Chinese - Year 2

Healthy Life (10 weeks – 2 hours/week)

**Unit description**

This unit provides opportunities for students to explore range of food, and how we can find out what people need to eat. The understanding of a healthy and balanced diet, diabetes and allergies.

**Key concept**Features of places

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| **Learning intentions**  What will student learn?  Students will learn about:   * What are healthy food for their growing body * What is a balanced diet * Food and their nutrition * How can people prepare health food * What is diabetes * What is food allergy * How food are stored appropriately * Food of different culture | **Success criteria**  How will students achieve their learning goals?  Students are able to:   * regnonise what nutrition they need for their growing body. Eg, protein, carbohydrates, minerals, vitamins, etc. * Identify what is healthy food and what is junk food. * Identify food from different culture and why people eat different food in different countries. Eg, because of the weather, geographic location, etc. * be aware of food related diseases such as diabetes, and allergies * exlpore how food is prepare and stored at a suitable place. |

**Outcomes**

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| **Stand: Communicating** | |
| *Objective: Interaction*   * participates in classroom interactions and play-based learning activities in Chinese LCH1-1C | *Students with prior learning and/or experience will:*   * interact with teacher and peers to exchange information(ACLCHC113) |
| *Objective: Accessing and Responding*   * responds to texts using a range of supports LCH1-3C | *Students with prior learning and/or experience will:*   * respond to texts using English, or modelled sentence structures in Chinese, or illustrations to support meaning (ACLCHC116) |
| *Objective: Composing*   * composes texts in Chinese using rehearsed language LCH1-4C | *Students with prior learning and/or experience will:*   * compose simple spoken texts using modelled sentence structures and illustrations to support meaning (ACLCHC118) |
| **Strand: Understanding** | |
| *Objective: System of Language*   * recognises and reproduces the sounds of Chinese LCH1-5U * recognises basic Chinese writing conventions LCH1-6U * recognises Chinese language patterns in statements, questions and commands LCH1-7U | *Students with prior learning and/or experience will:*   * identify the four tones and compare consonant and vowel sounds, recognising stress and phrasing (ACLCHU122) * recognise and copy familiar *Hanzi*, recognising the morphological nature of Chinese words (ACLCHU123) |
| *Objective: The Role of Language and Culture*   * recognises similarities and differences in communication across cultures LCH1-9U | *Students with prior learning and/or experience will:*   * reflect on the role of Chinese language and culture in their own lives, for example: (ACLCHC121) |

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| https://lh3.googleusercontent.com/oQ8NRGaUOtp30NOmK9GrcT5Abp4gI7RI1QfghMBvH2VyEr5zZDGF-kZZ-GIV9FrmGhbv=s85**Building the field**  Stimulus material:   * Flashcards and posters of food triangle/ western food vs Chinese food * Flashcards and Bingo games on food­­ * Online activity, what’s for lunch today? | |
| **Suggested radicals**  木、心、日、氵、冫、扌、辶、月  **Suggested vocabulary** | **Sentence structures**   * 什么是健康饮食 你知道我 们 每天 应 该吃些 什么 食物吗？ * 祝你身体健康。 我的身体很健康。 * 你的身体健康吗？ 我喜欢吃水果。 * 我喜欢吃蔬菜。 我最喜欢吃…. * 我每天吃水果。 * 我天天吃三种蔬菜。 我们不能多吃糖。 * 我们要多喝 水。 我每天喝牛奶。 * 我们的身体需要什么？ 我们的身体需要水、维生 素、蛋白质、钙、铁、锌。 * 水：万物生长需要水。 * 维生素：身体强壮不生病。 蛋白质：个子高。 * 钙：骨头强壮。 铁：身体健康。 * 锌：记忆好。 为什么？….因为…. * 怎样准备早餐？ 怎样准备午餐？ * 谁准备晚餐？ 不要让我们的食物受污染。 * 吃饭前先洗手。 这些是健康食品。这些是不健康食品。 |
| **Teaching resources**   * Flash cards * Quizlet * Games made by teacher such as Bingo, matching cards * Teacher made choice board * Teacher made text book * Teacher made work book * Flash cards/PowerPoint * You-Tube clips * Chinese story books * Chinese craft book * Template for ’ booklet | |

