

# Things in My Classroom

**Grade Level:** Grade One

**Unit Theme** Things in the School Classroom

**Ohio Standards Connection:** Foreign Language

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

**Benchmark E:** Respond appropriately to requests accompanied by gestures and other visual or auditory cues, and follow directions.

**Indicator 6:** Follow simple oral or signed directions (e.g., Bring me the book./Bring mir das Buch. Qǐng gěi wǒ ná běn shū.).

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

## Unit Description

In this unit, students will learn to identify several classroom items and to follow and to give one-step simple classroom instructions.

## Performance Outcomes

Students will be able to:

- Identify book, window, door, table, desk, and chair.
- Give and follow one-step simple classroom directions.
- Sing at least one of the teacher-made songs.

**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 activity sequences

## Feedback from Pilot Teachers

I combined this unit with the previous one (Things in My Backpack), created a 3D "Position Cube" and taught students body movements, so that they can sense opposite positions (e.g., up-down, left-right, front-back, inside-outside, etc.) I also concluded unita 1 and 2 with a flow chart: "What Is in Our School?"

## Pre-Assessment

- Ask students in groups of three or four to point out windows, doors, tables, desks, chairs, and books while recording their responses on Attachment A, Pre-Assessment Chart.
- Ask students to walk to the door, window, table, chair, and desk while recording their responses on the chart (Attachment A).

- Ask students to open or close the book and the door while recording their responses on the chart (Attachment A).

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

15 of 19 = Strong understanding of the directions  
 10 of 19 = Adequate understanding of the directions  
 5 of 19 = Poor understanding of the directions  
 0 of 19 = Insufficient understanding of the directions

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

#### **Interpretive Assessment**

Have students follow the commands you give.

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

Use the following guidelines to assess the students' ability to follow the commands.

15 of 19 Strong understanding of the directions  
 10 of 19 Adequate understanding of the directions  
 5 of 19 Poor understanding of the directions  
 0 of 12 Insufficient understanding of the directions

#### **Presentational Assessment**

Have one student give several of the common classroom commands to another student.  
 Have the other student follow those commands.

#### **Presentational Assessment Scoring Guidelines**

Use the following guidelines to assess the students' ability to give and to follow the commands.

15 of 19 Strong understanding of the directions  
 10 of 19 Adequate understanding of the directions  
 5 of 19 Poor understanding of the directions  
 0 of 19 Insufficient understanding of the directions

### **Vocabulary and Structures**

书 shū book

窗 chuāng window

门 mén door

书桌 shūzhuō desk,

桌子 zhuōzi table

椅子 yǐzi chair

请走到门前/窗前。Qǐng zǒu dào mén qián /chuāng qián. Walk to the door, window, please

请打开书/门/窗。Qǐng dǎ kāi shū/mén/chuāng. Open the book, door, window, please

请关上书/门/窗。Qǐng guān shàng shū/mén/chuāng. Close the book, door, window, Please.

请坐在椅子上/桌子前/书桌前。Qǐng zuòzài yǐzi shàng/zhuōzi qián/shūzuō qián. sit on the chair, sit at the table, sit at the desk, please  
有多少? Yǒu duō shǎo? How many...?

## Materials, Resources and Useful Web Sites

Classroom visuals and flashcards

## Sequence of Activities

### Day One

- By groups of three students, ask students to follow your directions while you record their performances on Attachment A, Pre-Assessment Chart.
- Ask students to:
  - 请指着书 Qǐng zhǐ zhe shū. Point at the book, please
  - 请指着门。Qǐng zhǐ zhe mén. Point at the door, please
  - 请指着窗。Qǐng zhǐ zhe chuāng. Point at the window, please
  - 请坐在桌子前。Qǐng zuòzài zhuōzi qián. Sit at the table, please
  - 请坐在书桌前。Qǐng zuòzài shūzuō qián. Sit at the desk, please
  - 请坐在椅子上。Qǐng zuòzài yǐzi shàng. Sit on the chair, please
- Hold up the book and say 书 shū (book) and have students repeat.
- Hold up the book and say 书 shū (book) and have the girl students and the boy students respectively repeat, or divide the class by rows or front and back.
- Hold up the book and say 书 shū (book) and have an individual student repeat.
- Point at the book and ask, “这是什么?” What is this?”
- Have students answer, “这是书。” “It is a book.”
- Point to some books on the desk and ask, “有多少书?” “How many books are there?”
- Have the class count the books and say, “有” “There are ...”.
- Repeat these steps with the word for window.

### Day Two

- Review the words 书 book and 窗 window in the same manner as in Day One
- Follow the same procedure to introduce and practice the words 门 door, 书桌 desk and 椅子 chair.

### Day Three

- Review the words in the same manner as in Day Two.
- Demonstrate opening and closing a book while saying the command of “请打开书。” “Qǐng dǎ kāi shū.” and “请关上书。” “Qǐng guān shàng shū.”
- Have the entire class follow the command.
- Have various groups of students follow the command.
- Finally, call on each student to follow the command.
- Demonstrate and introduce each of the following commands in the same manner as above: 打开/关上窗/门 Qǐng dǎ kāi /guān shàng mén/chuāng. 请走到/坐在桌子前/

书桌前/椅子前椅子上。Qǐng zǒu dào zhuōzi qián / chuāng qián (opening and closing a window and door; walking to the table, desk and chair; sitting at the table and the desk; and sitting on the desk and chair.)

