

Chinese – Sample Unit –Stage 2

Unit title: A folktale	Duration: 10 weeks (Term 4) 1 hour per week
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Unit overview	
<p>Students listen to, read or view popular Chinese folktales and respond to questions. They create a storyboard for their favourite folktale, using pictures and captions. They then draw their favourite character from the folktale and caption their drawing, using modelled language from the folktale.</p> <p>Students with prior learning and/or experience: Students listen to, read or view simple Chinese folktales and respond to questions. They then retell a selected folktale to the class, using visual and other supports.</p>	
Outcomes	Resources
<p>A student:</p> <ul style="list-style-type: none"> • locates and classifies information in texts LCH2-2C • responds to texts in a variety of ways LCH2-3C • demonstrates understanding of basic Chinese writing conventions LCH2-6U • demonstrates understanding of elements of Chinese grammar in familiar language patterns LCH2-7U • demonstrates an awareness of how familiar texts are structured LCH2-8U • recognises how terms and expressions reflect aspects of culture LCH2-9U 	<ul style="list-style-type: none"> • Chinese folktales, eg <i>The 10 Suns</i>, <i>The story of Nian</i>, <i>The rats are marrying off their daughter</i> • Folktales in Chinese/English, eg <i>Mulan</i> • Digital creation tool for storyboard • Flashcards and pictures of Chinese characters • YouTube videos of Chinese folktales

Content	Teaching, learning and assessment
<p>Students:</p> <ul style="list-style-type: none"> • identify particular language features and textual conventions in familiar texts (ACLCHU029) • obtain specific information from texts (ACLCHC019, ACLCH029) • understand and identify elements of basic grammar and sentence structure (ACLCHU028) • recognise and write frequently used <i>Hanzi</i> (ACLCHU027) • obtain specific information from texts (ACLCHC019, ACLCH029) 	<ul style="list-style-type: none"> • The teacher introduces the unit by reading to the class in English a favourite children’s folktale from a picture book, such as a Dreaming story, eg <i>Tiddalick the Frog</i>, from Aboriginal and Torres Strait Islander communities. • Students respond to teacher generated questions, eg: <ul style="list-style-type: none"> – What are the features of the story? – Do you know any other stories like this one? – Why are these stories important to people? • Students: <ul style="list-style-type: none"> – compare the Dreaming story with a Chinese folktale, eg 愚公移山 and 守株待兔 identifying how the content and features support the purpose of each text – identify common characteristics of the Dreaming story and the Chinese folktale, eg they are passed down orally from generation to generation, reflect the values of a community, and may involve supernatural elements. • Students: <ul style="list-style-type: none"> – identify main ideas and specific information in the folktale – identify key words, phrases and familiar <i>Hanzi</i> in the Chinese folktale and use the information to guess the moral of the folktale, eg 从前、他、我. • With teacher support, students: <ul style="list-style-type: none"> – discuss basic sentence structure of subject–verb–object in the Chinese folktale – identify the use of adjectives in Chinese, eg 强、大 – recognise the importance of using the correct tones and tone marks when writing <i>Pinyin</i>. • Students learn to write the Chinese characters 从前. The teacher explains that a Chinese character can be made up of different parts, eg 从 is made up of two parts and 前 three parts. Students: <ul style="list-style-type: none"> – practise writing the characters 从前 by copying – explore the meanings of the parts of the characters. • Students view a video of a Chinese folktale, then read with the teacher the same folktale in a Big Book. Students: <ul style="list-style-type: none"> – discuss the overall meaning of the folktale – identify the main characters, events and specific information – identify the sequence of events leading to the end of the tale – discuss key ideas in and the moral of the folktale.

<ul style="list-style-type: none"> • respond to texts using graphic, visual and digital supports, or in English or Chinese, using simple statements (ACLCHC020) • make connections between cultural practices and language use, such as culture-specific terms or expressions in Chinese or English (ACLCHU032, ACLCHU14) • respond to texts using graphic, visual and digital supports, or in English or Chinese, using simple statements (ACLCHC020) 	<ul style="list-style-type: none"> • With teacher support, students examine captions to pictures in the folktale. Students: <ul style="list-style-type: none"> – identify key words and phrases – identify the meaning of some <i>Hanzi</i> and <i>Pinyin</i>. • Students collaborate in groups to create a storyboard for their favourite Chinese folktale. Students: <ul style="list-style-type: none"> – sequence the pictures in the folktale – label the pictures with captions, using modelled language from the folktale – describe their storyboard in English to the class. • Students identify culturally specific terms and phrases from the Dreaming story, eg <i>Tiddalick the Frog</i>, and the Chinese folktale, eg 愚公移山 or 守株待兔. Students: <ul style="list-style-type: none"> – identify specific terms in the <i>Tiddalick</i> story and make connections with culture, eg <i>billabong</i>, where the animals come to drink, water-holding frogs in outback Australia – discuss the ending of the story, ie the animals sharing the water from the billabong, which is the essence of all life, and the moral, ie the importance of sharing with friends to create a happy environment – identify specific terms in 守株待兔, and make connections with culture, eg a farmer's life in ancient China – discuss the ending of the story 愚公移山, and the moral, ie where there is a will, there is a way. • Students draw their favourite character from the folktale and caption their drawing in Chinese using modelled language from the folktale.
<p>Students:</p> <ul style="list-style-type: none"> • identify particular language features and textual conventions in familiar texts (ACLCHC029) 	<p><i>Students with prior learning and/or experience</i></p> <ul style="list-style-type: none"> • The teacher reads to the class in English a favourite children's folktale from a picture book, such as a Dreaming story, eg <i>Tiddalick the Frog</i>, from Aboriginal and Torres Strait Islander communities. Students identify key ideas and information. The teacher then discusses the story with students by asking questions, eg: <ul style="list-style-type: none"> – What are the features of the story? – Do you know any other stories like this one? – Why are these stories important to people?

