

## Stage 1 Year 1 Sample Unit of Work (written by Elva Lee and Selina Lee)

<b>Unit Title: Birthday</b>	<b>Duration: 8 weeks ( Term 4 ) 1.5 hours per week</b>
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<b>Unit overview</b>	
<p>Rouse Hill Public School is a bilingual school operating in NSW. Majority of Year 1 students in the Mandarin bilingual program have one year of prior knowledge in Mandarin. They learn Mandarin for up to 5 hours per week and students in the LOTE program learn Mandarin for up to 1 hour per week.</p> <p>Students in this unit of work will learn about telling birthday dates of family members and extended family members and the phrase of wishing someone a happy birthday. They participate in classroom interactions and play-based learning activities in Chinese. Students will learn to identify key words and information in the reader 天天读中文 “生日快乐” and apply the modelled and/or rehearsed language to respond to questions, compose sentences and recognise basic Chinese writing conventions.</p> <p><b>Students with prior learning and/or experience:</b> Students participate in Literacy Groups once a week for approximately 1.5 hours including modeled, guided, small group and independent readings, games for skill practice, making sentences, <i>Hanzi</i> writing and reading comprehension activities. During each literacy lesson, the students participate in reading texts at an instructional level and show their understanding of the texts through their verbal and written responses. Students will be assessed and placed in a literacy group to meet their specific needs and skill level. These groups are fluid and placement will change when necessary to meet student needs.</p> <p><b>Students with no prior knowledge:</b> Students participate in Literacy Groups activities such as modeled, guided, small group and independent readings, games for skill practice, making sentences, <i>Hanzi</i> writing and reading comprehension activities. During each literacy lesson, students will be supported by peers or teacher when necessary with visual prompts and a list of vocabulary.</p>	
<b>Outcomes</b>	<b>Resources</b>

<p>A student:</p> <ul style="list-style-type: none"> <li>participates in classroom interactions and play-based learning activities in Chinese LCH1-1C</li> <li>identifies key words and information in simple texts LCH1-2C</li> <li>responds to texts using a range of supports LCH1-3C</li> <li>composes texts in Chinese using rehearsed language LCH1-4C</li> <li>recognises and reproduces the sounds of Chinese LCH1-5U</li> <li>recognises basic Chinese writing conventions LCH1-6U</li> <li>recognizes Chinese Language patterns in statement, questions and commands LCH1-7U</li> </ul>	<ul style="list-style-type: none"> <li>天天读中文“生日快乐” big book and seven readers</li> <li>6 sets of Hanzi flashcards</li> <li>田字格 sheets</li> <li>6x A4 size whiteboards</li> <li>Hanzi board games</li> <li>reading comprehension worksheets</li> <li>Happy Birthday song in Chinese: <a href="https://youtu.be/oMEtryL1cLk">https://youtu.be/oMEtryL1cLk</a></li> </ul>
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Content	Teaching, learning and assessment
<p>Students:</p> <ul style="list-style-type: none"> <li>participate in classroom routines and activities, for example: engaging in classroom routines, following instructions to learn and play a game (ACLCHC001)</li> <li>participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission (ACLCHC114)</li> <li>interact with teacher and peers to exchange personal information</li> </ul>	<p><u>Lessons 1 &amp; 2</u></p> <ul style="list-style-type: none"> <li>The teacher introduces the unit by share reading 天天读中文“生日快乐” big book with the class. <ul style="list-style-type: none"> <li>Builds on students’ knowledge of familiar <i>Hanzi</i> e.g. 我,爸爸,妈妈,哥哥,姐姐 and by pairing with ‘的’ the possessive particle, we turn pronoun or noun into possessive pronoun or noun e.g. 我的, 爸爸的, 妈妈的, 哥哥的 and 姐姐的.</li> <li>Introduces sentence structure of wishing someone a happy birthday: 祝 <u>family member</u> 生日快乐!</li> </ul> </li> <li>Students are organised into groups based on similar reading ability and/or similar learning needs determined through analysis of assessment tools such as running records and anecdotal records. Students in groups rotate the following literacy activities in every 10-15 minutes: <p><b>Activity 1: Hanzi writing practice</b></p> <p><u>Students with prior learning and/or experience:</u></p> <ul style="list-style-type: none"> <li>Students practice writing <i>Hanzi</i> “这”, “天” and “是” from the reader “生日快乐” in 田字格 sheet. Set writing expectations with students e.g. stroke orders, write inside 田字格 and position <i>Hanzi</i> in the middle and recognise radicals.</li> </ul> <p><u>Students with no prior knowledge:</u></p> <ul style="list-style-type: none"> <li>Write targeted <i>Hanzi</i> on enlarged 田字格 with stroke orders provided.</li> </ul> </li> </ul>

