**Chinese Stage 3**

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| **Unit Title: My team** | | | **Duration:** 8 weeks 2 hours per week |
| **Unit overview**  This unit provides opportunity for students to learn the language skills to name various sports, to discuss their favorite sport and sporting events. Students will also have a chance to experience a traditional Chinese sport-Hacky Sack/shuttlecock, understand the terminology and appreciate the longevity of the sport.  **Students with prior learning and/or experience**  This unit provides students with prior knowledge the opportunity to use sport terminology to discuss, describe and write about the way in which team sports are played. They will also discuss their favourite and least favourite sport and communicate their opinion to their peers. In addition, students learn to appreciate and understand the traditional Chinese sport- Hacky Sack/shuttlecock. They learn to use appropriate language to describe how Hacky Sack is played and learn to play. | | | |
| **Key concept**  Team sport  Team work  Team spirit | **Integration with:**  **PDHPE K-6 Syllabus Skills**  **ICT Level 4** | **Key processes**  Communicating by: researching, describing, comparing & presenting  Understanding by: observing, reflecting | |

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| **Outcomes, Objectives & Content** | | |
| **Outcomes**  **Strand: Communicating**  ***Objective: Interacting***  A student:  › **LCH3-1C** uses Chinese to interact with others to exchange information and opinions, and to participate in classroom activities  ***Objective: Accessing and responding***  › **LCH3-2C** obtains and processes information in texts, using contextual and other clues  › **LCH3-3C** responds to texts using different formats  ***Objective: Composing***  › **LCH3-4C** composes texts in Chinese using a series of sentences | **Content for students learning Chinese as a second or additional language**  Students:   * initiate interactions and exchange information with teacher and peers (ACLCHC033) * participate in a group activity or shared event (ACLCHC033, ACLCHC034) * obtain and organize information from a range of spoken, written and digital texts (ACLCHC035, ACLCHC036) * respond in English or Chinese to texts, using a range of formats (ACLCHC037) * compose informative and imaginative texts, using scaffolded models, for different purposes and audiences (ACLCHC038) | **Content for students with prior learning and/or experience**  Students:   * initiate interactions with adults and peers to exchange information, ideas and opinions (ACLCHC145) * collaborate with peers in group activities and shared experiences to make choices and arrangements, organise events and complete transactions (ACLCHC146)      * locate and classify information from a range of spoken, written, digital and visual texts (ACLCHC147) * respond in English or Chinese to ideas and information, using a range of formats for different audiences (ACLCHC149) * compose informative and imaginative texts for a variety of purposes and audiences (ACLCHC150) |
| **Strand: Understanding**  ***Objective: Systems of Language***  › **LCH3-5U** applies key features of Chinese pronunciation and intonation  › **LCH3-6U** applies basic Chinese writing conventions  › **LCH3-7U** demonstrates understanding of Chinese grammatical structures  › **LCH3-8U** recognises how texts and language use vary according to context and purpose  ***Objective: The Role of Language and Culture***  › **LCH3-9U** makes connections between cultural practices and language use | * reproduce pronunciation and intonation, recognizing stress and phrasing (ACLCHU042) * write familiar Hanzi, identifying common components and connections in meaning (ACLCHU043) * recognize the systematic nature of Chinese grammar rules (ACLCHU044) * understand that language use is shaped by the values and beliefs of a community (ACLCHU048) | * recognise the use of the tone, intonation and stress of words to express emotion, opinion and attitude (ACLCHU154) * recognise the contextual meanings of individual syllables or Hanzi to assist comprehension and vocabulary development, and explain the form and function of components of individual Hanzi (ACLCHU155) * understand and use basic structures and features of Chinese grammar to elaborate on meaning (ACLCHU156) * reflect on their experiences in Chinese and English-speaking contexts, discussing adjustments made when moving from English to Chinese and vice versa, for example: (ACLCHC153) |

