**Early Stage 1 CLOTE Program**

**Celebrations**

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| **Unit 1** – **Celebration** | **Indicative time**: 8 weeks (2 hours a week) | |
| Unit description  The aim of this course is for the students to learn Celebration.The learning outcomes used are those prescribed by the NESA in the K-10 Chinese syllabus. These include Communicating stand (Interacting; Accessing and responding and Composing) and Understanding Strand (Systems of language and The role of language and culture). In this unit students develop language skills through exploring the cultural features of their school community. Students participate in a range of experiences that focus on using language within the context of a school cultural celebration. They also extend these skills through community-based activities. Students will learn: the targeted formulaic language, as well as vocabularies that link the themes in the cultural study perspectives. Students listen, read and respond to texts and learn to incorporate modelled linguistic structures in order to produce relevant response in Chinese. | | |
| **Outcomes:**  **LCHe-1C** interacts in simple exchanges in Chinese  **LCHe-2C** engages with Chinese texts  **LCHe-3C** responds to spoken and visual texts  **LCHe-4C** composes texts in Chinese using visual supports and other scaffolds  **LCHe-5U** recognises spoken Chinese  **LCHe-6U** recognises written Chinese  **LCHe-7U** recognises the difference between statements, questions and commands in Chinese  **LCHe-8U** recognises that there are different kinds of texts  **LCHe-9U** recognises other languages and cultures in their immediate environment and the world | | **Language Functions and Structures**  • identifying food and drink vocabulary  • identifying traditional foods  • expressing likes and dislikes  • describing food and drink  • naming items that are eaten and drunk  • using culturally appropriate language  • ordering food and drink in a restaurant  Resources  Samples and images of food and drink, materials for language games, textbooks, videos, audiocassettes, CD-ROMs, internet, recipe books, cooking equipment and utensils, ingredients for traditional foods, opportunity to visit local restaurant/café.   * Vocabularies to identify (New words): 你好 ,春节 ，节日 ，高兴 ，etc * Vocabularies (revision, but will appear in the targeted texts) ：一二三,etc * Sentence:   今天是春节。  春节你家吃什么？   * Tracing and writing: the characters, sentence structures and a paragraph * Language used in the class |

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| **Teaching strategies:** | * Brainstorm with students about the celebration in the school. * assists students to identify the cultural background of themselves and others in the classroom and school community * assists students to explore some of the features of specific cultural groups, eg dance, music/musical instruments, songs/chants, clothing/costumes, greetings, festivals/special occasions, traditions, stories * bring items from home that reflect features of their cultural background to share with others, eg photographs, traditional costumes, music, songs, stories * Provide a modelling YouTube to show the students about celebration in different cultural backgrounds. * Read picture books about the difference of different routine in Australia and China. * Consolidate vocabularies: flashcards of ,12 生肖，节日，节日用语，等等 * Consolidate vocabulary with handwriting, unscrambling words etc. * Students trace Hanyu Pinyin of the targeted vocabularies and recognise corresponding Chinese characters on the computer. * Teacher/pupils dialogue, for example: 春节你家吃什么呢？你有红包吗？ * Introduce or revise of the vocabularies. * Consolidate with activities and games, e.g. Memory. * Consolidate with games, songs and rhymes. * Use flash cards to teach vocabularies * Use songs to teach vocabularies * Use Youtube * Use Quizlet * Talking about how to ask questions related to description of celebrations * Sing songs and read stories |
|  | **Evaluations and variation:**  (Considerations: Time allocated for unit; variety of teaching strategies used; opportunities for teacher feedback and students’ reflection; suitability of resources; suitability of ICT/laptop activities; literacy/numeracy links) |