(ACLCHC001)

- respond to texts or games using keywords or phrases in English or Chinese, or gestures, drawings and other supports (ACLCHC004)
- locate and organise key points of information from simple spoken, written, digital and visual texts (ACLCHC115)
- respond to texts using English, or modelled sentence structures in Chinese, or illustrations to support meaning (ACLCHC116)
- recognise and copy familiar Hanzi (ACLCHU123)
- compose simple texts using familiar words, phrases and patterns (ACLCHC006)
- compose simple spoken texts using modelled sentence structures and illustrations to support meaning (ACLCHC118)

- Rainbow write the focus *Hanzi* seven times.

Students working beyond:

- Write targeted *Hanzi* from the reader “生日快乐” in 田字格 sheet and on small whiteboards after 田字格 sheet has been completed.

### **Activity 2: Board Game**

Students with prior learning and/or experience:

- Students work in pairs or groups of three to play *Hanzi* board game. The *Hanzi* board game contains the *Hanzi* from “生日快乐” reader. Each player rolls a die and moves steps by using a counter. Each player is required to read the *Hanzi* or name the picture. When read correctly, the player keeps the counter on the spot. When read incorrectly, the player stays on the same spot. First player to reach FINISH is the winner. Students can refer to the cheat sheet (list of vocabulary) when struggling reading a particular *Hanzi*.

Students with no prior knowledge:

- Read aloud the *Hanzi* on the board game with the help of cheat sheet.

Students working beyond:

- Use the *Hanzi* on the board game to make a sentence.

### **Activity 3: Making sentences**

Students with prior learning and/or experience:

- Use sentences from the reader “生日快乐” cut up into words. Students work in pairs reconstruct them to make meaning. They read the sentences aloud and fix any errors. Then write their sentences into their workbooks.

Students with no prior knowledge:

- Complete this activity with teacher assistance.

Students working beyond:

- Add words or conjunctions to join ideas to the assembled text and form a compound sentence.

### **Activity 4: Singing Happy Birthday song**

Students with/without prior learning and/or experience:

- Teach students to sing Happy Birthday song in Chinese.

Students working beyond:

- Replace ‘你’ this pronoun with other pronouns like ‘我’, ‘他’, ‘她’ in the lyrics and then sing the song. Ask students to explain change of meaning when replacing the pronouns.

### Lessons 3 & 4

- The teacher continues share reading 天天读中文 “生日快乐” big book with the class.

- recognise *Hanzi* as a form of writing and *Pinyin* as the romanised spelling of the sounds of Chinese (ACLCHC011)
- recognise and copy familiar *Hanzi*, recognising the morphological nature of Chinese words (ACLCHU123)
- understand basic Chinese sentence structure and recognise some key elements of Chinese grammar, for example: using personal pronouns, e.g. I, he, she, they 我、他、她、他们, using conjunctions, e.g. 和 (ACLCHU012)
- recognise parts of speech and understand basic rules of word order in simple sentences (ACLCHU124)

- Review the use of ‘的’ the possessive particle which turns pronoun or noun into possessive pronoun or noun e.g. 我的, 爸爸的, 妈妈的, 哥哥的 and 姐姐的.
- Drill practice with the students on extended family members e.g. 外公, 外婆, 大舅, 小舅, 大姨, and 小姨。 Use family tree as a visual prompt for students to identify the family relationships when needed.
- Revise on punctuations e.g. ‘, ’ 逗号, ‘。’ 句号 and when to use them.
- Introduces new punctuation: ‘!’ 惊叹号 and when to use it.

- Students participate the following literacy activities in rotation:

#### **Activity 1: Hanzi writing practice**

##### Students with prior learning and/or experience:

- Students practice writing *Hanzi* “祝” and “生日” from the reader “生日快乐” in 田字格 sheet. Set writing expectations with students e.g. stroke orders, write inside 田字格 and position *Hanzi* in the middle and recognise radicals.

