

# My Room

**Grade Level:** Grade One

**Unit Theme:** Bedroom Objects and Furniture

**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:** Ask and answer simple questions about personal information and other familiar topics (e.g., family members, weather, today's date, pets, school supplies).

**Benchmark F:** Identify people and objects based on descriptions.

**Indicator 7:** Identify people and objects based on detailed oral or signed descriptions (e.g., Point to a tall man./Montre moi un grand homme. Find the red apple./Finde den rotten Apfel.).

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

**Indicator 14:** Describe characteristics of pictures to others (e.g., a big yellow bus/un camion grande y amarillo; a red triangle/Hóng sǎn jiǎo)

## Unit modes of focus

Interpersonal, Interpretive and Presentational

## Unit Description

In this unit, students will learn to name some common furniture and objects in a child's bedroom. They will learn to recognize the Chinese words for these items and will use a simple sentence pattern to identify those objects. The lesson will culminate in each student making and presenting a poster of his or her bedroom.

## Performance Outcomes

Students will be able to

- Match Chinese written words with the pictures of the furniture and objects;
- Use sentence patterns to tell the furniture and the objects in a child's bedroom:
  - 这是\_ Zhè shì \_ (This is \_\_); 这是房间 Zhè shì fángjiān (this is a room);
  - 这是我的 Zhè shì wǒ de \_\_\_ (this is my); 这是我的房间 Zhè shì wǒ de fángjiān (this is my room); and
  - 我的房间有\_\_. Wǒ de fángjiān yǒu \_\_\_. (My room has \_\_\_); 我的房间有床。 Wǒ de fángjiān yǒu chuáng (My room has a bed).

- Create a poster of his or her bedroom, labeling the furniture and the objects with the written Chinese words learned in the unit; and
- Give a presentation about his or her bedroom with the visual aid of the poster and by using the sentence patterns and vocabulary learned in the unit.

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

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

- Adjust the speed of the lesson according to the needs of the specific class;
- The poster could be a drawing, a collage or some other form; and
- Instead of making a poster, students could also make a 3-D bedroom model with paper folding or clay. After the presentation, the class can have a small exhibit.

### **Pre-Assessment**

Show a picture of a bedroom with furniture and objects. Ask students the questions “这是什么? Zhè shì shì shénme? (what is this)” and “Wǒ de fángjiān yǒu \_\_\_\_ (My bedroom has \_\_\_\_.)”

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

Use the rubric below to assess the students’ understanding of the topic.

3 of 3	Strong understanding of topics
2 of 3	Adequate understanding of topics
1 of 3	Poor understanding of topic/Needs remediation
0 of 3	Insufficient understanding of topic /Needs remediation

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

#### **Interpretive Assessment**

Students will demonstrate their recognition of target vocabulary as they match the Chinese words with the pictures of the items.

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

Use the same scale as for the Pre-Assessment to score the interpretive assessment.

#### **Interpersonal Assessment**

Ask students about items seen in the drawing of a bedroom. Students should respond using the sentence patterns studied.

#### **Interpersonal Assessment Scoring Guidelines**

Use the following scale to assess the interpersonal assessment.

5 – 6	Highly proficient
4	Proficient
2 – 3	Minimally proficient
0 – 1	Needs remediation

## Presentational Assessment

At the conclusion of the unit, students will present a poster of their bedrooms to the class. Each student will describe his or her bedroom based on the poster. Students will use the vocabulary and the sentence patterns learned in the unit.

## Presentational Assessment Scoring Guidelines

The teacher will observe and evaluate the presentation of each child to see how much information he or she can provide in describing his or her bedroom.

15 – 20	Highly proficient
10 – 15	Proficient
5 – 10	Minimally proficient
0 – 5	Need remediation

## Vocabulary and Structures

### Vocabulary

房间 fángjiān	room
床 chuáng	bed
书架 shūjià	bookshelf
书桌 shūzhuō	desk
椅子 yǐzi	chair
照片 zhàopiàn	photo
枕头 zhěntou	pillow
毯子 tǎnzi	blanket
被子 bèizi	comforter
玩具 wánjù	toy
小熊 xiǎoxióng	teddy bear
游戏机 yóu xì jī	video game

### Structures

这是什么? Zhè shì shì shénme? What is this?  
这是我的 Zhè shì wǒ de \_\_\_\_ this is my \_\_\_\_.  
我的房间有 \_\_\_\_。 Wǒ de fángjiān yǒu \_\_\_\_ My room has \_\_\_\_.

