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| LANGUAGE                   **Chinese**                                     ***Animals***  STAGE 1 | DURATION   4weeks |
| **Unit description, goal task**  Describe their favourite animals.  Students need to draw a favourite animal and write down few sentences to describe this animal. They will also need to present it to the class at the end of this unit. | **Key concept(s)**  Familiarising the students with the Chinese vocab about farm animals and the sounds they produce in Chinese. Be able to describe the animals’ feature like action and food in Chinese. |
| **Learning intentions**   * We are learning about different farm animals * We are learning about the sound of the farm animals  in Chinese * We are learning about the features of these animals, including their movements and food. | **Success criteria**  Students will be successful if they can   * Identify farm animals in Chinese * Label farm animals in Chinese * Describe the features of the animals in Chinese (depending on their levels) |
| **Objectives  and outcomes (SYLLABUS)**  **A student:**  **Interacting** – exchanging information, ideas and opinions, and socialising, planning and negotiating   * Takes part 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 keywords 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   * recognises and reproduces the sounds in Chinese **(LCH1-5U)** * recognises basic Chinese writing conventions **(LCH1-6U)** * recognises Chinese language patterns in statement, questions and commands **(LCH1-7U)** * recognises features of familiar texts **(LCH1-08U)** | |
| **Suggested vocabulary**   * Farm * Animals (goat, pig, dog, cat, horse, cow..) (羊，猪，狗，猫，马，牛，鱼，虫，鸡) * Action (run, jump, swim, fly, craw)(跑，跳，游，飞，爬） * Food (grass, worm, vegetable) (草，虫， 蔬菜) * Features(wing, tail) （翅膀，尾巴） | **Sentence structures:**  The horse **is** black. 马是黑色的。  The horse **has** four legs. 马有四条腿。  The horse **can** ran.马会跑。  The horse **eats** hay.马吃草。 |
| **Resources**  Flashcards  Wordwall  Kahoot!  Games and activities made by teacher  Songs from Youtube |  |

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

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| Introduce motivating goal task  The task is to create a presentation of one favourite animal. The student will need to draw the picture, write down the description of this animal and present to the class.  What we already know: colour, number, body parts.  Building the field: vocabulary of the farm animals and supports words. | |
| Sequence of language teaching / learning activities, games, etc differentiation  and preparation for task | Resources |
| **Farm animals**  **Building the field:**   * Introduce the unit of work and the final task * Ask “what is a farm?” * Students farm ‘show and tell’ in English * Song: Old McDonald had a farm in English, then in Chinese * Introduce the farm animals in the TL: horse, cow, dog, fish, pig, and sheep in Chinese and list them on the board   (羊，猪，狗，猫，马，牛，鱼，虫，鸡)   * Play games: guessing game, who’s missing, animal listening quiz to consolidate the language * Bookwork: Copy the vocabulary in their book (older students/background students need to write the characters, while younger students need to recognize them and cut/stick to complete the matching activity.) | the song “Old McDonald had a farm” |
| **How do they move?**   * Introduce action verbs relating to the movements of the farm animals: run, jump, fly, swim, walk (跑，跳，游，飞，爬) * Introduce the language structure: ‘The horse can run.’ / ‘The fish can swim.’ (马会跑。鱼会游。鸟会飞。羊会跳。虫会爬。) * Poem – who can fly?   谁会飞？鸟会飞。  谁会跑？马会跑。  谁会游？鱼会游。   * Asks students to create more sentences verbally based on the modelled sentences. * Activities: Acting and guessing, Bingo, Matching game. * Bookwork: students copy the sentences from the board in their book and illustrate. (Older students/background students need to write the sentences, while younger students can recognize them and complete the sorting sentences activity.) |  |
| **What do they eat?**   * Introduce food that farm animals eat:  insects, vegetables, grass(草，虫， 蔬菜) * Introduce the language structure: The cow eats grasses./The fish eat worms. （牛吃草。鱼吃虫。猪吃蔬菜。） * Asks students to create more sentences verbally based on the modelled sentences * Activities: Matching the animal and the foods, Guessing game, Bingo. * Bookwork: students copy the sentences from the board in their book and illustrate. (Older students/background students need to write the sentences, while younger students need to recognize them and complete the sorting sentences activity.) |  |
| **Animal features**   * Introduce distinct features of the farm animals: wings and tail （翅膀，尾巴） * revise the vocabulary from previous lesson * Introduce the language structure and sequences: The horse is white. It has four legs. It can run. It eats grass.   马是白色的。它有四条腿。它会跑。马吃草。   * Activities: Acting/Describing and guessing. /Barrier Game * Students used the modelled sentence to describe one animal displayed * Bookwork: Students choose their one favourite animal to illustrate and write a few sentences to describe it.. (Older students/background students need to write the sentences, while younger students need to recognize them and complete the sorting sentences activity.) |  |
| Presentation performance of goal task   * The students will show their favourite animal by drawing and introduce its features. | |
| **Evaluation**  The ability to:  Identify farm animals in Chinese.  Pronounce the vocabularies correctly.  Sequence modelled language accurately and appropriately.  Apply the writing accordingly.  Apply the writing sentences or recognize the order to make the sentences. | |