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| **Teaching, learning and assessment activities** | | **Registration** |
| **The following teaching and learning activities are for students who are learning Chinese as a second or additional language, and for students with prior knowledge with differentiation as well.**  **Building the field**  Using dictionary students list out two sports in Chinese Hanzi/Pinyin on the cards. The teacher then helps them to practise saying the vocabulary items.  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Segment 1-What sport do you like? 你喜欢什么运动？**   1. The teacher introduces the vocabulary items regarding to 7 sports through illustrations. Students practise saying them after the teacher. Students then play various games to reinforce the sound, meaning and Hanzi of the vocabulary introduced. 2. Students are introduced to the verb 踢 and 打. They draw parallels with words formed in ball games (eg 踢球、踢足球、打篮球、打乒乓球, etc). 3. Character study: students study the characters for the vocabulary they have been introduced to and identify components (radicals, phonetics, etc) which are familiar and which give a clue to the meaning/pronunciation. A worksheet follows to check students’ understanding.      1. The teacher asks the question你喜欢什么运动？which students respond to using the answer pattern 我喜欢…… 2. On a card students list three sports they like/dislike. In groups of 4 or 5, students read through the cards giving information about the sports they like/dislike, using the sentence pattern 我（不）喜欢…… 和 …… They record the information on a grid on the board. Then conclude the most popular/unpopular sport in class and write down 我们最（不）喜欢…… 3. Learning to kick shuttlecock/hacky sack 学踢毽子 – After watching a video of shuttlecock/hacky sack performance, students research online how to kick shuttlecock/hacky sack. They then practise to kick shuttlecock and share experiences about kicking shuttlecock and likes/dislikes about the sport.   **For** **students with prior learning and/or experience**  **Learning activities refer to the above list but link with related focuses, such as:**   * Vocabulary items regarding to sports list out more than 9. * Verb 踢、打and 跳 * Sentence patterns 我喜欢……，也喜欢……。 除了…… ， 我还喜欢……。 我们班最喜欢……。/我除了……，还……。   **Segment 2-Let’s play table tennis! 来打乒乓球吧!**   * Students will discuss all sports they know in Chinese or with teacher’s support. * Students discuss in pairs about their favourite sport and reason why, using 我最喜欢的运动是……,因为…….They then report to the class. * Students listen to conversation ‘**Let’s play table tennis!’** between friends who are making arrangements for playing table tennis. (These conversations are prepared and recorded by teacher before class.) Students will write down information about who the speakers are, what they arrange to do together, and so on. Then they are asked to identify some common functions of inviting and accepting/declining in a school environment. Students will be shown a sample of an invitation. * In pairs, students role-play a conversation in which one friend invites another to play a ball game together in the lunch time, using the conversations above as a model. * **Assessment task 1**a-Students send a text message or an email to one classmate to invite him/her to play table tennis on Saturday morning. After marking, all the text messages will be printed and given to others randomly to accept or decline.   **For students with prior learning and/or experience Learning activities and assessment task 1 refer to the above list but link with related focuses, such as:**    **Assessment task 1b**- Students send a text message  or an email to one classmate to invite him/her to play  table tennis on Saturday morning. The invitation will  include information on other students they have also  been invited and the reason why they are going on a  Saturday. After marking, all the text messages will  be printed and given to others randomly to accept or  decline.  **Segment 3-Being cheerleader! 做啦啦队!**   1. Scenario A – The school PSSA basketball team will have final next Friday. Students discuss the information about this event and answer questions prepared by the teacher. Students learn about the information should be included in an event promoting poster, eg 篮球决赛是哪天举行？几点钟举行？在哪儿？   ***Assessment task 2***-Students design a poster in Chinese about this special event at school. The poster can be finished on computer if applicable.   1. Students discuss how to be cheerleader through guiding questions provided by the teacher. The teacher introduces “加油”to be used in different situations. Students conclude a cheerleading slogan.   ***Assessment task 3a***-In groups of three or four, students write their cheerleading slogan on an A3 paper and role-play a cheerleader for Scenario A.  **For students with prior learning and/or experience**  **Learning activities and assessment task 3 refer to the**  **above list but with differential as follows:**  The teacher introduces “加油/ 打气儿！