##### Students with no prior knowledge:

- Write targeted *Hanzi* on enlarged 田字格 with stroke orders provided.
- Rainbow write the focus *Hanzi* seven times.

##### Students working beyond:

- Write targeted *Hanzi* from the reader “生日快乐” in 田字格 sheet and on small whiteboards after 田字格 sheet has been completed.

#### **Activity 2: Board Game**

##### Students with prior learning and/or experience:

- Students continue to play the same *Hanzi* board game from previous week. Each player is required to read aloud the *Hanzi* or name the picture. Students can refer to the cheat sheet (list of vocabulary) when struggling reading a particular *Hanzi*.

##### Students with no prior knowledge:

- Read aloud the *Hanzi* on the board game with the help of cheat sheet.

##### Students working beyond:

- Use the *Hanzi* on the board game to make a sentence.

#### **Activity 3: Making sentences**

##### Students with prior learning and/or experience:

- Use sentences from the reader “生日快乐” cut up into words. Students individually or in pairs reconstruct them to make meaning. They read the sentences aloud and fix any errors. Then write their sentences into their workbooks.

##### Students with no prior knowledge:

- Complete this activity in pairs or individually once they are familiar with it.

Students working beyond:

- Add words or conjunctions to join ideas to the assembled text and form a compound sentence.

**Activity 4: Singing Happy Birthday song**

Students with/without prior learning and/or experience:

- Sing Happy Birthday song in Chinese.

Students working beyond:

- Replace ‘你’ this pronoun with a person’s name, family members or other nouns e.g. 老师 in the song. Practice singing the Happy Birthday song for different audience.

Lessons 5 & 6

- The teacher asks individual students to read a sentence/page of 天天读中文 “生日快乐” big book.
  - Go through sentence structure, grammar, writing conventions, and meaning with the whole class.
  - Review the use of ‘的’ the possessive particle.
  - Identify extended family members e.g. 外公, 外婆, 大舅, 小舅, 大姨, and 小姨。 Use family tree as a visual prompt for students to identify the family relationships when needed.
  - Revise on punctuations e.g. ‘,’ 逗号, ‘。’ 句号 and ‘!’ 惊叹号 and when to use them.
  - Wishing someone a happy birthday: 祝 pronoun/family member 生日快乐!
- Explain to students that we refer to the month then the day when we tell a date in Chinese. Identify the birthday dates as mentioned in the reader on a Chinese monthly calendar to show students. Model the sentence : 我的生日是十二月二十五日。 on the whiteboard and ask individual students to change the date and write it on the board.
- Students participate the following literacy activities in rotation:
  - Activity 1: Hanzi writing practice**
  - Students with prior learning and/or experience:
    - Students practice writing *Hanzi* “快乐”, “外公” and “外婆” in 田字格 sheet. Set writing expectations with students e.g. stroke orders, write inside 田字格 and position *Hanzi* in the middle and recognise radicals.
  - Students with no prior knowledge:
    - Write targeted *Hanzi* on enlarged 田字格 with stroke orders provided.
    - Rainbow write the focus *Hanzi* seven times.
  - Students working beyond:
    - Write targeted *Hanzi* from the reader “生日快乐 in 田字格 sheet and on small whiteboards after 田字格 sheet has been completed.

### **Activity 2: Board Game**

#### Students with prior learning and/or experience:

- Students continue to play the same *Hanzi* board game from previous weeks. Each player is required to read aloud the *Hanzi* or name the picture. Students can refer to the cheat sheet (list of vocabulary) when struggling reading a particular *Hanzi*.

#### Students with no prior knowledge:

- Read aloud the *Hanzi* on the board game with the help of cheat sheet.

#### Students working beyond:

- Use the *Hanzi* on the board game to make a sentence.

### **Activity 3: Making sentences**

#### Students with prior learning and/or experience:

- Use sentences from the reader “生日快乐” cut up into words. Students individually reconstruct them to make meaning. They read the sentences aloud and fix any errors. Then write their sentences into their workbooks.

#### Students with no prior knowledge:

- Complete this activity individually with less prompts from the teacher. Then write their sentences into their workbooks.

#### Students working beyond:

- Add words or conjunctions to join ideas to the assembled text and form a compound sentence.

