Chinese - Sample Unit - Stage 1

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| Unit Title: How’s the weather? | Duration: 6 weeks, 1 Hour per week |

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| Unit Overview | |
| Students learn about basic descriptions of weather via participating in various activities including singing, reciting a nursery rhyme and playing games. They are able to ask questions regarding the weather.  Students also understand the different weather pattern in Australia and other major cities around the world, especially in Mandarin-speaking countries.  **Students with prior learning and/or experience**  Students participate in classroom interactions and play-based learning activities in Chinese. Students are able to compose weather-related texts in Chinese using rehearsed language. | |
| Outcomes | Resources |
| A student  participates in classroom routines and play-based learning activities in Chinese LCH1-1C  identifies key words and information in simple texts LCH1-2C  responds to texts using a range of supports LCH1-3C  composes texts in Chinese using rehearsed language LCH1-4C  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  recognises features of familiar texts LCH1-8U  recognises similarities and differences in communication across cultures LCH1-9U | Song: [天氣怎麼樣](https://www.youtube.com/watch?v=eGnHnz9eC9s)?  Flashcards  Quizlet  輕鬆學中文 ESCK 4B  Seesaw  Little Fox Chinese |
| Formal Assessment Task | |
| 1. Students work in pairs to conduct a conversation about weather in different cities. They write/ copy the conversation and record it to Seesaw. 2. Students create a weather booklet with key words and pictures inside it. | |

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| Words essential to know | | | | |
| 今天 | 天气 | 怎么样 | 热 | 冷 |
| 不冷不热 | 晴天 | 雨天 | 下雨 | 下雪 |
| 是 |  |  |  |  |

Auslan

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| [How](http://www.auslan.org.au/dictionary/words/how-1.html) | [Weather](http://www.auslan.org.au/dictionary/words/weather-1.html) | [Sunny](http://www.auslan.org.au/dictionary/words/sunny-1.html) | [Cloudy](http://www.auslan.org.au/dictionary/words/cloudy-1.html) |
| [Rainy](http://www.auslan.org.au/dictionary/words/rain-1.html) | [Snowy](http://www.auslan.org.au/dictionary/words/snow-1.html) | [Hot](http://www.auslan.org.au/dictionary/words/hot-1.html) | [Cold](http://www.auslan.org.au/dictionary/words/cold-1.html) |
| [Not](http://www.auslan.org.au/dictionary/words/not-1.html) | [Today](http://www.auslan.org.au/dictionary/words/today-1.html) |  |  |

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| Words important to know | | | | |
| 明天 | 后天 | 北京 | 台北 | 新加坡 |
| 悉尼 | 很 | 好吗？ | 刮风 |  |

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| Key sentences | |
| 今天的天气怎么样？ | 今天是晴天/雨天。  今天下雨/下雪。  今天很热/很冷/不冷不热。  悉尼很热/很冷/不冷/不热/不冷不热。 |

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| Content | Teaching, learning and assessment activities |
| LCH1-1C Students participate in classroom routines and activities.  LCH1-3C Students locate specific items of information in texts, such as charts, songs, rhymes or lists | Week 1   * Teacher shows the online animated text (天气怎么样？) to the class. * Teacher teaches vocabulary using sign language and flashcards. * Students work in pairs to practise speaking words/ phrases. * Play games to practise listening and speaking these words. * Listen and learn to sing the song “天气怎么样？” * Make a booklet and design cover with the writing “天气“ and pictures. |
| LCH1-1C Students participate in classroom routines and activities.  LCH1-4C Students label objects and caption visual texts  LCH1-7U Students understand basic Chinese sentence structure and recognise some key elements of Chinese grammar | Week 2   * Practise and review singing the song “天气怎么样？” Divide the class into two groups. One group sings the question with action, the other group responds with the answer/ action. Then both sides swap to decide which side is better. * Review words learned last week. Teacher says the word/ phrase and students do the sign language. * Teacher does sign language and students say the word. (Advance: teacher show the flashcard to see if students can read the characters.) * Students learn about the sentences to ask and respond to questions about weather. * Play games to speak these sentences * Write and draw keywords into the booklet. (Advance: write a sentence using the keyword on each page.) |
| LCH1-2C Students locate specific items of information in texts, such as charts, songs, rhymes or lists  LCH1-3C Students locate specific items of information in texts, such as charts, songs, rhymes or lists  LCH1- 9U Students identify what may look or feel similar or different to their own [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) and [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture) when interacting in Chinese | Week 3   * Watch the online animated text. Review the song and sentences learned last week. * Teacher teaches a nursery rhyme (大头）to class to recite. * Students type/ (write for advanced students) sentences to pictures of different weather conditions. * Teacher explains culture taboos: 雨伞 umbrella   In some Chinese culture, giving umbrella indicating parting with someone. However, in some Chinese communities, such as Hakka culture, giving two red oil-paper umbrellas as a wedding gift meaning (1) have lots of offspring (the traditional character 傘 has 4 people (2) have a bliss married life.  In western culture, there is a superstition that opening an umbrella indoors will bring bad luck   * Write and draw keywords into the booklet. (Advance: write a sentence using the keyword on each page.) |
| LCH1-1C Students respond to texts using key words or phrases in English or Chinese, or gestures, drawings and other supports  LCH1-5U Students recognise *Hanzi* as a form of writing and *Pinyin* as the romanised spelling of the sounds of Chinese  LCH1-8U Students explore how Chinese and English borrow words and expressions from each other and other languages, eg Sydney, Beijing and Singapore | Week 4   * Teacher uses online information to demonstrate how to ask and respond to questions about weathers in different cities, eg “悉尼的/北京的/新加坡的天气怎么样？” * Students learn to say cold, hot, not too cold nor too hot in Mandarin. * Practise speaking new words and sentences. Students work in pairs to converse with each other with scripted sentences. They present their conversation to the class. * Write and draw new words into the booklet. (Advance: write a sentence using the keyword on each page.) |
| LCH1-1C Students participate in classroom routines and activities.  LCH1-4U Students compose simple texts using familiar words, phrases and patterns.  LCH1-5U Students recognise consonant and vowel sounds and understand the four tones and how they can change the meaning of words | Week 5   * Review sentences, song and rhyme learned in previous weeks. * Instruct students to create a conversation with at least 6 sentences (basic) and 8 sentences for advanced students. They work in pairs and type sentences using iPads. * After approval, each pair record their conversation using See-Saw. * Write and draw new words into the booklet. (Advance: write a sentence using the keyword on each page.) |
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