给你打打气儿！/你本来的气挺足的，再打就爆了”to be used in different situations. Students conclude a cheerleading slogan.  ***Assessment task 3b***-In pairs, students write up a cheerleading slogan on an A3 paper and role-play a conversation in which they exchange ideas to cheer up their basketball team for the final.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Segment 4-Watch game! 看球赛**   1. Students read a diary of a basketball team member about the final competition of Scenario A that is provided by the teacher. In groups of three or four, students exchange opinions about what happened in the competition. They demonstrate their understanding by noting down the key words/expressions. 2. Teacher shows a sample of a report and deconstruct the report with students. 3. Teacher scaffolds the writing of a report for students.   Students then construct a simple report with teacher’s assistance  ***Assessment task 4a***-Students write a short report in Chinese four to six sentences about the final competition of Scenario A for school newsletter.  **For students with prior learning and/or experience**  **Learning activities refer to the above list but with differential as follows:**  The diary of a basketball team member about the final competition of Scenario A and the sample of a report are drawn by the teacher to their reading level before lessons.  ***Assessment task 4b***-Students write a short report in Chinese six to eight sentences about the final competition of Scenario A for school newsletter. | **Learning Intentions and Success Criteria** |  |
| LI: We are learning to identify 7 sports in Chinese.  SC: Students can   * name 7 common sport in Chinese orally * understand the word ‘球’ (ball) is after many sports’ name.   LI: We are learning to use verbs ‘踢’ (kick) and ‘打’ (hit) in playing sports  SC: Students can   * use ‘踢’ correctly to describe sports playing with feet eg. soccer, football, hacky sack * use ‘打’ correctly to describe sports playing with hands, eg. basketball, tennis, table tennis, etc.   LI: We are learning to read, recognise and write new sport related vocabulary  SC: Students can   * read, recognise and write 2 new words by deconstructing each components: radical meaning, phonetics, stroke order, smaller words, etc   ( This LI and SC will be used in lessons that focus on new vocabularies )  LI: We are learning to respond to question ‘what sport do you like?’  SC: Students can   * say “I like to play…..” in Chinese using the learned sport names * write the sentence with teacher’s support or independently   LI: We are learning to play a traditional Chinese sport-Hacky Sack.  SC: Students can   * say Hacky Sack in Chinese * use correct verb ‘kick’ to describe the way Hacky Sack is played. * kick Hacky Sack at least once.   LI: We are learning to identify at least 9 sports in Chinese and express their likes and dislikes of all sports.  SC: Students can   * name 9 sports in Chinese independently * understand the word ‘ball’ is after many sports’ names * orally express their favourite and least favourite sport * express the reasons why they like or dislike certain sports   LI: We are learning to take notes from recorded information and understand the basic information that should be included in an invitation  SC: Students can   * identify the speakers, the location mentioned and plan arranged * identify information included in an invitation: invitee, inviter, location, time, event detail, contact number and RSVP etc   LI: We are learning to write an invitation  SC: Students can   * write inviter, invitee, location, time, name of event in appropriate place on an invitation   LI: we are learning to writing an invitation  SC: Students can   * write inviter, invitee, location, time, name of event in appropriate place on an invitation * use the following sentence structure for extra information on the invitation. 我还邀请了\_\_\_\_\_\_, 选择了星期六是因为\_\_\_\_\_\_\_。   LI: We are learning to produce a poster to promote a sporting event.  SC: Students can   * write information in Chinese regarding the sporting event, (eg date, time, venue, name of the competition etc.) with teacher’s support or independently   LI: We are learning to use appropriate cheering language in sporting events  SC: Students can   * say “加油”/“打气儿”in Chinese and create an appropriate slogan for the event.   LI: We are learning to use appropriate cheering language.  SC: Students can   * say “加油”/“打气儿”in Chinese and create an appropriate slogan for the event. * say “你本来的气挺足的，再打就爆了” in their cheering slogan   LI: We are learning to identify key features of a text type-dairy  SC: Students can   * understand the date is at the beginning of a diary * understand diary is a form of recount   LI: We are learning to write a report for school newsletter about a sporting event  SC: Students can   * title the report * list the essential information * sequence the event based on information |  |
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**Evaluation**

