Unit of Work

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| **Language: Chinese Year 6** | **Duration: 9 – 10 weeks** |
| **Hurstville Public School Light and Puppet Show**  **Unit description, goal task**  This unit provides opportunities for students to explore light and shadow puppet show through the study of Chinese New Year celebration. Students will investigate the behaviour of light and how light is used in the Chinese light and shadow puppet show. They will also have the opportunity to gain deep understanding of important activities involved in Chinese New Year celebration and will experiment on light and shadow puppet show making of the Nian story. | **Key concept(s)**  The key concepts I want students to learn are that:   * Characteristics and behaviour of light * Chinese legend of Nian and its association with Chinese New Year celebration * Chinese New Year celebration may vary at other places in the world. |
| **Learning intentions**   * Understanding the characteristics and behaviour of light * Investigate how light is used in the light and shadow puppet show * Experiment on the making a light and shadow puppet show * Explore how the Chinese legend Nian is associated with the activities involved in Chinese New Year celebration * Compare similarities and differences in celebrating Chinese New Year in China and other countries where there is a large population of Chinese. | **Success criteria**   * Identify the characteristics of light * Describe the behaviour of light such as shadows resulting from interruption of light by an object * Make a light and shadow show of the Nian story * Discuss how is the Nian story connect to the tradition and the celebration of Chinese New Year * List similarities and difference in how Chinese people celebrate Chinese New around the world. |
| **Objectives and outcomes (SYLLABUS)**  Communicating   * Objective: Interaction   + uses Chinese to interact with others to exchange information and opinions, and to participate in classroom activities LCH3-1C * Objective: Accessing and Responding   + obtains and processes information in texts, using contextual and other clues LCH3-2C   + responds to texts using different formats LCH3-3C | Students with prior learning and/or experience will:   * initiate interactions with adults and peers to exchange information, ideas and opinions (ACLCHC145) * 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) |

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| * Objective: Composing   + composes texts in Chinese using a series of sentences LCH3-4C     Understanding   * Objective: System of Language   + applies key features of Chinese pronunciation and intonation LCH35U   + applies basic Chinese writing conventions LCH3-6U   + demonstrates understanding of Chinese grammatical structures LCH3-7U   + recognises how texts and language use vary according to context and purpose LCH3-8U      * Objective: The Role of Language and Culture   + makes connections between cultural practices and language use LCH3-9U | * compose informative and imaginative texts for a variety of purposes and audiences (ACLCHC150)        * 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 (ACLCHC153) |
| **Suggested vocabulary**  影子，自然光，人造光，灯光, 日光，火光，月光，闪电春节， 过年，年兽，除夕写春联，画年画，剪窗花，舞龙，舞狮，放烟花，放爆竹新年快乐，福 | **Sentence structures**  这是光。这是影子。那是光。那是影子。  这是什么光？这是自然光。这是人造光。  发光的物体叫做光源。  过春节时，大家[Chinese New Year activities]。  过春节时，我们回家吃年夜饭，团团圆圆。  祝你新年快乐！ |
|  | **Resources**   * Quizlet * Kahoot * YouTube links:   影子，<https://www.youtube.com/watch?v=oOe_oUqdqmI>  <https://www.youtube.com/watch?v=0uJbp8d_d9c>movie with English subtitle |
|  | [https://www.hopenglish.com/story-of-nian-a-chinese-new-yearstory?start=6.831](https://www.hopenglish.com/story-of-nian-a-chinese-new-year-story?start=6.831) Story told in English  <https://www.youtube.com/watch?v=vJSEqKvi7TQ>story told in Chinese   * Nian story – 3 versions (texts) * Texts - light and shadow * 皮影戏   <https://www.youtube.com/watch?v=F0k1HIJQ4Og>  Chinese puppetry <https://www.youtube.com/watch?v=6C6m3aKjzLk>[Shadow puppetry materials](https://www.taobao.com/list/product/%E7%9A%AE%E5%BD%B1%E6%88%8F%E5%88%B6%E4%BD%9C.htm)   * 中文百宝盒 |

