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| **LANGUAGE**  Chinese **STAGE 1 /YEAR 1-2**  | **Topic/Concept/ Title Animals DURATION ( 10 lessons)** |
| **Aim of this Unit**At the end of this Unit students will be able to: Explore characteristics of the animals and retell a story. | Key **concept(s)**There are different animals is different characteristics. |
| **End task**Students will demonstrate achievement of this aim by:* Learn about vocabularies of different animals
* Learn about the characteristics of different animals
* Tell a story
 | **Success criteria**Students will be able to:* Identify different animals
* Recognize the vocabularies of the animals and describe their features
* Retell the story
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| **Targeted Syllabus Outcomes****A student:****Interacting** – exchanging information, ideas and opinions, and socialising, planning and negotiating* Participates in classroom routines and play- based learning activities in Chinese (**LCH1-1C)**

**Accessing and responding** – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts* Identifies key words and information in simple text **(LCH1-2C)**

**Composing** – creating spoken, written, bilingual, digital and/or multimodal texts* composes texts in Chinese using a rehearsed language **(LCH1-4C)**

**Systems of language-** understanding the language system including sound, writing, grammar and text structure; and how language changes over time and place* recognizes and reproduces the sounds in Chinese **(LCH1-5U)**
* recognizes basic Chinese writing conventions **(LCH1-6U)**
* recognizes Chinese language patterns in statement, questions and commands **(LCH1-7U)**
* recognizes features of familiar texts **(LCH1-08U)**

**The role of language and culture** – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity.* Recognizes similarities and differences in communication across cultures **(LCH1-9U)**
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| **Prior learning (revision)**This unit builds on:* A story book:< Guess what animal I am?>
* Flash cards
* Bingo games
* Picture cards
* On line video:https://www.youtube.com/watch?v=COaCdxD64wk

<https://www.youtube.com/watch?v=KreY855H81E><https://www.youtube.com/watch?v=g3D0Bd0Fwxo> | **Suggested vocabulary*** 动物Animals：猫cat、狗dog、熊猫panda、鸟bird、鸡chicken、绵羊sheep、青蛙frog、蛇snake、兔子rabbit、老鼠mouse、牛cow、马horse、大象elephant、老虎tiger、猪pig
* 颜色color：黑色black、白色white、灰色gray、绿色green、蓝色blue、红色red、彩色colours、咖啡色/棕色brown、橘色orange
* 猜guess、喜欢like、吃eat、有have、没有none
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| **Key sentence structures*** 猜猜是什么?Take a guess
* ......有/没有......。...have/have not...（ex. Cat has two eyes, four legs.)
* ......喜欢......。...like...(ex. Dog likes running.)
* ......吃......。...eat...(ex. Rabbit eats carrot.)
* ......有不同的颜色，有白的、黑的、棕色的......。...with different color,white, black,brown...(ex. A panda’s body is black and white.)
 | **Resources** * Story book <猜猜我是什么动物Guess what I am?>
* Flash cards
* Picture cards
* Online games from Chinese reader for kids
* Games made by teacher- Bingo, Matching Cards
* Teacher made worksheets
* YouTube videos: “动物儿歌” <https://www.youtube.com/watch?v=COaCdxD64wk>

* “你喜欢什么小动物？”
* <https://www.youtube.com/watch?v=KreY855H81E>
* “头肩膀膝盖脚”

<https://www.youtube.com/watch?v=g3D0Bd0Fwxo> |

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

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|  | Students with needs | Class | Extension |
| **Introduction***Week 1* | * Revise body part:眼睛eye、嘴巴mouth、鼻子nose、耳朵ear、脚foot、尾巴tail、毛fur

*activity: sing and dance* “头肩膀膝盖脚”<https://www.youtube.com/watch?v=g3D0Bd0Fwxo>* Revise numbers 1- 20, *activity: counting numbers in a circle*
* Brainstorm/discuss how many eyes/mouthes/noses/ears/feet/tails in a person by showing their body, how many eyes/mouthes/noses/ears/feet/tails in a animal that they know.
* Brainstorm/discuss the differences between person and animal.
* Discuss who has the most eyes/longest nose/longest tail/longest tail? (critical thinking), (bus stop)
* Discuss characteristic of animal that they know
* Introduce radicals and vocabulary for 动物animals using picture cards .
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| **Animal** *Week 2-4**Cont*.**Animal** | * Discuss ways of asking and describing the animals, use flash cards, Quizlet to support teaching and learning

 (critical thinking, communication skill)* Compare similarities and differences in different animals.

