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| **Chinese Community Language Early Stage 1** |

**Term \_\_ 201\_ Weeks 1-10**

**Term topic: About Me (2 hours per lesson; 1 lesson per week)**

**Overview:**

In this unit, students learn to say and read their name and age, family members they love, and colours and fruit they like. Students complete labelling a figure with what they have learnt in groups, and present a part to the class.

**Students with prior knowledge:**

Students with prior knowledge learn to count beyond 10, converse in detail about the name, age, favourite colours and favourite fruits of themselves and their family. They also learn to read and write numbers and apply them to sentences.

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| **Outcomes:** | **Students learn to:** |
| **interacts in simple exchanges in Chinese LCHe-1C** | * exchange greetings – learning how to greet others at different times of the day, eg in the morning and after lunch, and saying goodbye (你好。早上好。 下午好。)   – introducing self and peers, eg 你好吗？我很好，谢谢！你呢？   * participate in classroom routines and follow simple instructions |
| **engages with Chinese texts LCHe-2C** | * participate in shared listening and viewing activities – singing songs that include actions – listening to songs that are accompanied by visual images – following picture book stories or interactive digital texts |
| **responds to spoken and visual texts LCHe-3C** | * respond to simple or familiar stories, songs and rhymes through actions, drawing or singing |
| **Making composes texts in Chinese using visual supports and other scaffolds LCHe-4C** | * describe objects in Chinese using visual supports   – giving an opinion, using expressions, eg 我喜欢….，我不喜欢 ....   * label objects and images in Chinese |

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| **Groups** | **Confident (1)** | **On track (2)** | **On track (3)** | **Need practice (4)** |
| **Students** |  |  |  |  |

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| **Weeks 1 and 2 Numbers 1-10 and age; daily expressions** | | | | | | |
| **Learning Intention**  **WALT:** We are learning to say and read about numbers and age  Image result for yellow star clipart**WILF**Image result for yellow star clipart**:**  I can count numbers and say my age  Image result for yellow star clipart  Image result for yellow star clipartI can listen and respond to questions about numbers and age  Image result for yellow star clipartImage result for yellow star clipartImage result for yellow star clipartImage result for yellow star clipart  I can correctly trace/copy numbers in Chinese to complete sentence about my age | | | | | | |
| Assessment | Assessment strategies | | Assessment criteria | | | Outcomes |
| **Formative assessment** | Students count numbers, greet each other and introduce their age. | | Exchange greetings  Count numbers and say age | | | **LCHe-1C** |
| **Key words** | | **Sentence structures** | | **texts** | **resources** | |
| **一二三四五六七八九十， 岁，**  **你好，早上好，晚上好，再见** | | **你几岁？**  **我。。。岁。** | | **Youtube link**  **你好歌**  **数字歌**  **十个印第安小孩子** | **Number dot to dot stencil**  **Chinese stroke stencil**  **Number stencil**  **Youtube links**  **Number cards** | |

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| **Teaching and learning activities** | Week 1   1. Teach daily expressions:你好， 早上好， 晚上好，再见 Students watch 你好歌on Youtube. Sing and say after the   teacher with movements. Students respond to the instructions in pairs.   1. Students watch and count 1-10 along: <https://www.youtube.com/watch?v=L39QdQsTA1I>. 2. Song: ‘10 little Indians’ in Chinese. <https://www.youtube.com/watch?v=1oUXG01bP0M> 3. Buzz Off game: 1-10. 4. Teacher uses cards to teach students to read number 1-3 in Chinese. Visualise the numbers. Encourage students to   make connections between these numbers and things in life, e.g pencil, ruler, etc.   1. Chinese whisper game: 2 teams to compete. 1st person reads a number card, whispers the word and the last person   picks up the correct card.   1. Teacher introduces stroke 横 and numbers 1-3 which contains this stroke. Students copy with their finger in the air first. Then trace and copy on stencil.   **Week 2**   1. Revision of Week 1’s content by singing, acting and counting numbers. 2. Teacher demonstrates with a capable student about how to ask and answer questions about age. 你几岁？   我。。。岁。 Replace numbers in the sentence pattern to reinforce the structure. Students practice in pairs  verbally.   1. Games: Listen to the teacher’s sentence and stand up upon their age. Children group themselves according to their age. Children do different actions,e.g crawling on floor, jumping according to their age. 2. Teacher uses cards to teach students to read number 4-5 in Chinese. Visualise the numbers. Encourage students   to make connections between these numbers and things in life, e.g window, chair, etc.   1. Chinese whisper game: 2 teams to compete. 1st person reads a number card, whispers the word and the last person picks up the correct card. 2. Teacher revises sroke 横 and numbers 1-3 which contains this stroke. Students write on board. Then teach 竖, 四。Students copy with their finger in the air first. Then trace and copy on stencil. |
| **Differentiation / Students with prior learning and /or experience** | * Count beyond 10 * Introduce the age of their siblings/friends. * Be role models for the class * Copy/write about their age. |
| **Evaluation/ Registry** | |