<ul style="list-style-type: none"> locate and organise information from spoken, written, digital and visual texts (ACLCHC131, ACLCHC133) 	<ul style="list-style-type: none"> The teacher reads with students a simple Chinese folktale, eg <i>The rats are marrying off their daughter</i> (老鼠嫁女) . Students identify key ideas and information, by responding to questions in English or Chinese: <ul style="list-style-type: none"> Do you know this folktale? 你听过这个寓言故事吗? Who are the characters in this folktale? 这个寓言故事的主角是谁? What happens at the end? 这个寓言故事的结局怎么样? What is the moral or message of the folktale? 这个寓言故事有什么教训? Students identify common characteristics of the Dreaming story and the Chinese folktale, eg they are passed down orally from generation to generation, reflect the values of a community, and may involve supernatural elements.
<ul style="list-style-type: none"> identify particular language features and textual conventions in familiar texts (ACLCHC029) identify the form, composition and spacing within <i>Hanzi</i>, relating components and their positions to their meaning and sound (ACLCHC139) develop knowledge of grammatical elements to describe actions, people and objects (ACLCHU140) respond in English or Chinese to texts, using spoken, written or digital modes, and models (ACLCHC132) 	<ul style="list-style-type: none"> Students compare the Dreaming story with the Chinese folktale, identifying how the content and features support the purpose of each text. They then respond to the following question in English or Chinese: <ul style="list-style-type: none"> 中国的寓言故事是怎样流传到现在的? (How were Chinese folktales passed down from generation to generation?) The teacher and students discuss terminology related to folktales, eg 寓言故事、主角、结局、流传、教训 With teacher support, students re-read the folktale, eg <i>The rats are marrying off their daughter</i>, and discuss the use of specific characters. Students: <ul style="list-style-type: none"> identify familiar Chinese characters label unfamiliar Chinese characters with the relevant <i>Pinyin</i> recognise differences in orthography between simplified and traditional Chinese characters, eg 雲 and 云 practise writing unfamiliar characters, applying rules of stroke direction and stroke order categorise characters with common components and make connections between meanings and sounds of components and meanings and sounds of characters. With teacher support, students examine grammatical structures used to describe actions, people and objects: <ul style="list-style-type: none"> simple sentence structure, subject–verb–object the use of the past tense marker 了 elaborating ideas using expressions of time, place and manner. Students in groups, re-read the folktale, <i>The rats are marrying off their daughter</i>. Students: <ul style="list-style-type: none"> collaborate to change the folktale, eg by including another character, or changing the sequence of events or the ending re-tell the folktale in Chinese to the class, using visual or other supports, eg pictures, props, dress ups.

<ul style="list-style-type: none"> reflect on their experiences when interacting in Chinese and English-speaking contexts, identifying differences in language use and behaviours (ACLCHC137) 	<ul style="list-style-type: none"> Students discuss differences in how they feel when using English or Chinese to act out a folktale.
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<p>Sample assessment activities</p>
<p>Outcomes assessed: LCH2-2C, LCH2-3C, LCH2-6U, LCH2-7U</p> <p>Students draw their favourite character from a folktale and caption their drawing in Chinese using modelled language from the folktale, focusing on:</p> <ul style="list-style-type: none"> identifying key information in texts writing a caption relevant to their drawing accuracy and appropriate sequencing of the modelled statements in the caption use of basic Chinese writing conventions. <p><i>Students with prior learning and/or experience</i></p> <p>Outcomes assessed: LCH2-2C, LCH2-3C, LCH2-6U, LCH2-7U</p> <p>Students present to the class their version of the folktale, <i>The rats are marrying off their daughter</i>, using visual or other supports, focusing on:</p> <ul style="list-style-type: none"> organising information obtained from a text retelling the story with visual supports appropriate and accurate sequencing of modelled language applying basic Chinese writing conventions.