#### **Day Four**

- Review the vocabulary in the same manner the lesson has been taught.
- Have the class sing the song of Ten Little Indians and then put the vocabulary words one at a time into the tune (See Attachment C, Song Sheet).
- Have the entire class sing along with you. Have various groups sing, such as the boys and the girls, or each row, or the student in the front and back of the room.
- Call on a student volunteer to sing.

#### **Day Five**

- Review the previous lesson in the same manner as in Day Four
- Pick one quick learner or a heritage speaker to give the command to the entire class and have the class follow his or her command
- Put students in groups of two and repeat the same exercises.
- Have the paired students act out their conversation in front of the class while the teacher can assess their performances by using Attachment B, Presentational Assessment Chart.

#### **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).*

- Allow students who have a speech disorder to follow simple one-step classroom commands only instead of giving the directions.
- Partner these students in subsequent activities with students who you have identified that can provide a strong model.

#### **Extensions and Home Connections**

Encourage students to teach their family members the vocabulary, the simple classroom directions, and the songs they are learning.

#### **Technology Connections**

Website for this unit at: [www.baidu.com](http://www.baidu.com)

#### **List of Attachments**

Attachment A, Pre-Assessment Chart

Attachment B, Presentational Assessment Chart

Attachment C, Song Sheet

**Attachment A**  
**Pre-Assessment Chart**

| Item         | points | 教室里的物品 Things in the classroom |
|--------------|--------|--------------------------------|
|              |        | 门 mén door                     |
|              |        | 窗 chuāng window                |
|              |        | 桌子 zhuōzi table                |
|              |        | 书桌 shūzhuō desk                |
|              |        | 椅子 yǐzi chair                  |
|              |        | 书 shū book                     |
| <b>Total</b> |        |                                |

| Item         | Points | Commands                        |
|--------------|--------|---------------------------------|
|              |        | 打开窗 Open the window             |
|              |        | 打开门 Open the door               |
|              |        | 打开书 Open the book               |
|              |        | 关上窗 Close the window            |
|              |        | 关上门 Close the door              |
|              |        | 关上书 Close the book              |
|              |        | 走到窗前 Walk to the window         |
|              |        | 走到门前 Walk to the door           |
|              |        | 走到桌前 Walk to the table          |
|              |        | 走到椅子前 Walk to the chair         |
|              |        | 走到书桌前 Walk to the desk          |
|              |        | 请坐在桌子/书桌上 Sit at the table/desk |
|              |        | 请坐在椅子上 Sit on the chair         |
| <b>Total</b> |        |                                 |

**Attachment B**  
**Presentational Assessment Chart**

| <b>Item</b>  | <b>Points</b> | <b>Commands</b>                        |
|--------------|---------------|----------------------------------------|
|              |               | 打开窗 <b>Open the window</b>             |
|              |               | 打开门 <b>Open the door</b>               |
|              |               | 打开书 <b>Open the book</b>               |
|              |               | 关上窗 <b>Close the window</b>            |
|              |               | 关上门 <b>Close the door</b>              |
|              |               | 关上书 <b>Close the book</b>              |
|              |               | 走到窗前 <b>Walk to the window</b>         |
|              |               | 走到门前 <b>Walk to the door</b>           |
|              |               | 走到桌前 <b>Walk to the table</b>          |
|              |               | 走到椅子前 <b>Walk to the chair</b>         |
|              |               | 走到书桌前 <b>Walk to the desk</b>          |
|              |               | 请坐在桌子/书桌上 <b>Sit at the table/desk</b> |
|              |               | 请坐在椅子上 <b>Sit on the chair</b>         |
| <b>Total</b> |               |                                        |

**Attachment C**  
**Song Sheet**

**1. 十个椅子**

一个椅子，两个椅子，三个，四个，  
五个椅子，六个椅子，七个，八个，  
九个椅子，十个椅子，  
还有多少椅子？

**Shí Ge Yǐ Zi**

**Yí gè yǐ zi, liáng g yǐ zi, sān gè, sì gè,**  
**Wǔ gè yǐ zi, liù gè yǐ zi, qī gè, bā gè,**  
**Jiǔ gè yǐ zi, shí gè yǐ zi,**  
**Hái yǒu duō shǎo yǐ zi?**

**Ten chairs**

**One chair, two chairs, three, four,**  
**Five chairs, six chairs, seven, eight,**  
**Nine chairs, ten chairs,**  
**Then how many more?**

十个椅子，九个椅子，八个，七个，  
六个椅子，五个椅子，四个，三个，  
两个椅子，一个椅子，  
怎么不见椅子？

**Shí gè yǐ zi, jiǔ gè yǐ zi, bā gè, qī gè,**  
**Lìu gè yǐ zi, wǔ gè yǐ zi, sì gè, sān gè,**  
**liáng gè yǐ zi, yī gè Yǐ zi,**  
**Zěn me bú jiàn yǐ zi?**

**Ten chairs, nine chairs, eight, seven,**  
**Six chairs, five chairs, four, three,**  
**Two chairs, one chair,**  
**How can be no more chair?**

Note: Teacher may use other things like 门 mén (door) /窗 chuāng (window) /桌子 zhuōzi (table) to replace 椅子 yǐzi (chair)