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| **Weeks 3 and 4 What’s your name? My name is…; daily expressions** | | | | | | |
| **Learning Intention**  **WALT:** We are learning to say and read about name  Image result for yellow star clipart**WILF**Image result for yellow star clipart**:**  I can tell others my name in Chinese  Image result for yellow star clipart  Image result for yellow star clipartI can introduce myself and ask about other’s name in Chinese  Image result for yellow star clipartImage result for yellow star clipartImage result for yellow star clipartImage result for yellow star clipart  I can trace/copy key words to complete a sentence | | | | | | |
| Assessment | Assessment strategies | | Assessment criteria | | | Outcomes |
| **Formative assessment** | Students role play to ask and answer questions about their names. | | Respond to simple questions | | | **LCHe-3C** |
| **Key words** | | **Sentence structures** | | **texts** | **resources** | |
| **你，我， 叫，什么，名字**  **谢谢！不客气！** | | **你叫什么名字？**  **我叫\_\_\_\_\_\_\_。** | | **Youtube link**  **你叫什么名字？我叫一。** | **Chinese stroke stencil**  **Puppet stencil**  **Word stencil**  **Youtube links**  **Word cards** | |

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| **Teaching and learning activities** | Week 3  **1.Students watch youtube link ‘What’s your name?’你叫什么名字？我叫一。Students read the sentences after the teacher.**  **2. Teacher goes through students’ Chinese names. Students sit on the floor in a circle to play a game: responding to the teacher’s instruction of their Chinese name by standing up or sitting down.**  **3. Teacher demonstrates with ‘thumb talking’, then with a capable student, talking about name.**  **4. Students work in pairs to verbally ask and answer questions about name.**  **5.Teacher models how to cut and paste words and put them in order to make sentence 你叫什么名字？ 我叫\_\_\_\_\_\_。, then models how to trace 我 叫. Students do stencils.**  **Week 4**   1. **Revise Week 3’s content.** 2. **Teacher demonstrates with a capable student, talking about name and age, adding 谢谢，不客气 to their conversation. Students say after the teacher the daily expressions.**   **game: hot potatoes to ask and answer questions about name and age.**   1. **Students work in pairs to verbally ask and answer questions about name and age.** 2. **Teacher models how to fill in information about name and age on the puppet stencil.** 3. **Teacher teaches 撇. Students practise to copy in the air. Students identify this stroke in some ‘big’ words.** 4. **Students complete their puppet stencil and stroke stencil. Use their puppet to act out a conversation about themselves.** |
| **Differentiation / Students with prior learning and /or experience** | * Introduce their family members’ name and age. * Use their puppet to talk about themselves. Teacher may ask questions to extend the conversation. |
| **Evaluation/ Registry** | |

