**CLTANSW Chinese – Sample Unit (Early Stage 1)**

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| **Unit Title:** A visit to the farm and the zodiac animals | **Duration: 10 weeks (Term 4 ) 2 hours per week** |

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| **Unit overview** | |
| Learning in this unit focuses on developing the knowledge, understanding and skills that will enable students to use Chinese to introduce or talk about some common farm animals and the zodiac animals. Students acquire vocabulary, expressions and language structures within this context. Students listen, read and respond to texts and learn to incorporate modelled linguistic structures in order to produce a series of linked sentences. Students continue to learn some basic Chinese characters and phrases.  **Students with prior learning and/or experience:**  Students exchange information such as identify common farm animals; asking and answering which farm animals someone saw and heard; saying the sounds that some farm animals make. Students also exchange information about Chinese zodiac animals. | |
| **Outcomes** | **Resources** |
| A student:   * interacts in simple exchanges in Chinese LCHe-1C * engages with Chinese texts LCHe-2C * responds to spoken and visual texts LCHe-3C * composes texts in Chinese using visual supports and other scaffolds LCHe-4C * recognises spoken Chinese LCHe-5U * recognises written Chinese LCHe-6U * recognises other languages and cultures in their immediate environment and the world LCHe-9U | * YouTube videos   Song:王老先生有块地 儿歌  https://www.youtube.com/watch?v=7sP1uZtoDvE  Chinese poem: Chanting Goose 咏鹅 （婷婷诗教 Ting Ting Singing)  https://www.youtube.com/watch?v=7lMZwgsd4iQ&t=464s  Song: 十二生肖 儿歌  <https://www.youtube.com/watch?v=JaHiznqWMtE>  <https://www.youtube.com/watch?v=M15eJ3Lq_pQ>  Learn about Chinese zodiac  <https://www.youtube.com/watch?v=hM8fab3vJ-4>   * Flashcards of farm animals and Chinese zodiacs * Chinese Treasure Chest * Student booklet * Extension work |

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| **Content** | | **Teaching, learning and assessment** |
| Students:   * exchange greetings, for example: (ACLCHC001) * participate in classroom routines and follow simple instructions, for example: (ACLCHC001) * participate in shared listening and viewing activities (ACLCHC003) * respond to simple or familiar stories, songs and rhymes through actions, drawing or singing (ACLCHC003) * label objects and images in Chinese (ACLCHC007) * recognise the sounds of Chinese (ACLCHU010) * recognise that Chinese and English are written differently (ACLCHU011) * recognise the structure of statements, questions and commands in Chinese (ACLCHU012) * understand that language is organised as ‘text’ (ACLCHU013) * understand that many languages, including various forms of Chinese, are spoken in Australia (ACLCHU014) * recognise that there are cultural practices that differ from their ow (ACLCHC016) | | * Outlines the communication goals of the unit in English * Uses flashcards and realities to introduce the vocabulary of common farm animals and indicate likes and dislike * Matching activities: match animal names with pictures * Make a farm in sand table. Create different areas for the different farm animals. (Small World Play Area) * Introduces adjectives for describing size and characteristics * Finds out the most popular pets in class through a survey * Learn the Chinese version of Old MacDonald had a farm song. * Work in pairs asking each other what each of the farm animals is in Chinese and whether they like them or not * Introduce the bird radical and ask students to draw a bird around all those characters which have the ‘bird’ radical * Complete the workbook * Chinese poem: Chanting Goose 咏鹅（婷婷诗教 Ting Ting Singing)   <https://www.youtube.com/watch?v=7lMZwgsd4iQ&t=464s>   * Chinese Tangram: use the seven tans put together to form animals. * Paper holding: dog, cat, fish * Explains the Chinese zodiac using poster with a wheel of 12 animals   **Learn about Chinese zodiac-** Watch a video about the Chinese Zodiac  <https://www.youtube.com/watch?v=hM8fab3vJ-4>  Learn about the 12 animals in Chinese (鼠、牛、虎、兔、龙、蛇、马、羊、猴、鸡、狗、猪。)   * Drills names of the twelve animals of the Chinese Zodiac with flashcards * Game: Find out what animal is missing – to revise names of the twelve zodiac signs * Song: 十二生肖   <https://www.youtube.com/watch?v=M15eJ3Lq_pQ>   * Presents the dialogues   你属什么？你朋友属什么？你妈妈属什么？  我属龙。  我的朋友属蛇。  我的妈妈属兔。   * Do a Chinese Zodiac craft from the website below   <http://www.kutchuk.com/en/crafts/chineseboxes.html>   * Attend an end of unit test   Songs:  Old MacDonald had a farm  Cultural related arts and crafts:  Paper holding: farm animals and crane |
| Students:   * exchanging information (ACLCHC113) * participate in classroom activities by responding to instructions and taking turns (ACLCHC114) * identify key words and specific information in simple spoken and visual texts(ACLCHC115) * share information from texts, using illustrations and gestures to support meaning (ACLCHC116) * compose simple texts with illustrations or actions, (ACLCHC118) * create bilingual word lists and labels for the classroom (ACLCHC120) * recognise the tonal nature of spoken Chinese and apply different tones to familiar words to express different meanings (ACLCHU122) * recognise that the sounds of Chinese are represented as Hanzi (ACLCHU123) * identify the function of statements, questions and commands in Chinese (ACLCHU124) * describe aspects of self and their family background (ACLCHC121) | ***Students with prior learning and/or experience***   * Select six students to come to the front of the classroom holding the flashcards of the farm animals. Choose a student to call out a farm animal and ask the students to hold up the flashcard when they hear it. * Display all the flashcards and select a confident student to come to the front of the room to ask another student “你听到/看到什么了？“， pointing to one of the cards; the other student will answer “你听到/看到什么了\_\_\_\_。”According to the flashcard, the he/she will become the next speaker to ask the question; repeat the same process as many times as time permits. * Introduce the bird radical and ask students to draw a bird around all those characters which have the ‘bird’ radical * For the characters writing ask students to: colour in the characters using a different colour for each stroke, trace the dotted characters as well, following stroke order and direction, and then copy the characters in the empty boxes as well. * Introduce the Chinese characters. Students learn how to write the Chinese Hanzi using correct stroke order. Trace and write the characters on their workbooks. * Students create a post about farm animals * Name the order of the Chinese Zodiac animals and learn to talk about what each zodiac animals represent. Trace the Chinese zodiac characters. | |

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| **Sample assessment activities** |
| Outcomes assessed: LCHe-1C LCHe-2C LCHe-3C LCHe-4C LCHe-5U LCHe-6U LCHe-9U   * Observe students’ progress * Collect and mark worksheets to record students’ progress * Photocopy the “student Progress Checklist’ for students’ self or peer assessment. * Attend an end of unit assessment   **Students with prior learning and/or experience**  Students create a post about farm animals and deliver a presentation to the class, including describe common farm animals and sounds that some farm animals make, focusing on:   * + A range of vocabulary and structures   + Fluency of expression   + Relevancy of ideas and information   + Sequencing of information |