**Suggested teaching, learning and assessment activities**

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|  | **Students with needs** | | **Class** | **Extension** | **Registration** |
| **Introduction**  **Week 1-2** | What is healthy eating?   * Brainstorm what are healthy foods and what are junk foods. Critical and creative thinking icon * In groups of 4, list healthy food and junk food, how many students brought healthy food to school and how many brought junk food to school. Literacy icon * Discuss how food makes impact on our healthy life, use ‘focus circle’ to consolidate Critical and creative thinking icon * Discuss and compare Chinese food and Australian food and why they are different (critical thinking), (bus stop) Critical and creative thinking icon * Introduce poem, 健康歌Sustainability icon * Introduce radicals and vocabulary for 食物using flashcards from [Quizlet](https://quizlet.com/en-gb). Sustainability iconLiteracy icon * Radicals 氵，亻，艹， 女， 口， 木，广， 饣，米，虫，冫 * Learn structures of characters: Top/bottom上下结构：苹、果、梨、香、蕉、草、莓、食、品、蛋、蔬、菜, left/right左右结构：橘、橙、糕、饭、饼、冰、淇、淋、酸 、奶、糖、巧、虾, half surrounded半包围结构：康， left /middle /right左中右结构：. 健， * single 独体字：米、干、鱼、面、包、肉、克、力、麦、片。 * Learn orders of strokes for the new words * Learn Pinyin for the new words * Learn how to make up a sentence using : 健康 * Learn sentence structure 我喜欢吃……(Name of a fruit or vegetable). * 我每天吃…… 我每天喝…… 我不能多吃….. 我要多喝…….. * Draw their favourite fruit and vegetable. | | | |  |
|  | Students practise Pinyin and character writing **with the teacher’s assistance***.* Students consolidate listening, reading and writing skills in a range of activities in Quizlet.  (Listening, reading and writing)  Vocabulary list:  苹、果、梨、香、蕉、草、莓、  Sentences：   * 我每天吃…… * 我每天喝…… | Students practise Pinyin and character writing **independently***.* Students consolidate listening, reading and writing skills in a range of activities in Quizlet.  (Listening, reading and writing)    Vocabulary list:  苹、果、梨、香、蕉、草、莓、食、品、蛋、蔬、菜,  Sentences：   * 我喜欢吃……(Name of a fruit or vegetable). * 我每天吃……. * 我每天喝……. | | Students practise Pinyin and character writing **independently***.* Students create Hopscotch game for the class to consolidate learnt vocabulary. Information and communication technology capability icon  (Listening, reading and writing)  Vocabulary list:   * 苹、果、梨、香、蕉、草、莓、食、品、蛋、蔬、菜, * left/right左右结构：橘、橙、糕、饭、饼、冰、淇、淋、酸 、奶、糖、巧、虾, half surrounded半包围结构：康， * left /middle /right左中右结构：. 健，   single 独体字：米、干、鱼、面、包、肉、  克、力、麦、片。  Sentences：   * 我喜欢吃……(Name of a fruit or vegetable). * 我每天吃……. * 我每天喝……. * 我不能多吃….. * 我要多喝…….. |  |
| * Students play the Hopscotch game created by advanced students to consolidate their learnt vocabulary. | | |
| **Week 3-4** | Food and Nutrition   * Use Jigsaw strategy, in groups discuss what nutrition does different food contain. Eg, dairy product group would discuss what does dairy products contain and share with other groups (fruit, vege, meat, etc.) * Discuss what nutrition our body need. Eg, our body needs protein, calcium, etc. * Discuss what does carbohydrates, protein, calcium, vitamins and minerals do to our body to help us to grow healthier. * Discuss what do other living things need to help them to grow. * Revise radicals use flash cards氵，亻，艹， 女， 口， 木，广， 饣，米，虫，冫。 * Revise structures of characters use flash cards: Top/bottom上下结构：苹、果、梨、香、蕉、草、莓、食、品、蛋、蔬、菜, left/right左右结构：橘、橙、糕、饭、饼、冰、淇、淋、酸 、奶、糖、巧、虾, half surrounded半包围结构：康， left /middle /right左中右结构：健， single 独体字：米、干、鱼、面、包、肉、克、力、麦、片。 * Learn radicals 纟、金、牛、弓、讠、忄、疒、雨。 * Learn structures of characters: Top/bottom上下结构：素、骨、需、要、草、莓、黄, left/right左右结构：体、强、壮、钙、铁、锌、物、记、忆, half surrounded半包围结构：病、质， left /middle /right左中右结构：健、 维， single 独体字：身、为、么、万、高、头。 * Learn orders of strokes for the new words * Learn Pinyin for the new words. * Use 水、白、生to make phrase. * Learn sentence structure: 因为……所以……. * Revise learnt radical, characters and sentence structures Sustainability icon * Bingo (radical and character) * Bus stop (sentence structure) * Matching game to consolidate leaning – match pinyin with character * Work in think-pair-share to brains storm ideas; use Bus Stop to share ideas. Work as a whole class to construct sentences Literacy icon Critical and creative thinking icon (collaboration skill, substantive communication) | | | * Students write   因为……所以…….   * Sentence structure:   对比 中英文中连词“因为…所以”的用法：  Extension students construct sentences independently  (creative thinking skill) Critical and creative thinking icon |  |