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| **Weeks 5 and 6 I have/love my family; daily expressions** | | | | | | |
| **Learning Intention**  **WALT:** We are learning to say and read about our families  Image result for yellow star clipart**WILF**Image result for yellow star clipart**:**  I can say some family members in Chinese  Image result for yellow star clipart  Image result for yellow star clipartI can use simple sentences to talk about my family  Image result for yellow star clipartImage result for yellow star clipartImage result for yellow star clipartImage result for yellow star clipart  I can trace/copy key words to complete a sentence | | | | | | |
| Assessment | Assessment strategies | | Assessment criteria | | | Outcomes |
| **Formative assessment** | Students sing songs that include actions. Students follow picture book stories or interactive digital texts. | | Participate in share listening and viewing activities | | | **LCHe-2C** |
| **Key words** | | **Sentence structures** | | **texts** | **resources** | |
| **有，爱，爸爸，妈妈**  **（哥哥，姐姐，弟弟，妹妹）**  **对不起，没关系** | | **我有弟弟。**  **我爱妈妈。** | | * Youtube link of Family members * Picture books of family members | **Chinese stroke stencil**  **Word stencil**  **Youtube links**  **Word / picture cards** | |

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| **Teaching and learning activities** | Week 5  **1.Students watch youtube link ‘family members?’。Students read words and sentences after the teacher.**  **2. Game: finding family members. Students point to the picture cards as the teacher calls out the family member in Chinese. Then vice versa.**  **3. Students listen to big picture book/digital texts and read along. Students identify family members based on their voices.**  **4. Teacher introduces the sentence structure ‘我有弟弟’. Students sit in a circle and roll a ball to say what siblings they have.**  **5.Teacher models how to cut out pictures and match them with words. Then students do the cut and paste.**  **Week 6**   1. **Revise Week 5’s content. Teacher demonstrates how to say “我爱……” in Chinese. Students use the structure by replacing family members.** 2. **Students say the sentence with actions. Then students work in small groups to decide what role of the family they will play. They need to use the sentence structures我有…我爱 to talk about other family members in their group.** 3. **Game: the best translator. English-Chinese. Chinese-English.** 4. **Teacher models how to do matching stencil. Match sentences with pictures. Students do the stencils, then practise reading the sentences to each other.** 5. **Students watch Youtube clip 对不起,没关系。 They sing along with actions.** 6. **Teacher does role play with a capable student. Then students practise in pairs. Give students scenarios for them to use the daily expression they have learnt:你好，早上好，晚上好，再见，谢谢，不客气，对不起，没关系.** 7. **Teacher teaches 捺. Students practise to copy in the air. Students identify this stroke in some ‘big’ words. Students trace and copy the stroke in stencil.** |
| **Differentiation / Students with prior learning and /or experience** | * Introduce their family members / extended family members * Teacher may ask questions to extend the conversation. |
| **Evaluation/ Registry** | |

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| **Weeks 7 and 8 I like ...(colours).; daily expressions** | | | | | | |
| **Learning Intention**  **WALT:** We are learning to say and read about colours  Image result for yellow star clipart**WILF**Image result for yellow star clipart**:**  I can say some basic colours in Chinese  Image result for yellow star clipart  Image result for yellow star clipartI can say ‘I like...(colours) in Chinese  Image result for yellow star clipartImage result for yellow star clipartImage result for yellow star clipartImage result for yellow star clipart  I can trace/copy key words to complete a sentence | | | | | | |
| Assessment | Assessment strategies | | Assessment criteria | | | Outcomes |
| **Formative assessment** | Students give an opinion, using expressions ‘I like...’ | | Describe objects in Chinese using visual supports | | | **LCHe-4C** |
| **Key words** | | **Sentence structures** | | **texts** | **resources** | |
| **喜欢，红，黄，蓝**  **上厕所，喝水** | | **我喜欢红色。** | | * Youtube link of   colours   * Picture books of colours | **Chinese stroke stencil**  **Word stencil**  **Youtube links**  **Word / picture cards**  **dice** | |

