**Sample Unit – Chinese – Stage 2 (Year 3)**

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| **Unit Title: Chinese folktale** | **Duration: 10 weeks (Term 3) 2 hour per week** |

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| **Unit overview** | |
| In this unit, students will listen to a popular Chinese folktale and respond to questions. They will create a storyboard using pictures and captions.  **Students with prior learning and/or experience:**  Students will read a simple folktale and respond to questions in Chinese. They will retell the story to the class using visual and other supports. | |
| **Outcomes** | **Resources** |
| A student:   * **LCH2-2C** locates and classifies information in texts * **LCH2-3C** responds to texts in a variety of ways * **LCH2-6U** demonstrates understanding of basic Chinese writing conventions * **LCH2-7U** demonstrates understanding of elements of Chinese grammar in familiar language patterns * **LCH2-8U** demonstrates an awareness of how familiar texts are structured | Free on line Chinese learning tools <http://www.yellowbridge.com/chinese/dictionary.php>  Great for character formation pratice and meanings.  This sites organise these stories into different categoies. Eg festivls, myths, love stories.  <http://pages.ucsd.edu/~dkjordan/chin/hbtales.html#festivals>  youtube: The 10 Suns  <https://youtu.be/DEzgAiIV0zM>  youtube: The story of Nian  <https://youtu.be/P1AKwg7Ng2s>  youtube: Storyboard for Kids  <https://youtu.be/JpT74FUOTuM>  List of Chinese folktales:  -The story of Nian -The Goddess of the Silkworm  -The Rats Are Marrying Off Their Daughter  -The Rat’s Wedding Day -The Coherd and the Weaving Maid  -Houyi shoots Down the Suns  Teacher create calss worksheets to practices and be familiarise with use of adjectives,nouns, prounouns and verbs.eg 很久以前， 结果，  有 一天， 他， 它， 她 ， 很好， 跑了。 |

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| **Content** | **Teaching and learning strategies (potential assessment tasks are in bold):** |
| Students:   * Obtain specific information from texts * Respond totexts using graphic, visual anad didgital support * Recognise the tone-syllable nature of spoken Chinese and use Pinyin as a leanring tool to reflect the sound of spoken Chinese. * Understand and identify elements of basic grammar and sentences structure. * Identify particular features and textual conventions in familiar texts. | *(Outline the range of activities and assessments undertaken in this unit.)*   1. Class discussion on the topic “ A folktale” to identify characteristic of a folktale genre and to understand different culture has different cultural specific folktales.   a)Suggested discussion prompting questions:  -What is it mean by tale? What is a folktale?  - Do you knoew any folktales?  b)identify characteristic of folktale genre  key terms: foktale- 民间故事 moral-道德 plot- 情节 characters-人物 ending- 结尾  (Note ‘tale’ and ‘story’ has the same Chinese characters- 故事, teacher should demonstrate and explain the difference between story and folktake).   1. Listen to a Chinese folktale, in spoken Mandarin and English subtiles. (use interactive online version， suggested folktale links under ‘Resources” section).   -after first listening of the folktale, class to discuss what the folktale is about? Who are the chatacters? What’s the moral of yhe folktale? Why is this a folktale ?( ie “Do you think this really did happen? )  - dicuss the use of certain phrases and hanzi to show tense. Eg 以前， 了， 过去   1. Understanding the folktale(moral, chatracters , plots) language features.   -teacher create worksheets for individual students or in small groups which aims at familising  students with the folktale story style. Eg worksheets to match pinyin and English with pictures;  placing the correct folktale sequences.  - role paly: in small group, students are to act out one part of the folktale from previouse lessons.  -class discussion after each group presents their role play. Focus of discussion on “Clarity of voice  use, expression/interpretation of the folktale.”     1. Using Storyborad (multple lessons with different group activities) 2. demonstrate how to use Storyborad to create a foletale story. Use interactive online version， suggested links under ‘Resources” section title “ Storyboard for Kids‘).   b) Research a Chinese Folktale  - group students into 3 or 4 per group.  -teacher provide a list of Chinese folktales with online links for students to listen to.  - teacher create class worksheet which aims to guide students group research of Chinese folktale.  Example questions: Whats this Chinese folktale is about? Whats the moral? Who are the  characters? Why do your group choose this folktale?  ***Assessment activity***  ICT lessons to create a folktale using Storyboard. Teacher to create a rubric for assessing students Chinese folktale on storyboard.. |
| Students:   * Locate and organise information from spoken, written, digital and visual texts. * Identify the form, composition and spacing within Hanzi, relating components and their positions to their meaning and sound. | **Students with prior learning and/or experience**   1. Participate in the class discussionon the topic “ A folktale” to identify characteristic of a folktale genre and to understand different culture has different cultural specific folktales.   a)Suggested discussion prompting questions:  -What is it mean by tale? What is a folktale?  - Do you knoew any folktales?  **Extension discussion for students with prior learning and/or experience:**  - Where and when had you heard of this folktale?  -What is the folktale about? Who are the characters and whats the mroal of the folktale?  b)identify characteristic of folktale genre  key terms: foktale- 民间故事 moral-道德 plot- 情节 characters-人物 ending- 结尾  (Note ‘tale’ and ‘story’ has the same Chinese characters- 故事, teacher should demonstrate and  explain the difference between story and folktake)    **Extension discussion for students with prior learning and/or experience:**   1. students are to identify some frenquently used phrases and written hanzi.   Eg 很久以前， 结果, 有 一天   1. Listen to a Chinese folktale, in spoken Mandarin and English subtiles. (use interactive online version suggested folktale links under ‘Resources” section).   -after first listening of the folktale, class to discuss what the folktale is about?  - Who are the chatacters?  - What’s the moral of yhe folktale? Why is this a folktale ?( ie “Do you think this really did  happen? )  - dicuss the use of certain phrases and hanzi to show tense and characters forming compunds.  Eg 以前， 了， 过去， 动物.  - students with prior learning and/or experience should attempt to retell the folktale using their  own words or in spoken Mandarin.    3.. Understanding the folktale(moral, chatracters , plots) language features.  -teacher create worksheets for individual students or in small groups which aims at familising  students with the folktale story style. Eg worksheets to match pinyin and hanzi with pictures  arrange the folktale sequences correctly.  - role paly: in small group, students are to act out in spoken Mandarin one part of the folktale  from previouse lessons.  -class discussion after each group presents their role play. Focus of discussion on “Clarity of  voice use, expression/interpretation of the folktale.”  4. Using Storyborad (multple lessons with different group activities)   1. demonstrate how to use Storyborad to create a foletale story. Use interactive online version， suggested links under ‘Resources” section title “ Storyboard for Kids‘).   b) Research a Chinese Folktale  - group students into 3 or 4 per group.  -teacher provide a list of Chinese folktales with online links for students to listen to.  - teacher create class worksheet which aims to guide students group research of Chinese folktale.  Example questions: Whats this Chinese folktale is about? Whats the moral? Who are the  characters? Why do your group choose this folktale?  ***Assessment activity***  ICT lessons to create a folktale using Storyboard. Teacher to create a rubric for assessing students Chinese folktale on storyboard. **Students with proior learning or experience should use hanzi subtitles and in folktale be presented in spoken Mandarin**. |

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| **Reflection and Evaluation** |
| (This section may be used for registration or as necessary) |