Chinese – Year 3

Healthy Eating—Fruit and vegetables (10 weeks – 2 hours/week)

**Unit description**

This unit provides opportunities for students to explore various fruit and vegetables available in Australian and China.

**Key concept**Names of fruit and vegetables

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| **Learning intentions**  What will student learn?  Students will learn about:   * Names of some common fruit and vegetables * range of language that are used when communicating about the topic | **Success criteria**  How will students achieve their learning goals?  Students are able to:   * identify some common fruit and vegetables in Australia and China, * discuss and describe their favourite fruit and vegetables in terms of taste, colour, shape and/or smell. * identify the radicals related to the unit * compare the living styles in terms of fruit and vegetable choices between the two culture. |

**Outcomes**

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| **Stand: Communicating** | |
| *Objective: Interaction*   * Interacts with others to share information and participate in classroom activities in Chinese LCH2-1C | *Students:*   * Interact with teacher and peers in guided exchanges ACLCHC017 * Participate in activities with teacher support that involve following instructions and collaborating with peers (ACLCHC017, ACLCHC018)   *Students with prior learning and/or experience will:*   * interact with teacher and peers to share information (ACLCHC129) * participate in classroom activities and collaborative tasks that involve planning and simple transactions. (ACLCHC130) |
| *Objective: Accessing and Responding*   * locates and classifies information in texts LCH2-2C * responds to texts in a variety of ways LCH2-3C | *Students:*   * obtain specific information from texts (ACLCHC019, ACLCHC021) * respond to texts using graphic, visual and digital supports, or in English or Chinese (ACLCH019, ACLCHC020)   *Students with prior learning and/or experience will:*   * locate and organise information from spoken, written, digital and visual texts. (ACLCHC131, ACLCHC133) * respond in English or Chinese to texts, using spoken, written and digital modes, and models. (ACLCHC132 |
| *Objective: Composing*   * composes texts in Chinese using modelled language LCH2-4C | *Students:*   * compose simple texts using familiar words, formulaic expressions and modelled language. (ACLCHC021, ACLCHC022)   *Students with prior learning and/or experience will:*   * compose texts using formulaic expressions, modelled language and visual supports. (ACLCHC134) |
| **Strand: Understanding** | |
| *Objective: System of Language*   * recognises pronunciation and intonation patterns of Chinese LCH2-5U * 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 | *Students:*   * recognise the tone-syllable nature of spoken Chinee and use Pinyin as a learning tool to reflect the sound of spoken Chinese (ACLCHU026) * recognise and write frequently used Hanzi (ACLCHU027) * understand and identify elements of basic grammar and sentence structure (ACLCHU028)   *Students with prior learning and/or experience will:*   * apply the tonal features of spoken Chinese, and recognise how syllables are decoded from and encoded into Pinyin (ACLCHC138) * identify the form, composition and spacing within Hanzi, relating components and their positions to their meaning and sound (ACLCHC139) |
| *Objective: The Role of Language and Culture*   * recognises how terms and expressions reflect aspects of culture LCH2-9U | *Students:*   * *understand that language use changes according to the context of use and reflects different relations. (ACLCHU031, ACLCHU047)*   *Students with prior learning and/or experience will:*   * reflect on their experiences when interacting in Chinese and English-speaking contexts, identifying differences in language use and behaviours (ACLCHC137) |

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| **Building the field**  Stimulus material:   * Flashcards * Real objects (for some rare Chinese fruit and vegetables) ­­ * Surprise book: guess game (PPT) | |
| **Suggested radicals**  木、艹， 口，纟  **Suggested vocabulary**  水果： 苹果，芒果，火龙果，香蕉，梨，葡萄，草莓，橙子，桔子，桃子，荔枝，龙眼，西瓜，木瓜，香瓜  蔬菜： 土豆，青豆，玉米，西兰花，西红柿，芹菜，青菜，大白菜，生菜，菜花，胡萝卜，南瓜，黄瓜，苦瓜  喜欢，不喜欢，好吃，不好吃，  红，绿，蓝，白，粉红，橙，大，小，甜，酸，辣，苦，脆，长，  树上，地上，地下，泥土里 | **Sentence structures**  这是什么？这是。。。  你喜欢吃什么水果/蔬菜？我喜欢吃。。。  你的家人喜欢吃什么水果/蔬菜？我爸爸喜欢吃。。。； 我妈妈喜欢吃。。。  澳大利亚人/中国人喜欢吃的蔬菜有： 。。。  这苹果又大又红。这黄瓜又绿又长。  我 喜欢吃草莓，酸酸甜甜的。  苹果长在树上。 |
| **Teaching resources**   * Flash cards * Quizlet * Games made by teacher such as Bingo, matching cards， board games * YouTube videos: 它是一种蔬菜吗？Fruit Song, 学中文蔬菜， 这是胡萝卜吗？西瓜在哪里？学中文9种水果，学中文颜色和水果 * Chinese Made Easy * Smart Notebook activities | |