(Listening, speaking, reading and responding, and writing) (Substantive communication, inclusivity, critical thinking, cultural knowledge)* Watch YouTube and sing the song“动物儿歌” <https://www.youtube.com/watch?v=COaCdxD64wk>
* Students make a animal wheel
* Group work :
* Record the 3 animals, then make a bar chart and write sentences to describe the animals for report
* Write sentences for animals report, then practise in class
* Practise pinyin and character writing with teacher’s support or independently in worksheets
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| Vocabulary list:猫cat、狗dog、熊猫panda、鸟bird、鸡chicken、牛cow、马horse、有have、没有noneUse think-pair-share to practise sentences structures:猫cat/狗dog/熊猫panda/鸟bird/鸡chicken/牛cow/马horse有have/没有none眼睛eye/嘴巴mouth/鼻子nose/耳朵ear/脚foot/尾巴tail/毛fur吗？有Yes,it has./没有No, it has not。 | Vocabulary list:绵羊sheep、青蛙frog、蛇snake、兔子rabbit、老鼠mouse、大象elephant、老虎tiger、猪pig、喜欢like、吃eat、Use think-pair-share to practise sentences structures:绵羊sheep/青蛙frog/蛇snake/兔子rabbit/大象elephant/老虎tiger/猪pig/老鼠mouse喜欢like/不喜欢dislike......?绵羊sheep/青蛙frog/蛇snake/兔子rabbit/老鼠mouse吃eat/不吃do not eat......? | Vocabulary list:黑色black、白色white、灰色gray、绿色green、蓝色blue、红色red、彩色colours、咖啡色/棕色brown、橘色orangeUse think-pair-share to practise sentences structures:......有/没有......。...have/have not.........喜欢......。...like.........吃......。...eat.........有不同的颜色，有白的、黑的、棕色的......。...with different color,white, black,brown...Students will describe Animal with details, for example: 马有四条腿和大大的耳朵。 Horses have four legs and big ear.马喜欢洗澡，不喜欢一个人住。Horses like to bathe, do not like living alone.马吃草，不吃肉。The horse eat grass, do not eat meat. |
|  **Animal***5-7 weeks* | * Revise learnt radical, characters and sentence structure with
* Bingo (radical and character)
* Gap filling (sentence pattern)
* Discuss characteristic of animals by using
* Flash cards and pictures
* Tableau\*
* Students practise pinyin and character writing with teacher’s support or independently. Extension students will create the sentences related to the animal reports.
* Draw activities in group: draw they favorite animal on a butcher paper. Then pass the paper to another group for adding on their idea. Finally, students use Chinese to present what they find out after rotations. (Text to talk\*)

* Learn to sing a song:“你喜欢什么小动物？”<https://www.youtube.com/watch?v=KreY855H81E>
* Discuss how to refine the performance by using some props and actions. Rehearse the performance in class.
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| **Assessment Task and Performance***8-10 weeks* | * Use Donut circle\*, students questioning and answering about the animals by spinning their animal wheels.
* Handwriting practice: trace and copy Hanzi on worksheets / class workbook
* Individual task: write simple sentences to describe different animal on a worksheet. (teacher provides support to students with needs)
* Group performance- Singing songs with action and props
* Arts work- students create a favorite animal with Chinese brush and ink, rice paper and water colour. Display in class.
* Presentation-Gap filling, rolo play, work in group to practice, finally, retell the story book with flash cards.
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