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| **Teaching and learning activities** | | Week 7  **1.Students watch youtube link ‘colours’。Students read words after the teacher.**  **2. Game: finding colours. Students point to the colour cards as the teacher calls out the colours in Chinese. Then vice versa.**  **Guessing colours. Teacher hides some colours from a pattern. Students name the missing colour in Chinese.**  **3. Students listen to big picture book/digital texts and read along. Students identify colours based on the story.**  **4. Teacher introduces the sentence structure ‘我喜欢。。。。。。’. Students sit in a circle and roll a ball to say what colour(s) they like.**  **5.Teacher models how to do the stencil of number-colour coding. Then students do it.**  **Week 8**   1. **Revise Week 7’s colours and sentence structure.** 2. **Teacher asks questions to students with prior learning and/or experience about what colours their family members like. Students practise using the structure by replacing family members.** 3. **Students practise in small groups/in pairs.** 4. **Game: Roll two dice: one with family members and the other with colours. Students make sentences accordingly.** 5. **Teacher models how to do stencil. Colour in the clothes of family members.Talk about what colour they like and cut and paste words to complete a sentence， e.g. …(爸爸)喜欢…(红色)。Students do the stencils, then practise reading the sentences to each other.** 6. **Students learn how to say 喝水，上厕所 with actions. Role play in pairs.** 7. **Teacher teaches 点. Students practise to copy in the air. Students identify this stroke in some ‘big’ words. Students trace and copy the stroke in stencil.** | | | | | | | |
| **Differentiation / Students with prior learning and /or experience** | | * **Name more colours and use them in sentences.** * **Talk about what colours their family/extended family like and why.** | | | | | | | |
| **Evaluation/ Registry** | | | | | | | | | |
| **Weeks 9 and 10 I like ...(fruit).; daily expressions** | | | | | | | |
| **Learning Intention**  **WALT:** We are learning to say and read about fruit  Image result for yellow star clipart**WILF**Image result for yellow star clipart**:**  I can say some fruit in Chinese  Image result for yellow star clipart  Image result for yellow star clipartI can say ‘I like to eat...(fruit) in Chinese  Image result for yellow star clipartImage result for yellow star clipartImage result for yellow star clipartImage result for yellow star clipart  I can trace/copy key words to complete a sentence | | | | | | | |
| Assessment | | Assessment strategies | | Assessment criteria | | | Outcomes |
| **End of term assessment** | | Students present their group work by greeting the class, introducing themselves and giving an opinion using learnt expressions | | Exchange greetings  Describe objects in Chinese using visual supports  label objects in Chinese | | | **LCHe-1C,**  **LCHe-3C, 4C** |
| **Key words** | | | **Sentence structures** | | **texts** | **resources** | |
| **喜欢，吃，苹果，梨，草莓**  **举手，手放下** | | | **我喜欢吃苹果。**  **你喜欢吃苹果吗？不喜欢。** | | * Youtube link of   fruit   * Picture books of fruit | **Chinese stroke stencil**  **Word stencil**  **Youtube links**  **Word / picture cards**  **dice** | |

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| **Teaching and learning activities** | Week 9  **1.Students watch youtube link ‘fruit’. Students read words after the teacher.**  **2. Game: Students pick up a fake fruit as the teacher calls out the fruit in Chinese. Then vice versa.**  **3. Students listen to big picture book/digital texts and read along. Students identify fruit based on the story, and express likeness upon the teacher’s questions.你喜欢吃苹果吗？喜欢/不喜欢。**  **4. Teacher introduces the sentence structure ‘我喜欢吃。。。。。。’. Students sit in a circle and roll a ball to say what fruit they like.**  **5.Teacher models how to do the stencil ‘fruit basket’. Then students draw their favourite fruit in the basket, colour in the pictures and complete a sentence by pasting/tracing key words.**  **6. Students talk about their stencil with a partner: how many apples they have got in the basket? What colours?**  **Week 10**   1. **Revise Week 1-9’s key words and sentence structures.** 2. **Sing songs, play games and do actions to revise learnt numbers, greetings, name, age, family members, favourite colours and fruit.** 3. **Teacher scaffolds the activity: students work in a small group of 3-4. They choose a figure that they’d like to present to the class, e.g Super Man. They need to draw this figure on a A3 paper. Draw/colour in/ label the picture: name, age, favourite colour, fruit and family members. After completing the work, students in each group need to verbally present a part of their work in front of the class.** 4. **Students learn how to say 举手，手放下 with actions. Role play in pairs.** |
| **Differentiation / Students with prior learning and /or experience** | * Name more fruit and use them in sentences. * Talk about what fruit their family/extended family like and why. |
| **Evaluation/ Registry** | |