ zǎo hé shuā yá。 My family takes a shower and brushes teeth in the bathroom.

- Pair students up and have them act out House Tour Part IV again taking turns playing each part.

Day Five

- Pick a student or take a volunteer to act out the entire tour as a demonstration.

Teacher: 欢迎观临 huān yíng guān lín。 Welcome to my house.

Student: 谢谢 Xiè xie. Thanks.

Teacher: 我想带你参观一下我家 wǒ xiǎng dài nǐ cān guān yī xià wǒ jiā。 I'd like to give you a tour to my house.

Student: 太好了！ tài hǎo le! Great!

Teacher: 这是厨房 zhè shì chù fáng。 This is the kitchen.

Student: 你们在厨房做什么？ nǐ men zài chù fáng zuò shén me? What do you do in the kitchen?

Teacher: 我们在厨房吃饭。 wǒ men zài chù fáng chī fàn。 (We are eating in the kitchen.)

Teacher: 这是生活区。 zhè shì shēng huó qū。 This is my living room.

Student: 真大！ 你在这做什么？ zhēn dà! nǐ zài zhè zuò shén me? It is big! What do you do in your living room?

Teacher: 我家人在这看电视和玩电脑。 wǒ jiā rén zài zhè kàn diàn shì hé wán diàn nǎo。 My family watches TV and plays computer here.

Teacher: 这是我的卧室。 zhè shì wǒ de wò shì。 This is my bedroom.

Student: 我喜欢你卧室里的大床。 wǒ xǐ huan nǐ wò shì lǐ de dà chuáng。 I like your big bed in the bedroom.

Teacher: 好。我 刚买了新毯子，床单和被子。hǎo。wǒ gāng mǎi le xīn tǎn zi, chuáng dān hé bèi zi。 Good. I just bought the new blanket,

bed sheet and comforter. (Words pertinent to the bed were taught in the first grade unit called “My Room”.)

- Student: 谁睡在这个卧室? shu íshu ì zài zhè gè wò shì? Who sleeps in this bedroom?
- Teacher: 我睡在这卧室。wǒ shuì zài zhè wò shì。 I sleep in the bedroom.
- Teacher: 这是卫生间。zhè shì wèi shēng jiān。 This is the bathroom.
- Student: 我喜欢卫生间的大窗户。wǒ xǐ huan wèi shēng jiān de dà chuāng hù。 I like the big window of the bathroom.
- Teacher: 我家人在卫生间洗澡和刷牙。wǒ jiā rén zài wèi shēng jiān xǐ zǎo hé shuā yá。
My family takes a shower and brushes teeth in the bathroom.

- Have students do the entire tour with a partner using the picture of house section displayed on the board. Give students the chance to be the guest and the guide respectively and encourage them to recombine elements from the unit to make their own meaning.

Day Six

- Read a Berenstain Bears book or comparable children’s book to review the key vocabulary taught in this unit.
- Ask students what happens in each of the rooms, using the patterns and vocabulary from previous days.
- Ask students, “你最喜欢哪一个房间? nǐ zuì xǐ huān nǎ yí gè fáng jiān? Which is your favorite room?” Have students respond, “我最喜欢的房间是____。wǒ zuì xǐ huān de fáng jiān shì ____。 Which is your favorite room?”
- Ask student pairs to act out the tour. Score using House Tour Assessment Rubric in Attachment B.

Differentiated Instructional Support

- Ask heritage students to give the house tour to their parents by adding two more things their family members can do in each of the four rooms.
- If more than one student in the class is a heritage speaker, allow those two students to work together and encourage them to add additional rooms or additional activities to their tour.

Extensions and Home Connections

Encourage students to teach the rooms of the house and the activities there to their siblings or parents.

Technology Connections

Use the Google image function to show typical homes in the Chinese-speaking world throughout the unit. Be sure to include a variety of rural, suburban, and urban images.

List of Attachments

Attachment A, House Tour Assessment Rubric

Attachment A
House Tour Assessment Rubric

	4	3	2	1
Vocabulary Knowledge	Student able to correctly recall the functions of the four rooms.	Student able to correctly recall the functions of three rooms.	Student able to correctly recall the functions of only two rooms.	Student unable to correctly recall the functions of the four rooms.
Interactions	Student able to interact with the tour guide.	Student able to interact with the tour guide most of the time.	Student able to interact with the tour guide some of the time.	Student unable to interact with the tour guide.