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| toward%20transformation/school%20images/6541270.png | **GRADE: Stage 3 Students with prior learning/experience**  **UNIT OF WORK NAME: The Folktales**  **KEY LEARNING AREAS: Chinese** | | | | | | | | | | | | |
| **Term** | **Term 1** | | | **Term 2** | | | **Term 3** | | | | **Term 4** | | |
| **Week** | **1** | **2** | 3 | 4 | 5 | 6 | | 7 | 8 | 9 | | 10 | 11 |
| **Outcomes** | LCH3-2C**obtains and processes information in texts, using contextual and other clues**  **LCH3-3C responds to texts using different formats**  **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** | | | | **Unit Overview** | | | **Students with Prior learning and/or experience**  Students listen to, read or view popular Chinese and world’s folktales and respond to questions. They create a storyboard for their favourite folktale, using pictures, captions and voice, using modelled language from the folktale. | | | | | |
| **Learning intentions** | **By the end of this unit, students will**   * **interact with others discussing the tales in Chinese** * **understand the main ideas and the questions to the folktales** * **Create s storyboard** * **Caption the drawing using the modelled language** | | | | **Success criteria** | | | **A student can**   * **interact with others discussing the plot, characters, solution in Chinese** * **listen to and respond to the questions in Chinese or English.** * **create a storyboard in pairs of their chosen story.** * **Caption the drawing using the modelled language** | | | | | |

Vocabulary and sentence structure:

Teacher create class worksheets to practices and be familiarise with use of adjectives,nouns, prounouns and verbs.eg