**Suggested sequence of teaching learning and assessment activities – BACKWARDS MAPPING FROM THE TASK**

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| Introduce motivating goal task (purpose, audience, types, variety -> your choices) Visual media examples of task in real world? What are its key features? What will we need to get there?  Organisation of unit: we will learn the language you will need to do the task, then we form teams, and each team will work on their task performance/product, to perform in week x What we already know: Building the field  Revision of some useful building-block language elements already mastered Cultural background to concept? | |
| Sequence of language teaching / learning activities, games, etc differentiation and preparation for task | Resources |
| **Week 1 (2 hours) Learning**  intentions:   1. Students will be able to identify characteristics and behaviour of light 2. Students will be able to identify Opaque, transparent, translucent objects and understand the cause of shadow     New vocabularies:  光，影子，这是，那是 | * Word cards used for sentence construction * Flash cards for new vocabulary * Bingo game template |

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| * Introduce light and shadow by 手影游戏 (hand shadow on the wall) * Think-Pair-Share how is shadow casted on the wall, then Bus Stop to share their opinions * Investigate do all objects has shadows? Including the one that are transparent? Do an experiment with students – shine light to a clear glass and see if there is a shadow.   Through the experiment students will conclude: 光被物体遮挡产生影子。   * Learn radical, structure and meaning of the new vocab 光，影子 * Freeze Frame in pairs – number the students of each pair 1 and 2, when the teacher says 1 is 光 then the other person need to lie down to be 影子， vice versa.     Sentence structure: 这是光。这是影子。那是光。那是影子。   * Sentences construction - each student is given a card with Chinese word 光 or 影子 or 这是 or 那是 or a full stop. They are to walk around the room, when the teacher say 停, they need to quick find others to complete one of the above sentence.     Students with extension may create bingo games using the learnt vocabularies and/or sentence structures. |  |  |
| **Week 2 (2 hours)**  Leaning intentions:  1. Students will able to identify natural light and manmade light.    New vocabularies:  灯光，日光，月光，火光，闪电   * Students to identify which of the above light is manmade light and which are natural light * Students think critically that if the word is associated with light, does it must have the character 光 in it? Think of a word that is light but without the character light (闪电) * **Fruit salad** – students to sit in a circle with one student standing in the middle. The middle student will tell each student a word, for example, to the first student 灯光，the next student 日光，then the next one 灯光，then the next one 月光，and so on… | - -  - | Word cards used for sentence construction  Flash cards of new vocabulary  Quizlet |

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| Consolidate and building new sentences 这是/那是灯光。这是/那是日光。这是/那是月光。这是/那是火光。这是/那是闪电。    Play sentence construction activity with students to consolidate sentence structures. |  |  |
| **Week 3 (2 hours) Learning**  intentions:   1. Students to create their own games using light and shadow 2. Explore possible games using the characteristics of light and shadow.     Vocabulary  人造光， 自然光， 遮挡，产生，被    Play **Fruit Salad** to revise learnt vocabularies and practise new vocabularies – one person stand in the middle, circled by students seated in chairs. The middle person point to each student and tell them a Chinese word, for example, student A – 这是，student B – 那是， student C – 这是， student D 那是， and so on. Once all students sitting in the chair are told with a Chinese word, the middle person will call out one of the word that he/she has said. Students sitting with that word will stand up and find a different seat while the middle person need to find a seat as well. The person doesn’t find a seat will stand in the middle and do the next round. This is a great game for building students’ confidence in speaking. Word can be short or long or even sentences, depending on the level of students.    Sentence structure 灯光是人造光。日光是自然光。灯光是自然光吗？  光被物体遮挡产生影子。 | -  - | YouTube link <https://www.youtube.com/watch?v=oOe_oUqdqmI>  Quizlet |