## Materials, Resources and Useful Web Sites

- Chinese rhyme (Little Rat)-from Meiyu
- Construction paper, scissors, glue etc., for poster;

## Sequence of Activities

### Day One

- Introduce the unit by asking questions in English such as: Do you have your own bedroom? Do you share a room with your brothers or sisters?; What furniture does your room have?; What objects does your room have?; Are there any toys in your bedroom?

- Conduct the Pre-Assessment using a picture of a child's bedroom. Point to the objects in the picture and ask questions like “Zhè shì shénme? (What is this?)” to see if students know the names of the objects in Chinese. Evaluate students based on your observations of their responses.

Introduce the new Chinese characters with flashcards. Introduce 房间 fángjiān (room), 床 chuáng (bed), 书架 shūjià (bookshelf), 书桌 shūzhuō (desk), 椅子 yǐzi (chair)

- Introduce the sentence pattern “Zhè shì \_\_\_ (This is \_\_\_)” with the pictures of the objects

### Day Two

- Review the words and characters from Day One with flashcards.
- Show a picture of a bedroom with the objects and ask students “Zhè shì shénme? (What is this?). Have students answer with “Zhè shì \_\_\_ (This is a \_\_\_).”
- Play a game in which the students match the pictures and characters. Some students could stand at the front of the class holding the pictures of the objects while other students match their flashcards of the characters. You could also put the pictures of the objects on the board (have magnets on the back of the pictures), then ask students put their flashcards of the characters next to the correct picture (have magnets on the back of the flashcards).

Introduce the new Chinese characters with flashcards and practice the new words: 照片 zhàopiàn (photo), 枕头 zhěntou (pillow), 毯子 tǎnzi (blanket), 被子 bèizi (comforter).

- Use the sentence pattern learned in Day One “Zhè shì \_\_\_ (this is \_\_\_)” and the pictures of the objects to practice new words:

### Day Three

- Review the words and characters from Day One and Two with flashcards.
- Show a picture of a bedroom with the objects and ask students “Zhè shì shénme? (What is this?). Have students answer with “Zhè shì \_\_\_ (This is a \_\_\_).”
- Play a game in which the students match the pictures and characters. Some students could stand at the front of the class holding the pictures of the objects while other students match their flashcards of the characters. You could also put the pictures of the objects on the board (have magnets on the back of the pictures), then ask students put their flashcards of the characters next to the correct picture (have magnets on the back of the flashcards).

Introduce the new Chinese characters with flash cards and practice the new words: 玩具 wánjù (toy), 小熊 xiǎoxióng (teddy bear), 游戏机 yóu xì jī (video game).

- Introduce the sentence pattern: “这是我的 Zhè shì wǒ de \_\_\_ (this is my)”; Have students say for example, “Zhè shì wǒ de xiǎoxióng.” (This is my teddy bear).
- Use the sentence patterns learned in Day One and Two “Zhè shì shénme?” (What is this?); Zhè shì \_\_\_ (This is \_\_\_); and Zhè shì wǒ de \_\_\_ (This is my\_\_\_) to practice vocabulary.



## **Day Eight**

- Have students present the poster each created using the vocabulary and the three sentence patterns to tell the furniture and objects in their bedrooms in Chinese.

### **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.*

- Ask questions in accordance with each student's level in Chinese language;
- Allow the students to respond to questions with single words or simple phrases if they have difficulties making a complete sentence;
- Partner hesitant students with the students who can provide a strong model;
- Encourage more able students to respond to questions with words and expressions beyond what have learned in the classes.

### **Extensions and Home Connections**

- Students can label their own bed room furniture or the bed room furniture of their doll houses with Chinese written words;
- Encourage students to teach the vocabulary and expressions to someone at home, such as a parent or sibling. A student will be given a reward if he or she can bring back a parent's signature indicating that he or she did such an activity at home.

### **Technology Connections**

Windows 2003 XP or later versions can be used for typing and printing Chinese characters and Pinyin tone markers

### **List of Attachments**

No attachments.

Teachers can choose a picture of a typical child's bed room and use it for the pre-assessment.