很久以前，

从前

结果，

有一天，

他／他们

它／它们

她／她们

从此以后，

幸福

漂亮的

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| **Syllabus Content** | **Week** | **Teaching and learning activities** | **Resources/links** | **Reg/evaluation of lesson** |
| ***Content for the Second Language learner*** | **Second Language Learner** | | | |
| ***Content for students with prior learning and/or experience***   * locate and classify information from a range of spoken, written, digital and visual texts, for example * respond in English or Chinese to ideas and information, using a range of formats for different audiences * 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*, * understand and use basic structures and features of Chinese grammar to elaborate on meaning, for example: | **Students with prior learning and/or experience** | | | |
| **1** | 1. Class discussion on the topic “A folktale” to identify characteristic of a folktale genre and to understand different culture has different cultural specific folktales.   a)Suggested discussion prompting questions:  -What does it mean by tale? What is a folktale?  - Do you know any folktales?  b)identify characteristic of folktale genre -----  passed down orally from generation to generation, reflect the values of a community,  key terms: folktale-民间故事moral-道德plot- 情节characters-人物 ending- 结尾  (Note ‘tale’ and ‘story’ has the same Chinese characters- 故事, teacher should demonstrate and explain the difference between story and folktake).  **Folktales**:   * Folktales are an oral tradition with no accredited author * Characters are generally animals acting with human characteristics and talking * Folktales are rooted more in human scenarios, instead of magic, to relay a moral * Folktales were originally written to have wider appeal   Story:  **story** is a sequence of real or fictional events | Free on line Chinese learning tools <http://www.yellowbridge.com/chinese/dictionary.php>  Great for character formation practice and meanings.  These sites organise these stories into different categoies. Egfestivls, myths, love stories.  <http://pages.ucsd.edu/~dkjordan/chin/hbtales.html#festivals>  youtube: The 10 Suns  <https://youtu.be/DEzgAiIV0zM>  youtube: Storyboard for Kids  <https://youtu.be/JpT74FUOTuM>  List of Chinese folktales:  - -The Goddess of the Silkworm  -The Rats Are Marrying Off Their Daughter  -The Rat’s Wedding Day -The Coherd and the Weaving Maid  -  **PPT**  **Kahoot.it**  **Wizer.me**  **Edpuzzle**  [**https://edpuzzle.com/media/5ed381f54baa073fadf4f068**](https://edpuzzle.com/media/5ed381f54baa073fadf4f068)  [**https://edpuzzle.com/media/5eb235fafab7203ef3527045**](https://edpuzzle.com/media/5eb235fafab7203ef3527045) |  |
| **2** | Students watch the story（老鼠嫁女）<https://www.youtube.com/watch?v=LwxhfPcm-1I>  • Students identify key ideas and information, by responding to questions in English or Chinese: − Do you know this folktale? 你听过这个民间故事吗？  − Who are the characters in this folktale? 这个民间故事的主角是谁？  − What happens at the end? 这个寓言故事的结局怎么样？  − What is the moral or message of the folktale? 这个寓言故事有什么教训?  -discuss the use of certain phrases and hanzi to show tense and characters forming compunds.  Eg以前，了，过去，接着，然后，最后  -Deep understanding of the story on Edpuzzle  <https://edpuzzle.com/media/5eb235fafab7203ef3527045>  Students watch the video again and retell the folktale using 以前，接着，然后，最后 and make a recording of the retelling on wizer.me |  |
| **3** | **Students identify how the content and features support the purpose of each text. They then respond to the following question in English or Chinese: 中国的寓言故事是怎样流传到现在的? (How were Chinese folktales passed down from generation**  **With teacher support, students re-read/watch the folktale老鼠嫁女 and discuss the use of specific characters. Students:**  **− identify familiar Chinese characters**  **− label unfamiliar Chinese characters with the relevant Pinyin**  **− recognise differences in orthography between simplified and traditional Chinese characters, eg 雲 and 云**  **-practise writing unfamiliar characters, applying rules of stroke direction and stroke order**  **Students can play kahoot.it to consolidate the unfamiliar words.** |  |
| **4** | **With teacher support, students examine grammatical structures used to describe actions, people and objects: (Teacher provide examples here)**  **− simple sentence structure,**  **- subject–verb–object**  **− the use of the past tense marker 了**  **This lesson will focus on the past tense: Does Chinese have past tense? Lesson details please see the PPT (lesson 4)**  **Students complete the task on wizer.me to consolidate their knowledge of past tense.** |  |
| **5** | Develop a better understanding the key terms of a folktale (moral, characters, plots, ending) and the language features with a new folktale (虎姑婆). <https://www.youtube.com/watch?v=T7DvZjy6ba8>  Questions  What are the main characters in this story?  What is the main problem?  How did they solve the problem?  What is the moral behind the story?  Students answer the questions in Chinese on book creator. |  |
| **6** | Revise the key terms of a folktale through a game.  Watch the folktale 虎姑婆 again and answer the questions on edpuzzle  <https://edpuzzle.com/media/5ed381f54baa073fadf4f068>  **Complete the worksheet (writing)** |  |
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| **7** | Revise some common words in the story 虎姑婆. Teacher creates worksheets for individual students or in small groups which aims at familiarising students with the folktale story style. Eg worksheets to match pinyin and hanziwith pictures  Students work in groups to arrange the folktale sequences correctly.  Role play: in small group, students are to act out in spoken Chinese one part of the folktale (虎姑婆). Class discussion after each group presents their role play, focus of discussion on “Clarity of voice use and expression/interpretation of the folktale.”  Complete the task on wizer.me | **虎姑婆(folktale strips)** |  |
| **8/9** | Watch a new folktale (睡太郎的桃子树) and discuss the key terms in the story. <https://www.youtube.com/watch?v=C-Q1VGWxQA0&t=38s>  Using hula hoop to help students retell the story using the time sequence words.  Demonstrate how to use Story borad to create a folktale story.  Show students an example of creating a folktale using storyboard. Students work in pairs to produce the work. They can use iMovie,PPT Google slides, CLIP (an app on iPad).  Teacher to create a rubric for assessing students’ Chinese folktale on storyboard. |  |  |
| **10** | Presentation  Students will present their work as a whole class. |  |  |
| **Unit evaluation/ collegial discussion points** | |  | | |

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| Assessment / Feedback overview |
| **Formative Assessment**  *Participation in class*  *Group presentation*  *Class activities*  *Attendance*  *Cultural understanding*  *Informal assessment (quiz, test etc.)*  **Summative Assessment Strategies**  *Outcomes assessed:,LCH3-3C,LCH3-4C, LCH3-6U, LCH3-7U, LCH3-8U*  ***Prior Learning:*** Students present to the class the storyboard of the folktale they have chosen, including pictures and captions and voice using modelled language.  **Feedback will be provided**  Teacher Feedback – written, oral and observation  Student self-assessment  Peer feedback |