### **Activity 4: Reading comprehension**

#### Students with prior learning and/or experience:

- Identify 5-8 birthday dates on the reader and answer the yes/no questions on the reading comprehension worksheet.

#### Students with no prior knowledge:

- Identify 3 birthday dates on the reader and answer the yes/no questions on the reading comprehension worksheet.

#### Students working beyond:

- Identify birthday dates, match them with the Public holidays and answer the yes/no questions on the reading comprehension worksheet.

### Lessons 7 & 8

- The teacher asks whole class to read “生日快乐” big book.
  - Identify the birthday dates as mentioned in the reader on a Chinese monthly calendar.

- Students participate the following literacy activities in rotation:

### **Activity 1: Hanzi writing practice**

#### Students with prior learning and/or experience:

- Students practice writing *Hanzi* “舅”, “姨”, “月” and “日” in 田字格 sheet. Set writing expectations with students e.g. stroke orders, write inside 田字格 and position *Hanzi* in the middle and recognise radicals.

#### Students with no prior knowledge:

- Write targeted *Hanzi* on enlarged 田字格 with stroke orders provided.
- Rainbow write the focus *Hanzi* seven times.

#### Students working beyond:

- Write targeted *Hanzi* from the reader “生日快乐” in 田字格 sheet and on small whiteboards after 田字格 sheet has been completed.

### **Activity 2: Board Game**

#### Students with prior learning and/or experience:

- Students continue to play the same *Hanzi* board game from previous weeks. Each player is required to read aloud the *Hanzi* or name the picture. Students can refer to the cheat sheet (list of vocabulary) when struggling reading a particular *Hanzi*.

#### Students with no prior knowledge:

- Read aloud the *Hanzi* on the board game with the help of cheat sheet.

#### Students working beyond:

- Use the *Hanzi* on the board game to make a sentence.

### **Activity 3: Making sentences**

#### Students with prior learning and/or experience:

- Use sentences from the reader “生日快乐” cut up into words. Students individually or in pairs reconstruct them to make meaning. They read the sentences aloud and fix any errors. Then write their sentences into their workbooks.

#### Students with no prior knowledge:

- Complete this activity individually once they are familiar with it. Then write their sentences into their workbooks.

#### Students working beyond:

- Make four or more sentences that include one conjunction and one compound sentence.

### **Activity 4: Reading comprehension**

#### Students with prior learning and/or experience:

- Identify 5-8 birthday dates on the reader and answer the yes/no questions on the reading comprehension worksheet 2.

Students with no prior knowledge:

- Identify 3 birthday dates on the reader and answer the yes/no questions on the reading comprehension worksheet 2.

Students working beyond:

- Identify birthday dates, match them with the Public holidays and answer the yes/no questions on the reading comprehension worksheet 2.

**Lesson 7 Reading assessment:**

- Students read aloud the *Hanzi* on the running record sheet. The teacher observes and takes notes on pronunciation, substitution, number of correction, self-correction and omission. Record students' reading results on reading progression sheet.

**Lesson 8 Writing assessment:**

- Provide students with writing assessment sheets. Students make sentences according to the given picture.

**Sample assessment activities**

**Outcomes assessed: LCH1-5U**

Students read aloud the *Hanzi* on the running record sheet. The teacher observes and takes notes on pronunciation, substitution, number of correction, self-correction and omission. Record students' reading results on reading progression sheet.

**Students with no prior learning and/or experience**

The reading criteria for these students include:

- recognise familiar *Hanzi* from simple texts.

**Students with prior learning and/or experience**

The reading criteria for these students include:

- read and understand familiar *Hanzi* from simple texts.

**Outcomes assessed: LCH1-4C, LCH1-6U**

Provide students with writing assessment sheets. Students make sentences according to the given picture and the list of *Hanzi*.

**Students with/without prior learning and/or experience**

The writing criteria for these students include:

- write sentences relevant to the picture shown

- use possessive pronoun in their sentences
- apply basic Chinese writing conventions e.g. punctuations and sentence structure.

**Students working beyond**

The writing criteria for these students include:

- write sentences relevant to the picture shown
- use possessive pronoun in their sentences
- apply basic Chinese writing conventions e.g. punctuations and sentence structure.
- write at least 4 sentences that are appropriate and accurate sequencing of modelled language.