**Suggested teaching, learning and assessment activities**

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|  | **Students with needs** | | **Class** | **Extension** | **Registration** |
| **Introduction** | * Revise colours Literacy icon * Revise family members in ChineseLiteracy icon * Discuss the importance of eating fruit and vegetables in Chinese and/or English. Critical and creative thinking icon (critical thinking) (bus stop) * Introduce radicals and vocabulary using flashcards from [Quizlet](https://quizlet.com/en-gb) and Smart Notebook Literacy icon * Radical: 木， 艹， 口， 纟Literacy icon * Review pinyin and intonation * Five tastes: 甜、酸、苦、辣、咸 ( in this unit, we will focus the first four tastes) | | | |  | |
| **Fruit** | Students practise Pinyin and character writing **with the teacher’s assistance***.* Students consolidate speaking, listening, reading and writing skills in a range of activities  (Speaking, listening, reading and writing)  **Vocabulary list:**  水果， 苹果，香蕉，西瓜，桔子，草莓  大 小 红，绿 ，黄, 酸，甜  喜欢、不喜欢、  **Sentences：**  这是什么水果？这是。。。  你喜欢吃什么？我喜欢吃草莓，酸酸甜甜的。 | Students practise Pinyin and character writing **independently***.* Students consolidate speaking, listening, reading and writing skills in a range of activities  (speaking, listening, reading and writing)    **Vocabulary list:**  水果，苹果，芒果，香蕉，西瓜，桔子，草莓，橙子，木瓜，香瓜，荔枝，  红，黄，绿，橙，黄，白，大 小，酸，甜，苦，辣，好吃  喜欢、不喜欢、一般、讨厌、最爱  有营养，没营养  **Sentences**：  这是什么水果？这是。。。  香蕉是黄色的。  你喜欢吃什么水果？我喜欢吃草莓，酸酸甜甜的  我爸爸喜欢吃。。。  苹果有营养。 | | Students practise Pinyin and character writing **independently***.* Students write description of chosen fruit for the whole class to play guessing games to consolidate learnt vocabulary.  (speaking, listening, reading and writing)  **Vocabulary list:**  水果： 苹果，芒果，火龙果，香蕉，梨，葡萄，草莓，橙子，桔子，桃子，荔枝，龙眼，西瓜，木瓜，香瓜  红，黄，绿，橙，黄，白，粉红，大 小，酸，甜，苦，辣，脆，长，好吃  喜欢、不喜欢、一般、讨厌、最爱  有营养，没营养, 长在树上/地上/下/泥土里  **Sentences**：  这是什么水果？这是。。。  你喜欢吃什么水果？我喜欢吃苹果，这苹果**又**大**又**甜，真好吃。  我 爸爸喜欢吃。。。，很有营养。 |  |
| Activities：   * Bus stop: Brain storm the colours associated with fruit (critical thinking) Literacy icon * Board games, bingo games Literacy icon * Interactive activities using Smart Notebook, quizlet, and so on Literacy icon Information and communication technology capability icon * Class survey: the most popular fruit in the classLiteracy icon * Students work in groups and each creates a PPT presentation on the top 5 favourite fruit of the group Literacy iconInformation and communication technology capability icon * Trace and write words Literacy icon * Work as a whole class to construct sentences (collaboration skill, substantive communication) Literacy icon Critical and creative thinking icon * Bus stop on fruit vocabulary Literacy icon | | |
|  | **Extra activities about fruits**  Music time: The fruit song 水果歌  <https://www.youtube.com/watch?v=tM_HV6-_AEs>  Students are able to name the fruits in the song and use appropriate adjectives to describe them. e.g. 红红的苹果，弯弯的香蕉，圆圆的西瓜，香香的凤梨……  Students would try to apply the adjectives to give descriptions to other previously learned nouns.  e.g. 红红的太阳，弯弯的眉毛，圆圆的眼睛，香香的花朵……  Culture significances  Chinese candy coated fruits – 糖葫芦 <https://www.youtube.com/watch?v=pdfHf7ZbE6Q>  Students will listen to a story about the origin of 糖葫芦and would experience how 糖葫芦is made by watching a video. Then, they are required to draw a picture about the fruit they like in sticks, and share their picture to the rest of the class using the sentence starter ” 我喜欢……糖葫芦，因为……”Intercultural understanding iconDifference and diversity icon | | |  |  |
| **vegetables** | * Introduce radicals and vocabulary using flashcards from [Quizlet](https://quizlet.com/en-gb) and smart notebook * Matching game to consolidate leaning – match pinyin with character * Discussion: (think-pair-share) Are tomatoes and cucumbers fruit or vegetables? (critical thinking) Critical and creative thinking icon Literacy icon * Students prepare a shopping list/trolley of fruit and vegetables for the family Literacy icon * Group role play: shopping for the family at the fruit & vegetable shop(students need to prepare fruits/vegetable stalls, include 好吃，有营养，便宜, 应季，反季……) * Cutting and pasting – students identify different colour/growth places of fruits and vegetables (tree fruits, vine fruits, bush fruits, above-ground, under-ground, vine vegetables ……Critical and creative thinking iconLiteracy icon * Write about the favourite fruit and vegetables of their family in a booklet Literacy icon * Feel it and guess what it is in an invisible box? Literacy icon * Discussion: why do Chinese people like to eat green leafy vegetables? (critical thinking) Critical and creative thinking icon Sustainability iconDifference and diversity icon Intercultural understanding icon | | | * Students create a poem or a chant on fruit and vegetables and present it to the whole class (creative thinking skills) Critical and creative thinking icon Literacy icon--Advanced level |  |
|  | **Extra activity about vegetable**  Music time: 拔萝卜 <https://www.youtube.com/watch?v=kEOZTeuzlfI>  Students will listen to a story about 拔萝卜and learn about this traditional children song. They would revise the family member and pet names in this song. Students would also act out this story by using the handmade masks. | | | |  | |
| **Assessments** | Task based assessments:  .   * Role play: shopping for the family at the fruit & vegetable shop * In writing, prepare a seven-day vegetable dinner menu for their family and give reasons. | | | |  | |