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| I**nvestigation**  Students are to watch the YouTube video on 影子，  [https://www.youtube.com/watch?v=oOe\_oUqdqmI，](https://www.youtube.com/watch?v=oOe_oUqdqmI)  They will then discuss the various aspect of shadow and investigate why sometimes light cast long/big shadow and sometime short/small shadow.  Students will also discuss in pairs or 3s what games can they create using the characteristics of light and shadow, for example, 踩影子， and will share their ideas with the class |  |
| **Week 4 (2 hours) Learning**  intention:   1. Students will explore on celebrations of Chinese traditional festivals, especially of the legend of Chinese New Year 2. Students will be able to understand why do we say 过‘年’ 3. Students will be able to gain deep meaning of the text by asking Here, Head, Hidden and Heart questions 4. Students will be able to identify the text type of ‘narrative’.     New vocabularies:  春节，过年，年兽，除夕   * Learn radicals, structures and meanings of the above vocabularies. * **Fruit Salad** – students sit in a circle with one person standing in the middle of the circle. The person in the middle will point to each students and tell the on word, for example, point to a sitting student and say 春节，point to the next sitting student and say 过年， then point to the next sitting students and say 春节， then the next one 过年... Once   every student sitting in the circle knows their word, the middle person will call out either 春节 or 过年. If the middle person calls out 过年, then all the 过年 students need to stand up and find a different seat, the middle person also need to find a seat. The person who cannot find a seat will have to stand in the middle and do the whole process again. (This activity will allow students to practice their pronunciation and build their confidence in speaking.) | - YouTube links:  <https://www.youtube.com/watch?v=0uJbp8d_d9c>movie with English subtitle  [https://www.hopenglish.com/story-of-nian-achinese-new-year-story?start=6.831](https://www.hopenglish.com/story-of-nian-a-chinese-new-year-story?start=6.831) Story told in English  <https://www.youtube.com/watch?v=vJSEqKvi7TQ>story told in Chinese |

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| Text 年  <https://www.youtube.com/watch?v=0uJbp8d_d9c>  <https://www.hopenglish.com/story-of-nian-a-chinese-new-year-story?start=6.831><https://www.youtube.com/watch?v=vJSEqKvi7TQ>  Choose one of the above YouTube link to watch the Nian story, and   * Identify the main characters in the story * Discuss text type * Summarise the story, when, where, who and what happened * According to the text, each student to ask a Here, Hidden, Head and Heart question. Play a Quiz, divide the class into 2 groups, each student given a number, after the teacher ask the question, a number will be called in Chinese, the students with that number need to come to the front and answer the question. |  |
| **Week 5 (2 hours)**  Learning intentions:   1. Students will be able to identify the key words in the text ‘年’。 2. Students will be able to organise given information into a role play. 3. Students will understand various activities involved in the celebrating Chinese New Year.     Revision:   * Think-Pair-Share then Bus Stop to revise learnt vocabularies from last week * Texta Talk to outline the ‘年’ text     New Vocabularies:  写春联画年画剪窗花舞龙舞狮放烟花放爆竹 | [Quizlet](https://quizlet.com/au/425058317/%E6%98%A5%E8%8A%82-flash-cards/?new) [Kahoot](https://create.kahoot.it/login?next=%2F) |

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| * Learn radicals, structures and meanings of the above vocabularies. * Use Quizlet to assist learning, students can complete Quizlet activities in their own pace. * Extension: students who are familiar with all the learnt vocabulary can create revision questions using Kahoot for revising vocabularies and sentence structures) * **Freeze frame** – student is given a word from the new vocabulary list, they need to do a freeze frame with their body to represent the meaning of the word. Class will guess what the word is. This can also be done with 2 teams - **Fruit Salad**     New sentence structures: 过春节时，大家 [Chinese New Year activities]。  [time], [event/activity]。   * Adapt to Chinese whisper, the first person of the group will be given a word, then each following student will build on that word. For example: 过，过春，过春节，过春节时…   (This helps with sentence building and also helps students to gain confidence in speaking)    Activity   * In groups of 6, students are given the script of ‘年’, scrambled. They need to re-arrange the script in the correct order according to the video that they have watched last week.   (collaboration)    Craft: (choose one only)   * Paper cutting for 春，窗花 * 春联 * 爆竹 |  |
| **Week 6 (2 hours) Learning**  intentions:   1. Students will gain deep understanding of the meaning 福，and why it is written upside down 2. Students will experience calligraphy writing of 福 | Chinese calligraphy  - Students will learn about the materials needed for calligraphy writing 文房四宝 <https://www.youtube.com/watch?v=6RFnSXK99g8> |