| **Week 5-6** | Food preparation and storage   * How is morning tea and lunch prepared for students? * Use the 'Alternative Key' for students to discuss how morning tea and lunch can be stored to remain their freshness if there is no fridge and ice-block. * Discuss variety of food for different season. * Revise radicals use flash cards氵，亻，艹， 女， 口， 木，广， 饣，米，虫，冫、纟、金、牛、弓、讠、忄、疒、雨。 * Revise structures of characters use flash cards: Top/bottom上下结构：苹、果、梨、香、蕉、草、莓、食、品、蛋、蔬、菜、素、骨、需、要、草、莓、黄, left/right 左右结构：橘、橙、糕、饭、饼、冰、淇、淋、酸 、奶、糖、巧、虾、体、强、壮、钙、铁、锌、物、记、忆, half surrounded半包围结构：康、病、质， left /middle /right左中右结构：. 健、维， single 独体字：米、干、鱼、面、包、肉、克、力、麦、片、身、为、么、万、高、头。 * Learn new radicals: 扌、竹、 禾 。 * Learn structures of characters: Top/bottom上下结构：菌、箱、季、节, left/right左右结构：保、持、净、细, * Learn orders of strokes for the new words * Learn Pinyin for the new words * Learn how to make up sentence with保护。 * Compose new lyric for the song ‘两只老虎.’ to create a new song called ‘healthy song’ (健康歌) | | | |  |
| Students practise Pinyin and character writing **with the teacher’s assistance***.* Students consolidate listening, reading and writing skills with a range of activities in Quizlet. Sustainability iconLiteracy icon  (Listening, reading and writing)  Vocabulary list:  糕、饭、饼、牛、奶、可乐、水  Sentences：   * 我喜欢吃……(Name of a fruit or vegetable). * 我喜欢喝……(Name of a drink). | Students practise Pinyin and character writing **independently***.* Students consolidate listening, reading and writing skills with a range of activities in Quizlet. (Listening, reading and writing)  Literacy iconSustainability icon  Vocabulary list:  Sentences：***因为*** 我们是华人，***所以***要学好中文  因为……所以…….   * Sentence structure:   对比 中英文中连词“因为…所以”的用法：  Extension students construct sentences independently  (creative thinking skill) Critical and creative thinking icon | | |  |
| **Week 7-8** | Diabetes and allergies   * Discuss what diabetes is, and what causes diabetes. * Discuss what food allergy is. * Discuss what anorexia is and how we can look after ourselves * Revise radicals use flash cards氵，亻，艹， 女， 口， 木，广， 饣，米，虫，冫、纟、金、牛、弓、讠、忄、疒、雨、扌、竹、 禾。 * Revise structures of characters use flash cards: Top/bottom上下结构：苹、果、梨、香、蕉、草、莓、食、品、蛋、蔬、菜、素、骨、需、要、草、莓、黄、菌、箱、季、节, left/right 左右结构：橘、橙、糕、饭、饼、冰、淇、淋、酸 、奶、糖、巧、虾、体、强、壮、钙、铁、锌、物、记、忆、保、持、净、细, half surrounded半包围结构：康、病、质， left /middle /right左中右结构：. 健、维， single 独体字：米、干、鱼、面、包、肉、克、力、麦、片、身、为、么、万、高、头。 * Learn new radicals: 月、尸、 火、厂 。 * Learn structures of characters: Top/bottom上下结构：食, left/right左右结构：肥、胖、挑、爆 、讨, half surrounded半包围结构：尿、厌、症 。 * Learn orders of strokes for the new words * Learn Pinyin for the new words * Revise learnt characters using flashcards from [Quizlet](https://quizlet.com/en-gb) * Discuss characteristic of food (collaborative mind map, may use tableau or ‘post card’) (critical thinking skills) Critical and creative thinking icon * Discuss similarities and differences of winter in China and in Australia (e.g. rain fall, snow fall, how people stay warm, etc) * Bus stop (critical thinking skills) Critical and creative thinking icon * Discuss in think-pair-share, what Aboriginal people in the past might have preserved their food. (critical thinking skills, communication skills) Aboriginal and Torres Strait Islander histories and cultures icon | | | |  |
| **Week 9-10** | Project /Assessment Literacy iconCritical and creative thinking iconSustainability icon   * Make a healthy lunch plate, tell the class what foods are in the lunch plate and what nutrition does it have.(speaking) * Adding pinyin to Chinese words.(reading and writing) * Read words that are jumbled up, then put the words in correct order to make a sentence. * Able to recognize the structure of the character. * Able to make up a phrase with words. * Circle the sentence I read to them. | | | |  |
| **Choice board** | * Students are given a Choice Board. Over the four lessons students need to complete at least three activities that are appropriate to their level and they will also complete the activity in the centre (assessment) Sustainability iconCritical and creative thinking icon Difference and diversity iconLiteracy icon Numeracy icon   Teacher to facilitate, provide support to students with needs  \* Choice Board activities:   * design and write a Chinese menu (all students to complete this activity as an assessment for reading and writing) * create a booklet for food we need * decign a birthday party food * design a board or card game based on food and drink or celebrations. This can be played with other students. * Make an illustrated Big Book about a Chinese birthday party for primary school students to read. * conduct a survey to find out the class members’ favourite Chinese dishes and display the results in a graph on paper or using ICT. This activity may be done in pairs or individually. Information and communication technology capability icon * Role play ordering a dinner at a Chinese restaurant. Difference and diversity iconCritical and creative thinking icon * Birthdays http://www.birthdaycelebrations.net/chinesebirthdays.htm (Birthday celebrations in China)   These web sites may be useful for teacher reference and for student research:   * Food http://www.historyforkids.org/learn/china/food/ (Chinese food) * http://www.chinavista.com/home.html (General information on China culture essentials including food and recipes) | | | |  |
| Evaluation |  | | | |  |