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| Date | Comments/Adjustments |
|  | Segment 1-What sport do you like? 你喜欢什么运动？ |
|  | Segment 2-Let’s play table tennis! 来打乒乓球！ |
|  | Segment3-Being cheerleader! 做啦啦队 ！ |
|  | Segment 4-Watch game! 看球赛！ |

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| **Checklist of suggested vocabulary, communicative functions, sentence structures, text types and teaching resources** | | |
|  | **For students who are learning Chinese as a second or additional language** | **For** **students with prior learning and/or experience** |
| **Vocabulary** | 运动选七项项目， 包括打-打篮球、打乒乓球、打羽毛球、打网球。踢-足球 。游泳，跑步。  来、去；  比赛，球赛, 决赛；队、校队、球员、啦啦队、口号。  参加、开始、得分、完。合作。  海报、宣传。发短信、发电邮。 | Addition: 运动选九项项目，包括左栏已有七项外，动词增加 ‘跳’- 跳高、跳远。 |
| **Communicative**  **functions** | 来打兵乓球吧！好吧/行。我不去！ 不好玩！/不行。  好的！ 好球！加油！真棒！真高兴！  我（们）赢/输了！ | Addition:  太好了！ /很抱歉！我很忙，恐怕不行。  打气儿！/给你打打气儿！/你本来的气挺足的，再打就爆了。 |
| **Sentence structures** | 你喜欢运动吗？喜欢什么运动？（我）喜欢……。  （我）（不）/（不太）喜欢…… 和 ……。  我们最（不）喜欢……。  我们去打羽毛球/看球赛。  你们打不打网球？ 我们不打网球，我们去踢足球。  我会/不会打乒乓球。  每个球员都很合作。  比赛快要开始了。 | Addition:你每个周末喜欢做什么运动？  我喜欢……，也喜欢……。 除了…… ， 我还喜欢……。/我除了……，还……。  我们班最（不）喜欢……。  篮球比赛什么时候开始？  比赛紧张得不得了。 |
| **Text types** | Text message/email, poster-advertisement, slogan-advertisement, diary, report | |
| **Teaching**  **resources** | Some shuttlecocks  Video from Chinese International Shuttlecock Association Chinese International Freestyle Shuttlecock中国毽球训练中心花毽表演队 <https://www.youtube.com/watch?v=XCn2qdPnt8M>  Haha Chinese:07-How to kick jianzi 踢毽子<https://www.youtube.com/watch?v=fOn0DhvInSk>  Resources drawn by teacher based on students’ Chinese language levels   * Sample report * worksheet on character study * record “let’s play table tennis” conversation * Sample Scenario A * Sample Dairy * Flash cards | Addition:  Chinese (Mandarin) Intermediate Lesson 毽子Shuttlecock and Counting <https://www.youtube.com/watch?v=L_eQLUsQs1o> |

**Stage 3- My team**

**Suggested Assessment Activities**

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| **Assessment Overview** | Formative assessment include regular observations and review of student work by teacher and self and peer assessment by students and monitored by teacher.  Teacher monitors students’ development with Chinese language skills by providing instant and ongoing feedback to students. Data will be collected from observation checklist and various assessment strategies which include written and spoken tasks targeting individual learning and group collaboration. Teacher assess students’ speaking based on their interaction and discussion with their peers and teacher. Students’ research skills will be assessed by their use of ICT in completing tasks.  Peer assessment will be implemented for encouraging students’ active involvement in the learning process. Self-assessment skills will be developed during teaching and learning process. Evidence of self-assessment skills will be recorded in student workbook or reported verbally to the teacher. |

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| **Assessment Focus** | **Individual** | **Peer Assessment** | **Self-Assessment** |
| Segment 1-Worksheet of character study (systems of language) |  |  |  |
| Segment 1-Online research (accessing and responding) |  |  |  |
| Segment 2 Assessment task 1a-Interacting and composing |  |  |  |
| Segment 2 Assessment task 1b-Interacting and composing |  |  |  |
| Segment 3.1 Assessment task 2-Composing |  |  |  |
| Segment 3.2 Assessment task 3a and 3b-Composing and interacting |  |  |  |
| Segment 4- Assessment 4a and 4b-Composing |  |  |  |

**Learning Logs (Assessment As Learning)**

**Prompts**

1. Today I learned……
2. I was surprised by……
3. The most useful thing I learned from this lesson….
4. I was interested in…..
5. What I like most about this lesson was…..

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| Date | Response |
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