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| Revisions:   * Think-Pair-Share then Bus Stop to revise learnt vocabularies from last week * Read the script for ‘年’ as a whole class     New vocabularies:  福  新年快乐  Learn radicals, structures and meanings of the above vocabularies. Brainstorm what are these equivalent to in English?    New sentence structures: 祝你新年快乐！  Look at punctuation, how to say exclamation mark in Chinese 感叹号    Prepare students for next week’s project – making of the light and shadow puppet show.  Introduce what is 皮影戏   * <https://www.youtube.com/watch?v=F0k1HIJQ4Og> * Discuss the process of 皮影戏 making – what are the steps? * Discuss what are the challenges in 皮影戏 making?     Discuss what are the skills needed to complete the 皮影戏 project, and why are these skills important - Teamwork   * Grit * Focus * Empathy * Think how and why | * Students to watch the YouTube link for writing the basic strokes   <https://www.youtube.com/watch?v=4NFPAJ_kAFA>    皮影戏   * <https://www.youtube.com/watch?v=F0k1HIJQ4Og> |
| **Week 7-9 (2 hours/week) Learning**  intentions:   1. Students will improve communication and collaboration skills through role play. 2. Students will learn to self-evaluate, noticing their own strengths and weaknesses in order to improve their learning outcomes. |  |

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| Project – light and shadow puppet show (assessment)   * Students are to work in groups of 6 to create a puppet show of the Nian story using light and shadow. The puppet show needs to be in Chinese. They may use the narrator part from the Nian text provided as the base of your story, however, they will need to write their own dialogues for the puppet show. * Each member of the group will be assigned with a role * All members of the group need to be involved in making the props for 皮影戏 * Stencils will be given to each group for the making of the props, however, students may draw their own characters * As a group, students will reflect on their progression at the end of each lesson on: What they have achieved in this session? Were there any problem during the collaboration? If there were problems, what were the strategies that they have used to solve the problem? Did it work? What do they have to use out of the Learning Disposition Wheel in this session? What areas do they need to improve for the next session? * Allow 5 minutes at the end of the lesson for student’s self-reflection.     **Marking criteria**   * Uses Chinese to interact with others to exchange information and opinions   + collaboration and communication within your team * Obtain and organise information from written text   + demonstrates deep understanding of the original text * Compose informative texts for targeted audience   + uses correct sentence structures and appropriate vocabularies for the audience (Hurstville Public School) * Applies key features of Chinese pronunciation and intonation   + uses correct intonation and clear pronunciation * Demonstrates creativity   + demonstrates originality * Demonstrates understanding of Chinese culture   + use appropriate cultural design for the puppet show. * Demonstrates effective collaboration   - provides evidence of teamwork through reflections at the end of each collaborating session. |  |
| Students will use Week 7-8 to collaboratively write the dialogue for the 皮影戏 as well as prop making. They can use Week 9 (2 hours) to rehearse and record their 皮影戏。 |  |
| **Week 10 (2 hours)**  **End Task**  Presentation of each group’s 皮影戏  Peer assessment using the marking criteria, students need to give each group at least one positive feedback and one for improvement. Vote for the best 皮影戏 |  |
| Presentation, performance of goal task  Light and shadow puppet show project | |
| **Evaluation**   * Students’ self-reflection (use success criteria as a guide)   Other forms of evaluation could include:   * Teacher reflection on Unit * Was there sufficient time for all activities/learning intentions? * Were students able to demonstrate achievement of the outcomes? * Were the activities/tasks engaging and effective? * Were the resources relevant and stimulating? * Were students interested in the learning? * What worked well? What didn’t work well? * What would I change for next time? | |